



Rollins Center
for Language & Literacy

COX Campus
www.coxcampus.org

A Program of the Atlanta Speech School

K-3 LITERACY PLATFORM

We cultivate expertise with educators, system leaders, families and advocates with the sciences of healthy brain development, language and literacy so that all children can think critically and act boldly to reshape the world. Join our free, equity-based online learning community, www.coxcampus.org, to access accredited coursework and resources like this.

Bring Cox Campus to your school! Click [here](#) to contact Dr. Nadia J. Jones, Director of Partnerships, to learn more.

Get it all on Cox Campus!



Join Cox Campus

Free, easy and proven science-backed courses and resources, live events, community and more



Develop the **6 Elements of Equitable Literacy**

Center child outcomes with our six core building blocks



Access the Complete **Cox Campus K-3 Course Book**

Live out the elements that support a language rich ecosystem



Implement **Cox Campus Coaching Materials**

Structure rigorous, high-quality professional learning to build your team's knowledge and capacity



Engage in the **Yearlong Learning Journey**

Join educators across the nation also using the Cox Campus courses and resources to support implementation of culturally preserving, inquiry-centered, and evidence-based instruction



6 Elements of Equitable Literacy

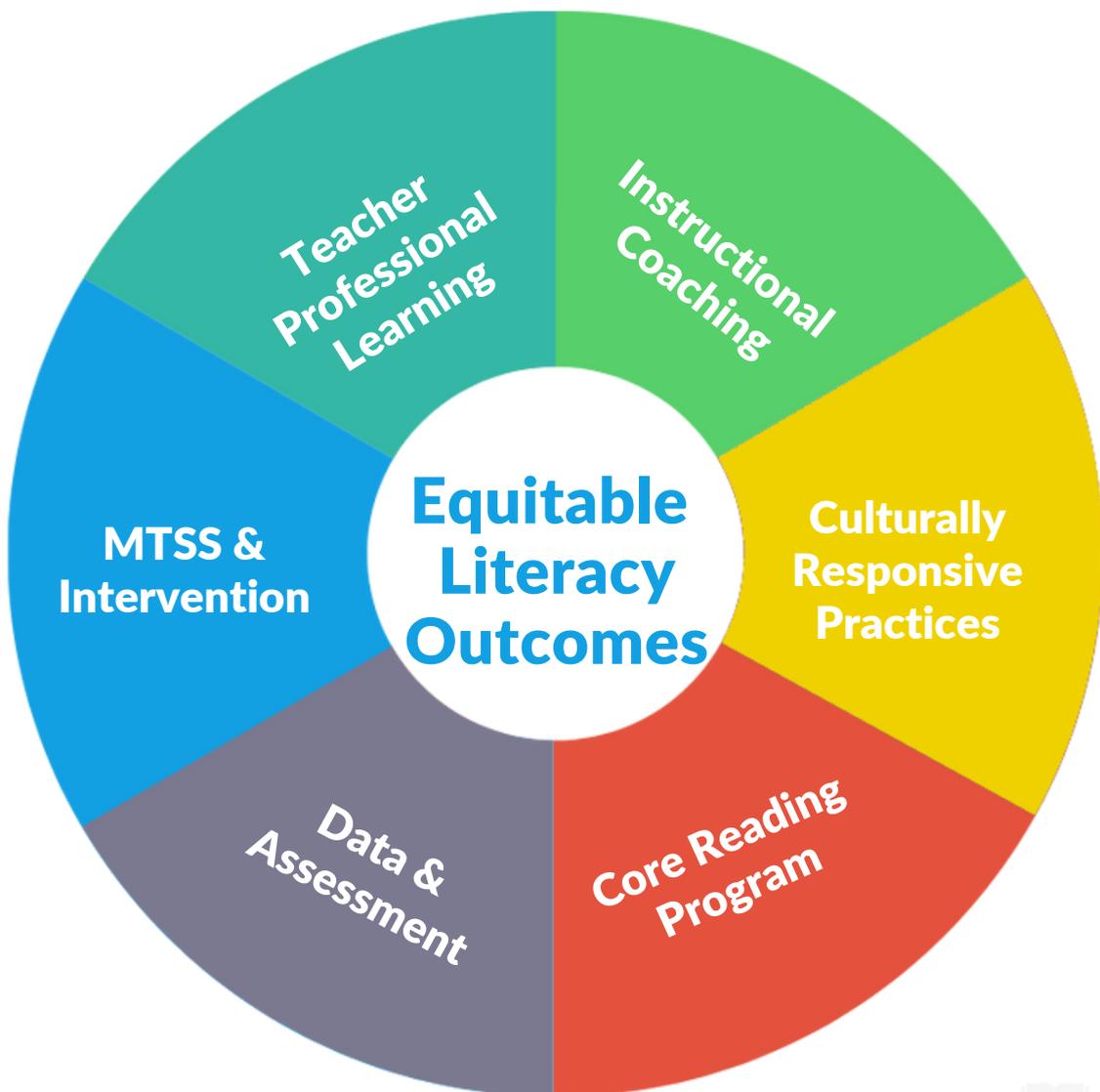


Rollins Center
for Language & Literacy

COX Campus
www.coxcampus.org

A Program of the Atlanta Speech School

Guides for District & School-Wide Implementation



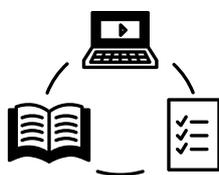


Are you a district leader or school leader looking to implement the Science of Reading to improve reading achievement for ALL students?

What we offer at the Cox Campus:



A Literacy Vision that centers student success



High quality, accredited professional learning and resources to support literacy leaders who are eager to learn and implement best practices aligned with current research



Meeting with an expert to design your implementation process, leveraging the FREE, equity-based Cox Campus learning community

Centering child outcomes, the core building blocks of the implementation guide include:

Teacher Professional Learning

Teachers and literacy leaders access and engage with high-quality, rigorous professional learning on best instructional practices aligned with the Science of Reading via Cox Campus. Click [here](#) to learn more.

Instructional Coaching

Districts and schools leverage existing capacity (instructional coaches, reading specialists etc.) to implement Cox Campus coaching cycles that build educator knowledge and expertise. Click [here](#) to learn more.

Core Reading Program

A science-backed, core reading program (Tier I) must be in place and implemented with fidelity including supplemental materials: phonemic awareness, phonics, vocabulary, comprehension, fluency, morphology and syntax. Click [here](#) to learn more.

Culturally Responsive Practices & Materials

Districts and schools must honor and approach all children from a strengths-based perspective which includes culturally responsive pedagogical practices, and immersing all children in a curriculum in which they can see themselves.

Data & Assessment

Implementing effective and efficient district – and/or school-wide assessment systems that yield valid and reliable data for all students is central to achievement. Click [here](#) to learn more.

MTSS & Intervention

Districts and schools must have infrastructure to implement tiered instruction as a preventative framework for reading failure and as a mechanism to provide appropriate interventions and referrals as needed. Click [here](#) to learn more.



K-3 Course Book

Course Catalog: K-3

Rollins Center
for Language & Literacy

COX Campus

A Program of the Atlanta Speech School



www.coxcampus.org

 COX Campus
coxcampus.org

We have a reading brain that needs our attention to the knowledge – the Science of Reading.

Dr. Maryanne Wolf • Director of the Center for Dyslexia, Diverse Learners and Social Justice & Cox Campus National Advisory Member



Evidence Based Instruction:

SYSTEMATIC AND EXPLICIT PHONICS INSTRUCTION, WITH EXPERT CONTRIBUTOR – DR. DEBORAH GLASER • 1 HOUR, CEUS: 0.1

Teachers will build their knowledge of effective phonics instruction aligned with the science of reading. This course will provide teachers with practical tools and develop their commitment to take action in their classrooms to ensure all students have the support they need to become proficient readers.

-  **By the end of the course, you will be able to:**
- Understand the characteristics of an effective systematic and explicit phonics program
 - Understand the foundation of the English orthography
 - Name and explain the role

-  **Why It Matters:**
- The most recent report from our National Assessment of Educational Progress (NAEP, 2017) showed that nationwide 63% of our 4th-grade students scored below proficient in reading. The highest performing state showed 50% below proficient. This doesn't have to be! We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful. The approaches used to teach children in many of our schools apply methods that do not teach our most vulnerable students the skills they need to be successful. This course will lead you into a world of knowledge and instructional practice that will make it possible for you to be the difference in your students' lives. Welcome! Let's learn together!

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

EARLY LITERACY: PRINT AWARENESS, PHONOLOGICAL AWARENESS, AND ALPHABET KNOWLEDGE, WITH EXPERT CONTRIBUTOR – DR. DEBORAH GLASER • 2.5 TRAINING HOURS, CEUS: 0.3

Teachers will learn about the importance of print awareness, phonological awareness, and alphabet knowledge. Along with oral language, these form four of the essential elements of early literacy.

-  **By the end of the course, you will be able to:**
- Understand the different print awareness skills and apply this knowledge to their teaching practices
 - Understand the different phonological awareness skills and apply this knowledge to their teaching practices
 - Understand the different alphabet knowledge skills and apply this knowledge to their teaching practices
 - Plan for teaching early literacy skills in their classrooms

-  **Why It Matters:**
- We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful. The approaches used to teach children in many of our schools apply methods that do not teach our most vulnerable students the skills they need to be successful. This course will lead you into a world of knowledge and instructional practice that will make it possible for you to be the difference in your students' lives.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

We have to make the science of reading available to all teachers because our kids are depending on it. Quite frankly when you look at our national data, our country is depending on it.

Dr. Ryan Lee-James • Director of Rollins Center for Language & Literacy

MEANINGFUL READ ALOUDS FOR VOCABULARY AND COMPREHENSION • 2 HOURS, CEUS: 0.2

How can you create an environment that helps children thrive? Learn how a classroom is more than a space with festive decorations, but a community of learning – an “ecosystem”



By the end of the course, you will be able to:

- Describe the relationship between reading aloud to students and listening comprehension, vocabulary, and language skills
- Model ability to read aloud to students to enhance critical thinking, personal reflection, empathy and imagination
- Develop a plan for read-alouds using the K3 START Read framework and lesson planning sheet
- Apply engaging activities that are related to your read-alouds throughout the day



Why It Matters:

- Meaningful read-alouds provide opportunities for students to use their schema.
- Meaningful read-alouds increase Tier 2 and Tier 3 vocabulary.
- Meaningful read-alouds increase listening comprehension.
- Meaningful read-alouds provide opportunities for students to improve oral and expressive language skills.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

READING FLUENCY, WITH EXPERT CONTRIBUTOR - DR. LAURA REINHART OF UNIVERSITY CALIFORNIA, LOS ANGELES • 2.5 TRAINING HOURS, CEUS: 0.3

Teachers and leaders will build knowledge and capacity around reading fluency including assessment, instruction and progress monitoring.



By the end of the course, you will be able to:

- Define fluency and distinguish between the three components of reading fluency
- Explain why reading fluency is important and conceptualize it within the process of reading
- Identify how various mechanics in the reading process contribute to fluent reading
- Address misconceptions around fluency assessment and will be equipped to assess reading fluency in their own settings
- Understand the types of activities involved for building fluency and be able to determine which activities meet the needs of learners in their classroom



Why It Matters:

- The most recent report from our National Assessment of Educational Progress (NAEP, 2019) showed that nationwide 66% of our 4th students scored below proficient in reading. The highest performing state showed 55% below proficiency. We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

We can't go back to education as it was before. The needs are greater and the stakes are higher.

Walter Gilliam • Professor of Child Psychiatry & Psychology, Yale University Child Study Center & Cox Campus National Advisory Member

SHARING IDEAS THROUGH WRITING • 4.5 HOURS, CEUS: 0.5

When a kid scribbles on paper, long before they can write their letters, they're starting to understand writing and what it means. Learn how you can foster this love of writing - and learning - in young children.



By the end of the course, you will be able to:

- Describe the different stages of emergent writing for children
- Integrate strategies to support children's writing skill development
- Design fun and exciting emergent writing activities to do with children



Why It Matters:

- Emergent writing activities prepare children to meet nationwide third-grade writing standards.
- Children will be able to communicate thoughts, ideas, and feelings through developmentally appropriate writing.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES



Systems and Structures for Literacy Success:

ASSESSING OUR STUDENTS • 1 HOUR, CEUS: 0.1

We all want to see our students succeed. With these assessments, you will be able to pinpoint and better understand each student's unique needs and then adapt how you teach to help each and every child learn.



By the end of the course, you will be able to:

- Outline the Big 5 components of reading
- Compose a drill down method to identify areas of growth for your students
- Learn to backfill for students who need additional help



Why It Matters:

- Assessments are powerful tools to track student progress.
- Assessments allow you to individualize your teaching to meet each student's needs.
- You can create an environment that fosters cognitive development necessary for children to read.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

“We know that 95% of all children can learn to read with evidence-based structured literacy practices.”

TARGETED SMALL GROUP INSTRUCTION • 1.5 HOURS, CEUS: 0.2

Once you've learned each students' unique needs, you can use targeted small group instruction to help them master critical, foundational reading skills. Learn the essentials of targeted small group instruction and how to incorporate it in your classroom.



By the end of the course, you will be able to:

- Develop small groups to maximize instruction
- Model best practices to teach and review foundational reading skills
- Demonstrate ways to help students construct meaning from reading



Why It Matters:

- Studies have shown students who receive small group instruction perform significantly better than those who only receive whole group instruction.
- You can help fill in the gaps in student's reading skills so they can become more accurate readers.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

CLASSROOM ECOSYSTEM • 1 HOUR, CEUS: 0.1

How can you create an environment that helps children thrive? Learn how a classroom is more than a space with festive decorations, but a community of learning – an “ecosystem” of teachers, students, materials, and more – all working together so learning can flourish.



By the end of the course, you will be able to:

- Name the 4 major categories of an ideal classroom ecosystem
- Recognize the 5 vital cognitive processes children need for learning
- Develop activities and routines that will engage children in learning



Why It Matters:

- Establishing deliberate classroom ecosystems allows children to learn, thrive and develop.
- Fostering classroom culture engages children's brains for learning.
- You can create an environment that fosters cognitive development necessary for children to read.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

RESPONSE TO INTERVENTION, WITH EXPERT CONTRIBUTOR - DR. LAURA JUSTICE OF THE OHIO STATE UNIVERSITY • 1.5 TRAINING HOURS, CEUS: 0.2

Site-based school leaders will learn about the importance of leading the implementation of the Response to Intervention (RTI) model in their school.



By the end of the course, you will be able to:

- Understand what the RTI prevention framework is and be able to dispel myths about the process
- Understand the different core components that make up the RTI prevention framework
- Help implement systems for an effective school-wide RTI process



Why It Matters:

- Response to Intervention (RTI) is a prevention framework for implementing data-driven decision-making. It's important because it provides necessary stakeholders with timely and specific information about children so that they can improve learning and increase student performance.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES



FUTURE COURSEWORK

Writing - Summer 2022

Oral Language, with Expert Contributor Dr. Margie Gillis of Literacy How and Haskins Lab at Yale University - Fall 2022

Explicit Vocabulary Instruction - Fall 2022

Reading Comprehension - Spring 2023



Cox Campus Coaching

Cox Campus Complete Coaching Guide



Introduction

Learning to read is a complex and multidimensional process. Because our brains were not wired for reading, the most effective and equitable way to teach reading is through explicit and systematic instruction, coined *Science of Reading*, to make connections between print and speech. Unfortunately, though, most elementary teachers did not receive the training needed to put into place the practices that are aligned to the Science of Reading – that is, many teachers *were not taught* how to teach reading. A national poll of teachers revealed ONLY 5% were taught how to teach reading in their preservice college prep (EdWeek).

This guide seeks to meet a critical need. Explicit and systematic instruction puts reading within reach for 95% of students but we know from experience that teachers require support in its implementation especially when the process involves unlearning misaligned practices. Leveraging the free, evidence-backed coursework, instructional resources and private coaching groups on the Cox Campus, this guide provides a roadmap for literacy leaders as they support teachers in their knowledge and implementation of the Science of Reading. Importantly, though this guide is meant to support the development of educators, each professional learning session, coaching conversation, model lesson, and all other activities should be centered on student outcomes and always motivated by valid and reliable student [assessment data](#). As a result, literacy leaders and educators approach the coaching process in a way that is entirely driven by equitable student achievement.

Our team of content experts will continue to add materials and resources to this guide. If you have ideas or suggestions for materials that would be helpful for leaders and teachers, please email us at info@coxcampus.org.

About Us

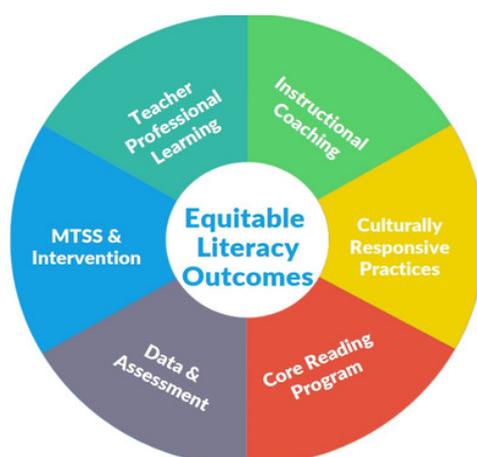
Our Vision

Literacy and Justice for All

Our Mission

We cultivate expertise with educators, system leaders, families, and advocates with the sciences of healthy brain development, language, and literacy so that all children can think critically and act boldly to reshape the world.

Roadmap for Equitable Literacy Achievement



About This Guide

There is a Coaches' Guide for each course on Cox Campus so that literacy leaders are able to structure rigorous, high-quality professional learning to build their team's knowledge and capacity to implement best practices aligned to the Science of Reading.

Each Coach's Guide includes the following components:

Professional Learning Communities Plan

- Suggested framework for scheduling PLCs
- Content-specific professional learning tools
- Specific Learning Outcomes
- Knowledge and practice opportunities

Collaborative Coaching Guides

- Pre-planning materials for coaches and self-assessment
- Detailed Instructional Coaching Cycle
- Implementation material for coaches
- Models for instructional strategies and routines

Common Core State Standards Alignment

- Cox Campus K-3 Courses Common Core State Standards Alignment

Consideration for Coaches

We suggest that coaches complete the checklist before beginning.

Professional Learning Communities Plan

- Complete the K3rd Cox Campus coursework in its entirety
- Download the Course Companion Guide and review each lesson
- Review the Cox Campus resources associated with each lesson
- Work with your school's administrative team to determine how a plan for rolling out the implementation
- Take the Coaching Journey Scale as a self-assessment
- Reach out to the Cox Campus team to help design your journey

Cox Campus Experts are Here to Support

We understand that each district and school is different. Working to improve literacy outcomes for children is challenging but very rewarding. Importantly, there is no one size fits all approach for implementation. In this guide, we've provided recommendations based on our field experience and collective expertise. We're eager to collaborate with your literacy leaders and administrators as you design your Cox Campus journey.

Please click [here](#) to reach out to Dr. Nadia Jones, Director of Strategic Partnerships.

Implementation Plan

This Implementation Plan includes essential building blocks for successful implementation of content (e.g., phonics), leading to enhanced teacher knowledge, skill, agency, and improved outcomes for ALL students. The implementation depends on collaboration and engagement in a variety of coordinated activities.

The Implementation Plan includes two parts:

Part 1 - Professional Learning Community

There are many effective ways to implement a professional learning plan. Our Cox Campus experts suggest two ways we have found to work well our partner schools. Coaches can implement this plan by convening a 45-60 weekly professional learning community during school hours or after school.

As an alternative, we offer a second suggestion which involves implementing an all-day professional learning community. As a coach, you should meet with your administrative team to devise a plan that best fits your school's needs.

Part 2 - Collaborative Coaching Guide

The Collaborative Coaching Guide is central to achieving positive outcomes for students. For each content area, you will develop a coaching cycle using our Instructional Coaching Resource Pack. Through collaborative coaching and facilitation, teachers will build their knowledge and implement best practices with fidelity.

Plan A - Weekly

A. Part I - Professional Learning Plan

Week	Activities
Prior to first PLC	Teachers complete Cox coursework prior to professional development meeting.
Week 1	Lesson 1&2
Week 2	Lesson 3
Week 3	Lesson 4
Week 4	Lesson 5

Teachers complete Cox Campus coursework prior to professional development meeting.

B. Part II - Coaching Cycle

Week 5	1. Impact Cycle Outline 2. Identify Framework 3. Explain Framework
Week 6 - 7	4. Modeling, and Guided Practice, & Observe Framework
Week 8 - 9	5. Debriefing Agenda

Plan B - ALL Day

A. Part I - Professional Learning Plan

Prior to first PD	Teachers complete Cox Campus coursework prior to professional development meeting.
Day 1	Lessons 1-3
Day 2	Lessons 4-6

B. Part II - Coaches Collaboration Plan

Prior to meeting with teachers review the Pre-meeting Checklist and Initial Conversation Framework. At your first meeting, share with teachers the Impact Cycle Outline and discuss how you will proceed with the coaching cycle.

Week 1	1. Impact Cycle Outline 2. Identify Framework 3. Explain Framework
Week 2-3	4. Modeling, and Guided Practice, & Observe Framework
Week 4	5. Debriefing Agenda

A close-up photograph of three young girls sitting at a table, looking down at an open book. The girl in the center is wearing a blue sweater and has a small star-shaped earring. The girl on the right is wearing a light blue shirt. The girl on the left is partially visible, wearing a teal shirt. The background is softly blurred, suggesting a classroom or library setting.

Meaningful Read Alouds

Meaningful Read Alouds Implementation Plan PART I – Professional Learning Plan

Lesson 1 - An Introduction to Read Alouds		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to describe the relationship between reading aloud to students and listening comprehension, vocabulary, and language skills.	START Ladder Safety Nets Comprehension Strategy Questions How to Choose a K-3 Read Aloud Book	Discussion Vocabulary Tiers

Lesson 2 - Developing a Read-Aloud Framework		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to develop a plan for read-alouds using the K3 START Read framework and lesson planning sheet.	K-3 START Read Lesson Plan Template Think-Aloud Stems START Ladder Safety Nets PAT Poster Open-Ended vs. Close-Ended Questions Accountable Talk Prompts	Discussion: In breakout rooms or in groups discuss the K-3 START Read.

Lesson 3 – Beyond the Read Aloud		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to apply engaging activities that are related to your read-alouds throughout the day.	Comprehension Strategy Questions Mini-Lesson Framework Learning Center Activity Ideas	Discussion: In breakout rooms or in groups discuss ideas for extension activities that will support vocabulary and comprehension.

Part II – Collaborative Coaching Guide

Many teachers will require support in implementing Instructional strategies with fidelity learned during professional learning communities. Having vast content knowledge in Science of Reading or Structured Literacy does not necessarily mean teachers have all they need to implement effectively. The Cox Campus Collaborative Guide will support literacy leaders as they work to bridge the gap between the science (knowledge) and the implementation (instructional practice) in the classroom. Review the Instructional Coaching Resource Pack to get explicit instructions on beginning a coaching cycle.

Modeling must be specific, purposeful, and intentional. We have suggested a model lesson instructional strategy but think about your school's needs and the various strategies that are taught in this Phonics lesson. It is also vitally important to involve teachers when deciding on what model lesson to implement. Review the walkthrough form and share it with the teachers.

In this section of the Collaborative Coaching Guide, we are suggesting an instructional strategy from the course that will be beneficial for your students and teachers. If there is another routine or instructional strategy found in the course that better aligns with you school's goal, follow the same steps included in the Instructional Coaching Resource Pack to create a coaching cycle for your teachers.

Recommended Model Lesson Instructional Strategy	Tools for Implementation
Plan a Read Aloud Activity <ul style="list-style-type: none"> How to Choose a K-3 Read Aloud Book 	<ul style="list-style-type: none"> Instructional Coaching Resource Pack K-3 START Read Lesson Plan Template Think-Aloud Stems Open-Ended vs. Close-Ended Questions Accountable Talk Prompts

Using the Walkthrough Form

Instructional practices and teaching effectiveness can vary between schools and classrooms in the same school. Classroom walkthroughs are a tool to observe teaching in the learning environment. Walkthroughs should focus on instructional delivery, learning assessments, and teaching effectiveness. Classroom walkthroughs and observations analyze teacher performance and provide them actionable feedback on instructional practice. Classroom walkthroughs can be informal or formal. We suggest using this form informally. We want this form to be used for the purpose of informing instructional practice for improvement. The walkthrough form should not be used for formal evaluations. Classroom observations should be short, totaling no more than 15-20 minutes.

Coaches and administration can also use this form to identify trends among teachers. These trends, along with other data, can help identify future professional development plans.

Tool for Implementation	Walkthrough form- Read Aloud
--------------------------------	--

Discussion Questions – Meaningful Read Alouds

Use these questions to drive conversations around current instructional practices for read aloud instruction. Use small groups, teachers can pair up or work by grade level to discuss questions. This encourages participation from all participants. This is about inserting some of these questions during your professional learning community meetings.

Coaching Conversations/Reflections

- Did you learn any new techniques, methods or strategies? What were they?
- What would you like to know more about?
- Is there anything you will do differently after working through this lesson? What?
- Did anything in this lesson challenge your viewpoint?

Lesson 1 - Content Specific Reflection

- What is the purpose of a read aloud?
- How often do you conduct read alouds?
- What areas of development do read alouds help to support?
- What is the difference between story time and a read aloud?
- Name two ways to teach reading comprehension during a read aloud.
- Why is modeling the think aloud important?
- Discuss the best way to teach vocabulary and how to select words.
- Reflect on the types of books to choose for read alouds ad their purpose.
-

Lesson 2 - Content Specific Reflection

- How does opened-ended questions help support critical thinking?
- How can read-alouds help students make text-to-self connections?
- Why is building empathy important?
- How can teachers support students in using their imagination?
- Coaching Conversations
- Did you learn any new techniques, methods or strategies? What were they?
- What would you like to know more about?
- Is there anything you will do differently after working through this lesson? What?
- Did anything in this lesson challenge your viewpoint?

Lesson 3 - Content Specific Reflection

- Why is repeated reads impactful?
- Why and how do you model thinking for your students?
- How do open-ended questions support oral language? Discuss questioning and how they support students' deeper understanding of the text.
- Reflect on your process for choosing vocabulary words.
- Reflect on questions you ask during a read aloud. Do they support students' deeper understanding of the text?

Lesson 4 - Content Specific Reflection

- How can you integrate cross-curricular activities into your learning centers?
- How can you extend vocabulary use beyond the read aloud. (Collaborate on ideas)
- Collaborate on ideas for activities that you can do beyond the read aloud.
- Choose a book and a partner. Use the K3 START READ lesson plan template and develop a lesson plan for your chosen book.

Recommended Readings and Resources

Here you will find suggestions for further reading and ideas that will support and expand subject knowledge.

Lesson 1	Simple View of Reading THE LISTENING AND READING COMPREHENSION LINK
Lesson 2	"Tuning In" to Others: How Young Children Develop Theory of the Mind The Relationships Between Empath and Reading Fiction
Lesson 3	N/A
Lesson 4	Vocabulary Formation Assessment Word Presentation Routine Template Retell Rubric



Early Literacy

Early Literacy Implementation Plan PART I – Professional Learning Plan

Lesson 1 - An Introduction to the 3 Domains of Early Literacy		
Learning Objective	Tools for Implementation	Knowledge & Practice Opportunities
Learners will understand the importance of the 3 domains of early literacy.	Early Literacy PPT	N/A

Lesson 2 – Print Awareness		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Learners will understand the different print awareness skills and apply this knowledge to their teaching practices.	Print Awareness Questions The 3 Categories of Print Awareness	Activity: Print Awareness Match: Book Conventions, Print Conventions, Print Functions

Lesson 3 – Phonemic Awareness		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Learners will understand and practice the pronunciation of phonemes.	<ul style="list-style-type: none"> Consonant Articulation Chart Phonological Awareness Skills and Examples Vowel Classification Chart 	<ul style="list-style-type: none"> Activity/Discussion (Consonant Classification) Activity/Discussion (Consonant Articulation MVP) Activity/Discussion (Vowel Valley) Activity: Guess the Awareness Level Activity: Breakout Rooms or in Groups, practice phonemic awareness

Lesson 4 – Phonological Awareness		
Learning Objective	Tools for Implementation	Knowledge & Practice Opportunities
Learners will understand the different phonological awareness skills and apply this knowledge to their teaching practices.	Phonological awareness levels	Discussion

Lesson 5 – Alphabet Knowledge		
Learning Objective	Tools for Implementation	Knowledge & Practice Opportunities
Learners will understand the different alphabet knowledge skills and apply this knowledge to their teaching practices.	Alphabet Knowledge Skills: Example Questions	Discussion

Lesson 6 – Instructional Practices		
Learning Objective	Tools for Implementation	Knowledge & Practice Opportunities
Learners will be able to plan for teaching early literacy skills in their classrooms.	<ul style="list-style-type: none"> Letter name assessment Phonological awareness assessment Activities for Teaching Phonological Awareness Activities for Teaching Alphabet Knowledge Early Literacy Whole Group Lesson Framework Teacher-lead Small Group Instruction Activities Early Literacy Transition and Brain Break Ideas 	Discussion

Part II – Collaborative Coaching Guide

Many teachers will require support implementing instructional strategies with fidelity learned during professional learning communities. Having vast content knowledge in Science of Reading or Structured Literacy does not necessarily mean teachers have all they need to implement effectively. The Cox Campus Collaborative Guide will support literacy leaders as they work to bridge the gap between the science (knowledge) and the implementation (instructional practice) in the classroom. Review the Instructional Coaching Resource Pack to get explicit instructions on beginning a coaching cycle.

Modeling must be specific, purposeful, and intentional. We have suggested a model lesson instructional strategy but think about your school's needs and the various strategies that are taught in this Phonics lesson. It is also vitally important to involve teachers when deciding on what model lesson to implement. Review the walkthrough form and share it with the teachers.

In this section of the Collaborative Coaching Guide, we are suggesting an instructional strategy from the course that will be beneficial for your students and teachers. If there is another routine or instructional strategy found in the course that better aligns with your school's goal, follow the same steps included in the Instructional Coaching Resource Pack to create a coaching cycle for your teachers.

Recommended Model Lesson Instructional Strategy	Tools for Implementation
Plan a Whole Group Lesson	<ul style="list-style-type: none"> • Instructional Coaching Resource Pack • Early Literacy Whole Group Lesson Framework and Example

Using the Walkthrough Form

Instructional practices and teaching effectiveness can vary between schools and classrooms in the same school. Classroom walkthroughs are a tool to observe teaching in the learning environment. Walkthroughs should focus on instructional delivery, learning assessments, and teaching effectiveness. Classroom walkthroughs and observations analyze teacher performance and provide them with actionable feedback on instructional practice. Classroom walkthroughs can be informal or formal. We suggest using this form informally. We want this form to be used for the purpose of informing instructional practice for improvement. The walkthrough form should not be used for formal evaluations. Classroom observations should be short, totaling no more than 15-20 minutes.

Coaches and administration can also use this form to identify trends among teachers. These trends, along with other data, can help identify future professional development plans.

Tool for Implementation	Walkthrough Form – Early Literacy
--------------------------------	---

Discussion Questions – Early Literacy

Use these questions to drive conversations around current instructional practices of early literacy instruction. Use small groups, teachers can pair up or work by grade level to discuss questions. This encourages participation from all participants. This is about inserting some of these questions during your professional learning community meetings.

- What assessment should be used to identify areas for student growth?
- How can assessments be used to inform small group instruction?
- What is your literacy block schedule?
- How can you intentionally differentiate instruction?
- What routines and procedures do you have in place for small group instruction?
- What books and materials do you have that will support small group instruction?
- What are the other students doing while you are doing small group instruction?
- How are you using progress monitoring to assess student progress?
- How are you using decodable books to support instruction?
- Do you understand the difference between decodable, alphabet, and authentic text?



Recommended Readings and Resources

Here you will find suggestions for further reading and ideas that will support and expand subject knowledge.

Lesson 1	Scarborough's Reading Rope (Scarborough 2001) The Simple View of Reading (Gough and Tunmer, 1986)
Lesson 2	Phonological Awareness and Intervention Phonological Awareness Assessment How to pronounce the phonemes in Isolation (Kilpatrick, 2015)

Phonics Implementation Plan Part I – Professional Learning Plan

Lesson 1 - An Introduction to the 3 Domains of Early Literacy		
Learning Objective	Tools for Implementation	Knowledge & Practice Opportunities
Connect phonics and spelling to the science of reading. Teachers will understand the characteristics of an effective systematic and explicit phonics program. <ul style="list-style-type: none"> Simple View of Reading Four-Part Processor Scarborough's Rope 	<ul style="list-style-type: none"> Four Part Processing Model List of References for Phonics Myths and Facts Phonics PowerPoint 	Activity: In groups have teachers to review and discuss Myths vs. Facts. Discussion: Bring teachers together and discuss Aha/questions from Myths vs. Facts activity.

Lesson 2 – Making Phonics Effective		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Understand how to teach phonics explicitly and systematically. Discover the importance of phonics to connected text. How to tailor instruction to meet the needs of all students.	<ul style="list-style-type: none"> Phonics PowerPoint Scope and Sequence for Systematic and Explicit Phonics Decoding Survey for Phonics Phonics Progress Monitoring Tool Decodable Text vs. Leveled Text Making Phonics Accessible 	Activity: In groups, have teachers to discuss What is systematic and explicit instruction? Provide Examples and Non-Examples. Discussion: Have teachers to share out their examples and non-examples and tell how they know that their example or non-example fits into systematic and explicit instruction.

Lesson 3 – Language Knowledge for Teachers		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to classify articulatory features of vowels and consonants by manner, voice, and position (voiced/unvoiced, continuants/stops, nasals)	<ul style="list-style-type: none"> Mnemonic Posters for b/d Teacher Tip Sheet for Teaching Blends and Digraphs Rarer Orthographic Patterns Teacher Tip Sheet for Vowel Digraphs and Diphthongs Spelling checklists for FLOSS Rule and Long Spellings -ck, -tch, -dge Morphology Extension Resource 	Activity: Consonant Spelling Sort Review Activity: Mark Up words with Digraph, blends, and predictable consonant Activity: Vowel Spelling Review Sort

Lesson 4 – Instructional Components		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to name and explain the role of the instructional components of an effective phonics program. Develop instructional routines that lead to automaticity and fluency.	<ul style="list-style-type: none"> Where to find Decodable Text Decodable Text Protocol 	Activity/ Discussion: Instruction Components Matching Activity

Lesson 5 – Phonics in Your Classroom		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Uses effective practices for phonics instruction.	<ul style="list-style-type: none"> Systematic and Explicit Phonics Instructional Checklist Common Mistakes When Teaching Phonics Editable Phonics Schedule and Lesson Planning Tool 	Activity/Discussion: Self-Reflection Question

Part II – Collaborative Coaching Guide

Many teachers will require support implementing Instructional strategies with fidelity learned during professional learning communities. Having vast content knowledge in Science of Reading or Structured Literacy does not necessarily mean teachers have all they need to implement effectively. The Cox Campus Collaborative Guide will support literacy leaders as they work to bridge the gap between the science (knowledge) and the implementation (instructional practice) in the classroom. Review the Instructional Coaching Resource Pack to get explicit instructions on beginning a coaching cycle.

Modeling must be specific, purposeful, and intentional. We have suggested a model lesson instructional strategy but think about your school's needs and the various strategies that are taught in this Phonics lesson. It is also vitally important to involve teachers when deciding on what model lesson to implement. Review the walkthrough form and share it with the teachers.

In this section of the Collaborative Coaching Guide, we are suggesting an instructional strategy from the course that will be beneficial for your students and teachers. If there is another routine or instructional strategy found in the course that better aligns with your school's goal, follow the same steps included in the Instructional Coaching Resource Pack to create a coaching cycle for your teachers.

Recommend Model Lesson Instructional Strategy	Tools for Implementation
Plan a Decodable Book Routine	<ul style="list-style-type: none">• Instructional Coaching Resource Pack• Decodable Text Sources• Where to find Decodable Text• Decodable Text Protocol

Using the Walkthrough Form

Instructional practices and teaching effectiveness can vary between schools and classrooms in the same school. Classroom walkthroughs are a tool to observe teaching in the learning environment. Walkthroughs should focus on instructional delivery, learning assessments, and teaching effectiveness. Classroom walkthroughs and observations analyze teacher performance and provide them actionable feedback on instructional practice. Classroom walkthroughs can be informal or formal. We suggest using this form informally. We want this form to be used for the purpose of informing instructional practice for improvement. The walkthrough form should not be used for formal evaluations. Classroom observations should be short, totaling no more than 15-20 minutes.

Coaches and administration can also use this form to identify trends among teachers. These trends, along with other data, can help identify future professional development plans.

Tool for Implementation	Walkthrough form - Phonics
-------------------------	--

Discussion Questions - Phonics

Use these questions to drive conversations around current instructional practices of phonics instruction. Use small groups, teachers can pair up or work by grade level to discuss questions. This encourages participation from all participants.

Reflection Questions can be used along with Lesson 1 of the phonics course. Have teachers think about current instructional practices.

Follow-up or supporting questions could be:

- What areas do you think you have the most to learn?
- What is going well with phonics instruction?

Ask questions can be used along with Lesson 4 of the phonics course to further discuss instructional components.

Follow-up or supporting questions could be:

- How did the information from this course help you to think differently?
- Are there gaps in our current curriculum/scope and sequence?
- What's not going well and how can we adjust?

Analyze and Evaluate questions can be used at the end of the course as teachers and administrators look at current data and use that information to develop an improvement plan.

Follow-up or supporting questions could be:

- What assistance or resources do you need to implement this plan?
- What specific changes will you make to your instructional practice?
- How will we gauge improvement? What data will we use?

Remember, we want teachers to be introspective so that they can make the changes necessary for improvement.

Recommended Readings and Resources

Here you will find suggestions for further reading and ideas that will support and expand subject knowledge.

Lessons	Resources
Lesson 1	<ul style="list-style-type: none">• Speech to Print or Print to Speech? It Makes a Difference• At a Loss for Words• Ladder Reading Infographics
Lesson 2	<ul style="list-style-type: none">• Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility• Explicit Teaching Practices Reminder Poster• Mirrors, Windows and Sliding Doors• The Power of Language
Lesson 3	<ul style="list-style-type: none">• Lesson 3 Printable Transcript: Language Knowledge for Phonics Teachers• 44 Phonemes Video
Lesson 4	<ul style="list-style-type: none">• Introduction to New Patter Routine• Resources for Creating Word List• Blending Teaching Routines• Exemplar Words and Phrases for Blending• Chaining Teaching Routine• Chaining Lists• Elkonin Boxes• Dictation Routine• Dictation Paper for Orthographic Mapping• High-Frequency Teaching Routine• Decodable Text Sources



Reading Fluency

Reading Fluency Implementation Plan Part I – Professional Learning Plan

Lesson 1 – Introduction to Reading Fluency		
Learning Objective	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to define fluency and distinguish between the three components of reading fluency.	<ul style="list-style-type: none"> • Why Prosody Matters: The Importance of Read Aloud Expression • The role of prosody in reading comprehension: evidence from poor comprehenders 	Activity

Lesson 2 – Fluency Reading and Development		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to explain why reading fluency is important and conceptualize it within the process of reading.	<ul style="list-style-type: none"> • Scarborough's Reading Rope (Scarborough 2001) • The Simple View of Reading (Gough and Tunmer, 1986) • Four-Part Processor • Word Decoding and Phonics 	Activity/Discussion

Lesson 3 – Fluency Subskills		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will be able to identify how various mechanics in the reading process contribute to fluent reading.	Word Decoding and Phonics	Activity/Discussion

Lesson 4- Assessing Reading Fluency		
Learning Outcomes	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will recognize misconceptions around fluency assessment and will be equipped to assess reading fluency in their own settings.	Decoding Survey for Phonics Assessment Drill Down Flowchart Fluency Norms Chart Measures of Prosody Student Self-Reflection - Expressive	Activity/Discussion

Lesson 5 – Building a Foundation for Fluency		
Learning Objective	Tools for Implementation	Knowledge & Practice Opportunities
Teachers will understand the types of activities involved for building fluency and be able to determine which activities meet the needs of learners in their classroom.	Decoding Survey for Phonics Assessment Drill Down Flowchart Fluency Norms Chart Measures of Prosody Student Self-Reflection - Expressive	Activity/Discussion

Part II – Collaborative Coaching Guide

Many teachers will require support implementing Instructional strategies with fidelity learned during professional learning communities. Having vast content knowledge in Science of Reading or Structured Literacy does not necessarily mean teachers have all they need to implement effectively. The Cox Campus Collaborative Guide will support literacy leaders as they work to bridge the gap between the science (knowledge) and the implementation (instructional practice) in the classroom. Review the Instructional Coaching Resource Pack to get explicit instructions on beginning a coaching cycle.

Modeling must be specific, purposeful, and intentional. We have suggested a model lesson instructional strategy but think about your school's needs and the various strategies that are taught in this Phonics lesson. It is also vitally important to involve teachers when deciding on what model lesson to implement. Review the walkthrough form and share it with the teachers.

In this section of the Collaborative Coaching Guide, we are suggesting an instructional strategy from the course that will be beneficial for your students and teachers. If there is another routine or instructional strategy found in the course that better aligns with your school's goal, follow the same steps included in the [Instructional Coaching Resource Pack](#) to create a coaching cycle for your teachers.

Recommended Model Lesson Instructional Strategy	Tools for Implementation
Choral Reading Echo Reading	<ul style="list-style-type: none">• Instructional Coaching Resource Pack• Student Self-Reflection - Expressive

Using the Walkthrough Form

Instructional practices and teaching effectiveness can vary between schools and classrooms in the same school. Classroom walkthroughs are a tool to observe teaching in the learning environment. Walkthroughs should focus on instructional delivery, learning assessments, and teaching effectiveness. Classroom walkthroughs and observations analyze teacher performance and provide them actionable feedback on instructional practice. Classroom walkthroughs can be informal or formal. We suggest using this form informally. We want this form to be used for the purpose of informing instructional practice for improvement. The walkthrough form should not be used for formal evaluations. Classroom observations should be short, totaling no more than 15-20 minutes. Coaches and administration can also use this form to identify trends among teachers. These trends, along with other data, can help identify future professional development plans.

Tool for Implementation	Walkthrough Form – Reading Fluency
-------------------------	--

Discussion Questions – Reading Fluency

Use these questions to drive conversations around current instructional practices of phonics instruction. Use small groups, teachers can pair up or work by grade level to discuss questions. This encourages participation from all participants. Insert some of these questions during your professional learning community meetings.

- How are you using progress monitoring to assess student progress?
- How are you using decodable books to support instruction?
- How are you currently assessing reading fluency?
- What instructional practices are you using to develop reading fluency?
- When should you implement silent/independent reading?
- Who should participate in silent/independent reading?

Recommended Readings and Resources

Here you will find suggestions for further reading and ideas that will support and expand subject knowledge.

Lesson 3

- [Dr. Elizabeth Norton' Article RAN](#)
- [A Syntax-focused Kindergarten lesson](#)
- [Sentence Combining](#)
- [Massachusetts Department of Education](#)

Lesson 4

- [Decoding Survey for Phonics](#)
- [Assessment Drill Down flowchart](#)
- [Fluency Assessment](#)
- [Fluency Norms](#)

Lesson 5

- Hasbrouck, J. & Glaser, D. (2018). Reading fluency: Professional learning guide for leaders. Benchmark Education.
- [Florida Center for Reading Research](#)
- [Silly Voice Cards](#)
- Strickland, D.S., Ganske, K., & Monroe, J.K. (2002). Supporting struggling readers and writers: strategies for classroom intervention, 3-6. Stenhouse Publishers.
- [Choral Reading](#)
- [Echo Reading](#)
- [The Best Oral Reading Techniques for Beginners](#)
- [Auto-Assisted Reading](#)
- [Fluency Instructional Methods](#)

We are still in the development stages for these courses:

Oral Language
Writing
Vocabulary
Reading Comprehension



Instructional Coaching Resource Pack

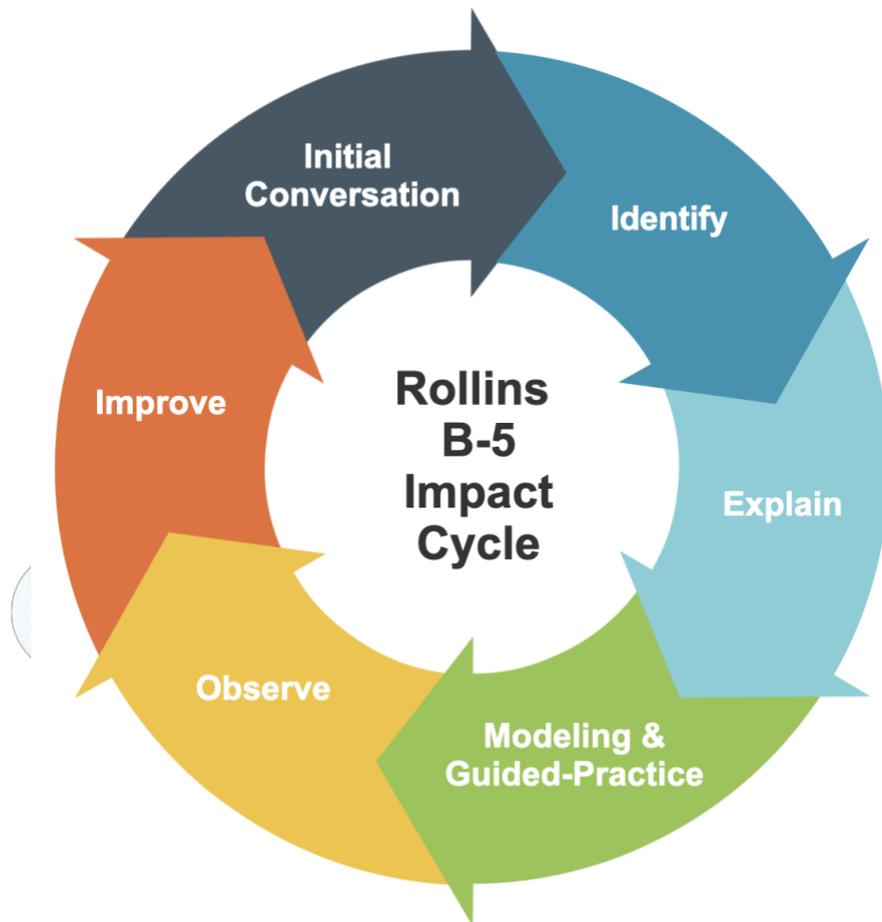
Instructional Coaching Resource Pack

This resource pack is a collection of the Cox Campus Instructional Coaching documents you will need to get started on your own coaching journey. These resources will be your guide as you traverse the Rollins B-5 Impact Cycle.

Resource Pack Contents
1. Rollins B-5 Impact Cycle Outline
2. Initial Conversation Framework
3. Identify Framework
4. Explain Framework
5. Modeling, Guided Practice, & Observe Framework
6. Pre-Meeting Checklist
7. Debriefing Agenda
8. Coaching Journey Scale
9. Links to Other Instructional Coaching Resources

If you ever need guidance or assistance, please visit the Cox Campus for additional resources and immediate coaching support. We're always here to help!

Rollins B-5 Impact Cycle

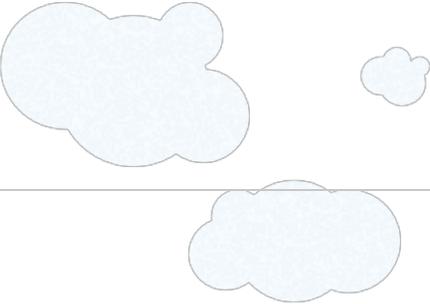
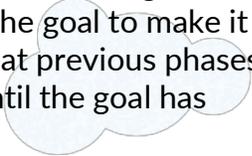


The Cox Campus instructional coaching process is carried out using a step-by-step framework known as the **Impact Cycle**. Originally devised by coaching expert Jim Knight, the impact cycle was designed to support educators in discovering and implementing new teaching practices for the purpose of improving child outcomes.

Although Jim Knight's original Impact Cycle is a powerful tool for instructional coaching, the Rollins Center has made some modifications in order to maximize the effectiveness of this process in the areas of early language and literacy development. Rollins has also modified the cycle to specifically target the coaching towards best practices for Birth-to-5 children. The original three phases have been expanded to six, and additional components, such as the ecosystem approach and Cox Campus courses, have been included as integral parts of the Rollins approach to the coaching process. The resulting model is known as the **Rollins Birth to 5 Impact Cycle**.

Phase	Description	Additional Details
<p>Initial Conversation</p>	<p>The initial conversation is the beginning of the coaching process and the first phase of the impact cycle. The coach and teacher will form connections and establish the manner in which the coaching will take place. During the initial conversation, a coach and teacher will set expectations, establish the frequency and structure of their meetings, and discuss the tools and resources that will be used throughout the coaching process.</p>	<ul style="list-style-type: none"> • The coach and teacher will begin building connections and forming a relationship. • The coach and teacher will establish roles, responsibilities, and expectations for how the coaching process will unfold. • The coach will introduce the tools and resources to be used throughout the coaching process.
<p>Identify</p> 	<p>The primary function of the identify phase is to have a goal setting conversation based on the current reality of the teacher's classroom and the previously identified ecosystem priority areas. This conversation will ultimately shape the next phases of the impact cycle, and the work you do as a coach will seek to achieve the goals you will be setting together with the teacher.</p>	<ul style="list-style-type: none"> • The coach will share information gathered through an informal classroom visit. • The teacher will share any child data that has been collected. • A joint action plan will be used to set goals and action steps. • The first action step listed in the joint action plan will be for the teacher to 

		take Cox Campus courses that align with their goals.
Explain	The explain phase of the impact cycle is used for clarifying and expanding upon the knowledge gained from taking Cox Campus courses. The coach will determine how they can best assist the teacher in learning and understanding new teaching practices and strategies.	<ul style="list-style-type: none"> • The explain conversation can be incorporated into the identify phase if the teacher has already taken the necessary Cox Campus courses. • The coach will also use this phase to provide opportunities for the teacher to practice what they have learned.
Modeling & Guided Practice	Modeling and guided practice are exercises used to provide practice opportunities for a teacher learning to implement a new teaching strategy/practice in their classroom. Modeling is done by a coach to demonstrate exactly what the new practice looks like in its implementation. A guided practice is the teacher's opportunity to implement the practice alongside the coach.	<ul style="list-style-type: none"> • This phase begins the "I Do, We Do, You Do" section of the impact cycle. • Modeling is always done before guided practice. • During a modeling session, the teacher will observe and follow along using a fidelity form. • Modeling can also be done with video. • Guided practice can be done using either whisper coaching or coaching cards. • Modeling and guided practice sessions begin with a preliminary check-in meeting and conclude with a debriefing conversation.

<p>Observe</p>	<p>During the observe phase, the teacher will implement new teaching practices in their classroom without assistance or guidance from the coach. The coach will watch carefully and take note of the teacher's accuracy in their implementation.</p>	<ul style="list-style-type: none"> • The teacher will implement a new teaching strategy on their own. • The coach will not assist or guide in the teacher's implementation in any way. • The coach will follow along using a fidelity form. • A debriefing conversation will follow the observation.
<p>Improve</p> 	<p>The improve phase consists of a debriefing conversation that takes place after the coach has observed the teacher's implementation of the new teaching practices they have learned throughout the coaching process. The purpose is to determine the teacher's fidelity of what they have learned and how well they were able to put this knowledge into action in their classroom.</p> <p>The second half of the debriefing conversation should be focused on whether or not the teacher's child-focused goal has been met.</p>	<ul style="list-style-type: none"> • During the debriefing conversation, the coach will discuss the teacher's strengths as well as where there is still need for improvement. • The coach and teacher will determine how to proceed after completing the impact cycle. • If the teacher's child-focused goal has been met, set a new goal. If the goal has not been met, refine the goal to make it more realistic, or repeat previous phases of the impact cycle until the goal has been achieved. 

The Initial Conversation Framework

What is it?

The initial conversation is the starting point for both you and your coachee to begin building your relationship together. It's not only a chance to get to know each other, it's also your first opportunity to set expectations, establish the frequency and structure of your meetings, and introduce the tools and resources you plan on incorporating into your instructional coaching. Coaching relationships should be thought of as a partnership, and the initial conversation is where that partnership originates.

A Conversation in 4 Acts

Act I	Act II	Act III	Act IV
Introduction	Building Relationships	Setting the Tone	Closing
<p>The starting point of the initial conversation.</p> <p>A simple statement of your name and role as an instructional coach.</p> <p>Thank the coachee for taking the time to meet with you or accommodating your scheduling needs.</p>	<p>Getting to know the coachee, and developing a meaningful connection.</p> <p>Professional development questions are a great way to discover the coachee's goals and aspirations. You can then use that information to inform your coaching.</p>	<p>Determining roles, responsibilities, and expectations for the coaching relationship.</p> <p>Introducing key coaching elements and the tools that will be used throughout the relationship.</p> <p>See checklist on the next page.</p>	<p>Briefly summarize everything that was already discussed.</p> <p>Share preferred method of contact, and confirm the next meeting time.</p> <p>Thank the coachee once again for their time.</p>

Identify Framework

Prior to this Identify Conversation, review and reflect on the following:

- Initial Conversation Notes
- Expected Child Outcomes
- Informal Classroom Visit Guiding Questions Notes
- Ecosystem Measure: Goals and Priorities

Based on your reflections, what do you think would be most beneficial support for the children and this teacher within the current focus based on the teaching plan? Why? Keep these notes and thoughts in mind during your meeting.

Step 1: Welcome and Set purpose for meeting

- Purpose: Set the tone for your conversation and provide clarity around the purpose
- How are you? Thank you for letting me spend time in your classroom getting to know you and your children.
- I'm excited to meet with you again and together determine how we will begin our work.
- Based on our initial conversation, ecosystem priorities, my visit and your knowledge/data, today we will identify goals that align with meeting the needs of your children.

Step 2: Summarize notes from Initial Conversation

- Purpose: In this part of your conversation, you will want to summarize key highlights from the initial conversation, specifically focusing on the teacher's hopes and goals for his/her children this year.
- For example, "In our first conversation, you mentioned kids using advanced vocabulary was really important to you. You also mentioned that children learning their letters was very important as well. Let's keep your thoughts in mind as we further explore the expected child outcomes."

Step 3: Introduce Child Outcomes

- Purpose: To identify the ultimate goals for children

- For example, “I spent a lot of time thinking about the goals you want for your children as well as the GELDS that

we have in place for your age group. We have a great resource that aligns a lot of the GELDS standards (pulled from Communication, Language and Literacy; Social and Emotional Development; and Approaches to Play and Learning) to the language and literacy outcomes we have for each RRFTS practice. The great thing about this tool is that it shows you how our practices directly impact the work you already doing around the GELDS.”

- Review child outcomes under the appropriate age group. Can also point out how the document is a continuum and the teachers can look at the year before or after to helps meet the needs of where their children are developmentally (remember, these are end of the year goals).

Step 4: Overview of Practices

- Purpose: As you review each section of the Expected Child Outcomes, review the practice that aligns, what it is and why it’s important.
- For example, you might say “All of these outcomes under “I am your conversational partner” and “I am a language user”, have to deal with how the child speaks language. The RRFTS strategy that aligns to the child outcomes is our TALK Strategy, which is...”

Step 5: Review child data: TSG/WSO

- Purpose: Review child data that is relevant to the expected child outcomes and can help determine an appropriate goal within the targeted RRFTS practices.
- For example, a teacher might have an anecdotal note of a child drawing a picture and when asked about her picture, the child says, “Her is my friend.” The teacher might say, “I really want to help this child use more words.” Facilitator would respond, “Let’s look at the child outcomes and see if we can find one that would align to this goal.”
- Try to look at a variety of data which will help you possibly see trends and select appropriate goals. Write down some of the goals you and the teacher discuss.

Note: If teacher does not have data, discuss the following questions:

- What types of things have you seen your children do this year?
- How do they converse with adults and their peers?

- How would you describe your relationship with them so far?
- How do they respond to stories?
- Anything else you want to share?

Step 6: Share thoughts from your Informal Classroom Visit

- Purpose: Share learnings from your classroom visit. Present in an objective manner.
- For example, highlight things you noticed children were doing, saying and hearing.
- Explain what this makes you think (i.e. connect back to the child outcomes and teacher's goals)

Step 7: Create Joint Action Plan

- Purpose: Together, determine a child-focused goal, then create aligned teacher action steps.
- For example, you might say, "You mentioned you want children to use more words which is part of the preschool outcome indicator focused on "With prompting, uses longer (4-5 words) and multiple sentences to communicate." This is a great goal to have that we will continue to work towards all year. So now let's create some action steps for both of us in working on the TALK strategy to help us reach our goal."
- Use Cox Guide for TALK and Joint Plan to write out action steps and due dates. (i.e. take the first two lessons of TALK, respond in the community, set up a time to have the Explain Conversation, link with other colleagues that are working on TALK, etc.)



Explain Framework

Purpose of “Explain” Phase:

During the “Identify” phase, the teacher and coach set a goal that aligns with site priority areas along with specific action steps for the teacher to take in order to build knowledge (Cox Campus). Once the teacher has completed those action steps, they meet with the coach/facilitator for the “Explain” conversation. The purpose of this conversation is to clarify, discuss, break down and practice what the teacher has learned about the practice so they he/she walks away with a deeper understanding of the content. This can be done in PLC groups with other teachers that are focused on the same practice.

Step 1: (For the Facilitator/Coach): Clarify: Read, Write, and Synthesize what you plan to tell teachers

Purpose: To have a deep understanding of the content and why it is important so that you can support the teacher with implementation.

- Synthesize: Write one-to-two sentence statements that capture the essence of the practice that you are sharing with teachers.
- Review Expected Child Outcomes aligned to this practice

For example: The START Strategy increases children’s language, vocabulary and comprehension skills. Through repeated interactive read-alouds, children are exposed to complex story problems, character thoughts and feelings, as well as higher level vocabulary. By rereading books, teachers are helping to “grow” children’s vocabulary as well as increase their conceptual understanding and pre-reading skills. Each read has a difference purpose. The first read focuses on events, the second read on emotions, and third read is asking questions in order to pull out the information you pushed in during the first and second reads.

Step 2: Welcome and Set Purpose for Meeting

- Thank you for meeting with me again, I am so excited to move forward with the strategy that we chose the last time.
- Based on our initial conversation, ecosystem measure, my classroom visit, your data and the child outcomes we decided that we would focus on _____.
- On our action plan, we decided that you would view _____ on Cox Campus.

- Today, we will spend time understanding and practicing the _____ practice.

Step 3: Dialogue

Purpose: To engage in a partnership conversation that dives deeper into what they have learned.

Examples for START:

- What are the benefits of using the START strategy?
- Think of the books you read to your class on a regular basis. Which ones might be good selections for START reads? Why?
- How do you think using the PAT strategy helps children to understand and use Tier 2 words?
- Why is it important for the teacher to know the main idea of a book before implementing a START read?

Step 4: Break It Down Purpose:

- Ensure that teachers know exactly what needs to be done next
- See it through the teachers' and children's eyes (Expected Child Outcomes)
- Think about what the practice looks like in the classroom
- Think about practical concerns:

Examples:

- Teacher: My kids really aren't interested in stories; I don't think they will ever be.
- Facilitator: Well, by stating the purpose connected to the problem you help to capture the children's interest.

How:

Purpose: Explore a variety of methods that will allow the teacher to PRACTICE what they learned

- Use the PM Tool to break down and review components of the Strategy
- Review how strategy aligns to Expected Child Outcomes
- Embed practice for what they learned (examples below)
- Provide time for teachers to ask questions

Examples (can pull more ideas from Cox Guides):

- Teachers use tool to identify components of the strategy while watching the video (Cox Video, Video of Facilitator, OSP, or another teacher).
- If video isn't available facilitators or OSPs can model strategy or focused segments of the strategy.
- Teachers can practice embedding strategy into lesson plans.
- Teachers can practice modeling the strategy for each other.

Step 5: Create Next Steps

Purpose: Provide clear expectations for next steps

Use the joint action plan to outline clear action steps.

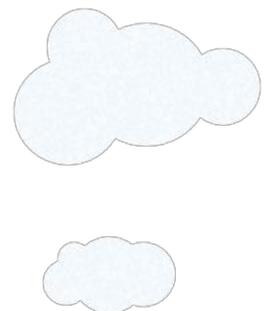
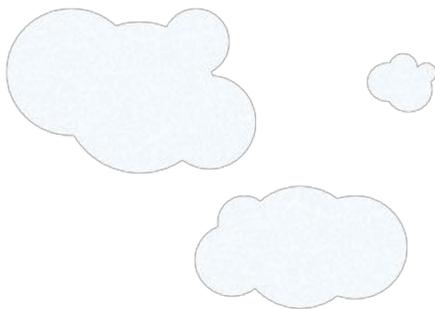
For example: Schedule a time for your next visit to model the strategy in the classroom.

What Will You Need?

- Expected Child Outcomes
- Relevant fidelity form
- Joint Action Plan
- Cox Guides

Methods: 30 minutes

1. By Classroom
2. Professional Learning Communities
3. Planning Time



Modeling, Guided Practice, and Observation Framework

Step 1: Pre-Meeting: 15 to 20 minutes

Purpose: The purpose of the pre-meeting is to set clear expectations for the modeling session, confirm date and time, and review relevant resources/tools.

- Determine Date and Time
- Pre-Meeting Checklist
- Review Fidelity form
- Discuss Roles Expectations
- Review Joint Action Plan
- Review Expected Child Outcomes
- Summarize
- We Do: Guide on the Side (Whisper Coaching) or Coaching Cards
- We Do: Decide a coaching technique together, explain the coaching stance

For Example:

Hello,

Remember from our last conversation, we learned more about the practice we chose to accomplish our child-focused goal. Based on our action plan, we decided that our next step is for a modeling session. I would like to see what time you would like for me to come model the START Strategy on Monday. Ok, it sounds like 9 a.m. work. During that time, I will model the first read. While I am modeling, it's important for you take notes on this form (Teacher Tool). Remember we reviewed these components (Teacher Tool) during our last conversation (EXPLAIN Conversation). Now, let's decide which book I should model. It looks like your theme is Rhyme Time. Let's see which complex story books correlate with your theme. What do you think about Noisy Nora?

Step 2: Modeling & Guided Practice

I Do: Modeling

Purpose: To show the teacher what a teaching practice looks like in action.

Before: Review Relevant Cox Course, Resources, Notes from Initial Conversation and Informal Observation. Make sure to plan and practice exactly what will be modeled.

Ways to Model: In classroom, Cox Campus, video of the facilitator, other teachers

We Do: Guided Practice

Purpose: To provide guided practice of a teaching practice.

Before: Decide on a guided practice technique together.

Ways to do the Guided Practice: Whisper Coaching or Coaching Cards

Step 3: Observation

You Do: Observe

Purpose: To provide the teacher with the opportunity to independently implement the practice.

Before:

- Review relevant Cox Campus Course and research, teacher resources, notes from Initial Conversation and Informal Observation, seek permission to use video as a powerful coaching technique.
- Because the mere notion of observing can be intimidating, stress the informality of the observation by emphasizing the idea of: You watch me, We Implement Together, and I watch You. This idea is another attempt to eliminate any negative energy related to evaluation.
- Remove any personal judgments or assumptions

During: Be attentive and committed to observing and recording celebrations and opportunities for growth. Watch for critical teaching behaviors that are reflective of the practice. Take notes that are specific and reflective of what was observed. Also, take notes that represent the progress of children.

Ways to Observe: In the Classroom or on video

Step 4: Next Steps

Purpose: Provide clear expectations of next steps using the joint action plan.

- Set up a time for the debriefing conversation to discuss the modeling, guided practice, and observation sessions.

For example: “I will come back this afternoon to debrief and discuss our notes from the modeling session. Please bring your notes and teacher tool to our meeting.”



Pre-Meeting Checklist

Set and confirm a time to:

model and **debrief** within the same day
(ex. Model during centers and debrief during rest time)

To provide clear expectation of teachers' roles during model

- to observe
- take notes which will lead to further conversation during **debriefing**

Review Materials being used:

Fidelity Forms Go over component of the strategy, give examples, provide clarify and answer any questions.

coaching cards: Explain how they can use cards while observing, Review the coaching cards/symbols and clarify what they mean and give examples when needed

other: _____

Review Joint Action Plan:

Discuss student goals & how the strategy will increase those goals.

Discuss Teacher Next Steps: (depends on teacher)

- Review Cox Campus Courses
- Review sections of Cox Campus Guides
- **Example:** Teacher Next Steps: Pick 2 tier two words to push in into your classroom throughout the day for the TALK Strategy.

Review RRFTS Expected Child Outcomes

(reference front of Cox Campus Guide or Expected Child Outcomes).

Notes:

Debriefing Agenda

Prior to debriefing, review fidelity form, notes, video (if available) and any collected data. What are the teacher's strengths and areas for growth? Do you think the areas for growth are a knowledge (i.e. have they had adequate training?), mindset (i.e. Is their will strong?) or skill gap (i.e. Can they effectively execute the strategy in the classroom)? What support do you think the teachers will need? Keep these notes and thoughts in mind during meeting.

Prior to your meeting, the teacher should reflect and review video as well so he/she can come prepared to the meeting.

Welcome and Set purpose for meeting

- How are you?
- I'm excited to talk with you about my observation- Review what you were looking for (i.e. child outcomes for that specific strategy, as well as the teacher PM tool you used).
- How did you feel about it?

Ask teacher what strengths did he/she notice? What was he/she pleased about?

- Acknowledge teacher's answers
- Share with teacher any strengths you noticed that they did not identify along with concrete examples (using indicators to relate examples)

Together, determine areas for growth?

- Did you reach your goal?
- Review student data if available (anecdotes, checklists, assessments, etc.)
- Review teacher progress monitoring indicators and point out the key areas for growth that you identified
- Ask teacher where they would like to grow and acknowledge answers
- If teacher does not identify key areas, remind them of the purpose behind why we use the strategy or have them reflect on specific parts (use video if available) that they need to work on (i.e. "so we know that one goal with intro to centers is to

reinforce target tier 2 vocabulary from the story we read, how do you think that went in your intro to centers?”)

Conversation around Joint Plan (see specific questions on joint action plan):

- Example: “So based on your reflection and what we have talked about today, what did we learn? Did we reach our goal? What goals do you want to set around (the current strategy they are in). If needed, give several options making sure they directly link to the indicators so it is clear what you are asking but allow them to take ownership in what they want to focus on. Summarize what they are saying, “So what I heard you say you want to work on...Is that right?”
 - **IMPORTANT:** make sure you both are on the same page before moving to next step. This is a **JOINT** action plan. We want complete buy in and commitment from the teacher.
 - Together, talk through the questions and create the joint action plan using the template. This should be created with the teacher, not prior to visit.



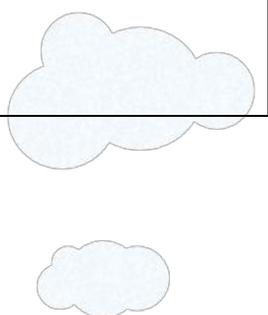
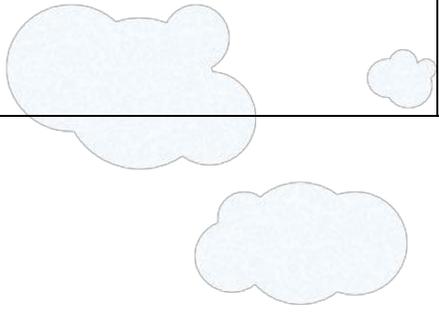
Joint Action Plan

Questions to discuss:

- Did you reach your goal?
- What did we learn? If the goal was hit, do you want to identify another goal or keep refining/practicing the new practice?
- If the goal was not hit, how can we refine it to make it more realistic? Should we choose a new practice, or stick with practice as is?
- What are your next goals? What actions need to take place to reach those goals?
- What resources or PD might you need to help you reach your goals?

Follow Up Support/Next Steps and Resources

Teacher Follow Up Actions/ Date Completed by	Coach/OSP Follow Up Actions/ Date Completed by	Rollins Facilitator Follow Up Actions/ Date Completed by



The Coaching Journey Scale

This tool will help support you in growing your coaching skills. The tool describes the most critical elements, of coaching, that should be mastered, before pursuing others. There are four categories and each category has indicators. The indicators give a brief description of the aligned category.

1. Step 1 – Read/Review

Read and review the tool. If you have questions about any of the indicators or categories, seek support through Cox Campus.

2. Step 2 – Reflect

After becoming acquainted with the categories and indicators, reflect on your coaching experiences and interactions. You can also use any data, like video, to guide your reflections. While reflecting, think about the following guiding questions:

- What are my coaching strengths?
- What areas would I like to continue to grow?

3. Step 3 – Self-Assess

Complete the coaching journey scale by rating each indicator as emerging, developing or established. You will notice mid-points between each rating. Use the mid-points to reflect your progress. For example, select a mid-point rating if you are in the middle of emerging or developing.

4. Step 4 – Goal Setting

Set coaching goals for yourself using the areas that you have indicating as emerging or developing. An example of a coaching might be, “I will enhance my coaching conversations by using at least (2) listening and questioning techniques in all coaching conversations, by May 22, 2022.”

5. Step 5 – Support

Seek support and celebrate your accomplishments by sharing your goals on Cox Campus and with others at your site.

The Coaching Journey Scale

Site: _____

Date: _____

Facilitator: _____

Based on your most recent observations, interactions, and coaching experiences, complete each area, marking the column – EMERGING, DEVELOPING, or ESTABLISHED – to best describe the current status in each indicator.

Emerging	The coach demonstrates awareness of coaching practices, talks about them, and has begun to use them, but is inconsistent in use and effectiveness.					
Developing	The coach consistently uses coaching practices and approaches, leading to meeting some coaching goals.					
Established	The coach uses practices systematically, consistently resulting in meeting most goals.					
Area	Indicator	Status				
		Emerging		Developing		Established
Knowledge Base: Coach understands and applies a set of core coaching knowledge components.	Has understanding of Jim Knight’s impact coaching cycle - identify, learn and improve - and is able to implement relationship based principles when analyzing and engaging in coaching.	○	○	○	○	○
Joint Action Plan: Coach is continuously guided by the joint action plan, makes adjustments, and monitors progress along the way.	Uses the joint action plan as a guide for coaching; Uses data (observations or other means) to inform all coaching decisions.	○	○	○	○	○
Coaching Conversations: Coach demonstrates a wide range of listening and questioning skills. Coach is able to effectively move conversations toward meeting the goals.	Includes effective communication as equal partners in coaching conversations; When having coaching conversations, e.g., debriefing, the coach ensures the conversation aligns with goals and both teacher and coach learn from each other as they move toward meeting the goals.	○	○	○	○	○
Coaching Cycle: Coach uses coaching cycle that supports goals.	Engages in the Rollins B-5 Impact Cycle and focuses on the learn phases, to explain, model, and observe a practice, e.g., a TIPS read. Guides teachers to develop reflective practices throughout the cycle.	○	○	○	○	○

Additional Resources

Resource Links
<u>RRFTS Expected Child Outcomes</u>
<u>Coaching Agreement</u>
<u>A Language-Centered Ecosystem for Children</u>
<u>Ecosystem Construction Measure</u>
<u>Joint Action Plan</u>
<u>Ecosystem Elements on the Cox Campus</u>
<u>Progress Monitoring Tools on the Cox Campus</u>
<u>Developing Goals, Objectives, & Action Steps</u>