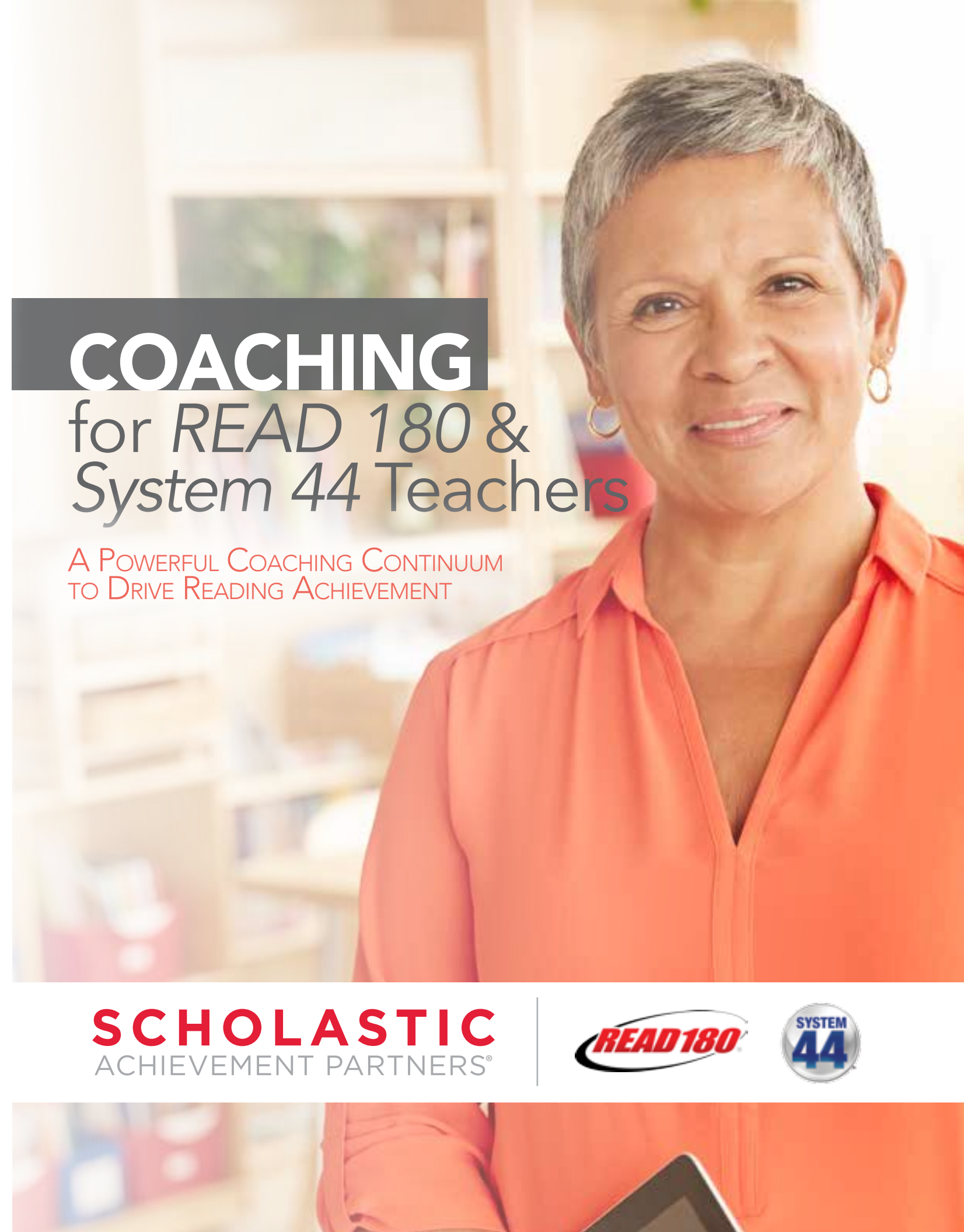


Your Professional Learning Continuum

Let us help you choose the best option for your district.

Support Processes	Initiating Effective Implementation (Phase 1)	Developing Best Practices & Delivery (Phase 2)	Sustaining System-Wide Change (Phase 3)
Implementation Planning	<ul style="list-style-type: none"> Initial planning Planning for a Strong Start 	<ul style="list-style-type: none"> Results review Planning to Strengthen 	<ul style="list-style-type: none"> Results review Planning to Sustain
Professional Learning	<ul style="list-style-type: none"> Start-up sessions for teachers Initial sessions for leaders 	<ul style="list-style-type: none"> New teachers/leaders Professional Learning Deepening Expertise sessions for experienced teachers and leaders 	<ul style="list-style-type: none"> New teachers/leaders Professional Learning Advanced sessions for experienced teachers and leaders
Job-Embedded Coaching	<ul style="list-style-type: none"> Monthly coaching for teachers 	<ul style="list-style-type: none"> Monthly support for new teachers Support every 6 weeks for experienced teachers Lesson modeling 	<ul style="list-style-type: none"> Monthly support for new teachers Quarterly support for experienced teachers Advanced Seminars PLCs
Implementation Fidelity	<ul style="list-style-type: none"> Pre/Post review Results reporting <ul style="list-style-type: none"> Instructional Fidelity School Climate Instructional Review Lesson Planning 	<ul style="list-style-type: none"> Pre/Post review Side-by-side leadership fidelity check walk-throughs Differentiating Instruction Results reporting <ul style="list-style-type: none"> Instructional Fidelity Instructional Review Lesson Planning 	<ul style="list-style-type: none"> Pre/Post review District managed fidelity check walk-throughs with support as needed Results reporting
Capacity Building	<ul style="list-style-type: none"> Build foundational understanding 	<ul style="list-style-type: none"> Develop a sustainable plan Instructional Support Specialist Sessions to build internal capacity 	<ul style="list-style-type: none"> Execute self-sustaining plan with support as needed Monthly PLCs with capacity team

To Learn More, Call **1.800.387.1437, ext. 6341**



COACHING for *READ 180* & System 44 Teachers

A POWERFUL COACHING CONTINUUM
TO DRIVE READING ACHIEVEMENT

SCHOLASTIC
ACHIEVEMENT PARTNERS®



COACHING for *READ 180* and *System 44* provides optimal support for effective instruction, year after year.

Effective implementation is essential to the success of *READ 180* and *System 44*. Using a gradual-release professional learning continuum, instructional coaches support and guide educators through the content and instructional strategies, gradually decreasing scaffolding over time and preparing educators for implementation success.

READ 180 and *System 44* coaching helps to:

- Foster a growth mindset in teachers
- Set up all teachers up for success from the very beginning
- Ensure that learning occurs every day for students, even while teachers are learning the curriculum and program
- Increase teacher capacity for teaching literacy overall, but especially for teaching struggling learners

The *READ 180* and *System 44* Coaching Continuum

ESTABLISH AN EFFECTIVE TEACHING AND LEARNING ENVIRONMENT

PHASE 1

- > Cultivate a growth mindset learning community using communication and feedback strategies that underscore effort, perseverance, and goal achievement.
- > Create a classroom environment and layout conducive to facilitating the instructional model for blended learning, teacher-facilitated instruction, independent reading & writing, and software.
- > Support daily classroom instruction—modeling, facilitating discussion & writing, and establishing norms for instructional routines and strategies.
- > Establish best practices and classroom protocols to administer and prepare students for rSkills and SRI College & Career assessments.

By the end of Phase 1, teachers will feel confident implementing the instructional model, incorporating growth mindset principles into everyday language, preparing lessons, using the instructional routines, teaching using a gradual release model, and utilizing the teaching resources.

MODEL AND USE OF HIGH-LEVERAGE TEACHING PRACTICES IN THE *READ 180* and *SYSTEM 44* CLASSROOM

PHASE 2

- > Develop explicit questioning strategies to elicit student thinking and evaluate student understanding, make real-time instructional decisions, and uncover ideas that benefit other students.
- > Model facilitation techniques for whole-class and peer-to-peer academic discourse—incorporating multiple opportunities for students to support their thinking with textual evidence and critique the reasoning of others.
- > Model teaching strategies to help students engage with text, vocabulary, strategic reasoning, and writing from sources, and prepare students for more rigorous tasks.
- > Demonstrate how modeling and instructional strategies connect and build along the progression to literacy for college and career.

By the end of Phase 2, teachers will feel confident using the interactive teaching system to build fluency and comprehension, integrating powerful instructional practices, and establishing a classroom culture of perseverance and effort in understanding complex text

USE DATA AND FORMATIVE ASSESSMENT TO PLAN AND ADJUST INSTRUCTION

PHASE 3

- > Walk teachers through classroom and student analytics and demonstrate how to plan for differentiated instruction during daily lessons and formal coaching days.
- > Use instructional routines as a formative assessment tool to identify common patterns of student thinking and to adjust instruction accordingly.
- > Create individualized goals for students using performance and usage data in student analytics.
- > Scaffold student work and lessons based on students' individual *rBook* work, software and performance data, and other forms of formative assessment.

By the end of Phase 3, teachers will feel confident using data to plan for differentiated instruction and to target students' individual needs, modifying and adjusting tasks and assignments during daily lessons, and facilitating meaningful and purposeful scaffolded support for rigorous literacy learning.

