

9 Steps to Success!

A Training Planner for A+RISE Coaches

Introduction

In a perfect world, teachers are able to get quality time away from their classrooms and all the other daily activities of running a school in order to reflect, share, learn and grow. And one of the greatest values of professional development programs – regardless of their content – is the opportunity for teachers to come together to reflect on their craft and become stronger as a learning community.

As we are all aware, teachers are busy, and schools and districts are busy places. Sometimes a full-day workshop is simply not possible. A+RISE has developed a planning tool for you to use when you are faced with the challenge of competing daily priorities and a lack of specific PD time that can still help you get these important strategies into the hands of the teachers quickly and with proper support.

Coaching Planner

Name: _____

Title: _____

Supervisor: _____

School(s): _____

The A+RISE 9 Steps to Success! and Execution Plan has been designed to assist administrators, ELL coordinators or specialists, literacy coaches, and mentors in introducing and demonstrating the A+RISE strategy cards to elementary and secondary teachers/staff.

Essential Questions:

1. Who is the target audience?
2. What types of sessions or professional development opportunities do I have to meet and share with teachers?
3. How much time do I have to meet with teachers?
4. Where will I meet with the teachers?
5. How and when will I communicate with the building administrator to coordinate and execute the plan?
6. Which A+RISE cards/components will I introduce first, second, third, etc.? What resources will I need?
7. What types of activities will I use as I introduce each component?
8. How will I help teachers implement the A+RISE strategies?
9. How will I sustain and follow-up with the teachers in the use of A+RISE?

I. Target Audience: Prioritize your list.

Elementary Teachers

_____ K-3rd

_____ 4-5th

_____ SPED

_____ ESL/BED Teachers

_____ Elective/Specials Teachers (Art, P.E, Music, Technology, etc.)

_____ Other: _____

Secondary Teachers

_____ Language Arts

_____ ESL Teachers

_____ Content Area Teachers

_____ SPED

_____ Elective/Specials Teachers (Art, P.E, Choir, Vocational, Technology, etc.)

_____ Other: _____

2. Types of Sessions/Professional Development Opportunities to share A+RISE: Prioritize your list.

_____ Grade Level Meetings

_____ Vertical Planning Meetings

_____ Staff Meetings

_____ District-wide Scheduled Professional Development Days

_____ Department Meetings

_____ Early Release Days

_____ Saturday Professional Development Days

_____ Other: _____

3. Once you have identified the types of Sessions/Professional Development Opportunities, how much time do you have? Map out your plan.

4. Where will you meet with the teachers? Identify three options.

- 1. _____
- 2. _____
- 3. _____

5. How will you coordinate efforts/planning with the building administrator to execute your plan? Write your steps.

- Step 1 _____
- Step 2 _____
- Step 3 _____
- Step 4 _____

6. Prioritize the A+RISE components you will share with the teachers. What resources will you need?

- _____ Language and Content
- _____ ELL Classroom Assessments
- _____ Phonics (Elementary Only)
- _____ Vocabulary
- _____ Fluency
- _____ Comprehension
- _____ Writing
- _____ Standard2Strategies CD-ROM

Resource List:

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

7. What types of activities will you use as you introduce each component?

Examples:

_____ Have teachers 'thumb-through' each component first.

_____ Identify the features: Strategy Name, Procedures and FAQ.

_____ Have individual teachers select their favorite strategy card and share how they will use it with their students. Provide examples.

_____ Teachers select strategy and provide content-based examples.

_____ A+RISE Coach selects several cards to model in front of the group of teachers.

_____ Have teachers share student artifacts that reflect the A+RISE strategies throughout the sessions/meetings.

Other: _____

8. Once you have introduced the A+RISE components, how will you help teachers in the implementation process? How will you know the A+RISE strategies are being used? Describe your plan.

The following are examples of ways the A+RISE Coach and teacher can collaborate in the execution of the A+RISE strategies:

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=collaboration§ion=main&subsection=coteaching/types>

What are the five types of co-teaching?

Friend, Reising, and Cook (1993) identified five options teachers typically use when implementing a co-teaching model. As teams progress through these 5 types, it is important to remember these types are hierarchical across three variables. First, as you move down the continuum of models, more and more planning time together is needed. Second, as you progress in the models, teachers need an equal level of content knowledge to make the model work effectively. This equality of content knowledge can be the greatest barrier to team teaching at the secondary level. Third, as you move down the continuum, teachers must share the same philosophy of inclusion and have a level of trust and respect. Typically this level of trust and respect has to be built over time, which also is another reason it is sometimes difficult to team teach at the secondary level or in

larger schools, if there is not consistency over time in building team support. Key aspects of each type of co-teaching are provided below.

1. Lead and Support

One teacher leads and another offers assistance and support to individuals or small groups. In this role, planning must occur by both teachers, but typically one teacher plans for the lesson content, while the other does specific planning for students' individual learning or behavioral needs.

2. Station Teaching

Students are divided into heterogeneous groups and work at classroom stations with each teacher. Then, in the middle of the period or the next day, the students switch to the other station. In this model, both teachers individually develop the content of their stations.

3. Parallel Teaching

Teachers jointly plan instruction, but each may deliver it to half the class or small groups. This type of model typically requires joint planning time to ensure that as teachers work in their separate groups, they are delivering content in the same way.

4. Alternative Teaching

One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich instruction, while the other teacher instructs the large group. In this type of co-teaching, more planning time is needed to ensure that the logistics of pre-teaching or re-teaching can be completed; also, the teachers must have similar content knowledge for one teacher to take a group and re-teach or pre-teach.

5. Team Teaching

Both teachers share the planning and instruction of students in a coordinated fashion. In this type of joint planning time, equal knowledge of the content, a shared philosophy, and commitment to all students in the class are critical. Many times teams may not start with this type of format, but over time they can effectively move to this type of co-teaching, if they have continuity in working together across 2-3 years.

Your Implementation Plan (may or may not include the examples provided):

9. How will the A+RISE Coach sustain and follow-up with the teachers in the use of A+RISE? Describe your strategies:

1. _____
2. _____
3. _____
4. _____

For continuous support, feedback, suggestions, questions, etc., please visit the **Trainer's Virtual Community** at www.arisek12.com. Friends from around the country will help!