

REGAL ELEMENTARY FACILITATOR MODEL

- ◆ It is the established goal of the Regal Schoolwide program to seek out and use instructional strategies that effectively support students striving to reach the Essential Academic Learning Requirements defined by the state of Washington.
- ◆ The intent of the Regal facilitator model is to support teachers as they undertake *professional study** to improve instructional delivery in the areas of literacy and mathematics.

* See attached

MODEL

- ◆ The teacher and facilitator will determine the area of focus by using assessment data and intentional teaching guides.
- ◆ Teachers and facilitators will collaborate together to determine the goal of professional study.
- ◆ The period of time for working with teachers will be determined by the goal of professional study. Instructional facilitators will work with 4-6 teachers at a time on specific professional study goals.
- ◆ The teacher and facilitator will discuss and reflect on lessons observed and taught by either the ~ facilitator or classroom teacher. Together they will assess the progress toward the predetermined goal.
- ◆ Facilitators will utilize a gradual release of responsibility* when working with classroom teachers. The beginning point of support will be determined through collaboration between the classroom teacher and facilitator.
- ◆ Facilitators will continue to support staff with:
 - Collaborations
 - Testing / Analysis
 - Staff development classes and book studies
 - Curriculum/Planning
 - Parent involvement opportunities
 - Materials organization
 - Data collection
 - Scheduling
 - Schoolwide program supervision
 - Literacy Tutors (Gr. 1 -3)

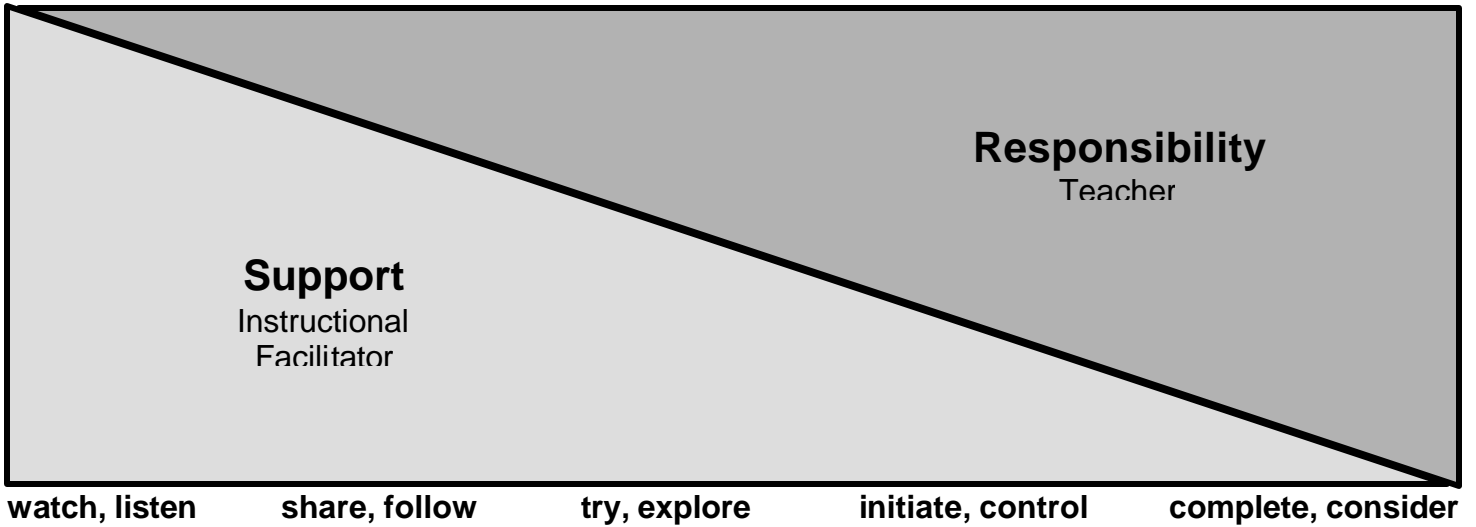
"Teachers who engage in professional study expand their knowledge of teaching practices and how children learn by integrating reading, reflecting, and collaborating into school life. Staff development, the foil to professional study, is often presented as one experience in time, when an authority on a topic crams information into teachers' minds with little to no knowledge of the school's culture and varied needs. Such presentations deter inquiry because one-time staff development programs do not respond to teachers' questions, nor do they provide the follow-up necessary to create growth and change.

Inquiry-based professional study within a school creates a teacher-centered learning environment that recognizes and respects the differences in teachers' theoretical backgrounds, prior knowledge, familiarity with children's literature, classroom experiences and expertise. Professional study events in a teacher-centered environment include question posing, conversations, hands-on experiences, journal writing, and what Gordon Wells calls *storying*, creating stories in the mind to link past experiences to new ones. With these five fundamental ways of constructing meaning, learning among teachers becomes a collaborative and shared experience."

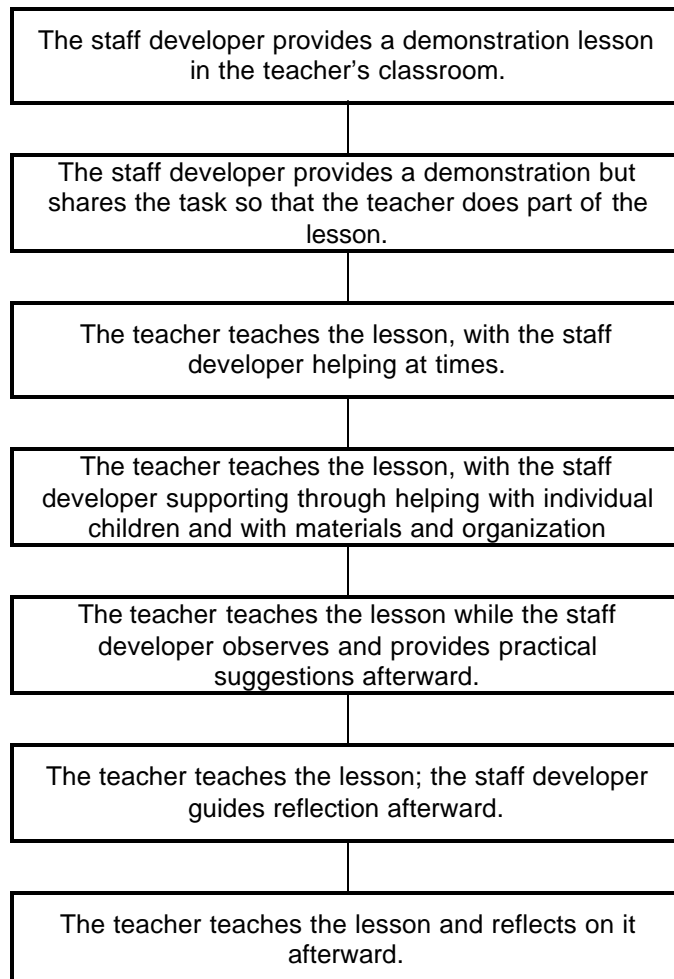
Redefining Staff Development, Laura Robb

GRADUAL RELEASE OF RESPONSIBILITY MODEL

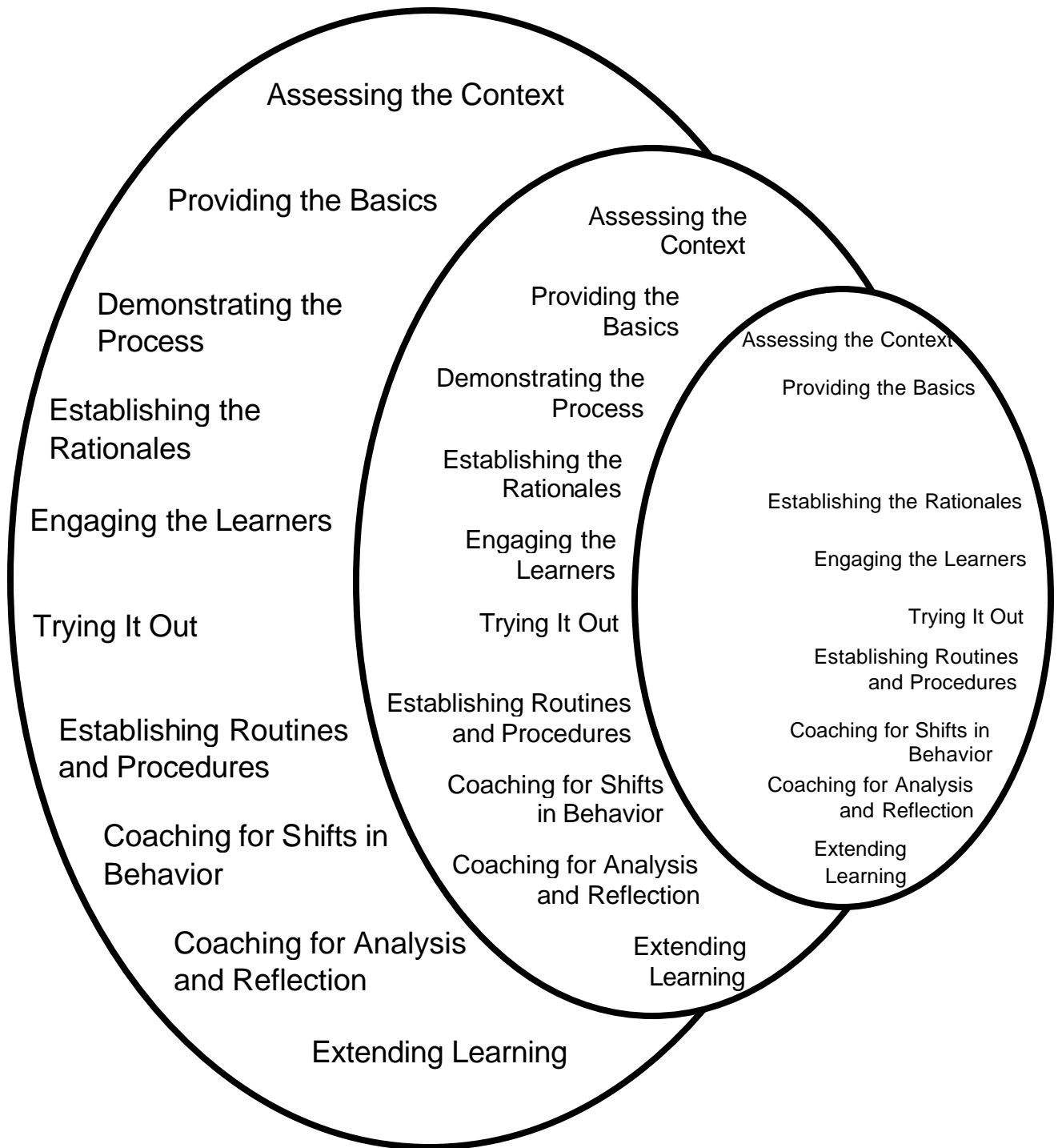
Margaret Mooney, 1994



Levels of Support for Introducing a New Procedure into the Classroom



THE SPIRAL OF LEARNING



A FRAMEWORK FOR PROFESSIONAL DEVELOPMENT IN LITERACY EDUCATION

Components	Process	Goal
1. Assess the Context	Observe teaching and learning in the school. Identify student factors. Learn about community Identify teacher factors. Learn to know people in the school.	<ul style="list-style-type: none"> ◆ To find out what teachers already know and what they want to know. ◆ To discover what teachers are doing that is effective and ineffective. ◆ To gather student achievement data. ◆ To gather information about the school context.
2. Provide the Basics	Provide limited number of materials for first trials of processes. Provide concrete examples of organization and routines. Walk through routines.	<ul style="list-style-type: none"> ◆ To equip teachers with the basic materials they will need to try the new approach. ◆ To help them learn how to organize and use materials
3. Demonstrate the Process	Demonstrate the procedures explicitly. Provide good examples from experts.	<ul style="list-style-type: none"> ◆ To provide clear, explicit examples of the approach or procedure to be learned.
4. Establish the Rationales	Make rationales visible in writing and in talk. Engage participants in stating rationales.	<ul style="list-style-type: none"> ◆ To help teachers understand why the approach or technique is important to learn. ◆ To bring student learning to a place of high attention.
5. Engage the Learners	Show and discuss examples. Link observation of student behavior to procedures.	<ul style="list-style-type: none"> ◆ To engage teachers in active learning and exploration. ◆ To help them visualize the approach in action. ◆ To help them imagine performing the techniques themselves. ◆ To help them begin to analyze student behavior and teacher behavior
6. Try it Out	Encourage teachers to try the new techniques for themselves. Share the experience and results. Analyze the process for efficiency and good management. Analyze the process for evidence of learning – what was powerful? Why?	<ul style="list-style-type: none"> ◆ To enable teachers to use specific instructional approaches. ◆ To encourage “risk-free” approximations as a way of getting started. ◆ To work toward automatic use of routines by teachers and children.
7. Establish Routines and Procedures	Provide concrete suggestions for changes in teacher behavior and/or organization and use of time. Establish plan of action. Support refining of procedures.	<ul style="list-style-type: none"> ◆ To provide specific guidance for establishing good, efficient routines. ◆ To practice the teaching behavior related to the approach. ◆ To refine and polish the sets of actions that make up the approach.
8. Coach for Shifts in Behavior	Observe the process in the classroom. Analyze and discuss examples from the teacher’s own teaching. Connect teacher behavior and student behavior. Discuss changes for greater student learning and/or better management.	<ul style="list-style-type: none"> ◆ To provide opportunities for teachers to become sensitive to the impact of their instruction on student behavior. ◆ To help them analyze their own teaching. ◆ To provide specific suggestions for changes in behavior that will make the approach more effective.
9. Coach for Analysis and Reflection	Coach to support reflection. Coach to widen the repertoire of teaching actions. Coach to promote analysis. Act as a co-investigator.	<ul style="list-style-type: none"> ◆ To help teachers engage in analysis and reflection on their own. ◆ To support them in the continual refining of their teaching.
10. Extend Learning	Lead group conversations about theoretical ideas in connection with observations of children’s behavior. Use teacher’s classrooms as laboratories. Bring teachers together as co-investigators. Bring teachers together so they help one another learn. Provide give-and-take coaching, according to teachers/ specific circumstances and needs.	<ul style="list-style-type: none"> ◆ To help teachers form tentative theories that they then test against the behavior of their own classroom or from their peers’ classrooms and to build theory from their observations. ◆ To help them apply theoretical constructs in their classroom work. ◆ To help them formulate their own goals for extending their understanding. ◆ To encourage self-coaching through assisted reflection. ◆ To support a variety of independent learning experiences for teachers.

TEACHER: _____

DATE: _____

FACILITATOR: _____

OPTIONAL TEACHER/FACILITATOR WORKSHEET

What is your philosophical understanding about how children learn and how does it guide the instructional program in your classroom?

In your classroom, what do you see as a strength? ' How do you evaluate the effectiveness of your instruction?

As you begin a study of your instructional program, what would be your area of focus?

- (a) What do you see as strengths in your current program?

- (b) What are the concerns/frustrations you have with your current instructional program?

- (c) How can I provide you with the support necessary to undertake this study?

- (d) How will you know when your instruction in this area is effectively meeting the needs of children?

- (e) How can we celebrate your success in improving instruction?