

Focusing on the Learner: Changes From Within A Coaching Guide for Promoting Self-Regulated Learners



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COMPREHENSIVE
LITERACY MODEL

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Parallels Between Teaching Children and Teaching Teachers

- Teaching for problem-solving and decision-making
- Building rapport & intersubjectivity
- Monitoring learner performance
- Making predictions for rate of learning
- Studying change over time in learning control
- Intervening when learner is not progressing (seeking colleague advice, re-evaluating teaching decisions, etc)

Important Concepts of Language Learning

- All new learning must first be filtered through a base of old learning.
- Language is an overt behavior of thought, and ‘thinking out loud’ can increase intellectual power.
- Coaching techniques, such as summarizing and paraphrasing can shape a partially correct idea into a more accurate idea.
- Open discussions among language users can create a chain of reasoning that links ideas together and clarifies knowledge.

Learning Through Language

- Modeling through conversation.
- Scaffolding to give support and guidance.
- Responding to clarify, reframe, and reflect.
- Summarizing ideas to express goal of the learning task.

Features of Problem-Solving Contexts

- All participants are actively involved in the discussions.
- The context promotes dynamic group relations where learners take responsibility for
 - their contribution to their own learning, and
 - to the group's functioning as a team.
- The discourse is conversational, in the sense that people build on each other's ideas or a common topic, guided by the leader.
- All participants work together toward a common goal while serving as resources for each other:
 - With varying roles, according to their understanding of the task at hand and
 - Differing and shifting responsibilities.

Key Principles of Scaffolding Theory

Activates strategic problem-solving

- Coach ensures that problem-solving is systematic and results in a successful resolution.

Leads to faster and more efficient decision-making

- Coach narrows decision-making options (degrees of freedom) to accommodate the learner at a particular moment and over a period of time.

Promotes independence

- Coach uses a gradual release model where responsibility for accomplishing an action is turned over to the teacher as quickly as possible.

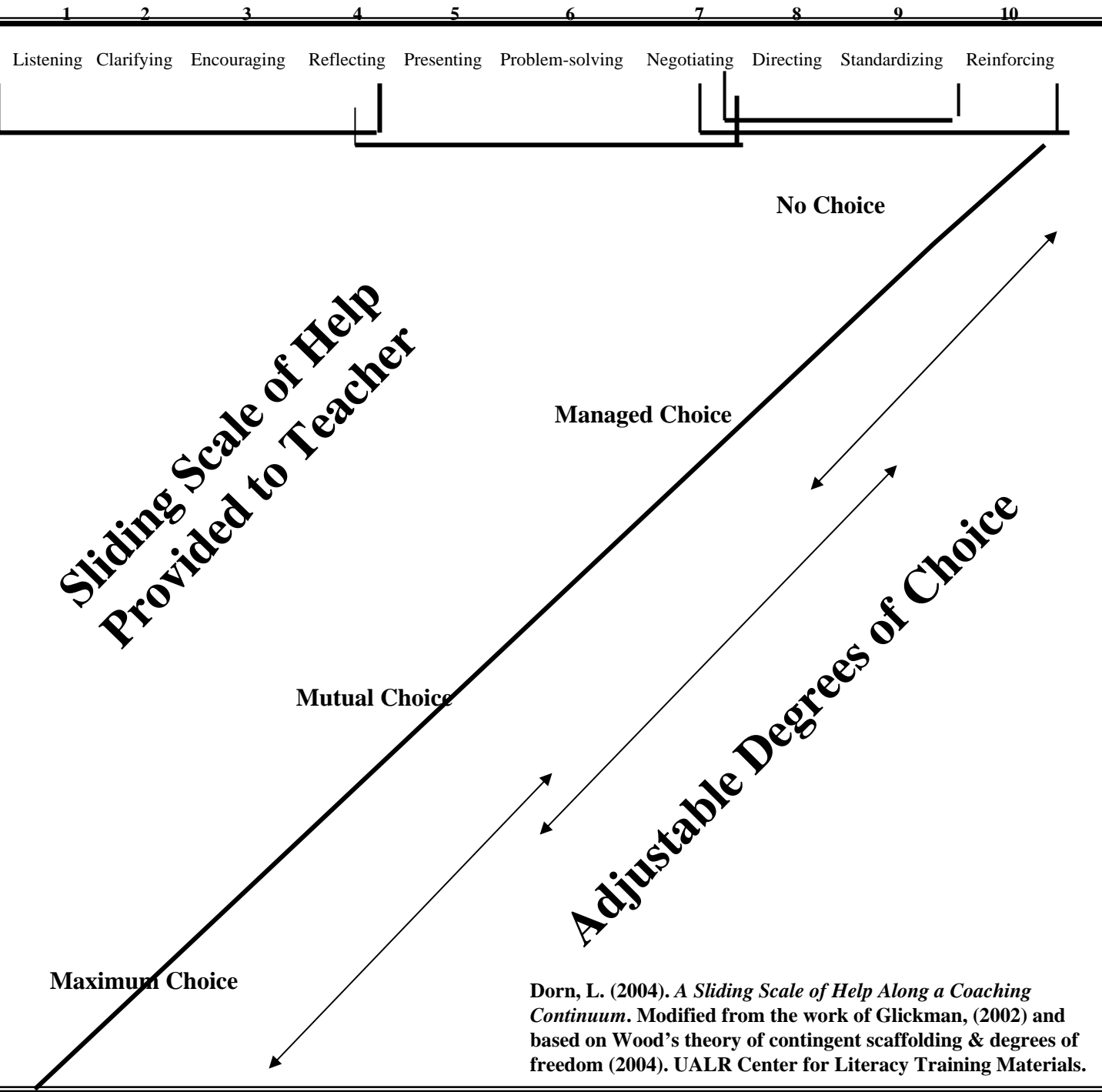
Types of Knowledge for Developing Independence

- Procedural Knowledge--the ability to implement efficient rules in an automatic fashion. “What” to do,
 - Routines
 - Scripted behaviors
- Conditional or Strategic Knowledge--the ability to know when--and when not--to use specific skill or strategy to solve a problem.
 - Relevant and flexible decision-making
 - Activated as the need arises
 - Not rule-governed

Stages of Teacher Control

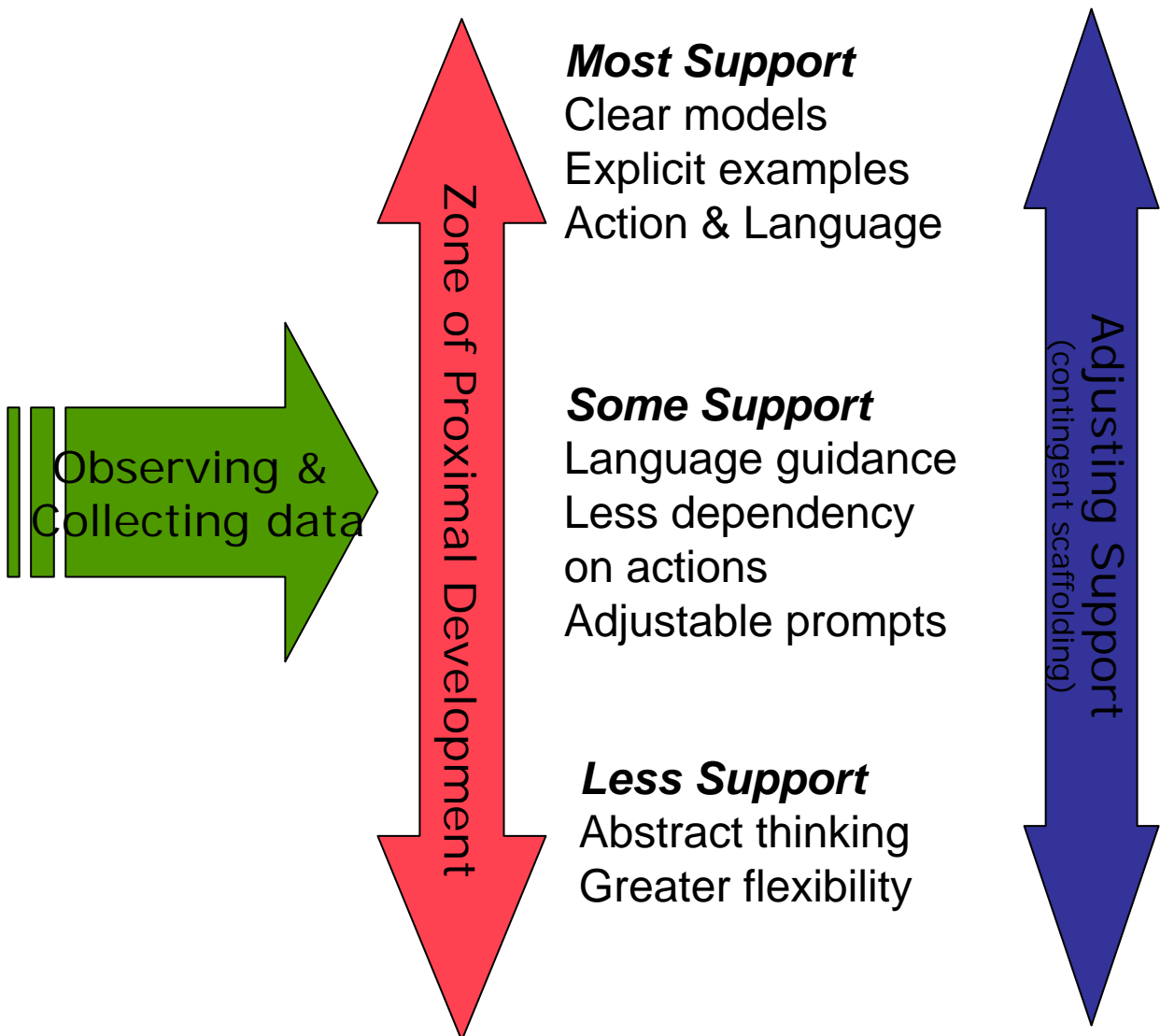
- Acquisition Stage
 - Higher degree of external support
 - Heightened awareness
 - Reducing degrees of freedom
- Integration Stage
 - Meeting of old and new knowledge
 - Adjustable Scale of Help
- Consolidation Stage
 - Internal support
 - Flexibility and ease
 - Automaticity and subroutines

Instructional Leader Behavior Continuum: Scale of Choice and Dependency



Non-Directive	Collaborative	Directive- Informational	Directive Control
Teacher Develops Plan & Coach Listens	Teacher & Coach Co-construct Plan	Coach Presents Options within Plan & Teacher Selects	Coach Assigns Plan & Requires Coach to Follow

Scale of Help for Scaffolding Intellectual Work



The problem solving cycle requires the learner to:

- Identify the goal of the learning task.
- Initiate a plan of action for solving the problem.
- Perform the action, monitor the results.
- If the plan works, continue with the task.
- If the plan doesn't work, search for the next step in solving the problem.
- Check the results, make a decision, and self-correct.
- Learn from the problem-solving plan.

***Problem-Solving is
Intellectual work!***



Empowering the Learner

- Don't foster dependency relationships!
- Move toward collaborative approaches as quickly as possible.
- Be prepared to adjust scale of help, while simultaneously prompting for independence.

Steps in Peer Collaboration

- Reframing through clarifying questions
- Summarizing the problem
- Generalizing possible solutions and predicting outcomes
- Considering various ways of evaluating effectiveness.

Discourse Guide Techniques

- Making a declarative (open-ended or provocative) statement which invites a rejoinder or disagreement.
- Inviting elaboration.
- Admitting perplexity when it occurs, whether about the topic itself or about a teacher's contribution to it.
- Encouraging questions from teachers and using these questions as the inquiry focus.
- Maintaining silence at strategic points

Responding to What Teachers Say

- Ask another teacher to respond
- Repeat what the teacher has said as a way to focus the group's attention
- Reformulate a teacher's remark so that it is revised and tidied up
- Ask the teacher to explain or clarify
- Elaborate on a teacher's statement by bringing in theory or information that expands or explains its significance
- Recap a discussion

The Power of Paraphrasing Language

- Signals full attention
- Acknowledges the ‘partially correct’ response
- Verifies understanding
- Clarifies or calibrates meaning
- Encourages more thoughtful responses than questions alone
- Promotes metacognitive process with thinking out loud
- Allows learner to ‘hear’, re-evaluate, and self-reflect on accuracy of message

Questions to Ask Yourself

- How well does the group's discussion exhibit inquiry and problem-solving language?
- Do the teachers disagree at all?
- Do they ask each other questions?
- Do they share knowledge which is relevant to the discussion?
- Do they seem to have a common understanding about what the teaching lessons?

Constructive Discourse

- Revolves around student data
- Relates directly to a teaching event
- Is meaningful, relevant, and focused toward a particular goal or need
- Uses professional resources as problem-solving tools
- Results in self-reflection and a plan of action for improving teaching

Reflective Teachers

- Are you a reflective teacher?
How do you define the role?
- If you consider yourself to be a reflective teacher, how do you reflect?
- Which topics are important for you to reflect on?
- As a literacy coach, how can you help teachers to become more reflective?



Ways to Promote Self-Reflection

- Peer Observations
- Cluster visits with pre-and post-conferences
- Literacy Team Meetings
- Study Groups
- Book Clubs
- Writing Groups
- Reflection Logs
- Video Portfolios

