Grades PreK-5 Literacy Instruction Practice Profile

April 8, 2025

# Transcript

00:00:00 Speaker 1

And everyone, it's great to see you. I am Rebecca Burnham, and I'm a reading specialist here at the Jeffrey Florida office. This afternoon, I and my teammate, Heidi, will be taking you through the grades pre-K through 5 literacy instruction practice profile. We're so excited that you're taking time to be with us this afternoon.

00:00:20 Speaker 1

And we hope that this webinar will be helpful moving forward in your planning for the upcoming school year.

00:00:27 Speaker 1

There are 5 components of effective instruction outlined in the practice profile that we're going to explore today, some of which you may already be familiar with. The intent for today's work is to develop an understanding of the definition.

00:00:42 Speaker 1

For each component and a common language around the practice profiles.

00:00:48 Speaker 1

So, our objective today is to again increase understanding of the pre-K through 5 literacy instruction, practice profile and evidence-based practices for improvement of literacy instruction.

00:01:04 Speaker 1

There are a few desired outcomes as we talk about the pre-K through five practice profile. We would like for us to keep in mind that the practice profile we hope will help increase the percentage of students ready to learn when entering kindergarten to increase the percentage of students reading on grade level by the end of third grade.

00:01:25 Speaker 1

To help close the achievement gap as well as to rank #1 nationally in 4th grade reading as measured by the National Assessment of Educational Progress or Nate Assessment, these are also goals that mirror Florida's goals for literacy achievement.

00:01:42 Speaker 1

Before we begin, I'd like to bring your attention to handout two of the handout packet I'm going to drop the link to the handout packet in the chat just in case you weren't able to check your emails to receive it.

00:01:56 Speaker 1

Going to give you all a moment to open that up. So, handout 2 is included in your packet this afternoon, which is provided for you to take notes during the session. If you do not wish to use this handout during today's session, it is still available for you to use as you continue learning with others in your district.

00:02:20 Speaker 1

All right, I'm going to put it in the chat one more time just to make sure that everybody who's in has an opportunity to open.

00:02:26 Speaker 1

It.

00:02:28 Speaker 1

And I will go ahead and move forward.

00:02:32 Speaker 1

So, there are a few sections of the pre-K through five practice profile that we're going to walk you through this afternoon. There's a philosophy values and guiding principles section which lays out the why behind why we developed the practice profile. There are also 5 core components of instruction that we will go in depth.

00:02:53 Speaker 1

With you all this afternoon.

00:02:55 Speaker 1

Additionally, there's a super helpful glossary that helps provide that common terminology and language so that when we're using the practice profile, we are all using the same language.

00:03:12 Speaker 1

So, the philosophy, values and guiding principles section of the practice profile includes the continuum of literacy development, from emergent literacy to early literacy, as well as into reading the pre-K through five. Practice profile is based on the statute.

00:03:30 Speaker 1

As well as the rule that you see on this screen.

00:03:33 Speaker 1

And they also continue the continuum. They include the continuum of literacy development, beginning with emergent literacy.

00:03:42 Speaker 1

Now I'm going to take a break and have Heidi walk you through the next few slides.

00:03:49 Speaker 2

Thank you, Rebecca. So, here is something that is very familiar, I'm sure. To you this is Florida's formula for reading.

00:03:56 Speaker 2

Success. The six components of reading, along with the best ELA standards are the what of effective literacy instruction and the practice profile is the how of effective literacy instruction. So, formulas reading for success really defines how both of these things work together and the practice.

00:04:17 Speaker 2

Profile really breaks down the how in a way that is doable. Teacher.

00:04:23

Cool.

00:04:24 Speaker 2

And accessible within Tier 1 core instruction. The data that we collect when observing the five core components can be used to inform schools and districts on instructional practices and how well they are going, and which practices need more professional learning and coaching.

00:04:45 Speaker 2

And so, moving on to the rest of our philosophy, values and guiding principles, you can see how the pre-K through 5 literacy instruction includes the continuum of literacy development from a merchant literacy to early literacy and reading the pre-K through five practice profile is aligned with.

00:05:06 Speaker 2

The felts, which stands for the Florida early learning and developmental standards for language and literacy as well as our benchmarks for excellent student thinking and language arts standards, otherwise known as the Best ELA standards.

00:05:25 Speaker 2

The pre K5 practice profile is informed by four types of assessments, screening, progress monitoring, diagnostic and summative. This graphic displays the four types of assessment in an easy to read format.

00:05:43 Speaker 2

This document is available from the Florida Department of Education. Read at home plan. This is also a great tool to give to your teachers to have them.

00:05:55 Speaker 2

Have in their classrooms, so as they're planning or looking for the appropriate assessment to use for their students.

00:06:04 Speaker 2

This graphic is easy for them to be able to pull out what they need.

00:06:10 Speaker 2

OK. So we've given you all of the background though, why we have the practice profiles, what they're based on?

00:06:19 Speaker 2

And now we are going to get ready.

00:06:22 Speaker 2

To dive into our practice profiles and to do that, I am going to send it right back to Rebecca to get us started.

00:06:31 Speaker 1

Awesome. Thank you so much, Heidi. I also dropped the same link of the handout packet into the chat because I noticed we do have a few extra people who have arrived. Thank you so much for joining us this afternoon, by the way.

00:06:44 Speaker 1

So, our first core component that we are going to take a look at this afternoon is explicit instruction and we're going to use a specific structure in order to work on our session this afternoon.

00:06:57 Speaker 1

So, what I invite you to do is using the handout packet I would. I'm going to give you 3 minutes to read through handout 1 and make notes in the explicit instruction area, focusing on the core component, the contribution to the desired outcomes, as well as the accomplished use.

00:07:18 Speaker 1

So, as you're reading through handout 1 and taking notes, I'm going to ask that you reflect on the following question. What does explicit instruction look like sound like and feel like in a classroom after our 3 minutes is up, I am going to give you a one minute warning. I'm going to invite you all to respond to this reflection.

00:07:38 Speaker 1

Question.

00:07:41 Speaker 1

I'll. I'll work on that when we're finished with our 3 minutes. So, I'm going to drop our link into the chat one more time for you, just in case you haven't had the.

00:07:48 Speaker 1

Opportunity to grab.

00:07:49 Speaker 1

It yet and I'm going to set my timer for 3 minutes. I'll give you a one minute warning. So, for now, for the next 3 minutes, I would like for you to please start reading through explicit instruction.

00:08:01 Speaker 1

You may begin.

00:09:27

All right.

00:09:29 Speaker 1

We'll drop that link in the chat one more time. We have about a minute and a half left instead of a minute. If you all don't mind as you finish reading through the explicit instruction section of the practice profile. If you can provide a reaction from zoom, just to let me know that you're finished reading. That way, I can kind of monitor and get a feel for the.

00:09:48 Speaker 1

Amount of time it's going to take us.

00:09:51 Speaker 1

That would be great.

00:10:00 Speaker 1

You completed.

00:10:30 Speaker 1

All right, so we do have a few extra seconds if you need that additional time, but it seems like a lot of us have finished, so I'd like to get us started for our first response.

00:10:41 Speaker 1

So, again, our reflection question for explicit instruction was how what does explicit instruction look like sound like and feel like in a classroom? And we're going to respond this afternoon using a waterfall format. So, what that means is I would like for you all to go ahead and start typing.

00:11:01 Speaker 1

Your response to that reflection question into the chat box, but please don't hit send just yet. When I say 321 waterfall, everybody is going to hit enter at the same time. That way there is a waterfall of responses in the chat.

00:11:17 Speaker 1

So again, our reflection question is what does explicit instruction look like sound like and feel like in a classroom?

00:11:26 Speaker 1

You can go ahead and start responding typing your answer, but please don't hit enter just yet.

00:11:37 Speaker 1

All righty out here we go. This is our first one of the afternoon. Let's start off strong. 321 waterfall.

00:11:49

Look.

00:11:49 Speaker 1

At all of these responses.

00:11:53 Speaker 1

Awesome. I see it's clear and direct. We have multiple opportunities for students to practice. Yes, I always remember Doctor Anita Archer saying we've never drill and killed a student to death. There's no such thing as too much practice. Having a clear learning objective.

00:12:12 Speaker 1

It's direct.

00:12:14 Speaker 1

I see that I do. We do? You do. I know that up here in the Panhandle, we like to do. I do. We do. Y'all do you do?

00:12:23 Speaker 1

To make sure we have ample opportunities for practicing.

00:12:28 Speaker 1

Awesome.

00:12:30 Speaker 1

Providing examples.

00:12:34 Speaker 1

As well as those non examples, but only when it's appropriate, right? We don't want to. We don't want to confuse our students when we're providing explicit instruction.

00:12:45 Speaker 1

Awesome. Look at this, Heidi. We got a great group this afternoon. I'm so excited.

00:12:52 Speaker 1

Awesome. Look at that. All right, so we're going to move on to our next slide, which brings us to a column that's also included in the practice profile. But I want to make sure we are all on the same page when it comes to the title of this column. This is called the ineffective use column. But by that by no means.

00:13:13 Speaker 1

Means that if you are conducting a non-evaluative walk through observation that if you notice these behaviors on this slide that that teacher is at all ineffective. That is not the goal of the practice profile. Instead, if you're conducting one of those walkthroughs and you notice these behaviors.

00:13:33 Speaker 1

In.

00:13:34 Speaker 1

And.

00:13:36 Speaker 1

Except like that, let me stop for a second. I'm so excited that I'm getting my words mixed up. If you see these behaviors from the teacher instead of behaviors that are in that accomplished use column, this is that golden opportunity to provide a coaching conversation. Or if you notice trends in your observation data, that's a great opportunity for you to provide.

00:13:57 Speaker 1

Professional learning for your staff.

00:14:00 Speaker 1

Again, this is the ineffective use for explicit instruction, but it does not mean that a teacher is ineffective if we see these behaviors when we're conducting those walkthroughs.

00:14:13 Speaker 1

So, for each of our core components, we have a few guiding questions. So for explicit instruction, we want to make sure that grade level benchmarks are being used, that there are ample opportunities for guided and independent practice, that there are those clear examples and not examples when applicable.

00:14:34 Speaker 1

That we're providing new or previously taught content concepts or skills and that there's modeling and demonstration provided by the teacher.

00:14:43 Speaker 1

We also have some scenarios that we're going to walk you through this afternoon and we're about to start our very first one.

00:14:51 Speaker 1

So, our first scenario for explicit instruction is that a fourth grade teacher is about to begin instruction with ELA 4R22 as the spotlight benchmark.

00:15:02 Speaker 1

4R22 is explaining how relevant details support the central idea, implied or explicit. I'd like for you to take a moment and type into the chat box how you could describe how that teacher could provide explicit instruction for this particular benchmark. And again, we're going to use that waterfall.

00:15:23 Speaker 1

Format so please don't hit enter until I say 321 waterfall.

00:15:28 Speaker 1

Again, a fourth grade teacher is about to begin instruction with ELA 4R22, which is explain how relevant details support the central idea, implied or explicit, and your task is to describe how the teacher could provide explicit instruction.

00:15:47 Speaker 1

All right, here we go. Second waterfall, 321 waterfall.

00:15:55 Speaker 1

Providing definitions.

00:15:58 Speaker 1

Yes, providing definitions of implied or explicit a think aloud with a metacognitive strategy.

00:16:06 Speaker 1

Annotating a text passage? Oh, that's a great idea, Carol.

00:16:12 Speaker 1

The teacher should go ahead and teach what a central idea is, which is a skill that students have already learned from third grade.

00:16:21 Speaker 1

The teacher could model finding a relevant idea and explain how it's connected to the central idea.

00:16:28 Speaker 1

These are all awesome suggestions, everyone. Thank you so much for your participation with this, we have a lot of awesome examples to bring back to the just free Florida team, don't we, Heidi?

00:16:41 Speaker 1

Look at that. Awesome. Alright, so we're going to go ahead and move into the second core component of instruction this afternoon, which is systematic instruction and we're going to follow that same structure. So, I'm going to give you 3 minutes to solo read through handout one for systematic instruction and I invite for you to take.

00:17:02 Speaker 1

Notes focusing on the core component, the contribution to the desired outcomes, as well as the accomplished use.

00:17:09 Speaker 1

I'm going to set my timer if you wouldn't mind into the chat providing me with a reaction. Either that emoji or some other way of letting me know that you're finished reading. That way I can guide, and we don't spend a minute or two in silence, just staring at each other, so we're going to again read through systematic instruction. I'm going to give you.

00:17:31 Speaker 1

3 minutes and we're going to use that same reflection question. So what does systematic instruction look like sound like and feel like in a classroom?

00:17:40 Speaker 1

Ready set. Read.

00:17:50 Speaker 1

Go ahead and drop that handout in the chat. Just one more time.

00:18:43 Speaker 1

It's about 30 more seconds just to give us a.

00:18:46 Speaker 1

Little bit of extra time.

00:19:13 Speaker 1

All right, I'm going to go ahead and continue with our activity with our waterfall. If you need a few extra moments to read through systematic instruction, please feel free to do so. So, we're going to reflect back on that question. What does systematic instruction look like sound like and feel like in a classroom?

00:19:35 Speaker 1

I invite you to type your response into the chat, but please don't hit send just yet. I'm going to give you a moment to type it out. What does it look like sound like and feel like in a classroom?

00:19:50 Speaker 1

All right, here we go. 321 waterfall.

00:19:56 Speaker 1

This is exciting when we have so many people participating. I love this.

00:20:00 Speaker 1

All right, so.

00:20:00 Speaker 1

I see organized. I see that logical progression.

00:20:04 Speaker 1

Continuous acquisition. I like that framing of that.

00:20:11 Speaker 1

Gradual release, starting simple and progress it to more challenging.

00:20:18 Speaker 1

Ooh, I like how miss bowling.

00:20:21 Speaker 1

Pointed out that we need that blueprint for instruction. Yes, planning ahead is key when it comes to the practice profile.

00:20:30 Speaker 1

We want to make sure that what we're doing in terms of instruction is intentional and what students need.

00:20:39 Speaker 1

Guided practice still important.

00:20:43 Speaker 1

Specific order. It's planned. I notice a lot of us are saying that it's.

00:20:48 Speaker 1

Planned, which is?

00:20:49 Speaker 1

Right on target. Awesome. All right, so.

00:20:57 Speaker 1

Thank you for sharing systematic instruction.

00:21:00 Speaker 1

Again, we do have that ineffective yeast column, but that in no way, shape or form means that a teacher is ineffective when it comes to systematic instruction. Instead, that's that golden opportunity for us to provide coaching, support, tips and tricks if we have them to provide.

00:21:20 Speaker 1

In the moment or during professional learning, opportunities related to systematic instruction.

00:21:28 Speaker 1

All right. So Heidi's going to take a few moments, and she's going to cover the next few components for the practice profile.

00:21:35 Speaker 1

Oh no, she's not just kidding. We have those guiding questions. So we have our grade level benchmarks to keep in mind. We want to make sure that while we're planning from simple to more complex that we're our goal is are those goal grade level benchmarks. We want to make sure we're making connections to previously learned.

00:21:56 Speaker 1

Material. We want that logical progression.

00:22:00 Speaker 1

Is a cumulative review being conducted? Do we have that spiral back to previously learned skills? That's important when it comes to systematic instruction. Are there opportunities to practice and make progress towards those learning goals? And are the content concepts and skills moving from more simple to complex?

00:22:21 Speaker 1

All right, so we have our second scenario.

00:22:24 Speaker 1

And put that up on the screen. So a first grade teacher is introducing a new spelling pattern focused on a vowel team to make the long E vowel sound describe how the teacher could provide systematic instruction as well as the new spelling pattern is introduced again using that waterfall.

00:22:44 Speaker 1

Format I invite for you to type your response into the chat, but please don't hit send yet.

00:22:52 Speaker 1

Again, that first grade teacher is going to work on a new spelling pattern for the E sound. How could that teacher provide systematic instruction as that new spelling pattern is introduced?

00:23:06 Speaker 1

All right.

00:23:08 Speaker 1

Here we go 321 waterfall.

00:23:13 Speaker 1

There we go.

00:23:16 Speaker 1

OK, I see.

00:23:19 Speaker 1

That we're starting with the sounds we're going to move into words and then application with simple sentences. That's a great idea, Tricia.

00:23:27 Speaker 1

Studying the letters and the words and sentences.

00:23:32 Speaker 1

Using examples and practicing.

00:23:36 Speaker 1

Explicit instruction. I notice that some of us are including explicit instruction, which to me goes hand in hand.

00:23:42 Speaker 2

Cyclones.

00:23:44 Speaker 1

Awesome, reflecting on prior skills.

00:23:48 Speaker 1

Practicing the sound that the long E makes and introducing the pattern review, connect and introduce. That's a great idea.

00:23:58 Speaker 1

Using Elkonin boxes and the transfer sound chips to help with.

00:24:02 Speaker 1

Those skills from phonological awareness into phonics.

00:24:07 Speaker 1

Word families.

00:24:10 Speaker 1

I love all of these responses.

00:24:15 Speaker 1

Good deal. Explicit instruction of the vowel combination that make the long E sound. Yes. Awesome. Thank you so much.

00:24:22 Speaker 1

Mitch. All right, now we're going to ask Heidi to come in for the next few components.

00:24:29 Speaker 2

Thank you, Rebecca. And you are right. We are having some awesome participation and we love it when you guys are so involved, it just makes a learning more interesting and more fun. And we can all learn from each other. Our next component is scaffolding instruction and I will in a little bit ask Rebecca to join us.

00:24:49 Speaker 2

Briefly, because she has a great strategy for scaffolding instruction, but we're going to continue on with the same with the same instructional routine that we've established.

00:25:00 Speaker 2

By providing you with a few minutes to look over the core component contributions of the to desired outcomes and accomplished use columns, and then we're going to waterfall it into the chat. OK, so I'm going to go ahead and again, let's think about what scaffolding looks like sounds like.

00:25:20 Speaker 2

And feels like in a classroom. And again, we're going to use that waterfall method and I'm going to go ahead and start timing now. And if you if you would like to put those emojis in so we can monitor your readiness as well.

00:26:23 Speaker 2

All right, looks like you're getting there, so I'm going to give you about 30 more seconds. You can go ahead and start typing in your response to what does that scaffolded instruction look like sound like and feel like in a classroom?

00:26:37 Speaker 2

I always think about scaffolded instruction as.

00:26:42 Speaker 2

Like in my brain, I envision it as scaffolds on a building when they're building a new building or when they were working on the Notre Dame and all the workers had all that scaffolding to help them reach.

00:27:01 Speaker 2

Places they couldn't get to on their own. So let's go ahead and 321 waterfall.

00:27:11 Speaker 2

Alright, so I see some temporary supports. Very good.

00:27:17 Speaker 2

That is that.

00:27:18 Speaker 2

So important with scaffolding instruction, scaffolding instruction is meant to be temporary. The supports that students are using at the beginning of the year should not be the same supports that they're using at the end.

00:27:30 Speaker 2

Of the year.

00:27:31 Speaker 2

The goal for scaffolding is to help them progress toward mastery and gradual release.

00:27:38 Speaker 2

Modeling providing support. Gradual release.

00:27:43 Speaker 2

Intentional support matched to a learner's need, absolutely. And so sometimes we plan our supports and sometimes we don't plan our supports. And Rebecca has a really she was a kindergarten teacher.

00:27:58 Speaker 2

And so she, you know, when you teach kindergarteners, you really have to be on your toes. She has a great example of a scaffold for kindergarten students.

00:28:08 Speaker 1

Yes. So thinking back into my days in Kinderland, as I like to call it, I always made sure that I planned in advance in case I needed it in the moment, right. So on the first day of kindergarten and the first few weeks of kindergarten.

00:28:22 Speaker 1

I always had my magic yellow marker to help and assist my students with letter formation or maybe a Wiffle ball to stick the pencil through if we needed assistance with our grip, or even those thicker or different shaped pencils like the triangle shaped pencils for students who haven't really had experience holding a pencil before in the first place.

00:28:44 Speaker 1

So planning ahead for our scaffolds to anticipate the needs that our students might have helps us in the moment. As soon as we identify that a scaffold is needed.

00:28:55 Speaker 2

Yes, thank you, Rebecca, for that great example. I have a hard time pulling examples for from kinderland. I am a upper elementary girl, but so absolutely gradual release.

00:29:09 Speaker 2

Identify individuals, small groups, specific needs. All of those are fantastic examples of scaffolded instruction.

00:29:17 Speaker 2

And so again, we also have that an effective use column and we're just going to reiterate again these provide coachable moments. Practice profiles are a great tool to use as an instructional coach to help teachers really see their craft and become masters.

00:29:38 Speaker 2

Aircraft and said with scaffolding instruction and teachers are overlooking areas where students could be provided a little bit more support to reach mastery.

00:29:48 Speaker 2

Or.

00:29:49 Speaker 2

Maybe they're not even providing the appropriate support.

00:29:52 Speaker 2

Maybe they have outgrown those areas and they're not monitoring. If you're not monitoring that support, that's where you can get into a situation where little Johnny is using sentence stems at the beginning of third grade and has sentence stems at the end of third grade.

00:30:13 Speaker 2

Because we're not monitoring that use.

00:30:17 Speaker 2

So are guided questions for scaffolded instructions are very similar.

00:30:24 Speaker 2

Are they using grade level benchmarks?

00:30:28 Speaker 2

Are we providing intentional temporary support matched with learner's needs? Are the learners being identified? Are they being identified? The ones who are having difficulty?

00:30:39 Speaker 2

Are we monitoring the scaffolding? Are we monitoring the response to scaffolding and are we gradually releasing ownership toward those independent tasks? And again, these are guided or guiding questions that teachers can have on their desk that they can refer to.

00:30:59 Speaker 2

As they do their lesson plans, and just as we did in all the other ones, we have a little.

00:31:06 Speaker 2

Scenario for you here too.

00:31:09 Speaker 2

But this one's going to be a little different. So we're going to split you up a little bit.

00:31:15 Speaker 2

Now once you go to go ahead and continue thinking about scaffolded instruction and if your last name starts with A through MI want you to think about the keywords that describe scaffolded instruction.

00:31:28 Speaker 2

And get ready to waterfall those and we're going to waterfall separately, so don't type them in yet. So just think about the keywords for scaffolding instruction.

00:31:38 Speaker 2

And get ready to type them in and then if you are a participant with the last name of N through ZI would like for you to think of an example of a scaffold that you would use with a student who is challenged by reading and comprehending grade level.

00:31:57 Speaker 2

Text.

00:31:58 Speaker 2

OK.

00:31:59 Speaker 2

So we're going to start with letters A through M and those keywords, and I'm going to count you down. And I want you to waterfall those keywords in there. OK ready 3.

00:32:12 Speaker 2

21 Go intentional focus temporary training, assisted, intentional supports, and dependent gradual release. Intentional.

00:32:25 Speaker 2

I'm seeing that intentional temporary support.

00:32:29 Speaker 2

Step by step modeling, prompting, breaking it down absolutely.

00:32:37 Speaker 2

Great job. Those are definitely those keywords. Gradually ease intentional temporary support. Wonderful. All right. Last names N through Z.

00:32:47 Speaker 2

Give me an example of scaffold ready.

00:32:51 Speaker 2

321 Go how would you help a student who is?

00:32:56 Speaker 2

Challenged by grade level text pre teaching vocabulary chunking, excellent analyzing for text features using graphic organizer.

00:33:07 Speaker 2

1st.

00:33:08 Speaker 2

Providing steps, specific steps, step one, Step 2. So maybe they can go down like a check off sheet form bubble maps.

00:33:16 Speaker 2

Visuals chunking. These are all fantastic ideas. Uh self-monitoring.

00:33:24 Speaker 2

Wonderful.

00:33:27 Speaker 2

Breaking it down retelling.

00:33:30 Speaker 2

Very good, providing visual supports.

00:33:35 Speaker 2

Color coding important words or vocabulary you guys.

00:33:40 Speaker 2

I'm Rebecca. You are correct. These, these, these.

00:33:45 Speaker 2

Are fantastic.

00:33:47 Speaker 2

Guided notes historically.

00:33:47 Speaker 1

Already ready to take this back into their districts, Maddie, I'm so excited for all of this.

00:33:52 Speaker 2

I know. Yay all right.

00:33:55 Speaker 2

Excellent job with scaffolding instruction.

00:33:58 Speaker 2

Let's go ahead and move on with our next our next is corrective feedback.

00:34:04 Speaker 2

So I'm going to again give you those little 3 minutes.

00:34:08 Speaker 2

For you to look over the core component, the contribution to desired outcomes and the accomplished use sections, and we're going to waterfall then as well. So I'm going to go ahead and think about.

00:34:22 Speaker 2

What it looks like, what it feels like, and what it sounds like in in your building, in your classroom, in your school, in your district. Alright. So drop some emojis when everybody's ready to waterfall and I'll count you down.

00:35:26 Speaker 2

All right, I'm going to give you about one more.

00:35:28 Speaker 2

Minute.

00:35:29 Speaker 2

If you're done, go ahead and type in your answer, but don't hit enter yet.

00:35:36 Speaker 2

I love all of your different emojis.

00:35:51 Speaker 2

Alright.

00:35:54 Speaker 2

Alright, let's go ahead. Are you ready?

00:35:57 Speaker 2

3.

00:35:59 Speaker 2

21 waterfall.

00:36:04

It's like ah.

00:36:05 Speaker 2

So exciting when they all come on correct, the feedback is clear, timely.

00:36:11 Speaker 2

Very good. Clear communication. Specific information for improving learning.

00:36:17 Speaker 2

Fantastic.

00:36:19 Speaker 2

Clear and meaningful.

00:36:22 Speaker 2

Clear, immediate.

00:36:24 Speaker 2

On time ongoing can clear, consistent and specific encouraging learners to rethink.

00:36:34 Speaker 2

Reteaching specific immediate feedback.

00:36:39 Speaker 2

Absolutely. When you're giving that corrective feedback, if you're if you're giving feedback.

00:36:45 Speaker 2

Right away, that is clear. Students can learn from that feedback and they can learn to self-correct and self-monitor absolutely.

00:36:56 Speaker 2

Corrective feedback should be specific, not just good job, but I love the way you sounded out the word in that sentence by chunking Elizabeth, thank you for that example.

00:37:09 Speaker 1

Heidi, I was going to bounce off of Elizabeth's response too, just to emphasize the fact that corrective feedback is immediate. What corrective feedback is not is especially I think of like our whole group lessons and elementary, where our kids are sitting on the carpet.

00:37:25 Speaker 1

With us.

00:37:27 Speaker 1

Often times and it's habitual, it's not intentional on the teachers.

00:37:30 Speaker 1

End. But we want to keep our instruction moving at that perky pace, so I always remember when.

00:37:37 Speaker 1

I even used to do it if a student responds in incorrectly or inaccurately often our go to is phone a friend right. Instead we need to have that planning in place beforehand to anticipate learner's misconceptions and be ready in the moment to provide that corrective feedback because practice.

00:37:57 Speaker 1

Makes permanent and we want to make sure that we're practicing with accuracy. That way our learning stays permanent and on target to move to our next grade level.

00:38:08 Speaker 2

Absolutely. And so as we think about the accomplished use column and we're identifying learners misunderstandings, we're communicating with that timely and effective feedback that is student friendly and that is also very, very important to remember is that we want to use that student friendly language.

00:38:28 Speaker 2

That they can understand and interpret and.

00:38:30 Speaker 2

That.

00:38:31 Speaker 2

They're not having to.

00:38:35 Speaker 2

Digest what were the feedback before they can use it, right? So we want to be sure that we are using that student friendly language and that we are repeating the process as long and as necessary based on that learner's response. So when we see that that they're getting the hang of it and that they're able.

00:38:56 Speaker 2

To do something with mastery or do it?

00:38:58 Speaker 2

To do it well, you know, we can, we can taper off on our corrective feedback. And again, for a coachable moment.

00:39:07 Speaker 2

You can look for these things to be aware of when doing walkthroughs in the classroom. If teachers are overlooking an error student may that is relative to that goal. You could point out to them later. You know this would have been a great opportunity for you to use that as an example to correct misconceptions throughout the classroom.

00:39:30 Speaker 2

If they're not providing any feedback to that learner, it's really hard. Even as adults. You know, if we're not given feedback, we don't know how to improve. We don't, we don't. We all think that we're just doing a great job. So we all like that corrective feedback.

00:39:46 Speaker 2

That is, that is purposeful and usable, and if they're not providing confirmation or following up again.

00:39:55 Speaker 2

That's something that those coachable moments.

00:39:59 Speaker 2

So let's look at our questions again. We're looking for those grade level benchmarks.

00:40:04 Speaker 2

Is it developmentally appropriate? That's that student friendly language.

00:40:08 Speaker 2

Are the teachers identifying errors? Are they communicating in timely manner? Are they providing opportunity for self-correction and is it a repeated process? Does it become part of the classroom instructional routine? So we're going to give you a scenario.

00:40:27 Speaker 2

And during this scenario I want you to think about what's happening in the building, in the classroom. Where is that accomplished use of corrective feedback occurring? Where have you seen it? OK, so this is the scenario a student makes an encoding error and writes FN for the word fun.

00:40:47 Speaker 2

The teacher provides the following corrective feedback.

00:40:51 Speaker 2

In your writing, make sure all of your words include at least one vowel.

00:40:58 Speaker 2

How could the teacher provide corrective feedback as described in the practice profile?

00:41:06 Speaker 2

So if you if you were shooting for that accomplished use column, what kind of corrective feedback could you provide that student?

00:41:15 Speaker 2

We're going to go ahead and waterfall.

00:41:17 Speaker 2

That.

00:41:18 Speaker 2

So I'm going to give you about 30 seconds to type in what you would use as corrective feedback, and then I will waterfall you in.

00:41:31 Speaker 2

OK ready 3?

00:41:33 Speaker 2

2/1.

00:41:35 Speaker 2

Waterfall.

00:41:39 Speaker 2

I like I saw somebody say to tap out like you could work with that student. Maybe one-on-one and tap out the sounds to remember that you know to count how many sounds you hear in the word fun and maybe that's how many letters you need.

00:41:55 Speaker 2

Let's look at that word again and maybe pull out those L Conan boxes.

00:42:01 Speaker 2

Great job getting that first and last letter.

00:42:06 Speaker 2

Listen to.

00:42:09 Speaker 2

Listen to how and what your words sound. What you wrote sounds like. And what are we missing in the middle? Let's tap that out.

00:42:21 Speaker 2

That is great corrective feedback.

00:42:25 Speaker 2

Ask the letter. Ask the student to read the letters they wrote.

00:42:29 Speaker 2

Provide positive feedback. Praise the student for writing the correct beginning and ending sounds. Tell the students to look at it again and tap out the sounds explaining it.

00:42:39 Speaker 2

Very good.

00:42:42 Speaker 2

I also have my students use their fingers to sound out each word jump for sounds. You know, we haven't really talked a lot about that, but that's great because that gets kind of gets them physically moving and sometimes kids just need to get up and move a little bit, right. So that would be a lot of like, I could see students.

00:43:01 Speaker 2

Setting.

00:43:02 Speaker 2

So much fun.

00:43:04 Speaker 2

Jumping for all the letters and the words.

00:43:08 Speaker 2

What sound do we hear in the middle?

00:43:11 Speaker 2

And then talk about the sound.

00:43:14 Speaker 2

And ask them what letter that sound makes. Excellent job.

00:43:18 Speaker 2

Very good. All right.

00:43:21 Speaker 2

I am going to pass it back to my dear friend Rebecca.

00:43:26 Speaker 1

Thank you, Heidi. So this afternoon we've covered 4 out of the five.

00:43:31 Speaker 1

Core components of instruction for the pre-K through five practice profile we worked on explicit instruction, systematic instruction, scaffolded instruction and corrective feedback, and now we're going to dive into our last core component which is differentiated instruction. Again we're going to give you a couple of minutes to read through the core component.

00:43:53 Speaker 1

The contribution to the desired outcomes as well as that accomplished use and practice.

00:43:59 Speaker 1

And we're going to reflect on one of those reflection questions and for differentiated, I have two for you since we're doing such a great job at participating this afternoon. So the first reflection question I would like to ask everyone is well, hang on, let me put the link in the chat really quickly. What is differentiated instruction?

00:44:19 Speaker 1

Look like sound like and feel like in a classroom. And our bonus question this afternoon is what are the differences between scaffolded instruction?

00:44:30 Speaker 1

And differentiated instruction because I feel like there's sometimes is a muddiness between the two. So let's see how you feel about that this afternoon. So our first question is what does differentiated instruction look like, sound like and feel like in the classroom?

00:44:46 Speaker 1

I'm going to give you a few minutes to read through handout 1, giving me an emoji in the chat when you are ready and finished reading and taking your notes, and you can go ahead and start now.

00:45:43 Speaker 1

Well, a few more moments to read through differentiated instruction.

00:45:47 Speaker 1

Giving me an emoji in the chat when you have finished.

00:46:08 Speaker 1

I'm seeing a lot of emojis in the chat, so if you need more time to read through the core component, please feel free to do so. We are going to work on that first reflection question using the waterfall. Remember our first reflection question is what does differentiated instruction look like sound like?

00:46:25 Speaker 1

And feel like in a classroom going to give you a moment or two to type it into the chat, but please don't hit enter.

00:46:31 Speaker 1

Just yet.

00:46:35 Speaker 1

All right, here we go. 321 waterfall.

00:46:41 Speaker 1

Goodness gracious. All right, a different path for students. That's a great way to explain it. It's specific, individualized.

00:46:54 Speaker 1

We're providing different opportunities for students to participate and demonstrate their learning. Yes, it's that product.

00:47:01 Speaker 1

Process or even the physical learning environment, which is important with differentiated instruction.

00:47:09 Speaker 1

Focusing on specific learning needs and I like to think back to the slide that Heidi mentioned when it came to our.

00:47:16 Speaker 1

Data and how data informs the practice profile we want to make sure we have data to reflect the differentiated instruction that's occurring. Not all students need the same Lexile level. So if we understand and know based on the data that our students, some students are not yet on grade level with a text.

00:47:36 Speaker 1

We want to make sure we're providing those opportunities for students to access the content in the 1st.

00:47:41 Speaker 1

Place.

00:47:42 Speaker 1

As well as the products giving students a choice in their learning to demonstrate their learning is a great way to provide that differentiated instruction tailored to student need.

00:47:54 Speaker 1

Awesome. Our second bonus reflection question was what is the difference or what similarities do you see between differentiated instruction and scaffolded instruction?

00:48:06 Speaker 1

So go ahead and type your response into the chat. Please don't hit enter just yet.

00:48:12 Speaker 1

What's the difference or what similarities do you see 321 waterfall?

00:48:21 Speaker 1

Right.

00:48:24 Speaker 1

The difference is the way each approach supports students. Even though both aim to meet learner's needs and promote growth. That's a great insight.

00:48:36 Speaker 1

The difference is bringing content to their level and bringing them to the level of the content. Yes, we want to make sure that we're helping our students grow towards those on grade level benchmarks at all times.

00:48:49 Speaker 1

Scaffolding is that temporary support, right? We don't want to have that magic yellow marker in our kindergarten classroom helping our students form the letters at the end of the school year, even though we have it at the beginning of the school year.

00:49:01 Speaker 1

Great insight. Differentiated instruction is adaptation, scaffolding is accommodation.

00:49:07 Speaker 1

And both can provide different levels of support within the grade level content and it all depends on what student needs.

00:49:16 Speaker 1

Great insight, everyone. I love that you are all participating with us this afternoon. This is making this session so much fun to present with you all this afternoon.

00:49:25 Speaker 1

Again, we do have that ineffective use column going to remind everyone that does not mean that a teacher is ineffective if we notice these behaviors as we're conducting a non-evaluative walk through observation, but rather to provide coaching on the spot, providing corrective feedback to our teachers and our staff, or if we notice.

00:49:45 Speaker 1

Data trends in our observation data. Then we can provide professional learning to multiple teachers regarding differentiated instruction.

00:49:56 Speaker 1

All right. We have those guiding questions like we had for all of the other components. So again, are the grade level benchmarks being used up to the benchmark level, are we increasing access to meet learning goals for students? Is it individualized based on student need to access?

00:50:15 Speaker 1

Are we adjusting the content, the process, the product or that physical learning?

00:50:20 Speaker 1

And.

00:50:21 Speaker 1

And are we monitoring the ongoing understandings and making progress towards those learning goals that is important, very important. All right, we're about to work on our last scenario for the afternoon. Are you ready?

00:50:37 Speaker 1

So we have a second grade class that is reading give bees a chance with a focus on ELA 2R32 benchmark, which is retell a text to enhance comprehension. Since give bees a chance is an informational text, students will use the central idea and relevant details.

00:50:58 Speaker 1

Using student data, how could the teacher provide differentiated instruction for students based on the content, process, product or physical environment? So I invite you to type your response into the chat. I'll give you a few.

00:51:14 Speaker 1

Moments.

00:51:19 Speaker 1

All right, here we go. 321 waterfall.

00:51:32 Speaker 1

For struggling students, they the teacher could already identify the central idea.

00:51:38 Speaker 1

And the type of product either a written product, a verbal product, maybe a presentation.

00:51:45 Speaker 1

A graphic organizer could be helpful.

00:51:49 Speaker 1

Providing an example of how to find the central idea.

00:51:55 Speaker 1

Some students may have sentence frames to support their product that they're producing for the teacher.

00:52:03 Speaker 1

Graphic organizers building background knowledge.

00:52:09 Speaker 1

Each student could get the text on their Lexile level.

00:52:13 Speaker 1

These are great suggestions everyone.

00:52:17 Speaker 1

Thank you for your participation with.

00:52:19 Speaker 3

This.

00:52:20 Speaker 1

All right, so we have one more big activity to work on together that Heidi is going to show us before we wrap up our session this afternoon.

00:52:30 Speaker 2

Thanks. So we're going to take everything that we've learned and we're going to do an application with that. So as I want you to think back to what explicit instruction should look like, systematic scaffolded corrected feedback and differentiated instruction, we are going to use.

00:52:49 Speaker 2

All of our knowledge to.

00:52:54 Speaker 2

Kind of practice.

00:52:57 Speaker 2

An observational, non-evaluative observation of a teacher. So for this you're going to need handout #3.

00:53:06 Speaker 2

And that's going to be your note taker. And I want you to think about the questions which components of instruction did you observe in the lesson and how were they demonstrated by the teacher?

00:53:18 Speaker 2

And then I want you to think about how the teacher could integrate other.

00:53:22 Speaker 2

Or.

00:53:23 Speaker 2

Components of instruction into the lesson and really think about, you know, maybe there's more than one. Maybe this lesson reminded you of the scenario that we've already talked about. But again, as you, as you observe, it's quick 4 minute little video.

00:53:43 Speaker 2

It's of a primary teacher.

00:53:48 Speaker 2

Teaching a small group.

00:53:51 Speaker 2

And they're going to be talking about some vowel sounds and working with vowel sounds. So if do we have that ready to go?

00:54:01 Speaker 2

All right. So again, we are going to use handouts 3 and we're going to think about what components of instruction are you observing, how were they demonstrated and what else? What else could she incorporate in her lesson?

00:54:19 Speaker 3

So it says E.

00:54:23 Speaker 3

So when I touch under EE, you're going.

00:54:26 Speaker 4

To say EE.

00:54:37 Speaker 3

When I do my finger under the word you're.

00:54:39 Speaker 3

Going to say.

00:54:39 Speaker 3

The whole word seed and when I touch under the E you're going to say ES, so let's try.

00:54:44 Speaker 3

It a few times.

00:54:45 Speaker 4

See.

00:54:47 Speaker 4

ECE.

00:54:53 Speaker 3

This word is meat. What word is it?

00:54:55 Speaker 3

Meat in meat there's EA in the middle and most of the time when EA is together, it also represents the long E sound. The sound in the middle of meat. So it says E.

00:55:09 Speaker 3

So when I touch under EA, I want you to.

00:55:11 Speaker 4

Say E EE.

00:55:16 Speaker 3

When I do my finger under.

00:55:17 Speaker 3

I want you to read the whole word.

00:55:19 Speaker 4

Meet.

00:55:21 Speaker 4

EM EE.

00:55:25 Speaker 3

Alright, so we're going to practice reading both words now and when I touch under just the EA or the E or say.

00:55:31 Speaker 4

EE EE.

00:55:38 Speaker 3

Sweet. See, like how you're reading it so nicely. I'm going to give you a word list now and on the word list, you're going to take your pencil and you're going to underline any time you see EA or E together.

00:55:38 Speaker 4

Me C.

00:55:56 Speaker 3

Sometimes there's going to be just an E by itself that's going to be the short E sound, and it's going to say eh, and some words won't have any E.

00:56:04 Speaker 3

At all. So just underline the E or the EA for the long E sound and you can practice reading the words in your head while.

00:56:11 Speaker 3

You.

00:56:11 Speaker 3

Do that and actually could you?

00:56:13 Speaker 3

Say every time you underline it.

00:56:15 Speaker 4

EE EE.

00:56:29 Speaker 3

We're going to read the words together now and we're going to sound it first, and then we'll read it. So we'll say, eat and then read meat. OK, so let's start at the top, and we're going to go down the first column. You can point with your finger.

00:56:42 Speaker 3

Or with your.

00:56:43 Speaker 3

So it started the first word Betty.

00:56:46 Speaker 4

Please me.

00:56:53 Speaker 4

Yeah.

00:56:55 Speaker 3

Let's start at the top.

00:56:56 Speaker 3

Of the next color.

00:57:00 Speaker 4

Net.

00:57:04 Speaker 3

He says so try that one again sounded.

00:57:10 Speaker 4

The.

00:57:14 Speaker 4

Matt true tree.

00:57:23 Speaker 3

So if you did a nice job of reading the words and.

00:57:25 Speaker 3

So now I'm.

00:57:26 Speaker 3

Going to give you a little story and it's called up in the trees and the first thing you're going to do is you're going to look through it and see what words you can find that have the EA or the E and you're going to underline them and read them as you do that. OK.

00:57:42 Speaker 3

Can you say the sound E when you underline it?

00:57:44 Speaker 3

Too.

00:58:13 Speaker 4

Oh.

00:58:27 Speaker 3

So what words?

00:58:28 Speaker 3

Did you find in the story that had that EA or the E Addison would you find?

00:58:39 Speaker 2

OK, so we've now watched this great little lesson that she's done and I would like for you to in the chat, let's answer the very first question. What component or which components of instruction did you observe in the lesson and how were they demonstrated by the teacher?

00:58:57 Speaker 2

OK, go ahead and lay that in the chat modeling guided practice.

00:59:03 Speaker 2

Scaffolding and independent practice all the components scaffolded, explicit, explicit, explicit modeling.

00:59:13 Speaker 2

OK, so there was a lot of explicit instruction going on.

00:59:19 Speaker 2

So what about systematic, you know, systematic instruction? She delivered a lesson that focuses on decodable words and isolation of the text.

00:59:30 Speaker 2

Does that sound? That sounds pretty much. What? What she did. The teacher delivers instructional routine along with the logical progression of skills, starting with introducing the sound and practice. So systematic and explicit. Really do go well together.

00:59:47 Speaker 2

She planned for her instruction. Excellent. I love that. Jenny. Put that in there. That she?

00:59:54 Speaker 2

Planned that instruction.

00:59:56 Speaker 2

Excellent explicit corrective feedback she did. There was some corrective feedback. OK, so how could the teacher integrate other components into that lesson? And I think we kind of.

01:00:07 Speaker 2

Have answered both of them because we've kind of talked about what we saw in there and some of the other things she used simple visuals.

01:00:18 Speaker 2

So somebody said differentiated instruction and put a question mark at the end.

01:00:24 Speaker 2

Could that be?

01:00:27 Speaker 2

So we didn't get to see differentiate instruction.

01:00:31 Speaker 2

Temporary support than you do.

01:00:35 Speaker 2

So.

01:00:38 Speaker 2

Stephanie says differentiated small group. Maybe this was a differentiated instruction group for her. Maybe those students were having specific difficulties with that vowel sound. And so she pulled them in as a differentiated small group.

01:00:57 Speaker 2

Oh.

01:00:58 Speaker 2

So Kim is wondering, was that text appropriate for those students?

01:01:06 Speaker 2

OK. So that would be something where you could later go to the teacher and use that as a coachable moment as well.

01:01:13 Speaker 2

Visual props tapping.

01:01:16 Speaker 1

I'd like to hop in for a second.

01:01:18 Speaker 2

Sure.

01:01:18

For the.

01:01:20 Speaker 1

I think that this is a great opportunity for us to get our toes wet when it comes to those non evaluative walk through observations as well as point out the blessing and the burden of these walk through observations. Depending on the structure, if you choose to do this within your school, you might have a pre observation meeting with the teacher so that you get a better understanding of that.

01:01:41 Speaker 1

Background information that some questions are popping up in.

01:01:45 Speaker 1

The chat about.

01:01:46 Speaker 1

But also there are some structures with the practice profile where you wouldn't have that pre meeting beforehand, so it's a blessing that we are asking these questions this afternoon. During this session. I think this is a great way for us to have this part of our conversation, but it's also sometimes we don't know what we're walking into when we're conducting these observations.

01:02:07 Speaker 1

As well as making sure that we're going in at different times of the ELA block so that we can really capture those teachers strengths and opportunities for coaching conversations.

01:02:20 Speaker 2

Yeah. And I really, really liked how people brought up the fact that that they could differentiate the small group even more, even though it was a small group, that small group you could differentiate inside that small group by providing them with different text by providing them with different word lists based on their needs.

01:02:41 Speaker 2

Excellent. So as we're wrapping this activity up, I would really like for us to think about how we're going to take these practice profiles back into our.

01:02:51 Speaker 2

School.

01:02:51 Speaker 2

How will we bring them into our district? What would that look like for you?

01:02:57 Speaker 2

Are you a district level coach? Are you a building level coach?

01:03:02 Speaker 2

How are you going to share this with teachers in your building? So that's one of those things that I want you to kind of reflect on as we move toward the end of our webinar today is.

01:03:13 Speaker 2

Is how are you going to share this with your teachers?

01:03:22 Speaker 2

OK, so we have now looked at the pre-K through five practice profiles and I am really going to.

01:03:34 Speaker 2

Suggest and recommend that you also attend our grades six through 12. Practice profile session and you may be thinking wow, we just learned all of this stuff for the pre-K through five practice profiles you know, but the six through 12 provides a different lens and especially if you're at a district level or.

01:03:54 Speaker 2

Even if you're considering moving on to secondary.

01:03:58 Speaker 2

Attending this webinar would really allow you to refocus your lens and your vision toward grade 6 through 12 and what that would look like. I think Rebecca might drop that link into the chat for you to register. It is on Thursday from 3:00 to 4:15 same time.

01:04:18 Speaker 2

Time different zoom link but please come join us for that again it's through a completely different lens. You're going to look at it from a secondary level. And so we really, really would love to see you there too.

01:04:40 Speaker 2

And we also have some resources available to you. All of the resources that we've used on this webinar will be available on our just three Florida website as well as the recording of this webinar to find these, you would go to educator resources.

01:04:55 Speaker 2

Go down to webinar, click that and you will find all of the things that we've used today, the handout all, all the good stuff.

01:05:05 Speaker 1

Heidi, before I move on to the next slide, I do know a comment in the chat about having more examples. Miss Wagner, we do have more examples if you don't mind on the last slide, if you don't mind following up with me via e-mail, I'm happy to share with you links of previous trainings that we have done with the practice profile that has a comprehensive list of videos.

01:05:07 Speaker 2

Yes.

01:05:26 Speaker 1

As well as a few tips and tricks to potentially implement that with your staff. We're happy to do that for you.

01:05:33 Speaker 2

Miss Kent, if you would like to e-mail us again, like Rebecca said, if you e-mail us, we'll be happy to share those things with you. If you want to register for that webinar, you will have those links will be sent to you as well. Even if you cannot attend, at least you could get the handouts for that webinar. Here is a survey.

01:05:53 Speaker 2

Your feedback is extremely important to us. We take everything you say to heart, so please share your thoughts with us. We have a QR code and I believe that.

01:06:06 Speaker 2

The link will be dropped and.

01:06:12 Speaker 1

And if you and I'm going to send it a few times, we really appreciate your time this afternoon. Everyone knows that.

01:06:15 Speaker 2

Absolutely, you know, yeah.

01:06:17 Speaker 1

Spring is crazy for teachers and staff, so we appreciate you being here. We appreciate your corrective feedback for us so that we can work on improving this session for future webinar.

01:06:28

Yes.

01:06:29 Speaker 2

Absolutely. And then we'll go to that last slide in a moment and that is our contact information. Feel free to reach out to Rebecca or I and we will gladly get you the information that that you request. And again, please sign up for that six through 12, it will be featuring.

01:06:49 Speaker 2

Lisa and Monica and they are lots of fun as well. And so again, thank you so much for joining us today.

01:06:56

OK.

01:06:57 Speaker 1

Thank you for your time this afternoon. If you have any questions lingering in your mind before we end our session this afternoon, Heidi and I are going to stay on for a few minutes to answer those in real time. Yes, a recording will be posted on the just free Florida website, this recording.

01:07:14 Speaker 1

And again, thank you all so much for your time this afternoon. We appreciate you being here and participating with us.