Coteaching Inquiry Learning
(and Reading Comprehension Strategies)

job-embedded professional development
coteaching **Co-creating** coplanning
Culture of Learning coassessing evidence-based practice
reading achievement
inquiry learning
leadership

For Fayette County Secondary School Library Media Specialists
29 July 2016

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http://tinyurl.com/aaslinquiryinfog

Objectives

- Cite the benefits of classroom-library collaboration to students and educators.

- Align inquiry learning and reading comprehension strategy instruction;

- Coteach close reading and align this strategy with inquiry learning;

Objectives:

At the end of this workshop, you will be able to:

- Align inquiry learning with AASL's *Standards for the 21st-Century Learner* and reading comprehension strategies.

- Deconstruct a cotaught lesson plan.

- Identify strategies for practicing coteaching as job-embedded professional development.

Mission Statement: *AASL empowers leaders to **transform** teaching and learning*.

- "First, the role of the school librarian is evolving and changing. School librarians serve as the guiding light in **transforming learning through new tools and technology**.

- Second is that the essence of school libraries is teaching and learning. This concept places school libraries at the **center of any discussion dealing with education**..." (Eileen Kern 2015, http://bit.ly/1q7tlT8).

My Value for

and Experience of Coteaching

STAFF DEVELOPMENT INSTITUTE
STRENGTHENING THE FOUNDATIONS FOR TEACHER-LIBRARIANSHIP

LEADERSHIP COURSE FOR PROFESSIONAL TRAINERS IN

COOPERATIVE PROGRAM PLANNING AND TEACHING

This is to certify that

Judith Moreillon

has completed a five-day course for professional trainers in
Cooperative Program Planning and Teaching
and Resource-based Learning

1996 May 28 to June 1
Tucson, Arizona

Gwen Sutherland, Administrator
Ken Haycock & Associates, Inc.

Ken Haycock, Trainer
Staff Development Institute

Coteachers: Step Out of the Box – Together!

Through Classroom Teacher and SLSM Coteaching

Collage created at http://befunky.com
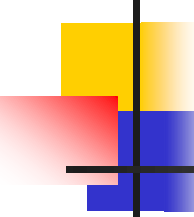
Padlet   **http://tinyurl.com/slmsrvsi**

K-12 Research Compared with Inquiry

QR Code created at unitag.io

How are K-12 research and inquiry the same?

- Assigned in school.

- Focus on a topic, concept, or problem.

- Require learners to use many sub-skills.

- Traditionally, resulted in a report product.

- Assigned less and less frequently in most schools.
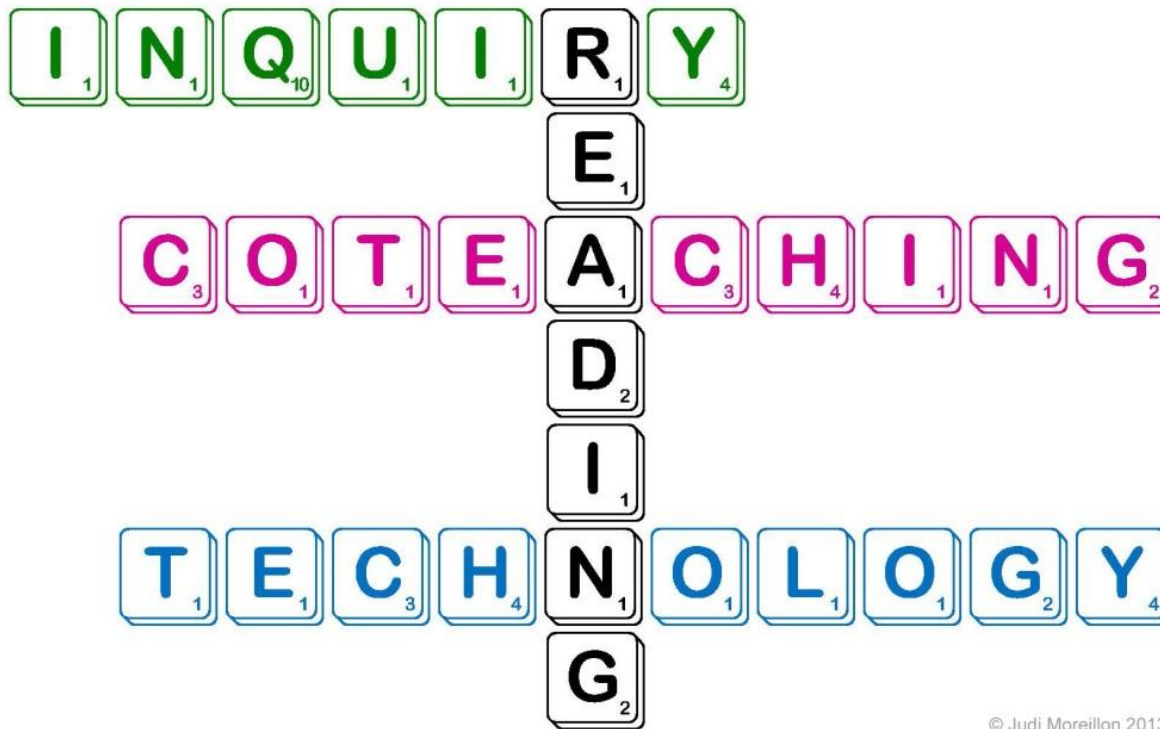
- Take time.

Research as Practiced in preK-12

- Treasure- or Scavenger Hunt Model

- Facts Please – Just the Facts – "Bird Units" (Loertscher, Koechlin, and Zwaan 2008)

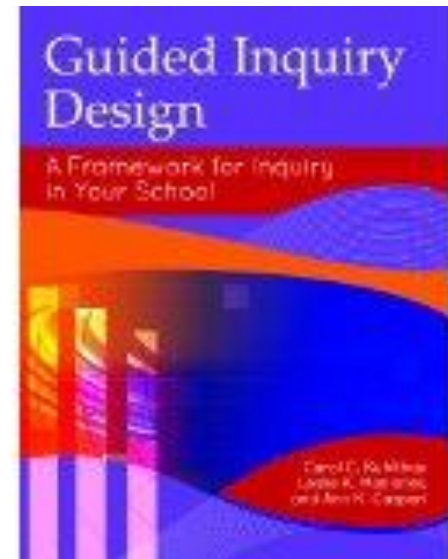- Curriculum-centered or Teacher-centered

The BIG idea:

© Judi Moreillon 2013

Inquiry Phases

- Guided Inquiry Design
  - Open
  - Immerse
  - Explore
  - Identify
  - Gather
  - Create
  - Share
  - Evaluate and Reflect

(Kuhlthau, Maniotes, and Caspari 2012, 2)

Inquiry Learning Subskills

http://slmssisubskills.pbworks.com

QR Code created at unitag.io

The National Assessment of Education Progress (NAEP)

reported that in 2015 more than **one-third** of eighth-graders and **thirty-seven** percent of high school seniors performed **at or above the *proficient* achievement level in reading**.

The average reading score for high school seniors is not significantly different when compared to 2013 scores; eighth-grade students' scores are lower than 2013.

The National Assessment of Education Progress (NAEP)

For **high school seniors**, **17 percent of Black students** and **49 percent for Asian students** performed at or above the *Proficient* level and approximately **25 percent of Hispanic and American Indian/Alaska Native** students did so.

Inquiry Learning and Reading Comprehension Strategies Connection

- Effective and efficient readers have the strategies they need to be effective and efficient inquirers.

- Both processes support independent learning.

- Both are necessary for College, Career, and Community Readiness in the 21st century.

AASL's
School Librarians Role in Reading Toolkit

"To this end, school librarians **model and collaboratively teach reading comprehension** strategies: assess and use background knowledge, pose and answer questions that are appropriate to the task, make predictions and inferences, determine main ideas, and monitor reading comprehension as well as the learning process."

http://www.ala.org/aasl/advocacy/resources/statements/reading-role

Analogy of Driving a Car

Reading Comprehension Strategies

Analogy of Driving a Car

Activating and Building Background Knowledge

- **Text-to-self**
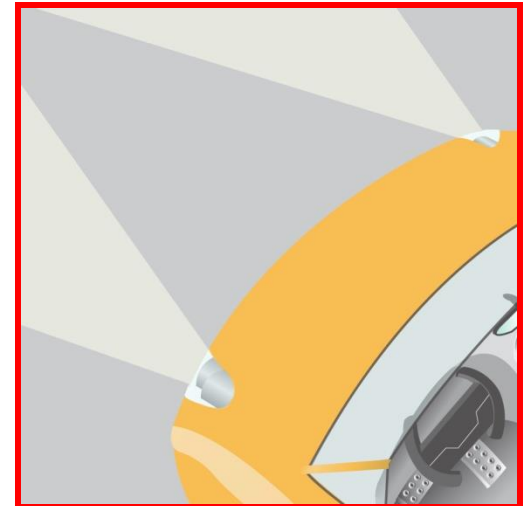
- **Text-to-text**

- **Text-to-world Connections**

Using Sensory Images

Engage all five senses in "visualization"

Questioning

- Monitor comprehension through questioning

- Question the text and the author

Analogy of Driving a Car

Making Predictions and Drawing Inferences

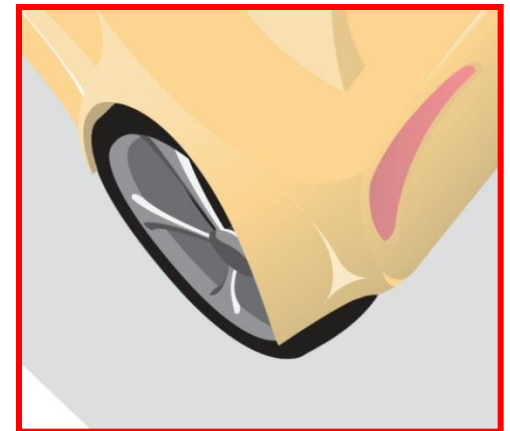- **Propel through the text**

- **Interpret text and make meaning**

Analogy of Driving a Car

Determining Main Ideas

- **Sorting and prioritizing**
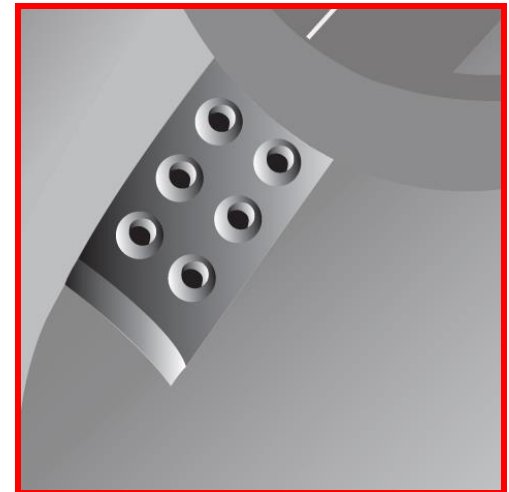
- **Main ideas and supporting details**

Using Fix-up Options

16 ways for readers to regain comprehension

Synthesizing

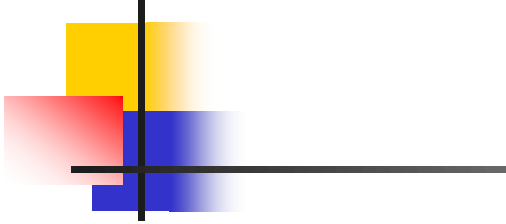### Making meaning from multiple resources

Education N

70% Need Remediation

According the "Reading Next" adolescent literacy report to the Carnegie Corporation "[s]ome 70 percent of older readers require some form of remediation [in reading]. Very few of these older struggling readers need help to read the words on the page; their most common problem is that they are not able to comprehend what they read."

If a solid majority of secondary students can benefit from reading comprehension instruction, what does providing "intellectual access" mean for school library programs today?

Embedding reading comprehension strategies in content-area curriculum lessons is one way to ensure that students have opportunities to develop these strategies and reach higher levels of proficiency level in reading.
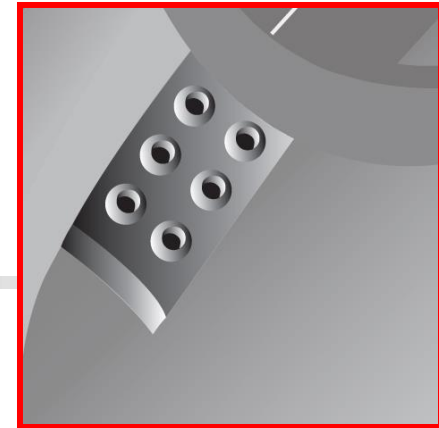
Biancarosa, Gina, and Catherine E. Snow. *Reading Next—a Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York*. 2nd ed. Washington, DC: Alliance for Excellence in Education, 2006. Print.

Using Fix-up Options:

Read the Signs

Animoto Video

Fast Side

https://animoto.com/play/0z9oyTxo5TJN5nJw12Ct1Q

"No News,

or That's What Killed the Dog"

Activating/Building Background Knowledge

- Gossip
- Marital Relations
- Train Platforms
- Rural Homes

Using Sensory Images

- Sound of the train
- Smell of burning flesh
- Candles around the coffin
- Fire shooting up the wall

"No News,
or That's What Killed the Dog"
■ Questioning

- Didn't Lola communicate with anyone while she was gone?

- Wasn't this story in a newspaper? Was she totally out of touch?

- Why didn't Lila contact her?

"No News,
or That's What Killed the Dog"
❖ **Making Predictions and Inferences**

- Husband
- Friendship

■ **Determining Main Ideas**
- Friendship
- Gossip
- Marriage
- When gossiping, consider what's important to the listener.

"No News,
or That's What Killed the Dog"

❖ **Using Fix-up Options**

- Repeating sequence
- Redefine purpose

■ **Synthesizing**
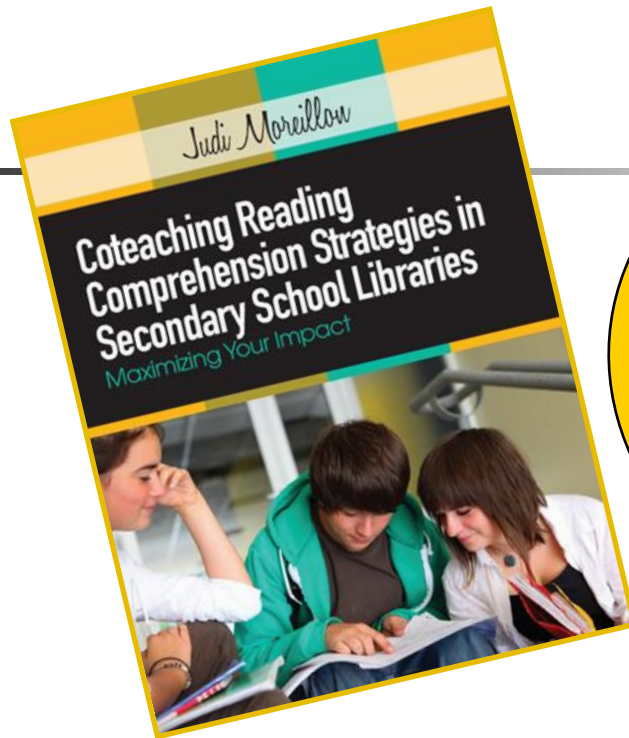
- Ending
- Did the gossiper get what was coming to her?

It's true!

Readers who learn how and when to use reading comprehension strategies are more effective users and producers of ideas and information.

Inferences:

- ❖ Reading is more pleasurable for them than it is for inefficient, non-strategic readers.
- ❖ They may choose to read for enjoyment as well as learning.

Reading Comprehension Strategies

School Librarians as Instructional Partners

Some of the Fix-Up Options

- Activating Background Knowledge
- Visualizing
- Drawing an Inference
- Using text features

Process

- Reread.

- Stop and think.

- Talk aloud with your partner(s).

- Mark your organizer.

- Read on.

Emily Dickinson (1830–86).
Complete Poems. 1924.

Part Four: Time and Eternity XXVII

- Because I could not stop for Death,
  He kindly stopped for me;
  The carriage held but just ourselves
  And Immortality.

- We slowly drove, he knew no haste,
  And I had put away
  My labor, and my leisure too,
  For his civility.

We passed the school, where children strove

At recess, in the ring;
We passed the fields of gazing grain,
We passed the setting sun.

Or rather, he passed us;
The dews grew quivering and chill,
For only gossamer my gown,
My tippet only tulle.

We paused before a house that seemed

A swelling of the ground;
The roof was scarcely visible,
The cornice but a mound.

Since then 'tis centuries, and yet each
Feels shorter than the day
I first surmised the horses' heads
were toward eternity.

Synthesis

Created at Wordle.net

Which of these pieces of music best captures the tone of Dickinson's poem "Time and Eternity: Part 4: XXVII"?

Compose an essay on Emily Dickinson and this poem that includes:

1. Evidence from Dickinson's poem, your background knowledge or research, and response to the poem.

2. Your background knowledge and response to the poem and the music.

3. Your inferences (evidence in the texts plus your background knowledge) about the tone of both pieces, the poem and the music.

4. Your research on Emily Dickinson, the poem, and the musical selection you chose.

"Emily Dickinson." *Wikipedia*. Web. 14 July 2016.
          <http://en.wikipedia.org/wiki/Image:Black-white_photograph_of_Emily_Dickinson2.jpg>.

Created with Microsoft Word
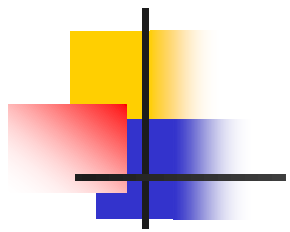
Standards, Processes, and Applications

- Sit in **groups** of three or four.
- **Shuffle and deal** the puzzle parts.
- **Take turns** reading each puzzle part.
- Determine a **keyword or phrase**.
- **Discuss** as a group in which column this piece fits.
- Place the piece **on the board** under CCRS, AASL Standards, Inquiry, Reading Comprehension, or Applications.

Inquiry Learning and Reading Comprehension Strategies

Inquiry	Reading Comprehension Strategies
Motivation/Negotiation (Open/Immerse/Explore)	Activating or Building Background Knowledge
Plan/Formulation	Questioning
Investigation	Determining Main Ideas
Construction	Making Predictions and Drawing Inferences
Presentation	Synthesizing
Evaluation/Reflection	Defining/Refining the Purpose for Reading
Based on Kuhlthau, Maniotes, and Caspari (2012) and the Stripling Model (2007)	

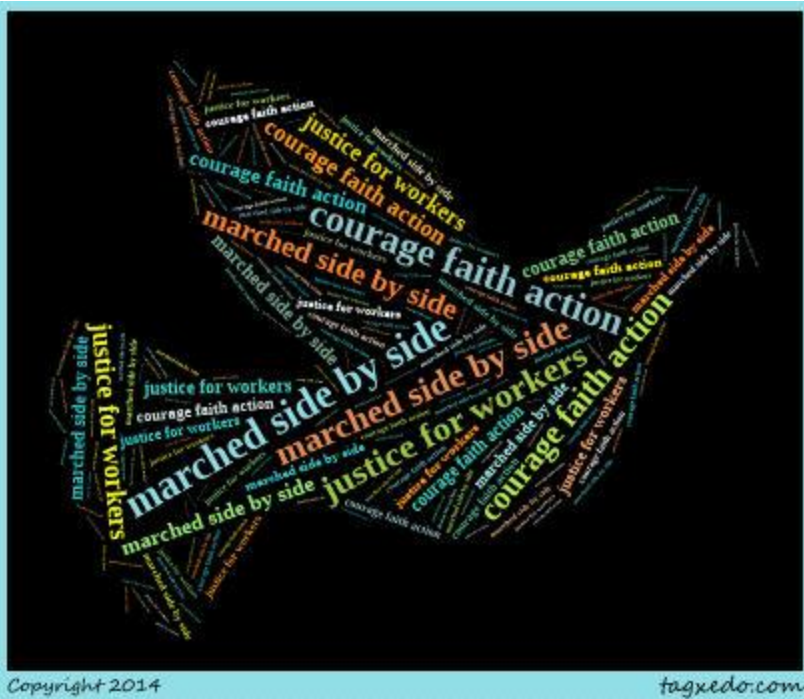# Standards, Processes, and Applications

- Sit in **groups** of three or four.
- **Shuffle and deal** the puzzle parts.
- **Take turns** reading each puzzle part.
- Determine a **keyword or phrase**.
- **Discuss** as a group in which column this piece fits.
- Place the piece **on the board** under CCRS, AASL Standards, Inquiry, Reading Comprehension, or Applications.

Investigation

- Skills that are necessary for this step
  - Notemaking
  - Determining main ideas
  - Sorting main ideas from supporting details

- How does this relate to reading comprehension strategies?

Determining Main Ideas

Created at Tagxedo.com

Long Islan

Monday, July 27, 1903

Mother Jones spurned by Pr

After twenty days and marching more than 125 miles, Mother Jones and three children from her army of protesters came to a screeching halt at the gates of President Roosevelt's summer mansion on Oyster Bay. Mother Jones wanted the President to meet these three young, injured textile workers so he could see first-hand the horrible effects of child labor. The President refused to meet with them.

The March of the Mill children began on July 7th in Kensington, Pennsylvania where 16,000 of 100,000 striking textile workers are children. Jones, a union organizer, hopes these workers will get a shortened work week. She also wants men to earn better wages, so they can support their families, and children can go to school to learn instead of going to work for a few pennies a day

Although the President refused to meet with the children, Mother Jones said, "Our march has done its work." Newspapers across the nation have covered the march and have publicized the crime of child labor. The President claims that laws mus
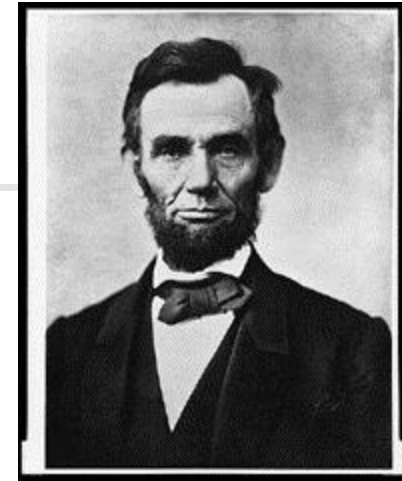
Created at Fodey.com

Construction

- Skills that are necessary for this step
  - Drawing inferences
  - Considering multiple perspectives
  - Citing evidence
  - Interpreting

- How does this relate to reading comprehension strategies?

Drawing Inferences

My Favorites:

Song: "The Battle Cry of Freedom"

Book/newspapers: *"Oh, Captain! My Captain!"* (poem)
by Walt Whitman *and The National News* (newspaper)

Film: "Cold Mountain"
Colors: Red, White, and Blue

Friends: General Ulysses S. Grant, John Stewart of *The Daily
Show*, and President Barack Obama

Presentation

- Skills that are necessary for this step
  - Synthesizing
  - Using of ideas and information ethically
  - Evaluating presentation tools

- How does this relate to reading comprehension strategies?

Evaluation and Reflection

- Skills that are necessary for this step
    - Identifying the gaps
    - Practicing metacognition

- How does this relate to reading comprehension strategies?

Reflection

- Practicing metacognition throughout
  - the inquiry cycle
- and reading comprehension strategy instruction

=

- **Strategic Thinkers, Readers, Inquirers**

Evidence IN Practice

- Formative Assessment Tools:

  - Rubrics;
  - Checklists;
  - Learning artifacts;
  - Reflections;
  - Educators' observations;
  - Self-reports and self-assessments.

Formative assessments are used by educators to guide, monitor, and modify instruction.

Coteaching Approaches Adapted from Friend and Cook (2010)

~~One Teaching, One Supporting~~	One educator is responsible for teaching the lesson while the other observes the lesson, monitors particular students, and/or provides assistance as needed.
Station or Center Teaching	After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers while in other centers, students work independently of adult support.
Parallel Teaching	After collaborative planning, each educator works with half the class to teach the same or similar content. Groups may switch and/or reconvene as a whole class to share, debrief, and/or reflect.

# Coteaching Approaches Adapted from Friend and Cook (2010)

Alternative Teaching	**One educator pre-teaches or re-teaches concepts to a small group while the other educator teaches a different lesson to the larger group. (Pre-teaching vocabulary or other lesson components can be especially valuable for English language learners or special needs students.)**
Team Teaching	**Educators teach together by assuming different roles during instruction, such as reader or recorder or questioner and responder, modeling partner work, role playing or debating, and more.**
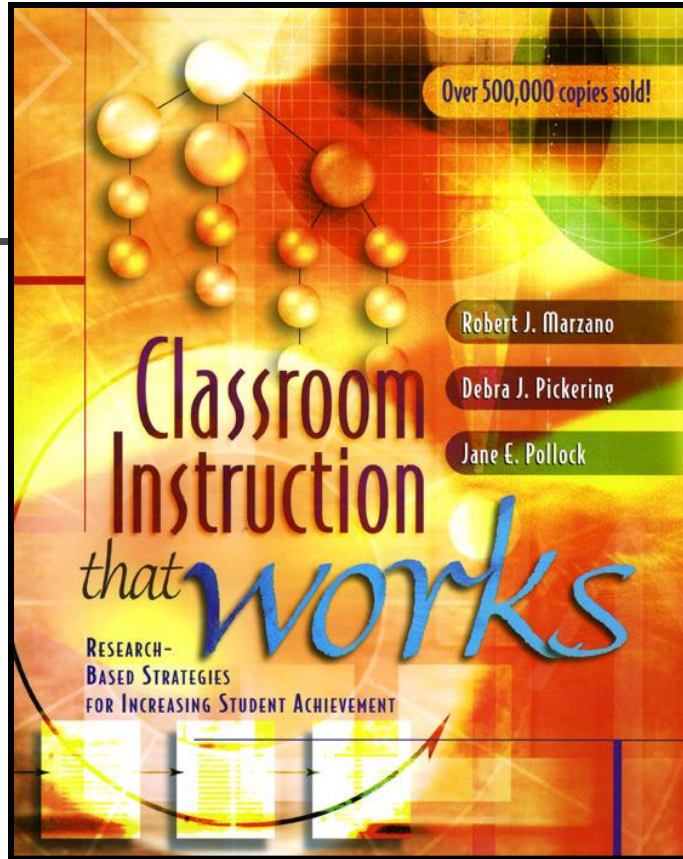
Research-based Instructional Strategies

(Marzano, Pickering, and Pollock 2001)

Researched-based
Instructional Strategies

Category	Percentile Gain
Identifying similarities and differences	45
Summarizing and note taking	34
Nonlinguistic representations	27
Cooperative learning	27
Setting objectives and providing feedback	23
Questions, cues, and advance organizers	22

Innovators

Early Adopters

Early Majority

Late Majority

Resisters

Coplanning and Coteaching

Technology-enabled Learning
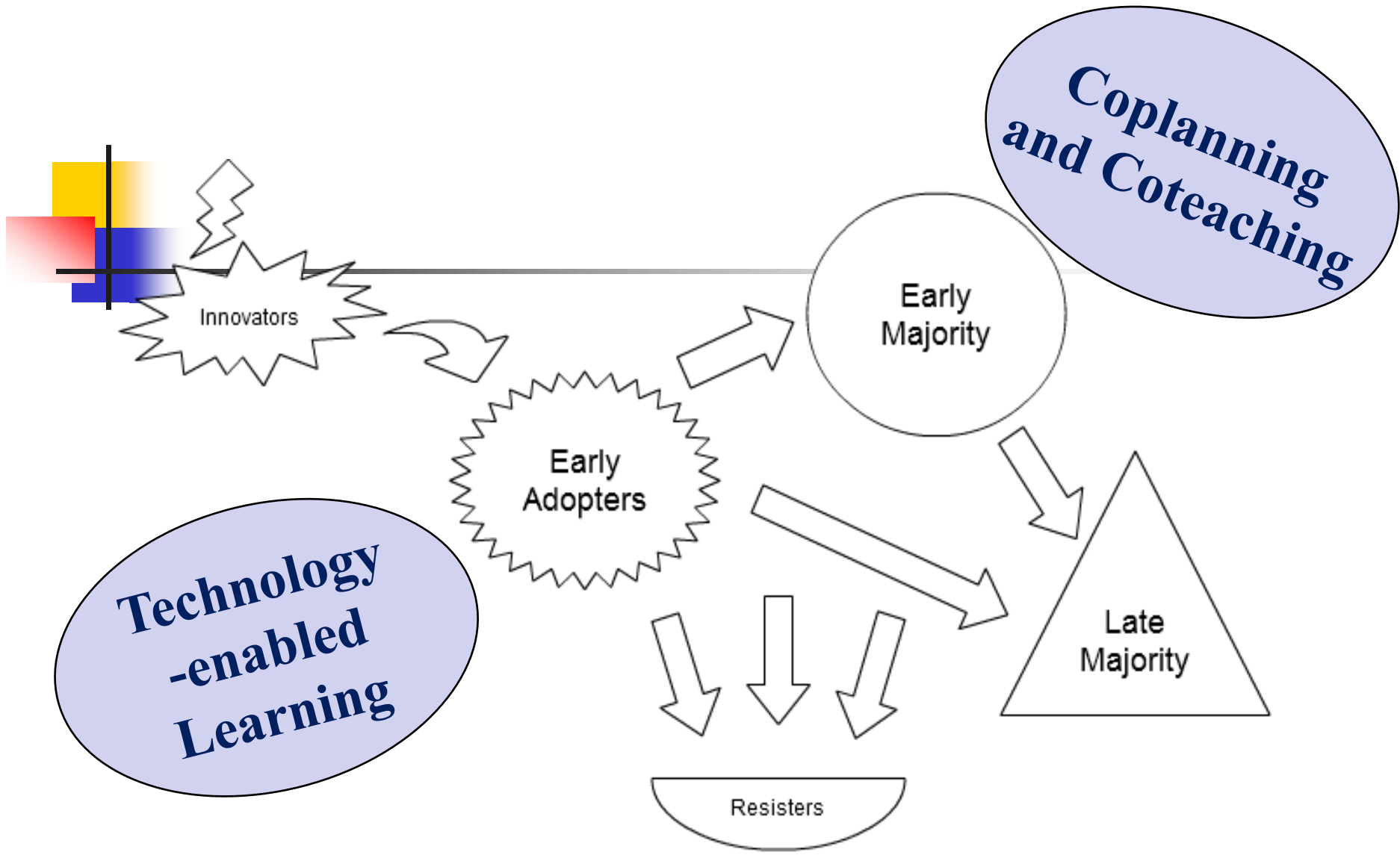
The Diffusion of Innovations by Everett Rogers (1995)
adapted by Judi Moreillon

Reflection: Force Field Analysis

Inquiry and Reading Comprehension Involve

- Reading for meaning
- Applying strategies across instructional levels and content areas
- Increasing rigor
- Engaging in interdisciplinary teaching and learning
- Preparing students for College and Career Readiness
- and can best be taught through coteaching!!!

Two Heads Are Better than One

I am a teacher.

I am a teacher, too.

I teach in the classroom.

I teach in the library.

And we teach even better side by side we two.

Sometimes I approach you with a new resource or tool.

Sometimes I approach you with a learning problem to solve.

We take turns leading and following

and always working together as equal partners.

We plan

with student outcomes in mind.

We brainstorm.

We negotiate.

We bounce ideas off each other.

I bring my knowledge of individual students.

I bring my knowledge of resources.

And we both bring our knowledge

of curriculum standards

and instructional strategies

and our love of learning!

We determine the
essential questions.

We select the best resources.

We build scaffolds and bridges
to help learners succeed.

We model the tasks.

We model the process.

We assess our examples

with checklists and rubrics

that we designed together.

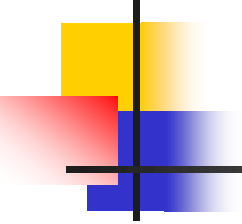**Then we turn the students loose…**

to develop questions,

to make choices,

to locate, analyze, and
evaluate information
and ideas,

to develop strategies,

to organize their thinking,

to create new understandings.

With the guidance
   of two educators

with four helpful hands,

we monitor,

we adjust.

We give twice the feedback.

We are a team.

Two reflective practitioners,

two avid learners,

two joyful explorers

who know…

that two heads,

yes, two heads,

are better than one!

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Coteaching Photographs. All Used with Permission. ©2016 Judi Moreillon.

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Moreillon, Judi. Inquiry Learning and Reading Comprehension Strategy Instruction: Processes that Go Hand in Hand. *Knowledge Quest,* 43. 2 (2014): E1-4. 16 July 2016. <http://goo.gl/aY9WHr>.

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Todd, Ross J., Carol A. Gordon, and Ya-Ling Lu. One Common Goal: Student Learning. *Report of Findings and Recommendations of the New Jersey Library Survey, Phase 2*. 2011. Web. 16 July 2016. <http://cissl.rutgers.edu>.

Media Cited Tools Used

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QR Code Created at unitag.io

Videos Created at Animoto.com

Word Clouds Created at Tagxedo.com and Wordle.net
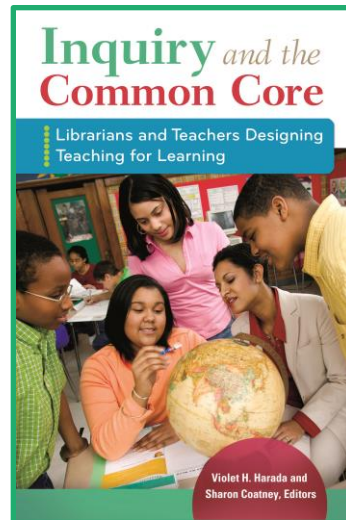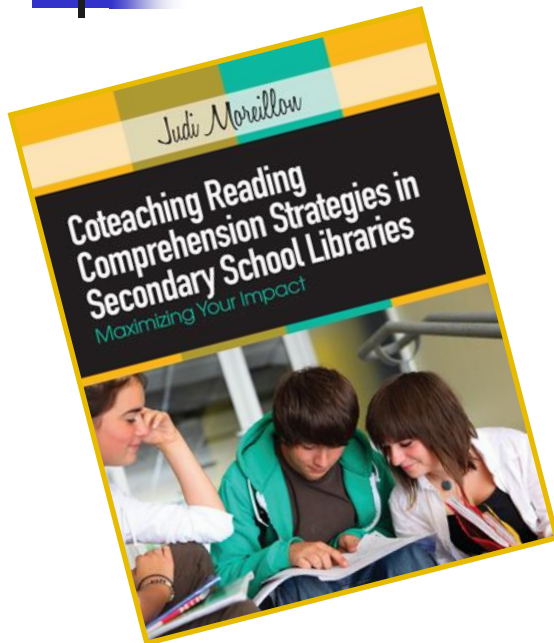
Resources

http://tinyurl.com/jmFCS16

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Publications

Literacy Chapter in the revised edition of
The Many Faces of School Library Leadership
(Libraries Unlimited, Fall 2016)

Coming Soon

Building a Culture of Collaboration:
School Librarian Leadership and Advocacy
(ALA Editions, Spring 2017)

Judi Moreillon
Coteaching Reading Comprehension Strategies in Secondary School Libraries
Maximizing Your Impact

Inquiry *and the* Common Core
Librarians and Teachers Designing Teaching for Learning
Violet H. Harada and Sharon Coatney, Editors

NEW TITLES ADDED!

AASL publications

BEST OF KNOWLEDGE QUEST
INSTRUCTIONAL PARTNERSHIPS
A Pathway to Leadership
Edited by Judi Moreillon and Susan Ballard

A guide to successfully develop and strengthen the instructional partner role

Visit the ALA Store at www.alastore.ala.org/aasl, or call 1-866-SHOP ALA.

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http://buildingacultureofcollaboration.edublogs.org
(coming back online in Fall 2016)