

PURPOSE: To deepen teachers' knowledge of an area of literacy instruction (phonological awareness, phonics, fluency, vocabulary, comprehension). It would make sense to go down one of these “pathways” if you are:

- Planning lessons with teachers for distance teaching and learning, and recognize that the teacher may benefit from deepening their knowledge around a certain ALI that lessons are focused on.
- Supporting teachers in understanding and implementing plans for children to learn at home (created by someone other than the teacher), and recognize that the teacher may benefit from deepening their knowledge around a certain ALI that lessons are focused on.
- Facilitating distance coaching that is focused on professional development for teachers.
- Facilitating grade level meetings with a small group of teachers.

STEPS: This learning pathway is meant to replicate the learning a teacher may take during a traditional in-person professional development session—like a training or a grade level meeting. The pathway has four steps. After you determine or introduce the learning focus (what and why):

1. Activate and build **background knowledge on the ALI.**
2. **Reflect** on current experience/implementation of the ALI.
3. Build **new knowledge of the ALI.**
4. **Action plan:** build a list of steps to increase knowledge of the ALI and transfer that knowledge to practice.

TIME: The length of the coaching set (between 3–6 sessions) will be determined by the:

- Teacher's understanding, needs, and interests.
- Amount of conversation you have and content you choose to cover.
- Amount of activities you choose to engage in. There are notes in the Pathways that explain activities that can be done in BETWEEN sessions instead of DURING sessions.

Coach Preparation:

1. **Template:** Use the **ALI Learning Pathway Coaching Template.** Determine how you will share a copy of the template with the teacher so they can see the steps and record notes. Will you send a blank copy to the teacher so that they can record notes? Will you screen share during your coaching session, or will you email a completed copy after the session?
2. It is suggested that the coach take the responsibility for record keeping, and that the teacher taking notes is optional.
3. **Identify Focus:** Choose an ALI to focus on. Consider what:
 - Connects to the learning children are doing at home and/or the lessons you are planning together.
 - You were already working on with teachers when you were coaching them “in person,” or, you planned to/teacher wants to focus on next.

- Will make the most impact on teacher practice and student learning based on what you know about this teacher/class.
- 4. Read information in advance:** To enhance your own knowledge and be able to point teachers in the right direction in the coaching session, go to learn.cli.org and read content related to the focus. **Check the library of ALI articles available on SHELF to determine if you will use any.** You can share any resources with teachers by downloading them and emailing them to your teachers as necessary. Consider sending teachers resources in advance in order for them to read prior to your coaching session.
 - 5. Practice the technology you will use during your coaching sessions in advance.** Make sure everything runs smoothly during your distance coaching session by practicing all your needed technology beforehand. Review the Distance Coaching Set Up Guide for tips on hosting meetings and sharing resource. Plan to have all of your resources ready and loaded ahead of time, especially if you are planning on sharing your screen or watching an instructional video together.

Overview of Learning Pathway for ALI

Begin by explaining the purpose of learning about an ALI. Read the ALI Overview page together to set the context. Then, explain or determine which ALI you will focus on in this coaching set:

Explain WHAT ALI you will focus on	<i>In this set of coaching sessions, we will focus on _____ (one area of literacy instruction - Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension).</i> *Note that you MAY be going in this direction because one or more of the lessons you planned or discussed in Distance Coaching is related to this ALI area, so be sure to explain the connection.
Explain WHY you will focus on this ALI	<i>I think studying this ALI will help us to ... and enhance student learning by ...</i> If you are connecting this learning to content of lessons, explain how this could help enhance lessons you are planning together.
Explain HOW you will learn about this ALI	<i>We will follow this learning path to study this ALI ...</i> Summarize steps below and explain what you will do during and in between coaching sessions.

Step 1: Background Knowledge: Activate and build background knowledge on this ALI by watching an overview video or reading the “on the page” content.

*This step, along with step 2, will likely take 1–2 coaching sessions. Any of the** actions below can be assigned to the teacher to do BEFORE the coaching session as a way to prep for the learning and discussion during coaching, or AFTER the coaching session as traction/next steps for learning.*

Sample:

<i>ALI</i>	<i>Before</i>	<i>During</i>	<i>After</i>
<i>Phonological Awareness</i>	**Take the Pretest on Learn	**Watch the Overview Video on Learn	Return to the pretest and discuss your answers. How did your knowledge grow? Record some big ideas learned on Distance Coaching template.
<i>Phonics</i>			
<i>Fluency</i>			
<i>Vocabulary</i>	**Take the Pretest on Learn	**Read the content on that ALI page. (When you click on the ALI button, it is the content that appears “on the page” - an overview of that ALI).	Take the Post Test. How did your knowledge grow? Record some big ideas learned on Distance Coaching template.
<i>Comprehension</i>			

Step 2: Reflect on current experience and implementation. Discuss both of the following questions, and the resources that align to the questions. **Optional:** Record learning in the “reflection” row of the **ALI Pathway Coaching Template**. *It is suggested that the coach keep record of these notes, but it is optional as to whether the teacher does so on their copy.*

- **Assessment:** How are you currently assessing this area of literacy? After a brief discussion, look together at the (ALI) **Assessment Overview** document (a downloadable document on this page).
Ask:
 - Which of these do you or could you use?
 - Are you interested in learning more about any of them?
 - How would having this level of knowledge about a children’s skills and development in this ALI help to inform your instruction?

- **Teaching ALI in Literacy Practices:** How are you currently “teaching” this area of literacy in the practices in your literacy block? *(If you are planning lessons together in coaching, you would discuss here how you are currently teaching this ALI in lessons you have planned together.)*

After a brief discussion, look together at the **Developing (ALI) Across Literacy Practices** document to help be more specific in your discussion.

Ask:

- *Are you teaching this ALI in this way in literacy practice (in lessons)?*
- *What are we learning here that we could use?*

Another document that will help the teacher think about where or how they teach this ALI is the **Standards and Skills checklists** for that ALI. (Name of these documents may vary on different ALI pages; there is not a checklist for comprehension or vocabulary.) Look at this document together

Ask:

- *Where do you currently “teach” this standard and these skills?*
- *What practices would make sense to use to teach these skills?*

You may decide to focus on some of the documents referenced above DURING the coaching session, and then assign the teacher to read and think about some of them BETWEEN coaching sessions.

Step 3: Build New Knowledge. At this stage, you should have gained some general knowledge about what teachers know and could benefit from studying further in the ALI. Decide whether to do one or both of the following:

**Depending on the amount of activities you choose to do, this could take 1–3 coaching sessions*

1- Learn about High Impact Instructional Routines: The majority of the other downloads available on the ALI page are related instructional routines that are “high-impact” and can be integrated into any curriculum. Look through what is available and discuss which three documents you may want to read and learn more about. Read the document in the coaching session and then discuss:

- *What have you learned about this instructional routines/teaching method?*
- *Why would children benefit from this routine?*
- *How could you integrate this routine into literacy practices in the literacy block?*

(Coach) Record notes about learning on the “new knowledge” row of the **ALI Learning Pathway Coaching Template**.

2- Read and Discuss Articles: A **library of articles** is available for each ALI. Some articles already include discussion questions you can use after the article is read. You can either choose an article to read together DURING the coaching session, and after reading, discuss three big ideas/take aways they have from this reading. Or, you can assign the teacher to read an article BETWEEN coaching sessions, and be prepared to discuss three big ideas next time.



Coaching for Distance Learning: ALI Learning Pathway

Step 4: Action Planning: Determine no more than five action steps for beginning, improving, enhancing, or refining their understanding of the ALI. A discussion that synthesizes the learning in the above steps should drive creation of the action steps. These can be steps the teacher will take:

- **Right after this coaching set**, to continue learning/study of this ALI. For example, they may do things like continue to read on LEARN, or, read an article from the **library of ALI articles** that will help them continue to learn and reflect on a certain topic within the ALI.
- When they **return to teaching in their classrooms**. For example, they may need to change the way they teach a certain practice so that it better integrates teaching of the ALI, assess more areas associated with the ALI to have more information that informs new instruction, try out one of the new instructional routines they have learned, etc.

**Can be done in the same coaching session as any one of the above activities, or as the final coaching session in a set.*

Coach should take notes about the teachers action steps on the “action planning” row of the **ALI Learning Pathway Coaching Template**.