Coaching Implementation of the Literature DVTs: Case Study

SECTION 1: 9th grade English teacher, Ms. Jones, expresses concern about teaching Common Core Language Arts Standards to students who do not seem to have sufficient prerequisite reading and writing skills for instruction in the grade level standards to be appropriate.

SECTION 2: Using questioning strategies and dialogue, the coach explored aspects of the problem, encouraging Ms. Jones to reveal as much as much as possible about her perceptions of the problem. As a result of the discussion, the following key ideas were identified.

* Ms. Jones does not feel that she has been properly prepared to teach some of what she perceives as the more complex reading literature standards.
* As a group, her students can decode words sufficiently to read most of the 9th grade literature prose, but their ability to form inferences about characters, plots, and themes is minimal, in part, Ms. Jones surmises, because they have very limited background knowledge.
* Most of her students struggle with summarizing passages.

To narrow the focus, the coach asked the teacher to indicate her priorities, from the perspective of:

* Personal interest (e.g., more investment in teaching students writing or reading literature skills);
* Greatest concern (students meeting reading vs. writing standards);

As a result of this conversation, the teacher elected to target skills associated with reading literature.

SECTION 3: Ms. Jones and the coach examine the 9-10 grade CCS Standards for Reading Literature. Ms. Jones selected two standards (RL 9-10, 10.1 and RL.9-10.3) that she wished to develop expertise teaching.

CCSS.ELA-LITERACY.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

The coach and Ms. Jones scheduled a time to video one of her lessons that is intended to address the targeted reading literature standards. A lesson is video taped, and the coach and teacher review the video independently. They then meet to discuss the video. As the video unfolds, the coach posed questions about what happened, what Ms. Jones intentions were when she did specific things during the instruction, how well she felt students responded to them, etc.

Since the CCSS focused on drawing inferences as well as character motivation, the coach noticed from the video that students didn't seem understand what inferences were, nor did they seem to be able to articulate key features of characters which the author explicitly articulated. She also noticed that Ms. Jones seemed to sense this in the middle of the lesson, and then attempted to simultaneously teach both how to form inferences, and how to identify character traits at the same time. Through questioning and discussion, the teacher confirmed these observations.

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SECTION 4: Together, the coach and Ms. Jones formulate a student-focused goal:
After reading a short story, students differentiate, with 85% accuracy, explicit information provided by the author about a character's qualities from inferences drawn about them in three different character trait areas.

SECTION 4: The coach and Ms. Jones began to explore instructional strategies for addressing this goal, Ms. Jones indicated they she often used webs and Venn diagrams, but couldn't figure out how to use them when teaching the standard. Thus, the coach identified and described three possible options involving the use of visual tools and their accompanying instructional strategies them from which Ms. Jones might choose:

The Framing Routine   Character Analysis DVT   Motivation Inferences DVT

 To narrow the focus, the coach asked the teacher to indicate her priorities, from the perspective of:
- Best fit for teaching the targeted standards
- Quickest impact (more likely to impact students' reading skills or writing skills);
- Easiest to implement

Ms. Jones chose to implement the *Character Analysis DVT* because it contained key prompts that she thought her students could respond to effectively while simultaneously addressing both how to identify explicit information provided by the author, and how to formulate inferences about them. They thought the Frame did not provide sufficient guidance in the way of prompts. She also thought that once students learned how to use the Character Analysis DVT, it would be relatively easy to advance to the more sophisticated *Motivation Inferences DVT.*

SECTION 5: Ms. Jones indicated that the class would be reading *Inherit the Wind*, a play by Robert Edwin Lee. The coach provided Ms. Jones with a copy of the *Character Analysis Rubric* and discussed how the rubric might serve as a form of checklist used when developing the content for the *Character Analysis DVT* when applied to the character, Mathew Harrison Brady.

The coach and Ms. Jones then co-constructed the "Mathew Harrison Brady " content for the *Character Analysis DVT*, using the *Character Analysis Rubric* as a guide and checklist.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CHARACTER: **Matthew Harrison Brady**		
☐ PROTAGONIST	☒ ANTAGONIST	☐ MINOR
☐ STATIC	☒ DYNAMIC	

	HINTS / Words the author used	INFERENCES / What might be true but the author didn't tell
Appearance How the character looks	Benign giant of a man Gray, balding Paunchy, an indeterminate sixty-five Wears a pith helmet	He carries himself proudly like an important person to be revered. He is dressed rather formally, so the townspeople will view him as more important.
Self-perceptions What does the character think about himself or herself?	He views himself as a righteous man He believes he is an expert on the Bible He believes he is a good leader (he has run for President three times)	He is not open-minded about other people's ideas and religious beliefs. He may think of himself as a great leader, but many do not think so. Three losses must bother him.
Perceptions of others How does the character tend to view others?	He views Cates as an unlawful teacher trying to steer young people away from traditional beliefs. He respects Drummond as a good attorney, but thinks he doesn't have a chance to win this case. He views Rev. Brown as too vengeful.	He is afraid of young people thinking about ideas that do not support traditional views He is overly confident because of the conservative attitude of the people. He fears that Rev. Brown will incite violence.
Actions toward others How does the character treat others?	He treats Drummond like he is foolish, and he is arrogant towards him. He gently reminds Rev. Brown & the crowd that it is not right to condemn others. He urges them to be forgiving.	He gloats as if he has already won the case. He shows that he tries to follow the entire teachings of the Bible whereas Rev. Brown is acting like he has only read the Old Testament.
Transformations How does the character change in the story?	His arrogance changes into humiliation when Drummond undermines his authority as an expert of the Bible. Insecurities emerge from his lost elections. He collapses and starts reciting an acceptance speech for a Pres. Election.	Drummond tries to make Brady reconsider some of his own ideas, but he lacks the inner strength to adjust. When he recites an acceptance speech as he is carried away, all the failures of the elections come crashing down on him. This failure takes him "over the edge".
Role in the story Why was the character important to the story?	Drummond represents Freedom of Thought and is the defense attorney. Brady represents Fundamentalism and is the prosecuting attorney. Their roles are equally important to this story. Their characters are based on real people.	In the historical Scopes Trial, Drummond is portraying the famous Clarence Darrow. Brady's role is based on William Jennings Bryan. I think the authors want the reader to think about the importance of freedom of thought as revealed by Drummond through Brady's testimony.

Character Analysis Rubric

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Points earned

26 Points possible

4 literature

Name(s):

1 Correctly labeled   0 Incorrectly labeled

CHARACTER: ___ | PROTAGONIST | ANTAGONIST | MINOR | STATIC | DYNAMIC

	HINTS / Words the author used			INFERENCES / What might be true but the author didn't tell	
Appearance How the character looks	2 Accurate & relevant information	1 Accurate, some irrelevant information	0 Includes inaccurate information	1 Plausible, logically related to explicit information provided by text	0 Not plausible or logically related to text
Self-perceptions What does the character think about himself or herself?	2 Accurate & relevant information	1 Accurate, some irrelevant information	0 Includes inaccurate information	1 Plausible, logically related to explicit information provided by text	0 Not plausible or logically related to text
Perceptions of others How does the character tend to view others?	2 Accurate & relevant information	1 Accurate, some irrelevant information	0 Includes inaccurate information	1 Plausible, logically related to explicit information provided by text	0 Not plausible or logically related to text
Actions toward others How does the character treat others?	2 Accurate & relevant information	1 Accurate, some irrelevant information	0 Includes inaccurate information	1 Plausible, logically related to explicit information provided by text	0 Not plausible or logically related to text
Transformations How does the character change in the story?	2 Accurate & relevant information	1 Accurate, some irrelevant information	0 Includes inaccurate information	1 Plausible, logically related to explicit information provided by text	0 Not plausible or logically related to text
Role in the story Why was the character important to the story?	2 Accurate & relevant information	1 Accurate, some irrelevant information	0 Includes inaccurate information	1 Plausible, logically related to explicit information provided by text	0 Not plausible or logically related to text

SUMMARY OF IMPORTANT EVENT

2 Inference-free, accurate & precise summary of event

1 Inference-free accurate, some irrelevant information

0 Includes inaccurate information and/or inferences; does not precisely summarize event

TEXT EVIDENCE Words the author used to describe the character's actions or reactions during the event…		INFERENCES What might also be true about the character's actions or reactions, but the author didn't tell		EXPLANATION Why I think my inferences might be true	
1 Inference-free, specific text evidence (words or phrases from text, noted or cited) that directly address character's actions or reactions to event	0 Includes inferences or information not explicitly provided by text	1 Logically related to explicit information provided by text	0 Not logically related to text	1 Plausible explanation for why the inference might be true; makes sense	0 Not plausible; does not make sense

CONCLUSION

2 Conclusion addresses significance of character relative to role in story and/ or connections to real life; plausible

1 Conclusion summarizes characters features, but does not address the bigger picture

0 Conclusion does not address meaningful information about the character

SECTION 6: Once the *Character Analysis DVT* for Mathew Harrison Brady had been developed for use as a private guide-one-the-side, the discussion next shifted to how to implement the Cue→D0→Review routine featuring *Ideas→Notes→ Elaboration* "Do" tactics for providing initial instruction in use of a DVT. Using *DVT Implementation Checklist* for Initial Instruction, the coach described each of the routine's major components, and then invited Ms. Jones to make modifications in the procedure that she thought would fit better with her teaching style and expertise as well as needs of her students.

Ms. Jones decided that it would be best to only use page 1 of the 2-page DVT for initial instruction since her students were not familiar with DVTs. Other than this modification, she thought the basic components of the *Ideas→Notes→ Elaboration* procedure fit her style and students' needs well.

SECTION 7: Next, the coach provided Ms. Jones with options as to how she would prefer to see the technique modeled.

> *For example…*
> In the classroom *(have the coach model use of the DVT in one of the teacher's classes).*
> In the classroom with no students.
> Co-teaching
> Visiting other teachers' classrooms as they use the *DVT.*
> Viewing a video of another teacher using the technique.

Ms. Jones indicated that she preferred to have the coach model the use of the DVT in her 1st period class, so she did. Then, for the remaining classes on Monday, Ms. Jones used the DVT by herself. She videoed her last class.

SECTION 8: The coach and Ms. Jones viewed the video separately and then met to discuss the video and examine students' DVTs that resulted from her instruction. Ms. Jones seemed enthusiastic and very encouraged by her experiences.

In the context of assessing progress toward the student outcome goal, the evidence on the DVTs, as expected, just reflected the guided notes prompted by the teacher, thus did not indicate whether students could actually independently differentiate between explicit and inferred character traits when reading. The coach, therefore, began to explore options that might produce data that could be evaluated.

Three possible evaluation options were developed:
> OPTION 1: Randomly select representative (high-, typical- and low-achieving) students and orally question them about a character about which they have been reading. Responses would be assessed for evidence that students could, from memory, identify character features on three different trait categories, and when cued, could articulate corresponding inferences (e.g., *things about the character's actions toward others that might be true, but the author didn't tel*l) and why they thought the inference might be true.

OPTION 2: Design quizzes the whole class would take containing a series of true vs. false statements and unreasonable vs. reasonable inference statements about characters.

OPTION 3: Have students write short essays about characters and then evaluate their content for evidence.

Thinking the DVT could be used as a pre-writing expository essay planner, Ms. Jones was intrigued by the writing option, but believed it better to just interview a representative sample of her students to take the pulse about how well the class was progressing toward the student-outcome goal. As a result of the discussion the following teacher-focused goal was developed:

TEACHER-FOCUSED GOAL: Collect representative student data indicating ability students identify character features on three different trait categories, and when cued, articulate corresponding inferences; use this data a a guide for refining instruction.

Ms. Jones indicated that she could use the *Character Analysis Rubric* when interviewing students as a method for quickly assessing students' responses and noting their scores.

 Thus, Ms. Jones wished to continue implementing the modified DVT as before, but this time also collect data indicating whether students were progressing toward the goal.

A date was established for videoing another lesson, etc.

Example Goals focused on Student Outcomes (CONTENT):

SCIENCE

The student will identify key features of appearance, nourishment system, reproductive system, transportation system, and habitat of specific life form with 85% accuracy.

The student will compare/contrast life forms' appearance, nourishment system, reproductive system, transportation system, and habitats with 85% accuracy.

The students will how/why at least two factors affect a given life form system with 85% accuracy.

HISTORY:

Given a notable person (or group) from history, the student will explain two of the person's goals, actions taken to attain the goals, and impact of those actions with 85% accuracy.

Given two notable persons (or groups) in conflict, the students will explain the qualities and goals of each, how their actions resulted in conflict, and the impact of the conflict on history with 85% accuracy.

Given an significant idea from history, the student will identify with 85% accuracy core beliefs / values associated with the idea, ways the idea was transformed into actions, and the impact of the idea at the time it become notable and at the present.
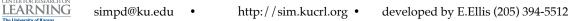
LITERATURE:

After reading a short story, students differentiate, with 85% accuracy, explicit information provided by the author about a character's qualities from inferences drawn about them in three different character trait areas.

Given a character from literature, the student will describe with 85% accuracy the character's personal qualities, motivation, actions, and impact of those actions.

With 85% accuracy, student will describe, in a manner that clearly distinguishes explicit information provided by the author from inferences drawn, the personal qualities of two characters, how they interacted, and how the interactions affected the story.

The student will identify a theme of a literary work, and explain in a plausible manner, how the theme is manifested in characters' qualities and/or actions, scene(s), and/or plot with 85% accuracy.

Example Goals focused on Student Behavior:

The students are on-task during 90% of the time intervals.

At least 5 students raise their hands to participate for each question.

Example Goals focused on Teachers:

I will increase student engagement by posing at least 4 open-ended questions ("Why" & "How" questions) that required student-pairs to formulate elaborated responses).

I will increase student engagement by providing review activities for at least 10 minutes at the end of the lesson during which student pairs use their DVTs to explain ideas noted on them to their partners.

I will use think-aloud tactics when modeling the process of summarizing information to note on the DVT at least twice per lesson.

To enable students to formulate effective summaries of information, provide prompts and cues for 50% of the ideas to be noted on the DVT.

I will increase student engagement by co-constructing DVTs *with* students for at least 50% of the ideas noted on the DVT.

On the checklist, I earn a score of 80% or above for teacher behaviors.

On the checklist, I earn a score of 80% or above for student behaviors.

While circulating during independent practice, I will provide feedback to at least 10 students.

While circulating during independent practice, I will score at least 8 students' papers.

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Teacher: _____   Observer : _____ Pre__ Post__ Date: _____

BEFORE introducing the DVT to students, the teacher…

FEATURE	COMMENTS
___Based on the targeted text (literature or information) fully develops a complete DVT for use as a *private guide-on-the-side* during instruction	
All ideas on the DVT… ___ Meaningfully correspond to the specific DVT prompts ___ Reflect "essential-to-understand" information ___ Are worded in concise student-friendly language	
___ Technology resources (i.e., White Board, monitor, computer, overhead projector) are ready to display DVT to the class.	

ANALYZING TEXT or CONTENT PRESENTED IN CLASS

WHEN providing *initial* Theme / Central Message DVT instruction…

TEACHER BEHAVIOR	STUDENT BEHAVIOR	COMMENTS
CUE		
___ Names the *DVT*	Students attend to the introduction of the DVT (look, listen, respond)	
___ Hands out blank DVTS or enables students to access digital versions	Students look at blank paper / access digital DVTs on tablets	
___ Explains how the DVT helps students learn content and develop skills associated with identifying the theme of a story or the central message of a body of information text and explaining (orally or in writing) its meaning and importance.	Students listen to the explanation, answer questions, and respond when asked	
___ Explains expectations	Students acknowledge expectations (nod, have pen, pencil / tablet ready for note-taking	
___ Uses prompts and questions to activate student background knowledge of topic	Students respond to prompts, & questions; voice known ideas related to topic	

DO *(implement after students have read the text)*

PHASE 1:**ANALYZING TEXT OR CONTENT WHILE MODELING** *DVT Note-taking*

TEACHER BEHAVIOR	STUDENT BEHAVIOR	COMMENTS
For each of the major components on the DVT… ____ Explains the prompt	Students attend to the topic introduction	
___ 1. Provides elaborated explanation of content associated with prompt. ___2. Elicits ideas from students, asking questions, encouraging students to elaborate their answers. ___3. Reviews most important details that emerged from discussion ___4. Uses think-aloud techniques to model as ideas are summarized. ___5. Models as essential ideas are noted on the DVT using precise, student friendly language	Students respond to prompts, & questions; voice known ideas related to topic. Students notes essential information on personal copy of DVT.	
___1. Provides students with copies of the DVT rubric. ___ 2.Reviews the DVT rubric criteria associated with various prompts on the DVT ___3. Uses think-aloud tactics to model evaluating ideas noted for the prompt ___4. Solicits student input evaluating information noted	Using the DVT rubric, students participate in evaluation of the information noted on the DVT	

PHASE 2: **ANALYZING TEXT OR CONTENT WHILE GUIDING** *DVT Note-taking*

For each of the major components on the DVT…

___Reviews purpose of the DVT prompt	Students comment on purpose of the prompt and/or asks questions	
___ With students, identifies pertinent section of text that provides key information that can be analyzed relative to DVT prompt.	Students help locate pertinent text sections; explain pertinence	
___ Solicits ideas from students about what to note on the DVT relative to the prompt; with students, constructs and notes statements on targeted section of the DVT.	Students contribute idea to consider noting; assist in constructing notes	
___ With students, reviews rubric criteria for associated DVT section; with students; evaluates notes via DVT Rubric.	Students contribute idea to consider noting; assist in constructing notes	
___ Gradually fades prompts / assistance and responsibility is shifted to students.	Without teacher assistance, students (working collaboratively or individually) formulate and note responses on the DVT & evaluate them via the DVT rubric.	

DO *(implement after students have read the text and completed the Theme Analysis/message DVT)*

PHASE 3: FACILITATING EXPOSITORY ESSAY WRITING ABOUT THEME / CENTRAL MESSAGE

TEACHER BEHAVIOR	STUDENT BEHAVIOR	COMMENTS
Part 1: **With students, decompiles Sample DVT Essay Planner (e.g., *Scarlet Ibis*) and Sample Essay (e.g., *Price of Pride*)** ___Explains that the completed DVT will be used as a planner for an analysis essay. ___Hands out Sample DVT Essay Planner and Sample Essay AND/OR displays on computer monitor LCD projector, or Smart Board ___ Provides teams of students with 3 or more different colored highlighters. ___ Models the *decompiling process* by marking notes in the DVT Sample, Pa*rt 1 Planning the Essay Introduction* and corresponding prose in the sample essay; discusses how author used the notes as a guide when composing the essay's introduction. ___ Using a different color highlighter, marks prose in the sample essay's introduction that contains wording not evidenced in the Sample DVT; discusses importance of adding additional information in the essay not necessarily noted on the Sample DVT. ___ As Pa*rt 1 Planning the Essay Introduction* and corresponding prose in the sample essay is further analyzed and marked, increasingly involves students in the analyzing process.	Participates by identifying prose common to the Sample DVT and Sample Essay. Uses colored highlighters to mark personal copies of the Sample DVT and Sample Essay. Shares insights regarding why the author added additional prose to the essay.	.
___Asks student teams to decompile remainder of Samples DVT and Sample essay.	Students collaborate as they decompile remainder of Sample DVT and Sample Essay, highlighting in the same color prose on the Sample DVT and corresponding prose on the essay, and, using a different color highlighter, marks sections of the essay that contains prose not evidenced on the Sample DVT.	
___ Guides class discussion about why the author added additional information in the essay and how these additions enhanced the essay	Students verbalize insights about how essay was enhanced by adding additional information.	
___Hands out copies of Essay rubric OR displays on computer monitor LCD projector, or Smart Board ___ Explains rubric criteria and with students; asks questions / prompts students to analyze specific elements within the Sample Essay and discuss how it reflects the Rubric criteria.	Notes rubric criteria with sample essay Responds to questions and prompts	

DO *(implement after students have read the text and completed the Theme Analysis/message DVT)*

PHASE 3: **FACILITATING** *Theme /Central Message Expository Essay Writing*

TEACHER BEHAVIOR	STUDENT BEHAVIOR	COMMENTS
___ Asks students: What needs to be added to your DVT information to convert it to a quality essay? ___ Allows time for students to write or type on their DVTs. ___ Walks around monitoring on-task behavior and answering questions. ___ Asks students to either post recommended DVT adaptations or verbally share	Generate a list of DVT additions working individually or in writing teams (e.g. transitions) Share their team lists. Make note of additions from other individuals or teams	
___ Allows time for students to individually write a first draft either in class or as homework	Complete first drafts of essay using their DVT essay planner & notes	
___ Asks students to evaluate their first drafts using the essay rubric underlining parts that have been either omitted or need improvement ___ Allow time for essay authors to make edits and revisions for improving essays	Evaluate essays either individually or in pairs using the essay rubric Ask clarifying questions	
___ Asks students to write or type their final draft and submit for a grade ___ Hands out a clean copy of rubric to each student and asks students to rate their essay ___ Essay packets should contain the DVT essay planner, first draft showing edits and revisions, final copy and rubric with student rating of their paper	Complete the final draft using edits and revision notes Rate their essay by indicating scores in all criteria of the rubric Attach rubric to the essay packet before submission	

REVIEW *(implement after students have read the text)*

___ Asks questions about how the DVT links to and guides learning <u>content</u> and/or literacy <u>standards</u>	Students respond with ways that the <s>device can help them</s>	
___ Asks questions about different ways the DVT might be adapted to address other essential information (e.g., alternative prompts)	Students respond with ways that the device can be adapted.	
___ Asks questions about how the DVT is similar or different from other graphic organizers they've seen before.	Students discuss similarities/ differences, advantages/ disadvantages	
___ Asks questions about different ways the DVT might be used to increase school success	Students respond with ways that the device can help them for other academic tasks (i.e., writing, reading, oral reports)	
___ Leads review of content by asking students questions about the main critical content	Students understand/can state the main learning points	

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OVERALL

TEACHER BEHAVIOR	COMMENTS
___Involves the large majority of students throughout the activity	
___ Ensures that all students were writing meaningful information on their DVTs	
___ Keeps a lively pace	
___ Writes information on the DVT in a clear and legible way	
___ Gradually fades prompts / assistance and responsibility is shifted to students.	

GOALS

STRATEGIES