**Implementing the Shared Reading Model in the Classroom Professional Development**

**Design Document**

**By Shannon Pittman-Price**

**Purpose of Lesson**

Hampton City Schools’ Language Arts department has revamped their curriculum framework to follow the Balanced Literacy method. The Balanced Literacy approach is research based and requires the teacher to include reading, writing and word study instructional methods in the classroom. In this approach, the teacher will use various methods of instruction that caters to the learner’s interests and needs by using whole group, small group and individual teaching methods. This course will focus on the shared reading component of this approach.

Shared Reading is when teachers and students read a text together, and reading strategies are introduced using the gradual release model. The teacher will begin a read aloud and introduce the skill to be learned and model it in the text. Students can respond to the text in written form and should be discussed whole group so skills can be applied. The entire shared reading process follows the I do, We do, You do model, in which the teacher models the skill, the students work together with teacher supervision to apply the skill, and finally they students work individually.

This lesson will address a quality improvement initiative. The Language Arts Department has created a three-year plan for implantation of the Balanced Literacy approach. For the 2017-2018 school year the focus is for teachers to implement shared reading in their classroom. This will ensure that instruction is meeting the needs of every student and all teachers are on the same page.

**Aim**

The aim of this project is to equip English Language Arts teachers with the ins and outs of the balanced literacy framework and how to implement shared reading and writing in the classroom. For the purpose of this document, the teachers in the training will be referred to as learners.

**Learner Analysis**

**General Characteristics**

The learners for this training will be middle school Language Arts teachers in the Hampton City Schools district. There will be both male and female learners of various ages. Some learners will be in their first few years of teaching, while others will be veteran teachers who have been teaching for over 15 years. The learners will come from various schools that teach in low socio -economic schools in the district and schools who are at the higher socio-economic schools.

**Specific Characteristics**

The prerequisite skills the learners will need to be successful are knowing the key skills of teaching reading instruction. Each learner must have been through a teacher preparation program and be licensed in English Language Arts. Learners will need to know how to implement reading strategies in the classroom successfully.

**Motivation and Attitude**

A lot of learners are eager to participate in the instruction due to wanting to learn how to implement the Shared Reading model with fidelity. The learners want to know the steps they need to take to put this into place in their classrooms. There are a few learners who are not thrilled with the new plan because they are used to following their own plan in their classroom. For these hesitant learners, the training will allow discussion and opportunities to voice concerns and get an honest response from the facilitators and anyone experienced in this teaching model.

**Expectations and Vocational Aspirations**

Learners are expecting to know how they can implement Shared Reading in their classroom and get feedback and practice on this new model. The instruction aligns with the learners’ aspirations because they will be meeting the expectations of the Language Arts department and implanting the new instructional model with fidelity.

**Decision-related Characteristics**

All Language Arts teachers (learners) in the Hampton City Schools district will participate in this instruction. This is a mandatory training because the entire district is implementing the Balanced Literacy model and focusing on Shared Reading this school year. Building principals and the English Supervisor will decide when training will take place in each school.

**Contextual Analysis**

**Delivery Setting**

1. The lessons will be completed in a classroom at Tarrant Elementary in the Language Arts conference room. Implementation will be carried out in a live classroom.  Teachers will need to bring their charged laptops and any engaging texts they plan to use in their classroom.
2. Learners will be required to participate, ask questions, discuss and work in groups during the instruction.
3. The school they work in and grade level will determine the grouping of the learners.
4. There will not be any learner competition during the delivery of instruction.
5. The lessons will be delivered via Nearpod and students will need to complete formative assessments and any tasks that are earmarked in the presentation given by the instructor.
6. The delivery setting is to be collaborative and inviting.

**Application Setting**

1. Learners will apply the information learned in the course in their own middle school Language Arts classroom. The grade levels will vary from sixth to eight grade. The learner will be expected to implement and videotape a Shared Reading lesson that they have created from beginning to end in their own classroom. They will present their video lesson to the class and listen to critiques and discussions.
2. The building principal, reading specialist and instructional leader will assist learners with any resources they will need to implement the program.
3. Learners will be very involved in the application setting and collaborating with one another.
4. Peer cohesion is essential in the classroom because a lot of discussion and collaboration will be taken place to maximize learning.
5. Autonomy is encouraged in the classroom due to the work having to be implemented in each individuals’ classrooms.
6. Learners will be analyzing short texts and mapping out a script for how to apply skills to the text, writing a shared reading lesson plan to be implemented in their classroom, videoing a live lesson of them giving a shared reading lesson.
7. Management and Supervisors are in charge of the curriculum and the format and way shared reading is to be implemented in the classroom.
8. Learners are encouraged to be innovative in story selection and in the manner that they apply the skills in the “we do” and “you do” model.
9. The job will get done in a classroom setting and the application setting is conducive to the expectations of the shared reading model.
10. None.

**Task Analysis**

1. **What is Shared Reading?**
   1. Prepare an interactive NearPod Lesson on the research and process of Balanced Literacy and Shared Reading.
      1. Facilitator will start off with a whole group discussion where learners can express their thoughts and concerns of the new curriculum framework.
      2. Facilitator will explain the purpose and reasoning behind adopting the Balanced Literacy and Shared Reading model.
      3. Facilitator will continue their lesson by including slides that allow learners to comment, take polls and ask questions during presentations.
         1. Each slide will allow learners to comment, ask questions, take polls and discuss concerns during the lesson and to help gauge learners’ understanding of the concepts.
      4. Facilitator will assign learners to create a cartoon that shows what shared reading looks like in the classroom based off the information they just learned. Learners will be placed in school/grade level groups and work together to create so
      5. Facilitators will allow learners to look at other groups’ cartoons.
      6. Learners will share takeaways whole group.
2. **Critiquing a Shared Reading Lesson?**
   1. Facilitator will videotape a teacher who has implemented Shared Reading in their classroom over the course of a week.
   2. Facilitator will pick stopping points in the video for discussion.
   3. Facilitator will create discussion questions for grade level teams to answer and discuss with one another after watching video in face-to-face session.
   4. During the class session, facilitator will display the critique sheet and model to the group on how to complete the form.
   5. Facilitator will give out critique sheet to grade level teams.
   6. Post critiques around the classroom and have a gallery walk. Learners will take notes for whole group discussion.
   7. Have groups to share their critiques of the video example whole group.
3. **Writing a Shared Reading Lesson**
   1. Facilitator will explain that today they will be creating a shared reading lesson that learner’s will implement in their classroom.
   2. Facilitator will pass out a sample short text to learners. The text will be titled The Five Dollar Dive.
   3. Facilitator will pass out a Script Sheet with Sentence Starters. Explain that learners will create a script to map out their Shared Reading lesson for the story The Five Dollar Dive. Identify the 2 skills you will teach with this lesson. Facilitator will choose the skills plot and conflict skills.
   4. Learners will read the story in their grade level groups and take notes on anything that relates to the elements of plot and conflict.
   5. Facilitator will model how to complete the scaffolded script sheet based on the plot and conflict skills with the story The Five Dollar Dive. Facilitator will complete the sentence starters for writing out the script for the whole group.
   6. Facilitator will model and think aloud while completing the Script Form. Write out your lesson plan on the Smartboard, step by step with learning intentions and essential questions for the lesson.
      * 1. Script Form will consist of the learner writing in stopping points throughout the story that relates to the two chosen skills they will teach with the story. They will have to highlight the portion of the story they will use and write a question and example for the skill being taught. For example, if plot is being taught, the learner will pick the portion of the text that relates to the climax as their stopping point. The learner will then write down what will be said to students to explain that it is the climax of the story and why, and any questions they plan to ask the student
   7. Facilitator will model how a shared reading lesson should look by giving a walk through of the lesson that was just modeled to the class.
   8. Learners will ask clarifying questions as they arise during the lesson.
   9. Learners will be put in grade level groups based on their school and will complete the process for a story of their choice with 2 chosen skills.
   10. Learners will use the scaffolded script form and write in what they want to teach for their chosen story.
   11. Learners will create appropriate graphic organizers, find stories, and create questions to go with their chosen stories to use for their lesson.
   12. Learners will place lessons and scripted story
   13. Host a gallery walk where teachers/learners walk around and see the various lesson plans.
4. **Giving Shared Reading Lesson**
   1. Equip teachers with necessary tools (Ipad or FlipCam with tripod) to record their lesson. Facilitator will explain what the requirements of the video lesson is and give learners the online Google Classroom code to join, where their video lessons should be posted.
   2. Learners will video their created shared reading lesson in their classroom and post their video lesson to the Google Classroom group that they will join. In the Google Classroom group they will be able to see everyone’s video lessons.
   3. Learners will give feedback to all video lessons and discuss what worked and did not work in the lesson.

**Learning Objectives**

1. *Objective: The learner will be able to understand the purpose and thinking behind implementing the Shared Reading model in the classroom as evidenced by whole group discussion.*
2. *Objective: The learner will be able to identify the components of a shared reading lesson as evidenced by a written critique of a full model lesson.*
3. *Objective: The learner will be able to select appropriate short texts for Shared Reading and identify the skills that can be taught as evidenced by mapping out the skills on the text.*
4. *Objective: The learner will be able to write a lesson plan using the shared reading model as evidenced by posting a full lesson plan that will be delivered in the classroom.*
5. *Objective: The learner will be able to deliver a shared reading lesson as evidenced by submitting a video of a lesson.*

**Instructional Strategies**

*Objective: The learner will be able to understand the purpose and thinking behind implementing the Shared Reading model in the classroom as evidenced by whole group discussion. (recall)*

**Initial Presentation**

I. For this learning objective, the facilitator will give facts about why Hampton City Schools’ Language Arts department has adopted the Balanced Literacy model and want to use the Shared Reading model in the classrooms. The facilitator will launch their interactive Nearpod presentation to display these facts and show videos of teacher testimonials from other districts that have implemented the model already.

**Generative Strategy**

After the initial presentation, the slide will move to its first interactive question. The questions “What do you think of the new model? What are your concerns?” will be displayed in Nearpod and on the learners’ computer screens. The learners will use their own devices to respond and send their answer to the questions virtually. The facilitator will have the responses appear on the Smartboard in, but leave the names blocked out. Facilitator will ask learners if anyone wants to share and call on people to share and explain their response to the questions. The facilitator will respond by clarifying any misunderstandings and addressing concerns and thoughts about the new model. The purpose of this is to clarify any misunderstandings for the learners and get the hesitant learners to buy in.

*Objective: The learner will be able to identify the components of a shared reading lesson as evidenced by a written critique of a full model lesson. (Recall)*

**Initial Presentation:**

1. Facilitator will present more slides in Nearpod that breaks down the meaning of balanced literacy. Some slides will stop to take formative assessments asking learners to answer quick questions to see if they are grasping the information. The Nearpod presentation will include polls and allow learners to respond to discussion questions to keep the presentation interactive.
2. Facilitator will present a video of a teacher giving a shared reading lesson in a live classroom. Facilitator will ask discussion questions and model how to critique the video lesson using the appropriate form.

**Generative Strategy**

After the initial presentation of the components of a shared reading model, learners will work with grade level school teams to create an infographic/cartoon to display all of the components of a Shared Reading lesson. The purpose of this instructional strategy is to give learners a creative way to show their knowledge of the information that they need to acquire. Once the infographic/cartoons have been completed, they will be posted around the classroom and all of the learners will go on a gallery walk. Each group will look at one another’s lesson and share feedback.

The next step is for the facilitator to show the video to the group of a teacher giving a Shared Reading lesson. During the video, the facilitator will pause at pre-selected stopping points to connect the video to the components taught in the previous class. After the video, discussion questions will be given to the grade level groups to discuss. Once groups have discussed and debriefed, the facilitator will go over the Critique Sheet that has sentence starters to help keep the critique focused. Grade level teams will work together to critique the video and post their sheets around the classroom. Learners will do a gallery walk and debrief whole group.

The purpose of this step is to have the learners engage with the components of shared reading and see it being implemented in a real classroom and then discussing for clarity and understanding.

*Objective: The learner will be able to select appropriate short texts for Shared Reading and identify the skills that can be taught as evidenced by mapping out the skills on the text. (Application)*

**Initial Presentation**

The initial presentation for this objective is the facilitator using the text The Five Dollar Dive by Yvonne Nelson Perry, and modeling to the group how to script and map out the skills being used in the text. The purpose of this is to have the learner to identify the two skills that they want to model with the text. They will then read the text and script out where they will stop to ask questions already written out and where there are specific examples of the skills being applied in the text. The facilitator will model using the Script Sheet to map out the skills and questions from the story to the class.

**Generative Strategy**

After the initial presentation for this objective, the learners will get into their grade level teams. They will select a story of their choice based on grade level appropriate texts and decide which skills they will teach with the story. Once they decided on the story they will choose, they will refer to the facilitator’s model and create their own Script for their story using the Script Sheet. On the Script Sheet they will write down their stopping points in their story and write questions they plan to ask during their lesson.

*Objective: The learner will be able to write a lesson plan using the shared reading model as evidenced by posting a full lesson plan that will be delivered in the classroom. (Application)*

**Initial Presentation**

The facilitator will use the Script sheet and begin writing out a full-shared reading lesson while doing a think aloud and modeling on the Smartboard. During the think aloud, the facilitator will talk out loud about the decisions that are being made when deciding on what questions to ask and how to organize the lesson. The facilitator will write out a full-shared reading lesson plan for The Five Dollar Dive.

**Generative Strategy**

Learners will get together in their grade level groups and choose a story that is appropriate to their classroom. They will work together to read, and script out their lesson. They will choose the best stopping points in the story that will lend to modeling a the two skills that was choice. Once they have the story of their choice scripted out, they will write out their full-shared reading lesson plan. They will work together to create any graphic organizers and question sets to go along with their lesson. Once everyone has completed this step they will post their lessons and script around the room. Everyone will do a gallery walk to see each other’s work and provide feedback in whole group discussion.

*Objective: The learner will be able to deliver a shared reading lesson as evidenced by submitting a video of a lesson. (Application)*

**Initial Presentation**

The initial presentation will consist of the facilitator giving the expectations for the video shared reading lesson. Every learner must take the shared reading lesson that they created in their grade level groups and implement it in their classroom. Each learner will receive an Ipad or FlipCam with a tripod in order to record his or her lesson. The facilitator will model how to use the camera and give tips for recording a lesson in the classroom. The Google Classroom (learners will already be familiar with Google Classroom since it’s used in all schools for teaching and professional development) code will be given where they will upload their video lesson and give feedback to other learners’ video lessons.

**Generative Strategy**

Learners will take their shared reading lesson they create and implement it in their classroom setting. They will be issued an Ipad or Flipcam with a tripod, so they can video themselves presenting the lesson to their class. Once they finish with their lesson, they will upload it to the Google Classroom for the entire class to see. Learners will go through each video from their peers and make comments and give feedback on each lesson.

**Evaluative Instruments**

**Evaluation Plan**

Formative Evaluation: Formative evaluations will be taken periodically throughout the entire in person class sessions. Students will respond to questions and polls and quick quizzes in the initial What is Balanced Literacy and Shared Reading introduction lesson and create a cartoon with their grade level team at their schools to show what Shared Reading looks like in the classroom based on their understanding. Once teachers watch they will create an annotated script for a text to be used in a shared reading lesson that they will implement in the classroom. Teachers will have lesson critiqued by peers.

Summative Evaluation: The summative evaluation will ultimately be the video lesson of the learner implemented their lesson in their classroom. They will video tape themselves, watch the video and complete of their critique. All videos will be uploaded online and learners will be tasked to watch everyone’s video lesson and give a critique. They will meet back in the classroom and discuss one another’s lessons and takeaways.

Confirmative Evaluation: The confirmative evaluation will involve learners reading critiques given by their classmates and supervisors and nothing the need for improvement areas. Learners will create another shared reading lesson and make the necessary fixes for this lesson that they gathered from their critique of their last lesson. They will then do a final video lesson to submit to the group online and share how they improved the shared reading lesson the second go around.