

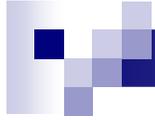
Addressing Adolescent Content- Area Literacy Through Site-Based Instructional Coaching

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University of Windsor
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Adam

- n Who's on first?
- n Adam didn't even understand that he didn't understand.
- n Variety of learners to serve.
- n We need to teach students how to be strategic learners.



Metacognition

Thinking About Thinking



Metacognition – 2 components

Knowledge of Cognition

- declarative
- procedural
- conditional

Regulation of Cognition

- planning
- monitoring
- evaluating



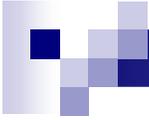
Study

- n quasi-experimental design
- n collective case study
- n increase students' metacognitive awareness
- n strategy instruction
- n site based coaching model
- n content-area secondary school classrooms



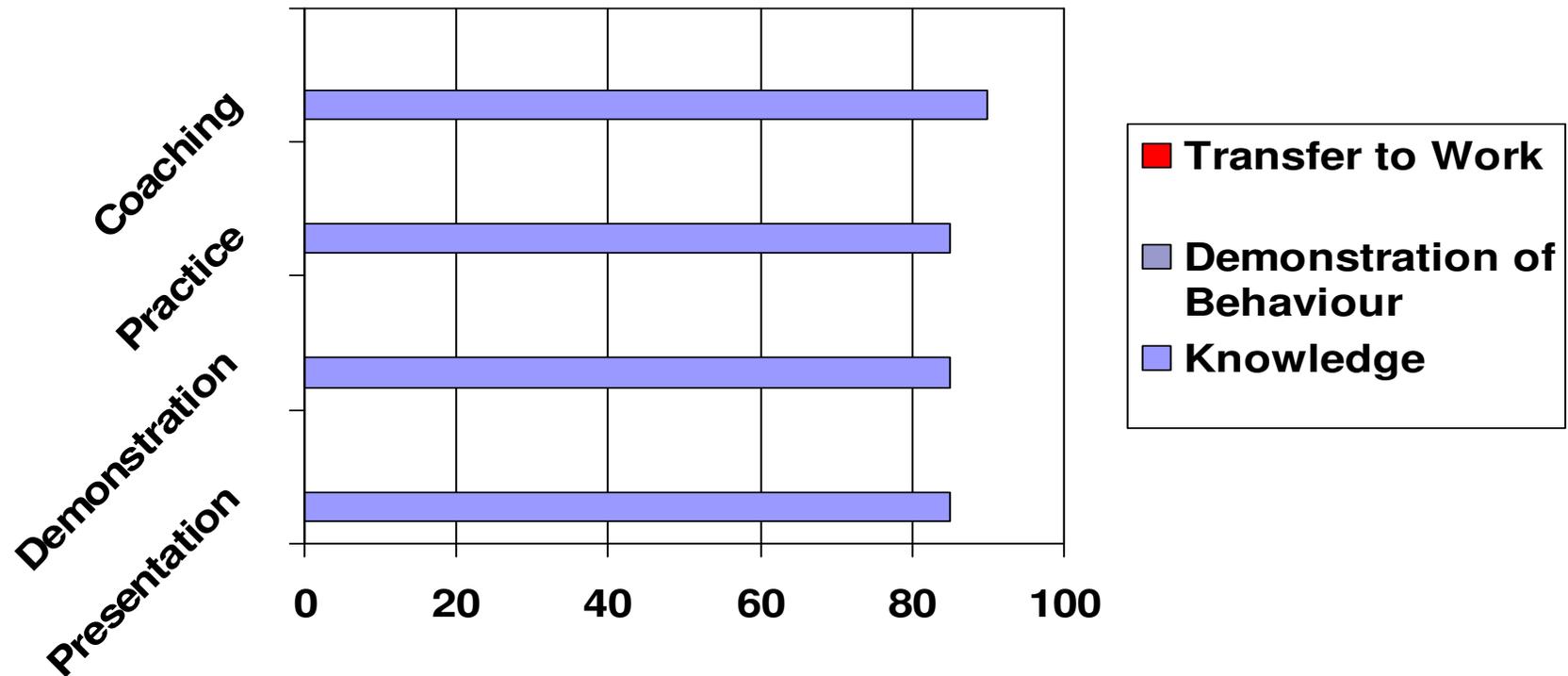
Intervention

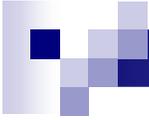
- n coach – learning partner
- n delivering strategy-based instruction
- n content-area classrooms – including mathematics and science



The Power of Coaching

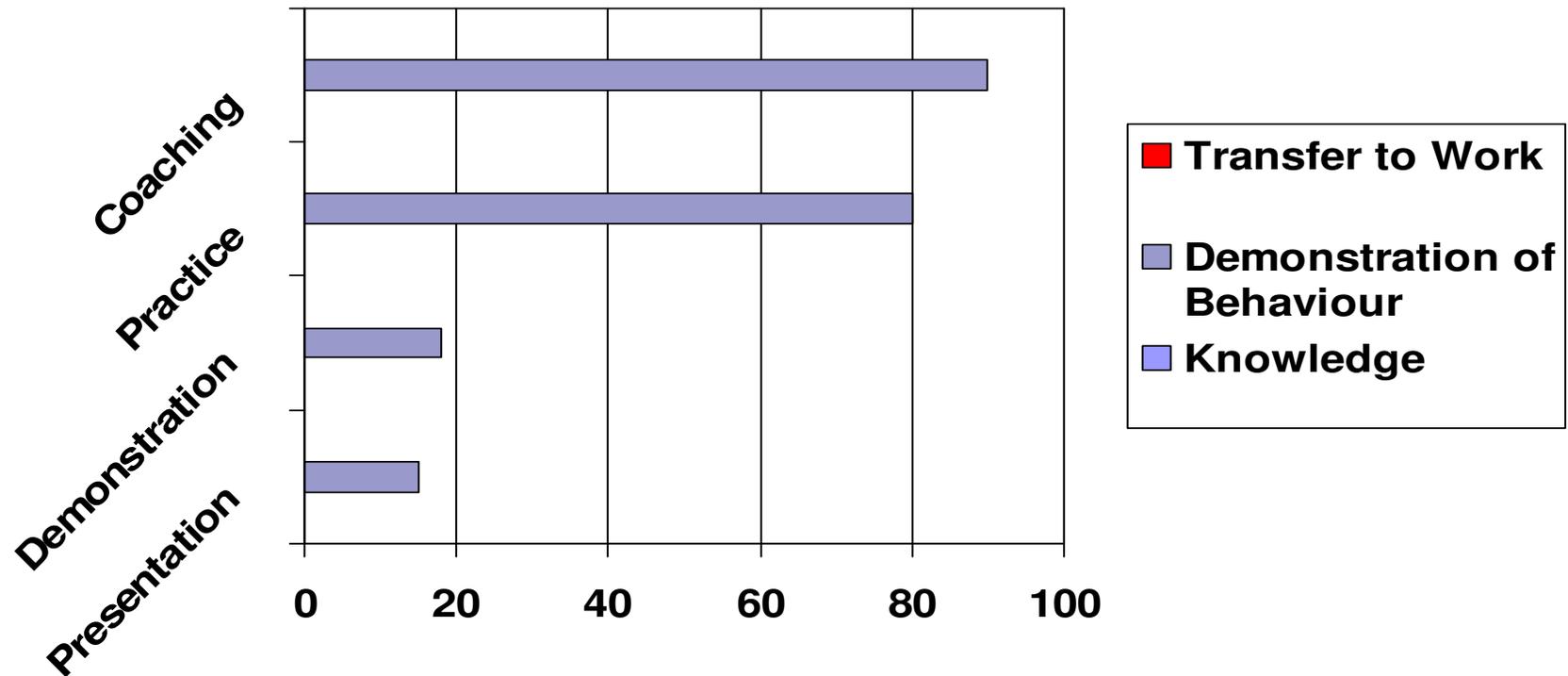
Joyce & Showers, 1998

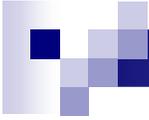




The Power of Coaching

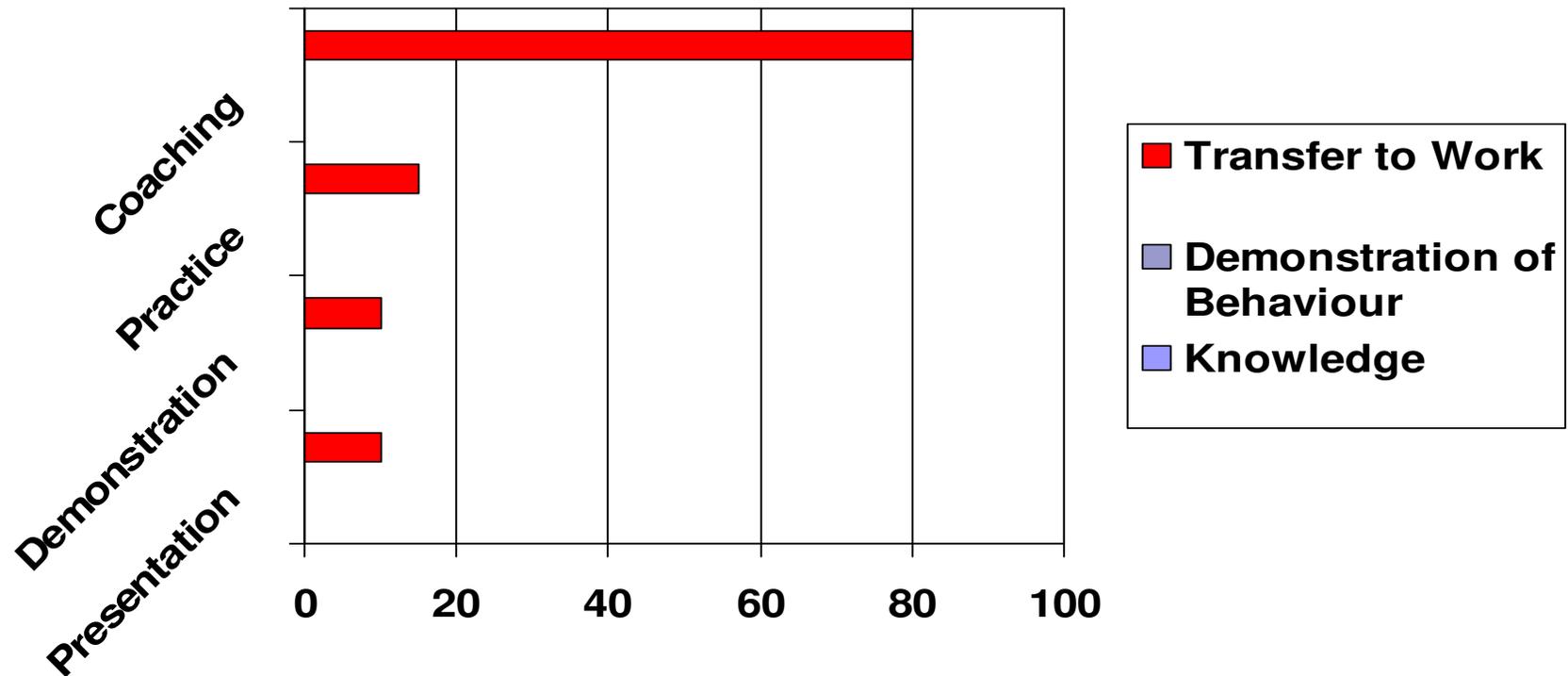
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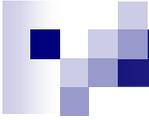




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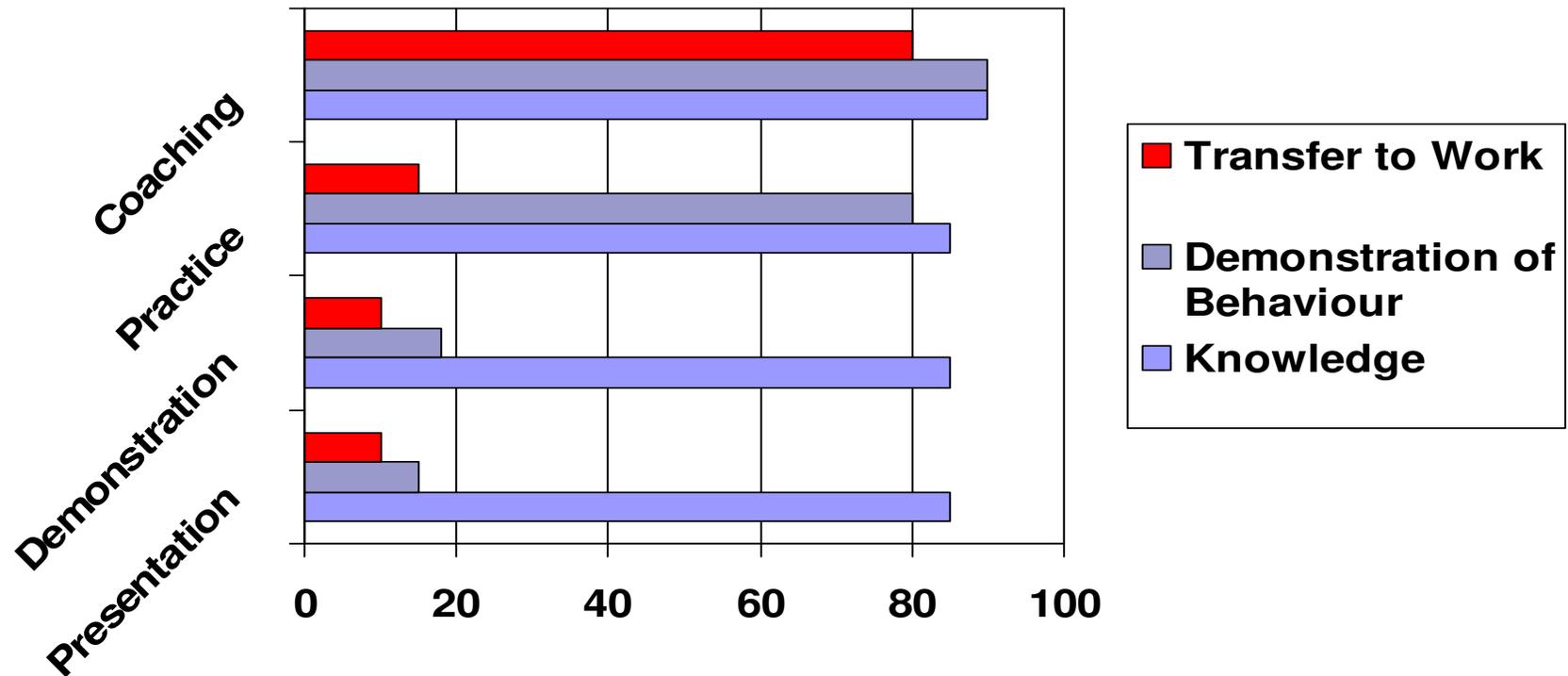
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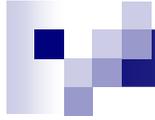




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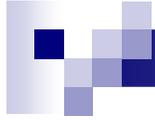
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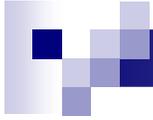
Categorization of Strategies

- n Teaching Strategies
- n Cognitive Strategies
- n Metacognitive Strategies



Teaching Strategies Used

- n Frayer Diagram
- n Think-Pair-Share
- n Rapid Write



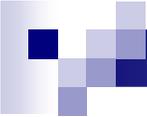
Data Collection

n Quantitative

- ✧ Metacognitive Awareness Inventory

n Qualitative

- ✧ Documents
- ✧ Interviews



Results

Differences between Posttest and Pretest Means for Participants on Knowledge of Cognition by Subject

Subject	Experimental Group	Control Group 2
Science	-0.13	+0.03
Mathematics	-0.22	-0.48
English	+0.03	-0.01
Geography	+0.14	+0.37

Differences between Posttest and Pretest Means for Participants on Regulation of Cognition by Subject

Subject	Experimental Group	Control Group 2
Science	+0.04	-0.41
Mathematics	-0.51	-0.78
English	-0.14	+0.06
Geography	-0.01	+0.12

Note: Difference is calculated as Posttest-Pretest Score.



Results

Differences in Pretest and Posttest Means for Participants on Knowledge of Cognition by Stream

Subject	Experimental Group	Control Group 2
Academic	+0.04	+0.23
Applied	-0.06	-0.14

Differences in Pretest and Posttest Means for Participants on Regulation of Cognition by Stream

Subject	Experimental Group	Control Group 2
Academic	-0.10	+0.13
Applied	-0.15	-0.39



Findings

- n Teachers' Initial Trepidation and Uncertainty Gave Way to Assurance and Confidence Theme*
- n Perseverance Enabled the Coach to Succeed in Turning Reluctant Participants into Vocal Advocates*



Findings

- n Teachers Valued the Opportunity to Collaborate with a Coach.*
- n Teachers Perceived Increased Participation and Engagement on Part of the Students*
- n Teachers Committed to Incorporating Literacy Strategies Regularly Into Their Teaching Practice*



Recommendations

- n Transfer

- n Strategy Instruction

 - ✧ explicit

 - ✧ modeled

 - ✧ scaffolded

- n Strategies High Yield – Think Aloud



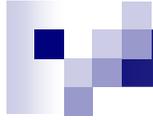
Recommendations

- n The lack of clearly defined roles and uncertainty of expectations initially caused teachers to be reluctant about engaging in a team teaching relationship.*
- n Once teachers engaged in collaborative partnerships, they gained confidence which helped the relationship evolve and resulted in the sharing of success with others.*



Recommendations

- n The personality of the coach is a key component that will have a direct impact on the successful implementation of the program.*
- n Not only did teachers initially fail to see the impact of how teaching strategies could advance their content goals, they lacked a depth and understanding of strategy-based instruction.*



Recommendations

- n *Based on participation in this project, teachers committed to incorporating strategies regularly into their practice.*



Explicit Instruction

- n good pedagogy
- n scaffolding
- n gradual release of responsibility
- n Multiple strategy instruction