

JRF! Literacy Coach Academy Training – Spring 2017

Facilitator's Guide

Module 1 - Building Knowledge of Adult Learners (slides 1-25)

90 Minutes

Materials:

- Article – *Room to Improve: H. Herberg and C. Brighton*
- Handout 1 – Coaching Accessorizers
- Handout 2 – Coaching Redecorators
- Handout 3 – Coaching Renovators
- Handout 4 – Coaching Resistors
- Power Point

Slide 1	Welcome participants
Slide 2	Share with participants: “The art and science of helping adults learn...based on certain crucial assumptions about the differences between children and adults as learners” (Knowles, 1968).
Slide 3	Review with participants the Five Principles of Adult Learners: <ul style="list-style-type: none">• Personal benefits – Adult learners who are motivated by personal benefits are interested in personal and/or professional growth. They are motivated to learn if the learning solves or avoids a problem for them, provides an opportunity or increased status or leads to professional or personal growth.• Experience – Adult learners motivated by experience are interested in learning opportunities that provide a unique background of knowledge and experience. They are motivated to learn if they are provided opportunities to share what they know and if the material builds on what they know and validates their expertise.• Self Direction – Adult learners are typically self-directed and maintain some control over their individual learning. They are motivated to learn if they can take charge and make decisions about the content/process, contribute to the learning of their co-learners and have some degrees of independence in the learning process.• Application & Action – Most adult learners lead busy lives outside the school day. They prefer a practical, “learn by doing” approach, where they can immediately apply what they are learning and actively participate in the process, allowing them to practice or test new skills.• Learning Styles – Adults learn in a variety of ways Presenters should consider a variety of delivery methods for how materials will be presented in order to stimulate learning.
Slide 4	Share with participants:

	<p>The visual of the Academic Impact Model (AIM) is a framework that shows how we can provide professional learning experiences that will address adult learners as they look to change knowledge, skills and beliefs.</p> <p>We know that our ultimate goal is positive student outcomes and academic results. (circle)</p> <p>What students know, understand and are able to do, will impact their achievement in the classroom. (orange bar)</p> <p>It is also important to note that what we (literacy coaches) see a teacher DO in the classroom will impact student understanding and actions. (green bar)</p> <p>At the very foundation of this model is what a teacher does, or does <i>not</i>, "KNOW," "DO" or "BELIEVE," will impact the actions the teacher takes in the classroom. (black bar)</p>
Slide 5	<p>Notes:</p> <p>During the next portion of the session facilitate discussions on the 4 types of teacher personalities using article 1 and handouts 1-4. Allow time for participants to identify who these teachers may be in their schools and how they can better serve them.</p> <p>Participants may share their experiences with each type of characteristic as the following slides are presented.</p> <p>Review slide</p>
Slide 6	<p>Preparation:</p> <ul style="list-style-type: none"> • Prior to the session place a copy of the <i>Room to Improve</i> article at each participant's seat. • At each table, provide copies for each participant, of the <i>Teacher Characteristics Coaching Guides</i> (handouts 1-4). Each person at the same table should have the same characteristic guide. • Depending on the size of the group you may have several tables discussing the same characteristics or you may need to divide tables up differently in order to have participants discussing and sharing out about each of the different characteristics. <p>Share with participants the following:</p> <p>Using the Room to Improve Article and Teacher Characteristics Coaching Guides (HO 1-4 one type per table) each table will read the particular section pertaining to the type of learner assigned to their table and discuss at their tables the characteristics of each type.</p> <p>*As you facilitate the discussion of slides 7-16 each group will have opportunities to share with the entire group what they have learned about the type of learner they were assigned.</p>
Slide 7	<p>Open discussion:</p> <p>Participants assigned the Resistor may share out the character traits they identified during the table discussion (positive or negative).</p>

	<p>As the participants share with the group what they learned about the resistor, be sure the following characteristics are mentioned.</p> <ul style="list-style-type: none"> • Teacher is OPENLY resistant to change or suggestions • Teacher may HIDE their resistance, keeping their resistance behind the scenes • These teachers often times are not engaged during professional development trainings • Sometime the resistor is more verbal of their resistance and dislike of new practices. <p>Facilitator can read the following statement pulled from the article:</p> <p>“Through their words and actions, resisters communicate to anyone listening that the educational philosophy and associated classroom practices that the coach is suggesting are not workable options for them.”</p>
<p>Slide 8</p>	<p>Continue discussion – Reasons for Resisting</p> <p>Ask participants to discuss with their table mates the reasons why a teacher/adult learner may resist guidance or feedback.</p> <p>Move on to the next slide</p>
<p>Slide 9</p>	<p>Continue discussion by asking participants to share with their group some of the reasons teachers may resist new ideas, strategies, programs etc.</p> <ul style="list-style-type: none"> • Fear, frustration, or anger • Feeling threatened • Lack of skills and covers up • Personal issues/illness • Cynical due to so many initiatives over the years
<p>Slide 10</p>	<p>Review slide and discuss the impact of each of these traits.</p> <ul style="list-style-type: none"> • Wearing a Mask – the <i>Resistor</i> may have a fear of anyone knowing he/she is not as knowledgeable as they have pretended • Cynical about another initiative or change – resisters often times have a negative attitude which they express to others in an effort to convince others to join them in resisting. • Health issues – a change in routines, programs or a new initiative often times requires more planning and preparation by the teacher. Teachers in poor health may have a more difficult time making these adjustment and therefore become a resistor to the change. • Fear, frustration or anger – Teachers who are afraid of change are often time afraid of failure. This may create frustration or anger toward the change. • Feeling threatened – feeling insecure about their ability to adjust or try a new initiative may leave a teacher feeling threatened. <p>Ask participants for suggestions on ways to reach the Resistor.</p> <ol style="list-style-type: none"> 1. Find ways to encourage the teachers outside the new initiative 2. Always include resisters in trainings or discussions about the initiative – leaving the door open for them to participate.

	<p>3. The Resistor is the most challenging of all teachers and requires more support and TLC.</p> <p>4. When all else fails – give them chocolate ☺</p>
<p>Slide 11</p>	<p>Continue whole group discussion using the article and guides for the <i>Redecorator</i>.</p> <p>Points to be made during the discussion:</p> <ul style="list-style-type: none"> • The teacher who is a Redecorator is typically stuck in her old ways, not willing to change to a modern look/approach. • The redecorator <i>may lack the obvious enthusiasm and outward signs of support, but brings a strong command of the content, an intellectual view of the teaching profession and a desire to provide a powerful learning experience for his/her students.</i> <p>Characteristics of Redecorators – as discussion is conducted make sure to expand on these bullets.</p> <p>A Redecorator...</p> <ul style="list-style-type: none"> • may have deeply held and teacher centered beliefs about teaching and learning. • may become committed to effectively implementing approaches, but will not release deeply held beliefs. • holds strong (and often traditional) belief system regarding teaching. • is open to conversations and discussions about possible changes in instructional practices. • may have strong technical understanding of new practices. • is not usually “showy”. • has a strong command of content.
<p>Slide 12</p>	<p>Participants will share their experiences with Redecorators with other members at their table. Open the discussion to the whole group allowing participants to share experiences with everyone.</p> <p>Following group discussion, the facilitator may want to allow participants to turn back to their table mates and further discuss options and solutions on how to work with the Redecorator.</p>
<p>Slide 13</p>	<p>Continue whole group discussion using the article and guides for the Renovator, asking participants assigned this character trait to share some characteristics of the Renovator with the whole group. Open discussion up to others as time allows.</p> <p>Follow up with a whole group discussion.</p> <p>Renovators...</p> <ul style="list-style-type: none"> • are knowledgeable of content. • are willing to consider change. • are reflective about beliefs. • are motivated by students. • have a personal need to grow. • understand risk taking.

	<ul style="list-style-type: none"> • are good classroom managers. • view changes as a complex journey, not the final destination. <p><i>“Teachers who rebuild their teaching practices and beliefs systems from the ground up when they are confronted.”</i></p>
Slide 14	Continue discussion and share experiences with Renovators .
Slide 15	<p>Discuss with participants the characteristics of an Accessorizer</p> <p>“teachers who initially are very involved with and excited about the topic, but never develop beyond a surface and somewhat inaccurate understanding.”</p>
Slide 16	Ask Participants to turn and share their experience with an Accessorizer .
Slide 17	<p>Present video clip and then provide an opportunity for participants to discuss and identify the character traits of the teacher in the video.</p> <p>Allow participants to share whole group and explain why they picked that trait.</p>
Slide 18	Open discussion - How might you adjust or improve the coaching provided to this type of teacher?
Slide 19	<p>Present video clip</p> <p>After viewing the video, discuss with your team mates what <i>type</i> of teacher you would connect to this teacher.</p>
Slide 20	Open discussion - How you might adjust or improve the coaching provided.
Slide 21	<p>Discuss Slide:</p> <p>Facilitating PLC meetings with adult learning principles in mind.</p> <ul style="list-style-type: none"> • Set up – How will you plan and organize the environment? What resources will you have available? What methods will you use to present your information? • Participation – How will you ensure teacher’s needs are met and material is presented in a manner that is engaging and productive? • Learning objectives – Are the learning objectives relevant and valued?
Slide 22	<p>Review Slide:</p> <p>Provide tips and suggestions leading up to professional development set up.</p> <ul style="list-style-type: none"> • The Learning Environment – provide your PLC in an area of the school that is conducive to learning. Table setup, resources are available (copier, printer, sticky notes, highlighters, etc.) • Learning Resources – provide resources such as data, articles or books related to the discussion. • Instructional Design – have you created a long term plan? Goals? Outcomes? Have you created a timeline from beginning to end that outlines the goals of the session?

	<ul style="list-style-type: none"> • Session Planning - how will you deliver the individual PD sessions or facilitate the discussion, keeping in mind the various adult learner characteristics? Be prepared! • Communication - part of planning is communicating the purpose and goal. Giving everyone a clear vision of what the sessions will contain, the time frame, the level of commitment from the teachers, etc. • Listening/Questioning/Feedback – always take time to listen, ask questions and allow for feedback from your participants. Take what you receive and apply it to the next session. Don't take it personally 😊 • Evaluation – this is another opportunity to get feedback – allowing those who may not speak up in the group to share their thoughts.
Slide 23	Review Slide
Slide 24	Provide literacy coaches with the opportunity to begin thinking about their school based literacy plan and how they can incorporate the knowledge about adult learners into their professional development and coaching strategies.

Five Principles of Adult Learning

1. Personal Benefit
2. Experience
3. Self Direction
4. Application & Action
5. Learning Styles



Facilitating Adult Learning:
How to Teach so People Learn, Dr. Lela Vandenberg
http://www.canr.msu.edu/od/uploads/files/pd/facilitating_adult_learning.pdf

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3

Academic Impact Model



Adapted from Teach For America

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4

Adult Learner Characteristics

- **Resisters**
- **Redecorators**
- **Renovators**
- **Accessorizers**



Adapted from Room to Improve: H. Hertberg and C. Brighton

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Coaching Adult Learners

Table Discussions:

- Room to Improve Article
- Teacher Characteristics Coaching Guide

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The Resistors



- Overt resistance: anger, resentment
- Covert resistance: avoidance behavior
- Lack of engagement
- Dramatic refusals
- Verbal acknowledgement of disagreement
- Disdain for new practices

Reaching the Resistors

Reasons for Resisting...



Turn and share an experience you have had with a resistor.

Reaching the Resistors

Reasons:

- Fear, frustration, or anger
- Feeling threatened
- Lack of skills and covers up
- Personal issues/illness
- Cynical due to so many initiatives over the years



Turn and share your experience with a resistor.

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Reaching the Resistor

Try to uncover the real reason for the resistance

- **Wearing a Mask** – the teacher has a fear of the anyone knowing she is not as knowledgeable as she has pretended
- **Cynical** about another initiative or change
- **Health** issues
- **Fear**, frustration or anger
- Feeling **threatened**



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The Redecorators

- Deep beliefs about teaching and learning.
- Implements approaches, but will not release beliefs.
- Holds strong to traditional beliefs regarding teaching.
- Not usually “showy”
- Strong command of content



Reaching the Redecorators

- Give them time and care.
- Explain the logistics.
- Understand their workable solutions before they try new practices.
- They believe in the idea of new practices but don't think they are workable.
- Approach them on an intellectual level



Turn and share your experience with a redecorator.

The Renovators

- Knowledgeable of content
- Willing to consider change
- Reflective about beliefs
- Motivated by students
- Personal need to grow
- Understands risk taking
- Good classroom management
- Views change as a complex journey, not the final destination



The Renovators

Motivated and open to NEW ideas BUT MAY...

- allow other's resistance or cynicism to discourage them
- become frustrated with lack of resources
- become so excited that anxious about timeline and implementation
- require extra support



Share your experience with a renovator.

The Accessorizers

- Outspoken advocate but trouble implementing in their own classrooms
- Shallow understanding of the principles behind the practice
- Talks the talk
- Limited ability for self-reflection
- Teaching students the names of strategies but not helping them understand their purpose or how to use them for their own learning
- High perception of personal competence, often reinforced by parents, administrators, and students



The Accessorizers

Require a delicate balance between affirming efforts and honest feedback

MAY NOT...

- have background knowledge to understand or implement new practices
- be accustomed to reflecting
- know the purpose of their instruction

MAY...

- Enjoy the *showy* quality of teaching
- Be enthusiastic, charming, popular and have a desire to do the right thing for students



Putting Your DIY Skills to the Test!

https://www.youtube.com/watch?v=AfbvspitraU&list=PLmFr8dtDPc_3YInvNlt4cfeX8UvjXpk2

- View video
- Discuss with your tablemates and identify the *teacher traits* you might connect to this teacher.



Coaching a Variety of Learners

Based on what you viewed how might you adjust the coaching provided?



Putting Your DIY Skills to the Test!

<http://rmls.florida-ese.org/#/section/3/VocabularyLessons/s1zzz6s7h9>

- View video
- Discuss with your tablemates and identify the *teacher traits* you might connect to this teacher.



Coaching a Variety of Learners

Based on what you viewed how might you adjust the coaching provided?



In Closing.....



- Literacy Coaches honor the characteristics of adult learners.
- Honor each adult learner as an individual whose needs and interests are respected and incorporated into the coach/learner relationship.

Action Plan



How will you use this information about adult learners to coach your teachers as you develop your action plan?



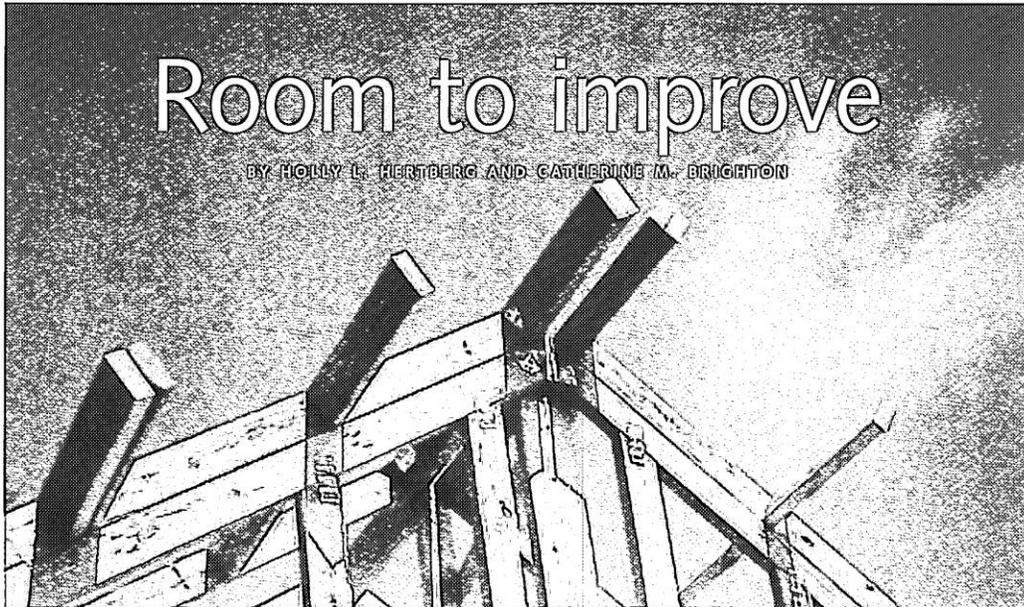
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Room to improve

BY HOLLY L. HERTBERG AND CATHERINE M. BRIGHTON



Home improvement concept helps staff
developers lead a variety of personalities
to differentiated instruction
in their classrooms

Kendra Martin, district staff developer, has been charged with helping the teachers at Happy Valley Middle School implement differentiated instruction in their academically diverse classrooms. Martin has been working with the faculty for a year, providing direct instruction, visiting classrooms, co-planning, co-teaching, providing feedback, and sharing resources. As she begins the end-of-the-year meeting with the faculty, Martin looks around the room. There's Betty Patterson, sitting with her arms folded and purposely avoid-

ing eye contact. Angela Rogers sits at the front table with Lisa Crawford, a notebook of cubing and RAFT examples open in front of them, ready to share with the rest of the group. Rick Jones sits at the back of the room, silent but engaged. (His intensity often unnerves Martin — his questions are always pointed and difficult, but right on target). Sally McIntire sits in the middle of the room, looking a little tired from the school year, but she is, as always, ready to listen and absorb as much as she can. Martin takes a deep breath before starting, wondering for the hundredth time, "How do I help them all move along toward differentiating instruction when their needs are so different?"

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PROFILE	CHARACTERISTICS	COACHING APPROACHES
Resisters	<ul style="list-style-type: none"> • Overt resister: dramatic refusals, verbal acknowledgement of disagreement. • Covert resister: creative avoidance, lack of engagement. • Communicates a conflict between the teacher and the project goals, methods. 	<ul style="list-style-type: none"> • On-site coaching. • Assume the role of contextual analyst. • Play multiple roles in response to information collected.
Accessorizers	<ul style="list-style-type: none"> • Initial implementers. • Potential for shallow interpretations and serious misunderstandings about instructional innovations. • Limited ability for personal reflection. • High perception of personal competence, often reinforced by parents, administrators, and students. 	<ul style="list-style-type: none"> • Play role of critical analyst. • Deliver a balanced message — affirm efforts and give constructive feedback. • Develop reflective practices. • Play multiple roles in response to information collected.
Redecorators	<ul style="list-style-type: none"> • Targeted implementers, focusing efforts on those practices that align with deeply held beliefs. • Technically accurate interpretations of select components of innovations. • Strong command of content. • Traditional approach to teaching. • Less showy than accessorizers. 	<ul style="list-style-type: none"> • Assess belief systems. • Play the role of the calculated shepherd. • Appeal to the logical, intellectual. • Provide strategic pathways in incremental steps.
Renovators	<ul style="list-style-type: none"> • Motivated by feeling of responsibility to students and personal need to grow. • Belief system aligned with philosophy of differentiation. • Possess understanding that risk-taking, discomfort, and failure are a part of the growth process. • Strong command of content, pedagogy, and classroom management. 	<ul style="list-style-type: none"> • Anticipate potential problems and provide solutions. • Provide a road map for anticipated challenges — shaken confidence, ambiguity.

The teachers described here represent four categories of teacher response that staff developers often confront when working with teachers on differentiating instruction. Some teachers respond with enthusiasm; others respond with frustration and sometimes even anger. The mixed responses from teachers are understandable; for many teachers, differentiating instruction requires a considerable shift in classroom practices and, often, in deeply held beliefs about teaching and learning.

If we envision teachers' practices metaphorically as houses that they have designed and constructed, then what we ask teachers to do when we ask them to transform their classrooms through differentiation is to tear down walls, rip up floors, and rebuild their visions of themselves as architects of learning. Using this metaphor of house renovation to understand and classify common teacher responses to differentiation, four categories of teacher response can be identified: resisters, accessorizers, redecorators, and renovators. Staff developers can address the needs of teachers in each of the four categories in different ways.

Some teachers respond with enthusiasm; others respond with frustration and sometimes even anger.

COACHING RESISTERS FOR DIFFERENTIATION

In the scenario on p.42, Patterson represents the kind of teacher who makes all professional developers and coaches uneasy: the resister. Through their words and actions, resisters communicate to anyone listening that the educational philosophy and associated classroom practices that the coach is suggesting are not workable options for them. In the language of the metaphor, resisters are the teachers who respond to the invitation to change their practices by shutting the door in the faces of the staff develop-

ers. While resistance takes diverse forms, resisters tend to demonstrate strong avoidance behaviors or uncooperativeness. Resistance can be overt or covert. Overt resistance is unmistakable: anger, resentment, and general uncooperativeness. Overt resisters make it very clear, both in staff development sessions and outside of them, that they do not believe differentiation is possible or desirable in their classrooms.

A second form of resistance, covert resistance, is more subtle. Some covert resisters demonstrate strong avoidance behavior (e.g., constant scheduling conflicts preventing observations, interviews, or attendance at meetings). Others fabricate lengthy reasons and rationalizations about why deadlines can't be met, lessons executed, or assessments completed.



Resisters shut the door.

Overt resistance is unmistakable: anger, resentment, and general uncooperativeness.

Whether they are overt or covert resisters, resisters present the coach with the daunting challenge of taking this largely unwilling

group of educators to the next step in their responsiveness to students' diverse needs.

The first step in this important task is to assume the role of the contextual analyst. Contextual analysis involves playing the role of the detective, uncovering the reasons behind the teacher's resistance to differentiation. Martin finds she is most effective approaching each resister individually. Resistance is more difficult to deconstruct in groups. Martin's first tactic is to initiate a general, nonthreatening conversation unrelated to differentiation with the goal of opening up lines of communication. Martin has found that these nonthreatening conversations often provide powerful hints

about teachers' concerns, fears, frustrations, and anger — important information Martin can use to guide her next steps. For example, Martin may discover that Patterson feels that she does not have the skills or tools necessary to make differentiation work, but to admit that lack publicly would threaten her status as a teacher in the school. Or Martin may discover that Patterson is struggling with an illness that drains her physically and emotionally to the point where she cannot conceive of taking on new approaches that feel unfamiliar and difficult to implement. Martin also may discover that Patterson fully invested herself in the last educational initiative that came through Happy Valley and still feels resentment and cynicism about the faddish nature of educational reform efforts.

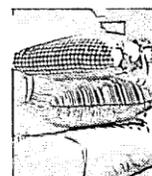
Once Martin has more clarity about what is contributing to a teacher's resistance to differentiation, she can respond appropriately. If Martin finds that Patterson is intimidated by differentiation and does not feel that she has the skills to make it work, Martin can leave user-friendly differentiation materials and lesson plans in Patterson's mailbox or talk to Patterson about what is working in her classroom and how certain differentiation strategies would mesh easily with what she already is doing. This way, Martin is affirming Patterson's teaching skills while providing attractive, unthreatening next steps toward using differentiation in the classroom. If Martin finds that Patterson is struggling with an illness, Martin might model a lesson using "low-prep" differentiation strategies (differentiation strategies that require less teacher preparation time than others), following up with a discussion of how Patterson might build on what she is already doing in her classroom using the modeled strategies. If Martin finds that Patterson is weary of what she considers "flash-in-the-pan" initia-

tives, Martin might focus on making concrete how differentiation is grounded in best curricular and instructional practices of a number of enduring educational movements. Martin can help Patterson see that she does not have to "throw away" what she has been doing in her classroom. Rather, she can build strategically on the best elements of her practice.

When coaches like Martin assume the role of contextual analyst, uncovering the reasons behind the resistance, they commit to understanding their teachers as learners and as people, the important first step in beginning a differentiated learning experience. The successful coach will then use that information to assume multiple roles as coach to differentiate for the teachers' diverse needs — in much the same way that she will ask the teachers in her project to do for the students in their classrooms.

COACHING ACCESSORIZERS FOR DIFFERENTIATION

In the scenario on p. 42, Rogers and Crawford represent accessorizers. These are teachers who initially are very involved with and excited about differentiation, but who never develop beyond a surface and somewhat inaccurate understanding of what differentiation is. In the language of the metaphor, accessorizers are willing to add a plant or put down a throw rug, but they are not interested in making changes to their houses beyond those that are small and superficial.



Accessorizers do not sense a real need to alter their houses. They are happy with their classrooms as they are.

While coaching resisters may initially seem like the most difficult task, one might argue that effectively

coaching accessorizers is actually a more formidable challenge. Rogers and Crawford jumped out early onto Martin's coaching radar — these teachers eagerly took initial ideas from professional development and study group sessions into their classrooms. They began a positive campaign for differentiation within the school and used the terms and vocabulary often in public discussions. Where they fell short, however, was in implementing strategies without considering and then attending to the more important goal of responsive teaching. They failed to recognize the important principle that merely using a RAFT (an acronym that stands for Role, Audience, Format, and Topic: a writing planning template that teachers can use to create differentiated writing assignments) writing strategy is not, in itself, differentiating instruction; rather, using the RAFT strategy to address a range of students' abilities to make complex connections in history is the more substantive leap.

While, because of their enthusiasm, accessorizers may seem like the easiest teachers to work with, they are, in fact, difficult to move forward because their understanding of the philosophy of differentiation and differentiation practices is shallow and, in some instances, misdirected. Taking teachers like Rogers and Crawford to their next level of professional development will require the coach to forge a delicate balance between affirming their early efforts to implement differentiated instruction into their classroom practice and at the same time providing them honest feedback about their misunderstandings and shallow first attempts. To make this happen, the coach must play the role of critical analyst. Through this lens, the coach will analyze what the teachers say they are doing and how that translates into practice, encouraging the accessorizing teachers to reflect on their beliefs

and practices related to differentiation. The coach should observe the accessorizing teacher's classroom and ask the accessorizer to reflect, either aloud, in a reflective journal, or in e-mail discussions, on how class went for individual students. The coach should ask the accessorizer teacher to explain the learning goals around which the lesson was planned; the purpose behind the differentiated activity; the information she used to determine student groupings, pacing, support structures, and materials for the different activities; and to consider how it might be more effectively implemented in the future. With accessorizing teachers, emphasizing that differentiation must be purposeful rather than simply "cute" or "showy" is critical. It is not an easy task for coaches to deliver a balanced message — complimenting the energy and enthusiasm evident in the accessorizer's willingness to jump into a difficult and often daunting task, while simultaneously providing constructive feedback about where there may be misunderstandings — but to do so will help the teacher move forward in her efforts to differentiate.

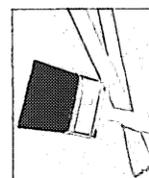
COACHING REDECORATORS FOR DIFFERENTIATION

Jones represents the kind of teacher who seems like a paradox. At first glance, his quiet intensity and pointed, even argumentative, questions might be misinterpreted as the hallmarks of a resister, but in his own quiet way, Jones can also be a powerful ally for the coach. Martin knows that Jones' incisive questions indicate that he is not categorically dismissing differentiation like a resister, and not adopting it without thought like accessorizers, but that he is wrestling to make differentiation work within the confines of his existing beliefs and skills.

Redecorator teachers lack the obvious enthusiasm and outward

signs of support that are characteristic of accessorizers, but instead bring a strong command of their content, an intellectual view of the teaching profession, and a desire to provide as

powerful a learning experience for their students as possible. While most redecorators do not have a rich pedagogical background, this



Redecorators will redo the kitchen.

in many ways is an asset as it reduces the need to unlearn bad habits and correct misunderstandings. Redecorator teachers tend to be targeted implementers of differentiation, focusing their efforts only on those practices that align with their deeply held (and often traditional, teacher-centered) beliefs about teaching and learning. Generally, unlike their accessorizer peers, redecorators tend to become committed to effectively implementing differentiation strategies and approaches with a high degree of accuracy and appropriateness. However, while redecorators are metaphorically willing to redo the kitchen or refinish floors, they are not willing to change the overall structure of their homes. That is, while redecorators will make accurate and substantial changes to a specific part of their teaching methods, they hold firm to their traditional, teacher-centered beliefs about teaching in general.

Challenging redecorators to move to the next level in their professional development requires that Martin first assess the teachers' belief systems, such as their perceptions about the roles of the teacher and learner in a responsive classroom. By listening carefully to the nature of Jones' questions in staff development sessions, Martin gains insight into his feelings and concerns about differentiation. She can then follow up with a conversation with Jones about how he sees

differentiation fitting into his classroom. Unlike resisters, redecorators are more open to conversations and discussions about the realistic possibilities of using differentiation in their classrooms. Martin knows she can talk candidly with Jones about the issues because she knows he is open to trying to understand the initiative better and is interested in making it work within the existing structures of his classroom. However, Martin also knows to expect pointed questions about the logistics (such as parental concerns, grading, resource allocation, and planning time) of differentiation, and she knows she needs to have concrete, workable responses to his questions. Without workable solutions to their concerns, redecorator teachers can become resisters who believe that differentiation is a nice idea in theory, but not feasible in reality.

Martin knows that Jones, like many redecorator teachers, tends to be traditional in his views of classroom instruction and that while he might acknowledge that students differ in their readiness to learn a particular concept, he may be unwilling to deviate from his deeply held beliefs about the importance of direct instruction and individual student practice. Given this information, Martin assumes the role of the calculated shepherd and

makes strategic recommendations for instructional approaches that align with Jones' more traditional belief system, while at the same time beginning to address his students' differing needs. From this view, Martin appeals to Jones' intellectual tendencies and makes a logical argument about how a strategy such as a tiered assignment could address students' different readiness levels within his classroom but could be managed using direct instruction and individual practice. Gradually, Martin will encourage Jones to try strategies that move further and further away from his teacher-centered philosophy, but she knows she needs to take on this task incrementally and carefully.

COACHING RENOVATORS FOR DIFFERENTIATION

Renovators, like McIntire in the opening scenario, are those teachers who, in the language of the metaphor, entirely rebuild their teaching practices and belief systems from the ground up when they are confronted with differentiation of instruction. Coaches charged with moving teacher groups toward more responsive, differentiated practices hope that there are large groups of renovator teachers in their midst. In many ways, renovators are ideal change agents. They are

intrinsically motivated to find better, more effective ways to reach and teach their students, are knowledgeable about the discipline they teach, and are willing to consider alternative teaching practices. They are reflective about their beliefs and view the change process as a complex and multifaceted journey — not a destination in itself.



Renovators rip up floors.

Martin knows that she won't immediately be able to spot a renovator. Renovators emerge over time from all of the previously discussed categories in response to thinking about and wrestling with the idea of responsive teaching. However, in both listening to teachers and watching them work, Martin can see the characteristics of a renovator emerge. Martin knows she is working with a renovator when she hears a teacher talk about differentiation as an overarching philosophy of recognizing and responding to student diversity, not as a group of strategies to supplement her already established teaching practices. Martin knows she is working with a renovator when she observes a teacher implementing differentiated lessons appropriately and purposefully to address identified student needs, when she sees a teacher focused on the needs of students over the challenges that differentiation presents to herself, when she sees a teacher look creatively at the possibilities offered by differentiation instead of cynically at the liabilities, and when she observes a teacher using the skills she needs to differentiate instruction or working doggedly to acquire them.

Once Martin has identified a teacher as a renovator, she knows the teacher will require different supports than the other categories of teachers. Renovators are already motivated,

RESEARCH METHODS

This article summarizes the findings from a five-year study funded by the National Research Center on the Gifted and Talented at the University of Connecticut (Brighton, Hertberg, Moon, Tomlinson, & Callahan, in press). This mixed-methods study sought to investigate factors that inhibit and support middle school teachers' implementation of differentiated instruction and assessment practices in mixed-ability classrooms. Approximately 75 teachers from nine middle schools across the United States participated in the research project, agreeing to attend monthly coaching sessions, follow-up

classroom observations, formal interviews, and sharing their journeys in journals, myriad planning documents, and student work samples.

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their belief systems are consistent with the philosophy of differentiation, and they are open to new ideas. Martin knows that what renovator teachers need from her, however, is a road map for their change process that anticipates and suggests ways to handle potential problems, such as resistance from other teachers, questions from parents, and lack of resources. Additionally, as renovator teachers change to become more systematically responsive to students' diverse needs, they make great leaps of insight, but also at times suffer from shaken confidence and feelings of anxiety. Martin feels that her greatest contributions to renovator teachers often are creating a safe environment for taking the necessary risks, providing access to resources, and giving them regular support and feedback through coach-

ing sessions or e-mail exchanges during the change process.

CONCLUSION

While it may be tempting to consider professional development for differentiated instruction as a "one-size-fits-all" proposition, doing so contradicts the message staff developers hope to convey to and instill in teacher-learners. Teachers who come to staff development are as diverse as the students they teach. Professional developers need to respond to this diversity by differentiating their approach to staff development. As in the classroom with student learners, there are times in professional development when whole group, direct instruction is the most appropriate instructional vehicle. At other times, individual or small group coaching

tailored to address teachers' specific learner needs is necessary. To make this coaching time as effective and productive as possible, coaches must recognize where teacher-learners are in regard to differentiation when they come in. Using the house reconstruction metaphor to understand teachers' common responses to differentiation, we can identify which categories teachers fall into and provide them with the support and feedback they need to grow as responsive teachers.

REFERENCE

- Brighton, C., Hertberg, H., Moon, T., Tomlinson, C., & Callahan, C. (In press). *Feasibility of high-end learning in the academically diverse middle school*. Storrs, CT: National Research Center on the Gifted and Talented. □

Coaching Accessorizers

Accessorizers “are teachers who initially are very involved with and excited about” the topic, but “never develop beyond a surface and somewhat inaccurate understanding.” They may rearrange the furniture but not change their instructional practices. They are happy with their classrooms as they are.

Their characteristics include:

- Being an outspoken advocate of the new practices but never implementing them in their own classes
- Becoming adept at using the language publicly
- Shallow understanding (or serious misunderstanding) of the principle behind the practice
- Misdirecting others because of their misunderstanding or unwillingness to take the time to study the issue
- Limited ability for reflection
- Teaching students the names of strategies but not helping them understand their purpose or how to use them for their own learning
- High perception of personal competence, often reinforced by parents, administrators, and students

Accessorizers require a delicate balance between affirming efforts and providing honest feedback.

- They may not have the background knowledge to understand or implement new practices.
- They may not be accustomed to reflecting.
- They may not know the purpose for their instruction.
- They may enjoy the “showy” quality of teaching but not tap into the depth.
- They may be enthusiastic, charming, popular, and have a genuine desire to do the right thing for students.

What to do?

Coaching Redecorators

Redecorators “lack the obvious enthusiasm and outward signs of support, but bring a strong command of their content, an intellectual view of the teaching professional and a desire to provide a powerful learning experience for their students.” They may not have a rich pedagogical background.

Characteristics of Redecorators

- May have deeply held and teacher centered beliefs about teaching and learning
- May become committed to effectively implementing approaches, but will not release deeply held beliefs
- Holds strong (and often traditional) belief system regarding teaching
- Open to conversations and discussions about possible changes in instructional practices
- May have strong technical understanding of new practices
- Not usually “showy”
- Strong command of content

Redecorators will require time and care.

- They will need to know the logistics, such as grading issues, planning time required, and parental response.
- They want to have workable solutions before they embark on new practices.
- They may believe that new practices are nice in theory but not workable.
- They must be approached on an intellectual level.

What to do?

Coaching Renovators

Renovators “are those teachers who rebuild their teaching practices and beliefs systems from the ground up when they are confronted.” They are ideal change agents, intrinsically motivated to find better, more effective ways to reach and teach students.

Their characteristics include:

- Knowledgeable about their content
- Willing to consider alternative teaching practices
- Reflective about beliefs
- View change process as a complex journey, not the destination
- Motivated by feeling of responsibility to students
- Have a personal need to grow
- Understand that risk-taking, discomfort and failure are a part of the growth process
- Good classroom managers

Renovators are already motivated and they are open to new ideas, however, they

- May get discouraged when other teachers are cynical or resistant
- May become frustrated with lack of resources to get started
- May become so enthusiastic to new ideas that s/he suffers from anxiety if the practices can't be implemented quickly and effectively
- May require extra support

What to do?

Coaching Resistors

“Through their words and actions, resistors communicate to anyone listening that the educational philosophy and associated classroom practices that the coach is suggesting are not workable options for them.” In effect, they shut the door in the face of the coach.

Their characteristics include:

- Overt resistance: anger, resentment
- Covert resistance: strong avoidance behavior (scheduling conflicts preventing observations, excuses for not attending meetings)
- Lack of engagement
- Dramatic refusals
- Verbal acknowledgement of disagreements with the coach
- Uncooperative
- Demonstrates an “attitude”
- Disdain for new practices

Try to uncover the real reason for the resistance.

- Fear, frustration or anger
- Feeling threatened.
- The teacher may not have the skills and resists having you know that.
- An illness or personal issue that is draining energy and motivation
- Cynical because s/he may have lived through many initiatives that came and went throughout the years

What to do?

Adapted from Hertberg, Holly & Brighton, Catherine (2005). “Room to Improve.” *Journal of Staff Development*. pgs. 32-47.