Texas Journal of Literacy Education

A PEER-REVIEWED JOURNAL PUBLISHED BY THE TEXAS ASSOCIATION FOR LITERACY EDUCATION

THEME:
COLLABORATION FOR SUCCESS–LITERACY COACHING AND PROFESSIONAL DEVELOPMENT IN EDUCATION

VOLUME 11, ISSUE 1
SPRING 2024

Texas Journal of Literacy Education

JOURNAL OF THE TEXAS ASSOCIATION FOR LITERACY EDUCATION

EDITORS

Juan Araujo, Texas Woman's University

Kamshia Childs, Texas A&M University-Commerce

Tami Morton, Texas A&M University-Commerce

Laura Slay, Texas A&M University-Commerce

TALE Executive Committee 2023-2024

Liza LaRue, Chair
Sara Ranzau, Chair-Elect
Jacqueline Ingram, Vice Chair
Pearl Garden, Past-Chair
Michelle Parker, Executive Secretary
Amy Burke, Treasurer

Editorial Review Board

Dr. Elizabeth Kaye, Texas Woman's University
Dr. Michael Nelson, Kentucky Wesleyan College
Dr. Roberta Raymond, University of Houston-Clearlake
Dr. Kelli Powell, Abilene ISD
Dr. April Sanders, Texas A&M University-Commerce
Dr. Annamary Consalvo, University of Texas- Tyler
Dr. Melinda Butler, University of Southern Maine
Dr. William Bintz, Kent State University
Dr. Liza LaRue, Region 7
Dr. Carol Revelle, Texas A&M University-Commerce
Dr. Karen Walker, Texas A&M University-Commerce

Texas Journal of Literacy Education is the official journal of the Texas Association for Literacy Education (TALE), the Texas affiliate of the International Literacy Association. TJLE is a peer-reviewed journal published twice each year, in the Fall and Spring. We seek original research and practitioner articles related to language and literacy practices, from early childhood through adult, inside and outside of the classroom. We welcome all voices from literacy researchers, classroom teachers, and graduate students.

TJLE is proud to be an open access journal. All published content is available at no cost. All copyright remains with the author/s.

Special Themed Issue: Collaboration for Success—Literacy Coaching and Professional Development in Education

Contents

Introduction **Page # 5-6**
- TJLE Editorial Team
- Editor's Introduction

Preface/Invited Guest Manuscript: **Page # 7**
Literacy Coaching: Navigating A Transitioning Literacy Terrain
Melanie Loewenstein

Examining Educators' Perceptions of Video Demonstration Lessons in Literacy Professional Development **Page # 15**
Stephen Winton, Laveria Hutchinson, Jie Zhang, Grace Lee

Coaching Toward Transformation: Lessons Learned from Three-Second-Grade Writing Teachers **Page # 34**
Macie Kerbs

***Complementary Resource*: Pairing Picturebooks and Poetry to Teach Content Area Material Across the Curriculum** **Page # 48**
William Bintz

Call for Manuscripts **Page # 83-84**

TJLE Editorial Team 2022-2025

Juan Araujo, Ph.D. is Professor of Bilingual Education with the Department of Literacy and Learning at Texas Woman's University. He holds a Ph.D. from University of North Texas in Reading with a minor in Anthropology and is the faculty mentor with the National Writing Project of Northeast Texas. Dr. Araujo presents and facilitates professional development activities relating to writing and its instruction and multilingual education. He is co-editor of the ALER Yearbook and is on several national review boards.

Kamshia Childs, Ed.D. is an Assistant Professor in the Curriculum and Instruction department at Texas A&M University-Commerce. She obtained an Ed.D. in Curriculum and Instruction at Texas Southern University. Dr. Childs has been an educator for over 20 years and has worked in various urban and rural settings in K-12 and higher education. She is on the Advisory Board for the National Writing Project of Northeast Texas, has published several literacy and multicultural education articles and book chapters, written a self-published book, and presents at state, national, and international conferences on topics related to literacy, digital literacies, educator empowerment, parent involvement, and culturally relevant teaching practices.

Tami Morton, Ph.D. is a Professor in the Curriculum and Instruction department at Texas A&M University-Commerce. Her emphasis is Reading, and she has taught at the university for over ten years. Dr. Morton teaches at all levels: Undergraduate, Master's, and Doctoral. Her research interests include reading foundations, preservice teachers, diversity and equity, culturally relevant pedagogy, and multicultural children's and adolescent literature. Currently, she serves as a committee member for the International Literacy Association (ILA) Young Adult Book Award.

Laura Slay, Ph.D. is an Assistant Professor in the Curriculum and Instruction department at Texas A&M University-Commerce. She holds a Ph.D. from the University of North Texas in Curriculum & Instruction: Language and Literacy Studies. She teaches literacy and ESL methods courses, supervises preservice clinical teachers, and is on the Advisory Board for the National Writing Project of Northeast Texas. Her research interests include writing instruction, culturally sustaining pedagogy, and preservice teachers.

Editors' Introduction

Greetings to those interested in literacy—particularly those with an interest in Texas literacy!

The theme of this issue is ***Collaboration for Success—Literacy Coaching and Professional Development in Education.*** Our hope with this issue was to share best practices for literacy coaching and collaborative teams in schools, as well as bring forward ideas for the future of literacy learning communities across the state and country. In this issue, we also shared a complementary resource, in which pairs poetry and picturebooks across curriculum and subject areas. As we close out the 2023- 2024 academic year, we know that schools will be making decisions to strengthen the professional learning communities, and hope that literacy and its many components is at the forefront of plans in the coming years.

As always, the Texas Journal of Literacy Education (TJLE) editorial team wishes to thank everyone who was a part of this issue—authors/researchers, new reviewers, and our faithful reviewers who are always there for us (we couldn't produce this without you). As you browse through the scholarly and practitioner works in this issue, think about how the work shared can impact your classroom or someone you know. Share the journal contents with teachers, colleagues, and friends— but also consider sharing your expertise as well. Please see the Call for Manuscripts for our Fall 2024 issue at the end of this publication. This Fall's themed issue will be: *Social Justice Issues in Literacy Education.* We want the TJLE to shine and reach the world with issues and solutions in literacy with a voice from the heart of Texas— we cannot do that without you.

Cheers to an impactful culmination to the school year and much needed rest (and reading)!

Dr. Kamshia Childs (Lead Editor)
Dr. Laura Slay (Lead Editor)
Dr. Juan Araujo (Associate Editor)
Dr. Tami Morton (Associate Editor)

Preface/ Invited Guest Manuscript

LITERACY COACHING: NAVIGATING A TRANSITIONING LITERACY TERRAIN

Melanie Loewenstein
Texas A&M University-Commerce

In 2001, President George W. Bush signed into law the No Child Left Behind (NCLB) Act (Rush & Scherff, 2012). This pivotal legislation emphasized four premises: stronger accountability for schools and teachers, increased school choice options for families, more local management of federal funding, and a prioritization of recognized research-based instructional and assessment practices within classrooms. This law also ushered in an increase in the number of literacy coaches, to improve teaching pedagogy and promote greater student achievement (Ciampa, et al., 2023; Kissel, et al., 2011). Following the No Child Left Behind (NCLB) Legislation in 2001, several classroom teachers and small group interventionists transitioned into Reading Specialist and Literacy Coaching positions (Shaw, 2009). After the enactment of the NCLB Legislation, it was expected that Reading Specialists not only be able to instruct students but must also be skilled Literacy coaches able to guide and support classroom teachers.

As a former Literacy and Math Interventionist, (later Reading Specialist, and Reading Recovery Teacher) like many of my transitioning peers following the passage of the NCLB legislation, I also eventually took on additional responsibilities which included mentoring new teachers, planning and implementing professional development experiences, assisting teachers in analyzing and making sense of data as well as direct classroom literacy coaching. During the formative years of what could be called the "coaching movement", much of our training for these newly assigned responsibilities occurred on the job. We were in essence building our plane while flying it. Some of us were fortunate enough to attend coaching professional development sessions, expanding and refining our knowledge and skillsets regarding effective instructional coaching. Alternatively, several of us relied on trial-and-error, learning primarily through self-study, without the benefit of receiving more formal training opportunities.

While I am no longer a part of the K-12 public school system, my current position as an undergraduate and graduate literacy professor, in which I monitor and guide the clinical experiences of those seeking a Texas Reading Specialist Certification, sustains my connection to the realities of literacy coaching and intervention within the public schools. As a result of observations and candid discussions with pre-service and in-service teachers, I am convinced that the overall landscape of literacy education is once again experiencing significant shifts and transitions that are, in my estimation, far more consequential than the fluctuations that took place in the early stages of the literacy coaching movement after the passing of the NCLB legislation. These substantial changes now require so much more from classroom teachers, teacher literacy leaders, and Reading Specialists or Literacy Coaches. Moreover, this increasingly complicated and dynamic literacy terrain has caused many university programs, especially at the graduate level, to reimagine the type of content and experiences necessary to equip current and future literacy coaches and other campus and district literacy leaders with the knowledge and skill sets needed to effectively lead and execute systemic literacy changes on their campuses and beyond.

The purpose of this article is to uncover and highlight distinct features of this transitioning literacy terrain, offering literacy coaches and other literacy leaders a survey of new challenges that must now be identified, understood, and navigated to affect student achievement positively.

General Roles and Responsibilities of Literacy Coaches or Reading Specialists

Irrespective of their titles and varying responsibilities across schools and districts, literacy coaches, reading specialists, or other specialized literacy professionals work with teachers and/or students who may require literacy guidance and support (Shearer, et al., 2019). Specifically, instructional coaches, regardless of their content areas, are viewed as experts in their field and provide ongoing, individualized, time-intensive, and purposeful mentoring for several weeks, months, or even years within a specific context (Kraft, et al., 2018). Under the coaching model, teachers' professional development experiences move from the traditional one to three-day conference environments to guided and ongoing learning within teachers' classrooms (Kissel et al., 2011). Coaching is an in-service professional development (PD) designed to improve classroom instruction through reflective and professional dialogue, observation, and other coaching techniques and strategies (Ciampa et al., 2023). The International Literacy Association (2018) determined effective coaching includes observing, modeling, conferencing (providing feedback), and coteaching with peer teachers. Effective coaching involves collaborating with teachers to select and/or adapt appropriate instructional methods. It involves planning and facilitating campus-level workshops and presentations, leading book studies, and sharing current and relevant research findings. The foundational principle of coaching can be traced to Vygotsky's zone of proximal development, where the learner receives guidance from a more capable peer or a more knowledgeable other to acquire and internalize new knowledge and instructional techniques (Vygotsky, 1978).

Social, Cultural, and Political Shifts and the Centering of The Science of Teaching Reading

While the No Child Left Behind (NCLB) Legislation brought attention to the need for more literacy coaches, it also greatly changed the landscape of instruction and learning in the classroom (Cawelti, 2006). To meet testing accountability goals, the curriculum narrowed, focusing mainly on testable concepts, skills, and topics. As a result, teachers experienced disappointment at the loss of their teaching autonomy in selecting classroom learning topics and were discouraged as a result of the increasing emphasis on their students' test scores.

Nevertheless, almost two decades later, we have entered a new era, initiated by another major legislative action— House Bill 3 (HB 3) at the state level, signed in 2019. This legislation mandated K-3 teachers including Special Education teachers, and principals to attend a literacy learning and achievement academy that focused on early literacy development and instruction based on select Science of Teaching Reading concepts called the Texas Reading Academy (Texas Education Agency, n.d.).

Additionally, pre-service teachers were required to complete the Science of Teaching Reading Certification exam to become a Texas-certified teacher. This training and new certification practices solidified a more intense introduction of the Science of Teaching Reading in Texas schools.

Only a few years after HB 3 was passed, the three-cueing system was banned under House Bill 2162 (BillTrack*50*, n.d.), leaving many classroom teachers unsure of how to fully measure student performance on traditional continuous text progress monitoring assessments and forcing classroom literacy teachers to learn more phonetically driven ways of scaffolding students' attempts to identify unknown words during the reading process. Furthermore, a myriad of social, political, and cultural concerns continued to fester during this time as America came face-to-face with issues of racial injustice, immigration, book banning, and the intricacies of AI in the classroom. Additionally, classrooms became increasingly more diverse, even as teachers and other literacy specialists worked to get students back on level following the COVID-19 pandemic. These very significant events shifted and are still shifting the literacy terrain—spurring literacy leaders, Reading Specialists, and Literacy coaches to (once again) assume novel responsibilities. These responsibilities required them to expand their existing knowledge and skillsets, and to develop new knowledge and skillsets. The ideas below describe specific actions that literacy leaders, specifically Literacy Coaches must engage in to navigate the shifting literacy terrain as they support teachers and students.

Embrace STR While Maintaining Proven Authentic Literacy Instructional Practices

The Science of Teaching Reading (STR) or the Science of Reading (SOR) is an accumulated body of knowledge examining how children become literate. This body of knowledge is based on research from a variety of disciplines such as linguistics, education, neuroscience, and developmental and cognitive psychology (Parsons & Erickson, 2024). In keeping with the National Reading Panel's Report, it addresses the five pillars or essential literacy components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension (National Institute of Child Health and Human Development, 2000). As previously stated, the Science of Teaching Reading has become a pervasive presence within Texas school districts as well as across the nation. Unfortunately, perceptions of its emergence have been quite polarizing with some balanced literacy advocates resisting some of its ideas, while many science of teaching advocates attributing poor student literacy achievement outcomes to ineffective balanced literacy practices (Burkins & Yates, 2021). Unfortunately, teachers have found themselves in the middle, trying to make sense of the unfamiliar or unclear curriculum and assessment expectations.

Therefore, Literacy Coaches are needed more than ever to help teachers connect the Science of Reading theories and research to effective literacy practices. It is essential to support teachers in identifying, planning, and implementing instructional strategies that reflect current research (Paige et al., 2021). In this era of intense scrutiny from school administration, parents, and the general public, Literacy Coaches must make sure that teachers not only understand what they are doing but also make sure that they can articulate their decision-making rationale in relation to the evidence-based principles undergirding both STR and authentic teaching practices. They must expose teachers to sound research perspectives and resources instead of sensationalized or accusatory blogs, media sites, thus allowing teachers to reflectively grow in their craft and in their ability to successfully serve all students. Riley wisely states, " Remember, science should inform—not dictate—practice (p. 22, 2020)." It should add to teachers' mental conceptions of how children learn to construct text meaning, allowing educators possibly with peer assistance to decide what pedagogical strategies are warranted (Riley, 2020). Literacy

Coaches should serve as guides and even co-learners as teachers evolve in their understanding of how to blend STR ideas with the art of teaching effectively and authentically.

Guide Teachers in Incorporating Culturally Informed Literacy Instruction

In a recent conversation with my Reading Specialist Practicum course students, who are training to be Literacy Coaches, it was revealed that they had a very limited understanding of how to help teachers "select and use instructional materials and strategies that reflect cultural diversity" in various components of literacy; a required competency that is repeated several times within the Texas Reading specialist standards (Texas Education Agency, n.d.). Theoretically, most educators acknowledge the importance of recognizing and including diverse cultural experiences. However, because it's not emphasized within most literacy curriculum programs, and it is not specifically addressed on benchmarks or high-stakes literacy assessments, specific knowledge of how to teach with children's culture and language backgrounds in mind is given little attention.

To better understand culturally informed literacy practices, it's important to note that there are different perspectives and iterations of these practices (Kelly et al., 2021; Kelly & Djonko-Moore, 2021). Gloria Ladson-Billings is known for the principles of Culturally Relevant Teaching (CRT), which emphasizes building connections between children's backgrounds and new learning, affirming the child's cultural identity. Geneva Gay added to Ladson-Billing's approach within what is often called Culturally Responsive Teaching (CRT) which emphasizes how teachers could more strategically integrate children's cultural prior knowledge into curriculum. Django Paris's model, Culturally Sustaining Pedagogy (CSP) builds on and expands both Ladson-Billings and Gay's iterations of culturally informed pedagogies, by acknowledging the complexity of children's culture such as their language and intergenerational family and community connections, practices, and beliefs as well as their social struggles (Paris & Alim, 2014). Researcher, Zaretta Hammond looks at culture and learning through the lens of science and brain research (Hammond, 2015). Brain research is at the center of the Science of Teaching Reading. She proposes that children are neurologically hardwired to process information differently based on their cultural influences. Hammond proposes that culture shapes how individuals think, learn, and express their learning. As a result, educators should seek to align classroom literacy learning methods with children's cultural ways of constructing, storing, and expressing new knowledge.

Considering, the various culturally informed principles, and perspectives, Literacy Coaches should guide teachers in planning, selecting, and implementing literacy learning experiences that acknowledge and give a voice to students' unique ways of being, thinking, and learning—which are often based on their home and community culture and linguistic experiences.

Lean Into New Ways of Incorporating Technology in Classroom Literacy Experiences

There was a swift transition to online education during the COVID-19 pandemic. This also accelerated the use of AI technology within our educational system. It is projected by 2025

that about half of all work tasks will be completed by automated systems (Leopold et al. 2018). It was also projected that by 2024, 47% of all learning management tools will have some level of AI capability (Schmelzer, 2019). These statistics alone show the necessity and urgency of the need for educators to increase their digital competencies.

Teachers must learn to select appropriate AI-driven tools related to their content area and learn how to facilitate instruction using specific digital tools in their classroom in what could be called AI literacy (Echols, 2023). AI literacy includes information, digital as well as media literacy skills. AI technologies consist of tools such as chatbox, automatic marking systems, student performance prediction platforms, and responsive tutoring systems (Chiu et al, 2023). In the realm of literacy, AI equips students with the ability to navigate, evaluate, and analyze information digitally, creating projects and portfolios that reflect the type of cognitive processing needed for future professions. AI can also cause educators to be more efficient, assisting them in creating lesson plans and providing more immediate corrective student feedback, to name a few. Literacy Coaches must encourage teachers to move out of their comfort zones, while they also push themselves to try out various digital tools that can be used to enhance students' literacy learning experiences. While Literacy Coaches may not feel like experts in this area, they should again, position themselves as co-learners with their teacher mentees, setting goals to gradually learn and apply new digital and AI concepts.

Concluding Thoughts

Educators, especially Literacy Coaches, are not strangers to the shifting terrain of literacy education. More seasoned educators are quite familiar with the changing philosophical paradigms within the field. Therefore, many are not surprised when the theoretical approaches that were once unpopular suddenly become encouraged an even even required. Nevertheless, regardless of the shifts, both classroom teachers and literacy coaches must continue to navigate mutable and evolving literacy terrains.

Likewise, regardless of the terrain, in order for all students to become literate, they need targeted, evidence-based learning experiences that reflect their cultural and personal learning strengths. Additionally, they need exposure and opportunities to use technology in authentic ways as they develop literacy proficiency. As a result, literacy coaches must continue to guide and partner with classroom teachers, remaining open-minded, flexible, and collaborative learners.

References

BillTrack*50*.(n.d.). TX HB2162. Retrieved from: https://www.billtrack50.com/billdetail/1568410

Burkins, J., & Yates, Y. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom.* Stenhouse.

Cawelti, G. (2006). The side effects of NCLB. *Educational Leadership*, 64(3), 64-68.

Chiu, T. K. F., Moorhouse, B. L., Chai, C. S., & Ismailov, M. (2023). Teacher support and student motivation to learn with artificial intelligence (AI) based chatbot. *Interactive Learning Environments,* 1-17. doi:10.1080/10494820.2023.2172044

Ciampa, K., Jagielo-Manion, R., Gormley, A., Quinn, G., & Fanelle, S. (2023). Literacy coaching roles ReImagined during the COVID-19 pandemic. *Elementary School Journal*, 124(2), 297-321. doi:10.1086/727217

Echols, S. M. (2023). Did a bot do your work? teaching AI literacy skills. *Computers in Libraries*, 43(10), 28-32. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=173884045&site=ehost-live

Hammond, Z. L. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students* (1st ed.). Corwin Press.

International Literacy Association. (2018). *Standards for the preparation of literacy professionals 2018*. International Literacy Association.

Kelly, L. B., & Djonko-Moore, C. (2022). What does culturally informed literacy instruction look like? *Reading Teacher,* 75(5), 567-574. doi:10.1002/trtr.2068

Kelly, L. B., Wakefield, W., Caires-Hurley, J., Kganetso, L. W., Moses, L., & Baca, E. (2021). What is culturally informed literacy instruction? A review of research in P–5 contexts. *Journal of Literacy Research*, 53(1), 75-99. doi:10.1177/1086296X20986602

Kim, J., & Lee, S. (2023). Are two heads better than one?: The effect of student-AI collaboration on students' learning task performance. TechTrends: Linking Research & Practice to Improve Learning, 67(2), 365-375. doi:10.1007/s11528-022-00788-9

Kissel, B., Mraz, M., Algozzine, B., & Stover, K. (2011). Early childhood literacy coaches' role perceptions and recommendations for change. *Journal of Research in Childhood Education*, 25(3), 288-303. doi:10.1080/02568543.2011.580207

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588. doi:10.3102/0034654318759268

Leopold, T. A., Ratcheve, V., & Zahidi, S. (2018). *The future of jobs report 2018*. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

National Institute of Child Health and Human Development (2000). *Report of the national reading panel*. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

Paige, D. D., Young, C., Rasinski, T. V., Rupley, W. H., Nichols, W. D., & Valerio, M. (2021). Teaching reading is more than a science: It's also an art. *Reading Research Quarterly*, 56(1), S339-S350. doi:10.1002/rrq.388

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100. doi:10.17763/haer.84.1.982l873k2ht16m77

Parsons, S. A., & Erickson, J. D. (2024). Where is motivation in the science of reading? *Phi Delta Kappan*, 105(5), 32-36. doi:10.1177/00317217241230782

Parsons, S. A., & Harrington, A. D. (2009). Following the script. Phi Delta Kappan, 90(10), 748-750. doi:10.1177/003172170909001014

Riley, B. (2020). Drawing on reading science without starting a war. *Educational Leadership*, 77(5), 16-22. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=141670213&site=ehost-live

Rush, L. S., & Scherff, L. (2012). NCLB 10 years later. *English Education*, 44(2), 91-101. doi:10.58680/ee201218435

Schmelzer, R. (2019). *AI applications in education*. Retrieved from https://www.forbes.com/sites/cognitiveworld/2019/07/12/ai-applications-in-education/?sh=416ed0c562a3

Shaw, M. L. (2009). Teaching and empowering reading specialists to be literacy coaches: Vision, passion, communication and collaboration. *New England Reading Association Journal*, 45(1), 7-18. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508034513&site=ehost-live

Shearer, B., Carr, D., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world* (4th ed.).Waveland Press, Inc.

Texas Education Agency. (n.d.). HB Reading Academies. Retrieved from https://tea.texas.gov/academics/early-childhood-education/reading/hb-3-readin g-academies

Vygotsky, Lev. (1978). *Mind in society: The development of higher psychological processes.* Harvard University Press.

About the Author:

Melanie Lowenstein, Ph.D. is an Assistant Professor at Texas A&M University-Commerce. She has served over 20 years as a classroom teacher, Reading Recovery Teacher, and literacy instructional specialist. Currently, she teaches undergraduate and graduate-level courses in Early Childhood Education and Reading Education. Additionally, she trains and supervises prospective Reading Specialists. Dr. Loewenstein has provided professional development for Head Start and other childcare agencies in the areas of emergent literacy, oral language, play, child development, and instructional coaching. She has also presented at various Literacy and Early Childhood conferences.

EXAMINING EDUCATORS' PERCEPTIONS OF VIDEO DEMONSTRATION LESSONS IN LITERACY PROFESSIONAL DEVELOPMENT

Stephen Winton, Laveria Hutchinson, Jie Zhang, Grace Lee
University of Houston-Downtown & University of Houston

Abstract

This study examined the perceptions of participants regarding the use of embedded video demonstration lessons during literacy professional development sessions. The videos were captured in an urban elementary classroom and modeled two new literacy strategies. Based on survey responses from 160 kindergarten through fifth grade elementary school teachers and 117 school or district administrators and instructional specialists, the findings revealed positive participant perceptions and effective instructional use of the videos that modeled the implementation of the strategies in a relevant classroom setting. The analysis of the use of videos during the professional development (PD) sessions was found to positively affect the instructional capacity of teachers to implement the strategies in their classroom settings. The findings also suggest that school administrators more positively understood the process of using the strategies to support the standards, resulting in increased leadership capacity. Implications of using specifically created videos to enhance clarity and credibility of PD for participants are discussed.

Keywords*:* professional development, videos, instructional strategies, literacy strategies, leadership

Introduction

Professional development (PD) can expand how teachers think about themselves as educators and change the way they teach (Bergmark, 2023). However, PD sessions do not always result in the desired teacher knowledge acquisition or increases in student achievement due to challenges in design or participant resistance (Wayne et al., 2008; Guerrero Gallardo & Posso Pacheco, 2023; Siddiqui et al., 2023). Including video demonstrations is one way to increase the effectiveness of PD.

We believed the understanding and implementation of learning presented through PD could be enhanced by embedding videos that showed modeling of new ideas demonstrated with students in the relevant district's classroom settings. We designed this study to examine the perceptions of participants who attended a two-day PD session that focused on videos captured in an urban elementary classroom that modeled two strategies selected by a district to support the implementation of new state standards. Our approach to new learning for teachers and administrators was based on the understanding, implementation, reflection, and sustained instructional use of the strategies presented through the videos included in PD sessions. We used videos of modeled strategy instruction in a classroom setting during the PD sequence in order to provide teachers, administrators, and instructional specialists with clarity on the procedure and

learning criteria of the strategies, opportunities to discuss the application of the strategies for instruction, time to practice the implementation of the strategies during PD sessions with their professional peers, and to archive the videos for later use on district campuses. This study sought to add new information to the field of educator PD by focusing on video examples that combined the setting of the relevant school district and the specific strategies to be learned in the PD. Many district-based PDs use videos from other locations, which may lack relevance for the participants, or that offer general teaching strategies filmed in the district, rather than the specific new strategies to be learned. In practice, work time is often a factor when selecting videos for district PD, as it is easier to select existing videos rather than create content tailored to the specificity of the location and topic. While it was time-consuming to create these videos, we believed that this combination of recording videos with the districts' students focusing on the exact strategies addressed in the PD would both enhance participants' perceptions of their learning and build teacher and administrator willingness and capacity to implement the strategies.

The Current Study

This study examined the perceptions of participants who attended a PD that included embedded videos of elementary classroom instruction modeling two district-selected strategies. As a district curriculum manager and first author in this study, I created videos that were recorded in a district classroom to specifically model the strategies to address the new state English Language Arts and Reading standards. District staff previously utilized commercially produced videos for PD, which sometimes lacked the specificity they desired. The staff found that often teachers, particularly those serving high-need populations, discounted videos from outside the district because they were not captured in an authentic urban classroom setting.

The new standards required an instructional pivot in which teachers sought to incorporate effective instructional strategies in their classroom settings (Young, 2019). Therefore, administrators of a large urban school district, who were experiencing a high teacher turnover rate, decided to adopt two strategies to support integrating the new state standards into instruction. The strategies selected for district-wide use were Book, Head, Heart (Beers & Probst, 2017) for reading comprehension and Notice and Name (Wood Ray, 2006) for the reading and writing connection with a focus on authors' craft. Research that suggested purposeful video use during PD (Kersting et al., 2012; Seago et al., 2014) increased teacher efficacy encouraged the district leaders in this study to create videos of the strategies that were demonstrated in a district elementary classroom. These videos were presented as segments at district-level PD sessions for teachers that were titled *Teaching the New Standards for K-5 ELA* as well as PD for administrators and instructional specialists titled *Supporting the New Elementary Literacy Curriculum*. Teachers and administrators attending the respective PDs viewed and discussed the videos and practiced the strategies for implementation in classroom settings. The videos were also archived for later viewing and discussion opportunities among educators on district campuses. This resulted in a video series titled *Strategies for the K-5 ELA Standards*. Note, titles in this article were changed to preserve district anonymity.

Theoretical Framework

This study drew from a dual theoretical framework focused on the Gradual Release of Responsibilities Framework (Pearson & Gallagher, 1983) and the principles of andragogy (Knowles, 1980). First, Pearson and Gallagher's (1983) Gradual Release of Responsibilities Framework suggested that modeling, shared practice, guided practice, and independent practice facilitates new learning. Video demonstration lessons are one way to model skills to be acquired. We theorized that a challenge in some PDs is that modeling of teaching strategies does not take place through demonstrations of the specific strategies to be learned with students from the district and thus may lack relevance. For example, a presenter may model a strategy with teacher participants, but without students present, participants cannot see how actual students respond. Video can bring recordings of student learning to PD but could lack specificity of the topic or the setting of district classrooms. For example, a PD may focus on a specific strategy such as Book, Head, Heart in read-alouds. If no such videos are available, a presenter planning a PD may be forced to use more general videos of read-alouds, thus not aligning to the specific criteria of the PD. Another example is that this study was set in an urban school district; such educators might discount videos set in suburban districts as lacking relevance due to differences in the setting. Thus, we wished to examine if videos with specific strategies recorded with students from the participants' district would enhance learners' perception of the efficacy of the PD. Our goal was to make the modeling portion of the Gradual Release of Responsibilities Framework as effective as possible, theoretically increasing the quality of participants' learning.

Secondly, our study was also framed by Knowles' (1980) adult learning theory of andragogy, which is the science of helping adults learn. Andragogy involves key assumptions about adult learners, namely: they are positioned to learn when assuming new roles and responsibilities; they are problem-centered and apply new knowledge relevant to their contexts; they draw from life experiences as a resource for learning (Knowles, 1970); they are self-motivated (Harris, 2003; Knowles, 1970); and they shift from dependency to self-directedness as they assume control of their own learning (Brookfield, 1995). These assumptions informed the framing of our study with adult educators, specifically: a) since adults are problem solvers and learn best when content is relevant, effective instruction involves learners in real life problem solving (Knowles, 1984), b) since adults learn by doing, effective instruction should focus on purposeful and meaningful tasks learners can perform and immediately apply, and c) since adult learners need to understand the "why" of learning, effective PD involves showing or explaining the rationale for teaching specific language and literacy skills.

Informed by these frameworks, this study examined archival data of participants' responses to a survey on the use of videos during the PD presentations. The following research questions were addressed:

(1) What are educators' perceptions of the design and implementation of *Strategies for the K-5 ELA Standards* that presented a series of video demonstration lessons?

(2) What are educators' perceptions of the impact of *Strategies for the K-5 ELA Standards* on teacher capacity?

(3) How do educators intend to use the video series *Strategies for the K-5 ELA Standards* to support their teaching practices?

Literature Review

Professional Development Goals and Methods

Goals of PD include building and strengthening teachers' instructional capacity (Allington, 2002; Hamel & Viau-Guay, 2019), assisting teachers in becoming skilled at applying new learning into their classroom settings (Bransford et al., 2005; Desimone & Garet, 2015), and sustaining learning in participants' ongoing practice (Beisiegel et al., 2017; Brophy, 2004; Darling-Hammond et al., 2017; Kleinknecht & Schneider, 2013).

One approach to PD is Pearson and Gallagher's (1983) Gradual Release of Responsibilities Framework in which new learning is modeled (I Do), participants engage in shared and guided practice (We Do), before independent practice (You Do). As teachers use this framework, they often begin to transfer the modeled demonstrations of new information into effective instruction. According to Marsh and Mitchell (2014), teachers who engaged in PD generally expressed a willingness to use the new information with their students if equipped with models based on actual classroom settings. Educators found teaching demonstrations that provide models of new concepts offered during PD can contribute to the learning and usage of new information, if time is given for discussion, practice, and reflection (Herrington & Oliver, 2000; Lave & Wenger, 1991). However, teachers sometimes do not receive the "I Do" phase in their learning because they do not experience modeling and demonstrations of effective teaching, often due to the lack of available expert teachers to serve as mentors (Smith Washington, 2022). Similarly, when a PD presenter verbally explains an instructional concept without providing a visual example (such as a video), useful learning is often lost.

Video in PD

Researchers found that videos are a resource for enhancing teachers' learning of new strategies to improve their instructional practices and student achievement (Magnusson et al., 2023; Borowiec, 2023; Boehm et al., 2012; Borko et al., 2010; Darling-Hammond et al., 2017; Estapa et al., 2016; Gaudin & Chalies, 2015). Both teachers' learning and collaborative reflection can be enhanced by using videos (McVee, 2017; Ayra, et al., 2015; Hollingsworth & Clark, 2017). By viewing videos of effective teaching examples, enhanced instructional capacity can be acquired (Guler et al., 2023; Asanok & Chookhampaeng, 2016; Baecher & Kung, 2014; Sexton & Williamson-Leady, 2017).

Studies of PD that included embedded videos of demonstration lessons have found effective changes in teaching practices (Smithenry et al., 2013; Tekkumru-Kisa et al., 2018, Tripp et al., 2012), and video case studies have shown increases in teachers noticing productive student behaviors (Schueler & Roesken-Winter, 2018). Video case studies on student misconceptions followed by participant discussion can help educators respond to such misconceptions (Girit Yildiz & Gundogdo Alayli, 2023). Studies on embedded videos provided during PD to model examples of the use of new teaching strategies found participants to be willing to use the examples with their students (Beilstein et al., 2017; Boehm et al., 2012; Major & Watson, 2018). Viewing videos of teaching during PD can allow teachers to roleplay how they might apply instructional strategies in their practice (Moreno-Guerrero et al., 2020). Video-

based PD can increase teachers' sense of self-efficacy and change their beliefs (Chen, 2020; Chua & Tan, 2021).

Additionally, videos that show the modeling of strategies in classroom settings can be distributed to a massive audience (Calandra et al., 2006; Manner & Rodriguez., 2010). Videos can offer modeling of exemplary teaching without the need for over-dependence on limited human capital and, if archived for repeated viewings over time, may provide an avenue for effective instructional duplication by teachers in their classroom settings (Borko et al., 2010; Osipova et al., 2011). For example, video models of exemplary teaching presented, explained, discussed, and practiced during PD can be archived for dissemination across school districts to support the work of instructional coaches and other professionals who assist teachers (Winton, 2018a; Schoenfeld, 2017). This practice might be particularly useful in districts with high teacher turnover rates. Carver-Thomas and Darling-Hammond (2017) found a teacher turnover rate of 50% in Title I schools and a 70% teacher turnover rate in schools serving students-of-color. High teacher turnover rates have negatively impacted efforts for teacher professional development (Mendenhall, 2023). Using videos to assist coaches and mentors who work with teachers in district campuses with high turnover rates might be one way to reach large numbers of new teachers in need of support. The ability to return to archived videos to view as often as needed following PD aids in usage, especially given the busy schedules of educators.

This study sought to add to the above literature on the effectiveness of video in PD by focusing on creating videos that combine specific strategies to be learned with the relevant setting of the classrooms in the participants' district.

Methods

Participants

Recruitment for this study occurred across an urban school district located in the Southwestern United States that served approximately 100,000 elementary students, with 78% of these students being economically disadvantaged. 160 English language arts and reading instructors from grades K–5 were divided into six groups, with approximately 25 participants in each group. The experience of the teachers ranged from zero to 40 years, with an average of 10 years of experience. The primary factor used by campus leaders in selecting the participants was whether teachers could benefit from the professional development experience or could scaffold other teachers in acquiring the capacity to implement the two strategies. Other participants attending the PD presentations were 117 school-level or district-level administrators and instructional specialists who met in three groups of approximately 30 to 50 participants in each group. The reason for the number of teachers and administrators in specific groups was to have a manageable size of participants in each PD session and to allow for flexible scheduling of the PD.

Description of the Professional Development Presentations

The PD presentations emphasizing the new English Language Arts and Reading standards and titled *Teaching the New Standards for K–5 ELA* were provided during two-day

sessions over two summer months. The objective of PD sessions was to explain changes in the state standards in grades K-5 and to demonstrate instructional strategies teachers were expected to use in their teaching. The first day focused on the standards on reading comprehension using the strategy of Book, Head, Heart because the new standards emphasized synthesizing reading content (Winton, 2019; Beers & Probst, 2017; Texas Education Agency, 2017). The second day focused on the reading and writing connection through the strategy of Notice and Name (Wood Ray, 2006) because the new standards included an author's craft section (Winton, 2018b; Texas Education Agency, 2017). Each of the two days consisted of six hours of PD offered at the district office by district-level presenters. One-hour PD presentations were made available for campus administrators and instructional specialists that were titled *Supporting the New Elementary Literacy Curriculum*, which provided the same content presented to the teachers but in an abbreviated format focusing on implementation from an instructional leader's perspective.

Following an in-depth discussion of the standards and strategies, a series of seven video demonstration lessons were presented during the PD presentations with each video ranging from five to 10 minutes in length. These videos included interactive read-alouds, student discussion, reading conferences, oral responses, pictures of written responses, and modeled writing lessons centered on the new strategies. Since the strategies Book, Head, Heart and Notice and Name had not been used widely in the district, the curriculum manager theorized that seeing videos of the strategies being taught with district students would increase the clarity of the PD and provide credibility that the strategies would be effective in the district's classrooms.

Following the presentation of each video during the PD presentations, small groups of participants were given opportunities to discuss what they noticed about the implementation of the strategies with the new standards in a classroom with district students and were provided time to practice the strategies using texts. These video demonstration lessons were electronically archived and became available as district curriculum documents so that the videos could be used during campus-based professional learning communities, lesson planning sessions, and coaching/mentoring sessions. These videos and discussions of the video content were also included in the PD presentations attended by administrators and instructional specialists.

Data Collection

Data sources included surveys created for this study collected on-site at the end of each PD session from the teachers, administrators, and instructional specialists. Parallel surveys for teachers and administrators/instructional specialists were created, with the only difference being the open-ended questions.

Instrument

To answer the three research items, seven Likert scale questions (1=strongly disagree; 5=strongly agree) were developed to elicit information about the perceptions of the participants and potential applications of *Strategies for the K-5 ELA Standards*. Participants were asked to provide a response to the following items: (1) the training providing valuable tools in planning/implementing effective literacy instruction; (2) interactivity and execution of the training; (3) helpfulness of the video clips in learning about specific instructional strategies; (4) helpfulness of the video clips in learning about connections between strands of the standards; (5) video-based teaching examples helping in the engagement of meaningful discussion on teaching practices; (6) video-based examples of student discussion/work helping provide visualization of

integrating teaching with the standards; and (7) plans to view the video clips during the school year to support teacher use of the new standards. Additionally, participants responded to open-ended questions regarding the impact of the PD sessions on their practice and about the video use presented in the PD sessions. Specifically, teachers were asked: *How might the videos shown in this professional development presentation impact your practice?* The administrators were asked: *How might you use the videos shown in this professional development presentation to impact your leadership work?* Demographics were obtained from the surveys (e.g., grade level taught, administrative role, and years in teaching or leadership).

Reliability. To test if the Likert-scale survey items provided evidence of internal consistency, Cronbach's Alpha was calculated for each group. The internal consistency for both groups was satisfactory. Cronbach's Alpha for the administrator group (.903) was slightly higher than the teacher group (.864).

Validity. Exploratory factor analysis (EFA), with principal component analysis and varimax rotation, was conducted to test the construct validity of the survey for the entire sample. EFA results showed that a one-factor solution with the eigenvalue 4.3 explained the 61% variance in all items, suggesting the unidimensional nature of the 7-item survey. The factor loadings suggested that all items had consistently high loadings (ranging .61 to .87; six items with loadings >.77,) except for item 7 with a relatively lower factor loading of .61. Overall, the results showed satisfactory construct validity of the survey.

Quantitative Data Analysis

We ran the descriptive statistics of the seven-item Likert scale survey relating to participant roles, demographics, and responses to questions about the overall satisfaction of the PD. To compare if there was any significant difference between teachers and administrators on their satisfaction level, MANOVA was conducted with seven Likert scale items as the dependent variables and the role (teacher vs. administrator) as the independent variable. If MANOVA showed statistical significance ($p < .05$), follow-up ANOVAs were conducted to examine the possible group difference on each item.

Qualitative Data Analysis

Responses from open-ended questions were analyzed based on thematic analysis (Braun & Clarke, 2006). We found this method useful for examining various perspectives of the participants, highlighting differences and similarities in responses, generating unanticipated insights, and summarizing important features in our data set (Braun & Clarke, 2006; King, 2004). Having coded responses into categories for each question, we refined these through a repetitive analysis. In phase one of the analysis, we identified key sections of the responses and attached labels indexing them as they related to a theme from the data. We systematically worked through the entire data set, giving equal attention to each response and identified codes highlighting key information that informed our research questions. Once coded and collated, phase two of the analysis involved sorting and collating all relevant coded data into themes (Braun & Clarke, 2006). It was critical that the themes encapsulated and unified participants' experiences; thus, considerable time and meticulous attention were given to this stage. In the final phase of analysis, we reviewed the themes on multiple occasions where extracted data for

each theme was considered in light of the formation of coherent patterns. We then defined and named the themes as they fit into the overall narrative of the archival data set in relation to our research questions.

Results

Quantitative Results

Table 1 presents descriptive statistics. Overall, the participants' satisfaction level with the PD presentations was high, with an average rating of 4.63. Mean ratings for all seven items were close to or above 4.5. The negative skewness of all items suggested that most ratings clustered on the higher end. The highest ratings were found on item 3: *The videos shown in this professional development presentation helped me learn about the instructional strategies of Book, Head, Heart* and *Notice and Name*. The second highest ratings were on item 4: *The videos shown in this professional development helped me learn about connections between the strands of the standards*. Both items 3 and 4 described the specific learning objectives of the PD.

Table 1
Overall Descriptive Statistics (N=277)

	Mean	SD	Skewness	Minimum	Maximum
Item1	4.60	0.648	-294	1	5
Item2	4.64	0.657	-2.127	1	5
Item3	4.75	0.466	-1.582	3	5
Item4	4.69	0.562	-1.766	2	5
Item5	4.59	0.609	-1.425	2	5
Item6	4.63	0.633	-2.078	1	5
Item7	4.49	0.748	-1.459	1	5
Average	4.63	0.476	-1.367	2.43	5

Note. Item descriptions are provided in the instrument section.

Table 2 presents the descriptive statistics by the participant group. To investigate if there were item-by-item differences between the perceptions of the teachers and the administrators, MANOVA was conducted to compare the group difference with all items being the dependent variables. Results showed a significant overall difference between the perceptions of the teachers and the administrators, F (7, 269) = 6.9, Wilks' Lambda = .84, $p < .001$. Follow up ANOVAs indicated that the teachers held significantly more positive perceptions about the benefits and impact of the PD than did the administrators on all items, ps < .05, except for item 7. No

significant group difference was found on item 7, *I plan to view the video presentations in this series during the school year to support my use of the standards*, $p = .288$.

Table 2
Descriptive Statistics by Group and ANOVA Results

	Teacher (N=160)		Administrator (N=117)		F-value df (1, 275)	P-value
	Mean	SD	Mean	SD		
Item1	4.71	0.587	4.45	0.701	11.19	.001
Item2	4.81	0.392	4.42	0.823	28.07	<.001
Item3	4.80	0.417	4.68	0.519	4.26	.040
Item4	4.77	0.504	4.6	0.573	6.87	.009
Item5	4.72	0.516	4.43	0.686	16.27	<.001
Item6	4.69	0.561	4.54	0.714	4.10	.044
Item7	4.45	0.775	4.55	0.713	1.13	.288

Note. Item descriptions are provided in the instrument section.

Qualitative Results

Themes Regarding Practice and Development of Leadership Work

Three themes emerged from educators when asked about how the videos shown in their PD presentations might affect their practice or development of leadership work: (a) serves as modeling and mentoring for instructional delivery of strategies and expectations; (b) promotes engagement in reflective discussion, analysis, and planning; and (c) helps build educator capacity. Educators conveyed the value of *Strategies for the K-5 ELA Standards* as an exemplar and effective modeling. Specifically, teachers indicated the PD videos modeled the connection between what the standards encompass and how to appropriately deliver them in classroom instruction. Both educator groups pointed to the benefit the videos had by aligning them with instructional and district expectations through visual modeling. For example, Teacher B61 stated, “The videos show HOW we should deliver instruction in efforts to accurately present the new ELAR curriculum” and Administrator C113 indicated, “Videos do an excellent job modeling district expectations.” Participants expressed positive perceptions on the authenticity of the classroom setting in the videos.

In addition to serving as a model, educators also indicated the videos support their practice or leadership work in the engagement of reflective discussion, analysis, and planning. Administrator C90 pointed to the videos “as a way to engage teachers in reflective conversations about instructional decisions.” While both groups commented that video-based demonstration

lessons activate reflective discussion and analysis, they differed in the type of planning that could be supported; teachers highlighted individual lesson planning, whereas administrators emphasized group planning. For instance, Administrator C11 stated the benefit to "review with admin and teachers during PLCs & discuss and plan accordingly."

Lastly, when asked about how the videos in PD might impact their practice or leadership development work, both groups revealed the videos helped to build capacity through their specific roles. For example, administrators indicated the videos could support and impact their efforts in teacher development and coaching sessions. Administrators C121 and C95 stated respectively, "The videos will help with coaching/modeling for teachers" and "help new teachers and even veteran teachers approach the new standards." Teachers identified the videos as a way to improve instructional delivery by clarifying and cementing strategies through repeated visual models that became archived for district use. Comments reflected a possible connection between continuous visual modeling of standards and acquiring information with increased competency, as described by one teacher (Teacher A43) who stated, "continuous accessibility (to videos) and repeated practice will improve my impact to my practice." Repeated video referencing may reinforce learned strategies, serve as a refresher, and help generate ideas to support teaching in English Language Arts and Reading classes.

Themes Regarding Use of Video in PD

When asked about suggestions and thoughts educators had for use of videos in PD, two themes emerged for both groups: accessibility of videos for referencing and need for more frequent video-based demonstration lessons. Participants expressed interest in accessing videos for repeated referencing purposes, as reflected in Teacher B27's response, "I will be using it regularly whenever I need to introduce something new or something that I'm not familiar with." Regarding the need for more frequent video-based training, teachers and administrators alike expressed the need for more ongoing video use in PD. However, their purposes for more video-based training varied by function. For example, teachers expressed the need for more video training to develop capacity and team consistency: "All team members should be required to attend so we can all be on the same page" (Teacher B66), whereas administrators' responses reflected the need to increase teacher proficiency in curriculum initiatives aligned with district-wide goals: "Very meaningful. We will need follow-up sessions until teachers & leaders are proficient with the new standards" (Administrator C112).

Additional Feedback

Teachers provided additional feedback regarding requests for differentiation in context of video content, affirmation for development and integration of videos in PD, and the length of video demonstrations. Teachers indicated interest in providing videos specific to diverse classroom contexts (e.g., emergent bilingual classrooms vs. English-only, videos for all grade levels). For example, Teacher B92 suggested, "Include videos with Bilingual Students/Teachers" and Teacher B50 requested, "Have older students for a 5th-grade teacher audience show differentiation and show students below grade level."

Teachers expressed support of the integration of videos in campus PD and professional learning communities. Teachers' positive responses to teaching new standards revealed affirmation for integrating and utilizing video-based demonstration lessons in PD. Teacher A32 indicated, "Videos are great for visual learners who like to see what is being talked about. So,

using or integrating videos within a PD is great" and Teacher A43 stated, "Many of us teachers just like students are visual learners so definitely suggest use of videos in professional development."

Regarding the length of time of video-based demonstration lessons, teachers requested both shortening and extending video length; however, more than half the teachers indicated desire for longer videos. Feedback from teachers varied depending on utility and purpose for video viewing (e.g., using video as quick reference/refresher vs. instructing teachers in entire instructional strategies). For instance, Teacher A35 stated, "The shorter videos will be helpful to use as a quick reference" while Teacher B63 suggested, "The video with the writing needs to be longer and show the entire writing process."

Finally, comments from educators on the design and implementation of *Strategies for the K-5 ELA Standards* were overwhelmingly positive. Both teacher and administrator groups indicated the training was informative and effectively executed in a beneficial way, as reflected in responses of Teacher B26, "The way the videos were used in today's PD is an excellent way to use these videos" and Administrator C89, "Great organization, info, and delivery."

Discussion

Based on the literature of other studies (Borko et al., 2010; Christ et al., 2014; Seago et al., 2014), we believed participants would find the videos useful in instructional settings and theorized that increased specificity of topics in relevant settings would help the efficacy of videos. The findings reported in this article reveal positive participant perceptions and effective instructional use of the video demonstrations of the two strategies aimed at supporting the implementation of the new standards. Further, administrators who attend such PD can develop their leadership and mentoring skills to support the implementation of new strategies among their teaching staff. Nawab and Quraishi (2024) found participation of school leaders in PD for teachers was often limited and argued increased participation would improve leaders' effectiveness, and video-based PD might be one way to support such participation. The participants also found that videos archived for later viewing were effective because it allowed for on-demand viewing of video content and discussion of the videos during campus professional learning communities later. The results confirm previous research findings of participants' positive perceptions and expand the literature on embedded video use during PD to model new learning. Hattie (2008) found teacher clarity supports positive outcomes for students. Our participants responded that the videos provided teacher clarity on the district's expectations, supporting our belief that a district leader modeling new strategies in a district classroom would enhance participants' perceptions of PD.

Design and Implementation

To answer the first research question regarding educators' perceptions of the design and implementation of *Strategies for the K-5 ELA Standards*, quantitative results showed that all participants strongly agreed the PD was interactive and well-planned (item 2). Corroborated with quantitative results, qualitative results revealed the same agreement that the PD was well-planned and executed. Teachers affirmed the design, integration, and implementation of the videos used in the PD sessions. We incorporated elements into the design of the PD such as

immersion in learning experiences, examination of curriculum and practice such as video situations, and collaboration (Loucks-Horsley et al., 1998; Loucks-Horsley & Matsumoto, 1999). For future PD, participants suggested adjusting the length of the video-based demonstration lessons as well as including content tailored to emergent bilingual students and teachers. Overall, educators were positive about the design and implementation of *Strategies for the K-5 ELA Standards*. As participants both expressed positive perceptions of the authenticity of the classroom setting and requested even greater specificity, such as more lessons with emergent bilingual students or other grade levels, this supported our hypothesis that videos with relevant settings could enhance participants' perceptions of PD.

Benefits and Impact

To answer the second research question regarding educators' perceptions of the benefits and impact of *Strategies for the K-5 ELA Standards* on teacher capacity, quantitative results showed that both teachers and administrators were positive about the value of the PD to help learn new strategies and to improve literacy practices. Teachers were generally more positive than administrators and instructional specialists. We speculated a possible explanation for this could be a subtle difference in the degree of contact between teachers/students and administrators/students, which may affect the perceived value level of PD. Compared to administrators and instructional specialists, teachers are more likely to implement new strategies and literacy practices with students regularly given their consistent classroom presence. Greenleaf et al. (2018) found that PD that incorporates specific teacher learning outcomes, models of instructional practices, and reflection on student performances and teaching strategies can build teacher capacity. Our qualitative results confirmed these findings and suggested that educators perceived the benefits and impact of videos used during PD as effective modeling of instructional delivery of strategies, a tool for building teacher capacity, and an avenue for promoting engagement, reflective discussion, and lesson planning. Based on these findings, we argue that the videos served as one way to model learning during the "I Do" phase of the Gradual Release of Responsibilities Framework.

Intended Use

To answer the third research question regarding how educators intend to use the video series *Strategies for the K-5 ELA Standards* to support their teaching practices, quantitative results showed no difference between the teachers and administrators regarding their plan to use the PD materials. Qualitative findings indicated that both teachers and administrators intended to access and use the videos for repeated referencing purposes to fill knowledge gaps or provide reinforcement for instructional practice (Desimone & Pak, 2017). As administrators need clear examples of what to look for during observations (Ricci, 2018), PD with video models can assist with administrators' work by providing such examples. In addition, educators planned to use the videos more frequently in their schools' PD with administrators to increase teacher proficiency in district-aligned curriculum initiatives and with teachers for purposes of building teacher capacity and team cohesion.

In summary, our analysis of the use of relevant videos during PD presentations shows this positively affects teachers' perceptions of their learning of new strategies in PD. Our

findings also suggest that administrators more positively understood the process of using the two strategies to support the two standards, which could facilitate instructional leadership work and more effective mentoring.

Implications and Conclusion

Videos in professional development presentations are increasingly used to support learning (Major & Watson, 2018). The model of video-based PD in this study might be adapted by other school districts to meet their educational needs and overcome logistical barriers for viewing lessons in authentic settings. The current results support the notion that the use of embedded videos in PD can provide the capacity to view, review, discuss, and practice new concepts that are modeled in classrooms with students, particularly in large urban school districts with high teacher turnover rates. Videos used in PD presentations in this study offered a medium in which demonstration lessons could be available to educators on demand. We theorized that videos with specific strategies in district settings could provide modeling that is both authentic and aligned with a school district's vision of effective instruction. As such, other districts could follow a similar model to provide support for accomplishing their academic goals, particularly when introducing new instructional strategies. Our analyses show that videos created in the context of district classrooms enhance educators' perception of the content.

Limitations

Limitations include that the current study is confined to one large urban district, and the findings await further examination by increasing the number of participants from other diverse school settings. As identified by a number of participants as a need to be included in the PD, teachers of diverse learners did not have the capacity to view videos that modeled differentiation techniques of the two strategies in classroom settings. We did not collect qualitative data from a purposeful participant sample to determine, through a series of interviews and classroom observations, if the content presented in the videos was sustained in their instruction or if this new learning impacted student achievement. We were provided approval from the district to conduct randomized classroom visits. However, due to the occurrence of the COVID-19 health crisis, we did not conduct classroom observations of implementation of the strategies. Finally, in consideration of the literature we read regarding the use of videos in PD, future PD should consider modeling the two strategies that support the implementation of the new standards in a variety of diverse grade-level classrooms with emergent bilingual and with students having varied learning styles.

References

Allington, R. L. (2002). What I've learned about effective reading instruction. *Phi Delta Kappan*, *83*(10), 740-747. https://doi.org/10.1177/003172170208301007

Asanok, M., & Chookhampaeng, C. (2016). Coaching and mentoring model based on teachers' professional development for enhancing their teaching competency in schools (Thailand) using video tape. *Educational Research and Reviews, 11*(4), 134–140. https://doi.org/10.5897/ERR2015.2357

Arya, P., Christ, T., & Chiu, M. M. (2015). Links between characteristics of collaborative peer video analysis events and literacy teachers' outcomes. *Journal of Technology and Teacher Education*, *23*(2), 159–183.

Baecher, L., & Kung, S. (2014). Collaborative video inquiry as teacher educator professional development. *Issues in Teacher Education*, *23*(2), 93–115. https://doi.org/10.1016/j.tate.2012.07.009

Beers, K., & Probst, R. E. (2017). *Disrupting thinking: Why* how *we read matters.* Scholastic.

Bergmark, U. (2023). Teachers' professional learning when building a research-based education: Context-specific, collaborative and teacher-driven professional development. *Professional Development in Educatio*n, *49*(2), 210–224. https://doi.org/10.1080/19415257.2020.1827011

Beilstein, S. O., Perry, M., & Bates, M. S. (2017). Prompting meaningful analysis from pre-service teachers using elementary mathematics video vignettes. *Teaching and Teacher Education*, *63*, 285–295. https://doi.org/10.1016/j.tate.2017.01.005

Beisiegel, M., Mitchell, R., & Hill, H. C. (2017). The design of video-based professional development: An exploratory experiment intended to identify effective features. *Journal of Teacher Education*, *69*(1), 69-89. https://doi.org/10.1177/0022487117705096

Boehm, R. G., Brysch, C. P., Mohan, A., & Backler, A. (2012). A new pathway: Video-based professional development in geography. *Journal of Geography*, *111*(2), 41-53. https://doi.org/10.1080/00221341.2011.584068

Borko, H., Koellner, K., Jacobs, J., & Seago, N. (2010). Using video representations of teaching in practice-based professional development programs. *ZDM Mathematics Education 43*(1), 175–187. https://doi.org/10.1007/s11858-010-0302-5

Borowiec, K., Bopardikar, A., & Castle, C. (2023). Supporting teachers' engagement with student thinking in teacher-captured video-based professional development environments: Factors and implications. *Technology, Pedagogy and Education*, *31*(5), 541–561. https://doi.org/10.1080/1475939X.2022.2130967

Bransford, J., Derry, S., Berliner, D., Hammerness, K., & Beckett, K. L. (2005). Theories of learning and their roles in teaching. In L. Darling-Hammond, & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 40-87). Jossey-Bass.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Brookfield, S. (1995). Adult learning: An overview. *International Encyclopedia of Education, 10*, 375-380.

Brophy, J. E. (2004). *Using video in teacher education*. Emerald Publishing.

Calandra, B., Brantley-Dias, L., & Dias, M. (2006). Using digital video for professional development in urban schools: A preservice teacher's experience with reflection. *Journal of Computing in Teacher Education, 22*(4), 137-145. https://doi.org/10.1080/10402454.2006.10784549

Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it.* Learning Policy Institute. https://healthyplacesindex.org/wpcontent/uploads/2017/12/2017_learning_policy_inst_teacher_turnover.pdf

Chen, G. (2020). A visual learning analytics (VLA) approach to video-based teacher professional development: Impact on teachers' beliefs, self-efficacy, and classroom talk practice. *Computers and Education*, *144*, 103670-. https://doi.org/10.1016/j.compedu.2019.103670

Christ, T., Arya, P., & Chiu, M. M. (2014). Teachers' reports of learning and application to pedagogy based on engagement in peer video analysis. *Teaching Education, 25*(4), 349-374. https://doi.org/10.1080/10476210.2014.920001

Chua, S. L., & Tan, L. (2021). Examining online video-based professional development for music teachers. *Music Education Research*, *23*(5), 580–593. https://doi.org/10.1080/14613808.2021.1977786

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

Desimone, L., & Garet, M. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society, & Education*, *7*(3), 252–263. https://doi.org/10.25115/psye.v7i3.515

Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory Into Practice, 56*(1), 3-12. https://doi.org/10.1080/00405841.2016.1241947

Estapa, A., Pinnow, R. J., & Chval, K. B. (2016). Video as a professional development tool to support novice teachers as they learn to teach English language learners. *The New Educator: Video as a Tool in Teacher Learning*, *12*(1), 85-104. http://dx.doi.org/10.1080/1547688X.2015.1113350

Gaudin, C., & Chalies, S. (2015). Video viewing in teacher education and professional development: A literature review. *Educational Research Review, 16*, 41-67. https://doi.org/10.1016/j.edurev.2015.06.001

Girit Yildiz, D., Osmanoglu, A., & Gundogdu Alayli, F. (2023). Providing a video-case-based professional development environment for prospective mathematics teachers to notice students' misconceptions in measurement. *Journal of Mathematics Teacher Education*, *26*(2), 179–209. https://doi.org/10.1007/s10857-021-09525-0

Greenleaf, C., Litman, C., & Marple, S. (2018). The impact of inquiry-based professional development on teachers' capacity to integrate literacy instruction in secondary subject areas. *Teaching and Teacher Education*, *71*, 226–240. https://doi.org/10.1016/j.tate.2018.01.006

Guerrero Gallardo, H. I., & Posso Pacheco, R. J. (2023). New teachers: Limitations for their professional development in the Ecuadorian context. *Revista Mendive*, *21*(1), e3137–e3137.

Guler, M., Taylan, R. D., Baki, M., Demirel, D., Celik, D., Guzel, E. B., Aslan-Tutak, F., & Ozaltun Celik, A. (2023). Supporting novice mathematics teachers: The impact of an e-mentoring and video-based professional development program on teachers' noticing skills. *International Electronic Journal of Mathematics Education*, *18*(2), em0737-. https://doi.org/10.29333/iejme/13091

Hamel, C., & Viau-Guay. (2019). Using video to support teachers' reflective practice: A literature review. *Cogent Education*, *6*(1). 1673689. https://doi.org/10.1080/2331186X.2019.1673689

Harris, S. (2003). An andragogical model: Learning through life experiences. *Kappa Delta Pi Record, 40*(1), 38-41. https://doi.org/10.1080/00228958.2003.10516413

Hattie, J. (2008). *Visible learning: A Synthesis of over 800 meta-analyses related to achievement*. Routledge.

Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research and Development*, *48*(3), 23-48. https://doi.org/10.1007/bf02319856

Hollingsworth, H., & Clarke, D. (2017). Video as a tool for focusing teacher self-reflection: supporting and provoking teacher learning. *Journal of Mathematics Teacher Education*, *20*(5), 457–475. https://doi.org/10.1007/s10857-017-9380-4

Kersting, N. B., Givvin, K. B., Thompson, B. J., Santagata, R., & Stigler, J. W. (2012). Measuring usable knowledge: Teachers' analyses of mathematics classroom videos predict teaching quality and student learning. *American Educational Research Journal, 49*(3), 568-589. https://doi.org/10.3102/0002831212437853

King, N. (2004). Using templates in the thematic analysis of text. In C. Cassell & G. Symon (Eds.), *Essential guide to qualitative methods in organizational research* (pp. 257-270). Sage Publications.

Kleinknecht, M., & Schneider, J. (2013). What do teachers think and feel when analysing videos of themselves and other teachers teaching? *Teaching and Teacher Education*, *33*(1), 13-23. https://doi.org/10.1016/j.tate.2013.02.002

Knowles, M. S. (1970). *The modern practice of adult education*. New York Association Press.

Knowles, M. S. (1980). *The modern practice of adult education: Andragogy versus pedagogy*. Cambridge Adult Education.

Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning*. Jossey-Bass.

Lave, J., Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.

Loucks-Horsley, S., Hewson, P.W., Love, N., & Stiles, K. (1998). *Designing professional development for teachers of science and mathematics.* Corwin Press.

Loucks-Horsley, S., & Matsumoto, C. (1999). Research on professional development for teachers of mathematics and science: The state of the scene. *School Science and Mathematics*, *99*(5), 258–271. https://doi.org/10.1111/j.1949-8594.1999.tb17484.x

Magnusson, C. G., Luoto, J. M., & Blikstad-Balas, M. (2023). Developing teachers' literacy scaffolding practices—successes and challenges in a video-based longitudinal professional development intervention. *Teaching and Teacher Education*, *133*, 104274-. https://doi.org/10.1016/j.tate.2023.104274

Major, L., & Watson, S. (2018). Using video to support in-service teacher professional development: The state of the field, limitations and possibilities. *Technology, Pedagogy and Education*, *27*(1), 49–68. https://doi.org/10.1080/1475939X.2017.1361469.

Manner, J. C., & Rodriguez, D. (2010). Professional development in ESL through digital video. *International Journal of Applied Educational Studies, 9*(1), 33-40.

Marsh, B. & Mitchell, N. (2014). The role of video in teacher professional development. *Teacher Development*, *18*(3), 403–417. https://doi.org/10.1080/13664530.2014.938106

McVee, M., Shanahan, H., Hayden, & Boyd, F., Pearson, P. (2017). *Video pedagogy in action: Critical reflective inquiry using the gradual release of responsibility model.* Routledge.

Mendenhall, M. (2023). Participatory approaches for strengthening teacher professional development in refugee settings: Successes and limitations. *Globalisation, Societies and Education*, 1–12. https://doi.org/10.1080/14767724.2023.2246401

Moreno-Guerrero, A.-J., Rodríguez-Jiménez, C., Gómez-García, G., & Navas-Parejo, M. R. (2020). Educational innovation in higher education: Use of role playing and educational video in future teachers' training. *Sustainability, 12*(6), 2558. https://doi.org/10.3390/su12062558

Nawab, A., & Quraishi, M. (2024). 'Teachers value PD if leaders value PD': Role of school leaders in professional development of teachers in rural pakistan. *Leadership and Policy in Schools*, 1–16. https://doi.org/10.1080/15700763.2024.2303688

Osipova, A., Prichard, B., Boardman, A., Kiely, M., & Carroll, P. (2011). Refocusing the lens: Enhancing elementary special education reading instruction through video self-reflection. *Learning Disabilities Research & Practice*, *26*(3), 158–171. https://doi.org/10.1111/j.1540-5826.2011.00335.x

Pearson, P. D., & Gallagher, M. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*(3), 317-344. https://doi.org/10.1016/0361-476X(83)90019-X

Ricci, M. C. (2018). *Create a Growth Mindset School*. Routledge. https://doi.org/10.4324/9781003233855-11

Schoenfeld, A. (2017). Uses of video in understanding and improving mathematical thinking and teaching. *Journal of Mathematics Teacher Education*, *20*(5), 415–432. https://doi.org/10.1007/s10857-017-9381-3

Schueler, S., & Roesken-Winter, B. (2018). Compiling video cases to support PD facilitators in noticing productive teacher learning. *International Journal of STEM Education*, *5*(1), 50–16. https://doi.org/10.1186/s40594-018-0147-y

Seago, N. M., Jacobs, J. K., Heck, D. J., Nelson, C. L., & Malzahn, K. S. (2014). Impacting teachers' understanding of geometric similarity: Results from field testing the learning and teaching geometry professional development materials. *Professional Development in Education, 40*(4), 627-653. https://doi.org/10.1080/19415257.2013.830144

Sexton, S. S., & Williamson-Leadley, S. (2017). Promoting reflexive thinking and adaptive expertise through video capturing to challenge postgraduate primary student teachers to think, know, feel, and act like a teacher. *Science Education International*, *28*(2), 172–179. https://doi.org/10.14221/ajte.2015v40n12.1

Siddiqui, S., Kazmi, A. B., & Kamran, M. (2023). Teacher professional development for managing antisocial behaviors: A qualitative study to highlight status, limitations and challenges in educational institutions in the metropolis city of Pakistan. *Frontiers in Education (Lausanne)*, *8*, 1-15. https://doi.org/10.3389/feduc.2023.1177519

Smith Washington, V. (2022). A case study: A novice teacher's mentoring experiences the first year and beyond. *Education and Urban Society*, 1312452211216-. https://doi.org/10.1177/00131245221121664

Smithenry, D. W., Prouty, J., & Capobianco, B. M. (2013). Collaboratively exploring the use of a video case-based book as a professional development tool. *Journal of Science Education and Technology, 22*(5), 735-750. https://doi.org/10.1007/s10956-012-9427-3

Tekkumru-Kisa, M., Stein, M. K., & Coker, R. (2018). Teachers' learning to facilitate high-level student thinking: Impact of a video-based professional development. *Journal of Research in Science Teaching*, *55*(4), 479–502. https://doi.org/10.1002/tea.21427

Texas Education Agency. (2017). 19 TAC Chapter 110. *Texas essential knowledge and skills for English language arts and reading*. http://ritter.tea.state.tx.us/rules/tac/hapter110/index.html

Tripp, T., & Rich, P. (2012). Using video to analyze one's own teaching. *British Journal of Educational Technology*, *43*(4), 678–704. https://doi.org/10.1111/j.1467-8535.2011.01234.x

Wayne, A. J., Yoon, K. S., Zhu, P., Cronen, S., & Garet, M. (2008). Experimenting with teacher professional development: Motives and methods. *Educational Researcher, 37*(8), 469-479. https://doi.org/10.3102/0013189X08327154

Winton, S. J. (2018a). A case study on video-based professional development. [Doctoral thesis, University of Houston]. University of Houston Communities and Collections. http://hdl.handle.net/10657/3377

Winton, S. (2018b). Read like a writer: Exploring the new TEKS' author's purpose and craft strand. *Texas Voices*, *31*(4), 14-15.

Winton, S. (2019). The new TEKS strand 2: Comprehension skills and Beers and Probst's "Book, Head, Heart." *Texas Voices*, 32(1), 10.

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in writer's workshop.* Heinemann.

Young, V. (2019, January 25-27). *The new ELAR TEKS: Rethinking our approach to literacy development*. [Conference presentation]. Texas Council of Teachers of English Language Arts Annual Conference, Austin, TX, United States.

About the Authors:

Dr. Stephen Winton is an Assistant Professor of Literacy Education at the University of Houston–Downtown. He previously served as a Literacy Specialist in Klein Independent School District and has worked as a teacher, assistant principal, and curriculum director at other districts. His research interests include reading comprehension, teacher clarity, the reading and writing connection, and video-based professional development. He supports the Advancing Community Engagement and Service Institute (ACES) in their partnership with University of Houston-Downtown to recruit university students to be tutors at local schools. He serves as an editor of *English in Texas*, the journal of the Texas Council of Teachers of English Language Arts (TCTELA). Stephen was the TCTELA President in 2020. He can be reached at wintons@uhd.edu

Dr. Laveria F. Hutchison is an Associate Professor of Literacy Education at the University of Houston. Her research informs K-12 teachers, teacher education candidates, and graduate degree candidates in acquiring content knowledge and inquiry capacity to enhance the academic achievement of all learners. Her research has an outreach to parents in assisting with home literacy practices. She can be reached at Lhutchison@uh.edu

Dr. Jie Zhang is an Associate Professor of Bilingual/ESL Education at the University of Houston. Her research interests focus on bilingual and biliteracy acquisition and inclusive STEM teaching for multilingual learners. She can be reached at jzhang64@uh.edu

.

Dr. Grace Lee is a Postdoctoral Fellow in the Department of Communication Sciences and Disorders at the University of Houston. She conducts research in the Child Language Ability Lab, where she studies eye-gaze pattern profiles in school-age bidialectal speakers as well as teachers' perceptions of AAE narrative language. Her research interests lie at the intersection of language, power, and equity. Grace was an ESL teacher for many years and taught both abroad and in the U.S. in post-secondary and K-6 contexts. She can be reached at glee23@uh.edu

COACHING TOWARD TRANSFORMATION:
LESSONS LEARNED FROM THREE-SECOND-GRADE WRITING TEACHERS

Macie Kerbs
Literacy Consultant

Abstract

This article captures lessons learned while coaching a team of writing teachers across a poetry writing unit of study. Because of the heightened pressure of successful implementation of curricular programs, coaching can become focused solely on implementation of resources with fidelity, which can neglect the art of teaching. This article captures coaching techniques used to shift away from conformity and towards transformation in teaching.

I really love teaching writing, like I actually love writing today! -Mrs. Meadows (pseudonym)

Keywords: coaching, writing, second-grade, strategy, poetry, engagement

Joy in teaching often disappears under the veil of mandatory curricular programs. When school districts adopt curricular resources, they often accompany the materials with mandated training and requirements to implement with fidelity. The word fidelity values compliance. Young, et al. (2002) argues against compliant teaching, explaining, "effective teaching is a dynamic process that requires agency and creativity" and teachers should "make artful shifts based on the needs of students in specific contexts" (p. i). Therefore, effective teachers draw on both the art and science of teaching.

Programs that ask to be implemented with fidelity neglect the complexity of teaching readers and writers and the myriad of decisions teachers must make to individualize and differentiate instruction in their classroom. That is, implementing programs with fidelity loses sight of the art of teaching. It is within those spaces when teachers combine what they know about effective practice and the needs of their individual students that artful teaching can occur (Young, et al., 2022). While programs should always be implemented with a level of integrity to ensure continuity, strictly adhering to a program without responsive decision-making can have negative effects on both teachers and their students.

The quote above captured from Mrs. Meadows highlights the result of artful teaching of writing, and ultimately her the newfound joy she discovered as a writing teacher. This statement came in the middle of a coaching cycle focused on supporting a second-grade poetry writing unit of study in the last grading period of the school year. From the start, Mrs. Meadows had very little confidence in her abilities for teaching writing due to prior negative experiences and misunderstandings. Instead of finding joy in the writing classroom and artfully teaching the subject, she approached it with apprehension and dread. Previous experiences with coaches and professional learning experiences that pushed for conformity and blind program implementation prevented her from seeing possibilities in herself as a writing teacher and her students as writers.

This article explores coaching strategies that move away from strict program fidelity and toward instilling a sense of joy in teachers by valuing the artful teaching that occurs within their

everyday decision making. The ideas presented in this article are grounded on the findings from a larger research study (Kerbs, 2022), as well as existing literature on effective professional learning for classroom teachers. This article illuminates my own personal coaching story and the lessons I've learned while working side-by-side with teachers, striving for joyful professional learning experiences, reflecting on the lessons learned from this study as a coach, using excerpts of conversations with three of the teacher participants.

In this article, I argue that the collaborative relationship between a coach and classroom teachers can shift away conformity and toward transformation by focusing on supporting teacher decision-making, and ultimately, student learning. This requires us, as literacy leaders, to lean into the discomfort, find our voice, and inspire change by creating systems that focuses on the art of teaching and releases decisions to the classroom teachers.

Related Literature on Coaching

Instructional coaching is a powerful type of teacher professional learning that can lead to positive changes in both teacher practice and student learning (Kraft, et al., 2018). While the models and structures for coaching has evolved in many ways across the past several decades (Ippolito et al., 2021, p. 179), coaching still remains one of the most effective job-embedded forms of professional learning for teachers. In fact, in the U.S., two in five schools are estimated to have a reading coach, one in four a math coach, and two thirds a non-subject specific coach (Hill & Paypay, 2022).

Simply defined, coaching is "an observation and feedback cycle in an ongoing instructional or clinical situation" (Joyce & Showers, 2002, p.170). While the definition of coaching varies by model, the seminal work provided by Joyce and Showers captures the essence of coaching as a cycle focused on improving practice. However, Kraft et al. (2018) constructed a revised definition of coaching that encompasses coaching as professional learning, arguing that coaching is individualized, intensive, sustained, and focused. The relationship between a coach and a teacher is one aspect that ensures that the work accomplished together is individualized and productive.

Effective coaching should address the everyday challenges teachers face in the classroom, rather than arbitrary concepts that are out of context and irrelevant to teachers (Wei et al., 2009). When coaching is grounded in everyday problems-of-practice, the practices become sustainable and transfer beyond that one coaching cycle. This form of hands-on and job-embedded learning is valuable because it asks teachers to directly connect what they are learning and apply it in the context of their own classroom (Wei et al., 2009).

We know that an instructional coach positively influences both teacher practice and student outcomes (Biancarosa et al., 2010; Kraft et al., 2018), yet the implementation varies greatly between each context. Ippolito et al. (2021) says, "Coaching programs are only as successful as the degree to which they are supported" (p. 184). While there is great potential in literacy coaching as professional learning and an even greater need amidst our current educational climate, it must exist within "support systems that bolster these coaches" (Ippolito et al., 2021, p. 184). When student learning is at the heart of all stakeholders and leaders rally around meaningful professional learning experiences through literacy coaching, a culture of collaboration thrives.

Models of Coaching

A Literacy Leadership Brief from the International Literacy Association (ILA) titled, *Literacy Coaching for Change: Choices Matter,* outlined three models of coaching: coaching to conform, coaching into practice, and coaching for transformation. In this brief, the main argument is that there is a distinct difference between the three models and the choice between each model matters for intended results.

When coaching to conform, the coach is situated as an expert, supporting the implementation of a program. This tends to be a very common model of coaching across many school districts in the United States. In fact, the model of coaching to conform was born out of the No Child Left Behind (NCLB) policy, which resulted in many coaches taking on "the role of supporting the implementation of an innovation, policing the use of the innovation as designed, or both," (ILA, 2018, p. 2).

Instead of focusing on the improvement of skills, practices, and ultimately student learning, coaching to conform asks teachers to implement a program with fidelity, which runs the risk of losing the art of teaching. When using a curricular program with fidelity, teachers are asked to adhere strictly to the pacing guide, text selections, and teaching script (Achinstein & Ogawa, 2006). While teachers are implementing a program as intended, oftentimes responsive decision making, which creates the artful practice of teaching, is lost due to the pressure of policing the implementation of the program.

Because of the heightened pressure of successful utilization of the program, this type of coaching and professional learning is often situated in one-shot workshops, instead of job-embedded learning experiences that researchers contend result in the most gains for teacher professional learning and student outcomes (Ball & Cohen, 1999;; Darling-Hammond & McLaughlin, 1995; Little, 1993). In turn, coaching becomes tainted with evaluative tools and authoritative pressure to comply, which makes a culture of continuous learning nearly impossible to thrive.

So, while districts have invested time and money in programs and coaches, the policies enforcing fidelity can have negative effects. Such policies can narrow teacher discretion, limit flexible decision-making in response to individual student needs, discourage effective instructional practices, and neglect dynamic and complex contexts for many schools (Achinstein & Ogawa, 2006; Darling-Hammond, 1997; Darling-Hammond, et al., 1999; Shelton, 2010; Shulman, 1987; Sykes, 1999). Teaching becomes more about the presentation of information without personalization to the content or delivery (Shelton, 2010). Simply put, the art and joy of teaching is stripped away.

The next model, coaching into practice, involves active reflection on instructional choices and student outcomes (ILA, 2018). This model of coaching is typically completed in a cycle involving three phases: pre-conference, observation, and post-conference. Instead of focusing on feedback from only the observation of the coach, as with the model of coaching to conform, this model values feedback collected from the students in the room using both anecdotal observations and student work. This model of coaching into practice is built on mutual trust and respect (ILA, 2018).

During this model, a coach is often asking reflective questions instead of offering solutions. By doing so, the coach positions herself as a reflective thinking partner, instead of an expert, empowering the teacher to engage in long-term, self-reflective practices. This stance

shifts away from simply offering advice, and toward helping teachers think more deeply and broadly about their instructional decisions.

Although coaches using reflective questioning is a prominent tactic in this model, they should veer away from solely asking a series of questions, and instead focus on a process of inquiry (Reynolds, 2020). In doing so, the coaching conversation elicits critical thinking and problem solving. Reynolds (2020) explains, "inquiry helps the people being coach discern gaps in their logic, evaluate their beliefs, and clarify fears and desires affecting their choices" (p. 1). When asking questions, coaches seek answers, but when using inquiry, coaches invite insight (Reynolds, 2020).

The final model, coaching for transformation, is comparable to coaching into practice in that it invites teacher reflection. However, when coaching for transformation, teachers are asked to examine their own assumptions and biases, creating fundamental shifts needed for sustained change. Instead of coming up with a solution to a problem, the coach guides the teacher in reflecting on and changing the problem itself, engaging in double-loop learning. Thus, the intent of coaching for transformation is challenging deeply held assumptions that surround common problems-of-practice (ILA, 2018).

A transformational coaching model emphasizes a coach's role in guiding the teacher in a deeper understanding of what is happening, transforming his or her interpretation to achieve greater effect. In turn, both the coach and teacher must be willing to get uncomfortable and vulnerable as challenging assumption can lead to the disruption of traditionally held roles, hierarchies, and systems.

Hawkins and Smith (2010) identified four key elements of transformational coaching. Although their work was targeted toward executive coaching in business, the framework can be applied to instructional coaching, as well. The first element is shifting the meaning scheme, which involves shifting teacher beliefs, attitudes, and emotional reactions, leading to perspective transformation. The next element, working on multiple levels at the same time, involves the coach leading the teacher to be able to think, feel, and do differently for the work to be truly transformational. Another element involves a shift in the room, where the coach works to move a teacher who might be stuck in a singular perspective. The final element entails a progression through four levels of engagement (facts, behaviors, personal feelings, assumptions/values/motivational roots) to shift from merely problem solving to a transformational and sustainable change.

The CLEAR model (Hawkins & Smith, 2010) is one way to approach coaching for transformation. This acronym is a process that can be applied to a coaching session, but is not intended to be a lockstep, prescriptive approach to coaching. The first phase, contracting, represents a three-way relationship between the coach, teacher, and school. This iterative process is returned to throughout the coaching relationship to ground and focus the work on the larger, more important goals. The next phase, listening, captures the process of listening to what is voiced by the teacher, but also what is not voiced, to really understand the problem-of-practice. This phase is essential for building a trusting relationship and can help create transformational change. In the explore phase, the coach uses skillful questioning to create a wider range of options and possibilities for the coaching session, "enabling the coachee to explore the situation from different standpoints, generating new perspectives and possibilities" (Hawkins & Smith, 2010, p. 239). Next, the action phase creates a space for rehearsal, roleplay, and feedback, as the coach and teacher address ways to approach the problem-of-practice. The final phase, review,

allows the coach and teacher to reflect on the coaching session, building confidence towards approaching similar problems-of-practice in the future.

Transformational coaching is multilayered and requires the coach and teacher to be attentive to what needs to change within the system. ILA (2018) specifies, "If the coach's goal is to participate in challenging the fundamental processes of schooling and literacy instruction, then the choice would be coaching for transformation" (p. 6). When transformational coaching occurs, a coach will notice a shift in a teacher's physical response, behavior, tone, and mindset (Hawkins & Smith, 2010).

In conclusion, districts and campuses have choices to make when implementing a coaching model, and the coaches within those models position themselves differently depending on the model selected. It is not that one model is better than the other, but each model serves different purposes and achieves different outcomes.

My Coaching Story

My story as a literacy coach is far too common. When I was hired as the sole district-wide coach for ten elementary campuses in a small suburban school district, my role was left undefined, and the job expectations were ever changing. I felt torn between my identity as a classroom teacher and my new leadership role. I witnessed decisions made without the voices of teachers being heard. I felt called to advocate, protect, and fight for our teachers, often serving as a liaison between school buildings and the district's central office.

Even though my role was undefined, I was mostly put in a position to coach to conform, as the district had just adopted a new writing curriculum and was implementing a new portfolio assessment system for writing. Instead of coaching cycles, I was mostly asked to train teachers on how to navigate a new curriculum resource and implement lessons according to the district-created scope and sequence. While the district invested in some meaningful professional learning for me as a coach, our model was largely unsustainable and could simply not support the needs with just one coach for all elementary school campuses.

The new district mandate was initiated with good intentions, striving to ensure all students received quality writing instruction across the district. Unfortunately, the teachers filling the classrooms in our district were left out of the process of adopting new materials, so most were not only caught by surprise from the initiative, but many were also left frustrated, confused, and distressed with one more thing add to their plate. Consequently, while teachers complied to collect the writing assessments, most just filed them away, never using them to inform instruction. The burden of analyzing and scoring writing samples was a frequent complaint of teachers. They also regularly verbalized their frustration with the lack of flexibility within the curriculum because they felt locked into the sequence of the writing curriculum. In fact, in many rooms, the writing materials were left sitting in the original shrink wrap on a shelf in their classroom.

As a teacher researcher, I strove to find a way to better position myself as a coach in a manner that would facilitate transformational and sustainable change. I wanted to spark joy, not resistance, when talking about student writing. I quickly realized that coaching for a program was part of the problem, not the solution. So, I designed and conducted a qualitative research study to closely explore the effects of implementing structures for coaching toward transformation with one second grade team during a six-week poetry writing unit.

The Second Grade Team

This article captures a portion of a larger study that explored the professional learning experiences of writing teachers (Kerbs, 2022). The study took place at an elementary school within a suburban, fast-growing independent school district in the Southwest United States. The participants included three second-grade teachers with varying levels of experience. For the purpose of this article, the participants will be referred to as Mrs. Meadows, Mrs. Walker, and Mrs. Campbell (all names are pseudonyms). Across the study, I served the role as both the coach and the researcher. While the larger study explored the process of coaching (Kerbs, 2022), this article features my own learning as a coach through this process.

Lessons Learned as a Literacy Coach

During a three-week unit of study on poetry writing, I met with a second-grade team regularly to plan, analyze student writing, and differentiate writing instruction in response to that data. We practiced strategies together in the classroom, creating a safe space for the messy process of learning. Under the model of coaching into practice, deep reflection drove our work together as we always strived to improve our own practice as writing teachers and the learning of our students. Ultimately, I aimed to shift my coaching toward transformation to create more sustainable change. The following highlights the lessons I learned from each teacher participant in this study.

Mrs. Meadows Taught me to Linger in Stories

Relationship building is a key tenant of coaching and listening is a skill that leads to stronger relationships. Knight (2016) explains that the first step toward better conversations as a coach is listening with empathy, because when we "really understand people, we see them differently, and our broader understanding of them creates the opportunity for better conversations" (p. 46). Listening can be a gateway to building strong relationships and is a key component of transformational coaching (Hawkins & Smith, 2010). The stories teachers share about their past experiences not only reveal a lot about present decisions, but also shed light on teachers as individuals. To move teachers toward transformation, we must first create conditions that foster safety, vulnerability, and trust, and we can do that by lingering in their stories.

Mrs. Meadows had a negative experience in her teacher education program and her first three years of teaching. To put it simply, Mrs. Meadows said her teaching career "...started off kind of crummy." When she was first hired, she didn't know what else to do besides pull workbooks to teach writing. Instead of being offered support to grow professionally, she was often reprimanded for not using best practices and moved frequently between grade levels, both of which she interpreted as a form of punishment from her previous principal.

As a result, Mrs. Meadows never felt like she had the chance to develop expertise as a writing teacher because she was trying to keep her head above water learning a new team, grade level standards, and curricular resources. Mrs. Meadows was certain the grade-level changes were in an effort to get her to leave the profession altogether, but she chose to stay in a field she wanted to love.

She remained in a place of discontent, distrust, and doubt, until she met a teacher who helped her see new possibilities in teaching. She began to experience a dramatic change in her teaching career that year because of the influence of her team lead's encouragement, support, and optimistic attitude. As Mrs. Meadows told me this story, she began to cry, explaining, "No one I worked with really loved kids and loved learning like she did. She showed me how to be a good teacher. I'm just so thankful for her."

By listening to Mrs. Meadows share her story and providing a safe space during our meetings for authentic conversation, she became more vulnerable, trusting, and willing to take risks over time. Mrs. Meadows shared, "If we hadn't met, I would have just been going on, and my kids would have struggled!" She explained how uncomfortable she felt teaching writing because she just did not know what to do. Instead of asking for help, she pushed forward and often appeared resistant to change. Because we spent time across a writing unit building a genuine connection and relationship, she was able to feel safe in asking for help and taking risks. As a result, there was a noticeable shift in the room as Mrs. Meadows, who was traditionally stuck on a singular idea about writing instruction and resistant to change, began to fundamentally alter her response, attitude, behavior, tone, and mindset toward writing instruction.

When considering the elements of transformative coaching (Hawkins & Smith, 2010), this example highlights a shift in the meaning scheme, as Mrs. Meadows experienced a large shift of her beliefs, attitude, and emotional reaction toward teaching writing. Lingering in her story and validating her past experiences lead to more perspective transformation and allowed us to work on multiple levels at the same time, leading her to be able to think, do, and feel writing instruction differently (Hawkins & Smith, 2010). This transformation not only affected Mrs. Meadows as an individual teacher, but also transformed the dynamics of the team.

Lingering in stories pushed me, as a coach, away from conformity, because I focused on the person, rather than the program. Mrs. Meadows' honest reflection was supported by investing in time to listen without judgment. Lingering in her story taught me to see the individual behind the teachers. By listening, understanding, and ultimately, empathizing, we can nurture environments that foster transformation. These stories connect us together, position us as teammates, and cultivate friendships. Without taking the time to listen to stories and to move away from the programmatic goals and focus on the person, coaching for anything other than conformity is nearly impossible.

Mrs. Walker Taught Me How to Simplify the Complicated

Teaching is an incredibly hard job filled with many, never-ending demands. Each year, teachers are handed more and more initiatives to juggle and expected to implement flawlessly. Many times, resources are placed in the teacher's classroom with limited training and the use, no matter how well intentioned, becomes a burden to those charged with implementation. For effective professional learning, collaboration between colleagues should be focused on student improvement, provide support to daily practice, and include accountability for change (Hill & Paypay, 2022; Patrick, 2022).

Research shows that professional learning is focused on curriculum materials produces higher student outcomes than the alternative (Hill & Paypay, 2022). That is, when professional learning is merely focused on just student work and not the resources, student achievement is not as greatly affected. That is not to say that all professional learning should be about the

implementation of curricular programs but should be grounded in the day-to-day practice of a teacher in navigating those resources to make instructional decisions.

After initial interviews with each teacher, it was clear that two obstacles were interfering in their confidence for teaching writing: the curriculum resource and the genre of poetry. Mrs. Walker shared that she spent multiple hours every night reading each page of the curriculum resource but when it came time to teach during writing, she could not remember or implement the lesson in the way it was designed. In fact, in one teaching observation, Mrs. Walker's lesson extended nearly triple the designated time, reflecting her lack of clarity on the goals of the lesson.

While this initial observation could have led me to choose the model of coaching into practice, I embraced the model of transformative coaching to really listen to the barriers the teachers were facing with curricular resources to help co-create a wider range of possibilities for planning and instructional decisions.

The way Mrs. Walker felt chained to the script of the curricular resources and unsure of how to adapt and modify the plans to meet the varying needs of students in a classroom is a common challenge not only across this team, but also across most campuses I served as a coach. To address this challenge, I leaned into the iterative phase of contracting (Hawkins & Smith, 2010) to better demystify the process of implementing curriculum by providing clarity around the goals and objectives according to the state standards. Then, in the explore phase of transformational coaching (Hawkins & Smith, 2010), we used the curricular resources to consider a wider range of possibilities for instruction in response to individual student need.

To do this, we dove into the action phase (Hawkins & Smith, 2010) by both rehearsing lessons and applying the work directly into classroom context, working with real students. As a second-grade team, we collaboratively planned the unit by meeting before to explore the student expectations according to the state standards, analyzing student writing samples to take a pulse on where our students were coming into the unit, and looking to the curricular resource to make a road map of the unit. This collaborative planning session allowed us to spend time breaking down both the resource and the genre demands, which empowered teachers to make their own decisions about pacing and differentiation, building on the understanding that successful collaboration in schools leads teachers to find their work more valuable (Patrick, 2022). This collaborative process grounded also our work in important, overarching goals, which is a vital part of the contracting phase in the CLEAR model to coach toward transformation (Hawkins & Smith, 2010).

Because team collaboration has the biggest effect when centered on shared goals (Little 1990) and embedded in daily practice (Patrick, 2022), we took time to practice teaching lessons together inside of the classroom, leaning on each other's feedback to reflect, improve, and grow as a writing teacher. Multiple times throughout the unit, we met to co-plan and rehearse a lesson, then implemented the lesson collaboratively inside of a classroom, and debriefed together to modify and adapt future lessons accordingly. This rehearsal served as an important component for coaching toward transformation, as it captured the important action and review phases of the CLEAR model (Hawkins & Smith, 2010). Additionally, on the days when I was not on campus, the teachers continued to do this work together, often swapping students, combining classrooms to practice teaching together, and analyzing student work as a team. They assumed collective responsibility for all students, reflecting both in and on their practices across the unit. Thus, coaching toward transformation, was beginning to create sustainable change across the grade level team, even without the presence of a coach.

Before our first session together, the teachers viewed the curriculum in a way that restricted their autonomy, creativity, and professionalism. However, after collaboratively approaching planning in a way that simplified the complicated and directly applied to the classroom context, the team began to see the resources as just that: a resource. Before, the teachers were merely teaching the curriculum. Eventually, as the teachers gained confidence, they began using the curriculum to teach their students with intentionality. They were no longer delivering lessons but using the lessons to grow writers. They created transformative change within their reactions, behaviors, tone, and mindset toward teaching writing.

Additionally, in my final observation of Mrs. Walker's classroom, her instruction was explicit, focused, and within the expected time parameters, showing transformation in both her planning and delivery of writing lessons. When teachers are positioned as agents of their own learning and collaborative structures are embedded within the school day, they become more invested in transforming their practice. As a coach, I learned that the first step in helping teachers who are feeling overwhelmed and burdened by the curriculum, like Mrs. Walker, is by breaking down the planning process in a way that positions them as the decision-maker, and immediately translating that planning into the classroom context.

The following conversation is an excerpt from a transcript taken during a team meeting:

Mrs. Campbell: Planning-wise, this is all we need! ...Being able to sift through the curriculum, see what our writers' need based on the pre-assessment, then adjust the pacing.

Mrs. Walker: And looking at the second-grade standards and knowing exactly what they need to be able to do.

Mrs. Meadows: And I think watching each other...that's been really helpful, too!

Mrs. Walker: Yeah, I was going to say that, too...talking and collaborating with each other makes me feel more confident doing it.

By situating the professional learning around a common goal and within the parameters of a brief writing unit, there were multiple opportunities to collect, analyze, and interpret student work in order to reflect on instructional practices. This shifted the focus away from an individual teacher's practice, and onto the student learning occurring as a result of instructional practices.

Because the professional learning experience was also situated around student learning, the teachers were able to directly witness the results of their efforts and develop a shared responsibility for all students. Collaboration around student work increases teacher confidence because they see the direct result of their instructional decisions on student products. Not only do teachers need to meet to analyze student work, but they also need to design plans to implement targeted instruction based on their findings. Unfortunately, this work is often overshadowed by the expectation for teachers to commit to teaching the adopted program within the designated pacing and sequence, instead of teaching in response to student data.

Coaches play an important role in guiding this transformation with grade level teams. When we shift our focus toward the students and away from the idea of implementing a resource, we simplify a process that can feel too complex and time-consuming.

Mrs. Campbell Taught Me How to Build Capacity in Teacher Leaders

At the start of this study, Mrs. Campbell assumed the role as team lead for writing, thus independently studying the district curricular documents, reading the instructional resources, making decisions about pacing and scoping of lessons, and entering daily lesson plans into a shared document for the team. The other team members were expected to execute the plans that were housed in the shared document.

Cochran-Smith and Lytle (1999) argued, "teachers learn by challenging their assumptions, identifying salient issues of practice, posing problems, studying their own students, classrooms, and schools, constructing and reconstructing curriculum, and taking on roles of leadership" (p. 278). As the coach, I had the goal to help Mrs. Campbell share the load with her team by inviting contributions and empowering her teammates to be a part of the planning process. To do so, I leaned into transformational coaching, working to question, and even disrupt, the previously accepted process for planning writing.

It's important to note that Mrs. Campbell was enthusiastic and eager to teach writing, harboring no negative assumptions or attitudes toward the subject. As a coach working toward transformation, I knew that my goal would not be to shift through the key elements of transformational coaching for writing instruction (Hawkins & Smith, 2010), as with the other two teachers.

In my initial interview with Mrs. Campbell, it was clear that she was already embracing multiple perspectives and open to ideas for teaching writing. Instead, my work with her needed to focus on building capacity in her as a leader. I approached this relationship to help her begin shifting her ideas about what it means to lead a team, moving from doing all the work herself to working collaboratively as a team to accomplish tasks together. When considering the four levels of engagement (Hawkins & Smith, 2010), I identified that, as a leader, Mrs. Campbell had a pattern of behavior that led her to do the work and tell her team what was going to be done in writing that week. My goal was to first identify and uncover the personal feelings influencing those decisions, so that we could shift toward questioning her assumptions driving those behaviors.

While in the contracting phase (Hawkins & Smith, 2010), we established norms that positioned all members as learners as we collaboratively inquired into the complexities of teaching poetry writing. This process resulted in a shared collective responsibility for student learning for the team ultimately, a shift from each teacher participant as an individual unit to the teacher participants as a collective whole. The decisions the teachers made throughout the planning process for this unit generated from within and did not show a distinction between novice and expert teacher, because all members held equal value within the community. The leadership by Mrs. Campbell was instrumental in this transformation as she began positioning herself in ways that allowed the other teachers to rely less on her expertise and trust themselves as writing teachers.

Coaching for transformation not only provides spaces for teachers to reflect on their practice, but also questions existing power structures in schools, advocating for change beyond one single classroom context. Coaching for transformation requires a coach to "step out of their comfort zones (in some cases, of prescribed roles and hierarchies) and to engage in discussions that challenge traditional notions of professional development with classroom teachers" (ILA, 2018, p. 5). As a coach, I chose to coach for transformation, to not only build capacity in the team leader, but also disrupt the existing power dynamic on the team.

Subsequently, Mrs. Campbell began inviting contributions from her team members in the planning of the writing unit. While she still entered the plans into the shared document, the team provided feedback on the pacing of the lessons. For example, when the team noticed that their students were not grasping the use of line breaks during a mid-unit writing analysis, Mrs. Campbell suggested spending more time on the skill of creating line breaks by exploring different teaching strategies and analyzing the writing to look for growth at their next meeting.

As a result, I led the team in a job-embedded coaching experience where we rehearsed and practiced teaching strategies with small groups of students inside of one classroom. The goal was to practice the strategy collaboratively, then reflect on the outcomes, and modify, if necessary, in each individual classroom, moving through each phase of the CLEAR model within one extended professional learning day (Hawkins & Smith, 2010).

The excerpt below captures a portion of the conversation immediately following this experience:

> **Mrs. Campbell:** And to think there were four kids in our group and four kids in your group. That's eight kids we were able to help as writers today! I mean, that's almost half my class! It's really exciting to know that on the first day of teaching line breaks, so many are already getting the groove of it...I'm excited to go deeper the next couple of days!
>
> **Mrs. Walker:** And it was really helpful to see that happen in action in her classroom with her students. I really liked seeing someone else's kids writing. Sometimes I panic thinking I'm doing something wrong, but then I go into her classroom and think, "Okay this is normal. That's good. They're doing good!"
>
> **Mrs. Campbell**: And I think too, normally tomorrow we'd be doing something else, but we adjusted our pacing based on what our kids needed, so now we have two more days to go deeper. And I think we'll be more comfortable over the next two days and that will transfer to our teaching of the kids. Where normally this would have all been one day...
>
> **Mrs. Walker and Mrs. Meadows:** Yes!
>
> **Mrs. Campbell:** The fast pacing overwhelms us as teachers. I can only imagine how it feels to them as students!

Moving through the CLEAR model (Hawkins & Smith, 2010) throughout this process allowed the coaching experience to shift from coaching into practice to coaching toward transformation. Teachers were able to safely take a stance to question their assumptions about the methods and structures they've been using as a teacher and try out new approaches in the safety of their own classroom spaces.

Additionally, because the teacher participants' decisions were grounded in their understanding of the standards, genre demands, and best practices for teaching writing, their shared responsibility for student learning enhanced the curriculum and informed their instructional decisions. This conversation illuminates how Mrs. Campbell was transitioning from focusing on herself leading to a collaborative model of leadership across the team. In a final

interview, she credited purposeful planning for her own confidence and understanding of the unit. As her coach, I noticed that her confidence grew as she began releasing pieces to her teammates and growing alongside them.

In the final focus group, the teacher participants discussed possible ways to carry this process into other subject areas and grade levels, possibly influencing teachers in the school vertically. Mrs. Campbell said, “I know I feel like we’re still going to come to you, but just think of the opportunity to now spread this throughout the school.” In this way, Mrs. Campbell had a transformation in her understanding of leadership and sustainable change, extending from within her classroom to influence her school building as she felt the obligation to share their learning and influence the rest of the school.

Because the coaching was situated as a mutual relationship, teachers were the ultimate decision-makers while the coach created rich opportunities for job-embedded learning, grounded in the model of coaching for transformation. Positioning myself alongside the team, rather than the leader, helped build capacity in the team’s existing leader, which cultivated a more sustainable model and transformative experience for all.

Discussion

During our final meeting of the school year, I listened to the teachers reflect on the experience and it was clear that regular collaboration between teachers not only improved the teacher’s own professional growth and confidence but also their students. The transcript below captures a portion of this final conversation:

Mrs. Campbell: Before this we had all this extra fluff!

Mrs. Meadows: And now we are so much more knowledgeable because we knew what to focus on...not trying to do every little thing!

Mrs. Walker: And we did it together. That’s what I loved about it. So, it made it where we are *all* knowledgeable about [teaching poetry writing].

Mrs. Gomez: I think because we were supported as teachers then it showed in our students’ work.

Ms. Meadows: Yeah, like meeting and talking about it built our confidence as teachers for poetry...and that transferred to our students and their confidence.

Mrs. Campbell: Those were the exact words I was going to say.

As coaches, we might not be able to fix or change the district’s method for implementation, but we can support, encourage, and advocate for the needs of the students and teachers in our schools by choosing a coaching model that moves away from conformity and fidelity and toward real transformation through joy, confidence, and collaboration across a team. Young, et al. (2002) argue that effective teachers, who are grounded in both the science and art of teaching, apply their knowledge of the content and add their own spin, drawing on experience, creativity, and

student data. When adopting the model of coaching toward transformation, we can help teachers navigate that delicate balance between the art and science of teaching, helping them become innovators that will pave the path for future educators.

While my story takes place over just a few weeks in a small district, the lessons I learned have changed me forever as a coach. I have learned how to listen. I have learned how to simplify. I have learned how to build capacity. But ultimately, we all found joy in teaching writing.

References

Achinstein, B., & Ogawa, R. T. (2006). (In)Fidelity: What the resistance of new teachers reveals about professional principles and prescriptive educational policies. Harvard Educational Review, 76, 30–63.

Ball, D. L. & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In G. Sykes and L. Darling-Hammond (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3–32). San Francisco: Jossey Bass.

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3-15. doi:10.3102/0013189X033008003

Biancarosa, G., Bryk A.B, & Dexter, E. (2010). Assessing the value-added effect of Literacy Collaborative professional development on student learning. *Elementary School Journal, 111,* 7-34.

Cochran-Smith, M., & Lytle, S. L. (1990). Research on teaching and teacher research: The issues that divide. *Educational Researcher, 19*(2), 2-11. doi:10.2307/1176596

Darling-Hammond, L. & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform, *Phi Delta Kappan, 76*(8), 597-604.

Darling-Hammond, L. (1997). Doing what matters most: Investing in quality teaching. New York: National Commission on Teaching and America's Future.

Darling-Hammond, L., Wise, A. E., & Klein, S. P. (1999). A license to teach: Raising standards for teaching. San Francisco: Jossey-Bass.

Garrett, R., Citkowicz, M., & Williams, R. (2019). How responsive is a teacher's classroom practice to intervention? A meta-analysis of randomized field studies. Review of research in education, 43(1), 106-137.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age.* New York: Teacher's College Press.

Hawkins, P. & Smith, N. (2010). Transformational coaching. In E. Cox, & T. Bachkirova, & D. Clutterbuck (Eds.), The Complete Handbook of Coaching (pp. 231-244). SAGE.

Hill, H.C. & Paypay, J.P. (2022). *Building better PL: How to strengthen teacher learning.* RRPL.

Ippolito, J., Dagen, A.S., Bean, R.M. (2021). Elementary literacy coaching in 2021: What we know and what we wonder. *The Reading Teacher, 75*(2), 179-187. **https://doi.org/10.1002/trtr.2046**

Jacob, A., & McGovern, K. (2015). The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. TNTP.

Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: ASCD.

Kazemi, E., & Franke, M. L. (2004). Teacher learning in mathematics: Using student work to promote collective inquiry. *Journal of mathematics teacher education*, *7*, 203-235.
Kerbs, M. (2022). An honorary team member: The role of a literacy coach in supporting writing teachers. *Teaching/Writing: The Journal of Writing Teacher Education, 11*(1)
Knight, J. (2016). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected.* Corwin.
Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research, 88(4), 547–588.
Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. Teachers College Record, 91(4), 509–536; Little, J. W. (2003). Inside teacher community: Representations of classroom practice. Teachers College Record, 105(6), 913–945. 5
Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis, 15*(2), 129–151.
Lyons, C. A. & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.
Patrick, S. K. (2022). Collaborating for Improvement? Goal Specificity and Commitment in Targeted Teacher Partnerships. Teachers College Record, 124(1), 164–190.
Sailors, M., Hoffman, J. V. (2018). Literacy coaching for change: choices matter, Literacy Brief. *International Literacy Association (ILA).*
Shelton, N. R. (2010). Program fidelity in two reading mastery classrooms: A view from the inside. *Literacy Research and Instruction*, 49, 315-333. DOI: 10.1080/19388070903229404
Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57, 1–22.
Smylie, M. A. (1988). The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change. *American Educational Research Journal, 25*(1), 1-30. doi:10.2307/1163157
Sweeney, D.R. & Harris, L.S. (2020). *The essential guide for student-centered coaching: What every K-12 coach and school leader needs to know.* Corwin.
Sykes, G. (1999). Introduction: Teaching as the learning profession. In L. Darling Hammond & G. Sykes (Eds.), Teaching as the learning profession: Handbook of policy and practice (pp. xv–xxiii). San Francisco: Jossey-Bass.
Young, C., Paige, D., & Rasinksi, T.V, (2022). *Artfully teaching the science of reading*. Routledge.

About the Author:

Dr. Macie Kerbs is a literacy consultant and staff developer who works with K-12 schools across the United States. With experience as a classroom teacher, interventionist, literacy coach, and teacher educator, Dr. Kerbs strives to bridge the gap between theory, research, and practice. Dr. Kerbs is an advocate for equitable literacy instruction for all students, which fuels her active research agenda on teacher professional learning and decision making. Dr. Kerbs currently resides in The Woodlands, TX with her husband and three children.

COMPLEMENTARY RESOURCE

PAIRING PICTUREBOOKS AND POETRY TO TEACH CONTENT AREA MATERIAL ACROSS THE CURRICULUM

Dr. William Bintz
Kent State University

If I had my life to live over again, I would have made a rule to read some poetry and listen to some music at least once every week. -Charles Darwin (Goodreads, 2023)

Like Darwin, I also enjoy reading poetry and listening to music. Unlike Darwin, I am not a scientist. I am a former middle grades and high school English/Language Arts (ELA) teacher and now a teacher educator and researcher in literacy education. My teaching and research focus on using picturebooks to teach content area material across the curriculum, K-12. As a teacher educator, I also make it a rule to develop text sets of picturebooks across the curriculum and use them as curricular resources to conduct read alouds for my undergraduate and graduate students at the beginning of each class session.

Recently, I developed a Social Studies text set of picturebooks on the tragic event that occurred in the United States on September 11, 2001, commonly referred to as 911. From this text set, I read aloud *America is Under Attack* (Brown, 2011) on September 11, 2023 to students in my graduate course entitled *Reading Across the Content Areas*. Here is a precis:

This picturebook describes the attack on September 11, 2001, planned by Osama Bin Laden, leader of an organization named al-Qaeda. On that day, nineteen members of al-Qaeda posed as ordinary passengers on four commercial airplanes. During each flight, the members of al-Qaeda took control of the cockpits from the pilots and carried out the multi-site attack. On one plane, the members crashed it in a field in Shanksville, Pennsylvania while fighting off passengers who stormed the cockpit to save their own lives. On another plane, the members crashed the plane into the Pentagon, the military's headquarters in Washington, D.C. On the third and fourth plane, the members crashed one into the North Tower and the other into the South Tower of the World Trade Center in New York City. In the end, a total of 2,973 innocent people tragically lost their lives in the attack.

I read aloud this picturebook for four reasons. One, a major goal of the course is to demonstrate and promote the use of picturebooks as tools to teach content area material across the curriculum. Two, another goal is to provide demonstrations of reading aloud as an instructional strategy for teachers to use with readers of all ages. Three, the goal is for students to engage in and reflect on the experience of reading aloud as an instructional strategy to support student engagement and meaningful learning across the curriculum. Four, the course highlights four major content areas: English/Language Arts, Social Studies, Science, and Mathematics. I selected this picturebook to pay homage to the innocent lives lost on September 11, 2001, as well as introduce the Social Studies section of the course.

Student Response and Teacher Reflection

After reading *America is Under Attack*, I invited students to share their responses to the picturebook and write reflections on the whole experience. All students responded positively to the picturebook and recognized the power and potential of reading aloud. One response, however, caught my attention.

> *I have some reflections about this whole experience. I have always thought picturebooks were for children and that's why they are called children's literature. This picturebook, however, is not only for children but also for older students, like middle and high school students, and even adults. I certainly learned some new information about 9/11 from this picturebook. Also, while you were reading aloud the picturebook, I found myself thinking about a poem I read some time ago in high school. At the time, we were studying about 9/11 and read a poem titled Daddy's Day for 9/11. It was about a little girl who, like her classmates, was celebrating daddy's day at school. Her mother worries because her daughter will have to attend the celebration without her father because he died in the 9/11 attack. When her name is called to introduce her daddy, she tells everyone that he can't be there because he lives far away in heaven but still wants to tell them about him, especially that he still loves her. As you were reading, I found myself making lots of connections between the picturebook and the poem.*

Afterwards, I found myself thinking more and more about this student's response. Unbeknown to her and me at the time, this student created a paired text. One text was the picturebook *America is Under Attack* and the other was the poem Daddy's Day for 9/11. Her connection of a poem to a picturebook introduced me to a new way of seeing and developing paired text, namely, pairing two texts from two different genres, in this instance, picturebooks and poetry. Her response also sparked my curiosity about pairing other picturebooks with poetry to teach important content area material across the curriculum. Ultimately, this student response inspired this article.

The purpose of this article is to share paired text of picturebooks and poetry across the curriculum and share samples of instructional strategies that teachers can use with paired text of picturebooks and poetry to engage student learning across the curriculum. I end with some concluding thoughts.

Paired Text

Paired text is not a new idea. Simply put, a paired text is two texts that are related in some way, e.g. topic, theme, character, etc. Over the years, much research has been conducted on the development and use of paired text to support the process of intertextuality, more commonly referred to as making connections across texts (Author, 2015). More recently, much professional literature has been published about new ways to pair text (see, Lupo, et al., 2019). One way is to pair contradictory texts, two texts that tell the same story but in contradictory ways. Another way is to pair corresponding texts, two texts that address the same theme in unique ways, e.g. different perspectives. Still another way is to pair companion texts, two texts that complement

each other by widening the perspective on a specific topic in a content area. These ways of pairing text primarily use two texts from the same genre. Pairing picturebooks and poetry, however, is a new and exciting way to pair texts.

Pairing Picturebooks and Poetry

In this section, I share examples of paired text that consist of two different genres, picturebooks and poetry. I also share and illustrate instructional strategies teachers can use with this kind of paired text across the curriculum. I organize this section by content area.

English Language Arts (ELA)

The picturebook *The Incredible Book Eating Boy* (Jeffers, 2006) and the poem How to Eat a Poem (Merriam, 1990) is an entertaining paired text on the important topic of books. *The Incredible Book Eating Boy* is a funny and informative picturebook about a little boy who loved books, all books. He loved books not to read, but to eat! He started reading multiple books at one time. One day, he picked up a half-eaten book and, instead of eating it, he started reading it and discovered he loved to read.

How to Eat a Poem is also an entertaining poem, but with a serious message. It uses eating fruit as a metaphor for reading poetry. Like eating a ripe, juicy apple, reading a poem can be messy. No need to throw any parts away because it is there for each reader to enjoy.

Figure 1 illustrates Identifying & Describing Intertextual Connections as an instructional strategy used with this paired text.

Figure 1

Identifying & Describing Intertextual Connections

The Incredible Book Eating Boy →	**Intertextual Connections**	How to Eat a Poem ←
This is an entertaining and informative picturebook about Henry, a little boy who loved books, all books. He loved books not to read, but to eat! This practice began by mistake. First, Henry ate a single word, then a sentence, and then a whole book. He ate storybooks, dictionaries, and atlases, but red books were his favorite. He realized that the more books he ate the smarter he got. So, he started reading multiple books at one time. One day, he realized that everything he was learning was getting mixed-up. He was eating too many books. He picked up a half-eaten book and, instead of eating it, he started reading it and discovered he loved to read.	1) Both texts are entertaining and informative and use eating as a metaphor reading. 2) Both texts use descriptive and authentic language. 3) Both texts deal with the topic of reading (one about reading a book and the other about reading a poem). 4) Both texts invite inferential thinking. For example, digesting books and poems can be viewed as an act of comprehension and therefore digesting books and poems is as important as reading them. 5) Both texts have important implications for parents and reading teachers.	This is a whimsical and entertaining poem with a serious message. It uses eating fruit as a metaphor for reading poetry. A poem should always be enjoyable and memorable. Like a eating a ripe, juicy apple, reading a poem can be messy but that is part of the fun. The poem is ripe for the reader. No need to throw any part away because it is there for each reader to enjoy.

Students write a retelling of the picturebook in the left-hand column and a retelling of the poem in the right-hand column. In the middle students identify and describe intertextual connections they created between the paired text. Appendix A illustrates additional paired texts of picturebooks and poetry in English/Language Arts for the Grade Band 5-8, focusing on six categories: power of books, power of words, parts of speech, punctuation, libraries and librarians, and life at school.

Social Studies

The picturebook biography *Grandad Mandela* (Mandela & Mandela, 2018) and the poem *An Ordinary Man* (Mohare, 2013) is a paired text on the historical character Nelson Mandela in Social Studies. *Grandad Mandela* is an informative picturebook authored jointly by his daughter and great-grandchildren. It is based on the authors' conversations with their grandmother. It is

these conversations when they learn that Nelson Mandela was a freedom fighter and Nobel Peace Prize-winner.

An Ordinary Man is a poem that pays homage to Nelson Mandela. Although known as a famous man and respected worldwide as a champion of civil rights, it also describes him as an ordinary man. Nelson Mandela was extraordinary because he was rich in spirit, courage, and determination. A fitting tribute is also that he was an ordinary man.

Figure 2 illustrates Intertextual Connections Chart, an instructional strategy used with this paired text.

Figure 2

Intertextual Connections Chart

	Background of Nelson Mandela	Prison	Prison Time	Legacy
Grandad Mandela	Nelson Mandela was an ordinary man. Growing up, he lived in a traditional home, made of clay with a thatched roof. He got water from a river and cooked food in pots on the fire.	Nelson Mandela was unjustly incarcerated for fighting against Apartheid, the law in South Africa that separated black people and white people.	Nelson Mandela spent many years in prison. South African government put Mandela in jail for a long time, hoping he would age and tire, and people would forget about him and what he stood for.	His legacy is the opposite. He remains internationally admired and a hero to all people, especially people in South Africa.
An Ordinary Man	Nelson Mandela was an ordinary man. He was not born into riches or politics. He came from humble beginnings.	Nelson Mandela was a prisoner of freedom.	Nelson Mandela spent many years as a prisoner of freedom and yet he never lost his spirit and determination to fight discrimination.	The world wept when Mandela was freed from prison. Even today, his memory and work live on. Many people around the world continue to inherit his struggle and many parents and teachers continue to tell children his story.

Students identify the picturebook and the poem in the far left-hand column and record intertextual connections on the top row. Underneath each connection, students describe how each text addresses each connection. Appendix A illustrates additional paired texts of picturebooks and poetry in social studies for the Grade Band 5-8, focusing on three categories: biography, racism, computer technology.

Mathematics

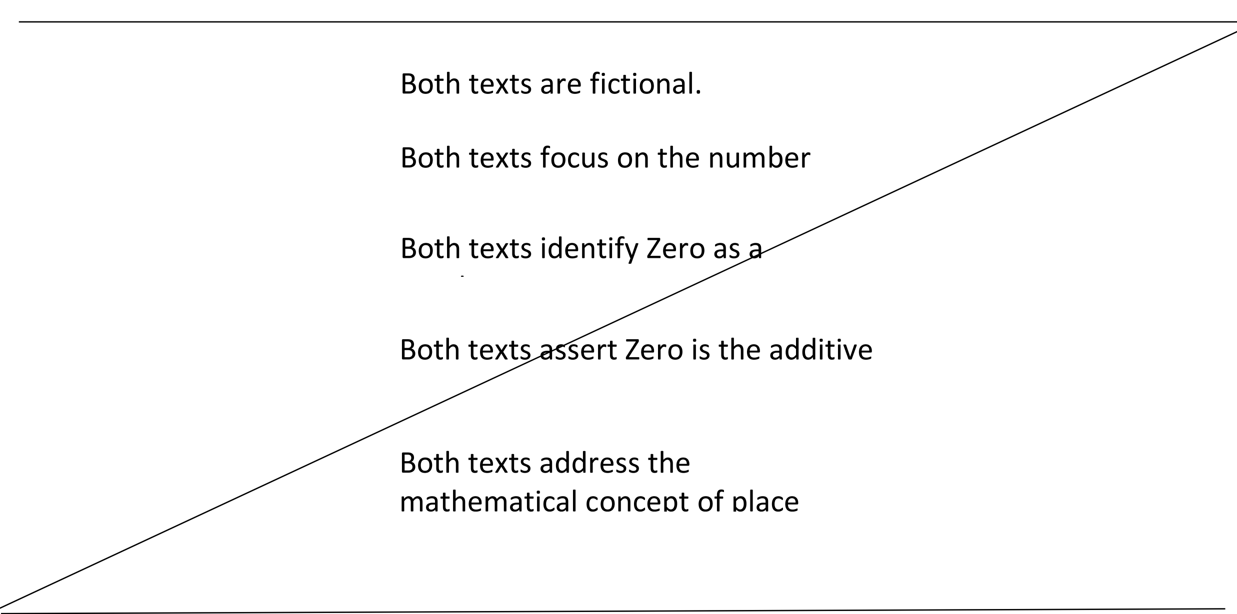
The picturebook *A Place for Zero* (LoPresti, 2003) and the poem, Zero (Stamm, 2004) is a paired text on the number of zero in mathematics. *A Place for Zero* is clever and informative picturebook about the problem of Zero. Zero lived in Digitari, a kingdom ruled by King Multiplus and Queen Addeline. Every number in the kingdom has a place except Zero, so he seeks advice from Count Infinity who shapes all numbers. Count Infinity puts Zero and the number 1 into the Numberator Machine and discovers that Zero has an additive identity. Finally, Zero has found his *place*.

Zero is a poem that describes important characteristics and functions of the number zero. One characteristic is that zero is a number that comes first before the rest of the counting numbers. The poem also identifies other illuminating characteristics. *Figure 3* illustrates a Z-Map, an instructional strategy used with this paired text.

Figure 3

Z-Map

A Place for Zero: This is an entertaining and informative picturebook about the problem of Zero. He doesn't feel like he adds up to the other digits, 1-9. Zero lived in Digitari, a kingdom ruled by King Multiplus and Queen Addeline. Every number in the kingdom has a place except Zero, so he seeks advice from Count Infinity who shapes all numbers. Count Infinity puts Zero and the number 1 into the Numberator Machine and discovers that Zero has an additive identity. Next, Zero asks King Multiplus to multiply him, hoping it would help him find his place. The King orders Zero and 1 to jump into the factor end of a multi-tube made of integrium. Soon, Zero, 1, and 0 exit the product end of the tube. Happily, the king declares a number multiplied with Zero make another 0. Zero notices that when 1 is added to 9, the sum is a new number. The King declares the new number will be called ten as asks Zero to stand next to the digit one. More and more numbers stand next to Zero making new numbers like 20, 30, and 90 and continue to make 32, 47, and 89. Finally, another 0 stood next to Zero and 1 and make a strange number. Zero stated they now represented ten 10's. Count Infinity praised Zero. He had finally found his *place*.



Zero: This poem describes important characteristics and functions of the number zero. One characteristic is that zero is a number that comes first before the rest of the counting numbers. It separates positive from negative numbers and keeps its identity with addition. Zero cannot be divided into numbers and gives place value structure.

Students write a retelling of the picturebook on top of the line of the letter Z and a retelling of the poem on the bottom line of the letter Z. In between on the diagonal line, students identify intertextual connections between the paired text. Appendix A illustrates additional paired texts of picturebooks and poetry in mathematics for the Grade Band 5-8, focusing on five categories: geometry, probability, graphing, time, and money.

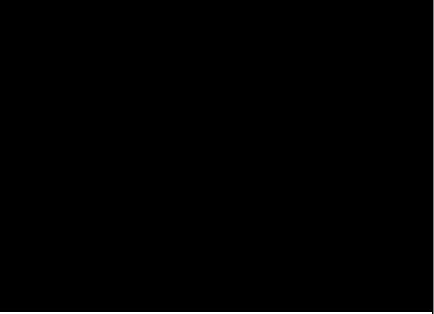
Science

The picturebook *Drop: An Adventure through the Water Cycle* (Moon, 2021) and the poem Water Cycle Poem (Mr. R.'s World of Science) is a paired text in science on the topic of the water cycle. *Drop: An Adventure through the Water Cycle* is an informative picturebook that introduces the water cycle. The story is told with two narratives. One narrative is third-person and the other is first person as told by Drop, the main character. The third-person narration describes the water cycle factually.

Water Cycle Poem is an enjoyable and rhyming poem that describes the water cycle. It highlights the idea that the water cycle is a natural process and essential to meet the needs of humans, plants, and animals. *Figure 4* illustrates an H-Map, an instructional strategy used with this paired text.

Figure 4

H-Map

Drop: An Adventure through the Water Cycle		Water Cycle Poem
This entertaining and informative picturebook introduces the water cycle. The story is told with two narratives. One narrative is third person and the other is first person as told by Drop, the main character. The third-person narration describes the water cycle factually. For example, the water cycle is about 4 ½ billion years old, the sun fills Drop with energy, Drop can be rain, but also hail, snow, and ice, even icebergs. Plants and animals can drink drop and then a whole new adventure starts again. At the same time, Drop describes how *all bouncy bouncy* she feels when she floats into the air, how fun it is for her to be different kinds of rain (sprinklicious, drippity-drip, and splishity-splaash), how she glad she is to feed plants by getting back to her roots, and how she announces Woo-Hoo when she starts all over again.	Both texts emphasize the historic importance of water for humans, animals, and plants on planet Earth. Both texts describe the water cycle as a constantly, never-ending event. Both texts identify and describe individual parts of the water cycle. Both texts describe the individual parts of the water cycle as an integrated process. Both texts include important scientific vocabulary, e.g. evaporation, condensation, and precipitation.	This is an enjoyable and rhyming poem that describes the water cycle. It highlights the idea that the water cycle is a natural process, occurs around the world, and is invisible to the naked eye. It is essential to meet the needs of humans, plants, and animals.

Students write a retelling of the picturebook in the left-hand column on the letter H and a retelling of the poem in the right-hand column on the letter H. Students identify intertextual connections in the middle. Appendix A illustrates additional paired texts of picturebooks and poetry in science for the Grade Band 5-8, focusing on five categories: biography, life science, earth science, space science, and physical science (*see also, Appendix A for a complete list of all picturebooks and poetry cited)*.

Concluding Thoughts

This article was inspired by a powerful, but unexpected, student response to a picturebook I read aloud to my students about the tragic events on September 11, 2001. At one level, the response was not surprising. This student, like all students in the class, recognized that this picturebook pays respectful homage to all innocent people who lost their lives on that tragic day. At another level, the response was pleasantly surprising and intellectually informed. The surprise and information were that this student created a new way to pair texts, namely, pairing picturebooks with poems.

This article was inspired by this student response. The purpose was to share examples of a variety of paired text of picturebooks and poems across the curriculum, as well as samples of instructional strategies that teachers can use with these paired texts to support the process of intertextuality and engage student learning across the curriculum. My hope is two-fold: 1) these paired text and instructional strategies will, for now, be a valuable resource for teachers to use in the classroom, and 2) a catalyst for teachers to start some new conversations and generate new ideas about ways to develop and use paired text across the curriculum. Let the conversations begin!

References

Bintz, W.P. (2015) *Using paired text to meet the common core: Effective teaching across the K-8 curriculum.* The Guilford Press.

Lupo, S.M., Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2019). Rethinking Text Sets to Support Knowledge Building and Interdisciplinary Learning. *The Reading Teacher*, 73(4), 513-524.

Literature Cited

Brown, D. (2011). *America is under attack.* Square Fish.

Daddy's Day for 9/11. Retrieved from: https://townsquare.media/site/40/files/2012/09/911poem.pdf, October 7, 2023.

Darwin, C. Retrieved from: https://www.goodreads.com/quotes/78076-if-i-had-my-life-to-live-over-again-i, November 29, 2023.

Jeffers, O. (2006). *The Incredible book eating boy.* Philomel Books.

LoPresti, A.S. (2003). *A place for zero.* Charlesbridge.
Mandela, Z., & Mandela, Z. (2018). *Grandad Mandela.* Quarto Publishing.
Merriam, E. (1990). How to Eat a Poem. Retrieved from: https://poemanalysis.com/eve-merriam/how-to-eat-a-poem/, October 8, 2023.
Mohare, T. (2013). An Ordinary Man. Retrieved from: https://www.npr.org/2013/12/13/250784027/poem-nelson-mandela-an-ordinary-man, October 9, 2023.
Moon, E.K. (2021). *Drop: An adventure through the water cycle.* Dial Books.
Mr. R.'s World of Science. Water Cycle Poem. Retrieved from: https://sciencepoems.net/water-cycle-science-poem/, October 5, 2023.
Stamm, V. (2004). Zero. Personal correspondence.

Appendix A.

Paired Texts of Picturebooks and Poetry in English/Language Arts

Power of Books	
Parleto, S. (2008). *The world that loved books.* Simply Read Books.	Jacobs, L.B. There is a Land. Retrieved from: https://www.best-poems.net/leland-jacobs/there-is-a-land.html, November 12, 2023.
Cooper, I. (2019). *The golden rule.* Abrams Books.	Yerman, J. The Golden Rule. Retrieved from: https://www.poemhunter.com/poem/the-golden-rule-8/#:~:, November 7, 2023.
Merriam, E. (1991). *The wise woman and her secret.* Simon & Schuster.	Nesbitt, K. I've Got a Secret. Retrieved from: https://poetry4kids.com/poems/ive-got-a-secret/, November 11, 2023.
Power of Words	
Bryant, J. (2008). *A river of words: The story of William Carlos Williams.* Eerdmans Books.	Rajaratnam, P. Words. Retrieved from: https://en.wikipedia.org/wiki/G._P._Rajarathnam, November 3, 2023.
Bryant, J., & Sweet, M. (2014). *The right word: Roget and his thesaurus.* Eerdmans Books.	Brown, C. Thesaurus-saurus. Retrieved from: https://authorcharliebown.com/poetry/, November 15, 2023.
Parts of Speech	
Hall, P. (2009). *Find your function at conjunction junction.* Magic Wagon.	Reamer, J. Conjunction. Retrieved from: https://www.poemhunter.com/poem/conjunction-2/, November 7, 2023.
Truss, L. (2006). *Eats, shoots & leaves: Why*	Cleary, B. (2018). Stop Awhile. In *The Punctuation Station.* Millbrook Press.

	commas really do make a difference. G.P.Putnam's Sons.	
	Riggs, K. (2017). *Hyphens and dashes*. Creative Paperbacks.	Hopkins, L.B. (2018). Stubby the Hyphen. In *A Bunch of Punctuation*. Wordsong.
	Shulman, M. (2006). *Mom and dad are palindromes.* Scholastic.	DeVeney, D. Palindrome Poem. https://www.poemhunter.com/poem/palindrome-poem/, November 11, 2023.
	Shulman, M. (2013). *Ann and Nan Are Anagrams: A Mixed-Up Word Dilemma.* Chronicle Books.	Foblioso, O, & Foblioso, B. The Tot and the Elder. Retrieved from: https://24x7interestingfacts.blogspot.com/2008/10/anagram-poems.html, November 20, 2023.
Punctuation	Barrett, J. (1998). *Things that are most in the world.* Atheneum Books for Young Readers.	Ayeson, N. Superlatives. Retrieved from: https://hellopoetry.com/poem/1315413/superlatives/, November 6, 2023.
	Carr, J. (2009). *The greedy apostrophe: A cautionary tale.* Holiday House.	Apostrophe. In VanDerwater, A. (2021). In *Write! Write! Write!* Wordsong.
	Pulver, R. (2004). *Punctuation takes a vacation.* Holiday House.	Nesbitt, K. It'sFunToLeaveTheSpacesOut. Retrieved from: https://poetry4kids.com/poems/itsfuntoleavethespacesout/, November 4, 2023.
Libraries & Librarians	Winter, J. (2019). *The librarian of Basra: A true story from Iraq.* Clarion Books.	Metres, P. Hearing of Alia Muhammed Baker's Stroke. Retrieved from: google.com/Hearing+of+Alia+Muhammad, November 2, 2023.

	Glenn, S. (2018). *Library on wheels: Mary Lemist Titcomb and America's first bookmobile.* Abrams Books.	Umland, K. The Bookmobile Poem. Retrieved from: google.com/the+bookmobile+poem, November 8, 2023.
	Henson, H. (2008). *The book woman.* Atheneum Books.	Rollins, C.A. Portrait of a Pack Horse Librarian. Retrieved from: https://www.youtube.com/watch?v=pkzQQOSCtd0, November 7, 2023.
	Brown, M. (2011). *Waiting for the biblioburro.* Trycycle Press.	Lewis, J.P. (2014). *Poem-mobiles: Crazy car poems.* Schwartz & Wade.
	Mora, P. (1997). *Tomas and the library lady.* Dragonfly Books.	Giovanni, N. My First Memory (Of Librarians). Retrieved from: https://poets.org/poem/my-first-memory-librarians, November 5, 2023.
	Miller, W. (1997). *Richard Wright and the library card.* Lee & Low Books.	Michaels, O.D. Library Card. Retrieved from: https://www.poemhunter.com/poem/library-card/, November 14, 2023.
Life at School	James, R. (2021). *PECAN'S spelling bee championship.* Independently Published.	Rowe, J. The Spelling Bee. Retrieved from: https://www.poetrysoup.com/poems/best/spelling_bee, November 14, 2023.

	Danneberg, J. (2000). *First day jitters.* Charlesbridge.	Mulroney, S. Back to School Today poem. Retrieved from: www.teachstarter.com/gb/blog/back-to-school-poem-reduce-anxiety-in-children-2/, August 14, 2023.
	Droyd, A. (2011). *Goodnight iPAD: A parody for the next generation*. Blue Rider Press.	Prelutsky, J. The Dragon of Death. Retrieved from: https://www.dragonsinn.net/prelutsky-dragon-poems/, November 13, 2023.
	O'Neill, A. (2002). *The recess queen.* Scholastic.	Dwyer, C. (2015). All I Ask. Retrieved from: https://www.familyfriendpoems.com/poem/all-i-ask, November 14, 2023.

Paired Texts of Picturebooks and Poetry in Social Studies

Topic	Picturebook	Poetry
Biography	Krull, K. (2003). *Harvesting Hope: The Story of Cesar Chavez.* Clarion Books.	In Fields of Woe. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Glaser, L. (2010). *Emma's Poem: The Voice of the Statue of Liberty.* Clarion Books.	Lazarus, E. The New Colossus. Retrieved from: https://poets.org/poem/new-colossus?gclid=CjwKCAiA9dGqBhAqEiwAmRpTC8WIlykDR51siGjWOg4hpUaRNRc1dPwXP4ZGssMWci5phqHHjAchoCUYwQAvD_BwE, November 11, 2023.
	Adler, D., (1997). *A Picture Book of Thurgood Marshall.* Holiday House.	Duncan, J. Thurgood Marshall Poem. Retrieved from: https://poetrypoem.com, August 23, 2023.

	Rappaport, D. (2009). *Eleanor, Quiet No More: The Story of Eleanor Roosevelt.* Little Brown Books for Young Readers.	Lewis, J.P. You Learn By Living. Retrieved from: https://www.poetryfoundation.org/poems/56361/you-learn-by-living, August 29, 2023.
	Rockwell, A. (2002). *They Called Her Molly Pitcher.* Dragonfly Books.	Sherwood, K.B. Molly Pitcher. Retrieved from: https://www.poetrynook.com/poem/molly-pitcher, August 2, 2023.
	Nelson, K. (2013). *Nelson Mandela.* Katherine Tegen Books.	Opicho, A.K. Mandela, My Eternal Man. Retrieved from: https://hellopoetry.com/words/mandela/November 12, 2023.
	Weatherford, C.B. (2022). *A Song for the Unsung: Bayard Rustin, the Man Behind the 1963 March on Washington.* Henry Holt and Co.	Wheat, S. Do Not Disregard Me: A View from Bayard Rustin. Retrieved from: https://powerpoetry.org/poems/do-not-disregard-me-view-bayard-rustin, November 15, 2023.
	Moss, M. (2004). *Mighty Jackie: The Strike-Out Queen.* Simon & Schuster.	Norworth, J. Take Me Out To The Ballgame. Retrieved from: https://www.potw.org/archive/potw436.html, November 3, 2023.
	Granfield, L. (2014). *In Flanders Fields: The*	McCrae, J. In Flanders Fields. Retrieved from: https://vfw12002.org/Uploads/Documents/InFlandersFields.pdf, November 12, 2023.

	Story of the Poem by John McCrae. Fitzhenry & Whiteside.	
	Yoo, P. (2018). *Twenty-Two cents: Muhammad Yunus and the village bank.* Lee & Low Books.	Banker to the Poor. In Lewis, J.P. (2013). *When thunder comes: Poems for civil rights leaders.* Chronicle Books.
	Weatherford, C.B. (2021). *Dorothea Lange: The Photographer Who Found the Faces of the Depression.* Albert Whitman & Company.	Lewis, J.P. The Captive. Retrieved from: https://www.proquest.com/openview/1bcc3c7f827c115307ea25914bdb4c90/1.pdf?pq-origsite=gscholar&cbl=1356370, November 2, 2023.
	Demi. (2001). *Gandhi.* Margaret K. McElderry Books.	Deshpande, A. Mahatma Gandhi. Retrieved from: https://www.gandhiashramsevagram.org/poems-on-gandhi/index.php, November 10, 2023.
	Murphy, C.R. (2017). *Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage.* Peachtree.	If Women Get the Vote. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Karner, J. (2006). *Roald Amundsen: The Conquest*	First Man to Reach the South Pole. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.

	of the South Pole. Crabtree Classics.	
	Waldman, S. (2007). *Magellan's World.* Mikaya Press.	Ferdinand Magellan. In Lewis, J.P. (2002). *A world of wonders.* Dial Books.
	Pinkney, A.D. (1998). *Dear Benjamin Banneker.* Clarion Books.	Dove, R. Banneker. Retrieved from: https://www.poetryfoundation.org/poems/43354/banneker, August 27, 2023.
Racism	Wiles, D. (2005). *Freedom Summer.* Aladdin.	Lewis, J.P. Freedom Summer. Retrieved from: https://www.commonlit.org/en/texts/freedom-summer, August 22, 2023.
	Baptiste, T. (2022). *Because Claudette.* Dial Books.	Meyer, C.X. Sonnet For Claudette Colvin. Retrieved from: https://www.gandhiashramsevagram.org/poems-on-gandhi/index.phped, November 14, 2023.
	Johnson, A. (2007). *The Sweet Smell of Roses*. Simon & Schuster.	Brownlee, L. Greta Thunberg. Retrieved from: https://poetryroundabout.com/tag/greta-thunberg-poem/, November 12, 2019.
	Duncan, A.F. (2018). *Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968.* Calkins Creek.	Alexander, K. (2019). The Undefeated. Versify.
	Weatherford, C.B. (2021). *Unspeakable: The Tulsa Race Massacre.*	BobB. Remembering the Tulsa Race Massacre." Retrieved from: https://allpoetry.com>poem>15924339. August 23, 2023.

	Carolrhoda Books.	
	Nelson, M. (2009). *A Wreath for Emmett Till.* Clarion Books.	Lewis, J.P. The Innocent. Retrieved from: https://medinger.wordpress.com/2008/09/26/j-patrick-lewiss-the-innocent/, August 23, 2023.
	Agostini, A.L. (2022). *Juneteenth Story: Celebrating the End of Slavery in the United States.* Becker&Mayer !Kids	Kay, K. WE ROSE. Retrieved from: https://commongood.cc/reader/we-rose/, August 28, 2023.
	Cline-Ransome, L. (2011). *Words Set Me Free: The Story of Young Frederick Douglass.* Simon & Schuster.	Hayden, R. Frederick Douglass. Retrieved from: https://www.google.com/search?q=poem+Frederick+Douglass+by+Hayden&sca_esv=582608004&sxsrf=AM9HkKm2-, August 27, 2023.
	Myers, W.D. (2003). *Malcolm X: A Fire Burning Brightly.* Amistad Books for Young Readers.	Hughes, L. My People. Retrieved from: https://www.google.com/search?q=poem+My+People&sca_esv=582608004&biw=726&bih=725&sxsrf=AM9HkKlmAaW-, November 12, 2023.
	Tonatiuh, D. (2014). *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for*	Lewis, J.P. The Child. Retrieved from: https://www.commonlit.org/en/texts/the-child, November 6, 2023.

	Desegregation. Harry N. Abrams.	
Computer Technology	Droyd, A. (2011). *Goodnight iPAD: a Parody for the Next Generation.* Blue Rider Press.	The Dragon of Death. In Prelutsky, J. (1993). *The dragons are singing tonight.* Scholastic.
	Slade, S. (2019). *A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon.* Little Brown Books.	Williams, M., Rifareal, R., & Lewanowicz, M. I was a Hidden Figure. Retrieved from: https://vcuwritingcenter.tumblr.com/post/158511300140/i-was-a-hidden-figure-a-group-August 22, 2023.
	Diehn, A., & Mazeika, K. (2019). *Computer Decoder: Dorothy Vaughan, Computer Scientist.* Nomad Press.	Pipe, B.R. Bio Poem Dorothy Vaughan (Pipe, B.R.) Retrieved from: https://www.pinterest.com/pin/57069120265523805/, August 22, 2023.
	DiOrio, R. (2011). *What Does it Mean to be Safe.* Little Pickle Press.	Dejinicki, M. Online Smart. Retrieved from: https://blog.tree.cards/safety-poems/, August 23, 2023.
	Gregory, J. (2013). *Steve Jobs.*	Sally, W. A Tribute to Steve Jobs. Retrieved from: https://www.poemhunter.com/poem/a-tribute-to-steve-jobs/, August 22, 2023.

	Children's Press.	
	Simon, S. (2019). *How to Talk to Your Computer*. HarperCollins.	Nesbitt, K. My Computer Ate My Homework. Retrieved from: https://poetry4kids.com/poems/my-computer-ate-my-homework/, August 22, 2023.
	Liukas, L. (2018). *Hello Ruby: Journey Inside the Computer*. Feiwel & Friends.	Anonymous. Why Computers Sometimes Crash. Retrieved from: https://voicetoword.com/poems-for-pronunciation-why-computers-sometimes-crash/, August 22, 2023.
	Cleary, B. (2019). *Bugs That Make Your Computer Crawl: What are Computer Bugs*. Millbrook Press.	Lewis, K. Computer Bug. Retrieved from: https://www.booksie.com/posting/kai-lewis/computer-bug-647741, August 22, 2023.
	Nhin, M. (2020). *Unplugged Ninja: A Children's Book about Technology, Screen Time, and Finding Balance*. Grow Grit Press.	Paul, L. Save Our Children From Technology. Retrieved from: https://www.poemhunter.com/poem/save-our-children-from-technology/, August 22, 2023.
	Schwartz, D. (1998). B is for Binary. In *G is for Google*. Tricycle Press.	Kevin. Binary Code Poem. Retrieved from: https://dogtrax.edublogs.org/2006/11/02/binary-code-poem/, August 22, 2023.
	Macaulay, D. (1988). Computers. In *The Way*	Cruz, G. The Speed of Innovation. Retrieved from: https://letslearnslang.com/poem-about-computer/, August 22, 2023.

	Things Work. Clarion Books.	
	Lyons, H. (2016). *Online Safety for Coders*. Lerner Publications.	Ellie, et al. A Poem to Stay Safe. Retrieved from: https://www.westcornforth.durham.sch.uk/ecadets-online-safety-poem/, August 23, 2023.
	Lyons, H. (2016). *Online Safety for Coders*. Lerner Publications.	Anonymous. Why Computers Sometimes Crash. Retrieved from: https://voicetoword.com/poems-for-pronunciation-why-computers-sometimes-crash/, August 22, 2023.
	Hubbard, B. (2017). *Staying Safe Online.* Heinemann.	Dejnicki, M. Stay Safe on th3e Web. Retrieved from: https://blog.tree.cards/safety-poems/, August 22, 2023

Paired Texts of Picturebooks and Poetry in Mathematics

Systems	Adler, D. (2022) *The metric system.* Holiday House.	Pleacher, D. Metric System. Retrieved from: https://www.pleacher.com/mp/mpoetry/mobpoet2.html, November 22, 2023.
Geometry	Burns, M. (2008). *Spaghetti and meatballs for all: A mathematical story. Scholastic.*	The Rose Garden. In Lewis, J.P. (2007). *Arithme-tickle: An even number of odd riddle-rhymes.* Clarion Books.
	Ellis, J. (2010). *Pythagoras and the ratios: A math adventure.* Charlesbridge.	What's My Angle? In Lewis, J.P. (2007). *Arithme-tickle: An even number of odd riddle-rhymes.* Clarion Books.
	Glass, J. (1998). *The fly on the ceiling: A math myth.* Random House.	Numberock. Coordinate Plane Song. Retrieved from: https://numberock.com/lessons/coordinate-plane-1st-quadrant/, November 15, 2023.

	Neuschwander, C. (2005). *Mummy math: An adventure in geometry.* Square Fish.	Mr. Geometry. Retrieved from: https://mathstory.com/geometry-poems/, November 22, 2023.
	Neuschwander, C. *Sir Cumference and the Great Knight of Angleland.* Square Fish.	Angles. Retrieved from: https://mathstory.com/geometry-poems/, November 22, 2023.
	Adler, D. (2012). *Perimeter, area, and volume: A monster book of dimensions.* Holiday House.	Perimeter Paul. Retrieved from: https://mathstory.com/geometry-poems/, November 22, 2023.
	Neuschwander, C. (1997). *Sir Cumference and the first round table.* Square Fish.	Lindsay, V. Euclid. Retrieved from: https://allpoetry.com/Euclid, November 22, 2023.
	Lewis, V. (2022). *Circle loves pi.* Independently Published.	Pleacher, D. Circumference and Area. Retrieved from: https://www.pleacher.com/mp/mpoetry/mobpoet2.html, November 22, 2023.
	Baby Professor, (2017). *Right, acute, and obtuse angles.* Baby Professor.	Lacovara, S. Right Angle Triangle Poem. Retrieved from: https://www.poemhunter.com/poem/right-angle-triangle/, November 12, 2023.
	Murphy,S.J. (2002). *Racing*	Perimeter Paul. Retrieved from: https://mathstory.com/geometry-poems/, November 22, 2023.

	around. HarperCollins.	
	Leedy, L. (2012). *Seeing symmetry.* Holiday House.	Moser's Circle Problem. Retrieved from: 3Blue1Brown.com/blog/poems, November 22, 2023.
	Murphy, S.J. (2001). *Captain invincible and the space shapes.* HarperCollins.	Bubble Trouble. In Franco, B. (1998). *Counting caterpillars and other math poems*. Scholastic Teaching Resources.
	Hayes, L.D., & Hayes, M.J. (2022). *How do you measure a slice of pizza? A book about geometry.* Flowerpot.	Triangle Types. Retrieved from: https://mathstory.com/poems/triangletypes/, August 23, 2023.
	Worth, B. (2020). *Happy pi day to you.* Random House books.	Pi Poem. Retrieved from: https://mathstory.com/poems/pi/, August 23, 2023.
	Neuschwander, C. (2006). *Sir Cumference and the isle of immeter.* Square Fish.	Perimeter Paul. Retrieved from: https://mathstory.com/poems/alligator/, August 23, 2023.
	Neuschwander, C. (2017). *Sir Cumference and the fracton faire*. Square Fish.	Numerators and Denominators. Retrieved from: https://mathstory.com/poems/math-poem-numerator-denominator/, August 23, 2023.
	Neuschwander, C. (2003). *Sir Cumference*	Author Unknown. 3D Shapes. Retrieved from: https://www.pinterest.com/pin/561050066064961058/, November 12, 2023.

	and the sword in the cone. Square Fish.	
Probability	Murphy, S.J. (2001). *Probably pistachio.* HarperCollins.	A Closet Full of Shoes, In Silverstein, S. (2006). *Falling up.* HarperCollins.
	Einhorn, E. (2008). *A very improbable story.* Charlesbridge.	Albanese, A. Sticky Sticky Bubble Gum. Retrieved from: https://www.teacherspayteachers.com/Product/CIRCLE-TIME-Interactive-Song-Sticky-Sticky-Bubble-Gum-5918398, November 13, 2023.
	Goldstone, B. (2013). *That's a possibility: A book about what might happen.* Henry Holt & Co.	Author Unknown. Likely or Unlikely Poem. Retrieved from: https://www.teacherspayteachers.com/Product/Likely-or-Unlikely-Poem-5987795, November 15, 2023.
Graphing	Nagda, A.W., & Bickel, C. (2000). *Tiger math: Learning to graph from a baby tiger.* Square Fish.	Pleacher, D. Graphing Song. Retrieved from: https://www.pleacher.com/mp/mpoetry/mobpoet2.html, November 22, 2023.
	Leedy, L. (2005). *The great graph contest.* Holiday House.	Carter, J., & Lesser, L. We Will Graph You! Retrieved from: https://www.pleacher.com/mp/mpoetry/queenrap.html, November 5, 2023.
	Breazeale, A.M. *Joey meets the average family: A math story about mean, median, mode, and range.* CreateSpace	In the Soccer Locker Room. In Lewis, J.P. (2014). *Everything is a poem: The best of J. Patrick Lewis.* Creative Editions.

	Independent Publishing.	
Time	Nagda, A.W., & Bickel, C. (2002). *Chimp math: Learning about time from a baby chimpanzee.* Square Fish.	Going to Kalamazoo. In Lewis, J.P. (2002). *A world of wonders: Geographic travels in verse and rhyme.* Dial Books.
	Yeh, A., & Wu, S. (2021). *The Hourglass Time: The Story of Seven Hourglasses.* Alexander Yeh and Samantha Wu.	Hourglass. Sparough, in Hopkins, L.B. (1997). *Marvelous math: A book of poems.* Simon & Schuster.
Money	Adler, D. (2019). *Money math: Addition and subtraction.* Holiday House.	Ogden Nash's Buggy Rugs. In Lewis, J.P. (2012). *Edgar Allan Poe's pie: Math puzzlers in classic poems.* Clarion Books.
	Axelrod, A. (1997). *Pigs will be pigs: Fun with math and money.* Aladdin.	Silverstein, S. Baloney Belly Billy. Retrieved from: https://www.weareteachers.com/math-poems-for-students/, November 15, 2023.
	Godfrey, N.S., (1995). *Why money was invented.* Silver Press.	Birthday Money. In Franco, B. (1998). *Counting caterpillars and other math poems*. Scholastic Teaching Resources.

Paired Texts of Picturebooks and Poetry in Science

Topic	Picturebook	Poetry
Biography	Sanchez, A. (2017). *Karl, get out of the garden: Carolus Linnaeus and the naming of everything*. Charlesbridge.	Von Hofstein, R. Carl Linnaeus 1707-1778. Retrieved from: https://www.richardvonhofsten.com/carl-linnaeus, November 16, 2023.
	Mortensen, L. (2010). *Come see the earth turn.* Tricycle Press.	Scientific Method at the Bat (Scieszka, 2004)
	Winter, J. (2016). *My name is James Madison Hemings.* Schwartz & Wade.	Chromosome Poem. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Pincus, M., & Bia, E. (2019). *Mae C. Jemison: The first African American female astronaut.* Discovery Library.	Author Unknown. Persistence, Perseverance, and Dreams of Dr. Mae Jemison. Retrieved from: https://powerpoetry.org/poems/persistence-perseverance-and-dreams-dr-mae-jemison, November 5, 2023.
	Rusch, E. (2015). *Electrical wizard: How Nikola Tesla lit up the world.* Candlewick.	Berrell, C. Cat-A-Static. Retrieved from: https://australianchildrenspoetry.com.au/2017/11/18/cat-a-static/, November 10, 2023.
	Barretta, G. (2017).	Author Unknown. The Thomas Edison Poem. Retrieved from:

	Timeless Thomas: How Thomas Edison changed our lives. Henry Holt & Co.	https://americathroughpoetry-smith.weebly.com/5-the-thomas-edison-poem.html, November 7, 2023.
	Sis, P. (2016). *The tree of life: Charles Darwin.* Farrar, Straus, & Giroux.	Gunawardana, D. Darwin. Retrieved from: https://www.researchgate.net/publication/296976075_Two_Poems_on_Darwin_and_Evolution, October 22, 2023.
	Munoz, I. (2018). *Galileo Galilei.* White Star.	Galileo's Universe. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Johnson, K. (2021). *One step further: My story of math, the moon, and a lifelong mission.* National Geographic Kids.	Williams, M., Rifareal, R., & Lewanowicz, M. I Was a Hidden Figure: A Group Poem about the Black Women Who Changed Science. Retrieved from: https://vcuwritingcenter.tumblr.com/post/158511300140/i-was-a-hidden-figure-a-group-poem, November 10, 2023.
	McCully, E.A. (2017). *Caroline's comets: A true story.* Holiday House.	Long, L. The Eye of Caroline Herschel. Retrieved from: https://www.google.com/search?q=poem+The+Eye+of+Caroline+Herschel+by+Long, November 5, 2023.
	McGinty, A.B. (2019). *The girl who named Pluto: The story of Venetia Burney.* Schwartz & Wade.	Hepner, G. Naming Pluto. Retrieved from: https://www.poemhunter.com/poem/naming-pluto/, October 25, 2023.
	Soloy, L. 2021). *Etty Darwin and the four*	Duffy, C.A. Mrs. Darwin. Retrieved from: https://genius.com/Carol-ann-duffy-mrs-darwin-annotated, October 23, 2023.

	pebble problem. Tundra Books.	
	Cline-Ransome, L. (2019). *Counting the stars: The story of Katherine Johnson.* Simon & Schuster.	Cummings, J. Katherine Johnson. Retrieved from: https://twitter.com/LongFormMath/status/1231996559971110917/photo/1, October 24, 2023.
	Burleigh, R. (2016). *Solving the puzzle: Marie Tharp maps the ocean floor.* Simon & Schuster.	Xu. Poem About Marie Tharp. Retrieved from: https://www.google.com/search?q=poem+Poem+About+Marie+Tharp, November 19, 2023.
	Robbins, D. (2017). *Margaret and the moon: How Margaret Hamilton saved the first lunar landing.* Knopf Books for Young Readers.	First Men on the Moon. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Nivola, C.A. (2012). *Life in the ocean: The story of oceanographer Sylvia Earle.* Farrar, Strauss, and Giroux.	Syrokad, L.A. The Ocean. Retrieved from: https://www.poetryinnature.com/poem/the-ocean/, November 1, 2023.
	Burleigh, R. (2013). *Look up! Henrietta Leavitt, pioneering woman astronomer.* Simon & Schuster.	Balise, L. For Henrietta Swan Leavitt. Retrieved from: https://hellopoetry.com/poem/2921159/for-henrietta-swan/, November 12, 2023.

	Baby Professor. (2017). *Albert Einstein: The genius who failed at school.* Baby Professor.	Bishop, M. E = MC2. Retrieved from: https://katherinestange.com/mathweb/p_emc.html, October 22, 2023.
	Krull, K. (2020). *Stay curious!: A brief history of Stephen Hawking.* Crown Books.	Preskill. A Poem for Stephen Hawking. Retrieved from: https://quantumfrontiers.com/2018/03/14/a-poem-for-stephen-hawking/, October 20, 2023.
	Baby Professor. (2017). *Archimedes and his numbers.* Baby Professor.	Smith, D. Bring Back Archimedes. Retrieved from: https://www.poetrysoup.com/poems/best/archimedes, November 12, 2023.
	Allen, P. (1998). *Mr. Archimedes bath.* Puffin.	Scientific Method at the Bat. In Scieszka, J. (2004). *Science verse.* Viking Books.
Life Science	Balkwill, F. (1990). *Cells are us.* Carolrhoda.	Fifty Million Million Cells. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Balkwill, F. (1993). *Cell Wars.* Carolrhoda.	Reniscience Education. Cell Theory. Retrieved from: https://www.facebook.com/ourlearninglab/posts/a-poem-explaining-cell-theory-by-a-7th-grader, November 2, 2023.
	Prewitt, C.S. (2019). *The extraordinary cell: A picture book of the cell and its organelles.* Independently Published.	The Great Divide. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Balkwill, F. *Amazing schemes within*	Chromosome Poem. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.

	your genes. Carolrhoda.	
	Balkwill, F. (1993). *DNA is here to stay.* Carolrhoda.	Poetizer. DNA. Retrieved from: https://www.google.com/search?q=DNA+and+children%27s+poems, November 5, 2023.
	Berger, M. (1985). *Germs make me sick!* HarperCollins.	Nash, O. The Germ. Retrieved from: https://poemhunter.com/poem/the-germ/October 20, 2023.
	Loper, C.M. (2020). *The sneezy breeze.* Crown & Arrow Publishing.	Smith, M. Allergies. Retrieved from: https://www.youtube.com/watch?v=rvGnN8f6N_U, November 12, 2023.
	Simon, S. (2006). *The heart: All about our circulatory system.* HarperCollins.	Dove, R. Heart to Heart. Retrieved from: https://poets.org/poem/heart-heart, October 10, 2023.
	Alber, D. (2020). *A little spot stays home: A story about viruses and safe distancing.* Diane Alber.	O'Meara, K. In the Time of Pandemic. Retrieved from: https://the-daily round.com/2020/03/16/in-the-time-of-pandemic/, October 19, 2023.
	Pham, B. (2022). *Cardiology for kids: A fun picture book about the cardiovascular system.* Black Phoenix Press.	You Can't Beat Your Heart. In Wolf, A. (2003). *The blood-hungry spleen and other poems about our parts.* Candlewick.
	Davies, N. (2009). *What's eating you? Parasites, the*	Mary Had a… In Scieszka, J. (2004). *Science verse.* Viking Books.

	inside story. Candlewick.	
	Isadora, R. (2006). *What a family!* Putnam Juvenile.	Hough, G.B. My Genes. Retrieved from: https://www.poemhunter.com/poem/my-genes-2/, October 20, 2023.
	Corcoran, M. (2010). *The circulatory story.* Charlesbridge.	Shy Silent Rivers. In Wolf, A. (2003). *The blood-hungry spleen and other poems about our parts.* Candlewick.
	Brown, W. (2022). *Lungs.* Bold Kids.	Lungs. In Wolf, A. (2003). *The blood-hungry spleen and other poems about our parts.* Candlewick.
	Tweet, J. (2016). *Grandmother fish: A child's first book of evolution.* Feiwel & Friends.	Wing, C. Evolution Song. Retrieved from: https://www.poetryfoundation.org/poets/catherine-wing, November 5, 2023.
	Cole, B. (1987). *Evolution: The story of how life developed on earth.* Crowell.	Evolution. In Scieszka, J. (2004). *Science verse.* Viking Books.
	George, J.C. (2014). *Galapagos George.* HarperCollins.	The Loneliest Creature. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Lasky, K. (2012). *One beetle too many.* Candlewick.	Milne, A.A. Forgiven. Retrieved from: https://www.dltk-kids.com/animals/songs/mmilne-forgiven.htm, November 5, 2023.
Earth Science	Hooper, M. (2015). *The pebble in my pocket: A history of our earth.* Frances Lincoln.	King, R. Geology. Retrieved from: https://www.poetryfoundation.org/poems/48126/geology-56d2291d8a158, October 22, 2023.

	Locker, T. (1997). *Water dance.* Clarion Books.	Riley. The Water Cycle. Retrieved from: https://www.natgeokids.com/uk/discover/geography/physical-geography/raining-rhymes/, November 4, 2023.
	McKinney, B.S. (1998). *A drop around the world: The science of water cycles on planet earth for Kids*. Dawn Publications.	Carns, J. Water Cycle. Retrieved from: https://www.teacherspayteachers.com/Product/Water-Cycle-poem-109385, October 29, 2023.
	Hooper, M. (2004). *The island that moved: How shifting forces shape our earth.* Frances Lincoln.	The Lithosphere. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Wiesner, D. (1999). *Sector 7.* Clarion Books.	Cloud Types (Mouse Poet). Retrieved from: https://www.google.com/search?q=poem+Cloud+Types+by+Mouse+Poet&tbm=isch&ved=2ahUKEwje8J3c8ciCAxWAKt4AHacfAXQQ2, November 5, 2023.
	Locker, T. (2000). *Cloud dance.* Clarion Books.	Mr. R's World of Science. Cloud Poem. Retrieved from: https://sciencepoems.net/science-poems/, October 22, 2023.
	Simon, S. (2003). *Earth.* HarperCollins.	Hetrick, L. The Earth Speaks. Retrieved from: https://www.youtube.com/watch?v=I_4fu5lNL20, October 15, 2023.
	Chin, J. (2014). *Gravity.* Roaring Brook Press.	Your Brain's the Boss. In Wolf, A. (2003). *The blood-hungry spleen and other poems about our parts.* Candlewick.
	Godkin, C. (2002). *When the giant stirred: Legend of a volcanic island.*	Paul, A. Tectonic Plates. Retrieved from: https://allpoetry.com/poem/4213667-Tectonic-Plates-by-AutumnsFlame, October 28, 2023.

	Fitzhenry & Whiteside.	
Space Science	Bal, F. (2019). *It started with a big bang: The origin of the earth, you, and everything else.* Kids Can Press.	Twas the Night. In Scieszka, J. (2004). *Science verse.* Viking Books.
	Ferrie, C. (2021). *There was a black hole that swallowed the universe.* Sourcebooks Explore.	The Black Hole. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Morgan, J. (2002). *Born with a bang: The universe tells our cosmic story.* Dawn Publications.	The Big Bang. In Lewis, J.P. (2007). *Poems for teaching in the content areas.* Scholastic Teaching Resources.
	Awa, (2022). *Pluto and the planets: Children's story book about the solar system.* Kindle.	The Great Beyond. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Weitkamp, M. 2015). *Pluto's secret: An icy world's tale of discovery.* Henry N. Abrams.	Pluto. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Stanley, J. (2015). *The little dipper.* Powerkids Press.	Little Dipper. In Bagert, B. (2007). *Shout! Little poems that roar.* Dial Books

	Simon, S. (2006). *Stars.* HarperCollins.	Stars. (in Hopkins, L.B., 2002). *Spectacular science: A book of poems.* Simon & Schuster.
	Hopkinson, D. (1999). Maria's Comet. Atheneum.	The Comet. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Mitton, J. (2006). *Zoo in the sky.* National Geographic Kids.	The Constellations. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	James, B. (2010). *Eight spinning planets.* Cartwheel Books.	Spinners. Singer, in Heard, G. (2009). *Falling down the page: A book of list poems.* Roaring Brook Press.
	Simon, S. (2015). *The sun.* HarperCollins.	Things To Do If You Are the Sun. Katz, in Heard, G. (2009). *Falling down the page: a book of list poems.* Roaring Brook Press.
	Pfiffkus, (2016). *Black holes in space!* Pfiffkus	Twink. In Scieszka, J. (2004). *Science verse.* Viking Books.
	Simon, S. (2006). *The universe.* HarperCollins.	The Universe. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Simon, S. (2014). *Our solar system.* HarperCollins.	The Constellations. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Goldstein, M.J. (2020). *Mysteries of black holes.* Lerner Publications.	The Black Hole. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Rake, J.S. (2020).	Mercury. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.

	Mercury. Pebble.	
	Gibbons, G. (2019). *The moon book.* Holiday House.	The Moon. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Simon, S. (2000). *Destination Jupiter.* HarperCollins.	Jupiter. In Florian, D. (2007). *Comets, stars, the moon, and mars: Space poems and paintings.* Clarion Books.
	Fowler, A. (2001). *So that's how the moon changes shape.* Children's Press.	Author Unknown. When the Light is on the Right. Retrieved from: https://www.lpi.usra.edu/education/explore/marvelMoon/activities/whatIf/loonyPhases/, November 12, 2023.
Physical Science	Ferrie, C. (2020). *Let's get moving: Speeding into the science of motion with Newtonian physics.* Sourcebooks Explore.	Mr. R's World of Science Newton. Retrieved from: https://sciencepoems.net/science-poems/, November 5, 2023.
	Branley, F. (2005). *Forces make things move.* HarperCollins.	Mr. R's World of Science Force (Physics) Poem. https://sciencepoems.net/force-physics-science-poem/
	Branley, F. (2016). *What makes a magnet?* HarperCollins.	Magnet. Worth, in Hopkins, L.B. (2002). *Spectacular science: A book of poems.* Simon & Schuster.
	Ross, M.E. (2007). *What's the matter in Mr. Whisker's*	What's the Matter? In Scieszka, J. (2004). *Science verse.* Viking Books.

	room? Candlewick.	
	Diehn, A. (2018). *Matter: Physical science for kids.* Nomad Press.	Nesbitt, K. States of Matter. Retrieved from: https://poetry4kids.com/, October 19, 2023.
	Carter, J. (2020). *Once upon an atom: Questions of science.* Little Tiger.	Sufian, A. Ode To Atom. Retrieved from: https://www.poemhunter.com/poem/ode-to-atom/, November 5, 2023.
	Wissinger, M. (2020). *Protons and neutrons*. Science Naturally.	Mini Ha Ha (Or, the Atomic Joke is on You). In Scieszka, J. (2004). *Science verse.* Viking Books.
	Adler, D. (2020). *Light waves.* Holiday House.	Lady Labyrinth. Light Waves. Retrieved from: https://www.google.com/search?q=poem+Light+Waves+by+Lady+Labyrinth, November 3, 2023.
	Glover, D. (1993). *Solids and liquids.* Kingfisher.	Author Unknown. Solids and Liquids. Retrieved from: https://www.teacherspayteachers.com, November 6, 2023.

Call for TJLE Manuscripts

The Texas Journal of Literacy Education is the official journal of the Texas Association for Literacy Education (TALE), the Texas affiliate of the International Literacy Association. TJLE is a peer-reviewed journal published twice each year, in the Spring and Winter. We seek original research and practitioner articles related to language and literacy practices, from early childhood through adult, inside and outside of the classroom. We welcome all voices from literacy researchers, classroom teachers, and graduate students.

Note: Please view the themed issue focuses—at times have themed issues, and will return your manuscript as *declined* if you submit a manuscript that does not fit the theme of that issue. We are happy to answer questions about potential submissions. Please email us at tjlejournal@gmail.com. The blind review and editorial decision process typically take about 8-12 weeks. We apologize for the length of time it takes to review, but it does take time to get quality reviewers to help us in the peer review process. Submit your manuscripts online here: https://talejournal.com/

SUBMISSION GUIDELINES

Please prepare two files: a blinded manuscript and a cover letter.

Blinded manuscripts must:

- include the title of the work;
- follow APA (7th edition) formatting guidelines;
- be between 2,000 and 6,000 words, not including references;
- include an abstract of 250 words or less (research submissions);
- have all references to author(s) removed for blind review;
- tables and figures should be embedded in the manuscript.

Cover letter should include:

- the title of your submission;
- the name and affiliation (as you would have them published) and email of the first author;
- the name, affiliation, contact information, a photograph of each author, and a 100–200-word biography for all co-authors, listed in preferred order.

TJLE is proud to be an open access journal. All copyright remains with the author/s.

Texas Journal of Literacy Education is the official journal of the Texas Association for Literacy Education (TALE), the Texas affiliate of the International Literacy Association

Upcoming & Future TJLE Issue Focuses

Publishing Date: Fall 2024 (Tentative publishing date: November 15th)

Topic: ***Social Justice Issues in Literacy Education***

Submissions Due: September 15, 2024

Publishing Date: Spring 2025 (Tentative publishing date: April 15th)

Topic: ***The Science of Teaching Reading***

Submissions Due: February 15, 2025