Four Teacher Moves That Create Reader Independence

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#mindsetsandmoves

Teacher — manage, monitor, assign — Students
Compliance ... Ownership
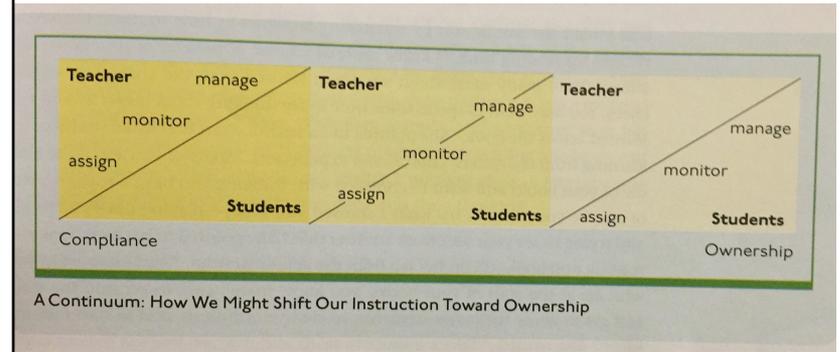
A Continuum: How We Might Shift Our Instruction Toward Ownership

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Choices= ownership!

Choices in Compliant Classrooms
- To do what you are told or not
- To do it the teacher's way or not

Choices in Reader-Owned Classrooms
- What to read
- Purpose for reading
- How to write about reading
- How to talk about reading
- Goals for self as a reader

The Roles You Could Take On To Support Independence

Role	Description	Focus
Miner	Uncover what students do and think as readers	Assessment
Mirror	Reflect back what you see and hear readers doing	Feedback
Model	Show what you do as a reader	Demonstration
Mentor	Guide the reader to try something new	Guided practice and coaching

Teachers' Roles When Fostering Ownership

Be a Miner

Uncover what and how students read.

Step 1: Set a purpose.

Step 2: Observe the reader.

Step 3: Ask process-oriented questions.

Step 4: Listen.

Step 5: Collect.

Be a Mirror

Give growth mindset feedback.

Be specific.

Name what IS.

Make sure it can transfer.

Take yourself out of it.

Visible Learning Support For Being a Mirror

- ☐ Student-Centered Learning- effect size of 0.54
- ☐ Feedback – effect size of 0.75
- ☐ Teacher and Student Relationships- effect size of 0.72
- ☐ Not labeling students- effect size of 0.61

Be a Model

Show Your Process.

Set the context-- tell what to watch for.

Show your steps.

Debrief the What + How + Why.

Are you really modeling?

Modeling Is	Modeling Is NOT
• breaking down a skill into steps • showing *how to* do something • thinking aloud as you do the work yourself • SHOWING	• telling students what to do • asking for help from students • telling what you would do • asking questions

Clarifying Modeling Behaviors Chart

Visible Learning Support For Being a Model

- ☐ Student-Centered Teaching- effect size of 0.54
- ☐ Teacher clarity- effect size of 0.75
- ☐ Micro-Teaching- effect size of 0.88
- ☐ Teaching Strategies- effect size of 0.62
- ☐ Direct Instruction- effect size of 0.59

Be a Mentor

Coach others to try it themselves.

Guide readers through the steps.

Give clear prompts.

Use nonverbals to offer less support over time.

Most support · Least ownership

Prompting Toward Ownership
- Tell each step as the reader tries them out.
- Use a word or phrase to remind the reader of the steps.
- Point to a chart of the steps as a reminder.
- Say, "Think about the strategy you know for this."

Least support · Most ownership
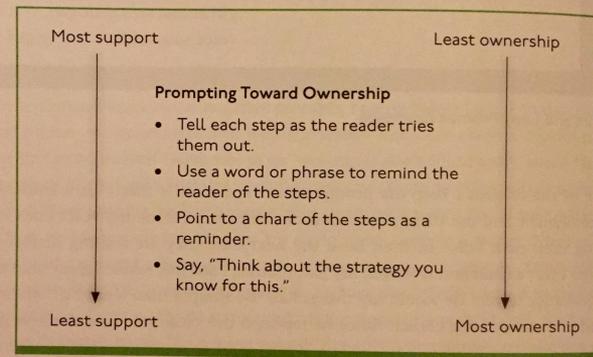
Continuum to Consider Amount of Support Given in Prompts

Highly effective teachers...	Such that students...	Teacher Roles That Help Make Learning Visible (4 M's)
Know when students are not progressing	Know when they are not progressing	**Miner**: Uncover Reader's Process & Intentions
Provide Feedback	Seek Feedback	**Mirror**: Give Growth Mindset Feedback
Visibly learn themselves	Visibly teach themselves	**Model**: Show Other Ways of Reading
Teach a range of learning strategies	Develop a range of learning strategies	**Mentor**: Guide the Reader to Try Something New

Adapted from Fisher, Frey, and Hattie (2016) p. 108 and Goldberg (2016)

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STRATEGIES THAT HELP READERS TAKE CHARGE
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Thank you.

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