


ReadOhio Literacy Academy  
SAILS Framework

Daryl Michel, PhD

Twitter/X:  
@DarylAMche



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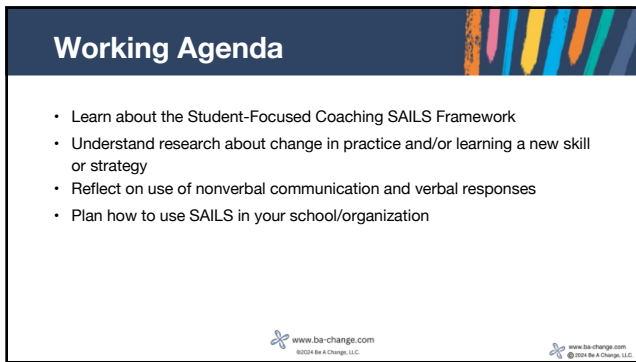
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### Working Agenda

- Learn about the Student-Focused Coaching SAILS Framework
- Understand research about change in practice and/or learning a new skill or strategy
- Reflect on use of nonverbal communication and verbal responses
- Plan how to use SAILS in your school/organization

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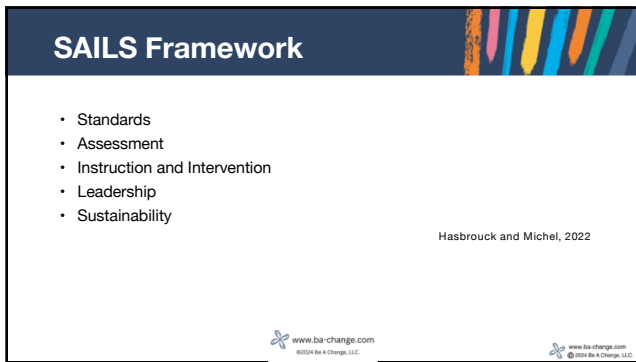
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### SAILS Framework

- Standards
- Assessment
- Instruction and Intervention
- Leadership
- Sustainability

Hasbrouck and Michel, 2022

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# SAILS Framework

- Standards
  - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
- Assessment
- Instruction and Intervention
- Leadership
- Sustainability

Hasbrouck and Michel, 2022



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## WebbAlign



SUBJECT	SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (WEBB'S DOK™)			
	WEBB'S DOK LEVEL 1	WEBB'S DOK LEVEL 2	WEBB'S DOK LEVEL 3	WEBB'S DOK LEVEL 4
English Language Arts	<p>Requires students to recall, describe, or identify content, concepts, facts, or abilities. Requires only surface understanding of text, often verbatim recall of text.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Quote lines to reference to evidence for why they are important.</li> <li>Use a dictionary to find the meaning of a word.</li> <li>Recognize narrative language in a passage.</li> <li>Identify correct spelling or meaning of words.</li> </ul>	<p>Requires processing beyond recall and identification. Includes more complex tasks and requires processing of text at a deeper level. Includes reasoning, analyzing, classifying, comparing, contrasting, evaluating, synthesizing, and creating.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Use context to identify a word's meaning.</li> <li>Identify and summarize main points.</li> <li>Apply knowledge of American English.</li> <li>Compare and contrast authors of the same period or a historical event.</li> </ul>	<p>Requires students to go beyond recall, describe, analyze, or compare. Includes complex tasks, including analyzing, synthesizing, and evaluating. Requires students to compare, contrast, and evaluate information using prior knowledge and evidence and to compare their own writing processes.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Determine what of author's perspective is important.</li> <li>Summarize information from multiple sources.</li> <li>Critique and evaluate.</li> <li>Compare and contrast.</li> <li>Evaluate the central topic or message of a passage.</li> </ul>	<p>Requires students to work at the level of DOK 3 but also the additional skills to synthesize, evaluate, and create. Includes tasks, such as comparing and contrasting, and evaluating. Requires students to synthesize, evaluate, and create. May require generating hypotheses and conducting creative analyses and connections among texts.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Analyze and synthesize information from multiple sources.</li> <li>Evaluate and synthesize information from multiple sources.</li> <li>Develop and defend a position.</li> <li>Develop and defend a position.</li> <li>Develop and defend a position.</li> <li>Develop and defend a position.</li> </ul>

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# Test Blueprint: Skills and Questions

	DOK 1	DOK 2	DOK 3	DOK 4
Interpret words and phrases		2 (use content)		
Technical ("right there")	1 (recall, surface)			
Connotative (e.g., implied feeling, opinions, implications, theme)		2 (used in text)		
Figurative (e.g., simile, metaphor)	1 (recognize)	1 (used in text)		
Analyze language choices			1 (interpretations, perceptions)	

Kubiszyn and Borich, 2013



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### Assessment: How would you measure the “Interpret words...” standard?

- Formal
- Informal
- Norm-referenced
- Criterion-referenced
- Formative
- Summative

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### Instruction and Intervention: How would you teach the “Interpret words...” standard?

- Tier 1
- Tier 2
- Tier 3

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### Leadership: Who will lead the standards work?

- Why does your organization exist?
- What is an area of reform?

“You cannot reduce various if you do not know where you are going.”  
Hasbrouck & Michel, 2022

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## Leadership: Current Level of Systemwide Implementation

- Learning goals are written for students at each state of their school careers and written as precisely as possible.
- Curriculum is written to support the learning goals and is improved as teachers implement lessons and experiment with alternative technique.
- Measurement data is collected and analyzed, including qualitative data to examine evidence of implementation, or quantitative data to monitor student achievement.
- Differentiated, sustained professional learning is focused on improving the methods of teaching and their outcomes.

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## Leadership: Current Level of Systemwide Implementation

- Supportive and distributive leadership with a clear vision
- Supportive teacher community in which there is allocated time to collaborate and have transparent communication
- Organizational redesign in which you reduce the number of reforms, resources, and strategies; reframe goals or practices based on input or implementation; remove duplicate efforts
- Quality external support that is aligned to your reform area – not something new
- Interschool networks to share or model practices and cultivate engagement among stakeholder groups

Fullan and Quinn, 2016

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## Sustainability: How will standards work be sustained?

- Focus and build
- Manage resistance
- Transfer of skills
- Scale up
- Deepen and broaden reform
- Address new challenges

Li, 2017

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**"A 1 day PD workshop will not result in a meaningful change in teachers practice (Hasbrouck & Michel, 2022).**

Learning about and implementing a new skill or strategy requires (Joyce & Showers, 1982):

- 20-30 hours of additional study about the skill or strategy,
- 15-20 demonstrations or more to observe the skill or strategy being taught with diverse learner populations,
- 10-15 times to practice the new skill or strategy with colleagues or small groups, and
- ongoing coaching support.

**Table 1. Joyce and Calhoun (2010)**

Element	Effects on Knowledge	Effects on short-term use	Effects on long-term use
Study of rationale	Very positive	5%-10%	5%-10%
Rationale plus demonstrations	Very positive	5%-20%	5%-10%
Rational plus demonstrations and planning	Very positive	80%-90%	5%-10%
Above elements and peer coaching	Very positive	90%+	90%+

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**Communication**

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**Nonverbal Communication**

- SOLER Technique
  - **S**it squarely
  - Maintain an **o**pen posture
  - **L**ean forward slightly as you speak and listen
  - Maintain **e**ye contact
  - Be as **r**elaxed as possible

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## Nonverbal Communication

- Types of Listening
  - Cosmetic
  - Conversations
  - Active
  - Deep
  - Authentic

Starr, 2003, 2016; Growth Coaching International, 2020; Stone et al., 2010

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## Verbal Responses

- Reflecting
- Paraphrasing
- Asking Questions
- Summarizing
- Avoiding Jargon and Slang
- Avoiding Unnecessary Interruptions
- Use Minimal Encouragers (Verbal and Nonverbal)

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## Reflection

How could the SAILS framework, knowledge about sustained professional learning, and/or nonverbal or verbal responses be useful in your school, district, or organization?

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Thank you!

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