

Design Blueprint for a Course on Elementary Literacy:
“Building the Self-Efficacy of Teachers in
Using the Interactive Read-Aloud
to Promote Student Reading Performance and Motivation”

by

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Abstract

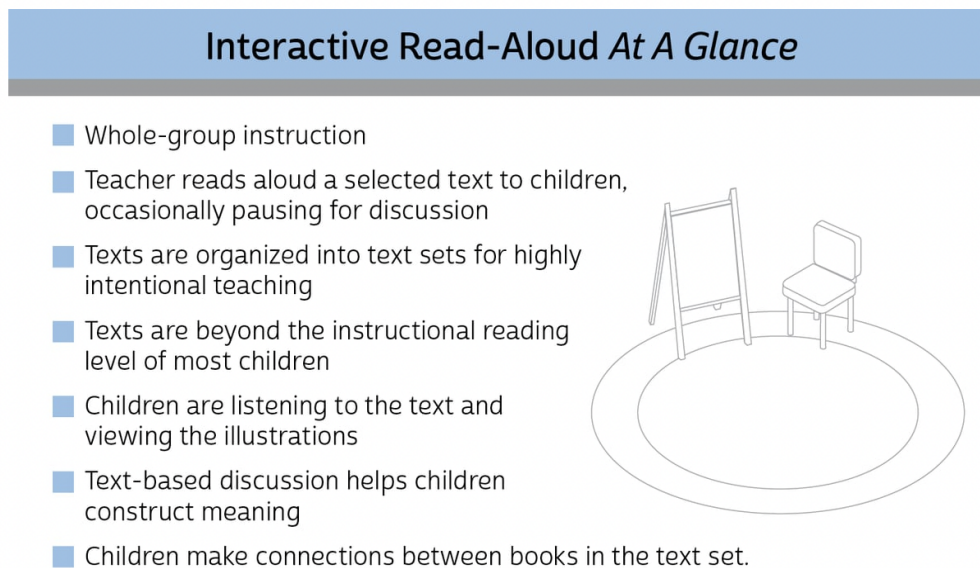
According to data from the Curriculum Associates program i-Ready, student comprehension scores within School PSCW and School District V are deficient in comparison to other areas of literacy (i.e. phonological awareness, phonics, vocabulary, and high-frequency words). The purpose of this course is to increase elementary school teachers' self-efficacy with use of the Interactive Read-Aloud (IRA) instructional routine that is purported to boost students' comprehension of texts in a way that is inclusive of English Learners/Emergent Bilinguals (ELs/EBs) and special education (SPED) students. Applying both the best practices for literacy and cognitive psychology research (e.g. Universal Design for Learning (UDL), Guided Experiential Learning (GEL), information processing theory, cognitive load theory, etc.) this course will aid teachers in developing and executing IRAs and student response tasks, as well as assessing student performance with regard to the state standards for comprehension and English Language Development (ELD), through a one-unit, virtual pre-training module and a four-unit, live professional development (PD) workshop. Assessment prior to, during, and immediately following the course will include frequent retrieval practice, peer collaboration, and detailed instructor feedback. This, coupled with a subsequent implementation period that includes periodic observation of teachers in the classroom, will systematically gauge teachers' mastery of the course content. If the curriculum is enacted with fidelity, students' comprehension scores are likely to increase, preventing students from facing further difficulties with reading and writing that would make them ill-equipped to take advantage of the educational and workplace opportunities that lie ahead for them.

Keywords: Interactive Read-Aloud; K-12; elementary literacy; reading comprehension; professional development; lesson planning; Fountas and Pinnell Classroom; i-Ready

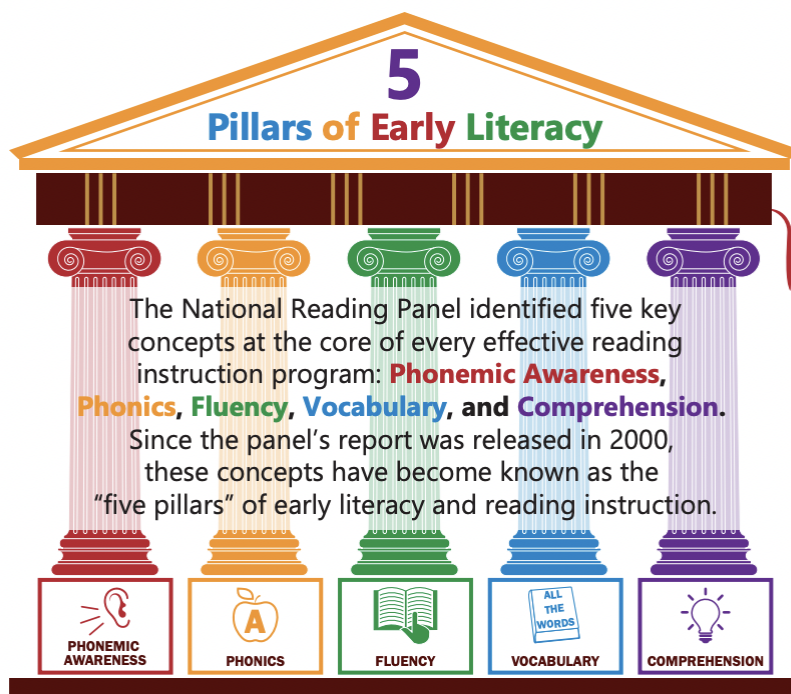
Needs Assessment

This course is intended to increase the self-efficacy of elementary school teachers at School PSCW in developing daily Interactive Read-Aloud (IRA) lessons (Fountas and Pinnell Literacy, 2022a) to enhance students' reading performance and motivation. As the “single most important activity...for eventual success in reading” (Anderson et al., 1985, p. 23), read-alouds directly promote students' comprehension—specifically, their background knowledge, vocabulary, and understanding of formal academic language—via tasks that involve reading, writing, speaking, and listening before, during, and after the read-aloud, as shown in [Figure 1](#). Persisting deficiencies in student comprehension in comparison to other facets of reading performance as measured by the i-Ready reading diagnostic developed by Curriculum Associates (2022a, 2022b) suggest that teachers need explicit training in utilizing existing IRA materials in order to meaningfully transform the traditionally passive read-aloud lesson into a more dynamic and rigorous experience for students that emphasizes comprehension.

Passive read-aloud lessons in which students do not engage in critical discourse through collaborative conversations and structured writing activities are “not sufficient for accelerating [their] oral vocabulary development and listening comprehension” (SEAL, 2020, p. 1). Consequently, teachers need to know how to plan rich, engaging tasks that build into and out of the IRA and also do not systematically exclude historically marginalized populations such as students with linguistic or developmental barriers, as passive read-aloud experiences typically do (Escamilla et al., 2022). It is therefore incumbent upon School PSCW to provide its teachers with in-depth professional learning on how to leverage the IRA routine to its full potential in an effort to make students more active and discerning readers.

Figure 1*Interactive Read-Aloud At A Glance*

(Fountas & Pinnell, 2019)

Figure 2*5 Pillars of Early Literacy*

(Arizona Department of Education, 2017)

Analysis of the Current Learning Context

Smith and Ragan (2005) advocate for use of the discrepancy model when learning goals exist and instruction is currently offered in relation to such goals. Teachers at School PSCW are already expected to incorporate IRAs and also have been offered voluntary IRA training at the district level. The discrepancy model is therefore the most appropriate needs assessment model for the design of this course.

Key to the mission of the district within which School PSCW operates is the involvement of all students in a rigorous set of standards, which, at every level in the K-12 grade span, includes the expectation that students will proficiently decode and comprehend grade-appropriate literary and informational texts (Common Core State Standards Initiative, 2010). Of the five areas identified by the National Reading Panel (2000) as the pillars of reading in its landmark congressional report, shown in [Figure 2](#)—phonemic awareness, phonics, fluency, vocabulary, and comprehension—students at School PSCW performed lowest in comprehension according to 2021-2022 summative data (Curriculum Associates, 2022b). While School PSCW has identified consistent use of IRAs as a school-wide instructional goal to improve student comprehension and possesses the resources to make this goal a reality, teachers surveyed in Fall 2021 reported varying amounts of self-efficacy in implementing the routine.

Currently, only about 33% of students at School PSCW are performing at grade level or above in comprehension (Curriculum Associates, 2022b), and only about 20% of teachers report doing IRAs more than three times per week. School PSCW aims to significantly improve on both counts. Furthermore, with teachers reporting a lack of knowledge with regard to skills such as organizing IRAs in a logical sequence, presenting IRAs engagingly, and connecting IRAs to other literacy tasks, a clear instructional need is present (Smith & Ragan, 2005).

Although it contains elements of both formal and informal learning, this course could best be described as a non-formal learning opportunity because the learning will occur in the workplace during working hours, but will not involve any grading or formal assessment, nor result in any certification or advancement, despite having explicit learning objectives that align with state and district curriculum directives (Malcolm et al., 2003). Moreover, learning will occur both individually and collectively with colleagues, while the instructor acts more as a guide than a direct transmitter of expert knowledge and allows each participant to exercise a high degree of professional judgment. This setup is vital for enhancing intrinsic motivation as the teachers will experience a sense of autonomy, challenge, and socialization (Kaplan, 2008).

The instructor, an experienced colleague of the teachers, has taught at School PSCW for six years and has had extensive training in the IRA routine with a one-on-one academic coach. The course will build self-efficacy with the use of materials from the existing Fountas and Pinnell Classroom Interactive Read-Aloud sets (Fountas and Pinnell Literacy, 2022a) utilized by School PSCW teachers, for which there are 120 unique titles for each grade level (K-6). The course will also incorporate IRA-related strategies from Sobrato Early Academic Language (SEAL, 2020), an instructional model in which School PSCW teachers are currently being trained through a three-year, state-funded, district-mandated program.

Learning will take place in the School PSCW cafeteria, where occupancy is 250 people—more than enough to accommodate 27 teachers and two site administrators who will attend the training. Existing projectors, monitors, and participants' individual computers will help to facilitate the learning process as well. As the course will utilize existing materials; include components from related trainings; and foster collaboration among the participants, it is well aligned with the mission, philosophy, and characteristics of the organization.

Analysis of the Learner

An analysis of the learner population is essential in a needs assessment in order to make learning effective enough for a significant behavioral change, or transfer, to take place on the part of the learners in the workplace in service of the overall organizational outcomes (Smith & Ragan, 2005). As such, teachers' value and self-efficacy were assessed by the instructor in a Fall 2021 survey that had a 100% response rate; other physiological, cognitive, and affective characteristics, including ability and prior knowledge, also must be considered. Issues of power and inclusion, especially between the teachers and their students, must be addressed as well.

Demographic Characteristics

The 27 teachers and two administrators range in age from 27 to 62. 83% of the learners are female, and 17% are male. Approximately 75% of the learners are non-Hispanic white, and 25% are Hispanic or Latine. 66% of the learners have been in education longer than five years, and 34% have been in education five years or less.

Physiological Characteristics

No learners have serious visual or auditory impairment. All learners have participated in similar training sessions that range from one to six hours, with frequent breaks provided. Some learners may have issues with standing or sitting for extended periods of time, but will be able to participate fully as long as they have access to their individual computer and provided handouts.

Cognitive Characteristics

Learners' cognitive characteristics, specifically their current abilities and prior knowledge, must be addressed to ensure that instruction strikes a balance between building on learners' mental frameworks of what they already know, or schema, and the new knowledge they need to acquire in a way that does not overwhelm their cognitive load (Smith & Ragan, 2005).

This design will rest on the assumption that the learners are all in Piaget's formal operational stage. Given this assumption, teachers will be able to engage in metacognitive thinking to reflect on their current practice and the implications of this course on their future practice (Baker, 2008).

Ability. Ability is an existing skill or competence that can be considered a changing difference among individuals (American Psychological Association, 2022; Smith & Ragan, 2005). All learners have at least a bachelor's degree and teacher certification, and also must perform day-to-day work tasks using a computer. Therefore, this design will assume that learners have the ability to read and write at a collegiate level and perform basic computer functions.

Prior Knowledge. Prior knowledge refers to the information that learners already know about a topic, and is the most salient factor to consider in instructional design as it influences how new information is processed (Ambrose & Lovett, 2014; Smith & Ragan, 2005). While some learners have had previous IRA training, it cannot be assumed that they have retained all knowledge from such training. However, since the use of IRAs is a schoolwide expectation and all learners report presenting IRAs to students at least once per week, it can be assumed that learners have at least some familiarity with the IRA routine and its purposes.

Motivation

Learners' motivation is affected by their beliefs about the subject matter, including their confidence in their subject-related skills. This must also be taken into account as it affects the degree to which new information is retained over time (Ambrose & Lovett, 2014; Smith & Ragan, 2005). If learners do not recognize the relevance of the information being presented and feel confident in applying the information in their practice, effective transfer will not occur.

Value. Value can be defined as individuals' desire to engage in a task for the purpose of seeking enjoyment, achieving personal goals, fulfilling relevant aspects of a particular role,

and/or avoiding negative consequences (Eccles, 2008). Notably, only 7% of learners reported IRA as the most important of five given instructional routines for improving student reading outcomes. However, 80% reported a desire to do IRAs more often in their classrooms.

Self-efficacy. Self-efficacy refers to individuals' perceptions of their capacity to receive, process, and apply information at expected levels and is a key determinant of self-regulatory choices (Pajares, 2009). Nearly 60% of learners reported no discomfort in executing the IRA routine. Nevertheless, it must be acknowledged that learners' self-reported competency is often significantly higher than their actual competency (Dunning, 2011).

Social Characteristics

Learners' social characteristics include but are not limited to their beliefs with regard to authority and interpersonal relationships with one another. These are crucial to address as they affect the conduciveness of the environment to learning. Equity and access for the secondary audience—the teachers' students—must also be examined.

Potential Issues with Power, Equity, and Inclusion. No issues relating to power imbalance are expected to be present between the instructor and learners, as the instructor is a colleague of the learners and will be primarily acting as a facilitator rather than a lecturer. Learners' groupings for the purposes of cooperative learning will help to increase their comfort level as well. Issues of equity and inclusion may arise, however, between the majority white, veteran teacher population of School PSCW, who constitute the primary audience for this course, and the majority Latine, socioeconomically disadvantaged student population (Education Data Partnership, 2022), who constitute the secondary audience as the ultimate benefactors of the learning.

Veteran teachers, especially, may conceive IRAs, and most instructional routines in general, as instruments of supplantive learning and information acquisition rather than generative learning and knowledge construction (Smith & Ragan, 2005). Regardless of the teachers' true intentions, such a view can perpetuate oppression of students, especially English Learners/Emergent Bilinguals (ELs/EBs) and special education (SPED) students, who would merely receive information passively without being allowed the opportunity to make meaning for themselves (Freire, 2000). Some teachers also may not recognize the importance of IRAs in providing cultural windows and mirrors for students (SEAL, 2020, p. 13).

Implications of the Learning Environment and Learner Profile for the Curriculum Design

Certain characteristics, namely value and self-efficacy, were directly assessed via the Fall 2021 survey. The content of this course will be directly applicable to teachers' practice and thereby help them in attaining goals relating to these two characteristics. Other characteristics, such as ability, prior knowledge, and social positionality, were assumed with caution.

The curriculum will be designed according to the guidelines of Universal Design for Learning (UDL), shown in [Figure 3](#), in a way that facilitates acquisition of desired knowledge, skills, and attitudes for teachers and at the same time promotes usage of UDL principles by teachers with their students (CAST, 2018). The key here will be to both affirm the teachers' prior knowledge based on their previous experiences with read-alouds and also model a sense of open-mindedness toward research-based practices for literacy. Through a focus on student success and consistent feedback that instills confidence within teachers that they can achieve the stated learning objectives, this design seeks to establish a mastery orientation for teachers in an effort to ultimately provide their students as robust a learning experience as possible.

Figure 3

Universal Design for Learning Guidelines



(CAST, 2018)

Course Analysis

The purpose of this course is to develop School PSCW teachers' self-efficacy in developing Interactive Read-Aloud (IRA) lessons to enhance their students' reading performance and motivation. As determined through the needs assessment, current implementation of the IRA routine is inadequate in building teachers' read-aloud practice in service of the improvement of reading comprehension for the full spectrum of student ability levels. In terms of Robert Gagné's learning outcome types, the overall course purpose could best be categorized as targeting learner attitudes, as self-efficacy is a belief in one's own abilities that affects the ways in which an individual behaves (Bandura, 1997; Gagné, 1985; Smith & Ragan, 2005). By achieving a set of terminal and enabling learning objectives, this course ultimately aims to transform teachers' perceptions of their ability to plan and execute effective IRA lessons (Smith & Ragan, 2005).

Course Task Analysis and Major Steps

In line with the cognitive task analysis (CTA) procedures of Clark et al. (2008) and the information processing analysis procedures of Smith and Ragan (2005), a thorough review of general and academic literature, as well as consultation with three subject matter experts (SMEs) took place in order to ascertain the thought processes and decision points of IRA practitioners (Smith & Ragan, 2005). It must be acknowledged that SMEs tend to omit certain elements of tasks in which they have achieved mastery and automaticity when asked to explain their cognitive processes regarding the task (Clark et al., 2008). Out of this review, common themes emerged that led to the creation of seven major steps for preparing and presenting an IRA lesson.

Text selection tied to a specific student learning intention was the first major theme across both the academic and non-academic literature (Bessick, 2017; Fitzgerald, 2018; Wiseman, 2011). Teacher and student actions before, during, and after the IRA also appeared as a

theme across the literature and were mentioned by all SMEs (Fountas & Pinnell, 2019; McGee & Schickedanz, 2007). Two of the three SMEs emphasized the importance of formative assessment of students through anecdotal observation and response tasks involving writing. Furthermore, Fisher et al. (2004) and Giroir et al. (2015) both discussed in great detail the effects of teacher self-efficacy and students' reflection on their performance and motivation.

By tabulating which themes were most prevalent, a sequence of steps was derived, which then underwent slight modification. Teachers' choosing of a focus reading standard, two English Language Development (ELD) standards (Step 1), and two read-aloud titles that align with the chosen standards (Step 2) were seen as prerequisites to the actual planning and execution of an IRA. Additionally, it was noted that the planning and execution portions (Steps 3 and 4) were so complex as to require two distinct steps. Lastly, students' motivation and mastery of the chosen focus reading standard (Step 7) as measured by i-Ready (Curriculum Associates, 2022a), while not components of the IRA itself, were seen as vital for ensuring that the IRA fulfilled its instructional aim for students. Listed below are the seven steps that emerged from the CTA.

1. Choose a focus reading standard and two ELD standards for the week.
2. Choose two read-aloud titles for the week.
3. Plan a thorough IRA introduction, reading, and post-reading discussion for each read-aloud title chosen.
4. Execute the IRA introduction, reading, and post-reading discussion plans.
5. Plan IRA response tasks for any day on which a new read-aloud title is not presented.
6. Execute IRA response task plans.
7. Assess student motivation and mastery of the weekly focus reading standard.

Course Learning Goals

Smith and Ragan (2005) define learning goals as statements of instructional purpose, or what learners should be able to do once instruction has taken place. Such learning goals vary in scope and therefore can exist at the lesson level, unit level, or course level. They will later be vital in deciding exactly how the units of instruction will be organized. The following learning goals were explicitly derived from the seven major steps and written according to the widely-used SMART framework (Doran, 1981), which, in its original form, proposed that goals be specific, measurable, assignable, realistic, and time-related.

1. Given a literary or informational thematic unit as determined by a provided district pacing guide, as well as i-Ready student assessment data, choose a literary or informational Common Core focus reading standard from the priority standards listed on the pacing guide and two ELD standards weekly.
2. Given a literary or informational focus reading standard and two ELD standards, choose two read-aloud titles that align with the focus reading standard, ELD standards, and current thematic unit weekly.
3. Given a set of two read-alouds, a focus reading standard, and two ELD standards, plan an IRA introduction that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; IRA reading that includes the direct instruction of 8-10 Tier 2 or 3 vocabulary words and two DOK level 2 or 3 questions; and IRA post-reading discussion that includes two DOK level 2 or 3 questions for each read-aloud title weekly, keeping planning time to no more than 30 minutes per read-aloud.

4. Given an IRA lesson plan for each read-aloud, execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly.
5. Given a set of two read-alouds, a focus reading standard, and two ELD standards, choose an appropriate IRA response task from a provided menu for any day on which a new read-aloud title is not presented that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit; four DOK Level 2 or 3 questions; and an anchor chart template for each response task weekly, keeping planning time to no more than 30 minutes per response task.
6. Given IRA response task plans for a single week of instruction, execute IRA response task plans on any day on which a new read-aloud title is not presented, tabulating student responses on an anchor chart and adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form weekly.
7. Given a focus reading standard and a set of fully executed IRAs and response tasks, assess student motivation using Google Forms and mastery of the focus reading standard using i-Ready, and monitor data on a form weekly.

Course Learning Outcomes

While the overall purpose of the course targets attitudes, as per Robert Gagné, the course learning goals also have distinct declarative, intellectual, and cognitive aspects (Smith & Ragan, 2005). There are many terms and principles to take into account in the process of devising an IRA lesson. A great deal of problem solving is involved in applying the concepts and principles

to meet the needs of students as well. To promote value, mastery orientation, and self-regulation, it will also be important for teachers to be able to explain the rationale behind the IRA routine and reflect on their IRA practice over time as per UDL guidelines (CAST, 2018).

Declarative knowledge refers to the recall or recognition of basic facts, lists, and definitions. Smith and Ragan (2005) advise that declarative knowledge should not, as a rule, comprise the whole of a terminal learning objective, but rather enable more complex learning outcomes like intellectual skills. The IRA routine indeed has a set of specific terminology, the knowledge of which will facilitate learners' engagement in cooperative learning tasks.

Multiple-choice, fill-in-the-blank, and matching activities will aid in achieving these outcomes.

Intellectual skills refer to the acquisition and application of more complex concepts, principles, and procedures to solve problems (Smith & Ragan, 2005). These often form the bulk of terminal objectives in learning situations, as they will for this course, and will later inform the CTA and development of learning activities for one unit. It will be key for participants to engage in a great deal of authentic practice through cooperative learning and be supported by graduated levels of feedback to achieve these outcomes as per UDL guidelines (CAST, 2018).

Cognitive strategies (Smith & Ragan, 2005), or strategic networks (CAST, 2018), help learners to manage their learning through rehearsal, organization, and self-monitoring. In this course, such strategies will help learners to organize data, manage time and distractions during the planning and execution of IRAs, and reflect on their IRA practice. Resources will include lesson planners, timers, and techniques for reading fluency and behavior management.

Smith and Ragan (2005) concede that there can be difficulty in designing learning on attitudes because of their inherent subtlety and lack of observability. Nonetheless, they posit that effective attitudinal learning should include an affective component so that learners know why to

engage in a task, ideally with role models through whom they can vicariously experience success. It should also include a cognitive component so that learners know how to engage in a task and a behavioral component so that the learners earnestly engage in the task while receiving feedback. Strategies that reflect these recommendations will be incorporated throughout the course and implementation period because of their strong potential to positively influence learner attitudes, and in turn their behaviors, regarding IRAs (Bandura, 1997; Smith & Ragan, 2005).

Gagné Analysis

1. Given a literary or informational thematic unit as determined by a provided district pacing guide, as well as i-Ready student assessment data, choose a literary or informational Common Core focus reading standard from the priority standards listed on the pacing guide and two ELD standards weekly.
 - a. **Declarative**
 - i. Given the Common Core State Standards (2010), distinguish between literary reading standards and informational reading standards.
 - ii. Given the California Department of Education (2012) definition, recall the definition of “ELD standards”.
 - iii. Given the Thought Co. definition (Cox, 2019), recall the definition of “thematic unit”.
 - iv. Given the Association for Supervision and Curriculum Development (ASCD) (2008) definition, recall the definition of “pacing guide”.
 - v. Given the Ainsworth (2013) definition, recall the definition of “priority standard”.

- vi. Given an instructor-provided definition for the purposes of the course, recall the definition of “focus reading standard”.
- vii. Given the Washington State University (2022) definition, recall the definition of “assessment data”.

b. Intellectual

- i. Given access to i-Ready, decide between introducing a new focus reading standard or revisiting a standard previously introduced within the current thematic unit based on i-Ready student assessment data, using 80% class mastery as the prerequisite for moving on to a new standard.
- ii. Given a district pacing guide, choose a literary or informational Common Core (2010) focus reading standard from the priority standards listed on the pacing guide, and write it on the lesson plan.
- iii. Given a focus reading standard and the California ELD standards (2012), choose two ELD standards that will aid English Learners/Emergent Bilinguals (ELs/EBs) in achieving mastery of the focus reading standard, and write them on the lesson plan.

c. Cognitive

- i. Given the need to keep lesson planning organized, use a lesson planner for IRA lessons.

d. Attitude

- i. Given the need to be consistent district-wide, choose to use the district pacing guide for determining focus reading standards and the California ELD standards for determining ELD standards.

- ii. Given the need to promote student literacy performance and be consistent district-wide, choose to use i-Ready data for determining focus reading standards.
2. Given a literary or informational focus reading standard and two ELD standards, choose two read-aloud titles that align with the focus reading standard, ELD standards, and current thematic unit weekly.
 - a. **Declarative**
 - i. Given the Morrison and Wlodarczyk (2009) definition, recall the definition of “read-aloud”.
 - b. **Intellectual**
 - i. Given a current thematic unit as determined by the district pacing guide, choose two read-aloud titles that correlate with the theme, and write them on the lesson plan.
 - ii. Given two read-alouds and a focus reading standard, ensure that the read-alouds are suitable for addressing the focus reading standard as determined by the Common Core State Standards (2010).
 - iii. Given a focus reading standard and two ELD standards, ensure that the ELD standards are suitable for addressing the focus reading standard as determined by the Common Core State Standards (2010).
 - c. **Cognitive**
 - i. Given the need to keep lesson planning organized, use a lesson planner for IRA lessons.

d. **Attitude**

- i. Given the need to thoroughly and explicitly plan instruction for students, choose to curate read-aloud titles deliberately and in advance.
3. Given a set of two read-alouds, a focus reading standard, and two ELD standards, plan an IRA introduction that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; IRA reading that includes the direct instruction of 8-10 Tier 2 or 3 vocabulary words and two DOK level 2 or 3 questions; and IRA post-reading discussion that includes two DOK level 2 or 3 questions for each read-aloud title weekly, keeping planning time to no more than 30 minutes per read-aloud.

a. **Declarative**

- i. Given the Fountas and Pinnell (2019) definition, recall the definition of “Interactive Read Aloud [IRA]”.
- ii. Given the Fountas and Pinnell (2019) rationale, recall the purpose of the IRA introduction.
- iii. Given the Ambrose and Lovett (2014) definition, recall the definition of “prior knowledge”.
- iv. Given the Merriam-Webster (2022a) definition, recall the definition of “author”.
- v. Given the Merriam-Webster (2022b) definition, recall the definition of “genre”.
- vi. Given the Fountas and Pinnell (2019) rationale, recall the purpose of the IRA reading.

- vii. Given the Beck et al. (2002) rationale, recall the purpose of the three tiers of vocabulary.
- viii. Given the Fountas and Pinnell (2019) rationale, recall the purpose of the IRA post-reading discussion.
- ix. Given the Webb (2002) rationale, recall the purpose of the four depth of knowledge (DOK) levels.

b. Intellectual

- i. Given a read-aloud title, a focus reading standard, and two ELD standards, plan an IRA introduction as per Fountas and Pinnell (2019) that includes a prior knowledge prompt based on the book topic with mention of the author, genre, focus reading standard, and ELD standards, and write it on the lesson plan (write the standards on sentence strips).
- ii. Given a read-aloud title, a focus reading standard, and two ELD standards, plan an IRA reading as per Fountas and Pinnell (2019) that includes direct instruction of 8-10 Tier 2 or 3 vocabulary words as defined by Beck et al. (2002) and two questions at DOK levels 2 or 3 as defined by Webb (2002) that align with the focus reading standard as defined by the Common Core (2010) and the two ELD standards as defined by the California ELD Standards (2012), and write it on the lesson plan (write the question frames on sentence strips).
- iii. Given 8-10 Tier 2 or 3 vocabulary words, assemble a card for each word with the syllabification, definition, example or synonym, non-example or antonym, and related words as per Merriam-Webster.

- iv. Given a read-aloud title, a focus reading standard, and two ELD standards, plan an IRA post-reading discussion as per Fountas and Pinnell (2019) that includes two questions at DOK levels 2 or 3 as defined by Webb (2002) that align with the focus reading standard as defined by the Common Core State Standards (2010) and the two ELD standards as defined by the California ELD Standards (2012), and write it on the lesson plan (write the question frames on sentence strips).
- c. **Cognitive**
 - i. Given the need to keep lesson planning organized, use a lesson planner for IRA lessons.
 - ii. Given the time constraint of 30 minutes of planning per read-aloud, monitor time spent planning read-alouds.
 - d. **Attitude**
 - i. Given the need to increase student text comprehension because of its effect on overall literacy performance, choose to create IRA lesson plans in the mold of the Fountas and Pinnell (2019) rationale.
4. Given an IRA lesson plan for each read-aloud, execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly.
 - a. **Declarative**
 - i. Given an instructor-provided definition for the purposes of the course, recall the definition of “student discourse”.

- ii. Given the Reading Rockets (2022) definition, recall the definition of “fluency”.

b. Intellectual

- i. Given completed plans, post the 8-10 Tier 2 or 3 vocabulary words, the focus reading standard and two ELD standards, and question frames.
- ii. Given completed plans, execute the IRA introduction, reading, and post-reading discussion plans with students using appropriate fluency.
- iii. Given completed plans, monitor the discourse of 8-12 students with regard to the four DOK Level 2 or 3 questions on a note-taking form.

c. Cognitive

- i. Given student discourse, adjust the delivery of the vocabulary words and DOK questions as necessary.
- ii. Given the time constraint of 30 minutes for an IRA lesson, adjust the timing of the reading and post-reading discussion as necessary.
- iii. Given the need to reflect on performance over time, monitor an IRA performance goal in the area of fluency, behavior management, or time management immediately after each IRA lesson.

d. Attitude

- i. Given the need to increase student interaction because of its effect on overall literacy performance, choose to make read-alouds interactive rather than passive via the three major IRA elements (introduction, reading, post-reading discussion).

- ii. Given the need to engage students and model appropriate reading behaviors, choose to use appropriate fluency during each IRA lesson.
 - iii. Given the need to promote student literacy performance, choose to monitor student discourse during each IRA lesson.
5. Given a set of two read-alouds, a focus reading standard, and two ELD standards, choose an appropriate IRA response task from a provided menu for any day on which a new read-aloud title is not presented that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit; four DOK Level 2 or 3 questions; and an anchor chart template for each response task weekly, keeping planning time to no more than 30 minutes per response task.
- a. **Declarative**
 - i. Given the Fountas and Pinnell (2019) rationale, recall the definition of “response task”.
 - ii. Given the We Are Teachers definition (Mulhavill, 2022), recall the definition of “anchor chart”.
 - b. **Intellectual**
 - i. Given a menu of tasks, a focus reading standard, and two ELD standards, correlate the focus reading standard as defined by the Common Core State Standards (2010) and the ELD standards as defined by the California ELD Standards (2012) with a response task, and write it on the lesson plan.

- ii. Given a response task, devise a prior knowledge prompt with mention of the author, genre, focus reading standard, and ELD standards, and write it on the lesson plan (write the standards on sentence strips).
 - iii. Given a response task, choose 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit, and write them on the lesson plan.
 - iv. Given a response task, a focus reading standard, and two ELD standards, choose four questions at DOK levels 2 or 3 as defined by Webb (2002) that align with the focus reading standard as defined by the Common Core State Standards (2010) and the ELD standards as defined by the California ELD Standards (2012), and write them on the lesson plan (write the question frames on sentence strips).
 - v. Given the directions for a particular response task, create an anchor chart template.
- c. Cognitive**
- i. Given the need to keep lesson planning organized, use a lesson planner for IRA response tasks.
 - ii. Given the time constraint of 30 minutes of planning per response task, monitor time spent planning response tasks.
- d. Attitude**
- i. Given the need to extend student processing of the text, choose to plan response tasks for any day that a new read-aloud title is not presented.
6. Given IRA response task plans for a single week of instruction, execute IRA response task plans on any day on which a new read-aloud title is not presented, tabulating

student responses on an anchor chart and adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form weekly.

a. Intellectual

- i. Given completed plans, post the 8-10 Tier 2 or 3 vocabulary words, the focus reading standard and two ELD standards, and question frames.
- ii. Given completed plans, execute the IRA response task with students, tabulating student responses during delivery of the response task.
- iii. Given completed plans, monitor the discourse of 8-12 students with regard to the four DOK Level 2 or 3 questions on a note-taking form.

b. Cognitive

- i. Given student discourse, adjust response task delivery as necessary.
- ii. Given the time constraint of 30 minutes for an IRA lesson, adjust response task timing as necessary.

c. Attitude

- i. Given the need to extend student processing of the text, choose to deliver response tasks on any day that a new read-aloud title is not presented.
- ii. Given the need to promote student literacy performance, choose to monitor student discourse during each response task.

7. Given a focus reading standard and a set of fully executed IRAs and response tasks, assess student motivation using Google Forms and mastery of the focus reading standard using i-Ready, and monitor data on a form weekly.

a. Declarative

- i. Given the Renaissance Learning (2022) definition, recall the definition of “mastery”.
- ii. Given the Schunk et al. (2008) definition, recall the definition of “motivation”.

b. Intellectual

- i. Given access to i-Ready and a focus reading standard, administer the i-Ready Standards Mastery assessment for the focus reading standard to students.
- ii. Given the need to be results-driven, view the results for the i-Ready Standards Mastery assessment and write them on a note-taking form.
- iii. Given access to Google Forms, administer provided motivation surveys to students.
- iv. Given the need to be results-driven, view the results for the Google Forms motivation surveys and write them on a note-taking form.

c. Cognitive

- i. Given the need to keep lesson planning organized, use a note-taking form for i-Ready results and Google Forms results.

d. Attitude

- i. Given the need to promote student literacy performance and be consistent district-wide, choose to use i-Ready for assessment of students’ standard mastery.
- ii. Given the need to promote student literacy motivation, choose to use Google Forms for assessment of students’ motivation.

Overview of the Units

In using the course learning goals to organize the units of instruction, considerations of sequence were necessary. The course learning goals are already sequenced in the order that they would typically be performed by teachers in the classroom setting; the units of instruction will reflect this. The training will last approximately seven hours in all, which aligns with the usual amount of time devoted to similar professional development (PD) sessions in the district within which School PSCW operates. Aforementioned strategies targeting self-efficacy, as well as other key constructs such as value, mastery orientation, and metacognition, are not concrete steps or learning goals per se, but rather attitudes that will be woven throughout the entire training in line with Universal Design for Learning (UDL) guidelines (CAST, 2018).

Complexity was the other major consideration made in the process of organizing units (Smith & Ragan, 2005). The first two learning goals are essentially prerequisites to the task of planning and executing IRAs and will therefore be presented as one unit entitled “Using IRAs to Achieve the Common Core”. The third and fourth learning goals are complex enough to warrant separate units, which will be called “Planning for IRA Lessons” and “Executing IRA Lesson Plans”, respectively. The fifth and sixth learning goals will together form the next unit, “Planning and Executing Response Tasks for IRAs”. Learning Goal 7 will wrap up the course by comprising the final unit, “Assessing Student Motivation and Mastery”.

Since the first unit involves prerequisites required for the primary course task, it will be presented as a one-hour pre-training module. The remaining four units will be presented during an all-day PD session. Since the session will last about six hours and there will be four units, each unit will last an average of 90 minutes, with several breaks of varying length. A list of the units including terminal and enabling learning objectives can be found below.

List of Units and Learning Objectives Achieved

D = Declarative Knowledge; I = Intellectual Skills; C = Cognitive Strategies; A = Attitudes

Unit 1: Using IRAs to Achieve the Common Core (Learning Goals 1, 2)

Objective 1: Given a literary or informational thematic unit as determined by a provided district pacing guide, as well as i-Ready student assessment data, teachers will choose a literary or informational Common Core focus reading standard from the priority standards listed on the pacing guide and two ELD standards weekly (Learning Goal 1)

- a. Given the Common Core State Standards (2010), teachers will distinguish between literary reading standards and informational reading standards (D)
- b. Given the California Department of Education (2012) definition, teachers will recall the definition of “ELD standards” (D)
- c. Given the Thought Co. definition (Cox, 2019), teachers will recall the definition of “thematic unit” (D)
- d. Given the Association for Supervision and Curriculum Development (ASCD) (2008) definition, teachers will recall the definition of “pacing guide” (D)
- e. Given the Ainsworth (2013) definition, teachers will recall the definition of “priority standard” (D)
- f. Given an instructor-provided definition for the purposes of the course, teachers will recall the definition of “focus reading standard” (D)
- g. Given the Washington State University (2022) definition, teachers will recall the definition of “assessment data” (D)
- h. Given access to i-Ready, teachers will decide between introducing a new standard or revisiting a standard previously introduced within the current thematic unit

based on i-Ready student assessment data, using 80% class mastery as the prerequisite for moving on to a new standard (I)

- i. Given a district pacing guide, teachers will choose a literary or informational Common Core (2010) focus reading standard from the priority standards listed on the pacing guide, and write it on the lesson plan (I)
- j. Given a focus reading standard and the California ELD standards (2012), teachers will choose two ELD standards that will aid English Learners/Emergent Bilinguals (ELs/EBs) in achieving mastery of the focus reading standard, and write them on the lesson plan (I)
- k. Given the need to keep lesson planning organized, teachers will use a lesson planner for IRA lessons (C)
- l. Given the need to be consistent district-wide, teachers will choose to use the district pacing guide for determining focus reading standards and the California ELD standards for determining ELD standards (A)
- m. Given the need to promote student literacy performance and be consistent district-wide, teachers will choose to use i-Ready data for determining focus standards (A)

Objective 2: Given a literary or informational focus reading standard and two ELD standards, teachers will choose two read-aloud titles that align with the focus reading standard, ELD standards, and current thematic unit weekly (Learning Goal 2)

- a. Given the Morrison and Wlodarczyk (2009) definition, teachers will recall the definition of “read-aloud” (D)

- b. Given a current thematic unit as determined by the district pacing guide, teachers will choose two read-aloud titles that correlate with the theme, and write them on the lesson plan (I)
- c. Given two read-alouds and a focus reading standard, teachers will ensure that the read-alouds are suitable for addressing the focus reading standard as determined by the Common Core State Standards (2010) (I)
- d. Given a focus reading standard and two ELD standards, teachers will ensure that the ELD standards are suitable for addressing the focus reading standard as determined by the Common Core State Standards (2010)
- e. Given the need to keep lesson planning organized, teachers will use a lesson planner for IRA lessons (C)
- f. Given the need to thoroughly and explicitly plan instruction for students, teachers will choose to curate read-aloud titles deliberately and in advance (A)

Unit 2: Planning for IRA Lessons (Learning Goal 3)

Objective: Given a set of two read-alouds, a focus reading standard, and two ELD standards, teachers will plan an IRA introduction that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; IRA reading that includes the direct instruction of 8-10 Tier 2 or 3 vocabulary words and two DOK level 2 or 3 questions; and IRA post-reading discussion that includes two DOK level 2 or 3 questions for each read-aloud title weekly, keeping planning time to no more than 30 minutes per read-aloud (Learning Goal 3)

- a. Given the Fountas and Pinnell (2019) definition, teachers will recall the definition of “Interactive Read Aloud (IRA)” (D)

- b. Given the Fountas and Pinnell (2019) rationale, teachers will recall the purpose of the IRA introduction (D)
- c. Given the Ambrose and Lovett (2014) definition, teachers will recall the definition of “prior knowledge” (D)
- d. Given the Merriam-Webster (2022a) definition, teachers will recall the definition of “author” (D)
- e. Given the Merriam-Webster (2022b) definition, teachers will recall the definition of “genre” (D)
- f. Given the Fountas and Pinnell (2019) rationale, teachers will recall the purpose of the IRA reading (D)
- g. Given the Beck et al. (2002) rationale, teachers will recall the purpose of the three tiers of vocabulary (D)
- h. Given the Fountas and Pinnell (2019) rationale, teachers will recall the purpose of the IRA post-reading discussion (D)
- i. Given the Webb (2002) rationale, teachers will recall the purpose of the four depth of knowledge (DOK) levels (D)
- j. Given a read-aloud title, a focus reading standard, and two ELD standards, teachers will plan an IRA introduction as per Fountas and Pinnell (2019) that includes a prior knowledge prompt based on the book topic with mention of the author, genre, focus reading standard, and ELD standards, and write it on the lesson plan (write the standards on sentence strips) (I)
- k. Given a read-aloud title, a focus reading standard, and two ELD standards, teachers will plan an IRA reading as per Fountas and Pinnell (2019) that includes

direct instruction of 8-10 Tier 2 or 3 vocabulary words as defined by Beck et al. (2002) and two questions at DOK levels 2 or 3 as defined by Webb (2002) that align with the focus reading standard as defined by the Common Core (2010) and the two ELD standards as defined by the California ELD Standards (2012), and write it on the lesson plan (write the question frames on sentence strips) (I)

- l. Given 8-10 Tier 2 or 3 vocabulary words, teachers will assemble a card for each word with the syllabification, definition, example or synonym, non-example or antonym, and related words as per Merriam-Webster (I)
- m. Given a read-aloud title, a focus reading standard, and two ELD standards, teachers will plan an IRA post-reading discussion as per Fountas and Pinnell (2019) that includes two questions at DOK levels 2 or 3 as defined by Webb (2002) that align with the focus reading standard as defined by the Common Core State Standards (2010) and the two ELD standards as defined by the California ELD Standards (2012), and write it on the lesson plan (write the question frames on sentence strips) (I)
- n. Given the need to keep lesson planning organized, teachers will use a lesson planner for IRA lessons (C)
- o. Given the time constraint of 30 minutes of planning per read-aloud, teachers will monitor time spent planning read-alouds (C)
- p. Given the need to increase student text comprehension because of its effect on overall literacy performance, teachers will choose to create IRA lesson plans in the mold of the Fountas and Pinnell (2019) rationale (A)

Unit 3: Executing IRA Lesson Plans (Learning Goal 4)

Objective: Given an IRA lesson plan for each read-aloud, teachers will execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly (Learning Goal 4)

- a. Given an instructor-provided definition for the purposes of the course, teachers will recall the definition of “student discourse” (D)
- b. Given the Reading Rockets (2022) definition, teachers will recall the definition of “fluency” (D)
- c. Given completed plans, teachers will post the 8-10 Tier 2 or 3 vocabulary words, the focus reading standard and two ELD standards, and question frames (I)
- d. Given completed plans, teachers will execute the IRA introduction, reading, and post-reading discussion plans with students using appropriate fluency (I)
- e. Given completed plans, teachers will monitor the discourse of 8-12 students with regard to the four DOK Level 2 or 3 questions on a note-taking form (I)
- f. Given student discourse, teachers will adjust the delivery of the vocabulary words and DOK questions as necessary (C)
- g. Given the time constraint of 30 minutes for an IRA lesson, teachers will adjust the timing of the reading and post-reading discussion as necessary (C)
- h. Given the need to reflect on performance over time, teachers will monitor an IRA performance goal in the area of fluency, behavior management, or time management immediately after each IRA lesson (C)

- i. Given the need to increase student interaction because of its effect on overall literacy performance, teachers will choose to make read-alouds interactive rather than passive via the three major IRA elements (introduction, reading, post-reading discussion) (A)
- j. Given the need to engage students and model appropriate reading behaviors, teachers will choose to use appropriate fluency during each IRA lesson (A)
- k. Given the need to promote student literacy performance, teachers will choose to monitor student discourse during each IRA lesson (A)

Unit 4: Planning and Executing Response Tasks for IRAs (Learning Goals 5, 6)

Objective 1: Given a set of two read-alouds, a focus reading standard, and two ELD standards, teachers will choose an appropriate IRA response task from a provided menu for any day on which a new read-aloud title is not presented that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit; four DOK Level 2 or 3 questions; and an anchor chart template for each response task weekly, keeping planning time to no more than 30 minutes per response task (Learning Goal 5)

- a. Given the Fountas and Pinnell (2019) rationale, teachers will recall the definition of “response task” (D)
- b. Given the We Are Teachers definition (Mulhavill, 2022), teachers will recall the definition of “anchor chart” (D)
- c. Given a menu of tasks, a focus reading standard, and two ELD standards, teachers will correlate the focus reading standard as defined by the Common Core State

Standards (2010) and the ELD standards as defined by the California ELD Standards (2012) with a response task, and write it on the lesson plan (I)

- d. Given a response task, teachers will devise a prior knowledge prompt with mention of the author, genre, focus reading standard, and ELD standards, and write it on the lesson plan (write the standards on sentence strips) (I)
- e. Given a response task, teachers will choose 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit, and write them on the lesson plan (I)
- f. Given a response task, a focus reading standard, and two ELD standards, teachers will choose four questions at DOK levels 2 or 3 as defined by Webb (2002) that align with the focus reading standard as defined by the Common Core State Standards (2010) and the ELD standards as defined by the California ELD Standards (2012), and write them on the lesson plan (write the question frames on sentence strips) (I)
- g. Given the directions for a particular response task, teachers will create an anchor chart template (I)
- h. Given the need to keep lesson planning organized, teachers will use a lesson planner for IRA response tasks (C)
- i. Given the time constraint of 30 minutes of planning per response task, teachers will monitor time spent planning response tasks (C)
- j. Given the need to extend student processing of the text, teachers will choose to plan response tasks for any day that a new read-aloud title is not presented (A)

Objective 2: Given IRA response task plans for a single week of instruction, teachers will execute IRA response task plans on any day on which a new read-aloud title is not

presented, tabulating student responses on an anchor chart and adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form weekly (Learning Goal 6)

- a. Given completed plans, teachers will post the 8-10 Tier 2 or 3 vocabulary words, the focus reading standard and two ELD standards, and question frames (I)
- b. Given completed plans, teachers will execute the IRA response task with students, tabulating student responses during delivery of the response task (I)
- c. Given completed plans, teachers will monitor the discourse of 8-12 students with regard to the four DOK Level 2 or 3 questions on a note-taking form (I)
- d. Given student discourse, teachers will adjust response task delivery as necessary (C)
- e. Given the time constraint of 30 minutes for an IRA lesson, teachers will adjust response task timing as necessary (C)
- f. Given the need to extend student processing of the text, teachers will choose to deliver response tasks on any day that a new read-aloud title is not presented (A)
- g. Given the need to promote student literacy performance, teachers will choose to monitor student discourse during each response task (A)

Unit 5: Assessing Student Motivation and Mastery (Learning Goal 7)

Objective: Given a focus reading standard and a set of fully executed IRAs and response tasks, teachers will assess student motivation using Google Forms and mastery of the focus reading standard using i-Ready, and monitor data on a form weekly (Learning Goal 7)

- a. Given the Renaissance Learning (2022) definition, teachers will recall the definition of “mastery” (D)
- b. Given the Schunk et al. (2008) definition, teachers will recall the definition of “motivation” (D)
- c. Given access to i-Ready and a focus reading standard, teachers will administer the i-Ready Standards Mastery assessment for the focus reading standard to students (I)
- d. Given the need to be results-driven, teachers will view the results for the i-Ready Standards Mastery assessment and write them on a note-taking form (I)
- e. Given access to Google Forms, teachers will administer provided motivation surveys to students (I)
- f. Given the need to be results-driven, teachers will view the results for the Google Forms motivation surveys and write them on a note-taking form (I)
- g. Given the need to keep lesson planning organized, teachers will use a note-taking form for i-Ready results and Google Forms results (C)
- h. Given the need to promote student literacy performance and be consistent district-wide, teachers will choose to use i-Ready for assessment of students’ standard mastery (A)
- i. Given the need to promote student literacy motivation, teachers will choose to use Google Forms for assessment of students’ motivation (A)

Visual Overview of the Course Units

The visual overview of the five course units is illustrated in [Figure 4](#). The third unit, “Executing IRA Lesson Plans”, will be further developed for the Learning Design and

Technology Master’s Capstone, as building self-efficacy with IRA lesson planning and execution lies at the heart of this training. As such, it is indicated with an arrow in [Figure 4](#) and also highlighted within [Table 1](#), the course scope and sequence.

Figure 4

Curriculum Map

Developed for Capstone
↓

<p><u>1. Using IRAs to Achieve the Common Core</u></p> <p>Pre-Training Module</p> <ol style="list-style-type: none"> 1. Choosing a Literary or Informational Focus Standard for the Week 2. Choosing 2 Read-Aloud Titles for the Week 	<p><u>2. Planning for IRA Lessons</u></p> <p>8:00am-9:30am</p> <ol style="list-style-type: none"> 1. Planning an IRA Introduction, Reading, and Post-Reading Discussion for Each Read-Aloud 	<p><u>3. Executing IRA Lesson Plans</u></p> <p>10:00am-11:30am</p> <ol style="list-style-type: none"> 1. Executing IRA Introduction, Reading, and Post-Reading Discussion Plans 	<p><u>4. Planning and Executing Response Tasks for IRAs</u></p> <p>12:30pm-2:00pm</p> <ol style="list-style-type: none"> 1. Planning IRA Response Tasks for Days on Which New IRA Titles are Not Presented 2. Executing IRA Response Task Plans 	<p><u>5. Assessing Student Motivation and Mastery</u></p> <p>2:30pm-4:00pm</p> <ol style="list-style-type: none"> 1. Assessing Student Motivation and Mastery of the Chosen Focus Standards for the Week
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Course Scope and Sequence Table

The course scope and sequence can be found in [Table 1](#). It is distinct from the visual overview as it indicates the learners’ intended levels of exposure to each of the Course Learning Goals across the duration of the course. In relation to each unit, a Course Learning Goal will either be previewed, introduced, or reinforced. Throughout the implementation period, mastery of each Course Learning Goal will be summatively evaluated. As mentioned previously, the third unit, “Executing IRA Lesson Plans,” will be further developed for the Learning Design and Technology Master’s Capstone. It is thus indicated with an arrow in [Figure 4](#) and highlighted in [Table 1](#).

Table 1*Course Scope and Sequence*

Steps	U1	U2	U3	U4	U5	Evaluation
1. Given a literary or informational thematic unit as determined by a provided district pacing guide, as well as i-Ready student assessment data, choose a literary or informational Common Core focus reading standard from the priority standards listed on the pacing guide and two ELD standards weekly.	I	R	R	R	R	M
2. Given a literary or informational focus reading standard and two ELD standards, choose two read-aloud titles that align with the focus reading standard, ELD standards, and current thematic unit weekly	I	R	R	R	R	M
3. Given a set of two read-alouds, a focus reading standard, and two ELD standards, plan an IRA introduction that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; IRA reading that includes the direct instruction of 8-10 Tier 2 or 3 vocabulary words and two DOK level 2 or 3 questions; and IRA post-reading discussion that includes two DOK level 2 or 3 questions for each read-aloud title weekly, keeping planning time to no more than 30 minutes per read-aloud.	P	I	R	R	R	M
4. Given an IRA lesson plan for each read-aloud, execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly.	P		I	R	R	M
5. Given a set of two read-alouds, a focus reading standard, and two ELD standards, choose an appropriate IRA response task from a provided menu for any day on which a new read-aloud title is not presented that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit; four DOK Level 2 or 3 questions; and an anchor chart template for each response task weekly, keeping planning time to no more than 30 minutes per response task.	P			I	R	M
6. Given IRA response task plans for a single week of instruction, execute IRA response task plans on any day on which a new read-aloud title is not presented, tabulating student responses on an anchor chart and adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form weekly.	P			I	R	M
7. Given a focus reading standard set of fully executed IRAs and response tasks, assess student motivation using Google Forms and mastery of the focus reading standard using i-Ready, and monitor data on a form weekly.	P				I	M

Note: (P = Preview; I = Introduce; R = Reinforce; M = Mastery)

Conclusion

Read-alouds are a part of a rich oral storytelling tradition that has been an integral part of humanity for millennia (National Geographic Society, 2022). It is through such storytelling that human beings not only learn about one another and the world around them, but also become more skilled readers themselves. Comprehension, one of the five major pillars of reading (National Reading Panel, 2000) has long been a challenge for many children in the context of school (PBS, 2002), and current data suggest that such difficulties continue to persist (Curriculum Associates, 2022b). Interactive Read-Alouds (IRAs), if carried out with intentionality on the part of teachers, are among the most effective instructional strategies that can be leveraged to mitigate such deficits in comprehension.

Closing student achievement gaps in comprehension can only be a reality, however, if teachers individually and collectively have the efficacy to bring IRAs to life in their classrooms, which survey data show is not the case at this time. The professional development (PD) course outlined in this blueprint intends to address this need by conveying to teachers the purpose of the IRA in promoting students' reading performance and motivation; defining fundamental terminology and concepts that will guide teachers in connecting IRAs to state-mandated comprehension and English Language Development (ELD) standards; delineating the steps to plan and execute IRAs in a way that is participatory and accessible for the full range of student ability levels, including English Learners/Emergent Bilinguals (ELs/EBs) and special education (SPED) students; and ensuring that students are indeed benefitting from the instruction via formative and summative assessment. An accompanying evaluation plan will assess the extent to which the teachers have mastered the learning objectives and implemented the critical behaviors necessary to meet the reading comprehension needs of their students.

Description of the Learning Environment

This course for elementary school teachers on the Interactive Read-Aloud (IRA) routine will have a learning environment that will be hybrid and blended. Virtual, asynchronous learning will take place online through Vector Solutions (2022), the standard platform for district-mandated workplace training, and will include low-stakes checks of knowledge and skills for retrieval practice, as well as attitude, and an instructor-monitored discussion board. A physical, synchronous workshop will occur and be supplemented by the use of Google Slides (Google, 2022a) and its Pear Deck add-on on individual computers in the cafeteria of School PSCW, the typical setting for in-service professional development (PD), and will also include formative assessments of knowledge and skills for retrieval practice, as well as attitude.

As described in the needs assessment, there will be about 25 teachers participating in the course as well as two site administrators, who vary not only in age, gender, ethnicity, and years of experience, but also in cognitive aspects, such as ability and prior knowledge, and motivational aspects, such as value and self-efficacy. Participants may also have varying opinions about pedagogy, including the need to be inclusive of English Learners/Emergent Bilinguals (ELs/EBs) and special education (SPED) students; the need to provide cultural mirrors and windows for students; and the need for students to not only partake in supplantive learning and information acquisition, but also generative learning and knowledge construction through activities such as speaking and writing (Smith & Ragan, 2005). The course design will thus take these elements into account while adhering to Universal Design for Learning (UDL) guidelines (CAST, 2018). In order to increase trust on the part of teachers who may show apathy toward PD, the instructor for the workshop will be an experienced colleague of the participants with a Master's degree, rather than an administrator or representative from an external agency.

Organizational Stakeholders

The teachers and site administrators will be the initial recipients of the learning and are therefore vital stakeholders in the organization. The teachers' students, as the ultimate benefactors of the learning, are the other vital stakeholders. District administrators and support staff are other important stakeholders that will help to ensure oversight, data collection and analysis, and consistency of implementation. Lastly, families and community members are significant stakeholders as well, who will act as yet another layer of accountability in advancing student literacy.

Typologies

Lombardozi (2015) conceives of a learning environment as “a collection of resources and practices that enables the development of knowledge and skill” (p. xiii). The six typologies listed herein together will comprise the best possible conditions for promoting learning and motivation for the K-6 teachers taking this course as determined during the design process. The decisions regarding typologies depended upon existing empirical research on learning environments.

Non-Formal

The course will be one in a series of PD sessions in which teachers partake about once a month. Despite having clearly defined learning objectives that are organized into sequential units, it will not result in a grade or license. It is thus deemed non-formal (Schwier, 2012).

Hybrid (Physical and Virtual)

As established above, there will be both physical and virtual elements in the course. The virtual element will take place prior to the workshop in the form of an online pre-training module. The workshop itself will take place in person and is therefore considered physical.

Blended (Synchronous and Asynchronous)

As established previously, the learning environment will have synchronous and asynchronous components. The virtual, pre-training module will be asynchronous, meaning that learners will not all be learning at the same time. The physical, in-person training will be synchronous, meaning that learners will all be learning at the same time.

Individual

There will be cooperative elements to the learning as participants critique one another's work and practice IRA delivery in teams. However, each participant will ultimately be responsible for their own lesson plans and the management of their own classrooms. The learning environment is therefore individual.

Non-Adaptive

Instructor feedback will be infused throughout the workshop. This is intended to boost participants' self-efficacy. Nevertheless, the environment will be non-adaptive as each learner will adhere to the same lesson plan template (either a K-3 template or a 4-6 template).

Open

Most materials for the workshop, including presentations, videos, templates, and exemplars, will be housed in a shared Google drive (Google, 2022b). This drive will be solely devoted to the course and ongoingly accessible to the participants. It will also be open to support staff, administrators, families, and community members interested in student literacy.

Design Elements that Promote Learning

The fundamental aim of the course is to enhance learners' self-efficacy. Therefore, all decisions regarding typologies were made with self-efficacy as the primary consideration. While non-formal learning environments often emphasize self-directed learning and therefore boost

learner agency, the lack of formality can sometimes result in less support from the instructor (Schwier, 2012). Feedback, however, is paramount to building self-efficacy, and thus will be part and parcel of this course and implementation period (Bandura, 1997; CAST, 2018).

Based on a Fall 2021 survey, it was assumed, albeit with caution, that each of the participants already has a high level of prior knowledge regarding IRAs. Nevertheless, all participants will partake in a low-stakes, prerequisite knowledge, skills, and attitudes assessment online on Google Forms (Google, 2022c) prior to the pre-training module and the synchronous, physical session, the results of which will be immediately available. This will appeal to learners' metacognition and self-regulation as they will have the opportunity to identify their assets and deficits in terms of factual and procedural knowledge and examine their current attitudes about IRAs (Blakey & Spence, 1990; CAST, 2018). The assessment will also assist participants later in creating a mastery goal during the live workshop (CAST, 2018; Svinicki, 2005).

Initially, it was thought that only the learners that did not meet a minimum threshold on the prerequisite assessment would be required to complete the asynchronous, virtual pre-training module on Vector Solutions prior to the synchronous, physical session. However, this could lead to social comparison and activate negative emotions for some participants, thereby inhibiting their learning and motivation (Pekrun, 2008). Instead, *all* participants will be required to complete the pre-training module, which can be done at their convenience.

The pre-training module will establish the purpose and benefits of engaging in the task and the risks of not engaging in the task, thereby promoting value (CAST, 2018; Eccles, 2008). It will also include an instructor-monitored discussion board for learners to share ideas. Furthermore, it will reduce the amount of supplantive learning conducted by the instructor during the live session and allow for more generative learning on the part of the participants.

During the synchronous, physical session, participants' self-efficacy will be fostered as they vicariously experience success via provided exemplars; partake in authentic practice with their peers; and receive feedback from the instructor (Bandura, 1997; CAST, 2018). Google Slides and its Pear Deck add-on will have interactive elements, including low-stakes knowledge checks, that will help to maintain attention, offer practice with retrieval (Schraw & McCrudden, 2008), and prompt learners to develop a personalized mastery goal (CAST, 2018). All content presented on Google Slides will be available in the shared Google drive after the workshop.

As described earlier, the learning environment will be individual as each participant will ultimately be responsible for their own lesson plans and management of their own classrooms. Nonetheless, aspects of cooperative learning will be incorporated into the live session in order to appeal not only to participants' self-efficacy, but also to their cognitive load and positive affect (CAST, 2018; Kirschner et al., 2018; Pekrun, 2008). The learners are most accustomed to working with their grade-level peers during both monthly professional PD sessions and weekly professional learning community (PLC) meetings. However, if the prerequisite assessment indicates varying levels of prior knowledge, it may be best to group learners heterogeneously by knowledge level rather than homogeneously by grade level, as some grade levels may happen to be made up solely of either veteran teachers or newer teachers. Kirschner et al. (2018) suggest that collaborative learning with homogeneous groupings may not yield significant benefits.

Collaborating with peers from other grade levels may infuse a novelty and cross-pollination of ideas in the PD process that would enhance learners' interest, and would not pose logistical issues as the learning environment will be non-adaptive (i.e. all participants will be creating IRA lesson plans using a K-3 or 4-6 template). In order to reduce extraneous load,

group roles will be explicitly delineated (Kirschner et al, 2018). Intrinsic motivation will also be promoted as long as the social environment is supportive and safe (Kaplan, 2008).

The open nature of this learning environment was the final design consideration in terms of typologies. As described earlier, the overall learning enterprise under which this course will take place has a robust network of stakeholders who each play a role in advancing student literacy, and by keeping the access to workshop materials open, a sense of continuous improvement will be fostered (Mentor, 2007). If the course and subsequent implementation period at School PSCW are successful, district administration may seek to introduce IRA training at other sites using the available workshop materials. Families and community members will have the opportunity to see how instruction takes place in the classroom by viewing the workshop materials and, as a result, will be better equipped to more meaningfully encourage students' reading in their own homes and organizations. Furthermore, the workshop participants can refer to the workshop materials as job aids and also add new materials such as articles and videos of interest to the shared Google drive, a practice that Lombardozi (2015) describes as a "knowledge exchange" (p. 113).

Constraints and Limitations

The constraints and limitations in the design of this learning environment pertain to Internet access and reliability, time, and administrative support. Both the asynchronous, virtual component and synchronous, physical component of the course will depend on Internet access and reliability on the participants' individual computers. Thus, if Internet connection is interrupted for any amount of time, learning will be hindered. The instructor will be prepared with additional printed materials should such an event occur.

Time is another limitation in that the entirety of the course will have to take place over only seven hours—about one hour for the asynchronous, virtual pre-training module and about six hours for the synchronous, physical session. The live session will cover four of the five units of instruction, each of which will last an average of 90 minutes. This limitation will require a very methodical planning of learning activities in service of the overall learning objectives, including well-considered appeals to learners' motivation and regular breaks throughout the day.

The final constraint is the extent to which site and district administration will be supportive of the course and its accompanying assessment and evaluation plan. If the workshop is anything like some of the other PD sessions conducted at other times in the academic year, then assessment and evaluation in the weeks and months following the workshop may not be carried out systematically. It will therefore be incumbent upon the instructional designer, who is also the instructor for the workshop, to spearhead assessment and evaluation efforts to ensure that a genuine behavioral change is taking place within each learner and that progress is being made on attaining the overall organizational outcomes.

Media Selection

In describing the media selection process for the design of this course, it should be noted that media do not merely include the commonly conceived resources of audio-video presentations, digital apps, technological hardware, and the like. Rather, media are any external, environmental materials curated by the instructional designer that act as delivery vessels for content but have no direct effect on learning and motivation (Clark et al., 2010; Lombardozzi, 2015). In this context, media include the overall instructional platforms and the specific resources embedded within these platforms for the purpose of delivering content, as well as the actions of the instructor and the interactions of the learners amongst themselves.

Out of the course-level Cognitive Task Analysis (CTA) came a sequence of terminal learning objectives that informed the organization of the units for the course. As per the Guided Experiential Learning (GEL) framework of Clark (2004, 2006), each unit will have a set of instructional methods that will be used to promote participants' learning and motivation, as shown in [Figure 5](#). Notably, a single instructional method may have multiple instructional actions, or learning activities, that allow the instructional method to be realized. Media were chosen based on their ability to best deliver these methods according to the GEL framework and Universal Design for Learning (UDL) guidelines (CAST, 2018; Clark et al., 2010).

Media Versus Instructional Methods

While initially controversial, Clark's assertion that media are mere vehicles for learning and moreover influence learning "as much as a grocery delivery truck influences nutrition" (1983) has become an oft-cited principle in the literature. In line with the GEL framework, (Clark, 2004, 2006), each of the units that make up the course will have a set of instructional methods that will be delivered by the chosen media, namely goal elaboration, information, practice, monitoring, diagnosis, and adaptation. Again, each of these methods may be associated with multiple instructional actions, or learning activities (Clark et al., 2010). Determinations for media were made while taking into account learner access, instructional consistency, and cost as affordances in terms of the environmental typologies described earlier. Conceptual authenticity, immediate feedback, and special sensory requirements were considered as restrictions for the specific media choices in comparison to alternative media (CAST, 2018; Clark et al., 2010).

General Instructional Platform Selection in Terms of Affordances

Clark and colleagues' (2010) two-stage cognitive approach and the guidelines for UDL (CAST, 2018) will be used here as a rationale for the selection of appropriate instructional

Figure 5*Instructional Methods and GEL Components*

<i>Instructional Method</i>	<i>Cognitive Process</i>	<i>GEL Component</i>
Goal Elaboration	Explains the goal and its demands	Objectives, Reasons, Overview
Information	Provides task-related information	Conceptual knowledge, Demonstrations
Practice	Provides opportunities in varied contexts	Practice
Monitoring	Observes performance	Feedback
Diagnosis	Identifies causes of error	Feedback
Adaptation	Modifies goal, information, and practice	Assessments, Demonstration

Based on material in Sugrue and Clark (2000) and Clark (2004, 2006).

(Clark et al., 2010)

Figure 6*Outcomes of Instruction Influenced by Media and Instructional Methods*

	<i>Access</i>	<i>Cost (Development and Delivery)</i>	<i>Efficiency (Time to Learn)</i>	<i>Learning and Motivation</i>
Media	X	X	X	
Methods			X	X

From Clark, Bewley, and O'Neil, 2006. Reprinted with permission.

(Clark et al., 2010)

methods and media in the context of the overall learning environment typologies. The asynchronous, virtual prerequisite knowledge, skills, and attitudes assessment on Google Forms and asynchronous, virtual pre-training module on Vector Solutions were designed to deliver the instructional methods of goal elaboration (to establish a purpose and benefits of engaging in the task) and information (to present conceptual and procedural knowledge) (CAST, 2018; Clark et al., 2010). The synchronous, physical session, which will include the use of Google Slides and its Pear Deck add-on, was also designed to deliver goal elaboration and information, as well as practice (to provide opportunities in varied contexts); monitoring (to observe performance); diagnosis (to identify causes of error); and adaptation (to modify the goal as necessary) (CAST, 2018; Clark et al., 2010). Learner access, instructional consistency (including time to learn), and cost were key considerations in making these determinations, as shown in [Figure 6](#).

Access

The approximately 25 teachers and two site administrators who will participate in this course are already familiar with the overall Google Suite, including Google Forms and Google Slides, as well as Vector Solutions as they are already required to conduct day-to-day business using these platforms. Therefore, logistical barriers with these media are not anticipated. This makes these media preferable to other file-sharing services like Dropbox and Microsoft OneDrive and other learning management systems like Articulate and Blackboard.

Individual computers will be utilized during the live workshop to increase learner control, customize the display of information, and prevent visual barriers (CAST, 2018). To facilitate information management, workshop materials will be accessible on a shared Google drive as job aids, and participants will be encouraged to curate additional resources that they find helpful (CAST, 2018). Videotaping the workshop was another consideration, but was decided against.

Consistency

While the learning environment will be individual and non-adaptive in that each participant will ultimately be responsible for their own lesson plans and use one of two lesson plan templates depending on the grade level they teach, it must be acknowledged that some learners may have more prior knowledge than others. Similarly, some learners may master concepts faster than others. Cooperative learning is thus being incorporated into the environmental design, despite its potentially time-intensive nature (CAST, 2018). In this regard, the interactions of the learners amongst themselves can be considered media.

The cooperative learning structures of Kagan and Kagan (1998), on which all participants have had professional development (PD), will be used to facilitate group work during the course. This, along with each participants' development of a mastery goal, will give each participant a unique learning experience despite the fact that other elements, such as the pre-training module, live session resources, and assessments, are consistent for all learners (CAST, 2018). Heterogeneous grouping of participants by knowledge level will also help to increase their germane load (Kirschner et al., 2018). Videotaping was decided against in part because the majority of the live session will be devoted to cooperative learning rather than lecture.

Cost

The cost considerations associated with the media selection for this course include the development of the pre-training module using Vector Solutions. The development of the prerequisite assessment; Google Slides presentation for the live session; and curated resources folder using Google Drive must be addressed as well. In both cases, the media were chosen because they are platforms already used by the district and therefore will incur no additional costs in comparison to other file-sharing services and learning management systems.

Moreover, no costs will be associated with the usage of the school cafeteria and its audio-video equipment for the synchronous, physical session as it is already the typical setting for PD at School PSCW. All participants already have an individual computer and a set of 120 Fountas and Pinnell Interactive Read-Alouds as well. The only costs that *may* be incurred are a one-time stipend from site administration or district administration for the instructional designer, who is also the instructor, for the development and delivery of the course, as well as the cost of printing. Videotaping was also decided against because the associated costs would be prohibitive. Further cost considerations will be detailed later in terms of specific media choices.

Specific Instructional Platform Selection in Terms of Restrictions

Again, Clark and colleagues' (2010) two-stage cognitive approach and the guidelines for UDL (CAST, 2018) will be used here to justify the selection of appropriate instructional methods and media. As described earlier, the asynchronous, virtual elements that will include the use of Google Forms and Vector Solutions were designed to deliver the instructional methods of goal elaboration and information (CAST, 2018; Clark et al., 2010). The synchronous, physical session that will include the use of Google Slides and its Pear Deck add-on was designed to deliver the instructional methods of goal elaboration, information, practice, monitoring, diagnosis, and adaptation (CAST, 2018; Clark et al., 2010).

Previously, learner access, instructional consistency, and cost were discussed as overall considerations for the learning environment designed for the course. Now, conceptual authenticity (associated with practice); immediate and delayed feedback (associated with monitoring and diagnosis); and special sensory requirements (associated with information) will be discussed as limitations in media selection (CAST, 2018; Clark et al., 2010). See [Table 2](#) for a delineation of these limitations.

Conceptual Authenticity

Conceptual authenticity is associated with the instructional method of practice, and in terms of media selection refers to the ability of the media to “depict the conditions required for learners to apply new learning” (Clark et al., 2010, p. 288). It will not be feasible to perfectly replicate the dynamic nature of a classroom full of students aged 5-11 or to practice tasks such as rating student discourse and assessing student mastery. Nevertheless, it will be important for the selected media to acknowledge the realities of the classroom, such as class size, student behaviors, and student ability levels, and also reflect teacher and student diversity (CAST, 2018).

The cooperative learning aspects of the synchronous, physical session will help to mirror the interactive elements of the IRA routine to the highest degree possible as participants practice delivering their lesson plans to a peer or group of peers. It will be important for participants to actively partake in as much practice creating and delivering lesson plans as possible (CAST, 2018). The more efficacious the participants feel in their IRA practice, the less likely it will be for their IRA lessons to succumb to potential distractions posed by students in the classroom.

Immediate Feedback

Immediate feedback, as well as delayed feedback, is associated with the instructional methods of monitoring and diagnosis. The learning environment and selected media must allow for such feedback if the task in question is complex enough to require the integration and performance of task-specific skills beyond the recall of factual and conceptual knowledge (Clark et al., 2010). As determined by the course-level CTA, the task in question is indeed complex enough to require verbal and visual feedback by the instructor; in this regard, the actions of the instructor can be considered media. It must be noted, however, that individualized feedback, like cooperative learning, is time-intensive and can potentially contribute to a lack of consistency.

The synchronous, physical session, including the cooperative learning aspects and checks for knowledge and attitude, will allow for this feedback to take place. It will also allow learners to ask for help if needed and self-evaluate whether or not they have mastered the learning objectives in an effort to build their self-regulation (CAST, 2018). The implementation period will allow for both immediate, synchronous feedback and delayed, asynchronous feedback by site administrators and lead teachers in the weeks and months following the workshop.

Special Sensory Requirements

Special sensory requirements are associated with the instructional method of practice, and in terms of media selection refer to the ability of the media to convey sensory information beyond visual and auditory information (i.e. kinesthetic, tactile, olfactory, gustatory) that is necessary to achieve the learning objectives (Clark et al. 2010). The intellectual skills derived from the course-level CTA require no information to be conveyed beyond visual and auditory information. Therefore, special sensory requirements did not play a role in media selection.

Table 2

Key Considerations for Media Selection

Key Consideration	Media Considerations
Conceptual Authenticity	Selected media need to: <ul style="list-style-type: none"> ● Aid learners in engaging cooperatively in authentic practice ● Acknowledge the realities of classroom characteristics (e.g. class size, student behaviors, student ability levels, etc.) ● Reflect teacher and student diversity accurately
Immediate Feedback	Selected media need to: <ul style="list-style-type: none"> ● Allow for real-time verbal and visual feedback by the instructor ● Allow for learners to ask for help if needed and self-evaluate whether or not they have mastered the learning objectives
Special Sensory Requirements	N/A

Client Preferences or Specific Conditions of the Learning Environment

Beyond the aforementioned considerations for the selection of media in terms of affordances and restrictions, the preferences of the clients must be acknowledged as well in order to most effectively promote their learning and motivation. Due to the aforementioned variant nature of PD, teachers at School PSCW have mixed attitudes regarding PD, citing in a Fall 2021 survey that PD sessions often do not give participants sufficient time to practice skills; have material that is not immediately applicable to their teaching practice; and are not followed by systematic implementation and support in the weeks and months following the session. This course will mitigate these client concerns in several ways.

First, the lecture component of the training will be relegated to the asynchronous, virtual pre-training module that can be completed at the participants' convenience and will include a discussion board to share ideas. Next, the participants will be given ample time to participate in authentic practice during the live session with visual and verbal feedback from both the instructor and their peers (CAST, 2018). Last, the participants will be supported in the weeks and months following the workshop by site administrators and lead teachers. Client preferences will further be acknowledged by the fact that the instructor will be a direct colleague of the learners and also by the fact that they are already familiar with the software being used for instruction.

Specific Media Choices

The specific media choices for the course, particularly the Google Suite applications and Vector Solutions, fit well in the context of the learning environment typologies developed for the course. They will offer several benefits to participants' learning and motivation while taking into account diversity, equity, and inclusion (DEI) and organizational stakeholders. Based on the two-stage cognitive approach of Clark and colleagues (2010) and the guidelines for UDL (CAST,

2018), the media selection required consideration of both affordances and restrictions to deliver the intended instructional methods.

Google Forms will be used for a required prerequisite knowledge, skills, and attitudes assessment, while Vector Solutions will be used for a pre-training module with an instructor-monitored discussion board. Both of these will be accessible on learners' individual computers and contain built-in accessibility features such as zoom adjustment and closed captioning. These media will also be consistent for all learners and not incur any costs as they are already used by the district for other non-formal training. Furthermore, the media will be conceptually authentic in terms of acknowledging the realities of the classroom (e.g. class size, student behaviors, student ability levels, etc.); offer feedback via assessments with immediate results; and accurately mirror the diversity of the teacher and student population (CAST, 2018).

Google Slides and its Pear Deck add-on will be used to view and interact in real-time with the instructor's presentation during the workshop, while Google Drive will be used to house resources such as videos, templates, and exemplars that will be accessible to both participants and other stakeholders following the workshop. Again, these will be accessible on learners' individual computers and contain built-in accessibility features. Printed templates and exemplars will be available as well for participants who prefer to take notes in written form (CAST, 2018). The printing of materials will incur a slight cost that will be fully covered by the site budget.

While these media will deliver instruction consistently to all participants during the live session, cooperative learning, individualized feedback, and the development of personalized mastery goals will give each participant a unique learning experience (CAST, 2018). Beyond a possible one-time stipend for the instructor and the cost of printing, no further costs will be incurred by these media as they utilize platforms already in use by the district for learning

management, communication, and data storage. Furthermore, the media selected will simulate the classroom to the greatest extent possible through peer teaching; allow for immediate verbal and visual feedback from the instructor; and authentically mirror the diversity of the teachers and students (CAST, 2018). See [Table 3](#) for the purposes and benefits of the selected media.

Table 3

Media Choices

Media	Purpose	Benefits
Google Forms (Google, 2022c)	<ul style="list-style-type: none"> ● Will be used for a low-stakes prerequisite knowledge, skills, and attitudes assessment prior to the live session ● Will aid learners in identifying strengths, weaknesses, and attitudes in preparation to create a personalized mastery goal during the live session 	<ul style="list-style-type: none"> ● Will be a familiar platform to learners ● Will be accessible virtually ● Will be completed at learners' convenience ● Will not incur any costs ● Will offer feedback via immediately available results ● Will assist with grouping learners heterogeneously by knowledge level
Vector Solutions (2022)	<ul style="list-style-type: none"> ● Will be used for a pre-training module prior to the live session with low-stakes knowledge and procedure checks for retrieval practice, as well as attitude checks ● Will have a discussion board for learners to share ideas ● Will establish purpose and benefits of engaging in the task and risks of not engaging in the task ● Will present conceptual and procedural information relevant for the live session 	<ul style="list-style-type: none"> ● Will be a familiar platform to learners ● Will be accessible virtually ● Will be completed at learners' convenience ● Will not incur any costs ● Will offer feedback via immediately available results ● Will allow for less direct instruction and more time for authentic practice during the live session ● Will acknowledge the realities of classroom characteristics (e.g. class size, student behaviors, student ability levels, etc.) ● Will accurately reflect teacher and student diversity

<p>Google Slides and its Pear Deck add-on (Google, 2022a)</p>	<ul style="list-style-type: none"> ● Will be used for an interactive presentation during the live session with low-stakes knowledge checks for retrieval practice, as well as attitude checks ● Will present conceptual and procedural information that are essential for authentic practice ● Will present templates and exemplars that will aid in learners’ self-monitoring and self-diagnosis of errors, as well as in cooperative learning and individualized feedback ● Will aid learners in identifying strengths, weaknesses, and attitudes in order to create a personalized mastery goal 	<ul style="list-style-type: none"> ● Will be a familiar platform to learners ● Will be accessible virtually ● Will not incur any costs (with the exception of printing) ● Will offer feedback via immediately available results ● Will prevent visual barriers in viewing the instructor’s presentation ● Will have certain elements that are available in printed form ● Will have certain elements that are available on Google Drive after the workshop ● Will acknowledge the realities of classroom characteristics (e.g. class size, student behaviors, student ability levels, etc.) ● Will accurately reflect teacher and student diversity
<p>Google Drive (Google, 2022b)</p>	<ul style="list-style-type: none"> ● Will be used for storage of videos, templates, exemplars, etc. ● Will include job aids for learners following the workshop ● Will be an open resource used as an ever-evolving “knowledge exchange” (Lombardozi, 2015, p. 113) 	<ul style="list-style-type: none"> ● Is a familiar platform to learners ● Is accessible virtually ● Will not incur any costs (with the exception of printing) ● Will have certain elements that are printable ● Will aid in promoting behavior change during the implementation period ● Can be supplemented over time as learners find additional resources that are relevant and helpful ● Will be accessible to all stakeholders for reference ● Will acknowledge the realities of classroom characteristics (e.g. class size, student behaviors, student ability levels, etc.) ● Will accurately reflect teacher and student diversity

Implementation of the Course

This course for elementary school teachers at School PSCW on the Interactive Read-Aloud (IRA) routine will be implemented in a one-hour, virtual pre-training module and six-hour, live professional development (PD) session within the first six weeks of the academic year. It was designed according to the discrepancy model of needs assessment as learning goals exist but are not being met as desired (Smith & Ragan, 2005). Based on Fall 2021 survey data, instruction is necessary to help mitigate these gaps and boost teachers' efficacy in the process.

Concurrent and subsequent evaluation regarding participant reaction, as well as knowledge, skills, and attitudes, will facilitate implementation during and immediately after the course. Delayed evaluation, in the form of observations and check-in surveys timed in weekly, monthly, and trimesterly intervals following the PD session, will facilitate implementation as well by ensuring fidelity to the original training design and guiding ongoing revision of training materials for future iterations of the course. Implementation and revision will further be steered by assessments of students' performance and motivation. Goal setting and progress monitoring are important aspects of Universal Design for Learning (UDL) (CAST, 2018).

Evaluation of the Course

Elementary school students need to have texts read aloud to them daily across subject areas and genres in order to build the background knowledge, vocabulary, and language structures required to engage in reading, writing, speaking, and listening activities that gradually become more complex across the grade span (Worthy et al., 2012). While an upward trend in reading comprehension scores among student populations at large commonly exists across the early grade levels, scores tend to plateau later in elementary school as texts and tasks grow more sophisticated (California Department of Education, 2022). The Interactive Read-Aloud (IRA) is

a whole-group instructional routine that can be used as a launchpad for comprehension tasks in the elementary classroom (Fountas & Pinnell, 2019). In order to leverage the IRA routine to its full potential, teachers need to have the requisite knowledge, skills, and attitudes to make the traditionally passive read-aloud experience more active, and also more systematically inclusive of historically marginalized student subgroups such as English Learners/Emergent Bilinguals (ELs/EBs) and special education (SPED) students.

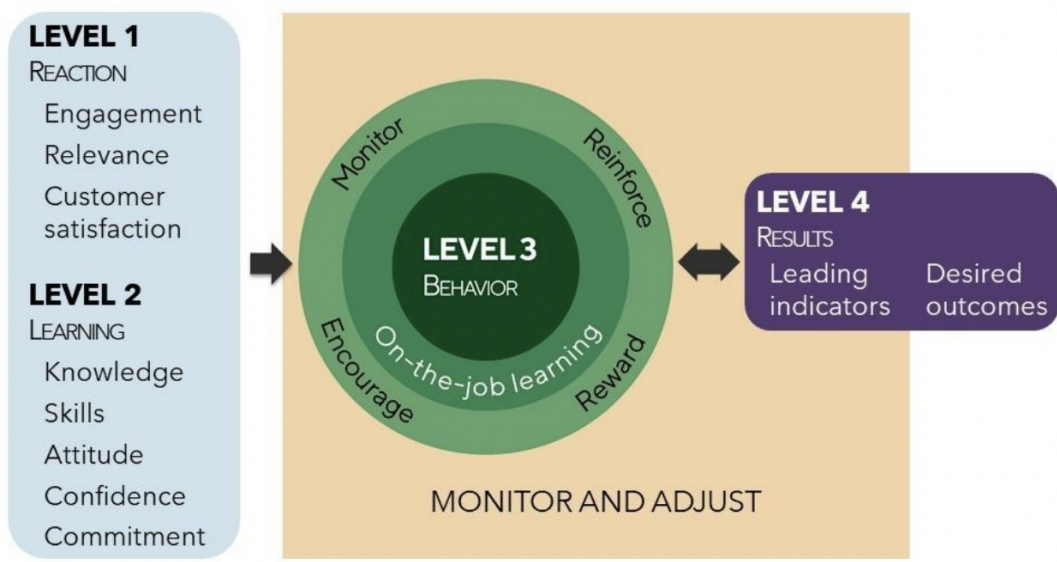
As teachers constitute the single largest influence on student achievement (Opper, 2019), this professional development (PD) session aims to enhance the self-efficacy of teachers at School PSCW in delivering the IRA routine to promote students' reading performance and motivation. As a result of participating in the training, teachers will be able to define key IRA terminology. They will also be able to explain the purpose of the IRA routine and identify the risks to student achievement if read-alouds remain passive. Most importantly, they will be able to plan a week of instruction with IRAs and response tasks that directly align with Common Core State Standards (2010) for comprehension and English Language Development (ELD) (California Department of Education, 2012), and will be given the opportunity to practice this task during the course. As part of implementation, teachers will assess students' comprehension and motivation weekly and self-monitor a personalized mastery goal weekly (CAST, 2018).

Evaluation Framework

The New World Kirkpatrick Model, shown in [Figure 7](#), will be utilized in order to implement and evaluate the IRA course for elementary school teachers at School PSCW. It is important to note that implementation and evaluation work in tandem with one another throughout the entire iteration of the model, rather than evaluation being conducted only after implementation. Moreover, instead of designing evaluation items for learner reaction (Level 1)

Figure 7

The New World Kirkpatrick Model



(Kirkpatrick & Kirkpatrick, 2021)

Figure 8

Evaluation Map

<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
# of Outcomes	# of Behaviors	# of Learning Components	# of Reaction Components
Teacher IRA Usage (1)	Critical Behaviors as determined by the Terminal Learning Objectives for the course (7)	Declarative Knowledge (3)	Engagement (2)
Teacher Setting of Mastery Goals (1)		Procedural Skills (4)	Relevance (2)
Student Reading Performance Results (2)	# of Drivers	Attitude (5)	Customer Satisfaction (2)
Student Assessment and Reflection Completion (1)	Reinforcing (2)	Confidence (4)	
Student Discourse Ratings (1)	Encouraging (2)	Commitment (4)	
District Recognition (1)	Rewarding (2)		
	Monitoring (3)		

and learner knowledge (Level 2) first, followed by learner behavior (Level 3) and overall results (Level 4), as dictated by the original Kirkpatrick Model, design will begin with Level 4, as organizational impact based on an identified need is the overarching purpose for designing the learning experience in the first place (Kirkpatrick & Kirkpatrick, 2016). Furthermore, it is important to note that, in the K-12 PD setting, teachers act as learners who are expected to apply their knowledge, skills, and attitudes to another set of learners—their students. While the IRA course described here is intended for *teachers* and will be evaluated at Levels 4, 3, 2, and 1 of the Kirkpatrick Model, as shown in [Figure 8](#), *students'* performance and motivation will also be evaluated as results at Level 4, which will promote UDL usage in the classroom (CAST, 2018).

Level 4: Results and Leading Indicators

Level 4 consists of the organizational outcomes of the training and hence is the reason that training occurs. In an effort to achieve the desired results, leading indicators act as formative assessments to ensure that the behaviors of the learners are on track and in line with the original intent of the training (Kirkpatrick & Kirkpatrick, 2016). [Table 4](#) shows the Indicators, Metrics, and Methods for External and Internal Outcomes for this evaluation plan.

External outcomes refer to customer response and satisfaction, as well as market or industry response (Kirkpatrick & Kirkpatrick, 2016). In the context of this course, these concern students' reading comprehension as measured by i-Ready at trimesterly intervals and recognition of School PSCW by district administration with regard to literacy. Internal outcomes, on the other hand, refer to employee satisfaction, as well as quality, volume, and production (Kirkpatrick & Kirkpatrick, 2016). These were targeted in the form of weekly check-in surveys for teachers on their IRA planning and execution, including their ratings of student discourse, as well as weekly assessments and check-in surveys for students on their reading (CAST, 2018).

Table 4*Indicators, Metrics, and Methods for External and Internal Outcomes*

Outcome	Metric(s) (Unit of measure)	Method(s) (How measured)
External Outcomes		
Have 80% of students in each grade level be at or above grade level in Literary Comprehension AND Informational Comprehension by end of year	Percentage of students in each grade level meeting the 80% goal on Lit. Comprehension domain score; percentage of students in each grade level meeting the 80% goal on Info. Comprehension domain score	Trimesterly reading diagnostic assessments for students (i-Ready) (monitored by teachers (including lead teachers) site administrators, and district administrators)
Have 80% of ALL ELs/EBs AND 80% of ALL SPED students on site increase by at least 1 grade level in Overall Comprehension by end of year	Percentage of ALL ELs/EBs increasing by 1 grade level on Overall Comprehension domain score; percentage of ALL SPED students increasing by 1 grade level on Overall Comprehension domain score	Trimesterly reading diagnostic assessments for students (i-Ready) (monitored by teachers (including lead teachers), site administrators, and district administrators)
Increase recognition of School PSCW by district administration with regard to literacy by end of year	Number of occurrences of district administration visits; specific correspondence about literacy; and/or replicated IRA trainings	Weekly online check-in surveys for site administrators (monitored by lead teachers)
Internal Outcomes		
Have 100% of teachers report executing the IRA routine 5 times per week	Percentage of teachers reporting daily execution of the IRA routine	Weekly online check-in surveys with number items for teachers (monitored by lead teachers and site administrators)
Have 100% of teachers self-report progress on their mastery goals	Percentage of teachers self-reporting progress on their mastery goals	Weekly online check-in survey with Likert scale items for teachers (monitored by lead teachers and site administrators)
Have 80% of students in each grade level have an average monthly discourse rating of 3 or higher by end of year	Percentage of students in each grade level meeting the 80% goal on average monthly discourse rating	Weekly online check-in surveys for teachers to report daily ratings on student discourse (monitored by lead teachers and site administrators)
Have 100% of students in each grade level complete a comprehension assessment and reflect on their interest and mastery orientation with regard to reading each week	Percentage of students in each grade level meeting the 100% goal on assessment completion; percentage of students in each grade level meeting the 100% goal on survey engagement	Weekly online reading comprehension assessments (i-Ready) and check-in surveys with multiple choice, fill-in-the-blank, and Likert scale items for students (monitored by teachers (including lead teachers) and site administrators)

Level 3: Behavior

Level 3 is regarded by Kirkpatrick and Kirkpatrick (2016) as the most important level in their model. It refers to observable behavior changes that indicate a veritable application of knowledge or skills from the learning experience into one's subsequent practice. The observable behavior changes due to experience both during and after training demonstrate that learning has actually taken place (Mayer, 2003).

Critical Behaviors Required to Perform the Course Outcomes

The behaviors at Level 3 are deemed critical because they will have the largest influence on the overall program outcomes if performed with precision and consistency (Kirkpatrick & Kirkpatrick, 2016). The Critical Behaviors, Metrics, Methods, and Timing for Evaluation for this course, shown in [Table 5](#), are identical to the course learning goals established earlier and are intended to help teachers in mastering the intellectual skills necessary to increase students' reading performance and motivation through IRA lessons (Smith & Ragan, 2005). As such, teachers will plan and execute two IRA lessons and two or three response tasks weekly. Teachers will also monitor the results of weekly assessments of students' comprehension on i-Ready and students' motivation on Google Forms, and use the results in lesson planning (CAST, 2018).

Table 5

Critical Behaviors, Metrics, Methods, and Timing for Evaluation

Critical Behavior for Course Outcomes	Metric(s) (Unit of measure)	Method(s) (How measured)	Timing (How often)
1. Choose a literary or informational Common Core focus reading standard from the priority standards listed on the pacing guide and two ELD standards weekly	Listing of focus reading standard (1) and ELD standards (2)	Online check-in; lesson plans (reviewed by site administrators/lead teachers)	Weekly
2. Choose two read-aloud titles that align with the focus reading standard, ELD standards, and current thematic unit weekly	Listing of read-aloud titles (2)	Online check-in; lesson plans (reviewed by site administrators/lead teachers)	Weekly

3. Plan an IRA introduction that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; IRA reading that includes the direct instruction of 8-10 Tier 2 or 3 vocabulary words and two DOK level 2 or 3 questions; and IRA post-reading discussion that includes two DOK level 2 or 3 questions for each read-aloud title weekly, keeping planning time to no more than 30 minutes per read-aloud	Number of IRA lesson plans with completed elements (introduction with prior knowledge prompt, reading with vocabulary words and DOK questions, post-reading discussion with DOK questions) (2)	Online check-in; lesson plans (reviewed by site administrators/lead teachers)	Weekly
4. Execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly	Presence of note-taking form for student discourse (1); number of students monitored (16-24)	Online check-in; note-taking form (reviewed by site administrators/lead teachers)	Weekly
5. Choose an appropriate IRA response task from a provided menu for any day on which a new read-aloud title is not presented that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit; four DOK Level 2 or 3 questions; and an anchor chart template for each response task weekly, keeping planning time to no more than 30 minutes per response task	Number of response task plans with completed elements (prior knowledge prompt, vocabulary words, DOK questions, anchor chart template) (2-3)	Online check-in; lesson plans (reviewed by site administrators/lead teachers)	Weekly
6. Execute IRA response task plans on any day on which a new read-aloud title is not presented, tabulating student responses on an anchor chart and adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form weekly	Presence of note-taking form for student discourse (1); number of students monitored (16-36)	Online check-in; note-taking form (reviewed by site administrators/lead teachers)	Weekly
7. Assess student motivation using Google Forms and mastery of the focus reading standard using i-Ready, and monitor data on a form weekly	Presence of note-taking form with student data (1)	Online check-in; note-taking form (reviewed by site administrators/lead teachers)	Weekly

Required Drivers

Required drivers are processes and systems that facilitate the implementation of critical behaviors. Such processes and systems include support via reinforcement, encouragement, and rewarding, as well as accountability via monitoring. The union of critical behaviors with a required driver package in Level 3 is crucial as it acts as a bridge between the learning taking place in Level 2 and the intended organizational results at Level 4 (Kirkpatrick & Kirkpatrick, 2016). The Required Drivers to Support Critical Behaviors for this evaluation plan, shown in [Table 6](#), are designed to enhance learning and motivation for the School PSCW teachers by appealing to constructs such as their self-efficacy and value (CAST, 2018).

Bandura (1997) identifies vicarious experience and verbal persuasion as two of the four primary sources of self-efficacy. These will be achieved through optional planning sessions, model lessons, and coachings, as well as required observations and conferences with site administrators and lead teachers. Value for IRAs, especially with regard to advancing student achievement, will be realized through analysis of student comprehension data and student motivation data with grade-level colleagues, as well as one-on-one meetings with students to share data and set improvement goals (CAST, 2018). These meet Eccles' (2008) description of fulfilling the relevant aspects of a particular role as a source of value. Cognitive load management, mastery orientation, metacognition, and self-regulation are other aspects of learning and motivation that will be promoted in various ways, including ongoing access to an online checklist detailing the major IRA steps with links to the training slides, videos, templates, exemplars, and choice menus to aid in information management (CAST, 2018); an optional review training midway through the academic year; and recognition of teachers who are doing an exemplary job in implementing IRAs and thereby helping students to achieve their literacy goals.

Table 6*Required Drivers to Support Critical Behaviors*

Method(s)	Timing	Critical Behaviors Supported
Reinforcing		
Online checklist that describes the 7 IRA steps with links to training slides, videos, templates, exemplars, and choice menus for response tasks	Accessible on an ongoing basis	1-7
Optional review training	Available by request at mid-year (~12-16 weeks after initial training)	1-7
Optional collaboration with grade-level colleagues to plan IRA lessons	Available as an option on an ongoing basis	1-3, 5
Encouraging		
Optional model lesson or live coaching by site administrator or lead teacher during an IRA lesson	Available by request on an ongoing basis	4, 6
Observation by site administrator or lead teacher with immediate, follow-up conference on areas of strength and areas for improvement	Trimesterly (every 12 weeks)	4, 6
Rewarding		
Spotlight of teachers doing exemplary IRA lessons and/or having success with particular students	~Monthly (every 4-6 weeks)	4, 6-7
Recognition of teachers for improved student performance on i-Ready reading diagnostic assessment	Trimesterly (every 12 weeks)	7
Monitoring		
Collaboration with grade-level colleagues to analyze student comprehension data and student motivation data (including targeted analysis of ELs/EBs and SPED students)	Weekly (i-Ready reading assessment data) Weekly (Student check-in survey data)	7
Discussion of comprehension data and motivation data with students in individual conferences	~Monthly (every 4-6 weeks)	7
Review of online check-ins, student comprehension data, and student motivation data by site administrators and/or lead teachers	Weekly	1-7

Organizational Support

Organizational support is defined by Kirkpatrick and Kirkpatrick (2016, p. 57) as the extent to which the leadership and other stakeholders within an organization find the required driver package “practical and feasible.” It is considered a primary determinant of whether or not the required driver package will be implemented as intended. Other than teachers, students, and administration, stakeholders will include support staff, families, and community members.

The needs assessment conducted for the design of this course determined that teachers at School PSCW already possess the necessary resources to put their IRA learning into practice in the classroom. To that end, the school district has spent considerable portions of its instructional materials budget on purchasing a set of 120 Fountas and Pinnell Classroom IRA books (Fountas and Pinnell Literacy, 2022a) for each elementary school teacher, complete with lesson planning cards. Moreover, optional IRA training has previously been offered at the district level, and during the 2021-2022 school year, lead teachers at the district level were tasked with visiting each elementary school site to carry out formative checks of teachers’ IRA practice.

It is clear that IRAs are viewed as valuable for advancing students’ comprehension within School PSCW and the school district at large; it is the self-efficacy of teachers in planning, executing, and assessing learning from IRAs that is at issue. Support from district and site leadership is expected to continue. The extent to which they will thoroughly partake in the proposed assessment and evaluation practices is unknown, however. To ease the observation, conference, and data review process for site administration, an existing team of lead teachers at the site level known as the “ELA Action Experts”—one teacher from each grade level—will be summoned to assist. Furthermore, the sharing of data with stakeholders such as families and community members will further ensure accountability during implementation.

Level 2: Learning

Level 2 concerns the acquisition of knowledge, skills, and attitudes that derive specifically from the training experience (Kirkpatrick & Kirkpatrick, 2016). Just as the elementary school teachers do regularly with their students, formative and summative assessment will have to be conducted to ascertain the teachers' degree of mastery of the terminal learning objectives. These seven objectives are listed below and organized by the units of instruction.

Terminal Learning Objectives**Unit 1: Using IRAs to Achieve the Common Core (Learning Goals 1, 2)**

1. Given a literary or informational thematic unit as determined by a provided district pacing guide, as well as i-Ready student assessment data, teachers will choose a literary or informational Common Core focus reading standard from the priority standards listed on the pacing guide and two ELD standards weekly (Learning Goal 1)
2. Given a literary or informational focus reading standard and two ELD standards, teachers will choose two read-aloud titles that align with the focus reading standard, ELD standards, and current thematic unit weekly (Learning Goal 2)

Unit 2: Planning for IRA Lessons (Learning Goal 3)

1. Given a set of two read-alouds, a focus reading standard, and two ELD standards, teachers will plan an IRA introduction that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; IRA reading that includes the direct instruction of 8-10 Tier 2 or 3 vocabulary words and two DOK level 2 or 3 questions; and IRA post-reading discussion that includes two DOK level 2 or 3 questions for each read-aloud title weekly, keeping planning time to no more than 30 minutes per read-aloud (Learning Goal 3)

Unit 3: Executing IRA Lesson Plans (Learning Goal 4)

1. Given an IRA lesson plan for each read-aloud, teachers will execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting instruction for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly (Learning Goal 4)

Unit 4: Planning and Executing Response Tasks for IRAs (Learning Goals 5, 6)

1. Given a set of two read-alouds, a focus reading standard, and two ELD standards, teachers will choose an appropriate IRA response task from a provided menu for any day on which a new read-aloud title is not presented that includes activation of prior knowledge and mention of the author, genre, focus reading standard, and ELD standards; 8-10 of the 16-20 Tier 2 or 3 vocabulary words for the week to revisit; four DOK Level 2 or 3 questions; and an anchor chart template for each response task weekly, keeping planning time to no more than 30 minutes per response task (Learning Goal 5)
2. Given IRA response task plans for a single week of instruction, teachers will execute IRA response task plans on any day on which a new read-aloud title is not presented, tabulating student responses on an anchor chart and adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form weekly (Learning Goal 6)

Unit 5: Assessing Student Motivation and Mastery (Learning Goal 7)

1. Given a focus reading standard and a set of fully executed IRAs and response tasks, teachers will assess student motivation using Google Forms and mastery of the focus reading standard using i-Ready, and monitor data on a form weekly (Learning Goal 7)

Components of Learning Evaluation

[Table 7](#), Evaluation of the Components of Learning for the Course, shows how five particular components of learning will be evaluated before, during, and after the live session. Kirkpatrick and Kirkpatrick (2016) advise against addressing each learning component individually. Instead, they encourage the use of methods that can evaluate multiple components simultaneously. For example, engagement in authentic practice on the overall training task will not only promote learners' procedural skills, but also their positive attitude, confidence, and commitment to apply these skills on the job (CAST, 2018; Kirkpatrick & Kirkpatrick, 2016).

All five learning components will first be addressed by a low-stakes, online prerequisite knowledge, skills, and attitudes assessment, which can be found in [Appendix E](#). Declarative knowledge will then be assessed during the pre-training module and live session through informal online checks, as well as discussion. Procedural skills will also be assessed during the pre-training module through informal online checks and during the live session through cooperative learning, as well as through feedback on learner-created lesson plans (CAST, 2018).

Attitude will be assessed in the week before the course through informal instructor interviews with learners, during the pre-training module and live session through informal online checks, during the live session through discussion and informal instructor observation, and in the week following the course through informal instructor interviews. Confidence and commitment will also be assessed in the week before the course through informal instructor interviews, during the live session through discussion, and in the week following the course through informal instructor interviews, as well as a post-training evaluation. Level 2 assessment data will be retained by the instructor as evidence of participants' knowledge, skills, and attitudes pertinent to the learning goals at the time of training.

Table 7*Evaluation of the Components of Learning for the Course*

Method(s) or Activity(ies)	Timing
Declarative Knowledge “I know it.”	
Low-stakes online quiz	Prerequisite knowledge, skills, and attitudes assessment (2 weeks before course)
Informal online knowledge checks for retrieval practice	Pre-training module (Learning Goals 1-2) (1 week before course) Live session (Learning Goals 3-5, 7)
Partner/group discussion and share-outs	Live session (Learning Goals 3-5, 7)
Procedural Skills – “I can do it right now.”	
Low-stakes online quiz	Prerequisite knowledge, skills, and attitudes assessment (2 weeks before course)
Informal online procedure checks for retrieval practice	Pre-training module (Learning Goals 1-2) (2 weeks before course)
Cooperative learning activities (planning and executing IRA and response task lesson plans) with instructor feedback	Live session (Learning Goals 3-6)
Instructor feedback on learners’ lesson plans	1 week after course
Attitude – “I believe this is worthwhile.”	
Low-stakes online survey	Prerequisite knowledge, skills, and attitudes assessment (2 weeks before course)
Informal instructor interviews with learners	1 week before course 1 week after course
Informal online attitude checks	Pre-training module (Learning Goals 1-2) (1 week before course) Live session (Learning Goals 3-7)
Partner/group discussion and share-outs	Live session (Learning Goals 3-7)
Informal instructor observation	Live session (Learning Goals 3-7)
Confidence – “I think I can do it on the job.”	
Low-stakes online survey	Prerequisite knowledge, skills, and attitudes assessment (2 weeks before course)
Partner/group discussion and share-outs	Live session (Learning Goals 3-7)
Informal instructor interviews with learners	1 week before course 1 week after course
Informal online confidence checks	Post-training evaluation 1 week after course
Commitment – “I will do it on the job.”	
Low-stakes online survey	Prerequisite knowledge, skills, and attitudes assessment (2 weeks before course)
Partner/group discussion and share-outs	Live session (Learning Goals 3-7)
Informal instructor interviews with learners	1 week before course 1 week after course
Informal online commitment checks	Post-training evaluation 1 week after course

Level 1: Reaction

Level 1 of the evaluation model exists to measure the reaction of the learners to the training experience. While it is important to be considerate of and responsive to learner reaction, Kirkpatrick and Kirkpatrick (2016) warn that overattention to Level 1 can be a waste of precious resources as it does not meaningfully contribute to organizational results at Level 4. The Components to Measure Reactions to the Course, shown in [Table 8](#), shows how learners' engagement, perception of relevance, and satisfaction will be gauged (CAST, 2018).

Participants will have their individual computers during the live session and, as mentioned, will partake in informal online checks of their knowledge for retrieval practice at Level 2. Learners' interest in the course content and their opinions of its applicability will be solicited at Level 1 with online checks as well. The instructor will also verbally check for any logistical concerns throughout the course. One week after the course, participants will complete an evaluation that asks not only for their confidence and commitment at Level 2 but also their impressions regarding the instructor and environment; clarity regarding on-the-job expectations; willingness to recommend the training to others; and suggestions for improvement at Level 1.

Table 8

Components to Measure Reactions to the Course

Method(s) or Tool(s)	Timing
Engagement	
Informal online checks of interest in course content (Likert scale, short answer items)	Live session (Learning Goals 3-7)
Informal online checks of impressions regarding course instructor and environment (Likert scale, short answer items)	Post-training evaluation 1 week after course
Relevance	
Informal online checks of opinions regarding content applicability (Likert scale, short answer items)	During course (All Learning Goals)
Informal online checks of clarity regarding daily, on-the-job expectations (Likert scale, short answer items)	Post-training evaluation 1 week after course

Customer Satisfaction	
Verbal pulse checks for logistical concerns (environmental, technological, etc.)	Live session (Learning Goals 3-7)
Informal online checks of willingness to recommend the training to others and suggestions for improvement (Likert scale, short answer items)	Post-training evaluation 1 week after course

Evaluation Tools

Immediately Following the Course Implementation

Fatigue and impatience can often accompany a same-day course evaluation in PD settings for teachers. Therefore, informal assessments of learners' knowledge, skills, and attitudes at Level 2, as well as engagement, perceptions of relevance, and satisfaction at Level 1, will be presented to learners throughout the course. Samples of such items are in [Appendix A](#).

Delayed For A Period After the Course Implementation

As mentioned, participants will also participate in an informal interview and complete a post-training survey online one week after the course with items that assess attitude, confidence, and commitment at Level 2. Engagement, perceptions of relevance, and satisfaction will also be assessed at Level 1. Participating in interviews and completing surveys one week after the course allows participants the opportunity to reflect and offer more informed responses.

Even more crucial for the implementation of the training is ongoing evaluation at Level 4 and Level 3, which includes leading indicators, critical behaviors, and required drivers. This will occur at weekly, monthly, and trimesterly intervals throughout the academic year, primarily via online teacher check-ins and student assessments. Samples of such items are in [Appendix B](#).

Data Analysis and Reporting

Data collected and analyzed at Level 4 must be reported in an accessible way to stakeholders in order to provide evidence of the course's overall effectiveness and value to the organization. Samples of Level 4 data reporting can be found in [Appendix C](#). Additionally, maps

and timelines for curriculum and assessment are helpful in visualizing the scope and sequence of both the training and subsequent implementation period. A curriculum map can be found in [Figure 4](#) (Page 45). An assessment timeline can be found in [Appendix D](#).

Conclusion

Read-alouds in some form or another have been part and parcel of formal education since its inception. The key tenet of this course is to make elementary school teachers feel efficacious in delivering read-alouds more interactively to advance students' performance and motivation. In the weeks and months following the pre-training module and the live session, teachers should be able to explain the purpose of the Interactive Read-Aloud (IRA) and its implications for student reading performance and motivation; align read-alouds with existing state standards for comprehension and English Language Development (ELD); plan and execute IRA lessons with ongoing support; and recognize the value in reflecting on their practice over time and involving students in assessment and goal-setting. In the process of doing this, teachers will be engaging in and promoting usage of Universal Design for Learning (UDL) principles (CAST, 2018).

Implementing this course systematically will require the commitment of all teachers at School PSCW to engage in the seven critical behaviors established above and the commitment of all the aforementioned stakeholders to endorse and enact the required driver package to reinforce, encourage, reward, and monitor teachers' practice in service of the overall internal and external outcomes. While this is by no means simple, the critical behaviors align with current practices and organizational goals, and thus are not innovating a new model of instruction (Smith & Ragan, 2005). As the behaviors and drivers are implemented, teachers will gradually feel better equipped to serve the literacy needs of their students, including English Learners/Emergent Bilinguals (ELs/EBs) and special education (SPED) students, through the power of the IRA.

Lesson Analysis for One Lesson: Unit 3: Executing Interactive Read-Aloud Lesson Plans

The purpose of this course is to enhance the efficacy of teachers at School PSCW in planning and executing Interactive Read Alouds (IRAs) in service of student reading performance and motivation. The execution portion of the process was chosen because it is the area in which many of the teachers surveyed in Fall 2021 reported feeling a lack of self-efficacy, specifically with regard to factors such as time management, behavior management, fluency (i.e. reading engagingly with varied pace, tone, and volume), and rating of student discourse. It is due to these factors that this particular unit presents the most challenges, and therefore warrants devoted time to authentic practice with immediate instructor and peer feedback during the live professional development (PD) session. Graduated levels of support for performance are an integral part of Universal Design for Learning (UDL) (CAST, 2018).

There are key intellectual skill outcomes associated with the terminal objective for this unit (Smith & Ragan, 2005) involving the posting of chosen vocabulary words, standards, and question frames for the week; the execution of IRA lesson plans; and the monitoring of student discourse during each lesson, as well as cognitive strategy (Smith & Ragan, 2005), or strategic network (CAST, 2018) outcomes involving responsive adjustment of instruction during each lesson and the development of a personalized mastery goal for improved IRA practice. These were all instrumental in the Cognitive Task Analysis (CTA) for this unit (Clark et al., 2008). There are also attitudinal outcomes associated with the terminal objective, as this unit represents the point in the IRA planning and execution process in which the traditional read-aloud truly becomes interactive for students (Smith & Ragan, 2005). Each outcome will be captured by the assessments and learning activities for this unit, as well as by a digital checklist that will be used during implementation as a job aid to facilitate information management (CAST, 2018).

Terminal and Enabling Learning Objectives: Unit 3: Executing IRA Lesson PlansUnit 3: Executing IRA Lesson Plans (Learning Goal 4)

Objective: Given an IRA lesson plan for each read-aloud, teachers will execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly (Learning Goal 4)

- a. Given an instructor-provided definition for the purposes of the course, teachers will recall the definition of “student discourse” (D)
- b. Given the Reading Rockets (2022) definition, teachers will recall the definition of “fluency” (D)
- c. Given completed plans, teachers will post the 8-10 Tier 2 or 3 vocabulary words, the focus reading standard and two ELD standards, and question frames (I)
- d. Given completed plans, teachers will execute the IRA introduction, reading, and post-reading discussion plans with students using appropriate fluency (I)
- e. Given completed plans, teachers will monitor the discourse of 8-12 students with regard to the four DOK Level 2 or 3 questions on a note-taking form (I)
- f. Given student discourse, teachers will adjust the delivery of the vocabulary words and DOK questions as necessary (C)
- g. Given the time constraint of 30 minutes for an IRA lesson, teachers will adjust the timing of the reading and post-reading discussion as necessary (C)
- h. Given the need to reflect on performance over time, teachers will monitor an IRA performance goal in the area of fluency, behavior management, or time management immediately after each IRA lesson (C)

- i. Given the need to increase student interaction because of its effect on overall literacy performance, teachers will choose to make read-alouds interactive rather than passive via the three major IRA elements (introduction, reading, post-reading discussion) (A)
- j. Given the need to engage students and model appropriate reading behaviors, teachers will choose to use appropriate fluency during each IRA lesson (A)
- k. Given the need to promote student literacy performance, teachers will choose to monitor student discourse during each IRA lesson (A)

Cognitive Task Analysis

The subject matter expert (SME) consulted for the CTA for Unit 3 is currently a teacher on special assignment (TOSA) for K-3 English-Language Arts (ELA) and K-6 English Language Development (ELD) in the district in which School PSCW operates. She was chosen for her experience, expertise, and approachability and was first consulted after conducting an observation of the instructor's IRA practice in Spring 2022. Bootstrapping also took place with both academic and non-academic literature using Google and Google Scholar, as well as extensive study of Interactive Read-Aloud curriculum materials from Fountas and Pinnell Classroom (Clark et al., 2008).

In accordance with the CTA procedures of Clark et al. (2008), a sequence of action and decision steps necessary to execute IRA lesson plans was derived. These steps detail exactly what the elementary school teachers must do in order to successfully execute IRA lesson plans twice per week in their classrooms. The CTA also yielded a cue, condition, standards, and equipment required for engaging in the task, which are all listed below. The action and decision steps are listed below as well, with the decision steps written as IF/THEN statements.

Cue

Learners will complete the task twice per week during the reading block of the school day. IRAs are part of the daily literacy block in elementary (K-6) classrooms, along with Guided Reading, Shared Reading, Independent Reading, and other routines. Two new IRA titles will be introduced each week, and IRA response tasks will be presented on days in which a new IRA title is not presented, thereby making it a daily instructional routine.

Condition

Learners will perform the task provided that they have previously completed the IRA lesson plans. Learners are already expected to use IRAs as a non-negotiable part of instruction. Therefore, they are already familiar with the routine and will immediately be able to apply their new learning to their daily practice.

Standards

To be in compliance with district expectations, teachers need to execute two full IRA lesson plans every week. The execution of each IRA lesson should take no longer than 30 minutes. To maximize the effects of the IRA routine on student reading performance, all lesson plans should be thorough and aligned with a focus reading standard and two ELD standards.

Equipment

- Physical Tools
 - Pencil or pen
 - Marker
 - Physical note-taking form with student names (template provided)
 - Index cards and sentence strips
 - 2 IRA titles (from Fountas and Pinnell Classroom IRA sets)

- Technology
 - Computer
 - Document camera
 - Projector and projection screen
 - Digital lesson planning document (template provided)
 - Videos, other templates, exemplars, etc. (housed in Google Drive)

Action and Decision Steps

1. **Post** the 8-10 vocabulary words, the focus reading standard and two ELD standards, and question frames in plain sight.
 - a. **IF** the 8-10 vocabulary words have not been written in marker on index cards, **THEN** write them.
 - b. **IF** the focus reading standard, ELD standards, and question frames have not been written in marker on sentence strips, **THEN** write them.
2. **Execute** the IRA introduction plans with students.
 - a. **IF** an IRA introduction plan has not been created, **THEN** create one.
 - b. **IF** a student starts to tell a personal story during the prior knowledge prompt, **THEN** ask the student to save the story for later.
 - c. **IF** more than 25% of students misidentify the genre during the genre prompt, **THEN** provide a brief definition of the genre.
3. **Execute** the IRA reading plans with students.
 - a. **IF** an IRA reading plan has not been created, **THEN** create one.
 - b. **IF** students are engaging in a turn-and-talk, **THEN** monitor their responses using the note-taking form.

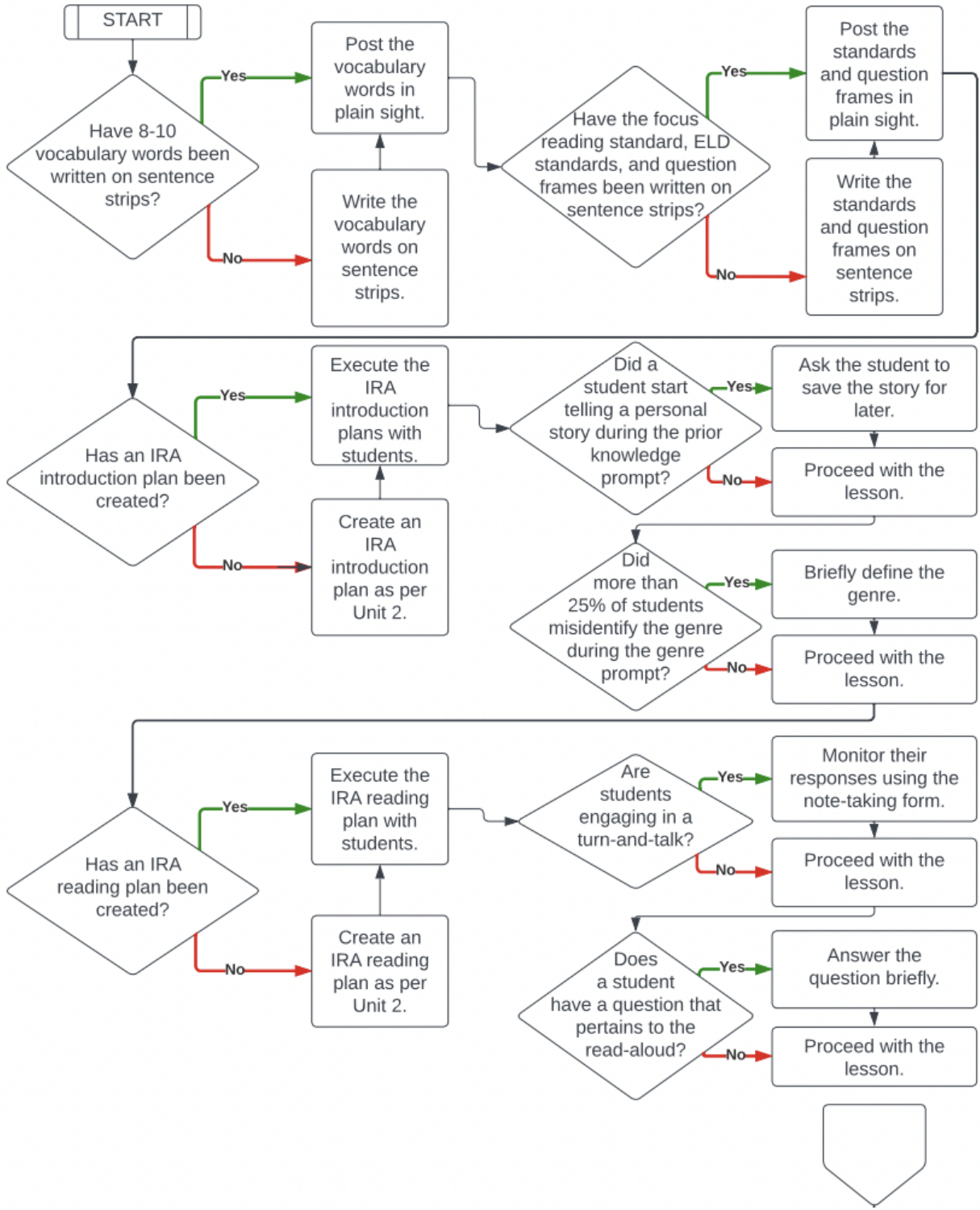
- c. **IF** a student has a question pertaining to the read-aloud, **THEN** answer it briefly.
 - d. **IF** any one student asks more than one question, **THEN** ask the student to save the question for later.
 - e. **IF** time is running low, **THEN** ask all students to save questions for later.
 - f. **IF** time is running low, **THEN** teach no more than eight vocabulary words.
 - g. **IF** time is running low, **THEN** pose no more than one discussion question.
4. **Execute** the IRA post-reading discussion plans with students.
- a. **IF** an IRA post-reading discussion plan has not been created, **THEN** create one.
 - b. **IF** students are engaging in a turn-and-talk, **THEN** monitor their responses using the note-taking form.
 - c. **IF** a student has a question pertaining to the read-aloud, **THEN** answer it briefly.
 - d. **IF** any one student asks more than one question, **THEN** ask the student to save the question for later.
 - e. **IF** time is running low, **THEN** ask all students to save questions for later.
 - f. **IF** time is running low, **THEN** pose no more than one discussion question.

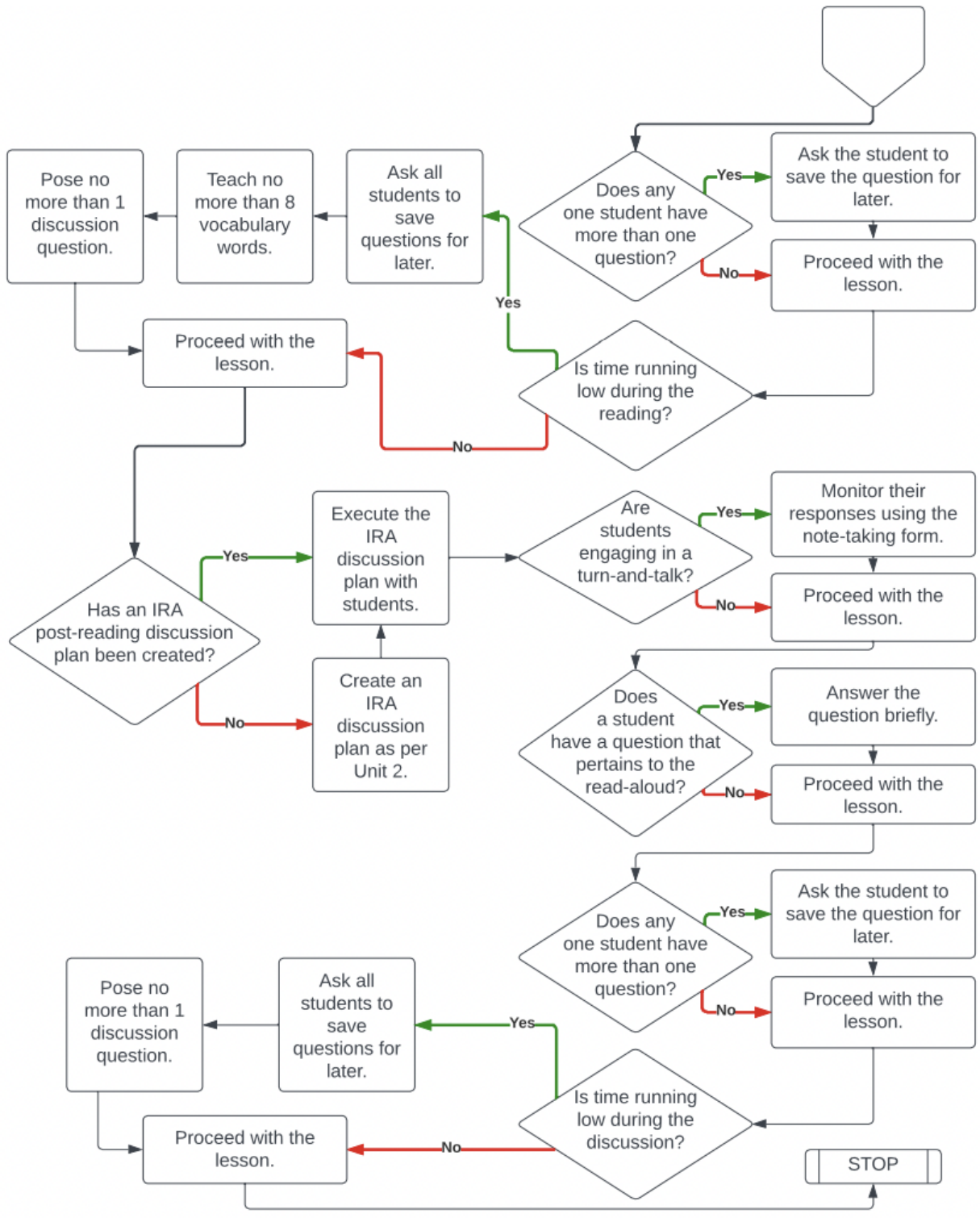
Cognitive Task Analysis Flowchart

The Cognitive Task Analysis (CTA) flowchart shown in [Figure 9](#) graphically represents the essential procedural knowledge and intellectual skills for Unit 3, Executing IRA Lesson Plans (Clark et al., 2010). Each of the major decision steps, shown above as IF/THEN statements, are posed as yes/no questions in the flowchart. Depending on whether the question is answered in the affirmative or negative, relevant prompts follow in the form of action steps that will propel learners toward the goal of executing IRA lesson plans.

Figure 9

Cognitive Task Analysis Flowchart





Assessment of Learning During Instruction

As per Smith and Ragan (2005), there are three types of assessments that can be administered during instruction: entry skills assessments, preassessments, and postassessments. Entry skills assessments and preassessments are used to measure participants' knowledge and motivation prior to learning. Postassessments reveal whether the terminal learning objective has been met. This section will discuss the rationale for such assessments while also taking Universal Design for Learning (UDL) guidelines into consideration (CAST, 2018).

Terminal and Enabling Learning Objectives: Unit 3: Executing IRA Lesson Plans

Unit 3: Executing IRA Lesson Plans (Learning Goal 4)

Objective: Given an IRA lesson plan for each read-aloud, teachers will execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly (Learning Goal 4)

- a. Given an instructor-provided definition for the purposes of the course, teachers will recall the definition of “student discourse” (D) – (O1)
- b. Given the Reading Rockets (2022) definition, teachers will recall the definition of “fluency” (D) – (O2)
- c. Given completed plans, teachers will post the 8-10 Tier 2 or 3 vocabulary words, the focus reading standard, and the two ELD standards (I) – (O3)
- d. Given completed plans, teachers will execute the IRA introduction, reading, and post-reading discussion plans with students using appropriate fluency (I) – (O4)
- e. Given completed plans, teachers will monitor the discourse of 8-12 students with regard to the four DOK Level 2 or 3 questions on a note-taking form (I) – (O5)

- f. Given student discourse, teachers will adjust the delivery of the vocabulary words and DOK questions as necessary (C) – (O6)
- g. Given the time constraint of 30 minutes for an IRA lesson, teachers will adjust the timing of the reading and post-reading discussion as necessary (C) – (O7)
- h. Given the need to reflect on performance over time, teachers will monitor an IRA performance goal in the area of fluency, behavior management, or time management immediately after each IRA lesson (C) – (O8)
- i. Given the need to increase student interaction because of its effect on overall literacy performance, teachers will choose to make read-alouds interactive rather than passive via the three major IRA elements (introduction, reading, post-reading discussion) (A) – (O9)
- j. Given the need to engage students and model appropriate reading behaviors, teachers will choose to use appropriate fluency during each IRA lesson (A) – (O10)
- k. Given the need to promote student literacy performance, teachers will choose to monitor student discourse during each IRA lesson (A) – (O11)

Entry Level Skills

Entry level skills are fundamental abilities that are essential for learners to possess prior to receiving instruction on a particular topic (Smith & Ragan, 2005). In the context of this course, entry level skills include the abilities of teachers to read and write fluently, as well as manage time and behavior during instruction with their students. Such entry level skills are assumed with caution because of the requirements of teachers to pass a basic skills assessment, a subject matter examination, a reading instruction assessment, and two performance examinations

in order to obtain their credentials (California Commission on Teacher Credentialing, 2022). However, participants will also be prompted during the workshop to set a goal in either fluency, time management, or behavior management for further improvement (CAST, 2018).

Preassessments of Prerequisite Knowledge and Motivation

Preassessments are more specific gauges of learners' knowledge and motivation as it pertains to upcoming instruction; by administering preassessments, instructors can determine what learners already know, and therefore what they still need to learn (Smith & Ragan, 2005). Preassessments also give instructors the opportunities to extend and/or remediate learning. If learners already possess the prerequisite knowledge, their learning can be extended during instruction. If learners are unable to correctly answer many of the preassessment items, instructors can terminate the assessment early and identify target areas for remediation during instruction (Smith & Ragan, 2005).

Below are preassessment descriptions for each enabling objective in Unit 3, which are further realized in [Appendix F](#). These will be presented to learners in the form of a low-stakes, prerequisite knowledge, skills, and attitudes assessment ([Appendix E](#)) taken prior to the course. The instructor will also conduct group interviews with learners in their professional learning community (PLC) teams prior to the workshop as an additional layer of preassessment. It may not be practical to include all of the preassessment descriptions listed due to time constraints.

Unit 3: Executing IRA Lesson Plans (Learning Goal 4)

Objective: Given an IRA lesson plan for each read-aloud, teachers will execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly (Learning Goal 4)

- a. Given an instructor-provided definition for the purposes of the course, teachers will recall the definition of “student discourse” (D) – (O1)

Preassessments:

- i. Choose the correct definition of “student discourse” on a multiple-choice item. (A1a)
- ii. Distinguish between facets of “student discourse” on a categorizing item. (A1b)

- b. Given the Reading Rockets (2022) definition, teachers will recall the definition of “fluency” (D) – (O2)

Preassessments:

- i. Complete the definition of “fluency” on a fill-in-the-blank item. (A2a)
- ii. Distinguish between facets of “fluency” on a matching item. (A2b)

- c. Given completed plans, teachers will post the 8-10 Tier 2 or 3 vocabulary words, the focus reading standard, and the two ELD standards (I) – (O3)

Preassessments:

- i. Given a vocabulary word from a text, create a vocabulary word card with all required elements as per the directions from Unit 2. (A3a)
- ii. Given a focus reading standard and two ELD standards, create a standards strip with all required elements as per the directions from Unit 2. (A3b)

- d. Given completed plans, teachers will execute the IRA introduction, reading, and post-reading discussion plans with students using appropriate fluency (I) – (O4)

Preassessments:

- i. Explain the purpose of an IRA introduction on a short-answer item. (A4a)
 - ii. Sort the elements of the IRA lesson (introduction, reading, and post-reading discussion plan) on a sequencing item. (A4b)
- e. Given completed plans, teachers will monitor the discourse of 8-12 students with regard to the four DOK Level 2 or 3 questions on a note-taking form (I) – (O5)

Preassessments:

- i. Distinguish between Level 1, 2, 3, and 4 DOK questions on a matching item. (A5a)
 - ii. Explain the purpose of monitoring student discourse on a short-answer item. (A5b)
- f. Given student discourse, teachers will adjust the delivery of the vocabulary words and DOK questions as necessary (C) – (O6)

Preassessments:

- i. Rate agreement with a statement such as “Students’ questions and answers can go off on tangents that distract from the flow of the IRA lesson” on a Likert scale item. (A6a)
 - ii. Explain how you would affirm a child’s response while also not letting them overly distract from the flow of the lesson in a group interview with your PLC prior to the workshop. (A6b)
- g. Given the time constraint of 30 minutes for an IRA lesson, teachers will adjust the timing of the reading and post-reading discussion as necessary (C) – (O7)

Preassessments:

- i. Rate agreement with a statement such as “I always have time to thoroughly complete all the elements of an IRA lesson” on a Likert scale item. (A7a)
 - ii. Explain how you would wrap up or put a hold on a lesson in which you still had half of the book to complete but only had five minutes left in a group interview with your PLC prior to the workshop. (A7b)
- h. Given the need to reflect on performance over time, teachers will monitor an IRA performance goal in the area of fluency, behavior management, or time management immediately after each IRA lesson (C) – (O8)

Preassessments:

- i. Rate agreement on a statement such as “I set goals in my teaching practice to continually improve over time” on a Likert scale item. (A8a)
 - ii. State an area in which you would most like to improve in your IRA practice in a group interview with your PLC prior to the workshop. (A8b)
- i. Given the need to increase student interaction because of its effect on overall literacy performance, teachers will choose to make read-alouds interactive rather than passive via the three major IRA elements (introduction, reading, post-reading discussion) (A) – (O9)

Preassessments:

- i. Rate agreement on a statement such as “I feel confident in my ability to consistently execute an IRA lesson in its entirety from week to week” on a Likert scale item. (A9a)

- ii. State your approach or goals to executing IRA lessons in a group interview with your PLC prior to the workshop. (A9b)
- j. Given the need to engage students and model appropriate reading behaviors, teachers will choose to use appropriate fluency during each IRA lesson (A) – (O10)

Preassessments:

- i. Rate agreement on a statement such as “I can engage my students by changing my tone, pace, and volume when I read books aloud” on a Likert scale item. (A10a)
- ii. Explain the risks of not modeling fluency for students on a short answer item. (A10b)
- k. Given the need to promote student literacy performance, teachers will choose to monitor student discourse during each IRA lesson (A) – (O11)

Preassessments:

- i. Rate agreement on a statement such as “I consistently assess my students’ speaking and listening skills as they pertain to discussing read-alouds” on a Likert scale item. (A11a)
- ii. Explain the risks of not monitoring student discourse on a short answer item. (A11b)

Retrieval Practice and Self-Regulation

Retrieval practice is both a learning activity and assessment tool that can be used to enhance learning through productive struggle. By prompting learners to call previously learned information to mind, or engage in retrieval, learners’ memories are strengthened and transfer of

learning is fostered (Roediger & Butler, 2011). Retrieval practice also presents an opportunity for self-regulation as learners can quickly identify gaps in their learning and thereby make more informed decisions about where to focus their studies in order to improve their performance (Agarwal et al., 2020; CAST, 2018; Roediger & Butler, 2011).

It is important that retrieval practice is both frequent and spaced out across time for maximum effectiveness (Roediger & Butler, 2011). In this course, retrieval practice will be incorporated in low-stakes, informal checks of knowledge and skills that will take place during both the pre-training module and the live session. Retrieval practice items for Unit 3 can be found in [Appendix F](#). These will serve not only to foster long-term learning and self-regulation for learners, but also reduce their anxiety about the content through trial and error (Agarwal et al., 2020; CAST, 2018) and develop the cognitive and attitudinal components necessary for a change in their self-efficacy to take place (Smith & Ragan, 2005).

Postassessments

Postassessments generally refer to more summative measures conducted toward the end of the learning process, but should also include authentic practice of essential procedural skills during learning for the purposes of conceptual authenticity (CAST, 2018; Jonassen, 1992; Wiggins, 1998). Smith and Ragan (2005) advise postassessment of both the terminal and enabling learning objectives so that, if learners are unable to achieve the terminal learning objective, the instructor can pinpoint the exact areas in which remedial instruction should be provided. However, as with the preassessment, time constraints may limit the extent to which a comprehensive assessment of all of the enabling learning objectives can take place. Therefore, only the terminal learning objective will be used here as the basis for postassessment.

Learners' practice delivering a sample IRA lesson plan falls under Smith and Ragan's (2005) definition of a simulation. This will serve as the primary postassessment for Unit 3. Such practice will take place cooperatively between partners, and will be further aided by instructor observation during the workshop as well as group discussions and share-outs to debrief the practice. Opportunities for collaboration will help to sustain effort and persistence (CAST, 2018). A rubric for this postassessment with observational look-fors can be found in [Appendix H](#).

It was decided to have learners practice IRA lesson plan execution with sample lesson plans—one set for K-3 teachers and another set for 4-6 teachers—rather than learners' previously written lesson plans from Unit 2 in order to maintain consistency; it is possible that some learners may not have finished writing their lesson plans during Unit 2, and/or may not feel confident enough in their lesson plans to practice them with a partner. Nevertheless, the instructor will have provided immediate yet brief feedback on learners' written lesson plans from Unit 2 during the 30-minute break between Units 2 and 3 (i.e. highlighting a single strength) and will provide more detailed feedback on these plans within a week of the workshop.

Unit 3: Executing IRA Lesson Plans (Learning Goal 4)

Objective: Given an IRA lesson plan for each read-aloud, teachers will execute IRA introduction, reading, and post-reading discussion plans using appropriate fluency, adjusting for student discourse and time constraints as necessary, and monitor student discourse on a form for each read-aloud weekly (Learning Goal 4)

Postassessment:

Given completion of Unit 2, execute sample IRA introduction, reading, and post-reading discussion plans with your group using appropriate fluency, adjusting for your group's

discourse and time constraints as necessary, and monitor your group's discourse on a form.

Anderson and Krathwohl Table

Anderson and Krathwohl's (2001) revision of Bloom's (1956) taxonomy involved a change from noun to verbs in the cognitive process dimension as well as the addition of metacognitive knowledge to the knowledge dimension (Wilson, 2016). [Table 9](#) illustrates how these dimensions interact to inform the development of assessments. Each of the enabling objectives and accompanying assessments for Unit 3 can be found within the table according to the knowledge type and cognitive process with which they correspond.

Table 9

Anderson and Krathwohl Table

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	O1, O2 A1a, A2a	A1b, A2b				
Conceptual Knowledge		A4a, A4b A5a, A5b A10b, A11b				
Procedural Knowledge			O3, O4, O5 A3a, A3b			
Metacognitive Knowledge			O9, O10, O11	O6, O7 A6a, A6b A7a, A7b A8a, A9b A10a, A11a	O8 A8b, A9a	

Note: O = Objective, A = Assessment

Learning Activities for One Lesson

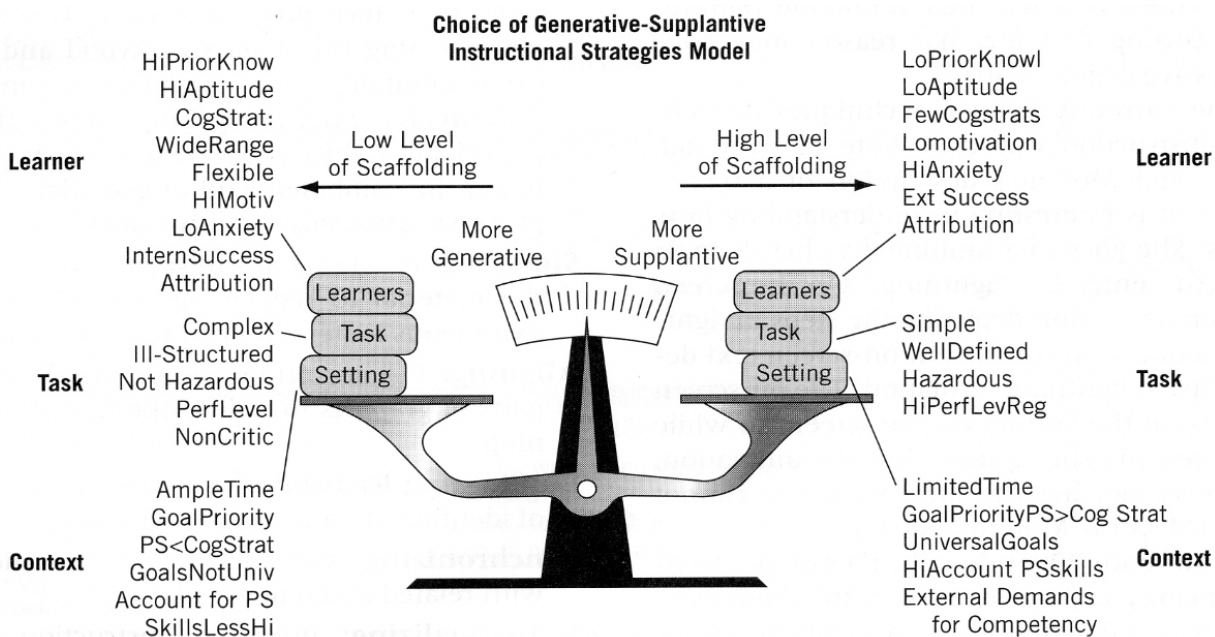
The learning activities for Unit 3, Executing Interactive Read-Aloud (IRA) Lesson Plans, were developed using a general approach for the entire course that balances supplantive and generative learning strategies based on three major components (Smith & Ragan, 2005). The first component is the learner, including their prior knowledge, cognitive strategies, interest, anxiety, and attributions of success. The second component is the learning task, including the amount of intellectual skills involved, the degree of complexity, and the level of competence and consistency required. The third component is the overall context, including the extent to which the learning goals are domain-specific and the accountability expected by the agency. Universal Design for Learning (UDL) guidelines were a major consideration in developing the learning activities (CAST, 2018). Cognitive Load Theory (CLT) was also a major consideration so as to not overwhelm learners' working memory during learning (Smith & Ragan, 2005).

General Approach

As teachers who are already familiar with the IRA routine, the participants in this workshop possess generally high but nonetheless varying levels of prior knowledge, aptitude, and interest. However, instructional time for this workshop will be limited to only one day of professional development (PD). Moreover, while there is a considerable amount of domain-specific intellectual skills involved, the skills require a high level of competence and consistency due to the accountability expected by the educational agency. Therefore, neither a wholly generative nor a wholly supplantive approach would be appropriate for this course. Rather, an approach that depends heavily on supplantive strategies at first and then “progressively move[s] toward the generative pole”, as shown in [Figure 10](#), would be most ideal as the intended outcome of the course is to build learners' self-efficacy (Smith & Ragan, 2005, p. 144).

Figure 10

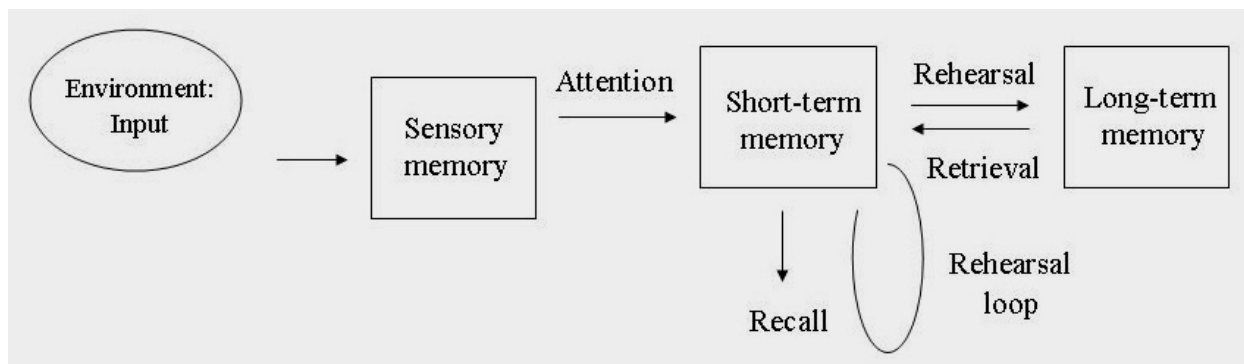
Choice of Generative-Supplative Instructional Strategies Model



(Smith & Ragan, 2005)

Figure 11

Information Processing Model



(Adapted from Atkinson & Shiffrin, 1968)

Cognitive Load Theory

CLT is an expansion of the Information Processing Model, shown in [Figure 11](#). For learning to have the best potential of being stored in long-term memory, it is vital to select and present the instructional strategies and learning activities in a way that does not overwhelm learners' cognitive processing (Renkl & Atkinson, 2003). Instructional designers should seek to manage intrinsic load, or elements that must be processed at once in working memory while performing the task; reduce extraneous load, or additional but unnecessary elements that exceed the intrinsic load; and increase germane load, or elements that enhance learning beyond the necessary task elements, such as connection to prior knowledge (Kirschner et al., 2009). CLT, as well as UDL and the balanced generative and supplantive approach, informed the development of instructional strategies and learning activities (CAST, 2018; Smith & Ragan, 2005).

Intrinsic load will be managed primarily through the completion of the virtual, pre-training module, the development of which will be informed by Mayer and Moreno's (1999) Cognitive Theory of Multimedia Learning and its associated principles, including learner-controlled segmentation. The pre-training module will consist of what Kirschner et al. (2009) refer to as supportive information, or information that allows learners to develop a schema prior to engaging in the learning task, since presenting it during the learning task would cause cognitive overload. During the live session, learning will also be segmented into manageable chunks to manage intrinsic load, though this will not be controlled by the learners.

Extraneous load will be reduced both in the pre-training module and during the live session by providing worked examples of IRA lesson plans, both at a K-3 level and a 4-6 level, excluding interesting but extraneous material, and giving cues to the learners that aid in their organization of information (Mayer & Moreno, 2003; Smith & Ragan, 2005). Germane load will

be increased during practice of the learning task by providing a list of the necessary intellectual skills as a scaffold, having learners participate in well-structured group work, and asking learners questions before and after practice to boost their metacognitive awareness (CAST, 2018; Kirschner et al., 2009). Just as Smith and Ragan (2005) advise a movement from the supplantive approach toward the generative approach over the course of learning, Kirschner et al. (2009) propose a gradual release of support during the learning process as the focus shifts from managing intrinsic load and decreasing extraneous load to increasing germane load.

It will be important in the advance organizers at the end of Unit 1 (the pre-training module) and Unit 2 (the first unit of the live session) to note that learners will have the opportunity during Unit 3 to practice executing a full, sample IRA lesson plan with a partner so that this does not come as a surprise during the live session. Many of the participants are accustomed to PD format that is heavy on supplantive learning and light on generative learning, and may be reluctant to engage in such levels of authentic practice and peer feedback if not told ahead of time. Such advance notice will further help to decrease learners' extraneous load.

Instructional Strategies

Supplantive strategies, such as goal elaboration, clear delineation of the events of instruction, and closely monitored checks for understanding, will be woven throughout the entire course, but will be especially present in Unit 1, the virtual pre-training module, as a support for learners because of the task-specific nature of the learning goals and the expectation of universal achievement (Smith & Ragan, 2005). Generative strategies will become more paramount over the course of the live session as learners become more responsible for information processing themselves rather than through instructor facilitation, with some scaffolds still in place to prevent learner frustration and anxiety but gradually less instructor guidance and prompting (CAST,

2018; Smith & Ragan, 2005). Such strategies, including learners connecting to their prior knowledge, engaging in authentic practice in partners or groups, responding to open-ended questions, and developing an individual goal for improvement, are purported to heighten learners' self-regulation (CAST, 2018).

Specific Approach

The specific approach used for Unit 3, Executing IRA Lesson Plans, goes beyond the balanced supplantive and general approach, UDL, and CLT to also include other theories of learning and motivation (CAST, 2018; Smith & Ragan, 2005). Each learning activity will be associated with a learning and motivation construct (e.g. value, prior knowledge, transfer, etc.) and will have both supplantive and generative components. However, since the terminal objective for this unit is the primary learning goal for the course, the generative approach will be predominant as learners partake in authentic practice with support and feedback (CAST, 2018).

Smith and Ragan (2005) identify an affective component, a cognitive component, and a behavioral component for long-term attitudinal learning to occur. The affective component concerns learners' value of the learning task, which will be primarily addressed by giving learners the benefits of and the risks avoided by completing the task. The cognitive component concerns learners' knowledge of how to do the task, which will be addressed by informing learners of the objective, reviewing and assessing prerequisite knowledge, and providing new declarative knowledge, as well as offering frequent opportunities for retrieval. The behavioral component, which concerns learners taking part in practice to the point of automaticity, will be addressed by demonstrating essential intellectual skills, allowing learners to engage in authentic application and assessment of procedural knowledge, and discussing implications for retention and transfer of content (CAST, 2018; Kamradt & Kamradt, 1999; Smith & Ragan, 2005).

Learning Activities Table

Unit 3 will be the second unit of the live session and will take place from 10:00am to 11:30am on the day of the workshop, with a 10-minute break approximately halfway through the unit. It will be directly preceded by Unit 2, which will take place from 8:00am to 9:30am, and a 30-minute break from 9:30am to 10:00am. It will be directly followed by an hour-long lunch break from 11:30am to 12:30pm. Units 4 and 5 will take place after the lunch break.

The sequence of learning activities for Unit 3 is derived from Robert Gagné's (1972) events of instruction. These are as follows: 1) Gaining attention; 2) Informing the learner of the objective; 3) Stimulating recall of prerequisite learning; 4) Presenting stimulus materials; 5) Providing learning guidance; 6) Eliciting performance; 7) Providing feedback; 8) Assessing performance; and 9). Enhancing retention and transfer. The live, physical nature of the learning environment in which this unit will take place greatly influenced the determination of the learning activities as well, especially the cooperative learning activities (CAST, 2018).

[Table 10](#) describes the Learning Activities for Unit 3. The learning activities provided a framework for the presentation slides that will be presented digitally on the projection screen and learners' individual computers and physically on paper. [Table 10](#) expands upon Gagné's (1972) recall of prerequisite learning considerably by covering entry level skills, describing what is to be learned, presenting new declarative knowledge, employing learning strategies, and assessing prerequisite knowledge. It also adds to Gagné's (1972) events of instruction by providing reasons for learning benefits, risks avoided, big ideas, and an advance organizer for the next unit. A list of discussion prompts and survey questions that will be posed during Unit 3 can be found in [Appendix G](#).

Table 10*Learning Activities for Unit 3: Executing Interactive Read-Aloud Lesson Plans*

1. Instructional Sequence	2. Time	3. Principle (LD Toolkit/Readings)	4. Rationale	5. Instructional Strategy (Supplantive)	6. Activity (Generative)
<ul style="list-style-type: none"> • (As participants gather), distribute the storyboard slides; CTA action and decision steps and flowchart; learners' written IRA lesson plans from Unit 2; and sample IRA lesson plans. • Tell learners some positive noticings from Unit 2. • <i>Remind participants again that they will have the opportunity to <u>practice a sample IRA lesson plan with a partner.</u></i> 					
Gain Attention	1.5 min.	Capturing and focusing the learner's attention increases the potential of learning (Attention).	Utilizing personal significance for learners will enhance their attention.	Tell learners to think about their favorite book to read aloud OR that has been read aloud to them.	Ask learners to type their favorite read-aloud into Pear Deck, and then share the title with their partner.
Learning Objectives	1.5 min.	Learning and motivation will be enhanced if learners have clear, current and challenging goals (Instructional Goals).	Presenting the terminal learning objective to learners and calling upon learners to consider potential challenges will increase the salience of the objective for them.	Tell learners to read the objective on the slide.	Ask learners what they anticipate to be the most challenging element of this instructional goal, and then share the element with their partner.
Reasons for Learning Benefits and Risks Avoided	10 min.	Learning and motivation are enhanced if the learner values the task (Value).	Providing learners a rationale for the relevance and usefulness of the content (i.e. in boosting student literacy performance) will	Tell learners the benefits and avoided risks of making read-alouds interactive and the	Ask learners to split into ~six groups (3 A groups, 3 B groups) to chart the benefits and avoided risks of using appropriate fluency

1. Instructional Sequence	2. Time	3. Principle (LD Toolkit/Readings)	4. Rationale	5. Instructional Strategy (Supplative)	6. Activity (Generative)
			positively influence their value.	risks of not using a T-chart.	(As) and monitoring student discourse (Bs).
<p>Overview:</p> <p>a. Review and Recall Prior Knowledge (Retrieval Practice)</p>	2 min.	The learner's prior knowledge can help or hinder learning (Prior Knowledge).	Reminding learners of what they already have learned using a familiar analogy and asking them to discuss what they already have learned will activate their prior knowledge.	Tell learners the three major parts to the IRA and their purposes (introduction, reading, post-reading discussion) using a hamburger analogy.	Ask learners to type the purposes of the 3 tiers of vocabulary (As) and the 4 DOK levels (Bs) into Pear Deck, while the other partner coaches and praises.
b. Entry Level Skills	2 min.	Learning and motivation are enhanced when learners have positive expectancies for success (Self-Efficacy).	Allowing learners to observe similar, credible models, as well as give and receive peer feedback, will increase their confidence that they can complete the task on their own.	Tell learners to peruse the provided sample IRA lesson plan that includes three identified strengths.	Ask learners to identify one strength of their lesson plan from Unit 2 and type it into Pear Deck.
c. Describe What is New (To Be Learned)	3 min.	Learning is enhanced when the learner's working memory capacity is not overloaded (Cognitive Load).	Supplying learners a list of steps as a scaffold and basis for peer teaching will increase their germane load by providing a schema for learning.	Tell learners to peruse the list of action and decision steps.	Ask learners to take turns reading through the list of action and decision steps with their partner.

1. Instructional Sequence	2. Time	3. Principle (LD Toolkit/Readings)	4. Rationale	5. Instructional Strategy (Supplative)	6. Activity (Generative)
d. New Declarative Knowledge	2 min.	Learning and motivation are enhanced when learners are given the opportunity to apply what they have learned in varying contexts (Transfer).	Involving learners in considering the applicability of key terminology in the conceptually authentic environment will bolster their transfer of the material.	Tell learners the definitions of “student discourse” and “fluency”.	Ask learners to type the look-fors for observing student discourse (As) and modeling appropriate fluency (Bs) in the classroom into Pear Deck, while the other partner coaches and praises.
e. Describe and Employ Learning Strategies	1 min.	Learning and motivation are enhanced when learners set goals, monitor their performance, and evaluate their progress towards achieving their goals (Metacognition/ Self-Regulation).	Calling upon learners to set goals and evaluate their progress will heighten their metacognitive awareness and thereby enhance their instructional effectiveness.	Tell learners that setting a mastery goal for improvement and monitoring it over time will strengthen their IRA practice in the classroom.	Ask learners to set a mastery goal for their IRA practice in time management, behavior management, or fluency modeling on Pear Deck, and then observe the overall results.

1. Instructional Sequence	2. Time	3. Principle (LD Toolkit/Readings)	4. Rationale	5. Instructional Strategy (Supplative)	6. Activity (Generative)
<p>Assess Prerequisite Knowledge (The “What”)</p> <p>(Declarative Knowledge, Concepts, Processes, Principles)</p> <p>(Enabling Objectives Assessment)</p>	2 min.	The learner’s prior knowledge can help or hinder learning (Prior Knowledge).	Sharing the results of the prerequisite assessment with learners will allow them to recognize both strengths and shortcomings in their prior knowledge.	<p><i>Participants will have taken a prerequisite knowledge, skills, and attitudes assessment prior to the live session.</i></p> <p>Tell learners that assessing their prerequisite knowledge is important so that gaps in their learning can be identified.</p>	Ask learners to peruse the results of their prerequisite knowledge assessment, pinpoint one deficit in their prerequisite knowledge, and type the deficit into Pear Deck.
<p>Demonstrate Procedures (“How To”)</p> <p>(Cognitive Task Analysis (CTA) (Procedural Knowledge))</p>	7 min.	Learning and motivation are enhanced when learners have positive expectancies for success (Self-Efficacy).	Performing a comprehensive run-through of action and decision steps for learners and having them anticipate potential challenges with a peer will increase their expectation of a positive outcome.	Tell learners to check off the steps of the CTA flowchart as the instructor talks through IRA lesson plan execution step-by-step.	Ask learners to identify one area that they foresee may not be feasible in the conceptually authentic environment, and then share the area with their partner.
<p>(As participants take a 10-minute break), distribute the trade books; sample vocabulary cards, standards, and question frames; and sample and blank forms for note-taking on student data and goal monitoring on teacher improvement. Answer questions as necessary.</p>					

1. Instructional Sequence	2. Time	3. Principle (LD Toolkit/Readings)	4. Rationale	5. Instructional Strategy (Supplative)	6. Activity (Generative)
Provide Practice and Feedback (Practice and Evaluate Feedback Using the Checklist from the CTA)	10 min.	Learning and motivation are enhanced when learners attribute success or failure to effort rather than ability (Attributions).	Entreating learners to practice a lesson plan while giving and receiving feedback will encourage them to attribute success to effort rather than innate ability.	Tell learners to watch a video excerpt of a sample IRA introduction.	Ask learners to execute a sample IRA introduction plan by taking turns with their partner and giving their partner constructive feedback.
Authentic Assessment (Assess Learning Using the Checklist from the CTA)	25 min.	Creating mastery orientation enhances learning and motivation (Goal Orientation).	Creating a community of learners wherein there is a focus on self-improvement and a reasonable probability of success with the task will promote a mastery orientation.	Tell learners to watch a video excerpt of a sample IRA reading.	Ask learners to execute a sample IRA reading plan by taking turns with their partner and giving their partner constructive feedback.
Retention and Transfer (How Will You Use It on the Job?)	10 min.	Learning and motivation are enhanced when learners are given the opportunity to apply what they have learned in varying contexts (Transfer).	Engaging learners in an authentic task that utilizes procedural and metacognitive knowledge will increase the applicability of their learning in the out-of-training context.	Tell learners to watch a video excerpt of a sample IRA post-reading discussion.	Ask learners to execute a sample IRA post-reading discussion plan by asking one question to each member of their group and monitoring their group's responses on a form.

1. Instructional Sequence	2. Time	3. Principle (LD Toolkit/Readings)	4. Rationale	5. Instructional Strategy (Supplative)	6. Activity (Generative)
Big Ideas	1.5 min.	Learning and motivation are enhanced when learners have positive expectancies for success (Self-Efficacy).	Having learners rate specific sub-components of attitudinal learning will support their perceptions of competence and reemphasize the focus of the training on self-efficacy.	Tell learners the three major components that are vital in building their self-efficacy: cognitive (knowledge), motivation (value), and behavioral (level of practice).	Ask learners to rate the extent to which their knowledge, value, and amount of practice increased on Pear Deck.
Advance Organizer for the Next Unit	1.5 min.	Learning is enhanced when the learner's working memory capacity is not overloaded (Cognitive Load).	Previewing the learning goals of subsequent units in an advanced organizer will decrease learners' extraneous load and increase their germane load by signaling the overall organization of the training.	Tell learners to look at the advance organizer of the remaining two units (Unit 4 (Learning Goals 5 and 6) and Unit 5 (Learning Goal 7)).	Ask learners to type which learning goal they are most interested in tackling next and why on Pear Deck, and then share the learning goal with their partner.
Total Time	90 min.				

Conclusion

Years after childhood, people can still remember favorite books that were read to them at home, at school, or elsewhere, as the participants in this course will be prompted to do in Unit 3. Such books can inspire delight, debate, and hopefully, further reading for listeners; spark their interest in different fields of study; expose them to diverse perspectives; and help them to grapple with various life circumstances. The IRA routine is an ideal springboard for promoting student reading achievement because of the opportunities it provides for students to observe teacher modeling and engage in abundant discourse through both speaking and writing, all the while building their background knowledge, vocabulary, and facility with complex language structures.

It is the idea behind this course that if teachers at School PSCW feel more efficacious in reading aloud and commit to expanding upon the current implementation of this practice, students will become more efficacious readers through the verbal persuasion, vicarious learning, psychological arousal, and enactive mastery provided by teacher instruction (Bandura, 1997). This will require the involvement of stakeholders such as lead teachers, administrators, and community members in monitoring organizational outcomes. Families, who will have access to course resources, will play a crucial role as well, as their awareness of science-based reading practices has also been shown to improve students' reading (Willingham, 2015).

If students are to develop into wide readers with an appreciation of the vast applicability of reading, fluent reading and discussion of books across styles, purposes, genres, authors, and cultures must be modeled daily by teachers. This is especially important for English Learners/Emergent Bilinguals (ELs/EBs) and Special Education (SPED) students. Thoughtful planning of these classroom experiences at a systematic level across the K-6 grade span stands to drastically improve students' reading performance and motivation over the long term.

List of Capstone Deliverables

[Abstract](#) (also in-line text on capstone home page of Content Management System (CMS))

[Visual Overview of the Course Units](#) (also in-line graphic on the capstone home page of CMS)

<p>Design Blueprint (This Document) - also PDF attachment on CMS</p> <p>Table of Contents</p>	<p>Assessments - also PDF attachments on CMS</p> <ol style="list-style-type: none"> 1. <u>Whole-course</u> Evaluations <ol style="list-style-type: none"> a. Immediate evaluation items (Level 1, 2) - Appendix A b. Delayed evaluation items (Level 1, 2, 3, 4) - Appendix B c. Graphics or charts for data reporting (Level 4) - Appendix C d. Assessment timeline - Appendix D e. Prerequisite knowledge, skills, and attitudes items (Level 2) - Appendix E 2. <u>Unit 3</u> Evaluations <ol style="list-style-type: none"> a. Formative assessments of enabling objectives (Entry level skills, Prerequisite knowledge, and Knowledge checks or retrieval practice items) (Level 2) - Appendix F b. Reflection/discussion prompts and survey questions (Level 1, 2) - Appendix G c. Summative assessment of the terminal objective (Rubric/checklist) (Level 2) - Appendix H
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Course Materials - also PDF attachments on CMS

1. Introductory Information
 - a. [Welcome email](#) to teachers/administrators (with purpose, expectations, important dates, and access information for resources)
 - b. [Welcome letter](#) to families and other stakeholders (with purpose, expectations, important dates, and access information for resources)
2. Training Media
 - a. Storyboard (in a [digital format](#))
 - b. Storyboard (in a [printable format](#))
 - c. Link to interactive Pear Deck slides and interactive Padlet
 - d. Action and decision steps and Cognitive Task Analysis (CTA) flowchart (i.e. job aids) (in a [learner-appropriate format](#))
 - e. Sample Interactive Read-Aloud (IRA) lesson plan for Grades K-3
 - f. Sample vocabulary cards, standards, and question frames for Grades K-3
 - g. Copies of IRA (trade book) for Grades K-3
 - h. Sample IRA lesson plan for Grades 4-6
 - i. Sample vocabulary cards, standards, and question frames for Grades 4-6
 - j. Copies of IRA (trade book) for Grades 4-6
 - k. Blank IRA lesson plan template
 - l. [Blank note-taking form](#) for student data
 - m. [Blank monitoring form](#) for teacher mastery goals
 - n. Lesson sample videos (3) - (*not produced for this capstone*)

Reflections - also PDF attachments on CMS

1. Course Reflection for [EDUC 503](#)
2. Collected Discussion Board Reflections for [EDUC 570, 589, 591, 595](#)
3. Course Reflection for [EDUC 587](#)
4. Course Reflection for EDUC 588

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Appendix A: Whole Course



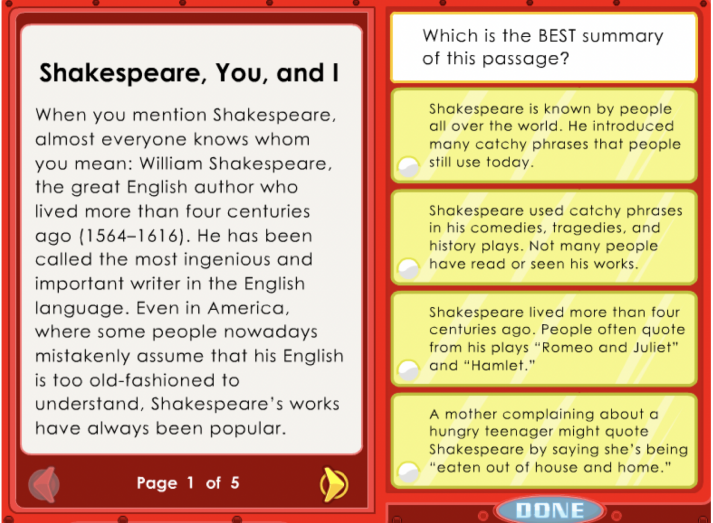
Sample of Evaluation Items Throughout the Course (Levels 1-2)

Level 2	
<p>Declarative Knowledge</p> <p>Terminology Question Sample (Unit 3) (Google Slides)</p>	<p>What are 2-3 look-fors for teachers modeling appropriate fluency? Type your response into Pear Deck.</p> <p>Your answer _____</p>
<p>Procedural Skills</p> <p>Vocabulary Card Creation Task Sample (Unit 2)</p>	<p>Assemble a card for each vocabulary word with the syllabification, definition, example or synonym, non-example or antonym, and related words as per Merriam-Webster. See the sample for reference.</p>
<p>Attitude</p> <p>Retrospective Pre-Post Value Rating Sample (Unit 5) (Google Slides)</p>	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p> <p>Please rate your agreement with this statement before and after the course on Pear Deck: I value the Interactive Read-Aloud routine.</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Confidence</p> <p>Partner/Group Discussion Question Sample (Unit 5)</p>	<p>Please rate your agreement with this statement: I am confident about applying what I learned today in the classroom. Discuss your rating with your partner.</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Commitment</p> <p>Partner/Group Discussion Question Sample (Unit 5)</p>	<p>What is the first thing that you plan to apply from what you have learned today? Discuss your answer with your partner.</p>

Level 1	
<p>Engagement</p> <p>Interest Question Sample (Unit 4) (Google Slides)</p>	<p>Please rate your agreement with this statement on Pear Deck: I am interested in the content being presented in this course.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Relevance</p> <p>Content Applicability Question Sample (Unit 4) (Google Slides)</p>	<p>Please rate your agreement with this statement on Pear Deck: The content being presented in this course will be applicable in my classroom.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Customer Satisfaction</p> <p>Logistical Concerns Question Sample (verbal pulse check throughout course)</p>	<p>Is there anything that is interfering with your learning today? If so, please describe.</p>

Appendix B: Whole Course

Sample of Evaluation Items Delayed for a Period After the Course Implementation (Levels 1-4)

Level 4	
<p>Student Comprehension Assessments and Results (External)</p> <p><u>Trimesterly</u> Reading Comprehension Results and Question Samples (i-Ready)</p> <p><i>*Administrators and lead teachers use i-Ready data analytics to determine the percentage of students in each grade level that are performing at grade level.</i></p>	<p><i>Class View of Reading Comprehension Results Sample:</i></p> <p style="text-align: center;">Comprehension: Literature (LIT) </p> <p style="text-align: center;">Comprehension: Informational Text (INFO) </p> <p>School District V (2022)</p> <p><i>Reading Comprehension Question Sample (Grades 5-6):</i></p>  <p>Curriculum Associates (2022c)</p>
<p>District Recognition (External)</p> <p><u>Weekly</u> Site Administrator Check-In Survey Question Sample (Google Forms)</p>	<p>What district recognition with regard to our school's literacy efforts occurred this week? Choose all that apply. If other, please describe.</p> <p><input type="checkbox"/> Visit from district administration or school board members</p> <p><input type="checkbox"/> Visit from district literacy specialist</p> <p><input type="checkbox"/> Correspondence with district administration about literacy</p> <p><input type="checkbox"/> Correspondence with district literacy specialist about literacy</p> <p><input type="checkbox"/> Staff member attended a district training related to literacy</p> <p><input type="checkbox"/> IRA Workshop replicated at another school site</p> <p><input type="checkbox"/> None of the above</p> <p><input type="checkbox"/> Other: _____</p>

<p>IRA Routine Frequency (Internal)</p> <p><u>Weekly</u> Teacher Check-In Survey Question Sample (Google Forms)</p> <p><i>*Administrators and lead teachers determine the percentage of teachers reporting daily execution of the IRA routine.</i></p>	<p>How many times this week did you do an IRA or IRA response task?</p> <div style="border: 1px solid #ccc; padding: 5px; width: fit-content; margin: 10px auto;"> Choose ▼ </div>								
<p>Teacher Mastery Goals (Internal)</p> <p><u>Weekly</u> Teacher Check-In Survey Question Sample (Google Forms)</p> <p><i>*Administrators and lead teachers determine the percentage of teachers self-reporting progress on their mastery goals.</i></p>	<p>Please rate your agreement with this statement: My (time management, behavior management, modeling of fluency) during IRA lessons this week was effective.</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p> <p>One thing I can do next week to improve in my mastery goal is _____.</p> <p>Your answer _____</p>								
<p>Student Discourse Ratings (Internal)</p> <p><u>Weekly</u> Teacher Check-In Survey Question Sample (Google Sheets)</p> <p><i>*Administrators and lead teachers use Google Sheets analytics to determine the average monthly discourse rating for each student.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Student Name</th> <th style="padding: 5px;">Weekly Discourse Rating</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table>	Student Name	Weekly Discourse Rating						
Student Name	Weekly Discourse Rating								

<p>Student Comprehension Assessments and Reflections on Interest and Mastery Orientation (Internal)</p> <p><u>Weekly Student Check-In Survey Question Sample on Google Sheets</u></p> <p><i>*Administrators and lead teachers determine the percentage of students in each grade level completing comprehension assessments and reflecting on their interest and mastery orientation with regard to reading.</i></p>	<p>What was your favorite book that we read the last two weeks?</p> <p><input type="radio"/> A Weekend With Wendell</p> <p><input type="radio"/> Help! A Story of Friendship</p> <p><input type="radio"/> Raspberries</p> <p><input type="radio"/> Hunter's Best Friend at School</p> <p><input type="radio"/> How Full is Your Bucket?</p> <p>I chose this book because _____.</p> <p>Your answer _____</p>								
<p>Level 3</p>									
<p>Critical Behavior #1</p> <p>Lesson Plans (Google Doc) or Check-In Surveys (Google Forms) or Observations by Administrator/Lead Teacher (<u>2 per week</u>)</p>	<table border="1"> <tr> <th colspan="2" data-bbox="532 1220 1414 1283" style="text-align: center;">Lesson Plan, Check-In Survey, or Observation Form</th> </tr> <tr> <td data-bbox="532 1283 971 1346">Comprehension Standard</td> <td data-bbox="971 1283 1414 1346"></td> </tr> <tr> <td data-bbox="532 1346 971 1409">ELD Standard 1</td> <td data-bbox="971 1346 1414 1409"></td> </tr> <tr> <td data-bbox="532 1409 971 1472">ELD Standard 2</td> <td data-bbox="971 1409 1414 1472"></td> </tr> </table>	Lesson Plan, Check-In Survey, or Observation Form		Comprehension Standard		ELD Standard 1		ELD Standard 2	
Lesson Plan, Check-In Survey, or Observation Form									
Comprehension Standard									
ELD Standard 1									
ELD Standard 2									
<p>Critical Behavior #2</p> <p>Lesson Plans (Google Doc) or Check-In Surveys (Google Forms) or Observations by Administrator/Lead Teacher (<u>2 per week</u>)</p>	<table border="1"> <tr> <th colspan="2" data-bbox="532 1591 1414 1654" style="text-align: center;">Lesson Plan, Check-In Survey, or Observation Form</th> </tr> <tr> <td data-bbox="532 1654 971 1717">Read-Aloud 1 Title and Author</td> <td data-bbox="971 1654 1414 1717"></td> </tr> <tr> <td data-bbox="532 1717 971 1780">Read-Aloud 2 Title and Author</td> <td data-bbox="971 1717 1414 1780"></td> </tr> </table>	Lesson Plan, Check-In Survey, or Observation Form		Read-Aloud 1 Title and Author		Read-Aloud 2 Title and Author			
Lesson Plan, Check-In Survey, or Observation Form									
Read-Aloud 1 Title and Author									
Read-Aloud 2 Title and Author									

<p>Critical Behavior #3</p> <p>Lesson Plans (Google Doc) or Check-In Surveys (Google Forms) or Observations by Administrator/Lead Teacher (<u>2 per week</u>)</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="532 241 1412 304">Lesson Plan, Check-In Survey, or Observation Form</th> </tr> </thead> <tbody> <tr> <td data-bbox="532 310 979 373">Genre/Prior Knowledge Prompt</td> <td data-bbox="979 310 1412 373"></td> </tr> <tr> <td data-bbox="532 380 979 443">Vocabulary Words</td> <td data-bbox="979 380 1412 443"></td> </tr> <tr> <td data-bbox="532 449 979 512">DOK Questions 1-2</td> <td data-bbox="979 449 1412 512"></td> </tr> <tr> <td data-bbox="532 518 979 581">DOK Questions 3-4</td> <td data-bbox="979 518 1412 581"></td> </tr> </tbody> </table>	Lesson Plan, Check-In Survey, or Observation Form		Genre/Prior Knowledge Prompt		Vocabulary Words		DOK Questions 1-2		DOK Questions 3-4			
Lesson Plan, Check-In Survey, or Observation Form													
Genre/Prior Knowledge Prompt													
Vocabulary Words													
DOK Questions 1-2													
DOK Questions 3-4													
<p>Critical Behavior #4</p> <p>Physical Note-taking Forms for Student Discourse (with 8-12 students monitored per IRA) (<u>2 per week</u>)</p>	<table border="1"> <thead> <tr> <th data-bbox="532 701 967 764">Student Name</th> <th data-bbox="967 701 1412 764">Anecdotal Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="532 770 967 833"></td> <td data-bbox="967 770 1412 833"></td> </tr> <tr> <td data-bbox="532 840 967 903"></td> <td data-bbox="967 840 1412 903"></td> </tr> <tr> <td data-bbox="532 909 967 972"></td> <td data-bbox="967 909 1412 972"></td> </tr> </tbody> </table>	Student Name	Anecdotal Notes										
Student Name	Anecdotal Notes												
<p>Critical Behavior #5</p> <p>Lesson Plans (Google Doc) or Check-In Surveys (Google Forms) or Observations by Administrator/Lead Teacher (<u>2-3 per week</u>)</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="532 1068 1412 1131">Lesson Plan, Check-In Survey, or Observation Form</th> </tr> </thead> <tbody> <tr> <td data-bbox="532 1138 979 1201">Genre/Prior Knowledge Prompt</td> <td data-bbox="979 1138 1412 1201"></td> </tr> <tr> <td data-bbox="532 1207 979 1270">Vocabulary Words</td> <td data-bbox="979 1207 1412 1270"></td> </tr> <tr> <td data-bbox="532 1276 979 1339">DOK Questions 1-2</td> <td data-bbox="979 1276 1412 1339"></td> </tr> <tr> <td data-bbox="532 1346 979 1409">DOK Questions 3-4</td> <td data-bbox="979 1346 1412 1409"></td> </tr> <tr> <td data-bbox="532 1415 979 1478">Anchor Chart Template</td> <td data-bbox="979 1415 1412 1478"></td> </tr> </tbody> </table>	Lesson Plan, Check-In Survey, or Observation Form		Genre/Prior Knowledge Prompt		Vocabulary Words		DOK Questions 1-2		DOK Questions 3-4		Anchor Chart Template	
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Genre/Prior Knowledge Prompt													
Vocabulary Words													
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DOK Questions 3-4													
Anchor Chart Template													
<p>Critical Behavior #6</p> <p>Physical Note-taking Forms for Student Discourse (with 8-12 students monitored per response task) (<u>2-3 per week</u>)</p>	<table border="1"> <thead> <tr> <th data-bbox="532 1575 967 1638">Student Name</th> <th data-bbox="967 1575 1412 1638">Anecdotal Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="532 1644 967 1707"></td> <td data-bbox="967 1644 1412 1707"></td> </tr> <tr> <td data-bbox="532 1713 967 1776"></td> <td data-bbox="967 1713 1412 1776"></td> </tr> <tr> <td data-bbox="532 1782 967 1845"></td> <td data-bbox="967 1782 1412 1845"></td> </tr> </tbody> </table>	Student Name	Anecdotal Notes										
Student Name	Anecdotal Notes												

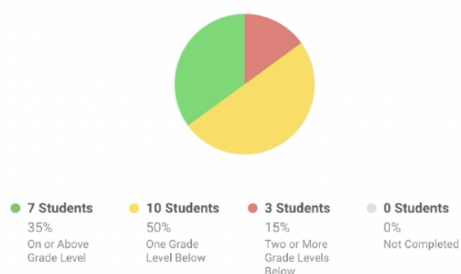
<p>Commitment</p> <p>Focus Group Question Sample (<u>1 week after course</u>)</p>	<p>I plan to apply what I have learned in the classroom by _____.</p>
<p>Commitment</p> <p>Post-Course Evaluation Rating Question Sample (<u>1 week after course</u>) (Google Forms)</p>	<p>Please rate your agreement with this statement: I commit to planning and executing an Interactive Read-Aloud or response task every day in the classroom.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
Level 1	
<p>Engagement</p> <p>Post-Course Evaluation Rating Question Sample on Instructor Quality (<u>1 week after course</u>) (Google Forms)</p>	<p>Please rate your agreement with this statement: The instructor engaged me and/or my group directly with questions, feedback, or other form of interaction.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Relevance</p> <p>Post-Course Evaluation Rating Question Sample on Clarity of Expectations (<u>1 week after course</u>) (Google Forms)</p>	<p>Please rate your agreement with this statement: I feel clear about what is expected of me in the classroom with regard to the IRA routine.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Customer Satisfaction</p> <p>Post-Course Evaluation Short Answer Question Sample on Suggestions for Improvement (<u>1 week after course</u>) (Google Forms)</p>	<p>What could be added to or removed from this training to improve its quality?</p> <p>Your answer _____</p>

Appendix C: Whole Course

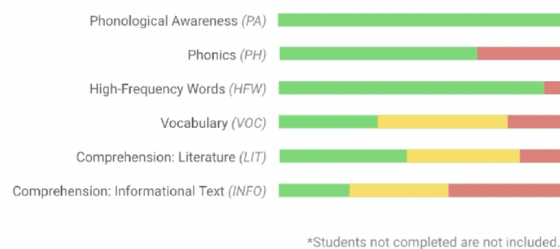
Sample of Data Reporting for Stakeholders (Level 4)

Class View of i-Ready Reading Diagnostic Scores by Student

Overall Placement



Placement by Domain*



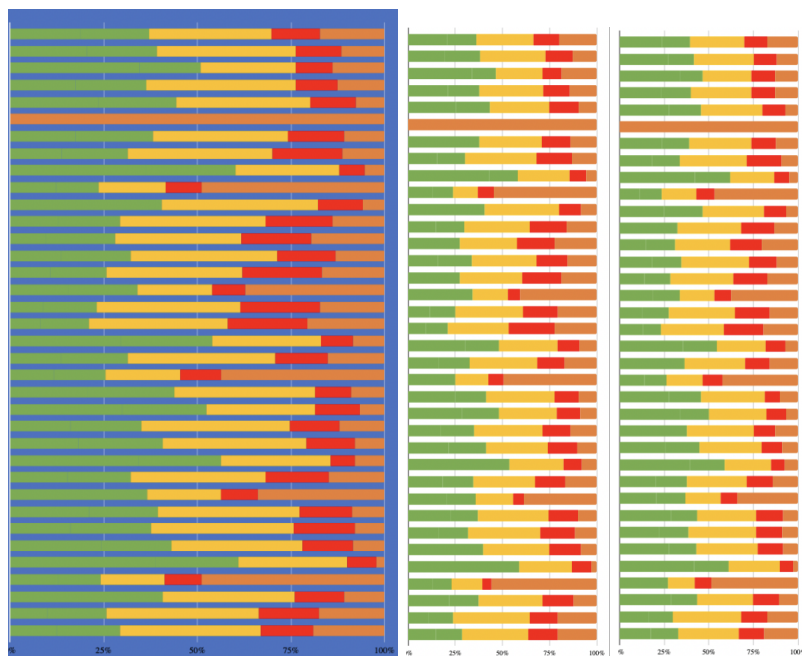
Curriculum Associates (2022c)

Overall Reading Placement, an amalgam of all domains, is shown on the left for one class. Literary Comprehension and Informational Comprehension are the last two domains listed on the right for one class. The same measures can be obtained for each grade level schoolwide.

The green color indicates students on or above grade level standard. The yellow color indicates students one grade level below standard. The red color indicates students two or more grade levels below standard.

Overall Reading Placement of students can be tracked over time as a built-in feature of i-Ready. Tracking individual student performance by domain over time is not a built-in feature, and therefore would have to be done manually by teachers, lead teachers, and/or administrators on a trimesterly basis, especially for student subgroups such as English Learners/Emergent Bilinguals (ELs/EBs) and special education (SPED) students. This does not pose any major logistical issues as domain tracking would not be particularly time-consuming and also because data analysis of individual students is already a trimesterly expectation of the district.

District View of Reading Scores by School Site



School District V (2022)

Overall Reading Placement, an amalgam of all domains, is shown on the left, with one row for each elementary school in the district. Literary Comprehension is shown in the middle and Informational Comprehension is shown on the right, with one row for each elementary school in the district. The same measures can be obtained for each grade level district-wide.

The green color indicates students on or above grade level standard. The yellow color indicates students one grade level below standard. The red color indicates students two grade levels below standard. The orange color indicates students three or more grade levels below standard.

Appendix D: Whole Course

Assessment Timeline for the Course Implementation

Available on an Ongoing Basis:

1. Online Checklist with IRA Components Listed
2. Optional Model Lesson by Administrator/Lead Teacher
3. Optional Live Coaching by Administrator/Lead Teacher

Week of the Academic Year	Level 4 Assessment Components	Level 3 Assessment Components
1-6	***IRA Training will be presented sometime during this window*** Level 2 Assessment: Throughout the Course + 1 Week After Course Level 1 Assessment: Throughout the Course + 1 Week After Course	
	<ul style="list-style-type: none"> - Initial i-Ready Reading Diagnostics (before course) - Initial Teacher Check-In Surveys (before course) - Initial Student Check-In Surveys (before course) 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review (weekly) - Administrator/lead teacher observation (before or after course) with follow-up conference - Teacher Spotlight (before or after course) - Individual Student Conferences (before or after course)
7	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review
8	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Teacher Spotlight - Individual Student Conferences
9	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review
10	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review

11	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
12	<ul style="list-style-type: none"> - 1st Trimester i-Ready Reading Diagnostics (Deadline) - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Administrator/lead teacher observation with follow-up conference - Teacher Spotlight - Teacher Recognition - Individual Student Conferences
13	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
14	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
15	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
16	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Teacher Spotlight - Individual Student Conferences
17	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
18	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Administrator/lead teacher observation with follow-up conference
19	<p align="center">***Optional Mid-Year Review Session***</p> <p>Level 2 Assessments: Throughout the Course + 1 Week After Course</p> <p>Level 1 Assessments: Throughout the Course + 1 Week After Course</p>	

	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
20	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Teacher Spotlight - Individual Student Conferences
21	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
22	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
23	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
24	<ul style="list-style-type: none"> - 2nd Trimester i-Ready Reading Diagnostics (Deadline) - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Administrator/lead teacher observation with follow-up conference - Teacher Spotlight - Teacher Recognition - Individual Student Conferences
25	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
26	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review
27	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	- PLC Meetings/Administrative Review

28	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Teacher Spotlight - Individual Student Conferences
29	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review
30	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Administrator/lead teacher observation with follow-up conference
31	<ul style="list-style-type: none"> - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Assessments and Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review
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36	<ul style="list-style-type: none"> - 3rd Trimester i-Ready Reading Diagnostics (Deadline) - Administrator Check-In Surveys - Teacher Check-In Surveys - Student Check-In Surveys 	<ul style="list-style-type: none"> - PLC Meetings/Administrative Review - Administrator/lead teacher observation with follow-up conference - Teacher Spotlight - Teacher Recognition - Individual Student Conferences

Appendix E: Unit 3: Executing IRA Lesson Plans

Prerequisite Knowledge, Skills, and Attitudes Assessment (Level 2)

Level 2																	
<p>Declarative Knowledge</p> <p>Terminology Question Sample (Unit 1) (Google Forms)</p>	<p>What is the difference between a literary reading standard and an informational reading standard?</p> <p><input type="radio"/> Literary reading standards apply to fiction texts, and informational reading standards apply to non-fiction texts.</p> <p><input type="radio"/> Literary reading standards and informational reading standards are the same.</p> <p><input type="radio"/> Literary reading standards apply to narrative texts, and informational reading standards apply to expository texts.</p> <p><input type="radio"/> Literary reading standards apply to texts meant to entertain, and informational reading standards apply to texts meant to inform.</p>																
<p>Declarative Knowledge</p> <p>Terminology Question Sample (Unit 1) (Google Forms)</p>	<p>In your own words, how would you define read-aloud and its purpose? Please write 1-2 sentences.</p> <p>Your answer _____</p>																
<p>Declarative Knowledge</p> <p>Terminology Question Sample (Unit 2) (Google Forms)</p>	<p>Please match each of the three tiers of vocabulary with its definition.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;">Content-Specific Vocabulary</th> <th style="width: 20%; text-align: center;">Basic Vocabulary</th> <th style="width: 30%; text-align: center;">Academic Vocabulary</th> </tr> </thead> <tbody> <tr> <td>Tier I</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Tier II</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Tier III</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table>		Content-Specific Vocabulary	Basic Vocabulary	Academic Vocabulary	Tier I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tier II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tier III	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Content-Specific Vocabulary	Basic Vocabulary	Academic Vocabulary														
Tier I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
Tier II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
Tier III	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
<p>Declarative Knowledge</p> <p>Terminology Question Sample (Unit 3) (Google Forms)</p>	<p>True or False? Discourse refers to reading aloud with proper tone, pace, volume, and expression, while fluency refers to the communication of ideas in oral or written form.</p> <p><input type="radio"/> True</p> <p><input type="radio"/> False</p>																

<p>Declarative Knowledge</p> <p>Terminology Question Sample (Unit 4) (Google Forms)</p>	<p>Which of these would be MOST important to emphasize in a response task to an Interactive Read-Aloud?</p> <p><input type="radio"/> Student use of vocabulary</p> <p><input type="radio"/> Student use of academic language structures</p> <p><input type="radio"/> Student use of music and art</p> <p><input type="radio"/> Student use of text-to-self connections</p>
<p>Declarative Knowledge</p> <p>Terminology Question Sample (Unit 5) (Google Forms)</p>	<p>In your own words, how would you define motivation and why it is important for student reading? Please write 1-2 sentences.</p> <p>Your answer _____</p>
<p>Attitude</p> <p>Suggestions for Improvement Question Sample (General) (Google Forms)</p>	<p>What is the most frequent complaint or shortcoming you find with in-service professional development? Please write 1-2 sentences.</p> <p>Your answer _____</p>
<p>Attitude</p> <p>Value Rating Question Sample (Unit 5) (Google Forms)</p>	<p>Please rate your agreement with the following statement: I value the use of i-Ready as an assessment tool in my teaching practice.</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Attitude</p> <p>Current Practice Question Sample (General) (Google Forms)</p>	<p>How many days per week do you currently use Interactive Read-Alouds or IRA-related activities in your classroom, on average? Please select one.</p> <p><input type="text" value="Choose"/></p>

<p>Attitude</p> <p>Current Practice Question Sample (General)</p>	<p>What is/are your discomforts with doing Interactive Read-Alouds, if any? Please * select all that apply.</p> <p><input type="checkbox"/> I do not have the time in the daily routine to do Interactive Read-Alouds.</p> <p><input type="checkbox"/> I do not know how to organize my Interactive Read-Alouds in a logical sequence.</p> <p><input type="checkbox"/> I do not have the performance skills to do Interactive Read-Alouds engagingly.</p> <p><input type="checkbox"/> I do not know how to make my Read-Alouds truly "interactive" for students.</p> <p><input type="checkbox"/> My students do not find the Interactive Read-Alouds I do to be interesting.</p> <p><input type="checkbox"/> I do not have any discomforts with doing Interactive Read-Alouds.</p> <p><input type="checkbox"/> Other: _____</p>
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Appendix F: Unit 3: Executing IRA Lesson Plans

Formative Assessment of Enabling Objectives for Unit 3 (Level 2)

Note: Yellow highlighted text indicates assessment items that will actually take place during the unit as per the [Learning Activities Table](#) and [Storyboard](#).

Entry Level Skills	
<p>As per page 92, “in the context of this course, entry level skills include the abilities of teachers to read and write fluently, as well as manage time and behavior during instruction with their students. Such entry level skills are assumed with caution because of the requirements of teachers to pass a basic skills assessment, a subject matter examination, a reading instruction assessment, and two performance examinations in order to obtain their credentials (California Commission on Teacher Credentialing, 2022).”</p> <p>As per the Learning Activities Table, “learners [will] peruse the provided sample IRA lesson plan that includes three identified strengths” and “identify one strength of their lesson plan from Unit 2 and type it into Pear Deck.”</p>	
Prerequisite Knowledge (as per page 93)	
<p>Declarative Knowledge</p> <p>Terminology Question Sample</p>	<p>Which of the following is the BEST definition of student discourse?</p> <p><input type="radio"/> Students' pace, tone, volume, and expression when reading.</p> <p><input type="radio"/> Students' engagement in instructional technology online.</p> <p><input type="radio"/> Students' communication of ideas in oral or written form.</p> <p><input type="radio"/> Students' sharing of personal stories connected to text.</p>
<p>Declarative Knowledge</p> <p>Terminology Question Sample</p>	<p>In your own words, what is the definition of reading fluency? Please write 1-2 sentences.</p> <p>Your answer _____</p>
<p>Procedural Skills</p> <p>Vocabulary Card Creation Task Sample</p>	<p>Given a vocabulary word from a text, create a vocabulary word card with all required elements as per the directions from Unit 2.</p>

<p>Procedural Skills</p> <p>Sorting IRA Lesson Elements Task Sample</p>	<p>Sort the three elements of an IRA lesson in order, from 1 to 3.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Reading</th> <th>Post-Reading Discussion</th> <th>Introduction</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>2</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>3</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Reading	Post-Reading Discussion	Introduction	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reading	Post-Reading Discussion	Introduction														
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
<p>Procedural Skills</p> <p>Explanation of Purpose Task Sample</p>	<p>In your own words, what is the purpose of monitoring student discourse? Please write 1-2 sentences.</p> <p>Your answer _____</p>																
<p>Cognitive Strategies</p> <p>Current Practice Rating Question Sample</p>	<p>Please rate your agreement with this statement: Students' questions and answers can go off on tangents that distract from the flow of the IRA lesson.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>Strongly disagree</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Strongly agree</td> </tr> </tbody> </table>		1	2	3	4	5		Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree		
	1	2	3	4	5												
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree											
<p>Cognitive Strategies</p> <p>Focus Group Question Sample (<u>1 week before course</u>)</p>	<p>How you would wrap up or put a hold on a lesson in which you still had half of the book to complete but only had five minutes left?</p>																
<p>Cognitive Strategies</p> <p>Current Practice Rating Question Sample</p>	<p>Please rate your agreement with this statement: I set goals in my teaching practice to continually improve over time</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>Strongly disagree</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Strongly agree</td> </tr> </tbody> </table>		1	2	3	4	5		Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree		
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Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree											
<p>Attitude</p> <p>Focus Group Question Sample (<u>1 week before course</u>)</p>	<p>What is your current approach or goals when executing Interactive Read-Aloud lessons?</p>																

<p>Attitude</p> <p>Current Practice Rating Question Sample</p>	<p>Please rate your agreement with this statement: I can engage my students by changing my tone, pace, and volume when I read books aloud.</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Attitude</p> <p>Current Practice Rating Question Sample</p>	<p>Please rate your agreement with this statement: I consistently assess my students' speaking and listening skills as they pertain to discussing read-alouds.</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Knowledge Checks or Retrieval Practice Items (as per the Learning Activities Table and Storyboard)</p>	
<p>Attitude</p> <p>Explanation of Benefits and Avoided Risks Question</p>	<p>Ask learners to split into ~six groups (3 A groups, 3 B groups) to chart the benefits and avoided risks of using appropriate fluency (As) and monitoring student discourse (Bs).</p>
<p>Procedural Skills</p> <p>Explanation of Purpose Question</p>	<p>Ask learners to type the purposes of the 3 tiers of vocabulary (As) and the 4 DOK levels (Bs) into Pear Deck, while the other partner coaches and praises.</p>
<p>Procedural Skills</p> <p>Action and Decisions Steps Task</p>	<p>Ask learners to take turns reading through the list of action and decision steps with their partner.</p>
<p>Declarative Knowledge</p> <p>Terminology Question</p>	<p>Ask learners to type the look-fors for observing student discourse (As) and modeling appropriate fluency (Bs) in the classroom into Pear Deck, while the other partner coaches and praises.</p>

Procedural Skills Introduction Practice Task	Ask learners to execute a sample IRA introduction plan by taking turns with their partner and giving their partner constructive feedback.
Procedural Skills Reading Practice Task	Ask learners to execute a sample IRA reading plan by taking turns with their partner and giving their partner constructive feedback.
Procedural Skills Post-Reading Discussion Practice Task	Ask learners to execute a sample IRA post-reading discussion plan by asking one question to each member of their group and monitoring their group's responses on a form.

Appendix G: Unit 3: Executing IRA Lesson Plans

Reflection/Discussion Prompts and Survey Questions for Unit 3 (Levels 1-2)

Note: Yellow highlighted text indicates assessment items that will actually take place during the unit as per the [Learning Activities Table](#) and [Storyboard](#).

Reflection/Discussion Prompts (as per the Learning Activities Table and Storyboard)	
Engagement Favorite Read-Aloud Question	Ask learners to type their favorite read-aloud into Pear Deck, and then share the title with their partner.
Confidence Anticipated Challenges Question	Ask learners what they anticipate to be the most challenging element of the instructional goal, and then share the element with their partner.
Cognitive Strategies Identifying Lesson Plan Strength Question	Ask learners to identify one strength of their lesson plan from Unit 2 and type it into Pear Deck.
Cognitive Strategies Mastery Goal Setting Task	Ask learners to set a mastery goal for their IRA practice in time management, behavior management, or fluency modeling on Pear Deck, and then observe the overall results.
Cognitive Strategies Identifying Deficits in Prior Knowledge Question	Ask learners to peruse the results of their prerequisite knowledge assessment, pinpoint one deficit in their prerequisite knowledge, and type the deficit into Pear Deck.
Confidence Content Feasibility Question	Ask learners to identify one area that they foresee may not be feasible in the conceptually authentic environment, and then share the area with their partner.

Engagement Advance Organizer for Next Unit Question	Ask learners to type which learning goal they are most interested in tackling next and why on Pear Deck, and then share the learning goal with their partner.
Customer Satisfaction Logistical Concerns Question Sample (verbal pulse check throughout course)	Ask learners if there is anything that is interfering with their learning.
Survey Questions (as per the Learning Activities Table and Storyboard)	
Attitude Knowledge Rating Question	Ask learners to rate the extent to which their knowledge increased on Pear Deck.
Attitude Value Rating Question	Ask learners to rate the extent to which their value increased on Pear Deck.
Attitude Practice Rating Question	Ask learners to rate the extent to which their level of practice increased on Pear Deck.

Appendix H: Unit 3: Executing IRA Lesson Plans

Summative Assessment of the Terminal Objective for Unit 3 (Level 2)

Rubric/Checklist (Observational Look-Fors)				
<p>1: IRA Introduction does not include author and/or genre.</p> <p>IRA Reading has no teaching of vocabulary words and/or no questions asked of students.</p> <p>IRA Post-Reading Discussion has no questions asked of students.</p>	<p>2: IRA Introduction does not include an activation of students' prior knowledge.</p> <p>IRA Reading has partial teaching of vocabulary words and/or poses questions to students in a "cold-call" style rather than turn-and-talk.</p> <p>IRA Post-Reading Discussion poses questions to students in a "cold-call" style rather than turn-and-talk.</p>	<p>3: IRA Introduction mentions the title, author, and genre of the book, as well as an activation of students' prior knowledge.</p> <p>IRA Reading includes explicit teaching of vocabulary words with definition, synonyms/ antonyms, and related words, as well as DOK Level 1 or 2 turn-and-talk questions in which every student has the opportunity to speak.</p> <p>IRA Post-Reading Discussion includes DOK Level 2 or 3 turn-and-talk questions in which every student has the opportunity to speak.</p>	<p>4: All of 3, plus</p> <p>IRA Introduction includes explicit statement of the focus standard and ELD standards for the lesson.</p> <p>IRA Reading models appropriate fluency through varied tone, pace, volume, and expression, and possibly gestures.</p> <p>IRA Post-Reading Discussion includes the opportunity for students to share discussion points with the group and build on one another's thinking.</p>	<p>5: All of 4, plus:</p> <p>IRA Introduction is conducted in a time-efficient manner in which no one student is allowed to distract or take up too much time.</p> <p>IRA Reading is conducted in a time-efficient manner in which no one student is allowed to distract or take up too much time.</p> <p>IRA Post-Reading Discussion is conducted in a time-efficient manner in which no one student is allowed to distract or take up too much time.</p>