Our work around the country involves customizing professional development that supports teachers along a gradual release over multiple years. When we work with your district, we take the time to get to know your needs so that we can better serve your professional learning goals.

This document describes a three-step model for introducing, demonstrating, and coaching Next Generation: Read Aloud, Shared Reading, Guided Reading, and Independent Reading.
Full-day Workshop

Learning Objective:
- To introduce teachers to Next Generation Instructional Contexts: Read Aloud, Shared Reading, Guided Reading, and Independent Reading.
- To establish foundational content that will support their understanding of WHO’S DOING THE WORK? principles.

Do you find that teachers are working hard but new learning still is not transferring to students’ independent work? Do students depend on teachers to problem-solve for them? Are teachers too quick to rescue students when they encounter difficulty in text?

What Participants Will Learn

Participants will learn how to give students the practice they need to apply new learning independently.

This workshop shows teachers how to look at their instruction to find places where they are doing the work for students, creating dependency, and interfering with student growth.

Simple adjustments to instruction can lead to powerful shifts in student engagement and learning.

Workshop Design

From one-day workshops to three-day institutes, we design these learning experiences to fit your teachers and your schedule.

Comfortable with large crowds or intimate groups, we work to understand the needs of the educators we support.

These are not sit-and-get workshops, but fully interactive days of learning and sharing.

At the end of the day, participants will have instructional strategies to immediately use in the classroom to transform the way they teach.

“"The full-day workshop helped build a foundation and set the tone for a common language and understanding around Next Generation Balanced Literacy practices. It was crucial in providing the right message to all stakeholders (leaders and teachers) regarding our district initiatives and implementation of improved instructional practices."

Carrie Parker, Director of Elementary & Professional Development
Killeen, Texas

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Participants will get:
- A process for listening to students read that will help you know which types of strategies they need to learn.
- A full lesson set that includes five complete lessons across the gradual release of responsibility
- A scaffolding tool to guide your language when you interact with students who are stuck so that you do not inadvertently teach them to rely on you (learned helplessness!).
- Text recommendations and a rubric for selecting texts for Next Generation Read Aloud, Shared Reading, Guided Reading, and Independent Reading.
- Tools for planning connected instruction across these instructional contexts.
Step Two:
Lab-Site Demonstration Lessons

Learning Objective:
- To help teachers see what it looks like to gradually release responsibility for applying newly learned skills and strategies to students.
- To model for teachers complete WHO’S DOING THE WORK? lessons in authentic contexts.

Do you find that workshop content doesn’t always transfer to classroom practice? Do you find that teachers need a true gradual release in order to make new learning actionable? Most teachers need to see new ideas practiced with real students before they know exactly how to apply them.

What Participants Will Learn
Our on-site demonstration lessons take participants through the gradual release of responsibility across instructional contexts from start to finish. Participants get to see how instruction in one context builds the skills and knowledge students need to be more successful in others.

Participants will learn how to better integrate the language of the Prompting Funnel into their instruction across Next Generation Read Aloud, Shared Reading, Guided Reading, and Independent Reading.

Design of the day
Our lab-site demonstrations follow a variety of formats. Among our most popular designs are those that include multiple lessons across the gradual release of responsibility.

Demonstration lessons are supported by conversation during debriefing sessions, where teachers share their thoughts and ask questions.

“Through lab-site demonstrations, teachers were able to observe, interact, and debrief model lessons to answer lingering questions they had about teaching strategies, managing the balance between supporting and rescuing. Kim and Jan guided us to consider refining engagement to ensure students’ success. Their work is still prevalent in our building and we are excited to continue to dive deeper next year..”

Jill Downs, Instructional Coach
Columbia, South Carolina

*Sample Lab-site Demonstration Schedule:*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:35-7:55</td>
<td>Introduction to day’s events</td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Reading Art Demo</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Debrief Reading Art</td>
</tr>
<tr>
<td>9:05-9:50</td>
<td>Read Aloud Demo</td>
</tr>
<tr>
<td>9:55-10:25</td>
<td>Debrief Read Aloud Demo</td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>Shared Reading Demo</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Debrief Shared Reading Demo</td>
</tr>
<tr>
<td>12:00-12:50</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:50-1:10</td>
<td>Guided Reading Demo</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Debrief Guided Reading Demo</td>
</tr>
<tr>
<td>1:45-2:30</td>
<td>Independent Reading Demo</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Debrief Independent Reading Demo</td>
</tr>
</tbody>
</table>

*There are lots of ways to design the day. We work with schools to customize the day’s schedule.*

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Step Three: Classroom Coaching

Learning Objective:
- To provide teachers the support and feedback they need—through job-embedded coaching—to effectively teach across the gradual release of responsibility, maximizing teacher (and student) agency.
- To customize and differentiate professional development to the needs of individual teachers.

After teachers have had the chance to learn about Next Generation Balanced Literacy practices and have seen what this kind of instruction looks like, the next step on the gradual release is allowing teachers time to practice. Coaching provides teachers feedback and support as they work to implement new learning.

What Participants Will Learn
During classroom coaching sessions, participants will learn how to make small adjustments to their instructional language to better support the gradual release of responsibility for teaching new skills and strategies to students.

They will acquire tools for reflecting on their instructional practices and making decisions about how to better serve their students’ needs as growing readers.

They will learn how to evaluate the effectiveness and impact of their text selection, how to consider the individual needs of readers, and how to develop lesson plans that connect instruction through Next Generation Read Aloud, Shared Reading, Guided Reading, and Independent Reading.

Design of the day
Classroom coaching days are typically divided into segments that are 40 minutes long. Jan and/or Kim spend 20-30 minutes in the classroom watching instruction and 10-20 minutes talking with the teacher after the lesson.

The most powerful coaching is active, where the teacher gives Jan and/or Kim permission to participate in the lesson and coach in the moment. This type of coaching lends immediate benefits.

"As teachers have been closely working with Jan and Kim during demonstrations lessons and classroom coaching over the last two years, they have refined their understanding of literacy instruction across the gradual release of responsibility. Students are more engaged, more empowered, and increasing autonomous reading behaviors."

Kelly Marks Frycz
Assistant Principal
Monroe, North Carolina

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See more of your PD Transfer to Classroom Practice

Just as teachers often wrestle with the question, “Why isn’t my instruction transferring?”, administrators wrestle with a similar question-- “Why isn’t the professional learning we are providing having the impact we expected?” Just as students need support across the gradual release of responsibility to truly learn complex concepts and internalize new learning, adult learners do too. By (1) beginning with the foundational knowledge offered in a full-day workshop, (2) proceeding with a day of demonstration lessons that allow teachers to see how connected instruction supports student learning, and (3) ending with an opportunity to receive feedback about their implementation of newly learned skills and techniques, teachers receive the support they need to successfully implement the Next Generation Balanced Literacy practices outlined in WHO’S DOING THE WORK?.

About Burkins & Yaris

For the past 8 years, Jan and Kim have been thinking together about literacy instruction. This thinking (and writing) has resulted in two professional books, K-2 and 3-5 WHO’S DOING THE WORK? Lesson Sets, a collection of 40 guided reading books, and 8 Quick Reference Guides. In addition, they are the founders of Burkins and Yaris: Think Tank for 21st Century Literacy. They are passionate about supporting educators in teaching standards-based lessons without sacrificing their inner teacher.

1
Step One
Full-Day Workshop

2
Step Two
Lab-site Demonstrations

3
Step 3
Classroom Coaching

For More Information, contact Burkins and Yaris at info@burkinsandyaris.com

Or visit our website at burkinsandyaris.com for access to all of our resources and links to our upcoming events.