

Beyond Belief: Building Teacher Buy-In for Comprehensive Literacy for All

Paige Buckingham, MS- CCC-SLP
Building Wings Webinar
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- Receiving a fee for this webinar
- Owner, Buckingham Educational Services & Training, LLC
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Who is here?



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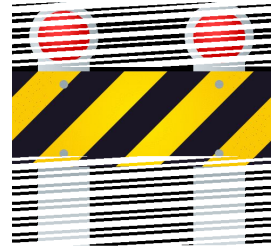
Objectives

In this participants will learn how to:

- Address common **barriers** to teacher buy-in and belief in student potential
- Share research and real-world success stories that **inspire change**
- **Cultivate a school culture** where every student is seen as a capable learner.



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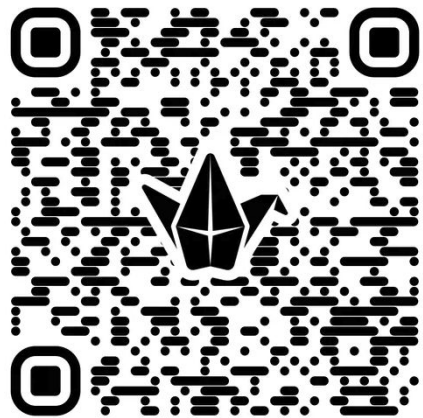


Barriers



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What are
barriers to
staff/team
buy-in that you
have
experienced?



<https://padlet.com/pbuckinghamkansas/buyin>

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“People don’t resist change. They resist being changed.”

- Peter Senge, Founder of the Society for Organizational Learning

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When we feel fear we:

- Fight
- Flight
- Freeze
- Appease

Behaviors:

- Fighting
- Fleeing
- Freezing
- Appeasing



Behaviors:

- Arguing
- Refusing to engage
- Rejecting offers of support
- Withdrawing
- "Everything is fine!"
- Compliant behavior

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Elena Aguilar-[Fear and resistance PDF- BrightMornings](#)

6 Core Human Needs



Belonging, Relatedness, or Connectedness- having our people and our communities



Autonomy: a sense of control in one's life, a say in what happens



Mastery of Competence: Feel like we can do things well



Genuine self-esteem: not dependent on achievement, attainment, acquisition, or valuation by others. Comes from a deep sense of worthiness



Trust: a sense of having the personal and social resources needed to sustain one through life



Purpose, meaning, transcendence: knowing oneself as part of something larger (spiritual, humanistic, or as part of nature)

Bright Morning Podcast by Elena Aguilar



BrightMorning

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Coaching Stems



All Purpose

- I am curious to hear more about . . .
- It would be help me understand if you'd give me an example of . . .
- I am wondering. . .

Clarifying

- Tell me what you mean when you. . .

Cathartic

- I am noticing that you are experiencing some feelings. Would it be OK to explore those for a few minutes?

Supportive

- You did a great job when you . . .

BrightMorning.com Elena Aguilar

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Padlet



Paige Buckingham • 11d

What are barriers to staff/team buy-in that you have experienced?

Post your response to the discussion topic by clicking the plus button below.

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Shared Vocabulary

- Does everyone on the team have the same understanding of what you are working on?
- When you say literacy what does that mean to each person?
- How do you create a shared vocabulary as a team?



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“Emergent literacy is defined quite simply as all of the reading and writing behaviors and understanding that precede and develop into conventional reading and writing.”

-p. 4 *Comprehensive Literacy for All*, Dr. Karen Erickson

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What will literacy instruction look like for this student?

Things to consider:

- Present levels/ goals
- Communication abilities
- What standards is the student working on?
- Student at age 25- where will the individual be working, living, playing, relationships
 - What do they need now to get there?
- What does literacy look like for their peers?
- What is age-respectful and how can you use the same or similar resources?

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ELA.EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.

https://dynamiclearningmaps.org/sites/default/files/documents/ELA_EEs/ELA.EE.RL.3.5_Instructions.pdf

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.	ELA.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can demonstrate interest in a text through eye gaze, movement, noise, or other interaction that indicates that they are attending.	During a shared reading of a text, the student is able to identify, indicate, and distinguish between the words and pictures on a page in a text, braille, or tactile object/graphic.	After reading or hearing a familiar story, the student can identify information or events that occur at the beginning and end of the story and concrete details within a story, such as characters and objects. The student can identify concrete details in a familiar story, including characters and objects.	After reading or hearing a familiar, linear story, the student is able to identify information or events that occur at the beginning, middle, and end of the story.	After reading or hearing a story, the student can identify information or events that occur at the beginning and end of the story.

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<https://www.buildingwings.com/monarch-reader-books-for-beginning-readers-of-all-ages/#overview>

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Inspire Change

**Be the
CHANGE**

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“The attitudes, beliefs, and actions of adults in the learners environment, whether in classrooms, home, or elsewhere in the community, play a significant role in the learning success of students with significant disabilities.”

P. 29, *Comprehensive Literacy for All*, Dr. Karen Erickson

Self-Efficacy

- Belief that you can successfully to the job or activity to positively impact change.

Collective Efficacy

- Belief of a group that together you are able to make a difference.

Efficacy

Four Sources of Collective Efficacy

Mastery Experiences

Vicarious Experiences

Social Persuasion

Positive Emotional States

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Faddis, Fisher, Frey, 2023

Ideas for sharing experiences and collective efficacy



- Use loom to make a short (have to be less than 5 minutes) video for email.
 - 300% increase on ROI than just an email
 - Include "video" in subject line increases rate of item being opened by 19%
- Shared document ahead of time for people to input suggestions
 - Use meeting time to finalize
- Get para/gen ed teacher input on what data sheet should look like
- Ask for input on scheduling literacy times
- Set routine for meeting for purposeful discussion on next steps and reviewing data.
 - Ask for agenda items- have different people "run" the meeting. Different roles and rotate them
- Shared digital folder to upload video examples of student success.

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Cultivate Culture of Belonging

Where every student is seen as a
capable learner

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Thinking about a common problem or goal

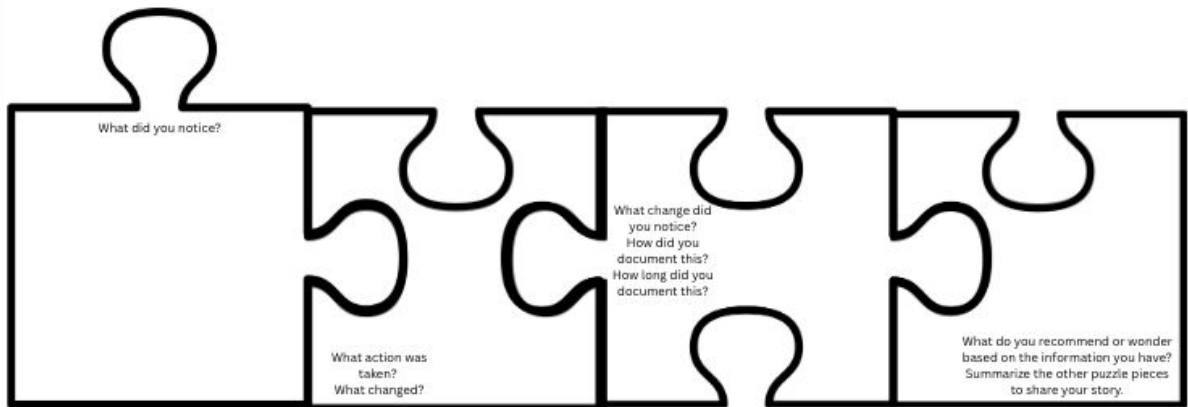
Shared reading activity

What will the staff be doing?	What will the student be doing?
What will be present in the environment?	

Derbiszewska, K.A, & Tucker-Smith, T.N. "Super Charge Your Professional Learning", 2020.

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Practice sharing your story



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Eat an elephant one bite at a time



- Bring one or two people to the table to get started
- Plan steps
 - What will you do first?
 - For how long?
 - Write it down
 - Who is responsible for different steps
- Include stakeholders
- Ask clarifying questions

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<https://www.buildingwings.com/monarch-reader-books-for-beginning-readers-of-all-ages/#overview>