



Glean Education's Research to Practice Podcast Episode #20 - Jennifer White (University of Arizona)

Jennifer M. White: You only need to watch somebody's instruction for 15 minutes to be able to help guide them. We don't need hours and hours of video. We don't need coaches sitting in classrooms watching people for hours and hours. It's not a good use of everyone's time. Get a little snippet of what they're doing at the beginning of the year. Help them devise a goal from it. Work on that goal. That's where you provide other coaching techniques. And keep moving forward.

Jessica Hamman: Hi and welcome to Glean Educations' Research to Practice Podcast, where we talk to education experts from around the world about their latest work and bring their fascinating findings out from the journal pages and into your classroom. First, a word from our sponsors.

Speaker 1: Go ahead and state your name and title and what you enjoy about working here.

Andrew Follet: My name's Andrew Follet. I'm the chief executive officer. I have four young kids at home, and they're learning to read. When I think

about the doors that reading has opened for me, obviously I want that same thing for my kids. And that's what excites me about working here, about being able to provide a curriculum that gives all kids the opportunity to learn those vital skills and to be able to learn to read.

Audio: Heggerty's Daily Phonemic Awareness curriculum is used by over 450 school districts nationwide. Learn how you can get started at heggerty.org. That's H-E-G-G-E-R-T-Y dot O-R-G.

Jessica Hamman: I'm Jessica Hamman, founder of Glean Education, and today we are thrilled to welcome Dr. Jennifer M. White, Dr. White is an assistant professor of practice in the mild to moderate teacher prep program within the Department of Disability and Psychoeducational Studies at the University of Arizona. Her research focuses on increasing the literacy success of K through eight students through understanding teacher knowledge of reading and disabilities, efficacy of professional development, and coaching practices and online instructional design and instructional technology to increase student success.

Jessica Hamman: She was awarded the outstanding faculty, teaching, and mentoring award for 2019-2020 from the University of Arizona. Today, we will be talking about her work featured in IDA Perspectives called Online Literacy Coaching for Teachers: Benefits and Challenges, as well as a pilot she for an online structured literacy coaching model. Welcome, Jennifer. It's great to have you today.



Jennifer M. White: Thank you. It's a pleasure to be here.

Jessica Hamman: I'm just really fascinated about this article that you had written on Online Literacy Coaching for Teachers: The Benefits and Challenges. I'd love to hear just a little background behind why you were interested in this area and what motivated you to do the research review that led to this article?

Jennifer M. White: Absolutely. Many steps back, I started as an elementary education teacher and was always drawn to the students who were struggling the most with reading and wondering why. I quickly early in my career started working with students with reading disabilities as a Title 1 reading instructor and broader became a special education teacher and still was just fascinated about we have some information about what it is that helps students to be successful with reading, but it seems to be almost like secret knowledge.

Jennifer M. White: At the time, I was somebody who was like, "Oh wow! How did you make this work? How is this student doing this?" And it wasn't magic. There's science behind it, but not everybody seemed to have access to what I had access to. I had fantastic mentors. I had had wonderful training and a lot of training. It took years and I was grateful for that. I went on further and became a director of special education. I was really recruited by somebody at the university, Dr. Nancy Mather, to go further. She really encouraged me to get involved in research.



Jennifer M. White: She's the one who said, "You're going to be able to affect so many more people if you can be working and supporting the teachers." I loved the hands-on work with the students, but she was right. I didn't believe her at first, but she was right. The more educators that I can work with and support, the more students we're actually reaching. I don't want this knowledge to be something that is only specific to certain people. I think that it's something that should be available to everybody.

Jennifer M. White: We know more about what students need to be successful and less about how much knowledge teachers actually need. We have an idea, but we don't exactly know the exact amount of knowledge or the exact amount of practice or training. I'm very curious about that. I want to know what it is that we can do to best support our teachers in the field. I've yet to meet a teacher who doesn't truly care about our students and want to do more.

Jennifer M. White: I've met a lot of teachers who may feel uncomfortable with the type of professional development I work with, whether they're nervous about technology or have been taught how to teach reading in a different way, but I've never met somebody who doesn't really want to improve their student practice. I think the way that we go about supporting those teachers can make a huge difference and can help them be more successful. I think there's a lot of blame on teachers.

Jennifer M. White: I think that we should be looking more at the systems and the courses and the things that we're doing to prepare those teachers.



Jessica Hamman: Some of the research you've done is on teacher knowledge and its impact on student performance. Can you tell us a little bit about the importance of teacher understanding of these background knowledge elements and how it contributes to their effectiveness in the classroom?

Jennifer M. White: We know that professional development can increase teacher knowledge, and there are some studies that link it to student success. We need more research. You don't have enough, in my opinion. But there is some out there that shows that we can increase student success in literacy or math, other areas as well, by increasing teacher knowledge. Some of the specific research I've done is looking more specifically at students that we're preparing for the field.

Jennifer M. White: I compared their knowledge of dyslexia or reading practices to those in a program of architecture, so not even in the same field and said, "Okay, are our teachers going into the field with you would expect a lot more information about this, or are they not?" There wasn't any significant differences in knowledge. Some of that has to do with these pervasive myths that exist about children with dyslexia or about reading difficulties, in my opinion.

Jennifer M. White: But we know that if we can prepare our teachers and they have more information and knowledge, they're going to be better equipped to work with students in the field. In the work that I'm



doing on the East Coast in teacher coaching and professional development, our research is showing, this isn't all published yet, but our numbers are showing that when our teachers have more increased knowledge, then their students scores are increasing as well. That's really important.

Jessica Hamman: Really interesting, and it leads to the importance of high quality professional development. And thus, also the work that you've done in reviewing research on coaching, both in person and online. Can you tell us a little bit about how coaching fits within a professional development framework, and then a little deeper to the work that you've done reviewing research on online professional development that includes coaching?

Jennifer M. White: Absolutely. I like to think of professional development kind of like as the umbrella term. It's the broad term of how we're supporting our teachers out in the field. The more generic or typical situation of professional development is when somebody pops into a school once or twice a year, gives a lecture. It might have some audience involvement. It might give them a couple of tools or things to do, and then they leave and they never come back.

Jennifer M. White: We have over 20 years of research that shows that that actually provides very little growth and support. Jim Knight, who you'll hear me mention a lot, he's fantastic. I believe it was around 2010. He did a survey on teachers, and many of these teachers talked about how much they disliked those types of professional developments, how little they learned. They might have found it



enjoyable in the moment, but very little of it carried over into their practices.

Jennifer M. White: Coaching is one piece of this broader professional development that we can use to support teachers. We know that we can make it job embedded, right? So specific to that teacher. We know that we can make it sustained, and it can happen over a longer duration of time. It can be much more intensive. Those are the things that are needed in order for people to take knowledge or content that they've learned and put it into their practice.

Jessica Hamman: I love what you talked about concerning intensive coaching too. At one point in your article, you talk about the... It's almost like tiers, like you would for RTI, if you will, of individualized and differentiated coaching instruction for teachers, depending on what they need. That's a really interesting way to think about coaching. Can you talk to us a little bit about that as well?

Jennifer M. White: Sure. That's Jan Hasbrouck's work. She really described how we can think about this, like you said, in different tiers. Level one, it's really intended to build the coach and coachee relationship. You might be talking about having discussions about things that are happening in the classroom. You might be setting some goals and problem solving and rapport building. Really, really important stuff. That's the foundation. If you don't have that level of work or that trust building or that rapport, it's going to be really difficult to get deeper.



Jennifer M. White: That's something that I really value. Jim Knight really values. It's talked about in a lot of places, this rapport and trust, right? Think of that as the most important piece. When we compare that to regular professional development, you usually really don't have that. There isn't any rapport building, right? Then when we go to level two, these are going to be more focused. It's going to be more formal.

Jennifer M. White: You're thinking about maybe co-planning a lesson together, modeling a lesson, going over assessment data together. And then level three is the most intensive. In standard coaching, you typically have something like an observation with feedback that would happen at the level three. You might have something along the lines of more diagnostic co-teaching, where the coach is coming in and model the teaching that's in the classroom for you. It's much more intensive. Beginning level one is rapport building. How do we draw those connections together?

Jennifer M. White: Problem solving in the beginning. Level two is more focused, and then level three is the most intense and specific.

Jessica Hamman: Early on in the article that you wrote, you mentioned four really important pieces to implementing effective literacy instruction through a coaching model. I'm just going to mention those because I think it's a really interesting list that can help guide practice with regard to coaching. The first, and this is kind of all in the understanding that teachers need many opportunities in guided practice to learn new content and skills that may be delivered



during the professional development. The first thing is guided practice.

Jessica Hamman: The second is reflection of current instruction. The third is development of student-based goals, and the fourth is use of student data to drive their decisions. It looks like that was taken from a research review that you had done. Can you tell us a little bit about that framework as kind of something to follow for coaches in the field?

Jennifer M. White: Yeah, so that was taken from not one specific literature review, but really me just perusing the research and going through what has worked, right? I take bits and pieces from everywhere, because sometimes coaching research will be very specific about a topic, not necessarily reading. Sometimes you're going to find things about professional development of reading, not necessarily about coaching, or it might be online, it might be in person.

Jennifer M. White: I've sort of done a combination of everything to help devise professional development for teachers through the Stern Center. Those are the components that we're really look at in the professional development that we're providing out East. It's available nationally, but they're located out East. That first piece, which is guided instruction, we think about that, that's part of the original professional development, but that's often not talked about in coaching literature or coaching research, because it's more about...



Jennifer M. White: General coaching research tends to focus on the actions that a coach does with somebody, and it may not be content specific, or it may not be literacy specific. We've added that piece or I added that piece simply because I come from this background of special education where think about what do people need? They need explicit instruction. We can't overlook this piece of expecting that everyone's coming in with the same knowledge base.

Jennifer M. White: We know what structured literacy components or evidence-based components of literacy students need to be successful. Let's provide some guide instruction or explicit instruction in those specific topics to teachers, so that we have this common understanding, so that we're using the same language, because language can be so confusing. People call it different things, right? Just like coaching, there's many different definitions for terms. What do we really mean by decoding, or what do we really mean by phonemic awareness?

Jennifer M. White: What does that look like? We have this component of the guided instruction piece first, so that there's an understanding. I should back up and say that's within these tiered levels of support that we are talking about for coaching and that it comes after there's some rapport building. You have to start with the rapport building, and you have to start with where your teachers are at. It has to be job embedded, meaning it needs to be specific to that teacher.

Jennifer M. White: I often and start out with a lot of just surveys or coaching interviews to try to find out, okay, where is this person's current knowledge or



this group? Even in a group setting, I do the same thing. What do they want to get out of this experience? We combine those pieces. So that when I go into the guided instruction and explicit instruction piece, I know what they have coming in. I know what their beliefs are, both in terms of coaching and in terms of literacy. That zone of proximal development is scaffolding. It's the same thing with adults.

Jessica Hamman: Yes, absolutely. I love also that there's a component that's related to data in here. I think that's so critical, because oftentimes we overlook data and we don't hold teachers necessarily to student data, but that's really the only way that we can prove effectiveness of instruction if students are making progress and we see it in the data. So in a way, this framework also supports teachers in becoming data literate and data driven within their own classroom.

Jennifer M. White: Absolutely, yeah. That's another point that you brought up, the database decision-making. That piece is so very important to me because yes, our schools are data driven, but where I feel that we fail is in providing our teachers detailed explanations of what that data is showing us and what to do with it. There's a difference between providing explicit instruction and content and providing instruction on how to be critical thinkers. What's so important when we're teaching children how to read isn't that we can regurgitate a curriculum.

Jennifer M. White: It's that we can look at how a student performs in a particular area and say, "What should I do next? What is it that they need next?"



How can we teach teachers to be data-based, data driven if it isn't specific to their students? That's where it comes back into that job embedded piece. Let's have them do something where they're gathering information about their students. We're analyzing it together. They're making decisions based off of that. That supports structured literacy, right?

Jennifer M. White: We're combining that piece. Because then once you worked through that and you know how, it makes sense to believe the numbers, and it makes sense to connect to them. But if you haven't had those experiences, it's very hard to do so. We have lots of different programs out there and companies that support the collection of data.

Jennifer M. White: Many of them are doing a really fabulous job, but it is impossible to come in and give a one-time or two-time professional development that doesn't have the coaching part and have them really successfully integrate this into their classrooms. I feel that all of those things come together. You can't really do coaching, in my opinion, without having some data to drive it so that teachers can develop those goals, reflect on their practices, and then make changes.

Jessica Hamman: Excellent. It becomes part of a quality improvement cycle that you're kind of guiding them through, which is integral to healthcare. It would be great if we made it something that was integral to the work we do in education as well. It's an interesting time in the world of professional development and education



because of the pandemic with COVID closures. There's been an increasing comfort with online delivery of content, be it content from teachers to students or professional development content.

Jessica Hamman: You make a point in your article that was published in December 2020, I believe, that this is not new. PD has been being delivered online for quite some time. But I think what we're having is potentially an awakening to the efficacy and the way that this could be done well and a comfort, a rising comfort in online delivery as a model. You talk about the differences, the challenges, and the benefits between online professional development and coaching and in person professional development and coaching.

Jessica Hamman: I would love to hear a little more about that play between the two and what you found.

Jennifer M. White: Absolutely. First, I'm just going to speak to your comment about this isn't new and it's changed. But it's quite funny because when I started doing online not that long ago, we're talking 2018, I can remember the first time I said, "We're going to all have a meeting on Zoom. Let's everybody get together," and had explicit instructions, but the teachers hadn't done Zoom before, so they were all in one room around a computer. I'm like, "No, no. You can be in your own classrooms." It's really fantastic.

Jennifer M. White: By the end of the year, those same teachers, COVID, and now I don't even have to explain what Zoom is. I don't have to send the



instructions. So quickly things have had to pivot. I hope that we take the good parts of it, the benefits of it, which I'll explain in just a moment, and move forward from it. And hopefully people aren't burned out from or have had negative experiences that they're hoping to shut it off. I'm really hoping we can look at what these positive pieces are.

Jennifer M. White: When we think about standard professional development or even standard coaching, there's a lot of limitations when we're doing anything in person. One of those is just access. When we are bringing a person into the school, they either need to be local or it's going to be quite expensive to provide somebody out. And so then you have a mismatch to access of high quality support. You look at rural school districts and what type of professional development is easy for them to access.

Jennifer M. White: The ability to bring somebody in online, you could have coaches from anywhere. We don't have to just have a coach or a teacher from a specific area. So that part's really fabulous. I mentioned cost a little bit. And while I never want this to be a driving factor when we think about making systemic change and growing, cost is a big factor. Coaching is super expensive. You have to bring a person in to work one-on-one with somebody. The hours add up very quick, the transitions.

Jennifer M. White: Trying to schedule a coach to come to a school and work with teachers all in one day is so difficult. Most teachers are teaching literacy at the exact same time. How do you get one coach to be



working with all of those teachers and seeing all of their instruction in one week? Online coaching really, really changes that, because a teacher can record themselves and a coach can watch it at any time. You could have every single teacher recording themselves on the exact same day and a coach looking at all of them that evening.

Jennifer M. White: You don't have the transition or the downtime. You can set very specific boundaries for when you're meeting with somebody. It's easy to get right to the heart of what's important rather than getting pulled in different directions. Fire drills or students being sick or the teacher being out, it doesn't really affect the coach that much because they're planning to watch it at a different time anyways.

Jennifer M. White: Even if it's live coaching where the coach is coming in in real time, as you might during Zoom, even that is less intrusive if you have to cancel it versus somebody who had to drive over there and pay to have that time. Cost is a huge factor, as well as time, as I've mentioned. The beauty of online coaching is that the teacher can really schedule when it's most beneficial for them, not necessarily when the district decides the coach should be there.

Jennifer M. White: One of the biggest difficulties with in person coaching is that coaches because of it being unregulated, and because a lack of agreement on definitions, and because our schools are so short staffed, coaches often get pulled into jobs that aren't actually coaching. They're organizing materials. They're helping set up assessment. They get pulled into administrative duties a lot. I know Jan Hasbrouck and Denton did a lot of work on how is a coach's



time set up. They found that most of the time they weren't actually coaching.

Jennifer M. White: They were doing so much administrative stuff, which says we're not using them effectively or wisely. Online coaching takes that away because that person's not in the building. It's going to be lot less easy to pull them into something because a teacher's out or something's happening. Their time is really specific to supporting the teachers in professional development. For any coaching initiative to be successful, there has to be a lot of communication upfront and a lot of involvement from the administration and from the teachers.

Jennifer M. White: There needs to be really, really clear guidelines about what the goals of coaching is, how that coaching is going to be achieved, and how the school is going to support that happening. Because no matter whether it's in person or it's online, it's going to take time and it's going to take effort by everybody. Let's use that most effectively and how is the school going to work that time in, right?

Jennifer M. White: I personally have seen initiatives where the principals create time for the teachers to be involved in coaching have more success than teachers who have to do it on their own time. It's just hard to find that.

Jessica Hamman: I really echo that, and I think that's a really undervalued element of this issue. Whenever we are working with teachers, we say, "What's



the biggest barrier to either implementing these tools that you've learned in PD or engaging with coaching or using data?" And invariably, the response is always time. I think principals understanding the importance of making space for this work, this improvement work for teachers, is critical. I'm so glad you mentioned that.

Jennifer M. White: Well, I feel like online coaching can give teachers more time, right? We're kind of cutting out some of the frivolous time, the transitions, and the pieces in the hallway. You have to spend a little bit more upfront to get what you would get in person. In person, you're able to... It may seem easier to build rapport. You can pick up on people's nonverbal cues. You can talk to people in the hallway. You get little bits of information just walking through the door and talking to the secretary. You're not going to get that when you're online.

Jennifer M. White: You have to come up with creative ways to ask that information and list that information. Get to know the school culture, so that you can pick up on those pieces that you would be able to do if you were in person, right? In online coaching, you have to take that time upfront especially to build the rapport, to spell everything out. I always operate by being really, really transparent and just saying like, "I talk with my hands. My hands are going to be all over.

Jennifer M. White: This is what it means when I do this," or letting people know what they can look for to pick up on non-verbal cues. Because sometimes when you're behind a computer, your hands are below the screen



and people can't see it, or it might seem as if you're looking at the screen and paying attention, but you might not be. As a coach, you have to become more skilled in that. You need to figure out better questioning techniques to elicit understanding and conversation.

Jennifer M. White: You also have to take more time upfront to make sure that everybody's comfortable with the technology that you use. It kind of circles back to, yes, people are more comfortable with it now, but they might not have used the exact tool you've had. Research does show that the more comfortable people are with tools, the more successful they're going to be with them, right? It just seems like common sense, but let's not overlook taking time to do that.

Jennifer M. White: If you're in an in-person coaching situation, you're really not thinking about providing explicit instruction and tools. In an online setting, you absolutely need to do so.

Jessica Hamman: Interesting. Part of the work that you published in this article was about a pilot that you led on structured literacy coaching. I would love to hear more about the shape and form of that pilot and what you learned from it.

Jennifer M. White: Yeah. This is an initiative called Lead to Read through the Stern Center. Blanche Podhajski is the founder of the Stern Center, and this was really her I want to say baby, her final project before retiring was to say, we need a full scale initiative to go into schools and support teachers in structured literacy. She recruited me to create



the online design. They started out with an in person model, and it was lovely. It was beautiful, a great explicit instruction in structured literacy. But as most coaching pieces are, it had sort of a vague description of what coaching is.

Jennifer M. White: I kind of switched that all up and followed a lot of Jim Knight's work. He has written a book called *The Impact Cycle*. He talks about coaching cycles. He has a lot of like peripheral research to support different pieces of it, but there hasn't been a research study done that really says, when you do the impact cycle, it's going to increase teacher growth. I've taken that and combined it with what we know in the research about coaching, as well as what we know about literacy and kind of created this pilot.

Jennifer M. White: The components that are really important to me began with that teacher rapport and that building and what are we doing throughout the entire initiative to make sure that this is happening within the context of the teacher's classroom. Knight really, really emphasizes the importance of the partnership role. There's a difference between a coach who comes in and observes, gives feedback, and has sort of an evaluative piece. We are not coming in as evaluative. These teachers, they are experts in their classroom.

Jennifer M. White: They know their students. They know the knowledge they have. They know their school environments. They know their parents. I see my role as, how can I help elevate that given my background in literacy? How can I help teachers increase their students' score with their knowledge and their expertise? How can we create a



partnership approach? We do things a little bit differently, rather than going in and me observing, and then giving the teacher feedback after the observation. We have the teachers recording themselves, and this is Jim Knight's work.

Jennifer M. White: If a teacher records themselves... And we use some really fun software, it's called GoReact, where it's very easy. The teacher can record on their phone. It goes to a web-based cloud where it's saved. They get to watch themselves first, and they can go in and type feedback as they're watching it. They can be like, "Oh, I wish I would've done this, or look how great. It's awesome that Susie did this. Or I know Johnny isn't paying attention. He had a rough morning. I'm just letting it go." They can put in whatever feedback they want on the side.

Jennifer M. White: So that when I come in and watch it, I'm watching the video and reading their feedback at the same time. I guide them on how to do this. Just like anything, we all need to be taught explicitly how to do things, but I'll guide their feedback and I'll say, "I want you to look for this. I want you to look for that." But what this does is it makes the onus of responsibility be with the teacher. Rather than me doing the work of saying, "Hey, I like how you did this, or I saw that that worked well," I want the teacher to do it. Not because I'm lazy.

Jennifer M. White: I had to get over that feeling. As a coach, you want to do all this work, right? But what happens, and research shows, that when a coach is removed, a lot of times, all the work that's been done stops. I don't want the work to stop. I want the teacher to keep thinking



in this reflective way and keep making these critical decisions about their students. In this type of observation, I have quotations on my hands right now, what have you, they get to go in and do the work of reflecting and thinking through it. I guide them.

Jennifer M. White: Of course, if there's something where like they have a list of words and they're calling them short vowel words and they're not short vowel words, of course, I'll come in and support that and change that and help them with it. But the point is, for them to practice, thinking about their own work and move forward with it. How often do teachers get to be a fly in their own classroom, right? We all think we know and understand the perspective that we have, but to see ourselves is so very different and very uncomfortable at first.

Jennifer M. White: It's very hard to do that in the beginning. We have to take baby steps. I really support teachers slowly getting into this and reflecting on their own work in a way that's comfortable for them, right? Not everybody wants to be seen on video right away. It's very nerve-wracking. And that's where that rapport is huge and critical. I remember reading that you really only need 15 minutes. You only need to watch somebody's instruction for 15 minutes to be able to help guide them. We don't need hours and hours of video.

Jennifer M. White: We don't need coaches sitting in classrooms watching people for hours and hours. That's not a good use of everyone's time. Get a little snippet of what they're doing at the beginning of the year. Help them goal from it. Work on that goal. That's where you provide other coaching techniques like modeling or resources or



diving into data analysis deeper. Then video again and see if we have some growth and have some support and keep moving forward.

Jennifer M. White: That's really like the coaching strand that goes through, where we're videoing, reflecting, writing goals, working on them, videoing again. All alongside, we're providing consistent explicit instruction and literacy. We've taken these really big components of literacy that the National Reading Panel found of phonics, and we have vocabulary and fluency and comprehension, right? We've added spelling in. We've taken each of these and broken them up over months and said, "Let's focus on each one of these main skills."

Jennifer M. White: We have some videos that have been developed, and they can watch these in their own time. There's a company out of Tucson where I'm located that's called MindPlay, and they've created some videos, the comprehensive reading course for teachers, that people can watch on their own. You don't have to be a part of Lead to Read for this, but they can watch this information on their own, get that explicit instruction, and then interact with it with a coach, right?

Jennifer M. White: These are my own words, not MindPlay's. But I think of the comprehensive reading course as being like an online textbook, right? We can give a book to somebody and give them all of that content that is so, so important to have. But unless we interact with it in some way, it's going to be very hard for them to translate it into practice. I love partnering with MindPlay and taking this explicit instruction that's been done so well. All the experts are in there talking about it and sharing it.



Jennifer M. White: How do we use coaching strategies to implement it in the field? That's what the initiative that I developed looks like. We use a learning management system to house all of those pieces in there. There's always like reflective surveys where teachers are getting to share how they feel about something. I use a lot of language that some have found really nerve-wracking, because it's not like you must, or this is due, or you have to have this done by. It's, I invite you, please try this. If you find your students struggling in phonemic awareness, here do this.

Jennifer M. White: If you find that you're working more in the decoding area, or you're having a fluency difficulty, do this, because it has to be to their students or it's a waste of everyone's time.

Jessica Hamman: I love that, and that's also just a best practice of adult learning theory too.

Jennifer M. White: Which a lot of this came from.

Jessica Hamman: Yeah. I'll often get to the end of a professional development training and there will be a teacher lingering and they'll say, "So what's the homework?" And I'll say, "No homework. If you're interested by something, do a little more research into it. If you feel pulled in a



direction, read about it or watch a video, but no homework." The homework is the mindset shift, right?

Jennifer M. White: It's scary for people. It's very scary. This past year, I taught another course where people who've gone through the first level of the initiative kind of go into a phase two where I'm teaching them to be literacy leaders in their school. I'm coaching coaches and coaching... They may be teachers, but they're coaching in some capacity. I'm teaching them how to take these principles into their school. It's very scary in the beginning. People are really uncomfortable. They're like, "Well, I'm sorry I didn't get this done, or I feel really nerve..."

Jennifer M. White: Really all these apologies when they can't spend the time on something specific. I'm like, "You are the expert in your classroom. I am providing you with all of these opportunities. They are there for you when you can take them." It was a little nerve-wracking for myself as a professor to take that stance initially, because what if they don't do anything, right? You're going to get more out of it if you do it. But even those who maybe couldn't participate as much in the beginning, those who are, they get to see the benefit and they pull everyone else along.

Jennifer M. White: The progress I've seen in groups has just been phenomenal. I'm finding that as a professor of pre-service teachers, I'm taking more of that stance even with them. Again, adult learning theory, people want to be respected. They want you to value the experiences they



have and the expertise they have, and they don't want you to waste their time. Make good use of it and people will put forth the effort.

Jessica Hamman: Absolutely. Well, this was just such a pleasure, Jennifer. I am so glad that you shared all this interesting and important work with us that you're doing with regard to coaching at the Stern Center and with regard to reviewing research and making it known to the wider field. Thank you so much for all you do.

Jennifer M. White: I really appreciate you taking the time and all the work that you're doing as well, because there's just so much to be done, and I'm thrilled to partner with anyone in this area. And as you can tell, I'm really excited about this. Thank you for giving me the opportunity to talk about it.

Jessica Hamman: Thanks for listening to Glean's Research to Practice Podcast. If you're interested in learning more, head over to gleaneducation.com to listen to more episodes, access teacher resources, and join the movement to make in-service teacher education more dynamic and accessible. Bye for now. This episode was edited and produced by Nita Cerise.

