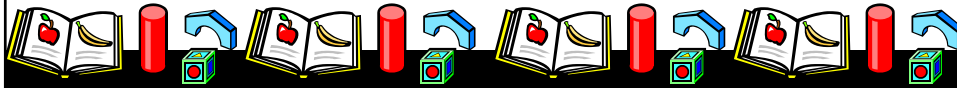


How to Support Intentional Literacy Instruction in the Classroom



The Literacy Connection, Project Enlightenment
Wake County Public Schools
Raleigh, North Carolina

We are all agents
of change.



How does change feel?

Protect yourself by doing the upfront work.

HANDOUT: Fischer's Considerations
from www.literacycoachingonline.org

Change . . . It's a Process

- **The Honeymoon:**
"The coaches are wonderful and supporting. They are getting to know my needs and not just advising."
- **Reality Sets In:**
"That coach is ALWAYS in my room. I'm feeling defensive and on edge."
- **Closing Reflections:**
"I couldn't live without my coach. She was the key by treating me like a professional."

The Change Process

- **Unfreezing:**
Creating a motivation to change
Providing psychological safety
 - **Cognitive Restructuring:**
Restructuring with new learning
Making behavioral changes
 - **Refreezing:**
Reinforcing new behaviors
Receiving confirming data to support the changes made by the new behaviors
- Edgar Schein, 1997*



Those unwilling to change
left the project.

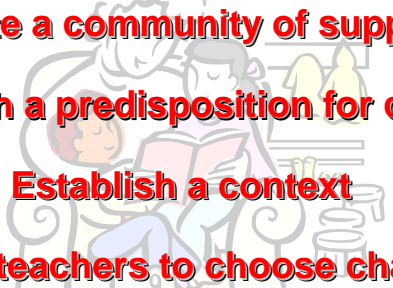
Those who chose to change
were supported.

How do
we support teachers



as they reflect on
their practices and
choose change?

Some Factors to Support Change

- 
- Create a community of support**
 - Establish a predisposition for change**
 - Establish a context**
 - Allow teachers to choose change**

HANDOUT: Young Children Article, Nov.2004,
"When Teachers Participate, Reflect and Choose Change."

Our Experiences

- **The Honeymoon:**
"I think it's going to be a great curriculum."
- **Reality Sets In:**
"And they say it's research-supported. Who did this research? We are the ones in the classroom who really know the children."
- **Closing Reflections:**
"I'm really proud to be part of something that is research-based. I'm proud of the strategies I've learned. I know I'm doing the right thing."

What challenges
do you anticipate?



Assessment to Inform Instruction

**Assessment that helps the teacher
reflect on teaching practices**

**Assessment data that provides
feedback to confirm that the changes
are productive**



Percentages of Children in the TLC Project that Met PALS-PreK Benchmarks for the Fall, Winter, and Spring 2005-2006 Screenings

	Percent Meeting Benchmark		
	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Name Writing	24%	72%	91%
Uppercase Letters	23%	56%	83%
Lowercase Letters	14%		79%
Letter Sounds	9%		70%
Beginning Sounds	43%	78%	92%
Print Awareness	19%	58%	81%
Rhyme Awareness	30%	67%	79%

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