

The Literacy Coach as an Observer:

Sharing Data from Classroom Observations to Create Literacy-Rich Classrooms and Increase Children's Literacy Behaviors

Presented By:

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Objectives

- To discuss the use of classroom observations as coaching tools for enhancing language and literacy in the preschool classroom.
- To discuss the use of classroom observations as coaching tools to increase children's literacy behaviors.



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Key Messages



- Sharing data from classroom observations is an effective way for coaches to help protégés focus on areas of strength and weakness.
- Classroom observations by coaches provide coaches with important data to help teachers identify ways to enhance literacy in their preschool classrooms and increase the literacy behaviors of their children.



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Why Coaching?




Follow-up after training: single most important reason that people transfer ideas, strategies and techniques from training in their daily lives.

(Joyce & Showers, 1980, 1988)



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Type of Training	Knowledge & Understanding	Ability to Use Developed Skill	Implementation
Presentation	90%	25%	5%
Practice With Feedback	90%	90-95%	5%
Coaching with ongoing support	95%-100%	95%-100%	90%

Joyce & Showers,
1980, 1988



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Coaching

- Observe and model in classrooms.
- Share and reflect on observation/assessment results.
- Discuss inclusion of appropriate activities from Building Language for Literacy and Creative Curriculum into the lesson plan.
- Prepare detailed lesson plans for the following week, including changes to the environment, individualization and enhancement of the teacher's role based on the observations and assessments.



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Coaching (Continued)



- Review key principles and strategies from training sessions
- Discuss ways to include and inform parents.



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Establishing a trusting relationship



- Extend an invitation
- Empower through acceptance
- Use good communication skills
- Practice cultural sensitivity
- Recognize and identify special needs



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Strategies



- Acknowledge
- Scaffold
- Model
- Co-Construct
- Support
- Direct Instruction



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Observation/Assessment



- *Early Language and Literacy Classroom Observation (ELLCO)*
- *Early Literacy Behaviors Observation (ELBO)*



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Early Language and Literacy Classroom Observation Toolkit

Preschool Edition



EDC

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Classroom Observation

Language, Literacy, and Curriculum

	5 Exemplary	4	3 Basic	2	1 Deficient
8. Presence of Books Evidence: <i>Presence, setting, condition, and content of books</i> Notes:	<p>There is strong evidence that books are used systematically to support children's learning and development.</p> <ul style="list-style-type: none"> There is a distinct book area in the classroom. It is evident that a variety of books are used throughout the day for instruction and enjoyment. The settings and displays of books are approached in a thoughtful, organized manner that is coordinated with ongoing classroom activities and learning goals. There are sufficient numbers of books, in good condition, with variety evident (e.g., genre, topic), used in various places in the room. The content and levels of available books are appropriate for the children in the classroom, and books include representations of various racial and cultural groups and non-stereotypical themes and characters. 		<p>There is some evidence that books are used systematically to support children's learning and development.</p> <ul style="list-style-type: none"> The settings and displays of books are approached in a thoughtful, organized manner and may include a separate book area. There are sufficient numbers of books, in good condition, with some variety evident (e.g., genre, topic). The content and levels of available books are appropriate for the children in the classroom, but books may not include representations of various racial and cultural groups and non-stereotypical themes and characters. 		<p>There is minimal evidence that books are used systematically to support children's learning and development.</p> <ul style="list-style-type: none"> The settings and displays of books may not show organization or care and may limit appeal and accessibility to children. The numbers, condition, and variety of books may be seriously limited. The content and difficulty level of books may not be appropriate for the children in the classroom, and books may reinforce gender, racial, or cultural stereotypes.
	Score: <input type="text"/>				

Early Literacy Behavior Observation (ELBO)

DEFINITION and DESCRIPTION OF BEHAVIORS OBSERVED



Reading:

- Looking at books, magazines, lists or other printed materials. May include looking at a teacher's dictation or something that they drew or "wrote".
- Do not count a child who is playing with a book and is not engaged in looking at the pictures or print. Example: stacking books, making a tower of them, using them as a surface for drawing, etc.



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Early Literacy Behavior Observation (ELBO)

DEFINITION and DESCRIPTION OF BEHAVIORS OBSERVED



Writing:

- Involves using an instrument to make marks on a surface to convey meaning. Writing instruments may be as varied as pencils, markers and crayons, even the child's finger if he/she is finger painting.
- Do not count painting, unless the child is clearly trying to convey a message with the painting tool.



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Early Literacy Behavior Observation (ELBO)

DEFINITION and DESCRIPTION OF BEHAVIORS OBSERVED



Language:

- Includes verbalizing or conversing with someone to convey a message. If the child is talking to a toy or talking to him/herself, that behavior may also be included.
- If a child is listening to another child, but not responding, do not include that behavior as verbalization.
- Do not include sounds that the child is making that do not convey a message.



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Interval #	Reading	Writing	Language	Other
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Total				



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EARLY LITERACY BEHAVIORS OBSERVATION



Results

Date: 10/23/03 Time: 9:30-10:00am
 Observer(s): xxxx
 Site Location: xxxx Room #: xxx
 # Children observed: *13-15
 Age Range: 3-5yrs # Staff present: 2

Reading	Total: <u>2 (2%)</u>
Writing	Total: <u>2 (2%)</u>
Language	Total: <u>23 (26%)</u>
Other	Total: <u>64 (70%)</u>

Total Literacy Behaviors Observed (Reading, Writing & Language):
27/91 (30%)

Notes:

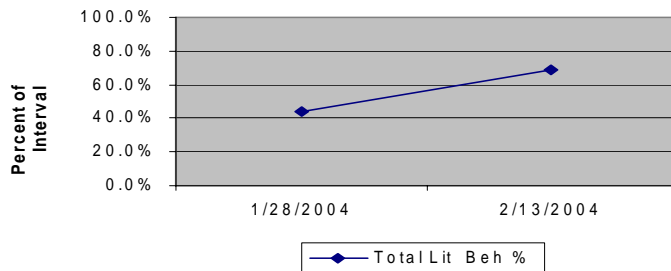
Recommendations:



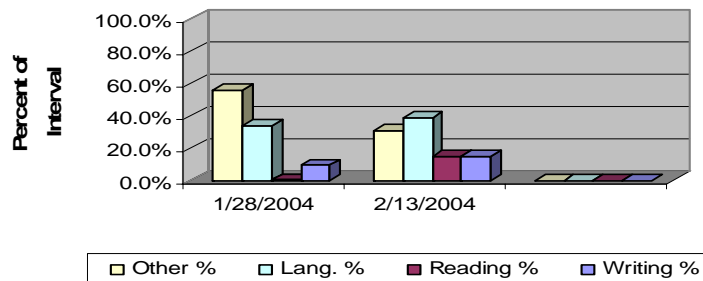
a b c d e a r l y r e a d i n g f i r s t u v w x y z



Educare 115 Total Literacy Behaviors



Educare 115 Literacy Observations



Goals and Action Plans

- Set performance goals
 - What do you want to achieve?
 - Where do you want to go?
- Develop Action Plans
 - Determine and document steps to reaching goals
 - Create a “to do” list



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Sharing the Spark

- Set high standards
- Build on strengths
- Empower your protégés
- Keep a positive attitude
- Be a cheerleader:
 - Let them hear you brag about them
- Be enthusiastic!



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