



**New York City Early Reading First Partnership
Child and Family Policy Center**

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Project Resources to Support Coaching:

- SELA (Supports for Early Literacy Assessment)
- Classroom Observation Form
- Curriculum Implementation Assessment



Project Description

- 5 full-day preschool programs in NYC
- 12 classrooms
- 240 children



- Weekly on-site coaching
- Group professional development
- Theme-based curriculum

SELA SECTIONS

The Literate Environment (5) **Parent Involvement (2)**

Language Development (4)

**Developmentally
Appropriate Practice (4)**

Print and Book Concepts (1)

Phonological Awareness (1)

**Supporting Second
Language Learners (2)**

Letters and Writing (2)

Language Development SELA Items

- Item 6. Teachers encourage children to use and extend their oral language.
- Item 7. Teachers speak to children in ways that introduce new words, concepts, and linguistic structures.
- Item 8. Teachers organize activities that promote oral language development and build knowledge.
- Item 9. Teachers read books to children in ways that build language, knowledge, and a love of books.



Item 6. Teachers encourage children to use and extend their oral language.

5	4	3	2	1
Strong evidence – 5		Some evidence – 3	Minimal evidence – 1	
<p>Teachers often take time to talk to individual children and encourage their talk, inviting extended conversations with open-ended statements such as “tell me more,” or expressing interest and leaving space for the child to respond. (Questions that call for predetermined answers or that cut off or redirect conversation are avoided.)</p> <p>Most of the time, teachers respond to children’s talk by showing interest and staying with the child’s topic.</p> <p>Teachers frequently extend children’s oral language by adding some new words or concepts and elaborating on the idea or description. (e.g., Child says, “This milk is yum,” Teacher responds: “Yes, I think milk tastes delicious, especially when I’m thirsty.” Child says: “See the cave we made?” Teacher responds: “I do! It looks like a dark cave where bears might sleep. Bears hibernate in caves”).</p>		<p>Teachers sometimes take time to talk to individual children and encourage their talk.</p> <p>Sometimes teachers respond to children’s talk by showing interest.</p> <p>Teacher’s occasionally extend children’s oral language when they respond to the child’s talk (e.g., introducing new vocabulary, an idea, or description).</p>	<p>Teachers rarely or never take time to talk to individual children and usually do not encourage their talk.</p> <p>Teachers rarely or never show interest in what children say, or extend children’s oral language.</p> <p>The teachers’ language is predominantly commands or instructions.</p>	

7. Teachers speak to children in ways that introduce new words, concepts, and linguistic structures.

5

4

3

2

1

Strong evidence – 5

When teachers talk to children they frequently use language that contains rich vocabulary, including some words that are likely to be new to children, descriptive language (e.g., adverbs and adjectives), and explanations of objects, actions, or concepts (e.g., the eggshell is breakable because it is so thin).

Teachers use somewhat more complex language structures than children typically use (e.g., whenever we go on vacation, our dog must stay with a friend until we return).

Teachers use rich language during interactions and activities that elicit children's interest and enjoyment (e.g., during hands-on activities, pretend play, or shared book-reading).

Some evidence – 3

When teachers talk to children, they sometimes use rich vocabulary, vocabulary descriptive language, and explanations during interactions and activities that elicit children's interest and enjoyment.



Minimal evidence – 1

Teachers never use rich vocabulary, descriptive language or explanations of concepts.

Using the SELA in Group Trainings

- Review SELA Items
- Use vignettes of classroom scenarios
(Read, Rate, and Discuss)



Focused Coaching

- Plan focused observation (at prior visit)
 - Select focus
 - Choose setting, date & time
 - Identify participants (teachers)
- Observe the interaction & take notes
- Reflective feedback discussion

Example of Focused Coaching Plan

- **Select Item:** Item 7 – Extending language
- **Choose setting:** Block Area
- **Choose Date:** Thursday, April 5th
- **Choose Time:** 10:15-10:30am
- **Participant:** Head Teacher, Ms. Rosa

Observed Interaction

T: What are you building?

C: A train.

T: What kind of train?

C: A long train.

T: Where's it going?

C: In here (pointing).

T: Oh, the train's going into a dark tunnel.

C: Its dark in that tunnel. The driver can't see!

T: Uh oh! The conductor won't be able to see while the train goes through the tunnel. He needs some bright lights on the front of his train....



Classroom Observation Form

Positive Practices Observed:	Recommendations:
<ul style="list-style-type: none"> -Teacher expressed interest in child's play. - New vocabulary: tunnel, conductor - New concepts: dark in tunnel, need bright lights to see - Teacher stayed with child's interest and took time to talk. 	<ul style="list-style-type: none"> - Observe 1st. Don't interrupt. - Comment on child's work (e.g., "Wow! Look at this long row of blocks"). Avoid asking too many questions. - Use/explain more vocabulary (e.g., traveling, destination) - Extend conversation (e.g., talk about what conductor might see if he had lights on his train)

Reflective Feedback Discussion

- 1) Ask teacher to rate the SELA Item, and describe why she/he rated it that way (reflecting on own strengths/weaknesses)
- 2) Offer specific, positive feedback
- 3) Ask teachers to reflect on what else they might have said/done to improve the conversation/interaction
- 4) Offer own suggestions from notes

Curriculum Implementation Assessment

- ✓ **Sign-In**
- ✓ **Small group Book Reading**
- ✓ **Morning Meeting**
- ✓ **Literacy Circle**
- ✓ **Center Time**
- ✓ **Routines**
- ✓ **Small Group Activity**
- ✓ **Song and Poetry Circle**



Sign-In

Today is December 2, 2005	Today is March 2, 2006
Alisha Alisha	Alisha Alisha
Anderson Anderson	Anderson Anderson
Ania Ania	Ania Ania
Anthony S. (Sanchez) Anthony S.	Anthony Sanchez Anthony Sanchez

Curriculum Implementation Assessment

SIGN-IN Start time: End Time: #children: Teacher(s):

- | | | | |
|--------------|---|--|---|
| 0 – Not Done | 1 – Done, but time allotted and/or quality is low | 2 – Done; activity is mostly or fully implemented (a few components may be missing); some improvements needed. | 3 – Done; fully implemented, quality good to excellent. |
|--------------|---|--|---|

Quality indicators: Teacher helps children notice letters and letter sounds (e.g., helps child search for other names beginning with same letter or letter sound); celebrates efforts; encourages mastery (e.g., “now you can write your last name too”); encourages use of print model.

Strengths:

Recommendations:

Helpful Strategies

- Using vignettes to teach use of a classroom assessment tool helps communicate Early Reading First's goals for language and literacy;
- Using a classroom assessment tool (or quality indicators) in coaching helps teachers practice specific skills/strategies and helps coaches focus observation and feedback;
- Focused feedback/discussion of specific practices helps teachers develop reflection skills, a key element of excellent instruction;
- Using a classroom observation tool in coaching helps teachers "see" and celebrate the progress they are making towards excellence.