SUPPORTING TEACHERS' PLANNING AND IMPLEMENTATION OF LANGUAGE AND LITERACY ACTIVITIES THROUGH COACHING

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ERF

Early Reading First

- Federal grant program
- Department of Education (DOE)
- Direct funds to projects
- Based on peer-reviewed grant proposals
- Personnel development focus

Rationale for ERF

- High rate of reading failure in schools
- Early language and literacy skills provide the foundation for learning to read and write well
- Important indicators of reading success/failure are present early in life
- Poverty and its associated conditions are related to having fewer of these experiences
- Preventing failure is more effective than trying to fix problems – intervening early WORKS!

Purpose of ERF

- Create centers of excellence in communities with many low income children
- Enhance children's emergent literacy learning through professional development for teachers and resources for classrooms
- Achieve qualities of "scientifically based reading research" (SBRR) in classrooms

DELL-D Partners

- University of Illinois at Urbana-Champaign – Early Childhood and Parenting(ECAP)

- Danville District #118

- ECICAP Head Start

- Danville Area Community College Child Development Center

- *Early Learning Center at the Center for Children's Services during years 1 and 2*

Emergent Literacy

- Literacy skills that develop BEFORE children enter formal schooling
- Skills that provide the foundation for reading, writing, and other school subjects

What ARE These Skills?

- Vocabulary and oral language
- Phonological awareness
- Print awareness and concepts
- Listening and text comprehension
- Alphabetic knowledge
- Concepts about the world
- Motivation to be literate
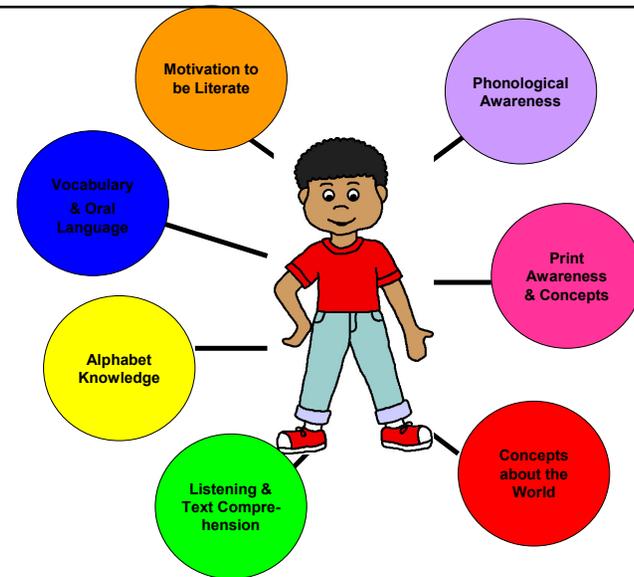
Required Components in All ERF Grants

- Ensure broad EC foundation
- Adopt proven early literacy curriculum
- Develop literacy-rich classroom environments
- Implement screening and ongoing progress monitoring
- Provide intensive, ongoing professional development
- Evaluate effects on classrooms and children

ERF Requirements for Professional Development

- Intensive
- On-site
- Related to important child outcome areas
- Related to teaching behaviors and environments

DELL-D Professional Development

3 Inter-related Approaches

Monthly Trainings

Teacher Institutes

→ coaching →

← coaching ←

Classroom Practice
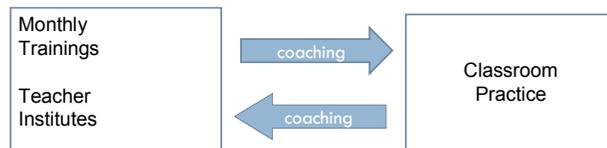
Coaching

- "Coaching is defined as an interactive process between ... (two people)... that enhances behavior and thought processes...
- Coaching involves [using] a specialized set of learned skills when interacting with people in everyday (situations).
- Coaching is developing people on purpose.
- Coaching involves (the other person) in the process of planning, creating, and problem solving."

(Doyle, 1991)

In Early Childhood Circles

"Coaching is an adult learning strategy – the coach promotes the learner's ability to reflect on [his/her] own actions to determine their effectiveness and to develop a plan for refinement and use of the actions in the future ."

(Rush & Sheldon, 2005)

Effective Coaches

- Knowledgeable
- Skilled
- Objective
- Adaptable
- Caring
- Honest
- Supported

Why Coaching?

Results!!

DELL-D Coaching Model

A "vehicle" that carries a valued person from where he/she is to where he/she wants to be

What do DELL-D Coaches Coach?

DELL-D coaches work with teachers in their classrooms to_____.

a. create engaging learning environments
b. plan and implement curriculum
c. learn new teaching skills
                    or
d. ALL of the above as related to areas of emergent literacy learning

It's All About Relationships

DELL-D Coaches....
- Focus on strengths and professional growth
- Engage in joint planning and goal setting
- Provide a safe setting for practicing new skills and roles
- Observe
- Collect data so that teachers can see and judge their own needs and progress
- Use descriptive language and positive support strategies
- Foster and build skills for self-reflection
- 　　　–let the data do the talking
- 　　　-explore alternatives
- 　　　-provide a safe setting for practicing
- Limit feedback

Responsibilities

Coach	Teacher
Keep lines of communication open, build trusting relationships	Keep lines of communication open, build trusting relationships
Maintain coaching schedule	Facilitate the schedule
Use the coaching cycle	Take an active role in the coaching cycle
Match individual choices/needs for amount and type of support	Make choices and needs known
Strive toward self-directed professional development	Reflect and strive toward self-directed development
Work with teachers as partners	Work with coaches as partners

Coaching is a Cycle

- Establish and nurture relationship
- Establish long-term goals
- **Pre-observation meeting**
- **Observe, gather data, participate**
- **Review and summarize data**
- **Post-observation meeting**
- Gather and provide supports and resources
- Review long-term goals
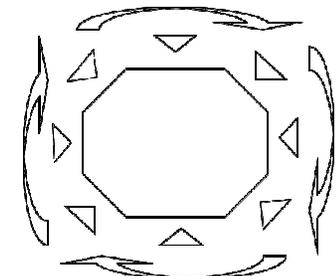
Time Frames

- Weekly coaching cycle with each classroom

- Monthly

- 3 Times/Year

Pre-Observation Meeting

Observation

Post-Observation Meeting

Developing Coaches

In Spite of Our Efforts....

There will be dilemmas!