

Literacy Coaching

NAEYC Presentation
November 7, 2006

On-site Coaching



- See it happen in the teacher's own classroom or home
- "buy in"
- "demonstration"
- Specific to the teacher's setting and group



Coaching Should be Balanced and Sustained

- NOT short or infrequent visits
- Coaching must be intensive
- Great Start - at least 1 1/2 - 2 hrs. per week over the full school year



Good Coaches Don't Dictate

- LISTEN
- Facilitate Reflection
- Question
- Validate
- Scaffold Learning – "Zone of Proximal Development"



Student Outcome Benefits from Strong Interaction with Coaches

- More interaction
- It is all about RELATIONSHIPS!
- Trust
- Respect
- Concern for the learner



Match/Complement Teachers' Behavioral Style

- Personality
- Knowledge of subject
- Technical Skills
- Self Confidence
- Focus
- Problem Solving Approaches



Are you a constructivist like Agent K encouraging Agent J to learn by doing?



Do you observe a teacher learning by going through a difficult stage and then provide words of advice at an opportune moment like Truvy and Annelle?



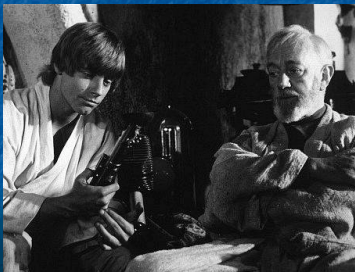
Do you scaffold learning by questioning like Morpheus as he studied Neo's "Zone of Proximal Development"?



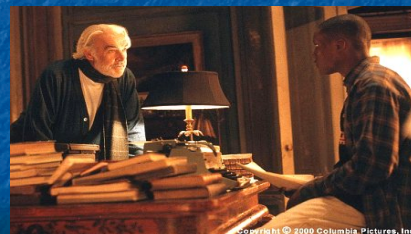
Do you challenge your teacher to reach higher – beyond her comfort zone?



Are you a wise voice in the back of your teacher's mind like Obi-Wan was for Luke?



Do you share your own lifelong learning like William Forrester and Jamal Wallace?



Do you help your teacher with self-discovery and then fade off into the background as she finds her way?



Do you turn over "your children" to a newcomer who is just learning?



Do you have the patience to work Miracles?



Provide Descriptive Feedback

- Be specific
- Describe behaviors
- Share information
- Explore alternatives
- Begin with positive information



Promote Professional Reflection



- Self-Directed Learning
- Cognitive Coaching
- Assimilation and Accommodation

Coaches Must be Well Trained

- Interpersonal skills
- Content knowledge
- Pedagogical knowledge
- Knowledge of the curriculum
- Awareness of coaching resources
- Knowledge of the practice of coaching



Good Coaching is Collaborative



- Reflect
- Plan
- Do



The Coaching Cycle

Reflection

Reflection

- Open-ended questioning
- Assessment/data review



Set a Goal

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- Children's Literacy Skills Development
 - Oral Language
 - Phonological Awareness
 - Print Concepts
 - Written Expression
 - Letter Knowledge
- Family Engagement in Literacy



Identify Desired Outcome

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- What do you want to see in your classroom?
- What do you want the children to be doing?
- What do you expect to be doing?



Identify Strategies

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- Build on Strengths
- Agree on new Strategies



Create an Action Plan

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- Tasks
- Materials
- Resources



Writing Center



Adding photos of children and providers to promote community and ownership of the environment.



Labeling the Writing Center as an area of the room.



Individualized Writing Boxes created for each child with developmentally appropriate materials and challenges.

Select Coaching Strategies

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- Information
- Resources
- Materials
- Modeling
- Observation
- Monitoring



Coaching Scenarios

Ready, Set, Coach!

Prioritize

