Early Language and Literacy Classroom Observation

SYSTEM CHANGE THROUGH IDENTIFICATION OF EFFECTIVE PRACTICES

COSA CONFERENCE
OCTOBER, 2014
Session Objectives

- Understand the value and utility of the ELLCO for evaluating practices and designing professional development
- Understand the process for conducting observations and scoring the ELLCO
- Practice gathering evidence through observation
- Practice scoring evidence using the ELLCO rubric
Emergent Literacy

“...the phase of literacy development during which young children come to understand the many features and functions of the spoken and printed word. During this period they do not read and write in conventional ways, but through their attempts at speaking, reading and writing their language, they reveal their emerging understanding of literacy.”

Adapted from the ELLCO User’s Guide
Context

- About SOESD ECS
- Integrating PBIS and Early Literacy
Our Process

- Baseline ELLCO observation in fall 2011, follow up in spring 2012, 2013, 2014
- Multiple raters
  - Program Supervisor, SLP, EI Specialist, 2 classroom teachers, Inclusion Specialist
- Multiple points in time
- Results aggregated program wide for Leadership Team discussion
- Baseline results used to identify training needs
- Follow up results used to measure effectiveness
ELLCO What is it?

- Effective Early Literacy practices
- Observation and Teacher Interview
- Measure of progress over the year
- Informs professional development
## Organization of ELLCO

<table>
<thead>
<tr>
<th>General Classroom Environment</th>
<th>Language and Literacy</th>
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<tbody>
<tr>
<td>• Classroom Structure</td>
<td>• Language Environment</td>
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<td>• Curriculum</td>
<td>• Books and Book Reading</td>
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<td>• Print and Early Writing</td>
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## ELLCO Structure

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence Level</th>
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</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Compelling</td>
</tr>
<tr>
<td>Strong</td>
<td>Sufficient</td>
</tr>
<tr>
<td>Basic</td>
<td>Some</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Limited</td>
</tr>
<tr>
<td>Deficient</td>
<td>Minimal</td>
</tr>
</tbody>
</table>

- Exemplary: 5
- Strong: 4
- Basic: 3
- Inadequate: 2
- Deficient: 1
# General Classroom Environment Subscale

## Classroom Structure
- Organization of the Classroom
- Contents of the Classroom
- Classroom Management
- Personnel

## Curriculum
- Approaches to Curriculum
- Opportunities for Child Choice and Initiative
- Recognizing Diversity in The Classroom
# Language and Literacy Subscale

## The Language Environment
- Discourse Climate
- Opportunities for Extended Conversation
- Efforts to Build Vocabulary
- Phonological Awareness

## Books and Book Reading
- Organization of Book Area
- Characteristics of Books
- Books for Learning
- Approaches to Book Reading
- Quality of Book Reading
Language and Literacy Subscale

Print and Early Writing

- Early Writing Environment
- Support for Children’s Writing
- Environmental Print
Planning for Your Observation

- Plan for full class session
- Environment items can be scored before/after
- Preview form
  - Read through and highlight key words and phrases in the anchor statement and exemplars
Conducting Your Observation

- Observations may be used to score multiple areas
- System for recording
Conducting Your Observation

- OBJECTIVE observation
  - halo/pitchfork effect
  - Frame of reference
  - What did you see on that day?
  - Exact quotes

- Evidence side of form gives you cues about focusing comments
- Record missed opportunities as well as + examples
Sample Observations – Quality of Book Reading

- Large group reading – ALL kids completely engaged visually, verbally and motorically. Slow and fast chicken dance, moving, laughing, dancing.
- Used CROWD prompts – some completion, some WH, some open ended.
- G reading with such an interesting voice and animation that child across the room is imitating her voice and inflections.
- Circle book – Evon – did a great job introducing the book, showing cover and asking what they thought it might be about. Julie pointed out rhyming words. Evon emphasizes vocabulary words she’s preselected and facilitated kids to define them. Kids had lots of personal experiences to share related to book.
- Reader was very fluent, animated, obviously prepared.
- Book read at circle was planned to go with the theme of friendship. It had bright pictures, good rhyme and word play text, and actions. Nancy engaged the children by using different voice tones, silly word play and actions.
Sample Observations – Phonological Awareness

- When kids came in they signed in using their name. Teacher sounds each name, segmenting it out and clapping the parts.
- Julie used the toys to segment and sound. “Find the f-rog” or “find the h-eart”. She claps out parts to a word and uses same sound words “box and basket”.
- PA activities happened informally throughout the day – rhyming, alliteration, and sound awareness. Examples – “What do you hear?” - (Listening to rain).
- “Genie changes to “Penie” if it started with /P/”
Observation Practice

Which areas might you be able to score based on this observation?

Evidence notes?
Scoring Your Observation

- Rate according to the rubric
- Sort your comments
- How to score when evidence is mixed
Sample Observations—Building Vocabulary

- Large group reading – every child absolutely engaged and loving it! Vocabulary in book naturally explained through use, emphasis, visual cueing, facial expression, vocal inflections and dramatization.
- “What does invisible mean”? Kids offer suggestions “You’re right – you can’t see it!”
- Julie – “I guess our dinosaur has disappeared – or maybe he’s invisible”. Returning to previous exploration of vocabulary (this happened later during free play).
- During book time the words wiggle/blush extended to the child’s own experience – “Have you ever blushed?”
- “Was your ball... orange & soft and fuzzy? ...blue & plastic? ...pink and squishy?...hard and red?...this one with the funny face?”
- Nancy – “Do you know what petite means? It means little”.
- Circle – book reading – Evon stops to help kids define “proud” and “doze”
- Motor Room – Nancy explain words during ball pumping. Evon contrasting fast and faster, back and forth versus circle while pushing kids on tire swing and giving opportunity to use the words too.
Scoring Practice
Analyzing Results

- Transfer scores to score form
- Program wide and/or classroom specific?
- Average, mode, spread
  - Example items #16 and 18
- Examine evidence observations for trends or recommendations.
Using Results

- Summarize ratings
- Leadership Team discussion of results
- Classroom Team discussion of results
- Prioritize areas for focus
- Develop Action plan
TILT Prioritization of Training Needs

Based on results, The ECS Tiered Interventions Leadership Team (TILT) identified the following professional development priorities:

- Address all items in the Books and Book Reading Section
  - Organization of Book Area
  - Characteristics of Books
  - Books for Learning
  - Approaches to Book Reading
  - Quality of Book Reading
- Address Vocabulary Building
How did we do it?

- Lead teachers rated each other’s classrooms during both pre- and post phases
- Individual classroom results shared with lead teachers
- All Staff Training in:
  - Embedded Interventions (year 1)
  - Dialogic Reading (year 1)
  - Phonological Awareness (year 2)
- Group video coaching to reinforce concepts
- SLPs and EIS assigned to coach/consult in classrooms
Dialogic Reading

- Evidence based
- Interactive
- Child as storyteller
- Vocabulary teaching embedded
- Specific questioning techniques
- Can be taught to parents as well as staff
Books and Book Reading

ELLCO 2011-13
Gilbert Creek Child Development Center

<table>
<thead>
<tr>
<th>Category</th>
<th>2011 Pre</th>
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<tbody>
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<tr>
<td>Approaches to Book Reading</td>
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<td>4.57</td>
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<tr>
<td>Quality of Book Reading</td>
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<td>4.21</td>
<td>4.86</td>
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Next Steps….

- Using data from Spring 2013 to set training targets for the next school year – continue focus on Phonological Awareness
- Continue using group video coaching to discuss and reflect
- Implement individual coaching
- Conduct follow up ELLCO observations in Spring 2014
- Conduct Phonological Awareness Inventory of Practices in fall 2013 and Spring 2014
- Examine individual child outcome measures for adopting or adapting