

**The Quantity, Quality, and Effects of
K-2 Literacy Coaching: Preliminary
Findings from a Four-Year Longitudinal Study of
the Efficacy of Literacy Collaborative
Professional Development**

**A research and development partnership involving the Literacy
Collaborative at Lesley University and The Ohio State University,
University of Chicago, Stanford University, and Teachscape**

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New York City**

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Overview of the Overall Project

- An interrelated set of investigations over 4 years on the efficacy of:
 - The Literacy Collaborative Professional Development Program
 - Adding a Web-based Collaborative Learning Environment (PDS²) to support this work

- Today's symposium focuses on emerging evidence on school engagement with the Literacy Collaborative program and impact on teacher practice and student learning (2 year effects).

Key Features of the Literacy Collaborative

- A research-based literacy framework focusing on reading, writing and word study/phonics
- A comprehensive professional development model
 - Extensive initial training (Ohio State and Lesley)
 - Ongoing support from local and national network of colleagues, including an annual institute
- **A new professional role--school-based literacy coordinator**—combines in-school PD sessions with one-on-one coaching.

Core Study

□ Detailing the work of literacy coordinators

- The varied ways that this intervention may play out for different teachers and schools (**papers 1 thru 3**)

□ Quasi-experimental evidence on effects

- Assess changes in teachers' instructional practices over 3 years using the Developing Language and Literacy Teaching Observational System. (**paper 4**)
- A value-added model to assess changes in students' growth over time how program impact might vary among teachers and schools (**paper 5**)

Core Study (work still ahead)

- Bringing the final year of data in these analyses
- Relate classroom-and school level value-added trends in student learning to changes in teaching practice and other teacher- and school-level covariates.
 - Examining the links from design of PD to changes in instructional practice to changes in student learning.
- Randomized clinical trial on effects of adding PDS2 to LC on teachers' practices and student learning
 - 9 matched pairs, one each randomly assigned to LC versus LC + PDS²

Quick Overview of Data Collection

- Literacy assessments on all students (K-3) in both fall and spring for 4 years to assess change over time in students' literacy learning.
- Systematic observation of teacher practice in years 2 through 4 to document changes in practice.
- Monthly coach log reports about PD activities-who, what and how
- Teacher surveys years 1 and 4 to assess individual agency, school organizational properties and possible changes here too.
- A mix of quantitative and qualitative evidence on the professional development and work practices of the literacy coordinators as well.

**A basic activity theory framework
for examining potential changes in
the work of coaches and teachers**

Examining How Literacy Coaches Engage their New Role

Background

□ Expertise

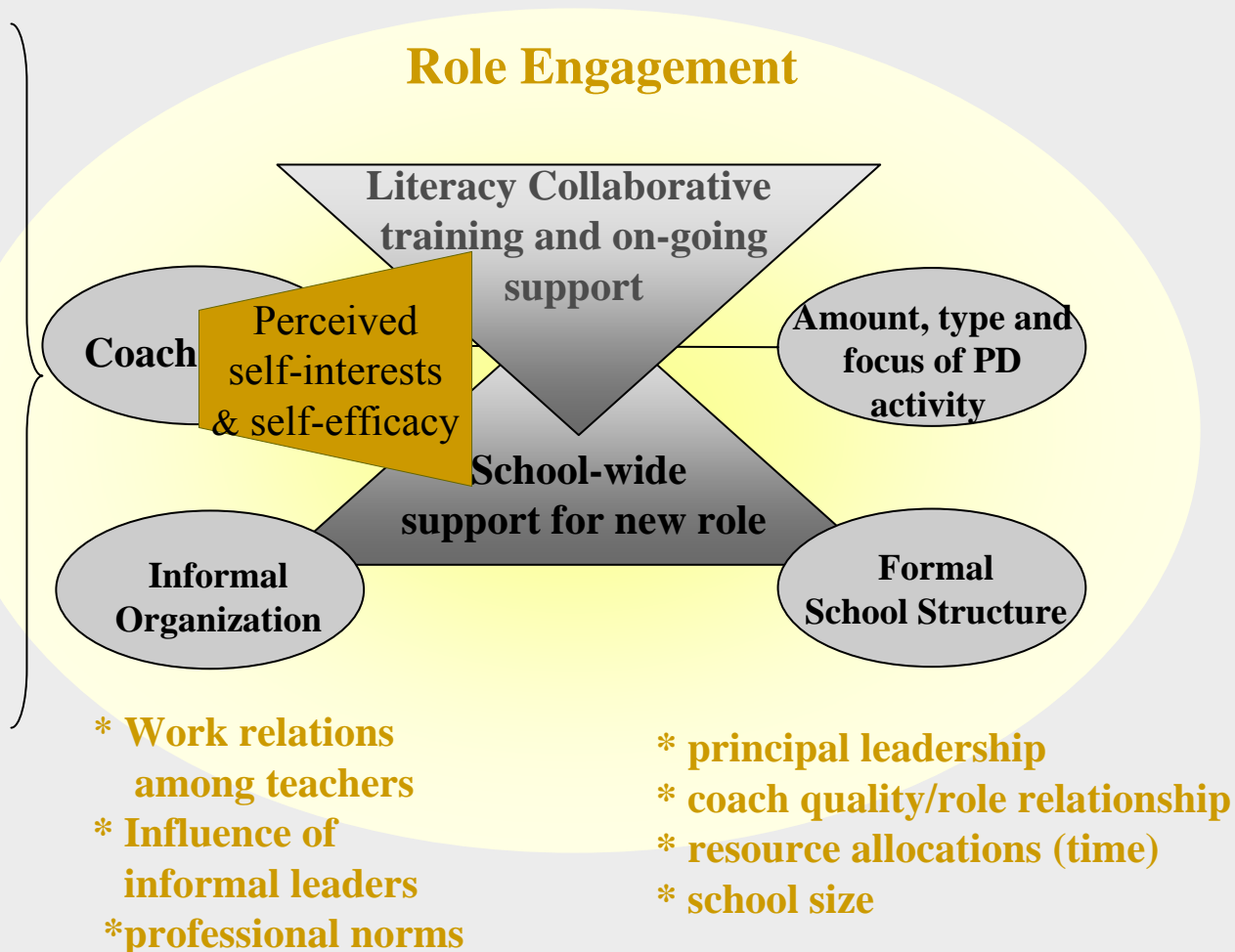
- Prior knowledge in literacy teaching and learning
- Prior experience as an adult educator

□ Willingness to engage instructional innovation

- Experiment with new practices in their classroom

□ Role conception

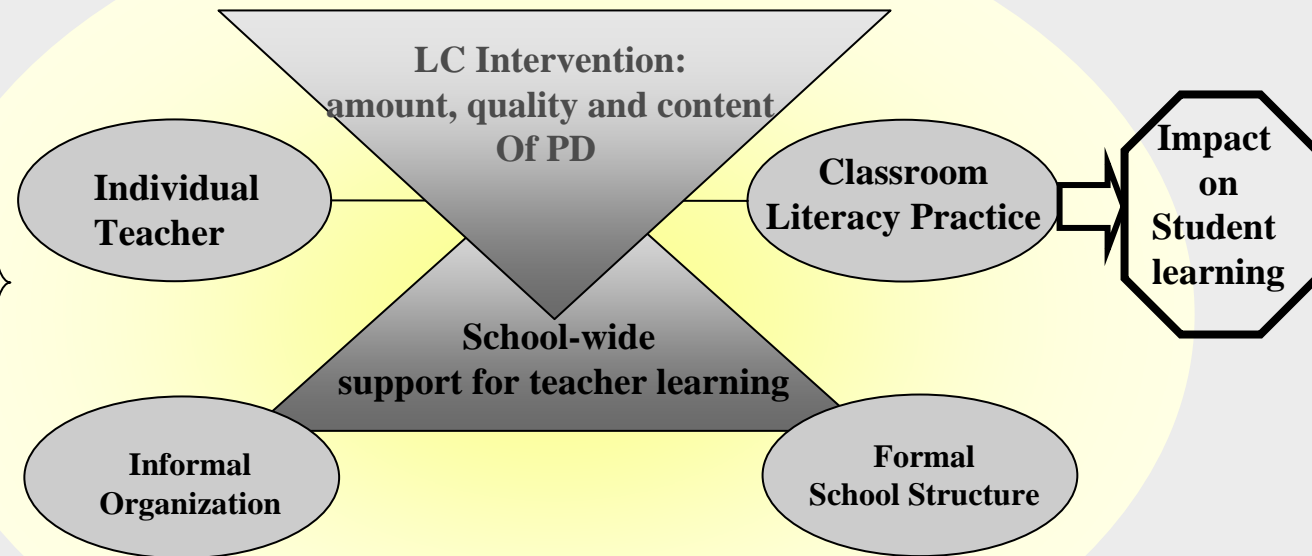
- Engaging school colleagues



Examining Teachers' Take Up and Use of Literacy Professional Development

Background

- **Willingness to engage instructional innovation**
 - Experiment with new practices in their classroom
- **Expertise**
 - Prior experiences in comprehensive literacy teaching (ZPD)

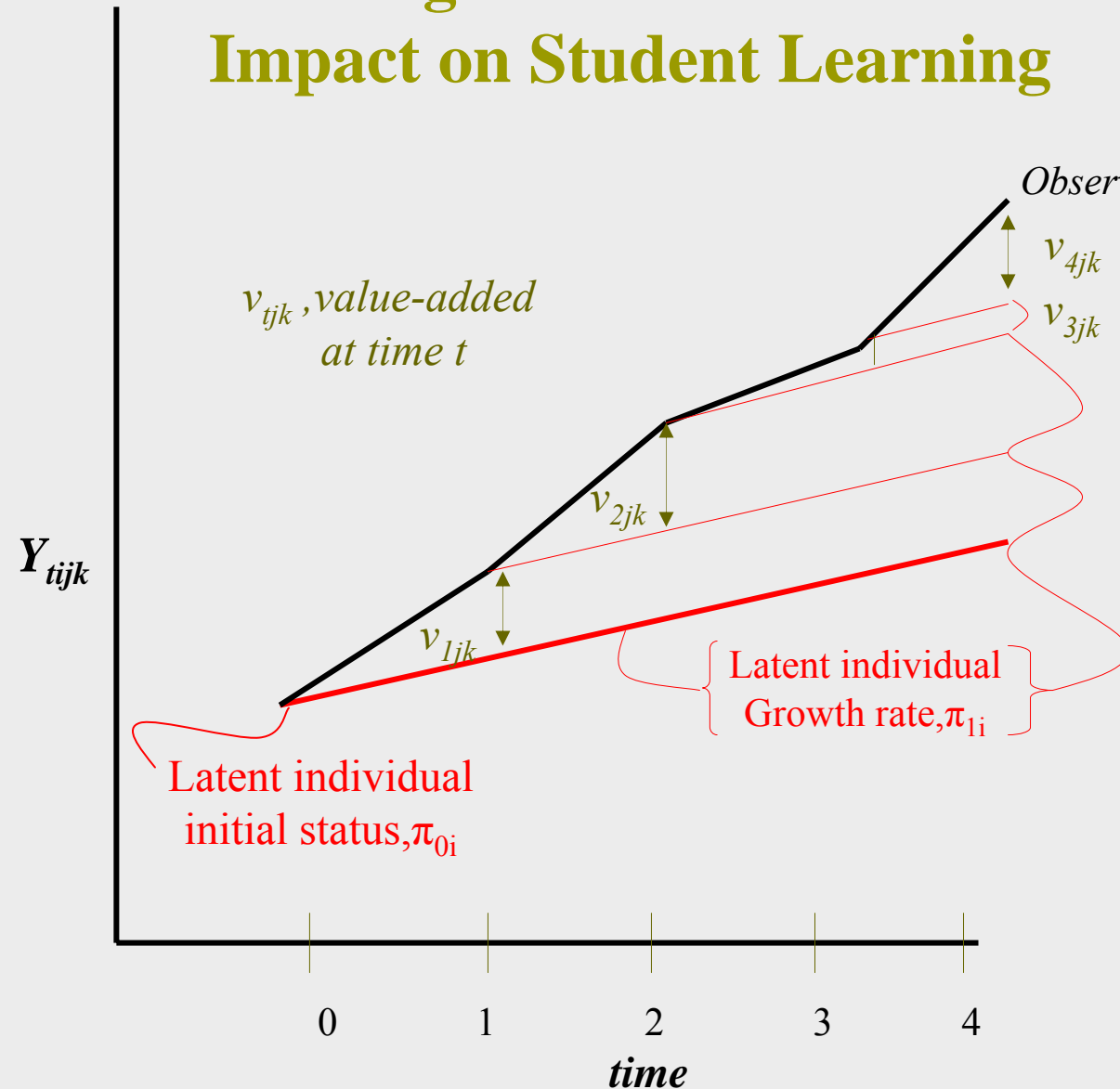


- * **Work relations among teachers**
- * **Influence of informal leaders**
- * **professional norms**

- * **principal leadership**
- * **coach quality/role relationship**
- * **resource allocations (time)**
- * **school size**

**A value added framework for
examining potential effects on
student learning**

The Logic of a Value-Added Model for Assessing Impact on Student Learning



Basic value added model

$$\hat{y}_{0ijk} = \pi_{0i}$$

$$\hat{y}_{1ijk} = \pi_{0i} + \pi_{1i} + v_{1jk}$$

$$\hat{y}_{2ijk} = \pi_{0i} + 2\pi_{1i} + v_{1jk} + v_{2jk}$$

$$\hat{y}_{3ijk} = \pi_{0i} + 3\pi_{1i} + v_{1jk} + v_{2jk} + v_{3jk}$$

$$\hat{y}_{4ijk} = \pi_{0i} + 4\pi_{1i} + v_{1jk} + v_{2jk} + v_{3jk} + v_{4jk}$$

$$\text{Gain from year } t-1 \text{ to } t = \pi_{1i} + v_{tijk}$$

Note: v_{tijk} may vary over time as well.

Definition of a Value-Added, U_{ti}

- The difference between two “possible outcomes”:

- the observed outcome given the teacher (and school) actually experienced in year t
- and the expected outcome given an “average teacher experience” i.e. given the student’s latent academic growth rate

- We define

U_{ti} = the observed outcome given the actual teacher experienced in year t – the expected outcome given an “average” teacher experience.

The Papers

- Allison Atteberry, Gina Biancarosa, and Anthony Bryk. *Variations in the Amount of Coaching in Literacy Collaborative Schools.*
- Lisa Walker, Allison Atteberry, Patricia Scharer, Irene Fountas and Anthony Bryk. *Probing the Influence of School Context on Coaching Activity: Two Contrasting Cases.*
- Lisa Walker, LeAnne Sawyers, Patricia Scharer, and Irene Fountas. *Probing Further: Use of PDS2 by Coaches with Different Levels of Expertise*
- Heather Hough, Gay Su Pinnell, Anthony Bryk and David Kerbow. *Measuring Change in the Practice of Teachers Engaged in Literacy Collaborative Professional Development.*
- Gina Biancarosa, Anthony Bryk, Emily Dexter and David Kerbow. *Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning.*