

Seeing is Believing

Using video coaching to enhance educators' facilitation of emergent literacy

Janice Greenberg, B.Sc., D.S.P. • Director, Early Childhood Education Services • The Hanen Centre
NAEYC's 2013 National Institute for Early Childhood Professional Development • June 10, 2013

Hanen Programs for Early Childhood Educators/Teachers

Learning Language & Loving It™ – The Hanen Program®
for Early Childhood
Educators/Teachers

ABC and Beyond™ – The
Hanen Program® for Building
Emergent Literacy in Early
Childhood Settings



Why are we here?

Early skills
predict
literacy
success

Literacy is key to
academic success



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Building blocks of literacy

Decoding

Print knowledge

Alphabet knowledge

Phonological awareness

Comprehension

Vocabulary

Story structure

Inferential language



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Overall quality is emergent literacy instruction is low

Relatively recent
focus in
preschool

Not consistently
included in pre-
service training

Not consistently
targeted in
classroom
curriculums

Highly variable
knowledge and
expertise in
educators

Often
developmentally
inappropriate



ABC AND BEYOND



Is based on the most current
research on emergent literacy

Provides specific strategies to
address the building blocks of
literacy

Supports a developmentally
appropriate naturalistic child-
centred approach

Builds literacy all through the
day (reading, writing, daily
activities)

Can support other literacy
curriculums

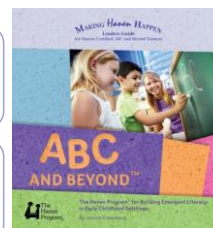


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ABC and Beyond train-the- trainer workshop

For Educational Coaches and
SLPs with prior completion of
the Learning Language and
Loving It Workshop

Learn to apply Making Hanen
Happen Leader's Guide



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ABC and Beyond Program

1. Turn Book Reading into a Conversation	2. Make Words Sparkle to Build Vocabulary
3. Expand Children's Understanding of Stories	4. Help Children Use Language to Think and Learn
5. Foster the Development of Print Knowledge	6. Build Phonological Awareness
7. Putting It All Together	

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ABC AND BEYOND



8 group training sessions

3 individualized video coaching sessions


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Coaching

Studies generally confirm positive impact of coaching on practice (addition to in-service; stand-alone)

Results vary

- Often lack a theoretical framework
- Large variation in type of coaching provided
- Unknown fidelity
- Lack knowledge of active ingredients
- Broad targets (quality)

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Effective coaching must draw on what we know about how adults learn



- Bring life experiences and knowledge
- Have established opinions, values and beliefs
- Need to be actively engaged in how and what they will learn
- Are goal oriented and problem-centred
- Are intrinsically motivated by a desire to learn when material is relevant to their own needs and interests
- Learn at different rates and in different ways

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Effective coaching must draw on what we know about how adults learn



Promote self-reflection

- "Deliberate thinking about action with a view to its improvement"
- "Looking back in order to look forward"
- "Asking the right questions at the right time to promote thinking"

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Turn on the light with self-reflection

Knowledge and understanding	• What does the teacher know?
Practice	• What is the teacher doing?
Outcomes	• What is the goal (outcome for children)?
Evaluation	• Is the practice effective?
Alternatives	• Would other practices be more effective?
Implementation	• How could these new practices be implemented?



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People don't resist change.
They resist being changed.
We only support what we create.



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Seeing is believing

Can pause, rewind and review

Provides a permanent record

Provides distance from the demands of classroom

Avoids "forgetting" or "misremembering"

Allows for nonjudgmental problem-solving

Why use video?




ABC AND BEYOND

Positive impact when teachers videotaped themselves and produced written self-reflections


Variable results

More successful in changing more surface levels of self-reflection

Videotaping

+

Post-video discussion



ABC AND BEYOND

Videotaping

+

Post-video discussion

Learn about literacy facilitating strategies in group sessions

Prepare Action Plan during the session

Practice their Action Plan

Videotaped and coached by Program Leader

Engage in post-video discussion with Program Leader



Purpose of post-video discussion

Learning is the **discovery of personal meaning and relevance of ideas**. It is best achieved through **dialogue and guided practice**.

Knowledge

Practice

Outcomes

Evaluation

Alternatives

Implementation



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Video coaching at work

Group session – Action Plan

Videotaped applying Action Plan

Short-term change?


Post-video discussion

What teacher is doing

What the children are doing

Changed perception, attitude, value, belief

Change in practice



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ABC AND BEYOND

Session Objectives

- Turn book reading into a conversation
- Make new words sparkle to build vocabulary
- Expand children's understanding of stories
- Help children use language to think and learn
- Foster the development of print knowledge
- Build phonological awareness

Strategies


- OWL, Follow the lead, Strive for 5, SSCAN
- Shoot for the SSTaRS
- Highlight CSPAR
- Use the E's and P's
- POP
- Listen... and Find One Like It
- Use the Four S's

Preparing for videotaping

- Orientation Meeting
- Signed consents (teachers and children)
- Pre-plan schedule with supervisor
- Pre-program videos (Optional)



session 1




Turn Book Reading into a Conversation

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Read *with* children, not *to* children

"It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives."



NAEYC & IRA, 1998

How does Brandy turn reading into a conversation?



- OWL
- Follow the children's lead
- Strive for 5
- SSCAN

Keep every child engaged: You can if you SSCAN



- Small groups are best
- Select the *right* book and read the *right* way
- Carefully observe each child's level of involvement
- Adapt to encourage all the children's involvement
- Now keep it going

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If a child is not engaged....



- | |
|------------------------------------|
| Call the child's name |
| Offer props |
| Use gestures |
| Change position |
| Do something interesting |
| • Change your voice |
| • Comment on the illustration |
| Ask a question |
| Make a personal comment |
| Respond promptly to any initiation |
| Give the child a role |



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It's videotaping day!

- Get schedule for taping and feedback
- Check equipment
- Consider location (space, lighting, power)
- Reduce noises (remote mike?)
- Move barriers
- Focus teacher on strategy



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Post-video discussion A journey of learning

"We don't receive wisdom;
we must discover it for
ourselves after a journey
that no one can take for us
or spare us."

- Marcel Proust

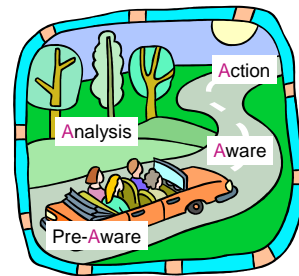


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Post-video discussion A journey of learning

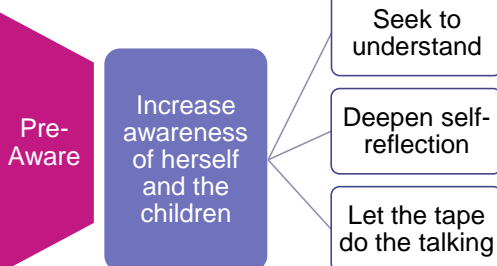
Stages of
learning

Pre-Aware
Aware
Action
Analysis



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What stage of learning is Gemma at?
What is our video coaching goal?



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Seek to understand

A wise old owl sat in an oak
The more he saw, the less he spoke
The less he spoke, the more he heard
Why can't we all be like that wise old bird?





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Seek to understand
Probe for more information

 I think that was pretty good. 



- Why?
- How?
- What?
- Where?
- When?
- It sounds like... Tell me more.




Pre-aware:
Deepen self-reflection


Build conversation

- OWL
- Follow the child's lead
- Strive for 5
- SSCAN

 I think that was pretty good. 

Knowledge and understanding?
Practice?
Outcome
Evaluation
Alternative
Implementation





Let the tape do the talking



Give a focus - the teacher, the children and the teacher's impact on the children


Make the pause button your best friend

Share the pausing with the teacher

Ask don't tell

Relate what is on the video to the Action Plan



ABC AND BEYOND

Videotaping

Post-video discussion

Participant reviews Action Plan

Watch the tape: *What do you see?*

Ask: *What does the participant think?*

Listen and reflect: *What do you hear?*

Probe


Match? A? Goal?

Give a focus

Pause the tape

Ask, don't tell

Summarize on back of Action Plan





Pre-aware

I was really pleased with that. The children are really listening to the story.

Aware

Now, I see that even though the children seem to be listening, I'm really not engaging the children in conversation.





What stage of learning is Gemma at?
What is our video coaching goal?


Aware

Use her awareness to move her to Action

Seek to understand

Deepen self-reflection

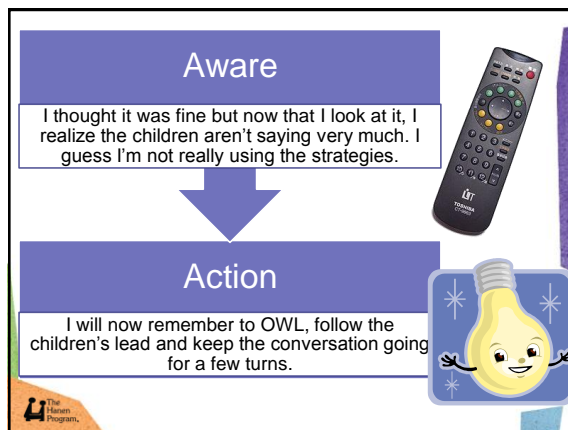
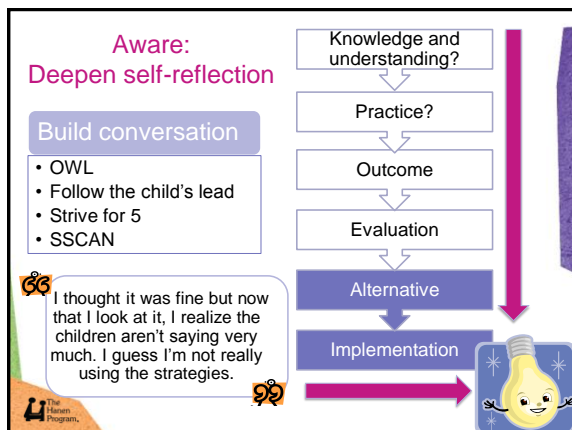
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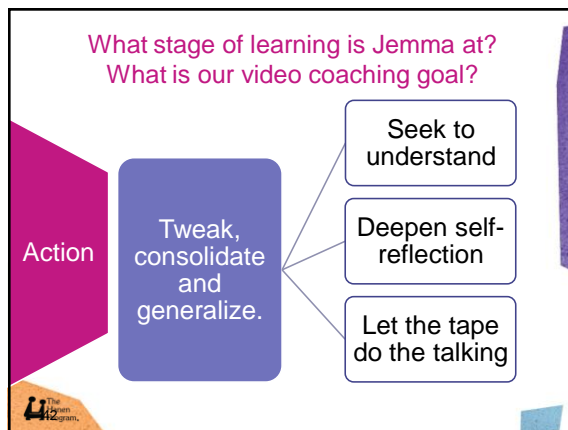
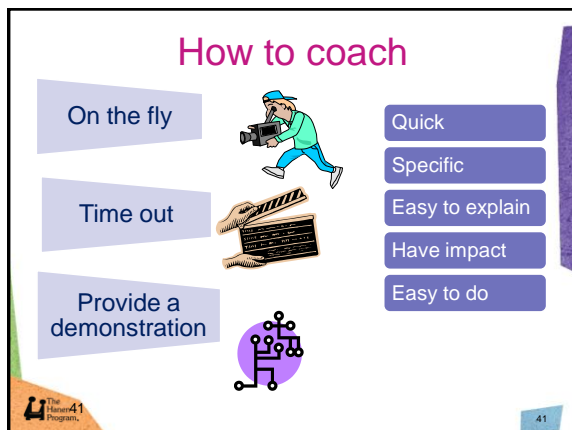
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On-line coaching

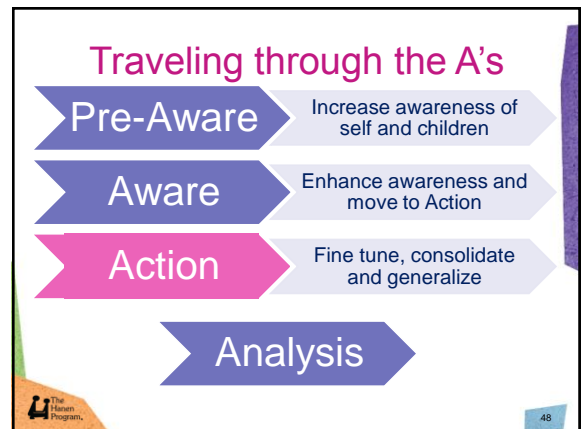
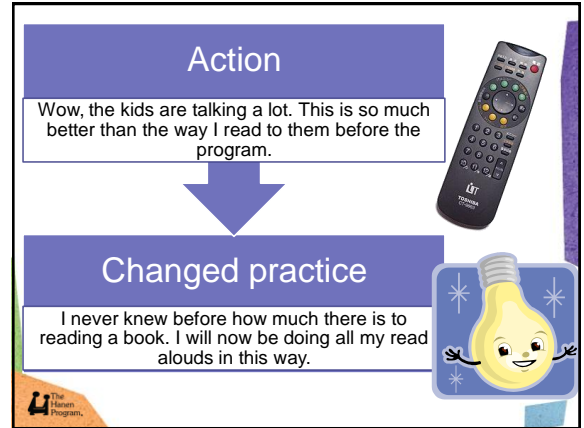
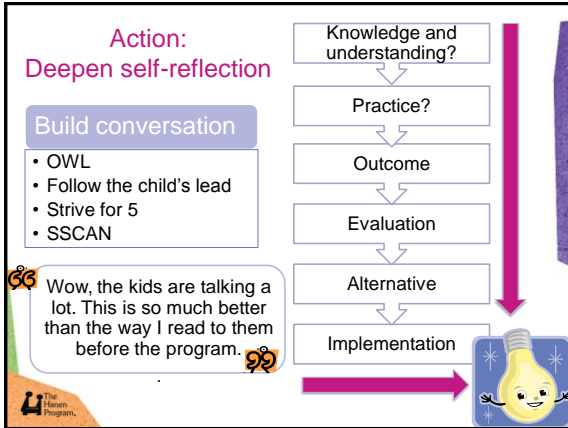
To coach	Not to coach
Teacher not using old/new strategies	Teacher says "no"
Children not engaged	Insecure/anxious teacher
Teacher unsure of what to do / seeking help	Strong-minded/ defensive teacher
Teacher using strategy improperly/ inconsistently	Teacher has already made a significant change
Activity not interesting/ appropriate	Distractable child(ren)
Quick change possible	



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Analysis



If I let the children talk this much, they will just get off track and we will never get through the book.

Words like these are much too difficult for the children.

I can barely get my kids to sit for a story, let alone answer all these difficult questions.

Children will learn this later on when they start to read.

There's no way I can do this with everything else I have to do.

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What is our video coaching goal for teachers at the analysis stage?

Analysis

Analyze her approach and feelings; Negotiate

- Seek to understand
- Deepen self-reflection
- Let the tape do the talking


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Analysis

Yes but...


Willing to try

I'm not sure this will work but I will try it out and see.



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session 2



Make New Words Sparkle to Build Vocabulary

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How do children learn new words?

You seem confounded.

Confounded?

Explicit explanations of meaning

Different situations


Conversations

Depth of understanding



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Step it up



Specialized topic words "saturated" Step 3

More sophisticated, precise words "soggy" Step 2

Familiar, everyday words "wet" Step 1

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Shoot for the SStARS
Make new words sparkle

- S**tress the new word
- S**how what the word means
- T**ell what the word means
- a**nd
- R**elate the word to the children's experiences, knowledge and other situations
- S**ay the word again

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Aware: Deepen self-reflection

Make new words sparkle

- Stress
- Show
- Tell
- And
- Relate
- Say it again

That was pretty good but I think I could have related "schedule" more to the children's experiences.

Knowledge and understanding?

Practice?

Outcome

Evaluation

Alternative

Implementation

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session 3

Expand Children's Understanding of Stories

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Highlight CSPAR during story reading

- Use CSPAR names
- Make "thinking-out-loud" comments
- Use visual supports
- Ask questions to further understanding

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session 4

Help Children Use Language to Think and Learn

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The key to children's understanding of a story

Read what's *in* the lines

- Ensures understanding of basic story or text
- Does not draw upon language for thinking and learning
- Less challenging so children feel successful

Read *between* and *beyond* the lines

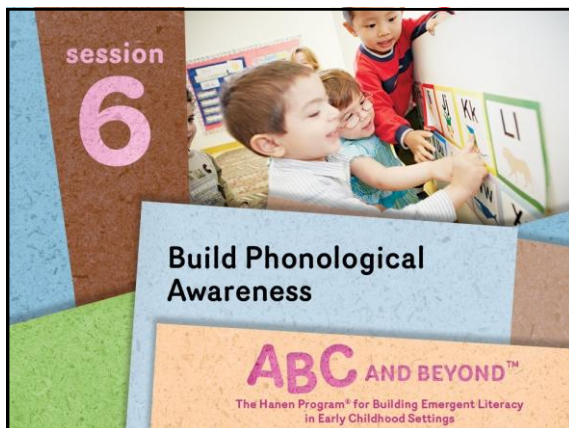
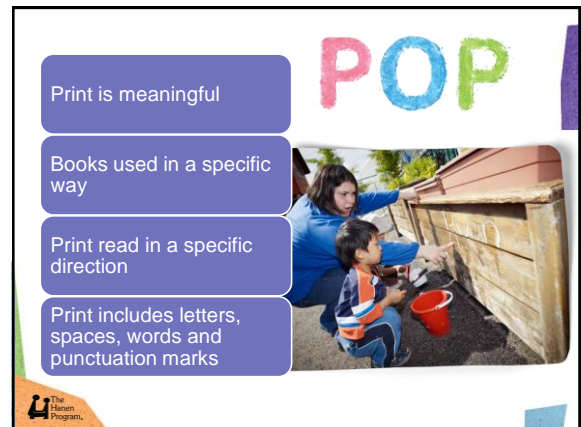
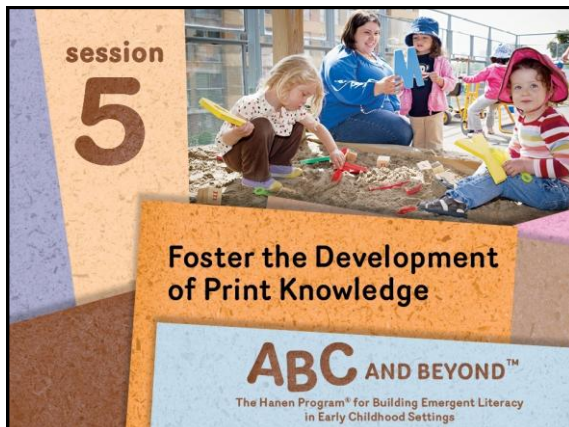
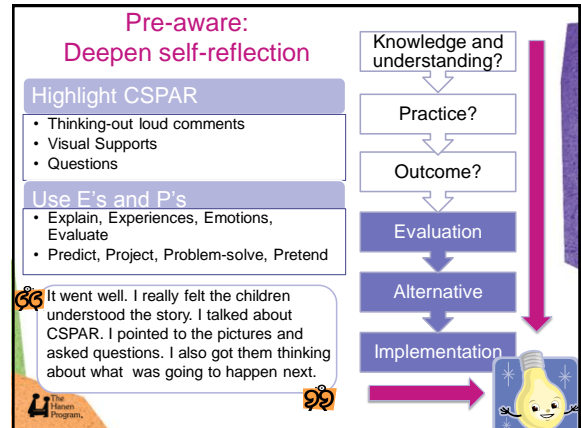
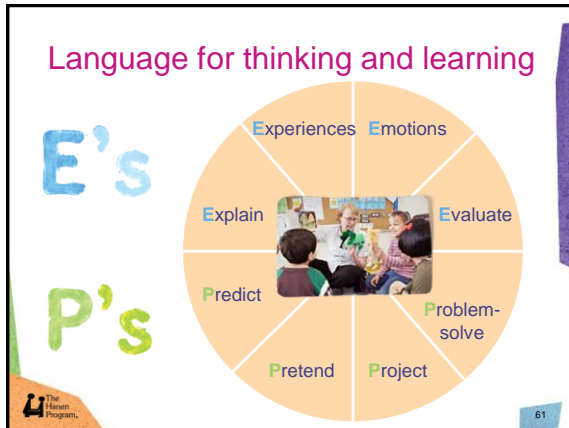
- Beyond information in the text
- Draws on existing knowledge, problem-solving, reasoning
- More challenging but key to reading comprehension

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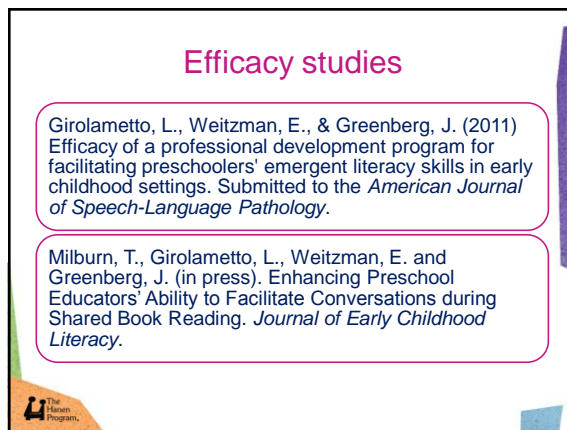
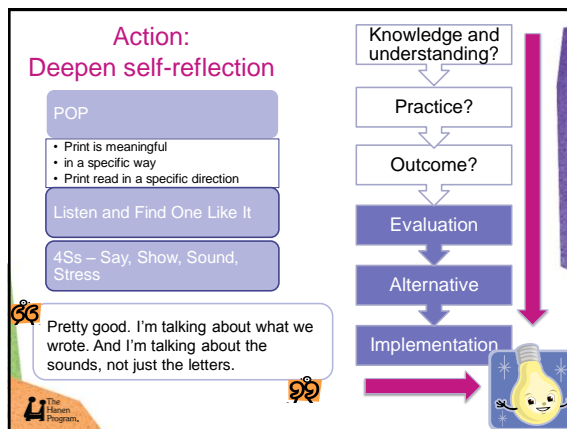
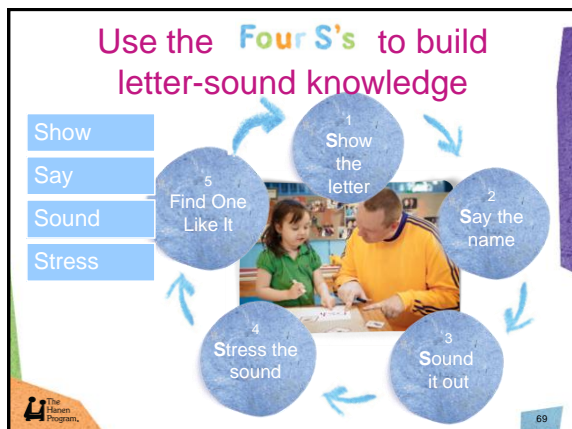
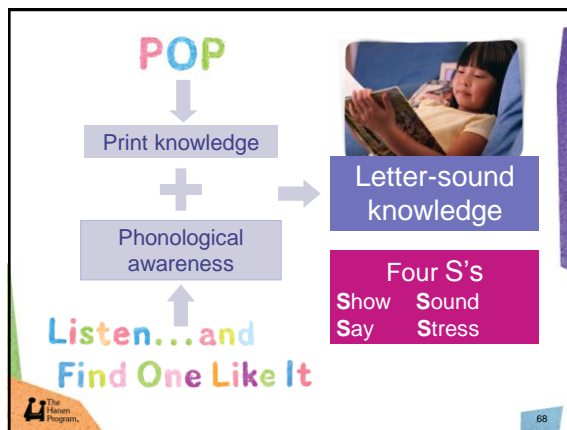
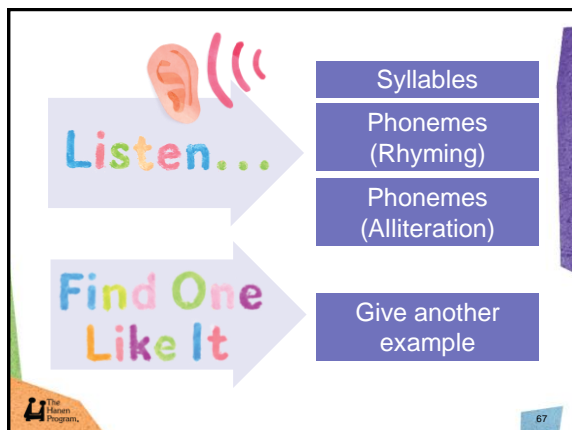
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Impact on Shared Book Reading (Outside-in)

Measure	Educators	Children
Open questions	Yes	n/a
Responsive Comments	Yes	
Greater variety of words used	Yes	
Strive for Five	Yes	



Impact on literal and decontextualized talk (Outside-in)

Measure	Educators	Children
Levels 1 and 2 Literal Talk	No	
Levels 3 & 4 Decontextualized Talk	Yes	



Impact on print references, letters, sounds (Inside-out)

Measure	Educators	Children
Print references	Yes	
Alphabet Letters	Yes	
Phonological Awareness	Yes	



Future research

To sustain positive changes over long term

Examine added value of video feedback sessions

Currently underway

Targeted completion 2013



Build emergent literacy!
Build successful readers and writers!

Video coaching

Booth #205



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