



Early Success Expansion Project

The Early Success Expansion Project has two Early Literacy Collaboration Teachers (ELCT) who are assigned to a school for a term and work specifically with grade two and grade three teachers to strengthen comprehensive literacy approaches both in the classroom and in small group instruction. Additional small group intervention (tier 2) will be linked to strategies and skills that are introduced in the classroom. Connections will be made with the K/1 Intervention Teacher and Learning Assistance Teacher.

Coordination and collaboration is the key to success:

Early Literacy Collaboration Teacher

- Co-taught and modelled lessons for classroom teachers
- Co-taught for a portion of the day during core classroom literacy time
- Worked with small groups of students to provide tier 2 and tier 3 interventions (outside of core literacy time)
- Provided the pre and post PM benchmarks for individual students receiving tier 2 and 3 interventions

Classroom Teachers

- Reviewed classroom data and developed a class review with early collaboration teacher and LAT
- Determined goal/s for student learning
- Determined small/whole group instructional practices that will help students reach goals
- Collaborated/co-taught with Early Collaboration teacher

Learning Assistance Teacher

- Reviewed classroom data and developed a class review with Early Literacy Collaboration Teacher and classroom teacher
- Shared supports that are already in place for the at-risk grade 2 and 3 students
- Continued supports for tier 2 and tier 3 students after ELCT finished at the school

"Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement."
- John Hattie

"The Early Literacy Collaboration Teacher helped with building knowledge of younger readers."
- Classroom Teacher

"I learned more over the last term, in terms of literacy knowledge, (than I have) since I started teaching 4 years ago."
- Classroom Teacher

"Respecting teacher autonomy and continuous communication with teachers was effective in building strong relationships."
- Early Literacy Collaboration Teacher

"It was extremely valuable to have the ELCT push into our classrooms to model lessons."
- Classroom Teacher

Schools supported this year:

Term 1- Watson and Bernard

Term 2- Central and Vedder

Term 3- Leary and Little Mountain

- Selection was based on year end PM district data and schools that did not previously send students to the Early Success Program.

Term One Data

Number of grade 2/3 students that received small group interventions:

Watson-25

Bernard- 28

- Students moved up an average of 5 PM Benchmark levels

Coaching – What Does the Research Say?

A recent study published by the National Centre for Systemic Improvement states that, "education holds a clear affinity for coaching as a method for improving teacher practice and learner outcomes" (pg.1). This study indicates that, support for coaching can be found across research and literature from general education (Shanklin, 2006; Neumann & Wright, 2010; Biancarosa, Bryk, & Dexter, 2010) and special education (Kretlow & Bartholomew, 2010; Winton, Snyder, & Goffin, 2015) focused on infants, toddlers, young children (Snyder, Hemmeter, & Fox, 2015; Israel, Carnahan, Snyder, & Williamson, 2013) as well as learners in the K-12 school setting (Kretlow & Bartholomew, 2010; Horner, 2009).

Research promotes coaching as one of the most effective ways to assist practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills.

PM Benchmark Progress – Bernard – September to November – Thompson

Beginning Score / Ending Score / Working Level

X = no pm, S = September Testing, M = May testing, A = many missed days of school this year

? = on the list for testing	PM Benchmark Progress – Bernard – September to November – Thompson																															
Category		.5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
?	2	A	X																													
R/H?	2		S																													
C	2		X																													
ELL	2		S																													
	2		S																													
?		A	X																													
ELL			M																													
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			S																													
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CH			M																													
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R/H?			S																													
C			X																													
ELL/H			S																													
			S																													
FASD		A	M																													
			M																													
			M																													
K			M																													
CH/H		A	M																													
?			M																													
?			M																													
			S																													
?			S																													
			M																													
			S																													

Grade two November B=12, D=14, A15/16

Grade Three November B=18, D=19/20, A=21+

A = [redacted] 14/32 = 44%
 [redacted] 25/36 = 69%
 [redacted] 14/28 = 50%
 [redacted] 13/36 = 33%