

# Supporting the Literacy Block: Results from and Satisfaction with the Coaching Protocol for Early Literacy (CPEL)

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## BACKGROUND

- The Coaching Protocol for Early Literacy, or CPEL, is an observation tool developed in 2015 by The Children’s Literacy Initiative (CLI), in conjunction with The School District of Philadelphia.
- There are 10 domains on the CPEL, each aligned with one component of the 120-minute literacy block. Each domain is comprised of several specific indicators, or “look fors.”
- Early Literacy Specialist Coaches (ELS Coaches) collected this data every other month in SY 16-17 as a part of the ELS program.

## OBJECTIVES

- The CPEL is used to measure teachers’ progress over time on the key components of the District-wide 120-minute literacy block.
- ELS Coaches use CPEL data to tailor their coaching and professional development to teachers’ individual needs.
- SDP uses CPEL and survey data to measure teacher progress and to better support literacy block implementation.

## METHODS

### Coaching Protocol for Early Literacy (CPEL)

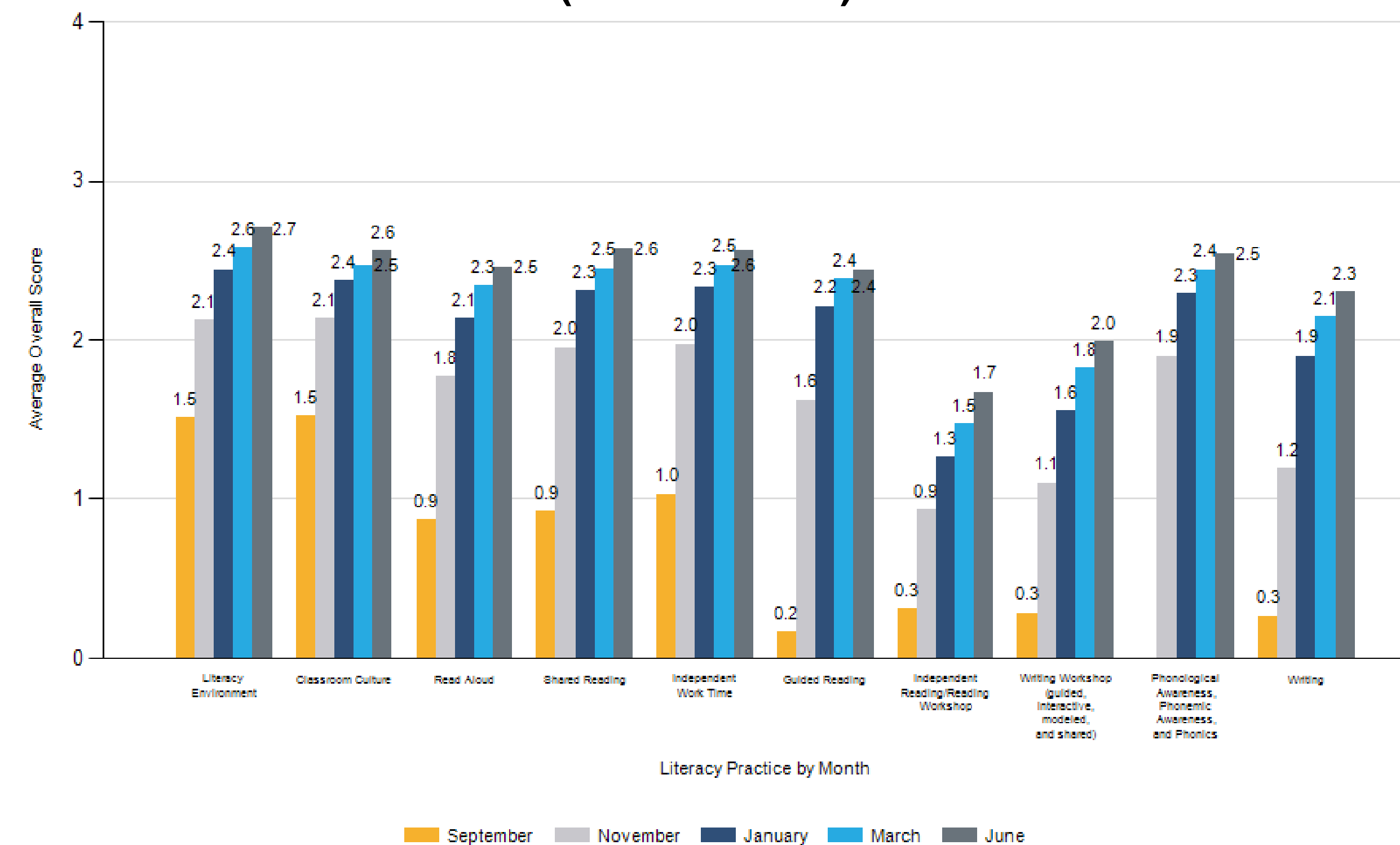
- SDP receives school-level summaries of the CPEL data, which ELS coaches collect for each teacher.
- Each item is scored from 0 (no evidence) to 4 (exemplar). Item scores are averaged to create an aggregate domain-level score.

### Early Literacy Specialist Survey

- Administered in May 2017.
- 83 ELS Coaches responded to the survey, representing an 89% response rate.

## FINDINGS

Figure 1. Changes in CPEL Scores by Domain, SY 16-17 (n=93 schools)

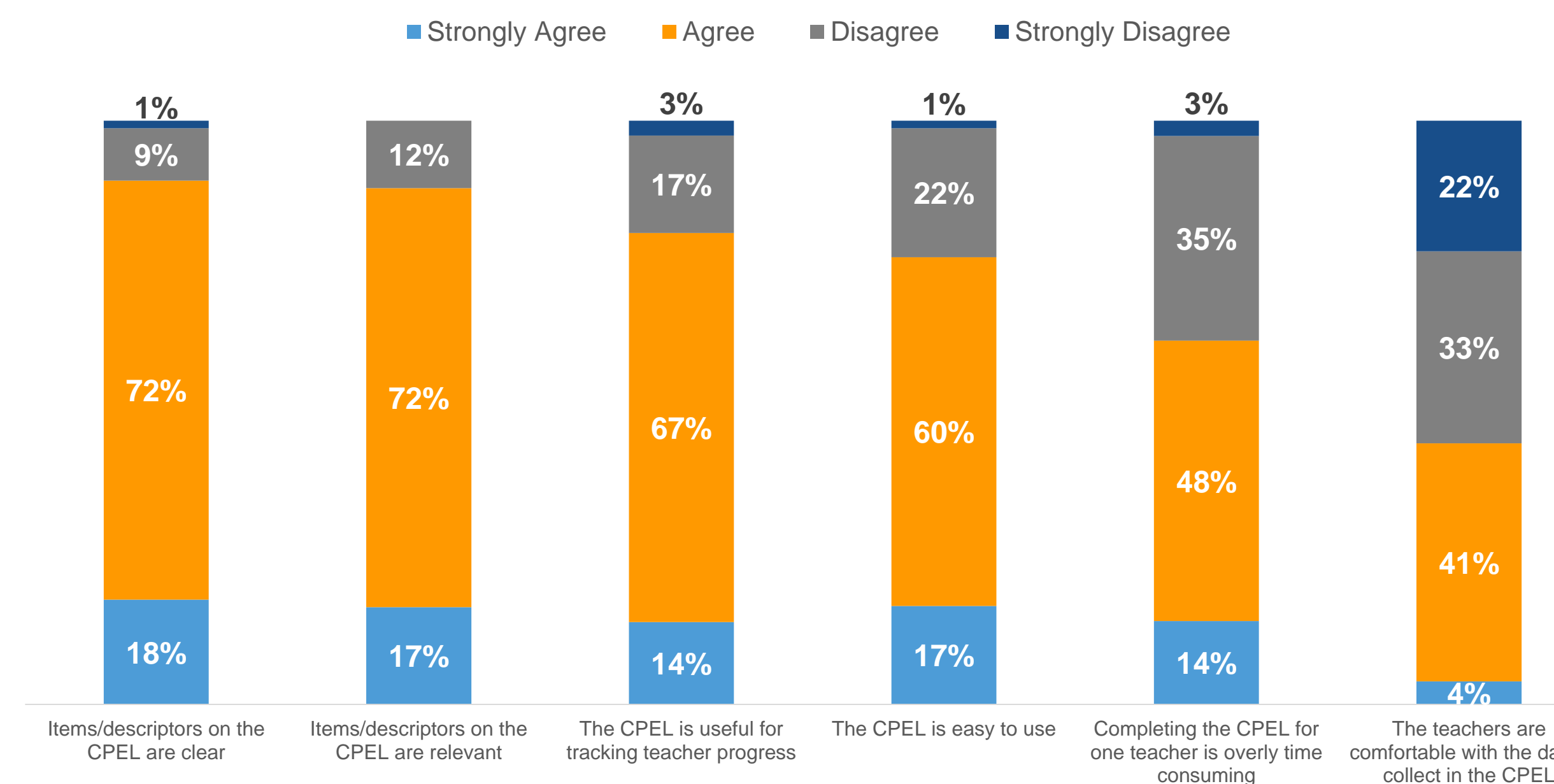


- Teachers demonstrated growth across all domains from September 2016 to June 2017. Teachers demonstrated the most growth in Guided Reading, Writing, Writing Workshop, and Shared Reading.
- Teachers demonstrated the least growth in Phonological Awareness/Phonemic Awareness/Phonics and Classroom Culture.
- By June, teachers were scoring between “progressing” and “meets expectations” on all domains except for Independent Reading/Reading Workshop.
- Overall, ELS Coaches reported that the CPEL is an effective tool for monitoring teacher progress.
- The majority of ELS Coaches agreed or strongly agreed that items on the CPEL are clear and relevant and that the CPEL is easy to use, but some coaches feel the CPEL is time-consuming to administer.

## CONCLUSIONS

- Teachers made consistent growth in all CPEL domains over time, but may need additional coaching and support, particularly around Independent Reading/Reading Workshop and Writing Workshop.
- Overall, coaches are satisfied with the CPEL but feel it is time-consuming to administer. In response to this finding, ELS Coaches now administer the CPEL quarterly instead of every other month.
- A validation study is currently underway to examine the relationship between CPEL scores and student outcomes.
- More research is required to better understand school-level differences in CPEL growth.

Figure 2. ELS Satisfaction with CPEL Tool, SY 16-17 (n=83)



## CONTRIBUTORS

- The William Penn Foundation provided funding for this initiative, and SDP partnered with The Children’s Literacy Initiative (CLI) to recruit, train, and support ELS Coaches.

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