Table 1
Professional Development Sessions and Coaching Plan Overview

Session # and Month	Topics	Length of Session	Coaching Component
1. January	**Overview:** Dialogic Reading overview and evidence with dual language learners.	1 hour	Assign coaches to schools/ teachers
	Open-Ended Questions: Follow the CAR *(Comment-Wait, Ask, and Respond by adding more)* strategy	1 hour 15 min.	Establish and communicate number of visits and duration
	Focus on Dual Language Learning: Meeting the language needs of students	1 hour 15 min.	Negotiate release time for teachers/meeting time for pre- and post- conferences
	Model Dialogic Reading: Role play using Butterfly, Butterfly and Spat the Cat	1 hour 45 min.	
2. February	**Introduction/Overview of the Three Level Framework** for interactive dialogic reading	2 hours	Provide OPAL Training for coaches
	Parent Connection: Sample activities - Use of Follow the CAR dialogic reading strategies with parents	1 hour	Establish and communicate coaching model: Phase 1 – Demonstration Lesson; Phase 2 – Co-teaching; Phase 3 – Observation
3. March	**Dialogic Reading for DLLs - Level 1 Focus**	1 hour 15 min.	Coaches conduct Phase 1 visits and support
	Lesson Planning Strategies: PEER *(Prompt, Evaluate, Expand, and Repeat)* and CROWD *(Completion, Recall, Open-ended, Wh-questions, Distancing)* strategies		Meet with coaches network to support and debrief experience
	Modeling: Modeling using Tough Boris and The Cow That Went Oink		

4. April	**Dialogic Reading for DLLs - Level 2 Focus**	1 hour 45 min.	Coaches conduct Phase 2 visits and support
	Book selection process, planning a dialogic reading lesson focusing on Type 2 questions		Meet with coaches network to support and debrief experience
	Modeling: Level 1 and Level 2 questions using The Cow That Went, Oink and Tough Boris		
5. May	**Dialogic Reading for DLLs - Level 3 Focus**	1 hour 45 min.	Coaches conduct Phase 3 visits and support
	Planning a dialogic reading lesson focusing on Level 3 questions		Meet with coaches network to support and debrief experience
6. June 2011	**Doing What Works Overview** Nation-wide Project Dialogic Reading – Foundation for Literacy Development Teacher Survey Celebration of Product	1 hour 45 min.	Conduct closure debrief session with coaches

Table 2
Age Range, Ethnicity, and Gender (N=25)

Demographic Variable	n	%
Age Range		
26-30	1	4
31-35	4	16
36-40	5	20
41-45	4	16
46-50	1	4
51-56+	10	40

Race/Ethnicity		
Asian	2	8
Hispanic/Latino/a	13	52
White/Caucasian	9	36
Other	1	4
Gender		
Female	25	100
Male	0	0

Note: A total of 28 teachers were recruited for this project. However, only 25 teachers responded to demographic data inquiries.

Table 3

Average Years of Teaching, Authorization, and Degree (N=25)

Demographic Variable	M	SD	Minimum	Maximum
Years of Teaching	17.00	7.81	6	38
Years of Teaching in Early Childhood/Preschool Setting	12.48	9.32	1	40
		n		%
Type of Teaching Credential				
Multiple Subject		25		100
Administrative Services		4		16
Additional Authorization				
BCLAD		9		38
CLAD		13		54
Other (SB 1969, LDS)		2		8
Degrees Obtained				
Bachelor's		25		100
Master's		11		44

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Table 4

OPAL Constructs and Indicators

Construct	Indicator
Rigorous and Relevant Curriculum	1.1 Emphasizes problem solving and critical thinking
	1.2 Access to materials, technology, resources
	1.3 Access to content in primary language
	1.4 Organization of curriculum and teaching
	1.5 Allows transfer of skills from primary language
	1.6 Establishes high expectations
Connections	2.1 Relates instructional concepts to students' realities
	2.2 Helps students make connections
	2.3 Makes learning relevant and meaningful
Comprehensibility	3.1 Scaffolds instruction
	3.2 Amplifies student input
	3.3 Explains key terms
	3.4 Provides feedback and checks for comprehension
	3.5 Uses informal assessments
Interactions	4.1 Facilitates student autonomy
	4.2 Modifies procedures to support learning
	4.3 Communicates subject matter knowledge
	4.4 Uses flexible groupings

Table 5

Dialogic Reading Coaching Phases

	Coach	Phase 1 Demonstration Lesson	Phase 2 Co-Teaching	Phase 3 Observation - Feedback
Teacher 001	1	X	X	X
Teacher 002	1	X	X	Participant hospitalized at the end of school year.
Teacher 004	1	X	X	X
Teacher 008	3			
Teacher 009	3	X	X	X
Teacher 011	2	Participant not assigned to a coach.	X	X
Teacher 012	3	X	X	Teacher dropped out of project.

Teacher 014	2	X	X	X
Teacher 017	4	X	X	X
Teacher 018	4	X	X	X
Teacher 019	4	X	X	X
Teacher 021	2	X	X	X
Teacher 024	2	X	X	X
Teacher 015	Did not consent to coaching support.			

Table 6

Comparison of OPAL Ratings Based on Whether Coaching Occurred (N = 23)

Rating	Coaching	*n*	*M*	*SD*	r_s	*p*
Overall OPAL Rating					.25	.24
	No	12	3.52	0.67		
	Yes	11	3.85	0.61		
Rigorous and Relevant Curriculum Domain					.22	.31
	No	12	3.29	0.66		
	Yes	11	3.62	0.71		
Connections Domain					.34	.11
	No	12	3.25	0.71		
	Yes	11	3.70	0.62		
Comprehensibility Domain					.23	.28
	No	12	3.77	0.75		
	Yes	11	4.02	0.73		
Interactions Domain					.21	.32
	No	12	3.77	0.83		
	Yes	11	4.09	0.59		

Note: Ratings based on a 6 point scale