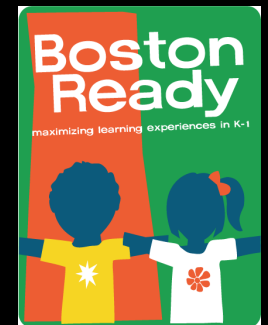


Looking at Your Classroom Through the ELLCO Lens



Boston Ready Professional Development
for Teachers
October 2009
9:00-2:30



Welcome

- Please create and personalize a name card with the materials on the tables.
- Include at least two words that tell something important about you.
- You will use this card in future professional development events as well.



Boston Ready This Year

- Change in design
- WIKI and web site
- Schedule of PD events
- Work plans
- Coaching
- Pre/Post
- Other

Group Norms

- Be on time
- Respect all opinions
- Listen
- No sidebar conversations
- Turn off cell phones

GOALS

1. Develop familiarity with ELLCO criteria
2. Link OWL curriculum with ELLCO criteria
3. Identify classroom strength and area of focus using ELLCO criteria
4. Identify and share colleagues/teachers as resources for one another

What do we know about ELLCO?

- Use the next fifteen minutes to complete the questionnaire.
- When you are finished, please see one of the facilitators.
- Your responses will be used only as aggregate research data.

Break Time



What is ELLCO?



- Look at classroom literacy environment
- Look at literacy instruction practices
- Assess strength in environment/instruction
- Identify areas of focus in environment/instruction
- Identify areas for professional development

★ Improved literacy outcomes for children

Considers 5 key literacy elements

1. Classroom structure
2. Curriculum
3. Language environment
4. Books and book reading opportunities
5. Print and early writing supports

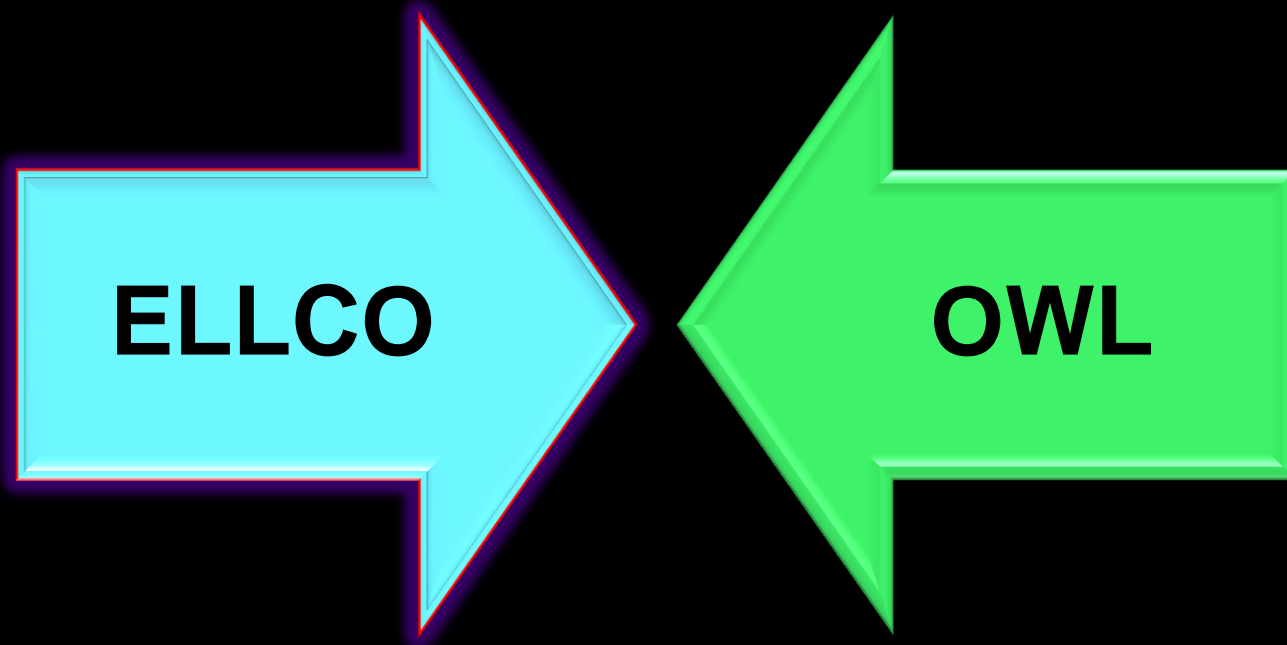


ELLCO Scavenger Hunt

- Read the list.
- Identify where you might note the evidence of the practice in the ELLCO.



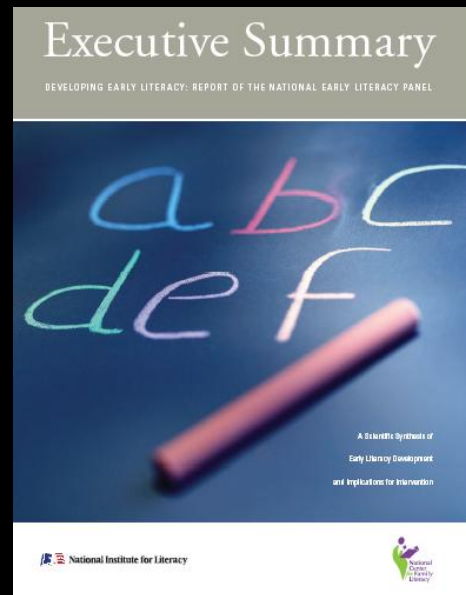
Linking ELLCO and OWL



What do research and literature tell us?



Developing Early Literacy: Report of the National Early Literacy Panel



4 Key Questions

1. What are the skills and abilities of young children (age birth through five years or kindergarten) that later predict later reading, writing, or spelling outcomes?
2. Which programs, interventions, and other instructional approaches or procedures have contributed to or inhibited gains in children's skills and abilities that are linked to later outcomes?
3. What environments and settings have contributed to or inhibited gains in children's skills and abilities?
4. What child characteristics have contributed to or inhibited gains in children's skills and abilities?

What skills and abilities are precursors of later literacy achievement?



Conventional literacy skills

- Alphabet knowledge (AK)
- Phonological awareness (PA)
- Rapid automatic naming (RAN) of letters or digits
- RAN of objects or colors
- Name writing or writing letters/symbols
- Phonological memory

Other Potentially Important Variables

- Concepts about print
- Print knowledge
- Reading readiness
- Oral language
- Visual processing



Methods of Interventions

- One-on-one or small group
- Teacher-directed
- Focused on learning skills by engaging in use of skills
- PA intervention (detecting/manipulating small units of sounds in words)
- Teaching about alphabet (letter names/sounds) or simple phonics tasks



Instructional Practices That Enhance Early Literacy Skills

- Code-focused interventions
- Shared-reading interventions
- Parent and home programs
- Preschool and kindergarten programs
- Language-enhancement interventions



Code-Focused Interventions

Teaching aspects of the alphabetic principle:
Knowledge that letters in written words represent
the sounds in spoken words

- **Phonological Awareness (PA)**: identify sounds in words or manipulate sounds in words
- **Alphabet knowledge (AK)**: letter names or both letter names and letter sounds
- **Early decoding skills**: decode letter sounds

Shared Reading Practices

- Parents, teachers, or combination
- Individually or in small groups
- Short term (1-6 mos.)
- Substantial increase in frequency
- Change in style of shared-reading activities



Intensified/improved efforts to read to children = positive impact on oral language skills and print knowledge but no impact on PA skills or AK

Parent & Home Programs

Children from homes in which parents engage them in elaborated conversations, model the uses of literacy, and engage them in activities that promote basic understandings about literacy will have better-developed language and literacy skills than children from homes in which these activities are less frequent.



Analysis: These interventions yield a moderate to large effect on oral language outcomes and general cognitive abilities.

Preschool & Kindergarten Programs

(e.g., Head Start, Perry Preschool Project, Abecedarian Project, state-funded preschool programs)



- Largest impact on composite readiness measures – highly effective in preparing children for school entry.
- Small to moderate impact on spelling outcomes.

Language Enhancement Interventions

Instructional effort to improve oral language ability or skills, implemented in naturalistic environment

- Hearing specified language input (e.g., vocabulary) in game-like or play activities
- Engaging in language activities (e.g., responding to “wh” questions; talking about similarities/differences in pictures)
- Direct training of components of language (phonology; sentence structure)



Interesting Findings

- Intervening earlier versus later (under age 3) is advantageous for enhancing language development.
- Language interventions were the only area that showed greater effectiveness with preschool children.
- No significant differences for children with language delays.
- Most developmentally appropriate practices used in Kindergarten are also effective in preschool.



Child characteristics such as age, SES, and race did not alter the effectiveness of interventions.



Lunch



What do you want IP's to know about
OWL?

Finding Strengths and Focus



1. Reflect on tools
2. Familiarize yourself with a key component
3. Identify 3 sources of evidence
4. Record answers on flip chart
5. Post flip chart on wall

Strengths:

- Home- School Connections
- Orientations to choice time
- Classroom set-up
- Whole group circle time
- Songs, Words Play, and Letters
- Building Blocks whole/small group
- Let's Find out About It
- Let's Talk About It
- Interactive Read Alouds
- OWL Small Groups
- Center time
- Child Assessment

Work Plans

- Why?
- How?
- Who?
- Follow up



Developing Your Work Plan

- Goals
- Resources
- Local expertise
- Sharing what you know on Dec 11th



What did you learn?

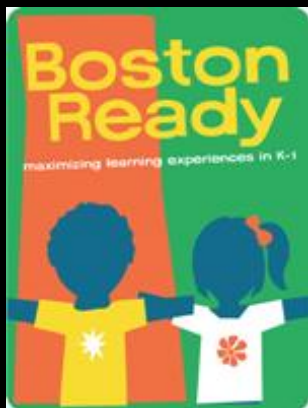


Upcoming PD

Nov 6th – IP - OWL 101

Nov 14th – teachers & IP – Teaming

Dec 11th – teachers – Using Data



Wrap Up

- Taking it home
- Sign out
- Tent cards
- Certificates
- Materials

