WE ARE...

Literacy 3D
Achieving Early Literacy through Data Driven Decisions
This grant was selected among many for funding by the Office of Special Education Programs, U.S. Department of Education based on a competitive, peer review process.
JUNIPER GARDENS CHILDREN’S PROJECT

JGCP Mission:

- To improve area children’s developmental and educational experiences and their academic and social achievements

- To build collaborative partnerships with community agencies, organizations, schools, and individuals to help identify problems and generate solutions

- To transfer this knowledge to the community, to others in the region, state, nation, and the world
ADDRESSING NEED

Too many young children are not ready for school because they lack early language and literacy experiences to support their development.

Studies have shown that even in prekindergarten classrooms where teachers have specific early literacy goals, most instructional interactions do not have a clear literacy focus.

Literacy-3D can help!
LITERACY-3D LEADERSHIP TEAM

- Dr. Charles Greenwood, Principal Investigator
- Dr. Jane Atwater, Co-Principal Investigator & CIRCLE Investigator
- Dr. Mary Abbott, Expert Literacy Consultant
- Dr. Connie Beecher, Post Doctoral Researcher
- Sarah Petersen, Project Coordinator & Coach
- Carla Payette, Literacy Coach
- Jeanie Schiefelbusch, Assessment Coordinator
TEACHER LITERACY FOCUS & STUDENT ENGAGEMENT

Measuring how teachers engage students in literacy based activities
CLASSROOM CIRCLE

Classroom Code for Interactive Recording of Children’s Learning Environments
CLASSROOM CIRCLE

- CIRCLE is an observation tool that exists on an unobtrusive, handheld tablet
- Looks specifically at child behavior
- Also looks at what is going on around that behavior:
  - What is the teacher doing?
  - What is the setting?
- We use Classroom CIRCLE to look at Student Academic Engagement
The following is from a study that included a number of early childhood classrooms.

Various school settings:
- some Pre-K
- some Title 1
- some Tuition based
- some Head Start classrooms

The following graph represents combined averages from all classrooms in the different school settings.
CHILD ACADEMIC ENGAGEMENT GRAPH

- We looked at students’ behavior in 3 broad “Engagement Categories”
  - Challenging Behavior
  - Literacy Engagement
    - Reading, Writing and Verbal Literacy Activities
    - Attending to a Literacy Activity
    - Etc.
  - Other Engagement
    - Pretend Play and Play with Non-Literacy Manipulatives
    - Music and Motor Activities
    - Etc.
Our Goal:
Reduce the amount of time children spend unengaged by increasing Literacy Engagement.
2-Fold Logic

- As Child Academic Engagement Increases so do Child Outcomes

- The way to increase Child Academic Engagement is to Increase Teacher Literacy Focus
  (This was the focus of our study!)
MORE ON LITERACY-3D

Literacy through Data Driven Decisions
HOW TO INCREASE...

Teacher Literacy Focus
Child Literacy Engagement
Child Outcomes
  ➢ Improved Print & Alphabet Knowledge (PAK)
  ➢ Improved Vocabulary/Oral Language (VOL)
  ➢ Improved Phonological Awareness (PA)
  ➢ Improved Comprehension (COMP)
WE DO THIS THROUGH:

- In-Class Observations
- Coaching Support
- Decision-Making Model
- Performance-Based Feedback
- Pre & Post-tests of Child Early Literacy Growth

Coaching includes:

- Data review
- Strength-based planning
- Top Ten Strategies for increasing literacy engagement
BENEFITS

- Data on child progress and growth
- Job-embedded training in Top 10 Strategies
- Anticipated child outcomes
- All assessment information will be made available to teachers
## WHAT TO EXPECT

### First Semester

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<tbody>
<tr>
<td></td>
<td>Screening for all Children with GRTR; Baseline PELI with 6 children</td>
<td>Observation ≈1.5 hours</td>
<td>Observation ≈1.5 hours</td>
<td>Observation ≈1.5 hours</td>
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<tr>
<td></td>
<td><strong>No Observation</strong></td>
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<td>Observation ≈1.5 hours</td>
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<td>Professional Development (8-23-13)*</td>
<td>Professional Development (10-25-13)</td>
<td>Professional Development (12-14-13)</td>
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* No Data Sharing and No Implementation Planning
**WHAT TO EXPECT**

- **Second Semester**

<table>
<thead>
<tr>
<th>January</th>
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<th>April</th>
<th>May</th>
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<tr>
<td>Progress Monitoring: PELI with 6 Children</td>
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<td>Progress Monitoring PELI-6 Children; Outcomes for all Children with GRTR</td>
<td></td>
</tr>
<tr>
<td>Observation ≈1.5 hours</td>
<td>Observation ≈1.5 hours</td>
<td>Observation ≈1.5 hours</td>
<td>Observation ≈1.5 hours</td>
<td>Observation ≈1.5 hours</td>
</tr>
<tr>
<td>Professional Development (1-31-14)*</td>
<td>Professional Development (2-28-14)</td>
<td></td>
<td>No PD</td>
<td>Data Share &amp; Feedback (5-22-14)</td>
</tr>
</tbody>
</table>

* No Data Sharing and No Implementation Planning
Questions?
PROFESSIONAL DEVELOPMENT
AUGUST 23, 2013
AGENDA

• Project Goals 8:45 – 8:55
• The Data 8:55 – 9:05

(5 Minute Break)

• Coaching Process 9:15 – 9:30
• Oral Language 9:30 – 9:50
• Impact of Intervention 9:50 – 10:00
What is Early Literacy?
What is Early Literacy?

• The skills that children need to be ready to learn to read so that when the time comes, they are able to read to learn.

• Concepts of Print
• Alphabet Knowledge
• Vocabulary
• Oral Language
• Phonological Awareness
3 Things to Increase

1. Teacher Literacy Focus
   - Intentional, planful activities
   - Activities that address need

2. Child Literacy Engagement
   - Active engagement
   - Not just attending

3. Child Outcomes
How to get there?

Literacy 3D Path of Intervention

Easy as A ... B ... C

Baseline Data Collection: (1) Literacy Skills Screening with GRTR; (2) PELI; (3) CIRCLE; and (4) Baseline Coach Observation
LITERACY 3D PATH OF INTERVENTION

3 Rounds of Coaching (starting in October, December, and March):

(1) Data Review and Goal Setting: Teacher-Coach meeting for data review, goal setting, selecting intervention, and determining timeline

(2) Implementation & Observation: Teachers implement chosen strategy and coach observed and scores the strategy steps

(3) Written Feedback with Coach Consultation: Fidelity of Implementation reports with specific feedback to teachers including growth on classroom CIRCLE and child PELI reports
LITERACY 3D PATH OF INTERVENTION

End of the Year Data Collection:
(1) GRTR; (2) PELI; (3) CIRCLE; and
(4) Coach observation
CHILD & CLASSROOM DATA
The Data in Data Driven Decisions
**THE DATA IS YOUR MAP ON THE PATH**

- Literacy **3D** = Literacy through **Data Driven Decisions**

- We use the data to tell us 3 things:
  - What skills to teach
  - When to teach them
  - Is the plan working?

- 2 kinds of data
  - Child Data
  - Classroom Data
CHILD DATA

1. Universal Screening
   - quick and easy
   - a snapshot of where children are on a particular skill

2. Progress Monitoring
   - provides feedback about child learning
   - Gives rate and level of growth
CHILD ASSESSMENTS

Get Ready to Read!

Universal Screening

Preschool Early Literacy Indicators

Progress Monitoring
CLASSROOM DATA

CIRCLE

Code for Interactive Recording of Children’s Learning Environments
CIRCLE

- A time sample
- Represents target children’s experiences
- “Teacher” refers to whoever is interacting with the child at the time
- Looks at 3 things:
  - Context
  - Teacher Behaviors (as experienced by the child)
  - Child Engagement
WHAT CIRCLE TELLS YOU

 Gives an idea of:
  • What parts of the day have lots of literacy infused
  • What parts of the day could have more literacy infused
  • Whether children’s engagement is active or passive (attending)

 We can use this data to make decisions about when to implement a literacy strategy that will increase children’s opportunity to respond
CLASSROOM DATA – COACH OBSERVATIONS

Quality of Literacy Instruction

- 2 times
  - Beginning of Year
  - End of Year
- 1.5 hours

Fidelity of Implementation

- Used 1-3 times per round of coaching
- 3 rounds of coaching
- About 10 min per strategy
QUALITY OF LITERACY INSTRUCTION

- Informs coach of how literacy is taught typically in the classroom
- Will want to schedule on a “typical day”
- Gives coach more context to add to CIRCLE data
- Teacher will receive feedback
HOW WE USE THE DATA
Tune Up Checklists & Fidelity of Implementation
FIDELITY OF IMPLEMENTATION

- Teacher created with coach guidance
- Based on the strategies the teacher selects
- Strategies are observed in the classroom
- Will want to schedule on a “typical day”
- Teacher will receive scores (percentages)
- Teacher will receive feedback
TUNE UP CHECKLIST (TUC)

• FRONT: Examine need & current instruction
  • Determine:
    - What area of need to focus on
    - What is already being done
    - Can this be enhanced
    - What more can be done
    - What goal to set
    - Which of the Top 10 Strategies to use to achieve that goal
TUNE UP CHECKLIST (TUC)

- BACK: Planning Strategy Implementation
  - Description of Strategy and adaptations made to suit classroom needs
  - Time of Day and Frequency
  - Time line (checkpoints)
  - What needs to be done in preparation?
  - Attach Steps for Implementation and customize

- “Steps for Implementation” become a fidelity measure
TUNE UP CHECKLIST (TUC)

• “Steps for Implementation” Fidelity
  • The individualized steps are used as a checklist
  • Coach does classroom observation to evaluate whether the teacher or teaching team is following through with the plan
  • A meeting occurs to discuss whether the intervention is viable
  • Modifications are made, if needed
  • Progress data is recorded
ORAL LANGUAGE
A challenge for the long haul
LANGUAGE ACQUISITION

Language occurs through an interaction of:

- Genes (most animals have innate tendencies to communicate and be sociable)
- Individual thinking abilities
- Environment
# Oral Language

## 3-Year Study of Actual Words Spoken to Children

<table>
<thead>
<tr>
<th>SES</th>
<th>Words spoken per hour</th>
<th>Words heard by age 3</th>
<th>Praise / Reprimand</th>
<th>By age 4 – word count of more praise than reprimand or vise versa for welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>2,150</td>
<td>30 mil</td>
<td>6/1</td>
<td>560,000</td>
</tr>
<tr>
<td>Working</td>
<td>1,250</td>
<td>20 mil</td>
<td>2/1</td>
<td>100,000</td>
</tr>
<tr>
<td>Welfare</td>
<td>650</td>
<td>10 mil</td>
<td>1/2</td>
<td>125,000</td>
</tr>
</tbody>
</table>
Young children from at risk backgrounds have reduced exposure to language, resulting in vocabulary deficits (Hart & Risley, 1995)
WE ALSO KNOW THAT THE RECIPE FOR LOW VOCABULARY INCLUDES:

- One-way speech from adult to child
- Short, curtailed adult to child communication (usually a reprimand or threat)
- Adult watching instead of interacting
A VOCABULARY RECIPE FOR SUCCESS

• Most vocabulary is learned indirectly, so
  □ Increase the number of conversations

• Some vocabulary must be taught directly, so
  □ Repeat words and have children practice with you

• Poor vocabulary is associated with language, literacy, and cognitive disabilities or delays, so
  □ Check for comprehension
  □ Use strategies to increase breadth, like using big words and synonyms
ORAL LANGUAGE
Making the Most of Conversations
CONVERSATION ROUTINES

It’s important to begin with a child's current interest.

Start with an Open Ended Question

- Listen to child’s answer and respond with
  - A follow up question
  - Expansion
  - Extension

- Carry on the conversation for at least 4-5 volleys.
  - Try to use as many open ended questions as possible
  - If you ask a Yes/No or other closed-ended question, follow up with an open ended question.
<table>
<thead>
<tr>
<th><strong>Teacher Questions</strong></th>
<th><strong>Child Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: What are you making? (open)</td>
<td>C: Quesadillas</td>
</tr>
<tr>
<td>T: Do you like Quesadillas? (closed)</td>
<td>C: Yes</td>
</tr>
<tr>
<td>T: What ingredients do you like to put in your quesadillas? (open)</td>
<td>C: Don't know.</td>
</tr>
<tr>
<td>T: I like quesadillas too. In my quesadillas, I like to put cheese, beans, and chicken. Which of those would you like to put in your quesadillas?</td>
<td>C: I don't like beans.</td>
</tr>
<tr>
<td>T: What do you like that we can put into your quesadillas?</td>
<td>C: Cheese.</td>
</tr>
<tr>
<td>T: Quesadillas with cheese. Mmm, that sounds delicious!</td>
<td></td>
</tr>
</tbody>
</table>
YOUR TURN
IMPACT OF INTERVENTION
Results and Response
Teacher Literacy Focus Graph

![Graph showing mean literacy focus across different waves for intervention and comparison groups.]

- **Y-axis:** Mean Literacy Focus
- **X-axis:** Wave
- **Groups:** Intervention, Comparison

The graph illustrates the mean literacy focus for an intervention group and a comparison group across five waves. The intervention group shows a peak in literacy focus in wave 3, followed by a decline in subsequent waves, whereas the comparison group maintains a relatively stable focus throughout the waves.
Para Participation & Quality of Literacy Instruction

Gain in Quality of Literacy Instruction

Paraprofessional Participation in Literacy 3D

Did Not Attend PA

Attended PA Meetings
MAINTAINING UPWARD MOMENTUM

- Teamwork can help sustain intervention goals when other duties call