

Observational & Outcome Measures



How we measure early literacy: We measure Teachers' Literacy Focus and Children's Literacy Engagement rates using the Code for Interactive Recording of Children's Learning Environments, designed to capture information on the ecological and behavioral features what is happening in the preschool classroom that can be used to inform intervention decisions. Higher rates of teacher literacy focus are expected to render higher rates of child engagement resulting in greater literacy gains. We use the following literacy outcome measures:

Screening: Get Ready to Read is used to determine a child's literacy level in English and Spanish.

Progress Monitoring: PELI (Preschool Early Literacy Indicator), presented in an interactive storybook format, measures growth in four key early literacy domains: alphabet knowledge, vocabulary/oral language, comprehension, and phonological awareness.

Standardized Assessment: TOPEL (Test of Preschool Early Literacy) measures alphabet knowledge, phonological awareness, and definitional vocabulary.

Language Proficiency: Spanish & English Oral IPT (IDEA Proficiency Test) gives information about a child's proficiency in Oral Language.

JGCP

Literacy 3D

is a program of the
**Juniper Gardens
Children's Project**
at the
University of Kansas

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<http://ebass.ku.edu/observational-instrument/circle/literacy-3d/>



**A Practice Based Coaching
Model for Promoting
Intentional Early Literacy
Instruction through *Data-
Driven Decisions (3D)***
for Improved Interactions,
Engagement and Outcomes
for Preschool Special and
General Education

**What are you doing to support
children's literacy development?**

- Devoting enough time?
- Embedding opportunities to respond?
- Individualizing for diverse learners?

**How do you increase children's
engagement in literacy activities?**

- Tips for increasing children's active engagement in storytelling, circle time, and large group activities
- Tips for handling small Groups and strengthening individual activities
- Tips for managing behavior

**Will your children's progress meet
program, state, and federal early
literacy standards?**

- Learn how children are responding to instruction and whether instructional changes are making a difference

Literacy 3D

Overview

Evidence shows that preschool teachers face many challenges providing literacy support to children even in programs with literacy outcome goals. Literacy 3D helps to overcome these challenges.

Literacy 3D is an enhanced, supplemental instructional intervention consisting of 6 two-hour literacy focused workshops for teachers held progressively over the year at their school. Literacy 3D coaches work with teachers in their classrooms one hour weekly providing face-to-face, email, and text messaging coaching and feedback.

Teachers learn to make data-based intervention decisions by reviewing classroom data with their coach. Data are collected by project staff weekly. Data are used to help guide the teacher in selecting from Literacy 3D's Top 10 instructional strategies. These strategies increase children's engagement with literacy activities thereby promoting children's growth in pre-literacy skills. Literacy 3D is designed to complement the early literacy curriculum and does not replace it.

Our Goals

We are inviting Fall 2018 participation in an evaluative study of Literacy 3D. We are seeking preschool programs and classrooms (Pre-K, Title 1, and Head Start) in KS and MO metropolitan areas who are serving low SES children, including children with IEPs and dual language learners. Preliminary findings have shown that, as teachers' increase their use of Literacy 3-D instructional strategies, children subsequently increased literacy engagement, early literacy skills, and expressive language.

Benefits of Participation

Early Literacy Professional Development delivered by our Literacy 3D Team. (Topics include: how to interpret data and make data-based decisions, and ten strategies for increasing embedded literacy instruction throughout the day.).

Early Literacy Data collected by our staff that participating teachers can use to make data-based decisions in classrooms, including child screening and outcome data as well as observational data describing instructional interactions between adults and children.

Coaching Sessions for teachers by our Literacy Coaches in the classroom and via email/phone or in person to help teachers increase children's active literacy engagement.

No Changes to Current Curriculum

Teachers will not need to make changes to instructional content or daily schedules. They will be asked to supplement what they are already doing by embedding literacy boosting strategies.

Who is involved?

Charles Greenwood, Director
Judith Carta, Response to Intervention
Alana Schnitz, Coaching & Intervention
Sarah Petersen, Project Coordinator
Jeanie Schiefelbusch, Data Collection
Shye Reynolds, Software Developer
Consultants: Mary Abbott, Jane Atwater,
Connie Beecher and Lilian Duran

Why is this Important?

As schools increase their use evidence-based practices, educators need tools that inform instructional decisions. Questions key to these decisions are:

- Is the intensity of literacy instruction sufficient to achieve the desired literacy outcomes for students?
- Does the early literacy instruction provided by our program result in growth in children's early literacy outcomes and increase their school readiness?
- Literacy 3D can help your program answer these questions and identify and implement strategies to improve children's early literacy outcomes.

Too many 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 with early literacy goals, most instructional interactions do not have a clear literacy focus.

Prekindergarten programs are increasingly seeking to employ evidence-based intentional teaching practices.

Literacy 3D can help! Join us!

- Greenwood, C. R., et al. (2016). Development, validation, and evaluation of literacy 3D: A package supporting tier 1 preschool literacy instruction implementation and intervention. *Topics in Early Childhood Special Education*, 1-13.
- Greenwood, C. R. et al. (2017). An eco-behavioral analysis of child academic engagement: Implications for preschool children not responding to instructional intervention. *Topics in Early Childhood Special Education*, 1-15. doi:10.1177/0271121417741968,