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Project Ready!

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Agenda

- The Research Project:
 - Purpose
 - Findings
- Overview of what was done
 - Curriculum
 - Teacher Training
 - Family Education
 - Intervention
- What comes next



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Early Literacy Specialist for Project Ready!: **Rosie Warburg, MA**

Project Ready! Advisory Board

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Grant Support Thank You!



Greater Cincinnati Foundation
\$17,000 Grant for Pilot Project



Sisters of Charity-Sister Elise Fund
\$3,000 Grant for Pilot Project

Promoting the Mission of the Sisters of Charity of Cincinnati



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Dr. Murdoch's Sabbatical
\$1,500 Summer Research Grant

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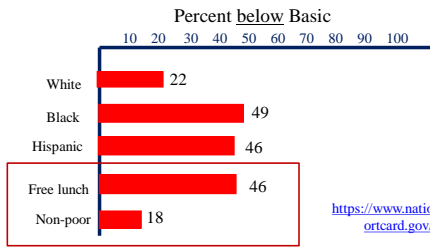
Our purpose is to narrow the achievement gap by focusing on the school readiness gap between children living in poverty and their more advantaged peers.

Our goal was to collaboratively create an easy to use, research based, early learning curriculum with a focus on language skills, early literacy skills, and content knowledge.

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2017 results from National Assessment of Educational Progress at 4th Grade

Overall, 32% of 4th graders performed below the Basic Level of Proficiency



<https://www.nationsreportcard.gov/>

Early Literacy is Powerful!

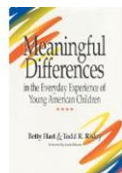
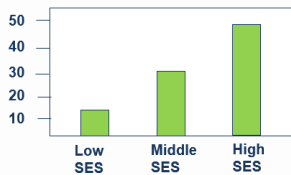
- Early Literacy and Language experiences **determine a child's success in becoming a strong reader, as the early childhood years are when the foundation for reading is established** (Adams, 1990).
 - Connie Juel (1988) followed children from 1st through 4th grades, and found that if a child was a poor reader at the end of 1st grade the probability that that child would remain a poor reader at the end of 4th grade was .88!
- "The longer the effort is put off, the less possible the change becomes"**
(Hart & Risley, 1995, p. 203)

Research on the Readiness Gap

- Reading difficulties begin early in life, and are devastatingly stable across a child's school career (Juel, 1991).
- Children from families living in poverty often have fewer opportunities to engage in language and literacy experiences associated with later academic success thus creating an early gap in language and literacy skills (Garcia, Heckman, Leaf, & Prados, 2016).

30 Million Word Gap

Words children heard (in millions) by age 4:



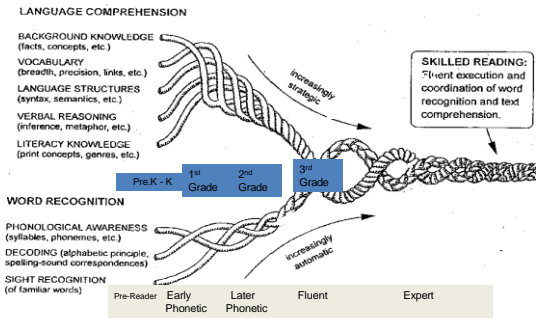
- Rich language experiences, associated with positive reading outcomes in elementary school.
- Classic study by Hart & Risley.

We Know A Great Deal About Preschool Literacy Instruction

- There is a substantial body of research regarding the importance of intentionally teaching young children language and literacy skills
- What Skills (NELP, 2009; Landry et al., 2006)
 - Oral Language—Listening and Speaking
 - Vocabulary & Knowledge
 - Knowledge of Letters (names and sounds)
 - Phonological Awareness
- How (Connor et. al., 2006)
 - Developmentally appropriate, errorless learning, playful
 - Balance of teacher-led and child-centered. Different activities better for certain skills...
 - Whole Group & centers (meaning focused) = vocabulary & comprehension
 - Small-group = alphabet & phonological awareness
 - Intentional, sequential



The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



The Work of Early Childhood Creating the Foundations for Learning All Subjects

Schema Development

Vocabulary & Knowledge growth is like "an interest yielding savings account" = little foundation; little growth.

- E.D. Hirsch

The Challenge

- The key to reducing reading difficulty, is to provide high quality and well-planned instruction from the start of their school career (Barnes, Grifenhagen, & Dickinson, 2016; Torgesen, 2004).
- Preschools that provide quality language, literacy, & content instruction have produced promising positive effects on children’s academic achievement (Garcia et al., 2016).
- However, few preschool curriculums reflect the science of reading and many teachers lack this knowledge base (Mashburn et al, 2008).

This Project

- At one school, in 2 classrooms, we **collaboratively built & implemented** a new curriculum based on the science of reading & connected to Ohio’s standards, provided family education, and engaged in teacher professional development with coaching
- Across 16 weeks during their 90 minute block of time dedicated to academics.
- Compared the implementation school with two comparison schools (these schools did not implement the new program)

Children in the Study

All schools have one 3-year-old class and one-two 4-year-old class.

- Implementation School
 - N = 32 children (34 total)
 - 100% free and reduced lunch eligible
 - 60% Dual Language Learners
- Low SES (Matched) Control
 - N = 22 children (32 total)
 - 100% free and reduced lunch eligible
 - 45% Dual Language Learners
- High SES (Advantaged) Control
 - N = 25 children (35 total)
 - 0% free & reduced lunch eligible
 - 100% Caucasian
 - 0% Dual Language Learners



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Ratios & Teachers' Experience

Schools & Classroom	Ratio	Teacher		Assistant	
		Degree	Years Teach.	Degree	Years Teach
Implementation 3s	1:9	AA	3	High Sch.	2
Implementation 4s	1:9	BA	3	AA	3
Low SES Control 3s	1:8	BA	9	No Assistant; class of 8	
Low SES Control 4s	1:9	BA	5	Class sizes of 13, shared assistant AA 5	
Low SES Control 4s	1:9	MA	13		
High SES Control 3s	1:9	AA	3	High Sch.	5
High SES Control 4s	1:9	BA	8	BFA	12

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Assessments Used

Preschool CBM

Used for Instructional Planning

- Basic Skills
 - Shapes
 - Colors
 - ABC Song
 - Name Recognition
 - Name Writing
- Math
 - Number Recognition (1-10)
 - Counting (1-10)

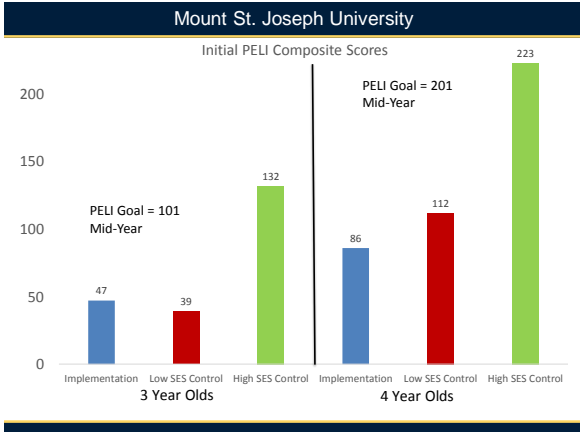
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Assessments Used

Preschool Early Literacy Indicators (PELI)

<https://acadiencelearning.org>

- Standardized
- Meaningful Benchmark Goals
- Researched to demonstrate strong technical adequacy
- Developmentally appropriate—storybook format that is highly engaging to young children
- Subtests: Letter Names, Oral Language, Vocabulary, Listening Comprehension, Phonological Awareness

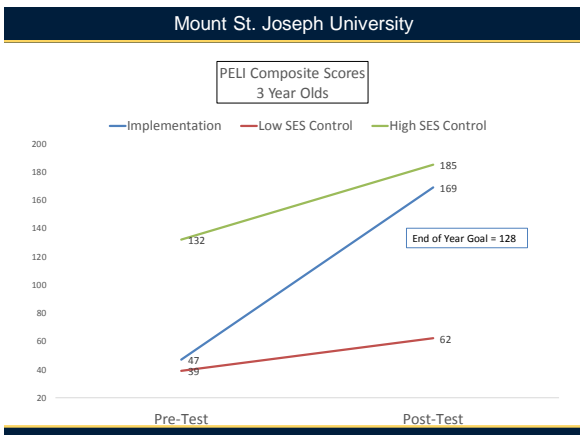


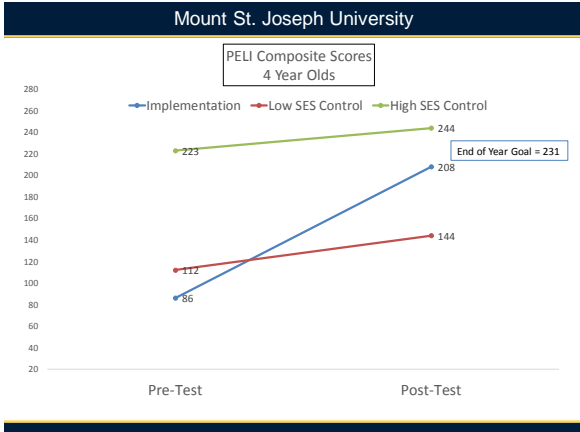
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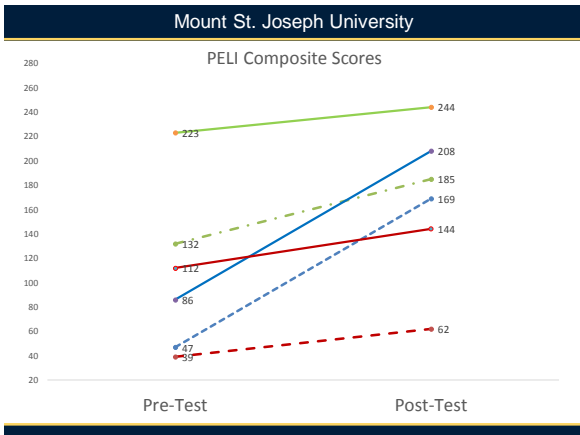
Implementation

- 16 weeks, approximately 60 minutes each day
- Classroom based instruction with small group work.
- Teacher Professional Development with Coaching
- Family Education
- Playful Interventions

More on this later..







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Risk Status—3 Year Olds End of the Project

	Above Cut for Risk	Well Below	Below	Benchmark
Implementation	95%	5%	0%	95%
Low SES Control	50%	50%	33%	17%
High SES Control	100%	0%	0%	100%

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Risk Status—4 Year Olds End of the Project

	Above Cut for Risk	Well Below	Below	Benchmark
Implementation	81%	19%	50%	31%
Low SES Control	27%	73%	20%	7%
High SES Control	92%	8%	15%	77%

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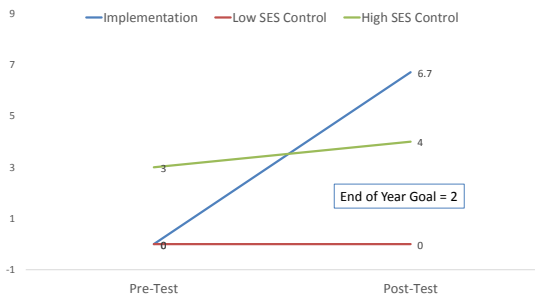
Phonemic Awareness is Crucial

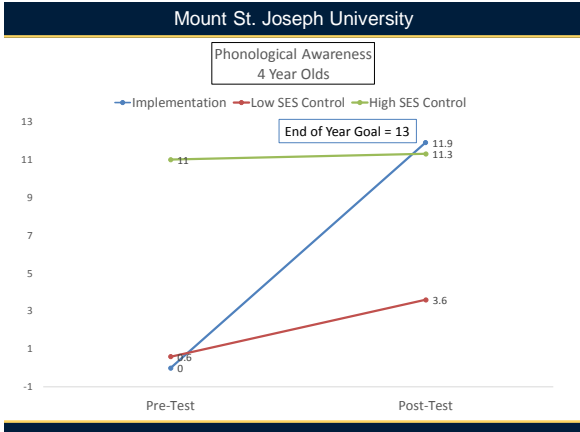
The lack of phonemic awareness is one of the MOST powerful determinant of the likelihood of failure to read.

Research indicates that without direct instructional support, phonemic awareness eludes roughly 25% of middle class Kindergarten-1st graders and substantially more of those who come from less literature-rich backgrounds. Furthermore, these children have serious difficulty learning to read. (Adams, 1990).

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Phonological Awareness
3 Year Olds





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SO WHAT EXACTLY DID WE DO?

Curriculum

Home Component

Teacher Professional Development with Coaching

Playful Interventions

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The Curriculum—Joyful Discoveries

- Theme Based. Heavily text based instruction.
- All instruction is outlined for the instructor.

Predictable Routines

- Whole Group Circle Time: Language Time & Learning Something New Routines
- Small Groups
 - Language Comprehension
 - Math Books
 - Alphabetics

Focus Skills Taught

Background Knowledge

1. Literacy Knowledge—Print Concepts, Variety of Texts, Common Stories
2. Content Knowledge: Math, Science, Social Studies
3. New experiences & professions

Oral Language

1. Vocabulary
2. Language Structures (Syntax, word choices, etc)
3. Verbal Reasoning
4. Perspective taking & empathy & kindness

Listening Comprehension & Key Concepts of Stories

1. Beginning, Middle, and End
2. Problem & Solution—Characters take actions to solve problems
3. Who, What, When, Where, Why, and How

Foundational Reading Skills

1. Phonological Awareness
2. Letter Names & Sounds



9/15/2019

Dr. Amy Murdoch

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We Know A Great Deal About Preschool Literacy Instruction

- **What Skills** (NELP, 2009; Landry et al., 2006)
 - **Oral Language—Listening and Speaking**
 - **Vocabulary & Knowledge**
 - Knowledge of Letters (names and sounds)
 - Phonological Awareness
- **How** (Connor et. al., 2006) = Our Routines
 - Developmentally appropriate, errorless learning, playful
 - Balance of teacher-led and child-centered. Different activities better for certain skills...
 - Whole Group & centers (meaning focused) = vocabulary & comprehension
 - Small-group = alphabet & phonological awareness
 - Intentional, sequential



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Theme	Components in the Theme
Kindness	Kindness to our Families & Friends
	Kindness to animals: Zookeeper, Veterinarian, Cat & Dog life cycle
	Kindness to our Planet: Earth is our Planet, Recycling, Conservation
North America	Maps & Globes; Continents & Countries
	Focus on Countries in N. America: USA & Mexico
	Scientist & The Science Center (Science tools, fossils)
	N. American Animals & Where they live (Habitats): Forest, Farm, & Desert Animals of N. America: Focus on Amphibians & Life Cycle
Astronomy	The Universe & Planets in our Solar System
	Our Moon
	Scientists—What they Do & Tools—Astronomer, Astronaut, Telescope
	Stars & Constellations
South America	Continent of S. America & Focus on Country—Brazil
	Rainforest Habitat & Rainforest Animals
	Plateau (Altiplano) Habitat & Animals (Llama)
	Ocean Habitat & Ocean Animals & Aquarium
Botany	Plants & Flowers
	Butterflies & Bees
	Trees

Theme	Components in the Theme	
Africa	Continent of Africa & Focus on 2 Countries—Egypt & Kenya	
	African People—Village life, School, Family	
	African Animals & Habitats: Savannah, Rainforest, Desert	
	Focus on specific animals: Elephants, Lions, Camels	
	Scientist who worked in Africa: Jane Goodall	
Seasons & Weather	To Be Developed	
Asia		
The Arts		
Europe		
Human Body		
Australia		
<small>Dr. Amy Murdoch 34</small>		

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The Instructional Time

- Whole Group (15 min)
- Small Groups & Centers (40 -50 min)



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Circle Time (15 min)

1. Gathering Together: ABC Song
2. Language Time! –Finger Play connected to Theme

3. Learning New Things
 - a. Topic discussion
 - b. Story (1, 2, 3 Routine)
 - c. Highlight Center Where You Can Learn More





Botany, Part 1—Plants & Flowers
Book 3: Lola Plants a Garden
 Materials: Book

<p>Language Time:</p> <p>5 Little Seeds</p> <p><i>A finger play</i></p> <p>5 fat seeds in a flower pot <i>hold hand in a fist</i></p> <p>One grew... two grew... three grew... four grew... five grew... <i>hold up 1 finger then 2, 3, etc.</i></p> <p>They grew and they grew and they did not stop! <i>Raise hand in the air very slowly</i></p> <p>Until one day, the pot went POP! <i>Clap hands together</i></p>	<p>Learning New Things</p> <p style="text-align: center;">Book: <i>Lola Plants a Garden</i> by Anna McQuinn</p> <p>Notes on Books: This book is a simple story about a little girl who plants a garden with her mother. NOTE: Be sure to read the poem before the title page. It is key to the story. Also, be sure to read the poem after the story!</p> <p>Key Vocabulary: shoots, weeds, blossom *Explain these words as they appear in the story and reinforce across the day and unit.</p> <p>Read Using the 1, 2, 3 Shared Story Routine</p> <p>1. Before:</p> <ol style="list-style-type: none"> Remind students that we are learning about plants and flowers and how they grow. Show them the book and ask what they think the book is about. Read the title and author. Generate excitement for the book—<i>I wonder what Lola will plant in her garden?</i>
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Circle Time (15 min)

- Gathering Together: ABC Song
- Language Time! –Finger Play connected to Theme

3. Learning New Things

- Topic discussion
- Story (1, 2, 3 Routine)
- Highlight Center Where You Can Learn More

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1-2-3 Story Book Routine

1st Read – Focus on Listening to the Story—Whole Group Story Time

- Before:**
 - Introduce the story to generate excitement.
 - Point out title & author
 - State what we think this story will be about
- During:**
 - Read with very few interruptions so child can get a sense of the full story
 - Model Thinking Aloud & Ask a few basic questions
 - Draw children's attention to key story elements: characters, setting, the problem, etc.
- After**
 - Ask for their opinion
 - Ask a few basic understanding questions.
 - Do an activity: sequence, guided retell, or extended discussion.



Botany, Part 1—Plants & Flowers
Book 3: Lola Plants a Garden
 Materials: Book

Language Time:	Learning New Things
<p>5 Little Seeds</p> <p><i>A finger play</i></p> <p>5 fat seeds in a flower pot <i>hold hand in a fist</i></p> <p>One grew... two grew... three grew... four grew... five grew... <i>hold up 1 finger then 2, 3, 4, 5</i></p> <p>They grew and they grew and they did not stop! <i>Raise hand in the air very slowly</i></p> <p>Until one day, the pot went POP! <i>Clap hands together</i></p>	<p style="text-align: center;">Book: Lola Plants a Garden by Anna McQuinn</p> <p>Notes on Books: This book is a simple story about a little girl who plants a garden with her mother. NOTE: Be sure to read the poem before the title page. It is key to the story. Also, be sure to read the poem after the story!</p> <p>Key Vocabulary: shoots, weeds, blossom *Explain these words as they appear in the story and reinforce across the day and unit.</p> <p>Read Using the 1, 2, 3 Shared Story Routine</p> <p>1. Before:</p> <ol style="list-style-type: none"> Remind students that we are learning about plants and flowers and how they grow. Show them the book and ask what they think the book is about. Read the title and author. Generate excitement for the book—<i>I wonder what Lola will plant in her garden?</i>

Read Using the 1, 2, 3 Shared Story Routine



- 1. Before:**
 - Remind students that we are learning about plants and flowers and how they grow.
 - Show them the book and ask what they think the book is about.
 - Read the title and author.
 - Generate excitement for the book—*I wonder what Lola will plant in her garden?*
- 2. During—**
 - Read with few interruptions.
 - Point out key points in the story.
 - Point out the poem—*Oh, this book starts with a poem, listen*
 - After page 1, *That is the poem we just read!*
 - She figures out what to plant by reading books—doing research
 - Point out the stages of the plant: seed, plant in soil, little sprout, grows and grows, flower.
 - Point out that she has to wait—just like we are waiting for our bean seed to sprout!
 - Note the poem **a the end & beginning.**
- 3. After—Ask a few questions**
 - Did you like the book? Do you think it would be fun to plant a garden like Lola?
 - Who was this story about? Lola
 - When did this story take place? May need to prompt—summer or winter?
 - What did Lola do in the story? Grew a garden
 - How did Lola feel when her friends came over to see her garden? Happy

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Small Group & Center Time

10-15 Min. Small Groups

- Small Groups—Focus on Language & Knowledge
 - Math Book & Activity (2-3 per unit) Kindness Unit: Vet's Office
 - Language Comprehension
 - Alphabetics Group
- Content focused centers with play based activities to use oral language

Map Center



Math Small Group

*Note: Also included math books in whole group.

- Math Routine – All text based
 - Read book
 - Point out math concept as you read
 - Discuss (Language Work around Math)
 - Follow Up Math Lesson with manipulatives
 - Suggestion for students who need more help & challenge
- Skills Taught Across the Units
 - ALL = Shapes & Colors, Number Recognition & Counting
 - Some = size words & comparison, directions, measurement, weight, patterns, basic addition
 - Addressed Ohio’s Early Learning Standards



Tall Tall Tree



1



2

Skills Targeted: Number recognition, counting, one-to-one correspondence, addition with sums under 3, listening comprehension

Materials: *Tall Tall Tree* by Anthony D. Fredericks, number lines, counting picture cards (at the end of the unit)

Outline of Activity:

1. Read the book with few interruptions so children get an idea of the counting concept.
2. After reading the book, show the children the picture cards. Count the items in the pictures. As you do this, match the picture cards to the pictures in the book, pointing out the numerals on each page. For example, when a child counts the picture cards with three salamanders ask him or her to find the number 3 on the page in the book.
3. After counting the picture cards, tell the children that you are going to talk about something new called addition. Addition is something that kindergarteners and first graders do!
4. Explain that adding means putting things together. Demonstrate a simple addition problem by showing the children two picture cards with a small number of items. Make sure the sum is under five for children just being introduced to addition.
5. Model adding the items in the pictures together. For example, "I have one soaring eagle and three climbing salamanders. I'm going to count them together. 1, 2, 3, 4. One plus 3 equals four!"
6. Model again with different picture cards.
7. Encourage the children to experiment with simple addition by giving them two picture cards.

For children ready for a challenge- Support the children with less guidance through adding the two sums. Give the children picture cards that will lead to higher sums. Encourage the children to solve many addition problems with the picture cards. Encourage the use of the words "adding," "plus," and "equals."

For children who need more guidance- Model adding more problems with the picture cards. Support children by helping them to count the items on each picture card. Only present addition problems with

Language Comprehension

3 Routines

Goal = Each child gets 3 Language Small Groups Across the Week

1. Small Group Re-read with Activity 123 Book Reading Routine



2. Telling Terrific Tales Routine



3. SAMMY Wordless Books Routine


123 Book Reading Routine— Re-Read

2nd Read – Discuss Together—Small Group Follow Up

1. **Before:**
 - a. Ask what this story is about
 - b. Point out title & author
 - c. Tell them this time we are going to read and discuss the story. So be ready for some questions.
2. **During:**
 - a. Read with excitement and fluency
 - b. Ask questions about how characters feel or what they might be thinking.
 - c. Ask questions about key story elements: characters, setting, the problem, etc
3. **After:**
 - a. Ask for their opinion—did they like it? Thumbs up/down? Why? Provide a sentence stem.
 - b. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
 - c. Do a follow up activity.



About half of the books in each Unit have a Re-read routine



Book 3: Lola Plants a Garden

1, 2, 3 Shared Story Routine
Re-Read Activity for this Book
Craft Time: Making a Flower Garden Collage

Materials: Lola Book, *Planting a Rainbow* book, Flower reference book(s) (for ideas), construction paper, child safe scissors, glue, crayons, magazines with flowers or pictures of flowers for children to cut out (see materials at the end of unit for flowers to cut out)

Key Vocabulary: shoots, weeds, blossom
*Explain these words as they appear in the story and reinforce across the day and unit.

Before:


1. Ask if they can remember what this book is about—show them the cover to remind them.
2. Point out title & author—ask if anyone can tell you what the author does.
3. Tell them this time we are going to read the book and then we are going to make a flower garden picture just like Lola does as she waits for her flowers to grow.


During: Ask a few question: suggestions

1. Why does Lola place silver bells above her garden? Connect to the story.
2. Who are Orla, Ben, and Ty? Lola's friends
3. What kind of garden do you think Lola will grow next summer?

After:

1. Briefly discuss the book:
 - Who was this story about? Lola
 - When did this story take place? May need to prompt—summer
 - What did Lola do in the story? Grew a garden
 - How did Lola feel when her friends came over to see her garden?
 - What did Lola do to learn about which flowers she wanted to grow? She read books! Introduce the field guide to wildflowers to the children.





SAMMY – Wordless Books Routine

Show children the book: read title & author and generate excitement



Ask “what do you think this story is about?”

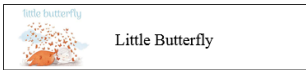
Model: Teacher tells the story first.

Make sure they understand: Ask simple questions as you tell the story.

Your Turn: Tell the story again, this time helping the children tell the story.

Finish with an activity.

2-3 Wordless Books Per Unit
Connected to Unit Theme



Little Butterfly

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening Comp., Book Skills

Materials: *Little Butterfly* by Laura Logan, butterfly craft materials (coffee filters, markers, cup with water, clothespin, pipecleaners)

Story Synopsis: A young girl wearing an orange cloak around her shoulders gets off the school bus. Her cloak tears. A monarch butterfly follows her. Feeling sad, the little girl sits under a tree to look at her cloak. Her cat climbs into her lap but soon snatches the butterfly, tearing its wing. The little girl is angry with her cat and feels sad for the butterfly. She holds the butterfly in her hands before releasing it into the air. The butterfly flies away and the little girl lies down to rest. Hundreds of butterflies join her and she goes on an amazing adventure, soaring through the air with them. The injured butterfly reappears and the little girl runs happily after it, pretending that her torn cloak is a butterfly's wings.

Outline of Activity: Wordless book routine—SAMMY

1. Show children the book, read title & author, and generate excitement by pointing out the little girl, the tear in her cloak, and all the butterflies surrounding her.
2. Ask "what do you think this book is about?". Ask, "Have you ever seen so many butterflies?" "What do you think this story is going to be about?"
3. Model... Read it the first time with the children where you tell the story—asking you read. "What happened to the girl's cloak?" "How does the girl feel?"
4. Make sure they understood what happened in the story by asking a few questions. "The little girl cry?" "Do you think the little girl really flew through the air with the just imagining?"



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Telling Terrific Tales



1. Read story and lay out puppets as you read.
2. Show sequence cards as you read.
3. After you have read the story, hand out the puppets and read the story again asking the children to play each part.
4. Help the children retell the story using the puppets.

After you have done this 2 times, put puppets in a center for children to play with.

One Terrific Tale per Unit

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Tales So Far

- 3 Little Pigs
- Goldilocks & the 3 Beards
- Little Red Riding hood
- The Little Red Hen
- Jack & the Bean Stalk
- Gingerbread Man
- Town Mouse & Country Mouse
- The 3 Little Kittens
- Tortoise & Hare
- The 3 Billy Goats Gruff

Alphabetic Small Group

- Daily with at-risk children; at least 3 times a week with all.

Outline of Group

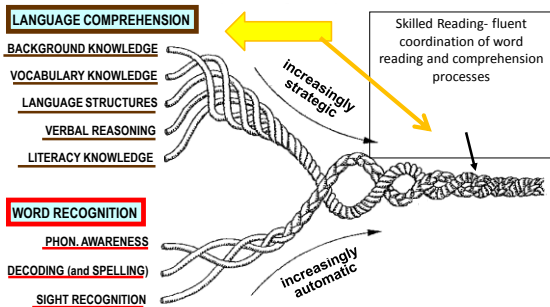
- Phonological Awareness
 - Game with names
 - Game in the sequence
- Explore new letter
 - Letter poem with poster
 - Letter bag
- Review letters (2 old 1 new)
 - Letter bags
 - Game
 - Make/Write



Frequency of Small Groups

- The two teachers did small groups daily for 1 hour, about 10-15 min per group
- Typical Day – During Center Time (40-50 min)
 - Teacher 1 – Alphabetic or Math
 - Teacher 2 – Lang. Comp
 - Amy or Rosie – Alphabetic or Math
- Every Week
 - Alphabets– every day with lowest, 3 times with highest
 - Language Comp. –every child get 3 per week
 - Math – every child gets at least 3 per week

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

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Intervention in Preschool

Challenges in Preschool

- Limited academic time & Limited attention span
- Lots of students "at-risk"
- Need for free play time—this is important!

How we handled intervention: Tier 2

- Build a program with lots of small group options and materials
 - Children we were most concerned about were worked with first and frequently.
 - Created some playful interventions

Tier 3

- Collaborative Problem Solving Meeting

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Playful Interventions

- For children who needed additional practice learning letters
- Play based letter activities were created and put in centers.
- Children were invited to play.



- Bull dozer letters
- Put the squishes to bed
- Put cars in their garages
- Make alphabet Soup
- Match the egg to its spot

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Teacher Training & Coaching

- Initial half-day training
- Modeling and Observation with Feedback
- Meet every other week for 2 hours had focus topics and general feedback time. Six Meetings Total
 - Oral Language Development—1st & 2nd Language
 - Incidental Language Instruction
 - Knowledge Building & Vocabulary
 - Listening Comprehension & Reading to Young Children
 - Letter Recognition and Letter Sounds
 - Phonological Awareness

Used their input to create the program. Helped to make sure it was easy to implement and met needs of teachers.

Working with Families

- What I Am Learning At School Books
- Held 3 Family Meetings
 - Introduction to the new program- home component
 - Phonological Awareness
 - Reading with your child



What I am Learning at School



“What I Learned at School” Books

Songs we sing at school

There was one little bird, in a little tree.
 She was all alone
 and she didn't want to be.
 So she flew far away, over the sea
 And brought back a friend to live in the tree.

Last Verse:

Now there are 5 little birds living in the tree.
 They are 5 kind friends that are happy as can be.

I know these letters:

Tt Cc Oo Hh Zz Aa

I can count & flowers



Things I am learning about:

The life cycle of a plant.

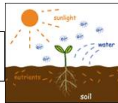


Seed

Sprout

Flower

Plants need sun,
 soil, and water to
 live and grow.



Life Cycle of a Butterfly

Project Components

- Theme Based Curriculum
 - Whole Group
 - Small Groups focused on language comprehension, alphabetic (letters, sounds, and phonological awareness), and math
 - New Centers Connected to the themes
- Playful Interventions
- Teacher PD and Coaching
 - Initial Training
 - Coaching & Modeling
 - Meetings to get their input
- Family Education
 - Monthly Family Meetings
 - Home Component in the Curriculum

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Teacher Implementation

- Implementation was checked 2 ways
- Teacher Self Report of Weekly Activities (Frequency)
 - Done three times in each classroom
 - Daily Circle Time = 100%
 - Small Groups Averaged
 - Math = 3 times per week
 - Alphabetic = 4 times lowest students, 2.5 times highest
 - Language Comp = 3 times per week
- Direct Observation of Implementation (Accuracy)
 - Whole Group (10 observations) = 100%
 - Small Groups (12 observations) = 90% (85% - 100%)

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Teacher Acceptability Data

- At the end of the project an acceptability survey was given to each teacher & teacher aid at the implementation school (N = 4)
- Scale of 1 (not effective) – 5 (very effective)
- Look at each component
 - Circle Time : Average score of 5 (no range)
 - Small Groups: Average score of 5 (no range)
 - Playful Interventions: Average score of 5 (no range)
 - Teacher PD & Coaching: Average score of 5 (no range)
 - Take Home Books: Average score of 5 (no range)
 - Family Meetings: Average score of 4.5 (4-5)

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Teacher Comments

- “Loved the guides for each story and small group. Helped to deepen understanding.”
- “Routines were super helpful”
- “My students gained a greater understanding of literacy and their language skills skyrocketed”
- “this program is a blessing to our students and to us. They were exposed to so many new and exciting topics”
- “language has taken off!”
- “loved the small group routines”
- “Loved the way it is child driven and gets the children more deeply involved in learning topics and excited about learning.”

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Teacher Suggestions

- More crafts
- More ways to get families involved
- Start at the beginning of the year.
- More hands on center activities across the classroom

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“When asked what do you want to be when you grow up? My preschoolers are now telling me they want to be an astronaut, a scientist, a veterinarian. In the past, they would say a Mommy/Daddy, a princess, Spiderman...and occasionally a garbage man. They now know many options. Exciting options. It is because of this curriculum.”

- Preschool Teacher at Implementation School

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What We Want to Do Next

- Complete the Curriculum
 - Create final 6 Units
 - Build a stronger pre-writing strand in the curriculum
- Strengthen Family Component
 - Continue *What I Am Learning At School* books.
 - Create backpacks to accompany books with activities
- Look more closely at those children who make minimal growth and plan supports
- Implement more widely and get additional teacher input to make sure it is easy to use. 3 schools
- **Share for all who need it—Free Access Website**
 - Where curricular materials can be downloaded.
 - Training videos can be viewed
 - Classroom instructional examples can be seen

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Lessons Learned

- The great learning potential of young children.
- Teachers want support and strong materials.
- Families are powerful partners.

- You really have no idea who is at-risk for reading problems until you provide focused instruction.

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Can We Screen For Dyslexia?

- New proposed law in Ohio—screen all children under 6 for Dyslexia with a tool designated for this purpose.
- Many States have adopted this type of law. Some researchers and advocates say you can screen for Dyslexia as early as age 3. Is it Good? Is it possible? What are best practices?
- What if you are working with children living in poverty vs. those who are not—how does that change how you view screening data?

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Case Examples

5 Year Olds—Going to KG next year

IS this child at-risk for Dyslexia?

Alphabet	Vocab	Comp.	PA	Composite
2	7	11	0	75 (201)

16 Weeks Later....

Alphabet	Vocab	Comp	PA	Composite
17	21	20	13	231 (231)

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Case Examples

5 Year Olds—Going to KG next year

IS this child at risk for Dyslexia?

Alphabet	Vocab	Comp.	PA	Composite
11	8	6	0	76 (201)

16 Weeks Later....

Alphabet	Vocab	Comp	PA	Composite
23	23	19	14	247 (231)

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Case Examples

5 Year Olds—Going to KG next year

IS this child at-risk for Dyslexia?

16 Weeks Earlier....

Alphabet	Vocab	Comp.	PA	Composite
0	8	3	0	43 (201)

Alphabet	Vocab	Comp	PA	Composite
6	16	14	10	164 (231)

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Case Examples
Low SES Control Group

5 Year Olds—Going to KG next year

IS this child Dyslexic?

January

Alphabet	Vocab	Comp.	PA	Composite
3	0	2	0	22 (201)

May

Alphabet	Vocab	Comp	PA	Composite
8	2	5	0	48 (231)

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The Problem with Screening for Dyslexia/Disability with ANY Assessment Tool...

We Can NOT Understand Disability Without Understanding Instruction AND a child's Response to Instruction

If we just rely on a screening tool...

73% of 5 year olds assessed at the low SES control group school would be at-risk for dyslexia. 19% of children at the implementation school. 8% at the high SES control.

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What Should We Do Instead?

- Focus on Instruction
- Support Teachers
- Support Families

- YES, screen preschoolers. Screen them for instructional needs. Screen to see if your instruction is enough. IF there are needs FILL The NEEDS.

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Project Ready!
Website with Materials

www.msj.edu/projectready

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If you want to have a more caring, thoughtful, world...

Make Sure ALL Children Have Access to High Quality Education from the START.

Preschool Matters!
Preschool is Powerful in Changing Outcomes!

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