



Let's Get Started!

Granite School District's
Early Reading First Project

Let's Get Started! (LGS)

- Current demographics
 - 15 classrooms in Title I schools
 - 8 classrooms in Reading First schools
 - 300 children
 - Age 3: 43% Age 4: 57%
 - Average free/reduced lunch: 79%
 - ELL students: 28%
 - Children with disabilities: 15%





District

- Urban area in the Salt Lake Valley
- 75,000 students K-12
- 2,600 PreK students
- 700 PreK with disabilities



ERF 2005 Grantee

■ Phase I (December-May 2006)

- hiring of licensed staff
- creating print-rich classroom environments
- purchasing instructional materials and supplies
- providing professional development for staff
- implementation of curriculum, *We Can!* in existing classrooms
- collection of two benchmarks on student outcome data
- collection of two benchmarks on teacher/environmental data
- analysis of data for Phase I
- coaching in every classroom, 4-5 hours per week
- 4+ months of instruction, part-day classrooms, 4 days per week



STUDENT OUTCOMES

PHASE I

Student Outcomes

- Pre-test data collected in January 2006, post-test in May 2006 in ERF and non-ERF control classrooms.
 - PPVT administered to 224 subjects.
 - No significant differences between groups on the PPVT test.



Table 1. Percentage of PPVT standard scores equal to or above 85 for the non-ERF and ERF groups at pre- and post-test in Phase I.

	Non-ERF	ERF
	≥ 85 ss	≥ 85 ss
Pre-test	57.5	49.7
Post-test	60.2	59.2
Change	+2.7	+9.5



- The data in Table 1 suggests consistency in standard scores for the non-ERF group but improvement in standard scores for the ERF group.
- The primary analysis for impact of intervention was an analysis of covariance (ANCOVA), where the child's pretest score was used as the covariate. For the PPVT, statistically significant results were found favoring the ERF group on the standard score and percentile score ($p < .001$ for both).

Phonological Awareness Literacy Screening (PALS)

- Analysis on the PALS is limited by the large numbers of children who did not move past the first subtest (upper case letter identification) because they did not meet established criteria. The LGS curriculum actually teaches lower case letters first.

- However, students in the ERF classrooms were independently tested on letter sounds. When presented with the lower case letter, the average number of sounds correct was

6.2

for 4-yr-olds.



TEACHER CHANGES

PHASE I

Teacher Data

- Teacher/Environmental Evaluations
 - Measures print-rich environment, participation in professional development, implementation of specific aspects of *We Can!*, and knowledge of grant and instructional practices on key elements of pre-literacy skills on a scale from 1 to 10.

- Early March 2006 average score: 5.25

- Late April 2006 average score: 6.69

PHASE II

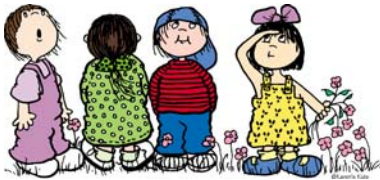
(June 2006-January 2007)

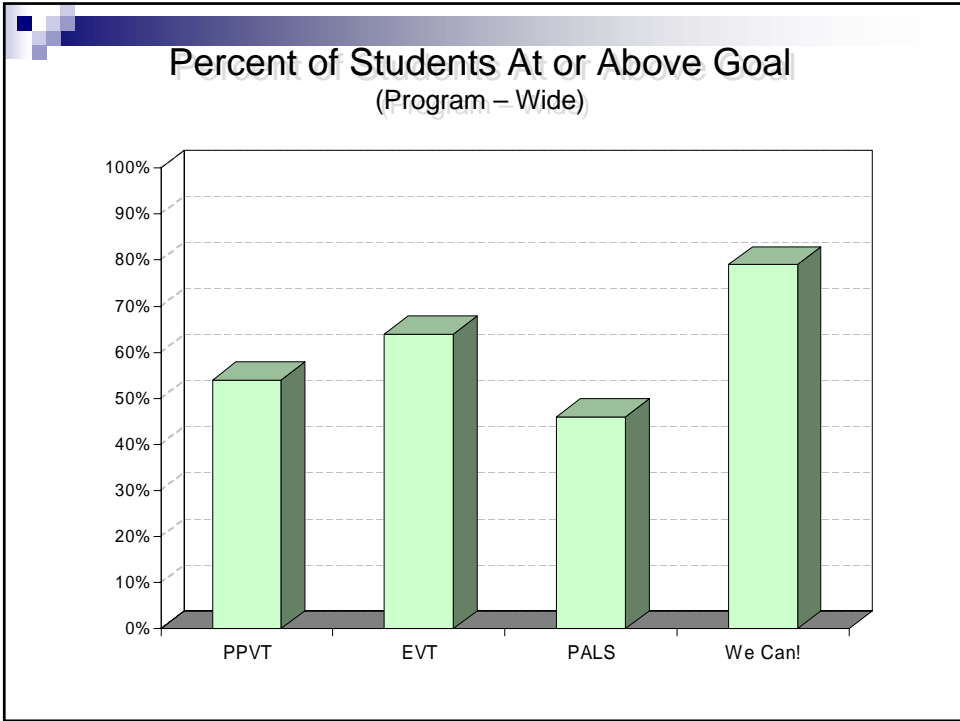
- Licensed teacher in every classroom
- 6 hours per day of preschool, 11 months per year
- Full curriculum implementation: literacy, numeracy, science, social studies, arts
- Continuous, intensive, and focused professional development
- Coaching 4-5 hours per week per class
- Collection of multiple lines of evidence on student results
- 2.5 FTE for each classroom of 20 children

ERF Assessment of 4-yr-olds

- PPVT – normed test of receptive language
- EVT – normed test of expressive language
- PALS – letter knowledge, print awareness
- WeCan – alphabet, colors/shapes, math
- IGDI – picture naming, alliteration, rhyme
- DIBELS – initial sound fluency, letter name

- Mid-year benchmark data on student outcome measures.





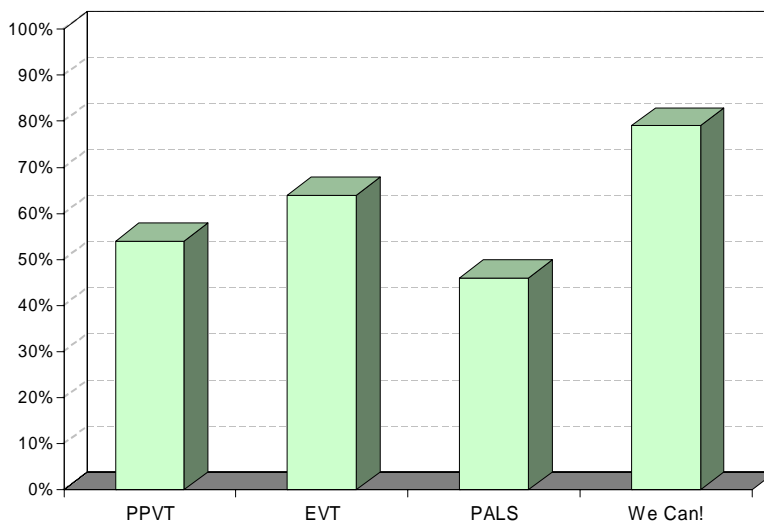
Domains of Learning (Program – Wide Mean Scores)

		Beginning	Middle	Target
Oral Language				
PPVT	(all students)	73.6	81	85
EVT	(all students)	73.7	88.2	85
Oral Language	(3 yr olds)	19.7	23.4	28.8
IGDI Picture Naming	(all students)	11.9	16.6	25
Alphabet Knowledge				
PALS Alpha Knowledge	(4 yr olds)	3	28.8	27
DIBELS Initial Sound Fluency	(4 yr olds)	4.5	10.8	20
DIBELS Letter Naming	(4 yr olds)	2.6	13.4	25
We Can! Letters and Sounds	(4 yr olds)		38.9	27
Print Awareness				
PALS Print Awareness	(4 yr olds)	2.4	5.6	10
Book Knowledge	(3 yr olds)	13.2	16.3	16
Phonological Awareness				
IGDI Alliteration	(4 yr olds)	1.9	3.4	15
IGDI Rhyming	(4 yr olds)	2.2	5.3	15
Phonological Awareness	(3 yr olds)	7.6	6.2	8
Pre-Kindergarten Skills				
We Can! Shapes	(4 yr olds)	2.6	3.9	4.5
We Can! Counting	(4 yr olds)	12.5	17.6	18
Numeracy	(3 yr olds)		9.6	10
We Can! Colors	(4 yr olds)	6.7	8.7	9

How is the project working for English language learners?



Percent of Students At or Above Goal
(Program – Wide ELLs)



Change in Mean Scores from June to January

PPVT & EVT = standard score

All others = raw score

	All	All	PALS 4-yr-olds		We Can 4-yr-olds		
	PPVT	EVT	Alpha Know	P/W Awrn	Colors	Shapes	Math
ELL	+ 8.6	+ 14.5	+ 20.3	+ 3.1	+ 2.6	+ 1.5	+ 5.7
All	+ 7.4	+ 23.1	+ 25.8	+ 3.2	+ 2.0	+ 1.3	+ 5.1

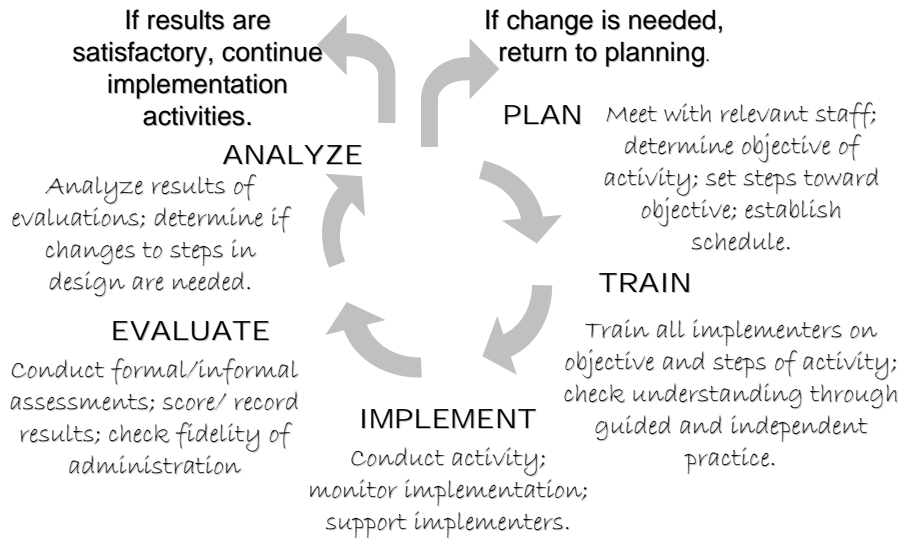
	3-Yr Old Assessment				IGDI			DIBELS	
	Book Know	Oral Lang	Math	PA	Pict Nmg	Allit	Rhym	Init Sound	Ltr Nmg
ELL	+ 3.7	+ 3.7	+ 9.6	- 0.8	+ 5.7	+ 1.9	+ 3.2	+ 6.47	+ 10.8
All	+ 3.1	+ 4.8	+ 9.6	- 1.4	+ 4.7	+ 1.5	+ 3.1	+ 6.3	+ 10.3

Continuous Improvement Model

- In the professional development (PD) and the curriculum implementation, along with all other aspects of the project, a **continuous improvement model** is applied.



Let's Get Started! Continuous Improvement Process



Two Parts of Model to Highlight

1. Professional Development
2. Curriculum Implementation



■ PROFESSIONAL DEVELOPMENT

- *Let's Get Started!* has a tightly integrated, layered, and reciprocal professional development model designed to continuously enhance the knowledge and skills of its Early Literacy Coaches, Lead Teachers, Assistant Teachers, and professional support staff.



Content of the PD Model

All PD content is taught with a direct context-connection to the curriculum and materials used in classrooms.

- Knowledge about oral language, phonological awareness, alphabetic knowledge, print awareness and book concepts, and cognitive development.
- Language-, literature-, and print-rich environments.
- Effective teaching skills for 3- and 4-year olds.
- Administration & scoring of assessments.

PD for Lead Teachers and Assistant Teachers

- Individual coaching designed to integrate learning from all PD activities into daily classroom routines and instruction.
 - In-class modeling
 - Slide-in modeling
 - 1:1 debrief and feedback sessions



General PD Activities

- Monthly ERF workshops
- We Can! training: initial, follow up, review
- LGS Academies semi-annually
- State- and district-wide preK training and conferences



PD for Coaches

- Individual coaching with Director
 - Weekly ERF staff meetings with Director
 - Outside reading (lots)
 - SWES Coaches ELC Workgroup and site visits, 3 times per year
 - National Conferences yearly
 - State- and district-wide preK training and conferences

PD Collaboration with Professional Support Staff

- Special education consultants, speech-language pathologists, occupational and physical therapists, adaptive PE specialists, network coordinators are all included in all training activities provided for teachers and assistant teachers.
- Network coordinators are invited to parts of the ELC Workgroups with the SWES coaches.

Assessment of Teacher Needs

1. Teacher self assessment on effective teaching skills tool & teacher requests.
2. Teacher-Environmental Evaluation (TEE) conducted by ELCs 2-3 times per year.
3. Observations by ELCs and Director during classroom visits.
4. Observations of SWES coaches during ELC Workgroup activities.
5. ELLCO benchmarks, 3 times per year.

Planning PD Content

- Analysis and synthesis of recent data from student assessment combined with data from the teacher needs assessments guide the content of future PD event.
- All data sources are integrated to create priorities for training events.



Example

- During classroom observations, and based on the TEE, teachers were found to be struggling with conducting engaging, varied, and differentiated teaching table activities that continued throughout the instructional period and moved the curriculum scope and sequence forward.

As a result, the following all-ERF teaching staff PD event was planned:

- the basic building blocks or essential components of an effective teaching table activity were identified and details drawn from the teachers' prior knowledge;
- teachers were trained on a structured observation tool containing the components;
- a coach demonstrated a non-example and an example of appropriate teaching table activities;
- teachers' observations of each were discussed and compared in whole group, and
- teachers were provided time and assistance in planning a week of teaching table activities based on the *We Can!* lesson plan for an upcoming month and theme.

Follow Through



- What is taught in the all ERF training, or other PD activities, becomes part of the coaching for the following weeks.
- ELCs ask teachers to demonstrate teaching table activities, based on planning done at workshop; observation notes are taken; meeting is held with teacher to identify celebrations, discuss the observation, and determine needed next steps.



Your Turn



- What are the data from teacher assessment tools in your project?
- How would you analyze the data to determine appropriate PD for teaching staff?
- How does your model include follow through after the PD activity?

■ CURRICULUM IMPLEMENTATION

Content of the PD Activities

- Knowledge about oral language, phonological awareness, alphabetic knowledge, print awareness and book concepts, and cognitive development.
- Language-, literature-, and print-rich environments.
- Effective teaching skills.
- *We Can!* curriculum knowledge and implementation.



We Can! Curriculum

- *We Can!* classroom management system.
- *We Can!* scope and sequence of skills.
- *We Can!* math, science, social studies, health, social skills, and motor activities.
- Creative integration of other teaching and learning activities.

We Can!

- *We Can!* is a comprehensive curriculum, grounded in research-based effective instructional practices.
- PD related to *We Can!* supports and enhances the application of any content or skill that teachers need.



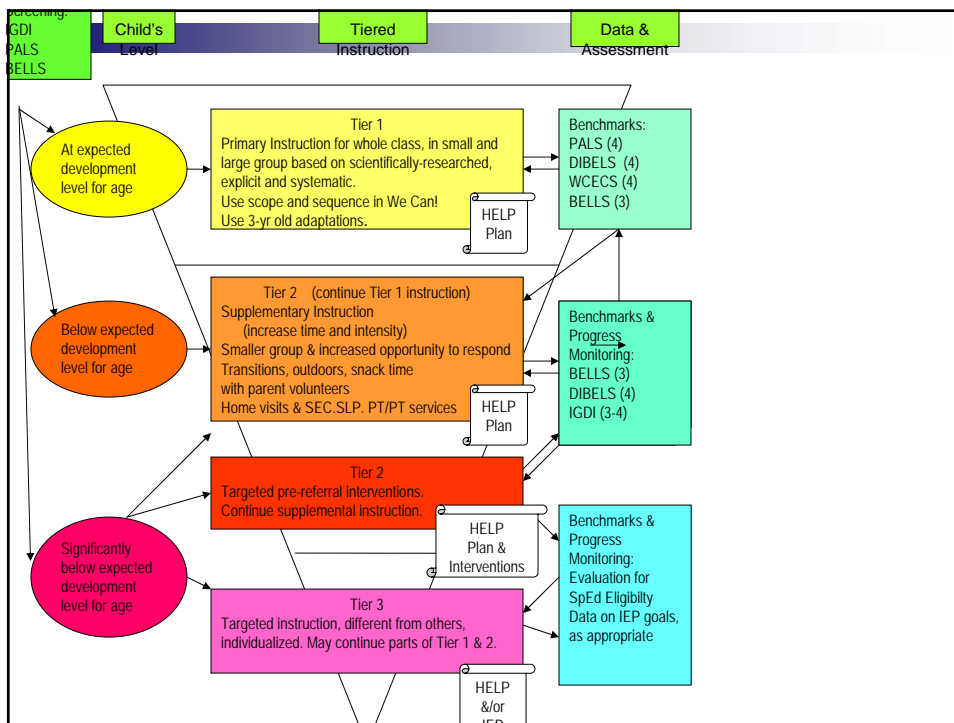
Coaching Strategies for Curriculum Implementation

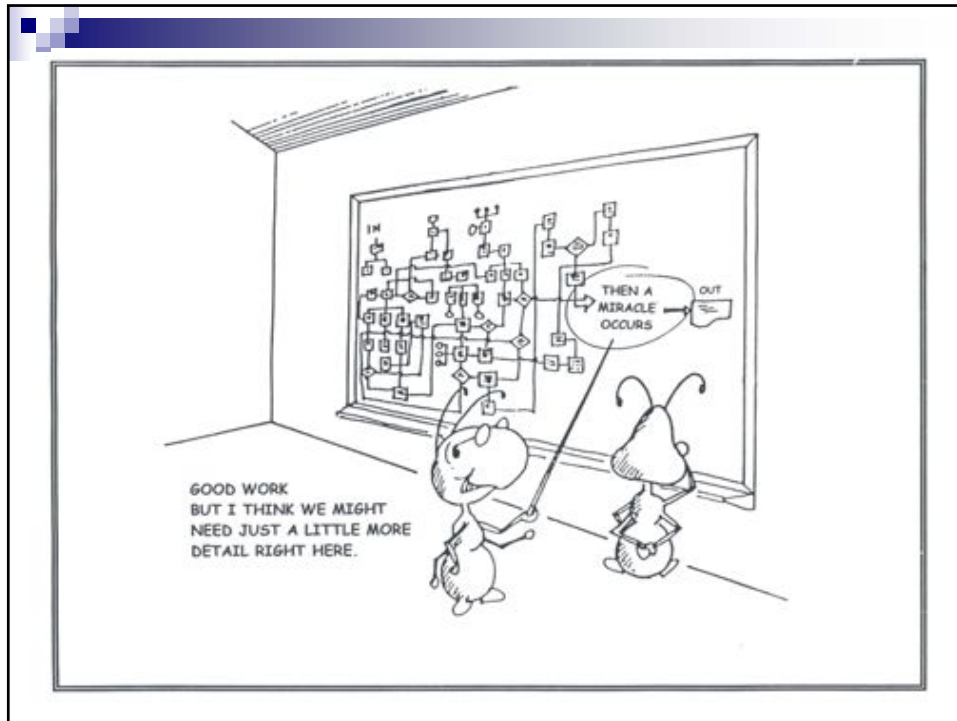
- Modeling
- Observation and feedback
- Slide in modeling
- Demonstration of materials use
- Provision of materials to enhance instruction
- Visits to other ERF sites in project



Tiered model of instruction

- Changes in time, intensity, and focus of instruction based on assessment results.
- Progress monitoring for students at high risk of not succeeding.

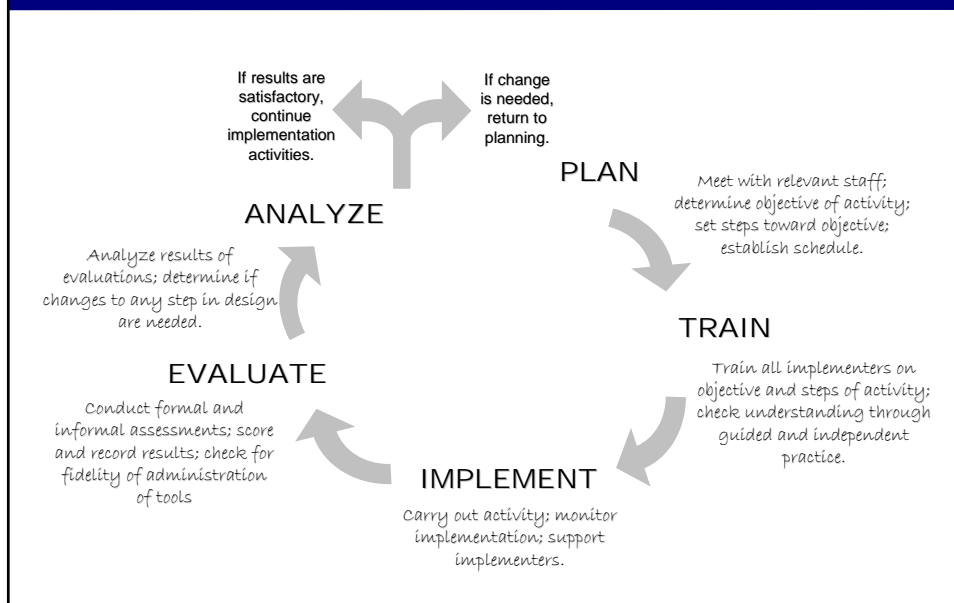




Actually, in *Let's Get Started!* there are no miracles....

- Desired changes happen through:
 - Systematic, focused, intense application of the model
 - Analysis of results for teachers and children from multiple sources and multiple tools
 - PD based on data
 - Implementation of curriculum with fidelity
 - Follow through with teaching staff

Let's Get Started! Continuous Improvement Process



■ Questions? Comments?

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