

# Recognizing Where They Are: Using Data to Inform Professional Development

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## DELL-D (Developing Early Language and Literacy in Danville)

An Early Reading First Project

Presentation: DEC Conference  
Albuquerque, N.M.  
Oct., 2009

## Purpose & Agenda

- Purpose
  - Demonstrate how data on classrooms and children informs planning for professional development
- Agenda
  - Set the context - Early Reading First and DELL-D
  - Sources of data used for professional development
  - Application to Institutes and Small Group Meetings
  - Application to Coaching
    - Examples of data from two classrooms

## Early Reading First

- Federal grant program
- Department of Education (DOE)
- Direct grants to projects
- Personnel development focus

## DELL-D Partners

- University of Illinois (Champaign-Urbana) - Early Childhood Program, Dept. of Special Education
- Danville District #118 - EC classrooms at East Park who are NOT in Preschool for All
- ECICAP Head Start - Roselawn & Laura Lee
- Danville Area Community College - Child Care Program
- *Center for Children's Services - Early Learning Center*

## Disclaimer

This information is being provided for the purpose of the fiscal year (FY) 2008 Early Reading First Grantee meeting in Seattle, Washington. Assessment tools and other information and materials mentioned or shown at this meeting by presenters or grantees are provided as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education.

In addition, the instructional practices and assessments discussed or shown in these presentations are not intended to mandate, direct or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessment curriculum, or program of instruction. States and local programs are free to use any instructional content, program, system and assessment materials in the program in the condition that they wish, so long as the instructional materials and literacy activities meet the Early Reading First statutory requirement of being based on scientifically based reading research that supports the age-appropriate development of the language and literacy skills described in the Early Reading First statute, and are part of their approved grant application.

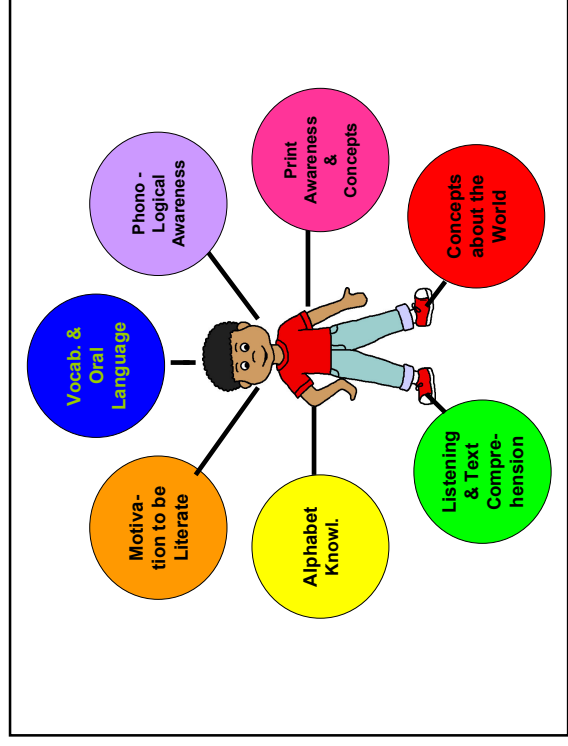
## Purpose of ERF (and DELL-D)

- Create “centers of excellence” in communities with many low income families
- Enhance children’s emergent literacy learning through professional development for teachers and resources for classrooms
- Achieve qualities of “scientifically based reading research” (SBRR) in classrooms
  - Areas of SBRR
  - How they are taught

## “Emergent Literacy”



- Literacy skills that develop BEFORE children enter formal schooling
- Skills that provide the FOUNDATION for reading, writing, and other school subjects



## Rationale for ERF

- High rate of reading failure in schools
- Learning to read & write well has its foundations in early language & literacy skills
- Important indicators of reading success/failure are present early in life
- Poverty and its associated conditions are associated with having fewer of these experiences
- Preventing failure is more effective than trying to fix problems - intervening early WORKS!

## Required Components in All ERF Grants

- Ensure broad EC foundation
- Adopt proven early literacy curriculum
- Develop literacy-rich classroom environments
- Implement screening & ongoing progress monitoring
- Provide **intensive, ongoing, responsive professional development**
- Evaluate effects on classrooms & children

## Professional Development

### ■ The FOUNDATION

- Intensive
- Ongoing
- Responsive to classrooms

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.

## DELL-D's Formats for PD

- 1st year - 2 formats
  - Teacher Institutes - 5 ten-hour Friday/Saturday institutes across the year
  - Emergent Literacy Coaching - weekly, in class, 1/2 day; total of 100 hours across the year
- 2nd & 3rd years - 3 formats
  - Maintained Teacher Institutes (3) and Coaching
  - Added "Small Groups" - 8 two-hour, monthly small group meetings; additional small groups/"work groups" as requested

## General Content Organization Across Years and Formats

Year	Teach Institutes (Whole Group)	Monthly Meetings (Small Group)	In-Class Coaching (Classrooms)
1	<b>Basics</b>	(n.a.)	Basics
2	Building on the Basics	<b>Basics, Building on the Basics</b>	Basics, Building on the Basics
3	Going Beyond the Basics	Building on the Basics Going Beyond the Basics	<b>Basics, Building on the Basics, Going Beyond the Basics</b>

## Sources of Data Used for PD

- Child Assessments
  - Benchmark assessments
  - Curriculum-based assessments
- Classroom Observations
  - ELLCO
  - CLASS
  - Coaching Tools
  - CRIS (organizer for classroom observations)

## Moving From Data to Professional Development



- Combining Classroom & Child Data to Plan
  - INSTITUTES
  - SMALL GROUP MEETINGS

## Overview of DELL-D Child Assessments

- Benchmark assessments
  - PPVT
  - PALS Pre-K
  - IGDIs
  - Story comprehension
- Curriculum-based assessments
  - Linked to content of the 5 units in curriculum

## Yr. 2 Child Results Percent of Children at Benchmark

Area	SPRING 2009	End of Year Targets/Benchmarks
Receptive Vocabulary (PPVT)	.43	100
Capital Letters (PALS)(total 26)	.46	18
Small Letters (PALS)(total 26)	.45	13
Letter Sounds (PAL-S)(total 26)	.37	6
Print Concepts (PALS) (total 10)	.37	8
Name Writing (PALS) (total 7)	.52	6
Listening Compreh. (DELL-D) (total 21)	.28	14
Picture Naming (GDI's) (no limit)	.62	25
Rhyming (GDI's) (no limit)	.68	6
Alliteration (Beg. Sounds) (GDI's) (no limit)	.50	6

## Yr. 2 Child Results - Average Scores

Area	Average Fall Scores	Average Winter Scores	Average Spring Scores	K-Entry Targets
Receptive Vocabulary (PPVT)	93	--	96	100
Capital Letters (PALS)(total 26)	9	12	15	18
Small Letters (PALS)(total 26)	6	9	11	13
Letter Sounds (PAL-S)(total 26)	2	4	6	6
Print Concepts (PALS) (total 10)	5	6	6	8
Name Writing (PAL-S) (total 7)	4	5	5	6
Listening Compreh. (DELL-D) (total 21)	8	9	11	14
Picture Naming (GDI's) (no limit)	22	22	26	25
Rhyming (GDI's) (no limit)	5	5	9	6
Alliteration (Beginning Sounds) (GDI's) (no limit)	3	5	6	6

## What the CRIS does for Professional Development

- Provides a way to summarize accomplishments and needs across ALL classrooms, SOME classrooms, and INDIVIDUAL classrooms
- Makes expectations explicit and transparent
  - Coaching goals relate to what classrooms are working on, at what level
  - Teachers know what observations are being done and why

## “CRIS” Classroom Recognition & Improvement System

- 3-level system that combines:
  - Environmental observations (ELLCO)
  - Fidelity to curriculum
  - Completion of specific activities
  - Variety of observation checklists



## CRIS Benchmarks Achieved by Classrooms in Year 2

- *Fall - introduced CRIS*
- February - benchmarks achieved
  - average of 10 of 32 benchmarks (31%) (range 1-24 across classrooms)
- June - benchmarks achieved
  - average of 61 of 32 benchmarks (65%) (range 11-32 across classrooms)

## Percent of Classrooms at Different Levels of the CRIS

Levels	September '08	February '09	April '09	June '09
• Establishing Bronze	100%	58%	17%	0%
• Achieved Bronze	--	42%	83%	100%
• Achieved Silver	--	8%	42%	58%
• Achieved Gold	--	--	--	23%

## CLASS Observations

- Classroom Assessment Scoring System
  - Emotional Support
    - Climate, teacher sensitivity, regard for student perspectives
  - Classroom Organization
    - Behavior management, productivity, instructional learning formats
  - Instructional Support
    - Concept development, quality of feedback, language modeling

## CLASS Results (7-point rating scales)

CLASS Component	Average (range)	Percent Below 4
Emotional Support	5.32 (4-6)	none
Classroom Organization	4.4 (3.3-6)	42%
Instructional Support	3.8 (2.5-97)	58% (with 4% below 3)

## Summary of Information Available for Year 3 Content

- **CRIS**
  - Achieving, reaching criteria in environmental components, book reading, doing CBMs (foundational skills)
  - Getting better, but still having trouble using data for grouping, planning instruction
- **CLASS**
  - Doing well in emotional climate, classroom organization
  - Lower scores in instructional interactions, although moving up
- **Teacher requests**
  - More information on strategies for ELLs, disabilities
- **Child Data from End of Year 2**
  - Reaching/close to benchmarks in almost all areas, but high percentage of children not meeting benchmarks
  - Further from benchmarks in listening comprehension
  - Data across individual classrooms (benchmark/CBM) are similar

## Content of Year 3 Institutes & Small Group Meetings

- **Institutes - extending the “basics” to include:**
  - Meeting individual needs/supporting children where they are
    - Response to Intervention (provide extra support to those who need it to reach targets)
    - Individual Differences (culture, ELL, disability)
- **Small Group Meetings**
  - Extending on institutes
  - Using classroom data for planning (identify strengths/needs, grouping children, targeting areas to teach)
  - Instructional interactions related to targeted SBRR areas (especially comprehension)
  - Other areas identified via coaching, ongoing observations and testing

## Moving From Data to Professional Development



- **Combining Classroom & Child Data to Plan COACHING**

## Coaching - What data?

- **CRIS, CLASS data from each classroom**
  - Individualized coaching goals based on level/area on CRIS and on CLASS results
- **Child data from each classroom**
  - Average scores across areas - which areas are getting enough attention/not? (benchmarks & CBMs)
  - Patterns in results
    - Individual child data on benchmarks & CBMs

# CLASS Observation Summary

Area of Checklist	Pre Score (September)	Post Score (May)
Emotional Support	4.3	4.7
Classroom Organization	3.3	4.0
Instructional Support	2.5	3.9

# CRIS Summary (Bronze Classroom)

ELCO Section	Bronze Classroom	Silver Classroom	Gold Classroom
LEC	X		
GCE	X	X	
LJE	X		
LAR	X	X	
TEACHING STRATEGIES	X		
TWO PALS weekly plan	X		
Book Reading	X		
Teaching Strategies	X	X	
Checklist for integration	X		
Working on Learning Distalms	X		

# Classroom Summary of Child Results

Area	Average Fall Scores	Average Winter Scores	Average Spring Scores	End of Year Targets
Receptive Vocabulary (PPVT)	95	101	101	100
Capital Letters (PALS) (total 26)	9	12	17	18
Small Letters (PALS) (total 26)	6	9	12	13
Letter Sounds (PALS) (total 26)	2	4	5	6
Print Concepts (PALS) (total 10)	5	6	8	8
Name Writing (PALS) (total 7)	4	5	6	6
Listening Compreh. (DELL-D) (total 21)	8	9	10	14
Picture Naming (IGDIs) (no limit)	22	22	26	25
Rhyming (IGDIs) (no limit)	5	5	12	6
Alliteration (Beginning Sounds) (IGDIs) (no limit)	3	5	7	6

# Classroom Coaching Targets

- Continue improving on environment
- Group children based on data - extra support in particular areas
- Increase curriculum integration across more centers
- Practice instructional strategies to support listening comprehension

Checklist is not an assessment tool





## Summary

- Two main sources of data for PD
  - Teacher/classroom (observations in classroom; teacher request)
  - Child outcomes on assessments (as a group, as individuals in classrooms)
- PD includes large group training, flexible small groups, and 1-1 individualized coaching
- Content varies across formats for training in accord with data
- Content is integrated across formats

## Changes in Use of Data Across Years

Year	Teacher Institutes	Small Group Meetings (no small group PD during Year 1)	In-Class Coaching
1	Content from Grant Proposal (no data used)		1. observational data on coaching goals selected by teacher 2. ELLCO coaching 3. observation tools
2	<ul style="list-style-type: none"> <li>• ELLCO results from Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• CRIS (include's ELLCO &amp; coaching a reas)</li> <li>• CRIS &amp; CLASS requests</li> </ul>	<ul style="list-style-type: none"> <li>• CRIS</li> <li>• observation tools linked to CRIS</li> </ul>
3	<ul style="list-style-type: none"> <li>• CRIS &amp; CLASS results from Year 2</li> <li>• child results from Year 2 (program level)</li> </ul>	<ul style="list-style-type: none"> <li>• CRIS &amp; CLASS results from Years 2 &amp; 3</li> <li>• child results from Years 2 &amp; 3 (program level, classroom level)</li> </ul>	<ul style="list-style-type: none"> <li>• CRIS</li> <li>• observation tools linked to CRIS</li> <li>• CLASS from Year 3</li> <li>• child results from Year 3 (classroom level, child level)</li> </ul>

## Questions/Discussion

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