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# Advancing Quality School Readiness Programs Using a Comprehensive Integrated Model

Presented by:

Dr. Susan Landry

# Advancing Quality School Readiness Programs Using a Comprehensive Integrated Model

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The University of Texas Health Science



## Research Basis

With grants from IES, NIH, and USDOE, the Children's Learning Institute experimentally confirmed the necessary **combination** of key instructional components that maximize positive change for teachers and children across a wide variety of early preschool programs.

These results provided the design for  
TEEM: The Texas Early Education Model now  
known as Texas School Ready!

“High quality preschool classroom experiences:  
those that maximize the extent to which  
children are prepared academically and  
socially to benefit from kindergarten”

*(Pianta et al, 2005; Bryant et al., 2002)*

Focus of state policy discussions about assuring quality pre-k programs needs to “**be centered less on policies regulating a teacher’s amount of education or degree type and more on professional development opportunities, focus on the classroom as an instructional setting, children’s actual educational experiences in that setting, and teachers’ expressed knowledge and skills.**”



*(Pianta et al., 2002)*

## What is the Focus for Preschool Children?

- Develop phonological awareness, letter knowledge and early writing
- Understand and use increasingly complex and varied language
- Develop and demonstrate an appreciation for books
- Develop math skills
- Develop social and emotional competence
- Use language to communicate for a variety of purposes

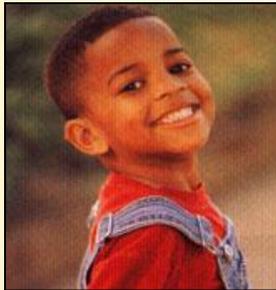
***To become School Ready!***

Incorporating  
what research  
tells us about the  
appropriate  
developmental  
sequence within  
content areas



# Developmental Progression

## From Younger to Mid to End of Pre-K



**Language Level:**  
Expresses ideas with two to three word utterances

Younger



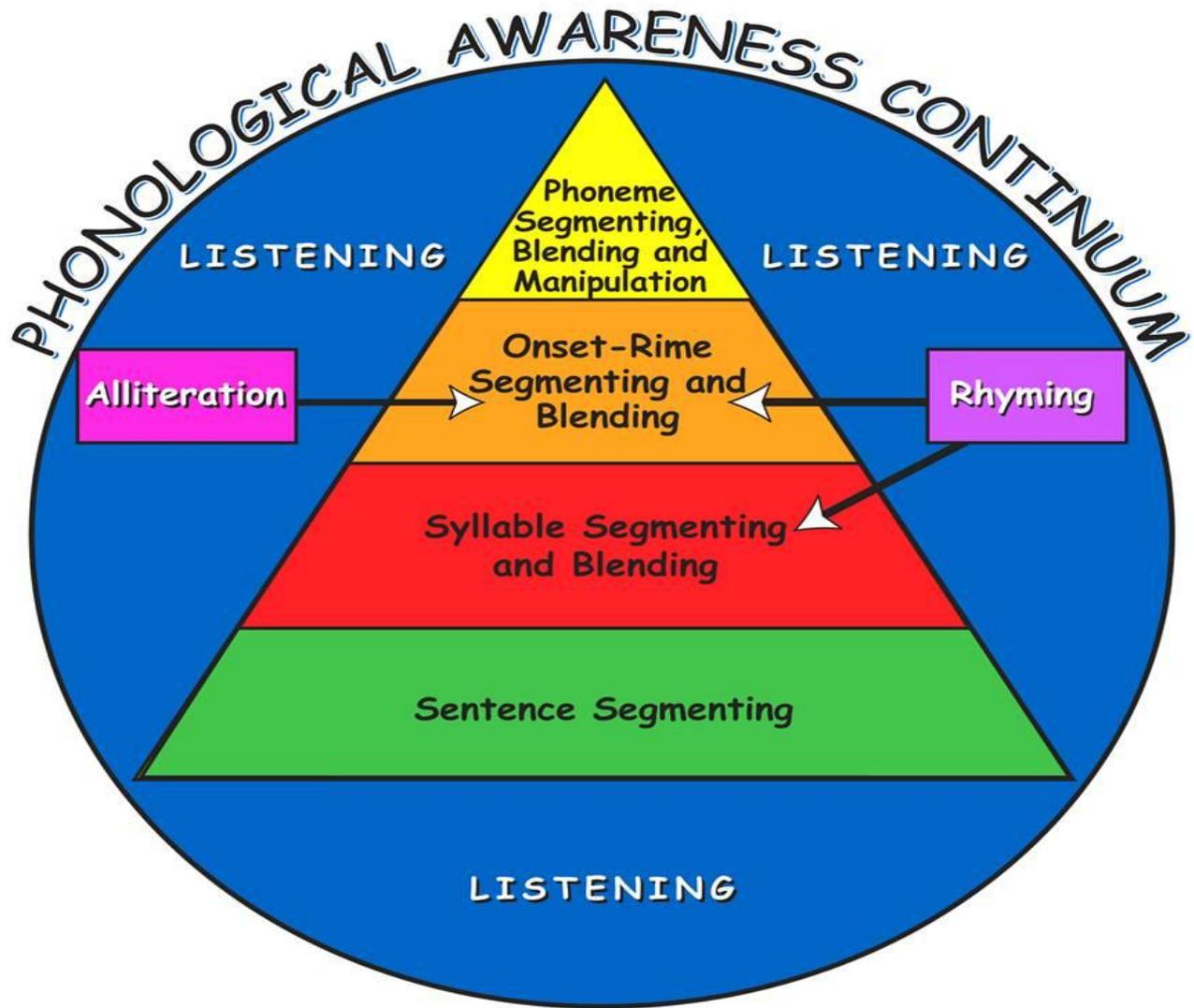
**Language Level:**  
Talks in complete sentences and has a vocabulary of 1500 to 2500 words

Mid



**Language Level:**  
Explains past events in detail to others and has a vocabulary of 4000 to 6000 words

End of Pre-K



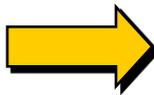
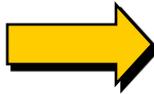
# Link Preschool Skills to Kindergarten Skills

Connect expectations to those that lay ahead...

## Early Reading

### Preschool

- oral language
- background knowledge
- phonological processing
- print knowledge



### Primary Grades

- reading vocabulary
- reading comprehension
- decoding of words
- fluency and spelling

# Instructional Approaches: 5 Key Areas for Quality

1. Use of **Responsive Interaction** style to support learning
2. **Content** that predicts school readiness
3. Planning that takes advantage of recent brain research: development of **memories**
4. A **balance** of teaching strategies
5. Flexible **groupings** of children for learning-one-to-one, small groups, large groups

# Key Principals for High Quality Programs

- **Responsive style:** consistent use of warm, sensitive, and contingent responses to child's signals
- **Intentional instruction:** combining learning in various social and cognitive areas within one activity or context
- **Build concepts:** build content knowledge using thematic units and experiences that create rich memories (concepts) when conceptually related activities occur in close proximity in time
- **Balance control:** balance of teacher directed and child directed activities provides a fluid daily schedule and uses a gradual release model for scaffolding learning
- **Flexible groupings:** learning occurs in variety of groupings and children move between groups according to learning needs

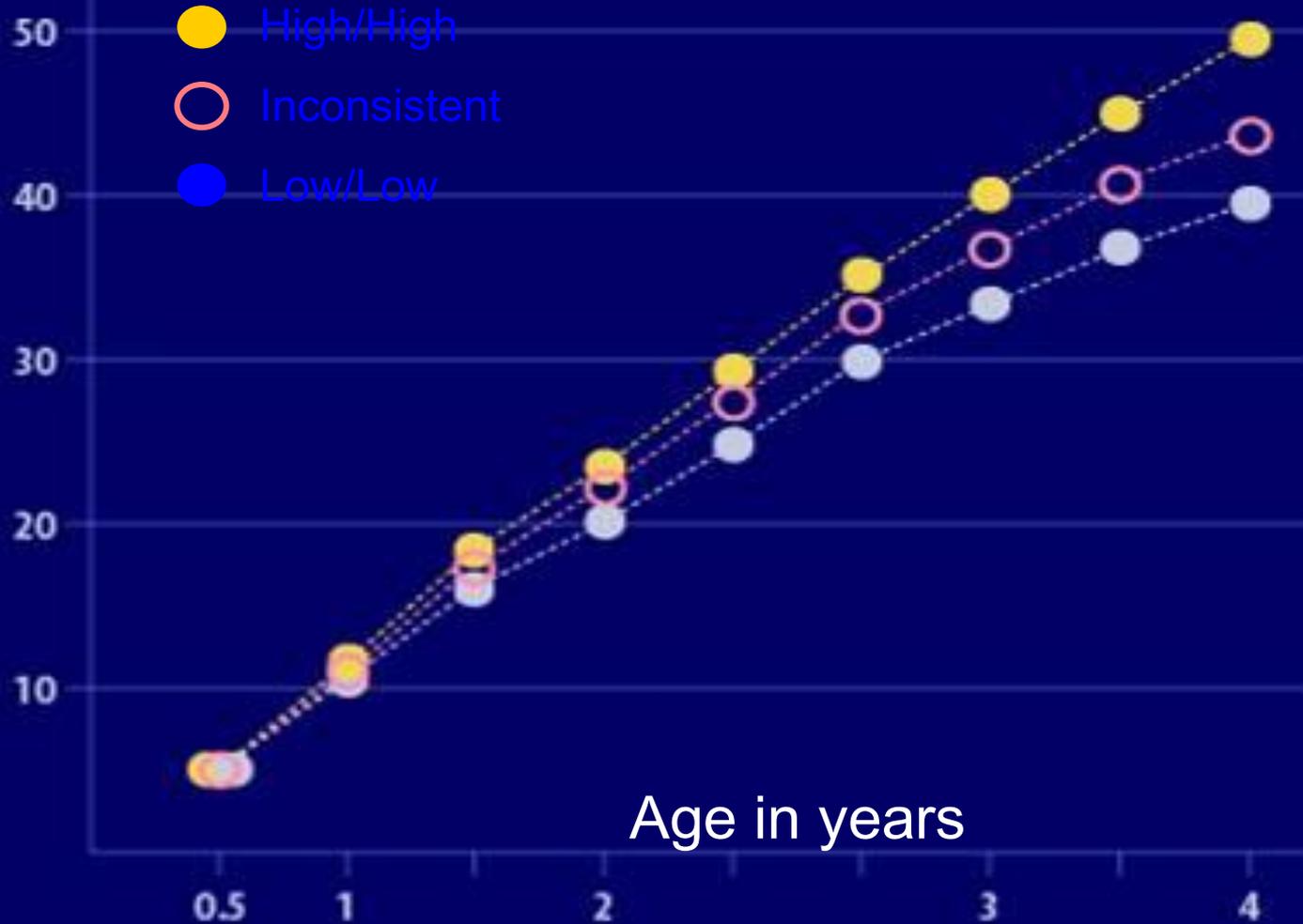
## 6 Key Essentials for a Responsive Style and Optimal Support of Young Children's Cognitive and Social Development

- Rich language input
  - Use of labels for objects & actions
  - Providing explanations & rationales
  - Frequent book reading on many topics
- Responsiveness to children's signals
- Maintaining and building on interests
- Fewer restrictions
- More choice providing strategies
- Monitoring children's behavior

# Patterns of Maternal Responsiveness & Growth in Cognitive and Social Skills

6 months through 4 years

Cognitive – social age in months



# Focus of Teacher Attention: Responsive Style + Content Plan

## Build Experiences:

Memories + Balance + Variety in groupings



## Goal:

Bring content together with responsive interaction style



# Three Key Domains Research Says Predict Reading Success



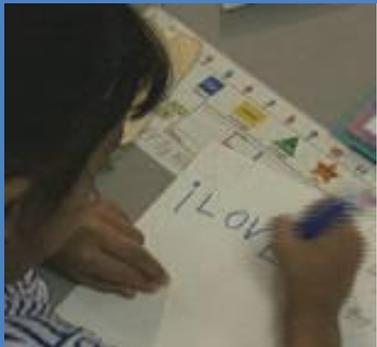
## Oral Language

They acquire vocabulary that informs them about the world; they use language to construct relationships and categories, to figure things out, and to solve problems. They also use language to express ideas and participate in social contexts.



## Phonological Awareness

They demonstrate sensitivity to, manipulation of, and use of sounds in words.



## Print Knowledge

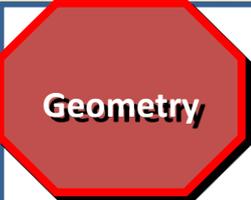
They demonstrate knowledge of the units of print (letters, words) and ability to translate print to sound and sound to print (letter-to-sound) and understanding of book and print concepts.

# Skill Domains in Mathematics



## Numbers & Operations

Numbers can be used to tell us how many, describe order, and measure



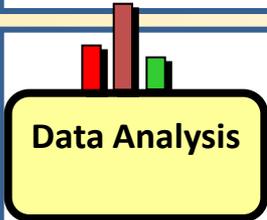
## Geometry

Geometry can be used to understand and to represent the objects directions, locations in our world and relationships between them



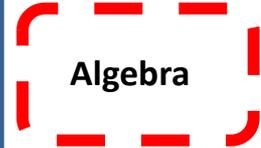
## Measurement

Comparing and measuring can be used to specify “how much” of an attribute (e.g. length) objects possess.



## Data Analysis

Data analysis can be used to classify, represent, and use information to ask and answer questions.



## Algebra

Patterns can be used to recognize relationships and can be extended to make generalizations.

# Key Early Social Domains

**Understanding Emotions:** Inferring basic emotions from expressions or situations and understanding the consequence of basic emotions.

**Behavioral & Emotion Regulation:** Use of emotional gestures and verbalizations to express feelings in a social situation; inhibition of socially disapproved expressions of emotion (hitting, tantrums, biting)

**Initiating and Maintaining Positive Engagement with Peers:** Ability to be effective in interactions with peers, the result of organized behaviors that meet short-term and long-term developmental needs (cooperating, listening, turn taking, seeking help)

# Bringing Content and Responsive Interactions Together

<b>Skills</b>	<b>Phonological awareness</b>	<b>Skills</b>	<b>Background knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
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## SCAFFOLDING

**questioning**

**demonstrations**

**commenting**

**challenge new discoveries**

**pacing**

**gestures**

**modeling**

**find teachable moments**

**responsiveness**

**observation**



Planning that  
takes advantage  
of recent brain  
research

# Teacher planning that efficiently builds background knowledge

“Time Windows”: child develops networks of associations with repeated learning experiences that are related in content

## How This Looks Across the Day

**Time 1**  
(8:00 AM)

### Circle Time

Students report on trip to construction site, discuss target vocabulary

**Time 2**  
(9:30 AM)

### Read Aloud

Book on building a house with vocabulary discussion

**Time 3**  
(10:00 AM)

### Writing Center

Class made books of field trip to construction site

# Efficient Development of Memories

## Bringing the theme into the classroom

### Block Center

Books about construction and objects that allow for "construction" play

### Writing Center

Make a class book about things you build that start with the letter h  
example: hospital, house, hotel



### Listening Center

Syllabication game  
Look at construction pictures and tally number of syllables

Individual  
Progress  
Monitoring and  
Re-teaching

Intentional/explicit  
and Child Directed  
Instruction



# Teacher Directed & Child Directed Instruction



Teaching alliteration –  
Beginning sounds of words

**Large group:**

Read Aloud  
“A My Name is  
Alice”

**Small group:**

Teacher and  
student use  
mirror to  
practice  
alliteration

Teaching alliteration –  
Beginning sounds of words

- Puppet play that focuses on beginning sounds
- Writing activity – class made book on beginning /p/ sound
- Transitions, songs and games like Willabee Wallabee Walice

# Flexible groupings of children for learning



One on one

Small groups

Large Groups



# Assessing Learning

A critically important goal in early childhood is to understand the individual progress and needs of children.



# Why Do We Assess?

These skills are too important for teachers to ignore or only “guess” estimate progress.



# Evaluating what it takes to support teachers to have high quality programs

# Three Key Instructional Components

## Research Tested Curriculum



## Web-Based Professional Development with Classroom Mentors



## Technology-Driven Monitoring of Child Learning





## Why does it work?

### Content based on years of scientific research

- Read-alouds
- Phonological awareness
- Classroom management
- Writing
- Letter knowledge
- Building vocabulary
- Supporting children's talk
- Using names and more

### Pedagogy focused on understanding children's zone of proximal development

- Modeling
- Supporting practice
- Promoting independent mastery

### Training

- Face to face
- Online

*Features commentary* from early childhood experts Susan Landry, Kathy Roskos, Lesley Morrow, Dorothy Strickland, Prentice Starkey, Alice Klein and Chris Lonigan along with input from excellent practitioners.



# Facilitated Online Professional Development

- Nine online courses
- Created using video clips of actual teachers and children engaged in social and literacy interactions.
- Designed to cause conversations about learning, especially, classroom management, responsive interactions with children, phonological awareness, print knowledge, vocabulary building, language enrichment, read alouds, and mathematics.
- Used to generate conversation between face-to-face class meetings using an email discussion format

# Progress Monitoring



Also available in Spanish.

- Displays **guided prompts and instructions** to help teachers learn and conduct the assessment, and incorporates **automatic scoring and timing** to ensure accurate administration and reliable results.
- Provides **immediate feedback** on a child's performance so teachers can quickly review individual progress at any time.
- Allows teachers to create **evolving portfolios** that include observations of socio-emotional development, book and print awareness, and early writing skills, as well as **handwritten notes and digital pictures**.
- Suggests **classroom activities** targeted for the whole class, groups of children with needs in a particular area, and individual children.
- With the push of a button, uploads assessment results and observations recorded on the handheld to a secure Web site, where teachers can view and print rich **class, group, and individual reports**.
- Helps guide the professional development of early childhood educators with **observational checklists**.

## The Teacher's Responsibilities for Progress Monitoring

- Administer at three scheduled assessment windows across the academic year:  
Beginning, Middle, and End
- Use reports generated from assessment data to:
  - Obtain a class summary of all assessments
  - Obtain individual student summaries of assessments
  - Group children for specific activities and interventions
  - Use recommended small group activities

# Participants: Schools & Teachers

- OH, MD, FL, TX
- 158 Schools
  - Head Start
  - Child care
  - Public school PreK
- 265 Preschool teachers

# Study Design

4 Treatment (PD) groups vs. “business as usual” control group:

		Feedback Condition	
		Limited	Detailed
Mentoring Condition	Yes	PD Group 1	PD Group 2
	No	PD Group 3	PD Group 4

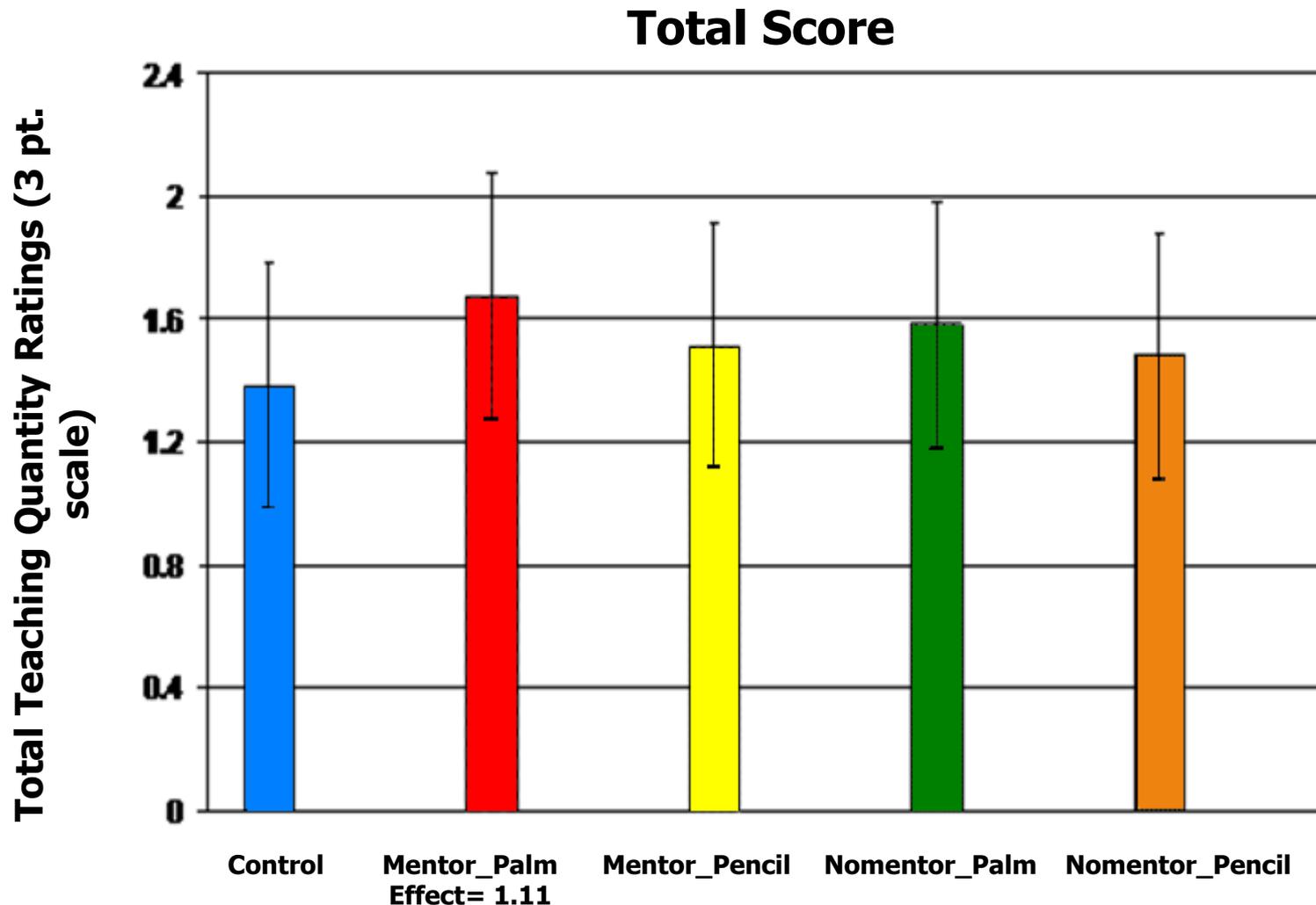
# Participants: Children

- 1,786 children assessed
- Children ranged from 3- to 5-years-old
- 50% boys
- 27% ESL
- 17% Caucasian, 34% African American, 42% Hispanic American, 2% Asian, 5% Other

# Examples of Scales on Teacher Behavior Rating System

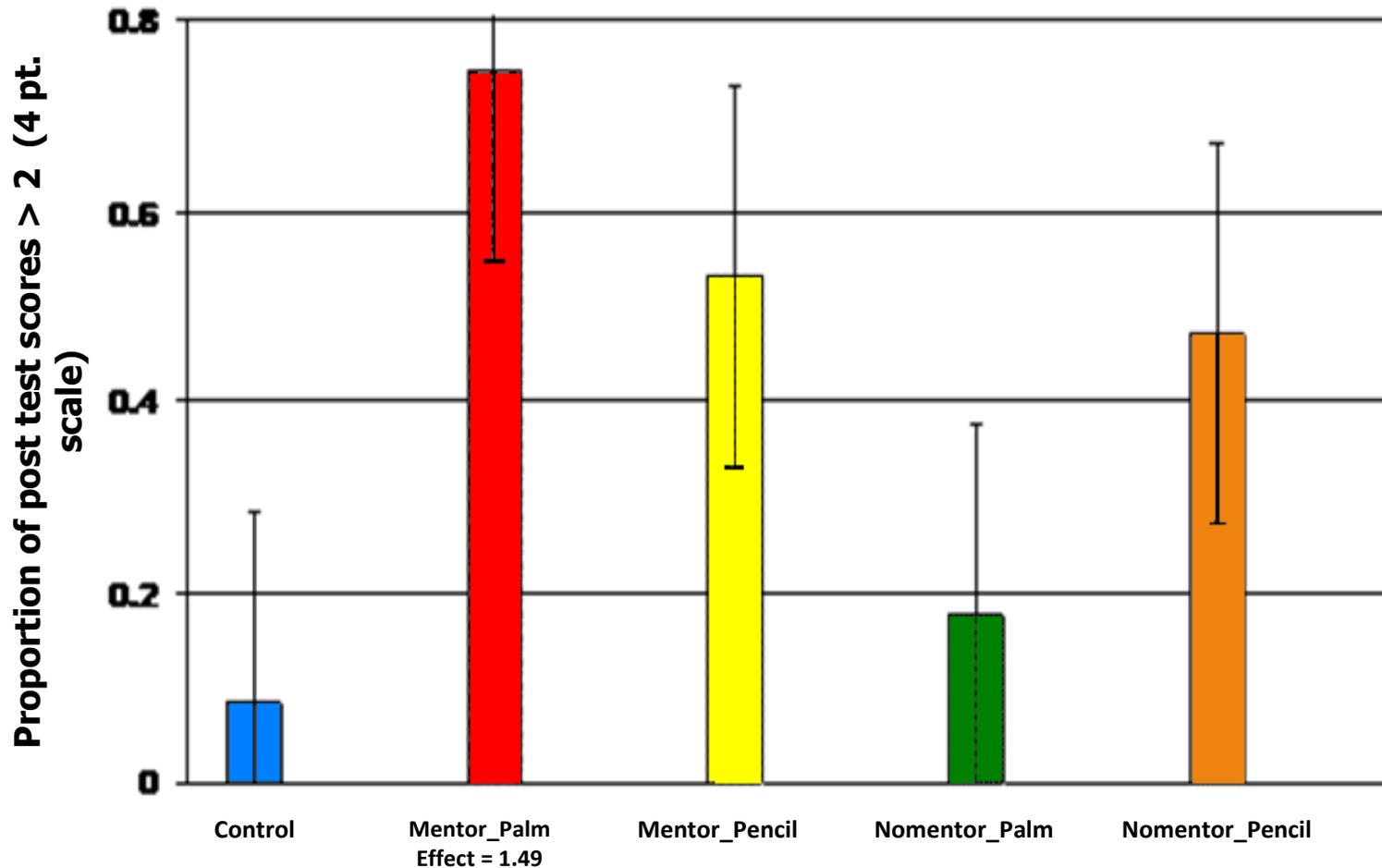
- Shared reading
- Lesson planning
- Oral language instruction
- Writing instruction
- Team teaching
- Letter knowledge instruction
- Phonological awareness instruction
- Use of assessment
- Classroom management
- Responsive Interactions

# Intervention Effects on Change in Teachers' Instructional Practices

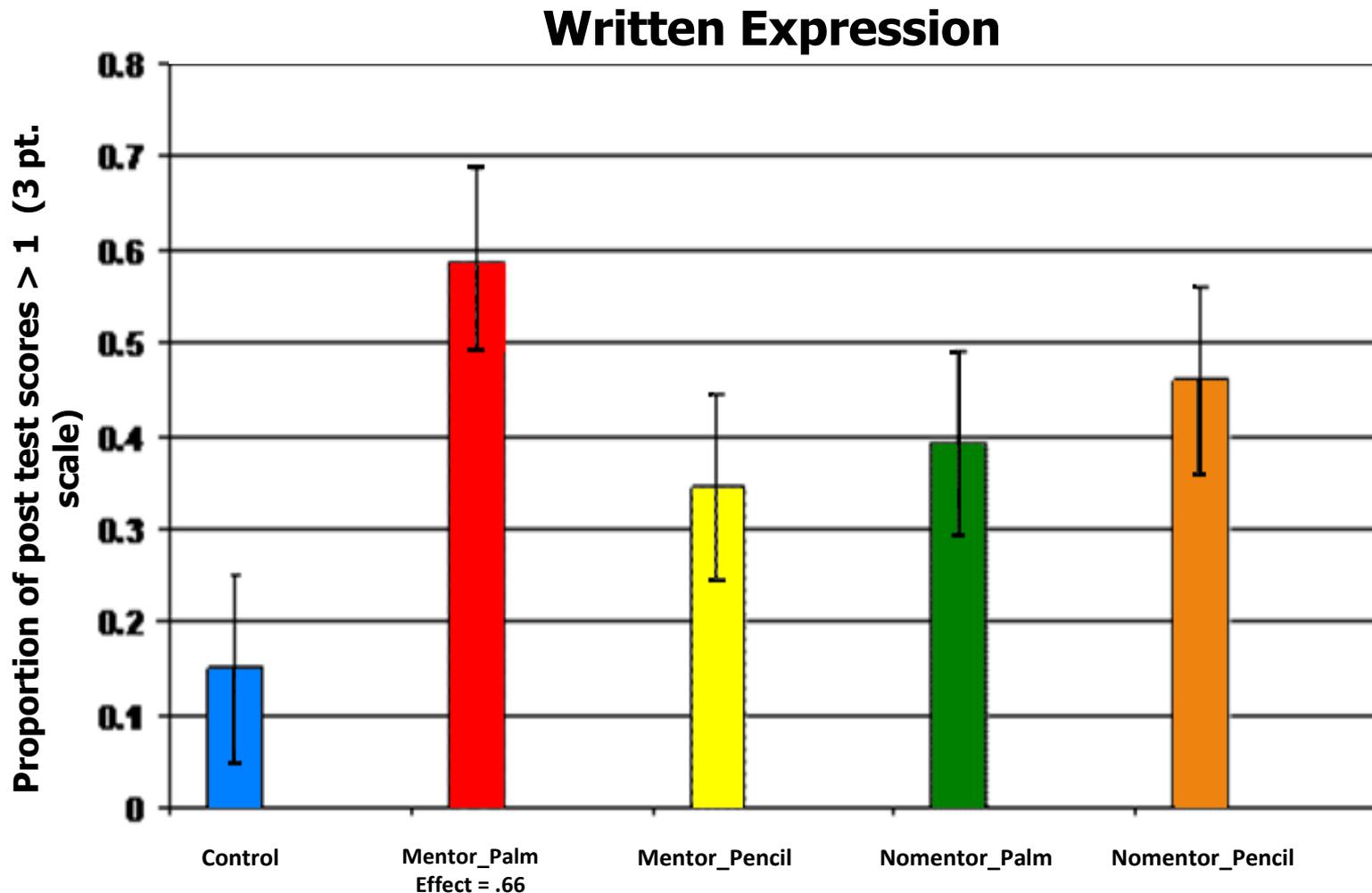


# Intervention Effects on Change in Teachers' Instructional Practices

## Phonological Awareness

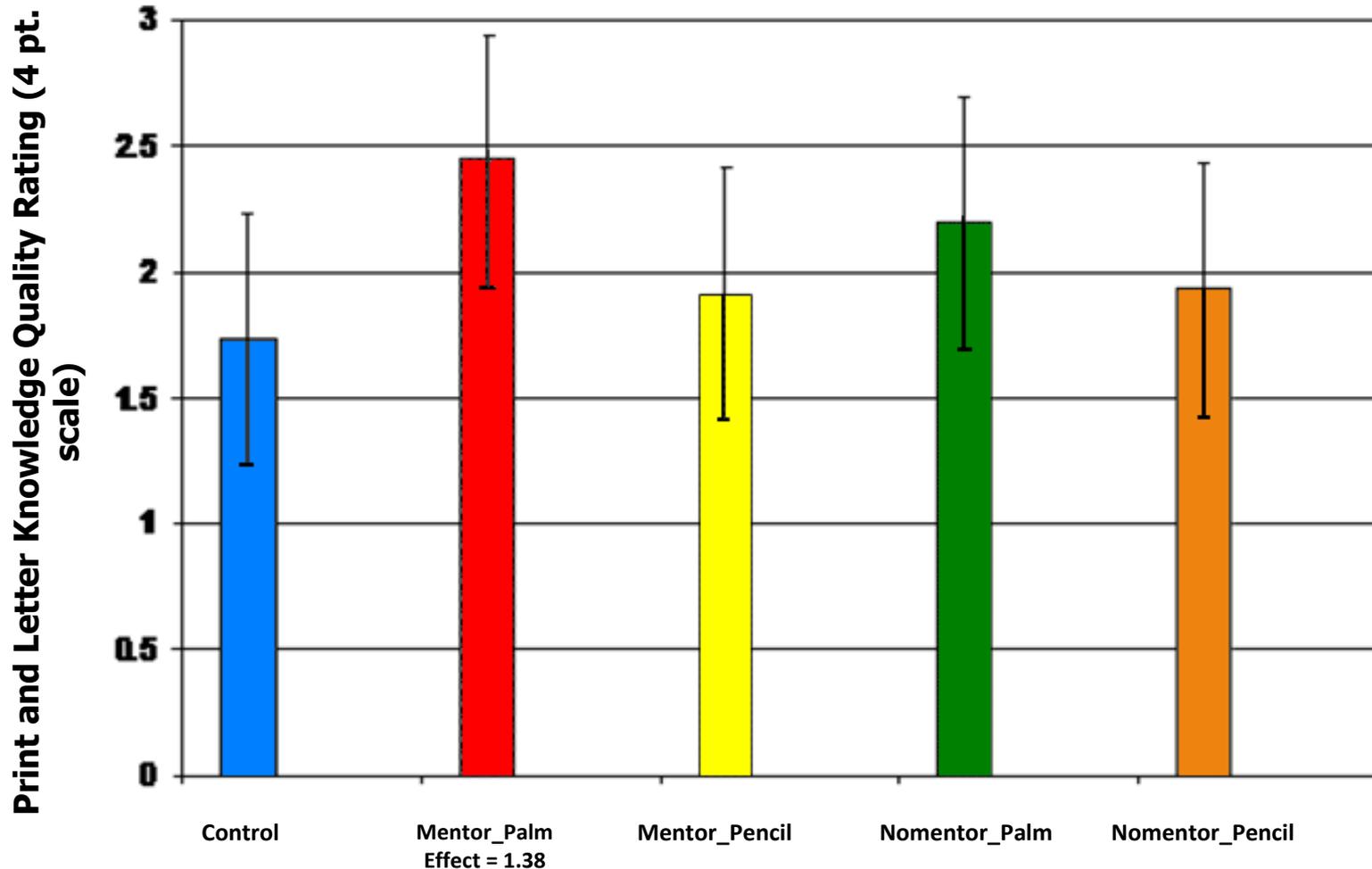


# Intervention Effects on Change in Teachers' Instructional Practices

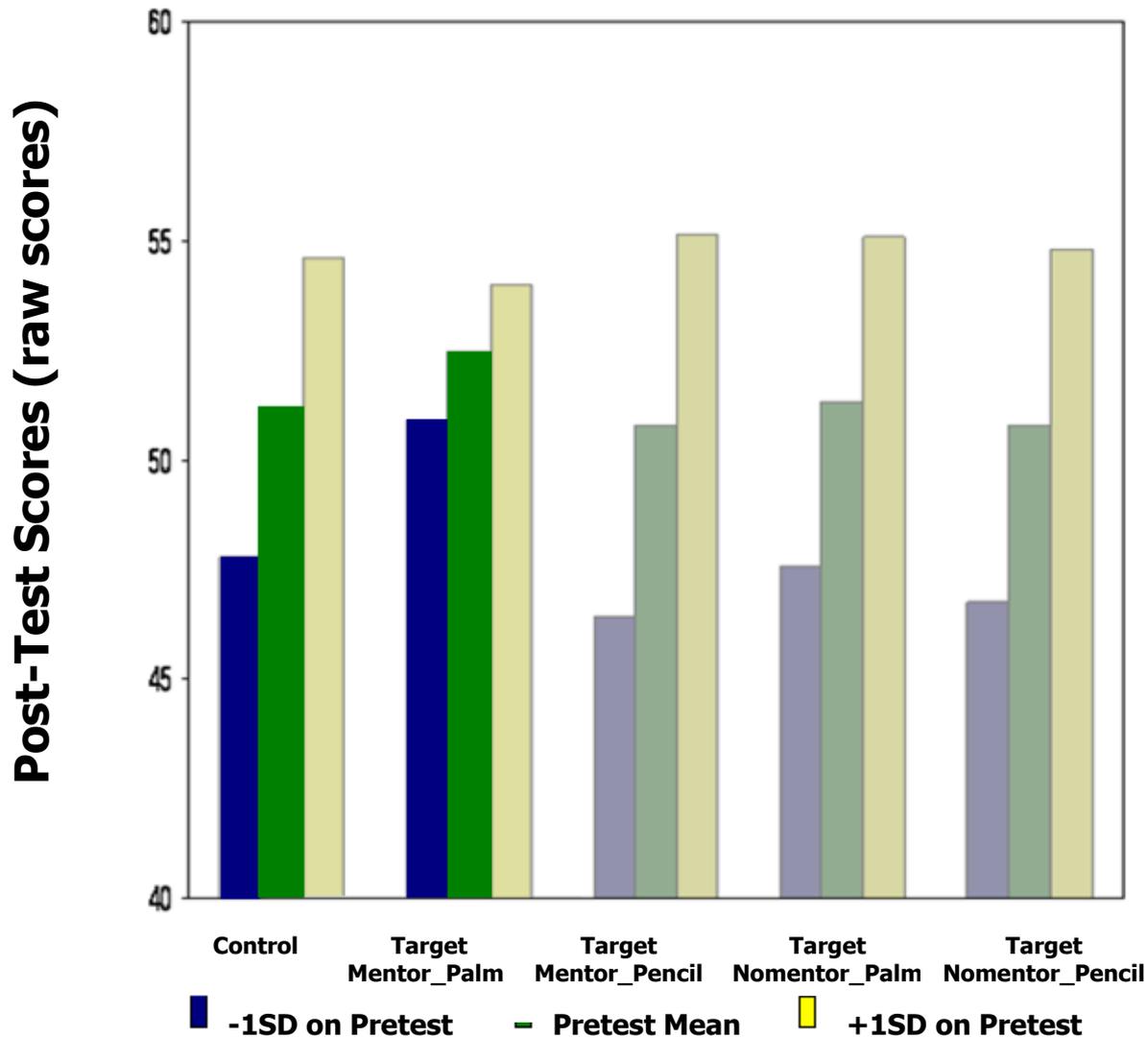


# Intervention Effects on Change in Teachers' Instructional Practices

## Print and Letter Knowledge



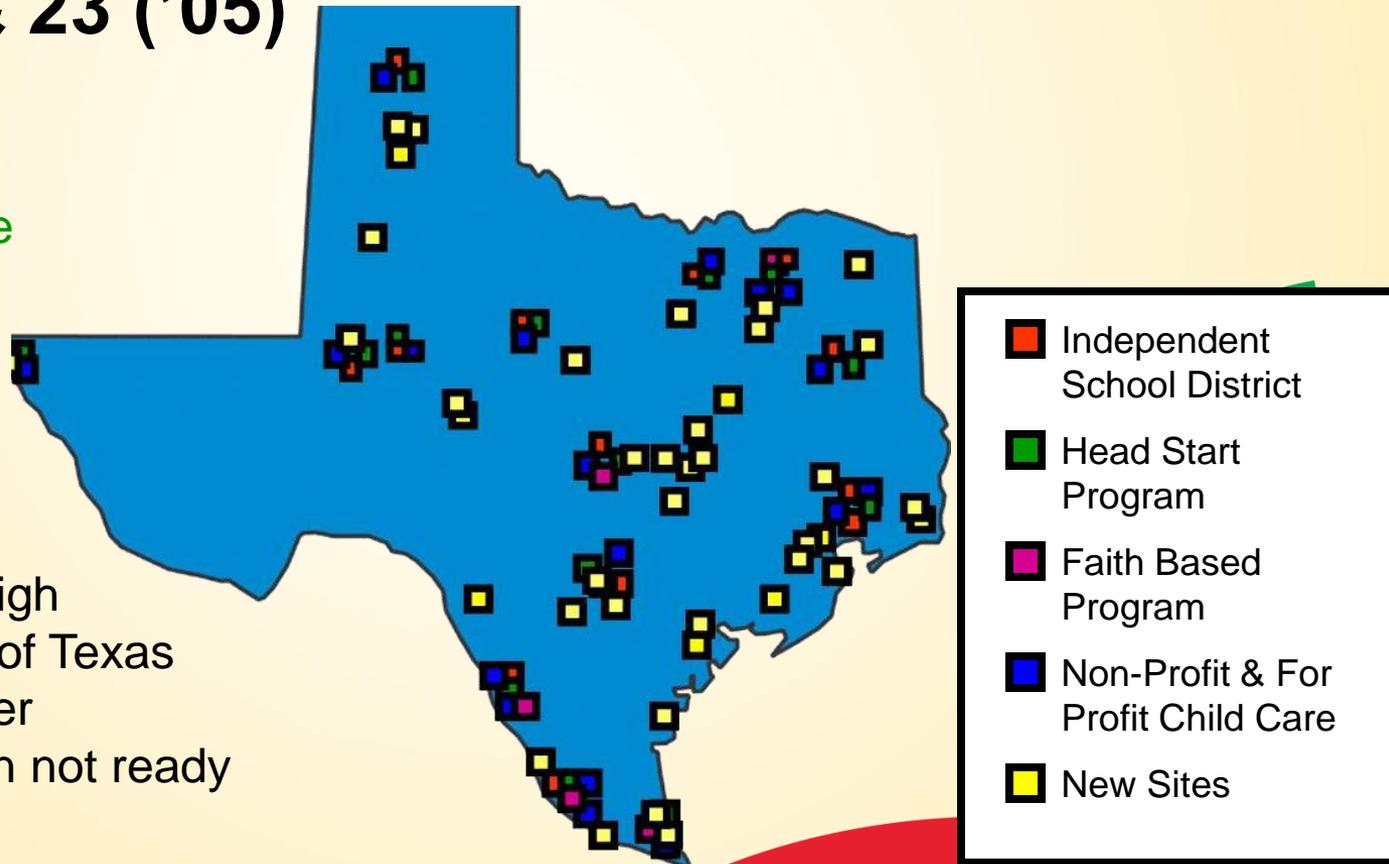
# Child Language Skills



## TEEM Communities Established by SB 76 ('03) & 23 ('05)

**Goal:**  
Improve school  
readiness and increase  
access to quality early  
childhood programs  
for Texas

**Problem:**  
Extremely high  
percentage of Texas  
children enter  
Kindergarten not ready  
to succeed



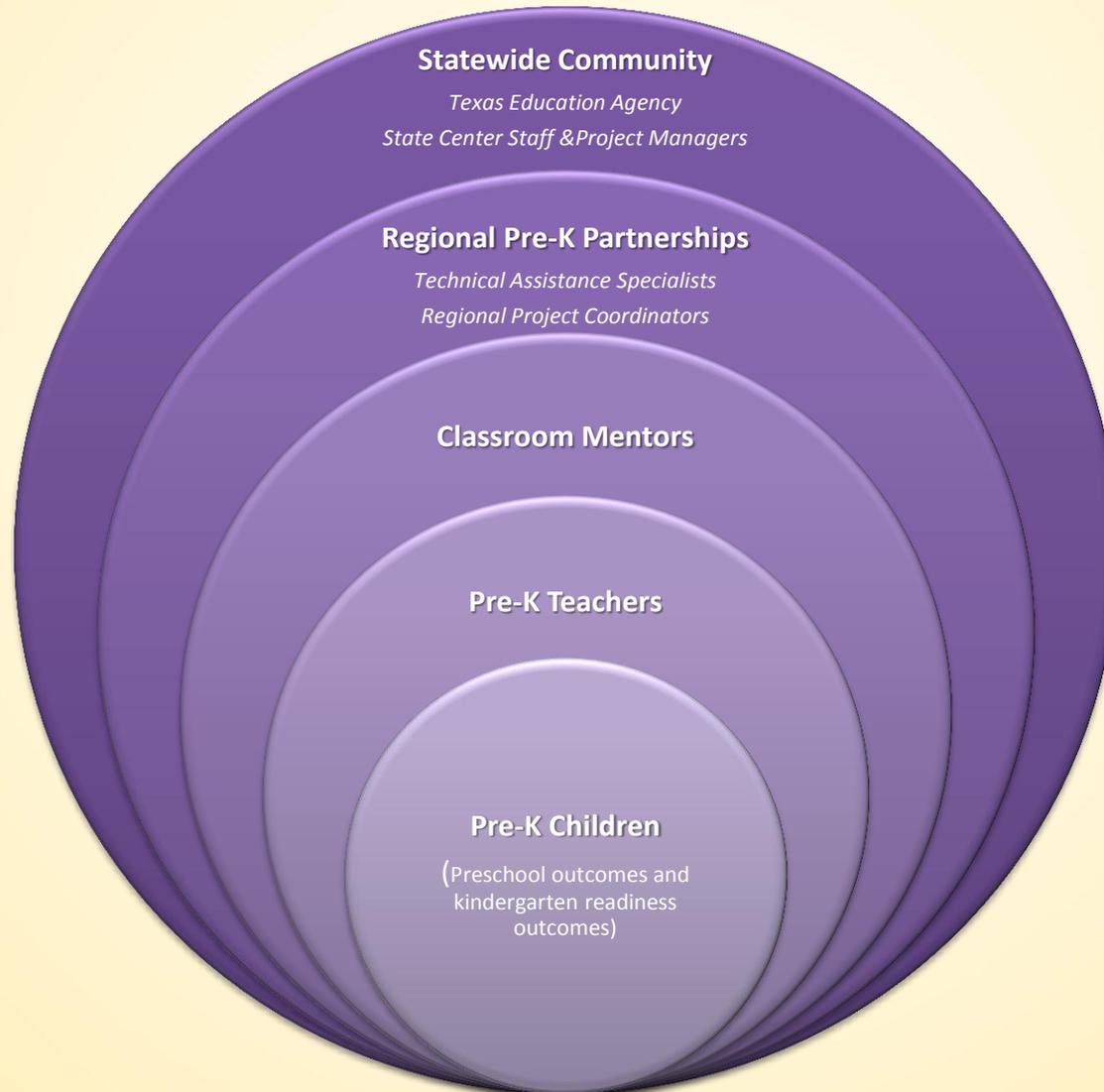
## What does the Teacher Professional Development Include?

- Language and Literacy Training  
(2 days)
- Web-Based Professional Development with  
facilitator  
(20 sessions per year for 2 years)
- Face-to-Face Progress Monitoring Training  
(1 day)
- Mentoring  
(ongoing)

## TEEM In the Early Childhood Classroom

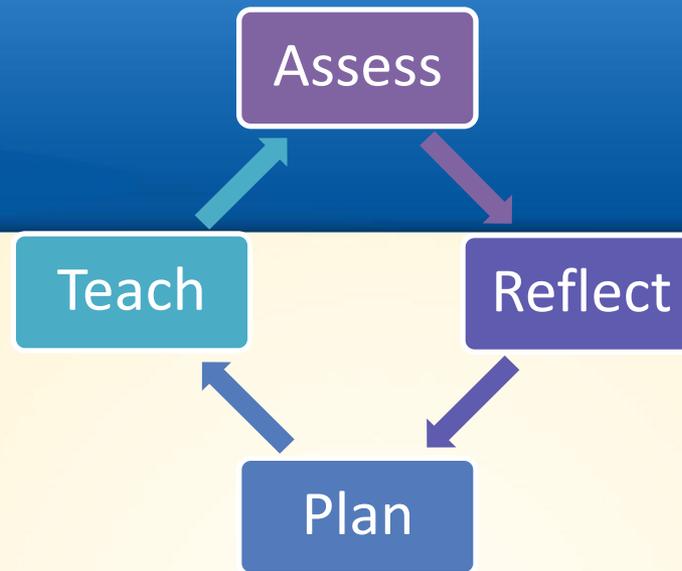


# Scaling up a PD program within an ecological framework



# The conceptual framework includes five components:





## ***Four Major Initiatives to Improve the PD Program***

1. School Readiness Certification System

2. Extending PD for Bilingual Students

3. Advancing Mentoring Tools

4. Pre-k Response to Instruction

### Assess...

- classrooms by gathering kindergarten child data and pre-K teacher beliefs and knowledge.
- bilingual students in both English and Spanish with PM tool.
- teachers in fall with COT and monthly with videotaped instruction
- students' response to Tier 1 with PM tool and response to Tier 2 with CBM.

### Reflect...

- during mentor–teacher certification meeting.
- on child's strengths and weaknesses in each language.
- on quality of teacher–child interactions across all content areas.
- by identifying students who need Tier 2 supports.

### Plan...

- action steps to improve school readiness outcomes at teacher and school level.
- instruction with flexible groupings based on PM data.
- with short-term goal reports that address teacher and mentor action items.
- instruction for Tier 2 that provides reteaching and additional practice.

### Teach...

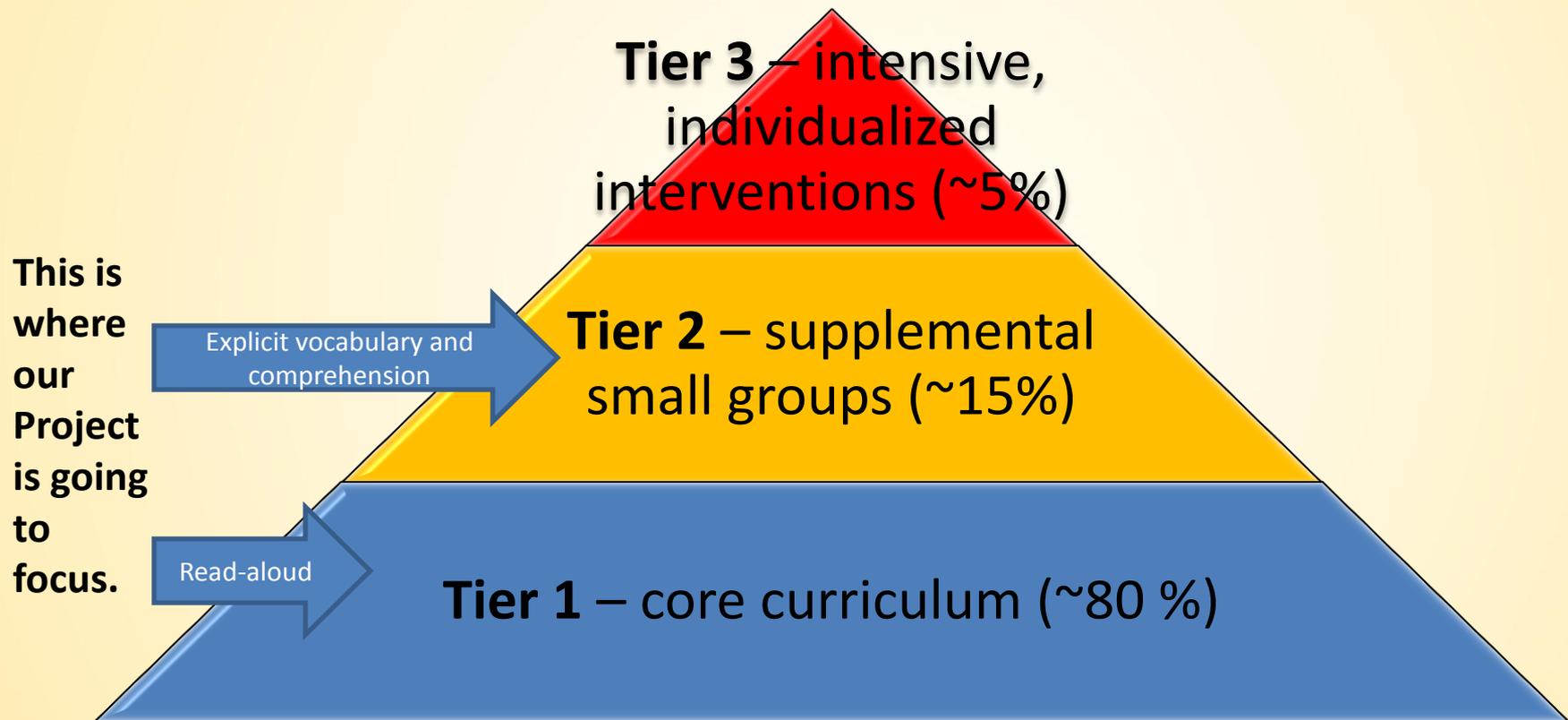
- with more information on classroom's strengths and areas to improve.
- using ELL strategies and to improve both English and Spanish skills.
- with a focus on improving specific targets of teacher–child interactions.
- with tiered groupings and increasingly explicit instruction.



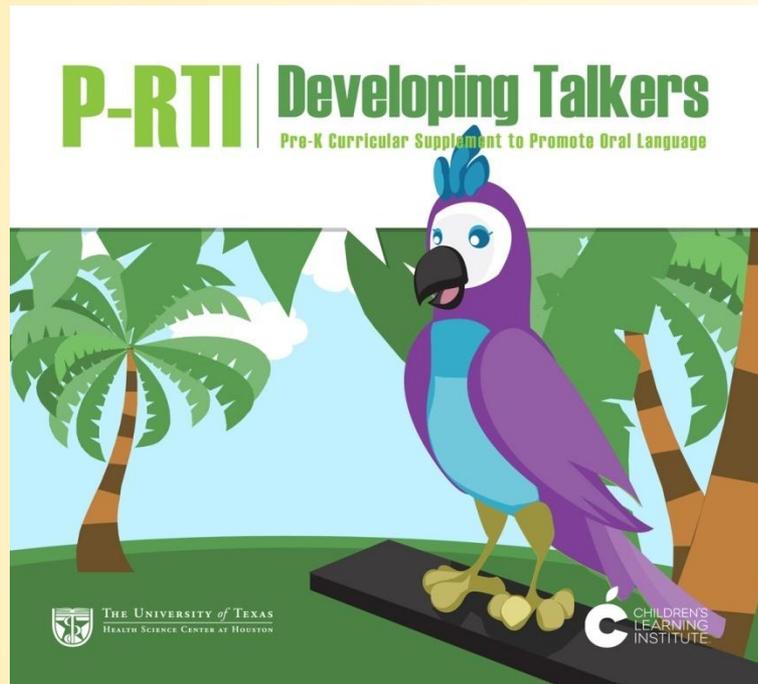
# Developing Talkers: Developing Language in the Early Years

Response to Instruction (RTI) is a way to better meet the learning needs of children by working in small groups with more intense instruction. The goal of RTI is to optimally support children through assessing how they respond to instruction.

# What Is Response to Instruction (RTI)?



# Examples of Tier 2 Instruction



Download and make your  
own curriculum supplement  
at the CLI website:

<http://www.childrenslearninginstitute.org/our-programs/program-overview/developing-talkers/default.html>

# Tier 1: Read Aloud

*Estimated Time: 15 - 20 minutes*



## **Before Reading:**

- *Set purpose for listening by asking an important Guiding Question*

## **Define**



## **During Reading:**

- *Provide Vocabulary Elaborations that include a child-friendly definition of key vocabulary.*
- *Ask Check Understanding Questions targeting both concrete and higher-level thinking*



## **After Reading:**

- *Answer the Guiding Question*
- *Scaffold children's responses as needed*



# Higher- Level Guiding Questions

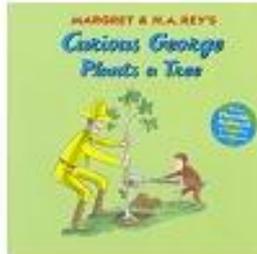
**Guiding Questions** provide the children with a purpose for listening before reading and an opportunity to practice comprehension skills after reading.



# Sample Guiding Questions

## Curious George Plants a Tree

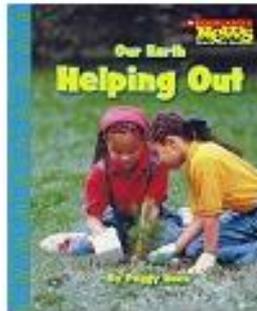
(H.A. Rey, HMH Books, 2009)



Why are trees important?

## Our Earth: Helping Out

(Peggy Hock, Children's Press, 2008)



What are some ways you could help the Earth at home and school?

## Clumsy Crab

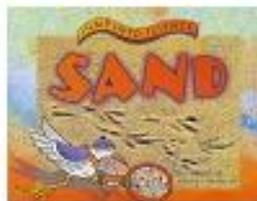
(Ruth Galloway, Scholastic, 2007)



How did Nipper the Crab's feelings about his claws change?

## Jump into Science: Sand

(Ellen Prager, National Geographic Children's Books, 2006)

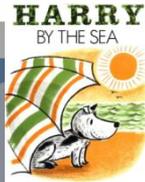


Why does sand come in different colors?

# Talk about Important Vocabulary with Child-Friendly Definitions

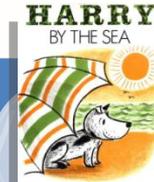
- A beach is a shore of a body of water covered with sand, gravel, or rock.

Not friendly



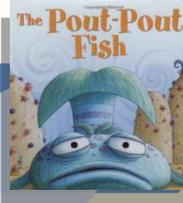
- Beach means a sandy ground next to the ocean.

Child-friendly



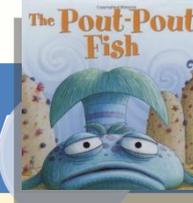
- Advice is a recommendation about a decision.

Not friendly



- Advice means an idea of what to do.

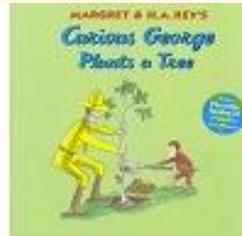
Child-friendly



# Sample Child-Friendly Definitions

## **Curious George Plants a Tree**

(H.A. Rey, HMH Books, 2009)

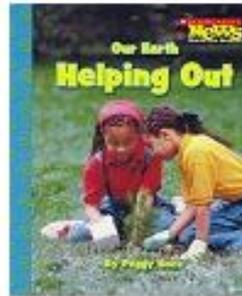


## **volunteer**

(someone who is helping without getting paid money)

## **Our Earth: Helping Out**

(Peggy Hock, Children's Press, 2008)

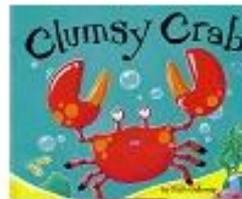


## **recycle**

(changing trash into something we can use again)

## **Clumsy Crab**

(Ruth Galloway, Scholastic, 2007)



## **clever**

(someone who is smart and good at things)

## **Jump into Science: Sand**

(Ellen Prager, National Geographic Children's Books, 2006)



## **create**

(making something new)

# Focus on Rare Words (alongside important basic words)

## Notice

Keep the card face down and say:

**The word is notice. Can you say notice with me?**

*Children repeat the word with you.—Make sure all children repeat the word.*

**Good job! This word is in our book.**

*Remind children how the word was used in the book. You should simply read the sentence below from page 9 of the book. (Note: You probably will not have time to show the page of the book where the word was used, so disregard that wording on vocabulary cards in future units.)*

**In the book we learned that, "When you are caring, other people notice."**

**Remember, notice means you see something because you're paying attention.**

*Now pick the card up and show the front of the vocabulary card.*

**This is a picture of a girl using a magnifying glass to help her notice the small parts of the flower.**

**What do you think she might notice if she looks carefully at the sunflower?**

*Acknowledge and extend children's responses using the target word.*



### Shuffle and Review

**What's the word that means you see something because you're paying attention?**

*Children respond. Show the vocabulary card.*

**Notice means you see something because you're paying attention. Say notice. Children repeat word.**

Introducing each vocabulary  
card should take 1 minute



Shuffle and review should  
take 20 seconds per card.



*Caring, written by Sarah Medina*



# Tier 2: Small Group

*Estimated Time: 15 Minutes*



## **Book Review:**

- *Open-Ended Prompt - What do you remember?*
- *Revisit the Guiding Question*

## **Vocab**

## **Find Define & Discuss:**

- *Name the word*
- *Find the word in the text*
- *Define the word*
- *Discuss the word in a new context*



## **Explicit Teaching Activity**

- *Deepen Comprehension of the text*
- *Extend children's understanding of Vocabulary*



## **Shuffle and Review**

- *Mix cards and quickly review - What's the word that means \_\_\_\_\_?*



# Extended Practice Using Vocabulary



## Front of Card



## Back of Card

### Bury

*Keep the card face down and say:*

**The word is bury. Can you say bury with me?**

*Children repeat the word with you.*

**Good job! This word is in our book.**

*Show page 18 and read the sentence:*

**"If I can't nail the shadow down, thought Bear, maybe I can bury him."**

**Remember, when someone buries something, he puts it underneath the ground.**

*Now pick the card up off the table. Show the vocabulary card.*

**This is a picture of a dog burying a bone in the sand.**

**What do you notice about this picture?**

*Acknowledge and extend children's responses using the target word.*



#### Shuffle and Review

What's the word that means to put something underneath the ground?

*Children respond. Show the vocabulary card.*

When someone buries something, he puts it underneath the ground.

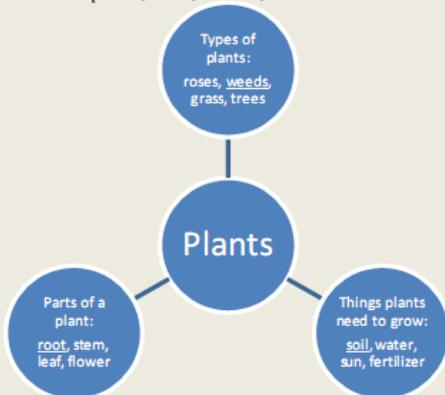
Say bury. *Children repeat word.*

ES

# More Explicit Vocabulary and Comprehension Activities

## Semantic Map Example

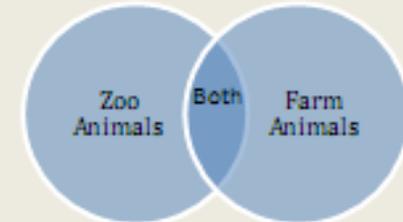
After reading an informational text about plants, a semantic web can be used to elicit the following target words: *plant, root, weeds, and soil*



## Cause/Effect Pictures

Cause What happened?	Effect What was the result?

After reading an informational text, you might compare two key concepts, including the ways they are the same and different.



## Event Sequence

Story Title

**Beginning**

At first....

**Middle**

Then...

**End**

In the end ...

## Draw and Write Example

Use this sentence stem with the target word *surprise*.

*I was surprised when \_\_\_\_.*



I was surprised when my friend gave me a balloon!

# Sample Explicit Vocabulary Activity

## Recycled



## Not recycled



# **Use Curriculum-Based Measures (CBM) to Modify Tier 2 Instruction**

# Vocabulary: CBM

## Weekly Target Vocabulary Assessment

DEVELOPING TALKERS: PRE-K

Developing Talkers

Pre-K Curricular Supplement  
to Promote Oral Language



Assess ★ Tier 2  
students' target  
vocabulary on  
Thursdays



Plan Friday  
Review Day  
lessons using  
these data

### PROCEDURE:

- Ask the child about the target vocabulary word from the books: (Child's name), what does \_\_\_\_\_ (target word) mean?
  - Record the child's response verbatim. Prompt the child to see if they know anything else about the word.
- Mark whether the child's responses indicate that they know a lot, a little, or nothing about the target word:
  - 0 – Knows Nothing (incorrect)
  - 1 – Knows a Little (partially correct or ambiguous or related to topic)
  - 2 – Knows a Lot (fully correct)
- Continue this procedure with all the target words for all the books you read that week.
- When finished, highlight scores of zero. If multiple children do not know a word, consider researching.

VOC TARGETS	Child 1: _____	Child 2: _____	Child 3: _____	Child 4: _____
1. ripe (ready to pick and eat)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
2. hide (out of sight)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
3. share (give some to somebody else)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
4. cranky (bad mood; upset easily)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
5. signal (hint or sign of what is going on)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2
6. serving (the part of the food you take and eat)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2

# Teacher Comments

- It's an indescribable feeling to see children who had low self-esteem become a confident individual.
- You can see children light up!
- When they have more language, they solve their problems better.
- Children with speech disabilities are speaking more to other children.
- Children will come in and tell us how they feel without being asked.

# Assertions underlying our framework include:

- Cognitive readiness can be achieved in ways that support the whole child.
- Research-based, comprehensive curricula are essential classroom tools.
- Responsive teaching promotes social and cognitive development.
- Progress monitoring that informs instruction better assures school readiness.
- Program effectiveness can be objectively measured and supported with systems for technical assistance and effective communication.
- Effective PD with ongoing mentoring for teachers assures goals are achieved.

# For More Information

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# For More Information

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