



Preschool & No Child Left Behind

Opportunities & Challenges

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NCLB – Key Elements

- ◆ Professional Development
- ◆ Accountability
- ◆ Coordination and consistency across reading programs
- ◆ Scientifically Based Reading Research

Scientifically Based Reading Research (SBRR)

- ◆ Employs systematic, empirical methods
- ◆ Involves rigorous data analyses
- ◆ Relies on measurements or observational methods that provide valid data
- ◆ Has been accepted by a peer-reviewed journal or approved by a panel of independent experts

Reading First: Key Elements

- ◆ States must –
 1. Identify reading assessments, materials, and programs with proven validity and reliability
 2. Design and implement a competitive grant process for local education agencies
 3. Ensure professional development activities



Reading First – Key Elements cont.



4. Applications from LEAs must demonstrate how they will implement reading programs using Scientifically Based Reading Research, instructional reading assessments, and professional development aligned with the instructional programs for K-3 teachers.



National Reading Panel Report informs Reading First

Provides the basis for 5 essential components of effective reading instruction key to Reading First

- ◆ Phonemic Awareness
- ◆ Phonics
- ◆ Vocabulary development
- ◆ Reading fluency, including oral reading skills
- ◆ Reading comprehension

Early Reading First - Key Elements

- ◆ Applicants must –
 1. Create language and literacy-rich environments in early childhood programs
 2. Identify and provide early language and literacy activities and instructional materials



Early Reading First – Key Elements cont.



3. Provide early language and literacy screening assessments
4. Provide professional development opportunities for early childhood educators and emerging literacy concepts, materials, and instruction

National Early Literacy Panel

Background

- ◆ Increasing use of research as the basis for educational decision making and debate
- ◆ Report of the National Reading Panel
- ◆ Need for comparable information on early literacy and family literacy

National Early Literacy Panel

Chair:

Dr. Timothy Shanahan

University of Illinois at Chicago

Members

Dr. Anne Cunningham

University of California at Berkeley

Dr. Christopher Lonigan

Florida State University

Dr. Kathy Escamilla

University of Colorado at Boulder

Dr. Victoria Molfese

University of Louisville

Dr. Janet Fischel

State University of New York at Stony Brook

Dr. Chris Schatschneider

Florida State University

Dr. Susan Landry

University of Texas – Houston

Dr. Dorothy Strickland

Rutgers University

Advisor:

Dr. Diane August

Center for Applied Linguistics

National Early Literacy Panel

Family Partnership in Reading

Coordinated by:

- National Center for Family Literacy (NCFL)

Funded by:

- National Institute for Literacy (NIFL)

In consultation with:

- National Institute for Child Health and Human Development (NICHD)
- U.S. Department of Education
- Head Start Bureau, Department of Health and Human Services



National Early Literacy Panel

Goals

- ◆ Inform ways to help children develop the foundational skills they need to become good readers and writers
- ◆ Equip parents to support their children's literacy development



National Early Literacy Panel

Research Question #1 (completed)

What are young (ages birth through five years) children's skills and abilities that predict later reading, writing, and spelling outcomes?



National Reading Panel

Research Question #2 (in progress)

What environments and settings contribute to or inhibit gains in children's skills and abilities and are linked to later outcomes in reading, writing, and spelling?



National Early Literacy Panel

- ◆ Research Question #3
 - ◆ (in progress)
- ◆ What child characteristics contribute to or inhibit gains in children's skills and abilities and are linked to later outcomes in reading, writing, and spelling?



National Early Literacy Panel



Research Question #4

What programs and interventions contribute to or inhibit gains in children's skills and abilities and are linked to later outcomes in reading, writing, and spelling?

Findings: Question #1

- ◆ Alphabet knowledge
- ◆ Concepts of print
- ◆ Environmental print
- ◆ Invented spelling
- ◆ Listening comprehension
- ◆ Oral language – vocabulary
- ◆ Phonemic Awareness
- ◆ Phonological short term memory
- ◆ Rapid naming
- ◆ Visual memory
- ◆ Visual perceptual



Early Childhood Literacy: Opportunities

- ◆ Increasing literacy demands
- ◆ Changes in what it means to be literate
- ◆ Rising expectations in the schools
- ◆ Growing consensus about the importance of the early years



Early Childhood Literacy: Challenges

◆ Standards

- Program/teacher/child
- Appropriate/consistent/continuous

◆ Curriculum

- Adequate
- Balanced across domains of development
- Balanced within language & literacy education



Early Childhood Literacy: Challenges

- ◆ Teacher quality
 - Workforce
 - Professional development
- ◆ Assessment
 - Developmentally appropriate
 - Program/teacher/child
- ◆ Home School Connections



Our Goal

- ◆ *"What the best and wisest parent wants for his own child, that must the community want for its children."*

-- John Dewey