

 @nellkduke

Empowering DAP Strategies for Literacy in Early Childhood Programs

Nell K. Duke
University of Michigan

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

Session Objectives

Administrators:

- learn about fundamental **knowledge** their staff should have about literacy development
- learn about specific **practices** their staff can use to promote children's literacy development in developmentally appropriate ways
- identify **professional development strategies** for developing their staff's capacity in early literacy

Duke

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

Developmentally Appropriate Practice (DAP)

*Developmentally Appropriate Practice in Early
Childhood Programs Serving Children from
Birth through Age 8: A position statement of
the National Association for the Education of
Young Children, 2009*

Duke

Defining DAP

“Practice that promotes young children’s optimal learning and development” (p. 16)

Duke

Myths about DAP

There are so many. Here are three:

1. DAP means no explicit teaching.
2. DAP means all play all day.
3. DAP means all experiences have to be initiated by children based on what interests them.

Duke

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

From Page 14, quoting Bowman, B.T., S. Donovan, & M.S. Burns. 2000. *Eager to learn: Educating our preschoolers*. Washington, DC: National Academies Press, page 8:

“Good teachers acknowledge and encourage children’s efforts, model and demonstrate, create challenges and support children in extending their capabilities, and provide specific directions or instruction. All of these teaching strategies can be used in the context of play and structured activities. Effective teachers also organize the classroom environment and plan ways to pursue educational goals for each child as opportunities arise in child-initiated activities and in activities planned and initiated by the teacher.”

Duke

Literacy is Not the Be All and End All

“All the domains of development and learning—physical, social and emotional, and cognitive—are important, and they are closely interrelated. Children’s development and learning in one domain influence and are influenced by what takes place in other domains.” (p. 11)

Duke

Session Objectives

Administrators:

- learn about fundamental **knowledge** their staff should have about literacy development
- learn about specific **practices** their staff can use to promote children’s literacy development in developmentally appropriate ways
- identify **professional development strategies** for developing their staff’s capacity in early literacy

Duke

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

Knowledge of Standards

Teachers need to know the relevant standards. Examples for literacy from the Head Start Outcomes Framework 2015:

- Names 18 upper- and 15 lower-case letters.
- Knows the sounds associated with several letters.



Duke

Knowledge of Standards

Example for literacy from the Head Start Outcomes Framework 2015:

- Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.

Duke

Knowledge of Standards

Examples for literacy from the Head Start Outcomes Framework 2015:

- Produces the beginning sound in a spoken word, such as "Dog begins with /d/."
- Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"

Duke

Why is initial phoneme segmentation so important?

- Children need it to write:
I L M
(I love Mom.)
- Children need it for keyword instruction to make sense:
"A is for apple"
"Z is for Zeshawn"

Duke

An Approach to Unpacking Standards

A PLC Activity

| Standard | What does this standard mean? | How can I observe or assess for this standard? | How can I support children in meeting this standard? |
|----------|-------------------------------|------------------------------------------------|------------------------------------------------------|
| | | | |
| | | | |
| | | | |

Duke

Knowledge of Content

The Case of Quality Key Words

- The word should have the key sound, or one of the two key sounds, of the letter.
For example, not A is for Airplane
- The word should not start with a letter name.
For example, not E is for Elephant
- Generally, the word should not start with a blend because it may be harder for the child to segment.
For example, not D is for Drum

Duke

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

Knowledge of Content

The Case of Quality Key Words

- The word should be easy to depict
 - For example, *apple* generally works well.
- The word should not be something that is easily confused with another item that begins with a different sound.
 - *For example, b is for boat can be problematic because kids may be inclined to say, "ship."*
- The word should be likely to be known to or easily learned by children, which will vary depending on children's backgrounds.

Duke

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

For Further Information

A PLC Activity

An Article:



Letter Names Can Cause Confusion
and Other Things to Know About Letter-Sound Relationships

Available free at:
http://www.naeyc.org/yc/files/yc/file/201503/YC0315_Block_Online.pdf

For Further Information About Instruction

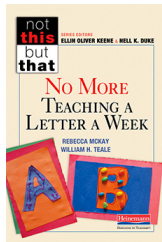
PLC Activities

An Article:

Piasta, S. B. (2014). Moving to assessment-guided differentiated instruction to support young children's alphabet knowledge. *The Reading Teacher*, 68, 202–211.

<http://onlineibrary.wiley.com/doi/10.1002/trtr.1316/full>

A Book:



<https://www.amazon.com/More-Teaching-Letter-Week-This/dp/0325062560>

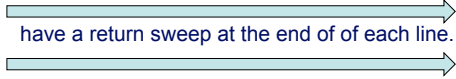
Knowledge of Children

- Children's
 - interests
 - experiences
 - cultural and linguistic background(s)
 - points in development
 - strengths
 - needs

Duke

**Knowledge of Children
Case of the Need to Understand
Cultural and Linguistic Background**

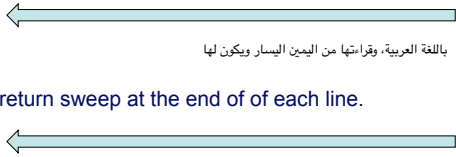
In English, readers read from left to right and
have a return sweep at the end of each line.



Duke

**Knowledge of Children
Case of the Need to Understand
Cultural and Linguistic Background**

In Arabic, readers read from right left and have a
return sweep at the end of each line.



باللغة العربية، قراءتها من اليمين اليسار ويكون لها

الاجتياح عودة في نهاية كل سطر.

Duke

Knowledge of Children

- Children's
 - interests
 - experiences
 - cultural and linguistic background
 - points in development
 - strengths
 - needs
- Child development

Duke

Knowledge of Children The Case of Vocabulary Acquisition

- Children may need many exposures to a word in different contexts in order to learn it.
- Nonverbal supports can be very helpful.
 - for example: videos, photos, movement, props, experiences
- Non-examples can be very helpful.



Duke

Session Objectives

Administrators:

Of course, there's much more to learn. . .

- learn about fundamental **knowledge** their staff should have about literacy development
- learn about specific **practices** their staff can use to promote children's literacy development in developmentally appropriate ways
- identify **professional development strategies** for developing their staff's capacity in early literacy

Duke

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

Example Practice to Develop Literacy Print-referencing Read Aloud

Print referencing is a research-supported instructional practice for preschool (e.g., Justice & Ezell, 2002; Justice, McGinty, Piasta, Kaderavek, & Fan, 2010).

Print referencing involves verbal and non-verbal strategies for drawing children's attention to print during adult-child read aloud.

Duke

Example Practice to Develop Literacy
Print-referencing Read Aloud

- running finger under words
- pointing out, or engaging children in pointing out, where to start reading
- pointing out letters and their associated sounds
- pointing out other features of print
- pointing out print within pictures
- counting words

Duke

For Further Information

A PLC Activity

Zucker, T. A., Ward, A. E., & Justice, L. M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. *The Reading Teacher*, 63, 62-72. Stable URL: <http://www.jstor.org/stable/40347652>.

Currently available free at: <http://ici-bostonready-pd-2009-2010.wikispaces.umb.edu/file/view/Print+Referencing+During+Read+Alouds.pdf>

Duke

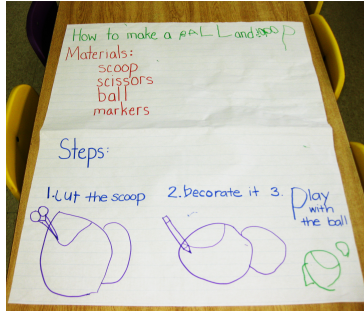
Example Practice to Develop Literacy
Interactive Writing

Interactive writing is a research-supported instructional practice for preschool (e.g., Hall, Toland, Grisham-Brown, & Graham, 2014).

Interactive writing involves the teacher leading the writing and the children contributing much of the content and some of the writing.

Duke

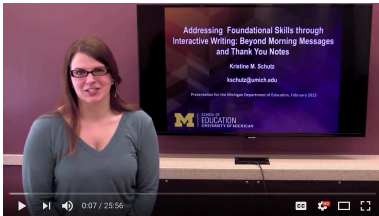
Interactive Writing



From an activity in Connect Learning

Presentation on Interactive Writing Posted by the Michigan Department of Education

A PLC Activity



<https://www.youtube.com/watch?v=PI7IjSy3xsY> Duke

Demonstration of Interactive Writing Posted by the Michigan Department of Education

A PLC Activity



<https://www.youtube.com/watch?v=ne57TprUTPw> Duke

**Example Practice to
Develop Literacy
Literacy-enriched Dramatic Play**

Play provides a context for developing literacy (e.g., Neuman & Roskos, 1992; Roskos, Christie, Widman, & Holding, 2010).

There are specific practices we can use to increase literacy development opportunities within play.

Duke

**Example Practice to
Develop Literacy
Literacy-enriched Dramatic Play**

We can enrich every area of the classroom in which children play with materials to read and write.

Duke

**Example Practice to
Develop Literacy
Literacy-enriched Dramatic Play**

*Generating ideas
for this can be a
PLC Activity*



Duke

Example Practice to Develop Literacy Literacy-enriched Dramatic Play

Generating ideas for this can be a PLC Activity

Materials can be used to encourage children to develop and reenact stories. For example, for *Little Red Riding Hood* and variants:

- Basket
- Red hood
- Some way to symbolize a forest
- Something like a bed
- Wolf mask

Duke

Example Practice to Develop Literacy Literacy-enriched Dramatic Play

Generating ideas for this can be a PLC Activity

Materials can be added to a dramatic play area that are authentic to that dramatic play theme. For example, for a farmer's market:

- vegetables and fruits
- pads of paper
- seed packets
- pencils
- pots
- play money
- baskets
- garden-supply catalogs
- labels for food



Duke

For Further Information

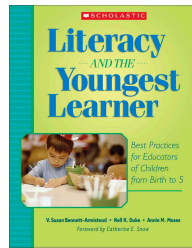
PLC Activities

An article:

Neuman, S. B., & Roskos, K. (1990). Play, print, and purpose: Enriching play environments for literacy development. *The Reading Teacher*, 44, 214-221.

Stable URL:
<http://www.jstor.org/stable/20200594>

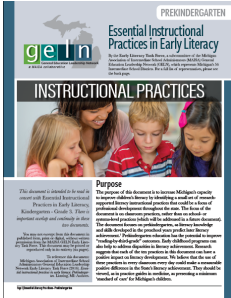
A book:



<https://www.amazon.com/Literacy-Youngest-Learner-Practices-Educators/dp/0439714478>

More Practices

PLC Activities



Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: Prekindergarten*. Lansing, MI: Authors.

Available free at:
<http://tinyurl.com/literacyessentialsprek>

As You Read Through the Document on the Previous Slide:

- **Read for detail.** Every single bullet—arguably every single word—is there for a reason.
- **Read for affirmation.** Some items will be things your staff is already doing.
- **Read for improvement.** Some items, perhaps many items, will be things your staff could improve on.
- **Read for research.** See the endnotes for references to research studies that support each practice. *Research, not philosophy.*

Duke

Session Objectives

Administrators:

- learn about fundamental **knowledge** their staff should have about literacy development
- learn about specific **practices** their staff can use to promote children's literacy development in developmentally appropriate ways
- identify **professional development strategies** for developing their staff's capacity in early literacy

Duke

Effective Professional Development

Desmione, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38, 181-199. Stable URL: <http://www.jstor.org/stable/20532527>

Desmione, 2009

Concludes that there is a consensus about five characteristics of PD that are effective:

1. Content focus
2. Active learning, for example:
 - observing expert teachers
 - being observed, followed by interactive feedback and discussion
 - reviewing children's work related to the PD
 - discussions

Desmione, 2009

3. Coherence
4. Duration (hours and span)
 - 10 hours? (Gerde, Duke, Moses, Spybrook, & Shedd, 2014)
 - 14 hours? (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007)
 - 20 hours? (Desmione, 2009)

Desimone, 2009

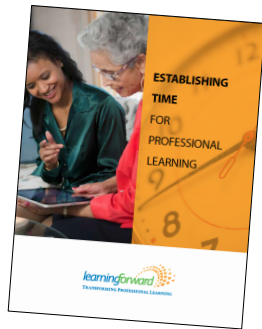
5. Collective participation

"This feature can be accomplished through participation of teachers from the same school, grade, or department. Such arrangements set up potential interaction and discourse, which can be a powerful form of teacher learning (Banilower & Shimkus, 2004; Barko, 2004; Desimone, 2003; Pullan, 1991; Guskey, 1994; Little, 1993; Loucks-Horsley et al., 1998; Rosenholtz, 1989)." (p. 184)

PLCs!

Effective Professional Development

Killion, J. (2013). *Establishing time for professional learning*. Oxford, OH: Learning Forward.



Effective Professional Development

I recommend grounding professional development in:

- The NAEYC Statement on Developmentally Appropriate Practice (2009) discussed earlier
- Research studies, when possible
- Research-informed articles, books, videos, websites (e.g., the What Works Clearinghouse), and other documents
- Curriculum materials that are strongly research-based and up-to-date

 @nellkduke



Questions? Comments?

Thank you for all you do for children!

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN
