

Early Literacy and Numeracy in Preschool



OSPI/WASA Special Education Conference

Presented by Sheila Ammons



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Objectives



- Discuss the need for early literacy and numeracy training
- Preview the early literacy and numeracy training modules
- Learn how to access the training modules

Why literacy and numeracy?



IDEA Sec. 300.323(b)

“...an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills...”

Why literacy and numeracy?



Indicator 7: Early Childhood Outcomes

- a. Positive social-emotional skills
- b. Acquiring and using knowledge and skills
- c. Taking appropriate action to meet needs

b. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

	09-10 State	
1. Of those children who entered or exited the program below age expectations in Outcome B, the % who substantially increased their growth rate by the time they turned 6 years old or exited the program:	84.8%	
2. The % of children who were functioning within age expectations in Outcome B by the time they exited the program:	51.8%	

Measurements of Student Progress (MSP)



Percentage of Third Grade Students Meeting Standard in 2009-2010

Reading: 72%

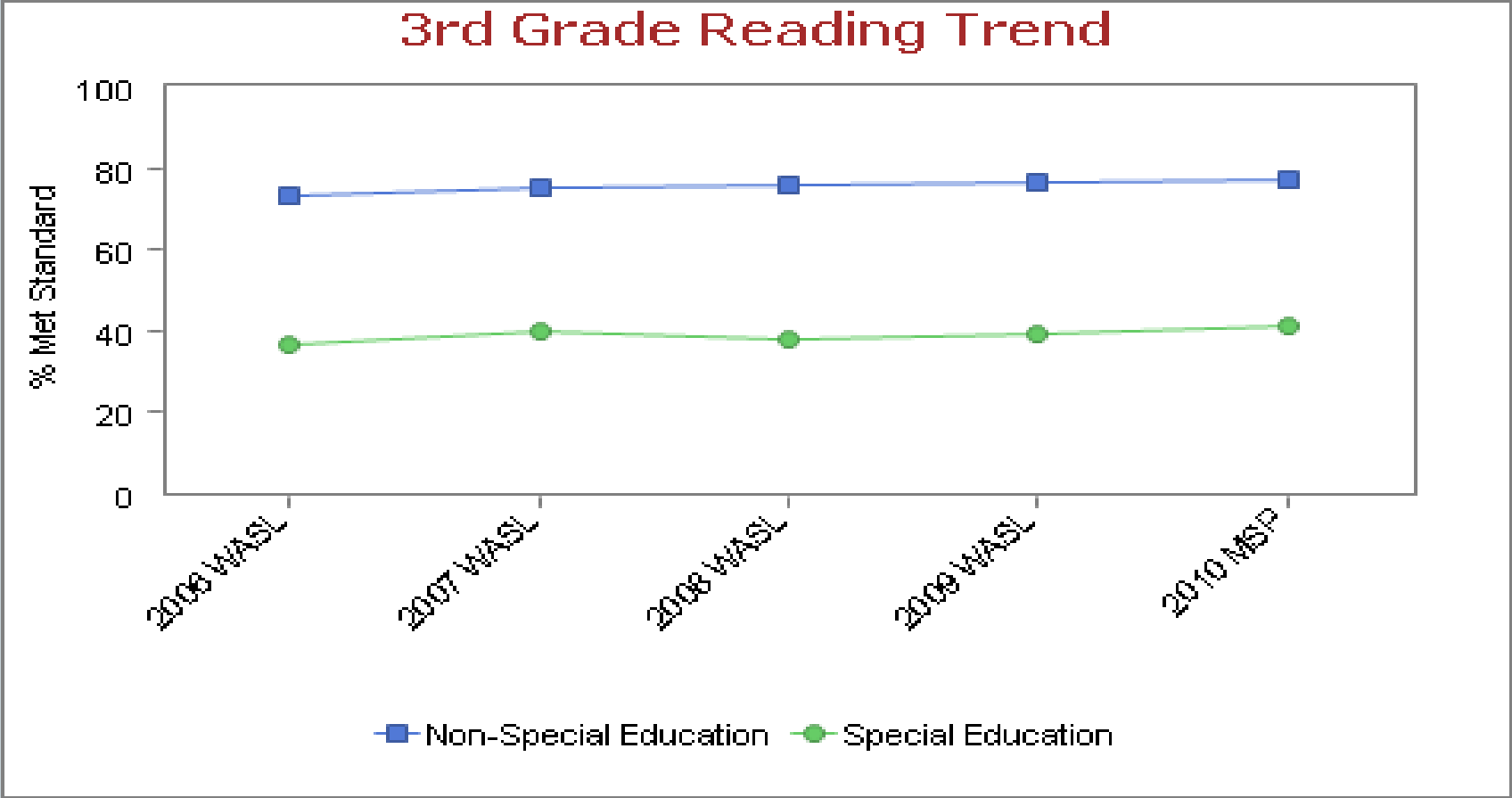
Math: 61%

<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2009-10>

Reading



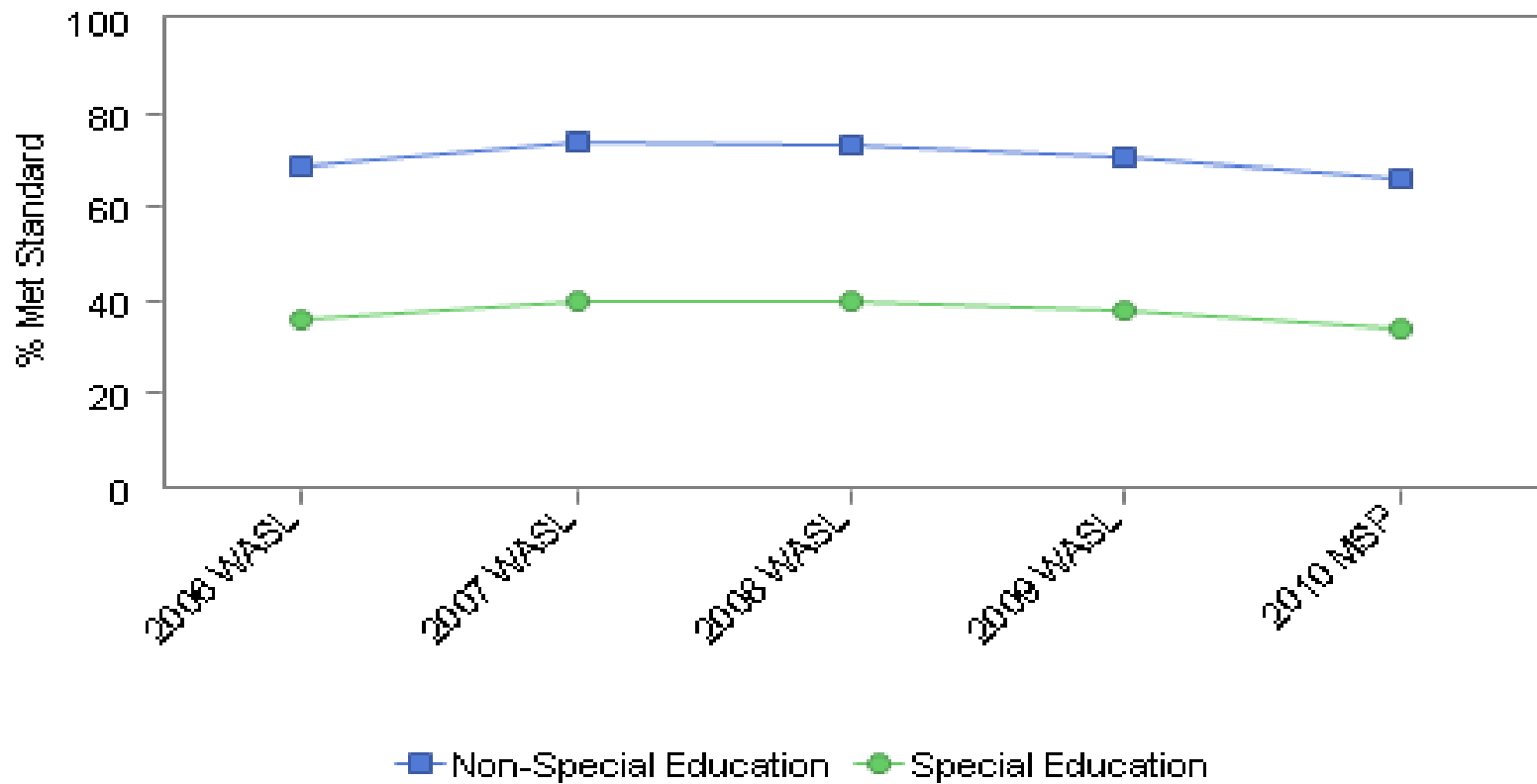
3rd Grade Reading Trend



Math



3rd Grade Math Trend



WA Early Learning Plan



- Department of Early Learning's strategic plan
- Four key areas
 - Child health and development
 - Early care and education
 - Family and community partnerships
 - Social, emotional and mental health

<http://www.del.wa.gov/partnerships/elac/elp.aspx>

Training Modules



Early literacy module

Sheila Ammons, OSPI ECSE Program Supervisor

Luisa Sanchez-Nilsen, OSPI Reading Specialist

Early numeracy module

Sheila Ammons, OSPI ECSE Program Supervisor

Julie Wagner, OSPI Elementary Math Specialist

Training Modules



Early literacy module and early mathematics module

- 90 minutes in length—3 hours total
- Available for clock hours
- No charge to view the training modules
- Will be posted by October 1, 2011

Joint Position Statements



National Association for the Education of Young Children (NAEYC) and International Reading Association (IRA) issued a joint position statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*

National Association for the Education of Young Children (NAEYC) and National Council of Teachers of Mathematics issued a joint position statement *Early Childhood Mathematics: Promoting Good Beginnings*

Preview

Literacy in Preschool



1. Define Developmentally Appropriate Practice (DAP)
2. Discuss the National Early Literacy Panel's research
3. Identify the importance of early literacy experiences
4. Outline the connection between oral language and early literacy
5. Explore the role of culture in literacy development
6. Review the developmental sequence of writing
7. Illustrate shared and interactive reading strategies
8. Examine evidence-based instructional practices
9. Describe early literacy development in young children with disabilities

Language Development and Culture



g^wat k^w(i) adsda?



təklus ti dsda?

Instructional practices supported by NELP research



Alphabetic Knowledge

- Play with letters, such as those within alphabet puzzles
- Engage with alphabet books
- Participate in activities where teachers link the names of letters with the sounds they represent (i.e., those in student's names)
- Work with rhymes and play language games with letter sounds
- Draw and write independently for personal enjoyment

Strickland & Shanahan (2004), p. 77

Child with a disability



Early literacy outcomes for preschoolers receiving special education services are lower than those of the general population

- Average vocabulary scores for three, four and five year olds who receive special education services were significantly lower
- Letter-word identification for five year olds who received special education service were slightly lower

Blackorby, et al. (2010)

Mathematics in Preschool



1. Review Developmentally Appropriate Practice (DAP)
2. Examine recent research on early numeracy development
3. Introduce early numeracy concept trajectories
4. Illustrate concept trajectories with video examples
5. Identify evidence-based instructional practices to support early numeracy development of all young children, ages three to five
6. Discuss video and case study examples of early math activities with young children who have disabilities

Typical time spent on numeracy



- National Center for Early Development and Learning (NCEDL) in two studies of state-operated facilities documented the following findings:
 - Children were exposed to math 6% of the time
 - Math instruction occurred during whole group activities
 - Teachers focused on student performance of discrete skills
 - Children were less often exposed to instruction that was conversational, interactive, focused on understanding or problem solving

Adapted from the National Research Council (2009) *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*

Learning Trajectories



- Based on research on the natural developmental of a number concept
- Incorporate a big idea in math, provide a path for learning, and instructional tasks that match each part of that path for learning
- Follow the mathematic skill level of children in their way of thinking

Adapted from Clements and Sarama (2009) *Learning and Teaching Early Math: The Learning Trajectories Approach*

Number and operation



Cardinality

- Child moves from just saying the number sequence to understanding that the number stated answers the question “how many?”
- Example: Susie just counted six raisins, appropriately touching each raisin while saying the number aloud. When her teacher asks Susie how many raisins she has, Susie answers “six” without recounting the raisins



Zephyr



- Zephyr is almost 3 and has multiple disabilities

Rote counting to five with mom



Zephyr Rote Count to 5.wmv

Pilot process



- Is your district interested in piloting the training modules and providing feedback to OSPI?

How to Access?



Launch date: October 1, 2011

OSPI Website

<http://www.k12.wa.us/SpecialEd/EarlyChildhood/default.aspx>

Questions?

Contact Information



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Primary Website Link

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References



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