

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

I. Building Block: Engaged leadership

A. Action: Create shared leadership and plan for organizing, implementing, and sustaining an effective approach to literacy

Planning	Implementing	Expanding	Sustaining
<p>Identify stakeholders and partners from governmental, business, educational, and medical communities as well as parents and private early childhood providers</p> <p>Collect existing data from each of these entities to gauge areas of strength and weakness</p> <p>Determine what additional data needs to be gathered in order to make informed decisions about the path forward</p> <p>Study research-based guidelines, strategies and resources for early learning set forth in the “The Why” document in the state literacy plan</p> <p>Create a common vision and goals aligned with state literacy plan to be shared by all stakeholders in early childhood</p> <p>Determine how shared fiscal accountability and responsibility can help to accomplish vision and to reach goals</p> <p>Plan targeted, sustained professional development</p>	<p>Initiate plans for a Child Literacy Coalition with stakeholders and partners from governmental, business, educational, and medical communities as well as parents and private early childhood providers (See Building Block II.)</p> <p>Ensure that stakeholders understand literacy goals and their roles in meeting these goals</p> <p>Build relationships with providers of early childhood care and education services</p> <p>Ensure use of research-based practices aligned with GELS, Head Start Developmental and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten</p> <p>Develop a brochure or chart mapping community literacy resources for families of young children</p> <p>Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website)</p>	<p>Analyze child performance and observational data to refine literacy goals and plans aligned to Georgia Early Literacy Standards (GELS), Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten</p> <p>Provide stakeholders and partners access to program assessment results and guide analysis of data for program improvements</p> <p>Provide follow-up professional development and technical assistance based on data</p> <p>Reassign staff as needed, matching staff strengths to the needs of children</p> <p>Enlist experienced teachers and trainers in modeling developmentally appropriate practices</p> <p>Provide opportunities for staff, caregivers, and families to visit successful high-quality programs</p>	<p>Refocus literacy goals and actions based on child outcome data and mastery of standards</p> <p>Analyze program assessment data and determine programmatic improvements aligned to the standards</p> <p>Retain strong leaders and provide them with opportunities to model appropriate strategies and activities for peers and families</p> <p>Develop a pipeline of leaders by identifying and training leaders for succession</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

<p>for staff and/or caregivers, as well as principals, directors, and other administrators on age-appropriate language and literacy practices</p> <p>Plan for ongoing data collection and analysis to inform program development and improvement</p> <p>Utilize technology to collect and report results of data collection regularly to stakeholders</p>	<p>Advertise the website throughout the community</p> <p>Create a culture among all stakeholders that promotes and celebrates positive outcomes for children and families</p> <p>Model and communicate high expectations for all partners through commitment and careful implementation of sound literacy practices</p> <p>Use information from program assessments to guide development and improve program quality</p> <p>Consider the options available through technology to provide job-embedded professional development ,e. g. online professional development, use of videotaping with feedback</p>		
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Georgia Birth-to-Age-Five Literacy Plan: The How 2012

II. Building Block: Continuity of Care and Instruction for All Young Students

A. Action: Convene an Early Childhood Coalition within the community where professionals from various organizations and other stakeholders affecting young children may meet to learn from and support one another

Planning	Implementing	Expanding	Sustaining
<p>Issue invitations to participate in an Early Childhood Coalition (See Building Block I) to representatives from agencies and/or organizations such as:</p> <ul style="list-style-type: none"> • Georgia Pre-K (including programs operated by for-profit and not-for-profit groups) • Family Support staff • Head Start • Faith-based early learning programs • Family child care • Home-visiting programs (e.g., Healthy Families Georgia, Early Head Start, Parents as Teachers, the Nurturing Program) • Agencies (e.g., library, extension service, Family Connection) • Community leaders (e.g., city or county council members, President of the Kiwanis) • Parent-Teachers Association (PTA) or Parent-Teachers Organization (PTO) 	<p>Provide participants in the Early Childhood Coalition with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten to ensure that all have a common understanding of the task</p> <p>Identify which agencies or groups participate in the community partnerships.</p> <p>Based on data from the needs assessment:</p> <ul style="list-style-type: none"> • Create a plan to develop/expand existing local community Birth to Five early literacy programs • Plan for new programs to meet the needs of children and families in early literacy • Connect with local school business partners in education to support literacy in birth-to-five programs and in the transition to public 	<p>Develop a one-stop website to assist parents with contact information for available services and programs</p> <p>Provide links to educational and helpful sites for parents and early childhood professionals and parents</p> <p>Develop a brochure or chart mapping community resources for families of young children to be provided to families of young children</p> <p>Identify points of contact within the community for distributing brochures and information in hard copy</p> <p>Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, Web site)</p> <p>Advertise the website throughout the community on billboards, posters in stores and governmental offices, on</p>	<p>Ensure continuation of the coalition by designating two agencies or organizations to partner in being responsible for convening and communicating with members</p> <p>Collaborate within communities to support the literacy plan as part of existing community activities (e.g., add a family literacy opportunity during scheduled events of other community organizations).</p> <p>Utilize technology to continue to assess current logistical needs of parents (e.g., meeting dates, times, and locations).</p> <p>Update family-resources needs assessment annually</p> <p>Align needs-assessment with five-year strategic plan and update accordingly.</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

<ul style="list-style-type: none"> • School administrators and staff (e.g., principal or designee, kindergarten teachers, Title I staff, counselors, family liaisons) • Medical professionals (e.g., public health, hospital, pediatricians, • Advocacy and Civic Organizations (e.g., Rotary, First Foundation,) <p>Conduct a community needs assessment to document available resources and to identify areas of need in the development of early literacy</p> <p>Schedule a regular bi-monthly meeting day for the Coalition</p> <p>Assign each member to a committee tasked with maintaining a different aspect of the early literacy picture, e.g.:</p> <ul style="list-style-type: none"> • Providing books in homes and in daycare facilities; • Language development, medical/nutritional/safety issues; transitions; • Crisis management; parent communication and education; • Professional learning; 	<p>schools (e.g.,:</p> <ul style="list-style-type: none"> ○ Restaurants provide placemats in their business with literacy activities for children and families to engage in while at the business; ○ Sporting teams provide free tickets to events based on number of books families have read with their children <p>Identify/develop funding for projects such as:</p> <ul style="list-style-type: none"> • creating mini-libraries at public housing properties • creating literacy kits for use by local child care centers • creation of neighborhood reading groups • a directory of screening resources for identifying early learning disabilities • assisting local child care centers with attaining additional credentialing and learning opportunities for staff and directors <p>Identify or develop a tool to evaluate the effectiveness of the local literacy council and participation and engagement of community partners.</p>	<p>school and civic websites</p> <p>Evaluate the effectiveness of the local literacy council and its activities, specify the roles, assignments, and anticipated contributions of literacy council members/agencies using the identified/developed tool.</p> <p>Develop a five-year strategic plan in Year One.</p>	
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Georgia Birth-to-Age-Five Literacy Plan: The How 2012

Develop a web presence for the Early Childhood Coalition Identify/ develop funding resources			
II. Building Block: Continuity of Care and Instruction for All Young Children			
B. Action: Ensure smooth transitions from one school/or agency to another			
Planning	Implementing	Expanding	Sustaining
Identify opportunities for children and their families to visit the next learning environment Develop contacts with appropriate personnel in next learning environments (e.g., Pre-K or K teachers, elementary principals or family engagement staff, etc.) Plan joint professional development for PreK and K teachers on transition Create a transition team within the Early Childhood Coalition	Strengthen relationships among the multiple learning environments in which young children receive care and/or instruction Develop a protocol for providing students with a coherent plan for care and instruction throughout his or her day, i.e., a shared plan for each student in multiple settings Implement transitional activities to prepare students for the next learning environment, including common rituals and routines	Develop a yearly calendar of transitional activities for children Task the transition team from the Early Childhood Coalition with development of written protocols for transitions Develop written protocols for transitions from one setting to another, within a day and from year to year (e.g., guidelines for pre-literacy transition support for children moving from infant to toddler programs, and toddler to preschool programs) Consider the expansion of the summer transition program to include children ages three and four identified as at risk who will be transitioning into a Georgia's Pre-K program.	Maintain the focus on transition planning by incorporating the transition activities into the annual calendars of each of the various agencies

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

II. Building Block: Continuity of Care and Instruction for All Young Children			
C. Action: Connect Families to Schools and Childcare Entities			
Planning	Implementing	Expanding	Sustaining
<p>Plan opportunities for families to learn about the expectations for the next learning environment and how to support their child's transition</p> <p>Develop brochures, videos, and other educational tools to provide families with guidance on supporting their child's early literacy development</p> <p>Identify points of contact within the community for distributing these materials to families</p>	<p>Plan school events and activities to include families in their child's care and education</p> <p>Provide information in home language(s) to families concerning school organizations, such as, Parent Teacher Association (PTA) or Parent Teacher Organization (PTO)</p> <p>Distribute materials to parents with guidance on supporting their child's early literacy development</p>	<p>Plan activities to help families learn how to support their child's early literacy development</p>	<p>Continue to support families and galvanize community support for these efforts</p> <p>Annually recruit families to serve as advocates and continue to implement yearly activities</p>
II. Building Block: Continuity of Care and Instruction for All Young Children			
D. Action: Connect Communities to Schools			
Planning	Implementing	Expanding	Sustaining
<p>Map community strengths and needs that identify information on topics such as family demographics, community assets, etc.</p> <p>Identify parents and/or families to serve as advocates</p> <p>Identify community leaders and organizations to become involved in</p>	<p>Strengthen relationships between preschool providers and the receiving kindergartens by:</p> <ul style="list-style-type: none"> • Providing joint workshops between Pre-K and Kindergarten staff on interpretation of assessment data and consistency of goals • Sharing student information between 	<p>Facilitate collaboration between community resources and instructional programs</p> <p>Assist families in accessing services needed for the transition</p> <p>Host resource or health fairs to provide screenings for the students and resources for families</p>	<p>Continue collaboration between community resources and instructional programs to assist families in accessing services</p> <p>Build annual events into community calendars for meetings and informational fairs</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

ensuring coordinated services for early childhood population	Pre-K and Kindergarten <ul style="list-style-type: none"> • Holding Kindergarten registration at the Pre-K site • Ensuring that staff at PreK and K schools are aware of the alignment of the Pre-K Content Standards with CCGPS 		
II. Building Block: Continuity of Care and Instruction for All Young Children			
E. Action: Improve access for families to resources for the enhancement of early literacy in their homes.			
Planning	Implementing	Expanding	Sustaining
<p>Collaborate with Early Childhood Coalition and other interested community partners to develop a plan to address logistical barriers to participation in community-based family literacy training (e.g., language, transportation).</p> <p>Research available grant opportunities to support local literacy efforts</p> <p>Enroll in programs to increase the number of children’s books and reading material in homes (e.g., Reading is Fundamental, Ferst Foundation, Reach Out and Read).</p> <p>Develop a plan to utilize resources and/or grant funds (e.g., Striving Readers, Race to the Top</p>	<p>Foster communication with local education agencies, early care and education providers, and other established organizations to advertise opportunities for families to engage in literacy-based activities</p> <p>Provide specific literacy trainings for families minimizing logistical challenges (e.g., transportation, childcare, times offered, settings). Use social media to inform families about literacy opportunities (e.g., Facebook, Twitter).</p>	<p>Provide literacy trainings in which children and families can engage in activities together, i.e., Even Start model</p> <p>Provide for families whose first language is not English to engage in trainings (e.g., translator, providing training in the specific language).</p> <p>Provide substitutes for early care and education professionals to attend literacy training.</p>	<p>Collaborate with community organizations to support the literacy plan as part of existing community activities (e.g., include a family literacy segment to scheduled events of other community organizations)</p> <p>Utilize technology to improve attendance (e.g., to publicize meeting dates, times, and locations).</p> <p>Using a train-the-trainer model, train parents as co-facilitators to assist in providing early literacy training for families.</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

<p>Early Learning Challenge Grants, private foundations) to:</p> <ul style="list-style-type: none">• Permit families, and early care and education providers to participate in family literacy training• Provide training in remote locations in communities <p>Encourage local education agencies (LEAs) to engage with local and national literacy organizations</p>			
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Georgia Birth-to-Age-Five Literacy Plan: The How 2012

III. Building Block: Ongoing formative and summative assessments

A. Action: Establish the infrastructure for the use of screening and diagnostic assessments

Planning	Implementing	Expanding	Sustaining
<p>Read and discuss statements from National Association for the Education of Young Children (NAEYC) and the National Academy of Sciences on appropriate assessments for young children</p> <p>Inform families and caregivers of services available through Georgia Department of Public Health, e.g., Babies Can't Wait for children 0-3 yrs. http://health.state.ga.us.</p> <p>Educate families, staff, and caregivers of the need for ongoing screening, diagnostic, and developmental assessments and the purposes of each</p> <p>Research screening and diagnostic instruments used to monitor growth and development (e.g., vision/hearing, cognitive, language) and choose appropriate tools</p> <p>Develop protocols for staff and caregivers for determining when specific screenings may be necessary</p>	<p>Partner with families to involve them in screening processes (e.g., parent surveys, checklists)</p> <p>Share results of screening and diagnostic assessments with parents and caregivers to inform decisions about instruction and interventions</p> <p>Provide PL to staff to ensure confidentiality when sharing results of screening and diagnostics assessments with designated stakeholders</p> <p>Follow-up with parents to ensure that appropriate connections to resources have been made (e.g., Babies Can't Wait, Preschool Special Education within local education agencies)</p> <p>Seek resources to support children's learning and development based on screening and</p>	<p>Analyze child screening and diagnostic data with caregivers and families to assist in setting learning goals and monitoring progress toward those goals</p> <p>Make necessary adjustments in the delivery of services (e.g., schedule, environment, groupings, approach to learning styles) to meet the needs of all children</p> <p>Ensure that screening and diagnostic assessment occurs regularly to inform parents and families of children's progress and to comply with programmatic regulations (e.g., Head Start 45-day screening regulation, state and federal regulations)</p> <p>Recognize and celebrate children's incremental improvements toward reaching goals with parents and caregivers individual</p>	<p>Provide continued professional development on screening and diagnostic assessments</p> <p>Provide peer-to-peer support in analyzing and using screening and diagnostic data to inform instruction</p> <p>Continue to inform parents of their children's progress and collaborate with them to strengthen positive outcomes</p> <p>Regularly evaluate screening and diagnostic tools to ensure appropriateness for all children for identifying early learning delays</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

<p>Determine resources and professional development needs on specific interventions as indicated by screening</p> <p>Identify qualified professional learning providers (e.g., Bright from the Start (BFTS) trainers, state-approved trainers, school district PL staff, RESA, university, etc.)</p>	<p>diagnostic data</p> <p>Provide PL for staff and caregivers in the procedures for referral of children with identified delays</p> <p>Develop and establish a system to ensure that children receive appropriate screening and diagnostic assessments in all settings</p>	<p>Implement procedures for transferring child data from one learning environment to the next to ensure continuity of services and instruction</p>	
<p>III. Building Block: Ongoing formative and summative assessments</p>			
<p>B. Action: Use formative assessments to inform instruction to meet the needs of children and students</p>			
Planning	Implementing	Expanding	Sustaining
<p>Select developmental or progress monitoring instruments that are aligned with the GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten</p> <p>Design a data collection plan for maintaining, analyzing, and utilizing formative assessment results</p> <p>Identify qualified professional learning providers to train staff in administration and interpretation of assessments e.g., BFTS trainers, state-approved</p>	<p>Administer assessments according to established timelines</p> <p>Ensure consistent collection and analysis procedures through professional learning on administration of assessments</p> <p>Record results in data system accurately and in a timely fashion</p> <p>Create procedures, time, and expectations for staff to review and analyze assessment results</p> <p>Adjust instruction based on results of assessments</p>	<p>Use child assessment data to individualize instruction and monitor progress</p> <p>Provide opportunities for children to evaluate their progress toward goals</p> <p>Celebrate children's ongoing development with families and peers</p>	<p>Continue to provide ongoing professional development on the administration of consistent data collection, analysis, and accurate recording</p> <p>Acknowledge staff performance in analyzing and using formative data to inform instruction</p> <p>Use multiple means to communicate with parents about their children's progress and provide them ways to build on identified strengths</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

<p>trainers, school district professional learning staff, RESA, university, etc.)</p> <p>Ensure that appropriate technology and/or other resources are available to input and organize formative assessment data</p> <p>Provide professional learning for 0-5 providers in effective parent/teacher conference strategies for sharing results of assessments</p>	<p>Build technology capacity to support assembly and storage of individual student portfolios</p> <p>Schedule assessments to allow results to be available for parent conferences</p> <p>Share results at parent conferences</p>		
<p>III. Building Block: Ongoing formative and summative assessments</p>			
<p>C. Action: Use summative assessment to determine effectiveness of instructional program</p>			
<p>Planning</p>	<p>Implementing</p>	<p>Expanding</p>	<p>Sustaining</p>
<p>Select an assessment tool (e.g., Early Language and Literacy Classroom Observation (ELLCO) Checklist, Infant-Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale – Revised (ECERS-R), Family Child Care Environment Rating Scale–Revised (FCCERS-R), Classroom Assessment Scoring System (CLASS); or a curriculum “fidelity-of-implementation” checklist aligned to</p>	<p>Use results of summative assessments to plan professional learning for the upcoming year</p> <p>Report results to parents and other stakeholders in a timely and easily interpreted manner</p> <p>Use results of program assessments to set goals for the upcoming year</p>	<p>Make programmatic changes based on data from various student and classroom assessments</p> <p>Allow teachers and caregivers opportunities to visit exemplary programs</p> <p>Share results of data with appropriate stakeholders</p> <p>Share program practices with parents to help foster continuity between school and home-based learning experiences</p>	<p>Determine follow-up professional development based on data</p> <p>Measure improvements in settings and educational experiences using data</p> <p>Review systemic issues related to program quality across all settings to determine policy and funding needs</p> <p>Continue to use program assessment data to refocus efforts on areas in need of improvement</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

<p>program goals to measure the quality of the early literacy environment and classroom interactions</p> <p>Using approved trainers, provide professional development for all staff, including principals and/or directors, on the program evaluation tools and methods of administration, and interpretation of results</p>			
<p>III. Building Block: Ongoing formative and summative assessment</p>			
<p>Action: Use literacy screenings to assess readiness of individual children for reading and writing</p>			
<p>Planning</p>	<p>Implementing</p>	<p>Expanding</p>	<p>Sustaining</p>
<p>Screening instruments may include:</p> <ul style="list-style-type: none"> • Ages and Stages Questionnaire (ASQ) • <i>Ready to Read</i> • The Early Literacy Skills Assessment (ELSA) • Work Sampling System <p>Pre-K and K teachers receive professional learning on the use and interpretation of selected instruments</p>	<p>Assessments are administered at designated times</p> <p>Data is collected and distributed in a timely manner</p> <p>Results are interpreted and shared with parents</p>	<p>Data is used to inform instruction and to make programmatic evaluations</p> <p>Data is used to determine the need for further professional learning for individuals and for groups</p>	<p>Results are used to solicit funding and volunteer efforts from the community</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

IV. Building Block: Best Practices in Literacy Instruction

A. Action: Ensure that instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten

Planning	Implementing	Expanding	Sustaining
<p>Provide professional learning for all faculty/staff in age-level standards, e.g., GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten,</p> <p>Provide professional learning for all faculty/staff in age-level appropriate practices for differentiation based on assessment.</p>	<p>Provide exemplar lesson plans that reflect the GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten for all faculty/staff</p>	<p>Ensure that GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten are used as the foundation for instruction by requiring that the standards are referenced in all lesson plans and differentiation is clearly evident</p>	<p>Ensure that administrators document use of standards as the foundation for instruction and that standards are referenced and differentiation is evident in all lesson plans</p> <p>Provide professional learning to new staff in standards-based instruction and differentiation</p>

IV. Building Block: Instruction

B. Action: Ensure that research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language

Planning	Implementing	Expanding	Sustaining
<p>Identify research-based instructional strategies for developing oral language in children birth-to-five</p>	<p>Provide professional learning in research-based instructional strategies for developing oral language for children birth-to-five</p>	<p>Ensure that researched-based instructional strategies for developing oral language are implemented in birth-to-five classrooms.</p> <p>Develop tools for monitoring implementation.</p>	<p>Use monitoring tools to collect data on fidelity of implementation.</p> <p>Use data to plan for professional learning based on teacher needs.</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

IV. Building Block: Instruction			
C. Action: Ensure high expectations, developmentally appropriate practice and a focus on student interest for all learners are consistently evident			
Planning	Implementing	Expanding	Sustaining
<p>Ensure that student interest is maintained through the use of developmentally appropriate practice</p> <p>Choose curricular resources that align with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten which provide guidance in developmentally appropriate practice</p>	<p>Use GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten to develop instructional strategies and assessment protocols that are developmentally appropriate</p> <p>Develop curriculum maps that align GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten and curricular resources</p>	<p>Provide access for all stakeholders to curriculum maps and unit organizers or other curricular supports</p> <p>Provide professional learning for teachers to support implementation of all curricular resources</p> <p>Develop tools for monitoring implementation</p>	<p>Use monitoring tools to collect data on fidelity of implementation.</p> <p>Use data to plan for professional learning based on teacher needs.</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

V. Building Block: System of Tiered Intervention

A. Action: Establish a system of tiered-intervention based on screening and guided by progress-monitoring

Planning	Implementing	Expanding	Sustaining
<p>Become familiar with the tiered intervention model (e.g., Exemplary Model of Early Reading Growth and Excellence (EMERGE) http://tec.sagepub.com)</p> <p>Explore the possibilities of initiating a tiered-intervention model in Head Start and GA PreK classrooms</p> <ul style="list-style-type: none"> • Schedule screening and progress monitoring assessments at least three times per year • Ensure that all children receive exposure to research-based curriculum that focuses on the development of early literacy skills • Ensure that all classrooms are literacy-rich environments • Provide professional learning for all staff members, including directors, teachers, and paraprofessionals 	<p>Develop resources for Tiered Intervention that are accessible to all staff.</p> <p>Develop protocols for tiered intervention and for referrals to the process.</p> <p>Establish a family literacy center to provide texts and guidance for parents at home</p> <p>Provide small-group instruction in pre-literacy skills</p> <p>Provide individual tutoring for students who fail to make target goals</p>	<p>Ensure that all domains (e.g., physical, social & emotional, language & literacy, cognitive) are considered in the tiered intervention process</p> <p>Provide ongoing professional learning for all stakeholders in the process, policies, and protocols for tiered intervention</p> <p>Provide professional learning opportunities for teachers in the use of intervention strategies and supports.</p> <p>Develop tools for monitoring implementation.</p>	<p>Use monitoring tools to collect data on fidelity of implementation.</p> <p>Use data to plan for professional learning based on teacher needs.</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

VI. Building Block: Professional Learning and Resources

A. Action: Develop professional learning for community partners

Planning	Planning	Planning	Planning
<p>Evaluate and catalog the knowledge and skills of community partners to contribute to family literacy (e.g., librarians' knowledge of excellent children's literature; public health providers' knowledge of physical and safety needs necessary for early literacy development)</p> <p>Make applicable program standards accessible to all educators and caretakers (e.g. GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten)</p> <p>Negotiate barriers to providing professional for early care and education providers (e. g., access due to lack of adequate time, transportation, English proficiency)</p> <p>Recognize potential contributions from non-traditional sources (e.g. a librarian who may not be BFTS-approved but who has expertise in "Dialogic Reading,"; a school nurse who may offer a workshop in health</p>	<p>Pair community partners with early care and education providers to:</p> <ul style="list-style-type: none"> • develop trainings and materials to support family literacy • capitalize on existing resources in the community (e.g., public library, Ferst Foundation, Reach Out and Read, Rotary Literacy Projects). <p>Implement Family and Child Together (FACT) or Parent and Child Together (PACT), (see Why document) times in natural occurring early care and education environments (Pre-K classroom) or at alternate times (in the evening at the public library or in the school setting)</p>	<p>Model best practices for early literacy with families (e.g., librarian provides a story time session with families that is developmentally appropriate and emphasizes aspects of early literacy concepts)</p> <p>Provide family literacy opportunities in locations that families can access</p> <p>Provide early literacy training through community-based partners (e.g., public librarians) with early care and education providers that models developmentally appropriate practice (e.g., modeling questioning during book reading)</p> <p>Use multiple forms of media to engage families in early literacy experiences with their families.</p>	<p>Develop a train-the-trainers model utilizing community resources within the community.</p> <p>Continue a public awareness campaign regarding GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

literacy to parents) Provide opportunities and access to early care and education providers to earn continuing education credits			
VI. Building Block: Professional Learning and Resources			
B. Action: Provide professional learning for in-service personnel			
Planning	Implementing	Expanding	Sustaining
<p>Collect and analyze a variety of data (e.g., student assessments, teacher needs assessment, teacher observations, professional training) to determine needs for professional development</p> <p>Align content of training to early learning standards to prepare teachers and staff for implementation</p> <p>Establish a long-range professional development plan that includes job-embedded strategies, such as modeling, coaching, and constructive feedback</p> <p>Schedule and protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on</p>	<p>Provide professional development based on children and teacher needs in meeting early learning standards</p> <p>Meet in collaborative teams to study data and plan curriculum and literacy strategies effectively</p> <p>Schedule time for the coach or mentor to meet with teachers individually and in collaborative teams to co-plan, model, practice, and provide feedback</p> <p>Provide opportunities for teachers/caregivers to practice techniques in non-threatening situations</p> <p>Use checklists when conducting observations and walkthroughs to provide clear expectations and specific feedback on student</p>	<p>Provide opportunities for staff to participate in professional learning activities offered by district, region, and/or state that address identified needs and early learning guidelines and standards</p> <p>Assist staff in use of child assessment data to evaluate the effectiveness of teaching strategies gained through professional learning opportunities</p> <p>Revisit and revise the content of professional learning based on children’s progress toward early learning standards and guidelines</p> <p>Use observational and walkthrough data to determine additional support needed by staff and to adjust professional development plans</p>	<p>Utilize resources in the professional library as a vehicle to encourage ongoing “professional talk” about current research and best practices in early childhood literacy development</p> <p>Partner with higher education to build networks of support for applying research-based strategies in early childhood literacy practices</p> <p>Use mentors to maintain teachers’ focus on context specific practices for literacy development</p> <p>Ensure staff are trained to meet cultural and linguistic needs of all children</p> <p>Provide professional development and resources that support</p>

Georgia Birth-to-Age-Five Literacy Plan: The How 2012

practice	learning		differentiated learning
<p>Involvement of administrators in literacy trainings to learn how to promote change in practice and how to provide specific feedback aligned with early learning guidelines and standards</p> <p>Provide parents with resources and tools to support their child's language and literacy development (e.g., modeling and suggestions to support children's literacy development through book shares, websites, etc.)</p> <p>Develop methods to evaluate the effectiveness of professional development activities</p>	<p>Assess quality and nature of adult/child interactions and adjust program to ensure quality and quantity of interactive opportunities</p> <p>Build a professional library that includes research-based books, journals, magazines, and videos for ongoing professional growth</p>	<p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Encourage teachers/caregivers to participate in post-secondary schooling that results in credentialing or a degree</p> <p>Promote membership in professional organizations, (e.g., NAEYC, GAYC)</p> <p>Use results of evaluations of professional development to make adjustments and determine next steps</p>	<p>differentiated learning opportunities for all students, including those with exceptionalities and those whose home language is not English</p>