Early Literacy & Learning Model
Curriculum and Instructional Support System

Fidelity of Implementation and Impact on Children

NAEYC Annual Conference 2005 – Washington, DC

Florida Institute of Education at the University of North Florida
ELLM Presenters

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The Preschool Curriculum Evaluation Research (PCER) program funded by the Institute of Education Sciences (IES), U.S. Department of Education includes a national evaluation study conducted by RTI International and Mathematica Policy Research (MPR), and complementary research studies conducted by each grantee. The findings reported here are based on the complementary research activities carried out by the Florida Institute of Education at the University of North Florida under the PCER program. These findings may differ from the results reported for the PCER national evaluation study. The findings presented in the Poster Symposium at the Society for Research in Child Development 2005, Biennial Meeting are based on a larger sample size of children, classroom and teachers and sought to answer complementary research questions including program effectiveness. The content of this presentation does not necessarily reflect the views or policies of the PCER Consortium including IES, RTI, and MPR, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education.

Florida Institute of Education at the University of North Florida
ELLM Curriculum

- Reading Aloud and Comprehension
- Oral Language and Listening
- Letter and Sound Knowledge
- Phonological Awareness
- Print Concepts/Emergent Writing
ELLM Coaching

- Two-day training
- Weekly classroom visits
- Modeling and Observation
- Feedback conversation
video
The ELLM/PCER research documents ELLM’s success in improving the early literacy achievement of young children living in low-income neighborhoods.
PCER Study

- Used randomized clinical trial
- Conducted in 3 geographic regions in Florida
- Used Hierarchical Linear Modeling (HLM)
## PCER Participants

<table>
<thead>
<tr>
<th></th>
<th>2002/2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELLM</td>
</tr>
<tr>
<td>Number of Classes</td>
<td>24</td>
</tr>
<tr>
<td>Number of 4-year Degreed Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Number of Children</td>
<td>222</td>
</tr>
<tr>
<td>Percent of Boys</td>
<td>50</td>
</tr>
<tr>
<td>% of Children in Classes Taught by 4-year Degreed Teachers</td>
<td>41</td>
</tr>
</tbody>
</table>
Instruments

- Test of Early Reading Ability-3rd Ed. (TERA-3)
- Alphabet Letter Recognition Inventory (ALRI)
Results – TERA-3

TERA-3 Mean Percentiles by Status

- Reading Quotient: ELLM 30, W-L Control 23
- Alphabet: ELLM 54, W-L Control 40
- Conventions of Print: ELLM 25, W-L Control 21
- Meaning: ELLM 33, W-L Control 26

n=222 n=243
ELLM Results – ALRI

ALRI Fall and Spring Scores

<table>
<thead>
<tr>
<th>Categories of Letter Recognition</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>0 to 13 letters</td>
<td>58</td>
<td>21</td>
</tr>
<tr>
<td>14 to 26 letters</td>
<td>18</td>
<td>13</td>
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<tr>
<td>27 to 39 letters</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>40 to 52 letters</td>
<td>13</td>
<td>52</td>
</tr>
</tbody>
</table>

n=219
Summary of Success

- ELLM was more effective than traditional approaches in raising children’s emergent literacy achievement.
- The mean TERA-3 Alphabet scale score ranked above the 50% percentile.
- 52% of ELLM children recognized at least 40 of the 52 letters.
Additional Research

The ELLM/PCER research is also exploring the relationship between quality literacy instruction and children’s literacy outcomes.
Methodology

- Videotaped instruction (March/May)
- Analyzed tapes
  - Determined *Time-on-Task*
  - Rated *Pedagogical Quality*
Summary of Videotape Analyses

- Preliminary analyses indicated ELLM teachers’ *Pedagogical Quality* and *Time-on-Task* in teaching the literacy components were generally higher than W-L teachers.

- Preliminary analyses also indicated positive correlations between teacher *Pedagogical Quality* and student literacy achievement.
Conclusions

- ELLM was more effective than traditional approaches in raising emergent literacy achievement of children.
- Preliminary results link quality of literacy instruction in ELLM classrooms to child outcomes.
Florida Institute of Education at the University of North Florida

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