

About Boston Ready

Boston Ready is a multi-year professional development and research initiative designed to foster academic success for K-1 children in Boston. This collaborative effort unites Boston Public Schools, the Institute for Community Inclusion at UMass Boston, Horizons for Homeless Children, Federation for Children with Special Needs, Hampshire Educational Collaborative, Roxbury Community College and also includes an external evaluation by Wellesley Centers for Women.

All participating K-1 classrooms will receive some benefit in the form of professional development and/or materials during the 3–4 year grant period. Benefits will be allocated by the random assignment of classrooms as either an experimental or a control group. The goal of this initiative is to improve child outcomes by providing professional development to early childhood teachers and paraprofessionals in Boston.

Participants will be trained in the following curricula:

- **Opening the World of Learning (OWL)—Literacy**
- **Building Blocks—Mathematics**
- **Universal Design—helping all children be successful with K-1 learning goals**

Based on random assignment, Boston Ready participants will receive the following supports for K-1 classrooms:

- Curricula and materials
- Professional development to support curriculum implementation for both teachers and paraprofessionals
- Enhanced coaching support
- Online discussion groups
- Opportunity to take five free courses at the associate, bachelor, or graduate level. These courses will be web-based with some face-to-face and online sessions.
- Career counseling and academic support for paraprofessionals
- Links to resources in Boston for other professional development opportunities

In addition to classroom supports, Boston Ready will:

- Support school principals thereby deepening their knowledge of early childhood
- Provide workshops for parents to help them understand their role in supporting their preschooler's education
- Conduct institutes for college faculty and principals

Evaluation efforts will include educator and parent surveys, teacher focus groups, and standardized assessments of randomly selected students to measure achievement outcomes.

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www.bostonready.org

Course Offerings

Teachers and paraprofessionals participating in Boston Ready may enroll in any or all five early childhood courses offered. All course related tuition and fees will be paid by Boston Ready. Course(s) will be delivered in a blended format which includes the following elements:

- An initial half-day face-to-face session to meet fellow students, register for the course, review materials, and receive support for participating in online learning
- 10 online sessions
- A final half-day face-to-face session to present and share final projects, celebrate success, and evaluate the course

Individuals enrolled will have access to academic tutoring, online tutoring, and technical support. Course work will be linked to curriculum associated with Boston Ready including: Opening the World of Learning (OWL), and Building Blocks. All courses will focus on including all children and families through Universal Design.

Course participants will be responsible for:

- Costs associated with required course materials/books up to \$100/course
- Attending two half-day face-to-face classes per course
- Completing all work on-line including: reading, posting discussions, and participating in web conferences
- Submitting all assignments
- Accessing tutoring or advising if needed

Participants enrolling in an early childhood course must register and attend the first session (see included enrollment form).

ECHD 640/440 Language Development and Literacy in Early Childhood (Summer '07)

This course looks at the language development of infants through primary-aged children. Topics will include speech and language processes for communication, language development stages, theories of language acquisition, assessment of language development, and activities fostering language development. Special attention will be paid to linguistically diverse populations as well as children whose language development differs from the reference group with regards to the most recent advances in the field. Selection and development of pre-reading/prewriting, and reading and writing curricula for preschool, kindergarten and primary grades will be addressed. There will be an emphasis on development of literacy in the primary grades that employs a Universal Design for Learning (UDL) approach. The course includes 10 hours of clinical experience.

ECHD 641/441 Science and Mathematics Instruction for all Children (Fall '07)

This course reviews developmental theory and research as related to the curriculum areas. A foundation for selection and design of curriculum materials and activities appropriate for children in kindergarten and primary grades is discussed and documented via student products. Fundamental concepts and skills for teaching math and science to

young children are practiced, as well as optimum, hands-on pedagogical methods and those derived from Universal Design for Learning (UDL). Math and science developmentally appropriate activities for infants, toddlers, preschoolers, and primary children are practiced during a 10-hour clinical experience.

ECHD 621/421 Creating Effective Learning Environments Fostering Positive Social Interactions (Sp. '08)

Students explore the relationship of space, time, curriculum and instruction by creating positive and effective learning environments for young children. Careful consideration is given to supports young children need in order to develop skills in learning and social interactions, which include self control, attention, initiative, and separation issues appropriate to age and development. Field experiences include observations in medical settings, early intervention, and home and group educational facilities.

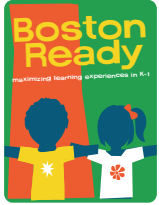
EDC 646/446 Understanding Reading: Principles and Practices (Summer '08)

This course is an introduction to theoretical and instructional issues involved in the acquisition of literacy. It provides research-based practical constructs for knowledgeable decision making, and considers effective ways of creating and managing an inclusionary, balanced literacy development program, which addresses the needs of children who are culturally and linguistically

diverse. Topics include the oral language and the impacts of emergent literacy development, lesson planning with particular attention to selection of appropriate literacy materials, strategies for beginning reading and writing, literacy development for English language learners, and strengthening family literacy connections. Across topics, emphasis is placed on the teacher's role as an observer, and the use of assessment to guide instruction. This course is taken with ECHD 490 or ECHD 491, a full time practicum.

ECHD 622/422 Observing, Documenting, and Assessing in Early Childhood (Fall '08)

This is an introduction to early childhood measurement and assessment techniques. The course covers fundamentals of psychometric theory, structure and uses of standardized tests, and skills for alternative classroom assessment techniques for child study. The principles of Universal Design for Learning (UDL) are identified and practiced in assessment. Candidates learn about goals, benefits, and uses of assessment. They systematically observe, document, and use effective assessment strategies in responsible ways--in partnership with families and other professionals--to positively influence children's development and learning. This course requires a 10-hour clinical observation in various settings, including natural settings (home, day care, Head Start) as well as medical settings.



Professional Development Required sessions

Facilitating Language

**Facilitating Language & Literacy
Through Teacher Interactions**
Oct. 17 OR Oct. 18, 2007

Teachers and paraprofessionals will explore the benefits of strategies that enhance language and concept development including teacher feedback, exposure to a variety of literature, and language modeling.

Universal Design

**Universal Design I (for those
without prior UD experience)**
Oct. 19 OR Oct. 22, 2007

This session is designed to familiarize participants with Universal Design and its practical application to the classroom environment, curriculum, instructional practices, assessment, and family involvement in early education.

Universal Design II
Nov. 27 OR Nov. 28, 2007

In the second professional development session on Universal Design, participants will apply UD to all aspects of planning, implementing, and evaluating early education and care programs. The group will explore application of UD principles in the following program areas: family involvement, child assessment, and program evaluation. Participants will take an in depth look at how the environment influences children and families. They will examine classroom and school environments through various lenses including: health and safety, social emotional, physical, and instructional climate to ensure classrooms provide all children and families with equitable opportunities to participate in classroom and/or school activities.

Building Blocks

**Building Blocks (for those without
prior experience)**
Dec. 6 OR Dec. 7, 2007

AND

Feb. 4 OR Feb. 5, 2008

Participants will share successful Building Blocks implementation strategies, review upcoming Building Blocks units and discuss strategies for using learning trajectories to inform individual instructional objectives. Through facilitated discussion the group will identify critical teaching and classroom management techniques for implementing Building Blocks through whole and small group activities and center time. Time will be devoted to building teams, mentoring, and exploring Building Blocks software.

The follow-up professional development opportunity focuses on implementing Building Blocks and will be based on teachers' and paraprofessionals' input on the previous sessions. It will provide teachers with an opportunity to share implementation strategies for upcoming Building Units.

**Building Blocks (for those with
prior experience)**
Dec. 18, 2007 AND Feb. 7, 2008

These two sessions are designed for teachers who have had experiences implementing Building Blocks in their classrooms for more than one year.

Opening the World of Learning (OWL)

OWL With a New Lens
Nov. 16 OR Nov. 19, 2007

The session will encourage participants to augment the OWL curriculum using the **Guidelines fo Preschool Learning Experiences** to extend language and literacy across all content areas (English language arts, mathematics, history and social sciences, science and technology/engineering, comprehensive health, and the arts).

Implementing OWL
Jan. 23 OR Jan. 25, 2008

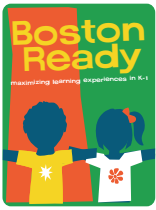
AND

Mar. 18 OR Mar. 19, 2008

Participants will share successful OWL implementation strategies, review upcoming OWL units, and discuss strategies for using information on individual children to inform instructional objectives and extend the curriculum. Through facilitated discussion, the group will identify critical teaching and classroom management techniques that assist teachers/paraprofessionals in implementing OWL through whole and small group activities and center time.

**Implementing OWL (for those with
advanced experience)**
Jan. 30 AND March 20, 2008

These workshops will assist teachers in making adaptations and accommodation to the OWL curriculum to meet the need of diverse learners by providing access to additional activities to support all children throughout day.



Professional Development Calendar

SEPTEMBER 2007						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2007						
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23	24	25	26	27	28	29
30	31					

MARCH 2008						
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23	24	25	26	27	28	29
30	31					

OCTOBER 2007						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2008						
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20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2008						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER 2007						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	25
25	26	27	28	29	30	

FEBRUARY 2008						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	1

MAY 2008						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Math/Science course:** ½ day meeting 9/6, 10/27 AND 12/10
- Environments course:** ½ day meeting 2/6/08 AND 5/14/08
- Facilitating Language:** 10/17 or 10/18
- Universal Design I:** 10/19 or 10/22
Universal Design II: 11/27 or 11/28
- Building Blocks:** 12/6 or 12/7 **AND** 2/4 or 2/5
Building Blocks for those with prior experience: 12/18 **AND** 2/7
- OWL With a New Lens:** 11/16 or 11/19
Implementing OWL: 1/23 or 25 **AND** 3/18 or 3/19
OWL for those with advanced experience: 1/30 **AND** 3/20

Literacy mentoring tentative dates: 10/26 & 5/2 11:00 am—5:00pm

COURSE OFFERINGS

Please check all courses you plan to enroll in during 2007—2008:

ECHD 640/440—Language Development and Literacy in Early Childhood (SU)

I understand I must attend the following two face to face sessions:

- Monday, June 25, 2007, 8:30 am to 2:00 pm
- Thursday, August 9, 2007, 8:30 am to 2:00 pm

ECHD 641/441—Science & Math Inst. for All Young Children (FALL)

I understand I must attend the following three face to face sessions:

- Thursday, September 6, 2007, 4:30 pm to 8:30 pm
- Saturday, October 27, 2007, 9:00 am to 1:00 pm
- Monday, December 10, 2007, 4:30 pm to 8:30 pm

**ECHD 621/421—Creating Effective Learning Environments
Fostering Positive Social Interactions (SP)**

I understand I must attend the following two face to face sessions:

- Wednesday, February 6, 2008, 4:30 pm to 8:30 pm
- Wednesday, May 14, 2008, 4:30 pm to 8:30 pm

I understand to participate in any course I must register and agree to the following:

- participation in online course sessions, attendance at face to face meetings, and completion of all assignments and final project.
- purchase textbooks and materials to complete required projects (Your cost will not exceed \$100/course).

- I DO NOT want my name or contact information on the participant list
- I DO NOT want to be added to the Boston Ready mail/email lists
- I have food restrictions/allergies/prefer vegetarian meals (please specify):

Accommodation needs, if any:

Please check one: I am a paraprofessional I am a teacher

Name _____

Address _____

City _____

State/Zip _____

Cell/ home phone _____

Preferred Email _____

School name _____

Student Signature _____ Date _____

PROFESSIONAL DEVELOPMENT

Most training opportunities will be offered twice to assist schools in sending both paraprofessionals and teachers to events on alternate days. Trainings will be from 8:30 am to 2:30 pm. Lunch is provided.

A minimum of seven days of training is required. Below are several choices based on date and experience. If you have questions please contact Boston Ready staff.

Facilitating Language (for all)

select a date: Oct. 17, 2007 or Oct. 18, 2007

Universal Design I (for those **without** prior UD training)

select a date: Oct. 19, 2007 or Oct. 22, 2007

Universal Design II (for all)

select a date: Nov. 27, 2007 or Nov. 28, 2007

Building Blocks (for those **without** prior experience)

select a date: Dec. 6 or Dec. 7, 2007

AND

select a date: Feb. 4 or Feb. 5, 2008

OR

Building Blocks (for those **with** prior experience)

Dec. 18, 2007 AND Feb. 7, 2008

OWL With a New Lens (for all)

select a date: Nov. 16 or Nov. 19, 2007

Implementing OWL

select a date: Jan. 23 or Jan. 25, 2008

AND

select a date: March 18 or March 19, 2008

OR

Implementing OWL (for those **with** advanced experience)

January 30, 2008 AND March 20th 2008

Send completed form to MaryLu Love

Fax: 617-287-4352

Postal mail:

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ICI/UMass Boston
100 Morrissey Blvd.
Boston, MA 02125

For more information, please contact

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