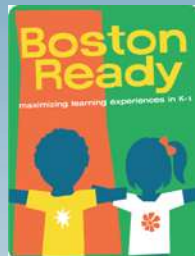


Advisory Board Early Childhood

*ICI – 20 Park Plaza – 13th Floor
University of Massachusetts Boston
November 5, 2009 10:00 to 12:00
light lunch to follow*

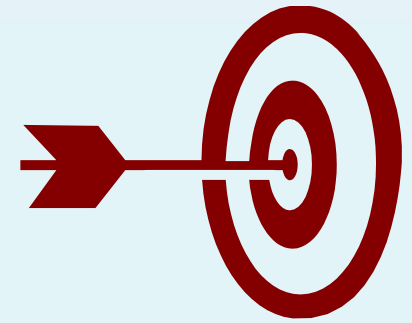


Agenda

- Networking 10:00
- PowerPoint 10:15-11:15
 - **EECIS**
 - **Boston Ready**
 - **Building Careers**
 - **Including All Children**
- Discussion of Big Question 11:15-11:45
- Lunch and more networking 11:45 - ???



Goals of Advisory



Advisory members act as resources, advocates, and a catalysts for change

- **Share the accomplishments in Early Childhood at the University of Massachusetts Boston, the results of our respectful, responsive, and reciprocal relationships with our community partners**
- **Share resources and information for the early childhood community**



Early Literacy Matters



Early Literacy Matters

- University of Massachusetts-Boston
- Lynn Public Schools
- Gregg Neighborhood House
- Early Childhood Associates
- North Shore Community College
- Operation Boot Strap
- Lynn Public Library

Professional Development

High quality teacher training
Weekly in-class literacy coaching
System for continuous monitoring of implementation fidelity
System for continuous evaluation of outcomes to identify areas for teacher improvement

Instruction Implementation

Instructionally sound delivery model
Focus on critical literacy and oral language components
Evidence based
Appropriate for preschool population
Maintain students' interest and relevance

Student & Environmental Outcomes

Student growth in literacy skills:

- Phonological awareness
- Alphabet knowledge
- Concepts of print
- Student writing

Student oral language development:

- Expressive
- Receptive

Instructional environment:

- Literacy matters
- Literacy usage

Implementation Supports

- Classrooms will receive 6 hours of coaching/week
- Professional Development (8 days)
- Access to free college-level courses
 - **North Shore Community College**
 - **University of Massachusetts Boston**



Evaluation



Student Outcome Data

- Child level data
 - **Ongoing support using Work Sampling and OWL checklist**
 - **PPVT**
 - **EOWPVT**
 - **PALS**
- **ONLY** aggregated classroom level data will be shared with teaching teams

Classroom Level Data

Twice a year classroom level data will be collected using:

- **CLASS**
- **ELLCO**

On an ongoing basis

- **OWL Fidelity Checklist**

Data will be shared with classroom teams and coaches to guide continuous improvement plans

Family Engagement



Questions?





Graduate College of Education

Early Education and Care in Inclusive Settings
EECIS, a Bachelor of Arts Degree Program

Anne Douglass, Program Director

EECIS program is designed to:



- Meet the specific needs of the early childhood workforce
- Facilitate transfer from 2 year colleges
- Provide course work in specialized areas within the early childhood field
- Align with national competencies for early childhood professionals

EECIS program offers a Career Lattice

- Bachelor of Arts in Early Education and Care in Inclusive Settings

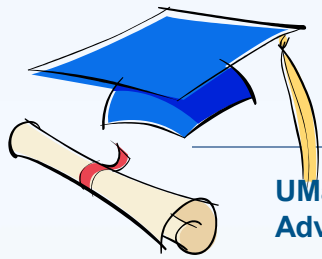
With concentrations in:

- Infant/Toddler and Early Intervention
- Preschool Education and Care
- Family Support and Engagement
- Youth and Community Outreach
- Administration and Supervision

EECIS is designed for:



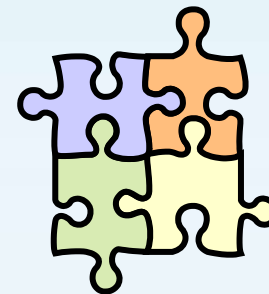
- ▶ Individuals seeking a BA and specialized knowledge working with young children and families or school-age children in out of school time programs.
- ▶ Students who plan to work in community programs (not public schools)
- ▶ Entry-level and experienced early childhood practitioners
- ▶ Traditional UMass Boston Students
- ▶ Transfer students who have their Associate's Degree





BA Requirements

1. **General education requirements - GCE**
 - 45 credits (English, math, lab science etc.)
2. **EECIS CORE of 9 Early Childhood Courses:**
 - ▶ Six shared with undergraduate teacher licensure
 - ▶ Two internships
 - ▶ Ethics course
3. **Concentration Requirements**
4. **Electives to Complete 120 Credit Hours**



Students may have **more than one** concentration

Overview of EECIS



9 Required Courses, for All Concentrations:

1. Foundations of Early Intervention and Education for All Young Children
2. Child Growth and Development Birth to Age Eight - Including Special Needs
3. Supporting Young Children's Social Interactions and Emotional Growth
4. Internship in Early Education and Care 1
5. Observing, Documenting & Assessing in Early Childhood
6. Language Development & Literacy in Early Childhood
7. Socio-cultural Perspectives: Building Family, Community and School Relationships
8. Responsibility and Ethics in Early Education and Care
9. Internship in Early Education and Care 2

Linkage with Massachusetts Regulations



EECIS Concentration	State Regulations
Infant/Toddler & Early Intervention	DPH - Early Intervention EEC – Infant/toddler Lead Teacher, EEC - Family Child Care
Preschool Education and Care	EEC – Preschool Lead Teacher EEC - Family Child Care
Family Support and Engagement	EEC – All Practitioners
Youth and Community Outreach	EEC – Out-of-School Time Leader
Administration and Supervision	EEC – Director II

DPH – Department of Public Health

EEC – Department of Early Education and Care

UMass Boston - Early Childhood
Advisory



EECIS Concentration



- **Each Concentration Consists of Four Specialty Courses:**
 - Two required courses in the major
 - Two additional courses, either in EECIS or from other departments/colleges
- **Students May Have **More Than One** Concentration**



Infant/Toddler & Early Intervention



Two Required ECHD Courses

- Introduction to I/T Care and Education
- Early Intervention

Structured Electives (choose 2)

- ENGL335 Children's Literature
- ANTH L301 Childhood in America
- ANTH 285 Language and Culture
- Psych 300 Personality
- Sociol 242 The Family
- Psych 441 Family and the Child

Preschool Education and Care



Two Required ECHD Courses

- Science and Mathematics Instruction for All Young Children
- Technology for All Young Children

Structured Electives (choose 2)

- ECHD 487 Literacy Mentoring
- ANTH L301 Childhood in America
- ENGL335 Children's Literature
- ANTH 285 Language and Culture
- Psych 447 Cognitive Development
- Psych 441 Family and the Child
- Sociol 242 The Family

Family Support and Engagement



Two Required ECHD Courses

- Introduction to Infant and Toddler Care and Education
- Family Systems - Support and Engagement

Structured Electives (choose 2)

- ANTH L301 Childhood in America
- ANTH 285 Language and Culture
- Psych 300 Personality
- Sociol 242 The Family
- AMST 350 Race, Class, Gender
- AMST 301L Childhood in America
- WOST 100 Women in Society

Youth and Community Outreach



Two Required ECHD Courses

- Sheltered English Instruction
- Youth Education in Out-of-School Settings through Community Based and Youth Service Organizations

UMass Boston - Early Childhood
Advisory

Structured Electives (choose 2)

- ANTH L301 Childhood in America
- PSYCH 350 Learning and Memory
- Sociol 201 Youth and Society
- Sociol 242 The Family
- Sociol 336 Sociology of Education
- Sociol 440 Sociology of Knowledge
- AMST 350 Race, Class, Gender

Administration and Supervision



Two Required ECHD Courses

- Instructional Strategies for All Young Children with a Focus on Creative Arts
- Administration and Supervision of Programs for Young Children

UMass Boston - Early Childhood
Advisory

Structured Electives (choose 2)

- ECHD 487 Literacy Mentoring
- ENGL335 Children's Literature
- ECDH 450 Leadership in Early Education and Care
- PSYCH350 Learning and Memory
- AMST 350 Race, Class, Gender

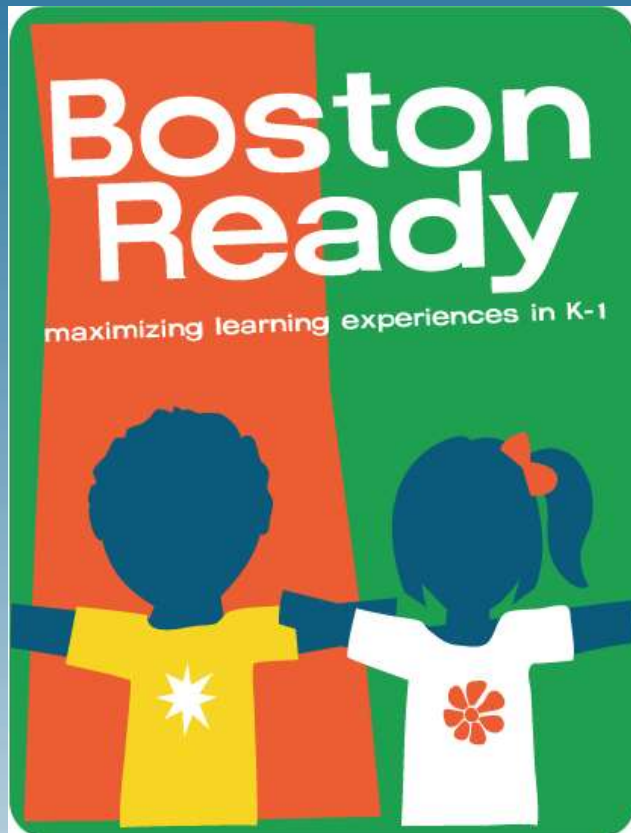
Questions?



www.eecis.umb.edu



INSTITUTE FOR COMMUNITY INCLUSION
promoting the inclusion of people with disabilities



Boston Ready

*Maximizing Learning
Experiences in K-1*

ECE PD Grant

- Early Childhood Educator *Professional Development Research* Grant
- Main focus on working with teachers to **improve literacy outcomes**
- Three grants awarded in 2006
 - **\$3.5 million for three years**
- Randomized control design

Boston Ready Website

<http://www.bostonready.org/>

- Professional development materials
- Resources for curricula
- Threaded discussion boards
- Video clips of curricula implementation

ELLCO differences: The BR intervention groups score significantly higher on measures of the classroom literacy environment

Year 3 (Fall 2008 – Spring 2009)	Fall	Spring	Average Gains	Cohen's <i>d</i>
<i>Literacy Environment Total Score</i>				
Intervention (n=31)	25.26 **	26.87 **	1.61**	.63
Control (n=38)	22.95	22.03	-0.92	

Spring PPVT & PALS

On average, children in the intervention group know more uppercase & lowercase letters and more letter sounds

	Intervention	BPS Control
PPVT Average Standard Score	98.34	97.14
	Intervention	BPS Control
PALS Uppercase Average Score	22.85 (0 – 26)	21.10 (3 – 26)
PALS Lowercase Average Score	19.71 (0 – 26)	18.08 (0 – 26)
PALS Letter Sounds	14.00 (0 – 26)	12.39 (0 – 26)



4th Year: No-cost Extension

- Continuation of two preschool curricula in BPS
 - **OWL**
 - **Building Blocks**
- Provide PD and coursework for
 - **Control and original PD groups**
 - ▶ teachers
 - ▶ instructional partners (paraprofessionals)
- Coaching for 1st and 2nd year teachers only

Data collection

Classroom Level

ELLCO: Early Language and
Literacy Classroom Observation

CLASS: Classroom Assessment
Scoring System

ECERS: Early Childhood
Environment Rating Scale

TKAS: Teacher Knowledge
Assessment Survey

Child Level

PPVT: Peabody Picture
Vocabulary Test

PALS: Phonological Awareness
Literacy Screening

New research questions:

- *What impact has BR had on classroom quality over time?*
- *How are changes over time related to the quantity of Boston Ready Professional Development?*
- *What is the effect of coaching on*
 - *classroom quality*
 - *teacher knowledge*
 - *child outcomes*

New Research Questions

(continued)

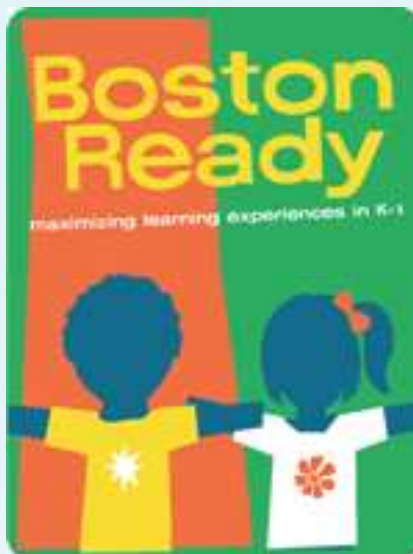
- *What are the cumulative effects of*
 - *teacher literacy/OWL training*
 - *literacy coursework*
 - *coaching on classroom quality and teacher knowledge*

New Research Questions

(continued)

- *What is the **strongest predictor** of classroom quality and teacher knowledge?*
- *What is the **strongest predictor** of child outcomes?*
- *What are the cumulative effects of the paraprofessional literacy/OWL training, literacy coursework on child outcomes?*

Questions?



www.bostonready.org



Building Careers

Lisa Van Thiel

Building Careers



Funded seats for 40 undergraduates

- Foundations of ECE (7)
- Child Development (4)
- Observing, Documenting, & Assessing (10)
- Critical Reading & Writing (19)

Graduate Students

- Currently funding 6 seats:
 - **Foundations of Early Education (4)**
 - **Observing, Documenting and Assessing (2)**

Scholarship Crisis

- 2007 Fall (7) students
- 2008 Fall (15) students
- 2009 Fall (9) students

How did this issue come about?

- Systems issue
 - **timeframe of budget does not align to institutes of higher education schedule**
 - **Submitting and validating applications**

Building Careers Data

- Total number of students served – 107
 - 9 graduate students from CPCS
 - 33 active BC students Spring 2009
 - 16 scholarship students in Spring of 2009
- Current BC enrollment
 - 43 active undergraduate students Fall 2009
 - ▶ 19 new students
 - ▶ 24 returning BC students
 - 7 active graduate students Fall 2009
 - ▶ 5 returning UMB graduates
 - ▶ 2 new graduate students



Questions?





Including All Children (IAC)

Jorgelina Abatte-Vaughn

Paraprofessional-to-Teacher Pipeline: Barriers and Accomplishments

- Abbate-Vaughn, J. & Paugh, P. (2009) Paraprofessional-to-teacher pipeline: Barriers and accomplishments. *Journal of Developmental Education*. 33:1; 14-19.

The Paraprofessional-to-Teacher Pipeline: Barriers and Accomplishments

By Jorgelina Abbate-Vaughn and Patricia C. Paugh

ABSTRACT: *This study examined barriers experienced by veteran school paraprofessionals attempting to complete a 4-year degree leading to public school teaching credentials. The study followed culturally and linguistically diverse, nontraditional student-participants through their 1st and 2nd years as sophomore/junior students in a large urban university. The*

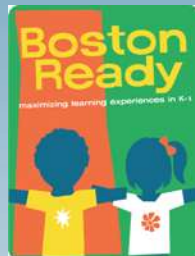
associate's degree, and preferably a baccalaureate degree. Many veteran paraprofessionals have since re-entered higher education to secure the credentials to maintain their jobs. Paraprofessionals are a desirable force to develop towards filling urban teacher shortages and reaching culturally and linguistically diverse student populations, with a 92% teacher retention rate for para-

Questions?



<http://includingallchildren.wikispaces.com/>

Group Discussions



Exciting Times for ECE



- In spite of economic issues, early childhood continues to be seen as an area government should support.
- Leadership at national, state, and local levels appreciate ECE contribution to educational system

Big Question



- How can UMass Boston best serve the early childhood community to meet newly developing professional standards as we move forward?