| Topic areas | % ERF teachers who received training in topic |
|---|---|
| Language Development and Early Literacy | |
|     Phonemic & phonological awareness | 100.0 |
|     Literacy-rich environments | 97.8 |
|     Concepts of print writing & prewriting | 96.7 |
|     Oral language | 96.7 |
|     Facilitating emergent literacy | 95.7 |
|     Alphabetic knowledge | 92.4 |
|     Oral comprehension & cognition | 88.0 |
| Child Assessment | |
| Child Development and Behavior | 90.2 |
|     Early childhood growth & development | 76.1 |
|     Classroom management | 76.1 |
| Other Topics | 56.5 |

| Number of topics | % ERF teachers who received training in number of topics |
|---|---|
| 0 | 0.0 |
| 1 to 4 | 1.1 |
| 5 to 8 | 21.7 |
| 9 or 10 | 77.2 |
| Mean # of topics (SD) | 9.6 (1.7) |
| Sample Size | 92 |

# National Early Reading First Erf Evaluationeffective Professional Development

Amber K. Gove,Anna Wetterberg

**National Early Reading First Erf Evaluationeffective Professional Development:**
    **National Early Reading First (ERF) Evaluation:Effective Professional Development** National for
Literacy,2013-01-29 The mission of the National Institute for Literacy the Institute is to help children youth and adults learn
to read by supporting and disseminating evidence based reading research Under the provisions of No Child Left Behind the
Institute is authorized to disseminate information on scientifically based reading research and information regarding Early
Reading First ERF projects that have proven to be effective In 2003 the Institute provided funding to the Institute for
Education Sciences IES for its national evaluation of the Early Reading First program The evaluation s purpose was to gather
information on the extent to which 1 ERF improves children s skills in oral language phonological awareness print awareness
and alphabet knowledge 2 the quality of language and literacy instruction practice and materials differ between ERF
preschools and non ERF preschools and e variations in ERF program quality and implementation are associated with
differences in participants outcomes Funding from the Institute supported the collection of data that could inform the
Institute s efforts to disseminate information on effective ERF projects In June 2007 IES released the congressionally
mandated final evaluation report Purpose The purpose of this follow up study was to elaborate on the professional
development practices identified as effective by the National Early Reading First evaluation in order to strengthen the
knowledge of early literacy language and reading development of early childhood teaching staff While the ERF report
identified successful professional development strategies it may not have captured some important lessons learned as the
grantees became more mature The study intends to enrich the evaluation findings by collecting more extensive and up to
date information through program level interviews with former ERF staff The goal is to include more contextual information
on how grantees successfully implemented ERF practices and provide more detailed information on the challenges
encountered and how the challenges were overcome Audience Audiences for this report include early childhood program
developers administrators and supervisory and training staff Administrators and professional developers can use the report
as a resource to find out what they need to know about the research findings implications for classroom practice key
components of effective professional development and how to share their knowledge and skills with teachers to improve early
childhood literacy development The findings can help staff assess current practices and identify short and long term steps for
instructional improvement including professional development plans for preschool teachers and staff Given the audiences for
the report the intent is to showcase practical ideas supported by research    *National Early Reading First (ERF) Evaluation*
*Effective Professional Development Practices* Margaret Simon,RMC Research Corporation,National Institute for
Literacy,2010    **National evaluation of Early Reading First final report** ,2007    <u>Early Reading First and Beyond</u>
Susan E. Israel,2007-12-13 Foster young children s early literacy skills and build a strong foundation for reading
Emphasizing the importance of providing emerging readers with the skills for future literacy success Early Reading First and

Beyond is a comprehensive resource that helps early childhood educators develop children s readiness for kindergarten by providing creative learning experiences based on the most current literacy research In reader friendly terms Susan E Israel illustrates how to create rich learning environments provide activities to engage young minds and promote the important language cognitive and early reading skills necessary to encourage learners self confidence Teachers will find proven practices assessment tools guidelines for meeting individual learning needs examples advice for professional development sessions and connections to International Reading Association standards This book presents essential information for understanding and implementing the core components of an Early Reading First program Designing early childhood programs of excellence School parent partnerships Oral language development Phonological awareness Print awareness Alphabetic knowledge Early metacognitive thinking Advocating strong connections between home and school this accessible text offers teachers early childhood education specialists literacy coaches administrators and parents the appropriate tools to make a significant positive difference in young children s futures **Promoting Early Reading** Michael C. McKenna,Sharon Walpole,Kristin Conradi,2010-04-22 Bringing together leading scholars this book describes proven ways to enhance early literacy skills in 3 and 4 year olds especially those from low income families Presented are scientifically based methods and approaches that are being applied in Early Reading First programs around the country Important topics include promoting oral language and phonemic awareness conducting read alouds setting up effective classroom environments meeting the needs of English language learners providing effective preschool coaching using assessment to plan instruction and helping students transition to kindergarten Contributors also share lessons learned about evaluating and sustaining high quality programs **National Evaluation of Early Reading First. Final Report to Congress. NCEE 2007-4007** Russell Jackson,Ann McCoy,Carol Pistorino,Anna Wilkinson,John Burghardt,Melissa Clark,Christine Ross,Peter Schochet,Paul Swank,2007 The No Child Left Behind NCLB Act of 2001 created the Early Reading First ERF program to enhance teacher practices instructional content and classroom environments in preschools and to help ensure that young children start school with the skills needed for academic success This report to Congress describes the impacts of the Early Reading First program on the language and literacy skills of children and on the instructional content and practices in preschool classrooms The main findings of the national evaluation of ERF show that the program had positive statistically significant impacts on several classroom and teacher outcomes and on one of four child outcomes measured The program had no effect on children s phonological awareness or oral language This report contains an executive summary and eight chapters 1 Introduction and Study Background 2 Study Design 3 Characteristics of Participating Children and Families 4 Characteristics of Programs Receiving ERF Funding 5 Professional Development Instructional Practices and Classroom Environments in ERF Preschools 6 Impacts on Teachers and Classroom Practices 7 Impact Findings ERF Impacts on Children s Language and Literacy Skills and Social Emotional Outcomes and 8 Analysis of Mediators of ERF s Impacts on Classroom Instructional

Practice and Children s Language and Literacy Skills Appendices include A Impact Analysis Methods and Sensitivity of Results B Data Collection Methods C Assessment and Observation Measures Used for ERF Data Collection D Supplementary Tables on the Impacts of ERF on Teachers and Classroom Environments E ERF Impacts on Teacher and Classroom Outcomes Subgroups Analyses F ERF Impacts on Child Outcomes Subgroups Analyses and G Supplemental Descriptive Tables for Teacher Outcomes and Classroom Practice Contains 63 tables 12 figures and 5 exhibits This report was produced by the National Center for Education Evaluation and RegionalAssistance Institute of Education Sciences **Handbook of Early Literacy Research, Volume 1** Susan B. Neuman,David K. Dickinson,2017-05-08 Current research increasingly highlights the role of early literacy in young children s development and facilitates the growth of practices and policies that promote success among diverse learners The Handbook of Early Literacy Research presents cutting edge knowledge on all aspects of literacy learning in the preschool years Volume 1 covers such essential topics as major theories of early literacy writing development understanding learning disabilities including early intervention approaches cultural and socioeconomic contexts of literacy development and tutoring programs and other special intervention efforts *An Evaluation of Early Reading First on Emergent Literacy Skills* Sophia Tani-Prado,2010 Early Reading First is a federal initiative that seeks to buffer against the detrimental effects of poverty on children s academic outcomes by incorporating all of the elements supported by scientifically based reading research to address the present and future reading gaps of high risk preschool children The tenets of ERF are teacher professional development high quality language and print rich environments the teaching of emergent instruction of emergent literacy skills based on scientifically based reading research SBRR and the early identification of reading problems through the informed use of appropriate assessment measures The present study was designed to assess the effectiveness of ERF enriched preschool classrooms located in a small city in a Southwestern state on both short and mid term early literacy outcomes of high risk preschoolers in a treatment condition and a comparison group A total of 239 children participated in the study 110 children in the ERF treatment group and 129 children in the practice as usual contrast group The longitudinal effect of the ERF intervention on participating students from pre kindergarten through the middle of first grade was investigated via multilevel modeling Four multilevel models were developed for two subtests of the Tejas Lee Francis Carlson and Cardenas Hagan 2006 Spanish alphabet knowledge i e identificacion de las letras and Spanish story comprehension i e comprension auditiva and two subtests of the Texas Primary Reading Inventory TPRI Center for Academic and Reading Skills 2004 English Alphabet Knowledge and English Story Comprehension Results of the present study support the findings reported by similar prior studies indicating that while ERF effectively increases students alphabet knowledge greater effort is necessary toward programming for increasing student outcomes on story comprehension

**Handbook of Early Literacy Research** Susan B. Neuman,David K. Dickinson,2011-10-10 The field of early literacy has seen significant recent advances in theory research and practice These volumes bring together leading authorities to report

on current findings integrate insights from different disciplinary perspectives and explore ways to provide children with the strongest possible literacy foundations in the first 6 years of life The Handbook first addresses broad questions about the nature of emergent literacy summarizing current knowledge on cognitive pathways biological underpinnings and the importance of cultural contexts Chapters in subsequent sections examine various strands of knowledge and skills that emerge as children become literate as well as the role played by experiences with peers and families Particular attention is devoted to the challenges involved in making schools work for all children including members of linguistic and ethnic minority groups and children living in poverty Finally approaches to instruction assessment and early intervention are described and up to date research on their effectiveness is presented      Professional Development for Early Reading Teachers. NCEE Evaluation Brief 2009-4055 Institute of Education Sciences (ED), National Center for Education Evaluation and Regional Assistance,2009 A recent national study of state and local No Child Left Behind activities indicated that 80 percent of elementary teachers reported participating in 24 hours or less of professional development on reading instruction during the 2003 2004 school year and summer Reading and professional development experts are concerned that this is not intensive enough to be effective and that it does not focus enough on subject matter knowledge To help states and districts make informed decisions about professional development to improve reading instruction the U S Department of Education commissioned the study of early reading professional development to examine the impact of two research based interventions for reading instruction One was an eight day institute and seminar series that began in the summer of 2005 and continued through much of the 2005 06 school year The second was the same institute series plus in school coaching The study was implemented in 90 schools in six districts 270 teachers and about 5 500 students with equal numbers of schools randomly assigned in each district to the institute group the institute plus coaching group or the control group which received the usual professional development offered by the district Although research based professional development for early reading teachers increased their knowledge of reading content and recommended instructional practices and their use of one of those practices explicit instruction findings did not indicate improved student reading achievement Contains 3 figures For the full report The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement NCEE 2008 4030 see ED502700      *Handbook on the Science of Early Literacy* Sonia Q. Cabell,Susan B. Neuman,Nicole Patton Terry,2023-05-02 Synthesizing the best current knowledge about early literacy this comprehensive handbook brings together leading researchers from multiple disciplines The volume identifies the instructional methods and areas of focus shown to be most effective for promoting young children s PreK 2 growth in reading writing oral language and the connections among them In 33 chapters the Handbook covers conceptual foundations development and instruction of both code and meaning related literacy skills professional development and family engagement supporting equity across populations and learning beyond traditional boundaries including digital and out of school contexts Highlighted throughout

are issues around access to high quality instruction working with multilingual populations and data based decision making and interventions     *What Works* National Center for Families Learning,2017-02-16 Based on the National Early Literacy Panel ReportThe purpose of this guide is to help teachers understand the research reported in Developing Early Literacy Report of the National Early Literacy Panel NELP 2008 The guide describes ways teachers can use the research effectively for early childhood instruction assessment choosing curriculum and helping parents better support their young children s language and literacy learning Based on the evidence reported by the National Early Literacy Panel NELP this guide will help teachers and program administrators make a significant difference in young children s literacy learning It is not enough to base instructional decisions on what we think or feel is effective Armed with findings from this report instructional decisions now can be based on what is known to improve early language and literacy learning Programs that have a literacy focused preschool curriculum are going to realize far better outcomes for children than those that do not have such a curriculum This may mean investing in professional development because teachers who are trained to provide instruction based on research proven information will get far better outcomes     **National Evaluation of Early Reading First** ,2007     *National Evaluation of Early Reading First* ,2007     **The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement** ,2008     *The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement* ,2008     *THE EARLY GRADE READING ASSESSMENT* Amber K. Gove,Anna Wetterberg,2011-09-28 The Early Grade Reading Assessment EGRA measures students progress towards reading EGRA gauges early literacy skills through a 15 minute individual oral assessment of five fundamental reading skills RTI worked with education experts to develop the EGRA in 2006 and it has been piloted and implemented in more than 40 countries This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA and to share this knowledge with practitioners policymakers and international donors Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education

     *Reading First's Impact. NCEE Evaluation Brief. NCEE 2009-4054* National Center for Education Evaluation and Regional Assistance (ED),2009 The No Child Let Behind Act of 2001 created the Reading First program to help ensure that all students could read at or above grade level by the end of grade 3 The program promotes practices recommended by the National Reading Panel for early reading instruction highlighting five essential components of reading instruction The program invested about 1 billion a year in classroom reading instruction over FY 2002 07 and 393 million in FY 2008 As required by the legislation the Reading First impact study examined instruction and student reading outcomes in 248 schools about half Reading First and half not in 17 districts and 1 statewide program to address three main questions 1 What is the impact of Reading First on student reading achievement 2 What is the impact of Reading First on classroom instruction and 3 What is the relationship between the degree of implementation of scientifically based reading instruction and student reading

achievement Findings reveal that Reading First did not improve student reading comprehension in grades 1 2 or 3 But it did improve first grader s skills in decoding unfamiliar words And it produced changes in several instructional practices such as the amount of time spent on five essential components of reading instruction and the amount of professional development in reading instruction Contains 3 figures and 1 note For the full report Reading First Impact Study Final Report NCEE 2009 4038 see ED503344        **Reading First's Impact. NCEE Evaluation Brief 2009-4054** Institute of Education Sciences (ED), National Center for Education Evaluation and Regional Assistance,2009 The No Child Left Behind Act of 2001 created the Reading First program to help ensure that all students could read at or above grade level by the end of grade 3 The program promotes practices recommended by the National Reading Panel for early reading instruction highlighting essential components of reading instruction As required by the legislation the Reading First impact study examined instruction and student reading outcomes in 248 schools about half Reading First and half not in 17 districts and 1 statewide program to address three main questions 1 What is the impact of Reading First on student reading achievement 2 What is the impact of Reading First on classroom instruction and 3 What is the relationship between the degree of implementation of scientifically based reading instruction and student reading achievement The study collected observational data on reading instruction in grades 1 and 2 and assessed student reading comprehension in grades 1 through 3 over three school years 2004 05 2005 06 and 2006 07 The study also assessed students decoding skills in grade 1 and surveyed school personnel about their reading programs in spring 2007 Reading First was not found to improve student reading comprehension in grades 1 2 or 3 although it did improve first graders skills in decoding unfamiliar words It also produced changes in instructional practices including the amount of time spent on essential components of reading instruction and the amount of professional development in reading instruction The analyses are considered exploratory because they are based on correlational analysis The study was not designed to provide a rigorous test of these hypotheses so the results must be considered as suggestive Contains 1 note and 2 figures For the full report Reading First Impact Study Final Report NCEE 2009 4038 see ED503344 For the Executive Summary of the report Reading First Impact Study Final Report Executive Summary NCEE 2009 4039 see ED503345      *A Focus on Professional Development. Research-Based Practices in Early Reading Series* Fran Lehr,Jean Osborn,2005 A Focus on Professional Development is the fourth in the Research Based Practices in Early Reading Series published by the Regional Educational Laboratory REL at Pacific Resources for Education and Learning PREL Because reading proficiency is fundamental to student achievement across all subjects and grades the preparation of the teachers and administrators who are responsible for providing early reading instruction is of special importance This booklet examines what research tells us about professional development and about the role that effective professional development plays in improving both teacher performance and student achievement

Uncover the mysteries within Explore with is enigmatic creation, **National Early Reading First Erf Evaluationeffective Professional Development** . This downloadable ebook, shrouded in suspense, is available in a PDF format ( *). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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