

Emerging Language & Literacy Curriculum* (ELLC) Professional Development

Contact: Dr. Kathy Thornburg, Institute for Professional Development, University of Missouri 573-882-9998

THE FOLLOWING PROFESSIONAL DEVELOPMENT IS PROVIDED FACE-TO-FACE AND MAY BE PROVIDED AT A PLACE OF CHOICE OF THE TRAINEES.

5-Day Institute (36 hours)

- 5-Day Institute--basic training (2 days + 3 days consecutively) **OR**
- Basic face-to-face training in ELLC modules separated by two weeks
 - Introduction to the ELLC foundation (2 day)
 - Implementation of the ELLC (3 day)
- Training available for all preschool teachers and assistant teachers; especially for teachers in private or public settings who hold a CDA and/or an AA credential.

3-Day Institute (21 hours)

- Basic face-to-face training in implementation of the ELLC for **certified early childhood teachers and specialists** affiliated with a public or charter school (e.g., Title I, Early Childhood Special Education) or community-based preschool programs.

[See the bottom or page 3 for information on the on-line version of the 3-Day Institute.]

2-Day Para Educator/Assistant Teacher Institute (14 hours)—See below

Supplemental Workshops (1 & 2 day):

Only participants who have attended the 5-Day Institute, the 3-Day Institute or the 2-Day Institute for Assistant Teachers in the ELLC should enroll in the supplemental workshops.

2-Day Workshops

- **Para Educators/Assistant Teachers working in an ELLC Classroom with an ELLC-trained teacher**
The purpose of this workshop is to prepare para educators/teacher assistants to work as team members to support the goals and activities of the early childhood classroom through the implementation of the ELLC in order for children to reach their optimal level of development and be school ready.
- **Integration of the Child With Special Needs Into the ELLC Classroom (2 day)**
Natural and effective inclusion of children with special needs into the daily learning activities of the preschool day is important for children with and without disabilities. This workshop will focus on the structure of the ELLC and ways all children can benefit from the ELLC learning routines. Particular attention will be given to children with language delay/disorder, sensory integration difficulties, cognitive impairments, phonological disorder and fine and gross motor problems.
- **Progress Monitoring in the ELLC (2 day)**
How does a teacher know how children are progressing without some system of formal or informal measurement? Tracking progress in young children across the developmental domains is key to knowing how to determine if children are learning and whether additional assistance may be needed for them to make adequate progress. Methods and materials for progress monitoring in the ELLC and how to use the data for best practice will be presented.

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1-Day Workshops

- **Developmental Domains in the ELLC (1 day)**

The developmental domains (language/literacy, cognitive/pre-academic, social/emotional and sensory/physical) are all addressed in this comprehensive curriculum. This workshop will explore the domains, how the ELLC addresses each one and how the ELLC is consistent with State Early Learning Guidelines, Core Competencies, QRIS, Assessment Tools for Early Childhood, Common Core State Standards, and NAEYC guidelines. The ELLC incorporates each domain within the structure of the curriculum.

- **Math/Science Experience in the ELLC (1 day)**

As children move through the daily routine of the ELLC, they are introduced to many math and science concepts. Concepts are integrated into the theme of the unit to provide meaningful learning that is more easily remembered. This workshop will give participants insight into the language of math and science that is implemented in the ELLC and creative, age appropriate concepts of math and science.

- **The Pre-Academic Experience in the ELLC (1 day)**

Concepts presented in the ELLC that are critical for young children to prepare for more formal learning in kindergarten and language that represents the concepts will be discussed. The language of school, school routine and school expectations including content information such as social studies will provide the participants with practical and useful ideas to implement in the classroom. The pre-academic areas of math/science are not included in this workshop; a one-day workshop is dedicated to these content areas.

- **Building the Foundation: Focus on Oral Language in the ELLC (1 day)**

The ELLC provides facilitative language and activities for language learning throughout each day. Oral language is foundational for interaction in social situations, for learning in academic situations, for development of knowledge and skills for reading development and is most often the hallmark for judgment of cognitive development. Participants will learn techniques and methods in the ELLC that enhance children's communicative growth.

- **A Focus on Early Literacy in the ELLC (1 day)**

Methods and techniques to develop early literacy knowledge and skills in young children will be incorporated into this workshop. In particular, dialogic reading, the language of literacy, and the development of print awareness will be demonstrated and practiced. Along with phonological awareness, alphabet knowledge is the most important predictor of reading development in young children. Print awareness, its importance in the preschool classroom and ways to make a classroom print friendly for children will be addressed. The ELLC provides direction to improve the possibility that young children will become aware of environmental print, book handling, print in books, alphabet knowledge, uses of written language.

- **Development of Phonological Awareness in the ELLC (1 day)**

Phonological awareness (PA) is an integrated component of the ELLC. It is integrated into the theme of the unit, the learning centers, circle time, transitions and shared storybook readings. This approach to PA is best practice and is the most effective way for young children to develop and remember the concepts and skills needed for later reading instruction when in formal schooling. The structure and function of the four sessions for PA in each ELLC unit will be explored in depth in this workshop.

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- **Adult-Child Interaction in Learning Centers in the ELLC (1 day)**

In the ELLC's 11 learning centers, children explore and play while learning age appropriate talk and behavior. At the same time, they are learning the concepts of the two-week themed unit. The teacher is an integral piece, a guide, and a leader for children in this element of the ELLC. Ways to interact, to encourage play, to establish conversations and to model good social behavior will be presented.

- **Create a Conversation With Children During the ELLC Day (1 day)**

The power of oral language can be observed in a conversation—a give and take of talk, a dialogue, a serve and return of information in both contextualized and decontextualized settings. Young children must learn to share information with language; they must learn to question with language; they can protest with language; they can describe, give directions, explain, argue, convince and plan with language. How do we create conversations in the ELLC preschool classroom? How do we enrich language, literacy, cognitive, social, and academic development through conversations in the ELLC? This workshop will explore methods and techniques to create cognitively challenging conversations with young children as they are interacting throughout the ELLC day.

- **Targeting IEP Goals for the Child with Special Needs in the ELLC Classroom (1 day)**

Generalization of functional knowledge and skill learned in the ELLC classroom is critical to a child's school success. For this to happen, instruction in the ELLC is designed as a contextualized learning experience. Through routine-based intervention and curricular adaptations, all children, including children with special needs, move toward meeting social, language, academic (literacy, math, science, social studies) and physical goals. This workshop is most useful for Early Childhood Special Education teachers, early childhood teachers in inclusive classrooms, and specialists who are part of the IEP team.

- **The Age of Accountability: The ELLC and the DRDP (1 day)**

The purpose of this workshop is: 1) to review integration and alignment of the *Desired Results Developmental Profile* (DRDP) measures and the ELLC and, 2) to consider the value of progress monitoring in an early childhood classroom. Both the DRDP and ELLC were developed out of an amalgamation of high quality Scientifically Based Reading Research (SBRR) endorsed by US Department of Education, NIEER and NAEYC to name a few. Even though they were developed for different purposes (assessment versus curriculum), foundationally they are very similar, incorporate universal design, and thus align exceptionally well.

Early childhood programs may suggest other topics of interest or need and the Center will consider each request. A minimum of 3 months prior to presentation is required. Programs may contact the Institute for Professional Development at <http://mucenter.missouri.edu/April2010/ELLCinfo.pdf>

ON-LINE ELLC

[Check with your state guidelines to assure that online training is acceptable to credentialing/continuing education hours.]

3-Day ELLC Institute (21 hours)

- Basic training in implementation of the ELLC for **certified early childhood teachers and specialists** affiliated with a public or charter school (e.g., Title I, Early Childhood Special Education) or community-based preschool program. Assistant teachers can enroll if they have the support of their teacher or other certified personnel.

***Ornes, J., Patterson, S., McMillan, D., Thomas, J. & Trumbower, E. (2017). *The Emerging Language and Literacy Curriculum, Second Edition*. Dynamic Resources, Indiana, PA, <http://dynamic-resources.org/>**