



Goal of the Project

The goal of the Minnesota Early Literacy Training Project is to create and implement a research-based early literacy training and coaching curriculum that can be disseminated statewide. The project will focus on preschool teachers serving three- to five-year-old children in Minneapolis and the White Earth Indian Reservation. Additional training will also be delivered throughout all of Minnesota. It is planned that early educators will acquire the necessary knowledge and skills to increase early literacy and language development in their classrooms. As a result, children will have access to early childhood environments and staff that provide a solid foundation for later reading.

Project Objectives

- Train aides, teachers, supervisors, and directors of community childcare centers in early literacy.
- Develop a team of Early Literacy Trainers throughout the state.
- Provide on-going literacy support and coaching for staff in the project sites.
- Work with faculty in the Minnesota Technical, College and University System to assure the inclusion of early literacy and language competencies in pre-service early education programs.
- Create an interactive website to provide assistance to early childhood programs in collaboration with other organizations that promote literacy.
- Implement the Teacher Education And Compensation Helps (T.E.A.C.H.®) program to increase early childhood educators' professional development, and provide retention grants in an effort to reduce staff turnover.
- Implement evaluation of children, staff and programs to measure the effect that literacy training and coaching have a child's literacy development.
- Develop effective partnerships between early education programs and community elementary schools.

Training Overview

The Minnesota Early Literacy Training Curriculum includes a series of seven two-and-a-half hour sessions designed to inform, stimulate, and promote literacy development with staff working with pre-kindergarten children. Each session is based on current documented research. The topics invite pre-K classroom teachers and parent educators to reflect on the impact of their curricula, their classroom organization, and their role as leaders of learning opportunities in their classroom.

Session 1: Creating a Literacy-Rich Classroom

- Emergent literacy
- Minneapolis Beginning Kindergarten Assessment (BKA)
- Individual Growth and Development Inventory (IGDI)
- Organizing a print- and language-rich environment

Session 2: The Role of the Teacher

- Being sensitive and responsive to children
- Speaking and listening to children
- Asking children questions
- Encouraging more than discouraging

Session 3: Developing Talkers and Thinkers

- Steps of language acquisition
- Developmental sequence of English language learners
- Helping children move from social isolation to interactive learning

Session 4: The "Big Five" Emergent Literacy Skill Areas

- Book and print rules
- Vocabulary and background knowledge
- Phonological awareness
- Alphabet knowledge
- Communication and problem-solving

Session 5: Reading to Ensure Emergent Literacy

- Interactive read-aloud strategies
- Using books to teach "Big Five" literacy skills

Session 6: Building Emergent Literacy into Daily Routines

- Thematic lesson plans
- Reading, writing, and talking during free play, transitions, snack, toileting, and more

Session 7: Supporting Families to Promote Emergent Literacy in the Home

- Literacy information and activities
- Book sharing
- Creating culturally diverse centers that welcome families to participate

Coaching Overview

Research tells us that professional development is most effective when theory and demonstration are complemented with practice, feedback, and ongoing coaching. In this project, we use the following principles for training/coaching:

Relationship-based Principles

- Safe and supportive environment

Communicating Effectively

- Active listening
- Powerful questioning
- Direct communication

Facilitating Learning and Results

- Creating awareness
- Designing actions
- Planning and goal setting
- Managing progress and accountability

Minnesota Early Literacy Training Project Partners

- Center for Early Education and Development (CEED), University of Minnesota
- Minnesota Child Care Resource and Referral Network
- Minneapolis Public Schools
- Minnesota Department of Children, Families, and Learning
- The White Earth Indian Reservation
- Greater Minneapolis Day Care Association
- Hennepin County Children, Families, and Adult Services
- Hennepin County Library System
- Minneapolis Community and Technical College

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Minnesota Early Literacy Training Project

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Place
Stamp
Here

The Minnesota Early Literacy Training Project



*“The seeds of literacy
are planted
before children enter school.
Important literacy skills
do not develop spontaneously,
instruction shapes them.”*

(Snow, Burns and Griffin, 1998)

**Center for Early Education and
Development (CEED)**

College of Education and Human
Development

University of Minnesota