

# ProLEER

Professional Learning network to advance Early Education Reform

## Annual Meeting

At the Harvard, Student Organization Center at Hilles (SOCH)

59 Shephard St.

Cambridge, Massachusetts, USA

March 27-29, 2017

### Monday, March 27- Location: SOCH, 59 Shephard St.

6:00-8:00pm

#### COCKTAIL

Come meet and catch up with ProLEER colleagues.

**Location:** SOCH, Coffee Bar, Penthouse Level

### Tuesday, March 28 - Location: SOCH, 59 Shephard St.

8:30am

**BUS TO SCHOOL VISIT:** Boston Cambridge Marriott Hotel, Lobby  
50 Broadway, Cambridge MA. Assignment to 1 of 3 of the Centers to visit,  
will be provided at that time.

9:00-11:00am

**SCHOOL VISIT:** Boston Public School's Early Learning Centers. Participate  
in a visit to one of Boston Public Schools Early Learning Centers to observe  
classrooms practice. (Sign up online.)

#### **Center Locations:**

1. Quincy Elementary, 885 Washington Street, Boston, MA
2. West Zone Early Learning Ctr, 200 Heath Street, Jamaica Plain, MA
3. Boys and Girls Club, 1135 Dorchester Ave., Dorchester, MA

Center on the Developing Child  HARVARD UNIVERSITY



HARVARD  
GRADUATE SCHOOL OF EDUCATION



David Rockefeller Center  
for Latin American Studies



**Continued, Tuesday, March 28 - Location: SOCH, 59 Shephard St.**

**11:45-12:45pm**      **LUNCH, Student Organization Center at Harvard (SOCH)**  
**Location:** SOCH, Coffee Bar, Penthouse Level

**12:45-2:45pm**      **PANEL: Creating and implementing research-based curricula**  
**Location:** SOCH, Small Function Room, (Penthouse 14)

Moderator: **Andrea Rolla**, Researcher HGSE, Chile

Presenters :

**Douglas Clements**, Professor University of Denver (Bios on pp 5-6)

**Judy Schickedanz**, Boston University Professor Emerita

**Jason Sachs**, Executive Director, Early Childhood, Boston Public Schools

**2:45-3:15pm**      **COFFEE BREAK**  
**Location:** SOCH, Coffee Bar, Penthouse Level

**3:15-3:30pm**      **INTRODUCTORY REMARKS**  
**Location:** SOCH, Small Function Room, Penthouse Level 14

**Catherine Snow**, Patricia Albjerg Graham Professor of Education, Harvard Graduate School of Education (page 5)

**3:30-5:30pm**      **SIMULTANEOUS CASE PANEL SESSIONS (Online Sign-Up)**  
(See descriptions at end of document)

**PANEL A: Research to Practice, Participant Case Studies**  
*(Con traducción al Español disponible)*

**Location:** SOCH, Small Function Room, (Penthouse 14)

Moderator: **Kees Broekhof**, Netherlands

Presenters:

**Ivana Corrado**, Universidad de San Martín, Argentina

**Eleonora Lasala**, Professor, UNSAM, Argentina.

**Silvia Romero**, Universidad Autónoma de San Luis Potosi, México.

**Ana María Rodino**, Estado de la Educación, Costa Rica.

**Continued, Tuesday, March 28 - Location: SOCH, 59 Shephard**

**PANEL B: Policy to Practice, Participant Case Studies**

**Location:** SOCH, Community Hall (Room 105)

**Moderator:** Gilberto Alfaro, Executive Director SINAES, Costa Rica

Presenters:

**Camilla Korder**, Luminario, Perú. (Descriptions at end of document)

**Armida Lizarraga**, Luminario, Perú.

**Pauline Slot**, Utrecht University, Netherlands.

**Macarena Escudero**, Fundación Educacional ALMA, Chile.

**6:30pm**                      **SHUTTLE BUS TO DINNER:** Buses will depart from SOCH.

**7:00-9:00pm**              **DINNER:** at the home of **Paola Uccelli**, Associate Professor, Harvard Graduate School of Education. 8 Hillcrest Road, Belmont.

**Wednesday, March 29: Location: SOCH, 59 Shephard St.**

**9:00-10:15am**              **PLENARY: How language differences affect school achievement.**  
**Location:** SOCH, Small Function Room, (Penthouse 14)

**Paola Uccelli**, Associate Professor, Harvard Graduate School of Education

**10:15-10:40am**              **COFFEE BREAK**  
**Location:** SOCH, Coffee Bar, Penthouse Level

**Continued - Wednesday, March 29: Location: SOCH, 59 Shephard**

**10:45-12:15pm**

**SIMULTANEOUS PROJECT SESSIONS (Online Sign Up)**

(See project descriptions at end of document)

**SESSION A:** Moderator: **Armida Lizarraga**, Perú.

*(Con traducción al Español disponible)*

**Location:** SOCH, Small Function Room, (Penthouse 14)

Presenters:

**Jeroen Aarsen**, Sardes, Netherlands.

**Orville Disdier**, Puerto Rico Institute of Statistics, USA.

**Marigen Narea**, Pontificia Universidad Católica, Chile.

.....

**SESSION B:** Moderator: **Renata Villers**, Ex. Dir, ADA, Costa Rica.

**Location:** SOCH, Tree House Room (Penthouse 13)

Presenters:

**Diana Leyva**, Davidson College, USA.

**Rufina Pearson**, JEL Aprendizaje, Argentina.

**Jamie McTavish**, APORTA, Perú.

**12:15-1:00pm**

**LUNCH**

**Location:** SOCH, *Coffee Bar, Penthouse Level*

**1:00-2:00pm**

**SPECIAL INTEREST GROUP MEETINGS**

**Location:** SOCH, Small Function Room, (Penthouse 14)

**Organizer:** **Kees Broekhof**, Senior Consultant, Sardes, Netherlands

**2:00-3:45pm**

**GROUP PLANNING: Building a Country Agenda**

**Location:** SOCH, Small Function Room, (Penthouse 14)

Moderator: **Renata Villers**, Exec. Dir. ADA, **Costa Rica**

**COFFEE STATION**

**3:45-4:20pm**

**REPORT BACK**, by each country delegation, whole group presentation.

**Location:** SOCH, Small Function Room, (Penthouse 14)

**4:20-4:30pm**

**CLOSING REMARKS**

**Location:** SOCH, Small Function Room, (Penthouse 14)

## Speaker Biographies

**Catherine Snow**, is the Patricia Albjerg Graham Professor of Education, at the Harvard Graduate School of Education. She is an expert in the language and literacy development of children, focusing on how oral language skills are acquired and how they relate to literacy outcomes. Snow has chaired two national panels: the National Academy of Sciences committee that prepared the report "Preventing Reading Difficulties in Young Children," and the Rand Reading Study Group that prepared "Reading for Understanding: Toward an R&D Program in Reading Comprehension." Her research activities include a longitudinal study of language and literacy skills among low income children who have been followed for 15 years since age three; following the language development of young children participating in the Early Head Start intervention; studying the vocabulary development of first- and second-language learners; and considering aspects of transfer from first to second language in the domains of language and literacy. Her book, *Preparing Our Teachers: Opportunities for Better Reading Instruction*, is one of several efforts she is involved in to develop consensus among teacher-educators about what pre- and in-service elementary teachers need to know about language and literacy.

**Douglas Clements**, is the Kennedy Endowed Chair in Early Childhood Learning and Professor at the University of Denver, is widely regarded as a major scholar in the field of early childhood mathematics education, one with equal relevance to the academy, to the classroom, and to the educational policy arena. At the national, level, his contributions have led to the development of new mathematics curricula, teaching approaches, teacher training initiatives, and models of "scaling up" interventions, as well as having a tremendous impact on educational planning and policy, particularly in the area of mathematical literacy and access. He has served on the U.S. President's National Mathematics Advisory Panel, the *Common Core State Standards* committee of the National Governor's Association and the Council of Chief State School Officers, the National Research Council's Committee on Early Mathematics, the National Council of Teachers of Mathematics national curriculum and Principles and Standards committees, and is and co-author each of their reports. A prolific and widely cited scholar, he has earned external grant support totaling over \$20 million, including major grants from the National Science Foundation, the National Institutes of Health, and the Institute of Education Sciences of the U.S. Department of Education. Additional information can be found at <http://du.academia.edu/DouglasClements>, [http://www.researchgate.net/profile/Douglas\\_Clements/](http://www.researchgate.net/profile/Douglas_Clements/), and <http://portfolio.du.edu/dclemen9>

**Judith Schickedanz**, is Professor emerita of Education at Boston University, where she has served as director of the Laboratory Preschool and as coordinator of the early childhood program. She is the first author of the OWL – Open World of Learning – early childhood program and has worked with a wide range of preschool programs in the area of preschool literacy development. Dr. Schickedanz has served within the International Reading Association as past president of the Literacy Development in Young Children Special Interest Group, and as a member of the Early Literacy Committee, and as a member of the Early Childhood Commission. She served as a member of the Teaching Resources Team for NAEYC's accreditation revision in 2004. Dr. Schickedanz has authored numerous articles, book chapters, and books, including *Much More Than the ABC's*, *Understanding Children and Adolescents*, and *Writing in the Preschool: Orchestrating Meaning and Marks*.

**Jason Sachs** is the Director of Early Childhood. Jason has overseen the expansion of K1 classrooms and coordinated kindergarten and pre-school programs for three, four, and five year olds. Prior to joining Boston Public Schools, Jason was a researcher and policy consultant in the Massachusetts Department of Education's Early Learning Services division and a board member of National Association for the Education of Young Children (NAEYC). Jason received a master's in Applied Child Development from Tufts University and a doctorate from the Harvard Graduate School of Education.

**Paola Uccelli** is Associate Professor of Education at the Harvard Graduate School of Education. With a background in linguistics, she studies socio-cultural and individual differences in language and literacy development throughout the school years. Her research focuses on how different language skills (at the lexical, grammatical, and discourse levels) interact with each other to either promote or hinder advances in language expression and comprehension in monolingual and bilingual students. Uccelli's current projects focus on describing individual trajectories of school-relevant language development; on the design and validation of a research instrument to assess school-relevant language skills in elementary and middle school students; and on understanding how monolingual and multilingual speakers and writers learn to use a variety of discourse structures flexibly and effectively for diverse communicative and learning purposes. Uccelli studied linguistics at the Pontificia Universidad Católica del Perú and subsequently earned her doctoral degree in Human Development and Psychology at the Harvard Graduate School of Education. Being a native of Peru, she is particularly interested in Latin America where she collaborates with local researchers and often participates in research conferences and workshops. For more information you can go to her website at <http://projects.iq.harvard.edu/uccelli>.

## Simultaneous Case Presentations Sessions

Tuesday, March 28, 3:30-5:15pm

### PANEL A: Research to Practice, Participant Case Studies

**Location:** SOCH, Small Function Room, (P- 14)

**Moderator:** Kees Broekhof, Senior Consultant, Sardes, Netherlands

**Presenters:**

**Ivana Corrado**, Professor, Universidad de San Martín

**Eleonora Lasala**, Professor, UNSAM, Argentina.

**Silvia Romero**, Professor, Universidad Autónoma de San Luis Potosi, México.

**Ana María Rodino**, Researcher, Estado de la Educación, Costa Rica.

### Instructional program in Spanish to improve children's reading comprehension

**Ivana Corrado**, Professor, Universidad de San Martín

**Eleonora Lasala**, Professor, UNSAM, Argentina.

The presentation will report the results from a trial of an instructional program in Spanish, *LEE Comprensivamente*, to improve children's reading comprehension. It is based on the hypothesis that there are sub-components of reading comprehension implicated in its development: inference making, comprehension monitoring, understanding of text structure and vocabulary (Oakhill & Cain, 2007). The program proved to be an efficient tool to enhance reading comprehension in both low and middle SES children.

### Comparing storybook reading aloud to early childhood children in Mexico and Chile

**Silvia Romero**, Professor, Universidad Autónoma de San Luis Potosi, México.

Comparative analysis of videotaped storybook reading aloud to children showed a similar profile in the performance of Mexican and Chilean early childhood teachers. Most successful aspects were related to group management, presentation of the book and the story and closure of the activity. However, reading aloud was not an opportunity for enhancing vocabulary, phonological awareness and higher-level thinking. Implications for improved teacher education and professional development will be discussed.

Center on the Developing Child  HARVARD UNIVERSITY



## Lessons learned from an evaluation of ADA's on-line teacher training courses

**Ana María Rodino**, Researcher, Estado de la Educación, Costa Rica.

ADA offers two on-line training courses on *Language and Cognition* to Costa Rican early childhood teachers. In 2016 an impact evaluation was conducted with 333 preschool teachers who took the courses voluntarily between 2013-2015. The method included an on-line survey, telephonic interviews, and classroom visits to videotape sessions of shared book-reading, a main theme of the courses. Results showed that the courses were successfully received by the participants, and had an effective impact in changing their story reading methodology in the classrooms. Key elements explaining the satisfactory performance and impact of the on-line courses will be discussed.

-----

## PANEL B: Policy to Practice, Participant Case Studies

Moderator: **Gilberto Alfaro**, Director, SINAES, Costa Rica

Presenters:

**Camilla Korder**, CEO & Co-Founder, Luminario

**Armida Lizarraga**, Luminario, Perú.

**Pauline Slot**, Researcher, Utrecht University, Netherlands.

**Macarena Escudero**, Executive Director, Fundación Educacional ALMA, Chile.

## Evidence to guide a prof. development program to improve classroom interactions

**Camilla Korder**, CEO & Co-Founder, Luminario

**Armida Lizarraga**, Luminario, Perú

*Luminario* is a non-profit organization looking to implement a professional development program to improve the quality of classroom interactions in public preschools in Lima, Peru. We have done a comparative descriptive study to gather evidence that will guide program development. We used CLASS and TVIP in 64 schools, 128 classrooms and 1536 students. The findings will help us target the areas where teachers need more in the classrooms.



## Curricula in Europe

**Pauline Slot**, Researcher, Utrecht University, Netherlands.

What do different stakeholders across Europe consider important developmental goals that need to be addressed in early childhood education and care provisions? And how do these developmental goals relate to the curricula in these countries? Despite differences in the ECEC systems concerning the responsible Ministries (Education, Welfare or otherwise), the statutory status of the curriculum framework (and the level of centralization (national or local) and the type of system (unitary or split system) there appeared to be a high level of consensus in the content of the European curricula. However, nuanced differences appeared in the emphasis placed on certain developmental domains and in the way these domains are addressed in the provision of play and activities.

## Alphabetical emotional development program for parents

**Macarena Escudero**, Executive Director, Fundación Educacional ALMA, Chile.

ALMA is an acronym for "I learn to read mum". It is an emerging alphabetical emotional development program that works with parent child relations. During 2 years, 20 workshops have been given every fortnight to parents of 4 and 5 year- old children, in vulnerable areas of Santiago, Chile. In these workshops, reading development is promoted by the use of daily games between mother and child.

.....

## Simultaneous Project Pitch Sessions

Wednesday, March 29, 10:45-12:15pm

**SESSION A:** Moderator: **Armida Lizarraga**, Educational Consultant, Peru

Presenters:

**Jeroen Aarsen**, ECEC Advisor, Sardes, Netherlands

**Orville Disdier**, Senior Project Manager, Puerto Rico Institute of Statistics, USA

**Marigen Narea**, Assistant Professor, Pontificia Universidad Católica, Chile

**Jeroen Aarsen**, ECEC Advisor, Sardes, Netherlands

We recently started this EU project, with partners from the UK, Norway and Belgium. The aim is to develop a toolbox for policy makers and practitioners that help them to design high-quality Early Childhood Education and Care for young refugee children (age 0-4) with a focus on multilingual approaches. We will collect examples in four different countries of inspiring practices that show how Early Childhood Education and Care for young refugee children is organised, both with respect to the legislation as well as to the practices themselves (conditions, involvement of the children, perceived effectiveness). We are now developing a set of criteria and (based on this set) a questionnaire with which to categorise the examples. I am very interested in comments, suggestions by the ProLEER participants, in order to improve this questionnaire/ set of indicators.

**Orville Disdier**, Senior Project Manager, Puerto Rico Institute of Statistics, USA

The Charter Law (Act Num. 209-2003, as amended) for the Puerto Rico Institute of Statistics (PRIS) establishes strict autonomy for the Institute and mandates it to be Puerto Rico's leading expert on statistics and in the use of technology as a tool for work and service. In addition, Act Num. 165-2011 requires collaboration between the PRIS and the Department of Education of Puerto Rico (DEPR) for the development and implementation of an Early Warning System (EWS) for potential dropouts in public high schools. Due to the fact that neither group is currently complying with this law, we feel an urgency to take action quickly. The EWS will use student related data to predict which students are at risk of not graduating on-time or dropping-out. Also, it will target resources to support students who are recognized as being off-track early on. The EWS will not be grounded in immutable characteristics such as race

Center on the Developing Child  HARVARD UNIVERSITY



HARVARD  
GRADUATE SCHOOL OF EDUCATION



David Rockefeller Center  
for Latin American Studies



or ethnicity, but rather varying characteristics such as attendance, behavior, and course performance. We have started to test several regression models in order to identify which varying characteristics will be important and efficient. Preliminary results suggest that, when considering all available varying variables, academic achievement in English, Spanish and Science courses are most strongly associated with high school dropout rates. In fact, Students with lower grades (C, D, or F) in English or Spanish showed between 6.1 and 6.6 times more probability of dropping out of school than those with better grades (A or B). Similarly, students with 5 or more absences within a 10 week period, are very significantly correlated with the probability of dropping out or not graduating on-time. We need to translate these findings into a practical EWS tool for high school teachers in their classrooms and to provide at risk students with early and adequate support and interventions. However, a multitude of questions arise. Although the DEPR has a unique centralized data system, most teachers don't have a computer in their classroom. So, how we can establish a fast and reliable EWS tool for teachers? What services for support and interventions are recommendable and affordable? What EWS models have been effective in other jurisdictions and what are the recommendations of researchers for environments similar to that of Puerto Rico? What are the average costs for establishing an EWS? Any considerations should take into account the difficult fiscal situation of Puerto Rico.

**Marigen Narea**, Assistant Professor, Pontificia Universidad Católica, Chile

Chile counts with one of the most advanced protection systems for childhood in Latin America (Vegas & Santibañez, 2010), a national integral protection system for childhood called Chile Crece Contigo (ChCC). Home visiting is one of the intervention strategies used by the Chilean Ministry of Health to work with families with children, especially with children in contexts of psychosocial vulnerability (MINSAL, 2009). Home visiting can be highly cost-effective (Aracena, Krause, & Pérez, 2009; Aracena et al., 2011). With a group of researchers we got an important grant in Chile to design and implement a new home visiting model targeting pregnancy during children's first three years of children life. In our model, home visits that are intensive, educationally focused, provide social support, and are based on the establishment of a bond between the home visitor and the family. I will discuss the extent to which home visiting can be an intervention that fosters child development, especially language.

.....

**SESSION B:** Moderator: **Renata Villers**, Executive Director ADA, Costa Rica

Presenters:

**Diana Leyva**, Assistant Professor of Psychology, Davidson College, USA

**Rufina Pearson**, Ph.D in Educational Psychology, JEL Aprendizaje, Argentina

**Jamie McTavish**, Social Innovator, APORTA, Peru

**Diana Leyva**, Assistant Professor of Psychology, Davidson College, USA

The Food For Thought (FFT) is a family literacy program that teaches low-income Latino parents to utilize everyday food routines such as grocery shopping and cooking as opportunities to develop their children's language and literacy skills during kindergarten. The FFT program has been implemented for 2 consecutive years in four public schools in NC and has yielded promising results: Parents who attend more FFT meetings have children with larger gains in vocabulary. How do we explain this improvement in vocabulary? One mechanism that might explain this improvement is changes in parental behaviors at home. To date, the FFT collects self-report data on whether parents practiced at home what they learned in the program. I seek ideas from the ProLEER participants about: a) how to better monitor and collect data about whether parents are implementing at home what they learned in the FFT program; b) how to better support this change at home (e.g., what other strategies could the FFT use to ensure parents remember to implement what they learned in the program).

**Rufina Pearson**, Researcher in Educational Psychology, JEL Aprendizaje, Argentina

We developed a reading screening test intended to measure reading ability (both fluency and comprehension), in a 6 minutes task, at different grade levels, so schools can detect students that need help at reading or that might fulfill criteria for dyslexia. Although we have tested it in paper form, we want to put it in computer form seeking for efficiency in data collection/analysis, to be able to give immediate feedback to teachers. At this point we have accomplished a pilot study with 150 students where we analyzed its positive correlation with standardized predictors of reading and reading measures on a longitudinal sample from kindergarten to 3rd. grade.

**Jamie McTavish**, Social Innovator, APORTA, Peru

Breca Group has decided to invest and create a large scale project focused on Early Childhood. The first phase will directly look at impacting their 22,000 families, and from there impact along the value chain. There are several projects, from large scale infrastructure projects to parenting education programs and infant stimulation programs.