

# ProLEER

Professional Learning network to advance Early Education Reform

## Annual Meeting

At the David Rockefeller Center for Latin American Studies (DRCLAS)  
Harvard University  
1730 Cambridge Street  
Cambridge, Massachusetts, USA  
March 24-26, 2015

### [Agenda](#)

#### Tuesday, March 24

- 8:00-11:30am**      **OPTIONAL SCHOOL VISIT:** *Limited to New Participants from outside of Boston.* Boston Public School's Early Learning Centers. Participate in a visit to one of Boston Public Schools Early Learning Centers to observe classrooms practice. (Limited space for up to 20 newcomers from outside of the US, based on sign up at registration.)  
**Location:** ELC WEST -200 Heath St, Jamaica Plain, MA  
**(Bus:** Departs at 8am from the **Doubletree Hilton**, 400 Soldiers Field Rd.)
- 3:30-6:00pm**      **COUNTRY COORDINATOR PLANNING SESSION**  
*Reserved for Country Coordinators*  
**Location:** DRCLAS, S-216.
- 6:00-8:00pm**      **REGISTRATION and WELCOME COCKTAIL**  
Come meet and catch up with ProLEER colleagues.  
**Location:** DRCLAS, 1730 Cambridge Street, Concourse.

Center on the Developing Child  HARVARD UNIVERSITY



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David Rockefeller Center  
for Latin American Studies



## Wednesday, March 25

- 9:00am**                      **INTRODUCTORY REMARKS**  
**Catherine Snow**, Patricia Albjerg Graham Professor of Education,  
Harvard Graduate School of Education  
**Location:** DRCLAS, Room: S030
- 9:15-10:45am**              **PLENARY PRESENTATION: Why does high quality talk in ECE  
matter and how to sustain it?**  
**Catherine Snow**, Professor, Harvard Graduate School of Education  
**Location:** DRCLAS, Room: S030
- 10:45-11:15am**              **COFFEE BREAK**
- 11:15-1:15pm**              **SPECIAL INTEREST GROUP MEETINGS**  
**Moderator: Kees Broekhof**, Senior Sardes Educational Consultant  
**Location:** DRCLAS, Room: S030 and Concourse.
- 1:15-2:30pm**                **LUNCH**
- 2:30-4:00pm**                **PLENARY PRESENTATION: High Quality Interactions in the Early  
Childhood Classroom.**  
**David Dickinson**, Professor of Education, Vanderbilt University  
**Location:** DRCLAS, Room S030
- 4:00-4:30pm**                **COFFEE BREAK**
- 6:00pm**                        **SHUTTLE BUS TO DINNER:** Buses will depart from DRCLAS.
- 6:30-8:30pm**                **DINNER: at the home of Paola Uccelli**, Associate Professor, Harvard  
Graduate School of Education.

**Thursday, March 26**

- 9:00-10:30am**      **PLENARY PRESENTATION: Guidelines for Key Teacher Competencies**  
**Rhian Evans Allvin** , Executive Director NAEYC  
**Location:** DRCLAS, Room: S030
- 10:30-11:00am**      **COFFEE BREAK**
- 11:00-1:00**      **SIMULTANEOUS PANEL DISCUSSIONS:**  
*(Powerpoints of panel presentations to be shared by email)*  
**Panel A: Research to Practice: Sustaining High Quality Interactions in Early Childhood Education** , Moderator: **Kees Broekhof**  
*(Translation to Spanish available on this session.)*  
**Panel B: Policy to Practice: Systems Challenges**, Moderator: **James Cairns**  
**Location:** DRCLAS, Rooms: **Panel A:** S030; **Panel B:** S216.
- 1:00-2:00pm**      **LUNCH**
- 2:00-3:10pm**      **BUILDING A COUNTRY AGENDA**  
**Country delegations meet to build 2016 national agendas.**  
**Moderator:** Renata Villers with **Country Coordinators.**  
**Location:** DRCLAS, Room: S030
- 3:10-3:30pm**      **COFFEE BREAK**
- 3:30-4:15pm**      **REPORT BACK, by each country delegation**  
– whole group presentation

## BIOS FOR PLENARY SPEAKERS

**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.

**David Dickinson** is Professor of Education at the Department of Teaching and Learning, at Vanderbilt University. Dickinson's research is focused on understanding the emergence of literacy, with particular concern for the role of oral language in short- and long-term literacy success. Much of his work has been directed toward seeking to find ways to improve the quality of preschool classrooms. In the 1990's realizing the pressing need to enhance classroom support for language and early literacy, he led a group from Education Development Center (EDC) in creation of a professional development intervention that was delivered throughout New England. It was the first widely implemented professional development intervention for fostering language and literacy development among children in preschool classrooms. While at EDC he also helped create the Early Language and Literacy Classroom

Observation (ELLCO), a widely used tool for describing classroom supports for literacy and language, and the Teacher Rating of Language and Literacy (TROLL), to describe children's language use. As evidence mounted that preschool classrooms too often lack sufficient intellectual challenge and intentional support for language, Judith Schickedanz and he co-authored a comprehensive preschool curriculum . He studied its effectiveness by conducting a randomized control trial study that has provided evidence that the curriculum combined with coaching can help teachers enable children to make substantial growth in language and literacy skills. To see this work you may view: <http://vimeo.com/63609578>.

**Rhian Evans Allvin** is executive director of the National Association for the Education of Young Children (NAEYC), in Washington, DC. She is responsible for guiding the strategic direction of the organization as well as overseeing the daily operations. With more than 70,000 members and 300 Affiliate components across the United States, NAEYC serves as the leading voice on behalf of young children and early childhood educators. Through its publications, accreditation of programs for young children, accreditation of Associate Degree and higher education programs, public policy, conferences, and research, NAEYC strives to meet the ideal that all young children have access to high-quality early learning experiences and that early childhood educators be able to attain the higher education and professional development that inspire high standards and innovation in every early education setting and classroom.

Before joining NAEYC, Rhian has held multiple leadership positions: from founding partner of the Brecon Group – where she specialized in public policy and community engagement; to CEO of First Things First—Arizona's early childhood system with \$150 million in annual tobacco revenue. She is the author of a number of white papers, articles, policy briefs, and reports on various topics. Rhian holds a bachelor's degree from Northern Arizona University and a master's degree in business administration from Arizona State University.