

**HeadsUp! Reading:
A Distance Learning Professional Development Initiative
for Early Childhood Educators**

Testimony

Before the

Subcommittee on Select Education
Committee on Education and the Workforce

U.S. House of Representatives

July 31, 2001

Hearing Agenda: The Dawn of Learning: What's Working in Early Childhood Education

Submitted by

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Director of Research
Council for Professional Recognition

Mr. Chairman, thank you for conducting this hearing to examine what's working in early childhood education. And thank you for the opportunity to testify before this committee about *HeadsUp! Reading*, a state-of-the-art, research-based, distance learning course on early literacy for teachers of young children. My name is Sue Bredekamp. I am content developer and on-air faculty for *HeadsUp! Reading* and I am here today representing the three collaborating partners in the project: the National Head Start Association, the Council for Professional Recognition, and RISE Learning Solutions™.

This is a significant hearing coming as it does at a time in our nation's history when so much new research on early learning is available to guide the directions of our practice. Learning to read and write is the key to success in school and later in life. Among the most urgent problems facing our nation today is the challenge of ensuring that every child becomes a skilled, independent reader by the end of third grade. This goal, established by the President and U.S. Department of Education, is shared by parents, teachers, community leaders and policymakers at virtually every level of government. And yet, too many children, perhaps as many as 40%, still do not learn to read fluently enough to fully comprehend what they are reading (Campbell et al. 1996). Research indicates that these children do not catch up later on, are ill-equipped to use reading to learn across the curriculum as is demanded from 4th grade on (Juel, 1988), and moreover, are ill-prepared for the literacy demands of the jobs of the future.

The National Research Council's prestigious panel of experts recently reviewed existing research and recommended a course of action to prevent such reading difficulties among young children. Their report, *Preventing Reading Difficulties in Young Children*, lays out a blueprint for success – what needs to be done by Head Start and preschool teachers, primary-grade teachers,

parents and other adults in children's homes and communities. Among the most urgent needs identified by the Panel was improving professional preparation and development programs for teachers with specific focus on promoting literacy.

In response to this urgent need as well as the 1998 reauthorization of Head Start requiring that programs improve literacy outcomes for children, the National Head Start Association (NHSA), in collaboration with the Council for Professional Recognition and RISE Learning Solutions, developed *HeadsUp! Reading* a research-based teacher training curriculum on early literacy. The primary purpose of the course is to enhance literacy outcomes of young children, especially children from low-income families and those placed at risk for later school failure, by improving teaching practices in early childhood programs.

What is *HeadsUp! Reading*?

One of the most innovative professional development strategies ever undertaken by the field of early childhood education, *HeadsUp! Reading* is a 44-clock hour college-level course delivered live using satellite television, on the National Head Start Association's HeadsUp! Network. The instructional model includes an interactive website (www.huronline.org) and trained on-site facilitators. The website includes streaming video for reviewing guided by a learning activity, a follow-up action plan, a discussion board for questions among students and faculty, facilitator materials, and additional resources. The on-site facilitator is an essential element of the instructional design. That individual, who should have a background in early childhood education and be trained by us, helps individualize the learning and guides participants to apply what they learn in their classrooms or family child care homes. Facilitators are responsible for creating a community of learners among the participants at a site. In some sites,

facilitators are education coordinators or supervisors; in others they may be community college faculty. The combination of television, Internet, and onsite facilitators makes *HeadsUp! Reading* a unique high tech/high touch learning experience.

The course is designed for all adults who work with young children from birth through age 5 whether in Head Start programs, child care centers, family child care homes, public school prekindergartens or kindergartens. And most of the course content is relevant and valuable for parents as well. In addition, the training is useful for education coordinators, school superintendents, principals, and other supervisors of teachers to acquaint them with current knowledge regarding best practice in early literacy.

HeadsUp! Reading is especially designed to meet the unique needs of the early childhood workforce, many of whom can't get away to attend a traditional college course. So *HeadsUp! Reading* comes to them. The satellite dishes are located where the teachers are, in Head Start and child care programs, public schools, special education resource centers, family child care homes, libraries, resource and referral centers, community colleges, and other convenient sites. Participants can download the broadcast and videotape it for later use whether to review content, show to parents, or for those who were absent.

Because the early childhood workforce is also diverse in terms of education and prior professional preparation, the course draws on proven adult learning strategies as well as the strengths of the television medium. Each 2-hour class is educational, but also lively and entertaining, using videotapes of effective practices (real programs showing teachers and children at work), unscripted discussion and analysis with expert guest faculty, vocabulary words, mythbusters, on-site activities for participants, and live call-in segments.

Among the diverse group of guest faculty are Dorothy Strickland, David Dickinson, Patton Tabors, Hallie Yopp, Bill Teale, Kathy Roskos, James Christie, and other nationally known early literacy experts (see attached list of faculty). Participants, especially those in rural areas or those who would never have resources to travel to a national conference, report that hearing directly from these experts is one of the greatest benefits of the course. A very real benefit of *HeadsUp! Reading* is that practitioners all over the country are hearing a clear, concise, consistent message about what works in early childhood education.

The course helps Head Start personnel meet the 1998 reauthorization requirement that 50% of preschool teachers have at least an associate degree by 2003. More than 70 colleges throughout the country are offering credit for the course (a list appears as an attachment). In addition, many participants are taking the course for Continuing Education Units or for initial training toward a Child Development Associate (CDA) Credential or renewal of one.

What is the content of *HeadsUp! Reading*?

The content of *HeadsUp! Reading* is drawn directly from current research about the knowledge, skills, and attitudes that best prepare preschool children for success in kindergarten and beyond (see attached course syllabus and matrix). We now know that success in reading in first grade is largely influenced by how much children know about reading when they get there. We also know that when children do not possess certain knowledge and skills, they are more likely to experience reading difficulties. Those key predictors of later reading success are: oral language (especially vocabulary), concepts of print and book knowledge, phonological awareness, alphabet knowledge, and general knowledge about the world (which contributes to vocabulary and comprehension).

The content of *HeadsUp! Reading* is organized using a framework, or mental model, for helping teachers ensure that children acquire these important learning outcomes. The course is structured around 2 foundational topics: curriculum and assessment, and 5 gateways to literacy: talking, playing, reading, writing, and learning the code. To represent the mental model, we use the human HAND as a memory device where the palm represents the circular relationship between curriculum and assessment and each finger represents one of the 5 gateways. We sometimes say to our teachers that the solution to improving early literacy lies in the palm of your hand (see attachment for mental model). In the area of curriculum, the course covers a language- and literacy-rich environment, teaching strategies, and curriculum content. *HeadsUp! Reading* does not promote any one curriculum, but rather presents principles of good curricula that support children's literacy learning. Regarding assessment, teachers learn about how to use the developmental continua of reading, writing, and language to assess children's progress and adapt teaching strategies; how to use multiple sources of assessment information such as observation and documentation; and how to engage in systematic assessment.

The mental model reminds teachers that everyday they need to engage children in learning opportunities in each of the 5 gateways: talking (speaking and listening); literacy-enriched play; reading, especially interactive, dialogic reading; writing throughout the day; and learning the code—phonological awareness and alphabet knowledge—through meaningful, engaging experiences.

Several cross-cutting themes are integrated throughout the program content. These are: the realities of working with linguistically and culturally diverse children and families; the need for responsiveness to children with disabilities and special needs; the importance of partnerships

with families; the need for teachers to be intentional in everything they do; and the need to develop and maintain children's motivation to become readers and writers.

What is the impact of *HeadsUp! Reading*?

Just launched in October 2000, approximately 7500 students took the course during its first year. More than 6000 of those students were from one of four states that committed to incorporating the distance learning course in the state's larger strategy and infrastructure to improve early literacy (see attachment for descriptions of state models). These states are: California, Nebraska, Ohio, and Pennsylvania. Two other states, Illinois and Missouri, will join the effort with large scale initiatives this fall. Other states are in the planning stages. We estimate that more than 50,000 students could participate during the first three years, if numbers double each year. Given distance learning technology, the potential number of participants is vast. *HeadsUp! Reading* is already the largest early childhood education class in the world!

Having just completed the first or pilot year of delivering this new kind of training, a full-scale evaluation of its impact on children's learning outcomes was considered premature by our evaluators. However, an initial evaluation conducted by Dr. Susan Neuman at the Center for the Improvement of Early Reading Achievement (CIERA) included 130 teachers from 10 sites in Ohio and Pennsylvania, and a small group in Michigan that included a control group. The study examined the impact of the model on teachers' knowledge, skills, and practices. After just 8 weeks of the course, the Michigan study group had significantly higher literacy knowledge scores than the control group. Across all sites, the study found significant knowledge and performance gains on pre- and post-test measures of teachers' knowledge of early literacy and in the classroom literacy environments.

In addition to this empirical study, a large amount of anecdotal data collected from sites throughout the country verifies the positive impact of *HeadsUp! Reading* on teacher's knowledge, attitudes, and behaviors. Each week teachers reported something that they had changed in their classrooms, such as adding books and writing materials to play areas, incorporating questioning in story reading, reading to children in smaller groups to increase conversation about the story, or engaging children in writing. Family child care providers in California reported a real change in their sense of professionalism and in what they do with children in their homes. One California facilitator stated, "In only (the first) 7 weeks this course transformed what teachers do and what they see children as capable of doing."

How Can We Take *HeadsUp! Reading* to Scale?

The real potential of distance learning as it is used in *HeadsUp! Reading* lies in taking it to scale. The field of early childhood education is huge when one includes child care centers and homes as well as Head Start and public prekindergartens. Most personnel in the field are not well trained and if they are, they have probably not been educated about the latest research on early literacy. Staff turnover plagues the field with the need to constantly retrain. For just the cost of a satellite dish (about \$300) and a network subscription of \$75 per month, *HeadsUp! Reading* and other network programming is accessible everywhere to all staff and families in a program. This is less than the cost of sending one staff member to one national conference.

The development and delivery of *HeadsUp! Reading* was funded by Carnegie Corporation of New York, Heinz Endowments, Knowledgeworks Foundation, AT&T Corporation, and the participating states. New course development costs approximately \$2 million. The budget to develop and pilot the course for 3 years in a limited number of states is

about \$7 million.

To take the full facilitated model to scale, as it has been used successfully in the pilot states would cost approximately \$3 million per year. This funding would allow broadcasting taped as well as a live course, and for developing a new course each year. New topics in need of development include *HeadsUp! Math*, *HeadsUp! Science*, and *HeadsUp! Behavior Guidance*.

To close, we have heard the literacy problem described enough. We now have considerable knowledge about how to prevent reading problems and intervene when they occur. Early childhood programs can and should do more to accelerate children's language development and to help children acquire the knowledge, skills, and attitudes that are the forerunners of conventional reading and writing. *HeadsUp! Reading* is an effective way to use the latest technology and research-based knowledge to transform practice in early childhood classrooms, and to take it to scale!

Committee on Education and the Workforce

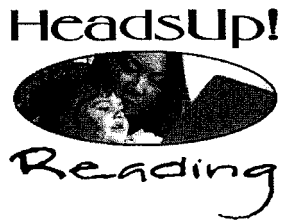
Witness Disclosure Requirement – “Truth in Testimony”

Required by House Rule XI, Clause 2(g)

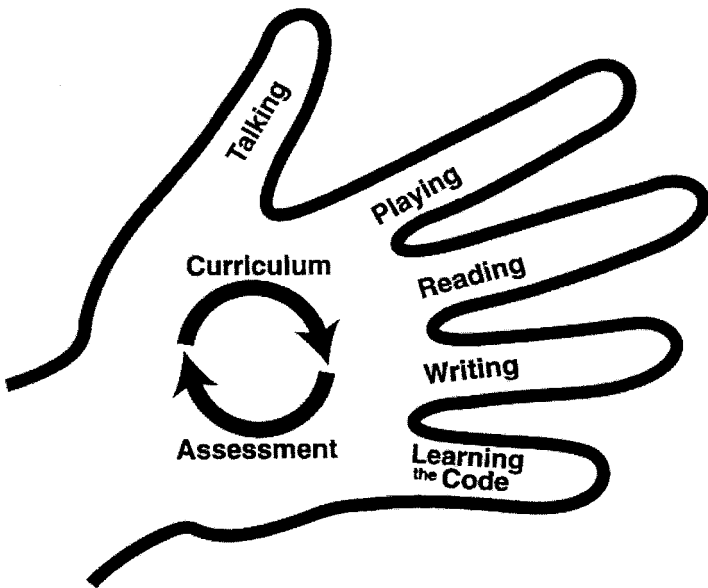
Your Name:		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the Committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1998:		
<p>1) Jan 1, 1999 – Dec. 31, 1999 – Procurement order ALF98005 for Special Childhood Development Consultant to the Head Start Bureau – \$25,000</p> <p>2) Jan 1, 2000 to present – subcontracts to Educational Services Inc. Contract to Head Start Bureau</p>		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing:		
<p>National Head Start Association Council for Professional Recognition RISE Learning Solutions</p>		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4:		
None		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1998, including the source and amount of each grant or contract:		
<p>Council received:</p> <p>From DHHHS, Head Start Bureau: Head Start Fellowships 1995–present Child Development Associate National Credentialing Program 1985–present</p> <p>From Dept. of Defense, U.S. Army: Child Development Associate Credentialing Program 1996–present</p>		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

Signature: Shirley Bredenkamp Date: July 27, 2001

Please attach this sheet to your written testimony.



HeadsUp! Reading Mental Model of early literacy instruction




Lead Faculty:Sue Bredekamp, Ph.D.
Jerlean Daniel, Ph.D.

Guest faculty will participate throughout the course.

Weekly ScheduleAll classes are on Thursdays
6:45 - 7:00 p.m. ET Convene, share feedback
7:00 - 8:55 p.m. ET Live broadcast
8:55 - 9:15 p.m. ET Discussion and wrap-up
Between classes: Visit www.huronline.org for activities, resources and more.

HeadsUp!

**2001-2002 Class Schedule**

Topic	Fall 2001: Quarter A	Winter 2002: Quarter B	Spring 2002: Quarter C
Orientation Participants must attend this class before beginning the course.	October 4, 2001 (For students beginning the course Quarter A) Overview of <i>HeadsUp! Reading</i> . Accessing the technologies: broadcast, Internet. Importance of facilitator role.	January 10, 2002 (For students beginning the course Quarter B) Overview of <i>HeadsUp! Reading</i> . Accessing the technologies: broadcast, Internet. Importance of facilitator role.	March 21, 2002 (For students beginning the course Quarter C) Overview of <i>HeadsUp! Reading</i> . Accessing the technologies: broadcast, Internet. Importance of facilitator role.
Curriculum	October 13, 2001 A1 - Using classroom environments to support literacy.	January 17, 2002 B1 - Using teaching strategies to support literacy development.	March 28, 2002 C1 - Using project work with children to support early literacy.
Assessment	October 18, 2001 A2 - Understanding the developmental continua of literacy and their role in assessment.	January 24, 2002 B2 - Setting challenging but achievable literacy goals.	April 4, 2002 C2 - Understanding and implementing systematic assessment.
Talking	October 25, 2001 A3 - Using the talking and listening continua to support the development of oral language.	January 31, 2002 B3 - Understanding how meaningful curriculum supports language development.	April 11, 2002 C3 - Understanding expressive and receptive language. Supporting language development of children learning a second language.
Playing	November 1, 2001 A4 - Understanding the role of symbolic representation in literacy development.	February 7, 2002 B4 - Connecting play and curriculum.	April 18, 2002 C4 - Using narrative in play to build story comprehension.
Reading	November 8, 2001 A5 - Understanding the reading continuum and techniques for reading aloud to children.	February 14, 2002 B5 - Using a variety of formats for reading to children: individual, small group, whole group.	April 25, 2002 C5 - Using the library as a resource for children, teachers and parents; criteria for selecting books.
Writing	November 15, 2001 A6 - Understanding the developmental continuum of writing and the relationship between writing and reading.	February 21, 2002 B6 - Providing varied writing opportunities in many areas of the classroom throughout the day.	May 2, 2002 C6 - Modeling conventional writing, using computers to support writing development and choosing appropriate software.
 Learning the Code	November 29, 2001 A7 - Understanding code and phonological awareness and ways to help children develop both.	February 28, 2002 B7 - Defining alphabet knowledge and strategies for teaching the alphabet.	May 9, 2002 C7 - Integrating the seven parts of <i>the HeadsUp! Reading</i> mental model to enhance early literacy outcomes for children.

HeadsUp! Reading is a project of the National Head Start Association in collaboration with RISE Learning Solutions and the Council for Professional Recognition
For information contact www.heads-up.org, www.huronline.org or 800-GET-HUTV

HeadsUp! Reading
 A new distance-learning college course for the early childhood community

Course Syllabus

Course Title:	<i>HeadsUp! Reading</i>
Description of The Course	The research-based principles and practices for providing children birth through age 5 a strong foundation in early reading and writing within a developmentally appropriate approach.
Level of The course:	* Upper level associate-degree (200-level) * Part of initial Child Development Associate training * Provides 3 credits or 4.5 continuing education units to renew the CDA credential
Delivery of the Course:	Course consists of 44 clock hours of classroom instruction, delivered live, via the HeadsUp! Network, an interactive satellite network. Classes can be downlinked via the satellite dish and viewed live or taped for reviewing or viewing at later times. Class instruction is supplemented by Internet assignments, readings, and interaction with on-site facilitators, faculty and peers. Institutions of higher education may choose to use all or part of the course as a component of their early childhood curriculum. Courses will air on Thursdays starting October 4 at the following times: 7:00-9:00 p.m. Eastern Time 6:00-8:00 p.m. Central Time 5:00-7:00 p.m. Mountain Time 4:00-6:00 p.m. Pacific Time
Goal of The Course:	To prepare current or future early childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teachers' knowledge of early literacy development, and their skills in teaching early literacy to young children from birth through age 5.

Course Faculty:**Host Faculty**

Sue Bredekamp, Ph.D.
 Jerlean Daniel, Ph.D.

Council for Professional Recognition
 University of Pittsburgh, School of
 Social Work

Guest faculty will appear regularly to address specific course topics. These faculty include, but are not limited to:

Dr. David Dickinson	Education Development Center, Boston
Dr. Bonnie Lash Freeman	National Center for Family Literacy
Dr. Deborah Leong	Metropolitan State College of Denver
Dr. Kathy Roskos	John Carroll University
Dr. Dorothy Strickland	Rutgers, the State University of New Jersey
Dr. Patton Tabors	Harvard Graduate School of Education
Dr. William Teale	University of Illinois at Chicago, College of Education
Dr. Carol Vukelich	University of Delaware
Dr. Hallie Yopp	University of California, Fullerton
Dr. Toni Walters	Oakland University, School of Education & Human Services

In addition, specialists in English language learning and early childhood special education will be featured.

Course Texts and Readings

Texts will be supplemented by suggested reading assignments which will be provided on the Internet, for each 2-hour class. They will include frameworks from participating states.

It is assumed that institutions of higher education will choose their own readings or supplement these suggested readings.

S. Neuman, C. Copple, & S. Bredekamp. (2000). [Learning to Reading and Write: Developmentally Appropriate Practices for Young Children](#). Washington, DC: NAEYC.

J. Schickedanz. (1998). [Much more than the ABCs](#). Washington, DC: NAEYC.

S. Burns, P. Griffin, & C. Snow. (1999). [Starting Out Right: A guide to Promoting Children's Reading Success](#). Washington, DC: National Academy Press.

National Head Start Association. (1999). [Reading and Writing Now! Promoting Language and Literacy in Head Start](#).

Learning Outcomes:

The student will define literacy and emergent/early literacy; describe the developmental continuum of reading and writing and ways of assessing children's language development and literacy learning; and describe the teacher's role in promoting language and literacy.

The student will create literacy environments for children; plan engaging curriculum to support language and literacy; and describe ways of involving families in supporting language and literacy in young children. The student will analyze and select appropriate literature and other learning materials for diverse learners, and respond to individual, cultural and linguistic variation among children.

Course Structure:

The course is delivered in three parts each consisting of seven 2-hour sessions plus a 2-hour orientation class that must be viewed at the beginning.

Participants can begin the course in fall, winter, or spring as long as they participate in the orientation class at their entry-point.

Each 7-part section of the course addresses the following seven content strands:

Curriculum, teaching, and learning environments

Developmental continuum of reading and writing, and assessment

Five gateways to literacy learning:

-
- talking (oral language)
-
- playing
-
- reading
-
- writing
-
- learning the code

The course provides six clock hours of classroom instruction on each of these major topics as well as continually reinforcing the interconnections among them through the use of mental models.

The following topics are integrated throughout the classes: the realities of cultural and linguistic diversity, serving children with disabilities and special needs, partnerships with families, the essential role of intentional teaching, and the need to develop and maintain children's motivation to learn.

Course Objectives to Develop Competency:

1. Define early literacy (see other competency areas below for more detail)

Describe how experiences during the early years lay the foundation needed for later success in conventional reading and writing.

Describe ways of developing and maintaining children's motivation to become readers and appreciation for books.

Discuss the importance of working with families in the development of early literacy.

Analyze cultural influences on language and literacy development. Discuss the interrelatedness of speaking, listening, reading, and writing.

Describe the teacher's role in promoting language and early literacy development.

2.

Use appropriate assessment of children's development and learning

Define *Developmental Continuum*

Describe the continua of language, reading, and writing development across the age group birth through 5 and into the primary grades.

Describe how to use a developmental continuum of reading and writing to assess children's progress and adapt teaching and learning experiences to children's individual needs and strengths. Discuss ways to engage families as vital sources of information for child assessment.

Describe developmentally appropriate, challenging but achievable, learning goals for children.

Discuss individualizing goals and adapting literacy materials for children with disabilities and special learning needs. Discuss how to be intentional about setting both group goals and individual goals in relation to the developmental continuum and planning experiences to support progress.

Discuss learning outcomes, especially those in the Head Start legislation and in states' prekindergarten curriculum frameworks (outcomes common to participating states will be specifically emphasized).

Define *systematic assessment* of young children's literacy learning.

Describe ways to assess children's literacy learning using observation, informal, and more formal strategies.

Discuss the realities of cultural and linguistic diversity in accurately assessing young children's learning.

Describe how to involve families and other professionals in assessing children's learning and development.

Describe the teacher's role in promoting early literacy: creating learning environments, planning curriculum, and using a variety of teaching strategies

Describe a literacy-rich environment.

Design environments for different age groups (infants/toddlers and preschoolers) that are print-rich and engage children in meaningful literacy learning experiences.

Describe how to integrate technology in the literacy-rich environment. Describe the teacher's role in intentionally using the environment to promote early literacy.

Define *scaffolded instruction*

Describe what scaffolded instruction looks like and how to do it.

Describe a range of effective teaching strategies to support children's literacy learning, from acknowledging to modeling to scaffolding to direct instruction

Analyze models of good explicit instruction

Describe effective teaching strategies that foster and maintain children's motivation to read and love of books

Define *curriculum*

Describe how to provide meaningful, intellectually engaging curriculum that builds children's background knowledge and comprehension

Explain the importance of background knowledge in the reading process. Describe ways to infuse literacy across the curriculum, giving it sufficient focus without it becoming the whole curriculum

Describe how reading supports learning across the curriculum

Analyze strategies to adapt for individual and cultural differences, including second language learners

4.

Promote children's oral language development

Define expressive and receptive language. Describe the continuum of language development from infancy through age 5. Describe adult-child and child-child interactions that support children's oral language development and build quantity and complexity of vocabulary.

Discuss the interrelatedness of language and literacy development. Describe the development of second language learning.

Describe how to support vocabulary and language development through enriching curriculum studies in the content areas (science, social studies)

Use various approaches to supporting language learning (such as information books, experiments, project work)

Analyze effective approaches for supporting English language development and early literacy for second language learners.

Use specific strategies to promote children's language learning, both expressive and receptive.

5. Engage children in literacy-enhanced play

Design environments and provide materials that incorporate literacy learning in all areas of the classroom and involve children in literacy-enhanced play

Describe three roles for teachers in facilitating children's participation in literacy-enriched play (observer, stage manager, and co-player) and when to enter/exit for optimum child involvement.

Describe how various kinds of play support language and early literacy development especially with infants and toddlers

Describe the connections between play, literacy-learning, and curriculum studies to build background knowledge

Use props, themes, and teacher intervention to enhance literacy-learning through play

Describe how play supports the acquisition of literacy skills using talking, reading, writing, and learning the code

Describe how play supports learning elements of narrative (using dramatic play and dramatizing stories)

Use a variety of teaching strategies to support literacy learning through play (puppets, dramatization, flannel boards, projects)

6.

Select and share appropriate literature with children, engage children in reading

Describe the continuum of reading development from birth through 5, including conventional and proficient reading (where the continuum is leading)

Describe developmentally appropriate (achievable but challenging) expectations and goals for children's literacy learning at various age levels.

Use a variety of effective strategies for reading-aloud to children to promote vocabulary development, phonemic and print awareness, comprehension, and background knowledge

Explain how to integrate children's interests and cultures.

Discuss strategies for adapting for children with special needs.

Define *print awareness*

Use various strategies to promote print awareness and book handling skills

Use various strategies for engaging children with books including reading aloud, shared reading, and independent reading

Analyze the appropriate uses and benefits of large group, small group and individual book reading, and repeated readings

Analyze criteria for selecting high quality, developmentally and culturally appropriate books and materials, including computer software. Analyze books and literacy materials for bias

Use a variety of kinds of texts, including information books, storybooks, poetry, and other forms of print

Describe ways of engaging families in talking, storytelling, and reading with children

7. Engage children in writing

Describe the continuum of writing development (from scribbling to conventional writing)

Describe developmentally appropriate expectations for children's writing development.

Explain how the processes of writing and reading are interrelated

Provide opportunities for children to engage in writing to support oral language, reading, and code learning (alphabet knowledge, phonemic awareness)

Discuss how children's "writing" supports print awareness, alphabet knowledge, and phonemic awareness

Describe ways to infuse writing every day throughout the classroom and across the curriculum

Use a variety of strategies to engage children in different forms of writing (narratives, lists, letters) and with various functions of writing (creative expression, communication)

Explain how to help children learn to write their names

Describe ways to engage children in writing so as to sustain children's motivation to write

Discuss teaching upper and lower case letters

Discuss developmentally appropriate computer software to promote writing, and for children with special needs

Use a variety of writing strategies to support children's learning phonemic awareness, alphabetic knowledge, concept of word

8. Engage children in learning the code

Describe the basic elements of written language code

Discuss the importance of teaching the code underlying the English language system of reading and writing

Describe how children learn the code of the language(s) of their home and cultural group

Discuss ways to respond to differences between the home and school language and culture (introducing the concept of code-switching)

Define *phonological awareness* and describe why it is important, its relationship to phonemic awareness and phonics. Describe the developmental continuum of phonemic awareness.

Use a variety of appropriate learning experiences and teaching strategies to promote children's phonological awareness (fingerplays, poetry, rhymes, riddles, songs, etc.)

Discuss strategies adapt for individual and cultural differences, including second language learners.

Define the *alphabetic principle*

Discuss what it means to "know the alphabet" and why it is important

Use a variety of techniques to teach the alphabet in meaningful and motivating ways (using talking, playing, reading, writing)

Describe how to incorporate code learning throughout the day and across the curriculum

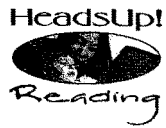


05/03/2001

Colleges Offering *HeadsUp!* Reading for College Credit

COLLEGE	STATE	CONTACT	CONTACT INFO.
Mesa Community College	AZ	Dr. Gene Parrish/ James Rodriguez	480-461-6289
Northland Pioneer College	AZ	Claude Endsfield	520-524-7335
Allan Hancock College	CA	Susan Walsh	Swalsh@cacsb.com
American River College	CA	Aladrian Mack	916-753-4274
Cabrillo College	CA	Kim Sakamoto Steidl	831-479-6354
Chabot College	CA	Adrienne Hodsdon	510-723-7222
Child Development Center-East LA College	CA	Michael Simone	323-265-8789
Citrus Community College	CA	Shelley Hahn	626-914-8876
City College of San Francisco	CA	Susan Ruane	415-239-3172
College of Marin	CA	Peggy Dodge	415-459-2181
College of the Canyons	CA	Linda Crosby	661-259-7800
College of the Desert	CA	Dr. Mary E Nolan	760-776-0101
College of the Sequoias	CA	Mary Wright	559-737-4876
Columbia College	CA	Kathy Sullivan	209-588-5377
Fresno City College	CA	Diana Decker	559-442-8210
Gavilan College	CA	Marlene Bumgarner	408-848-4805
Glendale Community College	CA	Linda Manzano-Larsen	818-240-1000
Hartnell College	CA	Jeanne Hori-Garcia	831-759-6065
Kern Community College Dist/ Cerro Coso Com College	CA	Marcy O'Neal	760-384-6275
LA City College	CA	Kathleen Birnber	323-953-4253
Lassen Community College	CA	Elizabeth Elam	530-257-6181
Los Angeles County Office of Education/UCLA Extension	CA	Maida Hastings/Shirley Lee	310-825-1579/ 562-940-1761
Mendocino College	CA	Denise Lovdal-Johnson	707-467-5168
Merced College	CA	Sue Chappell	209-384-6334
Merced College, Los Banos Campus	CA	Barbara Penney	209-826-3431
Modesto Junior College	CA	Sandy Bucknell	209-575-6344
Monterey Peninsula	CA	Caroline Carney	831-646-4168
Mt. San Antonio College	CA	Doug Hughey	909-594-5611
Ohlone College	CA	Janice Jones	510-659-6000
Oxnard College	CA	Jeri Lupton	805-986-5800
Sacramento City College	CA	Laurie Perry	916-650-2953
San Bernardino Valley College	CA	Susan Shimoff	909-888-6511
San Joaquin Delta College	CA	Linda Stoner	209-954-5516
Santa Monica College	CA	Gwen Dophna	310-434-4706
Solano Community College	CA	Doyleen McMurtry	707-864-7183
Southwestern College	CA	Glady C Barrett	619-421-6700
Taft College	CA	Leslie Dragoo	661-763-7850
West LA College	CA	Elizabeth Evans	310-287-4446

Yuba College	CA	Caroline Roady	530-458-0300
Yuba College	CA	Annette Goody	530-634-4717
Yuba Community College	CA	Terri Hutton	530-634-4320
Trinidad State Junior College	CO	Sadie Burns	719-589-1513
NOVA Southeastern University	FL	Wilma Melendez	800-986-3223x 8644
Western Illinois University	IL	Kathy Barclay	309-298-1961
Hazard Community College	KY	Donna R Britt, Ed.D.	606-436-5721 x 249
Nicholls State University	LA	Dr. Pam Kirkley	504-448-4690
Central Community College (Grand Island)	NE	Jeanne Webb	308-398-7476
Central Community College (Hastings)	NE	Karleen Beckman	402-461-2465
Central Community College (Platte)	NE	Penny Vollbracht	402-562-1298
Chadron State College	NE	Steve Taylor	308-432-6376
Concordia University	NE	Dr. Roberta Nelson	402-643-7474
Doane College	NE	Wilma Daddario	402-466-4774
Northeast Community College	NE	Wayne Erickson/Sharyn Thomas	402-371-2020
Southeast Community College-Lincoln	NE	Alicia Bailie	402-437-2404
University of NE at Lincoln	NE	Carolyn Edwards	402-472-1673
Wayne State College	NE	Jean Bloomenkamp/Carolyn Lynster	402-375-7511
Western Nebraska Community College (Sidney)	NE	Marcia Miller	308-254-5450
Western Nebraska Community College (Scottsbluff)	NE	David Cauble	308-635-6124
Western New Mexico University	NM	Berna Matteson	505-388-0455
Coming Community	NY	Gini Albertalli	607-962-9112
Central Ohio Technical College	OH	Regina Williams	740-366-9359
Cincinnati State Tech & Community College	OH	Crystal Bossard Chair, EC Prog.	513-569-4756
Clark State Comm. College	OH	Pam Healy	937-328-6113 or 6051
Edison Community College	OH	Cheryl Buecker	937-778-8600
Lima Technical College	OH	Susan Driggers-Hord	419-995-8823
Miami University	OH	Betsy Kirk	513-7273289
Muskingum Area Tech College	OH	Colleen Romito	740-454-2501 x 1292
Shawnee State University	OH	Barbara Trube	740-355-2290
University of Akron	OH	Terri Jo Swim	330-972-6150
University of Cincinnati	OH	Lisa Holstrom	800-ECLC-NOW
Western Oklahoma State College	OK	Janice Shera	580-477-7821
Carlson College	PA	Roberta Schomburg	412-578-6312
Keystone College	PA	Dr. Francis Langan	570-945-5141 x 3904
Lehigh Carbon Community College	PA	Melanie Wursta	610-799-1523
Central Carolina Technical College	SC	Pamela Dinkins	803-778-1961



HeadsUp! Reading for College Credit
 Colleges Offering Credit, Pending paperwork

COLLEGE	STATE	CONTACT	CONTACT #
North Carolina Community College	NC	Helen Thomas	828-327-7000
North Central State College	OH	Pam Hartz	419-755-4879
University of Rio Grande	OH	Valerie Valentine	740-446-6674
Mercyhurst College	PA	Mary Dahlkemper	814-824-2294 or medahlk@mercyhurst.edu

05/07/2001



A new distance learning college course for the early childhood community

Faculty

INSTRUCTORS

8. **Sue Bredekamp, Ph.D.**
Director of Research
Council for Professional
Recognition

Dr. Sue Bredekamp is currently the Director of Research at the Council for Professional Recognition and is a Special Consultant to the Head Start Bureau. From 1984-1998, she served as Director of Professional Development of the National Association for the Education of Young Children. Her major contributions at NAEYC included developing and directing a national, voluntary accreditation system for which she wrote three editions of *Accreditation Criteria and Procedures* and *Guide to Accreditation*. She is the primary author of NAEYC's highly-influential and best-selling publication, *Developmentally Appropriate Practice in Early Childhood Programs*, the 1987 and 1997 editions, and she co-authored *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, the joint position statement of the International Reading Association and NAEYC, and a landmark work in the field of early literacy. Dr. Bredekamp also researched and wrote NAEYC position statements on standardized testing, and curriculum and assessment, and edited the two-volume, *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children*. Dr. Bredekamp is author of numerous articles related to standards for professional practice and development, and has coordinated development of training videotapes as well as videoconferencing.

Dr. Bredekamp holds a Ph.D. in Early Childhood Education from the University of Maryland. Her professional experience includes teaching and directing child care and preschool programs for children ages 2 through 6, training child care personnel at a community college, and serving on the faculty of the Human Development/Childhood Education program at Mount Vernon College in

Washington, DC.

In 1998, she was a visiting Lecturer at Macquarie University in Sydney, Australia and in 1999 at Monash University near Melbourne.

8. **Jerlean Evelyn Daniel, Ph.D.**
Assistant Professor, Program in
Child Development and Child Care
University of Pittsburgh -
School of Social Work

Dr. Daniel will also serve as a guest faculty member.

Dr. Daniel is a past president of the National Association for the Education of Young Children and has lectured at Cornell University on Building Early Childhood Partnerships. She has keynoteed and moderated events across the nation and in Europe, on issue related to literacy children's welfare.

Dr. Daniel has consulted for Head Start, school districts, colleges, foundations, publications, departments of education and the Public Broadcasting Service. She is a charter member of the Black Child Development Institute, Pittsburgh Affiliate. Dr. Daniel has published widely and reviewed books for *Children's Literature in Education*. She has received numerous awards, including Distinguished Alumni Award from the University of Pittsburgh School of Education, the Lifetime achievement award from the Pennsylvania Association of Child Care Agencies and the Outstanding Friend of Children award from the Children's Museum in Pittsburgh.

HeadsUp! Reading™ Faculty

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HOSTS

& **Maria S. Boykin, M.A.**
Director of Training
RISE Learning Solutions

As Director of Training at RISE Learning Solutions, Ms. Boykin is responsible for creating and delivering instruction for *HeadsUp! Reading* facilitators.

As an Ohio Professional Development Specialist at the Region Vb Head Start Quality Network at Ohio State University, Boykin worked with Head Start programs to create, develop and implement professional development plans for all employees. She is a Franklin/Covey Time Management and Life Leadership Workshop Facilitator and has served in the office of Senator Charles Horn on the Mentoring Coalition of Greater Dayton, where she identified mentors for at-risk youth.

Her work with Big Brothers/Big Sisters had its roots in earlier work as a mentor with the organization, working with at-risk pre-teenagers, their families and school officials. She has also served as program coordinator for the Student Literacy Corps at Wright State University where she created, implemented and marketed a multifaceted program, which included community support and supervision of student tutors.

Boykin has also worked in a grant-funded position at Patterson Consultant Services where she instructed and advised over 10,000 recipients and their physicians of Ohio's new health care benefits for government assisted families.

 **Mike Rutherford**
Senior Consultant
Mayerson Academy for Human
Resource Development

Mike Rutherford provides high-impact training and development experience for thousands of educators and business professionals through his work as a teacher, keynote speaker, and consultant.

Recognized as an authority on both child and adult learning and, specifically, training programs that result in workplace application, Mike designs, develops and delivers professional development experiences and interactive satellite distance learning experiences for clients across the nation.

Rutherford's work focuses on high-performance adult learning, effective teaching practices for public, private and home educators, leadership development, creating and leading team-based organizations, and results-based organizational learning. Mike received his BA in Education from Indiana State University, his MA in Educational Leadership from the University of North Carolina, and is currently a Ph.D. candidate in Leadership and Human Development at the University of Wyoming. Mike serves as a member of the design team on all RISE Learning Solutions™ programs, including *HeadsUp! Reading™*, *Winning Teams*, and *Youth Starts With You*.

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NATIONAL FACULTY

& **Alma Flor Ada, Ph.D.**
Professor of Multicultural Education
University of San Francisco

An internationally recognized scholar in the areas of bilingualism, multicultural education and anti-bias education, Dr. Ada has written extensively for children. Her books have been published in Mexico, Argentina, Peru, Colombia, Spain and the United States. Since 1976 she is a professor at the University of San Francisco, where she has received a Distinguished Research Award from the School of Education and a University Distinguished Teaching Award. In addition to her extensive writings for children, Ada has authored numerous text books and educational programs, including the DLM Early Child Programs, and the reading series Signatures and Collections for Harcourt Brace, and Puertas al Sol/Gateways to the Sun, For Santillana. She was the founder and first editor in chief of the Journal of the National Association for Bilingual Education and her articles have appeared in journals nationally and internationally. She speaks frequently at national and international conferences in many parts of the world. Dr. Ada has received numerous awards: the Christopher Medal (for *The Gold Coin*), Parent's Honors Award for *Dear Peter Rabbit*, the Parenting Magazine's Gold Medal (for *Gathering the Sun*), the American Library Association 2000 Pura Belpre Award (for *Under the Royal Palm*) and the Latino Writer's Award for her overall literary contributions. Many of her books are listed as Notable Books in the Areas of Social Studies and Language Arts and selected as best of their year by Bank Street College and the American Library Association.


Ada considers herself above all, an advocate for inclusion and equality for all children, and a promoter of stronger home-school interaction on behalf of a more just society.

 **Mary Beth Bruder, Ph.D.**
Director, Division of Child and Family Studies,
Professor of Pediatrics,
University of Connecticut School of Medicine

Mary Beth Bruder currently directs a number of federally funded preservice, inservice, demonstration, and research projects. Dr. Bruder has been in early intervention for the past 24 years. She began her career as a pre-school special educator in Vermont. Since then she has been involved in the design, provision and evaluation of early intervention services in a number of states and across a variety of agencies including Head Start, Child Care and Special Education. She received her Ph.D. from the University of Oregon.

& **Jim Christie**
Professor of Curriculum and Instruction
Arizona State University

At Arizona State University, Christie teaches courses in language, literacy, and early childhood education. His research interests include children's play and early literacy development. He is currently the vice president of The Association for the Study of Play. His publications include the co-authored books "Play and Literacy in Early Education: Research from Multiple Perspectives" (Lawrence Erlbaum, 2000), "Play and Early Childhood Development," 2nd edition (Longman, 1999), "Teaching Language and Literacy" (Longman, 1997), "Linking Literacy and Play" (International Reading Association, 1995), and "Play and Early Literacy Development" (State University of New York Press, 1991). He has also published more than 60 journal articles and book chapters.

 **David K. Dickinson**
Senior Research Scientist
Education Development Center (EDC)

David Dickinson is a recognized researcher in the area of emergent literacy and early childhood education. He has combined long-term basic research with a desire to develop effective approaches to improve education in the early childhood period. After teaching in elementary schools, he attended Harvard's Graduate School of Education, and then served as Director of Teacher Education at the Child Study Department at Tuft University and the Education Department at Clark University, where he received tenure. Beginning in 1988 he and Catherine Snow (Harvard Graduate School of Education), began a path-breaking longitudinal study of the language and literacy development of children from low-income families. The emerging results from this study provided the basis for multiple research projects he has directed since coming to EDC. He currently directs the New England Research Center on Head Start Quality (NEQRC), one of four Quality Research Centers funded by Head Start. The NEQRC is examining the impact of Head Start on children's language and literacy development and its impact on families, with special attention to the development of children whose first language is Spanish.

Continue

HeadsUp! Reading™ Faculty
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NATIONAL FACULTY, continued

David K. Dickinson, continued

Also, beginning in 1994 he and colleagues at EDC began to develop an approach to helping preschool teachers adopt more effective practices to support children's language and literacy. This effort resulted in the Literacy Environment Enrichment Project (LEEP), an intervention designed for teachers and their supervisors that now is being delivered to Head Start and child care programs through New England by staff from the Region I Head Start Quality Improvement Center based in CC&F. Initial research indicates that this intervention has significant effects on teachers' classroom practices. Currently he and others at EDC are developing and researching a version of this program that can be delivered using the Internet in combination with interactive television.

Linda M. Espinosa
Associate Professor
College of Education,
University of Missouri-Columbia

Dr. Espinosa has had experience as a preschool teacher, child care center director, elementary school principal, central office administrator, State program director, and corporate Vice President of Education. Her practical experience and research interests focus on the design and evaluation of optimal learning environments for young children who are at risk for school failure. She is currently researching the professional development and teacher preparation systems and their relationship to effective early childhood teaching practices.

Dr. Espinosa has worked extensively with low income Hispanic children and families throughout the state of California. She developed and directed the Family Focus for School Success program in Redwood City, California which has received state and national recognition. She has published several articles on how to establish effective support services for low, income, minority families. Currently, Dr. Espinosa is co-directing Project REACH, a rural, early childhood training and educational program covering all of rural Missouri. She is the past Treasurer of the NAEYC Governing Board and participated on the National Academy of Sciences Research Roundtable on Head Start.

Dr. Espinosa has recently completed a three year study of the effectiveness of technology in supporting primary school reform and is currently a member of the National Academy of Sciences, National Research Board Committee on Early Childhood Pedagogy project. She completed her B.A. at the University of Washington, her Ed.M. at Harvard University and her Ph.D. in Educational

Psychology at the University of Chicago.

Bonnie Lash Freeman
Director, Special Projects
National Center for Family Literacy

Bonnie Lash Freeman is the Director of Special Projects/Training and Co-Director of the Head Start Family Literacy Project at the National Center for Family Literacy. Her work, experiences and writing in the field of family literacy span the last eleven years. Her most recent publications include chapters in NCFL's Answer Book – Infant and Toddlers (coauthored with Bev Bing) and Component Integration. Over the eleven years that Bonnie has worked at NCFL, she has been a Core Team member of the National Head Start Parent Involvement Training project; Project Manager for the Family Literacy Corps, an AmeriCorps project; Project Manager and principle trainer on NCFL's Head Start family literacy work in South Carolina; and most recently lead trainer for the Family Independence project funded by the Knight Foundation. This project and the recent South Carolina work focused on developing family to work adaptations of family literacy programming. Bonnie's educational accomplishments include an undergraduate degree from the University of North Carolina in Child Development and Family Relations and graduate work in Early Childhood Education, Adult Education and Business Administration. Her most important contributions have been her two daughters, Lisa Christine, 31 and Colsaria Monique, 20.

Lilian G. Katz
Professor Emerita of Early Childhood Education
University of Illinois (Urbana-Champaign)
And Director of the ERIC Clearinghouse on Elementary & Early Childhood Education

Dr. Katz is a Past President of the National Association for the Education of Young Children, and is Editor of the first on-line peer reviewed early childhood journal, *Early Childhood Research & Practice*.

Professor Katz is author of more than one hundred publications about early childhood education, teacher education for the early years, child development, and parenting of young children. For thirteen years she wrote a monthly column for parents of three- and four-year-olds for *Parents Magazine*.

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NATIONAL FACULTY, continued

Lilian Katz, continued

Dr. Katz was founding editor of the Early Childhood Research Quarterly, and served as Editor-in-Chief during its first six years. She is currently Chair of the Editorial board of the International Journal of the Early Years published in the UK.

Dr. Katz has also been a consultant to the Children's Television Workshop (Sesame Street) for the past three years. Her most recent book, co-authored with J. H. Heim is *Young Investigators: The Project Approach in the Early Years*. Her book titled *Talks with Teachers of Young Children* (1995), is a collection of her best known early essays and several recent ones. In 2000 she co-authored the second edition of *Engaging Children's Minds: The Project Approach* with S. C. Chard.

Dr. Katz has lectured in all 50 US states and in more than 50 countries. She has held visiting posts at universities in Australia, Canada, England, Germany, India, Israel, the West Indies (Barbados campus) and many parts of the US.

Dr. Katz is the recipient of many honors, including two Fulbright Awards (India & New Zealand), and an Honorary Doctor of Letters degree (DLitt.) from Whittier College, Whittier, California and an honorary Doctor of Philosophy from the University of Goteborg, Sweden. In 1997 she served as Nehru Professor at the University of Baroda in India.

Professor Katz received her B.A. degree from San Francisco State University (1964) and her Ph.D. in Child Development from Stanford University in 1968.

 **Deborah Jane Leong, Ph.D.**
Professor, Department of Psychology
Metropolitan State College of Denver

Dr. Leong has worked and written extensively about early childhood assessment and also about the Vygotskian approach to childhood development. She received her M. Ed. from Harvard and her Ph.D. from Stanford University. She received the Danforth Associate Award for Excellence in Undergraduate Teaching and was awarded a Fulbright Fellowship to Argentina.


Dr. Leong has co-authored two textbooks: *Tools of the Mind: The Vygotskian Approach to Early Childhood Education* (with Elena Bodrova) and *Assessing and Guiding Young Children's Development and Learning* (with Oralie McAfee). She has co-written several book chapters on Play and its influence on development. She has published articles in journals, including *Educational Leadership*, *Journal of Early Childhood Teacher*

Education, and *Language Literacy, and Learning*. She has co-written and appeared in three educational videos

on the Vygotskian approach and one video on literacy development used in over 200 colleges and universities.

The early childhood classroom program she developed with Elena Bodrova was named by the International Bureau of Education (UNESCO) as an exemplary early childhood program in January 2000. Among her recent presentations are those in 1999 for NAEYC, the National Association for the Early Childhood Teacher Educators and the National Council for the Teachers of English.

Freeman has also presented for the Society for Research in Child Development, the American Educational Research Association, the American Psychological Association, and at the 100th anniversary conference held at the Piaget Archives in Geneva, Switzerland.

 **Janet Gonzalez-Mena**
Trainer of Trainers, WestEd Infant Toddler
Caregiver Program

Janet Gonzalez-Mena has been a preschool teacher, child care director, a trainer and a community college teacher. She worked in Head Start and another program like Head Start in the 60's as a teacher, in the 70's as a CDA trainer, and in the early 80's as a regional trainer. She is now a trainer of trainers in WestEd's Program for Infant Toddler Caregivers. Janet also writes books and articles about early childhood education. One of her books, *Multicultural Issues in Child Care* is about cultural differences; but beyond that, it's about equity and social justice in early childhood programs. Her book *Foundations: Early Childhood Education in a Diverse Society* is an introductory college text. *Infants, Toddlers, and Caregivers* (co-authored by Dianne Eyer), now in its 5th edition, is a text for caregiving training. *Mother of five*, Janet decided to "tell all" by writing a book called *Dragon Mom* about the professional as parent. Her "book of confessions" helps other early childhood professionals see that they can quit blaming themselves for not being perfect parents. Janet lives with her husband Frank and their 21-year-old son Tim in the countryside near the Napa Valley in Northern California.

HeadsUp! Reading™ Faculty

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NATIONAL FACULTY, continued

Kathleen A. Roskos, Ph.D.
Professor
Department of Education/Allied Studies
John Carroll University

At John Carroll University, Kathleen Roskos teaches courses in reading instruction and reading diagnosis. Formerly an elementary classroom teacher, Dr. Roskos has served in a variety of educational administration roles, including director of federal programs (e.g. Adult Basic Education & Title I) in the public schools and department chair in higher education. She also has developed, written, and coordinated a wide array of grants, totaling over five million dollars, that have benefited public schools, agencies and teacher education programs. She coordinated one of the first public preschools in Ohio (Bridges and Links) and currently is instrumental in strengthening literacy preparation at the associate degree level through a collaboration grant between 2- and 4-year institutions.

Dr. Roskos studies early literacy development, teacher cognition and the design of professional education for teachers. She has published research articles on these topics in leading journals, including *Reading Research Quarterly*, *Early Childhood Research Quarterly*, *American Educational Research Journal*, *The Elementary School Journal*, *Journal of Teacher Education*, and *The Teacher Educator*. Her most recent article on the importance of play in the early literacy experience is web-based and interactive, published at www.readingonline.org. She has co-authored or co-edited four books; spearheaded development of a video on linking literacy and play for the International Reading Association; and has contributed 10 chapters to books on early literacy.

Additionally, Dr. Roskos served as one of the co-editors of *The Reading Teacher* for eight years. She is currently a member of the IRA Publications Committee, a leader in the LDYC SIG of IRA, member-at-large in the early childhood SIG of AERA, and is a member of several local and regional professional boards. Dr. Roskos presents regularly at professional conferences on teacher education on a wide range of literacy topics (e.g., the print-rich environment, content area reading strategies, emergent literacy curriculum, and reading diagnosis). She presents and consults extensively in local schools in areas of literacy curriculum development, reading assessment, and teacher development. Currently Dr. Roskos is coordinating a state-wide project that seeks to enhance the professional teaching of reading through school-based professional development and learning.

& Dorothy Strickland, Ph.D.
Professor
Rutgers, The State University of
New Jersey

Dr. Strickland earned her Doctorate from New York University with a concentration in reading and language arts. She also holds an honorary Doctorate of Humane Letters from Bank Street College of Education, and recently received the Outstanding Educator in the Language Arts award from the National Council of Teachers of English. She is past president of the International Reading Association and of its Reading Hall of Fame.

Strickland has consistently served in editorial, committee and reviewer roles for professional associations, publications and organizations, including Scholastic, Inc. Webster's New World Dictionary and the International Reading Association. She has served on numerous national panels and committees including President Carter's subcommittee for the Commission on Mental Health, the US Study Team on Teaching Reading in China, and the recent panel that produced the influential report, *Preventing Reading Difficulties in Young Children*. Strickland has written 16 books and authored 30 chapters in edited books on education.

Dr. Strickland has contributed significantly to the teaching and learning of reading and writing among the young through her work on video and audio tapes on phonics teaching, reading, concept development, the reading/writing connection, storytelling, and a host of other topics. She writes widely for both refereed and non-refereed distinguished journals.

Strickland has consulted for more than thirty school districts and state departments of education, and numerous projects have been supported by grant funding. Strickland is requested for numerous presentations each year at local, state, national and international education events, including events in several countries outside the United States.

Continued

HeadsUp! Reading™ Faculty
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NATIONAL FACULTY continued

& **Patton O. Tabors, Ph.D.**
Research Associate
Harvard Graduate School of Education

Dr. Tabors brings particular strengths in bilingual issues and the area of reading difficulties. She has consulted and presented on the issues of second-language education and low-income families for Harvard University, the Second Language Research Forum, the Boston University Conference on Language Development and the American Education Research Association. She has made presentations on literacy for the Society for the Scientific Study of Reading, The National Reading Conference, NAYEC and the Society for Research in Child Development.

Tabors has been a consultant to WGBH Educational Foundation and she researched and wrote a plan for a new trilingual preschool/primary school at the University of Massachusetts College of Education. Dr. Tabors has been published widely, including contributions to the proceedings of the VIIIth International Congress for the Study of Child Language, San Sebastian, Basque Country, Spain, a work currently in review.

☞ **William H. Teale, Ed.D.**
Professor, Director, UIC Reading Clinic
College of Education
The University of Illinois at Chicago

Dr. Teale has worked on sponsored research and program development with a number of leading organizations, including Children's Television Workshop, the International Reading Association, the National Council of Teachers of English, AT&T and a number of universities. Projects have spanned motivating reading and writing among low-average middle school students, storybook reading, parent-child interaction and children's independent functioning, remedial reading and literature for at-risk Hispanic children. He has written chapters for more than 20 books, including textbooks; written refereed articles for *Research in the Teaching of English*, *The Reading Teacher*, *Young Children*, *Journal of Research in Reading*, *Australian Journal of Reading* and others; and has entries in several reference books, including *The Vocabulary of Reading and Writing* and *Encyclopedia of English Studies and Language Arts*. He is a grant proposal reviewer for the U.S. Department of Education, the National Endowment for the Humanities and the Social Sciences and Humanities Research Council of Canada.

Among his professional affiliations, he serves on committees for the International Reading Association, the American Library Association and the National Conference on Research in English and others. Teale is a journal reviewer for *Reading Research Quarterly*, *The Reading Teacher* and others, and is a consultant on manuscripts for fourteen publishers, including Scholastic, Inc., Harcourt Brace Jovanovich, Macmillan/McGraw-Hill Publishing Company, Little, Brown and Company and Allyn & Bacon.

& **Toni S. Walters, Ph.D.**
Professor in Reading & Language Arts
School of Education & Human Services
Oakland University

Dr. Walters has been a teacher of children and adults for many years. She has written across the media, including manuscripts, books, audio, newsletters and peer-reviewed journals, inclusive of *The Reading Teacher*, *Reading Horizons* and *Michigan Reading Journal*. Notable among her numerous committee posts include serving as a reviewer for the International Reading Association Research Fellowships and serving on the National Reading Association Yearbook Editorial Review Boards, to name a few. Walters has been a consultant on various literacy, assessment, and diversity initiatives for the Michigan Department of Education. She has served on various Oakland University Committees such as the Blue Ribbon Task Force for Graduate Education, the Master Planning Task Force, the International Task Force, and the Teaching Excellence Award Subcommittee. Walters has also held numerous responsibilities within the Department of Reading. Since 1998 Walters has coordinated the Ph.D. Program in Reading. She has made numerous presentations both in the United States and more recently in Jamaica, West Indies. In addition to being a frequent speaker at the National Black Child Development Institute Conferences and the Michigan Reading Association Conferences, she has been a presenter at 1993 National Literacy Institute of the Michigan Department of Education, The 1998 Symposium 17th World Congress on Reading, International Reading Association, the 1999 Spring Conference for the National Council of Teachers of English.


Continued

HeadsUp! Reading™ Faculty
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NATIONAL FACULTY continued

Toni S. Walters, Ph.D., continued

Dr. Walters has received the Teaching Excellence Award from Oakland University, the Celebrate Literacy Award from the Michigan Reading Association and the distinguished Faculty Award from the Michigan Association of Governing Boards of Colleges.

 **Hallie Kay Yopp, Ph.D.**
Professor
College of Education
California State University, Fullerton

Dr. Hallie Kay Yopp provides professional training and technical support to the early literacy community through her work as researcher, writer, teacher, and volunteer. Recently inducted into the Reading Hall of Fame by the California Reading Association, Dr. Yopp presents her research on early literacy and teacher methods to parents, school leaders, teachers, and community leaders throughout the nation. Currently an active faculty member at California State University, Fullerton, she spearheaded and is now Co-Director of the Teacher Diversity Project, she advises students as a Graduate Coordinator and faculty members as a Faculty Mentor, and serves on numerous university communities. She was awarded the Outstanding Professor award at CSUF in 2000 for her dedication to the university.

Beyond teaching, Dr. Yopp has published numerous pieces on phonemic awareness and early literacy and is active on the editorial advisory boards of Content Area Reading Journal and Reading Research Quarterly. She is also a member of the "Building Bridges to Student and

Teacher Learning: Early Literacy Assessment and Intervention" Advisory Board, a project funded by the National Science Foundation.

She is the primary author of Literature-based Reading Activities (2001) and co-author of numerous reading textbooks such as Harcourt Language and Signatures. Her articles regularly appear in such publications as The Reading Teacher, Teacher Education Quarterly, and the Journal of Reading Education. Dr. Yopp also facilitates professional development programming at conferences across the nation. In her current research, she is also focusing on programming to increase teacher diversity.

Dr. Yopp holds a Ph.D. in Education from the University of California, Riverside. She is currently in her twenty-second year of teaching as a Professor in the Department of Elementary, Bilingual, & Reading Education at CSUF. She volunteers regularly at the Rolling Hills Elementary School.

Additional faculty are added as needed based on class topics.

6-26-01



***HeadsUp! Reading™* is a project of the National Head Start Association
in collaboration with the Council for Professional Recognition
and RISE Learning Solutions**

Funded by the Carnegie Corporation of New York, the Heinz Endowments,
the KnowledgeWorks Foundation, AT&T, the states of Ohio, Illinois, Missouri Nebraska and Pennsylvania,
and the California Children and Families Commission



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HeadsUp! ReadingSM Participating State Models 2001-2002

California

The California Children and Families Commission authorized a three year grant of \$15 million and the California legislature committed \$8 million of general revenue to create a comprehensive program of professional development in early literacy. California allocated \$15 million over a three year period from the California Children and Families Commission for the state's early literacy initiative, *Early Steps To Reading Success*, of which *HeadsUp! ReadingSM* is a key element. In addition, the California Legislature has authorized an additional \$4 million of general revenue to add 2,000 pre-Kindergarten teachers to the Governor's Reading Professional Development Institutes in 2001 and 2002. In order to reach a projected 10,000 early educators, California is installing 500 satellite dishes and using the state's community college satellite system (CCCSAT) to deliver the course across the state. Currently, 39 colleges/universities in California offer credit for the course. The project funds some training stipends for teachers, and books and materials to enrich classrooms. Teachers who receive training stipends also conduct early literacy sessions for parents. The University of California Office of the President, in collaboration with the California Association for the Education of Young Children (CAEYC) is coordinating the *HeadsUp! Reading* project in California. More information can be obtained from their website at www.caeyc.org.

Contact: Paulina Escamilla-Vestal
E-mail: pvestal@caeyc.org or
Phone: (916) 486-7750
FAX (916) 486-7765
CAEYC
4330 Auburn Blvd., Suite 2400
Sacramento, CA 95841

Illinois

In Illinois, *HeadsUp! ReadingSM* is a collaboration of First Lady Lura Lynn Ryan's Future for Kids initiative, the Department of Human Services, the Illinois Head Start State Collaboration Office and the Illinois State Board of Education. Recognizing the importance of early literacy, Illinois will establish training sites

professional development. The Illinois Network of Child Care Resource and Referral Agencies will administer the *HeadsUp! Reading* program. College credit is already available to students in the state.

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Missouri

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