

Language and Literacy Implementation Plan Objectives and Outcomes

| Target | Objectives | Outcomes |
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| Environmental Considerations and Changes | <ol style="list-style-type: none"> 1. Use specific developmentally appropriate strategies to create an effective language-, literacy-, and print-rich environment 2. Integrate language and literacy within all developmental learning centers 3. Adapt the classroom environment to the individual language and literacy abilities of each child | <ul style="list-style-type: none"> • High quality early learning environments continuously focused on improving social-emotional, language, and literacy skills |
| Early Learning Standards Implementation (including WIDA) | <ol style="list-style-type: none"> 1. Understand the major elements and objectives of comprehensive instruction based on Universal Design for Learning 2. Integrate social emotional and early language and literacy standards in all classroom activities 3. Individualize lessons/activities to meet the diverse needs of each student | <ul style="list-style-type: none"> • Consistent yet differentiated implementation of early learning standards • Increased social emotional, language, and literacy readiness |
| Using Data from Authentic Assessments to Drive Deliberate Practices and Instruction | <ol style="list-style-type: none"> 1. Understand the types and purposes of differentiated assessments for infants, toddlers, and Prekindergarten students 2. Plan deliberate and meaningful instruction to meet the needs of all learners based on authentic, ongoing assessment data 3. Analyze data to determine individual student progress and personalize learning experiences | <ul style="list-style-type: none"> • Multiple methods of assessing and monitoring children's language and literacy development • Effective interpretation and analysis of assessment data driving rigorous, deliberate, meaningful, and personalized instruction |
| Daily Instruction focused on the Foundations for Language and Literacy Strategies | <ol style="list-style-type: none"> 1. Use specific teaching strategies to support development of oral language, phonological awareness, alphabet knowledge, emergent reading, and emergent writing 2. Integrate the targeted strategies in various classroom activities 3. Design and implement multi-level activities to support various levels of children's competencies 4. Use specific strategies to scaffold children's learning in large groups, small groups, centers, and individual learning activities | <ul style="list-style-type: none"> • Language and literacy routines that instill a love of literacy and develop oral language, phonological awareness, alphabet knowledge, emergent reading, and emergent writing |
| Response to Intervention | <ol style="list-style-type: none"> 1. Understand and effectively implement Tier 1 instruction with fidelity to all students 2. Identify and select appropriate Tier 2 strategies to support social-emotional, language, and literacy learning for specific students 3. Provide intensive Tier 3 intervention to individual students | <ul style="list-style-type: none"> • Ongoing adjustment in instructional strategies and the environment to meet the specific needs of individual students |
| Professional Development/ Coaching/Support | <ol style="list-style-type: none"> 4. Understand early learning standards in social-emotional, language, and literacy development and the teachers' role in scaffolding these experiences 5. Recognize individual abilities and group characteristics and adapt teaching strategies to these different abilities and characteristics 6. Utilize sources of assistance and effective teacher-child interactions that allow children to function at high levels within their Zone of Proximal Development 7. Integrate opportunities for language and literacy development in all daily activities | <ul style="list-style-type: none"> • Knowledge and skills to effectively teach oral language competencies and provide early literacy experiences • Critical, ongoing support to further develop teacher expertise and improve student outcomes in social emotional, language and literacy development • High quality teaching and learning |