



Benefits of Participation in the Early Literacy Leadership Academy

Teachers

- Complimentary long-term, multifaceted professional development provided by the internationally recognized Rice University School Literacy and Culture (SLC) staff
- Yearly professional development certificates incorporating hours earned through all ELLA components
- Texas Association for Gifted and Talent (TAGT) credit--*submission in process*
- Leadership certificate from SLC/Rice University upon successful completion of the project
- All necessary professional texts and access to SLC's professional library
- Selected children's books and materials for classroom use to belong to participating teachers upon successful completion of the project
- iPad use during project—participants may keep upon the successful completion of the project
- Membership in a professional learning community (PLC) of like-minded teachers
- Possibility of presentation stipends for external presentations on behalf of SLC
- Possibility of receiving a stipend for teaching during the Creative Writing Camp (summer collaboration with Writers in the Schools)
- Prestige of affiliation with Rice University's approach to "Unconventional Wisdom"

Children

- Teachers who understand child development and appropriate early literacy practices
- Play-based learning
- Opportunities for enhanced oral language development
- Opportunities for enhanced creative thinking
- Opportunities for enhanced literacy development
- Whole child education

Administrators/Schools

- Complimentary professional development for at least one teacher over the course of 3 years
- Complimentary administrator professional development in Early Childhood Education
- Complimentary parent education
- Complimentary PLC support to entire campus to support intellectual curiosity of entire staff
- Complimentary training for community volunteers and increased participation of volunteers
- Opportunities for ongoing community presence and participation
- Opportunities for increased oral language and general literacy scores for students
- Opportunities for increased parent participation at school events

Parents/Community

- Opportunities to be meaningfully engaged in the education of young children
- Opportunities to learn ideas for supporting early literacy development in the home
- Ongoing opportunities to volunteer in community schools
- Complimentary workshops in what to do and how to do it when volunteering in classrooms

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Expectations for Participation in ELLA

Teachers

Outside of the classroom/school

- Read assigned texts and come to seminars prepared to discuss content and classroom applications
- Attend ALL scheduled seminars and Summer Institutes
- Make regular visits to demonstration classrooms for observations (OWL lab, etc.)
- Be curious about ways in which early childhood research can be extrapolated into practice
- Provide periodic feedback and reflections to SLC
- Share the SLC standards correlations with colleagues from other schools
- If selected be willing to make presentations on behalf of SLC
- If selected be willing to teach during the summer Creative Writing Camp collaboration with Writers in the Schools

Inside the classroom/school

- Create a research-based “Demonstration Classroom” with the following components
 - 20 minutes or less of large group circle time
 - Centers-based instruction—including a dramatic play center, well-stocked classroom library, writing center, ABC/word work center, blocks center
 - Free choice and free play available to students every day
 - Story dictation and dramatization and adult-authored dramatization of quality children’s literature as routine and integral parts of the literacy curriculum
- Eagerly participate in the role of resident teacher, welcoming a mentor into the classroom and entering into discussions with the mentor
- If at all possible remain at the current school as a classroom teacher at the current grade level during the duration of ELLA participation
- Maintain an ongoing Reflection Journal
- Collaborate with other ELLA participants
- Welcome community volunteers into the classroom to work with children individually or in small groups
- Make presentations to campus colleagues
- Help plan parent education seminars/activities and present for home campus
- Share the SLC standards correlations with colleagues at own campus
- If chosen after the second year of participation, be willing to become an SLC mentor serving your own school or a neighboring campus

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Administrators

Needs related to teachers participating in the Early Literacy Leadership Academy

- Provide support to the teacher in creating a research-based “Demonstration Classroom” with the following components
 - 20 minutes or less of large group circle time
 - Centers-based instruction—including a dramatic play center, well-stocked classroom library, writing center, ABC/word work center, blocks center
 - Free choice and free play available to students every day
 - Story dictation and dramatization and adult-authored dramatization of quality children’s literature as routine and integral parts of the literacy curriculum
- Provide the support and encouragement necessary for participating teachers to successfully complete the obligations of this project. These may include, but not be limited to the following:
 - Allow ELLA participants to leave campus during school hours for visits to demonstration classrooms so that they may bring back new ideas to their classrooms and to share with other early childhood teachers at your campus
 - Make provisions for participants to attend all ELLA seminars, most of which will be held during after-school hours
 - Allow ELLA participants 30 minutes of duty-free time or classroom coverage for debriefing conversations with their mentor teacher following each of the classroom visits that occur during the *Classroom Storytelling* residency year
 - Allow participants to remain at their current grade level for the duration of the ELLA project if at all possible
 - Engage in classroom visits and ongoing conversation with ELLA participants in order to maximize the benefits of the program
- Provide periodic feedback to SLC regarding the work that is occurring in the classroom and with the project in general
- Allow for photography and videography in participating classrooms by encouraging parental permission (forms to be provided by SLC)
- Should one or more of your teachers be chosen to serve as an SLC mentor, make provision for him/her/them to leave their classrooms to mentor teachers at your school or at another campus

Needs related to school administrators

- Attend periodic Administrator PLC Seminars for updates on the project and current issues in early childhood education
- Read materials about early childhood education and leadership provided by SLC
- Support home/school connections by providing a venue for parent workshops and childcare when necessary
- Certify, welcome and support community volunteers who have been trained to read to or work with individuals and/or small groups of children in the classroom setting
- Share the SLC standards correlations and research with staff and colleagues from other schools and at the district level, if applicable
- Share what is happening on your campus at administrator meetings and forums

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