

## DELAWARE EARLY LITERACY PLAN ASSESSMENT PLAN—Early Childhood

### Introduction:

An **Assessment Structural Framework** ensures how and when assessments are to be administered; it ensures that the assessment process is consistently used within a building. Schedules should be established to ensure screenings occur at the beginning of the year, multiple forms of progress monitoring are utilized, and evaluation and outcome-based assessment(s) are implemented and used for planning purposes. Assessments should be administered by individuals that have received appropriate training. and, in some cases, assessment teams may be needed to insure validity and reliability. Assessment data should be used to identify children who may need further intervention and supplemental support for instructional planning and program evaluation of the assessment plan.

### Components of Assessment:

1. **Screening** – a valid and reliable assessment process used to identify children who are at risk for successfully meeting reading standards. Based on scientifically based reading research, screening should address the critical reading skills (phonemic awareness, alphabetic principle, phonics, vocabulary, comprehension, fluency) predictive of successful reading growth. The process should be brief and include the use of a general assessment that is administered individually to all children. This framework will include a valid screening tool that identifies critical skills and has a plan for using that data to support a child’s literacy development.
2. **Progress Monitoring** – a process used systematically, a minimum of 3 times a year, to determine if children are making adequate progress toward grade-level reading expectations. It is generally administered individually and provides continuous, ongoing, formative information. This information may be used to evaluate and modify instructional plans and provide direction for future professional development so as to meet children' individual needs. Children that demonstrate some risk with the reading process should be monitored at least monthly. Children identified as at-risk should be monitored more frequently, as often as weekly or biweekly. The ongoing monitoring of children' progress can and should include the application of multiple measures to monitor children's progress. This monitoring should include valid and reliable measures. Progress monitoring should also include the use of curriculum-embedded assessments, formative assessments, such as those used with core curriculum or teacher-made measures.
3. **Data Utilization** – “The major prevention strategy [to prevent reading failure is to receive] excellent instruction” National Research Council, 1998. The use of screening, diagnostic assessment, ongoing monitoring of children’s progress and outcome data is intended to drive instructional design and support children’s reading development.

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There is a delicate balance between assessment measures designed to determine if children are making progress and are achieving grade-level performance and measures that also provide sufficient information to assist educators in designing targeted instructional activities to support children's reading development. Educators need guidance, information, and support to help them effectively utilize the assessment data. Assisting educators in understanding how to take assessment results and link that information with instruction requires knowledge and support. This process requires strategic planning on the part of the district and a commitment from educators to be flexible and creative in instructional planning. Systematic and explicit instruction based upon useful and valid data will likely result in interventions.

4. **Program Evaluation** – an established process, including schedule and method, for examining formative data to guide the design of instruction for all children including the formation of instructional groups. Data should be used to describe the “State of the Program.” Meetings for the purpose of examining data and its implications should be scheduled after each assessment window and involve all staff who teach reading. Follow-up meetings with grade-level teams and individual educators should be held to discuss results of the assessments and to develop plans of action for instruction. Action plans should be monitored to determine effectiveness and educators should be supported in their efforts.

### Goals of Assessment:

1. To implement, on an ongoing basis, a system to continuously monitor children's development which would include a focus on language and early literacy development.
2. To establish a valid and reliable screening framework that identifies children early that may be potentially at-risk for language and early literacy challenges.
3. To create an assessment process that uses the information from screening, progress monitoring and other data sources to make instructional decisions.
4. The assessment process aligns with the comprehensive curriculum.
5. To implement an assessment process that is used consistently across settings within programs and/or district.

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	<b>Indicator</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
<b>A1</b>	The program has a developmental screening process that addresses all areas of development including language and early literacy		
<b>A2</b>	The screening process is applied to all children at the beginning of the year or when they enter		
<b>A3</b>	Children are screened using culturally and linguistically appropriate tools		
<b>A4</b>	The screening process includes the use of a reliable [and valid where appropriate] screening measure administered individually to all children		
<b>A5</b>	The screening results guides instructional planning		
<b>A6</b>	The screening process includes multiple sources of information that including observations and input from family members		
<b>A7</b>	All individuals involved in administering screenings are trained in the screening process		
<b>A8</b>	The progress monitoring process is aligned with the program's curriculum and the <i>Delaware Early Learning</i>		

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	<b>Indicator</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
	<i>Foundations</i>		
<b>A9</b>	The progress monitoring process provides specific information for instructional planning for individual children		
<b>A10</b>	The progress monitoring process includes a variety of ongoing and frequent strategies to collect information on an ongoing basis		
<b>A11</b>	All individuals involved in progress monitoring are trained in the appropriate use of progress monitoring tools		
<b>A12</b>	All individuals involved in the progress monitoring process receive professional development in using information for instructional planning		
<b>A13</b>	The assessment process helps to identify children that need further evaluation		
<b>A14</b>	Educators know how and where to refer children needing further evaluation		
<b>A15</b>	Educators play an active role in providing information as a part of the evaluation process		
<b>A16</b>	Educators gather screening and progress monitoring information critical		

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	Indicator	Evidence of meeting the indicator	Action Plan Item
	to the individual child's needs as a part of the evaluation process		
	<b>ADDENDUM SECTION FOR PROGRAM DISTRICTS BELOW</b>		
<b>A17</b>	The district diagnostic measurement process involves authentic assessment as a component to the diagnostic process		
<b>A18</b>	The district diagnostic measurement process identifies appropriate diagnostic tools which are available for use by staff		
<b>A19</b>	The district diagnostic measurement process provides training to all staff in the use of the appropriate diagnostic measures for young children		
<b>A20</b>	The district diagnostic measurement process measures critical language and early literacy skills pertinent to the children's needs		
<b>A21</b>	The district diagnostic measurement process includes the use of assessment tools and procedures with appropriate adaptations to meet the specific cultural and linguistic characteristics of the children being assessed [wherever possible]		

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	<b>Indicator</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
<b>A22</b>	The district diagnostic measurement process includes the collection of screening, progress monitoring, observation and family information from the child's current setting		
<b>A23</b>	The district diagnostic measurement process results in a detailed picture of the child's current developmental skills that will support future instructional planning		
<b>A24</b>	All individuals involved in using information from assessments are trained in how to use the information for instructional planning purposes		
<b>A25</b>	All individuals receive systematic ongoing support as they continue to utilize assessment data for instructional planning		
<b>A26</b>	Programs use the information from screening, progress monitoring and program evaluation results for appropriate planning for individual and group needs		
<b>A27</b>	Programs use assessment information to determine if children are meeting developmental benchmarks		

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	Indicator	Evidence of meeting the indicator	Action Plan Item
<b>A28</b>	Programs use assessment information to determine if instructional planning is meeting the needs of all children within the program		

### CURRICULUM/INSTRUCTION PLAN—Early Childhood

**Introduction:**

**Goals of Curriculum/Instruction**

1. To implement a comprehensive instructional program that contains the essential components of early childhood curriculum and is aligned with the *Delaware Early Learning Foundations (DELF)*.
2. To ensure that the comprehensive instructional program contains the essential elements for high quality language and early literacy.
3. To implement strategies with systematic and intentional delivery of instructional activities and learning opportunities integrated and coordinated across domains.
4. To use strategies and procedures including appropriate adaptations to meet the specific developmental, cultural and linguistic characteristics of the children in the program.
5. To use assessment information to drive instruction, educators choose instructional strategies which best fit children’s individual needs.

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### Components of Curriculum/Instruction

	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>C1</b>	The selection process for the instructional program and the language and early literacy component is informed by research with young children		
<b>C2</b>	The instructional program and language and literacy practices are aligned with the <i>Delaware Early Learning Foundations</i>		
<b>C3</b>	The selection process for instructional materials is informed by the <i>Delaware Preschool and Infant/Toddler Early Learning Foundations</i>		
<b>C4</b>	Instructional materials are available that allow for intentional instructional and independent practice		
<b>C5</b>	Instructional materials are selected to meet the needs of children with a focus on specific cultural and linguistic characteristics of the children in the program		
<b>C6</b>	Instructional materials are selected to reflect the optimal skills development recommended by the NELP* to include phonological awareness, alphabet knowledge, name and early		

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
	writing, concepts about print, expressive oral language		
<b>C7</b>	The most highly qualified personnel instruct the children most in need		
<b>C8</b>	Educators (educators, paraprofessionals, specialists, and administrators) are adequately trained in the implementation of instructional materials		
<b>C9</b>	Assistant educators and paraprofessionals are placed where the greatest literacy instructional need exists		
<b>C10</b>	When multiple staff works with the same children, they coordinate instruction (joint lesson planning) and discuss children's progress on a regular basis		
<b>C11</b>	Children have access to and experience with books at a variety of difficulty levels that vary in the styles, genres, topics, and content areas (child friendly dictionary, word-less books)		
<b>C12</b>	Programs coordinate with and access community library programs that provide access to engaging reading		

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
	materials		
<b>C13</b>	Programs create partnerships with the community and family literacy programs		
<b>C14</b>	Technology is used to provide practice for children to support the language and early literacy experience		
<b>C15</b>	Educators provide children with environmental print and authentic text integrated throughout the program in a meaningful way		
<b>C16</b>	Educators use intentional teaching practices		
<b>C17</b>	Educators routinely teach comprehension strategies before, during, and after reading: connecting the book to children's lives, asking open-ended questions including making predictions and recalling, shared writing experiences, interpreting character thoughts and graphic organizer strategies		
<b>C18</b>	Educators use progress monitoring data to inform instruction		
<b>C19</b>	Educators use a comprehensive curriculum and the <i>Delaware Early</i>		

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
	<i>Learning Foundations</i> to ensure that language and early literacy are addressed in a variety of formats including large and/or small groups and independent practice to support language and early literacy development		
<b>C20</b>	Language and early literacy activities are integrated within all learning centers and throughout program activities (example: meal times, outdoor, transition)		
<b>C21</b>	Educators focus (and vary) instruction strategies on children that have demonstrated a need for additional instructional support		
<b>C22</b>	Educators access support when children are not making adequate progress		
<b>C23</b>	Classrooms are clearly organized for whole-group instruction, small group instruction, and independent activities		
<b>C24</b>	Program schedules provide for flexible grouping, (i.e., whole group, small needs-based groups, and individual instruction)		

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	<b>Indicator</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
<b>C25</b>	Educators differentiate the time allocated for small group instruction based on children's instructional needs		
<b>C26</b>	Educators' schedules include designated interactive read aloud times		
<b>C27</b>	Educators create lesson plans that allot time for small group, whole-group, and independent practice that supports building language and early literacy skills through an integrated instructional approach		

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## INSTRUCTIONAL LEADERSHIP—K-12 RUBRIC

### Goals of Instructional Leadership

1. To lead, manage, and build a learning community focused on all children learning to read.
2. To include directors, supervisors, principals, reading coaches/cadre, and a leadership team.
3. To develop the literacy skills of all children by focusing on reading, writing, oral language, listening, and viewing.

### Components of Instructional Leadership

1. **Leadership Team** – The leadership team is composed of administrators and educators charged with developing and communicating a literacy plan to all stakeholders within a program and community. This plan is created for all children based on student needs as indicated by data. The team serves as a representative group that is responsible for developing, communicating, and implementing a literacy plan across age groups and curriculum areas. The team monitors the progress of the literacy plan as it unfolds and makes recommendations for adjustments deemed necessary.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
LT1	The leadership team distributes minutes of all meetings to the staff		
LT2	The leadership team communicates the literacy plan and progress reports with the district, staff, and parents within the program		

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2. **Administrator/Owner/Director As the Instructional Leader** – The administrator/owner is the instructional leader of the curriculum program that includes early literacy. The A/O/D plays a vital role in coordinating and evaluating the elements of the literacy plan and monitoring and evaluating the literacy instruction in the programs.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>LT3</b>	The A/O/D involves staff in the process of developing and implementing the comprehensive curriculum, including language and early literacy		
<b>LT4</b>	The A/O/D establishes a system that supports educators working in small teams to allow for collaboration		
<b>LT5</b>	The A/O/D communicates expectations for what must be in place to have a successful program		
<b>LT6</b>	The A/O/D attends ongoing professional development to build a high level of knowledge regarding the comprehensive curriculum including language and early literacy		
<b>LT7</b>	The A/O/D attends professional development to develop a high level of knowledge on assessment administration and data utilization		
<b>LT8</b>	The A/O/D consults with staff when monitoring budgets for instructional allocations		

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>LT9</b>	The A/O/D allocates time to provide administrative focus on implementation of the comprehensive curriculum including language and early literacy		
<b>LT10</b>	The A/O/D visits classrooms and observes looks for the implementation of the critical elements of language and early literacy instruction		
<b>LT11</b>	The A/O/D provides constructive feedback, to educators on classroom visits and observations		
<b>LT12</b>	The A/O/D reviews progress monitoring assessment information frequently		
<b>LT13</b>	The A/O/D schedules and holds meetings with individual educators for the purpose of monitoring individual classroom progress		
<b>LT14</b>	The A/O/D works collaboratively with educators to create instructional plans in response to children's needs		
<b>LT15</b>	The A/O/D follows up to ensure that instructional plans are implemented in a timely and manner		
<b>LT16</b>	The A/O/D follows up when children's individual instructional plans are being implemented for children demonstrating		

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	needing extra support		
	<b>Descriptors</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
<b>LT17</b>	The A/O/D requires a strong link between the <i>Delaware Early Learning Foundations</i> and the comprehensive curriculum including language and early literacy		
<b>LT18</b>	The A/O/D identifies and obtains additional resources, as needed, for the comprehensive curriculum including language and early literacy program		
<b>LT19</b>	The A/O/D ensures fidelity to the <i>Delaware Early Learning Foundations</i> content ELA Standards, the program, and district plans		

3. **Classroom Schedules** – A/O/D must ensure that schedules provide time for whole group and small group activities, individualized and independent practice.

<b>LT20</b>	The schedule includes time for a mix of whole and small group and individual and independent practice		
<b>LT21</b>	The schedule allows for interactions and extended conversations among children and adults		
<b>LT22</b>	The schedule allows for a balance of instructional strategies and play opportunities		
<b>LT23</b>	The schedule allows time for children to practice and apply new (literacy) and		

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emerging skills		
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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>LT24</b>	The schedules are posted.		
<b>LT25</b>	The schedules are adjusted as children’s instructional needs change		
<b>LT26</b>	The schedules include at least one designated read-aloud time		
<b>LT27</b>	The schedules are monitored by the A/O/D		

4. ***Use of Data to Inform Instruction and Set Goals*** – Administrators recognizes that children’s progress monitoring information needs to direct curriculum and instructional planning.

<b>LT28</b>	A/O/D understands how to analyze and use progress monitoring information		
<b>LT29</b>	A/O/D supervises educators gathering and entering of progress monitoring information		
<b>LT30</b>	A/O/D ensures that progress monitoring information is used to set goals for the next year		

## **DELAWARE EARLY LITERACY PLAN LITERACY PARTNERSHIPS—K-12 RUBRIC**

Literacy Partnerships are developed with programs, community-based organizations, and family literacy programs which have the mutual goal of supporting children to increase their language and early literacy development. Examples of these partnerships could include Read Aloud Delaware, Even Start, family literacy programs, migrant programs, Foster Grandparents, Reading Is Fundamental, local public libraries, corporate/business sponsorships and other initiatives that develop in the community to support reading achievement. As programs review the needs of children and develop strategies for addressing children's needs, literacy partnerships could be viewed as a component of the literacy program available to children in that program. Thus, they would be supplementing the language and early literacy initiatives of the program to provide additional time on activities practicing the skills being supported for development.

### **Goals of Coordinating Literacy Partnerships**

1. To maximize the resources and opportunities for young children to receive meaningful and early literacy experiences.
2. To target resources and opportunities to support programs to address the needs of all children and families.

### **Components of Literacy Partnerships**

1. ***Literacy Partner Staff and Volunteer Development*** – The literacy partner should have and implement a professional development plan for its staff and volunteers who will be working with children in programs. Such a plan can insure that the staff and volunteers are aware of their roles and responsibilities as well as competencies in using language and early literacy materials and strategies with children. Such coordination provides consistency for children and additional opportunities for development and practice of language and early literacy skills. There may be times that it is appropriate for educators and literacy partner staff and volunteers to have the same professional development. At other times, the professional development may be simply coordinated to provide each with necessary knowledge and skills.

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>LP1</b>	Volunteers in literacy partnerships and program staff communicate		
<b>LP2</b>	Staff and volunteers in literacy partnership attend training in literacy practices with young children		
<b>LP3</b>	The professional development for the staff and/or volunteers of the literacy partnership should be provided by a knowledgeable provider		

2. **Roles and Responsibilities of the Literacy Partnerships** – Since the program is responsible for the literacy program, the role of the literacy partner is to provide support to enable children to develop early literacy skills.

<b>LP4</b>	The literacy partner supports the curriculum that is being implemented in the program		
<b>LP5</b>	The literacy partner provides opportunities to support the development of appropriate early literacy skills		
<b>LP6</b>	The literacy partner works with the educators in the program		

3. **Coordination of Resources** – There is many sources of resources and funding to support the acquisition of literacy skills. In order to maximize the opportunities to address the needs of the greatest number of children, planning and collaboration are needed.

<b>LP7</b>	To maximize the opportunities, support is coordinated to maximize its impact on the		
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	participants		
	<b>Descriptors</b>	<b>Evidence of meeting the indicator</b>	<b>Action Plan Item</b>
<b>LP8</b>	To maximize the opportunities, the program is delivered at the convenience of the participants		
<b>LP9</b>	To maximize the opportunities, staff and/or volunteers from multiple agencies have collaborated to implement the literacy partnership		
<b>LP10</b>	To maximize the opportunities, the literacy partnership empowers the participants by recognizing their knowledge and skills and providing opportunities for participants to share their knowledge and skills with others involved in the program and/or the community		

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PROFESSIONAL DEVELOPMENT PLANS—K–12 RUBRIC**

Professional Development is considered the essential mechanism for deepening Educators' content knowledge and developing their teaching abilities. It is the cornerstone of systemic reform efforts designed to increase educators' capacity to teach to high standards. Training experiences are systematic, frequent, long-term, and ongoing.

A high-quality, professional development plan aligns with the *Delaware Early Childhood Competencies* and:

1. Prepares educators in all of the essential components of language and early literacy instruction and includes:
  - a. How the components are related;
  - b. The progression in which they should be taught;
2. Provides information on instructional materials, programs, and strategies that are based on scientific research.
3. Enhances educators' ability to implement scientifically based research curriculum, intervention, and supplemental programs.
4. Provides instructional support that matches the needs of a diverse population of children.
5. Facilitates the use of assessment data to inform instruction and meet the needs of all children.

**Components of Professional Development Plans**

1. **State/District/Program/Community Leadership** – State, district, program, and early education community leadership refer to all individuals and or their designees who are responsible for providing a comprehensive professional development plan for early literacy development. A comprehensive professional development plan is based on current scientifically based research and uses assessment data to prioritize instructional needs. It is essential that a professional development plan is aligned to standards, content focused, interactive, and engaging for the successful development of educators as learners.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>PD1</b>	State, district, program early childhood community leaders coordinate the professional development plan to support opportunities for all educators		
<b>PD2</b>	Leadership facilitates professional development that aligns curriculum to <i>Delaware Early Learning Foundations</i>		

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>PD3</b>	The administrators (including family child care owners), attend professional development trainings to learn scientifically and evidenced based early literacy strategies and tools to engage all members of the program staff in committing to improved child achievement		
<b>PD4</b>	The professional development plan is designed to build strong leadership, to obtain continuing support and to motivate staff and others to be advocates for continuous improvement		

2. **Budget** – Leadership should ensure that sufficient funds are provided for staff development, including in-service workshops before the program year begins and ongoing in-service during the program year. A coordination of funds from various sources is necessary to implement a quality professional development plan.

<b>PD5</b>	The program budget provides necessary funds to fully support the professional development plan including registration fees, travel expenses, materials and stipends		
<b>PD6</b>	Evaluation procedures for guiding improvement and demonstrating impact of professional development plans are in place		

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3. **Infrastructure** – The necessary components are present to ensure the implementation of a strategic, systematic professional development program for all educators. A differentiated approach to professional development delivery that may include study groups, job-embedded coaching, demonstrations, analysis of student work, mentoring, and community of learners will meet the needs of more educators.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>PD7</b>	High quality professional development is provided to all educators and administrators		
<b>PD8</b>	Opportunities for professional development training are provided in several ways including group presentations, on and off-site training, higher education opportunities, individual coaching, book study groups, observations and modeling		
<b>PD9</b>	A coordinated professional development calendar informs staff of professional development opportunities for the year		
<b>PD10</b>	The professional development plan provides adequate time for staff members to collaborate, learn, plan, and work together to develop a program’s core curriculum (including literacy)		
<b>PD11</b>	The professional development plan is linked with the state’s early childhood professional development system		

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>PD12</b>	Administrators maintain records of those participants who have completed specific professional development trainings		
<b>PD13</b>	Walk-throughs, visitations, and coaching sessions are conducted to ensure classroom implementation of strategies provided during professional development trainings occur		

4. **Evaluation** – Participants’ evaluation, review, and suggestions of improvement for the professional development plan are encouraged and used to design future training opportunities.

<b>PD14</b>	A formative process is in place to evaluate the needs of the professional development plan that uses multiple sources of information and focuses on all developmental levels		
<b>PD15</b>	Participants’ feedback and suggestions for professional development are reviewed and carefully considered when designing future professional development sessions		

5. **Utilization of Data** – Professional development should address assessment issues including screening and assessment procedures, the collection of progress monitoring information and the interpretation of data to inform instruction. Decisions about professional development should be based on the identified needs and goals for improvement as indicated by the collected data.

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>PD16</b>	The professional development plan prepares educators to administer assessments for the purposes of screening, instruction and ongoing progress monitoring		
<b>PD17</b>	The professional development plan prepares educators to use the information from assessment for instructional planning		

6. **Content** – Professional development should be targeted to the specific content that educators are charged to develop. It should be designed to improve instruction in specific ways, consistent with evidence about teaching and learning.

<b>PD18</b>	Professional development provides ongoing support and guidance during classroom implementation		
<b>PD19</b>	Professional development prepares educators to use research and evidenced-based teaching strategies appropriate to meet the children’s needs		
<b>PD20</b>	Professional development emphasizes the integration of literacy across the curriculum		
<b>PD21</b>	Professional development prepares educators to be able to design and implement print rich environments that support children’s literacy development		

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>PD22</b>	Professional development prepares educators to deliver instruction to struggling as well as advanced learners		
<b>PD23</b>	Professional development plans include opportunities for members of children’s families to improve their knowledge and skills to support children’s literacy development		
<b>PD24</b>	Professional development includes mentoring for educators new to the program		

7. **Personnel to Deliver Professional Development** – Training should be provided by a knowledgeable trainer who is qualified to provide professional development to educators in literacy instruction. This training must be grounded in scientifically and evidenced based research. The professional development provider must be well versed in literacy and have the ability to engage adult learners.

<b>PD25</b>	Professional development training is provided by a knowledgeable trainer who is qualified to provide training to all educators in literacy instruction that is grounded in scientifically and evidenced based research		
<b>PD26</b>	The trainer’s professional development is structured so that it thoroughly prepares Educators to successfully deliver curriculum, including intervention and supplemental literacy programs	Consider translation for personnel	

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	Descriptors	Evidence of meeting the indicator	Action Plan Item
<b>PD27</b>	Professional development is differentiated to meet the needs of educators at different levels of experience and expertise. Professional development includes lectures, study groups, coaching, engaging training, demonstrations, analysis of children’s work, and classroom visitations		

8. **Scientifically and Evidenced Based Research Topics** – Professional development plans should focus on evidence-based practices and address issues of program implementation and management.

<b>PD28</b>	Professional development targets scientifically and evidenced based content that has proven to increase children’s learning and development		
<b>PD29</b>	Professional development targets the implementation management practices strategies that include such strategies as small groups, engaging learning materials, routines, etc. - that maximize children’s learning		
<b>PD30</b>	Professional development provides specific training in using instructional materials selected for the program		
<b>PD31</b>	The professional development plan provides extensive instruction on the essential components of early literacy development: alphabet knowledge, oral		

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	language, phonemic awareness, and vocabulary, concepts of print and auditory comprehension		
<b>PD32</b>	Professional development provides information on the concept of explicit, intentional and embedded delivery of instruction		