

OVERVIEW

California Early Literacy Learning (CELL) was initiated in 1994 as a project of the California State University, San Bernardino, College of Education and the Foundation for California State University, San Bernardino. The project was initiated to respond to the professional development needs in literacy learning in primary grades (PreK-Grade 3) for schools in southern California. The Foundation for California Early Literacy Learning was established in 1997. The Foundation changed California to Comprehensive in the title in 2003 to more accurately reflect its work in various states. The Foundation is an independent organization and its sole mission is the development of professional training and related services to support whole school reform. The Foundation developed Extended Literacy Learning (ExLL) in 1997 to provide similar support for Grades 3-8 and Second Chance at Literacy Learning in 1999 to support Grades 6-12. These programs of professional development were designed primarily as reading/language arts reform efforts. Beginning in 2001 the Foundation began a major expansion of scope to include services necessary to support whole school reform. Since its inception, Stanley L. Swartz has served as the Project Director and Rebecca E. Shook and Adria F. Klein as Trainers and Project Coordinators.

General Approach

The CELL/ExLL/Second Chance models recognize the importance of integrating various components of reform efforts. These include providing high-quality professional development to support a comprehensive plan for schoolwide change. Inservice trainings are focused on the improvement of instruction using scientifically-based teaching methods, assessment that both informs teaching and ensures accountability, support for site level leadership, integrated curriculum, and parental involvement.

Improvement of Instruction

The model uses the accepted research base to identify teaching methods that are organized into a framework of instruction. The importance of literacy for all learning is emphasized. Inservice trainings are intensive and involve capacity building at the site and follow-up to ensure successful implementation. An important element of this training is the integration of curricular areas as well as the alignment of teaching methods across grade levels. Classroom organization and management are also considered important to the improvement of instruction.

The programs are based on a high level of confidence in the ability of teachers.



Assessment

Support is provided to sites to use assessments as both a vehicle to help teachers make effective decisions about their instruction and to accomplish increases in achievement levels required by various state tests. Specific support for developing strategies for test-taking is also provided.

Leadership

Training is provided that supports the site administration for schoolwide change as well as the development of a site facilitator that has shared responsibility for model implementation. This capacity building effort is recognized as an important element in sustaining school reform efforts.

Parental Involvement

Training specific to the role of parents in supporting the school program for their children is organized to help teachers maximize the benefit of this involvement. Various activities are designed for the model that support the overall whole school reform process.

Summary

The Foundation for Comprehensive Early Literacy Learning provides professional development to schools that are committed to whole school reform. The commitment to this reform includes changes in the instructional program, alignment of teaching methods and curriculum, adjustments in site management and the role of leadership, and increasing the involvement of parents with the schooling of their children. The CELL/ExLL/Second Chance model is one that places a high level of confidence in the ability of school staffs to accomplish this reform. Rather than using scripted programs, the model focuses on using professional development to support teacher decision making and the development of a site based team to lead reform efforts. The model is also committed to developing capacity for each participating school. It is through this capacity that whole school reform can be supported over the long term.



FRAMEWORK

Comprehensive Early Literacy Learning-CELL
CELL (PreK-3) helps primary teachers learn how to use the framework effectively in their classrooms and how to integrate the individual elements into an overall system of classroom instruction. Oral language is the foundation for all of the elements of early literacy learning. The dialogue, discussion, verbal interaction, and active oral engagement of each student are stressed as each of the framework elements is used. Knowledge of the structure of language is known to increase with communication that occurs surrounding the literature that is read aloud and the themes that are studied across the curriculum of the classroom. The practice of oral language and the development of new vocabulary through discussion and reading from a broad range of text types are reciprocal in nature. Skills development is also emphasized across each of the framework elements. Emergent readers must have the opportunity to develop phonemic awareness and to practice phonological strategies and decoding skills. These skills are best acquired in the context of meaningful activities and should be given extensive practice by reading quality literature and engaging in authentic writing activities.

Extended Literacy Learning-ExLL

ExLL (Grades 3-8) training supports intermediate teachers in learning how to effectively teach reading and writing to students with a wide range of ability

levels in the intermediate grades. It also helps teachers learn how to integrate their teaching methods into a seamless curriculum of classroom instruction. The active engagement of each child is stressed with verbal interaction and reading and writing activities taught across the content fields. Knowledge of the structure of the language, new vocabulary and concepts are developed through literature and content study in the curriculum. Ongoing skills development at a higher level of phonological analysis is balanced with systematic, direct instruction of decoding and comprehension for struggling readers. Students are given extensive practice by reading a wide range of fiction and nonfiction books and engaging in authentic writing activities in all content areas.

Second Chance at Literacy Learning

Second Chance (Grades 6-12) supports improved teacher practices in secondary schools. Second Chance takes into consideration the differences in the school schedule typical in Grades 6-12. Best classroom practices in reading and writing as well as small group intervention for struggling readers in secondary classrooms are used to meet state and district content standards. In addition, extended practice and increased attention is given to comprehension and fluency, higher-order thinking skills and motivation .



Effective implementation of a schoolwide change model includes the use of a framework to support classroom instruction. This framework encourages the alignment of teaching methods and content standards within and across grade levels. Oral language development is supported for all learners with specific focus on young children and those who are English

language learners or who have special learning needs. Teaching in both reading and writing is direct and based on scientifically based areas of critical instruction. Content area standards are addressed with increased access for students by improving their literacy skills.

FRAMEWORK OF INSTRUCTION

ORAL LANGUAGE DEVELOPMENT	Focus on preschool, primary, English language, and special needs learners
DIRECT INSTRUCTION IN READING Phonemic Awareness Phonics Fluency Vocabulary Text comprehension Independent reading	Whole class and small group instruction Individual intervention
DIRECT INSTRUCTION IN WRITING Writing for various purposes Spelling and word analysis Independent writing	Whole class and small group instruction Individual intervention
CONTENT AREA INSTRUCTION Mathematics Social Studies Science	State content standards supported by improved literacy skills
CLASSROOM ORGANIZATION AND MANAGEMENT	Activities and support that encourage active and engaged learning
STUDENT OUTCOMES ASSESSMENT	Data inform teaching and ensure accountability

Reading in the Classroom

The development of literacy is progressive. The process of learning to read involves surrounding students with conversation and print, modeling how reading is done, providing direct instruction in specific areas of need, and encouraging them to engage in similar activities independently. Various teaching methods are available to provide this support throughout the reading process.

Reading Aloud

Reading aloud to students allows them to experience great examples of literature, works they would not be able to read on their own at this point in their learning, and to experience a variety of forms and styles of writing. It acquaints them with the language and form of books and allows them to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Reading aloud encourages them to want to emulate the reader and to acquire the skills that will allow them to enjoy the pleasure and satisfaction of reading for themselves. The listening and thinking skills used during reading aloud help students with the development of comprehension skills that are used when students read themselves.

Shared Reading

In the classroom, the reading done with students is called shared reading. The technique of shared reading in the classroom was created to replicate the experience of storybook reading, where the student follows along as the adult reads aloud. Shared reading is commonly done with books large enough to allow a group of students to see the print and follow along. Shared reading can also be done with poems and songs that are written on chart paper or the overhead projector and with the products of interactive writing activities. The teacher's role in shared reading is to: 1) choose appropriate material, 2) point to the text while reading word-by-word for beginning readers and phrase-by-phrase or line-by-line for more advanced readers, 3) read along with the students, 4) read in a fluent and expressive manner, 5) select explicit skills for direct instruction, and 6) observe the students' responses and behaviors.

Guided Reading

In guided reading students assume more responsibility than in shared reading. The teacher and a group of students, or sometimes just one student, have their own copy of the book being read. The teacher provides an introduction to the story, and then observes the students as they read orally, talk, think, and question their way through the story. The text chosen for guided reading should be within an instructional range and should

permit some new learning and the opportunity for problem solving by the students. The teacher assists the students in the problem solving experiences in such a manner as to promote future use of the behaviors and strategies needed by the students in problem solving situations.

Independent Reading

In independent reading the students assume responsibility for reading. Opportunities for independent reading should be part of each stage of students' literacy development. Materials for independent reading can be familiar stories that students know from reading aloud, shared reading, and guided reading experiences. New books appropriate to a student's independent level may also be used. The teacher can take this time to observe individual student reading and problem-solving behaviors.

Two other small group teaching methods are available for more advanced readers that use flexible grouping and where students apply reading and thinking strategies.

Reciprocal Teaching

Reciprocal teaching is an instructional approach that is used to help students read for meaning and monitor their comprehension. It is a small group activity that uses the major strategies of predicting, clarifying, questioning, and summarizing to encourage thinking during the reading process. This approach focuses more on reading in the content areas but is appropriate for literature as well.

Book Clubs

Students who are proficient at using decoding skills can be organized into book clubs where the books read are selected by topic and interest. Book clubs help develop deeper comprehension strategies and overall enjoyment of reading. The teacher meets with the group regularly to discuss issues, clarify points, and extend student thinking while monitoring for progress.

The Reciprocity of Reading and Writing

Reading and writing are reciprocal processes. When a student reads, he is decoding the message that the author has sent. When a student writes, he needs to organize his thinking to form the message that he intends to send to himself or to another reader. During writing, students need to use alphabetic principle, word analysis, spelling, and the conventions of print required for the particular message that is being written. There are many important skills that are necessary to learn in the reading and writing process. Different kinds and levels of understanding are needed for students to use these skills in reading and in writing. The

ability to read or decode a word does not guarantee that a student will be able to write or encode the same word.

The Writing Process

Writing instruction is based upon student's oral language development and knowledge of the world around them, very much like reading instruction at the acquisition phase. Learning that what one says can be recorded in written form and then read by another becomes a goal even for the very youngest student. In order to provide writing instruction, teachers need to know what knowledge students already possess.

The reciprocity of reading and writing is an essential connection that all students need to develop and draw upon. Writing is done at many different levels of understanding and thinking. The writer needs to understand the basic principles of letter-sound correspondence, letter formation, and using systematic patterns in words and word clusters to spell words. Central to the process is, of course, that the writer is sending a message to the reader and that the message carries a meaning. Students need to understand various purposes and forms of writing:

- Narrative writing tells a story or gives an account of something dealing with sequences of events and experiences.
- Expository writing is the communication of details, facts and content specific information.
- Descriptive writing provides a verbal rendition of a character, event, setting or plot.
- Persuasive writing attempts to change a reader to a new belief, position or course of action.

Writing generally develops more slowly than reading. A reader has the advantage of gaining new knowledge by reading the writing of others. Writers on the other hand have only their own knowledge and must use this information to express themselves in print. Beginning writers are encouraged to write about things they know and are familiar with in their lives. They are encouraged to use the language that they hear every day in their homes and communities. Even though this writing might not be grammatically correct, it helps students understand that their thoughts and ideas can be written down and communicated to others. This level of ownership is an important part of becoming a writer.

Writing in the Classroom

The development of oral language is progressive. As vocabulary grows, language structures become more complex and the knowledge base expands as students progress in their language acquisition. Likewise, in

their writing, students progress from beginning levels of vocabulary, sentence structure, spelling and phonology to more complex levels. There are a variety of teaching methods and experiences that support students' growth in writing.

Interactive Writing

Interactive writing is a process in which the teacher and the students collaborate on the construction of the text and share the role of scribe. The negotiation of text is a process that develops thinking, planning, refining and consolidating while at the same time developing appropriate language structures and increasing vocabulary. Types of interactive writing provide different levels of support. In transcription, students focus on known text and how that text was constructed. In innovation, students also work with known text but add their own thinking and writing to the end product. In negotiation, students and teacher share the responsibility for deciding what to write and then the writing itself. The teacher and students can work at many levels of competence, from letter recognition and formation to learning various types of writing. Interactive writing is an effective method to support skills development in beginning readers, focus on the confusions of struggling readers, and teach advanced writing skills to more proficient readers and writers.

Interactive Editing

Interactive editing is a teaching method where the teacher and students collaborate to edit familiar, error-free text. Interactive editing provides an opportunity to discuss grammar and all of the conventions of writing in the context of an authentic writing activity. The importance of the reciprocity of reading and writing is emphasized in interactive editing. The reading style and form becomes the model for the writing, particularly with expository materials.

Advanced Word Analysis

Advanced word analysis is the study of spelling patterns, suffixes, prefixes and word origins. Words and patterns are taught based on teacher observation of the independent writing of students. The emphasis is on teaching students to make associations and to draw upon what they already know about words in order to decode or pronounce unknown words.

Independent Writing

Independent writing is the ultimate extension of all the other methods of writing instruction. The goal is that the students are all given the time necessary to independently write text, incorporating all they have learned in large group and small group writing methodologies.

TRAINING MODEL

Professional development that supports whole school reform is the primary focus of the inservice training provided by the Foundation. These trainings include planning for schoolwide change, sessions focused on improving classroom instruction, support for site administrators, increased family involvement, developing site capacity, and methods to ensure successful implementation of the model.

Focus on Teaching

Awareness and Planning Workshops

An awareness session and initial planning activity are available to each new participating site. The model design and training model are reviewed and initial planning for whole school reform is initiated. The commitment and consensus agreement to participate in the model are also reviewed.

School-Based Planning Teams

Participation in the model is initiated with a series of training workshops that focus on planning for whole school reform, alignment of curriculum, and the use of common research-based teaching methods. This planning team consists of the principal, reading specialists, special education teachers, content area teachers, and representative teachers from each grade level. Five training workshops are typically scheduled every other month throughout the school year.

Faculty Study Groups

Faculty study groups take the form of guided meetings and are developed to continue the school reform process and are scheduled monthly throughout the initial training year. The agenda for these meetings is created by the Foundation trainers and are correlated with the School-Based Planning Team training.

Schoolwide Training

Schools can elect to train the entire school staff as an alternative to the School-Based Planning Team option. This training is provided by the Foundation trainers for the entire staff at the site. This training parallels the School-Based Planning Team training in format and emphasis.

Focus on Content Instruction

Training activities sponsored by the Foundation are organized by grade level and classroom organization (self-contained versus departmentalized). Training is

provided to use various teaching methods to meet state contents standards in mathematics, social studies and science. CELL + Math and ExLL + Math are two content area trainings currently available.

Site Visits

Site visits are organized to support teacher learning and model implementation. These full day visits include classroom observations, teacher debriefing and coaching, and consultation with site administrators regarding model implementation. Site visits include the participation of all school staff.

Implementation Visits

Participating schools are eligible for an implementation visit conducted by one of the model developers. This visit is an extensive consultation with teachers and administrators to review implementation and make recommendations for adjustments and improvements. This visitation can take either a one or two day format. These implementation visits involve all members of the school staff.

Advanced Training

After all members of the teaching staff have participated in initial training, an advanced training is available to support the continued implementation of the model. Inservice training sessions focus on continued alignment of teaching methods used across grade levels and efforts to meet state content standards. This training is provided to all members of the school staff.

Family Literacy Training

During any phase of model implementation, family literacy training can be initiated. These training sessions help teachers plan and implement a family literacy program to support the model implementation in the classroom. This training is provided to all members of the school staff.

Assessment & Test-Taking Training

A specialized training session has been developed to help teachers prepare for assessment and test-taking requirements. This one-day session emphasizes integration of assessment and test-taking into classroom activities. This session is open to all members of the school staff.

CELL-ExLL-Second Chance Intervention Program

Some schools involved in the project have identified the need to provide specialized training for staff members who focus on children who are struggling in the general classroom. This training activity provides support that is aligned with the work of the general classroom teacher. These training workshops are open to all school staff but they maintain a particular emphasis on the intervention specialist.

Demonstration Teacher Training

Model demonstration teachers are trained to provide a support system for schools entering the project. These demonstration teachers are used for the training of Site Facilitators and are also available for visitation by any school participating in the project.

Demonstration School Development

Schools with advanced model implementation are developed to serve as schoolwide demonstration sites. These schools are strategically located to support the project with existing sites in northern and southern California, Nevada, and Utah. Additional sites are under development in Maryland, Montana, Nevada, New Mexico, and Wyoming. These sites are also used as a pre-conference site visitation opportunity during the conferences sponsored by the Foundation.

Conferences

The Foundation organizes and sponsors two professional development conferences. The West Coast Literacy Conference is scheduled in southern California in the Spring of each year. A regional conference is also conducted and typically scheduled for the Fall (past conferences have been held in Sheridan, Wyoming; Billings, Montana; Salt Lake City, Utah; and Reno, Nevada). These conferences are characterized as teacher-to-teacher conferences where presenters are experienced both in teaching and model implementation. A specific conference strand for model implementation is also included in the conference. The conference is open and not restricted to participants in the project.

Mini-Conference

An alternative to the major conferences sponsored by the Foundation is a smaller and more specifically focused conference that can be conducted as a district wide event. The mini-conference is similar in content and scope to the larger conferences. These events are open to all school staff members.

Focus on Capacity Building

Site Facilitator

To ensure the sustainability of the project, a site-based facilitator is trained to support each school participating in the project. This five-week training is scheduled throughout the year and typically coincides with the School-Based Planning Team training. Schools use various titles for this position (Literacy Coordinator is the title used most frequently) and the position requires both a classroom assignment and release time to perform the various site facilitator responsibilities. The training for these individuals includes focus on best classroom practices, peer coaching, staff development, and data collection and research. The participating school selects the person to serve in this position. Each trainee receives two site visits from trainers to support their learning.

Administrator Training

Two specific training opportunities are provided for site administrators. During the site facilitator training, an administrator day is available that includes a visit to a model demonstration site and a training session to review model implementation. A separate two-day training is also scheduled to support model implementation with a specific focus on classroom observation and teacher evaluation that is supportive of the model. This training is open to principals, assistant principals, and other district level administrators.

Resource Development Workshop

This annual workshop is provided by the project director and is open to participation by anyone interested. The workshop focuses on identifying new resources and grants to support model implementation and the reallocation of existing resources.

Professional development is considered to be the primary method by which to ensure that each child has a highly qualified teacher. Three important standards for professional development have been identified and are incorporated into the model design.

Instead of annual, district-wide in-service days, professional development should be organized as a series of focused workshops that reflect the needs and interests of teachers. These workshops are collaboratively planned by teachers and leadership personnel and generally use group inquiry models. These activities are intensive and have the long-term support of district administration. Faculty study groups have also been identified as an important support to increasing teacher effectiveness. These groups are, by design, used to support curricular and instructional innovations, integrate the school's instructional programs, target schoolwide instructional need, and monitor the impact of changes on children. Peer coaching has also been identified as an important element of professional development. This support has been found critical in developing specific teaching strategies, finding ways to meet school goals, and the integration of various strategies.

The CELL-ExLL-Second Chance model incorporates all of the recommended key elements of professional development. This includes instruction that is research based and focused on key areas of cognitive, language, and literacy development. Literacy focus is specific to the critical areas of instruction identified by the National Reading Panel; phonemic awareness, phonics, fluency, vocabulary, and text comprehension outlined in *The Research Building Blocks for Teaching Children to Read*, available online at http://www.nifl.gov/partnershipforreading/publications/reading_first1.html. Content area instruction follows accepted state and national content standards. Professional development is delivered that includes specifically focused teacher training, support for faculty study groups, and the training of peer coaches to ensure necessary support to teachers and the sustainability of the project.

Standards for scientific research are used for both model design and the selection of best instructional practices. These standards are specific and available for review online at <http://www.ed.gov/nclb/methods/whatworks/research/index.html?exp=0>. In addition to the research included in this report, a more extensive research analysis of Foundation programs is available online at <http://www.cell-exll.com/foundationresearchreport1.htm>.

Major Components of CELL, ExLL, and Second Chance

- Use teaching methods supported by scientific research*
 - Focus on the professional development of teachers*
 - Support school reform and school restructuring*
 - Support continued literacy learning in the content areas*
 - Increase the emphasis on reading and writing in the curriculum*
 - Align teaching methods within and across grade levels*
 - Support English language learners*
 - Facilitate inclusion of special needs students*
 - Use a capacity-building model*
-

Model and Comparison Schools on Academic Performance Index

California uses an Academic Performance Index (API) to measure annual yearly progress (AYP). It is a numeric index that ranges from a low of 200 to a high of 1000. The indicators used in determining API include results of the Stanford 9 (all content areas) and the California Standards Test (in English-Language Arts, Mathematics, and Social Science).

Schools using the model, CELL (PreK-3), ExLL (Grades 3-6), and Second Chance (Grades 6-12) were

matched with comparison schools for initial API scores and ethnic makeup of the student population. In Table 1, 30 schools participating in CELL exceeded the comparison schools by 16 growth points on the Academic Performance Index. Table 2 shows the same comparison for two CELL/ExLL schools where growth scores were 82 points higher. Table 3 shows a Second Chance school with API growth 49 points higher than comparison school 1, and 36 points higher than comparison school 2.

Table 1 Comparison of 2002 Achievement Growth* in California Comparison Schools and CELL Schools

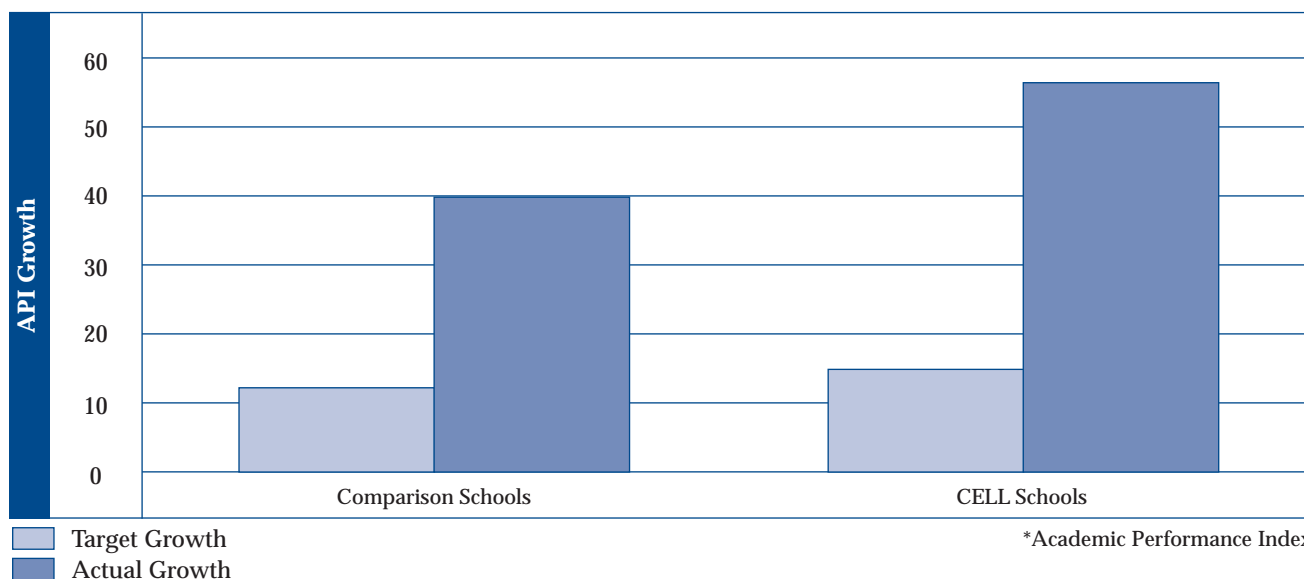


Table 2 *Academic Performance Index Growth Over Two Years in Comparison Schools*

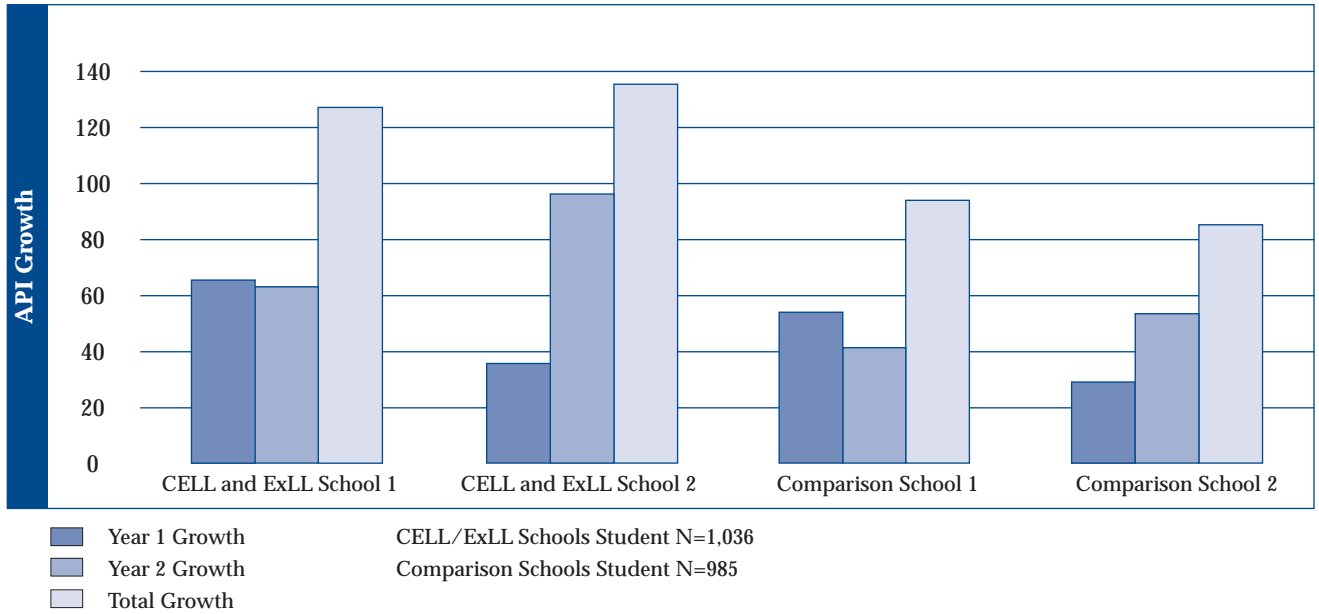


Table 3 *Growth* Analysis for One Second Chance School Compared with Two Similar Middle Schools*

School	2002 Base (Training Year)	2001-2002 Growth	2003 Base	2002-2003 Growth (Implementation Year)
Second Chance School	596	-31	666	70
Comparison School 1	611	5	632	21
Comparison School 2	633	-2	667	34

*Academic Performance Index

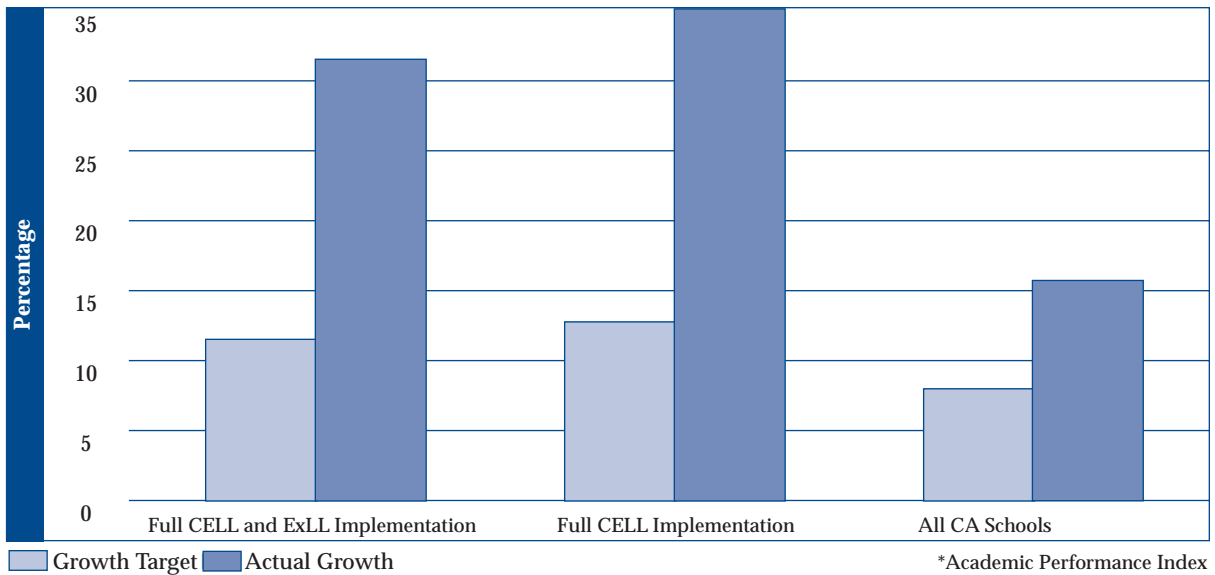
Best Practices Based on Scientific Research

Model and All California Schools on Academic Performance Index

API growth for schools with model implementation are compared to all California schools in Table 4. These data from the 2001 testing cycle show substantial

growth for model schools when compared to all other schools.

Table 4 California School API Target and Growth*(2001)

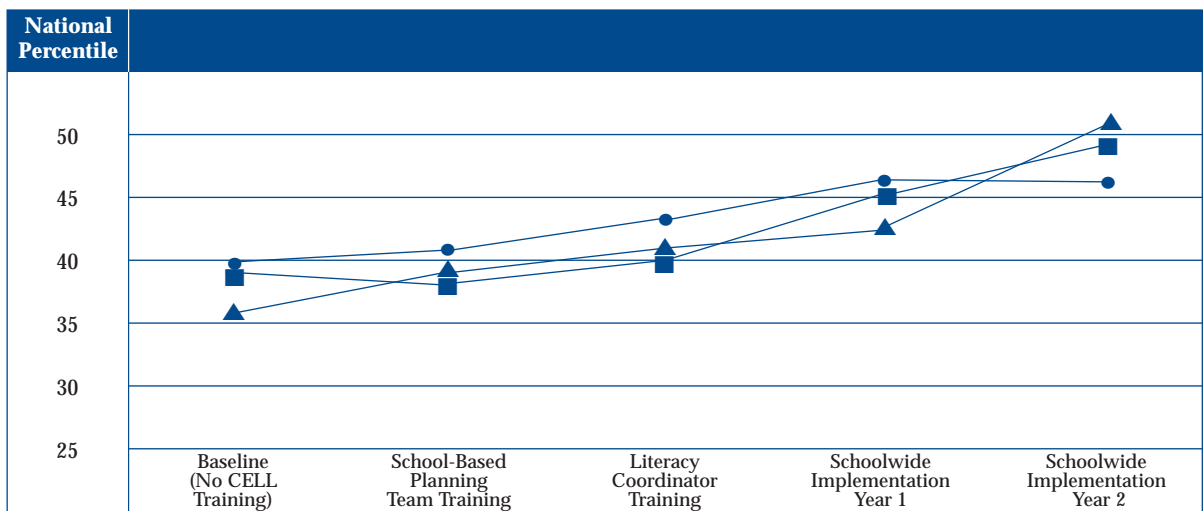


Longitudinal Growth for Title I Schools

Schools in Wyoming use the Stanford 9 to measure student achievement in Title I schools. The scores reported in Table 5 show the performance increases

for the two Title I schools in this district over a five year period. Continuous growth is reported in reading, mathematics, and language arts.

Table 5 Sustained Growth on SAT-9* in Reading, Language Arts and Mathematics Achievement in a Four Year CELL Implementation – Summary of Scores for Grades 3-5 (Wyoming)



● Reading ▲ Mathematics ■ Language Arts

*Stanford Achievement Test - Ninth Edition
Two Title I Schools

Comparison of Model and Results

The California Department of Education uses a program called *Results* to help schools monitor academic achievement by analyzing tests scores against performance results. This program is voluntary for participating schools. The average API growth for ten schools in one district is reported in Table 6. These

schools were all similar in initial API scores and in the ethnic makeup of school populations. The schools using the CELL model posted API growth that was significant compared to the schools using the *Results* program.

Table 6 *API Growth* for Schools Using CELL and Results 2002 (California)*

	Average 2002 API Growth	t-test
CELL Program	8.2	27
Results Program	-7.6	38
		$t(8) = 2.922, p < .05$

CELL Schools N=5
Results Schools N=5

*Academic Performance Index

Growth in Proficiency for a Title I School

Schools in Montana use the Iowa Test of Basic Skills to measure growth required by the participation in the Title I program. Increases in students scoring pro-

ficient in reading, language arts, social studies and science are reported in Table 7.

Table 7 *Proficiency Growth Percentage (Montana)*

	2001 Percent	2002 Percent
Proficient in Reading	13	27
Proficient in Language Arts	13	38
Proficient in Social Studies	18	54
Proficient in Science	21	58

N=370 Students

*Iowa Test of Basic Skills

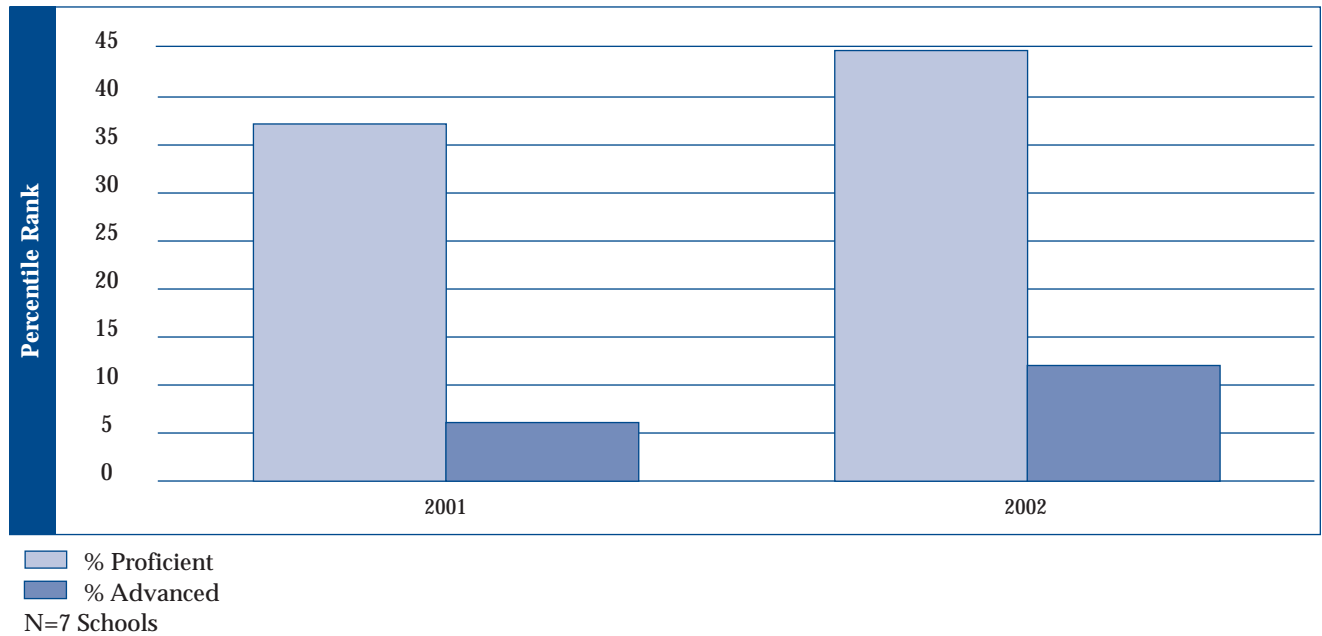
*The Foundation research agenda includes the areas of instruction
recommended by the No Child Left Behind Act.*

Test Scores for California Language Arts Standards

The California Language Arts Standards Test is used as part of the Academic Performance Index and can be analyzed for levels of proficiency. The seven elementary schools in one district using the CELL and

ExLL model reported levels of proficiency in Table 8. Increases in both proficient and advanced categories were found.

Table 8 *Comprehensive Language Arts Standards Test Scores 2nd/3rd Grade*



Utah State Criterion-Referenced Tests for Model Schools

Utah developed the Utah State Criterion-Referenced Tests to measure student academic growth and performance. This measure was developed to specifically measure achievement based on Utah's core curriculum. Four schools participating in the model

report the number of students scoring in the lowest quartile on this test in Tables 9 and 10. Decreases in low performers are reported from the baseline measure before training in Grades 1-3 and in Grades 4-6.

Table 9 *Students Scoring in the Lowest Quartile on Criterion-Referenced Tests*, Grades 1-3 (CELL) in Four Utah Schools*

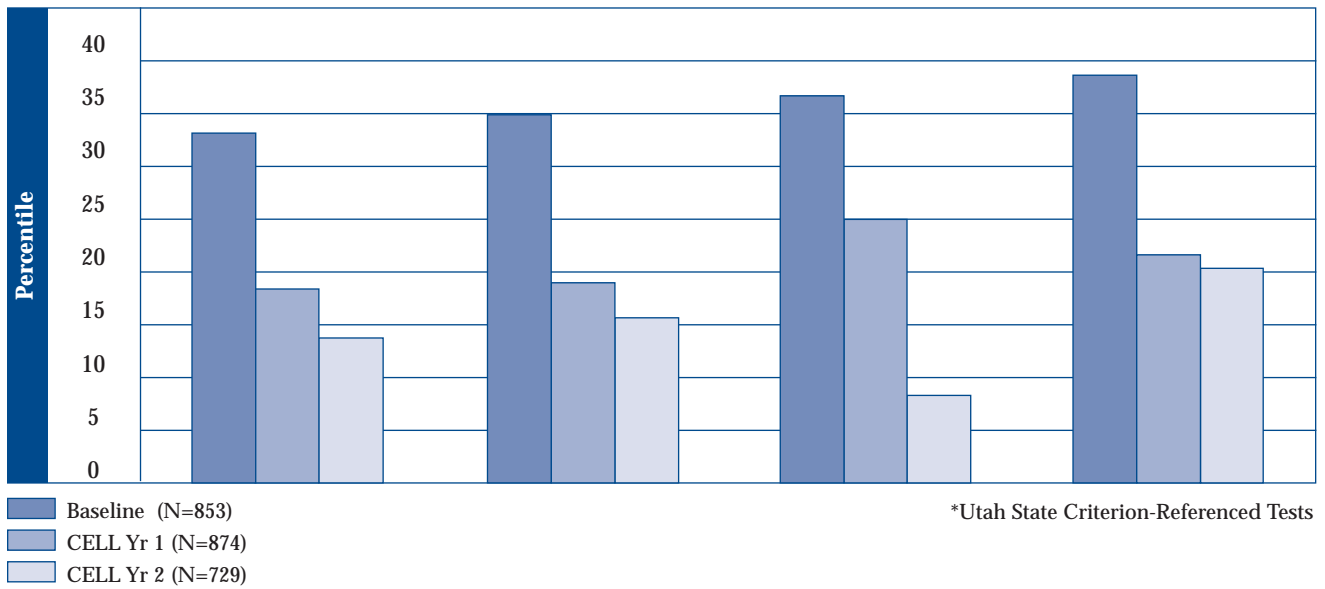
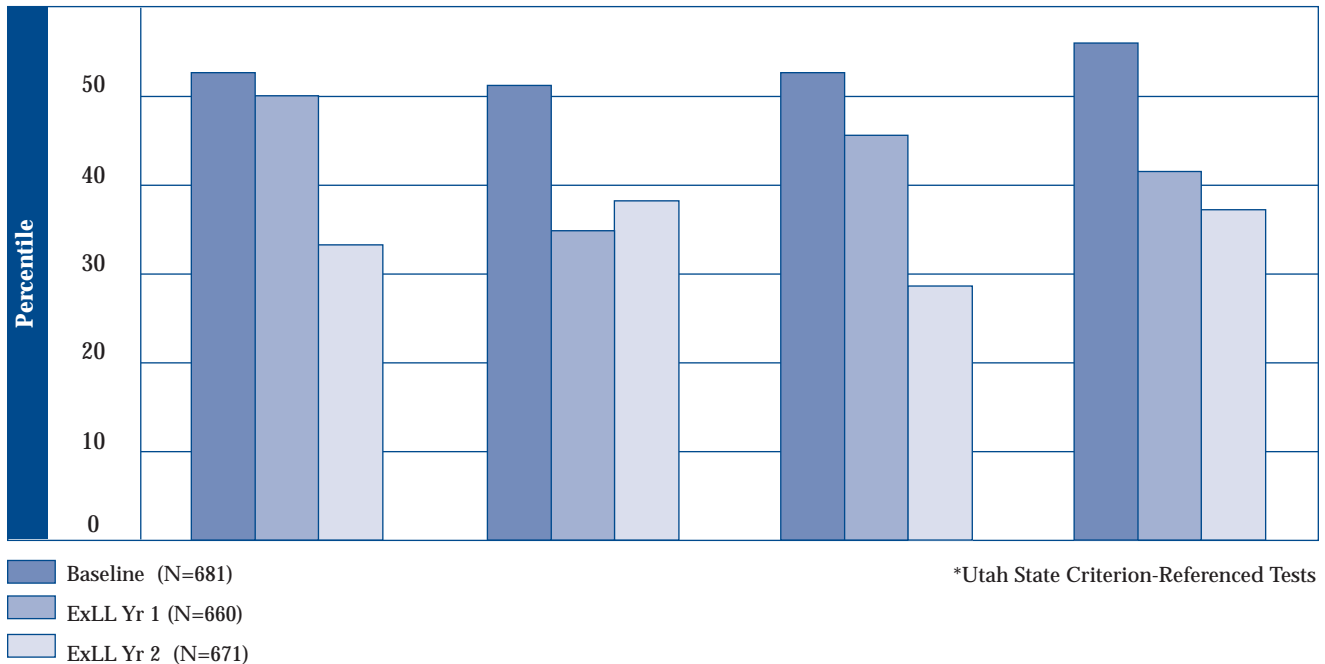


Table 10 *Students Scoring in the Lowest Quartile on Criterion-Referenced Tests*, Grades 4-6 (ExLL) in Four Utah Schools*



Random Assignment to Model Classrooms

Students were randomly assigned to classrooms with teachers trained in the model and non-participating teachers in the same district. Measures reported in Table 11 for reading level, fluency level, writing fluency and spelling level were all significantly higher for

students in model classrooms. The Dominic Reading and Writing Assessment Portfolio was used for this assessment. This measure uses year-to-year stanines as comparisons to monitor progress across grade levels.

Table 11 *Growth Analysis* for CELL and Non-CELL Classrooms Across Reading, Fluency, Writing and Spelling*

	CELL Classrooms		Non-CELL Classrooms		
	Pre-Test Mean	Post-Test Mean	Pre-Test Mean	Post-Test Mean	
Reading Level	3.17	5.67	1.50	2.83	$F(1,10) = 7.49, p < .05$
	Early 1st Grade	End of 1st Grade	Kindergarten	End of K	
Fluency Level	2.17	3.33	1.00	2.33	$F(1,10) = 6.43 p < .05$
	Scored on a Rubric from 1-4, with 1 being the lowest				
Writing Fluency	3.00	4.50	2.33	2.67	$F(1,10) = 6.43 p < .05$
	Scored on a Rubric from 1-6, with 1 being the lowest				
Spelling Level	9.83	22.50	5.67	9.83	$F(1,10) = 6.43 p < .05$
	4th stanine	6th stanine	3rd stanine	2nd stanine	

N=21 Students

*Dominie Reading and Writing Assessment Portfolio



Random Assignment of English Language Learners to Tutoring

English language learners were randomly assigned for tutoring with a CELL site facilitator and a teacher not trained in the model. Table 12 compares reading fluency and writing quality for these groups using the

Dominie Reading and Writing Assessment Portfolio. Growth for students in the model tutorial were significant compared to those in the control group.

Table 12 *Growth Analysis* for CELL and Non-CELL Classrooms Across Reading and Writing*

CELL Classrooms		Non-CELL Classrooms			
	Pre-Test Mean	Post-Test Mean	Pre-Test Mean	Post-Test Mean	
Reading Level	6.10	8.60	5.45	6.72	$t=-2.571, p<.05$
	End of 1st Grade	2nd Grade	End of 1st Grade	2nd Grade	
Writing Quality	2.10	2.70	2.18	1.55	$t=-2.695, p<.05$
Scored on a Rubric from 1-6, with 1 being the lowest					

N=11 Students

*Dominie Reading and Writing Assessment Portfolio

Impact of Training on Teachers

The impact of model training on teacher behavior is reported in Table 13. Teachers were asked to rate the impact of training on the areas of critical instruction

required in Reading First and No Child Left Behind. Scores are significant for each of the five areas of instruction.

Table 13 *Impact of Training on Reading First Criteria - CELL/ExLL Teachers (PreK-6)*

Emphasis on	Before Training Mean Score	After Training Mean Score
Phonemic Awareness	1.81	3.35
Phonics	2.54	3.57
Fluency	1.83	3.75
Vocabulary	2.71	3.87
Text Comprehension	2.36	4.14

Scale 1 Low - 5 High

*Using t-test, all scores, $p=.0001$
N=1318

IMPLEMENTATION

Training of both School-Based Planning Teams and Site Facilitators has been conducted in Alaska, California, Colorado, Chile, Hawaii, Kentucky, Mexico, Maryland, Minnesota, Montana, Nevada, New Mexico, South Dakota, Wyoming and Utah. Schools from Arizona, Ohio, and Texas have also been trained.

The implementation tables include yearly totals for teachers, teams, and Site Facilitators trained. During the past ten years CELL has trained more than twelve thousand teachers who have in turn provided instruction for more than one million students. ExLL, in seven years of implementation, has trained more than eight thousand teachers and impacted an

estimated eight-hundred thousand students. Second Chance in five years of implementation has trained seven-hundred and fifty-nine teachers at fifty-three school sites and served approximately forty-seven thousand students.

CELL, ExLL and Second Chance training staff have conducted awareness and inservice sessions throughout the United States. Internationally, the trainers have presented school reform research at conferences in Aruba, Australia, Bermuda, Belize, Canada, Chile, Costa Rica, Cuba, Hungary, Jamaica, Mexico, New Zealand, Phillipines, Spain, and Sweden.

Implementation of Comprehensive Early Literacy Learning, CELL (PreK-3)

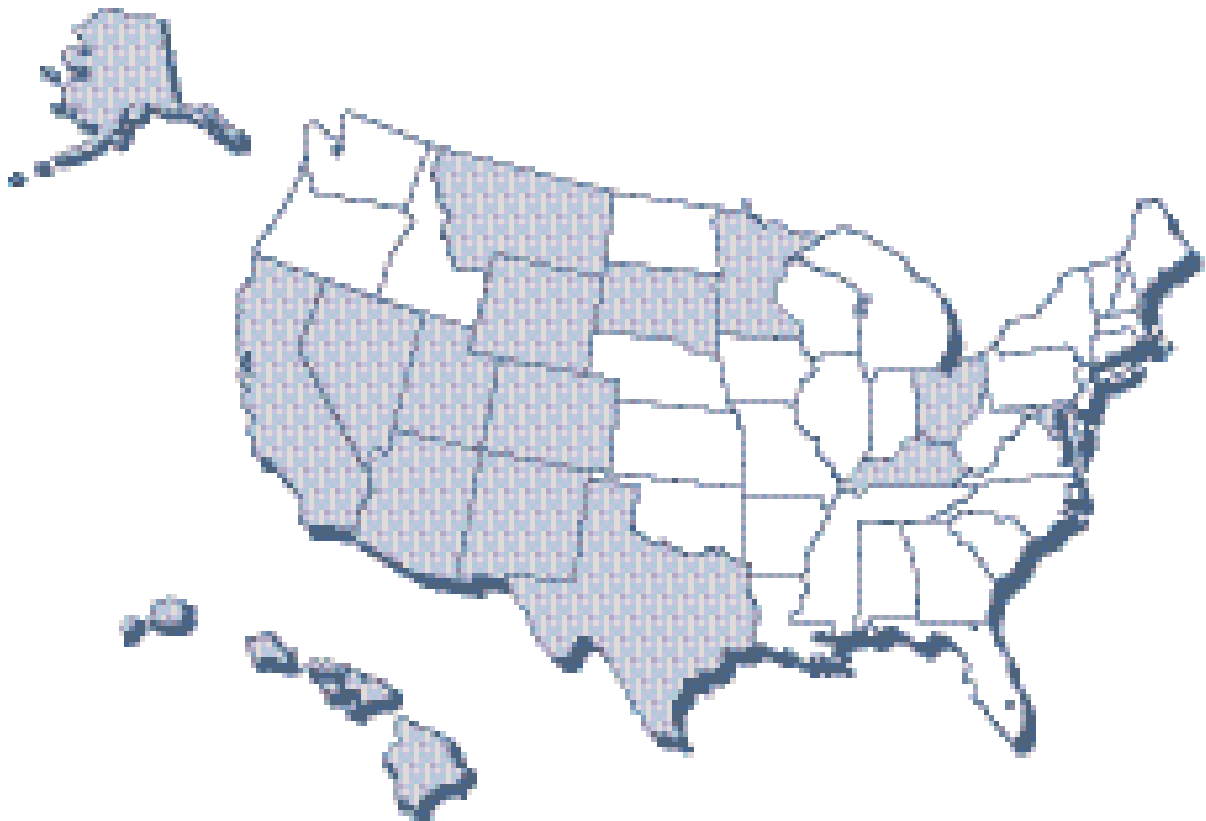
CELL	Teachers	School-Based Planning Teams	Site Facilitators	Students Grand Total
1994-95	64	8	8	200
1995-96	344	23	13	9,125
1996-97	604	43	23	24,800
1997-98	1,084	78	33	52,725
1998-99	1,452	99	56	90,475
1999-00	1,532	108	54	128,775
2000-01	1,615	110	35	157,650
2001-02	1,712	102	59	200,450
2002-03	1,811	116	61	242,103
2003-04	2,041	76	44	284,964
TOTAL	12,259	763	386	1,191,267

Implementation of Extended Literacy Learning, ExLL (3-8)

ExLL	Teachers	School-Based Planning Teams	Site Facilitators	Students Grand Total
1997-98	70	9	-	1,750
1998-99	608	76	3	16,860
1999-00	1,319	91	50	56,430
2000-01	1,452	96	28	81,252
2001-02	1,340	73	22	196,492
2002-03	1,490	97	46	230,762
2003-04	1,876	91	29	284,042
TOTAL	8,155	533	178	814,308

Implementation of Second Chance at Literacy Learning, (6-12)

Second Chance	Teachers	School-Based Planning Teams	Site Facilitators	Students Grand Total
1999-00	63	7	3	1,323
2000-01	159	13	2	4,662
2001-02	133	8	11	8,778
2002-03	212	10	2	13,654
2003-04	192	15	8	19,414
TOTAL	759	53	26	47,531



Aprendizaje Inicial de la Lectura Escritura y Matemáticas (AILEM)

AILEM is a professional development initiative sponsored by the Pontificia Universidad Católica de Chile and the Ministry of Education in Chile. The fourteen lowest performing schools in Santiago are participating in the pilot training of this four-year project. AILEM combines training in literacy learning with instruction in mathematics education. Under the general direction of Margarita Silva and Trainer Tonia Rasmilic, the PUC faculty group is using a modified CELL/ExLL training model. The research for the project is designed and supervised by Malva Villalón. Details on this project are available online at <http://www.cell-exll.com/ailem.html>.

Aprendizaje Inicial de la Lectura Escritura y Matemáticas (AILEM) es una colaboración entre el Ministerio de Educación de Chile, la Pontificia Universidad Católica de Chile, en Santiago, así como de Enseñanza Inicial de la Lectura y la Escritura (EILE), y la Fundación para California Early Literacy Learning. Este proyecto de cuatro años se enfocará en el desarrollo profesional de los maestros para incrementar el logro de los estudiantes tanto en lecto-escritura como en matemáticas.



Literacy Center Fair

Enseñanza Inicial de la Lectura y la Escritura (EILE)

EILE is the first reconstruction of the CELL/ExLL model in Spanish (<http://www.cell-exll.com/EILE.html>). Led by Mexican trainers, Carime Hagg and Monica Iñesta, this project has trained teachers in four Mexican states and has developed two demonstration schools, one in Tehuacán located in Puebla, Mexico, and the Foundation sponsored Redlands School.

El programa de Enseñanza Inicial de la Lectura y la Escritura (EILE) es un programa de desarrollo profesional, diseñado para apoyar a los maestros de primaria para consolidar la enseñanza de la lectura y la escritura. Las metodologías de enseñanza basadas en la investigación, se han organizado en un marco de trabajo para la instrucción en el salón de clases. El proyecto EILE enfatiza que el principal rol de la escuela primaria es la enseñanza de la lectura y la escritura.

The Redlands School is a private preschool and primary school located in the Talpan section of Mexico City. It is a bilingual school (Spanish and English) that emphasizes language and literacy development, the arts, and technology. The school is a CELL demonstration site in primary grades and a High Scope demonstration site in preschool (<http://www.cell-exll.com/redlands.htm>).

Ser una Institución bilingüe en donde se ofrezca un ambiente físico y social rico en oportunidades para apoyar el desarrollo social, emocional, intelectual motor, tecnológico y artístico de los niños; de tal forma que sean capaces de construir conocimiento, de aplicarlo a situaciones reales y cotidianas y de desarrollar habilidades que les permitan ser autónomos y corresponsables de su educación.



National Native American Professional Development Center

The National Native American Professional Development Center, under the direction of Executive Director, Craig Dougherty, was established to focus on improving elementary education for Native Americans, including Alaskans and Hawaiians, nationwide. Professional development

and family literacy are key elements in this collaborative project located in Sheridan, Wyoming. <http://www.cell-exll.com/NativeAmerican.html>. Initial research for Native American schools participating in the CELL/ExLL model is reported in Tables 1, 2 and 3.

Table 1 *Achievement Growth* Over Three Years in a Native American School (Wyoming)*

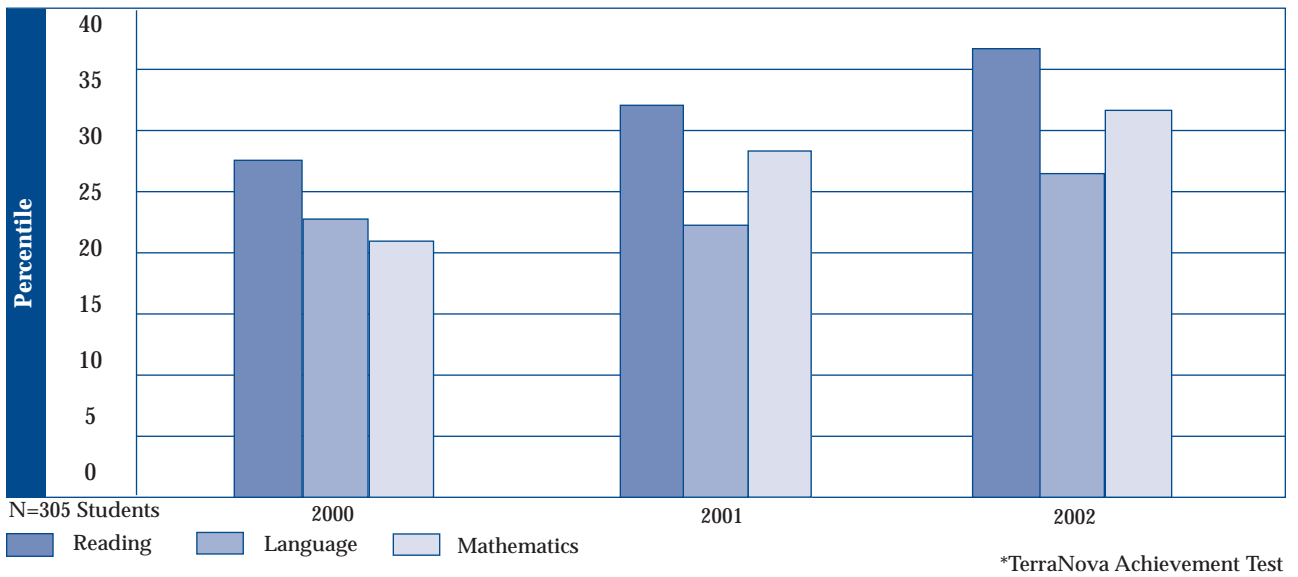


Table 2 *Achievement Growth* Over Three Years in a Native American School (Wyoming)*

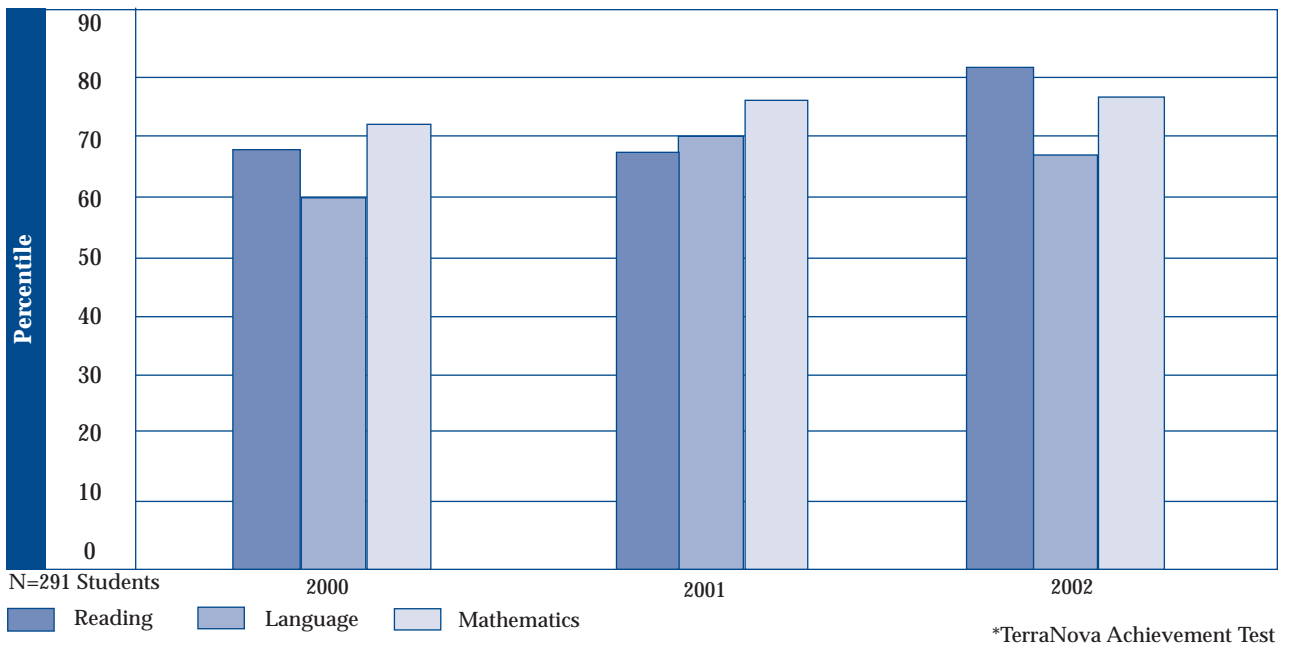
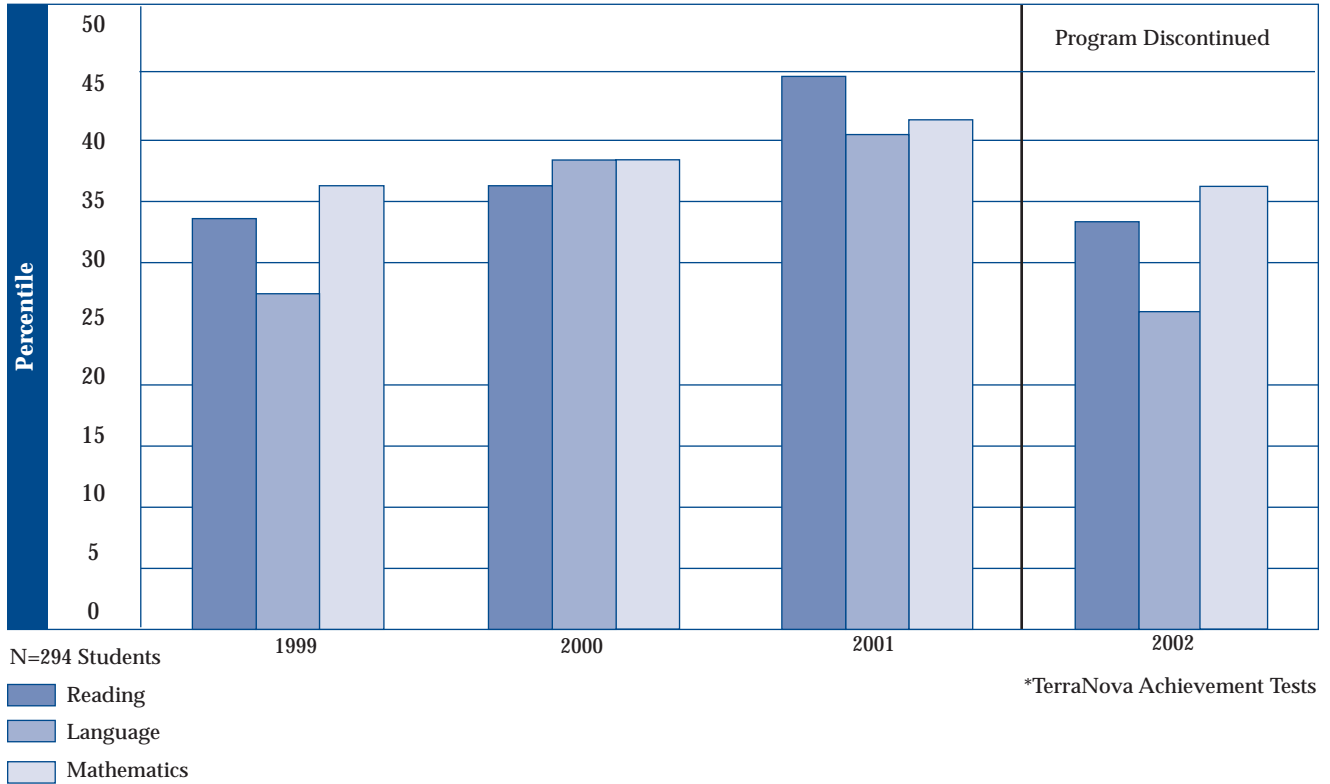


Table 3 *Impact of Program Discontinuation on a Native American School (Wyoming)*



Border Literacy Initiative

In collaboration with the Mexican American School Boards Association, the Border Literacy Initiative is a Foundation for Comprehensive Early Literacy Learning program designed to provide research-based professional development for teachers of struggling

students and those with special learning and language needs in the four states (Texas, New Mexico, Arizona and California) on the United States/Mexico border. Consultant, Francisco Hidalgo leads this initiative, <http://www.cell-exll.com/borderliteracy.html>.

Two New Initiatives Focus on Underserved Populations

**S
A
V
E

T
H
E

D
A
T
E
S**

The Annual
West Coast Literacy
Conference

May 12-14, 2005

Town & Country Resort and
Convention Center, San Diego,
California

Utah Literacy Conference

November 12-13, 2004

Wyndham Hotel, Salt Lake City, Utah



Native American
Professional Development
Institute and Wyoming
Literacy Conference

April 22-23, 2005

Holiday Inn, Sheridan, Wyoming

APPLICATION

FOUNDATION FOR COMPREHENSIVE EARLY LITERACY LEARNING

School-Based Planning Team / On-Site Training Application

PLEASE CHECK WHICH PROGRAM(S) YOU ARE APPLYING FOR (SEE DESCRIPTIONS):

- Comprehensive Early Literacy Learning/CELL (PreK-3)
- Extended Literacy Learning/ExLL (Grades 3-8)
- Second Chance at Literacy Learning (Grades 6-12)

CHECK ONE (SEE DESCRIPTIONS):

- School-Based Planning Team Training
- Schoolwide Training Multi-school
- Schoolwide Training Single Site

Name of School _____

Address of School _____

Zip _____

Telephone () _____ Fax () _____

Contact Person _____

Email _____

School District _____

District Address _____

Zip _____

District Telephone () _____

Principal Name _____ Signature _____

Cost Estimate 2004/2005 Training Year

School-Based Planning Teams (per team)	\$5,000.00
(8 member teams), 8 team minimum	
Schoolwide Training, Multi-School, per school/3 school minimum	\$15,000.00
Schoolwide Training, Single School	\$45,000.00
Required Professional Books- per teacher, approximately	\$300.00
Assessment Kit Part I/Grades PreK-3 (1 kit for 2 teachers to share) - recommended	\$189.00
Assessment Kit Part II/Grades 4-6 (1 kit for 2 teachers to share) - recommended	\$139.00
Assessment Kit Spanish/Grades PreK-3 (1 kit for 2 teachers to share) - recommended	\$159.00
Guided Reading Starter Set (CELL only), per teacher, approximately	\$165.00
West Coast Literacy Conference, per person	\$210.00
Additional Costs (based on school location):	
Sub days for training/conference	
Transportation for training/conference	
Hotel room for training/conference	
Per diem for meal costs	
Parking	
Mileage	

APPLICATION

FOUNDATION FOR COMPREHENSIVE EARLY LITERACY LEARNING

Site Facilitator Training Application

PLEASE CHECK WHICH PROGRAM(S) YOU ARE APPLYING FOR (SEE DESCRIPTIONS):

- Comprehensive Early Literacy Learning/CELL (PreK-3)
Extended Literacy Learning/ExLL (Grades 3-8)
Second Chance at Literacy Learning (Grades 6-12)
Transition Training (CELL to ExLL, ExLL to CELL)

Name
Home Address
Home City / State / Zip
Home Phone () School Phone ()
Email School Fax ()
School Name
School Address
City / State / Zip
District / County

On a separate sheet of paper please prepare a summary of your professional experience and include a resume of your teaching experience, grade(s) taught, and current teaching assignments. Describe the qualities that support your ability to provide leadership as a Site Facilitator.

Signature Date
Principal Name Signature

Cost Estimate 2004/2005 Training Year

Table with 2 columns: Item Description and Amount. Items include Site Facilitator Training Fee (\$12,000.00), Transitioning Site Facilitator Training Fee (\$7,000.00), Required Professional Books (\$110.00), Assessment Kit Part I (\$189.00), Assessment Kit Part II (\$139.00), Assessment Kit Spanish (\$159.00), Guided Reading Starter Set (\$165.00), West Coast Literacy Conference (\$210.00), and Additional Costs (based on School Location).

APPLICATION

Advanced Trainings, Mini-Conferences and Visits 2004/2005 Training Year

Advanced CELL Training, Advanced ExLL Training, CELL + Math, ExLL + Math, Family Literacy

School-Based Planning Teams (per team).....	\$1,000.00 per day (8 member teams), 10 team minimum
Schoolwide Training, Multi-School, (3 school minimum), per site.....	\$3,333.00 per day
Schoolwide Training, Single School.....	\$5,000.00 per day
Mini-Conference.....	Cost based on number of teachers
On-Site Visits.....	\$1,000.00 per day plus expenses
Developer Implementation Visit.....	\$2,000.00 per day plus expenses

PLEASE CHECK ONE BOX PER APPLICATION (SEE DESCRIPTIONS):

- | | | |
|---|--|---|
| <input type="checkbox"/> Awareness and Planning Workshops | <input type="checkbox"/> Assessment and Test-Taking Training | <input type="checkbox"/> Administrator Training |
| <input type="checkbox"/> Focus on Content Instruction | <input type="checkbox"/> CELL-ExLL Intervention Program | <input type="checkbox"/> Resource Development Workshop |
| <input type="checkbox"/> Advanced Training | <input type="checkbox"/> Demonstration Teacher Training | <input type="checkbox"/> Family Literacy Training |
| <input type="checkbox"/> Demonstration School Development | | |
| <input type="checkbox"/> Mini-Conference | <input type="checkbox"/> On-Site Visit | <input type="checkbox"/> Developer Implementation Visit |

CHECK ONE, IF APPLICABLE (SEE DESCRIPTIONS):

- | | | |
|--|---|--|
| <input type="checkbox"/> School-Based Planning Team Training | <input type="checkbox"/> Schoolwide Training Multi-school | <input type="checkbox"/> Schoolwide Training Single Site |
|--|---|--|

Name of School _____

Contact Person _____

Address of School _____

_____ Zip _____

Telephone () _____ Fax () _____

Email _____

School District _____

District Address _____

_____ Zip _____

District Telephone () _____

Principal Name _____ Signature _____

Please list several potential dates for your event(s): _____

NOTES