

# Poster Abstract 3

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## Title

Sustained Effects of a Coached, Literacy-Focused Preschool Curriculum: A Longitudinal Field Trial

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## Abstract

**Aim:** To improve the emergent literacy skills of preschool children from low-income neighborhoods, the Florida Institute of Education (FIE) at the University of North Florida developed the Early Literacy and Learning Model (ELLM), which combines a research- and standards-based literacy curriculum with ongoing professional development, increased family involvement, research, and community partnerships. The curriculum provides learning materials, uses explicit teaching, and calls for structured experiences. Professional development includes weekly coaching/teaching sessions designed to improve the classroom literacy environment, demonstrate the use of literacy materials, and model instruction.

**Method:** In 2002, FIE received a three-year USDOE PCER grant to study the effectiveness of ELLM. Participating preschool classes were randomly assigned to ELLM or wait-list control. Longitudinal data include 2002/2003 fall and spring preschool and 2004 spring kindergarten raw scores from the TERA-3 and a test of alphabet letter recognition. Analyses of preschool and kindergarten data used HLM and cross-classified HLM models, respectively.

**Results:** Analyses of preschool data indicated that the initial mean scores of the ELLM and wait-list control children were equivalent and that ELLM preschool children had higher year-end mean scores on all TERA-3 scales. Analyses of the kindergarten data indicated that ELLM children had higher year-end mean scores on the TERA-3 Reading Quotient and Alphabet scales.

**Conclusion:** The results of this study show that participation in ELLM, rather than control classes, was more effective in improving the emergent literacy achievement of preschool children. Furthermore, ELLM children sustained their advantage in alphabet knowledge through the end of their kindergarten year.

## Contact

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