Equity in Literacy Must Start Early

Presented by

In partnership with

Division of Early Childhood Development

DECEMBER 14, 2017

Turf Valley Hotel
2700 Turf Valley Road
Ellicott City, MD 21042

Registration Deadline
November 29th

Featuring Keynote Speaker

Dr. Nell K. Duke, Ed.D.
Professor
University of Michigan

We can’t achieve equity in society if we don’t achieve equity in literacy. Inequities in early literacy development are an urgent problem—and one we can all do something about. Dr. Duke will share strategies we can use to increase opportunities for literacy learning in schools, child care settings, homes, and communities.

Symposium Agenda

Registration & Continental Breakfast 8:30 AM
Welcoming Remarks 9:00-9:15 AM
Keynote 9:15 AM
Break 10:45 AM
Morning Breakout Sessions 11:00 AM – 12:15 PM
Lunch 12:30 PM
Lunchtime Presentation 1:30 PM
Goslings: Early Language & Literacy for Infants Born Prematurely
Dr. Brenda Hussey-Gardner
Associate Professor, Department of Pediatrics
University of Maryland School of Medicine
Afternoon Breakout Sessions 2:00 – 3:15 PM
Evaluation & Adjournment 3:30 PM

Breakout Sessions

A. Developing Literacy in the Infants and Toddlers Years (Morning Session ONLY) – Nell K. Duke, University of Michigan
Books and babies? You bet! In this presentation, Duke will share developmentally appropriate strategies for developing literacy in the infants and toddler years and identify key aspects of literacy these strategies helped develop.

B. What is a Learning Party? – Kym Nwosu, Howard County Public Schools
Learning Parties are interactive, hands-on experiences for parents and children. These four 90-minute modules are offered in the 7 domains of learning. This session will review the Language and Literacy Learning Party Curriculum and help participants understand how it can be used as a family engagement tool.

C. Tap, Click, Read: Early Literacy in a World of Screens—Lisa Guernsey, New America
Digital media is becoming a bigger part of children’s lives, and the way educators and parents approach these new tools has real implications for when and how children learn emergent literacy skills. This session will build educators’ knowledge and skills for using technology in developmentally informed ways and with a critical eye. It also will include strategies for reaching and partnering with parents.

D. Small and Mighty: Multilingual Children Blooming in Language and Literacy – Pamela Spycher, WestEd
In this session, we will share an approach for supporting young multilingual children to develop academic language and literacy. The approach integrates culturally and linguistically sustaining pedagogy, repeated interactions with complex literary and informational texts, dialogic teaching, oral language development, and authentic writing. We will model highlights from the multi-day approach and show examples of student learning when the approach is used. Participants will leave with a lesson plan they can use immediately to enhance their current practice.

E. Building Bridges in Early Literacy and Language Development for ALL Learners – Elizabeth Boyle & Cindy Millikin, Johns Hopkins University
In this session, Participants will review current research on early literacy and language development for young children with disabilities, or at risk for poor outcomes, explore strategies, adaptations/tools, and resources designed to promote active participation in early literacy learning opportunities for young children with disabilities through scenario practice and guided discussion, and develop a plan for continued investigation and use of evidence-based early literacy practices in their work with young children.

F. Baltimore Learns Every Day! It’s Not Just a Game...It’s a Movement - Jessica Lawrence & Shana McVer, Baltimore City Public Schools
After the death of Freddie Gray, the Baltimore City Public School’s Engagement Office partnered with their education community to develop a strategy and literacy game to increase students’ sense of pride and belonging to their city and inspire a love of learning within their families. Experience first-hand through the voices of key stakeholders, the excitement and power behind the Baltimore Learns Every Day movement!

G. Using Technology to Engage Families – Ben York & Tiffany Graham, Ready4K; Emily Roden, ReadyRosie; and Marissa Kaiser & Anthony Detrano, Vroom
Technology can be a powerful tool to help families connect and learn. In this session, you will discover how text, emails, and apps including ReadyRosie, Ready4K and Vroom can be used to help families better support their child’s learning at home, and how teachers can take advantage of these tools.