KINDERGARTEN AS A CRITICAL LINK

Excellence in the Early Grades: District Leadership Summit
Chicago, Illinois
March 25, 2015
P-3 Model

http://www.prek-3rd.org/index.html
Introductions

- **Melissa Dahlin** (CEELO/EDC)
- **Vincent Costanza** (NJ Department of Education)
- **Anne Arnold** (Highline Public Schools, WA)
- **Rick Falkenstein** (Kingwood Township School District, NJ)
- **Shannon Riley-Ayers** (CEELO/NIEER)
Objectives

- Understand the policies districts and schools can develop to support alignment across early grades & ensure effective transitions
- Learn how districts and schools are implementing these policies
- Engage participants in discussion of how they can use these policies in their districts and schools
Agenda

- Overview of the NAECS-SDE Kindergarten Statement
- Unpack the statements with reflections from the field
- Group activity
What is in the statement?
Why a K statement?
Why these statements?
How were they developed?
How can they be used?
**K Statement - The Research**

<table>
<thead>
<tr>
<th>All Children in the U.S. should be provided the opportunity to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in a high quality kindergarten program with a developmentally appropriate environment, including a comprehensive curriculum that addresses all domains important for young children.</td>
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</tbody>
</table>

**Definitions**

- **High quality**

- **Developmentally appropriate environment**

- **Comprehensive curriculum**

- **Domains**

**Why does high quality matter?**

**What does a high quality kindergarten look like?**

**How can high quality be attained?**

**Resources**
Equitable Access

- Be allowed to attend kindergarten if they are 5 by September 1
- Require all children to attend kindergarten when age eligible
- Do not “red-shirt” or recommend that parents hold out their age-eligible children
Full-day & Free Kindergarten

- Provide a full-day, every-day kindergarten program
- Offer a free kindergarten experience
High-Quality Kindergarten

What does high-quality look like?

- developmentally appropriate environment
- comprehensive curriculum that addresses all domains important for young children.
NJ’s Unique Approach to Supporting Teachers

NJ KEA Kindergarten Seminars

Five session regional PD

- Classroom Environments and Materials
- Developmentally Appropriate Practice
- Teacher Child Interactions
- Incorporating CCSS and TS GOLD in the assessment cycle
  - SGO development and monitoring
- Implementing NJ's Kindergarten Guidelines

www.ceelo.org | www.highlineschools.org | www.state.nj.us/education/ece/rttt
Assessment

- Assess for developmental status AFTER kindergarten entry
New Jersey Kindergarten Entry Assessment (NJ KEA)

- Voluntary & Funded
- Aligned with the NJ K-Seminar
- Social-Emotional, Literacy, & Math assessed in Year 1

Fully implemented portfolio-based (TS GOLD) NJ KEA system by 2019

Year 1 Participation

- 200 teachers
- 94 administrators
- 29 districts

www.ceelo.org  |  www.highlineschools.org  |  www.state.nj.us/education/ece/rttt
“Sophia, do you know who this is?”

“No, honey that's not Michael Jackson.”
Individual Needs & Transitions

- Receive supports as determined by their individual needs including planned transitions:
  - into kindergarten
  - from kindergarten to first grade

(And beyond!)
### Preschool-3rd Grade Initiative

**Partnership**
- DOE & Rutgers
  - (NIEER/GSE)

**Draft of 1st thru 3rd grade guidelines**
- Appropriate & Rigorous
- Relevant & Useful
  - Vignettes
  - SGOs
  - CCSS Integration

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert Review</td>
<td>Winter 2015</td>
</tr>
<tr>
<td>Pilot/Field Test</td>
<td>Winter 2015</td>
</tr>
<tr>
<td>Module Development</td>
<td>Jan to April 2015</td>
</tr>
<tr>
<td>Admin/Teacher Workshops</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

[Links: www.ceelo.org | www.highlineschools.org | www.state.nj.us/education/ece/rttt]
Trained Workforce

- Specialized training in working with and instructing young children, particularly kindergartners
- Competency in providing intentional and appropriate evidence-based instruction to this age child
Professional Learning, P-3

- Three year professional learning plan to support full day kindergarten
  - Build incrementally
  - Promote alignment
  - Maintain developmentally appropriate and rigorous practice
  - Collaborate with partners
Family Engagement

- Families are connected with and deeply engaged in decisions about their child’s education and learning
  - Program and system level
## Kindergarten Readiness Guidelines

Parents and families have a very important role as their child’s first teacher. Children learn in different ways and at different rates. They come to school with varying skills. These guidelines highlight some of the skills children need to be prepared for Kindergarten. The list below suggests ways to work with your child to help him/her be more ready for school.

### Social/ Emotional

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>We are working on this.</th>
<th>Yes, my child can do this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My child can follow 2-step directions consistently and is beginning to follow 3-step directions.</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>My child can remember and follow routines (ex: dinner, bath, brush teeth, read bedtime story, go to bed).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My child can tell about his/her own feelings (ex: I feel happy, I feel sad, I feel excited).</td>
<td></td>
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<tr>
<td>4</td>
<td>My child can calm him/herself when frustrated or upset.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My child can put on his/her own coat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My child can use the bathroom independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>My child can wash his/her hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>My child can put away toys, clean up small spills and pick up after him/herself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My child shares, takes turns and helps others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>My child adjusts to new situations and/or people.</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>My child plays cooperatively with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>My child can comfort others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>My child has the opportunity to play regularly with the same friends his/her age.</td>
<td></td>
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### Physical

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<tbody>
<tr>
<td>1</td>
<td>My child can run, jump and gallop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My child can stand on one foot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My child can throw and catch a large ball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My child can kick a ball.</td>
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Transition Programs

PreK Play and Learn

- PreK Play and Learn
- Kindergarten Jump Start
- Family Connections (a component of WaKIDS)

www.ceelo.org | www.highlineschools.org | www.state.nj.us/education/ece/rttt
Getting the Message Out!

- Activity:
  - Read the letter in your handout
  - Discuss in group
    - What points does it raise?
    - How does it convey the points in a way that is meaningful for the reader?
  - Identify pieces of the Kindergarten statement that you would like to share. Brainstorm how to tailor the message to the audience you want to reach.
Questions
Resources

Presentation Materials
http://ceelo.org/presentation_k_critical_link

CEELO website
http://www.ceelo.org

Early Childhood Indicators
http://ceelo.org/indistar-early-childhood-indicators

NAECS-SDE K Statement
http://www.naecs-sde.org/policy/K-Power

NJ Kindergarten Guidelines
http://www.nj.gov/education/ece/k/
Thank you!