



# 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>

Watch

What is PreK-3<sup>rd</sup>?

About the Film

Share

## PreKindergarten - 3<sup>rd</sup> Grade

A New Beginning for American Education



[www.ceelo.org](http://www.ceelo.org) | [www.highlineschools.org](http://www.highlineschools.org) | [www.state.nj.us/education/ece/rttt](http://www.state.nj.us/education/ece/rttt)

# 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

# K Statement

- 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

**All Children in the U.S. should be provided the opportunity to:**

**Participate in a high quality kindergarten program with a developmentally appropriate environment, including a comprehensive curriculum that addresses all domains important for young children.**

## **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

## NJKEA 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

# Assessment

- Assess for developmental status AFTER kindergarten entry



# New Jersey Kindergarten Entry Assessment (NJKEA)

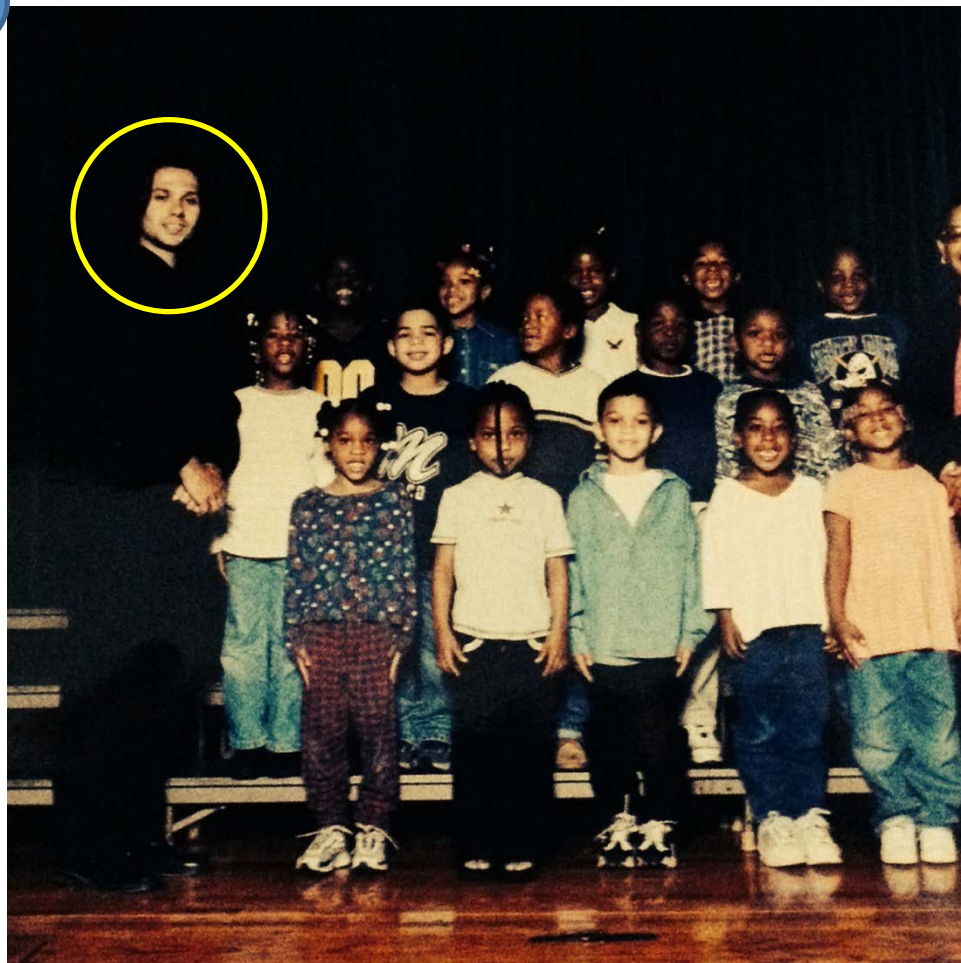
Fully implemented portfolio-based (TS GOLD) NJ KEA system by 2019

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

## Year 1 Participation

- 200 teachers
- 94 administrators
- 29 districts

"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 1<sup>st</sup> thru 3<sup>rd</sup> grade guidelines

- Appropriate & Rigorous
- Relevant & Useful
  - Vignettes
  - SGOs
  - CCSS Integration

Activities	Timeframe
Expert Review	Winter 2015
Pilot/Field Test	Winter 2015
Module Development	Jan to April 2015
Admin/Teacher Workshops	Fall 2015



# 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












PreK-3 Cross District  
Coalition

## 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.

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

# Transition Programs

## PreK Play and Learn

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



# 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](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!

