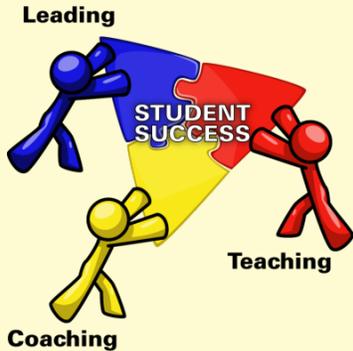


School Improvement for Student Success Conference



Pre-K – Grade 3...Why It Matters

Jami Graham, NCDPI RTT-ELC Education Consultant

Carla Garrett, NCDPI Title I Consultant

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Office of Early Learning (Pre-K – Grade 3)
<http://www.ncpublicschools.org/earlylearning>

Each child is honored, respected, and empowered to achieve success in school and life.

OEL Programs

Early Learning Challenge Grant, K-3 Assessment

Pre-K Exceptional Children, 619

Head Start-State Collaboration Office

Pre-K Title I

Early Learning Sensory Support



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Learning Outcomes

- Invite you to consider embracing the Pre-K-Grade 3 early learning continuum
- Understand the importance of developmentally appropriate experiences and personalized learning for students
- Understand and explore multiple measures to guide student learning and development
- Gain knowledge to build professional capacity across the learning community
- Make your school the hub pre-k – grade 3 learning for families and the community



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Why Pre-K through Grade 3?



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Neural circuits are wired from a bottom-up sequence.

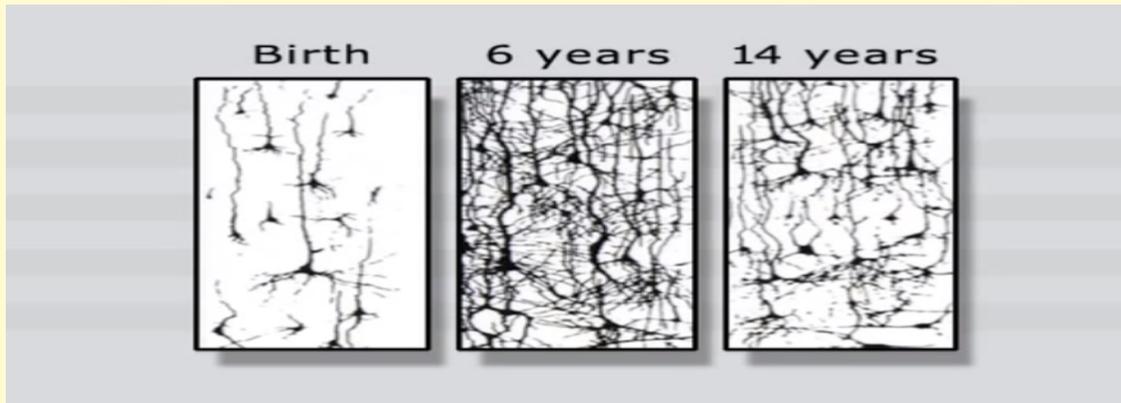


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Center on the Developing Child, Harvard University

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Brain Architecture



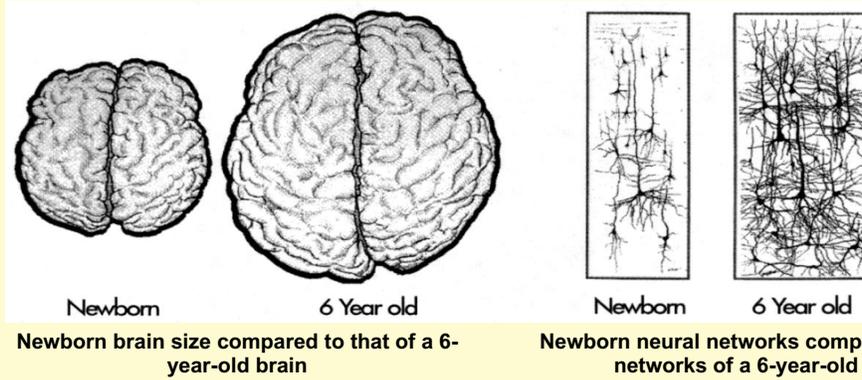
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Important Connections are Made Prior to School-Entry

90% of brain growth occurs before kindergarten

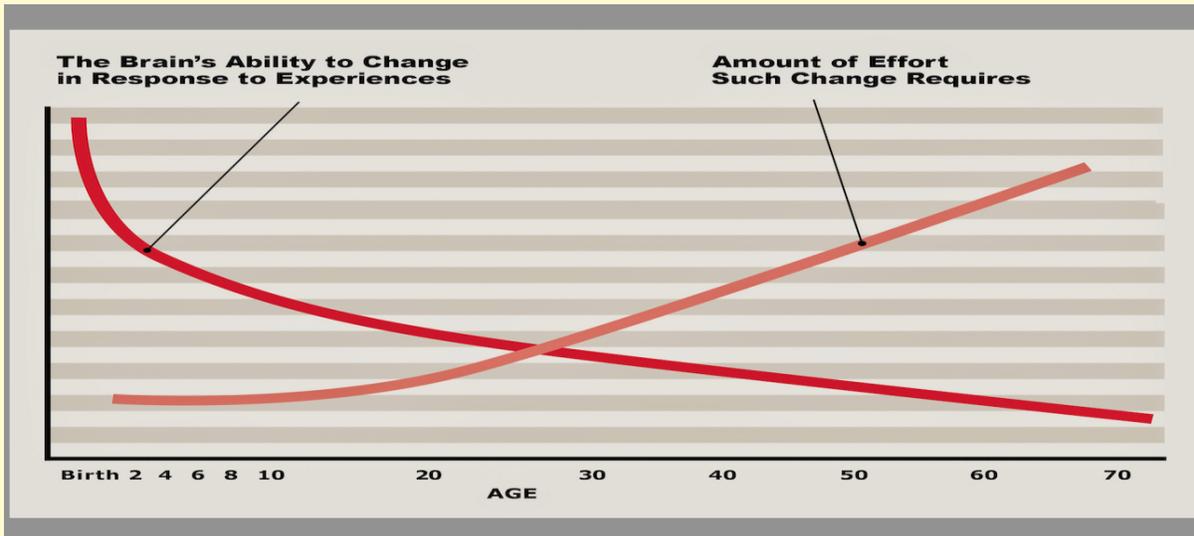


Source: Paul Lombroso, "Development of the cerebral cortex. VI. Growth Factors I." Journal of the American Academy of child and Adolescent Psychiatry 37(6): 674-675, 1998.



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Pre-K Funding Sources

- Title I
- NC Pre-K
- Head Start
- Exceptional Children
- Developmental Day
- Smart Start
- Fee for Service



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Focus on the Predictors

Top predictors for positive third grade outcomes

- Small group instruction
- Peer Collaboration
- Oral Language Development
- Early math concepts
- Vocabulary Development
- Scaffolded Instruction
- Metacognition



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Good Teachers are Critical to Children's Success

Children form academic trajectories early in their school careers that tend to be stable and difficult to change over the course of their schooling

(Alexander & Entwisle, 1993)

Children's negative perceptions of competence and attitudes become stronger and harder to reverse as children progress through school

(Valeski & Stipek, 2001)



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Self regulation cannot develop when adults regulate behavior

As children develop self-regulation, they:

- ignore distractions
- focus and attend
- delay gratification
- persist in challenging situations
- ask for help
- control emotions and express them appropriately

(McClelland, Acock, & Morrison, 2002).



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What if we really used research to guide our practice?

- A classroom emphasis on **oral language development** has been identified as one of the premier instructional strategies for ensuring the success of children, especially those from low socio-economic communities (Mason & Galloway, 2012).
- **Vocabulary** proficiency is a predictor of academic achievement beginning as early as the third grade (Storch & Whitehurst, 2002).



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What if we really used research to guide our practice?

A large body of research has shown that collaborative approaches to learning can be effective in:

- producing achievement gains
- promoting critical thinking
- enhancing problem solving in face-to-face learning contexts

(Steffe, Cobb, & von Glasersfeld, 1988; King, 1989; Webb, 1989; Webb & Palincsar, 1996).



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CCSS: “Children are deep thinkers and it is the role of the teacher to capably guide and support them.”

- The English Language Arts Standard requires that students have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.
- The Standard for Math across K-3rd grade similarly stipulates that children should be able to construct viable arguments and critique the reasoning of others



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Contribution of oral language and scaffolded instruction to formative assessment

- How do we know what they know unless we ask them?
- Formative assessment supports continuous teaching and learning by providing teachers the information they need to make informed instructional choices. Teachers collect evidence about what children **say**, do, make or write while instruction is occurring and learning is underway. The teacher uses the evidence to understand where a child may be in his or her learning which helps the teacher make immediate and ongoing adjustments to instruction and learning.

NC DPI 2014



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A culture of collaborative inquiry, A mindset of continuous improvement

- Ask-don't tell
- Move from evaluation to inquiry
- Move from performance to mastery goal orientation
- Reinvigorate professionalism



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What if....

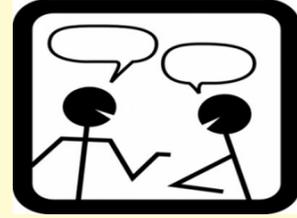
.....from preschool through third grade, students consistently had the opportunity to:

- Practice self regulation
- Develop executive function
- Engage in a student-centered, personalized and well-rounded learning
- Know that school was a place they belonged and were valued
- Know that teachers and peers were interested in what they said, what they knew, and what they felt



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When you think about the importance of Pre-K through Grade 3:

- What is working well at your school?
- What needs improvement at your school?



DAP & Rigor



What is Developmentally Appropriate Practice?

Developmentally Appropriate Practice means teaching young children in ways that meet them where they are and helps them reach challenging and achievable goals. (Phillips & Scrinzi, 2013; Copple & Bredekamp 2009)

Practices are based on content learning standards *and* child development

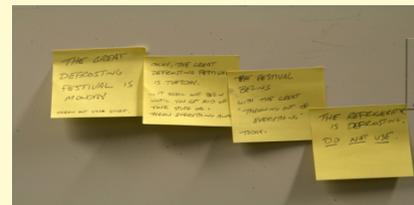


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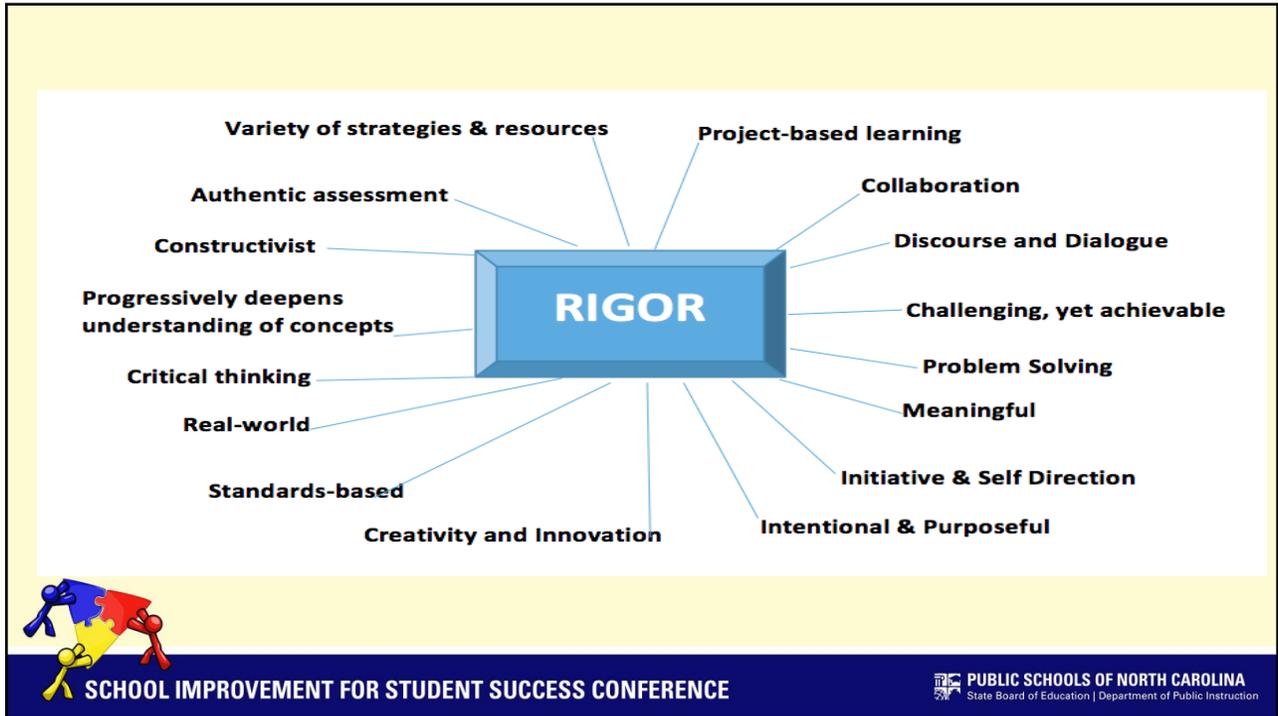
Rigor Brainstorming: What IS Rigor?

- Record ideas about “rigor” in K – 1 thought per sticky note
- Sort & classify – give groups of similar ideas a heading
- Generate a team definition
- Group sharing



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Rigor & DAP can Co-Exist

Academic Rigor

- Focuses on 1 dimension ... academics



Developmentally Appropriate Practice

- **Cognitive (academics)**
- Motivational
- Cultural
- Social
- Emotional
- Health & Physical
- Approaches to Learning



“Rigor and DAP are divorced concepts that need to remarry.”

(Vincent Constanza, 6.6.2016, NAEYC PDI)

DAP iS Rigor



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Why is DAP Rigorous?

Developmentally appropriate practice uses developmental theory to promote instruction that focuses on the growth and learning of **individual children across all developmental domains** in a manner that addresses “the social and cultural contexts” in which they live

(Copple & Bredekamp 2009, 10).



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Why is DAP Rigorous?

- Process of working with all children – addresses the **whole child** through interactive learning experiences that **challenge the mind & connect learning to real world context**
- Child has **intentional support** from teacher to achieve goals/standards

(Washor & Mojkowski 2006/2007)



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Why is DAP Rigorous?

Teachers:

- provide children with **multiple learning opportunities** to gain knowledge/skills needed
- **build on** content of instruction and **increase performance expectations** for children as the year progresses



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Why is DAP Rigorous?

Teachers:

- use authentic, **formative assessment** opportunities to inform instruction



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Rigor In Action

What should rigor look like when observing a Kindergarten classroom?

- Children **deeply engaged** in meaningful activities & projects through playful experiences (Constanza)



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Sorting & Counting

Bug Picture Matching

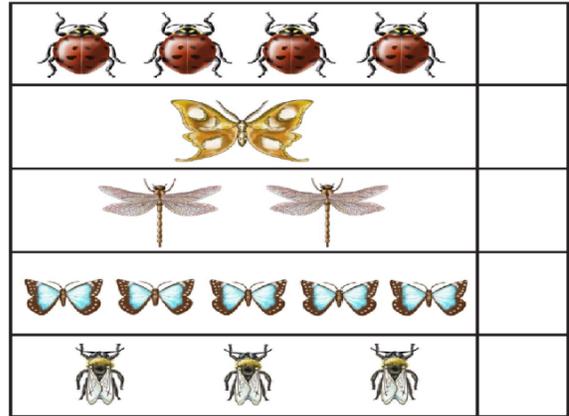
Draw a line from each bug picture on the left side of the page to the matching bug picture on the right.



Bug Worksheets | © Copyright AllKidsNetwork.com | www.allkidsnetwork.com

COUNT THE INSECTS

How many insects do you see? Count up how many you see on each row and write it in the box.



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Letter Identification

www.BeginningReading.com Alphabet Set 2

Name _____

Circle all letters A or a you can find.

A z a e b a

h v s A m B

t A x a o A





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If...Then...

The research is consistent...

Teachers must be **intentional** as they

- work to **provide** effective, developmentally appropriate instruction
- **Interact** with children in engaging, challenging and appropriate environments
- provide support through **regular and consistent monitoring** of children's achievement across all developmental domains

(Bowman, Donovan, & Burns)



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How do you *INVITE* Children in the Early Grades to Learn?

- Welcoming, nurturing, safe environment
- Guidance from trusted & intentional adults
- Integrated learning opportunities focused on content standards and 5 domains of development
- Balance of learning contexts & strategies



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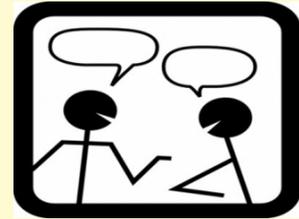
How do you *INVITE* Children in the Early Grades to learn?

- Active, engaging & playful activities
- Purposeful, relevant, & meaningful experiences
- Opportunities for discovery, exploration, & practice
- Opportunities to make choices
& regulate own behaviors
- Achievable yet challenging experiences



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- Are developmentally appropriate practices reflected in your classrooms?
- What supports are already in place to help teachers implement appropriate practices?
- What supports need to be in place?
- What are your next steps?



NC's Demonstration Program

Vision Statement:

Learn, model, lead, and empower to effect change for children



- Pre-Kindergarten Classes
- Kindergarten Classes

<http://www.ncpublicschools.org/earlylearning/demo/>



Demonstration Program: Mission

Pre-Kindergarten & Kindergarten

Lead by modeling, sharing, promoting, and articulating effective learning environments, curricula, and instructional practices



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Guided Observations

- Professional Development Process
- Visitors select areas of early childhood practice they are interested in observing and discussing

Commonalities:

- Pre Observation Discussion
- Guided Observation
- Post Observation Discussion



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Using Multiple Measures to Student Growth and Development

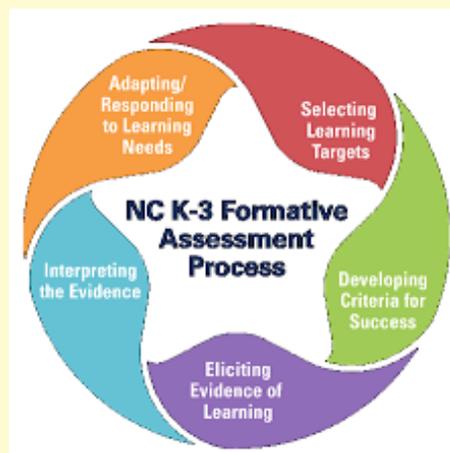
- Effective principals provide welcoming, collaborative learning environments that support personalized learning, including the effective use of technology. (naesp, 2014)
- Effective principals encourage and support state and local assessments that include growth models and multiple measures of student performance (both formative and summative). (naesp, 2014)



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The NC K-3 Formative Assessment Process



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Did You Know?

There are a **variety** of ways to collect evidence of student learning and development.



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But in Reality...



Overcome Frustration



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As an Early Learning Advocate

Instructional Leaders Can...

- “Look for” varied types of evidence.



- “Ask about” opportunities teachers utilize to collect evidence.



Did You Know?

Using **carefully worded probing questions**, rather than asking questions that lead a student to the “correct” answer, helps uncover what a student understands and is able to do.

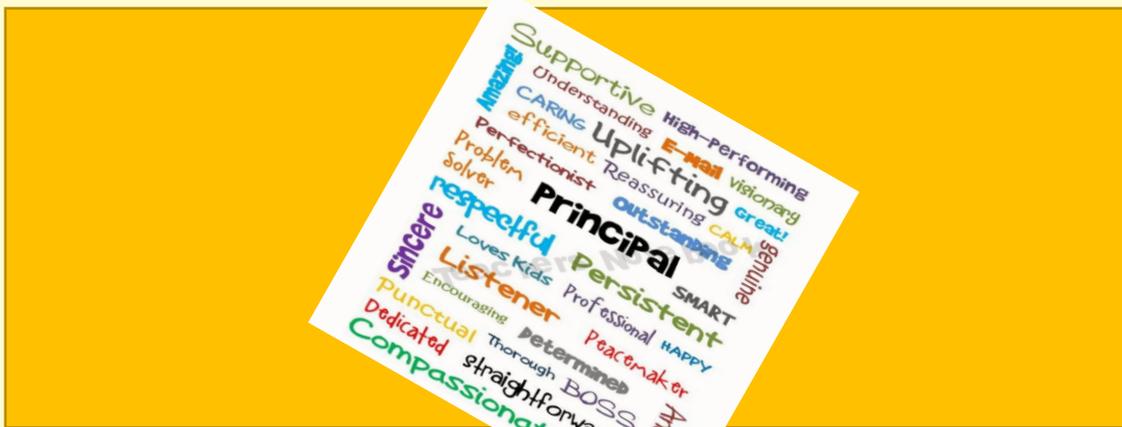


General Open Ended Questions

- What would happen if...?
- I wonder...
- What do you think about...?
- In what way...?
- Tell me about...?
- What would you do...?
- How can we...?
- How did you...?
- In what way...?
- What do you suppose...?



But in Reality...



Did You Know?



NC K-3 FAP Administrator's Practice Profile (expanded version) has been developed to support instructional leaders with **“Look Fors”** and **“Ask Abouts”** related to the *Five Critical Components* of the formative assessment process.



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As an Early Learning Advocate



Instructional Leaders Can ...

- **“Look for”** the *NC FAP Administrator's Practice Profile* by visiting the *NC K-3 FAP Weebly* and downloading the full version.

AND

- **“Ask about”** support for the use of this tool by contacting your regional consultant.



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NC K-3 FORMATIVE ASSESSMENT PROCESS PRACTICE PROFILE EXPANDED VERSION

Critical Component: Selecting Learning Targets

Learning Targets:

Learning targets are the building blocks for acquisition of concepts/skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., I can statements).

LOOK FORS/OPEN ENDED QUESTIONS	EXPECTED IMPLEMENTATION	DEVELOPMENTAL VARIATION	UNACCEPTABLE VARIATION
<p>Look for:</p> <ul style="list-style-type: none"> • Opportunities to work with individual students and/or small groups to identify learning targets. • Students are engaged in activities that match their individual learning targets. • Evidence of purposeful differentiation for students using the construct progressions to identify appropriate skill levels. <p>Open-ended questions: Students can state learning targets in their own language, "I can...".</p> <ul style="list-style-type: none"> • Tell me about what you are working on. • What did you learn? • What was hard for you? • What is your learning target or goal? <p>Teachers can explain the process for selecting learning targets for and with their students using their current learning statuses.</p> <ul style="list-style-type: none"> • Tell me how you selected this learning target for (this student). • How was (this student) involved in selecting this learning target and/or understanding his/her next learning goal? 	<p>Uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using I can statements).</p>	<p>Uses the current learning status and communicates the learning targets to individual students in meaningful and appropriate ways (e.g., using I can statements) to support learning.</p>	<p>Does not use the current learning status to develop and communicate learning targets.</p> <p>Develops learning targets using current learning status, but does not communicate them to students.</p> <p>Communicates the same learning target to all students, rather than individualizing for each student based on his or her current learning status.</p>



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Did You Know?



There are administrator resources for reporting and data analysis support in the NC K-3 FAP electronic platform. A ***Quick Access to Reporting Tools for the NC K-3 Formative Assessment Process Online Platform Guide*** has been developed for administrators to include a description, reporting use, and directions for access for each of the generated reports.



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But in Reality...



Breaking Down Communication Barriers



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Quick Access to Reporting Tools for the NC K-3 Formative Assessment Process Online Platform			
ADMINISTRATORS			
Report Name	Report Description	Report Uses	Access Report
Class Profile	<ul style="list-style-type: none"> Shows the current Learning Status or Status Summary for each student in the class on all construct progressions being used Provides a quick "snapshot" of learning statuses or status summaries made 	<ul style="list-style-type: none"> Informs the grouping of children for differentiating instruction Informs instructional planning in various instructional formats (e.g., whole group, small group, centers/stations) Provides an overall picture of where the class is currently along each construct progression 	<ul style="list-style-type: none"> Emulate the teacher whose Class Profile you wish to view. Click on the Reports tab. Select Class Profile. Select the Status Summary period that you wish to view and which types of statuses you would like to include. Click on Generate Report on the right-hand side.
Development & Learning	<ul style="list-style-type: none"> Provides an individualized report that identifies a student's current learning status and the next targeted skill on the selected construct(s) 	<ul style="list-style-type: none"> Can be shared with families to show the child's current learning statuses for each construct and where the student's learning and development is headed next 	<ul style="list-style-type: none"> Emulate the teacher whose Class Profile you wish to view. Click on the Reports tab. Select Development and Learning Report. Select the name(s) of the child(ren) you wish to include. Select the Status Summary period that you wish to view and which Domain(s) and types of statuses you would like to include. Click on Generate Report on the right-hand side.
Evidence Status	<ul style="list-style-type: none"> Shows the number of pieces of evidence uploaded for each student for each construct progression 	<ul style="list-style-type: none"> Guides intentional evidence collection Helps to determine areas in which additional evidences may need to be collected 	<ul style="list-style-type: none"> Click on the Reports tab. Select Evidence Status. <p>The default will show a report for all teachers at your school site and will include all children, using the current Status Summary period and all construct progressions.</p> <ul style="list-style-type: none"> To alter this report, click on Back

9-26-16



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As an Early Learning Advocate...



Instructional Leaders Can...

- **“Look for”** the quick access guide by visiting the NC K-3 FAP Weebly.

AND

- **“Ask about”** these reports and support for further use by contacting your regional consultant.



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Building Professional Capacity Across the Learning Community

Effective principals embrace the concept of high-quality Pre-K-3 learning as the foundation for children's developmental growth.

- Disney World *“The Greatest Place on Earth”*
- NASA *“We are here to Put a Man on the Moon”*
- Apple *“Improving the Quality of Life for Mankind”*



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Advocate for Your Early Learning Mission/Vision



Next Steps

Name: _____ Date: _____

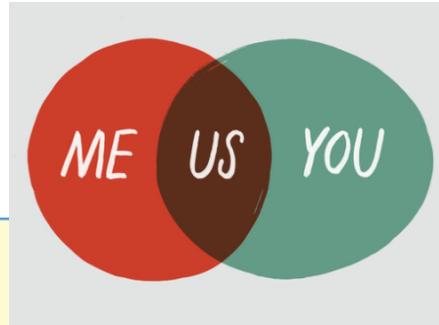
Goal: _____

	Action Steps	Responsibility	Resources	Timeline
1.				
2.				
3.				



Make Your School a Hub of Pre-K-3 Learning for Families and the Community

Effective Principals *work with* families, prekindergarten programs, and community organizations to build strong Pre-K-3 linkages.



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Relationships

“One of the best places to learn more about the children in our classrooms is from their families. Trying to develop a relationship with a child without getting to know the family is like seeing only half the picture!”

NC Guide for the Early Years



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Activities/Strategies

- Information dissemination (newsletters)
- Communication (2-way)
- Resource sharing
- Home visits/school conferences
- School events – open house, meetings, informational sessions, orientation



Strategies/Indicators of Competency in Practice

- Develop a welcoming environment
- Develop out of school summer learning opportunities for children and families
- Blend and braid funding to maximize resource opportunities



Next Steps

Name: _____ Date: _____

Goal: _____

	Action Steps	Responsibility	Resources	Timeline
1.				
2.				
3.				



Questions



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