



Maximizing Federal Investments for Young Children Webinar Series:

Focus on Kindergarten

**January 8, 2018
3:30-5:00pm Eastern**



The BUILD Initiative's Mission

The BUILD Initiative

supports state leaders to develop a comprehensive, equitable system (infrastructure, programs, policies and services) that meets the needs of young children and their families.

This systems-building approach

effectively prepares our youngest children for a successful future, while carefully using private and public resources.

Approach for Today's Webinar

- New series, Maximizing Federal Investments in Young Children
- Today's focus: Focus on Kindergarten

Our Speakers



Vincent Costanza Ed.D.
Chief Academic Officer
Teaching Strategies



Lissette Rodriguez
Early Childhood Supervisor
West New York School
District, New Jersey



Kimberly Harshaw
Kindergarten teacher,
Pathways Elementary School
Hillsborough, North Carolina



Harriet Dichter
BUILD Initiative
[moderator]



Megan Scott
Program Coordinator
Oklahoma Partnership
for School Readiness
(OPSR)

The Vision

We shouldn't wait until children are in high school to fuse academic and social development.



The Law of Initiative Fatigue

“When the number of initiatives increases while time, resources, and emotional energy are constant, then each new initiative—no matter how well conceived or well intentioned—will receive fewer minutes, dollars, and ounces of emotional energy than its predecessors.”

A Lack of Clarity & Coherence

As evidenced in the 2015 Institute of Medicine (IOM) and National Research Council (NRC) report, the system of care and education for our youngest children is fragmented.

The Results

For children and families:

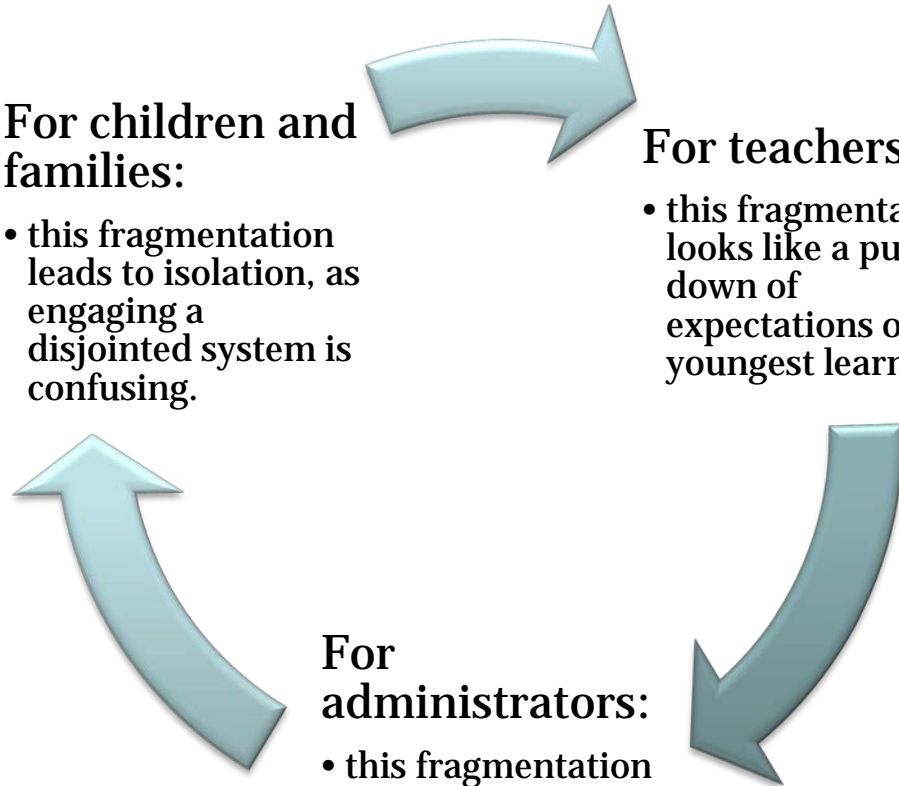
- this fragmentation leads to isolation, as engaging a disjointed system is confusing.

For teachers:

- this fragmentation looks like a push-down of expectations on our youngest learners.

For administrators:

- this fragmentation creates a lack of alignment in curriculum and assessment practices.



Clarifying the Picture



Capacity building

Collaborative effort

Pedagogy

Systemness

Learning the Tool and Building Capacity

NJKEA Summer Training: Teaching Strategies *GOLD*® Assessment Tool

3 days for teachers:

- 2 consecutive focus on the Objectives for Development & Learning, Developmental Continuum, the Online Platform & Features (reports), the App
- 1 mid-year day focus on quality documentation and assessment, utilizing reports to intentionally plan for instruction

3 days for administrators:

- First day with teachers in June focus on Objectives for Development & Learning, Developmental Continuum
- 2 half-days focus on Online Platform & Features (reports), How to Support Teachers Using the System

Focusing on Need: A Collaborative Effort

KEA (Fall) Checkpoint – 7 weeks (usually end of October)

Winter Checkpoint – 15 weeks (usually mid-February)

Spring Checkpoint – 15 weeks (usually mid-June)

At the end of each trimester throughout the school year,

- **Year 1** teachers will complete checkpoints for each student, assigning a summative level on the developmental continuum for objectives in the areas of **Literacy, Mathematics, & Social/Emotional**
- **Year 2** teachers add on objectives in the areas of **Language & Cognitive**

Pedagogy and Best Practice

Kindergarten Seminars: Supporting Best Practice in the Kindergarten Year

5 part series throughout the school year focusing on:

- Learning Environments & Materials
- Customizing Curricula, Long-Term Investigations & Projects
- Differentiating for All Learners
- Incorporating NJ SLS and TS GOLD in the assessment cycle
 - *SGO development and monitoring*
- Implementing NJ's Kindergarten Guidelines

Career Ready Practices



Communicate

Creativity & Innovation

Critical Thinking

Research Strategies

Team work

Questions



New Jersey: Building Capacity in West New York

- **Administrative supports**
 - Classroom walkthroughs with EC staff and building leadership
 - “What did you see” post-observation meetings
- **Supervisors attended best-practice professional development**
 - Link to UC Berkeley study
- **Central office leadership**
 - Clear messaging throughout the district

Collaborative Implementation in West New York

- Measured rollout of initiative
 - Model classroom approach with one classroom in each building
 - Master teacher support
 - Two year implementation cycle

A Focus on Best Practice in West New York

- Focus on the teaching environment
 - Examples of high quality centers that allow for choice
- Focus of assessment practices
 - Examples of meaningful anecdotes and formative assessment practices
- Differentiated classroom management

Questions



North Carolina K Teacher and K Reformer!

- All schools across the state have begun implementing the KEA to capture the knowledge and skills of students within the first 60 days of instruction
 - The KEA helps teachers gain an ongoing understanding of the strengths and needs of each individual child as they enter kindergarten
 - Provides a more complete picture of the whole child
 - Seamless part of regular classroom activities
 - Once a learning status is assigned teachers use data to inform instruction and to meet students individual learning needs throughout the school year

What we've learned!

- **KEA/K-3 Formative Assessment**
 - Goes beyond areas typically assessed such as math, literacy, and writing
 - A teacher can collect evidence in a variety of ways during instruction
 - Evidence can be captured throughout the day in a variety of settings

What we unlearned!

- After the 1st 60 Days – Teachers were uncomfortable making a “status summary”
- Progressions did not align with the scales of other required assessments
- How do we get districts/schools/teachers to move beyond compliance/what is required?



What we relearned!

- The K-3 Formative Assessment Process is a process rather than an instrument to be administered
- The NC KEA is intended for teachers to observe students working, take notes about what they observe, question students about their thinking, and review student's work samples to learn what children know and what they need to learn next

Questions



Supporting K Teachers and Children

- Oklahoma Partnership for School Readiness
- Early Learning Challenge Grant
- Reading Sufficiency Act
- Incorporating teacher voice into the Early Learning Inventory
- Public/Private Partnerships

Learning from K teachers and others

Survey:

- State of their current classroom
- Assessments teachers are currently using
- Skills necessary to succeed in Kindergarten

Focus Groups:

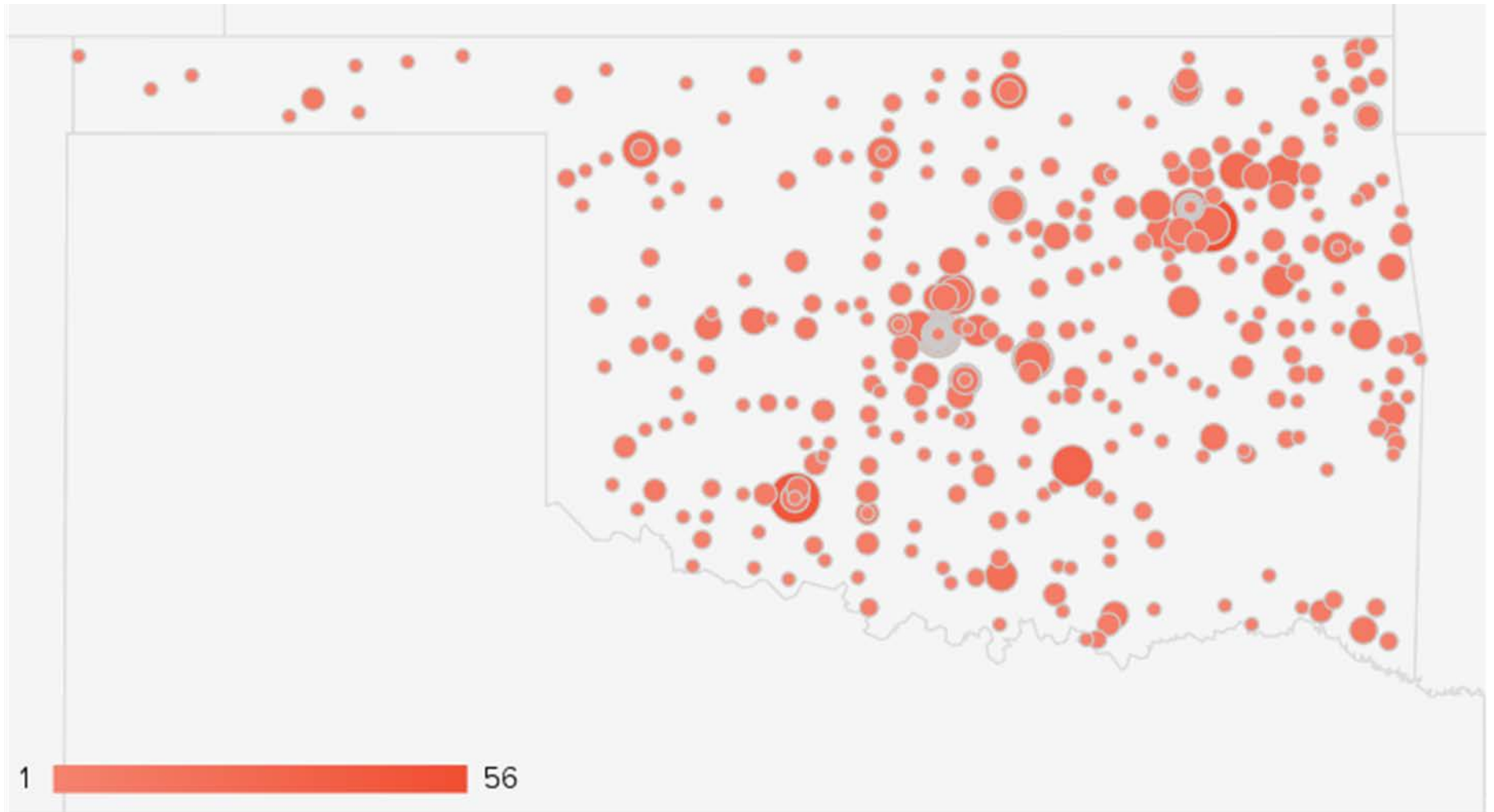
- Type of assessment we should be using
- Supports teachers need
- Skills to measure with an assessment
- Use of the information
- Reports teachers would like to have

92% of school
districts

390 zip codes

1, 249
Kindergarten
Teachers

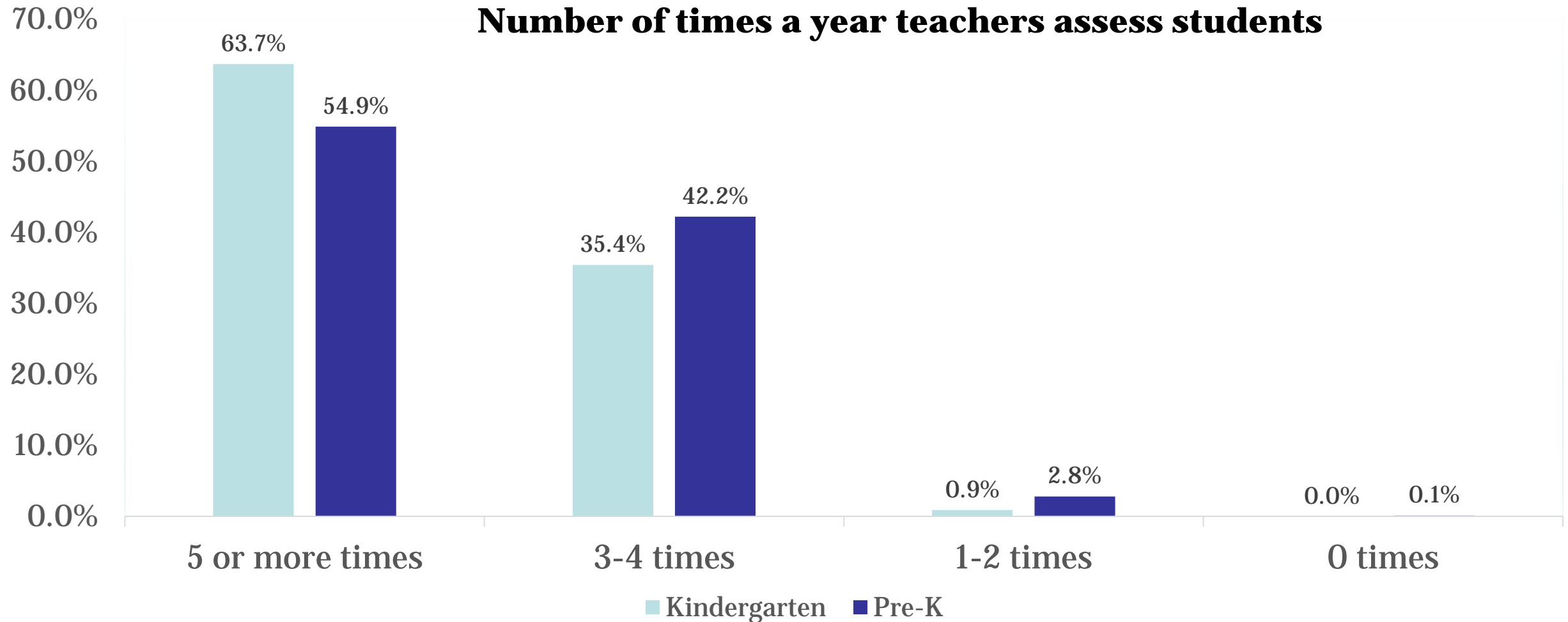
900 Pre-K
Teachers



What we've learned!

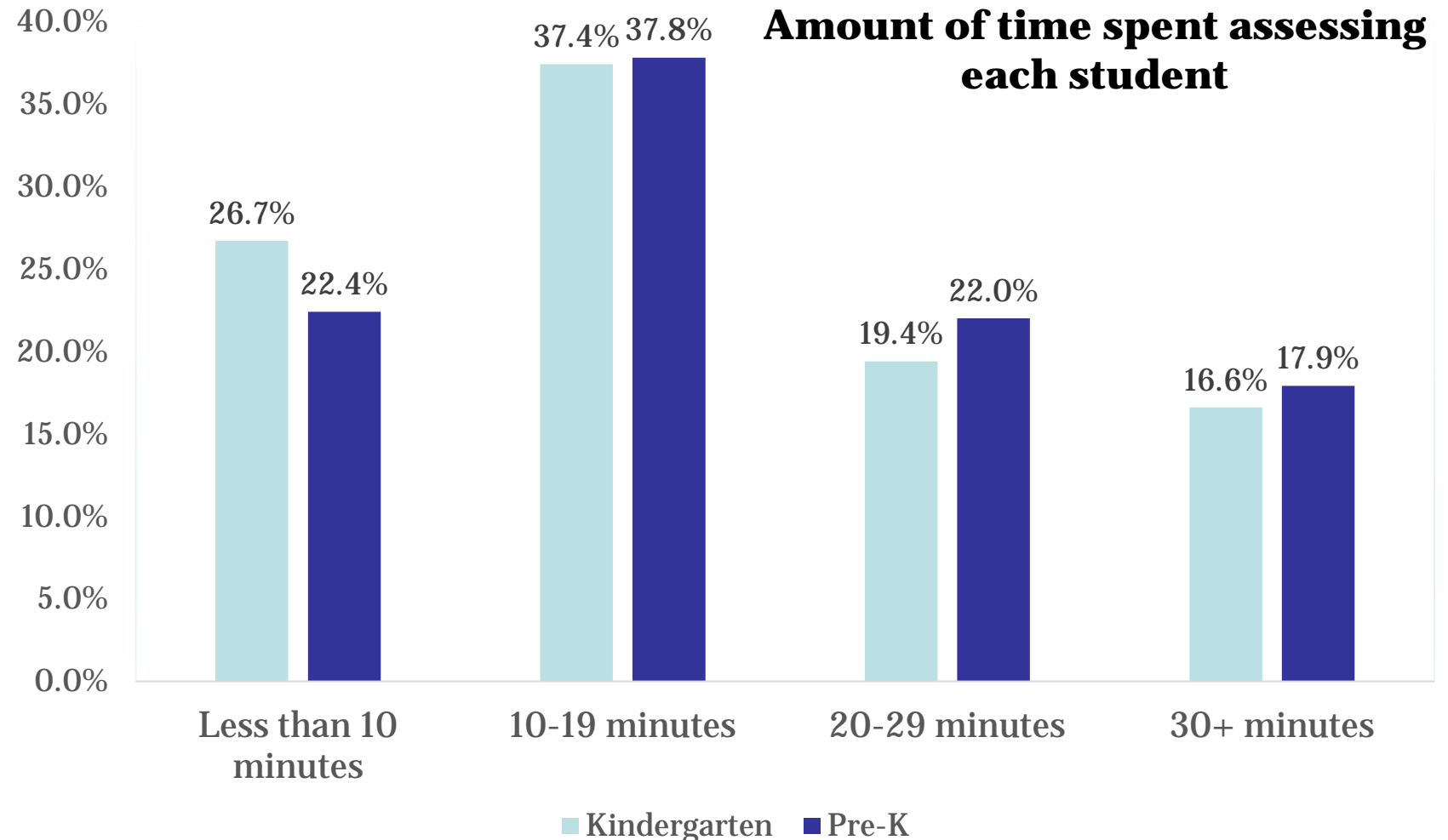
- Teachers reported that assessment is useful and important for informing instruction, particularly when they receive a wide range of professional development opportunities to support its use
- Teachers expressed a need for assessments in domains of math, social-emotional, and physical development; domains not currently required by the State Department of Education but important for academic success
- Teachers indicated that there is a significant advantage for students who attend Pre-K over those who did not, and a comprehensive assessment would allow them to tailor instruction to meet the needs of all students

What we unlearned!



What we unlearned!

- 28.8% of Kindergarten teachers had an assistant
- Average class size: 21
- Average number of students with an IEP per teacher: 2



What we relearned!

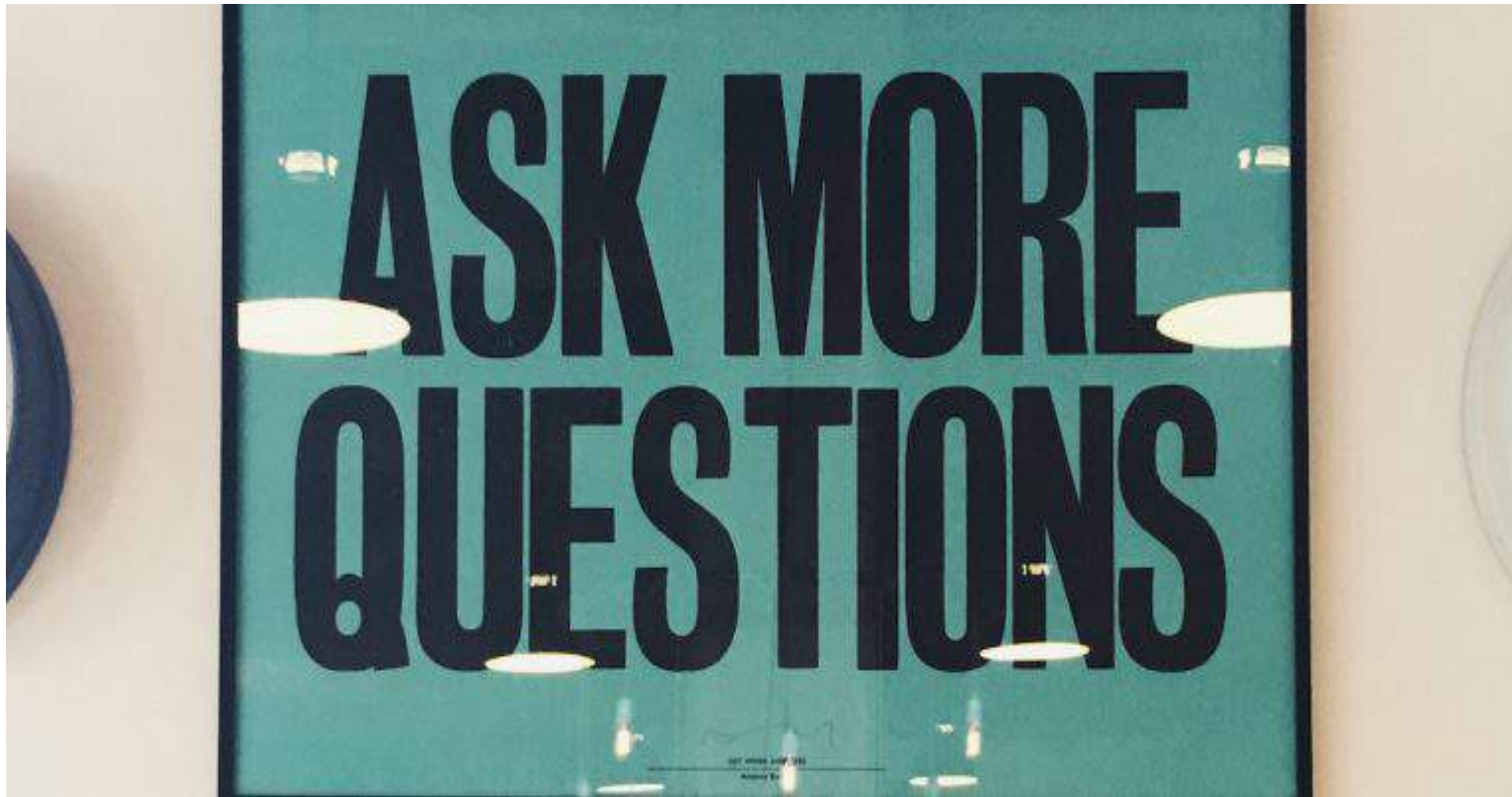
The Oklahoma Early Learning Inventory focuses on ensuring a child's success in school by: informing educators on how to support classroom instruction and providing information to guide families, educators, community partners and policy makers, in making decisions on how to enhance and differentiate early learning opportunities.

The Inventory is not to be used as a high stakes tool to prevent entry into Kindergarten, identify students for special education eligibility, and evaluate programs or teachers.

What we relearned!

- Variety of professional development and continuing education opportunities
- Teacher supports including coaching, substitutes, paid travel
- Clear purpose
- Time!
- Family engagement
- Consistency in implementation and include it in RSA

Questions



Thank you!



- Join us for another webinar in this series: Focus on Infants and Toddlers
- Monday, February 5
3:30pm Eastern
- [More Info & Register](#)

BUILD Initiative

For more information:
www.buildinitiative.org

