Bridging the Gap Birth Through Third Grade: Percolating Up Early Learning Concepts

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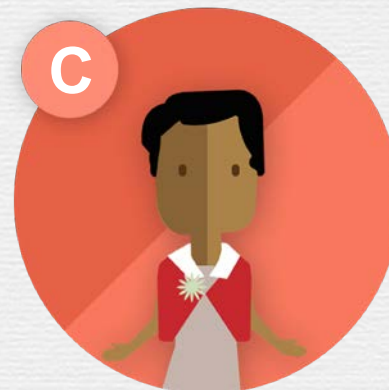# Agenda

1. Vision Driven by Research

2. Policy: ESSA Overview
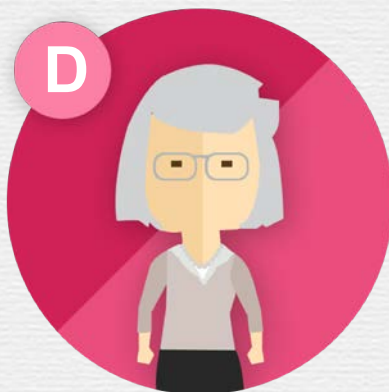
3. Bridging the Gap: Using CLASS® Across Age Levels

A Coach/Mentor

B Observer

C Teacher

D Administrator

E Other

Age Levels

What age level students does your current organization include?

A. PreK only

B. Birth to Five

C. PreK to Elementary

D. Other

Think-Pair-Share

What do children need across age level settings, birth through age 8?

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> So the key questions become: How can we ensure that we have an effective pre-k through elementary system? How can we remodel our education system to weave what we know about early skills development and appropriate early education practices into the fabric of subsequent stages of education? What supports do teachers who bridge early and elementary education need to ensure that young learners are able to build on their early gains?

Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects
A Consensus Statement

Why does it feel like this?

Or Like This…..

Policy Spotlight:
Every Student Succeeds Act (ESSA) Overview

ESSA Overview

Signed by the President on December 10, 2015, the Every Student Succeeds Act (ESSA, P.L. 114-95) includes a number of early learning provisions designed to encourage and enable states, school districts, and schools to strengthen and expand connections between early childhood programs and elementary school.

ESSA's important early learning references include meaningful state planning requirements, flexibility to use the law's major formula programs to promote kindergarten readiness; improved **transitions** for children; early learning focused **professional development** for teachers, principals and district leaders; and **family engagement** supports.

Transitions Defined Under ESSA—State Efforts

○ Linking early childhood and K–12 data systems

○ Ensuring that state early learning guidelines and K-12 standards are meaningfully aligned across the full range of domains

○ Providing guidance and resources to better connect curriculum and assessment across preK and the early grades

○ Making QRIS a must for all early learning programs as a way to support continuity

○ Funding efforts to help LEAs identify early childhood programs that typically feed particular schools and establish learning communities including both principals and early childhood program administrators in order to build relationships and foster better collaboration, communication, and transition between the programs.

○

Transitions Defined Under ESSA-Local Efforts

Transition planning from early childhood program to elementary schools is required for programs receiving Title I funds. Transition plans should ensure children receive support to succeed in a new environment with new expectations.

As more communities invest in high-quality Pre-K, it is important that alignment occurs to ensure that children are not being retaught skills and competencies in kindergarten. Sustaining the benefits and the knowledge of the children should be a key priority for school systems.

To ensure coordination with community early childhood programs school leaders and educators can organize and participate in training related to strengthening the transition to elementary school.

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Transition Activities-Child Focused

- Planned visits to Kindergarten classrooms while child enrolled in Pre-K (whole class, small groups, for specials, for special activities)

- Kindergarten teachers visiting Pre-K classrooms

- Kindergarten orientation activities before the start of school (Kindergarten camp week, Kindergarten orientation day)

- Home visits by principal and Kindergarten teachers

- Parent/teacher pre-conferences

- Teacher/teacher pre-conferences

- Learn about Kindergarten activities sent home (first day of school book, favorite Kindergarten book)

- Others?

Transition Activities-System Focused

- Superintendent/principals aware of early childhood program in feeder pattern and communicating important information

- Developing transition teams that meet on quarterly basis (New Jersey)

- Sharing of formal and informal records (portfolios)

- Sharing of assessment reports

- Coordination on behavior plans, IEPs, teaching strategies

- Coordination on standards, curriculum, themes/topics, and assessments

- Others?

ESSA Coordination with ECE–Requirements

Now as part of ESSA, an **LEA is also responsible** for developing agreements with Head Start programs, and other ECE programs if possible, to coordinate services, such as data reporting and sharing, alignment of standards and curricula, and transition activities for children moving from Head Start and other ECE programs into public school programs.

NHSA-CCSSO Toolkit:

- An overview of ESSA's statutory requirements regarding LEA/ECE coordination
- State- and local-level self-assessments on transition practices
- Sample state guidance to LEAs on effective transitions
- Common challenges to coordination and strategies to over them
- Sample MOUs

ESSA Coordination Requirements: Some Specifics

Sharing Information

● Developing and implement systematic procedure for receiving records, transferred with parental consent from a HS program or, where applicable, another ECE program

Coordinating Services

● Establishing channels of communication between school staff and their counterparts in HS or other ECE programs, as appropriate, to facilitate coordination of programs.

● Linking the educational services provided by LEA with the services provided by HS

Family Engagement

● Conduct meetings of parents, kindergarten teachers, and HS teachers or teachers from other ECE programs, to discuss the developmental and other needs of individual children

Professional Development Defined Under ESSA

● ESSA defines professional development as sustained, intensive, collaborative, job-embedded, data-driven PD. The emphasis is on professional learning to be more **personalized** to educators and their needs and to provide them with training that keeps them in their schools and classrooms. It can be a blend of online and in-person PD

● *Targeted and joint professional development including early childhood educators.* Because of the new definition, any state PD activities can include early childhood educators. If a state, for instance, wanted to invest dollars in coaching for Head Start teachers and pre-K educators teaching in non-public school settings it could do so provided that the coaching was aimed at providing a well-rounded education and to meet K–12 education standards.

Other Allowable Professional Development Activities

- Instruction in the early grades—supporting language, reading, math, social emotional, and differentiated instruction

- Annual professional development related to the learning and development of children, birth through eight

- Leadership training to support teachers, teacher leaders, or other professionals to meet the needs of students through age 8

- Leadership training on early childhood, school readiness, transitions

- Joint professional learning and planning activities

- **Ensuring observations of classroom practices are regularly used to assess and improve teachers' effectiveness in creating high-quality instructional, social and emotional climates**

Preschool Development Grants in ESSA

- $242 million funding in FY 2019
- Competitive grant application to:
  - assist States to develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the State designed to prepare low-income and disadvantaged children to enter kindergarten and **to improve transitions** from such system into the local educational agency or elementary school that enrolls such children
- Use funds to:
  - Implement needs assessment
  - Strategic planning
  - Quality improvement initiatives in support of collaboration and coordination

Think-Pair-Share

In what ways does your organization collaborate with the K-3 in your community?

Why do we have a gap between preschool and K-3 education?

What factors contribute to this gap?
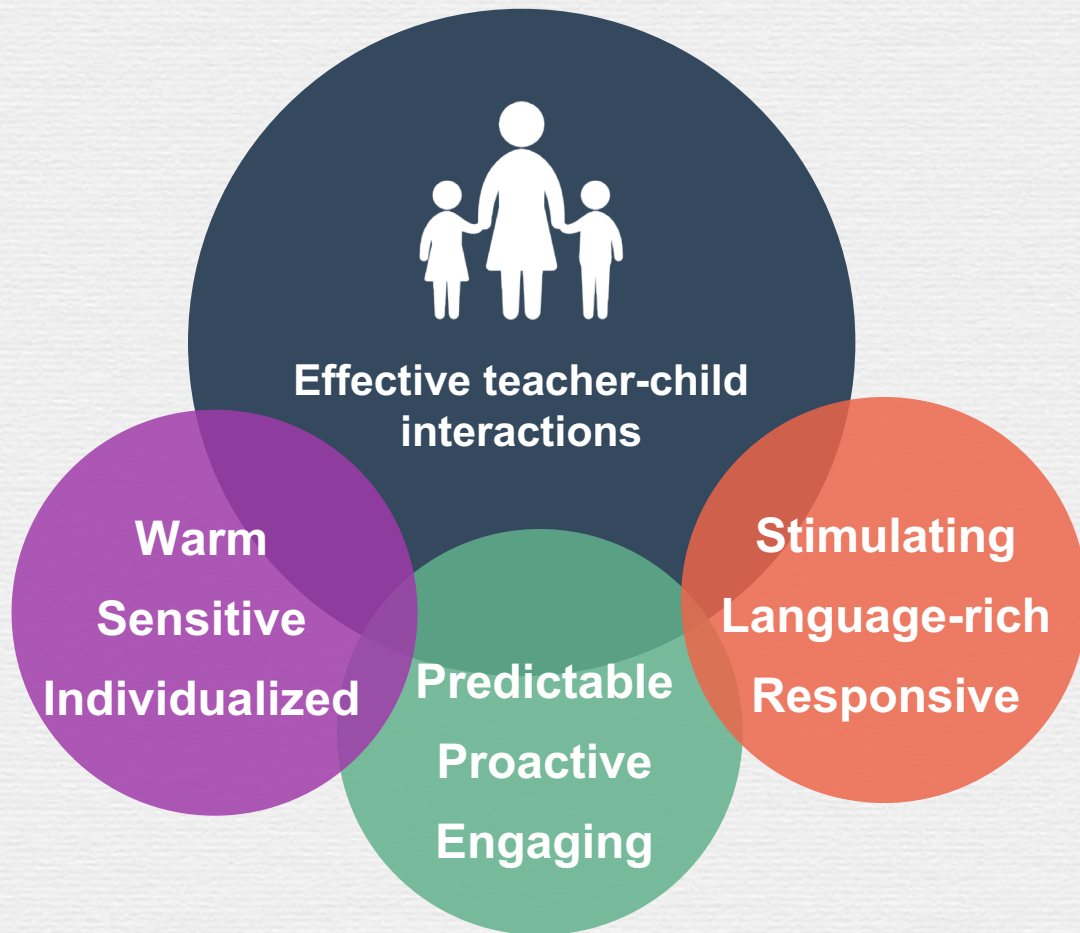
Bridging the Gap: Using CLASS 0-8

Infant

Toddler

Pre-K

K-3

Upper Elementary

Secondary

Effective teacher-child interactions

Warm
Sensitive
Individualized

Predictable
Proactive
Engaging

Stimulating
Language-rich
Responsive

CLASS Domains & Dimensions

INFANT

Responsive Caregiving

Relational Climate

Teacher Sensitivity

Facilitated Exploration

Early Language Support

TODDLER

Emotional & Behavioral Support

Positive Climate

Negative Climate

Regard for Child Perspectives

Behavior Guidance Teacher Sensitivity

Engaged Support For Learning

Facilitation of Learning & Development

Quality of Feedback

Language Modeling

PRE-K

Emotional Support

Positive Climate

Negative Climate

Regard for Child Perspectives

Teacher Sensitivity

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats

Instructional Support

Concept Development

Quality of Feedback

Language Modeling

K-3

Emotional Support

Positive Climate

Negative Climate

Regard for Child Perspectives

Teacher Sensitivity

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats

Instructional Support

Concept Development

Quality of Feedback

Language Modeling

Upper Elementary

Emotional Support

Positive Climate

Teacher Sensitivity

Regard for Student Perspectives

Classroom Organization

Behavior Management

Productivity

Negative Climate

Instructional Support

Instructional Learning Formats

Content Understanding

Analysis & Inquiry

Quality of Feedback

Instructional Dialogue

* Student Engagement

Secondary

Emotional Support

Positive Climate

Teacher Sensitivity

Regard for Adolescent Perspectives

Classroom Organization

Behavior Management

Productivity

Negative Climate

Instructional Support

Instructional Learning Formats

Content Understanding

Analysis & Inquiry

Quality of Feedback

Instructional Dialogue

* Student Engagement

Pre-K and K-3 CLASS Domains & Dimensions

Pre-K **CLASS**®

DOMAINS

Emotional Support	Classroom Organization	Instructional Support

DIMENSIONS

Positive Climate	Behavior Management	Concept Development
Negative Climate	Productivity	Quality of Feedback
Teacher Sensitivity	Instructional Learning Formats	Language Modeling
Regard for Student Perspectives		
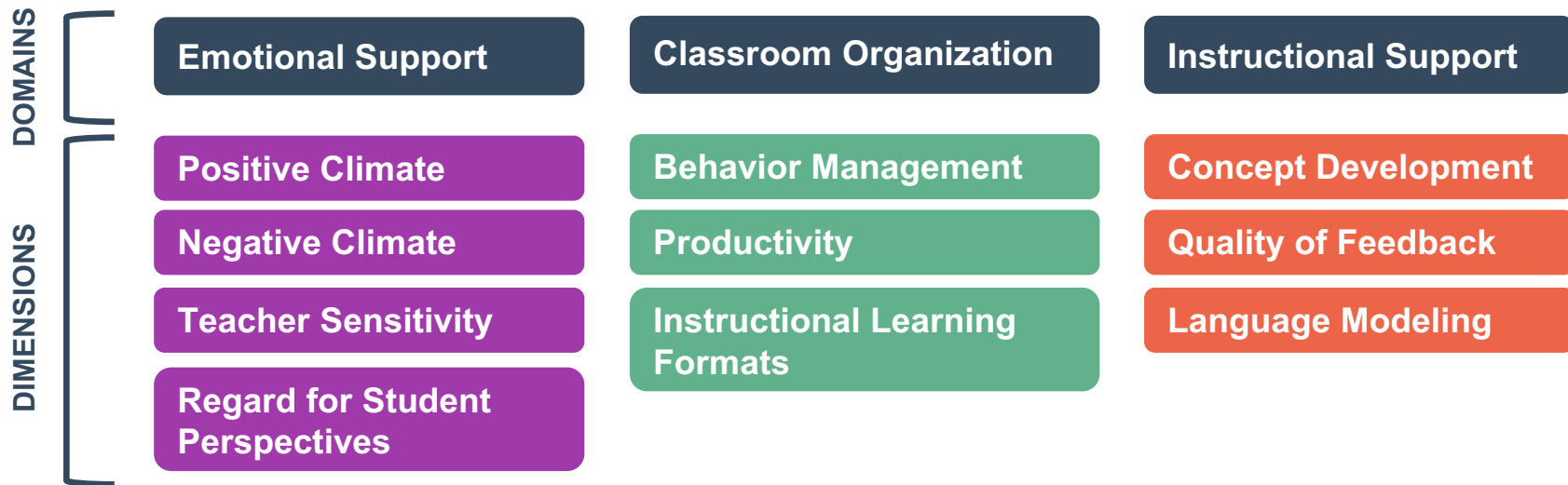
Emotional Support Domain

How teachers help students develop

- Warm, supportive relationships with teachers and peers

- Enjoyment of and excitement about learning

- Motivation to engage in learning activities

- Feelings of comfort in the classroom

- Willingness to accept academic and social challenges

- Appropriate levels of autonomy

Classroom Organization Domain

How teachers help students

- Develop skills to regulate their own behavior

- Get the most out of each school day

- Maintain interest in learning activities

Instructional Support Domain

How teachers help students

- Learn to solve problems, reason, and think

- Use feedback to expand and deepen skills and knowledge

- Develop more complex language skills

Compare Your Observations Across Age Levels

Teacher Sensitivity

PRE-K

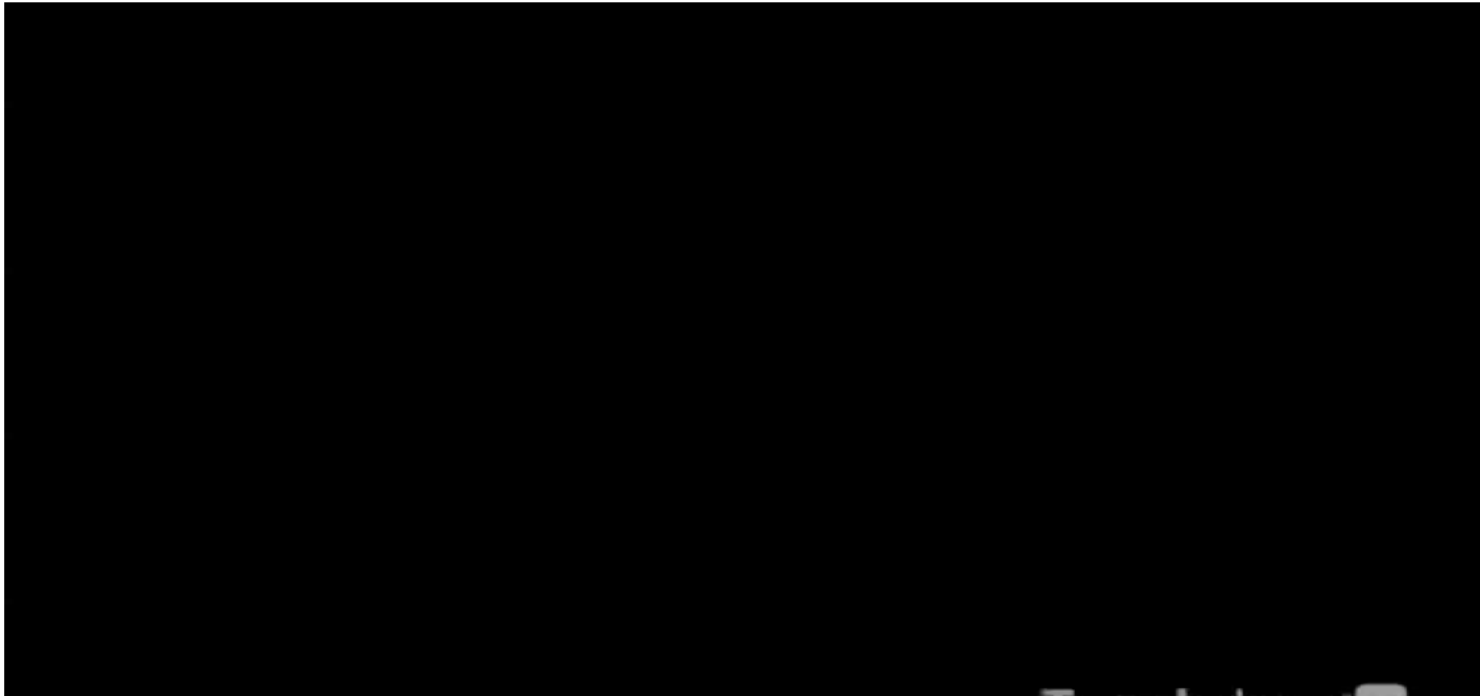| Awareness	Responsiveness	Addresses Problems	Student Comfort
Anticipates problems & plans appropriately	Acknowledges emotions	Helps in an effective & timely manner	Seeks support & guidance
Notices lack of understanding and/or difficulty	Provides comfort & assistance	Helps resolve problems	Freely participates
	Provides individualized support		Take risks

Detect, Reflect, Connect: Across Age Levels and Dimensions

- Detect: Watch the classroom videos and focus on identifying specific behaviors that contribute to effective interactions within Teacher Sensitivity. How does the teacher notice and respond to the academic and emotional needs of children in this classroom?

- Reflect: Discuss the impact of the dimension and what it might look like in effective classrooms.

  ○ Teacher Sensitivity: How can teachers effectively identify and address children's needs?

- Connect: Connect the dimension to their current and future interactions with children.

  ○ Teacher Sensitivity: What steps can you take to enhance your sensitivity to support students both
  ○ academically and emotionally?

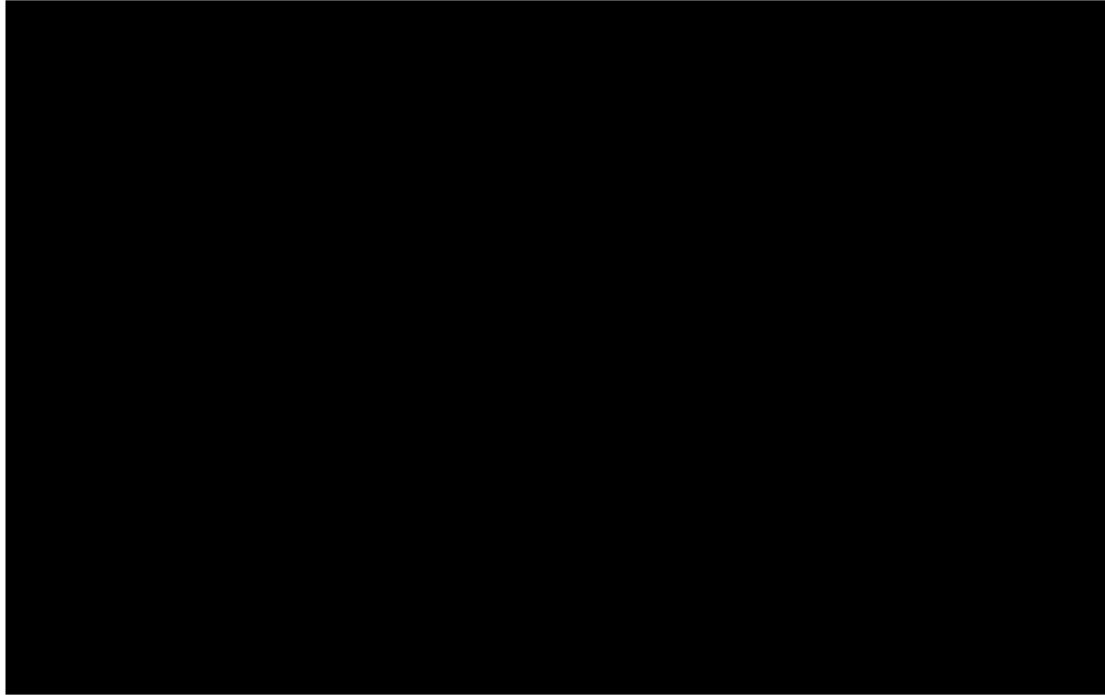# Teacher Sensitivity

Teacher Sensitivity

K-3

Awareness	Responsiveness	Addresses Problems	Student Comfort
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Let's Work to Percolate Up the Great Work of Early Childhood

To This…..

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Think-Pair-Share

Based on this presentation, what are some steps you plan to take to help bridge the gap?

Interact with Us

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