Proactive Alignment of Systems Prevents Preschool Fade-out

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West Chicago District 33
Learning Objectives

● Understand how articulation leads to systems change

● Learn about the existing alignments between one district's PK and K program and next steps to increase the alignment

● Identify articulation activities that could be useful in your own settings
How to Prevent Preschool Fade-out Effect

Meeting Children Where They Are
- Look at previous year’s assessment
- Know the skills they bring to the classroom
- Use observational assessment
- Don’t repeat what they already know

Helping Children Reach Challenging and Achievable Goals
- Know child development
- Know what comes next
- Training and time for teachers to adjust instruction for children of varying levels
How to Prevent Preschool Fade-out Effect

➢ Alignment of standards and assessments within and across grades
➢ Formative assessments that are linked to standards
➢ A clear instructional framework that guides practices and decisions
➢ Continuity in the relative emphasis on social-emotional and academic skills
➢ Continuity in curriculum
➢ Coordinated professional development
➢ A database that follows children PK through elementary school
➢ The same coach working with teachers across PK-3
➢ Opportunities for teacher collaboration across PK-3

# Teaching to Enhance Development and Learning: Schedule

<table>
<thead>
<tr>
<th>Developmentally Appropriate</th>
<th>In Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily schedule allows for alternating periods of active and quiet times. An accordion style of teaching (whole, small, individual) is used.</td>
<td>Rigid schedule with students required to sit still for long periods</td>
</tr>
<tr>
<td>Teacher plans curriculum, schedule and environment for children to learn through active involvement, with each other, adults and a variety of materials.</td>
<td>Insufficient time is spent preparing the classroom environment or planning for groups and individuals.</td>
</tr>
<tr>
<td>Teachers allocate ample time for children to deeply engage in investigating problems or creating projects.</td>
<td>Children have little opportunity to work on projects and engage in activities of their own choosing.</td>
</tr>
</tbody>
</table>
What will 1st Grade Teachers know about their students?

### ATL-REG 1: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events.

<table>
<thead>
<tr>
<th>Developmental Domain: ATL—REG — Approaches to Learning—Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATL-REG 1: Curiosity and Initiative in Learning</td>
</tr>
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</table>

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Building**
  - Earlier: Explores through simple observations, manipulations, or asking simple questions
  - Middle: Explores by engaging in specific observations, manipulations, or by asking specific questions
  - Later: Carries out simple investigations using familiar strategies, tools, or sources of information

- **Integrating**
  - Earlier: Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
  - Middle: Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
  - Later: Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

**Examples**
West Chicago D33 District Demographics

- 6 elementary schools, 19 Kindergarten teachers
- 3 PK sites with 17 PK classrooms: 1/2 day, full-day expansion
- 57% low income
- 80% Hispanic
- 52.4% ELs
- One and Two-way Dual Language and ESL push in
One District’s Journey - West Chicago D33

- Began in preschool with DAP, Mature Play, Linguistic and Cultural Best Practice
- KIDS and results from PK pushed practices to K
- Included the study of
  - Child development
  - Environment
  - Scaffolding make-believe play
- PreK and K vertical articulation meeting
PK and K Articulation Meeting

- Mixed group study of DAP practices in PK/K
- Explore the continuum of standards
- Crosswalk of DRDP and KIDS
- Analysis of Units of Study and lesson plan templates
- Discussion of instructional strategies
Pre K

Model Finger counting 1/and year
Writing in play includes numerals
5 frames
Number problems in small group
observe K
Kinder

Handwriting
Schedule for handwriting
Parent engagement
Train in Zones of Reg
Calming Corner
Data can be documentation for Rti
Transition info on growth to 1st
Questions of day/week
Observe PK

New Learning
Role of the Classroom Environment

Can we visit each others classrooms?
PreK- Kinder
Kinder- PreK
Samples from PK Writing is Fun Project
Writing Across the Day
Project-based Learning...One Step at a Time
Project-based Learning...One Step at a Time
Writing Aha’s…. It should be fun and developmentally appropriate in all grades!

I like to play with my friends.

Bainni

1-12-17
Writing Aha’s....

It should be fun and developmentally appropriate in all grades!

“...It has so many windows. Sears tower is the biggest tower ever. It's bigger than a school even.”

By: Builder DANIIEL
Commonalities

- Linked observational assessment and portfolios

- Instructional strategies
  - Kagan strategies
  - Message of the Day
  - Scaffolded Writing
  - Language allocation plans with goal of biliteracy
Commonalities and Differences

Unit Planning

<table>
<thead>
<tr>
<th>PK</th>
<th>Both</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>More inquiry</td>
<td>Vocab</td>
<td>More Generic</td>
</tr>
<tr>
<td>More specific</td>
<td>Performance Assess</td>
<td>Centers literacy</td>
</tr>
<tr>
<td>Students pick topic</td>
<td>Essential Q</td>
<td>math</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Resources/Materials</td>
<td>Specific topic</td>
</tr>
<tr>
<td>Standards</td>
<td>Centers</td>
<td></td>
</tr>
</tbody>
</table>
Commonalities and Differences

Instructional Strategies for ELs

PK
Throughout day
Bridging: routine, bridge

Same
Anchor charts
TPR

K
Explicitness, schedule connected to
80% print
Bridge AND bridging
Dictado, during rody group
Climate

- Organic interest from PK to K to 1
- District administrative support and leadership around DAP
- Flexibility with “must do’s” as process was being implemented
- PD for Administrators around DAP
- Ongoing communication and coaching
Role of the Administrator

Do all administrators understand that PK-3 is very developmental and some core standards may not be appropriate for "rigor" activities.

Obstacles of Birth - 3rd:
Role of the Administrator:

- Know your non-negotiables
- Always be the voice of DAP and why
- Know your budget and watch for sales
- Don’t buy all the fancy things...save $$ for consumables
- Understand how all the data fits together
- Go with it.....
Evidence from the Data

SED 5: Play
Evidence from the Data

May Spanish Reading Levels

- A: 34.3%
- B: 18.2%
- C: 12.1%
- D: 13.1%
- E: 4.0%
- F: 8.1%
- G: 5.1%
- H: 2.0%
- I: 0.0%
Evidence from the Data

LLD 6: Comprehension

- Integrating Middle: 44%
- Integrating Later: 13%
- Building Later: 15%
- Building Earlier: 27%
- Building Middle: 1%
Case Study: Jay

OMG...He’s still at an AA!!!!!

F & P: AA in both languages
Labeled Spanish speaker but parents speak fluent English. Grandma speaks only Spanish. What is truly the language spoken at home?

SED 4: Building Later
SED 5: Building Middle
LLD 3: Building Later
LLD 6: Building Later

Developing a Plan:

➔ It doesn’t mean starting with Estrellitas.
➔ Look at the KIDS rubric. What comes first?

Question 1: How can we build his Self-Regulation and Oral Language in context?

Question 2: How can we work on his Oral Language?

Question 3: How can we build his Listening Comprehension?
Conversation with First Grade Teachers

**TEACHER TAKEAWAYS**
- Baby steps
- Gradual release of responsibility
- DAP-challenging goals within ZPD
- Choice
- Novelty
- Interaction

**COACH TAKEAWAYS**
- Establish relationships
- Celebrate good practices observed during classroom visits
- Responsive coaching: Small group Planning, in the moment, modeling
- Collaborate with building coaches
- Provide resources
Conversations with First Grade Teachers: Goals 2018-19

Math

Use developmental trajectory to plan math centers (concrete, representational, abstract)

Literacy

Use developmental trajectory to scaffold children’s writing within their zone of proximal development.
Website: http://isucsep.org/
Meet the Teachers and Leaders

Learn more about the teachers and leaders who shared their classrooms with us. When you select a teacher, you will learn more about the teacher’s and leader’s backgrounds and teaching philosophies, and you can access each teacher’s and leader’s suite of videos and artifacts through these pages.

Amy Haffner
School: Illinois Park Early Learning Center, U-46
Position: Blended Pre-K Teacher
Number of Years Teaching: 19

Apryl Lowe
School: Illinois Park Early Learning Center, U-46
Position: Principal
Number of Years Teaching: 7 years as Principal, 9 years full-time Teaching, 3 years part-time Teaching
Early Learning Video Priorities

- Planning Design: Teacher & Administrator or Coach
- Classroom Environment: Teacher
- Culture/Management & Instruction/Assessment: Teacher & Students
- Communicating with Families (coming soon)
- Reflection on Lesson: Teacher & Administrator or Coach
- Professionalism (Reflecting on Teaming Priorities): Teacher & Teaching Team

See Video Roadmap Handout
Leadership to Integrate the Learning Continuum (LINC) Curriculum Modules for Administrators

- Promote greater understanding of early childhood and an aligned system of care and education from Birth to Grade 12
- Free online modules that can be used individually or in group settings (e.g., PLC’s, PD activities, preparation programs)
- Can be found at: https://education.illinoisstate.edu/linc/curr_mod/
The Four Strands of the Curriculum Modules

- **Strand 1:** Birth Through Grade 12 as a Continuum and a Single System
- **Strand 2:** Models of the Education Continuum
- **Strand 3:** Making Decisions About Curriculum, Assessment, and Instruction Across the Continuum
- **Strand 4:** Building Effective Partnerships

Each strand has 3-4 lessons with interactive activities and resources to guide the learner.
Sharing Ideas and Next Steps

- What activities will you plan for your next steps in creating continuity in Birth to Third Grade?
- What additional resources would be helpful?
Resources

Before Birth and Up Through Third Grade  New America

Embracing the Birth to Third Grade Learning Continuum ESSA Presentation by B-3 Continuity Project. Fall, 2016.

Fighting Fade-out through PreK to 3rd Reform  New America

Prekindergarten to Third Grade: A New Beginning for America

Copple & Bredekamp (Eds.) (2009) Developmentally Appropriate Practice: In Early Childhood Programs. NAEYC


Thank You for Attending!

Closing Items:
• Raffle
• Evaluations
• Reimbursements – Mindy Bolin, mbolin@ilstu.edu
  • Must be received by June 22
• Stay Connected!

@CSEP_ISU  #ILbirthto3rd
https://education.illinoisstate.edu/csep/b3/