

# **The Transformative Journey towards Excellent Practices in Birth to Third Grade**

**Pat Chamberlain and Julie Kallenbach**

B-3 Continuity Conference  
Bloomington, IL  
June 12, 2019

## B-3 Strategies

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# B-3 Continuity Project



# Intended Outcomes of this Session

- Reflect on the history of the B-3 Continuity Project
- Share wealth of resources
- Shared responsibility to examine/sustain the positive and unintended outcomes
- Plan for sustaining the work and anticipating the barriers

# Reflecting on the B-3 Journey

Lisa Hood, PhD

# Wealth of Resources

# Birth to Third Grade: Home



- Community Self-Assessment and Action Planning Guide
- Teach Lead Grow: Danielson work with exemplars
- Looking Back, Moving Forward
- Developmentally Appropriate Training Series: Webinars, Resources, Archived trainings with discussion guides.



# Self-directed Training Videos

## *I Believe in Play – Discussion Guide*

This guide is to enable groups to view the video with a facilitator to guide discussions and the learning activities. The on the video that match the slides in the power point, along with the content discussed. Talking Points are included discussions. Facilitators should print off this discussion guide and the template for creating the *Stages of Make Believe* will conduct the learning in a more self-guided way (**Option A**), utilizing more local discussion and interaction, or if video will be listened to and watched (**Option B**).

Fast-forward through the video discussions from the workshop to generate your own discussions at the local for the facilitator included.

The video discussion from the workshop as a whole group. There are talking points for the facilitator as a

5:34	2 B-3 Project	Discussion Content
6:20	3 Outcomes for Day	Pat Chamberlain <a href="mailto:sra.patriciachamberlain@gmail.com">sra.patriciachamberlain@gmail.com</a>
	4 Book Walk	<a href="https://education.illinoisstate.edu/csep/b3/">https://education.illinoisstate.edu/csep/b3/</a> and Julie Kallenbach <a href="mailto:jkallenbach.ed@gmail.com">jkallenbach.ed@gmail.com</a>
8:40		Pages IN DAP Third Edition that are highlighted in video
10:54	5 Both/and Thinking	P. Xii for the key messages of the NAEYC position statement
12:20	6 Kg Continuum	P. 10 Principles of child development and learning that inform practice
	7 DAP Foundational	P. 33: Ch. 1, <i>To Be an Excellent Teacher</i>
		P. 329: FAQs
		P. 49: Both/And Thinking in Early Childhood

- [REL Midwest](#)
- REL And WTTW:  
[Kindergarten: Where Play and Learning Can Meet](#)



- [KIDS website and Find your KIDS Coach](#)
- [KIDS Crosswalk with Early Learning Assessments:](#)  
[14 Measures, 5 Readiness Domains](#)

- Governor's Office of Early Childhood Development (OECD)
- P-20 KTAC report
- Excelerate
- The Center
- Illinois Early Learning Project

#### Kindergarten Transition Advisory Committee Summary of Findings

This section details the thematic areas of a successful kindergarten transition most frequently discussed and of priority for the Committee.

##### Aligned Teaching and Learning

- **Early childhood educators, kindergarten educators, and administrators** are supported to participate in aligned professional development during protected release time, possibly through leveraging Every Student Succeeds Act (ESSA) Title II funds and others available to educators.
- **Kindergarten educators** are supported to implement aligned, developmentally appropriate, play-based, child-directed practices in kindergarten and early elementary.
- **The State of Illinois** develops and employs an early childhood through third grade best practice implementation manual.

##### Aligned Assessments and Data

- **Kindergarten educators** use data, transmitted from early care and education providers into a database facilitated by schools and districts and supported through State of Illinois infrastructure, to begin or continue intervention services for children as soon as possible.
- **Early childhood and kindergarten educators** examine Kindergarten Individual Development Survey (KIDS) assessment results alongside administrators during protected release time and set plans to mitigate deficiencies and build on strengths across the kindergarten transition.
- **Schools and districts** gather feedback from teachers, administrators, and families to determine how best to share information and data with an emphasis on whole child development.
- **The State of Illinois** implements an accountability system in fulfillment of ESSA that values the early elementary years to emphasize to schools and districts the importance of those years.
- **The State of Illinois** implements a school improvement process in fulfillment of ESSA that supports schools identified for improvement in strengthening their work with children prior to third grade.

##### Strengthened Cross-Sector Partnerships

- **Children and families** are invited into schools prior to and throughout the transition into kindergarten. This includes participating in tours and bridge programs and engaging with staff who support whole child development and family engagement across the transition.
- **Children and families** have the opportunity to engage with service providers that participate in local collaborations to support the kindergarten transition.
- **Communities** are able to convene to examine data, organize to support policy changes, and develop support systems for families.
- **Kindergarten teachers** are able to visit early care and education (ECE) classrooms before the end of the program year to share information, and **early childhood educators** are able to provide space within the classroom for kindergarten exploration and discussion.
- **Schools and districts** are supported in developing structural connections across the kindergarten transition, including participation in a local workgroup involving parents, educators, staff, and local early childhood collaborations to develop a local kindergarten transition plan.

# Linking in Community Partners

- Partner \* Plan \* Act
- Laundromat: Connections between Collaborations, School Districts and Community





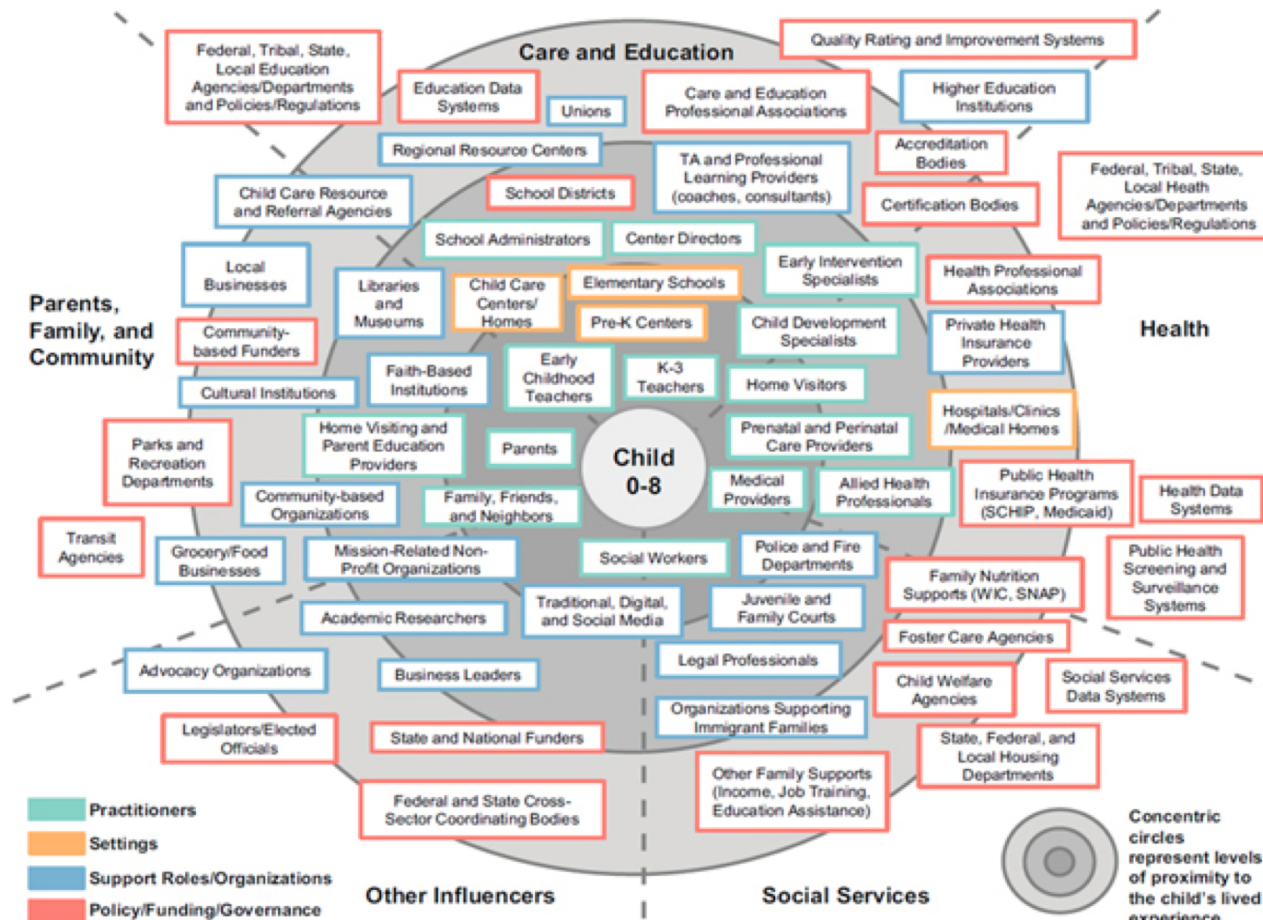


# **Shared Responsibility for the Outcomes of the Work**



Cross Sector  
Partnerships

Aligned Teaching,  
Learning,  
Assessments



Institute of  
Medicine  
2015

## Shared Responsibility for Kindergarten Readiness at COMMUNITY LEVEL



# SPARK



SPARK's Gateway to Early Childhood Programs help Aurora's highest-need children gain access to early learning and development programs, services and resources. Our program strategies include:

- Play.Learn.Connect, which unites local agencies and school districts in collaborative outreach to identify and enroll at-risk children
- early childhood developmental screenings
- parent/child activities
- Family Gateway Interview: a single entry point for families looking to learn more about early childhood program and service opportunities

## Technology and Your Young Child



**Saturday, December 15**  
**11am-12pm**

Presentation in English  
Santari Library  
101 S. River St  
Aurora, IL 60506

- How much technology is too much?
- What effects does technology have on young children?
- As a parent what can I do?

Registration is **REQUIRED**, please call 630-896-6636 x104  
or register online at (<https://www.openhouse.org/event/technology-and-your-young-child/>)

Free Childcare will be provided

\*\*\*All who register will be entered into a raffle.



## VNA FAMILY RESOURCE CENTER









**Aligned Teaching,  
Learning,  
Assessments**

# Aligned Teaching

- Developmentally Appropriate Foundational Principles
- Criteria/Trajectories
- Instructional strategies
- Language/s used



# Developmentally Appropriate Practices

1. Meet each child where they are:  
individually and as a group.

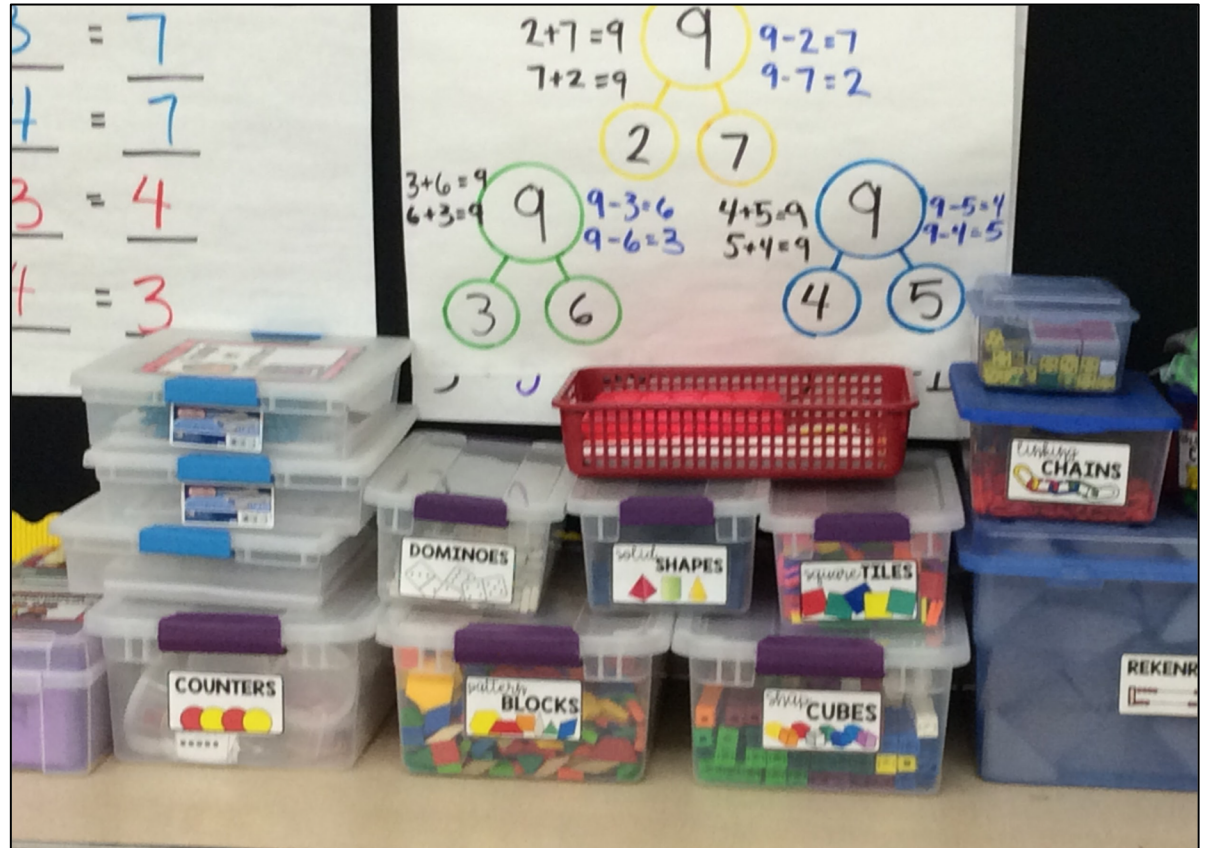


WHY?

1. Help each child reach challenging and  
achievable goals.

[illegible]

# Aligned Instructional Strategies for Continuity



# Building Common Knowledge

Developmental Domain: SED — Social and Emotional Development

## SED 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

### DRDP

### KIDS

Exploring		Building						Integrating		
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier	Middle	Later
Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends	Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)	Explains own feelings, thoughts, and opinions to other children			
Examples										

**BE:** Brief, cooperative, familiar

**BM:** Extended, pretend

**BL:** Initiates, sustained pretend play

**IE:** Plans or participates in cooperative play

**IM:** Attends to thoughts, feelings of others

**IL:** Explains own thoughts and emotions



# Shared Instructional Practices



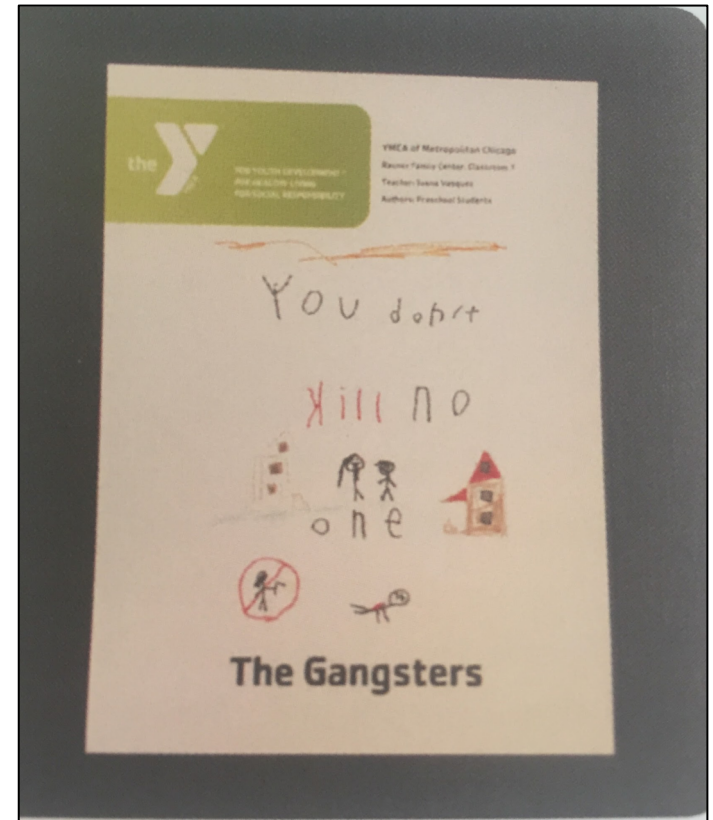
# STORYTIZING

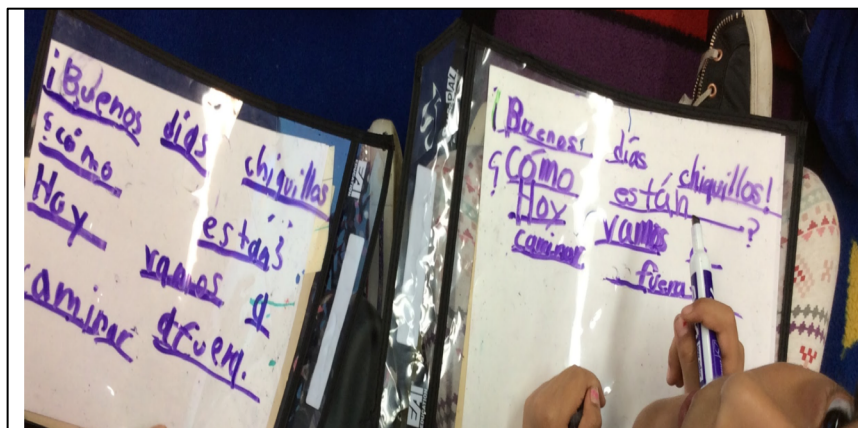
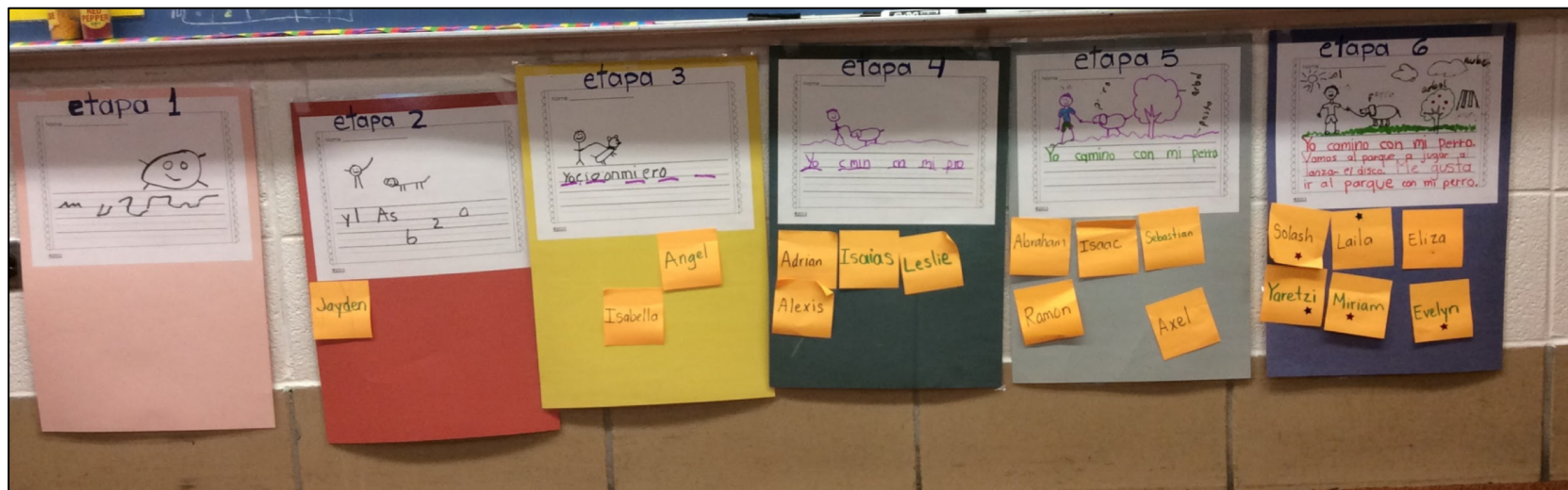
## Anti-Bias Literacy Project

YMCA of Metropolitan Chicago





Ashley Nazarak

[anazarak@ymcachicago.org](mailto:anazarak@ymcachicago.org)











Student name: _____ Quarter: _____	
Choose the current level AND check off the skills that the student is able to complete independently.	Conferencing Ideas to help the student:
<input type="checkbox"/>  <b>1. Prewriting:</b> <ul style="list-style-type: none"> <li>_____ Drawing only</li> <li>_____ Scribbling (imitates writing)</li> <li>_____ Symbols that represent letters</li> <li>_____ Random letters with no relationship between letters chosen and the sounds in a word.</li> <li>_____ Random letters do not progress from left to write</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Left to right progress of letters</li> <li>_____ Top to bottom</li> <li>_____ Copying words from around the room that has a picture attached to show picture/word relationship.</li> <li>_____ Label picture</li> <li>_____ Writing first letter sound only to a word.</li> <li>_____ Materialization techniques (ex. clapping, segmenting on your arm, finger spelling, word hand spelling)</li> </ul>
<input type="checkbox"/>  <b>2. Letter Strings:</b> <ul style="list-style-type: none"> <li>_____ Letters from left to right</li> <li>_____ Letters progress from top to bottom as the child "reads" their paper back to an adult.</li> <li>_____ Letters sounds have no relationship between letters chosen and the sounds in a word.</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Name writing.</li> <li>_____ Model writing beginning sound/syllable and ending sounds to a word.</li> <li>_____ Write sight words with spaces in between.</li> <li>_____ Writes high frequency words.</li> </ul>
<input type="checkbox"/>  <b>3. Environmental Print (any print)</b> <ul style="list-style-type: none"> <li>_____ Child copies words from the room around him.</li> <li>_____ Usually does not know what words he has copied.</li> <li>_____ Words do not form a sentence.</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Writing a simple sentence with three words using a sentence starter (Ex. I like, I can, I see, etc.)</li> <li>_____ Point to words as they read what they actually write (Word correspondence).</li> </ul>
<input type="checkbox"/>  <b>4. Sight Words in a Sentence/ High Frequency words.</b> <ul style="list-style-type: none"> <li>_____ Child writes a sentence that he or she can read back.</li> <li>_____ Lacks spaces between words AND punctuation.</li> <li>_____ Any other words included that are not sight words were found as environmental print in the classroom.</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Begin working on spaces with their sentence that includes sight words.</li> <li>_____ Scaffold writing/ underwriting (using lines per word to enforce "wordness").</li> <li>_____ Teach writing sentences using the same sentence starter on one page or a blank mini book. (Ex. I see blue. I see red. I see yellow.)</li> </ul>

© Adapted: Heidi's Song, Gentry, R. The New Science of Beginning Reading and Writing, Flor Ada, A. & Campoy, I. Spanish Literacy Strategies for Young Learners., & Pat Chamberlain.

<input type="checkbox"/>  <b>5. Beginning Sounds</b> <ul style="list-style-type: none"> <li>_____ Sentence includes sight words</li> <li>_____ Sentences include beginning sounds of a word that the child can read back.</li> <li>_____ Lacks vowel sounds and ending sounds in the written word.</li> <li>_____ Lacks spaces between words</li> <li>_____ Lacks punctuation.</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Alphabet Chart</li> <li>_____ Reinforce spaces between words.</li> <li>_____ Teach variations on how to start a sentence. (Ex. The pizza was good.)</li> <li>_____ Show students pictures in where they can write a sentence of their own.</li> <li>_____ Teaching vowel sounds in words NOT the correct spelling necessarily (middle sounds)</li> <li>_____ Expose to Elkonin boxes with words that CVC or CVCC.</li> </ul>
<input type="checkbox"/>  <b>6. Early Developmental Spelling</b> <ul style="list-style-type: none"> <li>_____ Uses sight words and some beginning sounds of a word in a sentence that the child can read back.</li> <li>_____ Some Vowel sounds and ending sounds in the word are written with inventive spelling.</li> <li>_____ There are spaces between most of the words.</li> <li>_____ Lacks of punctuation</li> <li>_____ Draws a picture a matching picture that goes with the sentence.</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Expose to Elkonin boxes- stretch out sounds (slinky/rubber band)</li> <li>_____ Expect students to put spaces in between all of their words.</li> <li>_____ DE scaffold? Lines as needed.</li> <li>_____ Teach middle sounds AND ending sounds in words (vowels and consonants).</li> <li>_____ Teach punctuation at the end of their sentence (period, exclamation mark, question mark).</li> <li>_____ Add more details to their pictures (colors, setting).</li> <li>_____ Adding more details to their sentence (Who, what, when, where, why, wordwall)</li> <li>_____ Word families (start with short vowel/CVC).</li> </ul>
<input type="checkbox"/>  <b>7. Developmental Spelling</b> <ul style="list-style-type: none"> <li>_____ There are spaces between all the words</li> <li>_____ When using inventive spelling, some medial and ending sounds are written, including some vowels.</li> <li>_____ Punctuation may be present some of the time (looking at various pages in their writing journal)</li> <li>_____ Child sticks to one topic and also makes a matching picture.</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Reinforce punctuation at the end of their sentence(s). (Ex. period, exclamation mark, question mark).</li> <li>_____ Teaching students how to write</li> <li>_____ Write more than one sentence but trying to stick to one topic related to the picture.</li> <li>_____ Add details to their sentence (Who, what, when, where and why)</li> <li>_____ Adding details to their sentences using a series of 3 or more items (commas and and).</li> </ul>
<input type="checkbox"/>  <b>8. Transitional Spelling</b> <ul style="list-style-type: none"> <li>_____ Child writes two or more sentences using some real spelling that includes words with silent letters (English only)</li> <li>_____ Capitals and punctuation and spaces are used correctly at least some of the time.</li> </ul>	Comments: <ul style="list-style-type: none"> <li>_____ Reinforce punctuation at the end of their sentence(s). (period, exclamation mark, question mark).</li> <li>_____ Utilize a graphic organizer to organize their ideas before they write.</li> <li>_____ Adding more details to each their sentence (Who, what, when, where and why).</li> <li>_____ Spelling patterns.</li> <li>_____ Conjunctions (compound sentences).</li> <li>_____ Clauses – if, because</li> </ul>



## Data-driven Instruction

<b>ATL-REG 2</b> 352 students	<b>Building Earlier</b>	<b>Building Middle</b>	<b>Building Later</b>	<b>Integrating Earlier</b>	<b>Integrating Middle</b>	<b>Integrating Later</b>
<b>Fall 18</b>	28%	48%	19%	3%	1%	0%
<b>Spring 19</b>	1%	7%	13%	24%	41%	14%

**76% of the students were at BE or BM in Fall**

**65% were at IM or above in the Spring**

## Data-driven Instruction

LLD 6 Comprehension	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Fall 18	42%	41%	15%	1%	0%	0%
Spring 19	1%	3%	14%	20%	45%	17%

**83% of the students were at BE or BM in Fall**

**62% were at IM or above in the Spring**

### **IM**

Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning

### **IL**

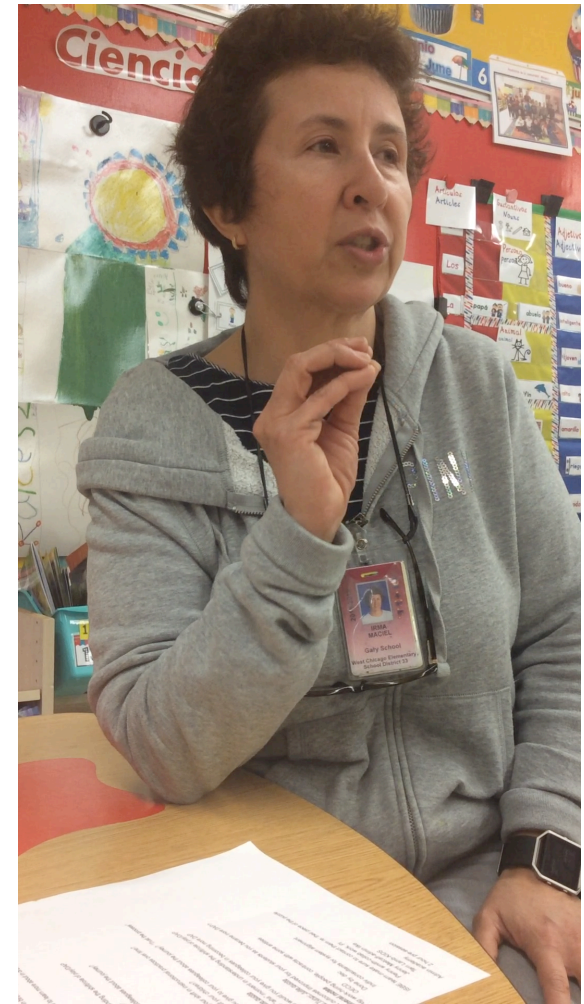
Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension



## Aligned Practices for Diverse Learners


- Play interventions
- Goals are DAP and based on learning trajectories

# Aligned with First Grade: Irma Maciel



# Push Up to First Grade

- ⊗ Library w\books in English
- ⊗ Transportation Bingo
  - w/pictures, words
- ⊗ Create your mode of transportation.
- ⊗ Transportation Sort
  - land \air \water
- ⊗ Build ramps w\Blocks
- ⊗ Pretend play
  - uber
  - amazon
  - ups
- ⊗ Ipads
  - songs
  - stories
  - restaurant \ coffee shop
- ⊗ TPR w\transportation flashcards.
- ⊗ Bookmaking of diff. transports
  - open-ended books
- ⊗ Paint \ Draw sentences created.



# **Call to Action: Sustaining the Momentum and Planning for Barriers**

# The Momentum is Here



## Sustaining Professional Learning of Educators

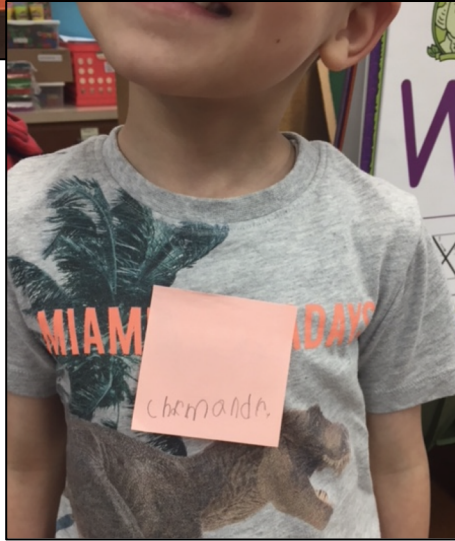
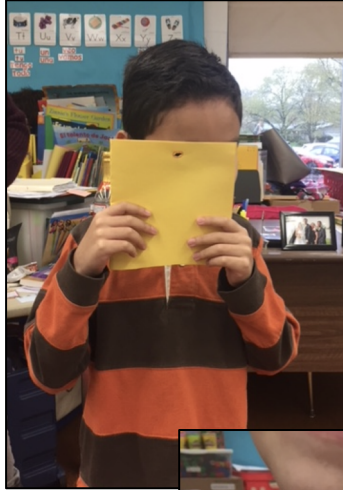
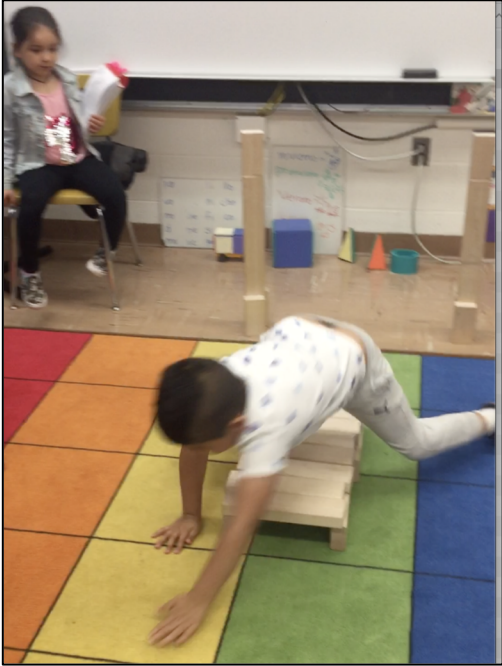
- Job-embedded opportunities for reflection
- Deepening understanding of DAP
- Understand the need to know and collaborate with “other” systems, not just our own
- Increase articulation efforts across B-3
- Support for the professionals learning trajectories



## Lynda

**“I did not understand play at all. I used that time to observe and collect evidence and thought I shouldn’t interfere. My “aha” moment came when I learned I should join their play and add to it! My first breakthrough was adding sticky notes for them to label things in their play.”**





## SED 5: Symbolic and Sociodramatic Play

Integrating		
Earlier ○	Middle ○	Later ○
Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a <u>shared elaborated idea</u>	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group	Engages in <u>complex pretend play</u> , especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

### Executive Function

Working memory

Self-Control

Mental flexibility

## World Economic Forum: Top Skills Needed

### in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

## Michelle

**“I started out as the teacher who said, “Take out your green crayon. Color the leaf green.”**

**Now I ask children, “What do you want to learn about light? How should we do that?”**





## Rosie

“Personally, it has changed my perspective on teaching. I didn’t have the tools. I didn’t understand the developmental perspective. I had to dig deep into myself to transform.”

“I can now articulate that children can acquire skills through a play based approach. They need to practice them. This is important for administrators to understand.”

“I’ve noticed the children are happier and they want to come to school.”

**WEATHER STUDY Lightning bolt**



**Snow-covered roof**



“WE CRAVE PURPOSE, AND WE HAVE A DEEP DESIRE TO CREATE AND CONTRIBUTE. WE WANT TO TAKE RISKS, EMBRACE OUR VULNERABILITIES, AND BE COURAGEOUS.”

Brené Brown

<https://brenebrown.com>



# Plan for the Barriers

- Plan for development of strong teams
- Plan for onboarding new policy makers, administrators, teachers, coaches
- Plan for Implementation Dip
- Plan for new initiatives using B-3 DAP lens



# Operationalizing the KTAC Recommendations

- Aligned teaching and learning
- Aligned assessments and data
- Strengthened cross sector partnerships





**What is your next step?**

**What is your commitment?**

Nicole Johnson  
North Chicago District 187





1. Write your next step:  
LESS than 10 words!
1. Share your next steps at  
your table.
1. Choose one person per  
table to come to the front  
of the room to share.
1. First 6 volunteers will win  
a prize!!

**Thank you for investing in me!**

