

# 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

PK -3: What does it mean for instruction? Social Policy Report (30)2. Society for Research in Child Development.

# Teaching to Enhance Development and Learning: Schedule

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

# What will 1st Grade Teachers know about their students?

Developmental Domain: ATL—REG — Approaches to Learning—Self-Regulation

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

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

Mark the latest developmental level the child has mastered:

Building		
Earlier	Middle	Later
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explores through simple observations, manipulations, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information
Examples		

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



# 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

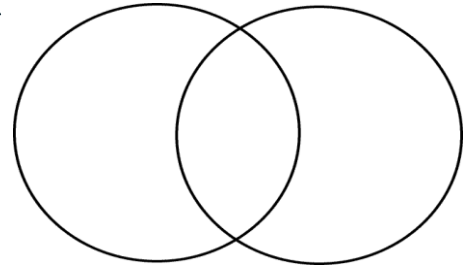
- Began in preschool with DAP, Mature Play, Linguistic and Cultural Best Practice
- KIDS and results from PK pushed practices to K
- Included the study of
  - Child development
  - Environment
  - Scaffolding make-believe play
- PreK and K vertical articulation meeting





# 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 at end year  
Writing in play includes numerals  
5 frames  
Number problems in small group  
observe K

## New Learning



# 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 1<sup>st</sup>

Questions of day/week

Observe PK

Believe

that parents

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that parents

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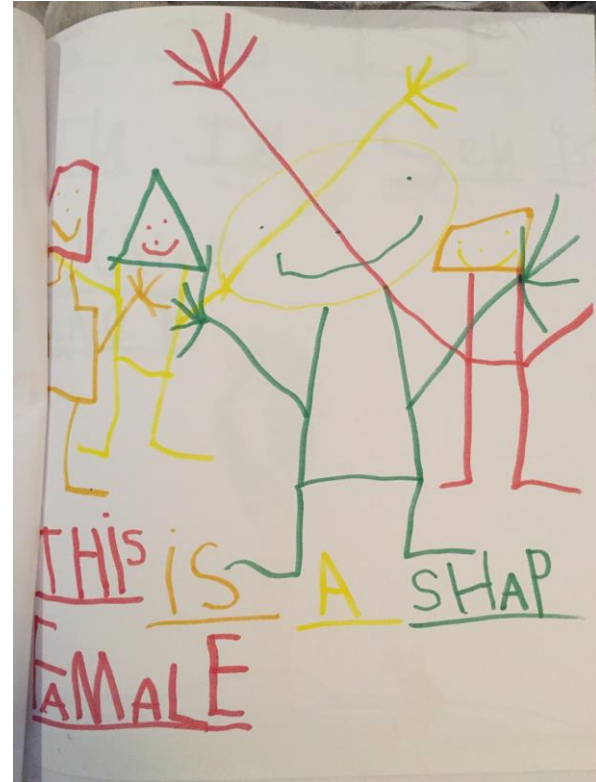
believe

Revolve the KIDS Measures Domains

# 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

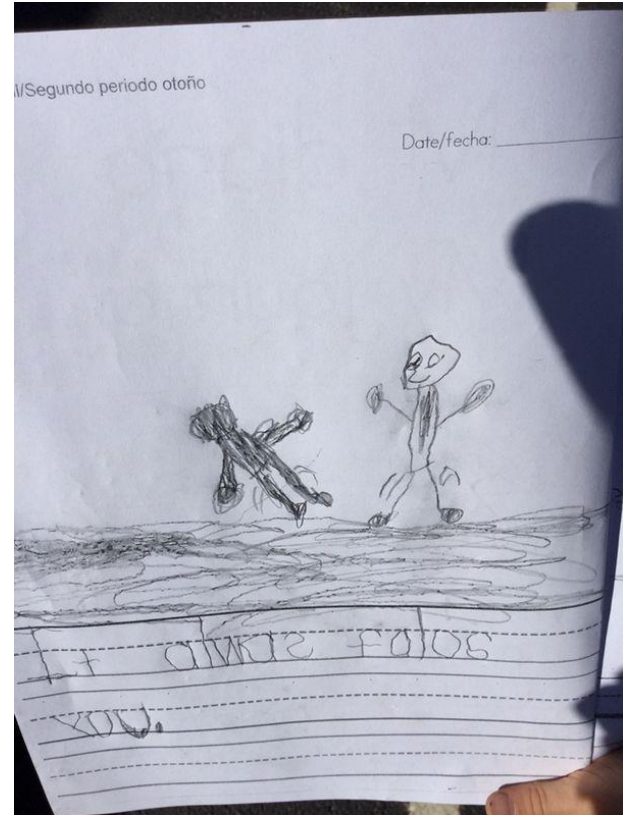




# Project-based Learning...One Step at a Time

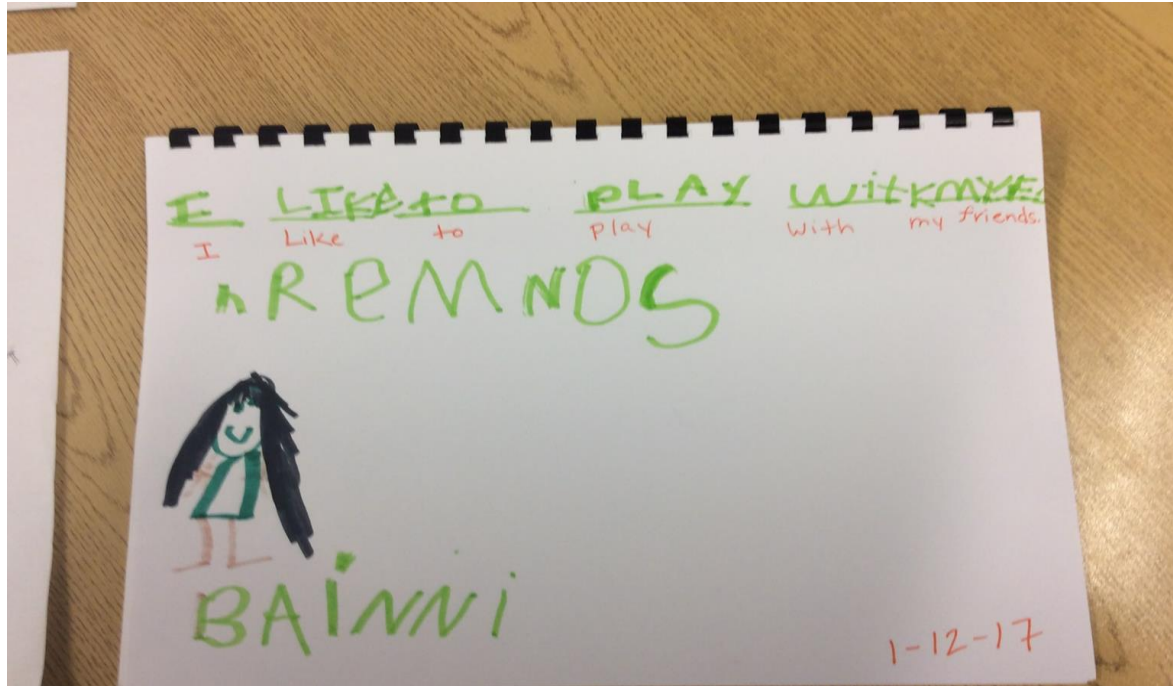


# Project-based Learning...One Step at a Time



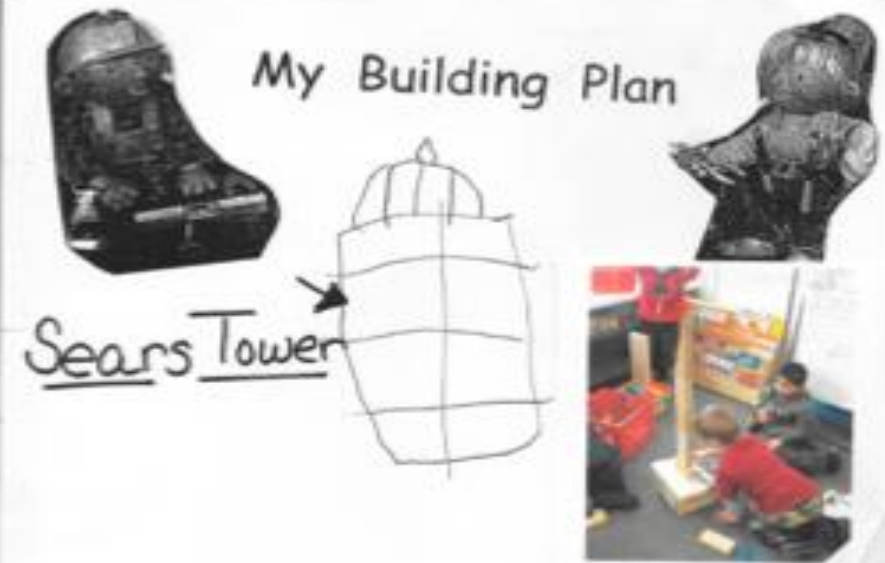


Writing Aha's.... It should be fun and developmentally appropriate in all grades!



Writing Aha's....  
It should be fun  
and  
developmentally  
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My Building Plan



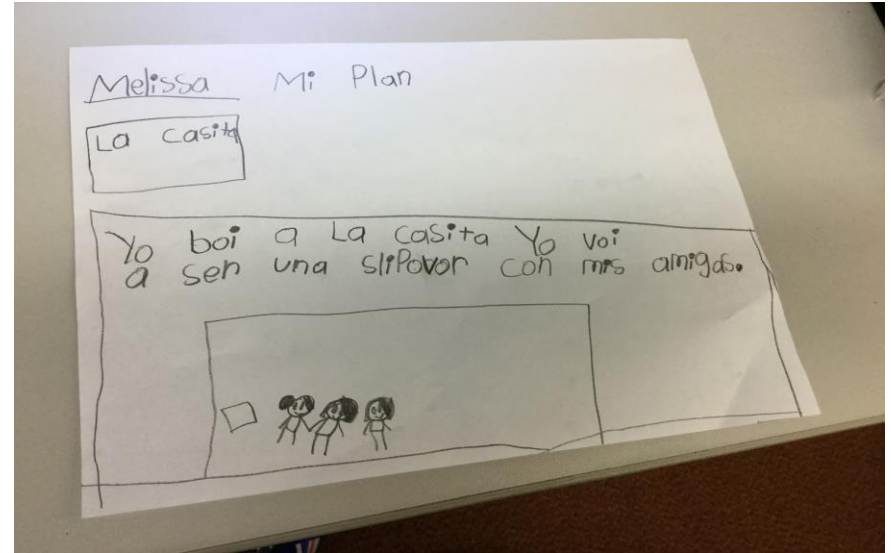
Sears Tower

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

By: Builder DANIEL

# Commonalities

- Linked observational assessment and portfolios
- Instructional strategies
  - Kagan strategies
  - Message of the Day
  - Scaffolded Writing
  - Language allocation plans with goal of biliteracy



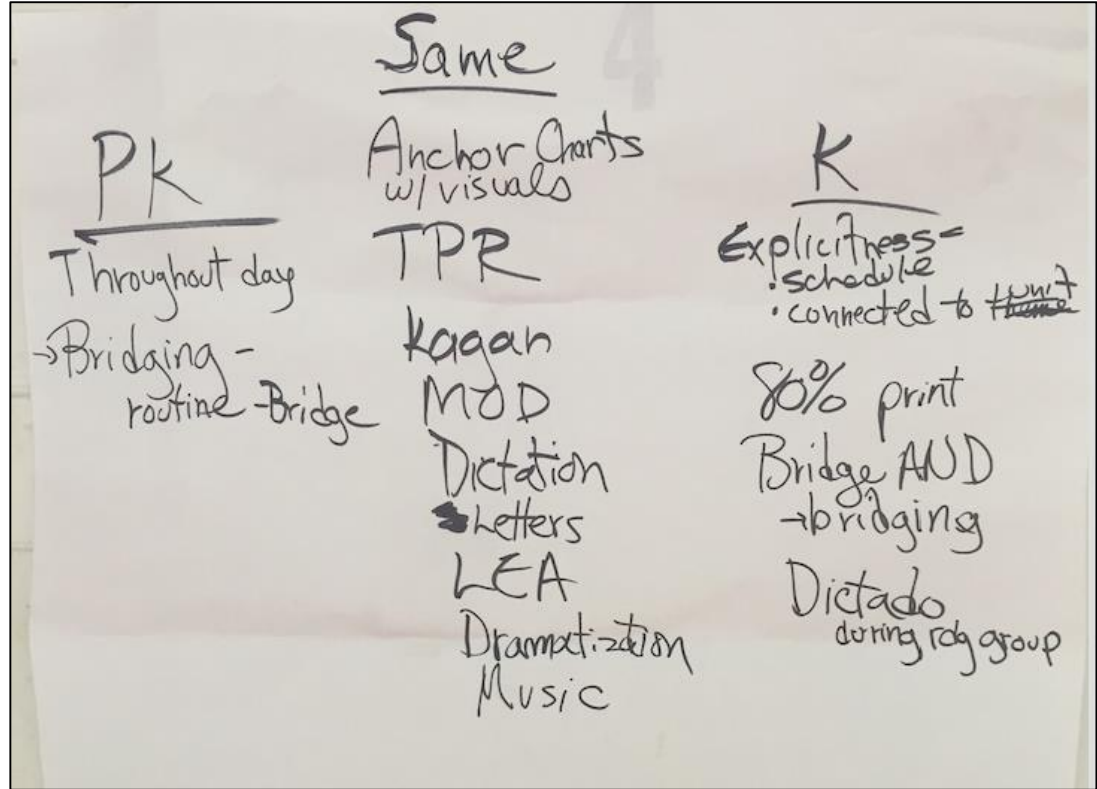
# Commonalities and Differences

## Unit Planning

PK	Both	K
More inquiry	Vocab	
More specific	Performance Assess	More Generic
Students pick topic	Essential Q	
	Time Frame	Centers literacy math choice
	Resources/Materials	
	Standards	Specific topic

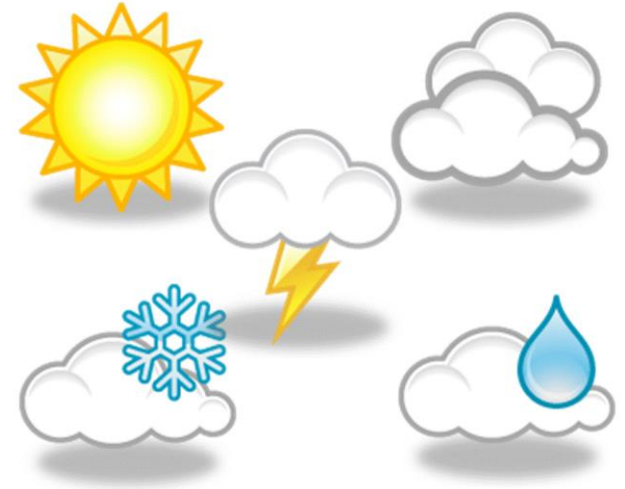
# Commonalities and Differences

## Instructional Strategies for ELs



# Climate

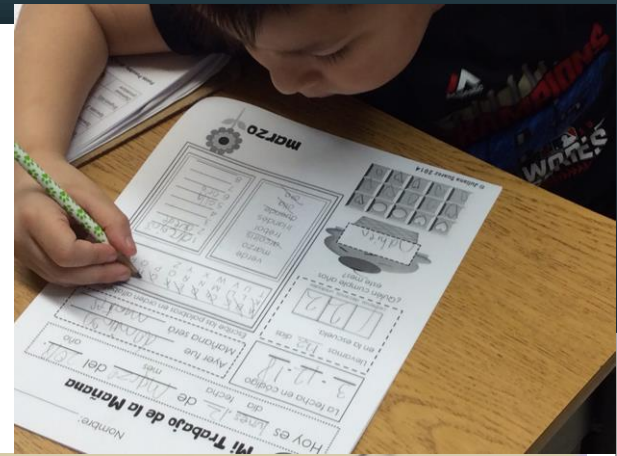
- Organic interest from PK to K to 1
- District administrative support and leadership around DAP
- Flexibility with “must do’s” as process was being implemented
- PD for Administrators around DAP
- Ongoing communication and coaching



# Role of the Administrator

all learners?

Do all  
admin. understand  
that PK-3 ~~are~~ is  
very developmental  
and some core  
standards may not  
be appropriate for



Obstacles of  
Birth - 3rd :  
"rigor" -activities



## Role of the Administrator:

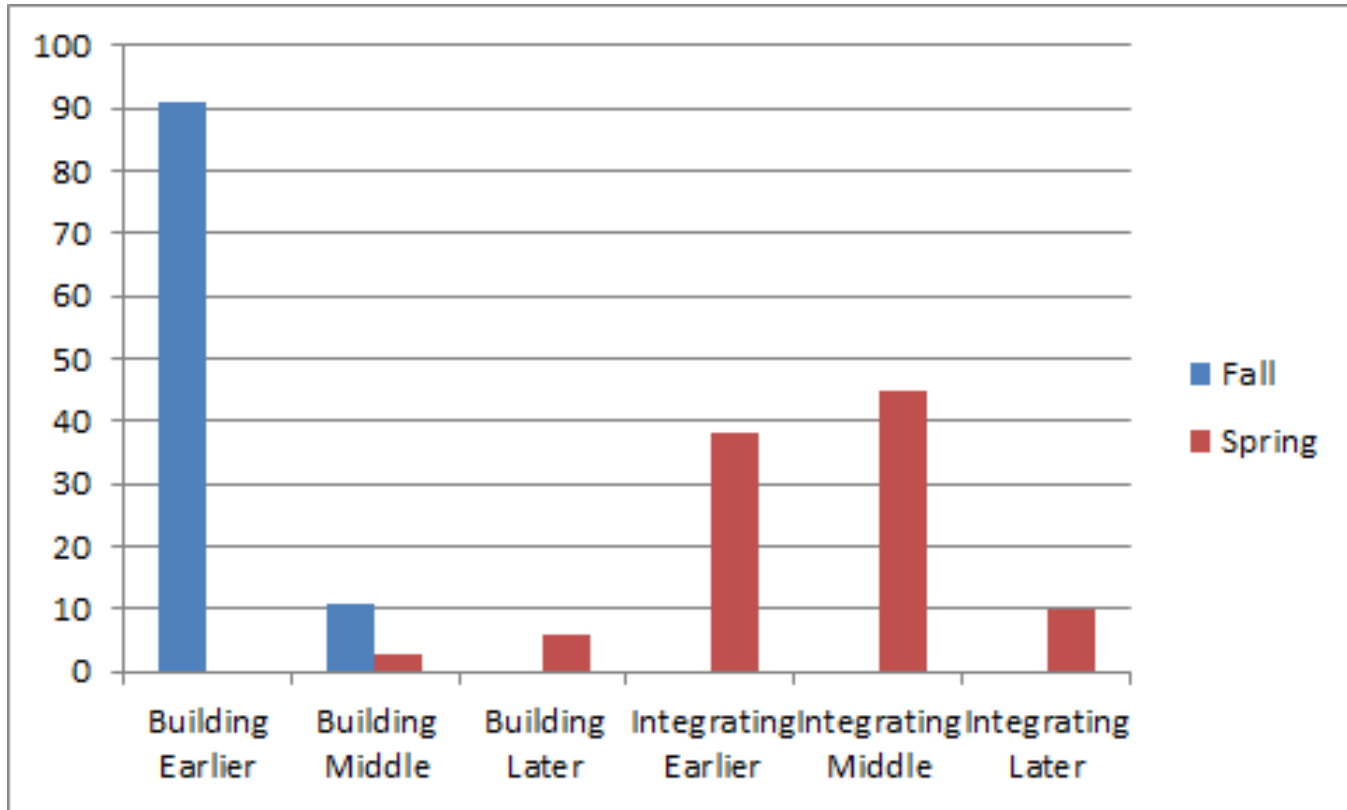
- Know your non-negotiables
- Always be the voice of DAP and why
- Know your budget and watch for sales
- Don't buy all the fancy things...save \$\$ for consumables
- Understand how all the data fits together
- Go with it.....



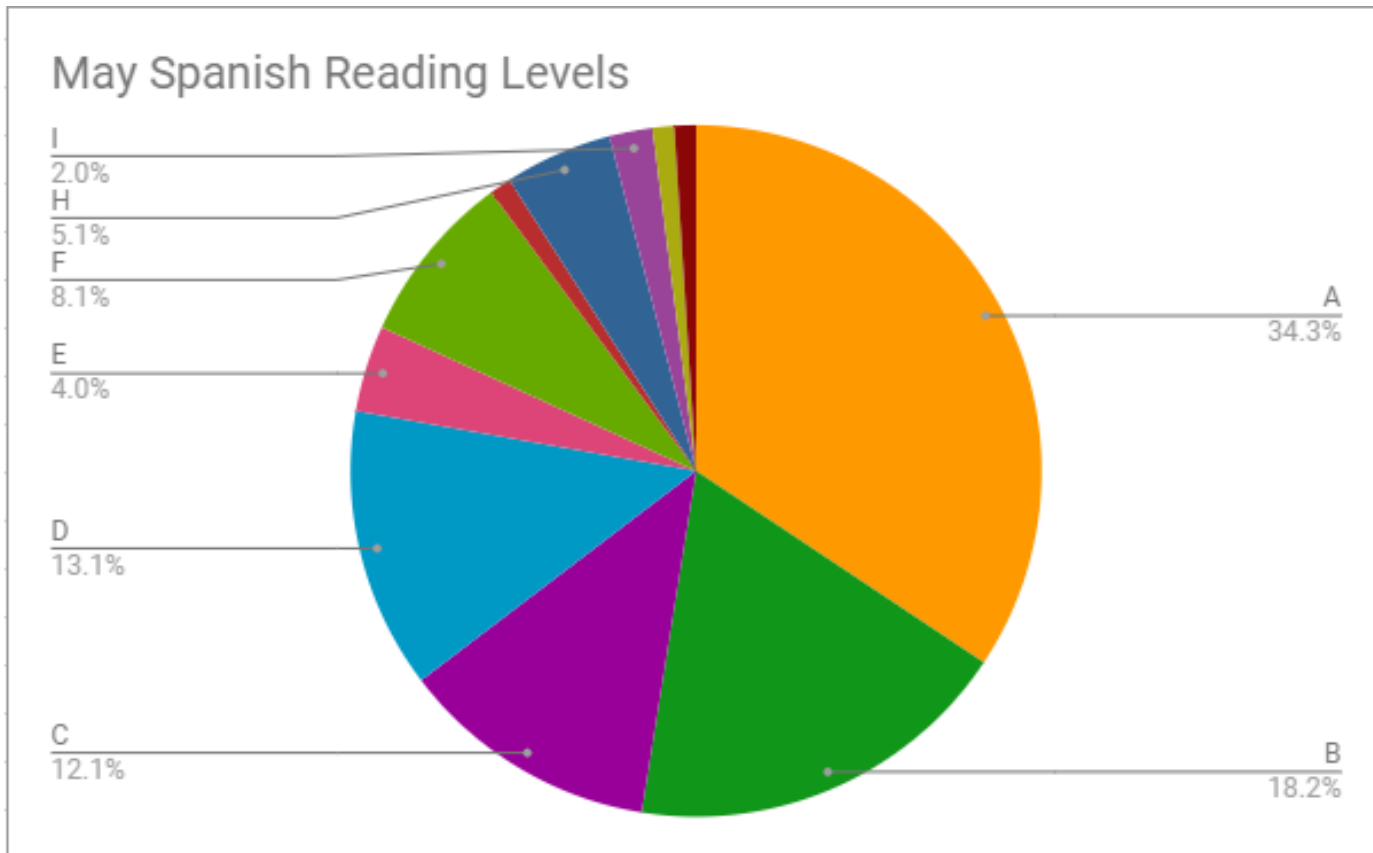


# Evidence from the Data

SED 5:  
Play

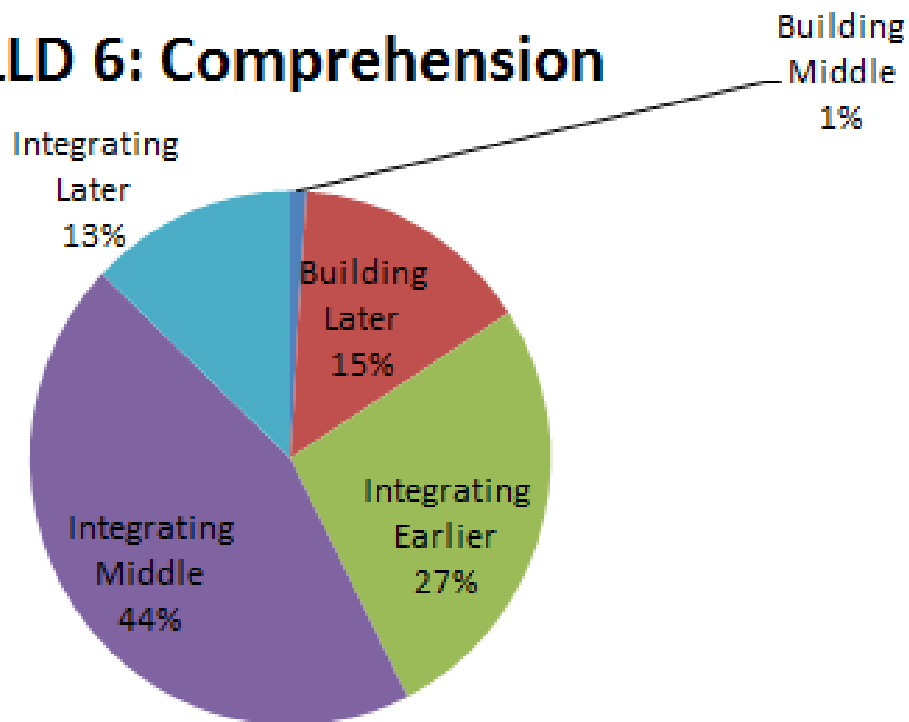


# Evidence from the Data



# Evidence from the Data

## LLD 6: Comprehension



# 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?

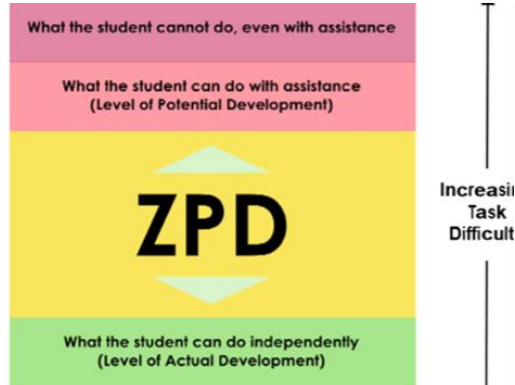
**Question 2:** How can we work on his Oral Language?

**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/>



The screenshot shows the homepage of the Center for the Study of Education Policy at Illinois State University. The header is red with the center's logo and name on the left, and a search bar on the right. A yellow navigation bar contains links for 'About', 'Learning Modules', 'News And Events', and 'Teaching And Leading Toolbox'. The main content area features a large image of three smiling children at a table. To the left of the image is a section for the 'Early Learning Video Platform', which includes a description of a free library of classroom videos and a 'GET STARTED' button. Below the image is a welcome message and a paragraph of introductory text with left and right navigation arrows.

CENTER FOR THE STUDY OF EDUCATION POLICY  
Illinois State University

Search This Site

Home About Learning Modules News And Events Teaching And Leading Toolbox



## Early Learning Video Platform

Free library of early childhood classroom videos, tools and resources to develop effective PreK-3rd grade teachers and leaders

[GET STARTED](#)

*Welcome to the Early Childhood Video Library*

Welcome to the Early Childhood Video Library with videos and resources of classroom teaching, conversations between teachers and their administrators and colleagues. We would recommend that you visit [Using the Site](#) web to orient yourself to the website before you access the videos and resources on the [Learning Modules](#). Enjoy!

# 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

[VIEW MORE](#)



**Aryl 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

[VIEW MORE](#)



## 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](#)

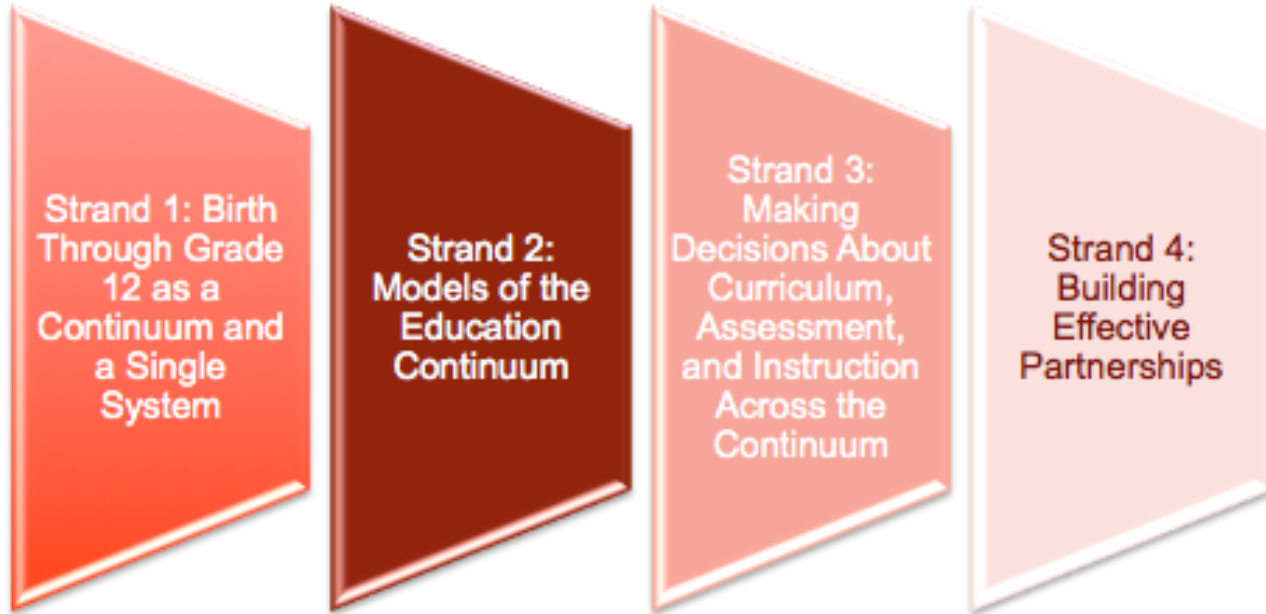
# Leadership to Integrate the Learning Continuum (LINC) Curriculum Modules for Administrators

- 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/](https://education.illinoisstate.edu/linc/curr_mod/)



# The Four Strands of the Curriculum Modules



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

Stipek, D. [Preschool fade-out effect not inevitable.](#) Education Week, March 17, 2017. Retrieved March 20, 2017.

Stipek, D., Clemens, D. Coburn, C., Franke, M., & Farran, D. (2017). [PK -3: What does it mean for instruction?](#) Social Policy Report (30) 2. Society for Research in Child Development. Retrieved March 30, 2017 [www.naeyc.org](http://www.naeyc.org)



## Thank You for Attending!

### Closing Items:

- Raffle
- Evaluations
- Reimbursements – Mindy Bolin, [mbolin@ilstu.edu](mailto:mbolin@ilstu.edu)
  - Must be received by June 22
- Stay Connected!

@CSEP\_ISU



#ILbirthto3rd

<https://education.illinoisstate.edu/csep/b3/>



**B-3 Continuity  
Project**