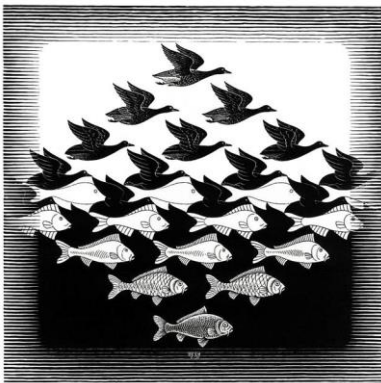
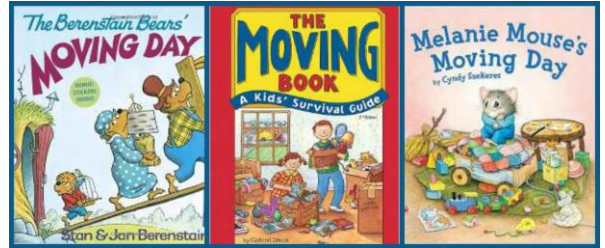




## PreK-3 Continuum: Your Role in Creating Seamless Transitions

APRIL 13, 2016  
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How often are you formally taking note of what kindergarten transition period means to individual children, families, or teachers





Unless we begin to understand what kindergarten transitions means to each and every one of us we won't be able to find solutions that help everyone be successful.



## POLL

Do you have formal, written policies for supporting children making the preschool to kindergarten transition?

YES  
NO

Whether formal or informal, which of these transition practices occur at your school?

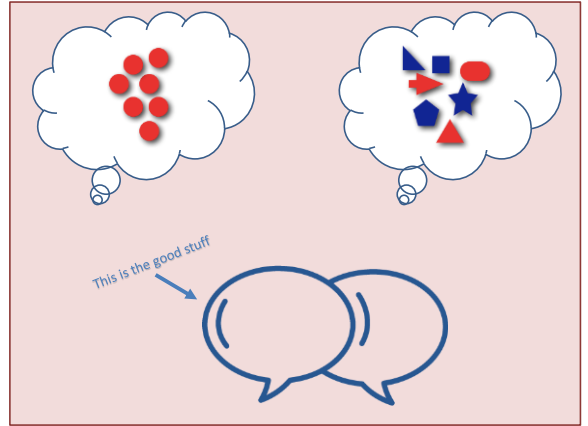
Creating parent communication or making home visits  
 Hosting open houses or children visiting the 'new school'  
 Sharing Child Portfolios or Written Records  
 Regular meetings among school and preschool staff  
 Other



Most schools do not provide a comprehensive transition plan that allows teachers to exchange important information about child development and school expectations.

# what do YOU expect?

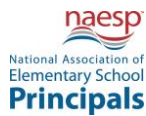
The aim of the study was to uncover early childhood educators (both preschool and kindergarten teachers) expectations and beliefs about what is important for school readiness.



continuity must be the goal



## Leading Pre-K-3 Learning Communities: Maximizing Instructional Leadership through a Child-Centered Focus



### Pre-K-3 and the Impact on Schools Serving Young Children

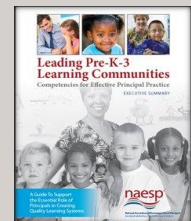
- ✓ Shift in instructional leadership and teaching practice in response to early learners
- ✓ Setting goals to drive transition and support learning across early learning and K-12 settings
- ✓ Effective solutions: Pre-K-3 leadership and instructional strategies that are developmentally appropriate

### Supporting a Pre-K-3 Continuum of Learning

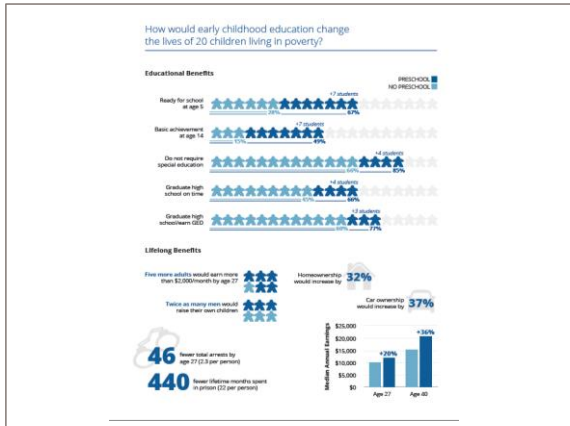
- Alignment of early learning and K-12 standards with a focus on "Pre-K-3"
- Critical role of principal as the key to collaboration at all levels of school reform
- Supporting effective instruction and the whole child

### NAESP Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice

- Aligns to latest research on child development to help refocus instructional leadership
- Pre-K-3 Leadership Strategies
  - *Academic*
  - *Social*
  - *Emotional*
  - *Physical*



[www.naesp.org/llc](http://www.naesp.org/llc)



## NAESP Competencies for Effective Principal Practice

1. Embrace the Pre-K-3 Early Learning Continuum
2. Ensure Developmentally Appropriate Teaching
3. Provide Personalized Blended Learning Environments
4. Use Multiple Measures To Guide Growth in Student Learning
5. Build Professional Capacity Across the Learning Community
6. Make Your School a Hub of Pre-K-3 Learning for Families and Communities

### Embrace the Pre-K-3 Early Learning Continuum

- Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.
- Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.
- Expand the concept of "learning community" to include collaboration among external, as well as internal, stakeholders.
- Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.
- Align funding, resources and governance to support the Pre-K-3 framework.

### Ensure Developmentally-Appropriate Teaching

- Align ambitious standards, curriculum, instruction and assessments to create a consistent framework for learning from age three to grade three.
- Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.
- Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum.
- Create professional communities of practice to empower teachers to learn from each other and to improve instruction.

### Provide Personalized, Blended Learning Environments

- Promote environments that blend face-to-face and technology-enhanced learning that is rigorous but developmentally appropriate.
- Facilitate the use of technology tools for learning and provide instructional leadership in schools to use technology effectively.
- Support instructional use of appropriate technology and interactive media through play and learning settings—in school and at home.
- Integrate technology directly into curriculum, student learning and outcomes.
- Help teachers develop their understanding and ability to use technology effectively to individualize and differentiate instruction for each student.

### Use Multiple Measures To Guide Growth in Student Learning

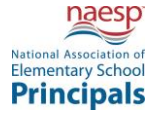
- Build understanding throughout the learning community of the various purposes and appropriate uses of different student assessments to improve teaching and learning.
- Support teachers in using multiple forms of assessments, along with observation, portfolios and anecdotal records, to guide student learning and growth all along the Pre-K-3 continuum.
- Support open and collaborative discussions about assessment data with parents and community.
- Share information about program effectiveness among schools and other providers.

### Build Professional Capacity Across the Learning Community

- Build principal professional knowledge about what is age- and developmentally appropriate across the continuum.
- Support ongoing, job-embedded professional learning opportunities for teachers all along the continuum.
- Support professional learning communities that focus on authentic work.

### Make Your School a Hub of Pre-K-3 Learning for Families and Communities

- Develop a welcoming environment and sense of belonging, and cultivate a shared responsibility for children's learning from age three to grade three.
- Provide meaningful transitions between preschool and elementary school.
- Develop out-of-school and summer learning opportunities for children age three to grade three.
- Blend and braid funding to maximize resource opportunities.



Teachers' expectations drive pedagogical decisions and those decision (practices) in turn influence the opportunities that students have to learn.



## The Instrument

- Four Sections | Demographics, Domains/Skills, Teaching Practices, Final Words
- Domain/Skill Items | Illinois Early Learning Standards + Illinois Social Emotional Standards + Teaching Strategies Gold Objectives + Tony Linder Play-Based Assessment

		P = Preschool or Kindergarten	"beginning", rarely or never exhibit desired performance	"developing", generally demonstrate desired performance	"proficient", high level of performance as independent performer	"exemplary", high level of regular, independent performance	N = 1431, 1177 preschool teachers, 254 kindergarten teachers
SEL	to recognize and accurately label emotions	P	0.02	0.27	0.62	0.11	100%
		K	0.04	0.59	0.41	0.02	100%
	to regulate emotions	P	0.02	0.02	0.51	0.05	100%
COG	to resolve conflicts constructively	K	0.08	0.02	0.20	0.02	100%
	to sustain attention to difficult tasks, ignoring need, distractions and interruptions	P	0.05	0.02	0.18	0.02	100%
		K	0.12	0.12	0.25	0.02	100%
ACADEMIC	to use the concept of sequence	K	0.25	0.12	0.17	0.02	100%
	to use word organization skills	P	0.21	0.14	0.21	0.02	100%
	to understand concepts of plot	P	0.02	0.02	0.50	0.27	100%
	to use letter-like forms or letters/words to represent written language and convey meaning	K	0.08	0.30	0.21	0.02	100%
	to count with one-to-one correspondence up to 20	P	0.05	0.28	0.47	0.21	100%
	to identify which quantities are more, less, or the same	P	0.02	0.02	0.25	0.02	100%
	to use relational words (forward, backward, then, when)	K	0.22	0.36	0.12	0.02	100%
	to name two- and three-dimensional shapes	P	0.02	0.12	0.48	0.38	100%
	to sort two- and three-dimensional shapes	K	0.02	0.27	0.50	0.19	100%
	to compare and contrast	P	0.28	0.48	0.20	0.04	100%
		K	0.02	0.08	0.42	0.48	100%
	to categorize objects by physical properties	K	0.16	0.46	0.14	0.02	100%
		P	0.04	0.28	0.52	0.17	100%
		K	0.12	0.12	0.21	0.02	100%

## The Scale

- “beginning”; rarely or never exhibit desired performance
- “developing; generally demonstrates desired performance
- “proficient”; exhibits desired performance as prompted
- “exemplary”; high level of regular, independent performance

## The Items: Emotional & Social



## The Items: Cognitive Development



## The Items: Academic Knowledge





## The Participants

- ▶ N = 1433; [1177 preschool teachers, 256 kindergarten teachers]
- ▶ ~60% of all teachers have 10+ years of experience
- ▶ 80% have Bachelor's degree or higher
- ▶ 37 states [563 MI, 148 IL, 112 OR, around 60 from NC, CA, and WI]

## The Participants' students

- ▶ ~60% teach full day sessions
- ▶ Avg. 20 children per class
- ▶ ~40% of teachers noted 76%+ students low socio-economic
- ▶ ~60% of teachers noted less than 10% of students have SPED - IEP

## Preschool Teacher Alignment | K (%)

- ▶ Emotional – Social
  - recognize and accurately label emotions (proficient) 60% | 43%
  - participate in classroom transitions (proficient) 64% | 48%
  - follow the plans of the large group (proficient) 63% | 47%
- ▶ Cognitive
  - use the concept of sequence (proficient) 50% | 17%
  - plan and carry simple (proficient) 52% | 25%
  - Follow simple three-step directions (proficient) 52% | 39%
- ▶ Academic
  - understand concepts of print (proficient) 50% | 34%
  - appropriately hold writing tools (proficient) 53% | 38%

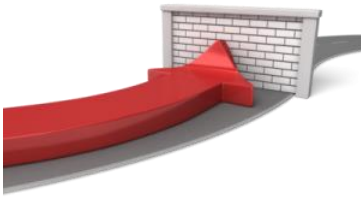
## Kindergarten Teacher Alignment | P (%)

- ▶ Emotional – Social
  - regulate emotions (developing) 63% | 42%
  - resolves conflicts constructively (developing) 65% | 46%
- ▶ Cognitive
  - sustain attention to difficult tasks (developing) 63% | 50%
  - use strategies to help remember things (developing) 60% | 55%
  - generate explanations and communicate ideas and/or conclusions (developing) 63% | 39%
  - develop physical models that represent their ideas...developing) 61% | 51%
- ▶ Academic
  - compare and contrast (proficient)
  - recognize a penny, nickel, dime (beginning) 48% | 37%
  - categorize objects by physical properties (developing) 55% | 29%

What shapes teacher expectations?

personal histories? teacher education coursework? policy mandates? or lived experiences in the classroom?

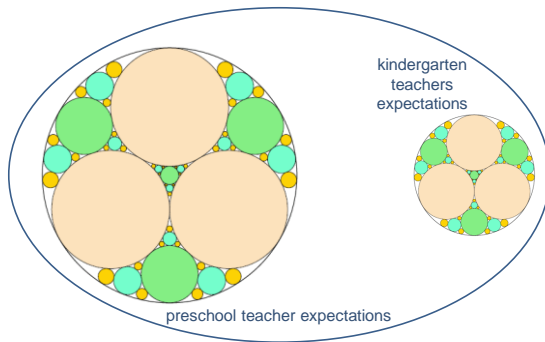
Future research might consider the connections between beliefs and their sources



- 1 Conversations surrounding expectations for child development can foster conversation surrounding child development practice
- 2 Consider creating a community transition committee
- 3 Exchange knowledge that influence practices and works to bridge the learning environments.

McCormick Center for Early Childhood Leadership • National Louis University

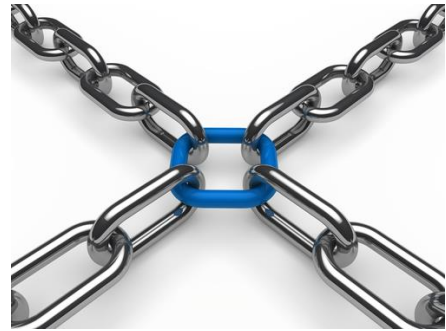
School Readiness Transition Team



### MI Preschool-Kindergarten Teacher Gaps

<ul style="list-style-type: none"> <li>▶ Emotional – Social (5)                     <ul style="list-style-type: none"> <li>▪ recognize and accurately label emotions</li> <li>▪ regulate emotions</li> <li>▪ express self-awareness</li> <li>▪ engage with 2-3 play partners</li> <li>▪ resolves conflicts constructively</li> </ul> </li> <li>▶ Cognitive (2)                     <ul style="list-style-type: none"> <li>▪ sustain attention to difficult tasks, ignoring most distractions and interruptions</li> <li>▪ use cognitive reasoning to figure out how to solve problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Academic (10)                     <ul style="list-style-type: none"> <li>▪ use word blending skills</li> <li>▪ appropriately hold writing tools</li> <li>▪ write letters in their name correctly</li> <li>▪ use letter-like forms or letters/words to represent convey meaning</li> <li>▪ count with one-to-one correspondence up to 20</li> <li>▪ recognize a penny, nickel, dime</li> <li>▪ identify which quantities are more, less, or the same</li> <li>▪ use relational words</li> <li>▪ name two- and three-dimensional shapes</li> <li>▪ compare and contrast</li> </ul> </li> </ul>
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<https://www.surveymonkey.com/r/MCECL>



## From a Kindergarten to a Preschool Teacher

Dear Preschool Teachers, Although it is important to expose children to academic activities, the most important thing that Kindergarten teachers need you to help the children with is social-emotional development, controlling their own behavior, and positive interactions with other children including conflict resolution. For the most part, we have the academic skills covered. But in order to achieve academic learning, we need the children to be in control of their own emotions and actions and able to interact with others appropriately. The next important thing we would like you to work on would be fine-motor skills. So many young children are spending time with touch screens at home instead of using craft materials. Along with providing plenty of opportunities in your classroom, empowering parents with the knowledge of what they can do at home to increase fine-motor skills would be helpful. Sincerely, A Kindergarten Teacher Who is So Thankful For All That You Do!

## From a Preschool to a Kindergarten Teacher

Dear Teacher-I am writing to let you know how several of your students have prepared themselves for your Kindergarten classroom. Two of the boys have been working hard to learn what they need to know to be in your classroom. The two young ladies that you will have the pleasure of working with, have also been working hard to learn letter names, sounds and so on. Each child has a positive outlook, and hopefully will continue with this as they enter the Kindergarten grade level. If you have any questions please do not hesitate to call me at XXX-XXXX. Thanks and have a good year. Preschool Teacher

## Elementary Principals Survey

- How do principals perceive their relationship with feeder programs?
  - programs or centers that typically serve children prior to attending their school for kindergarten

Principals know of the programs	81%
Principals communicate with the programs	72%
School does transition planning with the programs	65%
Principals have relationships with program directors	64%

(n = 318)

## Elementary Principals Survey

- Frequency of transition planning with feeder programs

PreK and Kindergarten teachers plan for transitions	53%
Information is shared about Kindergarten expectations	45%
Incoming kindergarteners visit the school	42%
Curriculum and instruction is formally aligned	29%
Agreement for sharing information on incoming kindergarteners	28%
None of these	20%

(n = 318)

## Elementary Principals Survey

- How do school leadership teams function across the preK-3 continuum?

Vertical professional learning communities across grade levels	22%
Joint vertical planning across grade levels	9%
Aligning curriculum and standards across grade levels	25%
Assessment inventory	12%
No functions or systems	9%
Other functions or systems	7%

(n = 318)

“ Coming together is a beginning. Keeping together is a progress. Working together is a success. ”