Anji Gallanos, Early Learning Administrator, DEED
**definition** n. 1.
The teacher gave definitions of the new words.

of an image (picture) on a TV screen.
Pre-Elementary

• Children ages 3-5

• In a public school or Head Start setting

• Has specific frameworks guiding practice.
Share: What does early learning look like in your district?

Share: What do you need to know to support young learners in your district?

Share: What have you examples of early learning have you seen that inspired you?
Our agenda will address an understanding that:

• Achievement gaps appear early and widen over the years that children are in school.
• Investments in early childhood pay off much greater than compared to efforts made in later grades.
• Too few Alaskan children have access to quality early childhood programs.
• Too few Alaska pre-elementary programs are providing quality experiences.
• Principals need more information and knowledge about the young learners in their communities.
Kindergarten Readiness
Kindergarten Readiness
“Ready” Kindergartners are made up of..

- Pre-Elementary
- Birth to 3
- Future K-3 Experiences
- Community Engagement
- Home Experiences
Only by placing kindergarten in a developmental context of what comes before and after can we identify what to expect and what we should expect.
Pre-K-3
Six Competencies that Characterize Leadership of Pre-K-3 Learning Communities

- Read page 10
- Highlight things you know you know are happening in your districts.
- Consider what you would like more information on.
Provide an option to review the research both nationally and locally.

- Review national research.
- Review Alaska data.

Look at the Alaska Developmental Profile

Key ingredients
What does data tell us about young learners?
“Quality birth-to-five early childhood education for disadvantaged children can simultaneously reduce inequality and boost productivity in America.”

James Heckman
Nobel Laureate in Economics, On the Strong Start for America’s Children Act
Lifelong Benefits

Five more adults would earn more than $2,000/month by age 27.

Twice as many men would raise their own children.

Fewer total arrests by age 27 (2.3 per person).

440 fewer lifetime months spent in prison (22 per person).

Car ownership would increase by 37%.

Home ownership would increase by 32%.

Source: Collaborative Communications Group, Inc.
What’s the return on $20 invested in early childhood education?

$20

- $9.63 education savings
- $18.57 additional taxes on earnings
- $3.65 welfare savings
- $226.13 crime and punishment savings

$257.98 total return on investment

Participants in preschool programs earn 14% more than they would have otherwise; additional lifetime earnings of $156,490.

The Economics of Human Development and Social Mobility *

James J. Heckman  
Department of Economics  
University of Chicago

Stefano Mosso  
Department of Economics  
University of Chicago

May 20, 2014

By J. Hart  

Children who are in poverty need to be provided with the skills to compete in the labor market. High-quality preschool programs can help children in poverty by providing them with skills that will enable them to succeed in school and in work. In one recently completed study, we estimated the return to high-quality preschool programs to be around 10 percent. The results of this study are consistent with previous findings that suggest that high-quality preschool programs can be an effective way to reduce poverty and improve economic outcomes for children.
What do we know...

• Early childhood is a continuum.
• Many experiences shape the learning of young children.
• Pre-elementary has the most impact on the highest need populations.
• Preschool should align with K-3.
• Quality programs matter.
• Quality programs have aligned curriculum, standards, qualified staff, frameworks that guide excellence.
• Locally designed programs supported by leadership make a difference.
2017 Alaska Pre-Elementary Research Compilation

This compilation of research will outline include several studies about the positive outcomes for state funded preschool. Included in this compilation are several state studies on the impact preschool has on kindergarten readiness, increased likelihood of long-term academic achievement and the reduction for the need of special education services. This compilation of research will also include reports addressing the concerns that the impact of preschool is not long lasting and "fades out" over time.

http://www.livebinders.com/play/play/2084151?tabid=90e8a2f9-8a73-c796-697d-53b7613fca76
Early Learning In Alaska
The Kindergarten Pipeline

FAMILIES

KINDERGARTEN

Head Start
Public Pre-K
Child Care
Early Intervention
Home Visiting
4 year old Access

1,800 appx

Head Start Federal Counts preschool grants

10,283

Based on October 1, 2016 Fall Oasis
FOUR YEAR OLD CHILDREN ENROLLED IN PROGRAMS
2016/2017 SCHOOL YEAR

- State or Federally Funded for 4 yr: 18%
- Other: 82%
Head Start Programs
How do Alaska Children in state or federally funded programs do?
## Age 3-Grade 3 Developmental Milestones

<table>
<thead>
<tr>
<th>Age</th>
<th>Physical</th>
<th>Social/Emotional</th>
<th>Cognitive</th>
</tr>
</thead>
</table>
| 3   | - Skips on one foot  
     - Copies a circle  
     - Cuts with scissors  
     - Can wash and dry face  
     - Can undress self (unassisted)  
     - Jumps distances  
     - Thrown ball overhand  
     - Can ride a tricycle  | - Engages in parallel play  
     - Enjoys being by others  
     - Takes turns  
     - Known gender and full name  
     - Enjoys brief group activities  
     - Likes to "help" in small ways  
     - Responds to verbal guidance  
     - Seems sure of himself  
     - May be defiant  
     - Often negative  
     - Needs controlled freedom  | - Says short sentences  
     - Uses about 1000 words but can understand 4x more  
     - Experiences great growth  
     - In communication  
     - Tells simple stories  
     - Uses words as tools of thought  
     - Wants to understand environment  
     - Answers questions  
     - Is imaginative  
     - May recite a few nursery rhymes  
     - Names colors  
     - Can count to 3  |
| 4   | - Hops and skips  
     - Gnomes self  
     - Copies a cross and a rectangle  
     - Good balance and smoother muscle action  
     - Skates  
     - Rides wagon and scooter  
     - Prints simple letters  
     - Establishes handedness  
     - Ties shoes  | - Plays  
     - Enjoys company of other children and highly social  
     - Plays tag, duck-duck-goose and simple games  
     - Talks to and self-assured  
     - Capable of some self-criticism  
     - Initiates adult roles  
     - Enjoys responsibility  
     - Likes to follow the rules  
     - Has imaginary friends  | - Uses complete sentences  
     - Uses plurals and prepositions  
     - Uses about 1500 words  
     - Asks many questions  
     - Is learning to generalize  
     - Is dramatic and highly imaginative  
     - Can draw simple objects  
     - Repias 4 digits  
     - Can identify body parts  |
| 5   | - Copies a square  
     - Dresses self  
     - Catches ball with two hands  | - Engages in cooperative play  
     - Has special friends  
     - Enjoys simple table games requiring taking turns and following basic rules  
     - Feels pride about clothing and accomplishments  
     - Eager to carry out some responsibility  
     - Conformity to peers is important  | - Uses 2000+ words  
     - Tells long tales  
     - Carries out directions well  
     - Reads own name  
     - Counts to 10  
     - Asks meaning of words  
     - Knows colors  
     - Is beginning to know the difference between fact and fiction  
     - Is interested in environment, city and stores  |
| 6   | - Copies a triangle  
     - Prints letters  
     - Draws a recognizable man with head, body and limbs  
     - Skips with alternating twist  
     - Rides a bicycle  | - Rules of the game are key  
     - Wants to be a part of a team  | - Able to put things in order (sequencing)  
     - Sorts from egocentric to social speech  
     - Vocabulary increases exponentially  |
| 7-9 | - Demonstrates increased coordination and strength  
     - Enjoys using new gross and fine motor skills  
     - Sees a steady increase in height and weight  | - Has increased ability to interact with peers  
     - Has more same-sex friends  
     - Is developing and testing beliefs that will guide behavior  
     - Has a strong group identity; increasingly defines self through peers  
     - Has a desire to develop a sense of mastery and accomplishment based on physical strength, self-control and school performance  | - Is beginning to apply personal knowledge and experience to a particular situation to determine whether it makes sense or not (logical thinking)  
     - Starts to understand the passage of time, day and date  
     - Can copy adult speech patterns  |
Teaching Strategies GOLD®

Observation based
Naturalistic Assessment
Based on Alaska Early Learning Guidelines
Covers all of the developmental domains
Used by all Head Start programs and state funded district pre-elementary programs.
Teaching Strategies GOLD®

38 Alaskan Programs in TS GOLD®

• 15 Head Start Programs
• 19 Pre-Elementary Programs
• 3 Other School Districts
GOLD® Birth to Third Grade Objectives

http://www.livebinders.com/play/play?id=2084151&backurl=/shelf/my#anchor
### Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

c. Notices and discriminates discrete units of sound

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<tr>
<th>Not Yet</th>
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<tr>
<td>Shows awareness of separate words in sentences</td>
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</table>
  - Joins in clapping each word while chanting, “I like ice cream.”
  - Jumps upon hearing a specified word in a story
| Shows awareness of separate syllables in words |
  - Claps each syllable of name, Tri-na and Chris-to-phor and counts the syllables in each
  - Puts together pen and of to say pencil
  - Puts together foot and ball to say football
| Verbally blends and separates onset and rime in one-syllable words |
  - Says /c/ako and /t/ako when the teacher says “cake” and “rake.”
  - Points to Mick and Jill when the teacher plays a game and asks, “Where is _ick? Where is _ill?”
| Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |
  - Claps each phoneme of hat, /h/ /a/ /t/
  - Says, “Hat,” after hearing /h/ /a/ /t/; changes the middle sound to make /h/ /o/ /t/
  - Accurately reads you, here, my, are, and sad in My Friend is Sad
| Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words |
  - While playing a “stand up, sit down” game, correctly stands for long vowel sounds in words and sits for short vowel sounds
  - Recognizes sad, does, and were
  - Breaks the word her into parts as he says, “/h/er/”; says /cv/ov/ /s/ /v/ for the word chest
| Reads grade-appropriate irregularly spelled words |
  - Reads words such as great, eight, sound, and would without pausing to sound them out
  - Recognizes fountain because it has a similar spelling to the known word mountain

---
## Objective 19  Demonstrates writing skills

### a. Writes name

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<tbody>
<tr>
<td>Makes scribbles or marks</td>
<td>Makes controlled linear scribbles</td>
<td>Writes mock letters or letter-like forms</td>
<td>Writes letter strings</td>
<td>Writes partially accurate first name</td>
<td>Writes accurate first name</td>
<td>Writes accurate first and last name</td>
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<tr>
<td>• Scribble writes deliberately</td>
<td>• Scribbles lines, circles, or zigzags in rows</td>
<td>• Writes segments of letter forms, e.g., lines, curves</td>
<td>• Writes some letters correctly</td>
<td>• Writes all the letters of own name, although some may not be sequenced correctly</td>
<td>• Writes all the letters of own name, uses uppercase or lowercase letters (or a combination of both) when writing name</td>
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<td>• Makes marks that appear to adults to be in random order</td>
<td>• Often repeats action and forms</td>
<td>• May use too many segments to create a letter, e.g., five horizontal lines on the letter E</td>
<td>• Writes letters in unconventional order</td>
<td>• Uses uppercase or lowercase letters (or a combination of both) when writing name</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Carolyn</th>
<th>Lilly</th>
<th>Paula</th>
<th>Emma</th>
<th>Vicky</th>
<th>Brooke</th>
<th>Abraham</th>
</tr>
</thead>
</table>

35
**Objective 20** Uses number concepts and operations

c. Connects numerals with their quantities

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<th>Not Yet</th>
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Recognizes and names a few numerals
- Points to the 1 when the teacher says, “Where is the numeral 1?”
- Notices numerals around the room and calls some of them by name

Identifies numerals to 5 by name and connects each to counted objects
- Says, “Five” as she attaches five clothespins to the 5 card
- Tells her friend, “That’s a 3, and there are three puppies on this page.”

Identifies numerals to 10 by name and connects each to counted objects
- Shouts, “Seven,” and jumps seven times when the teacher holds up the number 7 card
- Says, “I put nine buttons in the 9 box.”

Identifies numerals to 20 by name and connects each to counted objects;
represents how many by writing one-digit numerals and some two-digit numerals
- Says, “I drew 15 flowers to go on page 15 of our number book.”
- Types in the numerals 1, 8, and 3 when sets of one, eight, and three figures appear on the computer screen.
- Counts out 16 bears and writes 16 on its corresponding card

Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers
- Counts out 63 crayons, writes 63, and signs, “I have 63 crayons.”
- Writes 118 when the teacher says, “There are 118 marbles in this jar. Write the number of marbles as a numeral.”
- Indicates the appropriate relational symbol when the teacher writes number pairs (e.g., 3, 7, 4, 6, 95, 77)

Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers
- Counts the grouped pictures on the computer screen and types 384 to indicate how many
- Writes 276 > 249, 248 > 100

Represents fractional quantities as parts of a whole (1/2, 1/3, 1/4, 1/6, 1/8); uses relational symbols (<, >, =) to show fractional comparisons
- Indicates 1/3 when the teacher holds up one part of a region partitioned into eight equal pieces; indicates 2/3 to represent the whole
- Colors in two-sixths of a paper pie and writes 2/6 to indicate the amount eaten
- Looks at the number line, and says, “Two fourths is the same as one half,” and then writes in words and symbols, two fourths is equal to one half; 2/4 = 1/2
- Compares two number lines with unequal partitions and indicates that 2/6 of one is smaller than 2/4 of the other
2016-2017 Growth

Literacy

Spring
- Below: [VALUE]%
- Meets: 43%
- Exceeds: 1%

Fall
- Below: [VALUE]%
- Meets: 43%
- Exceeds: 1%

Language

Spring
- Below: [VALUE]%
- Meets: 53%
- Exceeds: 3%

Fall
- Below: [VALUE]%
- Meets: 53%
- Exceeds: 3%

Cognitive

Spring
- Below: 7%
- Meets: 69%
- Exceeds: [VALUE]%

Fall
- Below: 7%
- Meets: 69%
- Exceeds: [VALUE]%

Mathematics

Spring
- Below: 67%
- Meets: 32%
- Exceeds: 1%

Fall
- Below: 67%
- Meets: 32%
- Exceeds: 1%
The district used the MAP Assessment to measure the kindergarten literacy skills of children who had attended the preschool programs within the district. The district averages and the percentage scores for children in each program were provided.
Lower Kuskokwim School District
(Pre-Elementary Grantee)
Anchorage School District
(Pre-Elementary Grantee)
Nome Public Schools
(Pre-Elementary Grantee)
NPS Fall 2016 Grade 2 MAP Reading Results

- **Above 25%**: 55%
- **24%-11%**: 25%
- **10% or Lower**: 20%

Legend:
- **Blue**: Attended NPS Pre-K FY14
- **Red**: Did not Attend
The Kindergarten Pipeline

FAMILIES

KINDERGARTEN

Head Start
Public Pre-K
Child Care
Early Intervention
Home Visiting
Alaska Developmental Profile

- Based on the Alaska Early Learning Guidelines.
- Related to what we would expect students to know and do at 60 months.
Five Domains

Physical Health and Well Being

Social Emotional Development

Approaches to Learning

Cognition and General Knowledge

Communication Language and Literacy
13 Goals

Physical Health and Well Being
- Goal 1
- Goal 2

Social Emotional Development
- Goal 3
- Goal 4

Approaches to Learning
- Goal 5
- Goal 6

Cognition and General Knowledge
- Goal 7
- Goal 8

Communication Language and Literacy
- Goals 9-13
• Kindergarten teachers observe all children who entered the program before October 1.
• They take four weeks to complete four observations.
• After the observation period, teachers record their observations.
• They give a 0- if a child does not meet, 1- if the skill is emerging and 2 if the child meets the skill.
• Reports are based on the number of 2’s given or the number.
2 scored for each goal. 
13/13
2 scored for each goal.
11/13
Alaska Developmental Profile (ADP)

The following figures show the percentages of students who consistently demonstrated skills in each of the ADP’s 13 goal areas (see box on page 2 for scoring details) for 2016/17. The ADP was administered to 4 kindergarteners in the district of 9,757 students statewide.

<table>
<thead>
<tr>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students consistently demonstrating skills in all 13 goal areas</td>
</tr>
<tr>
<td>16%</td>
</tr>
<tr>
<td>Percentage of students consistently demonstrating skills in at least 11 goal areas</td>
</tr>
<tr>
<td>28%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Well-Being, Health, and Motor Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Demonstrates strength and coordination of large motor muscles</td>
</tr>
<tr>
<td>E.g., Runs with an even gait and few falls</td>
</tr>
<tr>
<td>57%</td>
</tr>
<tr>
<td>Goal 2: Demonstrates strength and coordination of small motor muscles</td>
</tr>
<tr>
<td>E.g., Copies several letters or shapes</td>
</tr>
<tr>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and Emotional Development</th>
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</thead>
<tbody>
<tr>
<td>Goal 3: Participates positively in group activities</td>
</tr>
<tr>
<td>E.g., Follows simple rules of participation in group activities</td>
</tr>
<tr>
<td>48%</td>
</tr>
<tr>
<td>Goal 4: Regulates feelings and impulses</td>
</tr>
<tr>
<td>E.g., Stops and listens to instructions before starting an activity</td>
</tr>
<tr>
<td>43%</td>
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</table>

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
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</thead>
<tbody>
<tr>
<td>Goal 5: Shows curiosity and interest in learning new things and having new experiences</td>
</tr>
<tr>
<td>E.g., Looks for new information about personal interests</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>Goal 6: Sustains attention to tasks and persists when facing challenges</td>
</tr>
<tr>
<td>E.g., Shifts attention back to activity at hand after being distracted</td>
</tr>
<tr>
<td>44%</td>
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</tbody>
</table>

Note. N/A indicates data were not available or were suppressed to protect student confidentiality.
Take a minute to look at this resource.

How would you use this information?

What additional information would you like to have?
Next Steps
Elements of Effective Pre-K-3 Programs, pg 5

High quality, voluntary and equitable access to pre-elementary programs.

Full day kindergarten

Qualified teachers who have a degree and specialized training in how young people learn.

Opportunities for teachers to share data, planning and professional development across grades.

Strong leadership committed to providing to children a seamless education

Quality, developmentally appropriate curriculum and standards aligned pre-K-third grade.

Shared accountability between preschools, public schools, parents and communities, for ensuring that all children read and do math on grade level by the end of third grade.
Six Competencies and Strategies to Guide Principals in Leading Pre-K-3 Learning Communities

1. 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.

2. 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.

3. Provide Personalized, Blended Learning Environments
   - Promote environments that blend face-to-face and technology-enhanced learning and that are rigorous, developmentally-appropriate and that support individual learning.
   - 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 to support learning and development—through work and play—in school, at home and in community settings.

4. 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.

5. 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.

6. 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 build funding to maximize resource opportunities.
October 24\textsuperscript{th}, 2017

Let’s assume you’ll be back at school on October 24\textsuperscript{th}.

What is one thing you can do on that day to incorporate your learning from today?
Thank you!