

Early Learning:

A Vital Link to School Success

November 10, 2017

Alaska Association of School Boards

Introductions

Anji Gallanos, Early Learning Administrator, DEED

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broadcast signal is received

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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:

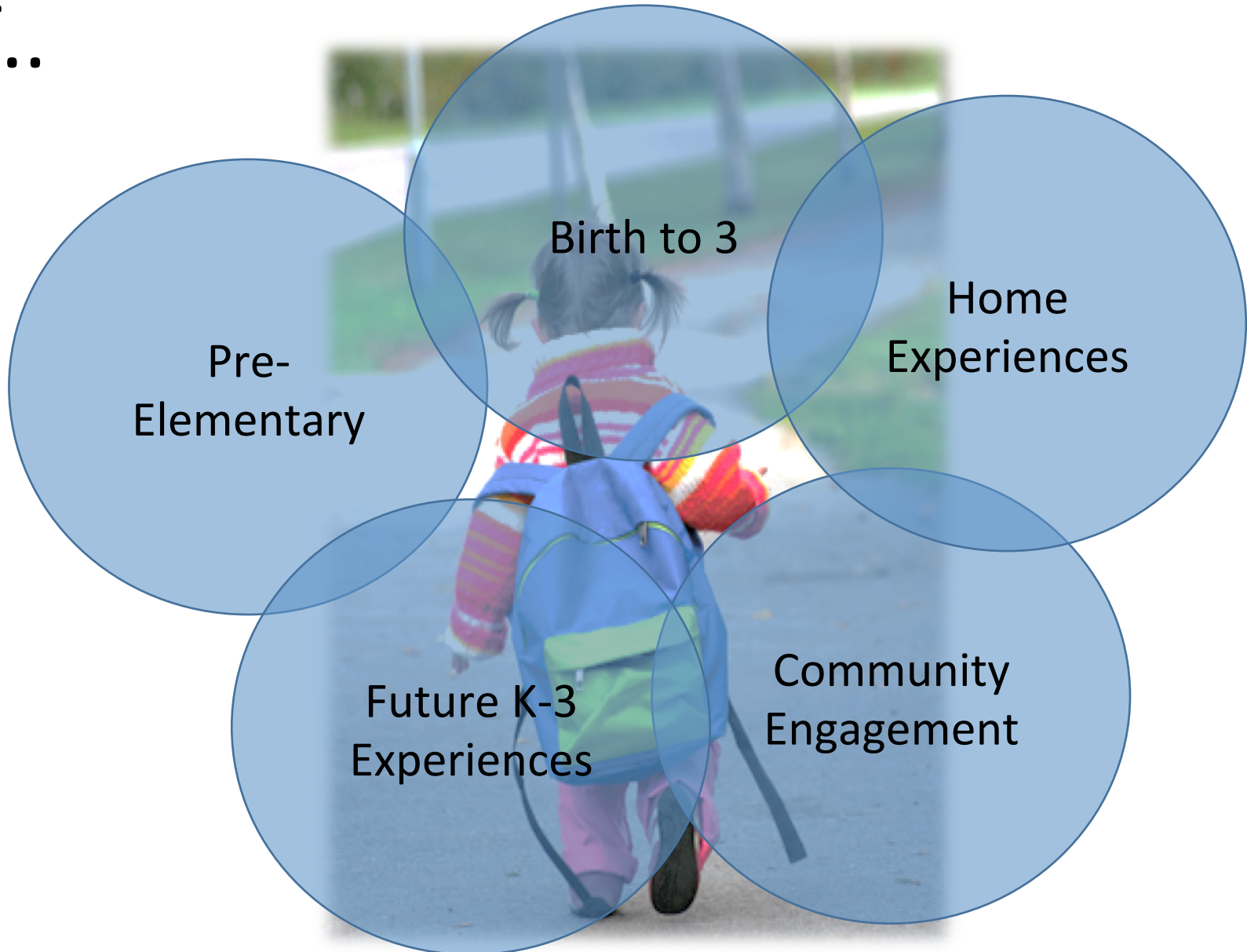
- Achievement gaps appear early and widen over the years that children are in school.
- Investments in early childhood pay off much greater than compared to efforts made in later grades.
- Too few Alaskan children have access to quality early childhood programs.
- Too few Alaska pre-elementary programs 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..





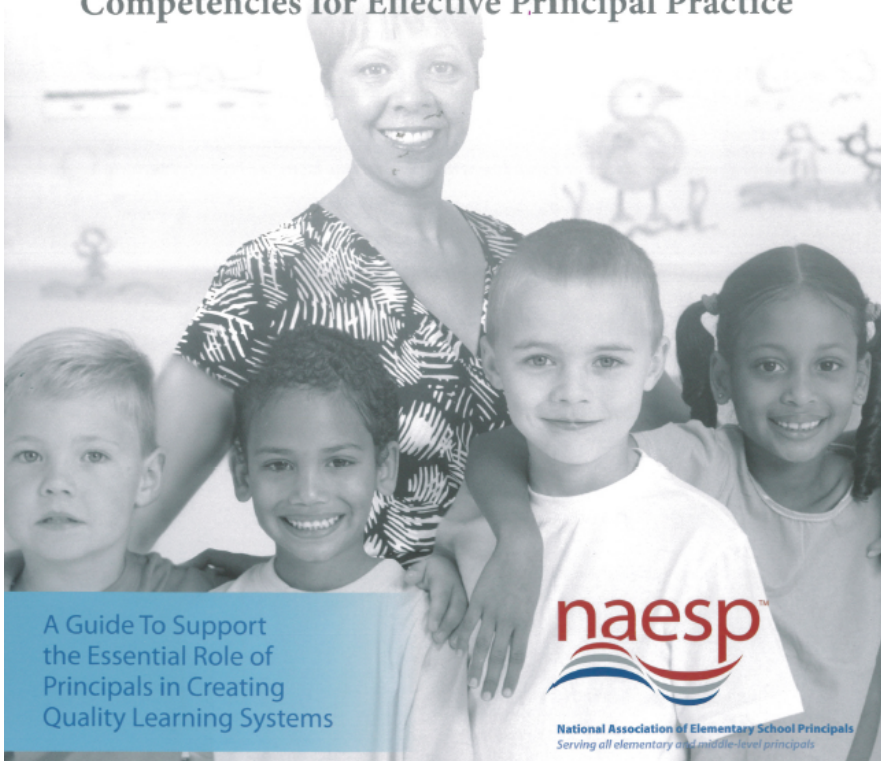
Only by placing kindergarten in a developmental context of what comes before and after can we identify what to expect and what we should expect.

Pre-K-3



Leading Pre-K-3 Learning Communities

Competencies for Effective Principal Practice



A Guide To Support
the Essential Role of
Principals in Creating
Quality Learning Systems



National Association of Elementary School Principals
Serving all elementary and middle-level principals

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.

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, are 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 Use Multiple Measures To Guide Growth in Student Learning**
 - 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.
 - 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.
- 5 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.
- 6 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.

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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



46

Fewer total arrests
by age 27
(2.3 per person)

440

Fewer lifetime months
spent in prison
(22 per person)



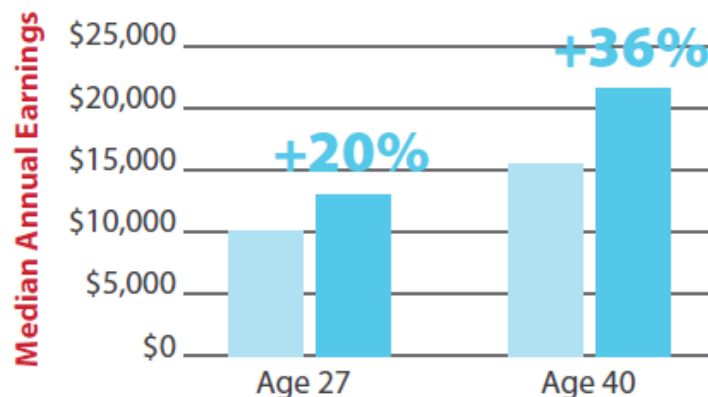
Car ownership
would increase by

37%



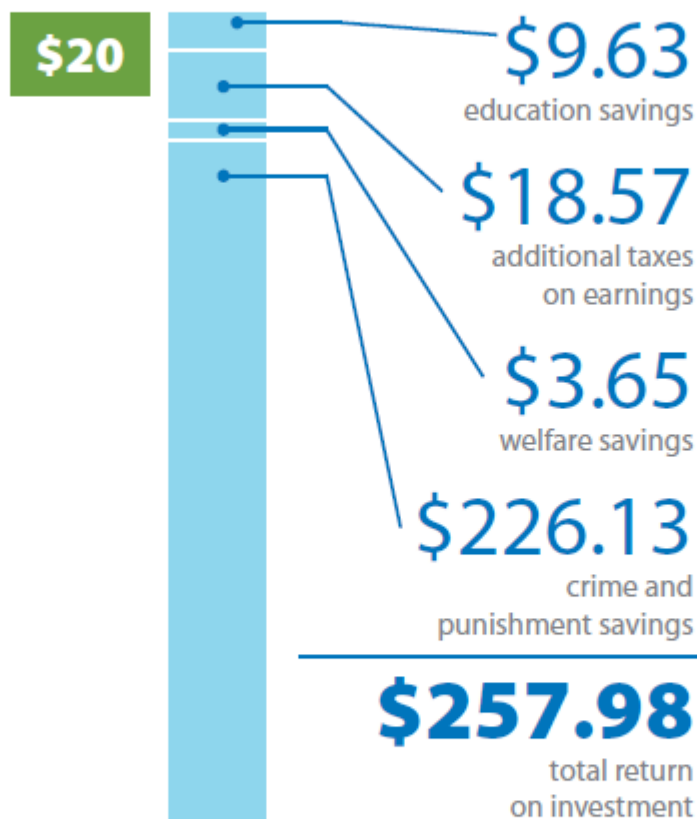
Home ownership
would increase by

32%



Source: Collaborative Communications Group, Inc.

What's the return on **\$20** invested in early childhood education?



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

Source: *Lifetime effects: The High/Scope Perry Preschool study through age 40*.
Ypsilanti: High/Scope Press, 2005.

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AMERICAN EDUCATOR

By Betty Hart
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RESEARCH ARTICLES

section F, for evidence on this issue. References

116-118. American Bar Foundation, 2014.

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Internat. Journal
*Corresponding iThe Economics of Human Development and Social
Mobility *James J. Heckman
Department of Economics
University of ChicagoStefano Mosso
Department of Economics
University of Chicago

May 20, 2014

*This research was supported in part by the American Bar Foundation, the Pritzker Children's Initiative, the Buffett Early Childhood Fund, NICHD R37HD065072, R01HD064702, the Human Capital and Economic Opportunity Global Working Group—an initiative of the Becker Friedman Institute for Research in Economics—funded by the Institute for New Economic Thinking (INET), and an anonymous funder. We also acknowledge the support of an European Research Council grant hosted by the University College Dublin, DEVHEALTH 269874. The views expressed in this paper are those of the authors and not necessarily those of the funders or commentators mentioned here. We thank Hideo Akabayashi, Gary Becker, Alberto Bisin, Marco Cosciani, Flavio Cunha, Greg Duncan, Steve Durlauf, Chris Flinn, Lance Lochner, Magne Mogstad, Derek Neal, Robert Pollak, Ananth Seshadei, and Kitty Stewart for helpful comments. We thank Will Burgin, Jorge Luis García G. Menéndez and Linor Kiknadze for exceptional research assistance. The Web Appendix for this paper can be found at heckman.uchicago.edu/hum-dev

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.

Early Learning Upcoming x

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

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Early Learning Upcoming and Archived WebEx Meetings

By: AlaskaEED

- Overview
- Table of Contents
- Teaching Strategies GOLD® Trainings
- Alaska Developmental Profile Resources
- Archived 2016-2017 Trainings
- Pre-Elementary Regulation
- Early Childhood and ESSA
- Resource Documents
 - 2017 Program Report
 - 2017 Alaska Pre-Elementary Research Compilation


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.

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Microsoft Word - Preschool Resear... 1 / 6

Alaska Pre-Elementary Research Compilation

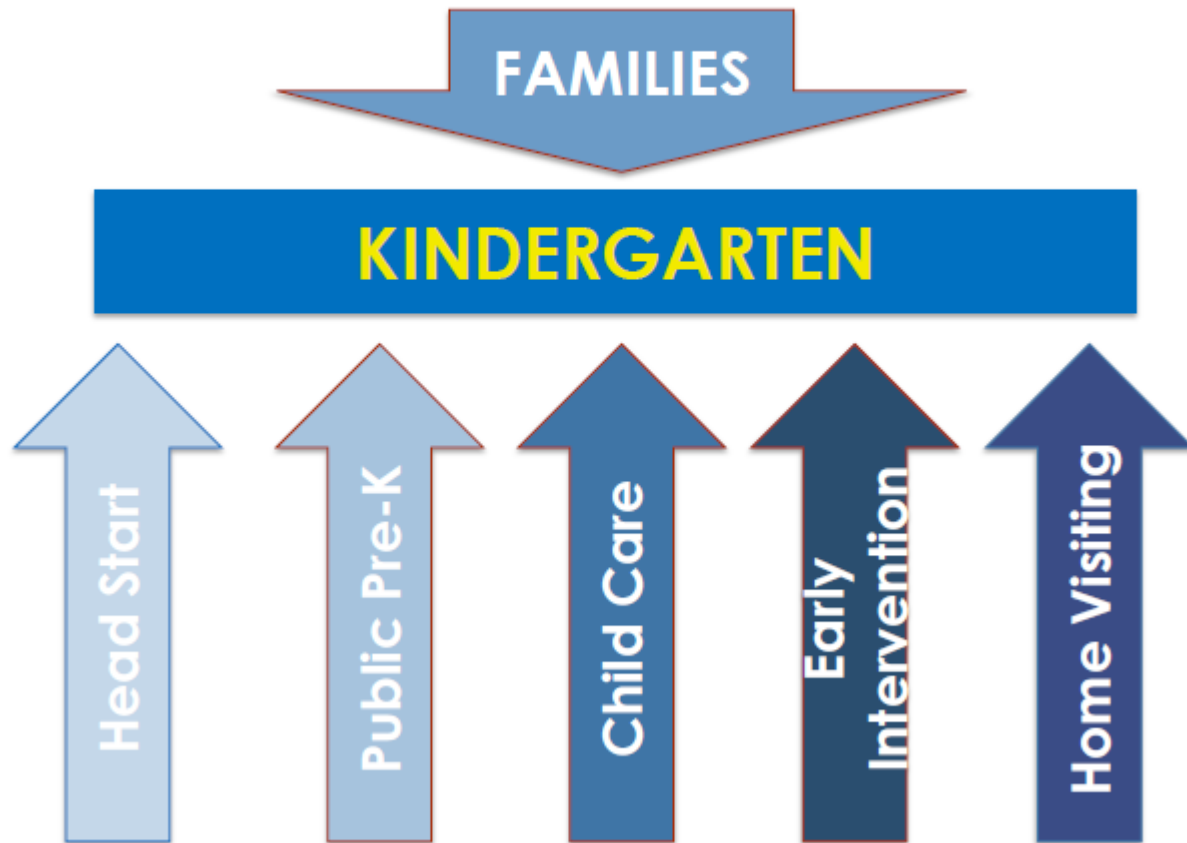


ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

<http://www.livebinders.com/play/play/2084151?tabid=90e8a2f9-8a73-c796-697d-53b7613fca76>

Early Learning In Alaska

The Kindergarten Pipeline



4 year old Access



1,800 appx

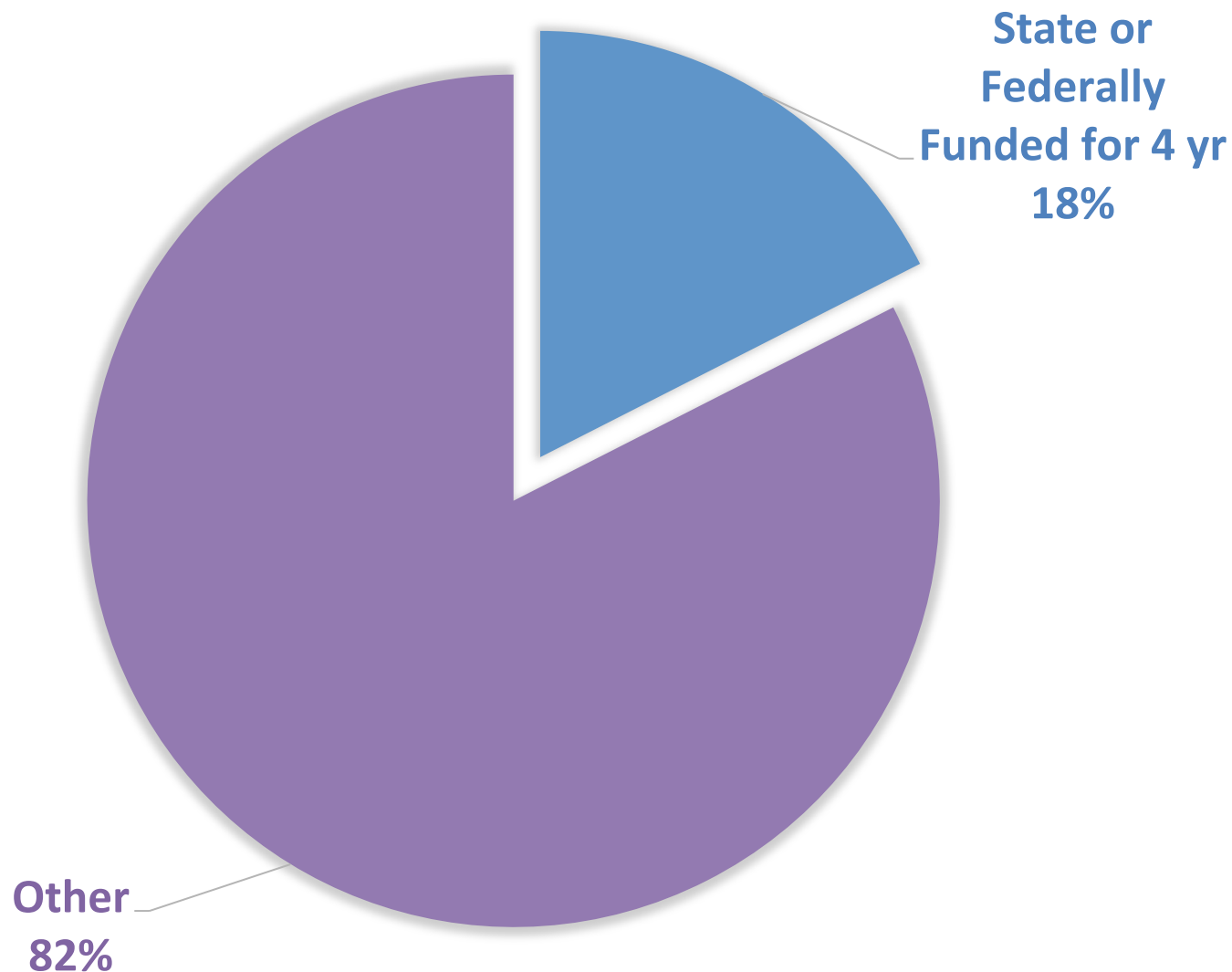
*Head Start Federal Counts preschool
grants*



10,283

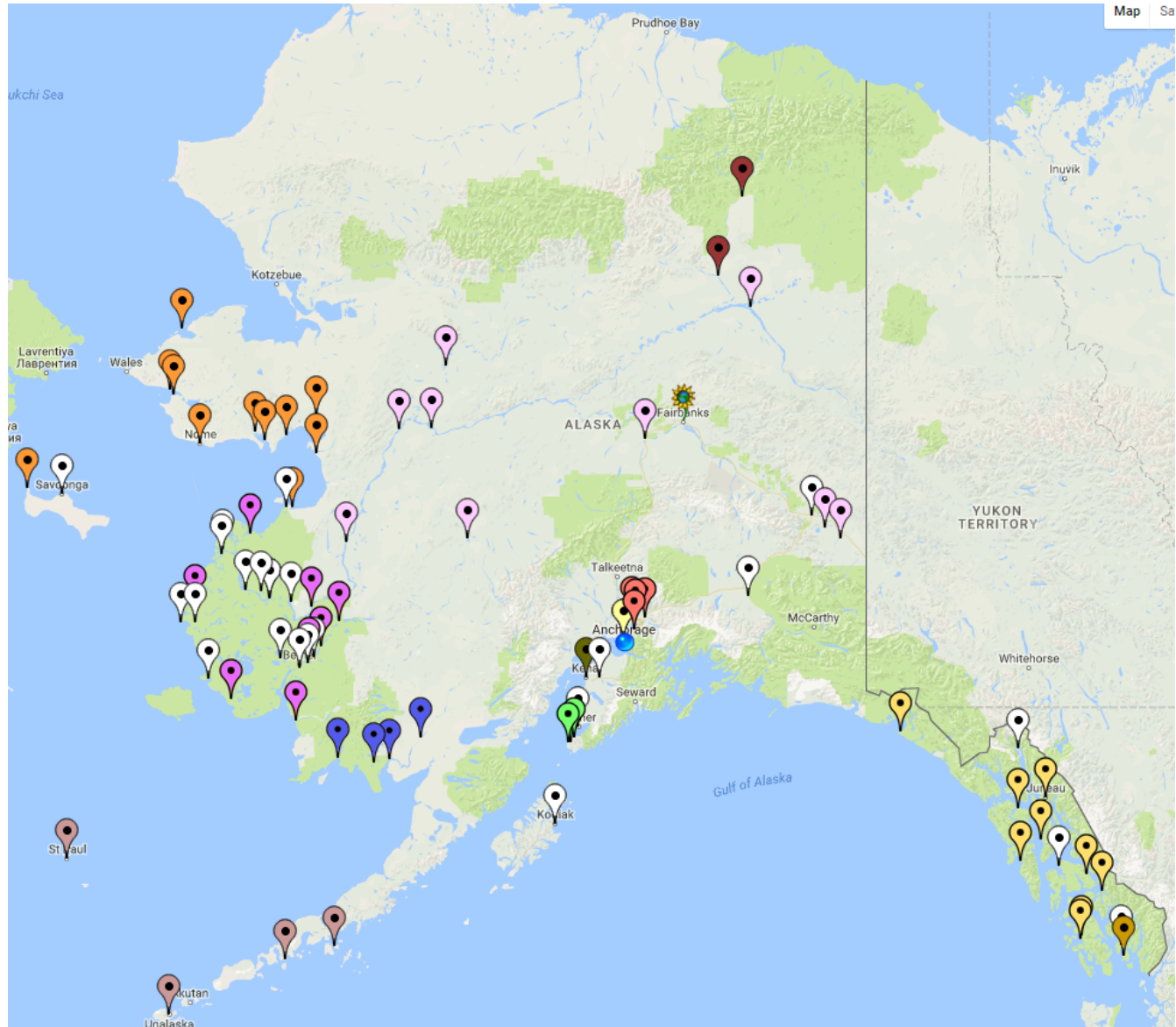
Based on October 1, 2016 Fall Oasis

FOUR YEAR OLD CHILDREN ENROLLED IN PROGRAMS 2016/2017 SCHOOL YEAR

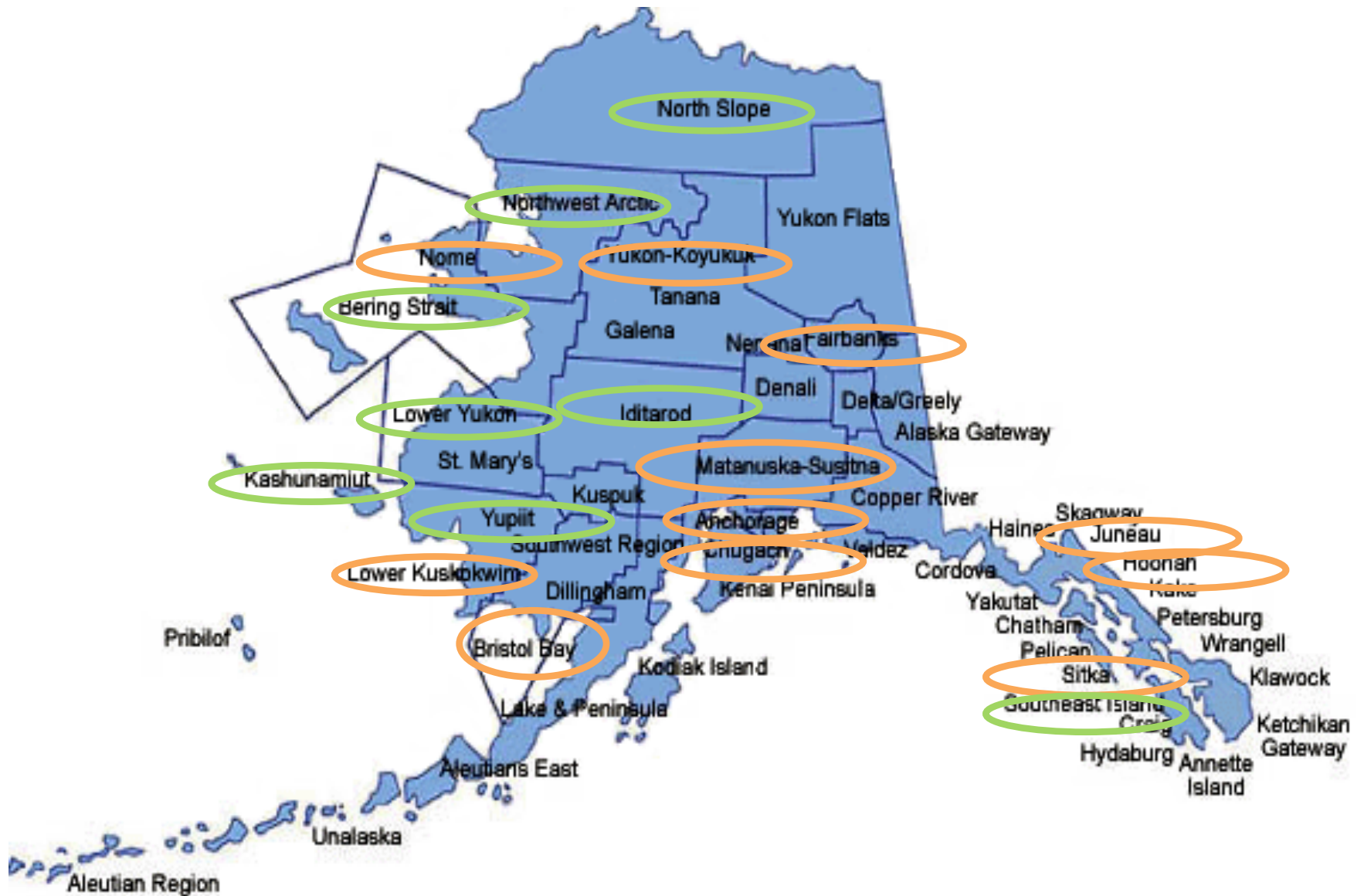


Head Start Programs

- Kawerak
- TCC
- Rural CAP
- CCTHITA
- BBNA
- Chugachmiut
- APIA
- CCS
- AVCP
- CINHS
- Kid's Corp
- Kenaitze
- ThrivAlaska
- FNA
- CATG
- Metlakatla



School District Programs



How do Alaska Children in state or federally funded programs do?

Age 3-Grade 3 Developmental Milestones

Age	Physical	Social/Emotional	Cognitive
3	<ul style="list-style-type: none"> • Skips on one foot • Copies a circle • Cuts with scissors • Can wash and dry face • Can undress self (unbutton) • Jumps distances • Throws ball overhand • Can ride a tricycle 	<ul style="list-style-type: none"> • Engages in parallel play • Enjoys being by others • Taken 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Hops and skips • Grooms 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 	<ul style="list-style-type: none"> • Plays • Enjoys company of other children and highly social • Plays tag, duck-duck-goose and simple games • Talkative and self-assured • Capable of some self-criticism • Imitates adult roles • Enjoys responsibility • Likes to follow the rules • Has imaginary friends 	<ul style="list-style-type: none"> • 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 • Repeats 4 digits • Can identify body parts
5	<ul style="list-style-type: none"> • Copies a square • Dresses self • Catches ball with two hands 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Uses 2000+ words • Tells long tales • Carries out directions well • Reads own name • Counts to 10 • Asks meaning of words • Known colors • Is beginning to know the difference between fact and fiction • Is interested in environment, city and stories
6	<ul style="list-style-type: none"> • Copies a triangle • Prints letters • Draws a recognizable man with head, body and limbs • Skips with alternating feet • Rides a bicycle 	<ul style="list-style-type: none"> • Rules of the game are key • Wants to be a part of a team 	<ul style="list-style-type: none"> • Able to put things in order (seriation) • Shifts from egocentric to social speech • Vocabulary increases exponentially
7-9	<ul style="list-style-type: none"> • Demonstrates increased coordination and strength • Enjoys using new gross and fine motor skills • Sees a steady increase in height and weight 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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



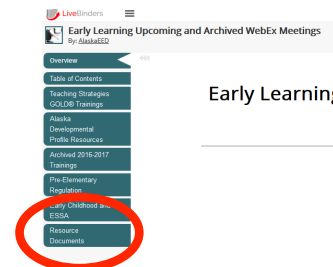
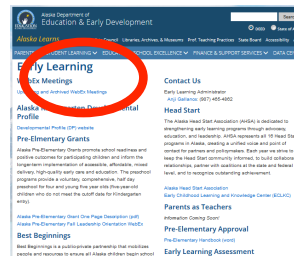
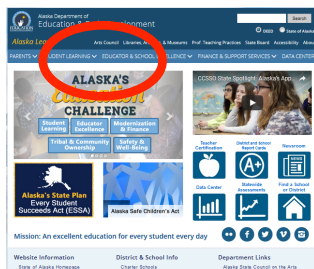
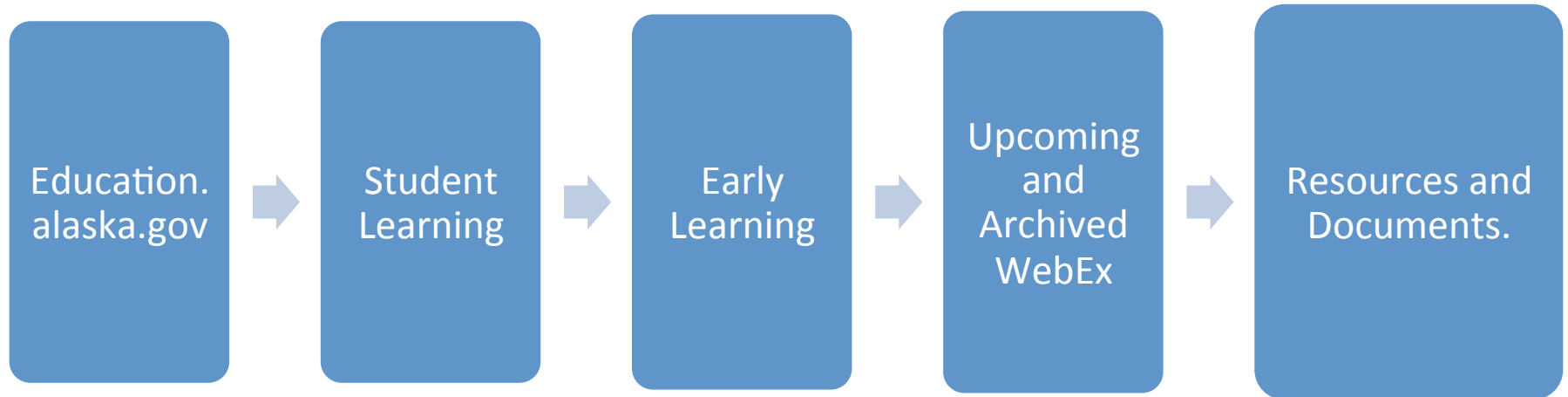
Progressions from

Objectives for Development & Learning

Birth Through Third Grade



GOLD[®] Birth to Third Grade Objectives



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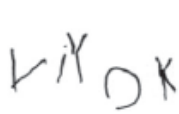
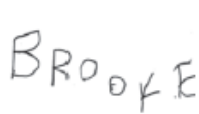

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

c. Notices and discriminates discrete units of sound

[illegible]

Objective 19 Demonstrates writing skills

a. Writes name

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Makes scribbles or marks <ul style="list-style-type: none"> Scribble writes deliberately Makes marks that appear to adults to be in random order  <p>Carolyn</p>		Makes controlled linear scribbles <ul style="list-style-type: none"> Scribbles lines, circles, or zigzags in rows Often repeats action and forms  <p>Lilly</p>		Writes mock letters or letter-like forms <ul style="list-style-type: none"> Writes segments of letter forms, e.g., lines, curves May use too many segments to create a letter, e.g., five horizontal lines on the letter E May not orient letter segments correctly  <p>Paula</p>		Writes letter strings <ul style="list-style-type: none"> Writes some letters correctly Writes letters in unconventional order  <p>Emma</p>		Writes partially accurate first name <ul style="list-style-type: none"> Writes all the letters of own name, although some may not be sequenced correctly Writes all the letters of own name, but some of the letters are not formed or oriented correctly  <p>Vicky</p>		Writes accurate first name <ul style="list-style-type: none"> Writes all the letters of own name in the correct sequence, form, and orientation Uses uppercase or lowercase letters (or a combination of both) when writing name  <p>Brooke</p>		Writes accurate first and last name  <p>Abraham Berke</p>	

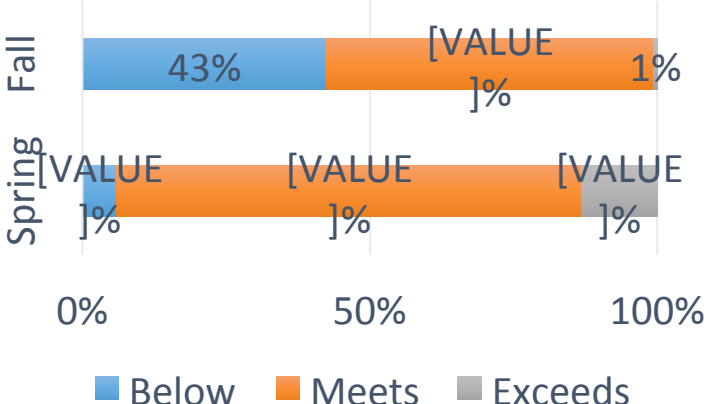
Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

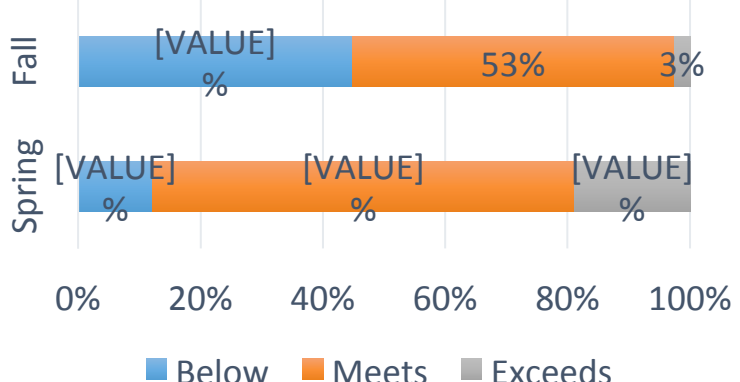
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p>Recognizes and names a few numerals</p> <ul style="list-style-type: none">Points to the 1 when the teacher says, "Where is the numeral 1?"Notifies numerals around the room and calls some of them by name		<p>Identifies numerals to 5 by name and connects each to counted objects</p> <ul style="list-style-type: none">Says, "Five" as she attaches five clothespins to the 5 cardTells her friend, "That's a 3, and there are three puppies on this page."		<p>Identifies numerals to 10 by name and connects each to counted objects</p> <ul style="list-style-type: none">Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 cardSays, "I put nine buttons in the 9 box."		<p>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</p> <ul style="list-style-type: none">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 screenCounts out 16 bears and writes 16 on its corresponding card		<p>Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers</p> <ul style="list-style-type: none">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 _ 4, 95 _ 77)		<p>Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p> <ul style="list-style-type: none">Counts the grouped pictures on the computer screen and types 384 to indicate how manyWrites $276 > 249$, $248 > 100$		<p>Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); uses relation symbols (<, >, =) to show fractional comparisons</p> <ul style="list-style-type: none">Indicates $1/8$ when the teacher holds up one part of a region partitioned into eight equal pieces; indicates $8/8$ to represent the wholeColors in two sixths of a paper pie and writes $2/6$ to indicate the amount eatenLooks at the number line, and says, "Two fourths is the same as one half," and then writes in words and symbols, <i>two fourths is equal to one half</i>; $2/4 = 1/2$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

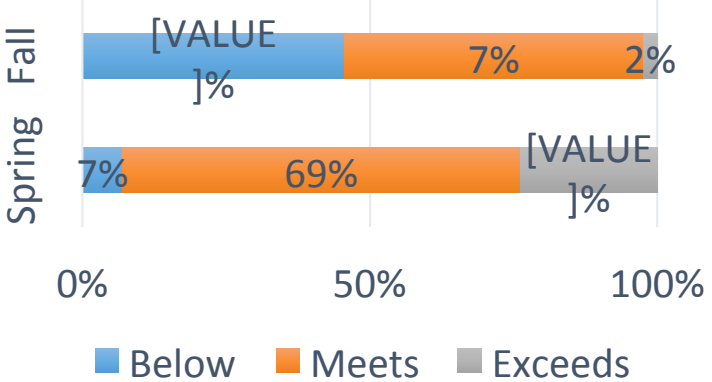
Literacy



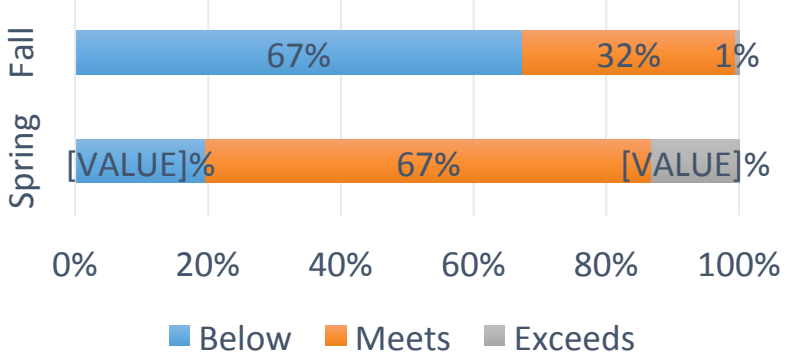
Language



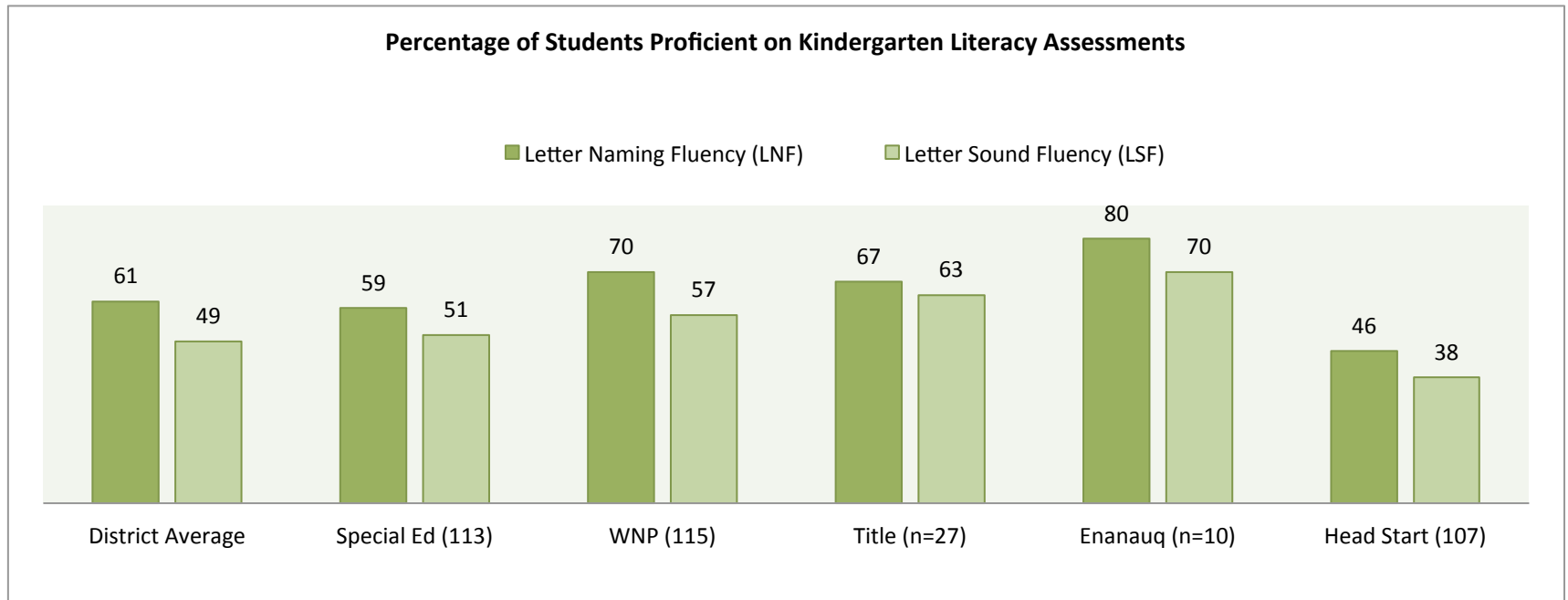
Cognitive



Mathematics



Matanuska –Susitna Borough School District (Pre-Elementary Grantee)



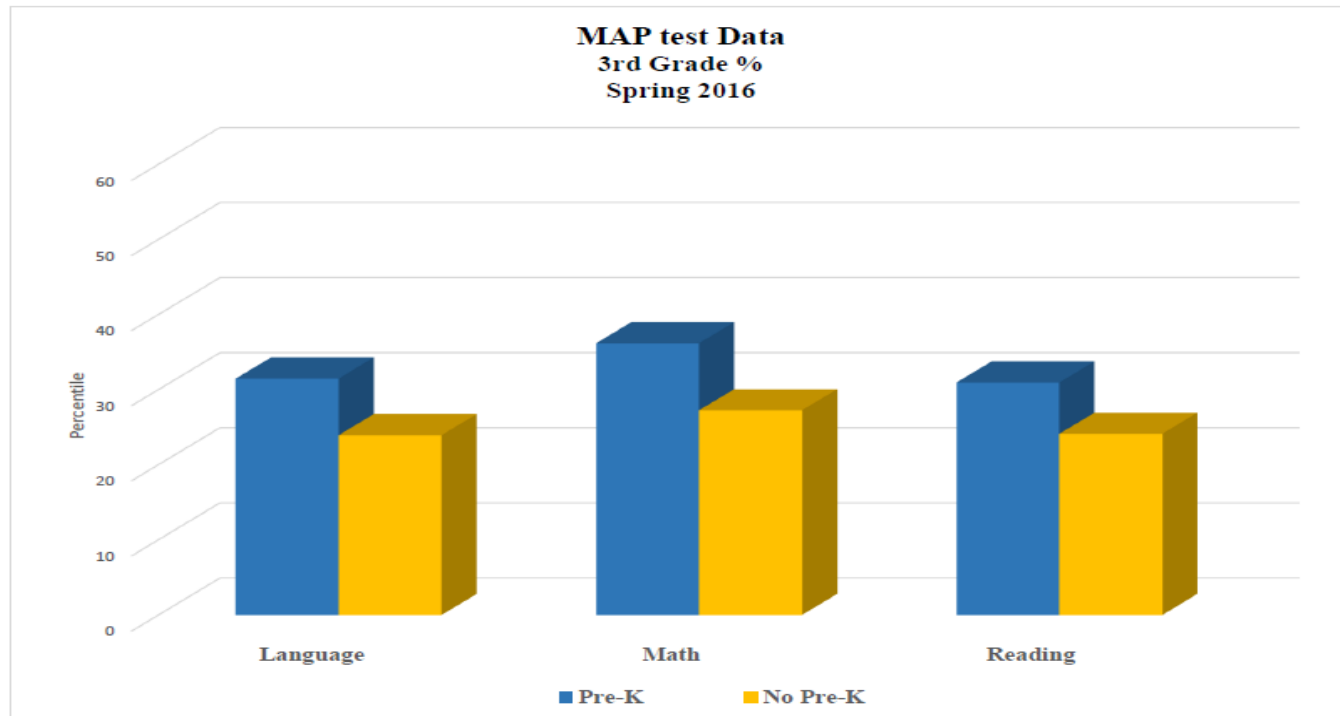
The district used the MAP Assessment to measure the kindergarten literacy skills of children who had attended the preschool programs within the district. The district averages and the percentage scores for children in each program were provided.

Lower Kuskokwim School District (Pre-Elementary Grantee)



Lower Kuskokwim
School District

Lower Kuskokwim School District

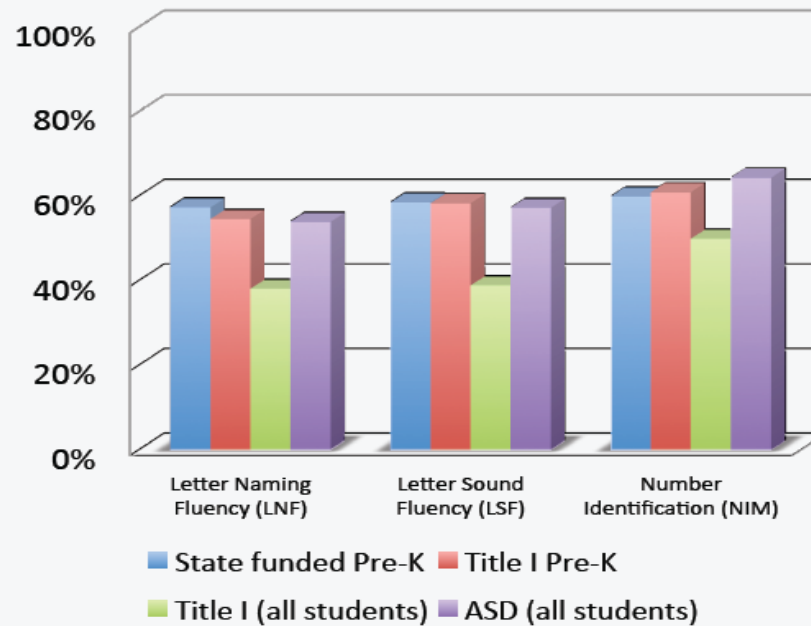


Anchorage School District (Pre-Elementary Grantee)



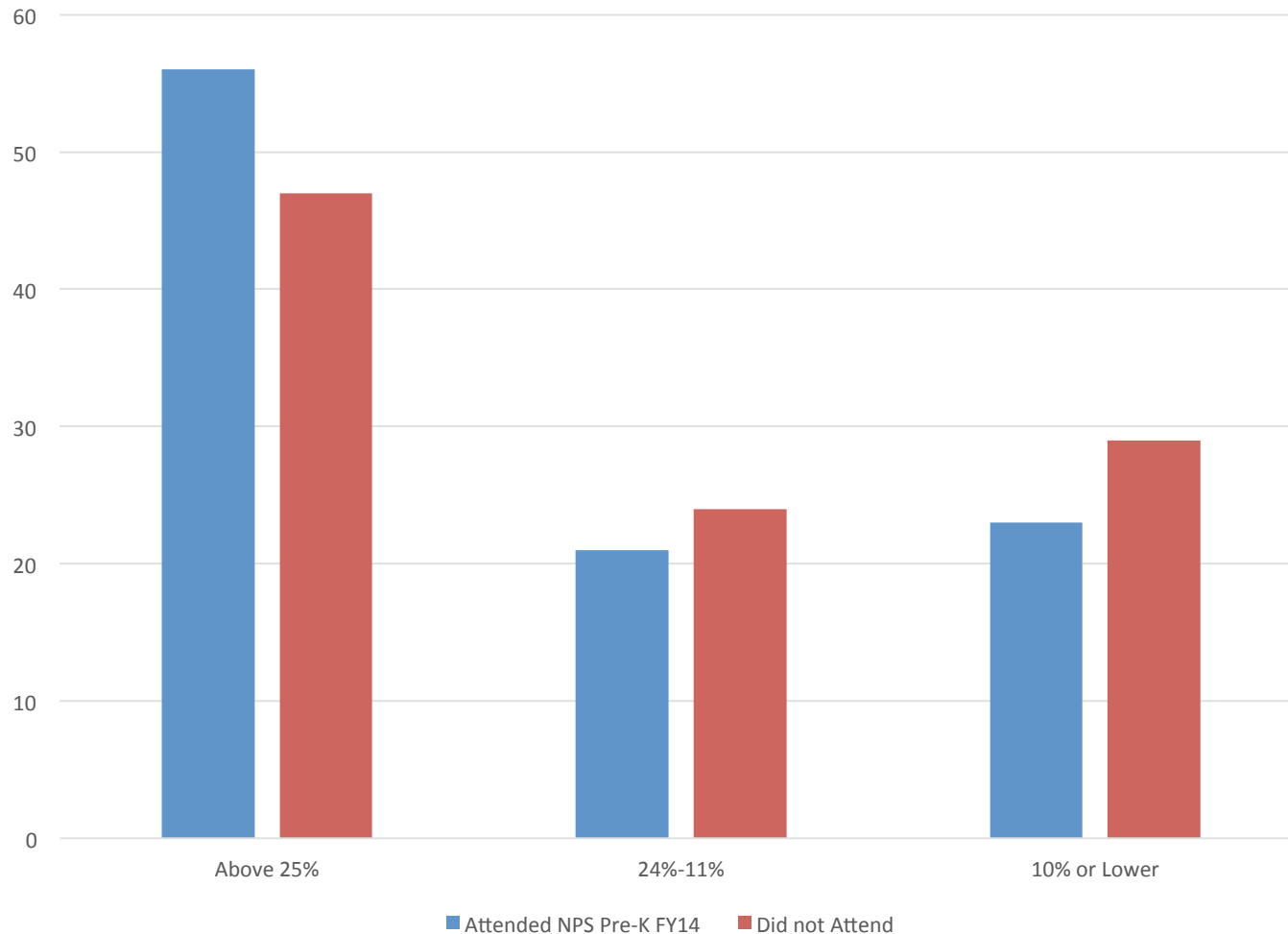
Anchorage School District

**AIMSWeb Data
Kindergarten Student Proficiency %
Fall 2016-2017**

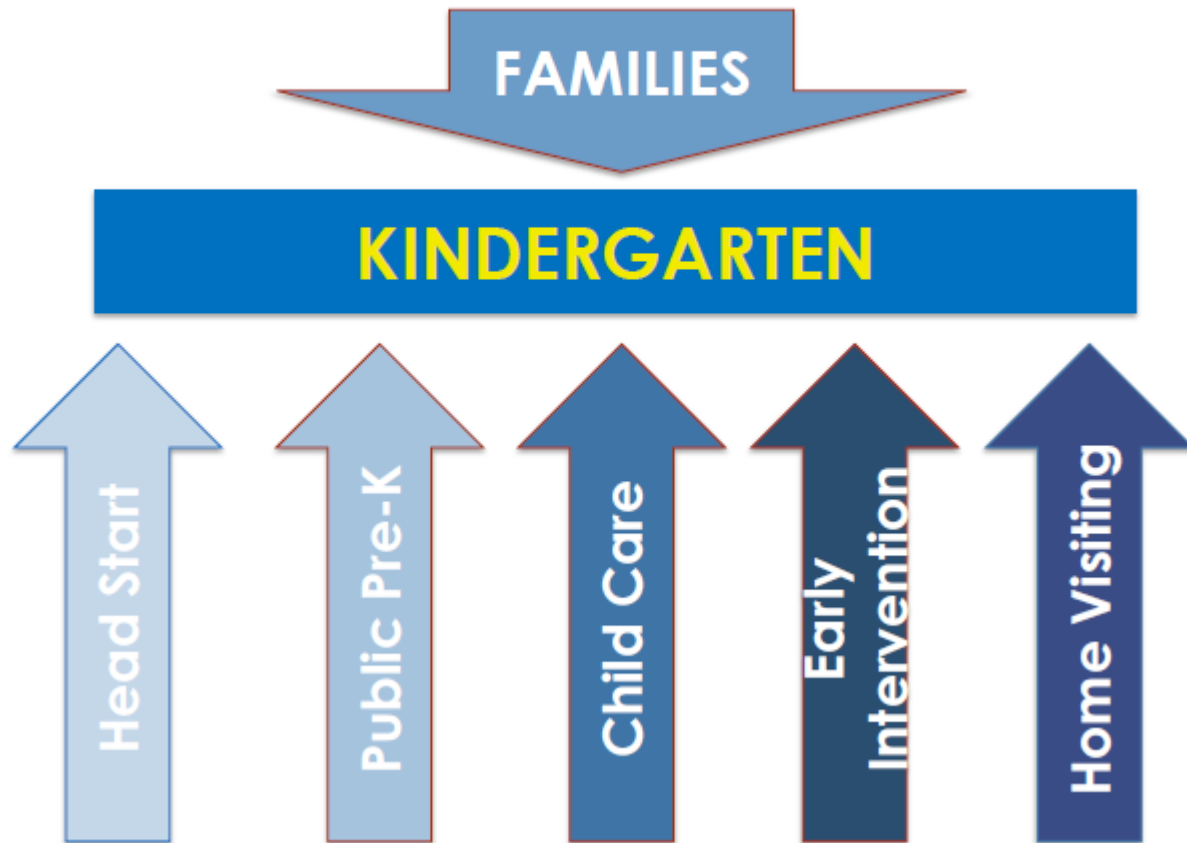


Nome Public Schools (Pre-Elementary Grantee)

NPS Fall 2016 Grade 2 MAP Reading Results



The Kindergarten Pipeline



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

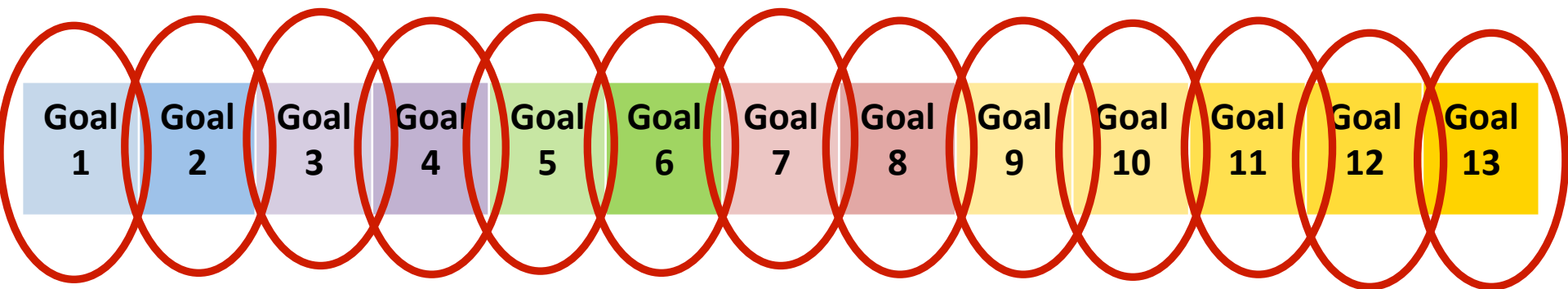
Goal 8

Communication Language and Literacy

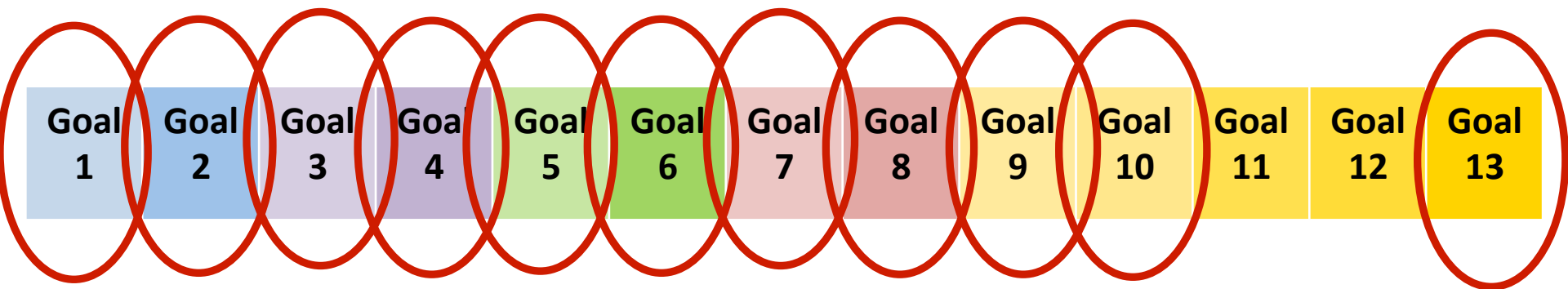
Goals 9-13

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Goal 10	Goal 11	Goal 12	Goal 13
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- 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 1 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

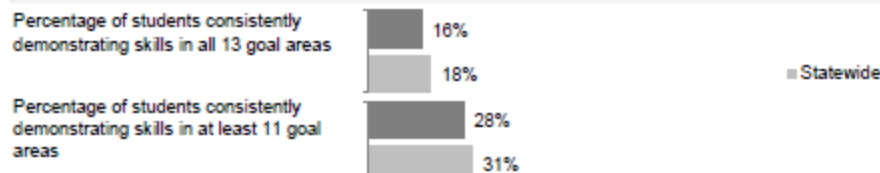


2 scored for each goal.
11/13

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 in 2016/17. The ADP was administered to 4 kindergartners in the district of 9,757 students statewide.

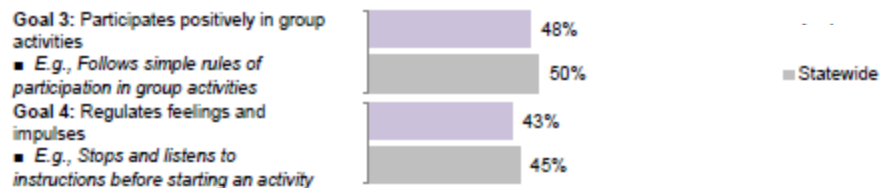
Overall



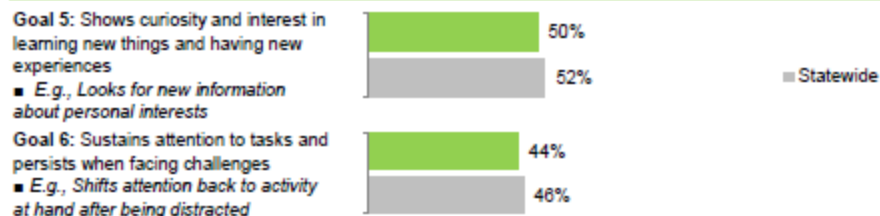
Physical Well-Being, Health, and Motor Development



Social and Emotional Development



Approaches to Learning

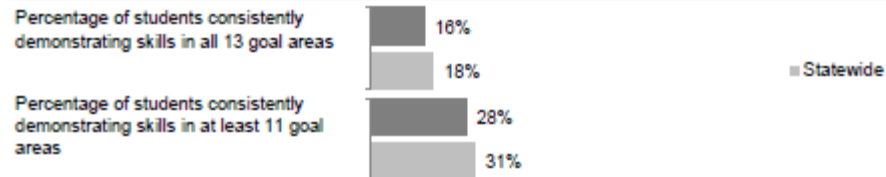


Note. #N/A indicates data were not available or were suppressed to protect student confidentiality.

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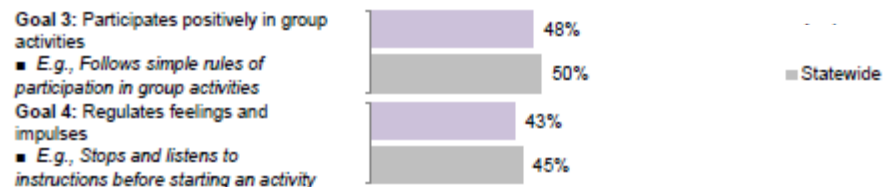
Overall



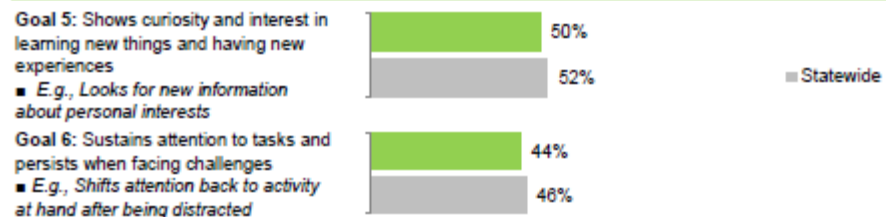
Physical Well-Being, Health, and Motor Development



Social and Emotional Development



Approaches to Learning



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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

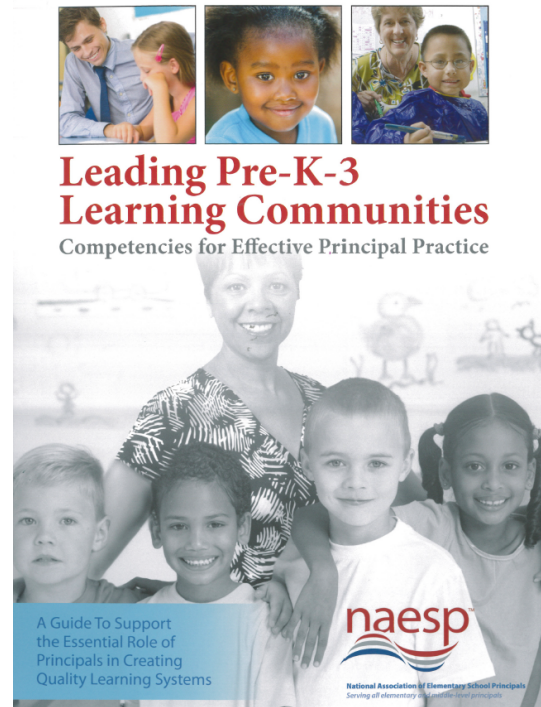
Qualified teachers who have a degree and specialized training in how young people learn.

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, are 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.

- 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.

4 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.

5 Build Professional Capacity Across the Learning Community

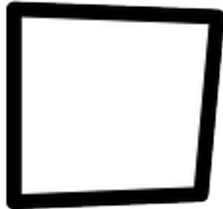
- Build principal professional knowledge about what is age- and developmentally-appropriate across the continuum.
- Support ongoing, job-embedded professional learning opportunities for teachers all along the continuum.
- Support professional learning communities that focus on authentic work.

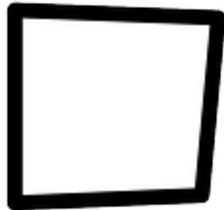
6 Make Your School a Hub of Pre-K-3 Learning for Families and Communities

- 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 24th, 2017







Let's assume you'll be back at school on October 24th.

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

Thank you!