Aligning PreK and Kindergarten Assessment, Instructional Practices and Learning

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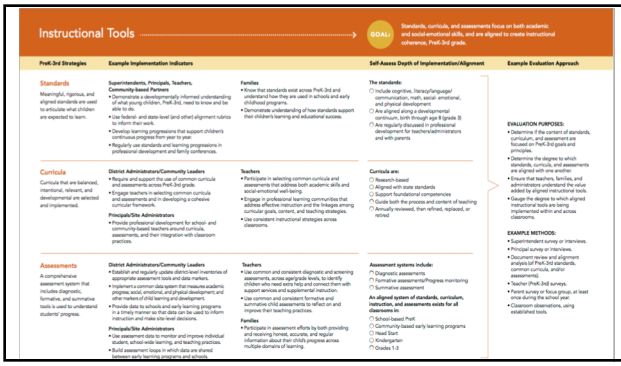
Outcomes

- Understand the power of Birth to 3rd Continuity
- Apply DAP across the curriculum
- Share instructional targets and strategies:
  - Focus on number sense and letter/word knowledge
- Compare curriculum framework/units of study across grade levels
- Practice observational assessment of play
- Plan next steps

https://www.youtube.com/watch?v=xak5WncWk80

Birth to 3rd Continuity

- Don't leave transition to chance
- Continuity of curriculum: build on, go deeper
- Consistency of developmentally appropriate practices
- Continuity of assessment
- Continuity of social emotional learning and support
- Continuity of family involvement



Birth to 3rd Continuity

"Continuous" clearly does not mean "the same." The content of instruction needs to change as children develop new understandings and skills, are able to take on new forms of participation, develop language and take on new content.

PK–3: What does it mean for instruction?

Birth to 3rd Continuity

Consistency in particular practices or instructional routines (e.g., warm-up math activities, reading to each other in pairs, or discussing the meaning of text in a small group) may give children a feeling of familiarity, self-confidence, and self-efficacy (e.g.,"I know how to do this; this is just like what we did last year").

PK–3: What does it mean for instruction?

Long Term Impact of High Quality Kindergarten Teacher

Zip Code Destiny

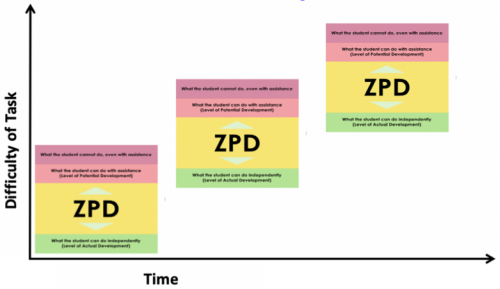
Nov. 12, 2018

https://www.npr.org/podcasts/510308/hidden-brain

Developmentally Appropriate Practices:

- **Meet children where they are**
  - Individually and as a group
- **Help each child reach challenging and achievable goals**

Zone of Proximal Development



Five Guidelines of DAP

- Create a Caring Community of Learners
- Planning Curriculum to Achieve Important Goals
- Teaching to Enhance Development and Learning
- Assessing Children's Development and Learning
- Establishing Reciprocal Relationships with Families

Activity: Jigsaw DAP

- Each person reads their section
- Discuss and similarities and differences for PK-K
- Recorder: Captures similarities and differences between PK & K on Venn diagram on Chart Paper
- Reporter: Shares ideas with whole group

Jigsaw Groups

Topic	pages
1. Caring community	35-36
2. Teaching to enhance development	36-38
3. Scaffolding learning	38-40
4. Planning curriculum	41-43
5. Assessing learning and development	44-45
6. Relationship with families	45-46
7. Both/And thinking	48-50

Sharing Instructional Targets: Math

Standards…

Are the bridge between what empirical research says about children's learning and the kinds of teaching and learning that occurs in the classroom.

Are intended to shape the development of curriculum and assessment tools.

National Research Council (2009)

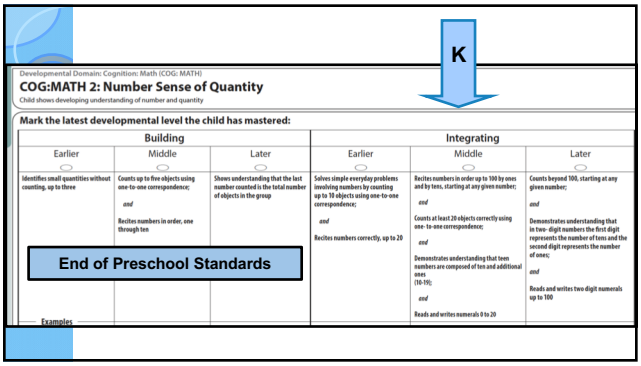
Math Standards

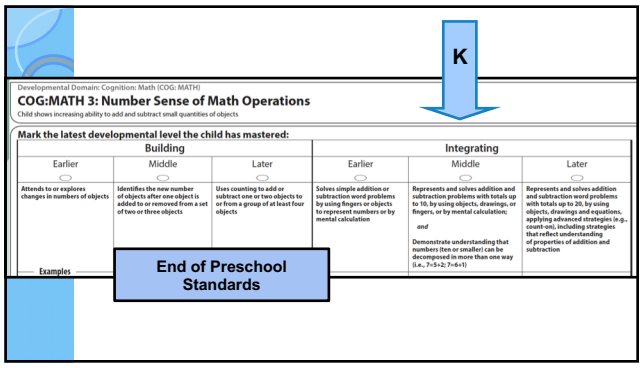
Preschool

- Subitize to 4
- Rote count to 20
- Count sets of objects up to 5
- Name numerals 1-10
- Answers "How Many?" after counting

Kindergarten

- Rote count to 120
- Count sets of objects up to 20
- Add and subtract within 10 without objects or drawings
- Write numerals 1-20
- Solve addition problems of 3 numbers within 20





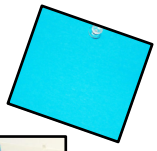
Review PK-K Crosswalk

- Look for alignment
- Look for gaps
- Look for transition opportunities
- Consider parent communication practices

What do you notice?

Instructional Strategies for Math

1. Brainstorm instructional strategies on post-its. Put in middle of table.



2. Sort into groups

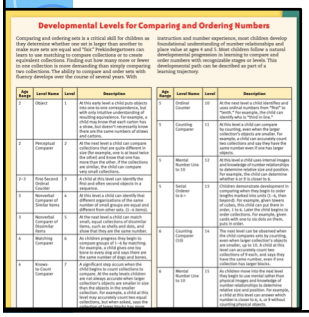
Examples of Supports

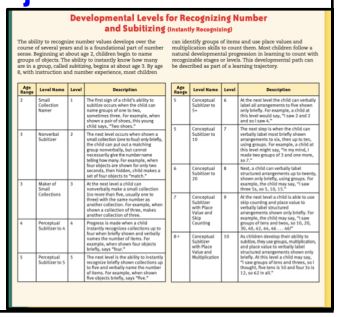
Sensory	Graphic	Interactive
Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams & drawings Magazines Physical activities Videos & Films Models & figures	Charts Graphic organizers Tables Graphs Timelines Number lines Scaffolded writing	In pairs or partners In triads or small groups In a whole group With the Internet (Web sites) or software programs In the native language (L1) With mentors With adult prompting/ modeling

What more can we do to close the gap?

- Understand trajectories
- Understanding learning standards
- Joint professional learning
- Sharing of learning strategies
- Embedding math in play and everyday problems

Understand Trajectories





Sharing Curriculum Frameworks

Topics of study (Format)

- Standards
- Assessment
- Learning Activities
- Resources

Unit Discussion:

- Discoveries?
- What's next?
- What do you need?

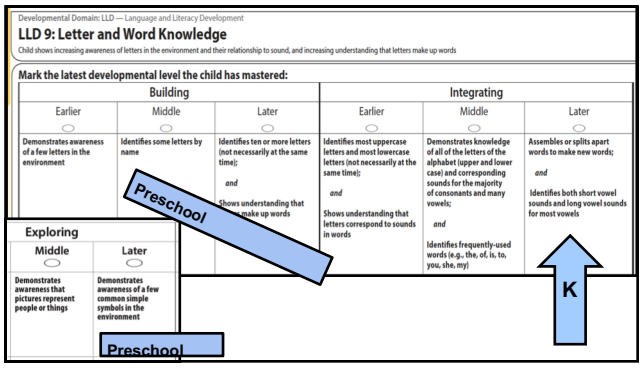
Sharing Instructional Targets: Letter and Word Knowledge

Letter and Word Knowledge Standards for Preschool

- Differentiate letters from numerals.
- With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.
- Recognize own name, common signs and labels in the environment.
- Name the majority of uppercase letters of the alphabet.
- Recognize that letters are grouped to form words.

Letter and Word Knowledge Standards for Kindergarten

- Read at least 25 high-frequency words by sight.
- Associate the long and short sounds with common spellings for the five major vowels.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Recognize that sentences are made up of separate words.
- Add or substitute individual sounds in simple, one-syllable words to make new words



Review PK-K Crosswalk

- Look for alignment
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- Consider parent communication practices

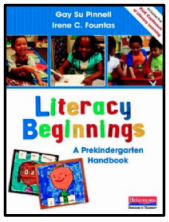
What do you notice?

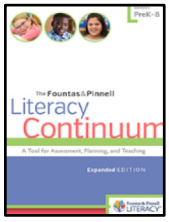
Instructional Strategies for Letter and Word Knowledge

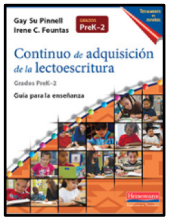
1. Brainstorm instructional strategies on post-its. Put in middle of table.

2. Sort into groups

Literacy Continuum Examples

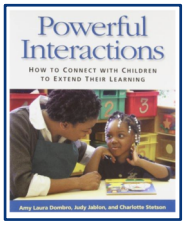






Powerful Interactions

- **Be Present**
  - Listen, Observe
- **Connect**
  - To their idea, interest
- **Extend**
  - Add one more thing: prop, role, plan, scenario, language, writing, etc.



5 STAGES OF MATURE MAKE-BELIEVE PLAY	
1. First Scripts	No plan, no roles, limited language, plays with objects as objects, short time frame
2. Roles with Actions	No plan, roles emerge from action, creates stereotypic scenarios, language describes action, plays with objects as props, plays for a few minutes
3. Roles with Rules and Beginning Scenarios	Plans roles and actions, uses language for roles and actions, needs props for roles, 10-15 minutes of play, plays familiar scripts fully
4. Mature Roles	Plans scenarios and plans evolve, multiple roles interact, symbolic props &/or invents props, uses role speech, 60 minutes of play, series of coordinated scenarios with "problems" that evolve over time with emotional aspects
5. Dramatization, Multiple Roles and Director's Play	Plans elaborate scenarios, can play more than role at a time, can use pretend rather than actual prop, scenarios last over several days, book language as well as role speech, series of coordinated scenarios than can change based on player

Hamilton's Towing

PROPELS

Plan
Roles and Actions
Props
Extended time
Language
Scenarios

Develop a Scenario

- Use the materials you chose
- One person is the player
- One is the scaffolder:
  - Be Present, Connects and Extends
- Think about Plans, Roles, Language, Scenarios

Learning Centers

- Choice
- Novelty
- Independent level that vary
- Varied interactive options
- All linguistic domains
- Language choice
- Playful learning
- Interest driven

All types of play are important in the early years, but they are not of equal value. This is a very important point in understanding how play is linked to executive functioning. Construction play, block play, water play, puzzles, clay, painting, etc., are all valuable and essential for children. However, the most important and highest level of play is socio-dramatic play or pretend play with others. Mature socio-dramatic helps develop executive functioning.

Bedrova and Leong, *Tools of the Mind*

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Before Birth and Up Through Third Grade. New America

Fighting Fade-out through PreK to 3rd Reform. New America

Five Stages in a Child's Make-Believe Play

	1. First Scripts	2. Roles in Action	3. Roles with Rules and Beginning Scenarios	4. Mature Roles, Planned Scenarios, and Symbolic Props	5. Dramatization, Multiple Themes, Multiple Roles, and Director's Play
Plan	Does not plan during play.	Does not plan during play.	Plans roles; actions are named prior to play.	Plans each scenario in advance.	Plans elaborate themes, scenarios, and complex roles. Spends more time planning than acting out the scenario.
Roles	Does not have roles.	Acts first and then decides on roles. No rules are revealed.	Has roles with rules that can be violated.	Has complex, multiple roles.	Can play more than one role at a time. Roles have social relationships.
Props	Plays with objects as objects.	Plays with objects as props. Actions with a prop result in a role.	Needs a prop for the role.	Chooses symbolic and pretend props.	Can pretend rather than actually have a prop. Does not need a prop to stay in the role. Objects can have roles.
Extended time frame	Explores objects, but not play scenarios.	Creates scenarios that last a few minutes.	Creates scenarios that last 10–15 minutes.	Creates scenarios that last 60 minutes or longer. With support, can create scenarios that last over several days.	Creates scenarios that last all day and over several days. Play can be interrupted and restarted.
Language	Uses little language.	Uses language to describe actions.	Uses language to describe roles and actions.	Uses language to describe roles and actions. Uses role speech.	Uses language to delineate the scenario, roles, and action. Book language is incorporated into role speech.
Scenario	Does not create a scenario. Can copy what the teacher does and says or will follow the teacher's directions if script is simple and repetitive.	Creates a scenario that is stereotypical, with limited behaviors. Can incorporate modeled roles and actions into play, with support.	Plays familiar scripts fully. Accepts new script ideas.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Describes unfolding scenario, roles, and actions.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Uses themes from stories and literature.