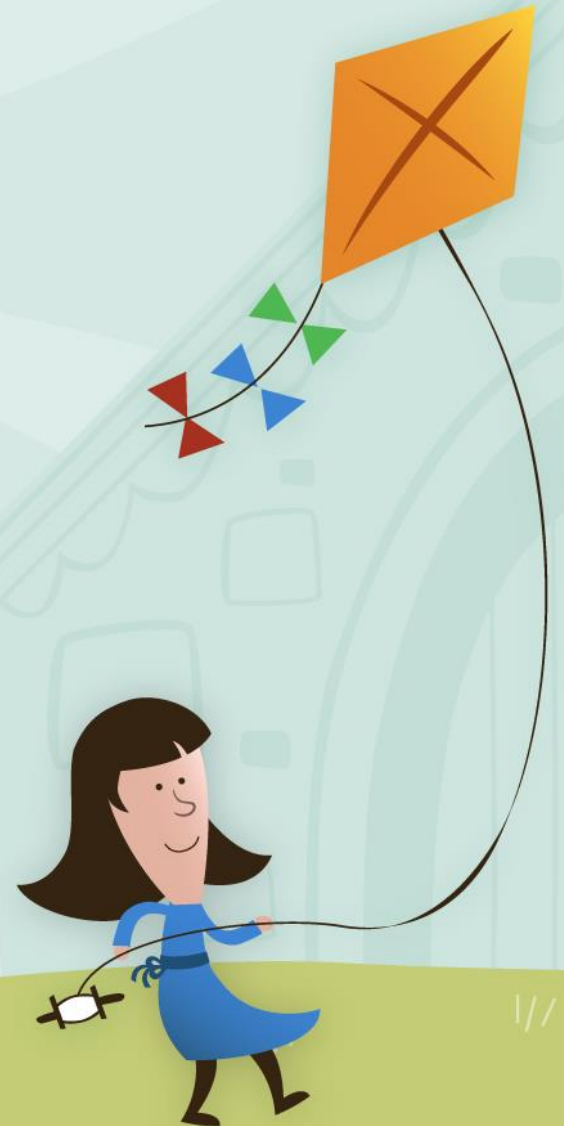


Pre-K: Laying the Foundation

For all students to graduate college,
career, and community ready



Improving Outcomes for Children

Sandy Smith, TATS Project Director



State Strategic Plan- Pre-K

- Indicator 6- LRE
- Indicator 7- Child Outcomes
- Indicator 12- Timely Transition from Part C to Part B
- Kindergarten Readiness



Resources and Supports

- www.tats.ucf.edu
- <https://tats.ucf.edu/wp-content/uploads/sites/9/2017/09/admin-walk-extend-draft-sept-18.pdf>
- TATS Regional Facilitators
- OEL
- ELCs
- Early Steps
- Head Starts
- County Agencies and Boards



OFFICE OF
Early Learning

LEARN EARLY. LEARN FOR LIFE.



Who are we?

Part of the Florida Department of Education, the Office of Early Learning dedicates its people, time and energy to ensuring access, affordability and quality of early learning services for the state's children and families.



OFFICE OF
Early Learning

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What do we do?

We support children, their families and the child care providers who serve them, through administration of 30 early learning coalitions across the state and Redlands Christian Migrant Association.



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What do ELCs do?

The ELC works collaboratively with families, their children, and local child care providers to help prepare children for success in school and support families' ability to work. They offer:

- Parent education and professional development for child care professionals
- Family support services include:
 - tuition assistance programs
 - child care information services
 - community referrals

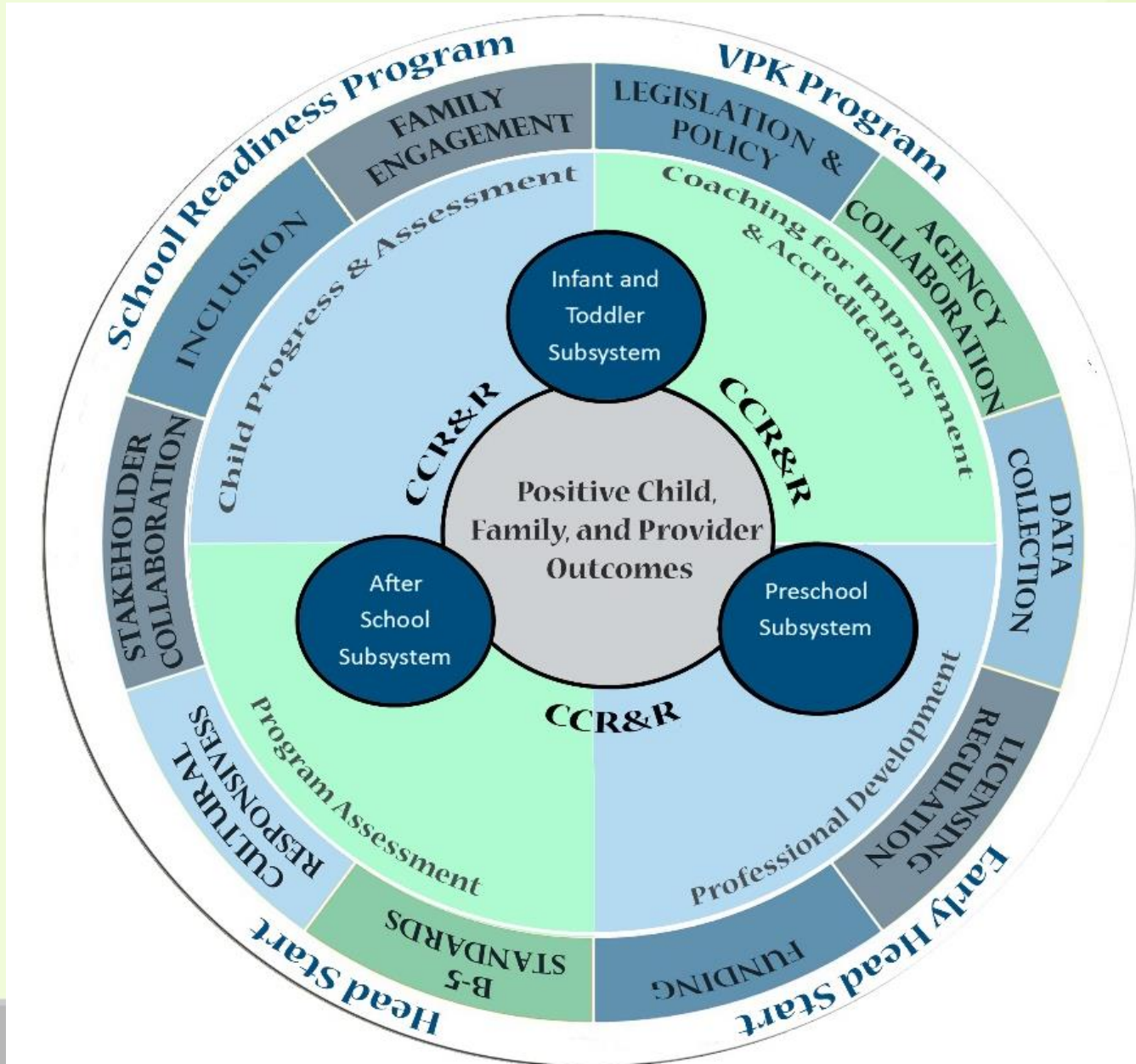


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Vision of the Florida Early Care and Education System

(Draft)



Birth to Kindergarten Standards Revision

New

- Rules
- Handbooks
- Training (Summer 2018)
 - Infant and Toddler (Online and Instructor-led)
 - Preschool (Online and Instructor-Led)
 - Birth to Kindergarten Overview (Online)
- Website/Online Resources
- Implementation in School Readiness and VPK classrooms in Fall 2018



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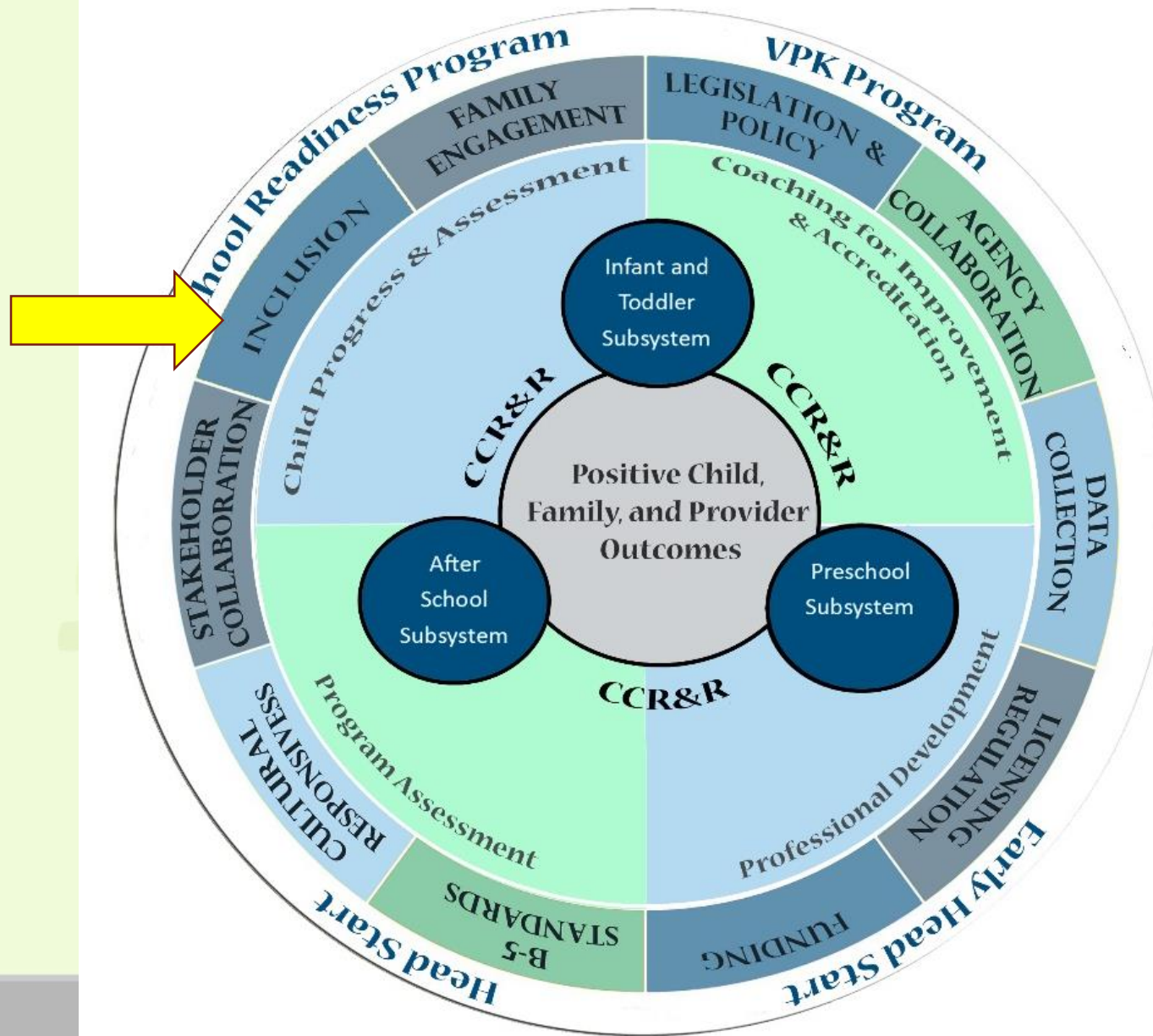
Example of the Standards Progression

I. PHYSICAL DEVELOPMENT DOMAIN *					
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
A. HEALTH AND WELLBEING					
a. Active Physical Play					
1. Engages in physical activities with increasing balance, coordination, endurance and intensity					
Benchmark a: Demonstrates beginning signs of balance, control and coordination	Benchmark a: Uses movement and senses to explore and learn	Benchmark a: Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)	Benchmark a: Engages in active physical play for short periods of time	Benchmark a: Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration



Vision of the Florida Early Care and Education System

(Draft)



Our Role in Inclusion

- Screening
- Early Identification
- Parent Support
- Professional Development for Teachers
- Reducing Expulsion
- Monitoring Intervention History



Inclusion — Expulsion/Suspension

Expulsion, Suspension, and Dismissal Position Statement

- Release of position statement
- Provider and Coalition Trainings
- Next steps
 - Statewide Training Collaborative

New



Inclusion — Screening

- Upcoming focus on promoting screening (training, technical assistance, etc.)
- Over 150,000 screenings completed last FY



Inclusion — Professional Development



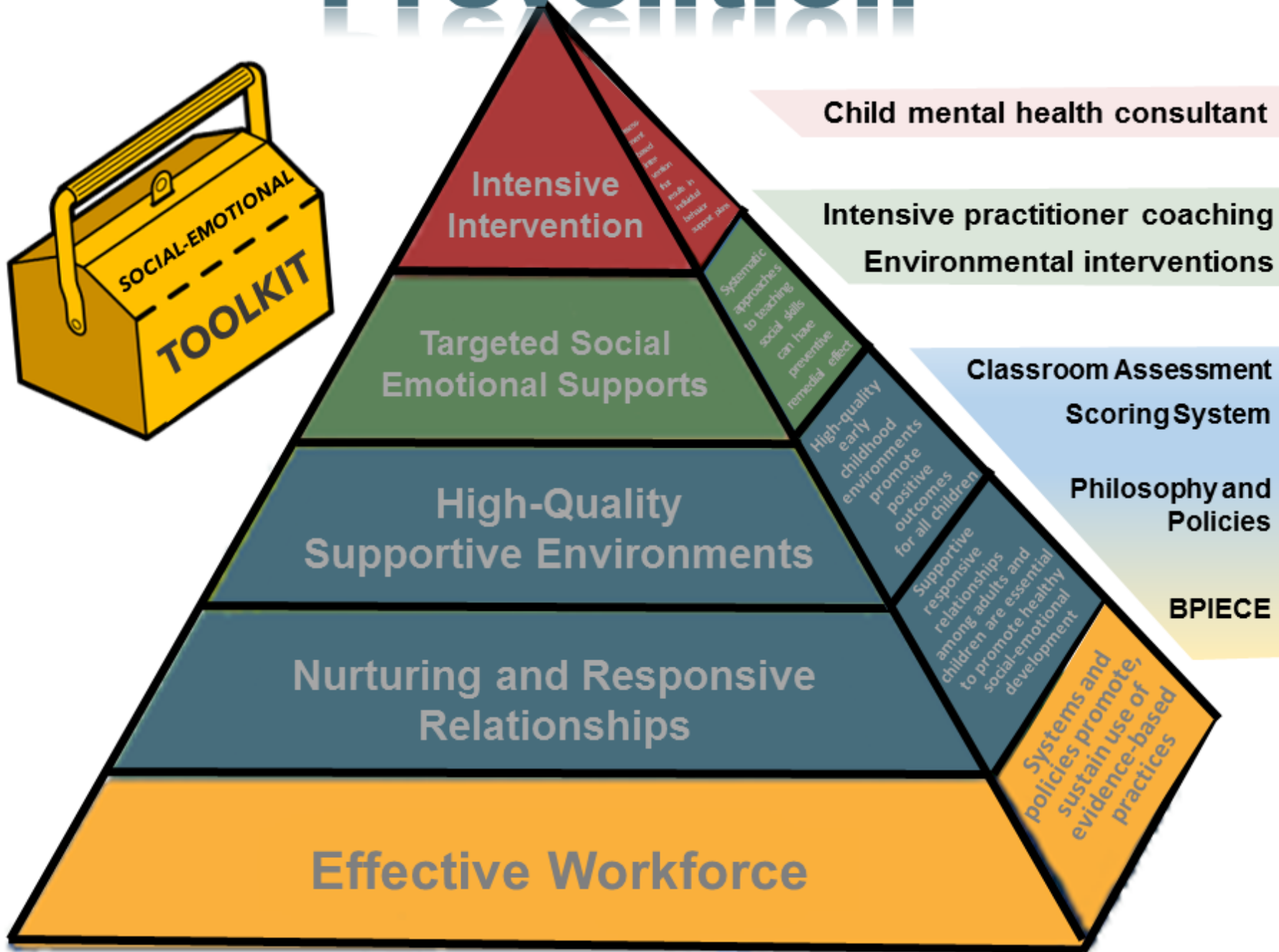
- BPIECE for Practitioners – Train the Trainer
- Finalizing BPIECE for Early Childhood Program Directors



Best Practices in Inclusive Early Childhood Education

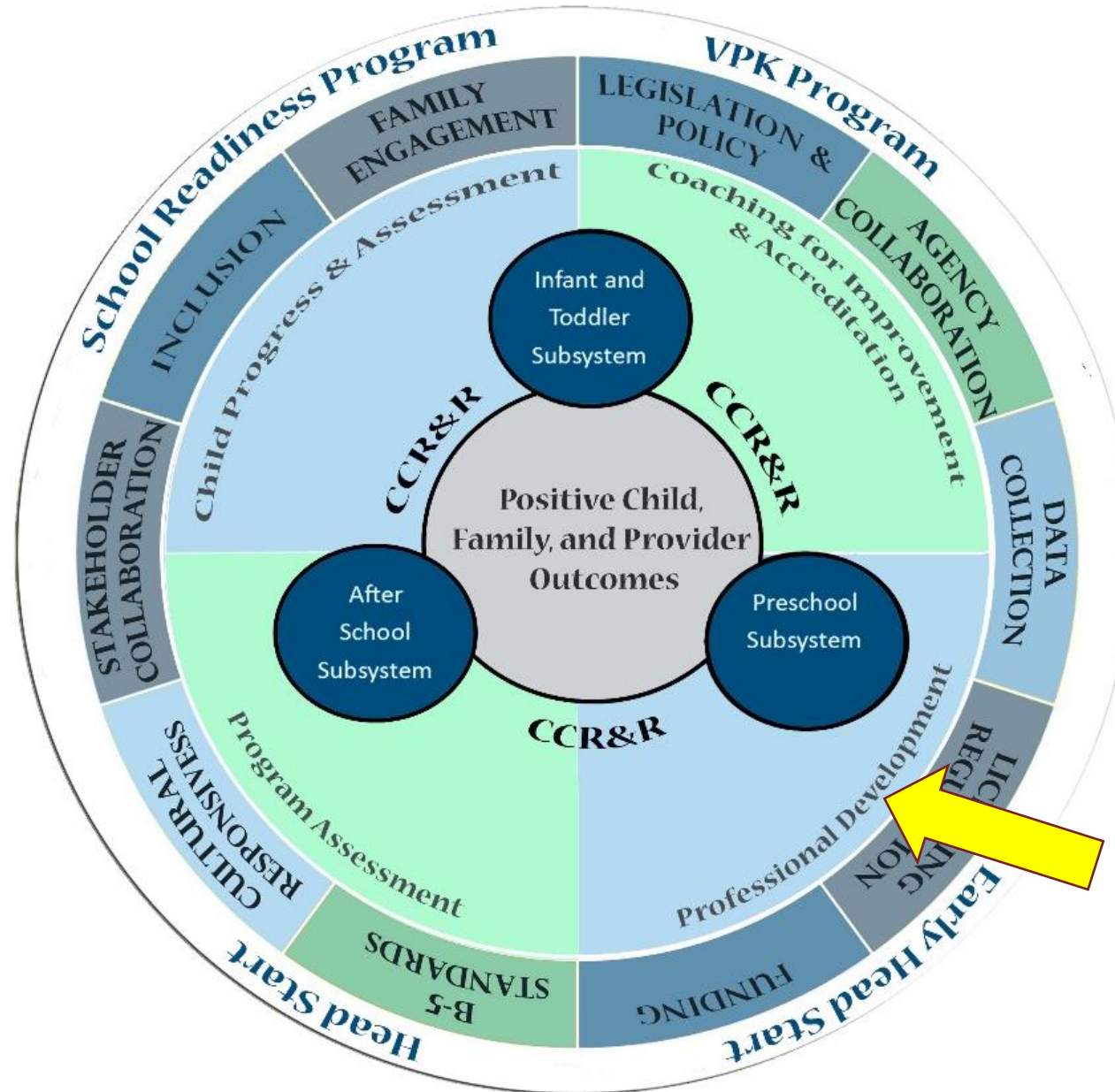


Prevention



Vision of the Florida Early Care and Education System

(Draft)



Professional Development

- Registry Phase 1 deployed
- Endorsements currently under development
 - Inclusion, Infant/Toddler, Trauma-Informed Care
- Quality assurance process under development
- Organization of training into Pyramid Model
- Core Competencies
- Quality Assurance



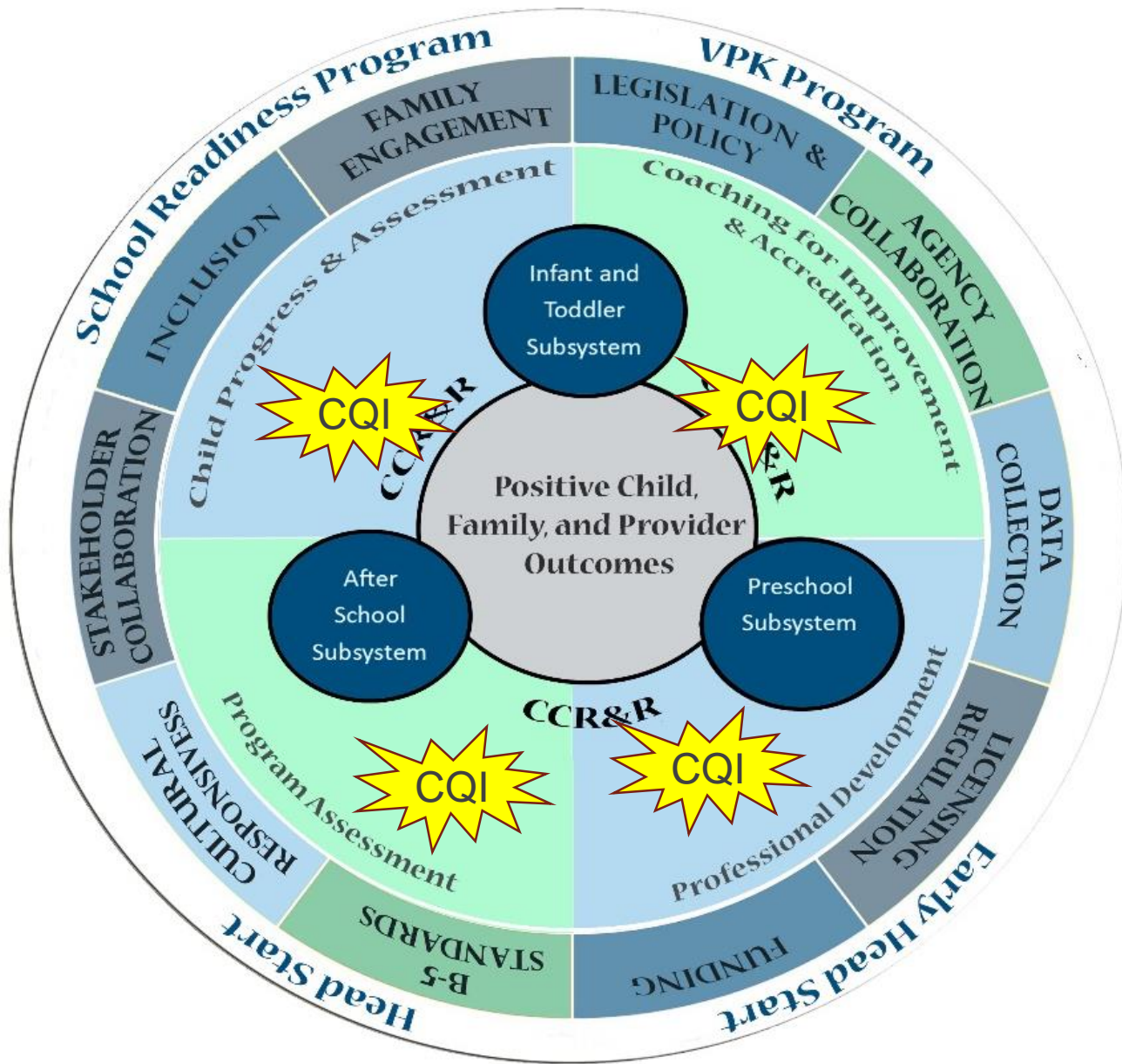
Professional Development

New

- [Professional Development Information Hub](#)
 - Training Access
 - Specializations
 - Career Pathway



✓ Performance **FUNDING** Project – Year 3



✓ Performance **FUNDING** Project

- A statewide system of quality improvement focused on:
 - Child outcomes
 - Quality improvement
 - Financial incentives for performance
 - Understandable measures of quality
- Previous years resulted in:
 - Stronger levels of teacher-child interactions
 - Improvement in program quality
 - Teacher knowledge gains



✓ Performance **FUNDING** Project – Year 4

- Evaluation of results will include:
 - Child formative and direct assessments
 - Program Assessments
 - Qualitative teacher feedback
 - Teacher learning gains

Project applications will open in Spring 2018



Your turn...

- What gaps do you see?
- Which resources can we provide?
- What additional information do you need?



Questions and Comments

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Pinellas County Schools Pre-K



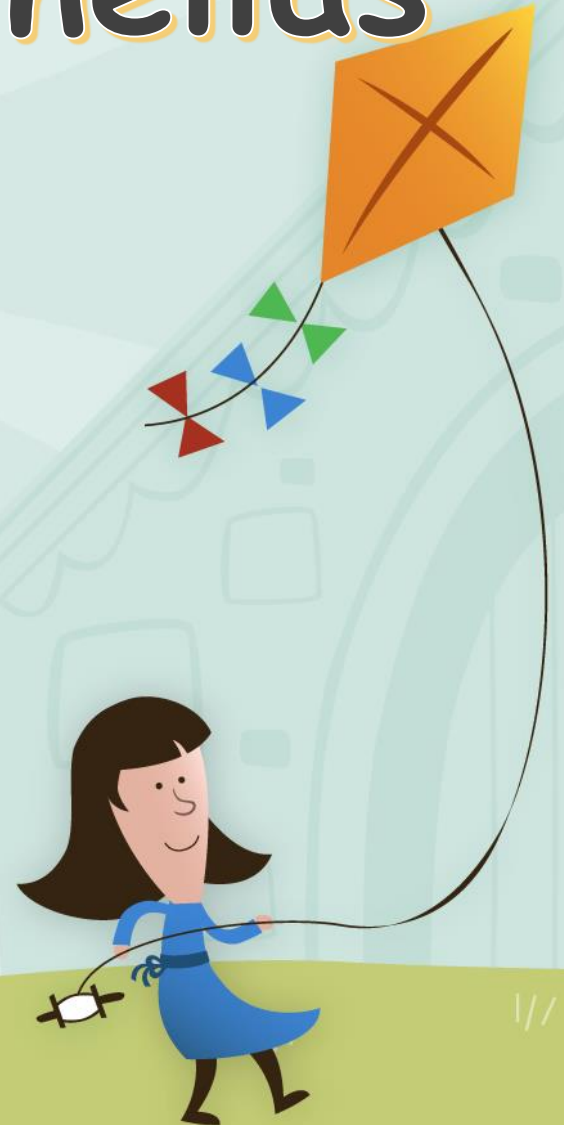
Discussion Points

- Pinellas Pre-K Models
- Data Driven
- L.O.V.E
- Pre-K Curriculum Guides
- Progress Monitoring
- GOLD Data Days
- Our Vision



Pre-K Programs in Pinellas

- Pre-K 3 (Blended)
- VPK (Blended)
- VPK (stand alone)
- Pre-K ASD
- Pre-K DHH
- Pre-K SVE
- Pre-K PVE



Let's Look at DATA



GOLD Data Spring 2016-2017

4's All

- Social Emotional- 87% Proficient
- Physical- 94% Proficient
- Language- 84% Proficient
- Cognitive- 88% Proficient
- Literacy- 91% Proficient
- Math- 85% Proficient

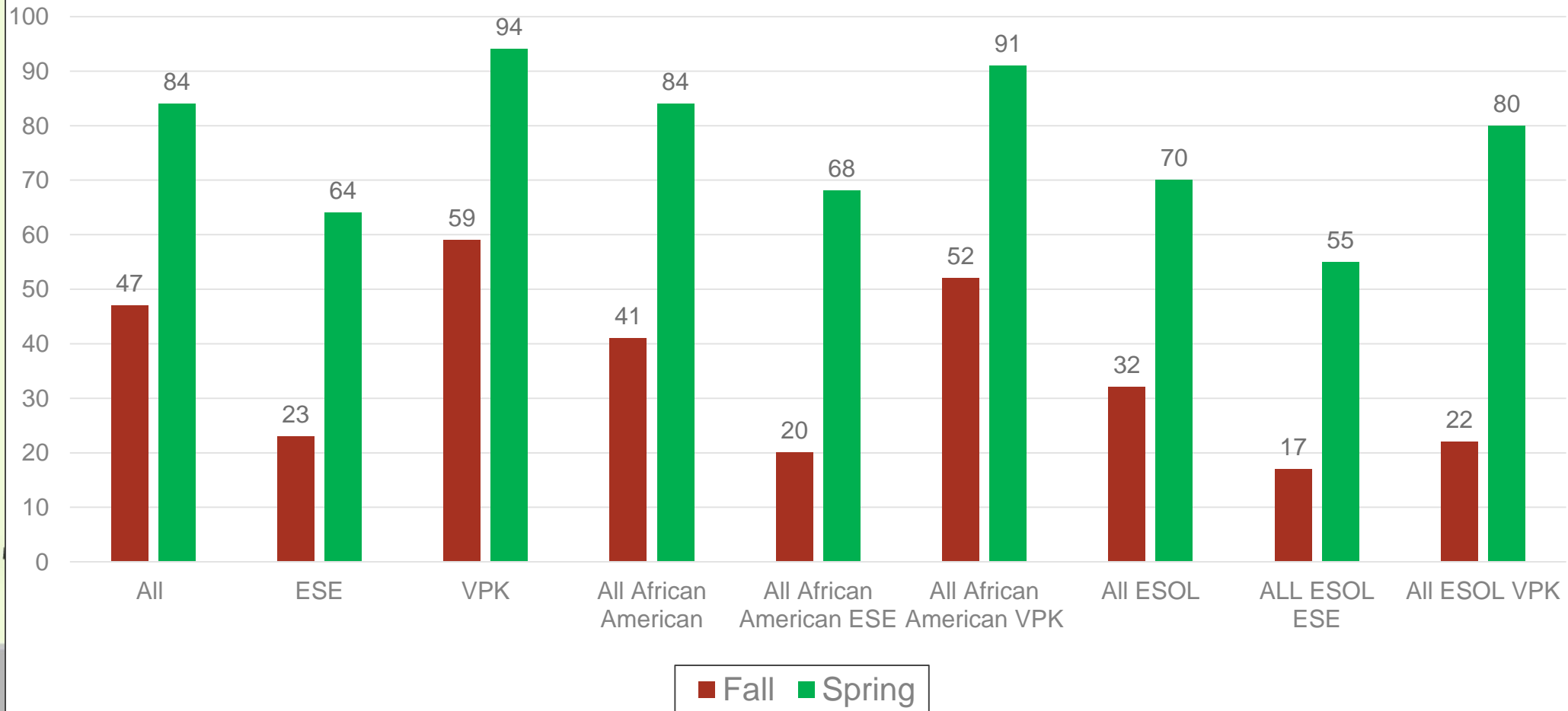
3's All

- Social Emotional- 87% Proficient
- Physical- 94% Proficient
- Language- 80% Proficient
- Cognitive- 86% Proficient
- Literacy- 82% Proficient
- Math- 82% Proficient



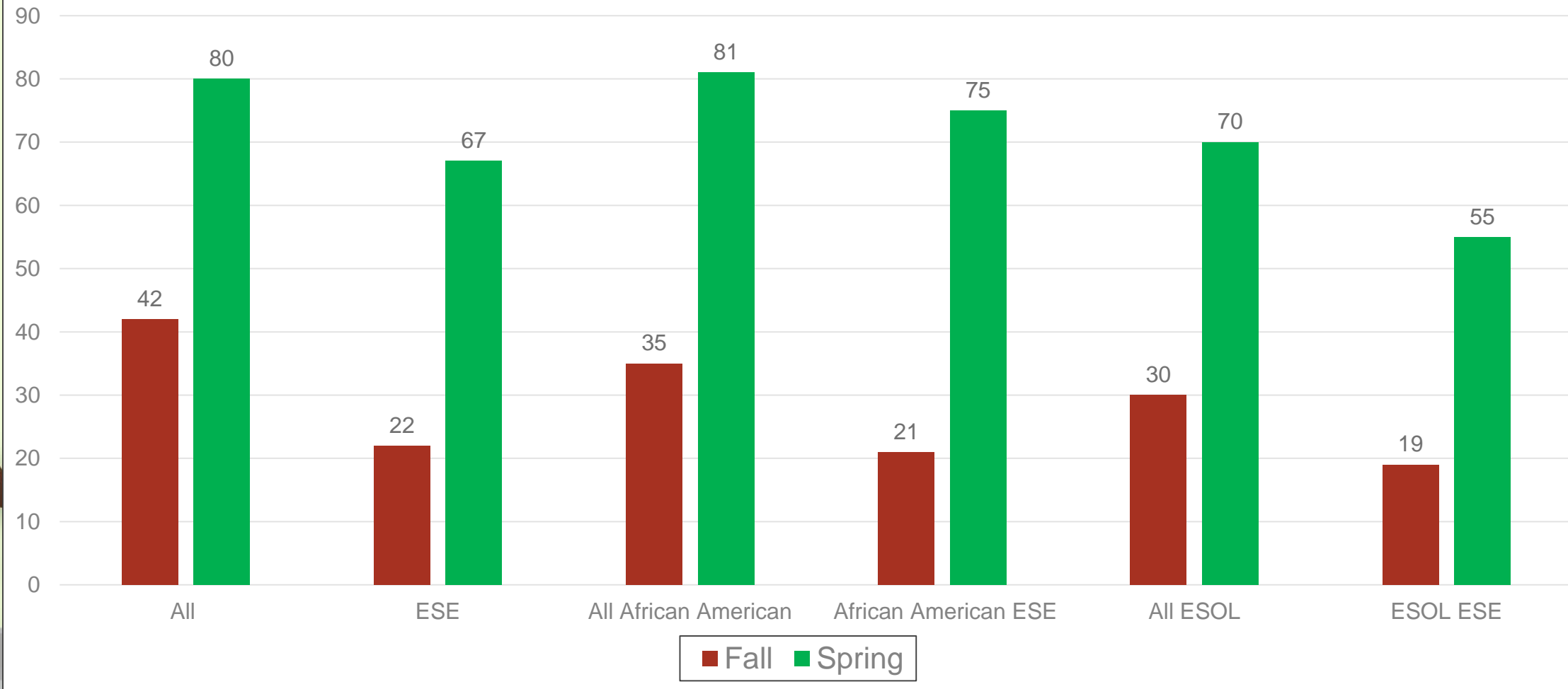
Digging Deeper...

Language GOLD Data VPK 2016-2017



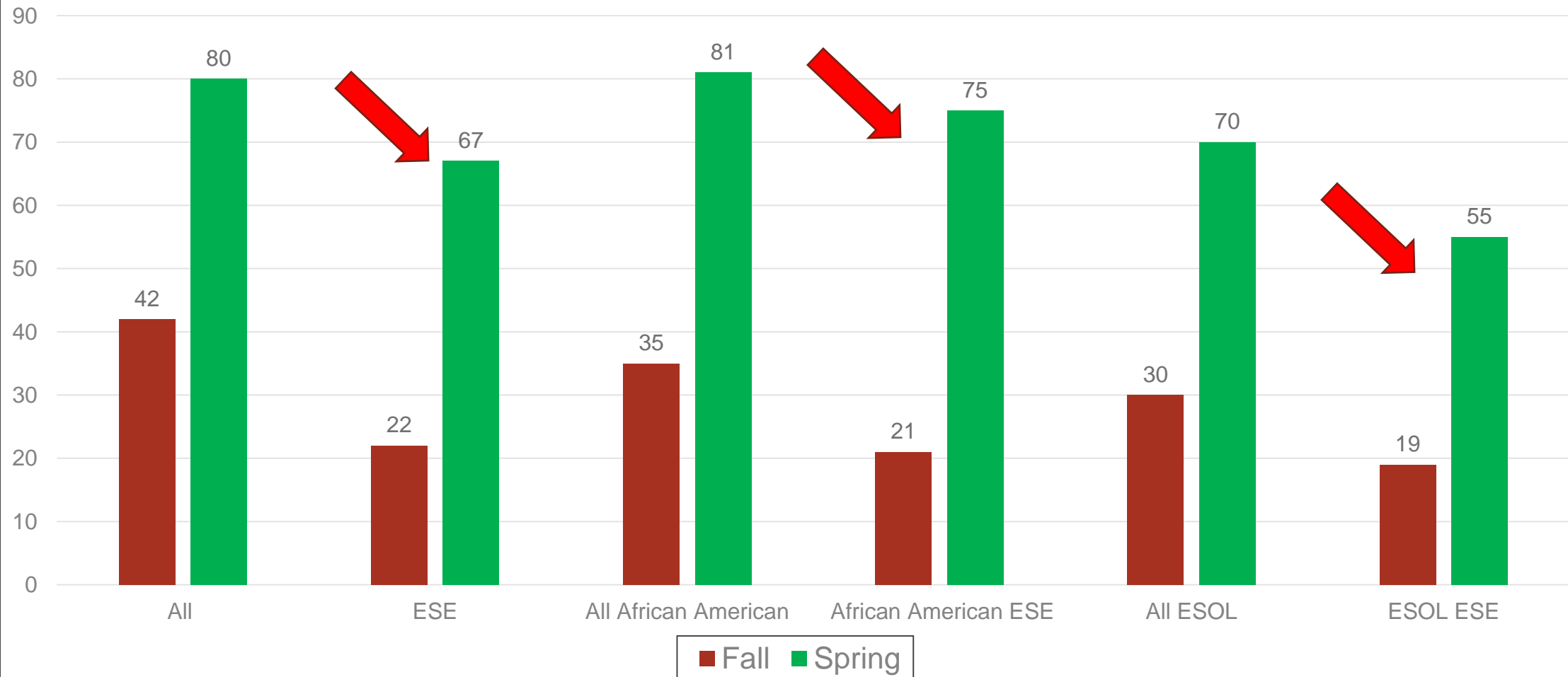
Digging Deeper...

Language GOLD Data
Pre-K 3 2016-2017



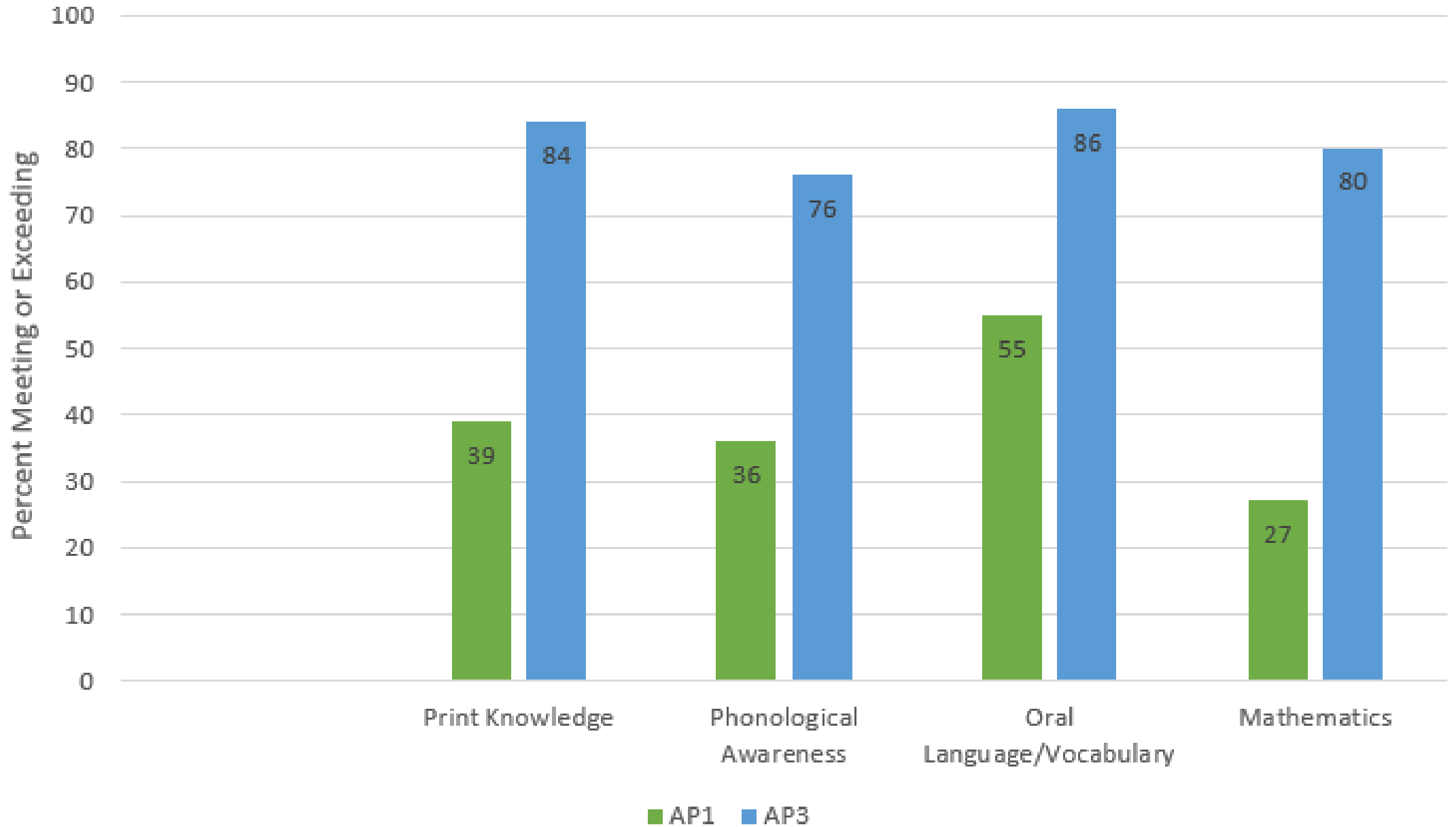
Digging Deeper...

Language GOLD Data Pre-K 3 2016-2017



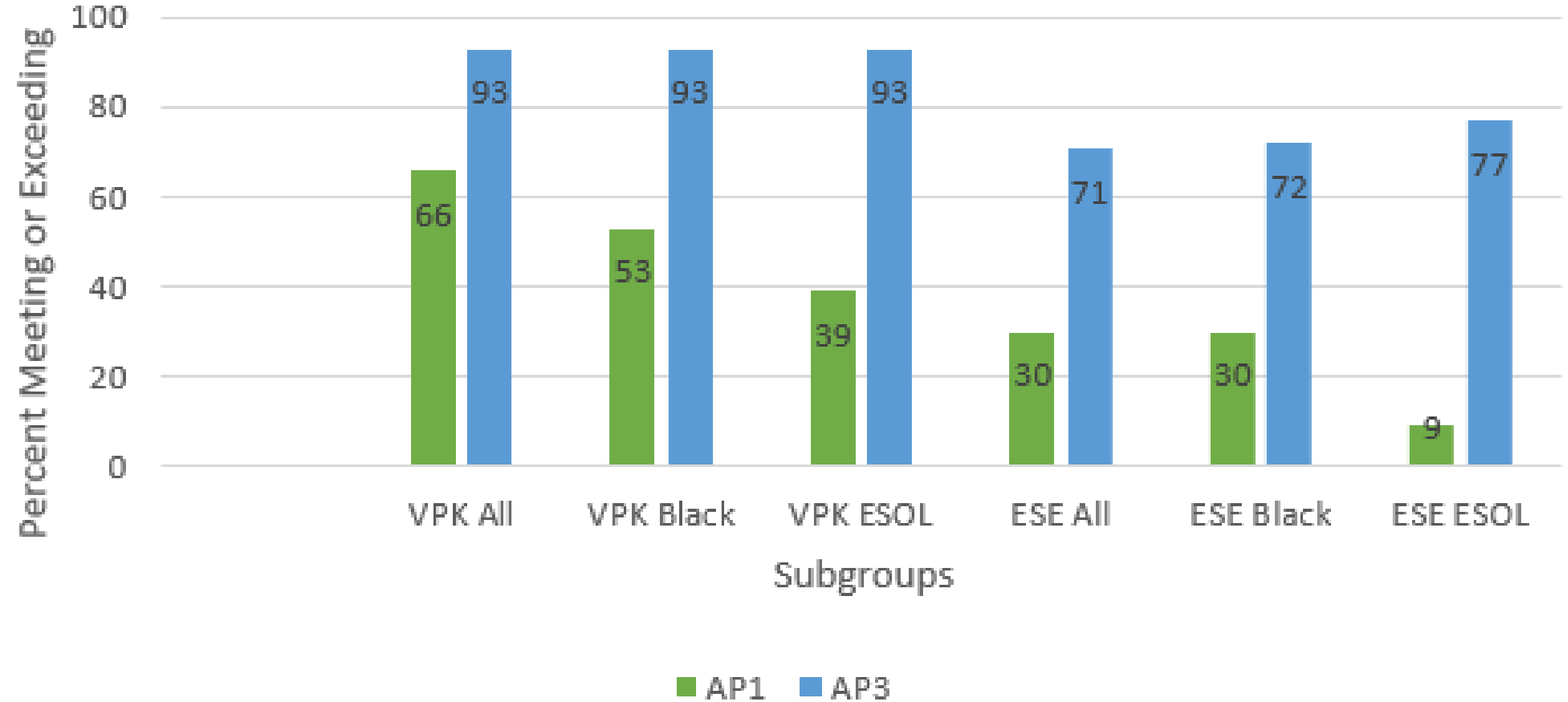
VPK Assessment 16/17

All Students



VPK Assessment 16/17

Oral Language



BDI

Communication Summary Statement #2

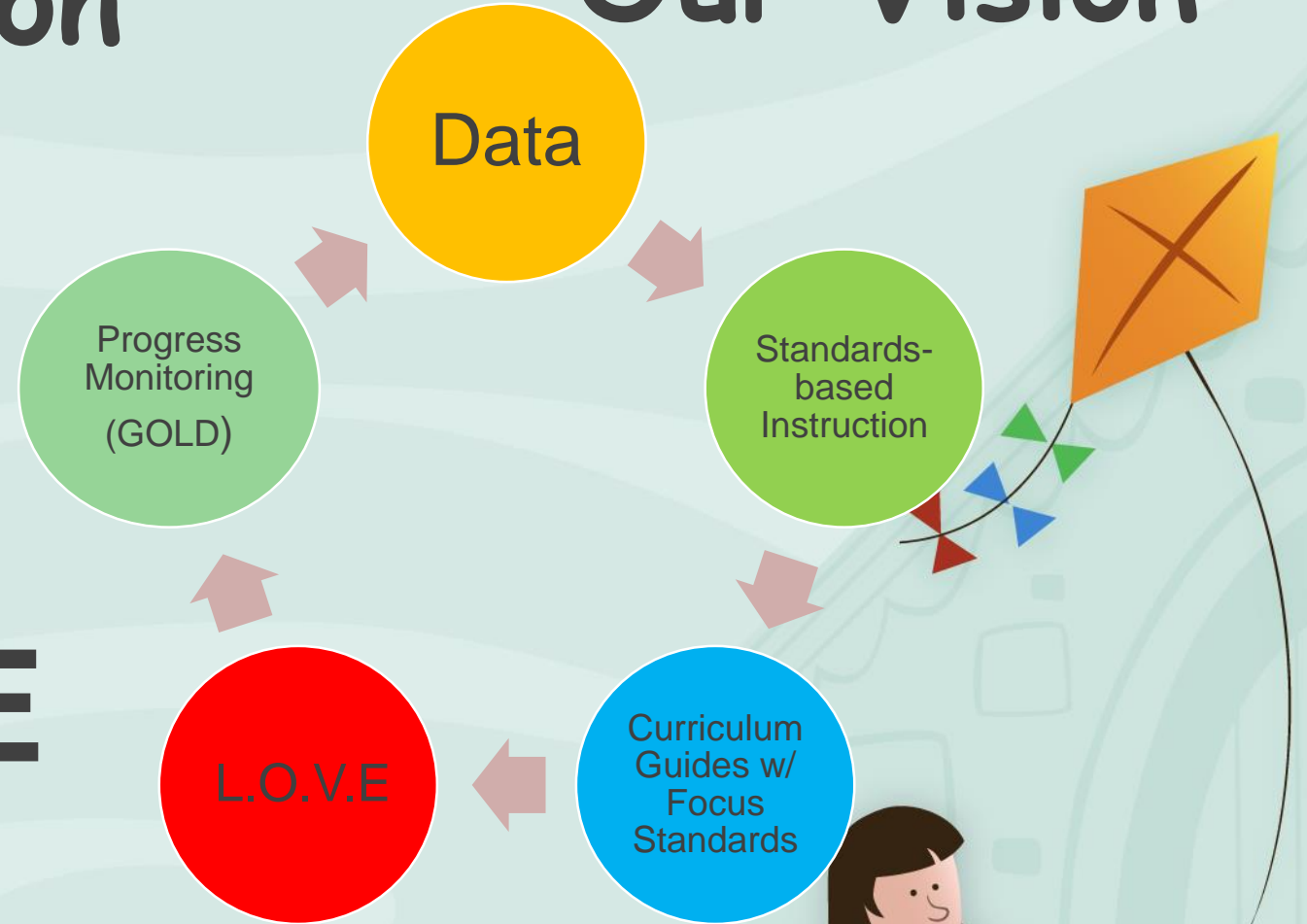
	2014-2015	2015-2016	2016-2017
Pinellas	75.8% (Adaptive-81.4%) (Personal Social-82.5%)	80% (Adaptive-86.5%) (Personal Social-87.9%)	82% (Adaptive-87%) (Personal Social-87%)
State	66.5%	65%	?
Target %	68.9%	71%	?



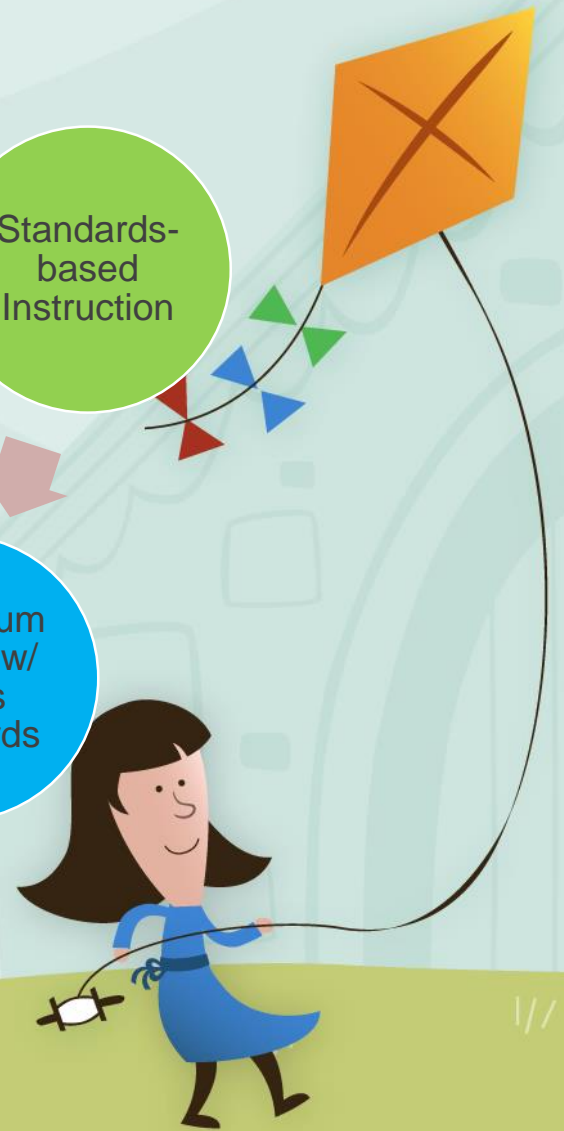
Real-life Connection



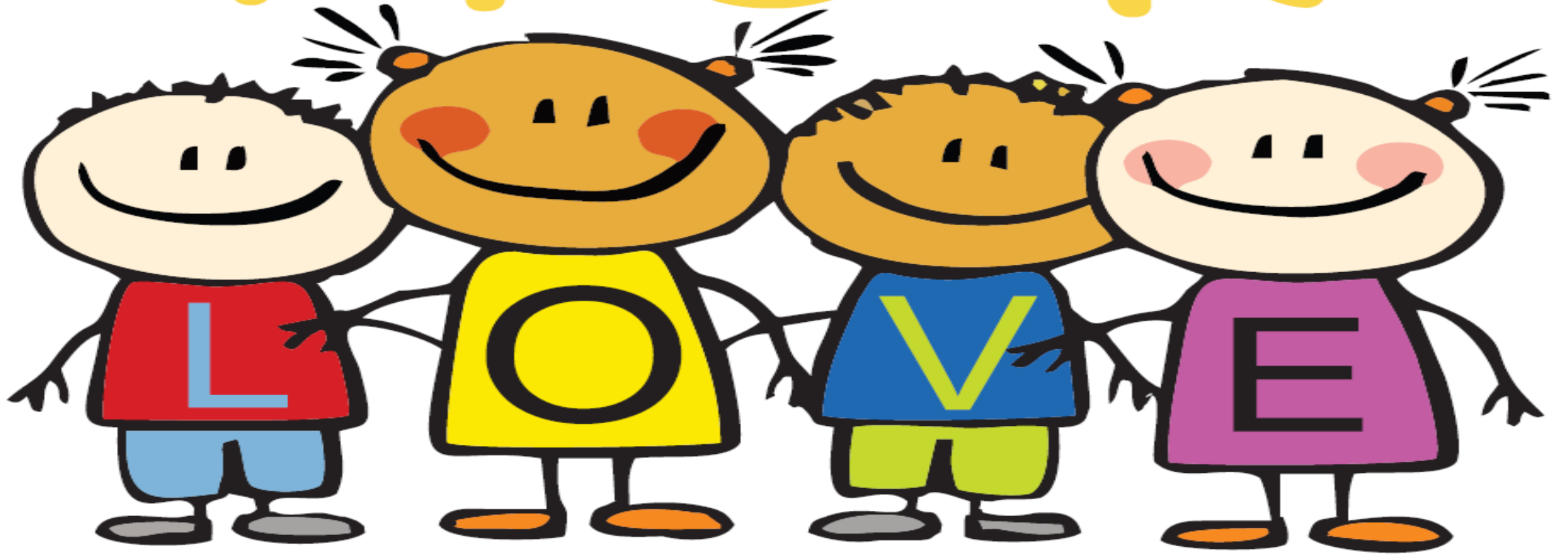
Our Vision



L.O.V.E



Pre-K



Lots of Verbal Engagement

How does a Curriculum Guide work in Pre-K?

Curriculum Guides are a tool that helps organize instruction throughout the year. It is broken into Modules with an overarching topic. Modules are then divided into units of study. The Guides have specific sections that support Standards we have chosen for the unit.



Module B
Little Helpers:
Exploring Jobs in My Family and My
Community



Voluntary Prekindergarten (VPK)

Unit 2 - My Family
Unit 3 - My Community

September 11 - November 3

Curriculum Guides Include:

- Focus Standards
- LOVE
- Concepts to Think About When Planning
- GOLD Objectives for Focus Standards
- Suggestions to Support Standards
- Suggested Center Ideas to support Focus Standards
- Lessons for Second Step
- Module Resources & Additional Resources



What is a Focus Standard?


Focus Standards are a way to spotlight specific standards within a sequence of instruction.



Florida Early Learning and Development Standards
<http://ealosceals.org/wp-content/uploads/2015/11/Birth-to-Five-Early-Learning-Standards.pdf> (Pre-K-3's)

Focus Standards

- IV. Language & Communication
 - B. Communication and Speaking
 - 2. Shows increased vocabulary and uses language for many purposes
- V. Cognitive Development & General Knowledge
 - B. Scientific Thinking
 - 1. Using senses to collect information through observation and exploration
- III. Social Emotional
 - A. Pro-Social Behavior
 - 3. Joining in group activities and experiences within early learning environments



A cartoon illustration of a girl with red curly hair, wearing a green shirt and a yellow bracelet, pointing her right hand towards five boxes representing the senses: hearing, sight, smell, touch, and taste.

Standards instruction is ongoing throughout the school year based on children's abilities and development. Unit focused standards are standards to highlight during each unit.



Lots Of Verbal Engagement

V. Language & Communication:

Communication and Speaking

2. Shows increased vocabulary and uses language for many purposes



Vocabulary

see	smell	touch
hear	taste	sense

Establishing a procedure for conversation to occur each day will naturally increase children's oral language ability and vocabulary. Highlighting the vocabulary words through scaffolding conversations will increase and deepen conversational exchanges when expressing an understanding and knowledge of the work done during purposeful play.

Strategies

- **Plan, Do, Recall:** Students will Plan their learning before center time. Students Do planned learning. Students Recall their learning within centers. This can be facilitated through these conversation starters:
 1. Who do you want to work with today? (Plan)
 2. Who are you working with? (Do)
 3. Who did you work with today? (Recall)
- **Sit, Question and Listen:** Sit, Question and Listen is a way to encourage student conversations by scaffolding with questioning techniques.
 - First, teachers question students on what they are working on. Then, teachers encourage students to elaborate with more detail on what they are working on by asking developing questions and listening.
- **All In:** A choral way for all students to respond to a question so all children have a voice.
- **Open-ended Questions:** A question that is asked without a "yes" or "no" answer requiring more details.

Activities

Plan, Do, Recall

- **Binoculars or Spyglasses** - Children look through binoculars (real or pretend) at an interest area they'd like to go to or materials they would like to use at work time. Pretend binoculars or spyglasses can be made from cardboard tubes or paper cups with the bottoms cut out.
- **Walkie-Talkies** - Using a walkie-talkie, children discuss with you or with one another what they did during work time. The walkie-talkie can be real or made from a unit block or small box and a straw taped on for an antenna.

LOVE

Activities

- **Feely Bag** - Place objects the children used during work time in a box or bag. At recall time, the children take turns touching an object in the bag, describing what it feels like, and trying to guess what it is. When the child pulls it out, whoever used that object during worktime describes what he or she did with it.
- **Pie Pan or Cookie Sheet** - Divide the pan or sheet up into sections and label each with an area card. Attach the children's letter links or photographs to magnets or use a magnetic letter of the first letter of their name and have them place the magnet on the section where they plan to work.

Open-ended Questions

- What can you tell me about...?
- How will you...?
- Where else can you...?

All In

- Pre-K staff model responses by pointing to the body part representing the sense being discussed.

A Picture Says a Thousand Words

- Teacher shows an image and prompts the students to talk about what they see
- Use images that reflect the different senses. (i.e. a garbage can)

Content to Think About While Planning

Content to Think About When Planning

The following are skills to tuck into Circle Time activities, Small Group and Centers

Language and Communication

Communication and Speaking

- Students point → gesture → verbally express → verbally express with details using new vocabulary
- Students draw a picture (creates marks on paper) to convey a message (note to Mommy)

Cognitive Development and General Knowledge

Scientific Thinking

- Name body parts (eyes, ears, mouth, skin, nose)
- Point to and identify each body part
- Talk about what that body part does
- Students recall how they can use their senses to obtain information

Social Emotional:

Prosocial Behavior

- Student needs support to sit within circle → student sits independently in circle → student encourage other students to sit in circle.



Suggestions to Support the Standards

Suggestions to Support Standards

Morning Circle: (10-20 minutes)

Morning routine should be posted with visual supports (hang up back pack, breakfast, etc.).

- Good Morning Song
- Attendance
- Second Step Rules
- Introduce Procedures and Daily Schedule
- Finger Plays/ Movement Songs and Shared Reading

Songs can become a shared reading experience. Teachers introduce a new song with a large consistent picture support representing the song/poem. The goal is that students "read" the picture and recite what the picture represents.. (Gail how do we word it without it becoming a coloring book?)

Outside Play: (30 minutes)

- Magnifying glasses for making observations in nature
- Oobleck in the water table
- Musical instruments

Closing Circle: (10 minutes)

Closing routines should be posted with visual supports (pack up back pack, communication folder, etc.)

- Review Activities of the Day
- Oral Language Cards
- Read Aloud
- Review Names of Class
- Today we did...(Share out)
- Tomorrow we will...
- Good-bye song

Storytime/Read Aloud: (5-10 minutes)

This Read-aloud primarily focuses on student enjoyment of literature. Frequent reads of the same book will connect students to stories and characters. They will become favorites and will support ways to connect other content to students with meaning.

Some suggested Read Alouds:

- The Very Hungry Caterpillar (taste)
- Brown Bear, Brown, Bear What do you see? (see)
- Polar Bear, Polar, Bear What do you hear? (hear)
- The Three Little Pigs (textures/touch)
- If you give a Moose a Muffin (smell)

Read Aloud Flow:

- Warm up with a song that relates to the book
- Hook (something to draw students into the book)
- Read with specific questions focusing on one concept and unfamiliar vocabulary. (Teacher demonstrates a "think aloud")
- When closing Read aloud ask students "Does this remind you of a time in your life?"



Suggestions to Support the Standards within Centers

Suggested Center Ideas (60 minutes)		
Literacy <ul style="list-style-type: none">• Begin introducing story retelling props from familiar stories or Nursery Rhymes• Books about the five senses• Whisper phones• Pre-made blank books	Math/Manipulatives <ul style="list-style-type: none">• Feely shape bags• Different textured manipulatives• Musical Instruments• Mr. Potato Head	Science/Sensory Table <ul style="list-style-type: none">• Smelly jars• Balloons with different objects inside
Blocks <ul style="list-style-type: none">• Add felt pieces to add scenery (road/pond)• Variety of textured surfaced blocks• Sound Blocks	Dramatic Play <ul style="list-style-type: none">• Develop a grocery store• Use containers that have good environmental print• Add Coupons for cutting and flyers• Paper and pencil for making grocery lists• Plastic bags to practice loading groceries	Art/Writing <ul style="list-style-type: none">• Spice painting• <u>Jello</u> painting• Smelly playdough



Progress Monitoring Specially Designed Instruction



**Everything we do ties back to
our standards,
which is assessed by...**

GOLD



<https://teachingstrategies.com/>



GOLD GROUPS used for Progress Monitoring and Data



GOLD GROUPS

Gold Activities

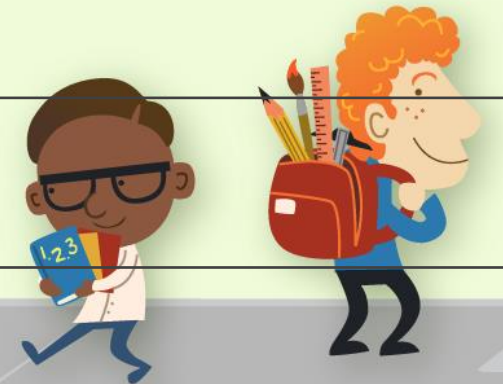
Supporting Language and Communication Focus Standard A.2

Gold Group (15-20 minutes)

This is a time to practice pulling groups while students are functioning independently. Skills can be targeted based on teacher observation. This time can also be used to collect data for the 1st Gold Checkpoint.

At this time, it is suggested that one teacher facilitate group while the other teacher actively engages with students.

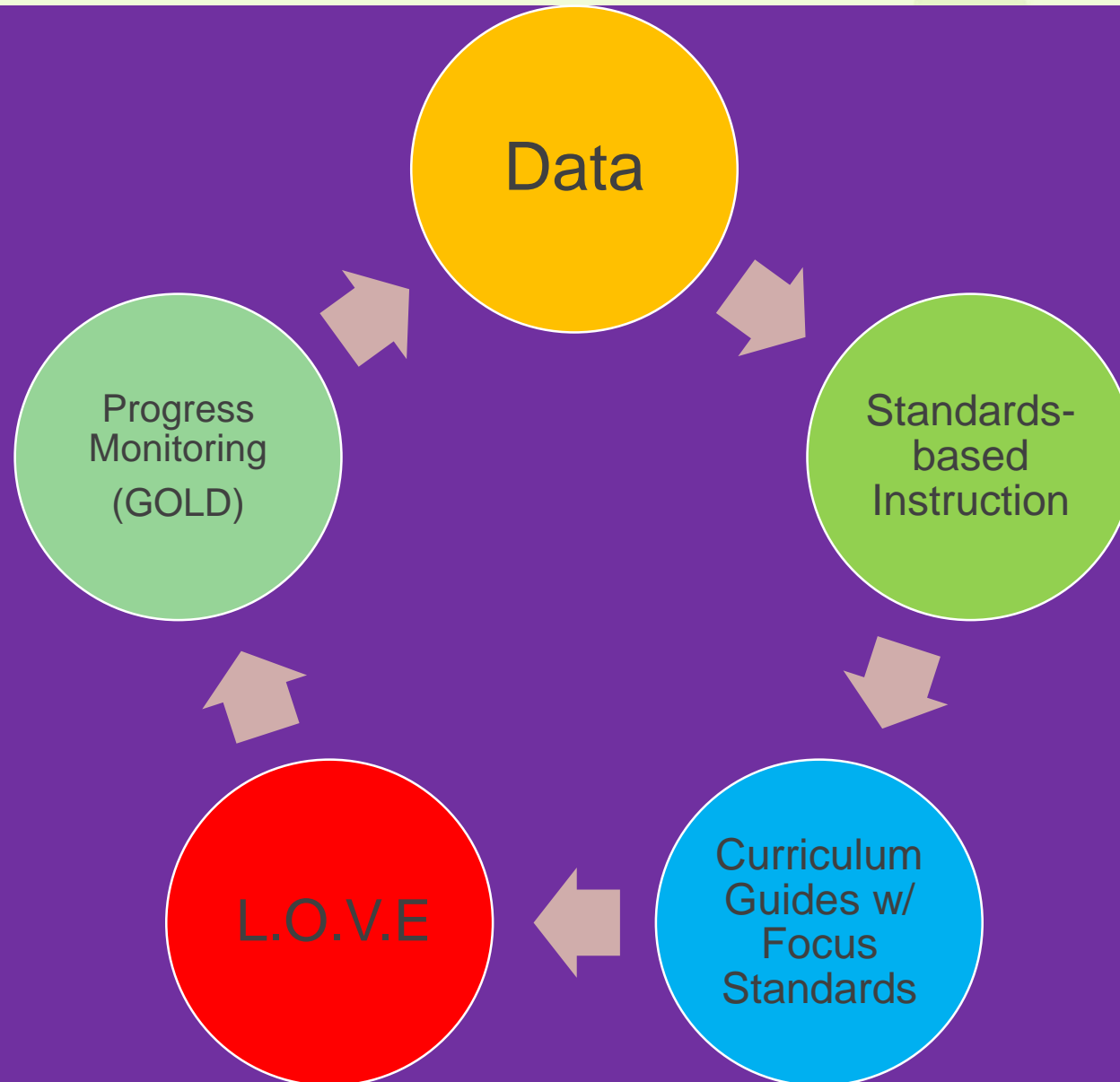
Action!	View
Bean Bag Rock	View
Five-Layer Dip	View
Head and Shoulders	View
Help Me Hokey Pokey	View
Helpers	View
Listening, Looking, and Moving	View
Making Play Dough	View



GOLD DATA DAYS

				Widely Held Expectations		Spring 2016/2017							
# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
595	43.60%	32	2.30%	N/A*	N/A*	1364	57.5	181	13.30%	670	49.10%	513	37.60%
				Widely Held Expectations		Spring 2016/2017							
# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
724	53.10%	2	0.10%	N/A*	N/A*	1363	35.4	87	6.40%	1053	77.30%	223	16.40%
				Widely Held Expectations		Spring 2016/2017							
# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
624	45.80%	11	0.80%	N/A*	N/A*	1361	51.2	220	16.20%	877	64.40%	264	19.40%
				Widely Held Expectations		Spring 2016/2017							
# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
668	49.00%	14	1.00%	N/A*	N/A*	1363	58.8	158	11.60%	870	63.80%	335	24.60%
				Widely Held Expectations		Spring 2016/2017							
# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
801	62.70%	21	1.60%	N/A*	N/A*	1277	60.5	114	8.90%	768	60.10%	395	30.90%
				Widely Held Expectations		Spring 2016/2017							
# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
523	40.70%	10	0.80%	N/A*	N/A*	1285	39.6	197	15.30%	738	57.40%	350	27.20%

Our Vision



Questions?

