

# Preschool: The Grade Level Before K; Not a Program

USD 437 Auburn Washburn  
Topeka, Kansas

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# What we were...

- A very nice preschool program
- An “island” with little or no connection to the K – 12 system ... and then also a SpED island and an At-risk island
- Fractured philosophies and workings that did not match the K - 12 curriculum standards, accountability, professional development/learning community and student expectations

# Why we needed to change...

The preschool students and staff were too important and among the most impactful to our district's learning success!

*“Not until we really were serious about solidifying learning for every student in the K - 12 district, were we able to see that we could not leave our Preschool behind.”*



*The good news!*

We knew the elements necessary  
for effective preschool....

...because they are the same  
elements that make for  
effective K- 12 education !

# Research and Recommendations Summary

(Natl. Institute for Early Education Research, NAEYC, National Center for Children in Poverty)

- High quality programs include teacher-child interactions, child-focused teaching, and content-driven classroom instruction that is intellectually challenging
- Implement and sustain a whole school/program model of ongoing professional development that:
  - 1) focuses on the subject matter being taught and how to teach it to young children effectively
  - 2) brings understanding of how young children develop and learn
  - 3) helps teachers implement the district curriculum

## Research and Recommendations, continued:

- Preschool effectiveness also depends on a continuous improvement cycle of benchmarking and setting goals, assessing progress, and making adjustments
- Teachers skilled at engaging children, eliciting their ideas, and observing their progress, shape the experiences and learning that students have in important ways
- Physical facilities, staff to child ratios, and positive learning environments are important to the overarching goal of “stimulating, responsive, and supportive interactions toward each student”

# What we had to shore up:

- Commitment that we are a part of the USD 437 “system”
- Purpose and Goals for preschool as the “grade level” before Kindergarten
- Curriculum as the path
- Program-wide core materials
- Assessment to evaluate progress and intervention to support individuals meeting learning expectations
- Reporting of student progress and achievement to aid understanding of individuals and cohorts - meaningful communication with parents, other involved staff, future grade level teacher
- Professional Learning Community – PLC as how we function

# Why do this work?

- Focus on the correct skills
- Consistency between preschool classrooms and from preK to K
- Coverage within the school year
- Assure mastery or appropriate progress



# Our 5 Steps

## 1. *Develop Curriculum*

2. Adopt Programs

3. Develop assessment

4. Develop Pacing Guide

5. Develop Report Card

- Develop a list of learning indicators
- Align to/draw from:
  - USD 437 Kindergarten Curriculum
  - Kansas Early Learning Indicators (standards and KELI-4-R)

<b>LA: Reading</b>				
	<b>Pre Level A (1 year old g</b>	<b>Pre Level B</b>	<b>Pre Level C</b>	<b>PreK (At-risk 4 year old - kdg readiness)</b>
<b>R1</b>	turns to speaker	imitates consonants and inflections	recognizes matching sounds and rhymes in familiar words or in songs	identifies some letter sounds (10 letters)
<b>R2</b>	recognize objects in immediate environment	recognize environmental symbols (signs, logos, labels)	recognizes 5 letters of the alphabet	identifies 13 letters
<b>R3</b>	match objects	matches identical simple pictures to objects	recognize pictorial labels in the classroom	demonstrates an understanding that letters are combined to make words
<b>R4</b>	vocalizes single syllables (ba, pa, da, ma & na)	imitates consonants and inflections	imitates letter sounds	identifies and produces 5 beginning sounds in words
<b>R5</b>	vocalizes single syllables (e.g. ba, pa, da, ma & na)	imitates consonants and inflections	fills in rhyming words in familiar rhymes	identifies and produces 5 beginning sounds in words
<b>R6</b>	vocalizes single syllables (e.g. ba, pa, da, ma & na)	imitates consonants and inflections	recognizes matching sounds and rhymes in familiar words or in songs	discriminates separate syllables in words.
<b>R7</b>	labels familiar people, actions, objects, and events in pictures	recognizes 3 environmental symbols (signs, logos, labels)	recognizes matching sounds and rhymes in familiar words or in songs	matches 10 letter-sound connections
<b>R8</b>	randomly points to familiar pictures in a book	holds a book right side up to look at pictures.	holds a book and looks at one page at a time	turns pages of book front to back
<b>R9</b>	randomly points to familiar pictures in a book	holds a book right side up to look at pictures	holds a book and looks at one page at a time	points to words or runs finger along text from top to bottom
<b>R10</b>	randomly points to familiar pictures in a book	holds a book right side up to look at pictures	holds a book and looks at one page at a time	points to words or runs finger along text from left to right

Mrs. Moody's PM Lesson Plans

Week of Oct 29

Theme: Halloween

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival Activity	Writing: At the pumpkin patch	Writing: pumpkin sequence	Writing: cat nap	Writing: colors page	Writing: free choice
Music and movement					
Circle	Calendar, jobs, weather, Sticks Book Activity:	Calendar, jobs, weather, Sticks Book Activity:	Calendar, jobs, weather, Sticks Book Activity:	Calendar, jobs, weather, Sticks Book Activity:	Calendar, jobs, weather, Sticks Book Activity:
Centers	Cooperative: Matman hats Math: pumpkin counting book	Sensory: water table w/ pom poms + spiders Dramatic: Dressed up	Literacy: Puzzles Writing: Lacing	Science: Halloween patterns Gross Motor: spider foot	ART
Table Time/ Small Group	Language: Nancy Pre-academic 1: Journals	Language: Nancy 2: pumpkin patch paint	Language: Nancy 3: Barn Game	Language: Nancy Other:	
Related services		Groups w/ Mrs. W		Mrs. Canel's group	
Meetings					

**Learning Indicators:**

Art/Creative Activities this week - spider hand print  
- pumpkin patch paint  
- ghost w/ cotton ball

Group Work this week - M for mummy  
- monster cut up puzzle

Reading (Letters)	Math	Science
	M12 M3 M13 M22	505
Writing	Social Studies	Social & Emotional
WR7		SE9 SE10

# Our 5 Steps

1. Develop Curriculum

2. ***Adopt Programs***

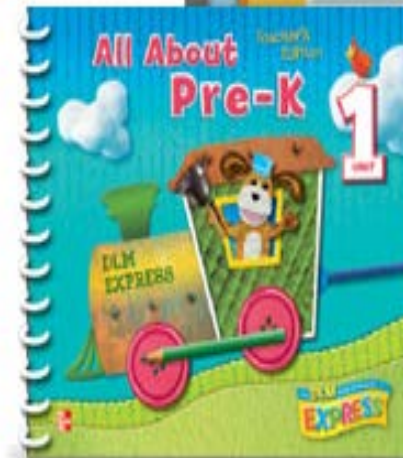
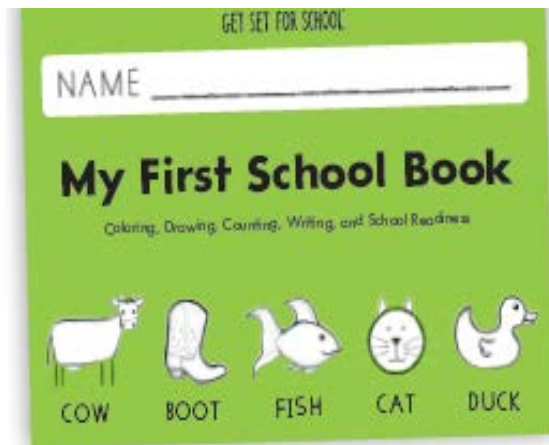
3. Develop assessment

4. Develop Pacing Guide

5. Develop Report Card

- Pick curriculum material/programs
  - Resources to guide instruction
  - Researched-based, coverage, sequenced
  - Teacher-driven selection

# DLM, Handwriting w/o Tears, VoWAC Phonics, Waterford



# Our 5 Steps

1. Develop Curriculum
2. Adopt Programs
3. ***Develop assessment***
4. Develop Pacing Guide
5. Develop Report Card

- Develop assessment system
  - When to assess?
  - What ? (Clearly stated expectations of learning or skill at the mastery level)

A	D	C	D	C
QTR	Reading	USE FOR 4 YEAR OLD STUDENTS		
1st	Pre Level A (Age 1)	Pre Level B (Age 2)	Pre Level C (Age 3)	Pre K (age 4-Kdg)
R9	randomly points to familiar pictures in a book	holds a book right side up to look at pictures	holds a book and looks at one page at a time	<b>points to words or runs finger along text from top to bottom- teacher observes child pointing to words or running finger along text from top to bottom .</b>
R8	randomly points to familiar pictures in a book	holds a book right side up to look at pictures.	holds a book and looks at one page at a time	turns pages of book front to back
R11	gazes at pictures in books and pats individual pictures	sustains attention to a story being read	uses pictures and objects to retell a story	recalls information of a story (setting, characters, events)
<b>2nd</b>				
R2	recognize objects in immediate environment	recognize environmental symbols (signs, logos, labels)	recognizes 5 letters of the alphabet	<b>identifies 13 letters- child names 13 letters in familiar and unfamiliar words.</b>
R14	engages in vocal exchanges by babbling and/or using gestures	engages in vocal exchanges	asks and answers questions that are relevant to the story being read	<b>tells stories based on personal experiences and prior knowledge- child is observed sharing a personal story sharing knowledge of learning experiences.</b>
R16	gazes at pictures in books and pats individual pictures	point to one named character in the story	engages in reciprocal discussion of story	identifies characters in literature
R12	gazes at pictures in books and pats individual pictures	sustains attention to a story being read to	completes familiar text while looking at picture books	uses pictures to make predictions
<b>3rd</b>				

1<sup>st</sup> Quarter Indicators

Student Name	Akhil	Gautham	Jada	Malik	Nevaeh	Ra'Lynn	Samaya	Sabastian	Shakira	Troy
Points to words or runs finger along text from top to bottom	++ +2	- 0	+ Pseudo +1	①++ +	+++ +2	+++ +2	++ ①	-++ ① Not left +	+++ ②	+++ ②+
Recognizes Basic Shapes-Point or Retrieve	+8- Verbally	0 △* 0+2	□△* 0 *+4	0△* □△* -8*+5	+8- Verbally	+3- Verbally	+8- Verbally	0*+2 ① 9-16	+8 ①	△* ②
Rote Counts 1-12	# 1-20	# 1-11	# 1-3	# 1-13	# 1-29	# 1-13	# 1-14	+1,2	# 1-10	# 1-13
Indicates Pride in Personal Accomplishments	+ ①	+G +2	+++ ②	+++ ②	+++ ②	+++ ②	+ +2	+++ ②	- ①	+ ②
Adapts Behavior Appropriate to Different Environments	= ①	+ ①	- ①	+++ ②	+++ ②	+++ ②	+++ ②	+++ ②	+++ ②+	- ①
Listens while Others are Speaking	= ①	+ +2	- ①	++ ②	+ ①	++ ②	interruption ①	+ ①	++ ②	- ①
Plays Games with Simple Rules	+ ①	+ ②	+ assist ①	+ ②	++ ②	+ ②	+ I don't ①	+ ②	++ ②	+ ①
Recognizes that Classroom Rules Exist for Safety	- ①	- ①	named ①	- ②	- ②	- ②	- ①	named ①	- ②	- ②
Reproduces Some Shapes and Letters with Writing Utensils	+ ②	+ ①	- ①	+ Mai + Malik ②	+ ②	+++ ②	+ S+A ①	- S+A +D ①	+++ ②	+++ ②
Asks for Help as Needed	- ①	- ①	++ ②	++ ②	+ ②	++ ②	+++ ①	++ ②	+++ ②	- ①
Maintains Developmentally focus for a given period of time (5-10 min) VW and LST	- ①	++ ②	- ①	++ ②	++ ②	++ ②	- (circle + (no) ①	- (circle ①	++ ②	+++ ②



# Assessment

- Natural setting of the classroom
- Embedded assessment
- Observations
- Para Educator Training



19/09/2012



26/09/2012

HAPPY BIRTHDAY

Melanie  
February 24

Centers

Do Not  
Throw Away

ECSE #437

freshool

11/09/2012





are Safe  
**WE are Wanamaker Mustangs!**

OT.  
Nicholas TWTH 1:40  
Kaylin W 10:30  
Tues 10:30



EC 437





03/10/2012



11/09/2012





03/10/2012



29/10/2012

ELMER'S School Glue

ELMER'S School Glue

Black

Orange  
Black

Orange  
Black

Black

# Our 5 Steps

1. Develop Curriculum
2. Adopt Programs
3. Develop assessment
4. **Develop Pacing Guide**
5. Develop Report Card

- When will it be taught
- Strategic planning of learning opportunities
- PLC

# Pacing Guides

A written schedule displaying the alignment of concepts, topics, and skills related to a particular curriculum to be addressed over a defined period of time.

Helps us to stay on track and to ensure curricular continuity across schools in the district. Pacing guides are meant to provide an outline for all teachers to use in planning instruction. Use of these guides will help ensure that there is alignment between classrooms within a building, between buildings, and between the district. For example, children in all classrooms in the district will be studying the same topic roughly at the same time in the year. If a student transfers from one building to another, she should be able to pick up her studies without too many gaps in her education.

# What Is Needed

- School Calendar
- Indicators
- Curriculum Themes
- Subject Headings

## 2012/2013 Pre-K Curriculum-Pacing Guide

Dates	Theme	Math	Language Arts	Social Studies/Social Emotional	Science	Writing
8/14-8/19	What Happens At School?	Counts rote 1-12 (M22), Assess Recognizes and investigates attributes of basic shapes using concrete objects, drawings, or appropriate technology (M13), Assess	Letter A Recalls information of a story (R15)	Recognizes that classroom rules exist for security (SS1,2) Assess	Observes changes in weather from day to day, season to season (S14)	Reproduces some shapes and letters with writing utensils. (WR5) Assess
8/20-8/26	What Happens In Our Classroom?	Recognizes and investigates attributes of basic shapes using concrete objects, drawings, or appropriate technology (M13) Assess	Letter S Turns pages of book front to back (R8)	Recognizes appropriate ways to behave in the classroom (SS3), Indicates pride in personal accomplishments (e.g. what they have done) (SE1) Assess	Observes changes in weather from day to day, season to season (SC14)	Recognizes that print represents spoken language (WR1), Assess Reproduces some shapes and letters with writing utensils (WR5), Assess Writes first name left to right (WR7) Assess

- Our pacing guide emphasizes curriculum guidance, focuses on central ideas and provide links to curriculum materials, indicators to be met, and instructional strategies.
- Guides like these embody what many experienced teachers do when they plan their curriculum for the year: They chunk it, put topics in a sensible order, determine what resources to draw on, and develop a good sense of how long different elements will take. They also allow for some unpredictability depending on their particular mix of students.
- Our pacing guides will assume differences in teachers, students, and school contexts. They adjust expectations through frequent revisions based on input from teachers.

# Curriculum = Indicators

- Having a set curriculum we know that we are all teaching the same units and themes at the same time across the district.
- The curriculum gives direction in teaching our indicators
- Our indicators give us focus to our teaching

*What students should know and be able to do!*



# Integrating Concepts into Lessons

- Use curriculum themes to plan lessons
- Center activities planned according to themes and indicators being assessed
- Daily lessons provide a balance between instruction, child-directed activity, and purposeful play
- Planning activities in math, science, pre-reading, listening, social studies, fine motor, art and social and emotional.

# Lesson Plan Example

## Community Helpers

- Circle Time: Read: In The Community
- Fine Motor- practice writing names
- Language- “The Wheels On The Bus” rhyme
- Art- Make a Fire Truck
- Math- Sort Transportation counters- air, land, water
- Large Motor- Car Rug and cars
- Listening Center- Curious George Goes To The Airport.





Fine Motor/Writing Center





# Our 5 Steps

1. Develop Curriculum
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5. ***Develop Report Card***

- Report progress toward mastery
- All 81 learning indicators
- Document to passed on to Kindergarten



Student:	_____
School:	_____
Teacher:	_____

### Attendance Summary:

1st Qtr		2nd Qtr		3rd Qtr		4th Qtr		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0.5	0	0	0	0	0	0	0	0.5	0

### Academic Performance Level for Early Childhood Indicators

Name	Consistent, Independence	Emerging	Child does not exhibit skill	Not Yet Assessed
Score	2	1	0	N

#### PRESCHOOL AGE 4

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>01 READING</b>				
identifies 13 known letters				
turns pages of book front to back				
recalls information of a story (setting, characters, events)				
points to words or runs finger along text from				

#### PRESCHOOL AGE 4

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
visually				
sorts objects according to given attributes (i.e. - physical function, ca				
determines the mode after sorting by one attribute				
establishes 1 to 1 correspondence with				



OPPSCHAM PRESCHOOL-AM	1	0	0	0	0	0	0	0	1	0
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### Academic Performance Level for Early Childhood Indicators

Name	Consistent, Independence	Emerging	Child does not exhibit skill	Not Yet Assessed
Score	2	1	0	N

#### PRESCHOOL AGE 3

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>01 READING</b>				
Holds a book and looks at one page at a time				
points to 5 letters of the alphabet	2			
tells on event of a story	2			
engages in reciprocal discussion of story				
recognizes matching sounds and rhymes in familiar words or in songs				
completes familiar text while looking at picture books				
points to object that pictorially represents labels in the classroom				
asks and answers questions that are relevant to the story being read				
imitates letter sounds				
fills rhyming words in familiar rhymes				
uses pictures and objects to retell a story				
<b>02 MATH</b>				
rote counts 1-5				
describes and compares common objects by one or more attributes				

#### PRESCHOOL AGE 3

	Term			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
identifies discrepancy of unlike object within a group				
matches numbers 0 to 10				
uses tools to imitate measuring				
uses more than one strategy in attempt to solve common problem				
gives and/or assigns one object when presented with several like objects				
demonstrates an understanding that a single object is always 'one' regard				
tells how many they have when starting with one or two objects and given				
adds and subtracts single objects				
<b>03 WRITING</b>				
shares a picture or drawing				
traces lines and shapes from left to right and top to bottom				
draws separated scribbles, shapes, pictures to convey a story				
demonstrates an understanding that drawings can represent ideas stores or				

# Contact us:

# Come visit?

# Have questions?

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