



BUILDING STRONG FOUNDATIONS FOR STUDENT SUCCESS

DR. GERA JACOBS

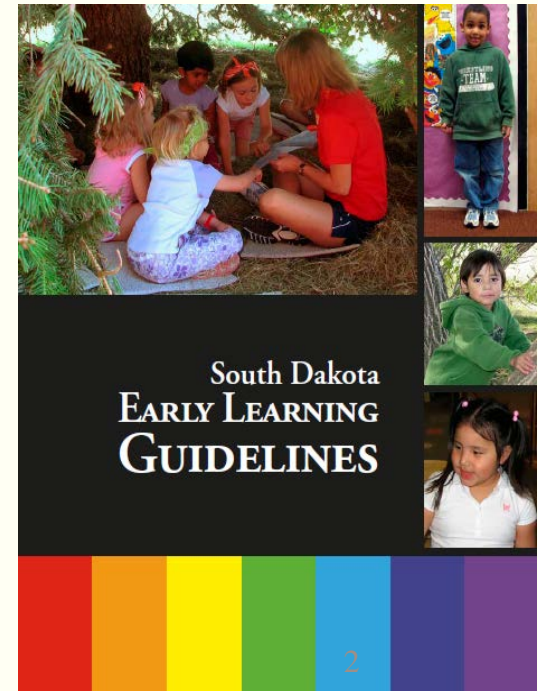


Gera Jacobs - Background

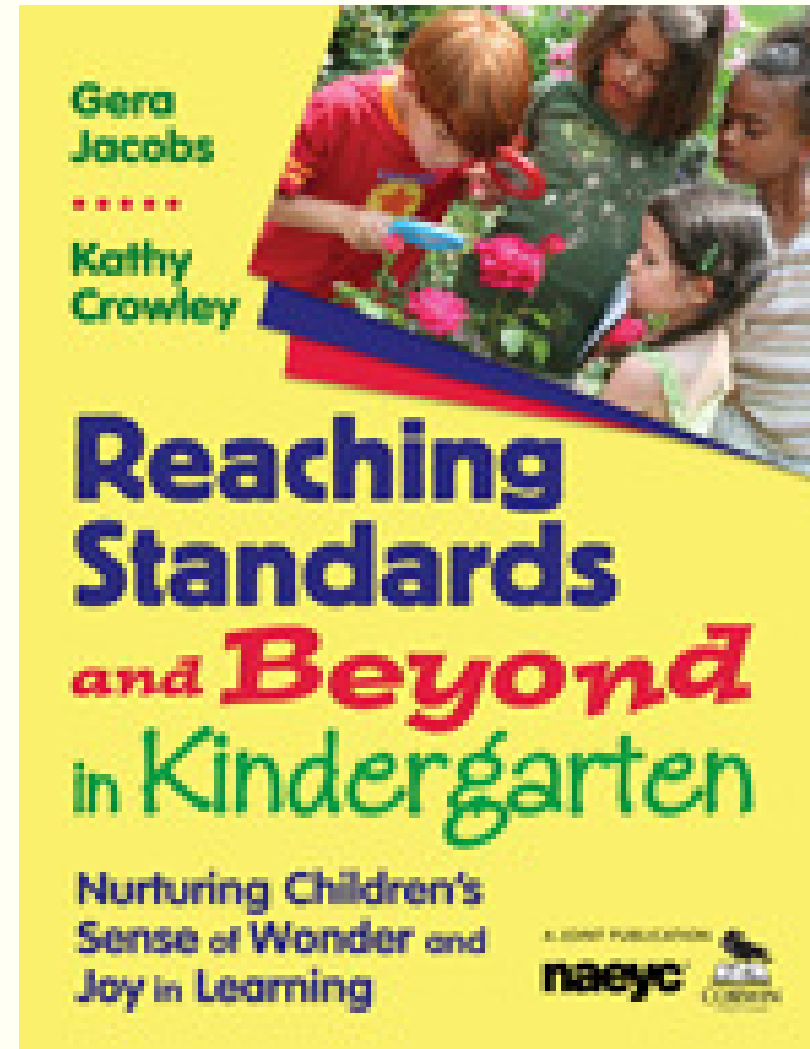
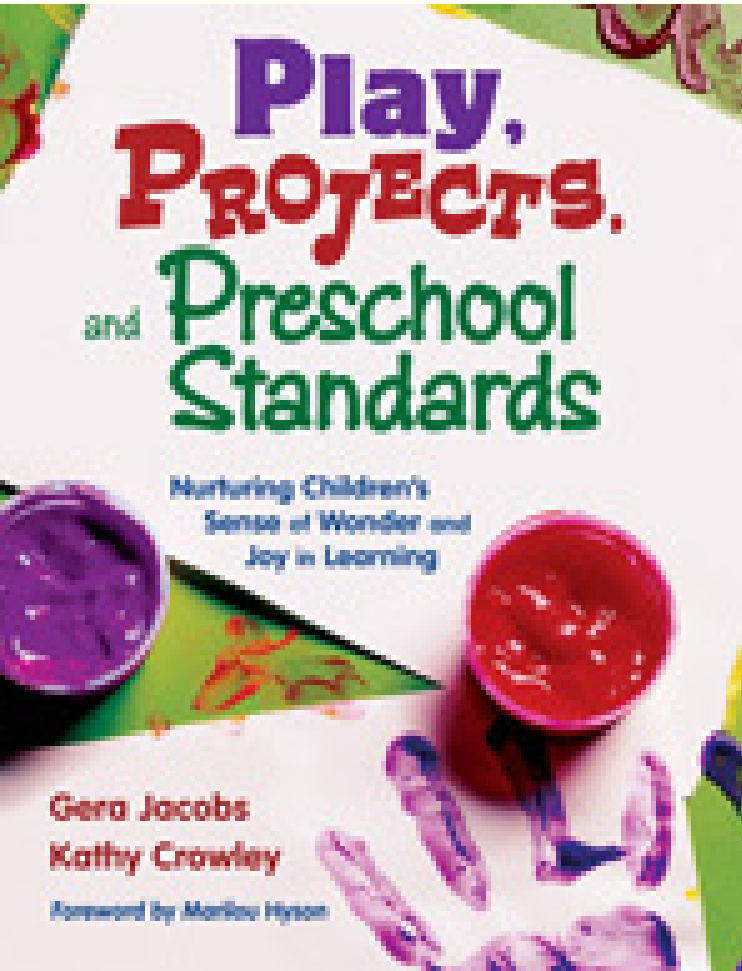
- Professor of Early Childhood and Elementary Education at the University of South Dakota
- Past President of the NAEYC Governing Board

President June, 2012 – June 2014

- Taught PK – 8th grade many years
- Coordinator/Lead Writer SD Early Learning Standards
- Family in MN!



Resources for educators the help them support students in meeting standards, developing a sense of wonder at the world around them, and nurturing a love of learning

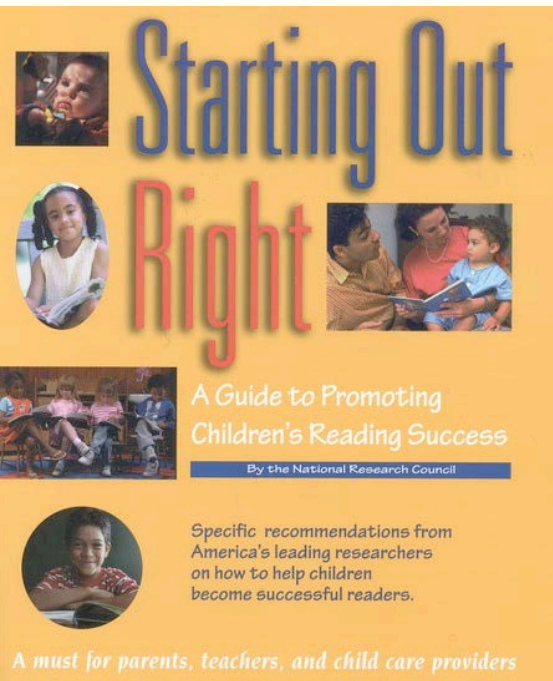


Building Strong Foundations for Student Success

- Promise of Early Learning for overcoming the opportunity and achievement gap
- Research on how children learn best
- Resources to support you in your work
 - *Slides will be available*

Importance of Early Learning - National Reports

Starting Out Right from the National Research Council



- Children who get off to a **good start** in reading rarely stumble
- Those who fall behind tend to stay behind for the rest of their academic lives.
- Research consistently demonstrates that the more children know about language and literacy before they arrive in kindergarten the better equipped they are to succeed.
- Language and literacy skills are best developed through an integrated approach - including all areas of development

Starting Out Right - To Prevent Reading Difficulties, *Children need:*

- Adults who will read and discuss with them
- Opportunities to use reading and writing as tools for learning
- To receive effective intervention and remediation programs integrated into their everyday classroom activities as soon as they begin to have difficulty
- To experience *enthusiasm, joy, and success* in learning to read and write



From Neurons to Neighborhoods: The Science of Early Childhood Development (National Research Council and the Institute of Medicine)

Update and synthesis of current scientific knowledge of child development from 0-5, and how we can use these scientific advances to shape early childhood policy, services, and research.

Four of their key findings:

- ***Early experiences*** affect the development of the brain and lay the foundation for intelligence, emotional health, and moral development.
- Healthy early development depends on nurturing and dependable ***relationships***.
- How young children ***feel*** is as important as how they ***think***, particularly with regard to school readiness.
- Although society is changing, the needs of young children are ***not being met***.

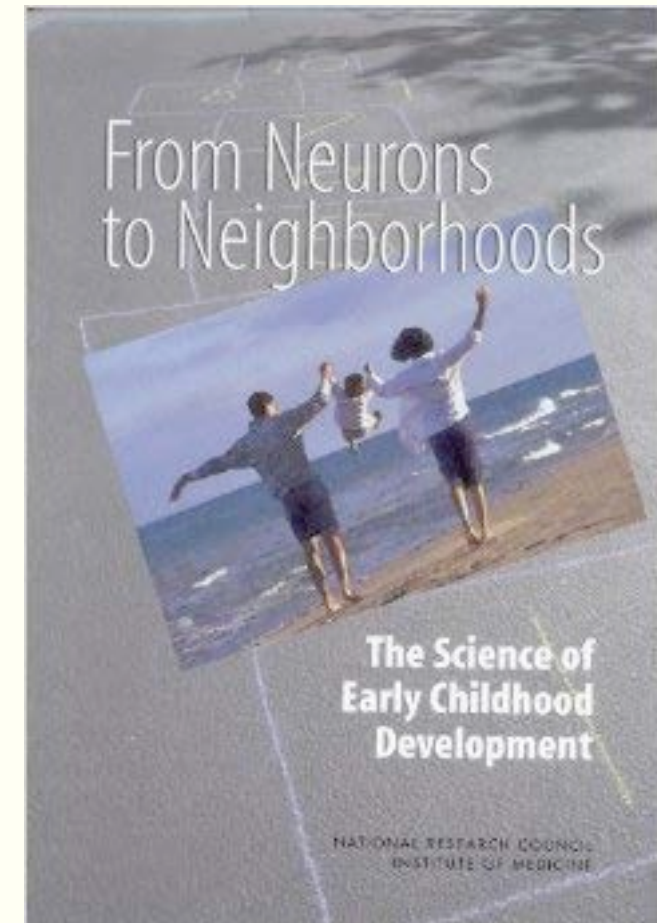


Ultimately, the report recommends that our society make a major reassessment of how we address the needs of young children.

- Increase the resources allocated to the emotional and social needs of young children
- Create more well-designed early intervention programs for children at risk that are more accessible to working parents, and deal with the full range of problems that families face, and make referrals for treatment and assessment as needed
- Ensure that all childcare and educational settings are safe, stimulating, and compatible with the values of the families they serve

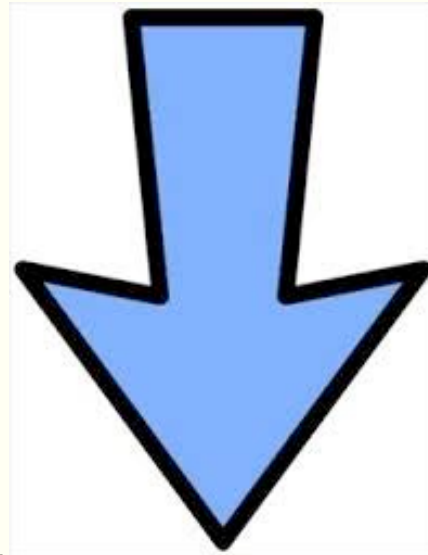
Other Recommendations from *Neurons to Neighborhoods*

- Provide pay increases and professional development opportunities for child care professionals
- Encourage Congress to develop tax, wage and income support policies that ensure that children with working parents do not live below the poverty line and that no child lives in "deep and persistent poverty"



But we do have many children living in poverty....

Opportunity Gap

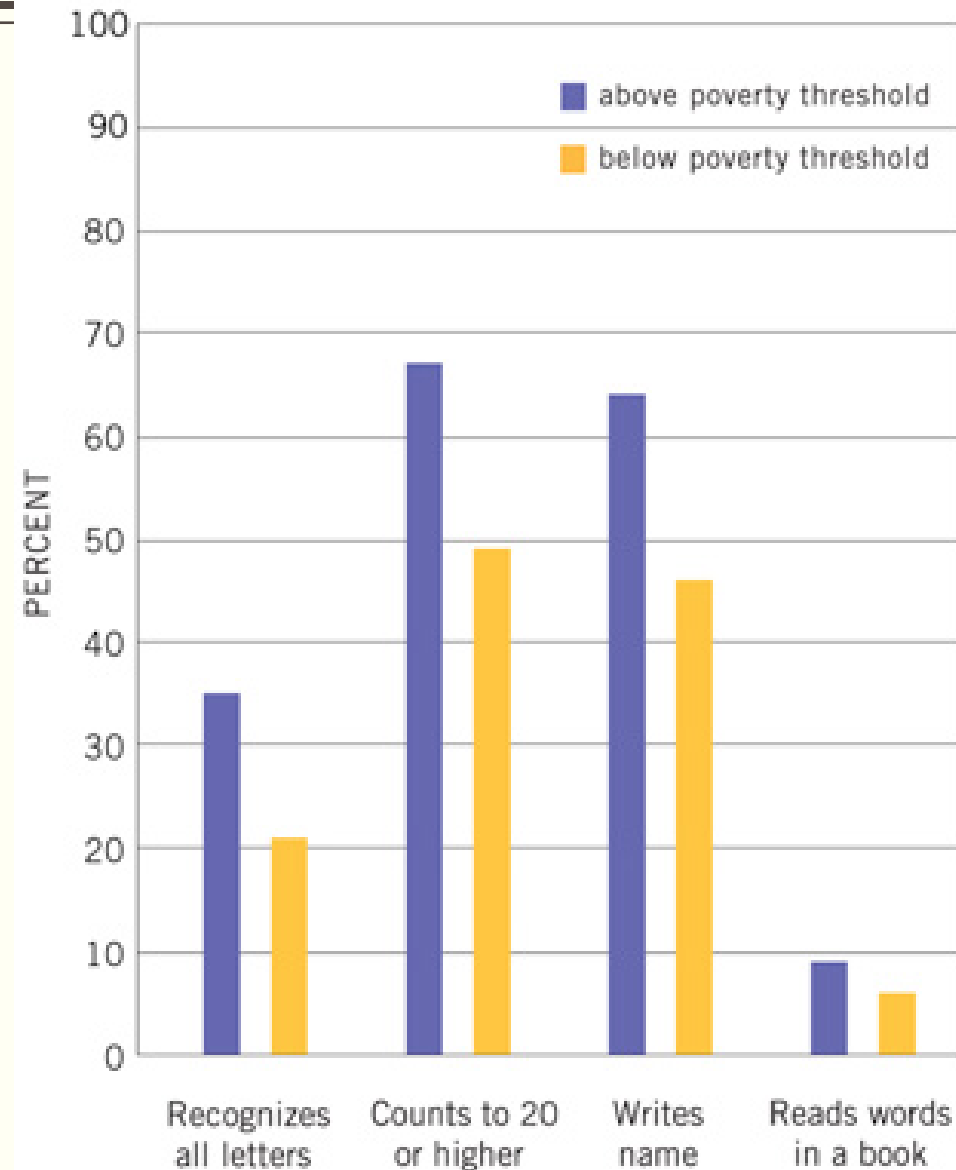


Achievement Gap

that affects all of our children!



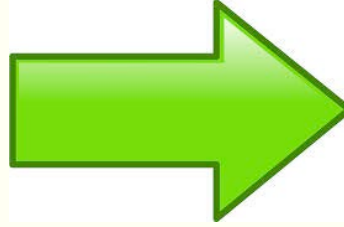
Percentage of Children Ages 3–6 With Selected School Readiness Skills, by Poverty Status



Campaign for Grade Level Reading - By the numbers

- 61% of low-income children have no children's books at home.
- Children from lower income homes hear as many as 30 million fewer words than their more affluent peers (*Hart and Risley*).
- A child's vocabulary as early as age 3 can predict third grade reading achievement.
- By age 2, poor children are already behind their peers in listening, counting, and other skills essential to literacy.
- By age 5, a typical middle-class child recognizes 22 letters of the alphabet, compared to 9 for a child from a low-income family.

To Reduce the Gap

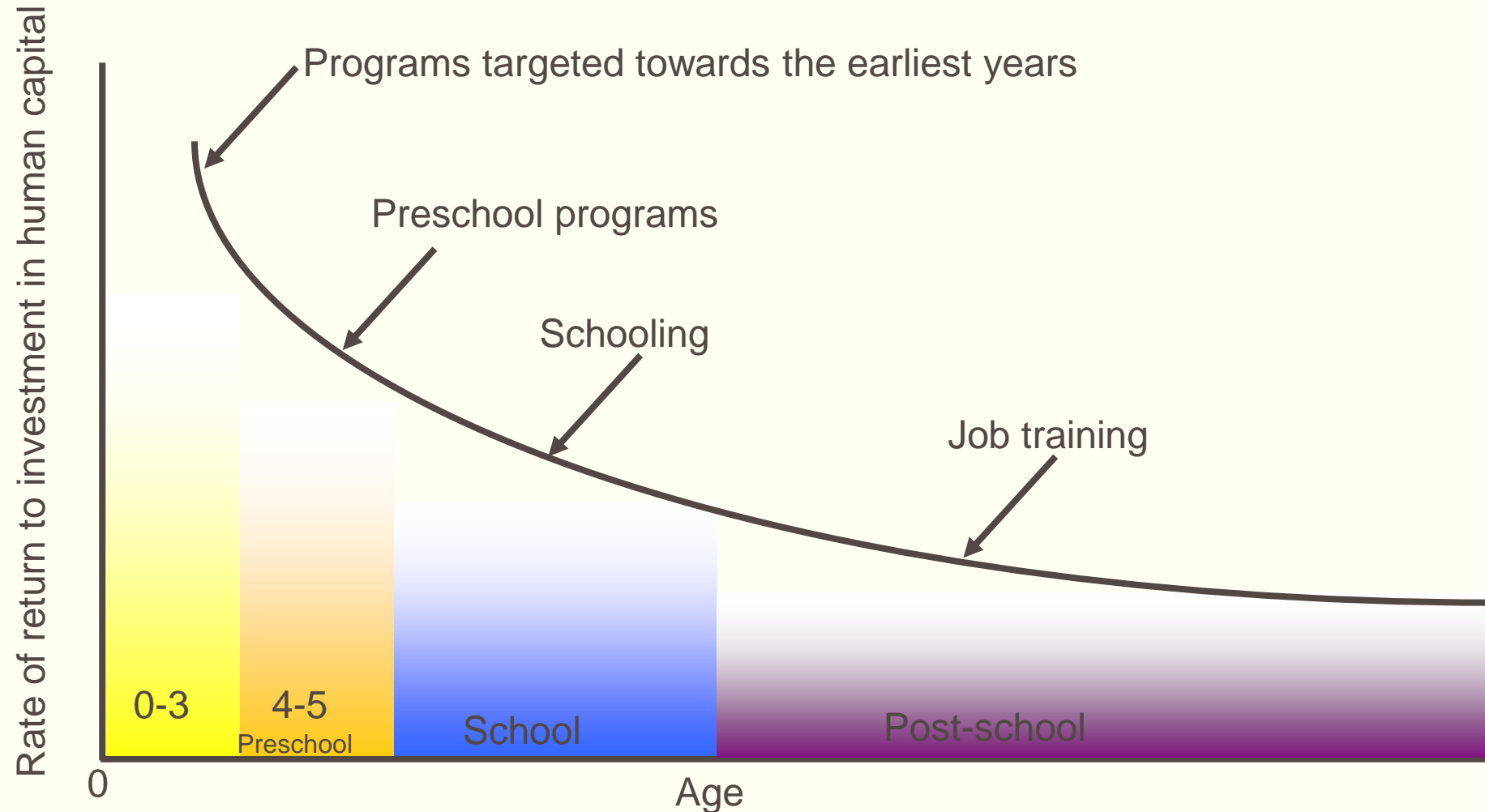


Quality

Early Learning

- Many research studies show the effectiveness of quality early learning
 - Improved academic achievement
 - Less Special Education
 - More High School Graduation/College Attendance
 - Better jobs/more home ownership/less welfare/fewer arrests
 - Better health
 - One of best returns on investment (\$7-\$16)

Rates of Return to Human Capital Investment at Different Ages: Return to an Extra Dollar at Various Ages – James Heckman - Nobel Prize Winning Economist





James Heckman Conclusions

- The economic returns to early investments are high. They promote efficiency and reduce inequality.
- The returns to later interventions are much lower.
- Skill begets skill and early skill makes later skill acquisition easier.
- Remedial programs in the adolescent and young adult years are much more costly in producing the same level of skill attainment in adulthood. Most are economically inefficient.

James Heckman Conclusions

continued

- Children from advantaged environments by and large receive substantial early investment.
- Children from disadvantaged environments more often do not.
- There is a strong case for public support for funding interventions in early childhood for disadvantaged children.

Quality and follow through matters



State PK Tennessee research –

Children made gains in PK and entered K with better school readiness skills

But gains were not sustained

- Preschool by itself is not sufficient –

- We need **high quality** and need to pay attention to the years that follow to continue gains made

"It's like saying spinach is really good for you, but we can't afford spinach. But here, I've got this Easter grass.

Maybe that will be just as good."



PreK – 3rd Grade Initiatives

- Kristi Kauertz has been working with Minnesota and many other states on PreK-3rd Initiatives to assure a quality start and support for that strong beginning to last.
- *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches* http://fcd-us.org/sites/default/files/PreK-3rd_Framework_Legal%20paper.pdf

States that are “on the path” to creating a well-aligned, high-quality primary education system by their efforts to implement PreK-3rd
Minnesota is thought of as a leader in PreK-3 – a model for other states

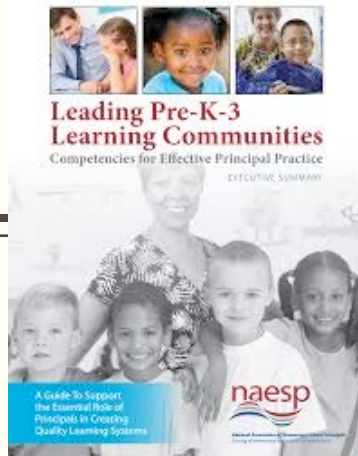


LEADING PRE-K-3 LEARNING COMMUNITIES COMPETENCIES FOR EFFECTIVE PRINCIPAL PRACTICE

Book and online
Executive
Summary
available at
<http://www.naesp.org/llc>



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



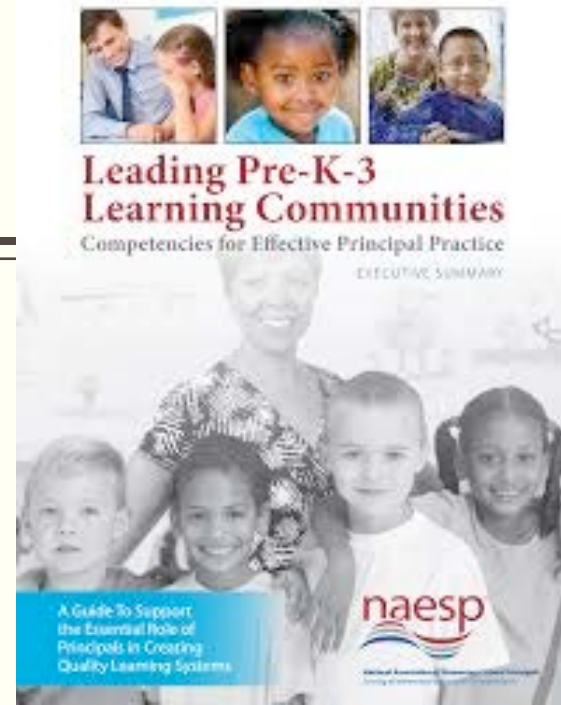
“This Pre-K-3 continuum encompasses so much of what administrators already believe (and we see in MN), such as:

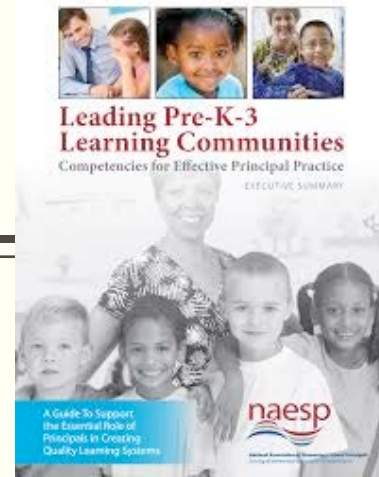
- Learning starts early and family engagement matters
- Supporting children to be prepared when they start school is essential to helping them get on the right track
- Developing early skills is fundamental to ensuring their future success
- Making sure children can read and do math by the time they leave third grade is essential to ensuring that they graduate from high school **ready** for college, careers and life
- Integrating the *arts* into learning and developing the *social, emotional* and *physical* well-being of children enhances their academic achievement.”

Gail Connelly, Executive Director of NAESP

“By bringing Pre-K expectations in line with those in kindergarten and the early school years, principals provide a coherent, related set of developmentally-appropriate experiences during the first critical years of schooling. There can be no greater foundation for ensuring the later success of our children in school”

"Early childhood education is the single most important element of a successful learner's PK-12 experience, and a proven predictor of long-term student success. Providing a high-quality successful early learning opportunity must be the focus of every principal leading schools in the elementary grades”



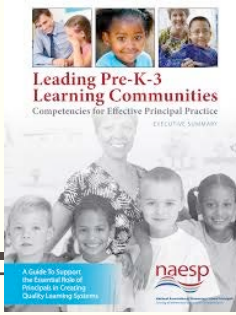


Key elements of effective Pre-K-3 programs include:

- “High-quality, voluntary universal Pre-K for all children 3 and 4 years old
- Full-day kindergarten
- Qualified teachers who have both a bachelor’s degree and specialized training in how young people learn
- Opportunities for teachers to share data, planning, and professional development across grade levels
- Strong leadership committed to providing to children a seamless educational experience
- Quality, developmentally-appropriate curriculum and standards aligned from Pre-K through 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”

Competency: **Embrace the PreK-3 Early Learning Continuum**

Strategies/indicators of the competency in practice



- 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.

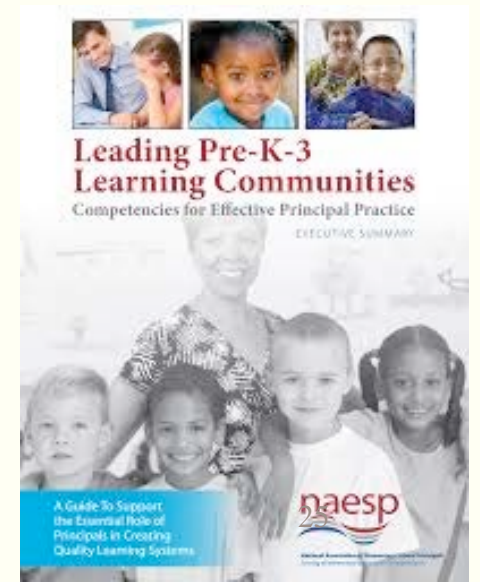


Competency: **Ensure Developmentally Appropriate Teaching**

Strategies/indicators of the competency in practice

Provide meaningful transitions between preschool and elementary school.

- Provide a placement for PK children in same school as their K placement if possible



Thinking About PK – K transitions – We need to Think about School Readiness from Multiple Perspectives

*Ready Schools *Ready Families *Ready Communities

➤ Ready Children

- MDE - Schools must be prepared to support and respond to all children's individual needs because children arrive at kindergarten with a wide range of experiences and competencies. Supporting readiness that is inclusive of children's' skills and knowledge at kindergarten entry can inform future program planning and teaching.
- NAEYC Position on School Readiness
<http://www.naeyc.org/files/naeyc/file/positions/Readiness.pdf>

High Quality After School,
Wrap Around, and Summer
Summer Programs



Student
Success

- NAESP Report recommends out-of-school and summer learning opportunities for children from age three to grade three.
- Noted economist James Heckman concluded that high quality preschool and after school programs together could reduce drug use by 45.8% and reduce skipping school by 50% (Investing in Our Young People, University of Chicago, 2006)
- Regular participation in high quality after school programs leads to significant gains in standardized test scores and work habits as well as reduction in behavior problems among disadvantaged youth
(*Promising After School Program Study, California, 2007*)

University of

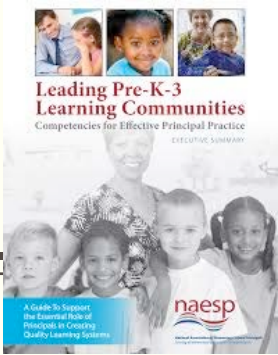
Benefits of After School Programs

- Improved school attendance and engagement in learning
- Students at greatest risk show greatest gains
- Afterschool programs keep kids safe, healthy, and on track for success
- Help working families

2011 Family and Community Engagement
(FACE) Research

Competency: **Ensure Developmentally Appropriate Teaching**

Strategies/indicators of the competency in practice

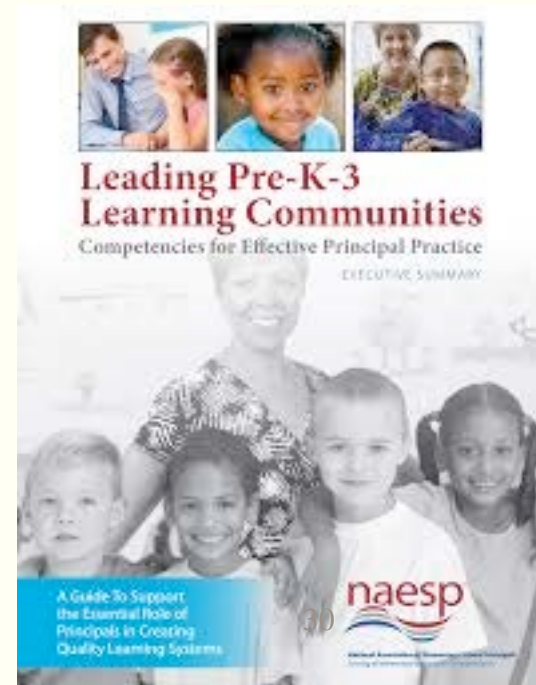


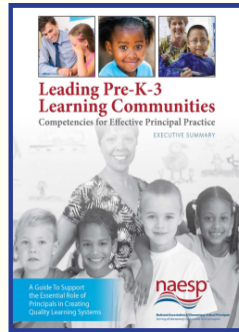
- Strengthen relationships between elementary administrators, teachers, and local early education providers, including center and home-based and Family, Friend, and Neighbor care
- Make Schools a Hub of Pre-K-3 Learning for Families and Communities
 - Develop a welcoming environment and sense of belonging and cultivate a shared responsibility for children's learning from age three to grade three.



Encouraging continuous learning for all members of the learning community: children, teachers, administrators, families

- “Build professional knowledge about what is developmentally appropriate across the continuum
- Support on-going job-embedded learning for teachers
- Support professional learning communities that focus on authentic work”
- MDE and MESPA held a Leadership Institute in 2014 and are again in 2015





PREK-3 LEADERSHIP SERIES

Supporting district and charter school leaders in
pre-K through grade 3 leadership

October 29, December 7, January 11, March 2 and April 28
9:00 a.m. – 3:00 p.m. (30 CEUs)
TIES Event Center, 1667 Snelling Ave. N., St. Paul

Presented by
Minnesota Department of Education and
Minnesota Elementary School Principals' Association

Successfully navigating the worlds of early childhood education and the K-12 school system is a challenge rarely addressed in principal licensure programs. When one is sitting in a leadership role, the unique challenges and opportunities become real on a daily basis.

The PreK-3 Leadership Series provides “a structure and a set of principles that can guide principals in creating and supporting connections” between the intersecting worlds of PreK and K-12. School leaders will have opportunities to learn from national and state PreK-3 leaders on the principal’s role in leading PreK-3. Participants will reflect on their current context and needs identified through self-assessments. There will be time to discuss new, research-based information and create action plans to support effective PreK-3 implementation.

The Leadership Series is designed to develop principal competencies outlined in the National Association of Elementary School Principals’ *Leading Pre-K-3 Learning Communities*.

More about the PreK-3 Leadership Series

The PreK-3 Leadership Series is an important and unique opportunity for our education leaders to explore how educators of children birth through grade three can work together systemically. Together we will close the achievement gap by building a strong learning community and a sense of shared purpose, identity and responsibility for improving the prospects of all our state’s children.

The series consists of five day-long sessions. Each session will feature an engaging combination of presentation, case studies, interactive discussion, small group work and a panel of local PreK-3 leaders who will share their experience and insight with building a stronger PreK-3 system in their community.

See the back of
this flyer for details
about each day!

Space is limited! Register now:

Visit www.mespa.net, then select **Professional Development**.



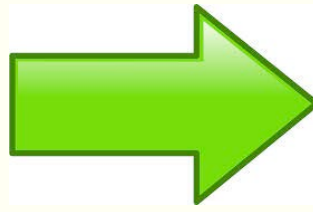
Minnesota Department of
Education

CONTACT

Mike Brown, MDE
mike.p.brown@state.mn.us
651-582-8224

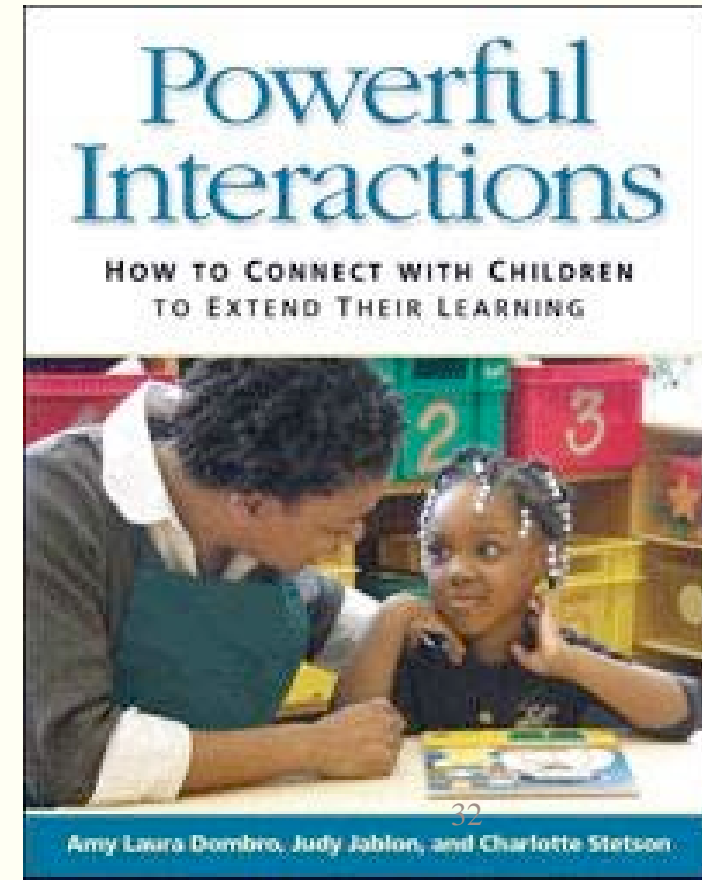
MESPA
mespa@mespa.net
651-999-7315

Creating Communities of Learners



Student Success

- Build Relationships between
 - Administrators, staff, children, and families
 - Individual relationships with each child
 - Promote relationships among students
- Establish a culture of respect
- Treat children with unconditional positive regard
- Provide PD, Mentors/coaches for staff to support their work





<http://www.edcentral.org/buildingmnreaders/>



Building Strong Readers in Minnesota



- Emphasize first 8 years lay the critical foundation for cognitive, social, and emotional skills that the rest of children's future will build upon.
- Those without this firm foundation are at high risk for education failure and negative life outcomes
- MN has one of worst achievement gaps in country – 40% qualify for Free and Reduced Lunch

PreK-3rd Grade Alignment would help reduce Achievement Gap

Intentional alignment of standards, assessment, curriculum, instruction and PD

Policies that would help:

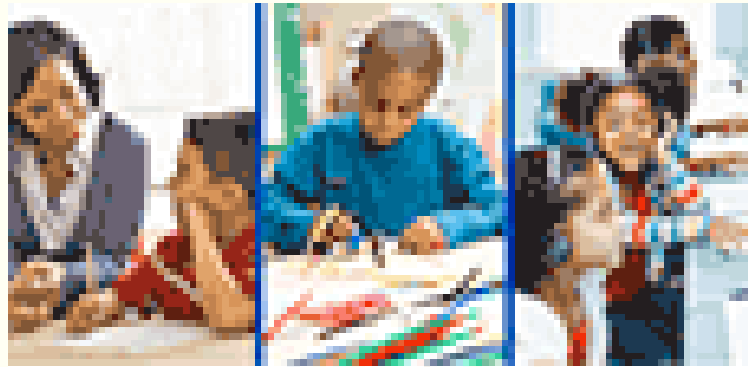
- Access to high quality early learning opportunities
- Access to free, full-day PK and K
- Highly effective educators and leaders who have knowledge of child development and evidence-based reading strategies
- Policies that support the unique needs of the growing DLL population
- Opportunities for Parent Engagement



-
- Mcknight Foundation and West Central Initiative created an advisory group – PreK-Grade 3 Design Team advising work around the state.
 - MN policies demonstrate commitment and understanding of the importance of helping children to get a strong educational foundation.
 - MN has a number of funding streams but most districts will need to braid the funding streams together to cover costs.
 - “Strong leaders who prioritize and understand early learning are key to successful PreK-3rd alignment.”



First School <http://firstschool.fpg.unc.edu/> resources



First School

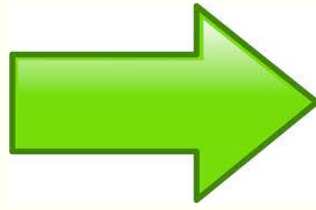
*Transforming PreK-3rd Grade
for African American, Latino,
and Low-Income Children*

EDITED BY

Sharon Ritchie
Laura Gutmann

FOUNDER/EDITOR: JENNIFER NORTON

***Using what we know
from Neuroscience***



***Student
Success***


- Early years are when the foundation for all that the brain will be happens!
- Low Stress/High Challenge
- Providing opportunities to learn using hands-on activities with multiple senses, involving multiple regions of the brain
- Take “Brain Breaks” throughout the day
- How the brain processes information –
 - Motivation matters
 - Get and keep attention
 - Meaningful
 - Long term storage



Using what we know from Neuroscience... PLAY is how young children learn best!

- Lev Vygotsy described play as the “Pre-eminent educational activity” of the early years
- Brown and Vaugh (2009) “What difference does play make? The truth is that play seems to be one of the most advanced methods nature has invented to allow a complex brain to create itself.”

Challenge



EDUCATE OUR COLLEAGUES, ADMINISTRATORS,
PARENTS, AND THE PUBLIC ABOUT THE IMPORTANCE OF
ENGAGED, MEANINGFUL LEARNING, INCLUDING PLAY

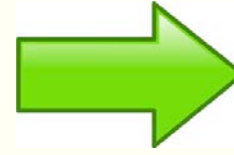
“The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document.” CCSS ELA Introduction p.6



-
-
- Children benefit from time in whole group, small group, and individual work. *However, time in whole group instruction is increasing.*
 - Children benefit from active play both indoors and outside. *However, recess is being reduced and even eliminated in many schools.*
 - Children benefit from a curriculum that addresses the broad range of development, *However, the curriculum continues to be narrowed.*
 - Children's learning benefits from hands-on, meaningful opportunities. *However, active learning is increasingly replaced with worksheets and recall of meaningless facts.*



Hands-on Learning Opportunities

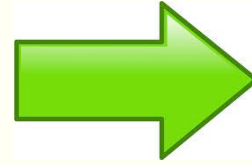


Student Success

Teacher and author Beth Davis found that doubling the amount of hands-on instruction given to the lowest performing students in an at-risk class, resulted in these children showing the highest gains when compared with ten other classes made up of average and above average students in the same school.

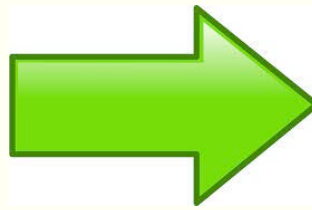


To ensure Student Success



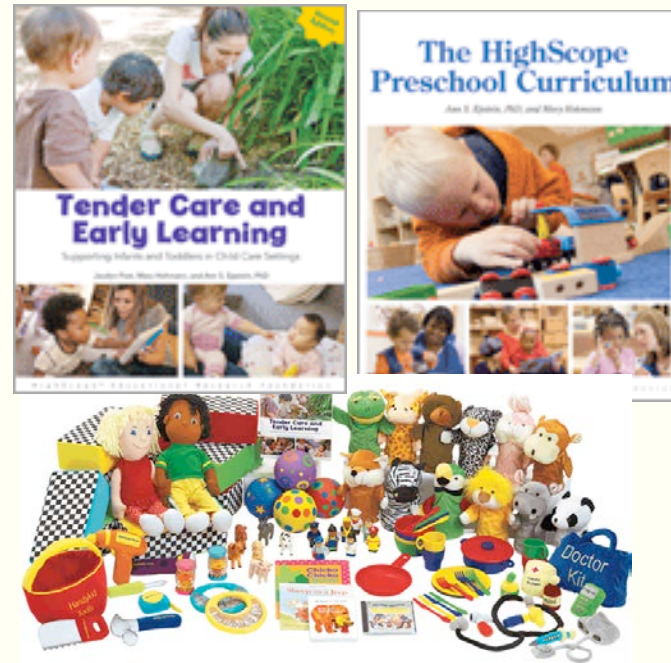
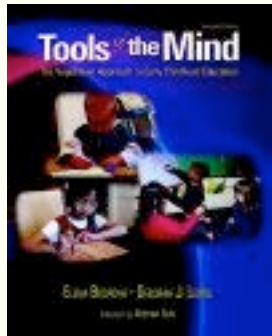
- We need to truly understand the knowledge, skills, and dispositions required in the standards
- How to authentically assess (Work Sampling, Teaching Strategies Gold, High Scope COR, NIEER's Early Learning Scale)
- Keep track of individual student's progress in order to differentiate and help them move forward
- Know research-based, developmentally appropriate, engaging ways to help children meet the standards and expectations

To ensure Student Success



- Use research-based Developmentally Appropriate Curriculum

Tools of the Mind (PK – K)
Self-regulation/intentional learning



High Scope (Infants – Elementary)



*The Creative Curriculum
(Infants – PK)*



To ensure Student Success



Design Environments to Support Student Learning

Learning centers/Interest areas provide an engaging, effective way for children to learn PK-3

Promoting

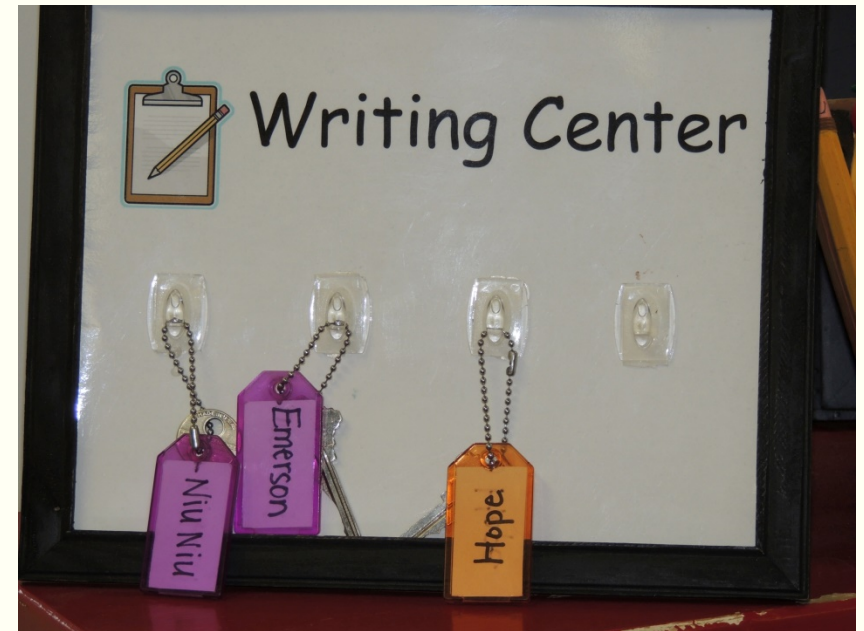
- ✓ Independence
- ✓ Engagement
- ✓ Opportunity to learn and practice skills
- ✓ Meet standards

NAEYC recommends at least an hour/day in PK/K in engaging interest areas where children are making choices



Literacy Centers with Intentionally Planned Activities for Meeting Standards allow for Differentiation

- Library Center
- Listening Center
- Writing Center
- Rhyming/Word Family Center
- Buddy Reading Center
- Word Study Center
- Spelling Center
- Computer Center
- Comprehension/Retelling Center



Math Centers with Intentionally Planned Activities for Meeting Standards allow for Differentiation

The Block Area provides another meaningful way to learn math skills PK-3rd — especially geometry



Long Term Studies/Projects

promote meaningful learning and meeting standards

- ✧ Long-term studies, Problem/Project-Based Learning with topics required in science and social studies standards and topics
- ✧ Standards call for students to DO science and social studies not just take in information
- ✧ Apply Math and Literacy skills and concepts in meaningful contexts
- ✧ Great opportunity for reading informational text

Challenge

HELP TEACHERS, ADMINISTRATORS, AND FAMILIES REALIZE CHILDREN CAN LEARN AT EVEN HIGHER LEVELS THROUGH DEVELOPMENTALLY APPROPRIATE, ENGAGING METHODS

Videos – MDE **The Shift: The Development and Learning of Kindergarten Age Children**

https://www.youtube.com/watch?v=iMo_VP7N_Tk



High Quality Kindergarten Today NJ Department of Education - Website – Search “High Quality Kindergarten Today”

<http://www.state.nj.us/education/ece/k/hqktoday/> Dr. Dorothy Strickland

We need to communicate WHAT and HOW we are helping children learn – to reach our goal of ALL children succeeding

Block Area

Here we are learning:

- Geometry
- Measurement
- Physical Science
- Language
- Sorting and Classifying
- Fine and Gross Motor Skills
- Social Skills
- Persistence



Bloques



Importance of Fostering Positive Approaches to Learning & Social and Emotional Development (Neurons to Neighborhoods)

Students who are *enthusiastic*

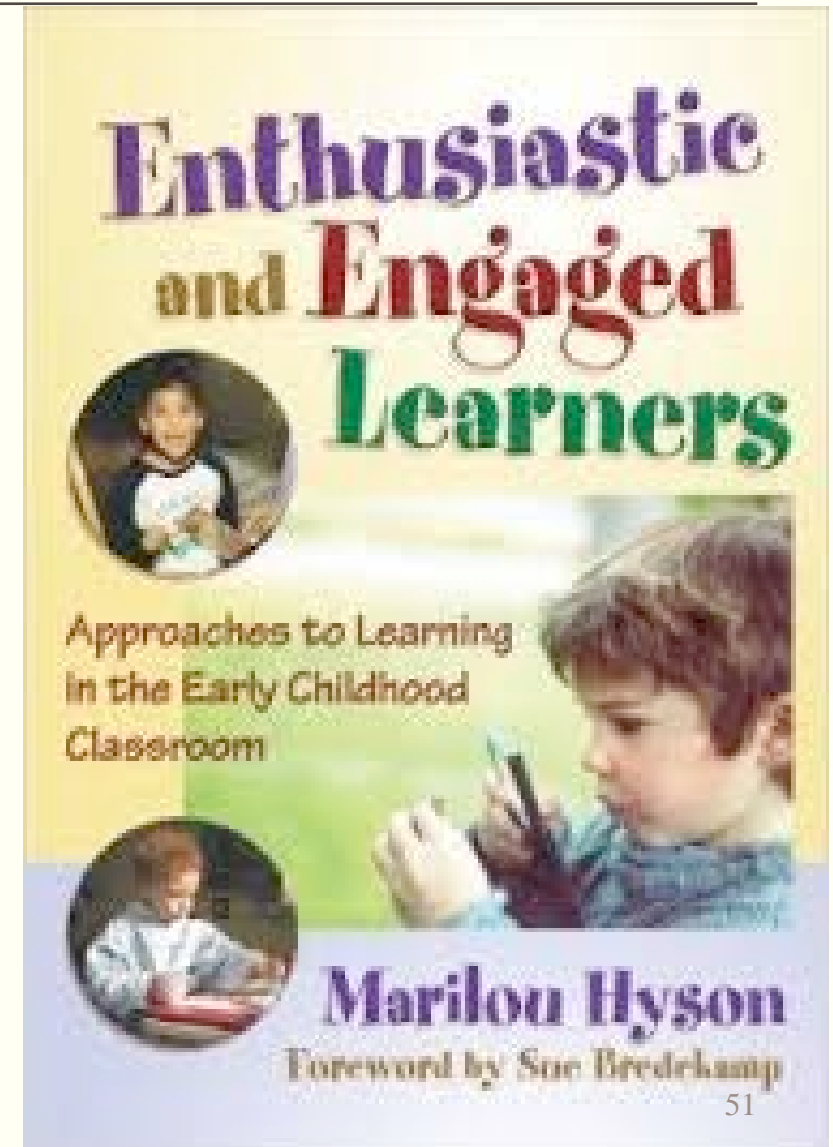
★ Interest, enjoyment, motivation

and *engaged*

★ Attention, persistence, flexibility, self-regulation

in learning will be more successful

Emotion Regulation allows a child to control stress and anxiety—ultimately affecting learning.





Building Social and Emotional Skills - Sanford Harmony Program

Designed to make a difference in how Pre-K - 6th grade students think about and treat each other. By promoting positive relationships between students in Pre-K - 6th grade, this program promotes respect and understanding of differences among all children. The ultimate goal is to improve student cooperation, empathy and mutual respect as well as foster greater inclusion and connectedness.

- Storybooks and songs for Pre-K through 2nd Grade
- "Meet Up" activities designed to promote whole-class communication and relationship-building
- "Buddy Up" activities designed to foster peer-to-peer connection and collaboration
- Unit plans and everyday practice guides for teachers



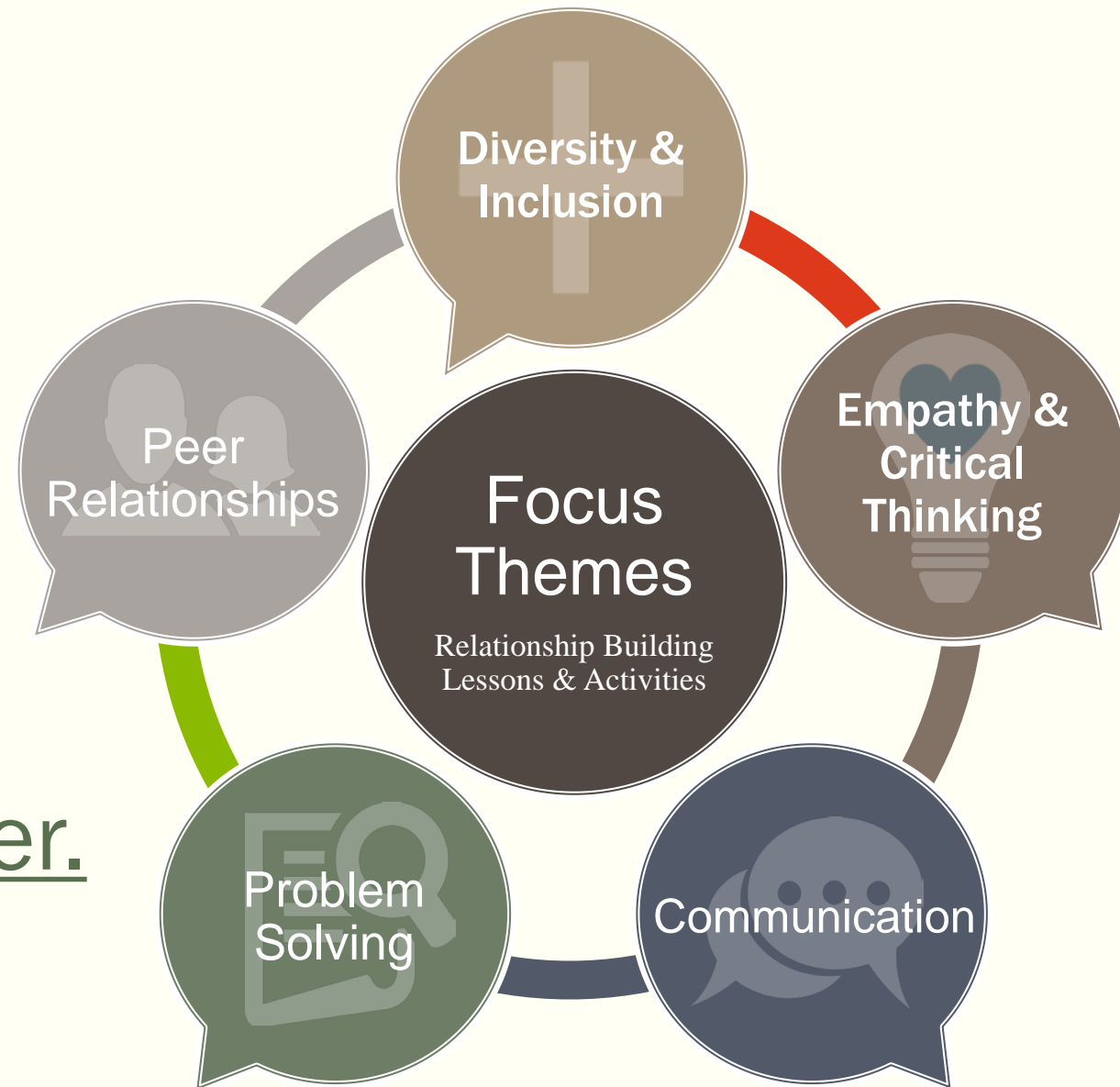


Harmony Program Units

Topics and activities can be
included in any curriculum

[http://sanfordeducationcenter.
org/harmony.cfm](http://sanfordeducationcenter.org/harmony.cfm)

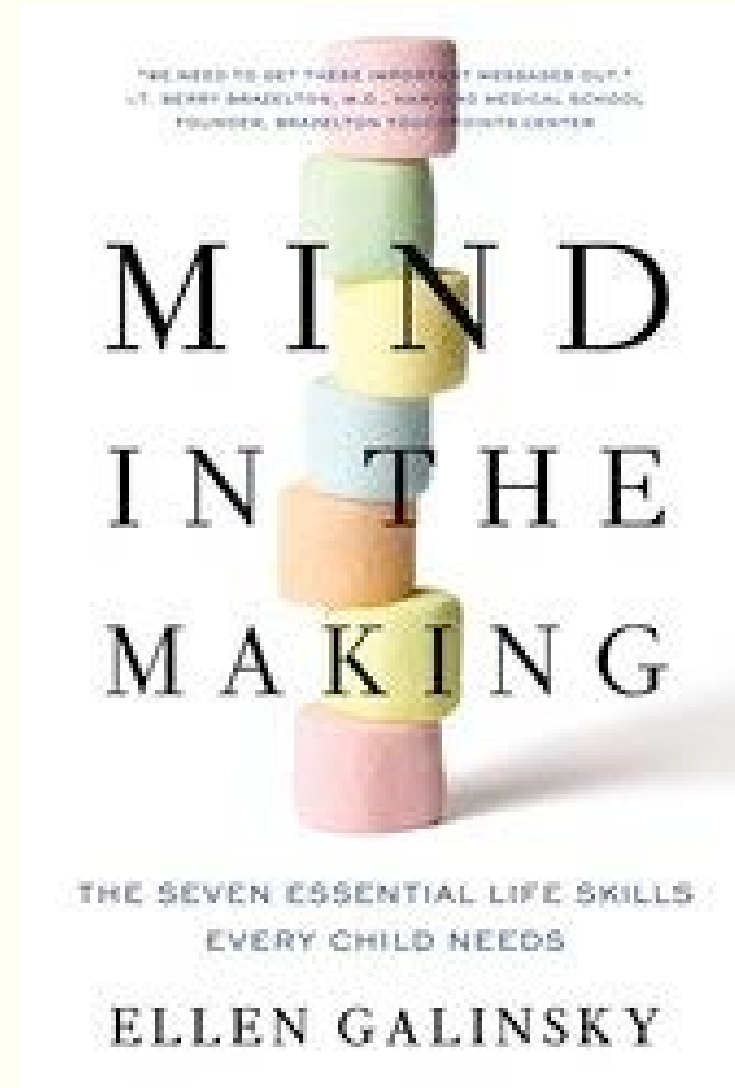
ALL AVAILABLE FOR FREE!



Promoting Executive Function Promoting Student Success

- 7 Life Skills (Gallinsky)
 - Focus and Self-control
 - Perspective Taking
 - Communicating
 - Making Connections
 - Critical Thinking
 - Self-directed, Engaged Learning
 - Taking on Challenges

<http://www.mindinthemaking.org>





Taking on Challenges - Promoting a ***Growth Mindset***
Acknowledge EFFORT not just getting a “Right Answer”

MIND MATTERS Wray Herbert

Is EF the New IQ?

Why the ability to resist distraction, a skill scientists call "executive function," may be more important to academic success than traditional measures of intelligence.

Vulnerable children who do well in school often have well-developed capacities in executive function and emotional regulation, which help them manage adversity more effectively and provide a solid foundation for academic achievement and social competence. Evidence that executive function and self-regulation predict literacy and numeracy skills underscores the salience of these capacities for targeted intervention. Many teachers also contend that competence in these domains is more important at school entry than knowledge of letters and numbers. Jack Shonkoff, Harvard University in a 2011 issue of Science

To ensure Student Success



Teach Problem Solving Steps

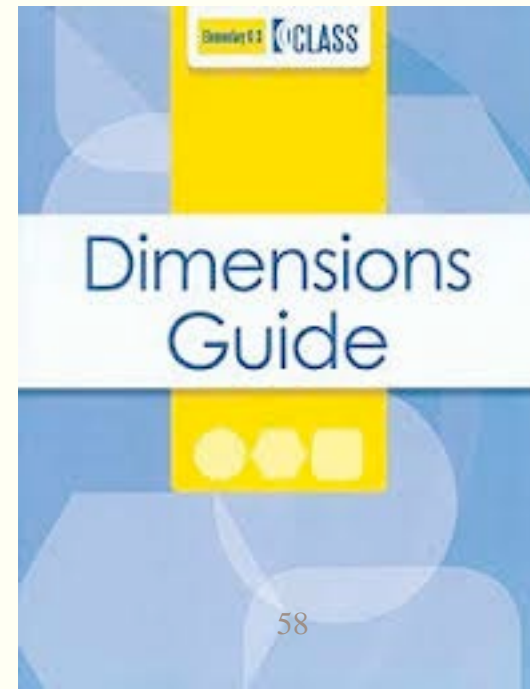
1. What is the problem? (Identify problem)
2. What are some ways I can solve this? (Brainstorm possible solutions)
3. What Shall I try? (Choose a solution)
4. Give it a try. (Experiment to try it out)
5. Did it work? (Evaluate)
6. If not, what else could I try? (Start process over)

Needed by recent standards -Can help in all areas of the curriculum

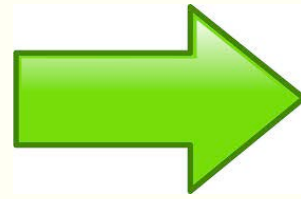


High Quality EC requires High Quality Teacher-Child Interactions and High Quality PD based on Research-Based Evidence

- Classroom Assessment Scoring System (CLASS) Dimensions – for Professional Development
- Center for Advanced Study of Teaching and Learning (CASTL) at University of Virginia – *teachstone.org*
- Hundreds of studies demonstrating the effectiveness of the 10 Dimensions of teacher/child interactions to promote positive outcomes for student learning infants through 12th grade

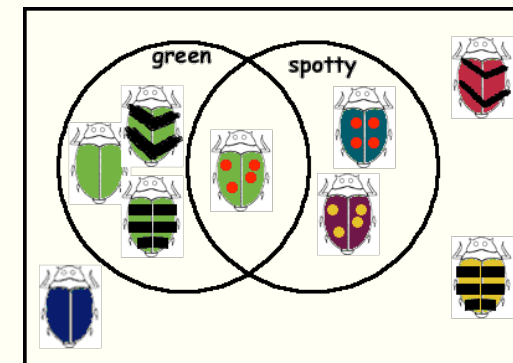
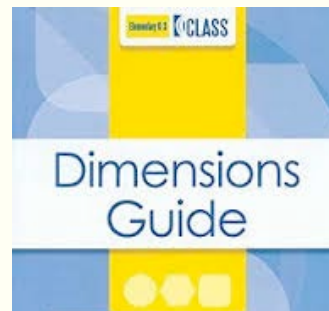


CLASS Dimensions



Higher Outcomes

- **Positive Climate**
 - **Lack of Negative Climate**
 - **Teacher Sensitivity**
 - **Regard for Student Perspective**
 - **Productivity** – every child **ENGAGED** as much as possible in all activities
- **Behavior Management**
 - **Instructional Learning Formats**
 - **Concept Development** (Higher order thinking skills – compare, contrast, problem solving etc.)
 - **Quality Feedback**
 - **Language Modeling**





Strengthening Home/School Connections



Student Success

- Enlisting Families as Partners – Research shows student outcomes can increase as a result
- Using technology to stay connected
 - E-mail
 - Websites – such as Minnesota Parent Knows - <http://www.parentsknow.state.mn.us/parentsknow/index.html>
- Calendars and ideas for families to do at home
 - Helping students meet standards
 - Strengthening the parent/child relationship

Home/School Connections - ***Let Families know the importance of Reading and Talking with their Children!***

- 52% of children under 5 are not read to each evening – Increases to 64% of low income children under 5
- Reading aloud builds language and cognitive skills, as well as motivation, curiosity, and memory
- Reading aloud at early ages promotes a positive association with books and reading in later grades
- Research indicates that sending books home with children over the summer yields great gains in achievement (Allington & McGill-Franze, Educational Leadership, April 2008)

2011 Family and Community Engagement (FACE) Research



Some districts in MN invite families in for a few evenings the year before K to promote relationships between families and schools, help children feel comfortable

- Social emotional night
- Literacy night
- Math night

Increased Student Attendance **Student Success**

Every Student, Every Day National Initiative

- Introduction to the Initiative, Toolkit, and other resources at <http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>
- A growing and compelling body of research demonstrates that chronic absence from school—is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school.
- Undermines other efforts we undertake to reduce achievement gap
- Affects students who need school the most typically
- “Every member of a school’s staff should be encouraged to play an active role in engaging students and ensuring that they are supported to attend and succeed in school every day.” (p.19)
 - Monitor individual attendance patterns and provide support to families who need it.

Why Chronic Absenteeism Matters for Early Learning

- Chronic absenteeism negatively affects all students, particularly young children.
- Children with lower preschool attendance are less ready for kindergarten, and those who are chronically absent in both kindergarten and first grade are much less likely to be reading at grade-level by the end third grade.
- If not reading on grade-level by the end of third grade, a child is four times more likely to drop out of high school.

Seeing all this in action...

MDE website link to Foundation for Child Development

- <http://fcd-us.org/our-work/prek-3rd-education>
- <http://www.prek-3rd.org/index.html> Video Pk-3rd Grade: A New Beginning for American Education



GOAL

Create Learning Communities that support all children, staff, and families - communities that promote student learning so that each child makes the most progress possible toward reaching standards, develops a love of learning, and acquires skills that will allow them to have *fulfilling, productive, joyful lives*.

Think about what you can do to achieve this goal in your setting