

End-of-Year DAC Report: Early Learning

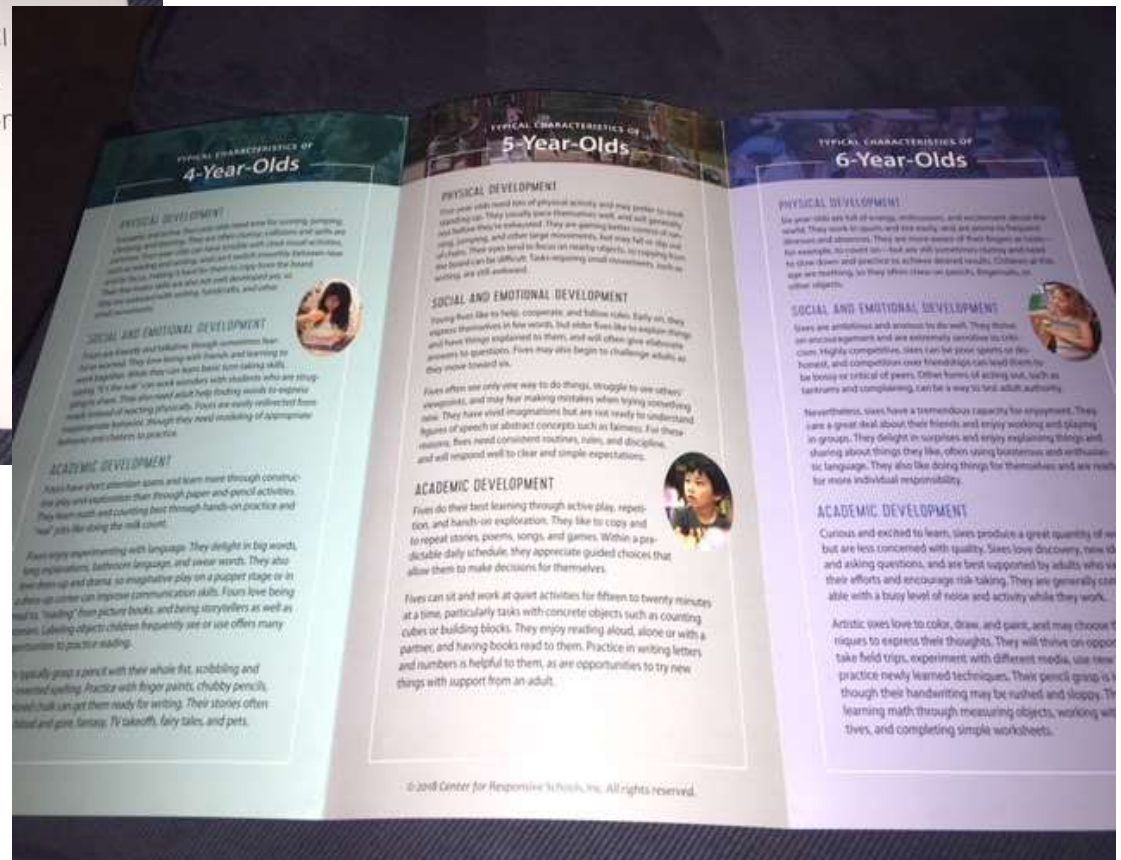
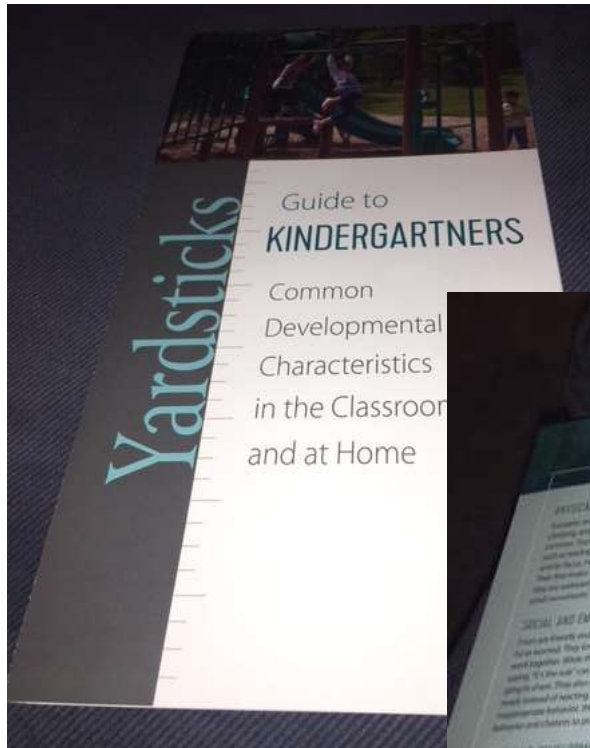
Back-up Materials



Childcare and Development District Advisory Committee

- Charge 1 - The DAC will work to determine if there are preschool eligible students in our community who are currently not attending preschool. **We believe it is important to improve our understanding of the types of challenges that may impede attendance, as well as the resources needed to support all families so children can successfully attend preschool;** and whether those resources are currently available and accessible.
- Charge 2 - The **DAC will consider the types of data to gather from preschool, Transitional Kindergarten and Kindergarten.** This data will be used to help SMMUSD maintain quality programs that best prepare our youngest students and their families to be successful in elementary school and beyond.

Building a Common Understanding of School Readiness





4-5¹⁰ Physical

What kids
a balance

Proximity
development
pace of d

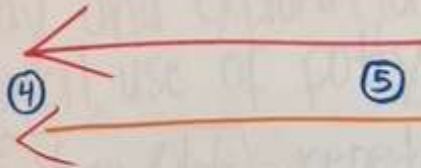
What concern
Children are
They do not

Too much f
age-inappropriate a
ing of development
and what it looks like

What we need
The need for → Development
in act

The importance
adequate sleep time
screen/
Share Yardstick

Social / E



- rules
- enthusiastic
for learning
- development
expressive
- adult support
- friendship

Academic Development

4 Year Olds experimentation of
language and use, constructive
play and exploration w/paper and
pencil, use of potty talk,

5 Year Olds - repetition w/songs, books,
poems, sit longer 15-20 minutes at a
task, routine w/guided choices, enjoy
reading, enjoy practicing numbers
and letters

6 Year Olds - pencil grip improving,
although rushed and sloppy, like
disordering, asking questions and new
ideas, very noisy and active, enjoy
all aspects of math

Physical Development

4 year old

5 year old

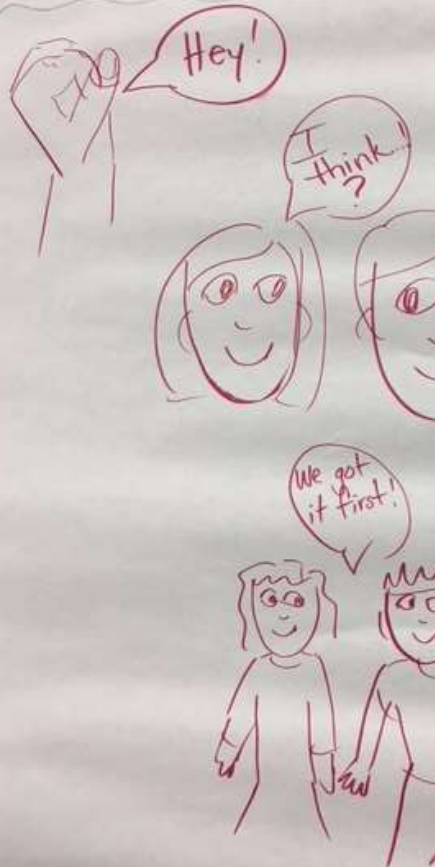
6 year old



AWKWARD
can't copy fine motor development
energetic
lots of physical activity
CLUMSY

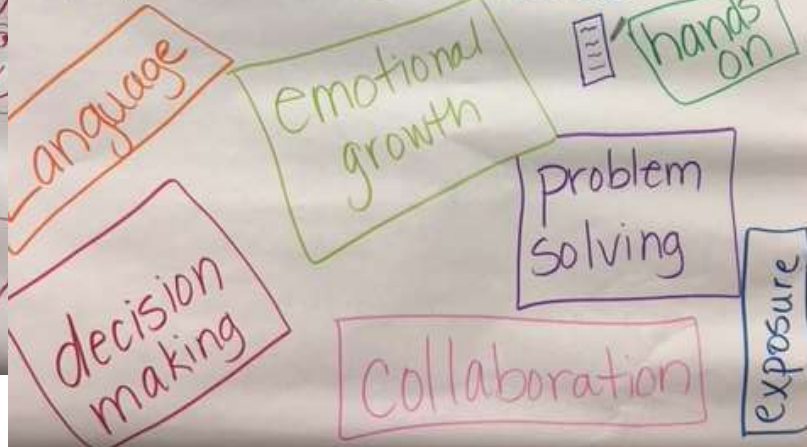
better fine and gross control
like to walk standing
still awkward with fine

Social/Emotional Dev.



Academics

Play is essential but there seems to be a disconnect between what's developmentally appropriate and state standards.



EDI Characteristic Highlights

Population focus

- Community results reported by neighborhood geography
- District receives confidential school level reports
- Never reported by child or teacher

Holistic measure

- Covers five developmental domains, 16 subdomains

Feasible to implement at scale

- Collected once every 3 years by K teachers (annually in SMMUSD)
- User-friendly, online observational assessment, recall

Internationally validated

- Developed at McMaster University, Canada
- Successfully used in over 15 countries
- National indicator in Australia
- Strong reliability and validity
- EDI Predicts later standardized test scores



Comparison of EDI Results by Developmental Domain Across years (2015, 2016, 2017)



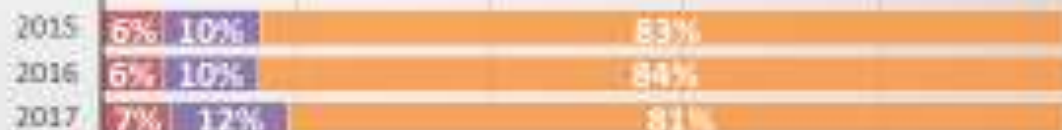
Physical Health and Well-being



Social Competence



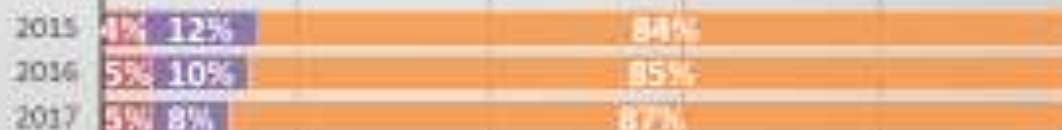
Emotional Maturity



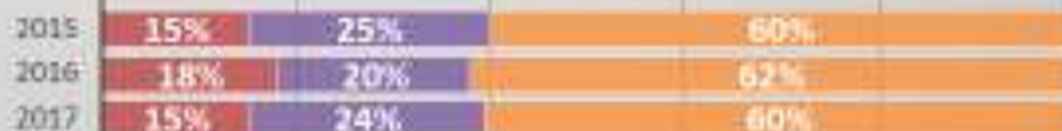
Language and Cognitive Development



Communication Skills and General Knowledge



Distribution Across All Developmental Domains



Notes from DRDP-EDI Crossover - Word

File Home Insert Design Layout References Mailings Review View Font PDF Tell me what you want to do...

Samarge-Powell, Susan Share

Cover Page Blank Page Page Break Table Pictures Online Pictures Shapes SmartArt Chart Screenshot My Add-ins Store Wikipedia Online Video Media Hyperlink Bookmark Cross-reference Comment Header Footer Page Number Text Quick WordArt Drop Cap Signature Line Date & Time Equation Symbol

ATL

- Basic foundations for SED, COG – found a lot of the information all over the EDI
- The EDI was generally more 'negative' whereas the DRDP was more 'positive' in looking at the progression
- Found the "opposite" of each in the EDI and DRDP

SED

- The DRDP was similar to the Language standards in looking at a continuum
- The EDI is more about defining 'one' area
- Many behaviors in SED with DRDP were with interactions with peers and adults
- Social/Emotional in EDI might be less about interactions and more about the child(s) needs
- Some things were not addressed in the DRDP that were in the EDI – so wondering if that is more about the age level considerations
- Special education can look at the entire continuum within one class – there is more breadth to be found

LLD

- Overwhelming! Many measures overlapped
- Talked about trying to find a way to share this information in a simpler way with K friends (to have it be useful)
- Trying to figure out how to help colleagues who are doing the DRDP without much in the way of 'time'

Physical Development - Health

- Consideration of the EDI first questions that they seem more about the adult preparation
- Items on each that you would not find on the other
- The skills are on the continuum (one day to the next will not be too different)
- On the DRDP in PK we look from left to right, but in K or in Special Education in K they might be reading from right back to left

Cognition Including Math and Science

- Much of the information is similar/shared
- Some items are missing in the EDI
- Some of what we're doing with regards to teaching and learning experiences are not necessarily found in the EDI; so while we are seeing 'success' it's not necessarily all the components we are considering
- Would love the "at a glance" DRDP to be given to K to allow them an opportunity to see what would be useful to know
- The practice of observing and documenting learning – what would that documentation/observation look like across the continuum of PK, TK and K
- Can there be tools that can be used like Seesaw so we are using electronic measures

*Special education doesn't get any information back from the DRDP

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Potential

Kindergarten

Potential

Activities/Inquiries/Provocations/Experiences

Social and Emotional	Cognitive	Physical
<p>Emotion regulation: (Visual to identify how a S feels)</p> <p>T-to-T ("What is character feeling")</p> <p>Your emotional color can change throughout a day & environment.</p> <p>Predicting antecedents</p>	<p>Identifying items verbally, "I Spy" (ex. colors, items, shapes)</p> <p>Text-to-text</p> <p>Sorting Feelings</p> <p>Sorting items</p> <p>Mixing Colors</p> <p>Whole Group or Pair Share making a narrative</p> <p>Generating a list of coping strategies for challenging feelings.</p> <p>Make a S Pop-up book. Children choose own ^{color/emotions} emotions for book.</p> <p>author POV.</p>	<p>Acting out emotions</p> <p>Body motion/movement for each feeling.</p> <p>Acting out story</p> <p>Reading Body Language - ^{Pantomime} Emotion</p> <p>Using instruments to show emotions</p> <p>Trace bodies - Where do you feel this emotion in your body.</p>

Evaluation	Please circle one 1 = little or none; 2 = some 3 = moderate; 4 = high;
1. Rate the overall quality of the meeting/presentation	1=0 2 =1 3 =6 4 =35
2. Rate the value and usefulness of the information	1=0 2 =1 3 =8 4 =33
3. Rate the structure of the presentation/meeting	1=0 2 =0 3 =7 4 =35
4. Rate the quality of service this event provided for you	1=0 2 =0 3 =5 4 =40
5. My teaching role is	PK TK K Other
Which activities were particularly engaging/useful? What might you take back with you? *Talking with PK, TK and K teachers *EDI Data collections and expectations *Planning with my level team around the book idea *The EDI info is FINALLY useful! *Cross grade level conversations *Loved the Yardsticks analysis and share out with each other *The Color Monster Book! *DRDP and EDI alignment *Great to see the different assessments and how they overlap and differ *Hands on collaboration – digging in to the data	
What suggestions do you have for our next vertical alignment experience? *More time to work together! *Narrow our focus next time – let's look at one content area *More Lesson planning ideas and time to work together *To have a follow up meeting to create actionable steps to be aligned *Looking at academic expectations *Discuss ways for Early Learning staff to support one another *Best practice sharing *Activity planning around supporting challenging behaviors *Ways to incorporate music and movement *Classroom visits!	
Any Additional Comments: *This was a really positive experience – thank you! *It would be great if there was an opportunity to visit other classrooms *Thanks for gathering all the Early Learning educators – it has been awhile *Love having time to talk with teachers of other ages *Was SO great to come up with next day activities – we can implement them ASAP! *Thanks for the food, snacks and chocolate! *It was nice to see how research is influencing policy *Great way to open up lines of communication between PK, TK and K	

“Can we visit each others classrooms?”

“We want more lesson planning time together!”

“I loved having time to talk with teachers of other age groups!”

“Loved the hands on collaboration and digging in to the data!”

“Thank you for bringing us together – when can we do this again?”

