Everett Public Schools
21st Century Skills
Kindergarten Guide

Version 5.0

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EVERETT PUBLIC SCHOOLS

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Acknowledgements

The initial Everett Public Schools (EPS) 21st Century Skills Full-Day Kindergarten guide was the result of countless hours of hard work and collaboration of dedicated kindergarten teachers, curriculum specialists, department representatives and educators from other districts engaged in this work; in particular Bellingham Public Schools and Sumner School District. Their expertise led to the creation of the state full-day kindergarten guide that was a foundational component of our work. Without the knowledge, expertise and vision of these trailblazers, this guide would not have been possible. Therefore, we would like to extend our sincere gratitude to everyone involved in this important work.

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This guide includes excerpts and citations from a large number of experts and organizations. We want to thank them as well for their critical contributions.

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Kristi Dominguez, Director of Early Learning, Bellingham Public Schools
Lynn Lahey, Retired Early Learning Curriculum Specialist
Karla Barton, Early Learning Administrative Assistant, EPS
Jodi Madison, ECEAP & Early Learning Secretary, EPS
Tami Smith, Early Learning Administrative Assistant, EPS

Throughout the guide you will see this icon which represents collaboration and consensus of the EPS Kindergarten Leadership Team.

Everett Public Schools Mission

To inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

EPS Vision

Our students will lead and shape the future.

- They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate.
- They will demonstrate empathy, pride and advocacy for self, school, and community while respecting the diversity and worth of others.
- They will acquire the knowledge, attitudes and skills to adapt to the emerging needs of a changing world.

Introduction

Welcome to **Everett Public School's 21st Century Skills Kindergarten Guide**. The 2016-2017 school year was the first year the state funded full-day kindergarten for all. The guide is a result of the EPS Kindergarten Leadership Team creating a common framework for kindergarten in Everett. The team reviewed current research and practices to refine a Full-Day Kindergarten (FDK) model for EPS as part of the 21st century skills implementation plan. New information about brain development, developmentally appropriate practices and the 2016 Washington State Kindergarten Guide informed the team's work.

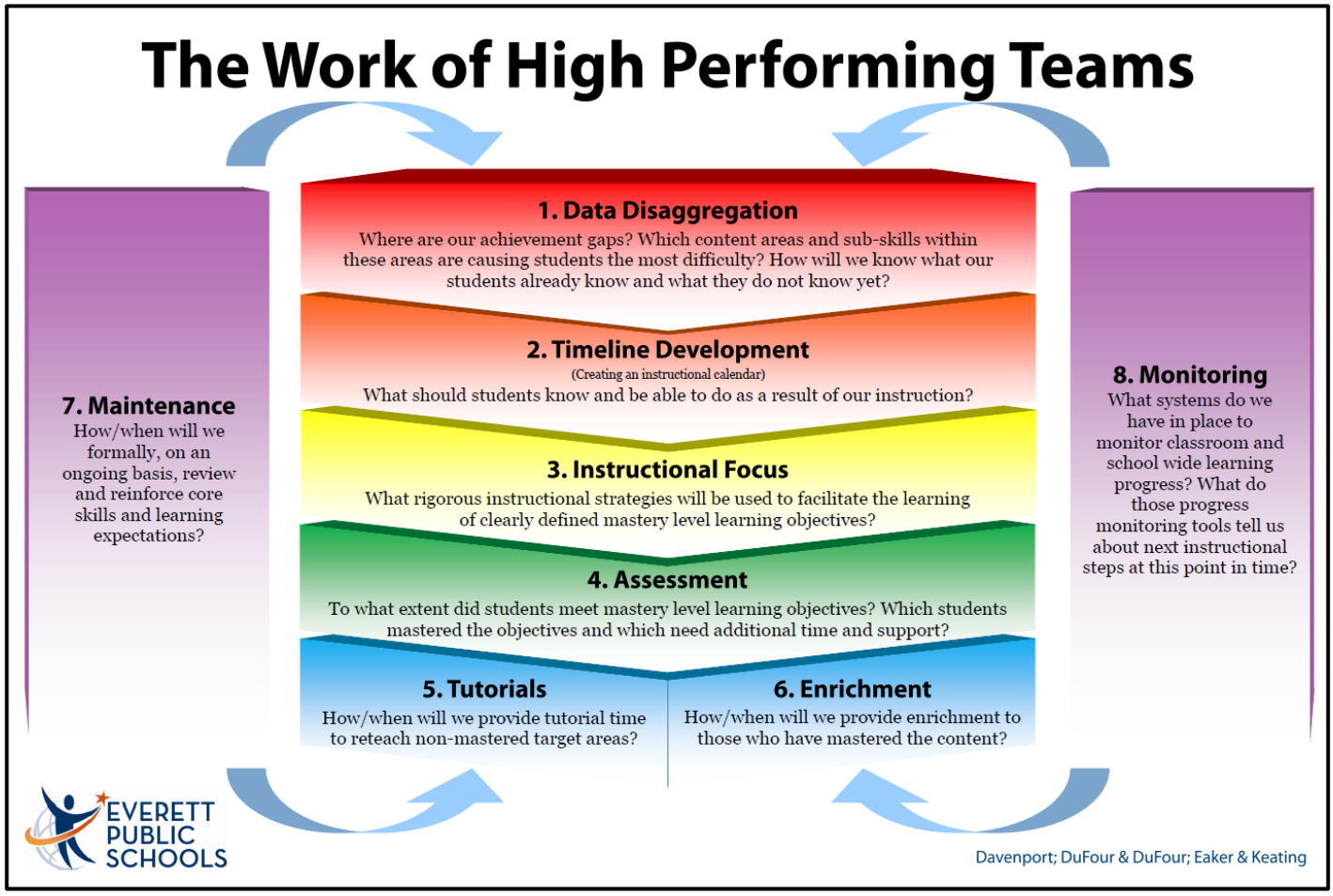
An explosion of research has contributed data about kindergarten-age children. These studies draw a highly detailed picture of 5-year-olds' functioning, adding considerably to what was previously known. Recent studies also corroborate many ideas of earlier progressive educators, for example, documenting the notion of the "whole child," "from the perspective of neuroscience…abundant evidence indicates that emotional development is inextricably intertwined with cognitive abilities and physical well-being." (Diamond, et al, 2015).

Five-year-olds can be enthusiastic, exuberant, and even boisterous learners, communicating total responsiveness when activities engage them. This is their trademark learning style. Teachers who see their energy as a resource rather than an impediment can build on their drive for learning and mastery. Kindergarten is a crucial time for the development of social and emotional skills as well as achieving rigorous academic standards.

Common Core and 21st century skills require instructional shifts. Teachers will be providing challenging, problem-based learning experiences that integrate content and social-emotional learning. Students will be engaged in inquiry as they work with others and make sense of their own learning. The six 21st century skills (communication, collaboration, creativity, critical thinking, growth mindset and citizenship) are an integral part of the EPS Kindergarten Guide. Plan-Do-Reflect, a play-based model of learning, is a shift that will provide students opportunities to develop and practice 21st century skills. This guide provides an overview, background information and a framework to assist teachers and administrators in establishing an engaging learning environment to provide rigorous learning opportunities for each student. It also provides support for planning the experiences in which learning takes place.

As we move forward with FDK, we will continue to reflect and refine our practices based on brain research and current best practices to meet the ever-changing needs of kindergarten students. The refinement is another step in the P-3 alignment work already supporting connected and common practices in literacy and mathematics. This is a chance to balance our early learning system, birth through third grade. We can have high standards for math, language, literacy, social and emotional skills and provide experiences for children to reach these rigorous standards in ways that embed the love of learning (WA State FDK Guide, 2016).

It is our job as educators to be ready for students, not their job to be ready for kindergarten. This includes a deep understanding of child development and planning curriculum, instruction and assessment based on each child's development and readiness. Developing positive adult-child relationships is a key factor in maintaining a high-quality learning environment. Our goal is continuous improvement so this guide will be a work in progress. We welcome input and feedback from all stakeholders.



EPS Strategic Plan:

Key Performance Outcome 1.1.b: Students meet or exceed standards by the end of kindergarten

Action Item: Implement high-quality full-day kindergarten model

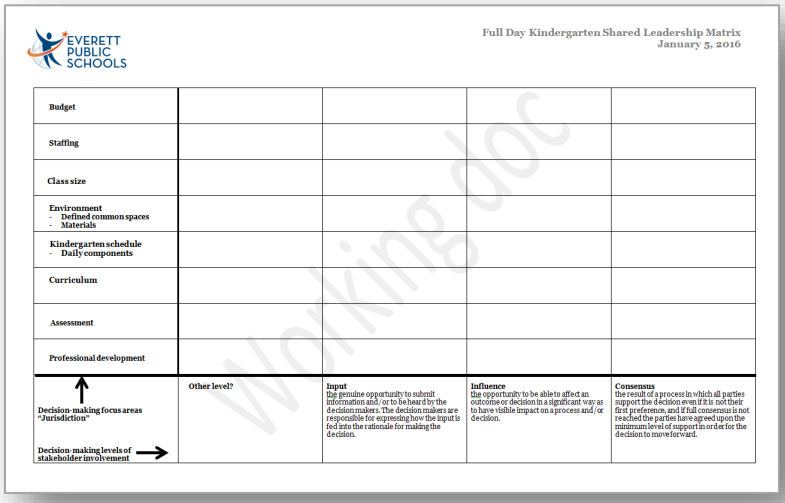
Purpose: Utilize current research and best practices to collaborate in the design of a full-day kindergarten model which provides information on effective practices and guides aligned implementation of high-quality, developmentally appropriate, rigorous kindergarten classrooms.

Roles & Responsibilities

The EPS Kindergarten Leadership Team represents one kindergarten teacher from each school and various departments. It is the representative's responsibility to bring information from meetings back to those they represent. Information will be shared and feedback and/or input will be brought back to the next meeting. It is essential each representative voices the thoughts and opinions of those they represent even when they are not views or opinions of their own. Decisions will be made in the best interests of students and with input from all members.

Shared Leadership

Matrix



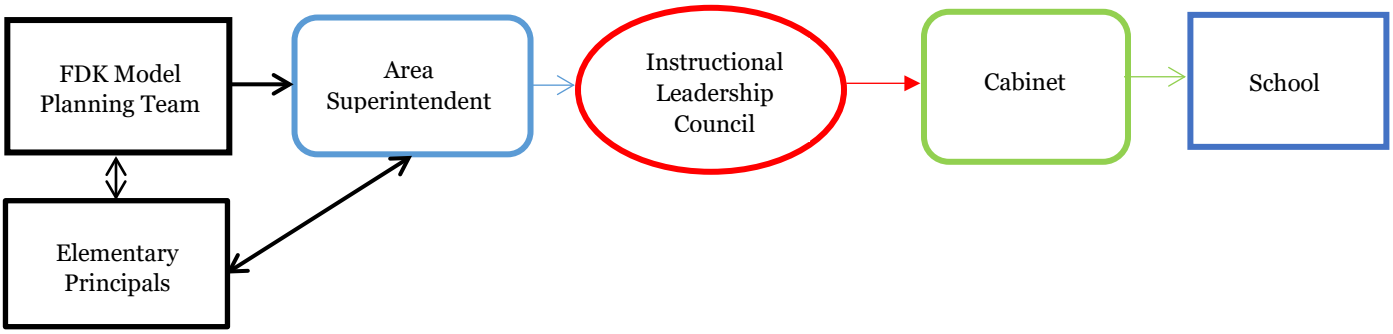
EVERETT PUBLIC SCHOOLS

Full Day Kindergarten Shared Leadership Matrix
January 5, 2016

Budget				
Staffing				
Class size				
Environment - Defined common spaces - Materials				
Kindergarten schedule - Daily components				
Curriculum				
Assessment				
Professional development				
Decision-making focus areas "Jurisdiction" ↑ Decision-making levels of stakeholder involvement →	Other level?	**Input** the genuine opportunity to submit information and/or to be heard by the decision makers. The decision makers are responsible for expressing how the input is fed into the rationale for making the decision.	**Influence** the opportunity to be able to affect an outcome or decision in a significant way as to have visible impact on a process and/or decision.	**Consensus** the result of a process in which all parties support the decision even if it is not their first preference, and if full consensus is not reached the parties have agreed upon the minimum level of support in order for the decision to move forward.

Working doc

Decision Making – Recommendation Flow Chart



State Guide Background

In 2007, the Washington State Legislature began the phase-in of state funded full-day kindergarten in recognition of the critical importance of expanding learning opportunities for children in the early years. When passing this legislation, the Legislature understood the importance of high-quality classrooms and required that instruction be provided not only in key academic areas, but also asked that teachers address the social and emotional needs of children, provide creative and hands-on experiences, and address the needs of the "whole child."

This Washington State Full-Day Kindergarten Guide was developed to provide kindergarten teachers, principals, and other school district administrators with common information about high-quality, full-day kindergarten in order to implement developmentally appropriate and academically rigorous kindergarten programs statewide. The state guide was created in response to school districts' questions around what is meant by developmentally appropriate and how to ensure high-quality PreK–3rd systems. It is not intended to "tell" school districts how they must implement full-day kindergarten, but instead to provide information on effective practices and encourage discussions among kindergarten teachers and administrators in how to design high-quality, developmentally appropriate, rigorous kindergarten classrooms.

It is a container for the knowledge and skills that should be taught and support for planning the experiences in which learning takes place. It is founded in research and the expertise of early learning professionals from Washington State and across the country. It is intended as a tool to be used to not only improve classroom and district practices, but assess the quality of implementation and serve as a blueprint for classroom decision making (Heroman and Copple, 2010*)*. The intent is for the state guide to be a living document that will be reviewed and improved as more districts around the state implement high-quality, full-day kindergarten.

In addition to the state guide, three professional development modules have been created for kindergarten teachers, including: 1) Child Development, 2) The Kindergarten Learning Environment, and 3) Learning Centers. These modules were developed by Janet Collier of Capital Region ESD 113 and Eva Phillips, author of Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Kindergartners, and provide more in-depth information than is permitted in this guide. For additional information, go to: http://www.k12.wa.us/EarlyLearning/FullDayKindergartenResearch.aspx

Statutory Requirements for State-Funded Full-Day Kindergarten

When creating the program for phasing in full-day kindergarten in Washington, the Legislature adopted legislation that specified critical components of a high-quality full-day kindergarten program.

These components, which are in RCW 28A.150.315, include:

1. Provide at least a one thousand-hour instructional program
2. Provide a curriculum that offers a rich, varied set of experiences that assist students in:
   a. Developing initial skills in the academic areas of reading, mathematics, and writing
   b. Developing a variety of communication skills
   c. Providing experiences in science, social studies, arts, health and physical education, and a world language other than English
   d. Acquiring large and small motor skills
   e. Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group
   f. Learning through hands-on experiences
3. Establish learning environments that are developmentally appropriate and promote creativity
4. Demonstrate strong connections and communication with early learning community providers
5. Participate in kindergarten program readiness activities with early learning providers and parents
6. Administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS)

When school districts accept state funds for full-day kindergarten, the district agrees to implement full-day kindergarten classrooms with these components.

An important purpose of the state guide is to provide assistance to teachers, principals, and other district staff in how to successfully implement these components in order to create high-quality full-day kindergarten classrooms.

Washington State Teacher/Principal Evaluation Program (TPEP) Criteria

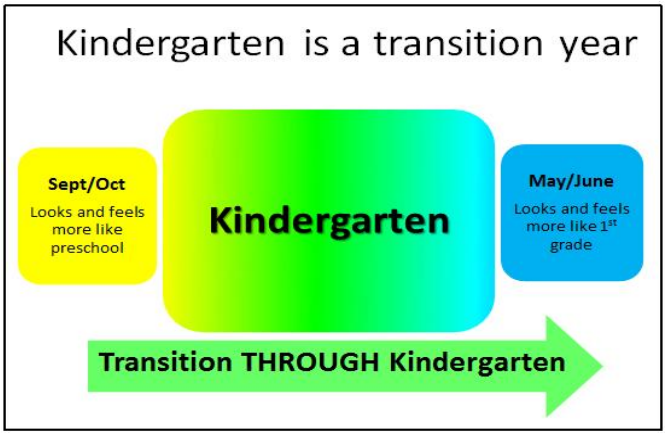
The eight state criteria for evaluation are referenced throughout the kindergarten guide to support teacher planning, goal setting and professional growth.

Additional Full-Day Kindergarten Resources

OSPI Full-day Kindergarten Website:
http://www.k12.wa.us/EarlyLearning/FullDayKindergartenResearch.aspx

Kindergarten through the Year

Kindergarten has long been viewed as a special time in a child's life. It can represent a dramatic shift in the way children are expected to learn and behave, including interacting with adults and children outside their immediate family. The transition through kindergarten requires big adjustments. Some children come to kindergarten having participated in early learning settings and may make this transition more easily. For many others, kindergarten is a first experience in formal schooling. A positive transition to kindergarten has been associated with greater frustration tolerance, better social skills, fewer conduct problems, fewer learning problems, and more positive approaches to learning (LoCasale-Crouch et al., 2008).



The beginning of the year will look and feel more like a preschool and the end of the year will look and feel more like first grade. Children are constantly making progress as they transition through the year traveling a path that takes them from the early learning world to the K–12 system. In looking at brain research, we know that strong early learning experiences are critical in laying the foundation for a successful future for every child; therefore, it is essential that teachers know and understand the sequences in which children gain specific concepts, skills and abilities. It is also essential for educators to understand the interconnectedness of children's social, emotional and cognitive development. Experiences shape a young child's brain, and it's never too late to support development, but earlier is better (Harvard Center on the Developing Child).

High-quality kindergarten programming hinges on fostering childrens' development and learning in all domains; including physical, social-emotional, cognitive, and language.

Cognitively - kindergartners show more flexibility in their thinking than younger children and greater advances in reasoning and problem solving (NAEYC 2009). They retain concepts best when presented in contexts meaningful to them. As a result, active, experience-based learning, while good for all ages, is key to this period of development.

Socially and emotionally - forming and sustaining relationships with adults and other children is central to a young child's development. Studies show that children who fail to develop minimal social skills and suffer neglect or rejection from peers are at risk for later outcomes such as school dropout, delinquency, and mental health problems (Dodge et al, 2003; McClelland, Acock & Morrison 2006).

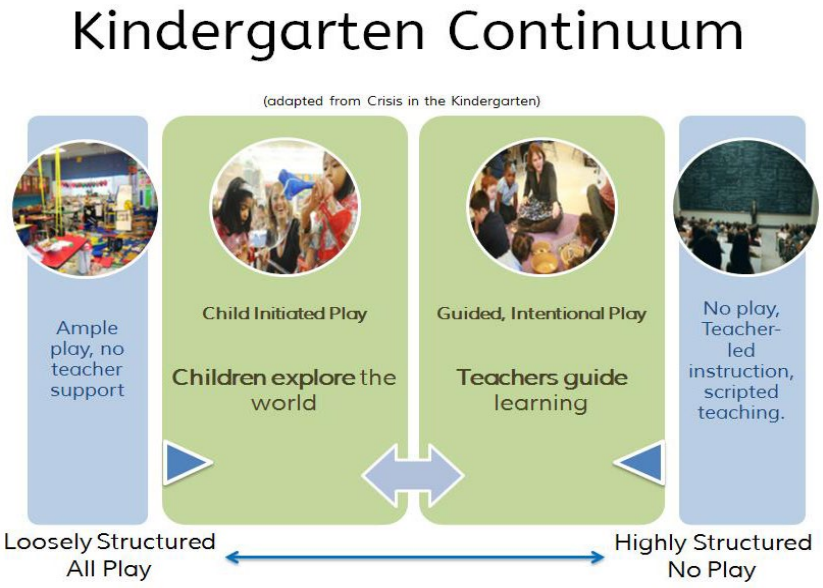
Entering kindergartners vary in their ability to self-regulate by intentionally controlling emotions, behaviors, and thought *(*Tomlinson in Copple & Bredekamp 2009*)*. It is important for their teachers to minimize sources of frustration, overstimulation, and stress in the environment that might be more than young children can handle. However, age and situation-appropriate frustrations and stress are opportunities for children to develop problem-solving skills. The strong connection between early relationships and later behavior and learning makes it especially important for teachers to assess children's emotional development accurately and to support their growth and competence in this area (Heroman, Burts, Berke, Bickart. 2010).

Physically - kindergartners become increasingly more competent in physical skills such as balance and eye-hand coordination. Many kindergartners initially struggle with fine motor tasks such as writing, drawing and precise cutting. Five-and-six-year-olds benefit from many opportunities to practice, including painting, working with clay, constructing with blocks, stringing beads, zipping, buttoning, using scissors, and pouring juice at snack time. They are also becoming more competent in their gross motor skills and can skip, hop and climb with ease by the end of their kindergarten year.

Language - vocabulary skills of kindergartners vary widely. Kindergartners can generally answer open-ended questions (e.g., "What would you fix for dinner if you were the cook?") with relatively complex sentences, can retell a story or relay details about an experience or event, and can participate appropriately in conversations. Their vocabularies are growing at a fast pace and they still make frequent incorrect generalizations and grammatical errors when they speak (e.g., "Look at all of those deers.").

Summary - understanding *HOW* children learn is also essential in creating responsive classrooms that encourage and support children. Children learn by talking, exploring, practicing, rehearsing, approximating, and making meaning (New Jersey Department of Education). Children actively construct their understanding of the world through continuous interaction with their environment. Young children learn best when given ample opportunities to explore, practice, apply, and extend on the concepts presented in the classroom. They are eager to discover ideas, to look for patterns and relationships, and to form generalizations. Children learn through spontaneous activity, play, carefully prepared materials, and guided experiences.

In order to meet the learning and developmental needs of the kindergarten child, a high-quality classroom needs to provide a balance of teacher-directed activities, child-initiated play, and focused, experiential learning with daily time for playful, intentional learning centers.



Play and academics are not an "either/or." For children birth-to-eight, play is an essential element in learning. We can have high standards for math, language, literacy, social and emotional skills and provide experiences for children to reach these rigorous standards in ways that embed the love of learning in their minds. Before we can expect different outcomes for students, we need to build the capacity of the adults that work with children. It is critical that kindergarten teachers have "effective instructional strategies that weave the knowledge base about child development with kindergarten standards and content knowledge in ways that are engaging, meaningful and relevant to children" (Heroman and Copple, 2010).

Full-day kindergarten is not only about increasing the hours in a child's day, but it is the quality of the time that matters. The child must be the main focus of the kindergarten program. Each child brings unique experiences, expectations, emotions, attitudes, and abilities to the classroom. It is essential that the individual characteristics of each child be accepted, understood, and nurtured.

Guiding Principles

- Families are a child's first and most important teachers
- Collaboration among families, schools and communities supports each child's growth and development
- All children are capable and competent learners
- Children thrive when they have secure relationships with adults and are supported in environments that are safe, positive, age-appropriate, use purposeful play, and have a balance between independence and structure
- Children learn best through active participation and when provided opportunities to learn through discovery, interaction, creativity, problem-solving, conversation, and play

- A high-quality kindergarten provides developmentally appropriate and academically rigorous learning opportunities that are balanced between child-initiated and teacher-guided
- A high-quality kindergarten recognizes and supports differences in the needs, skills and abilities of children as they develop as individuals
- Kindergarten is a transition year, a bridge between early learning experiences and the K–12 system
- Leaders of high-quality kindergarten programs have an understanding of child development and appropriate instructional practices to effectively support teachers

Outcomes of High-Quality Kindergarten
Based on research, we will see the following outcomes result from implementing a high-quality full-day kindergarten program:

- Increased student time to develop skills and concepts at their own rate
- Increased competence in social, emotional, cognitive, language, literacy and math skills
- Increased coordination in physical skills
- Increased integration of new ideas, experiences, and concepts
- Increased student engagement
- Increased positive self-concept for students
- Decrease in remediation of foundational skills

Keep in mind, however, that student outcomes only change when the adult behavior changes. Implementing full-day kindergarten requires a shift in thinking on the part of the system, and the adults within it. When high-quality, full-day kindergarten is implemented as an integral part of an effective PreK–3rd grade learning community, these outcomes will persist and have a lasting effect on student achievement.

Child Development

RCW Requirement

- Provide a curriculum that offers a rich, varied set of experiences that assist students in acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group.
- Establish learning environments that are developmentally appropriate and promote creativity.

TPEP Criteria

- Centering instruction on high expectations for student achievement.
- Recognizing individual student learning needs and developing strategies to address those needs.

Child Development

The kindergarten year is a magical time in a child's development. Having a deep understanding of child development helps educators create an environment that supports engaging, meaningful and relevant learning opportunities. This knowledge base supports children having a successful kindergarten year and builds their foundation for success.

There can be significant differences in development due to a variety of influences. Parenting, home environment, and preschool experiences all play a major role in children's learning and development. These differences are documented in the results of the "Whole Child Assessment" in WaKIDS. Although the cutoff age in Washington state is consistent (children must be 5 by August 31, unless an exception is made), other factors may play into the range of chronological and developmental "age" of students in a classroom.

Being aware of characteristics of developmentally or chronologically younger students will help teachers identify needed supports. Also being able to successfully challenge older students, either due to chronological age or advanced development, will help these students experience success and a joy for learning.

Principles of Child Development

Key principles of child development that serve as a foundation for this guide include:

- Children learn as total persons (emotionally, socially, physically and intellectually)
- Children go through similar stages of development, but at different rates
- Children learn through active involvement (exploring, playing, manipulating and problem-solving)
- Children learn through attitudes as well as content, therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction
- Children learn through play, therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes
- Learning is most meaningful when integrated across all domains
- Experience, knowledge, curiosity and a sense of wonder are foundations for learning

Excerpted from Mississippi Department of Education, Office of Curriculum and Instruction, Mississippi Kindergarten Guidelines, Release Date 2012, Sumner Full-Time Kindergarten June 2013, WA State FDK Guide Jan. 2016

Understanding Child Development

All kindergarten students are unique, yet they follow similar patterns of development. As educators, either in the classroom or in the school community, it is essential that we understand these traits and characteristics of kindergarten students in order to plan environments and experiences that best meet the needs of the students. These characteristics, competencies and needs should be the foundation for all classroom experiences, the schedule, curriculum, educational activities, and teaching practices (Berk, 2006). Kindergarten students are also in a phase of development where there is tremendous growth. This transformation between the ages of 5–7 is a critical and unique period of development.

Every child grows and develops at his or her own individual rate. There can be a dramatic variation among kindergarten students in the same classroom. Understanding the common and the individual learning needs among all students in a classroom will allow a kindergarten teacher to successfully support each child's foundation.

Building a program that is grounded in the developmental pattern of a child means that systems are creating high-quality learning structures that are sustainable and will withstand the test of time. Learning begins with the child at the center.

Yardsticks: Children in the Classroom Ages 4–14
(Wood, Chip. Yardsticks Children in the Classroom Ages 4–14. 3rd edition Turner Falls, MA: Northeast Foundation for Children, Inc., 2007)

The following table outlines common characteristics of kindergarten-aged students. Teachers who are attuned to these characteristics are able to tailor instruction, communicate with parents, and set up the classroom environment to best meet each student's needs. These major milestones in all areas of development are interconnected. What happens in one area affects the others. Educators must be aware of and support this interconnectedness. These highlights will help give teachers and school leaders a frame of reference when planning for kindergarten student learning.

	Early Five-Year Olds: Growth Patterns	**Older Five-Year Olds: Growth Patterns**
Social Emotional	• Like to help; cooperate, follow rules and be "good"; want adult approval • Need routines, along with consistent rules and discipline; respond well to clear and simple expectations • Dependent on authority; but also have trouble seeing things from another's viewpoint • Need verbal permission from adults; before doing something, will ask, Can I…	• Oppositional, not sure whether to be good or naughty • Insecure with feelings and tentative in actions • Complain, test authority and limits, and strike out with temper tantrums • Behave wonderful at home and terribly at school; or vice-versa • Equivocate, switching answers from "yes to no"
Physical	• Focus visually on objects close at hand • Need lots of physical activity, including free play • Better control of running, jumping, and other large movements; still awkward with writing, handcrafts, and other small movements • Pace themselves well, resting before they're exhausted • Often fall out of chair sideways	• Tend to be physically restless and to tire easily • Awkwardly perform tasks requiring fine motor skills • Vary their pencil grip • Tilt their head to their non-dominant side when writing • Complain that their hand gets tired from holding their pencil • Often stand up to work
Language	• Literal, using and interpreting words in their usual or most basic sense: "We're late – we've got to fly!" means "We've got to take to the air like birds!" • Express themselves in few words; "play" and "good" are favorites • Often do not talk about school happenings at home • Express fantasy more through actions and less through words than at four • Think out loud – that is, they talk their thoughts	• Begin giving more elaborate answers to questions • Tend to use more words than necessary to convey an idea • Frequently makes auditory reversals (answers first what was heard last) • Often read out loud even when asked to read silently
Cognitive	• Like to copy and repeat activities • Often see only one way to do things • Bound cognitively by their senses; not ready to understand abstract concepts such as "fairness" • Ascribe life and movement to inanimate objects such as stuffed animals • Learn best through active play and hands-on activities • Think intuitively rather than logically for example, 'It's windy when the trees shake, so it must be the shaking of the trees that makes the wind"	• Begin to try new activities more easily • Make lots of mistakes and recognizes some of them • Learn well from direct experience

Additional Child Development Resources

- Child Development Module - FDK Professional Development Training. Offered by Educational Service Districts (ESD). Contact your ESD Early Learning Coordinator for additional information
- *Washington State Early Learning and Development Guidelines, Birth through 3rd Grade*, 2012.
- WaKIDS Characteristics of Entering Kindergarteners: http://www.k12.wa.us/WaKIDS
- *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Kindergarten*. Eva C. Phillips and Amy Scrinzi.
- *K Today: Teaching and Learning in the Kindergarten Year*. Dominic F. Gullo, ed.
- *Developmentally Appropriate Practice: Focus on Kindergarteners*. Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner, editors. 2014.

Learning Environments

RCW Requirement

- Establish learning environments that are developmentally appropriate and promote creativity.

TPEP Criteria

- Fostering and managing a safe, positive learning environment.

Adult-Child Interactions

"Positive teacher-child relationships promote children's learning and achievement, as well as social competence and emotional development." Developmentally Appropriate Practices in Early Childhood Settings Serving Children Birth through 8, Position Statement, NAEYC 2009.

Fostering Social Development and Learning through Teacher-Child Relationships

Social development and learning are fostered when a teacher is warm, caring, and responsive to children's interests and feelings.

Teachers are generally more successful in supporting these characteristics when they:

- Consistently demonstrate that they care about their students as individuals
- Validate children's interests and feelings
- Support children's efforts to regulate themselves

Developing Self-Regulation through High-Quality Teacher-Child Relationships

Successful self-regulation means that a child can purposefully monitor himself or herself. Children who can self-regulate are able to control their social-emotional and cognitive processes. The child can exert self-control, think about what he or she is learning, consider alternate perspectives, and adjust the amount of mental energy needed based on a task's level of difficulty.

Learning to self-regulate requires daily participation in experiences that:

- Involve children being regulated by a teacher or classmate
- Give children the opportunity to regulate others
- Provide opportunities for children to voluntarily practice regulating themselves (Leong et al. 2009)

A child's ability to self-regulate happens gradually through strong adult-child interaction and opportunities for learning. It is important that the teacher understands child development and sets appropriate goals for his/her students. True acceptance of all students is the first step in creating a safe learning environment where children can learn to manage their emotions and behaviors. General strategies that a teacher can engage in that will support all students may include:

- Focus on the strengths of all children every day
- Make sure that when you talk with children you are at their eye-level
- Model social skills (not interrupting, saying "please" and "thank you", etc.)
- State directives in a positive way (instead of saying, "No running," instead say "Walking feet" or instead of "Be quiet" say "Inside voices")
- Acknowledge children as unique individuals (every child has something to offer to the class)
- Enjoy and appreciate the children
- Offer and respect their choices (if you need a child to write his/her name, provide them power over the tool they use or the type of paper)
- Always greet children every day with a warm smile and genuine care that he/she is there
- Talk with the children about what is of interest to them and incorporate that into the classroom environment, and curriculum
- Be aware of the impact of the tone of voice, facial expressions, and body language and utilizing these as a teaching tool
- Model making mistakes and how to respond; it is all part of the learning process

Kindergarten Guidelines for Teacher-Child Interactions

- Teachers foster children's trust, security, and social development through warmth, caring, and responsiveness to individual children's interests and feelings
- Teachers recognize that academic learning occurs in a social context
- Teachers use space and materials, encouragement for socio-dramatic play, cooperative work experiences, problem-solving activities, conversations, and group discussions as ongoing opportunities for children to practice social skills
- Teachers accentuate children's pro-social behaviors while actively supporting self-regulation and learning
- Teachers maximize positive behavior and social interactions through careful design of schedules, activities, and classroom space

Effective adult-child interactions are an essential ingredient for children's social and academic development. Quality improvement efforts that focus explicitly on teacher-child interactions maximize impacts for children. Carefully designed and implemented professional development support can improve the quality of teacher-child interactions. Changes in how adults interact with children do not happen overnight.
Excerpted from New Jersey Kindergarten Implementation Guidelines

Classroom Management
"When kindergarten teachers offer a child-centered classroom climate, students are often on-task and engaged in learning." (Pianta et, al., 2002)

In the classroom, students should know -
This is a place you can trust because it is:

- Safe
- Predictable
- Helpful

This is a caring place where you will:

- Respect and rely on others
- Recognize and respond to emotions

You belong here; We belong here because we celebrate:

- Uniqueness, diversity, individuality
- Community, caring and working together
- Membership

Adapted from Supporting Social Emotional Development in Inclusive Classrooms, Gail E. Joseph, Ph.D., Educational Psychology, University of Washington

Developing Behavior Patterns
Establishing a pattern of working within a group as a positive member is the educational focus during the first months of kindergarten. Learning this pattern teaches the child a set of group work skills such as:

- Individual decision-making
- Independent problem-solving
- Responsible group membership behavior

These skills are transferred to other large or small group or individual learning situations, thus providing a foundation for future schooling. For this reason, it is particularly important to provide each child with time for developing these skills and practice.

Establishing the routines, structures, and expectations begins the very first day of school and the materials you have available will influence your success in teaching these elements.

- Begin by putting out toys that are familiar and easy to clean up (i.e., playdough, paper and crayons, simple puzzles—no scissors or glue yet!)
- Slowly introduce new materials and/or work areas and their use when you feel the children demonstrate understanding of appropriate classroom behaviors
- Create or use visuals and anchor charts to scaffold learning
- In the beginning of the year, use shorter blocks of time for the components of the day
- Transitions from job-to-job will take time
- Allow time to "re-do," to practice, and to have a short review
- Following the whole group review, take time to read a story, sing a few songs, and then send the children back to work again

It is up to the teacher to set the tone of the classroom. A teacher who is relaxed, happy, and speaks softly, is more likely to draw similar responses. The use of positive reinforcement is better than dwelling on misbehavior. For example, "I see you are being very careful to put the blocks back in their proper places. That will make it really easy for the next person to find the ones they are looking for." Notice and comment on specific behaviors and respond with encouragement rather than praise.

Establishing Classroom Rules and Procedures
It is important for the students to understand the teacher's expectations. The student needs to know what behaviors are acceptable in the classroom and what behaviors are not. Children need to be taught how to:

- Use classroom materials
- Work with classmates
- Make appropriate choices
- Move about the classroom (including using the restroom)
- Use an appropriate voice level
- Sit on the rug in a group

In best practices classroom there is shared control. Teachers consciously give students some control and decision-making opportunities (e.g., self-selected projects during work time, daily classroom jobs).

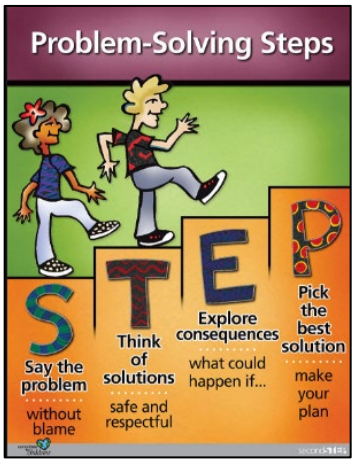
Classroom agreements (rules) are clear, concise, and consistent. Students have age-appropriate choices and non-negotiables are known to all. Every classroom has non-negotiables. Non-negotiables will always include health and safety rules, but also will include school and teacher standards and expectations.

In addition to introducing classroom patterns, it is important to establish building rules and procedures. Rules should be discussed, demonstrations given, and time provided for practice.

Second Step™

The Second Step™ curriculum promotes self-regulation which is the ability to monitor and manage emotions, thoughts, and behaviors. This is what helps children focus their attention on learning when they might be distracted by others, upset by a problem, or excited about an upcoming event. The ability to self-regulate helps children get along better with teachers and their peers. It's a key to school readiness that supports children's ability to be successful in both academic and social situations. A Second Step ™ resource kit is provided for each Kindergarten teacher.
See Curriculum and Instruction for Second Step Scope and Sequence

Second Step™ Resource Kit



Kindergarten Second Step Mentor Text List

Title	Author	Unit
My Mouth is a Volcano	Cook	Unit 1
Listen, Buddy	Lester	Unit 1
Katy and the Big Snow	Burton	Unit 1
From Head to Toe	Carle	Unit 1
Howard B. Wigglebottom: Learns Too Much of a Good Thing is Bad	Binkow	Unit 1
Shades of People	Rotner and Kelly	Unit 2
Whoever You Are	Fox	Unit 2
And to Think We Thought We'd Never Be Friends	Hoberman	Unit 2
Somewhere Today: A Book of Peace	Thomas	Unit 2
Shante Keys and the New Year's Peas	Piernas-Davenport	Unit 2
The Chocolate Covered Cookie Tantrum	Blumenthal	Unit 3
Froggy Goes to School	London	Unit 3
When I Am/Cuando Estoy	Rosa-Mendoza	Unit 3
Will I Have a Friend?	Cohen	Unit 3
Angry Octopus: A Relaxation Story	Lite	Unit 3
Can I Play Too?	Willems	Unit 4
Oliver Button is a Sissy	dePaola	Unit 4
I have a Little Problem, Said the Bear	Janisch and Leffler	Unit 4
Timothy Goes to School	Wells	Unit 4
I Want It	Crary	Unit 4

EPS Elements of the Day

The interactive learning style of kindergartners must be reflected in the structure of the schedule. Key elements include:

- A balance of whole group, small group, and independent activities
- Sedentary components of the day are separated by the more active elements
- Whole group times limited to 20-30 minutes at a time (at the beginning of the year much shorter)
- A balance of teacher-directed and student-initiated activities
- An extended uninterrupted student-directed time (Plan-Do-Reflect)
- As the year progresses, kindergarten transitions from looking more like preschool to looking more like first grade.

High-quality kindergarten classrooms will have a healthy balance of child-initiated and teacher-led learning opportunities throughout the day. Offering choices to young learners provides deeper engagement in learning. However, a heavy emphasis on child-initiated activities also is not a free-for-all. It is in the intentional planning on the part of the teacher in the materials, room arrangement, adult-child interactions, and structure in how the children engage with peers. Teachers need to plan their daily schedule to keep that 'just right' balance of child-initiated and teacher-led activities for each group of children.

In a best practices classroom, the daily schedule includes a mix of whole-group activities, small-group workshops, and independent area/centers.

Whole-group times are used to:

- Build community and common experiences; do group problem solving
- Introduce and teach skills and concepts
- Practice and review skills not yet mastered
- Perform—sing, dance, play

Small-group times are used to:

- Reinforce skills
- Provide corrective feedback during guided practice
- Provide differentiated instruction

Centers/areas are used to:

- Provide independent practice of familiar skills
- Provide connecting and extending activities
- Build independence and self-reliance skills

Instructional Shifts Full-Time Kindergarten Schedule – Everett Public Schools

1st Quarter

Social-Emotional	Centers Plan-Do-Reflect	Literacy Reading and Writing	Math	Science	Assessment
• Build classroom community • Build family connections • Teach, model and practice: ➢ daily routines ➢ procedures ➢ transition signals ➢ self-regulation ➢ persistence ➢ problem solving strategies ➢ Second Step Unit 1	• 60 min. daily • Intentional, play-based centers • Observational documentation (Not a time for explicit instruction or 1:1 assessment)	• Whole/small group lessons • Fine motor control • Oral language development • Q1 EPS/DMA Benchmarks • Refer to curriculum map	• Whole/small group lessons • Extended time to explore materials • Refer to curriculum map	• Science kit lessons • Whole/small group lessons • Refer to curriculum map	Required – • *WaKIDS GOLD™* Suggested – • Baseline data to support WaKIDS data • Baseline Writing Sample • Q1 Writing Sample

2nd Quarter

Social-Emotional	Centers Plan-Do-Reflect	Literacy Reading and Writing	Math	Science	Assessment
• Build classroom community • Build family connections • Teach, model and practice: ➢ new procedures ➢ transitions ➢ self-regulation ➢ persistence ➢ problem solving strategies ➢ Second Step Unit 2 **21st century skills:** collaboration, communication, growth mindset, citizenship, critical thinking, creativity	• 60 min. daily • Intentional, play-based centers • Observational documentation (Not a time for explicit instruction or 1:1 assessment)	• Whole/small group lessons • Introduce literacy station structure • Independent practice • Fine motor control • Oral language development • Q2 EPS/DMA Benchmarks • Refer to curriculum map	• Whole/small group lessons • Independent practice • Refer to curriculum map	• Science kit lessons • Whole/small group lessons • Refer to curriculum map	Suggested – • Ongoing formative data to inform instruction and progress report • Q2 Writing Sample • Optional: DRA 2

Experiences in Art, Social Studies, Health, Physical Education and World Languages should also be integrated throughout the Kindergarten Curriculum

Based on Elements of the Day - Lesson minutes transition through the year: Q1 & Q2 = 5-10 minutes

Instructional Shifts Full Time Kindergarten Schedule – Everett Public Schools

3rd Quarter

Social-Emotional	Centers Plan-Do-Reflect	Literacy Reading and Writing	Math	Science	Assessment
• Build classroom community • Build family connections • Teach, model and practice: ➢ new procedures ➢ transitions ➢ self-regulation ➢ persistence ➢ problem solving strategies ➢ Second Step Unit 3 **21st century skills:** see Q2	• 45 min. daily • Intentional, play-based centers • Observational documentation (Not a time for explicit instruction or 1:1 assessment)	• Whole/small group lessons • Guided reading & literacy stations • Independent practice • Q3 EPS/DMA Benchmarks • Refer to curriculum map	• Whole/small group lessons • Independent practice • Refer to curriculum map	• Science kit lessons • Whole/small group lessons • Refer to curriculum map	Suggested - • Ongoing formative data to inform instruction • Q3 Writing Sample

4th Quarter

Social-Emotional	Centers Plan-Do-Reflect	Literacy Reading and Writing	Math	Science	Assessment
• Build classroom community • Build family connections • Teach, model and practice: ➢ new procedures ➢ transitions ➢ self-regulation ➢ persistence ➢ problem solving strategies ➢ Second Step Unit 4 **21st century skills:** see Q2	• 30-40 min. daily • Intentional, play-based centers • Observational documentation (Not a time for explicit instruction or 1:1 assessment)	• Whole/small group lessons • Guided reading & literacy stations • Independent practice • Q4 EPS/DMA Benchmarks • Refer to curriculum map	• Whole/small group lessons • Independent practice • Refer to curriculum map	• Science kit lessons • Whole/small group lessons • Refer to curriculum map	Required • DRA 2 Suggested - • Ongoing formative data to inform instruction and progress report • Q4 Writing Sample

Experiences in Art, Social Studies, Health, Physical Education and World Languages should also be integrated throughout the Kindergarten Curriculum

Based on Elements of the Day - Lesson minutes transition through the year:
Q3 = 10-15 minutes
Q4 = 15-20 minutes

Learning Environment - Classroom as the Second Teacher

The “kindergarten environment” should be revered as the second teacher. The developmentally appropriate, rigorous classroom provides opportunities for experimentation, exploration, discovery, inquiry, challenge, and interaction. An atmosphere of understanding, concern, and compassion should surround the kindergarten child in this most important school experience.

A safe and supportive environment promotes positive self-esteem and helps children acquire and maintain the skills and attitudes necessary for personal success. A primary goal of the kindergarten year is to develop independent, confident learners who discover the excitement and challenge of learning in their school experience and throughout their lives.

When children are in environments where learning is occurring in a meaningful context, where they have choices, and where they are encouraged to follow their interests, learning takes place best (Singer, Golinkoff, & Hirsch-Pasek, 2006). The kindergarten environment, including its physical, social, and organizational attributes, can play a critical role in a child’s learning. Children feel more secure and learn more readily in programs that:

- Are well organized
- Provide predictable routines
- Have consistent expectations
- Represent the children culturally
- Demonstrate mutual respect
- Foster positive relationships with teachers and peers

When the physical environment is planned with children’s self-initiated learning in mind, children encounter places where they can freely explore what things are and how things work. The environment should be considered to be part of the kindergarten curriculum and given explicit attention to the needs of the students. It serves as the second teacher. In such an environment, children investigate, invent, and experiment. To support children’s self-initiated play and integrated learning, teachers create environments with a network of interest areas. Each area has a distinct focus and a predictable inventory of materials. (California Preschool Framework, Vol. 1)

Privacy area
The classroom environment should include a space for children to take a break and recharge away from others. This area provides a place where children can not only avoid the hustle and bustle of the classroom, but also find a private space to relax for a while. This pocket of solitude is especially important for children who are introverts. As teachers, we need to recognize that not all children benefit or draw energy from continuous contact with other people. (Uncover the Roots of Challenging Behavior Michelle Salcedo 2018)

EPS Learning Environment

Areas: space, environmental organization or configuration of the classroom
The room includes:

- Large group area
- Small group areas
- Independent practice areas
- Privacy area

Learning Centers

Plan – Do – Reflect: Model of play-based learning with intentional choice actions and reflection

- Well-defined interest centers that provide a wide range of materials and opportunities to engage in hands-on, open-ended learning across the curriculum
- Materials are changed and differentiated to reflect student interest
- Teacher observes, supports and scaffolds learning while working alongside students
- Promotes independence, learning styles, engagement, mature play and decision-making

Essential Plan-Do-Reflect Centers

- **Block**
- **Dramatic play**
- **Art**
- **Library**
- **Manipulative**

P-D-R centers would integrate:
The six areas of development and learning within WaKIDS:

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics

21st century skills:

- Critical Thinking
- Communication
- Collaboration
- Creativity
- Growth Mindset
- Citizenship

Specific content areas

*Other centers may be added
*Teachers intentionally plan learning experiences

Learning Stations

- Materials are taught with and used for instruction first – then placed in learning station for guided/independent practice
- Materials and tasks are changed and differentiated to reflect strategies being taught and topics being studied
- Teacher meets with small groups during learning stations
- Daily 5, math or science stations, workshop model

Centers versus Stations

Learning Centers Plan – Do – Reflect	Learning Stations
• Well-defined interest areas that provide a wide range of materials and opportunities to engage in hands-on, open-ended learning across the curriculum • Materials are changed and differentiated to reflect student interest • Teacher observes, supports and scaffolds learning while working alongside students • Promote independence, learning styles, engagement, mature play and decision-making • Block, Dramatic Play, Art, Library and Manipulative Centers	• Materials are taught with and used for instruction first – then placed in learning station for guided/independent practice • Materials and tasks are changed and differentiated to reflect strategies being taught and topics being studied • Teacher meets with small groups during learning stations • Daily 5, math or science stations, workshop model

Centers
An effective, appealing learning center will:

- Relate to, extend or reinforce concepts, skills, and new information that have been taught
- Provide practice for developmental skills
- Appeal to the child's innate thirst to do, know, conquer, touch, see, and manipulate the real world

Why teach with learning centers?

- Learning centers make sense, especially when one considers recent research findings about how children learn
- Learning is enhanced through talking and doing
- Learning is embedded when it is personal, and when the learner feels some control over the learning
- Learning is maximized when there is low stress and moderate challenge
- Assessment is more realistic when the learner is observed using skills in an authentic context
- Elements of fun, play, and socialization increase the chance that learning will be long term

Keys to smooth centers

- Firmly establish classroom routines and procedures before starting centers
- Early in the year, introduce one or two centers at a time
- Early in the year, center time should be spent exploring materials
- Practice procedures for reading the environment (getting out and cleaning up materials, where to put finished products, names on materials, etc.)
- Model, model, model!
- Establish expectations for amount of time spent in a center, teamwork and clean up
- Allow choices within a center
- Interact with children during P-D-R as a demonstrator, modeler, and co-player to scaffold children's learning without dominating the activity

Resources

- For additional resources to support centers visit the EPS Early Learning Kindergarten Staff Resources page at http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-11435

Adapted from Cindy Middendorf: Learning Centers, Chocolate Chips in the Instructional Cookie, Sumner Full-Time Kindergarten, June 2013, WA State FDK Guide, January 2016

Plan-Do-Reflect

A Model of Play-Based Learning with Intentional Choice, Action, and Reflection

When children embark on self-selected projects based on interest, they are able to make meaning of skills that have been presented to them throughout the day and week. The process of "Plan-Do-Reflect" allows children to cement the skills and extend them by making meaningful connections to their own life. When a student is in charge of his/her own learning the highest level of engagement is achieved. The role of the teacher is to create a rich learning environment where taking risks is valued and the students do all the hard work of learning, while the teacher serves as a facilitator.

The "Plan-Do-Reflect" model is a 60-minute uninterrupted component of the day. It is a time when the teacher is intentionally engaged with children, working alongside them, extending their thinking, coaching them through both social and academic scenarios, and modeling the highest level of learning and engagement. In thinking about the process, many essential elements of development are foundational.

Plan: "Choice with Intention"
The process of planning encourages children to articulate his/her ideas, intentions, and decisions. He/she is able to increase not only their self-confidence but establishes a sense of control as well. It begins the process of engagement in the learning leading to concentrated play that allows a child to move along a continuum with increasing complexity.

Do: "Develops Competent Thinkers, Decision-Makers, and Problem Solvers"
Through the process of 'do' children are able to carry out his/her own ideas with the guided support of a trained adult. Children are able to construct meaning as they engage in key experiences by manipulating appropriate familiar and unfamiliar materials as well as interact with peers and adults. In a risk-taking environment the children are able to explore and extend their ideas while also processing new information. The adults are then able to observe, support, and scaffold the students' play leading to a deeper-level of learning.

Reflect: "Remembering and Reflecting with Analysis"
By using language and/or props a child is able to share his/her thinking and learning process with his/her peers. In doing so a child is able to describe and review from mental images. The child is able to engage in a conversation beyond the present and evaluate the process in which his/her learning went through. In sharing personal reflections, the child is able to enlighten others, pose problems needing collaborative solutions, inspire others, or be inspired him/herself.

For more information see Appendix C Learning Through Play

Plan- Do- Reflect

A Model of Play-Based Learning

Kindergarten Learning Centers

This is a DAILY interactive learning time: student with student, teacher with student.

Best Practice Yes	No
Plan	
Adults encourage children to plan in ways consistent to their developmental level	Adults assign children to centers
Adults talk individually with each child in turn; each child shares an idea by speaking, writing or drawing	Adults allow children to go to a center without a plan
Each child plans and goes right to work; children may move between centers	Children are expected to stay at one center
Do	
Center time occurs after planning time	Adults excuse children to centers if they have completed seat work
Children carry out their own initiative by choosing their own materials and people to work with	Adults pre-determine activities or limit the number of children in each center
Children are free to invent activities and use materials creatively	Adults direct children on how to use materials and carry out activities
Adults facilitate, interact and play with children on the child's physical level (e.g. on the floor, at a table)	Adults supervise and passively observe children
Adults talk conversationally with children about what they are doing, support their ideas and extend learning through questioning	Adults complete classroom paperwork, check email or complete management tasks
Adults assist children's problem-solving attempts when needed	Adults solve children's problems with no input from children or close centers
Student specific support services are scheduled outside of Plan-Do-Reflect	Adults pull small groups for guided instruction, such as guided reading
Through observation and interaction, adults collect evidence of learning	Adults pull individual or small groups for assessment
Reflect	
Reflect follows centers	Students transition to another activity without time for reflection
Adults encourage children to reflect in ways consistent with their developmental levels	Adults ask each child to answer in a rote manner (i.e. asking every child "Where did you work today?")
Children share something about their experiences by showing, re-enacting, describing in words, making drawings or writing	

Adapted from Program Quality Assessment, High/Scope Educational Research Foundation, 2005, Bellingham Public Schools & Sumner School District Kindergarten Guides

Art Center

Purpose: *The art center is a place for children to develop personal expression, creativity, fine motor skills and language. Children will be able to explore a variety of materials, express feelings and increase stamina as they choose to design and create open-ended projects.*

Career Pathways Possibilities:

- Visual Arts
- Arts
- Architecture
- Design
- Marketing
- Merchandising
- Printing Technology
- Illustrator

Suggested Materials:
(Intended to support the whole child and content integration)

- Variety of paper/scraps
- Crayons
- Markers
- Colored pencils
- Scissors
- Glue (sticks and liquid)
- Tape & dispenser
- Stapler & staples
- Hole punch
- Rulers
- Stencils
- Popsicle sticks
- Pipe cleaners
- Easel
- Paints
- Watercolors
- Brushes and pots
- Paper plates
- Cotton balls
- Q-Tips
- Clay
- Playdough
- Tools (cookie cutters, rolling pins, forks)
- Toilet paper tubes
- String
- Yarn
- Beads
- Wrapping paper scraps
- Fabric scraps
- Die cut shapes/pattern blocks
- Recycled materials
- Collage materials
- Stamps & ink pad
- Buttons
- Magazines

Materials to add/rotate throughout the year:

- Googly eyes
- Pompoms
- Feathers
- Sparkles/Glitter
- Bling
- Cookie Cutters
- Straws

Additional Resources:

- Mentor texts or posters (art prints, techniques, media, color wheel, art books, how to books)
- Science kit resources (Balls & Ramps & Animals 2x2)

Additional Notes:

- Materials should be organized and stored in labeled bins for easy access, clean up and to support student responsibility and independence
- Expectations for material use should be explicitly taught and modeled
- Materials can be phased in and added or removed based on student interest and choice
- Various art techniques may need to be modeled (how to roll clay into coil)
- Avoid pre-determined art projects or pre-drawn coloring activities
- Encourage students to bring recycled materials from home (tubes, boxes, etc.)

Observational Assessment Opportunities for the Art Center:

WaKIDS *GOLD*™ Objectives					
Social Emotional	**Physical**	**Language**	**Cognitive**	**Literacy**	**Mathematics**
2. Establishes and sustains positive relationships c. Interacts with peers 3. Participates cooperatively and constructively in group situations a. Balances need and rights of self and others b. Solves social problems	7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools	10. Uses appropriate conversational and other communication skills a. Engages in conversations	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists c. Solves problems	16. Demonstrates knowledge of the alphabet a. Identifies and names letters b. Uses letter-sound knowledge 17. Demonstrates knowledge of print and its uses b. Uses print concepts	21. Explores and describes spatial relationships and shapes b. Understands shapes
21st Century Skills Integration					
Communication	**Collaboration**	**Creativity**	**Critical Thinking**	**Growth Mindset**	**Citizenship**
• Share ideas • Interact with peers	• Share materials • Reflect with peers	• Design • Create • Explore	• Design • Make decisions • Solve problems	• Responsibility with materials • Perseverance	• Respect materials • Share materials

Block Center

Purpose: *The block center is a place for children to increase spatial reasoning that leads to higher achievement in geography, science, technology, engineering and mathematics. In addition, social skills, problem solving, oral language and communication skills will be developed.*

Career Pathways Possibilities:

- Architecture
- Construction
- Design
- Maintenance, Installation & Repair
- Engineering
- Technology
- Science
- Mathematics

Suggested Materials:
(Intended to support the whole child and content integration)

- Scales
- Rulers
- Measuring tools
- Graph paper
- Clip boards
- White boards
- Marbles
- Magnets
- Road signs
- Hard hats
- Safety goggles
- Train set
- Props for Storytelling (animals, people, vehicles, trees)
- Variety of block types (wood, foam, cardboard, Legos™, Lincoln Logs™)

Materials to add/rotate throughout the year:

- Open-ended materials (cardboard, tubes, boxes)

Additional Resources:

- Mentor texts or photographs of buildings, architectural designs, blueprints and maps
- Science kit resources (Balls & Ramps & Animals 2x2)

Additional Notes:

- Materials should be organized and stored on shelves in labeled bins for easy access, clean up and to support student responsibility and independence
- Save shelf space or containers for “work in progress”
- May want block center near the dramatic play center so student can incorporate a wider range of props

Observational Assessment Opportunities for the Block Center:

WaKIDS *GOLD*™ Objectives					
Social Emotional	**Physical**	**Language**	**Cognitive**	**Literacy**	**Mathematics**
1. Regulates own emotions and behaviors a. Manages feelings b. Follows limits and expectations 2. Establishes and sustains positive relationships c. Interacts with peers 3. Participates cooperatively and constructively in group situations a. Balances need and rights of self and others b. Solves social problems	7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands	9. Uses language to express thoughts and needs b. Speaks clearly 10. Uses appropriate conversational and other communication skills a. Engages in conversations	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists c. Solves problems 13. Uses classification skils 14. Uses symbols and images to represent something not present a. Thinks symbolically		20. Uses number concepts and operations a. Counts c. Connects numerals with their quantities 21. Explores and describes spatial relationships and shapes b. Understands shapes

21st Century Skills Integration					
Communication	**Collaboration**	**Creativity**	**Critical Thinking**	**Growth Mindset**	**Citizenship**
• Share ideas • Interact with peers	• Share materials • Reflect with peers	• Design • Create • Explore • Innovation	• Design • Make connections • Make decisions • Solve problems	• Responsibility with materials • Perseverance	• Respect materials • Share materials

Dramatic Play Center

Purpose: *The dramatic play center is a place for children to use their imagination to bring places in their world to life such as a home, store, post office, restaurant, or a pet shop. Children will engage in imaginative play by exploring different roles from those of a family member, or an interpretation of a community helper. Students will develop social skills including patience, taking turns and problem solving as well as increase their vocabulary and oral language.*

Career Pathways Possibilities:

- Performing Arts
- Hospitality & Tourism
- Chef
- Food Services
- Health Sciences
- Veterinarian
- Finance & Banking
- Education & Training
- Human Services
- Personal Care Services

Suggested Materials:
(Intended to support the whole child and content integration)

- Play food
- Kitchen items (plates, silverware, pots & pans)
- Measuring cups, spoons & bowls
- Menus
- Cash register
- Play money
- Calculator
- Phones
- Aprons
- Puppets
- Small table/chairs
- Dolls
- Crib
- Shopping cart
- Tools
- Costumes
- Grocery lists
- Coupon ads
- Tools for writing
- Bandages
- Stuffed animals

Materials to add/rotate throughout the year:
Possible ways to adapt – home, restaurant, vet clinic, hospital, grocery store, bank, salon, school

Additional Resources:

- Mentor texts (cookbooks, menus, grocery advertisements, magazines)

Additional Notes:

- Materials should be organized and stored on shelves in labeled bins for easy access, clean up and to support student responsibility and independence
- May want the dramatic play center near the block center so student can incorporate a wider range of props
- Teacher may want to role play or rehearse roles with children in the center to model appropriate social skills and/or etiquette
- Adapt materials (ex. curtain rod and fabric becomes puppet stage or theater)
- Embed Reach themes when appropriate (ex. school, home, family, farm, etc.)

Observational Assessment Opportunities for the Dramatic Play Center:

WaKIDS *GOLD*™ Objectives					
Social Emotional	**Physical**	**Language**	**Cognitive**	**Literacy**	**Mathematics**
2. Establishes and sustains positive relationships c. Interacts with peers 3. Participates cooperatively and constructively in group situations a. Balances need and rights of self and others b. Solves social problems	4. Demonstrates traveling skills 7. Demonstrates fine-motor strength and coordination a.Uses fingers and hands b. Uses writing and drawing tools	8. Listens to and understands increasingly complex language a. Comprehends language b. Follows directions 9. Uses language to express thoughts and needs a. Speaks clearly 10. Uses appropriate conversational and other communication skills a. Engages in conversations	14. Uses symbols and images to represent something not present a. Thinks symbolically	16 Demonstrates knowledge of the alphabet a. Identifies and names letters 17. Demonstrates knowledge of print and its uses b. Uses print concepts 18. Comprehends and responds to books and other texts b. Uses emergent reading skills 19. Demonstrates writing skills a. Writes name	20. Uses number concepts and operations a. Counts b. Quantifies c. Connects numerals and their quantities

21st Century Skills Integration					
Communication	**Collaboration**	**Creativity**	**Critical Thinking**	**Growth Mindset**	**Citizenship**
• Share ideas • Interact with peers	• Share materials • Reflect with peers	• Design • Pretend • Explore	• Design • Make decisions • Solve problems	• Responsibility with materials	• Respect materials • Share materials

Library Center

Purpose: *The library center is a place for children to become comfortable with various text types and genres. Students may play at reading, read and write alone or with a classmate. Students will be able to create stories orally or through print.*

Career Pathways Possibilities:

- Education & Training
- Agriculture, Food & Natural Resources
- Architecture & Construction
- Manufacturing
- Librarian
- Author
- Health Services
- Communication
- Print Technology

Suggested Materials:
(Intended to support the whole child and content integration)

- Books (variety of genres, fiction, non-fiction, wordless and leveled sets)
- Big Books
- Book marks
- Magazines
- Modeled stories (BFTL)
- Poetry
- Puppets
- Listening center
- Books on tape/CD
- Whisper phones
- Stuffed animals
- Felt story boards
- Sticky notes
- Reading pointers
- Class books
- Computers

Materials to add/rotate throughout the year:

- School libraries should be utilized as a resource to add and change books throughout the year based on student interest, content, units of study, authors, characters, seasons and/or themes

Additional Resources:

- Mentor texts

Additional Notes:

- Materials should be organized and stored on shelves in labeled bins for easy access, clean up and to support student responsibility and independence
- A print-rich environment should be seen throughout the kindergarten classroom

Observational Assessment Opportunities for the Library Center:

WaKIDS *GOLD*™ Objectives					
Social Emotional	**Physical**	**Language**	**Cognitive**	**Literacy**	**Mathematics**
1. Regulates own emotions and behaviors b. Follows limits and expectations 2. Establishes and sustains positive relationships c. Interacts with peers	7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands	8. Listens to and understands increasingly complex language a. Comprehends language b. Follows directions 9. Uses language to express thoughts and needs b. Speaks clearly 10. Uses appropriate conversational and other communication skills a. Engages in conversations	11. Demonstrates positive approaches to learning c. Solves problems 13. Uses classification skills	16. Demonstrates knowledge of the alphabet a. Identifies and names letters b. Uses letter-sound knowledge 17. Demonstrates knowledge of prints and its uses b. Uses print concepts 18. Comprehends and responds to books and other texts b. Uses emergent reading skills	21. Explores and describes spatial relationships and shapes b. Understands shapes

21st Century Skills Integration					
Communication	**Collaboration**	**Creativity**	**Critical Thinking**	**Growth Mindset**	**Citizenship**
• Share ideas • Interact with peers	• Share materials • Reflect with peers	• Explore	• Make decisions • Solve problems	• Responsibility with materials	• Respect materials • Share materials

Manipulative Center

Purpose: *The manipulative center is a place for children to engage in learning opportunities where they can reason, sort, classify, sequence, compare, count, measure, inquire, record, define, estimate and solve meaningful problems at their own developmental level. Engagement in the manipulative center will help students expand oral language, cognitive development and fine motor skills.*

Career Pathways Possibilities:

- Architecture
- Construction
- Business Management
- Administration
- General Management
- Government
- Science
- Technology
- Engineering
- Mathematics

Suggested Materials:
(Intended to support the whole child and content integration)
Math manipulatives and items for sorting:

- Unifix cubes
- Snap cubes
- Pattern blocks
- Attribute blocks
- Geoblocks
- 2-sided counters
- Buttons
- Shells
- Counting bears
- Colored tiles
- Base 10 blocks
- Number chart
- Number line
- Dice
- Dominoes
- Cards
- Puzzles
- Games
- Balance scale
- Beads and string
- Lacing cards
- Tweezers
- Magnifying glass
- Magnetic letters
- Clipboards
- Spinners
- Counting collections
- 10 frames
- Ice cube trays
- Legos
- Ruler
- Measuring tools

Materials to add/rotate throughout the year:

- Estimation Jar
- Resources connected to enVision topics

Additional Resources:

- Mentor texts (Counting and sorting)
- Science kit resources (Balls & Ramps & Animals 2x2)
- HWT materials (Wood pieces or chalk boards)
- Graphs, Venn Diagrams, T-Charts

Additional Notes:

- Materials should be organized and stored in labeled bins for easy access, clean up and to support student responsibility and independence
- Rotate materials out as new materials are introduced to spark new interest
- Save shelf space or containers for "work in progress"
- Encourage students to bring recycled materials from home (bread tags, lids, etc.)

Observational Assessment Opportunities for the Manipulative Center:

WaKIDS *GOLD*™ Objectives					
Social Emotional	**Physical**	**Language**	**Cognitive**	**Literacy**	**Mathematics**
1. Regulates own emotions and behaviors a. Manages feelings b. Follows limits and expectations 2. Establishes and sustains positive relationships c. Interacts with peers 3. Participates cooperatively and constructively in group situations a. Balances need and rights of self and others b. Solves social problems	7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools	9. Uses language to express thoughts and needs a. Speaks clearly 10. Uses appropriate conversational and other communication skills a. Engages in conversations	11. Demonstrates positive approaches to learning a. Attends and engages b. Persists c. Solves problems 13. Uses classification skills	17. Demonstrates knowledge of print and its use b. Uses print concepts	20. Uses number concepts and operations a. Counts b. Quantifies c. Connects numerals with their quantities 21. Explores and describes spatial relationships and shapes b. Understands shapes
21st Century Skills Integration					
Communication	**Collaboration**	**Creativity**	**Critical Thinking**	**Growth Mindset**	**Citizenship**
• Share ideas • Interact with peers	• Share materials • Reflect with peers	• Design • Create • Explore	• Design • Make decisions • Manage projects • Solve problems	• Responsibility with materials • Perseverance	• Respect materials • Share materials

Additional Learning Environment Resources

Learning Environment and Learning Centers Modules - FDK Professional Development Training: Offered by Educational Service Districts (ESD). Contact your ESD Early Learning Coordinator for additional information.

Joyful Literacy Interventions, Janet Mort, 2014.

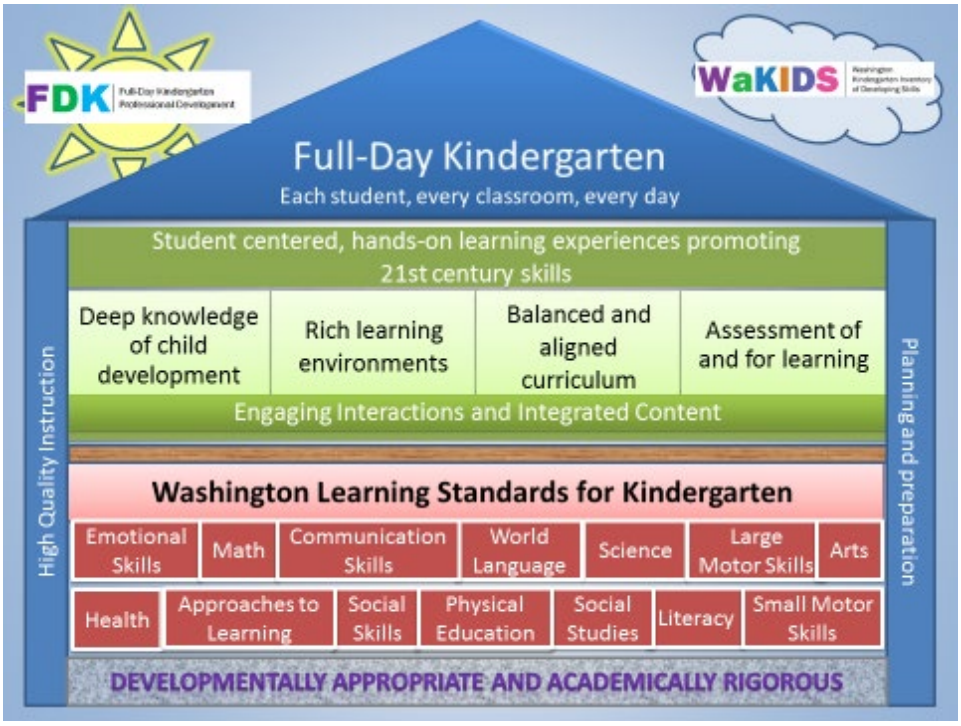
Curriculum and Instruction

RCW Requirement

Curriculum that offers a rich, varied set of experiences that assists students in developing skills through experiences that assists students in:
(i) Developing initial skills in the academic areas of reading, mathematics, and writing;
(ii) Developing a variety of communication skills;
(iii) Providing experiences in science, social studies, arts, health and physical education, and a world language other than English;
(iv) Acquiring large and small motor skills;
(v) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and
(vi) Learning through hands-on experiences

TPEP Criteria

- Centering instruction on high expectations for student achievement.
- Demonstrating effective teaching practices.
- Providing clear and intentional focus on subject matter content and curriculum.



Curriculum and Instruction

Teachers provide experiences, materials and interactions to enable children to engage in play that allows them to stretch their boundaries to the fullest in their imagination, language, interaction, and self-regulation as well as practice their newly acquired skills. (NAEYC Statement on DAP, Guideline #2.E.4, Copple and Bredekamp, 2009)

Defining the kindergarten curriculum is a difficult process. It incorporates so much more than a published curriculum kit or a set of reading materials.

Decisions are made at the local level to choose, implement, analyze and purchase instructional materials. However, the curriculum is more than just instructional materials. It is a dynamic and cyclical process of planning, implementing, observing and reflecting as indicated in the graphic. The standards for what kindergarten students should know and be able to do are the focus of the curriculum process. Without this focus, the content will not be appropriate or rigorous enough to meet the needs of the students. Teachers and administrators also need the knowledge and skills to implement the instructional practices as well as engage students in the learning process.

The following six elements will help teachers think about child development, observe how the children in their classroom are learning and growing, and make hundreds of decisions about the best ways to help students reach their full potential. (Gronlund, 2013)

- A rich, well-organized classroom environment
- Ample time for play and investigation with children making choices
- Teachers scaffolding and assisting children as they play
- A healthy balance of child-initiated and teacher-led activities
- Respectful, caring relationships with children and families
- Integration of curriculum and authentic, observational assessments

In addition to the information provided in this section, the Washington State Learning Standards for kindergarten for each content area can be found at: http://www.k12.wa.us/CurriculumInstruct/default.aspx

In addition, a useful source of information about the standards, especially for parents, are the Washington State Early Learning and Development Guidelines: Birth through 3rd Grade. They can be downloaded at: http://www.k12.wa.us/EarlyLearning/Guidelines.aspx

Kindergarten Standards

Everett Public Schools provides all eligible students a 21st century, child-centered, developmentally appropriate, research- based, balanced full-time kindergarten program that meets Washington State requirements, Washington State Learning Standards and the Common Core State Standards. A high-quality, full-time kindergarten program supports whole child development in social-emotional, physical, cognitive, language, literacy and math skills through richly integrated experiences.

Common Core State Standards English/ Language Arts	Common Core State Standards Mathematics	WaKIDS GOLD™ Objectives and Dimensions
Reading: Literature • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range and Level of Complexity **Reading: Informational Text** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range and Level of Complexity **Reading: Foundational Skills** • Print Concepts • Phonological Awareness • Phonics and Word Recognition • Fluency **Writing** • Text Type and Purposes • Production and Distribution of Writing • Research to Build Knowledge • Range of Writing **Speaking and Listening** • Comprehension and Collaboration • Presentation of Knowledge and Ideas **Language** • Conventions of Writing and Speaking • Knowledge of Language • Vocabulary Acquisition and Use	**Mathematical Practices** 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning **Counting and Cardinality** • Know number names and the count sequence • Count to tell the number of objects • Compare numbers **Operations and Algebraic Thinking** • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from **Number and Operations in Base Ten** • Work with numbers 11-19 to gain foundations for place value **Measurement and Data** • Describe and compare measurable attribute • Classify objects and count the number of objects in categories **Geometry** • Identify and describe shapes • Analyze, compare, create and compose shapes	**Social-Emotional** 1. Regulates own emotions and behaviors a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately 2. Establishes and sustains positive relationships a. Interacts with peers 3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others b. Solves social problems **Physical** 4. Demonstrates traveling skills 5. Demonstrates balancing skills 7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools **Cognitive** 8. Demonstrates positive approaches to learning a. Attends and engages b. Persists c. Solves problems 9. Remembers and connects experiences a. Recognizes and recalls 10. Uses classification skills 11. Uses symbols and images to represent something not present a. Thinks symbolically

Washington State Learning Standards for Kindergarten Science, Social Studies, Health, Fitness and the Arts can be found online at: www.k12.wa.us

21st Century Skills

Citizenship, Collaboration, Communication, Creativity, Critical Thinking and Growth Mindset

Integrating Content Areas in Kindergarten

Students learn best when teachers promote meaningful connections across subjects and content. In kindergarten the core concepts of reading, writing, math, and social/emotional skills should be integrated across all curriculum areas. These skills are integral to instruction in other areas. "Teachers integrate ideas and content from multiple domains and disciplines through projects, play opportunities and other learning experiences so that children are able to develop an understanding of concepts and make connections across content areas." (Copple and Bredekamp 2009)

Experiences in the content areas of science, social studies, health, fitness, world language and art can be integrated into the daily aspects of the kindergarten program through literature, informational text, activities, materials, discovery, and conversations. Content should be relevant to students. This is an important part of helping students to value learning and should be emphasized. Content and the core concepts are naturally interrelated for students. The emphasis on process and product will make learning meaningful and engage all students. Integrated learning centers designed around authentic studies can be engaging for students as well as allow time for them to deeply approach multiple content areas. A project approach that integrates multiple content areas can serve as a vehicle for learning in multiple domains.

Instructional Practices in Kindergarten

"*When you extend a child's knowledge and understanding hand-in-hand with nurturing a positive relationship with that child, you create the optimal condition for you to teach and for the child to learn.*" (Birch & Ladd, 1997)

The balance between teacher-guided and student-initiated learning is a priority for creating high-quality instructional experiences in kindergarten.

It is the educator's responsibility to:

- Design a flexible environment where exploration is possible, divergent thinking is encouraged, and children's interests are extended to achieve the kindergarten outcomes
- Adjust the environment as children's interests expand and additional outcomes are targeted
- Engage in genuine conversations to guide inquiry experiences that children initiate
- Be prepared to initiate and plan conversations and experiences that will lead to achievement of the outcomes
- Observe play to determine ranges of children's development
- Support play that will meet individual needs, address interests, and achieve outcomes

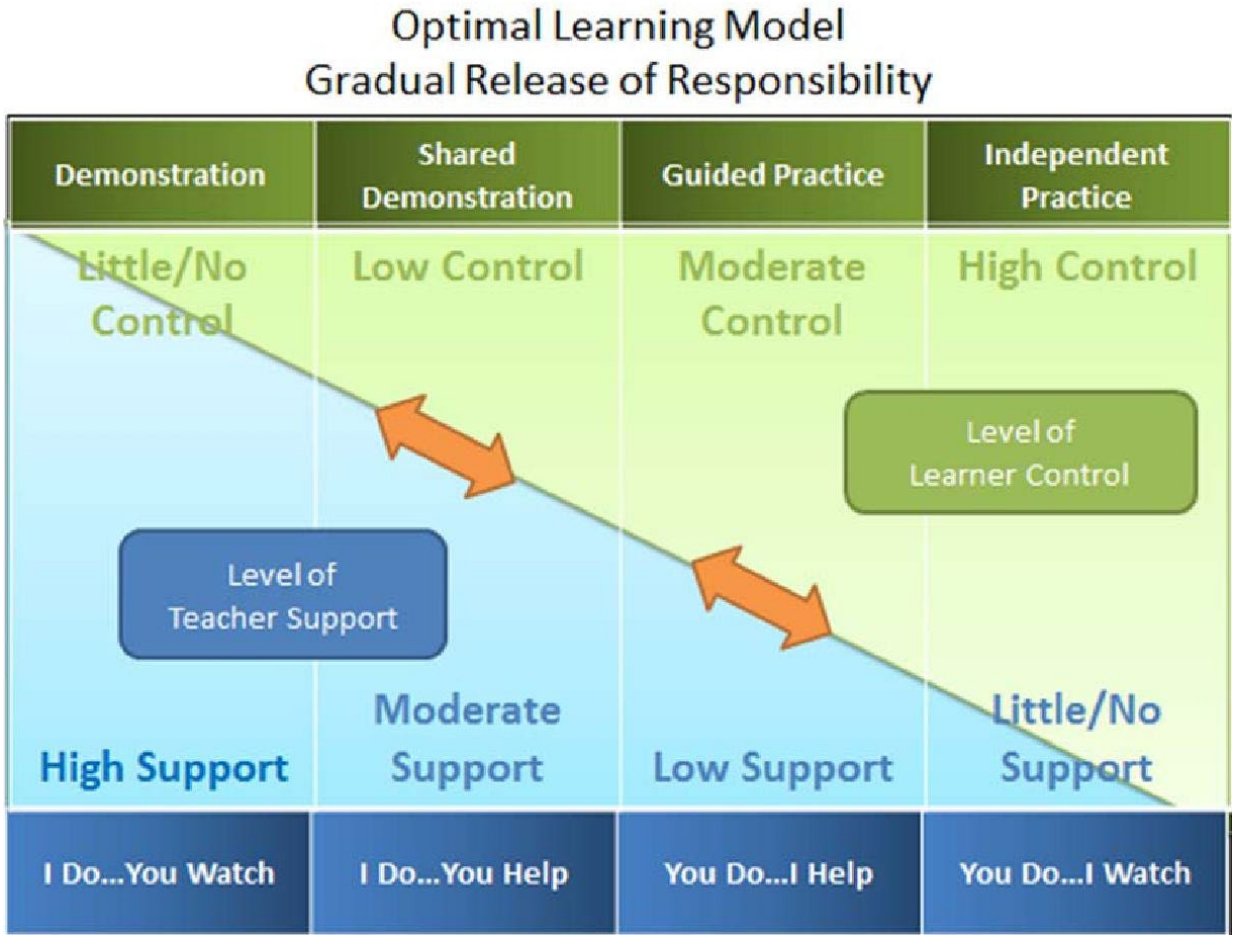
Kindergarten teachers need a variety of effective instructional strategies at the ready. Choosing the best strategy at any given moment depends on the learning goal, the specific situation, and the individual child (Heroman and Copple, 2006). It is important for teachers to be flexible in using different strategies.

The following strategies can be used by teachers in different contexts and will help teachers be effective in their instruction (Copple and Bredekamp, 2006):

- **Encourage** - offer comments or nonverbal actions that promote children's persistence and effort ("that wasn't easy, but you kept trying different things") rather than giving evaluative praise
- **Give specific feedback** - offer specific rather than general comment on the child's performance ("that's a *d*, Lilly, not a *b* - it looks a lot like a *b* but it's turned the other way, see?")
- **Model** - display for children a skill or desirable way of behaving (whispering when you want the children to lower their own voices; modeling cooperation and problem solving by saying, "you both want to use the computer, so let's think about how you could use it together")

- **Create or add challenge** - generate a problem or add difficulty to a task so that it is just beyond what children have already mastered (once a child counts up to five items accurately, begin engaging him in counting sets of six to eight)
- **Give a cue, hint or other assistance** - help children to work "on the edge" of their current competence (such as initially labeling cubbies with both picture and print labels, with the pictures to be removed later)
- **Provide information** - directly give children facts ("Birds make nests like this one to live in"), verbal labels ("this is a cylinder"), and other information
- **Give directions** - provide specific instructions for children's action or behavior ("Move the mouse to this icon and click on it; "Pour very slowly so we don't lose any of the liquid")

Using a model of scaffolding or a gradual release of responsibility also will help kindergarten teachers be effective in meeting the needs of students and helping them reach challenging and achievable goals.



Differentiated Instruction
Teachers must provide children multiple paths to reach similar goals. Effective kindergarten teachers are skilled at aligning curriculum content and adjusting instructional strategies with each child's developmental levels and abilities (CA Transitional Kindergarten Implementation Guide, 2013). An ongoing cycle of observation, assessment, instruction, and reflection is essential to address the learning needs in a kindergarten classroom. Effective teachers use this cycle to create a pathway for success for all students.

Planning for Variability
Young children arrive in our kindergarten classrooms with a wide variety of competencies and challenges. They express their ideas and questions in many ways and demonstrate their particular approaches to tasks and problems in countless languages: with words, movements, gestures, artwork, symbols, stories. Some children's learning paths have been codified by diagnoses and specific recommendations have been written into Individualized Education Plans (IEPs). While these documents lay out goals, benchmarks and accommodations, we know that our most precise attention is required to understand how all children learn and to design progressive and provocative learning experiences. In the framework of Universal Design for Learning (UDL), teaching and learning is crafted around carefully articulated goals, achievable by all children through multiple paths of access. This represents a shift away from designing curriculum for most children and then planning accommodations for others. Instead, a variety of materials, tools and processes allow children and teachers to approach learning experiences from different points and in different ways, while maintaining the expectation that all children will develop and express understandings, enhance new strategies, and demonstrate skills as they develop.

All kindergarten students are English Language Learners
The emphasis on oral language, work in small groups, conversation, and interaction with rich materials are all research-based strategies that support language development and acquisition. Hearing teachers use and label objects with specific vocabulary, both during the introduction to centers and while scaffolding in centers, will enhance the vocabulary development of all children.

All children benefit from having available a broad menu of specialized tools and strategies in order to best access various activities and we share some suggestions here.

To expand accessibility in the brain's recognition networks (gathering and categorizing information):

- Use visual images to:
    - support understanding of the steps of a process
    - reference resources ("Your building reminds me of this house.")
    - inspire (ideas for building, writing/drawing, acting, experimenting)
    - document and support conversation about children's work
    - give instructions
    - list needed or possible tools and materials
- Use a slow pace of speech and simple phrases
- Use songs and rhymes for transitions, leave a word out and ask children to fill in the blank
- Answer questions with one or two words
- Ask questions that can be answered with one or two words (e.g., "What are you doing?" "I'm dancing")
- Ask yes/no questions
- Ask explicit questions (who, what, when, where, how many)
- Provide one-step directions
- Make predictions ("What will happen if you build higher?")
- Incorporate specific vocabulary pertaining to each unit
- Demonstrate and repeat book vocabulary
- Retell stories with illustrations or pictures
- Record stories and non-fiction texts for listening center

- Adapt stories by offering simplified language and plot
- Restate facts from non-fiction text
- Start phrases for children to finish ("I am pretending to be a….")
- Use non-verbal signals (thumbs up/down to refer to facts and to answer questions, thumb to self for "Me, too.")
- Verbally label children's actions ("You are using the brush to paint the box." "You are building a tall structure.")
- Verbally label and describe attributes of materials (shapes, colors, sizes)
- Provide concrete or realistic props (hats, buckets, photographs related to the unit)
- Identify the features of academic material (parts of a book, concepts of print, communication and thinking processes)
- Label tools, materials and features of the environment in children's home languages
- Provide name tags for dramatic roles
- Limit clutter
- Encourage collaboration with other children

To expand accessibility in the brain's strategic networks (planning and performing tasks, organizing and expressing ideas):

- Create a picture schedule of the flow of the day, using "Boardmaker" icons, photographs or sketches to remind children of what to expect next
- Provide sequencing templates and other graphic organizers
- Provide picture cards to make sentences and express ideas
- Provide sentence frames
- Invite children to point to express understandings and ask questions
- Make available a small choice board that offers a limited number of centers at a time
- Provide visual menu of activities
- Put all materials needed for a project on a tray
- Use tape to define work spaces (building space in block area, work space on table)
- Provide name tags for dramatic roles
- Encourage children to use non-verbal signals (thumbs up/down to refer to facts and to answer questions, thumb to self for "Me, too.")
- Encourage collaboration with other children
- Provide writing papers with various templates for more/less space for drawing and writing
- Provide papers with and without lines
- Provide sentence starters for stories, descriptions of work, questions to research to be used for writing and with picture-word cards
- Provide flannel boards for retelling, restating (stories, life cycles, processes)
- Clip paper to a binder to provide a slant for writing/drawing
- Provide variety of materials such as Wikki Stix, straws, and pipe cleaners for making symbols, letters, and figures
- Add grips to pencils and markers to facilitate grasp; offer markers, crayons, pencils, brushes in a variety of thicknesses
- Provide tongs to pick up materials
- Provide gloves
- Provide pre-torn tape on a block in the middle of the table
- Demonstrate the use of materials and tools with step by step instructions and options for variability in approach
- Limit number of materials, gradually adding more in number and type over time
- Ask children to help identify materials and tools needed for a particular task and set them aside in designated work space
- Create picture cards for gestures and actions children develop for acting out stories

- Participate in play (as a minor character), interacting directly to expand play themes
- Be consistent with set-up of materials and tools
- Limit clutter
- Provide small work spaces with limited visual stimulation

To expand accessibility in the brain's affective networks (getting engaged, being challenged and staying motivated):

- Offer a variety of seating at group meetings and at tables (chairs with arms, rocking chairs, exercise balls, cube chairs, T-stools, bean bag chairs)
- Stretch elastic material between front chair legs
- Allow children to stand while working
- Allow and encourage movement breaks (wall push-ups, jumping jacks, floor-tape "balance beam," arm circles)
- Clip paper to a binder, to provide a slant for writing/drawing
- Provide headphones or earmuffs
- Add or remove environmental scents
- Offer a child a personal box of materials
- Create a cardboard box office that provides a semi-private work area, either for one child or two children
- Offer opportunities to work with partners
- Provide a mat to designate a protected space for a child to work (adjust size of space depending on needs or child/task)
- Model expanding on or making adaptations to a repetitive activity, narrating through the process
- Provide different textures of blocks by covering some with pantyhose, fabric, felt, sandpaper
- Soften sound environment with large towels or yoga mats
- Offer squishy balls or other concentration tools for group meetings
- Invite children to move and lay on belly while looking at books
- To support transitions into and out of centers, use a visual timer so that children can see when it is nearly time to clean up

(Adapted from Focus on K2: An Integrated Approach to Teaching and Learning. Boston Public Schools. June 2014.)

For ideas on expanding access to center activities and routines, please refer to: Gould and Sullivan, The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All (Prentice Hall, 2005).

OCDE Project GLAD®NTC

OCDE Project GLAD® NTC is a model of professional development dedicated to building academic language and literacy for all students, especially English language learners. Since 2005, Everett Public Schools have been providing this exemplary training for educators resulting in students' access to quality instruction and high-levels of success. The model enhances teachers' design and delivery of standards-based instruction through an integrated approach. OCDE Project GLAD® classrooms promote an environment that respects and honors each child's voice, personal life experience, beliefs and values their culture.

OCDE Project GLAD® Training Model Elements: The following elements make the OCDE Project GLAD® model promote successful, involved teachers and students:

- A unique blend of academic language and literacy that combines the research from many fields and organizes the strategies and classroom practices into a process.
- Firmly rooted in research and has been field tested for over 25 years.
- Encourages a classroom environment that values the student, provides authentic opportunities for the use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity.
- Supports standards-based instruction through integrated approaches which include Project Based Learning, language immersion and language acquisition.

OCDE Project Glad

LEAP (Learning Enrichment Achievement Program)
Everett Public Schools implements a K-12 program that provides a continuum of services for students identified as Highly Capable. Once identified as highly capable, students must have the opportunity to continue services until high school graduation.

K-1 students who qualify to receive LEAP highly capable services will be served in their home school and general education setting. This program will be offered at all elementary schools. Services may include differentiation, enrichment, challenge activities, grouping with academic peers, project-based learning or enriched curriculum.

Students must receive a CogAT screener score of 95th percentile, along with a review of district assessment, progress report data, and a teacher observation inventory. Other formative data may be used.

Process
Annual notification for parents regarding LEAP will be made via school and District publications. A parent letter will go home with kindergarten students in the fall.

Nomination
Anyone including parents, teachers and community members may nominate a kindergarten student for the assessment process. In order to be considered for the LEAP program, a Nomination/Testing Permission form, signed Parent/Guardian Inventory form and a teacher referral/nomination form *must be received by the Highly Capable office in early November (specific date determined each year).*

Screening and Assessment
Nominated kindergarten students will be given the Cognitive Abilities CogAT screener. Additional assessments that will be used to determine placement decisions for students who score at the 95th percentile on the CogAT screener include:

- DRA data
- Math progress report data
- Teacher Observation Inventory
- Parent Nomination Inventory

K CogAT Screener Administration
The Kindergarten CogAT screener will be administered during the winter highly capable testing window.

District Selection Committee
A multidisciplinary selection committee, composed of the following District staff, is responsible for selection decision: Director of Assessment; Highly Capable Program Administrator; an elementary principal, school psychologist; kindergarten teacher (s); and highly capable teacher (s).

Notification
Parent, guardian, and resident school of assessed students will be notified of eligibility. LEAP for those that qualify will begin in February.

LEAP forms:

- Parent/Guardian Referral Form
- Teacher Nomination Form – See Appendix F
- WaKIDS GOLD – Individual Child Report and Development and Learning Report

Instructional considerations for students who qualify for LEAP
The classroom needs to be a place where all children can easily engage in activities and projects at their own level and pace. Here are some suggestions for designing a child-friendly classroom:

- create a room that invites inquiry (pictures, books, areas for music, art, and a variety of materials)
- use instruction to connect content areas
- make a wide range of materials available
- arrange for activity centers for self-initiated projects
- have flexible seating arrangements
- offer attractive, lesson-related activity options for students who finish work early
- vary the atmosphere of the room through music as well as opportunities for creative movement, mime, dance, singing

Developing learning centers can support creative learning in the classroom environment. A library center, for example, could have a variety of books, dictionaries, magazines, storybook character puppets, magnetic letters with boards, crossword puzzles, alphabet games, and computer software for word processing and story writing.

Group work is common in primary grades. For Highly Capable students, cluster groups, where four or five children work together, provide the most productive situation for learning. Grouping young children should always enhance the strengths students have, and the kinds of groups formed (structured, open, creative, divergent, content-based, etc.) should emerge from learning goals established for each classroom activity. Here are some guidelines for organizing small groups:

- Provide variety. Offer opportunities for children to work with a variety of students grouped differently (interests, complexity level of assignments, motivation)
- Offer choices. Whenever possible, allow children to choose group mates and topics and assist in designing projects and their format
- Create ground rules. Discuss ground rules with children. Rules for discussion may include: if you can't agree on what to do, try more than one idea; take turns sharing ideas; listen to others in your group; make your best effort; help each other; if you don't understand or agree, talk about it with your group; get the teacher's help if you need it
- Evaluate students individually. At the conclusion of group work, it is important to evaluate them individually. Evaluations (mastery tests, portfolios, checklists, oral responses, drawings, written compositions, etc.) should focus on individual learning rather than on how students contributed to the group
- Compact the curriculum. A proven strategy for serving young Highly Capable children in the regular classroom is to compact —compressing the essentials so that they can advance beyond the material they have already mastered. Most teachers create a system of testing and observation to determine the children's level of mastery. There are a couple of options for compacting. One is to allow Highly Capable children to choose activities (unrelated to material covered in class) that particularly interest them. The other is to design an activity related to the current lesson that challenges their talents. In order for this practice to work in the long run, the teacher will need to design some kind of learning contract (signed by both the child and teacher) that stipulates the activities or projects chosen, the conditions for their completion, and the outcomes. The teacher can then help them locate resources both in learning centers and the library
- Incorporate creative thinking. Another way to serve young Highly Capable children in the regular classroom is to incorporate creative thinking and activities into daily lessons — a strategy that benefits the other students as well. Young children particularly enjoy "what if" questions to stimulate new and alternative ways of exploring a subject or theme. A study of the rainforest, for example, might allow a child with an interest in lizards to become a lizard for a day. "What if you really were a chameleon living in the rainforest? What would you enjoy most about being one? Why?" Activities could include gathering new facts about that animal for the purpose of a mimed story, a self-portrait (which the child then explains afterwards), or written (or dictated) story.

Teachers can support these activities by asking questions and suggesting different media and resources for their imaginative exploration

Brainstorming with Highly Capable children on what kinds of projects they could do may also generate ideas teachers may never have thought of on their own. The point of the brainstorming is to teach children at an early age to think of the different things they can do with the information they have learned. What would they like to do with it? What else could they find out? How would they like to express what they know? Activities could range (depending on the age and ability of the student) from map-making to naturalist studies of animal life, dramatic enactments, creative movement, art projects, and science experiments. This is where teachers' understanding of their students' unique strengths becomes vital in providing appropriate learning activities. A kindergarten class just beginning to explore numbers may be very dull to an artistically Highly Capable child who already knows how to count to 50 and recognizes these numbers by sight. A teacher who understands the child's talent could offer encouragement to undertake an art project involving the theme of numbers (e.g., drawing objects or animals in multiples, then counting them, making designs out of numbers, exploring the relationships between numbers through art, etc.). This integration of subject areas also makes learning possible in multiple directions and allows young children to develop talents in different content areas.

Smutny, J. (May 2000). ERIC Clearinghouse, http://www.hoagiesgifted.org/eric/e595.html
Everett Public Schools Highly Capable Program, www.everettsd.org

Handwriting Without Tears™
Everett Public Schools utilizes the Handwriting Without Tears™ (HWT) curriculum for grades K-3 including Keyboarding Without Tears™ for grades 3-5. HWT uses a multi-sensory, hands-on approach to teaching letter formation and good handwriting habits. When teaching letter formation, HWT uses carefully selected vocabulary and step-by-step images to show students how to form each part of every letter. HWT teaches letters in a developmental order to help students build upon prior knowledge. HWT begins with a double line format to teach students appropriate letter proportion, placement, size and spacing. Activities are embedded for students to master the use of a variety of paper styles. HWT incorporates manipulative materials, music and movement, pre-writing and writing, all while promoting good pencil grip. HWT materials and student workbooks are part of the kindergarten curriculum.
Resource – www.hwtears.com/

Fine Motor Skills in Kindergarten
Tips for the kindergarten teacher

- Be certain that student tables are at the correct height
- Use little writing tools-chalk broken into small pieces, small pieces of crayon, etc.
- Give students lots of space to draw freely on large surfaces - chalkboard, large easel paper, newsprint, etc.
- Be explicit about finger placement when teaching students to hold both their writing hand and their 'helping' hand
- As with all other facets of teaching, differentiate for the needs of individual students
- Provide a center with wooden, plastic or foam cut-outs of big and small, straight and curved lines so students can manipulate and explore composing and decomposing letters and shapes and discuss attributes of letter and shape
- Frequently use songs and rhymes that address letter and number formation
- Share with parents the correct formation of letters
- Correct poor writing habits through explicit instruction of pencil grasp, paper placement, correct writing posture, etc. (see Handwriting Without Tears™)
- Begin with the writing and modeling of capital letters
- Gradually begin to correct letter and number reversals, one letter or number at a time

Students should be introduced to formation through the aforementioned modeling and guided practice, followed by specific assistance for students who continue to incorrectly form letters. As stated above, letter formation will not be automatic until students have mastered the pre-requisite skills.

Having a Functional Pencil Grasp
Before being able to hold and control a writing tool, students must be able to coordinate movement and have control over the small muscles of the hand. Small muscle coordination activities should be a part of handwriting instruction. For struggling students, the following activities may be helpful:

Using manipulatives:
Jigsaw puzzles
Legos
Tinker Toys
Snap beads

Practicing art skills:
Coloring
Drawing
Sketching
Tearing paper
Folding paper
Cutting paper with scissors

Molding with:
Clay
Sand
Play dough
Silly Putty
Paper-mache

Playing with small toys:
Cars
Miniature gas stations
Transformers
Doll Furniture

Using "daily experience activities"
Zipping
Buttoning
Sewing
Screwing lids on small jars
Screwing nuts and bolts
Typing
Tying knots and bows
Playing a piano
Tongs/Tweezers
Sticks
Shovels & Pails

"Handwriting in an Early Childhood Curriculum" by Linda Leonard Lamme
Helping Hands: A World of Manipulatives to Boost Handwriting Skills by June M. Naus

Kindergarten Second Step™
Scope and Sequence

Unit 1: Skills for Listening	1. Learning to Listen
	2. Focusing Attention
	3. Following Directions
	4. Self-Talk for Staying on Task
	5. Being Assertive
Unit 2: Empathy	6. Feelings
	7. More Feelings
	8. Identifying Anger
	9. Same or Different
	10. Accidents
	11. Caring and Helping
Unit 3: Emotion Management	12. We Feel Feelings in Our Bodies
	13. Managing Frustration
	14. Calming Down Strong Feelings
	15. Handling Waiting
	16. Managing Anger
	17. Managing Disappointment
	18. Handling Being Knocked Down
Unit 4: Problem Solving	19. Problem Solving
	20. Inviting to Play
	21. Fair Ways to Play
	22. Having Fun With Our Friends
	23. Handling Having Things Taken Away
	24. Handling Name Calling
	25. Reviewing Second Step™ Skills

Additional information in Learning Environment section

http://www.secondstep.org/

World Language Experience
Washington schools that receive state funding for full-day kindergarten are required to provide experiences in a world language other than English. Young children are like sponges when it comes to languages. They soak up the sounds they hear, and their brains and mouths are more receptive to distinguishing and pronouncing new sounds than our adult brains and mouths are. At the same time, we need to be thoughtful about how we introduce new languages into a young learner's environment because language is so connected to culture and identity. Additional information regarding strategies to provide world language experiences may be found at: http://www.k12.wa.us/WorldLanguages/pubdocs/Kindergarten_World_Language_Experience_HO.pdf

The Kindergarten Leadership Team provided several suggestions to give students world language experiences. Teachers can incorporate a hello song which greets students by saying hello in various languages. Hello speech bubbles are available on the website.

Welcome Song: https://www.youtube.com/watch?v=JDoweQAg8ew

Additional suggestions from the FDK Teacher Leadership Team

- Books and audiobooks in other languages
- Sign language (ex. Nellie Edge online resources, use ASL for letters, sounds, chants and songs) Songs, music and nursery rhymes from various languages and cultures
- Hello, goodbye and counting 1-10 in a new language each month
- High school language class student visitors
- Incorporate multilingual websites (Google translate)
- Parent volunteers – language "experts", small group leaders, art docent for multicultural art lesson
- Varied language lunch menus or food cards with vocabulary in multiple languages
- Introduce manners, colors, shapes, days of the week, calendar and number words in various languages
- Use bilingual students as teachers
- Use of PECS (Picture Exchange Communication Systems)
- iPad resource – use as a communication device or include language apps
- Project developmentally appropriate maps

Additional Resources for Curriculum:

Your Child's Progress Document from OSPI http://www.yourchildsprogress.com/

Washington State Learning Standards http://www.k12.wa.us/CurriculumInstruct/default.aspx

Special Education, Office of Superintendent of Public Instruction:
www.k12.wa.us/SpecialEd

Foundations in Literacy:
http://foundationsinliteracy.org/index.php?option=com_content&view=article&id=34&Itemid=53

Federal Title I Program, Part A: http://www.k12.wa.us/LAP/default.aspx

Highly-Capable: http://www.k12.wa.us/HighlyCapable/default.aspx

Guidance for WaKIDS Teachers Working with English Language Learners (ELL):
http://www.k12.wa.us/WaKIDS/pubdocs/GuidanceWaKIDSTeachersWorkingwithEnglishLangLearnersELL.pdf

English Learners, Office of Superintendent of Public Instruction:
www.k12.wa.us/MigrantBilingual

World Languages in Kindergarten – Resources
http://www.k12.wa.us/WorldLanguages/pubdocs/Kindergarten_World_Language_Experience_HO.pdf
http://internationaledwa.org/resources/wl/early/fdk_resources.htm

American Sign Language
http://www.nellieedge.com/members/resources/Teaching-All-Children-Fingerspell.pdf
http://www.nellieedge.com/pdf/ebook_magicSigning.pdf

Spanish
Free online program: http://www.123teachme.com/learn_spanish/spanish_for_children
Video showing a morning routine in Kindergarten using Spanish and English
http://www.youtube.com/watch?v=W97zQ6ZmoJM
Kindergarten Spanish Games
http://www.ehow.com/list_6675055_kindergarten-spanish-games.html
Activities and Ideas for Teaching Spanish to Kindergarteners
http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/103387-teaching-spanish-to-kindergarten-students/

Japanese
Basic lessons for teaching Japanese http://web-japan.org/kidsweb/language/

Arts in Kindergarten – Resources
http://www.k12.wa.us/Arts/Resources.aspx
http://artsintegration.com

Environmental and Sustainability Education (ESE) Learning standards
http://www.k12.wa.us/EnvironmentSustainability/Standards/default.aspx
OSPI ESE - http://www.k12.wa.us/EnvironmentSustainability/default.aspx

Assessment

RCW Requirement

- Administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS)

TPEP Criteria

- Using multiple student data elements to modify instruction and improve student learning.

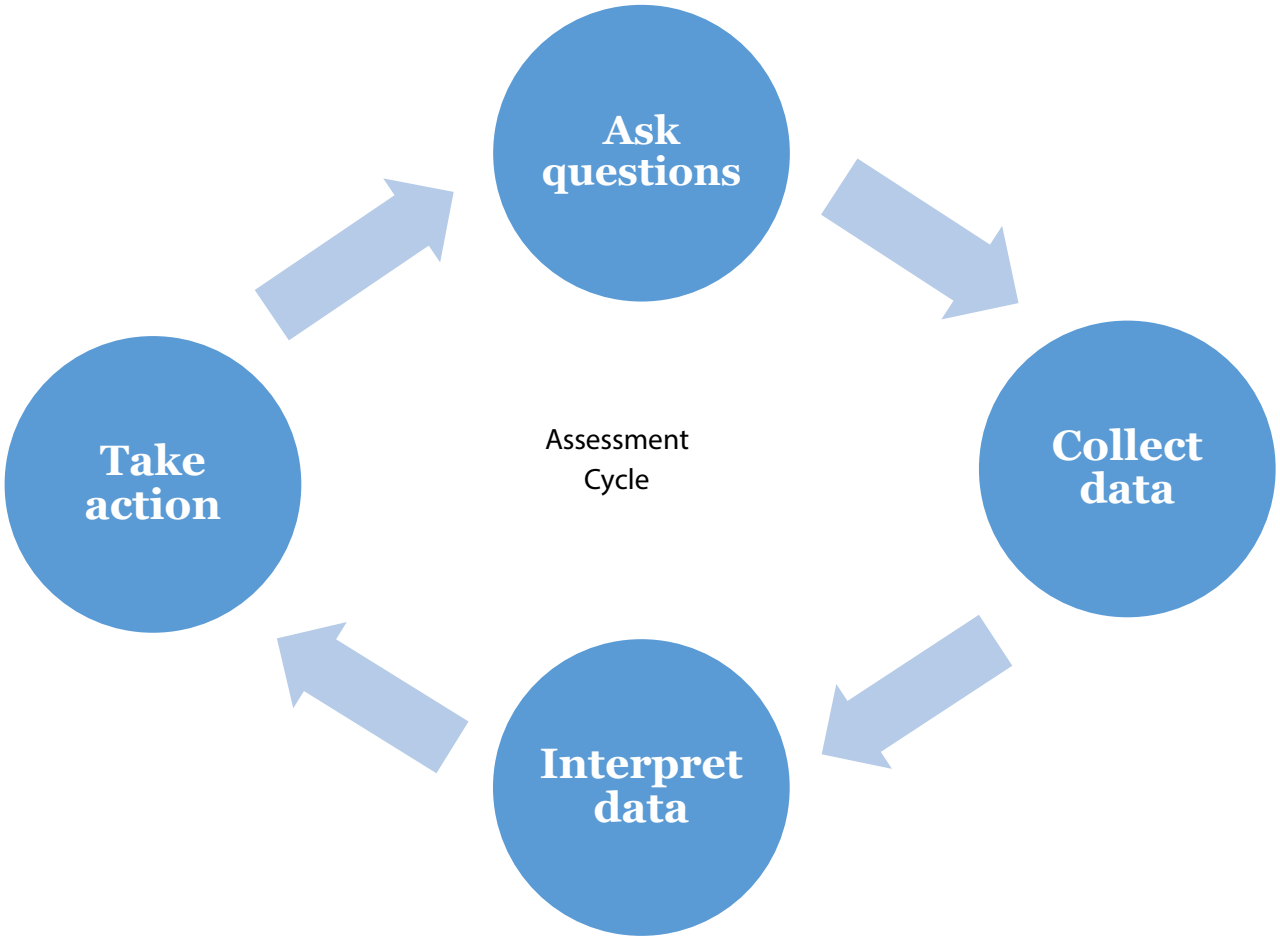
Assessment Overview

Effective assessment can help teachers understand the unique qualities of each child, as well as supply useful information to guide planning. (Stiggins, 2007)

Assessment is a powerful teaching tool that:

- reinforces our knowledge of child development
- enriches our relationships with children
- strengthens our communication with families
- provides the foundation for program decisions
- enhances our sense of professionalism

Effective assessment is systematic and not left to chance. Whether you are gathering formative or summative information, assessment is a cyclical process involving the repetition of 4 steps:



Ask Questions	Collect Data	Interpret Data	Take Action
• What do you want to learn? • What decisions do you want to make?	• What information should you collect? • How will you gather data? • How much data do you need?	• What does the data mean? • What does the data tell you about each child?	• How will you use your findings? • How will your plans change? • What strategies will you use? • What are your next steps for individual, small group, and/or large group instruction?

Purpose – Why Assess?	Considerations
• To understand overall development of an entering kindergartner	• Biological maturation • Experiences prior to kindergarten • Developmental trajectories vary more than any subsequent school years
• To monitor children's progress through curriculum	• Unique learning styles and strategies • Adapt curriculum to meet learners' needs
• To identify children at risk for academic failure or need special education	• Language development • Child's classroom performance • Look at the whole child • One test is not an indicator of a disability
Principles of Assessment	
Assessments should: • benefit children • have a specific purpose and be reliable, valid and appropriate for that purpose • reflect the children's true skills and abilities • be age-appropriate, in both content and data collection method • be linguistically appropriate • value family input	

Adapted from The Power of Assessment, Margo L. Dichtelmiller, 2011

EEA – EPS Collective Bargaining Agreement (CBA) Language

SECTION 8.14 - KINDERGARTEN ORIENTATION
The District will compensate all Kindergarten teachers who perform additional work to prepare for and/or participate in an orientation activity for parents and/or students for up to six (6) hours at the employee's per diem hourly rate. (building budget expense; submit timesheets to building principal)

SECTION 9.13 - CONFERENCE DAYS
A. There will be two (2) elementary conferences annually of five (5) days in the Fall and five (5) days in the Spring with students being released two and one-half (2½) hours daily on each of the conference days.

B. Kindergarten

1. Each Kindergarten teacher that teaches one class session over the full day (All Day Kindergarten) will be offered up to four (4) days of release time to conduct assessment activities.

2. Substitutes will be provided for this release time for teachers in the paragraphs above. The release time may be taken at a time mutually agreeable with the employee and his/her principal.

SECTION 9.16 - STUDENT ASSESSMENTS
E. For grades K-2, upon employee request, the following number of days of released time will be provided to each employee assigned to administer the Developmental Reading Assessment II:

i. No less than one (1) day for each assigned class section for Kindergarten teachers. If a school Kindergarten team decides to add a Winter DRA, an additional day will be provided;

ii. No less than four (4) days for First and Second Grade teachers;

iii. The District will provide no less than one-half (.5) day of released time for classes that exceed the class size goals in Section 9.02 at the beginning of each assessment period.

For the fluency assessment (DRA), sub days shall be scheduled at the employee's discretion. Employees may choose to divide or combine the days provided during any particular assessment period. If the assessment period needs to be expanded, the District will seek the Association's concurrence.

L. Support for WaKIDS (Teaching Strategies GOLD) will continue at the levels provided in the 2014-15 school year.

APPENDIX 7* - 2018-19 SCHOOL YEAR ASSESSMENTS

STATE OR FEDERAL REQUIRED STUDENT ASSESSMENTS

Kindergarten

English Language Proficiency Assessment (ELPA21) Screener	Fall	within first 10 days
Teaching Strategies GOLD	Fall	by October 31

K-12 English Language Learners

English Language Proficiency Assessment (ELPA21)	Winter	February – March

DISTRICT STUDENT ASSESSMENTS

Kindergarten

Highly Capable screening assessment	Fall	October
Developmental Reading Assessment (DRA)	Spring	April — June
Kindergarten Assessment card card	Winter Spring	prior to semester report prior to semester report

** Refer to Appendix 7 in CBA for current version*

Note: P-3 Early Learning Team will communicate to K Teachers any exceptional change in due date(s) in a timely manner

WaKIDS GOLD™ "whole-child" observational assessment

The WaKIDS "whole-child" assessment is an observational assessment tool. Using this online assessment tool teachers observe their students at the beginning of the kindergarten school year to find out what each child knows. This assessment provides indicators ("look-fors") of student skills using developmental progressions. Information for each child is to be entered by 9:00 p.m. on October 31st.

- Prior to administering the assessment, teachers are required to attend a training, which are provided by each of the state's Educational Service Districts. See www.k12.wa.us/WaKIDS for the schedules of trainings.
- Teachers inventory each child's developing skills in six areas: Social-emotional, Physical, Cognitive, Language, Literacy and Mathematics. The list of objectives being assessed can be found at teachingstrategies.com
- Knowing more about child's entering skills help teachers and parents work together to support student growth throughout the kindergarten year, with the goal of meeting end-of-year standards. In addition, the results are being used to collaborate and align practices with early learning providers, target resources, and influence state policies.
- Individual student, classroom, and school results are available as soon as the data has been entered in the online tool. Teachers and principals are able to view and print out a variety of reports at the individual and classroom levels.
- Although the state requires teachers to assess students only once at the beginning of the year, teachers may choose to assess students up to three times a year in order to document student growth.
- While no single assessment is valid for all purposes, RCW 28A.150.315 (2)(a) states that it is the intent of the Legislature that administration of WaKIDS replace the administration of other assessments being required by school districts or that other assessments only be administered if they seek to obtain information not covered by WaKIDS.

WaKIDS "whole-child" observational assessment resources: http://www.k12.wa.us/WaKIDS

Other State-level Assessments

In addition to WaKIDS, school districts are required to administer a number of other assessments and evaluations for purposes of state and federal programs:

- English Language Proficiency Assessment for the 21st Century (ELPA21)
- Highly-Capable
- Special Education

Kindergarten Assessment Resource Kit (KARK)

KARK is a tool for ongoing data collection used to inform instruction, monitor progress, conference with parents and complete progress reports. It is a formative and/or summative tool that can be used in conjunction with WaKIDS, classroom-based formative assessments, end-of-unit assessments and DRA. It is designed as a resource to help teachers collect and record data throughout the school year. KARK was created by teachers as a resource for gathering, assessing and recording data for foundational skills in reading and math. It has been updated to align with the CCSS and the EPS semester progress report. The assessment tasks do not assess all CCSS for ELA.

P-3 Systems

The WaKIDS Family Connection and Early Learning Collaboration

RCW Requirement

- Demonstrate strong connections and communication with early learning community providers.
- Participate in kindergarten program readiness activities with early learning providers and parents.

TPEP Criteria

- Communicating and collaborating with parents and the school community.
- Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Building Relationships in a P-3 System

*"Strengthening our schools requires a network of school, family, and community working with and for all children." (*New Jersey Kindergarten Implementation Guidelines)

Everett Public Schools is working on alignment of early learning, birth through third grade, to develop children's foundation for success. A focus on the kindergarten year is important because of the wide variation in children's experiences prior to school entry. It is critical that we provide seamless supports for all children as they move through each year, including summer, from preschool through third grade (New Jersey Kindergarten Implementation Guidelines).

Transition to Kindergarten
Developing and sustaining relationships among kindergarten students, their families and the school begins well before the first day of kindergarten. Research supports offering multiple layers of transition practices to assure a smooth transition for all students.
The following are transition activities and resources for developing and sustaining relationships in the kindergarten year:

- Transitional Kindergarten
- Kindergarten registration
- Getting ready for kindergarten
- Kindergarten readiness family resources
- PreK to K transition reports
- Everett Ready
- WaKIDS
- Family Connections
- Early Learning Collaborations

Transitional Kindergarten - https://www.everettsd.org/Page/30558
Transitional Kindergarten is a free, full day early entrance kindergarten for children who are scheduled to enter kindergarten in the upcoming fall. The program focuses on basic academic and social skills to help qualifying students get a jump start towards success in school. Students must meet the age requirement, demonstrate academic and/or social-emotional needs, and cannot be currently enrolled in another early learning program.

- Recruiting students and selecting school sites occurs in November /December.
- Screening students for eligibility occurs in January and school sites are finalized based on enrollment.
- The first day of Transitional Kindergarten falls on the first day of our second semester in late January / early February and runs until the end of the school year.

Kindergarten Registration - https://www.everettsd.org/Page/31077.
Kindergarten registration begins in the spring each year. The purpose of the spring enrollment is to connect with and invite children and families to the various transition to kindergarten activities offered before your fall family connection meeting.

Getting Ready for Kindergarten
In the spring and summer, each elementary school holds a welcome event for incoming kindergartners and their parents. The focus is for parents to learn about kindergarten expectations, and ways to prepare for kindergarten. Families may have an opportunity to visit a kindergarten classroom.
District provided resources –

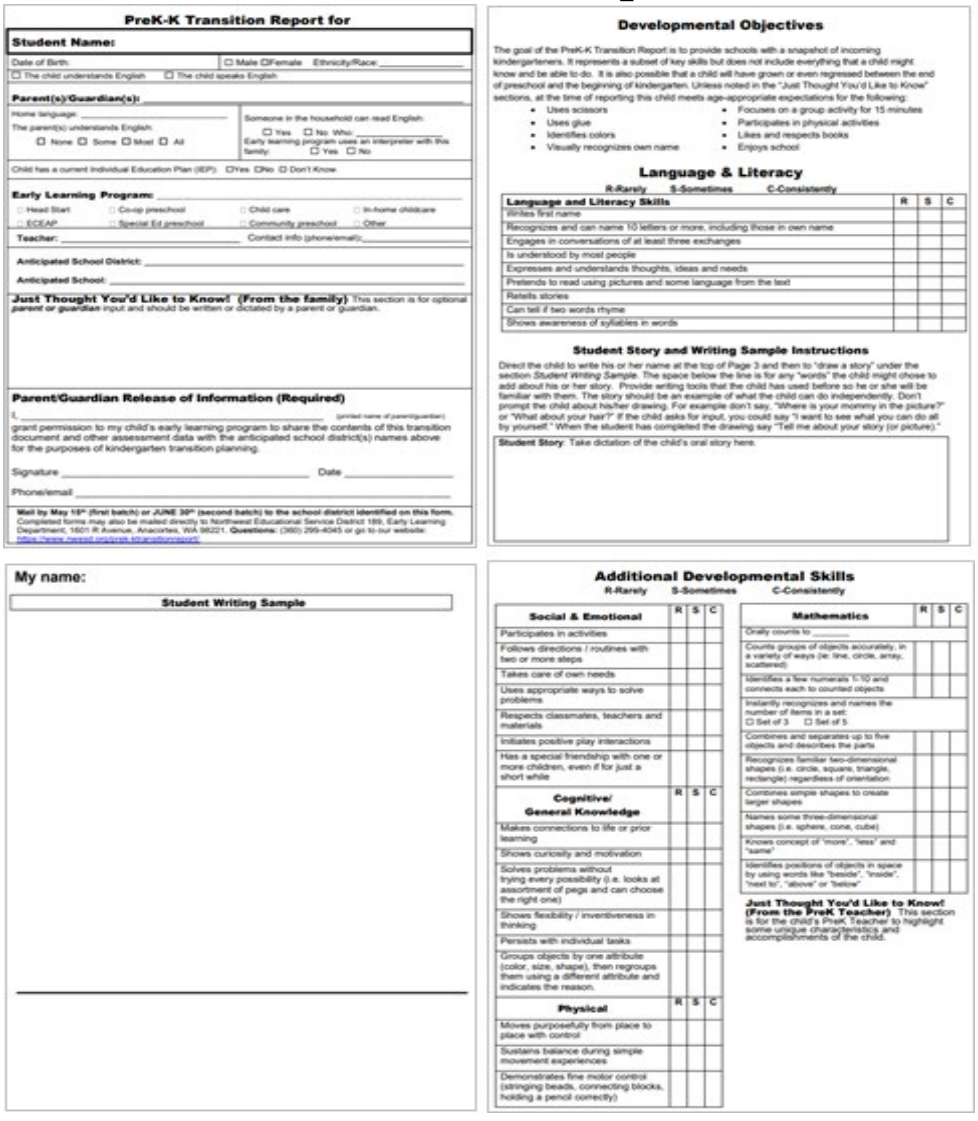
- Power Point Presentation
- "Getting Ready for Kindergarten" packets (sent to schools in the spring)
- Event planning forms and guidelines

The resources are reviewed and updated annually. A link is sent to schools for personalization and adaptation of these resources.

Kindergarten Readiness Family Resources
The Early Learning Department provides a "Getting Ready for Kindergarten" family kit for each student. Additionally, during the months of August and September EPS welcome children and families to kindergarten via EPS "Connect-Ed" system. The messages support a smooth transition to kindergarten.

PreK to K Transition Reports
The transition between PreK and kindergarten is an important step along the P-3 alignment continuum. Our transition report provides PreK programs and elementary school a common language for discussing school readiness expectations. Our PreK partners attend training regarding the importance of the report as well as how to fill it out. In mid-August any transition report received from a community partner is delivered to each elementary school's kindergarten lead for distribution. Reviewing the transition report prior to developing class lists is a suggested practice.

PreK to K Transition Report Form



PreK-K Transition Report for

Student Name:

Date of Birth: ☐ Male ☐Female Ethnicity/Race:

☐ The child understands English ☐ The child speaks English

Parent(s)/Guardian(s):

Home language:

The parent(s) understands English: ☐ None ☐ Some ☐ Most ☐ All

Someone in the household can read English: ☐ Yes ☐ No Who:

Early learning program uses an interpreter with this family: ☐ Yes ☐ No

Child has a current Individual Education Plan (IEP): ☐Yes ☐No ☐ Don't Know

Early Learning Program:

☐ Head Start ☐ Co-op preschool ☐ Child care ☐ In-home childcare

☐ ECEAP ☐ Special Ed preschool ☐ Community preschool ☐ Other

Teacher: Contact info (phone/email):

Anticipated School District:

Anticipated School:

Just Thought You'd Like to Know! (From the family) This section is for optional parent or guardian input and should be written or dictated by a parent or guardian.

Parent/Guardian Release of Information (Required)

I, (printed name of parent/guardian) grant permission to my child's early learning program to share the contents of this transition document and other assessment data with the anticipated school district(s) names above for the purposes of kindergarten transition planning.

Signature Date

Phone/email

Mail by May 15th (first batch) or JUNE 30th (second batch) to the school district identified on this form. Completed forms may also be mailed directly to Northwest Educational Service District 189, Early Learning Department, 1601 R Avenue, Anacortes, WA 98221. Questions: (360) 299-4045 or go to our website: https://www.nwesd.org/prek-ktransitionreport/

Developmental Objectives

The goal of the PreK-K Transition Report is to provide schools with a snapshot of incoming kindergarteners. It represents a subset of key skills but does not include everything that a child might know and be able to do. It is also possible that a child will have grown or even regressed between the end of preschool and the beginning of kindergarten. Unless noted in the "Just Thought You'd Like to Know" sections, at the time of reporting this child meets age-appropriate expectations for the following:

- Uses scissors
- Uses glue
- Identifies colors
- Visually recognizes own name
- Focuses on a group activity for 15 minutes
- Participates in physical activities
- Likes and respects books
- Enjoys school

Language & Literacy

R-Rarely S-Sometimes C-Consistently

Language and Literacy Skills	R	S	C
Writes first name			
Recognizes and can name 10 letters or more, including those in own name			
Engages in conversations of at least three exchanges			
Is understood by most people			
Expresses and understands thoughts, ideas and needs			
Pretends to read using pictures and some language from the text			
Retells stories			
Can tell if two words rhyme			
Shows awareness of syllables in words			

Student Story and Writing Sample Instructions

Direct the child to write his or her name at the top of Page 3 and then to "draw a story" under the section *Student Writing Sample*. The space below the line is for any "words" the child might chose to add about his or her story. Provide writing tools that the child has used before so he or she will be familiar with them. The story should be an example of what the child can do independently. Don't prompt the child about his/her drawing. For example don't say, "Where is your mommy in the picture?" or "What about your hair?" If the child asks for input, you could say "I want to see what you can do all by yourself." When the student has completed the drawing say "Tell me about your story (or picture)."

Student Story: Take dictation of the child's oral story here.

My name:

Student Writing Sample

Additional Developmental Skills

R-Rarely S-Sometimes C-Consistently

Social & Emotional	R	S	C
Participates in activities			
Follows directions / routines with two or more steps			
Takes care of own needs			
Uses appropriate ways to solve problems			
Respects classmates, teachers and materials			
Initiates positive play interactions			
Has a special friendship with one or more children, even if for just a short while			

Cognitive/ General Knowledge	R	S	C
Makes connections to life or prior learning			
Shows curiosity and motivation			
Solves problems without trying every possibility (i.e. looks at assortment of pegs and can choose the right one)			
Shows flexibility / inventiveness in thinking			
Persists with individual tasks			
Groups objects by one attribute (color, size, shape), then regroups them using a different attribute and indicates the reason.			

Physical	R	S	C
Moves purposefully from place to place with control			
Sustains balance during simple movement experiences			
Demonstrates fine motor control (stringing beads, connecting blocks, holding a pencil correctly)			

Mathematics	R	S	C
Orally counts to _____			
Counts groups of objects accurately, in a variety of ways (ie: line, circle, array, scattered)			
Identifies a few numerals 1-10 and connects each to counted objects			
Instantly recognizes and names the number of items in a set: ☐ Set of 3 ☐ Set of 5			
Combines and separates up to five objects and describes the parts			
Recognizes familiar two-dimensional shapes (i.e. circle, square, triangle, rectangle) regardless of orientation			
Combines simple shapes to create larger shapes			
Names some three-dimensional shapes (i.e. sphere, cone, cube)			
Knows concept of "more", "less" and "same"			
Identifies positions of objects in space by using words like "beside", "inside", "next to", "above" or "below"			

Just Thought You'd Like to Know! (From the PreK Teacher) This section is for the child's PreK Teacher to highlight some unique characteristics and accomplishments of the child.

https://www.nwesd.org/prek-ktransitionreport/

EPS Everett Ready: Program Overview

Everett Ready is a transition program offered in August for students preparing to enter kindergarten in September.

It provides an opportunity for students to become familiar with the school campus, the staff and their kindergarten peers before the start of school and the arrival of students in grades 1-5. The program supports positive, consistent experiences for all children and families with time and space to learn school routines and practices.

Everett Ready:

- offers a safe and welcoming introduction to elementary school for families and students, relieving many first-day anxieties
- provides school staff with critical information about students' strengths and learning needs, allowing planning for individualized instruction
- gives families an opportunity to meet staff, discuss kindergarten readiness and receive educational support around helping their students become school-ready
- provides an opportunity to connect students with necessary district resources
- provides an opportunity to begin collecting student data around kindergarten readiness.

Everett Ready: Structure and Staffing

Key components:

- One-week instructional program, late August, at all available elementary schools.
    - The program starts at the regular daily start time and lasts for three hours.
        - **Early Start** - 8:25 am – 11:25 am (HAE, LOE, MAE, MOE, WHE, WOE)
        - **Late Start** - 9:10 am – 12:10 pm (CWE, EME, FVE, GAE, JAE, JFE, MCE, PCE, SFE, SLE, TCE, VRE)
    - Students must be registered for kindergarten to attend Everett Ready.
    - Rotations will be taught by paraeducators each day.
    - A certificated teacher(s) will lead the whole group activities, facilitate the learning rotations, and conduct student screenings.
- Family Engagement Meetings are scheduled for Day 1 and Day 5 during Everett Ready class time.
    - **Day 1 Meeting**: Principal and/or Assistant Principal welcomes families into the school community, leads the meeting and shares information about the school, procedures, and routines. This is an opportunity to build community and help families connect with each other. Meeting length can vary to meet the needs of the group.
    - **Day 5 Meeting:** Principal and/or Assistant Principal celebrates the conclusion of Everett Ready. A kindergarten teacher attends when possible to answer questions, provide information about the upcoming school year (importance of regular attendance, volunteer opportunities, etc.) and WaKIDS Family Connection Meetings.
        - Per contract kindergarten teachers are provided four hours of pay to plan and prepare for WaKIDS Family Connection Meetings. If teams choose, they may use part of this time to meet prior to Day 5 to establish classroom assignments for students based on screening results and observations. If students have been assigned to a class, families could sign up for their Family Connection Meeting time on Day 5.

Everett Ready Daily Schedule

Greet children as they enter the classroom and put on name tags; use the name tags to divide students into 6 or 7 groups for the rotations		
Daily Activity	**Time**	**Details**
Students Arrival		• Meet students at bus/parent drop-off locations

Welcome & Circle Time	20 minutes	Choose from options below:
		• **Day 1**
		  ○ Establish expectations for restroom, safety, and rotation structure
		  ○ Greetings – name games/songs
		• **Daily**
		  ○ Song – nursery rhyme/ABC
		  ○ Story – big book or read aloud
		  ○ Calendar routine

Six Rotations (*run simultaneously*)	15 minutes (*each rotation with 2-3 minutes per transition*)	Establish a consistent routine for moving students from place to place • Arts & Science • Social Skills • Blocks • Manipulatives • Fine Motor • Gross Motor
Recess & Snack	25 minutes	• Daily 15-minute recess scheduled between the 3rd and 4th rotation • All adults should be outside with students for safety and support • Snack follows recess. Students return from recess directly to the 4th Rotation and eat snack ○ Allow time for handwashing before snack.
Closing & Circle Time	15 minutes	• Review/reflect on the day – look forward to tomorrow. Share an activity that students can look forward to and suggest an activity they tell their family about. • Song/finger play – repeat each day to build recognition and have kids come to school at the beginning of the year knowing some common songs or finger plays • Goodbyes – set up a regular 'pick-up' spot for bus riders and for parents to meet their children, similar to the routines established at your school.
Students Departure		• Walk students to their pick-up locations

Washington Kindergarten Inventory of Developing Skills (WaKIDS)
An important requirement when receiving state funds for full-day kindergarten in Washington is the administration of the Washington Kindergarten Inventory of Developing Skills (WaKIDS). WaKIDS includes three components: A "whole-child" assessment (refer to assessment section), family connections and early learning collaboration.

Planning Your WaKIDS Family Connection Meetings
You will need class lists:

- Information you may want to use when generating class lists
  - Parent information from the kindergarten registration packet
  - Class placement spreadsheet template found in Docushare under WaKIDS http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-4743
  - PreK to K Transition report

Family Connection
What is this? An opportunity for families and teachers to meet to establish partnerships focusing on the child's strengths
When is this? First 3 days of school
The whole class comes to school for the first time together on the 4th day of school, 1st Monday

Communicating with families and scheduling appointments

- Family Connection WaKIDS introduction letter on docushare http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-4744

The Early Learning department has prepared letters for schools to personalize and send to families. The letters are available in English, Spanish, Arabic, Russian, and Vietnamese. (Click on hyper link above or follow the path: EPS website, programs, early learning, WaKIDS, Parent letters)
Decide as a building:

- Parent communication and scheduling appointments
- Class lists – who generates and when
- Methods of appointment scheduling
  - Personal phone call
  - Connect-Ed message with predetermined scheduled time
  - Post card with appointment day and time
  - Schedule the meeting during kindergarten registration
  - Schedule the meeting at kindergarten orientation
- Who will contact the family?
  - Teacher
  - Office Staff
  - Para Educator
  - Connect-Ed Message from the teacher or school principal
- Who will request an interpreter for families?
  - Teacher
  - Office Staff
  - Para Educator
- Will families receive a reminder of their scheduled appointment?

Buildings may want to consider:

- Keeping a master list of meetings scheduled
- Creating a "check-in" procedure and communicating it to the families when scheduling appointments
- Asking students to bring supplies with them to meeting
- Using para educators
- Establishing appointment length (30, 45, 60 minutes)

Family Connections protocol and suggestions for conducting a meeting

This component requires that kindergarten teachers meet one-on-one with the child and the child's family at or near the beginning of the school year, welcoming families as partners in their children's education. Family Connection meetings in EPS are conducted the first three days of school.

Purpose

- Welcome families
- Begin building strong relationships
- Learn about families and children
- Focus on the child's strengths

Recommended protocol

- Conduct at least a 30-minute meeting with each family
- *Introducing Me* booklet is used to guide the conversations
- Balance the conversation with sharing information and gathering information
- Observational data may be collected to support WaKIDS documentation
- Refrain from pulling the child aside for 1:1 assessing
- Leave 5-10 minutes for school-specific topics, routines and procedures

Suggested ideas

- Extend the conversation beyond the items in the *Introducing Me* booklet
- Ask about previous preschool experience
- Reference the child's transition report received from the preschool teacher and kindergarten questionnaire from registration information
- Check to see if the child is right or left handed

Ways to use the *Introducing Me* booklet

- Reference some of the questions and use it to guide the conversation
- Send the booklet home before the family connections meeting; family then brings it completed to their individual meeting for collaboration
- Invite the family to come 5-10 minutes early to complete the booklet prior to the meeting
- Go through the booklet together with the family during the meeting
- Use the booklet as a script to ask the family questions

Additional questions to consider:

For students:

- What excites you about kindergarten? (WaKIDS Objective 10a)
- What do you notice or wonder about this classroom? (WaKIDS Objective 10a)
- Tell me something you did this summer. (WaKIDS Objective 9a)

For parents:

- Did your child go to preschool?
- What makes your child feel successful?
- What are your child's strengths?
- What strategies work best for your child?

- What triggers, if any, does your child have?
- What concerns do you have?
- How can we best communicate with each other?
- How will your child get to and from school?
- Any allergies or food preferences (ex- doesn't eat meat)?

Other suggestions

- Take a family photo (use the photo to create a class family book)
- Take a picture of the child's 3-point grip. (WaKIDS Objective 7b)
- Have student write his/her name
- Show the student his/her locker, desk, bathrooms, where to put supplies, etc.
- Briefly share school procedures (arrival, lunch, recess, dismissal)
- Share volunteer opportunities
- Have families fill out transportation information (rides bus, walks, parent pickup)
- Start a list of any follow-up communication that might need to be made (example: talk to speech teacher, talk with counselor, get parent form…)
- Have a table outside the kindergarten classroom with books, flyers, resources, and information for families to read if waiting for their appointment
- Have activities for younger siblings to use to keep busy (puzzles, block, etc.)
- *Allow 10-15 minutes between appointments for transition*
- *Save some open slots at the end of day 3 for new students or rescheduling*

Principal and/or other school staff involvement

- Greet the parents in the office and walk them to the classroom at set time
- Take families on a tour of school before or after meeting
- Introduce to office staff and other teachers

PTO/PTA involvement

- Greet families
- Provide snacks, water, etc.
- Table set up with committee sign ups

Sample Family Connection Meeting (30-40 minutes)

- Greet families outside classroom door
- Take family on a tour of the classroom — 5-7 minutes
- Take a family photo
- Invite the family to sit at a table
- Begin your conversation using the *Introducing Me booklet*.
- Engage both the family and the child — 5-10 minutes
- Have pencil/crayons/paper for the child to draw a self-portrait and write name, take a picture of child's pencil grip (WaKIDS Objective 7a,7b, 19a) — 5 minutes
- Share school/classroom specific routines, procedures, etc. — 5-7 minutes
- Show the child where they will enter on the first day and what to expect — 5 minutes
- Walk the families outside the classroom

Adapted from Sumner School District's Kindergarten Guide

Early Learning Collaboration
The goal of the collaboration component of WaKIDS is to increase communication and build connections between kindergarten teachers and early learning providers to promote smooth and successful transitions to kindergarten for children.

Specific objectives of the early learning collaboration component of WaKIDS include:
- Building and strengthening relationships between early learning providers and kindergarten teachers
- Developing common expectations for kindergarten readiness and sharing emerging best practices
- Sharing and better familiarizing districts and the early learning community with GOLD™, the data being collected, and the reports that can be generated
- Analyzing WaKIDS data to inform practice and improve future school readiness
- Coordinate with districts and elementary schools to engage kindergarten teachers, elementary principals and administrators in the ESD/Coalition meetings

The EPS P-3 Leadership Team supports early learning collaboration by:
- Encouraging connections with early learning providers and kindergarten staff
- Providing transition report training
- Hosting PreK-K Connection events based on needs identified using GOLD™ data
- Training and supporting GLAD, early literacy and numeracy strategies
- Providing opportunities for elementary schools to partner with community preschools or childcare providers around school readiness

Additional Resources
P-3
Kauerz,K &Coffman, J (2013). *Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington

Transition to Kindergarten
Successful Kindergarten Transitions: Your Guild to Connecting Children, Families, and Schools Pianta & Kraft-Sayre 2011

The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families: http://www.hfrp.org/publications-resources/browse-our-publications/the-transition-to-kindergarten-a-review-of-current-research-and-promising-practices-to-involve-families

WaKIDS Family Connections: http://www.k12.wa.us/WaKIDS/Family/default.aspx

Early Learning Collaboration
WaKIDS Early Learning Collaboration: http://www.k12.wa.us/WaKIDS/Collaboration/default.aspx

Parent Education
Ready! for Kindergarten: http://www.readyforkindergarten.org/index.jsp

Kaleidoscope Play and Learn: https://www.childcare.org/family-services/find-care-ffn.aspx
Click *I am a Family, Friend or Neighborhood care*

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Click on GOLD™ by Teaching Strategies®

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Appendix

Appendix A – NAEYC Top 10
Appendix B – Self Assessment/Reflection – Learning Environment
Appendix C – Learning Through Play
Appendix D – Pathways to College and Career Readiness
Appendix E – Washington Early Achievers (Guiding Questions to Support PDR)
Appendix F – LEAP Teacher Nomination Form
Appendix G – Kindergarten School and Classroom Materials and Inventories
Appendix H – enVision Math Inventory
Appendix I – Reach for Reading Inventory
Appendix J – 21st Century Skills
Appendix K – Bridging the Early Learning Gap

NAEYC Top 10 Signs of a Good Kindergarten Classroom

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children - getting kindergartners ready for elementary school does not mean substituting academics for play time, forcing children to master first grade "skills," or relying on standardized tests to assess children's success.

1. Children are playing and working with materials or other children. They are not aimlessly wandering or forced to sit quietly for long periods of time.
2. Children have access to various activities throughout the day, such as block building, pretend play, picture books, paints and other art materials, and table toys such as Legos™, pegboards, and puzzles. Children are not all doing the same things at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.
4. The classroom is decorated with children's original artwork, their own writing with invented spelling, and dictated stories.
5. Children learn numbers and the alphabet in the context of their everyday experiences. Exploring the natural world of plants and animals, cooking, taking attendance, and serving snack are all meaningful activities to children.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out worksheets should not be their primary activity.
7. Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.
8. Teachers read books to children throughout the day, not just at group story time.
9. Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way.
10. Children and their parents look forward to school. Parents feel safe sending their child to kindergarten. Children are happy; they are not crying or regularly sick.

Individual kindergarten classrooms will vary, and curriculum will vary according to the interests and backgrounds of the children. But all developmentally appropriate kindergarten classrooms will have one thing in common: the focus will be on the development of the child as a whole.

Retrieved from:
http://oldweb.naeyc.org/ece/1996/12.pdf

Appendix B

Self-Assessment/Reflection - Learning Environment

Questions to Guide the Arrangement of the Classroom
to Support Access for All Children
(Sadao and Robinson 2010)

Key Considerations - Does the Environment:

- ☐ Encourage and support purposeful play?
- ☐ Engage the senses and children's interests?
- ☐ Foster curiosity and intellectual engagement?
- ☐ Encourage a variety of ways of representing and reflect on learning?
- ☐ Support the worldviews of children?

Overall Environment

- ☐ Are there any large physical barriers that obstruct movement between learning areas?
- ☐ Are the pathways from the entrances to the learning areas and other seat locations wide enough?
- ☐ Does each table have room for adapted furniture, seats, and wheelchairs?
- ☐ Can a child with visual or motor issues navigate the classroom environment with minimal teacher assistance?
- ☐ Does each learning area have picture labels and directions to guide students about what to do in that area?
- ☐ Are storage containers labeled so that materials and manipulatives can be used and put away easily?

Areas

- ☐ Does the space include room for large group, small groups, independent and privacy areas?
- ☐ Is there appropriate storage space for blocks?
- ☐ Are the materials in the room open ended, allowing for extensions?

Whole Group Lesson Area

- ☐ Is a schedule posted with picture cues?
- ☐ Are individual schedules posted for students who need further individualization?
- ☐ Is there a defined space for large-group activities?
- ☐ Are there a variety of props and other instructional materials to actively engage students in large-group learning?

Are the conversations:

- ☐ Authentic and meaningful?
- ☐ Supporting language development and learning?
- ☐ Inviting and encouraging children to think deeply about ideas?
- ☐ Providing information enabling educators to scaffold children's learning?
- ☐ Exploring connections?
- ☐ Sharing stories about culture to develop an understanding and appreciation of diversity?

Do the relationships:

- ☐ Support the development of strong, positive and trusting relationships?
- ☐ Foster a personal connectedness to nature and one another?

Does the play:

- ☐ Reflect, reinforce and result in children's development?
- ☐ Stimulate inquiry?
- ☐ Contribute to the achievement of curricular outcomes?
- ☐ Promote self-expression and identity?

Learning through Play in Kindergarten

*Adapted from New Jersey Kindergarten Implementation Guidelines

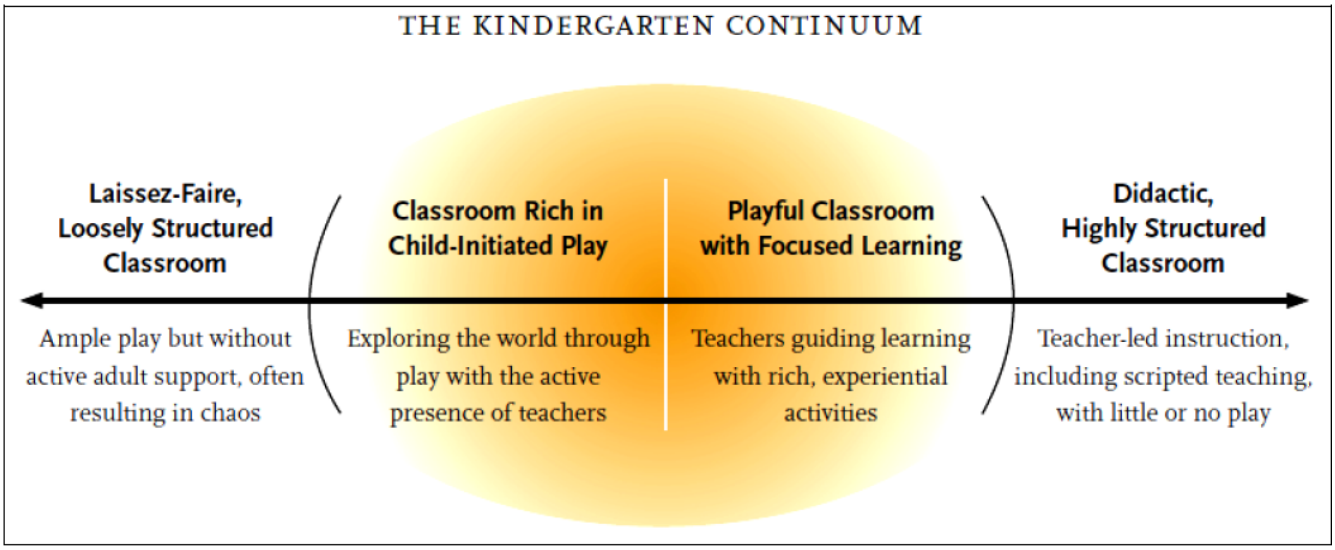
The kindergarten school day should include extended time for play. Children do best and learn best when their education blends play with academics (Levin, as cited in Miller 2009). Play helps children acquire higher-order thinking skills, including generating testable hypotheses, imagining situations from another's perspective, and thinking of alternate solutions (Engel 2010).

Kindergarten play time and child-initiated activities are best accomplished through learning centers. Centers give children the opportunity to make their own choices, assimilate new concepts, and use a variety of skills through interactions with peers, materials, and teachers in an integrated, coordinated context.
When kindergarten-age children engage in complex socio-dramatic play, they act out specific roles, interact with one another in those roles, and plan how the play will go. Research shows that make-believe play in small groups, with opportunities to learn how to get along, contributes greatly to five- and six-year-olds' understanding of emotions and social relations (Leong & Bodrova 2005). And, repeated success with social and emotional problem solving helps kindergartners become even better at self-regulating and "reading" emotions.

Five- and six-year-olds are highly motivated to stay within the roles and rules of play and act out their self-regulation abilities. They practice inhibiting impulses, acting in coordination with others, and making plans (NAEYC 2009). For example, when kindergartners play "restaurant," they must regulate their behavior to remain in the roles of customer, waiter, cashier, or store manager. Children of this age still need guidance and support from teachers to help them engage in the sustained, complex play that is most beneficial to their development. However, the level and nature of the teacher's support will be differentiated for each child over the course the year.

When scaffolding children's play, the teacher's role is to share control and, without dominating the play, engage with children to scaffold increasingly complex and sustained interactions and situations. The teacher subtly facilitates when children's play stalls, adds materials that stimulate children to extend their current play scenarios and projects, and rotates or provides different materials to spark new play ideas.
While experts agree that play is about "whole child" development – social-emotional, cognitive, and physical, the idea that, "letting students loose for extended periods of time is going to automatically yield learning gains," is far from true (Pianta in Wilson 2009). Children who engage in complex forms of socio-dramatic play develop higher levels of thinking, stronger language and social skills, and more empathy and imagination than children who do not have these opportunities (Miller, as cited in Stewart 2009). This is particularly so for young children still learning to self-regulate, collaborate, and become good listeners and communicators. Both extremely chaotic classrooms and overly didactic teacher-directed classrooms are counterproductive to young children's skill development in all domains. There must be a balance for learning to be optimized.

In a continuum of practice, kindergarten classrooms should be rich in child-initiated play and be playful classrooms with focused learning. A full-day kindergarten class should have at least sixty minutes of play in centers in addition to an extended outdoor play period. By emphasizing this time for play-based activity, kindergarten programs afford children opportunities to become deeply engaged at a complex level that supports every content area in the curriculum.



(Miller 2009)

Kindergarten Guidelines for Learning through Play

- Design kindergarten schedules, classroom spaces, materials, and daily plans to accommodate play
- Make room in kindergarten for all types of play that contribute to children's development, including make-believe, sensory, language, construction, large and small motor, and mastery play
- Ensure that play opportunities are ongoing to support children's development
- Educate all staff and families about play as essential to the kindergarten experience

New Jersey Department of Education, Division of Early Childhood Education. New Jersey Kindergarten Implementation Guidelines, Release Date April 1, 2011. Web. Retrieved at http://www.nj.gov/education/ece/guide/

Agriculture, Food & Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems
  Architecture & Construction

Architecture & Construction
- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications
- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration
- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training
- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance
- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration
- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Health Sciences
- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality & Tourism
- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services
- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology
- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Dev.
- Production
- Quality Assurance

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

www.careertech.org/Career-Clusters

Guiding Questions

Scaffolding – Providing just enough assistance to enable each child to perform at a skill level just beyond what the child can do on his/her own.

Provide hints					
Say	Look over here.	Did you notice that…	Do you think this is big enough?	Does this look right?	
	Remember when…	This reminds me of…	Let's go back and look…	What's the same/different?	How can you make sure?
Do	Comment on the task to guide toward the solution.		Point towards relevant answers.		
	Provide visuals (e.g., pictures, drawings, etc.)		Rearrange materials (e.g., puzzle pieces) to make a task easier to complete.		
Offer a range of answers					
Say	Let's look at some choices…	Is this a…or a…?	Which works best,…or…?	Should we pick…or…?	We have three choices.
Do	Give suggestions.		Give relevant pictures or objects.		
Use additional resources					
Say	Let's ask a friend.	How about using?	What else might work?		
Do	Give relevant materials (e.g., books, visuals, crayons).		Direct children to relevant tools (e.g., calendars, number lines, etc.).		

Fostering Children's Thinking – Interactions that focus on *big ideas* and deepen children's knowledge of the world around them.

Provide tasks where children can observe, predict and experiment					
Observe	What do you see/hear?	What's happening?	What do you notice about…?	How many do you see?	
Predict	What happens next?	What else might we see/do?	How could …?	What will happen if…?	
Experiment	Let's try it out.	Did it work?	What happened after…?	What changed?	Why did it change?
Create opportunities for children to brainstorm, plan and solve problems					
Say	How did this work?	Why did that happen?	Why did it change?	We have three choices.	What/ Who/ Where/ When/ How else?
	Tell me more.	How do you know?	Let's go back and look.	I wonder where he will go to find that?	
Draw on a child's everyday experiences; connect to previous knowledge.					
Say	What does this remind you of?	Remember yesterday when…?	What did you learn?	How do you know?	What makes you think that?

Using the Scientific Method – Sets of procedures that help learners investigate their world and acquire new knowledge.

Steps:	Suggestions:
Question Help children form their own questions related to their world.	• Wow! This is very interesting. • You look curious about… • I saw you watching… • You seem fascinated with…
Observe Ask children to use their senses and closely observe the world around them.	• What do you notice? • How does that feel/sound/smell? • Look at these different parts of… • Let's take a picture so we can look at it again.
Predict Encourage children to make an educated guess about what will happen in the future.	• What's your guess? • What do you imagine…? • I wonder what might happen if…? • How do you think this will turn out?
Experiment Provide opportunities for children to experiment and test their predictions.	• Let's try this out. • We can check it out… • What could we do to see if this is true? • How could we keep track of how things change?
Discuss Allow children to discuss the results of their experiments.	• What did we learn about…? • How is this different/same from when we started? • Which grew the fastest/longest/heaviest? Why? • Was your prediction correct? How do you know?

Providing Feedback – Motivating children and helping them obtain a deeper understanding of concepts.

Engage in back-and-forth conversations			
Say	I see. You are…	Tell me more about that.	What if…?
Do	Wait to give the child time to think.	Listen to and build on the child's response.	
	Add new and interesting materials that relate to what the child is doing.		
Encourage children to explain their thought processes			
Say	Why do you think that?	How did you know?	Why didn't it work the first time?
Do	Create challenges to encourage problem-solving.	Repeat what the child did but in a slightly different way.	Make a playful mistake to encourage child's thinking.
Encourage effort and persistence			
Say	Wow! You have been working on that a long time.	You worked on that yesterday and you're trying again today.	You look like you are thinking hard about…
Do	Offer nonverbal encouragement and praise.	Provide support as needed to keep the child going.	Remind the child of the goal or purpose of the task.

EVERETT PUBLIC SCHOOLS
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www.everettsd.org

(LEAP) LEARNING ENRICHMENT ACHIEVEMENT PROGRAM
REFERRAL FOR KINDERGARTEN EVALUATION
Website: www.everettsd.org/Page/6668
Phone: 425-385-4033
Email: rhowe@everettsd.org

Teacher Nomination / Rating Scale (Required)

Student Last Name	First Name	Current Grade	Student ID#

Teacher Name	Current School

DIRECTIONS: To assist the selection committee, please attach a copy of the student's WaKIDS GOLD *Individual Child Report* and *Learning and Development Report* (https//gold.teachingstrategies.com), complete the recommendation and provide any helpful comments in the space below.

TEACHER'S RECOMMENDATION: (*PLEASE CIRCLE ONE*)

1	2	3	4	5
No	**Questionable**	**Perhaps**	**Yes**	**Yes – Without Reservation**

Please include at least two specific comments that you believe would be helpful for the selection committee:

1.

2.

Teacher Signature _____ **Date** _____

Nomination Deadline: Thursday, November 9, 2017

Kindergarten Classroom Materials

Art Center

Painting Easel
Paint smocks - 2
Paint pots
Paint Brushes
Art drying rack




Block Center

100 Unit blocks (wooden)
100-Piece Wooden Train


Dramatic Play Center

Cash Register
Dollhouse
Furnishings
Plastic people (family sets)
Washable Baby Dolls
Let's Go Shopping Food Baskets




Learning Environment Supports

Double Mobile Storage with Trays
White teaching easel
Bookshelf
Clear bins
Classroom Magnetic Letters Kit,
2 Sets each Upper # LC356 & Lower
Magnetic Write-Wipe Big Book Center


Library Center

Listening center with headsets & CD Player
Community Helper Puppets

Manipulative Center



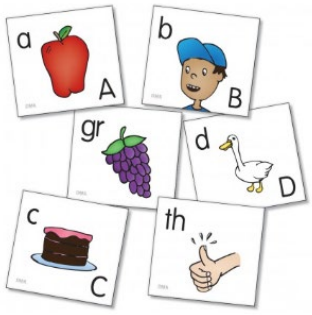





Beads and stringing materials
Geostix
Lace-a-word (lowercase)
Attribute Blocks
Magna-Tiles – Master Set
Magna-Tiles – Starter Set
Young Architects Design Blocks
Create-A-Chain Reaction STEM Kit – Master Set

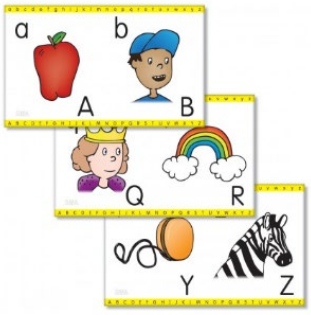
Writing Foundations Materials

Word Wall Card Packs
Wordless Book Set (Above the Line)
Alphabet Frieze
Narrative Emergent Story Poster
Expository Story Poster
Writing Foundations Binder ***or*** Writing Foundations Resources (Benchmarks, Anchor Papers, Planning Forms, ELA Curriculum Maps)



Word Wall Cards Pack

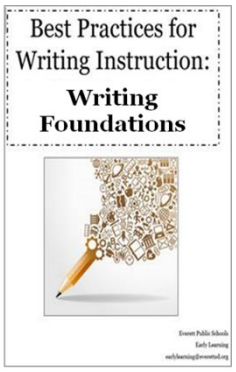
Above the Line- Language Development & Emergent Reading Series - (Pack 1)



Alphabet Frieze (Large Wall Cards)

Emergent Story Poster

Expository Story Poster



Writing Foundations Binder

K CLASSROOM MATERIALS INVENTORY

(completed annually by May 31st)

Art Center		Easel - (*LA949*)
		Paint Smocks - (*LC2915*) *Red x 1* - (LC65) Yellow x 1
		Paint Pots - (*LA820X*)
		Paint Brushes - (*LC1340X*)
		Art Drying Rack - (*EE524*)
Block Center		100 Wood Blocks - (*AA612*)
		Classic Hard WoodTrain Set-100 (*VR146*)
Dramatic Play Center		Cash Register - (*PP723*)
		Dollhouse - (*DD546*)
		Dollhouse Furniture - (*DD545*)
		Plastic Play People (caucasian family x 8 pieces) - (*AA2001*)
		Plastic Play People (asian family x 8 pieces) - (*AA2002*)
		Plastic Play People (hispanic family x 8 pieces) - (*AA2003*)
		Plastic Play People (native american family x 8 pieces) - (*AA2004*)
		Plastic Play People (african american family x 8 pieces) - (*AA2005*)
		Washable african american baby doll (*DD471*)
		Washable caucasian baby doll (*DD472*)
		Washable asian baby doll (*DD473*)
		Washable hispanic baby doll (*DD474*)
		Vegetable Basket (RR896)
		Fruit Basket (RR897)
		Bread Basket (RR898)
		Meat Fish Basket (RR899)
Learning Environment Support		Heavy duty Preschool Double Sided Unit- (*DG235*)
		Clear-view Storage Box x 4 (LC91)
		Whiteboard Teaching Easel - (*AA343*)
		Storage Center - (*JJ175*)
		Clear-View-Bins (*set of 5*) - LC91
		Classroom Magnetic Letters Kit - upper case x 2 (*LC356*)
		Classroom Magnetic Letters Kit - lower case x 2 (*LC357*)
		Magnetic Write-Wipe Big Book Center (*JJ987*)
Library Center		CD Player - (*JJ665*)
		Best-Buy sotrage Center only (FF289)
		Listening Center with Headsets x 4 - (*FN2924C*)
		8-Station Junc Box W-Vol Cntrl (LA802)
		Community Helper Puppets - astronaut puppet - (*TT742*)
		Community Helper Puppets - teacher puppet - (*TT743*)
		Community Helper Puppets -chef puppet - (*TT744*)
		Community Helper Puppets - mail carrier puppet - (*TT745*)
		Community Helper Puppets - nurse puppet - (*TT746*)
		Community Helper Puppets - firefighter puppet - (*TT747*)
		Community Helper Puppets - police office puppet - (*TT748*)
		Community Helper Puppets - doctor puppet - (*TT749*)
Manipulative Center		Lace-A-Word Lowercase Beads - (*BD297*)
		Beads & Stringing Materials - (*FD117*)
		Geostix (GS364)
		Magma Tiles - class set (DG547)
		Magma Tiles - starter set (*DG546*)
		Young Architects Design Blocks (*FF210*)
		Create-A-Chain Reaction STEM Kit - Master Set (*PP566*)
hands2mind		Attributes Blocks
Writing Foundations		Best Practices for Writing Instruction: Writing Foundations Binder
		Word Wall Card Packs
		Wordless Book Set (*Above the Line*) - Pack1
		Alphabet Frieze
		Poster - Narrative Emergent Story
		Poster - Expository Story
secondSTEP		Kindergarten secondSTEP
		1 Feeling Cards deck
I-pad		(checked-out from Early Learning)
KARK	Bag #1	6 Cards with Numbers & 33 Titles of 1 Color to Count
	Bag #2	4 Sets of Unifix Cutes of Same Color & Set of 1-10 Number Cards
	Bag #3	Set of 10 Unifix cubes of Same Color & Add/subtract Problems (*10 Cards*)
	Bag #4	Set of 18 Tiles (6Y,6R,6B) & 1 set of Duck & Fish Cards (*10 Cards*)
	Bag #5	1 Bag of 2 D Shapes & 1 set of 3D shapes, 1 Bag of 2D shapes, & 1 Set of 3D Shapes (*Squares, Rectangle, Sphere*)
	Bag #6	2 Cubes Towers, 2 Balls (*ping pong & golf*), & 2 Cups & Golf Pencil
	Bag #7	15 Buttons: 2 holes & 4 holes
	Bag #8	2-ounce containers of Play-Dough
	Bag #9	Block Puzzle Pieces
	Bag #1,2,3,4	Literacy Card Stock

SCHOOL K-MATERIALS INVENTORY

(completed annually by May 31st)

	SECOND STEP BOOKS *(2 copies of each title)*
1	My Mouth is a Volcano
2	Listen, Buddy
3	Katy and the Big Snow
4	From Head to Toe
5	Howard B. Wigglebottom: Learns Too Much of a Good Thing is Bad
6	Shades of People
7	Whoever You Are
8	And to Think We Thought We'd Never Be Friends
9	Somewhere Today: A Book of Peace
10	Shante Keys and the New Year's Peas
11	The Chocolate Covered Cookie Tantrum
12	Froggy Goes to School
13	When I Am / Cuando Estoy
14	Will I Have a Friend?
15	Angry Octopus: A Relaxation Story
16	Can I Play Too?
17	Oliver Button is a Sissy
18	I Have a Little Problem, Said the Bear
19	Timothy Goes to School
20	I Want it

	MATHEMATIZING BOOKS *(2 copies of each title)*
1	Ten Flashing Fireflies
2	Pete the Cat and His Four Groovy Buttons
3	There is a bird on Your Head
4	Move Over, Rover!
5	Anno's Counting Book
6	I Spy a Dinosaur's Eye
7	Shintaro's Umbrellas
	(1 copy of following title)
8	Math Work Stations - Independent Learning You Can Count On, K-2

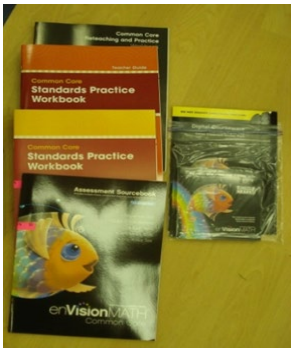
enVision Math Inventory

Teacher's Kit – Large Black Box

16 Topics
Assessment Sourcebook
Common Core Domain Resource Books:
- Numbers / Operations in Base Ten
- Measurements / Data
- Operations / Algebraic Thinking
- Geometry

Program Overview Book
Common Core Reteaching & Practice Workbook
Common Core Standards Practice Workbook & Teacher Guide
Common Core Standards Practice Workbook
Assessment Sourcebook

Digital Teacher's Resource Package (CD Pack)



- Online Teacher's Edition & Lesson Planner
- Visual Learning Animations
- Tools4Match & eTools
- Topic Opener Animations (K-2)
- Animated Glossary
- Interactive Math Practice Games
- Comprehensive Online Assessments
- Exam View Assessment Suite CD-ROM

Guided Problems Solving Library

Newsprint Guided Problem Solving for Math Library Teacher Guide
K-2 Stuart Murphy Math Start
- Animal on Board
- Every Buddy Counts
- Jack and the Builder
- Just Enough Carrots
- Same Old Horse

Interactive Math Stories Big Book, Grade K

Teacher's Kit – Blue Box (7 books)

Common Core Diagnosis & Intervention System
- Diagnostic Test Part 1 Booklets A-E
- Teacher Guide Part 1 Booklet A-E
  - "A" Numbers, Place Value, Money, and Patterns
  - "B" Basic Facts
  - "C" Computation with Whole Numbers
  - "D" Measurements, Geometry, Data and Probability
  - "E" Problem Solving

Teacher's White Center Binder

Center Manipulative Kits

6 large baggies	**OR**	15 small baggies
- 50 red foam square tiles		- 20 number tiles (2 of each 0-9)
- 50 blue foam square tiles		- 4 large, 7 small paperclips
- 10 yellow foam dot dice		- 20 red foam square tiles
- 5 sets 0-9 number tiles		- 20 blue foam square tiles
- 1 set of five operation tiles		- 4 foam number cubes
		- 1 set of five operation tiles

Classroom Manipulative Kits – 2 large blue plastic containers

Coins (asst. pennies, nickels, dimes, quarters)	1200
Color tiles – 4 colors	400
2-color counters	1000
Blank Number Cubes	36 w/200 labels
Snap Cubes	1000
Blank Spinners	10
Student Clock	10
Attribute Blocks in Tray	5 sets
Red Student Balance	1
7 – Geometric Solids	1 set
Plastic Pattern Blocks	2 sets

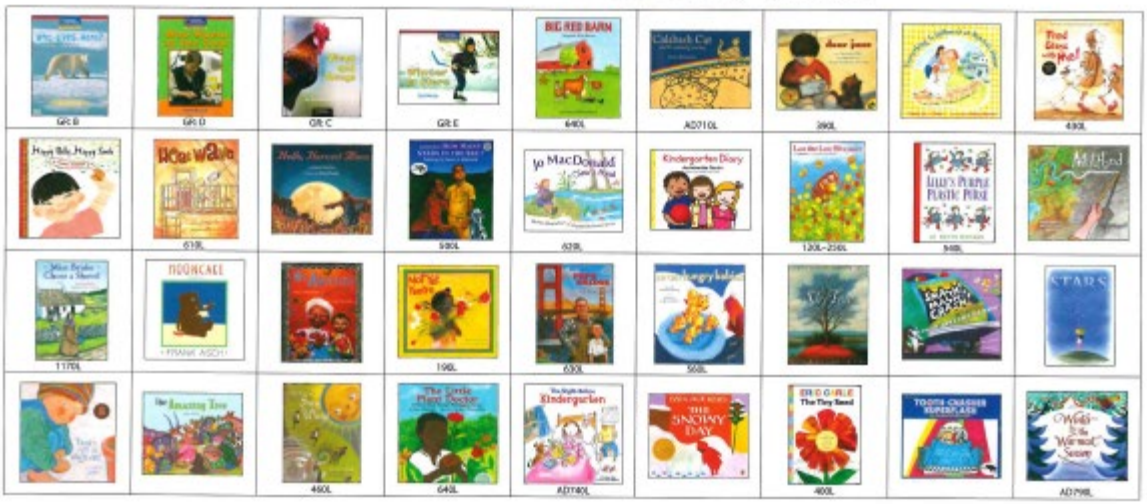
Appendix I

Reach for Reading

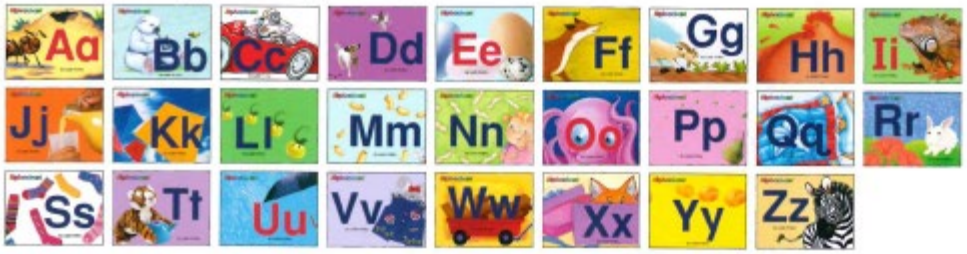
Read On Your Own Books (32 decodable readers)

Grade K

Read Aloud Library (32 titles)



Alphachant Lap Books (26 titles)



Read On Your Own Books (32 titles)

*Titles subject to change

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21st CENTURY SKILLS
Critical thinking
Critical thinking is generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve problems in the real world.
Communication
Communication is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings, and audiences including the digital environment.
Citizenship
Citizenship is respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.
Creativity
Creativity is generating ideas and approaches to design innovations, construct solutions, build understanding, and express perspectives.
Growth mindset
Growth mindset is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.
Collaboration
Collaboration is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.
Everett Public Schools graduates are college, career, and life ready:
They have the academic knowledge, attitudes, and skills to successfully transition to college level coursework, workforce training, and/or employment so they can adapt to the ever-changing world in pursuit of their goals.
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Bridging the Early Learning Gap
Brain Development
Education Benefits
Return on Investment
95% of brain development before age 5
High-quality interactions matter for brain development
1 million neural connections are formed per second
Increase graduation rates
Increased positive attitudes towards school
Decrease in remediation & special education
For every $1 invested there is $4-$9 return
Less reliance on social services
Better prepared for work force
EARLY LEARNING
"The first 5 years have so much to do with how the next 80 turn out."
– Bill Gates Sr.
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