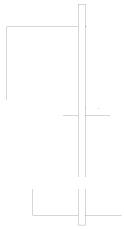




# School Readiness: Continuity From Pre-Kindergarten to Kindergarten



Sharon Ritchie  
FPG Child Development Institute  
University of North Carolina at Chapel Hill



2010 Reading Institute Early Learning and Development Strand:

Birth to Third Grade

July 20, 2010

Anaheim, CA

**First School**  
UNITING THE BEST OF EARLY CHILDHOOD,  
ELEMENTARY, AND SPECIAL EDUCATION

## FirstSchool

- A PreK-3<sup>rd</sup> Grade initiative
- Grounded in research, evidence, and four years of collaborative planning and multi-site piloting
- Committed to school success for all with special emphasis on *vulnerable populations*



2

---

---

---

---

---

---

---

---

## Our Impetus: NCEDL

11-state study of state funded PreK

- Little or no alignment between PreK and elementary
- Low ratings on global classroom quality
- Poorest children are in the lowest quality classrooms
- Superficial task demands and didactic instruction
- 44% of the day is spent in transitions and routines
- Minimal time is spent interacting with teachers



3

---

---

---

---

---

---

---

---

## Seamless Education: PreK-3<sup>rd</sup> Grade

- Unite the best of early childhood, elementary and special education
- Use data to drive and monitor change efforts and inquire into practice.
- Develop collaborative structures to support communication and continuity across the age span
- Re-Think Foundational Processes



4

---

---

---


---

---

---

---

---

 Unite the best....

Early Childhood Education	Elementary Education	Special Education
Developmentally Appropriate Practice	Professional Development	Unique Needs of Children
Family Engagement	Progress Monitoring	Self Regulation
Attention to culture and language	Grade Level collaboration	Positive Relationships
Focus on quality	Pay Equity	Progress Monitoring
Supportive learning environments		

5

---

---

---


---

---


---

---

---

 Contributions from early, elementary and special education

How can you broaden or enhance in this list?



---

---

---


---

---


---

---

---

 Use Data....

Drive and Monitor Change Efforts  
Inquire into Practice



---

---

---

---

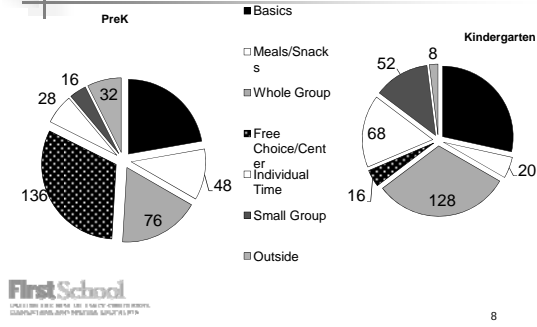
---

---

---

---

## Smooth transitions between PreK and Kindergarten




---

---

---

---

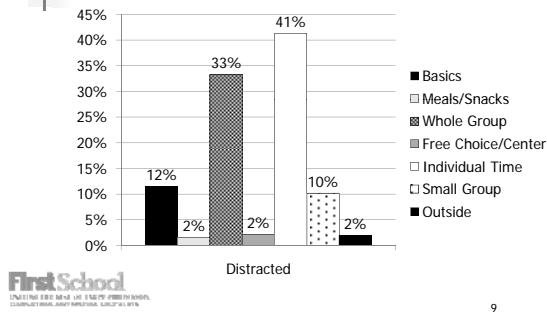
---

---

---

---

## Determine effective groupings




---

---

---

---

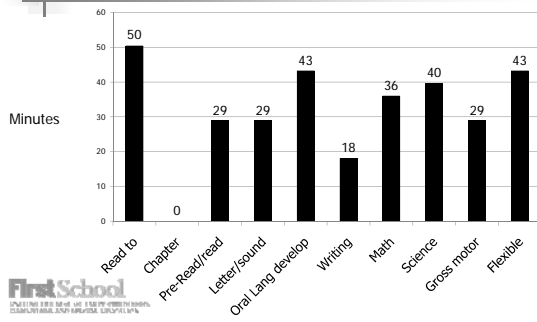
---

---

---

---

## Balance Children's Experiences




---

---

---

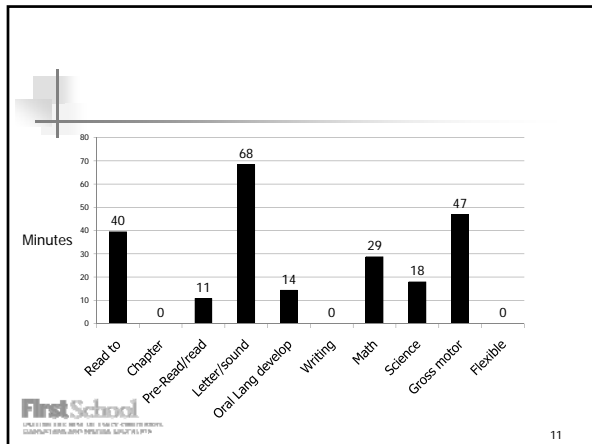
---

---

---

---

---




---

---

---

---

---

---

---

---

**Using data effectively**

What methods have you found that use data to improve consistency between PreK and Kindergarten?

---

---

---

---

---

---

---

---

**Develop Collaborative Structures**

- Professional Learning Communities
- Vertical Teams
- Ready Schools Teams

---

---

---

---

---

---

---

---



## Working together

What collaborative efforts have you found that are effective in bridging the PreK-K transition?

What do **schools** need to do to insure they are ready for all children?



---

---

---

---

---

---

---

---



## Re-Think Foundational Processes

- Attachment
- Self-Regulation
- Memory
- Representation



15

---

---

---

---

---

---

---

---



## Foundational Processes

What PreK experiences best prepare children for kindergarten?



---

---

---

---

---

---

---

---

## Seamless Education

- Altering the institution of school to become a place that ensures seamless education in its largest sense requires time and a commitment to an alignment between beliefs and actions, between data and professional development, and between research and practice
- Alignment across all educational programs and practices should result in a continuum of learning and increased consistency of children's experiences through integrated curriculum, programs, and practices across home, preschool, and school.



17

---

---

---

---

---

---

---

---

## Getting the ideas out

See our website at [www.firstschool.us](http://www.firstschool.us)

- Issue of *Early Developments*, FPG's periodical, is dedicated to FirstSchool
- *Issues in PreK-3rd Education*.
- Beginning School: US Policies in International Perspective

### Coming soon:

- FirstSchool Design Guide: Optimal Learning Environments for Children Three to Eight
- Interactive tool: Financing PreK in Public Schools



18

---

---

---

---

---

---

---

---

## FPG Child Development Institute

FirstSchool is a project of the UNC FPG Child Development Institute. FPG research and outreach have shaped how the nation cares for and educates young children.

[www.fpg.unc.edu](http://www.fpg.unc.edu)



UNC

THE UNIVERSITY OF NORTH CAROLINA

---

---

---

---

---

---

---

---

Disclaimer:

The information that is included in the conference materials or provided by conference presenters is intended to serve as a resource for participants. It should not be construed in any way as an endorsement by the U.S. Department of Education (Department) of particular materials, products, services, or approaches or as an attempt by the Department to mandate, direct, or control the curriculum, program of instruction, or assessments of a State, local educational agency, or school. Consistent with the appropriate Federal requirements, States and localities have the flexibility to determine how best to use Federal funds to help ensure that every student can read at grade level or above by the end of the third grade.