



EARLY LEARNING TASK FORCE SESSION 4

2/16/2023



Welcome,

Purpose of the Early Learning Task Force

- Develop a three-to-five year plan for early learning in the Ferndale School District
- Examine Ferndale's current early learning programming
- Align our early learning programs with inclusive, best practice that follows state requirements
- Elevate early learning

Outcomes for Today's Meeting

- Connect
- Questions from Last Week
- Data-driven improvement
- Examine Ferndale's data and deepen understanding around WAKids
- Teachers experience using WAKids to drive instruction
- Inquiry into data-driven improvement
- Reflections
- Next Week...



Activator

What kind of data
can we gather from
the video?



Community Preschool Collaboration

Ferndale's Collaboration with Community Partners

Where we are.

Where we want to head.

Where we want to be.



Learning Environment: Additional Big Ideas

Classrooms for specific grade levels

Appropriate/adaptive tools in all classrooms

Parent education around appropriate learning environment

Session 3: Outcomes and Big Ideas

Learning/Curricula

- Child initiated/directed learning, geared around student curiosities and interests
- Play-based learning
- Plan for learner variability
- Create and coordinate continuum of learning goals and experiences from P-3 to ensure redundancy is not happening
- Expand Conscious Discipline
- Align learning with birth to three partners
- Align ARC to early literacy skills in preschool
- Read aloud books for social emotional learning
- Reevaluate developmental appropriateness of iReady for P-3
- Align SEL Pathways and TSGold to support SEL Instruction

Assessment

- Expand the use of TSGold to third grade
- Expand use of TSGold to three times a year
- Use TSGold as report card for TK-3rd
- Assessment of students SEL skills needed
- Report social emotional learning to families
- Observational data used more often
- Create strengths based assessments that families are able to understand
- Evaluate developmentally appropriate screen time for iReady assessments to increase interactions with teachers and peers
- Expand universal screenings
- Time for teachers to process, and evaluate assessments to use them to plan for instruction

Session 3: Outcomes and Big Ideas


Family/Community Engagement


- Expand collaboration with community medical partners for birth to three services
- Family education around developmentally appropriate practices
- Increase community awareness around high-quality early childhood programs
- Regular parent teacher conferences with ALL families
- Offer birth to three supports within the district
- Increase time to meet with families

Professional Development

- TSGold for all teachers that support students P-3
- How to use TSGold to drive instruction and create supports for students
- How to use TSGold to inform SST process and IEP goals
- Social Emotional Learning Pathways
 - Top 10 traits of SEL in schools
- Developmentally Appropriate Practices
- Developing understanding of other grade levels standards and/or curricula
- Document and professional development created to show connection between common core standards, learning pathways, and developmentally appropriate practices
- Time to develop deep understanding of curricula
- Learning for building principals on how to assess developmentally appropriate practices

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 **Teaching Strategies®**

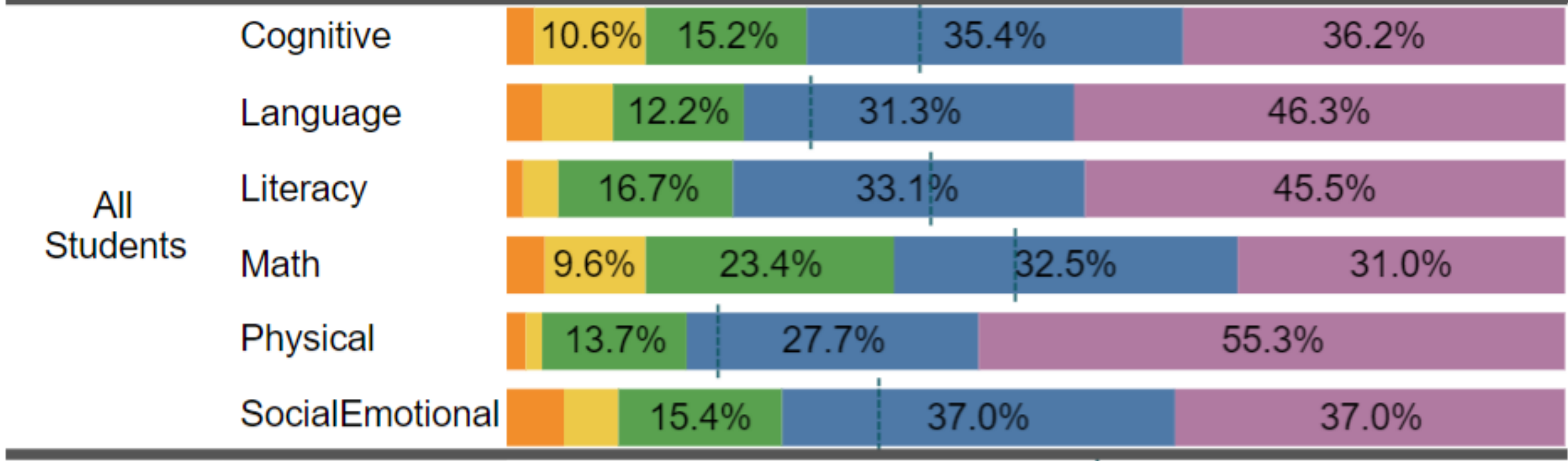
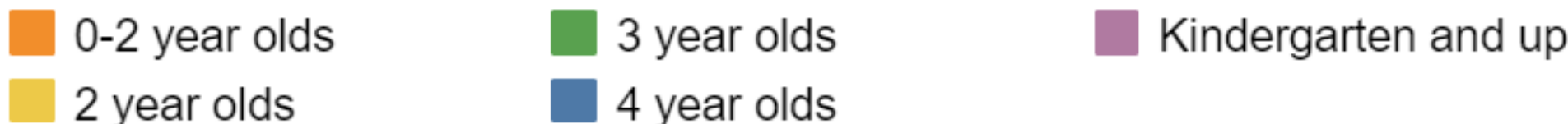


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How do children's levels of readiness vary by area of development and learning?

Ferndale School District 2021-22

Demonstrating skills typical of

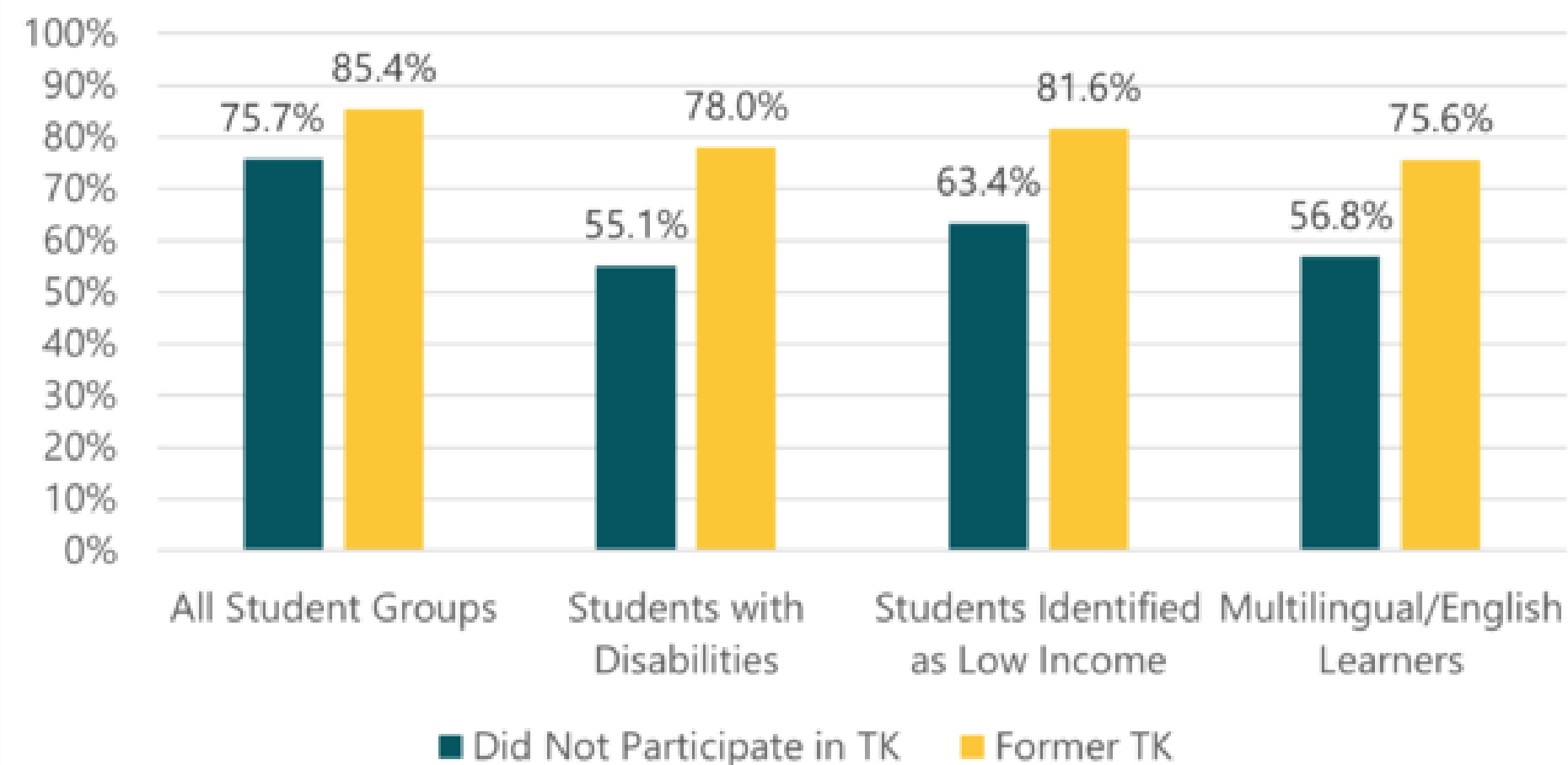


What do you notice?

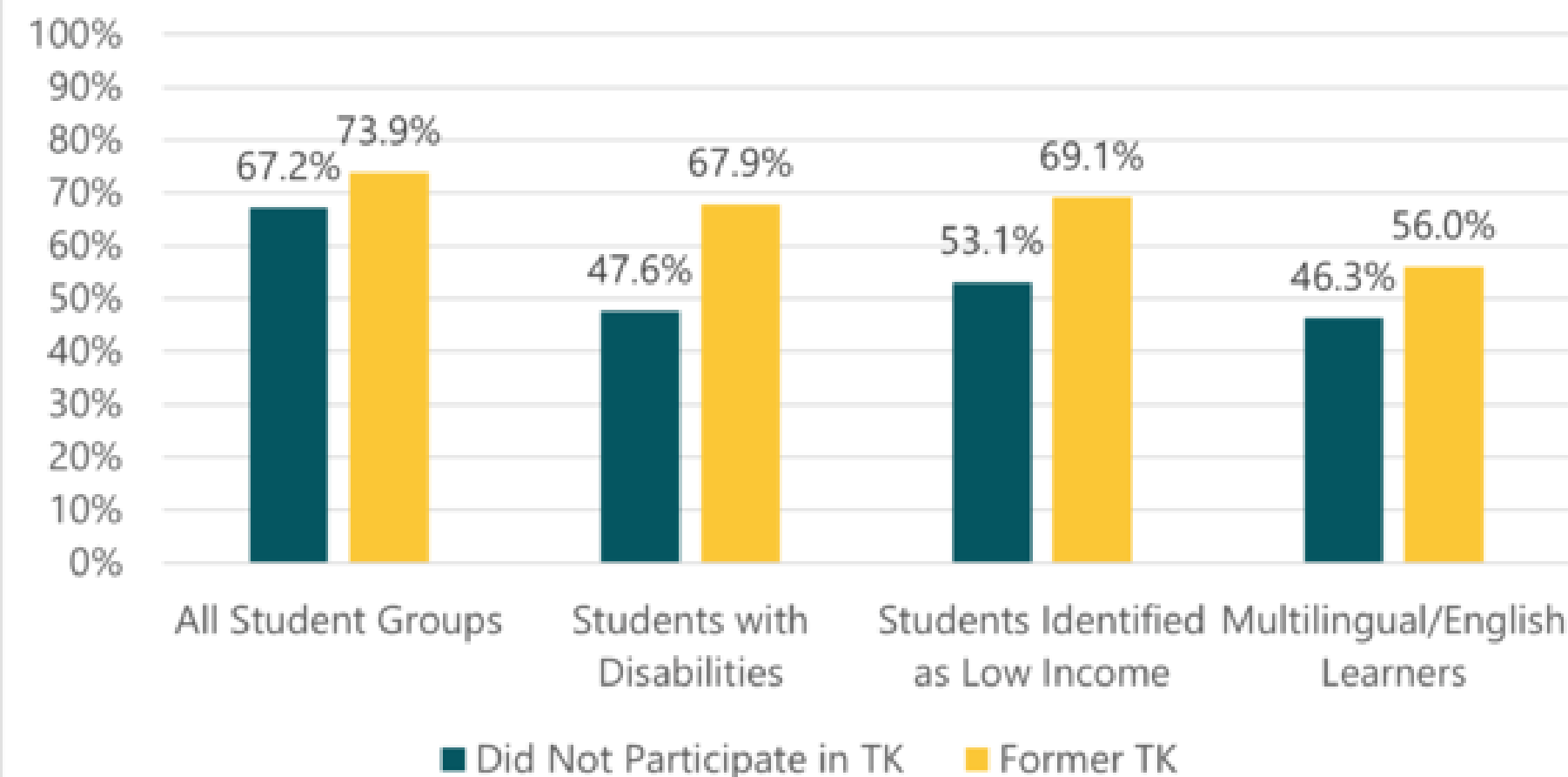
What do you wonder?

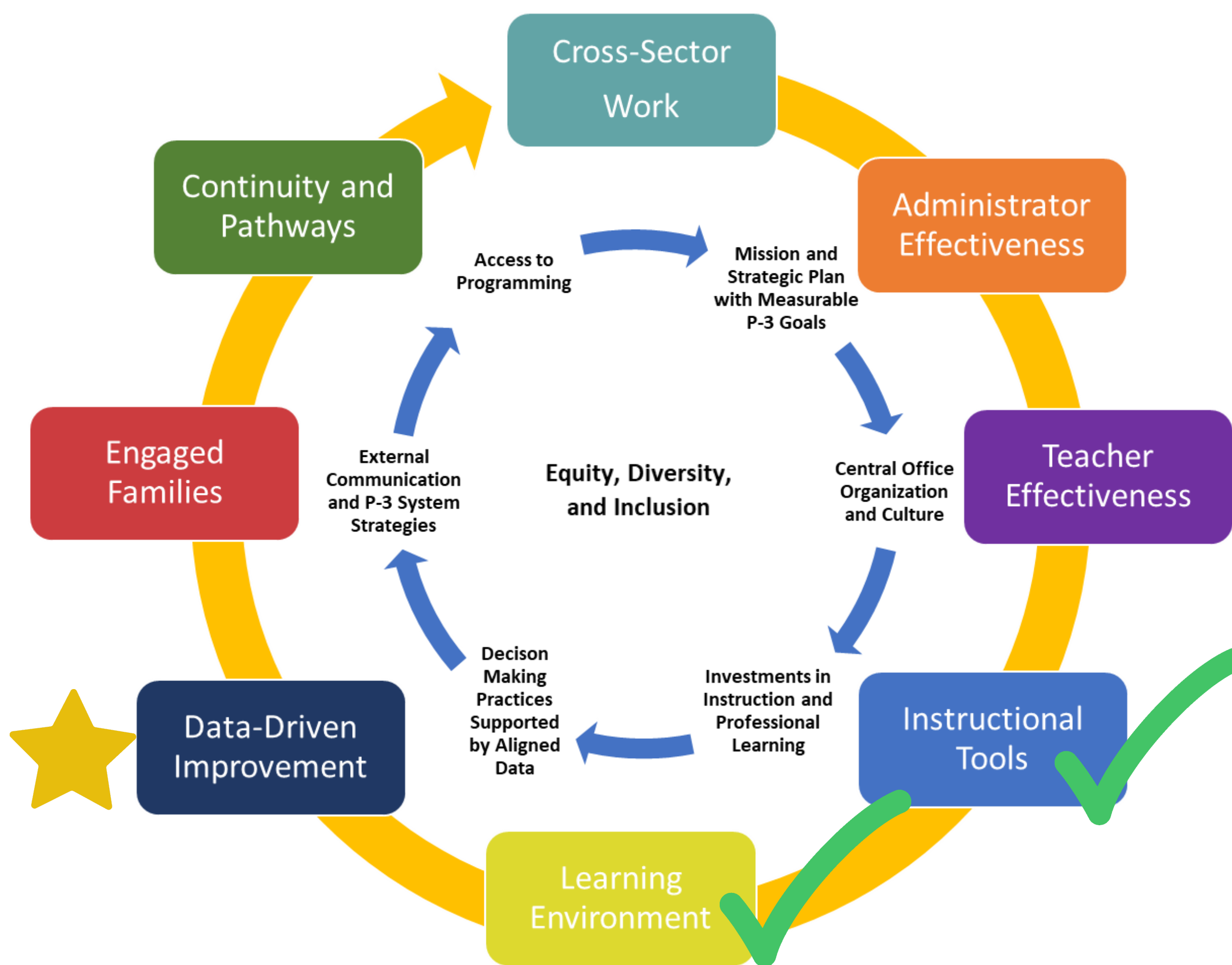


Kindergarten Readiness in Literacy



Kindergarten Readiness in Math





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Data-driven Improvement

Goal:

Current, relevant, and high-quality data from multiple sources are used to improve schools, programs, classrooms, instruction, professional learning, and other systems

Guiding Question

What is the vision for Ferndale?

Framework in Action



P-3 Strategies

Child Data

Data from child assessments are used to identify achievement gaps and to drive instructional improvement.

School/Program-based Data

Other meaningful data markers (e.g., classroom observations; students attendance; family engagement) are used to identify areas for improvement and to realign resources to support P-3 efforts.



Inquiries into Data Driven Improvement

Promote a Culture of Continuous Improvement

- **Group 1:**

- Strategy #1: Develop an understanding of appropriate uses of student assessments in Pre-K-3rd grade.
- Strategy #2: Rely on multiple sources of data to inform improvement efforts

- **Group 2:**

- Strategy #3: Build and support collaborative inquiry among teachers and others in the school community
- Strategy #4: Engage families and community members in reviewing data and planning continuous improvement



Resources

Start with Equity Executive Summary

Promote a Culture of Continuous Improvement

TSGold



Next Time:

Engaged Families

Families are actively and systematically involved with P-3 teachers and administrators as full partners in helping their children develop, learn, and achieve

Continuity and Pathways

Every child, especially those most at risk for school failure, has access to a continuity of services and a clear pathway of high-quality education from birth through third grade.

Homework:

Read...

How the Opportunity Gap in K-3 Teaching Is Failing Our Students