

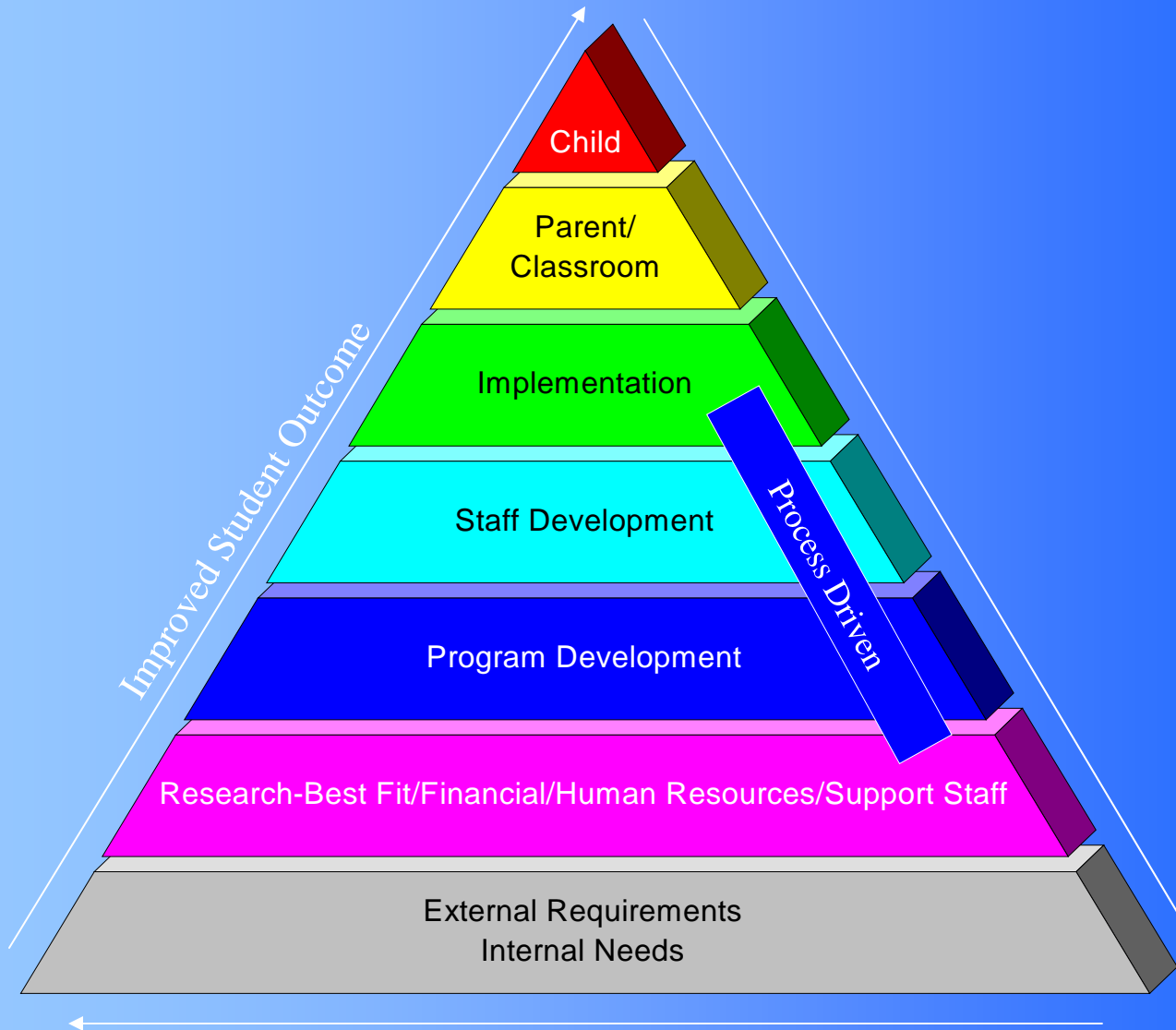
# **Effective Collaboration for High Quality Early Childhood Services**

**Mary Haust and Tonia Thompson-Grubham  
Binghamton City School District Even Start**

“The Best Way to  
Understand a Finished  
Product Is to Consider  
How It Is Constructed  
Over Time”

-Vygotsky

# Data & Information



# School Readiness....

Children are ready for school when, *for a period of several years*, they have been exposed to consistent and stable adults who are emotionally invested in them, a physical environment that is safe and predictable, regular routines and rhythms of activity, competent peers and materials that stimulate exploration and enjoyment of the object world and from which they derive a sense of mastery.

-Pianta and Walsh, 1996

- **Without support, children from very low resource families (measured by parents' education and intelligence, parenting skills, income, etc.) show increasing deficits or delays in their development over the first three years of life.**
- **By three years of age these children typically perform below the 15<sup>th</sup> percentile on tests of general competence, intelligence and language development.**

Ramey, 1998

- **Children from very low resource families show substantially better progress when they receive:**
  - ✓ **good health care during the first three years of life**
  - ✓ **responsive parenting**
  - ✓ **high quality early education**

**Early supports help to reduce the rates of retention and retardation by more than 50% and raise children's reading and math scores significantly.”**

1998)

*(Early Childhood Education, Ramey and Ramey,*

# **Responsive Parenting**

**Goal One:**

**To Support and Coach Parents  
as First and Foremost  
Teachers of Their Children**

# “A Work in Progress”

- *1987-Current PACT: A Universal Access Parent Education program (home visits, groups, screening and referrals) beginning in the prenatal period and continuing until child enters school (Based on Parents As Teachers Model)*
- *1993-Current: Even Start: Center-based Adult and Child Education attached to PACT.*
- *2002-Current: Parent educator assigned to universal pre-K*

# Families Served in 2003

- Total: 328 families
- Children: 375
- Number of Home Visits: 2873
- Capacity: 63% (1999), 85% (2000)
- Reorg: 84.7% (2003)
- Single Moms: 45%
- Teen Moms: 24%
- Uneducated: 45%
- Living at/below poverty: 63.9%
- Child w/disability: 2%
- Adult w/disability: 18%

# Even Start 2002-2006

- > *Full Day Center-based/ primarily teen parents*
- > *Contracted Infant and Toddler Child Care Center on site*
- > *Contracted full-time Social Worker, half-time Nurse*
- > *PACT home visiting on weekly/bi-weekly basis*

# Accountability/Effectiveness

- PACT became a NY State-validated education program (1995). Four Studies done in 1992-97 by Shelley Drazen, PhD.
  - Children scored significantly better than controls in all areas of development.
  - Follow-up study at end of third grade (1996) - Outcomes remained. Children scored 1/2 standard deviation above general population and were 50% less often placed in special education and remedial services.

# What Have We Learned *or* Think We Have Learned?

- Parent education, as a stand alone, seems to influence children's educational outcomes.
- The more comprehensive and intense the participation, the greater the gain for low resource families.
- ...There's much more to do!

# High Quality Care and Education

**Goal Two:  
Getting Focused on How  
Infants, Toddlers and  
Preschoolers Learn**

# “Educare” is A Readiness Strategy

- The quality of childcare matters in terms of children’s everyday experiences, their cognitive and linguistic competencies, their school readiness and their later school achievement and social interactions...Their brain development

# Looking At The Abecedarian Project/Research

Quality child care programs shared the following attributes:

- Were multi-disciplinary, intergenerational and individualized in approach
- Utilized developmental programming which was embedded in the service delivery system
- Integrated a matrix of family support social service programs
- Provided year-round, 5 day/week programming and were available for at least 12 hours per day
- Provided transportation
- Incorporated developmentally appropriate games and activities into each child's daily experience
- Began in early infancy (often at age 6 weeks)
- Extended for several years (Readiness Definition)

# Moving Research To Practice

- **Raising Community Awareness**
- **Four Day Seminar with Craig and Sharon Ramey ~ Follow-up planning of what community could do to raise quality with very limited resources**
- **Child Care Centers' Commitment to Participate**

# For Children Birth To Three:

Since August 2000,

- ▶ 20 child care sites have committed to using the principles, activities and assessments in *Partners for Learning*, the Abecedarian Curriculum.
- ▶ Broome Community College has opened The Center for Infant/Toddler Professional Development. Mentors from BCC work in the centers, coaching staff and modeling quality practice.

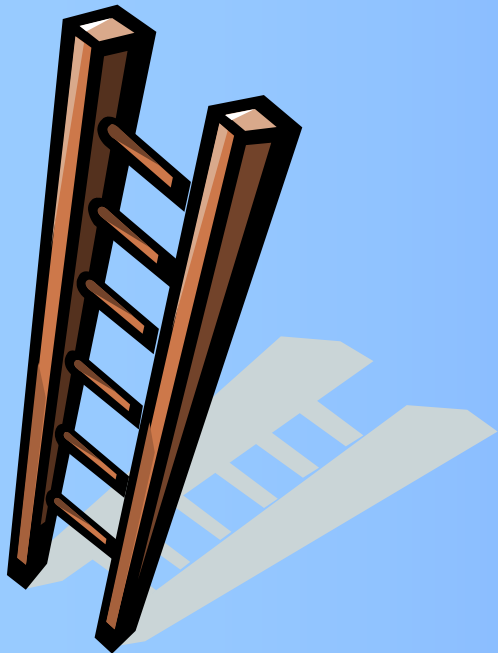
- ✓ **Over 150 staff are participating in self-study modules; many for college credit. We are raising the level of care in the centers. For Binghamton, the majority of those centers also provide UPK.**
- ✓ **Parent educators have been assigned to centers to serve as liaisons, to provide group and individual parent education and staff support.**
- ✓ **There is an intentional focus on language and literacy in both home and center with traveling libraries and participation in a Reading Challenge.**

# What might we learn?

Does infusing a curriculum with research-based practices -

- 📄 raise the quality of the program,
- 📄 the competencies of staff
- 📄 and the outcomes for children?
- 📄 Are there thresholds for impact that can be identified that are less costly than the original Abecedarian Project?
- 📄 How can we best align with the NY Pre-K standards/programs?

# Support for the Continuum of Learning



- **New Administrative position - Director of Primary Education**
- **Extension of Parent Education from 3 year olds to Kindergarten via UPK**
- **Curriculum Maps**
- **Assessment of Student Performance**

# Pre-K Program Challenges

- High quality oral language and literacy rich environments
  - *Professional Development* for all staff
  - Curriculum and instructional *practices* that are *intentional*
- Use of reading *assessments* and other on-going appropriate assessment measures

# Creating Literacy Rich Environments - Home & School

	<b>Even Start &amp; Child Care Centers Birth to Three</b>	<b>Pre-Kindergarten Three to Five</b>	<b>Primary Program Kindergarten-2<sup>nd</sup> Grade</b>
<b>Literacy Rich Environment</b>	<ul style="list-style-type: none"> <li>• Read a variety of books frequently and consistently in the Centers and in homes</li> </ul>	<ul style="list-style-type: none"> <li>• Adults and children read books together using dialogic reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Children read leveled books daily</li> </ul>
<b>Strategy</b>	Early Learning Challenge	Book Pals	100 Book Challenge
<b>Evidence-based Instructional Practice</b>	<ul style="list-style-type: none"> <li>• In Centers, Parents select from traveling library. In homes, choose own. Record</li> </ul>	<ul style="list-style-type: none"> <li>• Centers are open daily</li> <li>• Books are sent home nightly (# and title recorded)</li> </ul>	<ul style="list-style-type: none"> <li>• Support is given in the classroom daily for 15-20 minutes</li> <li>• Books are sent home nightly (# and title recorded)</li> </ul>

# Types of Books

- **Alphabet books**
- **Counting books**
- **Concept books**
- **Nursery rhymes**
- **Repetitious stories and pattern books**
- **Traditional Literature**
- **Wordless picture books**
- **“Leveled Books” - 100 Book Challenge**



# Curriculum And Instructional Practices That Are *Intentional*

- Design and Implementation of Intentional Instruction
  - Literacy Maps
  - Instructional Support Materials
    - Scholastic's *Building Language for Literacy*
    - Wright Group's *Growing with Mathematics*

# Literacy Maps

[www.bcsdgw.stier.org](http://www.bcsdgw.stier.org) (go to curriculum maps)

- **Aligned with NYS Early Literacy Guidance - pre-K through Grade 3**  
([www.nysed.gov/](http://www.nysed.gov/))
  - Identifies the essential components of literacy instruction
  - Identifies Evidence-based Instructional practice
- **Identifies instructional resources to support learning objectives**

# Sample - Literacy Map

...supporting the continuum...



	<b>Even Start Birth to Three</b>	<b>Pre-Kindergarten Three to Five</b>	<b>Primary Program Kindergarten-2<sup>nd</sup> Grade</b>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>Identify and produce spoken words</li> </ul>	<ul style="list-style-type: none"> <li>Identify and produce spoken words that rhyme (e.g., rhymes, poems, songs, word games) including word families (e.g., c-at, b-at, s-at)</li> </ul>	<ul style="list-style-type: none"> <li>Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families</li> </ul>
<b>Strategy</b>	Text-based Language	Text-based Rhyming	Text-based Rhyming
<b>Evidence-based Instructional Practice</b>	<ul style="list-style-type: none"> <li>Focus attention on identifying objects and relationships using rhyme during shared book reading</li> </ul>	<ul style="list-style-type: none"> <li>Focus attention on rhyming in nursery rhymes and Big Books with pictures of words that rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Write rhymed text on chart paper for group reading and identification of rhyming words</li> </ul>

# Instructional Materials

**As children explore their environment and build the foundations for learning to read, write, listen and speak, the teacher:**

- ◆ **Shares books with children, including Big Books, and models reading behaviors**
- ◆ **Talks about letters by name and sounds**
- ◆ **Rereads favorite stories**
- ◆ **Engages children in language games**
- ◆ **Promotes literacy-related play activities**
- ◆ **Encourages children to experiment with writing**

# Checking Children's Progress

- What can we directly observe?
- What can we measure?
- How can we measure it?

## Data Collection

- Observe daily.
- Collect samples of drawings, paintings, and writing.
- Encourage students to talk about their progress.

### Tools:

- Pre-K Assessment
- K-2 Seamless Assessment

# Pre-Kindergarten Assessment

Created using research on literacy development and the following two resources:

Dichtelmiller, M. L., Jablon, J. R., Marsden, D. B. and Meisels, S. J. (2001),  
**Preschool – 4 developmental guidelines, 4<sup>th</sup> edition.** Ann Arbor, MI: Rebus, Inc.

New York State Education Department. (2002). **Early literacy components.**  
Albany, New York: The University of the State of New York, State Education Department.

## Sample assessment from the Handbook:

### Distinguishes between print and pictures

Children demonstrate a growing understanding of print by:

- protesting when a different version of a familiar story is read because they know that the words in a storybook do not change;
- pointing to words using a left to right progression when “reading” picture books;
- checking the classroom job chart to find out whose job it is to feed the gerbil;
- labeling signs in their environment such as the “Exit” sign over the door;
- pointing to letters in a book that also appear in their names.

### Key:

1	2	3	4	*
<b>Not Yet</b>	<b>Emerging</b>	<b>Practicing</b>	<b>Proficient</b>	Area of Concern
Skill is not being demonstrated at this time.	Skill is inconsistently demonstrated.	Skill is consistently demonstrated with support.	Skill is mastered.	

# Pre-Kindergarten Assessment

## Reading

Pre-Kindergarten Expectations		3 year old		4 year old	
		Fall	Spring	Fall	Spring
Letter Names	Begins to develop knowledge about letters				
Print Awareness	Holds book appropriately				
	Distinguishes between print and pictures				
Phonological Awareness	Identifies letter sounds				
	States rhyming words				
Comprehension	Looks at pictures to tell a story				
	Answers simple questions regarding story				
Fluency	Recognizes own name and those of classmates				
	Recognizes environmental print throughout the classroom				
Motivation to Read	Shows appreciation for books and reading				
	Receives additional support in this area (✓ if applicable)				
Comments					

# Kindergarten Assessment

## *Reading*

<b>Kindergarten Expectations</b>		<b>Nov.</b>	<b>Jan.</b>	<b>Apr.</b>	<b>June</b>
Letter Names	Identifies and names upper case letters				
	Identifies and names lower case letters				
Print Awareness	Can identify title				
	Knows reading goes from left to right				
	Understands the concept of a word				
	Follows line of print by pointing to each word				
Phonological Awareness	Can associate sounds with letters (Speaking)				
	Can discriminate beginning consonant sounds (Listening)				
	Is able to rhyme words				
Comprehension	Looks at pictures and tells a story				
	Retells a story told by someone else (beg, mid, & end)				
	Understands the concept of beginning, middle, and end of story				
Fluency	Reads high frequency words				
	Attempts to match memory of the text with the actual words on the page				
	Reads back short experience stories written by the teacher				
Motivation to Read	Chooses to look at books				
	Independent Reading Level – 100 Book Challenge (Target for Kindergarten is G.)				
	Total Books Read				

# Strategies for Program Improvement

- **Promoting Reflective and Responsive Practice**
  - Add a Certified Early Education Teacher who will share time between Even Start and Pre-Kindergarten
  - Planning Intentional Instruction
  - Observational Conferences
- **Continue to Articulate and Monitor Transitions of Children**
- **Identify and Share “How we know what we know”**
  - Align B-3 and 3-5 Assessments
  - Implement Norm-referenced/Performance Assessment Items
- **Provide Staff Development**
  - Teachers and Paraprofessionals