Specialized Training in Early Childhood Education

June 19, 2017

Developed by the Mississippi Department of Education (MDE)
in partnership with North Mississippi Education Consortium (NMEC)

Coordinated by:
Dr. Jill Dent
Director of Early Childhood Education, MDE

Dr. Cathy Grace
Early Childhood Program Specialist, NMEC and Co-Director, University of Mississippi Graduate Center for the Study of Early Learning
Carey M. Wright, Ed.D.
State Superintendent of Education

Kim S. Benton, Ed.D.
Chief Academic Officer

Nathan Oakley, Ph.D.
Executive Director
Office of Elementary Education and Reading

Tenette Smith, Ph.D.
Director
Office of Elementary Education and Reading

The Office of Early Childhood Education

Jill Dent, Ph.D.
Director
Office of Early Childhood Education

Monica F. May, M.S.
Assistant Director
Office of Early Childhood Education

Laura Dickson, M.S., CFLE
Early Learning Collaborative Coordinator

Joyce Greer, M.Ed., N.B.C.T.
Early Childhood Instructional Specialist

Candice Taylor
Early Childhood Instructional Specialist/ 619 Coordinator
Week 1
Monday, June 19

Jill Dent
Office of Early Childhood
Mississippi Department of Education
Updates from the Office of Early Childhood
Effectiveness Evaluation Plan

Joyce Greer
Office of Early Childhood
Mississippi Department of Education
Teaching Strategies

Candice Taylor
Office of Early Childhood: Special Education
Mississippi Department of Education
Special Education Referral Process

Stacey Donaldson
Office of Professional Development
Mississippi Department of Education
National Board Certification and the Early Childhood Teacher

Tuesday, June 20

Susan Neuman
School of Education
University of Michigan
Foundations for Oral Language and Vocabulary Development

Wednesday, June 21

Nicole Briceno & Alicia Westbrook
Mississippi Early Childhood Inclusion Center
University of Southern Mississippi
Reaching and Teaching All Children in the Inclusive Classroom

Lydia Boutwell
Office of Elementary Education and Reading
Mississippi Department of Education
Early Learning Standards and Lesson Plans

Thursday, June 22

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium

*Brain Development: Grounding Our Practice*
*Read Right from the Start - The Power of Language Part I*
*Equipping the Classroom on a Shoe String Budget*

Bryan Fulton & Natalie Rapp
Kaplan Early Learning Company

*Room Arrangement*

Friday, June 23
Lee Anne Grace Barnes
Oxford School District

*Music/Movement*

Larry Calhoun
Office of Healthy Schools
Mississippi Department of Education

*Move to Learn*

Joyce Greer
*Office of Early Childhood*
*Mississippi Department of Education*

*Scheduling*

*Monica May*
Office of Early Childhood
Mississippi Department of Education

*Pre-K to Kindergarten: Transition Activities and Folders*
Week 2

Monday, June 26
Karen Ponder
Build Initiative
Alliance for Early Success
Community & Family Engagement

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Solar Eclipse: Lesson Planning for the Big Event

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
Power of Language Part 2
Parent Conferences and Working with Adults in the Classroom

Tuesday, June 27
Shenikia Robinson
Atlanta Speech School
Read Right from the Start
Building Language through Meaningful Conversations

Wednesday, June 28
Sharon Boudreaux
The Autism Center of North Mississippi
Reducing Common Problem Behaviors in the Classroom

Gail Lindsey
Mississippi State University
Looking at the Classroom Environment: What Does the Research Say?

Thursday, June 29
Laura Dickson
Office of Early Childhood
Mississippi Department of Education
CLASS Overview Training

Friday, June 30
Jill Dent
Office of Early Childhood
Mississippi Department of Education
Early Learning Guidelines and Project Guidance
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Technical Assistance with Projects and On-line Classes*
# Table of Contents

Agenda: Monday, June 19 ........................................................................................................... 8

Early Childhood Education Updates .................................................................................... 9

Pre-K Teacher Credentialing ............................................................................................... 16

Procedures for Approving Early Childhood Credentialing ................................................... 18

Effectiveness Evaluation for Early Learning Collaboratives and Other Pre-K Classrooms: Presentations ........................................................................................................ 25

Effectiveness Evaluation for Early Learning Collaboratives and Other Pre-K Classrooms .................................................................................................................. 37

Specialized Early Childhood Training Program Plan of Action Checklist ............................. 55

Audit Checklist ....................................................................................................................... 70

Teaching Strategies in the Pre-K Classroom ......................................................................... 73

English Language Arts Standards for Four-Year-Old Children .......................................... 82

Mathematics Standards for Four-Year-Old Children ............................................................ 87

Science Standards for Four-Year-Old Children .................................................................... 91

Teaching Strategies Activity ................................................................................................. 93

Early Childhood Special Education Services ....................................................................... 99

Special Education Referral to Services Timelines ............................................................... 124

National Board Certification ............................................................................................... 125

National Board Certification and the Early Childhood Teacher ........................................... 128
Monday, June 19, 2017

8:30 – 9:00  Welcome and Purpose

9:00 - 10:00  Jill Dent
Office of Early Childhood
Mississippi Department of Education
Updates from the Office of Early Childhood

10:00 – 10:15  Break

10:15 – 12:00  Jill Dent
Office of Early Childhood
Mississippi Department of Education
Effectiveness Evaluation Plan

12:00 - 1:00  Lunch

1:00 – 2:00  Joyce Greer
Office of Early Childhood
Mississippi Department of Education
Teaching Strategies

2:00 - 3:00  Candice Taylor
Office of Early Childhood
Mississippi Department of Education
Special Education Referral Process

3:00 – 3:15  Break

3:15 -4:15  Stacey Donaldson
Office of Professional Development
Mississippi Department of Education
National Board Certification and the Early Childhood Teacher

4:15 - 4:30  Wrap up
Early Childhood Education Updates

June 2017

Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

©MDE – Board of Education Strategic Plan
State Board of Education Goals
5-Year Strategic Plan for 2016-2020

✓ All Students Proficient and Showing Growth in All Assessed Areas
✓ Every Student Graduates High School and is Ready for College and Career
✓ Every Child Has Access to a High-Quality Early Childhood Program
✓ Every School Has Effective Teachers and Leaders
✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
✓ Every School and District is Rated a “C” or Higher

Agenda

• Revisions to Guidelines
• Recently Developed Documents
• New Initiatives
• Professional Development
• Current Staff
Revisions to Guidelines

- The Mississippi Early Learning Guidelines for 3- and 4-Year-Old Children
  - Revised in 2015
  - Now only includes the “policies”

- Current Revisions of Guidelines
  - Anticipated to go to Board of Education in August

- The Mississippi Kindergarten Guidelines
  - Revised in 2015

Website Resources

- Title I Pre-K Classroom Implementation Guide
- The Mississippi Teaching Strategies for Four-Year-Old Children
  - Companion to the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
- Administrator Look Fors When Observing a Pre-K and Kindergarten Classroom
- Parent Look Fors When Observing a Pre-K and Kindergarten Classroom
- School District Pre-K Determination Guidance
- 2018 Teacher Credential Pathways
- Developmental Checklists for Three- and Four-Year-Old Children
New Initiatives

- Kellogg grant
- Pre-K to Kindergarten Transition Plan
- Effectiveness Evaluation Plan (for Pre-K)
  - MKAS (kindergarten readiness assessment)
  - CLASS (quality classroom measurement)
  - CELA (Comprehensive Early Learning Assessment/Screener)
- Requested technical assistance and professional development

2017-2018 Early Childhood Professional Development Plan

- October through April
- Various topics offered in multiple locations
- Trainings open to general education and special education Pre-K and Kindergarten teachers, child care staff, Head Start agencies, and Part C staff
Early Childhood Professional Development Topics

- Incorporating Effective Transitions in the Classroom
- Creating Hands-on Learning Center Activities
- Lesson Plan and Daily Schedule Development
- Incorporating Standards into the Early Childhood Classroom: Technology and Approaches to Learning
- Classroom Assessment Scoring System (CLASS)
- Early Childhood IEP Components
- Creating Hands-on Activities to Include ALL Children in Learning
- Parent Education
- Transition to Kindergarten

Other Professional Development Opportunities

- 2017 Early Childhood Education Conference in Biloxi, MS on July 25-27
  - July 24 is pre-conference session
Current Staff

- Dr. Jill Dent
  - Director for the Office of Early Childhood
- Monica May
  - Assistant Director, Office of Early Childhood
- Laura Dickson
  - Early Learning Collaborative Coordinator
- Joyce Greer
  - Early Childhood Instructional Specialist
- Candice Taylor
  - Early Childhood Special Education Coordinator
- Lydia Boutwell
  - Early Childhood Contract Worker

Contact Information

Office of Elementary Education and Reading
Office of Early Childhood

601.359.2586
earlychildhood@mdek12.org
http://www.mdek12.org/EC

Dr. Jill Dent – jdent@mdek12.org
Fall 2018 Pre-K Teacher Credentialing

The pre-k teacher credentialing will change effective fall of 2018 as per the Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children. The Office of Educator Licensure will continue to oversee the obtainment of endorsements. The Office of Early Childhood will be responsible for any other components of credentialing.

Teachers are required to follow one of the pathways listed below:

- **153 (Pre-K/K) endorsement**
  - Praxis 5024

- OR

- **116 (K-3) endorsement**
  - 152 (K-4) endorsement

- OR

- **120 (K-6) endorsement**

- OR

- Other endorsement

- OR

- Early Childhood Bachelor’s Degree (no endorsement)**

- OR

- **12 early childhood college credit hours**
  - OR
  - Praxis 5024 to add 153 (Pre-K/K) endorsement
  - OR
  - Completion of an approved program*

- OR

- Add 150 (N-1) supplemental endorsement
  - OR
  - Praxis 5024 to add 153 (Pre-K/K) endorsement
  - OR
  - Completion of an approved program*

- OR

- Degree to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement
  - AND
  - Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4)

- OR

- Praxis Core or ACT (page 35 of Licensure Guidelines K-12)
  - AND
  - Praxis II – Principals Learning and Teaching (PLT)
  - AND
  - Praxis 5024 to obtain license with 153 (Pre-K/K) endorsement

*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program (122). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.

**Early Learning Collaborative teachers in sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor’s degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program.
Fall 2018 Pre-K Assistant Teacher Credentialing

The pre-k teacher credentialing will change effective fall of 2018 as per the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children*. The Office of Educator Licensure will continue to oversee the obtainment of endorsements. The Office of Early Childhood will be responsible for any other components of credentialing.

Assistant teachers are required to follow one of the pathways listed below:

- **Early Childhood Associate’s Degree**
- OR
- **Associate’s Degree** & **12 early childhood college credit hours**
  - OR
  - Completion of an approved program*

*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program (122). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.*
Procedures for Approving Early Childhood Credentialing

Specialized Early Childhood Training Programs
Individuals seeking to meet pre-k teacher or assistant teacher certification requirements by a bachelor's degree (teacher) or associate's degree (assistant teacher) and a specialized early childhood training program must provide a college transcript and a certificate of training completion to their school district or early learning collaborative employer. The college transcript and/or certificate should be kept in the individual’s personnel file. The following programs are approved early childhood training programs:

- Child Development Associate (CDA) credential
- National Board Pre-K Certification
- Director’s Credential
- Montessori Credential
- Mississippi Department of Education’s intensive specialized early childhood training program

Individuals who have completed other state, regional, or nationally approved early childhood training programs may submit a copy of their certificate of program completion along with a syllabus or other outline of the training content to the Mississippi Department of Education’s Office of Early Childhood via mail or through its dedicated email address at earlychildhood@mdek12.org. School districts and early learning collaboratives may also submit this documentation for current or prospective employees. This documentation will be considered on an individual basis to determine whether the individual meets the program requirement. Individuals and school districts will receive written documentation of the decision within 30 days of receipt of the documentation.

12 Hours of Early Childhood Coursework
Individuals seeking to meet pre-k teacher or assistant teacher certification requirements by a bachelor’s degree (teacher) or associate's degree (assistant teacher) and 12 hours of early childhood coursework must provide a college transcript to their school district or early learning collaborative employer for review. The college transcript should be kept in the individual’s personnel file. The following college courses have been approved as acceptable early childhood coursework at any accredited institution of higher learning or community college:

- Any course that's course code begins with an early childhood education (ECE), child development (CD), or similar early childhood prefix.
- Human Growth and Development (or something similar)
- Early Literacy I
• Early Literacy II
• Foundations of Reading
• Developmental Psychology
• Speech and Language Pathology courses that are specific to the development of communication and early literacy skills

Individuals who do not meet the 12 hour criteria through the approved college courses may submit a transcript and a copy of their college course catalog to the Mississippi Department of Education’s Office of Early Childhood via mail or through its dedicated email address at earlychildhood@mdek12.org. School districts and early learning collaboratives may also submit this documentation for current or prospective employees. Copies of the course catalog should only contain the courses included on the transcript that are relevant to early childhood and must be from the same institution of higher learning or community college and the same year as the transcript. This documentation will be considered on an individual basis to determine whether the individual meets the 12 hour requirement. Individuals and school districts will receive written documentation of the decision within 30 days of receipt of the transcript and course catalog copies.

Beginning in 2018, MDE staff will review personnel files as part of school district audits to check for the 12 hours of early childhood college coursework or early childhood specialized training program requirement. It is imperative that documentation for pre-k staff credentialing (e.g., educator license, transcripts, certificates) be kept in personnel files. The Office of Educator Licensure will continue to oversee applications for licensure as well as endorsement obtainment. The Office of Early Childhood oversees both the 12 hours of early childhood college coursework and early childhood specialized training program requirement.

The following pages contain approved college courses from Mississippi’s public institutions of higher learning.
## Alcorn State University

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 103</td>
<td>Professional &amp; Field Experience</td>
</tr>
<tr>
<td>CD 253</td>
<td>Child Development I</td>
</tr>
<tr>
<td>CD 302</td>
<td>Child Care Administration</td>
</tr>
<tr>
<td>CD 317</td>
<td>Early Intervention</td>
</tr>
<tr>
<td>CD 318</td>
<td>Early Literacy</td>
</tr>
<tr>
<td>CD 320</td>
<td>Guidance of Young Children</td>
</tr>
<tr>
<td>CD 331</td>
<td>Parenting</td>
</tr>
<tr>
<td>CD 335</td>
<td>Public Policies in Child Care</td>
</tr>
<tr>
<td>CD 347</td>
<td>Infant Development</td>
</tr>
<tr>
<td>CD 350</td>
<td>Practicum</td>
</tr>
<tr>
<td>CD 353</td>
<td>Child Development II</td>
</tr>
<tr>
<td>CD 367</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>CD 420</td>
<td>Child and Community Life</td>
</tr>
<tr>
<td>CD 425</td>
<td>Principles and Practices of Teaching</td>
</tr>
<tr>
<td>CD 450</td>
<td>Practicum</td>
</tr>
<tr>
<td>CD 493</td>
<td>Thesis</td>
</tr>
<tr>
<td>CD 480</td>
<td>Issues &amp; Trends in Child Development</td>
</tr>
<tr>
<td>ED 314</td>
<td>Early Literacy I</td>
</tr>
<tr>
<td>ED 317</td>
<td>Early Literacy Instructions II</td>
</tr>
<tr>
<td>ED 334</td>
<td>Science and Number ECE</td>
</tr>
<tr>
<td>ED 390</td>
<td>Assessment (Pre-School)</td>
</tr>
<tr>
<td>ED 393</td>
<td>Assessment Preschool</td>
</tr>
<tr>
<td>ED 398/571</td>
<td>Organization, Principles, and Procedures for ECE</td>
</tr>
<tr>
<td>ED 430</td>
<td>Seminar in Early Childhood Education</td>
</tr>
<tr>
<td>ED 431</td>
<td>Behavioral Factors &amp; Early Childhood</td>
</tr>
<tr>
<td>ED 535/635</td>
<td>Models of Teaching in ECE</td>
</tr>
<tr>
<td>ED 536/636</td>
<td>Assessing the Young Child</td>
</tr>
<tr>
<td>ED 538</td>
<td>Reading and Language Arts Experiences in ECE</td>
</tr>
<tr>
<td>ED 539</td>
<td>Mathematics Concepts and Experiences in ECE</td>
</tr>
<tr>
<td>ED 541</td>
<td>Behavioral Factors &amp; Experiences in Early Childhood Education</td>
</tr>
<tr>
<td>ED 542</td>
<td>Practicum in ECE</td>
</tr>
<tr>
<td>ED 543</td>
<td>Theory &amp; Hist Development in Early Childhood</td>
</tr>
<tr>
<td>ED 545</td>
<td>Seminar in ECE</td>
</tr>
<tr>
<td>ED 546</td>
<td>Director of Early Learning Centers</td>
</tr>
<tr>
<td>ED 549</td>
<td>Parking in Pluralistic Society</td>
</tr>
<tr>
<td>ED 550</td>
<td>Thesis in Early Childhood</td>
</tr>
<tr>
<td>ED 571</td>
<td>Org. &amp; Prin. &amp; Procedures of ECE</td>
</tr>
<tr>
<td>PH 320</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PH 523</td>
<td>Advanced Child Psychology</td>
</tr>
</tbody>
</table>
### Delta State University

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL 305</td>
<td>Methods and Materials in Early Childhood Education</td>
</tr>
<tr>
<td>CEL 314</td>
<td>Early Literacy Instruction I</td>
</tr>
<tr>
<td>CEL 315</td>
<td>Early Literacy Instruction II</td>
</tr>
<tr>
<td>CEL 316</td>
<td>Approaches to Reading Instruction for Early Childhood and Primary Age Levels</td>
</tr>
<tr>
<td>CEL 317</td>
<td>Principles and Techniques of Teaching in Early Childhood</td>
</tr>
<tr>
<td>CSP 342</td>
<td>Early Childhood Disabilities</td>
</tr>
<tr>
<td>FCS 326</td>
<td>Child Development</td>
</tr>
<tr>
<td>FCS 330</td>
<td>Infant Development</td>
</tr>
<tr>
<td>FCS 377</td>
<td>Methods and Materials for Preschool Programs</td>
</tr>
<tr>
<td>FCS 378</td>
<td>Principles and Procedures for Preschool Programs</td>
</tr>
<tr>
<td>FCS 379</td>
<td>Theories, Principles, and Child Development</td>
</tr>
<tr>
<td>FCS 476</td>
<td>Practicum in Child Development Administration</td>
</tr>
<tr>
<td>SHS 480</td>
<td>Pre-reading Readiness Skills for Early Childhood, Elementary and Special Educators</td>
</tr>
</tbody>
</table>

### Jackson State University

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 120</td>
<td>Practical Child Care Experiences</td>
</tr>
<tr>
<td>EDCI 121</td>
<td>Innovations, Problems, and Issues in Child Care</td>
</tr>
<tr>
<td>EDCI 208</td>
<td>Materials and Methods of Early Childhood Education</td>
</tr>
<tr>
<td>EDCI 220</td>
<td>Teaching and Learning Styles of Young Children</td>
</tr>
<tr>
<td>EDCI 221</td>
<td>Administration of Child Care Services</td>
</tr>
<tr>
<td>EDCI 303</td>
<td>Parent, Child, and Teacher Interactions</td>
</tr>
<tr>
<td>EDCI 320</td>
<td>Field Experiences in Child Care</td>
</tr>
<tr>
<td>EDCI 400</td>
<td>Theories and Principles of Early Childhood</td>
</tr>
<tr>
<td>EDCI 501</td>
<td>Parenting Roles in Early Childhood Education</td>
</tr>
<tr>
<td>EDCI 502</td>
<td>Literacy Development and the Young Child</td>
</tr>
<tr>
<td>EDCI 503</td>
<td>Principles of Child Development in the Early Years</td>
</tr>
<tr>
<td>EDCI 504</td>
<td>Methods and Materials In Early Childhood Education</td>
</tr>
<tr>
<td>EDCI 505</td>
<td>Assessing the Young Child</td>
</tr>
<tr>
<td>EDCI 506</td>
<td>The Role of Play in the Education of Young Children</td>
</tr>
<tr>
<td>EDCI 556</td>
<td>Special Topics in Early Childhood/Elementary Education (only if early childhood)</td>
</tr>
<tr>
<td>RE 309</td>
<td>Early Literacy I</td>
</tr>
<tr>
<td>RE 312</td>
<td>Early Literacy II</td>
</tr>
<tr>
<td>RE 504</td>
<td>Pre-Reading Skills for Preschoolers and Early Primary Grades</td>
</tr>
</tbody>
</table>

### Mississippi State University

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 3123</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>EDE 8313</td>
<td>Theory and Development of Early Childhood Education</td>
</tr>
<tr>
<td>EDE 8513</td>
<td>Curriculum and Program Developments in Early Childhood</td>
</tr>
<tr>
<td>EDE 8523</td>
<td>Practicum: Language Arts and Literacy Development in Early Childhood Education</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDE 8533</td>
<td>Behavioral Experiences in Early Childhood Education</td>
</tr>
<tr>
<td>EDE 8543</td>
<td>Mathematics Experiences in Early Childhood Education</td>
</tr>
<tr>
<td>EDE 9420</td>
<td>Research Practicum in Early Childhood Education</td>
</tr>
<tr>
<td>EDX 4113</td>
<td>Methods and Materials for Early Childhood Students with Disabilities</td>
</tr>
<tr>
<td>EDX 8143</td>
<td>Early Education for Students with Disabilities</td>
</tr>
<tr>
<td>EPY 2513</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>EPY 8123</td>
<td>Assessment of Infants, Toddlers, and Special Populations</td>
</tr>
<tr>
<td>HS 2803</td>
<td>Prenatal &amp; Infant Development</td>
</tr>
<tr>
<td>HS 2813</td>
<td>Child Development</td>
</tr>
<tr>
<td>HS 3803</td>
<td>Creativity and Play Early Childhood or Childcare Procedures</td>
</tr>
<tr>
<td>RDG 3113</td>
<td>Early Literacy Instruction I</td>
</tr>
<tr>
<td>RDG 3123</td>
<td>Early Literacy Instruction II</td>
</tr>
</tbody>
</table>

**Mississippi University for Women**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 304</td>
<td>Principles of Early Childhood Learning</td>
</tr>
<tr>
<td>ED 361</td>
<td>Early Literacy Instruction I</td>
</tr>
<tr>
<td>ED 362</td>
<td>Early Literacy Instruction II</td>
</tr>
<tr>
<td>ED 523</td>
<td>Early Reading Literacy Development (Pre-K-3)</td>
</tr>
<tr>
<td>PSY 206</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>SPA 521</td>
<td>Communication Disorders in Infants</td>
</tr>
<tr>
<td>ED 317</td>
<td>Behaviors in Early Childhood</td>
</tr>
<tr>
<td>ED 319</td>
<td>Early Childhood Language and Literacy</td>
</tr>
<tr>
<td>ED 320</td>
<td>Developmentally Appropriate Materials and Methods in Early Childhood Education</td>
</tr>
<tr>
<td>PSY 335</td>
<td>Child Behavior Modification: Typical and Special Needs</td>
</tr>
<tr>
<td>FS 337</td>
<td>Parenting and Guidance of the Young Child</td>
</tr>
</tbody>
</table>

**Mississippi Valley State University**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 106</td>
<td>Developmental Perspective of Family</td>
</tr>
<tr>
<td>EC 200</td>
<td>Organization Theory and Practices</td>
</tr>
<tr>
<td>EC 205</td>
<td>Nutrition for the Young Child</td>
</tr>
<tr>
<td>EC 308</td>
<td>Language Development in Early Childhood</td>
</tr>
<tr>
<td>EC 309</td>
<td>Cultural Diversity in Early Childhood</td>
</tr>
<tr>
<td>EC 310</td>
<td>Principles of Early Childhood Education</td>
</tr>
<tr>
<td>EC 311</td>
<td>Dynamics of Play in Early Childhood Education</td>
</tr>
<tr>
<td>EC 313</td>
<td>Child Care Administration</td>
</tr>
<tr>
<td>EC 314</td>
<td>Daycare Procedures</td>
</tr>
<tr>
<td>EC 316</td>
<td>Guidance and Management of the Learning Environment</td>
</tr>
<tr>
<td>EC 320</td>
<td>Practicum Experience</td>
</tr>
<tr>
<td>EC 400</td>
<td>Methods of Instruction: Preschool Education</td>
</tr>
<tr>
<td>EC 402</td>
<td>Science and Numbers</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>EC 404</td>
<td>Creative Arts for Children</td>
</tr>
<tr>
<td>EC 415 - EC 463</td>
<td>Practicum Experience</td>
</tr>
<tr>
<td>RD 214</td>
<td>Early Literacy Instruction I</td>
</tr>
<tr>
<td>RD 310</td>
<td>Early Literacy Instruction II</td>
</tr>
<tr>
<td>RD 403</td>
<td>Literacy in Early Childhood</td>
</tr>
<tr>
<td>SE 401</td>
<td>Early Intervention Strategies</td>
</tr>
<tr>
<td>SE 559</td>
<td>Early Intervention for Infants and Toddlers with Disabilities</td>
</tr>
<tr>
<td>SW 402</td>
<td>Behavioral Problems of Children</td>
</tr>
</tbody>
</table>

**The University of Mississippi**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 300</td>
<td>Curriculum &amp; Theory for Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 301</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 302</td>
<td>Orientation to Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 303</td>
<td>Science and Numbers</td>
</tr>
<tr>
<td>EDEC 320</td>
<td>Early Childhood Methods</td>
</tr>
<tr>
<td>EDEC 321</td>
<td>Early Child Development I</td>
</tr>
<tr>
<td>EDEC 323</td>
<td>Special Education for Early Childhood Development</td>
</tr>
<tr>
<td>EDEC 324</td>
<td>Early Language and Literacy</td>
</tr>
<tr>
<td>EDEC 500</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 551</td>
<td>Science &amp; Number Concepts in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 553</td>
<td>Language Concepts &amp; Literacy in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 557</td>
<td>Seminar: Social Living in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 570</td>
<td>Program Development &amp; Administration in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 600</td>
<td>Child Development: Prebirth to Age 8</td>
</tr>
<tr>
<td>EDEC 601</td>
<td>Language &amp; Literacy Development in Young Children</td>
</tr>
<tr>
<td>EDEC 602</td>
<td>Theoretical Foundations of Early Childhood Curriculum</td>
</tr>
<tr>
<td>EDEC 603</td>
<td>Science, Technology, Engineering, and Math (STEM) in ECE</td>
</tr>
<tr>
<td>EDEC 604</td>
<td>Function &amp; Theory of Play in ECE</td>
</tr>
<tr>
<td>EDEC 605</td>
<td>Integrating Arts in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 606</td>
<td>Social Contexts in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 607</td>
<td>Issues &amp; Trends in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 608</td>
<td>Diverse Needs in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 655</td>
<td>Art &amp; Music in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 667</td>
<td>Early Childhood Education Seminar</td>
</tr>
<tr>
<td>EDLT 602</td>
<td>Early Literacy Development</td>
</tr>
<tr>
<td>EDRD 355</td>
<td>Early Literacy Instruction I and II</td>
</tr>
<tr>
<td>NHM 523</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>NHM 527</td>
<td>Sem-Art/Music-Early Childhood</td>
</tr>
</tbody>
</table>

**The University of Southern Mississippi**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 352</td>
<td>Behavior and Guidance of the Young Child</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>CD 352L</td>
<td>Behavior and Guidance of the Young Child Laboratory</td>
</tr>
<tr>
<td>CD 359</td>
<td>Preschool Teachers’ Workshop I, II, III</td>
</tr>
<tr>
<td>CD 451</td>
<td>Infant Development</td>
</tr>
<tr>
<td>CD 451L</td>
<td>Infant Development Laboratory</td>
</tr>
<tr>
<td>CD 477</td>
<td>Developmental Disabilities in Early Childhood</td>
</tr>
<tr>
<td>CD 480</td>
<td>Student Teaching: Pre-Kindergarten</td>
</tr>
<tr>
<td>CIE 425</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>CIE 427</td>
<td>Evaluation in Early Childhood Education</td>
</tr>
<tr>
<td>CIE 477</td>
<td>Developmental Disabilities in Early Childhood</td>
</tr>
<tr>
<td>CIE 480</td>
<td>Student Teaching I: Lower Grades (only if the student teaching is in a pre-k classroom)</td>
</tr>
<tr>
<td>CIE 494</td>
<td>Learning Resources in Early Childhood Education</td>
</tr>
<tr>
<td>CIE 495</td>
<td>British Studies in Early Childhood Education</td>
</tr>
<tr>
<td>CIP 340</td>
<td>Foundational Studies in Early Childhood Education</td>
</tr>
<tr>
<td>CIR 308/309</td>
<td>Early Literacy Instruction I</td>
</tr>
<tr>
<td>CIR 308L/309L</td>
<td>Early Literacy Instruction I</td>
</tr>
<tr>
<td>CIR 407/408</td>
<td>Early Literacy Instruction II</td>
</tr>
<tr>
<td>CIR 407L/408L</td>
<td>Early Literacy Instruction II Clinic</td>
</tr>
<tr>
<td>SPE 405</td>
<td>Early Intervention for Children with Special Needs</td>
</tr>
<tr>
<td>SPE 477</td>
<td>Developmental Disabilities in Early Childhood</td>
</tr>
<tr>
<td>SPE 492</td>
<td>Special Problems in Special Education</td>
</tr>
</tbody>
</table>
Effectiveness Evaluation for Early Learning Collaboratives and Other Pre-K Classrooms

Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

©MDE – Board of Education Strategic Plan
State Board of Education Goals
5-Year Strategic Plan for 2016-2020

✓ All Students Proficient and Showing Growth in All Assessed Areas
✓ Every Student Graduates High School and is Ready for College and Career
✓ Every Child Has Access to a High-Quality Early Childhood Program
✓ Every School Has Effective Teachers and Leaders
✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
✓ Every School and District is Rated a “C” or Higher

Agenda

• Effectiveness Evaluation Overview
• Rate of Readiness Overview
• Rate of Readiness Scoring: Three Year Overview
• Rate of Readiness Score Breakdown & Determination
• Monitoring
• Wrap-Up
Effectiveness Evaluation Plan
Overview

Purpose

- The National Association for the Education of Young Children describes a high-quality program as “providing a safe, nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families.”
• Schools providing services to prekindergarten (Pre-K) aged children receive an annual evaluation to ensure the effectiveness of services on improving children’s learning and well-being.

• Evaluation occurs for:
  – The Early Learning Collaboratives (collaborative)
  – Other Pre-K classrooms (e.g. Title I, local-funded, tuition-based) in Mississippi public schools.

• Evaluation consists of two parts:
  – Rate of readiness
  – Monitoring

**Rate of Readiness Overview**
• The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children’s learning.

• A site score is comprised of the sum of sub scores from the following tools:
  – The Mississippi K-3 Assessment Support System (MKAS^2)
  – A comprehensive early learning assessment (CELA)
  – Classroom Assessment Scoring System (CLASS)
• The Mississippi K-3 Assessment Support System (MKAS2) is the assessment used to meet the requirements of the Literacy-Based Promotion Act.
• As a part of MKAS2, the Kindergarten Readiness Assessment is administered to all public Pre-K and kindergarten students at least twice annually to assess concepts such as letter name, phonics, and comprehension.
• This test provides teachers and parents an understanding of what children know and are able to do in the area of early literacy upon entering kindergarten.
• Results are used to help improve the quality of instruction and to determine interventions and services students need.

MKAS2 Rating

• Ratings are measured either through meeting a targeted scale score or a threshold for growth.
• The 2015-2016 school year Kindergarten Readiness Assessment results will be used to determine if each student has met the expected performance target of 498 scale score points.
  – This scale score at the end of Pre-K means that the student has mastered 70 percent of the assessed early literacy skills needed and supports that the student is on track to meet the end of grade three reading proficiency expectations.
• During 2014-2015, the average scale score increase across collaboratives was 98 points. Therefore, 98 will be used as the threshold increase for Kindergarten Readiness Assessment growth.
• The Classroom Assessment Scoring System (CLASS) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in infant, toddler, Pre-K, and kindergarten through 12th grade classrooms.
• It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms.

CLASS Rating

• CLASS is scored by trained and certified observers using a detailed protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high.
  – Low Range – An average of a 1 – 2 is assigned when the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or where interaction is lacking between teachers and children would receive low scores.
  – Mid Range – An average of 3 – 5 is assigned when classrooms show effective interactions, but also periods when interactions are ineffective or absent.
  – High Range – An average of 6 – 7 is assigned when effective teacher-child interactions are consistently observed throughout the observation period.
Comprehensive Early Learning Assessment

• A comprehensive early learning assessment (CELA) assesses a child’s development through all domains.
  – Social-emotional
  – Language/communication
  – Physical development (fine and gross)
  – Cognition
  – Approaches to learning

Rate of Readiness Scoring
Three-Year Overview
### Early Learning Collaborative Site Score Breakdown

**School Year 2015-2016**
- MKAS² – 50 points
- CLASS – 50 points

**School Year 2016-2017**
- MKAS² – 25 points
- CELA – 25 points
- CLASS – 50 points

**School Year 2017-2018**
- MKAS² – 25 points
- CELA – 25 points
- CLASS – 50 points

### Other Pre-K Classroom Site Score Breakdown

**School Year 2015-2016**
- MKAS² – 100 points

**School Year 2016-2017**
- MKAS² – 100 points
  - Offering practice CLASS observations to sites

**School Year 2017-2018**
- MKAS² – 25 points
- CELA – 25 points
- CLASS – 50 points
Rate of Readiness
Scoring Breakdown & Determination

Rate of Readiness Scoring Breakdown

A. MKAS Scoring
   Average percent of district school site children meeting 498
   | Percentage of children that meet 498 by the end of the year |
   | OR |
   | Percent of children that demonstrate an average point gain of 98 per site |
   | OR |
   | 0-29% = 0 points |
   | 30-49% = 8 points |
   | 50-65% = 15 points |
   | 66-100% = 25 points |

B. CELA
   To be determined based on the comprehensive early learning assessments selected.
   | Up to 25 points |

C. CLASS Ranges
   Average across domains plus performance on Instructional Support (IS) domain if site average is 5.00 or higher
   | 1.00-2.99 = 6 points |
   | 3.00-3.99 = 15 points |
   | 4.00-4.99 = 30 points |
   | 5.00-7.00 & <2.8 IS = 30 points |
   | 5.00-7.00 & ≥2.8 IS = 50 points |

Site Score (A+B+C)
The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:

- **Successful**: site score of 70+ points
- **Probation**: site score of 69 points and below
  (The first year in this category triggers a one year probationary period. After the first probationary year, the partner site has to score 70 + points to receive continued funding.)
- **Non-eligible**: site score of 69 and below and has been on probation for one year

---

**Monitoring**
Monitoring

• Early Learning Collaboratives:
  – Early Learning Collaborative Monitoring Tool
  – Once annually
• Other Pre-K Classrooms:
  – Standard 17.2: Pre-K Audit Checklist
  – Completed cyclically
• A technical assistance (TA) plan will be
developed for any site with monitoring
findings. TA will be provided following the
plan until the finding is cleared.

Wrap-Up

• Training and technical assistance will be
offered
• Resources accessible on the early
childhood page of the MDE’s website:
  – http://mde.k12.ms.us/EC
Office of Elementary Education and Reading
Office of Early Childhood

601.359.2586
www.mde.k12.ms.us/ec

Dr. Jill Dent – jdent@mdek12.org
EFFECTIVENESS EVALUATION FOR EARLY LEARNING COLLABORATIVES AND OTHER PRE-K CLASSROOMS

Carey M. Wright, Ed.D., State Superintendent of Education
Kim S. Benton, Ed.D., Chief Academic Officer
March 2016
Mississippi State Board of Education

Dr. John R. Kelly, Chair

Mrs. Rosemary G. Aultman, Vice Chair

Mr. Buddy Bailey

Mrs. Kami Bumgarner

Dr. Jason S. Dean

Dr. Karen J. Elam

Mr. Johnny Franklin

Mr. William Harold Jones

Mr. Charles McClelland
The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
P. O. Box 771, Suite 203
Jackson, MS 39205-0771
(601) 359-3511
### EFFECTIVENESS EVALUATION FOR EARLY LEARNING COLLABORATIVES AND OTHER PRE-K CLASSROOMS COMMITTEE MEMBERS (2016)

- Angela Bass  
  Mississippi First
- Eileen Beazley  
  Excel by 5
- Jessica Benson  
  Tallahatchie Early Learning Alliance
- Lydia Bethay  
  Early Years Network, Mississippi State University
- Latoya Blackshear  
  Clausell Elementary, Jackson Public Schools
- Kelsey Blumenberg  
  Mississippi Department of Education
- Latasha Brown  
  Jackson State University
- Cara Buffington  
  Lamar Early Learning Collaborative
- Stacy Calendar  
  First Steps, Mississippi Department of Health
- Jennifer Calvert  
  Calvert’s ABC Learning Center
- Nadine Coleman  
  Petal Early Learning Collaborative
- Laura Dickson  
  Department of Human Services
- Lacia Donald  
  Clarke County Early Learning Partnership
- Cathy Gaston  
  Friends of Children Head Start
- Emma Jackson  
  Coahoma Early Learning Collaborative
- Sonya Jordan-Trapper  
  Pearl River Community College
- Leigh Pope  
  Early Childhood Education Center, Pearl School District
- Sonja Robertson  
  Mississippi Department of Education
- Karen Russ  
  McComb Early Learning Collaborative
- Tedra Sirmon  
  Rankin County School District
- Holly Spivey  
  Head Start Collaboration Office
- Carla Street-Hall  
  Key Elementary, Jackson Public Schools
- Cheryl Swoopes  
  Early Childhood Institute
- Nita Thompson  
  Mississippi Head Start Association
- April Vowell  
  West Lowndes Elem. School, Lowndes County School District
- Kathy Wall  
  Luther Branson Elementary, Madison County School District
- Heather Walker  
  Calvert’s ABC Preschool and Nursery Inc.
- Jennifer Weeks  
  McBride Pre-K Academy, Greenville Public School District
- Alicia Westbrook  
  Early Years Network
- Deborah Woullard  
  Hattiesburg Public School District

#### Mississippi Department of Education Facilitators

- Kim Benton  
  Mississippi Department of Education
- Lydia Boutwell  
  Mississippi Department of Education
- Chad Buckendahl  
  ACS Ventures, LLC
- Alicia Deaver  
  Mississippi Department of Education
- Jill Dent  
  Mississippi Department of Education
- Joyce Greer  
  Mississippi Department of Education
- Brittany Herrington  
  Mississippi Department of Education
- Nathan Oakley  
  Mississippi Department of Education
## Contents

Overview ................................................................................................................................................. 6

Rationale for Effectiveness Evaluation ............................................................................................... 7

Rate of Readiness .................................................................................................................................... 7

Development ........................................................................................................................................... 7

Assessment Tools ..................................................................................................................................... 7

A. Mississippi K-3 Assessment Support System (MKAS²) & Rating ............................................... 8
B. Classroom Assessment Scoring System (CLASS) & Rating ......................................................... 8

Site Scores for Early Learning Collaboratives ....................................................................................... 9

A. School Year 2015-2016 .................................................................................................................. 9
B. School Year 2016-2017 & 2017-2018 ............................................................................................ 9

Site Scores for Other Pre-K Classrooms (Title I, locally funded, IDEA) ............................................. 10

A. School Year 2015-2016 ................................................................................................................ 10
B. School Year 2016-2017 .................................................................................................................. 10
C. School Year 2017-2018 .................................................................................................................. 10

Rate of Readiness Determination .......................................................................................................... 12

A. Collaborative Rate of Readiness .................................................................................................... 12
B. Other Pre-K Classroom Rate of Readiness ..................................................................................... 12

Monitoring ........................................................................................................................................... 13

Monitoring Tools ..................................................................................................................................... 13

A. Early Learning Collaborative Monitoring Tool .............................................................................. 13
B. Standard 17.2: Pre-K Audit Checklist .............................................................................................. 13

Early Learning Collaborative Monitoring ............................................................................................ 14

A. School Year 2015-2016 & School Year 2016-2017 ...................................................................... 14

Other Pre-K Classroom Monitoring ................................................................................................. 14

A. School Year 2015-2016 ................................................................................................................ 14
B. School Year 2016-2017 .................................................................................................................. 14

Resources ........................................................................................................................................... 15

Appendix A: High Quality Early Childhood Program Definition ...................................................... 16
Appendix B: Early Learning Collaborative Monitoring Tool ............................................................... 18
Appendix C: Audit Checklist ................................................................................................................... 33
Overview
The National Association for the Education of Young Children describes a high-quality program as “providing a safe, nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families.” Criteria that further describe a high quality program are included in Appendix A of this document.

Schools providing services to prekindergarten (Pre-K) aged children receive an annual evaluation to ensure the effectiveness of services on improving children’s learning and well-being. Evaluation occurs for the Early Learning Collaboratives (collaborative) and other Pre-K classrooms (e.g. Title I, local-funded, tuition-based) in Mississippi public schools. Evaluation consists of two parts: rate of readiness and monitoring.

The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children’s learning. A site score is comprised of the sum of subscores from the following tools:
- The Mississippi K-3 Assessment Support System (MKAS²)
- A comprehensive early learning assessment (CELA)
- Classroom Assessment Scoring System (CLASS)

Each child in a Pre-K classroom completes the MKAS². All of the individual scores will be averaged together into one subscore, if a site has more than one classroom.

Each child will be assessed by the classroom teacher with a CELA. A committee has been established to choose the allowable assessment tools and to determine required scores.

A CLASS observation is completed in each applicable classroom. The scores will be averaged together into one CLASS subscore for sites with more than one classroom.

The tools that factor into the site score will be implemented in phases, so all Pre-K classrooms will have time to prepare. Collaborative classrooms have an expedited timeframe for implementation because of the effectiveness evaluation criteria established by the Early Learning Collaborative Act of 2013. The phases of implementation for the tools are listed below:

<table>
<thead>
<tr>
<th>Collaborative Classrooms</th>
<th>Other Pre-K Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year 2015-2016</strong></td>
<td><strong>School Year 2015-2016</strong></td>
</tr>
<tr>
<td>- MKAS²</td>
<td>- MKAS²</td>
</tr>
<tr>
<td>- CLASS</td>
<td></td>
</tr>
<tr>
<td><strong>School Year 2016-2017</strong></td>
<td><strong>School Year 2016-2017</strong></td>
</tr>
<tr>
<td>- MKAS²</td>
<td>- MKAS²</td>
</tr>
<tr>
<td>- CELA</td>
<td>- CELA</td>
</tr>
<tr>
<td>- CLASS</td>
<td>- CLASS</td>
</tr>
<tr>
<td><strong>School Year 2017-2018</strong></td>
<td><strong>School Year 2017-2018</strong></td>
</tr>
<tr>
<td>- MKAS²</td>
<td>- MKAS²</td>
</tr>
<tr>
<td>- CELA</td>
<td>- CELA</td>
</tr>
<tr>
<td>- CLASS</td>
<td>- CLASS</td>
</tr>
</tbody>
</table>

Monitoring is a process where evidence is provided to ensure compliance with grant requirements, *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds*, and best practices in early childhood.
Rationale for Effectiveness Evaluation

The MDE follows the requirements set through the *Early Learning Collaborative Act of 2013* to assess collaborative classrooms. The act states:

Section 1 (3) (c) (iv) The department will evaluate the effectiveness of each early childhood collaborative and each prekindergarten provider. If the State Department of Education adopts a statewide kindergarten screening that assesses the readiness of each student for kindergarten, the State Department of Education shall adopt a minimum rate of readiness that each prekindergarten provider must meet in order to remain eligible for prekindergarten program funds.

Section 1 (3) (d) ... Participating child care centers shall: (a) meet state child care facility licensure requirements unless exempted under Section 43-20-5, Mississippi Code of 1972, and (b) select and utilize a nationally recognized assessment tool, approved by the State Department of Education, designed to document classroom quality, which must be in place not later than July 1, 2016, as certified by the State Department of Education.

Other Pre-K classrooms following the *Mississippi Early Learning Guidelines for Classrooms Serving Three-and Four-Year-Olds* must develop an internal procedure for monitoring their Pre-K classrooms. Early childhood staff members from the Mississippi Department of Education will conduct on-site monitoring to determine the district’s adherence to program standards.

Rate of Readiness

**Development**

Assessing services for improving children’s learning and well-being is complex because of the multitude of factors that influence children’s growth and development. Therefore, a site score will be comprised of multiple measures to provide a more thorough assessment.

Each site will have to meet a certain score or range criteria with each tool. These scores or ranges correspond to points that are added together to comprise a rate of readiness score.

The Mississippi Department of Education (MDE) assembled a committee that first met in January 2016 to finalize point values for the score and range criteria for the MKAS². The committee reviewed the point value assigned to the nationally recommended scoring ranges. The committee consisted of teachers, administrators and key stakeholders throughout the state from early learning collaboratives, school districts, Head Start, child care, state offices, mental health, community colleges, and institutions of higher learning.

The committee will reassemble in March/April 2016 to select a list of comprehensive early learning assessments that may be used by sites. A list of tools will be developed to ensure sites can utilize CELA and best meet the needs of the children they serve.

**Assessment Tools**

The tools selected to determine the rate of readiness assess how each individual child grows academically and developmentally throughout a school year and how the classroom environment supports children’s learning. Child growth will be assessed through the Mississippi K-3 Assessment Support System (MKAS²). The Classroom Assessment Scoring System (CLASS) will be used to assess how the classroom supports children’s learning. More information regarding each tool follows.
A. Mississippi K-3 Assessment Support System (MKAS²) & Rating

The Mississippi K-3 Assessment Support System (MKAS²) is the assessment used to meet the requirements of the Literacy-Based Promotion Act. As a part of MKAS², the Kindergarten Readiness Assessment is administered to all public Pre-K and kindergarten students at least twice annually to assess concepts such as letter name, phonics, and comprehension. This test provides teachers and parents an understanding of what children know and are able to do in the area of early literacy upon entering kindergarten. Results are used to help improve the quality of instruction and to determine interventions and services students need. The current Kindergarten Readiness Assessment has four categories of classification: Early Emergent Reader, Late Emergent Reader, Transitional Reader, or Probable Reader.

The 2015-2016 school year Kindergarten Readiness Assessment results will be used to determine if each student has met the expected performance target of 498 scale score points. Based on national results, this is a proxy for “basic” mastery of early literacy and should be seen as the minimal score needed to be successful when entering kindergarten. This scale score at the end of Pre-K means that the student has mastered 70 percent of the assessed early literacy skills needed and supports that the student is on track to meet the end of grade three reading proficiency expectations. A 498 falls within the Late Emergent Reader classification. During 2014-2015, the average scale score increase across collaboratives was 98 points. Therefore, 98 will be used as the threshold increase for Kindergarten Readiness Assessment growth.

The MDE will obtain the MKAS² scores for each classroom from the database after the administration of the test in the fall and spring.

B. Classroom Assessment Scoring System (CLASS) & Rating

The Classroom Assessment Scoring System (CLASS) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in infant, toddler, Pre-K, and kindergarten through 12th grade classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms.

The Pre-K CLASS assesses teachers through three domains: emotional support, classroom organization, and instructional support. Within emotional support, CLASS assesses positive climate, negative climate, teacher sensitivity, and regard for student perspective. The classroom organization domain assesses behavior management, productivity, and instructional learning formats. The instructional support domain assesses concept development, quality of feedback, and language modeling.

CLASS is scored by trained and certified observers using a detailed protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high.

- Low Range – An average of a 1 – 2 is assigned when the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or where interaction is lacking between teachers and children would receive low scores.
- Mid Range – An average of 3 – 5 is assigned when classrooms show effective interactions, but also periods when interactions are ineffective or absent.
- High Range – An average of 6 – 7 is assigned when effective teacher-child interactions are consistently observed throughout the observation period.

The MDE will use CLASS-reliable staff trained to assess classrooms. Classrooms can provide the MDE with their CLASS observation ratings if the assessment for the current teacher is not older than six weeks and was conducted by an external, reliable evaluator who is not a part of the collaborative/school district. CLASS observations will be completed at least once annually.
Site Scores for Early Learning Collaboratives

A. School Year 2015-2016
The site score will be measured through the equal weighing of MKAS² scores and a CLASS rating. Each site will receive a score based on a 100 point scale. MKAS² scores will receive up to 50 points, while the CLASS rating will also receive up to 50 points. For sites with more than one classroom, all of the CLASS scores will be averaged. Table I shows the site score breakdown for school year 2015-2016.

Table I
Site score breakdown by assessment tool:

<table>
<thead>
<tr>
<th>A. MKAS² Scoring</th>
<th>Percentage of children that meet 498 by the end of the year</th>
<th>0-29% = 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>30-49% = 15 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50-65% = 30 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66-100% = 50 points</td>
</tr>
<tr>
<td>B. CLASS Ranges</td>
<td>Percent of children that demonstrate an average point gain 98 per site</td>
<td>0-24% = 0 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25-39% = 15 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40-49% = 30 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50-100% = 50 points</td>
</tr>
</tbody>
</table>

Site Score (A+B)

B. School Year 2016-2017 & 2017-2018
The site score will be measured through the MKAS² scores, CELA scores, and CLASS rating. Each site will receive a score based on a 100 point scale. MKAS² scores will receive up to 25 points, the CELA scores will receive up to 25 points, and the CLASS rating will receive up to 50 points. For sites with more than one classroom, all of the CLASS scores will be averaged. Table II shows the site score breakdown for school year 2016-2017.

Table II
Site score breakdown by assessment tool:

<table>
<thead>
<tr>
<th>A. MKAS² Scoring</th>
<th>Percentage of children that meet 498 by the end of the year</th>
<th>0-29% = 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>30-49% = 15 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50-65% = 15 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66-100% = 25 points</td>
</tr>
<tr>
<td>B. CELA</td>
<td>To be determined based on the comprehensive early learning assessment utilized.</td>
<td>Up to 25 points*</td>
</tr>
<tr>
<td>C. CLASS Ranges</td>
<td>Average across domains plus performance on Instructional Support (IS) domain if site average is 5.00 or higher</td>
<td>1.00-2.99 = 0 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.00-3.99 = 15 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.00-4.99 = 30 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.00-7.00 &amp; &lt;2.8 IS = 30 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.00-7.00 &amp; ≥2.8 IS = 50 points</td>
</tr>
</tbody>
</table>

Site Score (A+B+C)

*Percentage, point gain, and all corresponding point ranges will be determined fall of 2016.
Site Scores for Other Pre-K Classrooms (Title I, locally funded, IDEA)

A. School Year 2015-2016
The site score will be measured through the MKAS² scores. Each school district will receive a score based on a 100 point scale. Table III shows the site score breakdown for school year 2015-2016. The site score provided this year, will be used as a baseline measure only.

Table III
Site score breakdown by assessment tool:

<table>
<thead>
<tr>
<th>A.</th>
<th>MKAS² Scoring</th>
<th>Percentage of children within the school district* that meet 498 by the end of the year</th>
<th>0-29% = 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average percent of district school site children meeting 498</td>
<td>30-49% = 30 points</td>
<td>50-65% = 60 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66-100% = 100 points</td>
<td>0-24% = 0 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25-39% = 30 points</td>
<td>40-49% = 60 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50-100% = 100 points</td>
<td>50-100% = 100 points</td>
</tr>
</tbody>
</table>

*For the first year of effectiveness evaluation implementation, the rate of readiness will be applied to the school district rather than individual schools within any district. In future years, each school will receive its own site score.

B. School Year 2016-2017
C. The site score will be measured through the MKAS² scores. Each school district will receive a score based on a 100 point scale. Table III shows the site score breakdown for school year 2016-2017. The site score provided this year, will be used as a baseline measure only. The MDE will implement practice CLASS assessments to other public Pre-K classrooms. This is to prepare classrooms for CLASS assessments that will be occurring in school year 2017-2018 that will count towards their site score. Table IV shows the site score breakdown for school year 2016-2017.

Table IV
Site score breakdown by assessment tool:

<table>
<thead>
<tr>
<th>A.</th>
<th>MKAS² Scoring</th>
<th>Percentage of children that meet 498 by the end of the year</th>
<th>0-29% = 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average percent of district school site children meeting 498</td>
<td>30-49% = 30 points</td>
<td>50-65% = 60 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66-100% = 100 points</td>
<td>0-24% = 0 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25-39% = 30 points</td>
<td>40-49% = 60 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50-100% = 100 points</td>
<td>50-100% = 100 points</td>
</tr>
</tbody>
</table>

D. School Year 2017-2018
The site score will be measured through the MKAS² scores, CELA scores, and CLASS rating. Each site will receive a score based on a 100 point scale. MKAS² scores will receive up to 25 points, CELA scores will receive up to 25 points, and the CLASS rating will receive up to 50 points. For school sites with more than one classroom, all of the CLASS scores will be averaged. Table V shows the site score breakdown for school year 2017-2018.
Table V
Site score breakdown by assessment tool:

<table>
<thead>
<tr>
<th>A.</th>
<th>MKAS&lt;sup&gt;2&lt;/sup&gt; Scoring</th>
<th>Average percent of district school site children meeting 498</th>
<th>Percentage of children that meet 498 by the end of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0-29% = 0 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30-49% = 8 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50-65% = 15 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>66-100% = 25 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent of children that adopt a learning approach</td>
<td>0-24% = 0 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>25-39% = 8 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>40-49% = 15 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50-100% = 25 points</td>
</tr>
<tr>
<td>B.</td>
<td>CELA</td>
<td>To be determined based on the comprehensive early learning assessment utilized.</td>
<td>Up to 25 points*</td>
</tr>
<tr>
<td>C.</td>
<td>CLASS Ranges</td>
<td>Average across domains plus performance on Instructional Support (IS) domain if site average is 5.00 or higher</td>
<td>1.00-2.99 = 0 points</td>
</tr>
<tr>
<td></td>
<td>• Low = 1 – 2</td>
<td></td>
<td>3.00-3.99 = 15 points</td>
</tr>
<tr>
<td></td>
<td>• Mid = 3 – 5</td>
<td></td>
<td>4.00-4.99 = 30 points</td>
</tr>
<tr>
<td></td>
<td>• High = 6 – 7</td>
<td></td>
<td>5.00-7.00 &amp; &lt;2.8 IS = 30 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.00-7.00 &amp; ≥2.8 IS = 50 points</td>
</tr>
</tbody>
</table>

*Percentage, point gain, and all corresponding point ranges will be determined prior to implementation.
Rate of Readiness Determination

The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:

- **Successful**: site score of 70+ points
- **Probation**: site score of 69 points and below (The first year in this category triggers a one year probationary period. After the first probationary year, the partner site has to score 70 + points to receive continued funding.)
- **Non-eligible**: site score of 69 and below and has been on probation for one year

A. Collaborative Rate of Readiness

It is expected that each site within a collaborative would achieve a successful score. If a site does not meet the criteria for a successful score, the site will move into a probationary period. During the probationary period, the program will develop a plan for improvement and receive technical assistance to support growth. If the probationary period is complete and the site still does not achieve a successful score, then the program becomes non-eligible for collaborative funding. If a collaborative lead site moves into the second year of probation and becomes non-eligible, then another eligible partner site will take over as the lead program.

B. Other Pre-K Classroom Rate of Readiness

The rate of readiness score will be applied to other Pre-K classrooms starting school year 2016-2017. School year 2015-2016 rate of readiness scores will be measured to provide sites with a baseline score, not to determine eligibility for continued program eligibility. Technical assistance and professional development will be provided, if requested.

It is expected that each site would achieve a successful score. If a successful score is not achieved, the site will be placed in a one year probationary period. During the probationary period, the school will develop a plan for improvement and receive technical assistance to support growth. If the probationary period is complete and a successful score is still not achieved, the school may become non-eligible for approval of the Federal Programs Title grant applications.

As the Title I grantee, an SEA is responsible for oversight of all Title I programs, including preschool programs operated, in whole or in part, with Title I funds (ESEA sections 1111, 9304).

Special education self-contained classroom funding would not be restricted due to the rate of readiness; however, growth is expected to be seen from year to year. Technical assistance will be provided to assist sites in their growth.
Monitoring

Monitoring Tools

A. Early Learning Collaborative Monitoring Tool

The Early Learning Collaborative Monitoring Tool, as seen in Appendix B is used for ensuring compliance with fiscal and program requirements. Each collaborative receives a copy to be used to complete self-monitoring with each of their sites. The monitoring tool provides checklists of program components that must be reviewed for compliance annually.

All collaboratives are expected to achieve compliance on all items. If collaboratives are out of compliance in some areas, they are expected to create a plan with action items correlated to due dates for compliance. The Importance of Compliance Rating in the monitoring tool identifies a timeframe for return to compliance and prescribed technical assistance from the MDE to support compliance efforts.

- Level 3= Most Important (30 days to comply)
- Level 2= Very Important (60 days to comply)
- Level 1= Important (90 days to comply)

In order to assist the collaboratives with issues of non-compliance, the MDE will provide technical assistance (TA). The level of TA will be assigned by the three highest Importance of Compliance indicators for the items identified not in compliance. If the three highest are rated most important, Technical Assistance Level 3 will be initiated. If there is a combination of levels, the highest level will reflect the level of Technical Assistance offered and initiated.

Level 3 – The collaborative will create and implement a plan with action items correlated to due dates for compliance. One-on-one site assistance from the MDE will include:

- Weekly conference calls for assistance and updates on plan activities
- At least two additional announced onsite follow up visits
- Peer-to-peer conference calls (if desired by the collaborative)

Level 2 – The collaborative will create a plan with action items correlated to due dates for compliance. One-on-one assistance from the MDE will include:

- Weekly conference calls for assistance and updates on plan activities
- At least one additional announced onsite follow up visit
- Peer-to-peer conference calls (if desired by the collaborative)

Level 1 – The collaborative will create a plan with action items correlated to due dates for compliance. One-on-one assistance from the MDE will include:

- Twice monthly conference calls for assistance and updates on plan activities.
- Peer-to-peer conference calls (if desired by the collaborative)

B. Standard 17.2: Pre-K Audit Checklist

This checklist, as seen in Appendix C, is utilized in district monitoring and has been aligned to the new Early Learning Guidelines for Four-Year-Old Children (ELG4) of 2015. In the development of professional development sessions, components applicable to the professional development session are included and the checklist is referenced (e.g. five learning centers in simultaneous use).
**Early Learning Collaborative Monitoring**

**A. School Year 2015-2016 & School Year 2016-2017**

All sites will receive a monitoring visit at least once during the school year between November and May. Representatives from the MDE will utilize the Early Learning Collaborative Monitoring Tool.

**Other Pre-K Classroom Monitoring**

**A. School Year 2015-2016**

Other Pre-K classrooms are monitored utilizing Standard 17.2 when the school district is audited through the Educational Accountability Audit Service Providers (EAASP) with the Office of Accreditation. The Office of Early Childhood is providing technical assistance to school districts cited in EAASP audits.

**B. School Year 2016-2017**

The Office of Early Childhood will complete monitoring visits in other Pre-K classrooms on a cyclical schedule. During the onsite visits, Standard 17.2: Pre-K Audit Checklist would be utilized alongside the *Early Learning Collaborative Monitoring Tool*. The *Early Learning Collaborative Monitoring Tool* will be used to support the professional development of staff and to assess the implementation of high quality practices within the classrooms.

A report with feedback will be sent to the district and/or school administrator as well as suggested technical assistance 30 days after the visit. Any monitoring visit conducted through the Office of Early Childhood will serve as the MDE’s official monitoring visit; therefore, a copy of the report will also be provided to appropriate offices within the MDE.

Special Education Pre-K classrooms will also be monitored utilizing Standard 17.2 and the *Early Learning Collaborative Monitoring Tool* to gather information on programming and needed technical assistance and supports. A report with feedback to the district and/or school administrator, as well as suggested technical assistance, will be provided 30 days after the visit. The Office of Special Education will also receive a copy of the report.
Resources
- Classroom Assessment Scoring System (CLASS): http://teachstone.com/
- Developmental Checklist for Four-Year-Old Students:
  http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/developmental-
  checklist-for-four-year-old-students.pdf?sfvrsn=2
- Developmental Checklist for Three-Year-Old Students:
  http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/developmental-
  checklist-for-three-year-old-students.pdf?sfvrsn=2
- Early Learning Standards for Classrooms Serving Four-Year-Old Children:
  https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/4-year-old-
  standards.pdf
- Early Learning Standards for Classrooms Serving Three-Year-Old Children:
  https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/3-year-old-
  standards.pdf
- Early Learning Collaborative Act of 2013:
  http://billstatus.ls.state.ms.us/documents/2013/pdf/SB/2300-2399/SB2395SG.pdf
- The Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old
  Children (ELT4): http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/early-
  learning-teaching-strategies-for-classrooms_updated7-10-2015.pdf?sfvrsn=2
- Mississippi Early Learning Guidelines for Classrooms Serving Four-Year-Olds:
  http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/early-childhood-early-
  learning-guidelines-4's-3-31-2015-sos.pdf?sfvrsn=2
- Mississippi Early Learning Guidelines for Classrooms Serving Three-Year-Olds:
  http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/early-childhood-early-
- Mississippi Guide to Starting a Title I Pre-K Program:
  http://www.mde.k12.ms.us/ESE/EC/mississippi-guide-to-starting-a-title-i-Pre-K-program
- Mississippi K-3 Assessment Support System (MKAS²): http://www.mde.k12.ms.us/OSA/MKAS2
- What to Look For When Observing a Kindergarten and Pre-K Classroom:
  http://www.mde.k12.ms.us/ESE/EC
- What Parents Can Look For When Observing a Kindergarten and Pre-K Classroom:
  http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/parent-look-
  fors.pdf?sfvrsn=2
Appendix A: High Quality Early Childhood Program Definition

The National Association for the Education of Young Children describes a high-quality program as “providing a safe, nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families.” This definition provides the foundation of the criteria below.

1. **Family and Community Engagement**
   A high quality early childhood program fosters a sense of community within its doors and connects families to resources and opportunities in the surrounding community. This sense of community is created through open communication with understanding and respect for the diverse backgrounds, cultures, and languages of families. Programs engage the community by utilizing local resources to support child development.

2. **Observation and Assessment**
   A high quality early childhood program uses an ongoing cycle of observation and assessment as an analysis of a child’s growth and development. Results are used to plan and modify instruction, and are shared with families. Partners and resources are sought to address identified needs and provide additional opportunities.

3. **Environment and Curriculum**
   A high quality early childhood program provides an environment designed for children. This learning environment is characterized by supportive relationships and conversations that foster language development. The environment is strengthened by curriculum and materials that engage children in developmentally appropriate activities that address all domains of development (social/emotional, language, cognition and general knowledge, physical well-being and motor development).

4. **Health, Safety and Nutrition**
   A high quality early childhood program protects the physical, social, and emotional safety of a child. It promotes the care of the whole child through healthy relationships and habits, including nutrition, hygiene, and physical activity. It provides information about and access to regular health screenings, interventions, and referrals as needed.

5. **Faculty and Staff**
   A high quality early childhood program employs educators that have the knowledge and training to make informed decisions. These educators have experience in the field and are engaged in continuous learning. Staff engage in ethical conduct and maintain a positive disposition and a sense of empathy.

6. **Administration and Leadership**
   A high quality early childhood program is led by administrators with an understanding and appreciation for the unique needs of their program, including regulatory requirements, communication strategies, and management plans. They implement program policies to foster a child’s growth and development, and advocate for children
and their families. They engage in strong business practices that attract and sustain resources, and create an accessible, affordable program.

7. **Evaluation**

   A high quality early childhood program receives an annual evaluation to ensure the effectiveness of services on improving children’s learning and well-being. Evaluation consists of two parts: rate of readiness and monitoring. The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children’s learning. Monitoring is a process where evidence is provided to ensure compliance with grant requirements, *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds*, and/or best practices in early childhood.
Specialized Early Childhood Training Program
Plan of Action Checklist

Name: ____________________________ School: ____________________________

Phone: __________________________ E-Mail: ____________________________ Position: ___________________

Instructions

This document is to be completed, typed, and submitted no later than September 4, 2017 with all appropriate evidence.

Complete all portions of the contact information at the top. Please use an e-mail address that you will check daily and a phone number that you can be reached if needed.

As you read through the categories and sub-categories, indicate whether or not each categories and sub-categories is a currently existing classroom practice. Evidence of inclusion of all categories and sub-categories as classroom practices will be required. If a category or sub-category is a current classroom practice, check yes, and submit appropriate documentation as evidence. If a category and sub-category is not a current classroom practice, then a plan of action must be developed for placing it into effect. This document will serve as the framework for completing the plan of action. Please note that one type of documentation may meet one or more items.

These categories and sub-categories originate from the Mississippi Early Learning Guidelines for Classrooms Serving Four-Year-Old Children. Implementation of the guidelines are a requirement for any pre-k classroom operated by a school district that is accredited through the Mississippi Department of Education (MDE) and Early Learning Collaborative classrooms.

If you encounter categories and sub-categories that are not in place and is typically “set” by an administrator, plans for collaborating with the administrator must be included. All categories and sub-categories must be put in place and
evidence provided. If support is needed to problem solve, collaborate or meet any category and sub-category, please ask for support from the coach provided. Most categories and sub-categories should be easily implemented.

**Plan of Action Checklist Definitions**

- **Categories and Sub-Categories:** The indicators that must be implemented.
- **Existing Classroom Practice:** Mark **yes or no** to indicate whether it is a current classroom practice or not.
- **If “No”** complete the following steps on the checklist:
  - Resources Needed to Implement (funding, people, collaboration, etc.): Indicate any resources or supports needed to assist in classroom implementation.
  - Steps to Implement and Persons Responsible: Indicate what steps are needed to put the item in place and who is responsible for completing each step.
  - Timeline to Implement: Indicate the deadline for completing each step.
- **If “Yes”** complete the following steps:
  - Submit and label each type of Evidence to Document Implementation: Indicate what evidence of implementation is being submitted. Please note that one type of documentation may meet one or more items. Evidence can be photos, scanned copies, or electronic copies.

**Submission of Evidence**

It is required for evidence to be submitted to demonstrate all categories and sub-categories are either currently existing practices or will need to be implemented.

For each piece of evidence, please include a cover page that includes the following information: (If the evidence is a video, include this information as an additional file with the video.)

- **Name**
- **School**
- **Type of evidence (for example)**
  - lesson plans for which week, which unit
  - parent information
  - pictures of outlets
  - daily schedules, etc.
- **Which category(ies) or sub-category(ies) the document is addressing**
**Videos:** Each participant will have to include, at a minimum, three 3 to 5 minute videos as evidence showing implementation of activities in the classroom. Videos should include a large group reading, participant engaged in center play, and the classroom environment/room arrangement (this could help with evidence for child size furnishings 11c).

A jump drive will be provided to you for all assignment submissions. You will need to copy this completed checklist, all evidence for the category(ies) or sub-category(ies) and videos to the jump drive and mail to:

Monnie Vail/Gena Puckett  
850 Insight Park Avenue Suite 253C  
P.O. Box 1848  
University, Ms  38677-1848

Both the physical and P.O. Box need to be included. When mailing a jump drive, a tracking number is needed to ensure delivery or at least help package to be found if not received.

**IMPORTANT:** Keep everything saved to your computer until you receive your rubrics for each set of assignments.
<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Early Learning Standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Opportunities presented address all domains of children’s development and learning on a weekly basis. Note: Possible source of evidence includes standards-referenced lesson plans, master schedule.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. English Language Arts (ELA) – What children should understand, create, communicate, and be able to do. (Highlight activity in plan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mathematics – What children should understand and be able to do. (Highlight activity in plan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Approaches to Learning – How children become involved in learning and acquiring knowledge through play, curiosity and initiative, persistence and attentiveness, and problem solving. (Highlight activity in plan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categories and Sub-Categories</td>
<td>Existing Classroom Practice?</td>
<td>Resources Needed to Implement? (Funding, people, collaboration, etc.)</td>
<td>Steps to Implement &amp; Persons Responsible</td>
<td>Timeline to Implement</td>
<td>Type of Evidence</td>
<td>Date Completed</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>4. Social and Emotional Development – The emotional competence and ability to form positive relationships that give meaning to children’s experiences in the home, school, and larger community. <em>(Highlight activity in plan)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Science – What children need to know and understand about their world and how they apply what they know. <em>(Highlight activity in plan)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Physical Development – Children’s ability to demonstrate and understanding of physical health activities and ability to participate in daily activities. <em>(Highlight activity in plan)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Creative Expression– Children’s ability to participate in daily activities that demonstrate understanding through the use of music, dance and movement, dramatic play and visual arts. <em>(Highlight activity in plan)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Social Studies – Children’s ability to understand about their family, community, and individual rights and responsibilities as well as the importance of history, people and environment. <em>(Highlight activity in plan)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Instructional strategies take into account prior experience maturation rates, and developmental delays or disabilities. Note: Possible source of evidence includes individualization on lesson plans. <em>(Highlight activities)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Research Based Curriculum**

   a. Pre-K program uses a research-based curriculum to prepare students to be ready for Kindergarten. Note: Possible source of evidence includes a description of the curriculum documents.

   b. Research-based curricula are used to address all domains of children's development and learning. Note: Possible source of evidence includes a description of the curriculum documents.

3. **Children are Assessed at a Minimum in the Spring of Each Year**

   a. Pre-K program uses developmentally-appropriate assessments that are aligned to the MDE Early Learning Standards for Classrooms Serving Four-Year-Old Children. Note: Possible source of evidence includes a description of the assessments and results of child assessments.

   1. Assessments are administered throughout the program year. Note: Possible source of evidence includes MKAS assessment schedule and other assessments schedule.

   2. Staff analyzes assessment results to identify profiles of individual child abilities, needs, and interests AND THE CURRICULUM IS ADJUSTED TO ADDRESS CHILDREN’S INDIVIDUAL ASSESSMENT RESULTS (this is 2 combined with 3) Note: Possible source of evidence includes results of child assessments and individualization and/or small group activities in lesson plans.
### Categories and Sub-Categories

<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| b. Pre-K program participates in the Kindergarten Readiness Assessment. Note: Possible source of evidence includes printed reports from the Kindergarten Readiness Assessment, MKAS schedule. |

| 1. Children are assessed with a pre-test in the Fall of each year. Assessment schedules for MKAS and other assessments. |
| 2. Children are assessed with a post-test in the Spring of each year. Assessment schedules for MKAS and other assessments. |

### 4. Meals

| a. At least one (1) daily meal is provided that meets state and federal nutrition guidelines for young children. Note: Possible source of evidence includes lunch menu. |

### 5. Health Screenings

<p>| a. All children were screened and/or referred for vision, hearing, and other health issues prior to or shortly after enrollment. Note: Possible source of evidence includes notification to parents and schedule of screenings, results of child screenings, documented referrals in children's files (black out names) |</p>
<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Parent Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Parents have access to understandable information in the form of a parent handbook that includes program goals, philosophy, and unique program information to assist them in selecting a program that will prepare their child for success in school. Note: Possible source of evidence includes Parent Brochure and Parent Handbook (goal page).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Written plan to involve parents in the program’s activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Parents are informed of their opportunity to participate in the Pre-K Program AND learning activities with their children. Note: Possible source of evidence includes parent opportunities from parent handbook, letter to parents, workshop flyers, and volunteer request.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parents have opportunities to communicate informally with teachers daily about their child’s development and learning. Note: Possible source of evidence may include documentation to parents of how to contact the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parents have access without prior notification to the program at all times that their children are present. Note: Possible source of evidence includes statement of having an open-door policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categories and Sub-Categories</td>
<td>Existing Classroom Practice?</td>
<td>Resources Needed to Implement? (Funding, people, collaboration, etc.)</td>
<td>Steps to Implement &amp; Persons Responsible</td>
<td>Timeline to Implement</td>
<td>Type of Evidence</td>
<td>Date Completed</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>Yes  No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are invited to at least 3 face-to-face meetings parent-teacher conferences over the course of the school year WITH WRITTEN DOCUMENTATION ABOUT CHILDREN'S INDIVIDUAL DEVELOPMENT BASED ON PROGRAM ASSESSMENT AT LEAST THREE TIMES A YEAR (this is C). Note: Possible source of evidence includes, school schedule showing conferences time, assessments showing at least three times a year (MDE Early Learning Standard Observation Checklist, progress reports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents have a role in assessing program quality by responding to a satisfaction survey at least once each year. Note: Possible source of evidence includes notification to parents and/or copies of the survey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**7. Children with Disabilities**

| a.                            |                             |                                                 |                                                |                      |                 |               |
| The program has a written plan to serve students with disabilities. Note: Possible source of evidence includes written program policy on inclusion and non-discrimination, and see if curriculum been adapted to address IEP goals. | | | | | | |

<p>| 1.                            |                             |                                                 |                                                |                      |                 |               |
| Collaboration with early childhood intervention, special education services, with outreach to health department and/or health services providers. (combined two with one) | | | | | | |</p>
<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Enrolled children receive educational services and supports in alignment with individualized education plan (IEP) provisions. Note: Possible source of evidence includes written program policy on inclusion and non-discrimination, and see if curriculum been adapted to address IEP goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Transition planning for children with IEPs in conducted in an orderly, timely manner. Note: Possible source of evidence includes written program policy on inclusion and non-discrimination, and see if curriculum been adapted to address IEP goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Programs use a universal design approach to ensure there are no barriers to children’s full participation in program activities. Note: Possible source of evidence includes written program policy on inclusion and non-discrimination, and see if curriculum been adapted to address IEP goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**8. Instructional Hours**

<p>| | | | | | | |
|                              |                             | | | | | |
|------------------------------|-----------------------------|------------------------------------------|------------------------------------------|
| a. Pre-K program operates throughout the school year schedule of the participating school district. Note: Possible source of evidence includes district/school calendar and classroom schedule containing the start and end time of the school day. | | | | | | |</p>
<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Provides no less than five hundred forty (540) instructional hours per school year and 165 minutes of daily instruction for half-day programs OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. One thousand eighty (1,080) instructional hours per school year and 330 minutes of daily instruction for full-day programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 9. Curriculum

a. Lesson Plans: Plans include large and small group activities, learning centers, guided physical activity, and individual instructional activities. **Note: Highlight each activity in lesson plans.**

b. Lesson Plans: Plans are written in a unit/thematic format. **Note: Highlight theme in lesson plans.**
<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Lesson Plans: Lesson plans should reflect that instructional delivery is organized primarily around learning centers. <strong>A minimum of five centers</strong> containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, should be in simultaneous use during each designated center time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Frameworks and Lesson Plans: Teachers have copies of the 2013 Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year Old Children and the Mississippi Teaching Strategies for Classrooms Serving Three- and Four-Year-Old Children (as appropriate), and reference the documents in lesson plans. Note: Highlight ELS in lesson plans. Photo of the copy of the front of your ELS book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Researched-Based Curriculum: Teachers use a research-based curriculum that is aligned to the Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children and places an emphasis on early literacy. <strong>Note:</strong> Possible source of evidence includes document of how curriculum supports ELS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 10. Organizational Procedures

<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Existing Classroom Practice?</th>
<th>Resources Needed to Implement? (Funding, people, collaboration, etc.)</th>
<th>Steps to Implement &amp; Persons Responsible</th>
<th>Timeline to Implement</th>
<th>Type of Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Class Roster: The teacher-pupil ratio is no more than 1:10 for four-year-olds and 1:7 for three-year-olds. If an assistant teacher is assigned to the classroom for the whole day, the teacher-pupil ratio shall not exceed 2:20 for four-year-olds and 2:14 for three-year-olds. The three-year-old ratio shall be followed for mixed three- and four-year-old classrooms. <strong>Note:</strong> Roster should include teacher/assistant teacher and children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Class Schedule: The teaching day must provide at least 330 minutes of instruction per day in full-day programs and at least 165 minutes of instruction per day in half-day programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Class Schedule: Children engage in a minimum of 40 minutes and a maximum of 60 minutes of indoor/outdoor physical activities per day in a full-day program. Children engage in a minimum of 20 minutes and a maximum of 30 minutes of indoor/outdoor physical activities in a half-day program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Class Schedule: Every child is engaged in learning center activities for a minimum of 120 minutes per day in a full-day program and 60 minutes for a half-day program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
e. Class Schedule: Children engage in **30 to 60 minutes of quiet/rest time daily** in full-day programs. Activities during quiet/rest time should include opportunities for individual activities (e.g., silent reading, listening to books on tape, listening to music, drawing) in addition to resting as appropriate for each individual child.

### 11. Physical Setting

<table>
<thead>
<tr>
<th>Categories and Sub-Categories</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Furniture is an appropriate height for young children. Tables and chairs, rather than desks, are required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Classrooms are located at ground level.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**

- **Yes** indicates the category/sub-category is met.
- **No** indicates the category/sub-category is not met.

**Note:** Possible source of evidence include an evacuation plan with measurements written.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e.</td>
<td>Every closet latch shall be operable by a child from the inside. <a href="#">Photo of the inside handle of the closet door.</a></td>
</tr>
<tr>
<td>f.</td>
<td>Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency. The opening device is readily accessible to the staff. <a href="#">Photo of the outside of the toilet door.</a></td>
</tr>
<tr>
<td>g.</td>
<td>Safety covers are placed on all wall sockets that are not in use. <a href="#">Photo of outlets.</a></td>
</tr>
<tr>
<td>h.</td>
<td>The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet. Note: Possible source of evidence include an evacuation plan with measurements written.</td>
</tr>
</tbody>
</table>

69
Appendix C: Audit Checklist

Reviewer: ___________________________ School: ___________________________ Date: _____________

Directions: Observe in a Pre-K classroom in the school to collect data for standard 17.2. Some indicators require a review of documents and/or an interview with the teacher and/or administrative staff. The bold word(s) next to each bullet indicate what document(s) to review or whether to interview or observe. Place a check in the “yes” column if the school meets the indicator or a check in the “no” column if the school does not meet the indicator.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plans:</strong> Plans include large and small group activities, learning centers, guided physical activity, and individual instructional activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plans:</strong> Plans are written in a unit/thematic format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plans:</strong> Activities and materials in lesson plans should address the competencies as presented in the following sections to develop children’s knowledge in the areas of English language arts, mathematics, social studies, science approaches to learning, social and emotional development, physical development, and creative expression.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plans:</strong> Lesson plans should reflect that instructional delivery is organized primarily around learning centers. A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, should be in simultaneous use during each designated center time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Frameworks and Lesson Plans:</strong> Teachers have copies of the 2013 Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year Old Children and the Mississippi Teaching Strategies for Classrooms Serving Three- and Four-Year-Old Children (as appropriate), and reference the documents in lesson plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Researched-Based Curriculum:</strong> Teachers use a research-based curriculum that is aligned to the Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children and places an emphasis on early literacy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Procedures</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Roster:</strong> The teacher-pupil ratio is no more than 1:10 for four-year-olds and 1:7 for three-year-olds. If an assistant teacher is assigned to the classroom for the whole day, the teacher-pupil ratio shall not exceed 2:20 for four-year-olds and 2:14 for three-year-olds. The three-year-old ratio shall be followed for mixed three- and four-year-old classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Calendar:</strong> The number of annual instructional hours for a program to be considered full-day is at least 1,080. To be considered half-day, a program must contain at least 540 annual instructional hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class Schedule:</strong> The teaching day must provide at least 330 minutes of instruction per day in full-day programs and at least 165 minutes of instruction per day in half-day programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class Schedule:</strong> Children engage in a minimum of 40 minutes and a maximum of 60 minutes of indoor/outdoor physical activities per day in a full-day program. Children engage in a minimum of 20 minutes and a maximum of 30 minutes of indoor/outdoor physical activities in a half-day program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Class Schedule:** Every child is engaged in learning center activities for a minimum of 120 minutes per day in a full-day program and 60 minutes for a half-day program.

**Class Schedule:** Children engage in 30 to 60 minutes of quiet/rest time daily in full-day programs. Activities during quiet/rest time should include opportunities for individual activities (e.g., silent reading, listening to books on tape, listening to music, drawing) in addition to resting as appropriate for each individual child.

<table>
<thead>
<tr>
<th>Physical Setting</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation:</strong> The classroom consists of a minimum of 600 square feet with no less than 35 square feet per child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> The classroom is located no more than 125 feet from a bathroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> Furniture is an appropriate height for young children. Tables and chairs, rather than desks, are required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> Classrooms are located at ground level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> Every closet latch shall be operable by a child from the inside.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency. The opening device is readily accessible to the staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> Safety covers are placed on all wall sockets that are not in use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outside Play Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation:</strong> A designated area for supervised outside physical activity is provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interview:</strong> Children do not simultaneously share an area with children six years or older during designated outside periods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> The outside play area has defined boundaries to protect children from environmental hazards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong> Playground equipment and landscape design is developmentally appropriate for three- and four-year-old children according to National Standards adopted by the Mississippi Department of Health.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview:</strong> If a school has multiple sites, an Early Childhood Coordinator with Pre-K, K-1, K-3 or K-8 licensure (K-3 and K-8 must have at least 12 hours in Early Childhood Education college/university coursework) and expertise in working with young children has been designated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Document(s) Request:</strong> The school provides evidence of 15 contact hours for teachers, assistant teachers, and program administrators of annual training specifically related to early childhood development, such as program administration, parent engagement, and instructional content approved by the Mississippi Department of Education and/or Mississippi Department of Health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Document(s) Request:</strong> Early childhood educators of three- and four-year-old children are certified N-1, K-1, K-3, K-8, SPED or hold a degree from an accredited university/college in child development. K-3, K-8 and SPED certified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
teachers must have at least nine hours in Early Childhood Education. An individual with an Associate's degree in Child Development Technology/Early Childhood Education may serve in a teaching position if immediately supervised by an on-site certified N-1, K-1, K-3, K-8, SPED teacher or a person with a degree in child development from an accredited university/college.

<table>
<thead>
<tr>
<th>Entrance Age</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cumulative Record Review: Cumulative records of students reflect that a pupil shall have reached the age of three or four years (as appropriate) on or before September 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cumulative Record Review: A birth certificate and immunization record are in the cumulative record for each student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Materials</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Budget Reports: School budget reports indicate the initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies should be adequate to equip a classroom of 20 children or the number being served if less than 20.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interview: Consumable supplies and instructional materials are replaced in each classroom at least once yearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observation: Educational materials reflect the instructional needs and implementation of learning activities described for four-year-old children.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Participation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Document(s) Request: A parent handbook – addressing program philosophy, goals, and policies – is available upon request.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Document(s) Request: A calendar of at least three face-to-face parent/teacher conferences is available upon request. Telephone conferences can be substituted with documentation of failed attempts to meet face-to-face.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Document(s) Request: Assessment of four-year-old children's progress and their acquisition of skills are documented through the use of a variety of techniques and procedures. Some examples the school might provide might include: portfolios of children's work, age-appropriate checklists, performance scales, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interview/Observation: All four-year-old children in public Pre-K programs and state-funded early learning collaboratives participate in the state-approved kindergarten readiness assessment at the beginning and end of each year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Strategies in the PreK Classroom

Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

©MDE – Board of Education Strategic Plan

©MDE - Early Childhood
State Board of Education Goals
5-Year Strategic Plan for 2016-2020

- All Students Proficient and Showing Growth in All Assessed Areas
- Every Student Graduates High School and is Ready for College and Career
- Every Child Has Access to a High-Quality Early Childhood Program
- Every School Has Effective Teachers and Leaders
- Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- Every School and District is rated “C” or Higher

Agenda

- Warm-Up!
- Purpose of the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
- Overview of the Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children
If children cannot learn the way we teach, we must teach the way they learn.

Ignacio Estrada
• Provide standards for what 4-year-old children need to understand and be able to do in order to be ready for Kindergarten
• Provide learning opportunities that address a variety of developmental domains
• Support a play-based classroom environment that promotes development in children

Purpose

• Ensure that all students are college and career ready in mathematics no later than the end of high school
• Ensure that all students are college and career ready in English Language Arts no later than the end of high school
• The *English/Language Arts and Math Standards* correlate with the Mississippi College- and Career-Readiness Standards.

• The *Content Area Standards* are based on the National Standards for Early Childhood Education.
### Organization of the Teaching Strategies

#### KEY IDEAS AND DETAILS

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples Toward Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
</tr>
</tbody>
</table>

- Answer who, what, when, where, why, or how questions asked by teachers or classmates.
- Guess what happens next in a story (make predictions).
- Bring the teacher a book and ask, “What is the title? Or “What does this say?”
- Ask "What is happening on this page?" while reading a story.
- Ask, "What do you think might happen next?" while reading a story.
- Provide a variety of printed materials in addition to books for students to explore (i.e., newspapers, magazines, birthday/holiday cards).

### A Closer Look at the Teaching Strategies

**View the Early Learning Teaching Strategies for Four-Year-Olds in each content area.**

- Look for strategies you already use.
- Find new approaches to teaching concepts you haven’t used.
- Think of new strategies not listed
Let's use the Teaching Strategies Guide!

1) Begin with the Performance Standard in the content area:

For example:

Reading > Foundational Skills > Print Concepts > 1.a. Recognize an association between spoken and written words.

2) Select an appropriate Teaching Strategy:

For example: Write down a child’s dictation.

3) Check for growth or mastery of the skill:

For example: Dictate a story while a teacher writes the words.
Planning Activity

• You will work by yourself or with a partner to practice using the Early Learning Teaching Strategies.

• Use the Early Learning Standard(s) on your paper/card to create an activity AND an assessment.

• Share your work with your neighbors

Resources

• Florida Center for Reading Research
  www.fcrr.org
• mde.k12.ms.us/ec
• readingrockets.org
• teachingchannel.org
• help4teachers.com
• storylineonline.net
• pinterest.com
Office of Elementary Education and Reading
Office of Early Childhood
601-359-2586
www.mde.k12.ms.us/ec

Joyce Greer,
Early Childhood Instructional Specialist
jgreer@mdek12.org
### Key Ideas and Details

**1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.**
- Respond to who, what, when, where, why, or how questions that are asked by teachers or peers.
- Guess what happens next in a story (make predictions).
- Bring the teacher a book and ask “What is the title? or “What does this say?”.
- Ask questions such as "What is happening on this page?" or "What do you think might happen next?", while reading a story.
- Provide a variety of printed materials for children such as books, newspapers, magazines, and birthday/holiday cards for children to explore.

**2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.**
- Act out a story in dramatic play.
- Retell a story during center time by sequencing pictures, arranging story characters on a flannel board, or by using puppets.
- Draw a picture illustrating some elements of a story, song, or poem.
- Retell a familiar story to a teacher as the teacher writes it down.
- Use conversation, drama, and props throughout the classroom, creative movement, art, and creative writing.
- Provide props related to familiar stories, such as puppets, dress up clothes or costumes, print or writing materials, in the dramatic play or other classroom learning centers.
- Model the retelling of a familiar story with a small group of children using sequence cards or flannel board.
- Provide art materials and encourage children to draw pictures of familiar stories.
- Ask a child to retell a familiar story while you write it down.
- Provide sequence cards on flannel board pieces for children to use in retelling the story with peers.

**3. With prompting and support, identify some characters, settings, and/or major events in a story.**
- Retell main events in a story.
- Draw a picture of the characters in a book.
- Create a picture, and tell a story about their art.
- Pretend to be a character from a story in dramatic play.
- Create a scenario from a story in the learning centers or on the playground.
- Ask children to share something interesting about the book during story time.
- Provide a variety of art materials and encourage children to create pictures to represent stories.
- Display pictures along with the teacher-written story the child dictated on classroom walls.
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>Identify orally the characters, setting, and ideas of familiar stories.</td>
<td>Provide props representing characters, settings and/or major events from familiar stories for dramatic play.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide ample time, materials and ideas for children to pretend.</td>
</tr>
</tbody>
</table>

**CRAFT AND STRUCTURE**

4. Exhibit curiosity and interest in learning words in print.
   - See below.
   - See below.

a. Develop new vocabulary from stories.
   - Contribute a new word from a story to a story chart.
   - Use new vocabulary words in conversation or in play.
   - Ask what a new word means.
   - Create a Word Wall of previously learned vocabulary words.
   - Make a chart of new words with pictures after reading a story.
   - Use new vocabulary words in conversation and in play with children, and encourage children to do the same.
   - Introduce new words by reading stories on different topics and talking about new words in that context.

b. Identify environmental print.
   - Use books, magazines, and newspapers in classroom activities.
   - Point out familiar signs and labels throughout the classroom, school, and community.
   - Identify print on the word wall and class dictation.
   - Provide books, magazines, and newspapers throughout the classroom and model how they can be used to gather information (e.g., checking the weather in the newspaper when doing the daily calendar routine).
   - Demonstrate the way in which books, magazines, and newspapers can be used to gather information.
   - Label objects and areas throughout the classroom in meaningful ways.
   - Point out familiar signs at school or in the neighborhood (e.g., street names, principal’s office) and read them to the children.
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>Look at books in learning centers.</td>
<td>Make a variety of texts available for use in the classroom.</td>
</tr>
<tr>
<td>The child will ...</td>
<td>Interact with different types of text: fantasy, factual, and books about people that demonstrate racial, cultural, age, gender, and ability diversities.</td>
<td>Read different types of stories representing diverse topics, characters, and stories during circle time.</td>
</tr>
<tr>
<td>5. With prompting and support, interact with common types of texts.</td>
<td>Say the author writes the story, or words, and the illustrator creates, or draws, the pictures.</td>
<td>Identify the roles of the author and illustrator before reading.</td>
</tr>
<tr>
<td></td>
<td>After writing words, dictating a story to the teacher to write, or working on creating a book with classmates, say, “I am an author.”</td>
<td>Provide/display child-created books in the reading center.</td>
</tr>
<tr>
<td></td>
<td>After drawing a picture or working on creating a book with pictures with classmates, say, “I am an illustrator.”</td>
<td>After the children have created books individually or in groups, hold up each book and ask the class who were the authors and who were the illustrators.</td>
</tr>
<tr>
<td>INTEGRATION OF KNOWLEDGE AND IDEAS</td>
<td>Model sharing your own experiences while reading a relevant story (&quot;This reminds me of...&quot;).</td>
<td></td>
</tr>
<tr>
<td>7. With prompting and support, make connections among self, illustrations, and the story</td>
<td>Relate what happens in a story to an event in own life; &quot;That's like when I ...&quot;</td>
<td>Read books that reflect the children’s lives, families, and communities, and encourage children to talk about similarities and differences.</td>
</tr>
<tr>
<td></td>
<td>Relate story illustrations to own life, family, and community.</td>
<td>Before reading the book, walk through the illustrations and ask the children to predict the story. After reading the book, review if the predictions were correct and talk about why those predictions were made, guiding children to discover the connections between illustrations and text.</td>
</tr>
<tr>
<td></td>
<td>Participate in a picture walk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in small group questions and answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use props in dramatic play to act out stories or create new stories.</td>
<td></td>
</tr>
<tr>
<td>Performance Standard</td>
<td>Examples of Mastery</td>
<td>Teaching Strategies</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>The child will ...</strong></td>
<td><strong>The child will/may ...</strong></td>
<td><strong>The teacher will/may ...</strong></td>
</tr>
<tr>
<td>8. Not developmentally appropriate standard</td>
<td>• N/A</td>
<td>• N/A</td>
</tr>
</tbody>
</table>
| 9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories. | • Ask and answer questions about how two characters are the same and/or different.  
• Act out the actions of different characters in familiar stories.  
• Discuss how two stories are similar and/or different. | • Ask how characters are alike or different in familiar stories.  
• Read a story aloud emphasizing one character (e.g., by sound effects, different voice). Then read the story aloud again emphasizing a different character. Lead the children in discussions of the characters.  
• Provide props for children to act out stories. |

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

| 10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities. | • During the story, say, "I see that ..." or "I wonder why ... ?" to talk about a story.  
• Create a picture based on the story from a shared reading experience.  
• Act out the story after hearing the story.  
• Move like characters in a story with or without music. | • Use a story as the basis for a weekly theme, incorporating art, math, science, etc. activities that highlight a portion of the story in daily lesson planning.  
• Ask the children what they notice or wonder about the story, and take picture walks before reading.  
• Provide materials for children to create art about the story and retell or dictate the story from their art.  
• Provide props to act out the story, and encourage children to use the story’s language.  
• Provide music and props for children to move like the characters. |

**READING STANDARDS FOR INFORMATIONAL TEXT**

**KEY IDEAS AND DETAILS**

| 1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials. | • Guess what happens next (make predictions).  
• Answer who, what, when, where, why, or how questions asked by teachers and peers. | • After reading an informational text, ask “What did we learn about...?”  
• During the reading of the informational text ask “What do you think is going to happen next?” |
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
</tr>
<tr>
<td><strong>Examples</strong> of Mastery**</td>
<td><strong>Teaching Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>• Respond to questions by stating a new fact learned from a recently read book. Use charts, graphs, maps, lists, and other reference materials.</td>
<td>• During and after reading an informational text, ask questions, such as “who, what, when, where, why, and how?”</td>
<td></td>
</tr>
<tr>
<td>• Act out main idea through dramatic play (e.g., children crouch down small to resemble an egg and later stand extending their arms to resemble a butterfly). Retell some ideas using classroom writing or art materials, and/or dramatic play props.</td>
<td>• After completing a class chart/graph, ask children a question to interpret from the chart/graph (e.g., for a chart on Favorite Ice Cream – “What were the different types of ice cream people liked?”).</td>
<td></td>
</tr>
<tr>
<td><strong>2. With prompting and support, identify the main topic/idea and retell some details using diverse media.</strong></td>
<td><strong>3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, and conversation).</strong></td>
<td><strong>4. Exhibit curiosity and interest about words in a variety of informational texts.</strong></td>
</tr>
<tr>
<td>• Act out the life cycle of an insect or animal (e.g., children crouch down small to resemble tiny eggs and later hop like frogs).</td>
<td>• Answer questions about how and why things happen.</td>
<td>• Identify titles of familiar informational texts found throughout the classroom. Ask for the meanings of words he/she does not know.</td>
</tr>
<tr>
<td>• Model acting out different scenarios.</td>
<td>• Retell a story by sharing center work with a classmate.</td>
<td>• Provide informational books throughout the classroom, categorized via topic (e.g., animals, plants), and labeled by category.</td>
</tr>
<tr>
<td>• Read informational texts and discuss “how” and “why” things happen.</td>
<td></td>
<td>• Before reading a new informational text, provide definitions of new words or concepts.</td>
</tr>
<tr>
<td>• Provide opportunities for children to work together in order to make deeper connections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### COUNTING AND CARDINALITY DOMAIN (CC)

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know number names and the count sequence.</strong></td>
<td><strong>The child will/may ...</strong></td>
<td><strong>The teacher will/may ...</strong></td>
</tr>
<tr>
<td>1. With prompting and support, recite numbers 1 to 30 in the correct order.</td>
<td>- Recite numbers up to 30 in the correct order while doing routine tasks in the classroom (e.g., gathering for Circle Time, washing hands).&lt;br&gt;- Recite the numbers 1 to 30 in the correct order while doing exercises outside.</td>
<td>- Sing counting songs and rhymes.&lt;br&gt;- Read books with numbers, like <em>Chicka Chicka, 123</em>.&lt;br&gt;- Lead students in counting to 30 during daily routines, such as getting in line, moving to centers, washing hands.</td>
</tr>
<tr>
<td>2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.</td>
<td>- Identify numerals in the classroom (e.g., on the cash register, phone in dramatic play, on the calendar).&lt;br&gt;- Identify numerals in a counting book.&lt;br&gt;- Attempt to write numerals 1–10.</td>
<td>- Go on a numeral hunt in the classroom, identifying numerals in various locations.&lt;br&gt;- Review numerals during daily circle time incorporating the calendar into this review.&lt;br&gt;- Read a counting book and demonstrate how to write the numerals (e.g., draw numbers in the air).&lt;br&gt;- Provide materials, such as numeral stencils, numeral cards, paper, crayons, and markers to use throughout the classroom.</td>
</tr>
</tbody>
</table>

**Count to tell the number of objects.**

<table>
<thead>
<tr>
<th>The child will ...</th>
<th>The child will/may ...</th>
<th>The teacher will/may ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. With guidance and support, understand the relationship between numerals and quantities.</td>
<td>- See below.</td>
<td>- See below.</td>
</tr>
<tr>
<td>a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.</td>
<td>- Match numerals with the correct number of items in each group (e.g., five counting bears, three buttons).&lt;br&gt;- Count four baby dolls and say, “I have four dolls.”</td>
<td>- Provide counting containers with labeled numerals and different types of materials to form groups matching numeral label.&lt;br&gt;- Provide flannel board numerals and objects to count, and model matching numerals with groups of items.</td>
</tr>
<tr>
<td>Performance Standard&lt;br&gt;&lt;i&gt;The child will ...&lt;/i&gt;</td>
<td>Examples of Mastery&lt;br&gt;&lt;i&gt;The child will/may ...&lt;/i&gt;</td>
<td>Teaching Strategies&lt;br&gt;&lt;i&gt;The teacher will/may ...&lt;/i&gt;</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
|  | • Point to calendar and say, “1, 2, 3, 4, there are 4 days before my birthday.”  
  b. Match quantities and numerals 0 – 5.  
  4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.  
  a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-k materials.  
  • Counting rocks, the child says, “I have 10 rocks.”  
  • Set the table for lunch for five and say, “One fork, two forks, three forks, four forks, five forks, I’m done!”  
  • Make statements such as, “Simon says, Clap your hands three times.”  
  • Ask, "How many did you count?” after a child counts objects. | • Provide games that require counting and model ways to play them.  
  • Ask, "How many objects go with this numeral?”  
  • Recite finger plays that require counting to five, like "5 Little Monkeys."  
  • Provide materials (e.g., magnetic numbers, numeral stencils, paper, and number puzzle) for matching numeral to number of objects.  
  • Provide opportunities for children to count objects in a scattered design in learning centers.  
  • Roll dice on the table asking children to identify the numbers of dots on the die.  
  • Arrange small numbers of manipulatives to identify small numbers of scattered designs.  
  • Create matching cards with dots with the same number of dots, except for one card with a different number of dots. Ask children to identify the card that does not belong.  
  • Create cards with a range of zero to ten dots for each child. Place cards in front of child. Call a number out and see how fast the child can find the card. |
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
</tr>
<tr>
<td>• Body parts: “I have 2 eyes”, “I have 10 toes”.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compare numbers.**

5. Use comparative language to compare objects, using developmentally appropriate pre-k materials.

- Verbally use comparative words (e.g., more, less, equal) in a number of situations. “I have more long blocks than short blocks in the box.”
- Add a bear to the four bears in a stroller and say, “Now we have more bears in the stroller.”

- Use comparative words by asking, "Do you want more?" during mealtime.
- Use comparative words by asking, "Are there more boys or girls today?"
- Use comparative words to by asking children if there are enough paint brushes for the three containers of paint.

**OPERATIONS AND ALGEBRAIC THINKING (OA)**

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-k materials.

- Give the set a new number name when an object is added.
- Give the set a new number name when an object is taken away. (For example, the child will play store and say, “This costs three dollars; you only gave me two.”).
- Act out subtraction rhymes, such as “5 Little Apples”.

- Count the number of objects in a set (0-9), add one more to the set, and ask, "How many objects are in the new set?".
- Count the number of objects in a set, take one away, and ask, "How many objects are in the new set?".
- Use mini-cookies and ask, “How many are there after eating one?".

2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-k materials.

- Count how many children are in a center after one child leaves.
- Play with two balls and say, “I need one more ball to have three balls!”.
- Count two cookies and their friend’s two cookies at snack time and says “I have two cookies and my friend has two cookies. If we put them together we have four cookies.”

- Provide opportunities during the day for children to distribute and collect materials.
- Provide opportunities to engage in activities to count and then change the number of units in a group by adding or subtracting.
- Provide activities that engage children in discussing putting objects together and then taking them apart.
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>• Distribute food (e.g., grapes) for two children in uneven amounts and have children help you match the amount of food in each plate by adding and/or subtracting.</td>
</tr>
<tr>
<td>3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-k materials.</td>
<td>• See below.</td>
<td>• See below.</td>
</tr>
<tr>
<td>a. Duplicate and extend simple patterns using concrete objects.</td>
<td>• Arrange objects in a pattern based on one attribute, like color, size, or shape (e.g., blue, red, blue, red). • Reproduce a repeating rhythmic pattern after a model, (e.g., stomp, clap, and snap). • See the pattern in a string of beads and continue with the next bead needed to continue the pattern.</td>
<td>• Provide opportunities during daily routines (e.g., center with beads and models of patterns) for students to practice duplicating patterns. • Provide and model music/movement experiences with two- and three-step motor movements following a rhythmic pattern(s). • Provide patterning games and materials, including objects of various, sizes, colors, or shapes.</td>
</tr>
</tbody>
</table>

### MEASUREMENT AND DATA (MD)

#### Describe and compare measurable attributes.

| 1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary. | • Compare own height with the height of other children. • Describe a block as heavy. • Look at two block structures and say, "My building is taller." | • Provide materials of different lengths for children to measure and provide measurement tools (e.g., rulers, balance, yardsticks, measuring tape, bathroom scales). • Provide a sensory table with types of material that vary in weight and size and discuss the features of the objects by using appropriate characteristics, such as heavier/ lighter, and longer/shorter. • Engage children in measuring everyday objects. |
## SCIENCE STANDARDS FOR FOUR-YEAR-OLD CHILDREN

### SCIENTIFIC METHOD AND INQUIRY DOMAIN (SI)

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples Of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage in simple investigations.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Make observations, make predictions, and ask questions about natural occurrences or events. | • Predict what will happen to a seed that doesn't have water, compared with one that gets water on a regular basis.  
• Inspect a bird's nest and ask how it was made.  
• Ask why the moon changes shape on different nights. | • Provide materials to explore plant growth. Plant seeds under different conditions (e.g., in the sun versus shade, watering versus not watering) and have children record their predictions for each contrasting condition.  
• Provide/collection natural objects to explore.  
• Lead a discussion with the children before a walk or trip to observe natural events or occurrences (e.g., shape of the clouds in the sky).  
• Record observations and predictions on a chart. |
| 2. Describe, compare, sort, classify, and order objects. | • Sort objects based on like characteristics (e.g., density – sink or float; texture – rough or smooth; weight – heavy or light; color; shape, etc.)  
• Classify animals by where they live (e.g., water, land, air, etc.).  
• Order objects by their relationship to each other (e.g., small, medium, large, etc.). | • Provide a variety of materials including objects (e.g., items that sink/float; items with various textures) and measurement tools (e.g., balance scales, etc.).  
• Read books about various animals (e.g., bird, fish, and wild animals) and then provide picture cards of the animals that the children may classify/sort.  
• Provide chicken life cycle sequencing cards that children can place in the proper order (e.g., hatchling, chick, chicken). |
| 3. Use a variety of simple tools to make investigations. | • Use a magnet wand to identify items that attract or repel it.  
• Use a prism to make a rainbow.  
• Use binoculars to observe birds on the playground. | • Provide a variety of tools for conducting investigations, including hand lenses or magnifying glasses, magnet wands, prisms, binoculars, etc. |
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples Of Mastery</th>
<th>Teaching Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child will ...</td>
<td>The child will/may ...</td>
<td>The teacher will/may ...</td>
</tr>
</tbody>
</table>

### 4. Explore materials, objects, and events and notice cause and effect.
- Place ice cubes in the sun and see what happens.
- Place objects on construction paper and allow the sun to fade the paper.
- Use a dropper to drop water on a paper towel to observe absorption.
- Describe results related to cause and effect from simple experiments.

**Teaching Strategies**
- Model appropriate use of tools, and then lead an activity that uses these tools in small groups. Later, place the tools in a center for the children to use independently.
- Provide materials (e.g., ice cubes, containers, construction paper, various shaped objects, etc.) and science tools (e.g., droppers, magnifying glasses, etc.) to explore cause and effect.
- Model an experiment and then provide opportunities for small group exploration, such as mixing primary colored paint (red and yellow) to arrive at secondary colors (orange).
- Prompt children to explain what happens to objects and materials during experiments.
- Record outcomes on chart paper.

### 5. Describe and communicate observations, results, and ideas.
- Identify new colors by blending two colors (e.g., Say “I made purple!”).
- Draw pictures documenting results of an experiment.
- Participate in creating and organizing a chart about ideas on a topic (e.g., what will happen when water and sand are mixed together).

**Teaching Strategies**
- Read the book *Mouse Paint* then have children blend colors on their own. Encourage discussion.
- Provide materials for drawing, documenting results, and creating charts (e.g., camera, journal, and art supplies).
- Use language, such as, “I wonder what will happen if...” to encourage children to experiment with new ideas.
- Record observations, results, and ideas on chart paper.

### 6. Work collaboratively with others.
- Make shadows with a friend using a lamp or flashlight and various objects.
- Take turns dragging a sock through the grass to collect seeds.

**Teaching Strategies**
- Plan activities that require collaboration such as small-group or paired activities (e.g., group-made books, measuring how tall each child is).
Teaching Strategies Activity   ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft and Structure 4b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Identify environmental print</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

Counting and Cardinality

Know number names and the count sequence

2. With prompting and support, recognize, name, and attempt writing numerals 0-10.
### Teaching Strategies Activity   ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
</table>
| *English Language Arts*  
  Reading for Literature  
  Key Ideas and Details |                     |                      |
| 3. With prompting and support, identify some characters, settings, and/or major events in a story. |                     |                      |

### Teaching Strategies Activity   ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
</table>
| *Mathematics*  
  Counting and Cardinality  
  Count to tell the number of objects |                     |                      |
| 3b. Match quantities and numbers 0-5.        |                     |                      |
### Teaching Strategies Activity  ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand addition as putting together and adding to an understand subtraction as taking apart and taking from.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-k materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for Information Key Ideas and Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. With prompting and support, identify the main topic/idea and retell some details using diverse media.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Strategies Activity   ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement and Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and compare measurable attributes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. With guidance and support, recognize measurable attributes of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>everyday objects such as length, weight, and size, using appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. With prompting and support, make connections among self, illustrations,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and the story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Strategies Activity   ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in Simple Investigations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Describe, compare, sort, classify, and order objects.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching Strategies Activity   ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft and Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Exhibit curiosity and interest about words in a variety of informational texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Strategies Activity  ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in Simple Investigations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Use a variety of simple tools to make investigations.

Teaching Strategies Activity  ELT4

Read each standard. Create an activity and an assessment for each standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Activity (Strategy)</th>
<th>Assessment (Mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in Simple Investigations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Explore materials, objects, and events and notice cause and effect.
State Board of Education
Vision and Mission

Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals
5-Year Strategic Plan for 2016-2020

✓ All Students Proficient and Showing Growth in All Assessed Areas
✓ Every Student Graduates High School and is Ready for College and Career
✓ Every Child Has Access to a High-Quality Early Childhood Program
✓ Every School Has Effective Teachers and Leaders
✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
✓ Every School and District is Rated “C” or Higher

June 19, 2017

Strong Readers=Strong Leaders Campaign

• Strong Readers=Strong Leaders statewide public awareness campaign promotes literacy, particularly among PreK-3 students
• Campaign aims to equip parents and community members with information and resources to help children become strong readers

June 19, 2017
Strong Readers=Strong Leaders Campaign

How districts can get involved:

• Post logo and link to strongreadersMS.com on district website
• Share PSA on website and social media
• Like Strong Readers on Facebook and follow @StrongReadersMS on Twitter
• Help implement mentoring program
• Distribute bookmarks and posters

Early Childhood Special Education

Eligibility for special education through local education agencies can begin as early as three years of age. State law mandates free appropriate public educational services and equipment for exceptional children in the age range of three (3) through twenty (20) for whom the regular school programs are not adequate.

Miss. Code Ann. § 37-23-1
Early Childhood Special Education

- Services for children between the ages of three to five years are referred to formally as 619 services, as this is the section in IDEA where these services are described.
- In the research literature you may see the terms: 619 services, early childhood special education (ECSE) services, or preschool services.
- In Mississippi we most often use the term preschool services.

Child Find for Young Children

<table>
<thead>
<tr>
<th>LOCATE</th>
<th>IDENTIFY</th>
<th>EVALUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members or other informed people/entities request a comprehensive evaluation.</td>
<td>The school-level Multidisciplinary Evaluation Team (MET) meets with the family to determine if there is a reason to suspect the child has a disability.</td>
<td>The school’s MET conducts a comprehensive evaluation.</td>
</tr>
<tr>
<td>The school locates children through Child Find activities (e.g., mass screenings, collaborative efforts with Head Start).</td>
<td>The school meets with the family and Part C staff at the transition meeting to get consent &amp; plan the comprehensive evaluation.</td>
<td></td>
</tr>
<tr>
<td>Part C (First Steps Early Intervention) informs the school of a child who is soon to turn three who may be eligible for Part B services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Referral Process

Oral or Written Request for Evaluation

MET Meeting

14 Days

7 Days

1. Prior Written Notice of Refusal with an Explanation
2. Procedural Safeguards

Who Serves on a Preschool Child’s MET?

- Parent
- 2 or more professionals with knowledge of typical/ atypical development and who are qualified to administer individual assessments and interpret the results:
  - Special education teacher;
  - General education teacher qualified to teach preschool children;
  - Speech language pathologist;
  - School psychologist or psychometrist;
  - School health nurse;
  - School counselor;
  - School social worker; and
  - Other professionals (e.g., occupational therapist, physical therapist, healthcare provider, mental health provider)
What Information Does the Preschool Child’s MET Consider?

- Existing records, such as medical, mental health, educational, and other relevant records
- Recent evaluation results or screener results from a mass screening
- Information from the parent and/or other primary caregivers
- Information from the referring party, if not the parent

Evaluation for Part B Services in Early Childhood

A comprehensive initial evaluation:

- May be initiated by a parent or public agency.
- May not be limited by the number per year or the time of year the request is received.
- Must be completed within 60 days of consent.
- Must determine if the child has a disability and, if so, the special education needs of the child.
- Must be conducted before the initial provision of special education and related services.

State Board Policy 7219 §300.301
Evaluation for Part B Services in Early Childhood

The evaluation must meet criteria for Part B.
• Trained personnel should administer a variety of technically-sound, non-discriminatory assessment tools and measures:
  – Using the child’s native language or mode of communication;
  – To collect academic, functional, and developmental data; and
  – To collect information from the family.

State Board Policy 7219 §300.304

Evaluation for Part B Services in Early Childhood

• A variety of assessments should be considered and selected to provide information about the child’s functioning in all developmental areas.

• When informants are used to gather information, they must have sufficient knowledge of the child’s functioning in the areas in which they provide input.

• A description of all the methods and informants used must be included in the report and must meet the administration guidelines and standardized procedures for each instrument.
Evaluation Process

Parent Consents to Evaluation

Evaluation Report Completed

Eligibility Meeting

60 Days

14 Days

Eligibility Determination

Parent Receives Evaluation Report

Eligibility Meeting

Ineligible

Eligible

IEP Meeting

IEP in Place

7 Days

30 Days
Early Childhood Special Education

Children in Mississippi receiving ECSE services may fall in any of the disability categories:

- Orthopedic Impairment
- Other Health Impairment
- Developmentally Delayed
- Traumatic Brain Injury
- Intellectual Disability
- Specific Learning Disability
- Language/Speech
- Autism
- Deaf-Blind
- Hearing Impairment
- Visually Impaired
- Multiple Disabilities
- Emotional Disability

Developmentally Delayed (DD)

- A child 0-9 who is experiencing significant delays in 2 or more of the following areas:
  - Cognitive development;
  - Fine/gross motor development;
  - Communication development;
  - Social/emotional/behavioral development; and
  - Adaptive behavior; and
- Needs special education and related services due to these delays that adversely impacts the child’s ability to participate in developmentally appropriate activities.
Developmentally Delayed (DD)

- The criteria for DD could also be met if the child has a diagnosed disorder of known etiology which affects development in a negative fashion and has a high probability of resulting in a developmental delay. For diagnosed disorders, a diagnosis from a physician and research that supports the predicted developmental delays are required.

- DD applies to the age range 0-9 years. A new eligibility determination must occur before the child’s 10th birthday.

Developmentally Delayed (DD)

- DD is for non-categorical identification when a child has a disability and needs special education and related services, but does not clearly fit one of the eligibility categories not including language/speech.

- If the eligibility criteria are clearly met for one or more of the eleven eligibility categories not including language/speech (i.e., AU, DB, EmD, HI, ID, MD, OI, OHI, SLD, TBI, or VI), DD should not be used.
Service Continuum in Early Childhood

- Consultation
- Inclusive regular education setting
- Blend of general and special education
- Special education classroom
- Special education school
- Residential facility

ECSE Services and Least Restrictive Environment

“…the least restrictive environment (LRE) requirements in section 612(a)(5) of the Individuals with Disabilities Education Act (IDEA) apply to the placement of preschool children with disabilities.”

OSEP Dear Colleague Letter – Feb. 29, 2012
ECSE Services and Least Restrictive Environment

“...special classes, separate schooling, or other removal of children with disabilities from the regular educational environment may occur only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

OSEP Dear Colleague Letter – Feb. 29, 2012

Regular Early Childhood Program: a program that includes a majority (at least 50%) of nondisabled children and may include, but is not limited to:

– Head Start
– Kindergartens
– Preschool classes in the public school system
– Private Kindergartens or preschools; and
– Group child development centers or child care.

OSEP Dear Colleague Letter – Feb. 29, 2012
Inclusion in Regular Settings

Inclusion is:
- a belief system or philosophy that guides all the practices in any specific school.
- the belief of all staff members that it is their job to provide the best education for all children, respecting their pupils' diversity and maximizing their potential.
- full participation with peers with the goal of membership in the same learning community to the maximum extent possible, with the first consideration being the needs of the individual child.
- an environment that meets the needs of not just a child with a disability, but every child, regardless of learning difference.

Inclusion is not:
- A service delivery option.
- A place.
- The responsibility of the special education teacher.
- Just for students on a specific functioning level.
- Services provided in the general education setting, but separate from non-disabled students.
- Just for academics.
Early Childhood Special Education

The goal of ECSE services is to enable young children to be active and successful participants in developmentally appropriate activities now and in the future in a variety of settings – in their homes, schools, and communities – resulting in positive outcomes for children and their families.


3 Global Child Outcomes

1. Positive social emotional skills (including positive social relationships)
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
3. Use of appropriate behaviors to meet their needs

These are intended to be functional rather than domain-specific!
Indicator 7: Early Childhood Outcomes Assessment

Outcome 1: Social-Emotional/Relationships

- Social-Emotional

Outcome 2: Knowledge and Skills

- Communication
- Cognitive

Outcome 3: Meet Their Needs

- Physical
- Adaptive

Outcome 1: Positive Social Emotional Skills & Personal Social Relationships

- Al’s Pals
- Preschool PATHS
- Second Step
- Social Skills in Pictures, Stories, and Songs
- Preschool I Can Problem Solve
- Incredible Years: Dina Dinosaur Child Training and Class Curriculum
- First Step Next
- Skillstreaming in Early Childhood
Outcome 1: Positive Social Emotional Skills & Personal Social Relationships

Parenting Programs

- Pathways to Competence for Young Children
- Incredible Years: Parent Training
- Standard Stepping Stones Triple P
- Dare to Be You
- Parent-Child Interaction Therapy
- PreK FAST: Families and Schools Together

Outcome 2: Acquisition & Use of Knowledge & Skills (Language & Literacy)

- Interactive shared book reading
- Phonological awareness plus letter knowledge training
- Dialogic reading
- Building Blocks for Math (SRA)
- Pre-K Mathematics
- Headsprout® early reading
- Doors to Discovery
- DaisyQuest
**Outcome 2: Acquisition & Use of Knowledge & Skills (Language & Literacy)**

**Early Literacy links:**
- Big Ideas in Beginning Reading: reading.uoregon.edu
- Florida Center for Reading Research: www.fcrr.org
- Oregon Reading First: oregonreadingfirst.uoregon.edu
- Center for Early Learning Literacy: www.earlyliteracylearning.org/

**Outcome 3: Use of Appropriate Behaviors to Meet Their Needs**

There is very little research and limited curricular programs. Most instruction for skill development for this outcome is highly individualized for the child. Applied Behavior Analysis (ABA) is one of the few research-based practices that has shown promise in helping children with disabilities learn to meet their own needs.
ECSE IEPs: IDEA Requirements

Students with disabilities are served through an Individualized Education Program (IEP). A student's IEP contains specific components as prescribed in IDEA and provides the following:

• information about the student and his/her needs,
• what kind of services a student should receive and how they should be performed, and
• a place to document the student’s progress.

1. Present levels of academic achievement and functional performance, including:

• How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children), or
• For preschool children, how the disability affects the child's participation in developmentally appropriate activities.

34 CFR §300.320-324
ECSE IEPs: IDEA Requirements

2. Measurable annual goals, including academic and functional goals:
   • Related to the child's academic needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum
   • Meet the child's other educational needs that result from the child's disability
     – To enable the child to be involved in developmentally appropriate activities
   • Include short-term instructional objectives/benchmarks for students with significant cognitive disabilities.

34 CFR §300.320-324

High-Quality ECSE IEP Goals

• Describe how the child will demonstrate what s/he knows
• Are written in plain language; are jargon free
• Describe the child’s involvement in age-appropriate activities to address academic and functional areas (outcomes)
• Emphasize the positive
• Describe conditions in which the child will demonstrate progress
• Are measurable and observable
ECSE IEPs: IDEA Requirements

3. A description of how progress will be measured and when progress reports will be provided

34 CFR § 300.320-324

ECSE IEPs: IDEA Requirements

4. A statement of:
   • special education and related services
   • supplementary aids and services
   • program modifications and supports for school personnel

34 CFR §300.320-324
5. The projected beginning service date including the anticipated frequency, location, and duration

34 CFR § 300.320-324

6. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and activities

34 CFR § 300.320-324
ECSE IEPs: IDEA Requirements

7. Individually appropriate accommodations necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments

34 CFR §300.320-324

Early Learning Standards

MDE’s Office of Elementary Education and Reading, Office of Early Childhood has Early Learning Standards for 3 and 4 year olds in English language arts*, mathematics*, physical development, social/emotional development, approaches to learning, social studies, science, & creative expression (by age):

- 3 YR OLDS: https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/3-year-old-standards.pdf
- 4 YR OLDS: https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/4-year-old-standards.pdf

*Aligned to the Common Core State Standards
Early Learning Standards

- State expectations for what young children are expected to understand and be able to do
- Address a variety of developmental domains
- Support play-based classroom environments
  - Not targeted for home-based child care providers or family, friend, or neighbor care
- Based on typical early childhood development

College and Career Ready Standards

MDE has College & Career Ready Standards for 5 year olds in Kindergarten:

- **Social studies**: [http://www.mde.k12.ms.us/curriculum-and-instruction/social-studies](http://www.mde.k12.ms.us/curriculum-and-instruction/social-studies)

*Common Core State Standards*
Mississippi Early Learning Teaching Strategies

• Companion to *Mississippi Early Learning Standards*

• Provide practical teaching strategies related to the standards.

• Provide concrete examples of what young children should be able to say and do to assist teachers in identifying mastery of skills.

Contact Information

Office of Special Education
Office of Instructional Support

Candice Taylor, Early Childhood Instructional Specialist/
619 Coordinator
cataylor@mdek12.org

MS Dept. of Education
Office of Special Education
359 N. West Street
P. O. Box 771
Jackson, MS 39205
(601) 359-3498
Special Education Referral to Services Timelines

Referral Process

Oral or Written Request for Evaluation → 14 days → MET Meeting

- No
  - 1. Prior Written Notice of Refusal with Explanation
  - 2. Procedural Safeguards

- Yes
  - 1. Prior Written Notice of Referral for Evaluation
  - 2. Consent Form
  - 3. Procedural Safeguards

Evaluation Process

Parent Consent to Evaluation → 60 days → Evaluation Report Completed → 14 days *

- Eligibility Meeting

*Indicates the parent receives the evaluation report.

Eligibility Determination

*Parent Receives Evaluation Report → 7 days → Eligibility Meeting

- Ineligible
  - No further action required.**

- Eligible
  - 1. IEP Meeting
  - 2. IEP in Place

*The evaluation report must be submitted to the parent no later than 7 days prior to the eligibility meeting.
**Unless parent disagrees and requests an Independent Educational Evaluation (IEE).
Performance-based assessment for teachers using a peer-review model

Measures content knowledge and commitment to student learning
The Process

- Teachers provide evidence of how they met the high and rigorous standards:

<table>
<thead>
<tr>
<th>Component 1</th>
<th>Component 2</th>
<th>Component 3</th>
<th>Component 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Differentiation</td>
<td>Teaching Practice and Classroom Environment</td>
<td>Effective and Reflective Practitioner</td>
</tr>
</tbody>
</table>

2017-18 Guidelines

- Take 1 or more components per year
- Attempt each of the four components within a three year period
- Retake component (2 times) if initial attempt is not successful
- Certification can take from 1 – 5 years depending on the individual
Rationale for Changes

- **Flexibility** – 1 – 3 years
- **Efficiency** – Four components
- **Affordability** – Cost decrease to $1,900 ($475/component)
<table>
<thead>
<tr>
<th>Teacher Prompts</th>
<th>Architecture of Accomplished Teaching</th>
<th>Student Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I know about my students and how did this knowledge guide instruction?</td>
<td>Know your students</td>
<td>How might my students articulate understanding of the goals I have for them?</td>
</tr>
<tr>
<td>How did I set instructional goals in consideration of students’ needs and content complexity?</td>
<td>Set high and worthwhile goals</td>
<td>What are some indicators that my instructional strategies are effective for these students?</td>
</tr>
<tr>
<td>What instructional strategies did I use and how do they align with the content?</td>
<td>Plan and implement meaningful instruction</td>
<td>What can I anticipate as evidence of learning?</td>
</tr>
<tr>
<td>To what extent did my assessment reflect my mastery of the content and my ability to connect the instruction to needs of student?</td>
<td>Design and analyze assessment/evaluate learning</td>
<td>What new gains will my students have made that will help move their thinking and development forward?</td>
</tr>
<tr>
<td>What do I know about my teaching and my students during this period of instruction?</td>
<td>Reflect on students’ learning</td>
<td>What new goals will my students set for themselves based on new learning, challenges, and connections?</td>
</tr>
<tr>
<td>How do new goals I set connect to students’ new learning, challenges, connections, and content needs?</td>
<td>Set new and high goals</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from the National Board of Professional Teaching Standards*
Important Candidate Dates and Deadlines for the 2017-2018 Cycle

**Registration Window** (first-time and returning candidates)  
April 1, 2017-January 31, 2018

**Registration** (Includes payment of $75 fee)  
January 31, 2018

**Component Selection** (Includes payment of component fee)  
January 31, 2018

**Change of Certificate and/or Specialty Area** (first-time candidates only)  
January 31, 2018

**Change of Component Selection**  
January 31, 2018

**Withdrawal Deadline**  
January 31, 2018

**ePortfolio Submission Window**  
April 1-May, 2018

**Assessment Center Testing Window**  
April 1-June 15, 2018

**Score Release**  
On or before December 31, 2018