



**Regional Educational
Laboratory Southeast**

Preparing a School-Ready Child

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REL Southeast
Mississippi Literacy Summit
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Regional Educational Laboratory Southeast



REL – SE Research to Practice

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Goals

- Participants will be able to identify evidence-based literacy practices that support school readiness and discuss ways to overcome potential obstacles to school readiness.
- Participants will become knowledgeable of resources available through the Institute of Education Sciences (IES) resources, *Preparing School-Ready Child* Suite:
 - **The Ready Child**
 - **The Ready Family**
 - **The Ready Community**
 - **The Ready School**



Agenda

Topic	Slides	Icon
Introduce Preparing School-Ready Child Suite of Resources	5	
The Ready Child: Evidence-Based Practices and Overcoming Obstacles	6-12	
The Ready Family: Evidence-Based Practices and Overcoming Obstacles	13-18	
The Ready Community: Evidence-Based Practices and Overcoming Obstacles	19-23	
The Ready School: Evidence-Based Practices and Overcoming Obstacles	24-34	
Upcoming IES Resource: Early Literacy PLC	35-41	

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The ready child

- has been well-cared for physically, interacts socially with others, has a positive self-perception, has the ability to understand the emotions of others, and can interpret and express feelings;
- approaches learning with enthusiasm and curiosity, has developed language and listening skills, and has cognition skills and general knowledge; and
- is prepared to learn successfully in school.

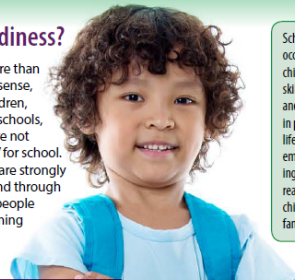
School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children. Child Trends Research Brief. <https://files.eric.ed.gov/fulltext/EJ444712.pdf>

PREPARING A SCHOOL-READY CHILD

"Children who enter kindergarten ready to meet its academic, social, and emotional demands are more likely to achieve later academic and life success."¹

What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately "ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.²



School readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, later learning, and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.³

The ready school

- uses curriculum in kindergarten and the early grades that builds on prior learning;
- takes into account individual differences in language, culture, and prior experience; and
- employs teachers who know how to teach young children and have the resources to do so.

NAEP Position Statement on School Readiness. <https://www.naepc.org/sites/default/files/globally-shared/download/PDF/resources/position-statement/Readiness.pdf>

The ready family

- supports children in their learning and through transition to kindergarten;
- reads to their children daily; and
- continues to engage in their child's learning through the school years.

PRICE Interactive Framework. <https://eric.ats.acfhs.gov/school-readiness/article/price-interactive-framework>

The ready community

- helps ensure that children have access to health care, immunizations, and nutrition;
- helps ensure that families have access to quality early childcare and education; and
- invests in resources and activities that support families and promote school readiness.

School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children. Child Trends Research Brief. <https://files.eric.ed.gov/fulltext/EJ444712.pdf>

5

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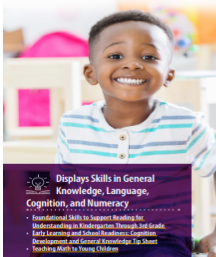
THE READY CHILD

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Exhibits Physical Health and Emotional Well-Being

- Meets One Can Do: Foundations of School Readiness: Physical Development and Health
- Ready for the Kindergarten, Home and Community: Healthy, Healthy, Healthy: Emotional Development in Young Children
- Physical and Mental Well-Being

Displays Skills in General Knowledge, Language, Cognition, and Numeracy

- Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children
- Early Learning and Development: Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children
- Learning to Read: Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children

Demonstrates Curiosity and Confidence to Learn in School

- All Children Ready for School: Approaches to Learning
- School Readiness: Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children
- Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children
- Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children

This document was developed by a collaborative group of representatives of the ten Regional Educational Laboratories throughout the United States.



NATIONAL CENTER FOR EDUCATION EVALUATION
INSTITUTE OF EDUCATION SCIENCES

References and Citations: 1. National Center for Education Evaluation, Institute of Education Sciences. (2015). *Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children*. Washington, DC: U.S. Department of Education. 2. National Center for Education Evaluation, Institute of Education Sciences. (2015). *Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children*. Washington, DC: U.S. Department of Education. 3. National Center for Education Evaluation, Institute of Education Sciences. (2015). *Foundations of School Readiness: Healthy, Healthy, Healthy: Emotional Development in Young Children*. Washington, DC: U.S. Department of Education.



6



The Ready Child

- Displays Skills in General Knowledge, Language, Cognition, and Numeracy
- Demonstrates Curiosity and Confidence to Learn in School
- Exhibits Physical Health and Emotional Well-Being



7



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Early Childhood

The Office of Early Childhood is committed to accelerating the student achievement for every child in Mississippi. We accomplish this goal by helping school districts and families improve the readiness and reading achievement of Mississippi students starting in preschool.

<https://www.mdek12.org/EC>



Early Learning Guidelines

- [Early Learning Guidelines for Classrooms Serving Three- and Four-Year Old Children \(2018\)](#)
- [Kindergarten Guidelines \(2018\)](#)

Early Learning Standards

- [Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children \(2018\)](#)
- [Kindergarten Standards](#)

8



Transition to Kindergarten

Key Stakeholders in the transition to kindergarten initiative may include, but are not limited to:

- Children and their families
- Early learning coalitions
- School leaders and teachers
- Business owners
- Community leaders
- Public libraries
- Title I and early childhood programs



Transition to Kindergarten

Transition activities for children and families are associated with:

- **gains in kindergarten,**
- **reduced stress** at the beginning of the school year,
- higher ratings of **social emotional competence** at the beginning of the school year,
- improved **academic growth,** and
- increased **family involvement** over the year.





Transition to Kindergarten - Best Practices

Examples of Transition practices

- Preschool and Kindergarten teachers read same book(s)
- Love letters to Kindergarten teachers
- Field trip to a local elementary school to practice routines (bus, cafeteria)
- Data sharing agreement form in triplicate copy
- File with child data and information for parent and elementary school
- Library partnerships



Transition to Kindergarten – Resources

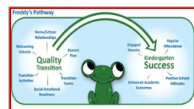
Attendance Works

<http://www.attendanceworks.org/resources/toolkits/>



Ready Freddy

www.readyfreddy.org/



Head Start Transitions

<https://eclkc.ohs.acf.hhs.gov/transitions>



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Regional Educational Laboratory
at Florida State University

THE READY FAMILY

An Important Component of Preparing a School-Ready Child

What is school readiness?
School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately "ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.
A family that is ready for their child to start school supports their child's learning by preparing for kindergarten, read(s) daily with their child, and maintains a positive home-to-school connection.

School readiness involves:
• Children have the skills, knowledge, and attitudes necessary for success in primary school, kindergarten, and life.
• Physical, cognitive, social, and emotional development are essential components of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.

Preparing for Kindergarten
A ready family encourages proficiency skills including speaking, listening, thinking, family-friendly, and teacher centers to prepare their child for a smooth transition to kindergarten.

- How to Prepare Your Family for Kindergarten
- Get Ready for Kindergarten: Activity Calendar for Families
- Transitions to Kindergarten
- Questions that Lead to Thinking

Reading Together
It's ready family ready daily to their child. Reading together improves a child's vocabulary and oral language skills, which are important for learning to read. Reading together also promotes a love of books.

- Strategic Reading: An Effective Way to Read to Preschoolers
- Reading Books for Young Readers
- And Let's Make Reading a Regular Routine!

Connecting Home and School
A ready family supports literacy at home by providing a positive literacy-rich environment and opportunities to practice skills that were taught in school. A ready family also communicates with teachers about learning and attending learning and social events at school.

- Infographic: Supporting Your Child's Literacy Development at Home
- Reading Together: Before, The Home Event
- Literacy Events at Home: The Big
- And Let's Make Reading a Regular Routine!
- Reading Together: Supporting Your Child's Literacy Development at Home

Educator Resources

- Ready at Five
- Family Engagement Strategies: Transition to Kindergarten
- Family-Friendly Transitions: Supporting Children and Families
- Transition to Kindergarten Resources from ECE
- Parent Engagement
- Supporting Families in Early Childhood Education
- Family-Friendly Strategies for Teachers
- Infographic: Transitioning to School: Essential Elements of Literacy Development

This document was developed by a collaborative group of representatives of the ten Regional Educational Laboratories throughout the United States.

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at Florida State University

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13

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Preparing for Kindergarten

The Ready Family

- ✓ Encourages preliterate skills including speaking, listening, and thinking
- ✓ Teaches routines to prepare for a smooth transition to kindergarten
- ✓ Reads to child daily

14



Connecting Home and School

The Ready Family

- ✓ Provides a positive, literacy-rich environment
- ✓ Provides opportunities to practice skills that were taught in school
- ✓ Stays connected to school by volunteering and attending meetings and events at school



15



Why Read Together?

- Improves vocabulary and oral language skills
- Promotes a love of books



16



When I Read To You



When I Read to You

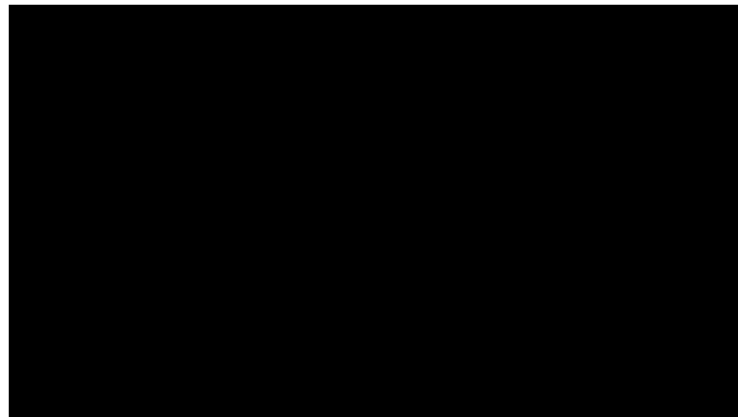
Reading to your child can be a special time to spend together. Tips when reading out loud to a child:

- ☐ Read to your child every day.
- ☐ Read about things your child is interested in and enjoys.
- ☐ Read at the same pace that you talk.
- ☐ Read with expression. Give different characters different voices. Change your voice to match how the character in the book feels.
- ☐ Reread books your child enjoys.
- ☐ Explain some words that your child may not understand.
- ☐ Read different types of things like poems, books that tell a story, and informational books (for example, factual books about volcanoes, weather, or animals).
- ☐ Read books that are too difficult for your child to read on his/her own.

17



When I Read To You



18



THE READY COMMUNITY
An Important Component of Preparing a School-Ready Child

What is school readiness?
School readiness means more than just children, in the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not "ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.
A community that is ready to support its children ensures access to health care, provides quality childcare and early education, and invests in resources for families.

Ensures Access to Health Care
A ready community helps ensure that children have access to health care, immunizations, and nutrition, providing these basic needs ensure engagement in learning and better school readiness at school.
• Making the link between health and school readiness
• Health services that support school readiness
• Children's Access to Health Care
• Healthy Children and Strong Writings

Provides Access to Quality Childcare and Early Education
A ready community also ensures that children have access to quality child care and early education. A quality care environment supports children's development, provides social, emotional, language and literacy, and cognitive skills.
• Supporting Working Families with Access to High-Quality Early Care and Education
• Building and Sustaining Access to High-Quality Early Care and Education (ECE): A Call to Action for Policymakers and Practitioners
• The Importance of Early Childhood Education

Invests in Resources for Families
A ready community makes investments and children that support families and prepare school readiness. It is critical that communities support families in their efforts to meet the needs of children. It is important for communities to support families of low-income children with a focus on building their capacity.
• Strengthening Developmental Learning for Children, Families, and Communities
• A Two-Generation Model: A Holistic Approach to Early Childhood
• Models for Supporting Families and the Community in Practice
• Family and Community Partnerships for School Readiness
• Building Community Capabilities Ready for School and School-Ready for Children



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19



The Ready Community

- Ensures Access to Health Care
- Provides Access to Quality Childcare and Early Education
- Invests in Resources for Families



20



Ensure Access to Health Care

A ready community helps ensure that children have access to health care, immunizations, and nutrition. Meeting these basic needs enhances engagement in learning and fosters better attendance at school.



21



Provide Access to Quality Childcare and Early Education

A ready community invests in resources and activities that support families and promote school readiness. It is critical that communities support schools so they are ready to meet the needs of children. It is important for communities to support families so that children enter school with a firm foundation for learning.



22



Invests in Resources for Families

A ready community helps ensure that families have access to quality childcare and early education. A quality early education program supports a child's development physically, socially, emotionally, in language and literacy, and in thinking skills.



ZooTampa at Lowery Park (2018)



23





THE READY SCHOOL

An Important Component of Preparing a School-Ready Child

What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately "ready" or "not ready" for school; their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.

An elementary school that is ready to receive kindergarten students is prepared to deliver evidence-based instruction, hire and continually train knowledgeable teachers and principals, and be culturally responsive of all its students.



School readiness occurs when children have the skills, knowledge, and attitude necessary for success in primary school, later learning, and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.



Evidence-Based Instruction

A ready school delivers high-quality, evidence-based instruction to help ensure student success. Policies, practices, and resources in the Ready State can play a role in helping schools establish readiness to achieve their goals on their learning.

- **PE - 3: What Does It Mean for Instruction?**
 - Assessment for Planning, Implementation, and Evaluation
 - Pre-K - 3rd Grade Application
 - Teaching Skills for Young Children
 - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



Well-trained Teachers and Leaders

A ready school empowers teachers and leaders who know how to meet every child and family where they are.

- **WLL Projects on Educator Effectiveness**
- **Research and Professional Development Opportunities from the National Association for the Education of Young Children**
- **Leading Pre-K - 3 Learning Communities: Competencies for Effective Principals/Principles**
- **Leading for Early Success: Building School Principals' Capacity to Lead High-Quality Early Education**



Culturally Responsive Staff

A ready school takes into account individual differences in language, culture, and other experiences.

- **Meeting the Needs of Culturally and Linguistically Diverse Learners Through Culturally and Linguistically Responsive Teaching**
- **Culturally Responsive Instruction: Best Practices and Supports**



24



The Ready School

- Well-Trained Teachers and Leaders
- Evidence-Based Instruction
- Culturally Responsive Staff



25



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Vocabulary and Language



26



Why Language?

- Strong evidence connecting language skills in early childhood with success in reading, math, and social skills throughout schooling.
- Enormous diversity in children's language skill when they arrive in preschool.
- Increasing evidence that the relative strength of these skills become "locked in" after first or second grade.
- Thus, there is clear urgency to support and accelerate language as early as possible.



How Language Connects to Reading

Language is connected to reading in three ways:

1. Better language is associated with better decoding skills.
2. Better language is associated with better phonological awareness skills, which are necessary for developing decoding.
3. Better language is associated with better reading comprehension.





Our Focus for Children: Language

- Increase understanding of **complex language** experienced in conversation and when listening to text read aloud
- Build capacity to **communicate ideas and preferences** effectively via growth in:
 - syntax
 - sentence structure
 - broader expressive language



Keys to Success in Oral Language Instruction

- For many, **implicit** exposure to rich and varied language helps, but **is not sufficient**.
- High quality instruction includes:
 - a **focus** on more than just individual words
 - **modeling** complex sentence structures
 - **explicit teaching** of complex sentence structures
 - **intentionality**
 - a possible change in how teachers **interact** with children





Effective Language Supports Are Intentional

- Vary in how structured or open-ended.
- Vary in whether pre-planned or incidental: designed to “seize the moment.”
- Vary in how uniform or differentiated.



Four Strategic Practices *for High-Quality Incidental Language Support*



1. Modeling
2. Joining Play
3. Conversation
4. Elaborating





Our Focus for Children: Vocabulary

- Build knowledge of diverse **parts of speech**.
- Accelerate growth in **vocabulary networks**.
- Grow **background knowledge**.



Word knowledge IS world knowledge.



How would you describe this picture?





Event Network: Taking a Trip



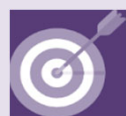
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Upcoming: Early Literacy PLC





Professional Learning Community Materials: EARLY LITERACY



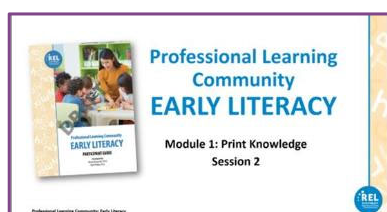
To provide a collaborative learning experience for early childhood educators to expand their knowledge of evidence-based emergent literacy key ideas and strategies. In turn, early childhood educators will provide 3–5-year-old children with evidence-based emergent literacy instruction.



37

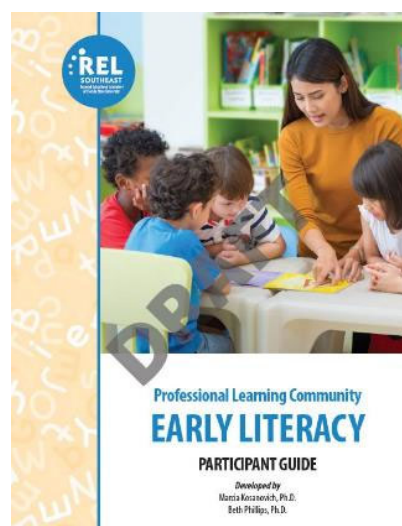


Facilitator Guide



Classroom Videos

Participant Guide



38



Module	Session/Topic	Min.
1 PRINT KNOWLEDGE	1. Introduction, Importance of Print Knowledge, & Features of Effective Instruction	90
	2. Explicit Small-Group Instruction	90
	3. Print Referencing During Read Aloud	60
2 PHONOLOGICAL AWARENESS	4. Importance of PA, Levels of PA	90
	5. Sound Pronunciation, Features of Effective PA Instruction	90
	6. Explicit Small-Group Instruction	60
3 VOCABULARY	7.	90
	8.	90
	9.	60
4 ORAL LANGUAGE	10.	90
	11.	90
	12.	60



39



Our Facilitator Guide includes:

- A 5-step process Framework
- Discussion questions
- Small-group activity directions
- Whole-group activity directions
- Key points about the videos
- What to do/prepare, what to say



40



Participant Engagement

Our Participant Guide includes:

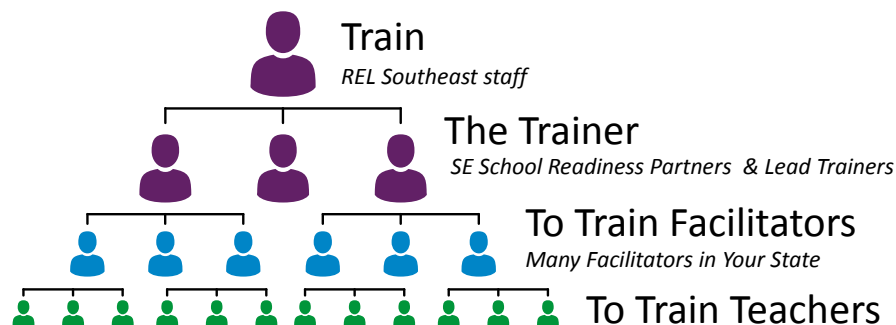
- Evidence-based content to read
- A Look at Pre-K Literacy Standards
- Collaborative and hands-on activities
- Video-viewing guides
- Experience-sharing opportunities
- Lesson plan examples and templates
- Reflection questions for discussion
- Reproducible Materials
- Glossary & Resources for further study



41



Capstone Train-the-Trainer Event



42



Questions?

43



Stakeholder Feedback Survey

44



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Thank You!

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45