



Teaching, Testing, Learning & Leading

A Policy Roundtable for Elementary School Principals and Early Learning Leaders

Related Resources

1. **Providing Preschool Education for All 4-Year-Olds: Lessons from Six State Journeys**

Over the last decade, state-funded preschool education programs have grown and now enroll more than one million children. However, preschool access in most states is limited to at-risk children. Three states currently offer “preschool for all” — Florida, Georgia, and Oklahoma. Three other states are slated to have preschool for all within the next five years — Illinois, New York, and West Virginia. This policy brief examines the journeys of these six states in achieving a plan for preschool for all.

Ackerman, D.J., Barnett, W.S., Hawkinson, L., Brown, K., and McGonigle, E. (2009). "Providing Preschool Education for All 4-Year-Olds: Lessons from Six State Journeys". National Institute for Early Education Research, *Preschool Policy Brief* (Issue 18, March 2009). <http://nieer.org/docs/index.php?DocID=257>; Retrieved 2/26/10.

2. **How to Assess Baseline and Track the Soft Stuff**

This weblog offers tools and materials about positive, child-centered programs and interventions focused on the assessment and evaluation on children. Developed by a team of professional psychology practitioners, ranging from clinical and educational psychologists to psycho-therapeutically trained practitioners—Assess-Baseline-Track.com offers strengths-based approaches for fostering the development and learning of children, young people, and staff at school and in support settings today.

<http://assess-baseline-track.com/>; Retrieved 3/18/10.

3. **Responding to the Needs of Young Latino Children: State Efforts to Build Comprehensive Early Learning Systems**

This National Council of La Raza white paper examines how states are meeting the needs of Latino and English Language Learner (ELL) children and families in their early childhood systems. Based on interviews with state leaders, “Responding to the Needs of Young Latino Children: State Efforts to Build Comprehensive Early Learning Systems” concludes that states have a long way to go to develop early learning programs that are responsive to the needs of Latino and ELL children and families.

Beltran, Erika. (2010). "Responding to the Needs of Young Latino Children: State Efforts to Build Comprehensive Early Learning Systems", The National Council of La Raza; <http://www.nclr.org/content/publications/detail/61855/>; Retrieved 02/26/10.

4. **Research Basis for PreK-3rd**

A summary of research on PreK programs that describes the short- and long-term benefits of PreK experiences through programs such as the Perry Preschool, Abecedarian, Chicago Child-Parent Centers, Tulsa Universal Prekindergarten (UPK), Georgia UPK, and Head Start. Some research also indicates that PreK-3rd educational programs maximize the effects of high quality PreK experiences. For example, in one study researchers found that the most significant predictor connecting PreK attendance to long-term outcomes in the Chicago Child-Parent Centers was the quality of the elementary school. Positive outcomes found for many children by the end of their PreK program may dissipate when they enter low-resource elementary schools. This is the jumping off point for PreK-3rd. When learning experiences are mapped out in a strategic plan across PreK, Kindergarten, First, Second, and Third Grades, the potential of ALL children to succeed and capitalize on the gains made in PreK are maximized. Research shows that children benefit from experiences reflected in the core PreK-3rd.

Prepared by Bogard, Kimber. (2010). "Research Basis for PreK-3rd". Foundation for Child Development. http://www.fcd-us.org/issues_more/issues_more_show.htm?docid=463873; Retrieved 3/10/10.

5. Studying Young Minds and How to Teach Them

“For much of the last century, educators and many scientists believed that children could not learn math at all before the age of five, that their brains simply were not ready. Research has turned that assumption on its head — that, and a host of other conventional wisdom about geometry, reading, language, and self-control in class,” according to this 2009 New York Times article. The findings from the research conducted primarily in the area of cognitive neuroscience, “are helping to clarify when young brains are best able to grasp fundamental concepts,” concludes Carey.

Carey, Benedict; "Studying Young Minds and How to Teach Them", *The New York Times*; December 20, 2009. <http://www.nytimes.com/2009/12/21/health/research/21brain.html>; Retrieved 02/26/10.

6. Integrating Early Childhood into Education: The Case of Sweden

In 1996, the governmental responsibility for childcare in Sweden was transferred from the Ministry of Health and Social Affairs to the Ministry of Education and Science. This simple shift resulted in stronger policies designed to align early childhood education with primary school and to improve education in Sweden for generations to come. Choi states that, “the Swedish reform of childcare challenges us to go beyond early childhood and develop a new, holistic approach to working with children that will embrace their development and learning according to a seamless concept of childhood, from birth to 18 years of age, in which early childhood is an integral, indispensable part.”

Choi, S. (2002). "Integrating early childhood into education: The case of Sweden". Paris, France: United Nations Educational Scientific and Cultural Organisation. <http://www.leadershiplinc.ilstu.edu/researchcompendium/prek3.shtml>; Retrieved 3/31/10.

7. Common Core State Standards Initiative

As part of the Common Core State Standards Initiative (CCSSI), drafts of the K-12 common core state standards in English-language arts and mathematics were released for public comment in March 2010. These draft standards, developed in collaboration with teachers, school administrators, and experts, seek to provide a clear and consistent framework to prepare our children for college and the workforce.

Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards in English-language arts and mathematics for grades K-12. This is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The final core standards are expected to be released in late spring.

Common Core State Standards Initiative. <http://www.corestandards.org/>; Retrieved 4/01/10.

8. 100 Children Turn 10: A Longitudinal Study of Literacy Development From the Year Prior to School to The First Four Years Of School

A longitudinal study into the development of children's literacy skills from the year prior to school entry through fourth grade is based on a sample of 100 children who were followed for five years from four sites across Australia.

Hill, S., Comber, B., Loudon, W., Rivalland, J., & Reid, J. ; (2002). "100 Children Turn 10: A Longitudinal Study of Literacy Development From the Year Prior to School to The First Four Years of School", Australia. *Department of Education, Science, and Training (2 Vols.)*. Canberra: Australia Department of Education, Science and Training. <http://www.childcareresearch.org/childcare/resources/8235>; Retrieved 3/31/10.

9. Standardized Tests and Froebel's Original Kindergarten Model

“The original idea of kindergarten— as envisioned by its founder, Freidrich Froebel is one based upon moral education, play and family involvement. However, American educators have strayed from that initial ideal and rely too much on standardized tests at too early an age. There has been a general trend to undertake in kindergarten what used to be included in the first grade curriculum, and to do in preschool what previously had been done in kindergarten. Froebel envisioned kindergarten like a garden, as a place where children developed the personality, discipline, and social skills necessary to succeed in school.” This article argues that educators should return to the Froebel rubric for educating our kindergartners.

Jeynes, W.H. (2006). "Standardized Tests and Froebel's Original Kindergarten Model". *Teachers College Record*, 108 (10), 1937-1959. www.leadershiplinc.ilstu.edu/downloads/Froegel.pdf; Retrieved 3/31/10.

10. Testing Kindergarten: Young Children Produce Data—Lots of Data

“You may not believe how many tests kindergartners take,—and what they are missing as a result.” Author Kelly McMahon, shares her perspective from the classroom as a kindergarten teacher with the Milwaukee Public Schools (MPS).

McMahon, Kelly. (2009). "Testing Kindergarten: Young Children Produce Data,—Lots of Data"; *Rethinking Schools Online*; Volume 24 No.2 - Winter 2009-10. http://www.rethinkingschools.org/archive/24_02/24_02_testing.shtml; Retrieved 3/18/10.

11. Education Reform Starts Early: Lessons from New Jersey's PreK-3rd Reform Efforts

New Jersey has built a robust, diverse provider system to deliver high-quality universal pre-k in the Abbott districts; has taken steps to expand pre-k services for at-risk children in the state's other 560 districts, and has done more than perhaps any other state in the country to link these early learning investments with early literacy reforms in the K-12 system to create a seamless, high-quality PreK-3rd early learning experience for the state's most disadvantaged youngsters. PreK programs in New Jersey have made dramatic quality improvements over the past decade. Research confirms that Abbott PreK programs are producing significant learning gains for the state's children, and that children are sustaining them into the early elementary years. A higher percentage of fourth-graders read at grade level in New Jersey than in any other state except for Massachusetts, as measured by the federally administered National Assessment of Educational Progress. The Abbott districts that have most aggressively implemented intensive literacy supports at the elementary level, while also aligning PreK and the early grades, have closed the achievement gap for the disadvantaged and minority students they serve.

Mead, Sara. (2009). "Education Reform Starts Early: Lessons from New Jersey's PreK-3rd Reform Efforts" New America Foundation. http://www.newamerica.net/publications/policy/education_reform_starts_early_0; Retrieved 2/26/10.

12. Child Care Quality Study: The Impact of Head Start Partnership on Child Care Quality: Final Report

This report was developed to learn about the nature of early care and education partnerships and their impact on quality and access to services. This study sought to determine if center-based child care programs that had formed partnerships with Head Start had higher levels of quality in their classrooms than child care programs that did not form partnerships. More than 600 children and over 200 child care centers in Ohio were observed, and staff members in these child care centers were surveyed in this study. The results showed that those child care centers that had partnered with Head Start had significantly higher observed classroom quality than comparison classrooms. Further, the longer the partnership lasted, the higher the observed quality.

Schilder, D., Broadstone, M., Chauncey B., Kiron, E., Miller, C., & Lim, Y.; (2009). "Child Care Quality Study: The Impact of Head Start Partnership on Child Care Quality: Final Report", Newton, MA: Education Development Center. <http://www.childcareresearch.org/childcare/resources/18075>; Retrieved 3/31/10.

13. Early Childhood Assessment: Why, What, and How?

This resource is a joint project of the National Research Council, Board on Children, Youth, and Families, and the National Research Council, Center for Education, Board on Testing and Assessment. This comprehensive publication is a key reference for anyone invested in promoting the optimal development for all children.

Snow, C. E. & Van Hemel, S. B. (Editors); (2008). "Early Childhood Assessment: Why, What, and How?". United States. Department of Health and Human Services Source: Washington, DC: National Academies Press.; http://books.nap.edu/openbook.php?record_id=12446&page=R1. Retrieved 4/15/2010.

14. GAO Report to Congressional Requesters Federal Education Funding: Overview of K-12 and Early Childhood Education Programs

This report offers a snapshot that captures information on programs funded over the 3-year period from fiscal year 2006 through fiscal year 2008 that including information about federal expenditure on K-12 and early childhood education programs, program characteristics, and program efficacy.

United States Government Accountability Office. (2010). "Federal Education Funding: Overview of K-12 and Early Childhood Education Programs". (January 2010). <http://www.gao.gov/cgi-bin/getrpt?GAO-10-51>; Retrieved 3/10/10.