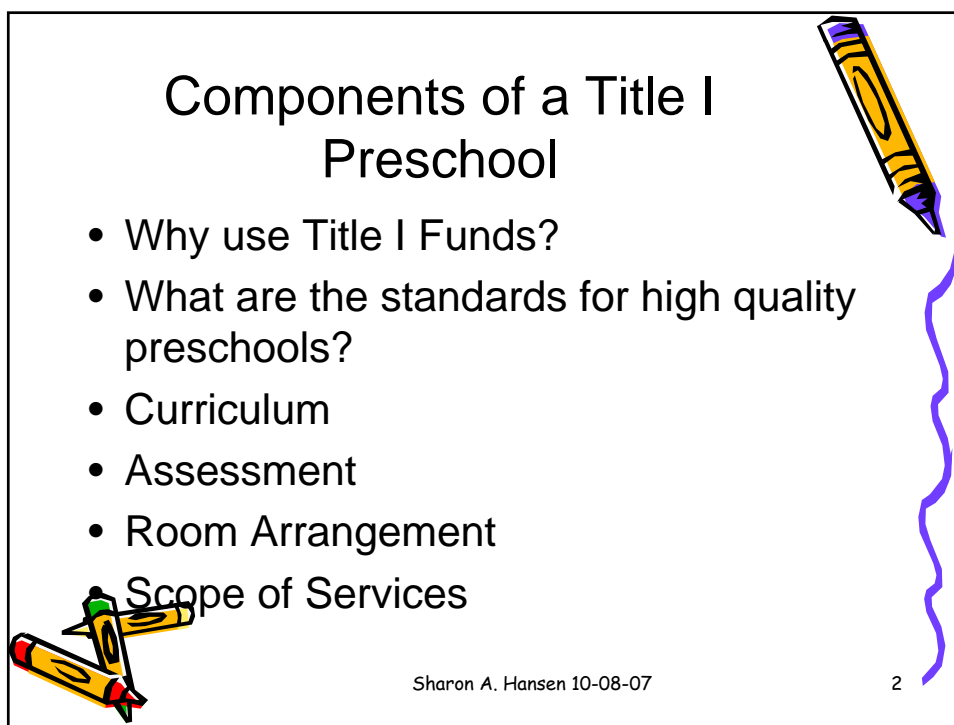


# Components of a High Quality Preschool

Sharon A. Hansen, Director  
Early Childhood Center  
Community Action Head Start  
Dickinson Public Schools



# Components of a Title I Preschool

- Why use Title I Funds?
- What are the standards for high quality preschools?
- Curriculum
- Assessment
- Room Arrangement
- Scope of Services

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## What do you know about Preschool in North Dakota?

1. What effect, if any, does socioeconomic status have on school readiness skills?
2. (T or F) Children who begin kindergarten behind their peers usually “catch up” by the 3<sup>rd</sup> grade.
3. What % of ND children aged 3 & 4 live in poverty or near poverty?



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## What do you know about Preschool in North Dakota?

4. What % of ND children aged 3 & 4 years are enrolled in preschool?
5. What is the recommended maximum number of 3 & 4 year old children in a preschool classroom?
6. What is the recommended staff to child ratio in a preschool classroom?



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## What do you know about Preschool in North Dakota?

7. What skills are included in school readiness?
8. Does ND have early learning standards for preschool?
9. How do preschool children learn best?
10. How should preschool children be tested?



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## Why Should We Use Title I Funds for Preschool?

- **National Education Goal One**
  - By the year 2000, all children in America will start school ready to learn.
  - Depended upon availability of high quality preschool programs to prepare each child for school.

(U. S. Department of Education, 1995)



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## Why Should We Use Title I Funds for Preschool?

(Rimm-Kaufman, Pianta, & Cox, 2000)

- National survey- K teachers
  - Half the children lacked readiness skills.
  - Children who attended Head Start or high quality preschool programs were better prepared.



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## Why Should We Use Title I Funds for Preschool?

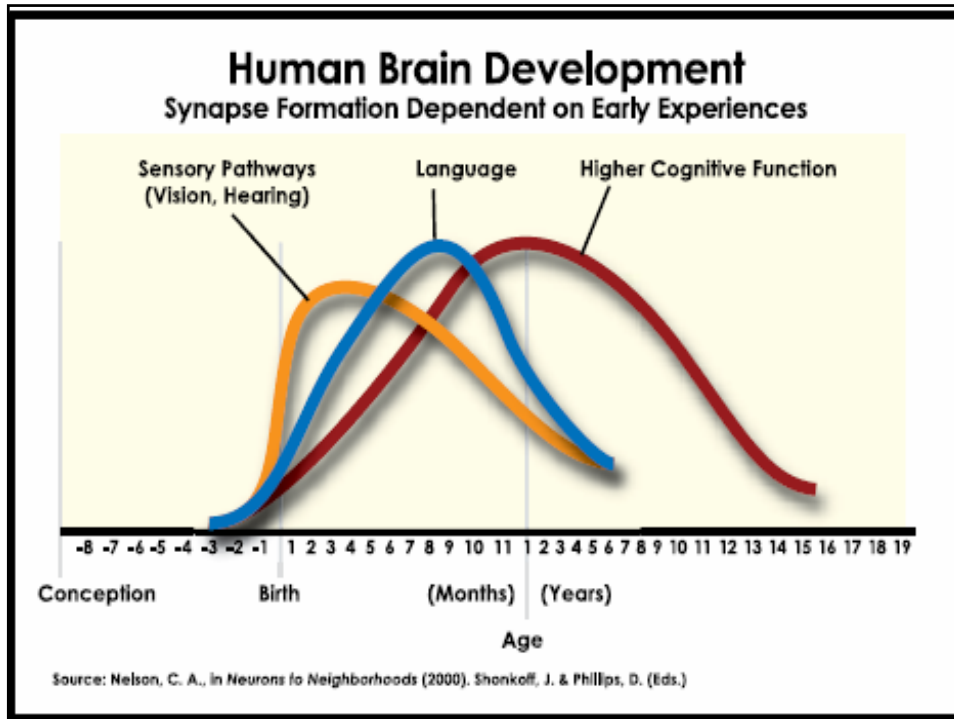
- Children's academic and social skill development upon entry into kindergarten predicted future school achievement.

(Entwisle and Alexander, 1999)

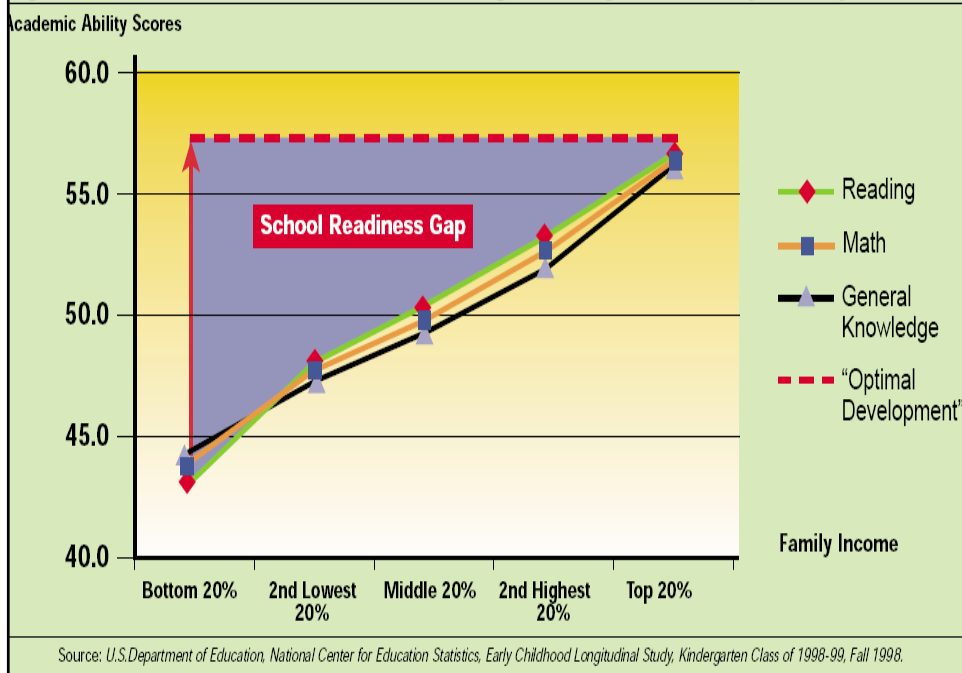


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**Figure 2. Academic Abilities of Entering Kindergarteners by Family Income**



# Who Benefits from High Quality Preschool?

Barnett, W. S., Brown, K., & Shore, R. (2004)

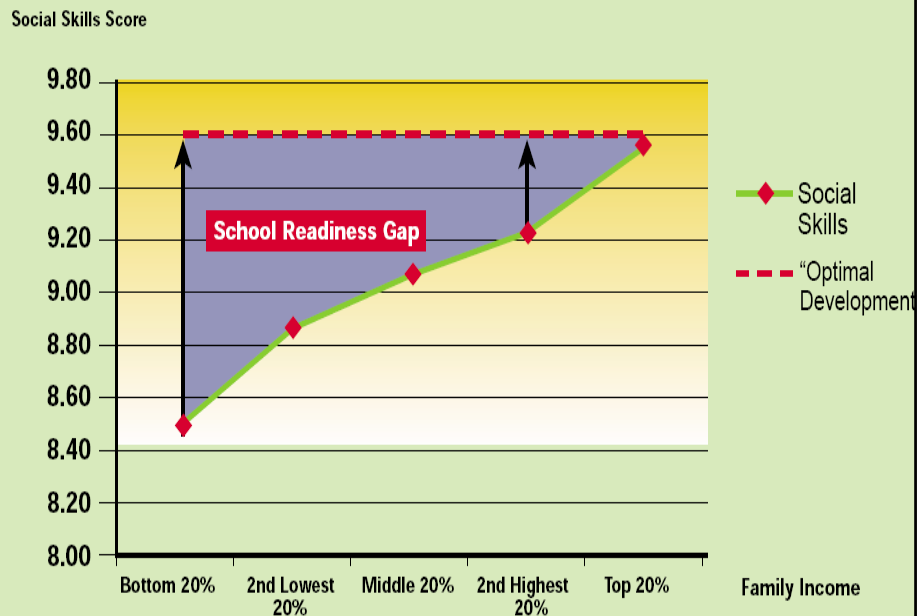
Cognitive scores of preschool-age children in the highest socioeconomic group are 60 percent above the average scores of children in the lowest socioeconomic group



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*Figure 1. Social Skills of Entering Kindergarteners by Family Income*



## Who Benefits from High Quality Preschool?

- Middle-income children
  - Grade repetition (12%)
  - High school dropout (11%)
- Children in poverty
  - Grade repetition 17%
  - High school dropout 23%

*Barnett, Brown & Shore, 2004*



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## The 30 Million Word Gap

(Hart and Risley, 2003)

- The Research Study
  - Followed 42 children
  - 7 months to 3 years
  - Low, middle, and upper social-economic status, SES
- Findings
  - 3 year old children from low SES
    - Smaller vocabularies
    - Add new words at a slower rate



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## Accumulated Word Experience by Age 4

(Hart and Risley, 2003)

- Low SES
  - 13 million words
- Middle SES
  - 26 million words
- Upper SES
  - 45 million words



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## Why Should We Use Title I Funds for Preschool?

- *No Child Left Behind (NCLB) Act of 2001*
  - Assumed all children entered school at same proficiency levels in reading and math.
  - Children who began school behind their peers were required to make gains of 20% or more to meet the *NCLB* targets

(Neuman, 2003)

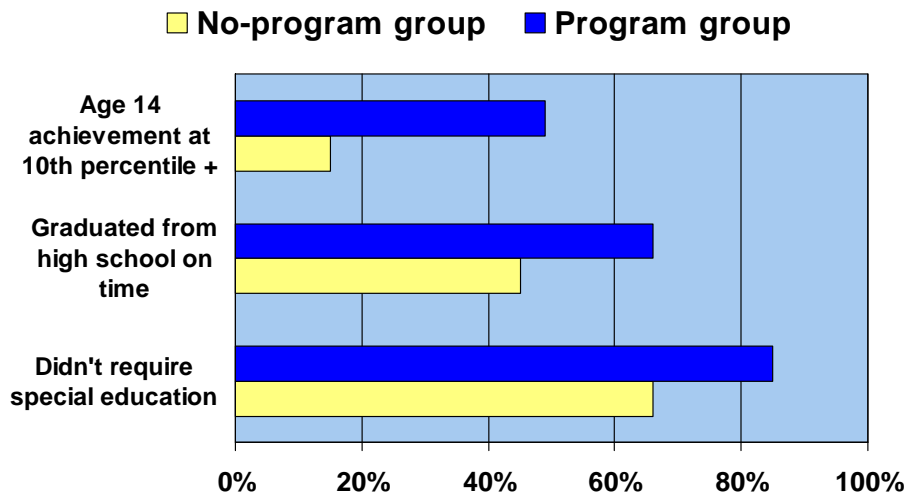


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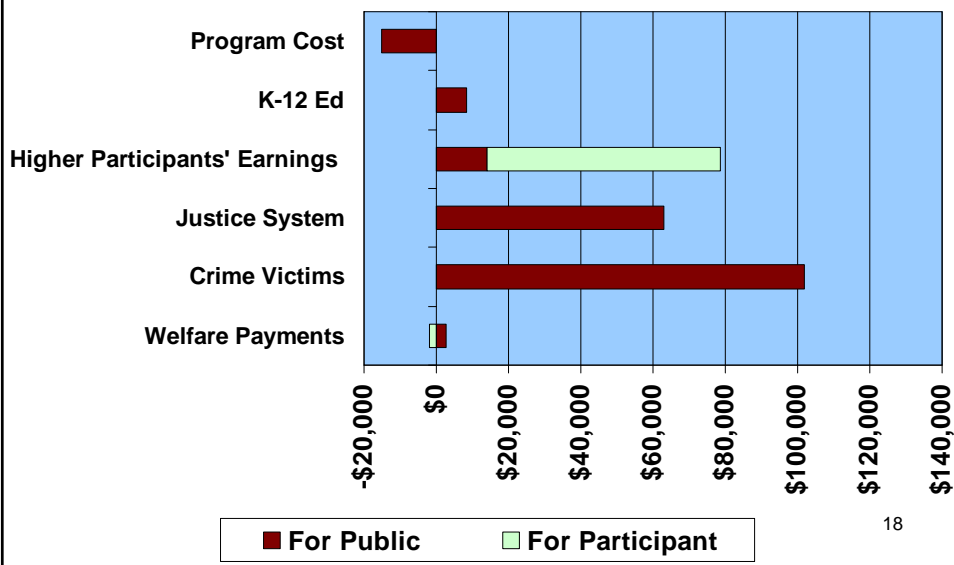
## Perry: Educational Effects



Source: High/Scope Educational Research Foundation

17

## Perry Preschool Costs and Benefits Over 62 Years



18

## Why Should We Use Title I Funds for Preschool?

- Pre- K Children
  - Scored higher on math, reading, and language upon entry into kindergarten

(Gormley, Gayer, Phillips, & Dawson, 2005)



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## Gains Made by State PreK Programs

(Barnett, Lamy, Jung, 2005)

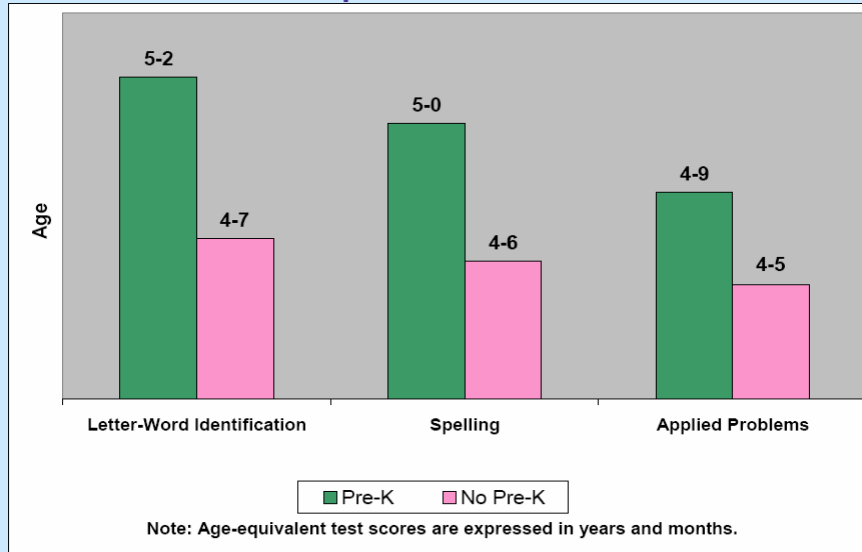
- **Five State Study**  
(MI, NJ, OK, SC, WV)
  - + 31% Vocabulary
  - + 85% Print Awareness
  - + 44% Early Math Skills
- **Oklahoma Study**
  - + 52% Prereading
  - + 27% Prewriting
  - + 21% Early Math



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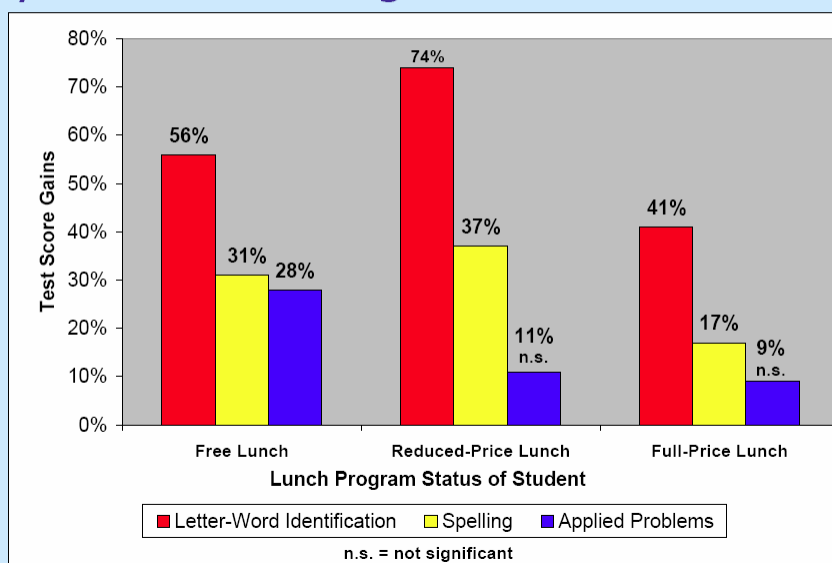
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## Age-Equivalent Test Scores for Children Exposed to Tulsa Pre-K



Students in Tulsa pre-K advance several months beyond other students.

## Effects of Tulsa Pre-K Program by Free Lunch Program Status of Student



## What about our children and families in North Dakota?

- **Poverty rate for 0 to 4 year age group**
  - Higher than any other age group
  - 18% (100 % poverty)
  - 23% (100-200% poverty)
- **Single parenting from 1980 to 2000**
  - Increased from 10% to 19% in ND
  - Increased from 22 % to 27% in US
- **Grandparents raising children**
  - Increased 62% since 1990

2005 North Dakota Kids Count!



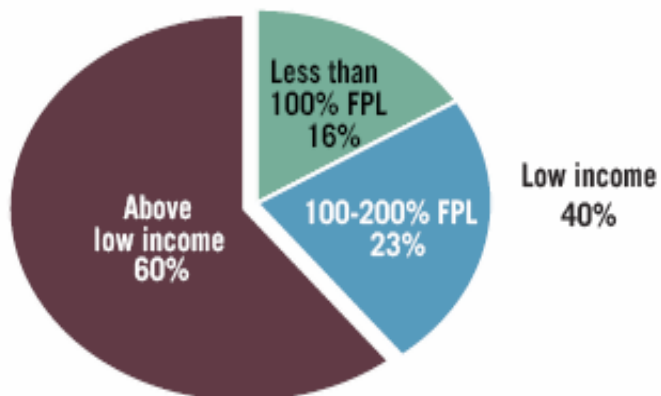
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## North Dakota Children Under 6

NCCP

### Young children by income level [2005]



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# North Dakota Preschool Enrollment

U.S. Census Bureau (2000)

- ND - 34.4% Children ages 3 and 4 enrolled
- North Dakota ranks 50<sup>th</sup>
- South Dakota ranks 45<sup>th</sup>
- Montana ranks 39<sup>th</sup>
- Minnesota ranks 29<sup>th</sup>



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# Quality Standards (NIEER)

- Staff-child ratio 1:10
- Max class size 20
- Teacher has BA
- Teacher has specialized training in pre-k
- Asst teacher has CDA or equivalent
- At least 15 hours/year in-service training
- Site visits for monitoring
- Comprehensive early learning standards
- Vision, hearing and at least 1 support service
- At least one meal



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<b>What we <i>don't</i> mean by quality pre-k for all</b> <small>(Watson, n.d.)</small>	<b>What we <i>do</i> mean</b>
High pressure Low quality/only care about access Academic only Prek for all = same size fits all Prek for all = every single child right now Only 4's Only in schools Ignore parents Mandatory Silver bullet	Fun – “can I go to pre-K?” Improving quality AND access (TN) Social/emotional development plus wrap around Core for all plus more for at-risk Prek for all = Goal of all, reach most, over time (Arkansas) 3's and 4's Diverse settings, parent choice (NY) Support parents too Absolutely voluntary Essential but not sufficient – children need other supports as well (Illinois)

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**Table 1. Characteristics of the “Model” Abecedarian, Perry, and Child-Parent Center Programs** Preschool Policy Brief | July 2012

	PROGRAM		
Characteristic	Abecedarian <sup>20</sup>	Perry <sup>21</sup>	Child-Parent Centers <sup>22</sup>
Location	Chapel Hill, NC	Ypsilanti, MI	Chicago, IL
Ages Served	6 weeks – 5 years old	3- & 4-year-olds	3- & 4-year-olds
Schedule	8 hours/day 5 days/week 50 weeks/year	2.5 hours/day 5 days/week 30 weeks/year	3 hours/day, 5 days/week 35 weeks/year + 6-week summer program
Maximum Class Size	12 (Infants) 7 (Pre-toddlers & Toddlers) 12 (Preschoolers)	13	17
Teacher/Assistant: Child Ratio	1:3 (Infants) 1:4 (Pre-toddlers/Toddlers) 1:6 (Preschoolers)	1:6.5	1:8.5
Teacher Qualifications	BA, MA, or demonstrated skills and competencies	BA & elementary and special education certification or better	BA & early childhood certification or better
Curriculum	Child-centered learning games and experiences	High/Scope	Emphasis on basic math and literacy skills through mix of teacher-directed whole-class instruction and small-group activities

## Standards for Preschool Programs

- Class size
  - 20 or less
- Teacher to Child Ratio
  - 10 to 1



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## Class Size and Adult-Child Ratio Recommendations

NPC Prekindergarten Framework

Organization	Class Size (maximum)		Adult-Child Ratio	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds
American Academy of Pediatrics; American Public Health Association; National Research Center for Health and Safety in Child Care <sup>3</sup>	14	16	1:7	1:8
National Association for the Education of Young Children (NAEYC) <sup>4</sup>  (Note: New, lower ratios and group sizes are under review.)	16	20	1:8	1:10
National Research Council <sup>5</sup>	13	13	1:7	1:7

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## Standards for Preschool Programs

- Scheduling
  - 4 or 5 days per week
  - 2 to 3½ hours/day
- Research
  - Full-Day Kindergarten
  - NJ Full-Day Preschool
    - Gained 11 to 12 pts on standardized tests compared to 6 to 7 pts



(Robin, Frede, Barnett, 2006)

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## What is School Readiness?

National Education Goals Panel

- Physical well-being and motor development
- Social and emotional development
- Approaches to learning
- Language development
- Cognition
- General knowledge



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## Dimensions of School Readiness

National Education Goals Panel

- **Physical Well-Being**
  - Chronic health or disabling conditions
  - Visual and auditory abilities
  - Height and weight
  - Physical stamina, sleep, nutrition
  - Overall health



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## Dimensions of School Readiness

National Education Goals Panel

- **Motor Development**
  - Gross and fine motor development
  - Independent physical functioning
  - Hand-eye coordination
  - Hyperactivity



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# Dimensions of School Readiness

National Education Goals Panel



- **Social Development**

- Positive relationships and interactions with adults and peers
- Social problem solving skills (e.g., conflict resolution)



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## Actions and Phrases for the Six Problem-Solving Steps

- |                        |   |
|------------------------|---|
| <b>1. Approach:</b>    | Place yourself between children, on their level. Use a calm voice and gentle touch.   |
| <b>2. Acknowledge:</b> | “You look really upset.”  |
| <b>3. Ask:</b>         | “What’s The Problem?”   |
| <b>4. Restate:</b>     | “So the problem is...”  |
| <b>5. Ask:</b>         | “What can we do to solve this problem?”<br>Encourage children to think of a solution. |
| <b>6. Follow up:</b>   | “You solved this problem.”<br>Stay near to offer follow-up support.                   |

# Dimensions of School Readiness

National Education Goals Panel

- **Emotional Development**

- Self-confidence
- Appropriate emotional expressiveness
- Awareness of others' feelings
- Behavioral and emotional problems



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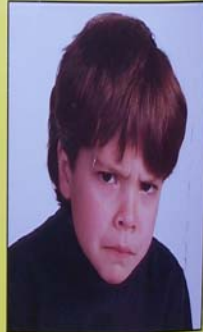
# Emotions



happy



sad



angry



afraid

## Dimensions of School Readiness

National Education Goals Panel

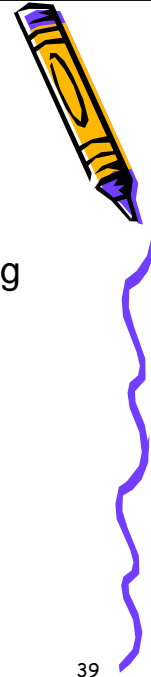
- **Approaches to Learning**

- Self-direction, self-control, and planning abilities
- Ability to follow directions
- Curiosity
- Enthusiasm
- Persistence
- Imagination



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## Dimensions of School Readiness

National Education Goals Panel

- **Language Development**

- Language comprehension (receptive)
  - Listening for meaning
  - Receptive vocabulary
- Language production (expressive)
  - Speaking clearly
  - Spoken vocabulary
- Emergent literacy
  - Early reading and writing skills



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## Dimensions of School Readiness

National Education Goals Panel

- **Cognition and General Knowledge**

- General knowledge
- Mathematical knowledge
- Scientific thinking and knowledge



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## Standards for Preschool Programs

- **North Dakota Early Learning Guidelines**

- Aligned with the ND Curriculum Standards and Benchmarks for K-12
- Skills, knowledge, & dispositions young children need to ensure successful transition into Kindergarten
- Eight Domains

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## North Dakota Early Learning Guidelines Draft

- Available soon
- Watch ND Websites
  - Dept Human Services
  - Title I Preschool



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## Health & Physical Development

- Physical Health & Well Being
  - Wipes nose independently
  - Washes and dries face
  - Basic knowledge of health, nutrition, exercise



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## Health & Physical Development

- **Gross motor**
  - Balance
  - Movement Skills
- **Fine motor**
  - Eye hand Coordination
  - Drawing, printing, cutting, pouring



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## Social & Emotional Development

- **Interactions with Adults & Peers**
  - Asks for adult help as needed
- **Self-Regulation**
  - Regulates feelings/emotions
- **Social Competence**
  - Resolves conflict



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## Approaches to Learning

- **Initiative & Curiosity**
  - Uses trial and error to experiment with a variety of solutions
- **Imagination & Invention**
  - Role plays people they know



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## Expressive Arts & Creative Thinking

- Music & Dance
- Visual Arts
- Dramatic Play



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## Language and Literacy

- **Listening and Comprehension**
  - Uses words and pictures to read a story
- **Emergent Writing**
  - Dictates story
- **Phonological Awareness**
  - Understands sounds of language:
    - bat-rat, hat-hit, rag-rat
- **Emergent Reading**
  - Understands that print conveys meaning



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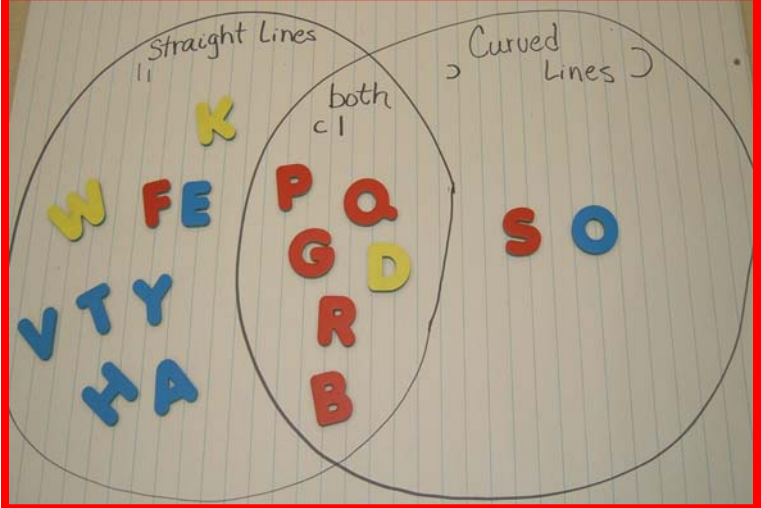
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Letter Links: The brain remembers concrete vivid images

52





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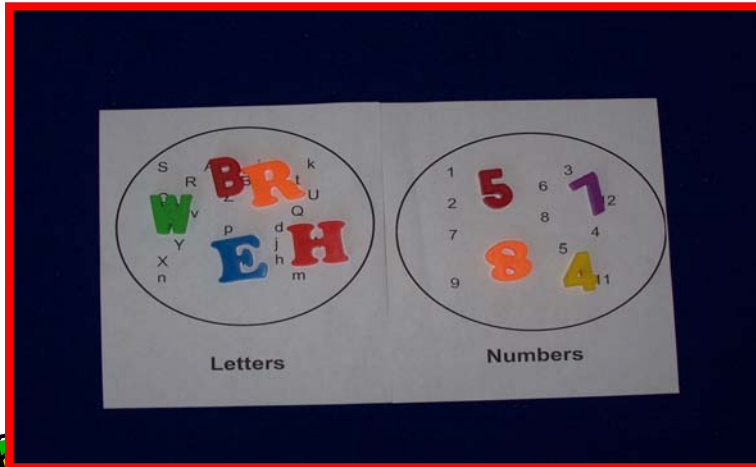
Drawing attention to letters and their distinguishing features.



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Hands-on activities and active participation form stronger associations with existing knowledge.

# Sorting Letters and Numbers...



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# Handwriting without Tears



 Big line Big line Little line	 Big line Little curve Little curve	 Big C curve	 Big line Big curve	 Big line Little line Little line Little line	 Big line Little line Little line	 Big curve Little line Little line	 Big line Big line Little line	 Big line Little line Little line
 Big line Turn Little line	 Big line Little line Little line	 Big line Little line	 Big line Big line Big line Big line	 Big line Big line Big line	 Big C curve Keep going	 Big line Little curve	 Big C curve Keep going Little line	 Big line Little curve Little line
 Little curve Turn Little curve	 Big line Little line	 Big line Turn Big line	 Big line Big line	 Big line Big line Big line Big line	 Big line Big line	 Little line Big line	 Little line Big line Little line	

www.hwtears.com

A boy named KARL  
Starts tomorrow.

Teach children the relevance of reading. 58

Question of the day!  
Provide opportunities for reading aloud and reading for meaning.

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## Mathematics and Logical Thinking

- **Number Sense**
  - Recognizes number symbols
- **Spatial Sense**
  - Names, draws, compares, & sorts shapes
- **Measurement**
  - Uses measurement vocabulary



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## Science and Problem Solving

- Knowledge
  - Differences between living and nonliving things
- Observation
  - Describes physical properties of objects and living things



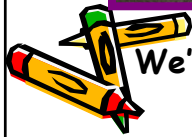
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Fish		
K	W	L
What we <u>know</u> about fish - they live in water - some are big and some are small - they can be in tanks at your house - you can eat them - you can catch them with hooks	What we <u>want</u> to know about fish What happens to them when the water turns to ice? What do fish eat? How do they breathe in the water?	What we <u>learned</u> about fish - Fish go really really deep under the ice. - Fish eat fish food and other fish - Fish have <u>gills</u> to help them breathe in water.

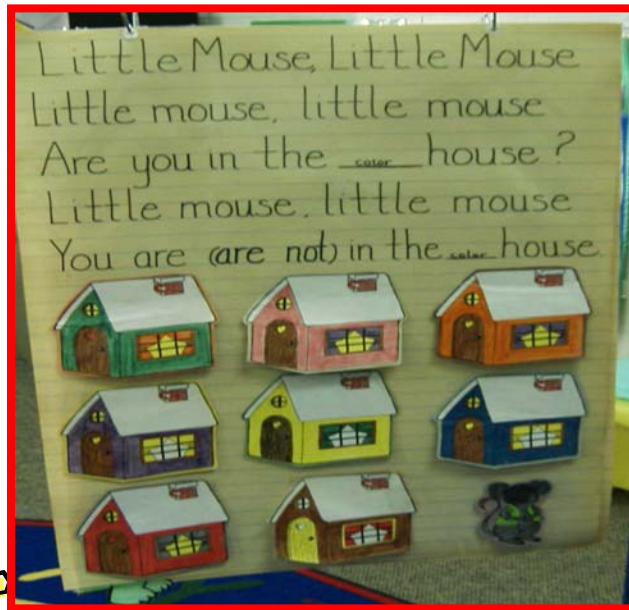
KWL Chart: Find out what children already know

62



We're learning about Math and Science by sorting and comparing properties.

63



Learning our colors with Little Mouse!

64

## Social Studies

- Families and Cultures
  - Describes what family is
- Community
  - Understands roles of community members
- Decision Making
  - Participates in creating & following rules



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## I know the rules at school!



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## Checklist for Preschool Curriculum Adoption

(Frede & Ackerman, 2007)

1. How does curriculum define role of teacher and child?
2. Will curriculum lead to achievement of state early learning guidelines?
3. Does curriculum provide for differentiated teaching?
4. Does curriculum provide appropriate assessment system?



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## Checklist for Preschool Curriculum Adoption

(Frede & Ackerman, 2007)

5. Does research support effectiveness of curriculum?
6. What professional development is provided?
7. What materials are required?
8. What guidance is offered for parent involvement and transition to kindergarten?



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## Research Based Curricula

- [Bank Street Developmental Interaction Approach](#)
- [The Creative Curriculum®](#)
- [Curiosity Corner®](#)
- [High/Scope Preschool Curriculum](#)
- [Tools of the Mind Project](#)



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## Early Childhood Curricula

Institute of Educational Sciences  
U.S. Dept of Education

- U.S. Dept of Educ
  - Conducted research
  - Early Childhood Curricula
- Results available
- [http://ies.ed.gov/ncee/wwc/reports/early\\_ed/index.asp](http://ies.ed.gov/ncee/wwc/reports/early_ed/index.asp)



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## Appropriate Assessments

NAEYC

- Children must benefit
- Should not be categorized by single test score
- Multiple observations over time during active involvement
- Emphasis on what each child has learned.



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## Purposes of Assessments

NAEYC

- Make decisions about teaching and learning
- Identify concerns that may require focused intervention
- Limited use of individually administered, norm-referenced tests



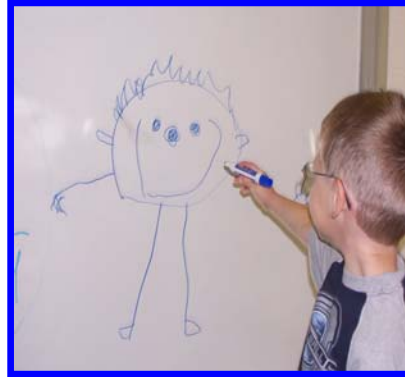
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# Assessment

- Factual notes about each child's behaviors, experiences, and interests
- Progress Report
- High/Scope Child Observation Record
- Family Report



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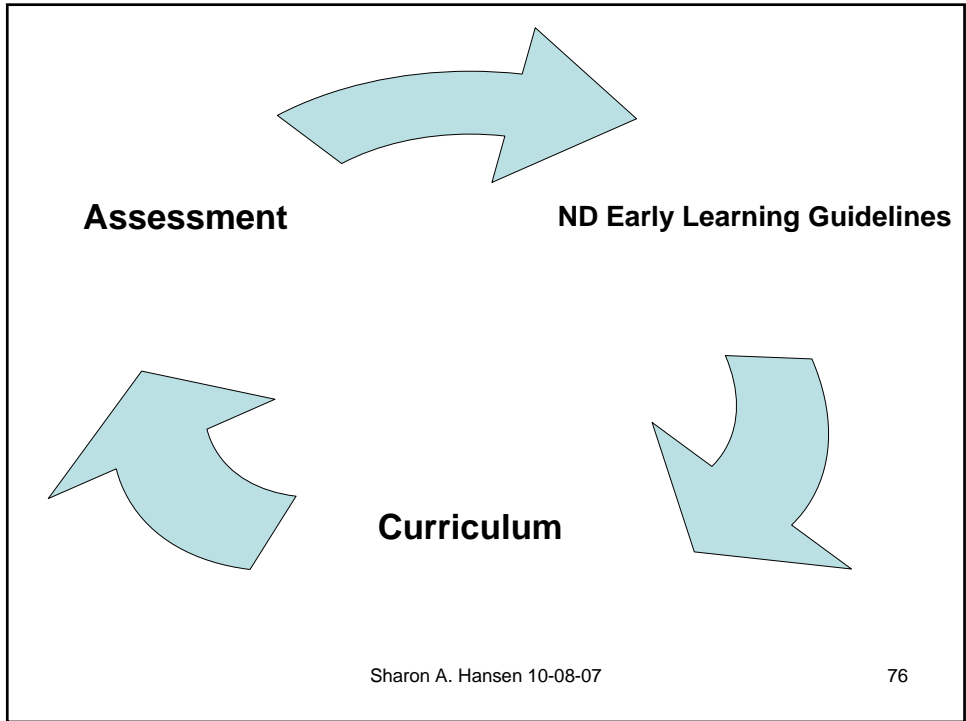
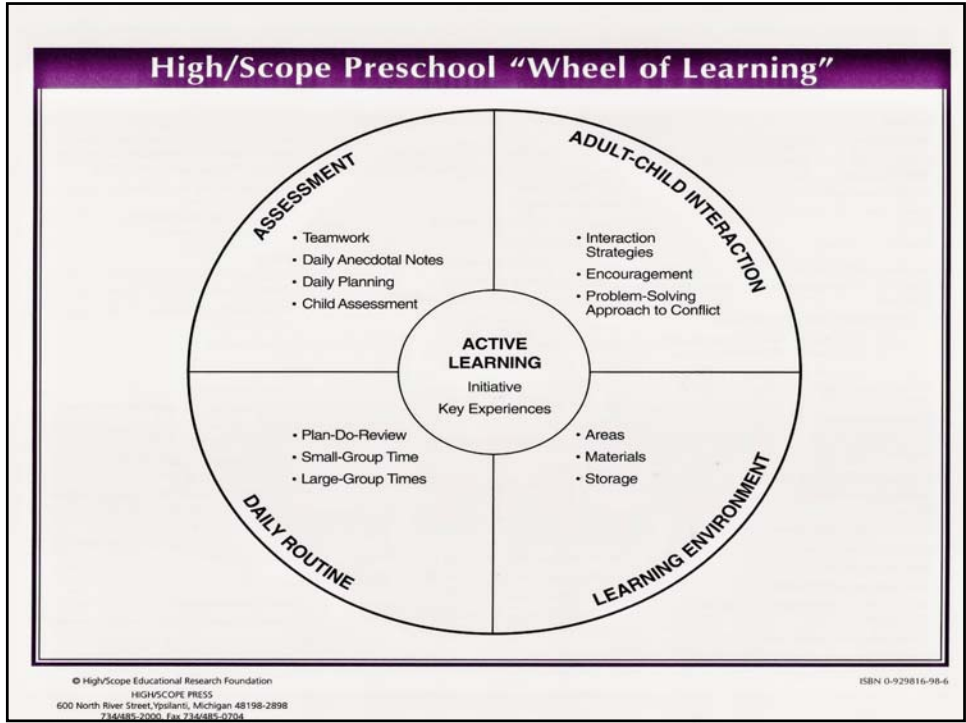
# Assessment

- Portfolios or Work Samples
- Teacher Checklists or Progress Reports
- Curriculum Assessments
- Individualized



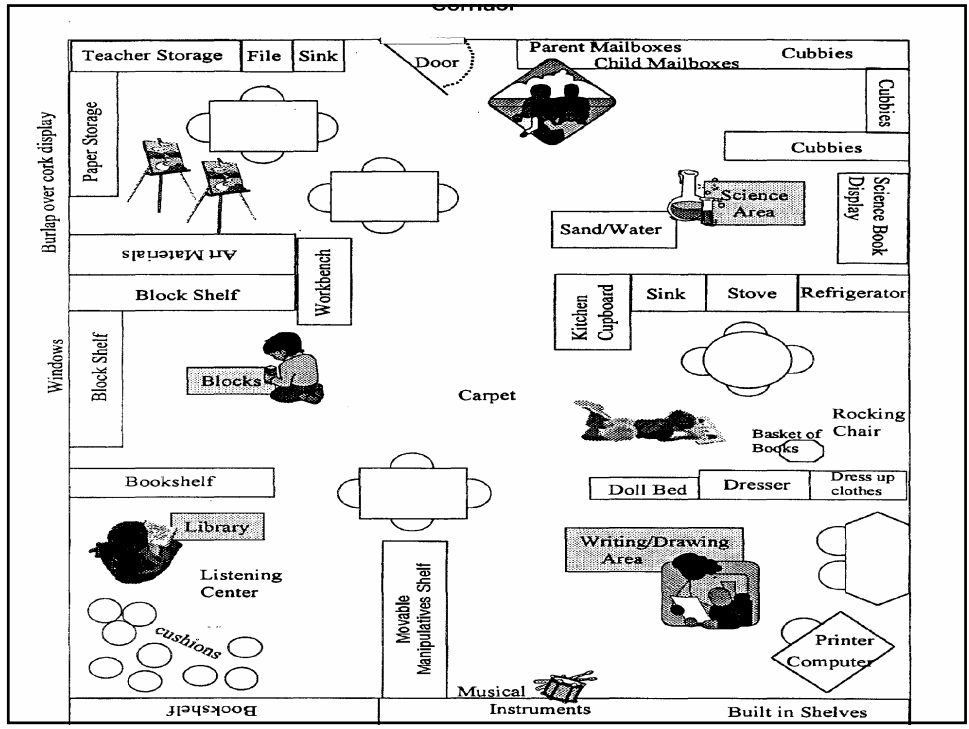
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**The Art Center.**

## Art Center

- Express original ideas and feelings
- Develop small muscle skills
- Recognize colors
- Develop creativity
- Identify property changes



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**The Sensory Center**

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# Sensory Center

- Lays foundation for mathematical thinking
- Experiment with properties of materials
- How many cups will it take to fill the pail?



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# The Library Center

86

# Library Center

- Provides foundations for reading & writing
- Picture Books
- Books on Tape
- Books with real pictures of their friends & classroom activities



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# The Science Center

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# Science Center

- To learn about the natural environment
- To experiment & record ideas
- Develop problem solving & questioning skills



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89



# The Block Center

90

# Block Center

Children learn shapes, sizes, spatial relationships, math concepts, problem solving, weight, size



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## The Table Toys Center

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## Table Toys

- Children learn sorting & classifying
- Judging distance, direction, right & left, up & down
- Describing what they are thinking & doing



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**Dramatic Play Center**

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# Dramatic Play Center

- Important to child's later academic success
- Children recall prior experiences & recreate them
- Recall details
- Extends memory
- Problem solving



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## The Computer Center

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# Computer Center

- Math skills
- Beginning reading concepts
- Express creativity
- Solve problems
- Interactive
- Varied Skill Development
- Work in pairs



Checking the Weather



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98

When the clean-up music starts, I put the toys back on the shelf where they belong. I look for the labels on the shelves to help me pick up all by myself.



## Scope of Services

NPC Prekindergarten Framework

- Children from low income families more likely to succeed in school if they receive supplemental services
- Children do better in school when families are given the opportunity to create a home environment conducive to learning;



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# Supplemental Services

NPC Prekindergarten Framework

- Child Nutrition
- Physical Health
  - Screening
- Mental Health
- Family Support



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# Supplemental Services

NPC Prekindergarten Framework

- Family Involvement
  - Parent Training
    - Countdown to Kindergarten
    - Family Literacy Nights
  - Home Visits
  - Parent Volunteering
  - Parent Teacher Conferences



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## Collaboration with Other Preschool Providers

- Create a new preschool
- Collaborate
  - Licensed Preschool
  - Head Start
  - Early Childhood Special Education



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## Preschool Teacher Qualifications

- Title I Teacher Qualifications
  - B-3 Teacher Credential
- Head Start & Licensed Preschool Teachers
  - B.S. Early Education
  - A.A. Early Education
  - Child Development Associate



Planning Time

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## Collaboration with Other Preschool Providers

- Head Start Requirements
  - Health
  - Nutrition
  - Family Partnerships
  - Community Partnerships
  - Early Education & Disabilities
  - Governance



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## Collaboration with Other Preschool Partners

- Staff
- Facilities
- Equipment & Supplies
- Professional Development
- Serve More Children
  - Title I
  - Head Start
  - Children with Disabilities
  - Children from the Community



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# Aims of Education

The habits we form  
from childhood  
make no small  
difference, but  
rather they make all  
the difference.

Aristotle



Sharon A. Hansen 10-08-07

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