

Louisiana Believes

PreK-2 Instructional Support

Session Objectives

By the end of this session, participants will be able to:

- Identify the early learning skills and content knowledge children need to achieve mastery in grades 3 and beyond.
- Describe district actions necessary for teachers to provide high-quality instruction to support children's development.
- Develop next steps to implement one or more key actions to improve the quality of classroom instruction.

Goal

Ensure all young children master age-appropriate skills and content knowledge to achieve reading and math proficiency in third grade and beyond.

Turn and Talk

What supports do teachers need to provide high-quality instruction?

Instructional Vision



District Actions

1. Implement sound assessment practices that include
 - screening and diagnostic measures
 - formative assessments embedded in curriculum and instruction
2. Provide rigorous instructional materials to classrooms (i.e., Tier 1 curriculum; Guidebooks)
3. Provide high-quality professional development for all staff to effectively implement curriculum and assessments.



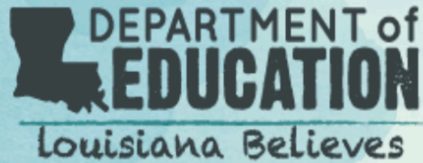
District Action #1



Implement sound assessment practices that include

- screening and diagnostic measures
- formative assessments embedded in curriculum and instruction

Accessing the KEA and K-3 Literacy Assessment Guidance



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Accessing the KEA and K-3 Literacy Assessment Guidance

LOUISIANA'S PLAN FOR STUDENT ACHIEVEMENT

Starts Here



ACCESS RESOURCES to Support Effective



ACCESS RESOURCES to Support Rigorous



Students Master Louisiana Student



Students are College + Career Ready

Accessing the KEA and K-3 Literacy Assessment Guidance



ASSESSMENT RESOURCES

- [Assessment Calendar](#)
- [2016-2017 Assessment Checklist](#)
- [Assessment Guides](#)
- [District Assessment Guide](#)
- [Kindergarten Entry Assessment and K-3 Literacy Assessment Guide](#)
- [Overview of 2016-2017 Summative Assessments](#)
- [Practice Tests](#)



DATA SYSTEMS

- [Minimum Foundation Program Audit Guide](#)
- [2014 SER User Guide](#)
- [2015 STS User Guide](#)
- [2016 SPS User Guide](#)
- [2016-2017 CUR User Guide](#)
- [2016-2017 PEP User Guide](#)
- [2016-2017 SIS User Guide](#)
- [2016-2017 SPC User Guide](#)
- [2016-2017 ECCS User Guide](#)
- [2016-2017 TSDL User Guide](#)
- [Compass Information System](#)
- [2014-2015 Annual Financial Reports \(AFR\)](#)



INSTRUCTIONAL RESOURCES

- [PD Vendor Course Catalog](#)
- [PD Planning Guide](#)
- [ELA Guidebooks 2.0](#)
- [Digital Literacy Guide](#)
- [English Language Learning Handbook](#)
- [Curriculum Implementation Scale](#)



Accessing the KEA and K-3 Literacy Assessment Guidance

TABLE 1: TYPES AND PURPOSES OF ASSESSMENT IN THE PRIMARY GRADES

TYPE	REQUIRED*	PURPOSE	CHARACTERISTICS
Screening	Yes, KEA and K-3 Literacy Screener	Identifies which children are at risk for academic or developmental delays and need extra help	<ul style="list-style-type: none"> Generally quick to administer Sensitive to different levels of development
Diagnostic	No, but recommended	Provides specific information about the nature and severity of a suspected weakness or problem	<ul style="list-style-type: none"> Given to children who perform below level on a screener
Progress Monitoring	No, but recommended	Monitors progress of children's competencies over time and whether they are on track to meet grade-level standards	<ul style="list-style-type: none"> Formative, ongoing Curriculum based, directly reflecting content or skills children are learning
Outcome	No, but recommended	Measures whether children achieved learning goals to evaluate program quality	<ul style="list-style-type: none"> More objective than other assessment types Scores are aggregated into a group result

*Fall only. No specific assessment is required. Options are offered.

ASSESSMENT FLOW CHART

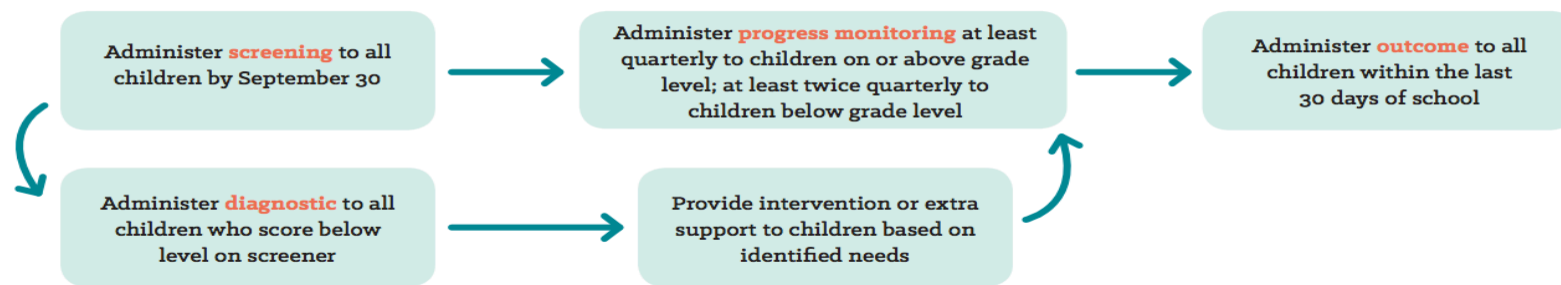


TABLE 3: LITERACY ASSESSMENT RECOMMENDATIONS

*Districts choose **ONE** screening option listed for each grade level. Screening must be conducted the first 30 days of school and data must be reported to LDOE by September 30 each year. Use this [form](#) to report results in the district Data Management folder on the [FTP Server](#). If using DIBELS, click [here](#) for additional guidance. For guidelines administering alternate assessments click [here](#). Districts must apply for a waiver to use an assessment not on the list.

GRADE LEVEL	SCREENING ASSESSMENT* OPTIONS	DIAGNOSTIC ASSESSMENT (OPTIONAL)	PROGRESS MONITORING ASSESSMENT (OPTIONAL)	OUTCOME ASSESSMENT (OPTIONAL)
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Kindergarten Entry Assessment (KEA) 2017 – 18 Options

- **Teaching Strategies GOLD Survey**®
 - ❖ Observation-based tool, aligned to PreK standards
 - ❖ 32 items
 - ❖ \$10.45/child (includes database to report results)
 - ❖ Districts pay
- **Desired Results Developmental Profile**® (DRDP-K)
 - ❖ Observation-based tool, aligned to PreK standards
 - ❖ 27 items in 5 domains
 - ❖ Free (also includes a free app to collect data only, not report)
 - ❖ Report results for 27 items for each child on an Excel spreadsheet provided by LDOE
- **Developing Skills Checklist**® (DSC)
 - ❖ 144 items
 - ❖ Out-of-print, however, districts may choose to use this assessment during the 2017-18 transitional year if they have secured sufficient materials
 - ❖ Report results for 144 items for each child on an Excel spreadsheet provided by LDOE

In 2018-19, DSC will not be an option.

KEA Costs, Resources, and Reporting

KEA Options	Cost	Resources	Reporting (Due 9/30)
GOLD Survey	\$10.45/ student	Observation videos Research FAQs	GOLD data system
Desired Results Developmental Profile (DRDP-K)	Free	Observation videos Observation Checklists Notes Organizers Parent Information FAQs Research Dual Language Learners	LDOE-provided spreadsheet/FTP
Developing Skills Checklist (DSC)*	Free	None	LDOE-provided spreadsheet/FTP

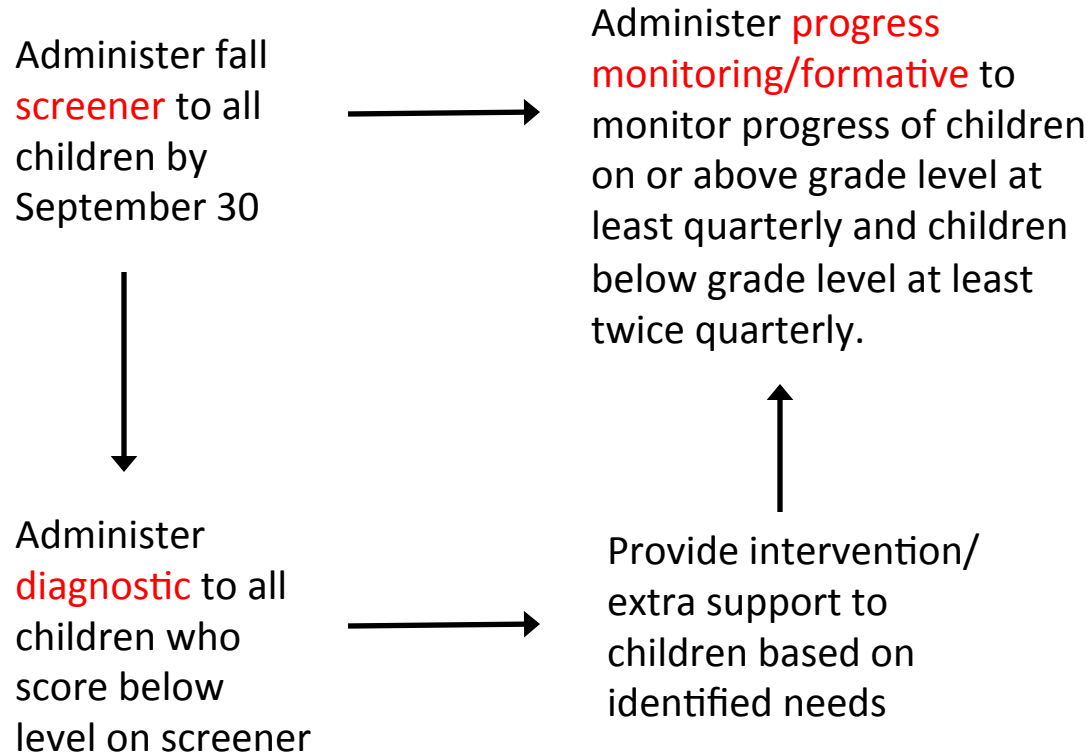
GOLD and DRDP Correlation

GOLD® Cognitive Development		DRDP® Approaches to Learning-Self Regulation and Social-Emotional Development
Objective 11 - Demonstrates positive approaches to learning	b. Persists	ATL-REG 3 - Engagement and Persistence: Returns to activities on multiple occasions to complete a task
	c. Solves problems	ATL-REG 3 - Engagement and Persistence: Works through challenges
	d. Shows curiosity and motivation	ATL-REG 1 - Curiosity and Initiative in Learning: Carries out investigations using familiar strategies, tools, and sources of information
GOLD® Literacy Development		DRDP® Language and Literacy Development (Continued)
Objective 16 - Demonstrates knowledge of the alphabet	b. Identifies/names letters (names between 10-20 upper- and lower-case letters in random order)	LLD 9 - Letter and Word Knowledge: Identifies 10 or more upper- & lowercase letters; knows that letters correspond to sounds in words LLD 10 - Emergent Writing: Uses letters to represent meaning
Objective 17 - Demonstrates knowledge of print and its uses	a. Uses and appreciates books and other texts (knows features of books such as author, title)	LLD 7 - Concepts about Print: Shows understanding of print material (points to words on front cover of book)
	b. Uses print concepts (tracks print)	LLD 7 - Concepts about Print: Follows print on a page of text
GOLD® Math Development		DRDP® Math Development
Objective 20 - Uses number concepts and operations	b. Quantifies (adds or subtracts small quantities of objects to create a set)	Math 3 - Number Sense of Math Operations: Adds and subtracts small quantities of objects
	c. Connects numerals with their quantities (counts 10 objects)	Math 2 - Number Sense of Quantity: Counts 10 objects using one-to-one correspondence
Objective 21 - Explores and describes spatial relationships	a. Understands spatial relationships (positional words)	Math 6 - Shapes: Recognizes shapes when they are presented in different orientations (in a picture, upside down)

K-2 Literacy Assessment Recommendations

Grade Level	Screening Assessment Options (Required)	Diagnostic Assessment Options	Progress Monitoring Assessment Options
K	DIBELS Next First Sound Fluency Fountas & Pinnell Initial Sounds iSTEEP Initial Sound Fluency STEP First Sounds	Quick Phonics Screener (Tasks 1a-b) iSTEEP Diagnostic Adaptive	EAGLE Formative Instructional Tasks Tier 1 Curriculum-Embedded
1	DIBELS Next Nonsense Word Fluency-CLS Formative Assessment for Students and Teachers FAST Fountas & Pinnell Phonograms iSTEEP Nonsense Word Fluency STEP Reading Record	GRADE Quick Phonics Screener (Tasks 2-3) iSTEEP Diagnostic Adaptive	
2	Aimsweb Oral Reading Fluency DIBELS Next Oral Reading Fluency (Passage 1 only; Words Correct score) FAST Fountas & Pinnell Oral Reading iSTEEP Oral Reading Fluency STEP Reading Rate/Fluency	GRADE Quick Phonics Screener (Tasks 4-7) iSTEEP Diagnostic Adaptive	

Assessment Flow Chart



Kindergarten Sample Scenario

Administer **DIBELS First Sound Fluency (FSF) screener** to all children by Sept. 30



Administer **Tier 1 curriculum-embedded assessments** to **progress monitor** children on or above grade level at least quarterly and children below grade level at least twice quarterly.



Administer **Quick Phonics Screener (Task 1: Letter-Sounds) diagnostic** to children who score below level on DIBELS FSF



Provide intervention/extra support to children based on identified needs



First Grade Sample Scenario

Administer **DIBELS Nonsense Word Fluency-CLS screener** to all children by Sept. 30



Administer **EAGLE assessments** to **progress monitor** children on or above grade level at least quarterly and children below grade level at least twice quarterly.



Administer **Quick Phonics Screener (Tasks 1-5) diagnostic** to children who score below level on DIBELS Nonsense Word Fluency-CLS



Provide intervention/extra support to children based on identified needs



Second Grade Sample Scenario

Administer **STEEP Oral Reading Fluency screener** to all children by Sept. 30



Administer **Grade 2 Formative Tasks** to **progress monitor** children on or above grade level at least quarterly and children below grade level at least twice quarterly.



Administer **GRADE diagnostic** to children who score below level on STEEP Oral Reading Fluency screener



Provide intervention/extra support to children based on identified needs



District Action #2



Provide rigorous instructional materials to classrooms
(i.e., Tier 1 curriculum; Guidebooks)

Rigorous Curriculum: ECE Curricular Options

Tier I Posted Reviews

- ❖ Abrams Learning Trends DIG (Ages 3-4)
- ❖ Frog Street (Ages 0-3 and 3-4)
- ❖ Great Minds – Eureka Math (Ages 3-4)
- ❖ HMH Big Day (Ages 3-4)
- ❖ Kaplan Learn Every Day (Ages 0-3)
- ❖ Pearson OWL (Ages 3-4)
- ❖ Teaching Strategies Creative Curriculum (Ages 0-3 and 3-4)
- ❖ Voyager We Can (Ages 3-4)



Rigorous Curriculum: K-2 Curricular Options

Tier I Posted Reviews for Grades K-2

- ❖ American Reading Company IRLA Foundational Skills Toolkit (Foundational Skills only)
- ❖ Core Knowledge Skills Strand (Foundational Skills only)
- ❖ EL Education- ELA Curriculum Grade 1 (Foundational Skills + Modules + Literacy Labs)
- ❖ Great Minds Wit and Wisdom, ELA Grades K-2 (without Foundational Skills)

Skills and Content Knowledge Addressed in ECE and K-2 Tier 1 Curriculum

Domains	Developmental Skills
Language and Literacy	<ul style="list-style-type: none"> • Uses an expanding expressive vocabulary • Demonstrates written expression • Demonstrates phonological awareness, phonics skills, and word recognition • Reads with fluency (emergent readers in PreK/K; complex texts in 1st-2nd) • Expresses comprehension of complex texts, topics, and experiences
Math	<ul style="list-style-type: none"> • Uses number concepts and operations • Compares/understands measurement
Approaches to Learning	<ul style="list-style-type: none"> • Shows persistence • Shows curiosity and motivation • Shows flexibility
Social-Emotional	<ul style="list-style-type: none"> • Displays positive peer interactions • Balances needs and rights of self and others
Physical	<ul style="list-style-type: none"> • Demonstrates traveling and balancing skills • Demonstrates gross-motor manipulative skills • Demonstrates fine-motor strength and coordination

Sort and Sequence Activity

Set 1

Uses new words in varied contexts

Uses academic words and phrases

Uses new meanings for familiar words

Uses familiar words to describe items

Set 2

Blends and segments sounds

Reads irregularly spelled words

Reads words with short and long vowels

Knows the beginning sounds of words

Set 3

Invites peers to play

Follows and leads

Plays with peers

Compromises

Sort and Sequence Activity

Instructions:

1. First, determine the appropriate domain for each set of skills on the previous slide, using the template provided (e.g., Language/Literacy, Math, Approaches to Learning, Social-Emotional, or Physical).
2. Next, determine the area within the domain the skills address (e.g., Vocabulary, Grammar, PA/ Phonics, Fluency, Comprehension).
3. Finally, sequence the skills into a progression from PreK-Second Grade.

PreK-2 Progression

Area	PreK	Kindergarten	First Grade	Second Grade
Language and Literacy				
Vocabulary	<ul style="list-style-type: none"> • Uses familiar words to describe items 	<ul style="list-style-type: none"> • Uses new meanings for familiar words 	<ul style="list-style-type: none"> • Uses new words in varied contexts 	<ul style="list-style-type: none"> • Uses academic words and phrases
Written Expression	<ul style="list-style-type: none"> • Uses four- to six-word sentences to dictate 	<ul style="list-style-type: none"> • Uses common verbs and nouns 	<ul style="list-style-type: none"> • Uses subject/verb agreement 	<ul style="list-style-type: none"> • Uses compound sentences
PA/Phonics/WR	<ul style="list-style-type: none"> • Knows the beginning sounds of words 	<ul style="list-style-type: none"> • Blends and segments sounds 	<ul style="list-style-type: none"> • Reads words with short and long vowels 	<ul style="list-style-type: none"> • Reads irregularly spelled words
Fluency	<ul style="list-style-type: none"> • Pretend reads 	<ul style="list-style-type: none"> • Reads emergent texts 	<ul style="list-style-type: none"> • Reads complex texts 	<ul style="list-style-type: none"> • Reads complex texts
Comprehension (Oral/Written)	<ul style="list-style-type: none"> • Retells a familiar story 	<ul style="list-style-type: none"> • Identifies characters, settings, and major events in a story 	<ul style="list-style-type: none"> • Paraphrases major points in text 	<ul style="list-style-type: none"> • Summarizes central message of text
Math				
Numbers/Operations	<ul style="list-style-type: none"> • With support, adds and subtracts objects 	<ul style="list-style-type: none"> • Adds and subtracts numbers within 10 	<ul style="list-style-type: none"> • Adds and subtracts numbers within 20 	<ul style="list-style-type: none"> • Solves two-step word problems
Measurement	<ul style="list-style-type: none"> • Uses objects (hands, feet, cubes) to measure 	<ul style="list-style-type: none"> • Uses standard measurement tools 	<ul style="list-style-type: none"> • Measures length of an object accurately 	<ul style="list-style-type: none"> • Measures and compares length of two objects

PreK-2 Progression (continued)

Area	PreK	Kindergarten	First Grade	Second Grade
Approaches to Learning				
Persistence	<ul style="list-style-type: none"> Pursues hard tasks 	<ul style="list-style-type: none"> Plans/pursues goals 	<ul style="list-style-type: none"> Acts methodically 	<ul style="list-style-type: none"> Completes assignments
Curiosity	<ul style="list-style-type: none"> Shows eagerness 	<ul style="list-style-type: none"> Explores 	<ul style="list-style-type: none"> Asks open questions 	<ul style="list-style-type: none"> Researches topics
Flexibility	<ul style="list-style-type: none"> Accepts better ideas proposed 	<ul style="list-style-type: none"> Thinks through possible solutions 	<ul style="list-style-type: none"> Exhibits creative ways to complete tasks 	<ul style="list-style-type: none"> Accepts last-minute changes
Social-Emotional				
Interactions	<ul style="list-style-type: none"> Plays with peers 	<ul style="list-style-type: none"> Invites peers to play 	<ul style="list-style-type: none"> Compromises 	<ul style="list-style-type: none"> Follows and leads
Needs/Rights	<ul style="list-style-type: none"> Takes turns 	<ul style="list-style-type: none"> Shares materials 	<ul style="list-style-type: none"> Shares ideas 	<ul style="list-style-type: none"> Completes group tasks
Physical				
Travel/Balance	<ul style="list-style-type: none"> Jumps small objects 	<ul style="list-style-type: none"> Hops across field 	<ul style="list-style-type: none"> Balances for 3 seconds 	<ul style="list-style-type: none"> Walks across apparatus
Gross Motor	<ul style="list-style-type: none"> Catches ball 	<ul style="list-style-type: none"> Kicks moving ball 	<ul style="list-style-type: none"> Strikes a moving target 	<ul style="list-style-type: none"> Dribbles ball
Fine Motor	<ul style="list-style-type: none"> Uses 3-point finger grip but may hold tool too close to one end 	<ul style="list-style-type: none"> Uses 3-point finger grip and efficient hand placement 	<ul style="list-style-type: none"> Outlines/traces shapes 	<ul style="list-style-type: none"> Stays within the lines while following a maze

District Action #3



Provide high-quality professional development for all staff to effectively implement curriculum and assessments.

Professional Development

[2017-2018 PD Planning Guide](#)

- Curriculum Implementation Scale
- PD Planning Template
- PD Plan Checklist
- Research on Curriculum and PD

[Vendor PD COURSE CATALOG](#) (sample areas)

- Implementing High-Quality Curriculum
- Building Content Knowledge
- Using Standards-Aligned Assessments and Data
- Use of Validated Observation Tools such as [CLASS](#)

Early Childhood-Grade 3 Instructional Guidebook (Available Sept 2017)

- Cultivating shared responsibility for smooth and effective linkages
- Expanding leadership expertise to reflect EC-Grade 3 continuum
- Aligning EC and early elementary curriculum and assessments

2017-2018 CLASS Pilot

State's Responsibility

- Conduct 2-day CLASS training for observers and orientation session for teachers
- Ensure LEAs receive CLASS materials
- Provide on-site and electronic support
- Use Collaboration Meetings to support pilot LEAs
- Collect fall and spring CLASS results
- Conduct focus groups with district leaders, school principals, and teachers

LEA's and School's Responsibility

- Select at least one school and implement at Kindergarten level
- Participate in teacher orientation session
- Attend 2-day Observation training and pass reliability test to use the tool
- Provide release time, substitute pay and travel expenses to attend training
- Conduct CLASS observations in fall and spring and report results to LDOE
- Participate in focus groups to provide state with feedback on use of the tool with teachers

District Actions

1. Implement sound assessment practices that include
 - screening and diagnostic measures
 - formative assessments embedded in curriculum and instruction
2. Provide rigorous instructional materials to classrooms (i.e., Tier 1 curriculum; Guidebooks)
3. Provide high-quality professional development for all staff to effectively implement curriculum and assessments.



Planning Activity

Choose a district action on the previous slide and use the table below (or an adaptation of it) to plan 2-3 next steps for implementing the action or a component of it.

Example: Assessment - KEA

Step	Who Involved	When
1. Attend KEA training at Summit	<ul style="list-style-type: none">• District Supervisor• K Teacher Leaders	June 9
2. Provide K teachers access to KEA resources to review over the summer	<ul style="list-style-type: none">• District Supervisor	June 14
3. Turnkey Summit training for all K teachers	<ul style="list-style-type: none">• District Supervisor• K Teacher Leaders	August 3

Example: Curriculum: Tier 1

Step	Who Involved	When
1. Review Tier I curriculum reviews and prioritize options	<ul style="list-style-type: none">• District Supervisor• Teacher Leaders	Week of June 12
2. Reach out to publisher for orientation	<ul style="list-style-type: none">• District Supervisor	June 19