

# Director Information Session



# Today's Agenda

- *25 Years Ago...*
- *Lessons Learned*
- **BREAK (15 minutes)**
- *Kindergarten Readiness Check*
- *Lessons Learned*

*Have your ticket ready for door prizes!*

# Questions?

- Please use your note card to write down your questions.
- Include your email or phone number.





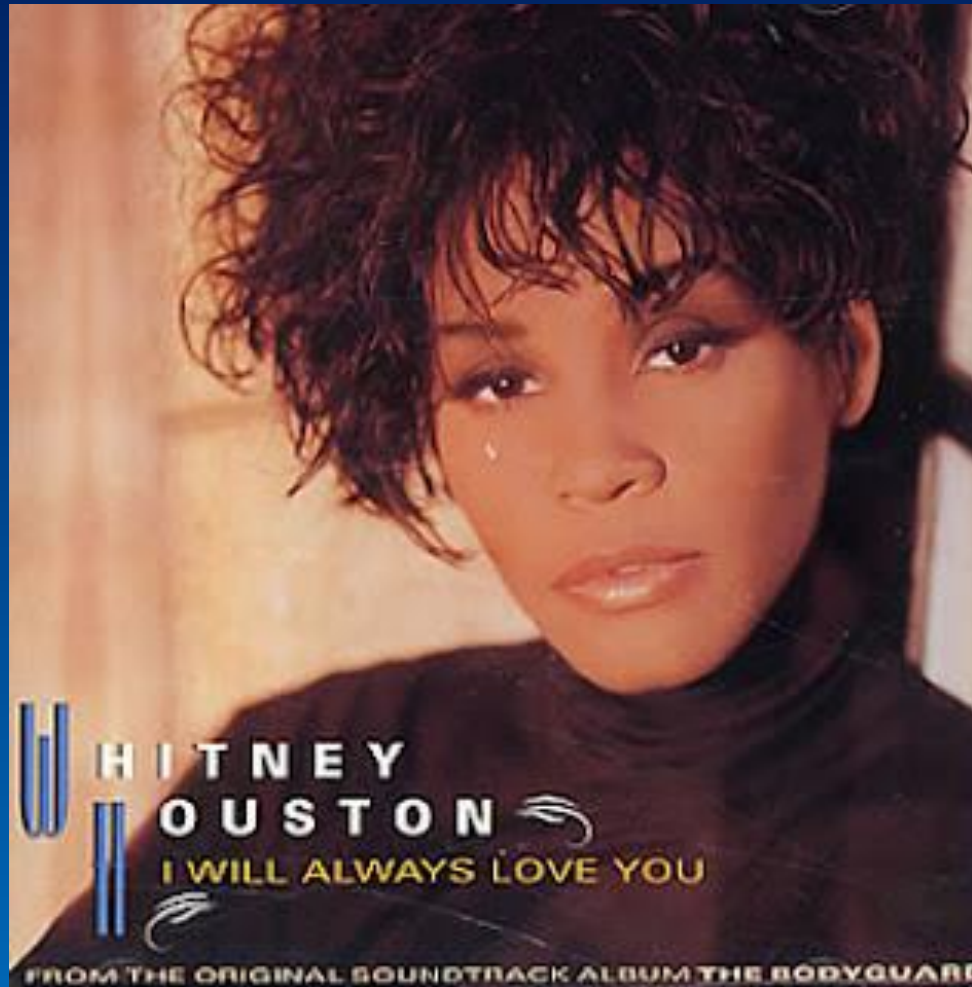
# 25

# Years Ago

# 1. What was the price of a stamp?



## 2. What was Whitney Houston's #1 hit?



### 3. What was the #1 sitcom?



#### 4. Which line of stuffed animals launched?



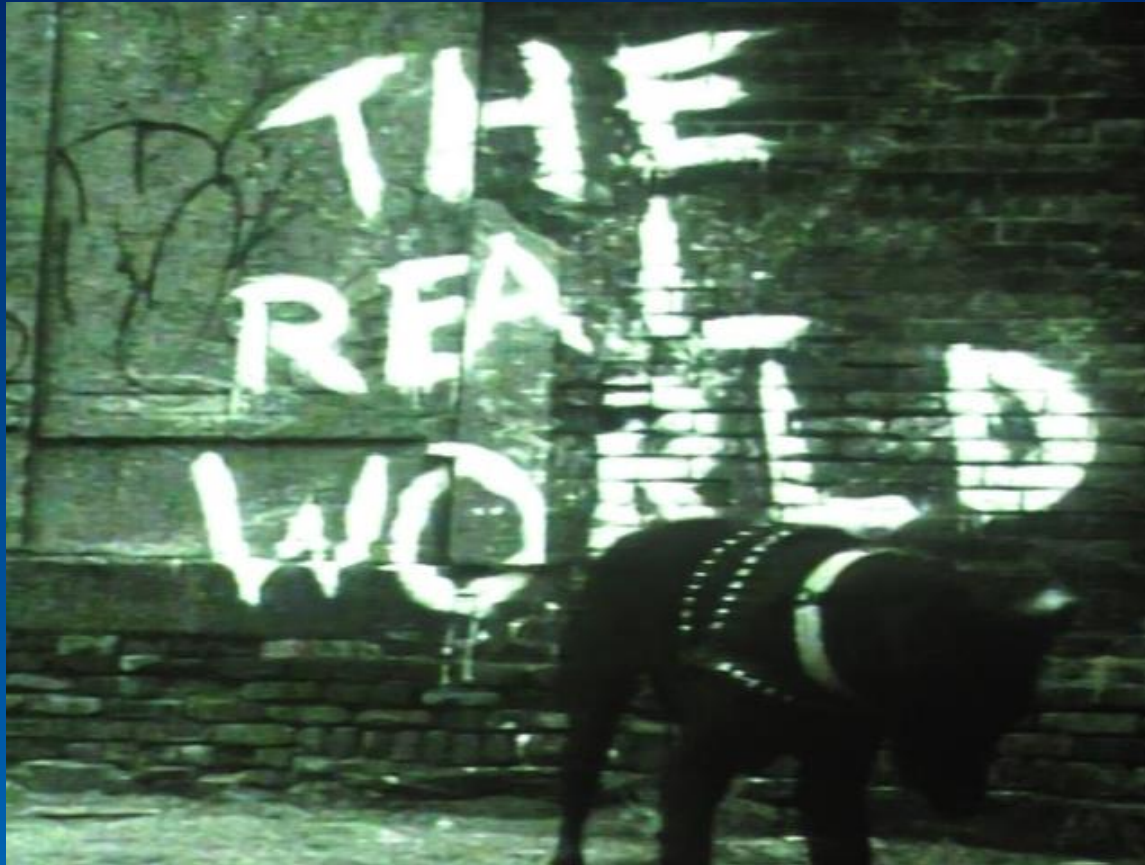
**5. What long running TV show aired their last episode?**



**6. Which Disney animated film debuted?**



## 7. What reality show did MTV introduce?



**8. What Jody Foster movie won the Best Picture Oscar?**

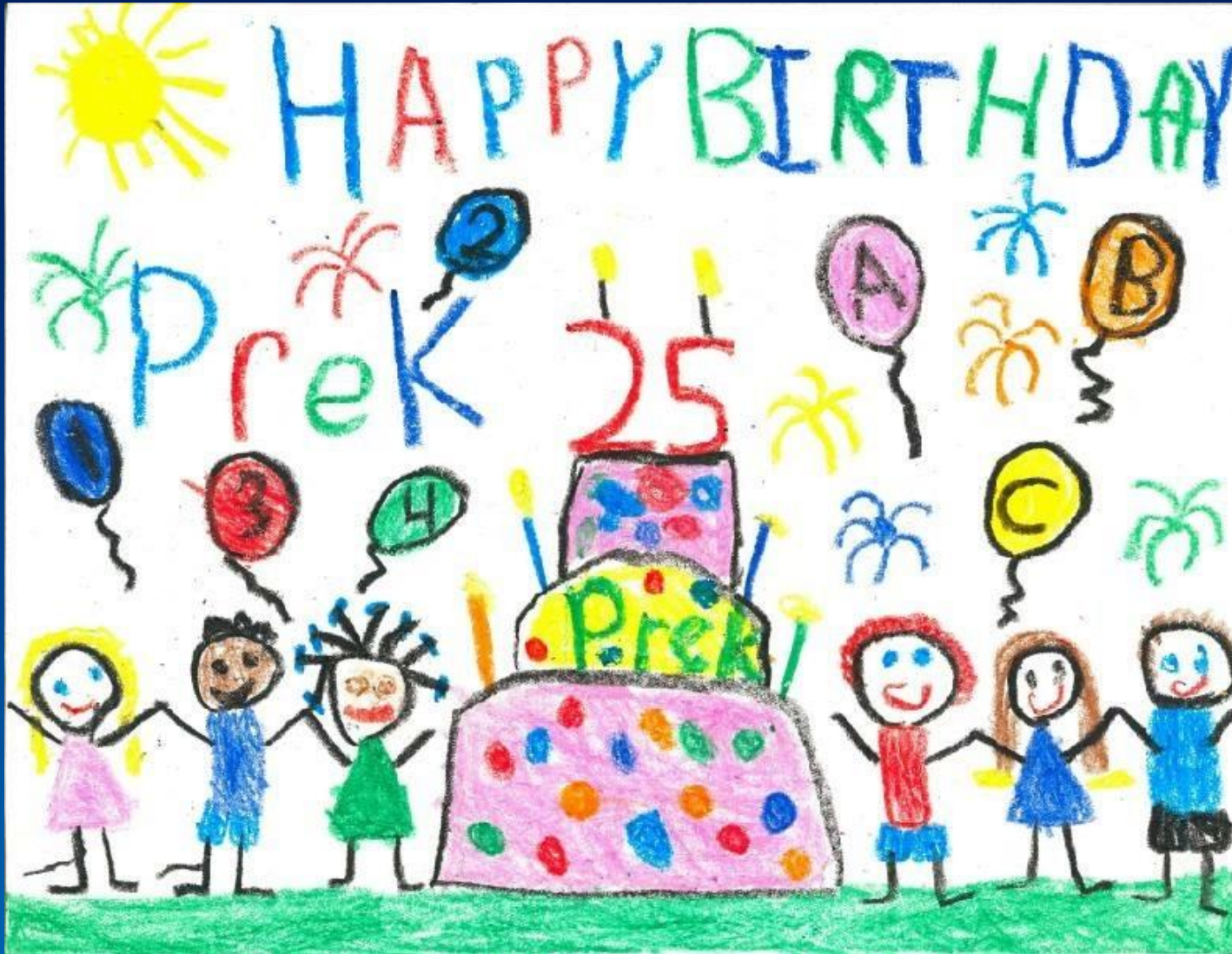


## 9. What slogan did the US Dept. of Transportation introduce to reduce drunk driving?



**10. What innovative education program did the State of Georgia start?**





Artwork by:

DeAsha Jenkins from Americus, Georgia, winner of our art contest for the  
25<sup>th</sup> anniversary of Georgia's Pre-K Program



# Door Prize!



# Cara's Kit- *Back by Popular Demand!*

- Designed for teachers of children under age 6.
- Contains information on how to make adaptations for individuals or groups of children who are experiencing challenges during everyday routines and activities.
- Cara's Kits can be ordered from the Division for Early Childhood bookstore for \$25.

<http://bookstore.dec-sped.org>



# Georgia's Pre-K – 25 Years

- **1<sup>st</sup> Universal State Pre-K Program**
- **Over 6.2 billion dollars in funding**
- **Over 1.3 million children served**
- **Children served in all 159 counties**
- **Successful public-private partnership**

**25 Years... Lessons Learned**

***Research Matters***

## Research says...

Children made significant gains through kindergarten (and first grade!)

...progressing at a greater rate than to be expected for typical development...

...across all domains of learning...

...significant gains in literacy and math in six-week summer program.

Results attest to the positive impact of Georgia's Pre-K Program and provide evidence that the program is a strong component of the state's educational system.

## Children's Growth and Classroom Experiences in Georgia's Pre-K Program

Findings from the 2011-2012 Evaluation Study



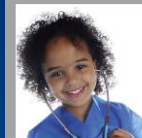
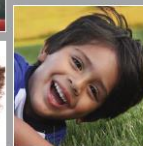
Ellen Peisner-Feinberg, PhD  
Jennifer Schaaf, PhD  
Doré LaForett, PhD



## Effects of Georgia's Pre-K Program on Children's School Readiness Skills

Findings from the 2012-2013 Evaluation Study

Ellen S. Peisner-Feinberg, PhD  
Jennifer M. Schaaf, PhD  
Doré R. LaForett, PhD  
Lisa M. Hildebrandt, MA  
John Sideris, PhD



## Children's Outcomes and Classroom Quality from Pre-K through Kindergarten

Findings from Year 2 of Georgia's Pre-K Longitudinal Study

Ellen S. Peisner-Feinberg, PhD,  
Justin D. Garwood, PhD, &  
Irina L. Mikrova, PhD



Georgia's  
Pre-K  
Program

FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

## Local Variations in Enrollment Processes in Georgia's Pre-K Program

Findings from the 2012-2013 Evaluation Study

Ellen Peisner-Feinberg, Ph.D.  
Doré LaForett, Ph.D.  
Jennifer Schaaf, Ph.D.  
Lisa Hildebrandt, M.A.



## Children's Pre-K Outcomes and Classroom Quality in Georgia's Pre-K Program: Findings from the 2013-2014 Evaluation Study



Ellen S. Peisner-Feinberg, Ph.D.  
Jennifer M. Schaaf, Ph.D.  
Lisa M. Hildebrandt, M.A.  
Yi Pan, Ph.D.



## **More Research....**

- **Studies to be released this fall.... Very Positive!**
  - Longitudinal Study- 1<sup>st</sup> grade results
  - GA AWARDS Data Analysis of 3<sup>rd</sup> grade GA Milestones scores
- **Studies to be released in the spring**
  - Longitudinal Study- 2<sup>nd</sup> grade results
- **Ongoing/ Future Studies**
  - Longitudinal Study- 3<sup>rd</sup> grade
  - Dual Language Learners/ STP

**25 Years... Lessons Learned**

***Money Matters  
(and teachers do too!)***

# Non-Proration of Salary and Benefits

- **POLICY:**

- Policy recommendation by the Governor's Education Reform Commission & Provider Survey.
- Pre-K payments will no longer be prorated across all payment components- ONLY operating costs.
- Salary and benefits will not be prorated for a reduction in class size.
- All payment components (salary, benefit and operating) will be prorated for a reduction of days.

# Non-Proration of Salary and Benefits

- **WHAT YOU NEED TO KNOW:**

- Will support teacher salary and provide more funding to programs.
- It is costly and will reduce the agency's ability to fund classroom refurbishment funds, technology payments, etc.
- May limit the agency's ability to fund additional new and expansion classrooms.
- Will require a "tougher stance" on classes with low rosters.

# Creditable Years of Experience (CYE)

- **POLICY:**

- No changes in the guidelines regarding CYE in the SY 2018 guidelines.
- Programs are still responsible for verification of CYE.
- Examples of acceptable documents to verify CYE listed in the guidelines.
- A Creditable Year of Experience will be added to all returning teachers on the Teacher Information Screen. PROGRAMS WILL NOT NEED TO ADD A YEAR.

# Creditable Years of Experience (CYE)

- **WHAT YOU NEED TO KNOW:**

- CYE of SY 2017 teachers was reviewed and verified.
  - Cumulative documents were reviewed to verify CYE.
  - Any discrepancies were identified; and programs were contacted.
  - Programs were given the opportunity to provide additional documentation supporting CYE.
- For returning teachers, providers can not edit CYE on the Teacher Information screen.
  - Providers need to complete the *Creditable Years of Experience Verification Response Form* and submit to [panda.teachers@dec.al.ga.gov](mailto:panda.teachers@dec.al.ga.gov).

# Calculating Teacher Salary

- **POLICY:**
  - Calculated by adding the base salary and a 3% percent increase for each two years of CYE.
  - School Year 2017 Example:
    - Base (T4): \$34,095.49
    - CYE (4 years): \$2,076.42
    - Total: \$36,181.91

# Calculating Teacher Salary

- **POLICY:**

- School Year 2017 CYE Calculation:

- Step 1: Calculate CYE for 2 yrs:  
•  $\$34,095.49 \text{ (FY16 T4)} \times 3\% = \$1022.87$
- Step 2: Add base and CYE 2:  
•  $\$34,095.49 + 1022.87 = \$35,118.36$
- Step 3: Calculate CYE for 4 yrs:  
•  $\$35,118.36 \times 3\% = \$1053.55$
- Step 4: Add “new” base and CYE 4:  
•  $\$35,118.36 + 1053.55 = \$36,171.91$

# Calculating Teacher Salary

- **POLICY:**

- School Year 2018 CYE Calculation:

- Step 1: Calculate CYE for 2 yrs:  
•  $\$35,118.35 \text{ (FY17 T4)} \times 3\% = \$1053.55$
- Step 2: Add base and CYE 2:  
•  $\$35,118.35 + \$1053.55 = \$36,171.90$
- Step 3: Calculate CYE for 4 yrs:  
•  $\$36,171.90 \times 3\% = \$1085.16$
- Step 4: Add “new” base and CYE 4:  
•  $\$36,171.90 + \$1085.16 = \$37,257.06$

# Calculating Teacher Salary

- **POLICY:**

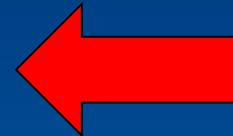
- CYE Comparison:

- School Year 2017:

- Base (T4): \$34,095.49

- CYE (4 years): \$2,076.42

- Total: \$36,181.91

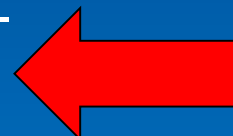


- School Year 2018:

- Base (T4): \$35,118.35

- CYE (4 years): \$2,138.71

- Total: \$37,257.06



# Calculating Teacher Salary

The screenshot shows the Georgia Department of Early Care and Learning website. The browser address bar displays <http://dec.al.ga.gov/PreK/PreKProgramChanges.aspx>. The page header includes the logo for BRIGHT START from the Georgia Department of Early Care and Learning, social media icons for Facebook, Twitter, YouTube, Instagram, Pinterest, and LinkedIn, and a search bar with the text "search dec.al.ga.gov". A yellow navigation bar contains links for Home, Agency, Programs, Families, Teachers, Providers, and Contact Us. Below this, a breadcrumb trail shows the path: / Georgia's Pre-K / Pre-K Program Updates. A sidebar on the left lists various resources under the "Pre-K" category, including "Pre-K Program Updates", "About Pre-K", "Book List", "Classroom Assessment Scoring System (CLASS)", "Creating a Quality Learning Environment", "Curriculum", "Enrolling in Pre-K", "Families", "FAQ", "Georgia Early Learning and Development Standards", and "Operating Guidelines". The main content area is titled "GEORGIA'S PRE-K PROGRAM UPDATES" and contains a paragraph stating: "Bright from the Start remains committed to meeting the needs of Georgia's four year olds and their families. We will be maintaining this page to provide you the most current information available. Please visit this page often and use the following links to help you better understand current issues with Georgia's Pre-K Program." Below this text are four tabs for the school years: 2017-2018 (selected), 2016-2017, 2015-2016, and 2014-2015. Under the 2017-2018 tab, there are four links: "2017-2018 Georgia's Pre-K Annual Rates", "2017 - 2018 Salary Schedule New Lead Teachers", "Memo Regarding Teacher Compensation", and "2017 - 2018 Salary Estimate Worksheet Returning Lead Teachers". Two large red arrows point to the "2017 - 2018 Salary Schedule New Lead Teachers" and "2017 - 2018 Salary Estimate Worksheet Returning Lead Teachers" links.

http://dec.al.ga.gov/PreK/PreKProgramChanges.aspx

Georgia's Pre-K Program Updates

BRIGHT START  
from the Georgia Department of Early Care and Learning

search dec.al.ga.gov

Agency Programs Families Teachers Providers Contact Us

/ Georgia's Pre-K / Pre-K Program Updates

Pre-K

Pre-K Program Updates

About Pre-K

Book List

Classroom Assessment Scoring System (CLASS)

Creating a Quality Learning Environment

Curriculum

Enrolling in Pre-K

Families

FAQ

Georgia Early Learning and Development Standards

Operating Guidelines

## GEORGIA'S PRE-K PROGRAM UPDATES

Bright from the Start remains committed to meeting the needs of Georgia's four year olds and their families. We will be maintaining this page to provide you the most current information available. Please visit this page often and use the following links to help you better understand current issues with Georgia's Pre-K Program.

2017-2018 2016-2017 2015-2016 2014-2015

2017-2018 Georgia's Pre-K Annual Rates

2017 - 2018 Salary Schedule New Lead Teachers

Memo Regarding Teacher Compensation

2017 - 2018 Salary Estimate Worksheet Returning Lead Teachers

# **Break**

**Please be back in your seat and  
ready in  
15 minutes!**

# Door Prize!



MORE THAN  
250,000  
COPIES SOLD!

A Classroom Curriculum

# PHONEMIC AWARENESS in Young Children

"This curriculum is an example of what we desperately need more of: research-based theory translated into field-tested materials that teachers can confidently and successfully use in the classroom."

—American Educator

MARILYN JAGER ADAMS

BARBARA R. FOORMAN

INGVAR LUNDBERG

TERRI BEELER

**25 Years... Lessons Learned**

***Alignment Matters***

# GKIDS

# Readiness Check

## a Kindergarten Entry Assessment



*"... kindergarten **entry** is a unique moment in time for gauging children's development and using assessment data to look both backward and forward."*

Early Learning Challenge Collaborative

<http://www.elccollaborative.org/assessment/77-kindergarten-entryassessment.html>

Georgia Department of Education

# What is a Kindergarten Entry Assessment?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

- Data collected after children begin kindergarten, within the first weeks of school
- Assesses development in the *Five Essential Domains of School Readiness*
- Aligned with state's **early** learning standards
- Valid and reliable for its intended purposes

US Dept. of Education, 2015

**The GKIDS Readiness Check is Georgia's Kindergarten Entry Assessment**

# Purpose

- The intended purpose of the GKIDS Readiness Check is to highlight knowledge and skills critical for student success in learning, **solely to guide instruction**. It will:
  - Provide the early childhood system with information about the supports and resources needed to ensure kindergarten students start school with skills needed to be successful.
  - Provide essential information about children entering kindergarten to inform educators on students' strengths and needs, which can guide instructional decisions for differentiated instruction and support to ensure students are well prepared for their educational experience.
  - Provide a consistent tool to be used across Georgia in measuring kindergarten readiness.

# Domains of Early Learning

## understanding GELDS



These are the five  
**LEARNING DOMAINS.**  
Notice that each has a  
two- or three-letter acronym.  
You'll see these acronyms  
in all GELDS materials.

PHYSICAL  
DEVELOPMENT  
AND MOTOR SKILLS  
PDM



SOCIAL AND  
EMOTIONAL  
DEVELOPMENT  
SED



APPROACHES  
TO PLAY AND  
LEARNING  
APL



COMMUNICATION,  
LANGUAGE AND  
LITERACY  
CLL



COGNITIVE  
DEVELOPMENT AND GENERAL  
KNOWLEDGE  
CD



NOTE: The CD domain is divided into these  
sub-domains: Math, Social Studies, Science,  
Creative Development and Cognitive Processes

# Readiness Check Domains



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

## Foundations of School Success

Approaches to Learning  
Physical and Motor Development  
Social and Emotional Development

## English Language Arts

Communication, Literacy,  
Language

## Mathematics

Cognitive Development, General  
Knowledge

All 5 Early Learning Domains are Represented in the  
GKIDS Readiness Check

# Overview of the GKIDS Readiness Check

- Administered during the first 6 weeks of kindergarten
- 20 tasks measuring in all five essential early learning domains
  - Direct and indirect activities assessed in a naturalistic setting
- Assesses the Pre-K Georgia Early Learning and Development Standards (GELDS)
- Educational and Policy Claims established to guide administration, reports, and uses

# Meeting the Criteria

- ✓ Data collected after children begin kindergarten, within the first six weeks of school
- ✓ Assesses development in the *Five Essential Domains of School Readiness*
- ✓ Aligned with state's **early** learning standards
- ✓ Valid and reliable for its intended purposes

US Dept. of Education, 2015

# What it's NOT

- NOT intended to prevent children's entry into kindergarten
- NOT intended to evaluate teachers' instruction
- NOT intended to label students as not ready
- NOT intended to be used as a high-stakes accountability measure

**It is intended to guide and inform instruction**

# Development Process

- Identification of Essential Skills and Concepts
  - Committee of kindergarten teachers
  - Statewide survey of kindergarten and Pre-K teachers with over 2000 teacher responses
  - 20 Georgia Early Learning and Development Standards (GELDS) identified
- Blueprint Development
  - Committee of Pre-K, kindergarten, first grade teachers
  - Type of assessment (direct/indirect activities)
- Task Development
  - Reviewed by committee of Pre-K, kindergarten, and first grade teachers

# Development Process

- Pre-K pilot (Spring 2015)
  - 60 public and private Pre-K classes
  - Small groups of tasks
  - Review of student performance data and qualitative teacher feedback
- Kindergarten field test (Fall 2015)
  - 25 kindergarten classes
  - Full set of 20 tasks
  - Review of student performance data and qualitative teacher feedback
- Pre-K field test (Spring 2016)
  - 22 Pre-K classes
  - Full set of 20 tasks
  - Review of student performance data and qualitative teacher feedback

# Development Process

- Inaugural Launch (Fall 2016)
  - 194 participating districts (1 school per district, 1152 teachers, 20,000+ students)
  - Administered first 6 weeks of school
  - Teacher survey, 658 respondents
- State-wide Operational Launch (Fall 2017)
  - Training for all kindergarten teachers facilitated by GaDOE
  - Modules and resources available as continued support
  - Parent resource website now **LIVE!**
  - Individual student reports and summary reports by activity

# Development Process

- Statewide operational administration
  - Training for all kindergarten teachers facilitated by GaDOE
  - Modules and resources available as continued support
  - Parent resource website now **LIVE!**
  - Individual student reports and summary reports by activity

Georgia Department of Education

# Foundations of School Success



# Readiness Check Activities



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Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

**Foundations of School Success – includes Motor Skills, Social and Emotional Development, and Approaches to Learning**

Knowledge and Skills
Engages in independent activities and continues tasks over a period of time.
Independently follows rules and routines.
Plays cooperatively with a few peers for a sustained period of time.
Uses senses to observe, classify, and learn about objects and environment.
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.
Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
Performs fine-motor tasks that require small-muscle strength and control.

## Foundations of School Success

**Indirect Activity 1: Engages in independent activities and continues tasks over a period of time.**

### Not Yet Demonstrated:

Not yet demonstrated would be noted if a child does not engage in an activity.

### Emerging:

Emerging would be noted if a child does not engage in an activity without being redirected continuously, if a child cannot work somewhat by himself or herself, or is off task.

### Developing:

A child would be rated as developing if he or she can usually work well independently, but needs redirecting from others occasionally. A child would be rated as developing if the child works somewhat independently and begins a task, but gets distracted and does not complete the task.

### Demonstrating:

A child would be rated as demonstrating if he or she engages in activities independently (e.g., five minutes, or one minute for each year of age) and self-monitors to stay on task almost all of the time when opportunities are provided. A child who works independently, stays on task, and completes an activity in the time allowed would be rated as demonstrating.

## English Language Arts



# Readiness Check Activities

## English Language Arts – Literacy, language and communication

Knowledge and Skills
Listens and differentiates between sounds that are the same and different.
Recognizes and names <u>some</u> upper case letters of the alphabet.
Recognizes and names <u>some</u> lower case letters of the alphabet.
Tracks words from left to right, top to bottom, and page to page.
Draws pictures and copies letters and/or numbers to communicate.
Listens to and follows multi-step directions.
Uses spoken language that can be understood with ease.
Uses writing tools.

# Mathematics



# Readiness Check Activities

## Mathematics – Cognitive development and general knowledge

Knowledge and Skills
Recites numbers up to 20 in sequence.
Counts at least 10 objects using one-to-one correspondence.
Recognizes numerals (0 – 9).
Sorts and classifies objects using one or more attributes or relationships.
Recognizes and names common two-dimensional shapes (circle, square, rectangle, and triangle).

## Mathematics

Direct Activity 5		
Recites numbers up to 20 in sequence.		
Activity	Performance Levels	
<p>Student will verbally recite all numbers from one to twenty in sequence.</p> <p>Say, <b>"Please count out loud for me."</b></p> <p><u>Process Clarification:</u> Counting in sequence means reciting each number with no skipped numbers or incorrectly stated numbers. For example, if a student says ten, twelve, thirteen, score the student's performance according to the academic performance level demonstrating the highest correct response (in this case the student would score emerging). A student may repeat a number, if halted, to restart the activity. For example, if the student says ten, eleven, <u>twelve</u>, then halts and says, twelve, thirteen, fourteen, the student should be given credit for stating the number correctly. The student should also be allowed to restart, if initiated by the student. For example, if the student recites numbers one through five and then stops, the student could restart counting from one through five and continue until either making a mistake or reaching twenty. Student might also use his or her fingers to count and that should be permitted.</p>	Not Yet Demonstrated	The student does not make any attempt to recite numbers or says random numbers.
	Emerging	The student correctly recites numbers in sequence between one and ten, but does not recite numbers beyond ten.
	Developing	The student correctly recites numbers in sequence from at least one to eleven but less than twenty.
	Demonstrating	The student correctly recites all numbers from one to twenty.

# Keeping a Formative Lens



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

- The baseline data collected in the first six weeks of school through the GKIDS Readiness Check should be analyzed to inform differentiated instruction – to meet students' needs.
- The GKIDS Readiness Check data will guide instructional decisions related to support, enrichment, and planning.
- Determination of readiness is complex and involves many variables. No one determination of readiness is provided. Instead, student performance is described on a continuum of readiness in each of these activities.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check is a tool that allows teachers to measure each child's kindergarten readiness across three domains or areas: Foundations of School Success, English Language Arts, and Mathematics. Results provide a measure of your child's kindergarten readiness in each area. The concepts and skills essential for children entering kindergarten are based on the Georgia pre-kindergarten standards.

Each student may be at a different level of readiness at the beginning of kindergarten. Teachers will use these results to plan personalized instruction in order to help each student grow and progress. The goal is to provide a pathway for each student to achieve success across all three domains.

### Your Child's Performance by Domain\*

\* Percentage of activities rated as developing or above

25% or less



#### Foundations of School Success

This domain includes children's approaches to learning, social and emotional development, and physical and motor skills development. These non-academic skills are indicators of children's development towards future academic success.

75%



#### English Language Arts

This domain includes children's early language and literacy development. These skills are the foundation for fluent and effective communication and literacy skills such as reading and writing.

60%



#### Mathematics

This domain includes children's understanding of shapes and spatial relationships, problem solving, identifying similarities and differences, and basic numeracy concepts.



The GKIDS Readiness Check parent resource website provides additional information and includes videos and resources on how to further guide and support your child at home.

<http://GKIDSReadinessCheck.gadoe.org>





Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)


Individual  
Student Report  
with summary  
performance by  
domain

Not Yet Assessed (No Stars)	Not Yet Demonstrated ★	Emerging ★★	Developing ★★★	Demonstrating ★★★★	Exceeding ★★★★★
The student has not been assessed on this concept or skill.	The student does not demonstrate the concepts or skills assessed at this time. Further instruction, support, and guidance are needed to help the student gain foundational skills in preparation for kindergarten instruction.	The student frequently requires support and guidance from adults. Concepts or skills are rarely observed or demonstrated. The student minimally demonstrates foundational skills in preparation for kindergarten instruction.	The student requires support and guidance from adults on some occasions. Concepts or skills may be observed but are often inconsistent. The student demonstrates some foundational skills in preparation for kindergarten instruction.	The student rarely requires support and guidance from adults, demonstrating foundational skills in preparation for kindergarten instruction.	The student demonstrates concepts or skills consistently and independently, and is fully prepared for instruction based on kindergarten standards.

### Your Child's Results by Concepts and Skills

 Foundations of School Success	Performance Level
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	★
Engages in independent activities and continues tasks over a period of time.	★★
Uses senses to observe, classify, and learn about objects and environment.	★
Performs fine motor tasks that require small-muscle strength and control.	★
Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	★
Independently follows rules and routines.	★
Plays cooperatively with a few peers for a sustained period of time.	★

 English Language Arts	Performance Level
Listens and differentiates between sounds that are the same and different.	★★★★
Recognizes and names some upper case letters of the alphabet.	★★★★
Recognizes and names some lowercase letters of the alphabet.	★★★★
Tracks words from left to right, top to bottom, and page to page.	★★
Draws pictures and copies letters and/or numbers to communicate.	★★★★
Listens to and follows multi-step directions.	★★
Uses spoken language that can be understood with ease.	★★★★
Uses writing tools.	★★★★

 Mathematics	Performance Level
Recites numbers up to 20 in sequence.	★★★★
Counts at least 10 objects using one-to-one correspondence.	★★★★★
Recognizes numerals.	★★
Sorts and classifies objects using one or more attributes or relationships.	★★
Recognizes and names common two-dimensional shapes.	★★★★



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

Individual  
Student Report  
with activity  
results



Foundations of  
School Success



English Language  
Arts



Mathematics

About

FAQs



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Español

## Let's Work Together to Get Georgia's Children Ready for Kindergarten!

Your child's first years in school can set the tone for the rest of their academic career, so it is important to make sure they are prepared socially, emotionally, intellectually and physically to enter kindergarten. In Georgia, the GKIDS Readiness Check has been developed as an approach to thoughtfully measure the entry-level readiness skills of kindergarteners.

### Families can use this site to:

- ✓ Learn more about the GKIDS Readiness Check and how it will impact your child
- ✓ Access information and videos about the 20 skills on which your child will be assessed
- ✓ Find activity ideas to help support your child's learning and development at home



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

[Kready.gadoe.org](http://Kready.gadoe.org)

Parent  
Resource  
Website

# Questions?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# Contact

**Ashley Hope, Ed.D.**  
Assessment Specialist  
Early Learning Measures  
404/657-0312  
[ahope@doe.k12.ga.us](mailto:ahope@doe.k12.ga.us)

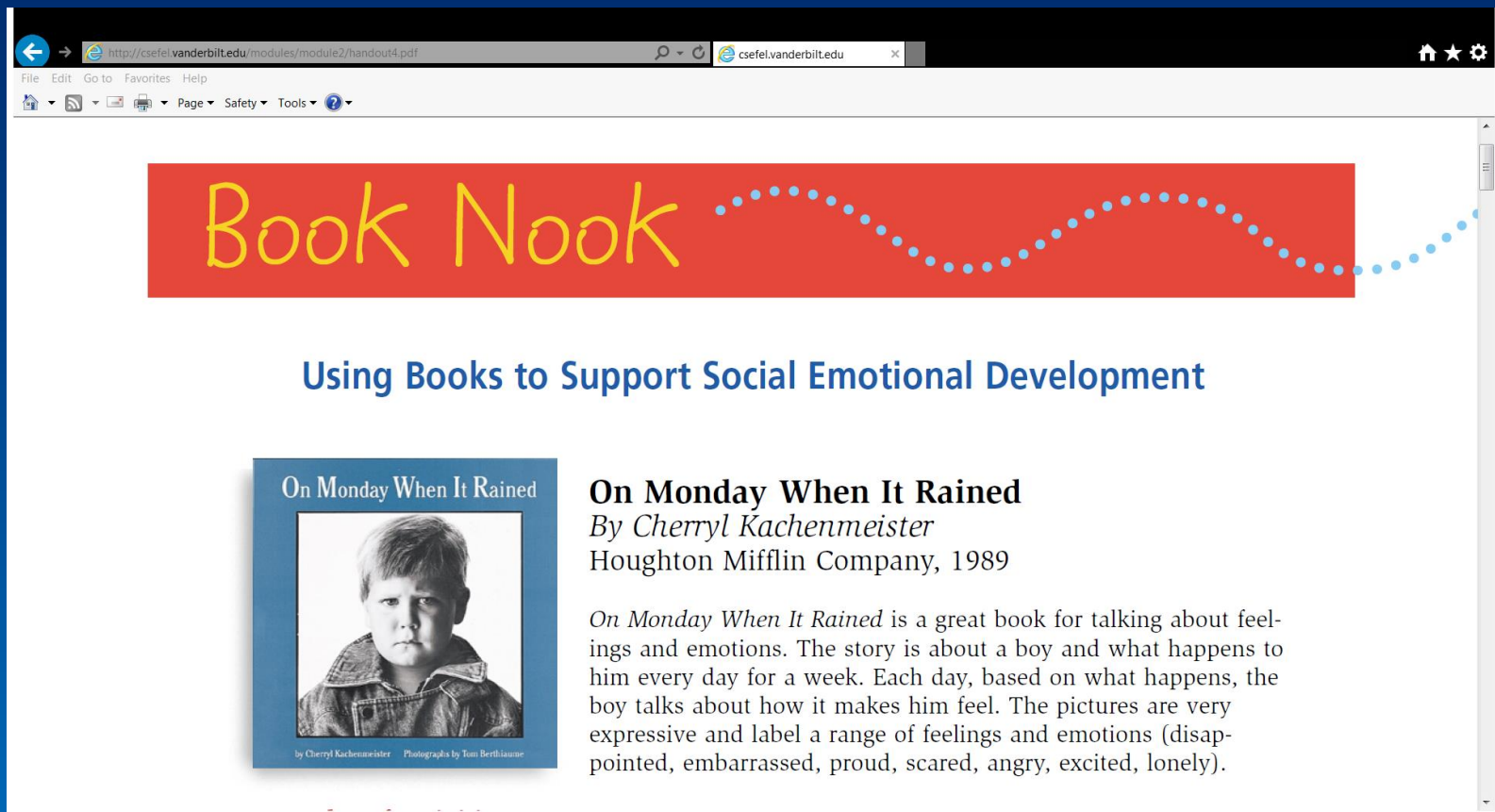
Georgia Department of Education

# Door Prize!



# Book Nooks- Center on the Social Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/>

A screenshot of a web browser displaying the 'Book Nook' page on the CSEFEL website. The browser's address bar shows the URL 'http://csefel.vanderbilt.edu/modules/module2/handout4.pdf'. The page features a red banner with the text 'Book Nook' in a yellow, handwritten-style font. Below the banner, the title 'Using Books to Support Social Emotional Development' is centered in a blue font. The main content area displays the book cover for 'On Monday When It Rained' by Cherryl Kachenmeister, which features a black and white photograph of a young boy. To the right of the book cover, the title and author are repeated, followed by the publisher information and a paragraph describing the book's content and its focus on social emotional development.

Book Nook

## Using Books to Support Social Emotional Development

**On Monday When It Rained**  
By Cherryl Kachenmeister  
Houghton Mifflin Company, 1989

*On Monday When It Rained* is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely).

# Quality Rated Updates

- 60% of all eligible child care programs are participating
  - 30% rated – 1, 2, or 3 stars
- Important Dates:
- All Quality Rated eligible providers must be star rated by **12/13/2020** in order to continue to receive Child Care and Parent Services (CAPS) funding
- To be eligible to for a Quality Rated bonus package, programs must:
  - Participate in QR by **6/30/2018**
  - Receive a rating by **12/31/2020**
- Bonus packages will not be awarded after **12/31/2020**



**25 Years... Lessons Learned**

***Social Emotional Health  
Matters***

# **Federal Policy Statement on Early Childhood Suspension and Expulsion**

**Young children who are expelled or suspended are as much as 10 times more likely to:**

- drop out of high school,
  - experience academic failure and grade retention,
  - hold negative school attitudes, and
  - face incarceration.
- **In December 2014, US ED and HHS issued a policy statement with recommendations for early childhood programs and States for preventing and severely limiting expulsion and suspension practices.**

***Why is this important?***

***What does it mean for your practice?***

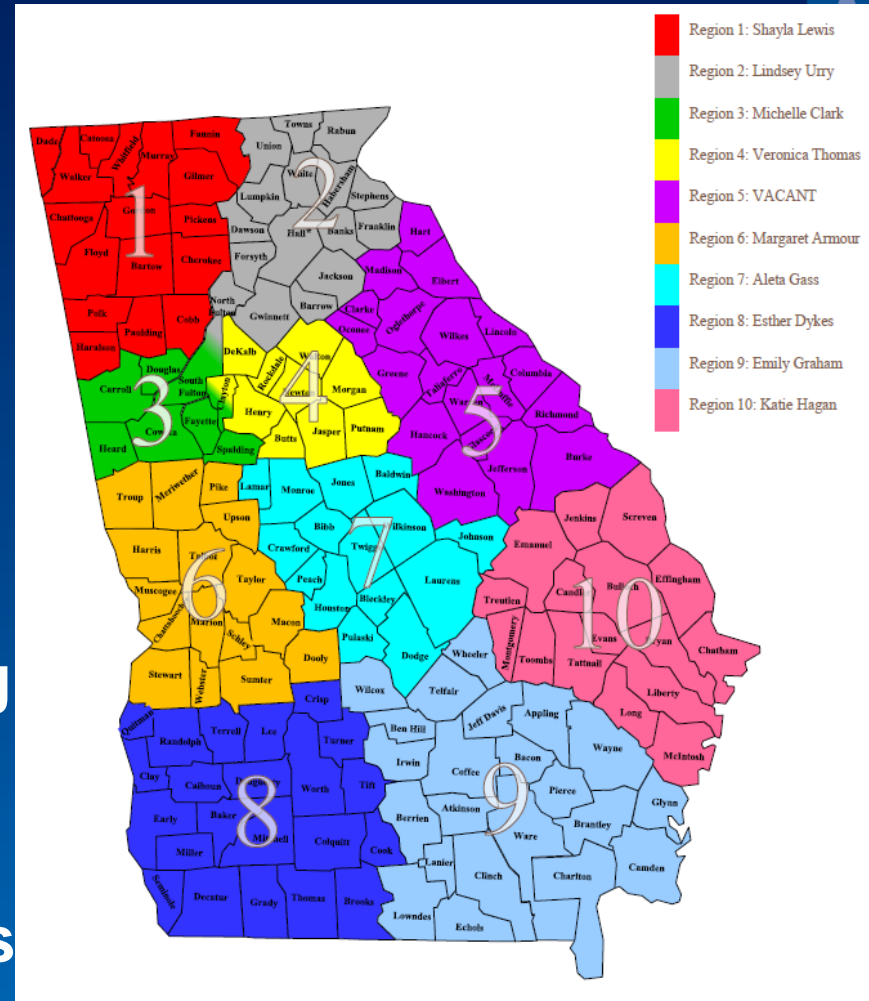
# SEEDS for Success



A screenshot of a web browser displaying the Georgia Department of Early Care and Learning website. The browser's address bar shows 'http://dec.al.ga.gov/InstructionalSupports/Seeds.aspx'. The website header includes the 'BRIGHT START from the START' logo, the text 'Georgia Department of Early Care and Learning', and social media icons for Facebook, Twitter, YouTube, Instagram, Pinterest, and LinkedIn. A search bar contains 'search dec.al.ga.gov'. A yellow navigation bar lists 'Agency', 'Programs', 'Families', 'Teachers', 'Providers', and 'Contact Us'. A sidebar on the left contains a menu with 'Instructional Supports', 'Developmental Milestones and Monitoring', 'Georgia Early Learning and Development Standards', 'Georgia's SEEDS for Success' (highlighted), 'Inclusion Services', 'Infant Toddler Program', and 'Professional Learning'. The main content area features the 'Georgia's SEEDS for Success' logo, a blue banner with the text 'Developing Social, Emotional, and Behavioral Skills in Georgia's Youngest Learners', and the heading 'GEORGIA'S SOCIAL EMOTIONAL EARLY DEVELOPMENT STRATEGIES (SEEDS) FOR SUCCESS' in green. Below this, a paragraph begins with 'Social, emotional, and behavioral competence has been shown to be as important as cognitive skills in ensuring a young child's success in school. Additionally, early childhood educators report that a lack of'.

# DECAL Inclusion Specialists

- **Work in conjunction with your Pre-K Consultant:**
  - resources
  - on-site coaching
  - technical assistance
  - professional development
- **Individualizing and making adaptations**
- **Positive behavior supports**



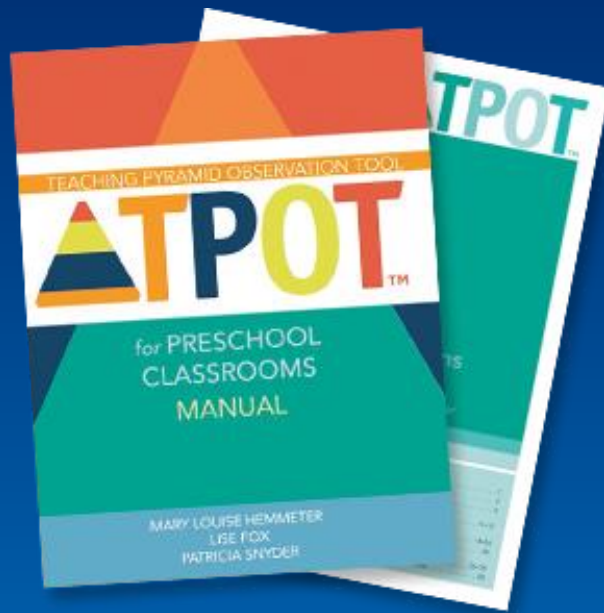
<http://dec.al.ga.gov/InstructionalSupports/InclusionServices.aspx>

# Teaching Pyramid Observation Tool (TPOT)

- Instrument designed to measure practitioners' implementation of Pyramid Model practices.
- Organized into 3 parts (subscales):
  - Subscale 1: Key Practices
  - Subscale 2: Red Flags Checklist
  - Subscale 3: Responses to Challenging Behavior



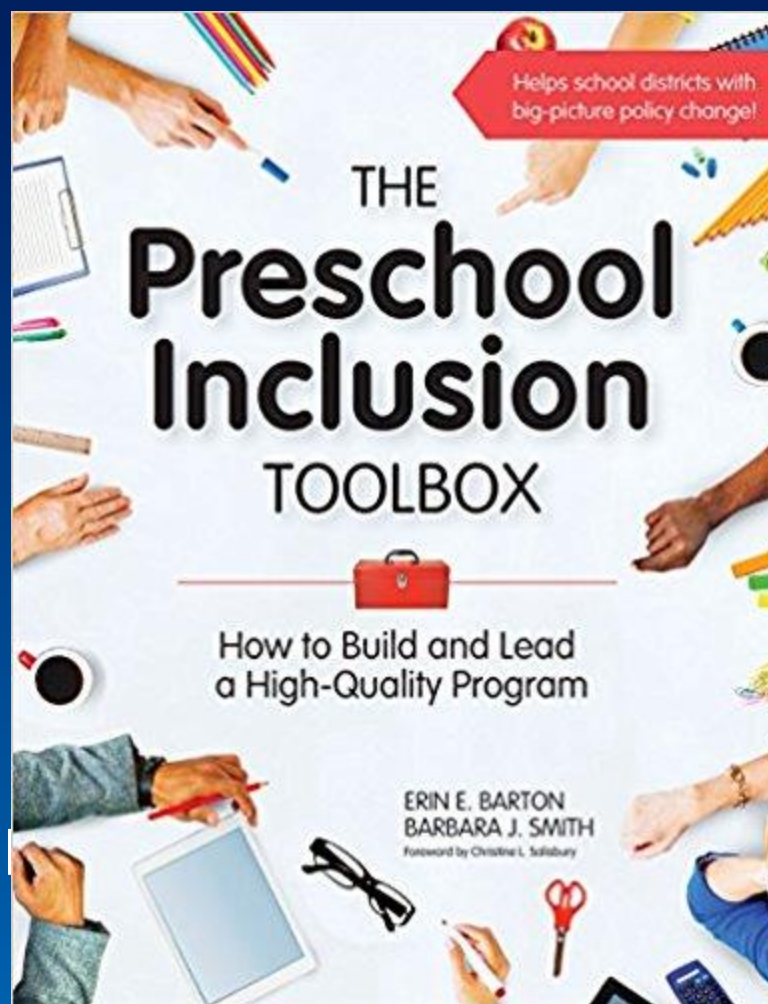
# Teaching Pyramid Observation Tool (TPOT)



- **Administering the TPOT**
  - 2-hour observation - teacher directed activities, child directed activities, and transitions are observed.
  - 15-20 minute structured interview with teacher

# Door Prize!





**25 Years... Lessons Learned**

***Instruction Matters***

# Words2Reading Website



*Talk Today.  
Read Tomorrow.*

[www.words2reading.com](http://www.words2reading.com)



## **FAMILIES**

**Talk, Read, and Sing**  
with Your Child.



## **CAREGIVERS**

**Talk, Read, and Sing**  
as You Play.



## **TEACHERS**

**Grow** Your Readers.

Easy-to-use resources  
for Language and  
Reading Development

# Ready4KGA Texting Service



Did you know that you can receive texts with tips, facts, and links tailored for children ages birth to 5 years old?



Subscribe:  
Text **"GEORGIA"** to 70138



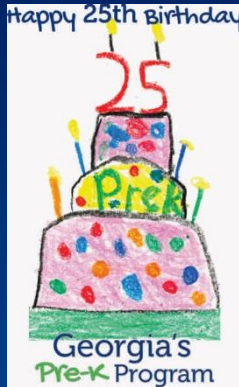
Ready4K

Also available in Spanish.

# Professional Learning Plans

- **New requirement in 2017 - 2018 school year**
- **Required to develop a plan for each lead and assistant teacher**
  - Should be individualized based on professional development needs
  - Include required Pre-K training
- **No specific format required**

# Every Birthday Celebration Should Have Presents!



Lapel Pins



Car Magnets



Lanyards



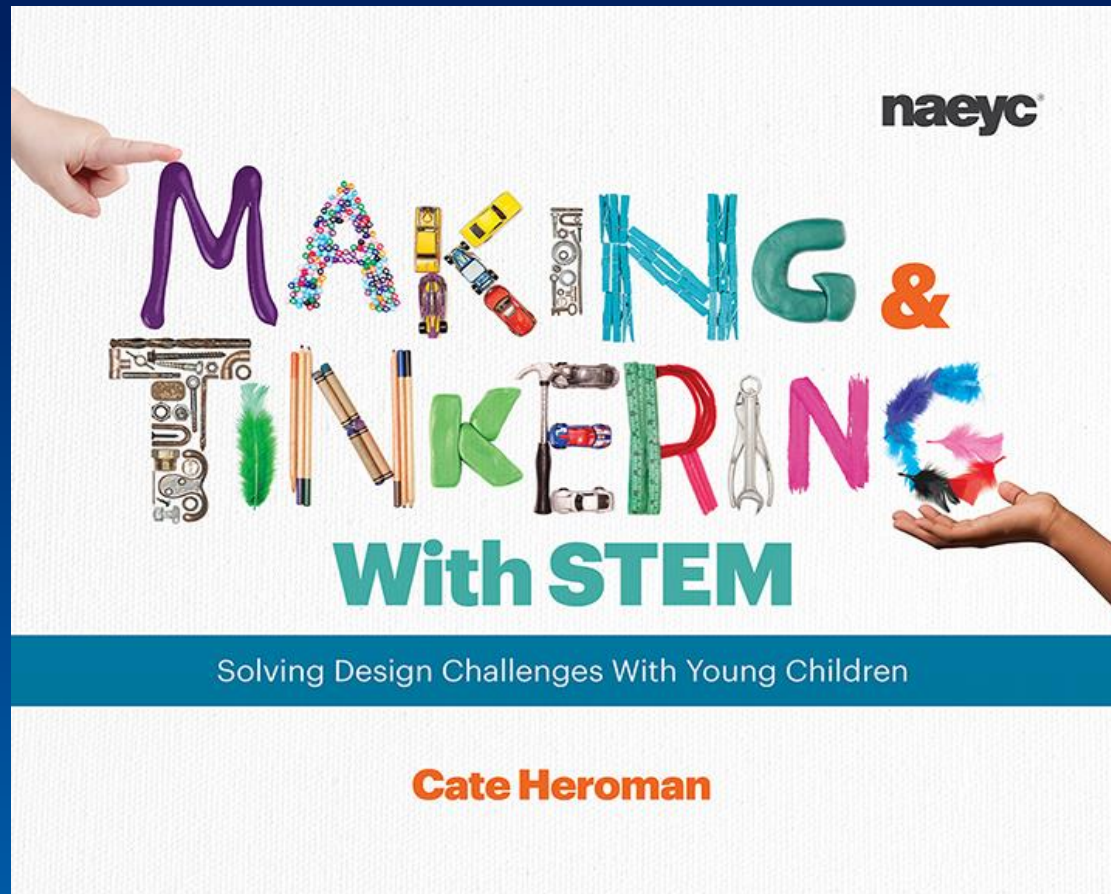
Pre-K Brochures

# Pre-K Boxes

- Each box in the shipment is labeled.
- **Teacher (public and private):**
  - Lanyards (2)
  - Car magnets (22)
  - Pre-K Brochure (25)
  - WSO/ GELDS Quick Guide, WSO/ GELDS Correlation Book, & WSO P4 Guidelines
- **Project Director (public and private):**
  - One sample of teacher box materials
  - Pre-K brochures
- **Site Director (private):**
  - One sample of teacher box materials
  - Pre-K brochures

# Door Prize!





<http://www.naeyc.org/>

# Happy Birthday to Us!



**Susan Adams**  
**Assistant Commissioner**  
**404-651-7420**  
**[susan.adams@dec.al.ga.gov](mailto:susan.adams@dec.al.ga.gov)**