

Target
KINDERGARTEN
and/or
GRADE ONE
September
2013

When
Dreams
Come True



DECADES OF PRIMARY PROGRESS



When Vulnerable Readers Thrive
... Dreams Come True.

The 1970's:

A continuation of the social progressive movement

- Out with basal readers! In with Sylvia Ashton Warner;
 - A focus on social/emotional development;
 - Out with the strap!
-

The 1980's: Experimentation

- Anything goes! Learning Centres, Published Programs;
- The Phonics/Whole Language Wars;
- A growing demand for accountability!

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The 1990's: Systemic Change

- *The Sullivan Commission;*
 - *The Primary Program;*
 - Active participation, individualized learning, group processes, collaborative learning, PLC's.
-

The 2000's: Early Learning

- Clyde Hertzman, HELP and EDI: A focus on VULNERABLE CHILDREN;
- The Ministry Mandate and Early Learning;
- *Ready Set Learn* and *StrongStart BC*;
- Inquiry and Self-regulation;
- **PLAY and FDK.**

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A Decade of ROBUST RESEARCH

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JANET MORT, PhD

Evidence-based Practices Emerge 2004 to 2012 - Ten Studies in Early Learning

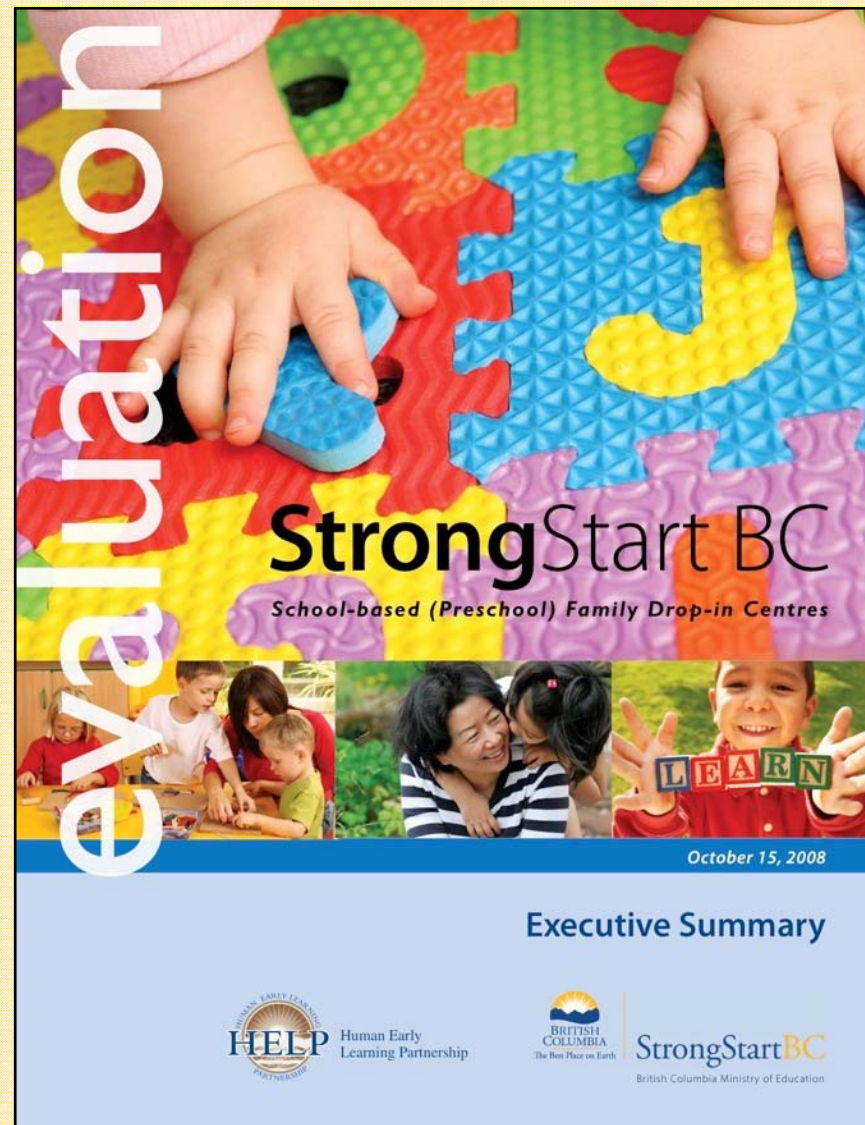
International Research:

- Hertzman et al;
- Allington/McGill-Franzen et al;
- Reference List (folder);
- Early Learning Agency Literature Review;

BC Research Partners:

- Ministry of Education
- BCPVPA
- BCSTA
- HELP at UBC
- The Canadian Language and Literacy Network
- 24 School Districts

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**The Early
Development
Instrument
(EDI)
in British
Columbia:
*Documenting
Impact and Action
in Early Childhood
Development***



British Columbia
School Trustees
Association

bcpvpa

**FULL DAY KINDERGARTEN
IN BRITISH COLUMBIA**



Taking the Pulse

**Full Day K in British Columbia Year One
TWELVE CASE STUDIES**

Sponsored by the BC Principals' and Vice-Principals' Association

Lead Researcher: Dr. Janet Mort

Eleven BCPVPA Members: District Researchers

SEPTEMBER 2011

**When Vulnerable Readers Thrive
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JANET MORT, PhD

A First Nations Case Study



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Teacher Quote:

“In September of this school year, I was faced with a grade two class where approximately three quarters of my students were below grade level.”



ASHLEY LANE

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“I have been able to take those students who were BELOW grade level, and bring all but two of them up to the proper grade level and beyond.”



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The Kelowna Study SD23

The cover features a photograph of a young child holding large pink letters 'A', 'B', and 'C'. Below the photo is a large, colorful graphic of a tree where the roots are an open book and the branches are made of arrows pointing in various directions, each carrying different educational icons like a microscope, a globe, a rocket, a bus, and musical notes. The text on the cover includes the title, the phrase 'The data tell the story!', and the School District No. 23 logo with the motto 'Together We Learn'.

An Early Learning (birth to age 8) Program Review

Vulnerable Children
Becoming
Thriving Primary Readers

The data tell the story!

SCHOOL DISTRICT NO. 23

It's happening in

CENTRAL OKANAGAN
"Together We Learn"

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How will dreams come true in 2014?

Ten Conclusions

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Conclusion 1

*We need to put the cart **AFTER** the horse in our K to 12 system. After all, doesn't 1 come before 12?*



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Conclusion 2



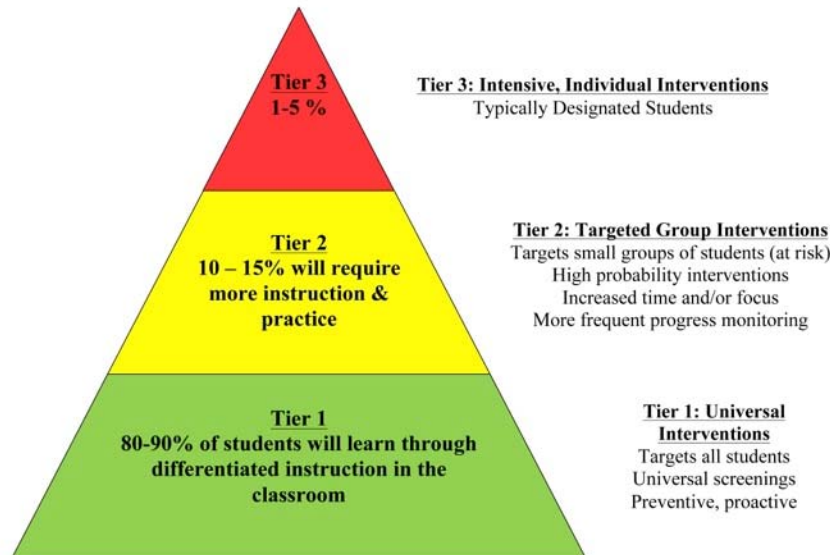
We must focus on the prevailing research about early learning, sensitivity in brain development and the impact of self concept.

Sometimes vulnerable children have **unintentional** enemies: denial, lack of knowledge and lack of leadership.

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Conclusion 3

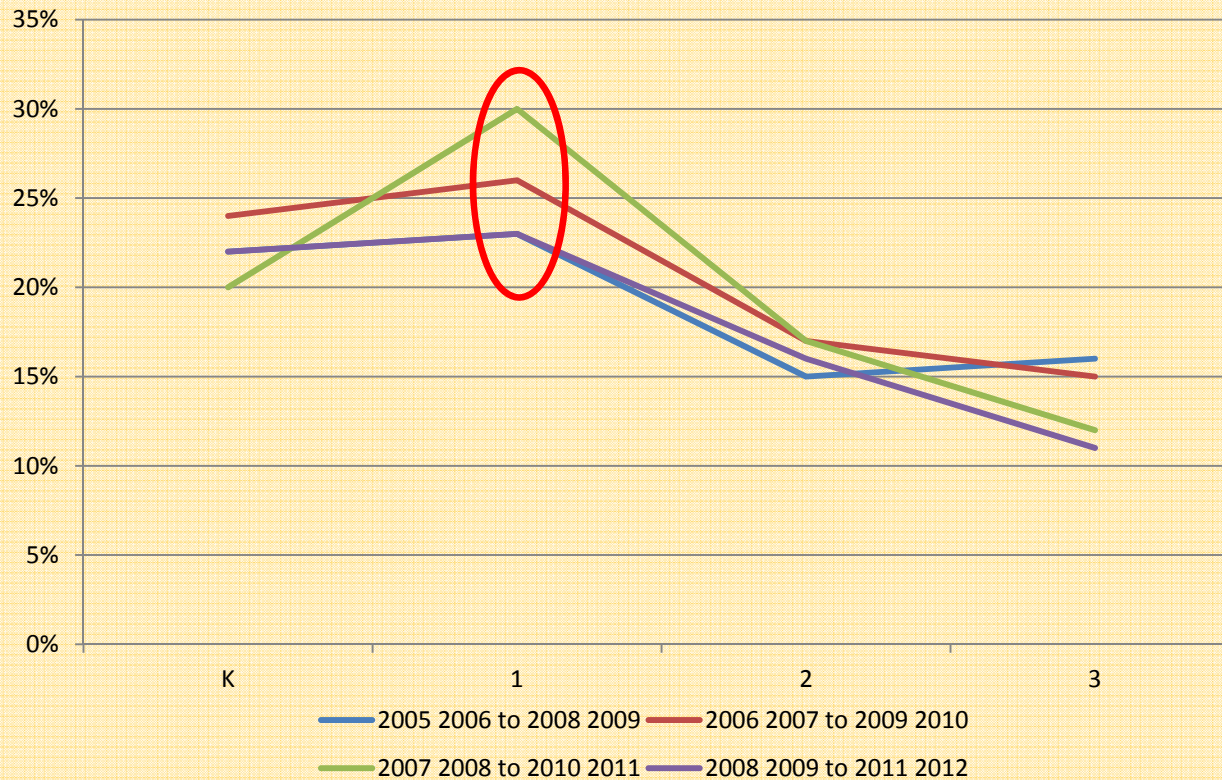
THE PYRAMID OF INTERVENTION



We must restructure and target services within the system to meet Early Learning needs and track results.

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Four Year Data Trend – SD23 Central Okanagan



	K	1	2	3	
2005/2006 to 2008/2009		22% = 252/1143	23% = 262/1226	15% = 196/1308	16% = 212/1324
2006/2007 to 2009/2010		24% = 272/1134	26% = 314/1208	17% = 212/1249	15% = 195/1297
2007/2008 to 2010/2011		20% = 236/1181	30% = 358/1193	17% = 208/1226	12% = 154/1282
2008/2009 to 2011/2012		22% = 260/1181	23% = 285/1238	16% = 206/1288	11% = 143/1296

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Conclusion 4

The highest priority in application of school resources should be the Kindergarten and Grade One classrooms.



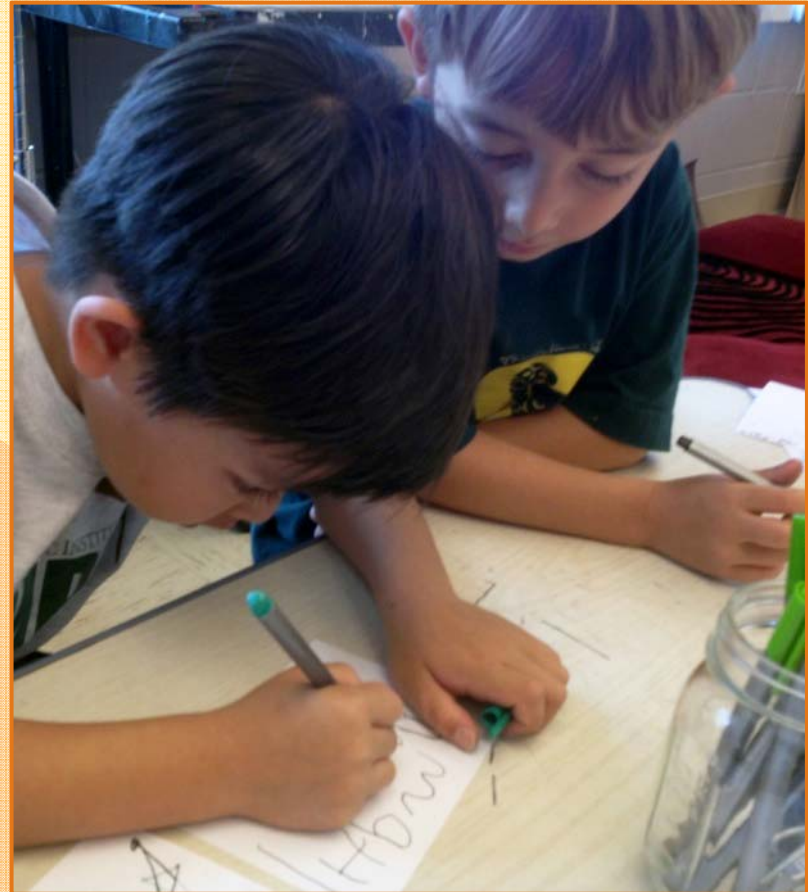
An additional adult assigned daily, to every classroom to support skill instruction in small groups!

– **all** available adults on board.

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Conclusion 5

Every primary classroom environment should be universally designed as **play-based** with active and personalized learning, inquiry, and self-regulation.



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Conclusion 6

Literacy skills are foundational to life success;
Kindergarten is the place to start formal skill instruction in playful ways.



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Conclusion 7

Literacy skill instruction must be almost invisible in a play-based environment.



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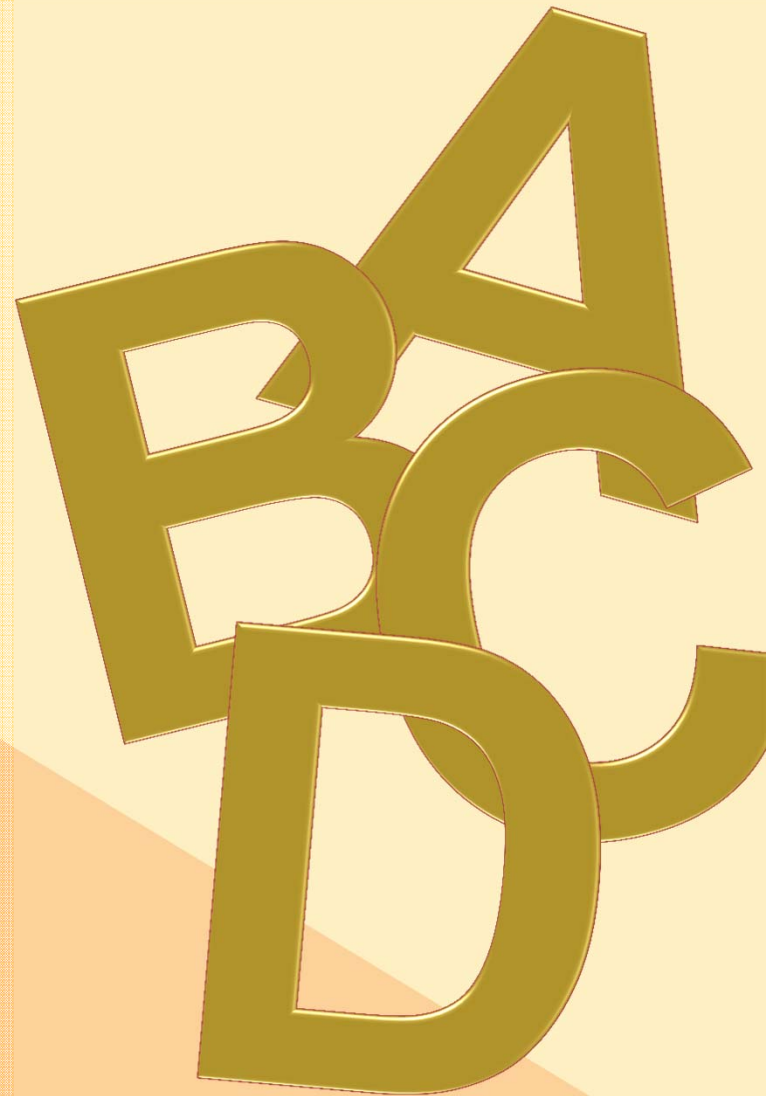
Conclusion 8

Which Skills?

Research is

Consistent.

Alphabetic Principles;
Phonologic Awareness;
Word Recognition **including** Sight Words;
Decoding;
Oral Language;
Fluency and READING READING READING!!!



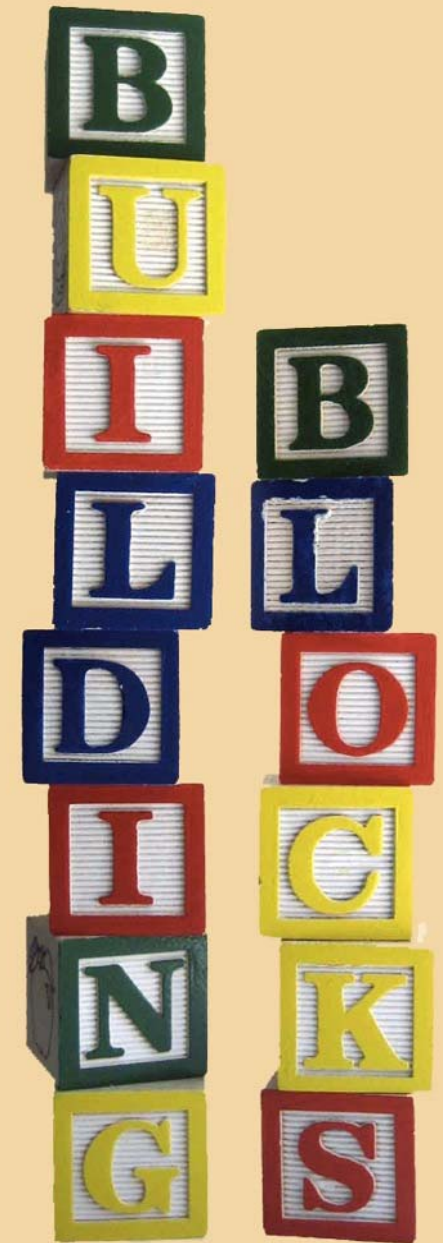
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Name/Skill	Holding a pencil	Printing name	Alphabet recognition	Initial consonants	Left-right tracking	Rhyming words	Word segments	20 sight words	50 sight words	Etc.	Etc.	Etc.
Burns, Kevin	◆	○	◆	○	●	●	●	●	●	●	○	○
Ng, Sam	●	◆	●	●	●	○	○	◆	○	○	●	○
Smith, Rosie	●	◆	○	○	○	○	○	○	○	○	●	○
Thompson, Sarah	○	◆	●	○	○	◆	○	●	◆	◆	◆	◆
McGee, Jacob	◆	◆	○	◆	◆	○	◆	○	○	○	○	●
Jones, Emma	○	○	◆	○	○	○	○	●	●	◆	◆	○
Bitz, Charlotte	◆	◆	○	◆	◆	○	○	○	○	○	○	○
Shields, Aaron	○	◆	◆	●	●	○	○	◆	◆	○	○	●
Weber, Matthew	○	○	○	○	○	○	●	●	◆	○	●	○

Conclusion 9

Each literacy skill should be assessed, taught and tracked in priority order for each child.

Children should be organized into small flexible groups for instruction with a goal of mastery for each skill, then removed from the group when mastery is achieved

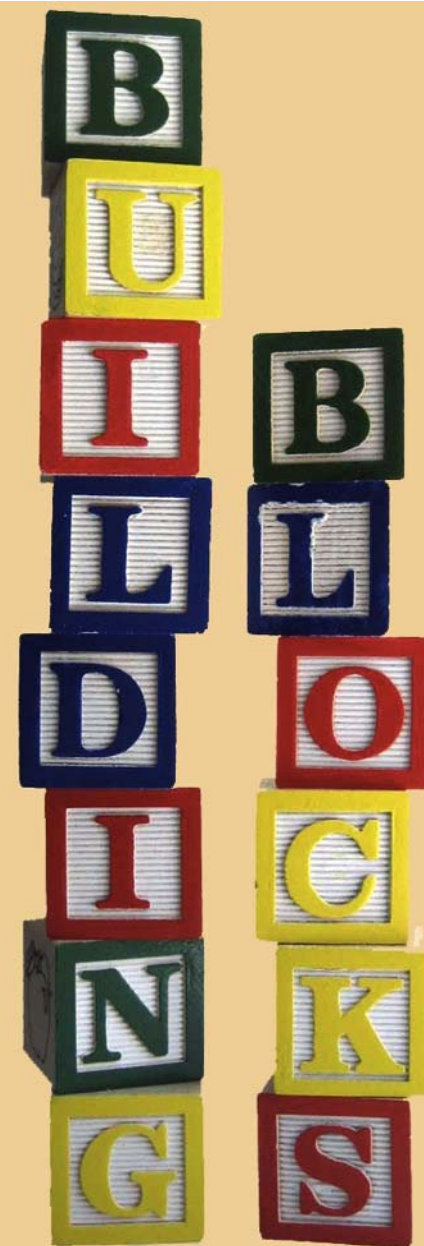


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Conclusion 9, cont'd.

Skill acquisition records should be passed from grade to grade, school to school, and tracked centrally by districts.

Qualitative **and** quantitative data should be essential.



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Conclusion 10

Any child reaching Grade Two that is not reading at grade level should be treated as an

EMERGENCY!!!

and additional or specialized resources applied.



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A woman in a black graduation gown with a red stole and a black mortarboard cap is cheering with her mouth wide open and arms raised. She is holding the cap in her right hand. The scene is set against a backdrop of a lake and mountains under a cloudy sky. The entire image is framed within a dark red oval on a black background.

**We CAN do it for
vulnerable children!**

WHAT DO YOU NEED TO ACHIEVE IT?

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