

High-Quality Prekindergarten Self-Assessment

Phase 1



EARLY CHILDHOOD EDUCATION DIVISION



Key Topics

- The High-Quality Prekindergarten Self-Assessment (Phase 1)
- Looking Toward the Future

Goal: Kindergarten Readiness



But first...

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.

-Benjamin Franklin

High-Quality Prekindergarten Self-Assessment (Phase 1)



Purpose of Self-Assessment

The Self-Assessment tool was created to assist high-quality prekindergarten teachers and administrators with:

- evaluating their prekindergarten programs and
- making program adjustments

to meet the needs of all prekindergarten students.

Purpose of Self Assessment

WHAT IT IS...

- A means of internal reflection and evaluation of current practices
- A voluntary method to identify areas of strength and opportunities for growth
- A process to measure the extent to which growth has occurred
- A tool to inform continuous improvement

WHAT IT IS NOT...

- A system of scoring, grading or labeling a program
- A tool used to publicly compare or judge prekindergarten programs
- A prekindergarten staff evaluation tool
- A means of comparing individual prekindergarten sites within a school district/charter

The Process

- Support the process as much as the end product
 - When choosing the self assessment team, select individuals with different perspectives who are not afraid to ask the hard questions
 - Foster a climate of respect and a safe environment for open conversation
- Assess the quality of current prekindergarten practices
- Identify and prioritize key strategies for improving quality
- Plan for next steps to address key areas

Suggested Timeline

Early April:

- Decide who will be on the program evaluation committee

Mid April:

- Convene committee and introduce the self-assessment

Late April/Early May:

- Complete self-assessment

Mid May:

- Review results and decide next steps

Late May:

- Compile program evaluation report
- Make results of program evaluation available to parents


High-Quality Components & Strategies

- Access - 5 strategies
- Enrollment - 3 strategies
- Curriculum - 3 strategies
- Instruction - 5 strategies
- Student Progress Monitoring - 4 strategies
- Teacher Qualifications - 3 strategies
- Family Engagement - 9 strategies
- Program Evaluation - 2 strategies

Instructions

- Read the strategy
- Circle the description in that row that best describes your prekindergarten program

FOR EXAMPLE:

Component	Strategies	Emerging	Proficient	Advanced
 Access	Eligible 4-yr-olds	Approximately half of eligible 4-year-olds in the community, including prekindergarten eligible children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.	50%-75% of eligible 4-year-olds in the community, including prekindergarten children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.	Greater than 75% of eligible 4-year-olds in the community, including prekindergarten eligible children with disabilities, are enrolled in a district-provided high-quality prekindergarten program.

Key Information about the Tool

- Texas is a diverse state
- Not all possibilities could be represented in the tool
- Your district/charter may not “fit” into a rating level every time
- Choose the rating that will help you improve in each strategy



Access

Access Goal: All eligible three- and four-year-olds have access to high-quality prekindergarten programs.




Access

- ✓ Eligible 4-year-olds
- ✓ Eligible 3-year-olds
- ✓ Provision of High-Quality Prekindergarten
- ✓ Children with Special Needs
- ✓ Community Awareness
- ✓ English Language Learners

ABC School District serves 54% of their eligible 4-year-olds in a half-day program. They do not currently have a prekindergarten program for 3-year-olds. Access to special education services is available with qualified personnel in most inclusive settings with same-age, non special education-qualifying peers. **The district has one community partnership, but is looking to make more.** Fifty-nine percent (59%) of the eligible prekindergarten students in their community are English Language Learners and are enrolled in the district's prekindergarten program.

SELF-ASSESSMENT RESULTS


 Access	Emerging	Proficient	Advanced
Eligible 4-year-olds		✓	
Eligible 3-year-olds	✓		
Provision of High-Quality Prekindergarten		✓	
Children with Special Needs			✓
Community Awareness		✓	
English Language Learners		✓	



Enrollment

ABC School District sends home flyers in student backpacks as their strategy for reaching new prekindergarten students. They are working on an enrollment plan to implement in the spring of 2018. Currently parents bring enrollment documents to the campus during normal business hours. The district does not provide parents with a list of necessary documents, so sometimes parents must make several visits to the school to complete the enrollment process.

SELF-ASSESSMENT RESULTS

 Enrollment	Emerging	Proficient	Advanced
Outreach Strategies	✓		
Enrollment Process	✓		
Enrollment Assistance with Documents	✓		




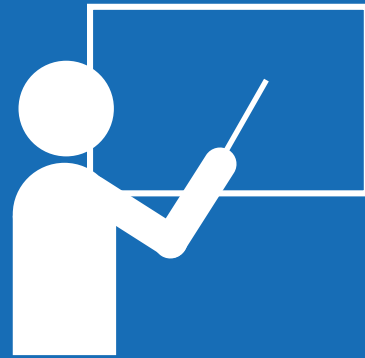
Curriculum



ABC School District uses a research-based curriculum that address all the 2015 Texas Prekindergarten Guidelines. Curriculum effectiveness is assessed annually to maximize student outcomes. Occasional joint planning meetings are held to determine what, how and when items will be taught and assessed at each grade level, but typically each classroom teaches the themes that work best for them. All the prekindergarten teachers set their routines and daily schedules without alignment to one another. The classrooms are filled with a great number of materials. Each teacher has four learning centers: Math, Science, Writing and Library. All centers are well-equipped except the Writing center that has paper and crayons. There is a large rug available for large group lessons and enough tables in the center of the room to accommodate all learners.

SELF-ASSESSMENT RESULTS

 Curriculum	Emerging	Proficient	Advanced
Choice of Curriculum			✓
Alignment		✓	
Link to Classroom Environment		✓	




Instruction



Teachers in the ABC School District consistently implement and evaluate activities that introduce, reinforce and practice new concepts and skills as noted in teacher observations and classroom activity plans. They consistently use an integrated approach that supports all developmental domains. The daily and weekly classroom schedules are posted, but are not current. Routines are used to reinforce curricular themes and goals. The daily schedule shows a balance between small group, large group, and individual-choice activities and teacher-led activities. Children spend an hour each day in activities to promote fine and gross motor development. Equal time is spent in the classroom on management and supporting/scaffolding learning. Teachers plan horizontally and vertically once monthly.

SELF-ASSESSMENT RESULTS


 Instruction	Emerging	Proficient	Advanced
Concept/Skill Development			✓
Daily Schedule	✓		
Balance of Teaching Strategies			✓
Teacher Interaction with Students		✓	
Planning	✓		



Student Progress Monitoring

ABC School District does student progress monitoring at the beginning of each year. The instrument used measures literacy, math and social-emotional learning. Teachers do not use the data to inform their instruction or plan for small-group instruction. They do use the data sometimes to make referrals for students who may need intervention. Data from the student progress monitoring tool is sent to the kindergarten teachers at the end of the year, but does not inform classroom placement or instruction. The district assesses their incoming kindergartners in literacy development.

SELF-ASSESSMENT RESULTS

 Student Progress Monitoring	Emerging	Proficient	Advanced
Frequency of Use	✓		
Link to Classroom Instruction	✓		
Referrals/Intervention		✓	
Transition to Kindergarten	✓		




Teacher Qualifications



ABC School District ensures that all teaching staff (teachers and teacher assistants) meet the minimum certification and qualifications as set in the Commissioner's Rules. Each principal conducts two spot observations per semester, but observation data is not compiled and/or centrally tracked. Teaching staff are evaluated using one set of data and the data set does not include a research-based evaluation tool. ABC School District provides at least 10 professional training sessions with objectives each year. Trainings are done by the district or in partnership with the ESC. Sessions are determined by student progress monitoring data, teacher evaluation results and other related information. Each session includes activities that teachers can implement immediately. Teachers receive student-data-results-driven mentoring or coaching each year.

SELF-ASSESSMENT RESULTS


 Teacher Qualifications	Emerging	Proficient	Advanced
Certification/Qualifications		✓	
Evaluation	✓		
Professional Development		✓	



Family Engagement

ABC School District has a Family Engagement Plan on their district website, but it is not being implemented in the district. Teachers communicate weekly with families about classroom activities and goals. Program sometimes utilizes one or two resources to assist with interpreting, when needed. Parent-teacher conferences are held two times per year; student progress monitoring data is shared, but parents are not given resources or recommendation on how to support their child's development at home. Report cards are not used. Parents are not provided verifiable assistance regarding appropriate at-home behaviors that support academic and social-emotional learning development or assistance regarding community resources to meet their economical/social needs. The ABC School District asks parties to sign contracts at the beginning of each school year and provides clear written expectations regarding roles/responsibilities for staff, students and families prior to the beginning of school. Parents can engage in the parent teacher organization two times per year. Activities include a Literacy Night, a Math Night and a Technology Night. Twenty-five percent of parents and teachers typically participate in the Math Night each year.

SELF-ASSESSMENT RESULTS


 Family Engagement	Emerging	Proficient	Advanced
Family Engagement Plan	✓		
Communication			✓
Use of Interpreters		✓	
Parent-Teacher Conferences		✓	
Report Cards	✓		
Program Expectations			✓
On-Campus Opportunities		✓	
Participation		✓	
Support to Parents	✓		



Program Evaluation





ABC School District is annually evaluated by student progress results, kindergarten readiness data and the *High-Quality Prekindergarten Self-Assessment* tool. This data and results are made available to all stakeholders and plans are developed using the data to better meet prekindergarten student needs.





SELF-ASSESSMENT RESULTS

 Program Evaluation	Emerging	Proficient	Advanced
Collection & Reporting of Data			✓
Data Analysis		✓	

SELF-ASSESSMENT RESULTS

Tally the results from each page of the Self-Assessment.

 Access	Emerging	Proficient	Advanced
Eligible 4-year-olds		✓	
Eligible 3-year-olds	✓		
Provision of High-Quality Prekindergarten		✓	
Children with Special Needs			✓
Community Awareness		✓	
English Language Learners		✓	
 Enrollment	Emerging	Proficient	Advanced
Outreach Strategies	✓		
Enrollment Process	✓		
Enrollment Assistance with Documents	✓		
 Curriculum	Emerging	Proficient	Advanced
Choice of Curriculum			✓
Alignment		✓	
Link to Classroom Environment		✓	
 Instruction	Emerging	Proficient	Advanced
Concept/Skill Development			✓
Daily Schedule	✓		
Balance of Teaching Strategies			✓
Teacher Interaction with Students		✓	
Planning	✓		

 Student Progress Monitoring	Emerging	Proficient	Advanced
Frequency of Use	✓		
Link to Classroom Instruction	✓		
Referrals/Intervention		✓	
Transition to Kindergarten	✓		
 Teacher Qualifications	Emerging	Proficient	Advanced
Certification/Qualifications Evaluation	✓	✓	
Professional Development		✓	
 Family Engagement	Emerging	Proficient	Advanced
Family Engagement Plan	✓		
Communication			✓
Use of Interpreters		✓	
Parent-Teacher Conferences		✓	
Report Cards	✓		
Program Expectations			✓
On-Campus Opportunities		✓	
Participation		✓	
Support to Parents	✓		
 Program Evaluation	Emerging	Proficient	Advanced
Collection & Reporting of Data			✓
Data Analysis		✓	

SELF-ASSESSMENT “Next Steps”



Strengths Identified:

1.

2.

3.



Opportunities to Grow Identified:

1.

2.

3.



Next Steps for Continuous Improvement:

1.

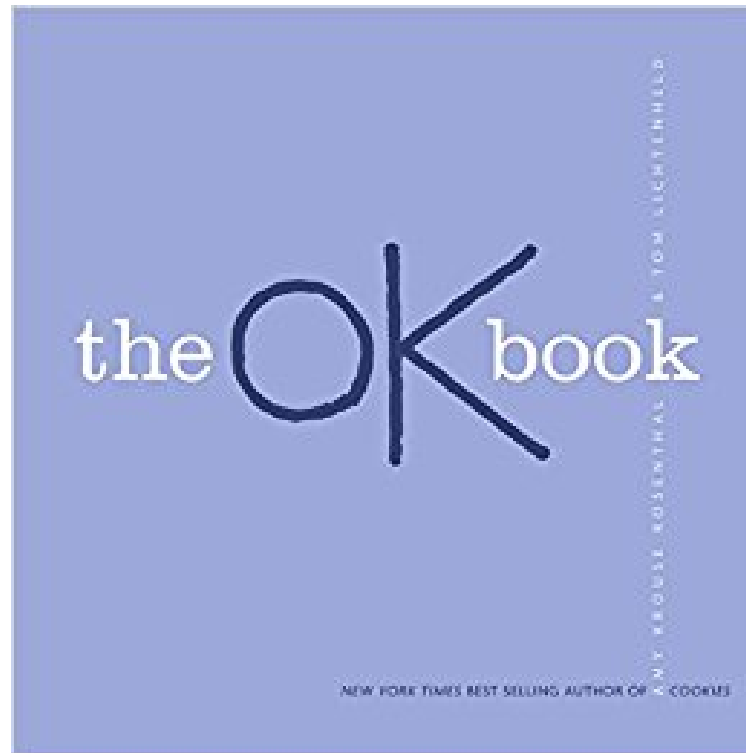
2.

3.

4.

5.

It's Going to be OK!



Our Request

- Administer the *High-Quality Prekindergarten Self-Assessment (Phase 1)* during this school year.
- Participate in a anonymous survey regarding the tool

Looking to the Future

Summer 2018:

- Revise the *High-Quality Prekindergarten Self-Assessment (Phase 1)* tool
- Phase 2 of the *High-Quality Prekindergarten Self-Assessment* tool is created (revisions and new components)
- Create the *High-Quality Kindergarten Self-Assessment (Phase 1)* tool

2018-2019 School Year:

- The *High-Quality Prekindergarten Self-Assessment (Phase 2)* tool is available for use
- The *High-Quality Kindergarten Self-Assessment (Phase 1)* tool is available for use

Coming soon....

The Early Childhood Education Division will be providing targeted technical assistance to districts who desire our support in their continuous improvement efforts.

Be on the lookout for the technical assistance application that will be sent out in April.

Conclusion

- The High-Quality Prekindergarten Self-Assessment (Phase 1)
- Looking Toward the Future

TEA - Early Childhood Education Division

Jacquie Porter, *Director*
jacquie.porter@tea.texas.gov

Sylina Valdez, *Manager*
sylina.valdez@tea.texas.gov

Scott Bodnar, *Manager*
scott.bodnar@tea.texas.gov

Howard Morrison, *Statewide
Coordinator*
howard.morrison@tea.texas.gov

Tamala Olsby, *Program Specialist:
Quality*
tamala.olsby@tea.texas.gov

Miguel Gomez, *Program Specialist:
Access*
miguel.gomez2@tea.texas.gov

Anna Gu, *Program Specialist: PreK
Partnerships*
anna.gu@tea.texas.gov

Cody Summerville, *Program Specialist*
cody.summerville@tea.texas.gov

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