

# Why 4K-5K Alignment in WI?



- 4K (Pre-K, Preschool) is in over 98% of WI schools now; it's the true beginning of school curriculum, PBIS, Rtl, and inclusion, etc.
- Aligning 4K-5K practices more tightly will promote & preserve DAP and inclusion while reducing retentions and expulsions.
- Research reports great outcomes for children in high quality PreK/4K experiences but those outcomes are sometimes lost when the child transitions into the K-12 world.
- Sets a firm foundation for **“Learning for ALL”!**

# A TWO-YEAR 4K-5K DEVELOPMENTAL CONTINUUM



## Who Enters 4K?

### Children...

of poverty, working, middle, and upper classes; with differing abilities/disabilities; from diverse families; learning two languages

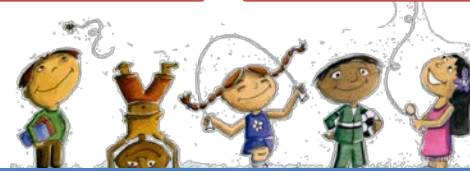
## Mid-Cycle CHECKPOINT

1. Who's *trajectory of learning* insures meeting or exceeding end of 5K expectations?
2. Who's *trajectory of learning* warrants additional supports to meet or exceed end of 5K expectations?

## Who Exits 5K?

### Children ...

who have had access to high quality universal curricula and effective levels of individualized support; prepared for success in first grade

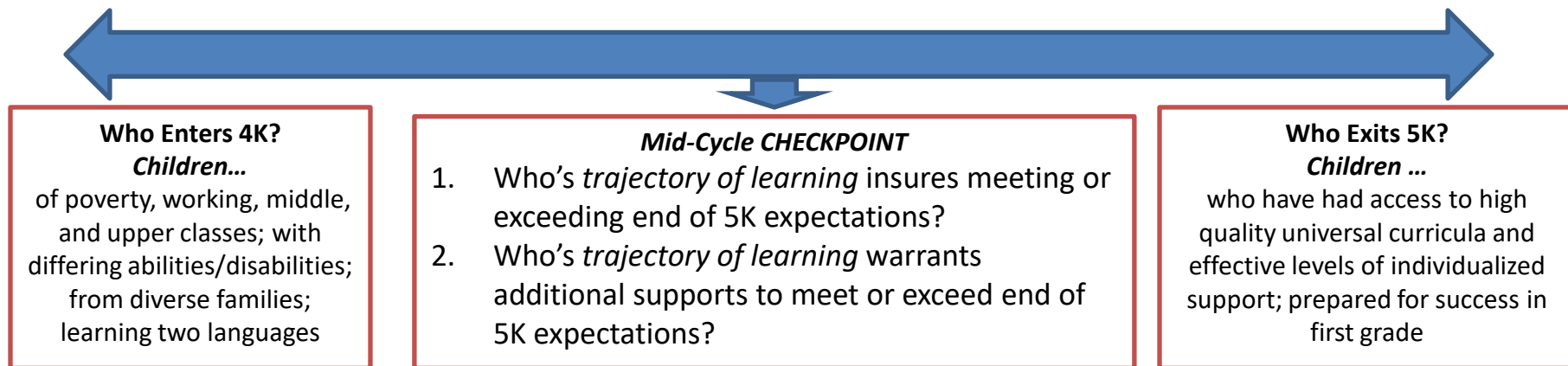


What things would be necessary in 4K to operate like a two-year continuum (i.e., time to collaborate)?

What things would be necessary in 5K to operate like a two-year continuum (i.e., more play)?

Use this space to brainstorm ideas

# A TWO-YEAR 4K-5K DEVELOPMENTAL CONTINUUM



## 4K/5K Alignment: Promising Practices

- Shared 4K 5K teacher planning time and combined Professional Learning Communities (PLC)
- Clearly defined shared expectations across the 2-year continuum based on local data and Wisconsin Early Learning & Academic Standards
- Effective family engagement practices
- High quality universal curricula that addresses all areas of learning and development
- Emphasis on social-emotional development and approaches to learning (self-regulation, peer skills, focused attention, persistence on task, problem solving, creative thinking, etc.)
- Shared authentic data to guide decision-making across the continuum
- *Multi-levels of support matched to individual learner needs (RtI) Instructional strategies appropriate for optimum child learning and development; learning targets embedded in playful and intentional learning experiences*

# What 4K-5K alignment work IS:



## Shared Understanding:

Developing a common vision and language within the partnership

## Articulation:

Alignment and collaboration between 4K and 5K teachers

## Accountability:

Holding partners accountable to changes in systems and philosophy.

# What 4K-5K alignment work is **NOT**:



Pushing more “academics” down to 4K



Loosing high levels of learning & expectations in 5K



Something that can occur in isolation without administrative, school board, family, and community support

# A Process for Restoration



- Buy-in that there has to be a better way
- Willingness to work on solutions/alternatives across grade/age levels
- Administrative endorsement (time, resources)
- 4K and 5K teachers meeting together regularly
- Examine 4K entry data
- Jointly develop expectations/benchmarks across 2-year continuum using WMELS and WASS
- **Teacher/Staff attitudes and beliefs (about how children learn and regarding collaboration) play a VITAL role in success!!!**