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, RtI, 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

**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

**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?

**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

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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!!!