



# What is WaKIDS All About?

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# Presentation Overview

- Development of WaKIDS
- Next steps
- Key components of WaKIDS
- Fall 2011 implementation feedback
- Questions



## What is WaKIDS?

- WaKIDS is a process that gathers consistent information as children enter kindergarten and allows for the opportunity to share information
- WaKIDS is a partnership between kindergarten teachers, early learning professionals (Head Start, ECEAP, childcare providers and others) and families





## Why WaKIDS?

WaKIDS ensures:

- That the families of the 75,000 children that enter kindergarten each year are welcomed into the K-12 system and engaged as partners in their child's education
- The opportunity for early learning professionals and kindergarten teachers to align practices
- That teachers have comprehensive information about children to individualize instruction
- Consistent statewide data

# WaKIDS Background

2009 Legislature:

Department of Early Learning (DEL) in collaboration with the Office of Superintendent of Public Instruction (OSPI) would “identify and test a kindergarten assessment process and tools in geographically diverse school districts”



# Leads in the Development of WaKIDS

- Office of Superintendent of Public Instruction, Department of Early Learning, Thrive by Five Washington
- Voluntary school districts
- WaKIDS Advisory Team
  - Child development specialists
  - Early learning professionals
  - Assessment directors
  - Tribal representatives
  - Parents
  - Special education specialists
  - Equity/cultural specialists
  - Kindergarten teachers
  - Elementary principals
  - OSPI, DEL, Thrive, Gates Foundation
- University of Washington

## WaKIDS Takes Shape

- “Kindergarten assessment process” is created:  
**Washington Kindergarten Inventory of Developing Skills (WaKIDS)**
- Voluntary school districts around the state piloted WaKIDS in the 2010 –11 school year to provide feedback
- Required bias and sensitivity committee review - completed in summer 2011





## Child's Inventory

### Early Learning Collaboration

- Kindergarten teachers and early care providers collaborate about best practices
- To be developed in 2011-12 school year

### Family Connection

- Child's interests, hopes, concerns
- Languages spoken
- Early learning experiences

### “Whole Child” Assessment—GOLD

- Social/emotional
- Physical
- Language and literacy
- Cognitive

# 2010-11 Pilot Results and Teacher Feedback

- More than one-third of the children in the pilot entered kindergarten below expected skill level
- Nearly half of children in the pilot entered kindergarten below expected skill level in language, literacy and communication

## 2010 -11 Pilot Results and Teacher Feedback

- Teachers found the tools useful for:
  - Bringing attention to areas not always assessed
  - Showing a learning progression of how students can continue to improve their skills
- Essential elements identified by both early learning professionals and kindergarten teachers were:
  - Common assessments and system for sharing
  - Common school readiness goals
  - Joint professional development
- The family connection was beneficial for both families and teachers

## 2011 Legislation

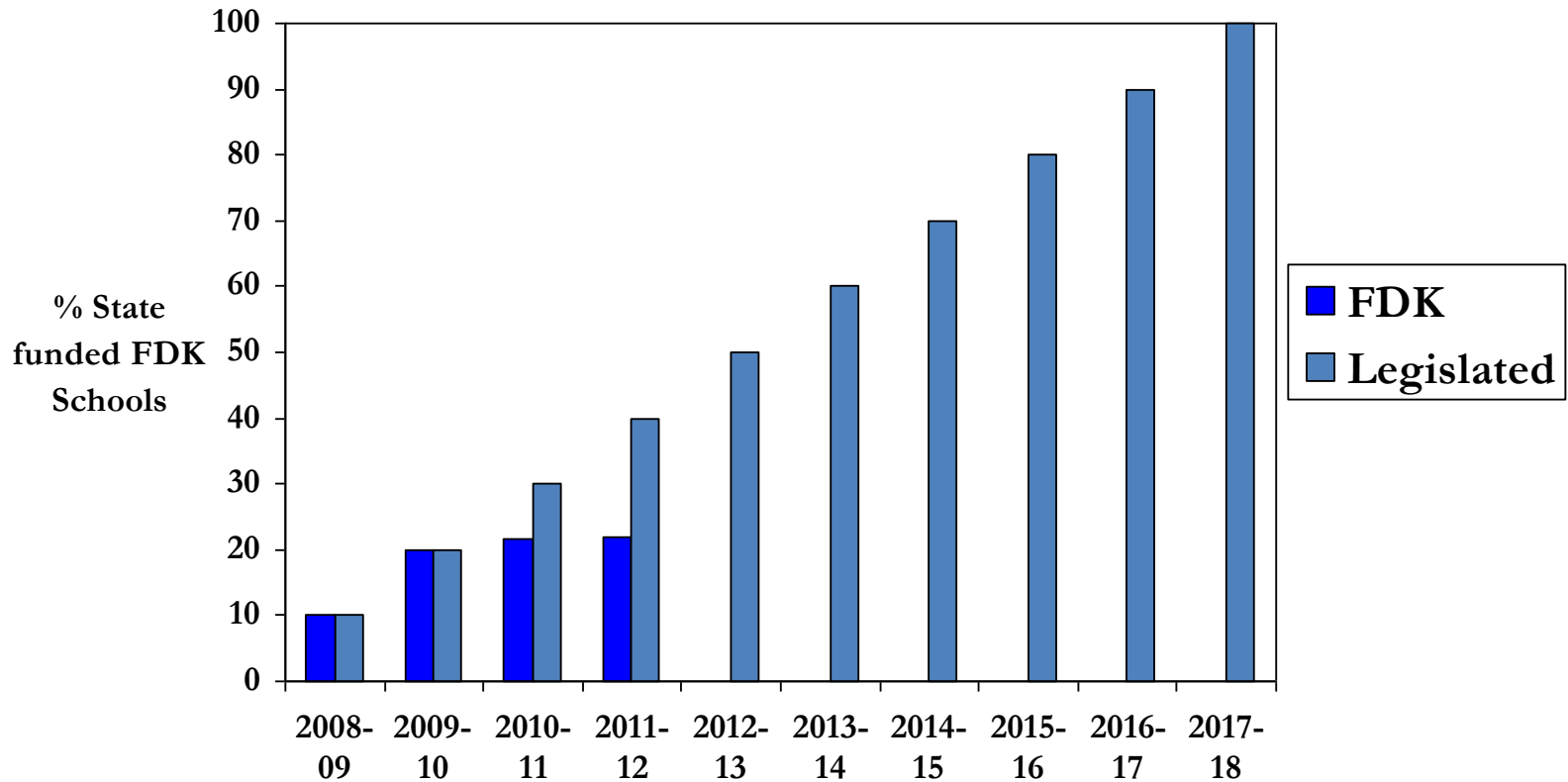
### ***Language added to the conditions for receiving full-day kindergarten support***

- Beginning in the 2011-12 school year on a voluntary basis, kindergarten teachers will administer WaKIDS; 2012-13 participation will be mandatory
- Parents and guardians may excuse their children
- Waivers from the requirement to administer WaKIDS may be granted to districts if they meet certain criteria until WaKIDS reaches full implementation
- New section added requiring a Bias and Fairness review before implementation of WaKIDS

<http://apps.leg.wa.gov/documents/billdocs/201112/Pdf/Bills/Session%20Law%202011/5427-S2.SL.pdf>

# “Scaling Up” State-funded FDK:

% State Funded FDK Schools vs. % Legislated for FDK\*



**\* RCW 28A.150.315 “During the 2011-12 biennium, funding shall continue to be phased-in each year until full statewide implementation of all-day kindergarten is achieved in the 2017-18 school year.”**

## 2011-12 Participants

- 66 school districts
- 150 schools
- 428 teachers
- 10,000+ kindergarteners



East and west representation:

- 35 school districts in eastern Washington
- 31 school districts in western Washington



## Child's Inventory

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## Early Learning Collaboration: Purpose

- To help facilitate the sharing of rich information early learning professionals often have about children with kindergarten teachers
- To share ideas to improve the transition into kindergarten
- To align practices in order to have common expectations for children entering kindergarten



## **Early Learning Collaboration**

- 2011-12 school year regional early learning coalitions around the state work to develop action plans for this work
- Includes communities with WaKIDS participating schools
- Lessons learned will be shared to help formulate various models that other districts can replicate

## Family Connection: Purpose

- Families are welcomed
- Teachers and families begin building strong relationships
- Teachers gather information from families about children
- “Back and forth” conversation with child at heart of it



## Family Connection: Process

- Teachers meets with each family before school starts
- Teachers decide with the family where to meet (home, school, community location)
- 30 to 60 minutes per meeting
- Teachers ask the family to complete *Introducing Me!*
- Families decide who attends the meeting (grandparents, early learning providers, other family members)
- Examples of when meetings have occurred:
  - The first two days of school
  - Two days before school starts
  - Completed a slow-start

## “Whole Child” Assessment: Purpose

- To provide information about child’s strengths and areas for extra support
- To provide information to inform instruction, so teachers are better able to support all their students
- To provide consistent data about incoming kindergarteners to be shared with early learning professionals and other interested stakeholders



## “Whole Child” Assessment

- WaKIDS selected tool: Teaching Strategies GOLD  
[www.teachingstrategies.com/page/assess\\_overview.cfm](http://www.teachingstrategies.com/page/assess_overview.cfm)
- Completed after school begins
- Observational, strength-based and ongoing
- Information gained is used to guide instruction
- Information is shared with families
- Data is submitted to OSPI and shared with DEL for state level data analysis and sharing with early learning partners



# GOLD Objectives

## Social–Emotional

1. Regulates own emotions and behaviors
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - c. Interacts with peers
  - d. Makes friends

## Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools



# GOLD Objectives

## Language

9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
  
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

# GOLD Objectives

## Literacy

15. Demonstrates phonological awareness

a. Notices and discriminates rhyme

b. Notices and discriminates alliteration

c. Notices and discriminates smaller and smaller units of sound

16. Demonstrates knowledge of the alphabet

a. Identifies and names letters

b. Uses letter–sound knowledge



# GOLD Objectives

## Literacy

17. Demonstrates knowledge of print and its uses
  - b. Uses print concepts
  
18. Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations
  - b. Uses emergent reading skills
  - c. Retells stories
  
19. Demonstrates emergent writing skills
  - a. Writes name
  - b. Writes to convey meaning



# GOLD Objectives

## Cognitive

11. Demonstrates positive approaches to learning
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
13. Uses classification skills

## Mathematics

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
22. Compares and measures
23. Demonstrates knowledge of patterns



## Fall 2011 Implementation Feedback

### Whole Child Assessment – Teaching Strategies GOLD

#### Benefits/Positive Comments

Teachers appreciate the developmental appropriateness and depth of developmental information that GOLD provides.

Some teachers and districts would like to use GOLD as their report card.

Administrators are excited about what can be done with the data.

It is a whole child inventory with a consistent on-going assessment for measurement.

It's the first time the early learning system and the K-12 system have the opportunity to talk about all developmental domains.

It creates common language for PreK-K alignment.

It took our teachers to a whole new level of teaching.

# Fall 2011 Implementation Feedback

## Whole Child Assessment – Teaching Strategies GOLD

### Challenges

Teachers are unfamiliar with observational assessments and may not have education/experience in early child development. Current Teaching Strategies GOLD training is too technical/computer-based.

Funding for additional professional development.

Time for teachers to enter the data.

Time to review the data in depth.

Teachers may have many assessments (DIBELS, district online/hardcopy report card, etc.).

Communications to all interested stakeholders – ensuring that principals and other administrators understand the process and purpose, providing consistent information to parents, spreading the word to early learning professionals, providing information to communities.

Helping early learning professionals that are using GOLD and kindergarten teachers to connect.

# Fall 2011 Implementation Feedback

## Family Connection

### Benefits/Positive Comments

Meeting families before school starts was one of the best things I've ever done!

Collecting information from families was an extremely valuable experience.

A teacher reported that she found that through this connection, she was more apt to call parents to share information or concerns.

# Fall 2011 Implementation Feedback

## Family Connection

### Challenges

Accessing the most isolated children and then connecting their families to kindergarten teachers before school starts.

How to coordinate and fund translators in schools where there are multiple languages spoken.

How to coordinate the family connection when teachers may not have class lists until a day or two before school starts.

# Anticipated Winter – Spring 2012 Timeline to Support Phase-in to all State—Funded Schools

## Winter 2012

Gather feedback about fall WaKIDS implementation

*Surveys, roundtable discussions, K-20s*

Create GOLD hints & tips sheet

Create WaKIDS implementation guide

Begin transition and training for fall 2012

*WaKIDS Webinar*

ELC action plans implemented

February 10, 2012 – GOLD 2<sup>nd</sup> checkpoint (optional)

## Spring 2012

Continue transition and training for fall 2012 implementation

Kindergarten teacher names & summer contacts due

“Introducing Me!” booklet sent to districts for fall Family Connection

May 25, 2012 – GOLD 3<sup>rd</sup> checkpoint (optional)

# Questions?



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