

# State System Alignment

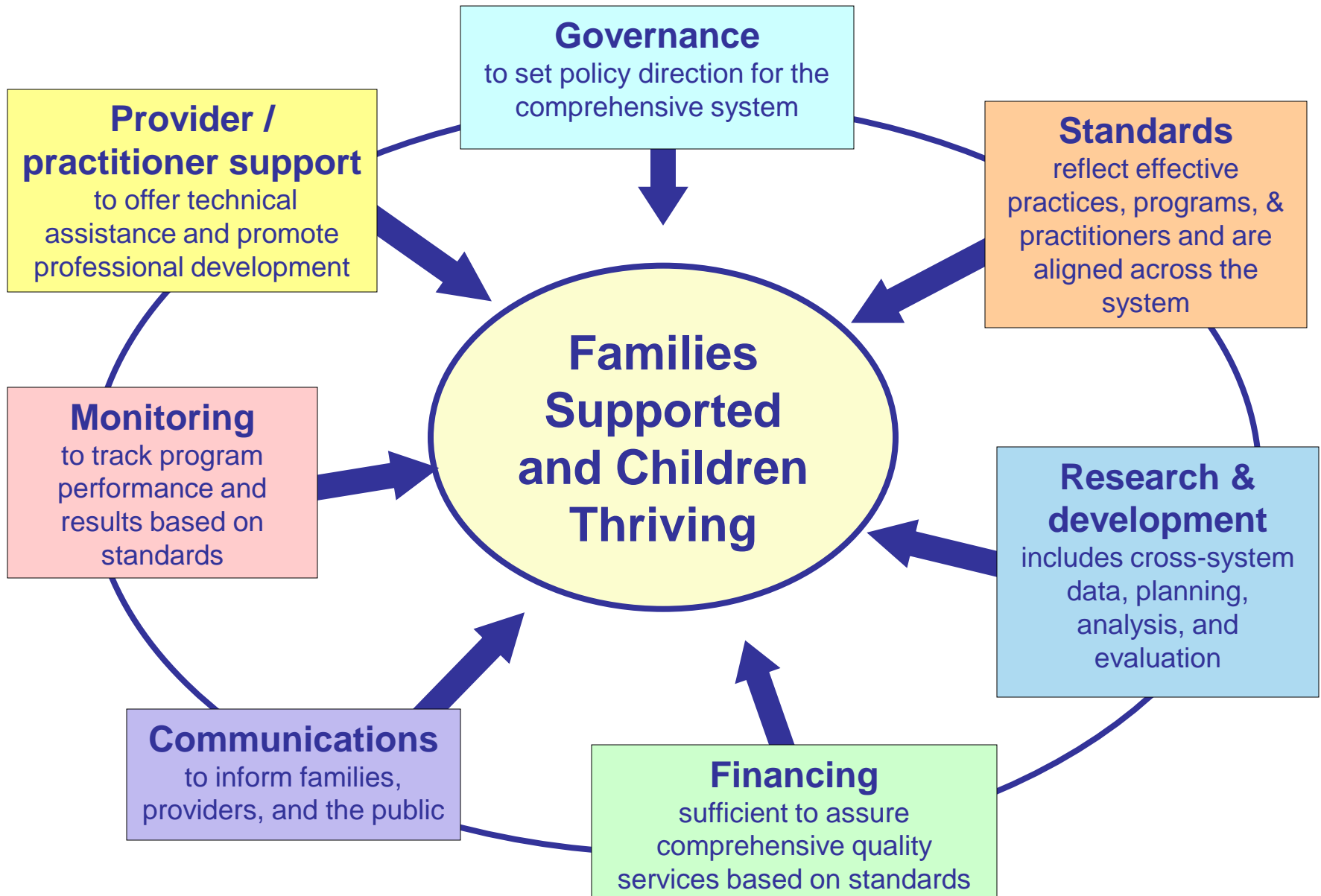
## Perspectives on the Process

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# Core Elements of an Early Childhood Development System



# State Early Childhood Development System

**Comprehensive health services that meet children's vision, hearing, nutrition, behavioral, and oral health as well as medical health needs.**

**Early Learning**

**Early care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life.**

**Health, Mental Health and Nutrition**

**Family Support**

**Early identification, assessment and appropriate services for children with special health care needs, disabilities, or developmental delays**

**Special Needs/ Early Intervention**

**Economic and parenting supports to ensure children have nurturing and stable relationships with caring adults.**



# Early Success

Delaware's Early Childhood Plan



# *Early Success*

## *Delaware's Early Childhood Plan*

Ready Families

+ Ready Early Care  
& Education

+ Ready Communities

+ Ready Schools

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= Ready Children

*Many factors contribute to preparing children to be ready for school and life.*

**Ready children:** children who are physically and emotionally healthy and eager to learn

**Ready families:** families with the knowledge and resources they need to successfully support their children's learning and well-being

**Ready early care and education programs:** high quality programs that safeguard and ensure the growth, development, health, and learning of children; staffed with teachers who are well prepared, well compensated, and well supported

**Ready communities:** communities that embrace their role in supporting young children and their families

**Ready schools:** school that value and build upon the early learning experiences of children



# Indicators of Success

## Core indicators:

- % of children in the child care subsidy program receiving services in a 2, 3, 4, or 5 star child care program as rated by the Delaware Star program

## Early Childhood Education Teacher Credential

One of the most crucial predictors of high quality early care and education settings is the education level and specialized early childhood training of the children's teacher.

## Core indicators:

- % of early care and education teachers and directors with a bachelor's degree and specialized training in early childhood
- % of early care and education teachers and directors with an associates degree in early childhood education
- % of directors and teachers who have completed specialized certificate programs

**Objective 1.5.**

Each child will be provided the opportunity to learn as outlined in the Delaware Early Learning Foundations. These opportunities will be developmentally appropriate and individualized for each child.

**Strategies to achieve objective:**

- Families will have access to materials and support that will assist them to implement Early Learning Foundations with their children. [To be developed]
- Early care and education programs will ensure that the Early Learning Foundations are embedded in their curriculum for children. [In planning]
- All early care and education early childhood professionals will be trained in the Early Learning Foundations. [Established/ requires expansion]

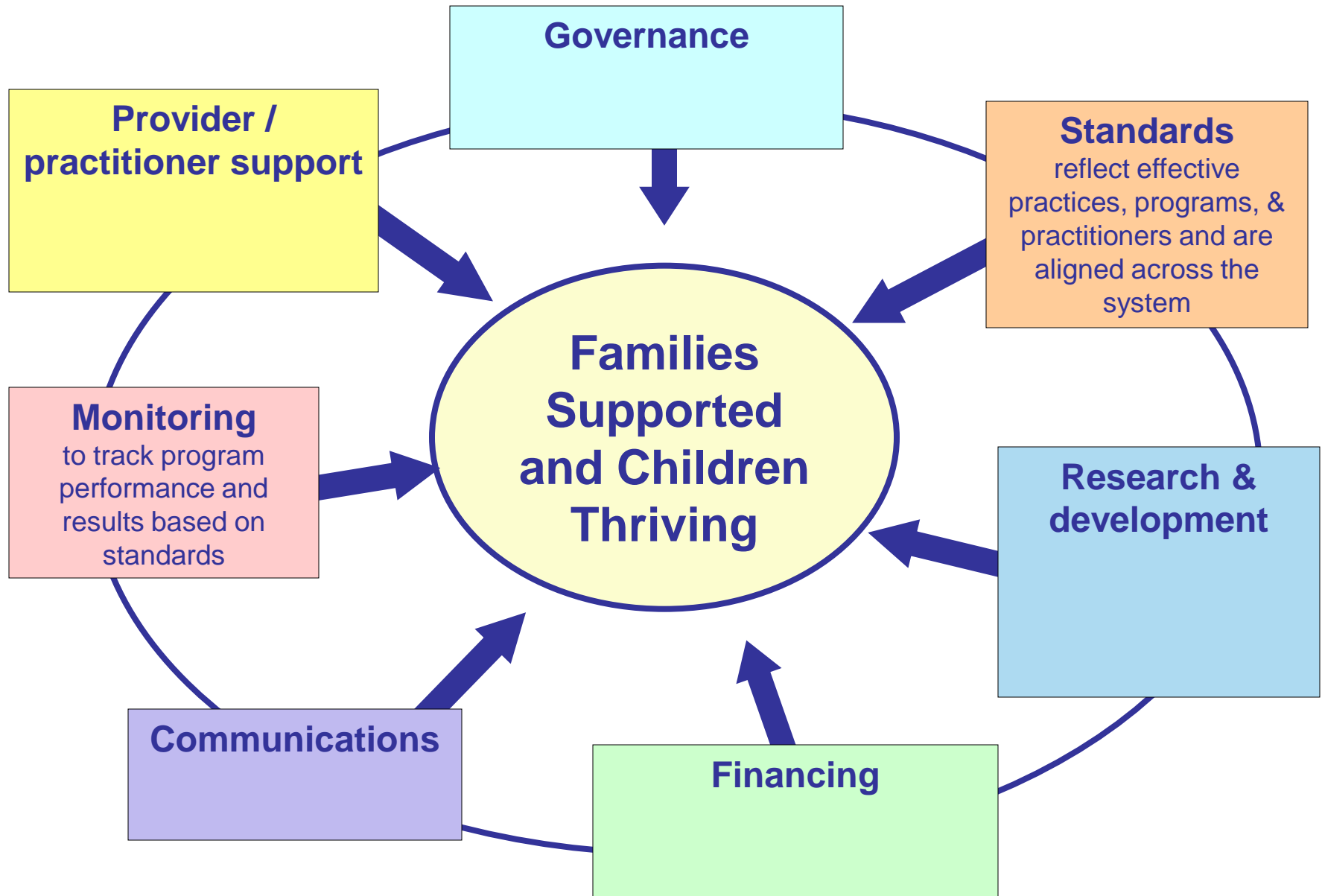
**Objective 1.6.**

Every child will have access to monitoring of his or her development to support learning.

**Strategies to achieve objective:**

- The Delaware Building BLOCKS (Better Lasting Outcomes for Children – Keys to Success) is an accountability system for educational programs to monitor children's progress through their early learning experiences. The progress monitoring system is fully aligned with Delaware's Early Learning Foundations. The accountability system is required as part of Delaware's IDEA Part B and Part C programs for children with disabilities. Delaware is committed to ensuring that the final result will be a progress monitoring system for all children birth to five years. [Established/requires expansion]
- The proposed child care center regulations call for periodic assessments of children to inform curriculum and to be shared with families. [In planning]

# Core Elements of an Early Childhood Development System





## **Early Learning**

**Early care and  
education  
opportunities in  
nurturing  
environments  
where children can  
learn what they  
need to succeed in  
school and life.**

# Overarching Principles for Child Level Measurement

- For child development – assessment and ongoing monitoring needs to be focused on what is being targeting for instruction – ie – guidelines
  - The target in this case is to determine if the instruction is effective
- Assessment measures need to provide information that is informative - for instruction purposes
- Assessment information needs to allow for an examination of growth (or lack of)
- I am a strong supportive of authentic assessment
  - The assessment instruments need to lend themselves to acquiring information through an observational – performance based process
- The measures have to be linked to the state’s early learning guidelines for infant-toddlers and preschool children.

# ALIGNMENT

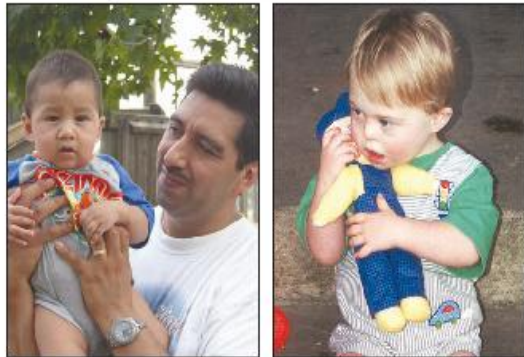
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graph TD; A[ALIGNMENT] --- B[Step One Examine Guidelines]; A --- C[Step Two Align Guidelines To Outcomes]; A --- D[Step Three Align Outcomes To Assessment Measure]; B --> C; C --> D
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Step One  
Examine Guidelines

Step Two  
Align Guidelines  
To Outcomes

Step Three  
Align Outcomes  
To Assessment  
Measure

**DELAWARE**  
**Infant and Toddler**  
**Early Learning Foundations:**  
**A Curriculum Framework**



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**DELAWARE**  
**Early Learning Foundations**  
**for**  
**School Success**

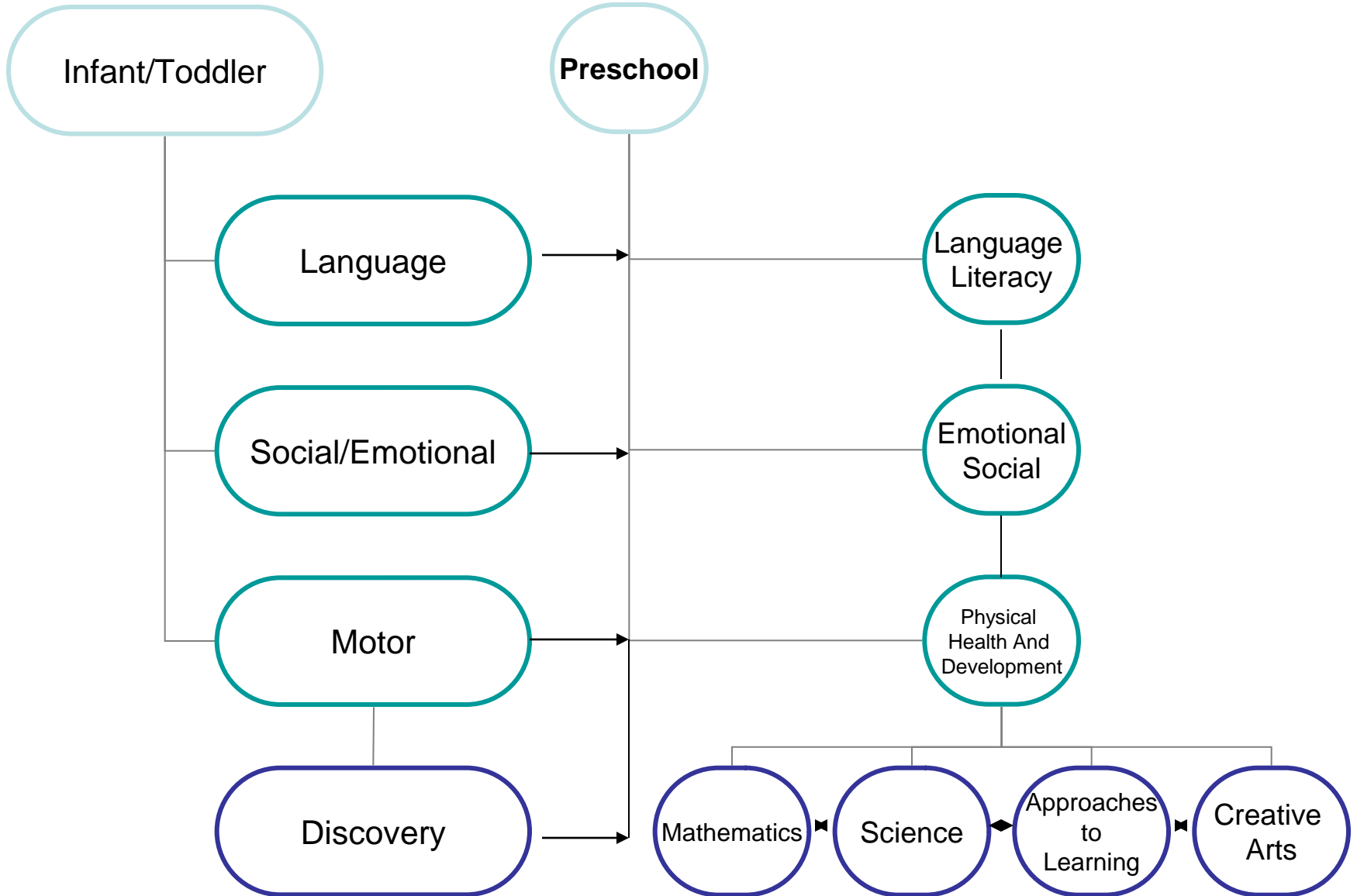


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# Horizontal Alignment



Infant Toddler  
Framework

Early Learning  
Foundations

***Outcome 1***  
Children will have positive  
social-emotional  
Relationships (including  
Social relationships)

***Outcome 2***  
Children acquire and use  
knowledge and skills  
(including early language/  
communication and early  
literacy)

***Outcome 3***  
Children use appropriate  
behavior to  
meet their needs

## Early Learning Foundations

	<b>Language Development</b>	<b>Outcome 1 Social Relationships</b>	<b>Outcome 2 Acquire skills</b>	<b>Outcome 3 Take Action</b>
L 1	Communicate so that they will be understood by peers and adults	*	*	*
L 2	When speaking, show an attempt to use volume appropriate to the situation	*	*	
L 3	Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants	*	*	*
L 4	Use language to enter into a play situation	*	*	
L 5	Engage in conversation by making statements or asking questions	*	*	
L 6	Make up and/or retell stories and describe experiences		*	
L 7	Respond to their names, requests for action or information	*	*	
L 8	Demonstrate understanding of messages in conversation by listening and responding appropriately	*	*	
L 9	Show interest in playing with language		*	
L 10	Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words		*	
L 11	Follow two or three-step directions	*	*	

# Alignment Process

- Identified a set of assessments that were common across programs
- Identified a group of master early education practitioners
- Established an alignment process – 2 practitioners independently go through each assessment and identify links between assessment items and early learning guideline “opportunities”
- Complete alignment analysis
  - Which assessments were assessing for opportunities contained in our guidelines

# Alignment

- Desired Results (Prek – 74%)
  - 1 – 70%
  - 2 – 75%
  - 3 – 78%
- Carolina for Preschool – (Prek – 65%)
  - 1 – 80%
  - 2 – 71%
  - 3 – 44%
- Brigance (Prek – 53%)
  - 1 – 50%
  - 2 – 67%
  - 3 – 44%
- Vineland I/T (74%)
  - 1 – 89%
  - 2 – 63%
  - 3 – 69%
- Desired Results I/T (87%)
  - 1 – 94%
  - 2 – 87%
  - 3 – 81%
- Carolina Infants I/T (78%)
  - 1 – 89%
  - 2 – 70%
  - 3 – 77%

# System Alignment Principles

- There should be no single indicator of success
- Success is an interdependent outcome
- Success should be viewed as an outcome of multiple variables/events colliding
  - Big Bang
- No single variable should be viewed as the producer
- Plan on outcome systems that explore all the elements
- Produce outcome frameworks that reflect the linkage of the interwoven elements