

Appendix A: Resources

National Resources

- Administration for Children and Families Child Care Bureau: www.acf.hhs.gov/programs/ccb/ta/gsgs_roundtable/preface.htm
- Bredekamp, S. and Copple, C. (Eds.) (1997) Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition). NAEYC.
- CLASP—Center for Law and Social Policy: www.clasp.org
- Early Learning Standards: Creating the Conditions for Success: A Joint Position statement of the National Association for the Education of Young children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). 2002. NAEYC
- FPG Child Development Institute, UNC-CH. Getting Ready for School Begins at Birth: How to help your child learn in the early years, zero to three.
- Meeting Great Expectations: Integrating Early Education Program Standards in Child Care (2003)
- National Association for the Education of Young Children: www.naeyc.org
- National PreKindergarten Center. (2004). PreKindergarten Policy Framework.
- Zero to Three: www.zerotothree.org

Kansas Resources

- Kansas Parent Information Resource Center (KPIRC): www.kpirc.org
- Kansas Early Childhood Comprehensive System (KECCS) plan: www.keccs.org
- Make a Difference Information Network: 1-800-332-6262 (provides phone numbers and contacts for a variety of school readiness and family support agencies and organizations).



Appendix B: Alignment Worksheet

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine (s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
Developmental Content Area: Physical Health and Development (PHD)						
PHD Standard 1: Develops gross motor skills	1.1: Moves body with control and balance					
	1.2: Coordinates movements in space to accommodate objects and boundaries					
PHD Standard 2: Develops fine motor skills	2.1: Moves small muscles with purpose and coordination					
	3.1: Exhibits healthy eating habits					
PHD Standard 3: Demonstrates behaviors that promote good health	3.2: Follows safety rules/ precautions					

Goosen, M. D. (2007). *Curriculum alignment activity*. Parsons, KS: Kansas Inservice Training System.

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine (s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
	3.3: Practices personal hygiene					
Developmental Content Area: Social-Emotional Development (SE)						
SE Standard 1: Exhibits sense of self	1: Exhibits sense of self 1.2: Knows personal information					
SE Standard 2: Develops positive social relationships	2.1: Shows attachment and emotional connections toward others 2.2: Seeks and maintains friendships					
SE Standard 3: Develops self-control and personal responsibility	3.1: Demonstrates an understanding of simple rules and limitations					

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Content Area/standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s) : List Routine	Covered in targeted Lessons/ activities	Not addressed currently	How this will be assessed
	3.2: Recognizes, expresses and copes with feelings appropriately					
SE Standard 4: Participates in large and small group activities	4.1: Responds appropriately during group activities					
SE Standard 5: Demonstrates imagination and creativity in play	5.1: Engages in various levels of play 5.2: Engages in play with others					
Developmental Content Area: Communication and Literacy (CL)						
CL Standard 1: Uses language in many different ways	1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met 1.2: Uses language to communicate ideas and feelings					

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
	1.3: Uses language to solve problems					
CL Standard 2: Observes and responds to communication	2.1: Responds to verbal and non-verbal communication 2.2: Communicates in home language and is understood by others					
CL Standard 3: Demonstrates early reading skills	3.1: Listens to reading materials with interest and enjoyment 3.2: Demonstrates knowledge of the alphabet					
	3.3: Demonstrates emergent phonemic/phonological awareness					

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Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
	3.4: Exhibits book handling skills					
	3.5: Develops/comprehends stories					
CL Standard 4: Demonstrates emergent writing skills	4.1: Demonstrates an understanding that the purpose of writing is communication					
	4.2: Demonstrates an understanding of the basic concepts and conventions of print					
	4.3: Uses writing as a means of expression/communication					
Developmental Content Area: Approaches to Learning (ATL)						

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine (s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
ATL Standard 1: Demonstrates positive approaches to learning	1.1: Demonstrates enthusiasm and persistence 1.2: Demonstrates positive work habits					
Developmental Content Area: Science (SCI)						
SCI Standard 1: Demonstrates an understanding of the process of scientific inquiry and logical thinking	1.1: Demonstrates inquiry skills including problem-solving and decision making					
SCI Standard 2: Demonstrates knowledge of the fundamental concepts, principles, and interconnections of the life, physical, and space sciences	2.1: Demonstrates an understanding of the basic properties of living and non living things					

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Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine (s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
	2.2: Knows and applies concepts that describe how living things interact with each other and with their environment					
Developmental Content Area: Mathematical Knowledge (MK)						
MK Standard 1: Demonstrates understanding of number concepts and numerical operations	1.1: Demonstrates understanding of numbers					
	1.2: Demonstrates an understanding of number computation					
	1.3: Understands number concepts					
	1.4: Develops knowledge of sequence and temporal awareness					

Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine (s) : List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
MK Standard 2: Demonstrates and understanding of patterns and relationships (Algebra)	2.1: Uses the attributes of objects for comparison and patterning					
MK Standard 2: Demonstrates and understanding of patterns and relationships (Algebra)	3.1: Recognizes and describes spatial relationships					
	3.2: Recognizes geometric shapes and their attributes					
Developmental Content Area: Social Studies (SS)						
SS Standard 1: Demonstrates a beginning understanding of trade as exchange of goods and services	1.1: Demonstrates a beginning understanding of trade as an exchange of goods and services					

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Content Area/ Standard	Benchmark	Explicit teaching required Yes/No	Covered in Daily Routine(s): List Routine	Covered in targeted lessons/ activities	Not addressed currently	How this will be assessed
Developmental Content Area: Fine Arts (FA)						
SS Standard 1: Demonstrates an understanding of basic geographic concepts	2.1: Demonstrates an understanding of the relationships between people and places					
FA Standard 1: Demonstrates creativity through the arts	1.1: Demonstrates self expression and appreciation for music					
	1.2: Demonstrates self expression through dance and movement					
	1.3: Demonstrates self expression and appreciation for visual arts					

Appendix C: Guiding Principles and Values*

- A belief in civic and democratic values, including respect, equality, and a participatory approach to decision making;
 - A commitment to ethical behavior on behalf of children;
 - The use of educationally and developmentally significant goals as guides in designing and implementing curriculum, assessment, and program evaluation;
 - Coordinated systems that connect curriculum, assessment, and program evaluation;
 - Support for children as individuals and as members of families, cultures, and communities;
 - Respect for children's abilities and differences, so that systems of curriculum, assessment, and program evaluation promote the development and learning of all children;
 - Partnerships and communication with families;
 - Respect for evidence, including research as well as professional consensus; and
 - Shared accountability for giving all children opportunities to reach essential goals including accountability of programs, staff, administrators, and policy-makers.
- * Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 (NAEYC & NAECS/SDE, 2003 p. 5).

Appendix D: Glossary

Abilities: a natural or acquired skill or talent.

Align: to line-up, be consistent with, or get into position. See “Curriculum Alignment”.

Assessment: objective information from multiple indicators and evidence that is evaluated and used to make an appraisal about young children’s behavior, skills, knowledge, and abilities.

Benchmark: a sub-component of a standard and therefore a more specific statement of what a child should know and be able to do. Benchmarks are used to measure a child’s progress toward meeting the standard.

Cognitive: an area of intellectual development and brain functioning leading to learning in various content areas of learning such as: reading, math, science, fine arts, social studies. Cognition also includes perception, short- and long-term memory, attention, reasoning, and problem-solving skills (i.e., how we think, reason, and remember).

Communication: any verbal, non-verbal, or symbolic transfer of information between two or more individuals.

Core Competencies: a matrix of teacher performance measures based upon content areas and increasing levels of skills and knowledge.

Curriculum: the organized, planned content of learning. “Curriculum is an organized framework that delineates the content that children are to learn, the processes through which children achieve curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur.” *Young Children*, 46(3), p. 21.

Curriculum Alignment: the process that assures that there is a direct and supportive relationship among content standards, curriculum, assessment, and instruction.

Curriculum Mapping: a procedure used to examine what is being taught (curriculum) in order to align the current curriculum with state standards and to determine any gaps in what is being taught.

DEC (Division of Early Childhood): the national professional group that provides support, assistance, and advocacy for professionals, parents, and other interested stakeholders in the areas of early intervention (birth to age three) and early childhood special education (three to five years of age).

Developmental Sequence: a sequence of the knowledge and skill levels that children typically learn or achieve as they grow.

Developmental Content Area: a category of knowledge that correlates with the K-12 content standards (for example: social studies, mathematics, science, reading).

Developmental Continuum: a sequence of knowledge or skill levels typically achieved by young children at different ages.

- Developmentally Appropriate:** practices, including assessment, that are age appropriate, culturally appropriate, and individually appropriate for a child.
- Developmentally Appropriate Practices (DAP):** teaching decisions that vary with and adapt to the age, experience, interests, and abilities of individual children within a given age range.
- Domain:** an area of child development such as physical, social-emotional, communication and literacy, and cognition.
- Early Childhood:** the years from birth to age eight.
- Early Learning Guidelines:** age level information (birth to five years) on physical, social-emotional, communication and literacy, and cognitive development.
- Early Learning Early Childhood Professionals:** trained educators, teachers, child care providers who work with and teach young children, ages birth to eight years.
- Early Learning Standards:** statements describing the expectations for skills and knowledge that young children, ages birth to five, should know and be able to do as a result of participating in high quality early childhood programs. These provide the foundation for future success in Kindergarten and later in life.
- Evaluation:** the process of making a judgment about assessment results.
- Evidence-based Practice:** a decision-making process that integrates the best available research evidence with family and professional wisdom and values.
- High Quality Learning Environment:** demonstrating a degree of excellence based upon objective measures (such as accreditation, scores on environmental rating systems or a Quality Rating System, level of teacher education and professional development, use of developmentally appropriate practices and appropriate teacher-child interactions) that are evidence-based and indicate a rich, nurturing environment that promotes learning and development.
- IDEA:** the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004.
- Instruction:** the process of teaching; the system for delivering information and content (curriculum) to promote child learning of the curriculum.
- Indicator:** example behaviors of knowledge or skills children might demonstrate at different levels of development, in order to meet the benchmark.
- K - 12:** Kindergarten through 12th grade.
- KELI:** the Kansas Early Learning Inventory - a child assessment used in kindergarten to collect information on the skills, knowledge, and abilities of entering Kindergartners through teacher observation.
- Knowledge:** comprehension acquired by learning.
- Literacy:** includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

Methods: teaching practices and techniques.

Milestone: a significant event or occurrence in development.

NAEYC (National Association for the Education of Young Children): the national professional group that provides support, assistance, and advocacy for professionals, parents, and other interested stakeholders in the area of early childhood education—ages birth to eight years.

NAECS/SDE (National Association of Early Childhood Specialists in State Departments of Education): a national group composed of early childhood specialists in State Departments of Education as well as selected members of national groups such as the Chief Council of State School Officers (CCSSO), the National Institute of Early Education Research (NIEER), NAEYC and others.

Nurturing: the act of caring and promoting healthy growth.

Repertoire: a range or number of skills, aptitudes, or special accomplishments.

Scaffolding: changing the level of support over a teaching session or learning opportunity, in which a more skilled partner adjusts the assistance he or she provides to fit the child's current level of performance and to encourage and support movement to a higher level.

Self-initiated: that which comes from inside one's self as opposed to external stimuli.

Skill: proficiency or ability.

Spatial: perception of three dimensions.

Standard-based Curriculum: a curriculum (what is being taught) developed using standards as a basis or foundation.

Standard: a general statement, within a developmental content area, that represents the information, skills, or both that a child should know or be able to do.

Strategies: organized plans or activities to accomplish a goal, typically within a classroom.

Structured Time: having an organized plan to guide the development of activities to promote a specific learning goal.

Symbolic: representation of one object or idea by another, i.e. using a word to describe an object (for example, using the word 'table' instead of the actual table; using a block as a car rather than a toy car).

Tripod Grasp: grasp by the thumb and first two fingers of the hand. This is a developmental milestone.

Unstructured Time: allowing children freedom of choice to initiate or choose available or free choice activities in which to participate.

Appendix E: Research

Diamond, M. and Hopson, J. (1998) Magic trees of the mind: How to nurture your child's intelligence, creativity, and healthy emotions from birth through adolescence. Dutton, Penguin Putman, Inc. NY, NY.

Eliot, L. (1999) What's going on in there? How the brain and mind develop in the first five years of life. Bantam Books, 1540 Broadway, NY, NY

Gopnik, A., Meltzoff, A.N., and Kuhl, P.K. (1999). The scientist in the crib: Minds, brains, and how children learn. William Morrow and Co., NY 10019.

Hirsh-Pasek, K. Golinkoff, R.M. with Eyer, D. (2003). Einstein never used flash cards: How our children really learn—and why the need to play more and memorize less. Rodale, Inc.

Ramey, C.T. and Ramey, S.L. (1999). Right from birth: Building your child's foundation for life birth to 18 months. Goddard Press, NY, NY.

Singer, D.G., Golinkoff, R.M. and Hirsh-Pasek, K. (2006) Play = Learning: How play motivates and enhances children's cognitive and social-emotional growth. Oxford University Press, N.Y.



Appendix F: Steering Committee

Purpose: To guide the work, providing information, support, and guidance to meet agency and federal requirements.

Original Members of Steering Committee:

Kansas State Department of Education (KSDE):

Carol Dermyer, Alexa Pochowski, Gayle Stuber, Jeannette Nobo, Marnie Campbell, Lynne Owen

Content Consultants:

Lynnett Wright (Extended Standards), Tracy Newell (Math), Veronica William (Reading), Stacey Lierz-Zigler (Writing), Greg Schell (Science), Joyce Huser (Fine Arts), Melanie Stuart-Campbell (ELL)

Social Rehabilitation Services (SRS):

Alice Womack, Jean Morgan, Carolyn Weinhold (Head Start Collaboration); Mary Weathers, Sally Paige Kahle

Kansas Department of Health and Environment (KDHE):

Linda Kenney, Janet Newton, Peggy Miksch, Carolyn Nelson, Tracy Wohl

Head Start:

Mary Baskett, Cindy Shotts, Kathy Leon

Institute of Higher Education (IHE):

Eva Horn, Mary DeLuccie, Sue Sommers, Bronwyn Fees

Kansas Inservice Training System (KITS):

Misty Goosen, Dave Lindeman

Interagency Coordinating Council (ICC):

Doug Bowman

Kansas Association for the Education of Young Children (KAEYC):

Reva Wywadis

Kansas Division of Early Children (KDEC):

Margy Hornback

Kansas Association of Childcare Resource and Referral Agencies (KACCRRRA):

Leadell Ediger; Becky Woerz

School District Administrators:

Bert Moore (USD 282), Greg Renter (USD 273)

NCCIC Early Childhood State TA Specialist:

Rae Anderson

Children's Cabinet:

Jim Redmon

Governor's BEST team:

Dr. Sylvia Robinson

Development Committee

Purpose: To develop 'birth to five years' standards aligned with the K-12 standards.

Members of the Standards Development Committee:

Co-Chair: Gayle Stuber, KSDE

Co-Chair: Jean Morgan, SRS

Kindergarten Teacher: Letiticia Pettijohn (Buhler - USD 313)

Kindergarten Teacher: Christy Boerner (Wamego - USD 320)

Primary Grade Teacher/ELL: Ann Knoll (Holcomb - USD 363)

Early Childhood Higher Education: Mary DeLuccie (KSU), Sue Sommers (BCCC); Bronwyn Fees (KSU); Lynn Marotz (KU)

Head Start: Kathie Leon (also EC)

ECSE/Head Start: Margy Hornback, Cindy Schotts

ECSE Teacher: Frieda Noller/Emile McGill

ECSE Higher Education: Eva Horn (KU); Dale Walker (KU)

Home Care Provider: Reva Wywadis

Parents as Teachers: Nancy Keel

KACCRRRA: Lana Messner (infant/toddler); Becky Woerz

KSDE: Marnie Campbell (ECSE); Margy Hornback (ECSE); Lynne Owen (PAT, 4 year old at-risk)

Infant/Toddler, Part C: Deanna Berry

Parent: Maria Martinez

ICC/Tribal: Carrie Hastings

KDHE, Part C: Peggy Miksch; Deanna Peterson

State ICC: Doug Bowman

KITS training system: Misty Goosen, Phoebe Rinkel

