

Kansas Early Learning



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Kansas State Department of Education Early Learning

Early learning spans birth through age 8.

Mission Statement:

To prepare Kansas students, birth through age 8, for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Vision Statement:

KSDE's vision for developmentally appropriate environments means that each and every infant, toddler, preschooler, kindergartener, first-, second- and third-grade student is in a learning environment where:

- Teachers and caregivers know where they are headed by setting goals and following standards.
- Teachers and caregivers plan meaningful and engaging learning experiences.
- Teachers and caregivers use a variety of effective teaching strategies informed by data, such as observations, work samples, and family input, to best meet the needs of each child in the classroom and early learning setting or every environment.
- Teachers and caregivers individualize rigorous instruction and learning experiences to best meet the needs of each child in every environment (Phillips & Scrinzie, 2013).

Core Principles

Across KSDE Early Learning Settings

- Enhance development and learning.
- Implement evidence-based curriculum that includes play.
- Assess children's development and learning.
- Promote reciprocal relationships with families.
- Create a caring community of learners.
- Plan and implement successful transitions.

Effective Practices

- Teachers and administrators respect the integrity of effective, developmentally appropriate programs for young children.
- Kansas Statute 72-1107 (c) states that children who are age 5 by Sept. 1 are eligible to attend kindergarten.
- Teachers and administrators are informed about age-appropriate assessment strategies and techniques and are involved responsibly in their use.
- All children are welcomed and teachers plan for children to be integrated into heterogeneous kindergarten settings. Retention isn't considered a viable option for any child.
https://www.naeyc.org/files/naeyc/NAEYC_ECE_Bto8_Handout_2013.pdf

The economic and societal benefits of high-quality, early childhood education for all young children, beginning at birth and continuing through the early grades, are better known and appreciated than ever before. Early childhood as a distinct period of life has value in itself as well as a foundation for later school, work and life success.

- *National Association for the Education of Young Children, NAEYC, 2013*

Next Steps for School Administrators

- Research early learning opportunities exist in your community.
- Partner with public and private early learning programs, such as Head Start, home-based childcare, center-based childcare, Parents as Teachers and faith-based settings in your community to support kindergarten readiness.
- Collect data in your community regarding the screening procedures used for children birth through age 5 or collaborate with early learning providers to determine what screening procedures are used for children birth through age 5.
- Provide joint professional learning opportunities with community partners.

References and Resources

<https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

<http://www.naeyc.org/files/naeyc/file/positions/Psunacc.pdf>

<https://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>

<http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Early-Childhood>

For more information, contact:



Barbara A. Dayal, Early Childhood Special Education Consultant
bdayal@ksde.org

Tammy Mitchell, Assistant Director
tmitchell@ksde.org

Vera Stroup-Rentier, Assistant Director
vstroup-rentier@ksde.org

Early Childhood, Special Education and Title Services
Kansas State Department of Education
900 S.W. Jackson Street, Suite 620
Topeka, KS 66612-1212

(785) 296-7454

www.ksde.org

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