



# DECAL Stakeholder Network: Pre-K Superintendents Advisory Committee Meeting

November 14, 2012



Georgia Department of Early Care and Learning

**Bobby Cagle, MSW**  
Commissioner

**Bright from the Start: Georgia Department of Early Care and Learning**



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Georgia Department of Early Care and Learning

**Bobby Cagle, MSW, Commissioner**





# Agenda

- Welcome
- DECAL Updates and Priorities
- Georgia's Pre-K Program Updates
- Wrap Up and Next Steps



# Your Feedback



- What is DECAL doing well?
- What is DECAL doing that could be improved?
- What is DECAL not doing that we should be doing?



# DECAL Priorities



- Health and Safety
- Quality Early Education  
Leading to increased school readiness
- Communication





# Georgia's Pre-K Program

20 YEARS

**Susan Adams, Assistant Commissioner**  
Georgia's Pre-K Program



# By the Numbers...

## 2012-2013 school year



- Budgeted Slots 84,000
- Allocated Slots 83,754
- Current Enrollment 81,397
- Fill Rate 96.90%
- Number of Classes 3,807
- Waiting List 8,466



# Pre-K Lead Teacher Retention



- Compared to last year, teacher retention rates have improved.
- The lead teacher retention rate is 77.4% (up from 71.8% this time last year).
- Local school systems - lead teacher retention rate has increased 10 percentage points (65.5% to 75.7%).
- Private child care centers - lead teacher retention rate is up 2 percentage points (76.8% to 78.9%).



# Pre-K Assistant Teacher Retention



- The overall assistant teacher retention rate is 72.5% (up from 70% this time last year).
- Local school systems - assistant teacher retention rate has increased 4 percentage points (71.5% to 75.8%).
- Private child care centers - assistant teacher retention rate is stagnant (68.9% to 69.8%).



# Pre-K Longitudinal Study



- The study is officially sponsored by DECAL and participation is required as a condition of the Pre-K Grant Agreement.
- DECAL commissioned FPG Child Development Institute at UNC-Chapel Hill to conduct the study.
- Participating programs and children are guaranteed confidentiality.



# Pre-K Longitudinal Study



- **Year One:**
  - Data collection is complete. This includes child assessments, classroom observations, and teacher/parent surveys.
  - Results will be released in the late Fall with a full report expected before the New Year.



# Pre-K Longitudinal Study



## Year Two:

- Year Two data collection will include a Kindergarten and a Pre-K sample.
- Not all providers are selected. A random sample was selected.
- Researchers may request information, such as parent names and addresses, from some Project Directors.
  - This is to contact families directly.
- Releasing information to FPG for use for research purposes is NOT a violation of either HIPAA or FERPA.



# PK-12 Longitudinal Data System (LDS)



- Georgia Testing Identification Number (GTID) is assigned to all students who attend GA Pre-K's program.
- Beginning this year, Pre-K assessment data for students served in WSO classrooms last year will be electronically transferred to the LDS.
  - BOEs will have access to assessment data for the following domains:
    - Language Arts
    - Math
    - Personal/Social
    - Fine Motor indicators in Physical/Health domain



# Georgia Early Learning Developmental Standards (GELDS): Overview



- In 2010, DECAL commissioned a comprehensive alignment study that would provide data the state could use to make improvements.
- Lynn Kagan, Ed.D, from Columbia University and Catherine Scott-Little, Ph.D., from UNC, led a team of researchers who conducted a sophisticated analysis.



# Questions our researchers examined....



- Are our standards high quality?
- Are they carefully aligned across age levels and aligned with the early elementary grades (vertical alignment)?
- Are the domains balanced?
- Do the standards fully cover age-appropriate content?
- Is the content rigorous enough?



# GELDS: Where We Are



- The researchers analyzed:
  - vertical alignment
  - horizontal alignment
  - age appropriateness
  - content, balance, and depth
    - Pre-K Content Standards
    - Georgia Early Learning Standards (GELS)
    - Common Core GPS for Kindergarten
    - HeadStart Outcomes Framework
    - Work Sampling System Indicators
- After two years of research, revisions, and edits, we finally have a document that is nearing completion.



**Domain: PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM)**

<b>Sub-Domain: N/A</b>
<b>STRAND: PDM1 Health and Well-Being</b> Standard: PDM1.1 The child will practice healthy and safe habits. Standard: PDM1.2 The child will participate in activities related to nutrition.
<b>STRAND: PDM2 Use of Senses</b> Standard: PDM2.1 The child will demonstrate an awareness of the body in space and child's relationship to objects in space. Standard: PDM2.2 The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.
<b>STRAND: PDM3 Motor Skills</b> Standard: PDM3.1 The child will demonstrate gross motor skills. Standard: PDM3.2 The child will demonstrate fine motor skills.

**Domain: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**

<b>Sub-Domain: N/A</b>
<b>STRAND: SED1 Developing a Sense of Self</b> Standard: SED1.1 The child will develop self-awareness. Standard: SED1.2 The child will engage in self-expression.
<b>STRAND: SED2 Self-Regulation</b> Standard: SED2.1 The child will begin to demonstrate self-control. STRAND: SED3 <b>Developing a sense of self with others</b> Standard: SED3.1 The child will develop relationships and social skills with adults. Standard: SED3.2 The child will develop relationships and social skills with peers.

**Domain: APPROACHES TO PLAY AND LEARNING (APL)**

<b>Sub-Domain: N/A</b>
<b>STRAND: APL1 Initiative and Exploration</b> Standard: APL1.1 The child will demonstrate initiative and self-direction. Standard: APL1.2 The child will demonstrate interest and curiosity.
<b>STRAND: APL2 Attentiveness and Persistence</b> Standard: APL2.1 The child will sustain attention to a specific activity and demonstrate persistence. Standard: APL2.2 The child will demonstrate intellectual flexibility.
<b>STRAND: APL3 Play</b> Standard: APL3.1 The child will engage in a progression of imaginative play. Standard: APL3.2 The child will demonstrate a cooperative approach to social play.

**Domain: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLL)**

<b>Sub-Domain: N/A</b>
<b>STRAND: CLL1 Receptive Language (Listening)</b> Standard: CLL1.1 The child will listen to conversations and comprehend for a variety of purposes. Standard: CLL1.2 The child will acquire vocabulary introduced in conversations, activities, stories, or books.
<b>STRAND: CLL2 Expressive Language</b> Standard: CLL2.1 The child will use nonverbal communication for a variety of purposes Standard: CLL2.2 The child will use increasingly complex spoken language for a variety of purposes.
<b>STRAND: CLL3 Early Reading</b> Standard: CLL3.1 The child will acquire meaning from a variety of materials read to him/her. Standard: CLL3.2 The child will develop early phonological awareness (awareness of the units of sound). Standard: CLL3.3 The child will demonstrate increasing knowledge of the alphabet. Standard: CLL3.4 The child will demonstrate awareness of print concepts.
<b>STRAND: CLL4 Early Writing</b> Standard: CLL4.1 The child will use writing for a variety of purposes
<b>STRAND: CLL5 ELL</b> Standard: CLL5.1 For non-English speaking children, understands and responds to books, stories, songs presented in English

**Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)**

<b>Sub-Domain: MATH</b>
<b>STRAND: CD.MA1 Number and Quantity</b> Standard: CD.MA1.1 The child will build knowledge of, organize, and represent quantity and number. Standard: CD.MA1.2 The child will manipulate, compare, describe relationships, and solve problems using quantity and number.
<b>STRAND: CD.MA2 Measurement and Comparison</b> Standard: CD.MA2.1 The child will explore and communicate about distance, weight, length, height and time. Standard: CD.MA2.2 The child will sort, seriate, classify, and create patterns.
<b>STRAND: CD.MA3 Geometry and Spatial Thinking</b> Standard: CD.MA3.1 The child will explore, recognize and describe spatial relationships between objects. Standard: CD.MA3.2 The child will explore, recognize and describe shapes and shape concepts.
<b>Sub-Domain: SOCIAL STUDIES</b>
<b>STRAND: CD.SS1 Family and Community</b> Standard: CD.SS1.1 The child will demonstrate understanding of his/her community. Standard: CD.SS1.2 The child will demonstrate an understanding of his/her family

**Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)**

<b>Sub-Domain: SOCIAL STUDIES</b>
<b>STRAND: CD.SS2 People and the Environment</b> Standard: CD.SS2.1 The child will demonstrate emerging awareness of their own and others' cultures and ethnicity. Standard: CD.SS2.2 The child will demonstrate awareness of the geography, demographics and economy of his/her community. Standard: CD.SS2.3 The child will demonstrate an awareness of, and the need to protect, his/her environment.
<b>STRAND: CD.SS3 History and Events</b> Standard: CD.SS3.1 The child will understand that events happened in the past and how these events relate to self and others.
<b>Sub-Domain: SCIENCE</b>
<b>STRAND: CD.SC1 Scientific Skills and Methods</b> Standard: CD.SC1.1 The child will demonstrate scientific inquiry skills.
<b>STRAND: CD.SC2 Earth and Space</b> Standard: CD.SC2.1 The child will demonstrate knowledge related to the dynamic properties of earth and sky. Standard: CD.SC2.2 The child will demonstrate knowledge related to weather, climate, and overall environmental change.

**Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)**

<b>Sub-Domain: SCIENCE</b>
<b>STRAND: CD.SC3 Living Creatures</b> Standard: CD.SC3.1 The child will demonstrate knowledge of living creatures and their adaptability to environmental factors
<b>STRAND: CD.SC4 Physical Science</b> Standard: CD.SC4.1 The child will demonstrate knowledge related to physical science
<b>Sub-Domain: CREATIVE DEVELOPMENT</b>
<b>STRAND: CD.CR1 Creative Movement and Dance</b> Standard: CD.CR1.1 The child will participate in dance to express creativity.
<b>STRAND: CD.CR2 Visual Arts</b> Standard: CD-CR2.1 The child will create, observe, and analyze visual art forms to develop artistic expression.
<b>STRAND: CD.CR3 Music</b> Standard: CD.CR3.1 The child will use his/her voice, instruments, and objects to musically express creativity.
<b>STRAND: CD.CR4 Drama</b> Standard: CD.CR4.1 The child will use drama to express creativity

# GELDS

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS



# GELDS: Big Picture Timeline



Time	Milestone
October 2012-January 2013	<ul style="list-style-type: none"> <li>• Finalize revisions to GELDS</li> <li>• Plan and write content for GPB webinars</li> <li>• GELDS posted</li> </ul>
January-March 2013	<ul style="list-style-type: none"> <li>• Film Webinars</li> <li>• Website up and running and GELDS posted for public feedback</li> </ul>
April-June 2013	<ul style="list-style-type: none"> <li>• Air webinars, starting with statewide public awareness</li> <li>• Curriculum review begins</li> <li>• Focus groups with teachers</li> </ul>
July-October 2013	<ul style="list-style-type: none"> <li>• GELDS with resources and learning in action complete</li> <li>• Professional Development for Pre-K teachers</li> <li>• Pre-K Parent Orientation Webinar</li> <li>• Ongoing professional development/training for birth-3</li> </ul>
November 2013-May 2014	<ul style="list-style-type: none"> <li>• GELDS implementation across all age groups with continuous training, professional development, and support</li> </ul>
June 2014-June 2015	<ul style="list-style-type: none"> <li>• Full GELDS implementation with measurements in place</li> </ul>



# Pre-K Assessment Updates – Work Sampling Online (WSO)



- 81% of Pre-K Programs are participating this year.
- 3,141 total classrooms are on Work Sampling Online.
- 100% of classrooms will be online by 2013-14.
  - Beginning this year, teachers are NOT required to collect data for Personal/Social or Physical/Health indicators.
- Focus groups with teachers are scheduled for the Spring and will be conducted jointly by DECAL and Pearson.
- Revision of the WSO performance indicators are due in July, 2013.



# Student Learning Objectives



Measure the powerful impact of teachers on student learning in non-tested areas.



Give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.



Build on what great teachers do already.



# Characteristics of SLO's

Represent the most important learning areas using Work Sampling Online (WSO)

Math/Literacy

Pre-K SLO's developed by BFTS and RT3 several districts

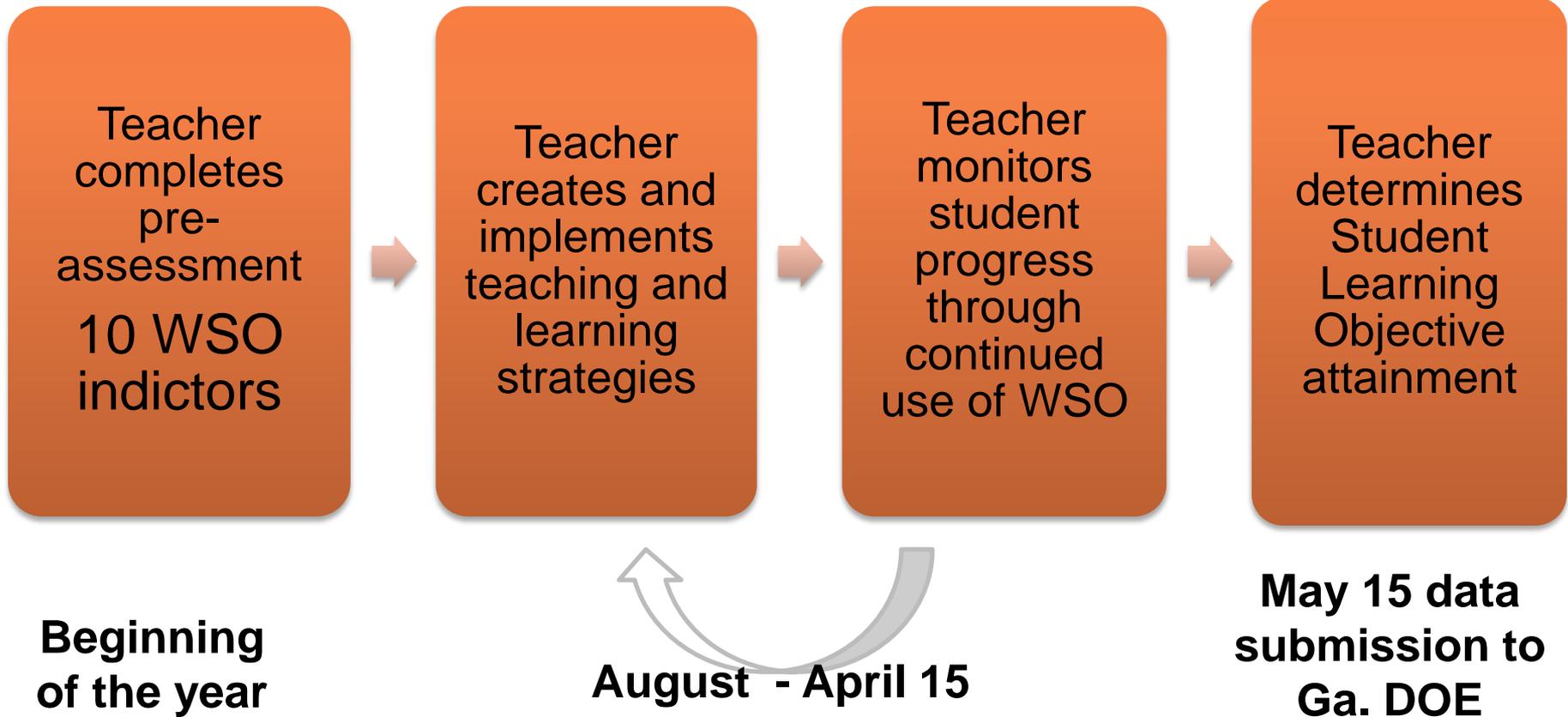
## Student Learning Objectives

Are specific, measurable, time-bound

Are aligned to WSO indicators



# Overview of SLO Process



# Governor's Anticipated Proposal



- Add 10 days to Pre-K year to bring to a full 180 day school year.
- Must be approved by the legislature as a part of the new budget.



# Your Feedback



- What is DECAL doing well?
- What is DECAL doing that could be improved?
- What is DECAL not doing that we should be doing?



# Contact Information



For more information, contact:

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