A Pivotal Year:
Kindergarten's Important Role in Students' Education

October 25, 2022

Moderator

Laura Bornfreund

Senior Fellow and Advisor on Early & Elementary Education
New America

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Mind in the Making and The Breakthrough Years (forthcoming)

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A Pivotal Year

Laura Bornfreund
Senior Fellow and Advisor, Early & Elementary Education
October 25, 2022

NEW AMERICA

Kindergarten Across the Country

- Only 19 states and DC require that children attend K
- Only 17 states and DC require full-day K; 39 require districts to offer half or full day
- Some states allow districts to charge tuition for full-day K
- In many states, K is funded at a lower level than 1st grade

Education Commission of the States, 2020

NEW AMERICA

MENU SEARCH EducationWeek NEW AMERICA FOUNDATION

LEADERSHIP POLICY & POLITICS TEACHING & LEARNING TECHNOLOGY OPINION JOBS MARKET BRIEF

STUDENT ACHIEVEMENT

Is Kindergarten the New First Grade? Researchers Say Yes

By Sarah D. Sparks — January 30, 2014 2 min read

The days when kindergarten focused on playing and finger painting may be waning, as early learning classrooms devote significantly more attention to preparing students t read, according to a new University of Virginia study.

From 1998 to 2006, kindergarten teachers reported devoting 25 percent more time to teaching early literacy, from 5.5 hours to seven hours per week, according to the working paper by Daphna Bassok, an assistant professo at the University of Virginia's Curry School of Education ar Anna Rorem, a policy associate at the university's Weldon Cooper Center for Public Service.

The researchers analyzed changes over time in teacher expectations, curriculum, and students' time on task using

The Washington Post

This article was published more than 7 years ago

ANSWER SHEET

Kindergarten the new first grade? It's actually worse than that.

By Valerie Strauss

K-12

Why Kindergarten Is The New First Grade

January 8, 2016 11:41 AM ET
Heard on All Things Considered

ELISSA NADWORNY ANYA KAMENETZ

3-Minute Listen + PLAYLIST

"What are some of the things that the monsters like to eat in this story?" teacher Marisa McGee asks a trio of girls sitting at her table.

NEW AMERICA

Is more exposure to reading and math a negative change in kindergarten?

NEW AMERICA

FROM Less of This

TO More of This

AND This

Transforming Kindergarten

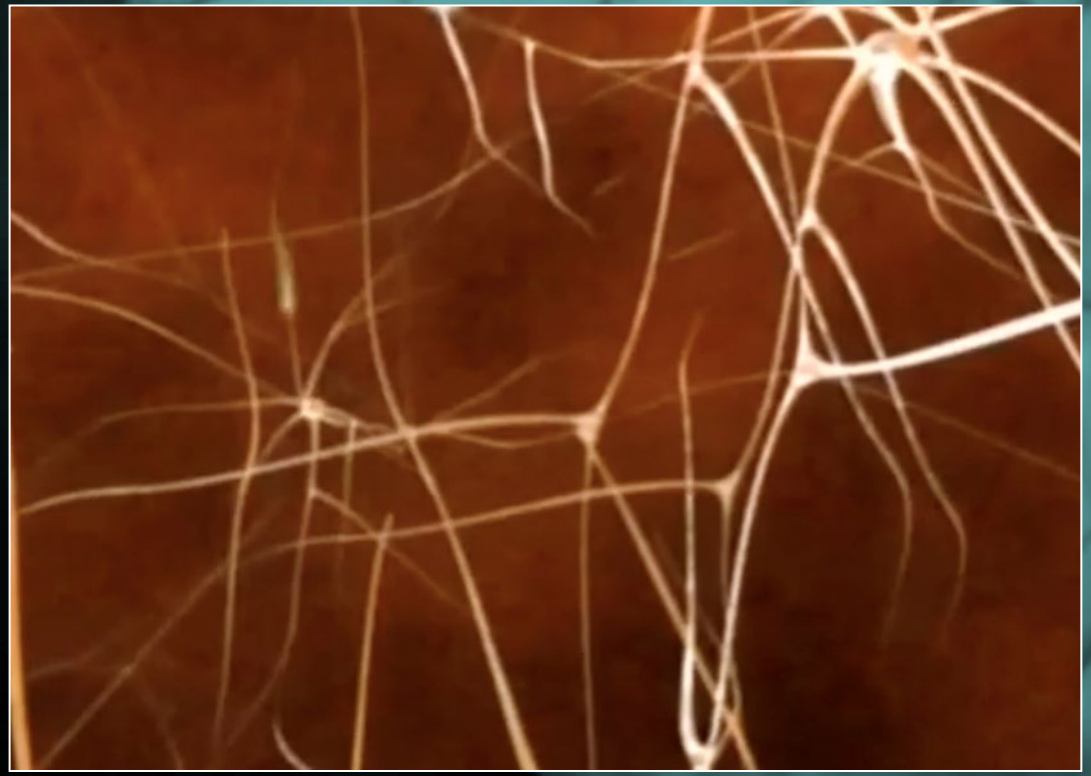
- *A Pivotal Year: Kindergarten's Important Role in Students' Education*
- November 29, *Play + Relationships + Academics: Teaching in the Ways Kindergartners Learn Best*
- December 13, *Learning from the Field: How States, Districts, and Educators are Transforming Kindergarten*
- January

NEW AMERICA

Kindergarten:
A “Sturdy Bridge” to a Lifetime of Learning

Ellen Galinsky
Families and Work Institute
Author, Mind in the Making and The Breakthrough Years (forthcoming)
October 25, 2022

Question 1



The Readiness And (Post) Pandemic Culture—

what we “see” is what we do

Question 2

Why Engagement?

Too many older children are not engaged in learning.

Engagement

2019

Not Engaged (12/2019)	Not Very Engaged (12/2019)	Engaged (12/2019)	Very Engaged (12/2019)
14%	31%	38%	19%

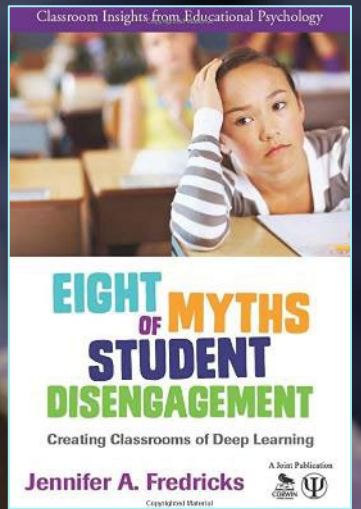
2020

Not Engaged (12/2020)	Not Very Engaged (12/2020)	Engaged (12/2020)	Very Engaged (12/2020)
36%	33%	25%	8%

Why Engagement Matters

Studies find that when young people are engaged, they are more motivated, have higher grades, and are more likely to stay in school, and to go to college.

Students who are actively engaged are also more likely to have positive relationships with other students, and less likely to get in trouble or to be depressed.



Looking to the Science...

J. Lawrence Aber, PhD
Nameera Akhtar, PhD
Heidelise Als, PhD
Daniel R. Anderson, PhD
Patricia J. Bauer, PhD
Clancy Blair, PhD
T. Berry Brazelton, MD
Jeanne Brooks-Gunn, PhD
Maureen A. Callanan, PhD
Joseph J. Campos, PhD
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Stanislas Dehaene, PhD
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Bethany Rittle-Johnson, PhD
Rebecca Saxe, PhD
Daniel J. Siegel, MD
Robert S. Siegler, PhD
Daniel N. Stern, MD
Amanda L. Woodward, PhD
Philip David Zelazo, PhD

2001 2022

Virtual field trips to scientists' labs

Still Looking to the Science...

Nicholas Allen, Ph.D.
Elliot Berkman, Ph.D.
Eveline Crone, Ph.D.
Ron Dahl, M.D.
William Damon, Ph,D.
Angela Duckworth, Ph.D.
Iroise Dumontheil, Ph.D.
Phil Fisher, Ph.D.
Jennifer Fredricks, Ph.D.
Andrew Fuligni, Ph.D.
Adam Galinsky, Ph.D.
Adriana Galván, Ph.D.
Adam Grant, Ph.D.
Wendy Grolnick, Ph.D.
Berna Güroğlu, Ph.D.
Megan R. Gunnar, Ph.D.
Richard Huganir, Ph.D.
Mary Helen Immordino-Yang, Ph.D.
Ethan Kross, Ph.D.
Richard M. Lerner, Ph.D.
Allyson Mackay, Ph.D.
Dan P. McAdams, Ph.D.
Kate Mills, Ph.D.
Velma McBride Murry, Ph.D.
Gabriele Oettingen, Ph.D.
Jason Okonofua, Ph.D.
Jiska Peper, Ph.D.
Sabine Peters, Ph.D.
Jennifer Pfeifer, Ph.D.
Karen Pittman, M.A.
Yang Qu, Ph.D.
Barbara Schneider, Ph.D.
Jennifer Silvers, Ph.D.
Laurence Steinberg, Ph.D.
Ahna Suleiman, Ph.D.
Irene Symeonidou, Ph.D.
Melina Uncapher, Ph.D.
Greg Walton, Ph.D.
David Yeager, Ph.D.
Philip Zelazo, Ph.D.
Anthony Burrow, Ph.D

What Did I Find?

Life Skill:
Perspective Taking

Mistaken Beliefs
Alison Gopnik, DPhil

Life Skill:
Taking On Challenges

What Would Batman Do?
Stephanie M. Carlson, PhD

Measuring EF Skills
Philip David Zelazo, PhD

Executive Functions (EF) skills are attentional skills used to achieve goals.

These skills make it possible to:

Consider alternative perspectives and think flexibly in response to changing circumstances (**cognitive flexibility**);

Keep information in mind so it can be used (**working memory**);

resist automatic and impulsive behaviors (**inhibitory control**) so that one can engage in goal-directed reasoning and problem solving; and

notice challenges, pause, step back, consider options, and put things into context before responding (**reflection).**

Why are Executive Function Skills Important?

Executive Function Skills:

are predictive of achievement, health, wealth, and quality of life throughout life, often more so than IQ or socioeconomic status; and

are more critical for school readiness than IQ or entry-level reading or math.

G Model
DCN-328; No. of Pages 15

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Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and those that, despite much hype, do not

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Cognitive training
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ABSTRACT

The 'Executive Functions' (EFs) of inhibitory control, working memory, and cog
us to think before we act, resist temptations or impulsive reactions, stay focused,
flexibly adjust to changed demands or priorities, and see things from new and
These skills are critical for success in all life's aspects and are sometimes more p
or socioeconomic status. Understandably, there is great interest in improving EFs
be improved at any age through training and practice, much as physical exercise
However, despite claims to the contrary, wide transfer does not seem to occur
exercise does little to improve EFs. Important questions remain: How much ca
benefits only superficial) and how long can benefits be sustained? What are the be
ing EFs? What about an approach accounts for its success? Do the answers to th
characteristics such as age or gender? Since stress, sadness, loneliness, or poor
the reverse enhances EFs, we predict that besides directly train EFs, the most su
improving EFs will also address emotional, social, and physical needs.
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There has been great interest in improving executive functions (EFs), accelerating their development, stopping or slowing their decline, and/or remediating deficits. Many different methods have been tried including diverse types of computerized cognitive training (especially working memory training), diverse physical activities (such as aerobic exercise, resistance training, coordinative exercise, yoga, and martial arts) as well as other things such as certain school curricula (including Montessori, Tools of the Mind, Chicago School Readiness Program, and PATHS). Before discussing the pros and cons of different methods that attempt to improve EFs, it would be helpful to briefly explain what is meant by the term, EFs.

1. Executive functions explained

Executive functions (EFs) consist of a family of three, interrelated core skills (inhibitory control, working memory, and cognitive flexibility; Miyake et al., 2000; Diamond, 2013). From those, higher-order EFs are built such as reasoning, problem-solving, and planning (Collins and Koechlin, 2012; Lunt et al., 2012). *Inhibitory control* involves resisting one's initial impulse
one thing, and instead act more wisely. Witho
we would be at the mercy of external stimuli, i
habits of thought or action that pull us this w
control thus makes it possible for us to choose
change how we behave rather than being "unl
habit or impulse (Diamond, 2013). It is critic
faux pas and for a civil society where peopl
norms. It is difficult to think of any aspect of l
presence of mind to wait before speaking or
sidered response rather than an impulsive or
focused despite distraction, and resisting ten
propriate, ill-advised, self-destructive or ille
be beneficial.

Working memory (WM) involves more th
tion in mind. It involves doing that while perf
mental operations. It is needed, for example
items you are holding in mind or seeing hou
another ('working with' the information you
Baddeley and Hitch, 1994; Smith and Jonides
remembering your question or comment whil
ing discussion or for holding in mind what y
when something arises that must be dealt with
Postle, 2015). WM is critical for reasoning and

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PNAS

A gradient of childhood self-control predicts health, wealth, and public safety

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Edited by James J. Heckman, University of Chicago, Chicago, IL, and approved December 21, 2010 (received for review July 13, 2010)

Policy-makers are considering large-scale programs aimed at self-control to improve citizens' health and wealth and reduce crime. Experimental and economic studies suggest such programs could reap benefits. Yet, is self-control important for the health, wealth, and public safety of the population? Following a cohort of 1,000 children from birth to the age of 32 y, we show that childhood self-control predicts physical health, substance dependence, personal finances, and criminal offending outcomes, following a gradient of self-control. Effects of children's self-control could be disentangled from their intelligence and social class as well as from mistakes they made as adolescents. In another cohort of 500 sibling-pairs, the sibling with lower self-control had poorer outcomes, despite shared family background. Interventions addressing self-control might reduce a panoply of societal costs, save taxpayers money, and promote prosperity.

life course | longitudinal | public policy

The need to delay gratification, control impulses, and modulate emotional expression is the earliest and most ubiquitous demand that societies place on their children, and success at many life tasks depends critically on children's mastery of such self-control. We looked at the lives of 1,000 children. By the age of 18 y, many had mastered self-control but others were failing to achieve this skill. We followed them over 30 y and traced the consequences of their childhood self-control for their health, wealth, and criminal offending.

Interest in self-control unites all the social and behavioral sciences. Self-control is an umbrella construct that bridges concepts and measurements from different disciplines (e.g., impulsivity, conscientiousness, self-regulation, delay of gratification, inattention-hyperactivity, executive function, willpower, intertemporal choice). Neuroscientists study self-control as an executive function subserved by the brain's frontal cortex (1, 2) and have uncovered brain structures and systems involved when research participants exert self-control (3). Behavioral geneticists have shown that self-control is under both genetic and environmental influences (4) and are now searching for genes associated with self-control (5). Psychologists have described how young children develop self-control skills (6, 7) and have traced population patterns of stability and change in self-control across the life course (8). Health researchers report that self-control predicts early mortality (9), psychiatric disorders (10), and unhealthy behaviors, such as overeating, smoking, unsafe sex, drunk driving, and noncompliance with medical regimens (11). Sociologists find that low self-control predicts unemployment (12) and name self-control as a central causal variable in crime theory (13), providing evidence that low self-control characterizes lawbreakers (14, 15).

Economists are now drawing attention to individual differences in self-control as a key consideration for policy-makers who seek to enhance the physical and financial health of the population and reduce the crime rate (16, 17). The current emphasis on self-control skills of conscientiousness, self-discipline, and persever-

ance arises from the empirical observation that preschool programs that targeted poor children 50 y ago, although failing to achieve their stated goal of lasting improvement in children's intelligence quotient (IQ) scores, somehow produced byproduct reductions in teen pregnancy, school dropout, delinquency, and work absenteeism (18). To the extent that self-control influences outcomes as disparate as health, wealth, and crime, enhancing it could have broad benefits. Given that self-control is malleable, it could be a prevention target, and the key policy question becomes when to intervene to achieve the best cost-benefit ratio, in childhood or in adolescence (19, 20)? Regardless of its malleability, however, if low self-control is influential, policy-makers might exploit this by enacting so-called "opt-out" schemes that tempt people to eat healthy food, save money, and obey laws by making these the default options that require no effortful self-control. If citizens were obliged to opt out of default health-enhancing programs or payroll-deduction retirement savings schemes, individuals with low self-control should tend to take the easy option and stay in programs, because opting out requires unappealing effort and planning (21, 22). Similarly, the idea behind the crime-reduction policy of "target hardening" is to discourage would-be offenders by making law-breaking require effortful planning (e.g., antitheft devices require more advance planning to steal a car).

In the context of this timely, ubiquitous, and intense policy interest in self-control, we report findings from the Dunedin Multidisciplinary Health and Development Study, a longitudinal study of a complete birth cohort of 1,037 children born in one city in a single year, whom we have followed from birth to the age of 32 y with 96% retention (Fig. 1 and SI Appendix). Our study design is observational and correlational; this is in contrast to experimental behavioral-economics studies that ascertain the association between performance on laboratory self-control tasks (e.g., delay of gratification, discounting, intertemporal choice tasks) and behavioral proxy measures of wealth, health, and crime. Such laboratory experiments yield compelling information about self-control, although economists have debated whether behavior in the laboratory faithfully represents real-world behavior (23). The naturalistic Dunedin study complements experimental research on self-control by providing badly needed information about how self-children's self-control, as it is distributed in the population, predicts real-world outcomes after children reach adulthood.

Author contributions: T.E.M. and A.C. designed research; T.E.M., L.A., N.D., R.J.H., R.P., R.W.R., S.R., M.R.S., W.M.T., and A.C. performed research; T.E.M., D.B., H.L.H., R.H., and A.C. analyzed data; and T.E.M. and A.C. wrote the paper.

The authors declare no conflict of interest.

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[1]Heckman JJ, Malofeeva L, Pinto R (2010) Economics of Crime Working Group, National Bureau of Economic Summer Institute, July 30, 2010, Cambridge, MA.

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PNAS Early Edition | 1 of 6

SOCIAL SCIENCES

Why are Executive Function Skills Important?

Executive Function Skills:

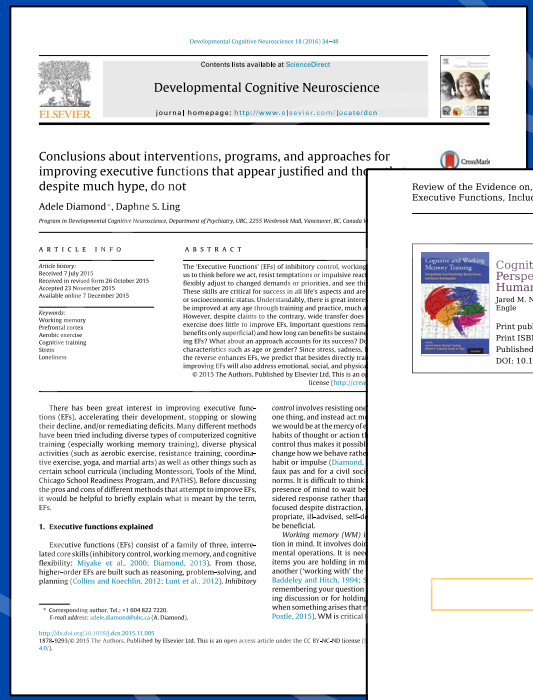
are predictive of success throughout the school years from preschool through university (often more so than IQ).

There is abundant evidence that EFs are crucial for:

- *success in getting and keeping a job as well as career advancement; and*
- *making and keeping friends, marital harmony, weight control, staying out of jail, and resisting substance abuse.*

Adults with better executive function skills report that they are:

- *happier and have a better quality of life.*



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Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and th… despite much hype, do not

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Cognitive training
Stress
Loneliness

ABSTRACT

The 'Executive Functions' (EFs) of inhibitory control, working… us to think before we act, resist temptations or impulsive reac… flexibly adjust to changed demands or priorities, and see th… These skills are critical for success in all life's aspects and are… or socioeconomic status. Understandably, there is great interes… be improved at any age (through training and practice, much a… However, despite claims to the contrary, wide transfer does … exercise does little to improve EFs. Important questions rema… benefits only superficial) and how long can benefits be sustaine… ing EFs? What about an approach accounts for its success? Do… characteristics such as age or gender? Since stress, sadness, … the reverse enhances EFs, we predict that besides directly tra… improving EFs will also address emotional, social, and physica…

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There has been great interest in improving executive functions (EFs), accelerating their development, stopping or slowing their decline, and/or remediating deficits. Many different methods have been tried including diverse types of computerized cognitive training (especially working memory training), diverse physical activities (such as aerobic exercise, resistance training, coordinative exercise, yoga, and martial arts) as well as other things such as certain school curricula (including Montessori, Tools of the Mind, Chicago School Readiness Program, and PATHS). Before discussing the pros and cons of different methods that attempt to improve EFs, it would be helpful to briefly explain what is meant by the term, EFs.

1. Executive functions explained

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Working memory (WM) i… tion in mind. It involves doi… mental operations. It is nee… items you are holding in m… another ('working with' the … Baddeley and Hitch, 1994; … remembering your question … ing discussion or for holding … when something arises that … Postle, 2015). WM is critical …

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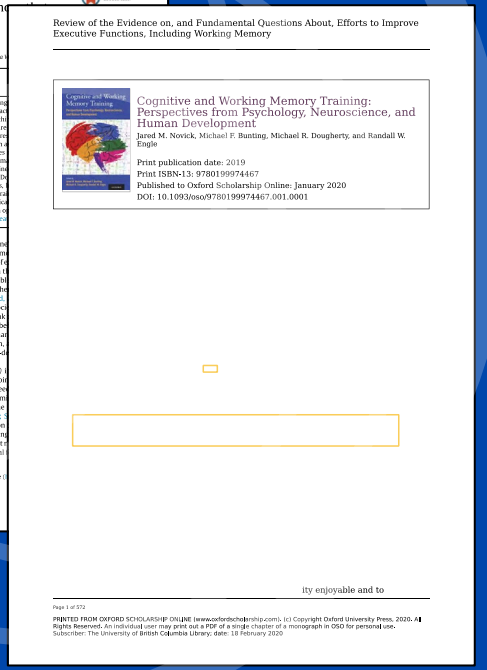

Review of the Evidence on, and Fundamental Questions About, Efforts to Improve Executive Functions, Including Working Memory

Cognitive and Working Memory Training: Perspectives from Psychology, Neuroscience, and Human Development

Jared M. Novick, Michael F. Bunting, Michael R. Dougherty, and Randall W. Engle

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Page 1 of 572

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PRINCIPLES OFR PROMOTING EF IN KINDERGARTEN

Principle 1: A Goal-Directed, Whole-Person Approach

The program is goal-directed, informed by child development knowledge, and has an asset-based and whole-person approach (calls upon social, emotional, and cognitive capacities to pursue goals) that helps children and adolescents become self-directed, engaged learners.

Principle 2: Steadfast, Well-Founded Belief in the Program

The people facilitating the program deeply believe in and care about the efficacy of the program and in the children and adolescents they serve.

Principle 3:

Genuine Commitment to Creating a Community of Learners

The people facilitating the program are ongoing learners themselves and see their role as helping children learn, inspiring a commitment and investment in learning, and as serving as role models.

Principle 4: Intentionality in Meeting the Needs of All

The people in the program—facilitators and students alike—work intentionally to create environments where Basic Needs (like belonging, support, autonomy, respect, competence, challenge, identity, and purpose) are met and positive mindsets are fostered.

Principle 5:

A Relevant and Challenging Learning Environment

The activities are meaningful, real-world activities that provide opportunities to use and challenge executive function skills in new and different ways.

Principle 6: Reflection and Application of Skills

The activities are structured to help children and adolescents become aware of the executive function skills they're using, consider how these skills can be applied and improved, and reflect on how mistakes offer learning opportunities.

Principle 7: Prioritizing Well-Being

The program, its people, and its activities promote the well-being of all involved, providing times of joy, reducing feelings of stress and loneliness, and inspiring self-confidence, pride, and compassion.

Question 3

PS: Autonomy Supportive Teaching/ Caregiving Makes a Difference....

in the development of children's executive function (EF) skills.

Autonomy Supportive Caregiving...

İs predictive of children's EF skills beyond parents own EF skills; and

can be taught.

SKILL-BUILDING STRATEGIES

The essence of Skill-Building Strategies is that adults help children learn to solve problems themselves, in contrast to standing back and doing nothing or stepping in and fixing problems for children.

Check in on yourself.

Try to figure out why you are reacting to this situation as you are. What is the meaning of this situation for you.

Our reactions to our children affects how children respond

Take your child's view

Try to figure out why the child might be behaving this way, what their goals seem to be, and about what they can and can't do, developmentally. Then, respond with this understanding in mind, including how the child learns best.

Share reasons

Explain your point of view—what is expected and why. You are predictable and share reasons and limits in ways that promote child in taking an active role.

Problem Solve Together and Provide Choices

Invite your adolescent to play an active role by engaging in joint problem solving including by suggesting choices, versus fixing things for your child.

Kindergarten:
A “Sturdy Bridge” to a Lifetime of Learning

Ellen Galinsky
Families and Work Institute
Author, Mind in the Making and The Breakthrough Years (forthcoming)
October 25, 2022

A Pivotal Year: Kindergarten's Important Role in Students' Education

Swati Adarkar
Deputy Assistant Secretary for Policy and Early Learning in the Office of Elementary and Secondary Education
U.S. Department of Education

Ellen Galinski
President
Families and Work Institute and author of *Mind in the Making*

Ryan Lee-James, PhD, CCC-SLP
Chief Academic Officer and Director of Rollins Center for Language & Literacy
Atlanta Speech School

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Question 1

Why is kindergarten a pivotal year?

Following the Science, Led by the Scientists

- **Renée Boynton-Jarrett**, MD, ScD; Boston Medical Center
- **Courtney T. Byrd**, PhD; University of Texas - Austin
- **Dina C. Castro**, Ph.D., MPH; Boston University Institute for Early Childhood Well-Being
- **Margie Gillis**, Ed.D.; Literacy How and Haskins Lab at Yale University
- **Deborah R. Glaser**, EdD; Founder of Reading Teacher's Top Ten Tools
- **Walter Gilliam**, PhD; Yale School of Medicine
- **Iheoma Iruka,** PhD, University of North Carolina, Frank Porter Graham
- **Shabnam Jain**, MD, MPH; Children's Healthcare of Atlanta
- **Ami Klin,** PhD; Marcus Autism Center, Atlanta
- **Louisa Moats**, Ed.D.; Author of LETRS
- **Laura Rhinehart**, PhD; University of California - Los Angeles
- **Joshua Sparrow,** MD; Brazelton Touchpoints Center, Harvard University
- **Julie Washington**, PhD; University of California - Irvine
- **Maryanne Wolf,** EdD; University of California - Los Angeles

What We Know

Development is complex and happens in context

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Kindergarten is a pivotal year for deep reading brain construction.

"Reading and writing as transformative acts of self and society."

Dr. Gholdy Muhammad

The goal is a deeper, more analytic brain – a brain that thinks critically and takes the perspective of others while feeling empathy for their plight. A deep reading brain demonstrates personal reflection as it imagines a better choice, a better idea or a better world.

Dr. Maryanne Wolf

Paraphrased

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Critical developmental year for oral language, literacy and executive function

EF skills are broadly defined as cognitive flexibility, inhibitory control, and working memory (Diamond et al., 2007).

Attention

Planning

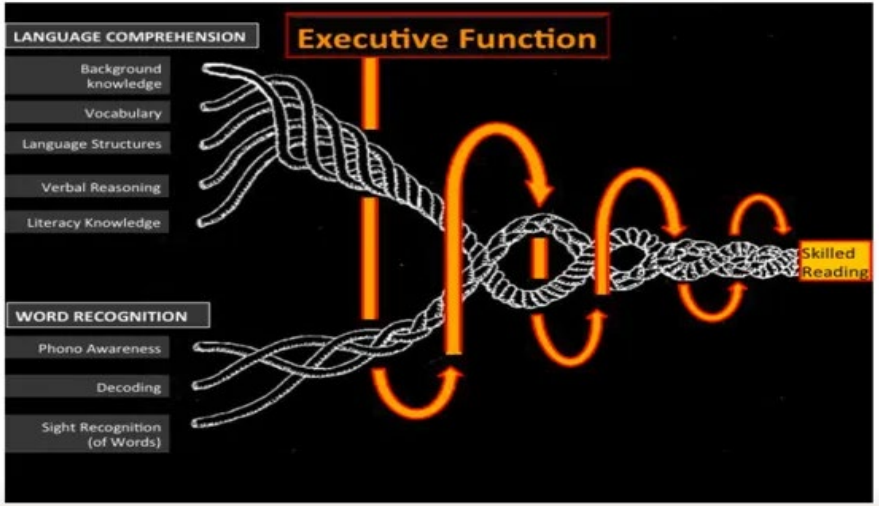
Organizing

Regulating Emotions & Behavior

Self-Monitoring

Critical developmental year for oral language, literacy and executive function

These skills undergird all learning and are directly correlated with academic achievement and overall life outcomes.



(Image from Cutting, Bailey, Barquero, & Aboud, 2015)

Question 2

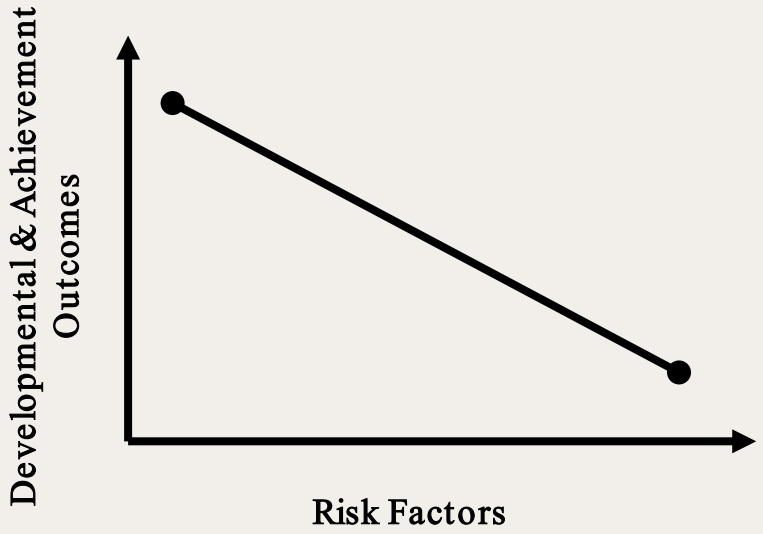
What can teachers, school and district leaders do?

Children's first formal opportunity to show what they know, and don't know

- Children bring many strengths with them to school
  - Strong grasp of their first language
  - Identity – shaped by culture and experience
  - Enthusiasm for connection and learning
- Protracted development becomes evident when children are with "typically developing" peers
- Children with developmental language delay and learning disabilities will likely have deficits in EF

Cumulative Risk
COVID as Case in Point

- A theoretical framework for examining the impact of, or predicting the relationship between, social and environmental risk factors on developmental outcomes (Sameroff et. al., 1993).
- At this point, we know enough - the more challenges, the more adverse life outcomes



Cumulative Risk

Differences in structural brain development have been observed as young as infancy (Brito & Noble, 2014).

Risk Factors

- **Poverty**
- Maternal education level
- Maternal mental health
- Mobility
- Trauma & Prolonged Stress
- Neighborhood dangerousness
- Violence
- Structural racism

Developmental Outcomes

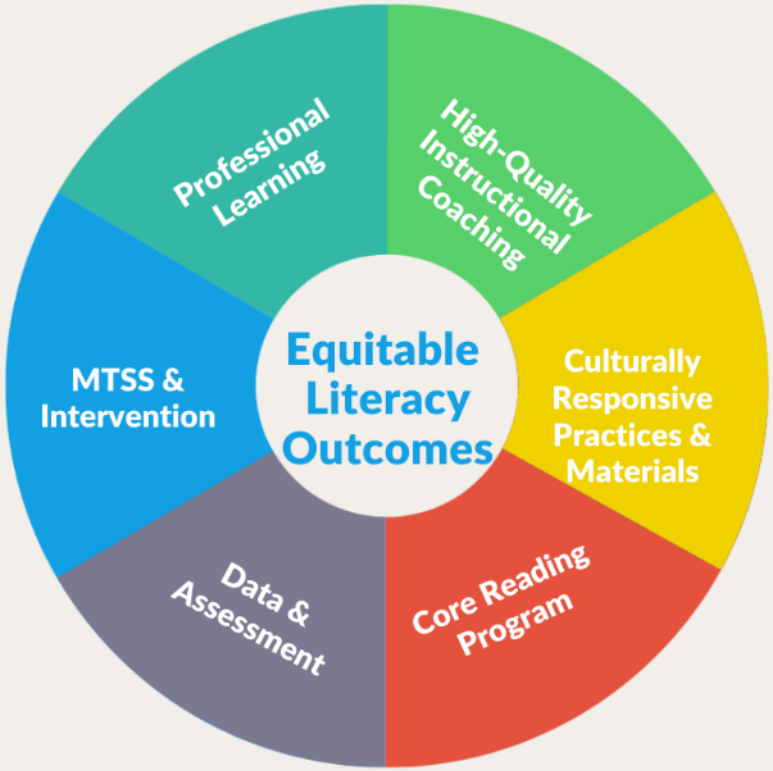
- Executive function
- Cognition
- Behavior
- Language
- Academic achievement

Promotive & Protective Factors

Understanding how environment impacts development, considering what we know about language and reading, and the implications for teaching all children.

- Child-centered parenting
- Early intervention
- School-level factors
- Teacher-child closeness
- **High-quality teaching**

We need systems that works for ALL families and children.



Systems need to build infrastructure that supports learning.

1. Multi-Tiered Systems of Support
2. Oral Language
3. Early Literacy: Print Awareness, Phonological Awareness, and Alphabet Knowledge,
4. Systematic and Explicit Phonics Instruction
5. Meaningful Read Alouds for Vocabulary and Comprehension
6. Assessment
7. Targeted Small Group Instruction
8. Reading Fluency
9. Writing
10. Vocabulary and Morphology
11. Reading Comprehension
12. Constructing a Deep Reading Brain for Every Child

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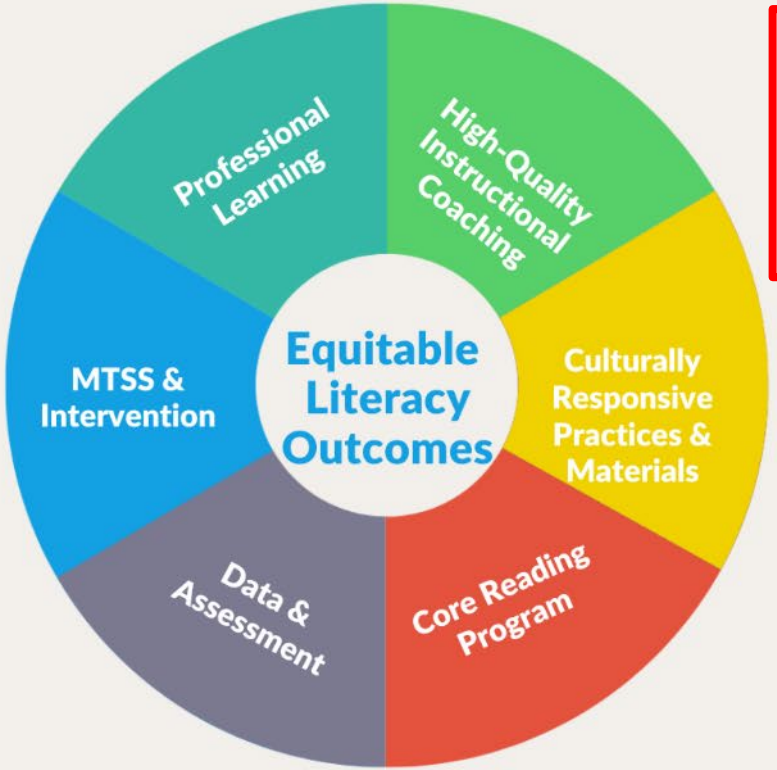
Question 3

What kind of teaching supports do teachers need?



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Systems need to build infrastructure that supports learning.

Professional Learning

Teachers and literacy leaders access and engage with high-quality, rigorous professional learning on best instructional practices aligned with the Science of Reading via Cox Campus.

High-Quality Instructional Coaching

Districts and schools leverage existing capacity (instructional coaches, reading specialists etc.) to implement Cox Campus coaching cycles that build educator knowledge and expertise.

Core Reading Program

A science-backed, core reading program (Tier I) must be in place and implemented with fidelity including supplemental materials: phonemic awareness, phonics, vocabulary, comprehension, fluency, morphology and syntax.

Culturally Responsive Practices & Materials

Districts and schools must honor and approach all children from a strengths-based perspective which includes culturally responsive pedagogical practices, and immersing all children in a curriculum in which they can see themselves.

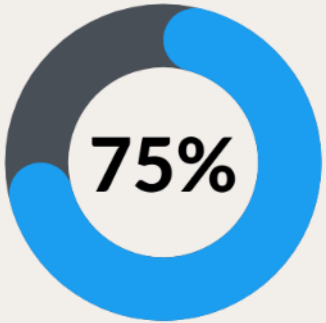
Data & Assessment

Implementing effective and efficient district – and/or school-wide assessment systems that yield valid and reliable data for all students is central to achievement.

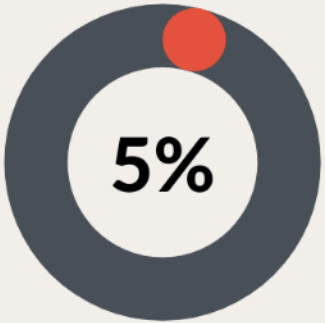
MTSS & Intervention

Districts and schools must have infrastructure to implement tiered instruction as a preventative framework for reading failure and as a mechanism to provide appropriate interventions and referrals as needed.

Literacy Development – Kindergarten & Beyond



An estimated 75% of schools use traditional or balanced literacy practices



5% of educators report learning how to teach reading in their prep programs

Scholars estimate that 95% of children can become proficient readers when structured literacy is implemented

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International Dyslexia Association defines three components of structured literacy

Systematic & Cumulative	Explicit	Diagnostic

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"Everyday is a great day to cultivate genius."

Dr. Gholdy Muhammad,
Author of Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy

LET'S CONNECT

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Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

What's Next? Identifying & Advancing Initiatives to Accelerate Learning Recovery
Tuesday, November 1, 3–4:30 p.m. ET/12–1:30 p.m. PT

CRUCIBLE OF PRACTICE SALONS – SPECIAL ELECTION DAY REBROADCAST ON YOUTUBE

Readers to Leaders: Empowering Community in Dalton-Whitfield County, Georgia
Tuesday, November 8, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

ELECTION DAY SPECIAL

Topic TBD
Tuesday, November 8, 3–4:30 p.m. ET/12–1:30 p.m. PT

FUNDER-TO-FUNDER CONVERSATION

Professional Development for Early Learning Environments
Co-sponsored by Overdeck Family Foundation
Tuesday, November 15, 12:30–2 p.m. ET/9:30–11 a.m. PT

Join us!

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GLR Learning Tuesdays

The Campaign for GRADE-LEVEL READING