



# HUSD's HARDER State Preschool 2014-15 DRDP\* Results



## Responsibility

- At Harder State Preschool we are responsible for the Kindergarten preparation of **48 children**
- At Harder State Preschool, we are responsible for assisting **Parents and Families** as they begin their child's formal academic journey. We support, encourage, teach, instill responsibility on new levels, and celebrate successes together
- At Harder State Preschool, we are responsible to instill a love of learning for a group of children comprised of **69% English Language Learners**
- At Harder State Preschool, the person with the primary responsibility for the education of our children is **Ms. Janet Clarke-Blake, MA**. Ms. Clarke holds a Master's Degree in Early Childhood Education and is bi-lingual, providing instruction in both English and Spanish

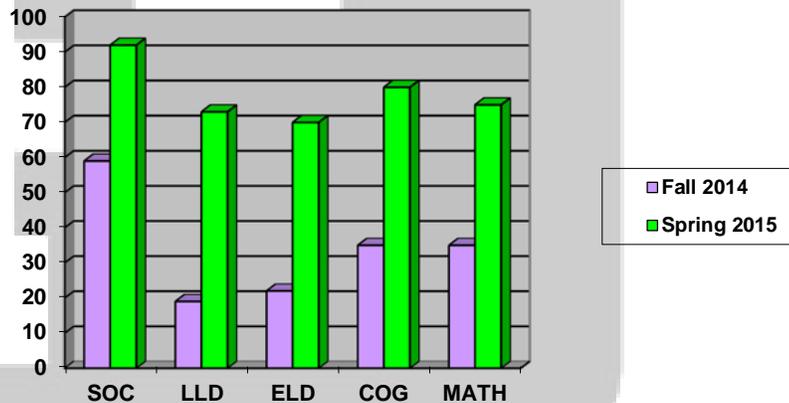
## Results

The percentage of children scoring in the Top 2 Developmental Levels increased by 24%-54% across all domains

The largest gains were in the Language & Literacy Development, and English Language Development domains

These increases in scores occurred after 6 months of developmentally appropriate preschool instruction.

**Harder Preschool Students  
Rated at the TOP 2  
Developmental Levels  
on the DRDP**



|                    | <b>SSD</b><br>Self and Social Development | <b>LLD</b><br>Literacy and Language Development | <b>ELD</b><br>English Language Development | <b>COG</b><br>Cognitive Development | <b>MATH</b><br>Mathematics Development |
|--------------------|---|---|--|-------------------------------------|--|
| <b>Fall 2014</b>   | 59 %                                      | 19%   | 22%  | 35%                                 | 35%                                    |
| <b>Spring 2015</b> | 92%                                       | 73%   | 70%  | 80%                                 | 75%                                    |

\*DRDP = Desired Results Developmental Profile, mandatory assessment tool utilized by all Ca Dept. of Ed funded State Preschools



## HUSD STATE PRESCHOOL

Rigor, Responsibility and Results from the Very Beginning....



### Rigor

#### **Program Philosophy:**

Current research confirms that children learn best when they experience a variety of developmentally appropriate learning activities that incorporate a child's individual strengths, needs and interests. Children play, explore, investigate, are appropriately challenged and have opportunities to be successful in the context of caring and supportive relationships. Teachers collaborate with families, knowing that strong teacher-family partnerships are essential to a child's learning and development. Our program is inclusive of all children and reflects the child's family and community cultures. A primary goal of HUSD State Preschool is Kindergarten and life-long learning readiness and success.

#### **Curriculum Plans:**

Teachers develop plans for children's learning based on their knowledge of the needs of individual children and the group and in accordance with observed interests and in alignment with the Preschool Learning Foundations established by the California Department of Education. Curriculum is created to address the needs of individual children as well as small groups **Teachers provide activities that are intentional, with clear learning goals in mind.**

#### **Children's Goals:**

Children's learning and growth are assessed least twice a year, using the California Department of Education's Desired Results Developmental Profile (DRDP 2010). This observation based assessment tool captures a child's development at a specific point in time and provides information to set individual learning goals, in partnership with the family, and to plan for curriculum.

#### **Environment:**

Each classroom has learning centers which support learning content (writing areas, libraries, dramatic play space for example). Child sized furniture and well organized spaces with materials that are easily accessible to children, promote choice and independence. Classrooms reflect the culture of the children and families and provide a welcoming and inclusive atmosphere. The classroom is designed to accommodate a variety of activities and experiences, from areas for children to gather as a group (for music and movement experiences, story reading, group games for example), to areas designed for small groups and quiet spaces for children to retreat from the group as needed. to create and provide curriculum which is interesting and meaningful to each child. The classroom is considered to be the "third teacher".

**Made in**



**Hayward**

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