



HUSD's PARK State Preschool Full Inclusion Co-Teaching Program 2014-15 DRDP* Results



Responsibility

- At Park State Preschool we are responsible for the Kindergarten preparation of **48 children**
- At Park State Preschool, we are a Full Inclusion Co-Teaching classroom. Our 24 child/session model includes 16 “typically developing” children and 8 children with IEP’s designed for our children with “autism”, or “mild/moderate Special Needs”. We support, encourage, teach, instill responsibility on new levels, individualize curriculum, and celebrate successes together
- At Park State Preschool, we are responsible to instill a love of learning for a group of children comprised of **81% English Language Learners**
- At Park State Preschool, two Teachers share the primary responsibility for the education of our children. **Ms. Julia Flores-Gill** who is bi-lingual, provides instruction in both English and Spanish, and holds a Preschool SpEd Credential. Ms. **Linda Blanch** has over 20 years of experience teaching preschool, and conducts the assessments on our general education students.

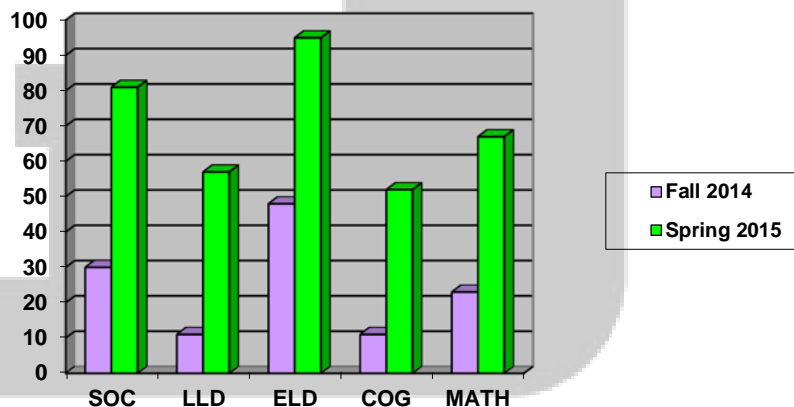
Results

The percentage of children scoring in the Top 2 Developmental Levels increased by 44%-51% across all domains

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

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

Park Preschool Students Rated at the TOP 2 Developmental Levels On the DRDP



	SSD Self and Social Development	LLD Literacy and Language Development	ELD English Language Development	COG Cognitive Development	MATH Mathematics Development
Fall 2014	30 %	11%	48%	12%	23%
Spring 2015	81%	57%	95%	52%	67%

* 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
