

Mississippi Early Learning Guidelines for Pre-K and K

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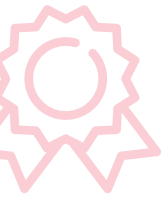
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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Office of Early Childhood





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Pre-K and Kindergarten Goals



- Improve their self-concept
- Increase their intellectual growth
- Enlarge their understanding of the world, people, experiences and ideas
- Increase competencies and skills in oral language, literacy, writing, listening, and thinking
- Increase their competencies and skills in mathematical reasoning and scientific exploration

Pre-K and Kindergarten Goals (continued)

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- Increase their skills involved in physical coordination: gross and fine motor skills
- Increase their competence in dealing with emotions, feelings, and social situations
- Increase their self-direction and independence
- Develop their natural curiosity and creative potential
- Develop cooperative and trusting relationships
- Develop a love of learning





Who is responsible for student success?

- Ready children
- Ready families
- Ready schools
- Ready communities
- Ready states



“Responsibility for school readiness lies not with children, but with the adults who care for them and the systems that support them.”
(National Governors Association, 2005., p. 29)





- Is a multi-dimensional construct that goes beyond the skills, knowledge, and disposition of children as they enter kindergarten.
- School *readiness* is achieved through a combination of efforts involving children, families, schools, communities, and the state.

Ready Children:

- Show an eagerness to explore, discover, engage, and learn
- Children are unique individuals, who do not develop at the same time or in the same way



Ready families...

- Recognizes their role as their child's first and most stable teacher and advocate
- Understands their child's current level of development
- Ensures a safe and consistent environment
- Promotes good health
- Provides steady supportive relationships
- Understands their relationship with the school system to ensure a smooth transition





Ready schools...

- Provide a welcoming and accepting environment for all
- Employ and retain professional educators who consistently strive to advance the growth and achievement for students
- Support and understand diverse backgrounds, experiences and abilities of the students while working in partnership with their families and communities

Ready communities...

- Businesses
- Faith-based organizations
- Early childhood service providers
- Community groups
- Local governments





Ready states...

- Develops appropriate policies
- Provides adequate funds
- Ensures access to high-quality early development and learning opportunities
- Prepares and retains a world-class early childhood workforce
- Ensures an infrastructure to coordinate services
- Includes data systems for accountability
- Demonstrates political leadership to make school readiness a state priority

Mississippi Early Learning Guidelines for Pre-K and Kindergarten



MISSISSIPPI
Early Learning Guidelines
for classrooms serving
Three- and Four-Year-Old
Children



MISSISSIPPI
**KINDERGARTEN
GUIDELINES**

Pre-K: Entrance Requirements

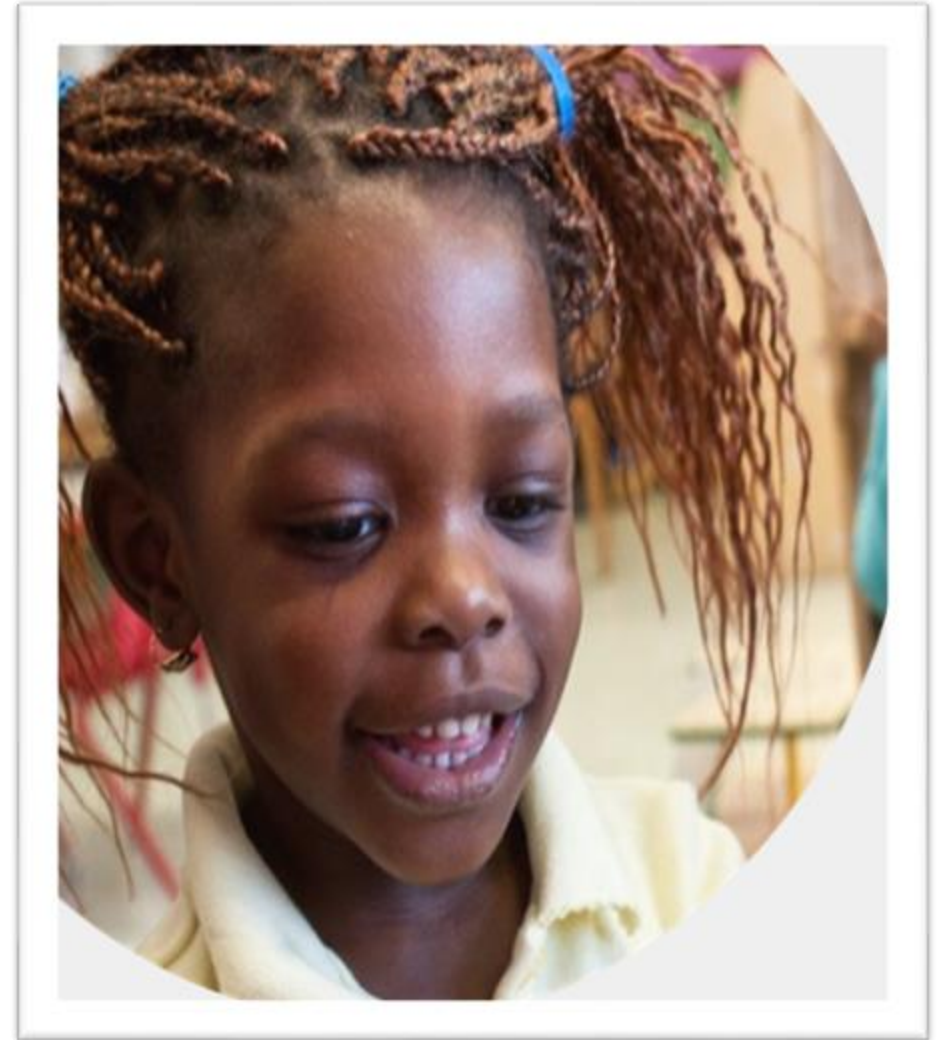
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- Must be three years old on or before September 1 (three-year old program)
- Must reach four years of age on or before September 1 (four-year old program)
- Birth Certificate
- Immunization record (Form 121)



- Must reach five years of age on or before September 1
- Birth Certificate
- Immunization record (Form 121)





Comprehensive health screenings such as:

- Early and periodic screening, diagnosis, and treatment
- Bright Futures checkup
- Standard physical
(45 calendar days)



Comprehensive health screenings such as:

- Early and Periodic Screening, Diagnosis, and Treatment (EPSDT)
- Bright Futures checkup
- Standard physical
(45 calendar days)



- Vision and hearing screenings shall be conducted within the first 45 days of the beginning of school
- Physical or developmental screening results are reviewed, and all necessary education or developmental referrals are made within 30 days of the initial screening



- Vision and hearing screenings shall be conducted within the first 45 days of school enrollment
- Physical or developmental screening results are reviewed, and all necessary education or developmental referrals are made within 45 days of the initial screening



Research-and-evidence-based curriculum that is designed to prepare children to be ready for kindergarten



Research-and-evidence-based
curriculum aligned to Mississippi
College and Career
Readiness Standards
(comprehensive if applicable)





Pre-K programs shall replenish the consumable supplies and instructional materials in each classroom at least once per year.



School districts shall spend \$1,000 per kindergarten classroom to replenish the consumable supplies and instructional materials at least once per year
(This is in addition to EEF monies.)



Teachers, Assistants and Pre-kindergarten Administrators must complete at least fifteen (15) contact hours of professional development annually

Professional Development Calendar

Year (June1 -May 31)

- [illegible]



REQUIRED

- Handbook that addresses Pre-K philosophy, goals and information unique to a Pre-K program
- Parent/teacher conferences are held **three times** per year to inform parents or guardians of student progress

RECOMMENDED

- Volunteer participation by parents, guardians and community members

REQUIRED

- Handbook that addresses kindergarten philosophy, goals and information unique to a kindergarten program
- Parent/teacher conferences **two times** per year to inform parents or guardians of student progress

RECOMMENDED

- Volunteer participation by parents, guardians and community members



Pre-K Organizational Procedures

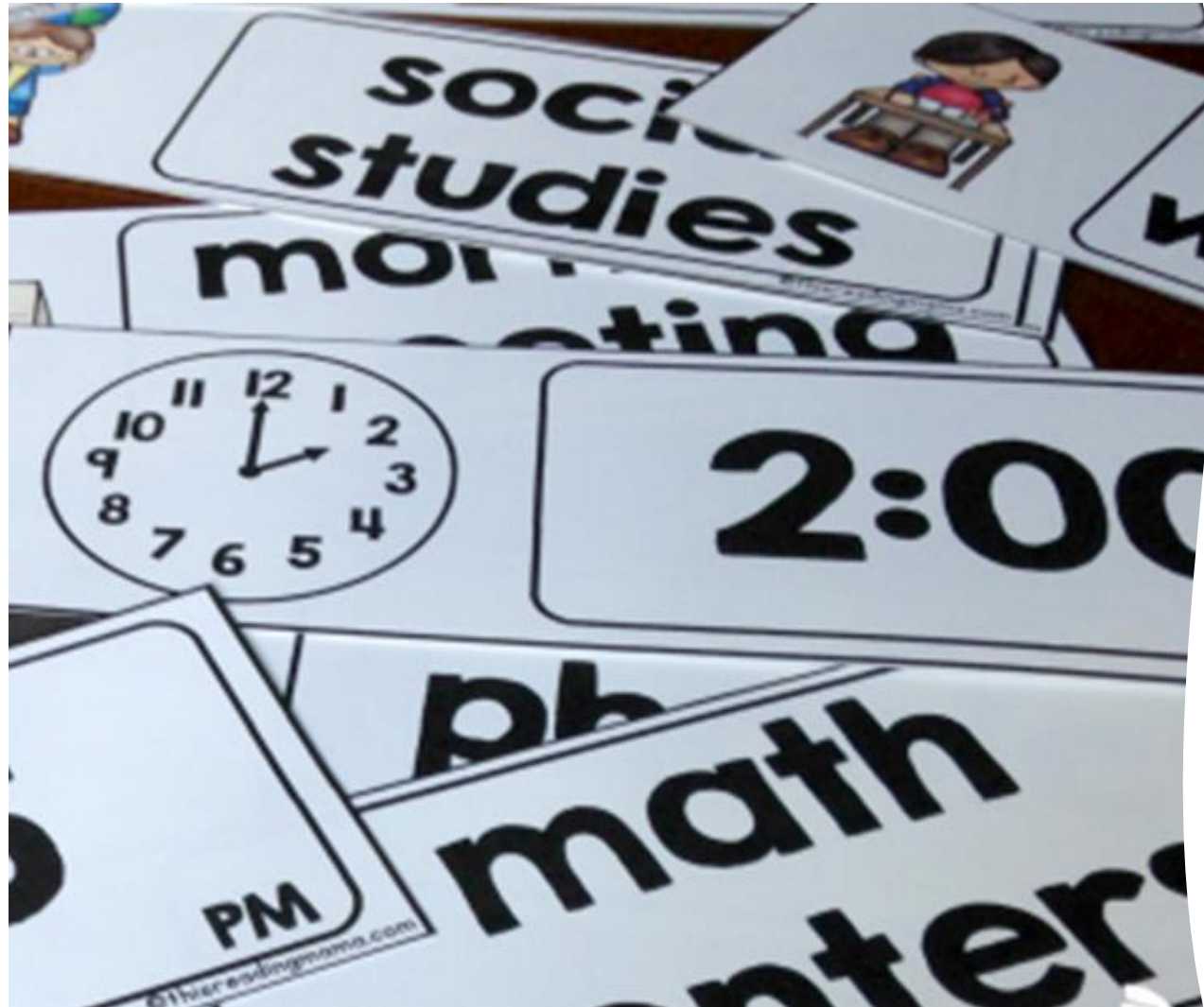
PROCEDURE	REQUIREMENT
Length of School Day/ Term	Same as the other grades in elementary school
Teacher – Child Ratio	1:10 or 2:20 Four-Year-Olds 1:7 or 2:14 Three-Year-Olds 1:7 or 2:14 Three and Four-Year-Olds
Instructional Day	380 Minutes
Physical Activity	40 Minutes (minimum)- 60 minutes (maximum)
Learning Centers	120 Minutes
Quiet Time	30 Minutes (minimum) – 60 Minutes (maximum)

Kindergarten Organizational Procedures

Procedure	Requirement
Length of School Day/Term	Same as the other grades in elementary schools
Teacher- Child Ratio	1:22 or 2:27
Instructional Day	330 minutes
Physical Activity	30 minutes (minimum) - 60 minutes (maximum)
Quiet Time	30 minutes (recommended only)
Health	45 minutes (per week)

Classroom Schedule Reminders

31



Minutes

Centers

Whole/Small Group

Physical Activity

Quiet Time (Pre-K)

Health (Kindergarten)

Mixing activity times of the day



- Developmental domains are the foundation to all instruction
- Learning activities that acknowledge individual rates of learning are evident
- Classroom environment and learning activities embraces diversity and inclusion for all
- Children use their senses during activities instructional practices



Learning Principles (Continued)

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- Active engagement should be the primary strategy for delivering instruction
- Children should be taught using a combination of instructional strategies
- Attitudes and examples from teachers and in lesson content teach reflective positive problem-solving approaches
- Attention should be given to instructional methods, emotional climate, the environment, peer to peer interactions and positive educator-child interactions
- Experiences are sensitive to the value of play



- Should reflect the Mississippi Early Learning Standards
- Should include large and small group activities and individual instructional activities
- Should include learning center activities based on thematic units
- Should integrate language arts, creative arts, math, social studies, science, dramatic play, social, emotional and physical activities, and approaches to learning domains





- Should reflect Mississippi College and Career Readiness Standards and be based on thematic units
- Should include large and small group activities
- Should offer individual instructional activities
- Should primarily use learning centers
- Should integrate language arts, music, art, math, social studies, science, dramatic play, and physical activities



The Mississippi Department of Education recognizes the definition of learning centers as identified in literature as “distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels” (Copple & Bredekamp, 2006).



- Lesson plans should reflect the Mississippi Learning Standards and
- Include a minimum of five different centers
- Three primary centers and two other integrated centers
- Primary centers are book/library, math/manipulative, and creative arts
- A minimum of 120 minutes per day
- Centers are rotated and changed throughout the year



Kindergarten Learning Centers Requirements

- A minimum of four different centers
- Three primary centers and one teacher-led small group
- Primary centers are book/library, math/manipulative, and creative arts
- A minimum of 120 minutes per day





School districts containing Pre-K programs collaborate with First Steps to formulate a plan regarding services and follow Child Find procedures as stated in IDEA



- A continuous evaluation through a variety of techniques, procedures, and tools shall be used to determine individual student's social, emotional, and academic enrichment needs.
- The evaluation shall be based on the learning outcomes in the required curriculum standards.

- Teachers use observational checklists to measure children's progress according to the Early Learning Standards for Three's and Four's
- Teachers must also use the Kindergarten Readiness Assessment (KRA)
- Transition Folder





Assessment of kindergarten skills may be documented through the use of a variety of techniques and procedures to include checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audiotape recordings, experience charts, photographs, informal tests, and transition folders that follow the child to first grade



- Hold a Pre-K/K (153) License

OR

- Hold a K-3 (116) License, a K-4 (152) License, or a K-6 (120) License

OR

- Other pathways and completion of an approved licensure pathway degree program to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement

AND

- Any additional requirements needed for licensure

Pre-K Special Education

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Birth-K Special Education License (211)

OR

Mild to Moderate K-12 (221), Severe Disability
K-12 (222), Mild to Moderate K-8 (223)

AND

12 hours of EC college hours **OR** attain a
passing score MSBE assessment to add Pre-
K/K(153) endorsement

OR

Completion of an early childhood training
program



Pre-K Staff-Assistant Teachers

45

Hold an Early Childhood Associate's Degree

OR

Associate's Degree or 60 College Credit Hours (*transcript verification required*) 12 hours EC college credit

OR

completion of an early childhood training program

OR

High School Diploma/GED

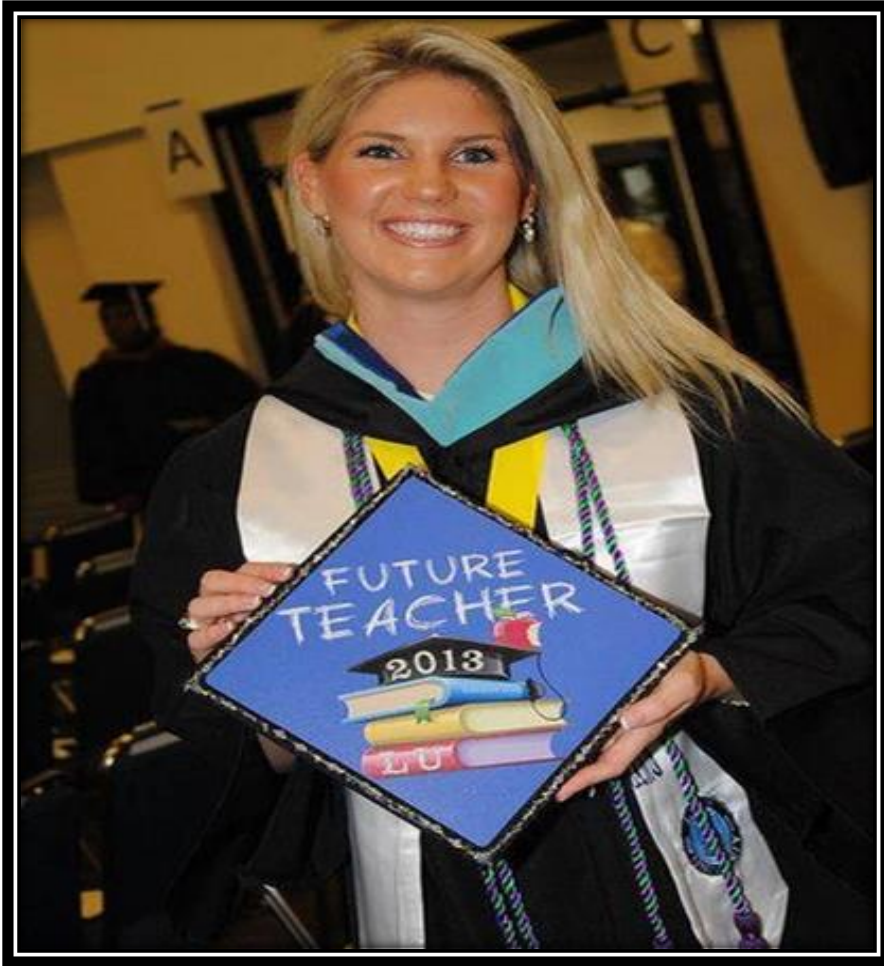
AND

Verification of Work Keys® Scores

AND

12 hours EC college credit **OR** completion of an early childhood training program





Kindergarten Staff - General Education Teachers

Hold a Pre-K/K (153) License

OR

Hold a K-3 (116) License, a K-4 (152) License, or a K-6 (120) License

OR

Other pathways and completion of an approved licensure pathway degree program to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement

AND

Any additional requirements needed for licensure

Kindergarten Staff Assistant Teacher

Hold an Associate's Degree or higher

OR

Two Years or 48 College Credit Hours
(*transcript verification required*)

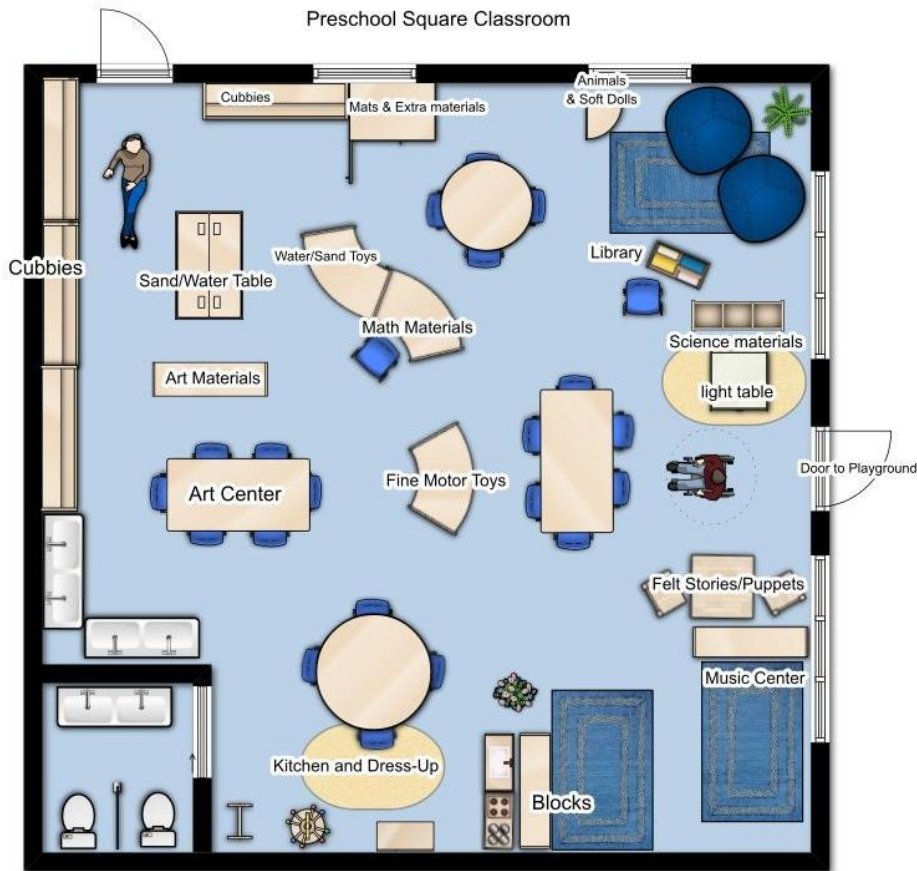
OR

High School Diploma/GED

AND

Verification of Work Keys® Scores





Physical Setting Basics: Pre-K and Kindergarten

- 600 square feet/35 square feet per child
- Located on ground level
- Outlets-safety covers or tamper resistant
- Closet safety latch- so they can be opened from the inside
- Tamper resistant outlets or safety covers on outlets
- Maximum distance to an exit 150 feet from any point in the building
- Maximum distance from classroom door to exit is 100 feet

Bathroom Requirements: Pre-K and Kindergarten

- The classroom is no more than 125 feet from a bathroom
- Toilet door lock is designed to permit opening from the outside in case of emergency
- A changing table is required either in the classroom or bathroom for children with disabilities who are not yet potty trained
- All bathrooms are adequately stocked with toilet tissue
- Cleaning items should be out of reach of the children and other items should not be kept or stored in the bathroom





Classroom Furniture Requirements

- Furniture is appropriate height for the children
- Tables and chairs are provided rather than a desk
- At least one small bookcase or book display shelf is provided per classroom
- 9 x 12 area rug or carpet squares for large group meetings

Questions about Pre-K or K Guidelines?

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