



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
 State Superintendent of Education

February 17, 2016

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice 
 State Superintendent of Education

RE: Kindergarten Entry Assessment Pilot Program

The Alabama State Department of Education (ALSDE) is pleased to announce a continued partnership with the Alabama Department of Early Childhood Education (DECE), formerly the Department of Children's Affairs, to pilot a Kindergarten Entry Assessment (KEA) program for interested schools. Teaching Strategies® GOLD™ is designed to help kindergarten teachers efficiently collect assessment information during the first few busy weeks of the school year. Each survey question is phrased in accordance with a research-based definition of kindergarten readiness, identifying knowledge, skills, and behaviors that children are expected to develop before entering kindergarten.

On October 5, 2015, the first KEA data collection was completed. The ALSDE and DECE will partner to expand the KEA program in the 2016-2017 school year. Teachers who participate in the 2016-2017 cohort will receive significant support that includes a stipend, access to professional development training, and an I-Pad mini tablet for their classroom provided by DECE.

The ALSDE and DECE are seeking innovative teachers who will lead the way for the Kindergarten Entry Assessment through this program. There are multiple avenues of participation available, including entire districts, individual schools, or partnered teacher groups.

If your system would like to participate in the 2016-2017 cohort, or would like more information concerning this endeavor, please contact Mrs. Sandra Little, Assessment Manager, Alabama Department of Early Childhood Education, at Sandra.Little@ece.alabama.gov or 334-353-2720 on or before February 29, 2016. Training will begin in April 2016 and will be completed prior to the summer break.

TRB/MJS
 Attachment
 FY16-5007

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KINDERGARTEN ENTRY ASSESSMENT

2016 Cohort

KEA Implementation Cost		
Provision	Cost per Unit	Total Expense
1. Professional development stipend	25.00 x 10 requirements	\$250.00
2. Summer training stipend	275.00 (on-line modules and IRR)	275.00
3. ½ day substitute x4	30.00 x4	120.00
4. iPad mini plus case	450.00	450.00
5. GOLD™ student licensing	9.99 (20 students)	200.00
Total Support Cost		per teacher \$1,295.00

Supporting Success:

- Minimum of teacher pairs in each participating school.
- Possible provision of clock hours to complete the survey via Bold Goals (providing a substitute).
- GOTO meeting support weekly during the first two months of school.

Incentives for participation:

- Personal technology device (tablet or iPad).
- Professional support via release time to complete assessment data.
- PD/Classroom materials, stipend for attending training.
- PD/Classroom materials, stipend for completing IRR.
- PD/Classroom materials, stipend for completing finalization of data.
- PD/Classroom materials, stipend for entering documentation for each dimension.
- Admission to the pre-K conference in Birmingham.
- Recognition at the Hall of Fame banquet for teachers, principals and superintendents who support KEA.

PROPOSED TIMELINE FOR 2016 COHORT

February:

Official invitation to participate in KEA

March:

Send out acceptance packets to identified teachers

March-May:

GOLD™ KEA training

PD credit documented

May-August 2016:

Teachers complete IRR for summer training stipend

PD credit documented

August 1-5

All children entered into GOLD™ KEA database

August 8-12

Naturalistic observation with students via the KEA observation lens

August 15-26

Documentation entered and finalization of objectives 1-10 completed in data meeting

- **½ day substitute teacher provided by grant**

Objective 1: Regulates own emotions and behaviors

- A. Manages feelings
- B. Follows limits and expectations
- C. Takes care of own needs appropriately

Objective 2: Establishes and sustains positive relationships

- A. Forms relationships with adults
- B. Responds to emotional cues
- C. Interacts with peers
- D. Makes friends

Objective 3: Participates cooperatively and constructively in group situations

- A. Balances needs and rights of self and others
- B. Solves social problems

Objective 4: Demonstrates traveling skills

Can the student move purposefully from place to place with control?

Objective 5: Demonstrates balancing skills

Can the student sustain balance during simple movement experiences?

Objective 6: Demonstrates gross-motor manipulative skills

Can the student manipulate balls or similar objects with flexible body movements?

Objective 7: Demonstrates fine-motor strength and coordination

- A. Uses fingers and hands
- B. Uses writing and drawing tools

Objective 8: Listens to and understands increasingly complex language

- A. Comprehends language
- B. Follows directions

Objective 9: Uses language to express thoughts and needs

- A. Uses an expanding expressive vocabulary
- B. Speaks clearly
- C. Uses conventional grammar
- D. Tells about another time or place

Objective 10: Uses appropriate conversational and other communication skills

- A. Engages in conversations
- B. Uses social rules of language

PD credit documented. PD stipend accrued

August 29-September 2

Naturalistic observation with GOLD™ as the lens

September 5-9

Documentation of objectives 11- 14 in data meeting

- **½ day substitute teacher provided by grant**

PD credit documented. PD stipend accrued

September 12-16

Objective 15-19

- **½ day substitute teacher provided by grant**

PD credit documented. PD stipend accrued

September 19-23

Objectives 20-23

- **½ day substitute teacher provided by grant**

PD credit documented

September 26-September 30

Finalize data reports in data meeting

- **½ day substitute teacher provided by grant**

PD credit documented. PD stipend accrued

October 5

OSR reviews data

PD credit reviewed. PD stipend awarded.