

Logic Model for Ready to Advance

Problem: Provide a new comprehensive early learning program to be used in preschool classrooms that provides age-appropriate, collaborative activities promoting development of the whole child, socially, emotionally, behaviorally, and academically, with the goal of helping children to be kindergarten-ready.

Resources	Activities	Outputs	Outcomes
<p><i>Ready to Advance</i> provides teacher guidance and materials for ten 3-week units for preschool children including</p> <ul style="list-style-type: none"> Teacher materials for each unit including: Teacher's Resource Systems, Instructional Routines Flip Charts, Classroom Management Guide, Assessment Guide, Program Guide, and Home-School Connections Resources Books for each unit including: Read-Aloud Big Books (Informational and Literary texts), Read-Aloud Lap Books (Social and Emotional Awareness, Mathematics Concepts, and High-Frequency Words), and Small Books (Readers and High-Frequency Word Readers) Consumable student books for each child Emergent Writing Books and Guide Foundational Tools including: workmats, card sets (Concept/retelling, student, sound-symbol, 100 high-frequency, picture word cards), and literacy/math posters. 10 Trade Books with lessons Manipulative Kit (additional purchase) <p><i>Technology</i></p> <ul style="list-style-type: none"> e-Planner for planning and managing student groups Videos to reinforce unit topics e-Books include all whole-group and small-group texts e-Pocket Chart that features Elkonin boxes and picture, word, and letter cards Unit songs and HeidiSongs™ Trade Book Lessons <p><i>Professional Development/Learning Opportunities</i></p> <ul style="list-style-type: none"> Product Implementation Follow-up product implementation in-service Embedded support <ul style="list-style-type: none"> Reinforce Positive Behaviors Integrated EL Support 	<p><i>Ready to Advance</i> supports instruction across all Domains of Learning and is correlated to all 50 states' standards for Early Learning. Domains of Learning include: Social and Emotional Development, Language and Communication, Health, Physical Development, Social Studies, Mathematics, Science, Emergent Literacy-Reading and Writing, Technology, and Fine Arts.</p> <p>Full- and Half-Day Schedules include the following activities:</p> <ul style="list-style-type: none"> Daily focus gets the day started and provide a quick introduction to expectations for the day. Daily whole-group lessons emphasize oral language development and collaborative conversation, integrating literature, mathematics, and scientific inquiry and introducing key concepts, and word knowledge. Daily small-group lessons support or connect to the whole-group instructions, allowing differentiation for young learners who need more support and those who need to stretch their knowledge. Student-directed activity centers reflect the themes and instructional domains of the unit and encourage purposeful play. Transition choices include engaging, meaningful choices for movement between groups and other transitions. Daily wrap-up allows children to discuss and review key concepts. <p>Home-School Connection: The consumable student books are sent home after completing the three-week unit to be shared and reviewed with caregivers at home.</p> <p>Formative assessments include Entry Level Screener, Observational Assessments, Unit Progress-Monitoring Tools, and Benchmark Comprehensive Assessment (BCA).</p>	<p>For children, outputs include</p> <ul style="list-style-type: none"> Development of foundational skills necessary for school readiness. Understanding of and participation in classroom management routines. Development of self-awareness and empathy for others. Expansion of language and communication through explicit instruction in the use of sounds and words and opportunities to expand vocabulary through collaborative conversations. Exposure to emergent reading skills (i.e., listening for details, author and illustrator roles and contributions, story parts, story retelling, and sentence structure and grammar). Development of fine motor skills and emergent writing using the five prewriting strokes in creating shapes, writing letters, and directed drawings. Development of children's understanding of mathematical and science vocabulary words, concepts, and skills. <p>For teachers, outputs include</p> <ul style="list-style-type: none"> Seeing progress or lack of progress being made by children and using the tools available to determine and alter what needs to change. Knowing how the flexibility of the program allows the teachers to meet children's needs. Enjoying the materials and use of materials to help children succeed by becoming kindergarten ready. 	<p>Short-term</p> <p>Children demonstrate progress on formative assessments in the Domains of Learning, unit by unit.</p> <p>Midterm</p> <p>By the end of the year, children demonstrate though assessments administered by teachers that they are ready to start kindergarten the next fall.</p> <p>Long-term</p> <p>The foundations of literary instruction, established during the preschool year, provides the framework for successfully completing coursework in elementary school.</p>