

Prioritizing Early Childhood Program Support Teacher Positions

Why?

- Early Education pays dividends: Overall, \$7.10 is returned to society for every dollar invested in quality preschool education.
(Reynolds/Temple Study)
- ESEA “No Child Left Behind” Cites Early Education as Essential
“Scientific research shows that in the preschool years, young children need to develop their vocabulary, acquire the ability to hear the sounds that make up the words, and learn about how print and books work. These skills should not be taught in isolation, but instead integrated into challenging content that explores the fundamentals of science, mathematics and social studies in enjoyable and meaningful ways for young children.”

Dept. of Ed. Secretary Rod Paige

The new Wisconsin promise:
A quality education for every child.

Funding for EC PST Leadership Positions

Early Education Leadership Positions may be funded through federal IDEA Flow Through funds, ESEA Title II funds, or other school improvement or staff development initiatives at CESAs. School Districts may contract with CESAs for Early Education Leadership to assist with development of early education standards, curriculum, and appropriate instructional practices. Achieving a vision for an inclusive, coordinated early-education system may be best accomplished when multiple funding sources are utilized.

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Early Education Leadership Initiative



Developing a Coordinated System of Program Support for Teachers in Wisconsin's CESAs and School Districts





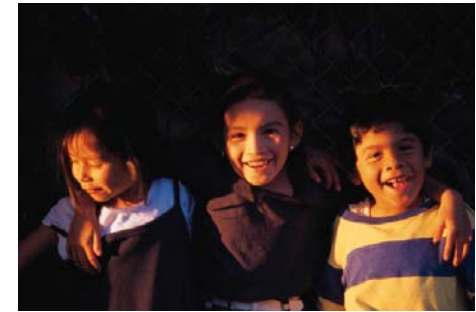
How Do Early Childhood Program Support Teachers support their local districts?

System:

- Act as a resource and/or consultant to school district staff in the development, implementation and evaluation of programs and services to young children
- Conduct Child Find Activities required by IDEA
- Assist with facilities planning, equipment and supplies
- Promote and encourage parent education, partnerships and involvement opportunities in all early childhood education and care programs
- Serve as the interagency liaison for successful transitions between programs
- Build a system of common standards
- Support development of a comprehensive technical assistance system that promotes ongoing quality improvement
- Develop a coordinated system of mentoring and career planning for those who work with young children
- Establish community-based planning systems between birth and age eight
- Support statewide/district early education initiatives (i.e. early childhood special education, 4- and 5-year-old kindergarten, and WECCP (Wisconsin Early Childhood Collaborating Partners))
- Pursue available grant monies to support local projects

Staff:

- Assist with evaluations and IEPs
- Assist with Child Development Days and other screening activities
- Consult with staff regarding instructional strategies
- Demonstrate effective classroom and instructional management techniques
- Support developmentally appropriate practice and measurement of child outcomes
- Mentor provisionally licensed ECSE teachers
- Plan and coordinate professional development regarding research-based practices incorporating the Wisconsin Early Learning Standards



Student:

- Assist with evaluations and IEPs
- Assist with Child Development Days and other screening activities
- Work with individual students to establish and model efficient individualized strategies
- Develop environmental supports such as visual schedules or disability awareness training for peers
- Monitor and strengthen connections between a particular child and staff person or family member