The Wisconsin Model for Response to Intervention:

Applications in Early Childhood Settings

The Wisconsin Department of Public Instruction (DPI) endorses and promotes evidence-based and developmentally appropriate curriculum and assessment practices as the foundation for Response to Intervention (RtI) implementation in early childhood settings. While RtI began as a model for K-12 education, the DPI believes that the concepts of RtI can also be aligned with four-year-old kindergarten (4K) and our early childhood partners in health, mental health, home visiting, child care, Head Start, and early childhood special education. The Wisconsin RtI framework provides a conceptual model to support and monitor child development and learning across all domains as described in the Wisconsin Model Early Learning Standards, including social-emotional development, language-literacy, and mathematics. When determining screening and on-going assessment tools and procedures, programs are encouraged to reference current established guidelines for early childhood assessment practices.

The DPI acknowledges the unique circumstances to be considered when applying the Wisconsin RtI framework to early childhood:
1) To achieve desired outcomes, the nature of young children's development and learning often dictates different approaches to assessment and teaching than those for older students.
2) Because areas of child development are highly interrelated and interdependent, curriculum must address all developmental domains and content areas.
3) Variability in the quality of learning opportunities and nurturing relationships children have access to contributes to a significantly diverse population of early learners with a wide range of needs.

The DPI advises programs to deliver content-rich curriculum with challenging but achievable goals in ways that honor and respect the unique learning needs of young children. Using a play-based curriculum to support a child's learning is important for developing self regulation, as well as promoting language, cognition, and social competence. To this end, the DPI offers these documents that compare RtI implementation in early childhood and K-12 as guidance for the development of effective and appropriate services for the young children of Wisconsin and their families.

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Wisconsin RtI Brief

RtI Applications in Early Childhood Settings
Guidance for Implementation

The underlying philosophy and model that guides the development of an RtI framework in Wisconsin schools are compatible with current knowledge and trends in early childhood education. A belief in evidence-based teaching, balanced assessment, and collaboration in the context of culturally responsive practices is central to both. Early childhood RtI practices, however, sometime differ from those intended for older students due to the nature of early learning, child development, and the variety of settings that serve young children. The November 2011 RtI Action Network online forum, "Implementing Response to Intervention in Early Childhood Settings: National, State, and Program Perspectives," offers an in-depth examination of these similarities and differences. The webcast of the forum has been posted on the RtI Action Network website: www.rtinetwork.org/professional/forums-and-webinars/forums/rti-national-online-forum-implementing-response-to-intervention-in-early-childhood-settings.

The research base to guide implementation of RtI models in early childhood settings, defined here as environments serving children from birth to entry into five-year-old kindergarten, is relatively new and emerging. Early evidence, however, provides some guidance for designing an effective RtI framework.

Use early learning standards to guide curriculum and assessment decisions

Early learning standards are statements that describe expectations for young children across all developmental domains and content areas such as emergent literacy and mathematics. They address foundational skills needed for later behavioral and academic success and promote collaboration and continuity of expectations across early childhood settings.

The Wisconsin Model Early Learning Standards (WMELS) provide developmental expectations for young children from birth to first grade that are foundational to the Wisconsin Common Core State Standards for kindergarten through grade 12. The DPI encourages school districts to use both the WMELS and the Wisconsin Common Core State Standards in early childhood special education, four-year-old kindergarten, five-year-old kindergarten programs, and the primary school years (DPI, 2010).

Begin with a comprehensive, evidence-based core curriculum for all children

Because all areas of child development are highly interrelated, core or universal curriculum should include support for all developmental domains and content areas as described in the WMELS. The National Association for the Education of Young Children (NAEYC) suggests "[curriculum] provides the framework for developing a coherent set of learning experiences that enables children to reach identified goals" (Copple and Bredekamp, 2009, p.42). The key to quality curriculum for young children is in the "how," or the manner in which learning experiences are planned and implemented (Gronlund, 2006). Developmentally Appropriate Practice (DAP) continues to promote practices that are "appropriate to the children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live" (Copple and Bredekamp, 2009, p. xii). DAP calls for *differentiated instruction* by setting challenging but achievable goals for each child and using a variety of evidence-based strategies to help each child achieve those goals. Preschool curriculum delivered by *intentional teaching* includes not only the "how" and the "what" but also the arrangement of the learning environment, provision of predictable routines and schedules, child and teacher interactions, and assessment of learning (Epstein, 2007).

> The key to quality curriculum for young children is in the "how," or the manner in which learning experiences are planned and implemented

Research clearly demonstrates that children learn more in programs where there is a well-planned and implemented curriculum. Thus, it is essential for every early childhood setting — be it a school, a center, or a family child care home — to have a high-quality curriculum in written form and for teachers and care providers to use to guide their planning and implementation of learning experiences (Copple and Bredekamp, 2009, p.41-42).

Child assessment is essential in a high-quality early childhood program (Epstein et.al., 2004)

Child assessment data are collected for different purposes, at different times, using a variety of different methods. Universal screening should be conducted with all children for Child Find (the public school requirement to locate, identify, and evaluate children with disabilities under IDEA) and as formative assessment to guide decisions about "next steps" to address individual children's needs and to begin curriculum planning for a group of children. Use of multiple measures — observation, family input, work samples — and standardized screening tools that are easy to administer, score, and interpret is best practice. *Authentic assessment* is collecting data on children's development and learning while they are engaged in familiar routines and activities in

familiar settings with familiar adults over time. Authentic assessment is recommended as an on-going assessment practice because "developmental changes [in young children] may be episodic, erratic, and rapid ... preschoolers' ability to demonstrate their skills at any particular point in time can vary, rendering the results of any single assessment unreliable" (Ackerman and Coley, 2012, p. 6). Periodically, on-going child data should be anchored to assessment tools for the purposes of monitoring progress and guiding instruction; this data is also foundational to establishing developmentally appropriate local benchmarks. When children are engaged in targeted or individualized levels of support, data collection should increase to monitor the effectiveness of these interventions. Refer to the Early Childhood Assessment tutorial by Mary McLean, Ph.D. (www.collaboratingpartners.com/conference/player.html) for general guidance in early childhood assessment and the Wisconsin RtI Center's Balanced Assessment webpage (www.wisconsinrticenter.org/parents-and-family/understanding-rti/femodule/ba-overview.html) for further information.

> "Preschoolers' ability to demonstrate their skills at any particular point in time can vary, rendering the results of any single assessment unreliable." (Ackerman and Coley, 2012, p.6)

Science has established a link between social-emotional development and school success

Young children's social and emotional competence is a strong predictor of academic performance in early elementary school (Zero to Three, 2003). The ability to identify and regulate emotions, focus attention, play cooperatively, follow directions, persist at tasks, problem-solve, and have positive feelings about oneself and others are some of the skills needed for learning success. Aligned with the Positive Behavioral Intervention and Supports (PBIS) model, training on evidence-based practices for supporting social-emotional development and addressing challenging behavior in young children is provided through Wisconsin's Pyramid Model (www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php), based on the research through the Center for Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). The Wisconsin Pyramid Model is a multi-level system of support, offering guidance for all children at the universal level with more intensive interventions for children needing targeted and individualized support.

> The ability to identify and regulate emotions, focus attention, play cooperatively, follow directions, persist at tasks, problem-solve, and have positive feelings about oneself and others are some of the skills needed for learning success.

A multi-level system of support requires a variety of instructional approaches based on individual learner needs

When designing an RtI framework, primary focus should be on establishing a comprehensive core curriculum. Evidence suggests that implementation of a high-quality core curriculum increases student learning and reduces the number of children who need more intense levels of intervention (Greenwood et.al. 2011). Some children, however, will need support beyond the differentiated instruction provided in the core curriculum to meet expectations in early literacy and social-emotional development. Using a collaborative problem-solving team process, programs are encouraged to provide strategies and materials in a multi-level system of support that are research-based *and* developmentally appropriate. Routines-based interventions — those that are embedded into the child's daily routines and schedules — along with short but frequent small group and/or individualized instruction are developmentally appropriate approaches that yield promising results (Greenwood et.al. 2011). General guidance on tiered instructional practices can be found at the Center for RtI in Early Childhood (www.crtiec.org/interventionsfortier2and3/).

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- Epstein, A. The Intentional Teacher – Choosing the Best Strategies for Young Children's Learning. NAEYC, Washington, DC, 2007

- Epstein, A.S., Schweinhart, L.J., DeBruin-Parecki, A. and Robin, K.B. Preschool Assessment: A Guide to Developing a Balanced Approach, National Institute for Early Education Research (NIEER), Rutgers University, 2004 http://nieer.org/resources/policybriefs/7.pdf

- Copple, C. and Bredekamp, S. Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8. NAEYC, Washington, DC, 2009

- Greenwood, C.R., Bradfield, T., Kaminski, R., Linas, M., Carta, J.J., and Nylander, D. *The Response to Intervention (RtI) Approach in Early Childhood*, Focus on Exceptional Children, vol. 43, number 9, Love Publishing Co., May 2011

- Gronlund, G. Making Early Learning Standards Come Alive – Connecting Your Practice and Curriculum to State Guidelines. Redleaf Press, St. Paul, MN, 2006

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Comparison of Elements

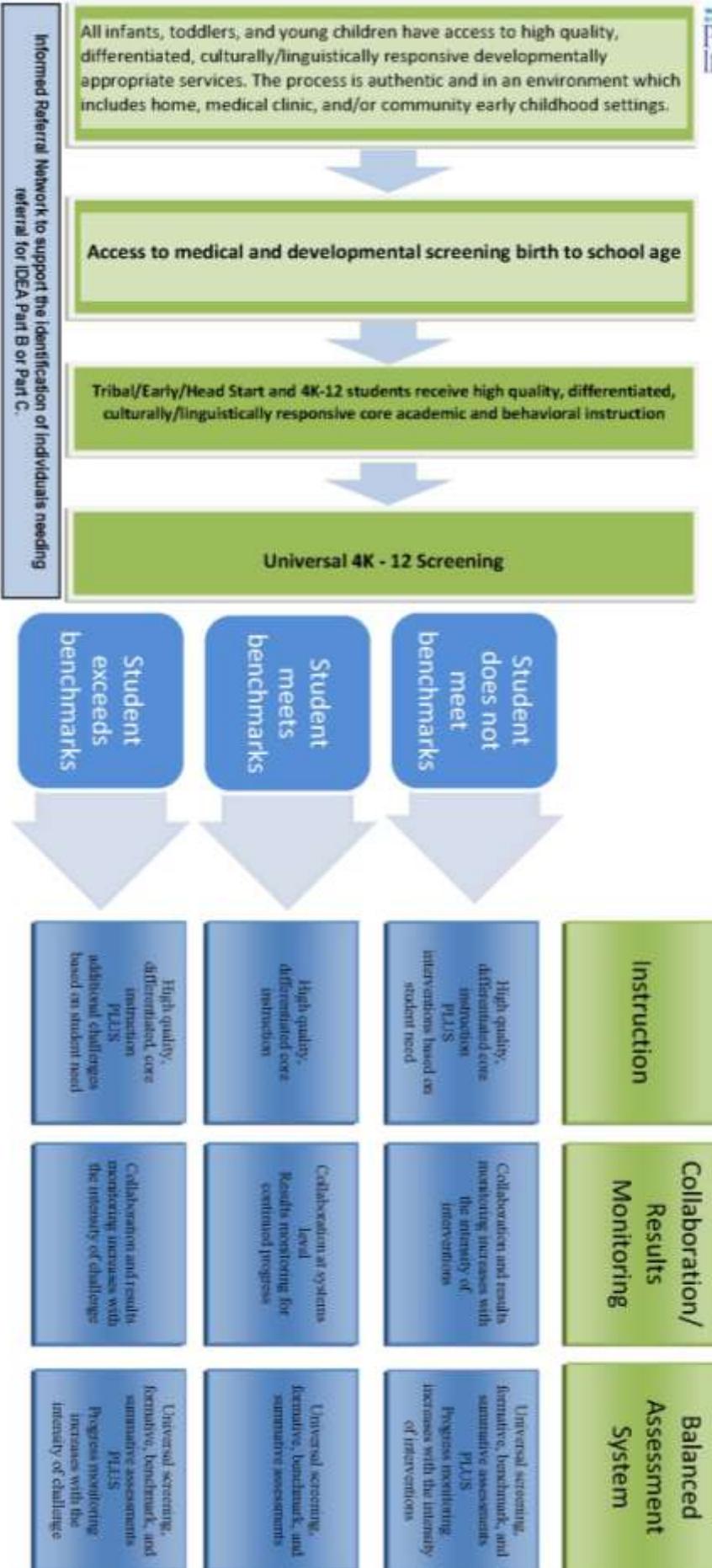## *Wisconsin RtI Framework and Early Childhood Recommended Practices*

RtI Elements	Wisconsin RtI Framework	Early Childhood Recommended Practices Alignment and Comparison
High Quality Instruction	Curriculum, instruction, and assessment that is engaging, standards-based, data-driven, research-based, and grounded in culturally responsive practices	Intentional teaching (setting realistic goals that are based on early learning standards and child development research, utilizing evidence-based instructional strategies that include a balance of adult-directed and child-initiated experiences, and on-going child data collection to guide instructional decisions) grounded in culturally responsive practices
Balanced Assessment	A system that includes a continuum of strategies and tools designed to meet specific needs; to guide, monitor, and evaluate student learning and program effectiveness	A flexible, collaborative, and on-going decision-making process for the purpose of gathering data from multiple sources about a child to improve teaching and enhance development and learning
Universal Screening	A process utilizing multiple measures; includes administration of a screener (an assessment given as one part of a screening process that is easy/quick/repeatable; establishes a baseline to align instruction with student needs and helps to examine the impact of core instruction)	A process utilizing multiple sources of information (including administration of a standardized screening tool) to identify children with suspected disabilities (as required of public schools under IDEA Child Find); to guide decisions about "next steps" to address individual children's needs; and to begin curriculum planning for a group of children
Progress Monitoring	Process to assess student academic and behavioral performance; student response to intervention/challenge; evaluate effectiveness of intervention/challenges; intensity/frequency of progress monitoring increases as intervention or additional challenge increases; considered one source of data in determining Specific Learning Disability	Part of an on-going assessment process to monitor children's development and learning and measure their response to instruction and intervention; guides decisions regarding instructional effectiveness; generally linked to curriculum goals and done with an entire group of children; can increase in intensity/frequency as interventions or additional challenges increase for individual children; is one source of data in overall program evaluation process

RtI Elements	Wisconsin RtI Framework	Early Childhood Recommended Practices Alignment and Comparison
Collaboration	A multi-level system of support with meaningful family involvement, data-driven decision making, and effective leadership; a systematic process of collective problem solving about and planning for teaching and learning	A multi-level system of support with meaningful family involvement, data-driven decision making, and effective leadership. Can include general and special educators and community service providers
Culturally Responsive Practices	Practices that account for, and adapt to, the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world	Practices that account for and positively reflect what is known about the social and cultural context in which children live; practices that help the growing child understand and value diversity in the classroom and community
Academics and Behavior	Targets academic areas of reading and mathematics but includes other areas; Positive Behavioral Intervention and Supports (PBIS) or other approaches to address behavior	Curriculum includes all developmental areas as well as content areas and based on early learning standards; the Wisconsin Pyramid Model/SEFEL can be used to address social-emotional development and behavior
Core/ Universal Curriculum and Services	Services (curriculum, instruction, and assessment) that all children receive; reflect standards, local curricular framework, and assessment (formative, summative, and benchmark); should be evidence-based, differentiated, and culturally responsive	Developmentally appropriate curriculum includes traditional content areas such as literacy and math in the context of children's overall development (physical, social-emotional, communication, and cognition), is standards-based, guided by assessment data; and uses differentiated instruction to address each child's individual needs while setting challenging, achievable goals for all children
Interventions	Designed for students who are not meeting benchmarks in core areas; intended to increase student performance in the general curriculum; flexible and fluid; adjusted to meet individual learner needs based on multiple sources of data	Evidence-based approaches selected for children who are not meeting expectations; guided by multiple sources of data; intended to increase the rate and quality of children's development and learning that leads to success in the general curriculum

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RtI Elements	Wisconsin RtI Framework	Early Childhood Recommended Practices Alignment and Comparison
Additional Challenges	Curriculum and instruction intended to meet the needs of students exceeding benchmarks	DAP model requires teachers to employ a wide range of skills and strategies to adapt curriculum, activities, and materials to meet the developmental and learning needs of all children in the group; applied to all levels in a multi-level system of support
Differentiated Instruction	The dynamic adjustment of universal curriculum and instructional practices based on the learning needs of students	DAP model – same as description above
Multi-level System of Support	School-wide plan to systematically provide differing levels and intensity of supports based on student responsiveness to instruction and intervention (sometimes referred to as "tiered intervention system" or "pyramid of interventions")	Designed to meet the individual needs of all children through developmentally appropriate and evidence-based practices; provides a Least Restrictive Environment option for all young children with Individualized Education Programs (IEPs); and offers an environment where home cultures and languages are visible, valued, and supported for all, including dual language learners (young children who are still learning their home language while learning English)
Sources	DPI. Wisconsin Response to Intervention: A Guiding Document, 2010 http://www.dpi.wi.gov/rti DPI. Recommendations of the Next Generation Assessment Task Force: Crafting a Balanced System of Assessment in Wisconsin, 2009 http://dpi.wi.gov/oea/nbasp.html DPI and RtI Center. Response to Intervention in Wisconsin Glossary, 2011	Copple, C. and Bredekamp, S. Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8, NAEYC, Washington, DC, 2009 Epstein, A. The Intentional Teacher – Choosing the Best Strategies for Young Children's Learning, NAEYC, Washington, DC, 2007 Sandall, S., Hemmeter, M.L., Smith, B.J., and McLean, M.E. DEC Recommended Practices, Council for Exceptional Children (CEC), Division for Early Childhood (DEC), Missoula, MT, 2005

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All infants, toddlers, and young children have access to high quality, differentiated, culturally/linguistically responsive developmentally appropriate services. The process is authentic and in an environment which includes home, medical clinic, and/or community early childhood settings.

Access to medical and developmental screening birth to school age

Tribal/Early/Head Start and 4K-12 students receive high quality, differentiated, culturally/linguistically responsive core academic and behavioral instruction

Universal 4K - 12 Screening

Informed Referral Network to support the identification of individuals needing referral for IDEA Part B or Part C.

Student does not meet benchmarks

Student meets benchmarks

Student exceeds benchmarks

Instruction

High quality, differentiated core instruction PLUS interventions based on student need	High quality, differentiated core instruction	High quality, differentiated, core instruction PLUS additional challenges based on student need

Collaboration/ Results Monitoring

Collaboration and results monitoring, increases with the intensity of interventions	Collaboration at systems level Results monitoring for continued progress	Collaboration and results monitoring, increases with the intensity of challenge

Balanced Assessment System

Universal screening, formative, benchmark, and summative assessments PLUS Progress monitoring increases with the intensity of interventions	Universal screening, formative, benchmark, and summative assessments	Universal screening, formative, benchmark, and summative assessments PLUS Progress monitoring increases with the intensity of challenge

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Critical Time Periods for Early Childhood Screening and Assessment

A Model for a Cross-sector Screening and Assessment System for Wisconsin's Young Children (Birth to 3rd grade) and Their Families

Purpose	Birth	2 Months	6 Months	9 Months	1 Year	18 Months	24 Months or 30 months (2 or 2.5 years)	36 Months (3 Years)	48 Months (4 Years) 4K	60 Months (5 Years) 5K	98 Months (8 years) 3rd grade
Universal screening recommended for all young children (Birth to 3rd Grade) and their families for the purpose of determining if further assessment is needed.											
Newborn blood screening of Inherited Conditions	•										
Maternal Depression		•	Once between child age 2 to 6 months								
Hearing	•										
Vision								•	•	•	
Blood Lead Levels					•		•				
Autism						•	•				
Comprehensive General Development				•		•	•				
Screening, assessment, and/or surveillance recommended prior, during, or after an intervention, instruction or treatment for the purpose of planning, supporting, and monitoring progress of intervention or to verify developmental outcomes.											
Comprehensive General Development*	•	•	•	•	•	•	•	•	•	•	•
Intervention or Instruction Specific Content		•	•	•	•	•	•	•	•	•	•
Early Literacy and/or Math									•	•	•

*Refers to *Wisconsin Model Early Learning Standards Domains* including: physical health, socio-emotional, language, communication, approaches to learning, and cognition/general knowledge.

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RtI Applications for Selecting High Quality Curriculum for Young Children

There isn't clear agreement in the field of early care and education on how to define "curriculum." It has been suggested that the key to quality curriculum for young children is in the "how," or the manner in which learning experiences are planned and implemented (Gronlund, 2006). NAEYC suggests "[curriculum] provides the framework for developing a coherent set of learning experiences that enables children to reach identified goals" (Copple and Bredekamp, 2009, p.42). Others suggest many elements of practice fall under the umbrella of curriculum — not only the content (what children are expected to learn), but also the arrangement of the learning environment, routines and schedules, how children and teachers interact, and how learning is assessed (Epstein, 2007).

One comprehensive description suggests there are four essential elements of an early childhood curriculum framework (Grisham-Brown, et.al. 2005). In some cases, one resource will not meet the criteria for all four components; a variety of sources may be necessary to address all elements. These elements include:

> "Research clearly demonstrates that children learn more in programs where there is a well-planned and implemented curriculum. Thus, it is essential for every early childhood setting — be it a school, a center, or a family child care home — to have a high-quality curriculum in written form and for teachers and care providers to use to guide their planning and implementation of learning experiences." (Bredekamp and Copple, 2009, p. 41-42)

- **Scope and Sequence** — defines learning goals in developmental domains and content areas such as social-emotional, motor, language/literacy, and cognition/math; generally presented in a developmental sequence from simple to difficult/least mature to more mature skills.
- **Screening/Assessment** — a process used to gather data about children's development and learning to guide "next steps decisions" for individual children and for program-planning for a group of children.
- **Progress Monitoring** — a function of an **on-going assessment system**; a process, using multiple methods, to collect information about a child's learning over time to measure progress toward identified learning outcomes; can increase in intensity based on a learner's needs.
- **Activities and Teaching Strategies** — daily routines and schedules, arrangement of the environment, children's experiences, and what teachers do and say to support learning.

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- Copple, C. and Bredekamp, S. Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8. NAEYC, Washington, DC, 2009

- Epstein, A. The Intentional Teacher — Choosing the Best Strategies for Young Children's Learning. NAEYC, Washington, DC, 2007

- Grisham-Brown, J., Hemmeter, M.L., and Pretti-Frontczak, K. Blended Practices for Teaching Young Children in Inclusive Settings. Paul Brookes Publishing, Baltimore, MD, 2005

- Gronlund, G. Making Early Learning Standards Come Alive — Connecting Your Practice and Curriculum to State Guidelines. Redleaf Press, St. Paul, MN, 2006

Use this rubric as a guide when evaluating the quality and completeness of any early childhood curriculum framework. This rubric is continued on the following two pages.

COMPONENT	0	1	2	3
SCOPE and SEQUENCE *learner goals and the order children generally achieve them*				
Alignment with state learning standards to address whole child	Few, if any, of the domains of the WMELS are included; not linked to state common core standards	Some of the domains of the WMELS are included or linked to state common core standards	Most of the domains of the WMELS are included and linked to state common core standards	All domains of the WMELS are included and linked to state common core standards
Concepts and Skills—presented so that more complex learning builds on foundational concepts/skills	Provides few, if any, learner goals, and not in an order that builds from least complex to more complex	Provides some learner goals, in some order, but not necessarily building from least to more complex	Provides some learner goals and outcomes in an understandable order that builds from least complex to more complex	Provides a comprehensive list of learner goals and outcomes in an understandable order that builds from least complex to more complex

COMPONENT	0	1	2	3
SCREENING/ ASSESSMENT *formative data collection to guide planning for individual children and for a group of children*	Provides little or no guidance for data collection prior to providing instruction	Provides some guidance for data collection prior to providing instruction	Provides a way of collecting and recording data but may or may not be linked to instructional planning	Provides a systematic way of collecting and recording data to guide instructional planning
ON-GOING ASSESSMENT *collecting data over time to monitor child's learning toward goals/outcomes and guide instruction*	Does not include an assessment tool	Offers an assessment tool but no guidance provided on use of the tool or on use of data collected	Offers curriculum-based assessment tool; provides some guidance on use of the tool and data collected	Offers valid, reliable curriculum-based assessment tool; provides clear guidance on use of the tool and the data collected
ACTIVITIES and INSTRUCTIONAL STRATEGIES Routines	No guidance on how to establish daily routines; no explanation of how to embed learning goals	Little guidance on how to establish daily routines; little or no explanation of how to embed learning goals	Some guidance on how to establish daily routines; some explanation on how to embed learning goals	Clear guidance on how to establish daily routines; clear explanation how to embed learning goals
Daily Schedule	No guidance provided for developing daily schedules	Some guidance provided for developing daily schedules	Examples given for half-day and full-day schedules; doesn't specify group and play times	Examples given for half-day and full-day schedules that include small and large group and play time
Learning Environment	Lists few, if any, materials and equipment; does not provide suggestions for room/materials arrangement or floor plan	Lists some materials and equipment but does not provide suggestions for room/materials arrangement or floor plan examples	Lists some materials and equipment; may provide suggestions for room/materials arrangement or floor plan examples	Describes recommended materials and equipment; provides suggestions for room/materials arrangement; provides floor plan examples

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COMPONENT	0	1	2	3
ACTIVITIES and INSTRUCTIONAL STRATEGIES (CON'T)				
How/What Teachers Do to Support Learning	Provides limited or no examples of ways teachers interact with and guide children to support learning; no information on evidence-based practices	Provides some examples of ways teachers interact with and guide children to support learning; no information on evidence-based practices	Provides some clear, evidence-based examples of ways teachers interact with and guide children to support learning	Provides many clear, evidence-based examples of ways teachers interact with and guide children to support learning, individually and in groups
Developmentally Appropriate Activities and Materials	No activities or materials support hands-on, active learning; does not address a range of interests, abilities, or learning styles	Few activities and materials support hands-on, active learning; addresses a limited range of interests, abilities, and learning styles	Some activities and materials support hands-on, active learning; addresses a range of interests, abilities, and learning styles	All activities and materials support hands-on, active learning with a variety of recommended materials to meet a wide range of interests, abilities, and learning styles
Individual and Cultural Diversity/ Inclusion	Does not provide any suggestions for adapting activities, materials, and/or expectations to meet individual learner needs; does not address cultural diversity	Offers few limited suggestions for adapting activities, materials, and/or expectations to meet individual learner and/or cultural needs	Lists some suggestions for adapting activities, materials, and/or expectations to meet individual learner and/or cultural needs	Lists multiple examples/ suggestions for adapting activities, materials, and/or expectations to meet individual learner and/or cultural needs; may suggest additional resources
Family Engagement	Offers no plans/ materials to engage families/ parents	Offers limited plans/materials to engage families/ parents	Family/parent partnerships are valued; offers some plans/ materials to engage families/ parents	Family/parent partnerships are highly valued; clear plans/ materials included to engage families/parents

- **Balanced Screening and Assessment Early Childhood and K-12: By Purpose** — a chart that provides additional guidance for creating a balanced early childhood screening and assessment system can be found on the Wisconsin RtI Center early childhood webpage
  www.wisconsinrticenter.org/educators/rti-in-action/earlychildhood.html

- **Center for Early Literacy Learning (CELL)** — promotes evidence-based early literacy learning practices
  www.earlyliteracylearning.org

- **Center for Response to Intervention in Early Childhood** — clearinghouse with links to current research and resources
  www.crtiec.org

- **Concept Paper on RtI in EC January 2012** — based on work by NAEYC, CEC-DEC, and National Head Start Association
  http://npdci.fpg.inc.edu

- **DPI's Reading Resource Portal**
  www.readwisconsin.net/audience---earlyreading-resources

- **Early Childhood Math** — a joint position statement of NAEYC and the National Council of Teachers of Mathematics
  https://oldweb.naeyc.org/about/positions/psmath.asp

- **Early Dual Language Learners Initiative (EDLLI)** — offers Facts & Tips, a Learning Module series, and other resources for supporting dual language learners, birth-5 years, and their families
  www.collaboratingpartners.com/dual-language-learners_about.php

- **Early Literacy Initiative** — evidence-based free resources from the National Center for Family Literacy
  www.famlit.org/NELP

- **Get Ready to Read!** — designed to support early literacy skills in the years before kindergarten; offers a standardized early literacy screening tool
  www.getreadytoread.org

- **Individual Growth and Development Indicators for Infants and Toddlers** — research-supported tools used as performance measures to identify progress toward developmental outcomes
  www.igdi.ku.edu

- **Math at Play** — online multimedia resource for all who care for and educate children 0-5
  www.mathatplay.org

- **Phonological Awareness Literacy Screening (PALS)** — from the University of Virginia
  https://pals.virginia.edu/tools-prek.html

- **Preschool Assessment: A Guide to Developing a Balanced Approach** — current research and recommendations from National Institute for Early Education Research
  http://nieer.org/resources/policybriefs/7.pdf

- **Reading Rockets** — "Teaching Children to Read and Helping Those Who Struggle"
  www.readingrockets.org

- **Recognition and Response** — a preschool RtI model developed at the UNC - Frank Porter Graham Child Development Institute; managed through the RtI Action Network
  www.recognitionandresponse.org

- **Summary of States Pre-K Assessment Policies and Issues** — compiled by the Educational Testing Service, 2012
  www.ets.org/Media/Research/pdf/PIC-PRE-K.pdf

- **What Works** — parent resources and research-based teacher's guide from the National Center for Family Literacy
  www.famlit.org/NELP/pdf/What%20Works.pdf

- **What Works Clearinghouse** — search for Early Childhood Education
  http://ies.ed.gov/ncee/wwc

- **What Works for Early Language and Literacy Development: Lessons from Experimental Evaluations of Programs and Intervention Strategies** — from Child Trends, 2011
  www.childtrends.org/Files/Child_Trends-2011_06_10_FS_WWLanguage.pdf

- **Wisconsin Model Early Learning Standards (WMELS)** — provide developmental expectations for young children from birth to first grade that are foundational to the Wisconsin Common Core State Standards for kindergarten through grade 12
  www.collaboratingpartners.com/wmels-about.php