

*Inside the Issue***QUOTE OF THE MONTH**

**PROFESSIONAL DEVELOPMENT & PEER NETWORKS
EARLY LEARNING, REMOTE INSTRUCTION,
& WAKIDS**

QOTM (Quote of the Month)

"Things often get tougher before they get easier. Stay strong, be positive. We all struggle sometimes. Your struggle is a part of your story." - *Unknown*

Early Learning Professionals' Opportunities for Ongoing Learning (P.O.O.L.) Synchronous & Asynchronous Season Passes

Sessions are 90 minutes twice per month. Each Early Learning P.O.O.L. session will include a mini-workshop (see list of topics below) and time for professionals to network, problem-solve, and engage in discussion around a specific evidence-based practice area of research. This is an ongoing, collaborative community that relies on the collective expertise of the group to improve outcomes for children. We know that times are uncertain and that all of our educators have different needs. With this in mind, we are offering P.O.O.L. live and asynchronously.

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2020-21 Washington State Fellows Network

A leadership program focused on equitable mindsets and practices for Early Learning, English Language Arts, Mathematics, and Science educators. Brought to you by the Office of the Superintendent of Public Instruction and the Association of Educational Service Districts.

This year's Early Learning focus is Developmentally Appropriate Practice. Early Learning Fellows is for any educator or educational leader who works with Preschool through Third Grade classrooms. Some content will be offered asynchronously, but some live (virtual) participation will be required.

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EARLY LEARNING, REMOTE INSTRUCTION, & WAKIDS

OSPI has determined that **WaKIDS will be required** this fall, just as in previous years. The deadline for the whole-child assessment component has been **extended to November 13th**.

OSPI will be making an announcement about this expectation through a forthcoming bulletin, followed by additional resources for teachers mid-August. In the meantime, here are a few highlights from the bulletin.



Wherever possible, teachers should observe and assess students in-person, in authentic, play-based settings, so even schools engaging primarily in remote learning should consider opportunities for teachers to meet with small groups of students within the building. In cases where students are engaging remotely, educators can use multiple forms of evidence of students' skills including work samples received from families (e.g., photos, videos, worksheets, recordings).

Students who have transferred or whose families have formally or informally withdrawn them from class should be archived in MyTeachingStrategies® prior to November 13, so that an incomplete student portfolio does not prevent teachers from finalizing data by the assessment deadline.

Teachers are advised to use the "not observed" level sparingly and take advantage of the year-long availability of the online platform to document children's growth beyond the fall assessment window.

All teachers new to Kindergarten (including Transitional Kindergarten) must complete [WaKIDS 101](#) and must successfully complete the course prior to administering the assessment.



[CLICK HERE FOR BEST PRACTICES FOR CONDUCTING THE WHOLE CHILD ASSESSMENT](#)

[CLICK HERE FOR AN EXAMPLE REMOTE LEARNING PLAN FOR THE BELLINGHAM PUBLIC SCHOOLS.](#)

[CLICK HERE FOR THE NEW WAKIDS QUICK START GUIDE](#)

[CLICK HERE FOR A FEW MORE UPDATES ABOUT WAKIDS AND REMOTE LEARNING.](#)