



What is Waterford UPSTART?



An in-home school readiness program that uses technology, supported by parents, to provide children with an individualized reading, math, and science curriculum.

*United: Preparing Students Today
for A Rewarding Tomorrow*

Waterford Early MATH & SCIENCE



710
Lessons

5,000+
Activities

300 Hours
PreK-2 Instruction

173 Songs

110 Books

50-990
Lexile Range

“All children don’t learn things at the same time, but **when they are ready**, and the connections go, they get it. Waterford helps make that happen.”

— Pat Matthews, Lead Teacher, California

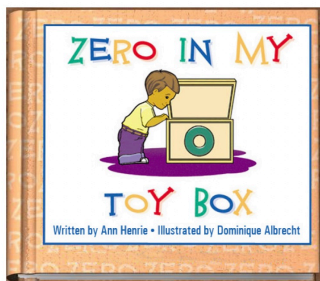


Adaptive Personalized Learning Model





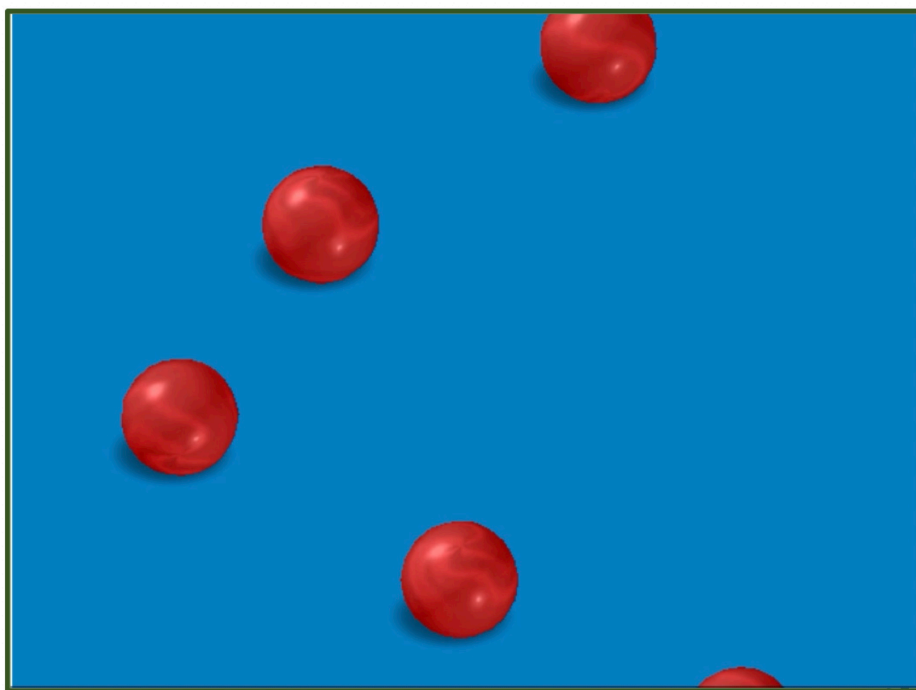
NUMBER &
OPERATIONS



Number Songs



Counting and Number Sense





COMPREHENSION
& VOCABULARY

Informational Text



Waterford.org **BELIEVES:**

While every individual has the capacity for growth at every stage of life, childhood academic experiences are uniquely critical for setting a lifetime learning trajectory.

The thoughtfully coordinated support of parents, teachers and other mentors gives students the ambition and resilience they need to reach their full potential.

Learning is intrinsically motivating, and it is accelerated when properly matched to an individual's needs and interests.

Effective approaches for teaching and learning are best identified by research that is rigorous, iterative and pragmatic.

Rapid advancements in technology will continue to increase the precision, adaptivity and availability of high-quality learning programs, and these innovations offer hope that all individuals can receive excellence and equity in education.

Policymakers, philanthropists, community leaders and others who have the power to make proven, cost-effective educational solutions available to those in need have an urgent responsibility to do so.



Empowering families is part of who we are!

Shift toward Family **Empowerment**

Family Involvement

Attendance at events is encouraged.

Communication is generally one way.

Family Engagement

Attendance at events is encouraged and participation is more active.

Communication begins to be two way.

Cultural Sensitivity is recognized as essential and parental beliefs are investigated.

Family **EMPOWERMENT**

Co-creating children's success with parents.

Parents are encouraged to use their **agency** to directly impact their child's education.

Parents become **advocates** for their children's needs.

Parental Beliefs

ADVOCACY

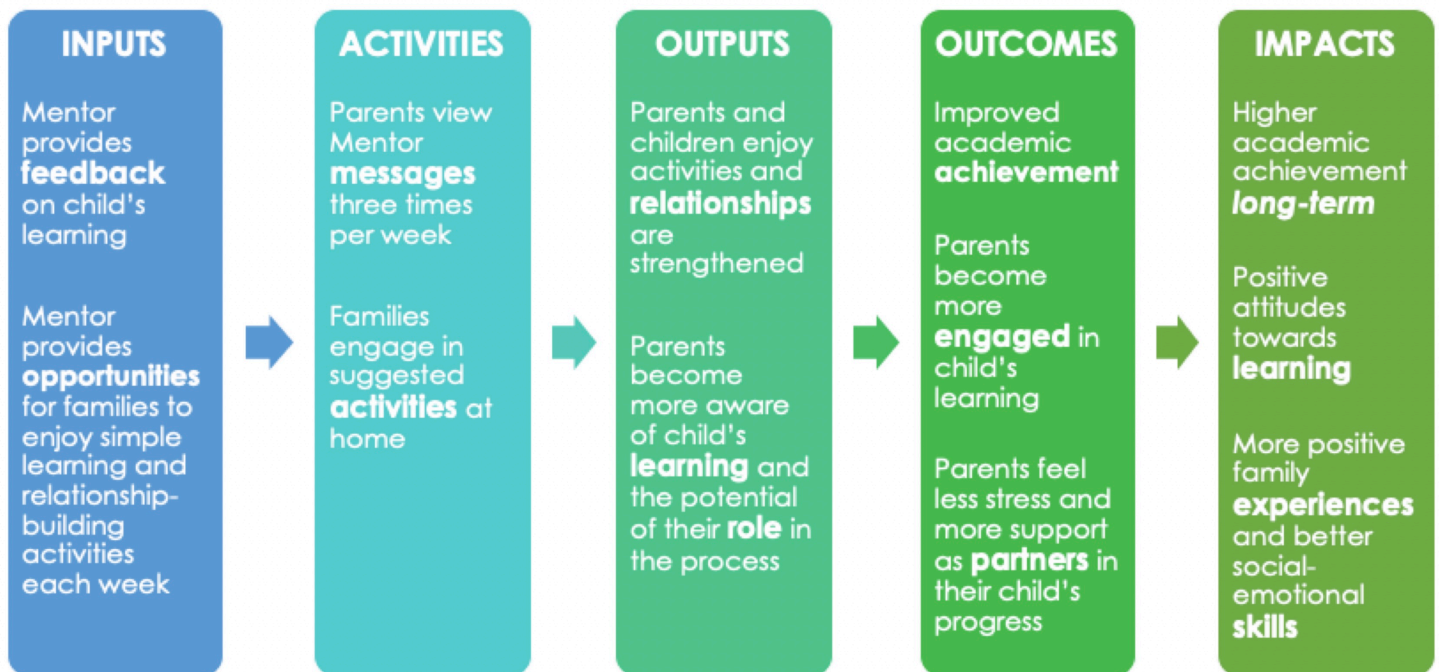
My child's learning is partly my responsibility.

AGENCY

I can make a difference for my child.

Hoover-Dempsey, Kathleen V., Joan M. T. Walker, Howard M. Sandler, Darlene Whetsel, Christa L. Green, Andrew S. Wilkinson, and Kristen Closson. "Why Do Parents Become Involved? Research Findings and Implications." *The Elementary School Journal* Vol. 106, No. 2 (November 2005), pp. 105-130.

Mentor Logic Model



Protective Factors for Families

Center for the Study of Social Policy
Strengthening Families Framework

- parental resilience
- social connections
- concrete support in times of need
- **knowledge of parenting and child development**
- **social and emotional competence of children**

<https://cssp.org/our-work/project/strengthening-families/>

Communication:

- Strengths-Based
- Action-Based
- Growth Mindset



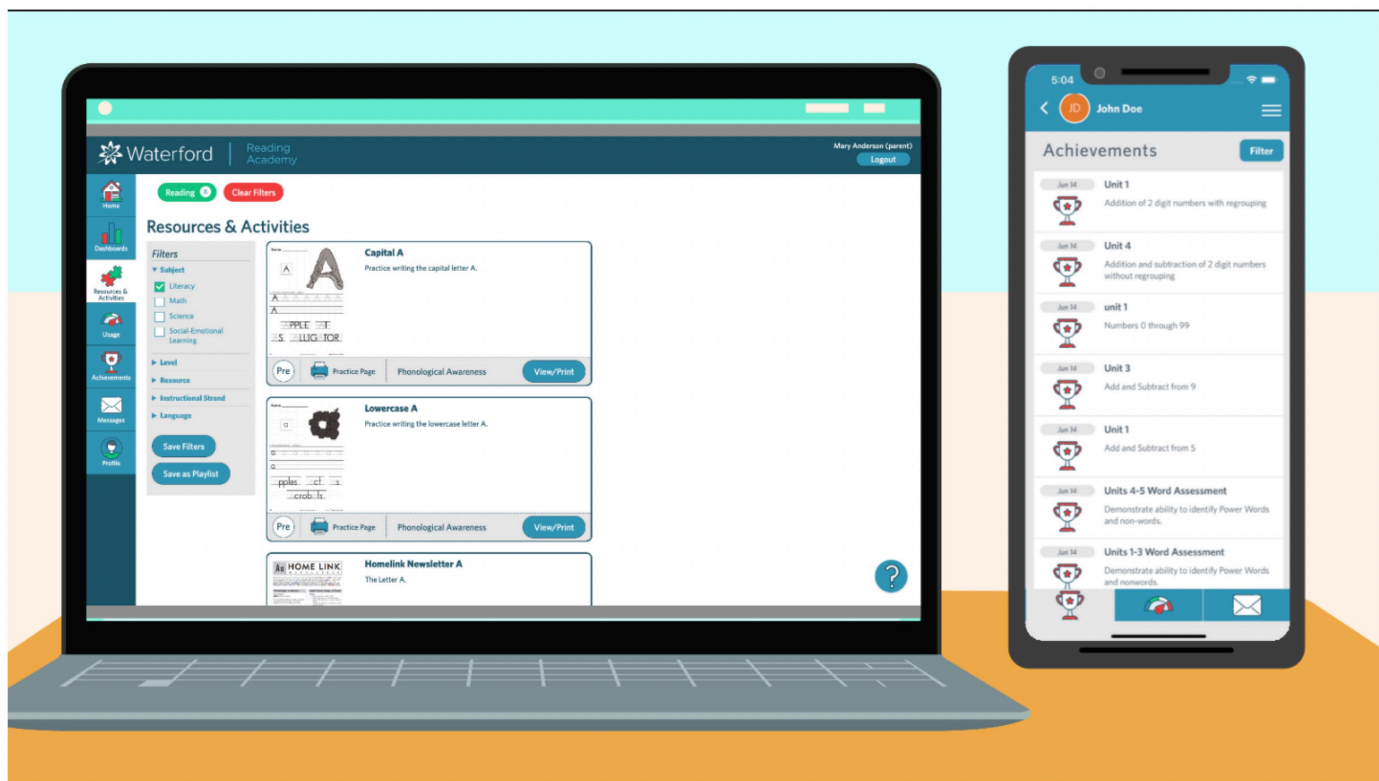
Photo by [Jason Rosewell](#) on [Unsplash](#)

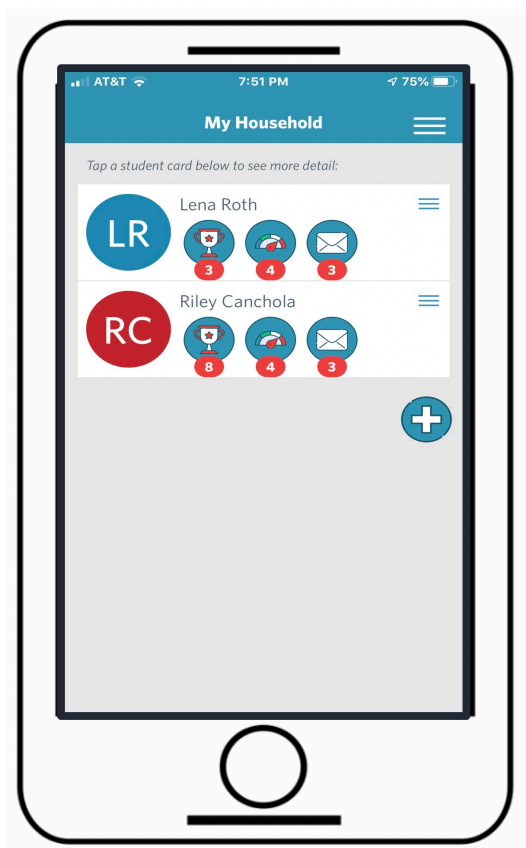
Communication: *Potential Barriers*

- Readability
- Time
- Resources
- Parental School Experiences

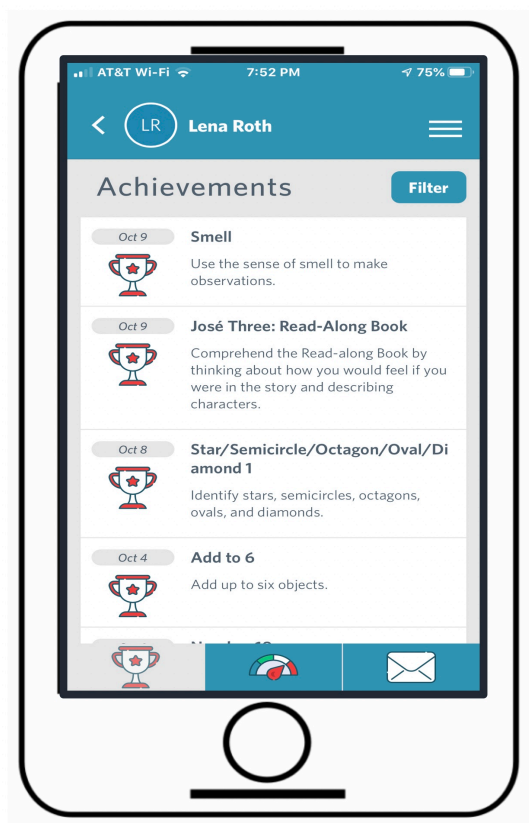


Photo by [Jason Rosewell](#) on [Unsplash](#)



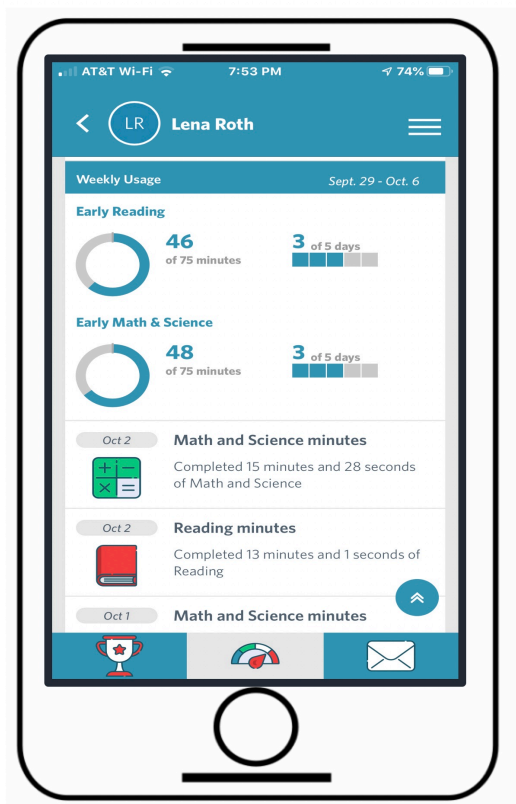


My Household

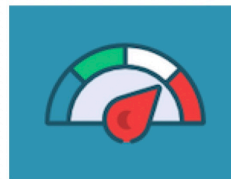


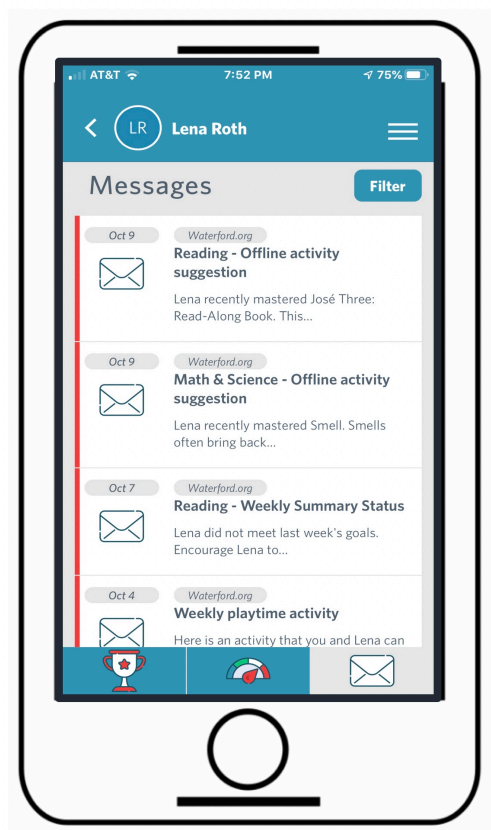
Achievements





Usage





Messages

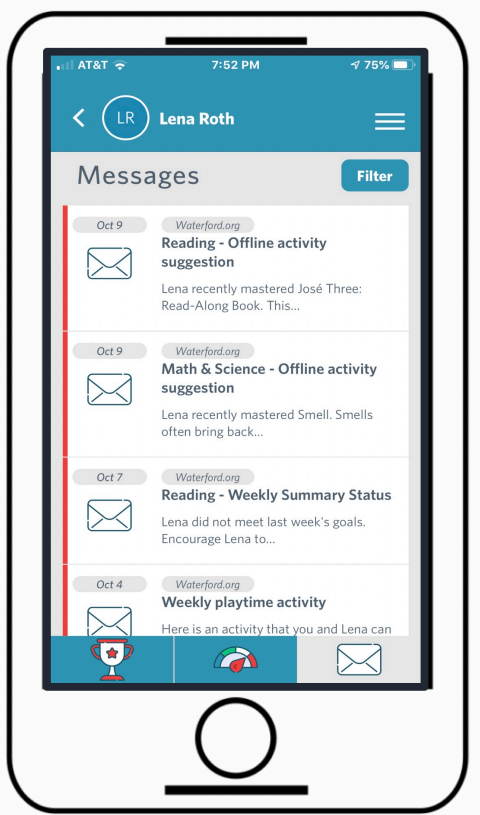


Nudge Theory

“Texting appears to have the potential to be a powerful, low-cost, technological ‘nudge’ to support multiple facets of family-school engagement in high-need prekindergarten settings.”

- Snell, Hindman, and Wasik (2018)

Emily K. Snell, Annemarie H. Hindman & Barbara A. Wasik (2018): Exploring the use of texting to support family-school engagement in early childhood settings: teacher and family perspectives, Early Child Development and Care, DOI: 10.1080/03004430.2018.1479401





Monday: **ROUTINE**

Lena met last week's goal! Celebrate by reading a favorite book today. Remember to ask Lena about what she is learning, and practice these skills away from the computer as well. Check the Usage tab to keep on track for this week too.



Wednesday: **RECOMMENDATION**

Andrew recently mastered Patterns. Draw PATTERNS using shapes, colors, or letters. Begin a simple pattern such as "A, B, A, B..." For example—circle, square, circle, square... Ask your child, "What comes next?" Make more patterns using different kinds of objects. Be on the lookout for patterns in our world throughout the week!



Friday: **RELATIONSHIPS**

Your child's motivation can have a big impact on their learning. One way you can help your child with self-motivation is by rewarding their *efforts* rather than just their successes. It is OK to make mistakes. When we try and try again, we learn!

Read *The Little Engine That Could* with your child to teach them about hard work and optimism.

Resources

 Waterford

 Home

 Resources & Activities

 Dashboards

 Usage

 Achievements

 Messages

 Profile

Filters

▼ Resource

- ☐ Books
- ☐ Classroom Ideas
- ☐ Family Communication
- ☐ Printable Materials
- ☐ Reference Materials
- ☐ Teacher Guides

▼ Level

- ☐ Any
- ☐ Basic
- ☐ Fluent
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Pre

▼ Subject

- ☐ Literacy
- ☒ Math

Math

Search...



The Shape of Things

Read this book together to learn about shapes. (Lean este libro juntos para aprender sobre las figuras.)

View/Print



Half for You and Half for Me

Read this book together to learn about dividing equally. (Lean este libro juntos para aprender a dividir en partes iguales.)

View/Print

Resources

Nombre _____

El orden de los números

Los números están en orden. Rellena los números que faltan.

© Waterford Institute, Inc. All rights reserved. 1 Waterford.org

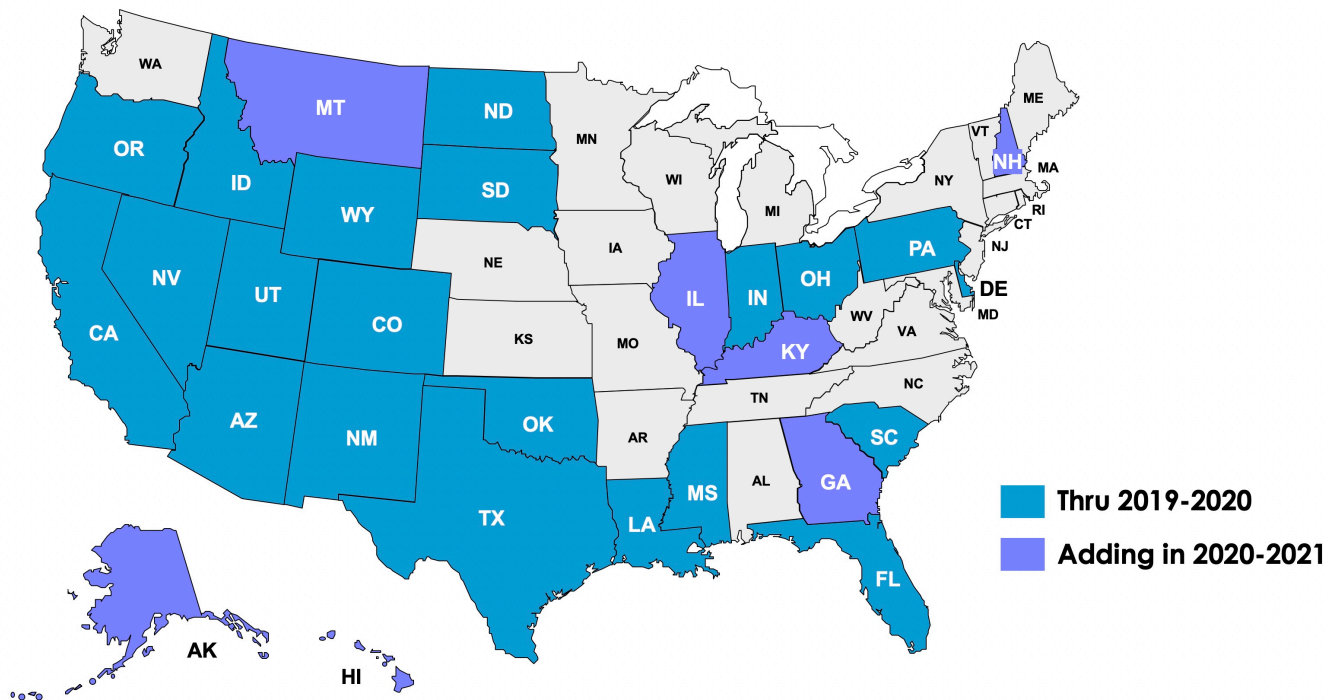
Nombre _____

Patterns 1

Draw what comes next.

© Waterford Institute, Inc. All rights reserved. Waterford.org

Where You'll Find UPSTART Participants



<https://www.gse.harvard.edu/news/uk/08/05/family-involvement-and-childrens-literacy>

<https://www.independent.co.uk/news/business/analysis-and-features/nudge-theory-richard-thaler-meaning-explanation-what-is-it-nobel-economics-prize-winner-2017-a7990461.html>

<https://www.fatherhood.org/fatherhood/5-protective-factors-parental-resilience>

[Underutilized Potential of Teacher to Parent Communication](#)

<https://drive.google.com/file/d/14D2GwbkwsCXA79sqnzZ4xbFLF2Aq4jwz/view>

[Family Involvement and Children's Literacy](#)

<https://drive.google.com/file/d/1RghYU-YOSoo9Fx5ZZpKGDpkEi-d1AjRG/view>

[Mobile Technology and Family Engagement](#)

https://drive.google.com/file/d/1E1sFScSm_DwysvpAAI4pWW-ecqXyvR0B/view

<https://sites.temple.edu/emilyksnell/files/2014/04/Snell-Hindman-Wasik-2018.pdf>

<https://www.nytimes.com/2014/11/15/us/to-help-language-skills-of-children-a-study-finds-text-their-parents-with-tips.html>