

**Slide 4**

- The Division of Early Childhood Education currently serves approximately 56,000 prekindergarten students citywide. About 1/3 of these students are in public schools and 2/3 are in community based organizations (CBOs.) They are in a combination of full and half day programs.
- With Mayor de Blasio's expansion initiative our office is preparing to increase the number of children served citywide to 73,250 by September 2015. The majority of these children will be in full day programs. 1/3 will be in public schools and 2/3 will be in CBOs.
- It is our mission as the DECE to ensure that every child who enters into the P-12 system starts with high quality early childhood education.

**Slide 6**

- Ask participants to talk to the members of their table group about the questions on the slide. Ask them to think as specifically as possible to the answers to the questions.
- Share out

**Slide 7**

- Share the slide
- Compare the description on the slide to participants' responses to the questions on the previous slide.

**Slide 8**

- In the way that DAP is not about making experiences easier for children, rigor is not about making learning harder for children.
- Eliminating "play" in a prekindergarten program in order to free up time for children to spend more time reading, writing and learning math is not rigor. (It's also not developmentally appropriate practice.)
- Rigor and DAP go hand-in-hand. One cannot exist without the other.

**Slide 9**

- Assign each group of participants one or two principles to read. Make sure that all principles are covered.

Context

- This article excerpt is published in the book, "Developmentally Appropriate Practice" put out by the National Association for the Education of Young Children (NAEYC.) This is an excerpt from the larger NAEYC position statement on "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8."
- While reading note any ah-ha's, questions or information that stands out as interesting for whatever reason.
- After you read the article, we will take a few minutes to discuss your noticings.

## **Slide 10**

- Ask participants to share out any ah-ha's, questions or highlights from their reading. Use the questions on the slide to deepen the conversation.

Structures that principals could (should) have in place to support the principles:

- Structures to support teachers in understanding and appropriately applying the PKFCC to children's experiences in the classroom
- Time for teachers to plan with PK colleagues.
- Curriculum that is inclusive of children that aren't typically developing
- Daily schedule that promotes play-based learning

Points to highlight:

- Developmentally Appropriate practice is not about what we think about children, or what we want to believe about children. DAP is based on well documented research about how children learn best
- All domains of development are interrelated.
- Learning is fluid and happens at uneven rates
- "Play is an important vehicle for developing self-regulation as well as for promoting language, cognition and social competence."

## **Slide 11**

**Explanation of the domains:**

- Approaches to learning – this domain capture the essence of children: what motivates them to learn? Approaches to learning are influenced by culture, personality, gender, family influences, etc. But it is certainly not limited by those influences!! Teachers must intentionally create a learning environment that sparks children's curiosity, creativity, persistence, engagement and initiative.
- Physical Development and Health- Children undertake increasingly complex tasks as their physical development supports this ability. Writing for example requires fine motor skill development that begins as early as 6 months old as children learn to pick up small objects. Gross motor skills that impact hand – eye coordination develop because children are given opportunities to move and strengthen their muscles.
- Social and Emotional Development - Not only are pre-k teachers responsible for teaching content based skills, but social skills as well. A person's ability to adapt to circumstances, exercise good judgment in personal interactions, the ability to empathize and express emotions are as much connected to college and career readiness as is content knowledge.
- Communication, Language and Literacy – these standards provides the building blocks for all children are expected to know and do in order to become literate adults. Concepts of print, Phonemic awareness, vocabulary development, early emergent writing skills, etc.,
- Cognition and Knowledge of the world – This is everything outside of literacy that children need to know in order to be college and career ready: math, science, social studies, the arts and technology

## **Slide 12**

### The learning environment

The classroom should be set up to encourage independence while supporting students' cognitive and social development.

#### Materials:

- Should be accessible to students.
- Should allow students to explore a range of content: science, math, literacy, music and art
- The materials should be introduced gradually and rotate throughout the year based on the learning needs of the students in the classroom and the learning focus during a particular time of the year.
- Materials should be a combination of teacher/ student made and store bought.

#### Learning centers:

- The classroom should be organized into learning centers or areas. Classrooms should have a library, blocks (wooden ones of varying shapes and sizes that children can use to build structures), a dramatic play area, puzzles and games, a math area that includes manipulatives for counting, sorting, patterning, etc., a sand /water table and music.
- **Students should be allowed to choose their centers, this builds their independence.** However teachers may guide students toward specific centers to work a particular skill.
- There should also be a meeting area where the whole class can come together with the teacher.

## **Slide 13**

Center time for prekindergarten students is the equivalent of work time in upper grades. As such, teachers are expected to facilitate students' learning while they engage in activities. During center time, teachers guide students in developing higher order thinking skills and deepening understandings across content areas.

According to the Early Childhood Environmental Rating Scale-Revised (ECERS-R), one of the tools used by the Division of Early Childhood Education to evaluate program quality, students should spend about 1/3 of their total time in the program in centers. In order to give students an adequate amount of time to engage in center activities, we suggest that time is divided into two times during the day.

### **Handout: Sample schedule**

For example: blocks allow children to experience different sizes and shapes and see the relationships that exist between objects. Wooden blocks are the best because they are sturdy and easy for children to manipulate. Similarly, water play and sand play allow students to explore concepts such as volume, weight.

## **Slide 14**

The teacher plays a pivotal role in supporting teachers during center time. During this activity, principals will decide what their role is in supporting prekindergarten teachers to deepen their understanding of the behaviors listed in the column on the left.

Procedure:

- Share the goal of the activity
- Share the teacher role is supporting students during center time, along with the descriptions below.
- Give principals a few minutes to think about the actions they can take to support prekindergarten teachers in effectively carrying out their role. They can jot ideas on the activity template handout.
- Share out

*Know and understand what children are supposed to be able to do:* Teachers have to know the standards! The standards guide the instruction that takes place in pre-k.

*Know and understand where your students are in relation to the standards:* Teachers should have an authentic assessment system that is used to track student progress on an ongoing basis. This data should inform how students are engaged during centers.

*Observe what the child is doing:* While students are engaged in centers, teachers should take time to just observe what students are doing; listen to how the students themselves are making connections to previous learning, using language and/ or exploring concepts. Teachers should take observation notes to document what they notice. These notes are a form of assessment that can be added to the student's authentic assessment portfolio

*Engage in meaningful interactions:* Every day during center time, you should engage some group of children through conversation that will forward learning along the standards. You do not have to engage all the children every day, but everyday some of the children should be engaged.

## **Slide 15**

After principals have shared out, show the slide. If necessary, use this information to add to the discussion.

*Know and understand what children are supposed to be able to do:* Teachers have to know the standards! The standards guide the instruction that takes place in pre-k. Administrators have to ensure that teachers understand what the standards are asking students to be able to do so that instruction is developmentally appropriate.

*Know and understand where your students are in relation to the standards:* Teachers should have an authentic assessment system that is used to track student progress on an ongoing basis. This data should inform how students are engaged during centers. Administrators have to ensure that teachers are working in teams to analyze authentic assessment data to identify trends among students across PK classrooms. Planning and instruction should be directly linked to authentic assessment data

*Observe what the child is doing:* While students are engaged in centers, teachers should take time to just observe what students are doing; listen to how the students themselves are making connections to previous learning, using language and/ or exploring concepts. Teachers should take observation notes to document what they notice. These notes are a

form of assessment that can be added to the student’s authentic assessment portfolio. Administrators should review teacher observation notes to understand how teachers are capturing data about their students.

*Engage in meaningful interactions:* Every day during center time, you should engage some group of children through conversation that will forward learning along the standards. You do not have to engage all the children every day, but everyday some of the children should be engaged. Administrators should ensure that teachers know how to ask effective questions and raise students’ level of thinking. This requires professional development and training.

### **Slide 16**

Briefly explain the difference between authentic assessments and a developmental screening. Do not go into any detail about ESI-R. However in case questions come up, there is some additional information about the ESI-R tool below.

Talking Points:

- Often, educators misunderstand the use of each of these tools. Authentic assessments are used on an ongoing basis to measure students’ progress towards standards. While, a screening is used to make a determination about whether a not a child might need extra support. (share the slide)
- Authentic assessments capture data using photos, student work samples, taped conversations, teacher observational notes and checklists to measure a students’ progress and performance over time in relation to the standards. Authentic assessments do not take children outside of their normal experiences. (Unlike a developmental screening that is administered through a standard set of questions and performance tasks.)

### **Slide 18**

There are many frameworks that guide schools & districts in setting the expectations around family engagement. The DOE uses the Partnership Standards which states what schools and families should do around 5 key areas. We will talk about these pillars with a focus on how they are manifested in an early childhood setting, pre-k. For most pre-k families, unless there is an older sibling, this may very well be their first step into the DOE system. Pre-K (& sometimes Kindergarten) is the gate the opens many doors for the future, hence, there are some “peculiar to pre-k/k” practices that you might need to put in place for your families. Numerous resources are available to schools/networks on the DOE’s Parent Academy website; Parent Academy includes training and support for school staff. Training, coordinated by FACE is provided a few times during the year for Parent Coordinators on a citywide level.

**Handout:** The ECE FE 5 Pillars on the Partnership Standards Framework

**To review the Quick Definitions of 5 Pillars which set the expectation and best practices around ECE FE. To provide participants with examples as we go through.**

**1:** Families will experience warmth and respect from program staff, demonstrated by the collaborative tone of program staff and in the program’s policies, protocols and offerings that are sensitive to their linguistic, cultural and social emotional needs.

**2:** Families will be partners in supporting school readiness by helping to define school readiness goals, implementing school readiness strategies and participating in policy-setting and program evaluation.

- 3.** Families will have the opportunity to support and extend their children’s learning and development at home with the assistance of complementary learning activities developed by the program and shared with families regularly in newsletters, at parent-teacher conferences, and other school events.
- 4.** Families will experience multiple methods of communication between themselves and the program demonstrated by timely, routine efforts by the program to share information in a linguistically and culturally sensitive way and through effective communication channels.
- 5.** Families will be equipped with the resources and skills to support their children through the transition into and out of the program, as demonstrated by program policy, and ongoing, meaningful discussions with between program staff and families.