Sharing our Experience

- Impetus for the change
- Planning and Structure of the Framework
- Play-based Model of Learning
- Implementation Plan
- Professional Development
- Reflection and Next Steps
Priority 1
We will implement and support a challenging, standards-based curriculum across all content areas.

- Instructional Goal: Invest in high-quality early childhood learning to ensure the long term success of all students.
- Instructional Initiative
  - Implement full-day kindergarten across the district
U-46: Who We Are

- 2nd largest school district in Illinois
- Serving 40,000 students in 11 communities at 55 buildings
- 40 Elementary buildings
- Diverse population
- 57.8% Low Income
- 28.4 English Learners
Current U-46 Numbers

- 2692 Kindergarten Students
- 122 Sections of Kindergarten
- 29 students in half-day Kindergarten
- 2663 students in full-day Kindergarten
Full-Day Kindergarten Timeline

- **Sept. 2015** – Proposal to Board of Education to implement universal Full-Day Kindergarten
- **Nov. – Jan.** – Committee of teachers and administrators met weekly to develop the FDK Framework
- **April 2016** – Board approves FDK proposal
- **June – Aug. 2016** – Professional development for Kindergarten teachers and principals
Committee

Application process

Chosen by

- Grade level (prek, k, 1st)
- Expertise (literacy, math, science, special ed)
- District location
- English, Bilingual
- Experience in full day, half day
- Teachers, administrators, departmental staff
Planning Format

- Full Days on Wednesday for 2 Months
  - Build common background knowledge with readings and research
  - Break into subcommittees
  - Writing and reporting out

- After School 2.5 hours
  - Committee sharing and participant additions
# Financial Planning

Based on a projected estimate of 41 new sections of FDK, 22 Gen Ed and 19 DL

<table>
<thead>
<tr>
<th>Expense</th>
<th>Description</th>
<th>Calculation</th>
<th>Total</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Materials</strong></td>
<td>Adopted curricula</td>
<td>41 sections</td>
<td>$133,827.00</td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td>DL Supplemental Materials</td>
<td>$2014.50 X 19 DL sections</td>
<td>$38,276.00</td>
<td>Title III</td>
</tr>
<tr>
<td></td>
<td>Eureka Math kit materials</td>
<td>$608.84 X 41 sections</td>
<td>$24,962.00</td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Furniture and Equipment</strong></td>
<td>FDK classroom set up</td>
<td>$12000 X 41 sections</td>
<td>$492,000.00</td>
<td>FDK</td>
</tr>
<tr>
<td></td>
<td>$3000 X 80 (Retrofit existing classrooms)</td>
<td></td>
<td>$240,000.00</td>
<td>FDK</td>
</tr>
<tr>
<td><strong>PD</strong></td>
<td>8 days X 120 teachers X $125 per day stipend</td>
<td></td>
<td>$120,000.00</td>
<td>FDK/ C&amp;I</td>
</tr>
<tr>
<td></td>
<td>Workshop presenters/consultant</td>
<td>Not to exceed $24,000.00</td>
<td>$24,000.00</td>
<td>FDK</td>
</tr>
</tbody>
</table>
U–46 Framework Document

- Established the U–46 Guiding Principles
  - Based on the National Association for the Education of Young Children (NAEYC)

- Developmentally appropriate, best practice for Kindergarten

- Aligned to state standards and the Danielson Framework for Teaching
U–46 Framework Document

- Utilizes U–46 curriculum resources
- Practical, day to day guidance for teachers with descriptions, charts, photos, and videos
- Defines critical attributes of play
U–46 Guiding Principles

Based on NAEYC’s 5 Guidelines for Effective Teaching:

- Creating a Caring Community
- Teaching to Enhance Development and Learning
- Planning Curriculum to Achieve Standards
  - Establishing an Effective Classroom Structure
- Assessing Children’s Learning and Development
- Establishing Reciprocal Relationships with Families
U-46 Guiding Principles

TEACHING TO ENHANCE LEARNING AND DEVELOPMENT

**Principle 2:** Teachers intentionally plan an optimal balance of teacher-directed and child-initiated learning experiences based on their knowledge of child development and individual children, understanding that young children construct and retain their own knowledge by interacting with their environments and others.

**Danielson Framework for Teaching**

**Components of Domain 1: Planning and Preparation and Domain 3: Communicating with Students**

1b: Demonstrating Knowledge of Students
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
## Framework Features: Learning Centers

### The Block Center

<table>
<thead>
<tr>
<th>Description of Activities</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the block center, students use social skills, math, writing, science and visual spatial</td>
<td>• At least three types of blocks;</td>
</tr>
<tr>
<td>skills. This center allows for self-regulation to expand as children share materials and</td>
<td>Wooden unit blocks, cardboard</td>
</tr>
<tr>
<td>ideas. Children recreate their world with various materials and role-play with small</td>
<td>bricks, Duplos,</td>
</tr>
<tr>
<td>theme-based manipulatives. Critical thinking and</td>
<td>• Magnetic building sticks</td>
</tr>
<tr>
<td>problem solving are constantly evident here.</td>
<td>• A large space for building</td>
</tr>
<tr>
<td></td>
<td>• Building plans, blueprints</td>
</tr>
<tr>
<td></td>
<td>• Clip boards</td>
</tr>
<tr>
<td></td>
<td>• Pens, pencils, crayons and paper</td>
</tr>
<tr>
<td></td>
<td>• Cars, trucks, people and animal figures</td>
</tr>
<tr>
<td></td>
<td>• Construction hats and shirts</td>
</tr>
<tr>
<td></td>
<td>• Books about construction and</td>
</tr>
<tr>
<td></td>
<td>transportation</td>
</tr>
</tbody>
</table>
## Framework Features: Learning Centers

The following table describes some of the typical learning center activities and materials:

<table>
<thead>
<tr>
<th>Description of Activities</th>
<th>Materials</th>
</tr>
</thead>
</table>
| The ABC center grows and changes as the children learn. This center provides meaningful opportunities for children to develop letter and word knowledge through exploration. Children apply letter and word play to read and write in authentic ways. | - Uppercase and lowercase magnetic letters  
- A magnetic surface  
- Paper, crayons, pencils and markers  
- ABC books  
- ABC charts  
- Various ABC font materials  
- White boards and dry erase markers  
- Making words activities  
- Names of the students  
- Wikki sticks  
- ABC stampers and pads |
<table>
<thead>
<tr>
<th>Framework Features: Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Time Allotment for Curricular Area</strong></td>
</tr>
<tr>
<td><strong>Language Block</strong></td>
</tr>
<tr>
<td><strong>Literacy Block</strong></td>
</tr>
<tr>
<td><strong>Writing Block</strong></td>
</tr>
<tr>
<td><strong>Math Blocks</strong></td>
</tr>
<tr>
<td><strong>ESL Block</strong></td>
</tr>
<tr>
<td><strong>Free Choice Centers</strong></td>
</tr>
<tr>
<td><strong>End of day Reflection</strong></td>
</tr>
</tbody>
</table>
Play-Based Model

- Definition
- Engaging Environments
- Intentional Planning
- Scaffolding for learning
Play-Based Model

THE KINDERGARTEN CONTINUUM

Laissez-Faire, Loosely Structured Classroom
Ample play but without active adult support, often resulting in chaos

Classroom Rich in Child-Initiated Play
Exploring the world through play with the active presence of teachers

Playful Classroom with Focused Learning
Teachers guiding learning with rich, experiential activities

Didactic, Highly Structured Classroom
Teacher-led instruction, including scripted teaching, with little or no play

(Miller and Almon, 2009)
Definition: Types of Play

- Large motor
- Small motor
- Mastery
- Rules-based
- Make-believe
- Symbolic
- Sensory
- Language
- Construction
- Playing with the arts
Play-Based Model: Intentional Planning

- Collaboration focused on standards-based instruction
Play-Based Model

- Engaging environments
Play-Based Model

Balance of teacher-directed and child-initiated activities
Play-Based Model

- Child choice at engaging centers
Play in Choice Centers

Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behavior, leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005).

At least 50 minutes is available in the play-based kindergarten framework for child-initiated play in centers of their choice. Teachers are available, scaffolding to support mature play development, intentionally promoting language development, problem solving, self-regulation and working memory.
Play-Based Model

- Incorporates ESL best practices
  - Authentic learning with real-life materials and situations
  - TPR: Movement tied to verbal
  - Predictable routines with repetitive language
  - Using songs and chants
  - Scaffolding language through sentence stems
Play-Based Model

- Active engagement with peers and materials
# Play-based Model


<table>
<thead>
<tr>
<th>Effective Teaching Practices</th>
<th>Teaching Practices of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Integrating learning activities</td>
<td>- Fragmented teaching of discrete objectives</td>
</tr>
<tr>
<td>- Adapting the schedule to adjust for student engagement</td>
<td>- Rigid, tightly-paced schedules</td>
</tr>
<tr>
<td>- Demonstrating warmth, caring, and responsiveness to individual children’s interests and feelings</td>
<td>- Attending to curricular activities over opportunities for relationship building</td>
</tr>
<tr>
<td>- Engaging in frequent extended, reciprocal conversations with students and prompting them between students</td>
<td>- Excessive lecturing to the whole group</td>
</tr>
<tr>
<td>- Conducting cooperative work in small groups or in Independent learning</td>
<td>- Excessive time in whole group instruction</td>
</tr>
<tr>
<td>- Reading to children in small groups and individually</td>
<td>- Only reading to children in large groups</td>
</tr>
</tbody>
</table>

"Play-based Model"
Questions on Play-based Learning?
FDK Implementation Plan

- Coordination among all departments
- Involvement of Stakeholders
- Communication Plan
- Classroom Materials
- Professional Development
- Ongoing Support
FDK Implementation Plan

- Coordination among all departments
  - Administration
  - Teaching and Learning
  - Information Services
  - Human Resources
  - Plant Operations
  - Business Services
  - Communication
  - Transportation

Human Resources
Involvement of stakeholders

• Community presentations

• Teacher informational and feedback meetings

• Administrator participation
FDK Implementation Plan

- Website updates
- Fact sheets and Frequently Asked Questions (FAQs)
- Social media
- Video series for parents [http://www.u-46.org/pages/SDU46/Hot_Topic/FDK_Videos](http://www.u-46.org/pages/SDU46/Hot_Topic/FDK_Videos)
- School welcoming events
- Media coverage
FDAK Implementation Plan

- Classroom materials
  - Inventory and retrofit of existing classrooms
  - New classroom set ups for added sections
Professional Development

- Eight days for teachers
  - Developmentally Appropriate Practice
  - Creating a Caring Community – The First 20 Days
  - Play-based learning
  - Kindergarten Individual Development Survey (KIDS)
FDK Implementation Plan

- Professional Development
  - Eight days for teacher
    - Social Emotional Development
    - Math
    - Science
    - Literacy

- FDK Implementation Plan
- U46 Academic Success for All
- Teacher Materials
- Writing Pathways
- Exploring Science
FDK Implementation Plan

- Professional Development
  - Attended by administrators
  - Differentiated based on individual need
  - Active hands-on learning

- Utilized a national speaker, local early learning experts, resource professionals and teacher leaders
Additional Incentives

- “Swag Bag”
  - Clipboard
  - Apron with pen and post it notes
  - Fidgets for the classroom

- First Day T-shirt

- NAEYC DAP pin

- Professional books

- Classroom Giveaways

Additional Incentives
Ongoing Support

- District administrators out at elementary buildings the first week of school
- Kindergarten Transition Facilitator
- Five FDK Teacher Leaders supporting all K teachers
- Monthly collaboration opportunities (K Kafe)
- Ongoing professional development
- Professional resources
FDK Teachers– Ready to Shine!
Collaborative Teaching in U–46
Teacher’s Perspective

Jan Wilcox

- Former half-day K teacher, current full-day teacher
- National Board Certified Teacher
- Centennial Elementary School
Questions?
Reflection and Next Steps
Successes

- Diverse committee of respected teachers
- Creating a Framework document with links
- Administrators taking the same PD
- Aligning materials to play-based learning
- KIDS: training, embedding KIDS in other parts of the PD, using KIDS as report card
Challenges

- Late-registering students
- Staffing
- Make-up Professional Development for late hires
- Logistics of material distribution
Planning for the Transition to 1st

- 1st grade teachers seeking more training on what to expect from incoming students
- Professional development to be offered in the summer
- Invitation to attend Kindergarten Kafes
Next Steps

- Monthly Kindergarten Kafe
  - KIDS evidence collection and data entry
  - Math Center Make and Take
  - Universal Supports
  - Scaffolding Learning in Play

- Pilot Family Engagement Promise

- Measuring outcomes for success
# Self-assessment and Classroom Visits

## What to Look for in a Play-based Kindergarten Classroom

This document outlines key actions that visitors should see during various times in the schedule in a play-based, developmentally appropriate kindergarten. Many of the examples are from the 2013 Danielson Framework for Teaching with early learning examples.

A developmentally appropriate kindergarten classroom using a play-based learning model:
- Is purposefully and intentionally planned by the teacher to address standards.
- Balances teacher-directed and child-led activities.
- Provides active, hands-on experiential learning.
- Integrates learning across multiple domains.
- Allows sufficient time for child-initiated activities.

<table>
<thead>
<tr>
<th>When Visiting a Classroom</th>
<th>The teacher is likely to...</th>
<th>The students are likely to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Model pro-social behavior with warm greetings to individual students by name (2a)</td>
<td>Follow arrival routines such as sign-in, Question of the Week (2c)</td>
</tr>
<tr>
<td></td>
<td>Remind students of class expectations (2a)</td>
<td>Self-manage their belongings (2c)</td>
</tr>
<tr>
<td></td>
<td>Listen to and inquire about students' background and lives outside the classroom (1b, 2a)</td>
<td>Express thoughts and needs to the teacher and peers (2a)</td>
</tr>
<tr>
<td></td>
<td>Collect social and communication evidence with anecdotal notes, photos, checklist (1e, 1f, 3d)</td>
<td></td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Encourage students to build off each other's ideas (2d)</td>
<td>Gather in assigned spot and participate in waiting activities (books, conversations, etc.) (2a)</td>
</tr>
<tr>
<td></td>
<td>Use rich language (3a)</td>
<td>Actively participate (3c)</td>
</tr>
<tr>
<td></td>
<td>Use music and movement (3a)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain the learning plan for the day, including special events, etc. (3a)</td>
<td></td>
</tr>
</tbody>
</table>
## Report Card Revisions

<table>
<thead>
<tr>
<th>CDG: MATH Classification</th>
<th>Unable To Rate</th>
<th>Building Earlier</th>
<th>Building Middle</th>
<th>Building Later</th>
<th>Integrating Earlier</th>
<th>Integrating Middle</th>
<th>Integrating Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDG: MATH 1: Cognition Math</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Classification</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CDG: MATH 2: Number Sense of Quantity</td>
<td></td>
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<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students' current level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<td></td>
</tr>
</tbody>
</table>

- **Classification**: Sorts objects into two groups based on one attribute but not always accurately.
- **Number Sense of Quantity**: Identifies small quantities without counting, up to three.
- **Building Earlier**: Sorts objects accurately into two or more groups based on one attribute.
- **Building Middle**: Sorts objects into two or more groups based on one attribute, then puts all the objects together and resorts the entire collection into new groups.
- **Building Later**: Sorts objects into groups based on at least two attributes. Sometimes sorting by one attribute and then subdividing those groups based on a second attribute.
- **Integrating Earlier**: Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups.
- **Integrating Middle**: Sorts objects to gather and organize information, compares the groups of objects, and interprets the information.
- **Integrating Later**: Recites numbers up to 100 by ones and by tens, starting at any number and Counts at least 20 objects correctly using ones-to-one correspondence.
Resources


Sutherland SL and Friedman O. 2013. Just pretending can be really learning: children use pretend play as a source for acquiring generic knowledge. Dev Psychol. 49(9):1660-8.