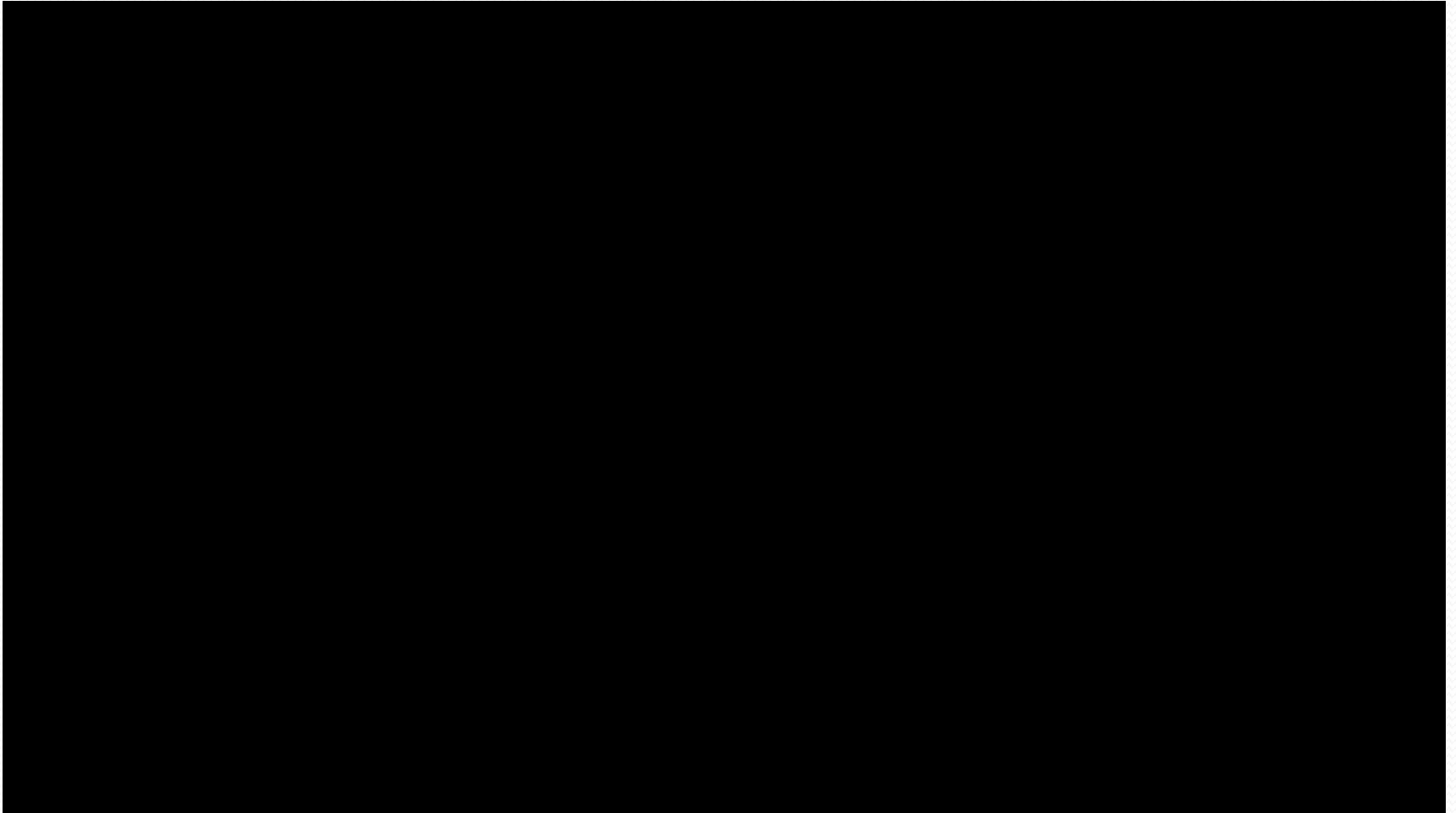


Transforming Kindergarten- Full Day Play-Based Teaching and Learning Instruction

The Journey Continues in U-46
Presented by Peggy Ondera
Director of Early Learners

All I Really Need to Know I Learned in Kindergarten



Developmentally Appropriate Practice



- Meet children where they are individually and as a group.
- Help each child reach challenging and achievable goals

What Have We Learned?

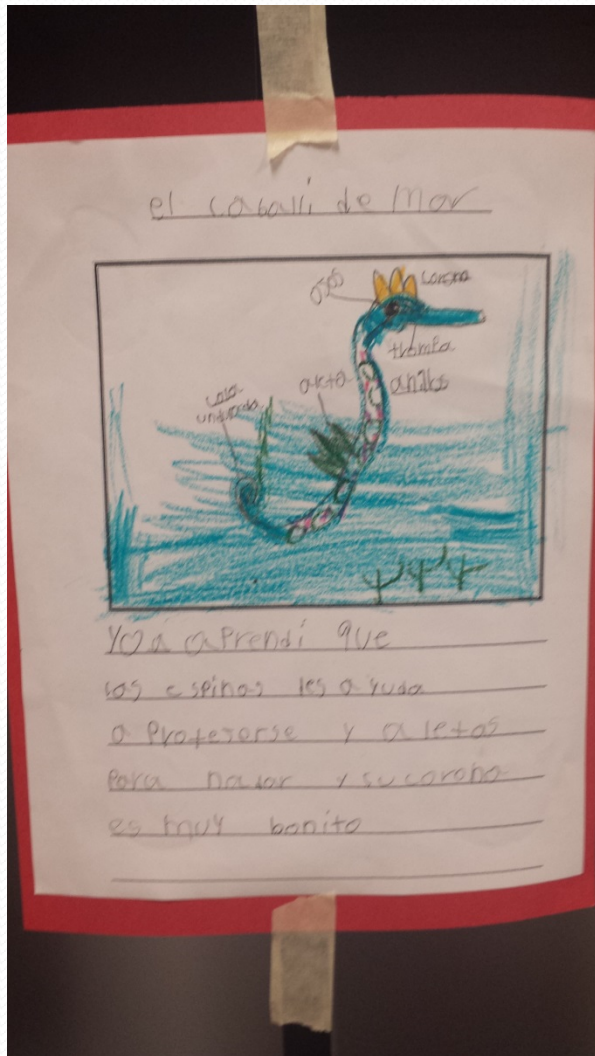
- Use the U-46 Full-Day Framework as an ongoing guide
- Train administrators with teachers
- Communicate with stakeholders
- Provide embedded coaching and support
- Offer time for teachers to collaborate

Collaborative Time

- Ongoing PD – Monthly Kinder Kafes
 - KIDS Implementation
 - Hands-On Math Centers
 - Inquiry based Science
 - Literacy Resources
 - Movement – Crossing the Midline
 - Year end Reflection

What Does It Look Like?





How Did We Do?

Panorama Family Survey results:

How well do you feel your child's school is preparing him/her for his/her next academic year?

84 %

84% of respondents answered 'Quite well' or 'Extremely well'

How Did We Do?

Panorama Teacher Survey results:

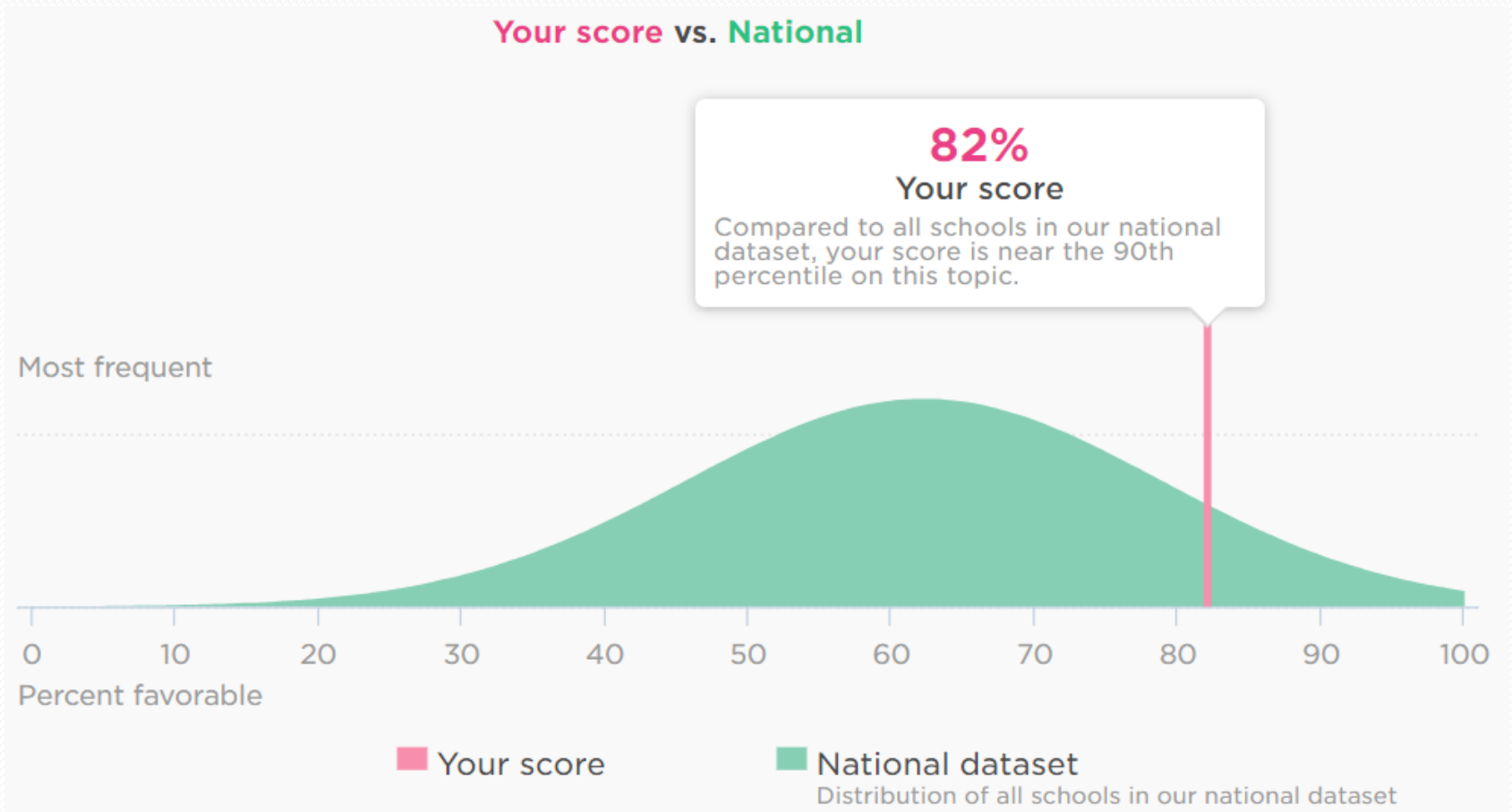
On most days, how enthusiastic are the students about being at school?

100 %

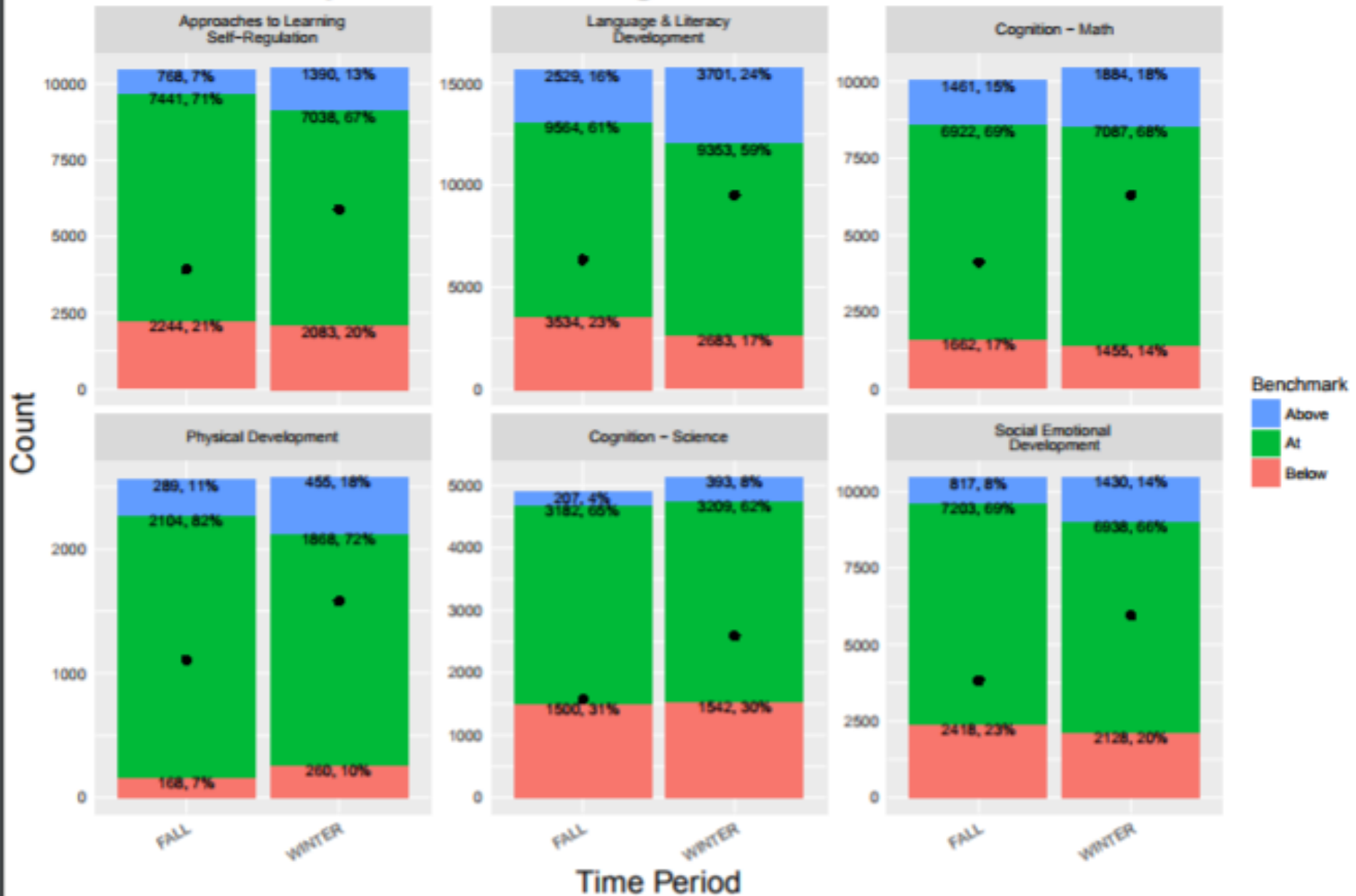
100% of respondents answered 'Quite enthusiastic' or 'Extremely enthusiastic'

How Did We Do?

- School Climate



DISTRICT KIDS 2016–2017 Domain Overview, Benchmarks For School Improvement Planning



Fade Out Effect is Not Inevitable

- Align assessments across grade levels and use to inform instruction
- Sustain growth through differentiation, without repeating content students have mastered
- Vertical articulation to identify what children learned in the previous grade

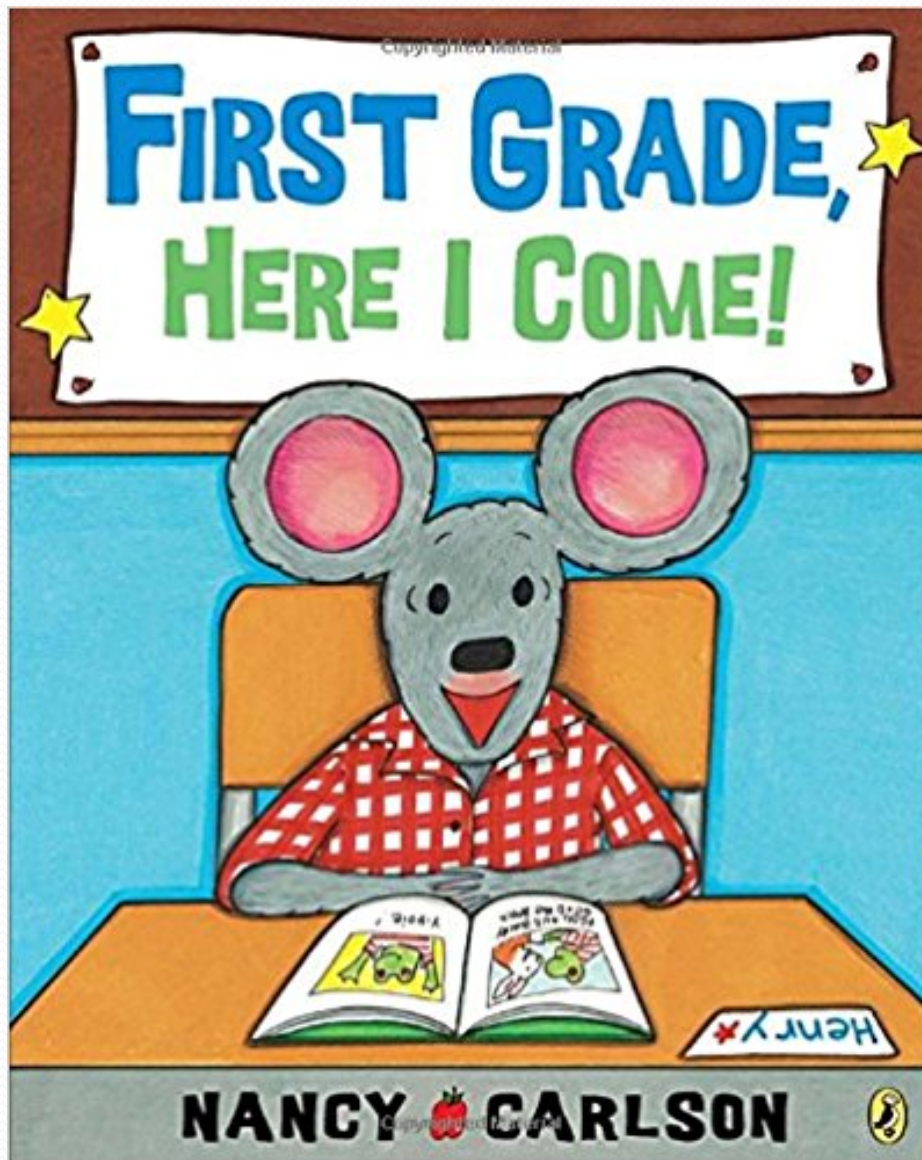
Next Steps

- Leverage gains students have made
- Provide Professional Development for 1st grade
 - DAP and Playful Learning in 1st grade
 - Social Emotional Development
 - KIDS assessment to inform instruction
 - Preparing for students' higher entrance levels in math, reading and writing
- Schedule time for vertical articulation

Class of



Ready to Shine!



Designing an Experiential Learning Kindergarten in Dual Language & Monolingual Classrooms

Stephanie Cardella

Illinois Birth-to-Third (B3) Grade Continuity Conference
2017

<https://goo.gl/YKGPfo>



North Shore School District 112

Educate 4,300 children from Highland Park, Highwood and Fort Sheridan within 12 schools

- Early Childhood through 8th grades
- Dual Language Program with 1,000 students in EC - 8th grades
- 20% English Language Learners
- 25% Low Income

Where We Were in 2015-16

- Half-day monolingual programming
- Half-day dual language programming
- Full-day dual language programming at Title 1 school
- Academic-based kindergarten
- Unable to implement certain domains of KIDS assessment



Didactic,
Highly Structured
Classroom

Teacher-led instruction,
including scripted teaching,
with little or no play

(Miller & Amon, 2009)

Path to Implementation



Brand
&
Branch



Purposeful
1
Design



Shared
Goals



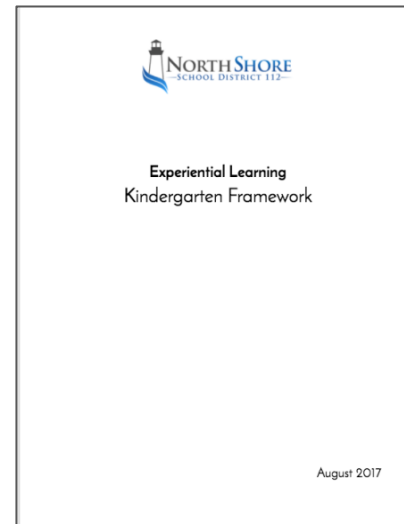
Meet Teachers
Where They Are



Time to
Explore



Brand & Branch





Purposeful Design

Classroom Givens & Commitments

- Students have room to play and collaborate
- Places for students to work/play independently and in small groups
- Large gathering space is available for read aloud and other group learning activities
- Student work and connections to/from home and family are displayed and updated regularly
- Spaces are defined and easily identifiable
- Adequate space is provided for each interest area
- Meaningful visual supports are embedded in the classroom for both routines and behavior support
- Books are integrated into each center and interest area
- Materials are clearly organized, labeled, and accessible to children
- Space is clean and free of clutter, everything has a purpose
- Furniture is child-sized and supports independence
- Variety of seating options (e.g., various table heights, hard/soft seating) are available for students
- Balance of teacher-directed and student-directed learning
- Explicitly taught learning centers contribute to independent learning
- All usable space contributes to learning
- Teacher questions and interacts with children throughout the day
- Play is valued: pretend play is how students develop executive function and oral language
- Includes identified interest centers
 - [Library & Cozy Space](#)
 - [Building](#)
 - [Dramatic Play & Music](#)
 - [Art & Makerspace](#)
 - [Discover](#)
 - [Writing](#)
 - [Math*](#)
 - Literacy*

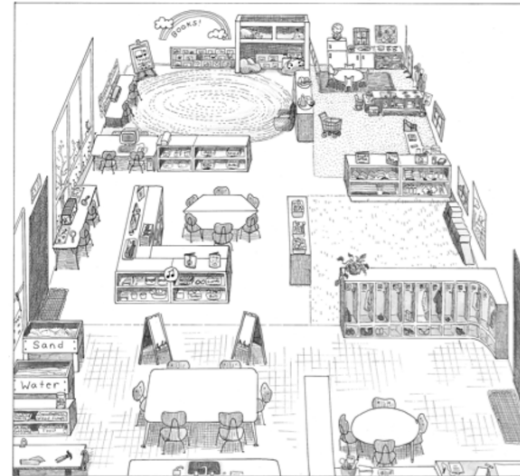


Illustration from *Teaching Strategies Gold*

*embedded in all centers, however, teachers can create 'separate spaces to support students' interest and learning



Purposeful Design

Library & Cozy Space Center

Characteristics

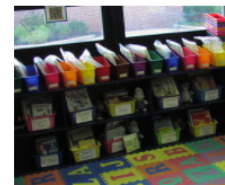
- Unique space that invites children in
- Books accessible for children
- Appropriate for age and interest
- Wide variety of text (literary, information, poetry, predictable/pattern, etc)
- Organized by topic/subject/theme
 - English/Spanish colored dots used to identify language
- Clearly labeled
- Several books “on display”
- “Friends” to read to (stuffed animals, babies, etc.)
- Tools for retelling & opportunities to practice text language
- Cozy area / soft space with furniture/items designed for children
- Each child has an individual “book bin” with “just right books and interest books

ECERS-3.15 & 3.3

Examples



[Cozy spot - sofa](#) [Bins organized by topic/author/theme](#) [Bins with “spotlight” books](#)



Individual book bins

[Library area with display and](#)





**Bloques de Instrucción en el Programa Dual
-programa de kinder de medio día-**

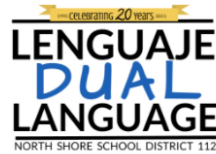
Los horarios deben estar alineados con [el plan de asignación de idioma](#)
Kinder: 80% español, 20% English



Purposeful Design

Actividades y Tiempo 720 minutos de instrucción por semana	
<p>Lectoescritura, Matemáticas & Investigaciones <i>instrucción ocurre de una manera consistente con el aprendizaje experiencial</i> incluye lectoescritura y la instrucción de escritura en dos idiomas</p> <p>español: 81 minutos por día (405 minutos por semana) English: 15 minutes per day (75 minutes per week)</p>	<p>Kinder has one planned Bridge per week (checkpoints within a unit).</p> <p>Bridging (metacognitive connections) between languages occurs as needed based upon student readiness and need.</p>
<p>Juego Autodirigido <i>estudiantes eligen la(s) actividade(s)</i></p> <p>30-40 minutos por día 150 - 200 minutos por semana</p>	
<p>Elección Estudiantil de Idioma <i>estudiantes eligen el idioma para las actividades de cada día:</i> diario de diálogo y lectura independiente</p> <p>40 minutos por semana</p>	

Specials: 100 Minutes per week
Art - 40 minutes per week
Music - 30 minutes per week
P.E. Wellness - 30 minutes per week



**Bloques de Instrucción en el Programa Dual
-programa de kinder de día completo-**

Los horarios deben estar alineados con [el plan de asignación de idioma](#)
Kinder: 80% español, 20% English



Purposeful Design

Actividades y Tiempo 1,385 minutos de instrucción por semana	
<p>Lectoescritura, Matemáticas & Investigaciones <i>instrucción ocurra de una manera consistente con el aprendizaje experiencial</i></p> <p>incluye lectoescritura y la instrucción de escritura en dos idiomas español: 205 minutos por día (1,025 minutos por semana) English: 20 minutes per day (100 minutes per week)</p>	<p>Kinder has one planned Bridge per week (checkpoints within a unit).</p> <p>Bridging (metacognitive connections) between languages occurs as needed based upon student readiness and need.</p>
<p>Juego Autodirigido <i>estudiantes eligen la(s) actividade(s)</i></p> <p>40 minutos por día (200 minutos por semana)</p>	
<p>Elección Estudiantil de Idioma <i>estudiantes eligen el idioma para las actividades de cada día:</i> diario de diálogo y lectura independiente</p> <p>60 minutos por semana</p>	

Specials: 300 minutes per week

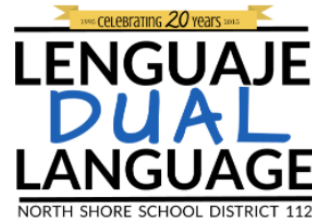
Art - 60 minutes per week

Music - 90 minutes per week

P.E. Wellness - 150 minutes per week



Purposeful Design



Plan de asignación de idioma- Language Allocation Plan

Key: **español** English

Bridging (metacognitive connections) between languages occurs as needed, and a planned bridge to connect languages in each content area occurs in each unit for 1st-8th (español → English and English → español).

Kinder & Early Childhood have one planned bridge a week and daily bridging.

	Early Childhood	Kindergarten	1st	2nd	3rd	4th	5th
E S P A Ñ O L	SLA	SLA	SLA	SLA	SLA	SLA	SLA
	Math	Math	Math	Math	Math	Inquiry	Inquiry
	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry		
	The Arts	Self-directed Play					
	Self-directed Play					ELA	ELA
E N G L I S H	ELA Social Emotional PE Wellness	ELA Specials	ELA Specials	ELA Specials	ELA Specials	Math Specials	Math Specials
	80/20	80/20	80/20	70/30	60/40	50/50	50/50



Shared Goals

Teachers as partners

Create achievable goals

Small & whole group trainings and conversations

Build upon teacher's strengths

Consistent communication

Maintain calm environment

Celebrations

Parent Advisory Council



Shared Goals

Implement KIDS Assessment

- Learning opportunities are designed with domains and descriptors in mind.
- Used to communicate and share with parents as the reporting tool and at conferences
- Implement [selected descriptors](#) for all students, sharing recording 3x a year

Implementation Goals

Engage Students in Self-directed Play

- 30-40 minutes consecutive, self-directed play on a daily basis
- Teacher has intentional involvement, monitoring, reacting, and scaffolding

Integrate Learning

- Begin to explore condensing programs and integrating content areas
- Start to align programs (Jolly Phonics, Heggerty, Handwriting Without Tears) and/or into meaningful contexts

Begin to Align Learning Environment with Pedagogy

- Use [Physical Environments that Support Experiential Learning In Kindergarten Classrooms](#) to guide decision making
- Incorporate starter kit materials into centers and learning environment

Attend District-wide Professional Development and Coaching

- Take risks in your practice and classrooms
- Embrace problem-solving and a willingness to seek out creative solutions to challenges that arise. (jazz hands)

Use NSSD112 key documents to guide instruction and planning

- [Kindergarten Framework](#)
- [Kindergarten ELA Framework](#)
- [Dual Language Framework](#)



Meet Teachers Where They Are

Teachers on a learning continuum

Determine individual first steps

Partnered with consultants

Implemented Kindergarten Coach

Individual coaching




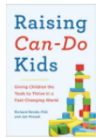
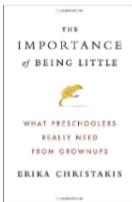



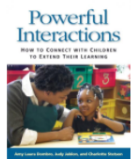


Support varied per teacher

Deep listening

Jot worries & questions on paper



Tools to Explore

Building a Strong Foundation			
 <p><i>Developmentally Appropriate Practice: Focus on Kindergarten</i> Carol Copple, Sue Bredekamp, Derry Koralek, & Kathy Char eds. 978-1-938113-03-1</p>	 <p><i>Exploring Play</i> By Holly Bohart, Kathy Char & Derry Koralek, eds. 2840</p>	 <p><i>Early Childhood Environment Rating Scale -3rd edition</i> Thelma Harms, Richard M. Clifford, Debby Cryer 978-0807755709</p>	 <p><i>Raising Can-Do Kids: Giving Children the Tools to Thrive in a Fast-Changing World</i> by Richard Rende & Jen Priddy 978-0399168963</p>
 <p><i>The Importance of Being Little: What preschoolers really need from grownups</i> Erika Christakis 978-0525429074</p>	 <p>iPad Mini Kindergarten teachers & shared resources for kindergarten partners</p>	 <p>Seesaw Account Student driven digital portfolio and simple parent communication 9781933021522</p>	 <p><i>Spanish Literacy Strategies for Young Learners</i> Resource Guide by Alma Flor Ada, Isabel Campuzano 1601283709 <i>Dual Language Classroom</i></p>
 <p><i>Powerful Interactions: How to Connect With Children to Extend Their Learning</i> Amy Laura Dombro, Judy Jablon & Charlotte Stetson 978-1-928896-72-2</p>	 <p><i>The Power of Observation</i> Margo L. Dichtelmiller, Amy Dombro, Judy Jablon</p>	 <p><i>Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day</i> Kristine Mraz, Alison Porco, Cheryl Tyler 978-03250778</p>	



Tools to Explore

Build Resources			
<p>Magna-Tiles</p>  <p>Qty: 2</p>	<p>Lego</p>  <p>Qty: 2</p>	<p>Lego Plates</p>  <p>Qty: 1</p>	<p>Wooden Blocks</p>  <p>Qty: 2</p>
<p>Lego Community Mini-figurines</p>  <p>Qty: 1</p>	<p>Family Set</p> <p><i>Figures are molded from top-quality vinyl... and super-detailed!</i></p>  <p>Qty: 1</p>	<p>Disability Set</p>  <p>Qty: 1</p>	<p>Giant Design Blocks</p>  <p>Qty: 2</p>
<p>Discovery Ramps</p>  <p>qty: 1</p>	<p>Cardboard Blocks</p>  <p>Qty: 2</p>	<p>Zoobs 250</p>  <p>qty: 1</p>	<p>Hollow Wooden Block</p>  <p>Qty: 1</p>



Tools to Explore

<p>Kitchen Accessory Set</p>  <p>Qty: 1</p>	<p>Tortilla Press</p>  <p>Qty: 1</p>	<p>Tortillero</p>  <p>Qty: 1</p>
--	---	---





Tools to Explore



Easel 	Magnetic Letters 	Animal Magnets 	2-sided Counters 	Shape Magnets 
Dough 	Wikki Stix 	Legos 	Uno 	Dice 
Creation Materials 	Pattern Blocks 	Hacku sack (2) 	Oball 	Spot It 
Jump Rope (2) 	Finger Puppets 	Stopwatch 	Bug View Jar 	Construction Set 
Hand pointer 	¿Qué Puedes Hacer con una Paleta? 	¿Debo compartir mi helado? 	Animal Talk 	Muu, Mool: Rimas de animales 
Del huevo a la mariposa 	From Soil to Garden 	Lined Journals (2) 	Unlined Journals (2) 	Blank Books (10) 
Sound Sheet & Packet 	Bag to hold materials 			

[Experiential Learning Kit for Families](https://goo.gl/MGIJ4m) <https://goo.gl/MGIJ4m>
Family Engagement with Title 1 Funds



Challenges

K-9 Certification

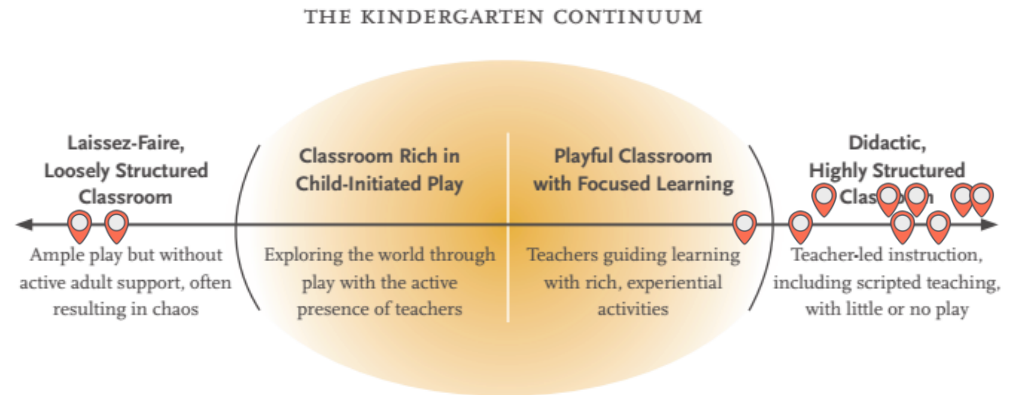
Parent expectations

Separating play and learning

Fast timeline

KIDS 40-day reporting window

Dual Language



(Miller & Amon, 2009)



Successes

Teachers owned the process & work

Strengthened teacher collaboration

Coaching supported reflective practices

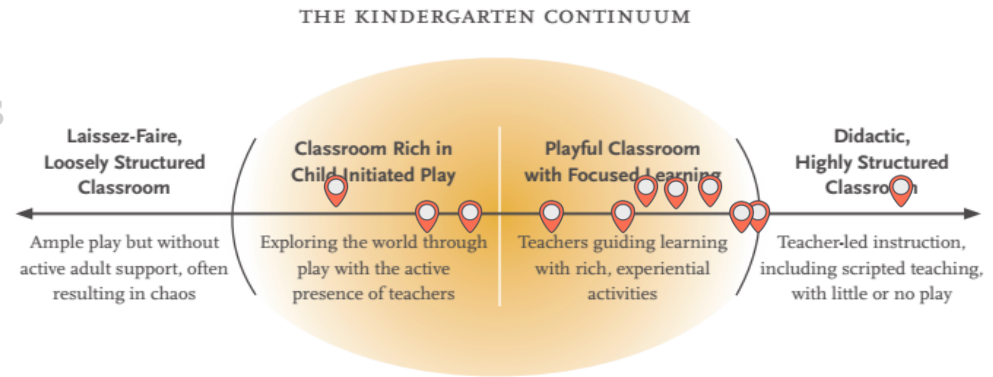
Authentic formative assessments

Engaged students

Parent communication strengthened

Teachers understood the *why*

Kids and teachers liked coming to school



(Miller & Amon, 2009)

NSSD112 Documents & Tools

[Kindergarten Framework](https://goo.gl/RUR1W7) <https://goo.gl/RUR1W7>

[Dual Language Framework](https://goo.gl/pNSNuI) <https://goo.gl/pNSNuI>

[Family Experiential Learning Kit](https://goo.gl/MGlJ4m) <https://goo.gl/MGlJ4m>

[DL Unit Planning Template](#)

[Individual Planning Template](#)

Stephanie Cardella
Director of School Improvement &
Innovation



@Cardella112



stephcardella@gmail.com
scardella@nssd112.org



847.366.0625

