



Bellingham Public Schools

a collective commitment

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*Bellingham Full Day K

All Day, Every Day, Every Child!

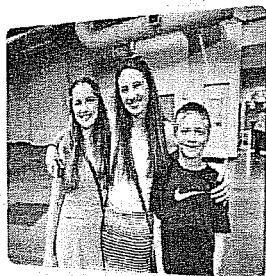
August 21, 2015


Agenda

- * Our Journey: Organic Process
- * Philosophy and Goals
- * DAP
- * Child Development
- * A Teacher's Thinking
- * Adult-Child Interactions
- * Assessment

*Director of Teaching and Learning
Early Childhood Education
Bellingham Public Schools



*Kristi Dominguez

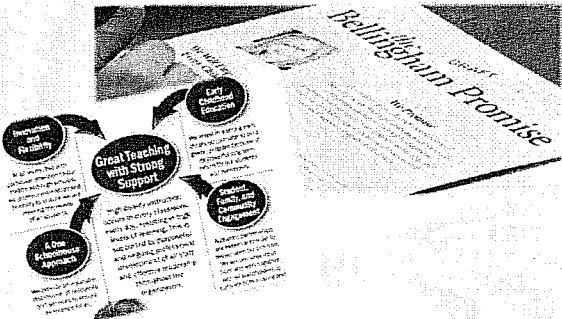




***Our Community....**

School District: 11,618
14 Elementary Schools



Bellingham Promise

Great Teaching with Strong Support

Strong Leaders

Safe and Healthy

A Good Learning Environment

Family and Community Engagement

Long-Term Success

***Organic Process**

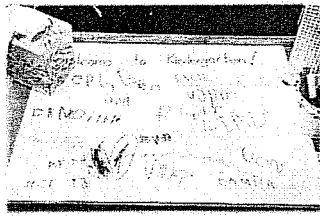


Diagram illustrating the organic process, showing a flow from "Bellingham Promise" to "Bellingham Promise" and "Bellingham Promise" to "Bellingham Promise".

- *6 Programs
- *9 Programs
- *Mid-Year Move
- *Full Day;
District Wide

*Ensuring a High Quality Program

- Guide
- Hiring Early Learning Practitioners
- Alignment both in Environment and Curriculum
- Coordination
- WaKIDS-A One School House Approach
- On-going Professional Development

Early experiences will determine if the “circuits” are going to be strong or weak.

"It is absolutely reasonable to expect that kindergarten is about playful learning and learningful play, and about academic socialization and social academics."

Teaching and Learning in the Kindergarten Year, 2006 p 7

*Philosophy and Goals

Kindergarten is a transition between home and school, a bridge between early childhood education and elementary school, and a foundation for social and academic skill development. ...Kindergarten teachers need to know who they are, what their role is, and what the goals for their program are.

Teaching and Learning in the Kindergarten Year, 2006, pg 10

*Guiding Principles

Understanding child development and learning

Children learn through first hand experiences and interactions with other children, adults, and objects

Adult-child relationships

Learning through play

Effective instructional practices

Supports for students at risk

Comprehensive standards-based curriculum

Assessment

Professional Development



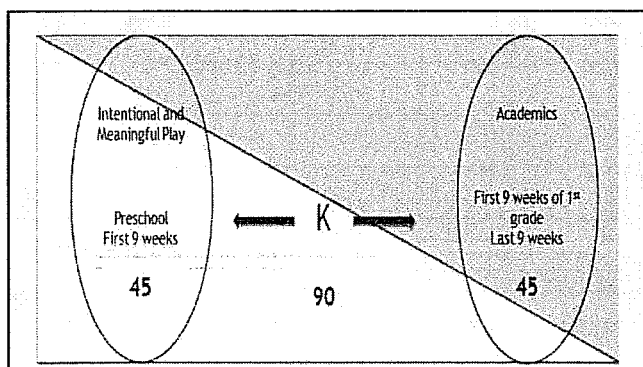
Developmentally
Appropriate?
High Quality?

What does that
mean to you?



Developmentally appropriate practice,
commonly known as DAP, is a
comprehensive educational
perspective that supports optimal
healthy development for every child.

-NAEYC article



*The Role of Child Development

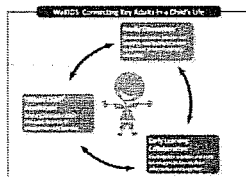
It is critical for teachers to know the sequences in which children gain specific concepts, skills, and abilities, in order to plan intentionally for optimum development and learning.

(NAEYC 2009)

*Understanding Child Development

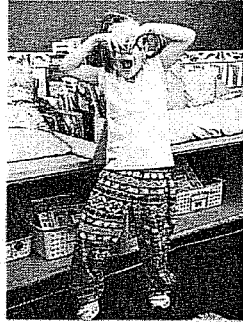
High-quality kindergarten programming hinges on fostering children's development and learning in all domains—

- *Physical
- *Language
- *Literacy
- *Social Emotional
- *Cognitive
- *Mathematics



***What do we know
about the five
and six year old
child?**

**Keep your learners
in mind!**



***Where to begin?**

A Teacher's Thinking?

- * Child development
- * The classroom is the 2nd teacher
- * Room arrangement is critical
- * Unique and dynamic learning spaces for every child to learn
- * Equipment needs to be easily accessible, in a definite location and clearly labeled

*Classroom As the Second Teacher?

What does that mean to you?



Areas

- *Blocks
- *Art
- *Reading
- *Writing
- *Toy
- *Home

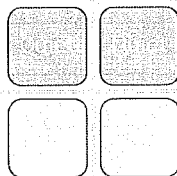


Quiet Areas

1. Library
2. Writing
3. Art

Noisy Areas

1. Blocks
2. Home
3. Toy



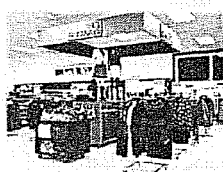
*Room Arrangement is Intentional

High Quality

What does it look like?

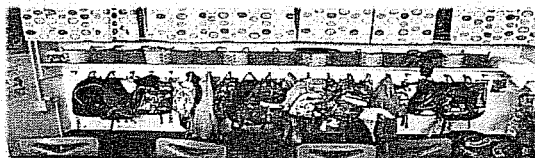
"A well organized environment with an abundance of interesting materials promotes learning in all areas of development."

High Scope 2009

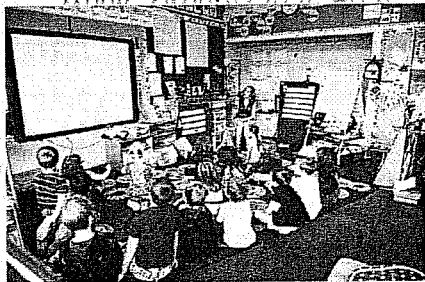


* Organization Matters

- The physical arrangement of the room should allow children to see and easily move through all areas.
- Equipment and materials should be easily accessible, in a definite location, and clearly labeled so the children know where to get the materials and where to put them away.
- Art high-learning low



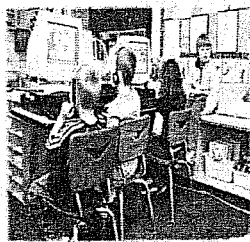
Whole Group/Circle Area



Home Area/Dramatic Play



Library Area

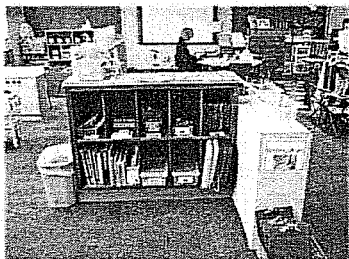


Toy Area



Writing Area





Block Area

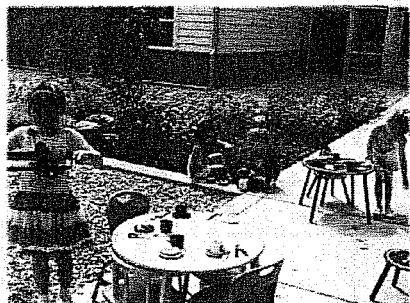


Art Area



The
Freedom of
Choice!

Taking their
learning to
a new level!



*Shifts in Thinking

- We never need to limit the number of children who play in an area.
- We never close areas
- Why use nametags
- Label, label, label!





Students can choose to work anywhere, as long as they're learning!

Ponder...

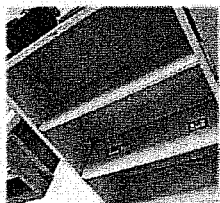
*What resonated with you? Wonders?

*Dabble to deliberate... What are your absolutes?

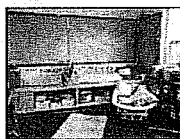
Daily Schedule

8:30 Sign in/Morning Job/Fine Motor Choice
 8:50 Morning Meeting & Movement
 9:00 Reader's Workshop (Shared Reading, Independent Reading)
 9:30 Word Work & Literacy Choice Time
 10:05 Writer's Workshop (Mini Lesson, Independent Writing)
 10:35 Reflection & Author's Chair
 10:45 Recess and Lunch
 11:20 Interactive Writing & Handwriting
 11:35 Work Time (Plan-Do-Review)
 12:45 Review of Work Time
 1:00 Recess
 1:15 Math Workshop & Centers
 2:05 Chapter Book & Snack
 2:15 Specialist
 3:00 Pack Up & Go Home!





***Being Intentional, starting
Day ONE!**



Establishing the routines, structures and expectations begins the very first day of school and the materials you have available will influence your success in teaching these elements.

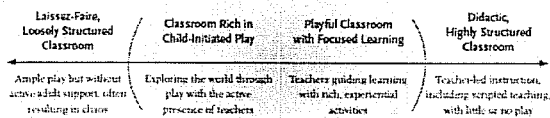
*Play is an Instructional Tool

Educational benefits include...

- * providing a meaningful context for children to learn concepts and skills
- * making learning fun and enjoyable
- * encouraging children to explore and discover together and on their own
- * allowing children to extend what they are learning
- * encouraging children to experiment and take risks
- * providing opportunities for collaborative learning with adults and peers
- * allowing for the practice of skills

*It is Not Play vs. Learning but Play and Learning

THE KINDERGARTEN CONTINUUM



PLAY!

The teacher's role in *learningful* play:

INTENTIONAL TEACHING

Our observations and interactions support, extend, and enrich learning



***Work time...Plan-Do-Review**

Children undertake projects they select themselves based on their own interests and the materials and equipment available in the activity areas. Plan-do-review is a 60-70 minute uninterrupted component of the daily schedule.

*Plan: 5-10 minutes

*Do: 45-50 minutes, clean-up=5 minutes when proficient

*Review: 5-15 minutes

As the year progresses both planning and review will become more complex and will take more time. Conversely, as the students master clean-up it will take less time.

Plan**Do*****Review**

Why Planning Time is Important *"Choice with Intention"*

- *Encourages children to articulate ideas, choices, and decisions
- *Promotes children's self-confidence and sense of control
- *Leads to involvement and concentration on play
- *Supports development of increasingly complex play

Why (Do) Work Time Is Important *"Develops competent thinkers, decision makers, and problem solvers"*

- *Encourages children's playfulness
- *Enables children to carry out their own ideas, with support from knowledgeable adults
- *Enables children to construct knowledge as they engage in key experiences
- *Enables children to interact with other children and adults
- *Enables adults to observe, learn from, support, and extend children's play
- *Provides access to new, unfamiliar activities and materials

Why Review Time Is Important *"Remembering with Analysis"*

- *Exercises children's capacities to form and talk about mental images
- *Expands children's consciousness beyond the present
- *Provides opportunities for children to use language and engage others
- *Provides opportunities for children learn from, be inspired by others

* Adult-Child Interactions

Children are arguing the past three days in the home area?

What do you do about it as the teacher?



* Scenario

* THE RULES

For the Adults

Observe
Listen

Be ready to "step in" with guidance when a child is on the verge of:

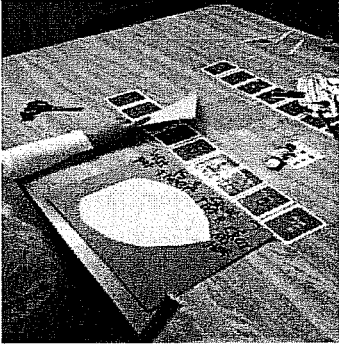
Hurting themselves
Hurting another child
Destroying property

***What are your student's behaviors telling you?**

***Assessment and Instruction are Inseparable**

As much as possible, we should not have to stop teaching in order to *conduct* our formative assessments.

In other words, if I were to walk into a classroom and observe, the lines between the moments of assessment, instruction, and feedback would be blurred; the chosen strategies would seamlessly lead students and teachers through a continuous *assessment-instruction-feedback* loop.



*Art Area

Objective 21
Explores and Describes Spatial Relationships and Shapes


Objective 19
Demonstrates Emergent Writing Skills

Objective 14
Demonstrates Knowledge of the Alphabet

Objective 10
Uses Appropriate Conversational and Other Communication Skills

Objective 9
Uses Language to Express Thoughts and Ideas

Objective 7
Demonstrates Fine-Motor Strength and Coordination



*Block Area

Objective 1
Regulates Own Emotions and Behaviors


Objective 2
Establishes and Sustains Positive Relationships

Objective 9
Uses Language to Express Thoughts and Ideas

Objective 10
Uses Appropriate Conversational and Other Communication Skills

Objective 11
Demonstrates Positive Approaches to Learning

Objective 22
Compares and Measures



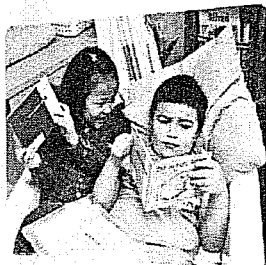
*The Story of Job

A full day, every day allows a better chance for students to reach their potential. Each day is one more opportunity to close the opportunity gap for children like Job.



*** In the end...**

*** Where will you start?**



*** Thank you!**

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