



**Full-Day Kindergarten  
Professional Development**

# Creating Developmentally Appropriate and Rigorous Classrooms

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# Statutory Requirements (RCW 28A.150.315)

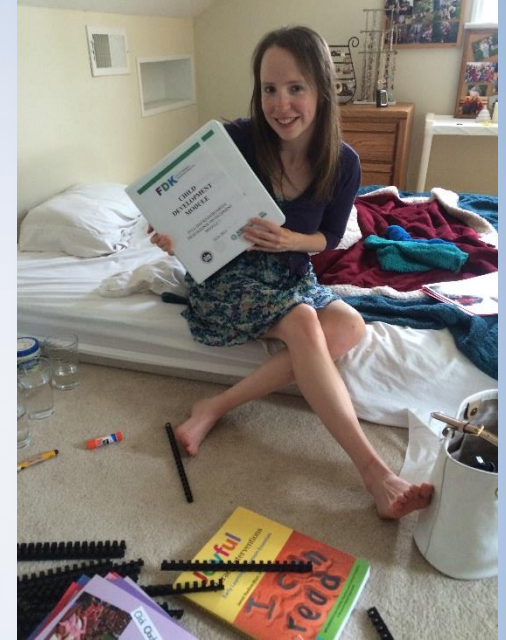
- **Priority list** based on free/reduced lunch eligibility in October of prior year
  - Once funding is received, funding continues even if F/R eligibility decreases
- **At least 1000 hours** of instruction (As defined in RCW 28A.150.205, which includes parent conferences)
- A curriculum that offers a rich, varied set of experiences that assist students in:
  - Developing skills in **reading, mathematics, and writing**
  - Developing **communication** skills
  - Providing experiences in **science, social studies, arts, health and physical education, and a world language** other than English
  - Acquiring **large and small motor skills**
  - Acquiring **social and emotional skills**
  - Learning through **hands-on** experiences

# Statutory Requirements (continued)

- Establish learning environments that are **developmentally appropriate** and **promote creativity**
- Demonstrate strong **connections** and communication with **early learning community providers**
- Participate in **kindergarten program readiness** activities with early learning **providers and parents**
- Administer the **Washington Kindergarten Inventory of Developing Skills (WaKIDS)**

# FDK Professional Development

- OSPI and the ESDs have created three FDK PD modules:
  - Child Development
  - FDK Learning Environment
  - Learning Centers
- Created for kindergarten teachers
- Are being offered at Starting Strong (August 3–5)
- Several ESDs will be offering the PD this summer and next fall:
  - Contact your ESD FDK Coordinator to see if your ESD is offering the module training
  - School districts also may offer the trainings
- More information? Your ESD <http://www.k12.wa.us/EarlyLearning/pubdocs/Full-DayKindergartenWaKIDSSStateContacts.pdf>



# WA State FDK Guide

- Public review draft available online
  - <http://www.k12.wa.us/EarlyLearning/Resources.aspx>
  - Email feedback to [FDKGuide@k12.wa.us](mailto:FDKGuide@k12.wa.us) by Oct. 1

# High Quality Kindergarten

## Meets State Requirements

- Developmentally Appropriate
- Student Centered
- Integrated Content with rich, hands-on experiences
- Based on rigorous standards
- Connections to early learning and parents



Full-Day Kindergarten  
Professional Development



Washington  
Kindergarten Inventory  
of Developing Skills

# Full-Day Kindergarten

Every student, every classroom, every day

Student centered, hands-on learning experiences promoting creativity

Deep knowledge  
of child  
development

Rich learning  
environments

Balanced and  
aligned  
curriculum

Assessment of  
and for learning

Engaging Interactions and Integrated Content

## Washington Learning Standards for Kindergarten

Emotional  
Skills

Math

Communication  
Skills

World  
Language

Science

Large  
Motor Skills

Arts

Health

Approaches to  
Learning

Social  
Skills

Physical  
Education

Social  
Studies

Literacy

Small Motor  
Skills

**DEVELOPMENTALLY APPROPRIATE AND ACADEMICALLY RIGOROUS**

High Quality Instruction

Planning and preparation

# Guiding Principles



# Kindergarten is a transition year

**Sept/Oct**

Looks and feels  
more like  
preschool

**Kindergarten**

**May/June**

Looks and feels  
more like 1<sup>st</sup>  
grade

**Transition THROUGH Kindergarten**

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



# Student Outcomes of High Quality Kindergarten

## Increase

- In student time to develop skills and concepts at their own rate.
- competence in social, emotional, cognitive, language, literacy and math skills.
- coordination in physical skills.
- integration of new ideas, experiences, and concepts.
- in student engagement.
- in positive self-concept for students.

## Decrease

- In remediation of foundational skills.

# Maximize the Benefits

- Beyond adding time to the day/week
- Sustaining gains beyond kindergarten
- Be intentional in environment, schedule, interactions, and instruction
- Driven by student needs and research

**If we are going to do it, then let's do it RIGHT!**

# It starts with the hire...

**According to teachers, qualities that effective teachers display include:**

- A strong understanding of the subject matter. For Kindergarten this would encompass not only grade level standards, but child development as well.
- Personal interest in the students as well as the ability to work with families.
- Ability to create a warm, responsive classroom environment.
- Enthusiasm for the students and their learning.

**Upon asking principals what they are looking for, a slightly different view was taken. They would add that a high quality early learning teacher:**

- Is able to plan, organize, and execute developmentally appropriate lessons.
- Child oriented.
- Display enthusiasm for his/her students.

# Characteristics of High-Quality Programs

- Understanding child development and learning
- Teacher-child relationships
- Comprehensive standards-based curriculum
- Learning through play
- Effective instructional practices
- Supports for students at risk
- Assessment
- Professional Development

# Developmentally Appropriate Practice

As NAEYC defines it...

- framework of principles and guidelines for best practice in the care and education of young children, birth through age 8.
- grounded both in the research on how young children develop and learn and in what is known about educational effectiveness.

# Developmentally Appropriate Means

Teaching young children in ways that:

1. meet each child where they are and
2. helping each child reach challenging and achievable goals."

# Developmentally Appropriate Practice in Action

## What It Is

- Create
- Move
- Attempt to solve his/her own problems
- Speak
- Make choices
- Make their own lines
- Write their own books
- Learn through experience
- Appreciate the process
- Ask Questions
  - Then-figure out the answers
- Schedule based on child need

## What It Isn't

- Duplicate
- Wait
- The teacher solving them
- Listening passively
- Being told
- Coloring inside the teacher's
- Fill in workbooks
- Do preplanned crafts
- Passively submit
- Learn by rote
- Than focus on the end product
- Being the told the facts
  - Then told what the answer is
- The needs of the adults



**"Experts tell us that 90% of all brain development occurs by the age of five. If we don't begin thinking about education in the early years, our children are at risk of falling behind by the time they start Kindergarten."**

**- Robert. L. Ehrlich?**

# WHAT DO YOU KNOW ABOUT THE FIVE AND SIX YEAR OLD CHILD?

*Keep your learners  
in mind!*



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)

# Child Development

## **RCW requirement**

- 2b - identify the skills, knowledge, and characteristics of kindergarten students at the beginning of the school year in order to support social-emotional, physical, and cognitive growth and development of individual children; support early learning provider and parent involvement; and inform instruction

## **TPEP Criteria**

- 1. Centering instruction on high expectations for student achievement.
- 3. Recognizing individual student learning needs and developing strategies to address those needs.

# 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



# Child Development

- Every child grows and develops at his or her own individual rate
- Follow similar patterns of development
- Major milestones in all areas of development are interconnected
- Educators NEED a deep understanding of child development to meet individual student needs

# Learning Environment

## **RCW requirement**

3 – Establish learning environments that are developmentally appropriate and promote creativity.

## **TPEP Criteria**

5. Fostering and managing a safe, positive learning environment.

# It's August, now what?

- Think about the physical environment
- The classroom is the 2<sup>nd</sup> teacher
- Room arrangement is critical
- Areas within the room
- Unique and dynamic learning spaces for every child to learn
- Equipment needs to be easily accessible, in a definite location and clearly labeled



“If you have 24 students, you only own 1/25<sup>th</sup> of the wall space.”

-Margaret Mooney

- *Environment sets the tone for learning*





**The classroom is organized to provide settings for large groups, small groups and individuals. The room is arranged so children can self-select materials, plan activities and work independently.**

# Defining Common Spaces

- Whole & small group area
- Library Area
- Writing Area
- Toy Area
- Block Area
- Art Area
- Home Area



- ❖ \*The materials in each area are open ended. You are reaching students' cognitive and creative spaces in the brain when you allow children to create their own learning.

# Whole Group/Circle Area



# Home Area/Dramatic Play



# Library Area



# Writing Area



# Literacy is EVERYWHERE!



## Literacy is everywhere!

# Toy Area



# Block Area



# Art Area

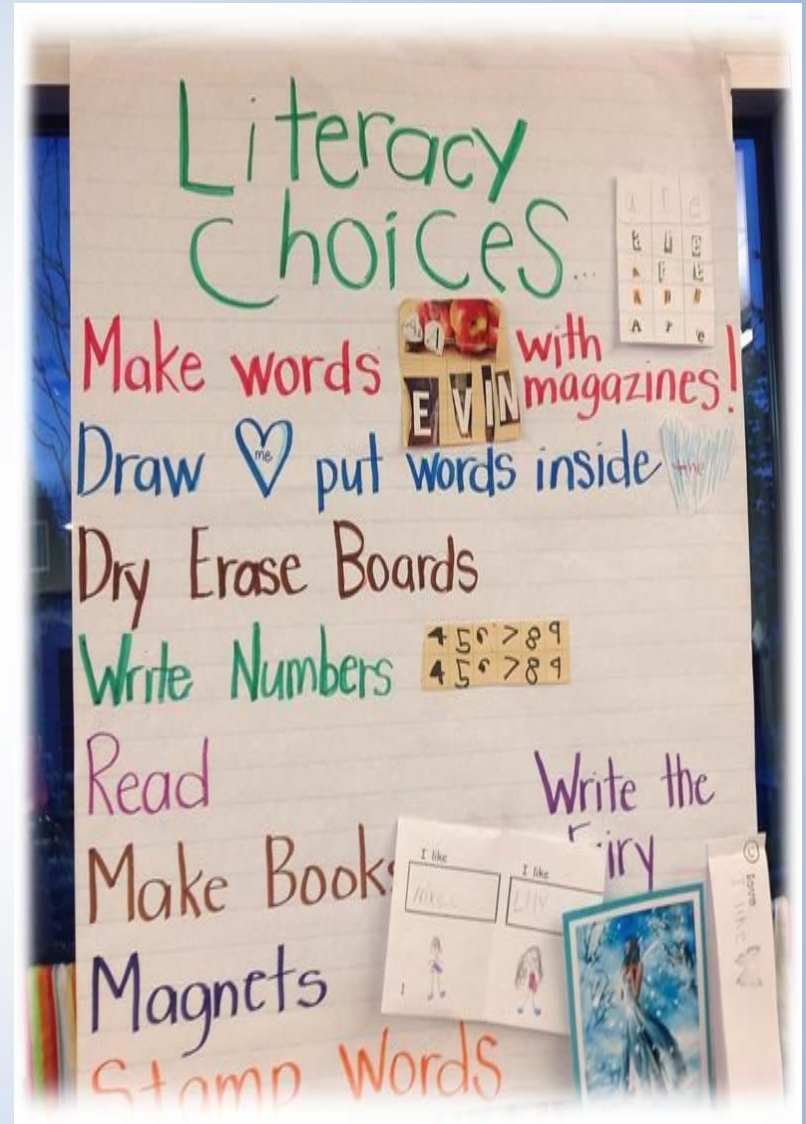


# What is your bottom line?

The materials are open ended

Students can manage themselves and work anywhere, as long as they're learning!

It is the **Freedom of Choice!**





**Positive teacher-child relationships promote children's learning and achievement, as well as social competence and emotional development.**

Developmentally Appropriate Practices in Early Childhood Setting Serving Children Birth Through 8, Position Statement, NAEYC 2009 p 13

# The BIG Ideas

- **Adults participate in children's play.**
- **Adults converse as partners with children.**
- **Adults use encouragement instead of praise.**
- **Adults encourage children's problem solving.**

# Why is Encouragement More Powerful than Praise?

- **Encouragement focuses on effort.**
- **Encouragement sets up children for success.**
- **Encouragement teaches children to evaluate themselves on their own merits.**

# Daily Schedule

## **Sample Schedule: Full Day Kindergarten - Beginning of Year**

8:30 Table Jobs  
8:50 Morning Meeting  
9:20 Small Groups: Literacy  
Stations/Reading  
10:15 Large Group/Small Group:  
Writing Instruction  
11:00 Read Aloud  
11:25 Lunch  
11:50 Recess  
12:15 Learning Centers  
1:20 Recess  
1:35 Math  
2:15 Specialists (PE/Music/Library)  
3:00 Dismissal

## **Sample Schedule: Full Day Kindergarten - End of Year**

8:30 - Entry task  
8:45 - Morning Meeting  
9:10 - Literacy Block - mini lesson,  
literacy stations, guided reading  
10:10 - Brain Break/Movement  
10:15 - Math Workshop - mini lesson,  
math stations/games  
11:00 - Read aloud  
11:20 - Lunch/Recess  
12:20 - Writers Workshop - modeled  
writing lesson, student planning, small  
group guided writing, sharing  
1:20 - Recess  
1:35 - Learning Centers  
2:15 - Specialists  
3:00 - Dismissal

# Balancing the Day

**In a best practices classroom the daily schedule includes a mix of whole group activities, small group workshops, and independent work centers.**

Whole group times are used to:

- build community and common experiences; do group problem solving
- introduce and teach skills and concepts
- practice and review skills not yet mastered
- perform—sing, dance, play acting

Small group times are used to:

- reinforce skills
- provide corrective feedback during guided practice
- provide differentiated instruction

Work centers are used to:

- provide independent practice of familiar skills
- provide connecting and extending activities
- build independence and self-reliance skills

# The interactive learning style of kindergartners must be reflected in the structure of the schedule.

- Sedentary components of the day must be separated by the more active elements.
- Whole group times should be limited to 20 minutes (at the beginning of the year much shorter.)
- There must be a balance of teacher directed and student initiated activities.
- 60-70 minute uninterrupted student directed work time.

# “Play is the highest form of research.”

Albert Einstein





“Is kindergarten about play or is it a place of learning?” To anyone who understands kindergarten and kindergartners, that is like asking whether life is about work or family, or whether water or air is more important.

Teaching and Learning in the Kindergarten Year, 2006, p 7

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

## **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

# A Balancing Act

## Kindergarten Continuum

(adapted from Crisis in the Kindergarten)



Ample  
play, no  
teacher  
support



**Child Initiated Play**

**Children explore the  
world**



**Guided, Intentional Play**

**Teachers guide learning**



No play,  
Teacher-led  
instruction,  
scripted  
teaching.

Loosely Structured  
All Play

Highly Structured  
No Play

# PLAY!

The teacher's role in *learningful* play:  
INTENTIONAL TEACHING

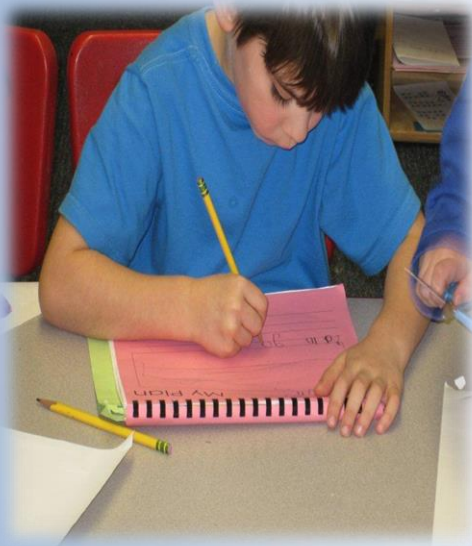
Our observations and interactions support, extend,  
and enrich learning



# 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





# The story of Sidd

In just one day at work time,  
Sidd solved one problem.  
Within this problem, he  
worked on:

- fine motor development
- social/emotional skills
- oral language skills
- asking questions
- measurement
- line and shape
- finding resources

# Assessment

- ❖ Really Knowing Your Students and Everyone Owning It

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



# 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

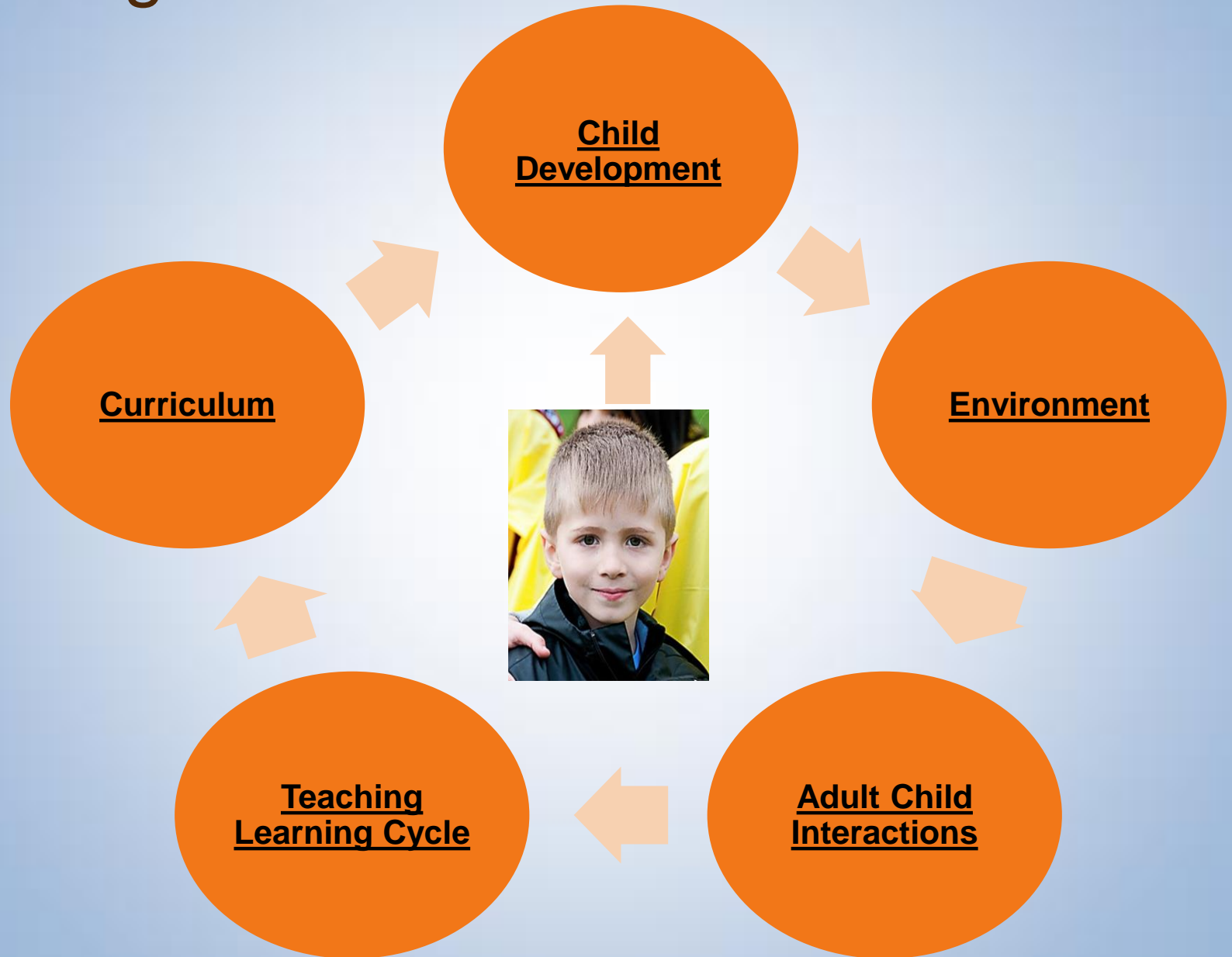
## **Objective 22**

Compares and Measures

# Curriculum, Common Core, TPEP, WAKIDS

- “...it starts with the child and not with the subject matter.” –David Elkind
- The children bring the curriculum. Instruction can be individualized, differentiated and aligned with CCSS by using a balanced literacy approach with many opportunities for choice.
- Teaching Strategies Gold data can be used for TPEP learning goals

# It all begins with the child...



# Additional Information

## OSPI Web Pages:

**Full-day Kindergarten:** [www.k12.wa.us/EarlyLearning/FullDayKindergartenResearch.aspx](http://www.k12.wa.us/EarlyLearning/FullDayKindergartenResearch.aspx)

ESD Full-day K Coordinators, requirements, resources for educators

**FDK Eligibility List:** <http://www.k12.wa.us/SAFS/default.asp>

**WaKIDS:** [www.k12.wa.us/WaKIDS/](http://www.k12.wa.us/WaKIDS/)

Summer training schedules, ESD WaKIDS Coordinators

## OSPI/ESD Contacts:

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**ESD FDK/WaKIDS Coordinators:** [www.k12.wa.us/EarlyLearning/Resources.aspx](http://www.k12.wa.us/EarlyLearning/Resources.aspx)

**Full-day K Prof. Dev. Modules:** [www.k12.wa.us/EarlyLearning/pubdocs/Full-DayKindergartenWaKIDSStateContacts.pdf](http://www.k12.wa.us/EarlyLearning/pubdocs/Full-DayKindergartenWaKIDSStateContacts.pdf)

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