

Kindergarten Institute

August 20-21, 2015



HooplaHa™

FIRST DAY OF SCHOOL



Kindergarten Kids Explain Their First Day Of School

<https://www.youtube.com/watch?v=OdVHrhElU5M>

Overview

- * **Review of Kindergarten Institute**
 - * sessions, locations, restrooms, lunch on your own
- * **Keynotes**
 - * Port Gardner A
- * **Professional Learning with PreK & K colleagues**
 - * Opportunity to network

AOP Key Performance Outcomes

- * Students **meet or exceed standards** by the end of **kindergarten**.
- * Students **meet or exceed standards** by the end of **third grade**.
- * State and federal **achievement targets are met or exceeded**.
- * **All students are ready for kindergarten**.
- * **Community partners are engaged** in common **learning and shared practices** with the district.

Kindergarten as a Transition Year

AOP Action Item

Develop a high quality full day kindergarten model

Public Review Draft
**Washington State
Full-Day Kindergarten Guide**



FDK

Full-Day Kindergarten
Professional Development

Public Review Draft – We welcome your comments and recommendations for how we can improve this document. Please send them to FDKGuide@k12.wa.us by October 1, 2015.

August 2015

WA state guidelines

- * Overview
- * Table of Contents
- * Shared at Kindergarten Institute
- * Highlights

[Public draft](#)

Why do we need a new FDK model?

- * Expansion from half-day to full-day has happened rapidly
 - * Previous model built on half-day
- * Common Core State Standards and Washington state standards
- * Integration of 21st century skills and STEM
- * Greater understanding of how learning develops
- * Developmental continuum and teaching to the whole child
- * Greater need for differentiation for diverse learners
- * National movement to create high quality early learning experiences
- * State FDK requirements



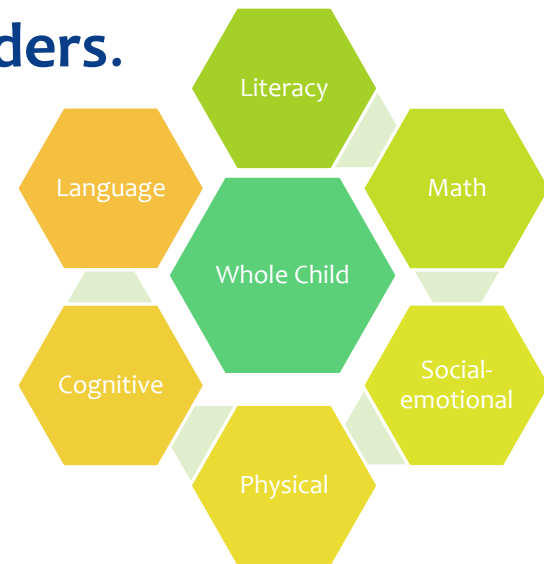
Required elements for Washington state-funded full-day kindergarten

- * Provide at least a **1,000-hour instructional program**.
- * Provide a curriculum that offers a **rich, varied** set of experiences to assist students in:
 - * reading, mathematics, and writing;
 - * communication skills;
 - * science, social studies, arts, health, physical education, and a world language ;
 - * motor skills;
 - * social and emotional skills;
 - * hands-on experiences.



Required elements for Washington state-funded full-day kindergarten

- * 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 **WaKIDS**.



21st Century Skills

Today's students are moving beyond the basics and embracing the 4C's and Self Direction – “super skills for the 21st century!”



1. Communication

Sharing thoughts, questions, ideas and solutions



2. Collaboration

Working together to reach a goal
– putting that expertise and
smarts to work



3. Creativity

Trying new approaches to get
things done equals innovation &
invention



4. Critical Thinking

Looking at problems in a new
way, linking learning across
subjects & disciplines

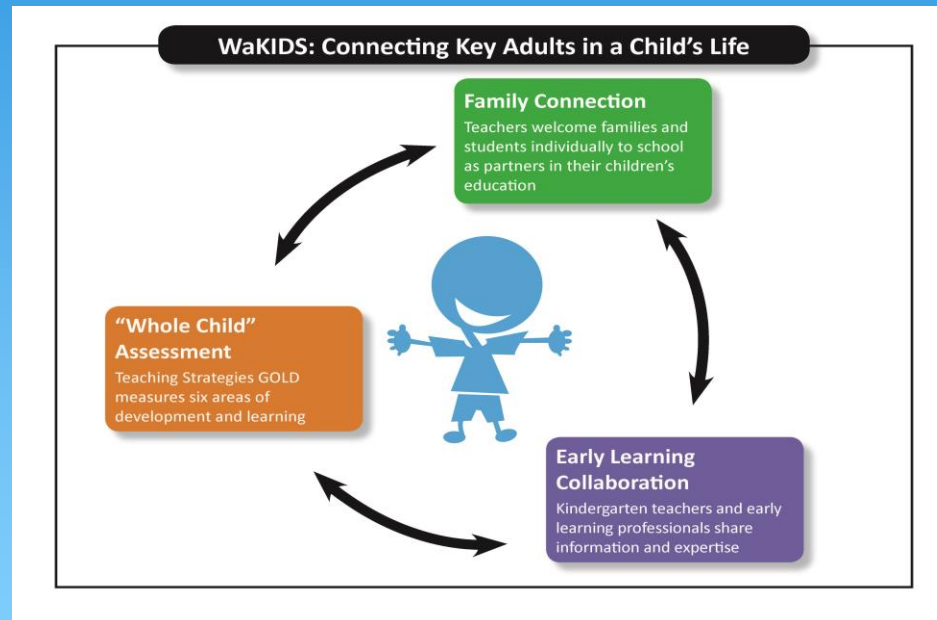


5. Self Direction

Managing goals and time, working
independently, demonstrating initiative
and reflection

2015-16 School Year

- **12 state funded FDK schools:** Emerson, Garfield, Hawthorne, Jackson, Jefferson, Lowell, Madison, James Monroe, Silver Lake, View Ridge, Whittier, Woodside
- **2 Tution-based FDK Volunteer schools:** Cedar Wood, Mill Creek
- **2016-2017** – All elementary schools will be state funded full day kindergarten



WaKIDS

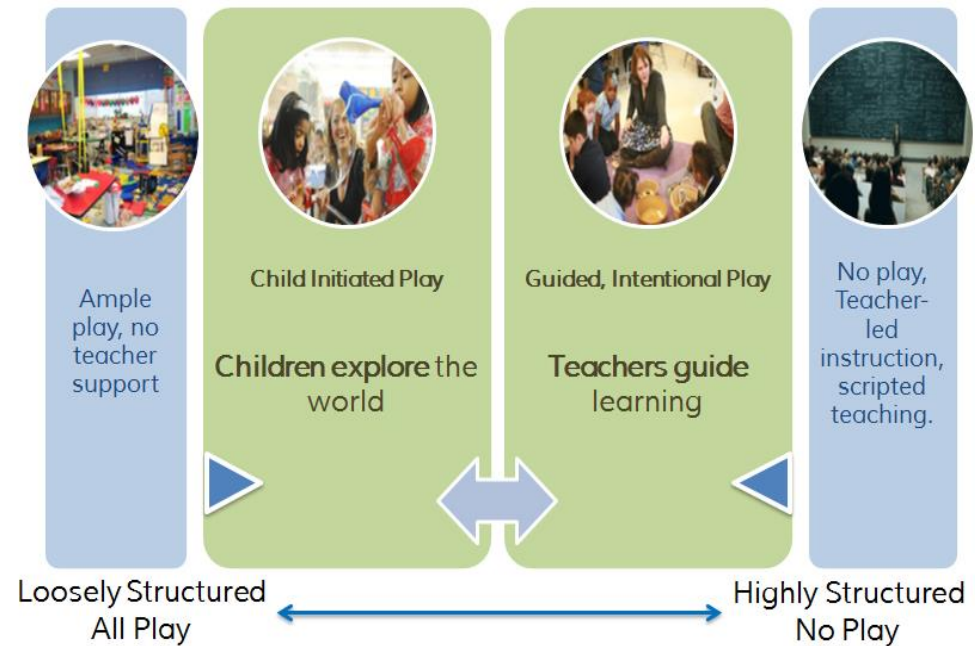
Washington
Kindergarten Inventory
of Developing Skills

Creating a learning environment

- Developmentally appropriate
- Rigorous
- Intentional
- Aligned with 21st century skills and standards

Kindergarten Continuum

(adapted from Crisis in the Kindergarten)



Architectural design center

Learning
standards



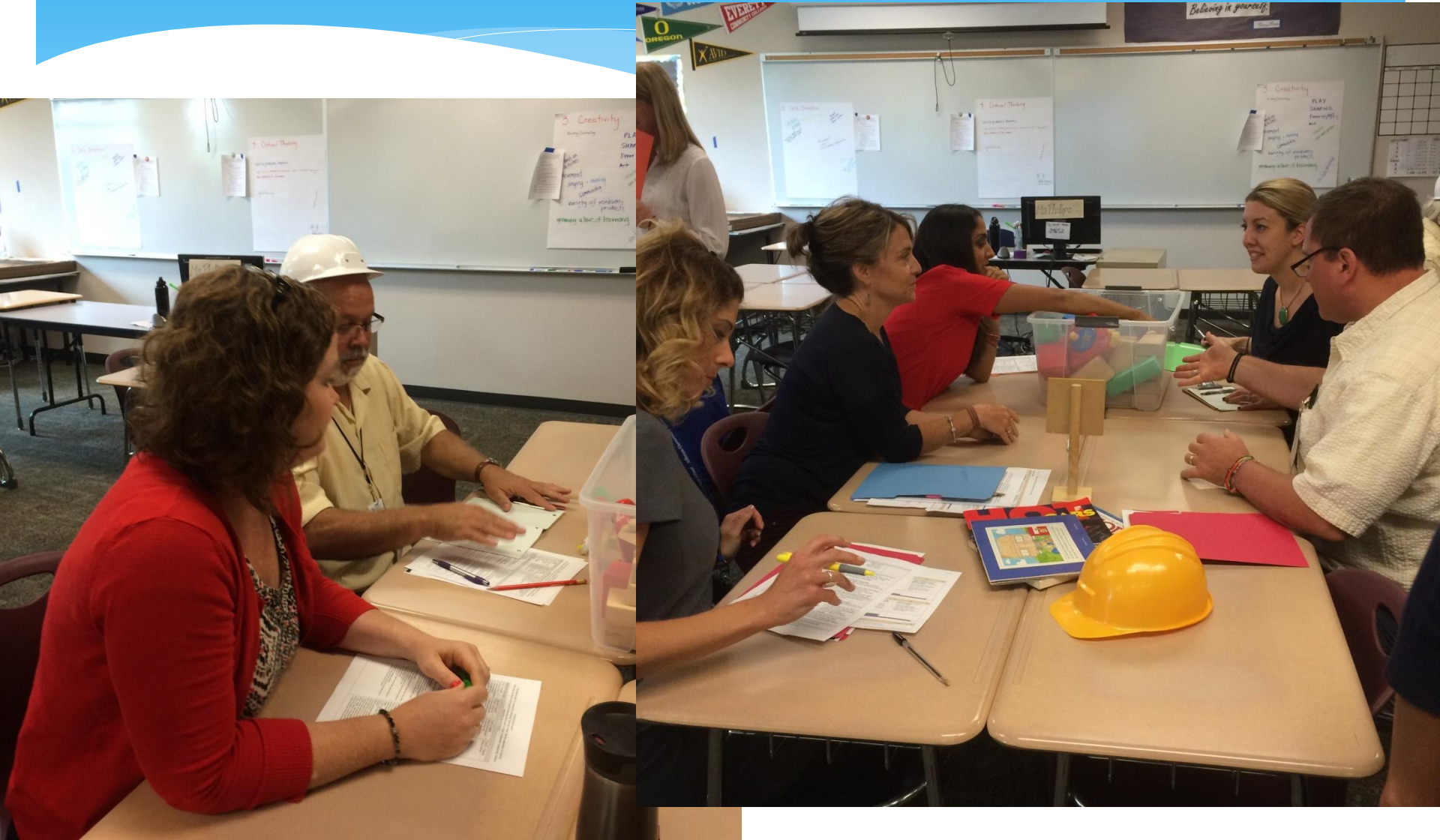
Architectural design center activity

- * Engage in the architectural design center
- * What standards and domains can students at this center be working toward?
 - * Group 1: TSG Cognitive 11a & 21st Century Skills
 - * Group 2: TSG Cognitive 11b & 21st Century Skills
 - * Group 3: TSG Cognitive 11c & 21st Century Skills
 - * Group 4: CCSS Math & 21st Century Skills
 - * Group 5: CCSS ELA & 21st Century Skills

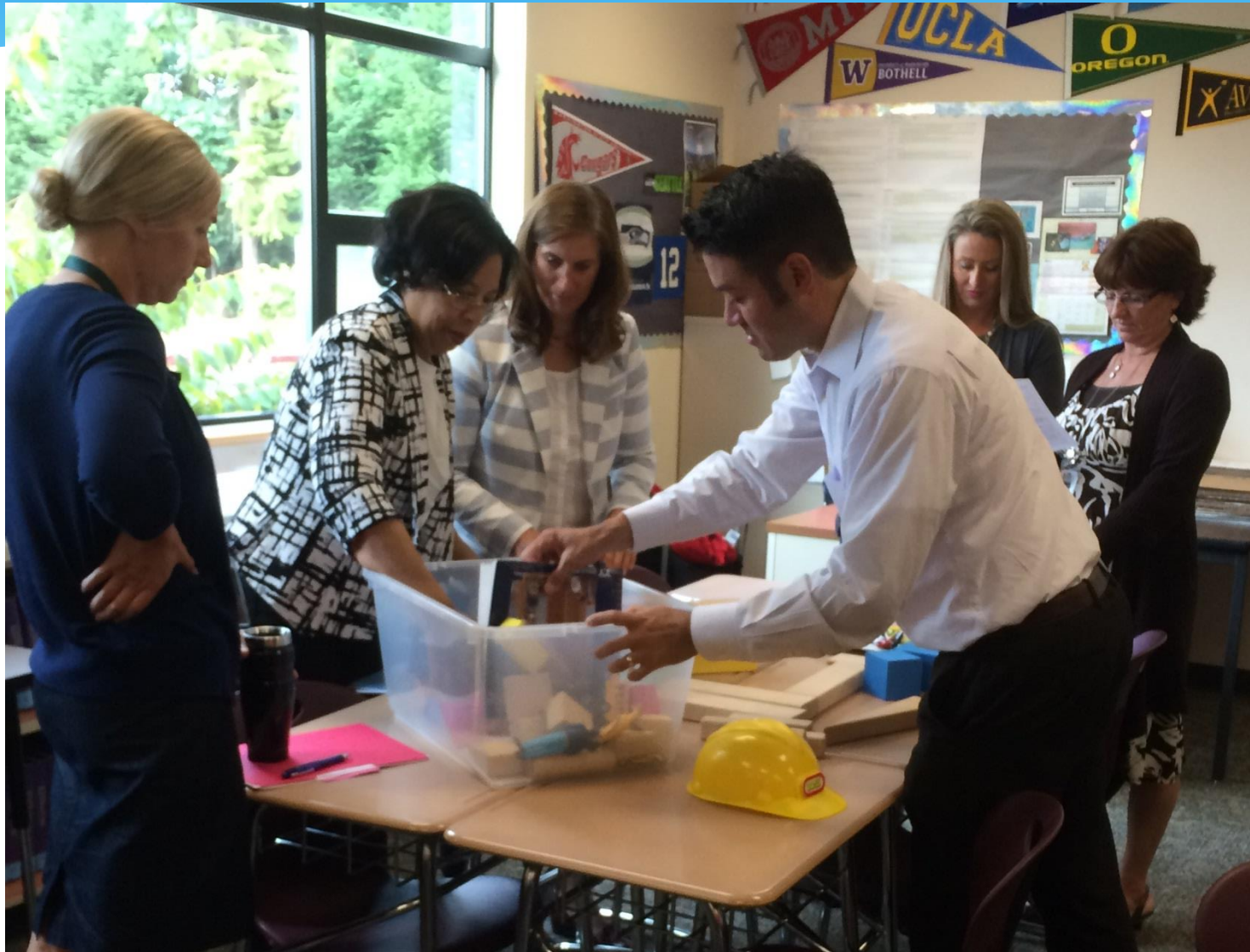
Leadership Team Building with Blocks



Leadership Team Building with Blocks



Leadership Team Building with Blocks



Leadership Team Building with Blocks



Capacity Building

The slide features a solid blue background. The title 'Capacity Building' is centered in a white, sans-serif font. At the bottom, there is a decorative graphic consisting of several overlapping, wavy, light blue shapes that create a sense of depth and movement, resembling a stylized horizon or a series of waves.

Early Learning Team

- * **Cynthia Jones:** Director of Categorical Programs
- * **Chad Golden:** Early Learning Curriculum Specialist
- * **Kelly Marks:** Early Learning Facilitator
- * **Bev Eickhoff:** PK Early Literacy Coach
- * **Anne Fox:** K-1 Early Literacy Coach
- * **Mary Kay Rockenstire:** 1-2 Early Literacy Coach
- * **Monica DeFelice:** ECEAP Program Manager
- * **Karla Barton:** Admin Assistant for Early Learning
- * **Jodi Madison:** Secretary ECEAP, Early Entrance
- * **Tami Smith:** Admin Assistant for Early Learning

P-3 Literacy Alignment Partnership Building Foundations That Last

BFTL PD model for 2015-16

* **Pre-K**

- * Cohorts 1-4 (PLCs for refinement and updates)
- * Cohorts 5-6 (1 PLC & 3 seminars)
- * Parallel Cohort – small providers (3 Saturdays and 3 coaching sessions)

* **K-1**

- * Cohort 1-4 – two year training complete (PLCs for refinement & updates)
- * Cohort 5 – first year 2014-15 (2 demo days & 3 PLCs)

* **2nd and new K-1**

- * Overview day – August 31st
- * 3 half day demos
- * 3 PLCs (4:00-6:00)



PK-K Connections

November 10th

February 2nd

April 19th

5:15 – 7:30 pm

Port Gardner A & B

2014-15 Everett Public Schools PreK-K Connections Events

Strategies for Increasing Math Learning in Young Children

* High Expectations



* Prepared Environment

* Mathematizing

* Curriculum

Session 1: Nurturing Math Learning through Questioning

Guest Speaker:

Soleil Boyd from the University of Washington

"How does 'math' develop in young children?"

Date: December 2, 2014



Session 2: Nurturing Math Learning through Books

Guest Speakers:

Allison Hintz and Tony Smith from the University of Washington

Date: February 3, 2015

Session 3: Nurturing Math Learning through Counting Collections

Guest Speaker:

Jana Sanchez from Everett Public Schools

Date: April 21, 2015

All events are at the Community
Resource Center @ 3900 Broadway
5:15-7:30 p.m.



All PreK and K teachers in Everett are invited!
Please come!

RSVP to Jodi Madison
@ jmadison2@everettsd.org

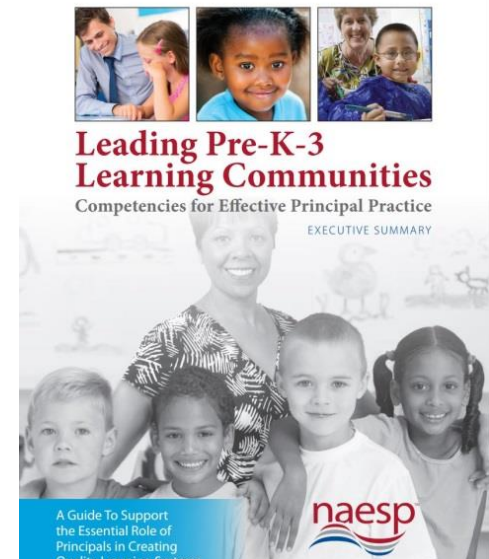
PK-K Focus Schools mini-grants

- * Four schools and special services participated last year
 - * CW, GA, MC, MO
- * Opportunity to apply for Gates Foundation mini-grants for 2015-16
 - * Develop community connections
 - * Connect with preschool community and families
 - * Funding for professional development
 - * Funding to attend WERA P-3 Institute
 - * WaKIDS alignment

BILL & MELINDA
GATES *foundation*

UW P-3 Executive Leadership Institute

- * Opportunity for teams to apply for UW P-3 Executive Leadership Institute - application opens in the fall
 - * <http://www.pce.uw.edu/certificates/p-3-executive-leadership.html>
- * Principal Leadership for PreK-3
 - * <https://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities-executive-summary.pdf>



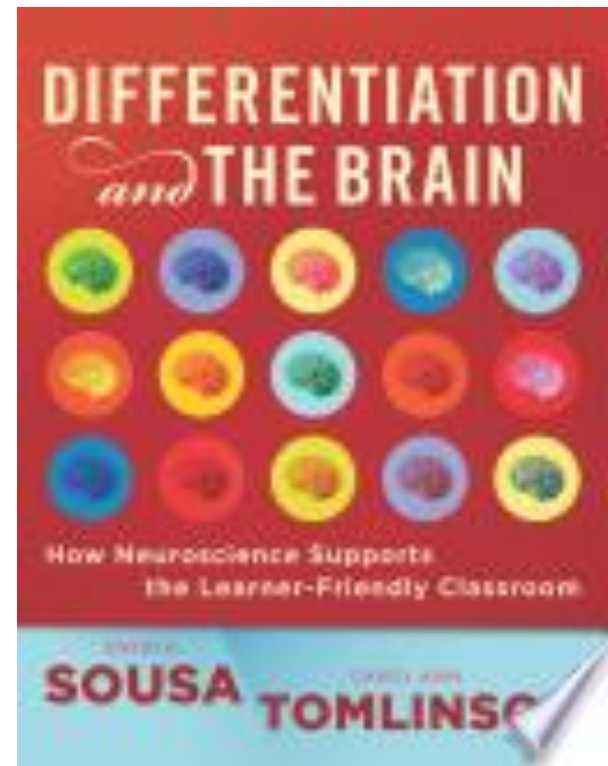
Elementary principal book study

* Differentiation and the Brain

* Sousa and Tomlinson

Benefits

- Discover ways to better meet the needs of increasingly diverse students.
- Learn more about how the brain learns and about approaches to differentiation.
- Understand the science behind teaching the best content in the best possible way.
- Design and implement strategies for effective differentiated teaching.
- Create a positive and productive learning environment.



Do you know what shape this is?

(Sung to the tune of "London Bridges")

Barbara Ann Novelli ©2013

Do you know what shape this is?

Shape this is? Shape this is?

Do you know what shape this is?

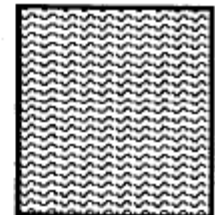
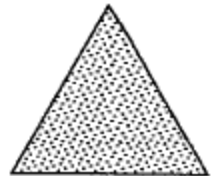
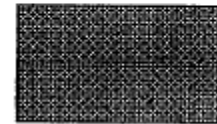
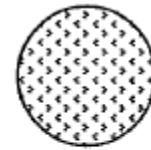
Do you know it's name?

Yes I know what shape it is.

Shape it is. Shape it is.

Yes I know what shape it is.

_____ is it's name.



Do you know what shape this is?



Do You Know What Shape This Is?

(Sung to the tune of "London Bridges")

Do you know what shape this is?

Shape this is?

Shape this is?



Do you know what shape this is?

Do you know it's name?

Yes I know what shape it is.

Shape it is

Shape it is

Yes I know what shape it is.

_____ is it's name.

