

EPS FDK model



PLANNING TEAM

**JANUARY 5, 2016
CRC – LUNCH ROOM
4:00 – 6:00 PM**

Agenda



- Welcome
- Introductions & learning agreements
- TPEP connections
- FDK requirements
- Background information
- FDK guide



TPEP Connections

Early Learning Team Goal:

Understand the Danielson Framework at a deeper level and focus on specific criterion, domains and components in our Professional Development

TPEP goals



Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Domain 1: Planning and preparation

Components :

- 1a: Demonstrate knowledge of content and pedagogy
- 1c: Setting Instructional outcomes
- 1d: Demonstrating knowledge of resources
- 1e: Designing coherent instruction

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Domain 4: Professional responsibilities

Components :

- 4d: Participating in a professional community
- 4e: Growing and developing professionally

Purpose/Vision



PO Box 2098, Everett, WA 98213
www.everettsd.org

Full Day Kindergarten Model Planning Team Purpose, Roles & Responsibilities Shared Leadership Decision Making 2015 - 2016

EPS Strategic Plan:

Key Performance Outcome 1.1.b Students meet or exceed standards by the end of kindergarten.

Action Item: Develop a high quality full day kindergarten model.

Purpose: Utilize current research and best practices to collaborate in the design of a draft full day kindergarten model which provides information on effective practices and guides aligned implementation of high quality, developmentally appropriate, rigorous kindergarten classrooms.

Roles & Responsibilities

The EPS FDK Model Planning Team represents one kindergarten teacher from each school and various departments. It is the representative's responsibility to bring information from meetings back to those they represent. Information will be shared and feedback and/or input will be brought back to the next meeting. It is essential each representative voices the thoughts and opinions of those they represent even when they are not views or opinions of their own. Decisions will be made in the best interests of students and with input from all members.

Shared Leadership

Matrix

Stakeholder	Role	Responsibilities
Principal	Chair	Lead the team, facilitate meetings, ensure communication with the School Board.
Area Superintendent	Co-Chair	Support the principal, provide guidance and resources.
Instructional Leadership Council	Member	Provide input and feedback on the model.
Cabinet	Member	Provide input and feedback on the model.
School Board	Member	Provide input and feedback on the model.

Decision Making – Recommendation Flow Chart





- EPS Strategic Plan
- Purpose
- Roles/Responsibilities
- Decision Making

Our product will be a working document

Shared Leadership



Full Day Kindergarten Shared Leadership Matrix January 5, 2016

Budget				
Staffing				
Class size				
Environment - Defined common spaces - Materials				
Kindergarten schedule - Daily components				
Curriculum				
Assessment				
Professional development				
 Decision-making focus areas "Jurisdiction" Decision-making levels of stakeholder involvement 	Other level?	Input the genuine opportunity to submit information and/ or to be heard by the decision makers. The decision makers are responsible for expressing how the input is fed into the rationale for making the decision.	Influence the opportunity to be able to affect an outcome or decision in a significant way as to have visible impact on a process and/ or decision.	Consensus the result of a process in which all parties support the decision even if it is not their first preference, and if full consensus is not reached the parties have agreed upon the minimum level of support in order for the decision to move forward.

Clarity of shared leadership terms



- Input, influence, consensus – *what do these mean?*

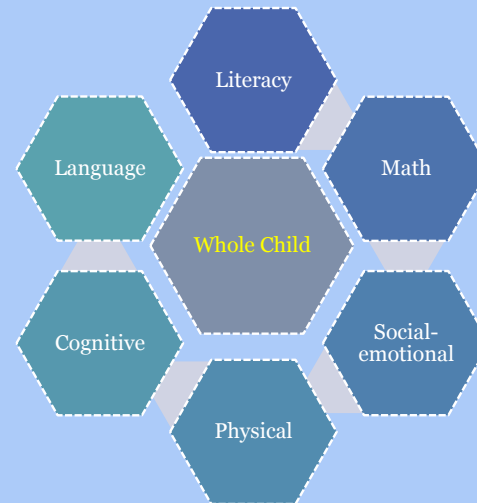
Definitions (from Sec. 8.11.B)

- Input is the genuine opportunity to submit information and/or to be heard by the decision makers. The decision makers are responsible for expressing how the input is fed into the rationale for making the decision.
- Influence is the opportunity to be able to affect an outcome or decision in a significant way as to have visible impact on a process and/or decision.
- Consensus is the result of a process in which all parties support the decision even if it is not their first preference, and if full consensus is not reached the parties have agreed upon the minimum level of support in order for the decision to move forward.

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.



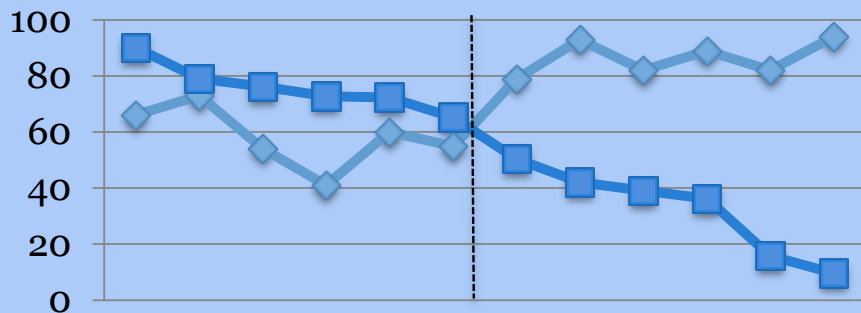
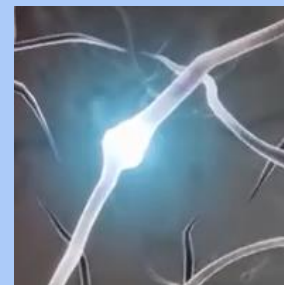
- Establish learning environments that are **developmentally appropriate** and **promote creativity**.
- Demonstrate **strong connections and communication with early learning community providers**.
- Participate in **kindergarten program readiness activities** with early learning **providers and parents**.
- Administer **WaKIDS**.

Why P-3 is Crucial



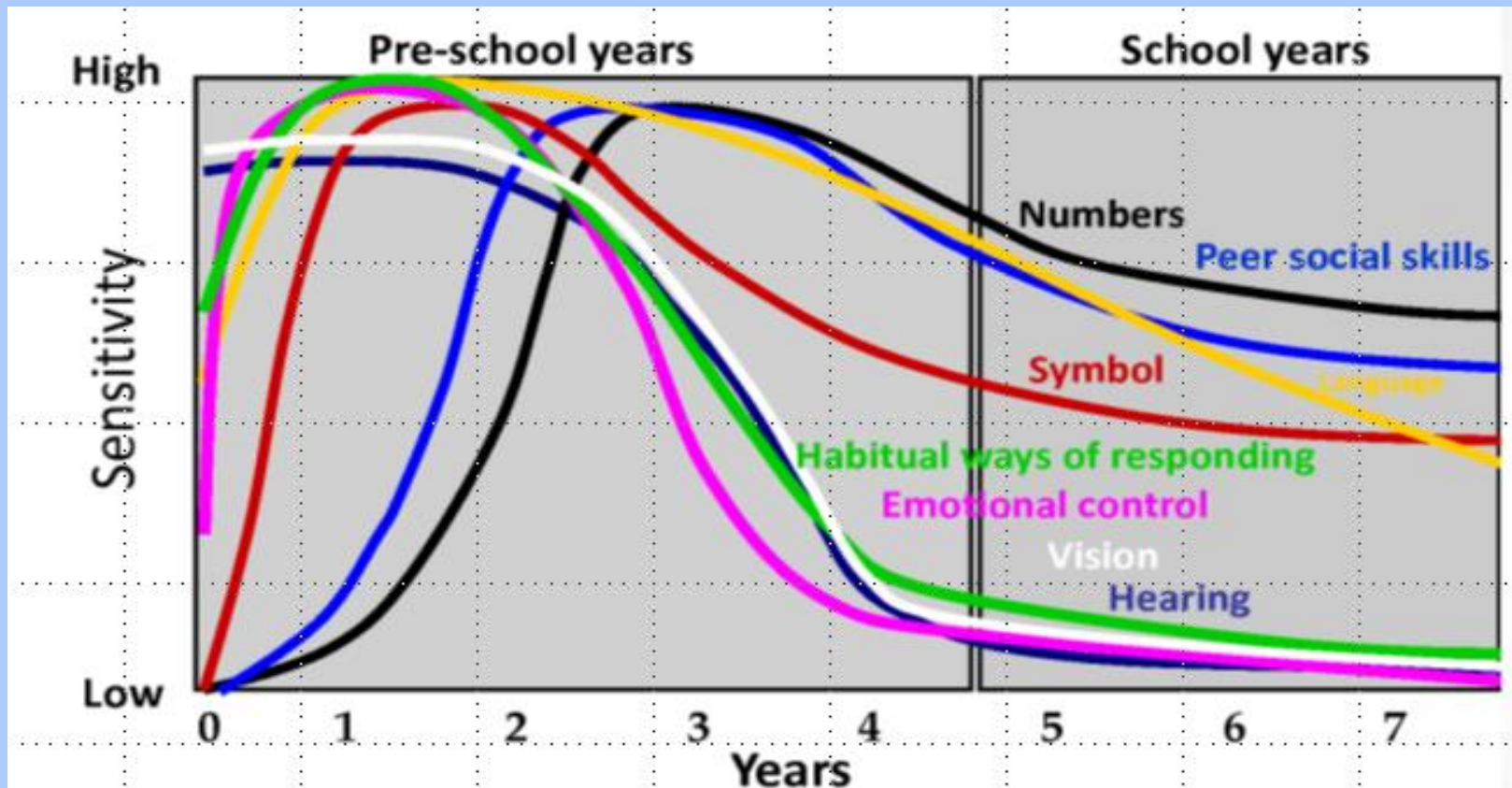
Research in three distinct areas provides compelling rationale for P-3

- Neuroscience
- Student performance data
- Economics



Dr. James Heckman

Neuroscience: Windows of Opportunity in Brain Development

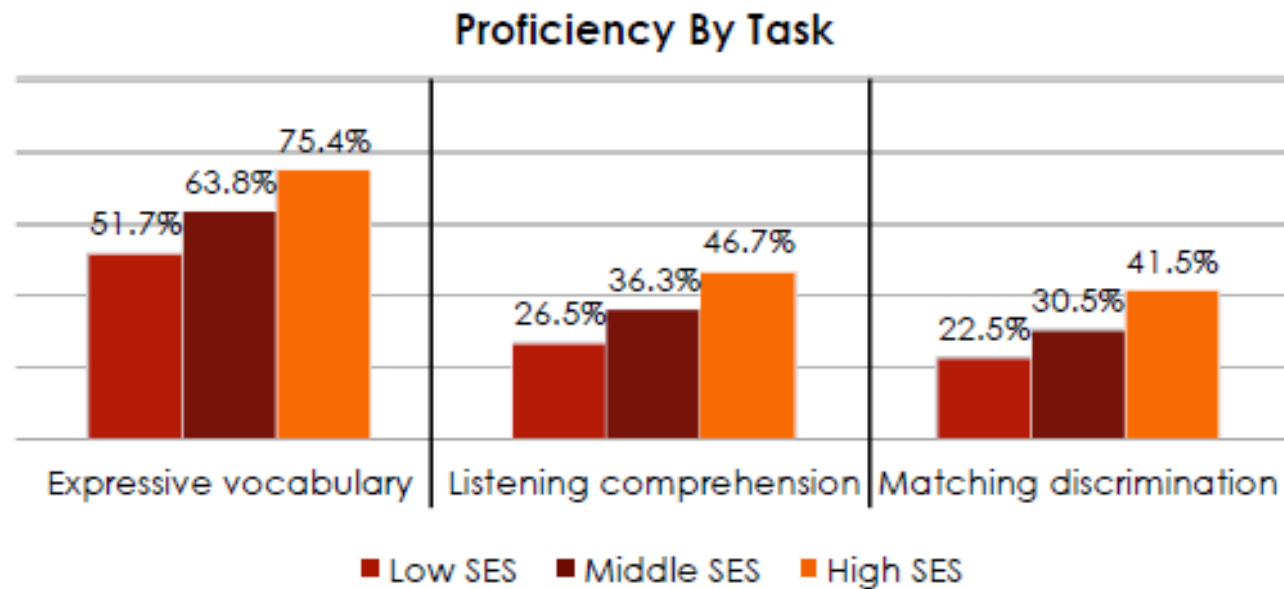


Graph developed by Council for Early Child Development (ref: Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)

Student Performance Data: Disparities Start Early



Performance among 2-year-olds by SES: 2003-04



Source: Snyder, 2010

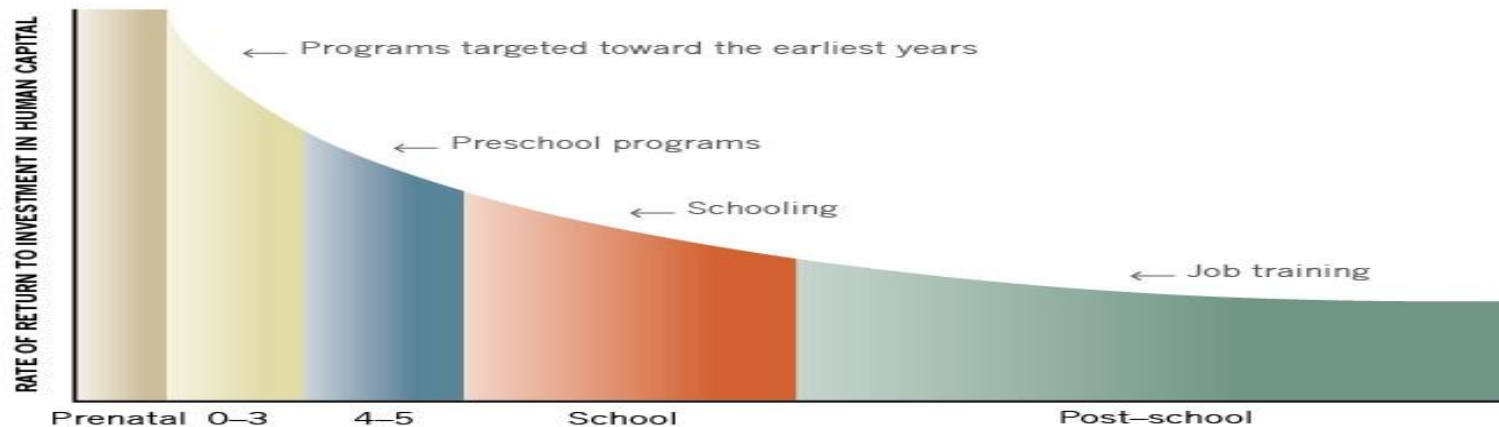
Economics: Return on Investment



The Heckman Equation

- Early childhood education is an efficient and effective investment for economic and workforce development. The earlier the investment, the greater the return on investment.
 - James Heckman, University of Chicago Nobel Prize winning economist, 2012

Returns to a Unit Dollar Invested



Turn and Talk



- Reflecting on the P-3 background information, discuss how this impacts your thinking about kindergarten practices and a full day kindergarten model

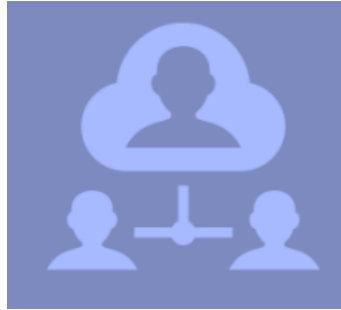
21st Century Skills

Today's students are moving beyond the basics and embracing the 6C's – “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. Character

Developing the social, emotional and ethical characteristics to be successful



6. Citizenship

Participating as a productive member of a community

Turn and Talk



- How do you see 21st century skills integrating into Everett's FDK model?

WA state FDK guide



Contents

- Introduction
- Child development
- Learning environment
- Curriculum and instruction
- Assessment
- Transition
- Program structure

FDK Guide Introduction



- Introduction (5-8)
 - Highlight , then share out one sentence that was the most compelling to you.
- Child Development (10-14)
 - Module activity

Wrap up



- Exit slip
- Reflection forms
- ERO evaluation
- Next meeting – February 1, 2016
 - Familiarize yourself with the guide focusing on Learning Environment (15-34)
 - Share this evening's information with your team.



Thank you for your time, leadership and
thoughtful participation!