Fostering Children's Growth Across Standards:

The Role of the Environment in High-Quality Instruction
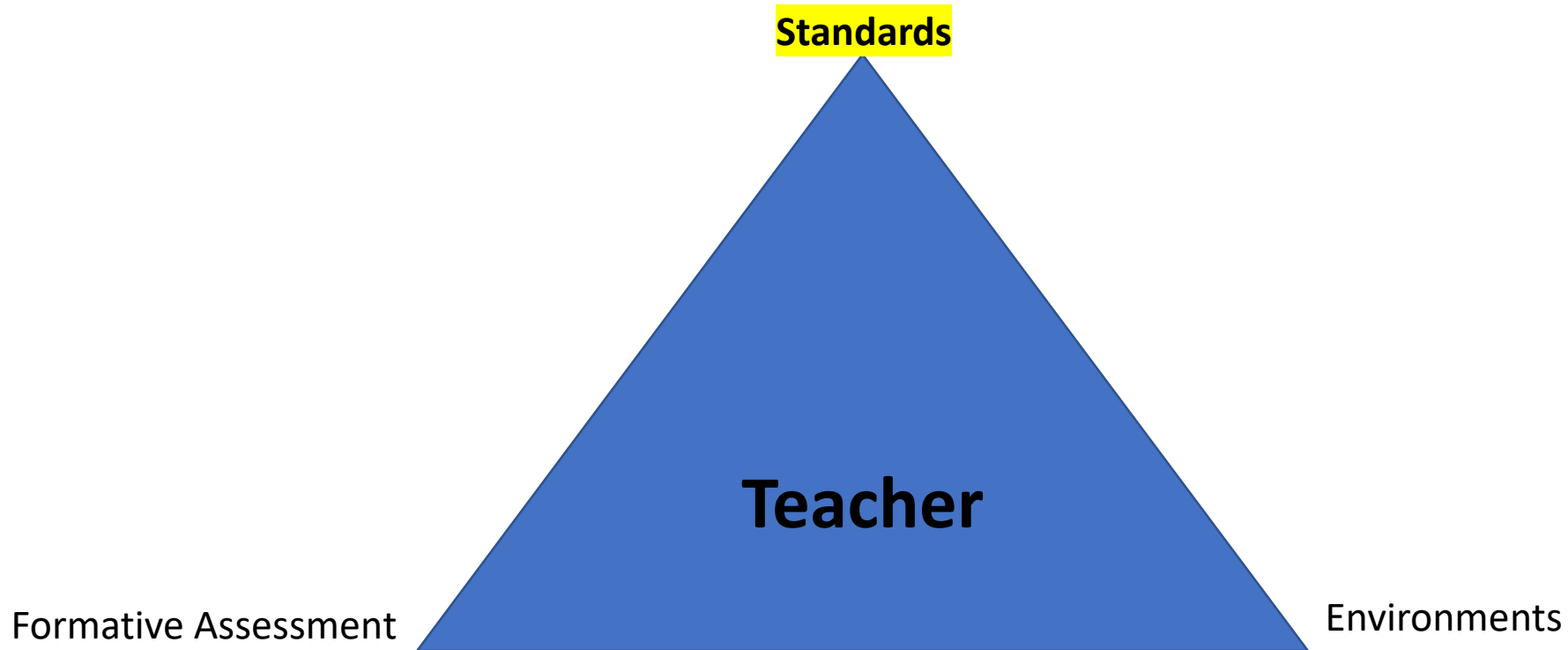
Leadership Institute, Session 2
November 17, 2020

Learning Targets

- **Explore key elements of high-quality instruction.**

  - **Standards**

  - **Environments**

  - **Formative Assessment**

Key elements of high-quality instruction

WV Pre-K Standards (Age 3-5)

Standards are what children should know by the end of the year.

Let's Examine:
Mathematics: Counting and Cardinality

Early Learning Foundations

Counting and Cardinality
• Count in sequence to 10 • Use 1 to 1 correspondence • Match quantity to numbers

Pre-K Standards

Cluster	Number names
M.PK.1	Count in sequence to 10 and beyond.
M.PK.2	(Begins in kindergarten.)
M.PK.3	Begin to identify and write some numerals.

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Standards are what children should know by the end of the year.

Let's Examine:

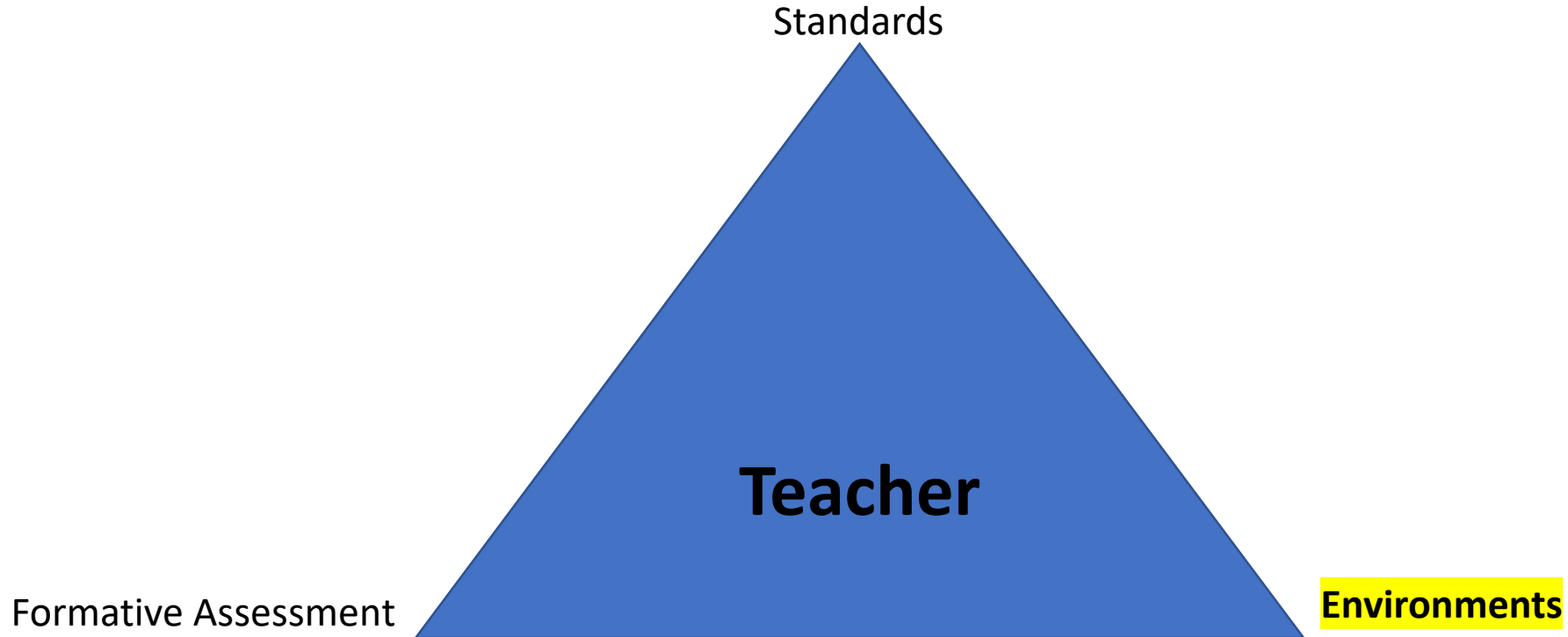English Language Arts Example: Writing

Early Learning Foundations

Cluster	Handwriting
ELA.PK.III	• Use a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas. • Attempt to independently write some familiar words. • Write first name.

Pre-K Standards

Cluster	Text Types and Purposes	Cluster	Production and Distribution of Writing
ELA.PK.20	With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.	ELA.PK.23	(Begins in grade 3.)
		ELA.PK.24	(Begins in kindergarten.)
ELA.PK.21	With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.	ELA.PK.25	With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).
ELA.PK.22	With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.		

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Key elements of high-quality instruction

Standards

Teacher

Formative Assessment
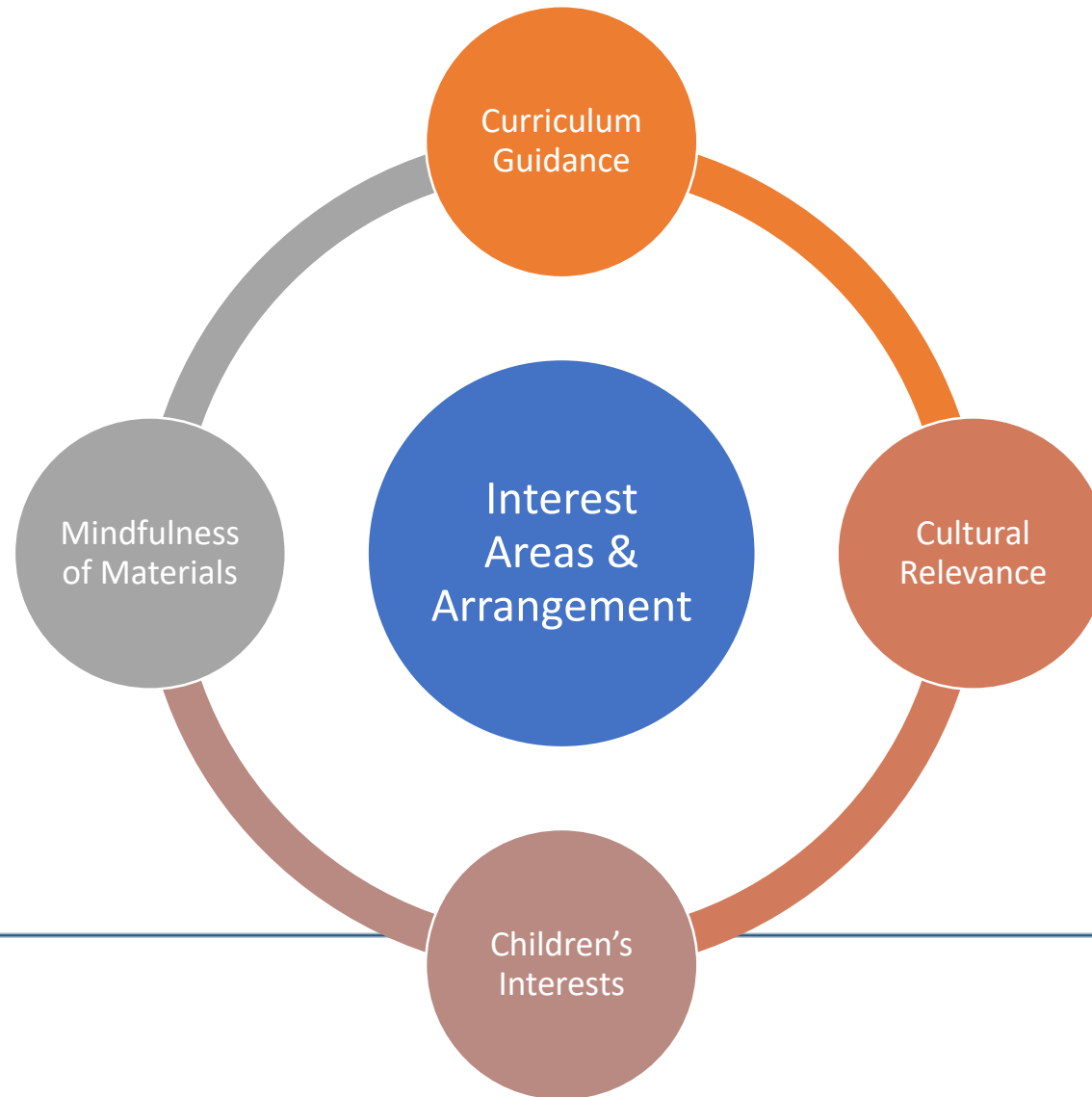
Environments

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Developmentally Appropriate Environments to Support Learning Across Standards

- Physical Environment
- Schedules
- Instruction

Formative Assessment
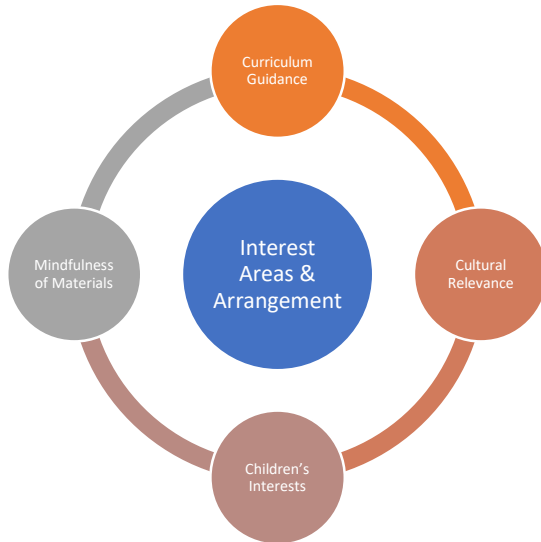
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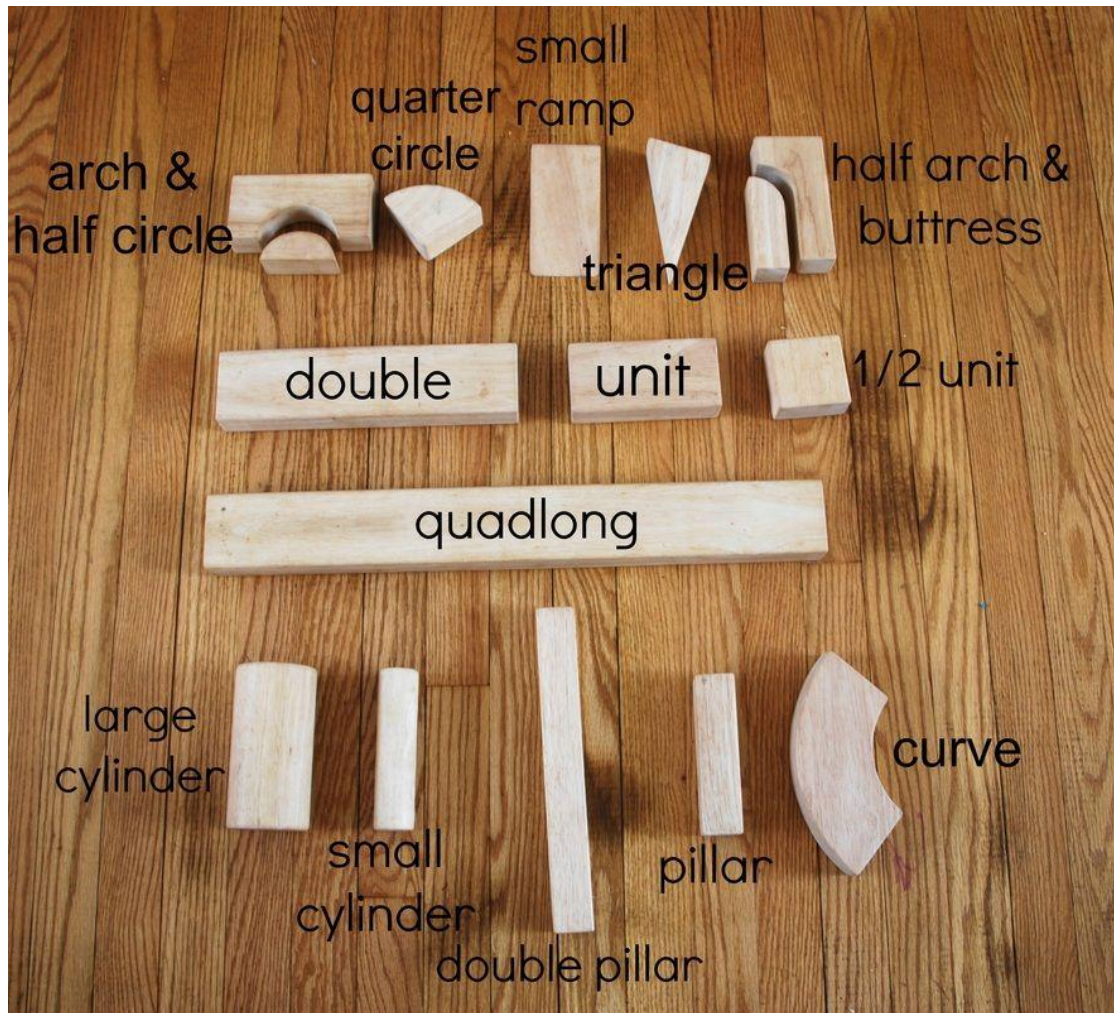UNIVERSAL PRE-K

Physical Environments

Physical Environments: Mathematics and Blocks

- What materials and tools do your teachers have in their environments that promote love of mathematics?

- How are children's interests incorporated?

- How are standards integrated to meet each child's needs?

- How are teachers using the formative assessment process to document and monitor progress?

https://youtu.be/mN3rKe2z9sA

Curriculum Guidance

Cultural Relevance

Interest Areas & Arrangement

Mindfulness of Materials

Children's Interests

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Contrary to a common misunderstanding, early math is about much more than counting. It is also about many other, and seemingly more complex math and other STEM concepts including height, width, length, balance, gravity, stability, measurement, doubling, estimation, proportion, shape, symmetry, patterns, equivalencies, and prediction. The experience of building with blocks gives young children the chance to think, question, and try to figure out how to solve a problem. Along the way, they often discover a myriad of other math and STEM concepts.

Robie H. Harris, Children's Author

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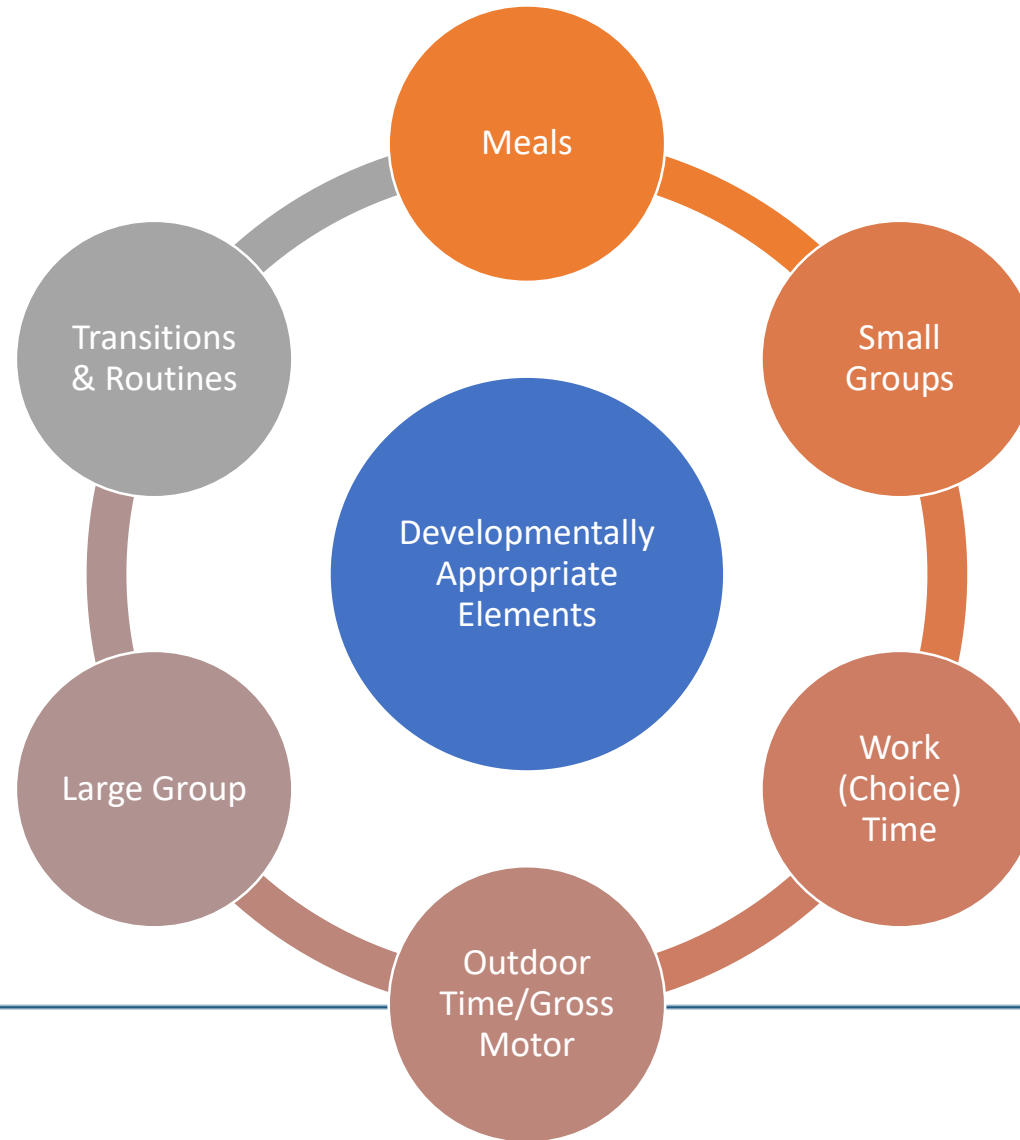
Schedules

Schedule Considerations

- Principals and site managers should be supported in understanding schedule requirements.
- Transitions impact instructional time.
- One hour of gross motor is required daily.
- There must be daily opportunities for children to have supervised practice of brushing teeth.
- Two adults must be present with children (max 20).
- Accessibility to areas/spaces (gym, playground) may be limited at certain times (one group on playground at a time).
- In classrooms where specialists are incorporated into daily routines, environments and experiences must be reflective of the approved county-adopted comprehensive curricular system and support integration of Policy 2520.15 and WVBE Policy 2525.
- A regular rest period shall be included in the daily schedule and include provisions for quiet play for children who are unable to sleep during the rest period.
- Pictorial schedules should be posted and accessible to children for use.

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The Tale of Two Schedules

Sample Schedule 1

7:15- 7:25 A.M. Arrival in hallway near office
7:25- 8:00 A.M.- hanging up backpacks, handwashing, breakfast
8:00- 8:10 A.M.- Literacy Circle
8:10- 9:10 A.M.- Choice Time
9:10- 9:20 A.M. – Small Group
9:20- 9:45 A.M. – Choice Time
9:45-10:15 A.M. – Outdoor Play
10:15-10:25 A.M. Handwashing & Transition to Lunch
10:25- 10:55 A.M. – Lunch
10:55- 11:15 A.M. –Music Circle
11:15 – 12:10 – Choice Time
12:10-12:25- Mats and Bathroom
12:25- 1:25 – Quiet Time
1:25- 1:35- Bathroom, Handwashing, Drinks
1:35- 1:45 – Snack
1:45- 2:15 –Gym
2:15 – 2:25 –Closing Circle
2:25- Departure

Sample Schedule 2

7:15- 7:30 A.M. Arrival, Table Games
7:30- 8:00 A.M.- handwashing, breakfast
8:00- 8:10 A.M.- Morning Meeting
8:10- 10:10 A.M.- Choice Time/Planned Small Group
10:15-10:25 A.M. Clean-up, Handwashing & Transition to Lunch
10:25- 10:55 A.M. – Lunch
10:55- 11:10 – Transition to Gross Motor
11:10 - 12:10 – Gross Motor
12:10 - 1:30 – Transition to Rest Time (restroom, handwashing, prepare mats, stories)
1:30- 2:00 - Bathroom, Handwashing, Snack
2:15 – 2:25 –Closing Circle
2:25- Departure

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Instruction
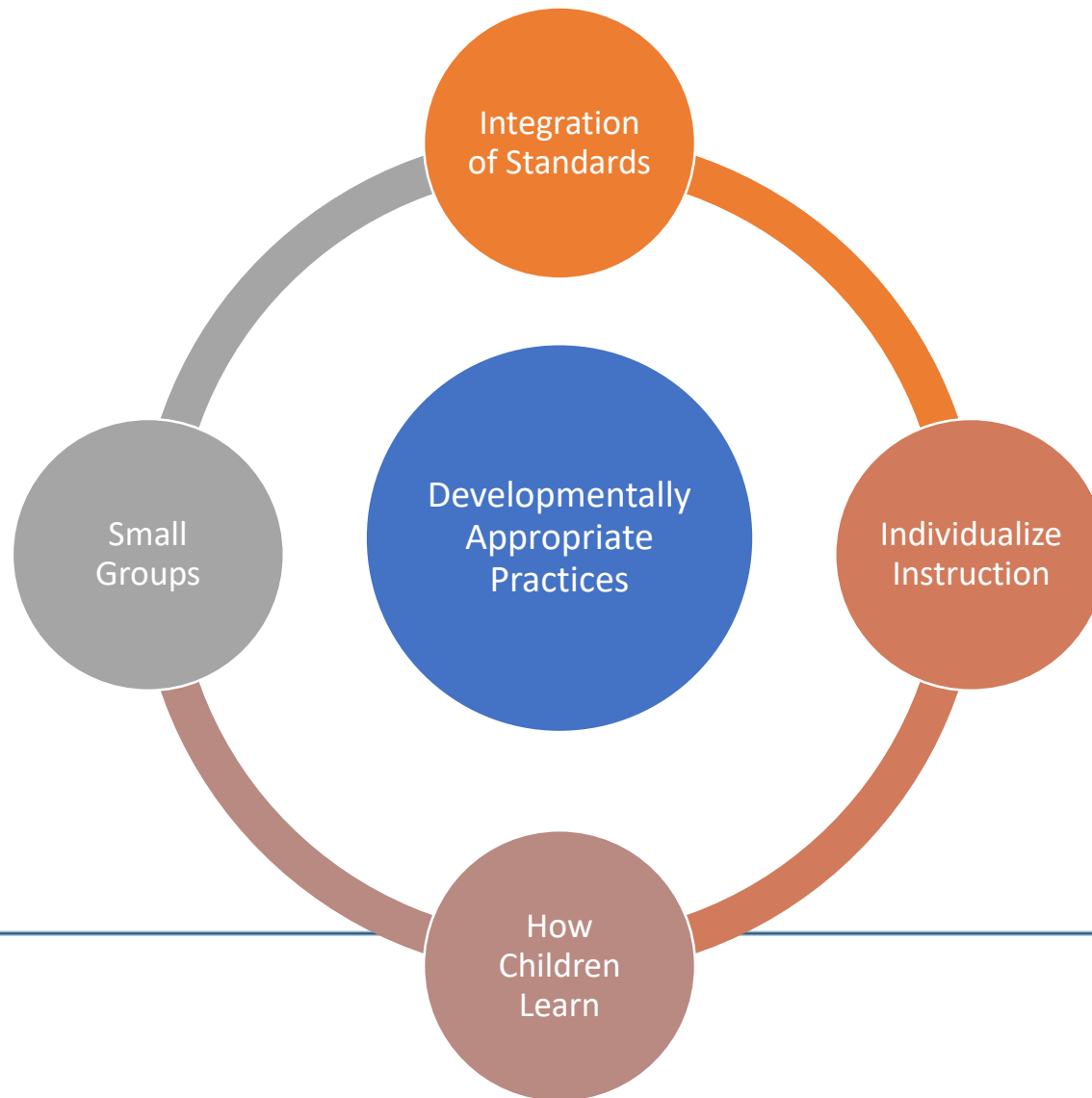
Developmentally Appropriate Practices

- Developmentally appropriate practice (or DAP) is a way of teaching that meets young children where they are — which means that teachers must get to know them well — and enables them to reach goals that are both challenging and achievable (Childcare, 2019)

- Instructional practices such as worksheets, extended periods of sitting, seat work at desks or tables, flashcards, prescribed sequence of content, content areas taught in isolation, requiring all children to be working on the same skill, lack of individualization, or a high level of teacher directed instruction are not permissible (WVBE Policy 2525).

Zone of Proximal Development (ZPD)

Lev Vygotsky 1896-1934

Zone of proximal development
(Learner can do with guidance)

Learner can do unaided

Learner cannot do
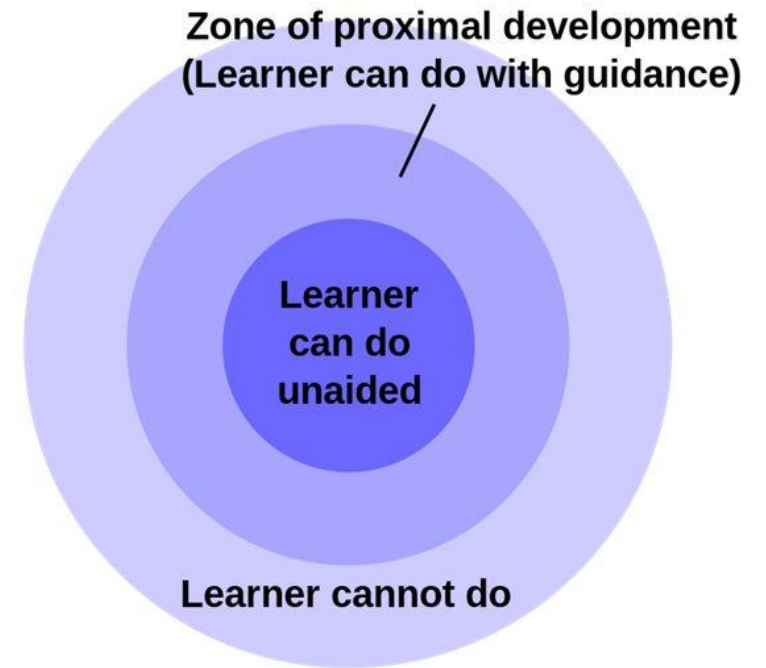
Play and Instruction

- Well-rounded children are developed in an integrated manner naturally.

- Free play and guided play—together known as *playful learning*—are pedagogical tools through which children can learn in joyful and conceptually rich ways.

- Guided play maintains the joyful child-directed aspects of free play but adds an additional focus on learning goals through light adult scaffolding (Weisberg et al. 2016).

- An amalgamated research field called the *science of learning* has identified four key ingredients of successful learning: learning occurs best when children are *mentally active* (not passive), *engaged* (not distracted), *socially interactive* (with peers or adults), and building *meaningful connections* to their lives (Hirsh-Pasek et al. 2015).

Hassinger-Das, B. et. Al. (May 2017). *The Case of Brain Science and Guided Play: A Developing Story*. Young Children, NAYEC.
Accessed at https://www.naeyc.org/resources/pubs/yc/may2017/case-brain-science-guided-play.

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Instruction: Smaller Groups, Deeper Learning

Benefits:

- Individualized Instruction
- Open-ended
- Child-led
- Formative Assessment

Implementation Strategies:

- Plan activities that integrate standards
- Plan for small groups based on formative assessment
- Establish small group routines (independent and teacher-led)
- Prepare materials

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Key elements of high-quality instruction

Standards

Teacher

Formative Assessment

Environments

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Formative Assessment

Formative assessment is the deliberate daily process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. Formative assessment enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, self-monitoring and communicating their own progress. The formative assessment process includes the use of many assessment methods and tools to provide a continuous stream of accurate evidence of learning.
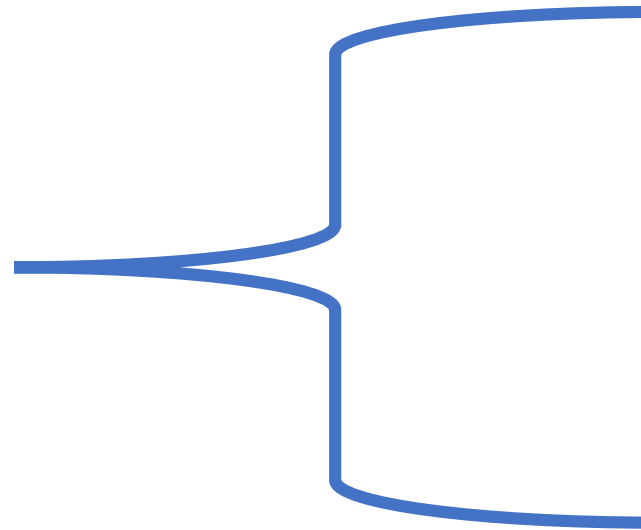
What is formative assessment?

Formative assessment is a process used to gather evidence during class to change teaching for student success.
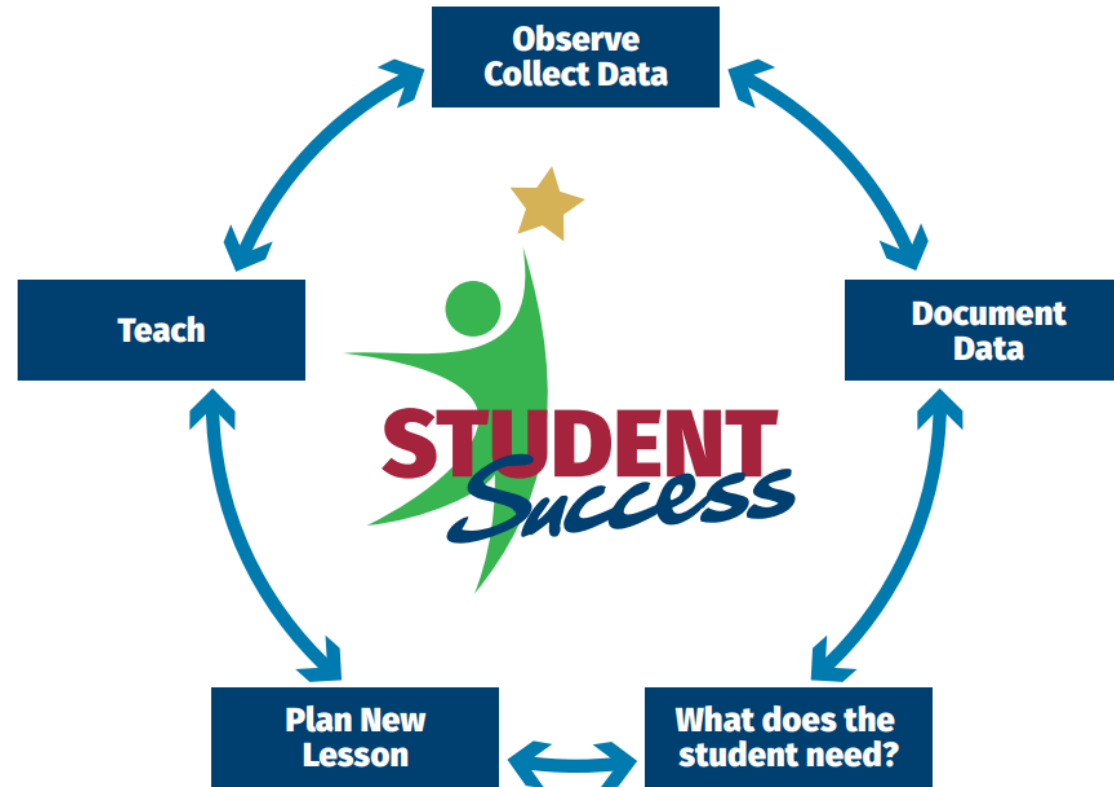
From the Formative Assessment Lens

Formative Assessment

{
- Physical Environment
- Schedules
- Instruction

Formative Assessment is not just a checkpoint! ❌

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Family Engagement and Developmentally Appropriate Practices

It is important to work with families to develop shared meaning regarding how children learn. Key points to support this:

1. Younger children have different learning processes than older children.

2. Developmentally appropriate practice is about making sure children have fun so that they will learn. Preschoolers can't learn on demand—they learn because they want to.

3. Teachers must take play really seriously. We use play intentionally to ensure each child makes progress toward specific learning goals.

4. Teachers use documentation to show children's progress (like drawings, photos, or notes comparing what a child did at the beginning of the year to work done later in the year).

Tomlinson, H.B. (December/January 2016). Explaining Developmentally Appropriate Practice to Families. Teaching Young Children. NAEYC. Accessed at https://www.naeyc.org/resources/pubs/tyc/dec2015/explaining-developmentally-appropriate-practice.

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Everyday Tools for School and Home

- Rulers
- Books
- Tape Measures
- Manipulatives (natural & collected)
- Cooking utensils
- Laundry
- Found materials in nature
- Environmental Print

Final Thoughts

December 15, 2020
10:00 A.M.

Part 3: Supporting Children and Teachers through Coaching:

Overview of Practice-Based Coaching and ECPBIS