

Welcome!

PreK-3 Principal Leadership Series

Ensuring High-Quality Learning Environments and Teaching

Session Two, September 27, 2016



“Leading for educational excellence and equity. Every day for every one.”



Introduction to Session 2



Agenda

PREK-3 PRINCIPAL LEADERSHIP SERIES Session Two, Tuesday, September 27, 2016 TIES Conference Center, 1644 Larpenteur Ave West, St. Paul Series Website: http://mnp3prek-3.wikidot.com/principal-leadership #MNP3Principals	
Competency 2: Ensure Developmentally-Appropriate Teaching	
Session Two Goal:	Understand how quality teaching, supported by standards, developmentally appropriate curriculum and instruction work together to help foster children's learning and growth.
AGENDA	
Time	Activity/Result
9:00	Welcome, Check-In, and Group Share - Jessica Cabeen and Bondo Nyembwe <i>Result: Participants are welcomed. Facilitators review and lead group discussion/sharing. Participants share strategies and PreK-3 progress.</i>
9:30	Gary Amoroso, Executive Director, MASA
9:35	Overview of Day and Purpose of Leadership Series - MDE <i>Result: Participants have an overview of the day and the role of the Principal Leadership Series in PreK-3 implementation.</i>
9:45	Engaging Teachers in Communities of Practice - Adam Holland, Ph.D. <i>Result: Participants understand the role of instructional leaders in supporting authentic collaboration and inquiry among teachers to support growth and development of all students.</i>
10:45	Break
10:55	Ambitious and Effective Curricula – Adam Holland, Ph.D. <i>Result: Participants identify the essential elements of effective, meaningful curricula that engage learners and ensure coherence throughout the PreK-3 learning continuum.</i>
12:00	Lunch with Discussion
12:40	Reflection and Self-Assessment <i>Result: Participants think about and rate the degree to which developmentally-appropriate teaching is evident in their school and/or their practice as school leader.</i>
1:00	Relevant and Engaging Instruction – Adam Holland, Ph.D. <i>Result: Participants implement and support instructional strategies that foster student engagement and continuous dynamic learning.</i>
2:15	Group Work - Competency 2: Strategies <i>Result: Participants seek to ensure better understanding of strategies for leading PreK-3 work in their programs, buildings, and districts.</i>
2:55	Summary and Next Steps
3:00	End of Day Two - Next Session is October 24
Post	Discussion with Adam Holland, Ph.D. <i>Result: Participants have the opportunity to discuss topics in more depth with presenter.</i>

Strategy Building – Taking Action

COMPETENCY 1

Embrace the PreK-3 Early Learning Continuum

Lead. Learn. Build.

| VISION |

- ➔ By emphasizing a PreK-3 learning continuum, principals help to ensure that children who come from a variety of prekindergarten opportunities are supported along consistent, high-quality pathways of learning that can help to prepare them for success in school, work and life (p. 11).
- ➔ Demonstrating that age three to grade three learning is fundamental to your school's mission means that principals are forthright about bringing every learning advantage to children, and that they are especially sensitive to the needs of children of color, those living in poverty and those who are English-language learners—children for whom investments in early learning bring even greater returns (p. 13).
- ➔ Lead Learners: "Leaders at system, district, and school levels need to influence the culture and processes that support learning and working together in purposeful ways at every level of the organization if they are to produce greater learning in students" (*Coherence*, p. 53).

Strategies

- 1.1 Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.
- 1.2 Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.
- 1.3 Expand the concept of "learning community" to include collaboration among external, as well as internal, stakeholders.
- 1.4 Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.
- 1.5 Align funding, resources and governance to support the PreK-3 framework.
- 1.6 **Alignment:** Lead and engage early childhood programs and staff consistent with elementary staff.

2016 PreK-3 Principal Leadership Series

Overview | NAESP Competencies | News | Participants | PreK-3 Models

The [PreK-3 Principal Leadership Series](#) provides "a structure and a set of opportunities to learn from national and state PreK-3 leaders on the pre-discuss new, research-based information and create action plans to support Elementary School Principals' *Leading Pre-K-3 Learning Communities: Con*

Goal: To build and support the capacity of principals to systematically and

The Five Attributes of Successful Schools

The first attribute is quality leadership. Students perform better when the principal collaborates with teachers to enhance their skills, and are involved in the discussion - from Matthew Lynch, June 29, 2016, Education Week's blogs, [Click Here to read fu](#)

Why Elementary School Principals Matter

The introductory brief in the series, [Principal's Corner: Perspectives on Teaching](#) principals' perceptions of what should take place in pre-K and early grade cl

Sessions

September 27 - Ensuring High-Quality Learning Environments and Teaching | October

December 5 - Building Professional Capacity and Making Your School a Hub of P3 L

Session 2: Ensure Developmentally-Appropriate Teaching

GOAL: Understand how quality teaching, supported by standards, developme

HANDOUTS & LINKS

Group Sharing - Strategy Building Survey
[Click Here](#)

Agenda - Day 2
[Click Here](#)

Group Work Time - Overview
[Click Here](#)

Group Work Time - Strategy Building
[Click Here](#)

Creating and Sharing Strategies

Key Points & Strategies

October 29 - Session 1

December 7 - Session 2

January 11 - Session 3

March 2 - Session 4

April 28 - Session 5

Session 1: Embracing the P3 Learning Continuum

1.1 Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.

- Attending and sharing at preschool collaborative meetings. (Austin)
- Develop a common definition of the PreK-3 learning continuum.
- Determine what the current early learning system(s) look like in your community.
- Define and work to learn all the players in our PreK-3 learning community.
- Talk to people in your learning community about the importance of the early learning continuum.
- Developed materials that show the early learning continuum, which included key research findings, and transitions.

1.2 Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.

- Include preschool teachers in Kindergarten PLCs.
- Aligned expectations across PreK-K (e.g. 10 things parents can do to make their child ready for K). (Austin)
- It is a part of our district goals and addressed monthly at ACGC board meetings. (ACGC)
- Principal is active in ensuring that expectations and practices for PreK and K-3 are similar. This ranges from class start times to transportation to the availability of resources (e.g. materials, space, specialists, etc).
- Principal treats PreK like another grade level. He/she ensures that PreK is always involved, whether it is professional development or building improvement plans.

1.3 Expand the concept of "learning community" to include collaboration among external, as well as internal, stakeholders.

- Development of "Packer in Training" videos with mayor and other public officials so we ALL see that we ALL want high-quality learning. (Austin)
- Formed a Birth to Grade 3 committee, which includes public, private, charter, child care providers, preschool, to participate in the effort to have ALL children in our community ready for K. (Winona)
- Include PreK parents and educators on district advisory committee. Gather ideas for collaboration, gain support by external stakeholders. This also includes district education goals for P-3 literacy. (ACGC)
- Begingergarten. Strong ECFE - parent community programs (Belle Plaine)
- Transitional kindergarten (Tracy)
- Principal makes connections to community preschool providers in addition to other programs that work with preschool-aged children.
- Meet with community PreK providers to discuss children who will be entering Kindergarten.
- Collaborative partnerships are built.

1.4 Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.

- Worked with our ECFE program to incorporate parenting education into our PreK-3 system. One goal of this was to work with families so that parents/caregivers understand what can be done at home (or out of school) to support children's learning.

Self-Assessment

Questions for Reflection

Align ambitious standards, curriculum, instruction and assessments so that they create a consistent framework for learning from age three to grade three. Does our school have a shared language about student learning? Are our instructional practices aligned with a developmentally-appropriate curriculum and differentiated to meet individual student needs? Are we using formative assessments to inform our instruction? How present is the instruct-assess-instruct cycle in our school? Do I demonstrate knowledge of instructional needs for the full Pre-K-3 continuum in my interactions with teachers?

Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math. What more can we be doing to improve children's decoding, comprehension and vocabulary skills? What additional instructional strategies should we consider to increase student's numeracy skills? How do we know that the children in our school are building their executive function capacities? What strategies are we using to ensure that special needs children are developing to their best abilities? Are we providing rigorous inquiry-based instruction in subjects beyond reading and math, such as science, social studies and visual and performing arts?

Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum. How am I supporting teachers in improving their instructional practice? How often do we offer release time or other supports for teachers to plan together, observe each other's classrooms or attend professional development? What additional innovative strategies might we use to support efforts to build teacher capacity and thus improve instruction? What evidence are we using to assess whether teacher instruction and effectiveness are improving over time?

Create professional communities of practice to empower teachers to learn from each other and to improve instruction. Am I "rewarding" teachers by leaving them alone? How often am I present in classrooms? How often are other teachers present in each other's classrooms? How often are coaches present in each other's classrooms? Are our observations about teacher practice and student work linked to professional development? Are we sharing data across classrooms and grades to discuss student learning needs? How are we identifying and communicating teacher's individual professional development needs? Have I identified and supported a teacher leader in Pre-K-3?

Notes Type your notes below.

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LEADING PRE-K-3 LEARNING COMMUNITIES **27**

COMPETENCIES FOR EFFECTIVE PRINCIPAL PRACTICE

COMPETENCY 2

Ensure Developmentally-Appropriate Teaching

Self-Assessment Tool

| TEACHING |

Use the Questions for Further Reflection to help you think about and rate the degree to which each Competency One strategy is evident in your school or in your practice as school leader.

- 1 Not evident in my school/practice.
- 2 Somewhat evident in my school/practice.
- 3 Consistently evident in my school/practice.
- 4 Consistently evident, with practices that elaborate upon or exceed expectations.

Rank	Self-Assessment and Planning		Rank			
			1	2	3	4
			Type your number in the boxes and add any comments.			
<input type="checkbox"/>	2.1 Align ambitious standards, curriculum, instruction and assessments so that they create a consistent framework for learning from age three to grade three.	<input type="checkbox"/>				
<input type="checkbox"/>	2.2 Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.	<input type="checkbox"/>				
<input type="checkbox"/>	2.3 Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum.	<input type="checkbox"/>				
<input type="checkbox"/>	2.4 Create professional communities of practice to empower teachers to learn from each other and to improve instruction.	<input type="checkbox"/>				
<input type="checkbox"/>	2.5	<input type="checkbox"/>				

Strategy Building – Taking Action

COMPETENCY 2

Ensure Developmentally-Appropriate Teaching

| TEACHING |

Lead. Learn. Build.

- Ensuring effective instruction for every student often means that effective leaders must help to create and implement inclusive practices—those that serve the needs of all students, with and without disabilities—such as flexible curricula, adaptive technologies, early childhood interventions and prevention strategies (p. 20).
- Effective principals are continually working to develop their own understanding of developmentally-appropriate curricula and instruction as well as that of their entire learning community. They know that student engagement is essential and that significant learning happens through exploration and play, particularly in prekindergarten and kindergarten (p. 23).
- The mark of an educated person is that of a *doer* (a doing-thinker; a thinking-doer) - they learn to do and do to learn. They are impatient with lack of action. (*Coherence*, p. 86).

Strategies

- 2.1 Align ambitious standards, curriculum, instruction and assessments so that they create a consistent framework for learning from age three to grade three.
- 2.2 Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.
- 2.3 Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum.
- 2.4 Create professional communities of practice to empower teachers to learn from each other and to improve instruction.
- 2.5 Ensure that staff members are able to support the varying abilities and needs of their students.
- 2.6 **Alignment:** Align instructional vision, practices, and support from early childhood to grade three.

Series' Website

www.mnprek-3.wikidot.com/principal-leadership

Twitter

#MNP3Principals

Introduction to Session 2

Principal Leadership Series

- What we have learned
- PreK-3 is a K-12 reform effort
- Not building PreK-3 system, but leading PreK-3 work.
- “Not who is leading, but who is not leading PreK-3 work”

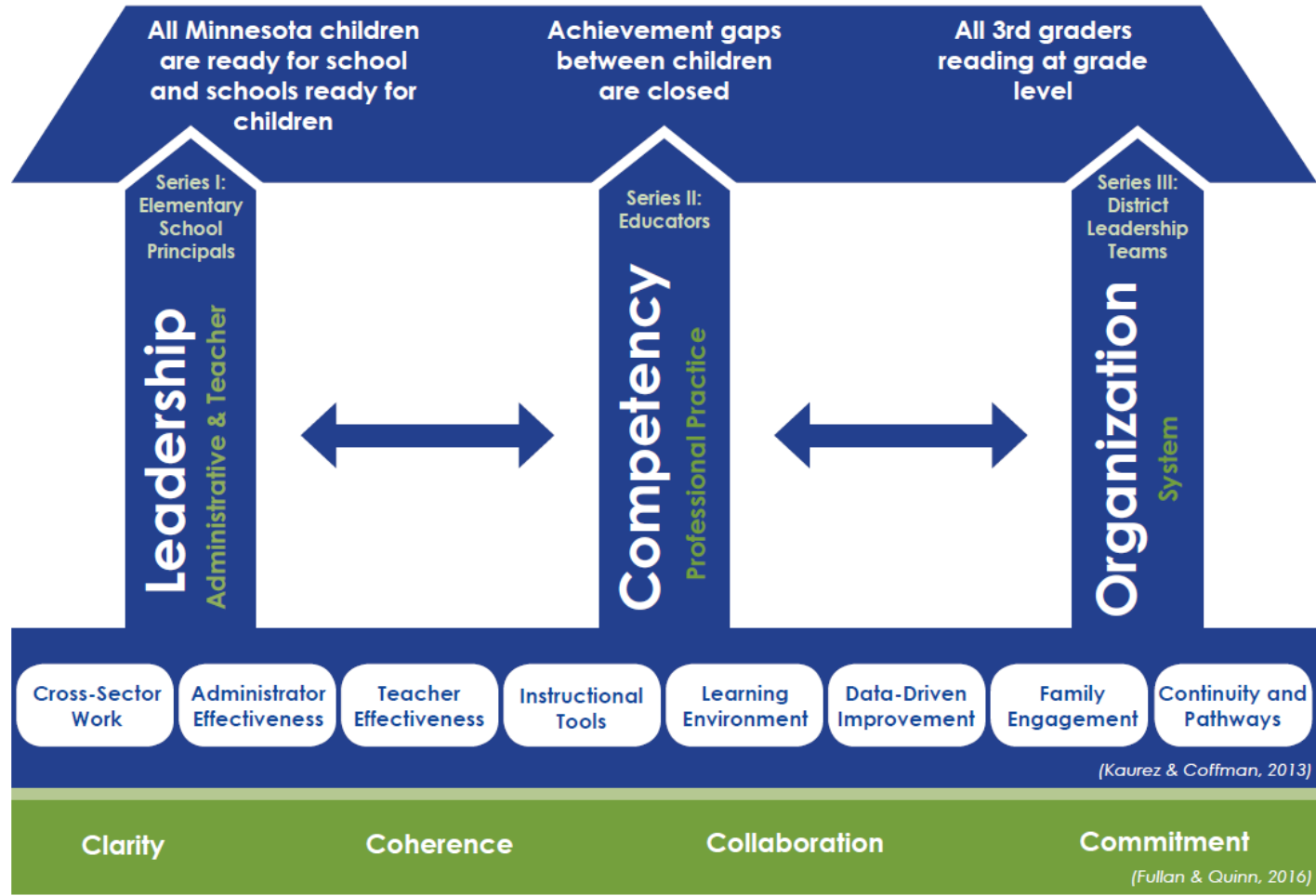
Focusing on Right Things

“Coherence represents going into action with the right drivers as the foundation.”

– Fullan and Quinn, 2016, p. 16

Minnesota PreK-3 Implementation Model

Minnesota Schools, Communities and Districts Implement Effective and Comprehensive P3 Systems



Evaluation: Highest Priorities

- **Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.**
- **Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.**

80% respondents listed these as top priorities.

Goal for Session 2

Understand how quality teaching, supported by standards, developmentally appropriate curriculum and instruction work together to help foster children's learning and growth.

Dr. Adam Holland

Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill

Teaching Experience

First grade, pre-kindergarten, and three year-olds with special needs but spent most of his teaching career in kindergarten.

Projects

- FirstSchool Implementation
- From Evaluation to Inquiry
- Ready Classrooms
- Snapshot Data Collection Project

Chief Interest

- Children's motivation and engagement.