

Welcome!

PreK-3 Principal Leadership Series

Ensuring High-Quality Learning Environments and Teaching

Session Two, March 16/17, 2017



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



Introduction to Session 2



Introduction to Session 2

Principal Leadership Series

- PreK-3 is a K-12 reform effort
- What we have learned doing PreK-3
 - Focus on action, commitment, paradigm shift
- Not building PreK-3 system, but leading PreK-3 work.

“Focus less on who is leading PreK-3 work while focusing more on who is not leading.”

Group Worktime #1

- 1) **Review and discuss your work from the mapping activity from Session 1**
- 2) **Focus on the three questions from the leadership column:**
 - 1) Who leads PreK-3 in your district/community and what are their roles?
 - 2) What are the elements of a high-quality PreK-3 system? How are they articulated?
 - 3) What is your vision for PreK-3? Is it consistent at different levels in the district? Are other providers in the community engaged?
- 3) **Use this time to review your poster and make enhancements by increasing focus and applicability.**

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.

Key Points & Strategies

Competency 1

Competency 2

Competency 3

Competency 4

Competencies 5 and 6

Session 2: Ensure Developmentally-Appropriate Teaching

[Click Here](#) to contribute strategies for Competency 2

2.1 Align ambitious standards, curriculum, instruction and assessments so that they create a consistent framework for learning from age three to grade three.

- PreK - K cross grade level meetings. Identify assessments given. Align the skills assessed at the PreK level to the kindergarten assessments and identify gaps in the curriculum
- Meet with teachers for the next two years to review and power-up standards. Align curriculum and common formative and summative assessments to the standards. Review current instructional strategies and review research on best practice instructional strategies to ensure the ones used in classrooms work.
- We have begun the work by developing curriculum using the UbD framework. This will allow teachers to build curriculum from standards and learning goals. From there we will create multi-level grade level PLC's to bring teachers together to make connections between grade level curriculum for further discussion, changes and review.
- Tailored PD that allows for standards walk -increase awareness of curriculum vs standards -understanding of how the above relate to student growth
- Step 1: Develop end of year learning targets/goals for each level PreK-3. Step 2: Determine power standards to be covered at each level PreK-3. Step 3: Align standards, curriculum, and assessments to create a scope and sequence for the year. Step 4: Set up benchmark assessments to progress monitor. Step 5: Set and create sacred data days to review data to help guide intentional instruction and planning.
- We need to have the mindset that our students come in with limitations, but we can't let that keep us from the mindset that all students are capable of learning and they will pick up on learning quickly. We can't have the mindset that "our students can't do that" because of these limitations and needs.
- Continue PLC work
- Having a vertical meeting, making a bubble map showing standards
- Aligned curriculum to standards, identified/common assessments has been completed in subject areas - but is always adjusted. Vertical alignment of standards is the focus this year beginning with math, followed by ELA. Teams will begin meeting with grade levels above and below during collaborative team times.

2.2 Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.

- On Early Release Days once a month, grade level teams will meet with the grade level before and after them to align standards and discuss grade level expectations in language arts and math.
- We are going to look into the percentages for each block of time in preschool during the day and align them with Kindergarten.
- Looking at the PreK components to our current reading curriculum. Looking into staff development for School Readiness teachers that centers around a literacy rich environment.
- We should be able to track students' scores with CBMs, NWEA and other progress monitoring assessments to find out where the gaps are in all subject areas.
- Reflection - how can my language arts standards be worked into science or PE
- We have a new Pre-k-5 language arts curriculum that aligns the standards and includes the science, music, and social studies standards. There is also a new math curriculum for K-6 that is aligned to the math standards.
- In addition to balanced literacy blocks and math, grade levels have prioritized time for science and social in the intermediate grades while primary grades have incorporated science and social into literacy instruction. Students also have specials which include PE, music, media literacy, and art.

2.3 Work with teachers and teacher leaders to develop an interactive, relevant and engaging early learning curriculum.

<p align="center">PREK-3 Principal Leadership Series Session Two, Thursday, March 16, 2017 TIES Conference Center, 1644 Larpenteur Ave West, St. Paul Series Website: http://mnprek-3.wikidot.com/principal-leadership #MNP3Principals</p>	
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 Work - Jessica and Stephanie <i>Result: Participants are welcomed. Facilitators review and lead group discussion/sharing. Participants share strategies and PreK-3 progress.</i>
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 learning 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
12:30	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>
12:45	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>
1:30	Essentials of Early Childhood Indicators of Progress in PreK-3 - Eileen Nelson <i>Result: Participants understand how early learning standards support quality teaching, developmentally-appropriate curriculum and instructional quality throughout the PreK-3</i>
2:00	Group Work - PreK-3 Implementation: Mapping Activity and Team Sharing <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 April 4

Mapping Activity

PreK-3rd Grade Implementation: Mapping Activity for Session 2		
Leadership	Professional Practice (competencies)	PreK-3 Systems
Who leads PreK-3 in your district/community and what are their roles?	How are formative assessments used to inform our instruction?	What organizational supports are in place that support teacher effectiveness?
How am I supporting teachers in improving their instructional practice?	How do we know if teacher instruction and effectiveness are improving over time?	How is data shared/ utilized across classrooms and grades to discuss student learning needs?
How do I demonstrate knowledge of instructional needs for the full PreK-3 continuum in my interactions with teachers?	What additional innovative strategies might we use to support efforts to build teacher capacity and thus improve instruction?	Are our instructional practices aligned with a developmentally appropriate curriculum and differentiated to meet individual student needs?
World's Best Workforce		
Based on what you have learned today, develop strategies for achieving your World's Best Workforce goals.		

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.

Series' Website

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

Twitter

#MNP3Principals

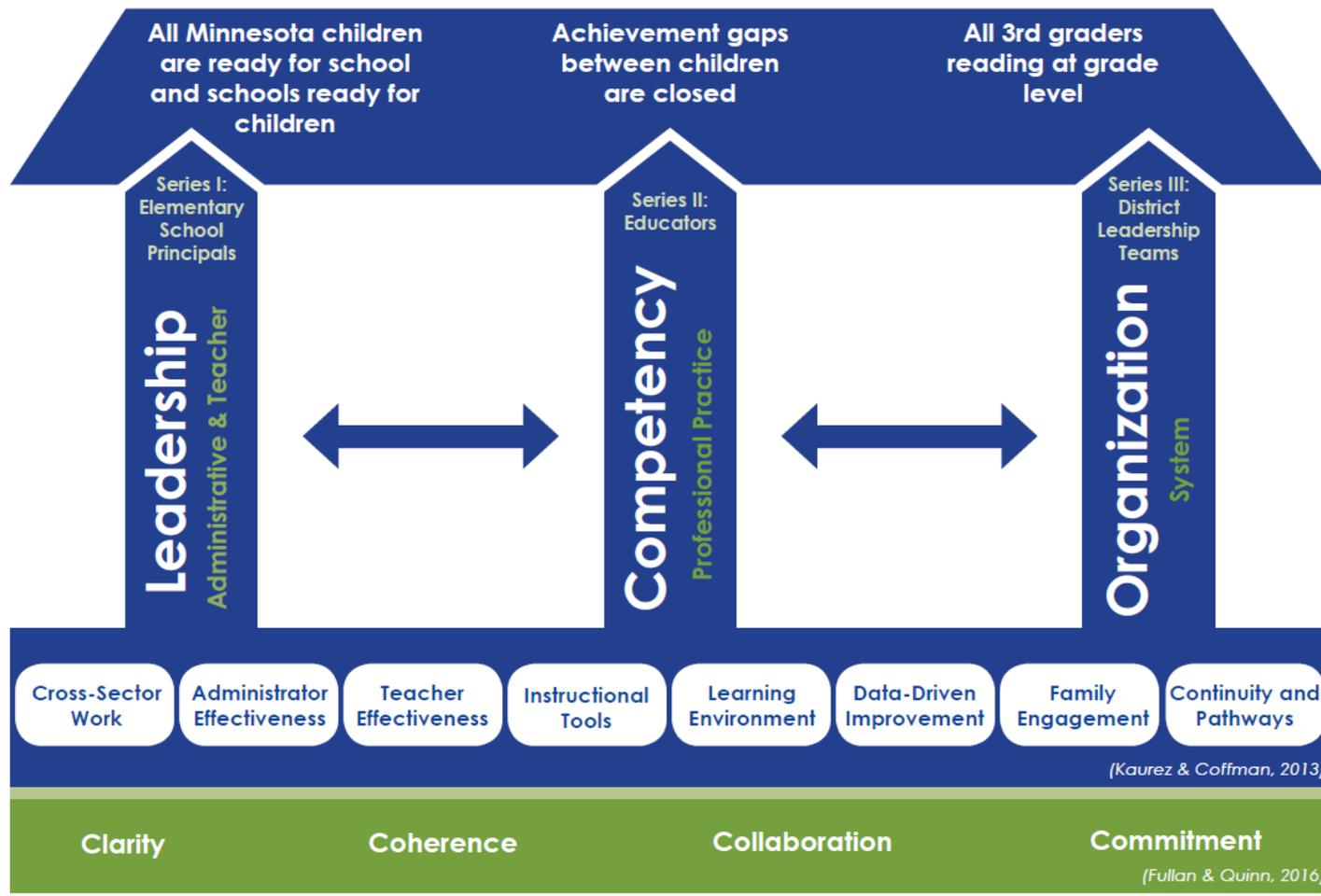
Focusing on Right Things

“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.