

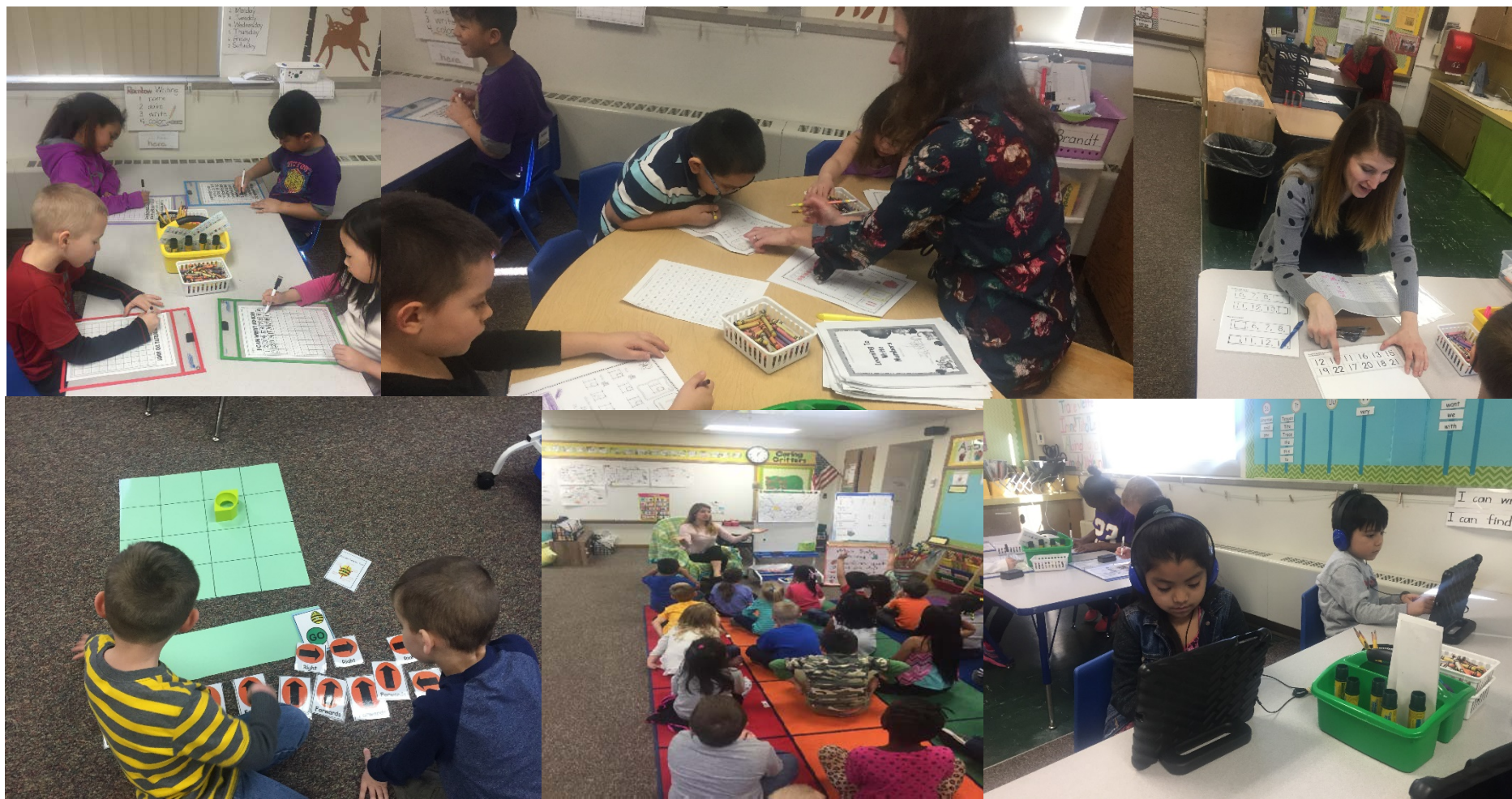


PreK-3 Principal Leadership Series

Ensuring High-Quality Learning Environments and Teaching

Session Two, December 5, 2017

Introduction to Session 2



Principal Leadership Series

What we have learned...a few things:

- Importance of Clarity
 - Definitions (e.g. PreK-3)
 - Roles
 - Nature of the work (it is a paradigm shift as we are ultimately building a system)
- Importance of commitment and mindset
- Multiple levels of leadership

“Focus on who is leading PreK-3, especially who is NOT leading PreK-3 work”

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.

Contribute Strategies Online

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.

Agenda

PREK-3 Principal Leadership Series Session Two, Tuesday, December 5, 2017 TIES Conference Center, 1644 Larpenue Ave West, St. Paul Series Website: http://mnprek-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 Work - Ariana and Jessica <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 January 22

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.

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.

Self-Assessment and Planning		1	2	3	4
Rank		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"/>			

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.

Online Course

Lead. Learn. Build.

Building Rigorous and Robust PreK-3 Learning Environments: The Art of Communication in Classrooms for Young Children

This online course is the second part of the PreK-3 Implementation Series. The focus is on adult competencies and sustained effort to build capacity for coherence in pre-kindergarten through grade three.



LEARN.

This free course, offered in collaboration with the University of North Carolina - Chapel Hill's FirstSchool, focuses on communication and oral language development and is designed to improve student learning, classroom community and the culture of collaborative inquiry in schools.

Course Details:

- Two tracks: one for administrators including principals, directors and instructional coaches; and an educator track tailored to pre-k through 3rd grade teachers.
- 10 modules on topics such as conversation, formative assessment, equity, collaboration, student communication in literacy and math instruction, and more.
- At least two colleagues should enroll from any school, agency or program.
- Participants will work together with Dr. Adam Holland at a kickoff meeting on January 23 at TIES conference center. (schools are responsible for covering their own travel costs and substitute teachers).
- Earn up to 40 CEUs.

Educator Track:

- Examine research and practice strategies supporting the use of oral expression in classrooms, essential for student engagement and success in literacy and mathematics.
- Use student communication to meet learning standards and assess student progress.

Administrator Track:

- Help lead teachers to implement effective, research-based practice in scaffolded instruction, intentional teaching and planning, small group interactions, vocabulary development and more.
- Support teachers in using student communication to assess progress and meet learning standards.
- Understand how child development impacts social and academic learning.

SERIES RESULT:

Minnesota schools, communities and districts implement pre-K through third grade systems that ensure:

- ▶ All Minnesota children are ready for school and schools are ready for children.
- ▶ Achievement gaps between children are closed.
- ▶ All third graders are reading at grade level.

More information and registration: www.mespa.net, select Professional Development.

mn DEPARTMENT
OF EDUCATION



FirstSchool
UNC
PRE-CHILD DEVELOPMENT INSTITUTE

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.

Poster Sharing

- **How could I/we create or enhance and support communities of practice in my building?**
- **How are formative assessments used to inform our instruction?**
- **How is data shared/utilized across classrooms and grades to discuss student learning needs?**

Staying Connected

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

#MNP3Principals

Thank you!
See you January 22!