

Kindergarten Seminar

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Kindergarten Seminar

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Session One Agenda

Welcome and Logistics

Introductions

Kindergarten Seminar Overview

Introduction to the *Kindergarten Guidelines*

Lunch

Professional Learning Communities

Teaching Strategies GOLD Connections*

Reflection and Review

****Write down any questions you have for our TSG trainer on your index card.***

Kindergarten Seminar Overview

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Session Two - Learning Environments & Materials

Session Three – Meeting the Needs of All Children,
CLASS (Classroom Assessment Scoring System)

Session Four – Customizing Your Curricula,
Long Term Investigations & Projects

Session Five – Peer Sharing

Full Participation in Learning

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“When you go to a place you have to be intelligent and not say, ‘yuk! it’s horrible’ straight away.” (Giovanni, 5 years old)

Introductions

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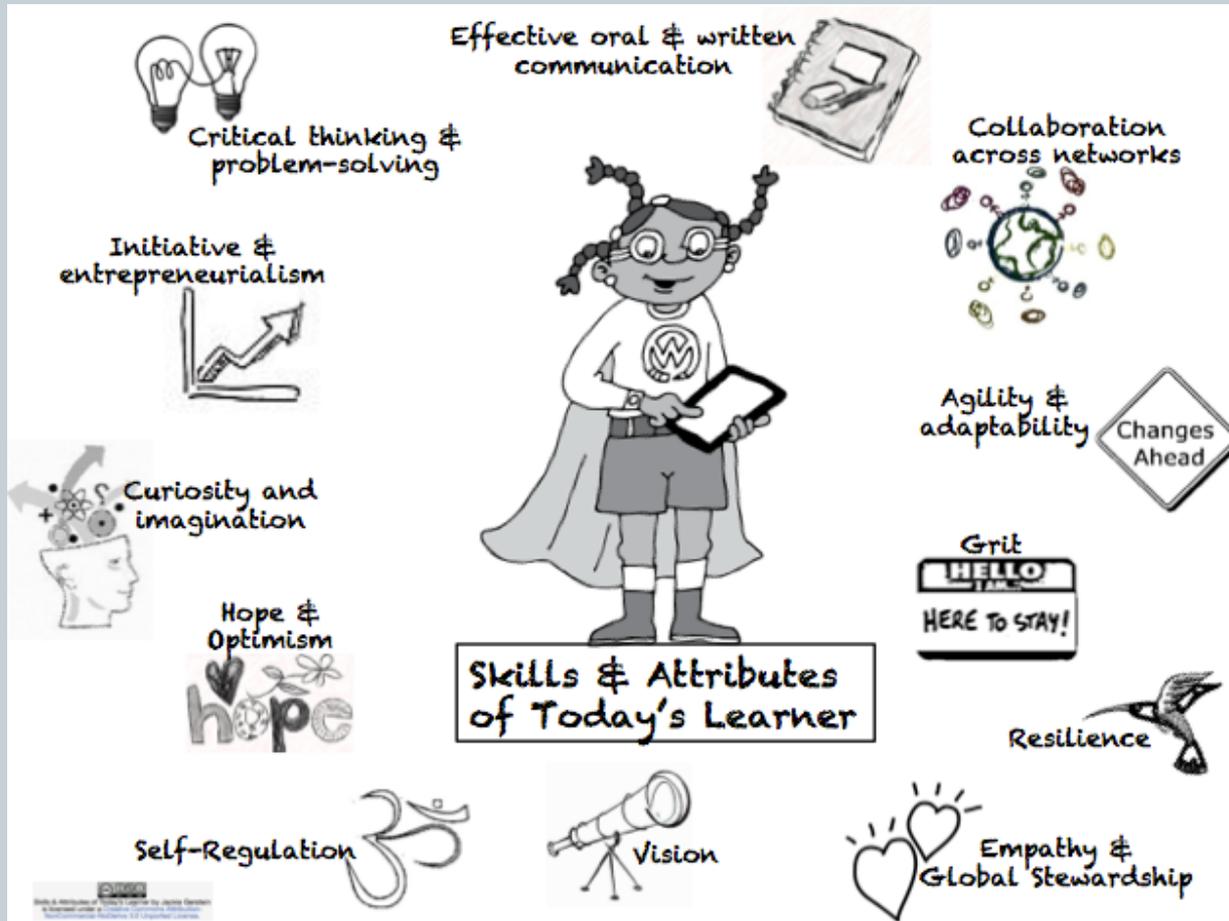
- Pair up with someone you don't know.
- You will each have 2 minutes to share what you feel is your greatest strength as a kindergarten teacher. Give your partner your name, school, district and how many years you have been teaching kindergarten.
- You will then briefly introduce your partner starting with their name, school, district, number of years teaching kindergarten and then share their greatest strength as a kindergarten teacher.

New Jersey Kindergarten Implementation Guidelines



Expectations for Today's Learner

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The Guidelines: Section One

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Guiding High-Quality Practice in Kindergarten

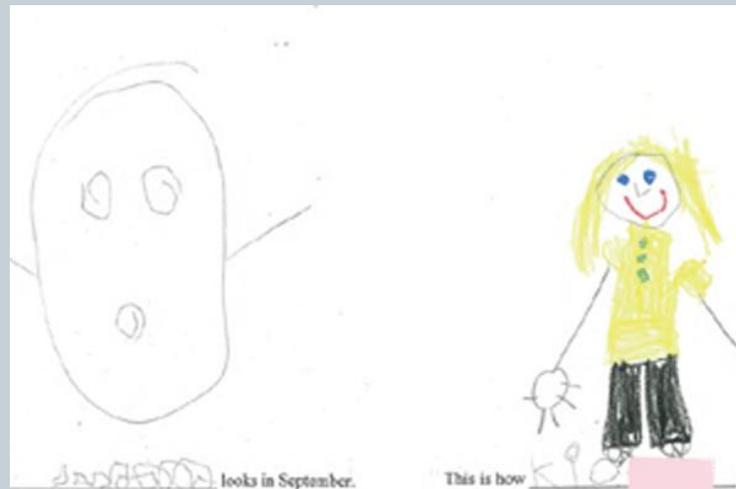


Kindergarten Guidelines Activity

- Each group will be assigned one topic or portion of a topic in Section One of the *Kindergarten Guidelines* to read.
- On chart paper, write your topic as a heading.
- After reading your section, you will have 5 minutes to generate 3-5 questions to:
 - Get clarification if something is confusing or
 - Better understand the connection to your practice.

Understanding Child Development

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Teacher-Child Interactions

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Standards-Based Curriculum

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Outdoor Play

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Indoor Gross Motor Play

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Teaching Practices

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Establishing Learning Environments

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Pre-Intervention and Inclusion

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Supports for Dual Language Learners

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Assessment in Kindergarten

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Performance Based Assessment

- Use multiple sources of evidence gathered over time
- Use in curriculum planning, professional development, and reporting to families

Evaluating Program Quality

- Classroom observation & rating instrument used for multiple purposes

Screening

- Identify children with special characteristics and determine if further assessment is needed
- Screening is always linked to appropriate follow-up
- Interventions should never result from a brief screening or one-time assessment

Learning through Play

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Remember when...?

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Take a moment to be alone with your thoughts and memories. Thinking back to your childhood, what play experiences do you remember from when you were five years old?

Telling Your Story

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- Where was your favorite place to play?
- What fascinated you? What feelings and sensations did it evoke? Recall sounds, textures, patterns or scents.
- Describe play activities and settings that fully engaged you in childhood (the ones you could do for long periods with no sense of time passing.) What was it about them that maintained your full attention?
- What places relaxed you most? What or who calmed you most easily? What places scared you? Why?

“Turn and Talk” in pairs (2 minutes each).

Share with whole group.

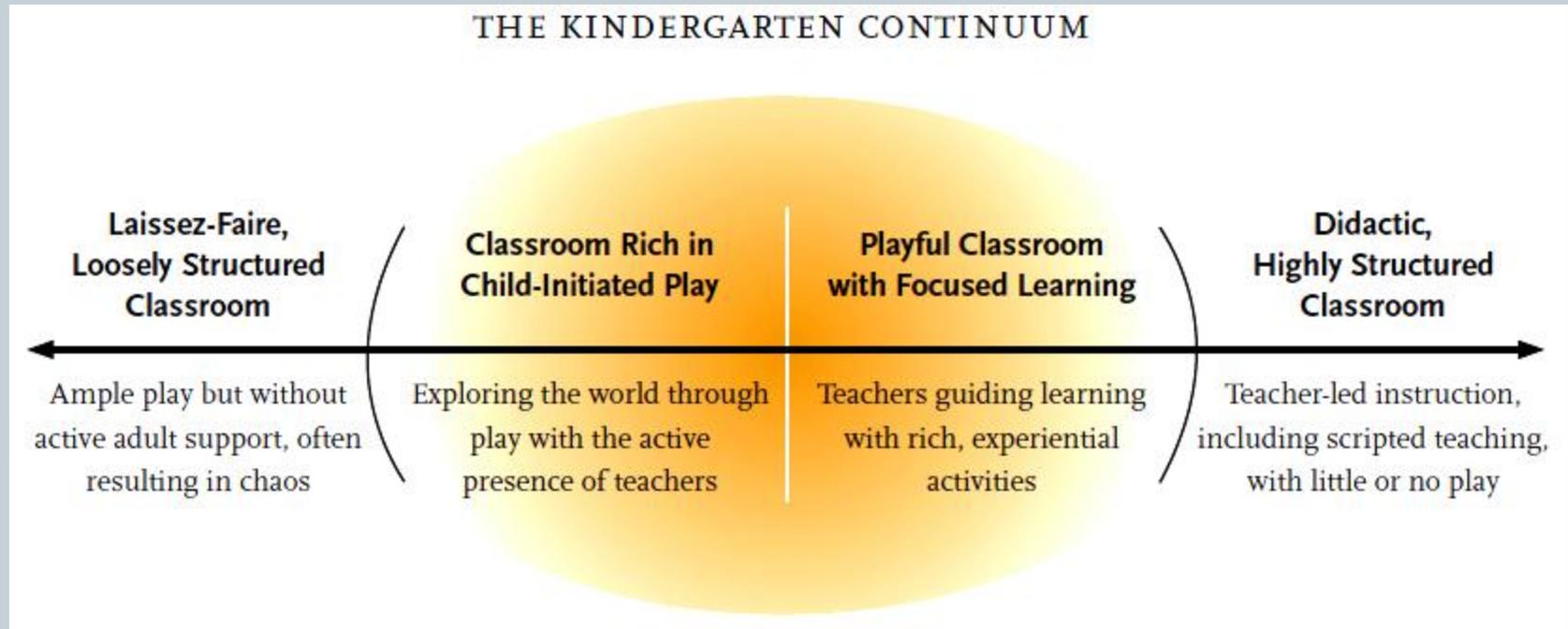
Translating Your Beliefs to Practice

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- How do your childhood play experiences and beliefs about play impact your approach to education?
- What is it that you want to remember and hold dear about play when you teach young children?

Report Out.

Balancing Play and Academics



<http://www.allianceforchildhood.org/prescriptionforplay>

The Guidelines: Section Two

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School Structures that Support High-Quality Kindergarten



Message to Administrators

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- All age-eligible children should have access to a high quality Kindergarten classroom.
- No kindergartner should be subject to suspension, expulsion or retention. Alternatives were discussed.
- Chronic absenteeism in kindergarten can predict lower test scores, poor attendance and retention in later grades.
- Parent involvement in the education of children has a positive, long-lasting effect on children's school performance.
- Class size should be kept at 21/25 with teaching assistants.
- Support teachers using TSG by requiring less testing, provide more resources and tech support and provide time for PLCs.
- Adjust schedules to include 8 critical components.

The Guidelines: Section Three

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High-Quality Kindergarten To



<http://www.nj.gov/education/ece/k/hqktoday/>

Critical Components of a Schedule



1. Morning meeting is no more than 15-20 minutes.
 2. Children spend most of the day in small groups.
 3. Children have at least 60 minutes of choice time at centers.
 4. There is daily indoor gross motor time and children have at least 30 minutes of outdoor recess every day.
 5. Children have a scheduled “down” time.
 6. Transitions are limited and without long wait times.
 7. There is time for learning through investigations and projects.
 8. There is time for reflection and a review of the day.
- Note: Documentation is collected throughout the day.*

Schedule Activity

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Full Day Kindergarten Schedule		
8:30-8:45	15 minutes	Arrival
8:45-9:00	15 minutes	Morning Meeting
9:00-9:20	20 minutes	Shared Reading
9:20-10:20	60 minutes	Choice Time with Ongoing Investigations/Project Work and Guided Reading
10:20-10:35	15 minutes	Cleanup and Sharing
10:35-10:50	15 minutes	Snack
10:50-11:20	30 minutes	Outdoor Recess
11:20-12:00	40 minutes	Math Explorations
12:00-12:30	30 minutes	Lunch
12:30-1:00	30 minutes	Rest and Independent Reading or Read-Aloud
1:00-1:30	30 minutes	Writing Workshop
1:30-2:10	40 minutes	Choice Time with Ongoing Investigations/Project Work (timed by actual length of overall school day)
2:10-2:50	40 minutes	Specials
2:50-3:10	20 minutes	Sharing, Review, and Closing

Organizing the Kindergarten Day



Silently, on your own:

- Compare your schedule to the sample schedules in the guidelines on p. 58 and 59.
- Does your schedule include all the critical components outlined?
- Which components do you find hardest to incorporate? Why?
- What changes could you make to your schedule right away?

Be prepared to share with whole group.

Reversing the Trend

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Lunch

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Kindergarten Seminar

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Professional Learning Communities (PLCs)



How is a PLC different from a typical staff or team level meeting?

<http://www.state.nj.us/education/profdev/pd/teacher/plc.shtml>

<http://isites.harvard.edu/lesaux>

Protocols for PLCs



Protocol	Purpose
The Tuning Protocol	Looking at children's work
Peeling the Onion Protocol	Understanding the complexity of a problem before solving it
Success Analysis Protocol	Learning from successes
Co-Inquiry Meeting	Refining and clarifying ideas about teaching and learning
Goal Setting Protocol	Identifying collaborative and individual goals
Inquiry Circles	Clarifying values, becoming careful listeners and beginning to frame questions that individuals or groups will want to explore

<http://www.nsrharmony.org/>

Role of the Facilitator

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- Review the protocol with the group.
- Keep the group on track and adhere to the protocol so that all have an equal voice.
- Help the group work through differences in a fair and respectful manner, encouraging active, open and sensitive listening. Acknowledge everyone's efforts.
- Connect and build ideas, expand on key points, raise new questions, suggest alternative viewpoints, provide contextual information, give examples and definitions from relevant research and recommend further reading.
- Help the group accomplish its goals in the time allotted.

Forming Ground Rules

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1. At your table, write down 4-5 attributes that make a learning community productive and satisfying.

Example: Everyone has a chance to speak.

2. Share one attribute with the whole group. Any attributes not named?
3. Chart 10 ground rules for our kindergarten seminar learning community.

Co-Inquiry Protocol

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Protocol Objectives:

- To refine and clarify ideas about teaching and learning
- To use the inquiry process to define a problem, raise questions, observe and gather data, analyze and interpret data, continue the cycle of inquiry as new questions emerge and decide on a possible plan for action.

Note: This protocol has been adapted to address the quality of documentation of children's learning that teachers have entered as evidence in meeting the objectives in Teaching Strategies GOLD. The facilitator may show the video on documentation below.

<https://www.youtube.com/watch?v=xyLpxMNbd-8>

The Co-Inquiry Meeting

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1. A teacher in the group begins by presenting evidence for one child that meets a TSG SE, math or literacy objective and explains how they leveled the child.
2. Each participant takes a turn responding to the evidence by asking a question for clarification or providing feedback about the evidence and how the child was leveled.
3. The presenter responds to the feedback and shares how the evidence will inform decisions regarding next steps for this child.
4. Based on the comments, questions, and ideas from the exchange, the presenter develops a better understanding of what quality evidence includes, the accuracy of the leveling and how that impacts future decisions on developing learning experiences for this child.

Reflection and Review

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- In your journal, reflect on the day. Identify 3 specific goals you have for your classroom. (5 minutes)
- Complete your evaluation for Session One. (5 minutes)

(Will collect photos of classroom and sketch of floor plan during this time.)

- Attach any questions you have on an index card and drop in the basket or e-mail me.

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- Go over assignment handout (5 minutes)

TS GOLD Connections

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- Finalizing Checkpoints
Fall collection period extended to November 16th
- Generating Reports
- Navigating the Site

QUESTIONS?



“The best cure for anxiety is not to retreat from what’s hard. The best cure is to place your hands into the sweet, stubborn muck and keep at it, and keep at it again.”

Beth Kephart, novice potter