

Play-Based Full-Day Kindergarten

Presenters:

Dr. Suzanne Johnson, Assistant Superintendent of Teaching and Learning

Peggy Ondera, Director of Early Learner Initiatives

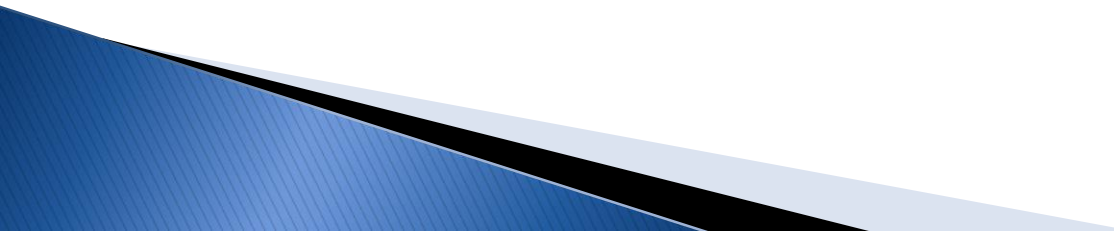
Zahidee Marciano, Kindergarten Teacher

March 21, 2016



Purpose

The purpose of this presentation is to propose the District adoption of the Full-Day Kindergarten Framework (FDK Framework) to ensure that all children have access to a robust early childhood education.



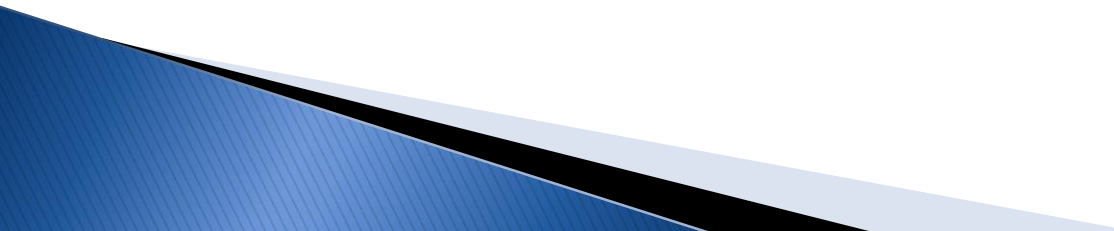
Committee Members

Name:	Position:	Name:	Position:
Celia Banks	Literacy Coordinator	Mayrena Guerrero	DL Kindergarten Teacher
Cindy Blakely	Kindergarten Teacher	Julie Isham	1 st Grade Teacher
Zuni Bloomer	DL 1 st / 2 nd Grade Teacher	Erin Jackle	CORE Coach
Rosa Ceron	DL Kindergarten Teacher	Julie Kallenbach	Consultant
Sandy Citron	CORE Coach	Apryl Lowe	Principal
Kim Deering	EDK Teacher	Martha Mancera	DL FDK Teacher
Laura Engelhart	Pre-K Teacher	Zahidee Marciano	DL FDK Teacher
Brenda Escobedo	Family Welcome Center Coordinator	Carrie Merritt	Sp Ed Pre-K Teacher
Deborah Figueroa	DL Kindergarten Teacher	Peggy Ondera	Director of Early Learner Initiatives
Angie Gallegos	Pre-K Administrator	Colleen Pecucci	FDK Teacher
Therese Gingerich	Pre-K Curriculum Coach	Karen Smith	FDK Teacher
Trenie Gorak	1 st Grade Teacher		

Proposal

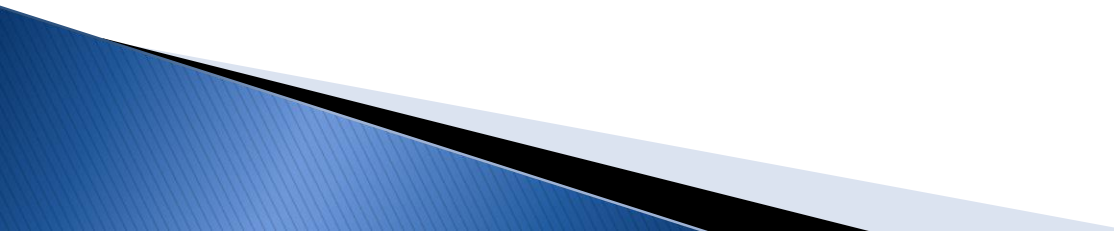
- ▶ District adoption of the Full-Day Kindergarten Framework including:
 - teacher professional development;
 - instructional materials to support successful implementation of the play-based learning model.

FDK Framework

- ▶ Is based on National Association for the Education of Young Children (NAEYC) Guidelines for Developmentally Appropriate Practice and U-46 Guiding Principles
 - ▶ Is aligned to state standards and the domains of Danielson's Framework for Teaching
 - ▶ Utilizes U-46 curricular resources
 - ▶ Defines critical attributes of play
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Developmentally Appropriate Practice

Key Areas of Practice

- ▶ Creating a caring community of learners
 - ▶ Teaching to enhance development and learning
 - ▶ Planning curriculum to achieve standards
 - ▶ Establishing an effective classroom structure
 - ▶ Assessing children's learning and development
 - ▶ Establishing reciprocal relationships with families
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FDK Framework

- ▶ Defines the structure and components of the day

Language Block/ Opening	<ul style="list-style-type: none">• Question of the Week• Morning Sharing• Morning Message• Daily Schedule and Calendar
Literacy Block	<p>Shared Reading Literacy Center Options</p> <ul style="list-style-type: none">• Guided reading/teacher• Writing• Listening• ABC/Word Work• Art• Book making• Reading library• Retelling• Read the room• Sensory table• Play dough• Dramatic play• Poetry

FDK Framework

- Includes sample schedules, examples, charts, photos, videos and links to high quality kindergarten practices


Dramatic Play Center	
Description of Activities	Materials
<p>The dramatic play center changes throughout the year to maximize student experiences with role-playing, imagination and unit concept learning. Children re-enact places in their world such as a home, store, restaurant, beach, farm, veterinary office, or pet shop. This center provides oral language opportunities and self-regulation growth as children negotiate roles, take turns, and problem solve. Skills from other content areas are also practiced while engaged in their pretend play.</p>	<ul style="list-style-type: none">•Kitchen set (table, chairs, refrigerator, sink, stove, etc.)•Specific items that relate to the current unit•Telephones, message pads, menus•Dress-up clothes•Baby dolls, crib, high chairs, pets•Puppets•Books, recipes, menus, shopping lists•Writing materials•A dollhouse (this could also be a separate center)•A mirror 

Rationale

Full-Day Kindergarten makes a difference for all students. Children who have access to Full-Day Kindergarten are more likely to:

- ▶ Transition to first grade with greater ease and confidence
- ▶ Demonstrate appropriate behavior in first grade and arrive ready to learn
- ▶ Stay in school over the long term

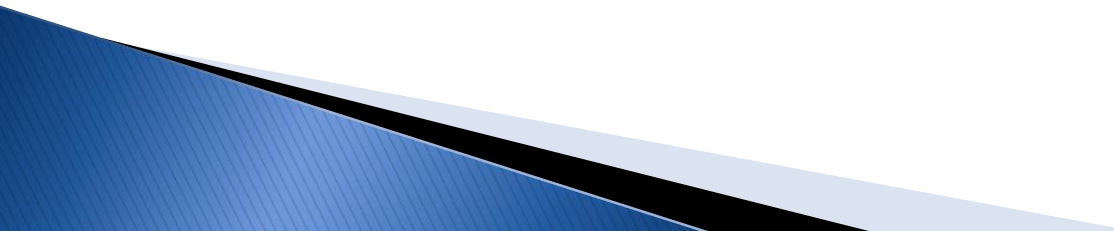
Full-Day Kindergarten is especially beneficial for low-income and minority students.



Resources

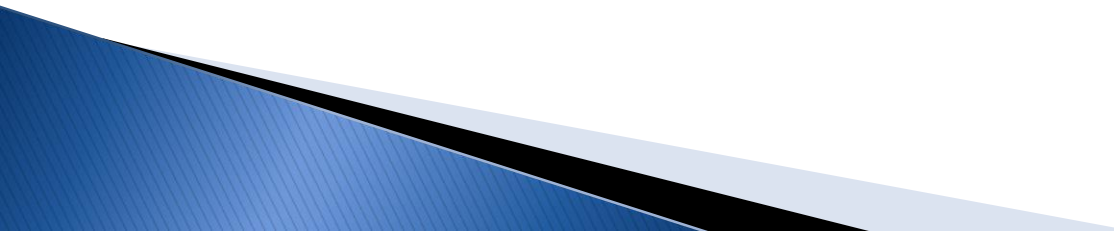
- ▶ Equipment and materials that support hands-on exploration by students
 - New classrooms will be fitted with the necessary equipment and materials that align with the FDK Framework.
 - Existing classrooms will be retrofitted.

Recommendation for Implementation

- ▶ Implementation of the FDK Framework and play-based learning model beginning in the 2016–2017 school year.
 - ▶ Differentiated professional development provided in summer 2016.
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Professional Development

8 Days of professional development for teachers in the following areas:

- Developmentally Appropriate Practice
 - Play-based learning
 - KIDS assessment
 - Effective classroom environments
 - Social emotional learning
 - Parent engagement
 - Science
 - Literacy
 - Math
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Budget

Expense	Description	Calculation	Total
Instructional Materials	Adopted curricula	30 sections	\$ 96,058.26
	DL Supplemental Materials	12 DL sections	\$ 31,036.68
	Eureka Math kit materials	\$608.84 X 30 sections	\$18,265.20
Furniture and Equipment	FDK classroom set up	\$14000 X 30 sections	\$ 420,000.00
		\$3250 X 80 (Retrofit existing classrooms)	\$ 260,000.00
PD		8 days X 120 teachers X \$125 per day stipend	\$ 120,000.00
	Workshop presenters/consultant	Not to exceed \$24,000.00	\$24,000.00
Staffing	FDK teachers	30 classroom FTEs	\$ 2,250,000.00
	PE teachers	8 FTES based on recommendation of two 30 minute PE periods per week	\$ 600,000.00
	Noon Hour Supervision	1 hr. per day per section	\$ 187,200.00

Five Characteristics of a Successful FDK

1. Instructional use of additional time
2. Developmentally appropriate practice and measures
3. Enhanced professional development
4. Adequate human, facilities and resource provisions
5. Investment before, during and after kindergarten years

Characteristics of a Successful FDK

(Dr. Janet Mort, 2013)



Evaluation of Change

Evaluation data will be collected utilizing:

- KIDS summary data
 - Differentiated Literacy Battery (DLB)
 - Parent satisfaction survey
 - Teacher feedback
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