The New Jersey Early Childhood Academy

PLC Peer Exchange

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Partnerships

The National Institute for Early Education Research (NIEER),

The Center for Enhancing Early Learning Outcomes (CEELO) and the

NJ Department of Education (NJDOE), in response to the need to support

School Districts
Purpose

To build a community of practice among New Jersey school districts

To support implementation of critical topics that early impact PreK thru 3rd grade settings
Structure

- The districts were required to send a team of three people from their district, including one administrator from the central office, a building administrator, and an early childhood teacher.

Designed to support leadership at all levels
Initiative Fatigue

“Well, Mr. Harris, I’m afraid you simply care too much. You have compassion fatigue.”
Focus
Year 1: CCSS & Teacher Evaluation

CCSS

- Focus on steps for coherence
- Create an Assessment Map to assist with aligning whole child learning standards

Evidence Documents

- Began evidence documents modeled after a DOE tool
- Considered PLC protocol
Year 2: Professional Learning Communities & Project Based Learning

Professional Learning Communities
• Based on questions and problems of practice
• Encouraged to produce artifacts

Project Based Learning
• Districts established PLCs to develop embed PBL across grades
Year 3: Data Use & 1st-3rd Grade Guidelines

Data Use

- Districts use classroom data to understand the quality in their schools, generate a plan for improvement, and execute the plan with support from the EC Academy team.

1st thru 3rd Grade Guidelines

- Balance of classroom and child assessment supported.
The Vision

EC Academy becomes statewide PD model in 2016

Develop District Early Learning Leadership Teams
EC Academy
“No matter how dedicated or well-trained, teachers cannot affect lasting, systemic change by themselves. Good teaching and good teachers need to be valued and supported by a rational system” (Jones, 2003)