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

Designed to support leadership at all levels

- 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.

Initiative Fatigue

"Well, Mr. Harris, I'm afraid you simply care too much. You have compassion fatigue."

Focus

**Year 1
CCSS
&
Teacher
Evaluation**

**Year 2
PLCs
&
Project
Based
Learning**

**Year 3
Data Usage
&
1st-3rd
Grade
*Guidelines***

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 http://www.nj.gov/education/ece/eval/Evidence.pdf
- 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
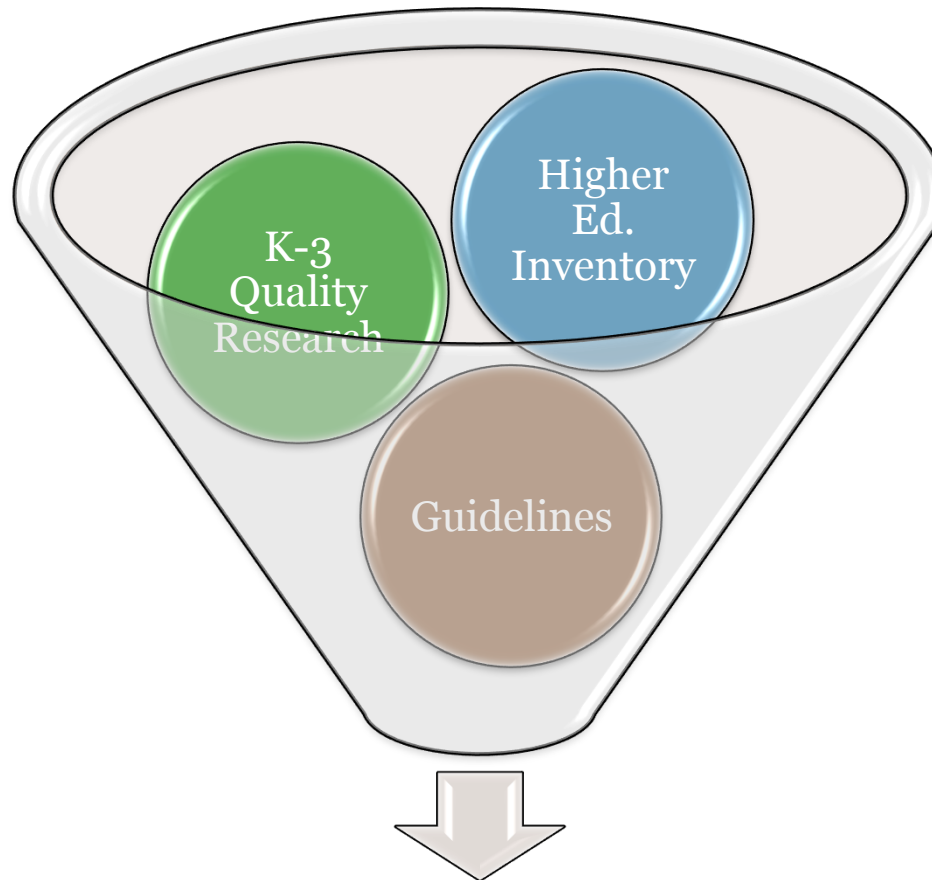
- Balance of classroom and child assessment supported

The Vision

EC Academy becomes statewide PD model in 2016

Develop District Early Learning Leadership Teams

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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)