

P3 Overview and Panel Discussion

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Agenda

- Review the past 2 days and reflect on implications for P3
- Hear about district approaches to P3
 - Engage in conversations about promising practices in implementation
 - Learn about what to avoid
- Provide participants with resources



P3, Play, and Developmentally Appropriate Practice

- Fun is important for learning
- Play does not mean throwing out structured learning or standards
- Let's play a bit



Kahoot.It!



Kahoot.it! Will be used so everyone is engaged

- Use smart phone or computer
- Type into browser window: kahoot.it!
- Type the code you see on the screen



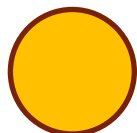
1. What is your role?



Administrator



Teacher



NYSED, BOCES or TA
staff



Other



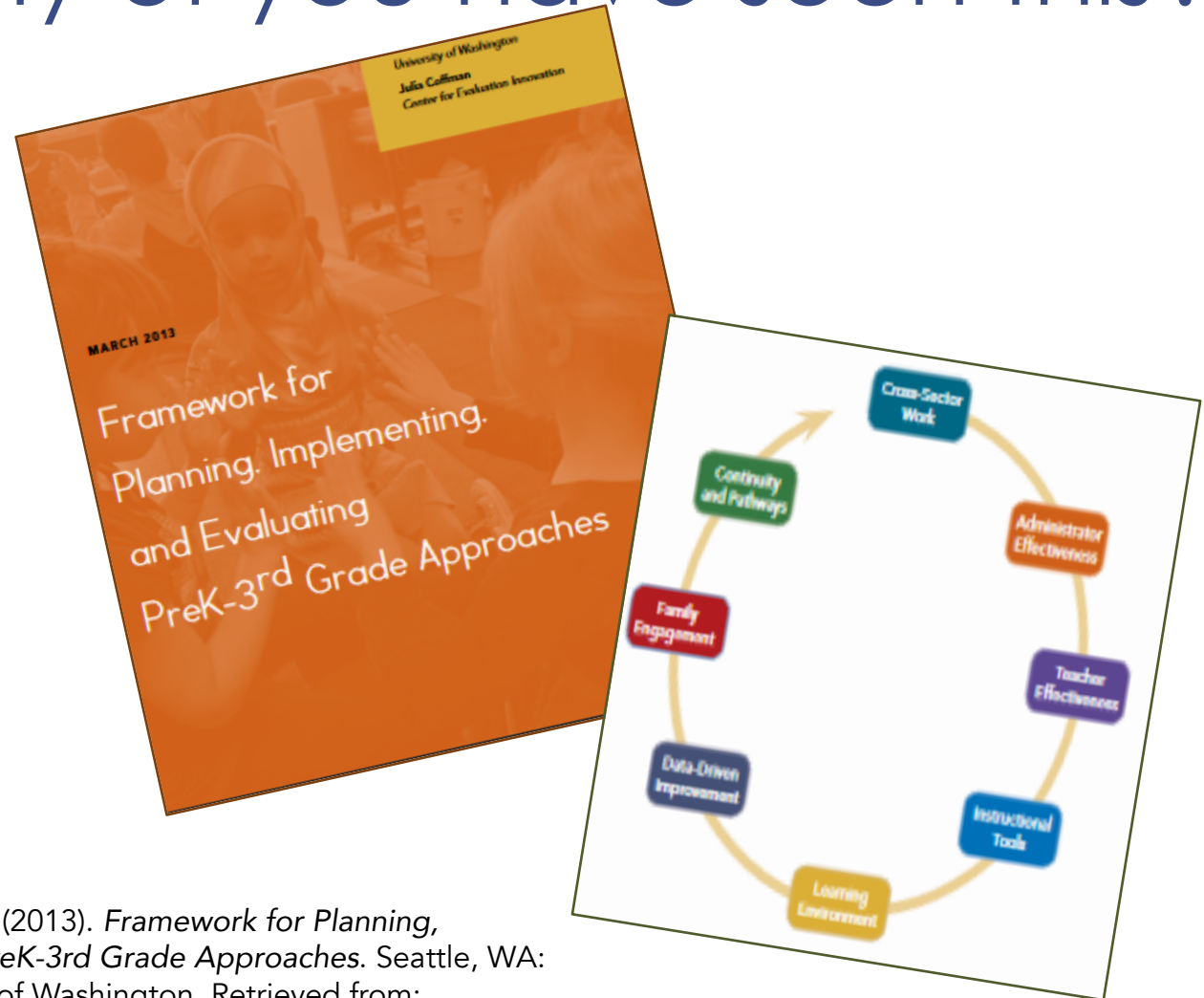
Key Points from Past 2 Days

- **P3** is an important **conceptual framework** to align education from pre-k through age 8
- **Purposeful or structured play** leads to **improved educational outcomes** that can be used across preschool through grade 3 classrooms
 - Structured play is rigorous
- **Linking play** and **curriculum to standards** is essential across P3
- **Engaging parents** can be an effective strategy
- **P3** is most effective when **aligned** with **existing priorities and initiatives**



How many of you have seen this?

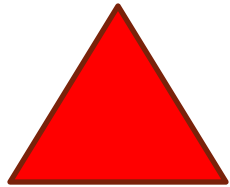
PreK-3 System
Comprehensive
Aligned
Cross-boundary
Coherent



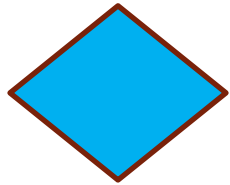
Source: Kauerz, K. & Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington. Retrieved from: https://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf



Have you seen the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches?



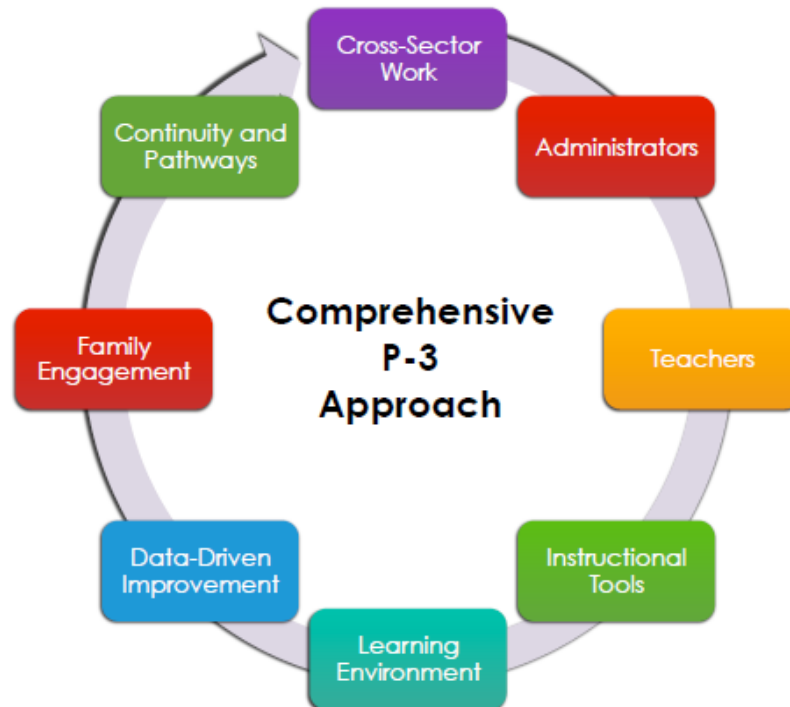
Yes



No



P-3 Alignment Framework



Kauerz, K. and Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.

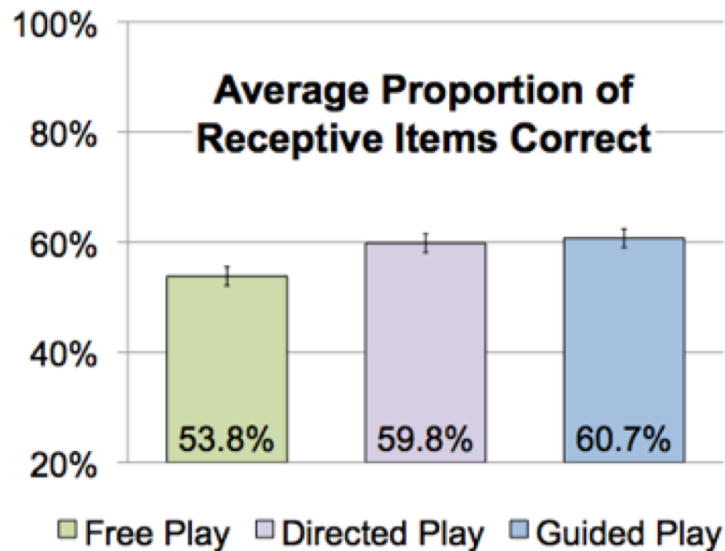


Why focus on play and Developmentally Appropriate Practice?

- Roll out of new standards provides an opportunity
- Play and tailoring curriculum to address developmentally appropriate practice is effective
- Early language, literacy, math, and socio-emotional outcomes essential for later learning



Research on Play



Adult supported play was better than free play in all conditions!

Book reading + adult supported play was also better than book reading plus fun flash cards!

Bottom line? When there is a learning goal – adult supported play (guided or directed) helps children learn!

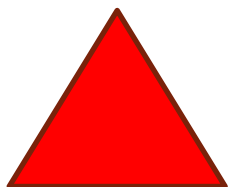
Weisberg et al., 2015; Taub et al., in press

From Bustamante, 2018, see ceelo.org

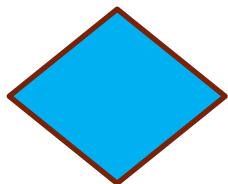




NYS Next Generation LEARNING STANDARDS



Yes



No



Next Generation Standards

- Standards are the destination not the roadmap
- Every Student Succeeds Act (ESSA) Supports the new standards
- Provide an opportunity to align P3 and chance to support structured play in the curriculum



Standards, P3 and Play

- What can we learn from districts?
- What promising practices exist?
- What pitfalls should we avoid?



Getting from Here to There



Getting from Here to There



Standards, P3 and Play

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Working Together for Better Outcomes



Center on Enhancing Early Learning Outcomes | www.ceelo.org

How are educators adopting a P3 approach?

- Uniondale
- Newburgh
- Watertown



How did you get started?

- Align priorities with existing district initiatives (Newburgh)
- Engage administrator support (Uniondale)
- Use data (Watertown)



What is P3?

P3 is a conceptual framework but how do you describe what you are doing?

- Use language aligned with district priorities
- Frame specific activities such as third grade math activities



Who did you engage?

- Pre-existing team, Newburg
- New team, Watertown
- Hybrid committee with subcommittees, Uniondale



What were your goals?

- Purposeful play and Creative curriculum, Watertown
- E-portfolio, Uniondale
- Vertical and horizontal alignment, Newberg



How did you select your focus?

- Brainstorm
- Build on existing initiatives
- Select a few priorities
- Don't focus on too many



How did you phase in?

- Pilot with a few early adopters
- Implement in one grade level and move up
- Make adjustments based on early implementation
- Engage champions (teachers and administrators)



What have you done to align philosophies and approaches among P3 teachers?

- Professional development
- Professional learning communities
- Peer to peer mentoring
- Common planning time



How does play differ from pre-K to grade 3?

- What do you do in early grades (pre-K and K)?
- What does it look like in first and second grade?
- What can you do in grade 3?



How do you talk about this?

- Engage teachers and use language that is aligned with existing priorities
- Engage families through newsletters and technology
- Engage public through working with the media



Communication Strategies

- Newsletters
- Social media
- Communication Apps
 - Remind App
- Monthly parent workshops
- Celebrations
- Media



Common Pitfalls

- Insufficient time is allocated
- Scope and task is not clear
- Boundaries, roles and tasks are too vague
- A few loud voices can create resistance
 - Some educators believe they don't have permission to experiment
 - Myths exist that rigor and play-based approaches are mutually exclusive
 - Veterans are not willing to accept new approaches for newer teachers
- Speed at which changes are made can create a challenge
- Churn in the system can thwart efforts



Pitfalls and Solutions

Pitfall	Solution
Identifying priority is difficult	Build on existing initiatives Use data
Scope, boundaries, roles and tasks aren't clear	Focus on a few and powerful priorities Articulate scope, roles and tasks the first few times you meet
A few louds voices create resistance	Rely on champions Engage leaders Focus first on early success
Myths exist that activities lack rigor	Use data and research to make the case
Change of leaders and team members creates challenges	Build a team that includes key representatives and consider transition plans
Timing can be a challenge	Set up regular meetings and celebrate early successes



Next Steps

- Review the rubric and consider what resonates
- Engage in brainstorming about what initiatives are currently underway in the district
- Consider what your data have been telling you
- Reflect on who needs to be engaged in the process
- Develop concrete next steps



Resources

Building State P-3 Systems

Kauerz, K. & Coffman, J. (2013). Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches. Seattle, WA: College of Education, University of Washington.

Cross-Sector Work

Connors-Tadros, L. (2017). Early Learning Programs: Ensuring Young Children are Successful Powerpoint Presentation. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Jacobson, D., (2016). Building State P-3 Systems: Learning from Leading States Policy Report. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Administrator Effectiveness

Clarke Brown, K., Squires, J., Connors-Tadros, L., & Horowitz, M. (2014). [Preparing Principals to Work With Early Childhood Teachers](#).

Herzfeldt-Kamprath, R., & Ullrich, R. (2016). [Teacher Effectiveness Examining Teacher Effectiveness Between Preschool and Third Grade](#).



Resources

Instructional Tools

Mathematica Policy Research (2016). [Preschool Academic Skills Grow Stronger When Quality of Instruction Improves but Only When Quality Is in Moderate to High Range.](#)

Leaning Forward and Education Counsel (2017).). [A New Vision for Professional Learning: A Toolkit to Help States Use ESSA to Advance Learning and Improvement Systems.](#)

Learning Environment

Tarrant, K. (2015). [Sharpening the Focus: State Policy to Promote Effective Teaching that Improves Learning.](#)

Data-driven Improvement

Connors-Tadros, L., Martella, J., Mathias, D., & Tarrant, K., (2015) The Common Thread: Crafting a Coherent Accountability System Focused on Great Teaching.

Helsel, F., Jones, J., Pruette, J., Schultz, T., & Martella, J. (2013). [Using Assessments to Improve Transitions to Kindergarten.](#)



Resources

Engaged Families

Dahlin, M. (2017). [State Approaches to Family Engagement in Pre-K Programs](#). This brief focuses on approaches to family engagement in state funded pre-K programs. It discusses why family engagement is important, describes approaches to developing program guidance, and offers strategies to support effective implementation.

Van Voorhis, F., Maier, M., Epstein, J., & Lloyd, C. (2013). [The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills](#). This report summarizes research conducted primarily over the past 10 years on how families' involvement in children's learning and development through activities at home and at school affects the literacy, mathematics, and social-emotional skills of children ages 3 to 8.

Continuity and Pathways

Schultz, T., (2013). [Promoting Holistic, Shared and Consistent Birth-3rd Grade Pedagogy and Practice](#) This Powerpoint explains why improving early learning opportunities birth through third grade is an urgent priority, describes how young children are doing in birth through third grade, and explains what we know about birth through third grade pedagogy and practice.



Resources

STEM resources:

- Next Generation Science Standards focus on inquiry-based approaches
- Betsy Zan has written about this:
- <https://www.amazon.com/STEM-Learning-Young-Children-Childhood/dp/0807757497>
- Andres Bustamante has information about play. See: <http://ceelo.org/ceelo-events/ceelo-roundtable/2018-roundtable/>
- <https://www.edutopia.org/blog/stem-engagement-maker-movement-annmarie-thomas>

