



NC Department of Public Instruction

Primary Team

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Two Pieces of a Puzzle

- 1) Teacher Leader Initiative
- 2) Position Paper



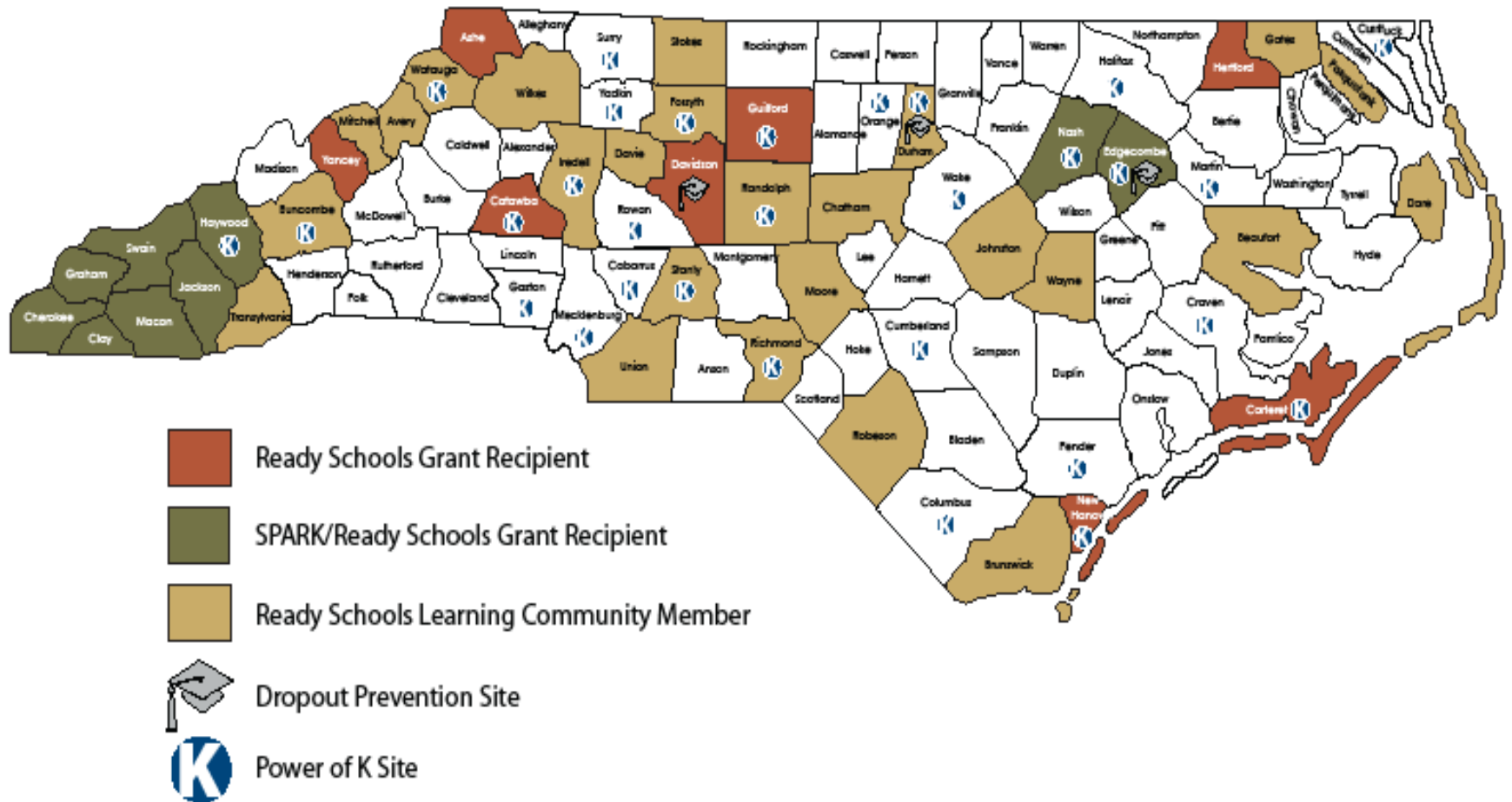
NC Kindergarten Teacher Leader Initiative



Teacher Leader Initiative

- Three-year **comprehensive** professional development initiative
- **Application** process
 - 219 NC K teachers applied
 - Diverse review committee
 - 36 NC K teachers were selected
 - Represent each region of the state
- Kindergarten **Transformation**

NC State Board of Ed Regions



Overall Goals

- Strengthen *knowledge* of...
 - Child development
 - Content
 - Instructional practices
 - Integration of content and 21st century skills
 - Community of diverse learners
 - Intentional interactions, planning & teaching
 - Meaningful & authentic assessments

Overall Goals

- Increase teacher's ability to *implement* effective practices
- Increase teacher's ability to *articulate* philosophy and practice
- Strengthen *leadership* skills- school, district & state levels

POK Goals

- By the end of year three, KTLs will...
 - Be state-recognized leaders
 - Understand, demonstrate & articulate effective practices
 - Integrate understanding of child development with SCOS/Essential Standards
 - Provide appropriately challenging and engaging learning experiences

POK Goals

- By the end of year three, KTLs will...
 - Understand, demonstrate & articulate effective practices
 - Implement and advocate for curriculum that is relevant, integrated and play-based
 - Implement a broad repertoire of learning contexts
 - Use children's prior experiences for planning and instruction

POK Goals

- By the end of year three, KTLs will...
 - Utilize effective assessment strategies
 - Informal and Formal
 - Formative and Summative
 - Develop cultural competence
 - Develop strong family partnerships
 - Meet the needs of the whole child
 - Healthy, safe, supported, engaged, and challenged
 - Create classrooms that are “ready” for all students

POK Accomplishments

- Enhanced teachers' knowledge & pedagogy
 - Child development & brain research
 - Effective environments
 - Play-based learning & SCOS/ES
 - Early math & literacy development
 - Integrated learning
 - Families partnerships
 - Exceptional Children/Inclusion
 - English Language Learners
 - Transition practices
 - Retention research
 - Technology

POK Accomplishments

- Strengthened Leadership Abilities
 - Communication
 - Articulation
 - Goal setting and strategic planning
 - Team Building
 - Working with adults
 - Presentation skills
 - Group Facilitation

POK Accomplishments

- Network of highly trained teacher leaders
 - State Committees
 - K-2 Literacy Assessment Revision
 - Math, Science, Social Studies Essential Standards
 - *NC Guide for the Early Years* Revision
 - Parent/Teacher Kindergarten Support Documents
 - NCaeyc Board Members

POK Accomplishments

- Leadership Roles...
 - Presentations
 - Professional Development
 - Book studies
 - Grant awards
 - Additional Certifications/Degrees
 - National Board Certifications
 - Teachers of the Year
 - Ready School Teams
 - Preschool-Kindergarten Transitions
 - Demonstration classrooms
 - Newspaper and Magazine Features

POK Accomplishments

- The word is out!!
- District Projects are slowly sprouting up!!
- Changes are happening!!



Future Goals

- DPI
 - Evaluation of the initiative
 - Establish premium classrooms for observation
 - Begin a second co-hort of POK teachers
 - Expand regional networks
 - Support *NC Ready Schools* Initiative
 - Replicate POK initiative for first and second grades

Future Goals

- KTL
 - Continue personal and professional growth
 - Expand regional networks
 - Support & mentor other K teachers
 - Strengthen connections between preschool, kindergarten and first grade
 - Participate in *Ready Schools* Teams

Overall Future Goal

- *Increase & strengthen kindergarten programs that promote and build upon the NC Kindergarten Position Statement*



The Power of K
North Carolina Position Statement
on Kindergartens of the 21st Century

State Board of Education Endorsement

June, 2007

Position Statement

- Letters of support / endorsement
 - NC Birth - Kindergarten Institutes of Higher Education Consortium
 - NC Community College System
 - NC Office of School Readiness
 - FPG / FirstSchool
 - NC Association of Elementary Educators
 - NC Association for the Education of Young Children
 - Action for Children

The Power of K



1. The Mandate
2. The Power of K
3. Kindergarten Today
4. Kindergarten Children Today
5. Kindergarten Programs of the 21st Century:
Intentional Teaching and Learning (p. 2-3)
6. Kindergarten Programs of the 21st Century:
The Debate Around Play (p. 3-4)
7. North Carolina's Charge

Intended Outcomes

- Guidelines / Framework
- Consistent and clear expectations / practices
- Foundation for K Teacher Leader Initiative

Intended Outcomes

- Support NC Ready Schools Initiative
- Strengthen connections
 - preschool to kindergarten and kindergarten to first grade
- Establish the foundation for 21st Century Learning Skills and Future Ready Students

Identify the Power Words



With your group,
record the ***Power Words***
from your assigned section of the *Power of K* on chart paper.
Be prepared to share with other groups.

The Power of K



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The Power of K

1. The Mandate

- The guiding mission of the NC State Board of Education
- Globally competitive students
- “Future Ready Students”
- Kindergarten “leads the journey”

The Power of K

2. *The Power of K*

- “The early childhood years, birth through age 8, are the most powerful years for learning, growth and development in the life of a child” (Jensen, 1998).
- Kindergarten is a foundation of a child’s and family’s attitude towards education

The Power of K

3. *Kindergarten Today*

- Must meet multiple demands
- Feels the pressure of increased accountability
- “suffers from the middle-child syndrome [and] straddles the worlds of preschool and elementary school” (Graue, 2006)
- A delicate balancing act

The Power of K

4. Kindergarten Children Today

- “Although the 21st Century brings new experiences for young children, their developmental patterns, rates and ways of learning have not changed.”

- “still in a very sensitive period for brain development”

The Power of K

4. *Kindergarten Children Today*

- “Kindergarten children must be appropriately challenged to progress academically and socially; however, when classroom experiences are not attuned to children’s developmental needs and individual characteristics, they *undermine* rather than foster children’s learning”. (Berk, 2006)

The Power of K

5. Kindergarten Programs of the 21st Century: Intentional Teaching & Learning

- “K programs must respond to the complex needs of children by linking instructional practices, the physical environment, and learning opportunities to the unique characteristics of 5 year olds.”

The Power of K

5. Kindergarten Programs of the 21st Century: Intentional Teaching and Learning

- Kindergarten classrooms must be engaging and interactive where children are guided by trusted and nurturing adults who provide challenging, yet achievable learning experiences
- Requirements (*page 3 of statement*)

The Power of K

6. Kindergarten programs of the 21st Century: The Debate Around Play

- *Play* is the core of a kindergartner’s learning & development and is an essential element of a child’s education in the 21st Century.
- “integral to the academic environment”
- The absence of play is an obstacle

The Power of K

7. North Carolina's Charge

- All students will **graduate** from a **rigorous, relevant academic** program.

- **Kindergarten** programs must ensure **rigor** and **relevance** and guarantee supportive **relationships** for each student.

The Power of K



- ***Your Personal Charge***
 - Awareness
 - Share information with other colleagues
 - Reflect...
 - How can the *Power of K* framework be beneficial to your work?
 - How can we support you?

Through a culturally respectful, inclusive and appropriately challenging curriculum, coupled with a broad repertoire of instructional approaches, kindergarten children will grow and develop into independent, critical thinkers empowered to succeed in their future school endeavors, and to become productive citizens in the global world of the 21st century.

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