



EARLY LEARNING TASK FORCE SESSION 7

03/30/2023



Welcome,

Purpose of the Early Learning Task Force

- Develop a three-to-five year plan for early learning in the Ferndale School District
- Examine Ferndale's current early learning programming
- Align our early learning programs with inclusive, best practice that follows state requirements
- Elevate early learning

Outcomes for Today's Meeting

- Connect
- Session outcomes and big ideas
- Cross Sector Work
- Work on Initial Recommendations
- Reflections
- Next Week...



Activator

| | | | | | | |
|---------|---------|------------|-----------|-------------|---|--------------|
| Vision | Skills | Incentives | Resources | Action Plan | = | Success |
| Vision | Skills | Incentives | Resources | Missing | = | False Starts |
| Vision | Skills | Incentives | Missing | Action Plan | = | Frustration |
| Vision | Skills | Missing | Resources | Action Plan | = | Resistance |
| Vision | Missing | Incentives | Resources | Action Plan | = | Anxiety |
| Missing | Skills | Incentives | Resources | Action Plan | = | Confusion |

As move forward with elevating early learning, what pieces are we missing that are not addressed in our recommendations that we need to consider to ensure lasting change?

Additional Big Ideas Previous Session

Family Engagement

- Family climate surveys that ask families for input
- Open House night, or afternoon, before the start of the school year
- Fall/Spring showcase nights and inform the community they are invited



Additional Big Ideas

Previous Sessions

Continuity and Pathways

- Class lists for next year have input from both teachers and admin together, so all understand the dynamics of students/teacher/families
- Family nights by chunked grade level to share w/parents changes & challenges & highlights for each grade
- Supporting teachers in listening to & honoring the info of previous year's teacher
- TK-3: show and tell for each grade level, thru peer observation or videos - showing what different aspects of the day look like across grade levels
- Scope & sequence for play based learning TK-3 what does "play" look like
- Age appropriate natural playgrounds that are inclusive and accessible
- Explore dual language early learning magnet classes

Additional Big Ideas

Previous Sessions

Continuity and Pathways

- For incoming K's new to the school, class visit in spring before K year as "Guest student" w/current K class
- Utilize aspects of WaKIDS and TSGold for family connections and reporting
- Support teachers and provide training related to family reports in TS Gold for reporting
- Vertical team meetings – subject meeting
- Looping with students (same teacher over a two year period) for continuity of learning
- Pilot a 3-year looping class (same teacher with students TK, K, and 1)
- Project based learning themes across grades
- Learning celebrations
- Roll up meetings for each grade level, increase the value in & time for this
- A data system to that support sharing information on students efficiently and informatively

Session 6: Outcomes and Big Ideas

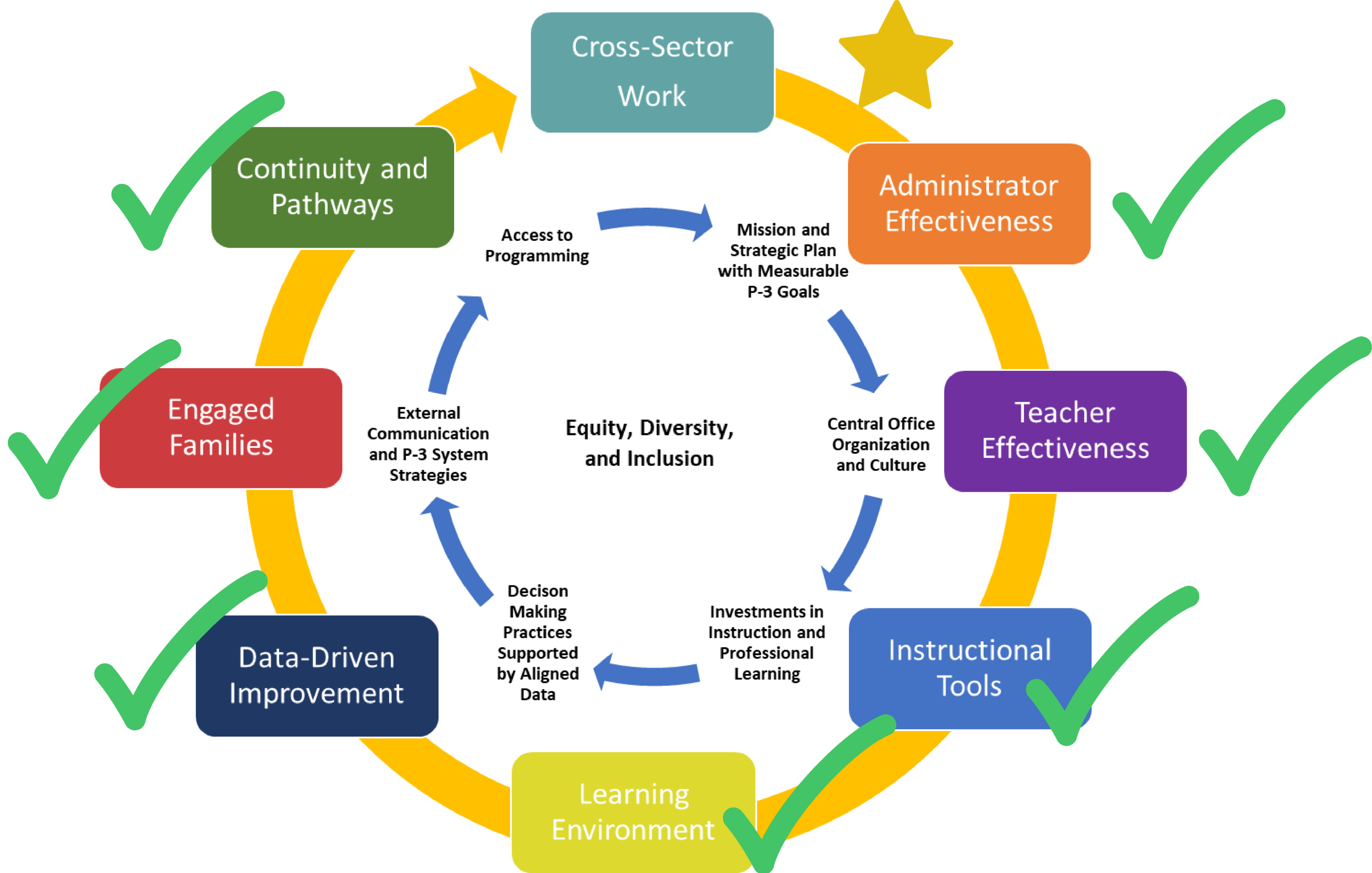
Administrator Effective:

- Administrators meet regularly with grade level teams
- Provide relevant, cyclical professional learning based on grade levels needs
- Early Learning Director position
- Master schedule that aligns with P-3 work
- Professional development for administrators around P-3
- Ensure all staff that work with students P-3 receive same professional learnign as teachers
- Collaboration time between all staff members that support P-3
- Jump Start teachers receive time to collaborate as a team
- Specials teachers
- Administrators are present throughout the day and in all areas of the school
- Restructuring specialist time
- Jump Start and kindergarten teachers partner around students and curriculum
- Work on early interventions for students that need them
- Vertical teams in all buildings
- Coaching roles for early learning
- Learning walks in buildings for colleagues to mentor one another
- Ensure most effective teachers are in P-3

Session 6: Outcomes and Big Ideas

Teacher Effective:

- Relevant, cyclical professional learning
- Systems for teachers to self reflect (e.g. video, peer review)
- Regular times for grade level teams to collaborate
- Develop understanding around district early learning programs
- Participate in peer observations, and time to observe other classrooms. Rubrics for peer observations developed by teachers.
- Learning around how standards can be met during play
- Professional learning for specials teachers around developmentally appropriate practices
- Peer coaching model
- Planning time with colleagues
- Focus on building relationships with students
- Intentionally share about self to cultivate relationships
- Home visits
- Attend student events
- Collaboration between P-3 around students and standards
- Teacher leaders around early learning



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Cross-Sector Work

Goal:

Mechanisms, resources, and structures exist that reflect, support, and sustain shared vision, collaborative relationships, and mutual accountabilities between ECE/0-5 and K-12.

Guiding Question

What is the vision for Ferndale?

Framework in Action



P-3 Strategies

Governance/Leadership Team

Establish and support collaborative (cross-organizational and cross-sector) board or committee that formalized decisions-making roles and responsibilities among partners and prioritizes P-3 efforts

Strategic Plans

Develop, share, and regularly update a strategic plan for the P-3 work that reflects shared commitment to improving outcomes for children.

Funding

Generate, reallocate, leverage, connect, and/or blend public and private funds to ensure P-3 efforts are adequately funded to ensure effective implementation.



Cross-Sector Work

Session 7: Cross-Sector Work

Goal: Mechanisms, resources, and structures exist that reflect, support, and sustain shared vision, collaborative relationships, and mutual accountabilities between ECE/0-5 and K-12.

| P-3 Strategies | What could this look like? |
|--|----------------------------|
| Governance/Leadership Team: Establish and support collaborative (cross-organizational and cross-sector) board or committee that formalized decisions-making roles and responsibilities among partners and prioritizes P-3 efforts | |

Framework in Action

Reviewing Big Items and Outcomes

Divide into two groups:

- **Group 1:** Engaged Families, Teacher Effectiveness, Administrator Effectiveness, Continuity and Pathways
- **Group 2:** Data-Driven Improvement, Learning Environment, Instructional Tools

Look through the recommendations for assigned buckets:

- Are there any recommendations that are repeated? If so, decide which "bucket" recommendation aligns best with.
- Can any of the individual recommendations be combined into one big idea?
- Do any of the recommendations need to be reworded, removed, or reexamined?



Reviewing Big Items and Outcomes

Split up into mixed groups:

- Compare recommendations
 - Are there any recommendations that are repeated? If so, decide which "bucket" the recommendation aligns best with.
 - Can any of the individual recommendations be combined into one big idea?
 - Do any of the recommendations need to be reworted, removed, or reexamined?



Reviewing Big Items and Outcomes

Reconnect with original group:

- Compare changes made
- Create draft of final edits and revisions



Next Time:

Review draft of final
recommendations and
timeline.

**Follow our work on the
[FSD website](#)**

**Next Meeting
Thursday, April 20**

**Bringing it all
together.**