



FDK: What's It All About?

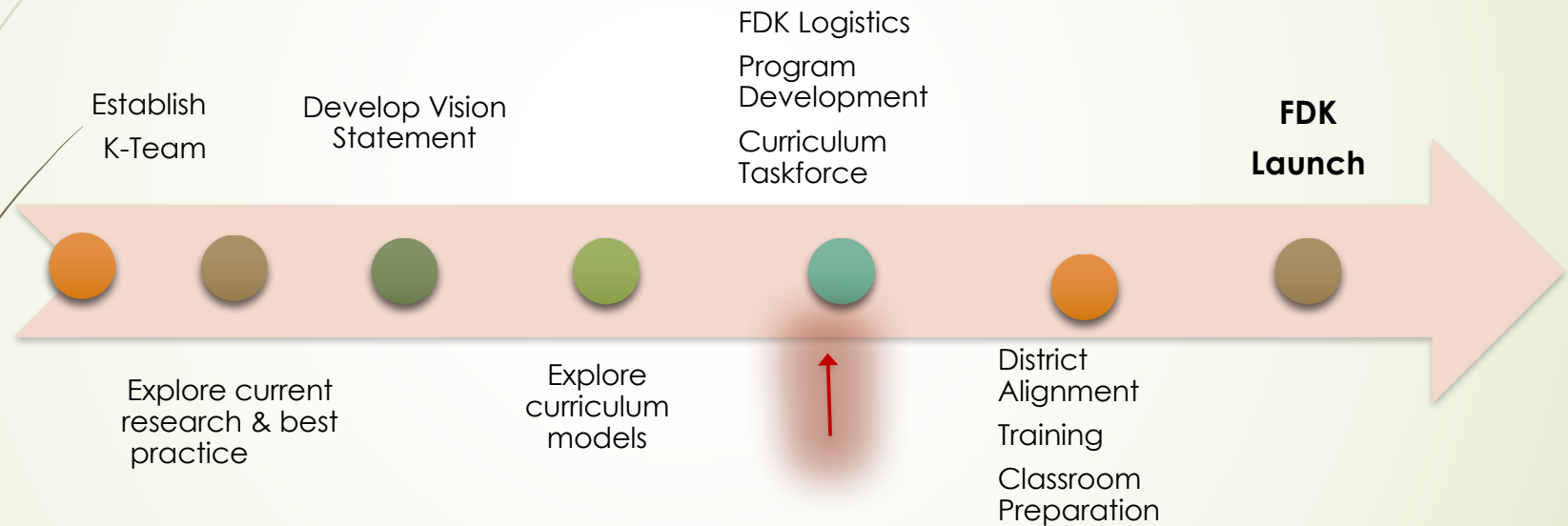
December 11, 2018



Goals

- ❖ Learn about our vision/planning for FDK
- ❖ View a snapshot of our programming model in action
- ❖ Reflections/Q & A

Our Journey: Building Knowledge, Creating Alignment



Current Research & Best Practice



- ❖ National Association for the Education of Young Children (NAEYC)
- ❖ *MA Standards for Preschool and Kindergarten: Social and Emotional Learning, and Approaches to Play and Learning*, June 2015



What the research confirms...

- ❖ Children at 5 are more like preschoolers than school-age children
- ❖ Between age 5 and 7 children's thinking shifts dramatically –concrete operational thinking to logical-mathematical thinking
- ❖ Key skills to practice-- persistence & flexibility
- ❖ Significant development in social and emotion domains – friendships, empathy, inclusion vs. exclusion, rules driven, development of morality
- ❖ Development is integrated ... and children learn in an integrated fashion
- ❖ Learning is through hands-on manipulation of materials, experimenting, and observing
- ❖ Children need to move
- ❖ Children learn best when instruction is tied to interests, highly engaging, & allows for depth, integration and opportunities to revisit
- ❖ Class sizes of no more than 20 students with 2 qualified adults is optimal

Our Vision: Core Principles



❖ **Principle 1:**

- Learning encompasses the whole child

❖ **Principle 2:**

- Kindergarten children construct their own knowledge and skills

❖ **Principle 3:**

- Relationships and play are key ingredients

❖ **Principle 4:**

- Families play an essential role in their children's learning

❖ **Principle 5:**

- Diversity in backgrounds, experiences and learning styles enriches learning

❖ **Principle 6:**

- Teachers and school leaders commit to continuous learning

Vision into Action: “Focus on K2”

Integrated curriculum that focuses on in-depth exploration, projects, and hands-on learning

Units of Study

Our Community
Animals & Habitats
Construction
Our Earth

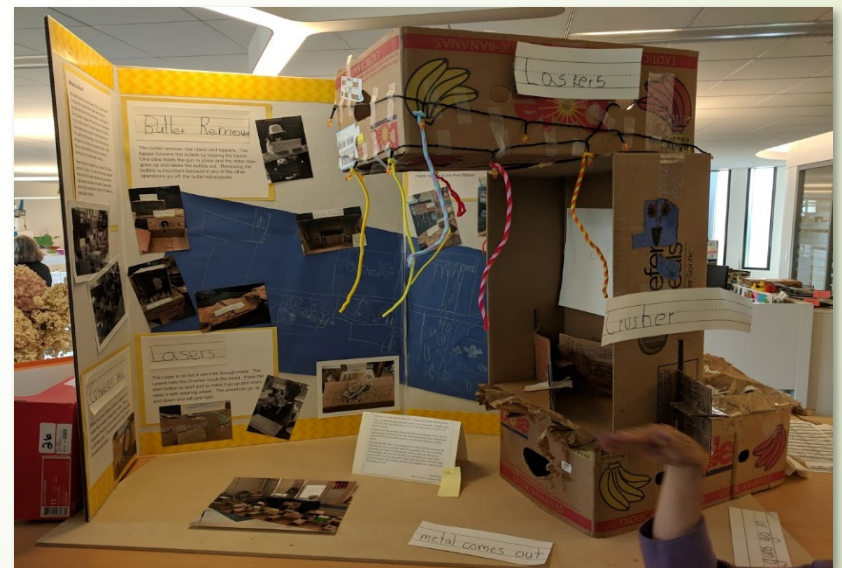
Sept. – Oct.
Oct. - Dec.
Jan – March
April – June

All units involve longer term projects.

- First two units projects emerge from children's interests.
- Last two have specific group project focus.



Children's Art Museum and Studio Space



Gun Crusher



Vision into Action: Components of “Focus on K2”

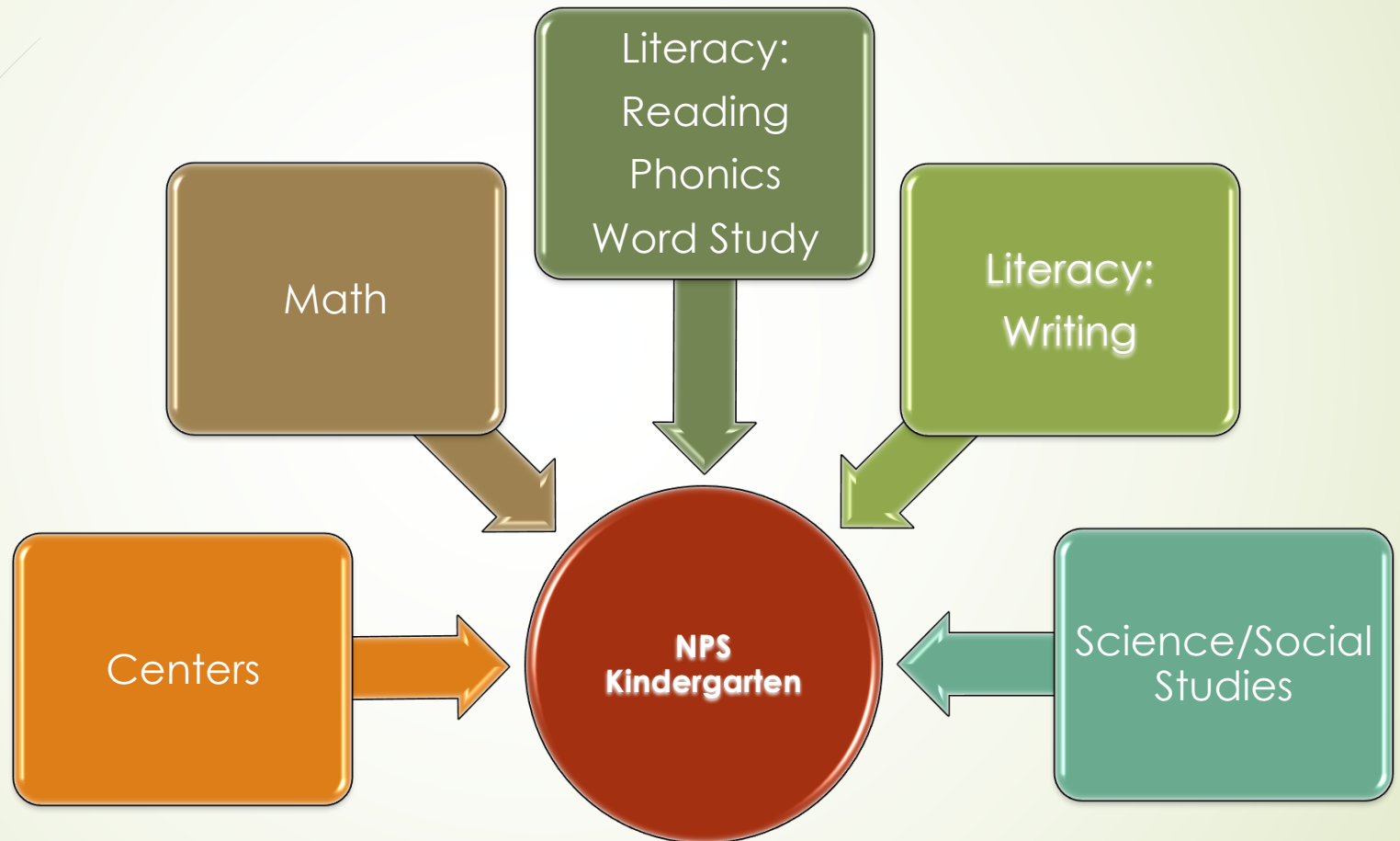
Core Components

- ❖ **Centers**
 - Interdisciplinary, play, projects, peer interaction, hands-on materials
- ❖ **Whole Group**
 - Read a-louds; story telling; discussions; reflections
- ❖ **Small Group**
 - Teach & support specific reading skills; facilitate project work
- ❖ **Writer's Workshop**
 - Motivating, authentic writing experiences
- ❖ **Storytelling – Story Acting**
 - Children share stories that are enacted by peers
- ❖ **Math Investigations**
 - Develop mathematical understandings through hands-on materials

Centers

1. Art Studio
2. Blocks
3. Dramatization
4. Listening & Library
5. STEM Center
6. Reading, Writing & Drawing

Curriculum Integration





Sample Schedule

Component

Arrival

Community of Learners (SEL curriculum)

Centers:

Introduction: Mini-lesson for content taught through centers

Center Time: Various content areas, including science and social studies

Thinking & Feedback: Reflection on center work

Writing

Lunch & Recess*

Read Aloud

Math

Phonics/Word Study

Story Acting/Story Telling

Dismissal

*Schedules adjusted to accommodate movement breaks as needed and special area subjects



Special Area Curriculum

- ❖ Six Specials (1/week X 40 minutes)
 - **Art (NEW)**
 - Music
 - PE/Wellness
 - Library/Media
 - **Spanish (NEW)**
 - **Technology (NEW)**
- ❖ Teachers have 1 planning period/day & 1 Common planning period/week

Introduction to “Focus on K2”: An Integrated Approach to Teaching & Learning



[Intro to Focus on K2](#)

I NOTICED...

- What did you see & hear?

I WAS STRUCK BY...

- What struck you most about what you saw?

I WONDERED ABOUT...

- What questions came to mind as you viewed the model?



Summary: FDK Program

❖Curriculum

- Promotes children's creativity & their abilities to collaborate, communicate & think critically
- Develops essential literacy & numeracy skills
- Provides adventure with hands-on learning in developmentally appropriate ways for all children
- Highly researched (BPS, Harvard GSE, U. Michigan)

❖Instruction (Explicit practices)

- Operationalize our *Guiding Principles/Beliefs*
- Promote discourse and feedback
- Provide experiential learning across disciplines
- Address differences of development, processes, and perspectives
- Provide active agency and autonomy
- Frames cultural, linguistic, and developmental diversity as assets, rather than barriers, to quality experience
- Depends on presence of two adults



KASE: THANK YOU & KUDOS!

- ❖ KASE provided a robust program that engaged students and enabled them to have a full day learning experience
- ❖ Most valuable aspects of KASE curriculum are an essential component to the new Focus K2 curriculum.
- ❖ What was great about KASE will be a part of the FDK experience.
- ❖ KASE teachers have been a valuable part of the process of developing the FDK program & made significant contributions to our vision and beliefs for FD
- ❖ District has supported KASE teachers in the transition and anticipate they will be interviewing for the new positions

Building for Success: FDK The Year Ahead



Time Frame	Activity
June	<ul style="list-style-type: none">✓ High Quality Kindergarten Workshop<ul style="list-style-type: none">✓ Literacy, Math and Science Coaches✓ Summer Workshop for K Teachers
August	<ul style="list-style-type: none">✓ BPS Training – 2 days on Focus on K2
Fall/Winter	Additional BPS K2 Visits – principals & kindergarten teachers
Fall	<ul style="list-style-type: none">✓ High Quality Kindergarten Workshops<ul style="list-style-type: none">✓ Preschool, SpEd/Student Support, & Special Area Kindergarten✓ Summit – logistics and infrastructure
Sept – June	Communication Kindergarten Curriculum Task Force Kindergarten Teacher PD—6 sessions Principal Workshops – 3 sessions Hiring Additional Staff KASE Transition Summer Training Planning – June and August

Key Communication Strategies

- ❖ November, 2018--PTC Presidents Meeting
- ❖ December 2018--Superintendent's Letter to Preschools and Private K
- ❖ December 2018--Letter to Families re: Kindergarten Registration/FDK
- ❖ January 2019-Information session for Pre-School/Religious School Directors
- ❖ January 2019--Know Your Schools
- ❖ January 2019--SEPAC
- ❖ Spring 2019--Kindergarten Orientation
- ❖ Spring 2019--Cable Show Spotlight
- ❖ May/June 2019--Kindergarten Screening at Individual Schools

