



# Implementation of Kindergarten Redesign

Reynolds School District  
Kindergarten Redesign Fall 2016



# *Kindergarten Workgroup*

*Convened throughout 2015-2016*

# Workgroup Membership


- Teachers from
  - Kindergarten
  - ELD
  - Special Education
  - Title I
- Elementary Administration
- Early Learning Specialists from Multnomah County ESD
- Early Learning Specialists from Oregon Department of Ed

# Goals

- Study, define and plan for implementation of a powerful kindergarten year for our students
- Consider academic, socio-emotional and linguistic research
- Align with standards
- Do not lose sight of the joy of kindergarten



# The Team



Ashley Furlong  
Laura Marshall  
Amanda LaCrone  
Polly Kreisberg  
Suzy Womack  
Kristen Pittenger  
Stephanie Murdock  
Tina Schmidt  
Zane Bloom  
Marie Marianiello  
Tiffany Halquist

Teresa Neathery  
Candice Henkin  
Nina Khanjan  
Amy Jackson  
Dana Re  
Lara Smith  
Nicki Eybel  
Amanda Baker  
Kara Williams  
Brett Walker  
Gene Trowbridge

A stylized landscape illustration. The foreground features rolling green hills in various shades of green. On the left, a purple and pink flower with a brown stem and small orange leaves sits on a hill. The background consists of layered, wavy bands of light blue and white, suggesting a sky or distant hills. The text 'Kindergarten Classroom Expectations' is written in a brown, cursive font on the right side of the image.

# Kindergarten Classroom Expectations

# *Each and Every Child*

- *What was the world like when you were 5?*
- *What was your world like when you were 5?*
- *What is the world like for 5-year olds today?*
  
- *Each and every child deserves each and every opportunity for a successful today, and a successful tomorrow.*

# Where is a 5-year old developmentally?

- *Social-Emotional*

- *Relationships*
- *Self-Regulation*

- *Cognition*

- *Memory*
- *Experience*

- *Physical*

- *Fine motor skills*
- *Gross motor skills*

- *Language*

- *Ask, answer, retell*
- *Grammar still coming*



# How should the classroom be?

## Environment

- Student focused
- Visual cues
- Organized/Tidy
- Whole group gathering space - floor
- Independent work space - tables
- Work spaces, defined by activity focus

## Affect

- Calm
- Predictable
- Empowering
- Engaging
- Safe

# Routines Within Routines Within Routines

## Daily Schedule

- Arrival
- Table Time
- Opening Circle
- Centers
- Story
- ...

## Opening Circle

- Greeting Song
- Calendar
- Social Skill Lesson
- Choosing Centers

## Calendar

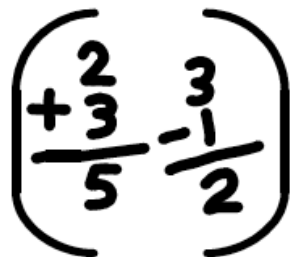
- Clap the Month
- Days of the Week Song
- Add Today
- Pattern
- Review

# Predictable Routines

circle time



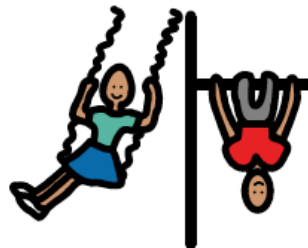
math



music class



playground



lunchtime



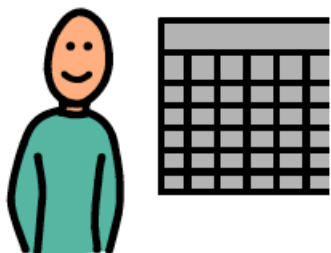
story



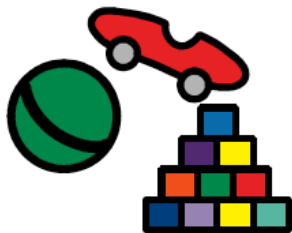
P.E.



calendar



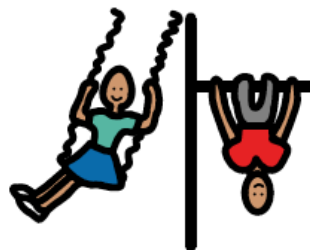
choice



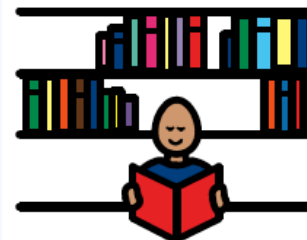
writing



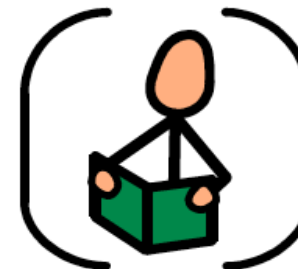
playground



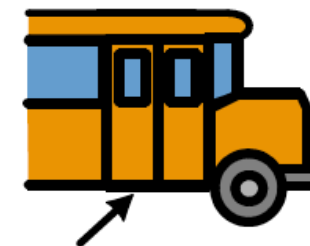
library



reading



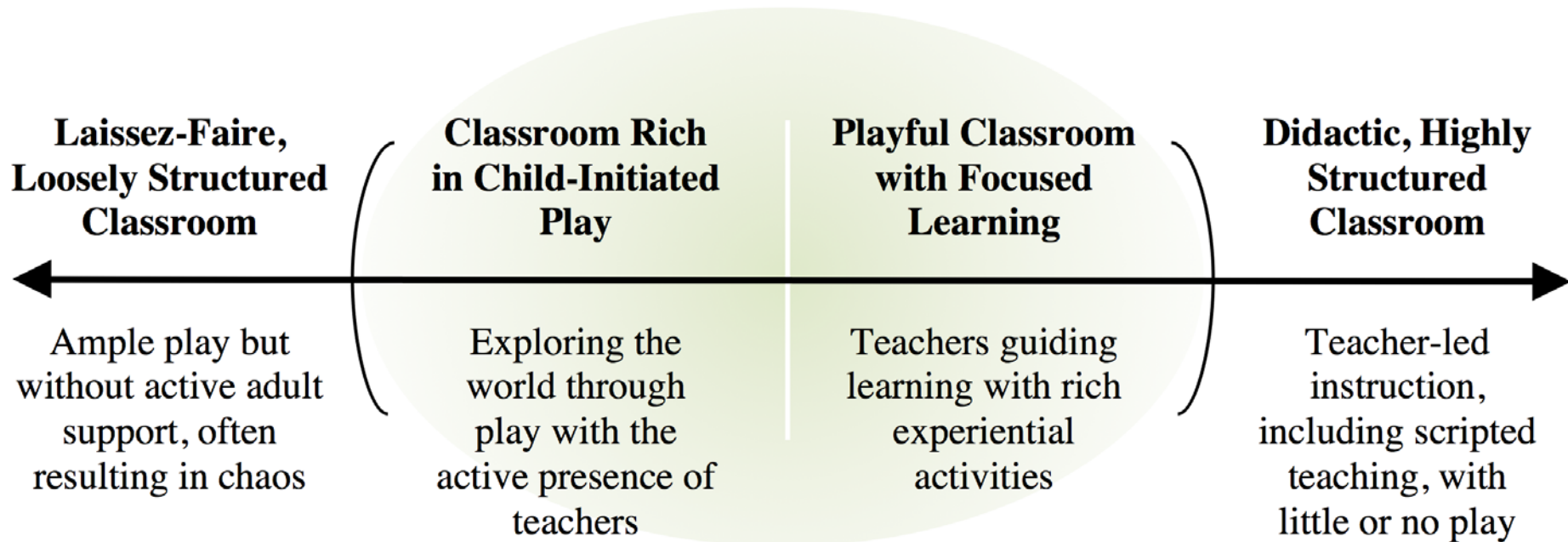
bus



# Play

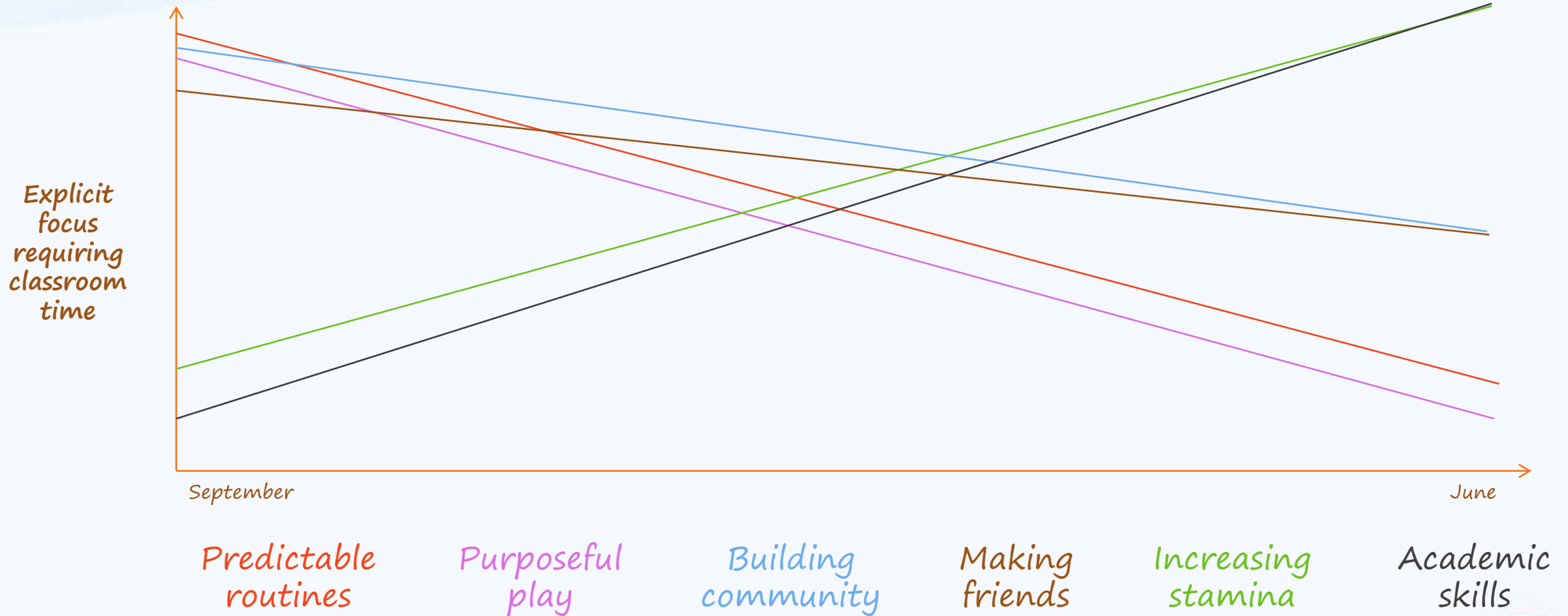
*“In a healthy kindergarten, play does not mean ‘anything goes’. It does not deteriorate into chaos.”*

## THE KINDERGARTEN CONTINUUM





# Schedule - Annual



# What do Kindergarten Students Need to Know and Be Able to Do?

## Literacy

- Recognize and read grade-appropriate irregularly spelled words.
- Know the sound-spelling correspondences for common consonant digraphs.
- Read grade level text with sufficient accuracy and fluency.
- Ask and answer questions about key details in a text.

# What do Kindergarten Students Need to Know and Be Able to Do?

## Math

- Compare two numbers between 1 and 10 presented as written numerals.
- Compare two objects with measurable attribute in common.
- Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.
- Decompose numbers less than 10 into pairs in more than one way.
- Add and subtract within 10.

# Each and Every Child

- *Early Childhood Positive Behavior Supports*
- *Academic Interventions*
- *Universal Behavior Screener*
  - *Student Risk Screening Scale Internalizing/Externalizing (IE)*
  - *This fall after 4 weeks of school, counselors will train and coordinate*
- *Individualized support structures*











# Schedule – Daily

- Purposeful planning of all aspects of the day
- 60 minutes uninterrupted choice time each day
  - Purposeful, intentional, linked to developmental goals (social and academic)
- 30 minutes of outdoor time
  - Not impacted by older students
- Active participation
- Predictable flow
  - Routines to the third power
- Balance between quieter and more active times
- Most focused activities are earliest in day



# *Supports Identified*

# Professional Development

Child Development	Standards-Based Curriculum	Environment	Schedule	Play	Each and Every Child
Current research in child development	Foundational literacy skills	Classroom design	Teaming structures	Purposeful play	Trauma informed practices 
	Handwriting without Tears 	Visual supports 	Co-teaching with ELD 	Designing centers with learning standards	Intervention models 
	Bridges		Routines to the third power		Early childhood PBIS 
	Core vs intervention: math and literacy 		Building purposeful transitions		Behavior intervention plans 
	GLAD training				

# Materials

- Tools for fine motor skill work
- Culturally relevant anchor texts
- Robust classroom libraries
- Handwriting without Tears: consumables & non-consumables
- Bridges in Mathematics: complete with manipulatives
- Materials specific to centers and playful environments
- Storage space



# Staffing

- 30-day EA in every kindergarten classroom from start of year
  - Sept 7 – they will get first module (3-hr) training on ECPBIS
- Behavior support – more in fall than in spring
- Counseling support
- Coaching support