

# Inquiry All Around Us



# DPS Early Education

September 30, 2013

We'll get to know teachers, leaders, and coordinators in our region, in order create effective support networks.

# Hello and Welcome!

- Regional School Teams
- Regional Teacher Leaders
- Regional ECSE representatives

# Agenda for the Day

## 8:00-9:00

- We'll get to know teachers, leaders, and coordinators in our region, in order create effective support networks.
- We'll review the five early ed professional development strands for 2013-14, in order to plan for our own learning.
- We'll deepen our understanding of Gold objectives, in order to articulate the foundational learning elements within early education.

## 9:00-11:30

- We'll connect and collaborate within school teams, as we backwards plan using: the Inquiry Cycle, Gold, state standards, and Creative Curriculum, to meet the learning needs of all students.

Before teams go to lunch, please check your google doc information sheets!

## 11:30-12:30

Lunch and Resource Fair

## 12:30 -3:30: Differentiated Learning Sessions

Session Choices (each topic will be presented 3 times):

Session 1- 12:30 to 1:20	Session 2 - 1:30 to 2:20	Session 3 - 2:30 to 3:20		
<p><b>Qualistar, Licensing, and CLASS, Oh My!</b></p> <p><b>Integrity</b> We will learn the connective structure between classroom quality measures and compliance.</p> <p>Lucy Davis</p>	<p><b>We Are Family! Family Partnerships</b></p> <p><b>Collaboration</b> We will learn how to design family partnership plans in order to work effectively with all families.</p> <p>Jane Walsh</p>	<p><b>Para Power! Understanding Your True Colors</b></p> <p><b>Equity</b> We will learn strategies on how to recognize our leadership strengths and build capacity within our schools.</p> <p>Drew Giles</p>	<p><b>Differentiation: One Size Doesn't Fit All</b></p> <p><b>Equity and Fun</b> We will learn how to increase student learning and engagement, by examining cooperative grouping structures and strategies.</p> <p>Susan Coopersmith</p>	<p><b>Gold Reports: A Golden Opportunity</b></p> <p><b>Accountability</b> We will learn how to dive in to Gold reports in order to effectively communicate student strengths and areas of growth to administrators and families.</p> <p>Elise Edwards</p>

We'll review the five early ed professional development strands for 2013-14, in order to plan for our own learning.

# 2013-14 PD Opportunities



- Required Teacher & Para PD
- Optional Teacher PD
- Optional Webinars
- Para Green-Day Academies
- Green-Day Ongoing Courses

# Required Teacher & Para PD

- September 30
- November 4
- March 14



# Optional PD

- New ECE Teacher Course
- New Kindergarten Teacher Course
- Getting Creative with Curriculum Series
- Go for the GOLD Series
- After Hours Meet-Up Series
- Pyramid Plus (ECE 103 credit or PDU)
- Significant Needs PDU
- LETRS PDU
- Trans-Disciplinary Play Based Assessment PDU

# Optional Webinars

- Lunch Bunch Webinar Series
- Afternoon Webinar Series
- Getting Ready for Rating Webinars

# Para Green-Day Academies

- Behavior Strand (presented by the Para Center)
- Creative Curriculum Strand (presented by the early ed team)
- Licensing & Getting Ready for Ratings Sessions (presented by the early ed team)

# Green-Day Ongoing Courses

- Pyramid Plus (ECE 103 credit)
- Montessori Practices for Paraprofessionals

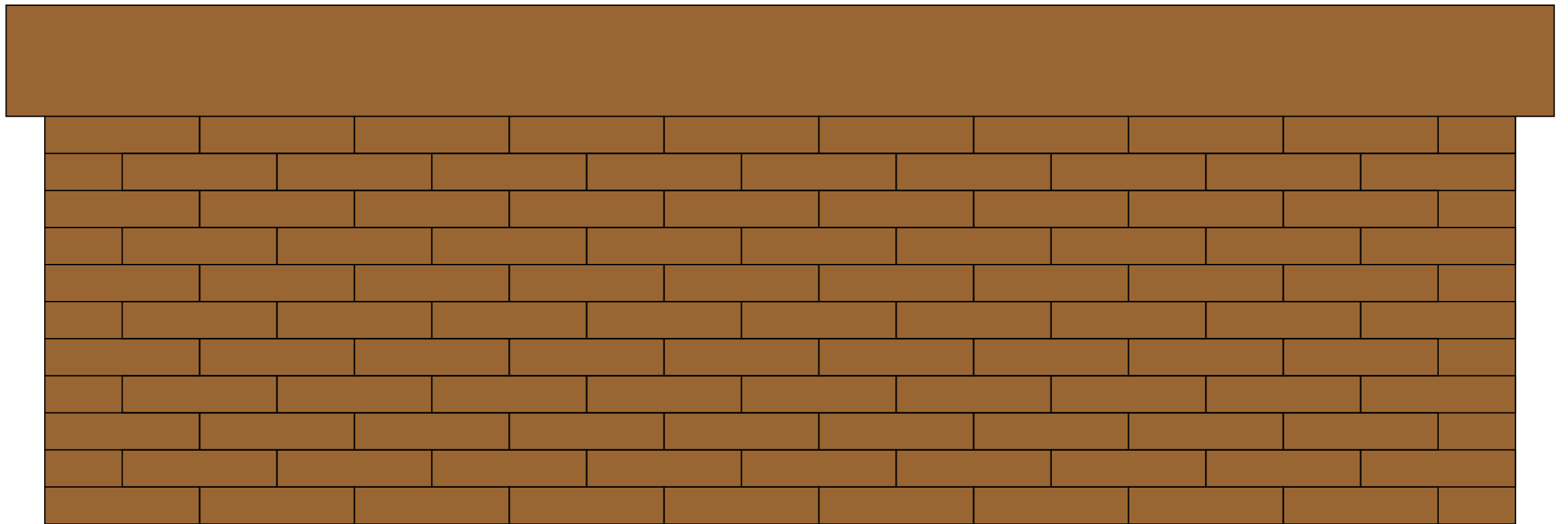
We'll deepen our understanding of Gold objectives, in order to articulate the foundational learning elements within early education.

# Foundations

How can your team represent the importance of early education, using the Gold objectives and the materials at your table?



# Foundations Continued



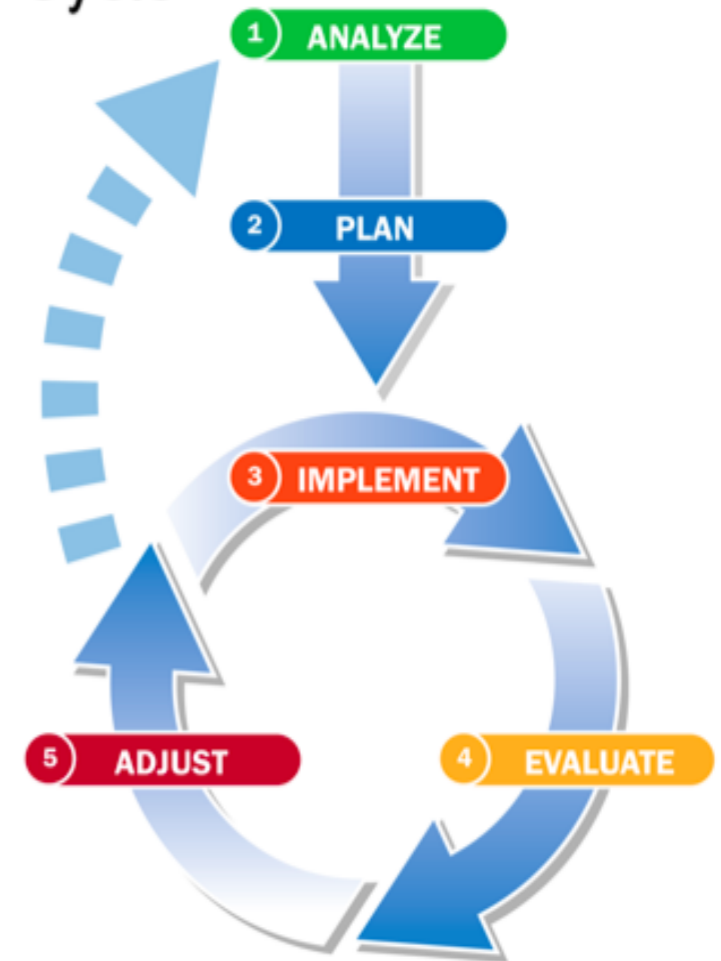
We'll connect and collaborate within school teams, as we backwards plan using:  
the Inquiry Cycle, Gold, state standards, and Creative Curriculum,  
to meet the learning needs of all students.



# The Inquiry Cycle

- Analyze
- Plan
- Implement
- Evaluate
- Adjust

## DPS Inquiry Cycle



# DPS Inquiry Cycle

DPS believes in the power of using data to inform instruction.

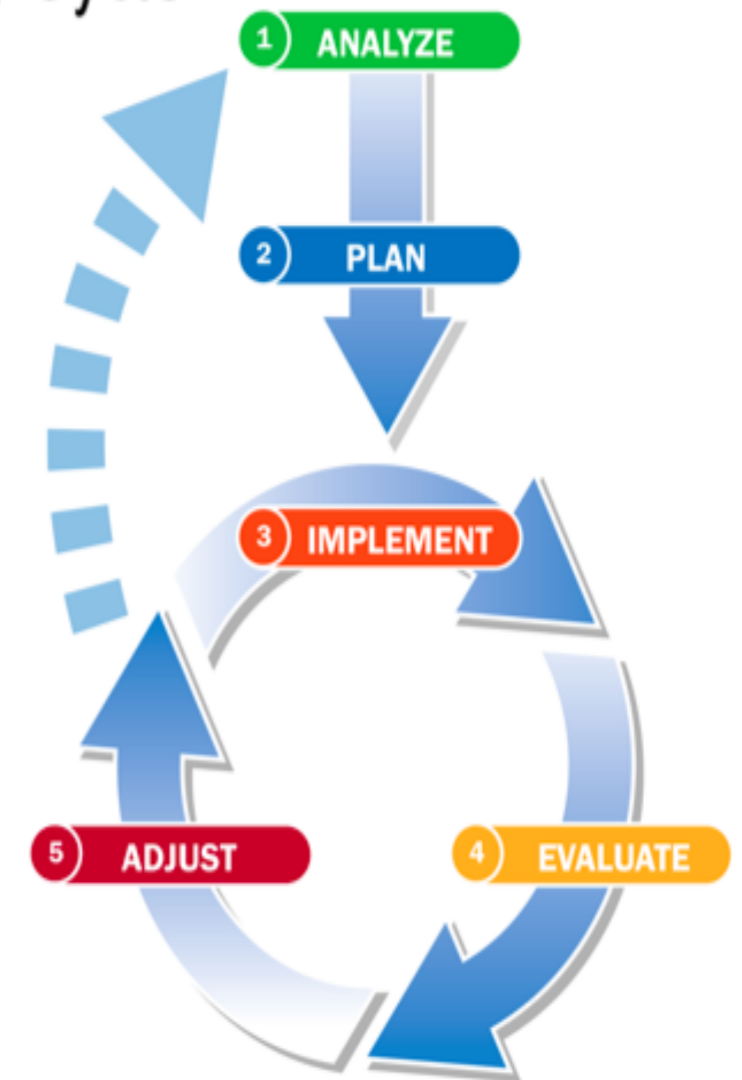
Research has shown time and again that the use of inquiry cycles in the teaching and learning process positively impacts student achievement.

Inquiry Cycles can also be used to help ensure that district departments and project teams leverage data to improve the effectiveness of their work.

# Real World Inquiry

- **Analyze:** *What kind of food do we want to eat this week?*
- **Plan:** I create my menu plan and shop for the right ingredients
- **Implement:** I make the meals each evening.
- **Evaluate:** *What did my family think of each meal? Did they eat all of it? Did they ask for seconds?*
- **Adjust:**
  - I won't buy seasoned frozen fish ever again!
  - I'm going to base more meals around rice, rather than potatoes.
  - The kids like broccoli, if I make cheese sauce with it.

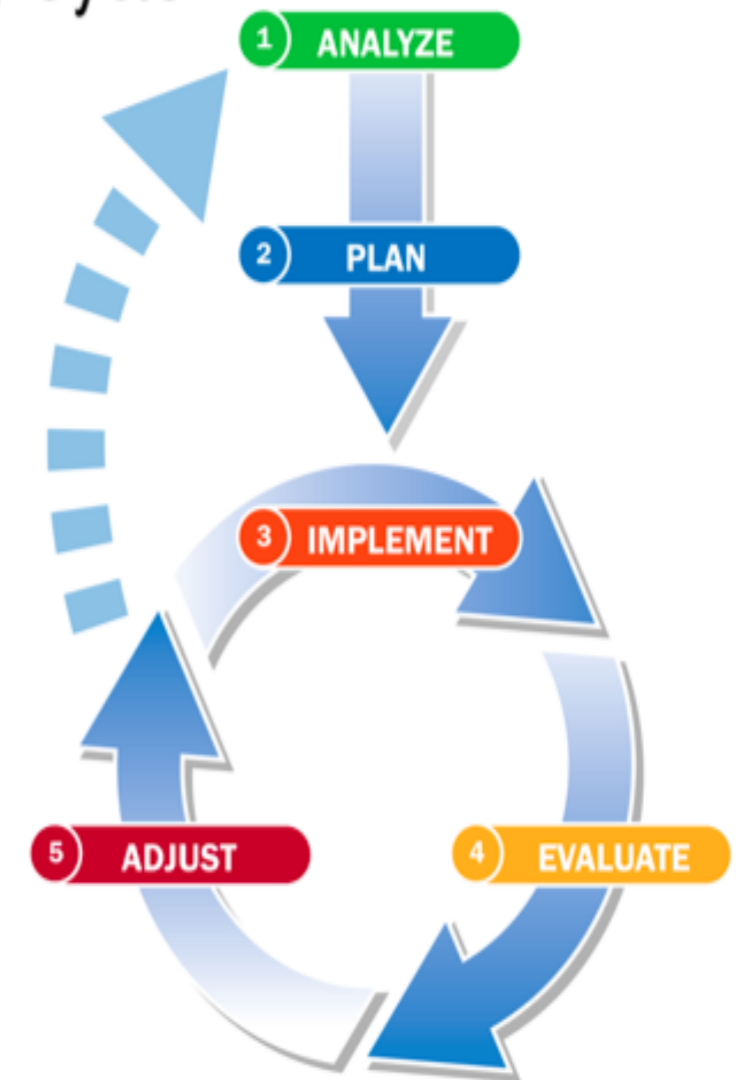
## DPS Inquiry Cycle



# Real World Inquiry

- Take 2 minutes to write about an example of real world inquiry in your own life.
- Take 3 minutes to describe your inquiry process to a friend.

## DPS Inquiry Cycle

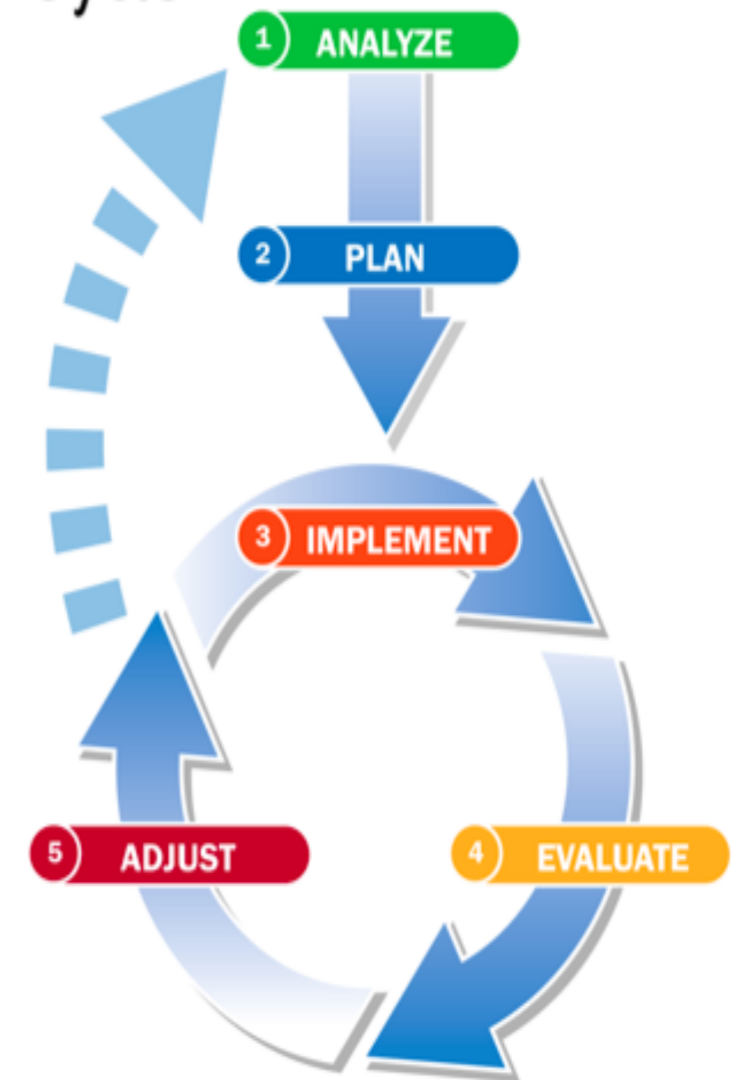


# 1. Analyze

Reflect on your current practice:

What **data** do you use before you plan?

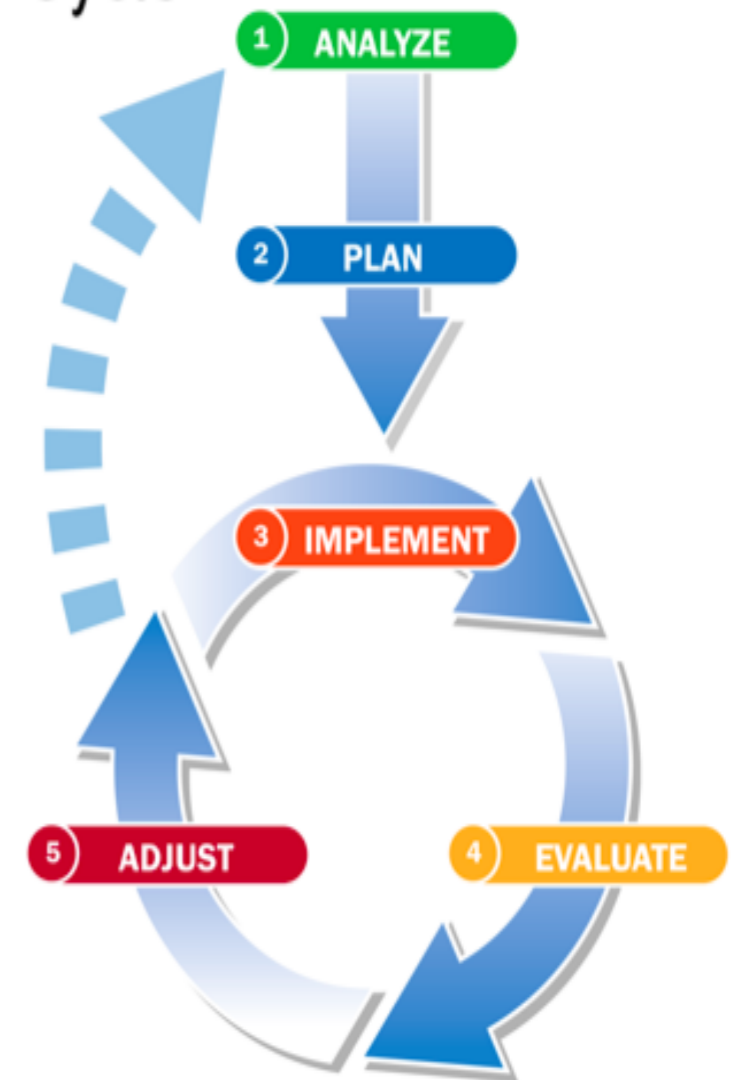
## DPS Inquiry Cycle



# 1. Analyze

- Look at your own class list. How will you group your own kids for “Which Has More?” (jot your notes on your planning card, or on post-it notes)
- What **data** did you use?

DPS Inquiry Cycle



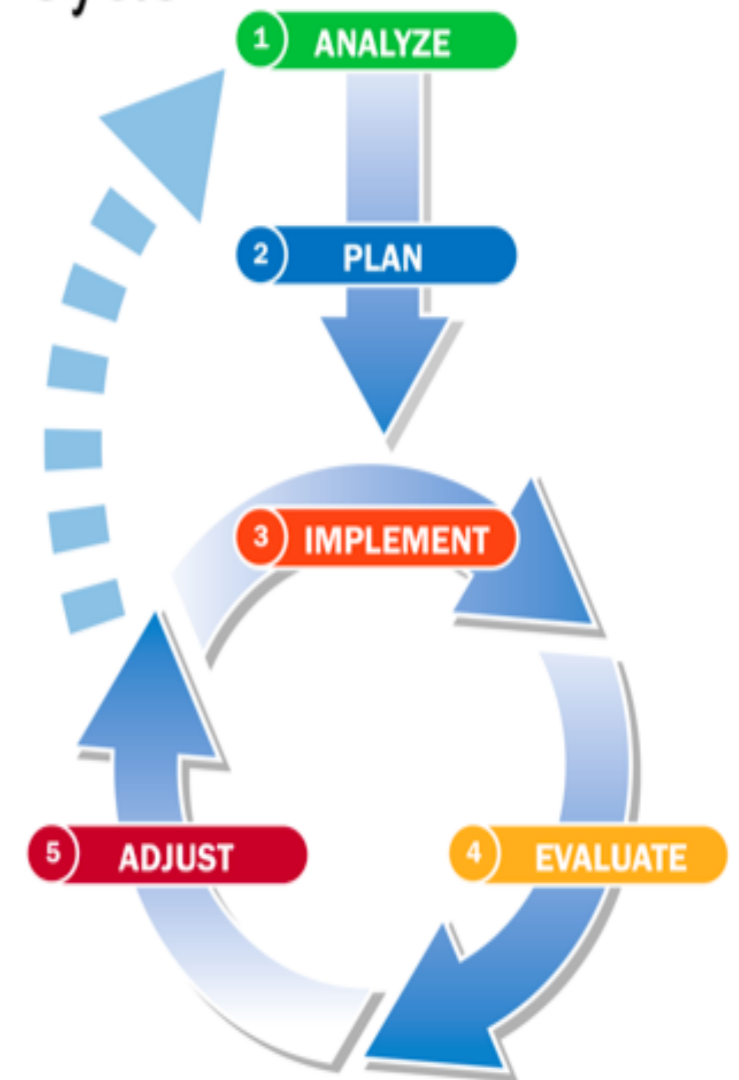
# 2. Plan

- Example: Different teachers will plan their group instruction differently. For “Which Has More?” you might see:
  - Jane invites a group of 3 kids to work with her for 10 minutes
  - Susan joining a group of 4 kids in the dramatic play area
  - Drew modeling the game for half of his class, and then putting the materials in his toys & games area, then engaging with children and facilitating the conversation as they explore

# 2. Plan

- Look at your Trees Teaching Guide, Week 1, Day 1, page 12 and 13
- When and how will you present and use “Which Has More?”
- Based on your class, would the “More or Fewer Towers” teaching card work better?
- Or do you want to find a way to introduce both?

## DPS Inquiry Cycle

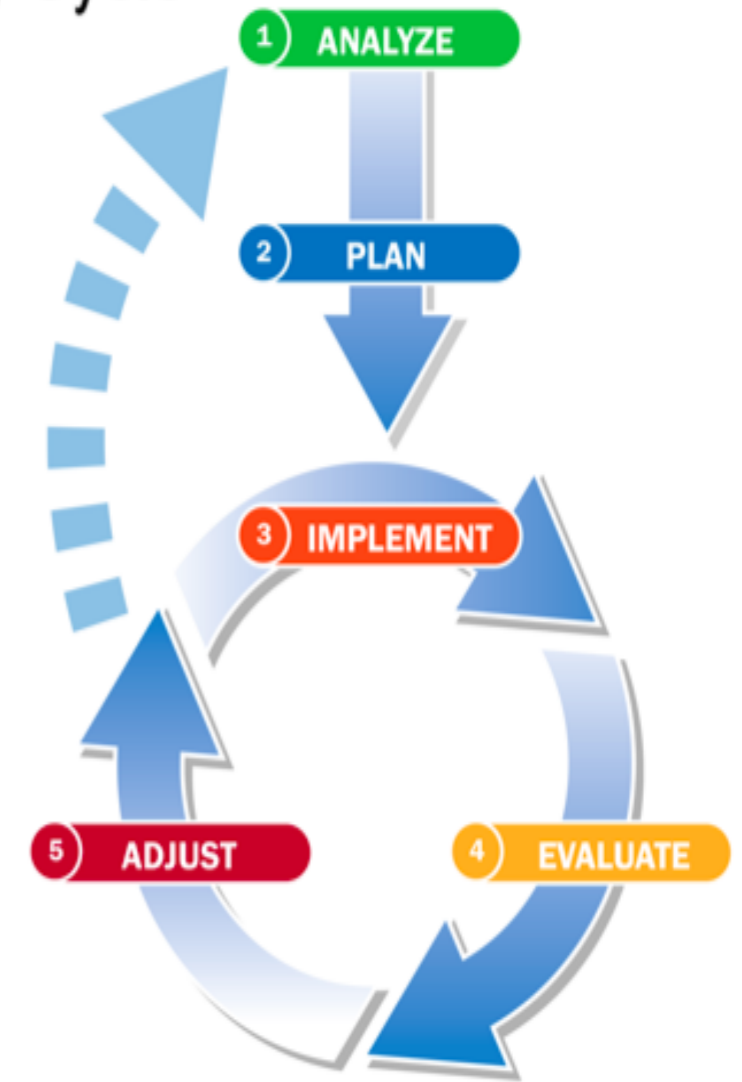




# 3. Implement

- This is the fun part!

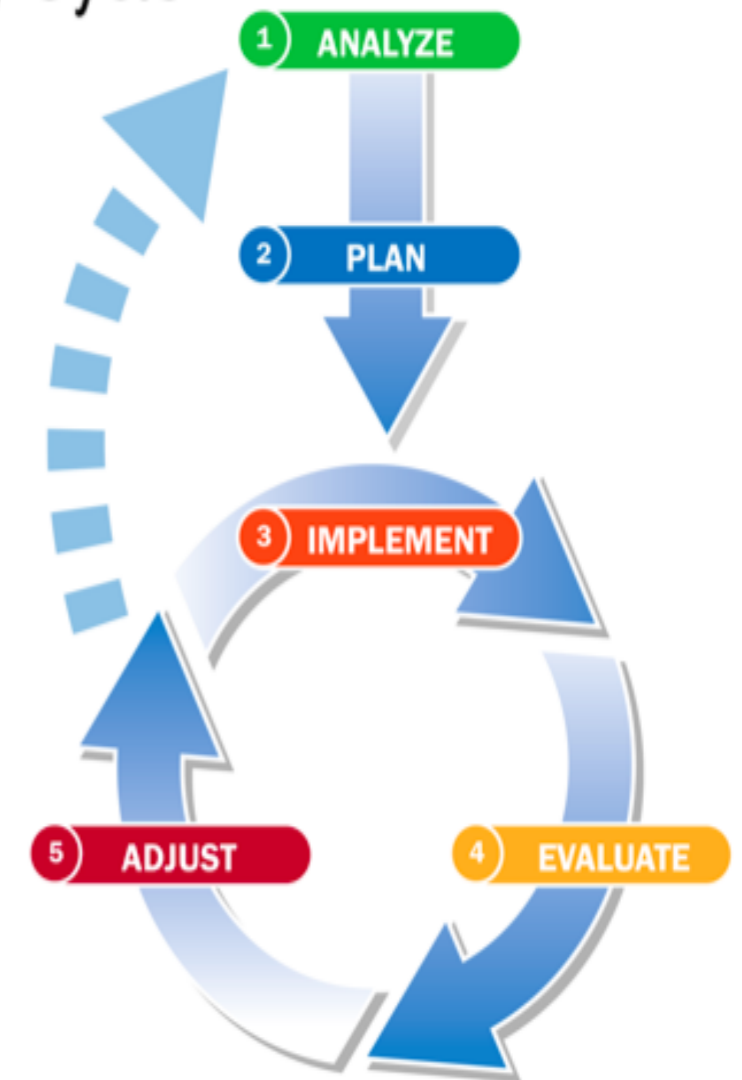
## DPS Inquiry Cycle



# 4. Evaluate

- Each Intentional Teaching Card includes “Questions to Guide Your Observations”
  - *Was the child able to compare sets of different objects?*
  - *Was the child able to place each object into the divided container with ease?*
  - *Which terms did the child use correctly: more, less, fewer, the same as, equal?*

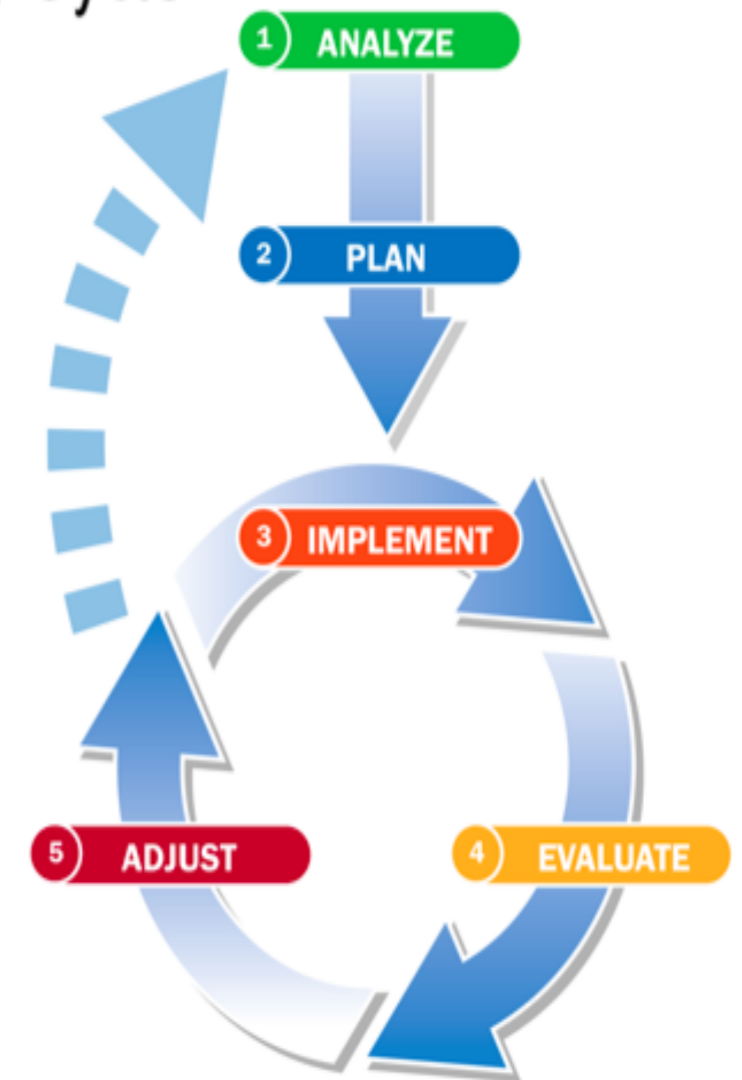
## DPS Inquiry Cycle



# 4. Evaluate

- What system will you use to record your observations?

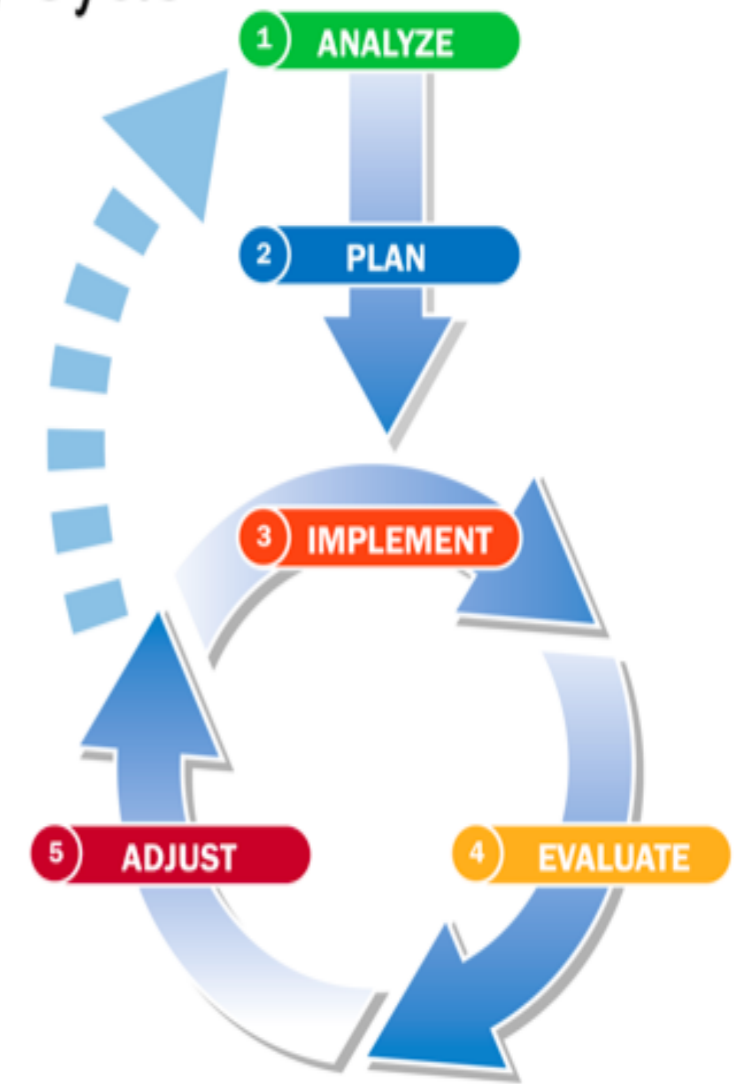
## DPS Inquiry Cycle



# 5. Adjust

- Do you need to revisit the concept with any of your students?
- How will you change your instruction to meet individual needs?
- How will you keep notes about the lesson, to use again in the future?

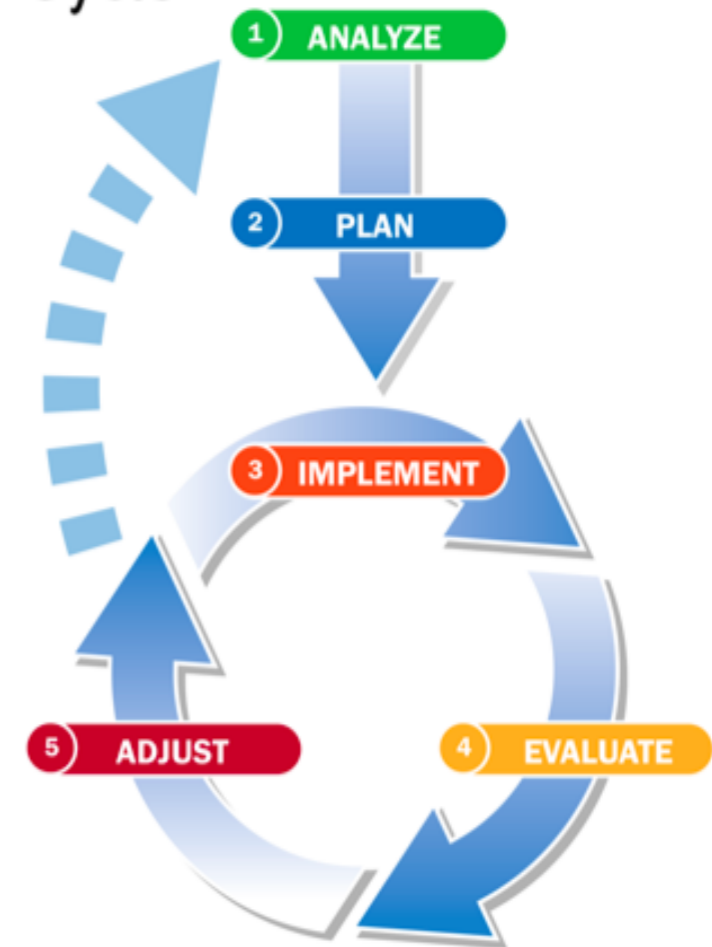
## DPS Inquiry Cycle



# Analyze

- Teams have the opportunity look at class lists and Gold objectives, in order to determine how to plan the upcoming Trees study

## DPS Inquiry Cycle



# Take A Break!

- Take 10 minutes to run around the building, get some fresh air, or phone a friend!
- This is your time to return to the entrance desks, to pick up your afternoon session tickets.

# Plan

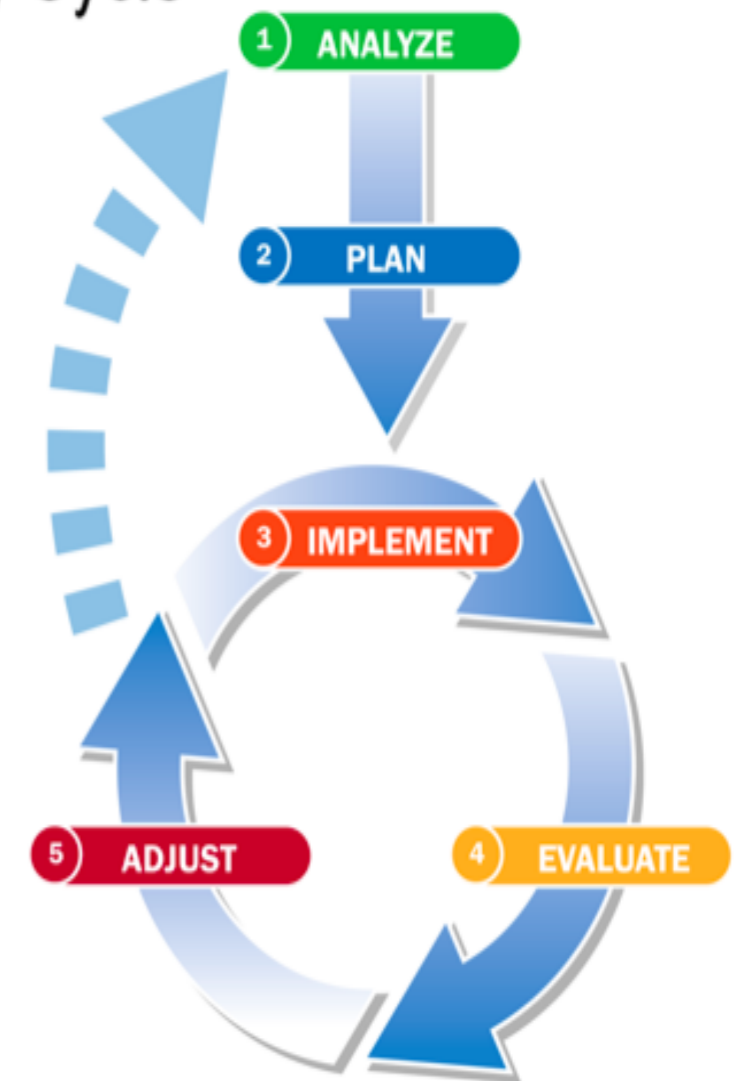
- Teams will work through the Trees study, to plan weekly and daily priorities, based on their analysis of Gold data



# Implement-Evaluate-Adjust

- Are you ready to implement your plans? What do you need to get ready?
- What is your plan for evaluating and adjusting?

## DPS Inquiry Cycle





# Lunch and Resource Fair

- 11:30 to 12:30
- Please feel free to eat anywhere on the grounds
- Check out the Resource Fair!
- Pick up your tickets to the afternoon sessions
- Session 1 begins promptly at 12:30

