Connecting with Colleagues

• After signing in, grab a map and get some autographs!

• The first person to bring a completed map to the front will win a fantastic prize...
Housekeeping

Go to the restroom when necessary

Respect presenters and attendees by not holding interrupting side conversations

Silence your cell phones
Session Objectives

Teachers will **plan for using standards and Creative Curriculum during the first days of school, using accountable talk**, with a small group of peers and the support of:

a) **Modeling by grade level teacher leaders**
b) **Curricular materials**
c) **Additional resources (LEAP, Gold, CAS, WIDA, etc.)**
Celebrations!

• New Teachers
• 1 year or more
• 5 years or more
• 10 years or more
• 15 years or more
• 20 years or more
• 25 years or more
• 30 years or more
Fox St. Team Players

- Cheryl Caldwell, Director of Early Education
- John Crawford, Early Education Manager
- Maddie Henninger, Early Education Office Support
- Becka Eschel, Early Education Office Support
Community and Head Start Coordinators

• Cathrine Floyd, Community Site Coordinator

• Jan Burke, Head Start Project Coordinator

• Diana Cunningham, Head Start Education Coordinator
Regional Coordinators

• Susan Coopersmith, Northwest
• Lucy Davis, Southeast
• Drew Giles, Far Northeast
• Jane Walsh, Near Northeast
• Elise Edwards, Southwest
Living Our Values

• Students First
• Integrity
• Equity
• Collaboration
• Accountability
• Fun!

File://\\dpsnas01\Principal%20Communication\002\0ConnectED%20Info\2013-2014\01_Aug_08_13_13\Values%20Packet\Presentations_Videos
Text-A-Value
We ensure that 100% of our students are college and career ready by promoting high achievement and closing our achievement gaps.

THE DPS MISSION
...provide the foundational learning

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy Development
- Mathematics Development
- Social Studies, Science, & Arts

...ensure that 100% of our students are college and career ready by promoting high achievement and closing our achievement gaps.
21st Century Skills

- also referred to as the 4 Cs:
  - creativity
  - communication
  - collaboration
  - critical thinking
We will lead the nation’s cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well-prepared for success in life, work, civic responsibility, and higher education.

THE DPS VISION
We will use frameworks, coaching, feedback and professional development to support educator growth.

We will implement New standards using rigorous and culturally relevant curriculum, instruction and assessments.

We will strengthen our systems and practices for ELLs and other diverse learners.

We will provide equitable and differentiated supports and interventions by sharing best practices, piloting new ways to improve
Our Work This Year

Implementation of the Colorado Academic Standards for Preschool which are tightly coordinated with the Teaching Strategies GOLD Objectives for Learning and WIDA Standards for ALL STUDENTS
Our Work This Year

• Use of Standards Based *(Preschool CAS/GOLD)* Data Inquiry Cycle to Inform Teaching
  – Use of Common Planning time and Data teams *utilizing ongoing collection of student data*
  – Use of *TS GOLD*
  – Blue/Green Days
Curriculum and Resources

• Deep Dive into the **TS GOLD Objectives for Learning** and the Colorado Academic Standards (CAS) for Preschool and your curriculum resources:
  – Creative Curriculum
  – Review Scope & Sequence
Assessment Calendar

• Review the district Assessment Calendar for TS GOLD (will sent via e-mail also)

• Discuss how you will pace your instruction to teach the associated standards/objectives (6 week cycles to coincide with DPS Blue Days)

• Point out the integration of performance tasks within the assessments that increases the rigor for students

• Discuss how Blue Days will be used to analyze interim data using a data inquiry cycle (analyze, plan, implement, evaluate, and adjust)
Framework for Effective Teaching Standards Alignment

• Review Framework Handbook
  – Call out the integration of the Standards Shifts within the Framework
    • Highlight the “new” CCSS symbol and see how TS GOLD Objectives for Learning support
    • Discuss the implications for your content area
  – Point out relevant appendices:
    • Early Childhood ECE-2
• Identification of Personal Growth Plans (PGPs) will support your implementation of TS GOLD Objectives for Learning / CAS for Preschool standards-based instruction
Support for ELLs

The Framework integrates teacher and student behaviors that support access to rigorous content and academic language for ELLs (in particular)

– (I.1) Content-Language Objectives
– (I.8) Collaborative Structures
– (I.4) Academic Language
Literacy in the content areas

• Reading, writing, speaking, listening:
  – What should this look like through out your day in the interwoven content areas that are presented in the *Creative Curriculum* instructional structure
  – Reference the Standards Toolkit, *as applicable*
    • [www.standardstoolkit.dpsk12.org](http://www.standardstoolkit.dpsk12.org)
Cohort “concept”

• Schools should be allowing for collaborative planning time using the Scope & Sequence document and referencing the Assessment Calendar for TS GOLD check point dates

• How are you creating a community among teachers in your content area within and outside your school? What online communities exist? Edmodo and...
Cohort “concept”

• What ongoing Professional Learning experiences are going to be offered/supported by Early Education?
  – Creative Curriculum Deep Dives,
  – EE and site based Teacher Leaders/TEC
  – face-to-face/web based PD

• What will your presence in schools be this year?
Caine’s Arcade, Revisited

• How does Caine’s story relate to the work we do in early childhood education?

• How do you encourage ‘outside the box’ thinking with your kids?
Themes and Studies

With your table group, create a Venn Diagram using plastic tubing. Compare and contrast Themes and Studies, using words and phrases on post-it notes or paper. Be prepared to explain and defend your thinking!
Let’s Get Ready to Rumble!

Theme Vs. Study
Theme Vs. Study

- I integrate content learning by organizing around a particular topic. And I ROCK at organizing!

- I integrate content learning through children’s in-depth investigation of a meaningful topic. My kids learn how to ask questions and find answers!
Theme Vs. Study

• I like NARROW themes...like Colors!

• Our studies go more in-depth – we investigate colors, in a way that’s integrated within our broader studies, like trees, clothes, or buildings.
Theme Vs. Study

• I choose themes that I know kids like – RAINFORESTS, DINOSAURS, and PLANETS!

My students and I choose studies that are age-appropriate and relevant to young children’s everyday experiences, like learning about the trees or the buildings in our neighborhood.
Theme Vs. Study

• Everyone loves a fanciful theme – it’s CIRCUS week!

• Again, we choose studies that are age-appropriate and relevant to young children’s everyday experiences!
Theme Vs. Study

• One word... HOLIDAYS!
• Four words... Oh no you don’t!
Theme Vs. Study

• I have my whole year planned already, to the minute. Actually, it’s the same plan I’ve used for the past 15 years!

• I observe my kids as they conduct investigations, and base next steps on children’s interests, skills, and knowledge.
Theme Vs. Study

• We take an awesome field trip when we’re done with our theme. At the end of our winter holiday theme, we all go to Disney on Ice!

• We take site visits early in the study, to build working knowledge and common understandings. We revisit sites throughout the study. We also visit sites in and around our school!
And the winner is...
Revisit the Venn Diagrams

• Based on the wrestling match, are there any words you’d move, change, or add to your diagrams?
Gimme a Break!

• See you back here in 15 minutes...
What’s in those boxes?

It’s all on School Net too (demo)

Family Resources cd option

District schedule recommendations

Time to plan with your team

CC on-line option
Lunch

• Please use the index cards at your tables to record Creative Curriculum questions you still have.

• Leave them in the basket at the front of the room.

• The afternoon session will begin promptly at 12:30. There will be prizes, and you must be present to win!
Putting the *Creative* in the Creative Curriculum

- Panel Discussion
- FAQs
Got CLOs?

• Scope and Sequence documents on-line

• Planning CLOs based on Creative Curriculum inquiry question

• How have different teams planned for CLOs?

• Where can we share CLO examples and ideas?
# Forms by Function

## Sample Forms by Function

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Possible Language FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing needs and likes</td>
<td>Indirect/ direct object, subject/ verb agreement, pronouns</td>
</tr>
<tr>
<td></td>
<td>*I like/don't like—(object)<em>.  I need a/home—(object)</em>.</td>
</tr>
<tr>
<td>Describing people, places, and things</td>
<td>Nouns, pronouns, adjectives</td>
</tr>
<tr>
<td></td>
<td>*The (my, her) ___ is/are ___.  A (it) has/have _____.</td>
</tr>
<tr>
<td>Describing spatial and temporal relations</td>
<td>Prepositional phrases  next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of above, below, under</td>
</tr>
<tr>
<td>Describing actions</td>
<td>Adverbs  telling how, where or when</td>
</tr>
<tr>
<td>Retelling/relating past events</td>
<td>Past tense verbs, past progressive</td>
</tr>
<tr>
<td></td>
<td>*Yesterday/Last ___ /On ___ day, (pronoun) ___ ed.  (pronoun) ___ was/were (have/has been) ___ing.</td>
</tr>
<tr>
<td>Making predictions</td>
<td>Verbs: future tense, conditional mode (if ____ then _____.</td>
</tr>
<tr>
<td></td>
<td>*The ___ is/are going to ___.  The ___ will ___.</td>
</tr>
<tr>
<td>Asking Informational Questions</td>
<td>Verbs and verb phrases in questions</td>
</tr>
<tr>
<td></td>
<td>Detailed questions with who, what, when, where, why, and how</td>
</tr>
<tr>
<td>Asking Clarifying Questions</td>
<td>Questions with increasing specificity</td>
</tr>
<tr>
<td>Expressing and Supporting Opinions</td>
<td>Sentence structure, modals (will, can, may, shall)</td>
</tr>
<tr>
<td></td>
<td>*I (don't) like/agree with ___ because ___.  In my opinion, ___ should ___ because/so ___.</td>
</tr>
<tr>
<td>Comparing and Contrasting</td>
<td>Adjectives and conjunctions, comparatives, superlatives, adverbs</td>
</tr>
<tr>
<td></td>
<td>*Subject-verb-adjective, but (in contrast, whereas) subject-verb-adjective.</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Increasingly complex sentences with increasingly specific vocabulary</td>
</tr>
<tr>
<td></td>
<td>*to conclude, indeed, in summary, in short, therefore, indeed, consequently</td>
</tr>
<tr>
<td>Persuading</td>
<td>Verb forms</td>
</tr>
<tr>
<td>Analysis</td>
<td>Sentence structure, specific vocabulary</td>
</tr>
</tbody>
</table>
## Functions by Language Domain

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>act, arrange,</td>
<td>agree/disagree,</td>
<td>discover, distinguish,</td>
<td>ask and answer questions,</td>
</tr>
<tr>
<td>distinguish,</td>
<td>answer, ask,</td>
<td>explore, find, find</td>
<td>brainstorm, classify,</td>
</tr>
<tr>
<td>duplicate,</td>
<td>converse, debate, define,</td>
<td>specific information,</td>
<td>collect, compare,</td>
</tr>
<tr>
<td>categorize,</td>
<td>describe, discuss, explain,</td>
<td>identify, infer, interpret,</td>
<td>contrast, create,</td>
</tr>
<tr>
<td>choose, copy,</td>
<td>give instructions, identify,</td>
<td>locate, make connections,</td>
<td>describe, edit, evaluate,</td>
</tr>
<tr>
<td>follow directions,</td>
<td>name, practice, predict,</td>
<td>preview, predict, road, read</td>
<td>explain, illustrate, journal,</td>
</tr>
<tr>
<td>identify, indicate,</td>
<td>pronounce, rehearse, repeat,</td>
<td>aloud, skim</td>
<td>label, list, order, organize,</td>
</tr>
<tr>
<td>label, listen,</td>
<td>rephrase, respond, restate,</td>
<td></td>
<td>record, revise, state and</td>
</tr>
<tr>
<td>match, order,</td>
<td>say steps in a process, share,</td>
<td></td>
<td>justify, opine, summarize,</td>
</tr>
<tr>
<td>point, recognize,</td>
<td>state, summarize, tell, use</td>
<td></td>
<td>support, take notes, write</td>
</tr>
<tr>
<td>role play, show,</td>
<td>vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sort, tell</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Supports

### Sample Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Visual Supports</th>
<th>Group Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Maps</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Charts</td>
<td>• With the Internet (Websites) or software programs</td>
</tr>
<tr>
<td>• Videos &amp; films</td>
<td>• Timelines</td>
<td>• In the native language (L2)</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td>• Diagrams</td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Models &amp; figures</td>
<td>• Number lines</td>
<td>• Heterogeneous or homogenous groups by proficiency in academics or language</td>
</tr>
<tr>
<td>• Real-life object (realia)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample CLO Planning Form

Students will, ______________________________________
(Domain/Function)
____________________________________________________by
(.Content)

____________________________________________________
(Form)

____________________________________________________
(Supports)

a.
b.
c.
(Support by level of language a. 1-2, b. 3-4, c. 5-6)
Family Partnerships

Where are Family Partnerships encouraged and supported in the Creative Curriculum?

What will your school team do to strengthen family partnerships this year?