

Dear Principle Bowles and Pre-K Teaching Teams,

Thank you for welcoming me back to **PS532 New Bridges Elementary School on January 7, 2020 at 8:00am.**

As we continue to “shine” towards your goals, I encourage our collaboration in taking the time *to see, hear, and know* our students. When we instinctually take the time to shine light onto our students, we are able to cherish, foster, and acknowledge their curiosities and thinking.

During the visit, we engaged in an observation protocol. The observation protocol enables teachers to collect evidence of children’s learning and wonders. It is also an opportunity for teachers to ‘step-back’ and truly see their children in action. The teaching teams shared the ways in which this experience can be challenging, yet important and reflective. One challenge we encountered includes being unable to immediately insert/ interject in the children’s play. As Ms. Gina described, “It was hard stepping back because it’s organic and in our nature as teachers to provide the support children need.” But as she witnessed, the learning and wonders of children continued without interruptions, instead students engaged appropriately, problem solved, planned, created, and connected play to their own experience. Meanwhile in Ms. Karen’s classroom, she reflected that this provided her an opportunity to “catch moments that I may not have seen” to extend or create next steps with children in mind. For example students used the iPad to document their own play. At circle time, children participated in shared time by explaining their experience, thinking, and feelings during play. In Ms. Naomi’s classroom, Ms. Pricilla expressed it to be a “reflective moment to see the progression of students.” As the teaching team took a minute to see, hear and know their children well, it prompted wonders and insights of their students' learning.

I applaud the intentionality of the teaching team to fully *see, hear, and know* children holistically. When we use the lens of inquiry to learn more about our students, we can purposely support and guide their learning opportunities.

We discussed how I will support the Pre-K staff with these goals including:

- Engaging in classroom focused observations and reflections
- Model promising practices with you and teaching team
- Share resources that support the Pre-K Learning Standards
- Reflect on and share feedback about practices engaged in observation and data collection
- Collaborate to support shared goals

SMARTE goals:

As we discussed from now till the next time we meet on **March 3, 2020 at 8am**, the teaching team will continue to focus on collecting evidence to reveal opportunities to support and extend student learning.

We agreed upon shared goals:

- Students will be able to exhibit curiosity, interest, and willingness in learning new things and having new experiences (PKFCC AL 4a-g).
- Students will be able to develop positive relationships with their peers. (PKFCC SED 4 a-f).

These goal is aligned to the Early Childhood Framework for Quality:

- 3.8: Continue to extend children's thinking and communication skills through intentional interactions.
- 3.9 implement a continuous cycle of collecting, analyzing, and using data:
 - collect data about children's knowledge, skills, and interests through observations of and interactions with children and families
 - analyze data to understand how children are developing and learning along a continuum, using a research-based authentic assessment system
 - use data to inform practice that supports all children's growth along a continuum

Action plan:

- The teaching team will consider approaches that extend students' creative thinking, brainstorming, planning and producing. It is a reminder that children's learning is not about the product, but the process.
 - Brainstorming: *What are some animals you might see at the zoo? That was a good idea. Does anyone else have any other ideas to share?*
 - Planning: *What might you make? What will you need to make it? How will you create it?*
 - Producing: *Let's create and execute the plans!*
- The teaching team will think about ways to support student integration of concepts.
 - *Are we connecting concepts or integrating it with children's previous knowledge? For example: Today we are going to learn about transportation. Remember when we saw the bus on our walk around the*

neighborhood? A bus helps people travel around instead of just walking or what a lovely restaurant! The brainstorm we did this morning of healthy foods made me really hungry. What healthy foods do you have on your menu?