

The Vision Framework: Early Childhood/Elementary

	Cognitivity <i>Italicized type is specific to Prek - 3</i>	Core Comprehensive Curriculum	Communication	Citizenship and Social Responsibility	Time Management
What does this look like for students at your grade levels (vision)?	<p>-Students are developing and articulating critical questions and using them to challenge one another and themselves, to dig deeper into a subject area.</p> <p><i>-Identifying, understanding, seeking, and searching for the resources to engage in constructive play and learning</i></p> <p><i>-Students are using a variety of resources to support their inquiries.</i></p> <p>-Students evaluate sources and find similarities and differences to determine what information is</p>	<p>-Students are exposed to all content areas in an equal manner (this includes Art, Music, PE).</p> <p>- Cross curricular connections are present in the daily experience.</p> <p>-All students experience Core Curriculum and experience a separate time of the day for meeting individual needs (WIN- What I Need time).</p> <p>-Human/ technology/ and material resources are available to students in the classroom during Core Curriculum</p>	<p>-Students write to communicate information.</p> <p>-Use technology to communicate (power point, prezi, skype, face time, etc.)</p> <p>-Communicate with students from other (schools, regions/ countries).</p> <p>-Express knowledge, ideas, thoughts, understanding through art, drama, dance, media, etc.</p> <p>-Students listen and comprehend messages from other students. Apply the ideas of others to enhance own ideas.</p> <p>-Students communicate ideas</p>	<p>-Students have internalized and implemented behavioral expectations and hold each other accountable for proper behavior.</p> <p>-Assimilate, acclimate and apply to various systems of expectations based on particular aspects/ scenarios ie.: home, store, park, work, school, church, White House, Mayor's/ Chief's house Different Economic systems and how they affect the global economy.</p> <p>-Students are supporting one another in their daily activities to achieve</p>	<p>-Students are identifying and evaluating resources in an efficient manner that is productive and meaningful/purposeful.</p> <p>-They are using processes and prior knowledge to scaffold their learning.</p> <p>-Students are engaged and actively learning while working independently and collaboratively.</p> <p>-Students are planning ahead to map out a pace for completing long term projects.</p> <p>-Students delegate responsibilities within groups.</p> <p>-Students prioritize tasks according to</p>

	<p>reliable and unreliable as well as being able to identify biases.</p> <p>-Students are connecting prior knowledge with current learning.</p> <p>-They are using the scientific inquiry process to form conclusions.</p> <p>-Students are exposed to a variety of genres of reading fulfilling their learning objectives.</p> <p>-Students are applying logical thinking and mathematical reasoning to solve problems.</p> <p>-Students are trying a variety of strategies and using tools to solve problems and get at their creative and</p>	<p>times.</p> <p>-Students are supporting one another in a variety of situations (group/team, partners, individual) throughout their daily activities to achieve together and holding each other accountable for their academic success.</p>	<p>with parents at home and through student led conferences/ portfolio days.</p> <p>-Students communicate progress and challenges with teachers and students from an analysis of their results.</p>	<p>together and holding each other accountable for their learning/academic behaviors.</p> <p>-They will learn to resolve conflict through play experiences that require problem solving.</p> <p>-Students participate in service learning (use what they learn in the classroom to solve real life problems. (ie: classroom / school/ community/ nation/ global based). This is connected to becoming active citizens in the community.</p> <p>-Students are developing empathy, becoming intrinsically motivated by applying their learning to help solve</p>	<p>deadlines/ importance/ and necessity.</p> <p>-Students have flexible time to accomplish tasks.</p> <p>-Students understand that managing time efficiently impacts outcomes.</p>
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	<p>imaginative thinking.</p> <p>-Students are self-assessing their skills/ abilities/ knowledge base and identifying areas that need work/support, identifying what has been gained and transferring that to other academic areas.</p> <p>-Students have a broad range of knowledge in order to understand what's happening in the world in many different fields (Sciences, politics, social sciences, philosophy, environment, biology, cultural differences, etc.)</p>			<p>real life problems and situations.</p> <p>- student learning includes opportunities to be challenged as visionaries, game changers, leaders in their field – engage students in actual dramatization of experts/ expertise ie: dress up as scientist, doctors, mechanics and actually engage in simulation in that format.</p> <p>-Students are becoming aware of and developing respect for differences in culture and economics around the globe.</p> <p>-Using family and community as resources engaging students in constructive play and learning in their native language.</p>	
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				<p>-Cultural relevancy to eliminate bias: -Children identity development -Equity: cultural, racial, gender, economic, family structures, and community -Students learning about culture, language and equity -Different abilities.</p>	
<p>What Research/ Rationale has your committee found that supports these ideas?</p>	<p>Rigor and I.Relevance from Concept to Reality by Willard R. Daggett.</p> <p>Hattie, J. (2012). Visible learning for teachers: maximizing impact on learning. New York, NY: Routledge.</p> <p>Mismatch: Historical Perspectives by Deschenes, Cuban and Tyack.</p> <p>2 Visions of Education – by Elliot Eisner Effective Classroom Practices Report with support by National Center on Accessing the General Curriculum by Tracey Hall, PhD.</p>	<p>Miles, K. (2008). The strategic school: Making the most of people, time, and money. Corwin Press</p> <p>Putting the Arts in the Picture: Reframing Education in the 21st Century/ Center for Arts Policy, Columbia College, Chicago, 2004</p> <p>Mismatch: Historical Perspectives by Deschenes, Cuban Tyack</p> <p>2 Visions of Education – by Elliot Eisner</p>	<p>Putting the Arts in the Picture: Reframing Education in the 21st Century/ Center for Arts Policy, Columbia College, Chicago, 2004</p> <p>2 Visions of Education – by Elliot Eisner Sahlberg, P. (2011).</p> <p>Finnish lessons: What can the world learn from educational change in Finland?. New York: Teachers College Press, Teachers College, Columbia.</p> <p>Wagner, T. (2010). The global achievement gap, why even our best schools don't teach the new survival skills our children need--and what we</p>	<p>The Arts and Achievement in At Risk Youth: Findings from Four Longitudinal Studies/Research Report #55 prepared for National Endowment for the Arts Office of Research,Analysis/ March 2012</p> <p>Wagner, T. (2010). The global achievement gap, why even our best schools don't teach the new survival skills our children need--and what we can do about it. Basic Books (AZ).</p> <p>Transforming Teaching: Connecting Professional Responsibility with Student Learning – Report to the NEA 2010</p> <p>The Supported Teacher</p>	<p>Miles, K. (2008). The strategic school: Making the most of people, time, and money. Corwin Press</p> <p>Thinking Outside the Box and Inside the Budget – Diane</p> <p>Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational change in Finland?. New York: Teachers College Press, Teachers College, Columbia.</p> <p>Wagner, T. (2010). The global achievement gap, why even our best schools don't teach the new survival skills our children need--and what we can do about it. Basic Books (AZ).</p> <p>Zhao, Y. (2011). Catching up or leading the way, American</p>

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The Current School Day and The Transformed School Day

Early Childhood

Current School Day	Transformed School Day
<ol style="list-style-type: none"> 1. Outdoor time- 20 min. weather permitting 2. Work time 50 min 3. Support staff (OT, PT, S/L pull out predominately) 4. There is currently no planning or collaboration time. 5. Large group 2X 10min 6. Small group 2-3X 10min 7. No music teacher 8. No Art 9. No PE for At-risk preschoolers 10. Limited and uneven technology 	<ol style="list-style-type: none"> 1. Outdoor time- 20 minutes with added science activities with indoor options available for incimate weather 2. Work time 50 minutes with support staff integrating services 3. Include a release time for 2 ½ days a month, 1 AM 1PM for collaboration time 4. Create small groups that are actually small groups 5. Add Art/Music/ PE 6. Wireless that is consistent and tools to use data collection such as to take a picture, more ipads available 7. Breakfast and lunch to occur outside instructional day monitored and served by lunch ladies/gentlemen 8. Arrival and dismissal are supervised by others and removed from the instructional time. This time can be used as collaboration time between teachers and assistants. 9. Collaboration time added to midday for example 10. Bussing is provided 2 way. The poorest families who do not have a car would no longer be excluded from preschool

Elementary

Current School Day	Transformed School Day
<p>Narrative of an intermediate gen ed student: *text in Green is noted as being unique to primary day.</p> <ol style="list-style-type: none"> 1. Currently most elementary librarians are not certified teachers. 2. Currently students are assigned to a single teacher. The student then sees a librarian, art, music, and PE teacher usually as a separate entity from the gen ed classroom curriculum. 3. Quite often teachers take the lead responsibility for a student's learning. 4. Currently the only recess break is combined with lunch leaving a longer break in the middle of the day but very few in the morning or afternoon. 5. Often a student's day consists of isolated subject areas. There is a set time for each subject. 6. Students receive 40 minutes of Art, PE, Music per week, and they are often separated from what is happening in the mainstream classroom due to lack of time for collaboration. 	<p>Narrative of a gen ed classroom student: *text in Green is noted as being unique to primary day.</p> <ol style="list-style-type: none"> 1. Librarians would be certified, so that they could extend classroom instruction. 2. Although students might be assigned to a homeroom, they would have interaction with a team of teachers to better meet individual student needs. 3. Students will take on more ownership for their learning and the learning of their peers as the teacher facilitates where needed. 4. The importance of movement for children would be acknowledged in that breaks would be intentionally provided. **We need to research how much time** 5. *Students would see more connectivity with their learning. Although there might be times reserved to focus on a particular subject area, subject areas would not be taught in isolation. For example, students who need additional help in reading may experience a guided reading group during their Science lesson. 6. *Students receive an appropriate amount instructional time for Art, Music, PE, and Technology each week. There will be a more intentional integration with curriculum. For example, students in PE might track their heart rate providing data for graphing in Math.

7. It is a struggle to find time for interventions that don't pull a student away from core curriculum.
8. There is one computer in a classroom and a small amount of time in a computer lab.
9. Students have limited access to technology devices and instruction on how to use technology for presentations, research, data collecting, etc. except what the main stream classroom teacher provides during computer lab.

Narrative of a teacher's day:

1. Teacher is a leader of instruction
2. Skills are taught in isolation of subject matter.
3. Mainly teach core curriculum

7. Students would receive What I Need (WIN) time daily, which would be teamed by all certified teachers. (interventions or enrichment based on individual needs)
8. Technology is readily available to every student in the forms of tablets, computers, e readers to assist in research and learning.
9. Students will learn how to use technology to enhance their learning by a certified technology teacher. This teacher would be responsible for implementing a curriculum that teaches how to use technology as a tool for learning and communicating, navigate sources and critique validity of sources, and research. They would use the core curriculum as a vehicle to get there.

**5,6. The day of a student may include integration of fine arts and content areas where the instructional focus and outcomes are blended together.

Narrative of a teacher's day:

1. Teacher is facilitator of learning.
2. Reading, Writing and Math skills are applied throughout the curriculum. Subject matter will be blended together when opportunities present themselves, as well as times in which it is planned intentionally. Understandably, there will be times reserved to focus on a particular subject area.
3. Teachers empower students to develop skills that help them discover learning

<p>4. Teachers have 120 minutes per week for planning time.</p> <p>5. Each teacher is responsible for finding time and interventions for their RTI students.</p> <p>6. Any collaboration done between teachers of different grade levels or support staff has to be done outside of school hours.</p>	<p>4. Teachers have 160 minutes per week for planning time. 90 minutes minimum would be used for horizontal collaboration where they will go over and create assessments and develop plans to achieve the learning targets that the assessments show areas of need. This time would be made available while the students are at Music, Art, PE, and Technology.</p> <p>5. A specified block of What I Need time (WIN) time would be provided where each certified staff member would be responsible for a certain group of students (not necessarily their home room students) to provide interventions or enrichments.</p> <p>6. By banking time to provide for an early release day, there is a specific time set aside where all teachers are available to collaborate with one another thus helping problem solve and integrate curriculum with certified personnel (librarian, special education, fine arts, PE, technology, etc.)</p> <p>**Another option would be to replace SIP days with in school days, while adding shorter SIP meetings throughout the year.</p>
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Sample Schedules for Early Childhood/Elementary

Sample schedule Early Childhood for Classroom Teachers

25 mins- Teachers meet with aides

150 mins- Instructional time

50 mins- Lunch/ Breaks for assistants

30 mins- Collaborative time among teachers and with assistants

150 mins- Instructional time

15 mins- Dismissal

Additional staff needed to allow for Teachers collaborative time with assistant as well as among themselves. The staff would include “lunch ladies” to assist with breakfast and lunch as well as “bus personnel” to assist with loading and unloading.

Art/Music/ PE added to preschool schedule in 30 minute blocks- Teachers usually accompany the class to these specials unlike Elementary

Sample Daily Schedule Elementary

(There could be many variations of this depending on the structure and resources of the school. For elementary school, time frames can be more fluid.)

Monday	Tuesday	Wednesday	Thursday	Friday
10 mins Morning Activity	10 mins	10 mins	10 mins	10 mins
40 mins SS	40 mins SS	40 mins SS	40 mins SS	40 mins Science
40 mins Music	40 mins Science	40 mins Science	40 mins Technology Lab	40 mins PE
40 mins Art	10 mins Recess/brain break	10 mins Recess/brain break	10 mins Recess/brain break	130 mins Literacy Block
	120 mins Literacy Block	120 mins Literacy Block	40 mins Science	
85 mins Literacy Block		Embed 30 mins Library	60 mins Literacy Block	

45 mins Lunch	45 mins Lunch	45 mins Lunch	45 mins Lunch	45 mins Lunch
60 mins Math	60 mins Math	60 mins Math	60 mins Math	60 mins Math
30 mins WIN	30 mins WIN	75 mins Dismissal Vertical collab time	30 mins WIN	30 mins WIN
10 mins Homeroom/ Dismissal	10 mins Homeroom/ Dismissal		10 mins Homeroom/ Dismissal	10 mins Homeroom/ Dismissal