MEETING PROGRAM GOALS THROUGH CLASSROOM PROJECTS Conference on the Young Years 2020

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SESSION OUTLINE

- School Culture The Project Approach for professional development supports program goals and outcomes.
- Pedagogical documentation Meeting state and NAEYC accreditation standards
- Action Research

IT STARTS WITH SCHOOL CULTURE – SUPPORTING PROJECT WORK IN PROFESSIONAL DEVELOPMENT

- Shared beliefs, perceptions, and attitudes- What are we modeling to support Project Work?
- Written and unwritten rules that influence how a school operates
- It affects the way administrators, teachers, children, and family members relate to each other.
- Sound Familiar?

SUPPORTING A POSITIVE SCHOOL CULTURE – PHASE ONE

- Promoting collaboration
- Facilitating a shared vision and mission
- Supporting a community of learners
- Building partnerships with families
- Fostering collegiality, innovativeness, and professional growth
- (Derman-Sparks, LeeKeenan, & Nimmo, 2015, pp. 24-29)
- Examples of practice can be found in Long, Souto-Manning, & Vasquez (2015).

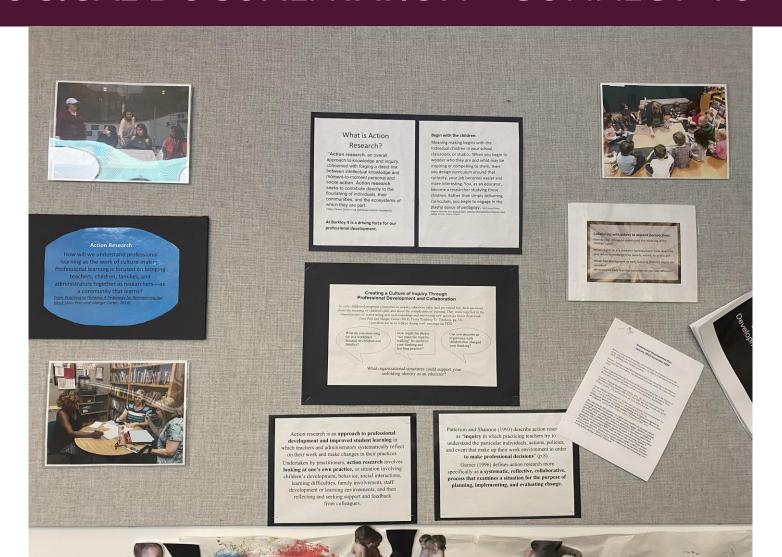
WORKING TOWARD CHANGE – SUPPORTING PROGRAM GOALS

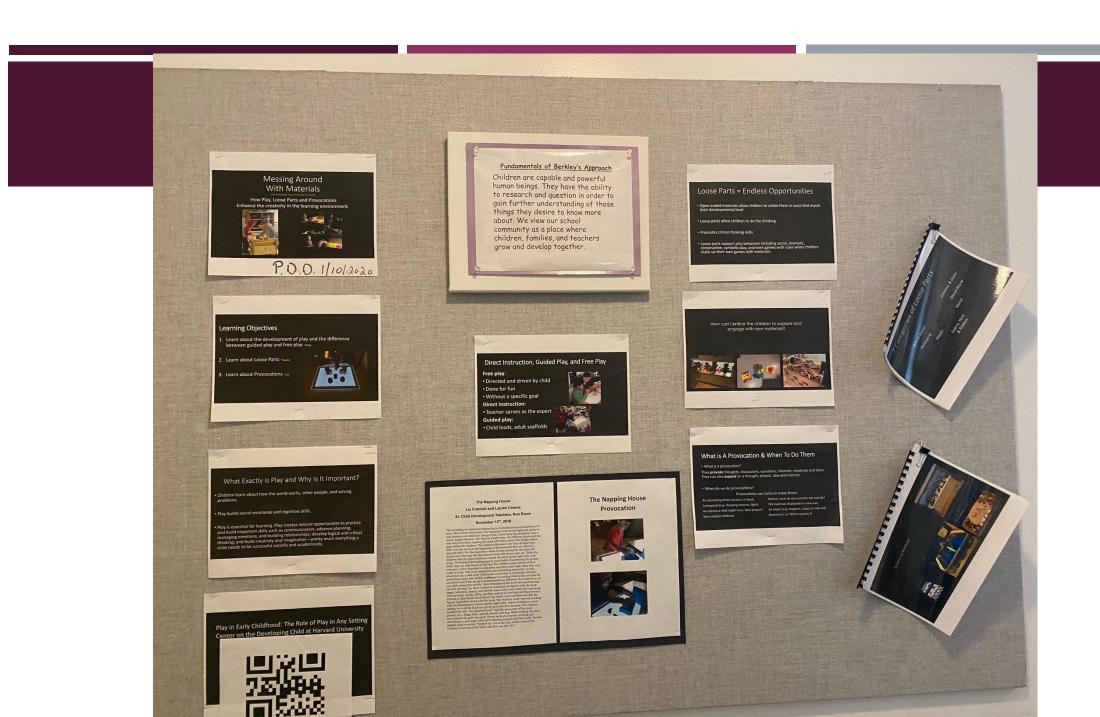
- Step I: Observation/Documentation-Data Gathering = Phase One of Project Work
- Step 2: Shared Reflection on Data (small groups and whole group)= Phase Two of Project Work
- Step 3: Plan Action Steps (small groups and whole group) = Phase Three of Project Work
- Step 4: Assess Progress

ESTABLISHING A SCHOOL-WIDE FOCUS FOR CHANGE

- Supervise and coach
- Model strategies documentation, action research, and assessment
- Support teachers in becoming leaders (leadership groups, crossprogram study groups)
- Staff retreats and or professional development with specific focus
- Support critical self-assessment (Derman-Sparks, LeeKeenan, & Nimmo, 2015, pp. 91-103)

SHARED REFLECTION PEDAGOGICAL DOCUMENTATION – CONNECT TO STANDARDS



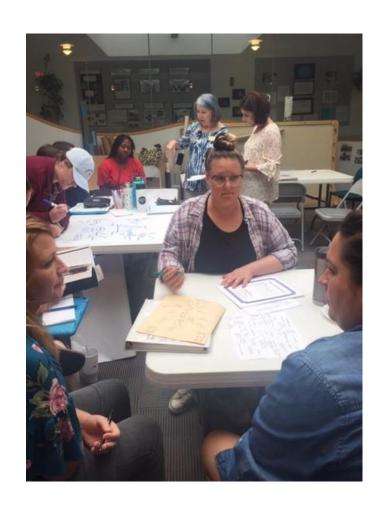


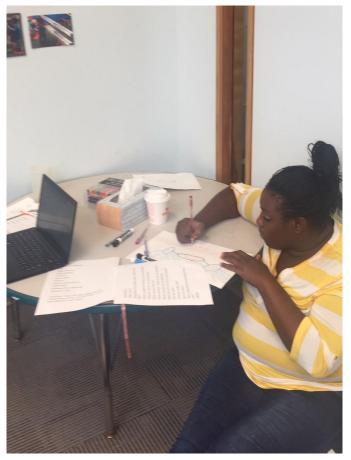
Plan of Action- Action Research Question— Berkley Leadership

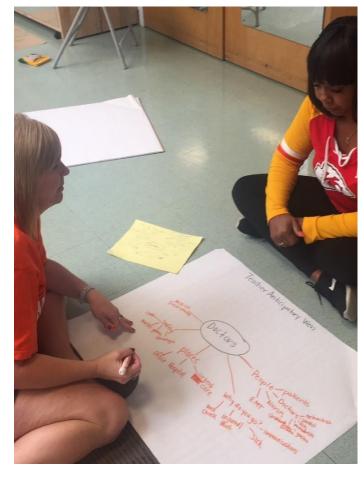
How will we understand professional learning as the work of culture-making: Professional learning is focused on bringing teachers, children, families, and administrators together as a research collective—as a community that learns.

From Teaching to Thinking A Pedagogy for Reimagining our Work (Ann Pelo and Margie Carter, 2018)

PHASE 3- CULMINATING EXPERIENCE TEACHERS AS RESEARCHERS







TEACHERS ASK: WHO IS THIS CHILD AS AN INDIVIDUAL?



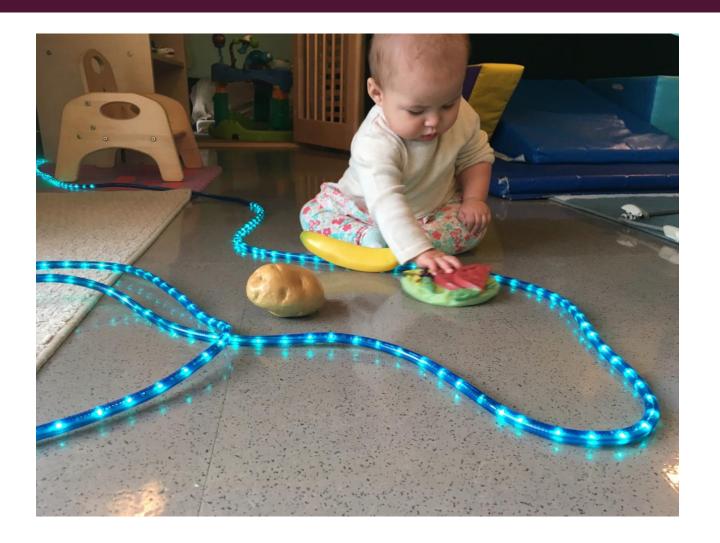
HOW DO WE SHAPE THE COMMUNITY OF OUR SCHOOL?







The Study of Light



IDENTITY OF SELF



COMMUNITY BUILDING PROJECT





The students in the Royal room

(children 3 ½ - 5) began to ask questions... Wondering how to send a letter, we first met the UMKC mail-carrier named Jack and the children asked him numerous questions. This experience sparked the children's intrigue about mail.





Excitement about writing increased and children learned many literacy skills. Such as, becoming experts at how to address envelopes and writing the basic parts of a letter.

THE TRASH PROJECT



PRESCHOOL CLASSROOM OUTING LEADS TO CAMPUS SERVICE PROJECT

- Berkley Center students' message: 'Don't Litter'
- When people hear about school children tackling social issues, many may not think of the children being preschool age. At the Edgar L. and Rheta A. Berkley Child and Family
 Development Center on the University of Missouri-Kansas
 City campus, preschool children learn valuable skills to become contributing citizens within the community.

THE GROCERY STORE / FOOD PANTRY PROJECT

