

**NEW YORK STATE EDUCATION DEPARTMENT
OFFICE OF EARLY LEARNING
P-3 Professional Learning Day
December 5, 2019**



**Primetime Teaching for Learning Success
Marie Masterson, Ph.D.**

Primetime Teaching for Learning Success

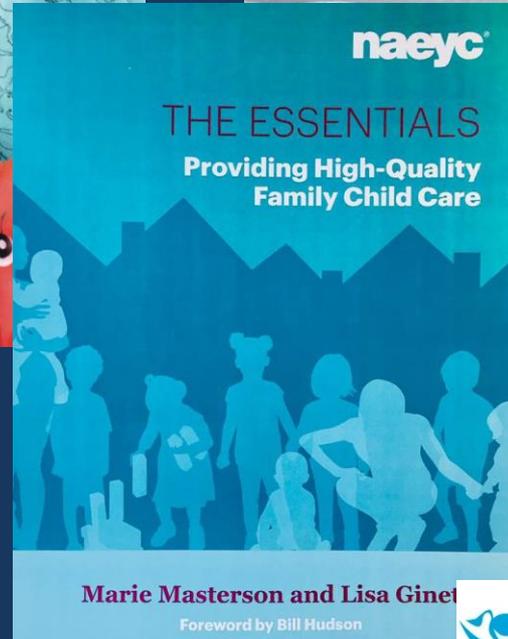
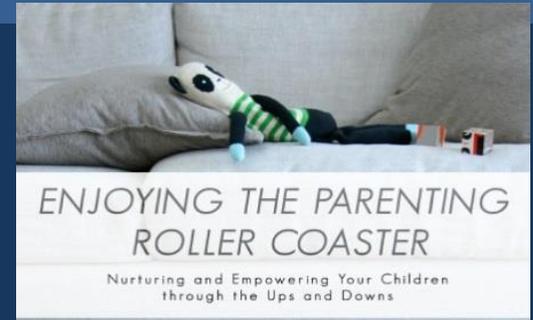
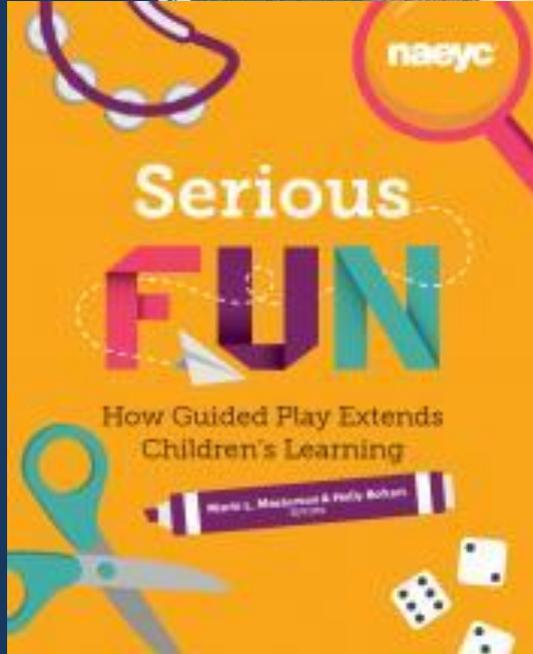
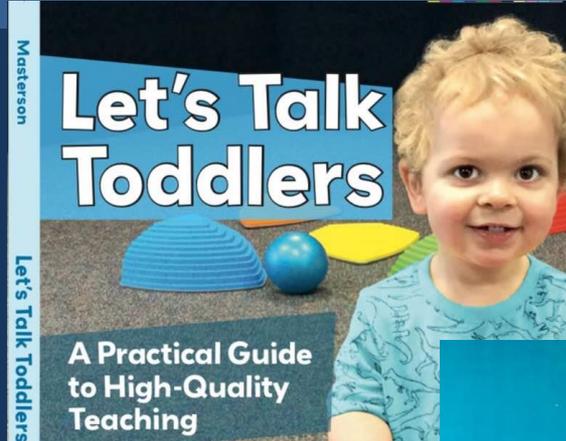
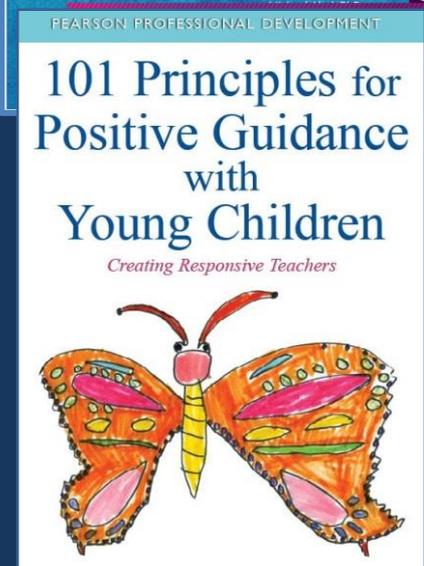
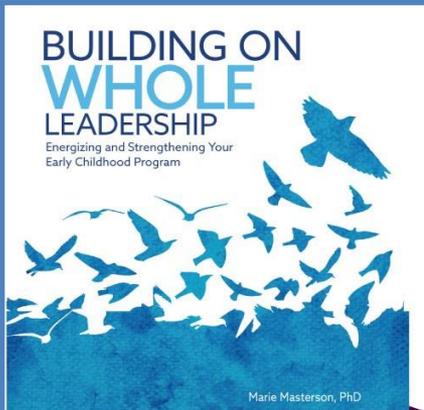
Restriction: These Power Point slides are intended for programs in New York State that use the *New York Early Learning Guidelines* and that participated in the New York State Office of Early Learning P-3 Professional Learning Series on 12-5-2019. This resource will be posted through January 1, 2020. You may use the content for within-organization training, but please do not repost on the web. Thank you.

QUESTIONS?

Get in touch with me:
www.mariemasterson.com



Resources to Grow!



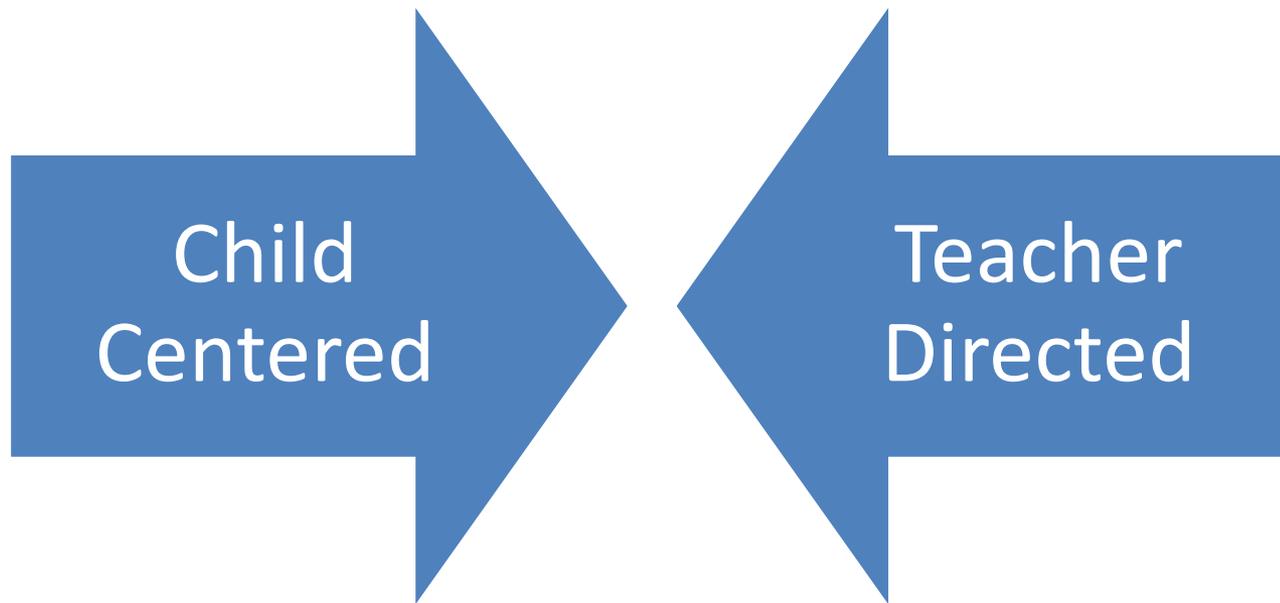
Resources to Grow!

Please see my website for more resources for this session: www.mariemasterson.com

- Detailed strategies for positive guidance
- Handouts for families
- Today's session handout with language, teaching, and behavior guidance strategies

Primetime Teaching

How can you balance play-based, child-centered approaches and teacher-directed approaches?



Primetime Teaching

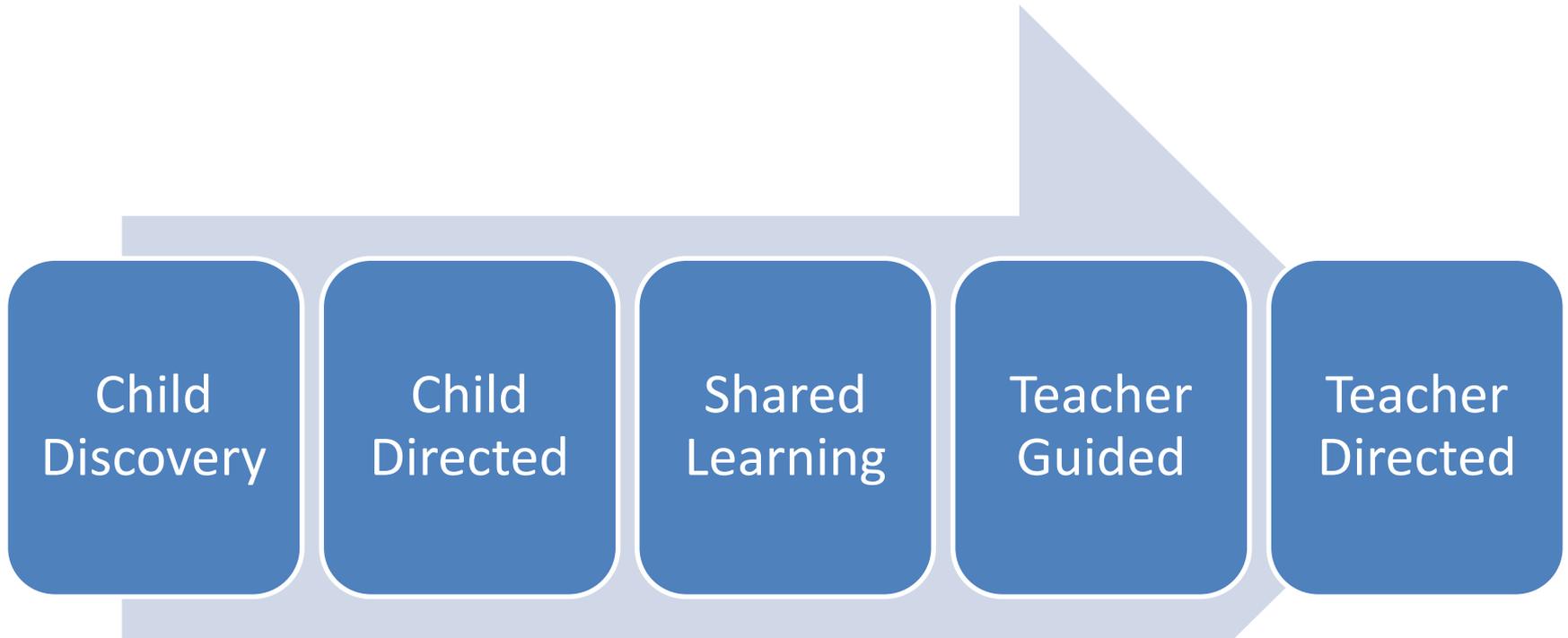
It helps to define child-centered teaching as:

The level and type of support provided by teachers in response to the needs of children.

We think about WHAT to teach – more than we think about the best HOW to teach. The question to ask is:

“What is the best situation and level of support to promote specific learning?”

Primetime Teaching



The purpose of learning, type of support, and focus of the activity varies. But in each approach, teachers and children are active and engaged partners in learning. In each approach, the teacher's role must be carefully planned and intentionally carried out.

Primetime Teaching

In **child discovery**, children are active explorers. The role of the teacher is to:

- Prepare the setting.
- Observe with purpose and document actively.
- Ensure appropriate challenge.
- Intervene only when safety or frustration are present.
- When? Building, imaginative solitary construction, task-oriented play.

Child-
Discovery
Learning

Primetime Teaching

In **child-directed** learning, children are active designers. The role of the teacher is to:

- Prepare the setting.
- Scaffold and support learning.
- Stimulate emerging skills.
- Increase complexity and challenge.
- Introduce and extend concepts.
- Enhance vocabulary.
- When? Dramatic/exploratory play.

Child-
Directed
Learning

Primetime Teaching

In **shared or emergent curriculum**, children are engaged investigators. The role of the teacher is to:

- Prepare the setting.
- Listen and document questions.
- Provide additional information and materials.
- Guide project learning (e.g., testing ideas, extending, and sharing learning).

Shared
Learning

Primetime Teaching

Shared/emergent curriculum is vital for all programs:

- First: In response to children's questions and wonderings in daily teaching moments.
- Second: During week-long or short-term projects.
- Third: In extended investigations for deeper learning.

| K-W-L Chart | | |
|--------------|---------------------|----------------|
| Topic: _____ | | |
| What I Know | What I Want to Know | What I Learned |
| | | |

Shared
Learning

Primetime Teaching

In **teacher-guided** learning, children are active participants. The role of the teacher is to:

- Introduce or reinforce new skills.
- Demonstrate and scaffold learning.
- Facilitate cooperative activities.
- When? With new activities, concepts, and materials.

Teacher-
Guided
Learning

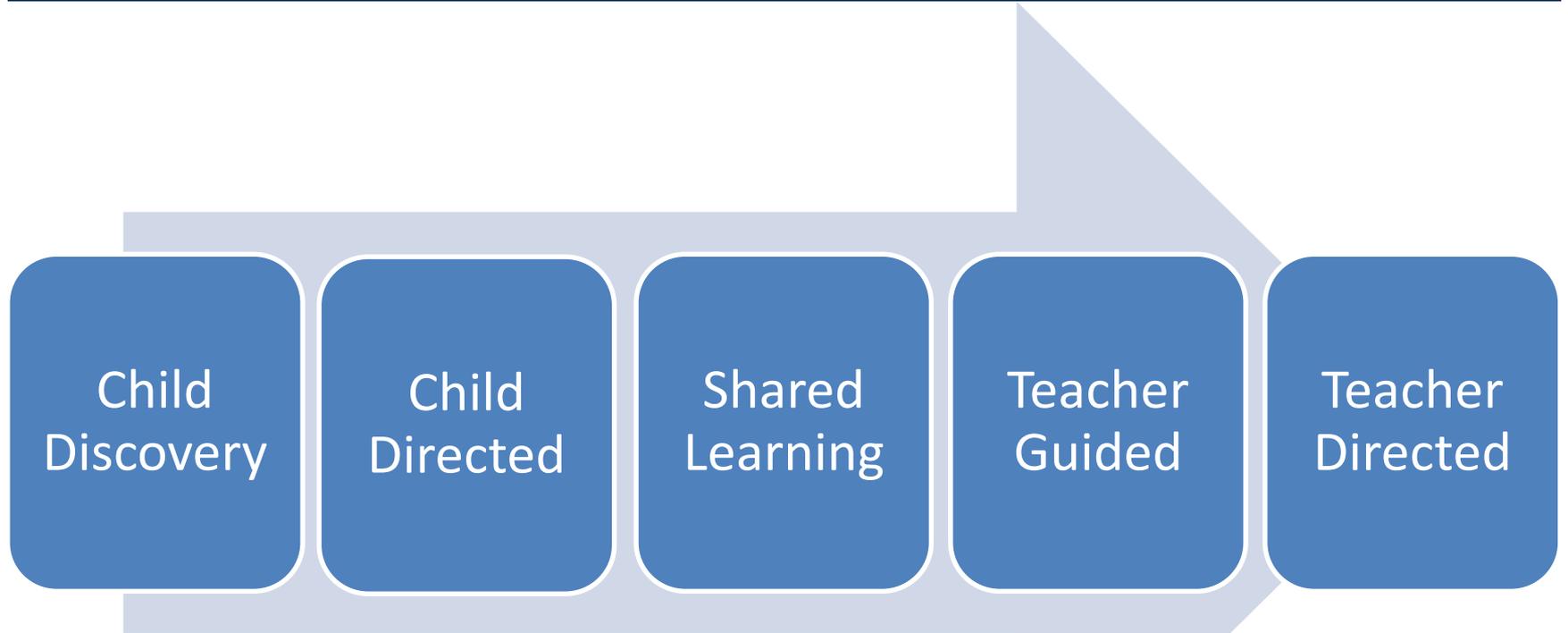
Primetime Teaching

In **teacher-directed** learning, children are active learners. The role of the teacher is to:

- Teach and model new skills.
- Lead or facilitate mini-lessons, games, or small and large group interactive activities.
- When? Content mini-lessons, reading, math games and math talk.

Teacher-
Guided
Learning

Primetime Teaching

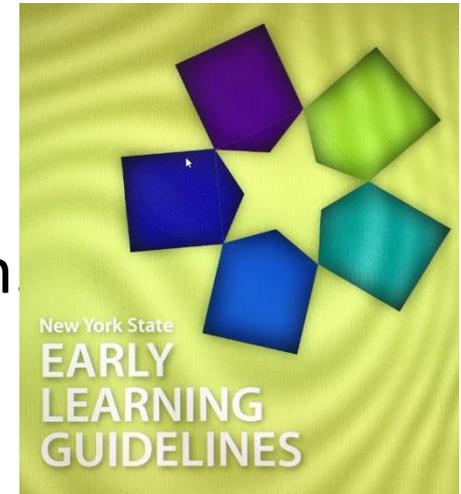


Each approach can be used intentionally from Pre-K – third grade to promote learning throughout the day.

Primetime Teaching

New York teachers have access to:

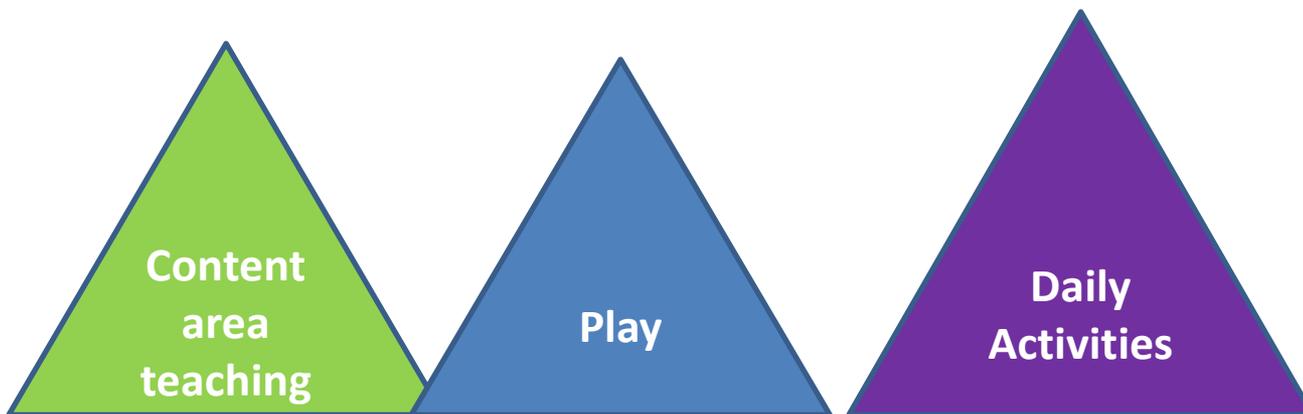
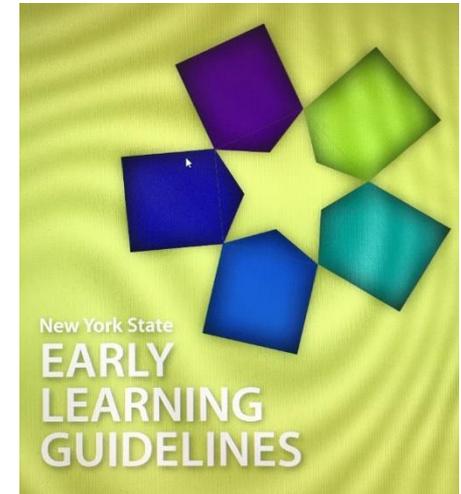
- Progressions for Common Core State Standards in Mathematics. These provide what content and how to teach
- Glossary of Verbs. This shows you how to frame questions.
- Blueprints for English Language Learners and Dual Language Learners.
- Standards and the Instructional Cycle.
- Early Learning Guidelines.



Primetime Teaching

How can you promote these concepts, skills, and vocabulary:

1. During content area teaching?
2. During play?
3. During daily activities?



NYS Early Learning Guidelines**

Physical development, health, and well-being

- Physical fitness, coordination, and integration of body systems
- Personal care and hygiene
- Safety, rules, and self-care
- Healthy nutrition and physical habits
- Fine and gross motor skills

***All slide content depicting guidelines is partial. Please see the NYS Early Learning Guidelines for complete information.*

NYS Early Learning Guidelines

Social and emotional development

- **Relationships:** Empathy, perspective-taking, resilience
- **Emotion competence:** Identify and manage emotions
- **Communication:** Cooperate, collaborate, problem-solve
- **Appreciating diversity:** Respect similarities and differences; develops increased understanding
- **Self-concept, self-control, self-efficacy:** Develop confidence as learner and active agent in learning

NYS Early Learning Guidelines

Approaches to learning

- Dispositions and motivations for learning.
- Executive function and self-regulation skills.
- Initiative, persistence and attentiveness.
- Overlaps with language, physical, social-emotional, and cognitive processing.

NYS Early Learning Guidelines

Cognition and general knowledge

- **Causation:** Cause and effect
- **Critical and analytic thinking:** Building on new knowledge
- **Representational thought:** Using symbols and distinguishing fantasy and reality

NYS Early Learning Guidelines

Mathematics:

- **Number concepts and language in play and daily life:** One-to-one correspondence, cardinality and sequencing, identifying patterns, comparing shapes, more/less, etc.
- **Attributes of objects and vocabulary:** Color, size, shape, length, and weight (small, big, heavy, light).
- **Spatial skills and position words:** Relationships of objects and self (over, under, up, down, next to).
- **Representing:** Numbers, quantities, data, ideas.
It's not just having items; it's how teachers promote understanding throughout the day.

NYS Early Learning Guidelines

Science:

- **Thinking processes:** Why, how, and what if questions, predictions; gather, explore, and interpret information
- **Represents data:** Pictures, graphics, charts, symbols
- **Identifies patterns:** Interact with nature and growing things and take responsibility for the environment
- **Explores cause and effect:** Explore impact of force and simple chemical reactions
- **Uses science tools:** Explore and document the world and learn how things work

NYS Early Learning Guidelines

Social studies: History, geography, economics, ecology

- **Developing awareness:** Understand self in social context.
- **Exploring community:** Similarities and differences
- **Exploring people:** Community life including needs, wants, and services
- **Representation:** Use drawings and symbols, understand change over time, participate in dramatic play and storytelling
- **Democratic participation:** Understand roles, rights, and responsibilities, civic responsibility

NYS Early Learning Guidelines

Visual arts, music, drama, and movement arts

- **Aesthetic engagement:** Variety of forms, mediums, and genres
- **Aesthetic expression:** Creative arts experiences as personal, creative, cultural, and social
- **Aesthetic performance:** Group collaboration and creative projects
- **Uses tools and materials:** Artistic, musical, dramatic, and creative forms

NYS Early Learning Guidelines

Language, communication, and literacy

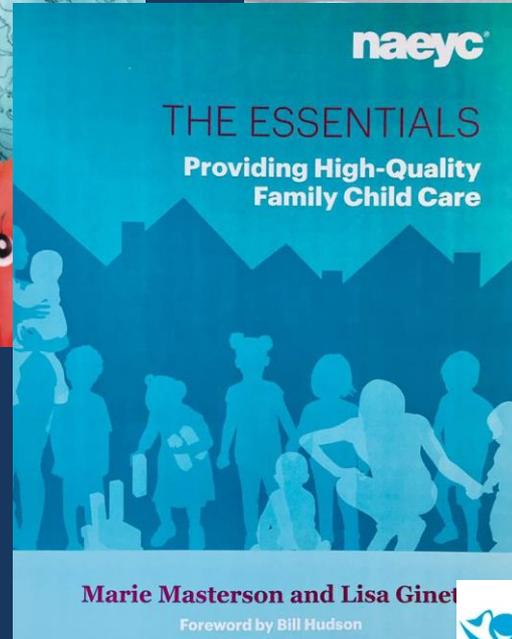
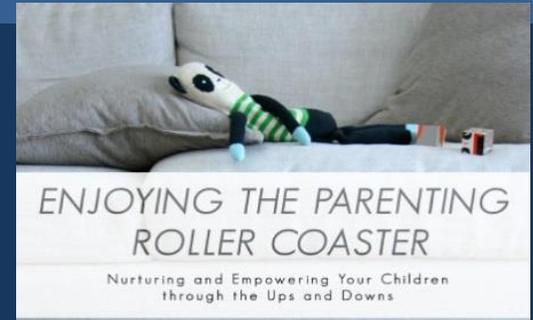
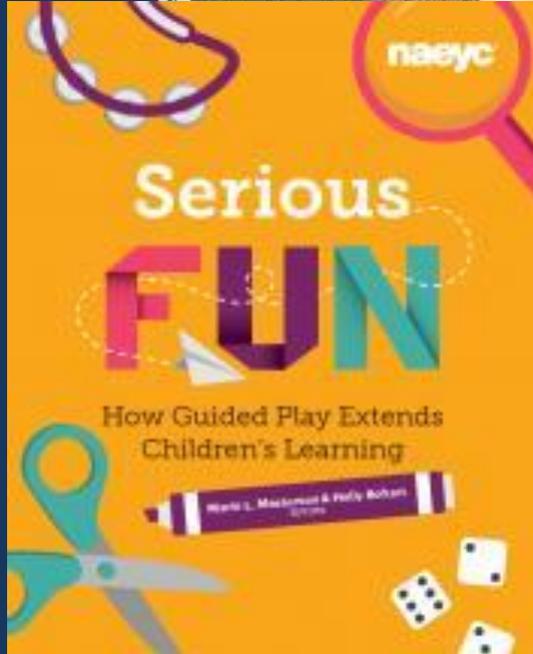
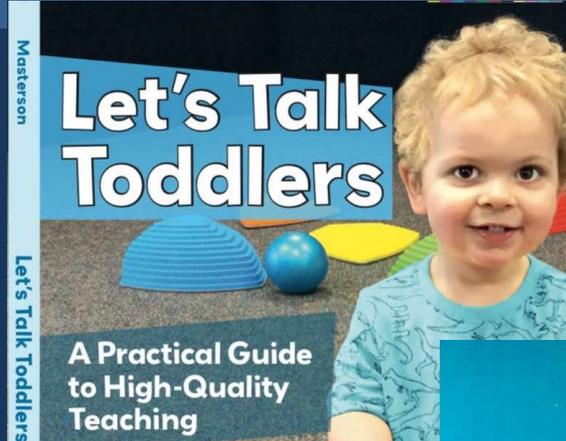
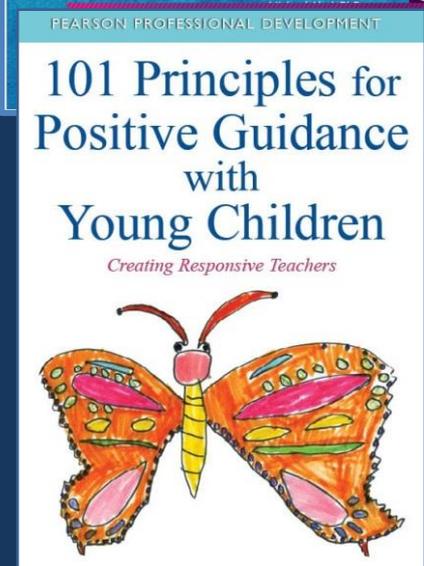
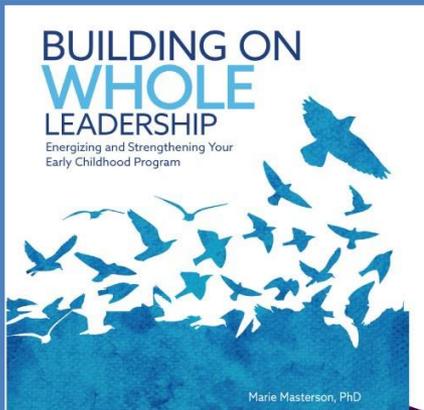
- **Multi-lingual development:** Linguistic & cultural strengths
- **Communication:** Oral and written, symbols, & signs, conventions, word/sentence forms, parts of speech
- **Language play:** Word games, rhyming, patterns, letter sounds, blending and segmenting, phonemic and phonetic awareness
- **Literacy:** Book reading & books for information
- **Expression:** New vocabulary, retell stories, dictate and caption, use written words as communication

Primetime Teaching: Let's Talk

1. Is the learning your children experience adequately challenging?
2. How can you pack content-concepts into play-scenarios, materials, and activities?
3. What can you do to increase the contact zone for learning *throughout* the day?



Resources to Grow!



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