Designing the Future of Early Learning

A Cross-State Collaboration for Experiential Classrooms

MISD | SCHOOL DISTRICT SDPC PICKENS COUNTY | Huckabee

Introductions

Holly Teague

Director of Planning, Huckabee

Traci Boyles

Executive Director of Early Childhood Education, School District of Pickens County

Ashton Oliver

Director of Early Childhood, Jandrucko Academy for Early Learners, Mansfield ISD

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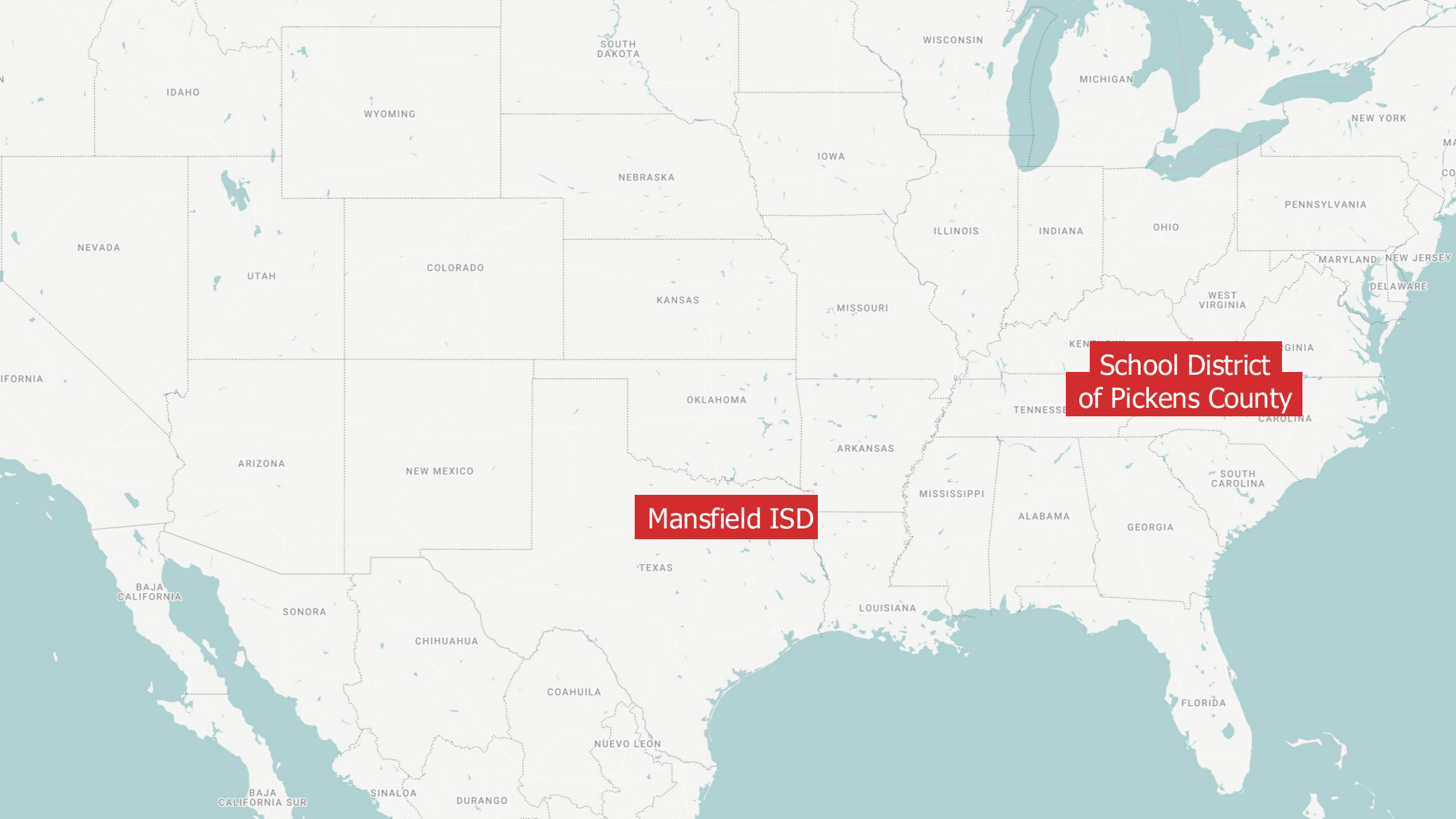
School District of Pickens County
Mansfield ISD
SOUTH DAKOTA
WISCONSIN
MICHIGAN
IDAHO
WYOMING
NEW YORK
IOWA
NEBRASKA
PENNSYLVANIA
ILLINOIS
INDIANA
OHIO
NEVADA
UTAH
COLORADO
MARYLAND
NEW JERSEY
DELAWARE
KANSAS
MISSOURI
WEST VIRGINIA
OKLAHOMA
TENNESSEE
ARKANSAS
ARIZONA
NEW MEXICO
MISSISSIPPI
ALABAMA
SOUTH CAROLINA
GEORGIA
TEXAS
BAJA CALIFORNIA
SONORA
LOUISIANA
CHIHUAHUA
COAHUILA
FLORIDA
NUEVO LEON
BAJA CALIFORNIA SUR
SINALOA
DURANGO

Agenda

- Your Experience with Pre-K
- WHY?
- Early Childhood (we divide this section up)
  - Research
  - Science of Teaching Reading
  - Conceptual Packaging
- Early Childhood – Huckabee Journey
- Early Childhood – Mansfield ISD 2.0
- Early Childhood – School District Pickens County
- Questions / Comments

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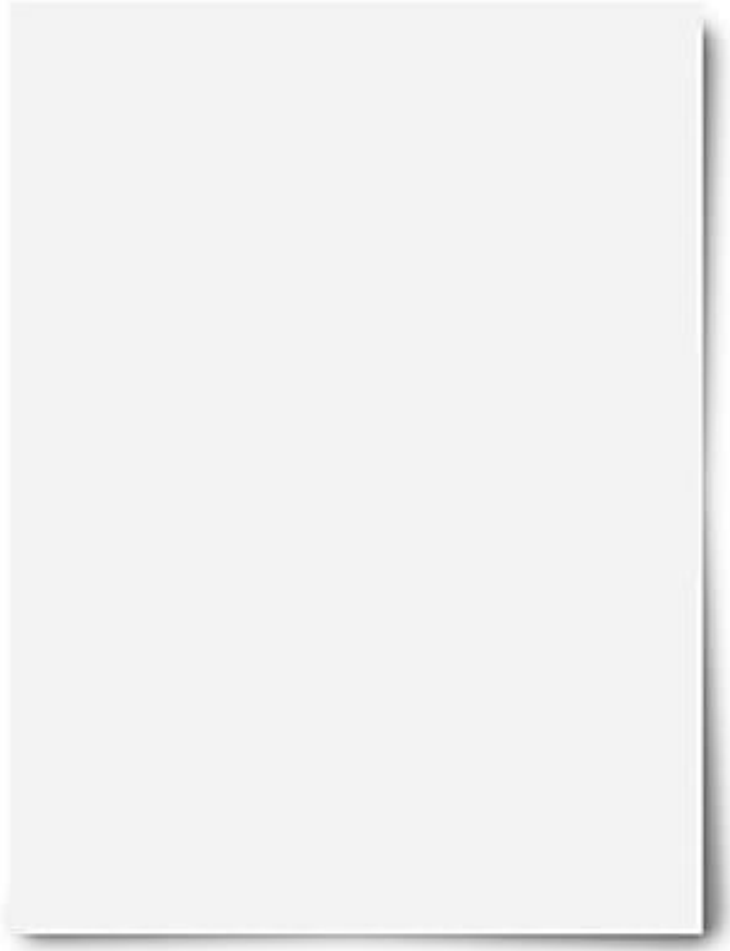
Typical Pre-K Classroom

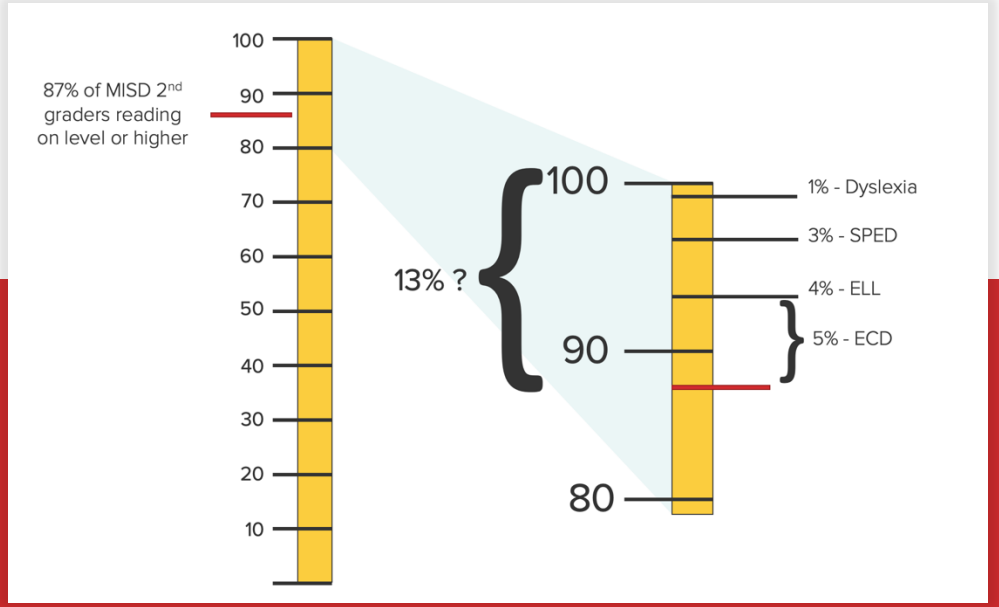



SUNDAY
MONDAY
TUESDAY
WEDNESDAY
November
October
July

Dr. Sarah K. Jandrucko

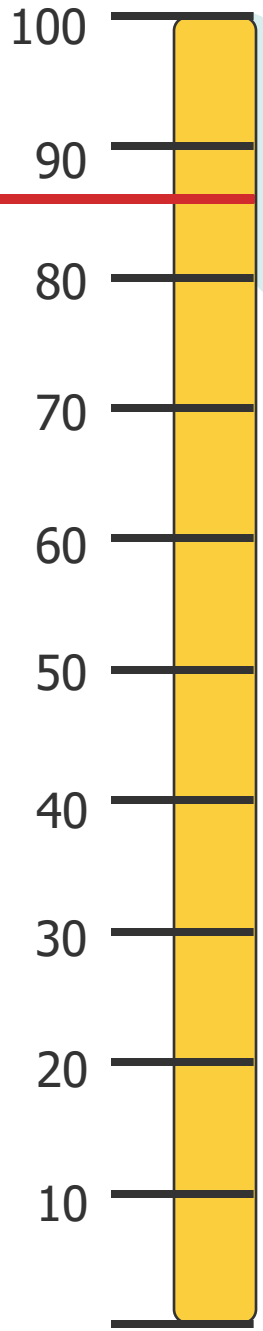
ACADEMY FOR EARLY LEARNERS

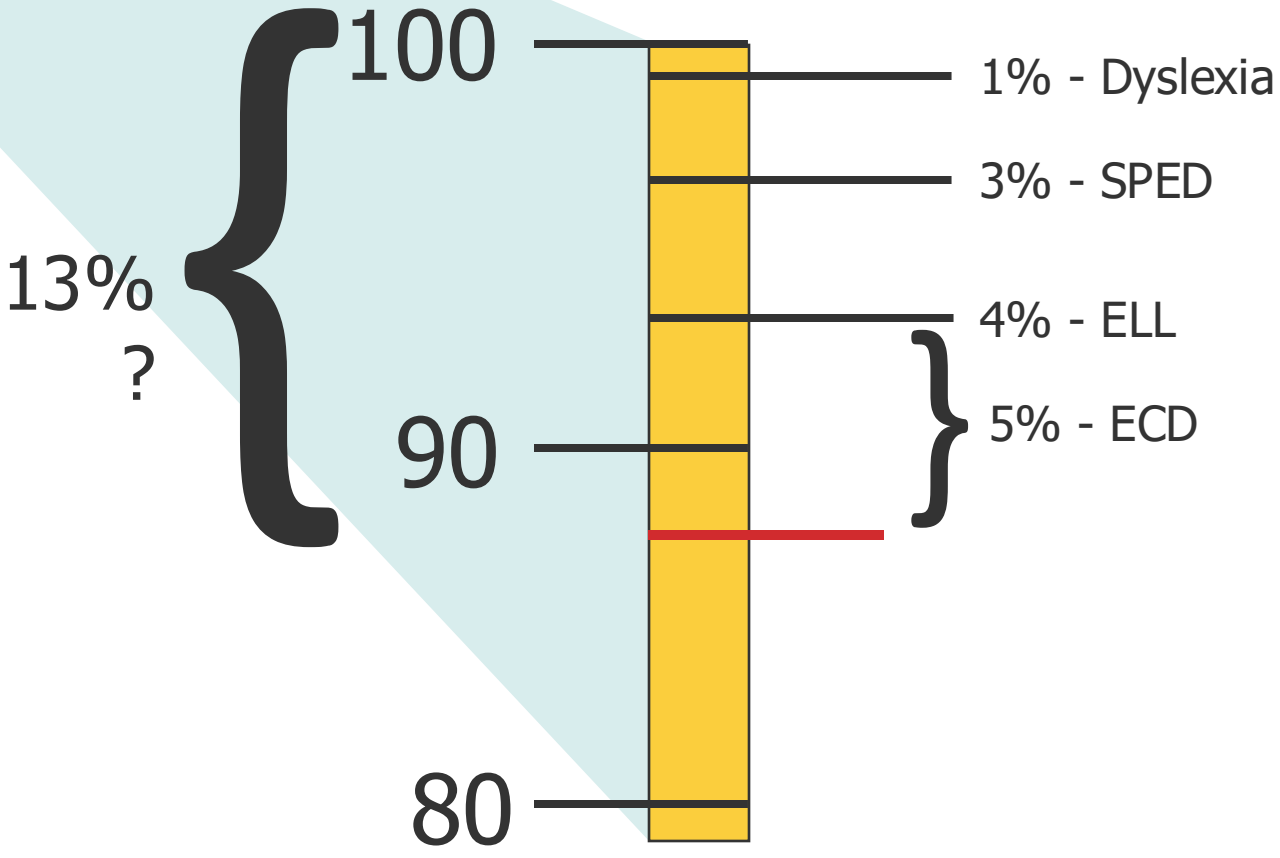
Perfectly Designed for Inquiring Young Minds



OUR WHY

87% of MISD 2nd graders reading **on level or higher**





Dr. Sarah K. Jandrucko ACADEMY FOR EARLY LEARNERS
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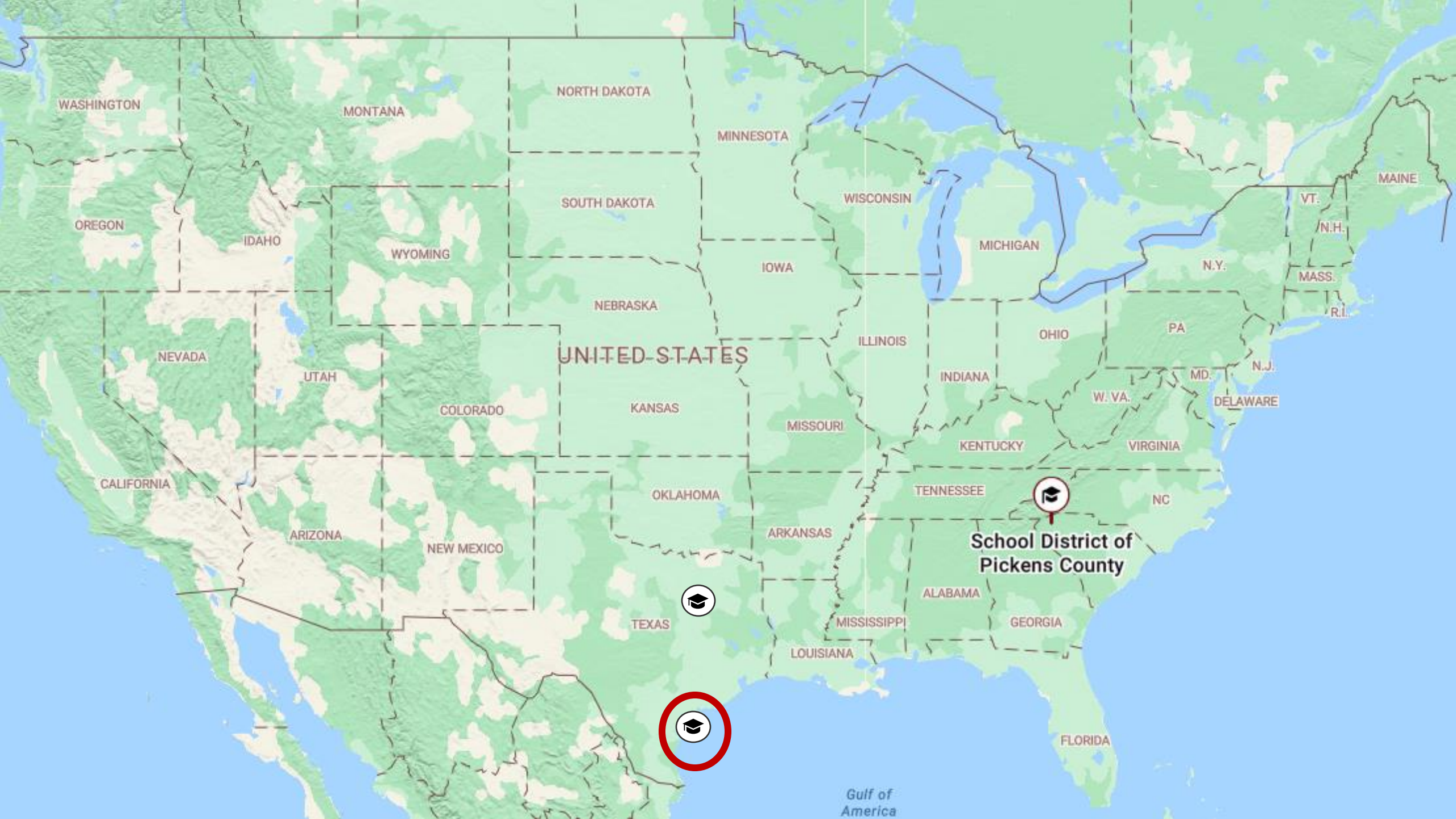
WASHINGTON
OREGON
NEVADA
CALIFORNIA
IDAHO
MONTANA
WYOMING
UTAH
ARIZONA
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
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PA
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MD.
DELAWARE
N.J.
R.I.
MASS.
VT.
N.H.
MAINE
UNITED STATES
School District of Pickens County
Gulf of America

"During the primary years, real world experiences are the most important thing schools provide. As we all know, children learn by doing. They remember what they have personally experienced. In addition, concept development is optimized through **active, explorative experiences.**"

Nabors, Edwards, Murray, 2009

THE BASEBALL STUDY

RECHT & LESLIE, 1988

KU THE UNIVERSITY OF KANSAS

30,000,000 WORDS

BETTY HART & TODD RISLEY, 1995

Center on the Developing Child
HARVARD UNIVERSITY

Serve and return interactions are critical because the brain is wired to expect this kind of back and forth interaction. **It's the way the brain builds its circuits and the way the brain develops capacity for different skills.**

-Jack Shonkoff, MD

Why Experience-Based Pre-K? – The Research

Why Pre-Kindergarten?

30,000,000

Source: University of Kansas researchers Betty Hart and Todd Risley, 1995.

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Why Experience-Based Pre-K? – The Research

Same Research

Ratio - Encouragement to Discouragement

Professionals	6:1
Working-Class	2:1
Families on Welfare	1:2

Source: University of Kansas researchers Betty Hart and Todd Risley, 1995.

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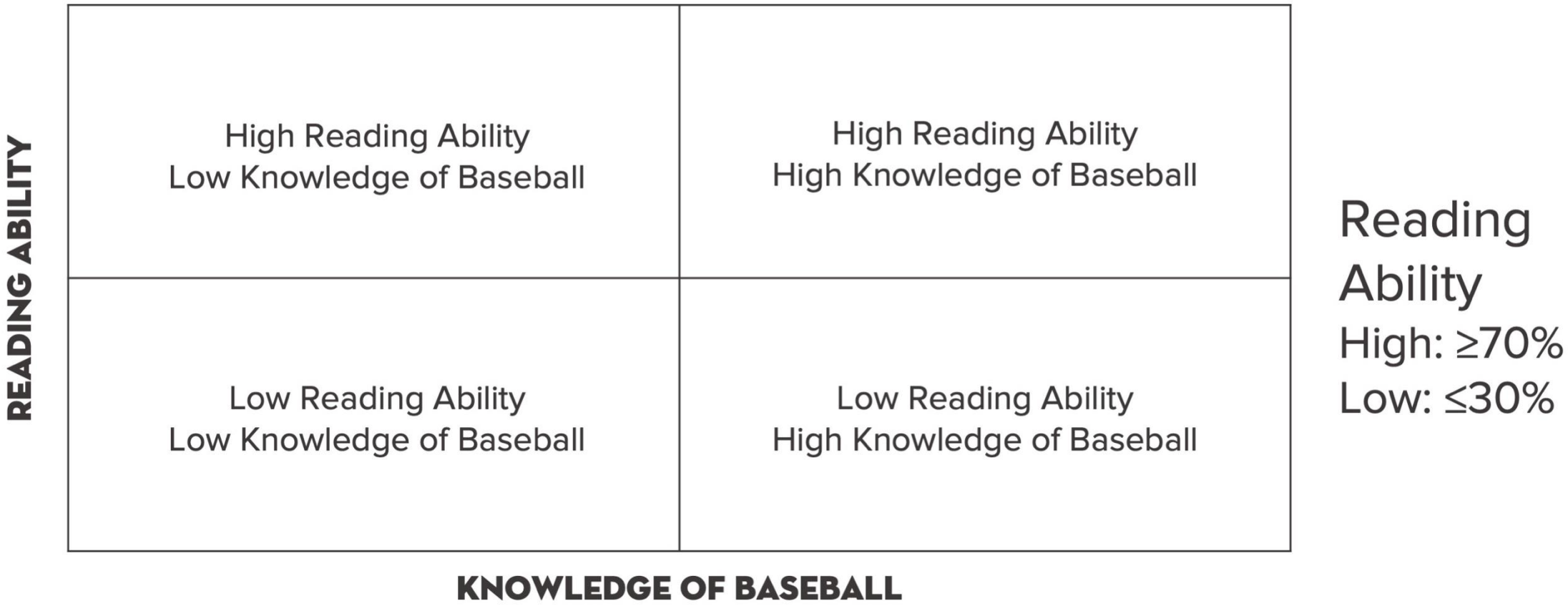
The Baseball Study



Recht & Leslie (1988)

The Baseball Study

According to the Researchers – the difference between the two high knowledge groups is statistically insignificant

Recht & Leslie (1988)

RAND

Districts Try with Limited Success to Reduce Chronic Absenteeism

Melissa Kay Diliberti, Lydia R. Rainey, Lisa Chu, Healther L. Schwartz, 2024

Early Childhood Education Journal

Pre-K and Kindergarten Teacher Perception of School Readiness During the COVID-19 Pandemic

Kayla Murphy, Keri Giordano, Tanaysha Deloach, 2023

edu

More Evidence for Moving Past "Finding the Main Idea"

A knowledge-based approach to reading comprehension is far more effective.

Edutopia 2023 Research Highlights

"I think there's enough research that shows that [just teaching] reading strategies is not conducive to [helping students] read challenging text independently"

- **Heidi Foley**, Literacy Coach, 2024

The 10 Most Significant Education Studies of 2023

edutopia

In a recent study published in *Early Childhood Education Journal*–years after the pandemic's peak–nearly 80 percent of preschool and kindergarten teachers reported that newly arriving **students were performing "worse" or "much worse" than their pre-pandemic peers, and faced steep deficits in emotional regulation and literacy.** By the summer of 2024, *The New York Times* had picked up the story, writing that dozens of teachers, pediatricians, and other experts were alarmed by a new generation of "pandemic babies" who were "less likely to be able to hold a pencil, communicated their needs, identify shapes and letters, manage their emotions, or solve problems with peers."

School systems may be forced to make commensurate changes. For early childhood teachers, that could mean more focus on classroom routines and student self-regulation, while district leaders interviewed by RAND suggest that **chronic absenteeism may "not improve without new approaches to make school more engaging."**

Now a pair of high-quality studies-featuring leading researchers and encompassing more than 5,000 students in 39 schools-appears to put the finishing touches on a decades-long effort to push background knowledge to the forefront of reading instruction.

Youki Terada, Stephen Merrill, 2024

THE SCIENCE OF
TEACHING READING

Early Learning

Prekindergarten:

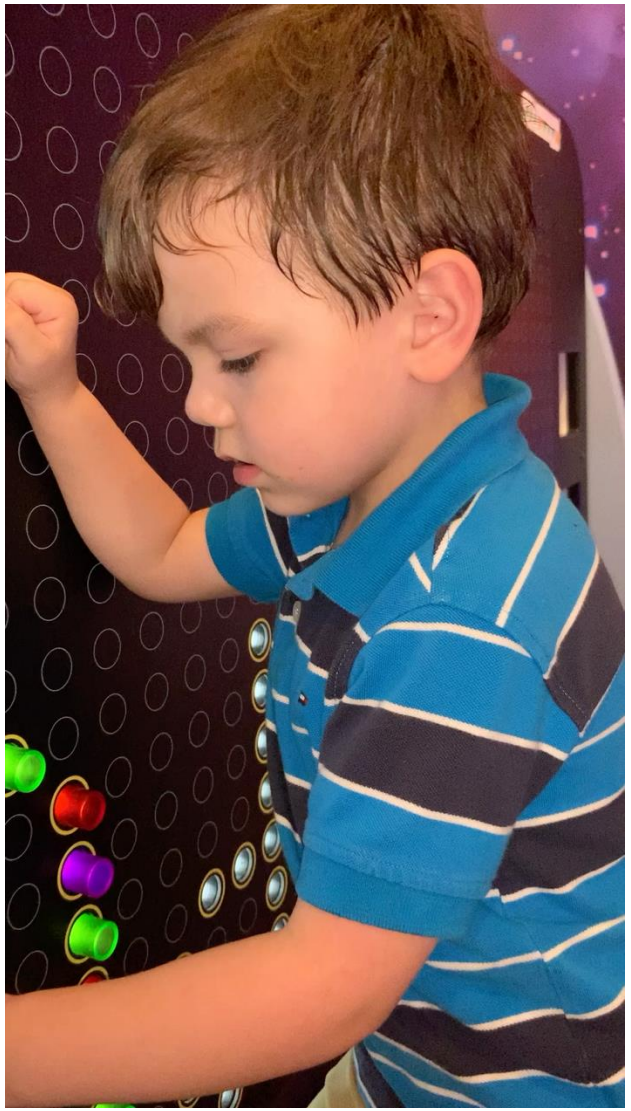
- Background Knowledge
- Life Experiences
- Cognitive Skills
- Motivation

Conceptual Packaging

Conceptual Packaging

PK INSTRUCTIONAL TIME

- Learning Centers
- Small-Group Math & Literacy Instruction
- Music, Movement, Mindfulness
- Read-Aloud
- Community Building & Teacher Modeling



Child begins to **RECOGNIZE AND CREATE PATTERNS**

16 Experiences

Dr. Sarah K. Jandrucko
ACADEMY
FOR EARLY LEARNERS

Navigation

Space
Wonderland
Let's Get Going
Journey in Time

Investigation

Zoo
Pet Central
My Green House
Wonderful, Amazing Me

Interaction

Our World
Savvy's Market
Community
Construction

Exploration

Tropics
Savanna
Ocean
Polar

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Conceptual Packaging

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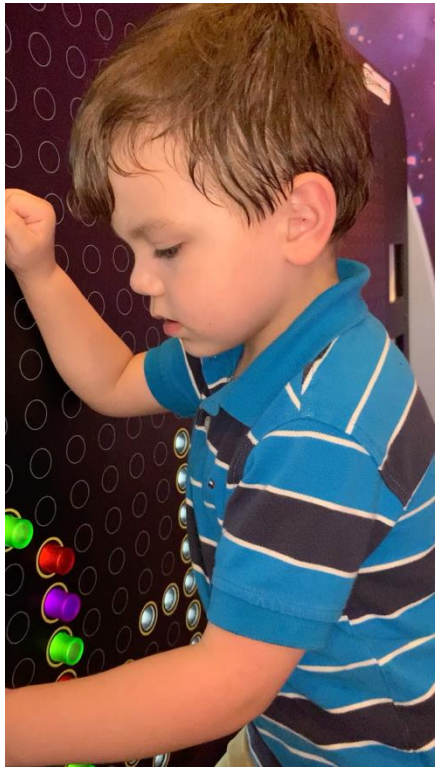


V.E.3—Child begins to **RECOGNIZE AND CREATE PATTERNS.**

V.A 1—Child knows that objects or parts of an object **CAN BE COUNTED**

Huckabee

Curriculum

Learning Through a Themed Lens

Phonological Awareness

B.1 Child separates a normally spoken four-word sentence into individual words
B.2 Child combines words to make a compound word
B.3 Child deletes a word from a compound word
B.4 Child blends syllables into words
B.5 Child can segment a syllable from a word
B.6 Child can recognize rhyming words
B.7 Child can produce a word that begins with the same sound as a

rime to form a familiar one syllable
rial support
lends spoken phonemes into
torial support.

betic Knowledge and Phonological

Moon Rock ABC

Pool Noodle Name Rockets (combine ideas)

ABC UC/LC Match

Space Syllables

Onset and Rime

Cut in Half and Match

Space Word wall
Space word wall 2

Finger Play - Space Rhyme

Race to the Spaceship (can edit letters)

MATHEMATICS

5 DAYS		5 DAYS		
Counting	**Addition/Subtraction**	**Geometry**	**Patterns**	**Measurement**

Instruction/Activities
CLI pgs. 452-458

Playdoh Space Mats-Identify and count

Space Trace-Trace the number on the mat and count out that many objects.


Feed the Planet-Students draw or a given a number and they have to feed their planet that amount of space objects

Instruction/Activities
CLI pgs. 458-465

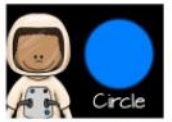

Story Mats- use planets/earth erasers to create a pictorial model and share verbal word problem for objects up to 5

Addition/Subtraction Stories- Use the rockets to guide story problems. Provide star manipulatives.


Build a Space Scene- Teacher tells students a story problem and students use manipulatives or stickers on a space mat to match (two rockets and five stars, three astronauts and two planets, etc.)

Instruction/Activities
CLI pgs. 466-471


Places in Space-Teacher uses the direction cards to guide students to organize the planets in the right location.



Making Shapes: Students will use play doh shape mats to create their shapes.

Flipping In Space - Describe the shapes; sliding/ flipping/ turning shapes to demonstrate that shapes remain the same

Instruction/Activities
CLI pgs. 472-475


Object Sorting: Students will sort different sizes of Pom Pom "planets" into various categories.


Graphing/Sorting/Collecting Data: Students will roll space die and tally data on dry erase boards.


Recognizing and Creating Patterns-Students will recognize and repeat a teacher created pattern. ie: star; star; moon; crater; star; star; moon; crater. Teacher can come up with motions to represent each word.

Instruction/Activities
CLI pgs. 452-458


Space NON-Standard measuring


Distance from the Sun- Order the planets from shortest distance to longest


Space Size Sort

Measuring Capacity activity: Using foil moon rocks students will fill different size containers and recognize how much can be placed within an object.

SPACE

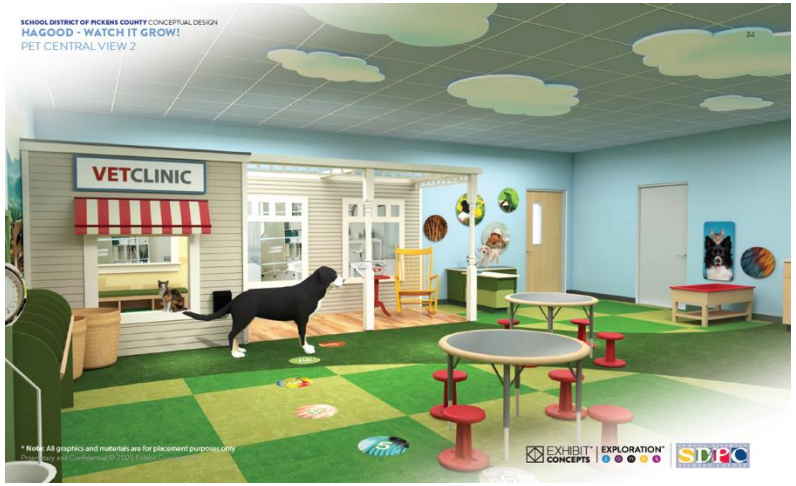
TLW identify and describe day and night.
TLW observe objects in the sky.

12 Experiences

4 Rooms Per Site - Experience Changes Every 12 Weeks

Academy for Early Learners
SCHOOL DISTRICT OF PICKENS COUNTY

Watch It Grow!	Our Backyard & Beyond	Our Community	Our World
1. Pet Central	1. Lakeside Wonders	1. Wonderful, Amazing Me	1. Tropics
2. Farmer's Market	2. Blue Ridge Adventures	2. Community Helpers	2. Ocean
3. Greenhouse & Gardens	3. Let's Get Going	3. Main Street	3. Polar



Pet Central

Farmer's Market

Greenhouse & Gardens

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Curriculum

Learning Through a Themed Lens

Theme	Creative Curriculum	K-2 Science & Social Studies Standards	Career Clusters - State Memo Link National Career Clusters Framework
Greenhouse & Gardens **Farmer's Market** **Pet Central**	**Pets Unit** Pet Central: A direct connection to exploring pet care, responsibilities, and how animals play a role in families and communities.	**K-LS1-1:** Observing patterns in the needs of plants and animals, such as water, light, and food **K.E.1:** Differentiating between wants and needs, like food from gardens and markets	**Pet Central** Healthcare & Human Services (Animal Systems, Veterinary Science, Human Services)
	Insects/Garden Grow Your Garden: Focuses on the role of insects in pollination, plant growth, and the garden ecosystem.	**1-LS1-1:** Designing solutions to human problems by mimicking plant or animal adaptations **1.E.1:** Comparing goods and services in communities, like farmers' roles	**Greenhouse & Garden** Agriculture (Plant Systems, Horticulture)
	Reduce, Reuse, Recycle Grow Your Garden: Highlights composting and sustainable gardening practices. Farmer's Market: Explores recycling and sustainable practices in food production and packaging.	**2-LS2-1:** Investigating what plants need to grow (light, water, soil) **2-LS2-2:** Modeling how animals help disperse seeds or pollinate plants **2.G.3:** Explaining how land use and resources affect economic activities, such as farming and gardening	**Farmer's Market** Agriculture (Plant Systems, Food Science & Processing, Agribusiness)
	Baking Bread Farmer's Market: Connects to learning about where food comes from and how goods like bread are made and sold.		

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Early Childhood Instructional / Design Approaches

Updated Traditional

Fully Experiential

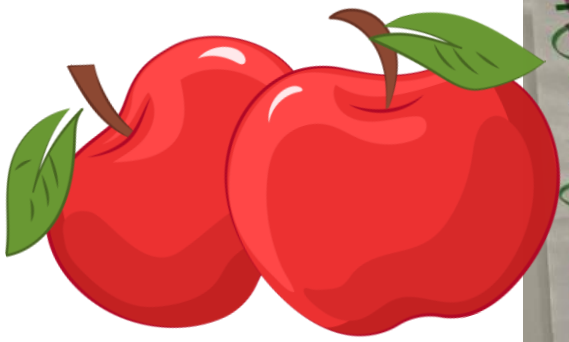
Early Childhood Instructional / Design Approaches

Updated Traditional

Fully Experiential

EXHIBIT® CONCEPTS

Apple Activity



Nutrition Facts

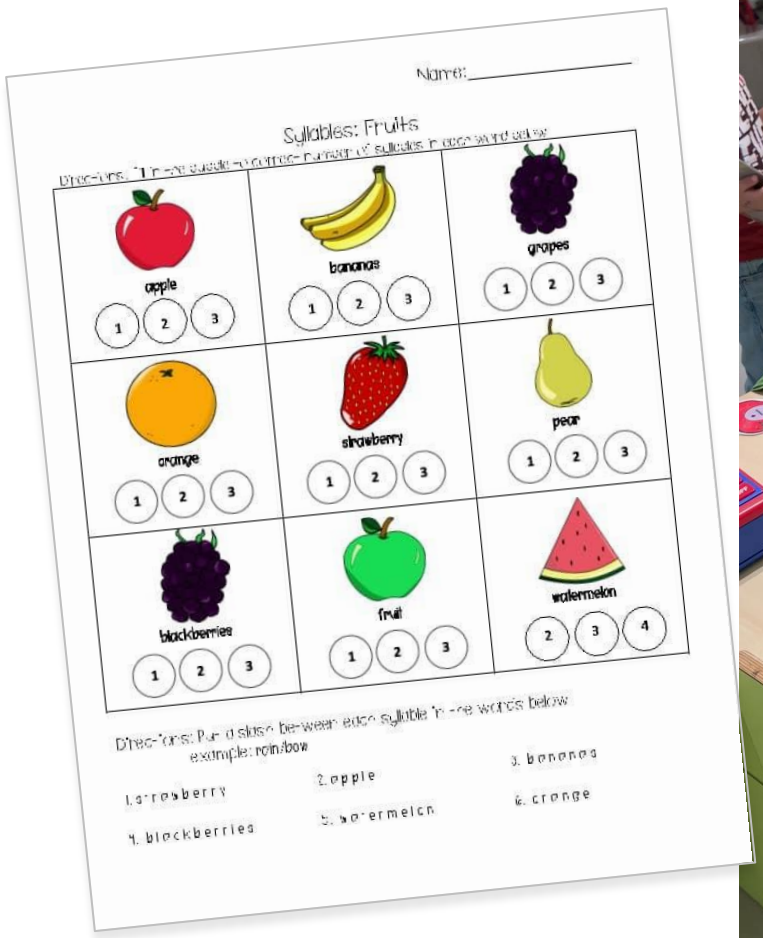
Real World

During the primary years, real world experiences are the most important thing schools provide. As we all know, children learn by doing. They remember what they have personally experienced. In addition, concept development is optimized through active, explorative experiences.

Nabors, Edwards, Murray, 2009

	% Daily Value
Real World	100
-Vocabulary	
-Background Knowledge	
-Experiences	
-Concept Development	
-Retention	
Learn by Doing	100
-Hands-on	
-Manipulate	
-Play	

Bringing Learning to Life


Name:_____

Syllables: Fruits

apple 1 2 3	bananas 1 2 3	grapes 1 2 3
orange 1 2 3	strawberry 1 2 3	pear 1 2 3
blackberries 1 2 3	fruit 1 2 3	watermelon 2 3 4

Directions: Put a slash between each syllable in the words below
example: rain/bow

1. strawberry
2. apple
3. bananas
4. blackberries
5. watermelon
6. orange

Experiential Design Innovation

MANSFIELD ISD

ALIEF ISD

PROSPER ISD

GREGORY-PORTLAND ISD

2018

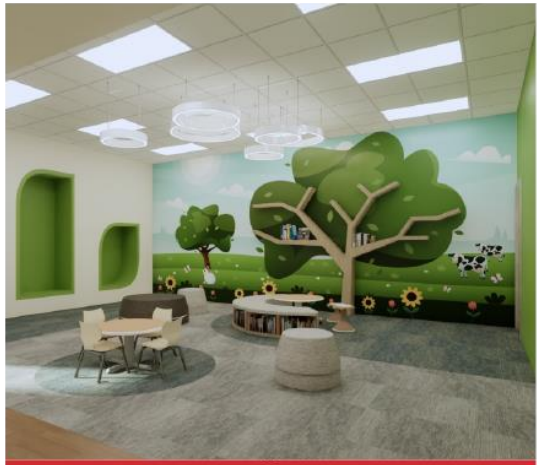
GOOSE CREEK CISD

KENNEDALE ISD

FORNEY ISD

Experiential Design Innovation

TEXAS CITY ISD



DUNCANVILLE ISD

SD OF PICKENS COUNTY

TODAY

NORTHWEST ISD

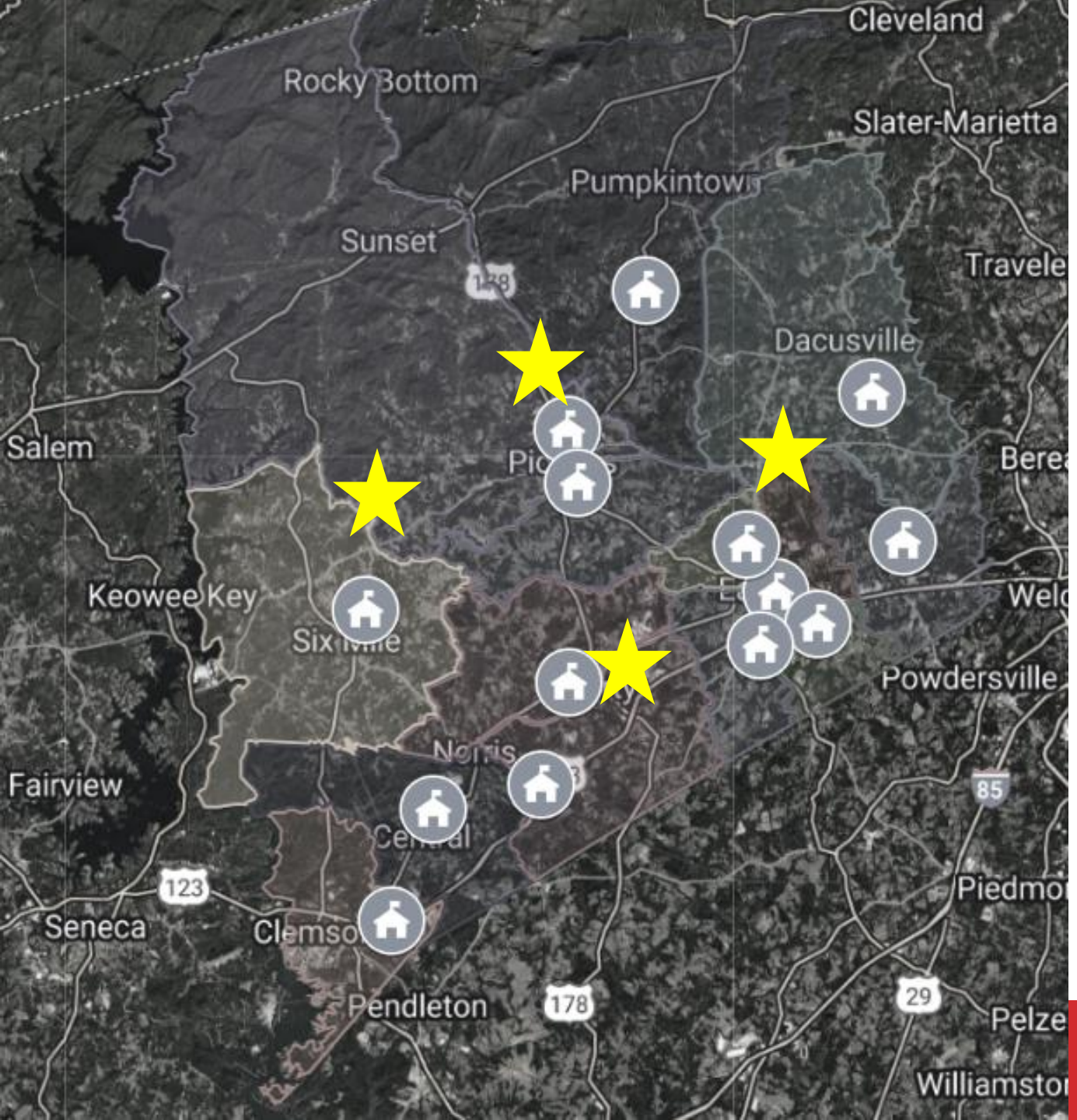
MANSFIELD ISD 2.0

ALLEN ISD

MANSFIELD ISD ELA 2 CONCEPTUAL DESIGN

TROPICS VIEW 1

EXHIBIT CONCEPTS | EXPLORATION ZONES | MISD



4 SCHOOLS
4 PRINCIPALS
16 TEACHERS

ONE SYSTEM
ENSURING THE
EXPERIENCE

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LEARNING EXPERIENCES

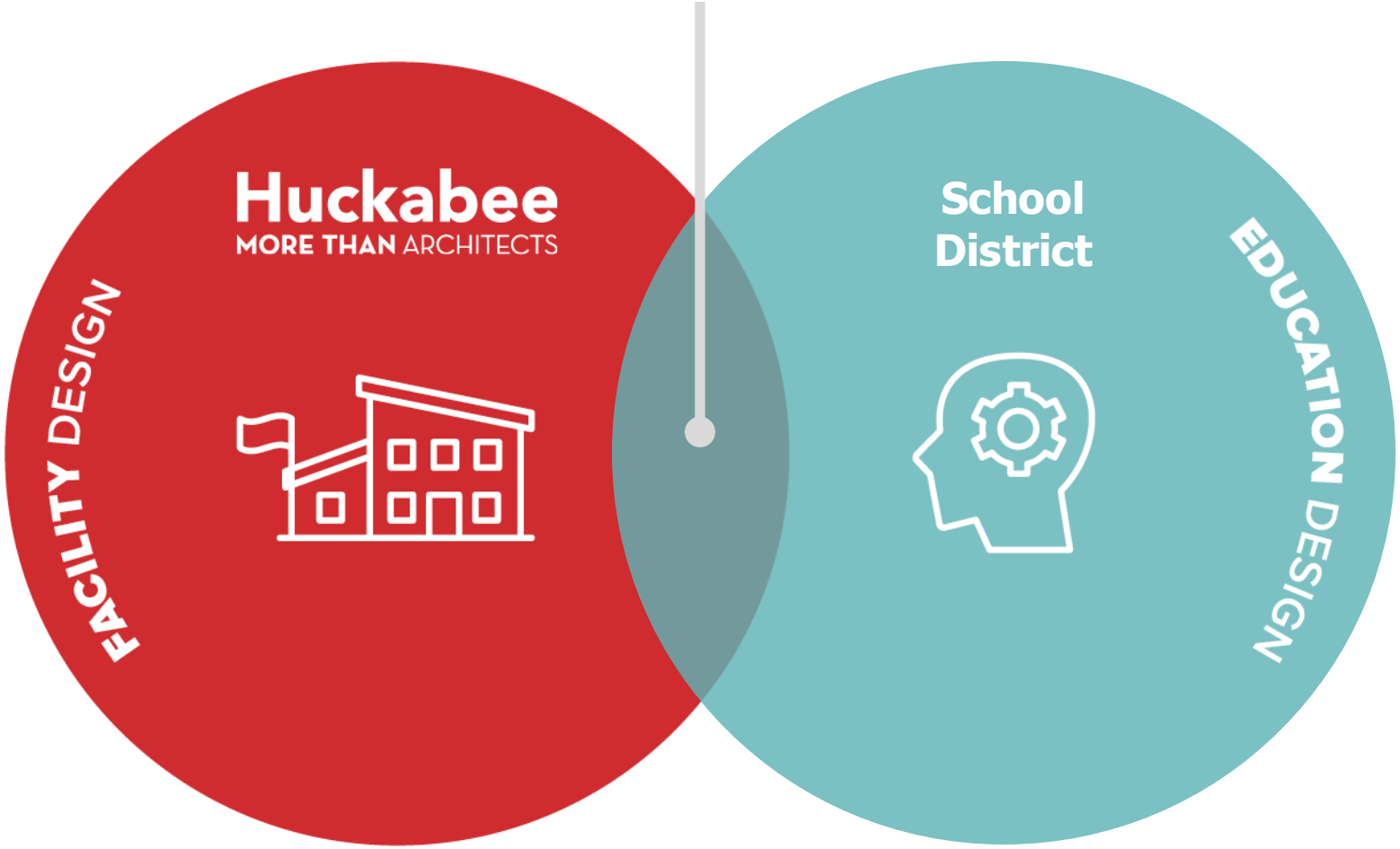
FACILITY DESIGN

Huckabee
MORE THAN ARCHITECTS

School District

EDUCATION DESIGN

LEARNING EXPERIENCES



Rich learning experiences occur at the nexus of great environments and a compelling curriculum

Source: Learning by Design, Nair & Doctori with Elmore, 2020, pg. 15.

Getting Started

PROFESSIONAL LEARNING

TIME & SUPPORT

COLLABORATION

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Experiential Learning

Every space that the child encounters supports curriculum, experience and their social / emotional wellbeing

BE INTENTIONAL!

Contact Information

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