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| **Nevada Math Series**Session 6 |

Do Now

*Learning Through Play: What it Looks Like When Done Well*

**Reflect on the following questions:**

* Why is play important for our earliest learners?
* Write specifically about a time you saw play done effectively where a child learned something. What was happening? What was the teacher doing? What was the student doing?
* What do you find challenging about making play effective?

Developmentally Appropriate Play

*Learning Through Play: What it Looks Like When Done Well*

**“Play gives children a chance to practice what they are learning.”**

***Fred Rogers***

As we watch the video, takes notes on:

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| --- | --- |
| **Characteristics of play** | **Teacher’s role** |
|  |  |
| **How times have changed for play** | **Integration of play, learning, and development** |
|  |  |
| **WHY is play valuable for MATH development?** |
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What Defines Excellent Play-Based Learning?

*Learning Through Play: What it Looks Like When Done Well*

Jot down any notes that are useful to you about the 4 criteria for excellent play-based learning:

|  |  |
| --- | --- |
| Alignment to standards and development |  |
| Student-centered/directed |  |
| Vocabulary and language development |  |
| Intentional material selection and introduction |  |
| *Extension/important to keep in mind: Connecting across content areas* |  |

How might I approach planning this?

*Learning Through Play: What it Looks Like When Done Well*

Take notes on the model for the Art Center activity:

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| --- | --- |
| Alignment to standards and development |  |
| Student-centered/directed |  |
| Vocabulary and language development |  |
| Intentional material selection and introduction |  |
| *Extension/important to keep in mind: Connecting across content areas* |  |

Other notes:

Leader Planning

*Learning Through Play: What it Looks Like When Done Well*

**Take the next several minutes to create a plan for how you will share this content with the center staff and/or teachers that you support.**

* When will you deliver this content to your staff or the teachers you support?
* How will you deliver content to your staff or teachers you support? (One whole-group two-hour professional development? Smaller groups? Smaller chunks of time? Direct facilitation vs. small group planning?)
* How will you support your team and those you work with in ensuring play is purposeful and effective? What tools will you create and provide them with?
* What challenges do you anticipate your staff and those you work with may have with this content?

Leader Action Planning

*Series Closing*

**Directions:**

1. In each category, set a short-term and a long-term goal for your development and teacher development.
2. Identify the key skills and knowledge you will need to **continue to use and build** from the Math Leadership Series in order to best support your own development and your teachers’ development.
3. Map out key goal-driven experiences to help you meet your short- and long-term goals

**A. Time Management to Prioritize Teacher Development in Math**

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| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |
| Short-Term: |  |  |

**B. Classroom Observations and Diagnosing Teacher Performance in Math**

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| --- | --- | --- |
| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |
| Short-Term: |  |  |

**C. Developing Your Own Math Expertise and Content Knowledge**

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| --- | --- | --- |
| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |

|  |  |  |
| --- | --- | --- |
| Short-Term: |  |  |

**D. Facilitating Professional Development on Priority ECE Math Content**

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| --- | --- | --- |
| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |
| Short-Term: |  |  |