



Active Playful Learning Study

Today

- Intro & How we got here
- What is Active Playful Learning
- Study Design
- Next Steps
- Questions



SMU

**CENTER ON RESEARCH
AND EVALUATION**



Research – Practice Gap





Partnership with DallasISD

- Consortium on Educational Research and Improvement (CERI)
- “ask CERI”
- Mutually beneficial
- Reciprocal
- Learning partnership



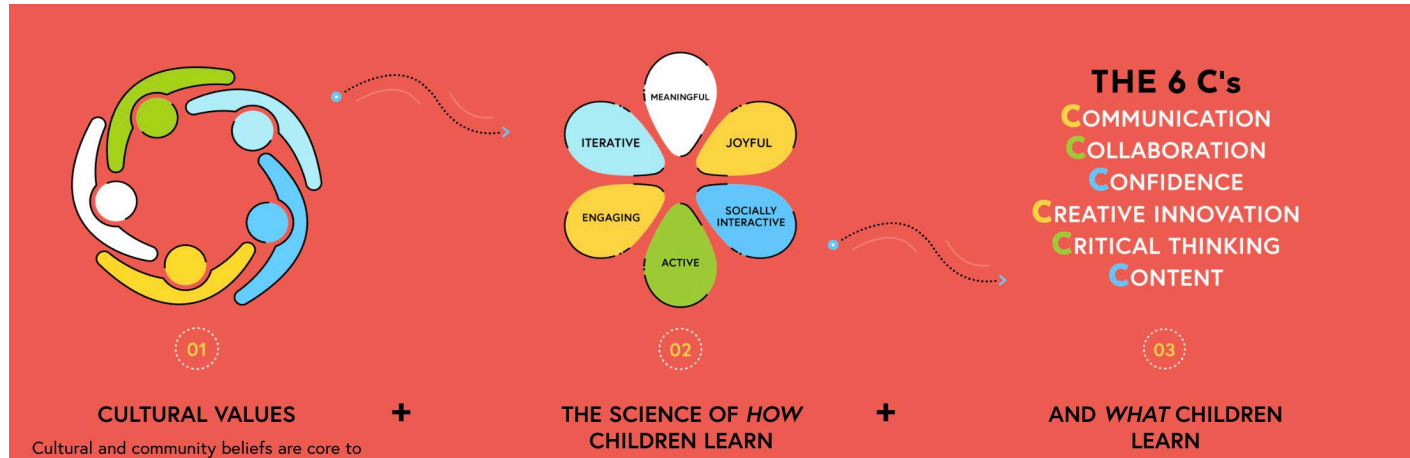


Active Playful Learning

- Dr. Kathy HirschPasek– Temple University
- Lego Foundation
- Coaching study– focused on math
- 4 sites around the country
 - University of Virginia
 - University of Chicago
 - University of California– Irvine
 - Southern Methodist University



3-Part Equation



What is Active Playful Learning?

		Initiated By	
		Child	Teacher (Adult)
Directed By	Child		
	Teacher (Adult)		

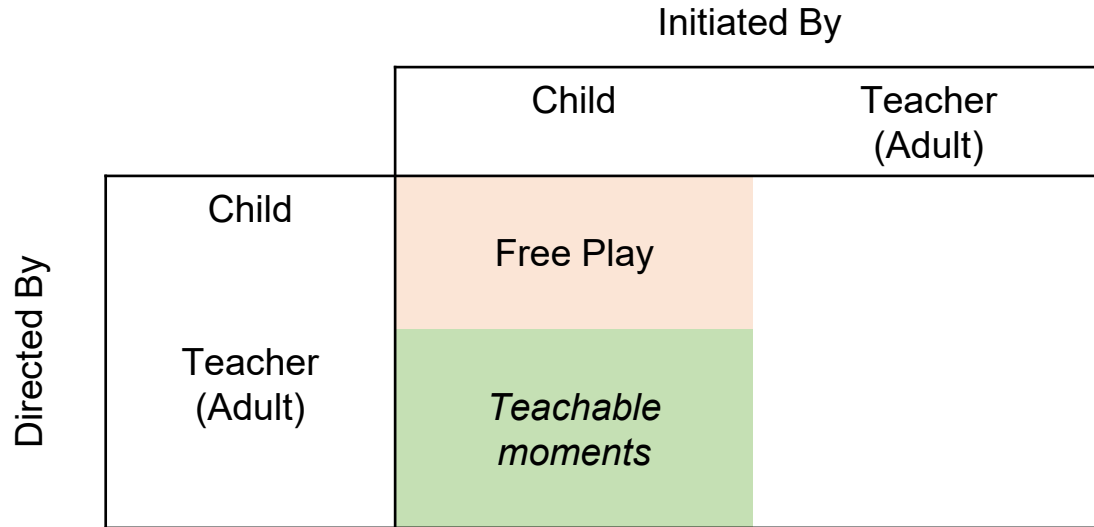
What is Active Playful Learning?

		Initiated By	
		Child	Teacher (Adult)
Directed By	Child	Free Play	
	Teacher (Adult)		

What is Active Playful Learning?

		Initiated By	
		Child	Teacher (Adult)
Directed By	Child	Free Play	
	Teacher (Adult)	Co-Opted Play	

What is Active Playful Learning?



What is Active Playful Learning?

		Initiated By	
		Child	Teacher (Adult)
Directed By	Child	Free Play	
	Teacher (Adult)	Co-Opted Play	Direct Instruction

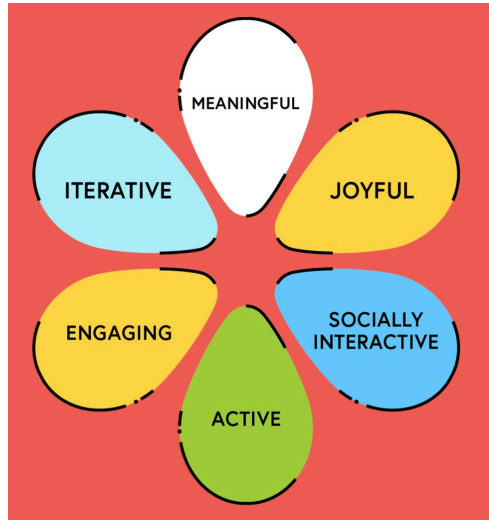
What is Active Playful Learning?

		Initiated By	
		Child	Teacher (Adult)
Directed By	Child	Free Play	Guided Play
	Teacher (Adult)	Co-Opted Play	Direct Instruction

Pillars

&

Practices







1. Use **small and paired groups**
2. Increase **students' contributions** to interactions with peers and teachers
3. Support **hands-on and minds-on** exploration, discovery, and inquiry
4. Give students **choice and voice** in their own learning
5. Help students **connect their learning** to other experiences both in and out of school
6. Infuse **enthusiasm and positivity** into learning experiences






One lesson, two ways

Comparing Length

Line up the linking cubes under the object. Circle the word that best completes the comparison.

★		The pencil is <u>longer</u> / shorter than 3 cubes
🐜		The train is <u>longer</u> / shorter than 6 cubes
❤️		The ant is <u>longer</u> / shorter than 1 cube
🦋		The hotdog is <u>longer</u> / shorter than 3 cubes

☀️		The present is <u>longer</u> / shorter than 2 cubes
☂️		The candy bar is <u>longer</u> / shorter than 3 cubes
🎄		The candy bar is <u>longer</u> / shorter than 5 cubes

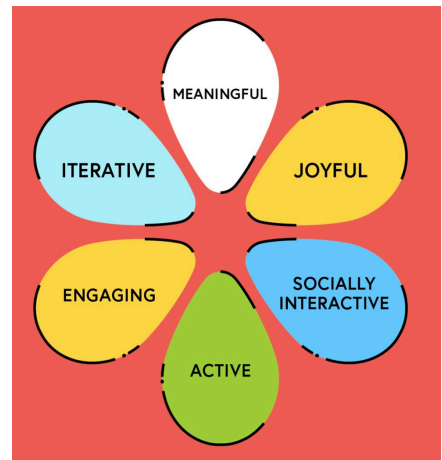


Measuring lengths in inches
Grade 1 Measurement Worksheet

Using the ruler, measure the following crayons and circle the longest crayon.

	_____ inches
	_____ inches
	_____ inches
	_____ inches
	_____ inches
	_____ inches

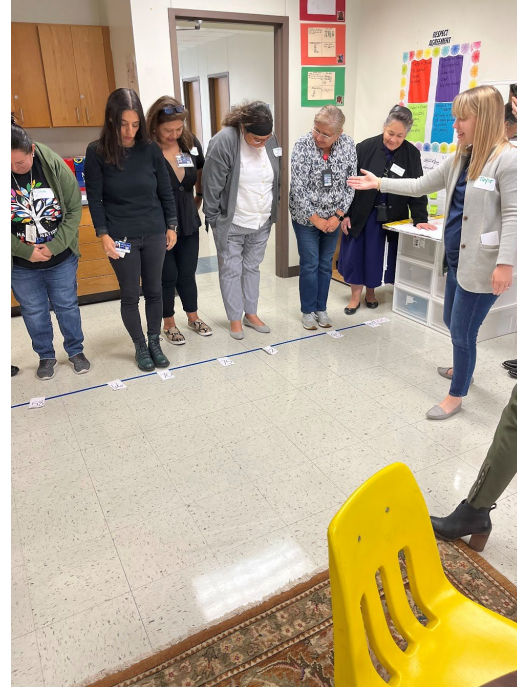
Cut along this line



THE 6 C's

COMMUNICATION
COLLABORATION
CONFIDENCE
CREATIVE INNOVATION
CRITICAL THINKING
CONTENT

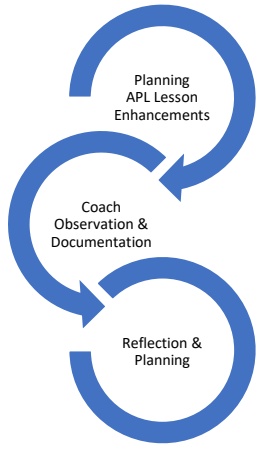
Other examples





Approach to Coaching

October & November



~4 2-Week Cycles
(adjust based on progress towards goals)

December



December & January

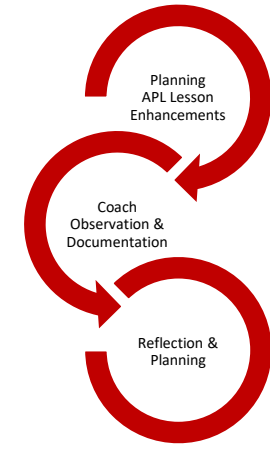


~4 2-Week Cycles
(adjust based on progress towards goals)

February



February & March



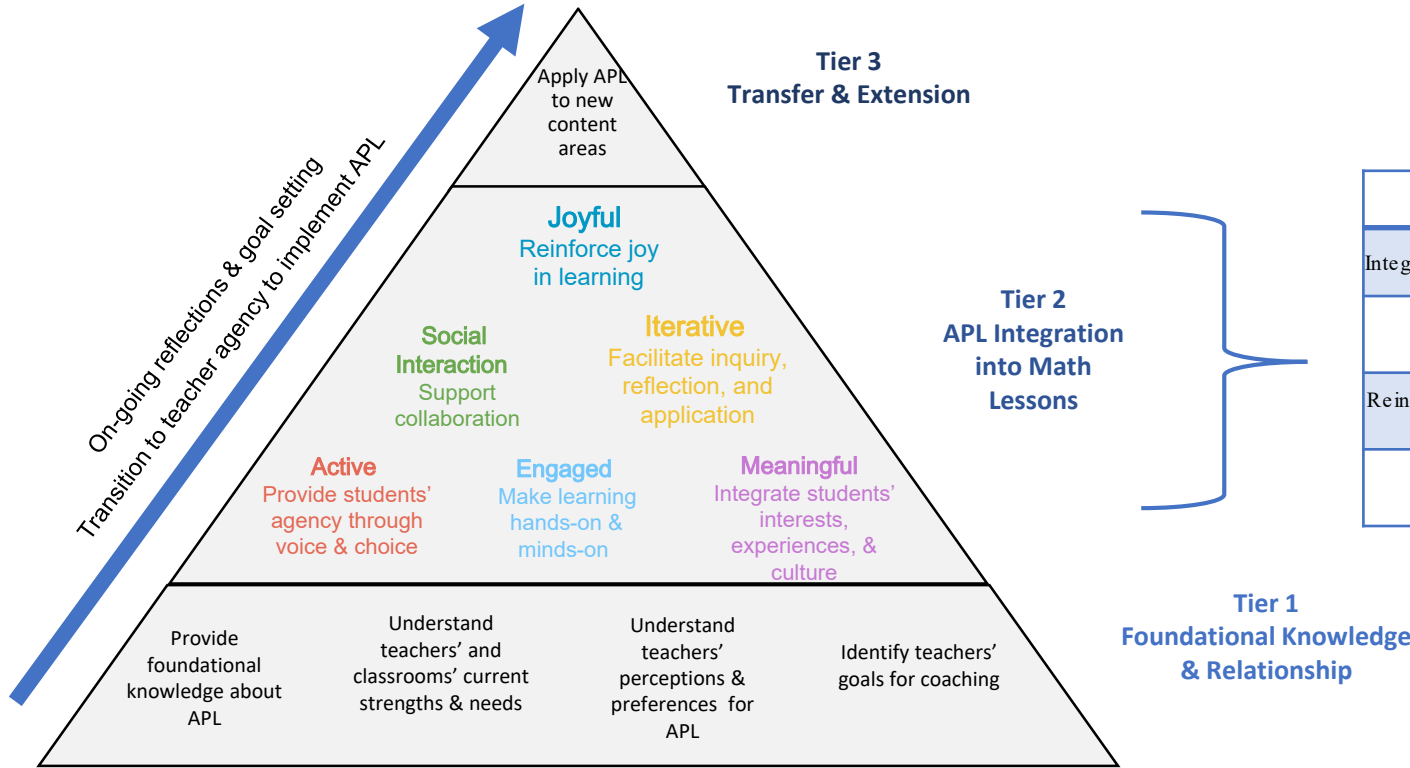
~4 2-Week Cycles
(adjust based on progress towards goals)

April





APL Professional Learning Process



Targeted Teaching Practices
Integration of small and paired student groupings
Supports for student agency, including differentiation of instruction
Reinforcing prosocial and collaborative behaviors among students
Facilitating multi-turn conversations and inferential questioning



How is it going so far?

240

Number of students served

12

Number of Pre-K-1st grade classrooms participating in APL coaching

46

Number of observation/feedback sessions since November

10

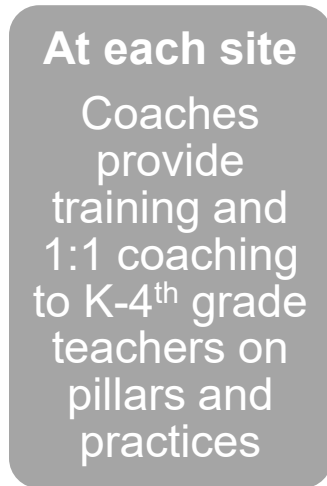
Number of teachers who have mastered their first APL goal and are working on their 2nd goal.

100

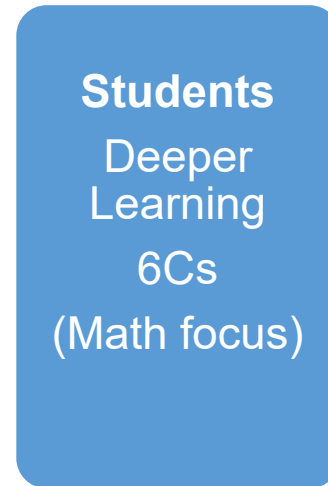
Percent of teacher respondents felt coaching was helpful, 63% thought coaching was very helpful

Study Design





**EUREKA
MATH[®]**



If teachers engage in training and coaching, do they adopt APL practices?

If teachers utilize APL practices in their classrooms, does student learning deepen?

Original Design

Year 1
Current

- Pilot

Years
2 through 5

- Randomized control trial

Revised Design

Year 1

- Pilot

Years 2, 3 and 4

- Implementation Study
- Continuous Improvement
- Light touch and “full” coaching model

Years 5

- Impact Study (RCT) tbd

Measurement Strategy

	Activity logs, coaching forms	Post training surveys	Administrator surveys, interviews	Annual teacher surveys	Classroom Observations	Demographic & achievement data	Additional Measures being developed	Campus Profile
To measure how APL coaching and training is being implemented								
How training & coaching is delivered	X							
What teachers think of training and coaching		X						
What principals think of APL			X					
To measure what changes as a result of participating in APL training and coaching								
Teacher beliefs, attitude, knowledge				X				
Classroom instruction: • 6 Practices				X	X			
Student outcomes: • 6 Cs • Engagement in Learning • Math Achievement				X		X	X	
To measure what moderates the effects of APL								
Factors that help or hinder implementation & impact outcomes	X	X	X	X				X



Campus and Community Connections

Campus

- Administrator outreach
- Fit

Community

- Parent Engagement
- Home-School Connections



Up Next



Next Steps

- Working with DallasISDEarly Learning Department to determine fit and needs for the district
- Aiming to expand APL coaching to more schools and more grade levels
 - Developing training and resources for4K
 - Developing web resources