



Purposeful Play

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Theory of Action

Initial: If we incorporate research play based instruction during math block, teachers will have highly engaging and effective lessons. Students will meet and master content standards while learning with real world examples. Students will develop social emotional skills such as flexibility and resilience needed for dealing with complex situations.

Revised: As we began working on our project, we felt the need to shift our focus from the math block to the play block. By restructuring productive play and early literacy block so that they align with math, science, social studies, oral language, and writing standards with 2 6-week play scenarios, we could meet our initial goals.

Last year Meriden introduced Productive Play to both kindergarten and first grade. The district provided funding for the grades to purchase play materials. The purpose of the block was to help eliminate behaviors and introduce social skills. Teachers were given the freedom to decide how this would look in their classrooms. Even though many teachers have implemented play centers into their daily schedules, there is no uniformity and no real guidance as to what standards are being addressed. In order to ensure that Productive Play continues to stay part of the kindergarten and first grade schedule, we wanted to research the important role it plays in student's development, and how it easily incorporates academic learning.



Alignment with District Vision



- “Strengthen tiered instructional strategies in K-12 implemented through research-based practices, student-centered learning, and equitable opportunities for all.”
- “Classroom environment to include student engagement, student discourse, procedural practice, maximizing instructional time, and use of technology.”



Leadership/Action Steps

01

Professional
Learning

03

Collaboration

02

Presentations

04

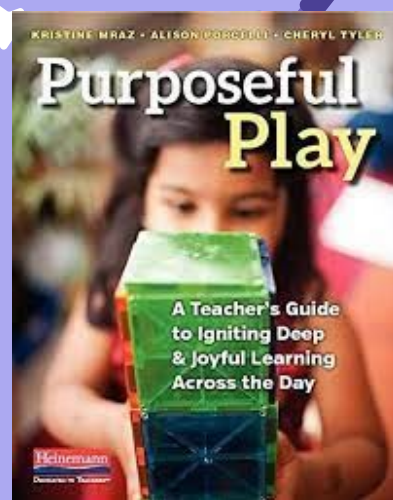
Implementation





Professional Learning

- Literature
- PD with a consultant
- Observations
- Participated in forums





02

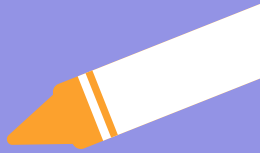
Presentations

- Grade level team PD based on survey results
- Administration



03

Collaboration

- Observed and conferred with Middletown Public School teachers
 - PD liaisons between grade level team and consultant
- 



04

Implementation

- Implemented 4 executive functioning games/strategies during the core academic blocks
- Created a grocery store learning scenario during play center time
- pre/post test data

Executive Functioning in the Classroom



Games/strategies

- Freeze dance
- Message of the day
- Who chooses first?
- I have/who has

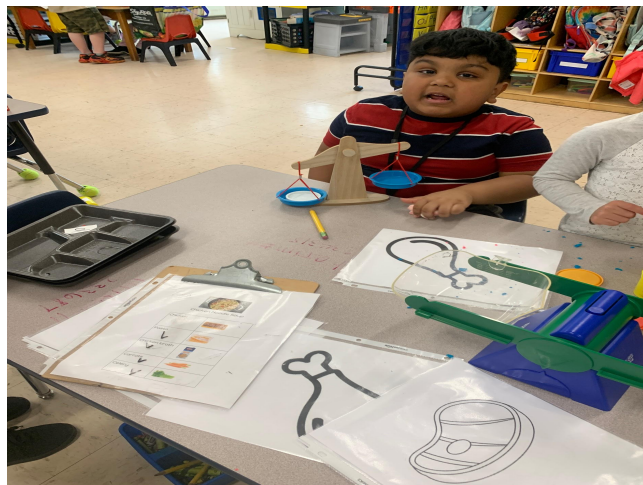
Learning Scenario

- Building background knowledge of grocery shopping
- Play planning
- Center management









Outcomes & Impact



Student Writing Samples



Data

Pre and post assessment



Language

Vocabulary development,
engaging in reciprocal play



Cooperation

Working as a community to
build something together



Interest

Real world experience,
colleague buy-in



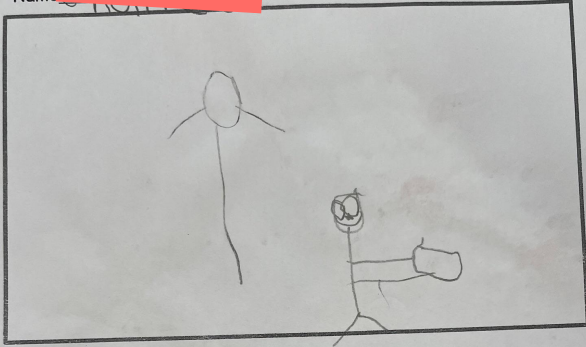
Creativity

Prop making, student
generated ideas on how to
improve scenario

Student Writing Samples

Pre

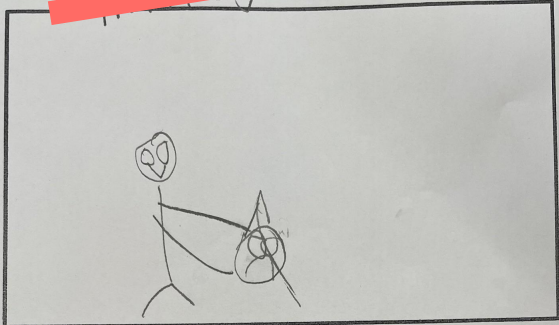
Name [REDACTED] 4/28/23



I will ~~make~~ ~~turkey~~

Post

Name [REDACTED] 5/31/23



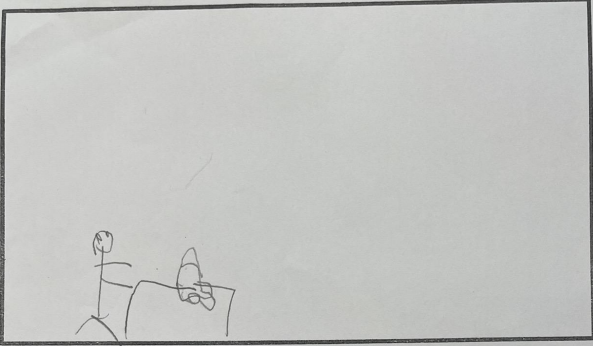
I will ~~make~~ ~~turkey~~
make turkey

I will the to for my and we
can with make have in on go are

Student Writing Samples

Pre

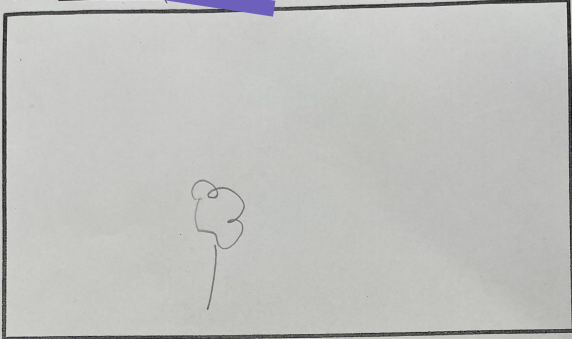
Name [redacted] 4/28/23



I am a girl
I will make a
Cran

Post

Name [redacted] 5/31/23



I will
make a robot
Flowers

will the to for my and we
can with make have in on go are

Group Collaboration Play and Problem Solving Scale (GPS) data (socialthinking.com)



Student Initials	Question A		Question B		Question C		Question D		Question E		Question F	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
KR	2	4	2	3	2	3	2	4	3	4	2	2
GG	2	4	3	4	3	5	2	4	2	4	2	3
WS	1	4	3	4	3	5	3	5	3	4	2	3
average growth		2.3		1		1.6		2		1.3		0.6

Group Collaboration Play and Problem Solving Scale (GPS) (socialthinking.com)

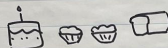


How well does the child problem solve during interactive play?

Level 1	Level 2	Level 3	Level 4	Level 5
Child does not always recognize when there is a problem, unless it directly affects his or her ability to satisfy a want or need.	Child does not often recognize his or her role in a problem with a peer and will need full adult support to solve it.	Child is able to solve small problems independently. When there is a problem with a peer, the child will need help identifying the problem and negotiating solutions.	Child is recognizing problems with peers and is emerging in ability to solve small ones that do not directly impact his or her own strong desires.	Adults are usually not needed for solutions to play problems.

Grocery Store

bakery



cake
cupcakes
bread

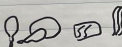
cookies

florist



flowers

butcher



meat

cashier



scan
conveyor belt
money

bag

manager



phone
help

stock people

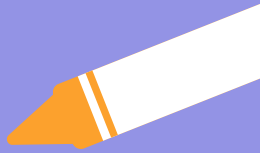
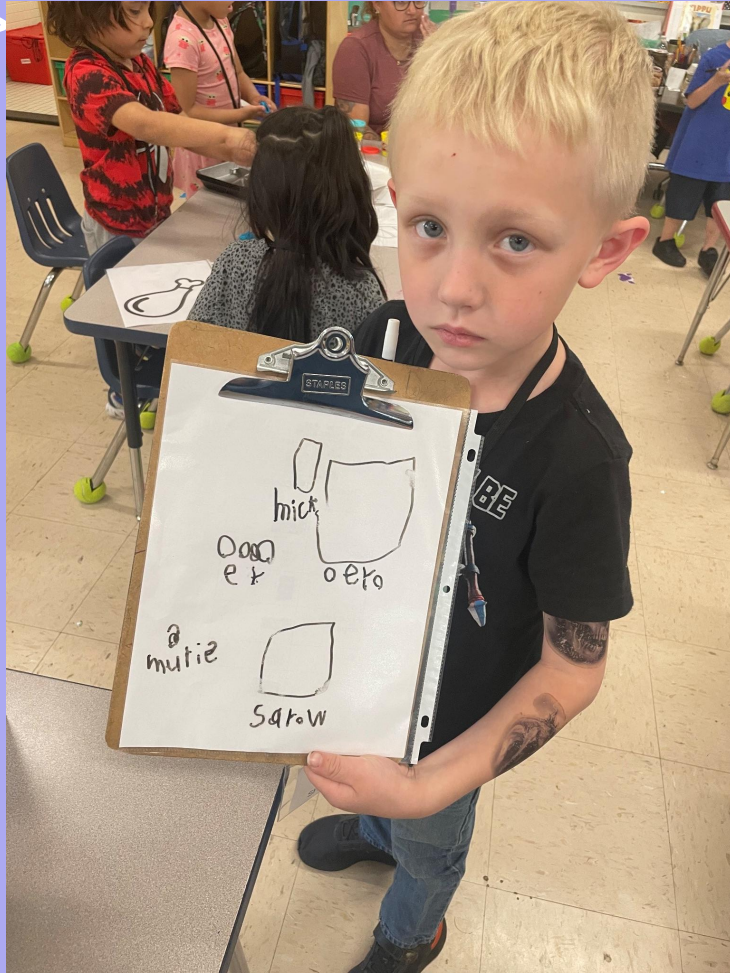


boxes
shelves
help

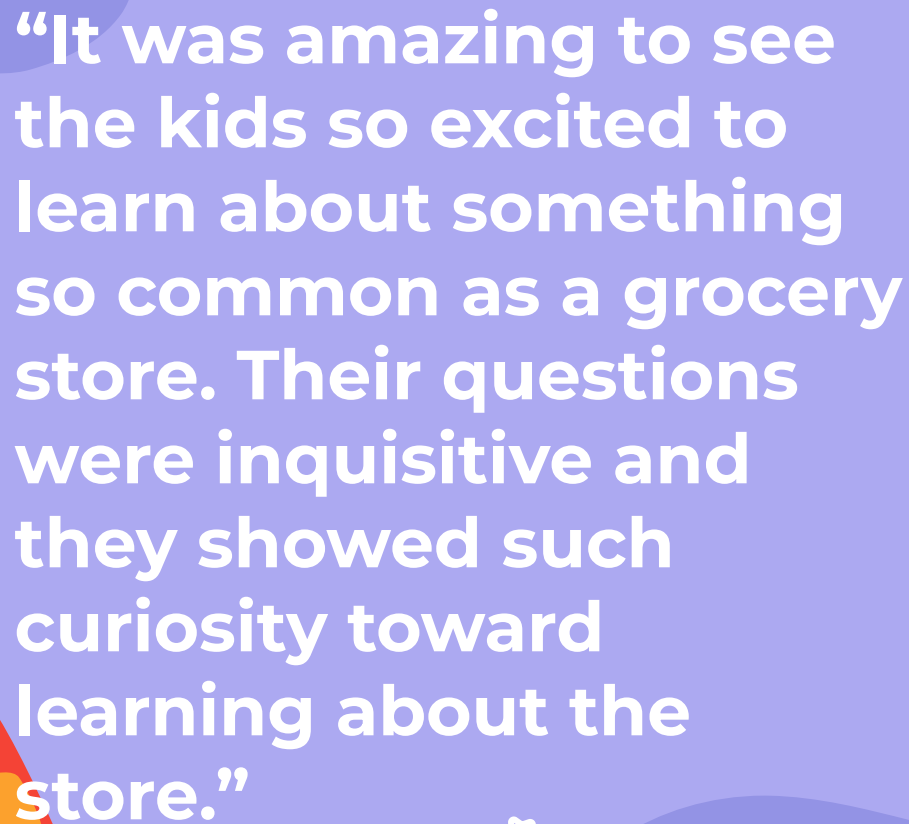
shoppers



list
cart
bag







“It was amazing to see the kids so excited to learn about something so common as a grocery store. Their questions were inquisitive and they showed such curiosity toward learning about the store.”



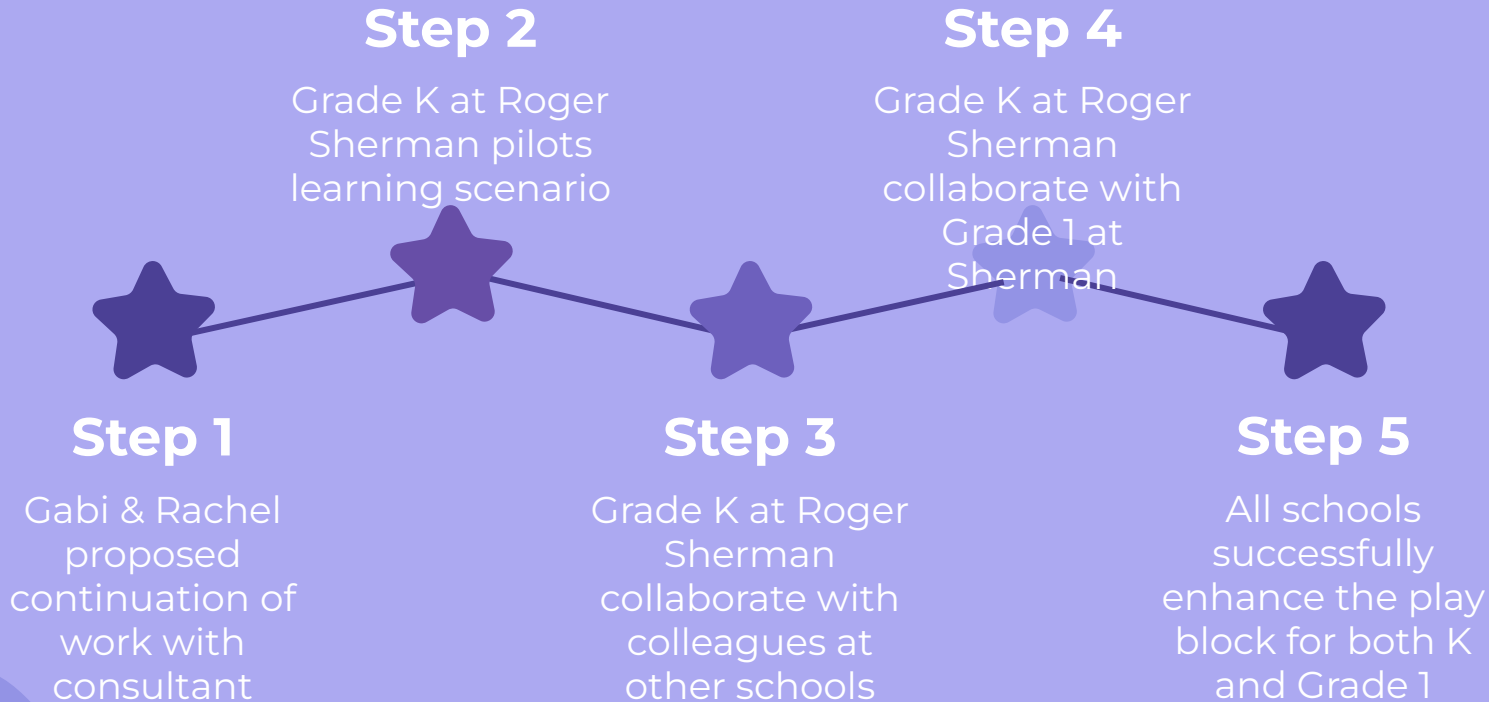


Making flowers at the
florist section



Making bakery items

Next Steps



Our Domain Focuses



Domain II: Accessing and Using Research to Improve Practice and Student Learning

- Read books and participated in PD, observations of school models
- Identified an area of concern in students' executive functioning skills

Domain IV: Facilitating Improvements in Instruction and Student Learning

- Implemented executive functioning practices throughout the school day
- Enhanced Purposeful Play block

Domain VII: Advocating for Student Learning and the Profession

- Professional development and collaborative conversations with colleagues
- Advocated for continued learning in Executive Functioning and Purposeful Play



Reflection on Leadership

Strengths

- Collaboration with each other
- Advocating for ourselves and our work
- Flexibility and persistence

Growth

- Being able to make a change and continue with it to next year
- Self assessment with aiding in the development of Executive Functioning

Challenges/Success

- Adaptations along the way
- Student growth

Questions?

