

Using Learning Progressions to Foster P–3 Alignment in Math and Science

This handout supports facilitators in using the *P–3 Learning Progressions* in math and science to spark meaningful discussion and collaborative planning among preschool through third grade (P–3) educators during professional learning or coaching sessions. You can use this tool to plan for experiences within and across grades. Before filling out the boxes below, take some time to review the *P–3 Learning Progression* documents.

Learning Progression: Choose a focus for the professional learning experience. You might choose to cover a specific domain, key area, or a particular learning progression within math or science that aligns with your professional learning goals, curriculum, or educator interests. For example, you might choose to focus on Learning Progression 2.3: Add and Subtract Within a Range (5, 10, 20, 100, 1000).

Spark Discussion	Use Teaching Practices	Explore In-Practice Examples	Plan Together
<p>Pose questions that spark conversation among educators. For instance,</p> <ul style="list-style-type: none"> • How do children’s knowledge and skills evolve from preschool through third grade in this domain, key area, or learning progression? • How does understanding this learning progression influence teaching approaches? • How might educators share children’s learning trajectories with families? 	<p>Engage educators in considering how they can use the teaching practices to support learning. For instance,</p> <ul style="list-style-type: none"> • Invite educators to discuss how to build on children’s strengths, interests, prior knowledge, and diverse backgrounds. • Encourage educators to plan how they can incorporate the teaching practices in their context. 	<p>Review how the in-practice examples illustrate children’s learning and educator practices across grades. For instance,</p> <ul style="list-style-type: none"> • What practices did the educators use in the in-practice examples? • How do these examples demonstrate continuity of learning and connection over time? • What ideas can educators adapt or try out in their own classrooms? 	<p>Facilitate joint planning among P–3 educators. For instance,</p> <ul style="list-style-type: none"> • Develop shared goals for supporting children’s learning within the domain, key area, or learning progression. • Plan playful, inquiry-based instruction that supports the learning goals in the domain, key area, or learning progression. • Identify opportunities for cross-grade collaboration, peer observations, or co-teaching. • Consider family engagement strategies to extend learning beyond the classroom.

Spark Discussion	Use Teaching Practices	Explore In-Practice Examples	Plan Together
What questions might you ask educators to spark discussion?	How might you support educators to use the teaching practices?	What might you have educators look for in the in-practice examples?	What collaborative planning would be helpful for educators to do together?

