

Transcript: Using the P–3 Learning Progressions

Text on screen: Using the P–3 Learning Progressions.

Logo: Count, play, explore—for early education.

On screen: Sara Green, Program Director, speaks from her office. As she speaks, screenshot images from the P–3 Learning Progressions documents, as well as photos of teachers and students from preschool through 3rd grade classrooms, are displayed.

Sara Green, Program Director: I am really excited about the P–3 Learning Progressions in Math and Science. I have already utilized them in multiple professional learning opportunities with teachers and with leaders. And I think there are three components that are especially powerful.

First, obviously the progressions tables. Seeing on one page for each of the domains, how students progress from preschool through third grade, is pretty amazing for teachers to see. And can be really eye-opening to see all that happens before they're teaching their specific grade level, and then what happens after.

We've led teachers through shared reading of learning progressions at specific domains and then had them meet in cross-grade level groups to share the different tools and resources and experiences that they provide for their students for each of those levels.

And then we also have talked about where we see the conceptual leaps between grade levels, what sort of misconceptions students might have if they miss different pockets of learning. And then also just give them an opportunity to reflect how they can support the students that maybe are below grade level and have those gaps.

The second component of the learning progressions that I'm really excited about are the teaching practices. And throughout the learning progressions, they also have these in-practice examples that incorporate these teaching practices.

We've had teachers reflect on these practices. One example is to foster a sense of belonging of your students in math or in science, through culturally and linguistically responsive pedagogy. So we want them to reflect on what did the teacher in this

vignette do? And in your own classroom spaces, what do you do? And then also just thinking about these practices, what's one practice that you think is an area of strength for you? And then maybe, a practice that you'd like to continue to grow?

Text on screen: A special thanks to Sara Green from the Alameda County Office of Education; the agency facilitators who have participated in CPE institutes; and the children, families, and staff of the Santa Clara Office of Education, without whose help these videos would not have been possible.

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