



The Playful Learning Institute, PK-3 Evaluation Baseline Survey Findings

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DESE's Playful Learning Institute (PLI) is designed to provide tools and strategies to district and school administrators and PK-3 classroom educators who teach all students, including English Learners and those with disabilities, to intentionally design and embed playful learning experiences.

Developed in collaboration with the Boston Public Schools Early Childhood Department, the PLI began in the 2023-24 school year and included coaches working with educators, preschool through 3rd grade.

About the Evaluation

DESE contracted with NORC at the University of Chicago and The Center on the Ecology of Early Development at Boston University Wheelock to conduct an independent, unbiased evaluation of the PLI.

The research team administered the PLI Evaluation baseline survey in March and April 2023 to all school teams participating in the PLI. Teams completed surveys prior to participating in any PLI training activities. Across 5 schools, we received responses from:

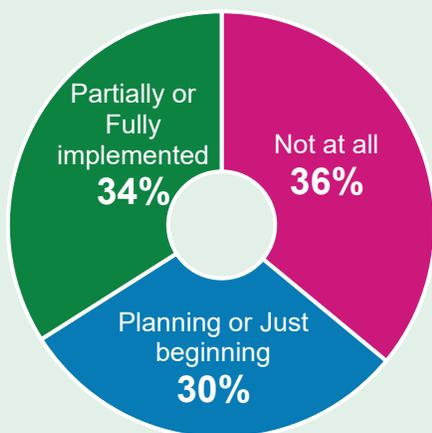
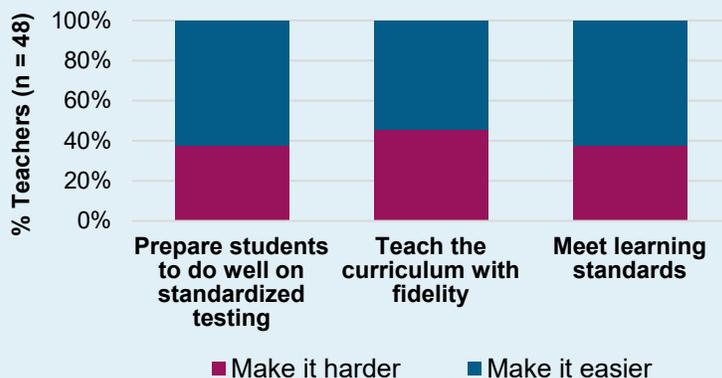
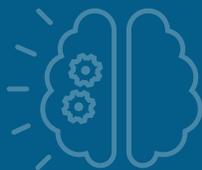
- 48 Teachers (90% response rate)
- 18 Staff (90% response rate)
- 17 Leaders (94% response rate)

Find more information at <https://www.doe.mass.edu/sfs/earlylearning/pli.html>

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Mindsets and Beliefs

More than 1/3 of teachers had some reservations about whether playful learning would make certain goals easier to achieve.



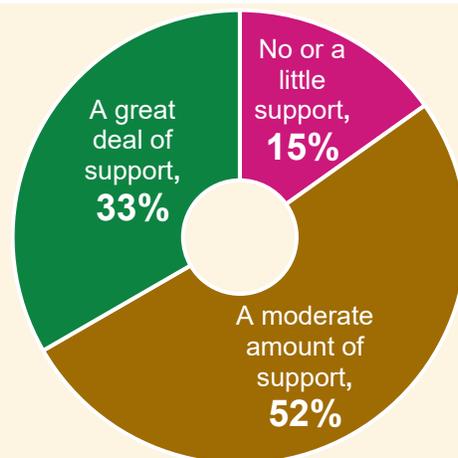
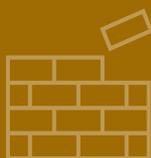
Practices

Only 1/3 of teachers were partially or fully implementing playful learning practices prior to the PLI, meaning most teachers have room to grow with coaching support.

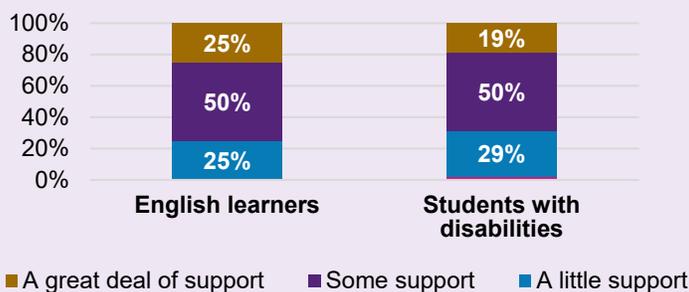


Barriers and Supports

Teachers and staff anticipated needing support planning lessons which incorporate playful practices. About 85% of teachers anticipated needing a "moderate" to "great deal" of support.



Based on your experiences, how much support do you believe you will need in order to implement playful learning strategies that work well for...



Equitable Access

Most teachers anticipated needing support in implementing playful learning strategies for English learners and/or students with disabilities.

