Specialized Training in Early Childhood Education

June 22, 2017

Developed by the Mississippi Department of Education (MDE) in partnership with North Mississippi Education Consortium (NMEC)

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Week 1
Monday, June 19
  Jill Dent  
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  Mississippi Department of Education  
  *Updates from the Office of Early Childhood*  
  *Effectiveness Evaluation Plan*

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Mississippi Department of Education  
*Teaching Strategies*

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*Special Education Referral Process*

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*Teaching Strategies*

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Office of Early Childhood  
Mississippi Department of Education  
*Teaching Strategies*

*Joyce Greer*  
Office of Early Childhood  
Mississippi Department of Education  
*Teaching Strategies*

Tuesday, June 20
  Susan Neuman  
  School of Education  
  University of Michigan  
  *Foundations for Oral Language and Vocabulary Development*

Wednesday, June 21
  Nicole Briceno & Alicia Westbrook  
  Mississippi Early Childhood Inclusion Center  
  University of Southern Mississippi  
  *Reaching and Teaching All Children in the Inclusive Classroom*

Lydia Boutwell  
Office of Elementary Education and Reading  
Mississippi Department of Education  
*Early Learning Standards and Lesson Plans*

Thursday, June 22
  Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium

*Brain Development: Grounding Our Practice*
*Read Right from the Start - The Power of Language Part I*
*Equipping the Classroom on a Shoe String Budget*

Bryan Fulton & Natalie Rapp
Kaplan Early Learning Company
*Room Arrangement*

**Friday, June 23**
Lee Anne Grace Barnes
Oxford School District
*Music/Movement*

Larry Calhoun
Office of Healthy Schools
Mississippi Department of Education
*Move to Learn*

Joyce Greer
*Office of Early Childhood*
*Mississippi Department of Education*
*Scheduling*

*Monica May*
Office of Early Childhood
Mississippi Department of Education
*Pre-K to Kindergarten: Transition Activities and Folders*
Week 2
Monday, June 26
Karen Ponder
Build Initiative
Alliance for Early Success
*Community & Family Engagement*

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Solar Eclipse: Lesson Planning for the Big Event*

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Power of Language Part 2*
*Parent Conferences and Working with Adults in the Classroom*

Tuesday, June 27
Shenikia Robinson
Atlanta Speech School
Read Right from the Start
*Building Language through Meaningful Conversations*

Wednesday, June 28
Sharon Boudreaux
The Autism Center of North Mississippi
*Reducing Common Problem Behaviors in the Classroom*

Gail Lindsey
Mississippi State University
*Looking at the Classroom Environment: What Does the Research Say?*

Thursday, June 29
Laura Dickson
Office of Early Childhood
Mississippi Department of Education
*CLASS Overview Training*

Friday, June 30
Jill Dent
Office of Early Childhood
Mississippi Department of Education
*Early Learning Guidelines and Project Guidance*
Technical Assistance with Projects and On-line Classes
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Thursday, June 22, 2017

8:30 – 10:00  Cathy Grace  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Brain Development: Grounding Our Practice*

10:00 – 10:15  Break

10:15 - 12:00  *Brain Development: Grounding Our Practice* continued

12:00 - 1:00  Lunch

1:00 – 3:00  Cathy Grace  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Read Right from the Start - The Power of Language Part I*  
*Equipping the Classroom on a Shoe String Budget*  
*Parent Conferences and Working with Adults in the Classroom*

3:00 – 3:15  Break

3:15 -4:15  Bryan Fulton & Natalie Rapp  
Kaplan Early Learning Company  
*Room Arrangement*

4:15 - 4:30  Wrap up
Brain Development: Grounding Our Practice

Mississippi’s Reality and Reason for High Quality Interventions

Impact Poverty Has on Brain Development

Research Fact: Children raised in poverty show significant differences in brain structure linked to learning and education that correspond with impaired academic performance and standardized test achievement as compared to children from families with higher incomes.(http://www.Medscape.com/viewarticle/848725)
Poverty and Brain Development

Children from families who live 200% below the federal poverty threshold had regional gray matter volumes in the brain that were 8-10 percentage points less than children with normal development.

Poverty and Brain Development

Children from families with income lower than 150% the federal poverty threshold had regional gray matter volumes in the brain that were 3 to 4 percentage points less than children with normal development.
Poverty and Brain Development

- Comparing children from families with 150-200% higher incomes that the federal poverty threshold with those from families with income lower than 150% of poverty reveals maturational lags in certain areas of the brain in low income children which could explain as much as 15-20% of low income children’s achievement deficits.

Experiences Build Brain Architecture

Serve and Return: Building Connections Related to Language and Literacy Skills


The Impact of Toxic Stress on Brain Development

What Science Tells Us To Do

▪ Create classrooms that are safe and nurturing places for children to express themselves
▪ Listen to children and engage in conversations that reflect serve and return strategies
▪ Establish a classroom routine and follow it
▪ Create units of study based on learning standards
▪ Provide learning through centers that allow children to construct knowledge with teacher guidance
▪ Engage children in various instructional strategies: large group, small group and individual learning opportunities

What Science Tells Us to Do

▪ Create opportunities for children to work together and solve problems
▪ Make parents feel part of the instructional team by their reinforcement at home of the skills and concepts taught in the classroom
▪ Use continuous assessment of the children as a guide to adjusting the types of instructional strategies used and the speed at which new information is introduced
▪ Look at the child through a lens of development in all developmental domains: physical health, mental health, cognitive development
References

2) http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2861294/
4) https://www.questia.com/library/journal/1P3-2868634201/a-comparative-study-of-rurality-and-urbanicity-on
5) http://www.medscape.com/viewarticle/819985_4
6) http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3933688/

Contact Information

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Research on the developing brain shows us that early childhood experiences build the foundation for a skilled workforce, a responsible community, and a thriving economy. A new evidence base has identified a set of skills that are essential for school achievement, for the preparation and adaptability of our future workforce, and for avoiding a wide range of population health problems.

In the brain, the ability to hold onto and work with information, focus thinking, filter distractions, and switch gears is like an airport having a highly effective air traffic control system to manage the arrivals and departures of dozens of planes on multiple runways. Scientists refer to these capacities as executive function and self-regulation—a set of skills that relies on three types of brain function: working memory, mental flexibility, and self-control. Children aren’t born with these skills—they are born with the potential to develop them. The full range of abilities continues to grow and mature through the teen years and into early adulthood. To ensure that children develop these capacities, it’s helpful to understand how the quality of the interactions and experiences that our communities provide for them either strengthens or undermines these emerging skills.

1 When children have had opportunities to develop executive function and self-regulation skills successfully, both individuals and society experience lifelong benefits.

- **School Achievement**—Executive function skills help children remember and follow multi-step instructions, avoid distractions, control rash responses, adjust when rules change, persist at problem solving, and manage long-term assignments. For society, the outcome is a better-educated population capable of meeting the challenges of the 21st century.

- **Positive Behaviors**—Executive functions help children develop skills of teamwork, leadership, decision-making, working toward goals, critical thinking, adaptability, and being aware of our own emotions as well as those of others. For society, the outcome is more stable communities, reductions in crime, and greater social cohesion.

- **Good Health**—Executive function skills help people make more positive choices about nutrition and exercise; to resist pressure to take risks, try drugs, or have unprotected sex; and to be more conscious of safety for ourselves and our children. Having good executive function primes our biological systems and coping skills to respond well to stress. For society, the outcome is a healthier population, a more productive workforce, and reduced health care costs.

2 The critical factors in developing a strong foundation for these essential skills are children’s relationships, the activities they have opportunities to engage in, and the places in which they live, learn, and play.

- **Relationships**—Children develop in an environment of relationships. This starts in the home and extends to caregivers, teachers, medical and human services professionals, foster parents, and peers. Children are more likely to build effective executive function skills if the important adults in their lives are able to:
  - **Support** their efforts;
  - **Model** the skills;
• Engage in activities in which they practice the skills;  
• Provide a consistent, reliable presence that young children can trust;  
• Guide them from complete dependence on adults to gradual independence; and  
• Protect them from chaos, violence, and chronic adversity, because toxic stress caused by these environments disrupts the brain circuits required for executive functioning and triggers impulsive, “act-now-think-later” behavior.

Activities—Building these abilities in young children requires communities and caregivers to provide and support experiences that promote emotional, social, cognitive, and physical development broadly, including a range of strategies that:

• Reduce stress in children’s lives, both by addressing its source and helping them learn how to cope with it in the company of competent, calming adults;  
• Foster social connection and open-ended creative play, supported by adults;  
• Incorporate vigorous physical exercise into daily activities, which has been shown to positively affect stress levels, social skills, and brain development;  
• Increase the complexity of skills step-by-step by finding each child’s “zone” of being challenged but not frustrated; and  
• Include repeated practice of skills over time by setting up opportunities for children to learn in the presence of supportive mentors and peers.

Places—The home and other environments where children spend most of their time must:

• Feel (and be) safe;  
• Provide space for creativity, exploration, and exercise;  
• Be economically and socially stable in order to reduce the anxiety and stress that come with uncertainty or fear.

If children do not get what they need from their relationships with adults and the conditions in their environments—or (worse) if those influences are sources of toxic stress—they skill development can be seriously delayed or impaired. That said, science shows that there are opportunities throughout development to provide children, adolescents, and the adults who care for them with the relationships, environments, and skill-building activities that will enhance their executive function capacities. It’s just easier, less costly, and more effective to get them right from the start.

POLICY IMPLICATIONS

• Efforts to support the development of these skills deserve much greater attention in the design of early care and education programs. Policies that emphasize literacy instruction alone could increase their effectiveness by including attention to the development of executive function skills.

• Teachers of young children would be better equipped to understand and address behavioral and learning challenges in their classrooms if they had professional training in the development of executive function skills. Teachers are often the first to recognize serious problems with a child’s ability to control impulses, focus attention, stay organized, and follow instructions. The consequences of mislabeling these problems as “bad behavior” can lead to a highly disrupted classroom, preventable expulsions, or the inappropriate use of psychotropic medications.

• For young children facing serious adversity, policies that combine attention to executive function and reducing the sources of toxic stress would improve the likelihood of success in school and later in life. Adverse conditions such as abuse, neglect, community violence, and persistent poverty can disrupt brain architecture and place children at a disadvantage with regard to the development of their executive function skills. Lessons learned from interventions that have successfully fostered these skills hold considerable promise for incorporation into home visiting, parent education, and family support programs.

• Adult caregivers need to have these skills in order to support their development in children. Programs such as job-skills training that intentionally build executive function and self-regulation capacities in adult caregivers not only help them become more economically secure, but they also enhance their ability to model and support these skills in children.

For more information, see “Building the Brain’s ‘Air Traffic Control’ System: How Early Experiences Shape the Development of Executive Function” and the Working Paper series from the Center on the Developing Child at Harvard University.  
www.developingchild.harvard.edu/resources/

ALSO IN THIS SERIES:
INBRIEF: The Science of Early Childhood Development  
INBRIEF: The Impact of Early Adversity on Brain Development  
INBRIEF: Early Childhood Program Effectiveness  
INBRIEF: The Foundations of Lifelong Health  
INBRIEF: Early Childhood Mental Health
8 Things to Remember about Child Development

Building on a well-established knowledge base more than half a century in the making, recent advances in the science of early childhood development and its underlying biology provide a deeper understanding that can inform and improve existing policy and practice, as well as help generate new ways of thinking about solutions. In this important list, featured in the From Best Practices to Breakthrough Impacts report, the Center on the Developing Child sets the record straight about some aspects of early child development.

1) Even infants and young children are affected adversely when significant stresses threaten their family and caregiving environments.

Adverse fetal and early childhood experiences can lead to physical and chemical disruptions in the brain that can last a lifetime. The biological changes associated with these experiences can affect multiple organ systems and increase the risk not only for impairments in future learning capacity and behavior, but also for poor physical and mental health outcomes.

2) Development is a highly interactive process, and life outcomes are not determined solely by genes.

The environment in which one develops before and soon after birth provides powerful experiences that chemically modify certain genes in ways that then define how much and when they are expressed. Thus, while genetic factors exert potent influences on human development, environmental factors have the ability to alter family inheritance. For example, children are born with the capacity to learn to control impulses, focus attention, and retain information in memory, but their experiences as early as the first year of life lay a foundation for how well these and other executive function skills develop.

3) While attachments to their parents are primary, young children can also benefit significantly from relationships with other responsive caregivers both within and outside the family.

Close relationships with other nurturing and reliably available adults do not interfere with the strength of a young child’s primary relationship with his or her parents. In fact, multiple caregivers can promote young children’s social and emotional development. That said, frequent disruptions in care and high staff turnover and poor-quality interactions in early childhood program settings can undermine children’s ability to establish secure expectations about whether and how their needs will be met.
4) A great deal of brain architecture is shaped during the first three years after birth, but the window of opportunity for its development does not close on a child's third birthday.

Far from it! Basic aspects of brain function, such as the ability to see and hear effectively, do depend critically on very early experiences as do some aspects of emotional development. And, while the regions of the brain dedicated to higher-order functions—which involve most social, emotional, and cognitive capacities, including multiple aspects of executive functioning—are also affected powerfully by early influences, they continue to develop well into adolescence and early adulthood. So, although the basic principle that “earlier is better than later” generally applies, the window of opportunity for most domains of development remains open far beyond age 3, and we remain capable of learning ways to “work around” earlier impacts well into the adult years.

5) Severe neglect appears to be at least as great a threat to health and development as physical abuse—possibly even greater.

When compared with children who have been victimized by overt physical maltreatment, young children who experienced prolonged periods of neglect exhibit more serious cognitive impairments, attention problems, language deficits, academic difficulties, withdrawn behavior, and problems with peer interaction as they get older. This suggests that sustained disruption of serve and return interactions in early relationships may be more damaging to the developing architecture of the brain than physical trauma, yet it often receives less attention.
Each state defines the types of child abuse and neglect in its own statute and policy, guided by federal standards, and establishes the level of evidence needed to substantiate a report of maltreatment. The data above, from the National Child Abuse and Neglect Data System (NCANDS), reflects the total number of victims (defined as a child for whom the state determined at least one report of maltreatment was found to be substantiated or indicated) as reported by all 50 states, the District of Columbia, and Puerto Rico, between Oct. 1, 2009, and Sept. 30, 2010. “Other” includes abandonment, threats of harm, and drug addiction. Click image for full-size, shareable version.

6) Young children who have been exposed to adversity or violence do not invariably develop stress-related disorders or grow up to be violent adults.

Although children who have these experiences clearly are at greater risk for adverse impacts on brain development and later problems with aggression, they are not doomed to poor outcomes. Indeed, they can be helped substantially if reliable and nurturing relationships with supportive caregivers are established as soon as possible and appropriate treatments are provided as needed.

7) Simply removing a child from a dangerous environment will not automatically reverse the negative impacts of that experience.

There is no doubt that children in harm’s way should be removed from dangerous situations immediately. Similarly, children experiencing severe neglect should be provided with responsive caregiving as soon as possible. That said, children who have been traumatized need to be in environments that restore their sense of safety, control, and predictability, and they typically require therapeutic, supportive care to facilitate their recovery.
8) Resilience requires relationships, not rugged individualism.

The capacity to adapt and thrive despite adversity develops through the interaction of supportive relationships, biological systems, and gene expression. Despite the widespread yet erroneous belief that people need only draw upon some heroic strength of character, science now tells us that it is the reliable presence of at least one supportive relationship and multiple opportunities for developing effective coping skills that are the essential building blocks for strengthening the capacity to do well in the face of significant adversity.
You can start building children’s vocabulary now by having meaningful conversations with them. The TALK strategy will help you have these conversations and build a strong foundation for literacy.

**Tune-in:** Find ways to enter the child’s world and start a meaningful conversation. Follow these steps:
- Observe closely and wait for the best time to join
- Make a comment about what s/he is doing or what s/he is interested in
- You can say, “I see that you…” or “I notice that you…”

**Ask questions:** Ask open-ended questions to encourage children to talk more and express their own thoughts. You can provide support with these safety nets:
- Either/or questions
- Fill in the blank statements

**Lift language:** Model more complex language that you want children to use. You can use these strategies:
- Build Up and Break Down
- Restate
- Parallel Talk
- Self Talk

**Keep it going:** Try to have at least five back and forth exchanges on a single topic.

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**Examples of Strategies for Lifting Language**

**Build Up and Break Down**

“The food we’ve made together looks appetizing. When something is appetizing, that means it will taste good.”

**Restate**

Child: “My picture is like hers.”
Teacher: “Yes, your pictures are similar to each other.”

**Parallel Talk**

“I see that you are organizing your vegetables by their different colors.”

**Self Talk**

“I am pouring the water gradually so that it doesn’t spill out of the plant.”

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**Strive for Five**
As you build children’s vocabulary, you help them understand concepts and ideas, learn the sounds of language, become comfortable with complex sentences, and understand what they hear and read.

The Three Tiers of Vocabulary

We divide vocabulary into three different tiers based on the complexity of the words and how often they are used.

**Tier 1 words** are common and easy to understand, and children learn a lot of these words as infants and toddlers before coming to preschool and pre-K. Some examples are *table, walk, mad,* and *with.*

**Tier 2 words** are sophisticated words that can be used in many contexts and situations. Pushing-in Tier 2 words should be a daily goal. Some examples include *endure,* *original,* *contain,* *annoyed,* and *particular.*

**Tier 3 words** have specific meanings and are used only when talking about certain subjects or occupations. Some examples are *geologist,* *reptile,* and *pollution.*

Ways to Build Vocabulary

You need to create a language-rich environment to build children’s vocabulary. You may use various methods to do this, but we’ve highlighted three:

**Use words frequently:** Did you know that children need to hear a word about 12 times before they can start using it independently? So children can’t use sophisticated Tier 2 words if you don’t use those words yourself throughout the day.

**Define words:** Give child-friendly definitions for Tier 2 words. Try to define words without breaking the flow of normal conversation.

**Create interesting contexts:** Plan read-alouds, centers, and small group activities that give children opportunities to use the sophisticated Tier 2 words you choose to push-in. If children have engaging experiences as they learn new vocabulary, they will remember and use those words again. By creating interesting contexts, you give children a strong connection between words and their meanings.
Planning for the No Shhh Zone

With intentional planning, you can transform your classroom into a language-rich No Shhh Zone.

1 Your Classroom
All areas in your classroom have the potential to be part of a language-rich environment. Include environmental print that can spark conversations. Place items in centers that will encourage children to interact with each other and have meaningful conversations. It’s important to have writing materials at each center so children can develop their early writing skills as well.

2 Your Lesson Plans
Think of ways to incorporate language into all parts of the day. This includes:

- Morning meeting
- Introduction to centers
- Centers
- Small group
- Large group
- Recess
- Meal time
- Transitions
- Closing time

3 Sample Plan
This sample plan shows a teacher who has thought through how to bring the No Shhh Zone into a transition.

<table>
<thead>
<tr>
<th>Plan for transition to large group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Push-in target vocabulary and do a movement activity to get the wiggles out.</td>
</tr>
<tr>
<td>Target vocabulary</td>
</tr>
<tr>
<td>Dependent, familiar</td>
</tr>
<tr>
<td>What will I say?</td>
</tr>
<tr>
<td>“I see that you can do this all by yourself. You are not dependent on me to remind you what to do. I think that you are so familiar with our routine because we have been doing it every day. So you already know what to do now, and you can do it without my help.”</td>
</tr>
</tbody>
</table>

This teacher did three important things:

1. She recognized that transitions are significant. She knew they have potential to be part of a language-rich day.

2. She planned for specific target vocabulary.

3. She wrote out what she would say. Once she was doing the actual activity, she was less likely to forget what she wanted to push-in.
Money Isn’t Everything- But It Helps

NEVER UNDERESTIMATE THE CREATIVITY OF A PRE-KINDERGARTEN TEACHER

Classrooms Fit for Kings and Queens

- Create learning spaces that are child focused and child friendly
- Make storage units from plastic milk cartons, shoe boxes, pizza boxes and Dollar Tree plastic tubs ($1 each)
Classrooms Fit for Kings and Queens

- Use labeling as a means of teaching vocabulary and sight words
- Use a computer program to print the labels so the print will be uniform and similar to that found in books—check spelling
- Use pictures as much as possible along with the word
- Laminate the labels if possible

Classrooms Fit for Kings and Queens

- When setting up centers, introduce materials slowly as to not overwhelm the children and explain and name the materials and new additions
- If you shop at garage sales, be sure to thoroughly clean and sanitize any purchase
Classrooms Fit for Kings and Queens

Use all available flat spaces such as the backs of storage units and place learning games on the child’s eye level so they can use materials without having to ask the teacher for them.

Classrooms Fit for Kings and Queens

- Adapt storage containers or units for classroom use to save space
- Making storage spaces is one thing teachers sometimes forget to do which makes for messy rooms!
Dramatic Play Centers

• Dramatic Play Centers are critical in classrooms because:

1. Conversational language is promoted if teachers use the serve and return strategy
2. New words are introduced in context
3. Children learn to solve problems together and interact with respect and kindness
4. Cultural traditions and practices can be acted out
5. Awareness of the community can be learned through acting out and business practices that are part of the child’s life
6. Family dynamics can be explored in a non-threatening manner

Making Props Work in Dramatic and Block Play

• Have in mind the state learning standards you want to teach and how the props will help
• Consider how more than one standard can be taught using a prop
• Change out props based on the unit theme of the month
• Consider the time spent making props as time you saved when teaching concepts or vocabulary words
Dramatic Play Clothes Don’t Have to be Bought

Dramatic play clothes are essential to a well developed dramatic play center and should be rotated to go with units when at all possible

- Purchases are not necessary: Approach local businesses and ask for a smock (fast food location, doctor’s office, badges such as at Walmart and so forth)

- Businesses can also supply props such as menus, signs, sale papers and old displays - laminate as much as possible

A Little of Imagination Can Transform the Classroom

- Use experiences children may have on a local level and expand to teach new vocabulary words

- Ask the children what items need to be present when the dramatic play center changes themes

- When the center becomes a “new” place demonstrate how to use the new items and tell the children the names of each
Assignment

• Review the scenarios on your handout and select either # 1 or #2 to complete. On your on-line visit to Dollar Tree (https://www.dollartree.com/search/go#?p=Q&srid=51-3DFWP&lbc=dollartree&ts=ajax&w=School%20supplies&uid=663558717&method=and&isort=sco) or Walmart (https://www.walmart.com/search/?cat_id=1334134&query=dolce+gabana+light+blue+set#searchProductResult), identify which items you could purchase to complete the activity and complete the form. You may work in groups of four and submit one power point slide to Briana Stewart at Bstew@olemiss.edu by 8 AM tomorrow. YES-you have homework!!

Use the template on the next slide for submission.

Dramatic Play Options: Scenarios #1(b) or #2

• Topic or Theme:
• Amount Assigned:
• Amount Spent:
• Items:
• Vocabulary Words Modeled in Center:
• Words used in signage or labels:
Follow-Up

Tomorrow I will randomly select slides submitted by you including all sites. I will go over the lists you made and brag on your good work and perhaps add a few ideas myself. In this way everyone will be able to take advantage of all of the good ideas.
Equipping the Classroom on a Shoe String Budget

Not everything has to be commercially bought for art activities, props for dramatic play or wall displays. With the Ellison Dye Cut Machine, Pinterest and numerous dollar stores in every town, not to mention Hobby Lobby or Walmart, teachers and students can make the classroom one that illustrates and reflects the components of a high-quality learning environment and a classroom that the children feel belongs to them.

Review the scenarios below and select two to complete. On your on-line visit to Dollar Tree (https://www.dollartree.com/search/go?%p=Q&srid=S1-3DFWP&lbc=dollartree&ts=ajax&w=School%20supplies&uid=663558717&method=and&isort=so) or Walmart (https://www.walmart.com/search/?cat_id=1334134&query=dolce+gabbana+light+blue+set#searchProductResult), identify which items you could purchase to complete the activity. List the item and the cost of the item that you would use as provided on the form in the handout. Be careful not to exceed your allotted budget for each situation. We will share your results in small groups. You will need to refer to http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/early-learning-teaching-strategies-for-classrooms_updated7-10-2015.pdf?sfvrsn=2 for the Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children referenced in the scenarios.

Scenario 1
Expanding Vocabulary in the Dramatic Play Center (Refer to pages 82-83 in Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children)

The unit for the month is Learning about My Community. You are going to talk with the children about the kind of businesses found where they live. In a small town it may be a Quick Stop and a fast food store. Regardless of where the children call “home” there are some businesses that are identifiable in or very close by the town. Before starting the unit, take pictures of some of the local businesses such as the hospital, laundromat, barber shop, or find pictures on the internet of McDonald’s, Subway or whatever the business may be that you are discussing. Use the pictures to introduce the conversation.

Lesson Plan Activities
a. Lead a discussion about the different businesses that the children frequent using the pictures to stimulate conversation. Ask questions of the children regarding what the business provides to customers, what customers have to do to make purchases and so forth.

Instructions: Identify props you would use, create to facilitate the discussion.

b. The class will decide through voting, on the type of business they want in the classroom for the next two weeks when given the choice between a __________________________ and a __________________________.

Note: The second choice will be utilized in the dramatic play center later in the school year.

Instructions: Pick two businesses in your community and:
1. Using no more than $20.00 per set-up, per business, make a list of the items necessary to equip the Dramatic Play Center to resemble the business selected.
2. Make note of the cost of each of the items.
3. Make a separate list of vocabulary words that you will model when talking with the children as they play daily in the center.
4. Make a separate list of words for the signage needed for your business as well as any labels in the “store”.

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### Theme/Book

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Center</th>
<th>Dramatic Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby blanket</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Target Vocabulary

- dependent
- wrap
- attention
- fragile
- gentle
- remove
- comfortable
- sibling

### What will I Say?

**Name the object, describe how it is used, describe its attributes**

Today at dramatic play, you will find a baby blanket. It is just like an adult blanket but smaller. A baby blanket can be used to make a baby comfortable when it is too cold. Remember, we saw in Peter’s Chair that babies are dependent on adults to take care of them. Babies cannot talk so they cry to get our attention. If they cry then one thing we can do is try to see if we can make the baby more comfortable by gently wrapping a blanket around it. Babies are very fragile, they are tiny and we have to be careful to be gentle with them. If the baby seems to be too warm then you must remove the blanket.

### What will I do?

**Demonstrate one way to use the item**

Demonstrate an attempt to comfort the crying baby by wrapping a blanket around it.

### Make a Suggestion:

Today when you visit dramatic play perhaps you can pretend to be a parent; a mother, or a father, or maybe an older sibling and try to comfort a crying baby by making it warm using a baby blanket.
Scenario 2
Expanding Vocabulary and Teaching Math Concepts in Block and Manipulative Center
(Refer to pages 27-29 in Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children)

The Block Center is a major teaching tool for providing students practice in learning about shapes, the differences in them and how they are used to build replicas of great buildings or roadways as well as laying the foundation for geometry. Blocks are considered “open ended” educational materials because so many skills can be taught using them. Wooden blocks as well as those that snap and fit together or those made from taped-up gallon milk cartons stuffed with newspaper should constitute the types in the classroom. Accessories help expand the potential of the child’s imagination and the depth of his exploration. With teacher questioning one-to one-correspondence can be taught as well as counting and simple addition and subtraction.

As part of your unit on Community Helpers you are going to provide accessories to expand the opportunities for learning children will experience at the Block Center.

Instructions:
1. Given $50.00 for the unit expansion or for general replacement list the items you would purchase.
2. Make note of the cost of each of the items.
3. Create a vocabulary list of new words children can learn through teacher engagement during the child’s exploration with the materials.
4. Make a separate listing of word that can be used for signage, such as stop, yield and so forth.

Scenario 3
Teaching the Basics
Teaching basic concepts such as colors, recognition of numerals 0-20, letter recognition A-Z (upper and lower case) and recognition of a child’s name in print are introduced on the first day of school and taught until mastery is determined through teacher observation.

Instructions:
1. Given a budget of $35.00 for classroom tools to teach the “basics”, make a list of items that can be purchased to expand or provide new instructional tools teachers can use for teaching the “basics”.
2. Make note of the cost of each of the items.
3. List the concepts per MDE Pre-Kindergarten Guidelines/Strategies that are targeted.
   a. Pick no more than 10 and no less than 6 concepts.

Scenario 4
Integrating Standards into the Classroom
Integrating a variety of standards into the classroom does not require fancy and expensive materials. Science, writing, and creative expression standards are important for children to learn skills and practice hands-on application.

Instructions:
1. Review the standards and corresponding strategies listed associated with the specific center in the Early Learning Strategies for Classrooms Serving Four-Year-Old Children.
   a. Science – Standards 1-4, page 57
   b. Writing – Standards 1-6, pages 16-17
   c. Creative Expression- Standards for music and dance and movement domains, pages 80-82
2. Make a list of items that can be purchased with the budget allotted.
   a. Science – $30.00 budget
   b. Writing – $25.00 budget
   c. Creative Expression – $40.00 budget
3. Make note of the cost of each of the items.
Scenario 1 Worksheet

Title: 

<table>
<thead>
<tr>
<th>Materials</th>
<th>Cost</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>Signs</th>
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Notes:
## Scenario 2 Worksheet

Title: ____________________________________________

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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>Signs</th>
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</thead>
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Notes:
## Scenario 3 Worksheet

### Title: ____________________________

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<th>Cost</th>
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### Early Learning Standards

1. 
2. 
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9. 
10. 

### Notes:
## Scenario 4 Worksheet

### Notes:

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<thead>
<tr>
<th>Early Learning Standard</th>
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<tbody>
<tr>
<td>Science</td>
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<tr>
<td>Writing</td>
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<td></td>
</tr>
<tr>
<td>Creative Expression</td>
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<tr>
<td>Instructional Minutes</td>
<td>Time</td>
<td>Activity</td>
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Total Instruction Time

Total Center Time

Total Indoor/Outdoor Physical Activity

Total Days Children are in school
Parent Conferences
When Considering Parent Conferences...

Communicating with parents concerning their child’s progress in meeting learning standards should be deliberate and at regular intervals. At least three times per year, in a conference format, teachers and parents/guardians should meet to focus on the child’s successes for at least 15-20 minutes.

The purpose of the conference should be to communicate that the teachers are:

- **Partners:**
  - Establish an understanding with the parent that you are on the same team and working together to advance their child’s learning.

- **Presenting Fact Based Information:**
  - Show, in an easy to understand format, the child’s progress as measured against the expectations the Mississippi Department of Education (MDE) has for pre-kindergarten children for that time of the year or other standards that correlate with state standards.
    - EX: By mid-year the child should be able to recognize all the upper and lower case letters in their first name and 8 additional letters.. (Pg. 13 of Early Learning Teaching Standards, MDE).
  - Explain how the information was collected.

- **Cheerleaders:**
  - Review the positive advancements the child has made since the last progress conference and reinforce the child’s positives as much as possible.

- **Resources:**
  - If the child is not yet at the level of progress you would expect for the time of the year they were assessed, provide easy to follow and inexpensive activities the parent can do at home with their child so they can “practice” the desired skill(s).

If a child has social-emotional problems that are manifesting as troubling behaviors in the classroom, attempt to schedule the conference at the end of a day or as the only one for the day. It could become lengthy and create time problems for the other parents scheduled after that conference.

Preparing for a parent conference is critical to its success. Collecting examples of the child’s work and making anecdotal notes that are dated help to build a complete picture of the child’s progress or documents their need for additional support. Whenever you can give specific examples of the behavior(s) you wish to highlight (good or bad) it is more effective and you are less subject to questioning by the parent as to “your” intent when attempting to discuss classroom situations that indicate negative behavioral issues.

If you feel the child needs further developmental or health assessment or additional support, review any screening results on file at the school and provide the information to the parents. Direct them to the special education coordinator for the school district as federal law dictates, if your observation of the child points to any possible delays or inappropriate behavior for a four-year-old child. If at any time you feel the child is being neglected or physically abused it is required by Mississippi law that a report is made to the Department of Human Services.
Utilizing Assistant Teachers
Utilizing Assistant Teachers in TEACHING Children in Pre-Kindergarten Classes

Senate Bill 2395, The Early Learning Collaborative Act of 2013, was passed in 2013 by the Mississippi Legislature and signed into law. It directed the Mississippi Department of Education to implement a prekindergarten program on a phase-in basis in the state.

In conjunction with the Act and Title I guidance, the Mississippi Department of Education has issued the following:

“By fall 2018 an assistant teacher shall possess an associate’s degree in early childhood education, child development, or an equivalent field; or an associate’s degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification. This approved specialized early childhood education training program is an equivalent certification for assistant teachers.”

The qualifications of assistant teachers as of 2018 promotes a more educated and experienced individual in the classroom as an assistant TO the teacher. In that regard the assistant teacher is a viable member of the teaching team, and not an individual relegated to a secretary or custodian position, or a staff member who is not considered capable of assisting in the teaching of students. Also, assistant teachers are not intended to be the substitute when the teacher is absent.

To function as an effective teaching team, mutual respect and trust is essential between the teacher and assistant. The teacher sets the tone and models the type of behavior that will be reflected, regardless of good or bad. The teacher also sets the team attitude and work ethic.

How does the teacher model respect for her/his team member?

- Don’t be too good to mop up the vomit.
- Communicate without reservation your expectations for the assistant.
- Involve the assistant in weekly planning and clearly denote which parts of the instructional day will be their primary responsibility; assistants need their own lesson plans.
- Listen to the assistant and learn-take their advice and utilize their ideas in weekly planning.
- Make lists of housekeeping duties using a fair division of labor, but do not become so rigid that when a job needs to be done you refuse to do it because it is not YOUR job.
- Agree on the disciplinary policies and consequences facing students who forget the rules and the process for enforcement of the rules.
- Provide any training received to the assistant through modeling or providing written material so both team members use the same strategies.
- Utilize the assistant teacher in small group settings and with individual students to work on specific skills that the teacher introduced.
- Utilize the assistant in conducting individual child assessments, screenings and progress checks
- AFTER a thorough explanation is provided on how to administer the assessments.
- Expect the assistant teacher to attend and participate in parent conferences and professional development per school district guidelines.
- Utilize the assistant’s strengths, embrace the fact they might be better at certain elements of teaching than you!
Arranging the Classroom to Support Learning
High Quality Programs
Points to Ponder

• Safety first
• Properly sized furniture
• Organized storage options
• Opportunities for all learning styles
• Child-centric
What the adult sees

What the child sees

Material from Rethinking the Classroom Landscape by Sandra Duncan, Jody Martin, and Rebecca Kreth, (page 94), ISBN 978-0-87659-563-3, is reprinted with permission from Gryphon House, Inc., P. O. Box 10 Lewisville, NC 27023.
FloorPlanner

Drawing...

...into reality
Let’s Get Busy!

https://www.kaplanco.com/floorplanner
Balance

• Too crowded vs. too open
  ▪ displays (over vs. under stimulated)
• Personal space vs. small and large group space
• Color
• Lighting
Resources that Inspire

**Inspiring Spaces** by Jessica Devinery, Sandra Duncan, Sara Harris, Mary Ann Rody, Lois Rosenberry, ISBN 978-0-87659-317-2, Gryphon House, Inc., P. O. Box 10 Lewisville, NC 27023.

**Rethinking the Classroom Landscape** by Sandra Duncan, Jody Martin, Rebecca Kreth, ISBN 978-0-87659-563-3, Gryphon House, Inc., P. O. Box 10 Lewisville, NC 27023.


**A Room to Learn** by Pamela Evanshen and Janet Faulk, ISBN 978-0-87659-315-8, Gryphon House, Inc., P. O. Box 10 Lewisville, NC 27023.
Happy Classroom Planning!
Create a Classroom Floor Plan

Room Dimensions: 24 x 20

Door: Width: 3 feet, placed along the bottom wall that opens into the room

Windows: One window centered on each of the 3 remaining walls that is 4’ x 5” and is 3’6” from the floor

Flooring: White tile

Paint: Light blue

Furniture Requirements:
- art easel
- book shelf
- soft vinyl couch
- carpet
- trash can
- desk
- cot
- kitchen
- 4 cubbies
- sand and water table
- pillows
- 3 storage shelves
- 2 tables
- 12 chairs

Save

Take an overhead layout photo

Take two 3D photos