Specialized Training in Early Childhood Education

June 23, 2017

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

Coordinated by:
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Early Childhood Instructional Specialist/ 619 Coordinator
Week 1
Monday, June 19
Jill Dent  
Office of Early Childhood  
Mississippi Department of Education  
*Updates from the Office of Early Childhood*  
*Effectiveness Evaluation Plan*

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

*Candice Taylor*  
Office of Early Childhood: Special Education  
Mississippi Department of Education  
*Special Education Referral Process*

*Stacey Donaldson*  
Office of Professional Development  
Mississippi Department of Education  
*National Board Certification and the Early Childhood Teacher*

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*
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium

Technical Assistance with Projects and On-line Classes
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Friday, June 23, 2017

8:30 – 9:15  Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Equipping the Classroom on a Shoe String Budget*  
_Homework_

9:15 – 10:00  Lee Anne Grace Barnes
Oxford School District
*Using Music to Foster Early Literacy*

10:00 - 10:15  Break

10:15 – 12:00  *Using Music to Foster Early Literacy*
continued

12:00 - 1:00  Lunch

1:00 – 2:00  Larry Calhoun
Office of Healthy Schools
Mississippi Department of Education
*Move to Learn*

2:00 – 3:00  Joyce Greer
Office of Early Childhood
*Scheduling*

3:00 – 3:15  Break

3:15 -4:15  Monica May
Office of Early Childhood
*Pre-K to Kindergarten: Transition Activities and Folders*

4:15 - 4:30  Wrap up
Utilizing Music to Foster Early Literacy

Lee Anne Grace, NBCT
Tupelo Public Schools
Thomas Street Elementary School
lagrace@tupeloschools.com
• How do you currently utilize music in your classroom?

• On a scale of 1-5, how comfortable do you feel utilizing music in your classroom?

• What specific outcomes are you hoping to achieve as a result of today’s session?
Session Format

• Brief overview of research supporting music and early literacy connections.

• Sharing, modeling and experiencing the use children’s literature and music to address literacy standards.

• On line resources

• Equipping the pre kindergarten classroom for optimal music integration experiences

• Nursery rhymes

• Closing activity

• Participant sharing of plans of implementation of music to address early literacy
What does the research show?

• Gardner’s multiple intelligences theory

• Music assists students in learning and retaining information.

*Use of Melodies as Structural Prompts for Learning and Retention of Sequential Verbal Information by Preschool Students* (David Wolfe and Candice Horn, 1993)
A study led by Ellen Winner, professor of psychology at Boston College, and Gottfried Schlaug, professor of neurology at Beth Israel Deaconess Medical Center and Harvard Medical School, found changes in the brain images of children who underwent 15 months of weekly music instruction and practice. The students in the study who received music instruction had improved sound discrimination and fine motor tasks, and brain imaging showed changes to the networks in the brain associated with those abilities.
Rhyming Words Song
sung to the tune of The Muffin Man

I can find words that rhyme,
Words that rhyme, words that rhyme.
I can find words that rhyme.
The ending sounds the same.

are    rhyming words.
are    rhyming words
are    rhyming words.

The ending sounds the same.
Integrating Music With Children’s Literature
Literature

2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.

Five Little Monkeys
Hand, Hand, Fingers, Thumb
Click Clack Moo
Cows That Type

What is a typewriter?

https://www.youtube.com/watch?v=aeFr-BgEaBM
The Typewriter

by Leroy Anderson

- [link](http://cleanvideosearch.com/media/action/yt/watch?videoid=g2LJ1i7222c)
Brown Bear, Brown Bear

by Eric Carle
Brown Bear, Brown Bear, What do you see?

I see a red bird looking at me.
Red Bird,
Red Bird,
What do you see?

I see a yellow duck looking at me.
Yellow duck, yellow duck, what do you see?

I see a blue horse looking at me.
Blue Horse,
Blue Horse,
What do you see?

I see a green frog
looking at me.
Green Frog,
Green Frog,
What do you see?

I see a purple cat looking at me.

MY STORYTIME
Purple Cat,
What do you see?

I see a white dog
looking at me.
Black Sheep,
Black Sheep,
What do you see?

I see a goldfish
looking at me.
Goldfish, Goldfish, What do you see?

I see a teacher looking at me.
Teacher,
What do you see?

I see children
looking at me.
Children,
What do you see?
We see a brown bear,
a red bird,
a yellow duck,
a blue horse,
a green frog,
a purple cat,
a white dog,
a black sheep,
a goldfish,
and a teacher looking at us. That’s what we see.
https://www.youtube.com/watch?v=ek7j3huAApc
The Very Busy Spider

Eric Carle

The Very Busy Spider
On Line Resources

- www.gonoodle.com
- www.havefunteaching.com
- www.cleanvideosearch.com
- Lomax the Hound Dog of Music
Equipping the Pre Kindergarten Classroom for Music Integration

handout

purchases to avoid
Conclusion

Taking into consideration today’s session, what are two new ways that you can utilize music in your classroom to promote literacy?
This presentation will include teaching and assessment strategies utilizing music for the following PreK reading standards:

**Foundational Skills**

2b. Explore and recognize rhyming words.
   - *I Can Find Words That Rhyme* song and game

1b. Recognize that the letters of the alphabet are a special category of visual graphs that can be individually named.
   - *Chicka Chicka Boom Boom*

2d. Demonstrate an understanding of syllables in words.
   - Use students’ names for syllable activities.
   - *Brown Bear, Brown Bear*

**Literature**

2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.
   - *Five Little Monkeys*
   - *Hands, Hands, Fingers, Thumb*
   - *Click, Clack, Moo*
   - *The Very Hungry Caterpillar*

**PreK Music Standards**

Well-rounded musical experiences for Pre-Ks should include vocal exploration (whisper, speaking, “outside”, and singing voices), creative movement, steady beat, and pitch matching (singing in tune.)
### Recommended Books

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<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>ISBN-13</th>
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<tbody>
<tr>
<td>Andrae, Giles</td>
<td><em>Giraffes Can’t Dance</em></td>
<td>9780545392556</td>
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<tr>
<td>Bennett, Jill</td>
<td><em>Noisy Poems</em></td>
<td>9780192763259</td>
</tr>
<tr>
<td>Carle, Eric</td>
<td><em>Book of Opposites</em></td>
<td>9780448445656</td>
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<tr>
<td></td>
<td><em>Brown Bear, Brown Bear</em></td>
<td>9780805047905,</td>
</tr>
<tr>
<td></td>
<td><em>The Very Busy Spider</em></td>
<td>9780399229190</td>
</tr>
<tr>
<td></td>
<td><em>The Very Hungry Caterpillar</em></td>
<td>9780399226908</td>
</tr>
<tr>
<td>Christelow, Eileen</td>
<td><em>Five Little Monkeys</em></td>
<td>9780544083530</td>
</tr>
<tr>
<td>Cronin, Doreen</td>
<td><em>Click Clack Moo, Cows That Type</em></td>
<td>9781442433700</td>
</tr>
<tr>
<td>Frazee, Marla</td>
<td><em>Hush, Little Baby</em></td>
<td>9780152058876</td>
</tr>
<tr>
<td>Lass, Bonnie</td>
<td><em>Who Took the Cookies from the Cookie Jar</em></td>
<td>9780316820165</td>
</tr>
<tr>
<td>Martin, Bill</td>
<td><em>Chicka Chicka Boom Boom</em></td>
<td>9781442450707</td>
</tr>
<tr>
<td>Munsch, Robert</td>
<td><em>Mortimer</em></td>
<td>9780920303115</td>
</tr>
<tr>
<td>Perkins, Al</td>
<td><em>Hand, Hand, Fingers, Thumb</em></td>
<td>9780679890485</td>
</tr>
<tr>
<td>Shulman, Lisa</td>
<td><em>Old MacDonald Had a Woodshop</em></td>
<td>9780142401866</td>
</tr>
<tr>
<td>Strickland, Henrietta</td>
<td><em>Dinosaur Roar</em></td>
<td>9781509827381</td>
</tr>
<tr>
<td>Tabak, Simms</td>
<td><em>There Was Old Lady Who Swallowed A Fly</em></td>
<td>9780670869398</td>
</tr>
<tr>
<td>Wilson, Karma</td>
<td><em>Bear Snores On</em></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td><em>Peanut Butter and Jelly</em></td>
<td>9780140548525</td>
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### Online Resources

- **www.gonoodle.com**: Web site with many different channels of movement and brain break activities. For PreK, check out the Koo Koo Kanga Roo and Moose Tube channels.

- **www.havefunteaching.com**: Many different music videos to introduce letter names, letter sounds, shapes and phonics.

- **http://pbskids.org/daniel/games/music-shop/**: Explore different musical instruments. Be sure to check out the virtual xylophone.

- **http://pbskids.org/daniel/games/feel-the-music/**: Create music to reflect happy, sad and mad.

- **www.youtube.com**: Nursery rhymes. Hoopla Kids and E-Flash Apps have many videos.
Recommended Instruments and Manipulatives
for the Pre-Kindergarten Classroom

Avoid purchasing poorly made sets of rhythm instruments, such as this one:
https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM19065/products_id/PRO35801


<table>
<thead>
<tr>
<th>Instrument</th>
<th>Catalog Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>rhythm sticks</td>
<td>540004</td>
<td>This is the catalog number for 12 sets of Lummi sticks, which are thick and shorter. If you buy rhythm sticks, purchase 6 or 8 inch sticks for this age group. The standard 10-12 inch sticks are too long.</td>
</tr>
<tr>
<td>Boomwhackers</td>
<td>200346</td>
<td>Buy 2-3 sets so each child can play.</td>
</tr>
<tr>
<td>Primary Boomwhackers</td>
<td>802906</td>
<td>More Boomwhacker activities for preK.</td>
</tr>
<tr>
<td>Sound Shape Drums</td>
<td>204617</td>
<td>A bit more expensive; order at least 2 sets.</td>
</tr>
<tr>
<td>egg shakers</td>
<td>202376</td>
<td>A very inexpensive classroom instrument option.</td>
</tr>
<tr>
<td>tambourines</td>
<td>202770</td>
<td>4-6 Do not purchase tambourines with heads.</td>
</tr>
<tr>
<td>triangles</td>
<td>201549</td>
<td>4-6</td>
</tr>
<tr>
<td>step bells</td>
<td>200243</td>
<td>1-2</td>
</tr>
<tr>
<td>sandblocks</td>
<td>203764</td>
<td>4-6 pairs</td>
</tr>
<tr>
<td>scarves</td>
<td>540054</td>
<td>1-2 for each student</td>
</tr>
</tbody>
</table>
Rhyming Words Song
sung to the tune of The Muffin Man

I can find words that rhyme,
Words that rhyme, words that rhyme.
I can find words that rhyme.

The ending sounds the same.

and are rhyming words.

and are rhyming words

and are rhyming words.

The ending sounds the same.

Distribute rhyming cards to students. Instruct them to find the student that has the card with the picture that rhymes with their picture, then sit down. Sing the song again, using the pairs of rhyming cards that the students matched.
Look Who’s Coming!
written by Jeana Beasley
based on Chicka Chicka Boom Boom
by Bill Martin

Chicka Chicka (shake hands) Boom Boom (pat lap)
Chicka Chicka Boom Boom
Will there be (hands up) enough room? (pat lap)
Will there be enough room?
Look who's coming it's __A__?
(A, A, A, A, A)

Chicka Chicka Boom Boom song:
https://www.youtube.com/watch?v=Y3qTeyZxrJA&feature=share
Mississippi Department of Education
PRE-K Boot Camp
June 23, 2017

Let's Move to Learn!
A Healthy Body Equals a Healthy BRAIN!
The Affects of Movement on the Brain at a Molecular Level
(85 billion interconnected neurons)

- **Neurogenesis**
  (Growing new neurons)
- **Brain-derived neurotropic factor**
  (production of a protein that supports survival and growth of neurons)
- **Optimizes Neural Plasticity**
  (ability of the brain to change)

What Do We Know?
Complex Movement Uses Multiple Areas of the Brain
The more areas we use, the greater health and connectivity between brain regions.

Hillman, 2010

Why Should We Use Physical Activity in the Classroom?

Current research tells us that physical activity in the classroom has an effect on the Executive Functioning of the brain that can lead to:

- Enhanced Cognition
- Improved Memory
- Balanced Mood and Academic Behavior
  - Positive Social Interactions
  - Improved Academic Performance
Evidence Based Research
Enhanced Cognition

20 minutes walking

Sitting

Tested
Conclusion: a positive outcome linking physical activity, attention, and academic achievement (Hillman, 2009)

BRAIN AFTER SITTING QUIETLY

BRAIN AFTER 20 MINUTE WALK

Research/scan compliments of Dr. Chuck Hillman, University of Illinois
Working Memory

The ability to temporarily hold and manipulate information for cognitive tasks performed in daily life

- Holds information for a few seconds
- Only 5 to 7 items at one time
- Dependent upon ability to control attention and mental effort

Evidence Based Research

Working Memory

- Affects of Physical Activity on Working Memory:
  - 20 students (ages 7-9)
  - Received 70 minutes of physical activity each day
  - Students in a control group
  - Physically active children showed improvements solving tasks that tapped into working memory. (Kamijo et al., 2012)
Evidence Based Research
Mood & Behavior

- Effects of Physical Activity on Mood and Behavior:
  - Endorphins released
  - Helps regulate mood, pleasure and pain
  - Leads to a more positive attitude on learning.
  - Physical activity in school has a positive influence on impulsive actions and behavior (Joseph et al., 2011)

Evidence Based Research
Positive Social Interactions

Correlations in middle school students:
  - More physically active
  - Higher leadership skills
  - Higher empathy scores (Jackson, 2010)
The best thing you can do for your brain...

MOVE YOUR BODY!!

- Improves blood and oxygen flow to the brain
- Creates new brain cells
- Boosts brain power
- Improves focus
- Strengthens memory

Cognition and Movement are Inevitably Linked!

It is impossible to educate the mind without involving the body. Learning is thinking and movement integrated.

(Research citations available).
Does this also apply to Mississippi children?
Findings on 1st MS Research on Move to Learn:
Student Improvement in Time on Task in the Classroom (YEA!)
Health in Action

• 1,300 FREE lesson plan
• Links school health education and physical education with core academic subjects
• Aligned with Mississippi Career and College Ready Standards
• Grade levels: k-2; 3-5; 6-8 and 9-12
• Activity based instruction to get students up and moving and engaged in learning that is fun
Move to Learn Classroom Videos
How Many? 47
How Long? 5 minutes

Let’s Move to Learn!
Four new Pre-K videos Fall 2016

- Rhyming
- Sounds
- Syllables
- Sound Substitutions
HOW MUCH DOES THIS COST?

It’s FREE

Mississippi Educator Conferences
October 2012- May 2016

• Making Connections Conference, 2014-2016
• Making Connections in Education Conference
• MS Assn. of School Administrators
• MS Assn. of Health PE Rec & Dance
• MS Assn. of School Superintendents
• Wellness Summit
• MS Assn. of Partners in Ed/PREPS
• MS Professional Educators
• MS School Nurse Assn.
• SW MS Educators Conference
• MS School Board Association
• MS Assn. of School Superintendents
• MS Public Broadcasting Parent Conference

22,785
#MTLOnTheRoad
2013-2016 Recap!

259 Schools
124,764 Students
6,037 Teachers
469 LIVE Events
Move to Learn

Making the News
Move to Learn Website Visits

Oct 2012 - June 2013

July 2013 - June 2014

July 2014 - June 2015

July 2015 - June 2016

Mississippi

Other

Move to Learn Video Views

Oct 2012 - June 2013

July 2013 - June 2014

July 2014 - June 2015

July 2015 - June 2016

Projected

Actual

Actual

Projected

37,526

261,152

423,538

232,211

464,422
Move to Learn helps to meet the state standard of 150 minutes of physical education/physical activity for students in grades K-8.
“After Move to Learn children's brains are more focused and ready to learn or take a test”
-Dr. Donna Boone, Superintendent, Quitman School District
“About mid-morning we need a pick-me-up. We put Coach on the screen and get our blood pumping and our brains fueled!”
-Robin Morton, South Tippah School District

www.movetolearnms.org
Pre-Kindergarten Scheduling

Boot Camp 2017

Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
All Students Proficient and Showing Growth in All Assessed Areas

Every Student Graduates High School and is Ready for College and Career

Every Child Has Access to a High-Quality Early Childhood Program

Every School Has Effective Teachers and Leaders

Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Every School and District is Rated “C” or Higher

Class Roster
• 1:10 for four-year olds; 1:7 for three-year olds
• 2:20 for four-year olds; 2:14 for three-year olds (teacher and assistant)
• The three-year-old ratio should be followed for mixed three- and four-year old classrooms.

<table>
<thead>
<tr>
<th></th>
<th>Full Day Programs</th>
<th>Half Day Programs</th>
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<tbody>
<tr>
<td>Instructional time</td>
<td>1,080 hours per year</td>
<td>540 hours per year</td>
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<tr>
<td>Instructional time</td>
<td>330 minutes per day (360 minutes Fall 2017)</td>
<td>165 minutes per day</td>
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<tr>
<td>Gross motor time</td>
<td>40 minutes per day</td>
<td>20 minutes per day</td>
</tr>
<tr>
<td>Learning center time</td>
<td>120 minutes per day</td>
<td>60 minutes per day</td>
</tr>
<tr>
<td>Quiet time</td>
<td>30-60 minutes per day</td>
<td>n/a</td>
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</table>
Curriculum

- comprehensive, research and evidence based

-thematic units and activities to promote mastery of Early Learning Standards

Instructional delivery primarily organized around learning centers

According to the National Association for the Education of Young Children (NAEYC), “Learning centers are distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels”. (Copple & Bredekamp, 2006). In addition, NAEYC (2007) publications state that learning centers:

- Engage students in learning
- Promote development of the whole child
- Integrate multiple subject matters so that learning happens in a meaningful context
- Assess student understanding and knowledge through observation and authentic assessment practices
- Foster a love of learning


Daily Instructional Delivery

- minimum of 5 different centers should be accessible to children by week 3
- three mandatory centers are book/library center, math/manipulative center and a creative art center
- all centers include fiction/non-fiction books and developmentally appropriate writing materials
- centers may be combined for space limits

©MDE - Early Childhood 7

Classroom Computers

Computers are only to be used in the classroom as an instructional tool.

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What’s Important?

Instructional time should start at the time stated on the schedule

What’s Important?

Label the schedule
Maximize your scheduling to benefit the children

What’s Important?

Count and Recount your minutes!
Be inventive- find teachable moments

Sample Pre-Kindergarten Schedule

7:00 - 7:30 Free Choice Centers (30 minutes IT)
7:30 - 7:50 Breakfast/Speaking/Listening Mini Lesson (20 minutes IT)
7:50 - 8:05 Morning Calendar/Routine (15 minutes IT)
8:05 - 8:10 Morning Exercise (Move to Learn) (10 minutes IT)
8:10 - 8:45 Extension Class (35 minutes IT)
8:45 - 9:05 Whole Group (20 minutes IT)
9:05 - 10:30 Small Group/FREE Choice Centers (85 minutes IT)
10:30 - 10:50 Lunch (20 minutes)
10:50 - 11:10 Whole Group Review (20 minutes IT)
11:10 - 12:25 Small Group/FREE Choice Centers (75 minutes IT)
12:25 - 1:05 Physical Activity (40 minutes)
1:05 - 1:35 Quiet Time (30 minutes)
1:35 - 1:50 Story Time/ Snack (15 minutes IT)
1:50 - 2:30 Closure/ Review of the Day (40 minutes IT)
2:30 - Dismissal

190 Minutes Centers  50 Minutes Physical Activity  30 Minutes Quiet Time
Minimum 120        Minimum 40/Max 60        Minimum 30/Max 60
360 Minutes Instructional Time
Minimum 360
Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals
5-Year Strategic Plan for 2016-2020

- All Students Proficient and Showing Growth in All Assessed Areas
- Every Student Graduates High School and is Ready for College and Career
- Every Child Has Access to a High-Quality Early Childhood Program
- Every School Has Effective Teachers and Leaders
- Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- Every School and District is Rated a “C” or Higher

Agenda

- Pre-K and Kindergarten Collaboration
  - Transition to Kindergarten Suggested Activities
    - Teachers & Parents
    - Schools & Community
- Creating a Transition Folder
  - Child Information Sheet
  - Work Samples: Art, Writing and Learning Centers
  - Pulling it All Together
Pre-K and Kindergarten Collaboration

Teachers
- Reciprocal teacher visits (pre-k, K)
- Hold parent meetings to give parents tips for helping their child at home
- Share classroom practices and expectations
- Home visits, welcome phone calls

Parents
- Read to their child
- Ensure opportunities for their child to develop social skills
- Promote cognitive development
- Spend time with their child
- Encourage taking responsibility

Transition to Kindergarten
Suggested Activities
**Transition to Kindergarten**

**Suggested Activities**

**Schools**
- Host a “Day in K” for registration, orientation, and screening
- Field trips for PreK to the Kindergarten classrooms, cafeteria, and playgrounds
- Transition bags for children

**Community**
- Host a forum on transitions and school readiness
- Support the transition process for area/school district children

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**Creating a Transition Folder**

- A transition folder should provide kindergarten teachers with a basic understanding of each child’s personal and academic profile.
- It should include (at a minimum):
  - A child information sheet
  - End of year Kindergarten Readiness Assessment score/summary sheet
  - Comprehensive Early Learning Assessment/Screener Tool
  - End of year results from other assessments used in the classroom
  - A school-issued final report card/skills checklist or a completed *Developmental Checklist for 4-Year-Old Students*
  - Work samples
A child information sheet should contain some or all of the following:

- Child’s name, date of birth, preferred name, photo, languages spoken
- Parents’ names (and/or other adults caregivers), address, phone, and preferred time and way to contact (in accordance with school policy)
- Child’s favorite things (activity, toy, food, color, book, center, etc.)
- Child’s play and learning styles
- Child’s skills and proficiencies
- Child’s areas of growth and what he/she does not like to do
- Child’s personality/temperament traits

Work samples (2 or 3 samples that demonstrate the child’s capabilities)

May include:
- Free art
- Guided art
- Writing sample
- Pictures of learning center products (e.g., block construction)
# Child Information Sheet Example

**Child Information Sheet**

<table>
<thead>
<tr>
<th>Child Name</th>
<th>Parent's Relationship</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SKILLS AND PROFICIENCIES**

**AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO**

**PERSONALITY**

- Play Style
  - Active
  - Quiet
  - Mixed
  - Messy
  - Clean
  - Other: ____________

- Leader
  - Follower
  - Other: ____________

- Independent
  - Cooperative

**Learning Style**

- Auditory
- Visual
- Kinesthetic

**Completes Activities/Tasks**

- Freely
- Seeks guidance/support

**Temperament**

- Easy
- Complex
- Slow to Warm-up

**Personality**

- Outgoing
- Sensitive
- Cautious

**Moves/Works**

- Quickly
- Slowly
- Average Speed

---

**Parent's Name**

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to Child</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preferred method of contact**

- Phone
- Email

**Preferred contact time**

- ____________

---

**Language(s) spoken by caregiver**

<table>
<thead>
<tr>
<th>Language(s)</th>
<th>____________</th>
</tr>
</thead>
</table>

---

**FAVORITES**

**Activity/Learning Material**

- **Center**
- Other (food, color, etc.)

**Approaches to Learning**

Reference the Developmental Checklist for 4-year-old students

- Well
- Somewhat
- Emerging
- New

- Plays with friends
- Follows directions
- Listens
- Participates in whole group activities
- Completes independent activities
- Independently completes transitions
- Independently completes routines

---

**Work Samples Examples: Writing**

**Magical Shoes**

I went (went) into the shoes store. Ter (There) w (were) some (some) green shoes (shoes). We (when) I got (get) them (they) were (were) very (very) nice (nice). I bought (bought) them (they) and I went (went) home. I was (was) happy (happy).
Putting It All Together

- Use a manila or prong folder to hold all of the contents.
- Use a cover sheet to clearly identify which child it belongs to and the folder’s purpose.
- Use a folder contents checklist to ensure all necessary documentation is included.
- If using a folder with enough space, new contents could be added each year and it could follow the child to first grade and on.

Example Transition Folder: Cover and Contents
Example Transition Folder:
Child Information & KRA

Example Transition Folder:
ASQ & 4-Year-Old Checklist
Example Transition Folder: Work Samples

Contact Information

Office of Elementary Education and Reading
Office of Early Childhood

601.359.2586
earlychildhood@mdek12.org
http://www.mdek12.org/ESE/EC

Monica F. May, M.S. mfmay@mdek12.org
PRE-K TO KINDERGARTEN TRANSITION PLAN

Transitioning from pre-k to kindergarten is a big step for many children. Pre-k teachers can support the transition by passing along useful information to the kindergarten teachers. This information can be used by the new teachers to start with a basic understanding of each child’s personal and academic profile. Guidelines regarding what information must be shared are provided below. Additional best practices are also provided.

At a minimum each classroom must develop a transition folder for each child to take with them to kindergarten. The folder must contain at least the following:
- End of year Kindergarten Readiness Assessment score/summary sheet
- End of year developmental screening results (if the classroom completes a spring or end-of-term screening). Early Learning Collaboratives should use the Ages and Stages Questionnaire.
- End of year results from other assessments used in the classroom
- A school-issued final report card/skills checklist OR a completed Developmental Checklist for 4-Year-Old Students (located here: http://www.mde.k12.ms.us/ESE/EC)
- A child information sheet containing some or all of the following (a sample sheet is located here: http://www.mde.k12.ms.us/ESE/EC):
  - Child’s name, date of birth, preferred name, photo, languages spoken
  - Parents’ names (and/or other adults caregivers), address, phone, and preferred time and way to contact (in accordance with school policy)
  - Child’s favorite things (activity, toy, food, color, book, center, etc.)
  - Child’s play and learning styles
  - Child’s skills and proficiencies
  - Child’s areas of growth and what they do not like to do
  - Child’s personality/temperament traits
- Work samples (2 or 3 samples that demonstrate the child’s capabilities). May include:
  - Free art
  - Guided art
  - Writing sample
  - Learning center products (e.g. block construction)

In addition to the transition folder, the following best practices in regards to transition are encouraged:
- Each pre-k teacher should attend a meeting with kindergarten teachers to discuss the transition of each child to kindergarten, including any special services provided to each child.
- Provide a community workshop on kindergarten readiness for kindergarten and pre-k staff as well as any local early learning provider who wishes to join the discussion of strategies and modifications for transition activities.
- Providers and teachers should arrange visits for pre-k children to their future classrooms.
- Teachers and other providers should visit the receiving program to get a “feel” for where they are sending children.
- Providers should facilitate opportunities for a child’s family to talk with kindergarten staff about the special needs of their child and/or details about special meals, transportation, and special services available.
- Preschool teachers should collaborate with kindergarten teachers to prepare a Frequently Asked Questions document that will inform and educate families on all possible kindergarten options and the procedures and expectations of the kindergarten programs.
- Providers should ensure that a child’s records promptly follow him/her to the new program.
TRANSITION TO KINDERGARTEN
FOLDER CONTENTS

☐ Child Information Sheet

☐ Kindergarten Readiness Assessment Score/Summary Sheet

☐ Ages and Stages Questionnaire

☐ Other Assessment Summary: ________________________________

☐ Developmental Checklist for 4-year-old students or school issued report card/skills checklist

☐ Work Samples:
  ☐ Free Art
  ☐ Guided Art
  ☐ Writing Sample
  ☐ Learning center products (e.g. block construction)

☐ Other: ________________________________

☐ Other: ________________________________

☐ Other: ________________________________
# Child Information Sheet

**Name**

**First** __________________________________________

**Last** __________________________________________

**Caregiver**

________________________________________ Relationship to child ______________________

Caregiver __________________________________________ Relationship to child ______________________

**Address**

Street __________________________________________ City __________________________________________

State __________________________________________ Zip __________________________________________

**Phone** ______________________________ Email __________________________________________

Preferred method of contact* ☐ Phone ☐ Email

Preferred contact time* ______________________

Language(s) spoken by caregiver __________________________________________

---

**Preferred Name**

**Date of Birth (mm/dd/yyyy)**

**Language(s) spoken by child**

---

**Caregiver**

________________________________________ Relationship to child ______________________

**Address**

Street __________________________________________ City __________________________________________

State __________________________________________ Zip __________________________________________

**Phone** ______________________________ Email __________________________________________

Preferred method of contact* ☐ Phone ☐ Email

Preferred contact time* ______________________

Language(s) spoken by caregiver __________________________________________

---

*Ensure school policies for communicating with caregivers are always followed.

---

<table>
<thead>
<tr>
<th>Activity/Learning Material</th>
<th>Center</th>
<th>Other (food, color, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Favorites**

**Reference the Developmental Checklist for 4-year-old students**

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Well</th>
<th>Somewhat</th>
<th>Emerging</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in whole group activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes independent activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently completes transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently completes routines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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### Skills and Proficiencies

<table>
<thead>
<tr>
<th>Areas of Growth and What He/She Does Not Like to Do</th>
<th>Other Useful Information</th>
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</thead>
</table>

### Personality

<table>
<thead>
<tr>
<th>Play Style</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Active</td>
<td>☐ Quiet</td>
</tr>
<tr>
<td>☐ Messy</td>
<td>☐ Clean</td>
</tr>
<tr>
<td>☐ Leader</td>
<td>☐ Follower</td>
</tr>
<tr>
<td>☐ Independent</td>
<td>☐ Cooperative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Auditory</td>
<td>☐ Visual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completess Activities/Tasks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Freely</td>
<td>☐ Seeks guidance/support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temperament</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Easy</td>
<td>☐ Complex</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personality</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Outgoing</td>
<td>☐ Sensitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moves/Works</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Quickly</td>
<td>☐ Slowly</td>
</tr>
</tbody>
</table>

### Notes

- Active
- Quiet
- Mixed
- Messy
- Clean
- Other:__________
- Leader
- Follower
- Other:__________
- Independent
- Cooperative
- Auditory
- Visual
- Kinesthetic
- Freely
- Seeks guidance/support
- Easy
- Complex
- Slow to Warm-up
- Outgoing
- Sensitive
- Cautious
- Quickly
- Slowly
- Average Speed