Specialized Training in Early Childhood Education

Wednesday, June 27, 2018

Developed by the Mississippi Department of Education in partnership with North Mississippi Education Consortium

Coordinated by:
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Office of Elementary Education and Reading

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Early Childhood Instructional Specialist

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Early Childhood Instructional Specialist/ 619 Coordinator

Kristi Gary
Office Coordinator
Week 1
Monday, June 18
Jill Dent
Office of Early Childhood
Mississippi Department of Education
*Early Childhood Guidance and Best Practices*
*Executive Function and Self-Regulation*

Laura Dickson
Office of Early Childhood
Mississippi Department of Education
*CLASS Overview Training*

Teresa Laney
Office of Special Education
Mississippi Department of Education
*SPED Early Language Development*

Tuesday, June 19
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
University of Mississippi
*Moving Forward*

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
University of Mississippi
*Read Right from the Start - The Power of Language Part I & II*
*Equipping the Classroom on a Shoe String Budget*
*Use of Learning Centers*

Wednesday, June 20
Pam Schiller
Author and Curriculum Specialist
Schiller Educational Resources
*Nurturing Social and Emotional Intelligence*

Pam Myrick-Mottley
Early Childhood Consultant
*Trauma Sensitive Classroom*
Thursday, June 21
Pam Myrick-Mottley
Early Childhood Consultant
*Using Conscious Discipline to Support a Trauma Sensitive Classroom*

Friday, June 22
Laurie Weathersby and Jayda Brantley
Office of Intervention Services
Mississippi Department of Education
*MTSS Instruction*

Jen Cornett
Office of Intervention Services
Mississippi Department of Education
*Gifted*

Melissa Banks
Office of Elementary Education and Reading
Mississippi Department of Education
*#tech4littles*

Sandy Elliott
Office of Student Intervention Services
Mississippi Department of Education
*Supporting English Learners*
Week 2

Monday, June 25
Brittany Herrington
REACH-MS
The University of Southern Mississippi
*Behavior Challenges: Proactivity Counts*

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
*Reaching and Teaching All Children in the Inclusive Classroom*

Tuesday, June 26
Shenikia Robinson and Darna’ Robinson
Atlanta Speech School
Read Right from the Start
*Empowering Children’s Lives Through Language*

Wednesday, June 28
Kenya Wolff and Burhanettin Keskin
Early Childhood Education
The University of Mississippi
*Working with Diverse Families Lee Anne Grace Barnes*

Lee Anne Grace Barnes
Tupelo School District
*Utilizing Music to Foster Early Literacy*

Thursday, June 29
Lydia Boutwell
Office of Early Childhood
Mississippi Department of Education
*Schedules, Standards, and Planning...Oh My!*

Laura Dickson
Office of Early Childhood
Mississippi Department of Education
*STEAM*
*Pulling it All Together*

Friday, June 30
Limeul Eubanks
Office of Secondary Education
Mississippi Department of Education
*Collages Inspired by Eric Carle*
## Week 1 Specialized Pre-K Training Schedule 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.18</th>
<th>Tuesday 06.19</th>
<th>Wednesday 06.20</th>
<th>Thursday 06.21</th>
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<td>10:00AM-11:15AM</td>
<td>JILL DENT Early Childhood Guidance and Best Practices</td>
<td>CATHY GRACE Power of Language Part 1</td>
<td>PAM SCHILLER Nurturing Social and Emotional Intelligence</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>JEN CORNETT Gifted</td>
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<td>11:15AM-11:30AM</td>
<td><strong>Q&amp;A</strong></td>
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<td>1:00PM-2:15PM</td>
<td>LAURA DICKSON CLASS Overview</td>
<td>CATHY GRACE Power of Language Part 2</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>MELISSA BANKS #tech4littles</td>
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<td>2:30PM-3:45PM</td>
<td>TERESA LANEY SPED Early Language Development</td>
<td>CATHY GRACE Budget on a Shoe String and Use of Learning Centers</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>SANDY ELLIOTT Supporting English Learners</td>
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<tr>
<td>2:30PM-3:45PM</td>
<td>NICOLE BRICENO</td>
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<td>FINAL QUESTIONS &amp; ANSWERS</td>
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Working with Diverse Families

Dr. Kenya Wolff
Dr. Burhanettin Keskin
University of Mississippi

SESSION GOALS

Demonstrate an understanding of the interconnections among family, culture, community, and school.

Demonstrate an understanding of the diversity of children and their families to provide effective educational practices.

Demonstrate an understanding of the teacher’s role with regard to collaborating with families with diverse background to promote children’s education.
ACTIVITY:
USING THE MATERIALS AT YOUR TABLE
DRAW A FAMILY

Stand up and hold your picture of a family in front of you. When you hear the music that is your cue to get up and move. Walk around, greet your neighbors... feel free to dance. When the music stops... FREEZE and find a partner. Introduce yourself and share details about your drawing. When the music starts again keep on moving. When the music stops... FREEZE and find a different partner.
FAMILY

Group Discussion:

What did the picture of the family look like?
Who was part of it?
Did your drawing look like your own family?
What do we think of when we think of the stereotypical family?

Today’s Families Are Changing....

There are other types of diversity..
Today’s families are more diverse than ever...

What are the different types of diversity? How many can you think of?
Stereo-type activity

- Single-mothers
- Low-income families
- Christians
- Muslims
- Hispanics
- Northerns
- Asians
- African-Americans
- Caucasians
- Gay/LGBT
- Older Parents
- Teen Parents
Find your group activity

Stand up and hold your identity map in front of you.

Walk around until you find someone with an identity map that differs in at least one way and who you do not know.

Pair up. Introduce yourself.

Next, find another pair whose maps differ in someway from yours and who you do not work with.

Introduce yourselves and have a seat together.
Acknowledging
Navigating
Negotiating &
Celebrating
Difference in an Early Childhood Setting

Video: Diversity in ECE

CREATING POSITIVE RELATIONSHIPS
Take time to develop lasting relationships with families
Be available.
Be yourself.
Share while staying within your own personal boundaries.
Be trustworthy.
Remember that the relationship is in service to the child, not your needs.
COMMUNICATING WITH FAMILIES

- Let families lead the conversation.
- Be proactive with information.
- Focus on the family’s perspectives.
- Plan for addressing problems with family.
- Take time to respond thoughtfully to family’s comments and requests.
- Give the benefit of the doubt.
- Compromise and stay flexible whenever possible.
- Understand family’s concern for their child's happiness.

*Look at this list - find something that you are good at and share it with your neighbor.
Find something that challenges you and share that as well.

Communicating about differences in values, policies and child development
Communicating about differences in values, policies and child development

- Spend time with families to learn about their culture and values.
- Develop shared understandings with new families as they enter your program.
- Focus on developing common ground.
- Focus on the connection between program goals and curriculum decisions.
- Offer parents information about development and resources for learning more.
- Remember that there is more than one right way to work with children.
- Support parents' choices.
- Put policies in writing and review to ensure that they are inclusive.
- Compromise and stay flexible whenever possible. It is not always possible.
- Avoid judgments about familial concerns or disagreements with policies.
- Understand family's concern for their child's happiness.

*Look at this list - find something that you are good at and share it with your neighbor. Find something that challenges you and share that as well.

Issues of Diversity - Socio-Economics

[Graph showing children living in poverty, with Mississippi having a higher rate than the U.S.]

[Graph showing percentage of low-wage jobs in Mississippi compared to the U.S.]

Mississippi Has Highest Rate of Low-Wage Jobs in U.S.
1 in 3 jobs is Low Wage in Mississippi

35.5% of jobs in MS are low-wage jobs
Misconceptions about Poverty

**Misconception: Poor People Are Lazy.** The belief that wealth is the result of hard work ignores the challenges that make it more difficult for some people to pull themselves up from their bootstraps. It also supports the idea that the people who are born into wealth got there based on their own individual merit or hard work. In contrast, most wealth is gained through inheritance, social capital and available educational opportunity. This is supported by the fact that the largest predictor of economic status is the economic status to which someone is born.

**Misconception: Poor People Waste their Money on Alcohol and Drugs.** Substance abuse crosses all cultural, racial, religious and economic boundaries. However, this assumption is popular. It is so prevalent, that 10 US states have begun drug testing welfare recipients. What these states found was welfare recipients are actually less likely than the overall population to take drugs (Covett & Israel). While the national drug use rate is 9.4%, welfare applicants ranged from 0.002% to 9.3%.

**Misconception: Parents Living in Poverty Lack Parenting Skills.** This misconception is based on an outdated “deficit model” of thinking that is classist and ignores much of the research that shows that it is educational institutions and teachers who need to find better ways to connect with students from all backgrounds. When we fail to do this, there is an educational mismatch that can hinder learning. Rather than focusing on what a family does not have, it is important to focus on a family’s funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992). These funds consist of a family’s unique strengths and hidden resources.

Issues of Diversity - Socio-Economics

Scenario - The child comes to school tired all the time. You learn that mom works the night shift and it is the 12 year old sibling who is watching her at night.

Discuss how you might handle this scenario with a parent. Plan to share your solution with the larger group.

Share your story regarding an issue that arose having to do with socio-economics?
Issues of Diversity - Race/Culture

Americans are more racially and ethnically diverse than in the past, and the U.S. is projected to be even more diverse in near future.

Mississippi 2017 U.S. Census Bureau Quick Facts

- White: 59.2%
- Black: 37.8%
- American Indian and Alaska Native: 0.6%
- Asian: 1.1%
- Native Hawaiian/Pacific Islander: 0.1%
- Hispanic: 3.2%
- Two or more races: 1.3%

Issues of Diversity - Race/Culture

Asia is replacing Latin America (including Mexico) as the biggest source of new immigrants to the U.S.
Issues of Diversity - Race/Culture

For the U.S. Public, views of race/immigration and their impact on American society is mixed.

Issues of Diversity - Race/Culture

Scenario - A child tells her teacher not to touch her because she doesn’t like brown people.

Discuss how you might handle this scenario with a parent. Plan to share your solution with the larger group.

Share your story regarding an issue that arose having to do with race?
Issues of Diversity - Gender

Scenario - Dad is upset because when he arrives at school his son is in the dramatic play area wearing a princess dress.

Discuss how you might handle this scenario with a parent. Plan to share your solution with the larger group.

Share your story regarding an issue that you’ve experienced having to do with an issue of gender?
Issues of Diversity - Religion

Scenario - Mom is upset because there was a talk about Ramadan in the classroom. She doesn’t want her child to be exposed to other religions.

Discuss how you might handle this scenario with a parent. Plan to share your solution with the larger group.

Share your story regarding an issue that you’ve experienced having to do with an issue of religion?
Issues of Diversity - Family Makeup

We can’t make assumption/judgement about the family make-up.

Scenario - You have a parent who is upset about the special father day occasion in the school because there is no father in the family.

Discuss how you might handle this scenario with a parent. Plan to share your solution with the larger group.
WRITE YOUR OWN SCENARIO

Each group of four will be write their scenario about a situation that they may have encountered that was challenging. Make sure that no names, places or identifying details are discussed or included. Keep it generic.

Turn in your scenario with a presenter and they will give it to another group to discuss a solution. might handle it with a parent.

LARGE GROUP DISCUSSION
IN CLOSING

WITH YOUR NEIGHBOR SHARE ONE THING THAT YOU LEARNED TODAY THAT YOU WILL USE MOVING FORWARD IN YOUR CLASSROOM?
Utilizing Music to Foster Early Literacy

Lee Anne Grace Barnes, NBCT
Tupelo Public Schools
Thomas Street Elementary School
lagrace@tupeloschools.com

• What specific outcomes are your hoping to achieve as a result of today’s session?
• How do you currently utilize music in your classroom?

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
- University of Buffalo Study (2013)

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.
Mississippi Pre-K Music Standards

What should pre-K students be able to do?

- Steady Beat
- Vocal exploration through imitation
- 4 different voices (whisper, talk, shout, sing)
- Pitch matching
What Is Your Name?

Name Game

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

Mississippi Early Learning Guidelines Four Year Olds

Literature

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

Five Little Monkeys
Brown Bear, Brown Bear, What Do You See?

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.
Purple Cat,
What do you see?

I see a white dog
looking at me.
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.
Brown Bear, Brown Bear, What Do You See?

https://www.youtube.com/watch?v=ek7/dhuAApc
The Very Busy Spider

Click Clack Moo
Cows That Type

What is a typewriter?

https://www.youtube.com/watch?v=aeFr-BqEaBM
On Line Resources

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

handout

purchases to avoid

Nursery Rhymes
Conclusion

Armed with the knowledge you have gained today, what are two new ways that you can utilize music in your classroom to promote literacy?
Utilizing Music to Foster Early Literacy

Lee Anne Grace Barnes, NBCT
Music Specialist, Tupelo Public Schools
Thomas Street Elementary School
lagrace@tupeloschools.com

Reading Standards
Teaching and assessment strategies utilizing music will be presented for the following standards:

Literature
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media.
   - Five Little Monkeys
   - The Very Hungry Caterpillar

3. With prompting and support, identify some characters, settings, and/or major events in a story.
   - Brown Bear, Brown Bear

10. Actively engage in a variety of shared reading experiences with purpose and understanding through extension activities.
   - Bear Snores On
   - Click Clack Moo
   - The Very Busy Spider

Foundational Skills
1b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
   - www.havefunteaching.com
   - Chicka Chicka Boom Boom

2b. Explore and recognize rhyming words.
   - nursery rhymes

2d. Demonstrate an understanding of syllables in words.
   - Brown Bear, Brown Bear