Specialized Training in
Early Childhood Education

Friday, June 22, 2018

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

Coordinated by:
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Mississippi Department of Education

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Early Childhood Program Specialist,
North Mississippi Education Consortium
University of Mississippi
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State Superintendent of Education

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Chief Academic Officer

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Office of Elementary Education and Reading

Tenette Smith, Ph.D.
Director
Office of Elementary Education and Reading

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Early Childhood Instructional Specialist/ 619 Coordinator

Kristi Gary
Office Coordinator
MDE Early Childhood Specialized Training Agenda
June 18th – 22nd

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
MDE Early Childhood Specialized Training Agenda
June 25th – 29th

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
<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>
<th>Friday 06.22</th>
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<tbody>
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<td>AM LIVE FROM JAX, BILOXI after lunch and JAX to finish the day</td>
<td>LIVE FROM GREENVILLE</td>
<td>AM LIVE FROM JAX AND PM LIVE FROM HBURG</td>
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<tr>
<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 MOTTOLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>JEN CORNETT Gifted</td>
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<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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<td>11:30AM-1:00PM</td>
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<td>LUNCH</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>LAURA DICKSON CLASS Overview</td>
<td>CATHY GRACE Power of Language Part 2</td>
<td>PAM MOTTOLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTOLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>MELISSA BANKS #tech4littles</td>
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<tr>
<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 MOTTOLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTOLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>SANDY ELLIOTT Supporting English Learners</td>
</tr>
<tr>
<td>3:45PM-4:30PM</td>
<td>Q&amp;A</td>
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<td>Q&amp;A</td>
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# Week 2 Specialized Pre-K Training Schedule 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.25</th>
<th>Tuesday 06.26</th>
<th>Wednesday 06.27</th>
<th>Thursday 06.28</th>
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<tr>
<td></td>
<td>AM LIVE FROM HBURG AND PM LIVE FROM HBURG</td>
<td>LIVE FROM JAX</td>
<td>LIVE FROM OXFORD</td>
<td>AM LIVE FROM MERIDIAN AND PM LIVE FROM BILOXI</td>
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<tr>
<td>8:30AM-9:45AM</td>
<td>BRITTANY HERRINGTON</td>
<td>SHENIKIA ROBINSON and DARNA’ ROBINSON</td>
<td>KENYA WOLFF AND BURHANETTIN KESKIN</td>
<td>LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
<td>LIMEUL EUBANKS Collages Inspired by Eric Carle</td>
</tr>
<tr>
<td></td>
<td>Behavior Challenges: Proactivity Counts</td>
<td>Empowering Children’s Lives Through Language</td>
<td>Working with Diverse Families</td>
<td></td>
<td></td>
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<tr>
<td>9:45AM-10:00AM</td>
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<tr>
<td>10:00AM-11:15M</td>
<td>BRITTANY HERRINGTON</td>
<td>SHENIKIA ROBINSON and DARNA’ ROBINSON</td>
<td>KENYA WOLFF AND BURHANETTIN KESKIN</td>
<td>LAURA DICKSON STEAM</td>
<td>LIMEUL EUBANKS Collages Inspired by Eric Carle</td>
</tr>
<tr>
<td></td>
<td>Behavior Challenges: Proactivity Counts</td>
<td>Empowering Children’s Lives Through Language</td>
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</tr>
<tr>
<td>11:15AM-11:30M</td>
<td>Q&amp;A</td>
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<td>Q&amp;A</td>
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<tr>
<td>11:30AM-1:00PM</td>
<td>LUNCH</td>
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<td>LUNCH</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>NICOLE BRICENO Reaching and Teaching All Children in the Classroom</td>
<td>SHENIKIA ROBINSON and DARNA’ ROBINSON</td>
<td>LEE ANNE GRACE BARNES</td>
<td>LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
<td>LIMEUL EUBANKS Collages Inspired by Eric Carle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empowering Children’s Lives Through Language</td>
<td>Utilizing Music to Foster Early Literacy</td>
<td></td>
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<tr>
<td>2:15PM-2:30PM</td>
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<td>BREAK</td>
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<tr>
<td>2:30PM-3:45PM</td>
<td>NICOLE BRICENO Reaching and Teaching All Children in the Classroom</td>
<td>SHENIKIA ROBINSON and DARNA’ ROBINSON</td>
<td>LEE ANNE GRACE BARNES</td>
<td>LAURA DICKSON Putting it All Together</td>
<td>FINAL QUESTIONS &amp; ANSWERS</td>
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<tr>
<td></td>
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<td>Empowering Children’s Lives Through Language</td>
<td>Utilizing Music to Foster Early Literacy</td>
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<tr>
<td>3:45PM-4:30PM</td>
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# Table of Contents

<table>
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<th>Page</th>
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<td>MTSS Instruction</td>
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<tr>
<td>MTSS Handouts</td>
<td>49</td>
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<tr>
<td>A-B-C, 1-2-3, G-I-F-T-E-D</td>
<td>53</td>
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<tr>
<td>#tech4littles: Using Tech to Enhance Literacy Instruction</td>
<td>76</td>
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<tr>
<td>Supporting English Learners</td>
<td>102</td>
</tr>
<tr>
<td>Simultaneous Bilingual Language Development</td>
<td>128</td>
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</table>
Pre-K Bootcamp

MTSS Instruction

June 22, 2018

Jayda Brantley, Laurie Weathersby
Student Intervention Specialists
jbrantley@mdek12.org
lweathersby@mdek12.org

Mississippi Department of Education

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  
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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

Today’s Purpose
Purpose

- Review State Board Policy
- MTSS Components
- Layered Continuum of Supports
- Accommodations and Modifications
- Interventions or Remediation
Part 3 Chapter 41: Rule 41.1 Intervention

- Previously State Board Policy 4300
- Designed to meet the needs of every student and consists of three tiers of instruction (Tier I, Tier II, and Tier III)
- Revised in August 2016

State Board Policy Update

- School districts must complete, at a minimum, documentation as required for all students in Tier II and Tier III
- Students in Grades K-3 will be referred for a TST meeting within the first 20 days of school if a student has failed one (1) grade
- All Tier III documentation must accompany the student’s cumulative folder upon promotion or transfer to a new school
A multi-tiered system of supports is a framework for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students.
What is MTSS

<table>
<thead>
<tr>
<th>IS</th>
<th>IS Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>A framework for effective problem solving to improve academics and behavioral outcomes for ALL students.</td>
<td>A single curriculum or program</td>
</tr>
<tr>
<td>For ALL students including those who need enrichment</td>
<td>Just for struggling students</td>
</tr>
<tr>
<td>Flexible to meet the unique needs of districts and schools</td>
<td>A one size fits all prescription</td>
</tr>
<tr>
<td>Data informed and evidence based</td>
<td>Based on assumptions or anecdotal info</td>
</tr>
<tr>
<td>Collaborative team based decision making</td>
<td>The responsibility of one person</td>
</tr>
<tr>
<td>A framework to make decisions about the need for further services.</td>
<td>A pre-referral process</td>
</tr>
</tbody>
</table>

MTSS Essential Components

[Diagram showing the essential components of MTSS]
Purpose of a Leadership Team

- Help staff develop, strengthen, or modify effective interventions and instructional strategies
- Promote the use of data-based decision making
- Evaluate impact of instruction and interventions of the tiers
- Locate and provide resources for the staff
## Possible Members and Responsibilities

### Building Principal
- Supports the protocol for the problem-solving process
- Provides allocations of resources
- Monitors staff support/climate
- Sets schedules driven by student needs

### Counselor
- Coordinates and facilitates the school’s behavior intervention program
- Uses Tier I Behavior Screeners to identify behaviors of students and designs behavior interventions
- Provides group and individual counseling to students
- Promotes equity for ALL students

### Leadership Team Facilitator (Interventionist)
- Coordinates and facilitates the school’s academic intervention program
- Collaborates with teachers to identify needs of students
- Assist teachers with the collection of data and analysis of data results
- Schedules “data days”

### Lead Teacher (Instructional Specialist)
- Develops, leads, and collaborates with teachers in schoolwide implementation of MTSS
- Trains and provides ongoing coaching to school leadership teams and teachers on the MTSS framework
- Supports teachers in identifying student needs and providing appropriate interventions

### General Education Classroom Teacher
- Provides high quality classroom instruction to ALL students
- Screen and progress monitor to determine instructional needs and measure student progress
- Leads Tier I instruction and support
- Combines classroom instruction with additional intervention supports

### Special Education Teacher
- Serves as an advocate, connector, and collaborator
- Develops IEPs
- Provides instruction to students (co-teaching)
- Coordinates program implementation across many students
### Possible Members and Responsibilities

<table>
<thead>
<tr>
<th>Parent</th>
<th>Student (adjust for age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides student’s information and participates in individual problem solving</td>
<td>- Participates in problem solving and development of interventions</td>
</tr>
<tr>
<td>- Prioritizes concerns</td>
<td>- Participates in goal setting and monitoring of progress toward the goals</td>
</tr>
<tr>
<td>- Maintains attitude of consensus building</td>
<td></td>
</tr>
<tr>
<td>- Participates in intervention development, implementation, and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Other**

(Related Services, Medical, EL, Gifted, District Office Personnel, etc.)

- Collaborate to identify and implement therapeutic and special education interventions
- Support and address student needs and total school accountability
- Offer expertise and understanding of the use of data when making instructional decisions
- Identify and analyze existing literature on assessment and intervention approaches

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**Preschool Coordinator/Director**

- Assist with fidelity of interventions through observations and assisting with data collection
- Establish monthly meeting schedules
- Take notes regarding student progress
- Analyze program data at least three times a year
- Consult with local district personnel as students advance through tiers and may need intervention in related areas
Shared Leadership

- Open communication should be established between the parents and the Pre-K teacher and administrator/director

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Family, School, and Community Partnerships
Family Involvement

- Engage with students and families
- Obtain feedback from family members and school staff
- Provide family members multiple opportunities to engage with the school
- Facilitate communication between home and school
- Provide families information needed to support their children's educational progress

Community Involvement

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity in the partnership
- Maintain an "open door policy" with community members
- Invite community members to serve in various roles within the school
Family and Community Partnerships

- Family is your biggest support system
- Maximize the time students have at home to reinforce skills they are learning at school

Absences

When Do Absences Become a Problem?

- **CHRONIC ABSENCE**
  - 18 or more days
- **WARNING SIGNS**
  - 10 to 17 days
- **GOOD ATTENDANCE**
  - 9 or fewer absences

Note: These numbers assume a 180-day school year.
Data-Based Problem Solving and Decision Making

Data Problem Solving Process

- Define the Problem
- Evaluate the Plan
- Analyze and validate the problem
- Develop a Plan
- Identify variables that contribute to the problem
- Implement the Plan as Intended
- Progress Monitor
- Modify as Needed
- Response to Instruction and Intervention
Data

- Review available data at the preschool level including observations, checklists, and portfolios
- Look for trends in the data and discuss concerns
- Keep on file and review any diagnosis from a pediatrician or diagnostician

What to Save in an MTSS Portfolio

- A collection of work samples and observations tied to early learning guidelines
- Items that represent the child’s typical work (not just their best work)
- Information to support your observations such as photos of the child performing the goal
Layered Continuum of Supports

Tier I

“Tier I is the first line of defense.”
Tier I - High Quality Instruction

- Instructional strategies that address patterns of weaknesses among students
- ALL students receive instruction within an evidence-based, scientifically researched core program
- Differentiation occurs to meet the needs of ALL students
- High-quality instruction can make a substantial difference for struggling students

Differentiation

What is differentiation?

- Tailoring instruction to meet individual needs
- Reaching out to an individual or small group to vary your teaching in order to create the best learning experience possible
Tier I Behavior – Universal Supports

- Core programs and strategies provided to all students within the school
- 3-5 broad school-wide behavioral expectations

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Tier I

“The classroom teacher is the ‘first responder’ for students with academic delays.”

-Jim Wright
ALL Students

Teacher Growth Rubric

<table>
<thead>
<tr>
<th>CLASSROOM INSTRUCTION</th>
<th>DIFFERENTIATED INSTRUCTION</th>
<th>CLASSROOM MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students actively engaged in learning. Domain 3, Standard 3</td>
<td>Teacher uses activities to support instruction (i.e., advanced organizer, mini lesson, or closure). Domain 3, Standard 10</td>
<td>Use of smooth transitions: providing transition activities for students. Domain 3, Standard 6</td>
</tr>
<tr>
<td>Content is at instructional level. Domain 2, Standard 4</td>
<td>Teacher is aligned to learning goals. Domain 1, Standard 1</td>
<td>Procedures and rules are clearly communicated in the classroom. Domain 3, Standard 6</td>
</tr>
<tr>
<td>Students answering questions correctly. Domain 2, Standard 3</td>
<td>Teacher engages with students to the needs of the students differ. Domain 1, Standard 2</td>
<td>Teacher actively supervises student behavior by reassigning, moving around room, and interacting with students. Domain 3, Standard 5 and Domain 3, Standard 6</td>
</tr>
<tr>
<td>Students ask questions. Domain 3, Standard 5</td>
<td>Teacher provides guided practice and modeling in learning new concepts. Domain 2, Standard 4</td>
<td>Teacher encourages students to take ownership for actions and fosters respect among all students. Domain 3, Standard 5 and Domain 3, Standard 7</td>
</tr>
<tr>
<td>Teacher communicates expectations of lesson. Domain 2, Standard 5</td>
<td>Teacher provides a variety of techniques to support students in making meaning of content. Domain 4, Standard 4</td>
<td>Teacher groups students to work on...</td>
</tr>
</tbody>
</table>
**Tier II Supplemental Instruction**

- Some students will need more support in addition to the school-wide supports
- Evidence-based, targeted, supplemental, skill-building intervention
  - Systematic, explicit, and aligned with Tier I instruction
  - Individual or small group targeted instruction/intervention and supplemental supports with similar skill building needs.
  - In addition to Tier I academic and behavior instruction and supports

**Making the Decision to Move to Tier II**

- Look at data to determine when to move to Tier II
  - Discrepancy on universal screener when compared to class peers
  - Improvement never meets or exceeds intervention group
  - Standard scores on mastery test are below a given percentile (25th percentile)
  - Scores on specific skills are below basic or proficient, Level 1 or Level 2
  - Failing grades (least reliable source)
Tier II Supplemental Instructional

- Typically reserved for 15% to 20% of students in the class
- Small group settings (no more than six)
- 20-30 minutes at a minimum/ 3-5 days a week
- Progress monitoring every other week
- Computer interventions may be utilized along with teacher led instruction

Tier II Strategies

- Provide instruction with modeling
- Check that students are doing the activity correctly
- Have students demonstrate what they are doing
- Have students repeat instructions
- Provide corrective feedback to individual students
- Provide multiple examples
Tier II Behavior – Focused Supplemental Supports

- Students who need additional help
- To reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems

Critical Features of Tier II Interventions for Behavior

- Small Group
- Matched to Student Need(s)
- Explicit Instruction of Skills
- Structured Prompts for Appropriate Behavior
- Opportunities to Practice
- Frequent Feedback to Students
- Fading Supports
Moving a Child to Tier III

- Not making progress at Tier II
- When a student is having severe problems at Tier I that needs immediate attention in Tier III
  - Multiple retentions
  - Several grade levels below in reading/math
Tier III Intensive Interventions and Instructional Supports

• Tier III is for students who demonstrated little to no progress in Tier II

• Typically reserved for 1-5% of students in a class
  - The most intensive instruction/intervention
  - Smaller group setting (1-3 students)
  - 30-60 minutes at a minimum/ 4 days per week
  - Progress is monitored more frequently to determine students' response to intervention, typically 1 time per week

• Intervention is provided by school personnel who are highly trained with the areas of the academic need indicated by the student performance data

• Not intended to replace Tier I

• Fidelity checks should be conducted regularly to determine if the intervention was implemented the way it was intended
Tier III Intensive Interventions and Instructional Supports

- Documentation
  - Does the information on the teacher narrative match the intervention?

- Implementation
  - Are sign-in sheets available for my students to track their attendance?
  - Does the intervention support the data from the assessments (STAR, MAAP,…)

Tier III Behavior – Intensive Supports

- Intensive programs and strategies for students who need individualized supports
- Complete a Functional Behavioral Assessment (FBA)
- Develop a comprehensive intervention support plan
Child Find

• Follow Child Find Procedures

Child Find is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student’s need for special education and related services.

Accommodations
And Modifications
Accommodations and Modifications

Success for ALL (English Learner, gifted, special education) students can be significantly impacted by implementing appropriate accommodations and modifications

- **Accommodations** don’t change the actual content being delivered. They’re add-ons, tools that ensure that students can demonstrate what they know without lessening their expectations.

- **Modifications** are changes made to the core content so that the learning objectives are different and more accessible for the student.

Intervention or Remediation
## Intervention

- Provided to accelerate growth in an area of identified need with systematic and explicit instruction
- Provided by both special and general educators, and are based on training, not titles
- Designed to improve performance relative to a specific, measurable goal
- Based on valid information about current performance
- Includes ongoing student progress monitoring

## Effective Intensive Interventions

- Very small groups
- Increased dosage
- Appropriate curriculum
- Powerful instruction
- Targeted toward specific identified weakness
- Constant monitoring
- A sense of urgency
- Collaboration among teachers
**Remedial Instruction**

- Uses individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Utilizes instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate

**Intervention vs. Remediation**

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data informed</td>
<td>Re-teaching</td>
</tr>
<tr>
<td>For students who need supplemental support in academic or behavior skills (Tier II)</td>
<td>Remedial program for students who are not performing well and need reinforcement</td>
</tr>
<tr>
<td>Meets the needs of all students</td>
<td>Reviews previously taught skills</td>
</tr>
<tr>
<td>Targets specific learning difficulties</td>
<td>Struggles with one subject area like reading, writing, or math</td>
</tr>
<tr>
<td>Systematic and explicit instruction of identified deficits with individual skills</td>
<td>Typically, short term</td>
</tr>
<tr>
<td>Deficit area has been described</td>
<td>Spiraling review in addition to new content</td>
</tr>
</tbody>
</table>
## Intervention vs. Remediation

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intervention to be utilized has been identified</td>
<td>Teachers differentiate their instruction</td>
</tr>
<tr>
<td>Determine the evaluation criteria to be used</td>
<td>Target students individually</td>
</tr>
<tr>
<td>Implemented by classroom teacher, interventionist, or other designated personnel</td>
<td>Uses classroom data to determine which skills need improvement</td>
</tr>
<tr>
<td>Utilizes a specific evidence-based intervention program</td>
<td>Utilizes small groups or work stations</td>
</tr>
<tr>
<td>For students who need more intensive and frequent support (Tier III)</td>
<td>Chunks skills into small tasks rather than giving one large task</td>
</tr>
</tbody>
</table>
Evidence-Based Instruction and Intervention Practices

• Critical elements to improve quality, efficiency, and effectiveness of practice
  - Clearly defined features
  - A well specified delivery process
  - Clearly defined outcomes
  - Empirical support
  - Collection and use of data (fidelity and impact data)

• Considerations for selection of practices: need, fit, resources, evidence, readiness, and capacity
Levels of Evidence

• Demonstrates a Rationale…

  - Has not been studied with a well-defined study
  - Evidence building opportunity for effectiveness
  - Strong supporting logical evidence
  - What are we going to do to make sure we evaluate it?

Evidence-Based Instruction and Intervention Practices

Resources

WHAT WORKS CLEARINGHOUSE
An initiative of ED’s Institute of Education Sciences. A resource for locating the evidence on various education interventions.
http://ies.ed.gov/ncee/wwc/

JOHNS HOPKINS SCHOOL OF EDUCATION
http://education.jhu.edu/research/CTE/Programs/birthto21/boundlesslearning.html

US DEPARTMENT OF EDUCATION
Non-Regulator Guidance: Using Evidence to Strengthen Education Investments

GUIDES FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS FOR SCHOOL IMPROVEMENT
http://fcr.org/essa/
Evidence-Based Instruction and Intervention Practices

Additional Resources may be found on the MDE website on the School Improvement page

http://www.mde.k12.ms.us/OSI/evidence-based-programs

Universal Screening and Progress Monitoring
Universal Screening

• Provides repeatable data collection of academic and behavioral skills
• Identifies students making adequate progress with the curriculum
• Provides data to evaluate the quality, equity, and efficiency of a school’s core instruction and supports

Universal Screening

• The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist

[Checklist with pencil icon]
Universal Screening

APPENDIX G
The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist

Child Name ___________________  Teacher Name ___________________
School Name ___________________  School Year ___________________

College and Career Readiness Standards  APPROACHES TO LEARNING

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAY</td>
<td>OBSERVATIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>AL.P.1 Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL.P.2 Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL.P.3 Exhibit creativity and imagination in a variety of forms (e.g., role plays and language)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL.P.4 Demonstrate active engagement in play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURiosity &amp; Initiative</td>
<td>OBSERVATIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>AL.CI.1 Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL.CI.2 Ask questions to seek new information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL.CI.3 Make independent choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL.CI.4 Approach tasks and activities with flexibility, imagination, and inventiveness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress Monitoring

- Facilitates decision making practices that are based on monitoring tools
- Provides a basis for evaluating instructional programming as the instruction is occurring
- Guides the process of matching and adjusting goals, materials, levels, and grouping to the student needs
- Aids communication with students, families, and other professionals
- Continues once a student is eligible for special education services
Progress Monitoring

• Utilize portfolios that have been created and developed to monitor student progress. A portfolio checklist has been provided

• Teacher anecdotal notes and general assessment information can also be used for progress monitoring

Resource Mapping and Matching
MTSS
ACTIVITY
Connection/Reflection

MDE Websites

Dyslexia
https://www.mdek12.org/OAE/OEER/Dyslexia

Intervention/RtI
https://www.mdek12.org/OAE/OEER/InterventionServices

Elementary Education and Reading
https://www.mdek12.org/OEER

Literacy
https://www.mdek12.org/Literacy

Math
https://www.mdek12.org/secondaryeducation/mathematics
Family Guide for Student Success

- Outlines what students should learn at each grade level from pre-kindergarten through eighth grade.
- Includes ways for parents to encourage their child’s academic growth by reinforcing classroom activities at home.
- Details what all students should know and be able to do at the end of each grade.
- Provides expectations that will help students meet College and Career-Ready Standards.

Resources

- RTI Action Network, Pre-K Resources [http://www.rtinetwork.org/pre-k](http://www.rtinetwork.org/pre-k)
- ¡Colorin Colorado! [www.colorincolorado.org](http://www.colorincolorado.org)
Resources for Behavior

- Michigan’s Integrated Behavior and Learning Support Initiative [https://miblsi.org](https://miblsi.org)
- Missouri Schoolwide Positive Behavior Support [http://pbismissouri.org](http://pbismissouri.org)

Sample Universal Screeners for Behavior

- Emotional and Behavioral Screener (EBS)
- Behavioral and Emotional Screening System (BASC-2/BESS)
- Social Skills Improvement System (SSIS)
- Strengths and Difficulties Questionnaire (SDQ)*
- Student Risk Screening Scale (SRSS)*
- Systematic Screening for Behavior Disorders (SSBD)
SWIFT Resources

• This website houses resources and tools for schools and districts to use toward the implementation of the SWIFT domains and features. http://www.swiftschools.org/

• This tools chart presents information about academic intervention programs. The chart reviews studies about the intervention programs. http://www.intensiveintervention.org/chart/instructional-intervention-tools

• This tools chart presents information about academic progress monitoring tools organized in two charts. One includes tools that are General Outcome Measures (GOMs) and one includes tools that are Mastery Measures (MM). http://www.intensiveintervention.org/chart/progress-monitoring

Jayda Brantley
Laurie Weathersby
Student Intervention Specialists
jbrantley@mdek12.org
lweathersby@mdek12.org
Multi-Tiered System of Supports: A framework for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students.

Six Essential Components of MTSS:

- **Shared Leadership:** Helps staff develop, strengthen, or modify effective interventions and instructional strategies

- **Family, School, and Community Partnerships:** Engage students, families, and communities to provide information needed to support children's educational progress

- **Data-Based Problem Solving and Decision Making:** Review available data to make decisions for students to be best supported in the Tier Process

- **Layered Continuum of Supports:** Includes the Three Tiers of Support for ALL students

- **Evidence-Based Instruction, Intervention, and Assessment:** Should be represented by one of the four Levels of Evidence with clearly defined features, a well specified delivery process, and clearly defined outcomes

- **Universal Screening and Progress Monitoring:** Universal Screening provides data to evaluate the quality, equity, and efficiency of a school's core instruction and support. Progress monitoring guides the process of matching and adjusting goals, materials, level, and grouping to the students' needs
Pre-School Foundational Skills Intervention Ideas

Building Block Activities

ELA.RF.1c – Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.

❖ Using Building Blocks write uppercase letters and lowercase letters on individual building blocks. Have students match them and connect them together.

ELA.RF.1d – Differentiate letters from numbers.

❖ Using Building blocks write letters and numbers on individual blocks. Have students connect the letters together and the numbers together separately.

ELA.RF.2b – Explore and recognize rhyming words.

❖ Write recognizable cvc words on individual blocks. Have students connect the words together that rhyme, creating word families with the blocks.

ELA.RF.3b – Recognize own name, environmental print, and some common high-frequency sight words.

❖ Using building blocks write the letters of the students name on each block. The student will line the letters up in the correct order to spell their name. (You can also do this activity with common high-frequency words.)
Tips on Collecting and Analyzing Data at Pre-K Level

Focus on a standard or area of learning such as fine motor or math (you may focus on several standards at one time depending on the student) and measure progress

Choose a benchmark (such as pencil grasp or recognition of shapes)

Use observations to guide instruction

Systematically and continuously observe authentic situations/activities

When observing and documenting stick to the facts
- What you see
- What you hear
- What the student says
- What the student does

Collect work samples

Attach observations to work sample
- Sticky notes
- Index cards
- Address labels
- Portfolio collection form

Words and phrases to use when documenting (be factual)
- She often chooses...
- I saw her....
- He said....
- I observed a pattern of....

When summarizing a student’s progress
- Record growth and/or mastery on certain skills
- Note what will be your next step(s)
- Include information on what you will continue
Small-Group Observation Form

Date: ____________________ Activity: ____________________

Goal(s): ____________________

<table>
<thead>
<tr>
<th>Child's Name:</th>
<th>Child's Name:</th>
<th>Child's Name:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

From Focused Observations: How to Observe Young Children for Assessment and Curriculum Planning, Second Edition by Gaye Gronlund and Marilyn James, © 2013. Published by Redleaf Press, www.redleafpress.org. This page may be reproduced for individual classroom use only.
A•B•C, 1•2•3, G•I•F•T•E•D

June 22, 2018

Jen Cornett
Gifted Education Specialist
jcornett@mdek12.org

Mississippi Department of Education

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  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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

Brains on Fire
If a child’s brain has developed differently than the norm, would you assume they required educational supports?

- Remarkably intense
- Diffuse metabolizers (fuel for the brain) efficiently
- Brain activity is planned and complex
- Requires coordination for diverse visual, spatial, verbal, and sensory areas of the brain
Brains on Fire

- Enhanced activation
- Enhanced awareness
- Strong initial impressions
- Intense and vivid recollections
- Increased memory capacity and efficiency
- Gifted thinkers make connections in ways other people do not.
- Associations
- Analytical
- Organizational

Brains on Fire

- Vivid sensing
- Prodigious memory
- Greater fund of knowledge
- Frequent and varied associations
- Greater analytic ability
- Sensory, emotional, and memory overload
- Hypersensitivity
- Disorganization
- Distractibility
- Delayed processing (analysis paralysis)
- Mental fatigue
Development of Gifted Preschool Children

Typical Child Development

Areas of Development
- Academic - Math
- Motor (fine or gross)
- Academic - Verbal
- Social
- Special talent
- Emotional

Imagine the rings of a tree trunk. The outermost ring tells us the chronological age of the tree. Using similar imagery, this slide, with its pie-shaped sections, is a simplified depiction of typical child development. Typical children develop at a typical rate, achieving developmental milestones and grade level learning within a typical age range.
Development of Gifted Preschool Children

Asynchronous Development

Areas of Development

- Academic - Math
- Motor (fine or gross)
- Academic - Verbal
- Special talent
- Emotional
- Social
- Ring of Chronological Age
- Academic - Math
- Ring of Chronological Age
- SPECIAL TALENT
- EMOTIONAL
- MOTOR
- SOCIAL
- ACADEMIC VERBAL

Asynchronous = uneven development. Gifted children in their development are out of step with their same-age peers. Also, each gifted child is different in their asynchronous development. For example, imagine a layer on the end of each pie shape which would pull or push the area of development according to the individual child. ASYNCHRONOUS development is the HALLMARK of giftedness.

Development of Gifted Preschool Children

Intense Concentration

Uninterrupted work; personal passions and interests

Difficult transitions; ignores others or activities
### Deep Understanding

| + Can visualize and describe difficult tasks | + May not have the ability to participate or may be frustrated by limitations |

### Development of Gifted Preschool Children

| + Prefers Older Friends | + Seeks similar style of play or passion for a topic |

| - Not easily accessible; may not be appropriate | - |

---

**Development of Gifted Preschool Children**
Development of Gifted Preschool Children

Extensive Vocabulary

- Large vocabulary; agile use of language
- Manipulates; dominates conversations

Excellent Memory

- Remembers facts and encountered information
- Frustrated by repetition; remembers everything
Development of Gifted Preschool Children

Sense of Humor

- Understands puns and playful language
- Misunderstood by peers; humor can be hurtful

Highly Active and Alert

- Learns through movement
- May not nap; frustrated with perceived inactivity
Development of Gifted Preschool Children

Observant

- Joy in small moments
- Does not miss any details

Sensitive

- Understands various aspects of information
- Sensitive to feedback; becomes overwhelmed
Development of Gifted Preschool Children

Fearful

Understand complex issues
Lack the experience to comprehend; worries about unknowns

Development of Gifted Preschool Children

Extreme Curiosity

Makes unusual connections
Excessive interests; asks embarrassing questions
Development of Gifted Preschool Children

Abstract Reasoning

Sees the bigger picture | Continues to question; never satisfied with one why

Milestones
Development of Gifted Preschool Children

Milestones: Birth - 4 Months

• Makes eye contact soon after birth and while nursing
• Does not like being left in infant seat
• Happiest while interacting with others
• Very alert (others comment)

Milestones: 4 Months to 12 Months

• Shows purpose with play (toys)
• Pays attention when read to or watching TV
• Does not miss a thing
• Follows directions, knows routine
Development of Gifted Preschool Children

Milestones: 12 Months to 18 months

- Obvious interest in letters, numbers, books, and talking
- Does not chew or tear books
- Obvious interest in competence; insists on independence
- Tries hard to please; feelings are easily hurt

<table>
<thead>
<tr>
<th>Developmental Milestone</th>
<th>Normal Development</th>
<th>Advanced Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolls over</td>
<td>3 months</td>
<td>2 months</td>
</tr>
<tr>
<td>Sits alone</td>
<td>7 months</td>
<td>4 months</td>
</tr>
<tr>
<td>Walks alone</td>
<td>13 months</td>
<td>9 months</td>
</tr>
<tr>
<td>Scribbles spontaneously</td>
<td>13 months</td>
<td>9 months</td>
</tr>
<tr>
<td>Turns pages of book</td>
<td>18 months</td>
<td>13 months</td>
</tr>
<tr>
<td>Throws ball</td>
<td>48 months</td>
<td>33 months</td>
</tr>
<tr>
<td>Draws person with two body parts</td>
<td>48 months</td>
<td>33 months</td>
</tr>
</tbody>
</table>
### Development of Gifted Preschool Children

<table>
<thead>
<tr>
<th>Developmental Milestone</th>
<th>Normal Development</th>
<th>Advanced Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>First word</td>
<td>8 months</td>
<td>5.5 months</td>
</tr>
<tr>
<td>Vocabulary: 4 – 6 words</td>
<td>15 months</td>
<td>10.5 months</td>
</tr>
<tr>
<td>Vocabulary: 20 words</td>
<td>21 months</td>
<td>15 months</td>
</tr>
<tr>
<td>Combines words spontaneously</td>
<td>21 months</td>
<td>15 months</td>
</tr>
<tr>
<td>Uses simple sentences</td>
<td>24 months</td>
<td>17 months</td>
</tr>
</tbody>
</table>

### Development of Gifted Preschool Children

**Milestones: 18 Months to 24 months**

- Communication is clear; understands others
- Needs to complete tasks on their own in their own way
- Cannot be tricked into distraction from selected activity
- Mature sense of humor
- Activity is purposeful
- Bossy; loses interest when age peers cannot perform the same tasks
- Pays attention to the feelings of others
- Insists on knowing why before compliance
Milestones: 2 years to 3 years

- Catches mistakes
- Holds adults to promises and plans
- Prefers adults and older children to same age peers
- Throws tantrums when removed from self-selected activities
- May cooperate, will not comply
- Highly competitive
- Obsesses on interests and personal mistakes

Milestones: 3 years to 4 years

- Increasing interest in finding answers
- Highly inquisitive
- Loves to debate and reason
- Worries about the future and unknowns
- Dismissive of others who do not process the same way
- Clever and manipulative
- Perfectionistic
Development of Gifted Preschool Children

Milestones: 4 years to 5 years

- Reading simple books and chapter books happens spontaneously
- Interested in topics above age level; can become frightened from lack of experience
- Questions self-worth and the meaning of life
- Huge vocabulary and memory of facts, events, and information
- Seeks meaningful and intelligent conversation about interests

Meet

Noah Ritter

https://www.youtube.com/watch?v=bi2NgISjcgI
Meeting the Needs of Preschool Gifted Children

A variety of opportunities and experiences are required in order to translate potential into performance.
Meeting the Needs of Preschool Gifted Children

Compare and Contrast

Meeting the Needs of Preschool Gifted Children

Create New Groups
Meeting the Needs of Preschool Gifted Children

Educated Guesses
(Risks Based on Knowledge)

Meeting the Needs of Preschool Gifted Children

What Ifs
Meeting the Needs of Preschool Gifted Children

Record a Story

Meeting the Needs of Preschool Gifted Children

Create a Hero
Meeting the Needs of Preschool Gifted Children

Squiggle

Meeting the Needs of Preschool Gifted Children

Cost of Life
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tinyurl.com/tech4littles

#tech4littles

Using Tech to Enhance Literacy Instruction

Summer 2018

Melissa Banks
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Instructional Technology Specialist (K-12)
Office of Elementary Education and Reading
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.

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Local school districts have discretion over which technology partners and products are utilized in their districts. For legal advice regarding technology services, please contact your local school board attorney.

Technology

Should not...
- add unnecessary screen time.
- be used in isolation.
- replace hands-on activities.
- replace real life experiences.

Should...
- be interactive.
- allow for student collaboration.
- promote discovery learning.
- encourage creativity, problem solving, and reflection.
Multisensory Learning

Teaching to engage more than one sense at a time.

- Integrates kinesthetic (movement), visual, auditory, and tactile (touch) learning elements
- Activates different parts of the brain
- Gives students more than one way to make connections and learn concepts

References:
- Phonics Instruction: the Value of a Multi-sensory Approach
- Multisensory Structured Language Teaching Fact Sheet
- Multisensory Instruction: What You Need to Know
Kinesthetic

Super Simple Songs
https://supersimpleonline.com/

- Fun, animated songs that cover many literacy and math skills
- Free resources include lyrics, flashcards, games, etc.
Kinesthetic

Super Simple Songs, Down By the Bay #3: [https://youtu.be/Tm_O2tDjLk](https://youtu.be/Tm_O2tDjLk)

Rhyming words

Super Simple Songs, A-I Review Chant (Uppercase): [https://youtu.be/7iGjiLW774Q](https://youtu.be/7iGjiLW774Q)

Phonics
Kinesthetic

Free Resources

GoNoodle
https://www.gonoodle.com/
Videos that activate kids’ bodies and brains

Move to Learn
https://movetolearnms.org/
Songs, videos, and lesson plans that get kids moving and enhance learning
Sight Words
http://www.sightwords.com/

- Sight word flash cards and games
- Phonemic Awareness teaching strategies and resources
- Counting teaching strategies and resources
- Instructional videos

*NOTE: Curriculum on this site is based on Georgia Early Learning and Development Standards*
Visual

SIGHT WORDS
Flashcards

http://www.sightwords.com/sight-words/

Visual

SIGHT WORDS
Games

http://www.sightwords.com/sight-words/
Visual

SIGHT WORDS

Phonemic Awareness

Basics
Learn about phonemic awareness, phonological awareness, and phonemes and why they are so important for learning to read. More

Curriculum
A comprehensive curriculum for teaching phonemic awareness, including lesson plans with scope and sequence. More

Before You Start
Become these critical concepts before you jump in. More

Teaching Tips
Tips and suggestions for using our curriculum and planning your own (phonemic) awareness lessons. More

Pacing, Assessment, & Fast Track
These tools will help you dictate when to begin and

Sound Pronunciations
Learn to pronounce sound (phonemic) properly, so it's easier for your child to learn how to

http://www.sightwords.com/phonemic-awareness/

Visual

SIGHT WORDS

Phonemic Awareness

Sentences & Words

C3-C6

Visual

Quizlet
https://quizlet.com/

- Create your own flash cards
- Add images and audio
- Assign to students in small group or work together in whole group
- Available for iPad and Android

Limited with free account. Full teacher license is $34.99/year.

Visual

Flashcards

https://quizlet.com/_2u0zkl
Photos
- Create your own “I Spy” game
- Photo scavenger hunts
- Document learning or creation
- Research authors, animals, places, cultures, machines, etc.
Flipgrid
https://flipgrid.com

- Record 60-90 second video responses to posed questions
- Add “stickers” to posts
- Available for iPad, iPhone, and Android

Ideas for using FlipGrid in the Kindergarten class
Tell About This ($2.99)
http://www.tellaboutapp.com/

- Record audio directions and responses to photo prompts
- Choose from 100 preset prompts or create your own
- Save to app

App for iPad/iPhone only

WriteReader
https://writereader.com

- Enter text, select images from the image library, or upload their own images
- Record student’s voice narrating the story
- Teachers can revise or translate students’ writing on each page
Resources to help get started using WriteReader:

- Richard Byrne's Blog, Learning to Read by Writing Using WriteReader

- Monica Burns Class Tech Tool's Blog, WriteReader K-5 Early Literacy Tool for Authoring Books

- Edutechchick's Blog, The Ultimate Guide to Using WriteReader with Your K-5 Class

Chatterpix Kids

http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpixkids/

- Create “talking” images with a 30 second voice recording
- Add photo filters and stickers
- Save to camera roll

App for iPad/iPhone only
Seesaw
https://web.seesaw.me/learn-more/

- Create a digital portfolio
- Add images, video, text, drawings, or voice recordings
- Communicate with parents
- Available for iPad, iPhone, and Android
Auditory

ClassDojo
https://www.classdojo.com/#LearnMore

- Create a digital portfolio
- Add images, video, text, drawings, or voice recordings
- Communicate with parents
- Manage student behavior
- Available for iPad, iPhone, and Android
Teaching Students to Use the Tech

- **TEACH** students how to properly use and care for the device.
- Create classroom procedures for technology devices.
- Interact with students while they use the device.
1 Discuss physical features. Shape, Weight, Look, Feel
   • What do you think is inside?
   • What is it made of?

2 Discuss device parts. Screen, Buttons, Volume, etc.
   • Discuss the function of these parts.
   • Tell how to care for these parts.
   • Have you seen one of these before? If so, where?
   • Who was using it?
   • What were they doing with it?
   • How do you think this works with only a few buttons?
Model simple navigation.

- Turn it on.
- Discuss the difference between swiping and scrolling.
- Model swiping and scrolling.
- Discuss apps.

Discuss technology procedures.

- Holding and carrying the device.
- Retrieving and storing the device.
- Turning device on/off.
- Keeping volume level appropriate.
- Being gentle.
- Misusing device has consequences.

Reference:
*Teaching in the Digital Age: Smart Tools for Age 3 to Grade 3* by Brian Puerling
Teaching Students to Use the Tech

APP INTRODUCTION

1. Introduce the application.
   - Title
   - Location on screen
   - Icon Image

2. Walk through the application.
   - Model what students will do.
   - Discuss the task.
   - Connect to prior knowledge.
3 Have a student model for the class.
- Find and open the app.
- Navigate the app.
- Model the task for the day with the app.

4 Review navigation skills and device procedures.
- Scrolling
- Swiping
- Holding/carrying
- Retrieving/storing
Additional tips for using computers or tablets with young children:

- Matt Miller
  http://ditchthattextbook.com/2016/08/22/12-tips-for-using-google-apps-with-young-students/

- Christine Pinto
  http://christinepinto.com/gafe-login/

Teaching Students to Use the Tech

Color code your keyboards and create matching login cards

Step-by-step guide:
http://christinepinto.com/2016/09/05/colored-tape-rows-on-the-keyboard/
Before you go...

A few more resources

Additional Resources
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Supporting English Learners

Early Childhood Boot Camp

June 2018

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Mississippi Department of Education

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
Session Goals

- Understand Early Childhood English learners
- Understand the stages of second language acquisition for early childhood
- Review classroom set-up/organization that will benefit early childhood ELs
- Review strategies/activities to engage ELs

Early Childhood English Learners

- Considered dual language learners
- Still learning their first language
- Need scaffolded support in English to build vocabulary and language skills
Dual Language Learners

Bilingualism aids ELs in:

- better working memory
- enhanced executive function
- ability to easily switch from one task to another
- persistence in completing challenging tasks

EL SIMULATION
Guidance in Preparing for the EL Simulation

- Be present.
- Pay attention to your feelings.
- Recognize behaviors coming from a place of discomfort.
- Be ready to reflect on what was helpful to you.

EL SIMULATION 1 – No Supports
Debrief:

- How did you feel and act throughout the simulation?
- What actions were visible in yourself and your peers when put into the simulation scenario? As an educator, have you seen these same actions from EL students in classrooms you support?
- How did this help you understand the importance and value of instructional supports?

EL SIMULATION 1 – No Supports

EL SIMULATION 2 – With Supports
Simultaneous Bilingualism is when a child learns two languages at the same time

- The developmental pathway is similar to how monolingual children acquire language
- One language may dominate
Simultaneous Bilingualism

- https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content;jsessionid=Lry5UpGvscR4E4VPD-milQ***?action=2&sclId=514692&scild=18671

Sequential Bilingualism

Sequential Bilingualism is when children learn a second language after age 3

- Varies depending on the child’s individual characteristics and their language learning environment
- Follows a four stage sequence of development
Stages of Second Language Acquisition for Preschoolers

- Home Language
- Nonverbal Period
- Telegraphic and Formulaic Language
- Productive Language

Home Language Use

- Students will often continue to speak in their home language
- Students will try to get others to understand them
- Time period may be short or may last for months
Nonverbal Period

• Student rarely speaks
• Student uses nonverbal communications (gestures, facial expressions, etc.)
• Student is actively learning features, sounds and words in the second language
• Length of time varies
• Language assessments results may underestimate the students true language capacity

Telegraphic and Formulaic Speech

• Student uses simple words or phrases involving the use of formulas to express whole thoughts
  Example: “Me down” indicating the child wants to go downstairs
• Formulaic speech refers to chunks of words or even syllables that represent what the child has heard.
  Example: child may repeat “Lookit” when trying to get others to engage in their play after having heard it from other children
Productive Language

- Students can now create their own phrases and thoughts
- Language may be very simple at first
- Errors in usage may occur due to the child’s continual learning or vocabulary, usage and structure

Example: “I wanna play.”

Sequential Bilingualism

- [https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content;jsessionid=G5G9eq9kkkXXGVfvuyj8Vg**?action=2&scId=514692&scId=18672](https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content;jsessionid=G5G9eq9kkkXXGVfvuyj8Vg**?action=2&scId=514692&scId=18672)
Code Switching or Language Mixing

- Involves switching languages for portions of a sentence or inserting single items from one language to another
- Not an indication of confusion or an inability to distinguish one language from another
- Stems from lack of sufficient vocabulary in one or both languages

Ex: “Me gusto ice cream” for I like ice cream or “Vamos ir al camping” for We are going camping

Linguistic Borrowing

- Students create their own words borrowing parts of words from both languages

Example: sockatines comes from the English word socks and the Spanish word calcetines
Semantic Expressions

Inaccurately using a word that they believe to be a cognate

Example: “Vamos a comprar las groserías.”; Groserías is not a cognate for groceries. It means “swearword or rude remark”

Calques

• Use of the syntax of one language but the words of another language

Example: I am going to the house of my Uncle Marco. Rather than I am going to my Uncle Marco’s house.
Communicating with English Learners

Communication Strategies

- Use hand gestures and facial expressions
- Maintain a relaxed, confident body language, smile
- Speak slower (not louder)
- Speak clearly
Oral Language Strategies

Activity
ACTIVITY

• Choose a partner.
• For 30 seconds, tell your partner about your favorite vacation or your dream vacation.
• Here’s the catch: *you can’t use any words that have the letter n during your conversation!*
Oral Language 30 Second Conversation

Jorge: Turtles can go.
Teacher: Yes, turtles can go, but where and how?
Jorge: Turtles go maybe fast over.
Teacher: Jorge, tell me more about how turtles go?
Jorge: A turtle go over the road to be safe. I know because I saw it.
Teacher: I have also seen turtles cross a road, and I am glad when they make it all the way across, aren't you?
Jorge: Yeah, go, go turtles!

30 Second Conversations

• Encourages language development by allowing students opportunities to practice fluency and social language
• Allows teachers to scaffold conversation by supplying vocabulary and sentence mazes as needed
• Allows teachers to build rapport with EL students
**30 Second Conversations – Example**

**Teacher:** Hi, Kelli! Did you have a good night?
**Kelli:** Good morning. Yes.

**Teacher:** I’m so glad! What did you do after you finished your homework?
**Kelli:** I help cook.

**Teacher:** Who did you help cook?
**Kelli:** I help my mom and grandma.

**Teacher:** I always loved helping my grandma cook. What did you make?
**Kelli:** We cook arroz con pollo and maduros. I help fry the plantains.

**Teacher:** Which was your favorite thing to eat?
**Kelli:** I like maduros. They have a good sauce. It is with garlic and orange juice. It is good.

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**30 Second Conversations**

- 30 Second Conversations can be part of the morning routine as students are welcomed into the classroom.

- Students can conduct 30 Second Conversations with one another to practice social and academic language during structured “Turn and Talk” moments.
Instructional Strategies

- Use visuals
- Use props
- Provide a thematic visual word wall
Oral Language Support Strategies

- Word Whacker
- Mini thematic word walls
- Pass the microphone game

**Word Wacker**

*Transportation Word Wacker*
Take Home Words

Creating a Welcoming Environment

Label everything with photos or clip art labels
Classroom Set-up

• Label classroom items (in all represented languages if possible)
• Provide anchor charts for daily routines with visuals
• Provide a visual schedule
• Maintain routines

Anchor Charts with Visuals

Morning Routine
1. Unpack your backpack.
2. Go to breakfast
3. Sharpen your pencils.
4. Work on your morning work.
Create a Welcoming Classroom Environment

• Utilize pictures that represent all classroom cultures
• Read multicultural books
• Incorporate music with languages of students in the classroom

Resources
Pre K EL Resources

• Pre-K Pages [https://www.pre-kpages.com/esl/](https://www.pre-kpages.com/esl/)


• August 2017 Literacy Focus of the Month [http://mdestream.mde.k12.ms.us/fp/TOTM/August_2017_Tips_of_the_Month.mp4](http://mdestream.mde.k12.ms.us/fp/TOTM/August_2017_Tips_of_the_Month.mp4)
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Simultaneous Bilingual Language Development compared to Monolingual Language Development

<table>
<thead>
<tr>
<th>Developmental Stages</th>
<th>Simultaneous Bilingual Language Development</th>
<th>Monolingual Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The stages are similar, but bilinguals develop two languages instead of one.</td>
<td>Age 1: Most children say their first words (words are in both Spanish and English).</td>
<td>Age 1: Most children say their first words (only in English).</td>
</tr>
<tr>
<td></td>
<td>Age 2: Most children use two-word phrases (Mi pelota, or My Lela for abuela).</td>
<td>Age 2: Most children use word phrases (My juice).</td>
</tr>
<tr>
<td></td>
<td>Age 3: Most children use full sentences (No quiero ir al supermarket), but they use vocabulary from both their languages.</td>
<td>Age: Most children use full sentences (I don't want to go to the store).</td>
</tr>
</tbody>
</table>

Vocabulary

| Knowledge of words is shared between Spanish and English. The bilingual child may have more vocabulary in one language than the other, or the vocabulary may be very topic or context specific. For example, vocabulary related to religion, family, and soccer may be more prevalent in Spanish whereas vocabulary related to TV programs and playing games with siblings may be more prevalent in English. | Monolingual children have developed vocabulary only in English. Similar to bilingual learners, context plays an important role in shaping vocabulary development. Children make associate new words with the objects, people and contexts in which they learned them, just as bilingual learners do, but this is done only in English. |

Use

| Bilingual learners use their two languages when appropriate given the context. Some contexts require the use of both languages simultaneously (a family reunion where everyone is bilingual and both languages are used); others require the use of only one language (going to a religious service in Spanish, for example). | Like bilingual learners, monolingual learners use language based on the requirements of the context (informal versus formal language); however, it is all done exclusively in English. |