

**Macomb Intermediate School District**

# **Early Childhood Specialist Framework 2024-2025**



These materials were provided/developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



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<p>The Macomb Intermediate School District is committed to providing high-quality educational services to our youngest learners. High-quality preschool gives children a strong start on the path that leads to school success.</p>	Introduction and Table of Contents	3
<p>The Great Start Readiness Program (GSRP) Early Childhood Specialist (ECS) is the educational leader and catalyst for continuous quality improvement for each GSRP Classroom. Continuous improvement begins with program leaders who engage themselves and teaching teams in reflecting on strengths and areas for growth. Through observation and feedback, the ECS supports teaching teams and site administrators to provide high-quality preschool with fidelity to the GSRP model.</p>	August/September	4
<p>This document is designed to serve as an ongoing reference for every Macomb County ECS to ensure they have a clear understanding of their role and responsibilities. As we work collaboratively to strengthen all GSRP programs, our goal is that all GSRP teaching teams feel fully supported by their ECS.</p>	October	5
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	<p><b>References</b> Michigan Department of Lifelong Education, Advancement, and Potential. (2023). <i>GSRP Implementation Manual</i>.  Snyder, P., Hemmeter, M. L., &amp; Fox, L. (2022). <i>Essentials of practice-based coaching: Supporting effective practices in early childhood</i>. Paul H. Brookes Publishing Co.</p>	

# August/September

Develop a collaborative relationship with teaching teams to build trust and set the stage for strengths-based coaching. Work with teaching teams to ensure that planned daily routines and classroom arrangements meet GSRP requirements and reflect the comprehensive curriculum model.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>November 1st</i>
<ul style="list-style-type: none"> <li>• Initial visits with Directors/Principals/Teaching Teams</li> <li>• Review required child development screening tool and ongoing assessment tool</li> <li>• Review professional development completed by each teacher and guide teachers on how to register on the MISD website and MiRegistry</li> <li>• Set Classroom Coach/CLASS baseline dates for new teaching teams</li> <li>• Review teacher qualifications and complete or update compliance plans, if needed</li> <li>• Discuss how data will be reviewed as a team and used over the course of the year</li> <li>• Review and approve the daily routine and program calendar prior to the first day of school</li> <li>• Review/sign the MISD Behavior Policy</li> <li>• Review and provide feedback on the GSRP Family Handbook</li> <li>• Review the ECS Framework with teaching teams</li> <li>• Update the GSRP Teacher Roster, including professional development</li> <li>• Review the lesson planning process with teaching teams</li> <li>• Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>◦ New teaching teams</li> <li>◦ Students with behavioral challenges</li> <li>◦ Classrooms that need additional support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoint 1 starts September 3rd</li> <li>• Submit the classroom daily routine to ECS</li> <li>• Submit the program calendar to ECS prior to the first day of school</li> <li>• Submit the GSRP family handbook to ECS</li> <li>• Submit updated compliance plan documentation to ECS</li> <li>• Register for mandatory trainings (ASQ, GOLD/COR, Creative Curriculum/HighScope) and other courses at MISD and MiRegistry</li> <li>• Plan two Family Participation Group meeting dates</li> <li>• Child developmental screeners should be completed within 2 weeks of enrollment and shared with families</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Coach baseline (for new teaching teams)</li> <li>• Compliance plans and updates for teachers/associates (if applicable)</li> <li>• Daily Routine for each teaching team</li> <li>• Calendar for each program</li> <li>• GSRP Family Handbook for each program</li> <li>• Signed MISD Behavior Policy for each teaching team</li> <li>• Sample lesson plan from each teaching team</li> <li>• ECS Classroom Communication Log must be completed for each teaching team every month</li> </ul> <div data-bbox="1444 1044 1927 1318" data-label="Image"> </div>


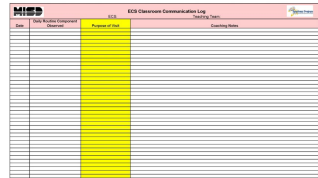
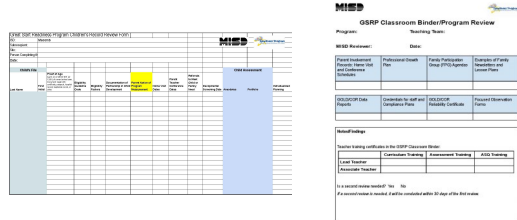
# October

Early in the school year, the Classroom Coach baseline is administered for new teachers to aid in their understanding of the tool to identify the teaching team's strengths and areas for improvement.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>November 1st</i>
<ul style="list-style-type: none"> <li>• Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>◦ New teaching teams</li> <li>◦ Students with behavioral challenges</li> <li>◦ Classrooms that need additional support</li> </ul> </li> <li>• Review documentation in ongoing assessment tool</li> <li>• Complete Classroom Coach/CLASS baselines (if applicable)</li> <li>• Set up feedback sessions for baselines (if applicable)</li> <li>• Review GSRP classroom binder</li> <li>• Review a minimum of 5 child files, including the developmental screening tool. Review additional files if discrepancies are found</li> <li>• Remind Lead Teachers about completing the reliability certification</li> <li>• Share Strengths &amp; Needs Assessment tool with teaching teams</li> <li>• Update the GSRP Teacher Roster</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher GOLD/COR reliability certification due by December 1st</li> <li>• Child developmental screener should be completed within 2 weeks of enrollment and shared with families</li> <li>• Complete Strengths &amp; Needs Assessment by December 1st</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Coach baseline (for new teaching teams)</li> <li>• Compliance plans and updates for teachers/ associates (if applicable)</li> <li>• Daily Routine for each teaching team</li> <li>• Calendar for each program</li> <li>• GSRP Family Handbook for each program</li> <li>• Signed MISD Behavior Policy for each teaching team</li> <li>• Sample lesson plan from each teaching team</li> <li>• ECS Classroom Communication Log must be completed for each teaching team every month</li> </ul> <div data-bbox="1423 1049 1959 1352" style="text-align: right; margin-top: 20px;"> </div>

# November

Provide monthly coaching to teaching teams, which may include observing to provide feedback on techniques or interactions, modeling strategies with children, attending home visits/conferences, offering classroom or professional learning resources, meeting with teaching teams to discuss feedback, strengths and needs, plans, etc.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by December 1st
<ul style="list-style-type: none"> <li>Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>New teaching teams</li> <li>Students with behavioral challenges</li> <li>Classrooms that need additional support</li> </ul> </li> <li>Classroom Coach Reliability Certification (every 2 years)</li> <li>Review GSRP classroom binder</li> <li>Review a minimum of 5 child files, including the developmental screening tool. Review additional files if discrepancies are found</li> <li>Remind Lead Teachers about completing the reliability certification</li> <li>Set up a date and time for a Checkpoint 1 data and Professional Growth Plan meeting with teaching teams</li> <li>Share Strengths &amp; Needs Assessment tool with teaching teams</li> <li>Update the GSRP Teacher Roster</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoint 1 ends December 1st</li> <li>Lead Teacher GOLD/COR reliability certification due by December 1st</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Coach Reliability Certification (renewal every 2 years)</li> <li>Strengths &amp; Needs Assessment for each teaching team</li> <li>GOLD/COR Lead Teacher reliability certificates (renewal every 3 years)</li> </ul> <div data-bbox="1423 760 1936 938">  </div> <ul style="list-style-type: none"> <li>ECS Classroom Communication Log must be completed for each teaching team every month</li> </ul> <div data-bbox="1549 1071 1864 1247">  </div> <ul style="list-style-type: none"> <li>Child file and classroom binder review forms</li> </ul> <div data-bbox="1423 1295 1936 1513">  </div>

# December

Through observation and feedback, the ECS supports teaching teams and site administrators to provide high-quality preschool with fidelity to the GSRP model.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>February 1st</i>
<ul style="list-style-type: none"> <li>• Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>◦ New teaching teams</li> <li>◦ Students with behavioral challenges</li> <li>◦ Classrooms that need additional support</li> </ul> </li> <li>• Ensure Checkpoint 1 is finalized by December 1st. Coach teachers on quality and completion</li> <li>• Assist programs with entering UIC/License numbers in GOLD/COR</li> <li>• Update the GSRP Teacher Roster, including professional development</li> <li>• Data Reflection and Professional Growth Plan Meetings:               <ul style="list-style-type: none"> <li>◦ Review Checkpoint 1 data and Data Reflection Sheet</li> <li>◦ Set a Professional Growth Plan goal (review Strengths &amp; Needs Assessment, Classroom Coach)</li> <li>◦ Review completed professional development and amend PD plans as necessary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meet with ECS for Checkpoint 1 data meeting and Professional Growth Plan goal setting</li> <li>• Print Checkpoint 1 reports to share with families at conferences/home visits</li> <li>• UIC/License numbers must be entered in GOLD/COR by February 1st</li> </ul>	<ul style="list-style-type: none"> <li>• 1st Family Participation Group meeting agenda</li> <li>• ECS Classroom Communication Log must be completed for each teaching team every month</li> </ul> <div data-bbox="1501 576 1869 787" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Data Reflection Sheet and Professional Growth Plan for each teaching team</li> </ul> <div data-bbox="1417 933 1963 1177" data-label="Image"> </div>

# January

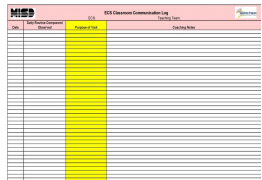
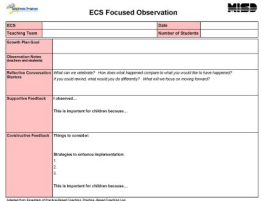
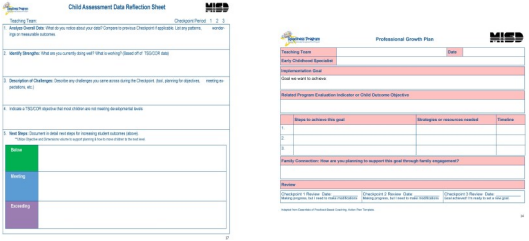
The ECS confidently advocates for children, families, and teachers to ensure appropriate decisions are made about the program.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>February 1st</i>
<ul style="list-style-type: none"> <li>• Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>◦ New teaching teams</li> <li>◦ Students with behavioral challenges</li> <li>◦ Classrooms that need additional support</li> </ul> </li> <li>• Assist programs with entering UIC/License numbers in GOLD/COR</li> <li>• Update the GSRP Teacher Roster</li> <li>• Teacher Meetings:               <ul style="list-style-type: none"> <li>◦ 1st Family Participation Group meeting should be held by February 1st</li> <li>◦ Review professional development and schedule PD as needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Schedule and facilitate the 1st Family Participation Group meeting by February 1st, reach out to your ECS for support</li> <li>• UIC/License numbers must be entered in GOLD/COR by February 1st</li> </ul>	<ul style="list-style-type: none"> <li>• 1st Family Participation Group meeting agenda</li> <li>• ECS Classroom Communication Log must be completed for each teaching team every month</li> </ul> <div data-bbox="1528 613 1843 792" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Data Reflection Sheet and Professional Growth Plan for each teaching team</li> </ul> <div data-bbox="1434 971 1654 1206" data-label="Image"> </div> <div data-bbox="1696 987 1959 1190" data-label="Image"> </div>



# February

Monitor quantity and quality of narrative anecdotal evidence entered into the child assessment tool by each teaching team. Support the continuous, purposeful analysis of child progress to inform parent partnerships and teaching through lesson planning for meaningful, intentional whole group instruction, as well as responding to small group and individual child needs.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>April 1st</i>
<ul style="list-style-type: none"> <li>Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>New teaching teams</li> <li>Students with behavioral challenges</li> <li>Classrooms that need additional support</li> </ul> </li> <li>Schedule Spring Classroom Coach/CLASS observation between March 1-May 30:               <ul style="list-style-type: none"> <li>30% of your classrooms</li> <li>Teaching teams are on a 3 year cycle</li> <li>Entered into the system by June 15th</li> </ul> </li> <li>Update the GSRP Teacher Roster</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoint 2 ends on March 1st</li> <li>Review the Classroom Coach Measurement Tool and Materials Checklist. Reach out to your ECS for support</li> <li>MiRegistry Staff and Classroom report must be completed by March 1st</li> </ul>	<ul style="list-style-type: none"> <li>ECS Classroom Communication Log must be completed for each teaching team every month   </li> <li>Checkpoint 2 Focused Observation for each teaching team   </li> <li>Data Reflection Sheet and Professional Growth Plan for each teaching team   </li> </ul>

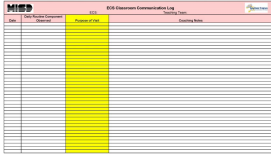

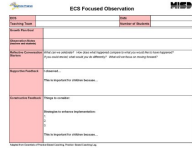
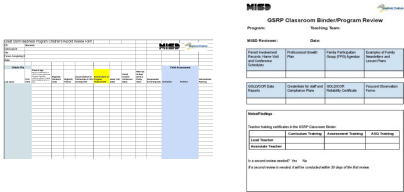
# March

Ensure that the selected program evaluation tool is administered between March 1 and May 30 with entry into the online system completed by June 15.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>April 1st</i>
<ul style="list-style-type: none"> <li>Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>New teaching teams</li> <li>Students with behavioral challenges</li> <li>Classrooms that need additional support</li> </ul> </li> <li>Classroom Coach/CLASS administered March 1 - May 30:               <ul style="list-style-type: none"> <li>30% of your classrooms</li> <li>Teaching teams are on a 3 year cycle</li> <li>Entered into the system by June 15th</li> </ul> </li> <li>Ensure Checkpoint 2 is finalized by March 1st. Coach teachers on quality and completion</li> <li>Ensure the number of days required will be met by each program (reconfigure the calendar if needed to account for closed days)</li> <li>Update the GSRP Teacher Roster</li> <li>Data Reflection and Professional Growth Plan Meetings:               <ul style="list-style-type: none"> <li>Review Checkpoint 2 data and Data Reflection Sheet</li> <li>Set a Professional Growth Plan goal (review Strengths &amp; Needs Assessment and Classroom Coach)</li> <li>Review completed professional development and amend PD plans as necessary</li> </ul> </li> <li>Classroom Coach/CLASS feedback sessions (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Meet with ECS for Checkpoint 2 data meeting and Professional Growth Plan review</li> <li>Print Checkpoint 2 reports to share with families at conferences/home visits</li> <li>Schedule and facilitate the 2nd Family Participation Group meeting by the end of June, reach out to your ECS for support</li> <li>Report to ECS the number of building closure days (snow days, etc.) to be sure the required number of days will be met</li> </ul>	<ul style="list-style-type: none"> <li>ECS Classroom Communication Log must be completed for each teaching team every month               <div data-bbox="1528 516 1835 688" data-label="Image"> </div> </li> <li>Checkpoint 2 Focused Observation for each teaching team               <div data-bbox="1549 815 1814 1016" data-label="Image"> </div> </li> <li>Data Reflection Sheet and Professional Growth Plan for each teaching team               <div data-bbox="1423 1159 1654 1393" data-label="Image"> </div> <div data-bbox="1696 1188 1948 1370" data-label="Image"> </div> </li> </ul>

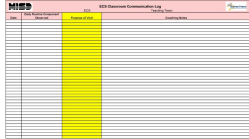

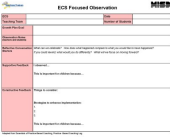
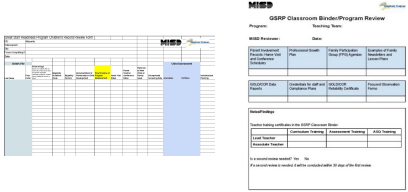
# April

Be available for teaching teams between visits as needed.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>June 20th</i>
<ul style="list-style-type: none"> <li>Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>New teaching teams</li> <li>Students with behavioral challenges</li> <li>Classrooms that need additional support</li> </ul> </li> <li>Classroom Coach/CLASS administered March 1-May 30:               <ul style="list-style-type: none"> <li>30% of your classrooms</li> <li>Teaching teams are on a 3 year cycle</li> <li>Entered into the system by June 15th</li> </ul> </li> <li>Classroom Coach/CLASS feedback sessions (if applicable)</li> <li>Update the GSRP Teacher Roster</li> </ul>	<ul style="list-style-type: none"> <li>Schedule and facilitate the 2nd Family Participation Group meeting by the end of June, reach out to your ECS for support</li> </ul>	<ul style="list-style-type: none"> <li>2nd Family Participation Group meeting agenda</li> <li>ECS Classroom Communication Log must be completed for each teaching team every month   </li> <li>Classroom Coach/CLASS entered into the system and save a copy to each teaching team's Google folder</li> <li>Data Reflection Sheet and Professional Growth Plan for each teaching team   </li> <li>Checkpoint 3 Focused Observation for each teaching team   </li> <li>Updated child file and classroom binder review   </li> </ul>

# May

Follow up with the appropriate administrators, including the Early Childhood Contact, if aware that licensing requirements are not met.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>June 20th</i>
<ul style="list-style-type: none"> <li>• Classroom visits (visit each classroom 1-2 times) Conduct additional visits for:               <ul style="list-style-type: none"> <li>◦ New teaching teams</li> <li>◦ Students with behavioral challenges</li> <li>◦ Classrooms that need additional support</li> </ul> </li> <li>• Classroom Coach/CLASS administered March 1-May 30:               <ul style="list-style-type: none"> <li>◦ 30% of your classrooms</li> <li>◦ Teaching teams are on a 3 year cycle</li> <li>◦ Entered into the system by June 15th</li> </ul> </li> <li>• Second child file and classroom binder review</li> <li>• Update the GSRP Teacher Roster, including professional development</li> <li>• Data Reflection and Professional Growth Plan Meetings:               <ul style="list-style-type: none"> <li>◦ Review Checkpoint 3 data and Data Reflection Sheet</li> <li>◦ Evaluate progress made on Professional Growth Plan goal</li> <li>◦ Review completed professional development and amend PD plans as necessary</li> </ul> </li> <li>• Classroom Coach/CLASS feedback sessions (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoint 3 must be finalized by June 15th</li> <li>• Meet with ECS for Checkpoint 3 data meeting and Professional Growth Plan review</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd Family Participation Group meeting agenda</li> <li>• ECS Classroom Communication Log must be completed for each teaching team every month </li> <li>• Classroom Coach/CLASS entered into the system and save a copy to each teaching team's Google folder</li> <li>• Data Reflection Sheet and Professional Growth Plan for each teaching team </li> <li>• Checkpoint 3 Focused Observation for each teaching team </li> <li>• Updated child file and classroom binder review </li> </ul>

# June

Thank you for helping ensure high quality preschool in the Macomb County Great Start Readiness Program!

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>June 20th</i>
<ul style="list-style-type: none"> <li>• Data Reflection and Professional Growth Plan Meetings:               <ul style="list-style-type: none"> <li>◦ Review Checkpoint 3 data and Data Reflection Sheet</li> <li>◦ Evaluate progress made on Professional Growth Plan goal</li> <li>◦ Review completed professional development and amend PD plans as necessary</li> </ul> </li> <li>• Classroom Coach/CLASS feedback sessions (if applicable)</li> <li>• Ensure Checkpoint 3 is finalized by June 15th. Coach teachers on quality and completion</li> <li>• Director/Administrator Meetings:               <ul style="list-style-type: none"> <li>◦ Review data</li> <li>◦ Enrollment and recruitment</li> <li>◦ Questions/concerns</li> <li>◦ Plans for next year:                   <ul style="list-style-type: none"> <li>◆ Professional learning</li> <li>◆ New classrooms</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Print Checkpoint 3 reports to share with families at home visits/ conferences</li> <li>• Print final child assessment reports for child files and print classroom assessment report for the GSRP classroom binder</li> <li>• Add updated Classroom Coach to GSRP Classroom binder</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd Family Participation Group meeting agenda</li> <li>• ECS Classroom Communication Log must be completed for each teaching team every month               <div data-bbox="1562 542 1797 678" data-label="Image"> </div> </li> <li>• Classroom Coach/CLASS entered into the system and save a copy to each teaching team's Google folder</li> <li>• Data Reflection Sheet and Professional Growth Plan for each teaching team               <div data-bbox="1514 922 1856 1058" data-label="Image"> </div> </li> <li>• Checkpoint 3 Focused Observation for each teaching team               <div data-bbox="1591 1133 1787 1269" data-label="Image"> </div> </li> <li>• Updated child file and classroom binder review               <div data-bbox="1472 1328 1877 1515" data-label="Image"> </div> </li> </ul>

### Strengths & Needs Assessment

**Purpose:** The Strengths & Needs Assessment is a tool to guide us in setting a goal for your teaching team based on what you are currently doing in the classroom and what you would like to grow in.

**Instructions:** As a team, please read each teaching practice and indicate how often you utilize it on a scale of 1 to 5. Please indicate if you would like support using each teaching practice. Please answer both questions listed at the end of the document.

Teaching Practice		We are doing this now...					Support needed?	
		Not yet	Sometimes	Always	Yes	No		
<b>Learning Environment</b>								
1.	Our classroom has a variety of labeled interest areas that have names and are intentionally organized.	1	2	3	4	5	Yes	No
2.	Our classroom includes plentiful materials that support children's active engagement. (See <a href="#">Materials Checklist</a> .)	1	2	3	4	5	Yes	No
3.	The materials in our classroom reflect the diverse cultural backgrounds and family structures of our students.	1	2	3	4	5	Yes	No
4.	A variety of child-initiated work is displayed at child-level throughout the learning environment (e.g., open-ended artwork, photos of children's work, samples of emergent writing, and results of scientific experiments).	1	2	3	4	5	Yes	No
5.	Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	1	2	3	4	5	Yes	No
<b>Social and Emotional Support</b>								
6.	Our classroom follows a consistent daily routine. We refer children to our visual daily schedule throughout the day.	1	2	3	4	5	Yes	No
7.	Our daily routine provides a balance of child- and adult-initiated activities, with developmentally appropriate expectations for the length of each part of the day (e.g., maximum of 20 minutes for Large Group activities).	1	2	3	4	5	Yes	No
8.	We provide a sensitive and responsive learning environment by acknowledging the feelings of all children and comforting them when upset.	1	2	3	4	5	Yes	No
9.	We state directions clearly and positively so children know exactly what is expected and what they can do.	1	2	3	4	5	Yes	No
10.	We encourage children by providing positive, specific, and descriptive feedback on their efforts.	1	2	3	4	5	Yes	No
11.	We clearly teach, explain, and review classroom rules and expectations multiple times throughout the day. We point out children who are following the rules more often than we point out children who are not following them.	1	2	3	4	5	Yes	No
12.	We guide children through the process of problem solving and generating their own solutions to conflicts with peers.	1	2	3	4	5	Yes	No



## Professional Growth Plan



<b>Teaching Team</b>		<b>Date</b>	
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<b>Early Childhood Specialist</b>	
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### Implementation Goal

Goal we want to achieve:

### Related Program Evaluation Indicator or Child Outcome Objective

	Steps to achieve this goal	Strategies or resources needed	Timeline
1.			
2.			
3.			

### Family Connection: How are you planning to support this goal through family engagement?

### Review

Checkpoint 1 Review Date: _____ Making progress, but I need to make modifications	Checkpoint 2 Review Date: _____ Making progress, but I need to make modifications	Checkpoint 3 Review Date: _____ Goal achieved! I'm ready to set a new goal.
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### ECS Classroom Communication Log

ECS: \_\_\_\_\_ Teaching team: \_\_\_\_\_



Date	Daily Routine Component Observed	Purpose to Visit	Coaching Notes





# ECS Focused Observation



<b>ECS</b>		<b>Date</b>	
<b>Teaching Team</b>		<b>Number of Students</b>	

<b>Growth Plan Goal</b>	
<b>Observation Notes</b> (teachers and students)	
<b>Reflection Conversation Starters</b>	<i>What can we celebrate? How does what happened compare to what you would like to have happened? If you could rewind, what would you do differently? What will we focus on moving forward?</i>
<b>Supportive Feedback</b>	<p>I observed...</p> <p>This is important for children because...</p>
<b>Constructive Feedback</b>	<p>Things to consider:</p> <p>Strategies to enhance implementation:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>This is important for children because...</p>

\*\*Adapted from Essentials of Practiced-Based Coaching, Practice-Based Coaching Log.

Teaching Team:

Checkpoint Period: 1 2 3

1.	<b>Analyze Overall Data:</b> What do you notice about your data? Compare to previous Checkpoint if applicable. List any patterns, wonderings or measurable outcomes.						
2.	<b>Identify Strengths:</b> What are you currently doing well? What is working? (Based off of TSG/COR data)						
3.	<b>Description of Challenges:</b> Describe any challenges you came across during the Checkpoint. (tool, planning for objectives, meeting expectations, etc.)						
4.	Indicate a TSG/COR objective that most children are not meeting developmental levels						
5.	<p><b>Next Steps:</b> Document in detail next steps for increasing student outcomes (above).            **Utilize Objective and Dimensions volume to support planning &amp; how to move children to the next level.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #00b050; color: white; text-align: center; padding: 10px;"><b>Below</b></td> <td style="height: 100px;"></td> </tr> <tr> <td style="background-color: #4a86e8; color: white; text-align: center; padding: 10px;"><b>Meeting</b></td> <td style="height: 100px;"></td> </tr> <tr> <td style="background-color: #8e7cc3; color: white; text-align: center; padding: 10px;"><b>Exceeding</b></td> <td style="height: 100px;"></td> </tr> </table>	<b>Below</b>		<b>Meeting</b>		<b>Exceeding</b>	
<b>Below</b>							
<b>Meeting</b>							
<b>Exceeding</b>							

## Data Reflection Companion Document

Ongoing, authentic, comprehensive child assessment is critical not only to providing data on children's progress, but is essential to purposeful, intentional teaching practices. GOLD and COR observations are embedded into everyday interactions with students. Child assessment data assesses the whole child and is collected daily across the preschool routine and entered into the online system.

Child assessment information should be shared with families multiple times per school year. This can be done at home visits, parent teacher conferences, and during arrival/dismissal. Many teachers find it useful to share individual anecdotal notes with families on classroom apps.

### Recommended Reports

<p><b><u>My Teaching Strategies GOLD</u></b>  <b>Snapshot by Dimension and/or Class Profile</b> * <i>During the 2nd and 3rd checkpoint- reports from previous checkpoints should be pulled to compare how each child grew. Also have the previous Data Reflection sheet to see where children were at during the previous checkpoint. It is also helpful to have the GOLD progressions to review levels and plan for next steps.</i></p>	<p><b><u>HighScope COR</u></b>  <b>Growth and/or Performance</b>  <i>*The Growth report provides teachers with an average score per child, per period (checkpoint). Performance reports from previous checkpoints should be pulled to compare class averages and overall class growth. It is also helpful to have the COR Advantage desk reference to review levels and plan for next steps.</i></p>
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### Guiding Questions for Teaching Teams

1. Provide teachers a few minutes to look over the data reports. “What do you notice about your data?” “What are your thoughts?” “I see \_\_\_\_, I’m interested to hear about what you’re noticing.” “Is there anything you are wondering about your data?” “What do you notice about your current data in comparison to Checkpoint 1 or 2?”
2. “What can we celebrate about your efforts to achieve this data?” “What are some ways you have intentionally worked toward this data as a team?”
3. “What was your biggest challenge during this checkpoint?” “What have you already tried in order to overcome this challenge?” “If you could rewind, is there anything you would do differently?”
4. Pull up the GOLD/COR progressions, and together, look at where each child is currently at, and what the next step in their development might be. “What are some strategies you could use to scaffold this child’s learning?” “How will you extend learning for students who have demonstrated proficiency?” “What intentional learning experiences might you plan?” “How will you differentiate those plans to engage children together?” “How will you incorporate materials into the interest areas that will prompt children to continue to explore this concept?” “How might you incorporate this concept into your daily routine?”

# Great Start Readiness Program Children's Record Review Form



ISD:	Macomb
Subrecipient:	
Site:	
Person Completing th	
Date:	

Child's File										Child Assessment			
Last Name	First Initial	Proof of Age Age 4 on or before 9/01 (or 12/01) of current school year. Document: legal birth certificate, passport, hospital record, baptismal record, or other.	Eligibility Guideline Code	Eligibility Factors	Documentation of Partnership in Child Development	Parent Notice of Program Measurement	Home Visit Dates	Parent Teacher Conference Dates	Referrals to Meet Child or Family Need	Devopmental Screening Date	Anecdotes	Portfolio	Individualized Planning



# GSRP Classroom Binder/Program Review



**Program:**

**Teaching Team:**

**MISD Reviewer:**

**Date:**

<b>Parent Involvement Records: Home Visit and Conference Schedules</b>	<b>Professional Growth Plan</b>	<b>Family Participation Group (FPG) Agendas</b>	<b>Examples of Family Newsletters and Lesson Plans</b>

<b>GOLD/COR Data Reports</b>	<b>Credentials for staff and Compliance Plans (if applicable)</b>	<b>GOLD/COR Reliability Certificate (Lead Teachers only)</b>	<b>Focused Observation Forms</b>

**Notes/Findings**

Teacher training certificates in the GSRP Classroom Binder:

	<b>Curriculum Training</b>	<b>Assessment Training</b>	<b>ASQ Training</b>
<b>Lead Teacher</b>			
<b>Associate Teacher</b>			

Is a second review needed? Yes    No

*If a second review is needed, it will be conducted within 30 days of the first review.*

## **ECS: Tips for Observing Teaching and Learning**

Together, learner-centered and learner-driven play = playful learning. Adult-initiated GSRP classroom activities include large group, small group and transition times. During these portions of the daily routine, adults select concepts, activities and materials based on children's strengths and interests. Adults plan possible scaffolding strategies for children at emergent, middle and later developmental stages. Adults comment on what children are doing/saying, imitate and add to children's actions, use materials with children and support children as leaders.

Children are engaged as active, participatory learners during adult-initiated activities. Children contribute their own ideas and are involved at their own developmental levels. Children have the highest level of control during uninterrupted child-initiated play, where children make many choices about where and how to use materials and carry out their activities.

In this portion of the day, adults are partners in children's play; they observe and listen before entering play, assume roles as suggested by children, follow children's cues about content and direction, imitate children, encourage children to talk about what they are doing, use children's words and comment specifically on children's activities.

This is truly the "heart and soul" of any classroom. It is especially important that ECS regularly observes a range of interactions that happen throughout the day. Consider what adults are doing and saying, how children respond during interactions with adults, and how adults in turn respond to children's statements, observations and questions.

- The ECS should learn if teaching teams work with consistent groups of children for planning time, recall time, small-group time and home visiting, as this tends to strengthen relationships and home-school partnering for child development.
- During regular observations the ECS documents what adults are doing and saying throughout the day. A 'rule of thumb' for analyzing specific interactions: to be considered highest quality, there should be at least three examples positively illustrating the indicator and no negative indicators.
- Be sure to regularly observe all staff. If Teacher A has appropriate interactions consistently and Teacher B does not, the result may be lower quality classroom practices.
- Regularly observe the types of questions the adults ask to determine if questions relate to what the child is doing and are open-ended or if there is a pattern of adults asking many questions or questions with predetermined correct answers.
- Regularly observe when adults make comments to determine if children are consistently encouraged to interact with each other and to determine if children's individual efforts are acknowledged and supported.

## **Curriculum Planning and Assessment**

- In high quality team teaching, an observer would have difficulty discerning the Lead Teacher from the Associate Teacher. All adults conduct and participate in children's activities; there is not a pattern of one adult leading and another adult playing minor, non teaching roles such as sweeping floors or wiping tables.
- Similarly, in a quality classroom, curriculum and authentic assessment are seamlessly interwoven, so that children's classroom activities are not interrupted for direct assessment.
- The ECS examines teacher resources for curriculum planning and assessment at the teacher's planning area/desk as well as on shelving and in file cabinets. Curriculum will be visible in the room arrangement, words for the areas of the room, portions of the daily routine, lesson plan/daily activities, Parent Handbook, etc. Note that 'using' the comprehensive curriculum and authentic child observation tool are key; having resources 'available' is insufficient to document high-quality practice.

# Macomb Intermediate School District - Early Childhood Professional Development 2024-2025

The Early Childhood team provides Early Childhood Educators with high quality professional development opportunities that focus on Child Development Principles, Curriculum, Assessment, Language and Literacy, and Mathematics. Professional development sessions are directly aligned with the Early Childhood Standards of Quality for Prekindergarten, the Macomb ISD PreK-12 Framework document, and the MAISA GELN Essential Instruction Practices in Early Literacy and Mathematics. The department goal is to work collaboratively with early childhood educators to enhance children's growth and promote early school success.

\*Early Childhood Trainings can be provided on site at your organization. Please reach out to your Early Childhood Specialist for more information.

August			
Date	Title	Time	Location
8/19/24	Essential Instructional Practices in Early Mathematics	8:30-3:00	In Person
8/20/24	Ages & Stages-Developmental Screening Tool (ASQ-3)	8:30-11:30	In Person
8/20/24	My Teaching Strategies GOLD (SmartTeach)	8:30-11:30	In Person
8/21/24	Early Childhood Specialist 101	8:30-11:30	In Person
8/23/24	GSRP 101 Overview for NEW Teachers	8:30-11:30	In Person
8/28/24	Ages & Stages-Social Emotional Screening Tool (ASQ-SE2)	8:30-11:30	In Person
8/30/24	Introduction to Child Observation Record (COR)	8:30-11:30	Virtual
September			
Date	Title	Time	Location
9/6/24	**Creative Curriculum Learning Environment	8:30-3:30	In Person
9/6/24	Making it Happen with HighScope	8:30-3:00	In Person
9/10/24	Ages & Stages-Developmental Screening Tool (ASQ-3)	8:30-11:30	In Person
9/11/24	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	In Person
9/12/24	Community Based Organization (CBO) Meeting	9:00-1:00	In Person
9/18/24	Ages & Stages-Social Emotional Screening Tool (ASQ-SE2)	8:30-11:30	In Person
9/18/24	**Creative Curriculum AI's Pals (Social Emotional)	8:30-3:30	Virtual
9/20/24	My Teaching Strategies GOLD (SmartTeach)	8:30-11:30	In Person
October			
Date	Title	Time	Location
10/4/24 or 10/11/24	Children's Resource Network (CRN) Meeting	8:30-11:30 or 12:30-3:30	In Person
10/18/24	**Creative Curriculum - Implementing Studies in the Early Childhood Classroom	8:30-3:30	In Person
10/18/24	Introduction to Child Observation Record (COR)	12:00-3:00	Virtual
10/18/24	My Teaching Strategies GOLD (SmartTeach)	8:30-11:30	In Person
10/25/24	**Creative Curriculum Learning Environment	8:30-3:30	In Person
10/25/24	Social Emotional: Tier 1 - Foundation Training	8:30-11:30	In Person
10/25/24	Supporting Note Taking in the GSRP Classroom	8:30-11:30	In Person

\*\*This workshop is being facilitated by Teaching Strategies

November			
Date	Title	Time	Location
11/1/24	A Day in the Life of HighScope	8:30-11:30	In Person
11/1/24	GSRP 101 Overview for NEW Teachers	12:00-3:00	Virtual
11/8/24	Embracing & Celebrating Diversity in the Classroom	8:30-11:30	In Person
11/8/24	Supporting the GSRP Daily Schedule In Action-Large Group	12:00-3:00	Virtual
11/13/24	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	In Person
11/15/24	Ages & Stages-Developmental Screening Tool (ASQ-3)	8:30-11:30	In Person
11/15/24	Science in the Preschool Classroom	8:30-11:30	In Person
11/20/24	Community Based Organization (CBO) Meeting	9:00-11:00	In Person
11/22/24	Open-Ended Art for Young Children	12:00-3:00	In Person
11/22/24	Social Emotional: Tier 2 & 3 - Targeted Support Training	12:00-3:00	In Person
December			
Date	Title	Time	Location
12/6/24	Children's Resource Network (CRN) Meeting	8:30-11:30 or 12:30-3:30	Virtual
12/13/24	Essential Instructional Practices in Early Mathematics	8:30-3:00	In Person
12/13/24	Introduction to Child Observation Record (COR)	8:30-11:30	Virtual
12/13/24	Supporting the GSRP Daily Schedule in Action-Transitions	12:00-3:00	Virtual
12/20/24	Planning & Recall in the HighScope Classroom	8:30-11:30	In Person
12/20/24	Sensory Experiences in the Early Childhood Classroom	12:00-3:00	In Person
12/20/24	Supporting Note Taking in the GSRP Classroom	12:00-3:00	In Person
January			
Date	Title	Time	Location
1/10/25	**Creative Curriculum - Implementing Studies in the Early Childhood Classroom	8:30-3:30	In Person
1/10/25	Prekindergarten Essential Practices in Early Literacy- Day 1	8:30-3:00	In Person
1/10/25	Strengthening Family Engagement	8:30-11:30	In Person
1/15/25	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	Virtual
1/16/25	Community Based Organization (CBO) Meeting	9:00-11:00	Virtual
1/17/25	**Creative Curriculum AI's Pals (Social Emotional)	8:30-3:30	Virtual
1/17/25	Creative Curriculum for Preschool (3-day) Training - Day 1	8:30-3:00	Virtual
1/17/25	Social Emotional: Tier 1 - Foundation Training	12:00-3:00	In Person
1/24/25	Embracing & Celebrating Diversity in the Classroom	12:00-3:00	In Person
1/24/25	How Play Connects to Learning in the Preschool Classroom	8:30-11:30	In Person
1/24/25	Rockin' It Out With the Classroom Coach	8:30-11:30	In Person
1/31/25	Creative Curriculum Foundation/Implementing Studies - Day 2	8:30-3:00	In Person
1/31/25	Sensory Experiences in the Early Childhood Classroom	8:30-11:30	Virtual
1/31/25	Supporting the GSRP Daily Schedule- Small Group	12:00-3:00	In Person

February			
Date	Title	Time	Location
2/7/25	Introduction to Child Observation Record (COR)	12:00-3:00	Virtual
2/7/25	Prekindergarten Essential Practices in Early Literacy- Day 2	8:30-3:00	In Person
2/7/25	Supporting the GSRP Daily Schedule in Action-Adult/Child Interaction During Work Time	12:00-3:00	Virtual
2/14/25	Creative Curriculum Foundation/Implementing Studies - Day 3	8:30-3:00	In Person
2/14/25	Social Emotional: Tier 2 & 3- Targeted Support Training	8:30-11:30	In Person
2/28/25	Open-Ended Art for Young Children	8:30-11:30	In Person
2/28/25	Prekindergarten Essential Practices in Early Literacy - Day 3	8:30-3:00	In Person
March			
Date	Title	Time	Location
3/7/25	Children's Resource Network (CRN) Meeting	8:30-11:30 or 12:30-3:30	Virtual
3/12/25	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	In Person
3/14/25	Prekindergarten Essential Practices in Early Literacy- Day 4	8:30-3:00	In Person
3/14/25	Taking it Outdoors with Young Learners	8:30-11:30	In Person
3/20/25	Community Based Organization (CBO) Meeting	9:00-11:00	Virtual
3/21/25	GSRP: Recruitment, Enrollment, and Eligibility	8:30-11:30	In Person
April			
Date	Title	Time	Location
4/11/25 or 4/25/25	Children's Resource Network (CRN) Meeting	8:30-11:30 or 12:30-3:30	In Person
May			
Date	Title	Time	Location
5/27/25	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	In Person
5/29/25	Community Based Organization (CBO) Meeting	9:00-11:00	In Person



# Macomb Intermediate School District - Early Childhood Professional Development 2024-2025



\*\*Workshops are listed in alphabetical order.

## Registration Online

- Go to events.misd.net and Login or Create New Account
- Click on "Browse Courses" and search for the professional development (either by name or date)
- Click on the Course Name and click on "Add Cart"
- Click on "Checkout" or review your cart
- Click on "Proceed to Payment" and choose method of payment
- Click on "Place Order Now"
- Click on "Print Receipt" and you will receive an email confirmation

## Ages and Stages (ASQ):

- **ASQ-3 Developmental Screening Tool**  
Participants will discuss the ASQ-3 developmental screening, review the ages and stages questionnaire, learn how to use the ASQ-3, explore intervention activities that support ASQ, and learn to navigate the ASQ database.
- **ASQ-SE2 Social Emotional Screening Tool**  
ASQ:SE2 focuses on social and emotional behavior. Learn how to read, administer, score and follow up with intervention resources.

## Community Based Organization (CBO) Meetings

**Target Audience:** Community Based Organization Owners/Directors  
The Community Based Organization Meetings are centered around discussion, collaboration, and conversation about the Great Start Readiness Program.

## Children's Resource Network (CRN)

Join us for the Children's Resource Network Meetings to engage in learning, collaboration, and discussion.

## Creative Curriculum for Preschool:

- **AI's Pals**  
Participants will discover the benefits of Creative Curriculum's social-emotional learning curriculum that will help develop the foundation children need for success in school and life by promoting social-emotional skills such as self-control, problem-solving, relationship building, and healthy decision-making. Participants will learn about the different aspects of AI's Pals, including developmentally appropriate, puppet-based lessons; impactful teaching approaches; and engaging family resources.
- **Foundations Training**  
The Creative Curriculum for Preschool defines and incorporates 38 objectives for development and learning that are predictors of school success and tied to early learning standards. Teachers will learn how to design an effective learning environment, develop a daily schedule that reflects programmatic and curricular objectives, and incorporate intentional teaching throughout the day to support each child's development and learning in all areas.
- **Implementing Studies in the Early Childhood Classroom**  
Studies are an in-depth investigation that allow children the opportunity to investigate a topic and engage them in meaningful learning. In this workshop participants will learn how to choose an appropriate study topic, differentiate between a theme and study, and how to plan and implement a study.
- **Learning Environment**  
The Learning Environment is the starting point for implementing The Creative Curriculum. The learning environment makes all children feel safe and comfortable and that they belong. Participant will learn about the learning environment from three perspectives:
  - Setting up and maintaining the classroom
  - Establishing a structure for each day
  - Creating a classroom community
- **My Teaching Strategies GOLD (SmartTeach)**  
Participants will learn/review the basic skills of the Smart Teach assessment system: entering notes, assigning levels, printing reports, & utilizing strategy information.

## Early Childhood Specialists, School District Directors, and Public School Academy Directors Meeting

**Target Audience:** Macomb County Early Childhood Specialists, School District Directors, and Public School Academy Directors  
Macomb County Early Childhood Specialists meet during these times to share information and collaborate.

## Early Childhood Specialist 101

Participants will receive an overview of the role and responsibilities of the Early Childhood Specialist.

## Embracing & Celebrating Diversity in the Classroom

Come join us as we explore the power of teaching cultural awareness, and the importance of establishing a sense of belonging by welcoming all children and families into the classroom! Learn how to engage children in activities that promote the acceptance and respect of different backgrounds. Participants will walk away with strategies and resources on how to build cultural competence in the classroom.

## Essential Instructional Practices in Early Mathematics

Participants will develop an understanding of how to integrate math concepts playfully throughout the day using GELN's Essential Instructional Practices in Early Mathematics: Prekindergarten to Grade 3. Practice using open-ended materials and questions to bring math concepts into the classroom and learn ways to incorporate math during read-alouds.

## Great Start Readiness Program 101 Overview for New Teachers

Participants will receive an overview of the Great Start Readiness Program. This is geared for new staff and current staff members interested in a refresher training on GSRP information.

## Great Start Readiness Program Recruitment, Enrollment, and Eligibility

The Great Start Readiness Program is a very regulated program and the state spells out clearly what funded recipients need to do in terms of Recruitment and Enrollment procedures. Join us as we dig deeper into the following sections of the GSRP implementation manual: recruitment, enrollment, and eligibility.

## HighScope Curriculum:

- **A Day in the Life of HighScope**  
Come join us and learn how to add some pizzazz to your HighScope Daily Routine! The message board, large group, small group, planning time, reflection time, and work time will be highlighted. Many activity ideas for each of these daily routine segments will be provided. Participants will have the opportunity to share their experiences and insights. Please bring a copy of your daily routine and a copy of a recent lesson plan.
- **Planning and Recall Time**  
As adults, we make plans and reflect on our experiences daily. Come join us to learn how you can support children in developing these skills through Planning and Recall time in a HighScope classroom. Participants will gain an understanding of the purpose of planning and recall time, discover how adults support children at these times of the day and develop strategies, props and activities to take back and use in the classroom
- **Making it Happen with HighScope**  
Participants will actively participate in each of the daily routine components. They will gain an understanding of the Highscope approach to shared control between adults and children, and discover the 5 ingredients of active learning.
- **Introduction to Child Observation Record (COR)**  
Learn the basic skills of the COR Advantage online assessment system: entering anecdotal notes, assigning scoring levels, running reports, and sharing data with families.

## How Play Connects to Learning in the Preschool Classroom

Participants will discover the benefits of play and how it connects to learning. Why is play critical for children's learning? Join us as we discuss different strategies to engage preschool children in meaningful learning through play. Teachers will gain knowledge on the impact of play as children explore and learn about their world.

## Open-Ended Art for Young Children

Come discover the benefits of open-ended art experiences. Do you know the difference between product art and process art? Learn how to differentiate between the two and reflect on the art activities taking place in your classroom. Teachers will gain an understanding of how art benefits children's development in a variety of domains and walk away with new ideas to engage students in the classroom.

## Prekindergarten Essential Practices in Early Literacy

Educators will participate in four full days of deep learning around the Prekindergarten Essential Instructional Practices in Early Literacy. The purpose of the Essential Practices in Early Literacy is to increase Michigan's capacity to improve children's literacy by identifying a small set of research supported daily core literacy instructional practices. Ten practices will be examined across the four days.

## Rockin' It Out with the Classroom Coach

Participants will deepen their understanding of the Classroom Coach Assessment. Classroom Coach is an evaluation tool that assesses the quality of preschool classrooms. Over the past few years the tool has evolved from PQA/PQA-R and now to the Classroom Coach. Come learn how this updated assessment tool can be used to inform program quality, guide teacher training, and increase student outcomes.

## Science in the Preschool Classroom

Participants will be introduced to the Michigan Early Childhood Standards of Quality for Birth to Kindergarten and how they align with curriculum objectives. Teachers will learn how to incorporate hands-on activities to support science in the preschool classroom and reflect on how science can be embedded throughout content learning. Come learn how to foster children's curiosity to observe, explore and discover the world around them.

## Social Emotional Learning Series

In the early years, healthy social and emotional development provides a foundation for lifelong learning.

### Day 1 (Tier 1)

Participants:

- Will gain an understanding of the importance of children forming and sustaining positive relationships with adults and other children in the classroom
- Will learn how to support children in managing and expressing their emotions in a healthy way, as well as intentionally teaching problem solving skills
- Will reflect on the learning environment, daily routine, transitions and how they impact children's social and emotional development

### Day 2 (Tier 2 & 3)

Participants:

- Will gain an understanding of how early childhood trauma affects children's social and emotional development
- Will explore various strategies to support children experiencing trauma
- Will learn how to support children exhibiting challenging behaviors

## Strengthening Family Engagement

Come join us as we foster ways educators can collaborate positively and successfully with families! Participants will walk away with ideas and resources to enhance their program's family engagement.

## Supporting Note Taking in the GSRP Classroom

Observing and reflecting on your students learning is an important part of the assessment cycle. Through ongoing practice, you can build your observation skills and develop different ways to document and interpret your observations. Learn how to properly take an anecdotal note and walk away with tips and strategies to help streamline the process.

## Supporting the GSRP Daily Schedule in Action Professional Learning

A consistent daily routine is implemented in the GSRP classroom to promote balanced participatory learning through all portions of the day. Each workshop will allow participants to deepen their understanding of the daily routine by providing effective and appropriate practices to support learning.

- **Large Group**  
Participants will discover ways to provide effective and hands on activities to support learning during large group time.
- **Transitions**  
Participants will discover ways to help transitions run smoother.
- **Small Group**  
Participants will discover ways to provide effective and hands on activities to support learning during small group time.
- **Adult/Child Interaction During Work Time**  
Participants will gain an understanding of the importance of adult/child interaction during work time.

## Sensory Experiences in the Early Childhood Classroom

Are your Spidey Senses tingling? Help grow your superpowers by learning and planning for children that present with sensory needs. Participants will gain information on identifying sensory characteristics and planning classroom activities to support students.

## Take It Outdoors with Young Learners

Come join us as we explore new ways of engaging students in outdoor play that promotes active learning! Outdoor experiences provide opportunities for children to discover, appreciate the natural world, and get messy! Participants will walk away with a variety of activities that support children's learning and development.







**Macomb Intermediate School District Board of Education**

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It is the policy of the MISD that no person, on the basis of race, creed, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity for which it is responsible.