



# **Macomb Intermediate School District Early Childhood Specialist Framework 2023-2024**

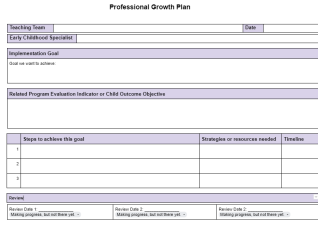
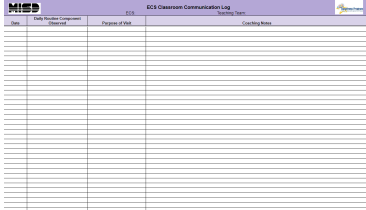
*(Revised)*

These materials were provided/developed under a grant awarded by the Michigan Department of Education

Introduction	Table of Contents
<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> <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 growth areas. Through observation and feedback, the ECS supports teaching teams and site administrators to provide high-quality preschool with fidelity to the GSRP model.</p> <p>The 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> <p>JoAnne Elkin GSRP Grant Administrator Early Childhood/Early Literacy Consultant Macomb Intermediate School District</p> <p>Kelly Adamek GSRP Lead Coordinator/Early Childhood Specialist Macomb Intermediate School District</p>	<p>Introduction and Table of Contents..... 1</p> <p>September..... 2</p> <p>October..... 3</p> <p>November..... 4</p> <p>December..... 5</p> <p>January..... 6</p> <p>February..... 7</p> <p>March..... 8</p> <p>April..... 9</p> <p>May..... 10</p> <p>June..... 11</p> <p>ECS Forms and Templates..... 12-17</p> <p>ECS Observation Tips..... 18-19</p> <p>Professional Development Calendar..... 20-21</p> <p><b>References</b></p> <p>Michigan Department of Education (2021). <i>GSRP Implementation Manual</i></p> <p>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>


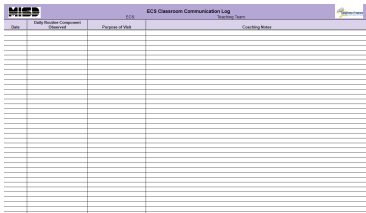
# September

Develop a collaborative relationship with the teaching team to build trust and set the stage for strength-based coaching.

ECS Tasks and Responsibilities	Reminders for Teaching Teams	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 Classroom Coach/CLASS from Spring (if applicable)</li> <li>Review/set goals</li> <li>Review professional development offerings. Guide teachers on how to register on MISD website and MiRegistry</li> <li>Set Classroom Coach/CLASS baseline dates for new teaching teams</li> <li>Review teacher qualifications and complete 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 daily routine and calendar</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoint 1 starts September 6th</li> <li>Submit to ECS a copy of the classroom daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Baseline summary (if applicable)</li> <li>Professional growth plan for each teaching team</li> </ul>  <ul style="list-style-type: none"> <li>Compliance plans for teachers/associates (if applicable)</li> <li>ECS classroom communication log must be completed for each teaching team every month</li> </ul> 




# October

Before the children’s program begins, 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 Teaching Teams	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)</li> <li>• Review required child development screening tool and ongoing assessment tool</li> <li>• Review Classroom Coach/CLASS from Spring (if applicable)</li> <li>• Review/Set goals</li> <li>• Set Classroom Coach/CLASS baseline dates (if applicable)</li> <li>• Review teacher qualifications and complete 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>• Set up feedback sessions for baselines (if applicable)</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 complete within 2 weeks of enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline summary (if applicable)</li> <li>• Professional growth plan for each teaching team</li> </ul>  <ul style="list-style-type: none"> <li>• Compliance plans for teachers/associates (if applicable)</li> <li>• ECS classroom communication log must be completed for each teaching team every month</li> </ul> 

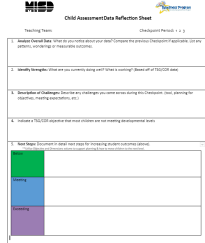

# November

Provide monthly coaching to teaching teams, based on the professional growth plan, which may include offering support by 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. Meetings may be in person or through electronic means.

ECS Tasks and Responsibilities	Reminders for Teaching Teams	Items Due in the MISD ECS Google Folder by <i>December 1st</i>
<ul style="list-style-type: none"> <li>Classroom visits (visit each classroom 1-2 times)</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoint 1 ends December 1st</li> <li>Set up a date and time for a Checkpoint 1 data meeting with your ECS</li> </ul>	<ul style="list-style-type: none"> <li>GOLD/COR lead teachers reliability certificates (renewal every 3 years)</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>ECS classroom communication log must be completed for each teaching team every month</li> <li>Checkpoint 1 ECS Focused Observation (minimum 1 per teaching team)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>MISD</b> ECS Focused Observation <span style="float: right;"></span></p> <p>ECS <span style="float: right;">Date</span></p> <p>Teaching Team</p> <p>Grade/Plan/Seat</p> <p>Observation Date (month and year)</p> <p>Appropriate Feedback observed... This is important for children because...</p> <p>Constructive Feedback observed... Strategies to enhance implementation: 1. 2. This is important for children because...</p> <p><small>Copyright © 2014 by the State of Missouri. All rights reserved. This document is the property of the Missouri State Board of Education. It is to be used for the purpose of the Missouri State Board of Education's professional development program.</small></p> </div>

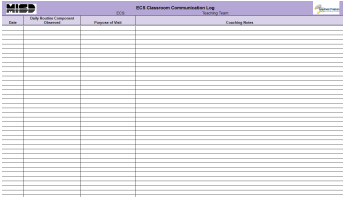
# December

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 Teaching Teams	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)</li> <li>● Ensure Checkpoint 1 is finalized by December 1st- check quality and completion</li> <li>● Begin child file reviews</li>   <li>● Teacher Meetings:               <ul style="list-style-type: none"> <li>○ Compliance/Classroom Coach/CLASS concerns</li> <li>○ Data Meetings- review Checkpoint 1 data with teaching teams, check-in on yearly goals, amend professional development plans as necessary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Checkpoint 1 data meeting date and time</li> <li>● Print Checkpoint 1 report to share with families at conferences/home visits</li> </ul>	<ul style="list-style-type: none"> <li>● ECS classroom communication log must be completed for each teaching team every month</li> <li>● Meet with each teaching team and complete a Data Reflection form and revisit the Professional Growth Plan</li> </ul>  

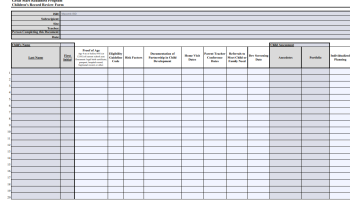
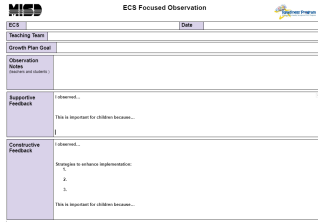
# January

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

ECS Tasks and Responsibilities	Reminders for Teaching Teams	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)</li> <li>● Child file reviews</li> <li>● Teacher Meetings:               <ul style="list-style-type: none"> <li>○ 1st Family Participation Group meeting should be held by the end of January</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 the end of January. Reach out to your ECS for support</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> 

# February

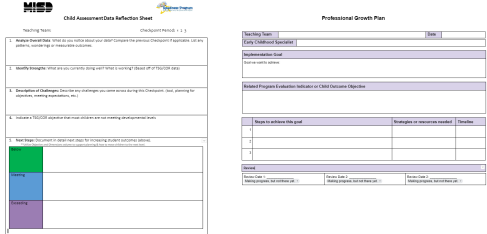
Monitor quantity and quality of narrative anecdotal evidence entered into the child assessment tool by each teaching team. Support the continuous, purposeful analysis of child progress to inform parent partnerships and teaching through lesson planning for meaningful, intentional whole group instruction,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

ECS Tasks and Responsibilities	Reminders for Teaching Teams	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)</li> <li>● Child file reviews</li> <li>● Schedule Spring Classroom Coach/CLASS observation dates               <ul style="list-style-type: none"> <li>○ 30% of your classrooms</li> <li>○ Teaching teams are on a 3 year cycle</li> </ul> </li> <li>● Teacher Meetings:               <ul style="list-style-type: none"> <li>○ Classroom Coach/CLASS review/meeting to go over goals and measure progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Checkpoint 2 ends on 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>● Child file review forms                 </li> <li>● Checkpoint 2 ECS Focused Observation (minimum 1 per 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 Teaching Teams	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)</li> <li>● Child file reviews</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- check quality and completion</li> <li>● Teacher Meetings:               <ul style="list-style-type: none"> <li>○ 2nd Data Meetings- review Checkpoint 2 data with teaching teams, check-in on yearly goals, amend professional development plans as necessary</li> <li>○ Classroom Coach/CLASS feedback sessions (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Checkpoint 2 data meeting date and time</li> <li>● Print Checkpoint 2 reports to share with families at conferences/home visits</li> </ul>	<ul style="list-style-type: none"> <li>● ECS classroom communication log must be completed for each teaching team every month</li> <li>● Meet with each teaching team and complete a Data Reflection and revisit the Professional Growth Plan</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>● Child file review forms</li> </ul>

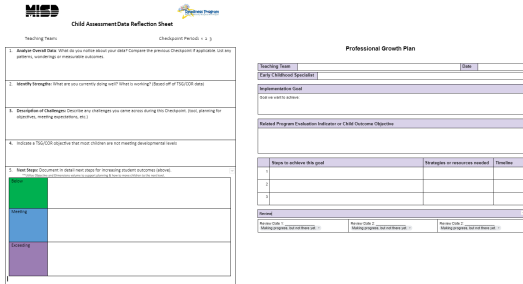
# April

Be available for teaching teams between visits as needed.

ECS Tasks and Responsibilities	Reminders for Teaching Teams	Items Due in the MISD ECS Google Folder by <i>June 30th</i>
<ul style="list-style-type: none"> <li>● Classroom visits (visit each classroom 1-2 times)</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>● Teacher Meetings:               <ul style="list-style-type: none"> <li>○ Classroom Coach/CLASS feedback sessions (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 2nd Family Participation Group meeting needs to be held by June 30th</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> </ul> <div data-bbox="1482 695 1850 906" data-label="Image"> </div> <ul style="list-style-type: none"> <li>● Classroom Coach/CLASS entered into the system</li> </ul>

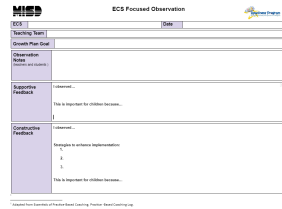
# May

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 Teaching Teams	Items Due in the MISD ECS Google Folder by <i>June 30th</i>
<ul style="list-style-type: none"> <li>● Classroom visits (visit each classroom 1-2 times)</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>● Teacher Meetings:               <ul style="list-style-type: none"> <li>○ Classroom Coach/CLASS feedback sessions (if applicable)</li> <li>○ 3rd Data Meetings- review Checkpoint 3 data (when complete) with teaching teams, evaluate progress made on yearly goals</li> <li>○ Begin discussion around goals for the following year during feedback session</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Checkpoint 3 should be finalized by June 15th</li> <li>● Set up Checkpoint 3 data meeting date and time with your ECS</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</li> <li>● Meet with each teaching team and complete a Data Reflection and revisit the Professional Growth Plan</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>● Checkpoint 3 ECS Focused Observation (minimum 1 per teaching team)</li> </ul>

# June

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

ECS Tasks and Responsibilities	Reminders for Teaching Teams	Items Due in the MISD ECS Google Folder by <i>June 30th</i>
<ul style="list-style-type: none"> <li>● Teacher Meetings:               <ul style="list-style-type: none"> <li>○ Classroom Coach/CLASS feedback sessions</li> <li>○ End of year review</li> <li>○ Checkpoint complete by June 15</li> </ul> </li> <li>● Admin Meeting:               <ul style="list-style-type: none"> <li>○ Review data</li> <li>○ Enrollment and recruitment</li> <li>○ Questions/concerns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Print Checkpoint 3 reports to share with families at conferences/home visits</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 copy kept in each teaching teams Google Folder</li> <li>● Meet with each teaching team and complete a Data Reflection and Professional Growth Plan forms</li> <li>● Checkpoint 3 ECS Focused Observation (minimum 1 per teaching team)</li> </ul> 



## Professional Growth Plan



Teaching Team		Date	
---------------	--	------	--

Early Childhood Specialist	
----------------------------	--

### 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 modificati... ▾	Checkpoint 3 Review Date: _____ Goal achieved! I'm ready to set a new goal. ▾
---	--	--

1

<sup>1</sup> Adapted from Essentials of Practice-Based Coaching, Action Plan Template. |





## ECS Focused Observation



<b>ECS</b>		<b>Date</b>	
<b>Teaching Team</b>			
<b>Growth Plan Goal</b>			
<b>Observation Notes</b> (teachers and students )			
<b>Supportive Feedback</b>	I observed...  This is important for children because...  		
<b>Constructive Feedback</b>	I observed...  Strategies to enhance implementation: 1. 2. 3.  This is important for children because...		

<sup>1</sup> Adapted from Essentials of Practice-Based Coaching, Practice -Based Coaching Log.



### Child Assessment Data Reflection Sheet

Teaching Team:

Checkpoint Period: 1 2 3

1. <b>Analyze Overall Data:</b> What do you notice about your data? Compare the 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 this Checkpoint. (tool, planning for objectives, meeting expectations, etc.)	
4. Indicate a TSG/COR objective that most children are not meeting developmental levels	
5. <b>Next Steps:</b> Document in detail next steps for increasing student outcomes (above). <span style="float: right;">▼</span> <small>**Utilize Objective and Dimensions volume to support planning &amp; how to move children to the next level.</small>	
Below	
Meeting	
Exceeding	





### 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>My Teaching Strategies GOLD</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.</i>  <i>It is also helpful to have the GOLD progressions to review levels and plan for next steps.</i></p>	<p><b>HighScope COR</b>  <b>Growth and/or Performance</b>  <i>*The Growth report provides teachers with an average / score per child, per period (checkpoint).</i>  <i>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>
--	---

#### 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 goal?" "What are some ways you have intentionally worked toward this goal as a team?"
3. "What was your biggest challenge in working toward your goal during this checkpoint?" "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 ISD
Subrecipient:	
Site:	
Teacher:	
Person Completing this Document:	
Date:	

Child's Name		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	Risk Factors	Documentation of Partnership in Child Development	Home Visit Dates	Parent Teacher Conference Dates	Referrals to Meet Child or Family Need	Dev Screening Date	Child Assessment		
Last Name	First Initial									Anecdotes	Portfolio	Individualized Planning
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												

## **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 2023/2024



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

## August

Date	Title	Time	Location
8/14/23	Talking is Teaching –Becoming A Trusted Messenger	8:30-11:30	In Person
8/18/23	Talking is Teaching –Becoming A Trusted Messenger	8:30-11:30	In Person
8/22/23	ASQ-SE2 Screening Tool	9:00-2:00	In Person
8/28/23	ASQ-3 Screening Tool	9:00-2:00	In Person
8/29/23	My Teaching Strategies G OLD	8:30-12:00	In Person
8/30/23	GSRP Daily Routine –Large Group	8:30-11:30	Virtual
8/31/23	Introduction to Child Observation Record (COR)	9:00-12:00	Virtual

## September

Date	Title	Time	Location
9/5/23	GSRP Daily Routine –Small Group	8:30-11:30	In Person
9/5/23	Playful Math in the Early Childhood Classroom	12:30-3:30	In Person
9/8/23	Great Start Readiness Program (GSRP) 101	8:30-11:30	In Person
9/8/23	ASQ-3 Screening Tool	9:00-2:00	In Person
9/12/23	GSRP Daily Routine –Adult / Child Interaction During Work Time	8:30-11:30	Virtual
9/13/23	Early Childhood Specialist Meeting (Macomb County ECSs)	9:00-11:00	In Person
9/14/23	Community Based Organization (CBO) Meeting	9:00-11:00	In Person
9/15/23	GSRP Daily Routine – Transitions	8:30-11:30	Virtual
9/15/23	A Day in the Life of HighScope	8:30-11:30	In Person
9/15/23	ASQ-3 Screening Tool	9:00-2:00	In Person
9/20, 10/18, 11/29, 1/17, 2/21 & 3/20	Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Director/s/ Administrators	1:00-3:00	Virtual
9/21/23 & 9/22/23	Creative Curriculum For Pre-school Foundations Training	8:30-3:00	In Person
9/22/23	ASQ-SE2 Screening Tool	9:00-2:00	In Person
9/29/23	My Teaching Strategies G OLD	8:30-12:00	In Person
9/29/23	Supporting Note Taking in the GSRP Classroom	8:30-11:30	In Person

## October

Date	Title	Time	Location
10/5/23	HighScope: Teacher-Child Interactions	8:30-11:30	In Person
10/13/23	Introduction to Child Observation Record (COR)	9:00-12:00	Virtual
9/20, 10/18, 11/29, 1/17, 2/21 & 3/20	Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Director/s/ Administrators	1:00-3:00	Virtual
10/20/23 or 10/27/23	Children's Resource Network (CRN) Meeting	8:30-11:30	In Person

## November

Date	Title	Time	Location
11/3/23	ASQ-SE2 Screening Tool	9:00-2:00	In Person
11/8/23	Early Childhood Specialist Meeting (Macomb County ECSs)	9:00-11:00	Virtual
11/10/23	My Teaching Strategies G OLD	8:30-12:00	In Person
11/10/23	Playful Math in the Early Childhood Classroom	8:30-11:30	In Person
11/16/23	Community Based Organization (CBO) Meeting	9:00-11:00	Virtual
11/17/23 & 1/19/24 (Must Attend Both Days)	Social Emotional Series (11/17) & 8:30-11:30 (1/19)	8:30-3:30	In Person
11/17/23	Science in the Pre-school Classroom	8:30-11:30	In Person
9/20, 10/18, 11/29, 1/17, 2/21 & 3/20	Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Director/s/ Administrators	1:00-3:00	Virtual

## December

Date	Title	Time	Location
12/1/23	Children's Resource Network (CRN) Meeting	8:30-11:30	Virtual
12/7/23 & 12/8/23	Creative Curriculum For Pre-school Foundations Training	8:30-3:00	In Person
12/8/23	HighScope: Planning & Recall	8:30-11:30	In Person
12/15/23	Introduction to Child Observation Record (COR)	9:00-12:00	Virtual

## January

Date	Title	Time	Location
1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days)	Literacy Essentials	8:30-3:00	In Person
1/5/24	GSRP Daily Routine – Transitions	8:30-11:30	Virtual
1/10/24	Early Childhood Specialist Meeting (Macomb County ECSs)	9:00-11:00	In Person
1/12/24	Creative Curriculum-Implementing Studies	8:30-2:00	In Person
9/20, 10/18, 11/29, 1/17, 2/21 & 3/20	Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Director/s/ Administrators	1:00-3:00	Virtual
1/18/24	Community Based Organization (CBO) Meeting	9:00-11:00	In Person
1/19/24	Social Emotional Series 2nd Day; Must attend day 1 on 11/17/23	8:30-11:30	In Person
1/26/24	GSRP Daily Routine – Large Group	8:30-11:30	Virtual
1/26/24	How Play Connects to Learning	8:30-11:30	In Person

## February

Date	Title	Time	Location
2/9/24	GSRP Daily Routine – Small Group	8:30-11:30	In Person
1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days)	Literacy Essentials	8:30-3:00	In Person
9/20, 10/18, 11/29, 1/17, 2/21 & 3/20	Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Director/s/ Administrators	1:00-3:00	Virtual

## March

Date	Title	Time	Location
3/1/24	Open-Ended Art for Young Children	8:30-11:30	In Person
3/6/24	Early Childhood Specialist Meeting (Macomb County ECSs)	9:00-11:00	Virtual
3/8/24	Children's Resource Network (CRN) Meeting	8:30-11:30	Virtual
1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days)	Literacy Essentials	8:30-3:00	In Person
3/14/24	Community Based Organization (CBO) Meeting	9:00-11:00	Virtual
3/15/24	GSRP Daily Routine –Adult / Child Interaction During Work Time	8:30-11:30	Virtual
9/20, 10/18, 11/29, 1/17, 2/21 & 3/20	Book Study: Essentials of Practiced-Based Coaching *Target Audience: Macomb County ECSs, Early Childhood Director/s/ Administrators	1:00-3:00	Virtual
3/22/24	GSRP: Recruitment and Enrollment	8:30-11:30	In Person

## April

Date	Title	Time	Location
1/5 & 2/9 & 3/22 & 4/5 (Must Attend all 4 Days)	Literacy Essentials	8:30-3:00	In Person
4/19/24 or 4/26/24	Children's Resource Network (CRN) Meeting	8:30-11:30	In Person

## May

Date	Title	Time	Location
5/8/24	Early Childhood Specialist Meeting (Macomb County ECSs)	9:00-11:00	In Person
5/16/24	Community Based Organization (CBO) Meeting	9:00-11:00	In Person

# Macomb Intermediate School District Early Childhood Professional Learning Descriptions

\* Workshops are listed in alphabetical order.

## Agencies and Stages (ASQ):

### ASQ-3 Developmental Screening Tool

Participants will discuss the ASQ-3 development of screening, review the ages and stages questions, learn how to use the ASQ-3, explore intervention activities that support ASD, 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 the administrator, score and follow up with intervention resources.

## Book Study: Essentials of Practice-Based Coaching

Target Audience: Macomb County Early Childhood Specialists, Early Childhood Directors/Administrators

Participants will deepen their understanding of how to support effective practice in early childhood. The book study (Essentials of Practice-Based Coaching) is centered around discussion, collaboration, and conversation. Evidence-based and effective practices of coaching make a positive impact to support children's development. Come join us as we take a deep dive into this book study on effective practice of coaching.

## Community Based Organization (CBO) Meetings

Target Audience: Community Based Organization Officers/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:

### 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.

### My Teaching Strategies GOLD

Participants will learn where the basic skills of the GOLD assessment system, entering notes, assigning levels, printing reports, & utilizing strategy information.

## Early Childhood Specialist Meetings

Macomb County early childhood specialists meet during these times to share information and collaborate.

## Great Start Readiness Program 101

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

## Registration Online

- Go to [events.mtsd.net](http://events.mtsd.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

## 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.

### Teacher-Child Interactions: A Key to Meaningful Learning and Teaching

Positive teacher-child relationships are one of the most significant factors in children's well-being and learning. Come and discover ways to unlock mystery of how children understand the world and how you can support their development and learning. Let's follow the child into their incredible world of feelings, thoughts, and behavior and find the meaning in our teaching.

### 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

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.

## Playful Math in the Early Childhood Classroom

Participants will develop an understanding of integrating math concepts playfully throughout the day and in transitions. Become familiar with GE LN'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. Share information from Exploring Mathematics Through Play in the Early Childhood Classroom by Amy Nobile Parks. Learn ways to incorporate math during read-alouds.

## 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.

## 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

Research shows that social-emotional competence is critical for a child's school readiness. Participants will be introduced to practices that promote young children's social and emotional development and prevent and address challenging behaviors. Topics will include universal practices to promote positive behavior and support for children who need targeted social-emotional supports.

## 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 reflective 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 smoothly.

### 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.

## Talking is Teaching- Becoming a Trusted Messenger

Become a trusted messenger. The goal is to increase awareness and spark positive changes in parents and communities to boost early brain and language development in children ages 0-5.