

Macomb Intermediate School District

Early Childhood Specialist Framework 2025-2026

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Table of Contents

The Macomb Intermediate School District is committed to providing high-quality educational services to our youngest learners. High-quality prekindergarten gives children a strong start on the path that leads to school success.

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 prekindergarten with fidelity using the GSRP model.

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-PreK for All programs, our goal is that all GSRP teaching teams feel fully supported by their ECS.

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Introduction and Table of Contents.....2
 August/September.....3
 October.....4
 November.....5
 December.....6
 January.....7
 February.....8
 March.....9
 April.....10
 May.....11
 June.....12
 ECS Forms and Templates.....13-26
 ECS Observation Tips.....27-28
 Professional Development Calendar.....29-30

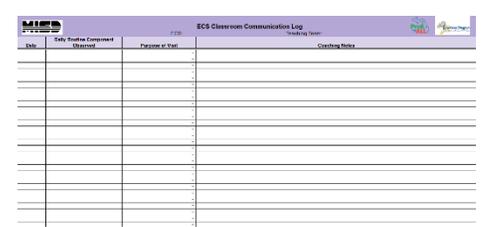
References

Michigan Department of Lifelong Education, Advancement, and Potential. (2025). *GSRP Implementation Manual*.

Snyder, P., Hemmeter, M. L., & Fox, L. (2022). *Essentials of practice-based coaching: Supporting effective practices in early childhood*. Paul H. Brookes Publishing Co.

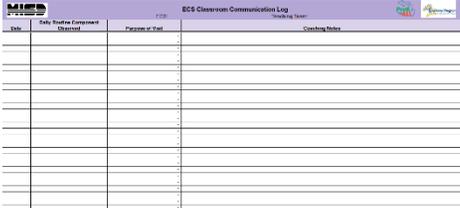
August/September

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.

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"> • Initial visits with Directors/Principals/Teaching Teams • Review required child development screening tool and ongoing assessment tool • Create SmartTeach/COR logins for new teachers and support teachers with deleting students from the previous year • Review professional development completed by each teacher and guide teachers on how to register on the MISD website and MiRegistry • Set Classroom Coach/CLASS baseline dates for new teaching teams • Review teacher qualifications. If needed, complete or update PEPP plans • Discuss how data will be reviewed as a team and used over the course of the year • Review/approve the daily routine and program calendar prior to the first day of school • Review/sign the MISD Behavior Policy and Behavior Intervention Guide Framework • Review the ECS Framework with teaching teams • Update the GSRP Teacher Roster • Review the lesson planning process with teaching teams • Review and provide feedback on the full Parent Handbook for new programs. Review Parent Handbooks of established programs for updates • Distribute Teacher Quick Reference bookmarks to teaching teams • Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> ○ New teaching teams ○ Students with behavioral challenges ○ Classrooms that need additional support 	<ul style="list-style-type: none"> • Checkpoint 1 starts September 2nd and ends December 1st • Submit the classroom daily routine to ECS • Submit the program calendar to ECS prior to the first day of school • Submit the GSRP Parent Handbook to ECS • Submit updated PEPP plan documentation to ECS • Register for mandatory trainings (ASQ, SmartTeach/COR, Creative Curriculum/HighScope) and other courses at MISD and MiRegistry • Plan two Family Participation Group meeting dates • Child developmental screeners should be completed within 2 weeks of enrollment and shared with families • Reach out to your ECS if you would like a binder to help you stay organized 	<ul style="list-style-type: none"> • PEPP plans and updates for teachers/associates (if applicable) • Daily Routine for each teaching team • Calendar for each program • Signed MISD Behavior Policy for each teaching team <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • Sample lesson plan from each teaching team • ECS Classroom Communication Log must be completed for each teaching team every month <div style="text-align: center; margin: 10px 0;">  </div>

October

Early in the school year, the Classroom Coach/CLASS baseline is administered for new teachers. This aids in understanding the tool and the process to identify the teaching team's strengths and areas for improvement.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD Google Folder by <i>November 1st</i>
<ul style="list-style-type: none"> Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> New teaching teams Students with behavioral challenges Classrooms that need additional support Review documentation in ongoing assessment tool Complete Classroom Coach/CLASS baselines (if applicable) Set up feedback sessions for baselines (if applicable) Review a minimum of 5 child files, including the developmental screening tool. Review additional files if discrepancies are found Remind Lead Teachers about completing the reliability certification Share Strengths & Needs Assessment tool with teaching teams Update the GSRP Teacher Roster Review and provide feedback on the full Parent Handbook for new programs. Review Parent Handbooks of established programs for updates Support team members to obtain MiRegistry Membership 	<ul style="list-style-type: none"> Checkpoint 1 starts September 2nd and ends December 1st Submit the classroom daily routine to ECS Submit the program calendar to ECS prior to the first day of school Submit the GSRP Parent Handbook to ECS Submit updated PEPP plan documentation to ECS Register for mandatory trainings (ASQ, SmartTeach/COR, Creative Curriculum/HighScope) and other courses at MISD and MiRegistry Plan two Family Participation Group meeting dates Child developmental screeners should be completed within 2 weeks of enrollment and shared with families Reach out to your ECS if you would like a binder to help you stay organized 	<ul style="list-style-type: none"> PEPP plans and updates for teachers/associates (if applicable)  <ul style="list-style-type: none"> Daily Routine for each teaching team Calendar for each program Signed MISD Behavior Policy for each teaching team Sample lesson plan from each teaching team ECS Classroom Communication Log must be completed for each teaching team every month 

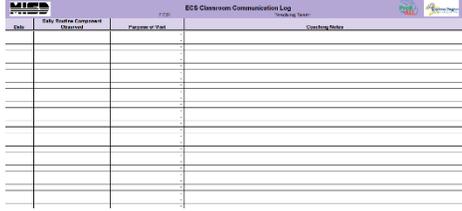
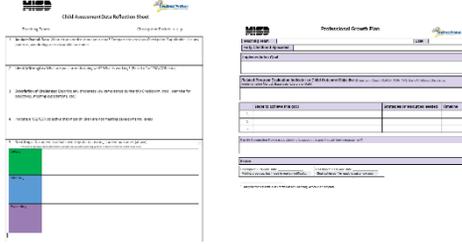
November

Provide monthly coaching to teaching teams, which may include observing to provide feedback on interactions, modeling strategies with children, offering classroom or professional learning resources, meeting with teams to discuss feedback, etc.

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by <i>December 1st</i>
<ul style="list-style-type: none"> ● Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> ○ New teaching teams ○ Students with behavioral challenges ○ Classrooms that need additional support ● Review documentation in ongoing assessment tool ● Complete Classroom Coach/CLASS baselines (if applicable) ● Set up feedback sessions for baselines (if applicable) ● Review a minimum of 5 child files, including the developmental screening tool. Review additional files if discrepancies are found ● Remind Lead Teachers about completing the reliability certification ● Share Strengths & Needs Assessment tool with teaching teams ● Update the GSRP Teacher Roster ● Review and provide feedback on the full Parent Handbook for new programs. Review Parent Handbooks of established programs for updates ● Support team members to obtain MiRegistry Membership 	<ul style="list-style-type: none"> ● Checkpoint 1 ends December 1st ● Lead Teacher SmartTeach/COR reliability certification due by February 1st ● Submit the GSRP Parent Handbook to ECS ● MiRegistry Membership required for all teaching team members 	<ul style="list-style-type: none"> ● Classroom Coach/CLASS baseline (for new teaching teams) ● Classroom Coach/CLASS Reliability Certification (renewal every 2 years) ● Parent Handbook for each program ● Strengths & Needs Assessment for each teaching team <div data-bbox="1667 597 1822 818" style="text-align: center;"> </div> <ul style="list-style-type: none"> ● ECS Classroom Communication Log must be completed for each teaching team every month ● Child file review forms <div data-bbox="1570 1026 1822 1172" style="text-align: center;"> </div>

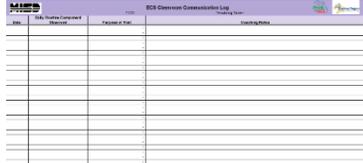
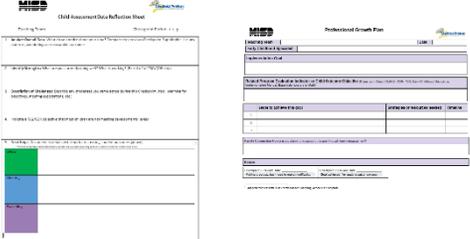
December

Through observation and feedback, the ECS supports teaching teams and site administrators to provide high-quality prekindergarten with fidelity using 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"> ● Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> ○ New teaching teams ○ Students with behavioral challenges ○ Classrooms that need additional support ● Ensure Checkpoint 1 is finalized by December 1st. Coach teachers on quality and completion ● Assist programs with entering UIC/License numbers in SmartTeach/COR ● Update the GSRP Teacher Roster, including required professional development ● Data Reflection and Professional Growth Plan Meetings: <ul style="list-style-type: none"> ○ Review Checkpoint 1 data and Data Reflection Sheet ○ Set a Professional Growth Plan goal (review Strengths & Needs Assessment, Classroom Coach/CLASS) ○ Review completed professional development and amend PD plans as necessary 	<ul style="list-style-type: none"> ● Checkpoint 2 ends March 1st ● Meet with ECS for Checkpoint 1 data meeting and Professional Growth Plan goal setting ● Print Checkpoint 1 reports to share with families at conferences/home visits ● UIC/License numbers must be entered in SmartTeach/COR by February 1st ● MiRegistry Membership required for all teaching team members 	<ul style="list-style-type: none"> ● 1st Family Participation Group meeting agenda ● ECS Classroom Communication Log must be completed for each teaching team every month  ● Data Reflection Sheet and Professional Growth Plan for each teaching team  ● SmartTeach/COR Lead Teacher reliability certificates (renewal every 3 years) 

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"> Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> New teaching teams Students with behavioral challenges Classrooms that need additional support Assist programs with entering UIC/License numbers in SmartTeach/COR Update the GSRP Teacher Roster Teacher Meetings: <ul style="list-style-type: none"> 1st Family Participation Group meeting should be held by February 1st Review professional development and schedule PD as needed 	<ul style="list-style-type: none"> Checkpoint 2 ends March 1st Schedule and facilitate the 1st Family Participation Group meeting by February 1st. Reach out to your ECS for support UIC/License numbers must be entered in SmartTeach/COR by February 1st MiRegistry Staff and Classroom report must be completed by February 1st 	<ul style="list-style-type: none"> 1st Family Participation Group meeting agenda ECS Classroom Communication Log must be completed for each teaching team every month  Data Reflection Sheet and Professional Growth Plan for each teaching team  SmartTeach/COR Lead Teacher reliability certificates (renewal every 3 years) 

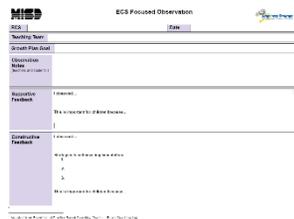
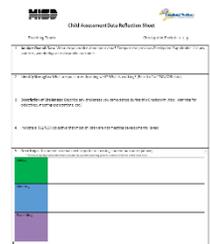
February

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 Programs	Items Due in the MISD ECS Google Folder by <i>April 1st</i>
<ul style="list-style-type: none"> Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> New teaching teams Students with behavioral challenges Classrooms that need additional support Schedule Spring Classroom Coach/CLASS observation between March 1-May 30: <ul style="list-style-type: none"> 30% of your classrooms Teaching teams are on a 3 year cycle Entered into the system by June 15th Update the GSRP Teacher Roster 	<ul style="list-style-type: none"> Checkpoint 2 ends March 1st Review the CLASS/Classroom Coach Measurement Tool and Materials Checklist. Reach out to your ECS for support 	<ul style="list-style-type: none"> ECS Classroom Communication Log must be completed for each teaching team every month Checkpoint 2 Focused Observation for each teaching team <div data-bbox="1575 600 1879 820" data-label="Image"> </div> Data Reflection Sheet and Professional Growth Plan for each teaching team <div data-bbox="1470 950 1953 1193" data-label="Image"> </div>

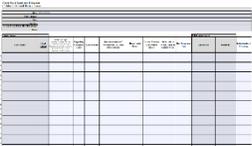
March

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"> ● Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> ○ New teaching teams ○ Students with behavioral challenges ○ Classrooms that need additional support ● Classroom Coach/CLASS administered March 1-May 30: <ul style="list-style-type: none"> ○ 30% of your classrooms ○ Teaching teams are on a 3 year cycle ○ Entered into the system by June 15th ● Ensure Checkpoint 2 is finalized by March 1st. Coach teachers on quality and completion ● Ensure the number of days required will be met by each program (reconfigure the calendar if needed to account for closed days) ● Update the GSRP Teacher Roster ● Data Reflection and Professional Growth Plan Meetings: <ul style="list-style-type: none"> ○ Review Checkpoint 2 data and Data Reflection Sheet ○ Modify or set a new Professional Growth Plan goal (review Strengths & Needs Assessment and Classroom Coach/CLASS) ○ Review completed professional development and amend PD plans as necessary ● Classroom Coach/CLASS feedback sessions (if applicable) 	<ul style="list-style-type: none"> ● Checkpoint 3 ends June 15th ● Meet with ECS for Checkpoint 2 data meeting and Professional Growth Plan review ● Print Checkpoint 2 reports to share with families at conferences/home visits ● Schedule and facilitate the 2nd Family Participation Group meeting by the end of June. Reach out to your ECS for support ● Report to ECS the number of building closure days (snow days, etc.) to be sure the required number of days will be met 	<ul style="list-style-type: none"> ● ECS Classroom Communication Log must be completed for each teaching team every month ● Checkpoint 2 Focused Observation for each teaching team <div style="text-align: center; margin: 10px 0;">  </div> ● Data Reflection Sheet and Professional Growth Plan for each teaching team <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>

April

Be available for teaching teams between visits as needed. Utilize resources such as the Kindergarten transition toolkit to support programs with planning their second Family Participation Group (FPG) meeting.

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

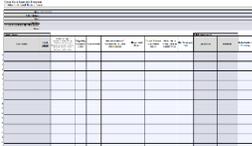
May

Follow up with 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 June 15th
<ul style="list-style-type: none"> ● Classroom visits (visit each classroom 1-2 times). Conduct additional visits for: <ul style="list-style-type: none"> ○ New teaching teams ○ Students with behavioral challenges ○ Classrooms that need additional support ● Classroom Coach/CLASS administered March 1-May 30: <ul style="list-style-type: none"> ○ 30% of your classrooms ○ Teaching teams are on a 3 year cycle ○ Entered into the system by June 15th ● Update the GSRP Teacher Roster ● Data Reflection and Professional Growth Plan Meetings: <ul style="list-style-type: none"> ○ Review Checkpoint 3 data and Data Reflection Sheet ○ Evaluate progress made on Professional Growth Plan goal ○ Review completed professional development and amend PD plans as necessary ● Classroom Coach/CLASS feedback sessions (if applicable) ● Review child files to confirm the completion of required home visits and conferences 	<ul style="list-style-type: none"> ● Checkpoint 3 ends June 15th ● Meet with ECS for Checkpoint 3 data meeting and Professional Growth Plan review 	<ul style="list-style-type: none"> ● 2nd Family Participation Group meeting agenda ● ECS Classroom Communication Log must be completed for each teaching team every month ● Classroom Coach/CLASS entered into the system and save a copy to each teaching team's Google folder ● Data Reflection Sheet and Professional Growth Plan for each teaching team <div style="display: flex; justify-content: space-around; margin: 10px 0;">   </div> <ul style="list-style-type: none"> ● Checkpoint 3 Focused Observation for each teaching team <div style="display: flex; justify-content: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> ● Updated child file review <div style="display: flex; justify-content: center; margin: 10px 0;">  </div>

June

Thank you for helping to ensure high quality prekindergarten in the Macomb County Great Start Readiness Program/PreK for All!

ECS Tasks and Responsibilities	Reminders for Programs	Items Due in the MISD ECS Google Folder by June 15th
<ul style="list-style-type: none"> ● Data Reflection and Professional Growth Plan Meetings: <ul style="list-style-type: none"> ○ Review Checkpoint 3 data and Data Reflection Sheet ○ Evaluate progress made on Professional Growth Plan goal ○ Review completed professional development and amend PD plans as necessary ● Classroom Coach/CLASS feedback sessions (if applicable) ● Ensure Checkpoint 3 is finalized by June 15th. Coach teachers on quality and completion ● Director/Administrator Meetings: <ul style="list-style-type: none"> ○ Review data ○ Enrollment and recruitment ○ Questions/concerns ○ Plans for next year: <ul style="list-style-type: none"> ● Professional learning ● New classrooms ● Review child files to confirm the completion of required home visits and conferences 	<ul style="list-style-type: none"> ● Checkpoint 3 ends June 15th ● Print Checkpoint 3 reports to share with families at home visits/conferences ● Print final child assessment reports for child files and print classroom assessment report to be kept with GSRP files 	<ul style="list-style-type: none"> ● 2nd Family Participation Group meeting agenda ● ECS Classroom Communication Log must be completed for each teaching team every month ● Classroom Coach/CLASS entered into the system and save a copy to each teaching team's Google folder ● Data Reflection Sheet and Professional Growth Plan for each teaching team <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> ● Checkpoint 3 Focused Observation for each teaching team <div style="display: flex; justify-content: center; align-items: center;">  </div> <ul style="list-style-type: none"> ● Updated child file review <div style="display: flex; justify-content: center; align-items: center;">  </div>

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
Learning Environment							
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 Materials Checklist .)	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
Social and Emotional Support							
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

1

Teaching Practice	We are doing this now...					Support needed?	
	Not yet	Sometimes	Always			Yes	No
Language and Literacy							
13. We ask open-ended questions to facilitate children's use of language.	1	2	3	4	5	Yes	No
14. We add more words or ideas to what children say. We introduce and define new vocabulary words.	1	2	3	4	5	Yes	No
15. We initiate and respond to conversations with children throughout the day, with repeated turns back and forth. We allow children to take the lead in these conversations.	1	2	3	4	5	Yes	No
16. We provide brief, clear, and explicit instruction in letter names, the sound(s) associated with the letters, and how letters are shaped and formed.	1	2	3	4	5	Yes	No
17. We intentionally scaffold children's development of phonological awareness by providing opportunities for rhyming, alliteration, and playing with sounds inside words.	1	2	3	4	5	Yes	No
18. Read alouds are interactive with many opportunities for children to share their ideas. Children are engaged in discussion before, during, and/or after the read aloud.	1	2	3	4	5	Yes	No
19. We use verbal and nonverbal strategies to draw children's attention to print concepts (e.g., running fingers under words, pointing out print within pictures).	1	2	3	4	5	Yes	No
20. We intentionally scaffold children's development in writing by modeling, providing varied opportunities to write, and using writing for a purpose or meaning.	1	2	3	4	5	Yes	No
Mathematics							
21. We support and intentionally scaffold children's development in subitizing/quantifying (at a glance, identifying how many objects there are in all).	1	2	3	4	5	Yes	No
22. We support and intentionally scaffold children's development in counting, with emphasis on one-to-one correspondence.	1	2	3	4	5	Yes	No
23. We support and intentionally scaffold children's development in cardinality (knowing the total number of objects in a set).	1	2	3	4	5	Yes	No
24. We support and intentionally scaffold children's ability to use mathematical attributes to compare objects (e.g., more/less, bigger/smaller).	1	2	3	4	5	Yes	No
25. We support and intentionally scaffold children's development in naming and describing shape attributes.	1	2	3	4	5	Yes	No
26. We support and intentionally scaffold children's ability to recognize and identify numerals.	1	2	3	4	5	Yes	No

2

Teaching Practice	We are doing this now...			Support needed?			
	Not yet	Sometimes	Always	Yes	No		
Scientific Inquiry							
27. We provide opportunities for children to experiment by observing, predicting, and drawing conclusions.	1	2	3	4	5	Yes	No
28. We explore concepts in earth science, life science, and physical science. We introduce and discuss a variety of scientific vocabulary throughout the day.	1	2	3	4	5	Yes	No
29. We support children in solving problems with materials and doing age-appropriate things for themselves, even when it may lead to messes, delays, or mistakes.	1	2	3	4	5	Yes	No
Social Studies							
30. We discuss and celebrate similarities and differences among children and their families. We incorporate the diverse languages spoken by families in the classroom.	1	2	3	4	5	Yes	No
31. We engage children in reflection and discussion about past, current, and future events.	1	2	3	4	5	Yes	No
32. We scaffold children's understanding of geographic concepts, such as navigating familiar environments, using geographic tools (e.g. maps), and describing physical features of the environment.	1	2	3	4	5	Yes	No
Lesson Planning							
33. We refer to our research-validated curriculum manuals, guides, books, and kits to plan developmentally appropriate lessons.	1	2	3	4	5	Yes	No
34. We adjust our lesson plans and instruction to ensure all students can participate successfully, including dual-language learners, students with IEPs, and students with behavioral challenges.	1	2	3	4	5	Yes	No
35. We incorporate individual children's interests into our lesson plans and classroom environment.	1	2	3	4	5	Yes	No
36. We use our research-validated child observation tool (GOLD or COR) to record anecdotal notes that are objective and focused on children's strengths. Our anecdotal notes are specific and include who, what, when, and where.	1	2	3	4	5	Yes	No
Family Engagement							
37. We provide ongoing and varied opportunities for families to participate in school activities, as they are able.	1	2	3	4	5	Yes	No
38. We regularly communicate and share anecdotal information with families, including information about their child's progress in school (e.g., during daily pickup, when messaging family members, when sending notes home, through an online system).	1	2	3	4	5	Yes	No
39. We partner with families in setting meaningful goals for their children. We share helpful resources to support learning at home.	1	2	3	4	5	Yes	No

Please write the numbers of the top 3 teaching practices you would like support to strengthen.

1. ____ 2. ____ 3. ____

Which parts of the Daily Routine would you like support with? Please indicate at least one.

Large Group
 Small Group
 Choice Time
 Planning/Recall
 Read Aloud
 Outside
 Mealtimes
 Rest Time
 Arrival/Dismissal
 Transitions

Please write any notes in the space below.



Professional Growth Plan



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

Early Childhood Specialist	
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Implementation Goal

Related Program Evaluation Indicator or Child Outcome Objective (Classroom Coach/CLASS, COR, TSG, Early Childhood Standards, Implementation Manual, Essentials- Literary or Math)

	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 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 Adapted from Essentials of Practice-Based Coaching, Action Plan Template.



ECS Focused Observation



ECS		Date	
Teaching Team		Number of Students	
Growth Plan Goal			
Observation Notes <small>(teachers and students)</small>			
Reflective Conversation Starters	<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>		
Supportive Feedback	<p>I observed...</p> <p>This is important for children because...</p>		
Constructive Feedback	<p>Things to consider:</p> <p>Strategies to enhance implementation:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>This is important for children because...</p>		

¹ Adapted from Essentials of Practice-Based Coaching, Practice -Based Coaching Log.



Child Assessment Data Reflection Sheet

Teaching Team:

Checkpoint Period: 1 2 3

1. **Analyze Overall Data:** What do you notice about your data? Compare the previous Checkpoint if applicable. List any patterns, wonderings or measurable outcomes.

2. **Identify Strengths:** What are you currently doing well? What is working? (Based off of TSG/COR data)

3. **Description of Challenges:** 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. **Next Steps:** Document in detail next steps for increasing student outcomes (above).

**Utilize Objective and Dimensions volume to support planning & how to move children to the next level.

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><u>My Teaching Strategies GOLD</u> Snapshot by Dimension and/or Class Profile * <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><u>HighScope COR</u> Growth and/or Performance <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

<p>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?"</p>
<p>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?"</p>
<p>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?"</p>
<p>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?"</p>



FY26 Macomb Intermediate School District – Great Start Readiness Program

Policy for Addressing Challenging Behaviors

GSRP Implementation Manual:

Social Emotional Learning (SEL) is crucial to helping children learn to manage their feelings and to interact successfully with others. Research shows young children who struggle with behavioral and emotional problems have a fifty percent chance of continuing to struggle into adulthood. There is additional evidence that high-quality early childhood education can minimize challenging child behaviors when it focuses on child-initiated learning activities and is most effective when offered to children through a system based on positive relationships with children, families, and colleagues. The following instructional strategies have been shown to be effective in promoting positive social interactions.

- Involve children in resolving conflicts with their peers. The following conflict resolution steps are taught to the children and implemented by the adult:

1. Approach conflict calmly.
2. Acknowledge children's feelings.
3. Gather information from the children on what happened.
4. Restate the problem to the children.
5. Ask children for solutions and encourage children to choose a solution together.
6. Support children in the implementation of their solution.

- Reference a high-quality framework for teaching social emotional skills that target challenging behaviors, for example, the National Center for Pyramid Model Innovations.

- Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays or identified disabilities (e.g., toileting needs, speech, motor function, aggressive behaviors and cognitive delays). Programs should reach out to the ISD for information on mental health supports for children and follow the process set by the ISD to obtain help.

Per Licensing Rule R400.8140 – Any adults interacting with GSRP children (Teaching Teams, Administrators, Classroom Aides, Substitute Staff, etc.) will NOT:

- Use any form of corporal punishment (hitting, shaking, biting, pinching)
- Restrict a child's movement by binding or tying him or her
- Inflict mental or emotional punishment, such as humiliation, shaming or threatening a child
- Deprive a child of meals, snacks, rest or necessary toilet use
- Confine a child in an enclosed areas, such as closet, locked room, box or similar cubicle

Seclusion and Restraint

The use of seclusion and restraint is not allowed in GSRP Classrooms. GSRP programs must adhere to the law as described in [Michigan's Revised School Code Section 380.1307](#). If emergency restraint has been used with a child, the GSRP staff MUST have documentation and contact their ECS and Program Administrator/Director. The ECS will be responsible for sharing it with the MISD Early Childhood Contact and GSRP Coordinator.

Daily Classroom Practices for Promoting Social and Emotional Development

Teaching teams will provide:

- A calm, loving, nurturing and respectful environment
- Positive adult-child interactions that focus on Program relationships
- Positive encouragement, while focusing on children's strengths
- Ways to teach social/emotional skills as well as appropriate behaviors
- A safe learning environment while using positive redirection and clear classroom rules
- A predictable and consistent daily routine and transitions
- Ways for children to regulate their emotions and express their feelings appropriately
- Ways to guide children in learning how to problem solve and be part of the conflict resolution process
- Ways to build partnerships with families

Steps for Addressing Challenging Behavior

GSRP students may not be sent home for exhibiting challenging behavior unless they are causing excessive harm to themselves or others. If an emergency/safety situation related to a behavior occurs, the teaching team/administrator must notify the ECS and Program Administrator/Director. A decision will be made on how to proceed, based on the situation.

When teaching teams observe an ongoing challenging behavior and need additional support, the following steps **MUST** be followed:

1. Teaching teams must document:
 - The time/part of the day when the observable behavior is occurring
 - The frequency of the behavior (how often the behavior is occurring)
 - The triggers that might be causing the behavior
 - Any information that has been shared with the family about the behavior
 - The strategies they have been consistently implementing to address the behavior:
 - What was done to teach the child social-emotional skills?
 - What was done to teach the appropriate behavior?
 - What visuals were used?
2. Contact the program's Early Childhood Specialist. The ECS will set up a time to visit the classroom to observe the behavior, and then meet with the teaching team and director to share their observations and discuss the next steps.
3. If further support is still needed after two weeks of implementing the ECS and Program Administrator/Director suggestions and ideas, consider proceeding to a Behavior Intervention Plan.

Behavior Intervention Plan

If the ECS and Program Administrator/Director feel that a Behavior Intervention Plan is necessary to support the child’s social and emotional development, then a meeting will be set up with the ECS, teaching team, administrator, parent(s)/guardian(s), and any other individuals that should be included. It is critically important that a collaborative effort is established when working with families.

Teaching teams/administrators cannot meet with a family to set up a Behavior Intervention Plan without the consent of the ECS, as well as the Program Administrator/Director.

The Behavior Intervention Plan will include (but is not limited to) the following:

- Documentation of the ongoing behavior in the classroom
- Strategies and techniques that the teaching team consistently implements to support the child
- Feedback from the family
- Steps that will be agreed upon to support the child in the classroom and at home
- Resources/agencies shared with the family, such as Macomb Community Mental Health, special education services at the local school district, etc.
- A plan for next steps

A copy of the Behavior Intervention Plan will be signed by all attendees. A copy will be given to all parties, and one copy is placed in the child’s file. A follow up meeting will be scheduled.

Resources for Teaching Teams

- National Center for Pyramid Model Innovations (NCPMI) www.challengingbehavior.org
- Pyramid Model Practices, Implementation Checklist <https://challengingbehavior.org/docs/Pyramid-Practices-Checklist.pdf>
- National Association for the Education of Young Children (NAEYC): Guidance and Challenging Behaviors www.naeyc.org/resources/topics/guidance-and-challenging-behaviors

I have read the above document and I understand the Guidance on Challenging Behaviors. If I have questions regarding any information in this document, I will reach out to my Early Childhood Specialist for clarification.

[Signature Page](#)

Program Name: _____

Director: _____ Signature: _____

Lead Teacher: _____ Signature: _____

Associate Teacher: _____ Signature: _____

Early Childhood Specialist: _____ Signature: _____

Date: _____



Macomb Intermediate School District
 44001 Garfield Road • Clinton Township, MI • 48038.1100 • 586.228.3300
Lead Teacher Preschool Education Preparation Plan (New GSRP-PreK for All Program)

A new GSRP-PreK for All program with an uncredentialed lead teacher must follow the Preschool Education Preparation Plan. Progress toward completion of the Preschool Education Preparation Plan shall be monitored by the early childhood specialist yearly. The PEPP Plan and the attached supporting documents will serve as documentation for the responsibilities of the staff member and the hiring program.

Lead Teacher's Name: _____

District/Organization: _____

Date: _____

Initial Each Line	Documentation to Support the Employment of an Uncredentialed Lead Teacher
	A lead teacher's Preschool Education Preparation Plan must be completed within three years of the date of hire with GSRP-PreK for All. Progress toward completion of the compliance plan shall consist of at least two credit-bearing courses per calendar year. Additionally, a lead teacher has three years of experience and significant training in early childhood, based on the recommendation of the MISD. (Attach Supporting Documents: Lead Teacher Preschool Education Preparation Plan.)
	Applicant is informed about the availability of financial support: ___ T.E.A.C.H. Scholarship: <ul style="list-style-type: none"> • Contact Information: https://miaeyc.org/t-e-a-c-h-scholarships/ ___ Michigan Reconnect: <ul style="list-style-type: none"> • Contact Information: https://www.michigan.gov/reconnect ___ MI Future Educator Fellowship: <ul style="list-style-type: none"> • Contact Information: https://www.michigan.gov/mistudentaid/programs/new-programs-for-future-educators/mi-future-educator-fellowship ___ Employer Benefits: <ul style="list-style-type: none"> • The employer has made the lead teacher aware of any benefits given toward the completion of their degree, if applicable
	A plan is made for the release time of the staff member to complete their credential. Include supporting information:

Expected Completion Date: _____

Staff Signature

Program Director/Owner Signature

Early Childhood Specialist Signature

Early Childhood Contact Signature



Macomb Intermediate School District
 44001 Garfield Road • Clinton Township, MI • 48038.1100 • 586.228.3300
Lead Teacher Preschool Education Preparation Plan (PEPP)

A lead teacher's Preschool Education Preparation Plan must be completed within three years of the date of hire with GSRP-PreK for All. Progress toward completion of the compliance plan shall consist of at least two credit-bearing courses per calendar year from an approved training institution or agency. The compliance plan must result in the attainment of a Bachelor's or Master's degree in early childhood education or child development, or an early childhood or lower elementary endorsement on a valid Michigan Teaching Credential.

Lead Teacher's Name: _____
District/Organization: _____
Date: _____

Initial Each Line that Applies	Documentation to Support the Employment of an Uncredentialed Lead Teacher
	Applicant has three years experience and significant training in early childhood, based on the recommendation of the MISD
AND ENROLLED IN 1 OF THE PROGRAMS BELOW	
	Applicant is within three years of obtaining a Bachelor's or Master's degree in early childhood education or child development (attach supporting documents)
OR	
	Applicant is within three years of obtaining an early childhood or lower elementary endorsement on a valid Michigan Teaching Credential (attach supporting documents)

Expected Completion Date: _____

Staff Signature _____

Program Director/Owner Signature _____

Early Childhood Specialist Signature _____

Early Childhood Contact Signature _____

Early Childhood Specialist Progress Monitoring

_____	_____	_____	_____	_____	_____
Date	ECS Initials	Date	ECS Initials	Date	ECS Initials



Macomb Intermediate School District
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Associate Teacher Preschool Education Preparation Plan (PEPP)

An associate teacher's Preschool Education Preparation Plan must be completed within three years of the date of hire with GSRP-PreK for All. Progress toward completion of the PEPP plan must minimally include two credit-bearing courses, 60 clock hours, or an equivalent of training per calendar year from an approved training institution or agency and must result in the attainment of the Preschool CDA or an associate's degree in child development or early childhood education.

Associate Teacher's Name: _____

District/Organization: _____

Date: _____

Initial Each Line that Applies	Documentation to Support the Employment of an Uncredentialed Associate Teacher
	Applicant has a minimum of six months verified experience in early childhood education

AND ENROLLED IN 1 OF THE PROGRAMS BELOW

	Applicant is enrolled in courses to complete an associate's degree in early childhood education or child development (attach supporting documents)
--	--

OR

	Applicant is enrolled in courses to complete a valid center-based Preschool CDA credential (attach supporting documents)
--	--

Expected Completion Date: _____

Staff Signature

Program Director/Owner Signature

Early Childhood Specialist Signature

Early Childhood Contact Signature

Early Childhood Specialist Progress Monitoring

Date	ECS Initials	Date	ECS Initials	Date	ECS Initials
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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

Macomb Intermediate School District - Early Childhood Professional Development 2025-2026

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, research-validated curriculum models, 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.

Off-Site Early Childhood Trainings Available

Interested in trainings on a different date? We can bring professional learning to you.

- We offer Early Childhood Trainings at your site.
- For more information, please contact your Early Childhood Specialist to complete an off-site professional learning request form.
- Return the off-site request form to your Early Childhood Specialist at least 6 weeks prior to your requested training date.

August			
Date	Title	Time	Location
8/19/25	My Teaching Strategies GOLD (SmartTeach)	8:30-11:30	In Person
8/19/25	Introduction to Child Observation Record (COR)	8:30-11:30	Virtual
8/21/25	Ages & Stages-Developmental Screening Tool (ASQ-3)	12:00-3:00	In Person
8/26/25	GSRP-PreK for All 101 Overview for NEW Teachers	8:30-11:30	In Person
8/27/25	Ages & Stages-Social Emotional Screening Tool (ASQ-SE2)	8:30-11:30	In Person
September			
Date	Title	Time	Location
9/5/25	Creative Curriculum for Pre-school: Foundation/Implementing Studies-Day 1	8:30-3:00	Virtual
9/5/25	Making it Happen with HighScope	8:30-3:00	In Person
9/12/25	Ages & Stages-Developmental Screening Tool (ASQ-3)	8:30-11:30	In Person
9/12/25	Essential Practices in Early Mathematics	8:30-3:00	In Person
9/17/25	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-12:00	In Person
9/19/25	Introduction to Child Observation Record (COR)	8:30-11:30	Virtual
9/24/25	Community Based Organization (CBO) Meeting	9:00-1:00	In Person
9/26/25	Making the Most of Mealtimes	12:00-3:00	In Person
9/26/25	My Teaching Strategies GOLD (SmartTeach)	12:00-3:00	In Person
October			
Date	Title	Time	Location
10/3/25	Making Music Together: The Power of Rhythm in the Early Childhood Classroom	12:00-3:00	In Person
10/3/25	Social Emotional: Tier 1 - Foundation Training	8:30-11:30	In Person
10/3/25	Social Emotional: Tier 2 & 3 - Targeted Support Training	12:30-3:30	In Person
10/10/25 or 10/17/25	GSRP-PreK for All Network Meeting (Formerly CRN)	8:30-11:30 or 12:30-3:30	In Person
10/24/25	Creative Curriculum for Pre-school: Foundation/Implementing Studies-Day 2	8:30-3:30	In Person

November			
Date	Title	Time	Location
11/12/25	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	In Person
11/14/25	A Day in the Life of HighScope	8:30-11:30	In Person
11/14/25	Creative Curriculum for Pre-school: Foundation/Implementing Studies-Day 3	8:30-3:00	In Person
11/20/25	Community Based Organization (CBO) Meeting	9:00-11:00	In Person
11/21/25	Science in the Preschool Classroom	8:30-11:30	In Person
11/21/25	Supporting the GSRP Daily Schedule in Action-Large Group	12:00-3:00	Virtual
December			
Date	Title	Time	Location
12/5/25	Planning & Recall in the HighScope Classroom	8:30-11:30	In Person
12/5/25	Supporting the GSRP Daily Schedule in Action-Transitions	12:00-3:00	Virtual
12/5/25	Supporting Note Taking in the GSRP Classroom	12:00-3:00	In Person
12/12/25	GSRP-PreK for All Network Meeting (Formerly CRN)	8:30-11:30 or 12:30-3:30	Virtual
January			
Date	Title	Time	Location
1/9/26	Strengthening Family Engagement	8:30-11:30	In Person
1/9/26	Prekindergarten Essential Practices in Early Literacy - Day 1	8:30-3:00	In Person
1/9/26	Social Emotional: Tier 1 - Foundation Training	12:00-3:00	In Person
1/14/26	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	Virtual
1/15/26	Community Based Organization (CBO) Meeting	9:00-11:00	Virtual
1/16/26	Creative Curriculum A's Pals (Social Emotional)	8:30-11:30	In Person
1/16/26	Embracing & Celebrating Diversity in the Classroom	8:30-11:30	In Person
1/23/26	Social Emotional: Tier 2 & 3 - Targeted Support Training	12:00-3:00	In Person
1/23/26	Sensory Experiences in the Early Childhood Classroom	8:30-11:30	In Person
1/30/26	Supporting the GSRP Daily Schedule- Small Group	12:00-3:00	In Person
1/30/26	How Play Connects to Learning in the Preschool Classroom	8:30-11:30	In Person

February			
Date	Title	Time	Location
2/6/26	Prekindergarten Essential Practices in Early Literacy - Day 2	8:30-3:00	In Person
2/6/26	Open-Ended Art for Young Children	8:30-11:30	In Person
2/6/26	My Teaching Strategies GOLD (SmartTeach)	12:00-3:00	In Person
2/6/26	Introduction to Child Observation Record (COR)	12:00-3:00	Virtual
2/27/26	Prekindergarten Essential Practices in Early Literacy - Day 3	8:30-3:00	In Person
2/27/26	Rockin' it Out with Classroom Coach	8:30-11:30	In Person
2/27/26	Supporting the GSRP Daily Schedule in Action-Adult/Child Interaction During Work Time	12:00-3:00	Virtual

March			
Date	Title	Time	Location
3/6/26	GSRP-PreK for All Network Meeting (Formerly CRN)	8:30-11:30 or 12:30-3:30	Virtual
3/11/26	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	In Person
3/12/26	Community Based Organization (CBO) Meeting	9:00-11:00	Virtual
3/13/26	Prekindergarten Essential Practices in Early Literacy - Day 4	8:30-3:00	In Person
3/13/26	Taking it Outdoors with Young Learners	12:00-3:00	In Person
3/13/26	Passport to Pre-school-Social Studies	12:00-3:00	In Person
3/20/26	GSRP-PreK for All: Recruitment, Enrollment, and Eligibility	8:30-11:30	In Person

April			
Date	Title	Time	Location
4/17/26 or 4/24/26	GSRP-PreK for All Network Meeting (Formerly CRN)	8:30-11:30 or 12:30-3:30	In Person

May			
Date	Title	Time	Location
5/20/26	Early Childhood Specialists, School District, and Public School Academy Directors Meeting	9:00-11:00	In Person
5/21/26	Community Based Organization (CBO) Meeting	9:00-11:00	In Person



Macomb Intermediate School District - Early Childhood Professional Development 2025-2026



**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.

Creative Curriculum for Preschool:

- Al'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 Al'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.
- 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.

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.

GSRP-PreK for All 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.

GSRP-PreK for All Network Meeting (Formerly CRN)

Join us for the GSRP-PreK for All Meetings to engage in learning, collaboration, and discussion.

GSRP-PreK for All 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.

Making the Most of Mealtimes

Come and discover the many possibilities to promote learning and engagement during mealtimes in the early childhood classroom! This training will help you to see mealtimes in a new way: as a rich opportunity to promote naturalistic learning! Whether encouraging complex vocabulary, embedding opportunities to practice math skills, or scaffolding recall, mealtimes can be more!

Making Music Together: The Power of Rhythm in the Early Childhood Classroom

Participants will deepen their understanding of the role music and movement plays throughout the daily routine. Music in the early childhood classroom can be a powerful cue in transitions to focus attention, a means to encourage free expression and creativity, and an instrument to scaffold children's independence and leadership skills. Participants will come away from this training with a wide variety of activities and song suggestions.

Passport to Preschool-Social Studies

Participants will travel through early childhood resources and learn how to incorporate hands-on activities that support the Social Studies objectives for their curriculum. Come join us and fill your passport with ideas on how to make your classroom a place that fosters a sense of belonging, values individuality, celebrates similarities and differences, and develops empathy in others, all while learning how the world works, and how preschoolers fit into it.

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.

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.

Social Emotional Learning Series

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

Day 1 (Tier 1) Foundation Training

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) Targeted Support Training

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.

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.



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