

Preschool Networking Peer Group: Professionals Encouraging Efficacy and Refinement

OBJECTIVE

Supporting preschool teachers in the quest to support the social and emotional needs of children, to further develop instructional strategies in the classroom, and to provide a network opportunity for preschool teachers to share resources for the advancement of their professional growth.

COMMUNICATION AND ACCESSIBILITY

By creating a hybrid learning format, early childhood professionals have the ability to access informational resources through an online platform, (i.e., [wiggio](#)) while sharing and contributing resources to enhance their instructional strategies. Teachers will also meet face to face on a monthly basis to augment the many resources shared among the group, but to also bring student work samples and first hand experiences to the group as a means to collaborate and problem-solve the many challenges lead teachers encounter within the classroom related to early childhood concepts. Formal meetings may take place at the Professional Development room within the North Canton City School district (3rd floor of the Early Childhood Center at 301 Portage Street)

STEP UP TO QUALITY (SUTQ) HOURS

	Jan	Feb	Mar	Apr	May	Total	
Collaborative meeting within the physical setting These hours are accumulated by attending each of the scheduled monthly collaborative meetings at The Early Childhood Center	1.5	1.5	1.5	1.5	1.5	7.5 hours	Jan 20 1:30 PM - 3:00 PM Feb 17 1:30 PM - 3:00 PM Mar 17 1:30 PM - 3:00 PM Apr 21 1:30 PM - 3:00 PM May 19 1:30 PM - 3:00 PM
Hours for Contribution and Application These hours will be spent logging into the wiggio online platform while accessing and contributing to the shared resources (45 mins). This time will also be spent applying a strategy that is either discussed at the collaborative meeting or shared through the online platform while reflecting on its impact within the learning environment. (45 mins)	1.5	1.5	1.5	1.5	1.5	7.5 hours	
						15 hours	

Possible topics and agenda items

1. How do we support the behaviors of students and individually support their needs within a center-based environment?
 - a. *Excerpts from Kristie Prett Frontczak's Calming the Chaos to generate discussion and collaboration*
2. What does the letter C mean? How do we communicate the learning within the classroom and how transparent are we in communicating student progress to parents?
 - a. Participants will bring samples of newsletters as well as discuss important elements to an effective classroom newsletter
3. Components of Step Up to Quality. What does this mean to my classroom?
 - a. How typical peer goals and standard-based lesson plans allow us to progress monitor learning targets within early childhood.
4. Student assessment vs student engagement: How play can provide the data you seek
 - a. Learning opportunities are ongoing and vast. How do you select the areas of focus?
5. Putting it all together. How planning and pacing focus standards allow us to move students forward
 - a. Participants will select focus standards and practice as well as collaborate on effective measures of planning for and assessing these targeted areas for future learning.

The following can be used to structure the collaborative meeting times (face to face) with early childhood professionals, or used to supplement the resources provided on the *wiggio* site (platform used for online collaboration.) Or, part of the (face to face) collaborative time could be used to apply concepts learned within the online portion of the group (i.e., planning for differentiation, designing individual supports, sharing how center time supports individualized learning, etc.)

Ohio's Educator's Standards	How the Preschool Networking Peer Group Aligns
<p>Standard 1: <u>Students</u> Teachers understand student learning and development and respect the diversity of the students they teach.</p>	<p>How do we address ELL and/or non-verbal students within our classrooms? How do we incorporate student interests while differentiating instruction to meet individual needs?</p>
<p>Standard 2: <u>Content</u> Teachers know and understand the content area for which they have instructional responsibility.</p>	<p>Collaboratively walk through Putting together a lesson plan (perhaps for the week) that is aligned to one or multiple Ohio Early Learning and Development Standards; provides differentiation and addresses the behaviors or modifications within the preschool setting.</p>
<p>Standard 3: <u>Assessment</u> Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p>	<p>Kristie pretti-frontczak Assessment Purposes https://www.youtube.com/watch?v=TQanyOvGumg</p>
<p>Standard 4: <u>Instruction</u> Teachers plan and deliver effective instruction that advances the learning of each individual student</p>	<p>Kristie pretti-frontczak How to Teach (An introduction to Tier 1 Tier 2 Tier 3) https://www.youtube.com/watch?v=aEqqR8GZuw0&list=PL3h8ZtdhjBTgy9_fNWoySFCVq_19KuQfp&index=15</p>
<p>Standard 5: <u>Learning Environment</u> Teachers create learning environments that promote high levels of learning and achievement for all students.</p>	<p>Kristie pretti-frontczak Clean Sweep Training Video https://www.youtube.com/watch?v=ozpgzILpdI0 Setting up the Classroom Environment to Meet the Needs of all Learners Engagement Function and Relevance Level of Independence Novelty (with support) Child-directed/Child-choice</p> <p>The process of positive behavior support (PBS) (rob corso) http://challengingbehavior.fmhi.usf.edu/explore/pbs/process.htm</p>
<p>Standard 6: <u>Collaboration and Communication</u> Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p>	<p>Where do we go for professional support? How do we initiate our own professional development to support our curiosities? (e.g., collaboration, LinkedIn, Twitter, Higher education research, Principals, Curriculum Specialists)</p>
<p>Standard 7: <u>Professional Responsibility and Growth</u> Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p>	<p>How do we communicate (effectively) with our families about student learning? What does a parent newsletter look like? Is it comprehensive? Do you provide resources to parents to the learning within the classroom? With the onset of SUTQ, do we communicate learning goals for typical peers differently than we do for those on IEP's?</p>

(IDEA) These toolkits could also provide ‘pillars’ to address within the teacher networking group for professionals to implement and report their results

<https://prek teach and play.com/product-category/toolkits/>

Step Up To Quality

Domain	Sub Domain	How the Preschool Networking Peer Group Aligns
Learning and Development	Curriculum and Planning	<ul style="list-style-type: none"> Strategies to support the social and emotional development in children Using data from the ELA to plan purposefully and intentionally to meet individual needs How current curriculum is aligned to OELDS
	Child Screening and Assessment	
	Interaction and Environment	
Administrative and Leadership Practices	Staff Supports	<ul style="list-style-type: none"> How does your site monitor the progress towards your Continuous Improvement Plan (CIP?) How does your learning environment support your building's Continuous Improvement Plan (CIP?) How do you monitor the goals you have made for yourself?
	Program Administration	
	Staff Management	
Staff Qualifications and Professional Development	Staff Education	<ul style="list-style-type: none"> How do you apply your professional development within the learning environment?
	Professional Development	
Family and Community Partnerships	Transitions	<ul style="list-style-type: none"> Provide examples to how your site transitions those students attending kindergarten the following year How do you transition students between activities to deter possible behaviors from occurring? How do you provide resources to parents to support the learning environment? What does an effective newsletter look like? (collaborate to provide a work sample) Does your site or building partner with outside agencies to nurture support for students and their families?