

Kentucky Preschool Program New Teacher Orientation Training Manual

2009-2010





ACKNOWLEDGEMENTS

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**Kentucky Preschool Program
New Teacher Orientation
Training Manual**

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INTRODUCTION AND OVERVIEW

PURPOSE

USER

The *New Preschool Teacher Orientation Training Manual* is designed for use by the local Regional Training Center consultants and local administrators who are responsible for coordinating or conducting orientation and professional development for preschool teacher. Such administrators may include:

- **preschool coordinators,**
- **principals,**
- **instructional supervisors, and**
- **professional development coordinators.**

TARGET AUDIENCE

The packet is designed to be used with instructional staff and others working with teachers who are newly employed or assigned to preschool and who have not already completed a teacher preparation program in Interdisciplinary Early Childhood Education:

- **Probationary IECE teachers** -teachers with a Probationary Interdisciplinary Early Childhood Education teaching certificate
- **Emergency certified preschool teachers** -teachers assigned to preschool who have a bachelor's degree or certification in another content area
- **Preschool associate teachers** -Child Development Associate/CDA or AA in IECE or other early childhood paraprofessionals serving as a classroom lead under curriculum oversight from a qualified professional
- **Instructional assistants** – teacher's aides
- **Related services personnel** -speech language pathologists, occupational and physical therapists, etc.
- **Support personnel** - preschool bus monitors, food service personnel etc.

GOAL

The goal is to provide a broad overview and orientation for new preschool teachers through:

- a framework for a comprehensive overview of preschool programs and services;
- up to 18 clock hours of awareness level orientation training;
- a module format, with content outline by topic, study guide questions, and resources;
- a self-assessment guide, the *Early Childhood Professional Core Content Self-Assessment form Level 4*, to identify levels of knowledge of early childhood.

APPLICATIONS FOR SPECIFIC AUDIENCES

The packet is designed to be used at the school or school district's discretion:

For probationary teachers, use of the complete packet (all 18 clock hours) can fulfill the required orientation training outlined in 16 KAR 2:140. In partnership with the individual's preschool coordinator, the *Early Childhood Professional Core Content Self-Assessment form Level 4* at the end of this training can help direct priorities to address in the individual's professional development needs.

For preschool associate teachers, completion of some or the entire packet can be used for the ongoing professional development that is required to renew the individual's Child Development Associate (CDA) credential. (For this purpose, training must meet national CDA continuing education requirements.)

For instructional assistants, use of any or all of the packet can be part of the training required to obtain an initial Child Development Associate (CDA) credential. (For this purpose, the training must be properly documented, in conjunction with a qualified CDA advisor.)

For any teachers, the packet is designed to provide an outline of the basics of what instructional staff working with preschool age children should know about young children and appropriate programs to meet their needs. The format allows flexible participation and choice, based on the background of the teachers and their needs. Any or all of the topics could be used with the following staff who may be unfamiliar with the preschool program or young children:

- Related services staff
- Support staff
- Administrators (principals, instructional supervisors)

MATERIALS

For each section, the following are provided for the local administrator's use with teachers:

- Early Childhood Professional Core Content
- IECE standards
- Content Outline
- Study Guide Questions (applications)
- Resources

The following items produced by the Kentucky Department of Education are key sources needed for the training and are available to the local administrator in print or on the KDE home page: <http://www.education.ky.gov/KDE/Default.htm> then click and scroll to preschool or the direct web address for preschool is:

<http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/default.htm>

The

KENTUCKY DEPARTMENT OF EDUCATION DOCUMENTS

Program Regulations:

704 KAR 3:410. [Preschool Education for Four-Year-Old Children](#)

Special Ed. regs:

<http://www.education.ky.gov/kde/instructional+resources/exceptional+children/special+education+regulations/>

702 KAR 5:150. [Transportation of Preschool Children](#)

16 KAR 2:140. [Probationary IECE Regulation](#)

16 KAR 2:240. [Interdisciplinary Early Childhood Education \(IECE\) Certificate](#)

704 KAR 3:420. [Preschool Associate Teacher](#)

KRS 156.160 (1) (g) [Administrative Regulations – Preschool Vision Exam](#)

KRS 157.3175 [Preschool Education Program](#)

Building a Strong Foundation for School Success Series including:

- *Kentucky's Early Childhood Standards with Parent Guides*
- *Kentucky's Early Childhood Continuous Assessment Guide* and the
- *Kentucky's Quality Self Study for Early Childhood Programs*
- All these documents may be found at:

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm>

After the training, participants are encouraged to download the *Early Childhood Professional Core Content Self-Assessment Level 4* as self-assessment tool. Level 4 is intended for persons with a bachelor's degree. The website for this document is:

<http://www.ihdi.uky.edu/tipp/Resources/Documents/CoreContentForms/Self%20Assessment%20level%20four-rev%20Oct%2004.pdf>

TRAINING OPTIONS

Topics can be covered through the following methods, depending on the content:

- topical workshops conducted by an Early Childhood Regional Training Center
- local presentation and discussion with teachers
- independent study by local teachers using reading materials and media (videotape, etc.)

Regional Training Opportunities. Some topics can be covered through a training session available through the Early Childhood Regional Training Center, either as an independent topic or as part of a broader topic. Each training center notifies preschool coordinators of workshops and other sessions conducted by the training center, based on the needs identified by the districts in their region. Contact the Regional Training Center in your area for specific details.

Local Session with Teachers. In this format, the local trainer prepares by reviewing the Content Outline and readings for the section. For presentation, handouts may be developed for participants: an agenda with the content outline and a list of study guide questions. Other handouts, activities, videotapes, bibliography readings and support materials may be available through the Early Childhood Regional Training Centers, noted under “Resources” below. With preparation and these resources, the local trainer can cover the information by discussion and activity with participants.

Independent Study: In this format, the local trainer or supervisor works with an individual teachers or partners. A copy of the Content Outline with study guide questions and readings is provided. The individual(s) answer(s) the study guide questions based on the readings and turn in a brief “participant reaction” paper to the supervisor, based on the study guide questions.

Follow Up and Extensions. Once the new preschool teacher has completed the Self-Assessment Level 4 then ongoing professional development is made available in the areas identified through the orientation sequence as needed for the individual. Each module section notes extensions specific to that area. Resources for this ongoing professional development are noted below.

RESOURCES

In designing orientation for new preschool teachers as well as ongoing professional development for all early childhood teachers, the local administrator will want to be familiar with the array of resources that can be used.

Early Childhood Regional Training Centers. The main entity responsible for assisting schools and school districts in this age group is the network of five (5) Early Childhood Regional Training Centers (RTCs). A map is provided with district assignments and regional contacts.

Early Childhood Regional Training Centers

Anderson County RTC (Lawrenceburg)

Ashland Independent RTC

Berea Independent RTC

Calloway County RTC (Murray)

Simpson County RTC (Franklin)

All RTC services are based on needs assessment from the schools and districts in each RTC's region. Based on local needs and requests, the RTC may:

- assist local administrators in designing the local orientation (content, materials),
- provide some of the orientation training locally (limited, based on availability),
- design and provide regional training to meet common requests from schools and districts, and
- provide a schedule of current regional workshops that are:
 - linked to the Teacher Performance Standards for Interdisciplinary Early Childhood Education and
 - approved for continuing education units (CEUs) needed for a CDA credential.

The ***Kentucky Department of Education Homepage*** offers much information. Besides general information (Internet address: <http://www.education.ky.gov/KDE/Default.htm>) the preschool homepage may be accessed by choosing "Preschool" and the early childhood development (KIDS NOW initiative) may be accessed by choosing early childhood.

New Preschool Teacher Orientation

New Teacher Orientation Study Guide

Overview of the Kentucky’s State-Funded Preschool Programs - Major program requirements

CONTENT OUTLINE	QUESTIONS
<p>I. Introduction to Kentucky’s State-Funded Preschool Program (704 KAR 3:410)</p> <ul style="list-style-type: none"> A. Targeted children (3 and 4-years-olds with disabilities; at-risk 4s up to 150% of poverty) B. Other children 	<p>Who is eligible to participate in Kentucky’s State-Funded Preschool Program?</p> <p>How will you use the <i>Building a Strong Foundation</i> series in your program?</p>
<p>II. Major Requirements for School Districts</p> <ul style="list-style-type: none"> A. Assure preschool program for all eligible children B. Serve other 4-year- olds as space and local funds allow C. Work with existing preschool programs D. Operate directly or through contracts 	<p>What should the district do if the preschool classes are full (20 children) and an eligible child moves into the district?</p>
<p>III Kentucky State-Funded Preschool Regulations</p> <ul style="list-style-type: none"> A Brief program description <ul style="list-style-type: none"> 1 Minimum half-day program for 4 or 5 days 2 Inclusionary/mainstream program setting 3 Other options for children with disabilities 4 Maximum: 2 adults with 20 children 	
<ul style="list-style-type: none"> B Developmentally appropriate practices to be used: <ul style="list-style-type: none"> 1 Cognitive development; 2 Social and emotional development; 3 Physical development; 4 Language and literacy; 5 Individually appropriate practices 	
<ul style="list-style-type: none"> C Learning environment <ul style="list-style-type: none"> 1 Variety of centers 2 Room arrangement 3 Materials reflect cultural and ethnic backgrounds 4 Indoor or fenced area provided for play 5 Ditto sheets are not developmentally appropriate 	

<p>D Inclusion</p> <ol style="list-style-type: none"> 1 Programs designed to include and meet the needs of all children 2 All children receive developmental screening 3 More than half of all state-funded children served have disabilities 4 Adaptations for children with special needs 5 Related services may be needed 6 Children are not retained in preschool 	
<p>E Transportation:</p> <ol style="list-style-type: none"> 1 May be available to children with disabilities if included in their IEP 2 Option to transport other preschool children 3 All school buses must have a bus monitor 4 Child delivered only to the parent or designee 	
<p>F Health and Social Services:</p> <ol style="list-style-type: none"> 1 All children are required to be immunized 2 All children must have an eye exam 3 All children receive health screening 4 Work with parents and others collaborative partners 	
<p>G Active Parent Involvement:</p> <ol style="list-style-type: none"> 1 Home visits (minimum of 2 per year) by teacher 2 Participation in all activities offered 3 Parent education activities 4 Two-way communication system 5 Program evaluation participation 6 Parents of children with disabilities 	
<p>IV Personnel</p> <ol style="list-style-type: none"> A Qualified teachers B Professional development requirement 	<p>How might a lead teacher develop a professional growth plan that will meet her/his individual needs? (To be completed at the end of this training)</p>

Resources:

- Bailey, P., Cryer, D. Harms, T., Osbourne, S., & Kniest, B.A. (1996). *Active learning for children with disabilities*. Menlo Park, CA: Addison-Wesley, Publishing Co.
- Copple, C. & Bredekamp, S. (eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8 (Third Edition)*. Washington D.C.: National Association for the Education of Young Children.
- Dodge, D. T., Colker, L. & Heroman, C. (2002). *The creative curriculum for preschool, 4th Edition*. Washington, DC: Teaching Strategies
- Hohmann, M. & Weikart, D. (1995). *Educating young children*. Ypsilanti, MI: The High/Scope Press
- Jensen, Eric, (1998). *Teaching with the brain in mind*. Alexandria, Va.: Association for Supervision and Curriculum Development
- Katz, L. G. and McClellan, D. E. (1997). *Fostering children's social competence: The teacher's role*. Washington, D.C.: National Association for the Education of Young Children.
- Kentucky Department of Education. (2005). *Building a Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study*. Frankfort, KY: Author.
- Kentucky Department of Education, Preschool Regulations:
<http://education.ky.gov/KDE/Instructional+Resources/Preschool/General+Information/Preschool+Regulations.htm>
- Sandall, S., Hemmeter, M.L., Smith, B., J. & McLean, M.E. (2005). *DEC recommended practices A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West.

Web resources:

- <http://www.naeyc.org/>
- <http://agesandstages.com/>
- <http://www.pbs.org/teachers/earlychildhood/articles/brain.html>
- <http://www.atozteacherstuff.com/pages/1814.shtml>

Videos:

- Ages and Stages: Knowing What to Expect*. Baltimore, MS: Paul H. Brookes Publishing Co.

New Preschool Teacher Orientation

Early Childhood Professional Core Content Area: Child growth and development – Experiences for any child, regardless of age, must be planned around the child’s developmental abilities. Development has several interrelated areas; each influence the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children’s rates and styles of development.

IECE I: Designs and Plans Instruction - The Interdisciplinary Early Childhood (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Plus IECE II and III Creates/Maintains Environments and Implements Instruction

CONTENT OUTLINE	QUESTIONS
<p>I. Importance of adult-child interactions</p> <ul style="list-style-type: none"> A. Engage children in meaningful conversations B. Ask divergent questions C. Become a model in language activities for children 	<p>What are some examples of open-ended questions that will elicit answers of more than one word? How can you become a model for standard English? Why are conversations important to the development of language?</p>
<p>II. Experiences in the Environment</p> <ul style="list-style-type: none"> A. Play B. Daily routines C. How to set up learning centers? <ul style="list-style-type: none"> 1. Standards/Objectives 2. Materials 3. Assessment of Learning D. Adaptations <ul style="list-style-type: none"> 1. Students with special needs: developmental delay, speech/language, and more severe disabilities. 2. English Language Learners (ELL) 	<p>How is your classroom arranged? How does the physical environment of the room encourage development of thinking skills in the students? How can this be improved? How do learning centers promote independent play and develop thinking skills? What else needs to be included in your classroom? Describe an appropriate writing center in a preschool classroom. Where are books located? Describe an ideal location for children to read books. What adaptations are available in your classroom for students with special needs? How can you adapt for children with speech/language impairments? English Language Learners (ELL)? Developmental delays? Other disabilities?</p>
<p>III. How can we help children gain social competence?</p> <ul style="list-style-type: none"> A. Social skills are learned through <ul style="list-style-type: none"> 1. Interactions with the environment 2. Interactions with other people in the environment. 	<p>What social skills are promoted in the preschool years? How can teachers embed the teaching of social competency into the formal curriculum? How can informal interactions with adults’ foster social</p>

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<p>B. Social skills CAN be taught formally, through curriculum which focuses on</p> <ol style="list-style-type: none"> 1. Friendship skills 2. Problem solving 3. Violence reduction <p>C. Social skills CAN be taught informally, through</p> <ol style="list-style-type: none"> 1. Daily routine 2. Learning environment 3. Adult/child interactions 	<p>competency in young children?</p>
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Resources:

Baker, A.C. & Manfredi/Petitt, L.A. (2004). *Relationships, the heart of quality care creating Community Among Adults in Early Care Settings*. Washington, D.C.: National Association for the Education of Young Children.

Hart, B., & Risley, T. (1997) *Meaningful Differences in the Everyday Experience of Young American Children*. Brookes Publishing.

Copple, C. & Bredekamp, S. (eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8 (Third Edition)*. Washington D.C.: National Association for the Education of Young Children.

Dodge, D. T., Colker, L. & Heroman, C. (2002). *The creative curriculum for preschool, 4th Edition*. Washington, DC: Teaching Strategies.

Howes, C. (2003). *Teaching 4-to 8 Year olds literacy, math, multiculturalism and classroom community*. Baltimore, MD: Paul H. Brookes

Kaiser, B. & Rasminsky, J.S. (2003). *Challenging behavior in young children understanding, preventing, and responding Effectively*. Boston, MA.: Pearson Education, Inc.

Kentucky Department of Education. (2003). *Building a strong foundation for school success: Kentucky early childhood standards*. Frankfort, KY: Author.

Koralek, D. (Ed.). (2003). *Spotlight on young children and language*. Washington, DC: National Association for the Education of Young Children.

Koralek, D. (Ed.). (2003). *Spotlight on young children and math*. Washington, DC: National Association for the Education of Young Children.

Koralek, D. (Ed.). (2003). *Spotlight on young children and science*. Washington, DC: National Association for the Education of Young Children.

Meier, D.R. (2004). *The young child's memory for words developing first and second language Literacy*. New York, NY: Teachers College Press.

Sandall, S., Hemmeter, M.L., Smith, B., J. and McLean, M.E. (2005). *DEC recommended practices A comprehensive guide for*

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practical application in early intervention/early childhood special education. Longmont, CO: Sopris West.
 Shore, R. (1997). *Rethinking the brain: New insights into early development.* New York: Families and Work Institute.
 Tabors, P.O. (1997). *One child, two languages A guide for preschool educators of Children Learning English as a Second Language.* Baltimore, MD.: Paul H. Brookes Publishing Co.
 Zarillo, J. (1994). *Multicultural literature, multicultural teaching.* Orlando, FL: Harcourt Brace Jovanovich.

Web resources:

- <http://www.kidsgrowth.com/resources/articledetail.cfm?id=322>
- <http://www.cdc.gov/growthcharts/>

Early Childhood Professional Core Content Area: Health, safety, and nutrition – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

IECE II Creates/Maintains Environments - The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Self Care

CONTENT OUTLINE	QUESTIONS
I. Care Routines in the Classroom A. Personal needs B. Classroom materials C. Making and expressing choices D. Sensitivity to the needs of others	How can the children be involved in developing care routines/schedules/activities in the classroom? How can parents be involved and encouraged to support their children’s self- care skills in the home?
II. Health and Social Services: A All children are required to be immunized B All children receive health screening C Work with parents and others	What are some important health and social services issues for preschool children and their families? How can teachers involve parents in addressing health and social service issues?

Resources:

National Clearinghouse on Child Abuse and Neglect State Statutes Series. (2005). *Definition of child abuse and neglect*. Washington, D.C :Author.

National Clearinghouse on Child Abuse and Neglect State Statutes Series. (2005). *Risk and protective factors for child abuse and neglect*. Washington, D.C: Author.

Prevent Child Abuse Kentucky. (2006). *Child abuse What everyone should know*. Lexington, KY: Author.

Prevent Child Abuse Kentucky. (2006). *What everyone should know about reporting child abuse & neglect*. Lexington, KY: Author.

Prevent Child Abuse Kentucky. (2006). *What everyone should know about child sexual abuse*. Lexington, KY: Author.

Prevent Child Abuse Kentucky. (2006). *A parent's guide to discipline*. Lexington, KY: Author.

Prevent Child Abuse Kentucky. (2006). *Parents dealing with stress*. Lexington, KY. Author.

Web resources:

<http://www.usa.gov/Citizen/Topics/Health.shtml>

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Early Childhood Professional Core Content Area: Professional Development/Professionalism – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

IECE VII Engages in Professional Development - The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

CONTENT OUTLINE	QUESTIONS
<p>I. Professional Development requirements for certified teachers/classified staff</p> <p>A. Types and roles of teacher positions (as applicable to participants)</p> <ol style="list-style-type: none"> 1. IECE Probationary/Emergency lead teachers 2. Preschool Associate Teachers (classified) 3. Teaching Assistants 4. Others <p>B. Professional Development Requirements</p>	<p>What are the education and experience requirements for your specific role in the preschool classroom?</p> <p>To do your job, what skills or knowledge do you need?</p> <p>What local procedures and forms are used for individual growth?</p>
<p>II. Description and Overview of Interdisciplinary Early Childhood Education (IECE) Teacher Performance Standards</p> <p>A. Review teacher standards with application to participant’s own roles.</p> <p>B. Self-assessment of individual areas of needed growth related to these standards, based on what the teachers still needs after orientation.</p> <p>III. Professional development opportunities (local, regional and state).</p>	<p>How would you describe your current knowledge level of early childhood practices related to IECE teacher performance standards based on your orientation training?</p> <p>How would you describe your current knowledge level of early childhood developmentally appropriate practices based on your orientation training?</p> <p>What kinds of professional growth opportunities do you envision for yourself?</p> <p>What commitments would you need to make to participate in these professional growth opportunities? (e.g. time, money, travel, child care, substitutes, reading, writing, peer observation)</p>

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<p>IV. Identification of Priority and Long Term Goals</p> <p>A. Topics/Skills: individual priorities and goals in the individual growth plan</p> <p>B. Options for professional development:</p> <ol style="list-style-type: none"> 1. continued readings 2. attending conferences and workshops 3. peer observations 4. working with a mentor 5. attending a local post-secondary institution for additional coursework. <p>C. Development of the individual growth plan</p>	<p>How will you accomplish your professional growth plan? What is involved? What resources are available?</p> <p>Is there someone with whom you can discuss your plan? Would you like for this person to serve as a mentor during the implementation of this plan?</p> <p>Complete your individual growth plan</p>
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Resources:

Education Professional Standards Board. (2000). *Professional code of ethics for Kentucky school personnel*. Frankfort, KY: Author.

Feeney, S.F. & Freeman, N.K. (2005). *Ethics and the early childhood educator using the NAEYC code, revised*. Washington, D.C.: National Association for the Education of Young Children.

Gronlund, G. (2006). *Making early learning standards come alive, Connecting your practice and curriculum to state guidelines*. St. Paul, MN: Redleaf Press.

Kentucky Department of Education. (2005). *Building a strong foundation for school success: Kentucky's early childhood quality self study*. Frankfort, KY: Author.

National Association for the Education of Young Children. (1998). *Position statement code of ethical conduct*. Washington, D.C.: Author

Web resources

Educational Professional Standards Board code of Ethics: <http://www.kyepsb.net/legal/index.asp>

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Early Childhood Professional Core Content Area: Learning Environments and Curriculum – Developmentally appropriate environments and curricula have a positive impact on a child’s emotional, physical, cognitive, communicative, creative and social abilities. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.

IECE III Implements Instruction - The IECE educator introduces, implements, facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children including those with disabilities.

CONTENT OUTLINE	QUESTIONS
<p>I. Developmentally appropriate practices to be used in State-Funded Preschool Programs:</p> <ul style="list-style-type: none"> A. Cognition and communication; B. Social and emotional development; C. Physical development; D. Individually appropriate practices E. Language and literacy development 	<p>What does a developmentally appropriate preschool look like? How can the Kentucky Early Childhood Standards be used in designing a developmentally appropriate environment?</p>
<p>II. Learning environment</p> <ul style="list-style-type: none"> A. Variety of centers B. Room arrangement C. Materials reflect cultural and ethnic backgrounds D. Indoor or fenced area provided for play E. Test and ditto sheets, workbooks are not appropriate 	<p>What role does the learning environment play in preschool?</p>
<p>III. Characteristics of Quality Early Childhood Programs</p> <ul style="list-style-type: none"> A. The value of play B. Child-initiated activities C. Learning environment D. Daily routine E. Adult/child interaction F. Assessment <p>IV. Consistent teaching/caregiving teams</p> <ul style="list-style-type: none"> A. Parent involvement B. Parent activities C. Parents as partners with teachers <p>V. Sensitivity to non-educational needs of children and families</p>	<p>How can the preschool classroom teacher assure that the environment reflects all of the developmentally appropriate components?</p> <p>What important steps can the teacher take to support his/her own professional development for learning about appropriate programming?</p> <p>How can the teacher become partners with families in providing appropriate learning opportunities for young children?</p> <p>How can the teacher collaborate with therapists to develop and</p>

<ul style="list-style-type: none"> A. Communication B. Child care C. Transportation D. Family specific issues 	<p>implement appropriate curriculum for all children?</p> <p>What types of resources are available in your community to meet the needs of your families? What are ways to share information with your families?</p>
<p>VI. Ways Young Children Learn - Active learning</p> <ul style="list-style-type: none"> A. Materials B. Manipulation C. Choice D. Language from the child E. Adult support and interaction 	<p>What are some of the components of active learning?</p>
<p>VII. Child Development Principles that Affect Programming</p> <ul style="list-style-type: none"> A. Guidelines for decisions about developmentally appropriate practices B. Creating a caring community of learners C. Supporting development and learning D. Constructing appropriate curriculum E. Assessing children’s learning and development F. Establishing reciprocal relationships with families G. Ongoing assessment H. Collaboration with families and professionals 	<p>How does the knowledge of child development principles affect:</p> <ol style="list-style-type: none"> 1. Creating a caring community of learners 2. Supporting development and learning 3. Constructing appropriate curriculum 4. Assessing children’s learning and development 5. Establishing reciprocal relationships with families
<p>VIII. Guidelines for Interacting with Young Children</p> <ul style="list-style-type: none"> A. Sharing control B. Focusing on children’s strengths and interests C. Forming authentic relationships D. Supporting children’s play E. Utilizing a problem-solving approach to conflict 	<p>Describe each of the elements for interacting with young children:</p> <ol style="list-style-type: none"> 1. Sharing control 2. Focusing on children’s strengths and interests 3. Forming authentic relationships 4. Supporting children’s play 5. Utilizing a problem-solving approach for conflict resolution
<p>IX. Classroom Organization</p> <ul style="list-style-type: none"> A. Room arrangement <ol style="list-style-type: none"> 1 Large group area 2 Small group areas 	<p>How does an organized active learning space promote or inhibit children’s active learning?</p>

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<ul style="list-style-type: none"> 3 Quiet area 4 Interest areas B Materials/Equipment <ul style="list-style-type: none"> 1 Types/variety of materials 2 Amounts of materials needed 3 Types and variety of equipment 4 Appropriate storage and labels 	
<ul style="list-style-type: none"> X. Activities in the program <ul style="list-style-type: none"> A. Music and movement in classroom activities B. Development fine motor skills C. Outdoor play and activities 	<p>How can I include more physical activity within in the daily schedule?</p>
<ul style="list-style-type: none"> XI. When is a referral appropriate? <ul style="list-style-type: none"> A. Child behind in typical developmental sequence(s) B. Expression of concern by parent or others 	<p>What can I do to help children who do not seem to be developing in the typical way?</p>

Resources:

Copple, C. & Bredekamp, S. (eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8 (Third Edition)*. Washington D.C.: National Association for the Education of Young Children.

Cheatum, B.A & Hammond, A.A. (2000). *Physical activities for improving children’s learning and behavior*. Champaign, IL: Human Kinetics.

Dodge, D. T., Colker, L. & Heroman, C. (2002). *The creative curriculum for preschool, 4th edition*. Washington, DC: Teaching Strategies

Evans, Betsy. (2002). *You can’t come to my birthday party! Conflict resolution with young children*. Ypsilanti, MI: High/Scope Press.

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Early Childhood Professional Core Content Area: Child Assessment – Ongoing assessment helps early childhood educators evaluate all areas of a child’s growth and development. Educators must be able to observe, assess, interpret, and document children’s skills and behavior and systematically report on them to appropriate teachers and family members.

IECE IV Assesses and Communicates Learning Results - The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities and communicates those results with partners including families.

CONTENT OUTLINE	QUESTIONS
<p>I. Developmentally appropriate evaluation procedures</p> <ul style="list-style-type: none"> A. Assessing children’s development B. Assessing classroom effectiveness C. Assessing program quality 	<p>Describe reasons for assessment and appropriate evaluation techniques for young children. Discuss the value of a continuous assessment plan for all children.</p> <p>What assessment instrument(s) are used by your district?</p>
<p>Exceptional Child Services</p> <p>II. Why school districts locate, identify and serve children with disabilities.</p> <ul style="list-style-type: none"> A. The Individuals with Disabilities Education Act (IDEA) requires that all children with disabilities have made available to them: <ul style="list-style-type: none"> 1. A free appropriate education 2. At no cost to their parents. B. Responsibility: <ul style="list-style-type: none"> 1. Education (KDE, local school districts) is responsible 	<p>How are young children with disabilities and their families helped by appropriate educational and disability services?</p>

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<p>for children with disabilities upon their third birthday.</p> <p>2. Early Intervention System (First Steps) is responsible for services to children with disabilities birth through age two.</p>	
<p>III. Due Process Protections for Parents and Families - Parents have the right to know of and approve of special education actions taken by the school district.</p> <p>A. Permission must be given by parents before:</p> <ol style="list-style-type: none"> 1. Initial evaluation 2. Re-evaluation 3. Exceptional child education services (“placement”) <p>B. Parents have right to participate in their child’s education</p> <ol style="list-style-type: none"> 1. Parents may refer their child for exceptional child testing 2. Parents are required members of Admission and Release Committee meetings (ARCs) 	<p>What steps does your district take to include parents and guarantee their rights?</p>
<p>IV. School districts find and enroll preschool children with disabilities</p> <p>A. Community wide screening and child find efforts</p> <ol style="list-style-type: none"> 1. Often during spring and summer 2. Often in cooperation with Head Start 3. Teachers often participate in this effort <p>B. Required screening of children suspected of having disabilities</p> <p>C. Through referrals from First Steps programs - Children with disabilities may be eligible for preschool services upon their 3rd birthday</p> <ol style="list-style-type: none"> 1. Three-year olds with disabilities enter classes as the school year progresses 	<p>How does your district conduct community-wide screening efforts?</p> <p>What is the teacher’s role in this effort?</p> <p>What is your district’s procedures for Child Find and Kentucky Student Intervention (KSI) for children suspected of having a disability?</p> <p>What is the procedure for district transition children from First Steps programs? What are your district’s policies for transition from preschool to primary?</p> <p>What classroom, daily routine and instructional practices considerations are there for three year olds?</p>
<p>V. Teacher participation in the process of identifying and evaluating children with disabilities.</p>	<p>What is the teacher’s role in identifying, conducting intervention and evaluating children with suspected disabilities in your school</p>

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<ul style="list-style-type: none"> A. Assist in the screening and intervention effort B. Serve as members of the Admissions and Release Committee (ARC). C. Attend ARC committee meeting which handles referrals and determines evaluation needs D. Provide data on children. 	<p>district:?</p> <p>In your school district, what screening instruments will you need to master?</p> <p>How will you provide intervention?</p>
<p>VI. The teacher’s role in the Admissions and Release Committee</p> <ul style="list-style-type: none"> A. The committee must include: <ul style="list-style-type: none"> 1. Parent 2. General education teacher 3. Teacher of exceptional children who is knowledgeable of the disability or suspected disability 4. Administrator or designee with authority to commit personnel and fiscal resources 5. Others as requested by any ARC member, including any representative(s) from early intervention agency which has provided services relating to child’s educational needs B. As a member of the ARC, the teacher should be able to discuss and describe a preschool classroom. <ul style="list-style-type: none"> 1. Answer the committee’s questions 2. Describe what happens in a preschool classroom program C. Teacher should remember their role in ARC process is ongoing <ul style="list-style-type: none"> 1. Anyone working with a child may reconvene the ARC. 2. Teacher will often serve as the main communication link between parents and the schools. 	<p>In your school district, what is the teacher’s role in ARC? What is <u>your</u> role?</p> <p>What are some questions that an ARC committee might ask you?</p>
<p>VII. IEPs, Instruction and Inclusion</p> <ul style="list-style-type: none"> A. General classroom teachers and paraprofessionals may be 	<p>Who are the other professionals in your school district who assist in serving children with disabilities?</p>

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<p>listed as implementers of some IEP goals</p> <ol style="list-style-type: none"> 1. Teachers should form a cooperative relationship with other members of the ARC and other persons working with the child 2. Teachers should be prepared to report the progress of all children to their parents <p>B. IEP goals and activities should be implemented during the course of regular classroom routine</p> <ol style="list-style-type: none"> 1. Goals can be addressed during the many adult-child interactions that occur during the day 2. Plan activities which will also meet the IEP goals during structured large and small group time 	<p>How does your district monitor the progress of children with disabilities?</p>
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Resources:

Kentucky Department of Education (2005). *Building a strong foundation for school success: Kentucky's early childhood quality self study*. Frankfort, KY: Author.

Meisels, S.J. and Burnett, S.A.. (2005). *Developmental screening in early childhood, 5th Edition*. Washington, D.C.: National Association for the Education of Young Children.

Moore, L.O. (2003). *Inclusion: Strategies for working with young children a resource guide for teachers, childcare providers and parents, revised*. Minnetonka, MN.: Peytral Publications, Inc.

Sandall, S., Hemmeter, M.L., Smith, B., J. and McLean, M.E. (2005). *DEC recommended practices, A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West.

Special Education Regulations:

<http://www.education.ky.gov/kde/instructional+resources/exceptional+children/special+education+regulations/>

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Early Childhood Professional Core Content Area: Family and Community Partnerships – Understanding the roles that family members and other play in children’s lives is vital for early childhood educators.

IECE VI Collaborates w/ colleagues/families/others - The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

IECE Standard VIII: Supports Families - The IECE educator supports families through family-centered services that promote independence and self-determination.

Family/School Partnerships

CONTENT OUTLINE	QUESTIONS
I Active Parent Involvement: A Home visits (minimum of 2 per year) by teacher B Participation in all activities offered C Parent education activities D Two-way communication system E Program evaluation participation F Parents of children with disabilities	How might teachers encourage parents to participate actively? How will you use the <i>Parent Guides</i> with the families?
II Family-Friendly Environment A. Sensitivity to diverse cultures and inclusion in classroom Practices B. Maintaining and supporting family-centered environments.	What are strategies for involving families and maintaining supportive relationships? What are particular areas of sensitivity with families from diverse cultures? Having children with disabilities? With limited literacy or English proficiency?

Resources:

Copple, C. & Bredekamp, S. (eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8 (Third Edition)*. Washington D.C.: National Association for the Education of Young Children.
 Klass, C. (2003). *The home visitor’s guidebook*. Baltimore, MD.: Paul H. Brookes.
 Levine, James A. (1993). *Getting men involved: Strategies for early childhood programs*. New York, NY: Scholastic.

Web Resources:

National Center for Family Literacy: www.famlit.org

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Early Childhood Professional Core Content Area: Program Management and Evaluation – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

IECE V: Reflects/Evaluates/Teaching/Learning - The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

IECE IX: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and the community; and conduct research.

The Teaching Team

CONTENT OUTLINE	QUESTIONS
I Members of the team: A. Teacher B. Teacher assistant(s) C. Related services personnel D. Parent E. Volunteers F. Support staff (transportation, food services, etc.)	Who are the members of the teaching team? Why is the team approach important to child success?
II Roles and responsibilities of each team member: A Paid employees (teacher, assistant(s), related services persons)	What role(s) does each member of the team have in helping the child(ren) be successful?
III. Team interactions that help children succeed A. Setting priority goals through team planning and leadership B. Supporting one another’s efforts through joint strategies C. Professional development/education of all team members	How might team members work together more effectively?

Resources:

Copple, C. & Bredekamp, S. (eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8 (Third Edition)*. Washington D.C.: National Association for the Education of Young Children.

Harms, T., Clifford, R.M. & Cryer, D. (2005). *Early childhood environment rating scale, revised*. New York, NY: Teachers College, Columbia University.

Smith, M.W. & Dickinson, D.K. (2002). *Early language & literacy classroom observation toolkit*. Baltimore, MS: Paul H. Brookes Publishing Co.

Appendix

Early Childhood Professional Core Content Self Assessment Form Level 4.

To locate this document go:

<<http://www.ihdi.uky.edu/tipp/Resources/Documents/CoreContentForms/Self%20Assessment%20level%20four-rev%20Oct%2004.pdf>>