



Pre-K Professional Learning Group Kick-off Event

August 21, 2018 8:00AM – 2:30PM

AGENDA

8:00 **Registration and Networking**

8:15 **Welcome**

Lisa Nugent, Early Learning Coordinator, Rhode Island Department of Education

8:30 **Keynote Address**

Promoting Children's Social-Emotional Development and School Readiness

Amy Hunter, The Pyramid Model Consortium

9:30 **Transition Break**

9:45 **Morning Breakout Sessions**

- Implementing the BPS Curriculum: Setting Up for Success
- The First Three Weeks of School: Creating a Classroom Community
- Intentionally Planning for Outdoor Play
- Exploring Key Concepts of High Quality Preschool Classroom Environments
- Ongoing Child Assessment: Partnering with Families to Support Children's Development
- The Pyramid Model: Promoting Children's Social-Emotional Development and School Readiness

11:30 **Lunch**

12:30 **General Session**

Looking Ahead: *Year 4 PDTA Services and State Pre-K Program Evaluation*

1:15 **Team Time: Planning for Year 4**

2:15 **Closing Remarks**

2:30 **Adjourn**

Breakout Session Descriptions
9:45-11:30AM

Select one (1) morning breakout session.
All breakout sessions are specifically designed for classroom teaching teams.

Implementing the BPS Curriculum: Setting Up For Success. Deborah Morelle, Center for Early Learning Professionals

This session, for teaching teams who plan to implement the BPS curriculum to fidelity, includes a review of the curriculum components. Participants will discuss strategies for preparing their classrooms and intentionally teaching children skills and routines that lay a foundation for a positive and successful school year. Note: Teaching teams who received PDG Supplemental Funds to participate in the BPS Curriculum Project are expected to attend.

The First Three Weeks of School: Creating a Classroom Community. Evie Martin, Consultant, Center for Early Learning Professionals

The first three weeks of school lay the foundation for a successful school year by establishing a positive and supportive classroom climate. Critical to this success is the intentional teaching of routines and skills such as handwashing and resolving conflicts that relay expectations and help to create a cooperative and purposeful classroom where all children can succeed.

Intentionally Planning for Outdoor Play. Meghan Robles, Center for Early Learning Professionals.

This session is designed to support teaching teams' capacity to intentionally plan and facilitate meaningful outdoor experiences which promote children's development and active physical play. Teachers will engage in activities that help them analyze their current practice and create plans for extending the learning "context" to include their outdoor space.

Exploring Key Concepts of High-Quality Preschool Classroom Environments. Christina Silvi, Center for Early Learning Professionals

This session provides an overview of the key components of high-quality classroom environments and outlines how specific aspects of the environment--such as the physical space, schedule, and displays--affect children's learning and development. Session activities will guide teaching teams in analyzing their schedules and classroom environments, and making enhancements to ensure a successful school year.

Ongoing Child Assessment: Partnering with Families to Support Children's Development. Pam Wildnauer, Consultant, Center for Early Learning Professionals

This session focuses on the importance of collaborating with families to facilitate ongoing child assessment. It includes opportunities for teaching teams to identify and practice strategies for partnering with families to gather and share ongoing child assessment information and to extend children's learning beyond the classroom.

The Pyramid Model: Promoting Children's Social-Emotional Development and School Readiness. Amy Hunter, The Pyramid Model Consortium

This session, a follow-up to the keynote presentation, will provide a deeper dive into *The Pyramid Model* and the evidence-based practices that support the development of children's social and emotional skills. Teaching teams will learn and practice strategies for engaging in nurturing and responsive interactions, creating positive learning environments, and providing targeted social-emotional interventions to support children with challenging behavior. Note: Teaching teams who received PDG Supplemental Funds to participate in the (CSEFEL) Pyramid Model are expected to attend.