



NYC Pre-K Inspire

Focus and Extension Session Descriptions

For the 2016-17 school year, the Division of Early Childhood Education (DECE) has designed NYC Pre-K Inspire, an Instructional Track that provides a comprehensive approach to professional learning, customized for the needs of each pre-K program. NYC Pre-K Inspire sessions will be offered at multiple convenient locations across the city.



All pre-K lead teachers, assistant teachers, and paraprofessionals will attend four full -days of professional learning throughout the year, comprised of focus and extension sessions. Program leaders will attend three days of professional learning, comprised of specific leader sessions as well as focus and/or extension sessions. Each professional learning session is one day, and participants will attend one session on each day.

For most sites, there are three types of sessions: **focus sessions**, **extension sessions**, and **leader-specific sessions**.

Focus Sessions: Leaders and teachers will attend a collection of focus sessions designed to advance practice at their pre-K site. These focus sessions are required professional learning sessions, and were pre-selected for sites based on multiple factors, including program quality data from ECERS-R, CLASS, and ongoing support visits. The focus session topics include Assessment 1A: Collecting Data; Assessment 1B: Analyzing and Using Data; Engaging Children in Meaningful Activity; and Promoting Positive Behavior in Your Classroom. Sites are required to attend the focus sessions pre-selected for their site by the DECE.

Extension Sessions: Most pre-K leaders will have opportunity to choose for their site one or more extension sessions such as: *Communication, Language and Literacy; Partnering with Families*, and many more. Sites that have four pre-selected focus sessions will not select any extension sessions for their professional learning.

Leader-Specific Sessions: Pre-K leaders will attend a required session titled *Supporting Pre-K as an Instructional Leader*.

Please see the session descriptions below as you review your pre-selected focus sessions, possible extension sessions, and leader-specific sessions.

Focus Sessions

Assessment 1A: Collecting Data

This session is an introduction to the data cycle, focusing on data collection using a DOE-approved authentic assessment system (Work Sampling System, Teaching Strategies Gold, or COR Advantage). Participants will gain a deeper understanding of how to use their site's authentic assessment system, including an overview of the relevant online platform.





Assessment 1B: Analyzing and Using Data

This session focuses on analyzing and using the data collected through a site's DOE-approved authentic assessment system (Work Sampling System, Teaching Strategies Gold, or COR Advantage) to inform instruction. Participants will use the data cycle to meet the needs of all learners through differentiated instruction, at the individual, small group and whole class level. Participants will also practice engaging in data-informed conversations with families.

Learning in Dual Language Classrooms

This session focuses on instructional, environmental and family engagement supports in the context of a dual language program. This session is specifically designed to build on participants' understanding of how to support children's home language and second language development throughout the pre-K day.

Engaging Children in Meaningful Activity

This session focuses on how to engage children in activities that advance their oral language development and critical thinking skills. Participants will learn strategies to intentionally use and model language throughout the day to activate and extend children's thinking.

Getting Started: Launching Your Pre-K Classroom

This session is designed for new pre-K teachers, addressing teaching skills and concepts essential to have a successful pre-K year. Topics will include establishing and following a daily schedule, optimal room arrangement, engaging all children in meaningful learning and promoting positive interactions. Participants will be introduced to the Prekindergarten Foundation for the Common Core and the Pre-K for All Program Quality Standards.

Promoting Positive Behavior in Your Classroom

This session builds participants' understanding of how to implement the proactive measures, positive reinforcement and responsive strategies outlined in the Pre-K for All Statement on Positive Behavior Guidance, released in 2015. Participants will gain strategies to support the children in their classroom in developing a positive self-concept, engaging in respectful and constructive interactions and ways to engage families on these issues.

Extension Sessions

Engaging Children in Meaningful Activity II

This session focuses on Center Time and applying strategies and techniques for supporting children's language and critical thinking skills, especially in challenging situations. Participants will use data to intentionally create differentiated activities for all children in their classroom.

Communication, Language and Literacy

This session focuses on equipping participants with strategies to develop children's communication, language and literacy skills, including how to support children whose home language is a language other than English. Participants will build on their current understanding of language development in pre-K and make connections to later literacy development.

Partnering with Families

This session strengthens participants' knowledge about how to build strong, trusting relationships with all families to support children's well-being and academic and developmental progress. Participants will learn strategies and tools for communicating effectively with families, sharing information in a culturally and linguistically responsive manner and partnering with families to build their skills to extend learning into the home.





Including Children with Disabilities in Early Childhood Programs

This session focuses on how all programs can welcome and support children with disabilities, and discuss best practices for lesson planning, instruction and collaborating with preschool special education providers. These strategies will help participants provide opportunities for special education students to learn and socialize with typically developing peers in the least restrictive environment.

Using Pre-K for All Interdisciplinary Units of Study

This session focuses on examining the Pre-K for All Interdisciplinary Units of Study, equipping participants with an in-depth understanding of the purpose and format of each section of the unit and the connections to research on early childhood development. Participants will practice tailoring units to meet the needs of all of their students.

Promoting Positive Behavior in Your Classroom II

This session strengthens participants' ability to apply positive behavior strategies in their classrooms with a particular focus on Center Time. Participants will engage in applying proactive measures, positive reinforcement and responsive strategies for challenging situations.

High Quality Pre-K: Making Connections to ECERS and CLASS

This session focuses on developmentally appropriate pre-K instruction, making connections to the CLASS and ECERS-R program assessment tools. Participants will engage in discussions about the specific content within each tool and will gain a deeper understanding of how to use results to inform classroom environment, interactions and instruction.

Leader-Specific Sessions

Supporting Pre-K as an Instructional Leader

This session focuses on strategies to lead and support pre-K students, families and staff. Participants will enhance their understanding of how they can use the data cycle and specific coaching strategies to support teachers in improving their teaching practice. Participants will learn how to help teachers understand and use data, including the authentic assessment system, and how to implement effective mentoring and coaching opportunities.

Understanding Pre-K as an Instructional Leader

This session provides an overview of early childhood developmental stages as outlined in research, providing leaders with an advanced understanding of developmentally appropriate pre-K classroom practices. Participants will review screening and assessment, developmentally appropriate scheduling and differentiated instruction.

