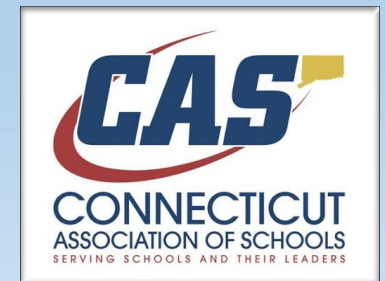


# Round Table Conversation for Early Childhood Administrators

November 5, 2020



# Today's Agenda:

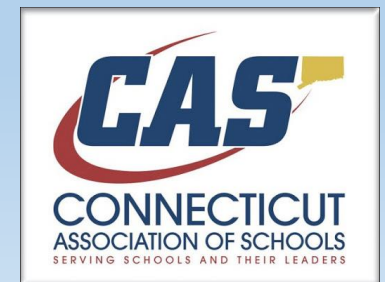
## Family Engagement in a Pandemic

The role of families in preschool distance learning

The role of teachers in preschool distance learning

Considerations for effective partnerships

Introduce coaching as an interaction style-more to come!



Distance learning is about what adults are doing to facilitate children's learning through routines and play.

[Distance Learning for Preschool Teachers Video, CSDE and CT OEC](#)





	Cognition	Social and Emotional Development	Physical Health and Development	Language and Literacy	Creative Arts	Mathematics	Science	Social Studies
	<ul style="list-style-type: none"> <li>*Exploring</li> <li>*Asking questions</li> <li>*Making choices</li> <li>*Pretending</li> <li>*Remembering</li> <li>*Trying new and difficult things</li> </ul>	<ul style="list-style-type: none"> <li>*Caring</li> <li>*Affection</li> <li>*Relationships</li> <li>*Safety and security</li> </ul>	<ul style="list-style-type: none"> <li>*Healthy Eating</li> <li>*Physical activity</li> <li>*Helping with self-care</li> </ul>	<ul style="list-style-type: none"> <li>*Interacting with people</li> <li>*Talking</li> <li>*Enjoying books, songs and writing</li> <li>*Expressing ideas, needs and feelings</li> </ul>	<ul style="list-style-type: none"> <li>*Enjoying music</li> <li>*Dancing</li> <li>*Describing or making art and music</li> <li>*Looking at pictures</li> <li>*Being creative</li> </ul>	<ul style="list-style-type: none"> <li>*Counting</li> <li>*Measuring</li> <li>*Comparing</li> </ul>	<ul style="list-style-type: none"> <li>*Exploring</li> <li>*Experimenting</li> <li>*Investigating</li> <li>*Learning about living things</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding family</li> <li>*Hearing about</li> <li>*Recognizing how people are the same and different</li> </ul>
Morning Routine			Brush teeth					
Breakfast		Pancake faces with feelings						
Playtime	Acting out favorite book				Drawing Playdough sculptures			
Outside	Backyard Nature Walk						Look for plants that are sprouting	
Lunch			Making lunch			Making lunch and counting		
Jobs						Setting the table		
Music or Storytime								
Naptime								
Playtime				Skype with one or two friends-talk and show "my favorite toy"				
Dinner								
Bedtime Routines			Choose tomorrow's clothes					

# Sample Home Implementation Plan

## Activity Matrix for Learning Objectives – Embedding IEP goals in Daily Routines



Child's Name: Example

Dates: School closure

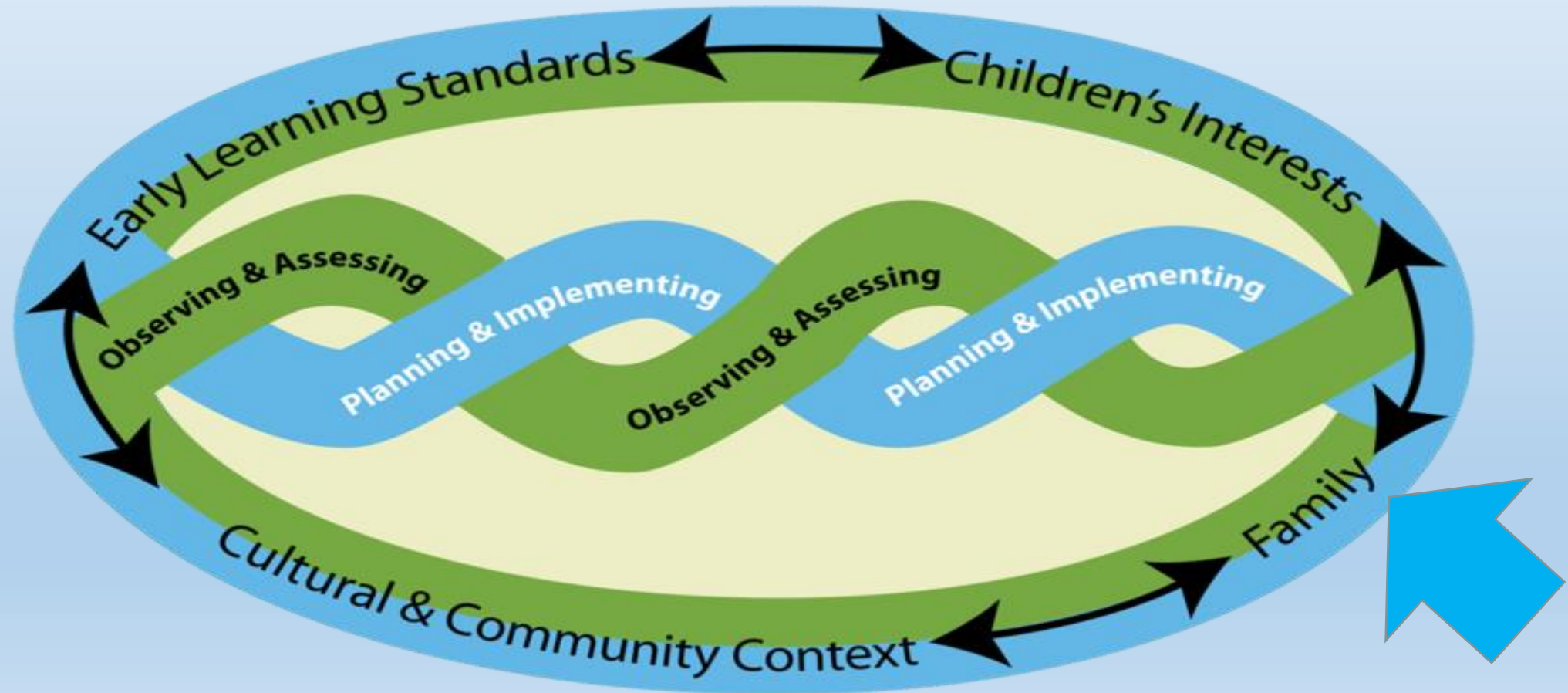
Objective:	Goal Area: Communication	Goal Area: Social-Emotional	Goal Area: Adaptive
Home Schedule	Answers questions about choices and about information from text or pictures (verbal, gesture, AAC)	Takes turns, shares toys, materials and adult attention during play and routines	Completes steps of handwashing, toileting, and dressing
Wake Up, Hygiene (toileting, wash hands, brush teeth, get dressed)	Indicates choice of clothing when getting dressed, points to pictures on schedules to show what is next	waits turn to wash hands at bathroom sink	Completes steps of handwashing <u>with prompt from visual routine</u>
Breakfast	Asks for preferred meal items verbally, pointing, AAC). Comments or answers yes, no when asked about the meal	Waits turn when being served	Helps with table clean up and wiping off table
Play (pretend play, blocks, books, toys)	Indicate preferred play items, initiates play by commenting using modes listed above	Takes turns, shares toys with sibling or other family member	Helps clean up after play
Snack	Chooses snack, answers questions about snacks, matches, sorts, counts snack items	Waits to be served snack, shares attention of adults during snacks	Feeds self appropriately, helps clean up

# Guiding Principles of the CT Early Learning and Development Standards: Families



- Are the primary caregivers and educators of young children
- Are critical partners in all early learning environments

Families are part of the cycle of intentional teaching pre-pandemic and even more so during the pandemic



Survival → Intentional → Refine



How do we make learning meaningful with this different mode of delivery?



## Recommended Time Guidelines for Student Learning Based on Age in Remote Settings

The student day should be organized around content specific learning outcomes for each block or period. Schedules can provide structure and routine.

Elementary			
Grade Band	Instructional Planning Decisions	Considerations for Synchronous Learning	Considerations for Asynchronous Learning
<b>Preschool</b>	<p>Daily Learning Time: 30 minutes of direct instruction</p> <p>Daily Learning time can include: 5-minute increments of hands-on activities between instruction, imaginative play, creative arts (fine motor), music and dance (gross motor), physical fitness education</p> <p><a href="#">Early Childhood and Distance Learning for Preschool Teachers</a></p> <p><b>Sample Schedule</b></p> <ul style="list-style-type: none"> <li>• 5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc.; teachers can provide ideas that overlap with familiar school routines)</li> <li>• 5 minutes: Story Time</li> <li>• 5 minutes: Brain Break (music and movement; ideas provided by teacher)</li> <li>• 5 minutes: Introduce new content (video from teacher or instructed by caregiver)</li> <li>• 10 minutes: Hands-on activity related to content or story (activities provided by teacher) Extra Suggestions for Extending Learning</li> <li>• 30–60 minutes of outdoor play</li> <li>• 10–20 minutes of reading with family (books of their choice)</li> <li>• 90+ minutes of imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>• Daily routine check-in</li> <li>• Small group synchronous sessions that lend themselves to a whole group learning experience</li> <li>• Facilitated small group discussion</li> <li>• Whole group lessons, call and response, sing along (with or without teacher colleagues)</li> <li>• Livestream educational content, sessions for interaction, collaboration, feedback and recap of learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recorded</b> video with instructions created by teachers familiar to students or from approved digital tools</li> <li>• Recorded or self-guided brain breaks</li> <li>• Digital Tools that support extended opportunities to engage in brain breaks or self-regulation exercises</li> <li>• Provide meaningful alternatives to screen time with lessons or tasks that extend the learning outcomes from a virtual lesson (i.e., using materials in the home to practice sorting, sequencing, saying or signing number sequence).</li> </ul>

<https://portal.ct.gov/-/media/SDE/COVID-19/Addendum12---Planning-the-Instructional-Time-for-Remote-Learning-in-Hybrid-and-Full-Remote-Models.pdf>



## SCREEN TIME FOR KIDS: new recommendations

The longtime "no screen time before 2" rule is out. Here are the latest recommendations from the American Academy of Pediatrics.

18  
months  
or  
younger



No screens are still best.

The exception is live video chat with family and friends.

18  
months  
to 2  
years



Limit screen time and avoid solo use.

Choose high-quality educational programming, and watch with kids to ensure understanding.

2 to 5  
years



Limit screen time to an hour a day.

Parents should watch as well to ensure understanding and application to their world.

6 or older



Place consistent limits on the time spent and types of media.

Don't let screen time affect sleep, exercise or other behaviors.

# Strengths Based Perspective In Family Engagement and Partnerships

- Every family is different.
- All families have strengths.
- All children learn within the context of their family.
- All families want positive experiences for their children.
- All families deserve to feel respected.
- Parenting is a difficult job for EVERY PARENT.  
ESPECIALLY IN A PANDEMIC



In our small groups.....

- How do we honor and validate family strengths?
- How do we learn what families need?
- How do we plan with families' needs in mind?
- How is the context between home and school the same and/or different?

What words come to mind when you think of partnerships with families?

<https://www.menti.com/3j2s8bwyg7>

# What makes partnerships work?

- Two- way communication
- Mutual goals
- Established relationship based on trust and respect
- Sharing perspectives about decisions
- Valuing the unique contributions of the each other
- Embracing learning from challenges together
- Celebrating successes together

How do Teachers and School Leaders develop the knowledge, skills, and dispositions toward partnerships with families?

- Personal experiences as a child and/or parent
- Learning from experiences with families
- Learning from other teachers
- Support from other support staff, administrators, family resource center staff, social workers, etc.

What are our beliefs, biases and judgements that can impact our ability to effectively partner with families in this pandemic?

[Jamboard](#)



What strategies has your school, community, district found helpful in reaching out to families that you have been unable to locate or contact?

The focus of family engagement and partnerships in a pandemic.....

- to main a relationship with a child and family
- to meet the individual needs of the child

How?.....Coaching as an interaction style



# THANK YOU!

Wrap Up  
Next Steps  
Survey of Needs

