



Early Childhood Division- Pre-K

Standard Operating Procedure

1. Area of Focus – PROFESSIONAL DEVELOPMENT

2. Scope

Ensure teaching teams receive appropriate professional development opportunities to drive decision-making, enhance instruction, and improve student outcomes

3. Prerequisites

NA

4. Responsibilities

School Principals
Center Director/Manager
Education Director
Education Manager
Instructional Advisor
Foundational Literacy Coach
Professional Development Advisor

5. Procedure

- A. M-SCS Early Childhood provides all teachers and teacher assistants with explicit training to develop warm and nurturing learning environments.
- B. As new staff members are onboarded with M-SCS or contractors, they participate in new hire professional development orientation to gain an overview of the Early Childhood program and exceptions.
- C. Staff receives training during preservice in August, District Learning Days, and weekly throughout the year (optional). Teachers and teacher assistants are provided training through District courses, TeachStone online professional development portal, and MSCS EC staff developed courses. Training is provided by advisors, specialists, coaches, and consultants.
- D. The trainings are geared towards providing teachers with access to information and resources that will help ensure that classrooms are designed in a way that is both welcoming and differentiated to accommodate the diverse needs of young children.
- E. Over the course of the year, training sessions and collaborative sessions are provided for Pre-K and Kindergarten teachers by the advisors, specialists, and coaches on the literacy and numeracy standards. The team provides PLC support, small group support, and/or hands-on support to teachers in their classrooms and/or sites.

Documents: (*Professional Development*) SOP short-form



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- F. Advisors train teachers in ELA and math with a direct emphasis on writing since it is a required component for all ELA submissions. Advisors also offer practical strategies that support the student growth portfolio process as well as connecting the standards and options to the current curriculum.
- G. Early Childhood administration uses the data to provide the tiered model approach to coaching and to provide professional development opportunities that help teachers understand and utilize effective teaching strategies to improve student growth.
- H. Results of evaluations are used to tailor professional development as a program and for individuals and/or cohorts.
- I. Training topics for staff are also identified based on self-assessment results, monitoring visits, child outcomes data and annual survey results.
- J. Teachers receive professional learning opportunities within their perspective sites, as well.
- K. Professional learning communities are designed for teachers to meet weekly to discuss student data and instructional strategies to help improve academic performance in the areas of early literacy and numeracy.
- L. School leaders are involved in early childhood trainings to support the daily operation in classrooms and to ensure academic systems are in place to support Kindergarten readiness for all students.

6. *References*

- Head Start Performance Standards Subpart J- Program Management and Quality Improvement 1302.102
- Shelby County Schools Board of Education Policy 4046 Teacher Evaluation
- Voluntary Pre-K Scope of Services, K
- Professional Development Log

7. *Definitions*

- NA