

*"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."
Martin Luther King, Jr., American minister, activist*

Good evening!

I just received the Salad Bar information!! Since we have a holiday on Monday, this email will serve as next week's communication.

Updates, Reminders, and Instructional Supports...

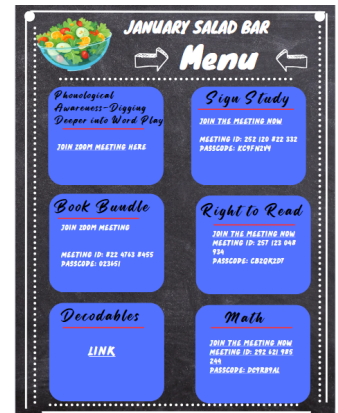
(Teacher Evaluation Standard III: Teachers Know the Content They Teach, Teacher Evaluation Standard IV: Teachers Facilitate Learning for Their Students, & Standard V: Teachers Reflect on Their Practice)

JANUARY 21 SALAD BAR INFORMATION: Here is the [sign-up genius for you to register](#) for the sessions. You may access the meeting links [here](#).

NOTE: Book Bundle classes (Legacy European Academy - LEA) need to sign up for the Book Bundle session. LENA teachers should sign up and attend the "Right to Read" session. (Robinson/Jordan - SK7)

I will also add the meeting information to our Cohort news in SharePoint.

MID-YEAR PDP'S: Mid-year PDPs should be updated and shared with your evaluators on or before January 29th. Make sure your evaluators have access to your original copy.



LEADERSHIP OPPORTUNITY: If you would like to present a Salad Bar session, there are several openings right now for teacher-led professional development sessions. Currently there is 1 slot for February, 2 slots for March, April, and May. Let me know if you are interested and we can discuss this opportunity further.

SOCIAL-EMOTIONAL CHECKPOINTS: You may begin your TSG SEL checkpoints on the January 24 Teacher Workday. The final day for completing them is February 14. Remember, you are just going into the Social Emotional area and marking students based on your professional observations. No notes are needed. You must also mark all the other objectives in that section as 'not observed' so you can finalize. You will print the TSG Family Conference Form for each student and give it to your families during your scheduled Parent Teacher conference.

Social- Emotional

1. Regulates own emotions and behaviors
 - 1a. Manages Feelings
 - 1b. Follows limits and expectations
2. Establishes and sustains positive relationships with adults
 - 2b. Responds to emotional cues
 - 2c. Interacts with peers
3. Participates cooperatively and constructively in group situations
 - 3b. Solves social problems

PROGRESS MONITORING: [Print Concepts Assessment 2](#) will be administered next week. There are only 3 days so pace yourself to ensure it is completed and entered into the MasteryConnect platform on or before Friday the 24th. You may choose to [use this class recording form](#) in place of the individual one. Just remember to stay as close to the purpose of the script as possible when you collect your data.

20	21	22	23	24
Martin Luther King Jr. Day No School	Print Concept Monitor A2	Print Concept Monitor A2	Print Concept Monitor A2	Teacher Workday

LESSON PLAN REFINEMENTS: This week I provided you with some reflection questions as it related to using your data to plan your gross motor and fine motor instruction. I intend to look at your lesson plans for the week of January 20 to see how you refined them to meet the DDI expectations. Here is a quick example of what you might put on your lesson plans to show you are using your data to differentiate instructions for Task 6 - name writing:

Name Writing practice

Materials - name cards, pencils, paper

HPD 5m; LC14c

- Copy first name - *(initials of students who would do this task)*
- Write first name without card; Check for accuracy using name card - *(initials of students who would do this task)*
- Copy first & last name from card to paper - *(initials of students who would do this task)*
- Write first & last name without card; Check for accuracy - *(initials of students who would do this task)*

LC14a

You can lower the expectations for some friends if needed:

- Copy first letter of first name - *(initials of students who would do this task)*
- Copy first and second letter of first name - *(initials of students who would do this task)*
- etc.

DATA+-DIFFERENTIATION+FIDELITY: This week you are gathering your Math Progress Monitoring data. As you finish entering your assessments, you can refer to your itemized report to [sort your students](#) and plan your instruction for your Friday small groups, intentional transitions, and Toys & Games intentional activities.

In the next few weeks, when I visit your classrooms I will ask to see evidence of your personal data dives and talk with you about the math opportunities you planned/implemented with your students. I will also listen for 'math' focused teacher-student interactions as it relates to the fidelity checklist.

Here is the fidelity section I will focus on for the next few weeks:

21. The teacher and teaching assistant use both child-initiated and teacher-planned experiences to actively introduce mathematical concepts.

Indicators

- a. Plans and introduces experiences with a mathematics focus
- b. Guides children in connecting mathematical concepts to everyday experiences
- c. Provides opportunities for children to communicate and represent their mathematical thinking
- d. Intentionally supports children's understanding of numbers and operations
- e. Intentionally supports children's understanding of geometry and spatial sense
- f. Intentionally supports children's understanding of measurement
- g. Intentionally supports children's understanding of patterns
- h. Intentionally supports children's understanding of data collections, organization, and representation
- i. Supports children's use of mathematical process skills (e.g., problem solving, reasoning, communication, making connections, and representation)

Now on to my schedule...

I plan on following this visit schedule but will adjust as needs arise.

Monday, January 20	Tuesday, January 21	Wednesday, January 22	Thursday, January 23	Friday, January 24
HOLIDAY	Smart Kids 7 Sunshine House MH	Crossway Bright Path	Legacy European Cadence Raintree	TEACHER WORKDAY

QUICK LINKS TO INSTRUCTIONAL RESOURCES:

[Africa's Professional Pinterest Page](#) (resources for teachers and coaches ~Thanks for sharing, Africa!)

[Meck Pre-K Playbook for teachers](#)

[McClanahan Cohort - SharePoint](#)

[McClanahan's Pre-k Pages](#) site:

NOTE: If you are looking for a particular resource, there is a search icon at the top, right corner of each page on my site.

Dates to Remember...

January

20 - HOLIDAY
21 - Salad Bar PLC
21 - Clothes study ends - Celebration of Learning
22 - Signs study begins
24 - Teacher Workday
24 - **Begin** [Social & Emotional](#) Checkpoints
27 - ALPHABET KNOWLEDGE assessment window opens
27-2/2 - [CRAYOLA CREATIVITY WEEK](#)
31 - ALPHABET KNOWLEDGE assessment window closes

February

03 - PAST assessment window opens
04 - PLC Meeting
05 - [WORLD READ ALOUD DAY](#)
07 - PAST assessment window closes
14 - **Last day** to enter Social & Emotional Checkpoints
17 - Teacher Workday
17 - Parent Teacher conferences begin
18 - Salad Bar PLC
21 - Signs Study ends - Celebration of Learning
24 - Insect Study begins
26 - Early Release Day
28 - Parent Teacher conferences end

March

2-6 - [READ ACROSS AMERICA WEEK](#)
04 - PLC Meeting
18 - Salad Bar PLC
29 - Insect study ends - Celebration of Learning
31 - Teacher Workday

April

01 - RRR study begins
01 - PLC Meeting
02 - Early Release Day
5-11 - [WEEK OF THE YOUNG CHILD](#)
14-21 - Spring Break
22 - [EARTH DAY](#)

May

05 - PAST & Alphabet Knowledge assessment window opens
05-09 - TEACHER APPRECIATION WEEK
06 - PLC Meeting
06 - RRR study ends - Celebration of Learning
07 - Water study begins
16 - PAST & Alphabet Knowledge assessment window closes
19 - BRIGANCE administration window opens
20 - Salad Bar PLC
26 - HOLIDAY
30 - BRIGANCE administration window closes

June

02-10 - Graduation/Celebration window
03 - Water study ends
04 - Getting Ready For Kindergarten Study begins
10 - Last Day of School
11 - Teacher Workday
12 - Teacher Workday

Have a wonderful rest of your week and 3-day weekend!

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