

# Down to the Nitty Gritty in the Classroom

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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

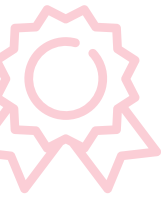
## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



# Will you help forever shape the lives of children? 4



- The first three weeks of school lays the foundation for a successful year by establishing a positive, supportive classroom climate.
- Explicit teaching of **EVERY** skill (What does this look like to you?)

>>> Be **RESPONSIVE**. Be **INSPIRED**. Be **INTENTIONAL**. <<<

# Environment and Materials

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It takes 21 days to develop a new habit.

Why are these abstract concepts for children?

- Respect
- Independence
- Cooperation

How can these concepts be taught?

- Teacher preparation
- Teacher modeling/tutorials
- Material accessibility
- Appropriate amount of materials



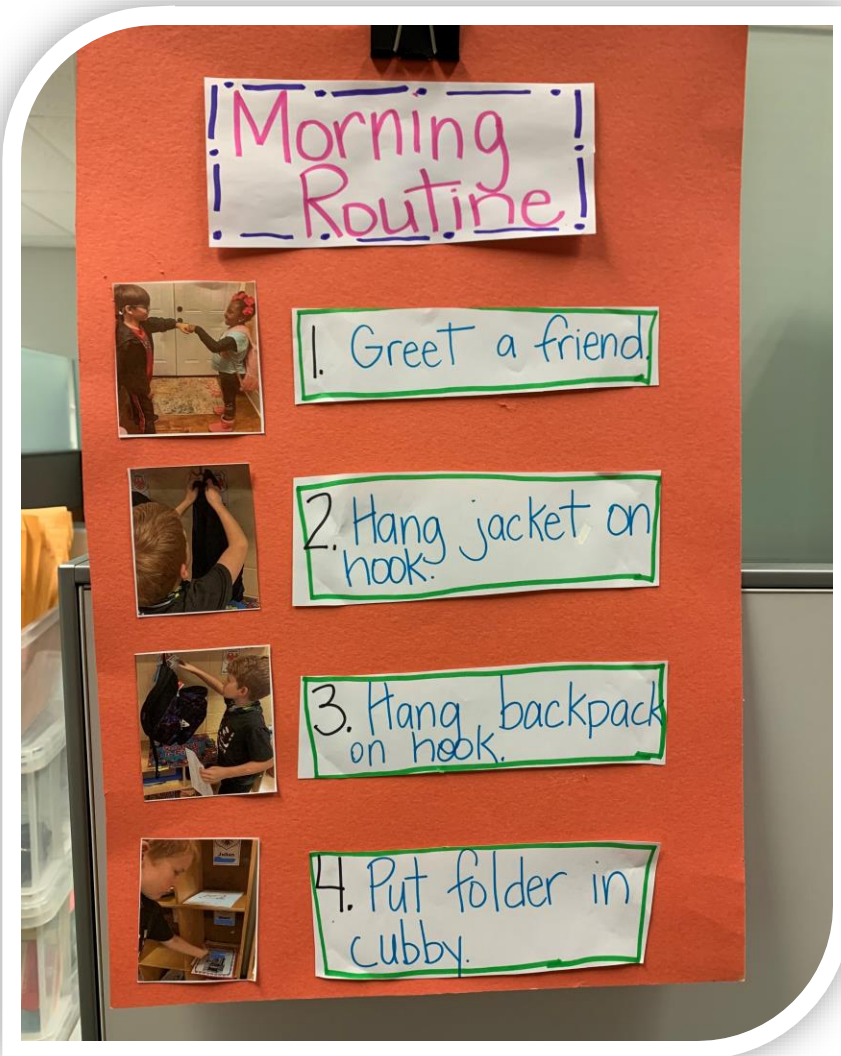


# Organizing the Space

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- A well-organized classroom encourages cooperative learning, independence and lessens the need for behavior management.
- Being organized and prepared eliminates wait time, which is a typical trigger for challenging behavior.
- Do NOT open a center/area before teaching children how to use it properly!
- **Actively involve children in launching the center**
  - Expectations
  - Materials





- What does this phrase mean to you?  
***"Explicit teaching gives children a clear expectation of what's to be done and how to do it."***
- Look at the handout Guiding Principles/Strategy...What do you notice?
- Discuss routines, provide examples of what a routine looks like. Why are routines important to manage behavior in the classroom?





# A Strong Partnership

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- To make the classroom run efficiently, **teachers and assistant teachers must work together as a team.**
- What does this look like?
  - Establish basic ground rules to optimize support for children
  - Decide roles and responsibilities
  - How will you communicate in the classroom
  - Agree to a clear and consistent approach in dealing with children
  - **Commit to communicate**

# A Partnership with Families

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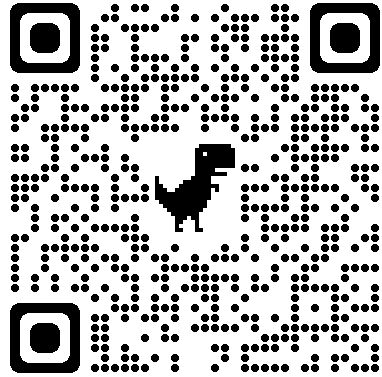
- It is just as important to create a connection with the part of teaching team **outside** the classroom...who would this be?
- Please keep in mind any cultural differences (share some examples)
- What does this look like?
  - First contact with families should be positive
  - Designate a place/procedure for communication
  - Make newsletters/add questions to stimulate a conversation, i.e., “What games did you play at recess today?”
  - Create folders that go between home and school (don’t forget to include positive notes too...why is this important?)



# What do you think of this?

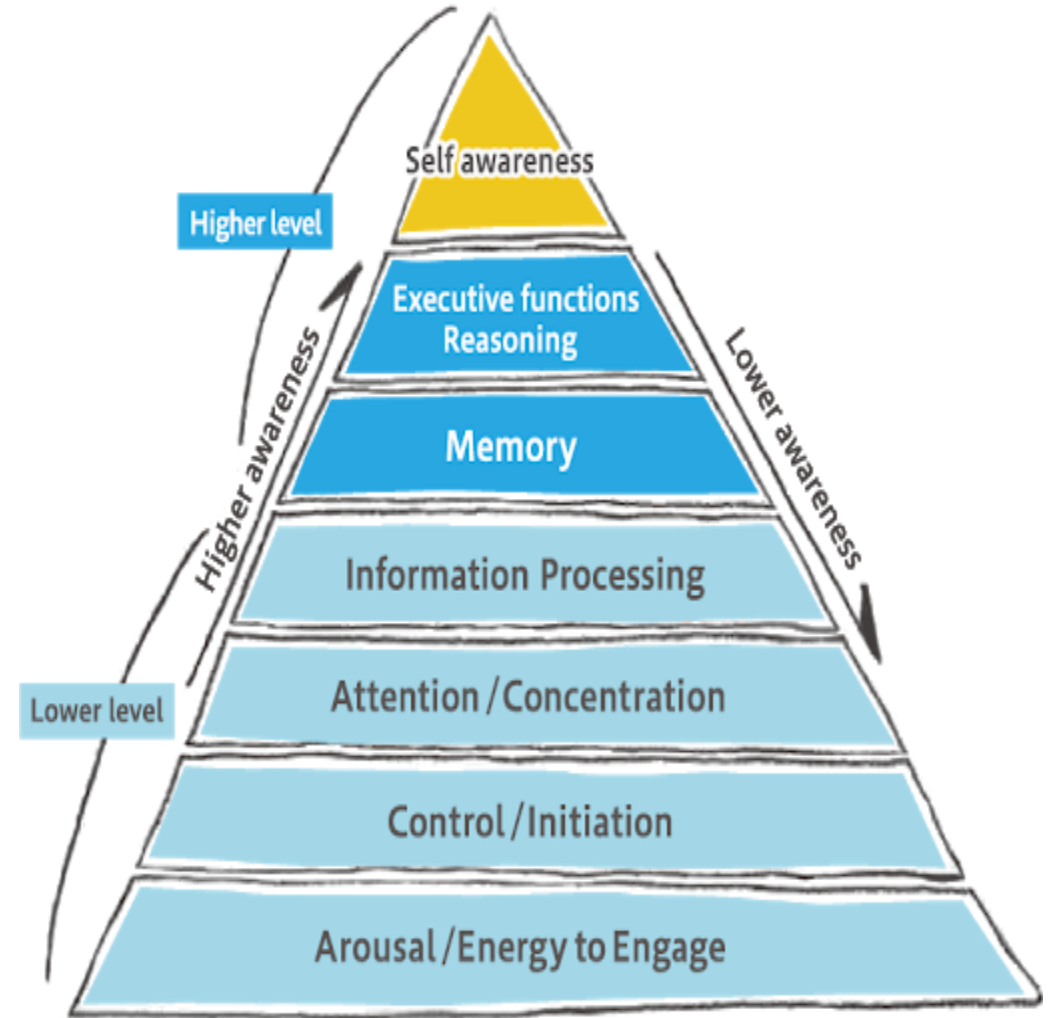
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<https://www.youtube.com/watch?v=HQ7NR5WkYVA&t=630s>

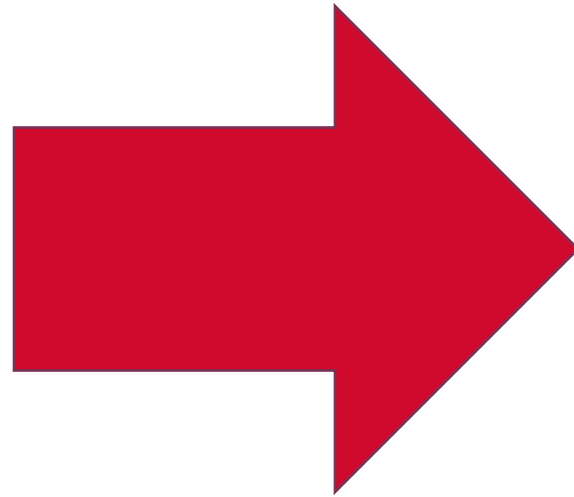
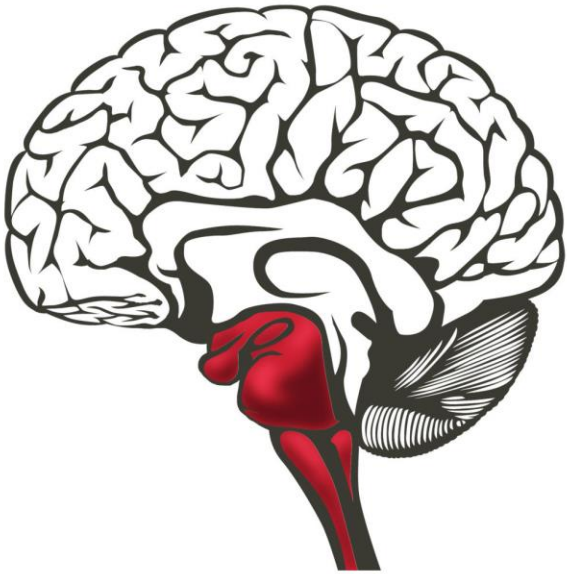


- Let's look at this teacher and his partnership with families
- What do you notice
- Was anything you saw something you think is doable for you in your classroom

- Executive function and how it relates to child development? (executive function skills help us plan, focus attention, switch gears, and juggle multiple tasks)
- Skills are developed through experiences and practices
- Children are not mini adults
- Children are not born with the ability to control their impulses and stay focused



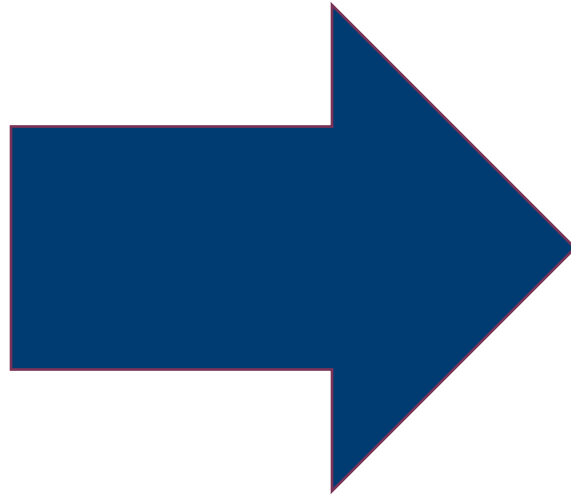
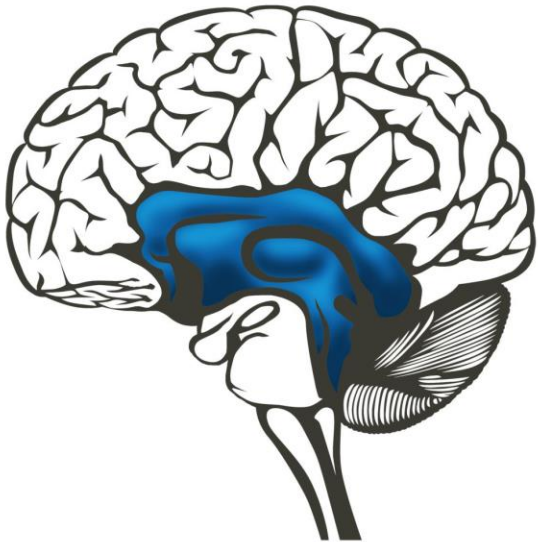
**Am I Safe?**



**Fight  
Flight  
Breathing  
Blood Pressure  
Heartbeat**

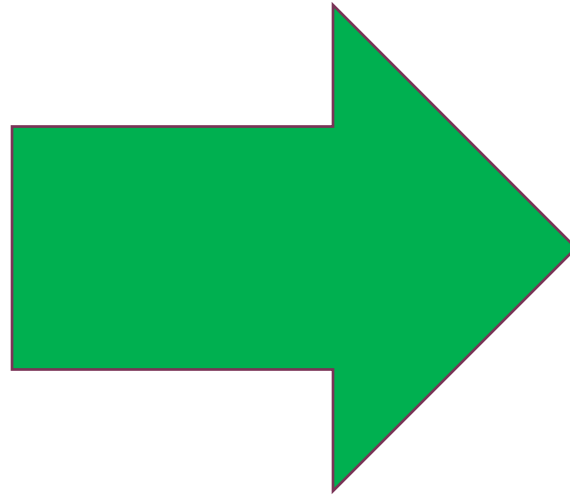
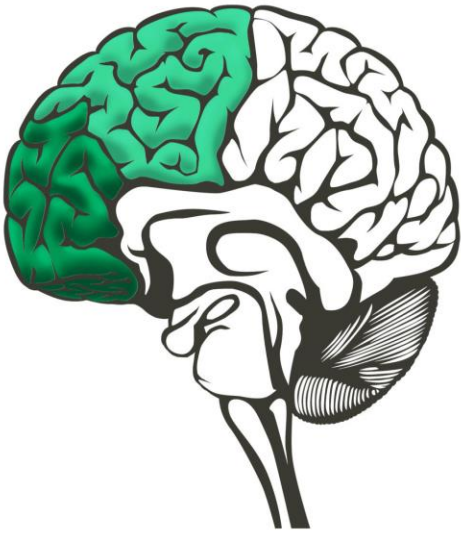


## Am I Loved?



**Memory  
Understanding  
Language**

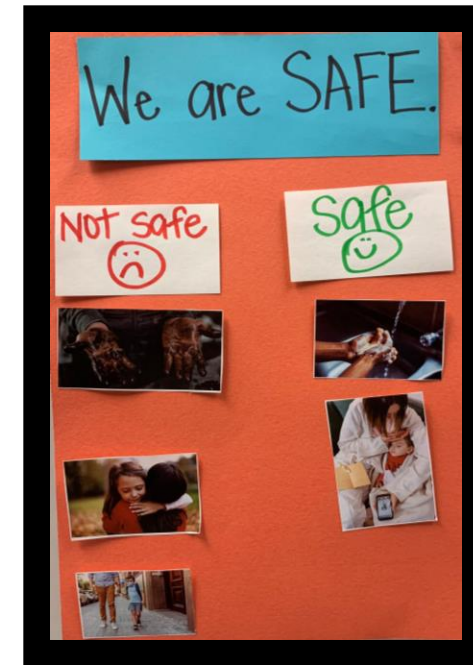
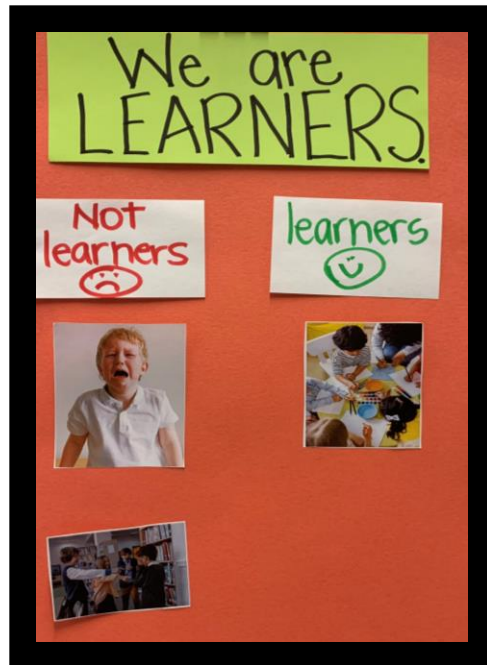
## What Can I Learn?



**Thinking**  
**Planning**  
**Organizing**  
**Problem-solving**  
**Behavioral Control**

## Agreements and Expectations

- Create agreements/expectations **WITH** children
- Use visuals (rules are abstract to children)
- Support children when they make mistakes



**Every community needs a set of rituals and traditions that bind its members together**

- Bridging the gap between “you” and “me” to becoming “us”
- It’s more than getting along
- It's about empathy, appreciating individuals for their unique strengths, and working together as a team

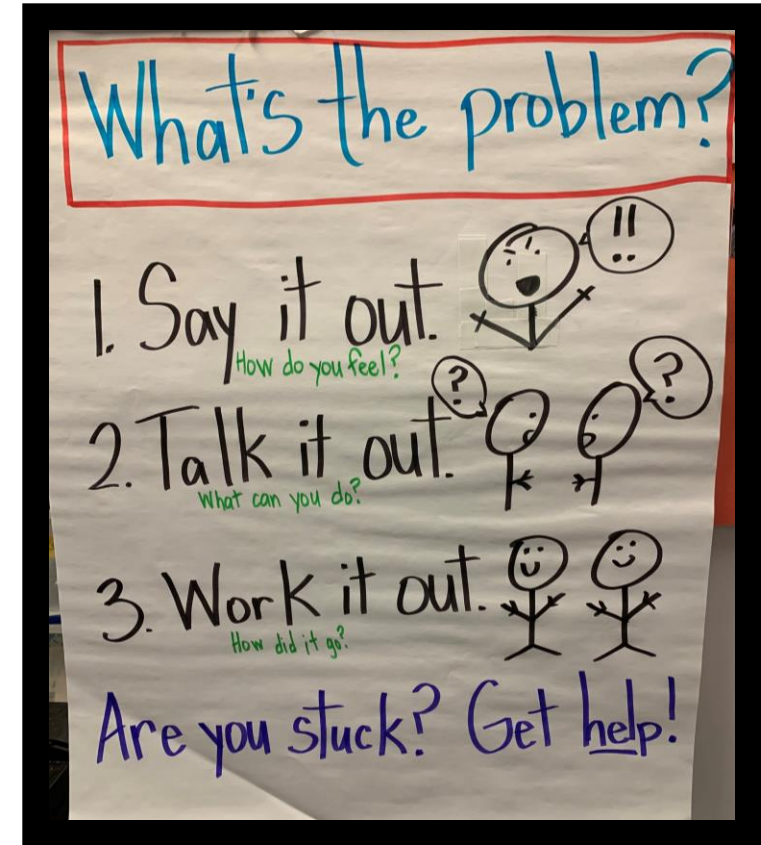


# Third Week of School: Problem-Solving/Conflict Resolution 18

The goal is not to eliminate conflict BUT to create an atmosphere where conflict can be dealt with peacefully and productively.



- Identify the problem and accompanying emotions
- Manage strong emotions non—violently
- Brainstorm solutions
- Maintain relationships with each other after a conflict







# What is your takeaway?

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- Mastery of skills is not made in Pre-K
- Create classroom procedures together with the children
- Model procedures (do the children really know what walking means and looks like)
- Nonverbal cues
- Private reminders
- On the spot corrections (teacher calmly approaches the child, teacher gets eye level with the child, and in a calm voice redirects the child)
- NOTICE and comment (I noticed...)



# Questions/ Thoughts?

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