



Impacting Interactions Workgroups — Eastern Region

LEARNING COMMUNITY CONTENT + SCHEDULE

Interactions between teachers and children support social and cognitive learning, significantly impacting school readiness. In addition to high quality materials and intentional teaching, children benefit most when they experience high quality interactions. High quality early learning programs regularly assess their performance to determine what changes they can make to improve their services. The Level 3 self-study process is a guided format for assessing your program's performance and identifying where you want to make improvements. This workgroup provides opportunities for you to collaborate and reflect as a group with other programs who are also working on their self-studies. These communities are facilitated by CLASS Specialists who have expertise in teacher-child interactions and the CLASS framework.

This workgroup will help you become familiar with the indicators of quality assessed during the on-site observations required to obtain a Quality Level 4 or 5. It will also allow you to reflect on current program practices prior to requesting an on-site observation or receiving on-site technical assistance focused on the interactions. The sessions will support the completion of the Virginia Quality Level 3 Self Study form for Pre-K, Toddler, and Infant CLASS.

Attendees will receive a certificate for 15 training hours and support from Virginia Quality Technical Assistance Providers via group sessions and follow up phone calls or on-site assistance.

REGISTRATION

Children's Harbor Training Department

(757) 399-1337

or ONLINE

Participants must attend all of the sessions for the selected workgroup.

Space is limited and pre-registration is required.

SESSION 1

Quality Interactions: The Basics

2 hours

Content

Virginia Quality utilizes the Classroom Assessment Scoring System (CLASS) to measure and assess interactions. The CLASS focuses on the quality of classroom interactional processes. This differs from other measurement tools that focus on the content of the physical environment, available materials, or a specific curriculum. For CLASS, the physical environment (including materials) and curriculum matter in the *context* of how teachers put them to use in their interactions with children. These sessions will help you understand the impact of teacher-child interactions on children's learning, learn about different types of interactions in effective early childhood settings, and learn how interactions are assessed in Virginia Quality using CLASS.

Requirements

- Completion of the following Virginia Quality Learnpoint Modules prior to Session attendance
 - Orientation to Virginia's QRIS (.5hrs)
 - Introduction to Intentional Teaching (.5hrs)
 - High Quality Interactions (.5hrs)

SESSION 2

Emotional Support

2 hours

Content

Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions. Classrooms that score well in this domain have teachers that are responsive to children, acknowledge children's feelings or emotions, help children resolve problems, redirect challenging behavior, and support positive peer relationships.

Requirements

- Completion of the following Virginia Quality Learnpoint Module prior to Session attendance
 - Introduction to the Self-Study Process (.5hrs)

SESSION 3

Classroom Organization

2 hours

Content

Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time and attention in the classroom. High-scoring classrooms feature consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies. Staff work together as a team. Classrooms with these characteristics give children a sense of stability and predictability that supports exploring, thinking about, and learning new things

SESSION 4

Instructional Support: Concept Development

2 hours

Content

Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development. This domain measures how teachers support and extend children's thinking, problem solving and conversational skills, and vocabulary. Effective teachers support children's engagement by making concepts and skills relevant to their everyday lives, asking questions that encourage children to analyze and reason, providing the right amount of help and offering feedback that acknowledges children's attempts. Concept Development focuses on the degree to which instructional discussions and activities promote students' higher order thinking skills versus focus on rote and fact-based learning.

SESSION 5

Instructional Support: Quality of Feedback + Modeling

2 hours

Content

Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development. Quality of Feedback considers teachers' provision of feedback focused on expanding learning and understanding, not correctness or the end product. Language Modeling looks at the quality and amount of teachers' use of language-stimulation and language-facilitation techniques during individual, small group, and large group interactions with children.

SCHEDULE

Learning Communities and Working Chats

All group *Learning Community Sessions* are scheduled for **Thursday evenings from 6:30pm – 8:30pm**.

Short, 30-minute *Working Chats* are scheduled following each session during afternoon nap time to answer questions, provide feedback, and support your understanding of the Learning Session content.

Fall Workgroup			Fall 2016
SESSION	DATE	LOCATION	WORKING CHAT – <i>via phone</i>
Session 1	Thursday, October 13 th	Suffolk ECDC/VDSS	October 20 th
Session 2	Thursday, November 3 rd	Suffolk ECDC/VDSS	November 10 th
Session 3	Thursday, December 8 th	Suffolk ECDC/VDSS	-----
Session 4	Thursday, January 12 th	Suffolk ECDC/VDSS	January 19 th
Session 5	Thursday, January 26 th	Suffolk ECDC/VDSS	February 2 nd

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