



WTS Teacher Orientation

Wake County Smart Start
Wake ThreeSchool Teacher &
Assistant Teachers
Monday, August 21, 2023

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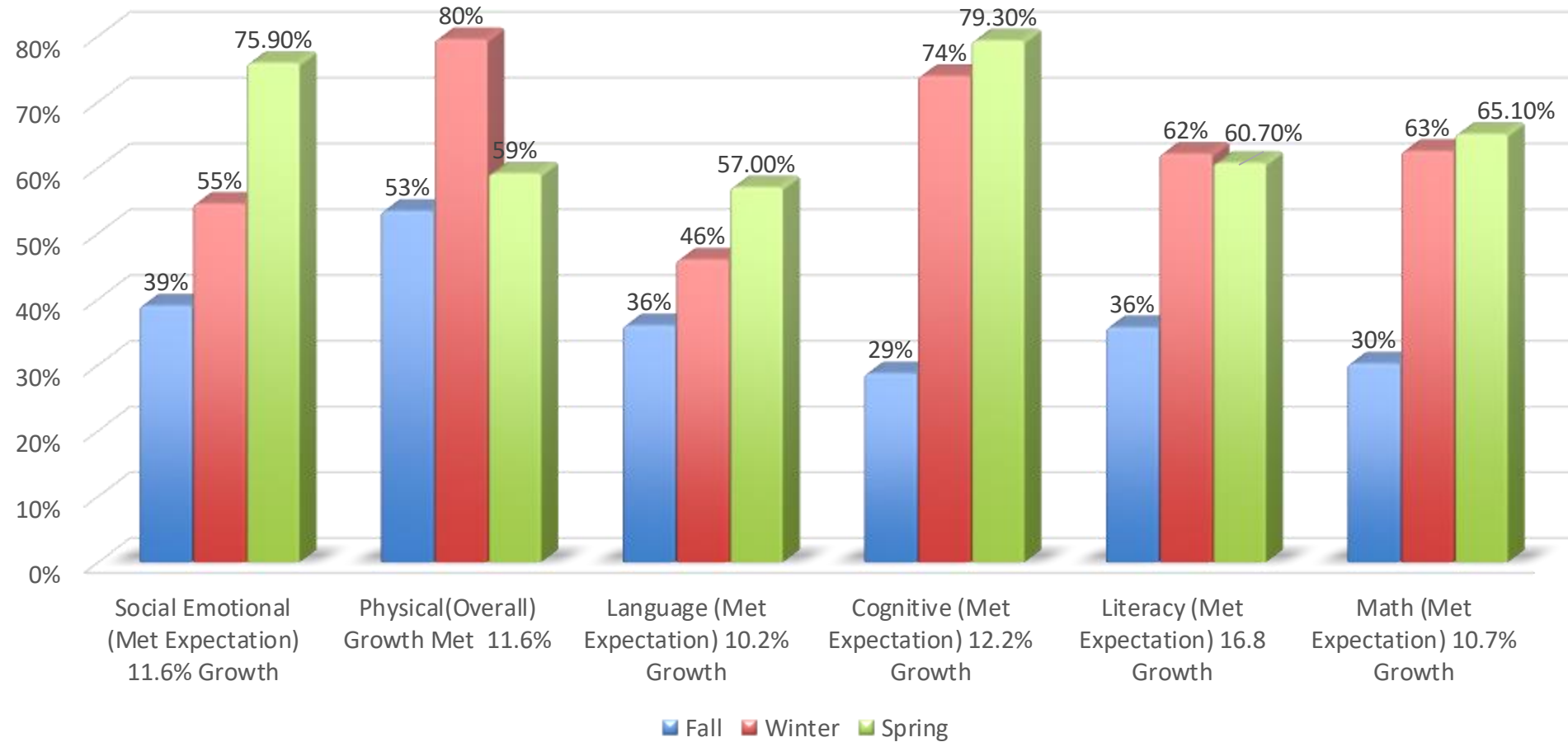
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Teaching Strategies SY22-23 Data



Beginning of the Year

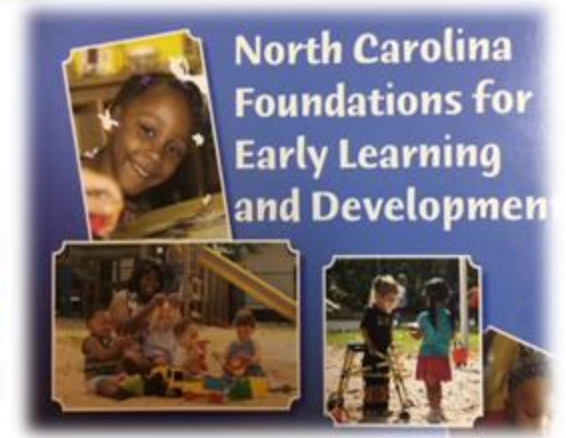
- WTS Teachers are encouraged to use the days before school starts to/for:
 - Conduct Home Visits
 - Provide Child/Family Orientations
 - Engage in Professional Development Training
 - Room Arrangement

Developmental Screening and Early Learning Standards and Curricula

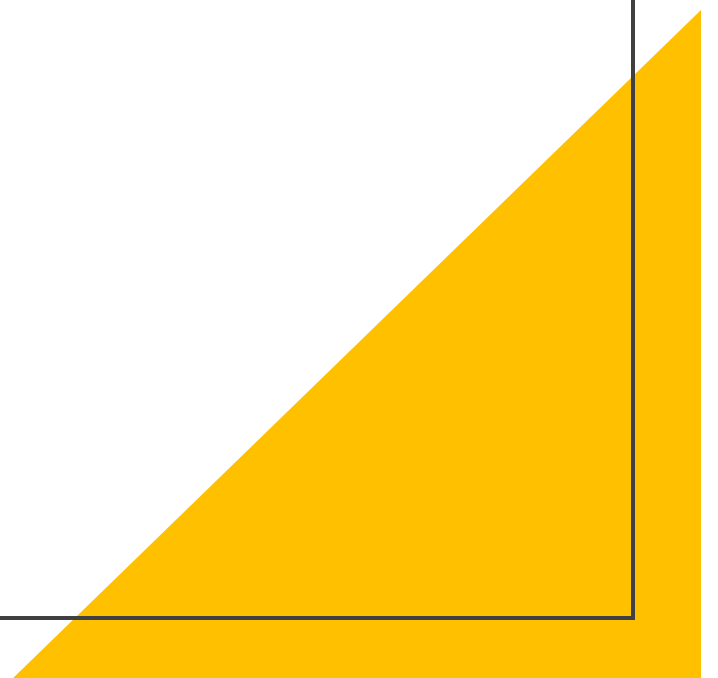
- All children enrolled in WTS shall receive a developmental screening using The Brigance Developmental Screening Tool unless the child has an existing Individualized Education Program (IEP).
- Children shall be screened within 90 days after the first day of attendance in the Program or within 6 months prior to the first day of attendance.
- Screening should be used solely to identify children who should be referred for further evaluation and testing based on concerns in one or more developmental domains.
- Wake ThreeSchool classroom use the *Creative Curriculum® for Preschool*, 6th Edition as well as use of the Pyramid Model to address the social-emotional health of the young children in the program.
- WTS Teachers should be knowledgeable about *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*

Formative Assessments

- Teachers are required to conduct ongoing formative assessments to gather information about each child's growth and skill development and inform instruction..
- Teachers will use a formative assessment instrument approved by WCSS, such as Teaching Strategies Gold.



Lesson Plan Sample



Mon 15

Tue 16

Wed 17

Thu 18

Fri 19

Teacher's Workday/ School Closed

How do insects help the earth?

How do insects help the earth?

How do insects help the earth?

How do insects help the earth?

Choice Time

Morning Arrival

Children will be able to explore the classroom freely during morning arrivals and before morning meeting is starts.

F#APL-4,CD-5, LDC-2

Custom

Morning Meeting (21 Century Skills)

Morning Meeting Routine:

1. Good Morning Greetings (introduce the students to each other) go around the circle to see who is here today.
2. Wish You Well Chart (Only if all of the friends are not here today) If they are we say "My heart to your heart I wish you well today"
3. Emotions Chart (How Are You Feeling Today) Each child gets a chance to come put their picture on the white board.
4. Weekly Job- Students will choose their classroom jobs.
5. Ask students to find a partner and say: I'm Happy to See You Today, Today Will Be A Great Day, Now how would you like to be greeted? We can do a high five, bear hug, pinky hug, fist bump, or a verbal good morning. *Written By: Ms. Natasha*

*KWHL Chart asking question about **How do insects help the earth?***

F#APL-8,HPD-6,LDC-3,CD-13

CC#11a,1c,9,10a,11e

Outdoor Experiences

Outdoor Experience

The students will take magnifying glasses and

Choice Time

Morning Arrival

Children will be able to explore the classroom freely during morning arrivals and before morning meeting is starts.

F#APL-4,CD-5, LDC-2

Morning Meeting: Second Steps (21st Century Skill)

Week 18: Managing Waiting

The students will learn how to manage their waiting. The students will learn how to manage their ability to calm down and how to wait. The students will learn the importances of counting when waiting. The students will listen to a puppet script by Ava and Thomas about the importance of waiting.

F#ESD-6

CC #1a

Outdoor Experiences

Outdoor Experience

The students will take a walk to look for evidence of insect decomposition organic materials. The students will use the teacher's phone to document by taking pictures of what they find.

LDC-13, 19, LDC-2, 9,CD-14,25,APL-7,11e

Question of the Day

Which of these live in the ground?

(Display three photos of insects, e.g ants, flies, praying mantises)

Choice Time

Morning Arrival

Children will be able to explore the classroom freely during morning arrivals and before morning meeting is starts.

F#APL-4,CD-5, LDC-2

Morning Meeting: Second Steps (21st Century Skill)

Week 18: Managing Waiting

The students will use the How to Calm Down Poster and the boy puppet to understand the importance of Olivia deciding to count to calm down. She will learn how she can count her friends in front of her as she wait in line. This will teach her how she can understand when it is her turn to complete a task in the classroom and outside the classroom.

F#ESD-2,HPD-6,CD-3

CC#1a,1b,1c,9,11e

Outdoor Experiences

Outdoor Experience

The students will take magnifying glasses and paper outside to observe the insects and trees. The students will talk about how the trees help the earth and how insects help the trees. The students will investigate what they see during the winter months with the trees and the insects.

LDC-13, 19, LDC-2, 9,CD-14,25,APL-7,11e

Question of the Day

What did you eat for breakfast?

Choice Time

Morning Arrival

Children will be able to explore the classroom freely during morning arrivals and before morning meeting is starts.

F#APL-4,CD-5, LDC-2

Morning Meeting: Second Steps (21st Century Skill)

Week 18: Managing Waiting

The students will listen to various scenarios to help them understand how they can choose routines times when they have to wait. They will learn the importances of being able to make certain discussion in the classroom with the teachers assistance at all times.

F#APL-8, APL-6, CC#11a,11c,

Outdoor Experiences

Outdoor Experience

The students will investigate a rip banana outdoors. The students will be invited to observe how insects help with its decomposition over time. The children will be encouraged to make observational drawings of the bananas decomposition. LDC-13, 19, LDC-2, 9,CD-14,25,APL-7,11e

Question of the Day

Have you ever been to a museum?

(Display a picture of NC Natural Science Museum)

Question of the Day

How many flowers do you see?

(Display a vase of flowers or a small flowering plant)

Large Group

Why are insects good for the planet?

The students will review the question of the day. The students will be asked, What did you eat for breakfast today? The students responds will then be recorded on chart paper of the board. The students will then view a video called, Why are insects good for the planet? The video link will be at the bottom of this paper:

<https://www.youtube.com/watch?v=5HFXWHdL8CU>

Once the video has been watched the students will be asked the following questions: What insect can spread disease? Answer (Mosquito)

What insect helps us produce honey? Answer (Bees)

Can insects be ate? Answer (yes)

F#LDC-3,CD-14, 10a,25

Interest Area

Science:Students will review pictures of flowers with pollen, photos of insects covered in pollen. Students will compare and contrast how the pictures look in a photo flower without pollen verses a flower with pollen. M.W, E.K,K.M. APL-6, 11c,LDC-3, 10a

Library: Books that feature insects role in polliation, magnifying glasses LDC-4,9, LDC-8,18 (All students)

Art: Paper plates or coffee filters, large piece of piece of paper, markers, or crayons, pipe cleaners; to create their own flower with pollen on it (All students)APL-4,11e, 14a

Math/Manipulative: Insect Matching Mat for students to match up the insects together (K.W, J.W, M.M, all preschool students) CD-11,13,22

Dramatic Play: Turned into a Muesum Store with students being able to purchase different items, calculator money and get a understanding of how much stuf cost. (All students) CD-3, 11e,HPD-7,1c

Music: Students will move around like a bee.

Large Group

Pollination and Our Busy Bees

The teacher will display real flowers with noticeable pollen, the teacher will invite the children to examine the flowers with magnifying glasses and share what they notice. The teacher will explain that pollen is "a powder on many plants that they use to make plant seeds." The teacher will point out that many people are very sensitive to pollen, so children should make sure to wash their hands carefully after handling the flower. The teacher will display a close-up photo of insects covered in pollen and ask, "How do you think the insects got pollen on their bodies?" (The children's response will be recorded) The students will be asked, "How is this like what we learned about how insects move pollen from flower to flower? The teacher will review the question of the day. The children's response will be recorded. The students will then watch a video about Bees and Pollen

<https://www.youtube.com/watch?v=ta154f5R5Y>

F# CD-15, CD-2,LDC-3,

CC#25,12,11c,10a

Interest Area

Science:Students will review pictures of flowers with pollen, photos of insects covered in pollen. Students will compare and contrast how the pictures look in a photo flower without pollen verses a flower with pollen. M.W, E.K,K.M. APL-6, 11c,LDC-3, 10a

Library: Books that feature insects role in polliation, magnifying glasses LDC-4,9, LDC-8,18 (All students)

Art: Paper plates or coffee filters, large piece of piece of paper, markers, or crayons, pipe cleaners; to create their own flower with pollen on it (All students)APL-4,11e, 14a

Math/Manipulative: Insect Matching Mat for students to match up the insects together (K.W, J.W, M.M, all preschool students) CD-11,13,22

Dramatic Play: Turned into a Muesum Store with students being able to purchase different items, calculator money and get a understanding of how much stuf cost. (All students) CD-3, 11e,HPD-7,1c

Music: Students will move around like a bee. Students will be encouraged to buss like a bee

Large Group

Decomposition

The question of the day will be review. The students will be encouragd to recall where they have seen insects at throughout the study. The teachers will point out that insects like flies can often be seen on or around garbage, manure, and dead plants. The students will be told that Some animals help with decomposition, which is when something that was alive, like a plant or animals, breaks into smaller pieces and becomes part of the soil". The teacher will then explain that when insects eat dead plants, they break them down and that insects waste provides new materials to help new plants grow. Students will be shown a picture of a dead plant and a dead insect. The students will then be invited to look for dead plants and insects during our second outside "environment" time. The students will be introduced to the word environment which is what's around you, such as our classroom environment or the natural environment outdoors. The student when they be shown a picture of a very rip banana and invited to suggest where to place this banana outside to observe how insects help with it's decomposition. Before transitioning to interest areas I will explain to the students what they will engage in in the various centers today.

F#CD-2, LDC-3,CD-15,APL-2

CC#12, 10a,25,12a,12b

Interest Area

Science:Students will review pictures of flowers with pollen, photos of insects covered in pollen. Students will compare and contrast how the pictures look in a photo flower without pollen verses a flower with pollen. M.W, E.K,K.M. APL-6, 11c,LDC-3, 10a

Library: Books that feature insects role in polliation, magnifying glasses LDC-4,9, LDC-8,18 (All students)

Art: Paper plates or coffee filters, large piece of piece of paper, markers, or crayons, pipe cleaners; to create their own flower with pollen on it (All students)APL-4,11e, 14a

Math/Manipulative: Insect Matching Mat for students to match up the insects together (K.W, J.W, M.M, all preschool students) CD-11,13,22

Dramatic Play: Turned into a Muesum Store with

Large Group

Virtual Field Trip to NC Science Museum

The students will answer the question of the day. The students will then be asked if they have ever been to a Museum. The students will be asked what do they think can be done at a Museum? The students will then explore the NC Natural Sciences Museum through video and photo experinces. Students will be asked identify what they see and hear. The students will be encouraged to idenitfy words that have been discussed throughout the week. The students will be be asked to pay attention to all the insects that is being displayed in the virtual field trip. (Video can be found on my flash drive)

F# LDC-3,APL-2,CD-3

CC#10a,12b,12a,11e

Interest Area

Science:Students will review pictures of flowers with pollen, photos of insects covered in pollen. Students will compare and contrast how the pictures look in a photo flower without pollen verses a flower with pollen. M.W, E.K,K.M. APL-6, 11c,LDC-3, 10a

Library: Books that feature insects role in polliation, magnifying glasses LDC-4,9, LDC-8,18 (All students)

Art: Paper plates or coffee filters, large piece of piece of paper, markers, or crayons, pipe cleaners; to create their own flower with pollen on it (All students)APL-4,11e, 14a

Math/Manipulative: Insect Matching Mat for students to match up the insects together (K.W, J.W, M.M, all preschool students) CD-11,13,22

Dramatic Play: Turned into a Muesum Store with students being able to purchase different items, calculator money and get a understanding of how much stuf cost. (All students) CD-3, 11e,HPD-7,1c

Music: Students will move around like a bee. Students will be encouraged to buss like a bee and to move pollen from plant to plant. There will be pictures of how insects help the earth. (E.K, J.W, P.P) CD-14,25, CD-5, 34,35

Writing: Insect Names and Photos, paper to write insect names (K.W,N.C,M.M K.M, all preschool students) LDC-14,LDC-15, 19

Small Group

How many in the scoop?

The students will work on predicting how many scoops will fit in a 1 size cup scoop. The students will be able to choose between two different size scoops to determine the size of the prediction.

CD-15, 24

Mighty Minutes®

Mighty Minutes 98, "I Have One"

KW's Plan

Kaden will focus on placing his fingers in the correct way of the scissors. He will work on holding scissors and paper the correct way. He will be shown how to hold the scissor as well as how to cut the paper. HPD-5,7,7a

Read-Aloud

"A Spoon for Every Bite" by Joe Hayes

The children will read the story called, "A Spoon for Every Bite" by Joe Hayes. Questions will be asked based on the story in the book. The students will listen to this book via the use of the youtube and the computer.

EK's Plan

Continue working on social emotional skills. Encouraging her to label her feelings and how to use Conscious Discipline strategies to control certain emotions. ESD-6, 2b

NC's Plan

Working on social emotional skills, with him labeling his emotions when he is upset and understanding why he feels the way he does. ESD-6, 1,2b

TJ's Plan

Small Group

Can you Price This?

Students will participate in pricing items for the Class Room's Musuem Gift Shop. The student will research using a ipad a item that can be found in a book store and the cost of that item. The students will be encouraged to label, and display the cost of the item in the store. The students will work on identifying items that can be found in a gift shop. (all students)

F#HPD-5,CD-10, CD-1,CD-13

CC#7a,7b, 20a,b,c, 28

Mighty Minutes®

Mighty Minutes 25, "Freeze"

Read-Aloud

Winnie the Pooh and the Honey Tree by A.A Milne

The children will read the story called, Winnie Pooh and the Honey Tree by A.A Milne. Questions will be asked based on the story in the book.

MM's Plan

Individual Child Lesson

Matthew expressing his self during conflict with his peers. Encouraging him to use various words discussed in the classroom. As he uses those words and his peer and allow time for him to handle the issue before he gets a teacher for help.

F#ESD-5 CC#3b

KW's Plan

Continue on articulation of word use with him when labels items in the classroom and pronunciation of words used. Continue to focus on his ability to follow one to two step directions. Along with continue use of the rice bag when he is sitting down. LDC-2,9, LDC-7,9a, LDC-3, 10a

Small Group

SE27 - How Can We Help?

Mighty Minutes®

Mighty Minutes 295, "Stack & Measure"

KW's Plan

Kaden will focus on placing his fingers in the correct way of the scissors. He will work on holding scissors and paper the correct way. He will be shown how to hold the scissor as well as how to cut the paper.

F#

CC#

Read-Aloud

Lizzy the Bee by Susan Oliver

The children will read the story called, "Lizzy the Bee" by Susan Oliver. Questions will be asked based on the story in the book.

EK's Plan

Continue working on social emotional skills. Encouraging her to label her feelings and how to use Conscious Discipline strategies to control certain emotions. ESD-6, 2b

KW's Plan

Continue on articulation of word use with him when labels items in the classroom and pronunciation of words used. Continue to focus on his ability to follow one to two step directions. Along with continue use of the rice bag when he is sitting down. LDC-2,9, LDC-7,9a, LDC-3, 10a, APL-8, 11a

KM's Plan

Continuing to make choices for his self throughout the day, i.e where he chooses to wash hands, which bathroom to use, what center to explore in, etc. CD-3, 11e

Read-Aloud

It's A Good Thing There Are Insects by Allan Fowler

The children will read the story called, "It's A Good Thing There Are Insects by Allan Fowler . Questions will be asked based on the story in the book. The students will listen to this book via the use of the youtube and the computer.

Family Partnerships

Parent Involvement

Parents will be encouraged to talk with their children about pollen and the insects that help with pollination. Parents will be asked to research, find videos, and watch educational shows on the process of pollination and how insects help with the production of fruits and vegetables.

CD-1, 12,32

MM's Plan

Individual Child Lesson

Matthew expressing his self during conflict with his peers. Encouraging him to use various words discussed in the classroom. As he uses those words and his peer and allow time for him to handle the issue before he gets a teacher for help.

F#ESD-5 CC#3b

KM's Plan

Continuing to make choices for his self throughout the day, i.e where he chooses to wash hands, which bathroom to use, what center to explore in, etc. CD-3, 11e

PF's Plan

Work on regulating his emotions with classroom transitions such as morning arrival, coming from outside, transitions to centers when a certain

Observations

Objective (sticks to the facts)

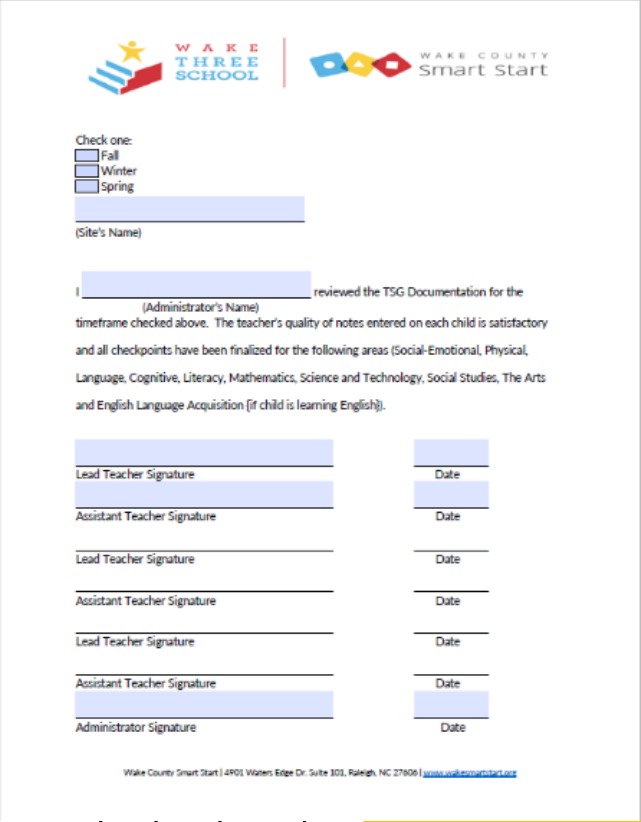
- I have noticed that with adult support or prompting, Jenna is able to use technical words in conversations. (For example, safety hazard, ostracized, yardstick, Heimlich Maneuver) During a game of "What Can We Do With This?" Jenna described what to do with a vacuum cleaner, hairbrush, plunger, measuring cup, and telephone book. After identifying the use of the telephone book, she said, "My daddy said it's easier to google it."
- Jenna told a long, detailed, and accurate story about her brother swallowing a penny. She said they tried the Heimlich Maneuver then the ambulance showed up to take him to the hospital. When I asked her what she thought about what happened, she said, "My mom was sad because it hurts when you get choked. But my mom is happy because he didn't swallow a nickel. After all, that one's bigger."

Subjective (are based on feelings)

- Johnny was sad because his friend took the toy.

Teaching Strategies Checkpoint Due Dates

Checkpoint Period	Due Dates
Fall Checkpoints	Monday, November 13, 2023
Winter Checkpoints	Monday, February 19, 2023
Spring Checkpoints	Monday, May 13, 2024



The form is titled "WAKE THREE SCHOOL" and "WAKE COUNTY smart start". It includes a "Check one:" section with checkboxes for Fall, Winter, and Spring. Below this is a line for "(Site's Name)". The main body of the form contains a paragraph stating that the TSG Documentation for the timeframe checked above has been reviewed and finalized for the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts and English Language Acquisition (if child is learning English). The form then has three sets of signature lines for "Lead Teacher Signature" and "Assistant Teacher Signature", each followed by a "Date" line. At the bottom, there is a line for "Administrator Signature" followed by a "Date" line. The footer of the form includes the text "Wake County Smart Start | 4901 Waters Edge Dr. Suite 301, Raleigh, NC 27606 | www.wakecountysmartstart.org".

Please note: Checkpoint Documentation Forms are Due for each Checkpoint period by 5:00 pm on the due date, the same form can be submitted for the correct checkpoint period.

Professional Development Requirements

It is the expectation that teachers and teacher assistants in WTS will be supported around the following topics:

- The Creative Curriculum
- Teaching Strategies GOLD
- Brigance Screening Tool

Teachers, teacher assistants, and administrators in a non-public school setting working towards the WTS qualifications will participate in a minimum of 12 documented semester hours.

Licensed Principals, teachers, and teacher assistants in public schools will participate in PD consistent with the State Board of Education policy.

[SY23-24 Wake ThreeSchool Calendar](#)

Family Engagement

- Parents/Guardians will sign a Rights and Responsibilities document at the time of application which explains how critical parental involvement is to the success of their child and in signing agrees to be involved.

Family Engagement Plan for _____
Name of site _____

It is the intent of Wake ThreeSchool (WTS) to welcome and develop strong partnerships with all families. To build and enhance these essential relationships, members of our staff will:

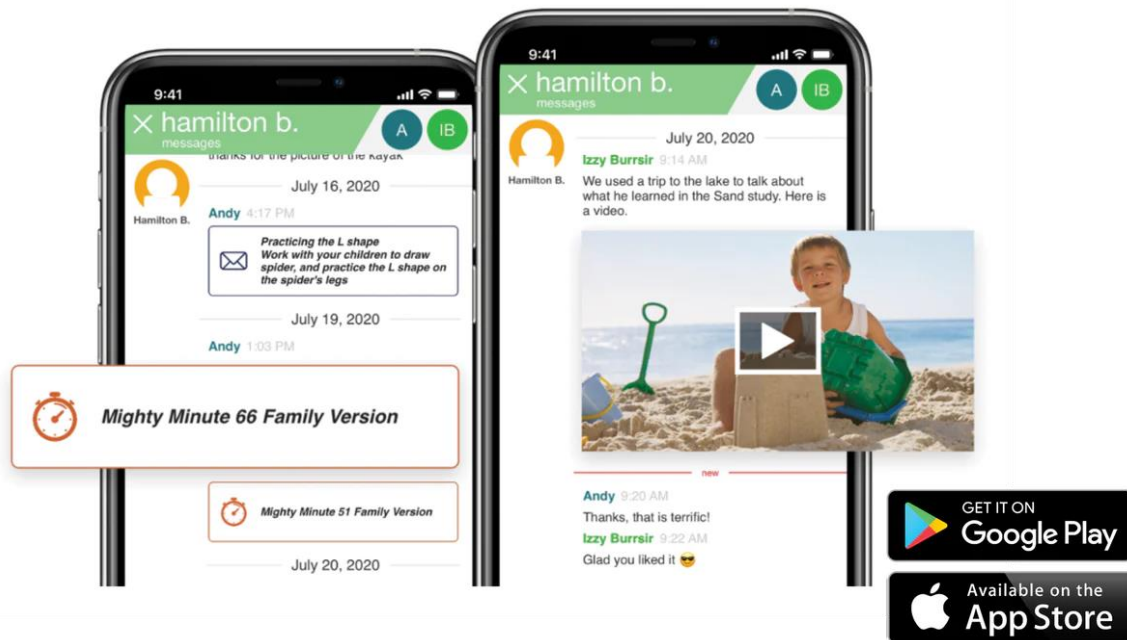
- ♥ Visit children's families in home environment or neutral setting to gather information from the family about their hopes and aspirations for their child and to share information about the child's new classroom. Families may request a neutral setting for initial visit.
- ♥ Welcome each child and family individually - Programs will use enrollment opportunities (i.e., staggered entry) that allow for introductions and smooth transitions. Opportunities such as parent orientation, home visits and open house will provide focused and individualized attention for each child and family.
- ♥ **As COVID-19 health conditions improve and in accordance with school security policies,** extend an open invitation to all families. Family members and volunteers will be welcomed to the classroom. Programs will also provide opportunities for families to visit the classroom at mutually convenient times outside of the school hours. Programs will engage and include families when making decisions about their child and their child's early education program.
- ♥ Hold at least two-family conferences each year. During the conference, teachers will share their observations of children's strengths and opportunities for growth. Programs will engage families to share in planning and assessing their child's next steps.
- ♥ Establish on-going two-way communication between schools and families. This communication exchange will include at least three of the following:
 - Family representation in center decision making
 - Family workshops - and education
 - Center and Family agreements -such as center's operational procedures
 - Newsletters
 - Family Information Boards
 - Weekly and/or daily reports
 - Creating joint plans for finding solutions when challenges occur
 - List other examples of communication not listed here

Family Engagement Plan submitted by _____
Signature / Date _____

Example of Family Engagement Plan

Sites are required to:

- orient each family to the program when a child is assigned to their site
- conduct at least 2 family conferences during the program year
- offer at least 4 additional FE opportunities during the program year
- provide updates on activities and objectives to families at least once per month
- document all FE activities in writing and keep on file at the site
- develop a FE plan in collaboration with WTS families
- Share resources with families regarding dysregulated behaviors/unique need



Teaching Strategies Family App

- Families must be added to the Family Portal of Teaching Strategies
- Encourage families to use the app
- Family Portal will be monitored for family communication and use with families
- This app is designed to help promote family engagement and involvement
- Teaching Strategies Family App

https://play.google.com/store/apps/details?id=com.teachingstrategies.teacher&hl=en_US&pli=1

Indoor and Outdoor Learning Environments

Both indoor and outdoor environments shall address curricular objectives by encouraging child-initiated, teacher-supported, active learning experiences.

Classrooms shall provide high-quality indoor and outdoor learning environments that support the implementation of *North Carolina Foundations for Early Learning and Development*, as well as the chosen curriculum (Creative Curriculum and Teaching Strategies Gold)

- WTS classrooms shall provide outdoor time, either as part of a small group, whole group, or individual activity.
- 60 minutes is recommended per day but no less than 45 minutes per day when weather conditions permit.
- The outdoor classroom is considered an extension of the learning environment.

Children with Unique Needs/Dysregulated Behaviors

It is the expectation that the Site Administrator and Teachers provide specific information to families during orientation regarding how to address dysregulated behaviors.

Should stress the importance of the partnership that will be developed between the family, the site, and partner agencies to support the Wake ThreeSchool child's needs.

The Site Director should have all information shared with the family for review during Wake ThreeSchool Site Monitoring. This should include, but is not limited to:

- a) Process of initiating, developing, implementing, and analyzing an individual behavior support plan
- b) Observation by WTS Staff or Partner Agency (e.g., Project Enlightenment, WCPSS, etc.)
- c) Evaluation process by Partner Agencies
- d) Consistent, timely communication between teachers, family, site administrators, partner Agencies, etc.
- e) Partner Agencies: [Community Partnerships](#), [Project Enlightenment](#), [Preschool Services/Child Find](#), [CCSA](#), [Lucy Daniels/SecurePath](#)

WTS Attendance Policy



Excused Absences

- Please be sure to communicate with your child's teacher when a child is sick, has a family emergency, etc.
- Parents are required to provide a doctor's note or written documentation to the teachers or site administrator regarding the child's absence(s).

Unexcused Absences

- If a child misses 3 or more consecutive days, the teacher or site administrator will reach out to the family to discuss absences and determine the child's status in the program.
- If a child misses 5 consecutive days, if the teacher or site administrator has been unsuccessful in multiple attempts to reach the family; the teacher or site administrator will send a final contact via email and copy the WTS Enrollment Coordinator indicating that they will need to inform the site administrator or teacher within 24 hours with a decision on if the child will continue in the program or not. The family will be informed that if a response is not received within 24 hours their child's slot is at risk of being forfeited.
- If a child misses 10 school days in a month, he/she will forfeit their slot and will be exited from the WTS program. The site administrator must inform the WTS Enrollment Coordinator when a child has missed 10 school days.

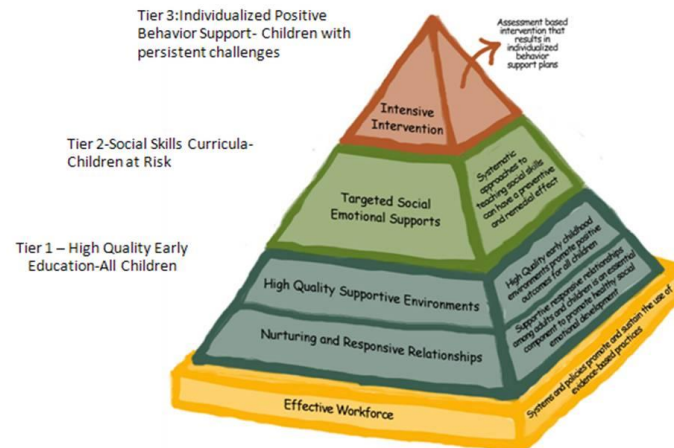
Attendance Exceptions

- Illness, hospitalization, military leave, a family emergency, crisis requiring family travel, or
 - For natural disasters such as hurricanes, tornadoes, flooding, or
 - Other conditions that require the Wake ThreeSchool site to close due to damages (i.e., fire, water, damage, loss of heating/air, etc.),
 - Extended family vacation,
 - Each WTS child is eligible for excused absences for up to five (5) consecutive school days for an extended vacation. Each child is eligible for one (1) extended family vacation per WTS school year.
 - Written notice should be provided to the WTS site at least one week in advance, noting the beginning and end dates of the child's vacation-related absences.
 - Any vacation-related absences that persist longer than five days will jeopardize the child's continued enrollment in the Wake ThreeSchool classroom.
- ***Note: It is imperative that you provide consistent communication with the site administrator or teacher regarding your child's attendance to maintain their slot in the WTS program.***



Social Emotional Learning (SEL) Expectations

Social-Emotional Foundations for Early Learning (SEFEL) Pyramid Model



- SEL is an integral part of the classroom experience
- Specialist/Coach will visit classrooms on a regular basis
Specialist/Coach will complete a pre-TPOT (Teaching Pyramid Observation Tool) on each classroom
- Specialist/Coach will complete a random selection of post-TPOTs at the end of the school year
- Is available for support with Room Arrangement

22-23 Family Testimonial

Teachers

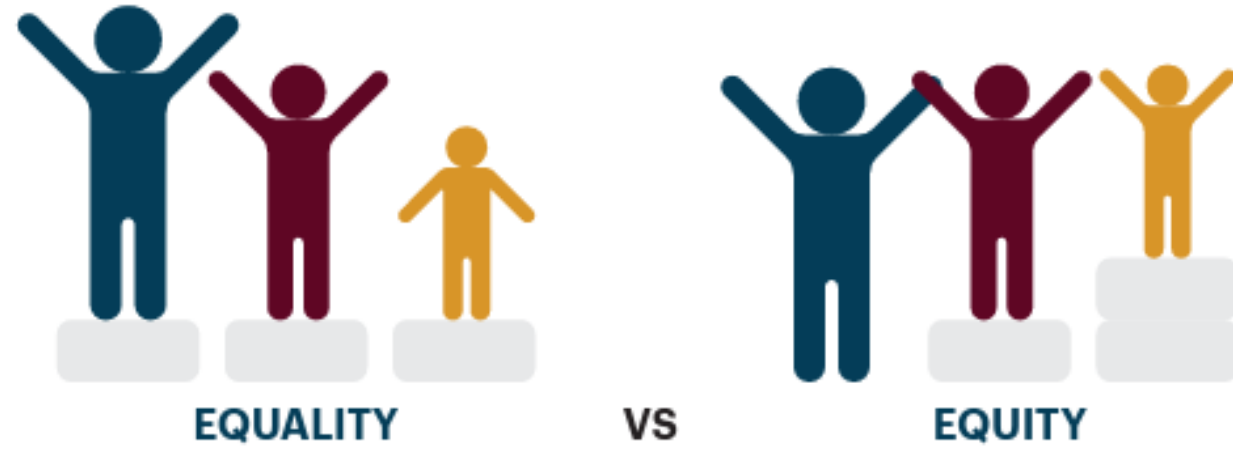
- Wonderful teachers!
- Me encantan las maestras- sus actitudes, excelente todo. (*I adore the teachers- their attitudes, everything is excellent.*)
- My child has learned his ABCs, his numbers, and he can recognize his name as well as his classmates' names.
- My child has built relationships with her teachers and classmates that I am so happy about.
- The teacher seems to care about the kids.
- Los maestros, asistentes, todo el personal es muy amable y siempre estan trabajando. (*The teachers, assistants, all of the staff is very friendly and are always working.*)
- The teachers, directors, and curriculum are great. My child loves it there!

Learning and Development- socialization, language

- My child developed a lot regarding language, communication, playing in a group.
- Hacen lindas actividades para vincular niños y padres, son cuidadosos, y enseñan rutinas a los niños que ayudan su desarrollo. (*They do nice activities to bond children and parents, are careful, and teach routines to the children that help their development.*)
- My child has learned a lot since being at the school.
- Mi niño ha mejorado en su lenguaje. (*My child's language has improved.*)
- Me gusta su metodo para que los alumnos aprendan a leer y escribir, aprender matematicas y otras disciplinas. (*I like the method they use for students to learn to read and write, learn math, and other disciplines.*)
- The site has been a great asset in my child's growth and education. I'm glad the program is available at this age. I hope it continues as it is a great benefit to child early development.

Environment

- Todo limpio, organizado excelente. (*Everything is clean and organized excellently.*)
- My child Looooves going to school.
- Kids are encouraged to play nicely.
- Friendly environment and the teachers are so kind.
- Un lugar muy bonito y sus areas verdes excelentes. (*A very nice place, lots of excellent green spaces.*)



What do you see?



Equity, Equality & Discrimination in ECE

- What is Equity?
The term “equity” refers to fairness and justice and is distinguished from equality
- What is Equality?
Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.
- What is Discrimination?
the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
- [Blog : The Harmful Effects of Discrimination in the Healthy Development of Children - Diamond Bar Montessori \(diamondbarmontessoriacademy.com\)](https://diamondbarmontessoriacademy.com/blog/the-harmful-effects-of-discrimination-in-the-healthy-development-of-children/)
- How will you create a safe, caring, and respectful environment for 23-24 School Year?
- What tools or resources do you need as a teacher to create this environment?
- What support do you need from your administrator, teacher, assistant, or WTS Teams to make sure this is achieved?
- How will you as an educator make sure you are not allowing your intentional or unintentional bias to arise in the classroom? What will you work on this year?

The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.



Any Questions??

Thank You!



● 10-Minute Break

Please return back in 10 minutes for
our next training



Teaching Strategies App

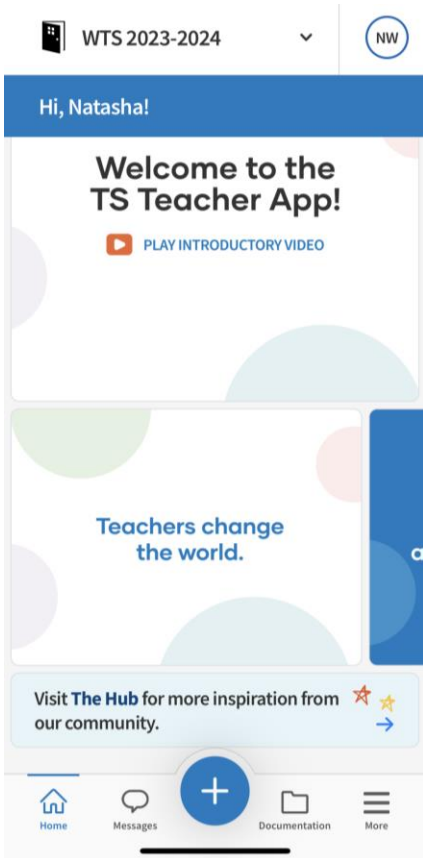
Wake County Smart Start

Wake ThreeSchool Teacher & Assistant Teachers

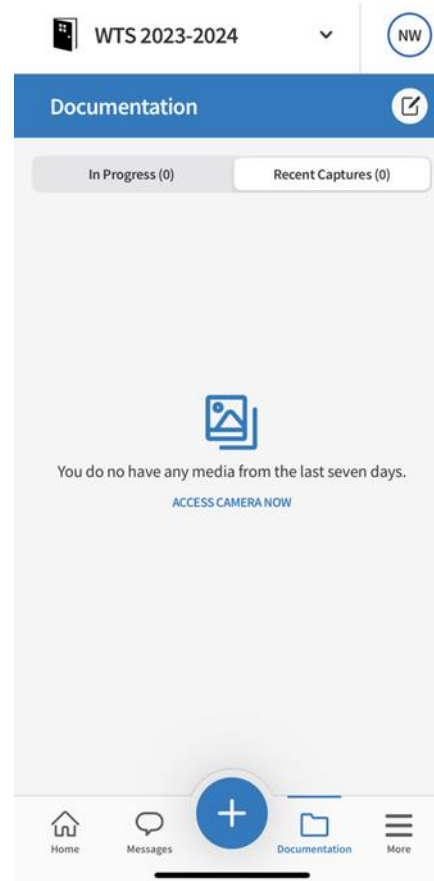
Monday, August 21, 2023

How to use the Teaching Strategies Teacher App?

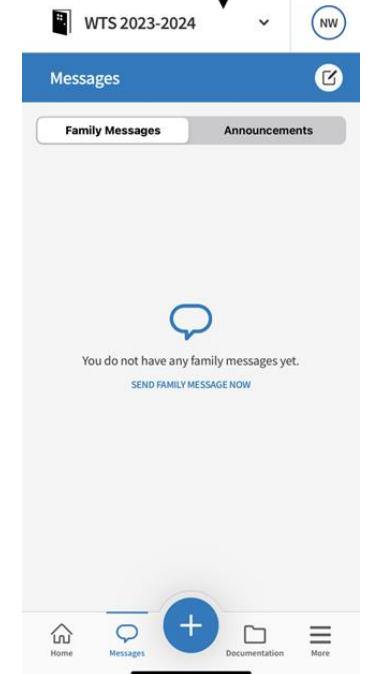
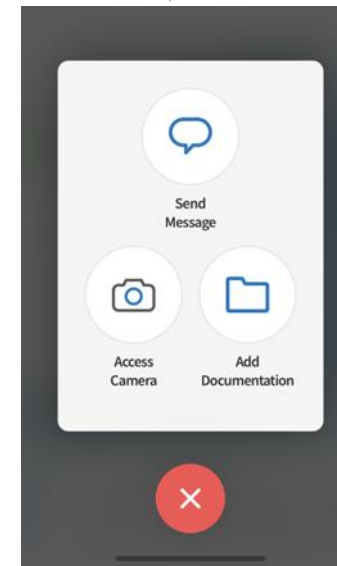
Instead of using other communication apps, messages and announcements can be sent through TS



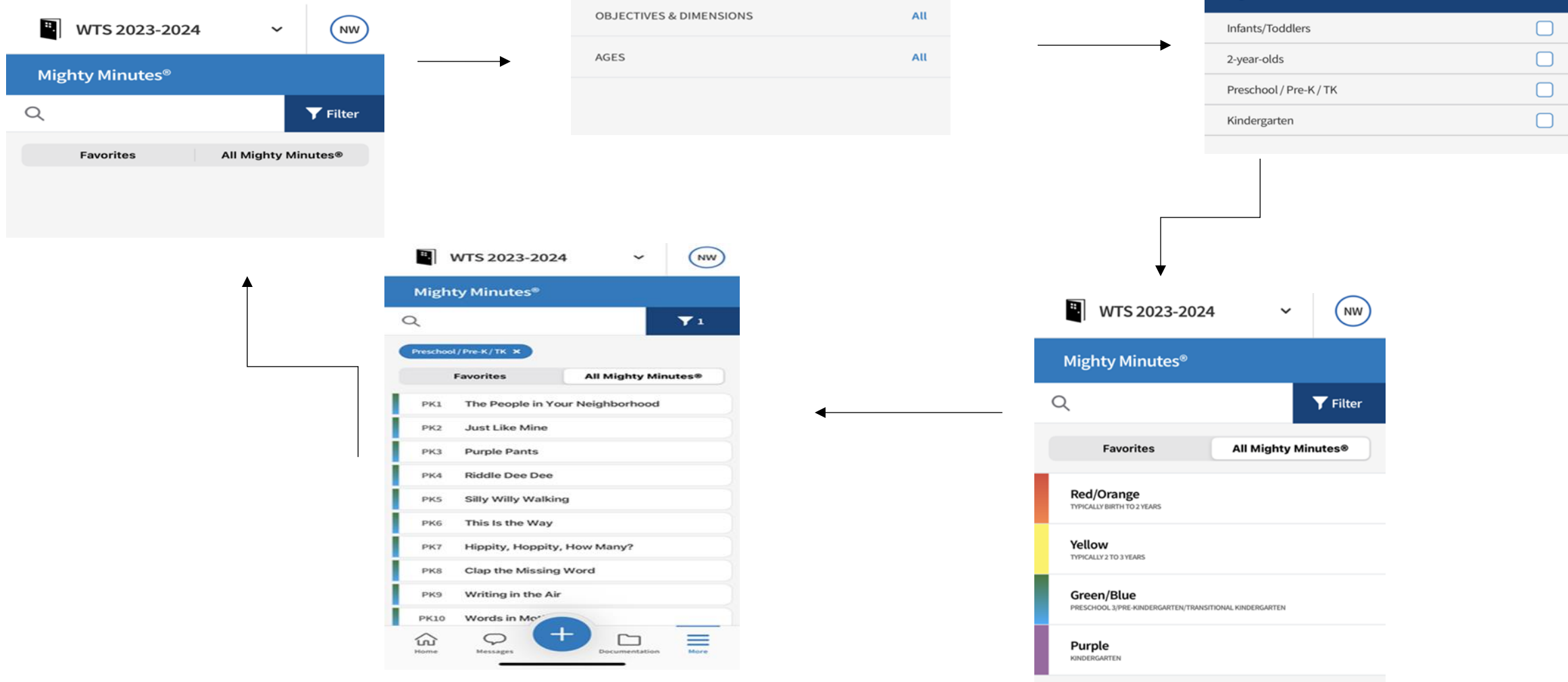
Hub: Place where you can network with other teachers to discuss various topics with other teachers



Send messages to families, add documentation and take photos on the app



Features available



Features available



Settings

Language	English	>
Automatic Replies	Off	>

Able to change the language used on the application and set an automatic reply for parents to see when you are unavailable



Automatic Replies

Save

Automatic Replies



I'm currently unavailable. Please contact the main office for urgent matters.

Teaching Strategies App Support

<https://teachingstrategies.my.site.com/portal/s/article/What-mobile-apps-are-offered-by-Teaching-Strategies>



Support

Visit the Support Portal



Frequently Asked Questions



Contact Support



EMAIL US

techsupport@teachingstrategies.com



CALL US

+1 866-736-5913



[Submit a Case](#)

Any Questions???