



Professional Learning Module
Integrating Learning Throughout the Preschool Day

How to Use this Resource

The Integrating Learning Throughout the Preschool Day module provides early educators with current and relevant information about the importance of linking concepts and skills during formal and informal learning experiences. The information included in the module is based on the *Florida Early Learning and Developmental Standards: Birth to Kindergarten* and provides developmentally appropriate research-based practices to support young children in reaching expected learning outcomes in the all standards domains.

The following materials are included in the module:

- **Overview of Integrating Learning Throughout the Preschool Day** includes the key elements of an integrated classroom curriculum and background information about the importance of integrating learning to support children in all areas of growth and development.
- **Knowledge Check** provides the key elements of an integrated curriculum and asks the educator to determine if the elements are in place or if support is needed.
- **PowerPoint Presentation** includes detailed notes with classroom photos and videos of Florida's teachers demonstrating instructional best practices. The pacing guide includes discussion questions and references to additional instructional resources to provide a complete professional learning experience.
- **Instructional Resources** are designed to be used by instructors in the classrooms when implementing the emergent writing strategies and practices.
- **Support Documents** highlight all the key concepts presented throughout the module.
- **Content Resources** provides links to articles that support the emergent writing content presented in the module.

Directors: As instructional leaders, directors are aware of the instructional planning and practices used in the preschool classrooms, especially if they are using data to inform instruction. This module can easily be used as an opportunity for directors to establish a community of practice with instructors. A community of practice suggests that the director, instructors, trainers, coaches and other staff participate together in reviewing and discussing relevant educational topics.

For example, after completing the knowledge check, the group can meet to discuss what elements of a quality program or instructional practices are in place and what areas need improvement. A portion of the content is presented by the director and next steps are determined for implementation. Overtime, the group meets to reflect and discuss how children are responding to the content. The group reviews another portion of the content then plans next steps for implementation. The process continues until the all content has been reviewed and discussed. The knowledge check can be revisited to determine if all elements have been addressed or if more professional learning is needed.



Coaches and Trainers: There are many instructional coaches and trainers who support early educators in preschool classrooms. Through observations and conversations with instructors and directors, they may notice areas of instructional practices that need support. The flexibility of the resources presented in the module allows coaches or trainers to pick the materials that are needed to support an instructor's specific need.

For example, the integrated classroom curriculum knowledge check can be used as an observation tool to determine areas of need in implementing emergent writing concepts and skills. After observing in classrooms, a coach may realize an instructor needs to focus more on how to plan for integrating content throughout the day. The coach can use the PowerPoint content, support documents and videos that demonstrate the practices then sit side-by-side with the instructor to review and discuss the information. The coach can also model the instructional practices and provide additional support for implementation.

Instructors: Many early educators are competent, self-aware and self-motivated. They are able to identify for themselves the areas of practice that they would like to improve. The modules can support individual educators or even teaching partners to grow their practice through reviewing and using the instructional resources in the modules in a self-guided learning experience. As a self-guided resource, it is important to begin with the overview document and knowledge check before proceeding with the content. Effective adult learning practices inform us that the first step in beginning any new learning opportunity is to think about what you already know and do as it relates to a specific topic. The knowledge check is designed to help educators determine the next steps for planning their learning experience.



The success of professional learning is determined by how the information is applied in the classroom and how an instructor is able to modify the information to meet the needs of young learners. The quality of a preschool program and the effective use of reflective practice can impact the success of implementation.

Quality teaching and learning involves everything that goes on in a preschool classroom where instructors provide a safe, caring and loving environment for children to learn and grow. A quality learning environment supports the learner in many ways. The principles of quality teaching and learning are:

- Know your standards.
- Use ongoing assessments to plan and implement instruction.
- Purposefully plan for learning goals every day.
- Provide intentional instruction through developmentally appropriate practices to ensure all children achieve expected outcomes at their own pace.
- Monitor children's progress and make adjustments to learning goals.

These principles of quality teaching and learning are embedded in the content, materials, and resources of this module.

Reflective teaching is a process where teachers think over their teaching practices, analyze how something was taught and think about how their practice might be improved or changed for better learning outcomes for children. Reflective practice involves stepping back, examining your teaching and thinking about what made an activity, lesson or experience successful (or not) and how it might be improved. A reflective practice is driven by the belief that educators can continually improve on their teaching.

The *Developing a Reflective Practice through Quality Teaching and Learning* module is available in the Professional Learning section of the Director Toolkit.