

# Connecting Preschools to the Elementary School

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## Collaboration with Preschool



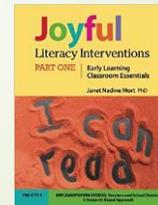
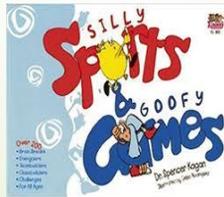
Our goal was to bridge the gap between the preschools and the elementary school.

Professional Development Days for all preschool teachers was provided at the school.

Preschools: Yachats Commons, LIFT, and an in-home preschool

## Professional Development

- Began in February and lasted until May
- Once a month, 2 hour sessions
- All preschool teachers were given text books to support their learning.
- Childcare was provided
- Snacks were provided
- My time was given by the school and the P3 grant supplied all the rest.



## Understanding Our Young Learners

- We found much of our time was being spent on classroom management.
- Our students did not know how to self-regulate their emotions and their response to those emotions.
- In a class of 20 students
  - 14 are students of poverty
  - 3 are SPED
  - 2 are homeless
- We knew we needed to teach our students in the most engaging ways that would also provide opportunities for them encounter conflict regularly to allow growth in their self-regulation skills.

## Cooperative Learning Structures

- Teaching Students Explicitly how to
  - Listen Carefully
  - Wait Patiently
  - Take Turns
  - Reach Consensus
  - Resolve conflicts
  - Ask and Offer Help



## Playful Inquiry

- Philosophy
- Crestview's application of inquiry
- Classroom Tour
- Key components: Open ended centers with questions to probe deeper thinking, Expectations for materials management and organizational tricks, reflection time and goal setting



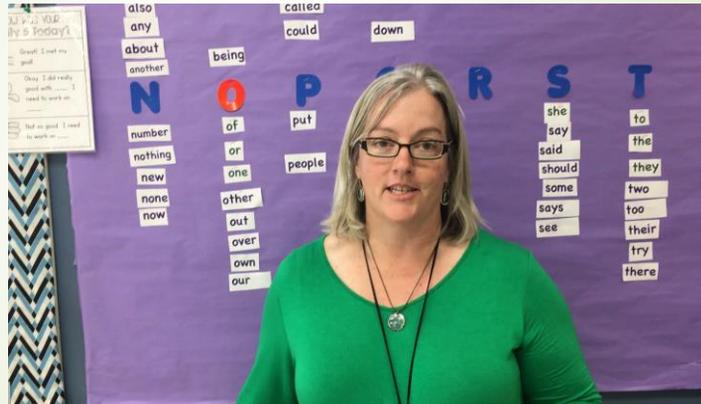
## Playful Inquiry as means to self regulate

- Centers allow social skills that are taught explicitly through structures to be practiced.
- Seeing the positive intent in all situations
- Redirecting children through probing questions
- Knowing when to step back and allow students to problem solve
- Noticing lacking skills and using structures to explicitly teach them

## Testimonials of Preschool Teachers

- I had made a lot of changes to the schedule, room arrangement, curriculum, and documentation. At the beginning of the year. When I participated in the training, we began to observe not only how children played in centers, but how they interacted together. We began to use the celebrations in group after centers to highlight what we were seeing. When the room began to get "noisy", we would pause and listen to the noise and look at the play going on. More often than not kids would be really playing and deeply talking.
- We then began to use language that reinforced the idea that play tells a story. With the older kids we used 3-4 boxes on a page to draw or write their story. By the end of the year kids were using this strategy on their own. It helped some of the kids bring their play into focus. They would stay at centers longer and use materials meaningfully. Kids began to celebrate each other
- I have included many of these things (this new year) already. My main objective with this group is being aware of feelings, personal space, and kind words and actions. I want to work on a class motto or description like the one you shared.
- -Patricia Hettfenger
- Yachats Commons Preschool

## Testimonials of Preschool Teachers



## Differences seen in this year's kinders

- After the first week, students were using the play time as a means to learn.
- Students have already been sharing out their thinking with peers.
- Discussion times are more successful. A large percentage of students are actually listening to their peers and making connections to their thinking.
- Whole group explicit teaching lessons are more successful.
- A lot less tears!



## Hopes for the future

- Connect north, east, and west area Elementary Schools with preschools
- Continue to check-in with preschools of south county
- Build more connections through family involvement events that the preschools and elementary attend together



## Contact Information

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