

Professional Development Facilitated by John Gunnarson, Consultant

John Gunnarson is an independent consultant, providing training and technical assistance to Head Start and early childhood programs throughout the United States and internationally. He also teaches early childhood education at the College of Marin in California. His areas of specialization include classroom environments, curriculum, CLASS, positive guidance and discipline, early literacy, early math, teacher-child interactions, projects and studies, Reggio Emilia-inspired practices, and working with dual language learners.

Training, coaching, and technical assistance provided by John Gunnarson can include the following options:

- **High Quality Classroom Environments:** Training on environments followed by technical assistance in each classroom to implement the principles of high quality environments that inspire and engage children. Development of an action plan for each classroom to identify and guide the teachers' next steps for developing their interest areas into high quality areas that are organized and equipped with materials that intellectually engage children.
- **CLASS:** In-depth seminars for teachers on specific strategies for implementing CLASS with their children. Seminars typically focus on 2-3 CLASS indicators in a half-day training and 4-5 CLASS indicators in a full day training. Options include analysis and reasoning, creating, integration, connections to the real world, scaffolding, prompting thought processes, providing information, feedback loops, self talk and parallel talk, repetition and extension, open-ended questions, advanced language, frequent conversations, relationships, responsiveness, support for autonomy and leadership, clear behavior expectations, proactive, transitions, clarity of learning objectives.
- **Early Literacy:** Concrete teaching strategies for supporting children's emerging literacy, including dialogic reading, intimate reading, storytelling, modeled writing, daily sign-in, question-of-the-day, focused journal writing, and developing high quality reading and writing areas.
- **Early Math:** Professional development on number sense, algebra and functions, measurement, geometry, and mathematical reasoning, focusing on specific, concrete strategies that can be implemented in the preschool classroom. Training includes strategies for developing a high quality block area, creating "invitation trays," and incorporating mathematics into storybook reading.

- **Projects and Studies:** In-depth training on how to implement a project or study with toddlers or preschoolers. Topics include criteria for selecting a topic, the opening event, developing questions for investigation, observational drawings, surveys, field studies, visiting experts, classroom investigations, documenting children's learning, and the closing event. Training is typically followed-up with technical assistance with classroom teams to identify their project topic, brainstorm a web, and develop an action plan for implementing their first project or study. Training can focus on projects and studies as a context for implementing CLASS strategies.
- **Teacher-Child Interactions:** Specific strategies for teachers to talk with children using an individualized model: self talk and parallel talk, repetition and extension, open-ended questions, feedback loops, advanced language.
- **Reggio Emilia-inspired Practices:** Professional development on our image of the child, the value of relationships, collaboration, the environment and classroom materials, in-depth investigations and projects, making learning visible through documentation.
- **Working with Dual Language Learners:** Training on the stages of second language acquisition, the affective filter, classroom practices that support the dual language learner, and individualized strategies for supporting both the home language and the second language using self talk and parallel talk, repetition and extension, close-ended questions, open-ended questions, and advanced language.
- **Positive Guidance and Discipline:** Practical, comprehensive strategies for responding to behavior problems in the classroom, including identifying the goal of the misbehavior, options for responding to misbehavior, strategies for developing positive behaviors, and creating a positive guidance action plan.
- **Coaching:** Strategies for observing, providing feedback, and coaching teachers on their classroom practices and implementation of the CLASS indicators.

Seminars can be half-day, full-day, two days, or a series. Follow-up coaching and technical assistance can be provided on all topics.

For additional information, contact John Gunnarson at johngunnarson@gmail.com or at (415) 488-4097.