



### Megan Chumbley :

Megan has been working in the early childhood field for the last fifteen years. She worked with the Head Start program as a lead teacher in both the double session and GSRP classrooms. She has spent time working with staff and families

in the community to obtain educational goals and also has presented at early child hood conferences. She holds a Master's degree in Elementary Education and a Bachelors in Community Relations and Psychology. She resides in East Lansing with her husband and three young children.

### Benjamin Hughes:

Benjamin is a new Michigan resident originally from the San Francisco Bay Area. He has been working in the field of Early Care and Education since 1997. He holds a



masters degree in Early Childhood Education with undergraduate degrees in Developmental Psychology and Philosophy. "I'm very excited to be here in Michigan and work with GSRP. I love working in Early Care and Education, a time when teachers and education programs have the greatest impact on a child's future. I chose education as the field in which to have my career because I want to make a difference in people's lives and because the quality of one's own life can only be measured by the quality of the lives of the people around them."



### Kim Fiebert

Kim has work in Early Childhood Education since 1996.

Along with being a classroom teacher and mentor, she has taken part in organizing, facilitating, and presenting at Programmatic Alignment Conferences with a purpose of bringing together preschool and kindergarten programs. Kim has a Bachelor of Arts degree from the University of Michigan in Public Administration. She also has a post baccalaureate degree in Elementary Education from Eastern Michigan University. She earned her Master's degree in Early Childhood Education from the University of Michigan. Kim resides in Durand with her husband of 27 years. They have 3 grown children and a Labrador Retriever.

*"Education's purpose is to replace an empty mind with an open one." - Malcolm S. Forbes*



### Jennifer McCaffrey:

Jennifer has been working in the Early Childhood field for 20 years as a Preschool and Kindergarten teacher, Program Director, and

Elementary Administrator. She has a masters degree in Early Childhood Education and an undergraduate degree in Child Development /Elementary Education with an endorsement in Specialized Language Instruction. Jennifer lives in Grand Ledge with her husband and 3 children.



**Ingham Intermediate School District**  
A Regional Educational Service Agency



# Early Childhood Specialists and Your Classroom



## Your Ingham ISD ECS Staff

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## The Role of the Early Childhood Specialist

The Great Start School Readiness Program has a mandated assessment process for Continuous Quality Improvement (CQI) that is very successful when utilized appropriately. The Early Childhood Specialist (ECS) is seen as the “catalyst” in this process. Their role is to support GSRP classroom teachers in the assessment and improvement of their learning environment, their daily routine, their adult-child interactions and their curriculum planning and student assessment. This is done through classroom observations, mentoring, providing relevant feedback and professional development opportunities that meet the unique needs of each classroom.



Early Childhood Specialist - the catalyst for continuous quality improvement.

## What Can You Expect?

Your ECS is there to support you and your classroom:

### Beginning of the Year:

- Check in
- Update on any GSRP changes
- Schedule a time in October to complete a baseline Program Quality Assessment (PQA),
- Assist with baseline child outcome reports

### • Mid-Year

- Continued classroom support in reaching classroom goals
- Build collaboration among GSRP staff

### • End-of-Year:

- Conduct the end-of-year PQA
- Revisit growth over time
- Establishing new goals for the following school year
- Assist with end-of-year child outcome reports



Collaborative support –the key to successful change.

## Advocating for Early Childhood

Early Childhood Specialists act as advocates for quality childhood programming -

- **In the classroom:** supporting GSRP staff to “find their voice” for their program and their students,
- **At the local level:** Organize three data team meetings to set program priorities, and participate in the two local advisory meetings to report on data outcomes. Act as a resource person when programmatic decisions are being considered.
- **At the state level:** act as a liaison between your program and the MDE.