

Module 3A: Outline & Manual

A Class Act! Set the Stage!

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Module Description

This 2-hour training module creates an awareness of the important role that the physical environment in the early childhood classroom plays in regard to student behavior and the process of teaching and learning. The environment is comprised of the setting itself, including materials and equipment, the people within the setting, and any learning experiences, routines, and schedules established within the setting. Using the standards as a basis for planning learning objectives and how those objectives can be carried out in interest areas is emphasized. Intentional planning and teaching can aid teachers in organizing developmentally appropriate activities that will allow children to learn and grow at their own pace. Ongoing assessment will guide further instruction. A carefully planned physical environment can help a program achieve its goals. Intentional teaching is not only important for the aspects of instruction and assessment but is equally important to the planning of the environment.

Pre-Work

- Familiarize yourself with the True or False activity on slide 6
- Prepare chart paper for Consensus Map Activity (make one for each group of 4-5 participants)
- Precut Developmentally Appropriate/Not Appropriate Practices activity and place in individual envelopes

Materials

- Chart paper and markers
- Consensus Maps
- Copy paper
- Envelopes
- Pencils or pens for participants

- Handouts
 - *Test Your Knowledge: True or False?*
 - *Don't Push My Buttons!*
 - *Developmentally Appropriate Practices: Answer Key*
 - *Developmentally Appropriate Practices: Sorting Activity*
 - *Interest Areas/Learning Centers*
 - *Early Learning and Development Standards: Language and Literacy Development*
 - *Pre- and Post-Assessment*

Learning Outcomes

Candidates who actively participate in this session will be able to...

- Develop an awareness of the relationship between space and time and the resultant behavior of those who live and play
- Understand the need to balance a daily schedule with teacher-directed and student-initiated activities
- Connect developmentally-appropriate materials and activities to standards-based, intentional teaching and learning that offer concrete experience relevant to children's lives
- Understand the cycle of ongoing instruction and assessment

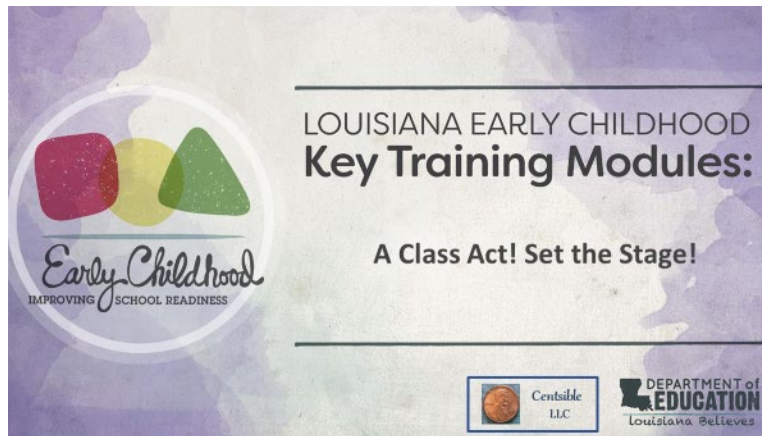
Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

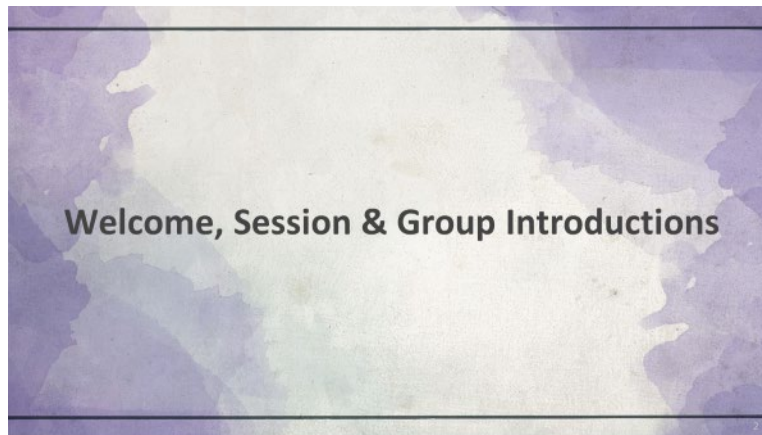
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	15 minutes
Test Your Knowledge: True/False	5 minutes
Physical Space: Why Consideration of Space is Important	20 minutes
Program Management	60 minutes
Intentional Teaching	25 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

Training Manual



Distribute the Pre-Assessment Evaluation as participants enter the training.

- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*



Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

Give a one minute introduction of your professional background that qualifies you as the trainer today. Provide any information about restroom locations, policies (ex. cell phone on silent), and emergency exits.

Have you ever heard of the phrase, "that's a class act?" If so, what does it mean?

Possible responses include:

- *Someone who exhibits humanity's best qualities*
- *A performer who is very good at what they do*
- *A person who controls their impulses/never loses their cool*

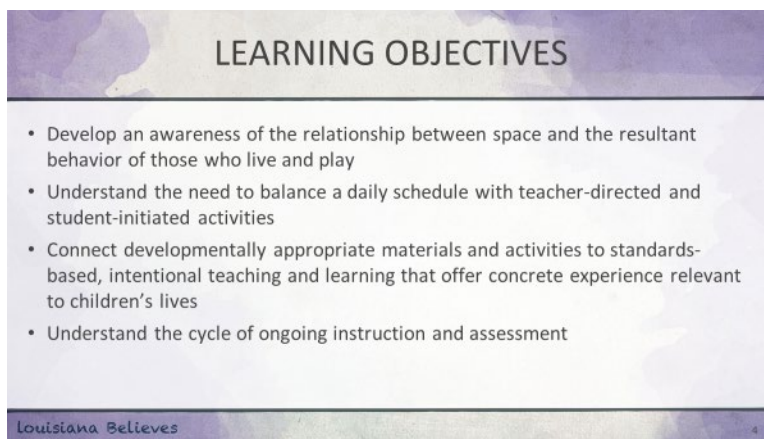
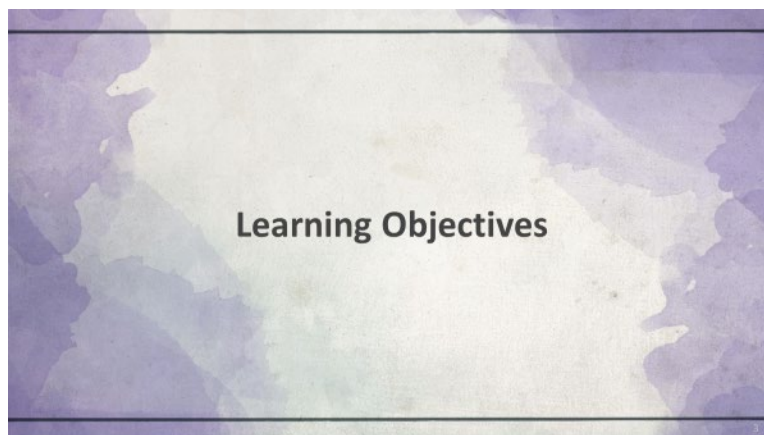
- *Someone who acts with integrity when it is challenging*
- *Someone who does classy things*
- *Someone who makes people feel welcome*
- *Someone who does kind things when no one is looking*

What do you think “that’s a class act” means in regard to “setting the stage?” What stage do we set up?

Pause for participant responses and summarize with: We set the stage for learning in our classrooms each and every day. We definitely want it to be a “class act.”

Today we are going to learn how physical space plays an important role in the early childhood classroom in regard to student behavior and the process of teaching and learning.

We will emphasize using the Early Learning and Development Standards as a basis for planning learning objectives as well as how those objectives can be carried out in interest areas.



Let’s look at the learning objectives for today’s session.

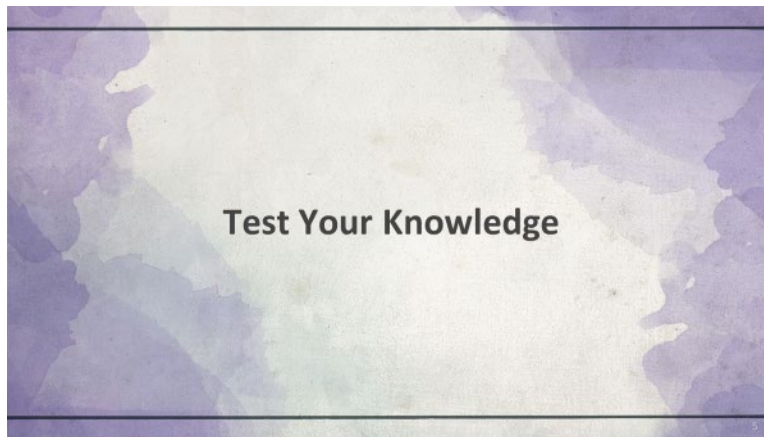
Read each learning objective aloud.

- Define observation-based assessment and understand its importance in promoting children’s development and learning,
- Conduct effective observations and assess children throughout activities and routines within the daily schedule,
- Gather useful assessment documentation in a way that is practical and easy
- Utilize documentation and assessment effectively to adjust curriculum, activities, and teaching strategies to promote children’s development and learning, and
- Evaluate children’s progress with reliability.

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.

We are going to engage in some activities and share ideas with one another. We will begin with a true or false activity to test your knowledge on the topics we just mentioned.



After reading each statement as it appears on the next slide, indicate if you think the statement is true or false by giving a “thumbs up” for true and a “thumbs down” for false. Then, we will check our understanding by revealing the answers.

TRUE OR FALSE?	
Early childhood classrooms should be mainly teacher-directed	T <input checked="" type="radio"/> F
The physical arrangement of the classroom is one way of conveying to children what they may or may not do and what we expect of them	<input checked="" type="radio"/> T F
Teachers embed learning goals in play	<input checked="" type="radio"/> T F
Research does not support the idea of play as a means of learning in early childhood classrooms	T <input checked="" type="radio"/> F
Materials in centers should be rotated frequently to maintain student interest	<input checked="" type="radio"/> T F
Assessment of student learning should be in formal, planned sessions	T <input checked="" type="radio"/> F

Louisiana Believes

Trainer Note: Discussions on these topics will come throughout the session. The purpose of this “test your knowledge” game is to create a focus and to get participants thinking. Observe to see whether the participants’ responses are accurate or not. This will help to guide discussion for the individual topics.

Click to show each individual statement and allow time for participants to read the statement and indicate whether they think it is true or false.

After reviewing each statement, click to show whether each one is true or false.

How do you think we did? Are you puzzled at any statements that you may have answered differently from the answers given? Keep these thoughts in mind as we go through the session. We will discuss each of these topics.

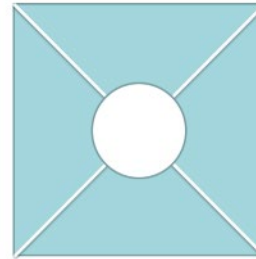


Physical space in the classroom refers to the overall design and layout of a room, including its learning centers, materials, and furnishings. Teachers should design the environment by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every child.



- Think of a place you enjoy visiting
- Ex. vacationing, shopping, eating, etc.

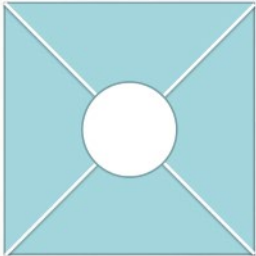
Think of a place you “enjoy” visiting. We will call this your “Happy Place.” Is this place in your home? Is it a place you like to vacation? Is it a store where you like to shop or a restaurant where you like to eat? Do you have a favorite activity to participate in? Close your eyes and imagine you are there right now.



While participants are imagining their “Happy Place,” distribute consensus maps to groups of 4-5 participants. Pass out markers if needed.

ACTIVITY INSTRUCTIONS

- Using the chart paper that is divided as shown here, select one section (not the circle) in which to write
- Individually, list all the aspects or characteristics that create this feeling of enjoyment in your “Happy Place”



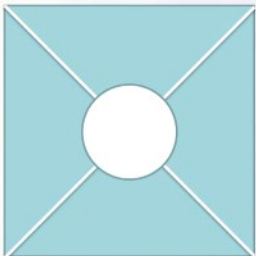
Louisiana Believes 10

On the chart paper provided, each person in your group will claim a section on the consensus map. Write down the things that make this your happy place. What are you seeing, hearing, tasting, smelling, or feeling that makes you like this place?

Take about one or two minutes to write down your thoughts in your section.

ACTIVITY INSTRUCTIONS

- Come to a consensus on the characteristics you all agree upon being necessary to create a “Happy Place”
- Write these in the center circle of the chart



Louisiana Believes 11

Come to a consensus on the characteristics you all agree upon being necessary to create a “Happy Place.”

Write these in the center circle of the chart.



Have each group share their “consensus circle” responses. Move quickly and keep participants on task.

Sample answers include:


- *Natural lighting: large windows, mirrors*
- *Open spaces: not crowded, clear paths*
- *Softness: pillows, seating, lounging*
- *Textures: smooth, rough, bumpy, silky*
- *Quiet spaces or low noise level: private time, comfortable chair or bed, pools or bathtubs*
- *Home-like touches: a welcome mat, fresh flowers, wicker baskets, curtains or drapes, lamps, photos*
- *Living things: aquariums, plants, pets to observe or cuddle*
- *Choices: we can do what we want to do*

The purpose of this activity is to connect your personal feelings and experiences to the idea of positive physical space.

- If you thought of spaces at home or that were private, these are your personal spaces. You are free to design and control separate areas to meet your own unique needs and privacy concerns.
- If you thought of other spaces that are public, then these are managed spaces. Managed spaces are typically generated by the vendors, employers, or possibly teachers.
- Managed spaces can be “happy places”. Our classrooms are managed spaces even when we allow the children free choice on what to play, where to play, and who to play with.

PHYSICAL SPACE

- Physical space was identified as one of the most effective predictors of program quality*
- When space invites us to do what we want to do, life is experienced as more satisfying and interesting, and is therefore more meaningful and conducive to growth



*Kritchevsky, S. et al, 1977, p. 5.

Louisiana Believes 13


The physical arrangement of the classroom is one way of conveying to children what they may or may not do and what we expect of them.

Physical space was identified as one of the most effective predictors of program quality. When space invites us to do what we want to do, life is experienced as more satisfying and interesting, and is therefore more meaningful and conducive to growth.

Many of your comments about your “happy place” were centered on the idea of physical space. Your experience in this physical space was satisfying and interesting, thus drawing you to it. This is the effect we want our classrooms to have on the children we are there to teach.

PHYSICAL SPACE

- How the space is arranged can affect the behavior of people
- The amount of space influences the number and types of activities that children can engage in at the same time



Louisiana Believes 14

How the space is arranged can affect the behavior of people.

Picture a dinner table set for six. We wouldn't think to take out a deck of cards in this setting, even though the number and arrangement of people suggest a poker game. The setting gives us cues about expected behaviors and generally we do what we are invited to do – sit, eat, and chat in the usual ways.

The amount of space influences the number and types of activities that children can engage in at the same time.

Insufficient space can lead to conflicts among children due to crowding. It can also cause limitations in the program because materials easily become disorganized or must be minimized if the space is cramped.

PHYSICAL SPACE

Depending on how it's arranged, the physical environment can elicit either aggressive or prosocial behavior

- Too many people in a space leads to frustration and aggression
 - Too much noise or loud music
 - Too many or not enough materials
- Too much open space inspires running, chasing, and chaos

Research tells us aggressive behavior occurs more often in the dramatic play, woodworking, and block areas

Competitive games, violent toys, and playing violent roles (like superheroes) incites aggressive behavior

Louisiana Believes 15

Depending on how it's arranged, the physical environment can elicit either aggressive or prosocial behavior.

- **Too many people in a space leads to frustration and aggression**
 - **Too much noise or loud music** makes it hard to concentrate, especially for children with ADD/ADHD, or hearing loss. Some children also find it hard to deal with smells of bright lights and colors. Lower the level of stimulation.
 - Too many choices or too many toys creates confusion – but too few creates conflict. Tactile experiences of sand and play dough are good alternatives for children who having trouble sharing.
- **Too much open space inspires running, chasing, and chaos**
- **Research tells us aggressive behavior occurs more often in the dramatic play, woodworking, and block areas**
- **Competitive games, violent toys, and playing violent roles (like superheroes) incites aggressive behavior**

The more teachers help children refrain from their aggressive or challenging behavior, the less they are learning to use it, and the less likely it is that the behavior will embed itself in their brains.

As the saying goes, “an ounce of prevention is worth a pound of cure.” Prevention increases a child’s chances of success and builds self-esteem. Therefore, paying careful consideration to the physical space in our classroom to avoid the situations mentioned above will result in **prosocial behavior**, or social behavior that benefits the classroom as a whole, such as helping, sharing, cooperating, and volunteering.

PHYSICAL SPACE

Arrangement of furniture and materials in a room also organizes the play space for children. This offers:

- Many different learning centers for a variety of learning and play opportunities
- Play spaces that are protected from unnecessary interruptions so children can engage in activities with more concentration
- Clarity of organization that promotes independence and care for the environment
- Places to play and learn in smaller groups, with a friend, or individually

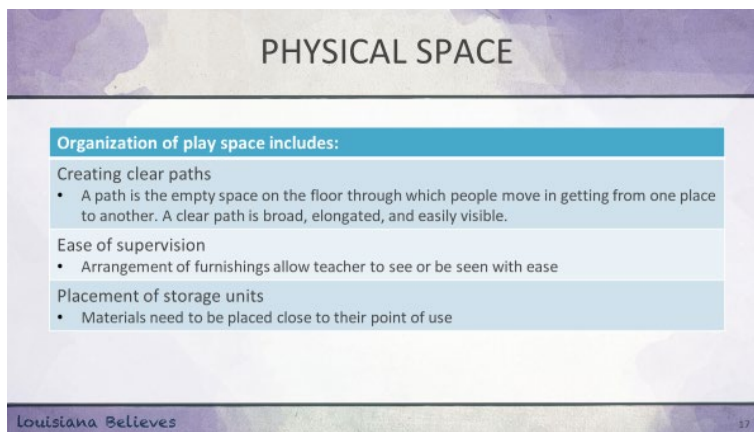
Louisiana Believes 16

Arrangement of furniture and materials in a room also organizes the play space for children. This offers:

- **Many different learning centers for a variety of learning and play opportunities.**

The basic principle or organization must be present. The children know where the materials are kept on open shelves in a particular area, where they may play with them, and where to return them. Each interest center may look different, but the principles are the same.

- **Place spaces that are protected from unnecessary interruptions so children can engage in activities with more concentration,**
- **Clarity or organization that promotes independence and care for the environment, and**
- **Places to play and learn in smaller groups, with a friend, or individually.**



PHYSICAL SPACE

Organization of play space includes:

- Creating clear paths
 - A path is the empty space on the floor through which people move in getting from one place to another. A clear path is broad, elongated, and easily visible.
- Ease of supervision
 - Arrangement of furnishings allow teacher to see or be seen with ease
- Placement of storage units
 - Materials need to be placed close to their point of use

Louisiana Believes 17

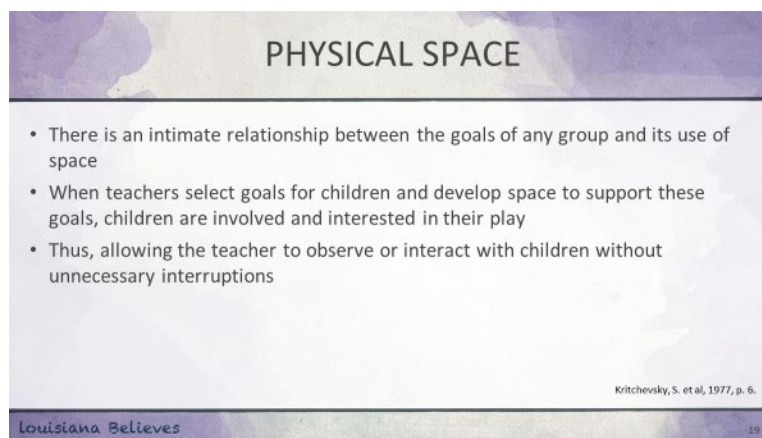
Organization of play space includes:

- **Creating clear paths**
 - The teacher should kneel down to place his or her eyes at the child's level to better see just where and how clear the path really is.
- **Ease of supervision**
 - **Arrangement of furnishings allow teacher to see or be seen with ease**
 - Supervision provides protection of the health and safety of the children, as well as enhances their learning.
- **Placement of storage units**
 - **Materials need to be placed close to their point of use**



Why is it important to place materials close to their point of use?

Choose a partner near you. Tell your partner why it is important to place materials close to their point of use. Give participants a couple of minutes to discuss. Drop and listen to what some pairs are saying. Have one or two pairs share with the larger group.



PHYSICAL SPACE

- There is an intimate relationship between the goals of any group and its use of space
- When teachers select goals for children and develop space to support these goals, children are involved and interested in their play
- Thus, allowing the teacher to observe or interact with children without unnecessary interruptions

Kritchevsky, S. et al, 1977, p. 6.

Louisiana Believes 13

In summary:

- **There is an intimate relationship between the goals of any group and its use of space**
- **When teachers select goals for children and develop space to support these goals, children are involved and interested in their play**
- **Thus, allowing the teacher to observe or interact with children without unnecessary interruptions**



Along with physical space, there are three other dimensions of Program Management that need to be considered.




- Scheduling
- Classroom management
- Social context

These **dimensions** include:

- **Scheduling,**
- **Classroom management,** and the
- **Social context** of the classroom.

SCHEDULING



- Establish a consistent, yet flexible, daily routine
- Allow for a variety of activities
- Use a variety of groupings
- Allow just enough time for each type of activity
- Provide smooth transitions between activities

Louisiana Believes 22

Why is the daily schedule so important? Routine provides young children with emotional stability and security.

Therefore, there is a need to **establish a consistent, yet flexible, daily routine.**

Routine lets children know what will happen as well as when and what is expected of them. Even though the schedule is pre-planned, a reasonable amount of flexibility is also needed to allow teachers to capitalize on spontaneous teaching opportunities and extend children's interest.

In planning the daily schedule:

- **Allow for a variety of activities.**
 - However, in doing so, be aware that too much variety can overwhelm young children.
 - The daily schedule should be executed so that there is structure, but there can be times when the teacher can vary things depending on the interest of children.
- **Use a variety of groupings**
 - Children also need opportunities to work alone, in pairs and in small and large groups.
- **Allow just enough time for each type of activity**
 - The time allotted for each activity should not be so short that children are frustrated in achieving their objectives, nor so long that they become impatient and bored.
- **Provide smooth transitions between activities**
 - Children should not be expected to sit and wait between activities for a long period of time.
 - Teachers should plan for transition times by singing songs, using finger plays, or any type of learning experience that engages them as they move or wait.



Early childhood classrooms should be mainly teacher-directed.

Do you remember this statement from the statements we went over in the beginning?

Early childhood classrooms should be mainly teacher-directed.

Did you answer it correctly? The answer is “false.” Discuss with a partner about why this statement is false.

Allow participants one or two minutes to discuss. Drop and listen to what some of the pairs are saying. Who would like to share their response? Have one or two pairs share with the larger group.

Thank you for sharing your responses.

SCHEDULING

“In Developmentally Appropriate Practices, teachers make sure that there is a balance between explicit, thematic, spontaneous, and playful instruction.”

Morrow, 2004, as cited in Morrow & Gambrell, 2004; Neuman & Roskos, 1993; Vukelich, 1994.

Time	Activity	Teacher Directed Min.	Student Initiated Min.	Recess and Snacks	Nap	Planning, Clean up and Store
8:10-8:25	Breakfast/Arrival	10				
8:25-8:55	Breakfast/Bathroom	20		10		
8:55-9:15	Indoor/Outdoor Snacks	15	15			
9:15-9:30	Water					
9:30-10:00	Circle Time/ Letter- People	20				
10:00-10:45	Music & Movement	15				
10:45-11:15	Small Group	15				
11:15-11:45	Center		30			
11:45-12:00	Class Up/Bathroom			10		
12:00-1:00	Lunch					
1:00-2:10	Outdoor Snacks/Center	15				30
2:10-2:30	Yoga	15				
2:30-2:55	Center		25			
2:55-3:00	Storytime/Bathroom	15				
3:00-3:05	Nap				75	
	Break/Bathroom			15		
	Clean/Storage	10				
Total:		135	137	35	75	30

“In Developmentally Appropriate Practices, teachers make sure that there is a balance between explicit, thematic, spontaneous, and playful instruction.”


Teachers plan the environment, schedule, and daily activities to promote each child’s learning and development. In doing so, a balance of teacher-directed versus child-initiated activities is vital to maintain developmentally appropriate practices.

The sample schedule shown here is an example of how the instructional day is broken up into teacher-directed minutes and child or student-initiated minutes. Time is allotted for routines and snacks, as well as nap time. The student-initiated minutes are strategically placed so that students are not spending lengthy time sessions without having a choice in their activities.

Give participants a little time to notice these things on the schedule. Are there any questions?

CIRCLE AND STORY TIME

- Consider the length of time. Are they too long?
- Are they interesting and varied enough?
- Do the children get enough opportunities to participate actively?




Louisiana Believes 25

When planning circle time and story time, consider these questions:

- **Consider the length of time. Are they too long?**
- **Are they interesting and varied enough?**
- **Do the children get enough opportunities to participate actively?**

FREE PLAY

- Some children with challenging behaviors may struggle during free play
- Some need more structure and guidance during free play. Give them a limited choice or break activities into smaller bits.
- Use a peer play partner or teacher play partner
- Role play the appropriate behavior during free play
- Create a special place



Louisiana Believes 26






Most children need long periods of uninterrupted play to nourish their creativity and imagination and to feel satisfied, but:

- **Some children with challenging behaviors may struggle during free play**
- **Some need more structure and guidance during free play – give them a limited choice or break activities into smaller bits**
- **Use a peer play partner or teacher play partner**
- **Role play the appropriate behavior during free play**
- **Create a special place**

TRANSITIONS

- Give children a few minutes' warning
- Post a picture schedule or checklist to help them understand what comes next
- Make the transition fun. Sing songs. Become mice, robots, frogs, airplanes, etc.
- Plan to be the partner of a child who tends to lose self-control during transitions
- Prepare your materials for the next activity before the children arrive

Circle Time Checklist

	Find your square	
	Sit down	
	Quiet hands	
	Eyes on teacher	
	Ready to listen	
<small>check</small>	<small>check</small>	<small>check</small>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>


Louisiana Believes 27

Children feel more comfortable when they know what's coming next. Here are a few hints or suggestions to keep the children moving smoothly and without fuss:

- **Give children a few minutes' warning**
- **Post a picture schedule or checklist to help understand what comes next**
- **Make the transition fun – sing songs, become mice, robots, frogs, airplanes, etc.**
- **Plan to be the partner of a child who tends to lose self-control during transitions**
- **Prepare your materials for the next activity before the children arrive**

CLASSROOM MANAGEMENT

- Teach routines systematically:
 - Model
 - Practice
 - Review
 - Reinforce



Louisiana Believes 28

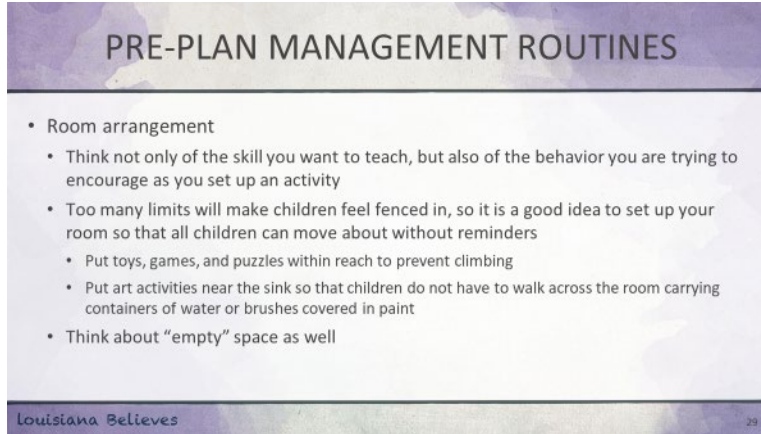
In order for the schedule to run according to your plans, all routines for classroom behaviors must be taught systematically. This applies to whole group, in centers, or during transitions.

If we have expectations of the children in terms of behavior and following directions, then we need to **model**, show, and explain what it is we want them to do.

Once we have modeled, then we need to give them time to **practice**, practice, practice.

We follow up with **reviewing** the procedures and **reinforcing** behavior that meets the expectations

We repeat this procedure until the day flows like a well-oiled machine. We get to the point where signals can be used to indicate what comes next and there is less teacher talk being used.



PRE-PLAN MANAGEMENT ROUTINES

- Room arrangement
 - Think not only of the skill you want to teach, but also of the behavior you are trying to encourage as you set up an activity
 - Too many limits will make children feel fenced in, so it is a good idea to set up your room so that all children can move about without reminders
 - Put toys, games, and puzzles within reach to prevent climbing
 - Put art activities near the sink so that children do not have to walk across the room carrying containers of water or brushes covered in paint
 - Think about “empty” space as well

Louisiana Believes 29

Classroom management is the second dimension of Program Management that we should consider.

As a teacher, it is wise to take proactive steps by pre-planning the management routines in your classroom. Deliberate teaching will shape the academic and social behaviors of the children. Teaching students how to perform basic school skills prevents behavior problems and saves precious instructional time.

Thinking in terms of physical space, which we talked about earlier, room arrangement can elicit either aggressive or prosocial behavior if not given conscious planning. We want to create an environment that fosters appropriate, prosocial behavior – cooperation, helping, sharing, negotiation, friendly interaction, and consideration of others. With **room arrangement** in mind:

- **Think not only of the skill you want to teach, but also of the behavior you are trying to encourage as you set up an activity**
- **Too many limits will make children feel fenced in, so it is a good idea to set up your room so that all children can move about without reminders**
 - **Put toys, games, and puzzles within reach to prevent climbing**
 - **Put art activities near the sink so that children do not have to walk across the room carrying containers of water or brushes covered in paint**
- **Think about “empty” space as well**

Children do not like cluttered spaces, however, wide open spaces encourage running and chasing.

PRE-PLAN MANAGEMENT ROUTINES

- Clear expectations
 - Rules: general expectations, ex. respect others at all times
 - Procedures: how you want something done, ex. going to lunch, recess, restroom
 - Quick transitions: ex. timer, music, countdown
- Reduce teacher talk
 - Use hand signals, cues

Louisiana Believes

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A routine is an activity that occurs regularly and automatically. In order to maximize instructional time, these routines cannot take up too much time. We cannot assume that students know how to conduct the everyday classroom routines in the manner we expect.

The routines you want to see happen in your classroom must be deliberately taught. Students need to know what the routines are, what they look like when done correctly, and how to do them. Once **clear expectations** have been demonstrated, they need to be held accountable for their behavior.

Rules and **procedures** must be taught using specific directions. The terms rules and procedures are used interchangeably, however, they are two different things.

- **Rules are general expectations such as “respect others at all times,” or “use walking feet in the classroom.**
- **Procedures, on the other hand, refer to how you want something done.**
 - How will they know when to line up for lunch? How will they line up? Where will they line up? Who goes first? Directions need to be clear and specific.

Other than lunch, recess and restroom, what are some procedures you teach students in your classroom? *Call on participants to quickly share.*

Minimize **transitions** and waiting times. Use a timer to keep on task or countdown so students know that time is running out.

Reduce teacher talk as much as possible by using hand signals such as, “my turn, your turn.”

INFLUENCE OF CLASSROOM MANAGEMENT ON ENVIRONMENT

- According to Lemlech (1988), classroom management can be compared to conducting an orchestra. Well-managed classrooms can be seen as a harmony of decisions and physical factors.
- Thus, classroom management includes various decisions such as the student seating plan, planning of classroom activities in terms of time and content, organizing materials, and encouraging the active participation of each student. (Emmer & Gerwels, 2005)

Louisiana Believes

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According to Lemlech, classroom management can be compared to conducting an orchestra. Well-managed classrooms can be seen as a harmony of decisions and physical factors.

Thus, classroom management includes various decisions such as the student seating plan, planning of classroom activities in terms of time and content, organizing materials, and encouraging the active participation of each student.

SOCIAL CONTEXT

- One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children
- To be successful, children must be able to develop relationships with others, cooperate with peers and adults, understand others' feelings and perspectives, and maintain some control of their behaviors and emotions
- These characteristics help to ensure that children are able to get along and participate with others in the classroom

LDOE ELDS, p. 76

Louisiana Believes

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The third dimension of Program Management that needs to be considered is **social context**. According the Louisiana Department of Education's Early Learning and Development Standards:

- **One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children**
- **To be successful, children must be able to develop relationships with others, cooperate with peers and adults, understand others' feelings and perspectives, and maintain some control of their behaviors and emotions**
- **These characteristics help to ensure that children are able to get along and participate with others in the classroom**

Don't Push My Buttons!

Don't Push My Buttons!

What behavior "pushes" your buttons?	Child whining and repeating themselves over and over.	
What are your feelings when faced with these behaviors?	Irritation, abruptness.	
What is the impact these feelings have on your relationship with the children who exhibit these behaviors?	Impatient with the child. Feel exhausted at dealing with the situation.	

We know that a child’s temperament is influenced to some extent by interactions with the environment. We also know that it is more difficult to build positive relationships with some children than with others.

What pushes your buttons? *Distribute “Don’t Push My Buttons!” handout.*

Work in groups of three or four at your table. Take about 30 seconds to read the questions on the handout and write down a quick response. Then, share with your group.

This exercise will take about two or three minutes, and I will give you a signal when we have about 30 seconds left so you can begin sharing with your group.

The children we may find the most difficult to build relationships with are the ones who need positive relationships with adults the most. It is a natural reaction to feel emotional when your buttons are pushed. However, it is more productive to think of this kind of a response as a warning sign that you will have to work extra hard to build a positive relationship with this child.

SOCIAL CONTEXT

- The most obvious way to alter the social context is to address the needs of individual children
 - If needed, give permanent compatible partners for transitions or assign seats at lunch and snack (to separate those who fight)
 - Model and teach the three basic rules: respect the rights of others, avoid danger, and take care of the environment (toys, materials, rooms, etc.)
 - If you have more than one educator for the group, divide the children into smaller groups to keep certain children apart and give them the chance to learn from their more socially adept peers

Kaiser, B. & Rasminsky, J.S., 2007.

Louisiana Believes
34

The most obvious way to alter the social context is to address the needs of individual children.

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You can change the social context for everyone by creating rules and policies that are developmentally appropriate.

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SOCIAL CONTEXT

“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”

Fred Rogers

Louisiana Believes 36

One way of maintaining developmentally appropriate practices is to remember the words of **Fred Rogers**. He stated: **“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”**

PLAYFUL LEARNING

Play is a very powerful and efficient learning and teaching strategy. However, it is not enough for teachers simply to provide opportunities for play. Teachers need to engage with children while they play to facilitate optimal development.



Kieff, J.E. & Casbergue, R.M., 2000.

Louisiana Believes 37

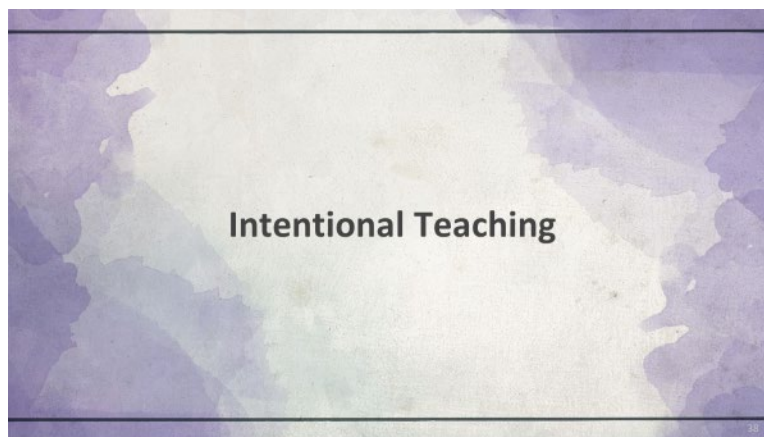
Read the statements on the slide silently. Take one or two minutes to jot down one idea you take away from it.

Have participants share with the larger group and summarize what they say.

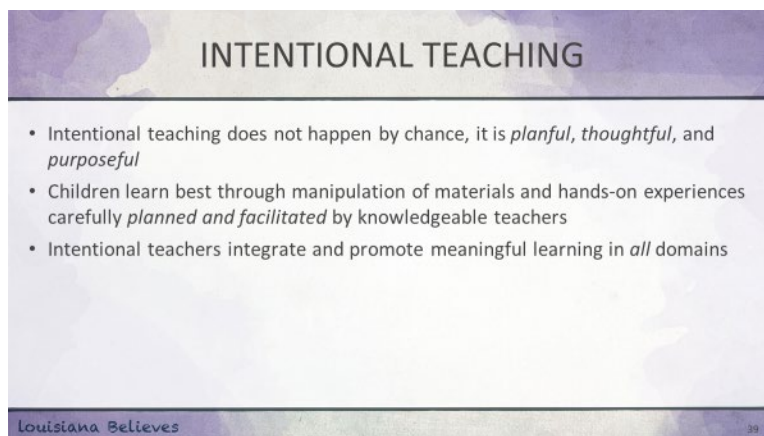
Be sure to highlight:

- *Teacher interaction is vital to children's learning*
- *Modeling is important to teach children how to play*
- *Language learning occurs as a result of children hearing the proper use of the language including, vocabulary, tense, structure, and syntax*
- *Encourages children to think creatively and analytically through the use of questioning strategies*

Play is also an opportunity for children to express themselves. It is an important way in which they can deal with their feelings. They may recreate the same scenes over and over as the activity helps them gain control of their feelings. Children want to be big and strong, they want to be heroes who save the world, and sometimes they even want to be villains. Play is how they acquire this power. In turn, teachers can interact to support their efforts.



Intentional teaching supports interaction as it requires the teacher to be “purposeful in planning” so that the standards or skills to be taught are embedded in play. Ongoing authentic assessment during play should guide the questions and further instruction to meet the interests and needs of the students.



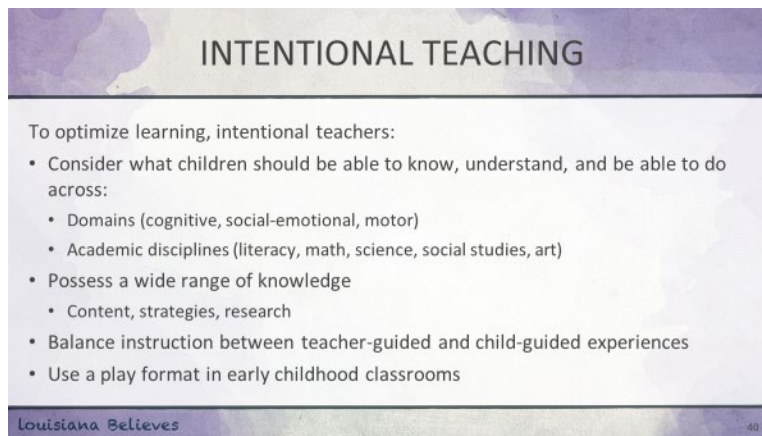
Intentional teaching does not happen by chance, it is *planful, thoughtful, and purposeful*.

There are specific outcomes and goals in mind for children’s development and learning. Intentional teaching does not happen by chance.

Children learn best through manipulation of materials and hands-on experiences carefully *planned and facilitated* by knowledgeable teachers.

This learning looks much like play – but play with purpose and intent.

Intentional teachers integrate and promote meaningful learning in *all* domains.



INTENTIONAL TEACHING

To optimize learning, intentional teachers:

- Consider what children should be able to know, understand, and be able to do across:
 - Domains (cognitive, social-emotional, motor)
 - Academic disciplines (literacy, math, science, social studies, art)
- Possess a wide range of knowledge
 - Content, strategies, research
- Balance instruction between teacher-guided and child-guided experiences
- Use a play format in early childhood classrooms

Louisiana Believes 40

To optimize learning, intentional teachers:

- **Consider what children should be able to know, understand, and be able to do across:**
 - **Domains (cognitive, social-emotional, motor)**
 - **Academic disciplines (literacy, math, science, social studies, art)**

There should be academic goals as well as goals for each domain. Teachers must be aware of the specific domains the children are learning. By domains, we are referring to the ELDS standards and skills that guide the curriculum. The standards are stated in terms of the behaviors we want the children to exhibit.

For example, in motor development we want the children to develop small muscle control and coordination. For four-year-olds, we need to develop the coordination of eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (i.e., pitchers for pouring or scissors for cutting along a line). We can visualize the children doing these fine motor tasks that, in the end, support writing skills.

Intentional teachers **possess a wide range of knowledge.**

Teachers must:

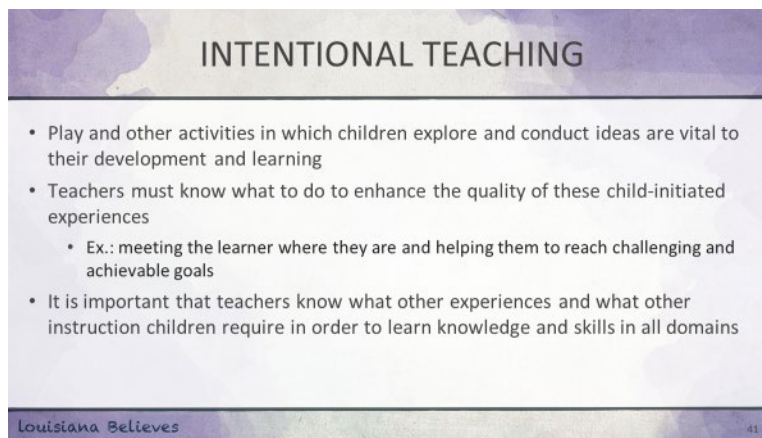
- Have a knowledge of child development,
- Have a repertoire of instructional strategies that they can use,
- Know when to use a given strategy, and
- Know how to accommodate the different ways that individual children learn.

With this knowledge, teachers can make preliminary decisions with some confidence about environment, materials, interactions, and activities. At the same time, their knowledge also tells them that specific groups of children and the individual children in any group always will be the same in some ways but different in others.

Intentional teachers **balance instruction between teacher-guided and child-guided experiences.**

As we stated earlier, a balance of teacher-directed versus child-initiated activities is vital to maintain developmentally appropriate practices. This is reinforced by ECERS-R and NAEYC. So, we need to keep this in mind as we become purposeful and intentional in planning.

Intentional teachers **use a play format in early childhood classrooms.**



INTENTIONAL TEACHING

- Play and other activities in which children explore and conduct ideas are vital to their development and learning
- Teachers must know what to do to enhance the quality of these child-initiated experiences
 - Ex.: meeting the learner where they are and helping them to reach challenging and achievable goals
- It is important that teachers know what other experiences and what other instruction children require in order to learn knowledge and skills in all domains

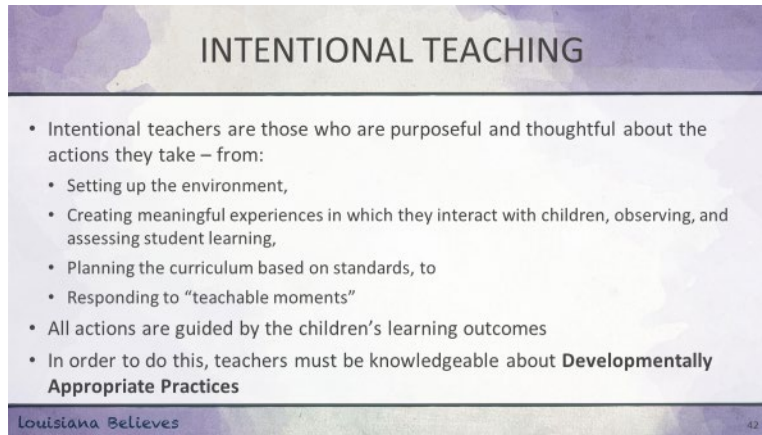
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Young children’s engagement in high-level play is one of the best predictors of later school success.

Play and other activities in which children explore and conduct ideas are vital to their development and learning. Teachers must know what to do to enhance the quality of these child-initiated experiences.

The support of the teacher is what helps children reach the high level of play. **It is important that teachers know what other experiences and what other instruction children require in order to learn knowledge and skills in all domains**

Children certainly don’t need to discover or work out everything for themselves, this would be inefficient and impossible for them to learn all they need to know to be successful.



INTENTIONAL TEACHING

- Intentional teachers are those who are purposeful and thoughtful about the actions they take – from:
 - Setting up the environment,
 - Creating meaningful experiences in which they interact with children, observing, and assessing student learning,
 - Planning the curriculum based on standards, to
 - Responding to “teachable moments”
- All actions are guided by the children’s learning outcomes
- In order to do this, teachers must be knowledgeable about **Developmentally Appropriate Practices**

Louisiana Believes 42

Intentional teachers are those who are purposeful and thoughtful about the actions they take – from:

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- **Responding to “teachable moments”**

All actions are guided by the children’s learning outcomes. In order to do this, teachers must be knowledgeable about Developmentally Appropriate Practices.



Developmentally Appropriate Practice

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Well-conceived standards or learning goals are used to guide local schools and programs in choosing or developing comprehensive, appropriate curriculum. The curriculum framework is a starting place as it gives teachers some direction in providing the materials, learning experiences, and teaching strategies that promote learning goals most effectively. Then, teachers can use their expertise to make adaptations as needed to optimize the fit with the children.

DEVELOPMENTALLY APPROPRIATE PRACTICE

- **Developmentally appropriate practice** does not mean making things easier for children
- Rather, it means ensuring that goals and experiences are suited to their learning and development and challenging enough to promote their progress and interest
- Good practices acknowledge that 3-, 4-, and 5-year-olds are wigglers and doers
- Intentional teachers work with, instead of against, individual developmental styles to help children stay with tasks and learn important concepts and skills

Louisiana Believes 44

Developmentally appropriate practice does not mean making things easier for children. Rather, it means ensuring that goals and experiences are suited to their learning and development and challenging enough to promote their progress and interest.

Good practices acknowledge that 3-, 4-, and 5-year-olds are wigglers and doers. Intentional teachers work with, instead of against, individual developmental styles to help children stay with tasks and learn important concepts and skills.

ACTIVITY INSTRUCTIONS

- Remove contents from envelope
- Locate the two headings in **BOLD**

Developmentally Appropriate Practices Include:	NOT Developmentally Appropriate Practices Include:
---	---

- Spread out remaining statements
- As a team, decide which statement belongs under each heading
 - Discuss *why* you feel this way as you sort out the statements

Louisiana Believes 45

Is it or is it not developmentally appropriate? We will now do a sorting activity to determine the difference between which children’s activities would be considered developmentally appropriate, and which would be considered *not* developmentally appropriate.

Please divide into team for three to four.

I will hand each team an envelope. Please be careful as you open the envelope, as there are small pieces inside. Look for the two pieces that are in bold print and have the headings shown on the screen.

- **Spread out remaining statements**
- **As a team, decide which statement belongs under each heading**
 - **Discuss *why* you feel this way as you sort out the statements**

Take about five minutes to complete this activity. *Drop and listen to what groups are saying.*

Check Your Answers

Time is up. I heard many interesting discussions among your groups. I will show you the answers to the sort now. Please **check your answers** to see if we agree on what is developmentally appropriate and what is not. I will give you about two minutes to check your answers.

DEVELOPMENTALLY APPROPRIATE PRACTICES	
Learning centers/free choice centers	Use a variety of materials that are changed frequently to meet the needs and interests of the children
Concrete learning experiences with real items	Adult-child interactions encourage learning through open-ended questions, extending conversations, reasoning, etc.
Balance of student-initiated and teacher-directed activities in instructional day	Use of TV, videos, and computers are related to classroom events, appropriate, limited to short periods of time and adult interaction occurs
Actively engaged learners	Teacher uses a variety of strategies and meaningful activities to develop skills and concepts
Language/literacy rich activities that encourage phonological awareness	Assessment is ongoing/portfolios are used that include anecdotal records, work samples, photographs, etc.
Hands-on math activities	

Give participants about one minute to check their **developmentally appropriate practices** sort, then change slides.

NOT DEVELOPMENTALLY APPROPRIATE PRACTICES	
Timed rotation/teacher selected	Rote drill of numbers, shapes, colors, etc.
Workbooks or ditto sheets	Alphabet letters taught through rote drill or letter of the week
Teacher-directed activities are more than 35% of the instructional day	Same materials and equipment used daily
Passive quiet learners	Adult-child interactions are minimal, unpleasant, non-responsive, inappropriate, or only to control behavior
Classrooms are quiet most of the day	Isolated testing/worksheets
Sterile cold environments	Teacher uses direct instruction to teach and isolates the skills and concepts
Recess/adults are <i>on duty</i>	TV, videos, and computers are not related to classroom events, no alternative activities are used, and no adult interaction occurs
Patterned art/art projects are uniform (all look the same)	

Give participants about one minute to check their **not developmentally appropriate practices** sort.

Time is up. Give me a “thumbs up” if your sorted answers match what is on the screen.

This means we are in agreement.

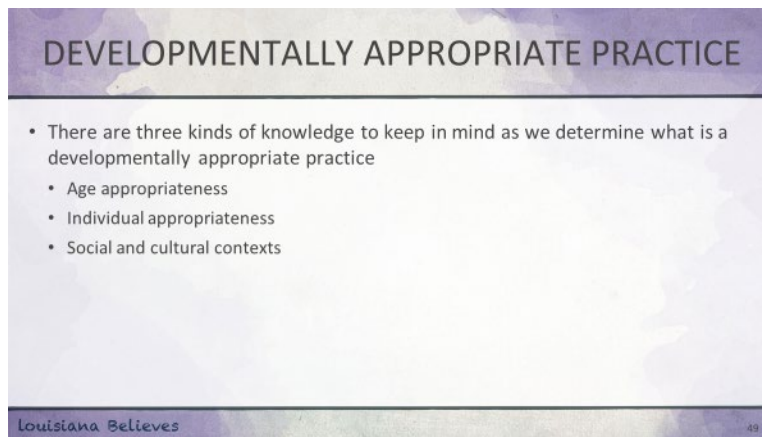
If there are some participants who do not give a “thumbs up,” ask:

- What statement did you not agree with?
 - Can you explain why you did not agree?
 - Do you now agree?

If not, ask:

- Is there anyone who would like to explain their reasoning for putting it in the other column?

If not, explain the logic behind which column it is in. You can refer them to the NAEYC Position Statement for further reading if needed.



There are three kinds of knowledge to keep in mind as we determine what is a developmentally appropriate practice.

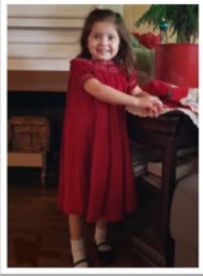
They are:

- **Age appropriateness,**
- **Individual appropriateness, and**
- **Social and cultural contexts.**

Let’s go on a “developmentally appropriate” shopping trip.

DEVELOPMENTALLY APPROPRIATE PRACTICE

- Age appropriateness
 - Ex. 4-year-old daughter, “Girls 4-6” department
- Individual appropriateness
 - Ex. size, color preference
- Social and cultural contexts
 - Ex. peer group, family background



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Suppose you are shopping for a dress for your 4-year-old daughter to wear to a school musical performance. Using age as a starting point, you will likely start in the “Girls 4-6” department.

This dimension is considering **age appropriateness** in decision making.

Now that you are in the right department, will you just pull any size 5 dress off of the rack and take it to the register? No – there’s more to consider.

Let’s say your daughter is petite in comparison with her peers. You’ve seen that she tends to look good in certain styles, and you know she loves red. These preferences and characteristics will further direct your search.

This dimension is considering **individual appropriateness** in decision making.

Finally, you take into account her peer group and family background. Although she may be looking for an outfit her favorite cartoon character would wear, you know it wouldn’t be appropriate for a school performance.

And because you know that your family cultural background disposes you to dress up for such occasions, you steer her in that direction in making a choice.

Weighing such knowledge is taking account of **social and cultural contexts**.

DEVELOPMENTALLY APPROPRIATE PRACTICE

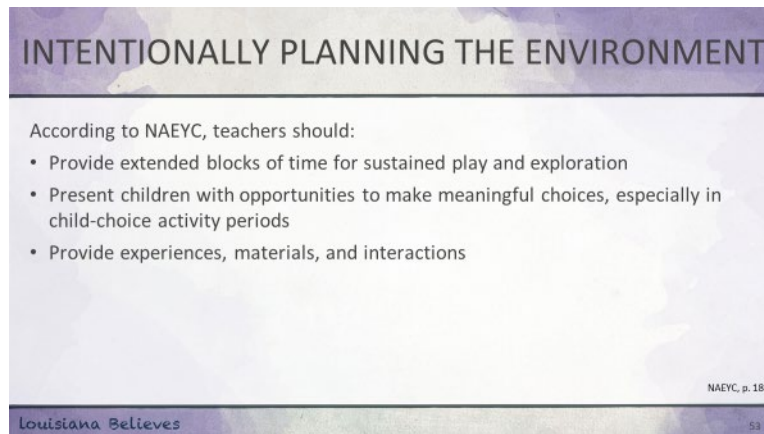
- Taken together, all three considerations result in developmentally appropriate practice
 - Age appropriateness
 - Individual appropriateness
 - Social and cultural contexts
- The core of developmentally appropriate practice lies in this intentionality

Louisiana Believes 51

Taken together, all three considerations result in developmentally appropriate practice. The core of developmentally appropriate practices lies in this intentionality.



Knowing that we need to keep in mind the aspects of physical space and being intentional in our planning as we embed standards within developmentally appropriate practices, we must also be intentional in planning the environment.



According to NAEYC, teachers should:

- Provide extended blocks of time for sustained play and exploration,
- Present children with opportunities to make meaningful choices, especially in child-choice activity periods, and
- Provide experiences, materials, and interactions.



- Collection of materials, designed *purposefully*, with a goal in mind
- Places where the work can be made to fit the learner's needs, ranging from basic learning to remediation to enrichment

Utilizing **Interest Areas or Learning Centers** enables children to engage in play that allows them to expand their imagination, language, interaction, and self-regulation as well as to practice their newly acquired skills.

What are **Interest Areas or Learning Centers**? They are:


- **A collection of materials, designed *purposefully*, with a goal in mind, and**
- **Places where the work can be made to fit the learner's needs, ranging from basic learning to remediation to enrichment.**

Learning centers can last a week, a year, a few days—it depends on the instructional goals of the teacher. The hands-on experiences in the centers provide opportunities for learners across all content areas. Another key point about learning centers is that they allow classrooms to become less teacher-directed and more student-centered.

INTEREST AREAS/LEARNING CENTERS

Student benefits:

- Allow students to be actively involved in the learning process and work at their own pace
- Enable students to explore a subject in as much depth as they desire
- Enable learners to make decisions, follow directions, work independently, and evaluate themselves
- Give students an opportunity to learn responsibility and organization



Louisiana Believes 55


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- **Give students an opportunity to learn responsibility and organization.**

INTEREST AREAS/LEARNING CENTERS

Teacher benefits:

- Provide opportunities for instructors to incorporate student interests when planning instruction
- Provide a structure that integrates all content areas
- Allow instructors to gain more information about students




Louisiana Believes 56

Teacher benefits:

- **Provide opportunities for instructors to incorporate student interests when planning instruction,**
- **Provide a structure that integrates all content areas, and**
- **Allow instructors to gain more information about students.**

INTEREST AREAS/LEARNING CENTERS

- Known as free choice center time – as children are allowed to choose where they want to play, who they want to play with, and what they want to play
- Management system must be used to teach children the procedures and limits within which to use their freedom (ex. only three fit in the block center)
- How to make choices must be taught – start with two choices and move up to three



Louisiana Believes 57

Known as free choice center time – as children are allowed to choose where they want to play, who they want to play with, and what they want to play.

This is why it is considered student-initiated or child-directed minutes in the day. One-third of the day should be student-initiated minutes. Outdoor gross motor can include some student-initiated minutes as well.

Management system must be used to teach children the procedures and limits within which to use their freedom, for example, only three fit in the block center.


An effective management system allows for the students to transition quickly and quietly from whole or small group into the centers. Have a visible marker or symbol to denote the number of students allowed in each center. Rotate the transition daily to allow different children to have first choice each day. Teach and practice the routine with the students.

How to make choices must be taught – start with two choices and move up to three.

If a student struggles with your management system, you can limit their choices by asking which side of the room the child would like to play in, or name 3 centers and ask which of the 3 he/she would like to play in. Making choices is difficult for some and needs to be taught in small steps.

INTEREST AREAS/LEARNING CENTERS

- Organize the space into interest areas or centers
- Supply plentiful and diverse equipment and materials
- Display work created by and of interest to children
- Choose activities that allow children to demonstrate achievement of the *standards*



Louisiana Believes 58

In arranging your classroom:

- **Organize the space into interest areas or centers,**
- **Supply plentiful and diverse equipment and materials,**
- **Display work created by and of interest to children, and**
- **Choose activities that allow children to demonstrate achievement of the *standards*.**

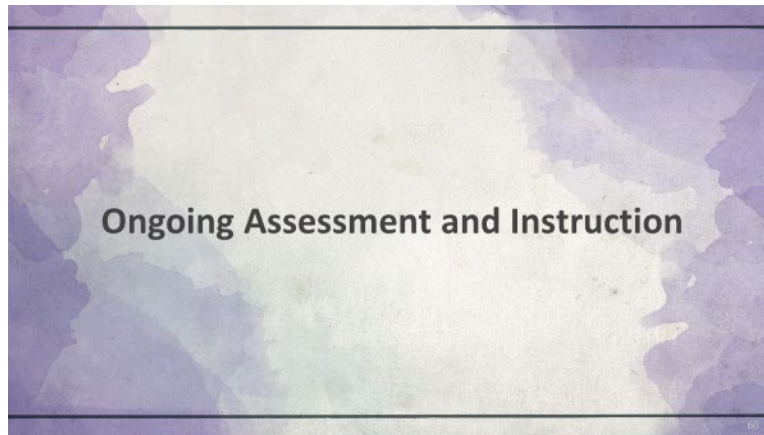


- Allows a teacher to be intentional in planning all activities, especially in interest areas
- Addresses what is important for children to know and be able to do
- Intertwines all developmental domains, allowing more content to be taught and assessed at the same time

Use of standards:

- **Allows a teacher to be intentional in planning all activities, especially in interest areas,**
- **Addresses what is important for children to know and be able to do, and**
- **Intertwines all developmental domains, allowing more content to be taught and assessed at the same time.**

If you are using a particular curriculum, the program will outline the standards that you are to cover in each unit or topic. If you are using a district-created curriculum, the standards will be outlined for you as well. The standards are what the children will know and be able to do. If it is not clear by looking at the curriculum, you can refer to the Early Learning and Development Standards to see how it connects or relates to what you are teaching.



ONGOING ASSESSMENT AND INSTRUCTION

- As we embed the standards into the children's activities, we need to know where each child is with respect to *learning goals* in order to be intentional about helping children to progress
- The process of gathering information about children in order to make decisions is assessment
- Teachers use assessment results to plan for individual children and the group as a whole

What can this child do and not do?

What is he or she ready to learn?

What are his or her strengths and learning needs?

Louisiana Believes

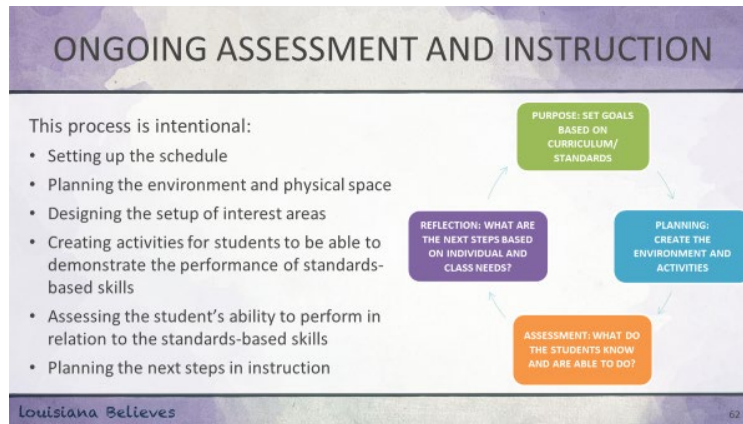
As we embed the standards into the children's activities, we need to know where each child is with respect to *learning goals* in order to be intentional about helping children to progress.

The process of gathering information about children in order to make decisions is assessment.

Teachers use assessment results to plan for individual children and the group as a whole.

- **What can this child do and not do?**
- **What is he or she ready to learn?**
- **What are his or her strengths and learning needs?**

As we plan, instruct, assess, and plan again based on new data, we are creating a cycle of ongoing instruction and assessment.

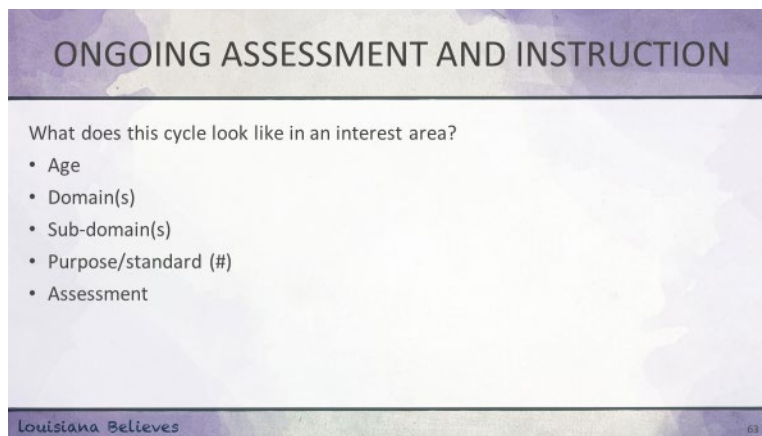


This process is intentional:

- **Setting up the schedule,**
- **Planning the environment and physical space,**
- **Designing the setup of interest areas,**
- **Creating activities for students to be able to demonstrate the performance of standards-based skills,**
- **Assessing the student's ability to perform in relation to the standards-based skills, and**
- **Planning the next steps in instruction.**

Point to the cycle on the right. This is the Cycle of Ongoing Instruction.

Go around the circle starting at "PURPOSE." Once the cycle is completed, you start all over again. We plan, teach, assess, and plan again to continue the cycle of learning for the students based on their needs.



The things we consider as we begin to plan the activities in the center are:

- **Age,**
- **Domain(s),**
- **Sub-domain(s),**
- **Purpose/standard (#), and**
- **Assessment.**

ONGOING ASSESSMENT AND INSTRUCTION

ART CENTER

Age: 4-years-old

Domain(s): Physical Well-Being and Motor Development (PM2), Cognitive Development and General Knowledge (CC2)

Sub-domain(s): Motor Skills & Physical Fitness, Creative Thinking and Expression

Purpose/standard (#):

- Using play dough to develop small muscle control and coordination (4.2)
- Develop an appreciation for visual arts by creating various forms of 3D art (4.3)

Assessment: Work sample

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Here is an example of skills taught in the Art Center. We know that art in general develops Fine Motor skills as the children use pincher grip to hold the paint brushes, crayons and other mediums to create their drawings. This skill falls under the Physical Well-Being and Motor Development Domain.

They also develop Creative Thinking and Expression in art if given blank canvas and various mediums and materials to develop their imaginations. These skills fall under the Cognitive Development and General Knowledge Domain. So, without much effort, we cover these skills just by having an Art Center.

Now, to take it a bit deeper and be intentional in our planning, we look at the sub-domains. By focusing on PM2, 4.2 we can decide to use play dough to increase the use of the small muscles and we can join it with the concept of 3D art in CC2, 4.3. As a result of student work, we will have a work sample of their 3D design to assess the student understanding and ability in regard to these standards. We can visibly see if the student is close to performing the standard, partially meets the standard or does not meet the standard at all.

ONGOING ASSESSMENT AND INSTRUCTION

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 2

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS				
Standard PM 2: Develop small muscle control and coordination.				
Infants (Birth to 18 months)	Young Toddlers (18 – 36 months)	Older Toddlers (36 – 48 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> Develop small motor control reaching from the chest outward to arms, waist, and hands. (4.1) Use hands to accomplish actions with rake grasp and/or pinking. (4.1) Coordinate eye and hand movements when coloring, grasping, or picking up objects. (4.1) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> Demonstrate control of wrists, hands, and fingers. (4.1) Use pincer grasp (thumb and forefinger) to pick up small objects. (4.2) Hold an object to one hand and manipulate it with the other hand. (4.2) Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (4.2) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (4.1) Coordinate eye and hand movements to copy and simple tasks (e.g., using scissors for cutting, putting puzzle together, stringing beads together, stringing large beads). (4.2) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> Use hands, fingers, and wrists for a wide variety of tasks and activities. (4.1) Coordinate eye and hand movements to accomplish simple tasks (e.g., using scissors for cutting, putting puzzle together, stringing large beads, using a crayon). (4.2) 	<p>PM 2 Indicators:</p> <ul style="list-style-type: none"> Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) Coordinate eye and hand movements to perform complex tasks (e.g., using and understanding or using sampling tools (e.g., pitcher for pouring or sifter) for cutting along a line). (4.2)

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Here you can see PM2 and Indicator 4.2 for a 4-year old. This breaks down the skill you are looking to see the children achieve.

ONGOING ASSESSMENT AND INSTRUCTION

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 2

SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)

Standard CC.2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.

Infants (Birth to 11 months)	Young Toddlers (12 - 24 months)	Older Toddlers (25 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 - 60 months)
<p>CC 2 Indicators:</p> <ul style="list-style-type: none"> Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, games, artwork, etc.) (c.1) 	<p>CC 2 Indicators:</p> <ul style="list-style-type: none"> Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (c.1) Explore art materials (e.g., mouthing, banging, grasping objects in hand, make marks on paper, etc.) (c.2) 	<p>CC 2 Indicators:</p> <ul style="list-style-type: none"> Choose to participate in various forms of art activities. (c.1) Select materials and make decisions about how to create their own art that may represent their own culture. (c.2) Use a variety of tools and materials to create art. (c.3) 	<p>CC 2 Indicators:</p> <ul style="list-style-type: none"> With prompting and support, describe what they like and do not like about various forms of art. (c.1) Describe general features (color, size, objects included) of a piece of art work. (c.2) Create artistic works with different types of materials, tools and techniques through individual and group art activities. (c.3) 	<p>CC 2 Indicators:</p> <ul style="list-style-type: none"> Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (c.1) Describe specific elements of a piece of art (e.g., texture, use of color, line, perspective, position of objects included). (c.2) Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (c.3)

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Here is CC2 and Indicator 4.3 for Creative Thinking.

ONGOING ASSESSMENT AND INSTRUCTION

ART CENTER

- Age:** 4-years-old
- Domain(s):** Physical Well-Being and Motor Development (PM2), Cognitive Development and General Knowledge (CC2) and **Language and Literacy (LL7)**
- Sub-domain(s):** Motor Skills & Physical Fitness, Creative Thinking and Expression, and **Writing**
- Purpose/standard (#):**
 - Using play dough to develop small muscle control and coordination (4.2)
 - Develop an appreciation for visual arts by creating various forms of 3D art (4.3)
 - Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event (4.2)**
- Assessment:** Work sample

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As we plan across the Content Areas, we can bring Language and Literacy into the Art Center as well. LL7 focuses on writing or, as better defined by the standard, a combination of drawing and dictation in response to a story read aloud or to a life event. Now we have two types of work samples that the students will produce, a piece of 3D art and their drawing/writing along with the message that they dictate to the teacher.

ONGOING ASSESSMENT AND INSTRUCTION

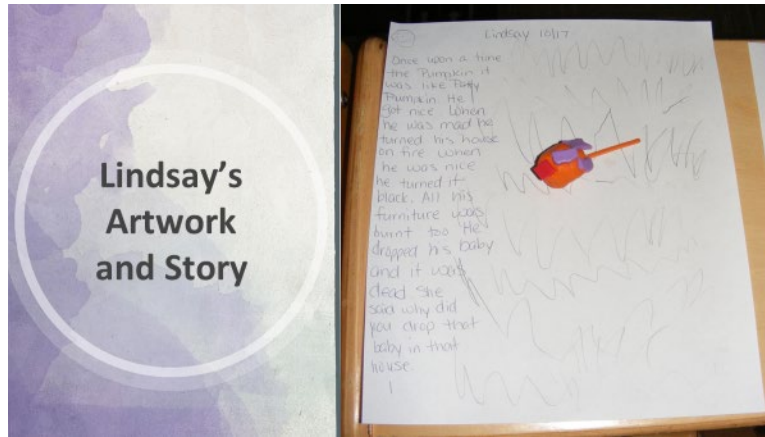
Language and Literacy Development: LL 7

Standard LL.7: Develop familiarity with writing replacement, consonants, and emerging skills to communicate through written representation, symbols, and letters.

Infants (Birth to 11 months)	Young Toddlers (12 - 24 months)	Older Toddlers (25 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 - 60 months)
<p>LL 7 Indicators:</p> <ul style="list-style-type: none"> Engage in play with print and symbols. Develop object permanence. Use pictures to guide or model actions. Use pictures for writing. Transfer objects from hand to hand. 	<p>LL 7 Indicators:</p> <ul style="list-style-type: none"> Use a variety of objects, including containers, string, paper, and other materials. Transfer objects from hand to hand. Use a variety of objects, including containers, string, paper, and other materials. Transfer objects from hand to hand. 	<p>LL 7 Indicators:</p> <ul style="list-style-type: none"> Engage in play with print and symbols. Use a variety of objects, including containers, string, paper, and other materials. Transfer objects from hand to hand. 	<p>LL 7 Indicators:</p> <ul style="list-style-type: none"> Engage in play with print and symbols. Use a variety of objects, including containers, string, paper, and other materials. Transfer objects from hand to hand. 	<p>LL 7 Indicators:</p> <ul style="list-style-type: none"> Engage in play with print and symbols. Use a variety of objects, including containers, string, paper, and other materials. Transfer objects from hand to hand.

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Here you see the Language and Literacy Standard LL7 and Indicator 4.2 that we are referring to from ELDS.



This is a work sample for a child named Lindsay. Lindsay made a pumpkin out of play dough. This work took place in October and pumpkins were a topic of conversation. Lindsay was able to create her play dough character and then make up a story including the character. Her story was about a fire, which was a life event that her family had recently experienced prior to her writing this story.

- She used refined wrist and finger movement to roll the play dough.
- She used small, precise finger and hand movements to add details to her pumpkin.
- She demonstrates that she knows that writing carries a message and that you start at the top of the page and go left to right until you get to the bottom.
- She used zigzags in rows to indicate that she understands lines of prints.
- She spoke using complete sentences most of the time.
- She was even able to ask a question in her story.

The assessment of Lindsay's abilities can now be recorded in her progress chart or in Teaching Strategies Gold or whichever method is used to document student growth over time.

ASSESSMENT: HOW WOULD YOU SCORE?						
b. Writes to convey meaning						
Not yet	1	2	3	4	5	7
<p>Scribbles or marks</p> <ul style="list-style-type: none"> • Scribble writes deliberately • Makes marks that appear to adults to be in random order <p>Maya said, "Here Mummy."</p> <p>Read this:</p>	<p>Controlled linear scribbles</p> <ul style="list-style-type: none"> • Scribbles lines, circles, or shapes in rows • Often repeats action and forms <p>Carolyn said, "That's my phone number. You can call me."</p>	<p>Hook letters or letter-like forms</p> <ul style="list-style-type: none"> • Writes segments of letter forms, e.g., lines, curves • May use too many segments to create a letter, e.g., five horizontal lines on the letter E • May not orient letter segments correctly <p>Erica said, "I'm writing my ABC's just like me."</p>	<p>Letter strings</p> <ul style="list-style-type: none"> • Writes strings of letters • Writes some letters correctly • Writes letters in unconventional order • Begins to separate groups of letters with spaces • May copy environmental print <p>Jordan said, "I love you."</p>	<p>Early invented spelling</p> <ul style="list-style-type: none"> • Uses first letter of word to represent whole word • Writes initial and/or final sounds of a word to represent the whole word <p>Mir wrote, "Uncle Clay, I love you."</p>	<p>Late invented spelling</p> <ul style="list-style-type: none"> • Begins to include beginning, middle, and ending sounds in words • Represents most of the sounds heard in words in the correct order <p>Amir said, "I need to buy some stickers."</p>	

[Teaching Strategies Gold, 2010]

Read the scores out loud.

How would you score Lindsay in terms of "writes to convey meaning?" Which of these four scores best reflects where Lindsay falls in relation to this skill?

Let one or two participants share with the larger group.

Trainer Note: The correct answer is 2.

She demonstrates that she knows that writing carries a message and that you start at the top of the page and go left to right until you get to the bottom.

She used zigzags in rows to indicate that she understands lines of print.

She spoke using complete sentences most of the time.

She was even able to ask a question in her story.

ASSESSMENT: HOW WOULD YOU SCORE?

a. Uses fingers and hands

Not Yet	1	2	3	4	5	6	7	8	9
		<ul style="list-style-type: none"> Reaches for, touches, and holds objects purposefully Bats or swipes at a toy Transfers objects from one hand to another Releases objects voluntarily Rakes and scoops objects to pick them up Picks up food with fingers and puts in mouth Bangs two blocks together Crumbles paper 		<ul style="list-style-type: none"> Uses fingers and whole-arm movements to manipulate and explore objects Places shape in shape sorter Points at objects and pokes bubbles Releases objects into containers Uses spoon and sometimes fork to feed self Dumps sand into containers Unbuttons large buttons Rotates links Tears paper 		<ul style="list-style-type: none"> Uses refined wrist and finger movements Squeezes and releases tongs, turkey baster, squirt toy Strips with scissors Strings large beads Pours water into containers Pneads, pokes, squeezes, rolls clay Buttons, zips, buckles, laces Uses hand motions for "Itzy Bitzy Spider" Turns knobs to open doors Uses eating utensils Sews lacing cards Cuts along straight line 		<ul style="list-style-type: none"> Uses small, precise finger and hand movements Uses correct scissors grip Attempts to tie shoes Pushes specific keys on a keyboard Arranges small pegs in pegboard Strings small beads Cuts out simple pictures and shapes, using other hand to move paper Cuts food Builds a structure using small Legos® 	

(Teaching Strategies Gold, 2010)

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Read the scores out loud.

How would you score Lindsay in terms of “uses fingers and hands?” Which of these four scores best reflects where Lindsay falls in relation to this skill?

Let one or two participants share with the larger group.

Trainer Note: The correct answer is 7-8.

She used refined wrist and finger movement to roll the play dough.

She used small, precise finger, and hand movements to add details to her pumpkin.

ONGOING ASSESSMENT AND INSTRUCTION

Assessments:

- Are ongoing, strategic, and purposeful
- Reflect growth over time
- Are appropriate to the age and experiences of young children
- Rely heavily on demonstrated performance during authentic – not contrived – activities
- Should be based on what children can do independently and with support from peers or adults

Louisiana Believes

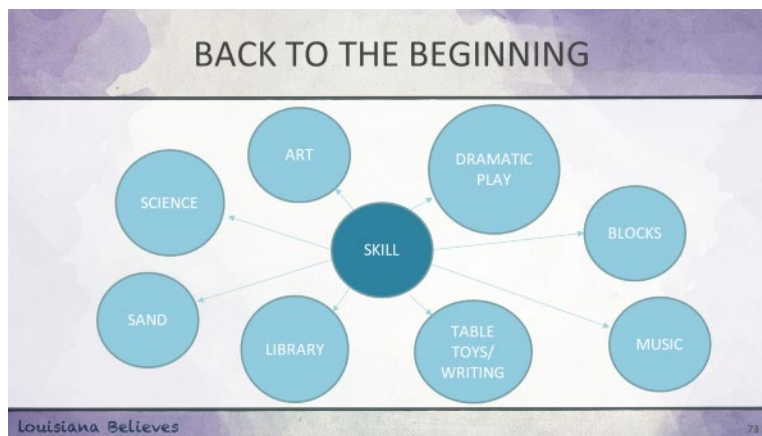
72

Assessments:

- **Are ongoing, strategic, and purposeful,**
- **Reflect growth over time,**
- **Are appropriate to the age and experiences of young children,**
- **Rely heavily on demonstrated performance during authentic – not contrived – activities, and**
- **Should be based on what children can do independently and with support from peers or adults.**

One of the main goals for assessing young children should be for planning and implementing appropriate curriculum. This goal ensures the cycle of ongoing instruction and assessment continues.

BACK TO THE BEGINNING



Louisiana Believes

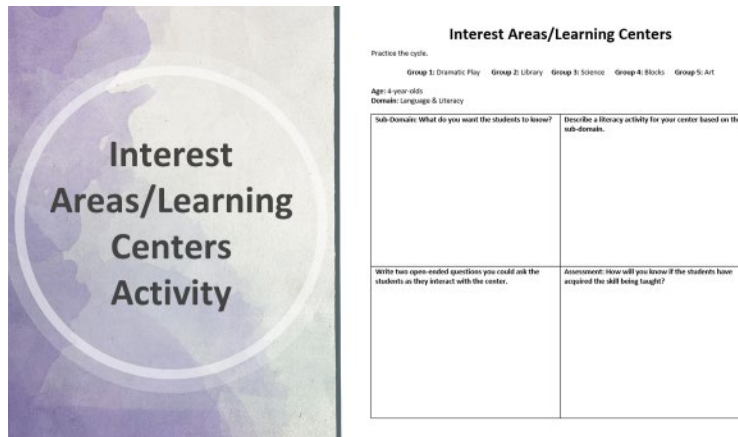
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As we cycle **back to the beginning**, we:

- Offer Interest Areas as a means of implementing student-initiated activities,
- Plan the Interest Areas based on age-appropriate skills and activities as defined in the curriculum and/or the Early Learning and Development Standards (ELDS),
- Select targeted, desired outcomes for children while planning,
- Observe the behaviors and performance of the students in authentic learning experiences in order to assess their progress, and
- Use the new data to plan and improve on individualized instruction.

The way teachers design learning experiences, how they engage children and respond to them, how they adapt their teaching and interactions to children’s background, the feedback they give – these matter greatly in children’s learning.

Are there any questions about the “cycle,” or anything we have discussed?



Our last activity together will allow us to practice using the cycle, especially where planning is concerned.

We will count off one through five. You will break off into groups according to the number that you are given.

*Point to sections of the room where you would like each group to go. Once participants are in their groups, distribute the **Planning Guide** *handout.**

Say the name of the center for each group.

Based on what we discussed today, you will use the questions on the handout to guide your discussion.

Distribute copy of the Early Learning and Development Standards – Language and Literacy handout.

The second handout I am giving you is a copy of the ELDS Language and Literacy Standards for 4-year-olds. You will choose the standard or standards that you will plan to implement in the center you were assigned. Please be specific in describing what activity you are using that will allow the children to demonstrate their performance toward that standard.

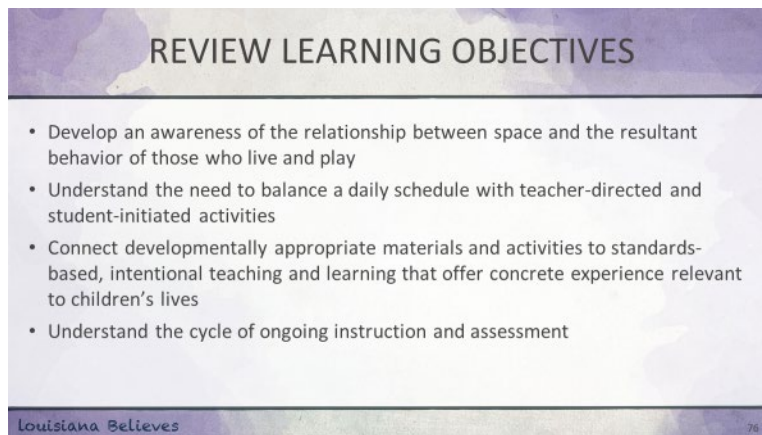
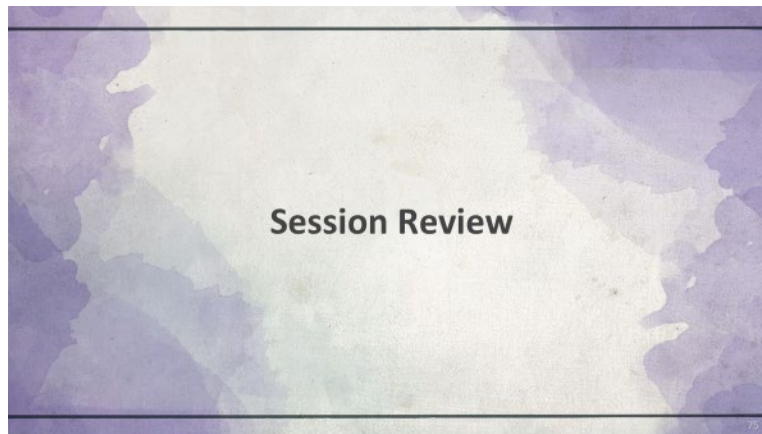
You will also write two open-ended questions that you could ask the children in order to encourage analyzing and reasoning while working in the center.

Finally, you will discuss assessment.

Any questions? *Pause for any questions.* Please move into your groups and begin. You each have a copy of both handouts, but please choose one person to take notes, and one person to share with the group at the end.

Allow 15 minutes for discussion. Give a five-minute warning, and a two-minute warning.

Time’s up. We will now take about a minute each to share our small group discussions with the larger group. We will begin with Group #1.



Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.

Review Learning Objectives.

- **Develop an awareness of the relationship between spaced and the resultant behavior of those who live and play,**
- **Understand the need to balance a daily schedule with teacher-directed and student-initiated activities**
- **Connect developmentally appropriate materials and activities to standards-based, intentional teaching and learning that offer concrete experience relevant to children's live, and**
- **Understand the cycle of ongoing instruction and assessment.**



Open the floor for participants' comments and questions.



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

Post-Assessment Evaluation Guidance

- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*