

Module 1A: Session Handouts

Taking a Closer Look at Early Childhood Development & Learning: A Standards-Based Approach

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In addition to these handouts, each participant will need a full copy of the Louisiana Birth to Five Early Learning and Development Standards, accessible via the Department of Education’s website.

Pre- and Post-Assessment

Module 1A: *Taking a Closer Look at Early Childhood Development and Learning*

Date: _____

Trainer's Name: _____ Participant's Name: _____

Job Title: Teacher Assistant Teacher Director Other: _____
(circle one)

Ages you work with: infants toddler: ones toddler: twos preschool pre-k
(circle all that apply) 6 weeks to 12 months 13 to 23 months 24 to 35 months 3 to 4 years 4 to 5 years

Instructions: Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Theories of child development and learning												
Basic principles of child development and learning												
Developmentally appropriate practices for children birth through five												
Factors that influence children's development and learning												
Louisiana's Birth to Five Early Learning and Development Standards												
Connecting classroom practices to early learning and development standards												

Developmental Comparisons Introduction Activity

Developmental Comparisons Introduction Activity				
I have seen a child take their first steps.	I work with a child that is beginning to talk in sentences.	I have observed a child putting together a puzzle for the first time.	I work with children who are learning to use the potty.	I have observed a child make a pattern.
The children in my classroom are rhyming words.	I have observed a child throw a ball for the first time.	I work with children who are starting to identify others as their friends.	I work with a child who can write their first name.	I have observed a child cry when their caregiver leaves the room.
The children in my classroom play with playdough.	I have seen a child stack blocks into a tower.	I have observed a child cry when their caregiver leaves the room.	I have read the same book to my class at least five times.	I have read a book to an infant.
I work with a child who can count to 10.	I have observed a child pretend to care for a baby in the dramatic play area.	The children in my classroom participate in several "jobs," such as watering the plants or passing out napkins.	I care for a new infant in my classroom.	I have observed a child use their words instead of hitting when they are upset.
My classroom has an art easel that is open every day.	I have listened to a child tell a story about their family or a family event in the last week.	I have observed a child hop on one foot.	I have rocked a baby to sleep.	I work with a child who only eats chicken nuggets.

Individual Early Childhood Beliefs Survey

This survey will help you discover what you believe to be appropriate early childhood care and education. Each statement represents a teacher practice – something a teacher may do in an early childhood setting. There are no “right” or “wrong” answers to any of these questions as people have different points of view. Therefore, you will find yourself agreeing, disagreeing, and even being unsure about some of the statements. *The best response to each is your personal belief or opinion.* Read and quickly rate each item by circling one of the choices below each statement.

	Strongly Agree (6)	Agree (5)	Slightly Agree (4)	Slightly Disagree (3)	Disagree (2)	Strongly Disagree (1)
1. Teachers should use ongoing activities to teach language rather than using a separate language training program or curriculum.						
2. Language is used very little in instruction and when it is used it is at a level that matches the children’s level of development.						
3. Teachers should be interested in how children work and play rather than what they create or produce.						
4. Teachers should correct children’s answers or behaviors to get adult-acceptable responses.						
5. Teachers should help children or provide them with information but only when absolutely necessary.						

	Strongly Agree (6)	Agree (5)	Slightly Agree (4)	Slightly Disagree (3)	Disagree (2)	Strongly Disagree (1)
6. Teachers should provide individual support for children’s exploration and never push them toward higher levels of achievement.						
7. Children’s individual interest and involvement in an activity is their own reward; the teacher does not provide other rewards such as individualized praise, privileges, or prizes.						
8. Teachers strongly encourage the use of dramatic play to solve social-emotional problems.						
9. Teachers should adjust language to a child’s level or use the child’s own words.						
10. Teachers should be interested in task or activity completion.						
11. Teachers should act as a source of information by lecturing or explaining.						
12. Teachers should provide major sections of the day for free play.						

	Strongly Agree (6)	Agree (5)	Slightly Agree (4)	Slightly Disagree (3)	Disagree (2)	Strongly Disagree (1)
13. Teachers should permit children to use materials and equipment in ways that the children want to rather than the way they are designed to be used.						
14. Teachers should accept children’s answers and responses even if not correct.						
15. Teachers should structure each day depending on the spontaneous choices of children.						
16. Teachers should prevent situations that cause uncertainty, doubt, or perplexity in a child’s mind.						
17. Teacher should teach language and concepts through the use of materials, games, or activities specifically designed to teach language.						
18. Teachers should use very selective praise, attention, recognition, privileges, grades, prizes, candies, and other rewards.						

	Strongly Agree (6)	Agree (5)	Slightly Agree (4)	Slightly Disagree (3)	Disagree (2)	Strongly Disagree (1)
19. Teachers should provide opportunities for cooperation and group work throughout the day.						
20. Teachers should permit the use of any sources of information or experiences a child may want to have.						
21. Children should initiate tasks or activities.						
22. Teachers should permit children to leave an activity or task before finishing it.						
23. Teachers should stress using materials in prescribed ways or the way they are meant to be used.						
24. Teachers should use adult-level language with children or request children to use the teacher's words.						
25. Teachers should be interested in the quality of final products and in the child's ability to meet adult standards.						

	Strongly Agree (6)	Agree (5)	Slightly Agree (4)	Slightly Disagree (3)	Disagree (2)	Strongly Disagree (1)
26. Children should be encouraged to follow the teacher's set plan of activities.						
27. Teachers should provide children with situations that make them experiment, explore, and solve problems.						
28. Teachers should initiate and/or direct activities that are appropriate to the child's level of development.						
29. Teachers should change children's behavior by using special activities, games, or equipment that allow for immediate correction of a child's error. (i.e. a computer game that immediately provides children with the right answer when the wrong answer has been selected)						
30. Teachers should allow children to follow their own interest but ensures that materials used are appropriate for their developmental level.						

Scoring:

Use the following point system to score your inventory:

- Strongly agree = 6 points
- Agree = 5 points
- Slightly agree = 4 points
- Slightly disagree = 3 points
- Moderately disagree = 2 points
- Strongly disagree = 1 point

Record your scores below:

Item	Score	Item	Score	Item	Score
1		4		2	
3		10		6	
5		11		8	
7		16		12	
9		17		15	
13		18		19	
14		23		21	
20		24		26	
22		25		28	
27		29		30	
CD Total		B Total		M Total	

Compare your three scores.

If one scale score is at least 10 points higher than the others, it reflects a bias towards that particular orientation.

If the 3 scores do not differ by at least 10 points, you have not yet firmed up your beliefs.

Explanation of Beliefs:

CD: Cognitive Developmentalist

- Nature and nurture both have roles in child development
- Children are responsible for their own learning and the teacher's role is to support what the children are doing
- Teachers interact with the students during their learning and appear to be in concert with the child
- Teachers believe that the more they interact with and support the children, the better their understanding

B: Behaviorists

- The environment has the greatest role on development
- Teachers have very specific goals, are very controlling of the environment, and use the environment to control the behaviors of the children
- Materials very focused and explicit rather than open-ended and various
- Teachers use reinforcements and other materials and other external inanimate means, such as timers, to manage the classroom

M: Maturationists

- The emphasis is on the internal development of the child and providing them with the right environment, opportunities, and experiences
- Teachers believe if they provide a wholesome and stimulating open ended environment all of the children should find exciting and stimulating activities to develop their own learning and development and interests
- Materials are various, open ended, and numerous
- Rather than focusing on interacting with the children, teachers observe what the children are doing and then adjust the environment and opportunities to facilitate development

Reflections of Beliefs:

- *Do you agree with your scores? Why or why not?*
- *What do you think has influenced your beliefs about how children learn and develop?*
- *Do your beliefs align with what you know or have been learning about child development and/or working with young children? Why or why not*



4 Square Activity
