

Module 1A: Outline & Manual

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

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Module Description

This session will provide early childhood educators with a foundational understanding of early childhood development and learning, and the Louisiana Early Learning and Development Standards. Information will be presented related to theories of early childhood development and learning, developmentally appropriate practices, and the purpose, structure, organization, components, and uses of the Louisiana Early Learning and Development Standards. Educators will learn why this information is key to their work as early care and education providers and will practice putting their newly acquired knowledge into practice through hands-on activities that can be easily transferred into practical applications within their classrooms.

Pre-Work

- Ensure participants have a copy of *Louisiana Birth to Five Early Learning and Development Standards*
- Prepare example chart for Factors that Influence Development & Learning Activity

Materials

- Chart paper and markers
- Copy paper
- Pencils or pens for participants
- Handouts
 - *Developmental Comparisons Introduction Activity*
 - *Individual Early Childhood Beliefs Survey*
 - *4 Square Activity*
 - *Pre- and Post-Assessment Evaluations*

Learning Outcomes

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

- Increase their knowledge of the theories and basic principles of child development and learning
- Demonstrate an understanding of the essential components of developmentally appropriate practice
- Identify factors that influence development and learning in both positive and negative ways
- Demonstrate a foundational understanding of the creation, guiding principles, purpose, structure, organization, components, and uses of the Louisiana Early Learning and Development Standards (ELDS)
- Increase their knowledge of the ELDS domains, subdomains, standards, and indicators – with a more in-depth focus on those standards associated with the developmental levels/ages of the children in their care
- Demonstrate knowledge related to the utilization of the ELDS in the completion of the following:
 - Planning, developing, and organizing the classroom environment
 - Creating and implementing an appropriate daily schedule
 - Assessing children’s learning and development – identifying strengths and areas for growth and learning
 - Creating developmental and instructional goals and outcomes
 - Aligning curricular activities to standards
 - Creating standard-aligned activities, experiences, and interactions
 - Facilitating learning and development during interactions with children
 - Integrating instruction into routine classroom activities and experiences
- Articulate how standards fit into, and are a necessary component of, the cyclical intentional teaching process of observation, planning, implementation, and assessment

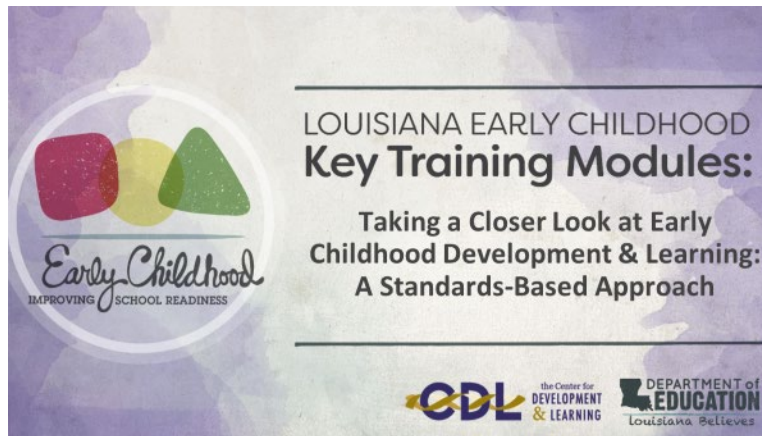
Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

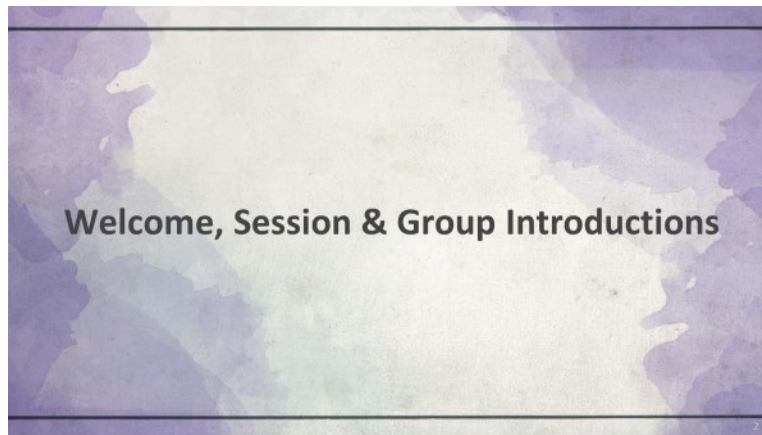
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
Theories and Basic Principles of Development and Learning and Developmentally Appropriate Practices Aligned	20 minutes
Factors that Influence Development and Learning	20 minutes
Introduction to the Louisiana Birth to Five Early Learning and Development Standards	15 minutes
Connecting Classroom Practices to the Louisiana Birth to Five Early Learning and Development Standards	30 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.

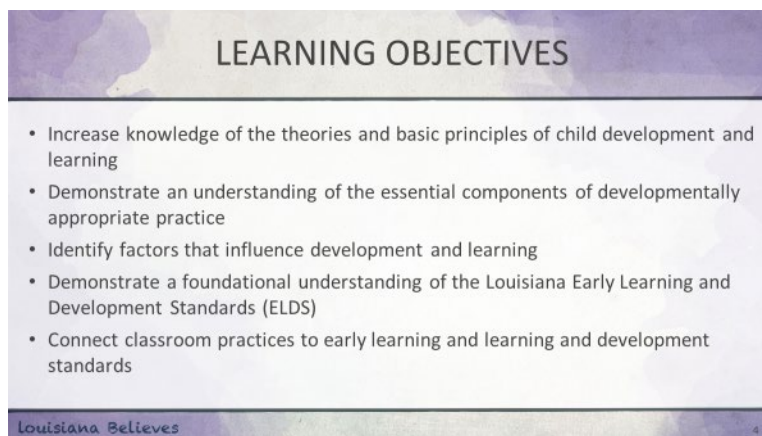
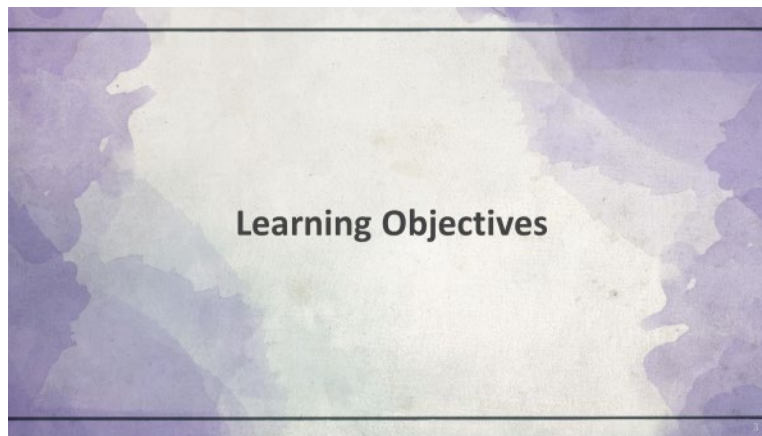
This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

First, I want to welcome and thank you for taking the time to join us today. I/we appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.

Today we are focusing on child development and learning. This session is the beginning of a series of trainings focused on Early Childhood Tools and Standards, which includes a focus on the Louisiana Birth to Five Early Learning and

Development Standards, curriculum, assessment, and integrated approaches. This series of trainings will help you to provide an environment and experiences that promote growth and learning.

In order to provide an environment and experiences that promote development and learning, you need to have a foundational understanding on how children learn and develop. This training will look at these elements through theory, developmentally appropriate practices, and the purpose, structure, organization, components, and uses of the Louisiana Early Learning and Development Standards.



Read each learning objective aloud.

- **Increase knowledge of the theories and basic principles of child development and learning**
- **Demonstrate an understanding of the essential components of developmentally appropriate practice**
- **Identify factors that influence development and learning**
- **Demonstrate a foundational understanding of the Louisiana Early Learning and Development Standards (ELDS)**
- **Connect classroom practices to early learning and learning and development standards**

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

Record responses on chart paper.



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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 puzzles 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 playing soccer.	I have observed a child throw a ball for the first time.	I work with children who are starting to identify colors as they travel.	I work with a child who can write their name.	I have observed a child do what their caregiver teaches the child.
The children in my classroom play with playdough.	I have seen a child stack blocks into a tower.	I have observed a child who when they change leaves the room.	I have read the same book to my class at least four times.	I have made a book to go outside.
I work with a child who can count to 10.	I have observed a child who can use a spoon to scoop up a liquid and put it in their mouth.	The children in my classroom participate in a game called "Simon Says" such as standing up, going to sitting, and holding up their hands.	I use for a new child in my classroom.	I have observed a child do what their caregiver teaches them when they are upset.
My classroom has an art easel that is open every day.	I have observed a child who can use a fork to spear a hot dog.	I have observed a child who can use a comb.	I have read a book to my class.	I work with a child who can write their name.

To help you become acquainted with one another and learn explore child development at the same time, you are going to share some of your observations of child development with one another by comparing stories about how you have seen children growing and learning in your classrooms and centers.

Distribute Developmental Comparisons Introduction Activity **handout.**

ACTIVITY INSTRUCTIONS

- Look over the Developmental Comparisons Introduction Activity.
- Circulate the room looking for individuals who have experienced some of the scenarios listed on your page.
- If they have seen the developmental scenario in action, ask them to tell you a bit more about it and then request that they sign the square containing the scenario. Make sure to try to fill out a square for them as well.
- Your goal is to get as many squares signed as you can in the time allowed.

Let's do one together.

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Read the activity instructions on the slide.

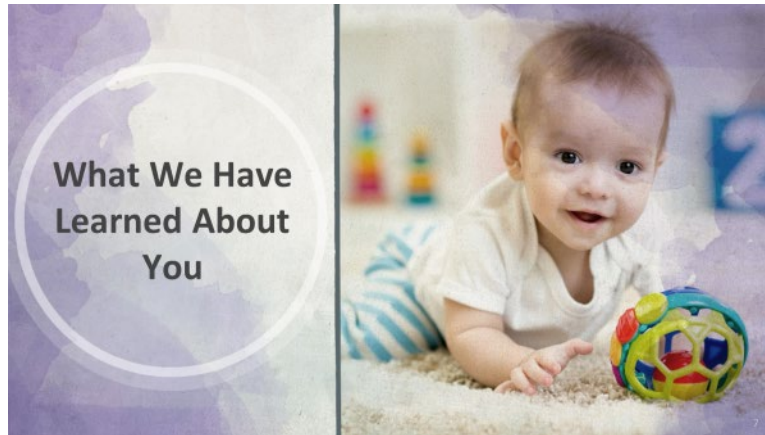
Choose and complete one of the squares together.

For example, the middle square states "I have observed a child cry when their caregiver leaves the room." Ask how many have seen this, and then ask them to elaborate or share their observations.

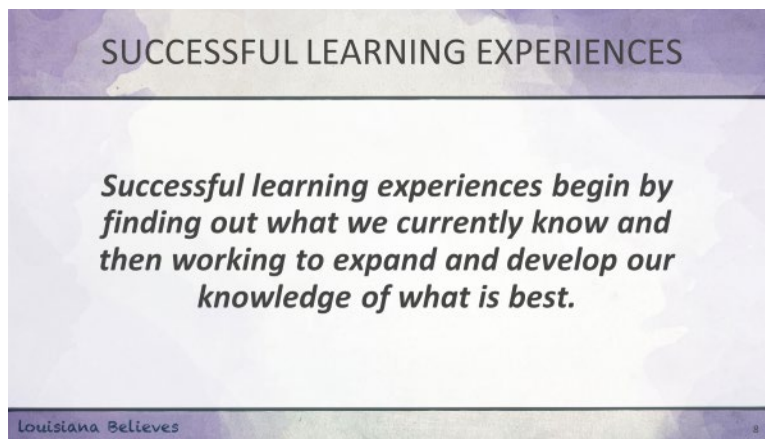
Once this is done, they can mark it with an X, similar to the free space in BINGO.

Once this is done encourage them to start the activity.

Allow 10 minutes for activity participation.

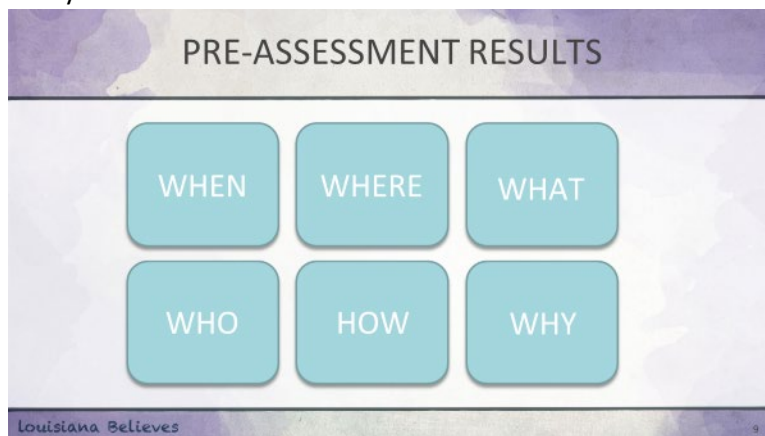


Encourage participants to return to their seats.



Successful learning experiences begin by finding out what we currently know and then working to expand and develop our knowledge of what is best.

So, as we go through the material today, I encourage you to combine what you know with what you are learning in order to impact your work with children. I will also be using what I learned from your pre-assessments to help guide my presentation of the content today.



Take a moment to share what you learned from reviewing the pre-assessment data, i.e. you can mention how many participants indicated that they know a lot about child development by saying, “Many of you shared that you know a lot about child development. This training should help you apply that large knowledge base to additional practices in your centers.”

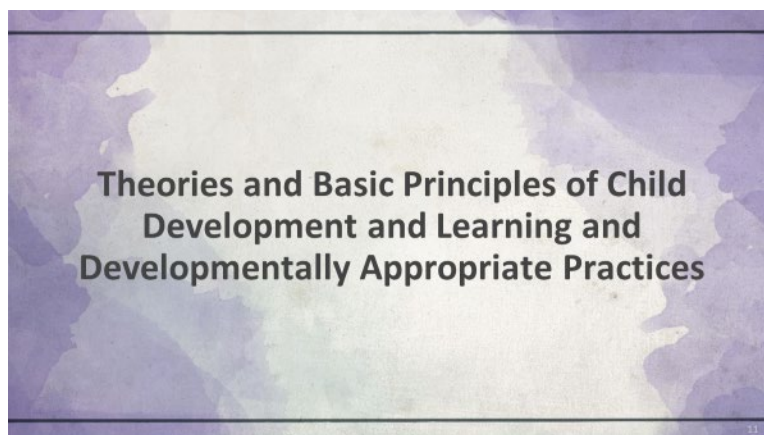
Trainer Note: If a large percentage of participants did not complete the pre-assessment, take this time to have them complete it. Once complete, you can lead them in a sharing session where they share some of their characteristics and experiences that are representative of the questions on the pre-assessment. You will then use this information to guide your comments during the remainder of the training.



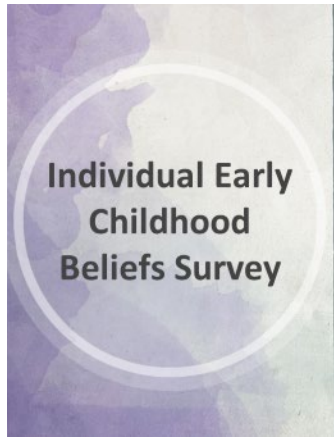
- What have you learned about one another?
- What would you like to learn about development and learning?
- What do you hope to get out of this course?
- What questions do you have?

Before we begin today’s content, I want to provide you with the chance to share a little bit more about what you have learned about one another, what you want to learn, and to answer any questions you have up to this point.

Respond to participants comments and introduce that parking lot for comments and questions that arise during the training.



To begin, we are going to briefly explore theories about child development and developmentally appropriate practices that shape what we do with the young children in our care.



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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 not being sure about some of the statements. The only 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 Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Teachers should use teaching activities to teach language other than using a separate language-learning program or curriculum.					
2. Language is used only when instructional and when it is used it is at a level that matches the children's level of development.					
3. Teachers should be concerned to how children work and play rather than what they create or produce.					
4. Teachers should remove children's inappropriate behaviors to get their attention.					
5. Teachers should help children or provide them with information that they need when absolutely necessary.					

Before we begin you will take a quick survey of your beliefs about early childhood development, care, and education. Identifying what your beliefs will help you better connect with what you are learning.

Distribute Individual Early Childhood Beliefs Survey handout.

ACTIVITY INSTRUCTIONS

This tool evaluates your beliefs on early childhood development and learning.

1. Rate each item quickly
2. Rate every item
3. Complete the score sheet when you finish

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Read the activity instructions on the slide adding information from the instructions on the handout and drawing attention to the instruction that they should rate every item quickly by going with their first response and not over thinking it.

Allow 10 minutes for activity participation.

REFLECTIVE DISCUSSIONS



- Complete the reflective questions on your score sheet.
- Once you are finished discuss with those around you.
- As a group, determine how each of these beliefs affect your views of child development and learning.

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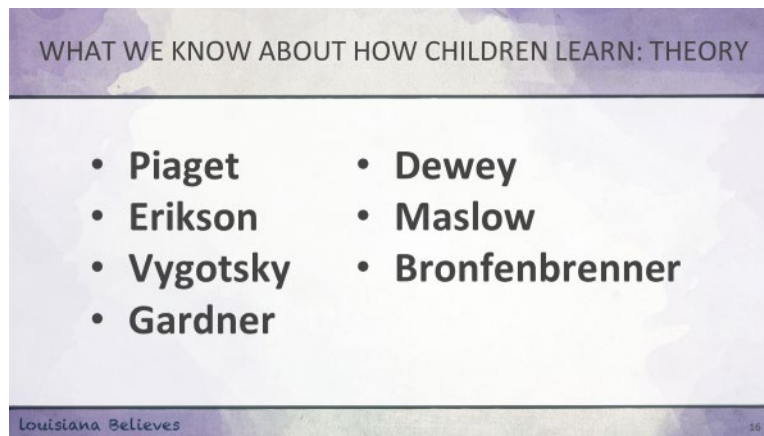
Display this slide as you see participants finishing. Walk around the room to the various tables of participants and encourage them to quietly begin their reflective discussions as everyone is finishing.

Once they have finished, introduce the next section of the content.

What We Know About How Children Learn

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Now that you have had time to evaluate and discuss your findings with those around you, we will now look at what some of the more recognized early childhood theorists believed about child development and learning. This will give you an opportunity to see how your beliefs align with theirs.



Several of these names may look very familiar to you and rightly so, as their work informs much of what we do today.

Dewey is one of the earliest educational theorists and focused on the importance of **hands-on learning**.

Maslow developed a hierarchy of needs showing that children need to have their **basic needs** met, **feel safe and loved**, and **feel good about themselves** in order to develop.

Bronfenbrenner's theory proposed that everything in a child and the child's environment affects how they grow and develop.

Erickson focused on children's **social interactions** between parents, caregivers, and peers and how they influenced their development and learning.

Vygotsky also believed that children learn actively and through **hands-on experiences and interactions with others**. He proposed that parents, caregivers, and other more-experienced peers are responsible for developing children's higher order thinking and skill development.

Piaget is probably the best known in our field. His cognitive-developmental theory presented the idea that **children actively construct knowledge as they explore and manipulate the world around them**.

Gardner presented the idea that **intelligence can be divided into several areas** including bodily-kinesthetic similar to the physical area of child development; musical-rhythmic, similar to music and movement; verbal-linguistic – language and literacy; and, several others.

If your survey results identified you as a **behaviorist**, you share the beliefs with **Piaget** and **Dewey**. **Maslow** started as a behaviorist but grew into a humanist.

If your survey results identified you as a **cognitive developmentalist**, you share beliefs with **Bronfenbrenner**, **Vygotsky**, and **Gardner**.

If your survey results identified you as a **maturationalist**, you share beliefs with **Erickson**.

There are many other theorists that have contributed to the field of early childhood educations. I strongly recommend researching early childhood theory if this is something that interests you.

WHAT WE KNOW ABOUT HOW CHILDREN LEARN: PRACTICE

- Play
- High-Quality Interactions
- Safety & Trust
- Practice
- Opportunities
- Hands-on Learning
- Quality Environments



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In our quick overview of early childhood theory there were many terms, like those shown here, that we use in our daily work with children. We know that children learn and develop when all of these elements are present. We will now look at guiding principles of learning and development from the Louisiana Birth to Five Early Learning and Development Standards.

GUIDING PRINCIPLES OF HOW CHILDREN LEARN & DEVELOP

- Early learning and development are multidimensional; developmental domains are highly interrelated.
- Young children are capable and competent.
- There are individual differences in ranges of development among children.
- Children will exhibit a range of skills and competencies in any domain of development.
- Families are the primary caregivers and educators of their young children.
- You children learn through active exploration of their environment through children-initiated and teacher-selected activities.

Louisiana Birth to Five Early Learning and Development Standards

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Read the bullet points on the slide, adding examples and/or anecdotes to increase understanding. If possible, tie these to comments participants have made during the session.

- **Early learning and development are multidimensional; developmental domains are highly interrelated**
- **Young children and capable and competent**
- **There are individual differences in range of development among children**
- **Children will exhibit a range of skills and competencies in any domain of development**
- **Families are the primary caregivers and educators of their young children**
- **Young children learn through active exploration of their environment through children-initiated and teacher-selected activities**



ESSENTIAL COMPONENTS OF
DEVELOPMENTALLY APPROPRIATE PRACTICE

1. Knowing about child development and learning
2. Knowing what is individually appropriate
3. Knowing what is culturally important

naeyc

Taken together, all three considerations result in developmentally appropriate practice.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (PDF), adopted in 2009

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Theory also informs practice. The National Association for the Education of Young Children (NAEYC) has developed a set of standards or Developmentally Appropriate Practices for early childhood.

Developmentally appropriate practice means:

- **Knowing about child development and learning**
- **Knowing what is individually appropriate**
- **Knowing what is culturally important**

Taken together, all three considerations result in developmentally appropriate practice.



**Factors that Influence
Development & Learning**

20

Theories and practices provide us with **information about how children develop and learn** and the best ways to facilitate learning and development. However, **there are other factors that affect development and learning.**



You are going to work together, applying your expertise, to determine which factors have the ability affect children’s development and learning.

ACTIVITY INSTRUCTIONS

1. Divide your paper in half
 - Label one side positive factors
 - Label the other negative factors
2. With your group, determine factors that both positively and negatively affect child development
3. List them on the corresponding sides of your paper
4. Once you are finished, hang your paper on the wall
5. Be prepared to share

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Trainer Note: *It may be beneficial to have an example of chart paper divided as the instructions state in the front of the room as a model.*

Present the instructions for the activity outlined on this slide.

Circulate the room as the participants complete the activity, assisting as needed.

Allow 10 minutes for participants to complete their charts.

As the groups finish, encourage them to hang their posters on the wall. Once everyone has finished, ask for volunteers to share the negative factors that they identified.

FACTORS THAT NEGATIVELY AFFECT LEARNING & DEVELOPMENT



Maslow's hierarchy of needs

From: C. (2015). Maslow's Hierarchy of Needs Colored. Retrieved May 16, 2016 from <http://www.proprofs.com/online-articles/hierarchy-of-needs-492071/>

You identified several factors that negatively affect learning and development. We discussed Maslow earlier when we looked at theories and one thing we know is that if children’s foundational needs aren’t met, most of which are on his hierarchy, that children aren’t able to grow and develop.

Briefly tie the elements of the hierarchy to the participant responses.

Once this is done ask them to share positive factors that influence growth and development.

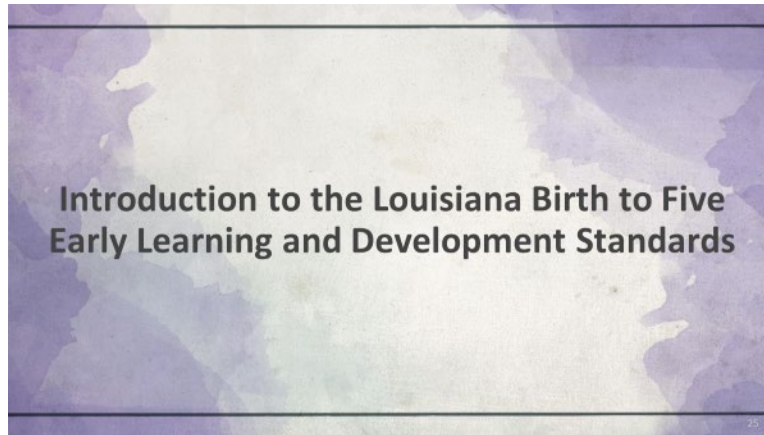
FACTORS THAT POSITIVELY AFFECT LEARNING & DEVELOPMENT

- Provision and maintenance of basic needs
- Trust
 - Continuity & Consistency
 - Sensitivity, Responsiveness, and Regard
- Developmentally appropriate expectations
- Developmentally appropriate high-quality:
 - Environments
 - Interactions
 - Experiences
 - Activities



Great job! You were also able to identify several factors that positively affect learning and development. By combining your knowledge, with theory, and appropriate practice we know children need all of the elements listed here to learn and grow.

Review the elements on the slide, integrating the participants’ responses as much as possible.



Instruct participants to locate their copy of Louisiana Birth to Five Early Learning and Development Standards.

The standards provide you with a “continuum of development milestones for each age level.”

(Louisiana Birth to Five Early Learning and Development Standards)

WHAT IS THE ROLE OF THE STANDARDS?	
FRAMEWORK <ul style="list-style-type: none">• Common vision• Age-appropriate goals	GUIDE <ul style="list-style-type: none">• Importance and integration• Identify present performance• Meet individual needs• Skill focus by age• Experience ideas

The standards are designed to “be used as a daily reference and resource for the for those responsible for the care and education of our youngest learners.”

(Louisiana Birth to Five Early Learning and Development Standards)

The standards serve as a framework, or common vision, of age appropriate goals.

They are used to guide your work with young children and include key integrated milestones that allow you to identify children’s current developmental levels, enabling you to meet their individual needs. The standards are divided by ages and also include ideas to help you facilitate the development and learning of the children in your care.



What children need to
KNOW and DO
by the *end* of an age range.

Louisiana Department of Education, CONNECT Training

The standards represent what children should know and be able to do at the end of an age range.

Encourage the participants to open up their standards books.



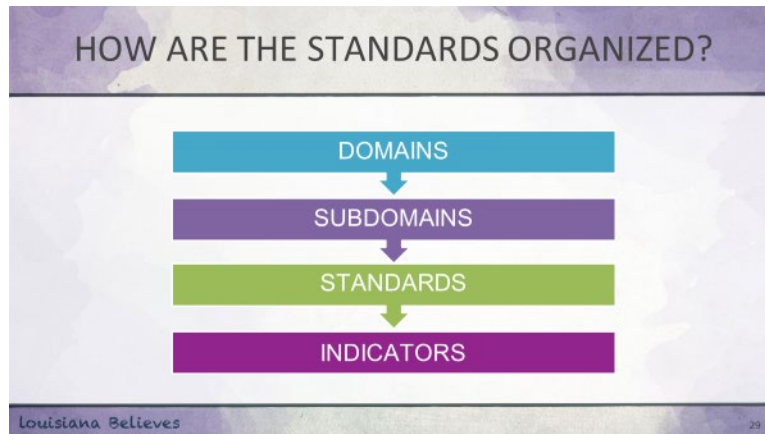
WHO ARE THE STANDARDS DESIGNED FOR?

The standards apply to all Louisiana children who are not yet age eligible to enter kindergarten, including:

- Children with and without disabilities
- Children who are learning English
- Children who are participating in any type of early care and education program

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These standards are for all of the children in your care, including children with and without special needs and children who are English language learners.



The standards are organized into domains, subdomains, standards, and indicators.

The **domains** are the areas of child development that the section focuses on.

The **subdomains** describe broad categories in each domain.

The **standards** provide more specific definitions of each subdomain.

The **indicators** further define the standards and specify what the children should be able to know or do by the end of the age range.

If you turn to page 15 in your standards book, you will see Figure 3 which is a labeled sample page. Here you will see the layout of the standards and they are organized.

WHAT ARE THE DOMAINS?

- Approaches to Learning
- Cognitive Development and General Knowledge
 - Creative Thinking and Expression
 - Mathematics
 - Science
 - Social Studies
- Language and Literacy Development
- Physical Well-Being and Motor Development
- Social-Emotional Development

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Walk the participants through the example page, asking them to identify the domain, subdomain, standard, and indicators.

Once they are done, introduce the other domains on the slide.

Connecting Classroom Practices to the Louisiana Birth to Five Early Learning and Development Standards

In addition to providing you with information about what children birth through pre-k should be able to know and do across multiple domains, the standards can also be used in many other ways.

Exploring how you can use the standards will encompass the remainder of our time together today.



Encourage the participants to look through the standards for the age(s) of children in their care, and draw their attention to the overview and strategies pages for each domain. Ask them to think about ways they could use the standards in their day-to-day work.

Walk around the room answering questions and facilitating conversation. After the participants have had time to explore the standards, ask them how they think the standards can be used.

THAT AND MORE!

Structure


- Environment
- Schedule

Observation and Assessment

- Level of development
- Goal setting

Planning

- Activities
- Experiences



Louisiana Believes 33

Everyone came up with several ways that they envision themselves utilizing the standards. The standards can be used to identify children’s current levels of development and form age-appropriate expectations of what children in your classroom can do and learn.

This knowledge can help you design and improve the structure of your classroom and your daily schedule, aid in observation and assessment, and inform your planning of daily activities and experiences.

STRUCTURE

Environment

- Furnishings
- Materials

Schedule

- Routine activities
- Transitions



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The standards can help you design your environment and select materials that facilitate development and learning.

For example on page 72, PM 3:1.2, or Physical Motor Standard 3, Indicator 1.2 states the young toddlers should “engage in play that helps to develop strength in arms and legs (i.e., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment),” this indicator provides you with information that can help you equip your classroom with the materials needed to build these skills, i.e. buckets of toys, toy strollers, or push toys and other materials that facilitate the strengthening of the arms and legs.

Across age groups in the same domain you can see that young toddlers and up should be participating in a variety of indoor and outdoor play activities, which lets you know that outdoor play should be a staple of your daily schedule.

EXAMPLES

AL 2:3.1 Maintains focus on objects and activities of interest while other activities are going on in the environment.

CM 1:4.5 Identify written numerals 0-10 in the everyday environment.

PM 2:3.2 Coordinate eye and hand movement to accomplish simple tasks.

LL 6:4.1 With prompting and support, recognize and produce rhyming words.

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Take a moment to review the indicators on the screen. Let's work together to identify how each of these standards could be used.

Discuss each standard/indicator responding to the participants ideas of how they can be used, i.e., in planning, environmental design, material selection, etc., adding ideas and additional information as appropriate.

OBSERVATION

Level of Development

- Cite standards when making observations

Goal Setting

- Use the continuum when creating classroom and individualized goals



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Standards can also be used to label anecdotal records or other observations and in setting learning goals for children.

Encourage the participants to turn to page 64 in their standards books, point out that young toddlers should be starting to, or able to, recognize and respond to their own name (1.2). So, if they observe a child who is able to do this, they can then label their observation with this standard or LL 3: 1.2. They can also set a goal for this child by looking at next standard in the progression under older toddlers, (LL 3: 2.3), and set a goal the child should associate words beginning with the same initial letter as being related to his/her name.



Play a few minutes of each of the videos below. Encourage the participants to tie the children's actions in each video to indicators within the Louisiana Birth to Five Standards for Learning and Development. It is strongly recommended that you watch the videos first, making note of standards you would like to focus on based on the participants' skill levels as identified by the pre-assessments.

Infant observation video:

https://www.youtube.com/watch?v=8cnco3eS_Hc

Toddler observation video:

https://www.youtube.com/watch?v=7nQxWCn_dBg

Preschool observation video:

<https://www.youtube.com/watch?v=fdZJiWnxhg0>




Now that you have had the opportunity to see how to use the standards when observing, we will now discuss how to use them in planning. Just like you used them to label child observations you can use the standards to *label* and *plan* all types of curricular activities and early childhood experiences. You can plan individual activities like sitting with a child and encouraging him or her to turn pages in a book, center-based activities that involve math concepts like counting pegs to place in peg boards, or special outdoor activities that focus on specific gross motor skills like pedaling a bike.

PLANNING

When planning activities and experiences, consider incorporating:

- Multiple domains
- Multiple settings
- Individualized goals
- Classroom goals

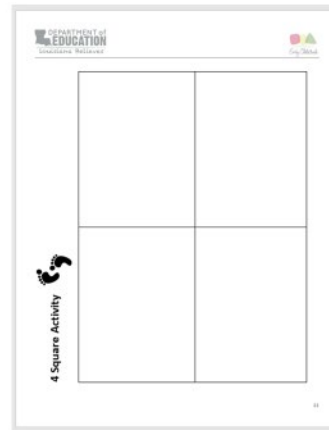
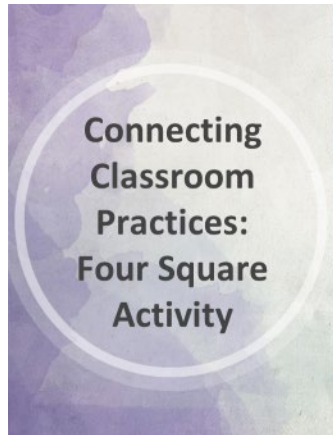


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When planning activities, it is important to consider all the skills and knowledge that can be developed. That is why it is important to consider incorporating standards from multiple domains and focusing on integrating standards-aligned activities throughout the class day during a variety of activities and settings. It is also important to plan activities that align with both individual and classroom goals.



The Louisiana Birth to Five Standards for Development and Learning should become part of the intentional teaching process. You should be using them to observe what the children in your care are able to do, set goals for what they should be working to learn or do next, planning activities based upon these goals, implementing or putting these activities into practice, and then observing their performance which begins the cycle again.



Distribute 4 Square Activity handout.

ACTIVITY INSTRUCTIONS

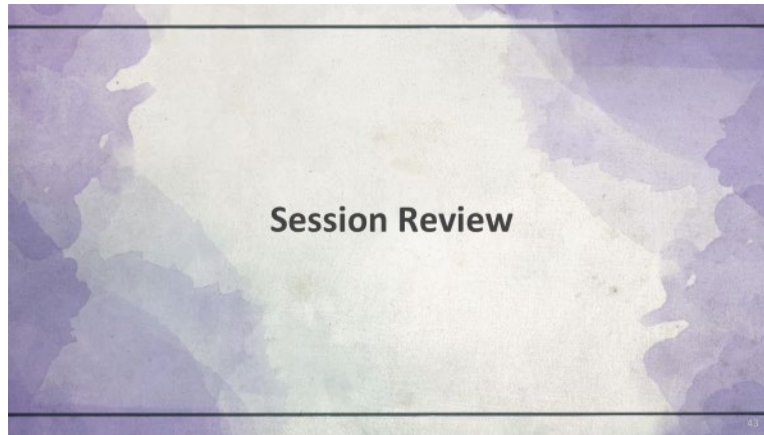
- Complete the 4 Square Activity Page
- Outline how you plan to use the Louisiana Birth to Five Early Learning and Development Standards in your own daily practices in each of the following areas:
 - Environment & Scheduling
 - Observation & Planning
 - Curricular Activity Review
 - Activities and Interactions with Children
- Feel free to share with those at your table when you finish

Louisiana Believes 42

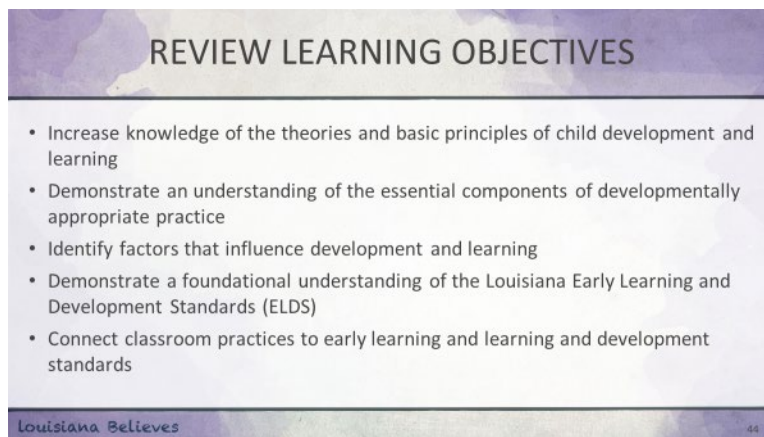
For our final activity of the day, you will use the outline how you plan to use the standards in your daily practices.

Review the activity instructions on the slide.

For example, I know the two-year-olds in my classroom are working on identifying shapes (CM 4: 2.1), so I am going to plan activities that involve identifying shapes, like a triangle hunt throughout the classroom.



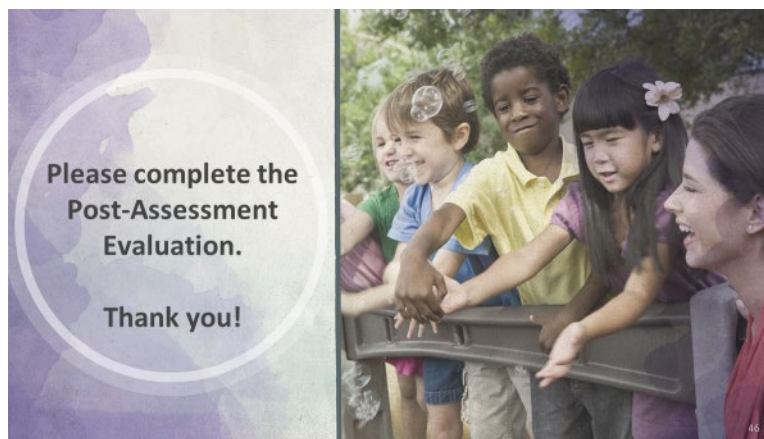
To facilitate key points and reflections, encourage the participants to share how they plan to use the standards and respond using comments that align what they have learned during the training.



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.



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*