

Module 1D: Outline

Integrated Approaches: Putting Together Best Practices for Teaching and Learning

Contents

Module Description	2
Learning Outcomes	3
Training Agenda	3
Training Manual	4



Module Description

This interactive training module will support participants to evaluate how they use their knowledge of the children in their group along with Louisiana’s Early Learning & Development Standards, *GOLD*® objectives, curriculum resources, and assessment data to individualize learning experiences for each child. Participants will engage in hands-on experiences and reflective discussions to identify how they are currently integrating best practices in early childhood education. Participants will brainstorm and plan how to use an integrated approach to curriculum and assessment to effectively inform their learning environment, instructional practices, and assessment process.

Pre-Work

- Download and review “Alignment of *GOLD*® Objectives for Development & Learning, Birth Through Third Grade With Louisiana’s Birth to Five Early Learning and Development Standards (2013).”
- Participants should bring a copy of their most recent roster, class list, or Class Profile Report.

Materials

- Chart paper and markers
- Copy paper
- Sticky notes
- Pencils or pens for participants
- Handouts
 - *Objectives for Development & Learning, Birth Through Third Grade*
 - *Comparing Characteristics of Temperament*
 - *Classroom Where the Creative Curriculum® for Preschool is Used*
 - *Taking the Training Home*
 - *Pre- and Post-Assessment Evaluations*

Learning Outcomes

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

- Explain how curriculum and assessment work together to strengthen classroom practice and promote positive outcomes for all children.
- Describe how knowledge and understanding of children’s learning styles informs planning and instruction.
- Use curriculum, assessment, and early learning standards to modify and scaffold individual learning experiences.
- 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

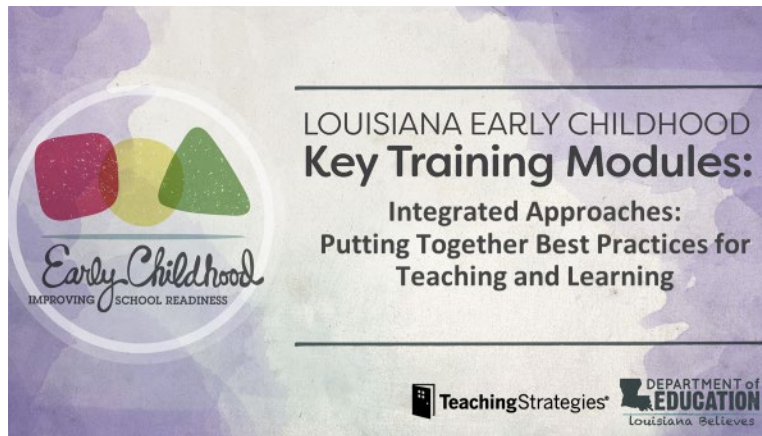
Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 2.75 hours

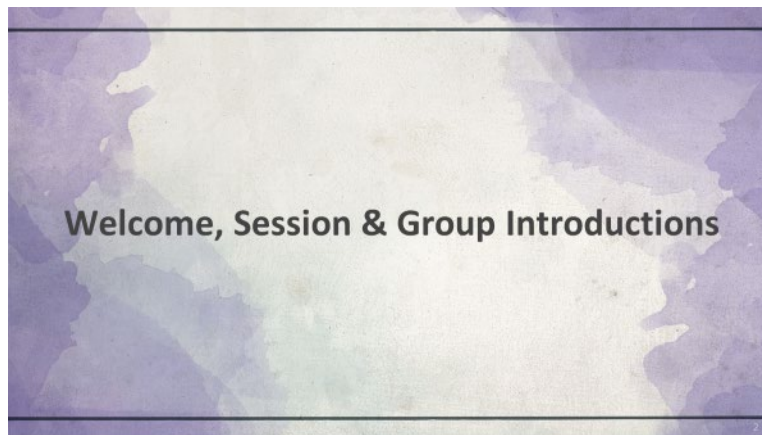
Item	Time/Duration
Registration/Sign-In & Pre-Assessment	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	5 minutes
Developmentally Appropriate Practices in Preschool	25 minutes
How Does Your Learning Style Affect Your Teaching Style?	15 minutes
What Would You Do?	20 minutes
Modifications to Meet Children’s Needs	30 minutes
Using What You Know to Teach Intentionally	25 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>

Training Manual



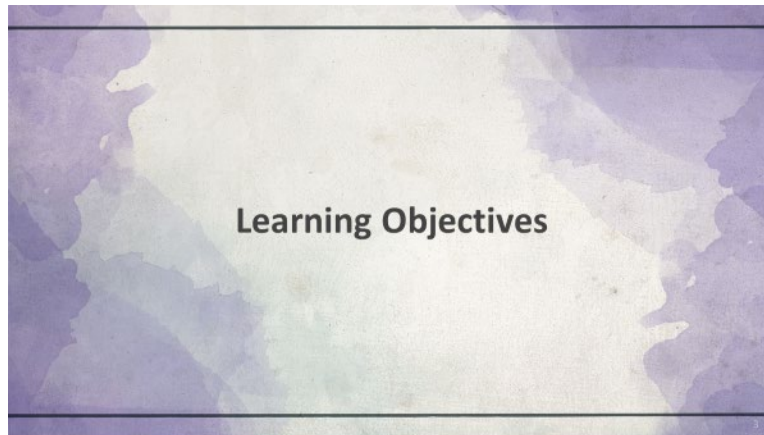
Distribute the Pre-Assessment Evaluation.

- *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*



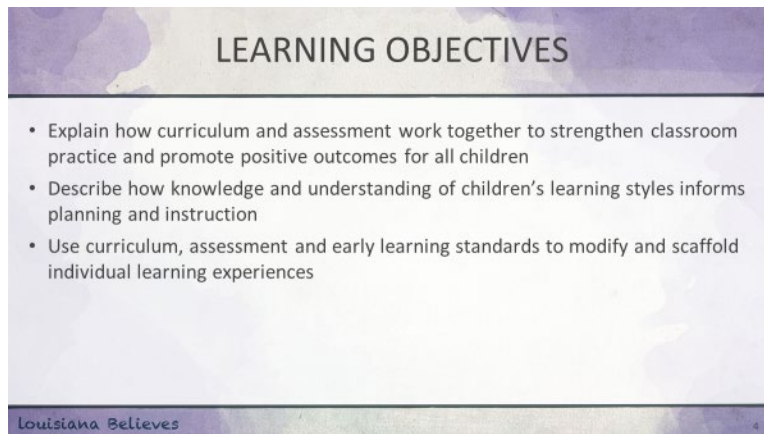
Introduce yourself and the session.

In this session we will be talking about how to use what we already know about children to individualize learning experiences for each child. We analyze children's knowledge, skills, behaviors, needs, and strengths every day. Today we will go deeper into reflecting on children's individual differences to help inform our work to offer an engaging learning environment, meaningful instructional practices, and a robust assessment process.



Learning Objectives

Let's take a look at our learning objectives for today.



LEARNING OBJECTIVES

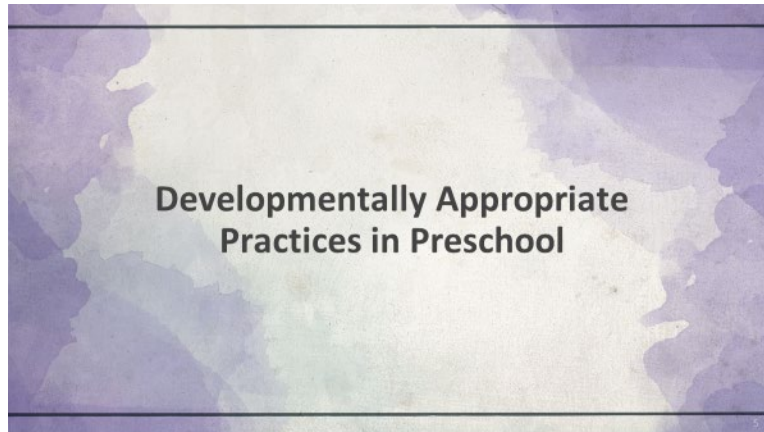
- Explain how curriculum and assessment work together to strengthen classroom practice and promote positive outcomes for all children
- Describe how knowledge and understanding of children's learning styles informs planning and instruction
- Use curriculum, assessment and early learning standards to modify and scaffold individual learning experiences

Louisiana Believes

Read each learning objective aloud.

- **Explain how curriculum and assessment work together to strengthen classroom practice and promote positive outcomes for all children.**
- **Describe how knowledge and understanding of children's learning styles informs planning and instruction.**
- **Use curriculum, assessment and early learning standards to modify and scaffold individual learning experiences.**

Are there any additional points we should add to our list for today? *Record responses on chart paper.*



Let's start by thinking about what we know about best practices in preschool.

Thinking back to your earliest memories about school, how have things changed since you were a child?

Encourage a few volunteers to share their ideas.



Imagine it is 20 years in the future and you run into the children in your class today.

Describe the characteristics you would hope to see.

Read the text on the screen:

- **Imagine it is 20 years in the future and you run into the children in your class today.**
- **Describe the characteristics you would hope to see in the children.**

Use the following instructions for this activity.

Turn to somebody near you and share the characteristics that you would hope to see. The children in your class are now in their early 20s.

As participants talk, distribute the "GOLD® Objectives for Development & Learning, Birth Through Third Grade" handout.

After a few moments of discussion, ask participants to share the characteristics they would hope to see. Write responses on chart paper.

Refer to the “GOLD® Objectives for Development & Learning, Birth Through Third Grade” handout.



Which areas and objectives for development and learning appear on our list?

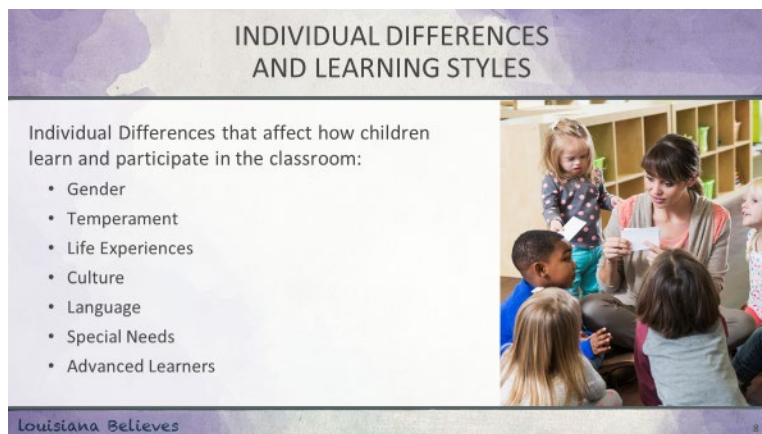
Looking at this list of GOLD® objectives and dimensions, can anyone identify the areas and objectives found on our list of characteristics?

Record objective numbers identified by participants on chart paper (potential answers may include “social-emotional” or 11e., Shows flexibility and inventiveness in thinking).

What do you notice about the areas of development and learning that you listed? What about the objectives on our list?

As participants respond, emphasize the key idea:

- We listed areas of development like social-emotional, cognitive, and language.
- As much as we want children to enjoy academic success, what we really hope for is for the children to be well-rounded.
- This approach, looking at all areas of development and learning, supports the “whole child.”
- When we think of supporting the whole child, we plan for opportunities for children to engage in experiences that encourage their development, in addition to their “academic” learning.



INDIVIDUAL DIFFERENCES AND LEARNING STYLES

Individual Differences that affect how children learn and participate in the classroom:

- Gender
- Temperament
- Life Experiences
- Culture
- Language
- Special Needs
- Advanced Learners

Louisiana Believes

Now let’s think about the individual differences that may affect how children learn and engage with adults and other children.

List the responses on chart paper.

Click to reveal the bullet points below.

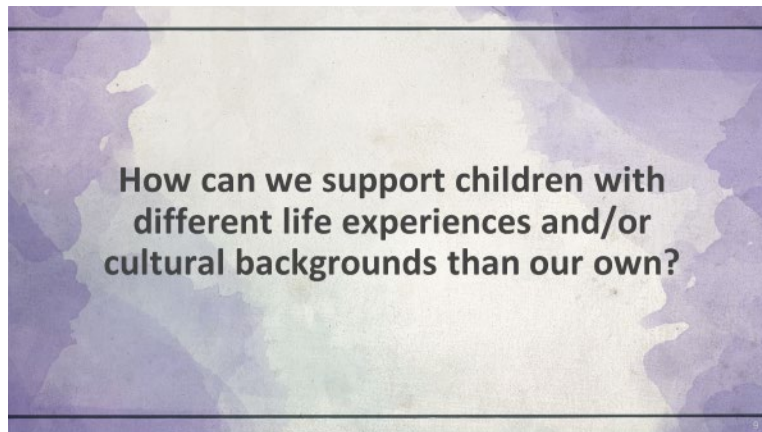
- **Gender**
 - Young children are learning what it means to be a girl or a boy. Teachers need to create a learning environment where children feel safe in exploring gender roles.
 - Teachers are encouraged to provide opportunities for children to explore freely and express themselves.
 - When children insist, “Girls can’t build with blocks” or “Boys don’t dress up” they are repeating messages about gender expectations that they have heard from others.
 - Activities that support children’s creativity and exploration should be encouraged, regardless if it matches their biological gender identity.
 - For example, a child with a new baby sister might pretend to breastfeed a baby doll in the Dramatic Play area. This is a concrete way for children to explore what it means to be a parent. It is very common for both girls and boys to engage in this type of play.
- **Temperament**
 - Temperament refers to our basic way of responding to the environment. These characteristics are inborn and a biological disposition.
 - If a teacher knows that a child is easily distracted will need to consider how to make a read-aloud experience engaging. Teachers can help children of all temperaments be more socially and academically successful when they are intentional in their planning.
 - Notice each child’s behavior in a variety of settings and at various times of day to help you make decisions about how offer more responsive and effective support.
 - We will take a closer look at temperament in a moment.
- **Interests**
 - Children’s interests motivate them to continue learning.
 - When a teacher who knows a child’s interests, it is easier to engage her, build a relationship, and motivate each child to learn.
- **Learning Styles**
 - Auditory learners
 - Auditory learners learn best by listening, they solve problems by talking about them, and can follow oral instructions and explanations.
 - Visual learners
 - Visual learners learn best by seeing and are often drawn to color, shape, and motion. They prefer to see how something is done.
 - Kinesthetic learners
 - Kinesthetic learners learn best by moving their bodies and touching or manipulating objects. They like to be able to move, which helps them process and recall information and build understandings.
- **Life Experiences**
 - Life experiences include factors such as:
 - Family composition (number and gender of parents/guardians and other family members who live with the child)
 - Chronic health problems or disabilities of family members
 - Exposure to violence, addiction, abuse, or neglect
 - Language(s) spoken at home

- Family culture and child-rearing practices
- Community in which the child lives
- Family members' work
- Parents' age when the child was born or adopted
- Economic status
- Living situation (including family's history of moving)
- Parents'/guardian's level of education
- Parents'/guardian's job history (including travel for work)
- Marital separation/divorce, absence of family members, birth/adoption of a new sibling, and the number of people and places the child experiences each day
- Getting to know families helps teachers learn about these life circumstances. For example, if a teacher knows that a child spends every weekend with his father, it will help her support the child when he is upset on Monday mornings.
- **Culture**
 - Culture includes the beliefs, values, and practices that people learn from their families and communities through experience, observation, and sometimes direct instruction.
 - Culture affects how we think, interact with others, our choice of words, tone of voice, facial expressions, use of gestures, ideas about personal space, and reaction time.
 - Keep in mind that "culture" can refer to each family's unique family culture. Thinking of each child as part of a family culture, not necessarily just a racial or ethnic culture, allows teachers to see each child as an individual, not just a member of a particular cultural or ethnic group.
 - Some families may have different attitudes about school, particularly if members have had negative experiences with school.
 - Depending on family cultures' definition of "family", the people who live together in a home might include diverse family structures. Some families may include grandparents or extended relatives, a single parent, a grandparent as custodial parent, etc.

Point out:

Keeping each child's individual differences in mind will help you create individualized learning experiences.

- For example, consider "J.P.," who is an only child, is bilingual, lives with his father on weekends, with his mother (who works nights) and grandmother during the week, loves to draw, and prefers to stay close to his teacher rather than play with other children.
- Next, consider "T.M.," who is the third of four children, lives with two parents, his grandmother and his aunt, loves physical play, and gathers children to play elaborate games and dramatic play scenarios.
- The experiences that will motivate and inspire "J.P." will likely be different than the experiences that will motivate and inspire "T.M." Both children need to feel welcomed, loved, and encouraged to explore and learn.
- Likewise, these children's teacher will likely need to use different approaches to communicating with J.P. and T.M.'s families, and use different approaches to encouraging their involvement in the children's classroom.



Read the text on the slide:

How can we support children with different life experiences and/or cultural backgrounds than our own?

Ask participants to think about how they can support children and families with different life experiences and/or cultural backgrounds than one's own and discuss in small groups.

After a few minutes, ask participants to share their ideas. Write their responses on chart paper.

Emphasize:

- In order to understand and respond effectively to each family's unique experiences and culture, a teacher must develop a trusting relationship with family members and maintain a respectful attitude for planning learning experiences, selecting materials, choosing study topics, and determine appropriate teaching strategies.
- As a teacher, you do not have to be an expert on all cultural practices. We demonstrate respect for all families by keeping an open mind, avoiding assumptions about cultural influences, and considering the family's beliefs.
- Seek to discover information, keeping in mind that not all families will be comfortable about responding to direct questions.
- Teachers working with children who are learning a new language should be especially flexible and understanding. Allowing children time to adapt to their new environment and express themselves demonstrates teachers' sensitivity and support.



Now that we've reviewed some of the most influential individual differences, let's take a moment and think of our own individual differences.

Without answering out loud, ask yourself: Does your own learning style influence how you teach?

Often, we tend to teach how we learn. Auditory learners will often offer experiences that require children to listen and talk about their ideas. Kinesthetic learners might tend to offer experiences that require children to move, touch, and manipulate objects.

Though we may have our preferred learning styles, teachers must reflect on their practice in order to ensure they are including learners of all styles and preferences.

Now, let's take a closer look at our own temperament, and how it informs our teaching style.

HOW DOES YOUR LEARNING STYLE AFFECT YOUR TEACHING STYLE?

Chart your temperament on the handout. Mark where you fall with a 😊 symbol.

Think of the temperament of a child in your class who is very different than you. Mark where the child falls with a different symbol.

Comparing Characteristics of Temperament

Name: _____

Activity Level: _____

Attention: _____

Adaptability: _____

Approach: _____

Intensity: _____

Quality of Attention: _____

Quality of Movement: _____

Quality of Verbal Interaction: _____

Quality of Visual Interaction: _____

Quality of Physical Interaction: _____

Quality of Social Interaction: _____

Quality of Emotional Interaction: _____

Quality of Cognitive Interaction: _____

Quality of Creative Interaction: _____

Quality of Problem Solving: _____

Quality of Decision Making: _____

Quality of Conflict Resolution: _____

Quality of Cooperation: _____

Quality of Leadership: _____

Quality of Teamwork: _____

Quality of Communication: _____

Quality of Collaboration: _____

Quality of Conflict Resolution: _____

Quality of Cooperation: _____

Quality of Leadership: _____

Quality of Teamwork: _____

Quality of Communication: _____

Quality of Collaboration: _____

Louisiana Believes 11

Distribute "Comparing Characteristics of Temperament" handout to participants.

Explain that there is a spectrum for each characteristic. Briefly introduce each characteristic on the handout:

- **Activity Level:** Some children are physically passive, whereas others are more active and need to be moving frequently.

- **Biological Rhythms:** Children with predictable biological rhythms eat, sleep, and use the toilet on a very regular schedule. Others are more irregular in their routines.
- **Tendency to Approach or Withdraw:** When new materials are added to the environment or new people visit the classroom, children who tend to withdraw may keep a distance and observe carefully before engaging with the new thing or person. Other children may seem more interested in exploring the new material or person right away.
- **Adaptability (to change):** Children who are slow to adjust to changes may appear anxious or distressed when there is a change to the schedule, to the environment, or to the people in the classroom. Children who are quick to adapt adjust quickly to changes in the learning environment.
- **Sensory Threshold:** Children who have a low sensory threshold are sensitive to sensory inputs around them, e.g., seams on clothes, lighting, sounds, smells, or temperature. Those with high sensory thresholds may need much more sensory input than their peers. They often give strong, tight hugs and seek more intense sensory experiences.
 - *Point out: Some children with disabilities have a low sensory threshold, this is particularly true of children on the Autism spectrum.*
- **Intensity or Energy Level of Reactions:** Some children feel their emotions intensely. When they are happy, they are intensely happy. When they are scared, they are terrified. Other children maintain a consistent reaction. It may be difficult to “read” these children, as their emotions are less obvious.
- **Mood:** Children who are more negative may be more likely to see the glass “half empty” whereas children who are more positive tend to see the glass as “half full.”
 - *Point out: Teachers might notice that some children who are considered “positive” are more easily redirected or likely to accept suggestions to their play.*
- **Distractibility:** Some children are easily distracted, needing support to focus on activities. Other children seem to be able to focus their attention despite the activities of those around them.
- **Persistence:** Children who are very persistent will continue an activity or experience until they achieve the result they desire. In contrast, other children who are not persistent may be easily discouraged when working on a task.

Click and read the text on the slide: **Chart your temperament on the handout. Mark where you fall with a 😊 symbol.**

After a few moments, draw participants’ attention to the slide and click for the next step of the activity.

Think of the temperament of a child in your class who is very different than you. Mark where the child falls with a different symbol.

As participants work, prepare a sheet of chart paper with the title: “Supporting Individual Differences”

After a few moments, ask volunteers to share what they discovered.

Point out:

- While research has shown that temperament is inborn, providing suitable support for children can promote their development and learning. An active child can calm down, and a child who is easily distracted can learn to focus his attention.
- No matter with what temperament children is born, teachers can help them be more socially and academically successful.

- While people have a tendency to maintain the same temperament throughout their lives, environment and experience do have an impact.
 - Often, a child's temperament at home will seem different from her temperament at school.
 - Similarly, a child who likes to play actively with his peers might become quiet around adults.
 - Keep in mind that a child's experiences can also influence how they express their needs.
 - For example, children who have separate households may have to adjust to different rules and expectations in each setting. For these children, if they are slow to adjust to change, they may rely on the consistent.
- Keeping each child's temperament in mind will help teachers create learning experiences that support each child's unique needs.



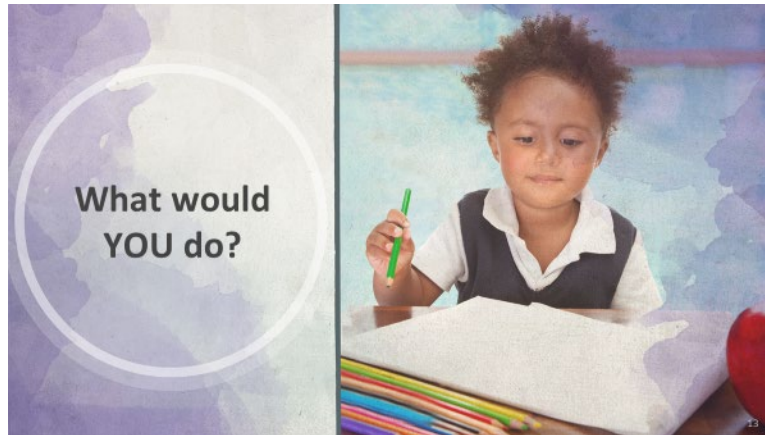
Explain that you will ask participants to write the answer to the following question on individual sticky notes (one answer per note).

How can we adapt learning experiences to make sure we are meeting the needs of children with different learning styles?

Invite participants to post their answers on the prepared chart paper and read their colleagues' ideas.

Examine the sticky notes and ask participants to share what they are excited to try.

Point out that teachers are already seeking to provide individualized experiences based on what they know, and that they may need to reflect a bit more throughout their time with children to ensure they are offering support for each child's unique needs.



Distribute the “Classroom Scenarios” handout to each participant.

Assign each small group one of the scenarios on the handout.

Explain that each small group will read their assigned scenario and that their “reporter” will share what the group noticed about the scenario, the children’s engagement and their individual needs.

After a few minutes, invite each small group to briefly summarize the scenario, what they noticed and what they might do to address the children’s individual needs.

Trainer Note: If necessary, point out:

You might want to ask Jonetta’s mom about her favorite art materials and whether she would like to visit the classroom to demonstrate how to use the art supplies.

To encourage family support, ask parents for a child’s favorite book titles, characters, or food to include in order to include them in interest areas.

It is important to remember that each classroom will have a different look and feel. Each group of children will need a unique environment to feel welcome and inspired.

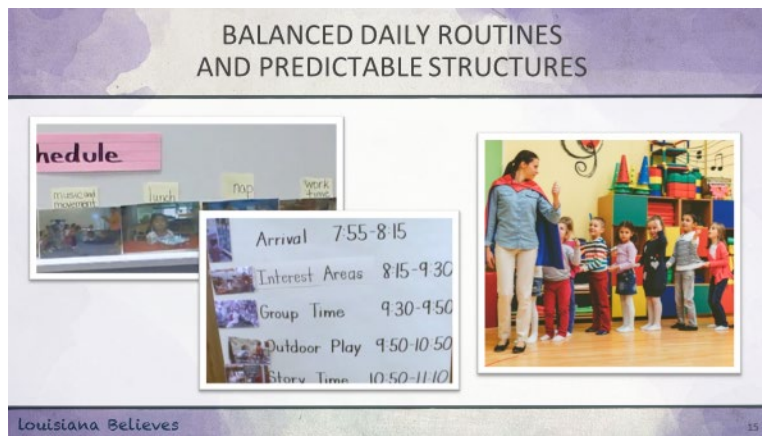


How might the classroom environment might communicate support for children’s individual differences?

Encourage participants to share ideas.

Reinforce participants' responses and if necessary, suggest:

- Environments should reflect children's interests, not a teacher's interest or taste. The "decorations" in the room should primarily be made up of children's work, art, labels, and information on the topic being studied or of particular interest to the children in the classroom.
- It's important to provide children with opportunities to engage in different types of play, e.g., quiet, active, solitary, cooperative, etc.
- While playing in the classroom, teachers can describe what is happening, offer suggestions, and include children with disabilities to participate in all experiences.
- Matching play materials and props to the cultural and developmental characteristics of the children can be a powerful way to encourage children to engage in the classroom environment.
 - *Point out:* Realistic props are good for very young children, but they should also encourage preschoolers to use more abstract props or to make believe without props. This especially helps support children's cognitive development.
 - Invite families to share or donate toys, books, magazines, games, music, or musical instruments that reflect families' cultural background.
- Observe children's interests and build on them. Talk with them about what they are doing. Ask probing questions that stretch children's thinking (e.g., "How else might you...?" and "In what ways is this similar to...?" and "How can you solve that problem?").
- During make-believe play, encourage children to play with other children.
 - Encourage play with peers who are more advanced as well as those who are at the same or a less advanced developmental level.
 - Invite children to create play scenarios. Encourage them to make their own props to support their play.
 - Help children plan their play. Encourage children to remind themselves and each other of what they decided to do and say as they enact a scenario.



Balanced daily routine and predictable structure

What does this look like in practice?

Reinforce participants' responses.

Trainer Note: If necessary, explain:

Children who are visual learners may benefit from having a picture schedule, while kinesthetic learners may enjoy moving a marker from one activity to another on the picture schedule.

Children who are slow to adapt to changes benefit from having a consistent and predictable structure and routine.

Point out:

- A balanced routine includes times for active and quiet play, group and individual experiences, and experiences indoors and outdoors. This encourages children of all learning styles and temperaments to engage in experiences that meet their needs.



What does this look like in your program?

Reinforce participants' responses.

Trainer Note: If necessary, explain:

When children have an extended amount of time to explore freely in well-equipped interest areas, they can immerse themselves in a rich learning experience that meets their individual needs.

Auditor learners may spend a lot of time in the dramatic play area, acting out scenarios or reenacting familiar stories.

You will know that your classroom environment is well organized if children are able to:

- Select activities and make other choices on their own*
- Use materials appropriately and creatively once they enter an interest area*
- Stay involved with an activity for a sustained period of time*
- Learn in meaningful ways when they play*
- Help care for materials*

For children who may feel overwhelmed by the sensory input of a classroom full of children engaged in play will benefit from having a quiet, cozy place to be alone. Teachers support children's self-regulation skills when they help children express their strong emotions and use strategies to help them manage these intense feelings.

Point out:

- A place to be alone should be an option for all children throughout the day. This is not meant to be a "time out" area. This is where children are able to go on their own when they feel the need to be alone.

- Interest area names may vary from class to class, e.g., “cozy corner,” “quiet space,” “think space,” “calm corner.”
- Children should be able to choose to go to any interest area, including the quiet space, that they choose. If a child only visits one area, the teacher may need to find ways to encourage the child to join him or her in another area to demonstrate how to play and explore the other areas in the classroom.



Take time to evaluate the physical environment. Ask yourself the following questions:

- Does it convey the messages you intend?
- Is it efficient?
- Is it interesting for the children?
- Are you experiencing any problems that might be addressed by changing the environment?

Offer the following examples:

- Reducing open spaces can discourage running in the classroom
- Duplicates of popular toys can minimize fighting over toys
- Reducing clutter can help children focus on their options
- Teaching children how to use the materials appropriately can encourage children to use and care for materials properly

Consider the messages your environment communicates.

Does your environment convey, “You belong here” to all children?

Offer one (or more) of the following as examples of strategies that communicate inclusion and community:

- Each child has a labeled cubby or basket to hold personal items
- Pictures on walls, in books, and other learning materials include children of different ethnic backgrounds and economic means, people with disabilities, non-“traditional” families, and women and men in a variety of jobs
- Each child has a place to display and protect their work
- Materials, equipment, and furniture children of all abilities to participate and be involved in classroom activities
- Materials reflect the children’s home lives and cultures, e.g., families lend “home-like” touches such as decorative pillows, rugs, baskets, pots, or linens to connect children to the environments they are familiar with.
- Play props include the languages spoken by families, e.g., grocery items like food cans, boxes, or bottles.

- Pictures of the children with their families are displayed.

How can you demonstrate respect and appreciation of each family's culture?

Potential answers may include: displaying and reading books that reflect multiple cultures, race, physical abilities, and family compositions.

Reinforce participants' responses.

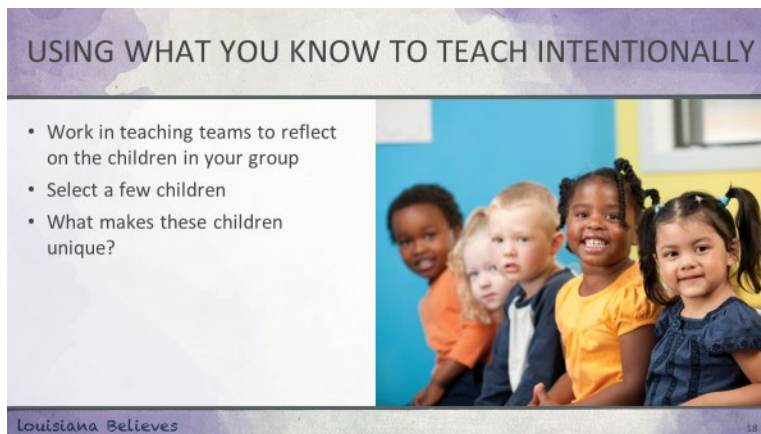
Trainer Note: *If necessary, explain:*

When children see the images, books, and dramatic play materials that mirror their family culture, they feel that they "belong" in the classroom community.

When teachers demonstrate a willingness to understand cultural differences, children feel respected and appreciated.

Point out:

- Teachers should work closely with family members to include authentic representations of language supports and cultural materials, rather than using pre-packaged "cultural kits" that often rely on stereotypical depictions.
- Inviting families to lend materials that reflect their family cultures demonstrates your desire to offer an inviting environment for their children.
- Culture and family background, previous experiences, and the presence of a disability are factors that influence what children play, how they play, and with whom they play.
 - Teachers can use their observations to learn about how children play in order to create an environment that encourages their exploration.
 - For example, if families share a preference for children to keep their "school clothes" clean, a teacher might notice that children are reluctant to join in art or gardening experiences. In this case, the teacher may want to request that families send extra, or older "play" clothes that children can wear during these "messy" experiences. Some programs even collect and launder thrifted or donated clothes to provide for children to wear during school.
- Children are more comfortable with what is familiar, and they hesitate to play if nothing in the classroom resembles their home environment.



USING WHAT YOU KNOW TO TEACH INTENTIONALLY

- Work in teaching teams to reflect on the children in your group
- Select a few children
- What makes these children unique?

Louisiana Believes

You will work in your teaching team to really dig deep into planning to meet the needs of your children in your group.

Prior to today's session, I requested that you all bring your most recent copy of your class roster, class list, or Class Profile Report from *GOLD*®.

Distribute the "Taking the Training Home" handout to each participant.

- **Work in teaching teams to reflect on the children in your group.**
- **Select a few children.**
- **What makes these unique?**

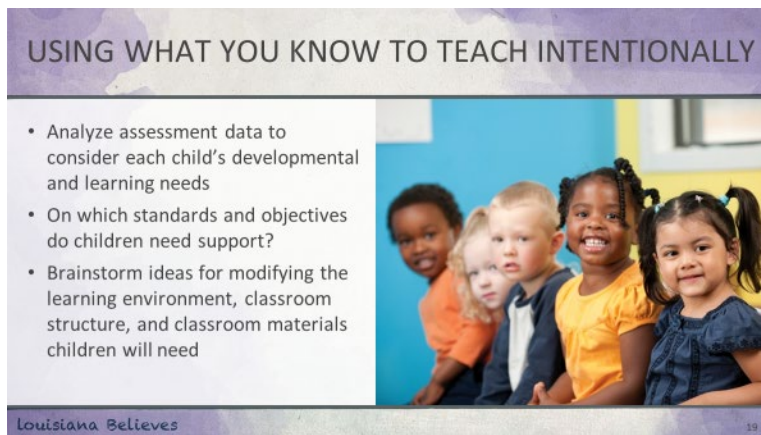
You and your teaching partners will select two to four children *really* think about their individual differences.

Trainer Note: If time is a concern, ask participants to select two children.

Write down what you know about the children you selected.

- What are their interests?
- How do they learn best?
- What is their temperament?
 - For example, which of these children are kinesthetic learners? Which are introverted? Which need to see you model instructions?

After a few minutes, click to show the next part of the experience.



USING WHAT YOU KNOW TO TEACH INTENTIONALLY

- Analyze assessment data to consider each child's developmental and learning needs
- On which standards and objectives do children need support?
- Brainstorm ideas for modifying the learning environment, classroom structure, and classroom materials children will need

Louisiana Believes 19

The slide features a photograph of four diverse young children (two girls and two boys) smiling and looking towards the camera. The background of the slide is a light purple and blue gradient.

Read aloud.

- **Analyze assessment data to consider each child's developmental and learning needs.**
- **On which standards and objectives do children need support?**
- **Brainstorm ideas for modifying the learning environment, classroom structure, and classroom materials children will need.**

Explain:

- Now we're going to add in what we know about these children's development and learning needs.
- Take a look at your outcomes information and identify the objectives on which these children need additional support.
- Now, you will brainstorm ways to address these objectives while supporting each child's unique learning styles.

- Consider how you might create small groups to work on the skills associated with these objectives/dimensions.
 - In some cases, having children of similar abilities can help you address a specific skill.
 - *For example, having a small group of children working on developing their fine-motor skills can help you work more closely with each child, allowing you to offer child-specific support.*
 - In other cases, having children of different abilities will help motivate children to work together.
 - *For example, a child who is advanced in letter-sound correspondences can model this skill with children who are working on this ability.*
 - *Often, children who are advanced in a particular skill enjoy sharing tips for other children needing help.*
 - Will you group together children with the same skills and needs or will you include children who need additional challenges to lead the experience and model skills for the other children?
 - *Point out that small groups may change each day or week, depending on the children in the group and the objectives being addressed. Some small groups may work together regularly to hone their abilities on a certain skill, where other small groups may change each day depending on the children's needs.*
- Remember that you might also need to make changes to the learning environment or classroom structure.
- You will record your ideas on the “Taking the Training Home” handout. When you return to your program, you will have a plan ready to go!

Allow participants to work for several minutes. Once they appear to be finished with their work, invite volunteers to share one idea that they recorded on the “Taking the Training Home” handout.

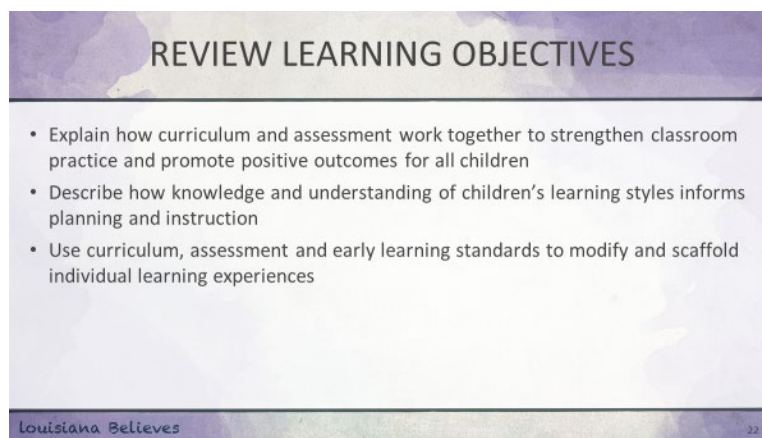
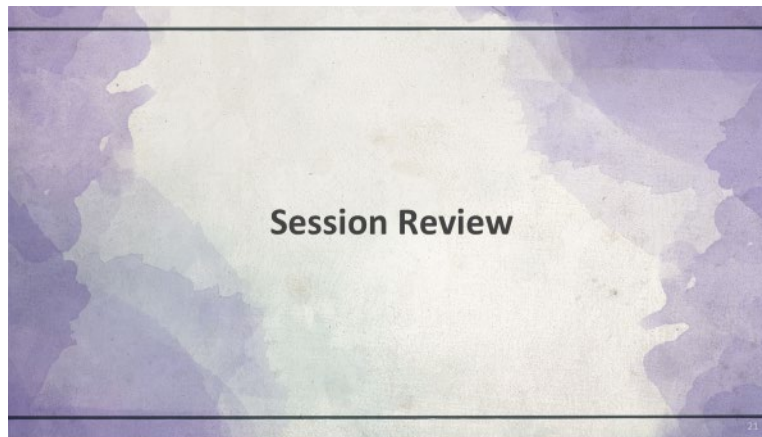


To make sure that all of the work that you did today continues when you return to your program, I am going to challenge you to identify your own personal goals.

What is your goal when thinking about how you support children’s individual differences? For example, you might make a goal to really pay attention to how your own learning style affects your teaching style.

Write your goal on your “Taking the Training Home” handout.

Next, plan to make adjustments in your teaching practice to address the needs of individual children. For example, you might plan to create a “cozy corner” for children to be alone. Write your plan on the same handout.

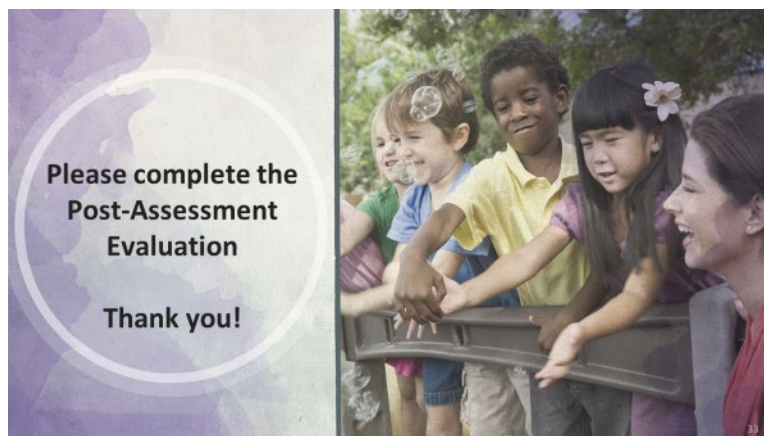


Review Learning Objectives.

Explain that for each statement, participants will share what they learned about each objective.

Read the Learning Objectives on the screen.

- **Explain how curriculum and assessment work together to strengthen classroom practice and promote positive outcomes for all children.**
 - Who can share how we covered this objective?
- **Describe how knowledge and understanding of children's learning styles informs planning and instruction.**
 - What did you learn about this objective?
- **Use curriculum, assessment and early learning standards to modify and scaffold individual learning experiences.**
 - Finally, let's see how we covered this objective.



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*