

Module 1D: Outline & Manual

Putting it All Together: Standards, Curriculum, and Assessment

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Module Description

This training module includes experiences for trainees to understand how activities should be planned by a teacher. The module uses videos of the development of a physical skill – riding tricycles, to illustrate the concept of sequence and scaffolding. A second video shows a teacher interacting with children in a way that develops math skills to illustrate how to take advantage of children’s interest and to include supporting activities in the curriculum. One activity supports participants’ understanding of alignment. The module includes an opportunity for participants to use the concepts and create a plan they can use in their classroom.

Note: This module is based on Tier I Curricula, Louisiana Birth to Five Early Learning and Development Standards, and TS GOLD®.

Pre-Work

- Curriculum and Standards Activity Cards. *Print a set of activities from a Tier 1 curriculum for preschoolers and standards that the activities meet on card stock and cut apart. A template to print these items is provided, and the facilitator may create additional examples based on attendees’ needs.*
- Request that attendees bring selected sections of their curriculum which includes some activities and an assessment tool from the curriculum they are using.
- Instruct participants to review their curriculum and how it is organized. *They should consider why a developmentally appropriate curriculum is important to ensure that children are presented activities that build on existing skills. Instruct them to review a section of their curriculum and to bring it with them. If using Frog Street PreK, they should bring their teacher’s guide for Theme 7 Things that Move; If using Frog Street for Threes,*

they should bring their teacher’s book, and if using Frog Street for Toddlers, they should bring the teacher’s guide for Theme 3 Friends.

Materials

- Copies of the Louisiana Birth to Five Early Learning and Development Standards (*at least one copy for each group of 4-6 participants*)
- Copy paper
- Pencils or pens
- Handouts
 - *Pre- and Post-Assessment*
 - *Pretend Play Firefighter Video Guide*
 - *Teaching Strategies Objective Checklist*
 - *Lesson plan sheet selected from an appropriate Tier 1 Curriculum for What Do I Do Now? Activity*
 - *Selected pages from ELDS if not using full copies (21, 22, 50, 51, 70)*

Learning Outcomes

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

- Explain why standards are important and how they can be used to guide what one does in the classroom
- Describe the difference between standards, curriculum, and assessment and how they are interconnected and work together for teaching effectiveness
- Determine if an activity is relevant to the standards, follows the curriculum, and can be assessed and recorded

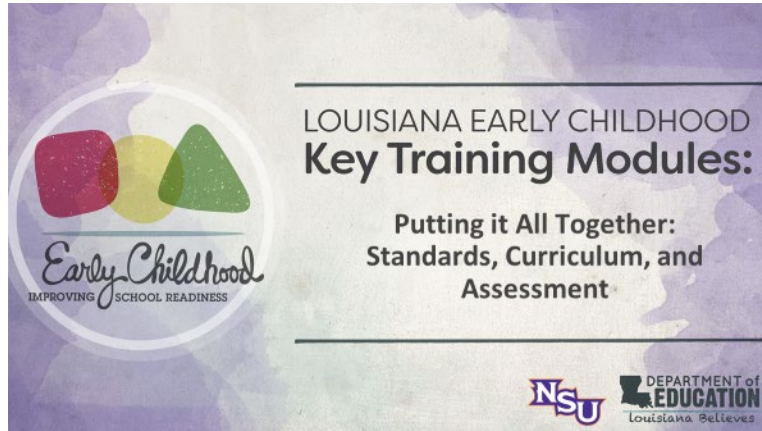
Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

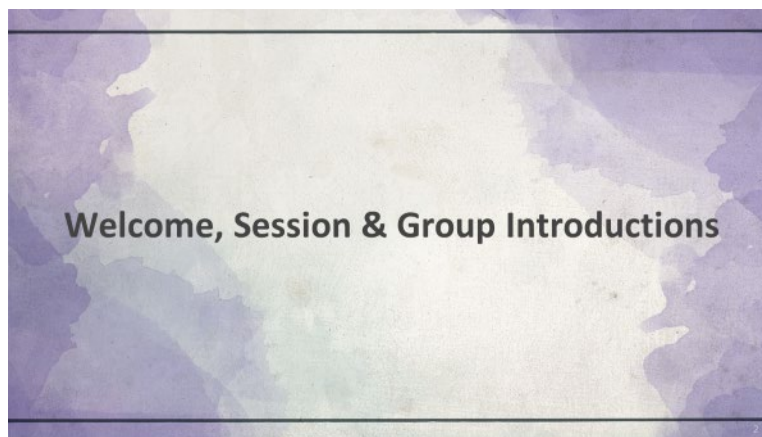
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	15 minutes
Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)	15 minutes
A Study of Community Helpers	20 minutes
Matching ELDS with Real-Life Experiences	30 minutes
Using the Teacher Strategies Objectives Checklist	20 minutes
What Do I Do Now? – Lesson Planning	15 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.

- *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*



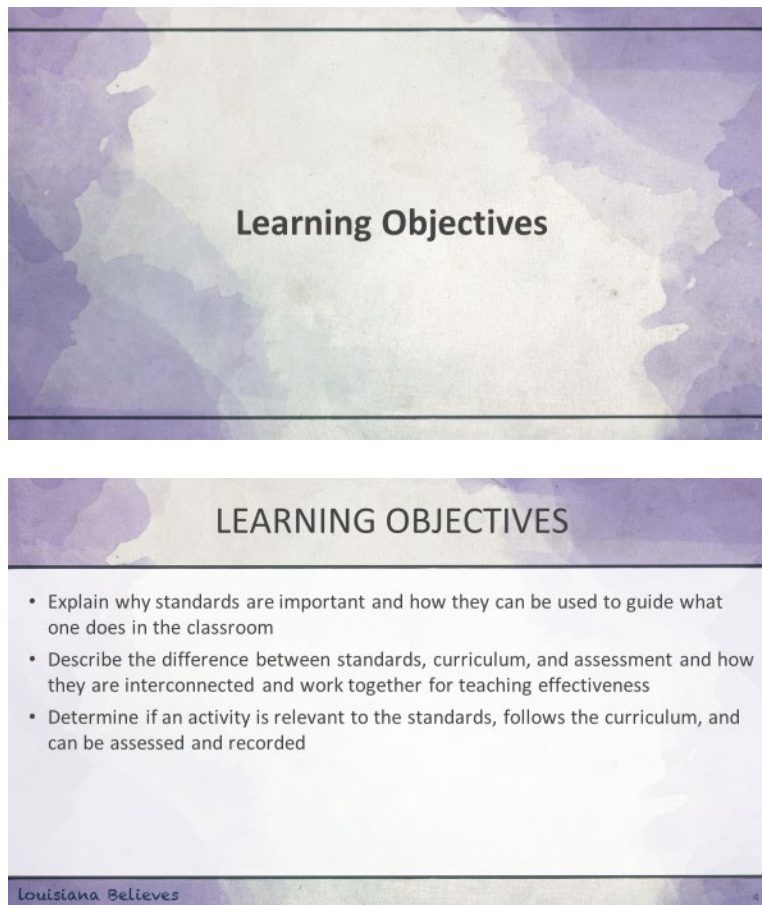
Good (morning/afternoon) and welcome to this training: Putting it All Together: Standards, Curriculum, and Assessment.

My name is (insert name) and I am your instructor today. This training will help you understand how Louisiana's Birth to Five Early Learning and Development Standards, your curriculum, and assessment work together to help children learn.

Provide information about restrooms, breaks, and other logistics.

Our session will be two hours long and you will receive two hours of training credit for licensing and Louisiana Pathways. Please feel free to participate and make any suggestions, share ideas, or ask questions.

Trainer Note: This activity provides a way to ensure that you meet the needs of participants. Take a few minutes during small group activities to review the notes to be sure you answer all questions by the end of the session.



Learning Objectives

LEARNING OBJECTIVES

- Explain why standards are important and how they can be used to guide what one does in the classroom
- Describe the difference between standards, curriculum, and assessment and how they are interconnected and work together for teaching effectiveness
- Determine if an activity is relevant to the standards, follows the curriculum, and can be assessed and recorded

Louisiana Believes 4

Here are the objectives for this training. After you complete this training, you will be able to do these tasks. Your ability to understand and apply these skills will help you support children’s learning and help meet the goals of school readiness.

Read each learning objective aloud.

- **Explain why standards are important and how they can be used to guide what one does in the classroom**
- **Describe the difference between standards, curriculum, and assessment and how they are interconnected and work together for teaching effectiveness**
- **Determine if an activity is relevant to the standards, follows the curriculum, and can be assessed and recorded**

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

Record responses on chart paper.



This is the cover of Louisiana’s Birth to Five Early Learning and Development Standards. We often call these standards ELDS for short. These standards tell us what children should be able to do according to their ages.

Review the Louisiana Birth to Five Early Learning and Development Standards and why they were developed and how they are important in work with young children.

We will now look at these standards.

Please open your copy of Louisiana’s Birth to Five Early Learning and Development Standards and look at Page 29.

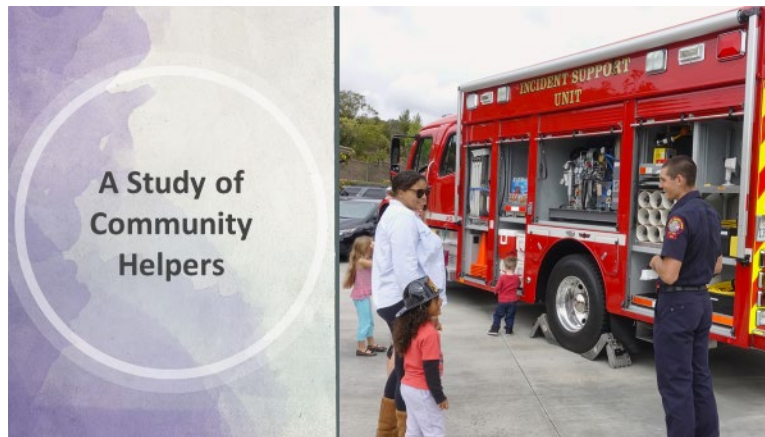
Trainer Note: *If copies of the pages were provided, distribute those now and ask participants to refer to them.*

The publication of Louisiana’s Early Learning and Development Standards (ELDS) is the culmination of a year-long effort by many individuals working to provide a framework for supporting optimal development of Louisiana’s young children.

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 3				
SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)				
Standard CC 3: Explore roles and experiences through dramatic art and play.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>CC 3 indicators:</p> <ul style="list-style-type: none"> Observe and imitate the actions of others (e.g., imitates mother’s facial expression, holds a baby doll while mother holds a baby). (0.1) Explore toys and other objects. (0.2) Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3) 	<p>CC 3 indicators:</p> <ul style="list-style-type: none"> Use one object to represent another object. (1.1) Imitate voice inflections and facial expressions from a character in a story. (1.2) Imitate more than one action seen previously (e.g., picks up phone and paces while jobbering). (1.3) 	<p>CC 3 indicators:</p> <ul style="list-style-type: none"> Observe and/or engage in short dramatic performances with adult support. (2.1) Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2) Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3) Use one object to represent another object. (2.4) 	<p>CC 3 indicators:</p> <ul style="list-style-type: none"> Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) With prompting and support, role play or use puppets to act out stories. (3.2) Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3) Use one object to represent another object. (3.4) 	<p>CC 3 indicators:</p> <ul style="list-style-type: none"> Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) Role play or use puppets to act out stories or play a character. (4.2) Represent fantasy and real-life experiences through pretend play. (4.3) Use objects to represent other objects. (4.4)

Explain the organization of the ELDS.

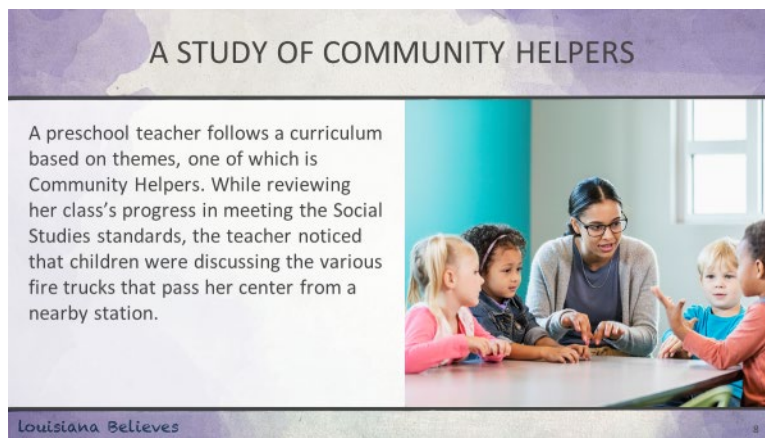
Show participants the Title, Subdomain, Standard CC 3 and the Indicators. Point to those areas on the slide so participants will know where they are found on their page or in their book.



We're now going to look at a case study of a teacher who incorporates child interest in her curricular unit. We will look at how standards, curriculum, and assessment work together through the story of a lead teacher of four-year-olds in an early learning center, Selina.

Trainer Note: Using the following slides, tell the story of Selina, a preschool teacher, and how she used standards, curriculum, and assessment tools in a way that took advantage of the children's interest. The story illustrates the planning process, how the three tools are interconnected, and how and what the children learned through play as a result of the experience.

The story illustrates how Selina used items she had. She included math and literary experiences based on standards, and expanded vocabulary through reading stories and providing materials and props that encourage children to communicate. Her open-ended questions were good examples of instructional support interactions. She also demonstrates scaffolding and other strategies documented with CLASS®.



We will look at how standards, curriculum, and assessment work together through the story of Selina, a lead teacher of four-year-olds.

Selina, a preschool teacher, follows a curriculum based on themes, one of which is Community Helpers. While reviewing her class' progress in meeting the Social Studies standards, Selina noticed that children were discussing various fire trucks that pass her center from a nearby station.

Selina decided to use the Community Helper topic from her school's curriculum and provide activities related to firefighters and their work. She used the standards, her curriculum, and what she knew about children to plan her activities.

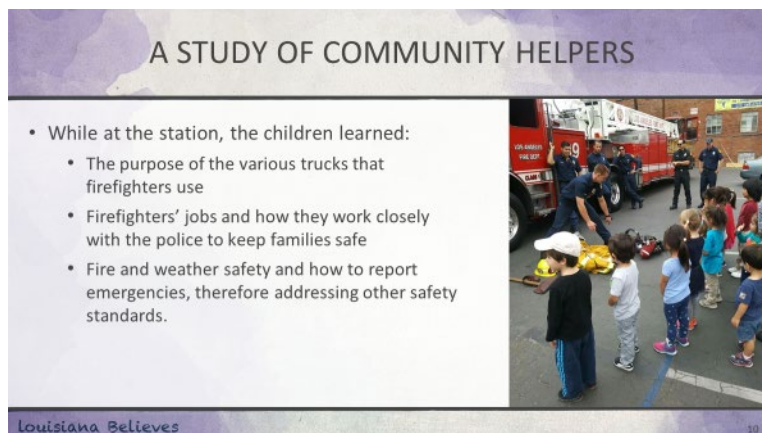
A theme-based curriculum includes activities and experiences centered around a topic relevant to children. These activities and experiences can meet the ELDS.



Selina looked at pages 21, 22, and 50 in the ELDS. *Hold up a copy of the ELDS. Distribute copies of the ELDS or copies of pages 21, 22, and 50.*

Review the flowchart on the slide.

- Selina first found **standards** from the **ELDS** that relate to this topic.
- Then, she reviewed her **goals and the suggested activities** on the Community Helper theme in her curriculum. She chose activities to develop concepts the children should learn.
- Then, she **planned a field trip to the nearby fire station.**
- Prior to the trip, she read **books** about fire fighters and fire trucks to the children. In doing so, she addressed other standards related to literacy and approaches to learning.
- Before and during the walk to the station, the teacher emphasized safety, thus also addressing **standards related to social skills.**



A STUDY OF COMMUNITY HELPERS

- While at the station, the children learned:
 - The purpose of the various trucks that firefighters use
 - Firefighters' jobs and how they work closely with the police to keep families safe
 - Fire and weather safety and how to report emergencies, therefore addressing other safety standards.

Louisiana Believes 10

Read the text on the slide.

- **While at the station, the children learned:**
 - **The purpose of the various trucks that firefighters use**
 - **Firefighters' jobs and how they work closely with the police to keep families safe**
 - **Fire and weather safety and how to report emergencies, therefore addressing other safety standards.**

A STUDY OF COMMUNITY HELPERS

- In preparation for their return, the teacher had prepared relevant classroom materials for the children to play with:
 - Toy fire trucks, fire chief and police cars, wooden firefighter and police figures, fire helmets, puzzles of various difficulties depicting firefighters and vehicles, and other related items
- Once back in the classroom, the teacher watched and noted the children's abilities to work the puzzles.

Louisiana Believes 11

Read the text on the slide.

- **In preparation for their return, the teacher had prepared relevant classroom materials for the children to play with:**
 - **Toy fire trucks, fire chief and police cars, wooden firefighter and police figures, fire helmets, puzzles of various difficulties depicting firefighters and vehicles, and other related items**
- **Once back in the classroom, the teacher watched and noted the children's abilities to work the puzzles.**

CLASSROOM MATERIALS

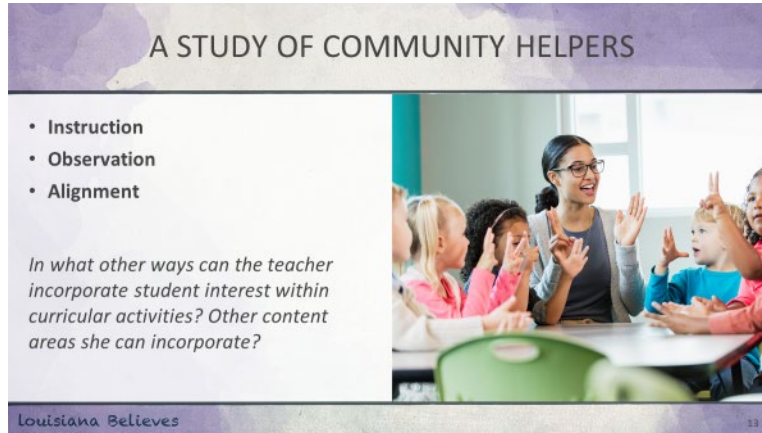


Louisiana Believes 12

This slide shows some of the materials the teacher selected to encourage children to use and recreate what they learned. She intentionally selected items that children could use to talk about what they did on the field trip.

She put the books about firefighters and trucks in the reading center that she had read earlier at circle time. She knew that the children would “read” the books to themselves and to each other. She found manipulatives related to the topic

and displayed them in the classroom. She put wooden figures and firetrucks in the block area and dressed up items in the dramatic play area.



A STUDY OF COMMUNITY HELPERS

- Instruction
- Observation
- Alignment

In what other ways can the teacher incorporate student interest within curricular activities? Other content areas she can incorporate?

Louisiana Believes 13

At circle time, the teacher asked the children which was their favorite vehicle and graphed the children’s responses, thereby addressing ELDS math standards.

She used her observations of the activities to make anecdotal notes in children’s records which she entered in TS GOLD®. She also documented their vocabulary used as a result of their experience on the field trip.

This shows how one activity can relate to several standards. Learning can be reinforced through a variety of related and integrated activities.

In what other ways can the teacher incorporate student interest within curricular activities? Other content areas she can incorporate?




“We went to the fire station and saw the trucks. A fireman showed us pictures of her children. They have a big hose and they let me hold it.”



Some of the children drew pictures to thank the firefighters. The teacher showed them the words they wanted to write or dictated what they said about their drawing. The thank you notes provided a way for the teacher to include reading and writing experiences for the children.

PRETEND PLAY FIREFIGHTER

- This video illustrates how the children used some of the materials available in the dramatic play area.
- It also demonstrates what the children learned as a result of the field trip and the other experiences the teacher planned.
- Watch for examples of how children are recreating what they learned.
- You will complete your Video Guide following the video.



Louisiana Believes Hold CTRL and Click the picture to play video. 15

Distribute the Pretend Play Firefighter Video Guide handout.

We're now going to watch a short video that captures some thematic dramatic play. Here is a guide you will use to reflect on the video we will watch. Please read the questions on the guide before I show the video clip.

This video shows what happened in the classroom after the field trip to the fire station where the children use materials Selina made available.

- **This video illustrates how the children used some of the materials the teacher put in the dramatic play area. It also shows what the children learned as a result of the field trip and the other experiences the teacher planned.**
- **Watch for examples of how children are recreating what they learned.**
- **You will complete your Video Guide following the video.**

Play the video linked on the slide. (Duration 3:00)

Video link: <https://vic.nsula.edu/hapi/v1/contents/permalinks/y9F8Jma3/view>

Expand to full screen view so all participants can easily view the content.

Trainer Note: You may wish to show the video twice for participants to better observe the activities.

APPROACHES TO LEARNING: AL 2

SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE				
Standard AL 2: Demonstrate attention, engagement, and persistence in learning.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
AL 2 Indicators: <ul style="list-style-type: none"> Focus attention on people around him/her. (a.1) Attend briefly to different people, sights and sounds in the environment. (a.2) Try to make things happen. (a.3) 	AL 2 Indicators: <ul style="list-style-type: none"> Interact with people, objects or activities for short periods of time. (1.1) Show interest in activities, people and the environment for a short period of time. (1.2) Show pleasure in completing simple tasks. (1.3) 	AL 2 Indicators: <ul style="list-style-type: none"> Actively engage with people, objects, or activities in the environment for longer length of time. (2.1) Maintain attention to complete a short, simple task with adult support. (2.2) Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3) 	AL 2 Indicators: <ul style="list-style-type: none"> Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1) Maintain focus on a complex activity with adult support. (3.2) With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3) 	AL 2 Indicators: <ul style="list-style-type: none"> Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1) Maintain attention in child-initiated and adult-directed activities despite distractors and interruptions. (4.2) Plan and complete tasks and activities. (4.3)

Now we will look at how the experiences in the video meet the ELDS. Look at Page 21 in your ELDS.

Read Standard AL 2 at the top. Read the indicators for infants, young toddlers, older toddlers, three-year-olds, and four-year-olds. Indicators provide the language that demonstrates children have met the standards.

How have expectations progressed from infants through four-year-olds? Look at the first indicator for each age group.

- First, the infant focuses attention on people around him or her.
- Young toddlers interact with people, objects or activities for longer periods.
- Three-year-olds maintain focus on objects and activities of interest even while other activities are going on.
- And four-year-olds stay engaged with others, objects, and activities despite interruptions or disruption.

Notice how the interactions become more complex and increase as the child develops.

Now read the second indicator for each age group to see the progression of skills as children develop. Think about the video.

- Did you see examples of those indicators in the video?
- Which ones did you see?

The activity was child-initiated, and the boys stayed focused on their play scenario despite other activities taking place.

Now look at the third indicator for each age group.

- Did you see any of those indicators in the video?
- Which ones did you see?

The boys completed their play tasks, ending by cleaning up.

Explain how this information relates to their assessment tool, GOLD®.

Trainer Note: Show the video again if needed to answer these questions or to point out examples.

APPROACHES TO LEARNING: AL 3

SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING				
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.				
Infants (Birth to 11 months)	Young Toddlers (12 – 18 months)	Older Toddlers (19 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>AL 3 Indicators:</p> <ul style="list-style-type: none"> Notice the effect of own actions when playing with a variety of objects and/or interacting with others. (a.1) Interest with a toy or object in more than one way. (b.2) Use simple actions to solve problems (e.g., scooping to reach favorite toy). (c.3) Play with a variety of objects and notice similar and different outcomes. (d.4) Look to adult for assistance (e.g., may vocalize to get adult's attention). (e.5) 	<p>AL 3 Indicators:</p> <ul style="list-style-type: none"> Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (f.1) Observe others' actions with objects and materials to learn strategies for interaction. (f.2) Solve familiar problems or tasks. (f.3) Use trial and error to solve a new problem or unfamiliar task. (f.4) Use gestures and simple language when help is needed. (f.5) 	<p>AL 3 Indicators:</p> <ul style="list-style-type: none"> Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (g.1) Repeat behaviors to produce desired effect. (g.2) Observe and imitate others when trying to carry out new tasks or actions. (g.3) Apply new action or strategy to solve problem. (g.4) Use trial and error to solve more complex tasks or problems. (g.5) Ask others for help if needed. (g.6) Use language when asking for help from adults or peers. (g.7) 	<p>AL 3 Indicators:</p> <ul style="list-style-type: none"> Experiment to see if the same actions have similar effects on different objects. (h.1) Remember and apply previously learned information to a familiar object, task or situation. (h.2) Use a variety of strategies to solve a problem when the first try is unsuccessful. (h.3) Ask adults for help on tasks, if needed. (h.4) 	<p>AL 3 Indicators:</p> <ul style="list-style-type: none"> Identify and understand cause and effect relationships. (i.1) Apply prior knowledge and experiences to learn new skills during play. (i.2) Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (i.3) Make specific request for help from both peers and adults as needed. (i.4)

Look at Page 22 in your ELDS. Read Standard AL 3 at the top.

Read the indicators for infants, young toddlers, older toddlers, three-year-olds, and four-year-olds. Indicators are the way children demonstrate that standards are being met.

How do expectations progress from infants through four-year-olds? *Allow time for responses.*

Look at the first indicator for each age group.

- First, the infant notices the effect of his or her own actions.
- Young toddlers repeat behaviors to produce effects.
- Older toddlers demonstrate an understanding of cause and effects.
- Three-year-olds experiment to see if the same actions have similar effects.
- And four-year-olds identify and understand cause and effect relationships.

Now read the second indicator for each age group. Think about the video.

- Did you see examples of those indicators in the video?
- Which ones did you see?

The boys applied knowledge gained from the field trip about the weather and use of tools in their play. One used the terms “tornado warning” and another used “walkie-talkies.”

Now look at the third indicator for each age group.

- Did you see any of those indicators in the video?
- Which ones did you see?

The boys discussed several ways of getting the table and several ways of ending the tornado.

Explain how this information relates to their assessment tool, GOLD®.

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 3

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.				
Infants (Birth to 15 months)	Young Toddlers (15 – 48 months)	Older Toddlers (48 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>CSS 3 Indicators:</p> <ul style="list-style-type: none"> Explores the immediate environment (inside and outside) with adult support. (S.0) (S.1) 	<p>CSS 3 Indicators:</p> <ul style="list-style-type: none"> Assists with classroom clean-up routines such as picking up toys. (S.2) 	<p>CSS 3 Indicators:</p> <ul style="list-style-type: none"> Recognizes some familiar places, such as child care, home, store, restaurant. (S.3) Knows the location of objects and places in familiar surroundings (e.g., goes to shelf where toys are stored when asked to get a specific toy). (S.3) Plays with and explores items such as maps or simple diagrams of the classroom. (S.3) Helps to clean up toys when asked. (S.3) Assists adults with daily clean-up routines (e.g., get materials back in to bucket, throw paper into trash, etc.). (S.3) 	<p>CSS 3 Indicators:</p> <ul style="list-style-type: none"> Participates in walks and field trips to different places in the community. (S.3) Describes familiar places such as the home, school, family day care, etc. (S.3) Describe the location of items/areas in the classroom and places in home and community. (S.3) Draws or uses blocks or other materials to represent locations or things that he/she uses. (S.3) Recognizes and names a map and a globe. (S.3) Looks at a simple map and finds locations (e.g., parts of the map with support and guidance). (S.3) Participates in conversations about how people can take care of the world environment through activities (e.g., throwing away trash, recycling, planting trees, etc.). (S.3) Identify and use appropriate tools to represent independently. (S.3) Participates in daily clean-up activities. (S.3) 	<p>CSS 3 Indicators:</p> <ul style="list-style-type: none"> Demonstrates geographic knowledge of the geographic features of the classroom and community. (S.3) Creates representations of places, landmarks, and maps for the classroom through drawings and play activities. (S.3) Recognizes a globe/map as a representation of the earth. (S.3) Uses a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (S.3) With guidance and support, creates a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (S.3) Demonstrates care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and picking and feeding). (S.3) Participates in daily clean-up activities. (S.3)

Now let's look at the Subdomain of Social Studies. Look at Page 50 in your ELDS.

Read Standard CSS 3 at the top. Read the indicators for infants, young toddlers, older toddlers, three-year-olds, and four-year-olds. Indicators are the way children demonstrate the standards are met.

How do expectations progress from infants through four-year-olds? *Allow time for responses.*

Look at the indicators for four-year-olds. Look at the third one (4.3) and the fourth one (4.4). Did you see the rug with a map on the floor? Selina put it there because she wanted children to have experiences with maps to meet these standards. She selected materials and planned activities to meet the standards.

Look at the last indicator for each age group.

- First, the infant explores the immediate environment.
- The young toddler assists with classroom clean-up.
- The older toddler assists adults with daily clean-up routines.
- The three-year olds and four-year-olds participate in daily clean-up activities.

Now, read the second indicator for each age group. Think about the video.

- Did you see examples of those indicators in the video?
- Which ones did you see?

The children cleaned up as part of their play.

Explain how this information relates to their assessment tool, GOLD®.



We will watch this video to see an activity that the teacher conducted with the children. Look for ways that children are using math in a teacher-initiated activity.

Play the video linked on the slide. (Duration 1:45)

Video link: <https://vic.nsula.edu/hapi/v1/contents/permalinks/Td79ZfMx/view>

Expand to full screen view so all participants can easily view the content.

Explain the difference in a teacher-initiated activity and a child-initiated one as depicted in the first video.

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 3

SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)				
Standard CC 3: Explore roles and experiences through dramatic art and play.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
CC 3 Indicators: <ul style="list-style-type: none"> Observe and imitate the actions of others (e.g., imitates mother's facial expression, holds a baby doll while mother holds a baby). (a.1) Explore toys and other objects. (a.2) Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (a.3) 	CC 3 Indicators: <ul style="list-style-type: none"> Use one object to represent another object. (1.1) Imitate voice inflections and facial expressions from a character in a story. (1.2) Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3) 	CC 3 Indicators: <ul style="list-style-type: none"> Observe and/or engage in short dramatic performances with adult support. (2.1) Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2) Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3) Use one object to represent another object. (2.4) 	CC 3 Indicators: <ul style="list-style-type: none"> Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, puppetry, theater). (3.1) With prompting and support, role play or use puppets to act out stories. (3.2) Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3) Use one object to represent another object. (3.4) 	CC 3 Indicators: <ul style="list-style-type: none"> Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, puppetry, theater). (4.1) Role play or use puppets to act out stories or play a character. (4.2) Represent fantasy and real-life experiences through pretend play. (4.3) Use objects to represent other objects. (4.4)

We will now look at the Subdomain of Cognitive Development and General Knowledge. Look at Page 29 in the ELDS.

Read Standard CC3 and the indicators for three- and four-year-olds.

- Which of those indicators did you see being met in the video?
The girl engaged in role play of being a dispatcher.
- What are some other skills children were learning?
Writing, taking notes, numerals and numbers, roles of community helpers, vocabulary – gear, pumpers, location words

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 4

SUBDOMAIN: SOCIAL STUDIES (CSS)				
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.				
Infants (Birth to 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>CSS 4 Indicators:</p> <ul style="list-style-type: none"> Respond to music from various cultures, especially those from their own culture (e.g., lullabies or simple songs). (a.4) Look at books or pictures of homes that are similar to those found in their own community. (a.2) 	<p>CSS 4 Indicators:</p> <ul style="list-style-type: none"> Participate in simple ways in rhymes and music from various cultures. (1.1) Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2) 	<p>CSS 4 Indicators:</p> <ul style="list-style-type: none"> Participate in rhymes and music from various cultures. (2.1) Communicate about the home that he/she lives in. (2.2) Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3) 	<p>CSS 4 Indicators:</p> <ul style="list-style-type: none"> Participate in music, dance, and other traditions from various cultures. (3.1) Show and talk about objects, food, and customs from own family or culture. (3.2) Identify homes that are similar to and/or different from own home. (3.3) With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4) Identify the characteristics of one's own home. (3.5) 	<p>CSS 4 Indicators:</p> <ul style="list-style-type: none"> Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Discuss shelters/homes in various geographic regions. (4.2)

Look at Page 51 in your ELDS.

Read Standard CSS4 and the indicators for four-year-olds.

- Which of those two indicators did you see being met in the video?
Indicator 4.1. Yes, Selina and the child talked about the geographic location of the house.
- How might Selina have incorporated experiences to meet Indicator 4.1?
Singing about firetrucks and firefighters, pretending to be firefighters cooking at the fire station.

WHERE'S THE FIRE?
USING THE TEACHING STRATEGIES OBJECTIVES CHECKLIST

- Work with your partner in this Recording Activity.
- Use the Teaching Strategies Objectives Checklist and discuss what objectives you saw children demonstrate in the video.
- Record the indicators that were demonstrated in the video on the checklist.

Now we will look at the Teaching Strategies Objectives Checklist to see where these experiences might be recorded.

Distribute the Teaching Strategies Objectives Checklist handouts.

Review the Domains of Social Emotional, Physical, Language, Math, Science and Technology, Social Studies, the Arts, and English Language Acquisition.

Teacher Strategies GOLD® is the assessment tool we use to document and measure what children can do. Knowing what they have learned lets us know what types of activities and experiences we need to plan for them.

Explain the benefits and limitations of using a checklist as compared to other types of documentation. For example, checklists often simply show whether a child has a skill or not and do not identify progress in mastering a skill.

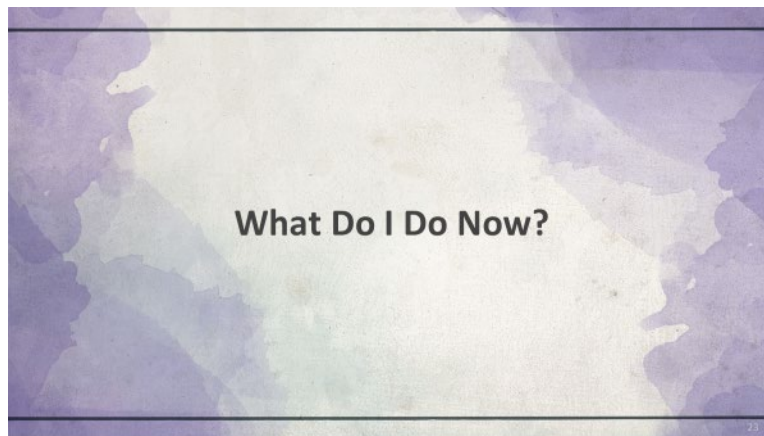
Have participants select a partner.

Trainer Note: See Resources for Trainers for suggestions for selecting partners.

Work with your partner in this Recording Activity. Use the Teaching Strategies Objectives Checklist and discuss what objectives you saw children demonstrate in the video.

Discuss how the learning that you saw might be recorded in *GOLD*[®] and find them on the Teaching Strategies Objectives Checklist.

Circulate among the groups to facilitate their work and answer questions. When finished, ask a few volunteers to share what they found to the whole group.

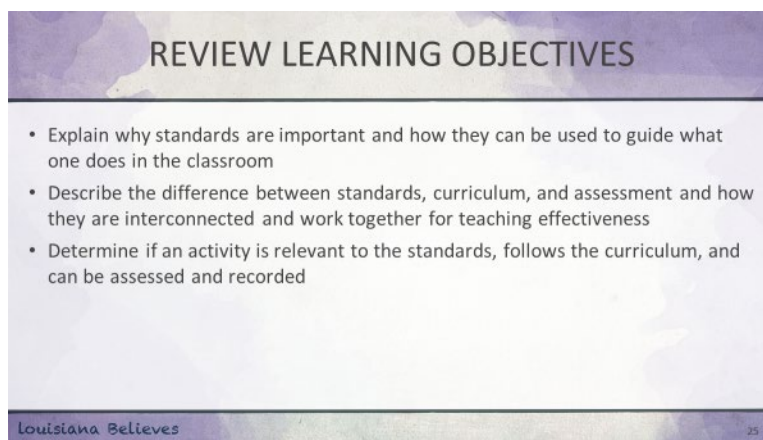
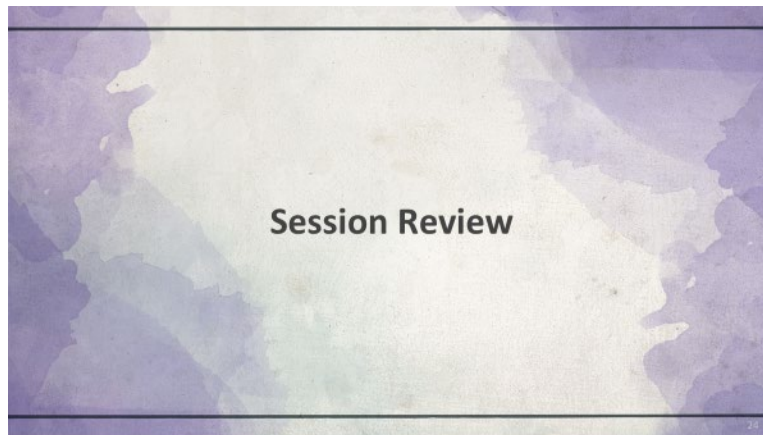


Divide participants into small groups of 4-6 people.

Distribute a sample lesson plan sheet or planning materials from a commonly-used Tier 1 Curricula.

You are given a planning sheet to use with your curriculum. Use the ELDS standards, your curriculum materials, and your knowledge of what children learned from the fire station unit to plan additional activities that Selina might do next.

Circulate among the groups to answer questions, give suggestions, and keep participants on task.



Review Learning Objectives.

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.

- **Explain why standards are important and how they can be used to guide what one does in the classroom**
- **Describe the difference between standards, curriculum, and assessment and how they are interconnected and work together for teaching effectiveness**
- **Determine if an activity is relevant to the standards, follows the curriculum, and can be assessed and recorded**



Now that we have finished our training, are there any additional questions you have? Is there anything you want more information about?

Review any questions on the sticky notes if they have not already been answered.

Would anyone like to share with the group what they will do differently now that they have attended this session? *Allow for a few responses.*

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*

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- *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*