

Module 1A: Session Handouts

Connecting the Pieces: Using Standards with Infants and Toddlers

Contents

Pre- and Post-Assessment.....	2
Key Terms.....	3
Socio-Emotional Handout	4
Teacher Planning Form	5
Curriculum Alignment	6
Action Plan	7
ELDS Classroom Resource Guide Sample.....	8

In addition to these handouts, each participant will need a full copy of the Louisiana Birth to Five Early Learning and Development Standards.

Pre- and Post-Assessment

Module 1A: *Connecting the Pieces: Using Standards with Infants and Toddlers*

Date: _____

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

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

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

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

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Using the Louisiana Birth to Five Early Learning Development Standards to plan developmentally appropriate activities for infants and toddlers												
Writing learning outcomes for infants and toddlers												
Creating an alignment between standards, curriculum, and assessment												
Using Louisiana Birth to Five Early Learning Development Standards to plan developmentally appropriate activities for infants and toddlers with special needs												
Identifying various influences on a child's development												

Key Terms

Key Term	Definition	Example
Standards (ELDS)	Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education	Develop positive self-identify and sense of belonging
Learning Outcomes	A statement regarding what children will learn through an activity (not what they will do)	The infant will learn to identify self in mirror.
Curriculum and Learning Experiences	The lessons and content being taught in a classroom or program; often includes recommended materials for the classroom environment	The teacher will provide mirrors to infants and describe what they see while looking in the mirrors.
Assessment	Methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students	The infant cooed as he looked at himself in the mirror (anecdotal record).

Socio-Emotional Development

Characteristics of high-quality programs that foster healthy social and emotional development in young children:

- Children are able to develop relationships with others
- Children cooperate with peers and adults
- Children understand others' feelings and perspective
- Children maintain some control of their behaviors and emotions

Socio-Emotional Development

Characteristics of high-quality programs that foster healthy social and emotional development in young children:

- Children are able to develop relationships with others
- Children cooperate with peers and adults
- Children understand others' feelings and perspective
- Children maintain some control of their behaviors and emotions

ELDS Teacher Planning Form

Classroom Information:	Learning Outcome What will the child(ren) learn? What can the child(ren) do?	Activity How will the learning outcome be executed?	Special Consideration Culture, Disability, English Language Learners	Materials Needed Where is the material located to enhance the child's skill?	Assessment What tool will be used to assess the child(ren) knowledge Ex. Observations, Anecdotal Notes, TS Gold/Frog Street Objectives
Class Name: Age Range: Domain: check all that apply <i>Approaches to Learning</i> <i>Cognitive Development and General Knowledge</i> <i>Language and Literacy Development</i> <i>Physical Well-Being and Motor Development</i> <i>Social-Emotional Development</i> Subdomain: Standard(s): Indicator:					

Curriculum Alignments to the Louisiana Birth to Five Early Learning and Development Standards

<https://teachingstrategies.com/wp-content/uploads/2017/03/LA-GOLD-Alignment-Birth-to-5-2013.pdf>

http://www.frogstreet.com/wp-content/uploads/2015/10/EXH1706-Infant_Louisiana.pdf

http://www.frogstreet.com/wp-content/uploads/2015/09/EXH1627-Louisiana_7-27-2015.pdf

<http://www.frogstreet.com/wp-content/uploads/2017/11/EXH1987-Frog-Street-Threes-Correlation-To-Louisiana-Birth-to-5-EL-D-Standards-for-Three-Year-Olds.pdf>

<http://www.frogstreet.com/wp-content/uploads/2015/09/EXH1394-Louisiana/pdf>

Curriculum Alignments to the Louisiana Birth to Five Early Learning and Development Standards

<https://teachingstrategies.com/wp-content/uploads/2017/03/LA-GOLD-Alignment-Birth-to-5-2013.pdf>

http://www.frogstreet.com/wp-content/uploads/2015/10/EXH1706-Infant_Louisiana.pdf

http://www.frogstreet.com/wp-content/uploads/2015/09/EXH1627-Louisiana_7-27-2015.pdf

<http://www.frogstreet.com/wp-content/uploads/2017/11/EXH1987-Frog-Street-Threes-Correlation-To-Louisiana-Birth-to-5-EL-D-Standards-for-Three-Year-Olds.pdf>

<http://www.frogstreet.com/wp-content/uploads/2015/09/EXH1394-Louisiana/pdf>

Action Plan

Name:	Date:
Title of Session:	

Something New I Plan to Try	Target Timeline/Date	Resources/Support Needed <small>(Materials, Administration Support, Funding, etc.)</small>

ELDS Classroom Resource Guide – Sample

Cognitive Development	SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)	
	Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
Infants (Birth to 11 months)	Activities/Area of Classroom	Materials Needed
Show interest and respond to different voices and sounds. (0.1)		
Listen and respond to music by moving their bodies. (0.2)		
Young Toddlers (9-18 months)	Activities/Areas of Classroom	Materials Needed
Imitate sounds and movements to favorite songs or music. (1.1)		
Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)		
Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)		
Older Toddlers (16-36 months)	Activities/Areas of Classroom	Materials Needed
Move and dance to favorite songs and music. (2.1)		
Participate in familiar songs and finger plays. (2.2)		
Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/ or rhythm from music with help from adults. (2.3)		
Respond to changes in tone and melody. (2.4)		
Move their bodies creatively. (2.5)		
Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)		

**to request the full ELDS Classroom Resource Guide, see your trainer*