

Module 1A: Outline & Manual

Connecting the Pieces: Using Standards with Infants and Toddlers

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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*

Materials

- Chart paper and markers
- Yellow sticky notes
- Orange sticky notes
- Blue sticky notes
- Pink sticky notes
- Copy paper
- Pencils or pens for participants
- Handouts
 - *Pre/Post Assessments*
 - *Key Terms Handout*
 - *Socio-Emotional Handout*
 - *Teacher Planning Form*
 - *Curriculum Alignment*
 - *Action Plan*

Learning Outcomes

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

- Develop an understanding of the teaching learning cycle and multiple influences on early development and learning
- Identify the domains of Louisiana’s Birth to Five Early Learning Development Standards (ELDS)
- Learn to design instructional/learning outcomes for infants and toddlers
- Practice methods for aligning standards, curriculum, and assessment for infants and toddlers
- Plan experiences for infants and toddlers that align with Louisiana’s Birth to Five ELDS and Tier 1 curriculum

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
Key Terms	5 minutes
The Teaching Learning Cycle	5 minutes
Multiple Influences on Learning	10 minutes
Key Terms Activity	10 minutes
Overview of the Domains in Louisiana’s Birth to Five Early Learning & Development Standards (ELDS)	25 minutes
Play and Multiple Domains	15 minutes
Activity: Using the Planning Form with Videos	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>

Alternative Key Terms Activity Cards

<p>The toddler said “no milk” and shook head when teacher asked if he wanted more milk.</p>	<p>The teacher will provide baby dolls and washcloths for toddlers to explore.</p>
<p>The infant will learn how to move a hanging object on the mobile with their feet.</p>	<p>Develop small muscle control and coordination.</p>
<p>___ YES ___ NO Child is easily soothed after parents drop-off in the morning.</p>	<p>The child will learn to use their hands to connect objects.</p>
<p>The toddlers will learn to say the names of their classmates.</p>	<p>Comprehend and use increasingly complex and varied vocabulary.</p>

Alternative Key Terms Activity Cards

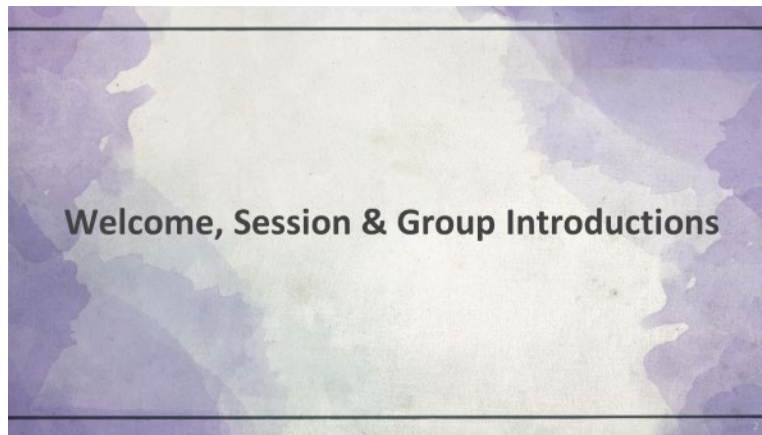
ASSESSMENT	ASSESSMENT
CURRICULUM AND LEARNING EXPERIENCE	CURRICULUM AND LEARNING EXPERIENCE
LEARNING OUTCOME	LEARNING OUTCOME
STANDARD	STANDARD

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*

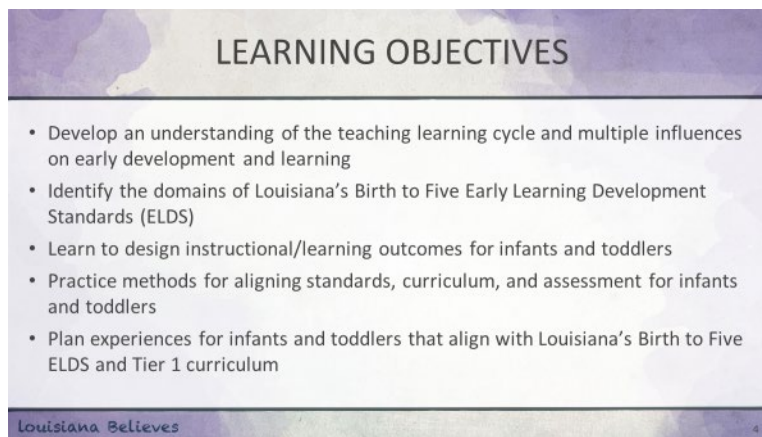
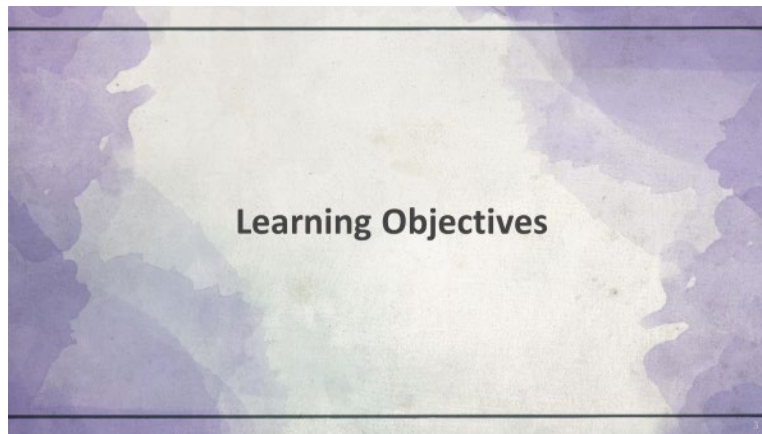


Welcome to Connecting the Pieces: Using Standards with Infants and Toddlers. I am (insert name) and I have the pleasure of being your trainer today.

Today we are going to learn how to use the Birth to Five Standards to plan meaningful and developmentally appropriate activities for infants and toddlers. We are going to engage in some activities and share ideas with one another. The more you participate the more you will gain from the session.

If you haven't already done so, please complete the pre-assessment survey and I will collect them.

Provide any information about restroom locations, policies (cell phones on silent), and emergency exits.



This session will provide you with ideas on how you can use these standards to improve upon the work you do with young children. If you think about putting together a puzzle, we will follow a similar approach. We will start with the big picture and then review and connect all of the pieces in order to reach our goal.

- First, in the “Getting Started” part, we will look at the Big Picture and review why your work with young children is important.
- Next, we will cover “Examining Key Components” where participants will develop an understanding of the **teaching learning cycle and multiple influences on early development and learning**, including cultural and environmental factors for infants and toddlers.
- After that we go to “Taking a Closer Look: An Overview of the Louisiana Early Learning & Development Standards,” which will provide you an opportunity to **identify and learn more about the domains in the Louisiana’s Birth to Five ELDS**.
- We will end with “Putting It All Together: Planning for Infants and Toddlers Using Standards” in which you will **learn to design instructional/learning outcomes for infants and toddlers; practice methods for aligning standards, curriculum, and assessment for infants and toddlers; and plan experiences for infants and toddlers that align with Louisiana’s Birth to Five ELDS and Tier 1 curriculum**.

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

Record responses on chart paper.

While I realize that each program may have their own curriculum, lesson plan formats, and assessment tools, the Louisiana Birth to Five Early Learning & Development Standards can be used as a resource to further guide your work with infants and toddlers.



As we start this session, I want to express the importance of your work with young children. Educational research has consistently shown a strong correlation between the quality of early childhood experiences and later academic success.

That's why it is so important that we provide children with the foundational experiences needed for them to become successful learners. Your knowledge and expertise in child development directly impact your interactions and experiences with infants and toddlers.



Now let's review some of the key terms we will use today and consider the various components involved when working with infants and toddlers.

STANDARDS		
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.	Infants and toddlers will develop a positive self-identify and a sense of belonging.

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Standards are **concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education**. Programs may use various standards that align with the Louisiana Birth to Five Early Learning & Development Standards.

During the training today, when we talk about standards, we are referring to the Louisiana Birth to Five Early Learning & Development Standards, also known as ELDS. Tier 1 curriculums approved by the state of Louisiana align with the Louisiana Birth to Five Early Learning & Development Standards.

On this slide, focus on the area that says Example.

This is an example of a standard found in the ELD's. Children will **Develop positive self-identity and a sense of belonging**.

LEARNING OUTCOMES		
Key Term	Definition	Example
Learning Outcomes	Statements regarding what children will learn through an activity (not what they will do).	The infant will learn to identify self in mirror.

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Learning Outcomes are **statements regarding what children will learn through an activity (not what they will do)**.

Learning outcomes should be based upon the standards and should be appropriate for diverse learners. An example of a learning outcome is **“the infant will learn to identify self in mirror.**

Notice that a learning outcome is written in terms of the goal or outcome for the child. You will have an opportunity today practice writing learning outcomes.

CURRICULUM AND LEARNING EXPERIENCES		
Key Term	Definition	Example
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.

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The term curriculum refers to **the lessons and content being taught in a classroom or program**. It often includes **recommended materials for the classroom environment**. Each learning experience offered to children is part of the curriculum. The curriculum refers to all of the experiences you offer infants and toddlers throughout the year. When referring to one specific thing that you may do with children, this is the learning experience.

Many curricula include the learning experiences you should offer to children throughout the day. Daily routines such as diapering, feeding and handwashing are part of the learning experiences.

What curriculum do you use in your program?

Allow participants time to respond.

Curricula may differ in the amount of resources and depth of the material. However, it is important to note that all curricula should align with the standards for our state and include developmentally appropriate experience for infant and toddlers. Today we will discuss how to use the standards to support the learning experiences you offer and not a specific curriculum.

ASSESSMENT		
Key Term	Definition	Example
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).

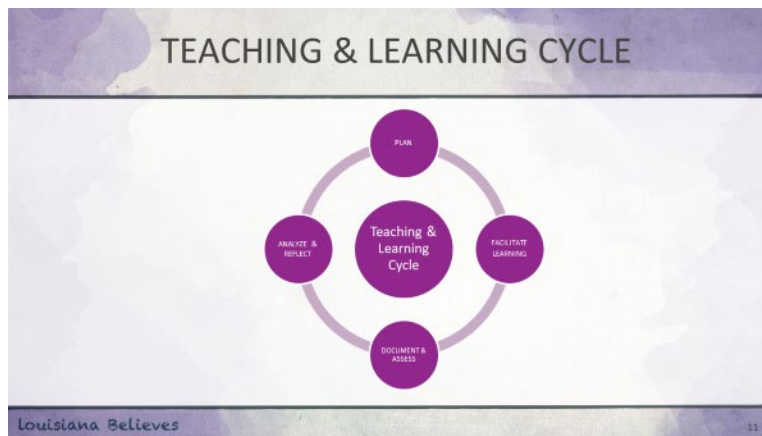
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Lastly, the term assessment refers to the **methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students**.

For example, “the infant cooed as he looked at himself in the mirror” is an example of an anecdotal record that may be made to document children’s knowledge and can be used during the assessment process. Many Tier 1 curricula have their own assessment tools. What are some of the assessment tools you use in your program?

Allow participants time to respond. Sample assessments include Teaching Strategies GOLD®, COR Advantage (High Scope), or curriculum based assessments.

Although we will not discuss assessment in detail in today’s session, it is important you know the relationship between learning outcomes, learning experiences, and assessment.



This is the teaching and learning cycle. It shows the ongoing cycle of planning, facilitating learning (or teaching), documenting and assessing students’ knowledge and skills, and reflecting on children’s strengths, interests, and needs. Engaging in this process helps educators make meaningful connections with children that supports their growth and development.

Point to each component of the cycle as you discuss it.

Plan: Planning refers to the process of preparing the environment, materials, and learning experiences that you will offer children. This may include developing a lesson plan, making changes to how you set up your room, planning how you will transition children from one activity to another.

Some of the things you do throughout the day occur naturally like greeting children and families as they arrive, engaging with a child who found a leaf, or changing a diaper when it’s dirty. These actions do not require much thought or prior planning; however, they are still considered a part of the children’s daily experiences that support learning.

It is important to note that the teaching learning cycle does not always start with planning. For example, you may analyze assessment data received for a new child in your class and then incorporate some of the information into your next lesson plan.

What resources do you use to help you plan? *Allow participants time to respond.*

Planning is an important part of the process and using the standards can help guide you on the selection of meaningful and appropriate experiences to infants and toddlers.

Facilitate: Facilitating learning refers to the language and interactions between teachers and children throughout the day. It does not only occur during teacher-guided experiences, it should occur throughout the day during daily routines and natural interactions. The CLASS observation tool is a tool that provides strategies for facilitating learning.

What is a strategy that you use to facilitate learning? *Allow time for participants to respond and thank them for sharing.*

Throughout the day you may use several teaching strategies like asking questions, providing assistance, or modeling ways to solve problems. New strategies can be learned by attending professional development and feedback.

Document & Assess: By documenting and assessing children’s knowledge is critical for creating meaningful experiences for children that support their growth and development. Documentation can be done in many ways but most early childhood classes use anecdotal notes, pictures or videos, and/or work samples. An example assessment tool is Teaching Strategies GOLD®.

What other assessment tools do you use? *Allow time for participants to respond.*

There are several tools available to assess young children. No matter which tool you use, it is important to continue the process and move to the next step.

Analyze & Reflect: Analyzing and reflecting upon documentation and assessment is an important step that guides your plans with children. This involves reviewing documentation on a regular and ongoing basis to determine children’s strengths, needs, and interests.

It will help answer the questions:

What skills have children mastered? What is still challenging for children? What are children’s interests?

Reflection may occur at other times during the process as well, for example you may reflect after a learning experience to determine what went well or what changes you would make if you repeated the experience in the future.



When planning experiences, it is important to know about the children in your class. Every child is unique and will come to you with different needs. Research shows that there are multiple influences upon a child’s development. **Family, life experiences, and a disability** are all factors that can affect a child’s development.

More information about each of the topics listed is below. You may ask participants to share professional experiences related to the information on this slide.

Family: The parents are a child’s first teacher. The family may have certain cultural beliefs or practices that influences what children are exposed to or what children are expected to learn.

For example, if a parent comes from a culture in which children feeding themselves at 18 months is not encouraged, this may not be something a teacher would use as a learning outcome for the child at this point in their development. However, teachers can use the standards to identify other ways that children can demonstrate knowledge about themselves.

Note: The indicator can be found on page 20 of the ELDS under the standard: “Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.” An indicator under this standard states “demonstrates increasing interest and independence in completing simple tasks.”

Children who are learning to speak multiple languages may be able to communicate better in one language over another. This is good to keep in mind for assessment purposes. However, many of the strategies that you use to support their language development will be the same as those you use for children who only speak English. Having conversations with parents at the beginning of a child’s enrollment can help teachers understand the child and any current needs.

Experiences: The 12 Principles of Child Development states “children’s experiences shape their motivation and approaches to learning.” For example, a new toddler in your classroom who previously attended a high-quality early learning program may easily adapt to the daily routines. On the other hand, traumatic experiences such as abuse or neglect can have a negative impact on a child’s motivation and approaches to learning. According to Maslow’s hierarchy of needs, children need to have their basic needs met in order to reach their full potential.

Disabilities: A child’s development may be influenced by a disability. Conditions such as autism, Down syndrome, hearing loss, and spina bifida can cause a delay in various areas of development such as cognitive, motor, or language development. Planning for children with disabilities is often a team approach which includes the family and the child’s therapists. A teacher may use a child’s Individualized Family Service Plan (IFSP) to plan experiences related to the individual goals for the child.

As you plan developmentally appropriate experiences for the infants and toddlers in your class, it is important to know the various factors that may influence and individual child’s development.



REVIEWING KEY TERMS

Ex. Understands basic patterns, concepts, and operations

Color	Term
Blue	Standard
Yellow	Curriculum and Learning Experience
Pink	Learning Outcome
Orange	Assessment

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On your table you will find various color sticky notes. The blue sticky note is for a standard, the yellow is for curriculum and learning experience, the pink is for a learning outcome, and the orange is for assessment. Posted around the room are various examples on chart paper.

On the chart that is labeled Example 1, it says “understands basic patterns, concepts, and operations”. You will place the sticky note that represents the term you believe best defines this example. For example, if you think “Understand basic patterns, concepts, and operations” is a learning experience, you will place a yellow sticky note on the chart. You can use your handout on key terms to assist you.

You can now get up and go to the various charts and place your colored sticky note on the chart. Please return to your seat when you are finished.

Trainer Note: Alternative Activity Options:

1. Print multiple sets of the matching activity handout and pre-cut the examples and terms. Divide participants into pairs and have each group match the examples with the terms. Review answers with participants after activity. Ask them why each term was selected and have them share their reason. Answers are below.

2. First go to this link: <https://create.kahoot.it/share/quiz/5b68a863-1edd-4e16-9eb2-d5898d837b9> to receive a game pin number. Select "Play as Guest" in the top right corner. Then select "Classic" and then select "Start." The pin number will appear at the top of the screen. Allow participants to use their phone or computer to go to kahoot.it. Provide the pin number to the participants and allow them to enter it into the spot that says, "game pin." Next, they may enter their initials or a nickname. Once everyone has entered the pin and their "name," press "Start" to begin the game.

Review answers with participants.

ANSWER KEY:

1. Understand basic patterns, concepts, and operations (use for example)

Answer – Standard

2. The toddler said "no milk" and shook head when teacher asked if he wanted more milk.

Answer – Assessment

3. The teacher will provide baby dolls and washcloths for toddlers to explore.

Answer – Curriculum and Learning Experience

4. The infant will learn how to move a hanging object on the mobile with their feet.

Answer – Learning Outcome

5. Develop small muscle control and coordination

Answer – Standard

6. ___ Yes ___ No Child is easily soothed after parent drops-off in the morning.

Answer – Assessment

7. The child will learn to use their hands to connect objects.

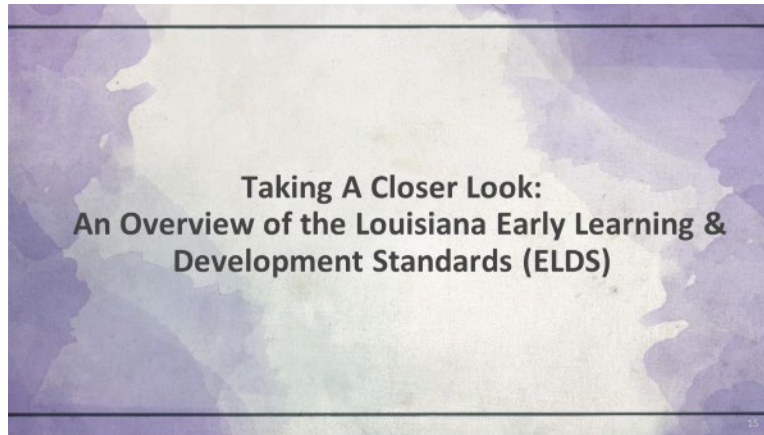
Answer – Learning Outcome

8. The toddlers will learn to say the names of their classmates.

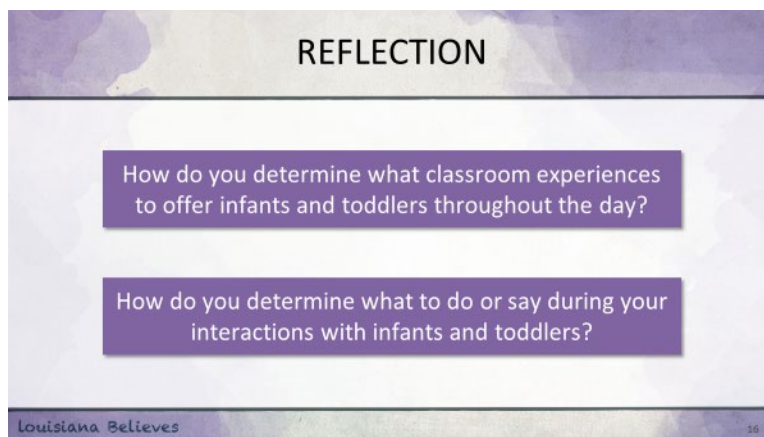
Answer – Learning Outcome

9. Comprehend and use increasingly complex and varied vocabulary.

Answer – Standard



Now we will begin to take a look at the Louisiana Early Learning & Development Standards, also known as the ELDS. For this part of the training, you will need access to the ELDS. A paper or electronic copy is acceptable.



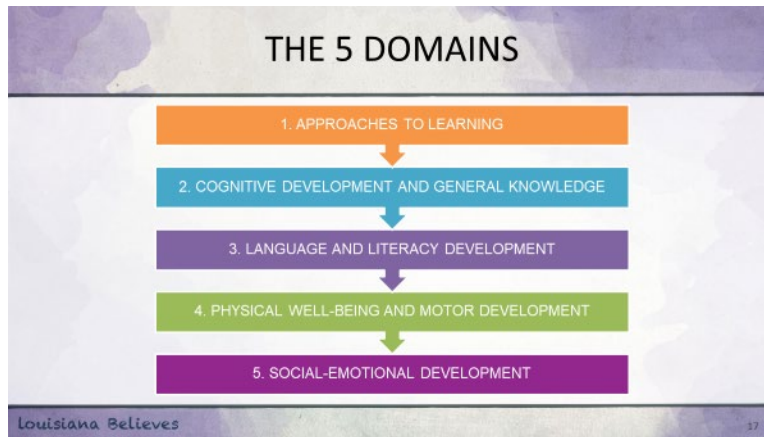
Before we take a closer look at standards, take a moment to reflect on these two questions.

- **How do you determine what classrooms experiences to offer infants and toddlers throughout the day?**
- **How do you determine what to do or say during your interactions with infants and toddlers?**

Pause and allow time for reflection.

Can someone share their thoughts related to the questions? *Allow time for participants to respond. Thank participants for sharing.*

The Louisiana Early Learning & Development Standards can help you determine what experiences to offer based on your age group and give you guidance on how to support children's learning and development throughout the day.



The Early Learning and Development Standards are organized into five domains of children’s development:

1. **Approaches to Learning**
2. **Cognitive Development and General Knowledge**
 - a. Cognitive Development is an area of development that is somewhat broader than the other domains. It includes the subdomain areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies. Each of these subdomains of Cognitive Development includes a description and explanation of its importance.
3. **Language and Literacy Development**
4. **Physical Well-Being and Motor Development**
5. **Social-Emotional Development**

These five domains represent major areas of development and learning and define essential learning for school readiness and children’s long-term success. The domains are designed to be interdependent and include all areas of children’s learning and development.

Each domain begins with a brief description of the domain and an explanation of why it is important for children’s development and learning. If you have a book, it is helpful to place a tab at the page where each domain begins.

Figure 3: Sample Page

APPROACHES TO LEARNING: AL 1

Standard defines each subdomain more specifically. Example: AL 1 represents Standard 1 within the Approaches to Learning (AL) domain.

Subdomain describes the broad categories of each domain.

Domain is the area of child development being addressed in each section.

SUBDOMAIN: INQUIRY AND CURIOSITY				
Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.				
Infants (Birth to 11 months)	Young Toddlers (12 – 18 months)	Older Toddlers (18 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
<p>AL 1 Indicators:</p> <ul style="list-style-type: none"> Show interest in body parts (e.g., fingers, hand) (1.1) Explore objects, materials, and/or people using all the senses (e.g., sticking objects in mouth, focusing attention on an object or someone doing something, etc.) (1.2) Select a particular material, toy or place to explore on their own (1.3) Use simple gestures to meet own needs (e.g., feed self with finger food) (1.4) 	<p>AL 1 Indicators:</p> <ul style="list-style-type: none"> Show curiosity and interest in actions regarding the environment (1.1) Express choices and preferences (1.2) Try to help with simple tasks and activities (1.3) 	<p>AL 1 Indicators:</p> <ul style="list-style-type: none"> Show curiosity and interest in daily experiences and activities (1.1) Demonstrate a willingness to try new activities and experiences (1.2) Actively explore the environment (1.3) Demonstrate increasing interest and independence in completing simple tasks (1.4) Insistent about preferences and may say “no” to adult (1.5) 	<p>AL 1 Indicators:</p> <ul style="list-style-type: none"> Complete a range of simple tasks on their own (1.1) 	<p>AL 1 Indicators:</p> <ul style="list-style-type: none"> Show curiosity and interest in exploring the environment (1.1) Choose a multi-step task and complete it on their own (1.2)

Indicators define the standard and specify what can be done to do by the end of each age range.

Indicator numbers represent a specific indicator within a standard and within a specific age range. For example: 1.2 stands for infants (1.1) and indicator 2 in this standard; 2.3 stands for Older Toddlers (1.2) and indicator 3 in this standard; 3.4 stands for 3-year-olds (1.3) and indicator 4 in this standard; 4.5 stands for 4-year-olds (1.4) and indicator 5 in this standard.

NOTE: The Language and Literacy Domain includes the Kindergarten ELA Common Core Alignment. The Mathematics Subdomain (found in the Cognitive Domain) includes the Kindergarten Mathematics Common Core Alignment.

This slide and the ELD Teacher Planning Form will be used together.

Have participants turn to page 15 in the Louisiana Birth to Five ELDS and provide an ELD Teacher Planning Form to participants before moving forward. Remember to identify by point to each item on the slide as it is discussed.

The ELDS include a Continuum for each **domain**. The Continuum is a table that includes the Standards and Indicators for each age level. As shown on the sample, Figure 3 on page 15 of the ELDS, Louisiana has elected to arrange the Indicators along a continuum so that all of the Indicators for the age levels, infants to four-year-olds are included on the same row. This allows teachers and caregivers to easily look across the age levels to see the progression that a child might make toward the Standard.

Each Continuum is organized into **subdomains** which capture the specific areas of learning that make up the domain. For example, the domain of Approaches to Learning is divided into three subdomains: Initiative and Curiosity; Attention, Engagement, and Initiative; and Reasoning, Problem-solving, and Creative Thinking.

Within each subdomain is a set of Standards and Indicators. The **standard** is a statement that provides an overarching goal for skills and knowledge children should make progress toward. It provides a general statement of what children should know and be able to do that is applicable across age levels/groups.

The **indicators** provide more specific information about what children should know or be able to do at each age level. They are written for a specific age level and provide a description of the skills, knowledge, and/or characteristics a child should be doing to indicate progress toward the standard. The Indicators typically do not represent expectations for the entire age range but are a reflection of what children should know and be able to do at the end of each age level.

Trainer Note: Optional information to share: The indicators do not have a one-to-one alignment across the different age ranges. The mathematics Subdomain and the Language and Literacy Domain include the alignment to the Kindergarten Common Core State Standards as part of the continuum.

Please tab this page, we will be using it again later in the module.



Approaches to Learning

Refers to the behaviors and attitudes that show how children approach tasks/activities and how they learn.



Now let's take a look at each domain. Research has shown that approaches to learning is a distinct aspect of children's school readiness and is a strong predictor of their later success in school. Children with positive **approaches to learning** perform better academically and have more productive interactions with others.

The capacity to pay attention, to think creatively, and to solve problems are all important aspects of children's approaches to learning that develops during the early childhood period. For infants and toddlers, approaches to learning includes many of the things they do naturally such as exploring various objects, observing and imitating others, trying different ways to use toys or objects. Providing infants and toddlers with materials that they can safely explore using their senses and various actions (like shaking, stacking, and squeezing) can support a child's development in the approaches to learning domain.

STANDARDS FOR APPROACHES TO LEARNING

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below.

1. Which standard and indicator relate to when a toddler asks what, how, and why questions?
2. Which standard and indicator relate to when an infant reaches under the crib for a toy or scoot to reach for a favorite toy?
3. What verbs are used within the indicators for infants and toddlers within this domain (e.g. explore, show, look)?

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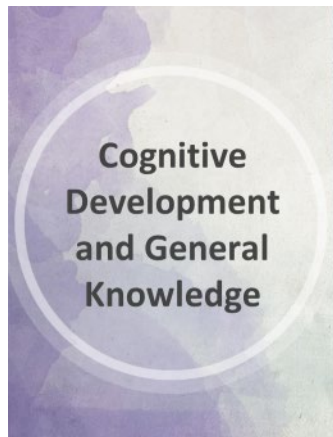
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Now let's look at how children demonstrate knowledge/skills as described in this Standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions. The answers can be found in the indicators under each standard.

Allow 3 - 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.

1. **Which standard and indicator does it relate to when a toddler asks what, how, and why questions?**
Pg. 23 Standard AL4 – Demonstrate creative thinking when using materials, solving problems, and/or learning new information (Indicator 2.2)
2. **Which standard does it relate to when an infant reaches under the crib for a toy?**
Pg. 22 Standard AL3 – Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions (Indicator 0.3)
3. **What verbs are used within the indicators for infants and toddlers within this domain?**
Examples of possible verbs found within the indicators: Interact, show, explore, select, use, try, demonstrate, focus, attend, repeat, observe, identify.

It is important to be familiar with the indicators included in this domain in order to know what to observe and document.



Includes the following content areas:

- Creative Thinking and Expression
- Mathematics
- Science
- Social Studies



Cognitive Development and General Knowledge is divided into the following content areas: Creative Thinking and Expression, Mathematics, Science, and Social Studies.

Trainer Note: Information on each content area is provided below if you choose to provide more information to the participants.

Creative Thinking and Expression – Creative arts development promotes creativity, individual expression, self-esteem, imagination, and appreciation of cultural diversity. Through music, movement, visual arts, and dramatic arts, young children are encouraged to explore and express themselves creatively. Creative arts provides children with an opportunity to explore and express him or herself in ways that stimulate brain growth and experience in many expressions of human intelligence. Providing a variety of sights, sounds, smells, tastes, and textures for young children to explore helps nurture the development of creativity.

Mathematics – Through mathematics, children learn to understand their world in terms of numbers and shapes. They learn to reason, to connect ideas, and to think logically. With infants and toddlers teachers can use descriptive language in everyday conversations to help build children’s understanding of quantity (e.g., “more”, “all gone”). Teachers can play games, sing songs, and read books that use numbers and counting.

Early childhood teachers must be flexible during routines and strive to capture teachable moments using open-ended questioning techniques to help children expand their mathematical thinking. Teachers must create an environment that encourages mathematical play and exploration. Mathematics can be encouraged with materials that includes unit blocks, manipulatives, or props for a dramatic play center where children include counting in their play (such as a store).

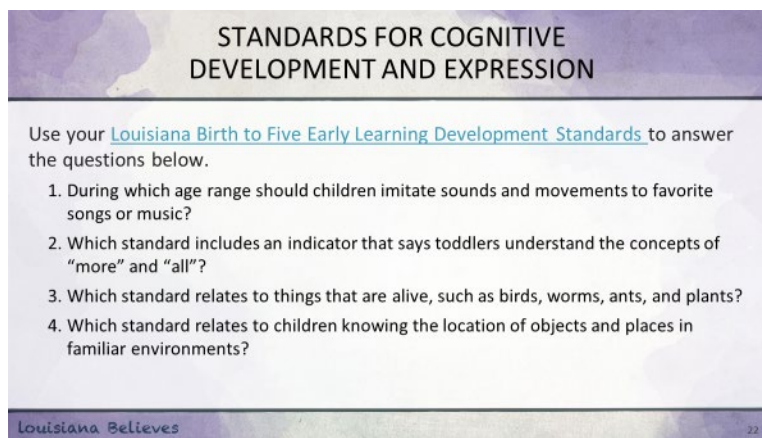
Science – Young children are natural scientists. They are easily become fascinated by everyday events and experiences. Teachers should provide varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions – young children make inferences and become higher-level thinkers.

For infants and toddlers, relationships and early experiences are at the center of the scientific learning process. Through relationships, active exploration, and experiences, infants and toddlers begin to make discoveries about the world around them. They learn to figure out how things work, imitate others, and try out new behaviors.

As infants and toddlers grow older, they become interested in showing and giving things to adults. At the toddler age, children ask questions and share meaning with their teachers. To encourage scientific exploration, young children also need space and opportunities to explore, as well as materials that encourage learning and discovery.

Social Studies – The primary purpose of social studies is to help young children to become good citizens and deepen their understanding of the world around them. For young children social studies begins with their awareness of self and their family. When children interact with people outside of the family-classmates, teachers and caregivers-their understanding of the world changes and expands to include others. For infant and toddlers who are just beginning to develop a sense of self and others-teachers can encourage respect for others and provide opportunities for children to learn about other cultures.

At this time, we will review each of the standards in the content areas.



STANDARDS FOR COGNITIVE DEVELOPMENT AND EXPRESSION

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below.

1. During which age range should children imitate sounds and movements to favorite songs or music?
2. Which standard includes an indicator that says toddlers understand the concepts of “more” and “all”?
3. Which standard relates to things that are alive, such as birds, worms, ants, and plants?
4. Which standard relates to children knowing the location of objects and places in familiar environments?

Louisiana Believes 22

Now let’s look at how children demonstrate knowledge or skills as described in this standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions. The sections of the ELDS needed for these questions are found on pages 25 - 54.

Allow 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.

1. **During which age range should children imitate sounds and movements to favorite songs or music?**
Pg. 27 Young Toddlers (9-18 months)
2. **Which standard includes an indicator that says toddlers understand the concepts of “more” and “all?”**
Pg. 32 Standard CM1 – Understand numbers, ways of representing numbers, and relationships between number and quantities
3. **Which standard relates to things that are alive, such as birds, worms, ants, and plants?**
Pg. 40 Standard 3 Science – Acquire scientific knowledge related to life science
4. **Which standard relates to children knowing the location of objects and place in familiar environments?**
Pg. 47 Standard 3

Trainer Note: Additional Activity: Participants can find what age group this indicator is under and the indicator numbers.



Language and Literacy domain includes children's skills related to:

- Speaking
- Listening
- Reading
- Writing



Children enter the world with the capacity to communicate. Before babies utter their first word, they are prepared to use language in many ways. As children grow and change, their communication needs change as well. Communicating with a preschooler is very different than communicating with a toddler or an infant.

What are some of the differences in how we communicate with preschoolers versus infants and toddlers?

Have the audience list possible differences when communicating with preschooler and infant/toddlers.

Possible answers include:

- *Speak slower to infants and toddlers*
- *Hold an infant closer to your face as you speak*
- *Infants do not talk back*
- *Infants or toddlers may use gestures or sounds*

It is important for adults to support these changes so that children can continue to grow as skillful communicators. Singing songs and reciting simple nursery rhymes are one way to promote children's language development. They help to give children a sense of the natural rhythm of the language and its sentence patterns.

Remember, a solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future.

Some studies have linked the number of words a child hears before the age of four to future academic achievement. The more often parents and caregivers or teachers talk to their children in everyday situations, the more opportunities children have to learn new words and practice their communication skills.

STANDARDS FOR LANGUAGE AND LITERACY DEVELOPMENT

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below.

1. What is the typical age range for children to begin to show a preference for using their right or left hand?
2. What is the typical age for children to recite simple phrases or words from stories?
3. What is the typical age range for children to begin identifying letters?

Louisiana Believes

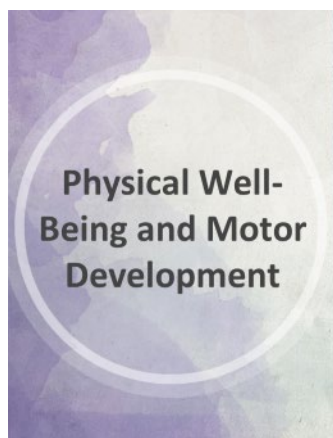
24

Now let's look at how children demonstrate knowledge/skills as described in this Standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions. The answers can be found in the indicators under each standard.

Allow 3 - 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.

1. **What is the typical age range for children to begin to preference for using their right or left hand?**
Pg. 66 Birth to 11 Months, Standard LL7 (Indicator 0.4)
2. **What is the typical age for children to recite simple phrases or words from stories?**
Pg. 62 16-36 Months, Standard LL4 (Indicator 2.4)
3. **What is the typical age range for children to begin identifying letters?**
Pg. 64 36-48 Months, Standard LL5 (Indicator 3.4)

Note that it is not developmentally appropriate to teach infants and toddlers letters and one year old. However, they may start associating symbols or pictures with objects which is a beginning skill related to early literacy.



There are two general types of motor skills: **gross motor skills** and **fine motor skills**.

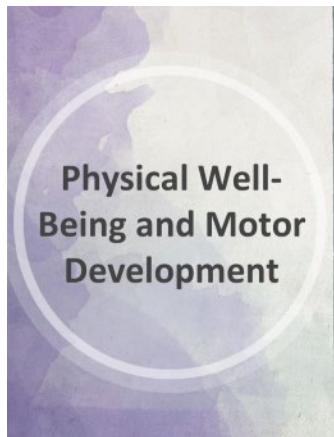
Gross motor refers to the movement of the large muscles in the upper and lower body. These are the muscles that control the ability to walk, run, jump, etc.



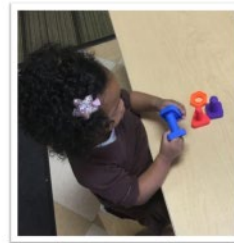
As children grow and develop, their motor skills begin to improve as connections in the brain grow. Motor skills develop in an orderly, predictable way. They develop from the top of the child to the bottom, and from the center of the body outward. Also, skills become more and more specialized as children grow. Although there is variation in the age at which

each child will develop a particular skill, for the most part, the order in which skills develop is predictable. For example, a young child can walk before he can run, and run before he can hop. Babies can wave their arms before they can pick up small objects with their fingers, and preschoolers can scribble with sweeping motions before they can write.

There are two general types of motor skills: gross motor skills and fine motor skills. **Gross motor refers to the movement of the large muscles in the upper and lower body. These are the muscles that control the ability to walk, run, jump, etc.**



Fine motor refers to movement of the small muscles of the hand and arm that control the ability to scribble, write, draw, and do many other activities that require finger, hand, and hand-eye coordination.



Fine motor refers to movement of the small muscles of the hand and arm that control the ability to scribble, write, draw, and do many other activities that require finger, hand, and hand-eye coordination. Gross motor skills usually develop before fine motor skills.

As these motor skills are developing, children also are learning to use information gathered through their senses to understand their environment and make decisions about what action to take. For example, a child may adjust his/her walking if a surface is wet or slippery. Similarly, a child may recognize a cup that has been buried in the sand based on their touch and feel of the cup. As children develop, they become more capable of organizing information that is collected through their different senses, and then using this sensory information to guide their movements.

Although movement skills develop naturally in most young children, it is important that children have a variety of physical experiences that facilitate good muscle development, and experiences that allow them to practice motor skills.

STANDARDS FOR PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below:

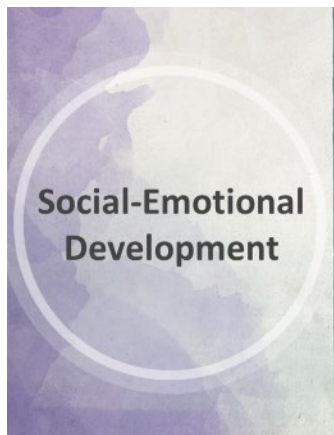
1. Which standard has two indicators that are the same but is reflected in two different age groups?
2. Which standard and indicator refers to a child carrying out the simple tasks of using utensils for eating, putting puzzles together and stringing large beads?
3. Which indicator reflects on a child's willingness to try healthy foods when offered by a caregiver?

Louisiana Believes 27

Now let's look at how children demonstrate knowledge/skills as described in this Standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions. The answers can be found in the indicators under each standard.

Allow 3 - 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.

1. **Which standard has two indicators that are the same but is reflected in two different age groups?**
*Pg. 72 Standard PM3 – Participate in a variety of physical activities to enhance strength and stamina
Indicators 1.1 and 2.1 – Participate in a variety of indoor and outdoor play activities (Young Toddlers and Older Toddlers)*
2. **Which standard and indicator refers to a child carrying out simple tasks of using utensils for eating, putting puzzles together and stringing large beads?**
*Pg. 71 Standard PM2 – Develop small muscle control and coordination
Indicator 2.2 – Coordinate eye and hand movements to carry out simple tasks (Older Toddlers)*
3. **Which indicator reflects on a child's willingness to try healthy foods when offered by a caregiver?**
Pg. 73 Indicator 0.3 – Willing to try healthy foods when offered by caregiver (Birth – 11 Months)



Social-Emotional development components:

- Early relationships with adults and peers
- Self-Concept
- Self-Regulation – Managing behavior and emotions



Trainer Note: Additional information on each component is provided below if you choose to provide more information to the participants.

Early Relationships with Adults and Peers

The social and emotional development of young children is strengthened when they feel that the adults in their lives care about them and they develop close relationships (often called “secure attachments”) with their parents, teachers, and other adults who care for them. Positive relationships encourage children to care about other people and seek to understand the thoughts and feelings of others. Research has found that children who have secure, trusting relationships with their caregivers get along better with their peers and have an easier time adjusting to the demands of formal schooling. Adults can help children develop these types of positive relationships by consistently responding when children, especially babies, need something or they are upset, and by being warm and loving when caring for children.

Self-Concept

How children feel about themselves and their own sense of worth has a lot to do with later success in life. Children who have a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle any problems or difficulties that may come up.

Children's self-concept develops very early in life. How children see themselves and how they feel about themselves is related to their early relationships. These early relationships help young children learn about whom they are and how they are seen by others. When caregivers and teachers respond to children with acceptance and positive regard, children feel important and they learn to feel good about themselves.

Self-Regulation: Managing Behavior and Emotions

Early childhood is a time when young children are learning to manage their impulses, desires, and emotions. Very young children (infants and toddlers) often need the support of caregivers who can provide comfort and help to soothe distressed feelings in order to learn how to regulate their emotions. As children get older, their ability to regulate and manage emotions develops some, but they often still have difficulties controlling their feelings. Parents and early childhood educators may be able to help children learn to focus their attention, follow rules and guidelines, get along with others (i.e. learning to share), and manage their emotions or express feelings in acceptable ways (i.e. expressing anger with words rather than hitting). Still, this is an area that can be challenging for young children, so they need consistent guidance as they learn to manage their behaviors and emotions.



SOCIAL-EMOTIONAL DEVELOPMENT

Characteristics of **Social-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

Louisiana Believes 29

This handout is provided for the presenter to review for participants to reflect on the characteristics seen in high quality programs that foster healthy social and emotional development in young children. The participants can reflect on what qualities are promoted in their own programs and what qualities may need to be added.

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

STANDARDS FOR SOCIAL-EMOTIONAL DEVELOPMENT

Use your [Louisiana Birth to Five Early Learning Development Standards](#) to answer the questions below:

1. What is the typical age range for a child to be able to recognize him/herself in a mirror?
2. Which standard and indicators does it relate to when a toddler says “no” or “I did it!”?
3. What is the typical age range for a child to express basic feelings through body movements, crying, smiling, laughing or cooing?

Louisiana Believes

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Now let’s look at how children demonstrate knowledge/skills as described in this Standard. Use your Louisiana Birth to Five Early Learning Development Standards to answer the questions. The answers can be found in the indicators under each standard.

Allow 3 - 5 minutes for participants to look for answers and then review answers. Participants can work individually or in pairs.

1. **What is the typical age range for a child to be able to recognize him or herself in a mirror?**
*Pg. 80 Young Toddlers – 9 to 18 Months
Standard SE2 (Indicator 1.1)*
2. **Which standard and indicators does it relate to when a toddler says “not” or “I did it!”?**
*Pg. 81 Standard SE3 – Express feelings and beliefs that he or she is capable of successfully making decisions, accomplishing tasks, and meeting goals
Indicator 2.2 – Express preferences and may have strong emotions and/or actions, i.e. may say “no” to an adult (Older Toddlers – 16-36 Months)
Indicator 2.3 – Use some language to express feelings of pleasure over accomplishments, i.e. says “I did it!” after using potty successfully (Older Toddlers – 16-36 Months)*
3. **What is the typical age range for a child to express basic feelings through body movements, crying, smiling, laughing or cooing?**
6 Months

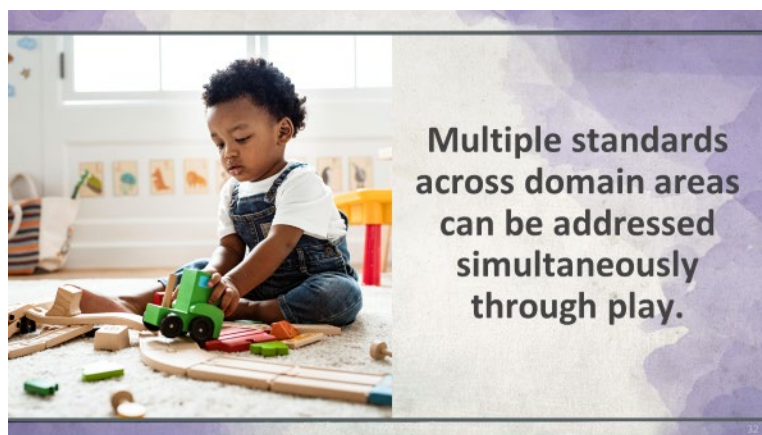


Early learning and development are multidimensional; developmental domains are highly interrelated. Development in one domain influences the development in other domains. For example, children’s language skills impact their ability to engage in social interactions.

Therefore, developmental domains cannot be considered in isolation of each other. The dynamic interaction of all areas of development must be considered.

The presenter can describe the following examples of domains as provided by NAEYC and discuss how each domain can be connected to the other based on the example provided:

- *Cognitive skills – like math and problem solving in a pretend grocery store*
- *Physical abilities – like balancing blocks and running on the playground*
- *New vocabulary – like the words they need to play with toy dinosaurs*
- *Social skills – like playing together in a pretend car wash*
- *Literacy skills – like creating a menu for a pretend restaurant*



Play is what children do naturally. Through play caregivers can teach children developmental skills that can supports learning across all domains.

According to a paper from the Association for the Childhood Education International (ACEI), play as seen in infancy through adolescence is an active, dynamic and constructive behavior that is necessary throughout childhood. Brewer (2007) describes three types of play in a school setting: **free play**, **guided play**, and **directed play**.

- **Free play** is play in which children have as many choices of materials as possible and in which they can choose how to use the materials (within boundaries)
- **Guided play** is play in which the teacher has selected materials from which children may choose in order to discover specific concepts. The example Brewer provides is if the teacher goal is for the child to learn to classify objects as large or small, then the teacher will provide several sets of objects to play with that could be classified as such.
- **Directed play** is play in which the teacher instructs the children in how to accomplish a specific task such as singing songs, engaging in finger plays, and playing circle games.

As you can see within these examples of play, all of the developmental domains can be incorporated. As we proceed in learning to create experiences or activities to enhance learning we will keep these types of play in mind. We have reviewed each developmental domain and now let us review how to use the Early Learning Standards as defined on page 14.



Assign participants into five groups based on the five domains:

1. Approaches to Learning
2. Cognitive Development and General Knowledge
3. Language and Literacy Development
4. Physical Well-Being and Motor Development
5. Social-Emotional Development

Group Discussion Activity: Have each group identify activities for infants and/or toddlers that relate to their assigned domain. Have each group share one or two activities they discussed. After a group shares, ask other groups to add information about how the activity can relate to their domain also.

Trainer Note: Depending on the time and size of the group, you can assign groups to a specific age range (Birth to 11 Months, 9-18 Months, or 16-36 Months).

Figure 3: Sample Page

APPROACHES TO LEARNING: AL 1

Subdomain describes the broad concepts of each domain. Standard defines each subdomain more specifically. Example: AL 1 represents Standard 1 within the Approaches to Learning (AL) domain. Domain is the area of child development being addressed in each section.

SUBDOMAIN: INITIATING AND CURIOUSITY

Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.

Infants (Birth to 12 months)	Young Toddlers (12 - 24 months)	Older Toddlers (24 - 36 months)	Three-Year-Olds (36 - 48 months)	Four-Year-Olds (48 - 60 months)
<p>AL 1 Indicators</p> <ul style="list-style-type: none"> Show interest in play paths (e.g., fingers, wheels, etc.) Explore objects, materials, and/or people using all the senses (e.g., touching, smelling, up and putting them in, mouth, focusing attention on an object or someone doing something, etc.) Select particular materials, toy or place to explore on their own. (L.1) Use simple behaviors to meet own needs (e.g., feed and wash finger, touch, etc.) 	<p>AL 1 Indicators</p> <ul style="list-style-type: none"> Show curiosity and interest in actively exploring the environment. (L.1) Express choices and preferences. (L.1) Try to help with simple tasks and activities. (L.1) <p>Indicators define the standard and specify when children should demonstrate each age range.</p>	<p>AL 1 Indicators</p> <ul style="list-style-type: none"> Show curiosity and interest in daily experiences and activities. (L.1) Demonstrate a willingness to try new materials and experiences. (L.1) Actively explore the environment. (L.1) Demonstrate risk-taking across and independence in completing simple tasks. (L.1) Insistent about preferences and may say "no" to adult. (L.1) 	<p>AL 1 Indicators</p> <ul style="list-style-type: none"> Specify questions when the goal of learning, interest or question for which the indicator apply. (L.1) Engage in learning experiences. (L.1) Choose to finish a task and complete it on their own. (L.1) 	<p>AL 1 Indicators</p> <ul style="list-style-type: none"> Engage in learning experiences. (L.1) Choose to finish a task and complete it on their own. (L.1)

Indicator numbers represent a specific indicator within a Standard and within a Specific Age Range. For example: L.1 is a code for Infant, AL and indicator 1 in this Standard. L.2 is a code for Young Toddlers (12 and 24 months) in this Standard. L.3 is a code for Older Toddlers (24 and 36 months) in this Standard. L.4 is a code for Three-Year-Olds (36 and 48 months) in this Standard. L.5 is a code for Four-Year-Olds (48 and 60 months) in this Standard. NOTE: The indicators do not have a one-to-one alignment across the different age ranges.

NOTE: The Language and Literacy Domain includes the Kindergarten ELA Common Core Alignment. The Mathematics Subdomain (found in the Cognitive Domain) includes the Kindergarten Mathematics Common Core Alignment.

This slide and the ELD Teacher Planning Form will be used together. Have participants turn to page 15 in the Louisiana Birth to Five ELDS and provide an ELD Teacher Planning Form to participants before moving forward.

ACTIVITY:

Introduction of the Early Learning Development Teacher Planning Form

**Early Learning Development Standards
Teacher Planning Form**

Classroom Information:	Learning Outcome (What do you want the children to do?)	Activity (How will you teach the activity?)	Special Considerations (What do you need to know?)	Materials Needed (What do you need to have on hand?)	Assessment (How will you know if they have learned?)
Class Name: _____ Age Range: _____					
Domain: _____					
Standard: _____					
Indicator: _____					

Have participants go to page 15 in the Louisiana's Birth to Five Early Learning & Development Standards (ELDS). Participants can work in a small group or individually.

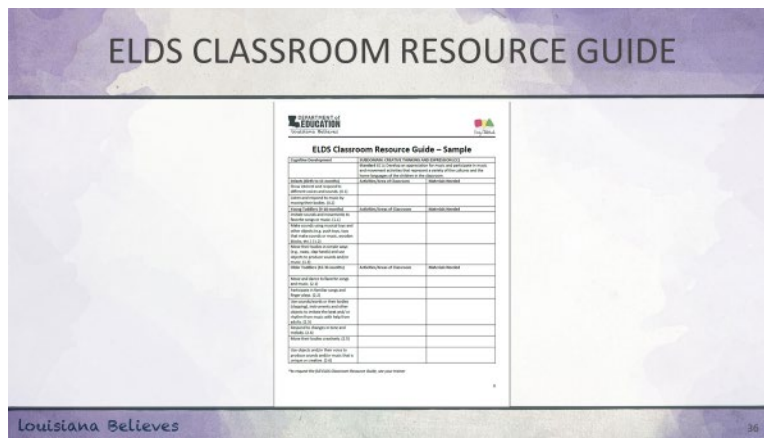
Encourage the participants to explain each area indicated with arrows on page 15, and have the participants point to and verbally identify each area in the Louisiana Birth to Five ELDS. This slide has already been explained, you are just making sure the participants understand how to use the form.

After each area has been identified the participants will choose one activity that they shared previously in the Group Discussion and expand upon it using the ELD Planning Form.

The participant or group will:

1. Discuss/Reflect on what the child(ren) can do or not do at this time
2. Discuss/Reflect on what you want the child(ren) to learn or do
3. Discuss/Reflect on what type of activity can promote the particular skill and what type of play can support that skill (Free, Guided, or Directed Play)
4. Discuss/Reflect on what Domain(s) the child's skills best fit
 - Approaches to Learning

- Cognitive Development and General Knowledge
 - Language and Literacy Development
 - Physical Well-Being and Motor Development
 - Social-Emotional Development
5. Identify the Subdomain
 6. Identify the age group that they work with
 7. Identify the area that says Indicator
 8. Choose the Indicator number based on their age group
 9. Discuss what materials are in the class to enhance that skill (or maybe what materials you need to add to the class to enhance that skill)
 - *The materials may need to be purchased or created which may affect the implementation of the activity*
 10. Based on your curriculum assessment system, how will you assess and document the child’s knowledge gained or the skill introduced when you see no growth?
 - *Please include dates/time in your documentations*
 - *Programs using the Creative Curriculum or the Frog Street Curriculum can use the link provided to see where their curriculum objectives align with the Louisiana Birth to Five ELDS*




This is another form that can be used to incorporate the standards into your classroom. This resource guide shows indicators for infants, young toddlers, and older toddlers and allows teachers or programs plan ways that the indicators can be supported in different areas or activities in the classroom.

For example, during what classroom routines can children work on the indicator that states “use simple behaviors to meet own needs”?

A link to this document can be provided to participants:

CURRICULUM ALIGNMENTS TO THE
LOUISIANA BIRTH TO FIVE ELDS


See handouts for links to the correlation documents Louisiana has created.



Louisiana Believes 37

This handout is provided to support participants in aligning their programs' curriculum with the Louisiana Birth to Five ELDS.

INFANT PLAY VIDEO



Louisiana Believes 38

Participants will watch a video on Infant Play and then complete the planning form individually or in a small group.

This video provides you the opportunity to view four infants engaged in play with one teacher facilitating their learning. The children in the video ages range from 9 to 17 months. One child was born extremely preterm, 5 months early.

Chronologically this child is the oldest of her peers at 17 months. She is diagnosed with some developmental delays and receives speech and occupational therapy. Her developmental age is 13 months.

As stated earlier, play is what children do naturally. Through play, caregivers can teach children developmental skills that can supports learning across all domains. We looked at how children demonstrate knowledge or skills as described in the standards exercises previously. We looked at domains separately and practiced finding specific standards and the indicators.

In this activity, we will put it all together as we observe children in their natural environment during play. During the video, observe and document what the children and teacher is doing and assign those examples to skills in a domain area.

Examples of what a participant may observe children doing may fall in the following domains.

- Approaches to Learning
 - Children explore the classroom and materials freely
 - Children mouth toys
 - Children focused their attention on the teacher
 - Children try to make things happen, i.e. bang on drum, make the balls in the tube move up and down, drop the ball and watch it roll
- Cognitive Development and General Knowledge
 - Children play with balls, tubes, drums, rattles, soft books
 - Children move their bodies and watch the teacher
 - Children observe how the toys move in the space
 - Teacher talks to the children about how they are playing and what they are doing
 - Teacher encourages the children to repeat their actions
 - Children are curious about the toys in the space
 - Children recognize the teacher
- Language and Literacy Development
 - Children look at the teacher as she speaks to them
 - Children smile when the teacher say their name
 - Children respond to teacher questions and comments by cooing
 - Children move objects from one hand to the next
 - One child purposefully releases a ball from her hand
- Physical Well-Being and Motor Development
 - Children can control objects with their hands
 - One child holds a tube in one hand and uses the other hand as support to crawl on the teacher
 - One child stands and picks a ball up off the floor with one hand
 - Children manipulate tubes with different objects in them by pushing, picking them up with hands, mouthing them
- Social-Emotional Development
 - Children actively explore the things around them – mouth toys, respond to their teacher, crawl on the teacher, smile, babble
 - Children play next to each other
 - Child looks at her reflection in the mirror



After participants watch the video on Infant Play, the participants will complete the planning form individually or in a small group.

The participant or group will:

1. Discuss/Reflect on what the child(ren) can do or not do at this time
2. Discuss/Reflect on what you want the child(ren) to learn or do
3. Discuss/Reflect on what type of activity can promote the particular skill and what type of play can support that skill (Free, Guided, or Directed Play)
4. Discuss/Reflect on what Domain(s) the child's skills best fit
 - Approaches to Learning
 - Cognitive Development and General Knowledge
 - Language and Literacy Development
 - Physical Well-Being and Motor Development
 - Social-Emotional Development
5. Identify the Subdomain
6. Identify the age group that they work with
7. Identify the area that says Indicator
8. Choose the Indicator number based on their age group
9. Discuss what materials are in the class to enhance that skill (or maybe what materials you need to add to the class to enhance that skill)
 - *The materials may need to be purchased or created which may affect the implementation of the activity*
10. Based on your curriculum assessment system, how will you assess and document the child's knowledge gained or the skill introduced when you see no growth?
 - *Please include dates/time in your documentations*
 - *Programs using the Creative Curriculum or the Frog Street Curriculum can use the link provided to see where their curriculum objectives align with the Louisiana Birth to Five ELDS*

INFANT GROSS MOTOR MOVEMENT VIDEO



Louisiana Believes

40

Participants will watch a video on Infant Play and then complete the planning form individually or in a small group.

Presented is a video from the Louisiana State University Early Childhood Education Laboratory Preschool. This video provides you the opportunity to view one infant engaged in play with one teacher facilitating their learning (there are three children in the class). The children in the video ages range from 9 to 17 months. One child was born extremely preterm, 5 months early. Chronologically this child is 17 months and the oldest of her peers. She is diagnosed with some developmental delays and receives speech and occupational therapy.

As stated earlier, play is what children do naturally. Through play, caregivers can teach children developmental skills that can supports learning across all domains. We looked at how children demonstrate knowledge or skills as described in the standards exercises previously. We looked at domains separately and practiced finding specific standards and the indicators.

In this activity we will put it altogether as we observe children in their natural environment during play. During the video observe and document what the children and teacher is doing and assign those skills in a domain area.

Examples of what a participant may observe children doing and what domain that action may best fit:

- Approaches to Learning
 - Children explore the classroom and materials freely
 - Children mouth toys, the children focused their attention on the teacher
 - Children try to make things happen during the rolling of the ball and walking to the teacher
- Cognitive Development and General Knowledge
 - Children play with balls and the teacher
 - Children move their bodies and watch the teacher
 - Children observe how the toys move in the space
 - Teacher talks to the children about how they are playing and what they are doing
 - Children are curious about the toys in the space
 - Children recognize their teacher.
- Language and Literacy Development
 - Children look at the teacher as she speaks to them
 - Children smile when the teacher say their name
 - Children respond to teacher questions and comments by cooing
 - Children move objects from one hand to the next

- One child purposefully releases a ball from her hand
- Physical Well-Being and Motor Development
 - Children can control objects with their hands
 - Children crawl or walk to the teacher
 - One child stands and picks up a ball off the floor with one hand
 - Children manipulate different objects in the room
 - One child bats a ball with her hand
- Social-Emotional Development
 - Children actively explore the things around them, mouth toys
 - Children respond to their teacher
 - Children crawl on the teacher, smile, babble, hug
 - One child shows excitement by kicking her legs and throwing her arms in the air



After participants watch the video on Infant Play, the participants will complete the planning form individually or in a small group.

The participant or group will:

1. Discuss/Reflect on what the child(ren) can do or not do at this time
2. Discuss/Reflect on what you want the child(ren) to learn or do
3. Discuss/Reflect on what type of activity can promote the particular skill and what type of play can support that skill (Free, Guided, or Directed Play)
4. Discuss/Reflect on what Domain(s) the child's skills best fit
 - Approaches to Learning
 - Cognitive Development and General Knowledge
 - Language and Literacy Development
 - Physical Well-Being and Motor Development
 - Social-Emotional Development
5. Identify the Subdomain
6. Identify the age group that they work with
7. Identify the area that says Indicator

8. Choose the Indicator number based on their age group
9. Discuss what materials are in the class to enhance that skill (or maybe what materials you need to add to the class to enhance that skill)
 - *The materials may need to be purchased or created which may affect the implementation of the activity*
10. Based on your curriculum assessment system, how will you assess and document the child's knowledge gained or the skill introduced when you see no growth?
 - *Please include dates/time in your documentations*
 - *Programs using the Creative Curriculum or the Frog Street Curriculum can use the link provided to see where their curriculum objectives align with the Louisiana Birth to Five ELDS*



Session Review

REVIEW LEARNING OBJECTIVES

- Develop an understanding of the teaching learning cycle and multiple influences on early development and learning
- Identify the domains of Louisiana's Birth to Five Early Learning Development Standards (ELDS)
- Learn to design instructional/learning outcomes for infants and toddlers
- Practice methods for aligning standards, curriculum, and assessment for infants and toddlers
- Plan experiences for infants and toddlers that align with Louisiana's Birth to Five ELDS and Tier 1 curriculum

Louisiana Believes

Review learning objectives.

- **Develop an understanding of the teaching learning cycle and multiple influences on early development and learning**
- **Identify the domains of Louisiana's Birth to Five Early Learning Development Standards (ELDS)**
- **Learn to design instructional/learning outcomes for infants and toddlers**
- **Practice methods for aligning standards, curriculum, and assessment for infants and toddlers**
- **Plan experiences for infants and toddlers that align with Louisiana's Birth to Five ELDS and Tier 1 curriculum**



Open the floor for participants' comments and questions.

Using the ELDS is an important part of the process of planning, teaching, assessing, and reflecting. I hope you have learned new ways that you can use standards to support your work with children. Before we end our session, please think of one thing you learned today that you will implement in the future. Would anyone mind sharing?



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*