

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Assignment Makeovers Webinar

January 26, 2016

2:00 pm – 3:00 pm



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One inch of snow?

**Sorry folks, North
Carolina is closed.**

A photograph of a white, domed gazebo in a snowy park setting. The gazebo has a tiled dome and is supported by several white columns. It is situated on a dark, circular base. The background features large, leafless trees with snow on their branches, and a path with streetlights leading into the distance. The overall scene is serene and wintry.

Welcome and Introductions

PIRIYA WONGKONGKATHEP PHOTOGRAPHY
[HTTP://WWW.PIRIYAW.COM](http://WWW.PIRIYAW.COM)

SCRIPT-NC Webinars

emphasize

- embedding **inclusion and diversity** into coursework
- content that reflects **evidence-based and recommended practices**
- opportunities to build both **knowledge acquisition and knowledge application**
- Resources that are **readily available and free**

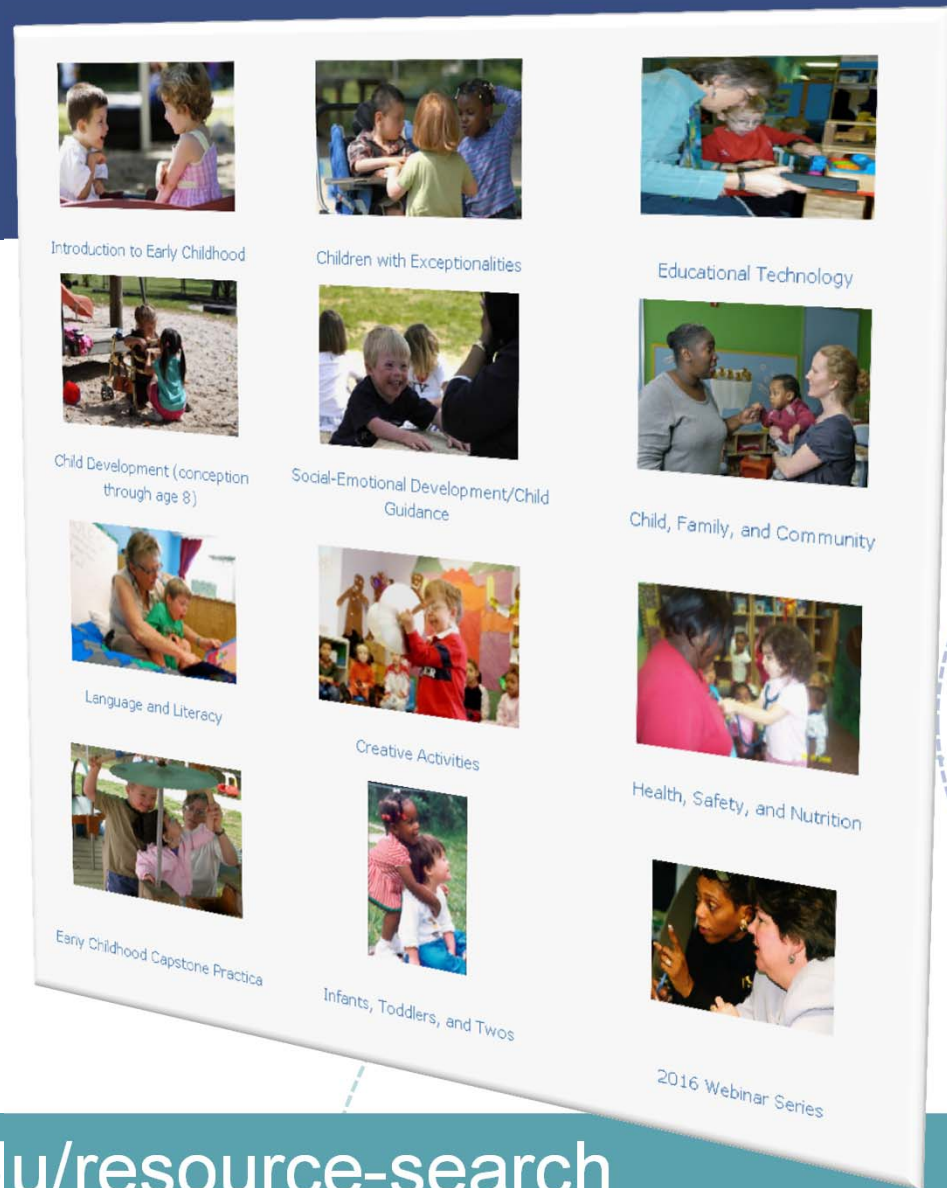


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Landing Pads

- **Handouts**
- **PowerPoints**
- **Recording**



<http://scriptnc.fpg.unc.edu/resource-search>



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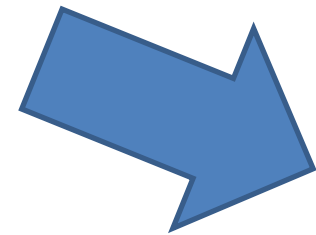
Logistics

Questions?
Comments?



Press “*6” to
mute or
unmute your
phone

USE THE CHAT BOX



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Quick Poll



What state or territory are you joining us from today?


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Overview of Content

1. Qualities of Good Assignments

2. Context for the Assignment

3. Makeovers



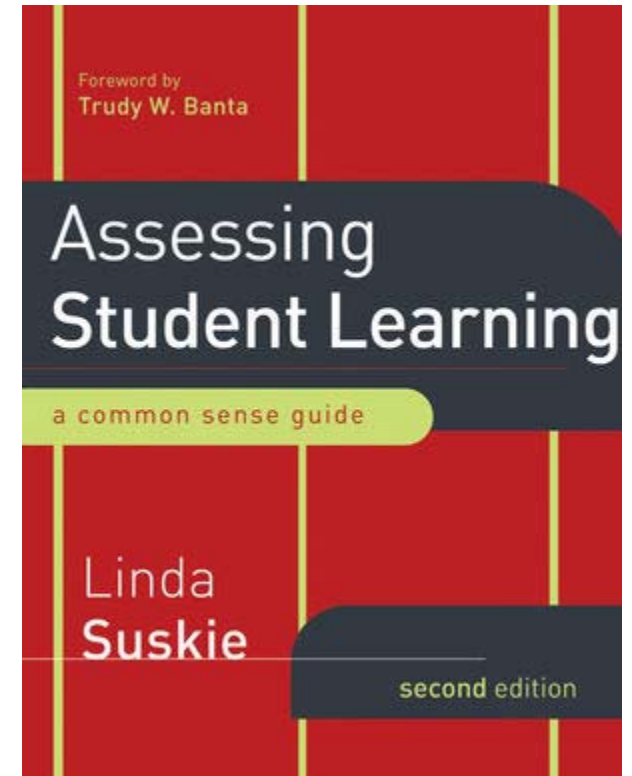
Tracey West



Chih-ing Lim

Features of a good assignment

1. Challenging but realistic
2. Clear directions and expectations
3. A worthwhile use of learning time
4. Knowledge acquisition and/or knowledge application
5. Links to recommended or evidence-based practices



Chapter 10

Ask yourself . . .

- ***Why are you giving this assignment?***
 - What is the purpose?
 - What do you expect students to learn by completing it?
- ***What should the completed assignment look like?***
 - What should be included?
 - Who is the audience for the assignment (e.g, families, children)?
 - How should the completed assignment be formatted?
 - What knowledge, skills, or dispositions should be reflected?
 - Have you explained any terms that may be fuzzy to your students, such as *compare*, *evaluate*, and *discuss*?
- ***How are students to complete the assignment? How do you expect them to devote their time and energy?***
 - What readings, reference materials, and technologies are they expected to use?
 - Can they collaborate with others? If so, to what extent?
 - What assistance can you provide while they are working on the assignment? (e.g., are you willing to critique drafts)?

Consider alternatives

Abstract or executive summary	Field notes	Portfolio
Advertisement or commercial	Game invention	Poster, display or exhibit
Annotated bibliography	Graph, chart, diagram, flowchart, infographic, or other visual aid	Presentation or demonstration, with or without PowerPoints
Blog	Handbook or instruction manual	Proposal for and justification of a solution to a problem
Briefing paper	Journal or log	
Brochure or pamphlet	Letter to an editor, business, or leader	Reflection on what and how one has learned
Campaign speech		
Case study or analysis	Model, simulation, or illustration	Review and critique of one's own work, that of a peer, a performance, an exhibit, a writer's arguments (e.g., an op ed), or how something could have been done better
Collaborative group activity	Narrative	
Database	Newspaper story or news report on a concept or event	
Debate or discussion (plan, participate, or lead)		
Editing or revising a poorly prepared paper	Plan to research and solve a problem	
Evaluation of opposing points of view or the pros and cons of alternate solutions to a problem	Plan to conduct a project or provide a service	Survey, including an analysis of the results
	Plan to engage new audiences or partners	Teaching a concept to a peer or a child
		Website

Check your assignment alignment



Check Your Assignment Alignment

Course Number/Title _____

+	Assignment	Alignment with Student Learning Outcomes								What does the assignment measure?		What, if any, are the field experiences related to this assignment?
		1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application	
	1.											
	2.											
	3.											
	4.											
	5.											
	6.											
	7.											
	8.											

Check your assignment alignment



Check Your Assignment Alignment

Course Number/Title _____

Assignment	Alignment with Student Learning Outcomes								What does the assignment measure?		What, if any, are the field experiences related to this assignment?
	1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application	
1. ABC	X										
2. DEF		X				X					
3. GHI			X				X				
4. JKL	X			X							
5. MNO			X		X						
6. PQR				X		X					
7. STU		X					X				
8. VWX											

Check your assignment alignment



Check Your Assignment Alignment

Course Number/Title _____

Assignment	Alignment with Student Learning Outcomes								What does the assignment measure?		What, if any, are the field experiences related to this assignment?
	1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application	
1. ABC									X		
2. DEF									X		
3. GHI									X		
4. JKL									X		
5. MNO									X		
6. PQR									X		
7. STU										X	
8. VWX									X		

Check your assignment alignment



Check Your Assignment Alignment

Course Number/Title _____

Assignment	Alignment with Student Learning Outcomes								What does the assignment measure?		What, if any, are the field experiences related to this assignment?
	1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application	
1. ABC											
2. DEF											
3. GHI											
4. JKL											
5. MNO											
6. PQR											
7. STU											
8. VWX											

Individualize the assignment alignment chart

Assignment-Student Learning Outcome-NAEYC Standards/Supportive Skills Alignment

Course Number/Title _____

Assignment	Alignment with Student Learning Outcomes for Course								What does the assignment measure?		NAEYC Standards and Key Elements															Supportive Skills													
	1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application	1			2			3				4				5				6					1	2	3	4	5	
											A	B	C	A	B	C	A	B	C	D	A	B	C	D	A	B	C	A	B	C	D	E							
1.																																							
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Using assignment alignment results

On a course by course basis

- Do your assignments explicitly and intentionally measure all objectives/outcomes?
- Are there assignments that stress both knowledge acquisition and knowledge application?
- Are field experiences aligned with the outcomes and assignments?

Across a program

Do assignments provide adequate learning opportunities relative to

- State or national professional preparation standards?
- State early learning guidelines/standards?
- Supporting children who are culturally, linguistically, and individually diverse learners and their families?



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Assignment Makeovers: Quality

Do you have an assignment like this?

- List 10 distinguishing features of a high quality early childhood program

What about this?

- Create a one-page, formatted handout that lists at least five reasons why supporting quality for young children is a good investment.
- Provide evidence sources for each of your reasons that document the difference each feature makes for children and families.
- Make a “pitch” to an older voter about why they should, as a taxpayer, pay to support quality for young children
- Provide extra credit if the person is grouchy!



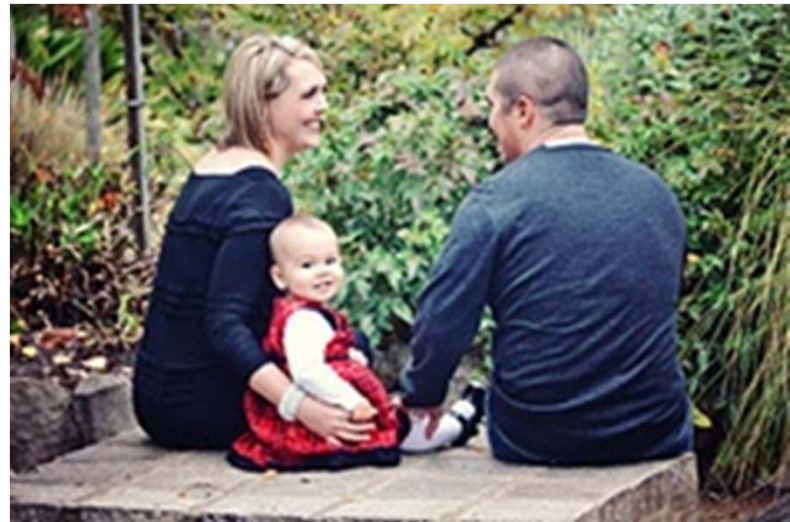
Article Summary

Do you have an assignment like this?

Conduct a search of articles in early childhood journals related to family structure today and/or experiences of parenting. Read and summarize four of the articles that you found. Include the following points in your summary for each article:

- title, author, and publication date
- main points of the article
- your reaction to the article

Let's look at some options. . . .




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Option 1: Forced choices

Select _____ articles from column A and _____ from column B

Column A	Column B
<ul style="list-style-type: none">• <i>Young Children</i>• (Child Care) <i>EXCHANGE</i>• <i>Early Childhood Research Quarterly</i>• <i>Early Childhood Research and Practice</i> (online)• <i>ZERO TO THREE</i>	<ul style="list-style-type: none">• <i>Young Exceptional Children</i>• <i>Exceptional Parent</i>• <i>Journal of Early Intervention</i>• <i>Infants and Young Children</i>

Option 2: Beyond the abstract

1. Ask students to read articles that present different family perspectives. For example, Nikia Parker's "We Were a Hard-to-Reach Family" (page 3)
2. Based on what they read, ask them to identify the family's concerns, priorities, and resources.
3. Ask each student to think about what else they might like to ask each family in order to be well prepared to support their child.
4. Pair students up to compare their responses.

Article	Concerns	Priorities	Resources
Parker (2012)			

Option 3: Effective practices

Familiarize students with the family practices section of the DEC Recommended Practices. Require students to:

1. Identify two or more evidence-based practices that were mentioned in the article
2. Describe how those practices might be effective in a setting with which students are familiar



<http://ectacenter.org/decrp/>



Family practices



- F1.** Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
- F2.** Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.
- F3.** Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.
- F4.** Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.
- F5.** Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.
- F6.** Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.
- F7.** Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.
- F8.** Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.
- F9.** Practitioners help families know and understand their rights.
- F10.** Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.

Family practices



DEC Recommended Practices Topic Area: **FAMILY** **FAM-1 DRAFT FOR FIELD REVIEW (07/16/15)**

Family-Centered Practices Checklist

This checklist includes the kinds of practitioner behavior that are indicators for interacting with and treating parents and other family members in a family-centered manner. The practices are used as part of engaging parents and other family members in child, parent-child, parent, and family interventions.

The checklist can be used by a practitioner to plan interactions with parents or other family members as part of any assessment or intervention activity. The checklist can also be used to do a self-evaluation to determine if the family-centered practice characteristics were used during practitioner-family interactions.

Practitioner: _____ Child: _____ Date: _____

Please indicate which family-centered characteristics you were able to use as part of interactions with family members:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Treat family members in ways that are respectful of personal and cultural beliefs and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Provide family members complete and unbiased information in order to make informed choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Be responsive to the family's unique life circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Be nonjudgmental in terms of family choices and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Together with the family develop a plan that is responsive to family concerns and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Work with the family in a collaborative manner to obtain family prioritized supports and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Use family member strengths and existing abilities as part of obtaining resources and supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Provide family members support and guidance as part of their engagement in obtaining supports and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DEC Recommended Practices Topic Area: **TEAMING and COLLABORATION** **TC-1 DRAFT FOR FIELD REVIEW (07/20/15)**

Families Are Full Team Members Checklist

This checklist outlines steps teams can take to ensure that families are included as full team members and valued as experts who are considered vital to effective team functioning.

All team members, including families, will be involved and engaged in various ways and to varying degrees over time. Families will be supported to increase their level of involvement as comfort and trust build and as the team grows and learns together.

The checklist can be used by team members individually or together to determine whether true collaboration is taking place.

Practitioner: _____ Date: _____

Please indicate which of the practice characteristics you were able to use during teaming activities:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Tell families that they are the experts on their child and the most important members of the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor these preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Share all information that is available to practitioners with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Share information that is jargon-free, clear and simply stated so that ALL members can understand and participate in conversations and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Provide multiple opportunities for families to meet with other team members and discuss information openly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Schedule all meetings pertinent to the family and child at times and locations convenient for the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Prepare families for each interaction and solicit their input and ideas prior to any formal meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Ask families how they want to contribute to and be involved in any team interaction, recognizing that this may change over time and with the purpose of each interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Establish a climate that allow members to feel comfortable asking questions, suggest activities together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Accept and support families' ongoing interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Source:
<http://ectacenter.org/decrp/>

Parent-Teacher Conference Plan

Do you have an assignment like this?

Develop an outline for an effective and productive parent teacher conference.

Consider the following

- Will all students have seen a family conference before?
- Have you provided an overview or checklist of things to consider before, during, and after the conference?
- Have you provided instructions and an explicit rubric for your students so they know to consider home language and other variables?
- What else?

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To show what effective meetings look like, consider resources like Finley's Parent Teacher Conference



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Parent Involvement Policy

Do you have an assignment like this?

Develop a policy that addresses parent involvement in an early childhood program. The policy should include the program's philosophy regarding parental participation, as well as strategies that the program employs to promote active involvement of parents.

Opportunities for involvement should be addressed, including parent visits, volunteerism, and advisory roles of parents.

Consider the following

- Will all students have seen a **family** involvement policy before?
- Have you discussed ways in which **family** engagement can benefit achievement for young children?
- Have you provided an explicit rubric for your students so they know to consider home language and other variables?

We believe that . . .

Learning about and respecting differences among people are promoted when children have many opportunities to play and interact with classmates of different racial and cultural backgrounds and varying abilities.

**Sample
language
from an
early
childhood
program's
*Family
Handbook***



Community Resources Assignment

Do you have an assignment that requires students to identify different resources for families in your community?



Does the assignment support your students in learning about

- Accessing interpreters and translators?
- Sources of respite care for families who have a child with a disability?
- Community resources to support families who are homeless?
- Community-based recreation programs to support active, outdoor play?

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Community resources

What about a second part to the assignment?

Require students to find out what a family needs or wants to know and to use their knowledge of community resources to address that need




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Caregiver Handout Assignment

Do you have an assignment like this?

Create a simple handout that you could post in an infant, toddler, or two-year-old classroom listing at least ten suggestions the teachers or caregivers could use during caregiving routines to increase appropriate interactions and/or support the development of very young children.



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What about. . .

. . . using this as an opportunity to learn more about how to support each infant/toddler/two-year old?

- Require documentation of the evidence base for each suggestion
- Require suggestions that would support children who are dual language learners
- Require suggestions that would support children who have a very brief attention span
- Require suggestions that would support children who may have some developmental delays
- Require adaptations for each suggestion that would support different kinds of learners



Children's Book Assignment

Center on the
Social and Emotional
Foundations for Early Learning



Book Nook

Ideas for Using Books to Support Social Emotional Development



Llama Llama Misses Mama

By Anna Dewdney
Viking

Llama Llama Misses Mama is a book about little Llama on his first day of school. At the beginning of the day, Llama is sad and misses his mamma. Why did she have to leave? Will she come back? By the end of the day Llama has made new friends and has learned how much fun school can be! This story is great for teaching about the schedule of the school day, and for discussing what to do when we miss someone. The rhyming text makes this book fun to read aloud. This is a perfect story to read at the beginning of the school year when some children might be feeling just like little Llama! (Ages 3-5)

Examples of activities that can be used while reading *Llama Llama Misses Mama* and throughout the day to promote social and emotional development:

- Before reading the book, talk about what it means to miss someone and feel alone or lonely. Ask the children if they have ever missed someone. How did they feel? What did they do to feel better? Ask the children if they can think of a time when someone might feel all alone because they miss someone special. Ask the children if they sometimes miss someone when they come to school? Tell the children that you are going to read a book about a little llama on his first day of school! Read the title of the book and see if the children can guess who the little llama misses!
- Have children bring in pictures of their family, or people that they might miss while they are at school. If children don't have a photo to bring to school, have them draw a picture of the people in their family. Have children "show and tell" the pictures to one another so that everyone in the class can meet each other's families. You can bring in a picture and talk about your family too! Make a bulletin board in the classroom with everyone's photos. Tell the children that if they miss Mom/Dad/Grandma, they might feel better if they see a picture of that person. Also, remind children that their Mom/Dad/Grandma will come back at the end of the day.



Assignment: Book Nook Project



Feeling Alone

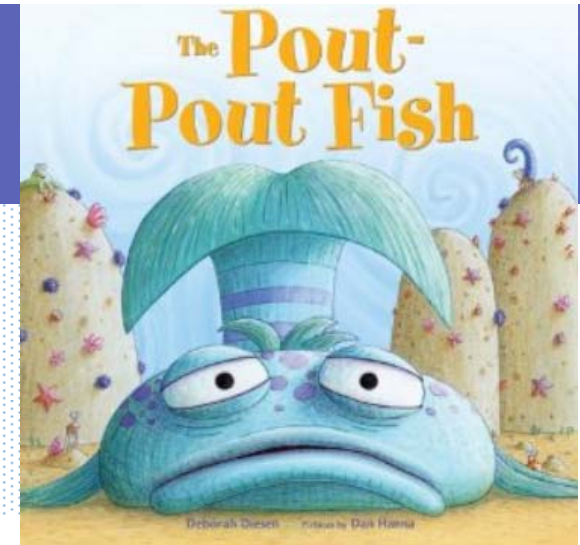
Art: Remind the children how little Llama felt in the story. Ask them how they felt today when they came to school. Tell them that they can make an emotions chart using a paper plate with a spinner in the middle, and emotion faces around the edges to show how they are feeling. Have the children glue different emotion faces from the CSEFEL website (happy, sad, lonely, excited, scared etc.) on the edge of their plate, then use a brad to attach an arrow in the middle. You could also take pictures of the children making different faces to express emotions and use those on the plates. Ask children to point the arrow to the way they are feeling at different times during the day. Put these on a wall where children can reach them, and can change the arrows to match how they are feeling throughout the day. Encourage children to notice how their friends are feeling and to use the strategies they came up with earlier to make their friends feel better if they are lonely. You could also make one chart for the class instead of individual charts for each child.

Dramatic Play: Provide materials/props for children to "act out" the *Llama Llama Misses Mama* story. Children can use stuffed animals or dolls to pretend that they are Mama Llama (or Papa Llama) and are taking their little Llama to school. What can they tell Llama to make sure he doesn't feel alone (tell Llama they will be back at the end of the day, that school will be lots of fun, and that he will make new friends)? Children can also pretend to be Llama Llama's teacher or classmates. How can they show Llama how much fun school is? What could they do if Llama is missing Mama Llama and feeling alone?

Music: Ask the children if they remember how little Llama felt in the story (alone). Help the children create a song about what to do when they are feeling alone. For example, they could sing, "If you're happy and you know it," but create their own words to the song. Children can give suggestions for what they can do to feel better when they are lonely. For example: "If you're lonely and you know it tell your teacher/ ask for a hug/ check the schedule/find a friend." Write the children's song on chart paper and then sing the song together. If someone is feeling lonely, ask them to think of the song and all of the things that they can do to feel better.

This Book Nook was developed by Erin Olinger and Tweety Yates

Assignment: Book Nook Project



The Pout-Pout Fish Book Nook

Learning Centers

- → Circle Time: Discuss the story and when we have had similar experiences to bad days and how pouting affects other people.
- → Reading Center: Display three copies of the book and put stuffed animals (fish) out for the children to read to.
- → Writing Center: Write "I Am" poems. The cover of their poem book will be the shape of a fish and will say "I am not the Pout-Pout Fish I am insert name here". Children can write about things that describe them.
- → Quiet Center: Have parents of different languages record the reading of the book in their language for the children to listen to in the quiet center.
- → Science: Include a variety of sea creatures similar to those in the book for the children to play with at the water and sand table.
- → Dramatic Play: Using t-shirts, paper plates, and streamers let the children get creative and make their own costumes to match the creatures in the book such as the octopus, squid, and jellyfish.
- → Creative Art: Using the lips stamp and red paint let the children stamp/smooch away like the "kiss-kiss" fish.

Student Feedback from the Book Nook Project

“I really enjoyed the Book Nook project. I love how I was able to come up with many activities just by the use of one book. It really stretched my creativity in doing that project by coming up with activities for all of the different domains. I really want to implement the Book Nook in our preschool so the children will be able to experience this type of fun. I think the Book Nook will also give the teachers more ideas for topics to use throughout the year.”

Creative Activities student

Scavenger Hunt

Either shadow a family new to early intervention (EI), use the experience of a family you have worked with in the past, or create a family's situation to use.

- Describe how the family experienced the diagnosis
- Provide a detailed description of how the family found out about EI services in the community where they live
- Describe the experience the family went through to receive/obtain services.
- Go to two different locations a family with a disability might attend (e.g., a hospital, a play/support group for children with disabilities, a park, a therapy appointment, library story time, etc.

Interview the family to find out what they like about the services they are receiving/what they would change



Environment Observations

	Video 1: Preschool	Video 2: 3- year old child care	Video 3: Infant classroom	Video 4: Reggio- inspired preschool
What evidence (or lack of) shows "Healthy, Respectful, Supportive, and Challenging" elements in the learning environment?				
Colors – how do colors set the tone? Look at an " " and discuss how the colors of the room effect emotions.				
Activity/Interest Centers – Are the activity areas clearly defined? Are quiet areas separate from louder areas? Are spaces designated for specific activities?				
Physical Layout – how does the physical layout make you feel? Are there long open run-ways that may encourage running in the classroom?				
Goals evident within the environment – what goals do you see clearly portrayed through the environment (for example, language and literacy, diversity, play, etc.)				
Equipment, Furnishings, and Materials – are child size furnishings provided in an orderly manner? Is the equipment appropriate for the program model and goals?				
Aesthetics – is natural light used whenever possible? Are natural 'wood-tones' more prominent in the classroom than bright colors? Do displays engage children's curiosity and wonder? Are visual displays at children's eye level?				
Other: What other comments do you have in regards to these video/environments?				

Upon completion of this assignment, you will have accomplished the following:

Describe the facets of supporting children in a healthy, respectful, supportive, and challenging learning environment

- a) Examine program models of early childhood education, program types, and their differing philosophies
- b) List the major criteria that are used in creating a developmentally appropriate learning environment
- c) Identify factors in a healthy learning environment
- d) Identify factors in a respectful learning environment
- e) Identify factors in a supportive learning environment
- f) Identify factors in a challenging learning environment

Environment Observations

HOW CAN YOU CREATE A LEARNING ENVIRONMENT THAT RESPECTS DIVERSITY?

By Linda Santora, ADL Staff

Article originally appeared in *NYSAEYC Report*, Winter 2004.

DEC Recommended Practices Topic Area: **ENVIRONMENT**

ENV-4 DRAFT FOR FIELD REVIEW (07/16/15)

Environmental Adaptations Checklist

This checklist includes procedures for determining the types of environmental adaptations (physical, social, temporal, etc.) that can be used to promote child participation in learning activities to enhance child competence. The checklist indicators focus on the types of adaptations that can be used to eliminate or reduce barriers and the use of adaptations to increase child

participation in learning activities and routines.

The checklist can be used by a practitioner to conduct an adaptation assessment and to develop an action plan for using specific adaptations to promote child participation in learning activities. It also can be used to do a self-evaluation to determine if the necessary steps were followed to use adaptations as part of a child's individualized intervention plan.

Practitioner: _____ Child: _____ Date: _____

Please indicate which environmental adaptation practice characteristics you were able to use with a child:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Observe the child's attempt to engage in everyday learning activities and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify the particular environmental barriers that interfere with child participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the strengths, interests, preferences, etc., that the child demonstrates that motivate him or her to attempt to engage in interactions with others and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Determine the types of adaptations (physical environment, scheduling, everyday activities, learning materials, instructional practices) that make it possible for increased child participation in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use the least intrusive adaptation together with child strengths to encourage child interactions with and engagement in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Employ the adaptation(s) to determine how well it(they) permits access to and child participation in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Incorporate the adaptations into everyday activities and routines to ensure ongoing participation in child learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Reduce or eliminate the use of an adaptation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Source: <http://ectacenter.org/decrp/>

Child Centered Curriculum Project

Child-Centered Curriculum Project - Plan, develop, implement, and evaluate child-centered curriculum specific to the developmental needs of a child for a content area of your choice.

First, choose a child upon whom to focus your curriculum. **Second**, identify a developmental need or a developmental "theme" for this child. **Third**, choose a curriculum content area (dramatic play, art, blocks, manipulatives, science, math, sensory table, language and literacy, music and movement, social-emotional development, gross motor development) that seems especially suited to this child's interests and development. **Fourth**, research best practice regarding this curriculum content area using reliable sources (textbooks, accreditation standards, ECERS-R--not Pinterest :-0). **Fifth**, decide which strategy(ies) will be best suited for the curriculum content area you have chosen and the child. When you are confident that you know the best practice standards for this content area and you have selected an appropriate strategy, begin planning your curriculum project.

Child Centered Curriculum Project

Handout 1.12

Child Activity Matrix

Child: _____ Teacher: _____ Date: _____

Learning Goals

- 1.
- 2.



Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2

Source: CONNECT Module 1

Child Case Study Portfolio Assignment

Choose ONE child age 3-4 years old to observe all semester. Child MUST be in a group setting, preferably a licensed child care center, Pre-K, or Head Start program during the observations.

Must observe a minimum of 5 different times throughout the semester to develop a portfolio of that child. The portfolio must include observation notes (running records, anecdotal notes, choice record), photos of the child with notes, and samples of the child's work with notes.

All developmental domains MUST be addressed in documentation and summary, and linked to the [state] Early Learning Standards Framework. The summary report compiling all the information in the child's portfolio must be written (typed) to share successes, challenges and goals with the child's family. Be sure to use family friendly language.

Using the terminology discussed in class, you will develop a minimum of 4 unrelated (well-written, measurable) goals for the child. Provide at least one activity you will do to address each of these goals in the classroom setting.

Portfolio needs to be presented in a logical and professional manner. Include handwritten notes, forms and checklists used to develop the summary, in the back of the notebook.

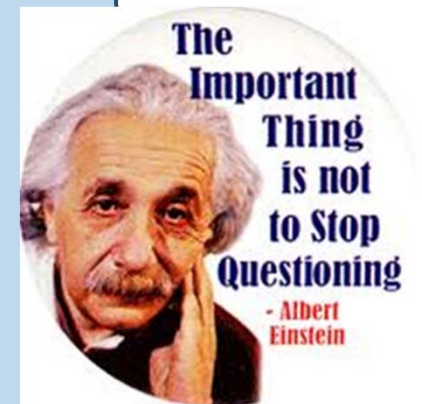
What do you think?

How could you change this assignment to bring different observation lenses to each observation?

To build in a component of collaboration with families?

To help students understand how to be more thoughtful about cultural and linguistic diversity?

To help students understand how to individualize for children of diverse abilities?





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Upcoming Webinar

March 29, 2016 2:00 pm – 3:00 pm EST

**Topic: More than Songs and Sombreros:
Incorporating an Emphasis on Dual
Language Learners in Your Program**




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What do children expect from our assignments?
<https://www.youtube.com/watch?v=kYS3TzhSm4Y>

