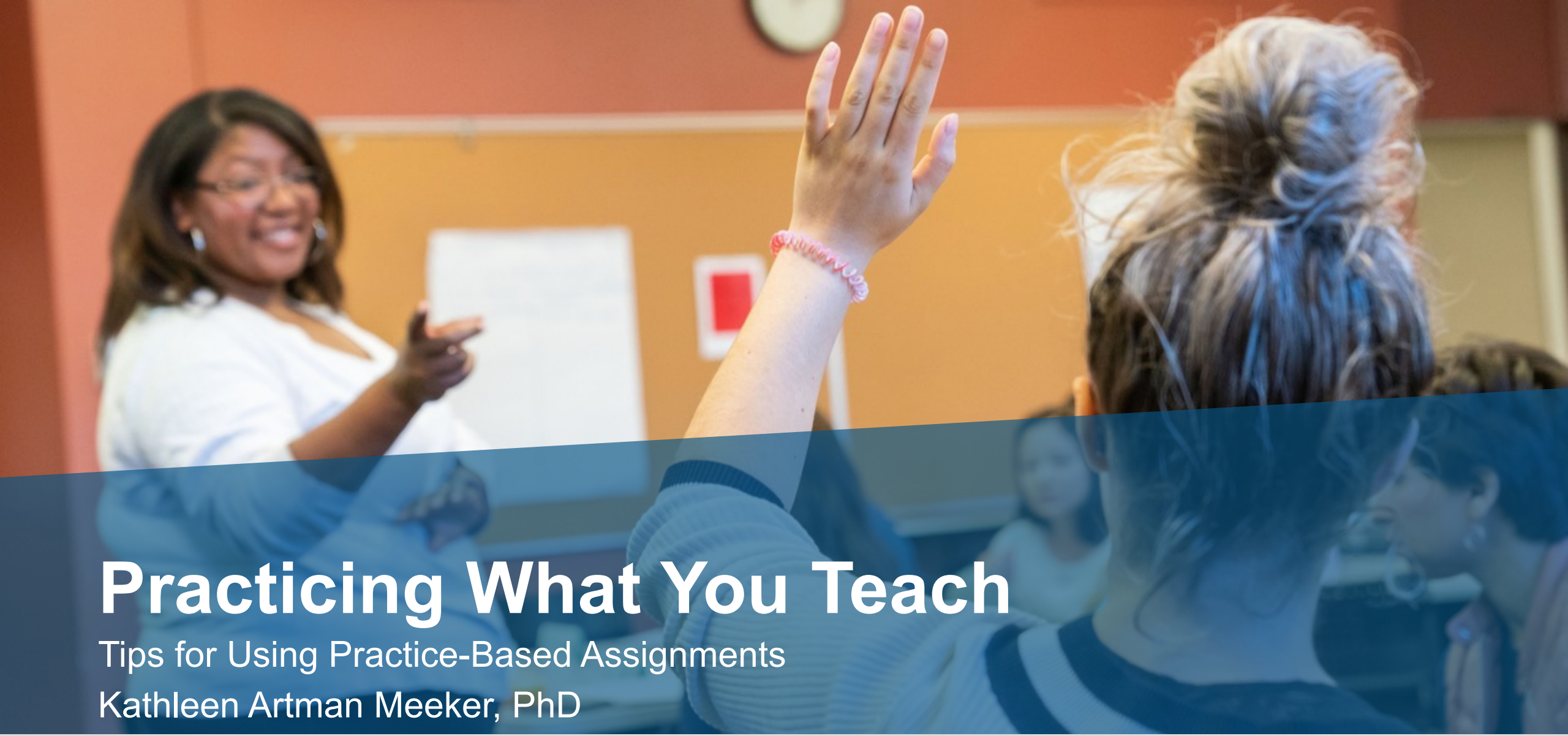

Practicing What You Teach

Tips for Using Practice-Based Assignments

Kathleen Artman Meeker, PhD

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

EarlyEdU Alliance®

IDEAs that Work

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Welcome & Introductions

Today's Presenter

Kathleen Artman Meeker, Ph.D.
Early EdUAlliance
University of Washington

Type in Chatbox

What state or territory are you joining us from today?

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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Supporting Change and Reform in Preservice Teaching in North Carolina

UNC FPG CHILD DEVELOPMENT INSTITUTE

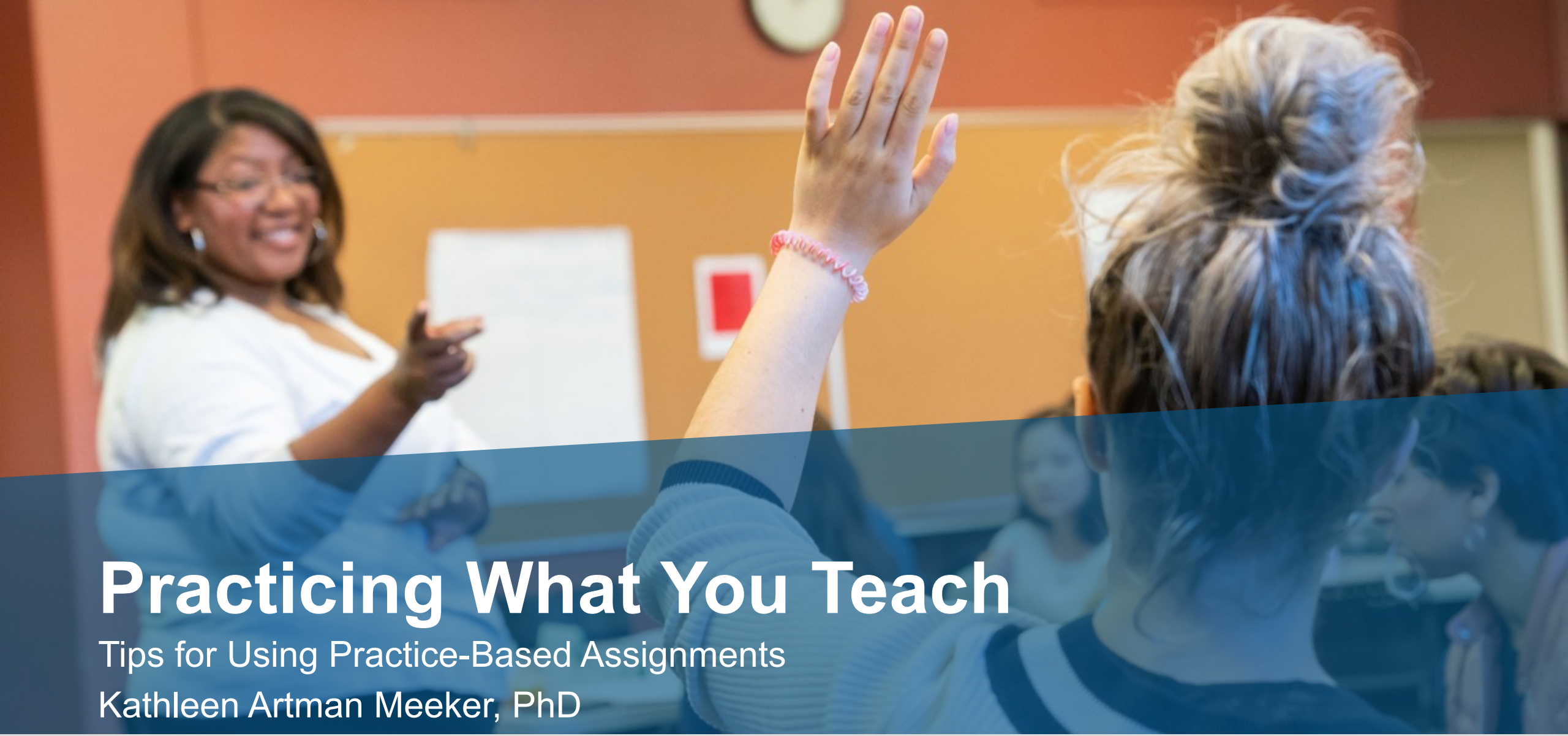
Logistics

Questions?

Comments?

USE THE CHAT BOX

Remember to mute your audio



Practicing What You Teach

Tips for Using Practice-Based Assignments

Kathleen Artman Meeker, PhD

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Objectives

- Define practice-based assignments and their benefits to student learning
- Communicate clearly about expectations for practice-based assignments
- Develop strategies for evaluating practice-based assignments
- Identify solutions to common student concerns

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What are Practice-Based Assignments?

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”It’s Both-And, Not Either-Or”

Knowledge-Based Assignments

- Build student’s understanding or recall of information
- Demonstrate understanding through representations (writing, talking, making selections, displays, etc.)
- Correct/incorrect answers

Practice-Based Assignments

- Students apply or create knowledge
- Demonstrate understanding through actions, reflection
- Nuanced decision-making & self-reflection

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Who Benefits?

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Taking Baby Steps to Practice-Based Assignments

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Step 1: Sort Knowledge & Practice Objectives

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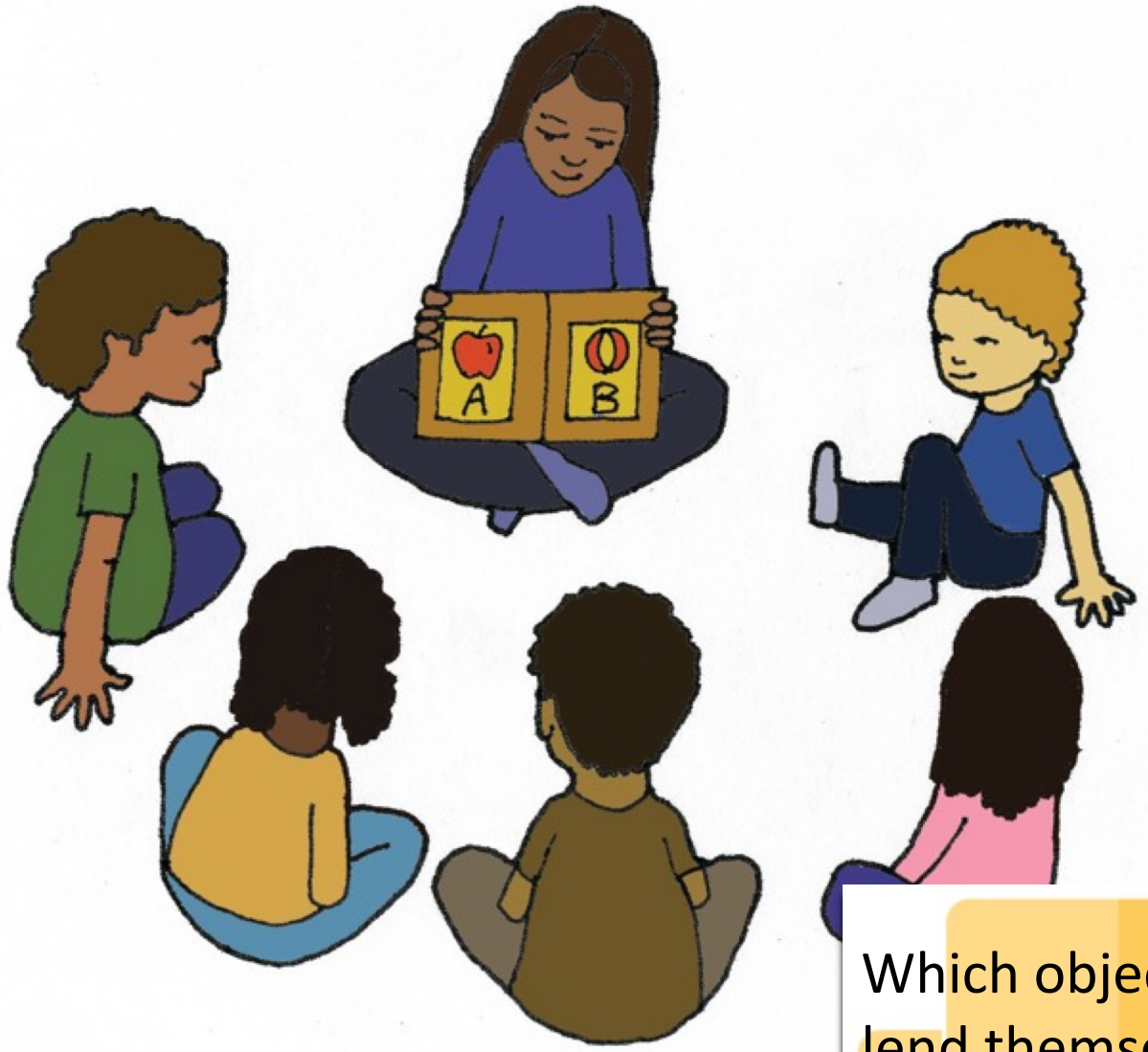

Which objectives lend themselves to practice-based assignments?

Step 1: Review Course Objectives

Explain the continuum of language acquisition and early literacy skills.

Develop evidence-based, appropriate environments and opportunities that support children's emergent language and literacy skills.

Describe strategies for responding to children who are culturally, linguistically, and ability diverse.

Develop ways to facilitate family and child interactions as primary contexts for heritage language and English development.

Analyze images of culture and individual abilities reflected in children's literature and other learning materials.

Utilize developmentally appropriate and culturally responsive assessment practices for documenting the growth of language and literacy skills.

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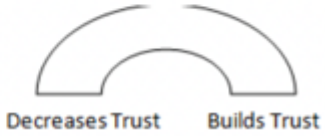
Sample: Moving from Knowledge to Practice

Assignment Sample 1: Trust-o-Meter

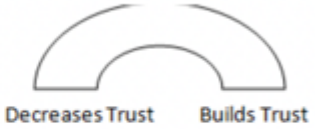
2. **Challenges with Charlotte**

It's 4pm and it has been a very long day for Charlotte, a four-year-old in your program. Charlotte has had a very hard time using her words today. Instead she has done a lot of hitting, pushing, and screaming. As Charlotte's mom, Melanie, comes in the door to pick her up, you notice Charlotte begin to wrestle over a toy with another child. Before you can get to the pair, she is pulling the child's hair and the other child is screaming. Melanie is standing in the doorway with her jaw on the floor.

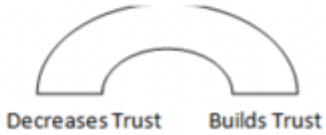
a. You sit down with the girls and help them come up with solutions. You say to mom, "Charlotte has been working really hard on learning to share with friends. Maybe tonight Charlotte could show you this story we wrote together earlier today about playing nicely with friends."



b. You go over to the girls, ease them apart, and walk Charlotte over to her mom. You say, "She has had a hard day today, but tomorrow will be better. Have a good night."



c. You laugh and say "She's on fire today" to Melanie as you cross the room to separate the girls. You know this is nothing new for Charlotte and you have had plenty of talks with Melanie about her behavior.



Assignment Sample 2: Rel. Video

Positive Behavioral Support for Young Children

Session 2 – Graded Assignment: Video and Reflection – Building Relationships

Based on the information in this session about building relationships, take a video of yourself working with young children in a classroom.

- Use techniques from this session and work with your children in your early learning setting. Take a video. Video should be between 3 – 5 minutes in length.
- In the video, provide narration describing what you are doing that is "relationship building". Provide the rationale (referencing from the course materials for this session). Specifically tie to the Head Start Early Learning Outcomes Framework sub-domains in the domain Social and Emotional Development (HSELOF; link). Make connections to the various age ranges in the developmental progression sections for each sub-domain as appropriate.

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Step 2: Layer Assignments to Achieve Outcomes

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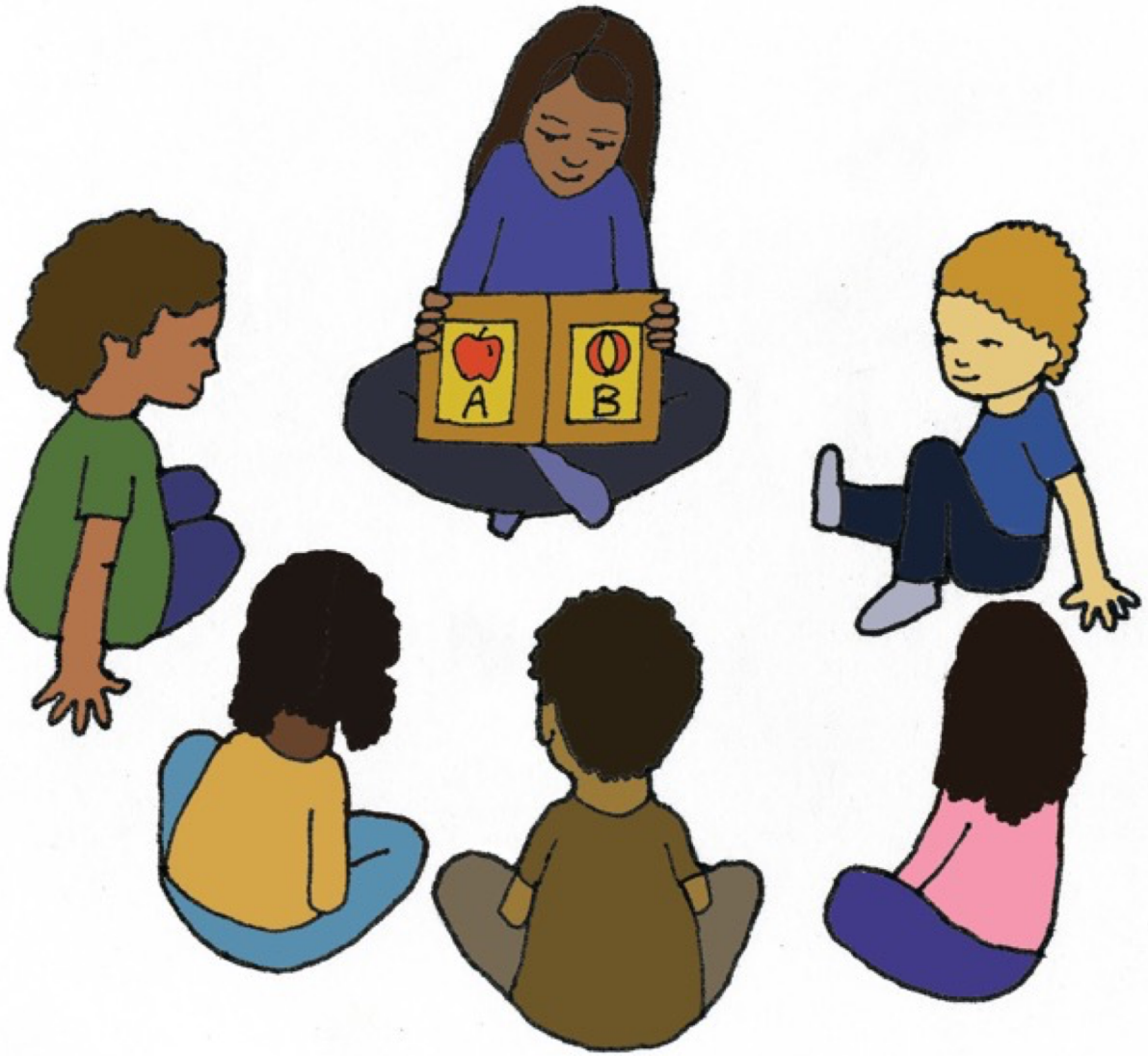

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Start Small: Analyze a Model

Evaluate integrated learning experiences supportive of children's development and learning incorporating national, state and local standards.

Lesson Plan Graffiti Wall

February-Science-W2-A1	**Floating and Sinking I**	Whole Group

GET READY

Objectives
- Predict, observe, and classify objects according to whether they sink or float.

Topic(s)
Physical Science
Properties of Materials

Use the Lingo
- Float
- Sink
- Size
- Heavy
- Light
- Weight

Materials: (☆ Provided; ➡ Not Provided)

- ☆ *Floating and Sinking* by MTP-M/S staff
- ➡ Objects that sink (e.g., coins, pebbles, solid rubber balls, etc.)
- ➡ Objects that float (e.g., foam peanuts, plastic bears, balls of clay, etc.)
- ➡ Large transparent container of water, such as a glass bowl, an aquarium, a clear plastic storage box, or a clear pitcher
- ➡ Paper towels

Additional Preparation Required:

- Gather three-five objects that float and three-five that sink.
- Fill transparent container with water.

Teaching Tip: *Big Idea*
You may be tempted to say that heavy objects sink and light objects float. This would be incorrect. Whether an object floats or sinks is based on its buoyancy: whether it weighs more or less than the water it displaces. The mathematics behind buoyancy can be quite complicated; for preschool it is appropriate to say that an object's weight, size, shape, and material are all involved in its ability to sink or float. There is no easy way to say what will float and what will sink. The only way to know for sure is to test it.

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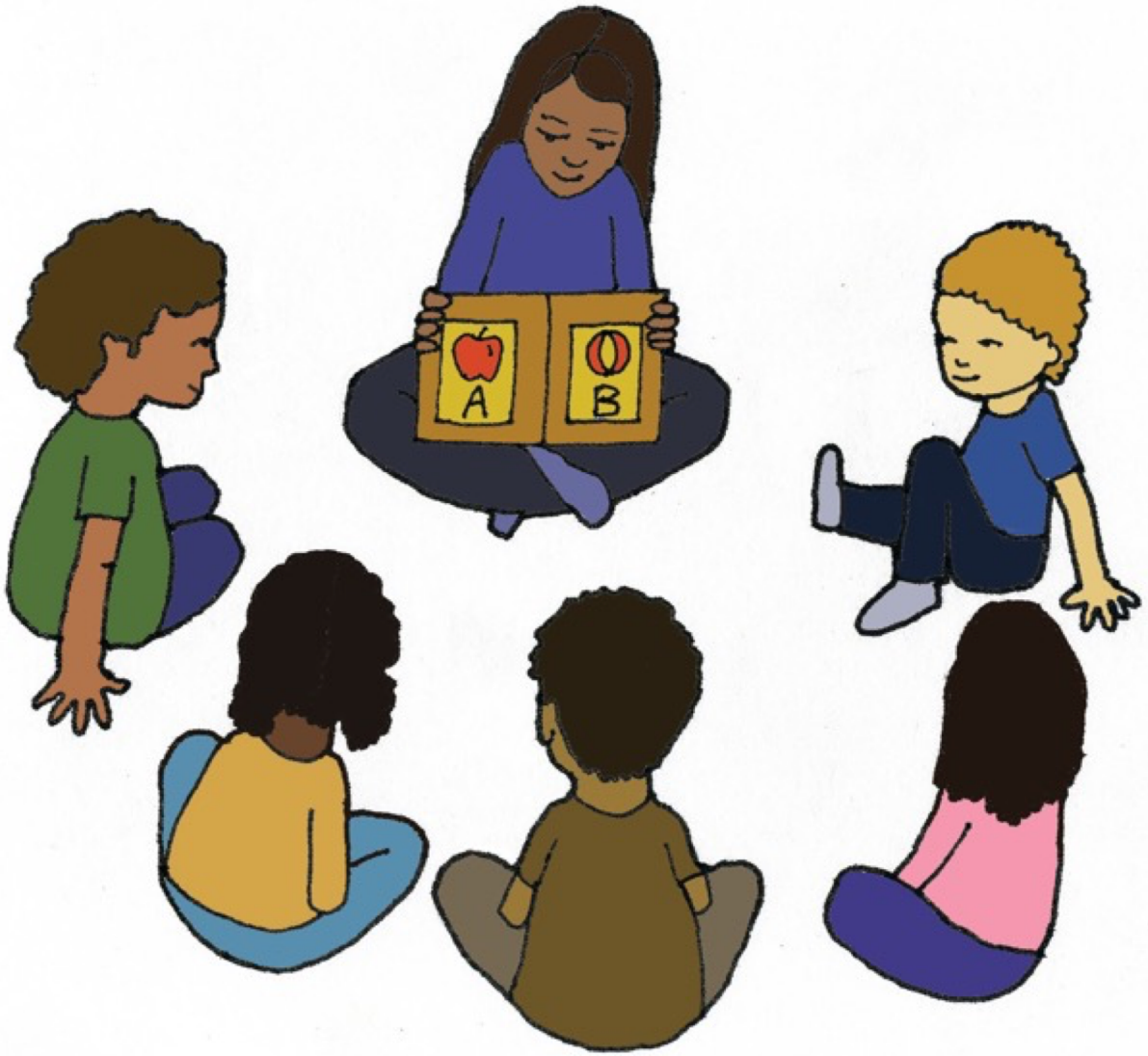

Start Small: Materials

Develop evidence-based, appropriate environments and opportunities that support children's emergent language and literacy skills.

Hack a Book or a Song!

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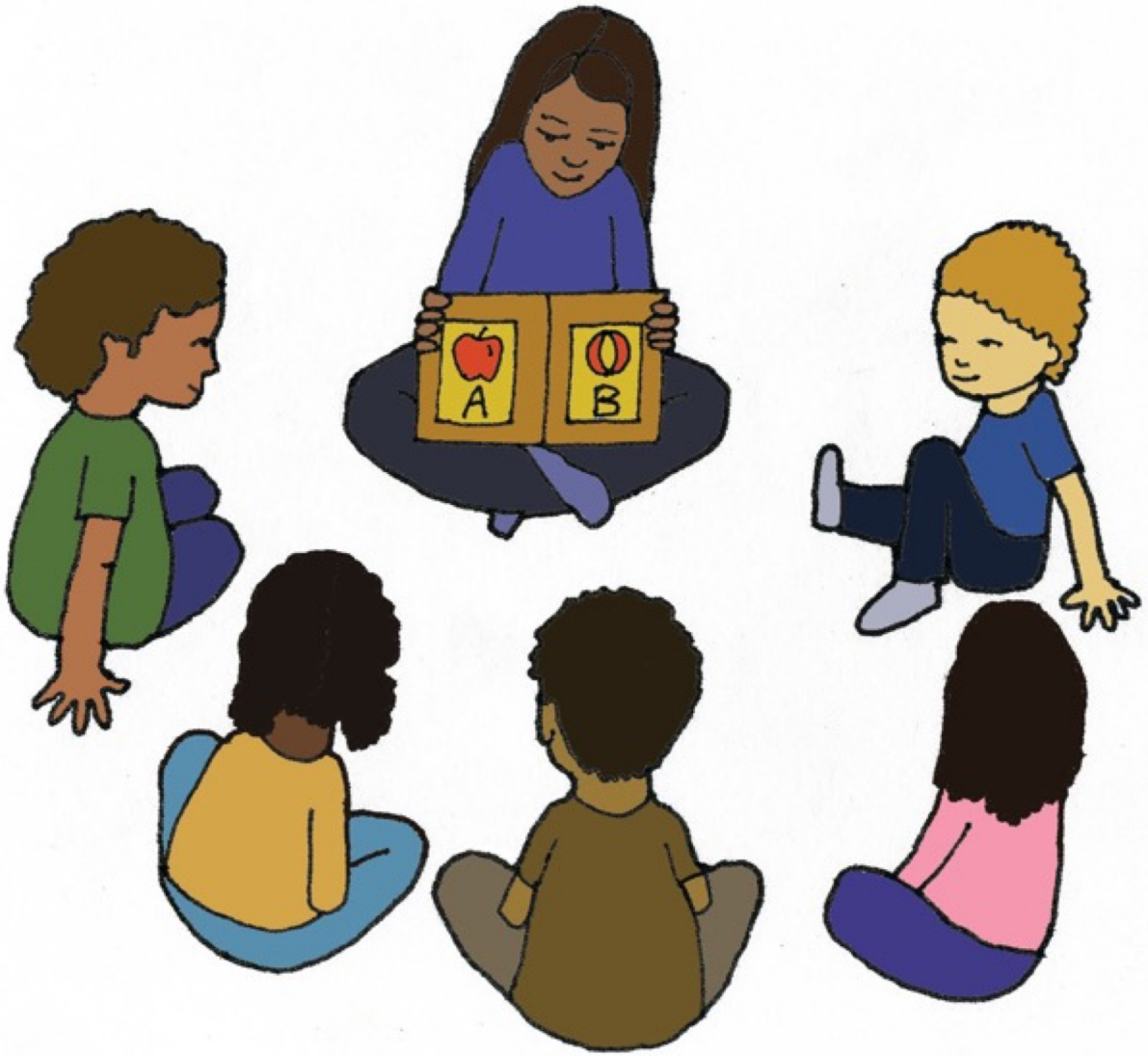

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Build Up to Implementation

–Cognitive Development 3.g, Helps children explore concepts

--Language Development 3.g Plans, implements and evaluates language experiences and activities

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Supporting Student Learning

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Tips for Designing Practice-Based Assignments

- Provide very clear directions
- Build in flexibility
- Make assignments “low stakes” through intentional rubric decisions
- Create opportunities for self and peer feedback

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Clear Directions

Instructions

For this assignment, you will provide your coaching partner with feedback and the opportunity to reflect. The conversation should be based upon the action plan, goal and observation. Use notes from class, the *Tips for Coaching: Reflection and Feedback*, and the questions below to guide your work.

Based on the information in this session, take a video of yourself meeting with your coaching partner. Remember to think about video quality: Lighting, audio, timing, positioning of yourself and others, and ability to see all elements.

Step 1: Plan

- Anchor your thoughts in data: What information will you share from the observation? How will you link it to the goal?
- What type of feedback will you provide:
  - Supportive
  - Constructive
- What type of reflection prompts will you provide?

Step 2: Meet with your coaching partner at a time when he or she is not busy with children.

- Video record this meeting session with your coaching partner.

Step 3: Watch the whole conversation. Edit the video and prepare a segment of video (5 minutes that you think are representative of the whole conversation). Upload the video segment to the EarlyEdU Coaching Companion. In the comment section, note examples of providing feedback as well as reflection prompts.

Also, answer the following questions:

a. How did the reflection and feedback session feel for you? Were there any challenges?

b. How do you think your coaching partner responded to your prompts and feedback?

c. What would you have done differently? What went well?

d. What do you think your coaching partner learned?

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Build in Flexibility & Plan Ahead

Field Sites are essential!!

Family Childcare

Center-based of all ages

Family and Friends

After School Program

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Low Stakes Assignments

Assignment Rubric	Accomplished	Emerging	Developing
Do	The assignment is complete and handed in on time. The video quality is good; lesson is audible, lighting is good and the action takes place inside the frame. Video is between 3 – 5 minutes long.	The assignment is complete and handed in on time. Video quality may not be great, possibly too dark or hard to hear. Video is between 3 – 5 minutes long.	The assignment is incomplete or may be late. The video quality may be distracting or make the lesson difficult to watch. Video seems rushed. Video is not between 3 – 5 minutes long.
Instructor's Comment			

What do you notice?

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Build Peer & Self Feedback

Assignment Rubric	Accomplished	Emerging	Developing
Reflect	Reflection is thoughtful, insightful and detailed. Participant has specific ideas for improvement. Participant's feedback to a classmate is useful and well considered.	Reflection has some insight. Participant has some ideas for improvement. The feedback provided to a classmate shows some effort or thought.	The assignment is incomplete or may be late. Reflection answers some questions and may offer an idea for improvement. Reflection generally lacks detail. Classmate feedback may be generic or appear to lack effort.
Instructor's Comment			

"View and respond to each CORP member's video. Respond to each video in the following ways:

- Comment on what you notice the children doing and saying in this video …
- Comment on what you notice about the teacher practices in this video ….
- Provide feedback…"

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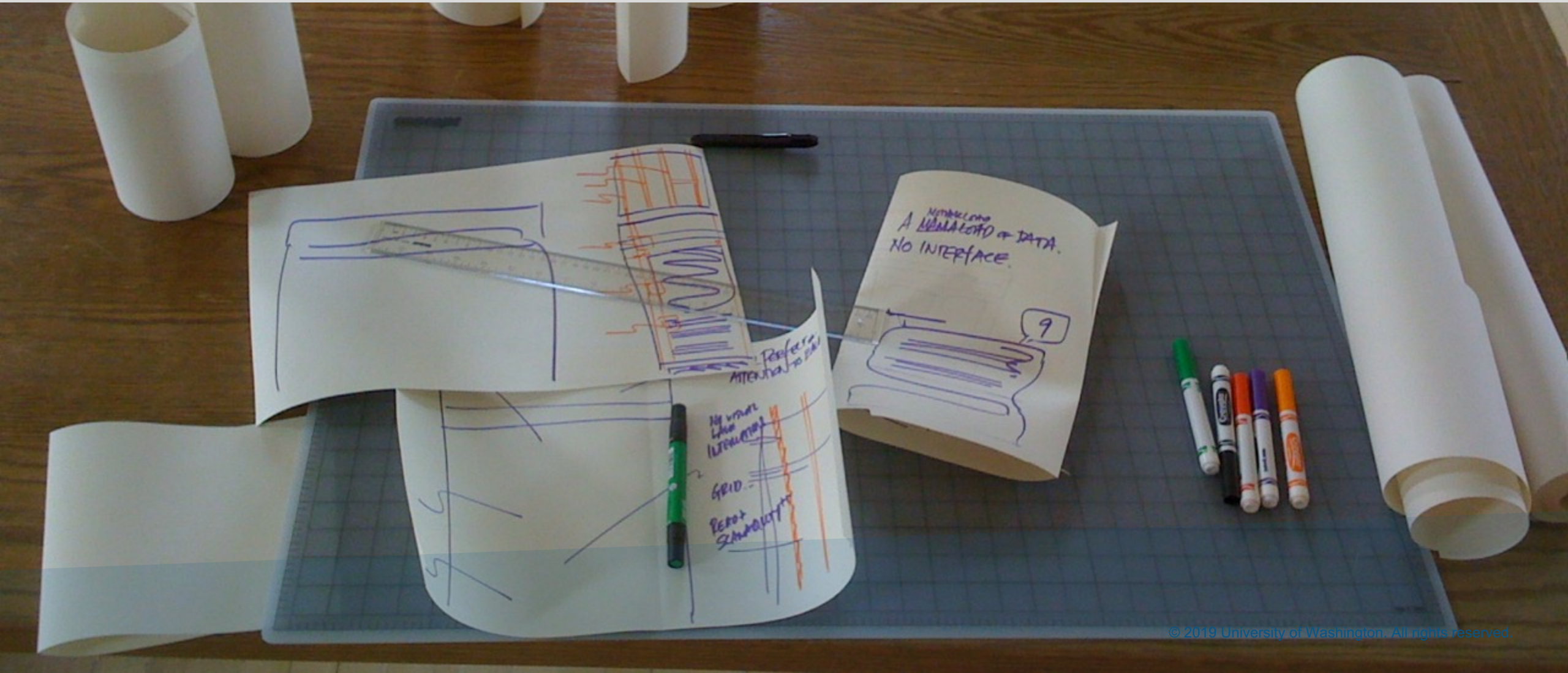
Evaluating Practice-Based Assignments



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Tips for Evaluating Practice-Based Assignments

- Build rubrics in advance and use them to streamline grading
- Explore different ways to give feedback
- Video annotation tools help!
- Maximize peer review
- Ask students to tell you what feedback they want

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Tensions: What concerns do you hear from students?

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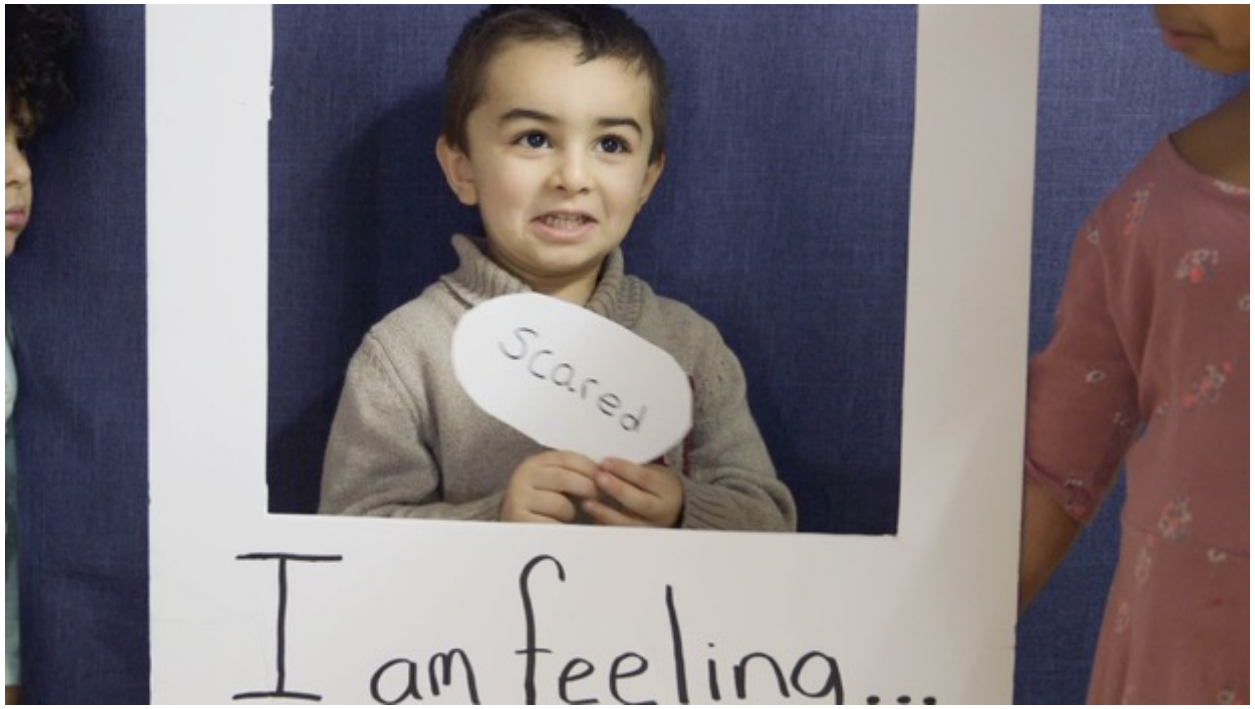
How have you overcome resistance?



- Start with strength: Begin with what students know and can do
- Look for evidence of practice together (Know-SEE-Do)
- Model “coach quality feedback”
- Focus on learning more than the product

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Your Learning Today

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QUESTIONS? comments

Use the chat box!

Upcoming SCRIPT-NC Webinars: Have You Registered?

April 21, 2020, 2:00 – 3:00 PM EST: Early Literacy for All!

Help adult learners better support the foundations of early literacy development for young children who are diverse in cultures, languages, and abilities. This webinar will share current readings, handouts, engaging activities, and effective assignments for adult learners to grow their early literacy-related background knowledge and effective practice implementation skills.

Presenter: Patsy Pierce, Meredith College, Raleigh NC

Register: http://tinyurl.com/scriptnc-literacy

September 15, 2020, 2:00 – 3:00 PM EST: Supporting Each and Every Adult Learner

Early childhood instructors at community colleges know better than anyone how tremendously the knowledge base and learning styles of their students can vary. Issues of culture (e.g., language, working individually vs working collectively), general education requirements, and benchmark exams (e.g., PRAXIS) may also require additional planning and differentiation of instruction. This webinar will share examples of evidence-based practices for supporting each and every student or learner, including practices that support English Language Learners and students with disabilities through the framework of Universal Design for Learning (UDL).

Presenter: Paul Luelmo, San Diego State University

Register: https://tinyurl.com/scriptnc-adultlearner

November 10, 2020, 2:00 – 3:00 PM EST: Early STEM Learning for Children with Disabilities

Help early educators learn about how to support young children in STEM learning, and bridge the opportunity gap for young children with disabilities to engage in STEM learning. This webinar will share examples of strategies and processes for supporting young children with disabilities in meaningful STEM learning.

Presenters: Staff from the STEM Innovation for Inclusion in Early Education (STEMIE) center

Register: https://tinyurl.com/scriptnc-stem

Upcoming Early EdU Alliance Webinars

- ***March 5 at 10amPT/1pmET: New Course! Supporting Children Who Are Dual Language Learners.***
- April 2: Incorporating NAEYC's Equity Position Statement with Camille Catlett
- May 7: PDG Grant States
- June 4: Nebraska & Utah State Partnerships
- July 2: Trauma-Informed Care
- August 6: Race & Equity

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Give Us Your Feedback

https://unc.az1.qualtrics.com/jfe/form/SV_29wVNJr0gGljWzb

THANK YOU

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