

2013 Faculty Institute
AA Level Courses
July 24, 2013

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This break out is for faculty working at the AA level.

Main Goals: Look at the 11 courses offered at the AA level, determine in what capacity the ELGs can be applied to each course, identify what type of activities can be used in those courses to teach ELGs.

Some courses may not be appropriate to use the ELGs, while others are.

First Activity: Color Coding Classes with ELGS Review the 11 classes (9 classes and practicums) and discuss among your group at what level the ELGs should be used within each class. (What courses line up with the competencies of ELGs) [Blue-Deeper; Pink-Deep; Green-Intro; Yellow-Not at all]

TEACHER EDUCATION TRACK

Professionalism [Green, Green, Pink, Green]

Family and Community Collaboration [Pink, Green, Pink]

Health, Safety and Nutrition [Green, Green, Green, Pink]

Child Growth, Development and Learning [Green, Blue, Pink, Pink, Pink]

Guiding Young Children [Green, Pink, Green, Pink, Green]

Assessment of Children & Evaluation of Program [Blue, Pink, Blue, Blue, Pink]

Intro to Reading, Language and Literacy [Blue, Pink, Pink, Pink]

Curriculum Development and Play: Birth to Age 4 [Blue, Blue, Blue, Blue]

"" Practicum

Curriculum Development and Implementation: Age 3-Grade 3 [Blue, Blue, Blue, Blue]

"" Practicum

ADMINISTRATOR TRACK

Program Management I

Effective Program Development for Diverse Learners & their Families

Professional Relationships

FIT

Infant Toddler Growth & Development/P [Pink]

Family Infant Toddler Professionals, Family & Community [Pink]

Question: For students taking the FIT pathway; What courses in our FIT pathways would transfer to any of the AA courses...or would they??

A: They're supposed to not. There's supposed to be other competencies. Some competencies will overlap but there's not much overlap in the specialty areas. The two practicum classes that you do not take in FIT may have some overlap but the FIT ones focus more on natural environment whereas the others focus on center-based.

Comment: I see a bunch of overlap with Child development and with Family and Community, and professionalism. Reason for this question is because some students are doing both the AA track and specialty in FIT...is there some benefit for them taking both?

Our goal: Identify activities that you could use for these classes with competencies in ELGs.

Question: Would the FIT class crosswalk with Curriculum Dev?

A: During discussion and creation of pathways 6 classes were identified as core classes prior to going into specialization. That should be the norm but it is not always the case. There is a relationship between classes but is not supposed to be a repetition when specialty classes are started. It's difficult to get deep in some specialization classes when students have not had the core classes before.

Activity 2: What are you doing now and what will you do after?

Discussion and brainstorming of activities that can be utilized when teaching the ELGs during classes.

1. What ELGs will you teach about in the respective class?
2. At what level will you teach it? (Color coding reference)
3. How will you teach the chosen guidelines? What activities, papers, presentations, etc. would you assign to be able to cover what you have chosen and at the appropriate level?

Groups; divided according to class:

Intro to Literacy

1. Which ELGs...

- Beginning to Communicate (pg 43-45)
- Literacy (92-98)
- Aesthetic Creativity (113)
- Sci. Conceptual Understanding (119)
- Self, Family & Community (125)

2. Level: Deep/Deepest

Activities:

- Incorporating/Addressing through daily routines; modeling, reading stories, DAP circle time
- Context of play, activities such as puppet theater
- Talking about self/All About Me News

Presentation/Comments: Everything ELGs in domain one is appropriate...(refer back to group notes for additional comments). Very different between infant and toddler for this one...infant: modeling, etc. preschool: everything still centered around learning through play, appropriate circle time, etc.

Guiding Young Children

Which guidelines/domains to teach about?

*Self/Family & Community (All)

-Beginning to communicate

-Literacy *5/6

Approaches to Learning (All)

*Beginning to know about ourselves & others (All)

Aesthetic Creativity (13)-13.1

Physical Development, Health, & Well-being #4(4.1, 4.2)

(All ELGs can impact student knowledge of typical development & DAP Practice

2. How will you teach them & at what level?

-Develop resource list of children's books to emotions, self-regulation, special circumstances (death, divorce, adoption, etc) & ways to use literature w/children-extension activities

-Observing children and documenting play & relationships, explorations, problem-solving skills related to age appropriate ELGs

-Exploring-(paper of project), difficult child-rearing practices & reasons for, with comparison to appropriateness w/typical child behaviors

-Case Study of Child...

-Holistic picture of a child's development w/focus on behaviors across contexts

-Comparison w/ELG typical & what next steps for development

Presentation/Comments: Basic knowledge of child growth dev. is key to understanding and guiding children, identify that foundational knowledge among students coming into the course. Ideas: Best way in...case study of a child and looking at the holistic picture of that child's development, look across contexts (structure vs unstructured, solicit parent input, take that and look at that child against the expectations of the ELGs and how you can plan for what that child needs to be successful. What is the next step to guide and encourage the child forward?

Health, Safety & Nutrition

- Fine Motor Skills: What kinds of activities can children do independently and safely? (ie: large puzzle pieces vs. beads)

- Literacy/Numeracy: Family-style dining, washing for time (10-20 seconds); Children must respond, follow through with directions, role play (crossing streets, washing hands, brushing teeth); recognize environmental print (STOP, R, Y, G lights, H (hospital))
- Aesthetic Creativity: Children can create a multitude of healthy foods that vary in color, shape, taste and sound.
- Self, Family, Community: Good health and nutrition begins at home. Activities should include children sharing their culturally relevant meals, activities and ways of promoting good health, role models.
- Physical Development, Health, Well-being: Through games and play, children will learn coordination, conduct on playground, how to share and play by rules; They will become aware of how kids grow at different rates and healthy eating=healthy bodies. Many books are available that promote this concept, ie. "Five Little Monkeys."

Presentation/Comments: Playing game, going out to the playground, show kids how to coordinate and how everyone develops at different rates, healthy eating=healthy bodies, "Combining literacy with safety factors" ex: children creating books about safety.

Professionalism

ELGs:

- Introduction (all)
- Self, Family, Community Domain (Preschool/K)
Emphasis on family & community

Activities:

- Personal statement/biography
-include competencies
-include where you came from and where you are going professionally
- Family Tradition- poster book (self, family, community domain)
- Scenarios→Reflection→Ethics (can refer back to the Guiding Principles)

Level of Use: Intro

Presentation/Comments: Introduction; part of professionalism is understanding the history and philosophy of ECE, other important is self, family and community..sense of self is important, goes into legal, ethical, aspects of practice. Have students come up with a personal biography including where they are in their life choices and career goals, allow students to share family traditions, games, etc (All About Me Approach), ties with how young children learn. Teaching the course, use scenarios and have them reflect on those situations, bring in multiple topics that tie in to competencies. With ethics, reflect back to the guiding principles (overall philosophy).

Child Growth & Development

ELGs:

- Summary of Indicators: Use CA video clips that demonstrate milestones
- ALL
- How development is supported by caregiver (pgs 7, 8, 14)

Activities:

- Observation in play: by domain (infant, toddler, preschool, school-age); observe then identify domain
- Profile of the experience
- Reflective mini "case study"
- Jeopardy Game
- Indicator activity from Carino TTAP
- Sample anect. record—overtime, identify and highlight each domain then observe (30 min-1 hour), identify where child is on continuum.

Level of use: Deep

Presentation/Comments: Using ELGS in conjunction with milestone charts found online or in-books, indicators have not been used alone straight-out, ex: California practice and video examples for demonstration, clips go with the guidelines to use in class as a talking point to help give students deeper understanding; prior to students going out and doing activities the video clips help students understand what typical behavior and development looks like; all guidelines are applicable; activities: doing observations (four-types), identify what you can look for at each domain at the various levels, report back on what was seen and where does that fall (ex: lattice pages)

Assessment

Which: Approaches to learning/ALL

Use ELGs as reference/resource to assist students in developmental assessments.

What level: Deep/Deepest

Activities:

- Prior knowledge: How well/familiar are students with ELGs.
- Scavenger Hunt: In class activity to dissect and understand ELGs.
- Require students to reference ELGs in student assessment assignments.

Presentation/Comments: Important to see how familiar are students are with ELGs. Activity: Scavenger Hunt to broaden understanding, require students to refer to ELGs for all assessment. Scavenger Hunt also ties in to problem-solving, similar to a methods class, teach the classes on a level to where students can take away from the activity and apply it to the classes they teach. Require

students to create their own test, pick class level and topics, write the 20-question test and distribute it to other students to practice their own method of developing an assessment and what's involved in the process.

Family and Community Collaboration

Domains: Self, Family & Community; Beginning to know about ourselves and others; Beginning to Communicate Literacy; Family Engagement Materials; Guiding Principles

Activities: Creating newsletter/bulletin boards using ELGs (one or more) to educate/inform families; practice using ELGs in conference scenarios-what does it mean to us ELG language (being strengths-based)

Curriculum

****Taskforce- Develop a guideline for student observation.****

ALL DOMAINS

Use Observation (page 151)

*Observe 1 child->course based on observation; Plan-DO-Reflect-Assess (curriculum spiral) Level: Deeper

*Have students focus on child and practice observation skills. Use ELG across development spectrum—add activity that helps students connect work to their competency.

*Use ELG to talk about curriculum.

*Use ELG to develop lesson plan.

Presentation/Comments: Practicum classes (task force look into developing guideline on how to assess students in the practicum). Observations and lesson plans, curriculum, use the tools related to observation. A student in the class use vignette to assess the child, observe them, create lesson plans, develop plan to meet competency.

Final Comments:

You must keep in mind that we are teaching students that are going to go into a variety of institutions. In terms of developing a guide for observation of students in practicum, we need lots of creative thought about cross-walking because of the variety of settings students will go into. You all do a lot of risk taking, risk-taking that is in the best interest of children.