

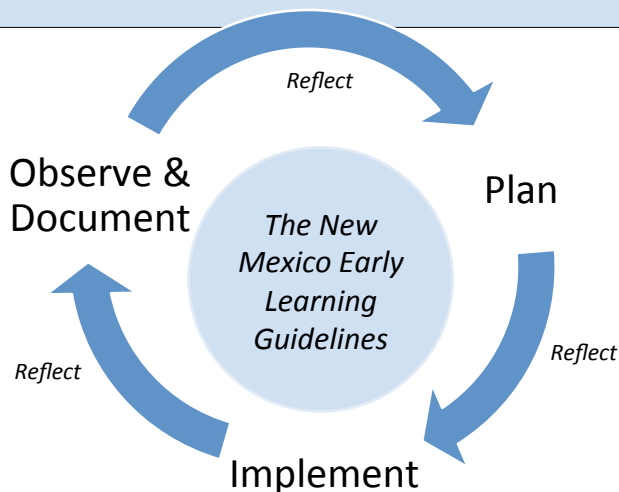
Review of the New Mexico Curriculum Planning Process



Watch & Listen Ask & Wonder Reflect & Plan Implement & Watch Again

The New Mexico Early Learning Guidelines are meant to be used at the core of the Individualizing and Curriculum Planning Process. In this process, observational assessment and developmentally appropriate curricular practices are integrated. The goal is happy, healthy children whose needs are being met by thoughtful, intentional early educators engaged in this on-going process.

The Individualizing & Curriculum Planning Process



The Result: Happy, Healthy Children!

The Key is to Use the Right Assessment Tool for the Right Purpose

- **Assessment related to the ELGs *cannot* be done for the following purposes:**
 - To determine the need for further evaluation
 - for which you would use a reliable screening tool (such as the ESI, Brigance Screen, etc.)
 - To compare a child's performance to that of other children (for ranking or diagnostic purposes)
 - for which you would use a norm-referenced test or assessment tool

The Key is to Use the Right Assessment Tool for the Right Purpose

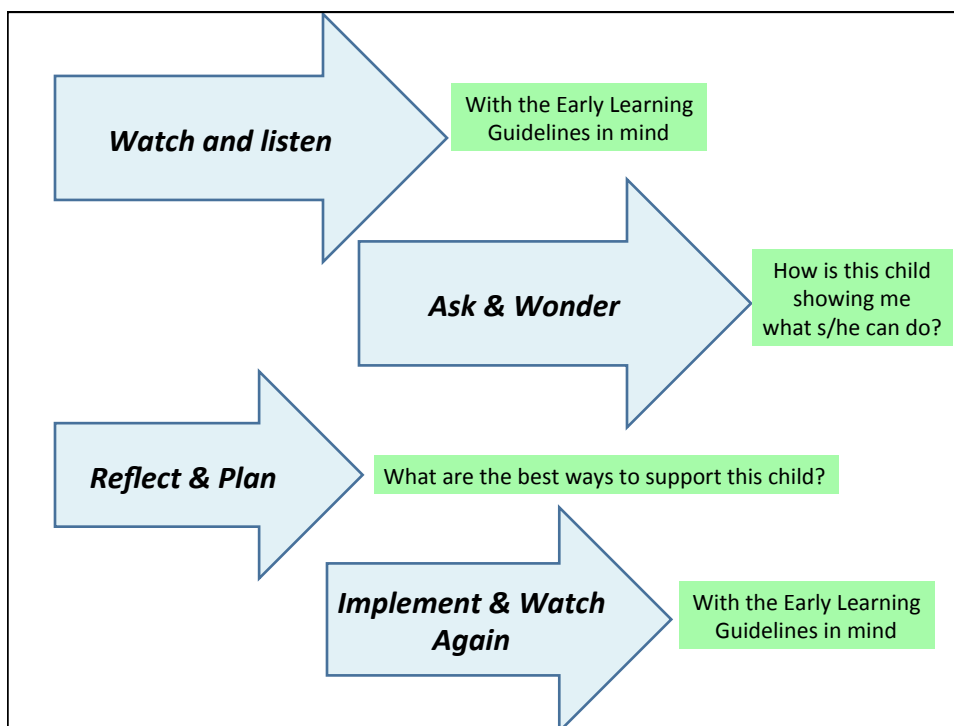
- Assessment related to the ELGs **can** be done for the following purposes:
 - To compare a child's performance to a set of criteria
 - for which you would use a criterion-referenced assessment tool or process
 - To determine a child's needs and identify curricular strategies to better teach a child
 - for which you would use curriculum-embedded, on-going observational assessment

The ELGs are the Criteria to be Used in Criterion-Based Assessment

The New Mexico Early Learning Guidelines are **not** designed to be used as a test or one-shot, on-demand task.

They are designed to give reasonable expectations for children at different ages so that teachers and others can have criteria by which to evaluate children's performance and plan curricular interventions to help them grow and develop to their fullest potential!







Observe & document

Watch and listen

- **Teacher's actions**
 - You can observe the child, watching what she is doing and listening to what she is saying.
 - You can observe and document by writing notes, taking a photo or recording, or collecting a work sample.
 - You can make a comment and broadcast what she is working on.
 - You can encourage her to continue what she's doing.

Ask and wonder



• Teacher's actions

- You can ask the child to tell you more about what he is doing and engage in a conversation with him.
- You can use open-ended questions to lead the child into new and more challenging thinking.
- You can select different materials or change the environment in some way as you ask yourself, "How will this change what the child is doing?"
- You can discuss with colleagues and/or the child's family members to understand more about where the child is coming from or trying to go to.
- You can share your collected documentation notes, photos, recordings, or work samples with the child or the group, by displaying in the room and/or sharing with families.

Reflect and Plan

• Teacher's actions

- You can review your observation notes, photos, recordings, and work samples with colleagues in Take Five Sessions daily and in weekly planning sessions.
- You can relate what the child is doing to the Early Learning Guidelines.
- You can determine what the next steps are related to the Guidelines.
- You can consider ways to provide scaffolding or support for the child to reach those next steps.



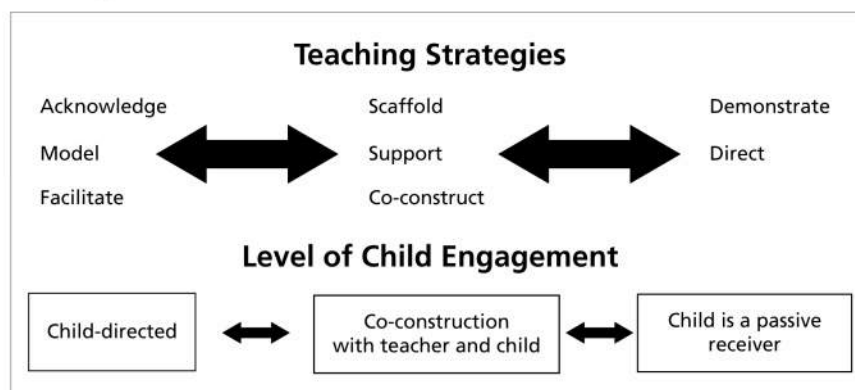
Implement & Watch Again



• **Teacher's actions**

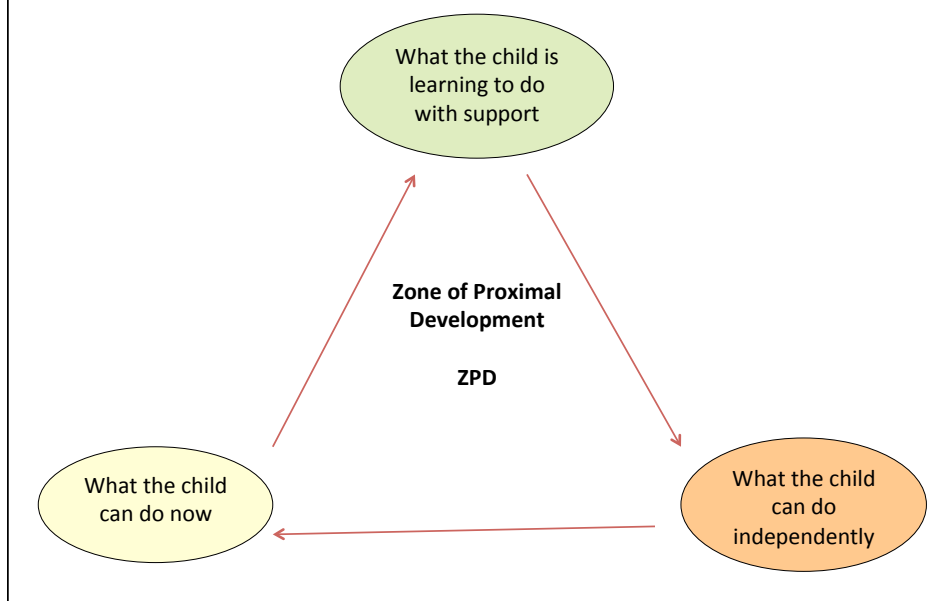
- You can plan any of the following and see how the child responds:
 - You can plan for specific teacher guidance and support.
 - You can use peer interactions and observe for new friendships, risk-taking, or self-expression.
 - You can design special activities.
 - You can bring in additional resources.
 - You can add challenges.

Teaching Continuum



From Gronlund & James
Early Learning Standards and Staff Development:
Best Practices in the Face of Change
 2008

For individual children, teachers pay close attention to the child's ZPD



Let's analyze documentation about a child and plan next curricular steps for him or her

- Choose either infant Joaquin, toddler Glenda, or preschooler Niko. Read through that child's documentation.
 - Turn to the ELG document and identify specific domains, components, and indicators that the child is demonstrating in each observation note (there may be more than the teacher noted on the form).
 - Determine what the next step will be for that child.
 - Using our model and ideas above, identify ways to plan curriculum that helps that child move towards those next steps.
 - How will you Watch & Listen? Ask & Wonder? Reflect & Plan? Implement & Watch Again?

Joaquin 7–9 mos.

- ***Beginning to Know Ourselves and Others Observation:***

Joaquin (7 mos.) tends to cry when dad drops him off at Sunny Side Up Infant Care. When we take him from dad we hold him and reassure him (“We will take care of you ‘til dad comes back, Joaquin”). The other day the Assistant Teacher offered Joaquin a new toy. Joaquin pushed it away a few times at first (still crying loudly for 5 more minutes). I held him until his loud cries become hiccups. Then I hugged him, placed him on the floor and put the new toy a short distance from him. He whimpered. Then he whined – but eyed the toy and crawled toward it. Joaquin picked up the toy, mouthed it and looked around the room at the other children.

- ***Beginning to Build Concepts Observation:***

At 7 months, Joaquin crawls around the room from person to person and/or from toy to toy. He watches as an older toddler buddy “Tim” takes down a 1-piece apple puzzle. Joaquin pulls down our other apple puzzle. Joaquin tastes the knob on the puzzle piece, and then tries over and over again to fit the round puzzle piece back into its place. Joaquin calls (yells!) at Tim who puts the piece in for him. Tim likes to help and Joaquin likes to use Tim. Joaquin does this again and again.

- ***Beginning to Communicate Observation:***

When I said, “Let’s look at some books,” to all the infants, Joaquin (9 mos.) pulled himself up and “walked” (holding on to the table and walking sideways) towards a book. When I’m reading to other mobile infants, Joaquin sits down then crawls the rest of the way. When I put out a new sensory book Joaquin sat down and picked up a new sensory book. First he bit it (the usual for our mobiles!). But then he looked at the book I was reading, crawled closer, patted the page, and said, “Boo, boo, boo.”

Joaquin 7–9 mos.

- ***Beginning to Move and Do Observation:***

Joaquin (9 mos.) has begun picking up cereal with his fingers and eating it by himself. He has begun pulling himself and walking sideways while he holds on to tables or chairs.

- ***Approaches to Learning Observation:***

Joaquin (9 mos.) had cooked squash for the first time today. He looked at it, said “Ahhh?” Then he picked it up in his fist and squished it. He did this several times before he put some in his mouth. He took the baby spoon, put some in and tried to eat it off of the spoon. He tried to put some in his ear and yelled when we said, “Joaquin, eat it.” He ate more, smiled, and yelled for more.

Glenda (2 yrs. 6 mos. – 2 yrs. 8 mos.)

- **Gross Motor Observation:**

At the home visit today, Glenda and I go out in her backyard and play on her swing set. Glenda sits in the swing and asks me to push her. I do so, and she starts yelling, "No, not so high!" and begins to cry. I stop the swing and help her get off. Then I ask her if she wants to go on the slide. "No, I'm scared," she says. "I'll help you," I offer. "No, let's just swing a little bit." So she climbs back on the swing, and I push her very gently so that the swing moves only a little bit. She asks to go back inside after five minutes outdoors.

- **Language Observation:**

During playgroup Glenda and I play with Mr. Potato Head. Glenda's friend comes into the room, and Glenda says, "Come and play," and "Come sit down." She also says, "Where does this go?"

- **Problem -Solving Observation:**

Glenda plays with blocks and says, "I make a chair for my baby." First she lines the blocks in a row. Then she stacks some on top of each other. They fall, and she picks them up and builds again. Finally, she tells her mom, "Look at the table and chair I make for my baby." She then takes the doll and sets her on the chair she made out of blocks.

Glenda (2 yrs. 6 mos. – 2 yrs. 8 mos.)

- **Social-Emotional Observation:**

During play group another child begins to cry for his mom, who is in the other room at the parent meeting. Glenda sees him crying and goes to the shelf. She gets a tissue from the tissue box and gives it to him. He grabs the tissue and wipes his tears. Glenda smiles and pats him on the back.

- **Fine Motor Observation:**

During this home visit, I offer Glenda pencils, colored markers, and a dry-erase marker. She chooses the dry-erase marker and board. She holds the marker with a three-fingered grasp. She draws several small circles with a line coming down and tells me she has made balloons.

Niko (4 ½-5 yrs. Old)

• **Language Observation:**

Mateo and Niko build an "island" with the hollow blocks. Then, using a clipboard with paper and pencil, they take turns drawing the "map" to show where the island is located. Mateo tells Niko to jump off the island and go into the water.

Niko: Are there any fishes in here?

Mateo: You're a mommy, now.

Niko: No, I'm not. I'm a captain.

As other children join in the play,

Mateo: We're pirates.

Niko: Aye, aye, matey.

• **Mathematical Problem Solving Observation:**

Niko connected several colored blocks together then announced, "Hey, I got this many." When I asked him how many he had, he began to count touching each one. He kept 1-1 correspondence up to 5, then skipped to 7, 9, and "twenty-teen".



• **Gross Motor Observation:**

I observe Niko walking around the swing area, balancing on the wooden planks that surround our playground. He concentrates on each step and does not fall once as he goes around the whole area!

Niko (4 ½-5 yrs. Old)

• **Social-Emotional Observation:**

One of the activities that Niko often chooses outside is riding bikes. Today, when he gets off his bike to go play somewhere else, another child jumps on his bike. When Niko returns and sees the child, he says, "Hey, that's my bike." The other child says, "No, it's mine." Niko walks over to him and pulls the handlebars on the bike, saying, "Get off. It's mine." I walk over and ask, "What's going on?" Niko says, "This is my bike." The other child says, "No, it's mine." I ask, "What do you think we should do?" Niko says, "I'm mad because he took my bike." "Where were you when he took your bike?" I ask. "Over there," he says, pointing to the sandbox. By this time the other child has lost interest in the bike, and Niko jumps back onto it and rides away.

• **Literacy/Writing Observation:**

Niko chooses to go to the art area today. He takes a blue marker and paper to use. He sits at the art table looking at what other children are drawing on their papers. He traces his left hand and makes some letter-like shapes at the top of his paper. "That's my name," he says. He uses his right hand throughout, holding the marker with his thumb, pointer, and middle fingers. (See attached).



Looking at the ELG's, Joaquin, Glenda, or Niko can...	Next Steps to work towards in the ELG's for Joaquin, Glenda, or Niko will be:
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Watch & Listen for Joaquin, Glenda, or Niko:
Observe, Document, Broadcast and/or Encourage

:

Ask & Wonder for Joaquin, Glenda, or Niko:

Converse with the Child, Use Open-ended Questions, Select Different Materials, Discuss with Colleagues & Family Members, and/or Share Documentation

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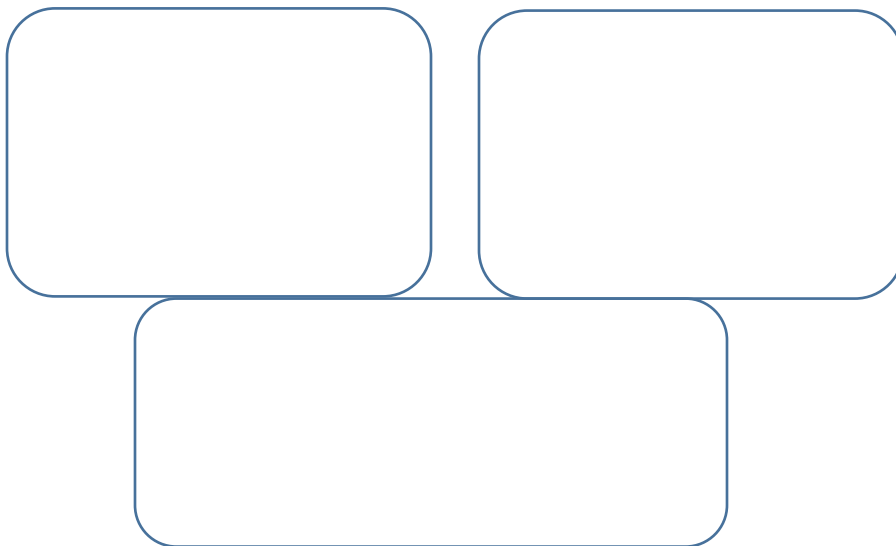
Reflect & Plan for Joaquin, Glenda, or Niko:

Review Documentation with Colleagues, Relate to ELG's, Determine Next Steps with ELG's, and/or Consider Ways to Provide Scaffolding

Three empty rounded rectangular boxes arranged in two rows: two boxes side-by-side in the top row and one box centered below them in the bottom row.

Implement & Watch Again for Joaquin, Glenda, or Niko:

Plan for Specific Teacher Guidance, Use Peer Interactions, Design Special Activities, Bring Additional Resources, and/or Add Challenges



The goal is for educators in New Mexico to embed the Early Learning Guidelines into all that they do with young children.



Then, as educators observe and document what they see that each child *can* do, they tie all of their documentation together for curriculum planning that is individualized so that each child can reach his or her fullest potential!

Resources by Gaye Gronlund

available from www.redleafpress.org or
www.naeyc.org

- **Planning for Play, Observation, and Learning in Preschool and Kindergarten**
- **Developmentally Appropriate Play: Guiding Young Children to Higher Levels** (with parent brochure, *Why Children Play*)
- **Make Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines**
- **Focused Observations 2nd edition: How to Observe Young Children for Assessment and Curriculum Planning** (coauthor, Marlyn James)
- **Focused Portfolios: A Complete Assessment for the Young Child** (coauthor, Bev Engel)
- **Early Learning Standards and Staff Development: Best Practices in the Face of Change** (coauthor, Marlyn James)
- Produced the CD-Rom accompanying **Developmentally Appropriate Practice in Early Childhood Programs, 3rd Edition**, NAEYC and the DVDs, "The New Developmentally Appropriate Practice", "DAP and Intentionality" and "DAP and Play"