

Webinar #1

The Early Learning Guidelines Cohort Series

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Save the Dates!!!

Webinar #1
ABQ April 9th
LC April 15th
4-6 p.m.

Webinar #2
ABQ April 22nd
LC April 29th
4-6 p.m.

Final Face-to-Face
Meeting
LC May 5th
ABQ May 7th
9 a.m. - 4 p.m.

Agenda for Today's Webinar



Discussion of Articles



Review of Survey Results



Key Points about ELGs and the Continuous
Quality Improvement Cycle



Sharing Your Block and Pretend Play
Observations



Considerations about Lesson Planning

Review of survey results

(28 of you responded, thanks!)

#1: ***-Continuous Quality Improvement (53%)***

- Uses of ELGs (33%)
- Foundational Principles (14%)

#2: ***-Individualizing Lesson Plans (42%)***

- Lesson Planning for I/T (29%)
- Lesson Planning for Pre/K (29%)

#3: ***-Observing & Documenting ELGs for Preschoolers (44%)***

- Observing & Documenting ELGs for Infants/Toddlers (33%)***
- Completing Portfolio Forms for Any Age (25%)

#4: ***Communicating with Families***

All 3 areas were pretty even.

#5: ***-Relating Observations of Children to Planning (67%)***

- Intentional planning for play and Inclusion of all children were even at 57%***

#6: ***-Reflection as a tool for self and professional development (44%)***

- Scaffolding as an effective teaching strategy (33%)
- Recognizing the influence of family and culture (22%)

Some of your additional topics

ELGs related to assessment:

- More clarification regarding assessment of infants/toddlers
- Quick Checks for preschool
- Mentoring staff with authentic assessment

Specific curricular areas related to the ELGs:

- Mentoring teachers to be involved in play-based curriculum
- Pre-reading and kindergarten readiness
- Outdoor Play

ELGs related to lesson planning:

- Room arrangement and toy choices
- Inclusive strategies
- Addressing children's interests and developmental needs
- Examples of Reflections on third page of lesson plan

What are *The New Mexico Early Learning Guidelines*? A Brief Introduction for Parents & Family Members



Learning through play as young children do.

The New Mexico Early Learning Guidelines describe what young children know and can do at different ages - from birth to the end of the kindergarten year. They show how children develop in all areas including:

- their ability to communicate with others in their home language
- their ability to move around and also to use the small muscles of their hands
- how they get along with other people (both adults and children)
- and their growing understanding of the world around them

The New Mexico Early Learning Guidelines were developed to help early childhood educators communicate better with you, parents and family members, about how your child is growing and learning. Your child's educators will use *the Early Learning Guidelines* to work together with you to ensure that your child has opportunities to grow and develop, becoming a successful student and a contributing citizen of our great state.



The Leaders of Tomorrow!



Babies learn by watching and exploring.

How New Mexico Teachers Will Use *the Early Learning Guidelines*

Whether your child is in a child care program, an Early Head Start or home visiting program, a PreK or Head Start classroom, or in a special education program, his educators will use *the Early Learning Guidelines* in order to determine where he is strong and in what areas they need to give him more support.

Educators will share with you their observations of your child in action so that you can see what your child does in their program. And, you will be asked to share your perspective from home: What do you see as your child's strengths? What concerns do you have as you watch him every day at home?

The Early Learning Guidelines will be used to provide the best possible early care and education for your child. You and your child's educators will be working in partnership so that your child can develop to his or her full potential.

The ELGs are NOT...

- **a curriculum**
- **an assessment tool or developmental screening**
- **an exhaustive resource of child development**
- **a developmental checklist**

Facts about ELGs



- The ELGs provide a continuum of early learning, growth and development from birth through the end of kindergarten.
- They provide a common framework that educators and families can use for:
 - discussion and reflection
 - curriculum planning for the whole group as well as for individual children's needs
 - using authentic, observational assessment procedures
 - supporting the full participation of each child

Are the ELGs an Assessment Tool?

- No, they are *not* an assessment tool but they are *used* in the authentic, observational assessment process.
- “The ELGs are the criteria that outline the developmental expectations by which each child’s accomplishments are able to be measured.” (page 13 in the ELGs)

The Assessment Tools are...

- The portfolios with observation notes related to the ELGs
- The Quick Look Checklists related to the ELGs (for preschool/PreK only)
- The Family/Teacher Summary Reports related to the ELGs

Homework for Next Time!!!

- Write up a 2-3 sentence explanation (an elevator speech!) of what the ELGs are and why and how you use them at your program.
- Send to Gaye at **gayegronlund@yahoo.com** before April 15th for ABQ group and April 22nd for LC group.

Sharing the Foundational Principles with Families

- Laurinda from the LC Cohort (who will join the ABQ group on May 7th) distributes one Foundational Principle at a time to her families to generate discussion about her program's attention to the ELGs and best practices.
- The LC Cohort group loved this idea and decided we all need a copy of the Foundational Principles designed to be shared with families (written in family-friendly language).
- The following slides are my first draft of principles 1-3 for your consideration! What do you think?

New Mexico Early Learning Guidelines

Foundational Principle #1

- All children are respected as competent and unique individuals.



What's special about your child?

What's something that s/he does well?

What delights you about him or her?



New Mexico Early Learning Guidelines

Foundational Principle #2

- Infants are born learning and all young children are capable of learning.



What are some things you have seen your child learn to do that have amazed you?

New Mexico Early Learning Guidelines

Foundational Principle #3

- Brain development and learning occur when children are in nurturing and responsive relationships with their families and educators.



What do some things that
you love to do
with your child?



The Continuous Quality Improvement Cycle



1 Observe & Document



Let's begin with your observations.

How many of you observed block play?

Raise your hands please.

(We will address the pretend play observations later in the webinar.)

Can you please type in the chat room two sentences or phrases from your observation that describe what you observed.

2

Reflect

Let's reflect about what you observed.

What Early Learning Guidelines did you observe
the children demonstrating as they played
With blocks?

What questions come to mind as you consider
what you saw the children do and/or heard the
children say as they played with blocks?

3 Plan

Based on what you observed, and considering your reflection...

What will you plan to do next with the children around block play?

How will you build on what they *can* do and help them to try new things with your assistance and guidance?

4 *Reflect*

Let's reflect about your plan.

What Early Learning Guidelines will you observe for as you implement the plan with children?

What materials will you need to implement your plan?

What teacher strategies will you use as you implement your plan?

5 Implement

This is an action step and happens
In the classroom, on the floor, with
The children!

Go, try it out!!!

(and be prepared to tell us what
happened in our next webinar!)

6 *Reflect*

Let's reflect about the implementation of your plan.

In what ways were the children (both as a group, and as individuals) successful?

In what ways were the children (both as a group, and as individuals) challenged?

Where was your assistance needed?

1 Observe & Document

And, here we are again!!!

As you implemented you observed, reflected, and now need to document the results of the implementation of your plan for block play with the children.

Your documentation will include factual descriptions of children's block play and the ELGs that were demonstrated.

Then, you'll reflect to determine what changes are needed and the cycle begins again with a new plan!

Did that clarify this process more for you?

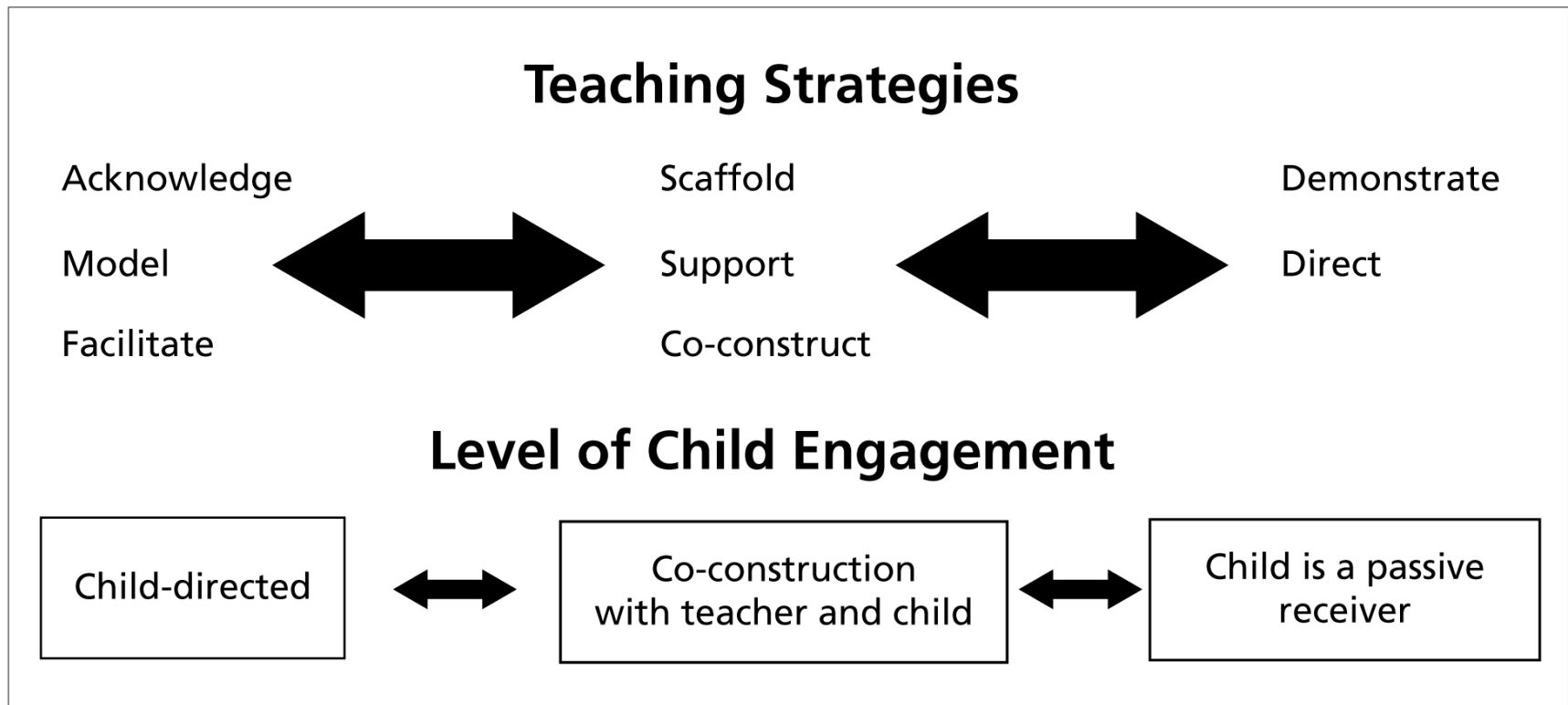
What other questions do you have about the Continuous Quality Improvement process?



Reflecting about Pretend Play

- Did you see children demonstrating ELGs in their pretend play?
- Did you see evidence of abstract thinking such as use of objects for other things?
- Did you see evidence of self-regulation? What were the “rules” of their pretend that they had to follow?
- How did you interact with the children in their pretend play?

Teaching Continuum



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

Teacher Scaffolding

“As a child begins a new challenge, he may need some support from the teacher to enable him to manage it. A skilled teacher doesn’t overdo the help. The aim is to provide the least amount of support that the child needs to do something he cannot quite do on his own...As the child begins to acquire the new skill or understanding, the teacher gradually reduces her support.”

Developmentally Appropriate Practice, Copple and Bredekamp 2009, page 39)

Teacher Scaffolding in Pretend Play

Being a co-player,
offering language and
vocabulary by describing
what children are doing.

Co-playing and wondering aloud
about what else to do or what to
do next.

Co-playing and offering
suggestions and/or
materials.

Coaching children in involving
everyone and/or in resolving
conflicts.

And the teacher is ever-ready to step back
and turn the play over to the children

Notice, that even when being intentional,
teachers still are attuned to the interests and
engagement of the children.

We're not talking about making play a
completely teacher-directed activity!

Instead, the teacher acts as a facilitator, a co-
player or co-creator, and as an observer.

***Teacher as
facilitator***

***Teacher as
co-player and
co-creator***

***Teacher as
observer***

And the teacher is ever-ready to step back
and turn the play over to the children

FOCUS
On Young Children's Learning

Infants & Toddlers Weekly Lesson Plan

Classroom: _____ Date: _____

Educator(s): _____ Interests (optional): _____

| Beginning to Know Oneself and Others | Beginning to Communicate | Beginning to Build Concepts |
|---|---|---|
| Components (Goals): Play, Explorations, & Routines: Teaching Strategies, Supports, & Materials: | Components (Goals): Play, Explorations, & Routines: Teaching Strategies, Supports, & Materials: | Components (Goals): Play, Explorations, & Routines: Teaching Strategies, Supports, & Materials: |
| Beginning to Move and Do | Approaches toward Learning | Additional Experiences |
| Components (Goals): Play, Explorations, & Routines: Teaching Strategies, Supports, & Materials: | Components (Goals): Play, Explorations, & Routines: Teaching Strategies, Supports, & Materials: | Components (Goals): Play, Explorations, & Routines: Teaching Strategies, Supports, & Materials: |

FOCUS
On Young Children's Learning

Preschoolers Weekly Lesson Plan

Plans for Mealtimes and Transitions

Outdoor Environment and Explorations

Plans for Small Group and/or Individual Reading

Relationship Building and Family Involvement

Reflect

Observe & Document

Plan

Implement

Reflections

What worked? What didn't? What did you learn about individual children and group interests?

Modifications for individual children

Plans

Reflect

The New Mexico Early Learning Guidelines

*Note: Please include music in weekly lesson plan

*Note: Outdoor Activities can be included in any center

Lesson Planning with the ELGs

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|--|--|--|--|
| Large Group (as long as children are engaged; usually 15-20 mins.) | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: |
| Small Group (if done during play, done as a choice for children) | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: | Indicator: Activity & Strategy: |

Key Things to Remember When Lesson Planning

- You can identify a learning goal for every possible moment of the day!!!
 - you take those goals directly from the ELGs
 - For infants and toddlers, goals come from the 14 components
 - For preschoolers, goals come from the 25 essential indicators (and can be expanded to all 67 indicators)
- You are intentional about teacher support strategies by noting them on the plan yet still are flexible in your implementation
- You only add additional plans when appropriate
- You only add vocabulary words where appropriate (2-3 words in a play area related to your learning goal)

Be sensible!!!

When you reflect before planning
for next week,
do not change what went well.

Only change what *needs* changing!!!

Individualizing Lesson Plans Involves...

Recognizing the uniqueness of each child.

Building a warm, strong relationship with each child and family.

Engaging in Powerful Interactions with each child.

Being culturally responsive and inclusive to guarantee the full participation of each child.

Educators need
to find out
something that
inspires,
intrigues, and
delights each
child!



So, your modifications for individual children might include...

- Following up on a child's interest
- Working with the child in his/her favorite activity (that delights the child!)
- Providing assistance (scaffolding!) in a transition, a daily routine, a group time, or in play experiences
- Extending the child's engagement with a challenge or provocation
- Partnering the child with different peers
- Partnering the child with an educator
- What else?

Homework Assignment #1 for our next webinar!!!

- Write up a 2-3 sentence explanation (an elevator speech!) of what the ELGs are and why and how you use them at your program.
- Send to Gaye at **gayegronlund@yahoo.com** before April 15th for ABQ group and April 22nd for LC group.

Homework Assignment #2 for our next webinar!!!

- Observe your children to determine what their interests and favorite activities are. What delights them?
- Discuss with your colleagues and write down the results of your observations and discussions.
- Try to follow up on the interests of 2 children or work with them in their favorite activities. Write on your lesson plans under Modifications for Individual Children.
- Take observation notes as you do so and be prepared to share your observations in the next webinar.

A teacher is asked how much money he makes...

His response:

- You want to know what I make?
 - I make kids wonder.
 - I make them question.
 - I make them criticize.

- I make them apologize and mean it.
 - I make them write, write, write and then I make them read.
 - I make them realize that if you've got your brain and you follow your heart and if anyone ever tries to judge you based on what you make [financially they are not worth your time]...
- *Teachers make a difference.*
 - Now what about you?