

Webinar #2

The Early Learning Guidelines Cohort Series

Gaye Gronlund, M.A.
Early Childhood Education
Consultant
gayegronlund@yahoo.com


Save the Date!!!

Final Face-to-Face
Meeting
LC May 5th
ABQ May 7th
9 a.m.- 3:30 p.m.


Agenda for Today's Webinar




Share elevator speeches about the ELGs




Discuss results of your individual modifications



Continue to identify ways to *use* ELGs in assessment and planning for individual children



Look at step-by-step processes



Consider use of observations in portfolios and quick checks



Consider effective ways to conference with families

Webinar Participation Expectations

- Each participant is online and participating throughout the webinar
- A 7-minute break will occur about half-way through for participants to stretch, get water, use the restroom, etc.
- Participation occurs by typing responses and questions in the Chat Area

You were asked to...

- 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.
- Thanks to everyone who submitted their elevator speeches!

Maggie:

“As educators and families of young children, our mandate is to support the growth and development of children intentionally through meaningful interactions and observations of what each child is learning. The New Mexico Early Learning Guidelines provide a framework for observing, documenting, reflecting and planning for children’s formative experiences. A child’s capacity is demonstrated, criteria is witnessed, and accomplishments are measured, thus insuring plans for continuous growth and development meet the needs of each child.”

Theresa:

“The ELGs provide information about the stepping stones in a child’s development. By looking at which stepping stone a child is presently on, we can determine how to best help the child to move on to the next stepping stone.”

Robin:

“The Early Learning Guidelines are based on a set of 12 foundation principles that early childhood educators use to have a better understanding of what are reasonable expectations for young children between the ages of birth and through kindergarten. The ELGs are divided into two sets, the first is for Infants and Toddlers, the second, for children age three through kindergarten. Both sets have their own sets of domains or areas of development that are universal aspects of development for that age group. With this information educators have a better understanding of how to plan for young children’s learning and to open doors of communication with families. As a TTAP Trainer I help Educators develop a better understanding of the ELGs so that they can take the information back to their classrooms thus arming them with information they need to better plan curriculum for the class and to interact with children and families. It helps us to have an understanding of what the reasonable expectations for each age group are so that we are not underestimating children’s development or worse expecting more from them than they are able to do at the given age.”

Rebecca:

"The Early Learning Guidelines are a tool that show the early learning, growth and development of children from birth through kindergarten. Our center uses the ELGs because it provides the best framework for full participation of every child as well as a comprehensive standard for providing the most meaningful learning opportunities for the children in our care. This is done by a cycle of continuous observation, planning, documentation, and reflection which meets the child where they're at developmentally while promoting continued growth and learning."

Dawn:

"The Early Learning Guidelines (Birth-Kindergarten) provide an outline for what young children can do. The ELGs focus on the strengths of young children when planning for each child's development and learning. The Early Learning Guidelines are evidence based standards reflecting reasonable expectations for young children at different ages as well as providing curricular interventions to assist early educators in supporting each child in attaining their full potential."

Juliet S.:

“How do early childhood educators and families know how young children grow and develop? A good question.

There is a great resource New Mexico early childhood educators have called the ELGs, which shows the typical stages of growth and development of young children. It shows what children are ready to learn at different stages in their development. Having such a resource greatly supports educators and also family members, to understand what are appropriate expectations to have and also helps teachers, and again family members, know what are good ways to facilitate the children’s learning.”

The Continuous Quality Improvement Cycle



You were asked to...

- 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.

Plan

What did you learn about 2 children's delights?

How did you plan to work with them in their favorite activities?

What did you write on your lesson plans under Modifications for Individual Children?

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?

Implement

Tell us something about
how you implemented
your plan.

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?

Observe & Document

As you implemented you observed, reflected, and now need to document the results of the implementation of your plan.

Your documentation will include factual descriptions.

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

Reflect

Let's reflect about what you observed.

What Early Learning Guidelines did you observe the children demonstrating?

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

Plan

And, here we are again!

What will you plan as the next steps to follow up what you observed about these two children related to their delights and favorite activities?

Doing assessment

- Being present and in the moment with children
- Writing observation notes, taking photos, and collecting work samples
- Organizing and relating documentation to the ELGs
- Summarizing a child's strengths and weaknesses related to the ELGs
- What else?

Using assessment...

- Being present and in the moment with children
 - Observing and taking in information to learn about each child
 - documenting with notes, photos, and work samples at times
 - Wondering, pausing, considering, reflecting
 - as you interact with the child
 - Making spontaneous decisions based on what you have observed
 - could be related to ELGs
 - Acting on those decisions with the child
- Wondering, pausing, considering, reflecting when you are NOT with the child
 - Take Five meetings, reflective conversations, in personal reflection
 - Relating to the ELGs
 - Making intentionally planned decisions based on your reflection
 - Could be related to ELGs
 - Acting on those decisions with children and observing again
 - What else?

Let's consider some documentation



Just by looking at this photo, what might you guess that each of these 3 ½ year old girls can do?

Here's the teacher's description...do we learn anything new or different?

- Today, I brought in some slabs of polished granite and invited children to look at them with the magnifying glasses. Chloe and Lizette were the first to choose this activity. Chloe looked through her magnifier, pulling it closer to her eye, then further away. She did not touch the slabs. She made no comments even when I asked her what she saw. She continued to look for about five minutes then chose another center. Lizette immediately touched the slabs, saying "This is smooth. This is scratchy (as she touched the rough edges)." She also looked through her magnifier. "I see lines! They're shiny!." I asked Lizette if she wanted to draw what she saw and she agreed and did so, making lines with a brown crayon all over her paper.

Reflections can occur in Powerful Interactions...

- “I noticed that you...”
- “I wonder...”
- “Can you tell me (or show me) more?”
- Engage in reflective listening and mirror talk.
- What else?

Educators
engage with
children to find
out something
that inspires,
intrigues, and
delights each
child!



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

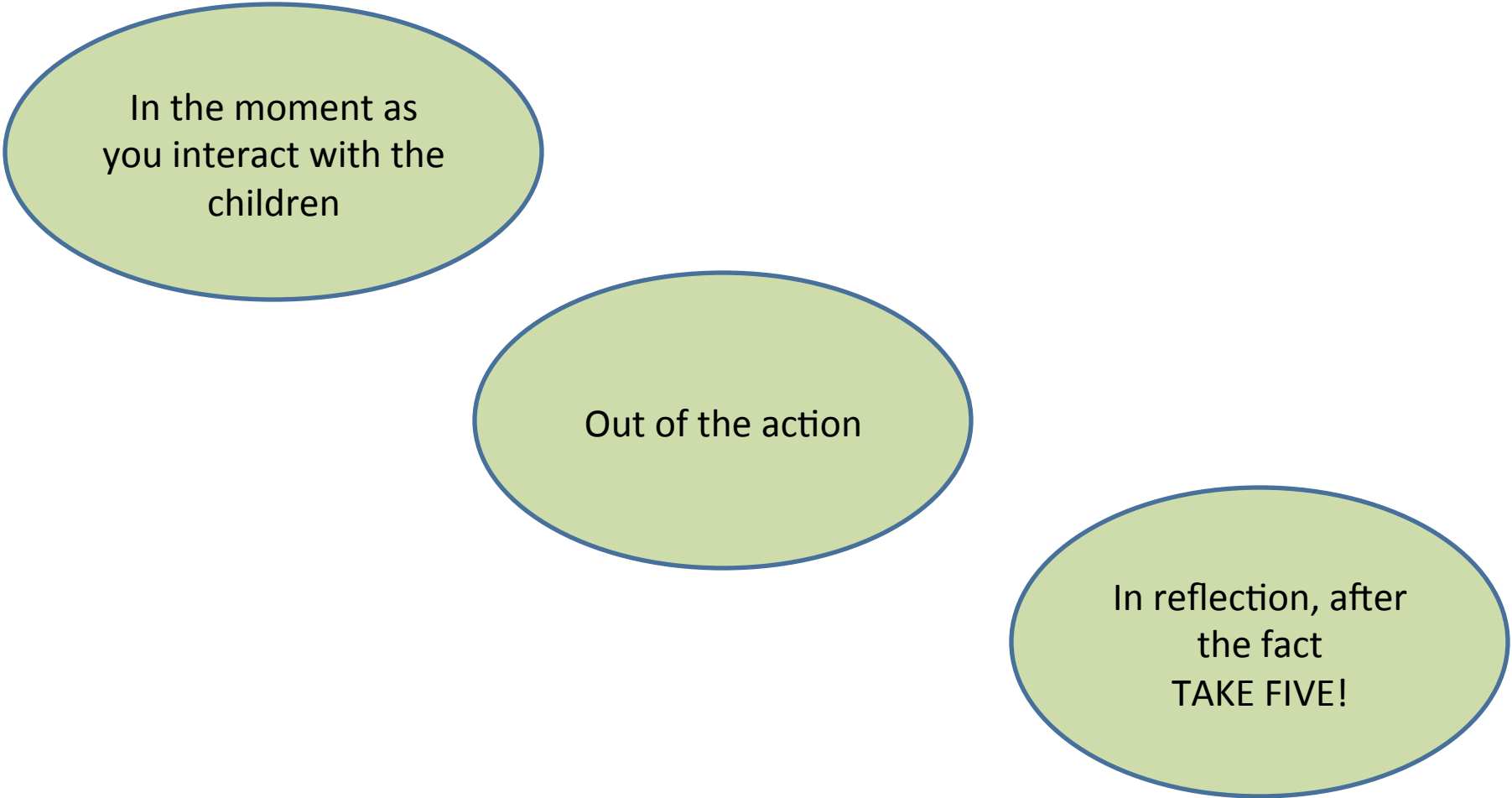
- Following up on a child's interest
- Working with the child in his/her favorite activity (that delights the child!)
- Providing assistance (scaffolding!) in a transition, a daily routine, a group time, or in play experiences
- Extending the child's engagement with a challenge or provocation
- Partnering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

The AODCP or Continuous Quality Improvement Cycle is a way to *USE* assessment.



Does this clarify the process more for you?

When do you observe & document?



In the moment as
you interact with the
children

Out of the action

In reflection, after
the fact
TAKE FIVE!

The Purposes of Quick Looks and Portfolios

Quick Looks

- The indicators can be watched quickly and checked off in the moment with children
- The indicators are specific, discreet, isolated skills or concepts of knowledge
- The teacher does not need to show details about the unique way a child goes about doing something

Portfolios

- Show how a child is growing and learning over time
- Show the unique ways a child goes about doing something
- Show the integration of many skills and capabilities that the child can
- Therefore, the portfolio will include observation notes (that may include a photo or work sample)
- Most practically, documentation will be done by writing memory joggers, taking photographs, and collecting work samples in the moment with children AND reflecting and writing the full observation AFTER the fact

Observing for Quick Looks

Gross Motor Els 1.1 & 1.2

(body coordination & balance)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Fine Motor Els 2.2a & 2.2b

(eye-hand beads, etc.) (eye-hand dressing)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Observing for Quick Looks

Literacy EI 5.1 *(listens)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Literacy EI 5.3a *(rhyming)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Observing for Quick Looks

Literacy EI 5.3b

(letter sound correspondence)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Literacy EI 7.1

(interest in books)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Observing for Quick Looks

Literacy EI 7.4 <i>(concepts of print)</i>	Numeracy EI 9.2 <i>(one-to-one in counting)</i>
<ul style="list-style-type: none">• In what play areas?• In what everyday routines?• In what specific activities?	<ul style="list-style-type: none">• In what play areas?• In what everyday routines?• In what specific activities?

Observing for Quick Looks

Numeracy EI 10.1 *(recognizes shapes)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Numeracy EI 12.1 *(sorts & classifies)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Observing for Quick Looks

Scientific EI 14.1 *(makes predictions)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Self, Family & Community EI 19.1 *(cares for possessions)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Observing for Quick Looks

Approaches to Learning EI 23.2

(interest in exploring)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Approaches to Learning EI 24.2

(increasing independence)

- In what play areas?
- In what everyday routines?
- In what specific activities?

REQUIRED NEW MEXICO PREK EARLY LEARNING OUTCOMES PORTFOLIO FORMS

All teachers must complete Essential Indicators 7.2, 8.3, 11.3, and 14.1 as portfolio forms with written observations accompanied by photos and/or work samples when appropriate. Documentation for Essential Indicator 13.1 is also required and may take the form of art work/work sample, photo, audio or video sample and/or anecdotal note about how the child demonstrates his or her creativity (through visual arts, music, dance or movement, construction or dramatic play).

LITERACY:

- Essential Indicator (EI) #7.2:** Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.
- Essential Indicator (EI) #8.3:** Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

NUMERACY:

- Essential Indicator (EI) #11.3:** Demonstrates emerging knowledge of measurement.

SCIENTIFIC CONCEPTUAL UNDERSTANDINGS:

- Essential Indicator (EI) #14.1** Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

Documentation for Essential Indicator 13.1 is also required and may take the form of art work/work sample, photo, audio or video sample and/or anecdotal note about how the child demonstrates his or her creativity (through visual arts, music, dance or movement, construction or dramatic play).

AESTHETIC CREATIVITY:

- Documentation of
Essential Indicator (EI) #13.1 Communicates ideas and/or feelings through creative activities (for example, making up her own song, acting out a story, creating a piece of art work or a set of movements).

Embedded Indicators

The following indicators should be noted on any of the above portfolio items as they are embedded in children's performance:

LITERACY:

Essential Indicator (EI) #6.1: Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

SELF FAMILY & COMMUNITY:

Essential Indicator (EI) #17.4 Expresses cultural influences from home, neighborhood and community.

Essential Indicator (EI) #20.1 Plays and interacts with various children, sharing experiences and ideas with others.

Essential Indicator (EI) #20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

APPROACHES TO LEARNING:

Essential Indicator (EI) #25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

Essential Indicator (EI) #27.1 Focuses and completes a variety of tasks, activities, projects, and experiences

Circle and/or identify the additional Essential Indicators that are embedded in the documentation above

EI #6.1 (converses effectively-2 sentences) _____

EI #20.2 (social problem solving) _____

EI #17.4 (family, community, culture) _____

EI #25.3 (role plays) _____

EI #20.1 (plays with other children) _____

EI #27.1 (focuses on a task) _____

Observing for Portfolios

Literacy EI 7.2

(story comprehension)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Literacy EI 8.3

(early writing)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Observing for Portfolios

Numeracy EI 11.3 *(measurement)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Scientific EI 14.1 *(uses senses)*

- In what play areas?
- In what everyday routines?
- In what specific activities?

Observing for Portfolios

Aesthetic Creativity EI 13.1

(communicates ideas & feelings in creative activities)

- In what play areas?
- In what everyday routines?
- In what specific activities?

Nine Portfolio Documentation Methods for Efficiency and Individualized Information

#1

A written observation with a focus on one component or indicator

#2

A written observation open to multiple components or indicators

#3

An observation written down during the activity

#4

A memory jogger to be elaborated upon later

#5

An observation written in reflection after the activity (a summary)

#6

A description of 2-4 sentences or phrases for each individual child

#7

A description that is the same for several children with individualized information for each child added

#8

A photo plus a description with the component(s) or indicator(s) identified

#9

A work sample plus a description with the component(s) or indicator(s) identified

#1: Example of a Written Observation with a Focus on One Infant/Toddler Component

Cody is turning his head when we speak to him, smiling as we make eye contact and smile at him. He is especially responsive when we use his name.

Component:
“Listening and Understanding”

#1: Example of a Written Observation with a Focus on One Preschool/Kindergarten Indicator

Indicator:

“Uses one-to-one correspondence
in counting increasingly higher
groups of objects”

It was Anna’s turn to count how many
children were present today.

She started to walk around the circle,
counting out loud, “1, 2, 3, 5, 7, 9.”

She sometimes skipped a child as
she went. I stood up and helped her
start from the beginning.

Together, we patted each child’s
back as we counted them.

#2: Example of a Written Observation Open to Identifying Multiple Infant/Toddler Components

Almost every day Hayley “cooks” in the kitchen play area. Today, Liza and Nadia helped her put food on all the plates around the table.

Hayley put a baby doll in the high chair and pulled it over to the table. She pointed to the high chair and said “Baby, baby” to the other girls. Liza put a piece of pizza on a plate for the doll and Hayley said, “Thank you. Here, baby,” and held the pizza piece up to the baby’s mouth.

Component: “Relationships with peers”

Component: “Speaking and communicating”

Component:
“Concept development and memory”

Component:
“Moves body to achieve a goal”

Component:
“Curiosity, initiative, persistence, and problem-solving”

#2: Example of a Written Observation Open to Identifying Multiple Preschool/Kindergarten Indicators

Indicator: “Uses numbers and counting as a means for solving problems and determining quantity”

Indicator: “Coordinates eye-hand movements...”

Indicator:
“Listens with understanding...”

Indicator:
“Converses effectively...”

Indicator:
“Focuses and completes a variety of tasks...”

I asked Jonathan to help pass out the snack today. “Okay, I like to help,” he said. He counted out two graham crackers for each child. When he sat down at his place, he spread peanut butter on his crackers and poured out his cup of raisins. As he placed each one on his cracker, he counted accurately up to seven. Then, his numbers got a little mixed up: “7, 9, 10, 12, 14.” “I have 14,” he said.

#3: An Observation Written During the Activity

Jessica's dictation for her drawing about her trip to the aquarium: "We saw sharks – see, I drew them, – and they were swimming all around. And we saw turtles and lots of colored fish. My Dad showed me some eels. They looked like snakes."

#4: Memory Joggers Written During the Activity

- “Dylan and Malik – lining up bears, counting 1-10, singing ‘Ants Go Marching’”
- “Suzanna and Marie – dramatic play, sharing, imagination”
- “Antonio – swatting at mobile and laughing”
- Photos and work samples (drawings, paintings, creations, and writings) can also be good memory joggers

Memory Jogger with Details Added

- Dylan and Malik – lining up bears, counting 1-10, singing “Ants Go Marching”
- Details added at end of day:
 - Today, Dylan was lining up the bears. “I’m lining up the army,” he said. As he lined them up he sang “The Ants Go Marching” (which we learned last week). As he sang, he added bears. He counted correctly with one-to-one correspondence from 1-10 but did not maintain one-to-one beyond 10. Malik approached and asked if he could play. Dylan said, “Sure. Do you want to sing?” They continued singing the song as they added bears.

Memory Jogger with Details Added

- “Antonio – swatting at mobile and laughing”
- Details added at end of day:
 - As he awoke from his afternoon nap, Antonio was laying on his back in the crib and reaching toward the mobile hanging above him. He swatted at it and laughed each time the animal figures moved. When I picked him up, he reached for one of the figures, held it, and studied it closely. “That’s an elephant,” I told him. We stood for a minute or so and he let go and nestled into my shoulder.

#5: An Observation Written in Reflection

#5: In reflection:

Today Allegra listened with the other children to a counting story. She joined in counting out loud with the group many times throughout the story. Later, as she played in the dramatic play area, I heard her tell her friend, Sophia, “I liked that story. I can count. See, 1-2 buckle my shoe.” She then began to sing the song again and Sophia joined in. Both girls smiled and giggled as they sang.

#6: An Example of 2-4 Sentences Written About An Individual Child

Iris is consistently crawling to get to things that interest her. Today, she crawled across the rug to the shelves and pulled down the xylophone. She sat and banged at it and made singing-like noises.

#7: An Example of a Description That is the Same for Several Children with Individualized Information Added

The children dipped pieces of string in paint today. Then, they laid them in between a folded piece of paper and pulled it out.

Jonah dipped his string in both the yellow and blue paints. “Hey, it’s green!” he said. When he pulled his string out from within the paper, he noted that the two sides looked the same.

The children dipped pieces of string in paint today. Then, they laid them in between a folded piece of paper and pulled it out.

Kayla spent most of her time dipping her string in multiple colors until it was dripping. She worked alone, not talking with anyone. I sat down next to her, and helped her put the string in the folded paper. “What are you noticing, Kayla?” She whispered, “I’m making rainbows.”

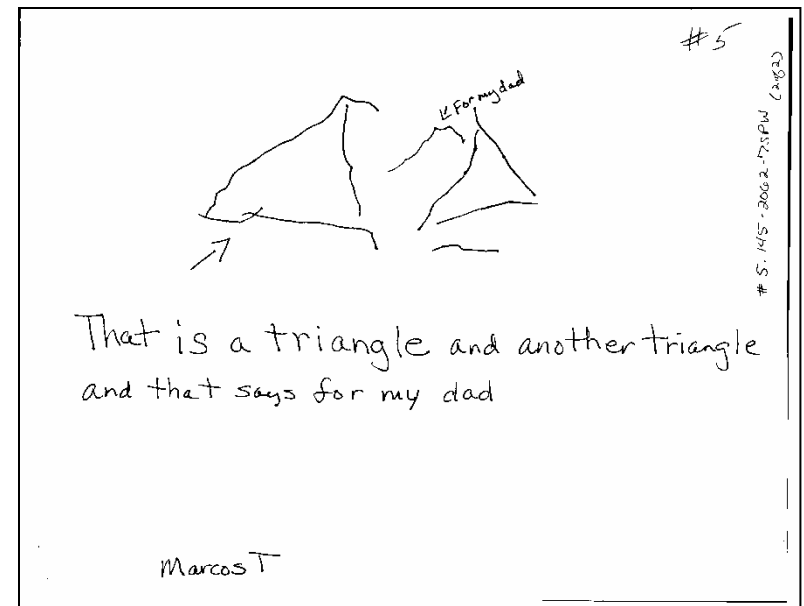
#8: Examples of Photos with Documentation

Shawna worked for over 15 minutes with the colored blocks. She matched similar shapes to create a symmetrical design. "It's a tower," she said. "There's red ones and blue ones and yellow ones."



#9: An Example of a Work Sample with Documentation

Marcos drew a few lines holding the pencil with all his fingers at the eraser tip of the pencil. His lines are very light. He says “This is a triangle”, draws more lines and says, “and another triangle and that says for my Dad.”



Consider these portfolio items for infants and toddlers

- Observational descriptions of
 - their participation in daily routines
 - their interactions with care givers and other children
 - their exploration of the environment
- Accompany with a photograph when possible to give families a window on their child's time with you

Consider collecting the following portfolio items for preschool & kindergarten children

(remember to accompany these with a teacher description of what was observed at the time they were produced)

- Writing samples
- Responses to reading experiences
- Mathematical problem/solving
- Creations that require mathematical understanding (patterning, geometrical creations)
- Scientific explorations
- Self-reflections
- Art/Drawing samples

Consider writing a summative anecdote after the observation

- Identify what your focus is for the observation.
- Try to limit yourself to 2-4 sentences or phrases.
- Include historical information that pulls from several observations over time.

A Summative, Historical Anecdote

“Adam comforts himself by sucking on his finger and also by drinking his bottle. I have observed him comfort himself both ways on multiple occasions.”

Or add
an update

Child's Name Anna Date 10/17 Observer Melissa
Domain(s): Communication; Builds Concepts; Fine Motor

Learning Goal(s) demonstrated in this documentation: Uses words and combines words; notices & describes how items are the same; shows eye-hand coordination

Check off whatever applies to the context of this observation:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Child-initiated activity | <input checked="" type="checkbox"/> Done independently | <input checked="" type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input checked="" type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (attach a photo or work sample if appropriate).

Today, Anna walked over to the ball basket and as she took each ball out of the basket, she looked at it and said "ball" before she put it in an empty basket. She continued until she had moved all of the balls from one basket to the other.

December: Anna now adds the names of the colors of the balls: "deen ball", "red ball", and "blue ball."

Adapted from Focused Portfolios, Gronlund & Engel, 2001

Your curriculum planning will help with your documentation

- Make sure that you give children ample time for exploration and play so that these kinds of samples can occur
- If you're looking for writing or drawing samples, you'll need to make sure that you are providing writing and drawing tools and materials that are inviting and engaging over time
- If you want to document a teacher-planned activity you need to plan ahead
- Think about which activities will lend themselves to portfolio collection rather than checklist data

Do not wait until the end of the collection period to start documenting!

- Observation and documentation is an on-going process – from the beginning of the collection period to the end
- The portfolio documentation is not meant to represent where the child is on the day of the family/teacher conference
- It's more about documenting growth and learning over time
- You can always verbally update the family about what the child is doing presently or add a short, written update to the existing documentation

Did you learn something about
observations for quick looks and
portfolios?

What will you either continue to
do or what new idea will you try at
your program?

Conferencing with Families around the ELG's

Schedule conferences at convenient times and locations for families

Listen to their questions & concerns; invite their participation in goal-setting

Share a narrative summary report with portfolio documentation to support your conclusions

Tell what the child can do, where progress has been made, and plans and goals for next steps

Let's consider perspectives...

Being in the Evaluator Role

Being Evaluated

As you prepare for a Family/Teacher Conference, consider these questions...

- What in general do I want the family to know about their child and his experience at our program?
- How can I summarize what we have learned about him as a competent and capable little person?
- What can I celebrate about him?

Plan for family/teacher conferences with the following in mind:

- Accommodate family needs in scheduling meetings.
 - Set up a pleasant meeting environment (adult-sized chairs placed around a clutter-free table).
 - Communicate with an open, friendly, and supportive attitude.
 - Be sensitive to cultural norms and different ways of communicating.
 - Be clear about the time frame of the meeting and offer to watch the time.
- Invite family members to talk first and value their thoughts and questions about their child. Such questions might include:
 - What does your child like about our program?
 - Is there any information you would like me to know about your child?
 - Do you have specific concerns about your child's growth and development or progress at school?
 - What do you hope we'll accomplish today?
 - Begin with a general summary and celebration of the child at your program

Sharing the Portfolio and Family/ Teacher Summary

- Share the documentation that shows what the child is doing at the program.
 - And throughout that sharing, continually invite feedback, comments, and questions from the family.
- Share evaluative conclusions in positive ways with goal-setting to address areas of concern.
 - Refer to your documentation to show the evidence that supports your conclusions and invite the family to join in goal-setting for the child.
- Identify ways for further communication to take place.
 - Teachers may offer email or telephone support to continue the conversation or may need to schedule a follow-up meeting.
- Thank family members for coming.
- Many teachers end the conference by telling the family something that delights them about the child. Even after difficult conversations, these kinds of positive comments can go a long way to contribute to a strong partnership with families

Homework Assignment for our face-to-face meeting

- Finish reading *Reflecting Children's Lives*.
- Come prepared to discuss your favorite parts and how you will use them in your work.
- Bring your remaining questions about the NM Early Learning Guidelines and your wonderful enthusiasm and passion for your work on behalf of young children and their families!

TO TEACH IS TO LEARN...



*Therefore, we must get to know
each child and family well.*