Curriculum and Assessment:

Understanding Child Care Regulations

Developed by
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Curriculum & Assessment: Understanding Child Care Regulations

The training is provided throughout Nevada through the collaborative efforts of University of Nevada Cooperative Extension and the State of Nevada Health Division, Health Care and Quality Compliance, Child Care Licensing with federally sponsored Child Care Development Funds.

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Section 1:
Table of Contents and Introduction

Curriculum and Assessment:
Understanding Child Care Regulations

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Introduction

This curriculum manual provides information and instructions for conducting an educational training for child care providers on understanding child care regulations for curriculum and assessment.

The training includes the following topics:

1. Assessment licensing regulations – What are they and why are they needed?

2. Assessment – Why, when and how?

3. Assessment - curriculum - teaching cycle – planning and teaching your curriculum

4. What will I use to teach: Materials and supplies

Along with this introduction, the curriculum manual includes ideas for preparing for the training, PowerPoint script, handouts, activities and evaluation instruments.

The training has been presented to child care providers throughout Nevada through the collaborative efforts of University of Nevada Cooperative Extension and the State of Nevada Health Division, Health Care & Quality Compliance, Child Care Licensing with federally sponsored Child Care Development Funds.

Overall goal of training

The primary goal of this training is help child care providers understand the child care licensing regulations related to assessment and curriculum in early care and education settings. These regulations were enacted to ensure that programs caring for Nevada's children follow procedures that support children's development and learning. We know that learning during the early childhood years builds brain connections that lay a foundation for school readiness. As early childhood educators, we understand the interests, strengths and needs of children in our care. We are able to plan curriculum that is based on early childhood learning standards, and to know if children are making progress in response to their teaching.

Audience

The training has been designed primarily for child care providers, although others may benefit, such as parents, foster parents and human service professionals. A minimum of eight and a maximum of 30 participants are recommended.

A variety of methods can be used to recruit participants, such as mailed notices and flyers. For example, University of Nevada Cooperative Extension obtained mailing lists of licensed child care providers and facilities and sent flyers on the training to these individuals and programs.

Evaluation

Systematic feedback can improve the quality of programs. Summaries of written evaluations can demonstrate the effectiveness of the training to administrators and other key decision makers. Samples of the evaluation materials (pre- and post-training surveys) are included in this curriculum.

Presenting

This training is designed for three hours, although shorter or longer formats are possible. Three hours is preferable in order to allow opportunity for discussion and help participants gain an understanding of the topic.

A list of materials needed for the training is provided in this manual, along with a pre-training checklist. Familiarize yourself with the script and present the training in your own words, inviting group participation and response. Let the enclosed information be your guide.

Section 2:
Preparing for the Training

Preparing for the Training

Guide for Planning the Training

A lot of effort goes into making training successful. This guide can help you plan and organize your training.

Scheduling the Training

Consider when to offer the three-hour training.
• Will you schedule the training— in the morning, afternoon or evening?
• Which of these times is best and most convenient for participants to attend?
• What time will allow for optimal readiness to learn?

Publicizing the Training

Publicity takes time and effort. Before you begin, determine the best way to communicate with the target audience. Start publicizing early and repeat the message often.

Use flyers, posters, email and other promotional techniques to publicize the training. Site-based newsletters or direct mailers to the target audience can be an effective way to recruit participants.

Marketing that is poorly designed or produced at the last minute may result in low participation. Create an advertising message that will generate audience interest.

Tips for Making Flyers and Posters

Use large, bold type at the top of the page, bright paper and eye-catching graphics to call attention to the name of the program.

Give the time, date and location of the program, including the street address and name of the building, if appropriate. Consider including a map.

List a brief training agenda and topics to be covered. People want to know what they will learn.

Give the name of the sponsoring organization. Describe how to register and give the name and phone number of a person to contact for more information.

Name Badges Preparation: Prepare color-coded puzzle pieces: See Section 2.6.

Table Tent Preparation Instructions: See Section 6.

Puzzle Pieces: See Section 6.

Registration

Have participants sign up in advance for the training. This will help to determine the number of handouts and materials that need to be prepared. The suggested maximum number of participants is 30.

Have a clear plan on how to limit participation to your desired attendance.

Participant Registration Confirmation

One week before beginning the training, you may want to use a postcard, email, flyer or telephone call to confirm with participants attendance, training date, time and location. Include a contact phone number and ask participants to notify you if plans change and they are unable to attend.

Training Site Logistics

Ensure the training site can accommodate the anticipated number of participants. Make sure that it is accessible to persons with disabilities. Confirm that the place is easily accessible by public and private transportation.

Room Arrangement

This training has participants interact in small groups with training materials. Additional space is needed to accommodate this technique. Create a room arrangement conducive to accomplishing the training goals. Provide comfortable seating and a clear line of view to the instructor and any visuals that will be used.

Equipment

The training includes a PowerPoint presentation. You will need to arrange the necessary audiovisual equipment and configure seating to ensure all participants can see the screen.

Pre-training Checklist

One Month Before the Training

___ In Nevada, apply for a training approval number from the Nevada Registry. (Go to www.nevadaregistry.org for more information.)
___ Make changes to the script (if needed) to reflect your local and/or state information.
___ Schedule the training.
___ Confirm the availability and reservation of the training site.
___ Begin publicity.
___ Prepare the registration sign-up sheet.
___ Prepare the materials needed. See 2.4.

One Week Before the Training

___ Confirm with providers their participation in the training.
___ Arrange for the projector and laptop and make sure they are in working order.
___ Purchase training materials/snacks.
___ Review and practice your presentation.
___ Make sure all training materials and supplies are ready, including name tags and sign-in sheets, handouts and evaluation surveys.
___ Print certificates, if applicable.

At the Training

___ Set out name tags, markers and sign-in sheets.
___ Arrange the room and set up activity stations.
___ Set up the PowerPoint.
___ Greet your participants.
___ Have a great training.

Materials Needed

Handouts
____ Pre-Survey
____ Booklet (25 pages includes cover)
  - Appointment Clock
  - Early Education Plan
  - Glossary
  - Where We Stand - NAEYC on Early Learning Standards
  - Sample Weekly Theme and Plan
  - Written Curriculum Plan
  - Pre-Kindergarten Standards: Mathematics
  - Written Curriculum Plan Example
  - Anecdotal Record
  - Your Child at 3 Years
  - Tips for Talking With Parents
  - CDC's "Learn the Signs. Act. Early" Program
  - Review Assessment Plan
  - Curriculum and Assessment Activity
  - Resources
  - Post Survey
  - Certificate of Completion

Activities
____ Connecting the Puzzle Pieces (See Section 6 for preparation directions.)
____ Table Signs for Developing a Curriculum Activity (See Section 6 for preparation directions.)
____ Obtain sample copies of an assessment such as ASQ-3 (Paul H. Brooks Publishing Co.)

Supplies
____ Laptop, LCD, Screen
____ PowerPoint
____ Script
____ Name Tags
____ Markers
____ Handouts
____ Pencils/Pens/Markers
____ Dry-erase Board or Flip Chart
____ Dry-erase Markers or Flip Chart Markers

Curriculum & Assessment: Understanding Child Care Regulations

Training Outline

Activity	Time	Start time
1. Welcome and Pre-survey	15 minutes	0:00
2. Overall Goal and Connecting the Puzzle Pieces	15 minutes	0:15
3. Early Education Program	15 minutes	0:30
4. Curriculum	30 minutes	0:45
5. Curriculum Plan	15 minutes	1:15
6. Assessment	30 minutes	1:30
7. Conducting Screening	15 minutes	2:00
8. Assessment Plan	15 minutes	2:15
9. Linking Assessment and Curriculum Plan	15 minutes	2:30
10. Post-survey and Hand Out Certificates	15 minutes	2:45
End of Class		3:00

This training is designed to help child care providers understand the child care licensing regulations related to curriculum and assessments. Learn how to write and implement a written curriculum plan and a written assessment plan. Engage in activities and discussions related to planning and teaching curriculum and also selecting and conducting assessments.

2.5

Curriculum & Assessment:
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Section 3:
PowerPoint & Script

Curriculum & Assessment: Understanding Child Care Regulations

Connecting the puzzle pieces

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Welcome to Curriculum & Assessment: Understanding Child Care Regulations. I am _____, your instructor for today's training. University of Nevada Cooperative Extension faculty and staff developed this educational class. I am part of a team of people providing this information for early care educators across the state of Nevada.

Housekeeping tasks: **Please turn cell phones off or to vibrate and you may want to set your phone on the table so you won't have to search for it if it does ring. Bathrooms are located ….** Add other housekeeping items as needed.

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the collaborative efforts of the
University of Nevada Cooperative Extension and the
State of Nevada Health Division,
Health Care & Quality Compliance, Child Care Licensing with
Federally sponsored Child Care Development Funds.

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The development and presentation of this training was sponsored by a federal Child Care Development Funding grant from Nevada State Child Care Licensing and by University of Nevada Cooperative Extension. Representatives from early care and education agencies and organizations across the state provided input for the development of this training.

Hand out survey and then give directions for completing the pre-survey:
First, I'd like you to complete a pre-survey. Your responses to the survey will help us make sure our training is on track. Give pencils if needed. We appreciate the feedback you give us, as it helps us to improve our trainings.

For the first question, please write the last four digits of your phone number and your favorite color. You will need to put the same information on a survey at the end of today's training.

Please turn in your pre-survey when you are finished and pick up a puzzle piece. We will be using the puzzle pieces in an upcoming activity. Thank you for your help. Are there any questions?

Overall Goal of This Workshop

*Understand the child care licensing regulations related to curriculum and assessment

*Ensure programs follow procedures that support children's development and learning

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The primary goal of this training is help you understand the child care licensing regulations related to assessment and curriculum in early care and education settings. These regulations were enacted to ensure that programs follow procedures that support children's development and learning. We know that learning during the early childhood years builds brain connections that lay a foundation for school readiness.

As early childhood educators, we want to know the interests, strengths and needs of children in our care. We want to plan curriculum that is based on early childhood learning standards, and to know if children are making progress in response to our teaching.

The individual parts of the child care regulations are like pieces of a puzzle. Learning what the new regulations mean and how to apply them in your setting can be as challenging as solving a difficult puzzle. I also want you to be thinking about how assessment, curriculum and teaching all fit together like puzzle pieces.

Agenda for Today's Training
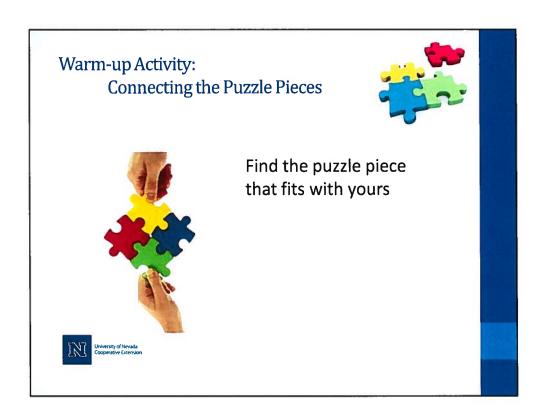
1. Define assessment licensing regulations – What are they and why are they needed?
2. Assessment – Purpose and how it can be achieved during class time
3. Assessment-Curriculum-Teaching Cycle – Planning & teaching your curriculum
4. What will I use to teach: Materials and supplies

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Our agenda for today's training will go something like this:

1. **We are going to define the regulations and put them in "plain language." We will also talk a little bit about why these regulations are necessary.**
2. **Next we will provide activities and discussion that we hope will help you understand the different purposes of assessment and how assessments can easily be done during typical classroom activities.**
3. **Then we will focus on how to use your assessment information to plan and teach your curriculum.**
4. **The last topic will include what materials and supplies you can use to teach.**

Warm-up Activity:
Connecting the Puzzle Pieces

Find the puzzle piece
that fits with yours

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The purpose of this activity is to encourage participants to interact with other participants while being exposed to some of the content that will be discussed during the workshop. Participants will pick up a puzzle piece as they turn in their pre-survey. **Some puzzle pieces will have a key term related to assessment and curriculum. Some will have the definition of one of the terms. Other pieces will ask questions about the child care regulations related to assessment and curriculum or provide answers to the questions.**

Directions for this activity: **I want you to read what is written on your puzzle piece. You are going to try to find the person in this workshop who has the information and puzzle piece shape that fits with your puzzle.** Give participants about one minute to read their puzzle pieces before excusing everyone to begin searching for their puzzle piece match.

Have you all read your puzzle piece? Okay, begin moving around the room, talking with others to find your match. You will have about five minutes. When you find your match, stand by this person until the activity has finished. Move around the room, helping participants find their match, if necessary. When all the matches have been made, ask each pair to read their puzzle pieces.

I did not expect you to know all the information listed on the puzzle pieces at this point. I just wanted to give you an introduction to some of the information that will be covered in the workshop today.

Now stand in a circle and we will read the questions and answers found on the puzzle pieces.

Have participants place the puzzle pieces on the poster board after they read them.

Nevada Revised Statutes 432A.077 had to be written in a legal format, which can make them difficult to understand. We have spent time reading and interpreting the statutes for you.

Look at Pages 5.3 and 5.4 in your booklet, "Understanding Child Care Regulations" and "Glossary."

There are four important topics in the regulations:

1. Defining what is meant by an early care and education program.
2. Understanding what an assessment plan is and how to write one for your program.
3. Understanding how to write and use a written curriculum plan.
4. Making sure that you have appropriate materials and supplies to use for your curriculum plan.

Let's look at each of these topics individually.

Early Care and Education Program

Defined:
- Based on developmentally appropriate practices
- Individual learners
- Growth and development is sequential
- Active learners

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The regulations begin by stating that all facilities, including family homes and group homes, shall have an early care and education program.

An early care and education program is one that is based on developmentally appropriate practices. This means we understand that:
1. Each child is an individual learner with unique interests, strengths and needs and therefore, programs need to be individualized.
2. Growth and development is sequential, meaning that although children develop at their own pace, they will master developmental skills in a predictable sequence. For example, a child first learns to crawl and then learns to walk. Teachers need to understand the developmental sequences so that they understand what skills children are ready to learn next.
3. Children are active learners. They need opportunities to engage in meaningful, hands-on learning experiences.

Written Assessment Plan

Purpose is to demonstrate that each program has a plan stating how it will:
- Find out about child interests and needs
- Describe development and progress of each child
- Find out if referral is needed for a child
- Adapt curriculum and environment to child's needs
- Communicate with families of each child

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All child care facilities are required to have a written assessment plan that shows how they plan on assessing children for a variety of purposes including:
1. **Finding out about child interests and needs.**
2. **Describing development and progress of each child.**
3. **Finding out if referral is needed for a child.**
4. **Adapting curriculum and environment to child's needs.**
5. **Communicating with families of each child.**

We will be exploring each of the assessment purposes as we go through this workshop and we will give you a template that we hope will make it easier to write your assessment plan.

Curriculum Plan Requirements

- The written plan
  - Keep plan on file for at least one year
  - Parents can see plan
  - Teachers explain how they will decide what they will teach
- What must be included?
  - Include a program of speaking and listening to English
  - Include literacy, mathematics, science, social studies, creative expression and the arts, and health and safety
  - Support children's learning concepts and activities that foster social, emotional, physical, linguistic and cognitive development
  - Involve parents and support them in teaching their children

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First let's talk about what a curriculum plan does not mean:
1. It does not mean your daily schedule or the theme of the week or month.
2. It does not mean that you need to purchase a curriculum, or that your curriculum plan is complete if you are using a purchased curriculum.

As you can see on this slide, the written curriculum plan states that each facility must also have a curriculum plan that is kept on file for at least one year and is available for parents to review. This curriculum plan requires early childhood teachers to explain how they will decide what they will teach and includes guidelines to help teachers make sure they are following developmentally appropriate practices in their teaching.

What must be included?
1. Include a program of speaking and listening to English.
2. Include literacy, mathematics, science, social studies, creative expression and the arts, and health and safety.
3. Support children's learning concepts and activities that foster social, emotional, physical, linguistic and cognitive development.
4. Involve parents and support them in teaching their children.

This framework should identify the goals for the knowledge and skills important to children's development; learning experiences linked to these goals; details about how learning experiences occur through the daily schedule and routines; and the availability and use of materials to children.

Your written curriculum plan is your road map or framework for what and how you will teach the children in your program.

On Pages 5.5 and 5.6 of you handouts, you will find the National Association for the Education of Young Children (NAEYC) statement regarding the expectation for programs. This provides you with specific guidelines for a curriculum plan.
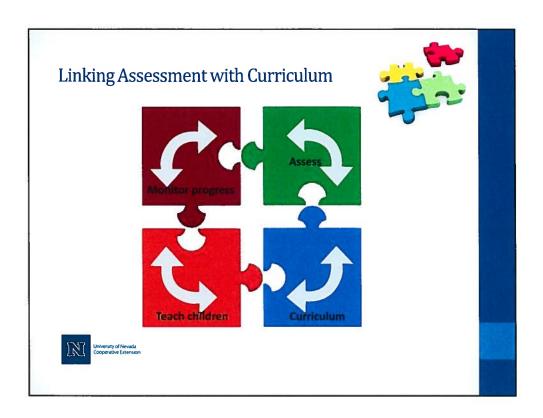
These guidelines, along with your assessment information you gather from observing children, as well as learning standards, help you to decide what to teach (your curriculum plan).

Have a participant read the four main elements.

So the what is based on your assessments, and the how is using the guiding principles that are included in the regulations.

We will practice creating a curriculum plan focusing on Developmentally Appropriate Practices (DAP).

Activity-time clock: Turn to Page 5.2 in your handout. You have a time clock where you will make three appointments with three different people. Make sure you write your name on the other person's clock to correspond with your own. Set your appointments with people who are not sitting at your table. At different points in the workshop you will meet with the person you have scheduled. If there are uneven number of participants, make adjustments as needed.

Linking Assessment with Curriculum

It is important to link assessment with your curriculum. Let's look at our assessment-curriculum puzzle.

We begin with assessment, then plan our curriculum and decide how to teach our children, and finally monitor their progress. The cycle continues as we continue to assess children, develop curriculum, teach and monitor progress.

Now let's spend some time talking about developing a curriculum plan.

Curriculum

What Will I Teach?

A written curriculum plan for learning experiences emphasizes:

1. Developmentally Appropriate Practice content and outcomes
2. A review through informed, inclusive processes
3. Implementation and assessment in ways that support the development of all children.
4. A foundation of support for early childhood programs, professionals and families

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So what will you teach your children? Where do you start? How do you determine your curriculum?

In the NAEYC statement, we read four specific standards when planning curriculum. Ask a participant to read out loud.

A written curriculum plan for learning experiences emphasizes:

1. **Developmentally Appropriate Practice content and outcomes.**
2. **A review through informed, inclusive processes.**
3. **Implementation and assessment in ways that support the development of all children.**
4. **A foundation of support for early childhood programs, professionals and families.**

NAEYC (2009) recommends that early care and education programs "Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all children."

A written curriculum plan encourages teachers to think about how they will decide what they will teach, how they will support all children in learning, and how they will know that their teaching has been effective.

Materials and Supplies to Implement Your Curriculum Plan

- Familiar
- Represent diversity
- Safe
- Accessible
- Encourage exploration
- Encourage independence
- Meet skill level and interests
- Adapt when needed

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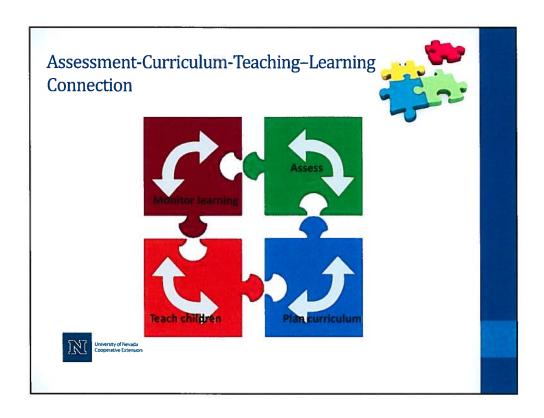
The regulations also include guidelines for the materials that are used to implement the curriculum plan. Programs should:

1. Use materials that are familiar to children and their families.
2. Select materials that represent diversity of children in the program regarding gender, age, native language, ethnicity, culture and abilities of the children enrolled in the facility.
3. Select materials and equipment that are safe for children.
4. Make sure that materials are accessible.
5. Use materials that encourage children to explore, experiment and discover, and that encourage interaction among children.
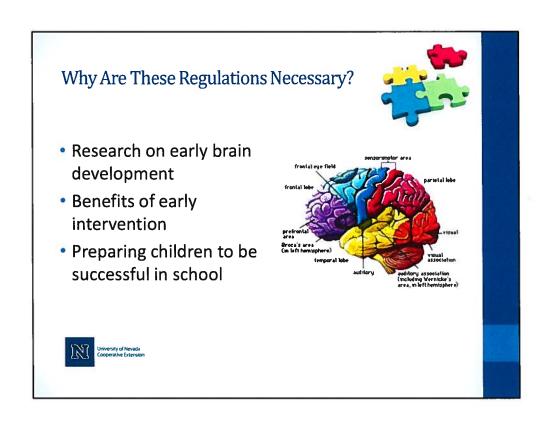
Teachers should also:
1. Set up materials and equipment so that children can work independently.
2. Rotate materials and equipment at least monthly to fit changes in curriculum and different skills and interests of children.
3. Use materials and equipment that can be used in many different ways and can be adapted for use by children with special needs.

Assessment-Curriculum-Teaching–Learning Connection

One of the concepts that we will come back to again and again, is the idea that assessment, planning your curriculum, teaching children and monitoring their learning all need to be interconnected.

In order to be useful to the teacher and children, assessment information has to be actively used to make decisions about curriculum and teaching and to monitor child progress.

Why are the child care regulations necessary?

There are many reasons, but we will touch on three: Research on early brain development, benefits of early intervention, and preparing children to be successful in school.

1. **Research on early brain development has shown that children's brains go through an amazing amount of growth, development and organization during the first few years of life. This early brain growth and development is dependent upon children's learning experiences and their relationships with caregivers. Think of it this way: as early childhood educators you wire brains for a living.**
2. **Children who are at risk for developmental delays have a better chance of returning to a more typical developmental path when they are identified at a young age and receive early intervention services. Early childhood educators are in a perfect position to recognize children who are developing differently and to help parents get the help their children need.**
3. **Some children start kindergarten unprepared to learn. Socio-economic and cultural differences can impact a child's ability to learn and achieve at the same levels as other children. You can play a part in preparing children for learning in school.**

Video: Documentation and Curriculum

Results Matter Series on
Early Childhood Assessment

**Linking
Documentation
and Curriculum**

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http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#top

View the video and have a brief discussion about the concepts presented. Discussion should include the following concepts:

What is documentation?
Documentation is making a note about or recording (photos, written notes, etc.):
1. What children do and say.
2. What they are learning and interested in.
3. How they interact with the materials and other children.

What are some of the ways documentation can help you?
It can help you:
1. Plan curriculum.
2. Modify plans as needed.
3. Adapt curriculum.
4. Select materials.
5. Guide conversations with children.
6. Be intentional in our teaching.

Intentional Teaching

- One who acts with knowledge and purpose
- One who uses judgment and expertise to:
  - Organize learning experiences
  - Recognize teaching opportunity and take advantage of it

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What do you think the term "intentional teacher" means?
Ann Epstein, in her book, *The Intentional Teacher,* describes an intentional teacher as one who acts with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life. Intentional teachers use their judgment and expertise to organize learning experiences for children; when an unexpected situation arises, they can recognize a teaching opportunity and are able to take advantage of it.

Teachers use their knowledge, judgment and expertise to organize learning experiences, recognize teaching opportunity and take advantage of it.

How do teachers find out what knowledge and skills children need to be successful?
Pause for responses: **We use assessment tools and observe to understand children's interests and development.**
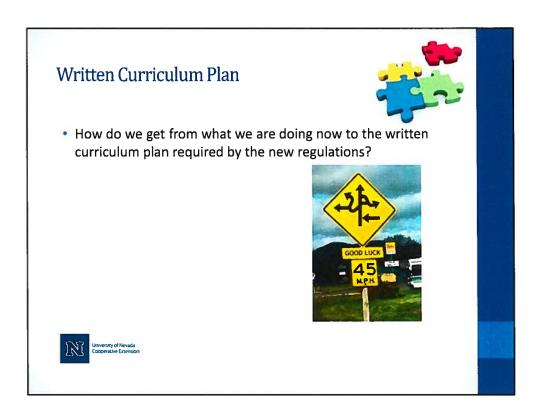
We have described intentional teaching, so how can parents support the learning process?

All children benefit when teachers and parents work together to support children's learning. Teachers can make learning more meaningful to children when they embed the learning into familiar contexts in which children have experience. For example, when teaching children about different styles of music, teachers could ask parents to bring in recordings of music that they enjoy at home.

What are some ways that you make the school-home connection in your programs? Pause for responses: favorite book list, vocabulary words, letters, newsletters, parent volunteers, etc.

Parents can support and extend their children's learning at home when they participate in helping teachers understand their children's development and are seen as partners in planning learning opportunities.

What are some ways that you encourage parents to extend children's learning at home? Pause for responses: vocabulary words, question of the week, etc.

Written Curriculum Plan

- How do we get from what we are doing now to the written curriculum plan required by the new regulations?

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We know what our role is as teachers and how we can include parents.
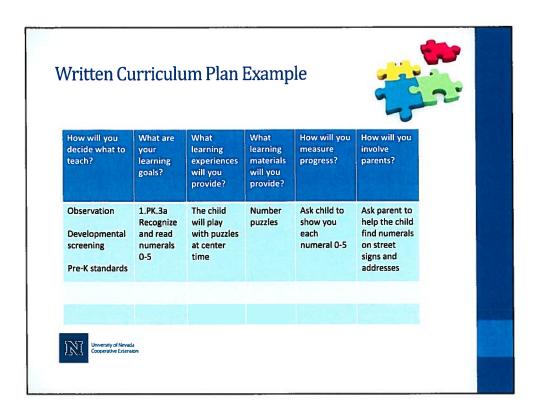
So how do we get from what we are doing now to the written curriculum plan required by the new regulations?

Let's look at a typical weekly schedule that you might see in a child care program and then we will build a written curriculum plan.

Sample Weekly Plan

Is this sufficient?

Theme: Shapes Week of May 28 - June 1 2013

Morning Activities: Good morning songs. Colors. Day of the week

	Story and Fingerplays (Language Development)	Art, Music and Creativity (Social Emotional Development)	Sensory and Science (Cognitive Development)
Monday	Memorial Day	Memorial Day	Memorial Day
Tuesday	Shape Book and Look at Shape Flash Cards	Circle Puzzle	Sensory Bag
Wednesday	Shape Bear	Triangle Texture Art	Sensory Bag
Thursday	Shape Book and Look at Shape Flash Cards	Stop Signs	Look for Octagon Shapes
Friday	Twinkle Twinkle Little Star	Glitter Diamond	Look for Diamond Shapes/Water Play

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On Page 5.7, you will see an example of a weekly plan that might be written in an early care and education program. Does this look familiar? It identifies the developmental areas and briefly states what activities were done under each area.

I want you to consider, "Is this sufficient?"

Written Curriculum Plan Example

How will you decide what to teach?	What are your learning goals?	What learning experiences will you provide?	What learning materials will you provide?	How will you measure progress?	How will you involve parents?
Observation Developmental screening Pre-K standards	1.PK.3a Recognize and read numerals 0-5	The child will play with puzzles at center time	Number puzzles	Ask child to show you each numeral 0-5	Ask parent to help the child find numerals on street signs and addresses

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This slide shows the template for a written curriculum plan. This is Page 5.8 in your booklet. We will fill in the third column, "Learning experience," by writing "The children will play with puzzles during center time." Our job is to fill in the information in the rest of the columns.

1. **First let's look at a page from the Pre-K Standards Book to see learning goals we could address when we provide number puzzles for children. You will find this on Page 5.9 in your handout.** Give participants time to look in the Pre-K Standards Book. If they need help, tell them to look on Page 23 at the top, 1.PK.3a, "Recognizes and reads numerals 0 – 5." Click to have the Pre-K standard appear on the slide under the "Learning goals" column.

2. **Next we will list the materials we could use. This example is pretty obvious, right? We will be using number puzzles.** Click to have the text appear under the "Learning materials" column.
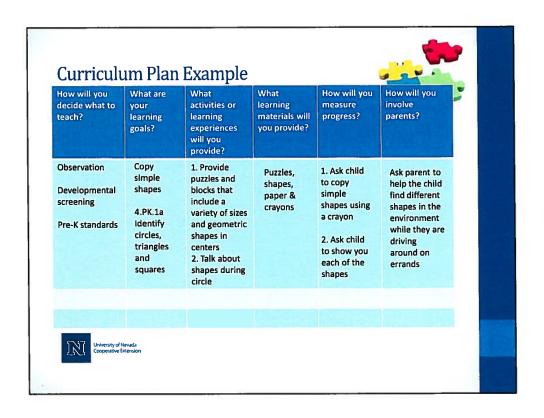
3. **How will we know that children have learned to recognize their numbers?** Pause for responses. **Yes, an easy way to do this is to observe children playing with the puzzles and to ask them to show you various numerals 0–5, if they do not do this on their own. Talking with and observing children is one method of ongoing assessment. We can learn what children have learned and determine what we might do to help them learn concepts or skills. Measuring their progress is one form of assessment, not formal assessment using a tool, but assessment of their progress.** Click to have the text appear under the "Measure progress" column.
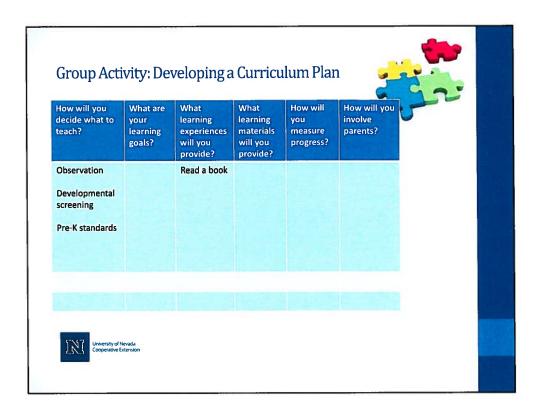
4. **Finally, we want to make sure that our plan includes ideas for involving parents in reinforcing learning at home. What could we ask parents to do at home?** Pause for responses.

   This is one idea that we thought of to involve parents. Click to reveal the text under the "Involving parents" column, "Help children find numbers on street signs and addresses." 3.21

Curriculum Plan Example

How will you decide what to teach?	What are your learning goals?	What activities or learning experiences will you provide?	What learning materials will you provide?	How will you measure progress?	How will you involve parents?
Observation Developmental screening Pre-K standards	Copy simple shapes 4.PK.1a Identify circles, triangles and squares	1. Provide puzzles and blocks that include a variety of sizes and geometric shapes in centers 2. Talk about shapes during circle	Puzzles, shapes, paper & crayons	1. Ask child to copy simple shapes using a crayon 2. Ask child to show you each of the shapes	Ask parent to help the child find different shapes in the environment while they are driving around on errands

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On Page 5.10, you will find our completed written curriculum plan. As you can see, it is not that different from what you are already doing. A written curriculum plan provides additional information to help you be intentional in your planning and teaching.

Group Activity: Developing a Curriculum Plan

How will you decide what to teach?	What are your learning goals?	What learning experiences will you provide?	What learning materials will you provide?	How will you measure progress?	How will you involve parents?
Observation Developmental screening Pre-K standards		Read a book			

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Activity: Developing a curriculum plan.
Make sure that you have set up six tables with table signs, Pre-K Standards Booklets, and written curriculum plans with just the "What learning activities will you provide?" and the "How will you decide" columns filled in. Explain the directions before excusing participants to meet in groups to do the activity.

You are going to work in a small group to develop a written curriculum plan. You will find your group members by looking at the color of the puzzle piece on your name badge. Each group will be given a typical early childhood activity as a place to start. You will then use the Pre-K Standards Booklet to help you fill out the rest of the columns on your plan, just as we did in the example.
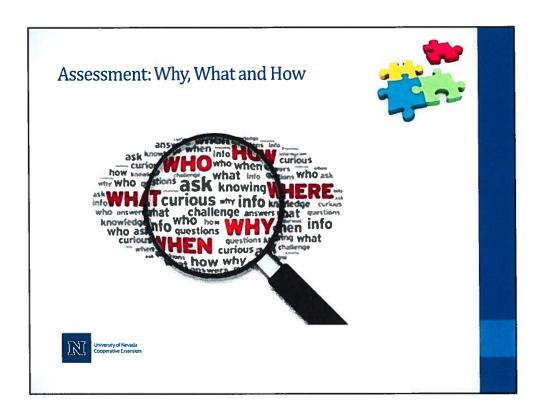
This slide shows an example of what you will find at your table. Are there any questions? Go to the table that has the table sign with your colored puzzle piece. There you will find all the materials that you need. You will have 15 minutes to complete this activity, and then we will share with the whole group.

The different group activities are listed below:
1. Reading a book
2. Sensory exploration
3. Snack time
4. Outside time
5. Music & movement
6. Dramatic play

When the groups are finished, and if there is time, ask a spokesperson from each table to share the plan from the table.

Which group would like to share their plan first?

3.23

Assessment: Why, What and How

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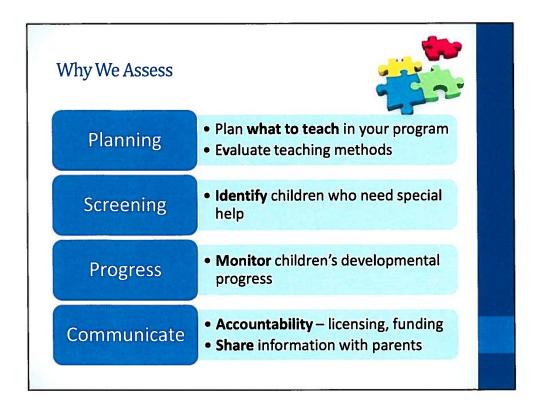
We are going to be talking about why, what and how we assess. Before we begin, let's talk about the assessments that you are currently doing in your programs. Time clock: **Find your 3:00 p.m. appointment. Talk about the assessments that you are currently using or ones that you have heard about.**

For example, you may be using the ASQ-3 or a checklist from the Center for Disease Control (CDC), CORE, GOLD, company developed or licensing.
Give participants about five minutes to discuss the assessments they know about or use.

Set up whiteboard chart paper. Write the headings: Assessment tool/method and Kind of information you learn on the whiteboard or chart paper. After five minutes, ask the group to tell you the different assessments that they discussed. First list the assessment tools or methods under the left column, then go back and ask participants to tell you what kind of information you could learn about children from each of these assessment methods.
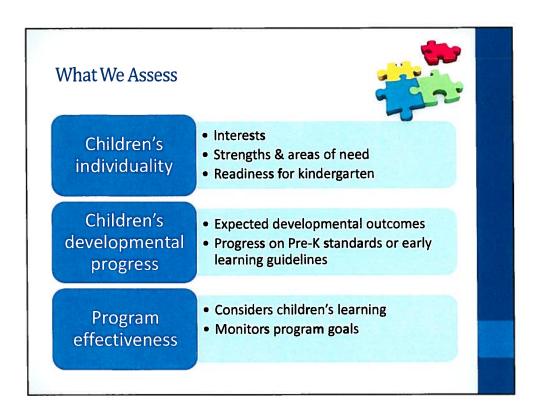
We can see from our list that there are different assessment tools that can be used for a variety of purposes. Next we will discuss why, what and how we assess children in greater detail.

Why We Assess

Planning	• Plan **what to teach** in your program • Evaluate teaching methods
Screening	• **Identify** children who need special help
Progress	• **Monitor** children's developmental progress
Communicate	• **Accountability** – licensing, funding • **Share** information with parents

Why do we assess?

NAEYC (2009) recommends that assessment in early childhood programs be used to:
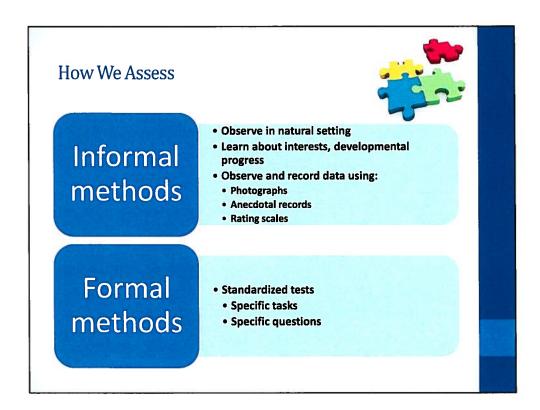
1. **Plan: Make sound decisions about teaching and learning. This includes both deciding what you are going to teach (your curriculum) and whether or not your teaching methods are effective.**
2. **Screen: Identify significant concerns that may require focused interventions for individual children.**
3. **Monitor: Monitoring the progress of children in your program gives you important feedback about the effectiveness of your program. Communicating with parents and other stakeholders, including child care licensing, ensures that programs are accountable for their work and helps provide feedback for improving program quality.**
4. **Communicate: Accountability (licensing, funding) and sharing information with parents will help programs continually improve.**

What We Assess

Children's individuality	• Interests • Strengths & areas of need • Readiness for kindergarten
Children's developmental progress	• Expected developmental outcomes • Progress on Pre-K standards or early learning guidelines
Program effectiveness	• Considers children's learning • Monitors program goals

The next question is "What do we assess?"

As you can see from our discussion of the previous slide, <u>why</u> we assess and <u>what</u> we assess are directly related.

1. When we look carefully at the individuality of each child, we learn about his or her interests, strengths and needs. This information can be used to help us decide if a child would benefit from further evaluation, and if the child has skills in place that will help the child to be successful in kindergarten, as well as to help us in planning our curriculum.
2. When we look at children's progress on developmental milestones and learning standards, we are able to make informed decisions about our teaching and to make adaptations if needed.
3. Program effectiveness considers children's learning. You are monitoring program goals. Evaluating program effectiveness in light of children's progress can be used to think about alternative methods of teaching and/or staff training needs around planning curriculum and teaching.

How We Assess

Informal methods
- Observe in natural setting
- Learn about interests, developmental progress
- Observe and record data using:
  - Photographs
  - Anecdotal records
  - Rating scales

Formal methods
- Standardized tests
  - Specific tasks
  - Specific questions

The next question is "How do we assess?" You met with your 3:00 p.m. appointment and discussed some of the assessment tools you have used.

There are different ways that assessment methods can be categorized. One way is to talk about informal and formal methods.
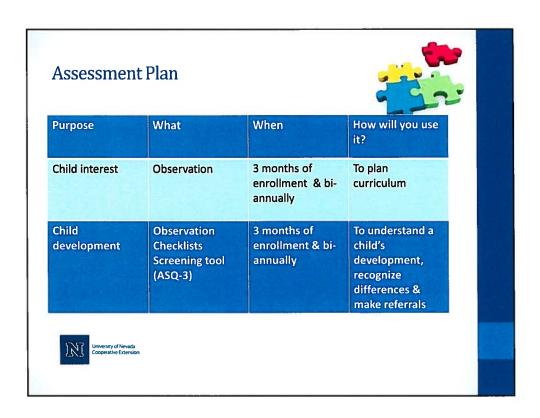
What do you think an informal method would look like?

This method uses observation of children in naturalistic settings, such as early childhood facilities, doing typical early childhood activities, such as playing in centers or eating snacks. These informal methods are often referred to as alternative or authentic assessment (NIEER, 2004). Informal methods work well to help us to learn about children's interests, to monitor their developmental and educational progress, and to understand their strengths and areas of need.

Observe and record data using photographs, anecdotal records or rating scales.

Formal methods are sometimes referred to as "testing." This usually involves an adult asking a child to perform specific tasks or answer questions within a set period of time.

This brief sampling of a child's behaviors is then used to make assumptions about how the child would perform on other untested tasks. There can be concerns about using formal assessment methods with young children, but there are also situations where the use of a formal, standardized test is needed. For example, when you are trying to determine if an individual child is at risk for a developmental delay, it is better to use a standardized test.

Assessment Plan

Purpose	What	When	How will you use it?
Child interest	Observation	3 months of enrollment & bi-annually	To plan curriculum
Child development	Observation Checklists Screening tool (ASQ-3)	3 months of enrollment & bi-annually	To understand a child's development, recognize differences & make referrals

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An assessment plan looks like this example.
Read slide.
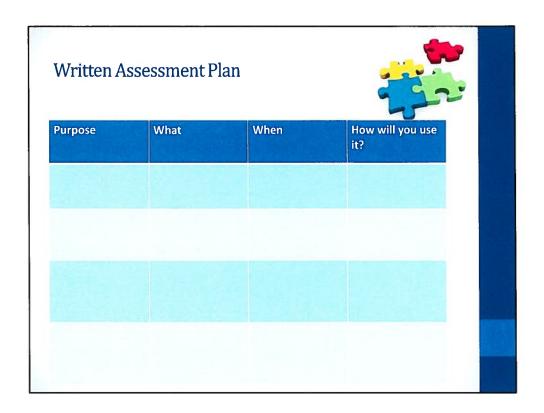
Children demonstrate a variety of developmental skills every day as they engage in typical program routines and activities. For example, you can see evidence of communication, cognitive, and fine and gross motor skills when children transition from circle to the snack table and then proceed to eat and drink their daily snack.

Information gathered during observations can help teachers understand what developmental skills a child can currently do, but observation alone does not give you a criteria against which to compare a child's developmental skills.

That is why it is important to pair your observations with a developmental screening tool with proven reliability and validity when making decisions about children's development. Look at your glossary on Page 5.4 of your booklet. Review the definitions of reliability and validity.

Any questions on these terms?

We will talk more about developmental screening tools such as the Ages and Stages Questionnaires later in the training, but first we are going to look at recording our observations about a child's development using anecdotal records.

Written Assessment Plan

Purpose	What	When	How will you use it?

Turn to Page 5.11 in your booklet. This is a blank template of an assessment plan.

You are going to be developing an assessment plan as we go through the training today. As you know, all early care and education facilities are required to have an assessment plan on file. Child care licensing regulations are specific about <u>what</u> needs to be assessed and <u>when</u> the assessment needs to be done. You have flexibility, however, in <u>how</u> the assessment information is gathered. We hope that the information presented today will help you make decisions about what you will include on your assessment plan.

Assessment Purpose: Identifying Children's Interests
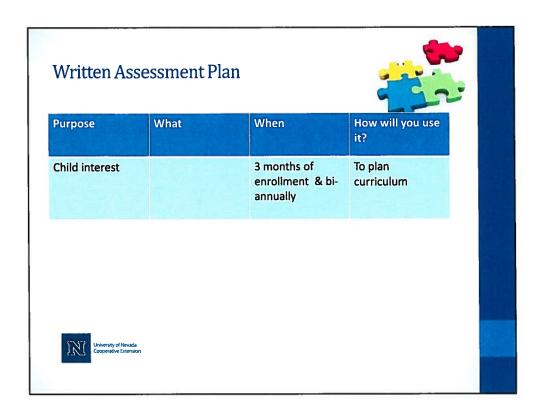
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The first purpose of assessment that we are going to talk about is learning about a child's interest. Why do you think it might be important to know what children are interested in learning? Give participants time to respond. Responses might include: to plan curriculum based on child interest or to help increase an individual child's engagement in particular centers.

How do you determine what children are interested in learning and doing in your programs? Responses might include: watching the children play or noticing which activities seem to keep children engaged in play longer.

How can you use observation and documentation to help you understand the interests and passions of the children in your care? Response might include: this information can help you identify materials and activities to add to your curriculum. **Does anyone have an example of how you have used observation and documentation to help you develop your curriculum?** Allow time for responses. Examples: Seeing a bug outside, a variety of balls or projects that extend.
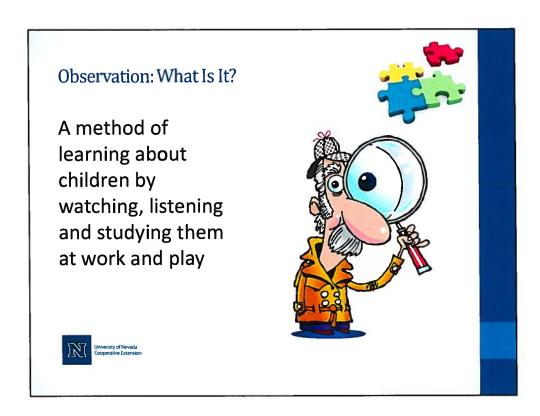
You do not really need a "test" to figure out the interests of children in your program. You can easily learn this information by observing children and taking notes on your observations.

Written Assessment Plan

Purpose	What	When	How will you use it?
Child interest		3 months of enrollment & bi-annually	To plan curriculum

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As I mentioned earlier, the regulations dictate several purposes of assessment that must be done by all facilities and when some of the assessments must be completed.

Handout Page 5.3: Plain English version of Child Care Licensing - refer to #2a and #3c.
1. **We can use the regulations to fill in the assessment "Purpose" column and the "When" column. Write under Purpose, "child interest." Under "When," write "3 months of enrollment and bi-annually."**

2. **You have a lot of flexibility in choosing the assessment method or "what" you could use For example, record your observations using photographs to learn about children's interests, so that is written in the "What" column. Write under "What," "photographs." Other ideas?**

3. **The regulations do not specifically state that your written assessment plan must indicate how you will use assessment information, but in keeping with the NAEYC (2009) guidelines, we want to always be thinking about how assessment information can be used to improve children's learning. Therefore, we have listed "to plan curriculum" in the "How will you use it" column.** Write in.

3.31

Observation: What Is It?

A method of learning about children by watching, listening and studying them at work and play
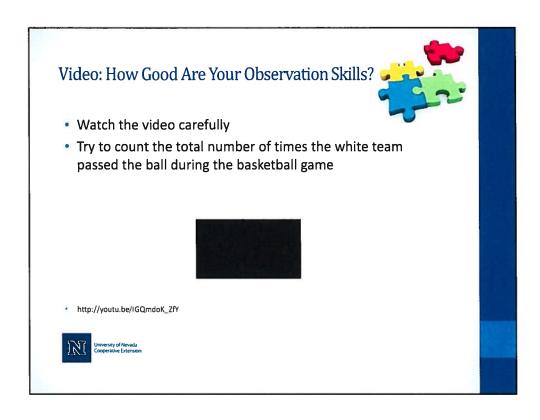
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One method of assessment is through observation. It is a method of learning about children by watching, listening and studying them at work and play.

As we observe children, we begin to learn about their interests. For example, what activities and materials are engaging children for longer periods of time? What activities and materials do children gravitate toward during free-choice time? We can also ask questions to learn more about each child and build relationships.

For example, a teacher was observing some children in her class and noticed that one child was talking about how his parents were going away on a trip and flying on an airplane to another country. She decided to use this information to develop a theme around flying on an airplane and traveling to another country. Together with the children, she sets up an airport complete with a booth to process passports. The children also learned more about the country where the child's parents were traveling. The children were very engaged in the experiences because of the personal connection of the child in their class.

Can anyone else give an example of how an observation of children within your classroom led to specific activities or the addition of materials into your classroom? Allow time for responses.

Video: How Good Are Your Observation Skills?

- Watch the video carefully
- Try to count the total number of times the white team passed the ball during the basketball game

- http://youtu.be/IGQmdoK_ZfY

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How good are your observation skills? Hold up your fingers from one to five with one representing observation skills that are poor and five representing observation skills that are very good. I am going to show you a video. Follow the instructions given in the video. When the video has ended, discuss the video with the group.

Show Gorilla video.
(http://youtube/IGQmdoK_ZfY)
How many of you have seen a video like this before?
Of those of you that haven't seen a video like this before, how many of you saw the gorilla?
How many of you did not see the gorilla?
How many of you noticed that the curtain changed colors?
How many of you noticed that a player left the field?
What can we learn from this video clip?
Allow time for responses.

We can learn that we tend to see the things that we are paying attention to, such as how many times the players passed the ball. Often we do not see everything that is happening. We may miss important pieces of an interaction. For example, we may see Johnny throwing blocks at Nathan, but we may not have seen the events that lead up to this interaction. It is important to remember that even the best observers do not see "everything." We may know how many times the ball was passed, but we may have missed the gorilla, the curtain changing color or the player leaving the field.

3.33

Observation Guidelines

- Observe over time
- Keep track of what you see as well as when, what, where and with whom the behavior is occurring
- Watch children in varied activities and settings
- Have multiple people, including parents, observe
- Keep your observations objective
  - Objective = based on facts
  - Subjective = interpreted by perspective, feelings or point of view

JUST THE FACTS!

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Therefore, we recommend the following observation guidelines:

1. Observe over time, which may be over several days, weeks or months.
2. Keep track of what you see as well as when, what, where and with whom the behavior is occurring.
3. It is important to observe children over multiple settings and different types of activities.

What is the difference between being objective and being subjective?
Allow time for responses.

1. To be objective, your observation must be based on facts and unbiased. "Susie is playing in the blocks. She said, 'I like to build towers'."
2. To be subjective, the event is reflected or interpreted by the viewer's perspective, feelings or point of view. "Susie is playing in the blocks because she hates playing in housekeeping." You can see how the second statement added a subjective statement based on the speaker's perception.

Remember to be objective - Just the facts!

Example: Using Photographs To Record Observations

Anna spent 10 minutes building with blocks in the manipulative center

How can we use this information?

- Add a variety of materials to your manipulative center
- Make sure that Anna has time each day to build with materials

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We need to record our observations of children in order for this information to be useful. With the wide availability of digital cameras, iPhones and iPads, taking photographs is an easy way to record and share information about children.

Photographs can be used to record or document children's interests, developmental skills, and developmental and educational progress.

Example: This photograph is being used to record Anna's interests. The next step, of course, is to use the information in some way. How could we use the information that Anna spends time building with blocks?
Give participants time to respond.
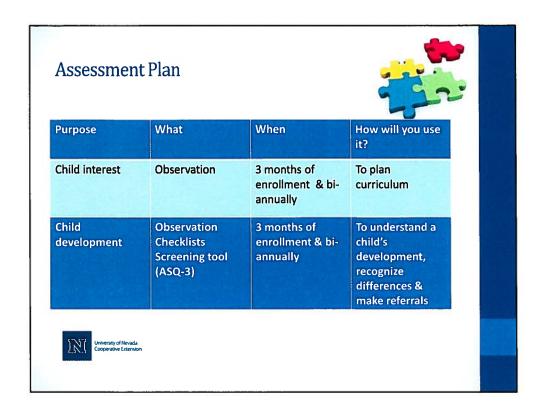
Click slide.
Yes, you would want to support Anna's interest in building by making sure she had a variety of manipulatives to explore, as well as time each day to work with manipulatives.

The second purpose that we are going to talk about is using assessment in order to understand children's development.
Handout Page 5.3: Plain English version of Child Care Licensing - refer to #2b.

Assessment Plan

Purpose	What	When	How will you use it?
Child interest	Observation	3 months of enrollment & bi-annually	To plan curriculum
Child development	Observation Checklists Screening tool (ASQ-3)	3 months of enrollment & bi-annually	To understand a child's development, recognize differences & make referrals

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Children demonstrate a variety of developmental skills every day as they engage in typical program routines and activities.
Write "Child development" in the purpose column.

For example, you can see evidence of communication, cognitive, and fine and gross motor skills when children transition from circle to the snack table and then proceed to eat and drink their daily snack. Information gathered during observations can help teachers understand what developmental skills a child currently has, but observation alone does not give you a criteria against which to compare a child's developmental skills.
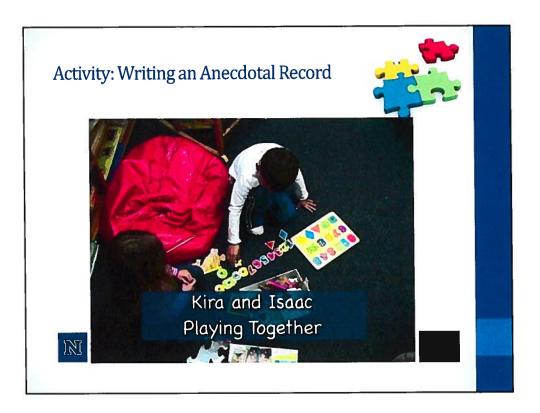
That is why it is important to pair your observations with a developmental screening tool with proven reliability and validity when making decisions about children's development. For this example we will use "Observations, checklists and a screening tool" in the "What" column. We will talk more about developmental screening tools such as the Ages and Stages Questionnaires (ASQ-3) later in the training.

"When" do the regulations state we need to assess? Write "3 months of enrollment and bi-annually."
"How will you use it?" Write "To understand development, recognize differences and make referrals."
We are going to look at recording our observations about a child's development using anecdotal records.
See Page 5.12 in booklet.

Activity: Writing an Anecdotal Record

Kira and Isaac
Playing Together

In your booklet on Page 5.12 is a blank anecdotal record form. **We are going to watch a videotape of two children playing together. Use the anecdotal record form or a blank piece of paper to write down all of your observations.** Play the video by clicking on the picture. When the video is finished, ask participants if it was difficult to write down everything that they saw in the video.

Do you feel like you were able to write down all of your observations while watching this video? We are going to watch the video one more time. This time when you watch the video, I want you to focus on the social/ emotional area of development. Show the video a second time and give participants a few minutes to finish writing their anecdotal record.

Was it easier to write your anecdotal note the first or second time you watched the video? It probably was easier the second time through because I asked you to focus on only one area of development. We need to focus our attention on a particular child and know what behaviors or skills we are planning to observe. This is called, "Systematic observation" (McAfee & Leong, 2011).

Utilize flip chart or whiteboard.
Write Observation and Interpretation on the whiteboard or chart paper. Ask participants to tell you what they observed during the second viewing of the video. Next ask participants what those observations tell them about Kira's development.

We are going to take a 15-minute break.
Remind participants about the location of the restrooms.

Conducting Developmental Screening

- Purpose of screening
  - Identify children at risk for developmental delays
  - Modify your curriculum to address missing skills
- How to screen
  - Use a standardized developmental screening tool (best)
    - Ages and Stages Questionnaires (ASQ-3)
    - Parents' Evaluation of Developmental Status (PEDS)
  - Use informal observation or checklists: Center for Disease Control developmental checklists - www.cdc.gov

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The purpose of conducting development screening is:

1. To identify children at risk for developmental delays.

   Observation can be used to give you some information about children's developmental skills, but this method does not allow you to say with confidence that a particular child is at risk for a developmental delay and should be referred for further testing.

2. To give you the ability to modify your curriculum to address missing skills.
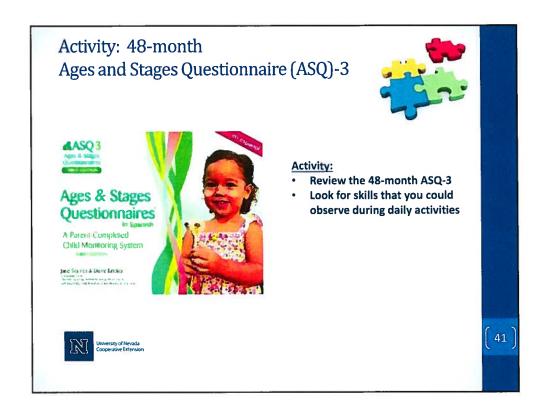
   Developmental screening does not identify or diagnose a developmental delay. Screening offers a quick look at major developmental milestones in all areas. It can assure parents and/or teachers that development appears to be progressing typically.

   Developmental screening can also help caregivers identify areas of their curriculum that should be adapted or modified. For example, if most of your 12-month-old infants cannot finger feed yet, perhaps you need to give them more opportunities to practice.

   A standardized developmental screening tool is one that is reliable, meaning that you will get consistent results when two different caregivers screen the same child. A tool is valid if the tool measures what it was designed to measure.

   Research with pediatricians showed that pediatricians were only able to identify 20 percent of children with a developmental delay when they relied on informal screening procedures. Pediatricians' accuracy jumped to 80 percent when they used a standardized developmental screening tool.
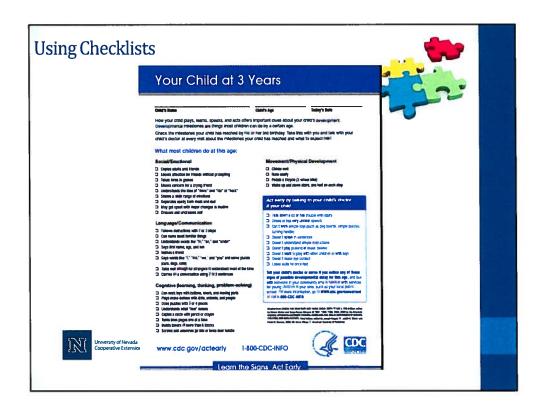
   There are many standardized developmental screening tools available for early childhood caregivers, including the Ages and Stages Questionnaires (ASQ-3), and Parents' Evaluation of Developmental Status (PEDS). While it is best to use a standardized screening tool, do not ignore your gut feelings that are telling you there is a problem. If you do not have access to a standardized screening tool, there are other means that can help you, such as informal observation or checklists on the Center for Disease Control website. It can be found at www.cdc.gov.

Activity: 48-month
Ages and Stages Questionnaire (ASQ)-3

Ages & Stages
Questionnaires
In Spanish
A Parent-Completed
Child Monitoring System

Jane Squires & Diane Bricker

Activity:
- Review the 48-month ASQ-3
- Look for skills that you could observe during daily activities

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You have been given an *ASQ-3* for a 48-month-old child. I want you to look at it to get a sense of how a screening tool can help you identify children who need to be referred for a developmental evaluation and help you plan your interactions and educational opportunities for children in your care. As you look at the *ASQ-3*, do you notice any skills that you see children in your care doing everyday? Pause for responses. Discuss briefly.

The *ASQ-3* can be completed by either the child's parent or by the child's teacher. Probably the best way to monitor children's development is to have parents and teachers both complete the *ASQ-3* on a child. Licensing regulations state that an assessment must be completed within 30 days of enrollment and every six months. Having a parent participate in the process is a method that can encourage a good discussion with the child's parents and helps you make a joint plan for supporting the child's development, including the need to refer the child for further evaluation, if needed.
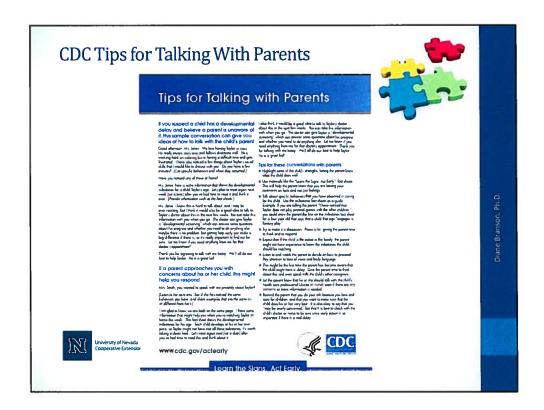
You can find information about the *ASQ-3* on the Referral and Reading List on the last page of the handout (Page 5.25). Paul H. Brookes Publishing Co. is the source for purchasing *ASQ-3*. You can also borrow the *ASQ-3* from the Office of Early Care and Education and the Early Childhood Special Education Library.

Another assessment tool is a checklist. Turn to Pages 5.13–5.14 for an example of a checklist. This checklist is available free, online in English and Spanish from the Centers for Disease Control (CDC). This is an example of a checklist that a caregiver or parent might use to see if a child is developing at a typical rate and may help us determine if there is a need for a screening or further observation.

The CDC has many good resources for you to access. Their website is on the bottom of the page.

What red flags or concerns are listed?

Now look at Page 5.15, titled CDC Tips for Talking with Parents. Find your 6:00 p.m. appointment and identify two of the most important tips. Prepare to share with the group.

Allow for five to seven minutes for a discussion.

or

<u>Large group discussion</u>: **Let's hear what a couple of groups decided were the most important tips.**

<u>Alternate small group discussion</u>: **After you've shared with the person next to you, find another dyad and share what each of you found to be the most important tips presented.**

Sharing Concerns With Parents

- Work on building strong relationships with parents from the time the child enrolls
- Hold regular parent conferences
- Nurture open communication with parents
- Find a private place to talk when parents are not in a rush
- Start by talking about the child's strengths

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Raising concerns with parents about a child's development can be difficult. It is easier to do this if you already have a solid relationship with the child's parents before you need to bring up concerns. One way to build this relationship is to acknowledge that the parent is the child's first and forever teacher. Also, you can reassure parents that you are both on the same team.

Hold regular parent conferences. Nurture open communication with parents. When it is time to talk about your concerns about a child's development, be sure to find a time when parents are not in a hurry and when you can find a private place to meet with them. Begin the conversation with talking about how much you enjoy having the child in your program and sharing the unique strengths of their child before discussing concerns that you have noticed.

Sharing Concerns With Parents

- Respect the parent's view
- Do not try to diagnose
- Emphasize the importance of early intervention
- Refer the parent to available resources

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Sharing concerns with parents must be handled professionally and with respect of the parent's view. Do not try to diagnose, emphasize the importance of early intervention, and refer the parent to available resources.

You will want to ask the parents if they have observed any of the same things at home. You can share how you will help the child learn and practice the skills while in your care.

Parents may be angry with you for suggesting there is a concern. Be prepared to respond in a calm manner and reassure the parents. You will want to let them know that your concern is kept in confidence.

Suggest that parents contact the appropriate agency or talk with their doctor about their child's development and then give them time to think about the information you have shared.

After a couple of weeks, follow up with the parents to show your support and concern. If the parents are reluctant to proceed with an evaluation of their child, understand that some parents may not be ready to accept that their child might need additional help. In that case, all you can do is continue to support the child's development in your child care setting and provide the parents with resources to work on their child's development in the home.

Referral Agencies

- Birth to 2 years 11 months — Nevada Early Intervention Services
  - Northern Nevada – 775-688-1341
  - Frontier and Rural Nevada – 775-753-1214
  - Southern Nevada – 702-486-7670

- 3 to 5 years — ask your local school district for Child Find contact information

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It is not the role of the early childhood caregiver to confirm the presence or absence of a developmental delay. If you have done a screening and have concerns, it is important to share your concerns with the child's parents. If you have concerns, you will want to provide parents with information about whom to contact in order for the child to get a developmental evaluation.

Children who are under the age of 3 years are referred to Nevada Early Intervention Services (NEIS). The numbers for NEIS depending on your location are listed on the slide and the last page of your handout (Page 5.25). Children between the ages of 3 and 5 years should be referred to the local school district's Child Find office. These services are provided to parents at no cost.
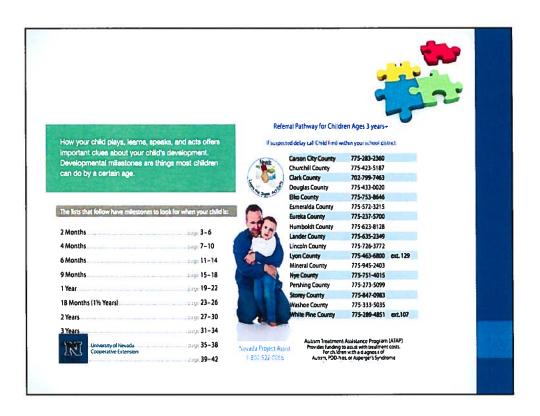
Additional information from the Center for Disease Control and Prevention (CDC) can be found in your booklet on Pages 5.16 and 5.17. Please turn to these pages. The CDC might not be a source you would think of checking with for developmental information, but they have a number of free, easy to read and understand publications for parents and caregivers that can be printed for the families in your program. Many are available in English and Spanish.

The CDC's "Learn the Signs. Act Early." campaign is meant to help caregivers and parents learn about development and where to call to get help so that children can get intervention services early, which may minimize the impact of developmental delays or concerns.

Take a couple of minutes to look over the information on these pages.
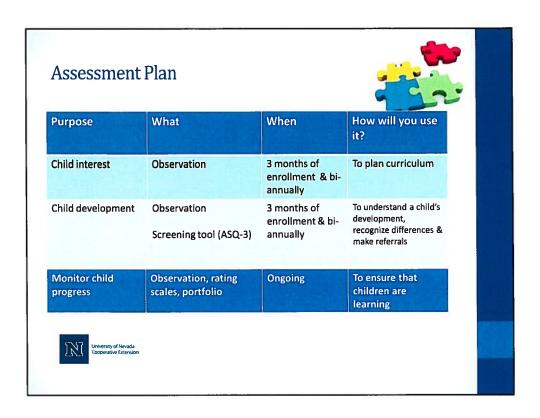
Allow for a few minutes to review the pages.

Look at the last page in your booklet (Page 5.25). There is a list of phone numbers and websites with referral agencies, resources for curricula and assessments, and a reading list. We put this at the back of your booklet to make it easy to find. Who can tell me what number to call if you have a concern about a child in Clark County?

Who can tell me what number to call if you have a concern about a child under 3 years of age who lives in southern Nevada? This is also listed on Page 5.25.

Assessment Plan

Purpose	What	When	How will you use it?
Child interest	Observation	3 months of enrollment & bi-annually	To plan curriculum
Child development	Observation Screening tool (ASQ-3)	3 months of enrollment & bi-annually	To understand a child's development, recognize differences & make referrals
Monitor child progress	Observation, rating scales, portfolio	Ongoing	To ensure that children are learning

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Next we are going to talk about using assessment information to monitor children's progress.

Turn back to your assessment plan on Page 5.11 and add "Monitor child progress" in the "Purpose" column.
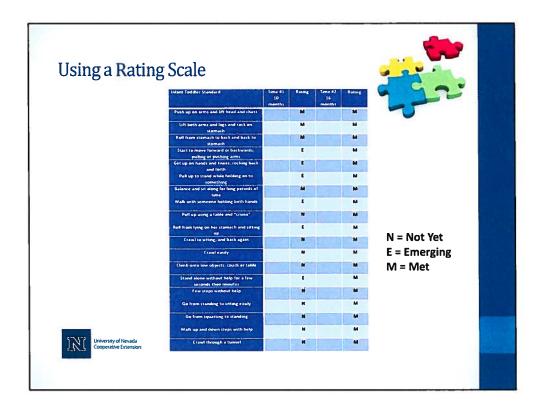What can we use for an assessment tool? "Observation, rating scales and a portfolio."
When will be "ongoing."
How will we use it? "To ensure that children are learning."

Using a Rating Scale

Infant Toddler Standard	Time #1 10 months	Rating	Time #2 16 months	Rating
Push up on arms and lift head and chest		M		M
Lift both arms and legs and rock on stomach		M		M
Roll from stomach to back and back to stomach		M		M
Start to move forward or backwards; pulling or pushing arms		E		M
Get up on hands and knees, rocking back and forth		E		M
Pull up to stand while holding on to something		E		M
Balance and sit along for long periods of time		M		M
Walk with some-one holding both hands		E		M
Pull up using a table and "cruise"		N		M
Roll from lying on her stomach and sitting up		E		M
Crawl to sitting, and back again		N		M
Crawl easily		N		M
Climb onto low objects, couch or table		N		M
Stand alone without help for a few seconds then minutes		E		M
Few steps without help		N		M
Go from standing to sitting easily		N		M
Go from squatting to standing		N		M
Walk up and down steps with help		N		M
Crawl through a tunnel		N		M

N = Not Yet
E = Emerging
M = Met

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Lets look at a rating scale located on Page 5.18 in your handout.

Rating scales can be used by teachers to monitor a child's progress on developmental and educational skills.
Rating scales provide more information than whether or not the skill is present or absent. Teachers can define levels of performance for each skill along a continuum from high level to low level of quality or frequency.

Do as a large group.
Choose four skills to discuss and show how Nani was not doing the skill at time #1 and was doing it at time #2. Explain how the skills differed.

Putting it All Together: Child Portfolios

- A portfolio is a collection of a child's work and teacher data from both informal and formal assessments used to evaluate a child's development, learning and progress

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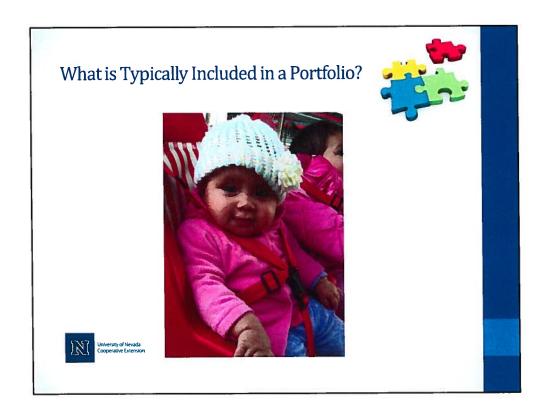Cooperative Extension

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A portfolio is another assessment tool. It is a collection of a child's work and teacher data from both informal and formal assessments used to evaluate a child's development, learning and progress.
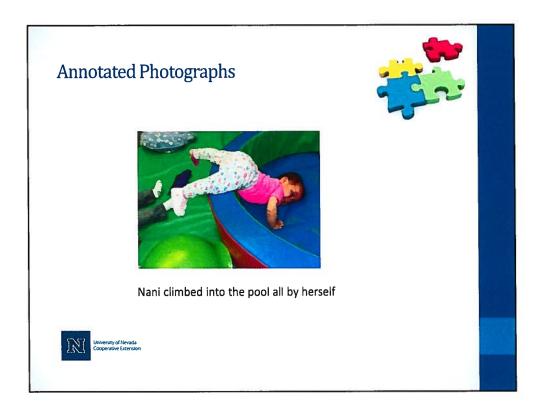
Portfolios can include almost every kind of assessment information that you can think of. What is included in the portfolio is determined by the age of the child and the purpose of the portfolio. For example, a portfolio for an older child will contain more work products such as art work and writing samples, than that for a toddler.

A showcase portfolio is a type of portfolio used with older children. In this kind of portfolio, children choose their best examples of work to showcase for their parents.

The type of portfolio used in early care and education settings is called an evaluative portfolio. This kind of portfolio includes assessment data collected over time and is used to assess a child's developmental and educational progress.
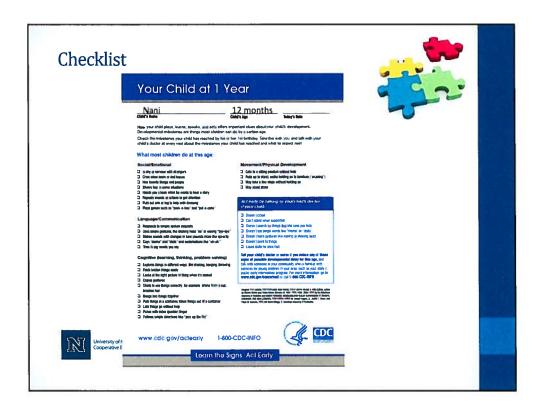
So what is typically included in a portfolio? We are going to review Nani's portfolio to see the kinds of assessment data that can be included in an evaluative portfolio.

Annotated Photographs

Nani climbed into the pool all by herself

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Annotated photographs are photographs that include a caption explaining what assessment information you were recording. In this case, the purpose of the photograph was to record Nani's gross motor development, and so a gross motor skill is identified on the photograph.

Anecdotal Record

Anecdotal Note

Child's Name ___Nani___   Date _____2/22/11_____

Observer's Name _____Martha_____

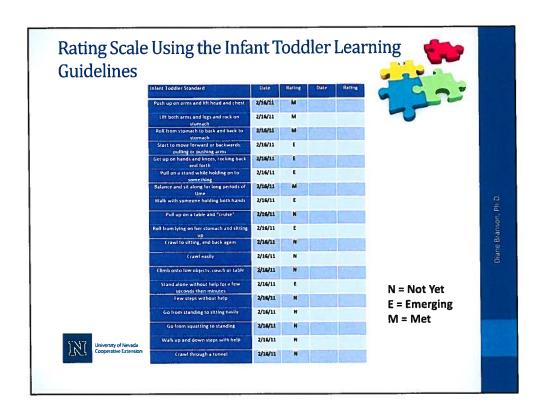| What happened/What I saw (Record only the facts, no interpretation here)	Developmental interpretation — Select the appropriate areas		
• Nani stood and bounced on her knees while holding on to the chair • She began cruising towards her left • Slow cautious steps • Reached the other side of the chair • Stretched her left arm towards the shelves right arm on the chair • Cruised to containers • Bounced and shook containers • Pulled out container • Touched toys inside container • Cruised back to rocking chair	Interest in learning	Self-concept	Problem solving **X**
	Language comprehension	Language expression	Interaction with peers
	Literacy skills	Creativity	Interaction with adults
	Gross motor skills **X**	Fine motor skills	Self-help skills
	Self-regulation	Attention	Engagement
	Comments Nani is beginning to use her gross motor skills to reach places of interest. She is still cautious with every step she takes		

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This is a anecdotal record written on a different day to document Nani's gross motor development. Anecdotal records can be included in portfolios.
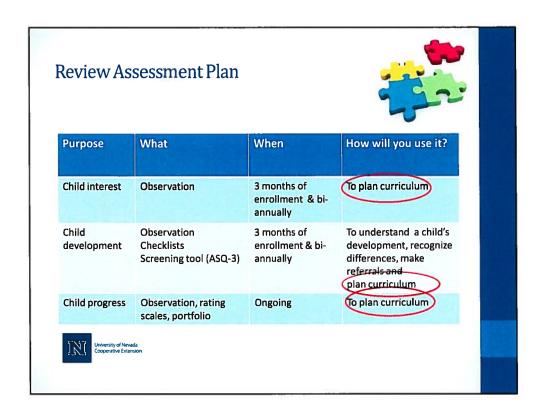
Checklist

You could include checklists that show which milestones the child has mastered at a particular age.

Standardized Testing – ASQ-3

You could also include a standardized developmental screening tool, such as the *ASQ-3* which gives you more information than a checklist. The *ASQ-3* allows you to note if the child has mastered a skill, can sometimes do a skill or do it with adult help, or is not able to do a particular skill at the time the screening was completed.

Rating Scale Using the Infant Toddler Learning Guidelines

Infant Toddler Standard	Date	Rating	Date	Rating
Push up on arms and lift head and chest	2/16/11	M		
Lift both arms and legs and rock on stomach	2/16/11	M		
Roll from stomach to back and back to stomach	2/16/11	M		
Start to move forward or backwards, pulling or pushing arms	2/16/11	E		
Get up on hands and knees, rocking back and forth	2/16/11	E		
Pull on a stand while holding on to something	2/16/11	E		
Balance and sit along for long periods of time	2/16/11	M		
Walk with someone holding both hands	2/16/11	E		
Pull up on a table and "cruise"	2/16/11	N		
Roll from lying on her stomach and sitting up	2/16/11	E		
Crawl to sitting, and back again	2/16/11	N		
Crawl easily	2/16/11	N		
Climb onto low objects, couch or table	2/16/11	N		
Stand alone without help for a few seconds then minutes	2/16/11	E		
Few steps without help	2/16/11	N		
Go from standing to sitting easily	2/16/11	N		
Go from squatting to standing	2/16/11	N		
Walk up and down steps with help	2/16/11	N		
Crawl through a tunnel	2/16/11	N		

N = Not Yet
E = Emerging
M = Met

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Diane Branson, Ph.D.

Rating scales can also be included in a portfolio and are an easy method for showing a child's progress on a set of skills over time.

Review Assessment Plan

Purpose	What	When	How will you use it?
Child interest	Observation	3 months of enrollment & bi-annually	To plan curriculum
Child development	Observation Checklists Screening tool (ASQ-3)	3 months of enrollment & bi-annually	To understand a child's development, recognize differences, make referrals and plan curriculum
Child progress	Observation, rating scales, portfolio	Ongoing	To plan curriculum

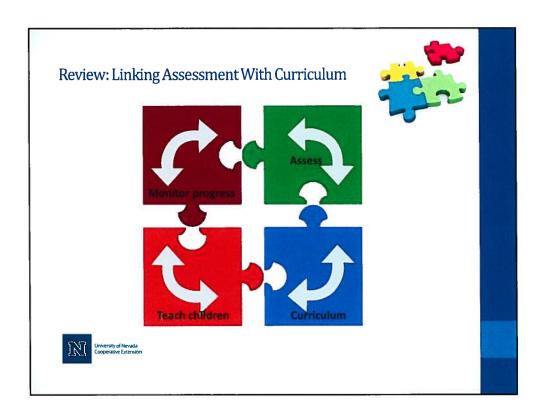University of Nevada Cooperative Extension

Look at Page 5.19 in your handout.

We have looked at three purposes of assessment that the child care licensing regulations specify must be included on an early care and education written assessment plan:

1. **To learn about a children's interests.**
2. **To understand a child's development and whether or not a specific child should be referred for further evaluation.**
3. **To monitor a child's developmental progress.**

Next, we will look at how early childhood teachers can use this assessment information for curriculum planning.
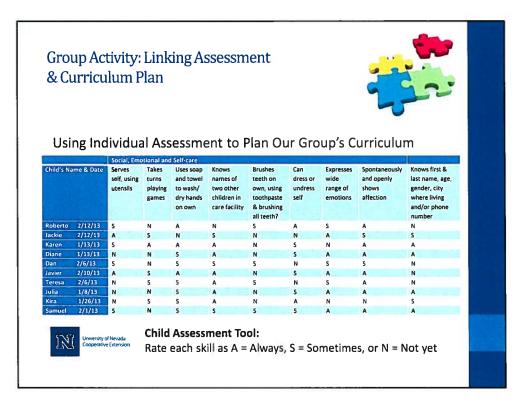
Review: Linking Assessment With Curriculum

To connect curriculum planning with assessment let's take a final look at our Assessment–Curriculum puzzle.

All of these activities are interconnected. Assessment information is used to help us plan our curriculum, to decide how to teach children and to monitor children's progress.

Our curriculum and learning opportunities provided for children give us opportunities to observe and learn about a child's interests, development and progress.

It is a never-ending cycle, as children and adults are always learning.

Group Activity: Linking Assessment & Curriculum Plan

Using Individual Assessment to Plan Our Group's Curriculum

Child's Name & Date	Social, Emotional and Self-care								
	Serves self, using utensils	Takes turns playing games	Uses soap and towel to wash/ dry hands on own	Knows names of two other children in care facility	Brushes teeth on own, using toothpaste & brushing all teeth?	Can dress or undress self	Expresses wide range of emotions	Spontaneously and openly shows affection	Knows first & last name, age, gender, city where living and/or phone number
Roberto 2/12/13	S	N	A	N	S	A	S	A	N
Jackie 2/12/13	A	S	N	S	N	N	A	S	S
Karen 1/13/13	S	A	A	A	N	S	N	A	A
Diane 1/13/13	N	N	S	A	N	S	A	A	A
Dan 2/6/13	S	N	S	S	S	N	S	S	N
Javier 2/10/13	A	S	A	A	N	S	A	A	N
Teresa 2/6/13	N	S	S	A	S	N	S	A	N
Julia 1/8/13	N	N	S	A	N	S	A	A	A
Kira 1/26/13	N	S	S	A	N	A	N	N	S
Samuel 2/1/13	S	N	S	S	S	S	A	A	A

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Child Assessment Tool:
Rate each skill as A = Always, S = Sometimes, or N = Not yet

You will find this in your booklet on Page 5.20. We've created a template for you to use if you wish. Let's review it.

On the left-hand column, you will see a list of children's names in a fictional four-year-old classroom. We've noted the date when we observed each of the children and assessed their skills.

Using a rating of "A" for Always, "S" for Sometimes and "N" for Not Yet, we've indicated each child's skill development on the table. This allows us to look quickly at our entire class and see what activities or learning opportunities we can include in our curriculum and interactions with the children.

On Page 5.20 at the bottom, you will see that we've listed the Pre-K standards related to two of the skills on the table and an activity that could be included for children to learn and practice their skills.

Let's look at the first skill listed: "serves self, using utensils." A quick look at the column tells us that two children have mastered the skill (there are two "A" ratings), four children sometimes can serve themselves and the remaining four children never serve themselves, using utensils.

So what activity might we include for eight of the children in our group to practice? There is an idea on the box on the bottom right of Page 5.20, "serve meals and snacks family style so they can practice using utensils." What other ideas do you have?

Let's look at the second skill: "takes turns playing games."
How many of the children have this skill mastered? One.
How many never exhibit this skill? Five.
And that leaves four who can sometimes take turns when playing games.

So, what learning opportunities could we include for our group of children? Pause for responses.

Ideas could include:
1. Play games where turn taking is needed.
2. Prompt children to take turns.
3. Model turn taking.

Keep in mind the skills we've listed are typical for children about 4-years-old, but there is a wide range of when children will master each of these skills.

We want you to work in small groups to identify related Pre-K standards and potential activities you could include in your curriculum to help children build their skills. Turn to Page 5.21.

In the left column, you see the indicator. Identify the Pre-K standards for each. In the right column, you will determine the learning opportunities and materials. Remember you are working with typical 4-year-olds.
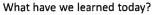
Find your 9:00 a.m. appointment and work together to complete the plan.

Can you see how you might use this type of tool to help plan your curriculum? Pause for comments.

When the groups are finished, ask a spokesperson from each group to share their ideas. Which group would like to share their ideas first? If there is time, let each group report to a large group.

We've included blank templates for you to use if you wish. There are observable skills for five domains. These are on Pages 5.22 - 5.24 in your booklet.

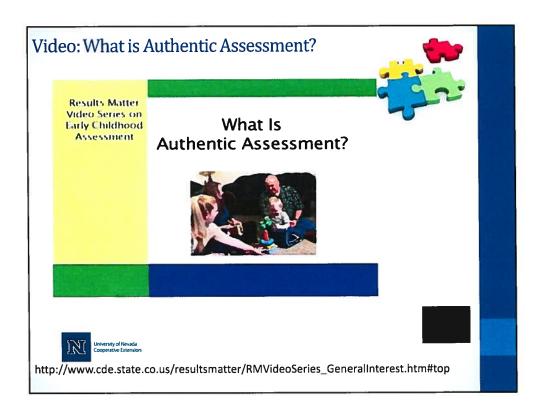**What have we learned today? Let's spend some time to review and summarize.**

1. **Review what has been presented by looking at the following information in your booklet:**

*   **Written Curriculum Plan**
*   **Written Assessment Plan**
*   **Plain English Regulations**
*   **Glossary**
*   **Tips for Talking With Parents**
*   **Referral Information for Nevada and From CDC**
*   **Linking Assessment and Curriculum**
*   **Other Notes, Handouts**

2. **What are two things you can do tomorrow to implement the information presented today?**

*   **Write down what you will do.**
*   **Add notes to your plans.**
*   **Share with person sitting next to you.**

Use puzzle pieces to review questions from beginning of presentation. Facilitate a large group discussion to elicit a few ideas and answer questions. Depending on time available, the discussion could be longer if needed.

Video: What is Authentic Assessment?

Results Matter
Video Series on
Early Childhood
Assessment

What Is
Authentic Assessment?

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http://www.cde.state.co.us/resultsmatter/RMVideoSeries_GeneralInterest.htm#top

**We will next watch a video produced by the Colorado Department of Education.
This video shows interviews with teachers, administrators and parents talking about
authentic assessment practices.**
http://www.cde.state.co.us/resultsmatter/RMVideoSeries_GeneralInterest.htm#top

Debrief Video:

- **Assessment should be ongoing**
- **Address the whole child**
- **Assessment conducted during daily routines**
- **Should include multiple perspectives**
- **Help plan your curriculum**

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As shown in the video, assessment is ongoing. We look at the whole child in order to gain an understanding of all areas of development.

Where should you conduct an authentic assessment? Allow time for responses.
Authentic assessments should be conducted during typical routines and activities.

Assessments should be done in a naturalistic manner as children play and interact with adults and children.

Should only one person conduct the assessment? Allow time for responses.
It is important to have multiple perspectives from parents, teachers and other important people in the child's life within a variety of settings. Children may act differently depending on where they are and whom they are with.

The information from authentic assessments can help us understand how the child is developing and help us plan appropriate curriculum experiences.

Does anyone have any other comments about the video? Any questions?

Thank You for Attending our Training

Please complete the post-survey and pick-up your certificate before you leave

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Distribute the post-survey.

It is time to complete the post-survey.

Thank you for attending the training and remember to collect your certificate before leaving.

Section 4:

Evaluation Pre-/Post-survey

Curriculum and Assessment: Understanding Child Care Regulations—Pre-survey

1. Please write down your favorite color and the last four digits of your home phone number. You will need to put the same color and number on the survey at the end of the workshop.

   _____   _____
   Last four digits of phone number   Favorite color

2. Please write the name of the city where the workshop is being held. _____

3. Please write the name of your instructor(s). _____

4. How long have you been caring for children professionally?_____ years
   If less than a year, how many months? _____

5. We need to document how many children may benefit from this program. Please write the <u>average</u> number of children that are <u>directly</u> under your supervision in one week. _____

6. Which age group do you care for most of the time? (Circle only one letter.)
   a. Infants and/or toddlers (newborn to 2 years)
   b. Preschoolers (3 to 5 years)
   c. School-age youth (6 to 10 years)
   d. Mixed age group, please specify_____

7. Which best describes your current position? (Circle only one letter.)
   a. Family or group home care provider
   b. Lead/head teacher in a child care center
   c. Assistant teacher in a child care center
   d. Director or administrator
   e. Assistant director
   f. Other (please list)_____

8. On a scale of 0 to 10, how much knowledge do you have about <u>assessment</u>?
   No knowledge   A lot of knowledge
   0   1   2   3   4   5   6   7   8   9   10

9. On a scale of 0 to 10, how much knowledge do you have about <u>curriculum</u>?
   No knowledge   A lot of knowledge
   0   1   2   3   4   5   6   7   8   9   10

10. On a scale of 0 to 10, how well do you understand child care regulations related to assessment and curriculum?
    Not at all   Understand completely
    0   1   2   3   4   5   6   7   8   9   10

11. What future workshops would be of interest to you? (Please circle Yes or No for each.)
    a.   Yes   No   Advanced Child Guidance
    b.   Yes   No   Learning Curriculum Involving Nature
    c.   Yes   No   Observation and Assessment
    d.   Yes   No   Parent Involvement and Parent Relationships
    e.   Yes   No   Nutrition: Getting Kids off to a Healthy Start
    f.   Yes   No   Science Activities for Young Children
    g.   Other ideas: _____

THANK YOU!

1. Please write down your favorite color and the last four digits of your home phone number (same number used on pre-survey).

    a. _____   _____
       Last four digits of phone number   Favorite color

2. On a scale of 0 to 10, how much knowledge do you have about <u>assessment</u>?

    No knowledge   A lot of knowledge
              0   1   2   3   4   5   6   7   8   9   10

3. On a scale of 0 to 10, how much knowledge do you have about <u>curriculum</u>?

    No knowledge   A lot of knowledge
              0   1   2   3   4   5   6   7   8   9   10

4. On a scale of 0 to 10, how well do you understand child care regulations related to assessment and curriculum?

    Not at all   Understand completely
              0   1   2   3   4   5   6   7   8   9   10

5. What are three things you learned today to help you with assessment and curriculum planning in your work with young children?
    a.
    b.
    c.

6. What is one method of assessment you learned about today that you can use in your work?

7. Observation is a useful tool for early childhood educators. What can you learn from observation of young children?

8. When you have a concern about a child's development, where can you refer them for screening?
    a. If the child is under the age of 3 years, contact: _____
    b. For a child 3 to 5 years of age, contact:_____

9. Parents are partners in the care and education of their children. What can you do to include them in your planning and assessment?

10. All early care and education programs (such as family daycare and center-based programs) must have which of the following items? Circle all that apply.

    Written curriculum plan   Written assessment plan   Materials & supplies to implement curriculum

THANK YOU!

Curriculum and Assessment: Understanding Child Care Regulations—Post-survey

<div align="center">

KEY

</div>

1. Please write down your favorite color and the last four digits of your home phone number (same number used on pre-survey).

   a. _____   _____
   Last four digits of phone number   Favorite color

2. On a scale of 0 to 10, how much knowledge do you have about <u>assessment</u>?

   No knowledge   A lot of knowledge
           0   1   2   3   4   5   6   7   8   9   10

3. On a scale of 0 to 10, how much knowledge do you have about <u>curriculum</u>?

   No knowledge   A lot of knowledge
           0   1   2   3   4   5   6   7   8   9   10

4. On a scale of 0 to 10, how well do you understand child care regulations related to assessment and curriculum?

   Not at all   Understand completely
           0   1   2   3   4   5   6   7   8   9   10

5. What are three things that you learned today to help you with assessment and curriculum planning in your work with young children?

   a.

   b.

   c.

6. What is one method of assessment you learned about today that you can use in your work?
   - **Observation**
   - **Photographs**
   - **Anecdotal records**
   - **Rating scales**
   - **Checklists**
   - **Standardized tests**
   - **ASQ-3**
   - **Formal**
   - **Informal**
   - **Screening tools**

7. Observation is a useful tool for early childhood educators. What can you learn from observation of young children?
   - **Child's interests**
   - **Experiences**
   - **Family situations**
   - **Changes in family**
   - **Child's understanding and knowledge**
   - **Child's developmental level**

1. When you have a concern about a child's development where can you refer them for screening?
   a. If the child is under the age of 3 years, contact: _____ **Nevada Early Intervention Services** _____
   b. For a child 3 to 5 years of age, contact: _____ **Child Find or Local School District** _____

2. Parents are partners in the care and education of their children. What can you do to include them in your planning and assessment?
   - **Parents can complete an ASQ-3 or other screening tool**
   - **Parents can provide info about child's development**
   - **Parents can do things with child at home to help them learn and practice skills**
   - **Book lending library for parents**
   - **Talk with parents about child's progress**
   - **Talk with parents about concerns**
   - **Communicate with parents, involve them in teaching their child, support them in their efforts**
   - **Develop relationship with parents**
   - **Consider yourself a partner with parents**
   - **Show parents your curriculum plan**
   - **Parents can share their culture and traditions with program, other children, teachers, etc.**
   - **Parents can extend what is learned, by doing more or additional things based on what is being learned in the child care program**

3. All early care and education programs (such as family daycare and center-based programs) must have which of the following items? (Circle all that apply.) **ALL THREE SHOULD BE CIRCLED.**

   Written curriculum plan   Written assessment plan   Materials & supplies to implement curriculum

THANK YOU!

Section 5: Handouts

Curriculum and Assessment:
Understanding Child Care Regulations

Booklet
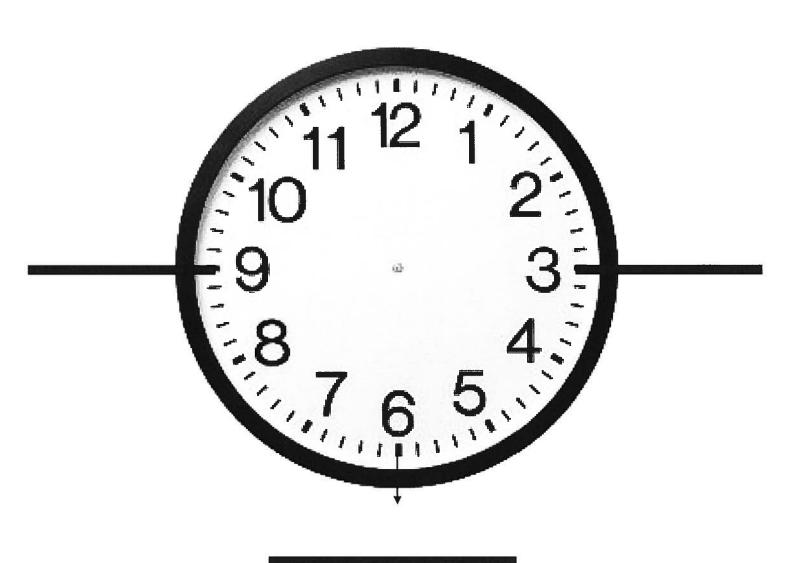
Developed by

Diane Branson, Ph.D.
Karen Mack, B.S.
Jackie Reilly, M.S.
Teresa Byington, Ph.D.
Marianne Papa, M.S.

University of Nevada Cooperative Extension

APPOINTMENTS

Curriculum and Assessment: Understanding Child Care Regulations

<u>Early Education Plan</u> NAC 432A.430 (NRS 432A.077)

Plain English version approved by Child Care Licensing, December 2012

1. All licensed homes and centers must have an <u>early care and education program</u>.
2. The written assessment plan should:
   a. Find out about the interests and needs of each child
   b. Describe development and progress of each child
   c. Find out if referral is needed for child
   d. Explain how you have determined curriculum
   e. Be adapted to child's needs; environment should also be adapted to child's needs
   f. Implement/use the early education plan
   g. Communicate with families of each child
3. Assess each child within three months of enrolling; repeat twice each year.
4. Written curriculum plan guidelines include:
   a. Parents can see plan
   b. Develop plan before using plan
   c. Keep plan on file for at least one year
   d. Include English spoken language
   e. Include literacy, mathematics, science, social studies, creative expression and the arts, and health and safety
   f. Support children's learning concepts and activities that foster social, emotional, physical, linguistic and cognitive development
   g. Involve parents and support them in teaching their children
5. Materials, equipment and supplies used to implement the curriculum plan should:
   a. Be familiar to children and their families
   b. Represent diversity of children in program regarding gender, age, native language, ethnicity, culture and abilities of the children enrolled in the facility
   c. Be safe
   d. Encourage children to explore, experiment and discover
   e. Encourage children to interact with each other and materials
   f. Be set up so that children can work independently
   g. Change materials and equipment to fit changes in curriculum and different skills and interests of children
   h. Be the types of materials and equipment that can be used in many different ways
   i. Be the types of materials and equipment that can be used by children with special needs

Curriculum and Assessment: Understanding Child Care Regulations

Glossary

Word	Definition
Anecdotal records	A written record of observations of a child's actions, behavior and/or work throughout the day. An informal method of recording and assessing skills.
Assessment	Determining what skills a child has and does not have; determining if a child has learned skills or progressed in areas of development.
Curriculum	A written plan for teaching young children.
Emerging skill	A skill that a child is just beginning to be able to do.
Formal methods of assessment	Using a standardized tool to assess a child's skills and abilities.
Informal methods of assessment	A method of assessing a child's skills and abilities without the use of a standardized tool. For example, using a checklist that has not been tested for validity and/or reliability or asking a child random questions.
Intentional teacher	An intentional teacher is one who has a goal in mind, one who has thought about what she wants the child to learn, and one who has a plan of learning activities to teach the child the specific concepts.
Portfolio	A collection of examples of a child's developmental progress. May include writing or drawing samples, photos of child's work and/or efforts, results of assessments, documentation of conversations with a child, etc.
Rating scales	Rating scales ask the rater (teacher) to evaluate a child on a characteristic (area of development) and then rank the child along a continuum from low to high frequency or quality (such as Never, Sometimes, Always; Not met, Emerging, Met). This is a good tool for monitoring a child's developmental or learning progress.
Reliability	Consistent testing results; the results are the same each time the test is completed or scored.
Screening	A brief look at all areas of a child's development used to determine if the child is at risk for a developmental delay and therefore needs to receive further evaluation.
Standardized tool	A tool to assess a child's development, skills and abilities that has been tested and found to be reliable, valid and developmentally appropriate.
Validity	The accuracy of a test in measuring what it is intended to measure.

where we STAND

on early learning standards

Early learning standards define the desired outcomes and content of young children's education. Most states have developed such standards for children below kindergarten age.

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) believe that *early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children.* But we caution that early learning standards support positive development and learning *only* if they:

• emphasize significant, developmentally appropriate content and outcomes;

• are developed and reviewed through informed, inclusive processes;

• are implemented and assessed in ways that support all young children's development; and

• are accompanied by strong supports for early childhood programs, professionals, and families.

These four elements are described in detail in "Early Learning Standards: Creating the Conditions for Success," a joint position statement of NAEYC and NAECS/SDE (online at www.naeyc.org/positionstatements/learning_standards). They are discussed briefly below.

1. Effective early learning standards emphasize significant, developmentally appropriate content and outcomes.

• All areas of early development and learning (including cognitive, language, physical, social, and emotional) are emphasized in the standards.

• The content and desired outcomes are meaningful and important to children's current well-being and later learning.

Early Learning Standards in the States

The National Child Care Information Center (NCCIC) maintains an up-to-date record of the status of state early learning guidelines, with links to each state's website. Visit http://nccic.acf.hhs.gov jpubs/good-start/elgwebsites.html.

A survey of states' development and implementation of early learning standards (C. Scott-Little, J. Lesko, J. Martella, & P. Milburn, "Early Learning Standards: Results from a National Survey to Document Trends in State-Level Policies and Practices," *Early Childhood Research and Practice* 9(1), 2007, revealed that:

• almost every state had developed early learning standards for prekindergarten-age children;

• 14 states had completed infant/toddler standards as of June 2006, and 8 more were in the process of developing such standards;

• almost half of the states had some process to monitor programs' use of early learning standards; and

• compared with the results of earlier surveys, more states have provided guidance about how to use the standards with children who have disabilities or with culturally and linguistically diverse children.

Issues remain about the content of early learning standards, appropriate uses of the standards, and alignment with curriculum and K–12 learning standards. The paper, including the survey instrument, is online at http:/jecrp.uiuc.edu/v9n1/little.html.

National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education

5.5

• Early learning standards are not merely scaled-back versions of standards for older children. Instead, the standards are based on research about the processes, sequences, and long-term outcomes of early learning and development.

• Standards are linked to specific ages or developmental periods to ensure that the expectations are appropriate.

• Standards recognize and accommodate variations in children's cultures, languages, communities, and individual characteristics, abilities, and disabilities. This flexibility supports positive outcomes for *all* children.

2. Effective early learning standards are developed and reviewed through informed, inclusive processes.

• Relevant, valid sources of expertise are called on to help develop and review the standards.

• Multiple stakeholders are involved—community members, families, early childhood educators and special educators, and other professional groups.

• Once the standards are developed, they are shared and discussed with all stakeholders.

• Early learning standards are regularly reviewed and revised so they remain relevant and evidence-based.

3. Effective early learning standards are implemented and assessed in ways that support all young children's development.

• Curriculum, classroom practices, and teaching strategies support the standards by connecting with young children's interests and abilities to promote positive development and learning.

• Assessment instruments are clearly connected to important learning represented in the standards; are technically, developmentally, and culturally valid; and provide information that is comprehensive and useful.

• Information gained from assessments must benefit children. Assessment and accountability systems should improve practices and services and should not be used to rank, sort, or penalize young children.

4. Effective early learning standards require a foundation of support for early childhood programs, professionals, and families.

• Evidence-based program standards and adequate resources for high-quality programs create environments in which standards can be implemented effectively.

• Significant expansion of professional development is essential to help early childhood teachers and administrators implement the standards.

• Standards have the most positive effects if they are accompanied by respectful family communication and support.

Beyond Early Learning Standards: What Else Matters?

Early learning standards gain power only if they are connected to other essential ingredients of high-quality early childhood education. *Learn more about . . .*

• recommendations for early childhood curriculum, assessment, and program evaluation. See NAEYC and NAECS/SDE's 2003 position statement, online at www.naeyc.org/positionstatements/cape.

• teaching strategies and other elements of developmentally appropriate practice. See C. Copple & S. Bredekamp (eds.), *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, 3d ed., Washington, DC: NAEYC, 2009. Access the position statement online at www.naeyc.org/positionstatements/dap.

• standards for early childhood programs and accreditation performance criteria, online at www.naeyc.org/academy/primary/standardsintro.

• standards for early childhood professional preparation programs as updated by NAEYC in 2009, online at www.naeyc.org/positionstatements/ppp.

• implementation of professional standards. See M. Hyson (ed.), *Preparing Early Childhood Professionals: NAEYC's Standards for Programs*, Washington, DC: NAEYC, 2003.

where we STAND
naeyc and naecs/sde

Sample Weekly Plan
Is this sufficient?

Theme: Shapes   Week of: May 28 — June 1, 2013

Morning Activities: Good morning songs, Colors, Day of the week

	Story and Fingerplays (Language Development)	Art, Music and Creativity (Social/Emotional Development)	Sensory and Science (Cognitive Development)
Monday	Memorial Day	Memorial Day	Memorial Day
Tuesday	Shape Book and Look at Shape Flash Cards	Circle Puzzle	Sensory Bag
Wednesday	Shape Bear	Triangle Texture Art	Sensory Bag
Thursday	Shape Book and Look at Shape Flash Cards	Stop Signs	Look for Octagon Shapes
Friday	Twinkle Twinkle Little Star	Glitter Diamond	Look for Diamond Shapes/Water Play

Written Curriculum Plan

How will you decide what to teach?	What are your learning goals?	What learning experiences will you provide?	What learning materials will you provide?	How will you measure progress?	How will you involve parents?
Observation					
Developmental screening					
Pre-K standards					

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Pre-Kindergarten Standards: Mathematics

Indicator M= Math

1.PK.3a Recognize and read numerals 0-5.

✍ 1.K.3 Recognize, read, and write numbers from 0-10.

1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.

1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.

✍ 1.K.3 Match the number of objects in a set to the correct numeral 0 to 10. Recognize relationships of more than, less than, and equal to.

1.PK.4a Count to 10.

1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.5.9

✍ 1.K.4 Count to 20 by demonstrating one-to-one correspondence using objects.

1.PK.5 Use concrete objects to combine and separate groups up to 5.

✍ 1.K.5 Use concrete objects to model simple addition and subtraction.

Content Standard 2.0: Patterns, Functions & Algebra

Indicator M=Math

2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).

✍ 2.K.1 Identify attributes used to sort objects.

✍ 4.K.9 Sort and classify objects by color and shape.

Examples: Children will/may...

Identify numbers and match number symbols 0 to 5.

Compare snack with a friend and recognize that they have the same amount. Identify and match the number to a group of objects.

Identify the next number in a series of numbers up to 5.

Identify the concepts of "more than, less than" when comparing two groups of objects.

Count familiar objects or manipulatives in the classroom.

Count each object once (e.g., one-to-one correspondence).

Identify and name numbers in signs or books.

Put red, yellow, and blue objects together and count them.

Participate in finger plays, such as "Five Little Monkeys," that require counting backwards.

Examples: Children will/may...

Sort toys by size, color, shape or category.

Match items that are similar (e.g., sort cars from small trucks).

Match objects such as pictures of adult animals with their babies.

Give reasons for placement of objects in groups.

Supportive Practice: Practitioner/Adult will...

Consistently provide materials to promote counting.

Provide children with opportunities to match object with numbers.

Encourage children to experiment with counting.

Sing songs that encourage counting.

Model counting of objects.

Provide many opportunities throughout the day for counting concrete objects.

Ask children to answer the question, "how many?" in relation to various concrete objects.
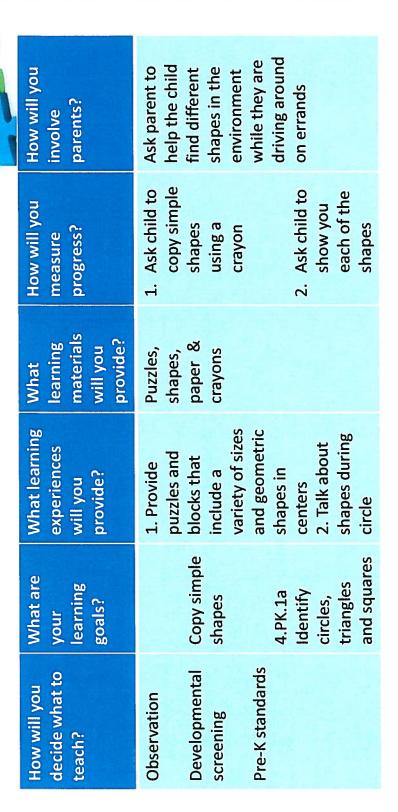
Play counting games.

Read books that feature counting or numbers.

Model the connection between a counting word/number and an object.

Supportive Practice: Practitioner/Adult will...

Provide real objects for children to sort, count and pattern with in the classroom.

Read books to children containing pattern relationships.

Use transitions as a time to incorporate math concepts (sort children by clothing, gender, eye color, etc.).

Mathematics

5.9

Written Curriculum Plan Example

How will you decide what to teach?	What are your learning goals?	What learning experiences will you provide?	What learning materials will you provide?	How will you measure progress?	How will you involve parents?
Observation Developmental screening Pre-K standards	Copy simple shapes 4.PK.1a Identify circles, triangles and squares	1. Provide puzzles and blocks that include a variety of sizes and geometric shapes in centers 2. Talk about shapes during circle	Puzzles, shapes, paper & crayons	1. Ask child to copy simple shapes using a crayon 2. Ask child to show you each of the shapes	Ask parent to help the child find different shapes in the environment while they are driving around on errands

Written Assessment Plan

Purpose	What	When	How will you use it?

Anecdotal Record

Purpose: To briefly note your observation of a child engaged in an activity. The note should be objective and only state observable facts. You can add your interpretation of the event by checking the appropriate developmental interpretations on the right-hand side.

Child's Name: _____   Date: _____

Observer's Name: _____

What happened/What I saw (Record only the facts, no interpretation here.)	Developmental interpretation (Select all the appropriate areas.)		
	Interest in learning	Self-concept	Problem solving
	Language comprehension	Language expression	Interaction with peers
	Literacy skills	Creativity	Interaction with adults
	Gross motor skills	Fine motor skills	Self-help skills
	Self-regulation	Attention	Engagement
	Comments:		

Your Child at 3 Years

Child's Name   **Child's Age**   **Today's Date**

How your child plays, learns, speaks, and acts offers Important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What most children do at this age:

Social/Emotional

- ❑ Copies adults and friends
- ❑ Shows affection for friends without prompting
- ❑ Takes turns in games
- ❑ Shows concern for a crying friend
- ❑ Understands the idea of "mine" and "his" or "hers"
- ❑ Shows a wide range of emotions
- ❑ Separates easily from mom and dad
- ❑ May get upset with major changes in routine
- ❑ Dresses and undresses self

Language/Communication

- ❑ Follows instructions with 2 or 3 steps
- ❑ Can name most familiar things
- ❑ Understands words like "in," "on," and "under"
- ❑ Says first name, age, and sex
- ❑ Names a friend
- ❑ Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- ❑ Talks well enough for strangers to understand most of the time
- ❑ Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- ❑ Can work toys with buttons, levers, and moving parts
- ❑ Plays make-believe with dolls, animals, and people
- ❑ Does puzzles with 3 or 4 pieces
- ❑ Understands what "two" means
- ❑ Copies a circle with pencil or crayon
- ❑ Turns book pages one at a time
- ❑ Builds towers of more than 6 blocks
- ❑ Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- ❑ Climbs well
- ❑ Runs easily
- ❑ Pedals a tricycle (3-wheel bike)
- ❑ Walks up and down stairs, one foot on each step

Act early by talking to your child's doctor if your child:

- ❑ Falls down a lot or has trouble with stairs
- ❑ Drools or has very unclear speech
- ❑ Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- ❑ Doesn't speak in sentences
- ❑ Doesn't understand simple instructions
- ❑ Doesn't play pretend or make-believe
- ❑ Doesn't want to play with other children or with toys
- ❑ Doesn't make eye contact
- ❑ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to **www.cdc.gov/concerned** or call **1-800-CDC-INFO**.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

www.cdc.gov/actearly   1-800-CDC-INFO

Learn the Signs. Act Early.

Su hijo de 3 años

Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 3 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué hacen los niños a esta edad?

En las áreas social y emocional

- ❑ Copia a los adultos y los amigos
- ❑ Demuestra afecto por sus amigos espontáneamente
- ❑ Espera su turno en los juegos
- ❑ Demuestra su preocupación por un amigo que está llorando
- ❑ Entiende la idea de lo que "es mío", "de él" o "de ella"
- ❑ Expresa una gran variedad de emociones
- ❑ Se separa de su mamá y su papá con facilidad
- ❑ Se molesta con los cambios de rutina grandes
- ❑ Se viste y desviste

En las áreas del habla y la comunicación

- ❑ Sigue instrucciones de 2 o 3 pasos
- ❑ Sabe el nombre de la mayoría de las cosas conocidas
- ❑ Entiende palabras como "adentro", "arriba" o "debajo"
- ❑ Puede decir su nombre, edad y sexo
- ❑ Sabe el nombre de un amigo
- ❑ Dice palabras como "yo", "mi", "nosotros", "tú" y algunos plurales (autos, perros, gatos)
- ❑ Habla bien de manera que los desconocidos pueden entender la mayor parte de lo que dice
- ❑ Puede conversar usando 2 o 3 oraciones

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- ❑ Puede operar juguetes con botones, palancas y piezas móviles
- ❑ Juega imaginativamente con muñecas, animales y personas
- ❑ Arma rompecabezas de 3 y 4 plezas
- ❑ Entiende lo que significa "dos"
- ❑ Copia un círculo con lápiz o crayón
- ❑ Pasa las hojas de los libros una a la vez
- ❑ Arma torres de más de 6 bloquecitos
- ❑ Enrosca y desenrosca las tapas de jarras o abre la manija de la puerta

En las áreas motora y de desarrollo físico

- ❑ Trepa bien
- ❑ Corre fácilmente
- ❑ Puede pedalear un triciclo (bicicleta de 3 ruedas)
- ❑ Sube y baja escaleras, un ple por escalón

Reaccione pronto y hable con el doctor de su hijo si el nino:

- ❑ Se cae mucho o tiene problemas para subir y bajar escaleras
- ❑ Se babea o no se le entiende cuando habla
- ❑ No puede operar juguetes sencillos (tableros de piezas para encajar, rompecabezas sencillos, girar una manija)
- ❑ No usa oraciones para hablar
- ❑ No entiende instrucciones sencillas
- ❑ No imita ni usa la imaginación en sus juegos
- ❑ No quiere jugar con otros niños ni con juguetes
- ❑ No mira a las personas a los ojos
- ❑ Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo la escuela pública más cercana. Para obtener más información, consulte **www.cdc.gov/preocupado** o llame **1-800-CDC-INFO.**

www.cdc.gov/pronto | 1-800-CDC-INFO

Aprenda los signos. Reaccione pronto.

Tips for Talking with Parents

If you suspect a child has a developmental delay and believe a parent is unaware of it, this sample conversation can give you ideas of how to talk with the child's parent.

Good afternoon, Ms. Jones. We love having Taylor in class. He really enjoys story time and follows directions well. He is working hard on coloring but is having a difficult time and gets frustrated. I have also noticed a few things about Taylor's social skills that I would like to discuss with you. Do you have a few minutes? *[Cite specific behaviors and when they occurred.]*

Have you noticed any of these at home?

Ms. Jones, here is some information that shows the developmental milestones for a child Taylor's age. Let's plan to meet again next week [set a time] after you've had time to read it and think it over. *[Provide information such as the fact sheets.]*

Ms. Jones, I know this is hard to talk about, and I may be over-reacting, but I think it would also be a good idea to talk to Taylor's doctor about this in the next few weeks. You can take this information with you when you go. The doctor can give Taylor a "developmental screening" which can answer some questions about his progress and whether you need to do anything else. Maybe there is no problem, but getting help early can make a big difference if there is, so it's really important to find out for sure. Let me know if you need anything from me for that doctor's appointment!

Thank you for agreeing to talk with me today. We'll all do our best to help Taylor. He is a great kid!

If a parent approaches you with concerns about his or her child, this might help you respond.

Mrs. Smith, you wanted to speak with me privately about Taylor?

[Listen to her concerns. See if she has noticed the same behaviors you have, and share examples that are the same as or different from hers.]

I am glad to know we are both on the same page. I have some information that might help you when you're watching Taylor at home this week. This fact sheet shows the developmental milestones for his age. Each child develops at his or her own pace, so Taylor might not have met all these milestones; it's worth taking a closer look. Let's meet again next [set a date] after you've had time to read this and think about it.

www.cdc.gov/actearly

I also think it would be a good idea to talk to Taylor's doctor about this in the next few weeks. You can take this information with when you go. The doctor can give Taylor a "developmental screening" which can answer some questions about his progress and whether you need to do anything else. Let me know if you need anything from me for that doctor's appointment. Thank you for talking with me today. We'll all do our best to help Taylor. He is a great kid!

Tips for these conversations with parents:

- Highlight some of the child's strengths, letting the parent know what the child does well.
- Use materials like the "Learn the Signs. Act Early." fact sheets. This will help the parent know that you are basing your comments on facts and not just feelings.
- Talk about specific behaviors that you have observed in caring for the child. Use the milestones fact sheets as a guide. Example: If you are telling the parent "I have noticed that Taylor does not play pretend games with the other children," you could show the parent the line on the milestones fact sheet for a four-year-old that says that a child that age "engages in fantasy play."
- Try to make it a discussion. Pause a lot, giving the parent time to think and to respond.
- Expect that if the child is the oldest in the family, the parent might not have experience to know the milestones the child should be reaching.
- Listen to and watch the parent to decide on how to proceed. Pay attention to tone of voice and body language.
- This might be the first time the parent has become aware that the child might have a delay. Give the parent time to think about this and even speak with the child's other caregivers.
- Let the parent know that he or she should talk with the child's health care professional (doctor or nurse) soon if there are any concerns or more information is needed.
- Remind the parent that you do your job because you love and care for children, and that you want to make sure that the child does his or her very best. It is also okay to say that you "may be overly concerned," but that it is best to check with the child's doctor or nurse to be sure since early action is so important if there is a real delay.

Learn the Signs. Act Early.

CDC's "Learn the Signs. Act Early." Program

Learn the Signs. Act Early.

"The campaign information was a light to me and many of the families I work with, who were stuck in a tunnel of the unknown."
—parent of a child with autism, NJ

"This campaign and its materials are invaluable to us. It provides one more way we can help child care providers deliver superior care."
—professional child care assoc. board member, TX

"Learn the Signs. Act Early.' fits perfectly with the work we do every day with families. The materials give our families a simple, concise overview of key milestones they can watch for in their children. And our staff is glad to have this additional support in talking with families about child development in a consistent, effective way."
—WIC Manager, MO

"When I found 'Learn the Signs. Act Early.', I knew I had to share it with others, especially the underserved groups in my community."
—parent educator, MI

The Importance of Early Identification of Developmental Delay and Disability

- CDC estimates that 1 in 88 children has been identified with an autism spectrum disorder and about 1 in 6 children aged 3–17 has a developmental disability.
- Many children with a developmental disability are not identified until after entering school.
- Early intervention (before school age) can have a significant impact on a child's ability to learn new skills as well as reduce the need for costly interventions over time.

Improving Early Identification of Developmental Delay and Disability

The Centers for Disease Control and Prevention's (CDC's) "Learn the Signs. Act Early." program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need as early as possible.

The program is made up of three components:

- **Health education campaign** promotes awareness of
  » healthy developmental milestones in early childhood
  » the importance of tracking each child's development
  » the importance of acting early if there are concerns

- **Act Early Initiative** works with state, territorial, and national partners to improve early childhood systems by
  » enhancing collaborative efforts to improve screening and referral to early intervention services
  » supporting the work of Act Early Ambassadors to promote "Learn the Signs. Act Early." messages and tools and improve early identification efforts in their state

- **Research and evaluation** improves campaign materials and implementation activities and increases our understanding of the factors that influence early identification and referral

CDC works with the Health Resources and Services Administration, the Association of University Centers on Disabilities, the Association of Maternal and Child Health Programs and other partners in the delivery of this program.

National Center on Birth Defects and Developmental Disabilities
Division of Birth Defects and Developmental Disabilities

CS231436

"Learn the Signs. Act Early." aims to change perceptions about the importance of identifying developmental concerns early and gives parents and professionals the tools to help.
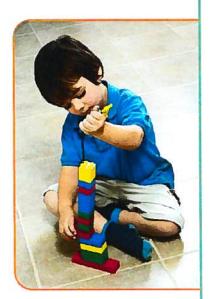
CDC offers parent-friendly materials that are research-based, free, easily accessible and customizable.

- Materials are available for parents, early educators, and health care providers
- Milestone checklists, tips for parents, early warning signs, fact sheets, and other materials can be downloaded or ordered for free
- All materials are available in English and Spanish; some are available in other languages
- Find materials at www.cdc.gov/actearly

National, state and local programs that serve parents of young children can add "Learn the Signs." materials to their resources for parents.

- CDC's materials help programs address the need for child development resources
- Programs can customize CDC's materials with their own contact information and distribute them to the populations they serve

Research and evaluation projects advance our understanding of how to improve early identification of children with autism and other developmental disabilities in population groups with health disparities.

African-American children and Hispanic children are less likely than white children to be identified as having an autism spectrum disorder.

- Research projects address information needs of parents, health care providers, and early educators to improve early identification in populations with health disparities
- Evaluation and feasibility studies address how to reach special populations with campaign messages and how to improve systems that identify and serve children with developmental delays

Visit www.cdc.gov/actearly
or write to ActEarly@cdc.gov.

Using a rating scale example: Nani

N = Not Yet   E = Emerging   M = Met

Infant Toddler Standard	Time #1 10 months	Rating	Time #2 16 months	Rating
Push up on arms and lift head and chest		M		M
Lift both arms and legs and rock on stomach		M		M
Roll from stomach to back and back to stomach		M		M
Start to move forward or backwards; pulling or pushing arms		E		M
Get up on hands and knees, rocking back and forth		E		M
Pull up to stand while holding on to something		E		M
Balance and sit along for long periods of time		M		M
Walk with someone holding both hands		E		M
Pull up using a table and "cruise"		N		M
Roll from lying on her stomach and sitting up		E		M
Crawl to sitting, and back again		N		M
Crawl easily		N		M
Climb onto low objects; couch or table		N		M
Stand alone without help for a few seconds then minutes		E		M
Few steps without help		N		M
Go from standing to sitting easily		N		M
Go from squatting to standing		N		M
Walk up and down steps with help		N		M
Crawl through a tunnel		N		M

Review Assessment Plan

Purpose	What	When	How will you use it?
Child interest	Observation	3 months of enrollment & bi-annually	To plan curriculum
Child development	Observation Checklists Screening tool (ASQ-3)	3 months of enrollment & bi-annually	To understand a child's development, recognize differences, make referrals and plan curriculum
Child progress	Observation, rating scales, portfolio	Ongoing	To plan curriculum

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Curriculum and Assessment Activity:

Child Assessment Tool: Rate each skill as A = Always, S = Sometimes, or N = Not yet

Child's Name & Date	Serves self, using utensils	Takes turns playing games	Uses soap and towel to wash/dry hands on own	Knows names of two other children in care center	Brushes teeth on own, using toothpaste and brushing all teeth	Can dress or undress self	Expresses wide range of emotions	Spontaneously and openly shows affection	Knows first and last name, age, gender, city where living and/or phone number
Roberto 2/12/13	S	N	A	N	S	A	S	A	N
Jackie 2/12/13	A	S	N	S	N	N	A	S	S
Karen 1/13/13	S	A	A	A	N	S	N	A	A
Diane 1/13/13	N	N	S	A	N	S	A	A	A
Dan 2/6/13	S	N	S	S	S	N	S	S	N
Javier 2/10/13	A	S	A	A	N	S	A	A	N
Teresa 2/6/13	N	S	S	A	S	N	S	A	N
Julia 1/8/13	N	N	S	A	N	S	A	A	A
Kira 1/26/13	N	S	S	A	N	A	N	N	S
Samuel 2/1/13	S	N	S	S	S	S	A	A	A

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1. What Pre-K standards are related to the indicators?

Pre-K standards that are related to these observable indicators:

- 2.PK2.1 Demonstrate self-help skills
- 5.PK2b Take turns with teacher support

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2. What learning opportunities, materials and/or supplies can we offer for children in this group of 4-year-olds?

Answers might include:

- Serve meals and snacks family style so they can practice using utensils.
- Play games or include activities that require taking turns.

Curriculum and Assessment Activity: Identify the Pre-K standard and determine learning opportunities and materials

1. What Pre-K standards are related to the indicators?	2. What learning opportunities, materials and/or supplies can we offer for children in this group of 4-year-olds?
Uses soap and towel to wash/dry hands on own.	
Knows names of two other children in care center.	
Brushes teeth on own, using toothpaste and brushing all teeth.	
Can dress or undress self.	
Expresses wide range of emotions.	
Spontaneously and openly shows affection.	
Knows first and last name, age, gender, city where living and/or phone number.	

Child Assessment Tool: Rate each skill as A = Always, S = Sometimes, or N = Not yet

Language and Communication

Child's Name & Date	Names three items from common category	Correctly answers questions such as: What do you do when you are tired? Hungry?	Can tell you about common objects	Uses word endings, such as -ed, -ing, etc.	Follows three-step directions	Uses four- to five-word sentences	Uses pronouns such as I, me, you, we, they, etc.	Strangers can understand most of what child says

Gross Motor

Child's Name & Date	Catches ball with both hands	Climbs ladder on slide without help / Goes down slide without help	Throws ball six feet overhand while standing	Hops on one foot without losing balance	Without holding anything, balances five seconds on one foot	Kicks ball in intended direction	Pedals tricycle

Child Assessment Tool: Rate each skill as A = Always, S = Sometimes, or N = Not yet

Fine Motor

Child's Name & Date	Completes a five- to seven-piece puzzle	Cuts on straight line	Traces symbols, shapes	Draws people with three or more features	Colors mostly within lines of two-inch circle	Turns pages of book one at a time	Holds pencil in writing position	Can screw and unscrew lids, nuts and bolts, etc.

Cognitive and Problem Solving

Child's Name & Date	Understands concepts of mine, hers and his	Repeats three numbers in order heard	Can identify which of three circles is smallest	Understands placement and concepts of under, on, in, between and middle	Names five different colors	Plays dress up and play acts	Counts five objects in order	Makes mechanical toys work	Sorts objects in variety of ways	Tells what might happen next in a story

Child Assessment Tool: Rate each skill as A = Always, S = Sometimes, or N = Not yet

Child's Name & Date	Social, Emotional and Self-care								
	Serves self, using utensils	Takes turns playing games	Uses soap and towel to wash/dry hands on own	Knows names of two other children in care center	Brushes teeth on own, using toothpaste and brushing all teeth	Can dress or undress self	Expresses wide range of emotions	Spontaneously and openly shows affection	Knows first and last name, age, gender, city where living and/or phone number

Curriculum and Assessment: Understanding Child Care Regulations

Referral Agencies

Referral Pathway for Children Ages 3 years+

If suspected delay call Child Find within your school district

County	Phone	
Carson City County	775-283-2360	
Churchill County	775-423-5187	
Clark County	702-799-7463	
Douglas County	775-433-0020	
Elko County	775-753-8646	
Esmeralda County	775-572-3215	
Eureka County	775-237-5700	
Humboldt County	775-623-8128	
Lander County	775-635-2349	
Lincoln County	775-726-3772	
Lyon County	775-463-6800	ext. 129
Mineral County	775-945-2403	
Nye County	775-751-4015	
Pershing County	775-273-5099	
Storey County	775-847-0983	
Washoe County	775-333-5035	
White Pine County	775-289-4851	ext.107

Birth to 2 years 11 months

Nevada Early Intervention Services

- Northern Nevada— 775-688-1341
- Rural Nevada— 775-753-1214
- Southern Nevada—702-486-7670

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3 to 5 years

Contact your local school district for Child Find

Contact information or call Nevada Project

Assist— 1-800-522-0066

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Nevada 211—information for parents & caregivers

www.Nevada211.org

Resources for Curriculum and Assessment

- ASQ-3 Ages & Stages Questionnaires®, Squires & Bricker © 2009 Paul H. Brookes Publishing Co. Available online or from Office of Early Care and Education
- Centers for Disease Control (CDC) and Prevention http://www.cdc.gov/ncbddd/actearly/index.html
- National Association for the Education of Young Children http://www.naeyc.org
- National Institute for Early Education Research http://www.nieer.org

Reading List

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Jablon, J., Dombro, A. & Dichtelmiller, M. (2007). *The power of observation for birth through eight.* Washington, D.C.: Teaching Strategies, Inc.

Mcafee, O. & Leong, D. (2011). *Assessing and guiding young children's development and learning.* Boston: Pearson.

NAEYC (2003). Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. Expended position statement with resources. Retrieved from http://www.naeyc.org/files/naevc/file/positions/CAPEexpand.pdf

NAEYC (2012). Accreditation standards and criteria. Retrieved from http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf

NIEER (2004). Preschool assessment: A guide to developing a balanced approach. Retrieved from http://www/nieer.org/publications/policy-matters-policy-briefs/policy-brief-preschool-assessment-guide-developing

NIEER (2007). Preschool curriculum decision making: Dimensions to consider. Retrieved from http://wwwnieer.org/resources/policybriefs/12.pdf

Section 6:
Additional Materials

Directions for
Connecting the Puzzle Pieces Activity (Slide #5)

Preparation:

Print puzzle pieces on card stock, laminate and place Velcro on the back of each piece.

To display puzzle pieces, prepare a poster board for the matches. Place Velcro on the board that is spread apart to correspond with the placement of matching puzzle pieces on the board. (See picture.)

Activity instructions:

Participants will pick up a puzzle piece as they turn in their pre-survey. Some of the puzzle pieces will have a key term related to assessment and curriculum and some puzzle pieces will have the definition of the term. Other pieces will ask questions about the child care regulations related to assessment and curriculum and provide answers to the questions. Each puzzle piece will have one matching puzzle piece.

Participants will read what is written on their puzzle pieces. Participants will be instructed to move around the room talking with others to find their individual matches.

(Give participants about one minute to read their puzzle pieces before excusing everyone to begin searching for their individual puzzle piece matches.)
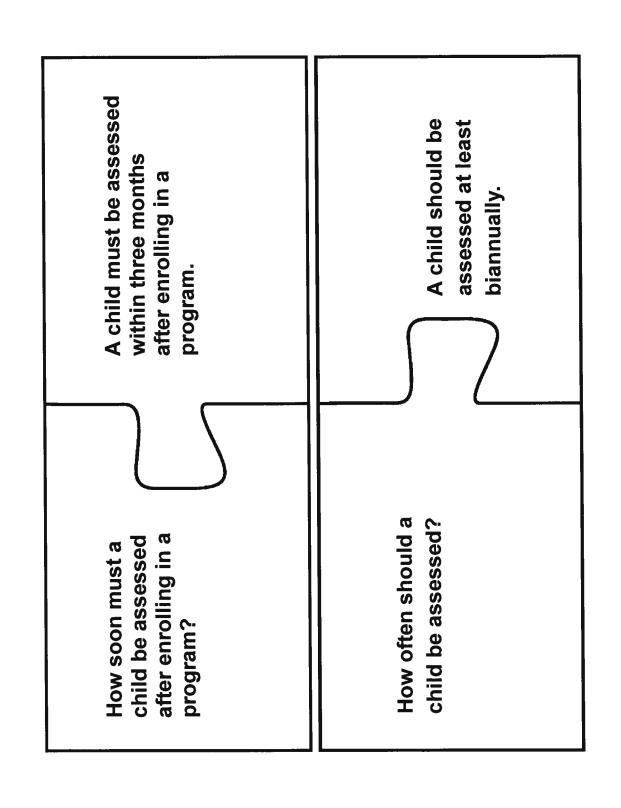
When they find their matches, each pair will stand together until the activity has finished. When all the matches have been made, each pair will be asked to read their puzzle pieces. Participants will place the matching puzzle pieces on the poster board.

Follow the script to complete this activity. (Slide #5)

Curriculum & Assessment:
Understanding Child Care Regulations
Connecting the Puzzle Pieces

A child must be assessed within three months after enrolling in a program.

How soon must a child be assessed after enrolling in a program?

A child should be assessed at least biannually.

How often should a child be assessed?

Identify child interests, progress, need for a referral; plan curriculum, adapt teaching and communicate with parents.

What assessment purposes must be included in the assessment plan?

Observations, checklists, rating scales, portfolios and screening tools.

What are some of the assessment methods that can be used?

The curriculum plan must be kept on file for at least one year.

How long must the curriculum plan be kept on file?

The curriculum plan must include ideas for involving parents in learning activities and be available for parents to review.

What must the curriculum plan say about parents and families?

Literacy, math, science, social studies, creative expression and the arts, and health and safety.

What areas of instruction should be included on the curriculum plan?

Materials should reflect the diversity of families, encourage active exploration, allow for a variety of uses, and accommodate the special needs of children.

What are some guidelines for the materials and equipment used to carry out of the curriculum plan?

Directions for
Developing a Curriculum Plan Activity (Slide #23)

Print the six table signs on card stock and laminate. Fold in half and set on table for activity.

(See picture.)

Reading a book

Sensory exploration

Snack time

Outside time

Music and movement

Dramatic play

UNIVERSITY OF NEVADA COOPERATIVE EXTENSION

Has awarded this certificate of completion to

_____

For successfully completing a course titled

Curriculum & Assessment:
Understanding Child Care Regulations

Core Knowledge Area: Environment and Curriculum

_____
Extension Instructor

_____
Date

Approved _____ **hours through the Nevada Registry**
Nevada Registry Approval Code _____

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