	Participant Guide
21 Sessions	
	MNCDA
2018	**120 hours**

Welcome to the Profession

Class 1A, B, & C
7 hours

Hmong

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>Minnesota's KCF Content Area</u> **VI:** Professionalism

<u>CDA Content Area VI</u>: Maintaining a Commitment to Professionalism

Learning Objectives:
Hom Phiaj Kev Kawm:
While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory, they will learn to:
-Thaum tsis tau kawm yeej tsis paub meej tseeb tshwm sim txog ntawm qhov hom phiaj kev kawm, lawv yuav muaj peev xwm los mus tsim qhov hom phiaj no rau ib tug twg tau kawm. Yog cov kawm nws los mus koom tes kawm, lawv yuav kawm:

- Name three behaviors demonstrated by professionals in any profession;
- *Tis peb lub npe ntawm kev cwj pwm nthuav tawm los ntawm paub hauj lwm hauv kev ua hauj lwm*
- Name two unique features of the early care and education profession; and
- * Tis ob qho kev zoo ntawm daim phiaj los ntawm kev tu ntxov thiab kev kawm kev paub; thiab*
- Describe two benefits of earning a credential as an early care and education professional.
- *Txhab txhais ob qho txiaj ntsim ntawm qhov pov thawj kev peev xwm tau los ntawm kev hauj lwm saib tu neeg ntxov thiab kev kawm kev paub txog txoj hauj lwm zoo.*

Session Overview:
Saib ib muag ntawm cov chav kawm:

Section	Overview
Introduction -*Pib qhia*	• Welcome and Introductions - *Txais tos thiab Pib qhia* • Motivation - *Kev mob siab* • Objectives - *Hom Phiaj*
Professionalism in Early Childhood Education -*Kev paub txog txoj hauj lwm zoo hauv kev kawm rau thaum me nyuam tseem yau*	• Activity—Two-minute drill - *Activity(kev ua si) – Ob feeb kev cob qhia* • Activity—Professional behavior - *Activity(kev ua si) – Paub txog cwj pwm zoo* • Presentation—Early care and education as a unique profession - *Presentation – Kev ua hauj lwm saib tu neeg ntxov thiab kev kawm xws li ntawm hom hauj lwm zoo* •
Quality as a Critical Factor -*Qhov zoo ntawm ib yam cuam tshuam uas nyuaj heev*	• Presentation—Building quality - *Presentation – Tsim ua qhov zoo* • Activity—Parent Aware Environment Self-Assessment Checklist - *Activity(kev ua si) – Niam txiv paub txog ib puag ncig ntawm tus kheej kev ntsuam xyuas saib qhov khij kos hauv daim ntawv*
Professional Competencies -*Kev paub ua hauj lwm zoo txog txoj kev sib tw*	• Activity—Professions photo op - *Activity(kev ua si) – Paub txog cov duab zoo* • Discussion—Caregiver competencies - *Discussion(sib tham) – Hauj lwm txoj kev sib tw* • Activity—Investigating the Minnesota Knowledge and Competencies Framework for Early Childhood Professionals - *Activity(kev ua si) – Tshawb xyuas txog Minnesota Knowledge(Kev paub) thiab Competencies Framework for Early Childhood Professional(Kev sib tw ntawm pawg kev ua hauj lwm rau me nyuam)*
The Minnesota Child Development Associate Credential and optional CDA preparation -*Minnesota Child Development Associate Credential(Koom haum pab me nyuam yaus) thiab kev xaiv ntawm Child Development Associate(me nyuam kev koom tes kom loj hlob mus)*	• Presentation—Defining 'credentials' - *Presentation – Txhais qhov 'pov thawj kev peev xwm'* • Discussion—Overview of the Minnesota Child Development Associate Credential benefits - *Discussion(sib tham) – Rov saib ib muag ntawm cov Minnesota Child Development Associate Credential benefits(koom haum kev koom tes txhawb me nyuam)* • Presentation - Review of the CDA - *Presentation – Rov saib xyuas dua cov CDA* • Discussion—Documenting professional learning - *Discussion(sib tham) – Ceev tseg cov ntaub ntawv ntawm kev kawm kev paub hauj lwm zoo*
Reflection and Goal Setting -*Kev xav txog thiab teeb lub hom phiaj*	• • Discussion—Sharing reflections - *Discussion(sib tham) – Sib qhia txog ntawm kev xav*
Closing -*Xaus li no*	• Discussion—Session summary - *Discussion(sib tham) – Chav kawm ntawv ntsiab lus* • Discussion—Assignments - *Discussion(sib tham) – Ntaub ntawv coj mus ua tom tsev*

Professions

How many professions can you think of in two minutes?

Professional Behavior

How do professionals behave? What do they do? How do they prepare for their professions? What do professionals look like? How do you know if someone belongs to a profession?

Defining Features of Professions

"Professions" are characterized by:

- A specialized body of knowledge and competencies shared by all the profession's members;
- Codes of conduct or rules of acceptable professional behavior,
- Organizations that support the field to which its professional members belong, and
- Being accountable for the responsibilities of their field (in our case, responsibility to provide quality early childhood education).

Early Care and Education as a Profession

Some of the unique aspects of early care and education as a profession are:

- Early care and education professionals work with children who are vulnerable and depend on adults for their health, well-being, and development.

- Early care and education is highly regulated.

- Early care and education makes a difference in children's lives now and later.

- The work of professionals in early care and education makes a difference in child outcomes.

- Being involved in the lives of children and their families requires special sensitivity and responsibility.

Competencies of Professionals

Credentials

Credential = written evidence of one's qualifications

A credential "conveys a certain status to the holders and provides some assurance to consumers that the holders are qualified to provide designated services."

Maxwell, K. L., Field, C. C. and Clifford, R. M. (2006). Defining and Measuring Professional Development in Early Childhood Research. In *Critical Issues in Early Childhood Professional Development.* Paul H. Brookes Publishing Co.

Minnesota Child Development Associate Credential: Class Sequence- 2018

Module	Class	Title	# of Sessions	Hours
1	1	Welcome to the Profession	3	7
	2	Creating A Welcoming Environment	1	3
	3	Safe Sanitary Environments	2	4
	4	Welcoming Families: Creating Cultural Connections	2	6
	5	Welcoming Children with Special Needs and their Families	2	6
2	6	Introduction to Child Development	3	8
	7	Introduction to Cognitive Development	3	7
	8	ECIPS	4	8
3	9	Professional Development Planning	2	4
	10	Social Emotional Development	2	6
	11	Child Guidance	2	5
	12	Play	3	7
4	13	Language Development	2	6
	14	Early Literacy	2	5
	15	Early Math	2	5
	16	Scientific Thinking	1	3
5	17	Safe Supervision	3	6
	18	Curriculum	4	8
	19	Assessment	4	8
	20	Program Quality	2	4
	21	Growing as a Professional	2	4
Total				**120**

Benefits of Obtaining a Credential

-
-
-
-
-
-

Definition of the Child Development Associate (CDA)

A Child Development Associate (CDA) is an individual who has successfully completed the CDA assessment process and has been awarded the CDA Credential. CDAs are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

A CDA performs according to the CDA Competency Goals in center-based, home visitor, or family child care programs. To date, there are more than 200,000 CDAs in all 50 United States, the Commonwealth of Puerto Rico, and the U.S. territories of Guam and the Virgin Islands.

Earning the CDA Credential has many advantages, including motivating caregivers toward continuing education and providing a platform for professional and career opportunities. Many view the CDA Credential as an instrument for career advancement in the early childhood care and education profession. The council works to ensure that it is a credible and valid credential, recognized by the profession as a vital part of a coordinated system of professional development.

As a result of an increase in demand from many public and private employers for qualified trained staff, the number of child care providers applying for the CDA Credential has grown to nearly 15,000 annually. Furthermore, 49 states plus the District of Columbia incorporate the CDA Credential into their child care center licensing regulations.

Assignment

Complete the first assignment for your portfolio:

In this session we've talked all about professionalism and how, as professionals in early childhood education, we have specialized knowledge and skills. As early childhood professionals, we should be knowledgeable about our program's licensing requirements, including the name of the organization that issues licenses and the regulations related to our type of program. Therefore, for your portfolio, you will begin your resource collection of important information that pertains to your profession.

- **Competency Standard VI: To maintain a commitment to professionalism**

  CSVI RC: Resource Collection Items

  RCVI-1: Find the name and contact information of the agency in Minnesota that is responsible for the regulation of child care centers and homes. (Note: These regulations are available at the website of the National Resource Center for Health and Safety in Child Care: http://nrckids.org/STATES/states.htm).

   Make a copy of the sections that describe the qualification requirements for personnel (teachers, directors and assistants) and group size, adult-child ratio requirements.

  Field work! (Not for portfolio but important for your career path.)

- Go to NAEYC website and find and print a copy of NAEYC Code of Ethical Conduct (this will be used in the next class). Here's the website: https://www.naeyc.org/resources/position-statements/ethical-conduct

- If you have not done so already, go online and sign up on the Minnesota Quality Improvement and Registry Tool at www.mncpd.org/educators-providers/. If you feel you need help getting signed up, we can discuss it at the next class. At the least, you need to become familiar with the site.

Session B

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota KCF Content Area VI: Professionalism

CDA Content Area VI: Maintaining a commitment to professionalism

Learning Objectives:
Hom Phiaj Kev Kawm:
While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory, they will learn to:
-Thaum tsis tau kawm yeej tsis paub meej tshwm sim txog ntawm qhov hom phiaj kev kawm, lawv yuav muaj peev xwm los must sim qhov hom phiaj no rau ib tug twg tau kawm. Yog cov kawm nws los mus koom tes kawm, lawv yuav kawm:

- Describe three ideals and three principles as outlined in the NAEYC Code of Ethical Conduct
- *Txhab txhais peb qho zeem muag thiab peb qho txoj cai tswj xws li muab cov ntsiab tseem ceeb ntawm NAEYC Code of Ethical Conduct(txoj kev coj kom raug cai)*
- Use the NAEYC Code of Ethical Conduct to guide ethical dilemmas
- *Siv qhov NAEYC Code of Ethical Conduct(txoj kev coj kom raug cai) los mus qhia kev raug cai ntawm yam twg los tsis zoo li*
- Name four ways that boundaries can be a challenge for Early Childhood Professionals
- *Tis plaub txoj hauv kev ntawm ciaj ciam uas kev peev xwm los mus sib tw rau kev ua hauj lwm zoo*

Session Outline
Ntsiab tseem ceeb ntawm chav kawm

Section	Overview
Introduction and Objective Review *-Pib qhia thiab rov saib xyuas hom phiaj*	• Assignment review - *Rov saib xyuas cov ntaub ntawv coj mus ua tom tsev* • Presentation - *Presentation*
NAEYC Code of Ethical Conduct *-NAEYC Kev coj kom raug cai*	• Presentation - *Presentation* • Activities - *Kev ua si*
Establishing Professional Boundaries *-Tsim kev ciaj ciam ntawm kev paub hauj lwm zoo*	• Discussion - *Sib tham* • Activity - *Kev ua si*
What is a Team? *-Pab pawg koom tes yog dab tsi?*	• Large group discussion - *Pab pawg loj sib tham*
Characteristics of a Successful Team	• Large group activity

-Cwj pwm ntawm ib pawg kev ua tau zoo	- *Pab pawg loj kev ua si* • Large group discussion - *Pab pawg loj sib tham*
Team Member Roles *-Pab pawg tswv cuab txoj kev feem xyuam*	• Complete Team-Player Survey from PG - *Ua kom tiav ntawm cov Team-Player Survey from PG(Kev tshawb fawb ntawm pab pawg)*
Closing *-Xaus li no*	• Large group activity - *Pab pawg loj kev ua si* • Evaluation - *Tshuaj ntsuam*

NAEYC Code of Ethical Conduct: Notes

Professional Boundaries: Considerations

(Crossing Lines in Parent Relationships, Exchange, March/April 2006, Anne Stonehouse and Janet Gonzalez-Mena)

- Having favorites

- Equity issues (treating everyone equitably does not mean treating everyone the same)

- Beyond the boundaries

- Friendship and professional relationships

Shoe Box

Common Goals

Think of teams you have been, or currently are a part of. Then answer the following questions:

1. How were the team's goals determined and/or shared with team members?

2. What teamwork competencies are encouraged and reinforced in your program?

3. What strengths do you bring to the team?

4. What are your areas of opportunity when working with a team?

Characteristics of a Successful Team

Clear Mission:

Common Goal:

Clear Roles:

Accepted Leadership:

Effective Processes:

Solid Relationships:

Excellent Communication:

Team Player Survey

Purpose:
This survey is designed to help you identify your style as a team player. The results will measure your current strengths.

Directions:
Read through the survey and answer each item based on how you feel you function now as a team member. Remember, this is a survey; there are no right or wrong answers. Be honest.

There are eighteen sentences, each with four possible endings. Please rank the endings in the order in which you feel each one applies to you. Place the number 4 next to the ending which is most applicable to you and continue down to a 1 next to the ending which is least applicable to you.

Do not make ties or use 4, 3, 2, or 1 more than once. It is possible that some of the sentences will have two or more endings that apply to you or will have none that applies to you, but you should assume these are your only choices and rank them accordingly. Each set of endings must be ranked 4, 3, 2, and 1.

The Team-Player Survey
From *Team Players and Teamwork, New Strategies for Developing Successful* Collaborations
by Glenn Parker, 2008

1. During team meetings, I usually:
    a. Provide the team with technical data or information. _____
    b. Keep the team focused on our mission or goals. _____
    c. Make sure everyone is involved in the discussion. _____
    d. Raise questions about our goals or methods. _____

2. In relating to the team leader, I:
    a. Suggest that our work be goal directed. _____
    b. Try to help him or her build a positive team climate. _____
    c. Am willing to disagree with him or her when necessary. _____
    d. Offer advice based upon my area of expertise. _____

3. Under stress, I sometimes:
    a. Overuse humor and other tension-reducing devices. _____
    b. Am too direct in communicating with other team members. _____
    c. Lose patience with the need to get everyone involved in discussions. _____
    d. Complain to outsiders about problems facing the team. _____

4. When conflicts arise on the team, I usually:
    a. Press for an honest discussion of the differences.   _____
    b. Provide reasons why one side or the other is correct.   _____
    c. See the differences as a basis for a possible change in team direction.   _____
    d. Try to break the tension with a supportive or humorous remark.   _____

5. Other team members usually see me as:
    a. Factual.   _____
    b. Flexible.   _____
    c. Encouraging.   _____
    d. Candid.   _____

6. At times, I am:
    a. Too results oriented.   _____
    b. Too laid back.   _____
    c. Self-righteous.   _____
    d. Shortsighted.   _____

7. When things go wrong on the team, I usually:
    a. Push for increased emphasis on listening, feedback, and participation.   _____
    b. Press for a candid discussion of our problems.   _____
    c. Work hard to provide more and better information.   _____
    d. Suggest that we revisit our basic mission.   _____

8. A risky team contribution for me is to:
    a. Question some aspect of the team's work.   _____
    b. Push the team to set higher performance standards.   _____
    c. Work outside my defined role or job area.   _____
    d. Provide other team members with feedback on their behavior as team members.   _____

9. Sometimes other team members see me as:
    a. A perfectionist.   _____
    b. Unwilling to reassess the team's mission or goals.   _____
    c. Not serious about getting the real job done.   _____
    d. A nitpicker.   _____

10. I believe team problem solving requires:
    a. Cooperation by all team members. _____
    b. High-level listening skills. _____
    c. A willingness to ask tough questions. _____
    d. Good solid data. _____

11. When a new team is forming, I usually:
    a. Try to meet and get to know other team members. _____
    b. Ask pointed questions about our goals and methods. _____
    c. Want to know what is expected of me. _____
    d. Seek clarity about our basic mission. _____

12. At times, I make other people feel:
    a. Dishonest because they are not able to be as confrontational as I am. _____
    b. Guilty because they don't live up to my standards. _____
    c. Small-minded because they don't think long-range. _____
    d. Heartless because they don't care about how people relate to each other. _____

13. I believe the role of the team leader is to:
    a. Ensure the efficient solution of business problems. _____
    b. Help the team establish long-range goals and short-term objectives. _____
    c. Create a participatory decision-making climate. _____
    d. Bring out diverse ideas and challenge assumptions. _____

14. I believe team decisions should be based on:
    a. The team's mission and goals. _____
    b. A consensus of team members. _____
    c. An open and candid assessment of the issues. _____
    d. The weight of the evidence. _____

15. Sometimes I:
    a. See team climate as an end in itself. _____
    b. Play devil's advocate far too long. _____
    c. Fail to see the importance of effective team process. _____
    d. Overemphasize strategic issues and minimize short-term task accomplishments. _____

16. People have often described me as:
    a. Independent. _____
    b. Dependable. _____
    c. Imaginative. _____
    d. Participative. _____

17. Most of the time, I am:
    a. Responsible and hardworking. _____
    b. Committed and flexible. _____
    c. Enthusiastic and humorous. _____
    d. Honest and authentic. _____

18. In relating to other team members, at times I get annoyed because they don't:
    a. Revisit team goals to check progress. _____
    b. See the importance of working well together. _____
    c. Object to team actions with which they disagree. _____
    d. Complete their team assignments on time. _____

Team Player Results

1. Transfer your answers from the survey to this page.
2. Be careful when recording the numbers as the order of the letters changes for each question.
     a. For example: below, in question #1 the order is a,b,c,d, but in question #2 the order is d,a,b,c.
3. The totals for each of the four styles must equal 180.

Question	Contributor	Collaborator	Communicator	Challenger
1.	a.	b.	c.	d.
2.	d.	a.	b.	c.
3.	c.	d.	a.	b.
4.	b.	c.	d.	a.
5.	a.	b.	c.	d.
6.	d.	a.	b.	c.
7.	c.	d.	a.	b.
8.	b.	c.	d.	a.
9.	a.	b.	c.	d.
10.	d.	a.	b.	c.
11.	c.	d.	a.	b.
12.	b.	c.	d.	a.
13.	a.	b.	c.	d.
14.	d.	a.	b.	c.
15.	c.	d.	a.	b.
16.	b.	c.	d.	a.
17.	a.	b.	c.	d.
18.	d.	a.	b.	c.
Totals				

Each column should add up to 180.

The highest number designates your primary team player style. If your highest numbers are the same or within three points of each other, consider them both as your primary style. The lowest total indicates your least active team player style.

Your primary team player style defines a set of behaviors that you use most often as a member of a team. It does not mean that it is the only style you use. All of us have the capacity to use any one of the four styles. We simply use one style – our primary style – most often.

- from *Team Players and Teamwork, New Strategies for Developing Successful Collaboration* by
  Glenn M. Parker; 2008.

Session B - Assignments

Throughout the week, reflect on a team you are part of and answer the following questions:

- What skills are you using as part of the team?

- What roles do members of the team play? Are some challengers, are some collaborators, are some contributors, or are some communicators?

Session C

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
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Minnesota KCF Content Area VI: Professionalism

CDA Content Area V: Managing an Effective Program

Learning Objectives:
Hom Phiaj Kev Kawm:

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory, by the end of the session they will be able to:

-Thaum tsis tau kawm yeej tsis paub meej tshwm sim txog ntawm qhov hom phiaj kev kawm, lawv yuav muaj peev xwm los mus tsim qhov hom phiaj no rau ib tug twg tau kawm. Yog cov kawm nws los mus koom tes kawm, lawv yuav kawm:

- Identify how they contribute to productive team work
- *Txheeb xyuas lawv kev pab ua kom pab pawg neeg ntawv lawv kev koom tes kom loj hlob zoo li cas*
- Describe three different approaches to conflict resolution.
- *Txhab txhais peb yam txawv ntawm kev nam mus rau kev tsis sib haum xeeb ntawm lub hom phiaj kev daws teeb meem.*
- Practice active listening skills.
- *Xyaum mloog kom tau zoo thiab muaj kev tshwm sim.*

Session Outline
Ntsiab tseem ceeb ntawm cov chav kawm

Section	Overview
Introduction and Objective Review *-Pib qhia thiab Rov saib xyuas cov hom phiaj dua*	• Assignment review - *Rov saib xyuas cov ntaub ntawv coj mus ua tom tsev dua* • Presentation - *Presentation*
Team Member Roles *-Cov tswv cuab pab pawg ntawm lub luag hauj lwm*	• Presentation - *Presentation* • Activity - *Kev ua si*
How do Teams Develop? *-Cov pab pawg kev tsim zoo li cas?*	• Large group discussion - *Pab pawg loj sib tham*
Conflict Resolution *-Kev tsis sib haum xeeb ntawm lub hom phiaj kev daws teeb meem*	• Large group activity - *Pab pawg loj kev ua si* • Large group discussion

	- *Pab pawg loj sib tham*
Communication and Listening *-Kev sib tham thiab mloog*	• Presentation - *Presentation* • Small group activity - *Pab pawg me kev ua si*
Closing *-Xaus li no*	• Large group activity - *Pab pawg loj kev ua si* • Evaluation - *Tshuaj ntsuam*

Team Player Roles

Contributor
- Task-oriented team member
- Enjoys providing technical information and data
- Does research to gain all possible information
- Pushes for high performance standards

Possible advantages:
- Dependable
- Responsible
- Authoritative
- Proficient
- Organized

Possible disadvantages:
- Get bogged down in the details and data
- Miss the big picture
- May not see the need for a team climate

Collaborator
- Goal directed; the mission or goal of team is paramount
- Flexible and open to new ideas
- Willing to help out; will work outside defined role
- Able to share the limelight
- Big picture thinker

Possible advantages:
- Forward-thinking

Possible disadvantages:
- Fails to revisit mission

- Goal directed
- Flexible
- Imaginative

- Misses the details
- Doesn't consider the needs of other team members

Communicator
- Process oriented
- Effective listener
- Facilitator of involvement, conflict resolution
- Facilitates building an informal relaxed climate
- "People person"

Possible advantages:
- Builds team consensus
- Supportive
- Considerate and relaxed
- Enthusiastic and positive

Possible disadvantages:
- May not confront other team members
- May not complete tasks or make progress
- Too talkative

Challenger
- Questions the goals and methods of the team
- Is willing to disagree with the leader
- Encourages well-conceived risks

Possible advantages:
- Openness, candor
- Honest
- Principled
- Adventurous

Possible disadvantages:
- Self-righteous
- Pushes too far
- Questions everything

Group Development Model

Stage 1 – *Forming*

Group depends on the leader for direction. Members have little understanding of role and responsibility of each member. Focus on getting the job done with little higher-level thinking.

Stage 2 – *Storming*

There may be competition within the group as members try to establish themselves. Sub-groups may splinter. Leader begins to focus group on how to best accomplish tasks.

Stage 3 – *Norming*

Roles and responsibilities are established. Team members may be developing more personal relationships. Delegation of tasks may occur. Communication among members is evident. There is a willingness to examine performance.

Stage 4 – *Performing*

Team is performing at levels**.** Shared vision allows further delegation. Conflict is resolved within group through open communication. Leader no longer needs to provide detailed directions for tasks.

Stage 5 – *Adjourning*

The group has accomplished the task(s). Some members are hesitant to move away from the group, especially if formation of a new group is necessary. Discussion and closure activities may be helpful.

Adapted from stages of group development theory by Bruce Tuckman, 1965, 1977.

Conflict Resolution

Denial

Smoothing Over

Power

Compromise

Problem Solving

Conflict   Resolution

Conflict on the Job

All team situations in the workplace occasionally encounter conflict. Think back over the past few weeks or months. List at least three conflict situations that occurred in your workplace.

1)

2)

3)

Review the conflict resolution methods discussed earlier. What method was used in the three conflict situations listed above? What was the result?

1)

2)

3)

If the result was less than satisfactory, or inadequate, what conflict resolution method might have worked better? Why?

1)

2)

3)

Listening
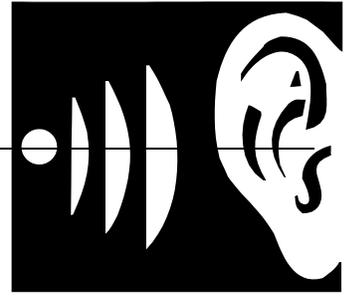
Be present

Focus your attention

Rephrase

Clarify as needed

Assignment

A reminder: If you have not already printed the licensing information assigned at the end of Session A, please do so and place this in your portfolio.

- **Competency Standard VI: To maintain a commitment to professionalism**

  CSVI RC: Resource Collection Items

  RCVI-1: Find the name and contact information of the agency in Minnesota that is responsible for the regulation of child care centers and homes. (Note: These regulations are available at the website of the National Resource Center for Health and Safety in Child Care: http://nrckids.org/STATES/states.htm).

   Make a copy of the sections that describe the qualification requirements for personnel (teachers, directors and assistants) and group size, adult-child ratio requirements.

MNCDA

Participant Guide

Welcoming Environments

Creating Welcoming Environments
For Children

Class 2

3 hours

Hmong

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>**Minnesota KCF Content Area:**</u> II: Developmentally Appropriate Learning Experiences

<u>**CDA Content Area 1**</u>: Planning a Safe and Healthy Learning Environment

Learning Objectives
Hom Phiaj kev Kawm
This session was developed to address the following learning objectives. You can reasonably expect that, if you are actively engaged, by the end of this session you will be able to:
-Qhov chav no tsim los mus qhia txog hom phiaj kev kawm hauv qab no. Koj yeej cia siab tias thaum kawm tag qhov chav qhia no lawm cov neeg kawm uas tau tshwm sim los koom tes kawm mus yuav paub:

- Identify strategies for making children feel welcome in an early childhood program and
  -Txheeb xyuas cov tswv yim los mus ua rau me nyuam yaus xav txog lawv kev txais tos hauv lawv kev yuav pib kawm ntxov thiab
- Describe interactions that help us get to know each child.
  -Txhab txhais qhov ntawm kev tshwm sim uas yuav los pab peb kom paub txog ib tug me nyuam twg.

    ★★**BRING TO CLASS: Print out and bring to class the Parent Aware Environment Self Assessment (ESA) tool that best fits your work with young children:**
ESA: Licensed Family Child Care
ESA: Licensed Child Care Center-Infant and Toddler
ESA: Licensed Child Care Center-Preschool

Creating an Environment that Supports a Sense of Belonging for Each Child and Family

Video notes:

How does the physical space make children feel welcome?	What do the adults do or say to welcome children?

What do I do (or plan to do) to make children feel welcome?

Video: "A Balance Between Teacher-Guided and Child-Centered Activities"

Schedules provide a balance between…

How it helps children…

When and where do I connect with each child to get to know them?

3

Addressing Implicit Biases

1. Perspective taking (seeing through another's lens, walking in another's shoes) builds empathy
2. Exposure to counter-stereotypical and positive images
3. Opportunities to engage in constructive dialogue with diverse partners
4. Self-awareness

If implicit biases are unconscious, how do we begin to address them for ourselves? One way to examine your implicit biases is to take an implicit bias test. Project Implicit is a non-profit effort launched by researchers from different universities who are studying the topic. If you go to their website, you can take a test that will tell you about "your implicit associations about race, gender, sexual orientation, and other topics" ("Social Attitudes") or a test about attitudes toward different mental health related issues ("Mental Health"). No identifying information is collected and you can keep a copy of the report.

The link for **Project Implicit:** https://implicit.harvard.edu/implicit/

Where do children see themselves represented in my program?

CDA Assignment

Complete this assignment for your portfolio:

CDA Competency Standard I: To establish and maintain a safe, healthy learning environment.

Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.

Functional Area 3: Learning Environment

Write 3-5 sentences describing how your environment is "homelike" and reflects the cultures of the children in your program, as well as children of other cultures. You may also add a sentence or two about how your schedule provides balance (time for play, outdoor and indoor time, quiet and active time) and why that is important.

MNCDA

Participant Guide

Promoting Health and Wellness l
Txhawb kev noj qab haus huv thiab kev nyab xeeb I

Clean, Safe, Sanitary Environments
-Tu kom huv, Tso siab, Kev huv rau ntawm tej cheeb tsam chaw

Class 3 (2018)
Sessions A & B
4 hours

Session A

Time: **Location:**

KCF Content Area: VII Health, Safety and Nutrition

CDA Content Area: Safe, Healthy, Learning Environment

Learning Objectives:
Hom Phiaj Kawm:

- Identify five components necessary to maintain a clean and sanitary environment
- *Txheeb xyuas tsib qho feem loj uas tsim nyog tswj ib qho kev tu huv du dais thiab kev huv ntawm ib cheeb tsam chaw ib puag ncig*
- Describe effective hand-washing techniques and when they should be utilized
- *Piav qhia qhov ua hauj lwm zoo ntawm kev ntxuav tes li cas thiab thaum lawv* siv
- Explain appropriate diapering and toilet-training procedures
- *Qhia txog qhov kev hloov me nyuam daim ntaub qhwv pob tw thiab yuav xyaum siv taub viv li cas*
- Recognize potential blood-borne pathogen exposure incidents and identify procedures for effective precaution and containment
- *Paub txog cov ntshav muaj kab mob tshwm sim xwm txheej thiab txheeb xyuas qhov txheej txheem rau qhov zoo ntawm kev npaj tseg rau qhov kev teeb meem ti tes taw thiab kev kis mob tau*

Session Outline

Section	Overview
Introduction **Objective review** *-Pib qhia txog rov saib cov Hom Phiaj dua*	● Presentation - *Presentation (Nthuav qhia)*
Basic Sanitation *-Ntsig txog kev tiv thaiv kab mob* **kev nkeeg**	● Large group discussion - *Pab pawg me kev sib tham* ● Small group discussion - *Pab pawg me kev sib tham* ● Small group activity - *Pab pawg me kev khiav hauj lwm*
Hand-washing *-Ntxuav tes*	● Large group discussion - *Pab pawg loj kev sib tham* ● Demonstration and practice - *Nthuav tawm thiab kawm*

Diapering and toilet-training *-Hloov ntaub qhwv me nyuam pob tw thiab kawm siv taub viv*	● Large group discussion - *Pab pawg loj kev sib tham* ● Small group discussion - *Pab pawg me kev sib tham*

Universal Precautions
-Thoov plaws ntiaj teb kev xyuam xim ntawm teeb meem ti tes ti taw
A. Define
  -Txhais
B. Preventing exposure
  -Tiv thaiv kev nthuav tawm
	● Large group discussion
	- *Pab pawg me kev sib tham*
	● Small group activity
	- *Pab pawg me kev khiav hauj lwm*

Closing *-Xaus lawm*	● Presentation - *Presentation (Nthuav qhia)* ● Evaluation - *Ntsuam xyuam*

Bleach solutions: https://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/bleach-solutions.pdf?la=en&hash=EFF7F9A811430603659E8131686E8E9ACE9B7430

Steps:

1) Spray surface with soapy water to CLEAN.

2) Spray surface with plain water to RINSE.

3) Spray surface with appropriate bleach solution (sanitizer or disinfectant) depending on the area it's being used in.

4) Let sit for 2 minutes- this is the required dwell time for bleach in order to meet all its kill claims.

Test the sanitizer strength of bleach daily. It should test between 50-100 ppm.

If using a product other than bleach, reference this chart to ensure all criteria are met:

https://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/choosing-a-bleach-alternative.pdf?la=en&hash=34205AA3E065F1E344BE895C2596DC2890105D97

Cleaning, Disinfecting, and Sanitizing Routines

CLEANING/SANITIZING/DISINFECTING GUIDELINES FOR SPECIFIC ITEMS/AREAS

Item/Area	How often	Clean	Disinfect	Sanitize
CHILD AREAS				
Shared objects (toys, mouthed objects, food utensils)	At least daily and when soiled	√		√
Cots and mats	Before use by another child	√		
Cribs and crib rails	Weekly if used by same child; before use by new child; or when soiled	√		√
Dress-up clothes	Launder weekly	√		
Machine washable cloth toys	Launder weekly	√		
Pacifiers	Clean before use; sanitize if suspected or observed that pacifier was shared	√		√
Tabletops and highchair trays	Before and after food activity and when soiled	√		√
Thermometers	Use disposable; if not, between each child	√		√
Toothbrushes and toothbrush holder	Let toothbrushes air dry and store with bristle end up and not touching any other surfaces; sanitize toothbrush holders as needed	√		√
Water play tables	After each use and in between use if used by different classrooms	√	√	

TOILET/DIAPERING AREAS

Item/Area	How often	Clean	Disinfect	Sanitize
Diaper changing/toileting area Potty chairs (discouraged because of high risk of contamination) Pull out toilet seat	After each child's use	√	√	
Diaper and waste pails	Daily and when visibly soiled	√	√	
Toilet seats, handles, door knobs	Daily and when visibly soiled	√	√	
Toilet bowls	Daily	√	√	
Handwashing sinks, faucets, counters, door knobs, soap dispensers	Daily and when soiled	√	√	
Floors in toilet/diapering areas	Daily and when soiled	√	√	

GENERAL

Item/Area	How often	Clean	Disinfect	Sanitize
Mops and cleaning rags	After each use	√	√	
Carpet	Vacuum daily; clean monthly in infant/toddler rooms, every 3 months in other areas. Spot clean/disinfect following a body fluid spill.	Use carpet shampoo cleaners and commercial spot removers. Clean when children are gone, vacuum after carpet is dry.		
Surfaces and objects contaminated with blood, urine, vomit, or stool	Immediately after each soiling	√	√	If mouthed items √
Floors	Vacuum or sweep and mop daily and when soiled	√	√	

KITCHEN FOOD PREPARATION AREAS

Item/Area	How often	Clean	Disinfect	Sanitize
Food preparation surfaces	Before and after food preparation, between preparation of raw and cooked foods	√		√
Bottles, dishes, utensils	Between each use, can use dishwasher	√		√
Food preparation appliances	Daily	√		√

Cleaning throughout the Day

Keeping your early childhood environment orderly and clean is one of the many ways to promote learning throughout the day. A few simple actions beyond daily cleaning, disinfecting and sanitizing routines will help you provide the highest quality early childhood setting.

These actions include:
- Straighten as you go. Caregivers should model, help, and encourage children to clean up an area or activity (to the best of their developmental ability) before moving on to the next activity. For children, this may include putting toys away, clearing off and wiping down surfaces, setting tables, etc. Remember to never allow children access to cleaning solutions beyond soap and water.
- Arrange toys and materials in locations accessible to the children. This not only creates a child-choice setting but allows them to put materials away where they belong.
- Clean and sanitize tables, chairs, high chairs, and other surfaces used for multiple purposes as they are used.
- Prevent possible slips, trips, or falls by immediately wiping up (and disinfecting if necessary) any liquids, food, or materials on the floor.
- Put away food and dishes after snacks and lunch.
- Empty garbage cans when they are full. Reline with a new garbage bag.
- Sweep floors (particularly under tables and chairs) after meals or messy activities.
- Replace or re-fill all consumable materials (i.e. paper, crayons, paint, etc.) as they empty out.
- Take advantage of nap time (if applicable) to accomplish cleaning tasks such as:
  - A quick mop of non-carpeted areas. Mop using warm water and floor-cleaning solution. Go over the area with a dry mop to absorb moisture and allow the floor to dry more quickly. Make sure the floor is dry before children or caregivers are permitted on them to avoid potential slips.
  - Clean dishes from lunch.
  - If there is not a designated nap time when these can be accomplished, find another time during the day when children are not present or direct supervision is not compromised.
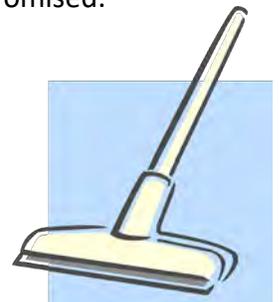
Reminder: Keep all cleaning supplies in an inaccessible and preferably locked location.

When Should Hands be Washed?

Caregivers:

Children:

Hand-washing

Effective hand-washing is one of the best ways to prevent illness and the spread of germs.

To thoroughly and effectively wash hands, follow these steps:

1. Turn on the water and adjust to a warm temperature.

2. Wet both hands under the running water.

3. Apply liquid soap to hands.

4. Briskly rub the hands together until a soapy lather appears and continue for at least 20 seconds.

5. Thoroughly wash all areas of both hands including between fingers, around nail beds, under fingernails and jewelry, palms, backs of hands, and wrists.

6. Rinse hands thoroughly under running water until they are free of all soap and dirt.

7. Dry hands with a clean, disposable paper towel.

8. Turn water off with a paper towel.

9. Throw the paper towel into a lined trash container.

Diaper Changing Procedures

Diaper changing is a simple procedure that quickly becomes routine. Follow the safe, sanitary process listed below to decrease the spread of illness and promote wellness among children and caregivers.

1. Gather supplies (i.e. fresh diapers, wipes, diaper ointment, vinyl/nitrile gloves, etc.) and place them on the diaper changing table or within hands reach.
2. Ensure the diaper changing table has been disinfected since last used. (If not, disinfect.) Place a disposable paper barrier the length of the child on the diapering surface.
3. Wash hands thoroughly and put on disposable non-latex/nitrile gloves.
4. Pick up the child or walk him/her to the diaper changing table. Gently lay the child down on the diapering surface. (If you have steps leading up to the diapering area, supervise and assist the child.)
5. Remove soiled or wet diaper. If clothes are soiled, remove them.
6. Clean child's bottom with moist disposable wipes. Wipe from front to back, using 1 wipe per swipe.
7. Put the soiled wipes inside the diaper and fold.
8. Holding the soiled diaper in your gloved hand, peel off gloves around, enclosing the soiled diaper inside the glove. Or, place the soiled diaper in a plastic bag and then throw diaper and soiled gloves away in a lined, covered, hands-free diaper pail.
9. Put a fresh diaper on the child and re-dress in clean clothes if necessary.
10. Assisting (or supervising) the child, wash the child's hands. Immediately after returning the child to wherever the child is supposed to be without touching anything, the staff member should return to the diapering table to begin to clean up.
11. Remove the disposable paper covering from the diapering surface and dispose of it in the diaper pail.
12. Immediately wash, rinse, and disinfect the diapering area. Allow diapering surface to air dry.
13. Thoroughly wash your hands using effective hand-washing procedures.

Note: If using cloth diapers, a separate diaper pail is required. Typically, soiled or wet cloth diaper covers go in the cloth diaper pail, while soiled gloves, disposable coverings, and wipes go in the disposable diaper pail. Check with your diaper service for specific information.

Time to Begin…

Scenario: The parents of a two-and-a-half-year-old child in your care approach you one day about toilet-training. They've noticed that a couple other children about the same age are using the bathroom. They would like you to start toilet-training their son tomorrow.

What are the next steps with this family?

What questions might you ask this family?
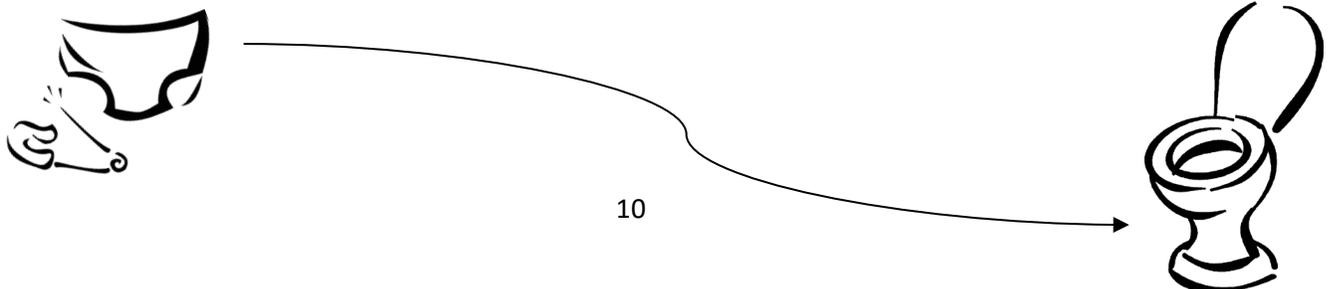
Methods of Compliance: Universal and Standard Precautions

Methods of Compliance:

1) Disposal bags

2) Paper towels

3) Resuscitation mouth pieces

4) Gloves—vinyl or nitrile

5) Handwashing

6) Eye protection (now required by DHS)

7) Sharps container (now required by DHS)

8) Disinfectant

Exposure or Not?

At some point, caregivers in an early childhood program will find themselves in a situation that may be an "exposure incident" for blood-borne pathogens.
Examine the scenarios below. Are they "exposure incidents" or not?

1. You pick up a toddler and realize they have had a potty accident. It has soaked through the toddlers' pants and on to your hand. Is this an exposure incident?

2. While reading a story with you, a child picks at a scab until it begins to bleed. He reaches over and grabs your hand, coming in to contact with your fresh, open paper cut. His hand has blood on it where he touched you. Is this an exposure incident?

3. An infant you are rocking to sleep suddenly vomits on and down the front of your shirt. You notice a pink tinge to the vomit and wonder if it could be blood. Is this an exposure incident?

4. While outside, a child falls and injuries herself on a couple small sticks on the ground. The sticks have broken her skin and she is bleeding. You put on gloves and begin to assist her. While cleaning off the blood, you cut your glove and hand on a small sliver caught in the wound. Is this an exposure incident?

Resources

American Academy of Pediatrics: www.aap.org – multiple resources related to health and safety for health care providers, child care providers, and families

Infectious Diseases in Childcare and School Settings
http://www.health.state.mn.us/handhygiene/schools/daycaremanual.html

Up-to-date resources for common infectious illnesses and prevention within childcare settings:

Bleach solutions: https://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/bleach-solutions.pdf?la=en&hash=EFF7F9A811430603659E8131686E8E9ACE9B7430

Non-bleach solutions: https://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/choosing-a-bleach-alternative.pdf?la=en&hash=34205AA3E065F1E344BE895C2596DC2890105D97

"Car Seats Made Simple" – www.carseatsmadesimple.org – offers information on how to choose a car seat, where car seat clinics are being held, recall information, and more

Centers for Disease Control (CDC) – www.cdc.gov – multiple resources related to health, injuries, and communicable diseases; information on vaccinations and schedules: https://www.cdc.gov/vaccines/schedules/easy-to-read/child-easyread.html.

Fire Department – provide safety information and safety programs for children

Library – community resource for books, videos, DVDs, videos, etc.

Child Care Aware https://www.childcareawaremn.org/ supporting the professional growth of **child care** providers and connecting families to quality **child care** statewide

Minnesota Dept. of Health – www.health.state.mn.us – provides information related to health promotion and safety issues for all ages

Minnesota Poison Control Center – www.mnpoision.org – emergency resource for poisonings as well as information to prevent poisonings

Minnesota Safe Kids Coalition - https://www.minnesotasafetycouncil.org/safekids/index.cfm - group of organizations who promote the safety of children

Minnesota Safety Council – www.minnesotasafetycouncil.org – resources on injury prevention, work related safety issues, winter safety, and more

Minnesota State Fire Marshal's Office – www.fire.state.mn.us – information related to Minnesota State safety codes; a safety curriculum for children pre-K through grade 8

MN Statute Rule 9502 & Rule 9503 –-https://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/childcare-schools-law.pdf?la=en
  Minnesota state guidelines governing family child care (in-home) and community/center child care

National Highway Traffic Safety Administration (NHTSA) – www.nhtsa.gov – provides information on child safety seats, recalls, bike safety, pedestrian safety, etc.

National Safety Council – www.nsc.org **–** resources related to injury prevention

Public Health Agency – provide various resources related to all aspects of community health, including health & safety, immunizations, communicable diseases, etc.

U.S. Consumer Product Safety Commission – www.cpsc.gov – resources on the safety of products and recalls

Session A – Portfolio Assignments

Complete this assignment for your portfolio

1. **CDA Competency Standard I: To establish and maintain a safe, healthy learning environment.**

CSI: Reflective Competency Statement I

CSI: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.

Session B

Time: **Location:**

Knowledge and Competency Framework (KCF), CDA Content Area

The KCF and CDA Content Areas are listed here to help you understand why these topics are part of the MN CDA and where you can go for further information. These may not be the only areas addressed, but they are the primary influences behind the session content.

KCF Content Area: VII Health, Safety and Nutrition

CDA Content Area: Safe, Healthy, Learning Environment

Learning Objectives:

Hom Phiaj Kawm:

- Recognize elements of a safe environment crucial to preventing and reducing injuries
- *Paub txog cov keeb ntawm qhov kev tso siab ntawm ib cheeb chaw ib puag ncig uas tseem ceeb los mus tiv thaiv thiab kev txo raug mob kom qes*
- Define five possible workplace hazards found in an early childhood environment
- *Txhais tsiv yam uas yuav ua tau los ntawm tej chaw ua hauj lwm kev teeb meem nrhiav tau los hauv cov me nyuam ntxov ntawm ib cheeb tsam chaw ib puag ncig*
- Identify five proactive caregiver solutions to potential workplace hazards
- *Txheeb xyuas tsib yam kev tseeb ntawm tus neeg zov me nyuam kev peev xwm ntawm chaw ua hauj lwm tej teeb meem*

Session Outline

Section	Overview
Introduction and objective review *-Pib qhia thiab rov saib xyuas cov hom phiaj dua*	● Debrief - *Piav qhia me ntsis* ● Presentation - *Presentation (Nthuav qhia)*
Hazards in the Environment *-Teeb meem hauv tej cheeb tsam chaw ib puag ncig*	● Large group discussion - *Pab pawg loj kev sib tham* ● Small group discussion - *Pab pawg me kev sib tham*
Workplace Safety *-Kev nyab xeeb hauv tej chaw ua hauj lwm*	● Large group discussion - *Pab pawg loj kev sib tham* ● Large group activity - *Pab pawg loj kev khiav hauj lwm* ● Small group discussion - *Pab pawg me kev sib tham*
Closing *-Xaus lawm*	● Small group activity - *Pab pawg me kev khiav hauj lwm* ● Presentation - *Presentation (Nthuav qhia)*

● Individual work
- *Tus kheej kev ua hauj lwm*

Indoor Safety Checklist

Review the following on a frequent basis to avoid unnecessary hazardous situations in the indoor environment.

General considerations:

- Hot water temperature is set to 120° F or less. The water in the faucets is regularly checked before exposing children.
- Hot foods or liquids are out of reach of children and always under direct adult supervision. Hot liquids such as coffee cannot even be in the classroom if they are out of reach of children in center-based programs.
- Poisonous items, such as cosmetics, medicine, cleaning supplies, and other items labeled "keep out of reach of children" are kept in an inaccessible, preferably locked, cabinet. Staff purses and bags are kept out of reach of children.
- Plastic bags are stored so they are inaccessible to children as they pose a suffocation risk.
- Food allergy must be posted with child's name, allergy, reaction and caregiver action where the food is prepared AND served.
- Accessible electrical outlets are protected with safety covers that children cannot remove (i.e. screw mounted outlet covers), or are the GFCI (ground-fault-circuit-interrupter) type.
- Electrical cords and window cords are secure and inaccessible to children (kept out of their reach).
- Equipment with lids or doors large enough for children to crawl in (i.e. toy box, dramatic play furniture) cannot be latched from the inside. Hinges are checked regularly to ensure proper working order.
- Shelving, equipment, furniture, toys, tables, chairs, etc. are checked for sharp edges, missing parts, loose pieces, and wear-n-tear that might cause injuries.
- Floor is cleared regularly of tripping hazards.
- Safety gates are used at the top of stairs.
- Rugs and mats should have a non-skid backing and be free of frayed or curled edges. They should be secured and not pose a tripping hazard.
- Windows have screens. When open, windows latch in to place and are not propped. For programs serving children under age 5, the opening is no more than 3.5 inches to prevent children getting through and/or getting their head stuck.
- Emergency exits are free of obstruction.
- Cabinets and drawers have child safety latches.

o Finger-pinch devices are installed wherever doors are accessible to children. This is not a requirement but is best practice. If door guards are not present, staff have to supervise children to not open doors.

o Children are never left unattended or unsupervised around standing water this includes toilets, sensory tables or tubs, pools, bathtubs, etc.

o Caregiver items are inaccessible and preferably stored in a locked cabinet. This includes, but is not limited to:

> o Personal items – purse, medications, cosmetics, sprays, perfumes, etc.
>
> o Program items – scissors, starch, stapler, push pins, etc.

Additional Infant/Toddler/Two Considerations for Indoor Safety

o Crib is free of plastics, pillows, stuffed animals, bumper pads, or other soft plush items that may be a suffocation hazard. Nothing is in the crib except for a properly fitting mattress and a tight-fitting sheet that cannot be easily dislodged when pulled at the corner. Infant can have a sleep sack and a pacifier. Nothing else must be in the crib except the baby and pacifier. (Pacifier cannot have any attachments-clips, strings, giraffes, et

o Cribs are checked with the DHS crib inspection form monthly. Cribs have to meet federal regulations so all cribs must have slats that meet regulations. The crib check form will require the staff to check for the mattress coming to the edge, etc.

> Crib Check Form for FCC:
>
> http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_178540.pdf
>
> Crib Check Form for Centers:
> http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_178568.pdf

o Toys, equipment, climbers, shelves, etc. have rounded (or protected) edges. Climbers must be placed over a shock-absorbing surface.

o Buy toys and materials larger than two inches in diameter. If unsure, test with a choke tube or empty toilet paper tube. If the toy/material fits inside the tube it is a choking hazard and should not be accessible to infants, toddlers, or two-year-olds without immediate adult supervision.

o There are no Styrofoam objects, plastic bags, or latex (rubber) balloons accessible to children.

o Floor is frequently checked and cleared of choking hazards, spilled food or liquids, sharp objects, etc.

o Large furniture and equipment is secure, allowing children to pull themselves up without toppling, shaking, or collapsing.

o Art materials that cannot be safely consumed (even though that is not their intent) are only used under direct adult supervision.

Outdoor Safety Checklist

Review the following on a frequent basis to avoid unnecessary hazardous situations in the outdoor environment.

- o Outdoor play area is contained by a fence or other barrier that prevents children from leaving the designated area.

- o Outdoor play area is free of anthills, beehives, wasp nests, and other potentially harmful insects.

- o Outdoor play area is free from poisonous plants, litter, and trash.

- o Caregiver outdoor equipment, tools, or substances labeled "keep out of reach of children" (i.e. lawn mower, shovel, weed killer) are inaccessible and locked away.

- o Outdoor play equipment is free from sharp edges, cracking, rotting, rust, missing parts, loose pieces, peeling paint, and broken sections.

- o Outdoor play equipment matches the developmental abilities of the children using it.

- o Outdoor play area is free of tripping hazards.

- o Adequate fall zones are under climbing structures (6 foot fall zone).

- o Outdoor play equipment is not too high (i.e. 1 foot per year of age above fall surface), is secure and stable. Outdoor climbing equipment needs to be on a shock-absorbing surface. Rubber tiles need to be at least 6" deep and all others at least 9" deep. Staff should regularly check for depth of surfacing and replace as needed.

- o Climbing structures and other equipment pose no risk of entanglement or head entrapment with openings between 3 ½ inches and 9 inches across.

- o Sandboxes are raked daily and checked for objects or animal droppings.

- o Permanent water features (i.e. pool) are fenced and are only accessible with direct adult supervision.

- o A well-stocked first aid kit is permanently available in the outdoor play space.

- o Outdoor temperature is between 15 degrees F and 90 degrees F, including wind chill. Children are dressed appropriately for the weather. Access the "Child Care Weather Watch" for monitoring outdoor conditions: http://www.c-uphd.org/documents/wellness/weatherwatch.pdf

Lifting, Bending, and Sitting Safely

Lifting Safely
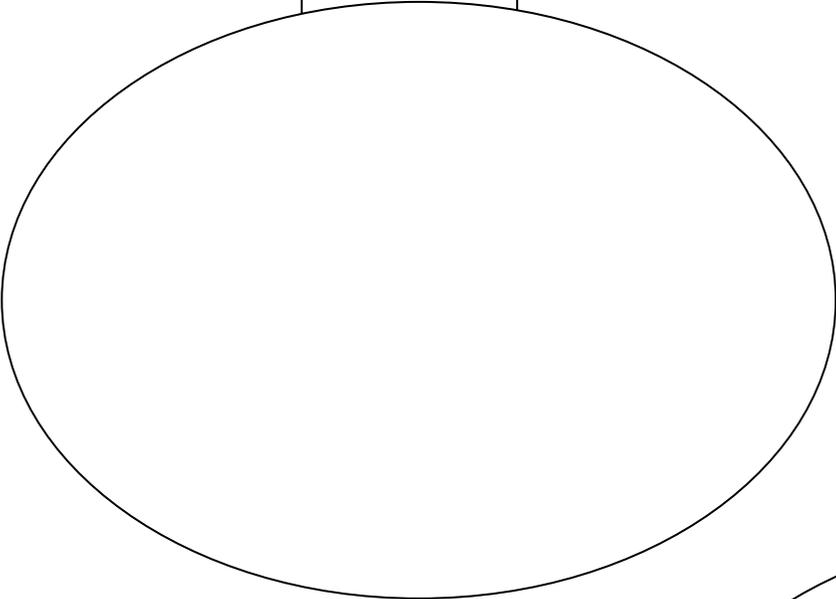
Bending Safely

Sitting Safely

21
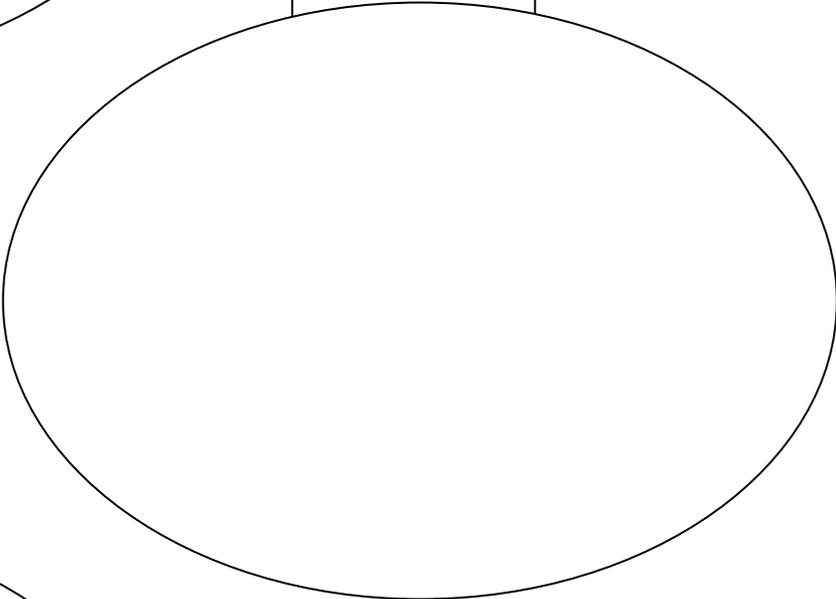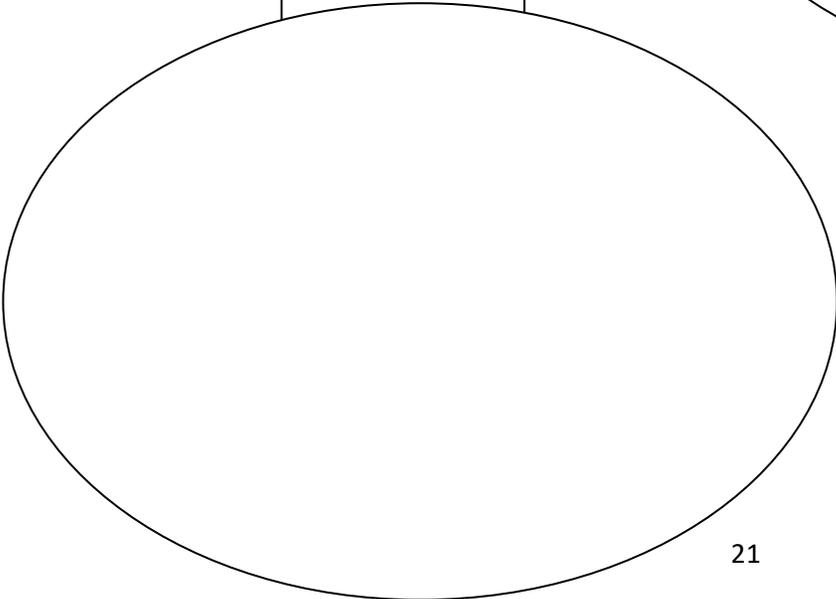
		Free space		

Preventing Stress

List tricks, tips, and strategies for preventing (or combating) occupational stress.
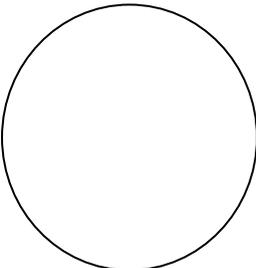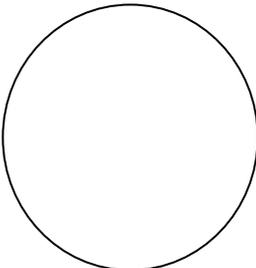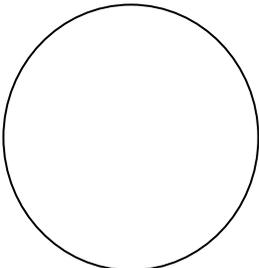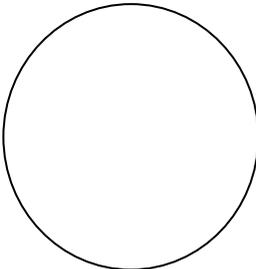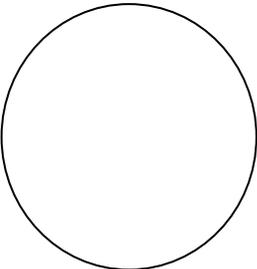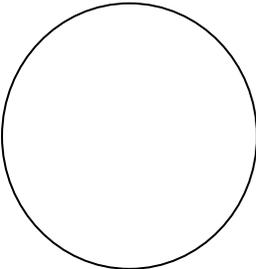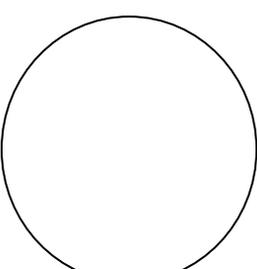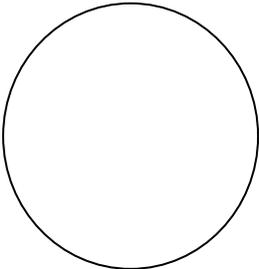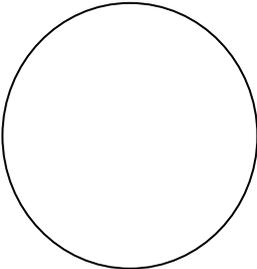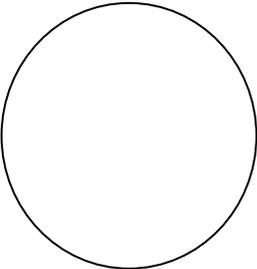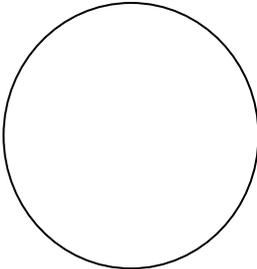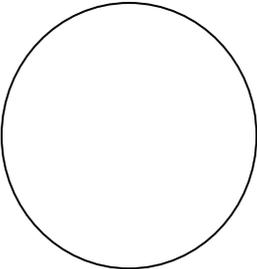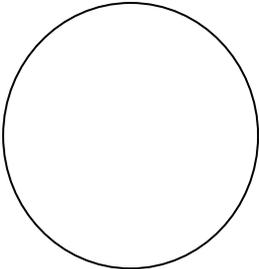
Equipment and safety device related techniques:

    1.

    2.

    3.

    4.

    5.

Caregiver actions and techniques:

    1.

    2.

    3.

    4.

    5.

Learning Log

Take a few minutes to reflect on what you have learned in all three sessions of this class. Use the spaces below to capture your ideas and plans for action.

In this class I learned…

Based on what I learned,

some things I plan to do …

This class started me thinking about…

Checklists for Crib Checks:

FCC:
http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_178540.pdf

Center:

http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_178568.pdf

Child Care Weather Watch" for monitoring outdoor conditions: http://www.c-uphd.org/documents/wellness/weatherwatch.pdf

MN CDA

Participant Guide

Cultural Connections with Families

Kev koom tes kab lis kev cai nrog tsev neeg

Class 4
Session A and B
6 hours
2018

Session A

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>**Minnesota KCF Content Area III:**</u> Relationships with Families

<u>**CDA Content Area IV**</u>: Building Productive Relationships with Families
Learning Objectives:

Hom Phiaj Kawm:

- *Describe how cultural or racial bias can influence our interactions with children and families;*
- Tshab txhais kab lis kev cai zoo li cas los sis kev xaiv ntsej muag ntawm haiv neeg uas lwm tus muaj kev hwm peb kev tshwm sim nrog me nyuam yaus thiab tsev neeg;
- *Define family-centered care; and*
  -Txhais txog ntawm tsev neeg kev tu; thiab
- *Complete a self-assessment on cultural and linguistic competencies and identify ways to use the information to improve program quality.*
- Ua kom tias ib qho tus kheej kev ntsuam xyuas ntawm kab lis kev cai thiab lus sib tw thiab txheeb xyuas txoj hauv kev los siv cov ntaub ntawv kom txoj hauj lwm qhov zoo thiab mus taus.

Session A

The purpose of this class is to help you find ways and resources to welcome all families, reflect on our own practices and biases, and find new ways to communicate with and support all families in your program.

-Lub ntsiab lus ntawm chav kawm no nws los pab koj nrhiav txoj kev thiab kev pab los mus txais tos tag nrho tsev neeg, ras txog ntawm peb kev xyaum thiab xaiv, thiab nrhiav txoj hauv kev los mus sib txuas lus nrog thiab txhawb tag nrho tsev neeg hauv koj txoj hauj lwm.

Welcoming People into My Home
-Txais tos tib neeg los mus hauv kuv tsev

When you were growing up, how did your family welcome guests into your home? What did you do or say to make the guests feel welcome? How did you expect your visitors to act or respond?
-Thaum koj loj hlob, koj tsev neeg txais tos cov qhua los hauv koj tsev li cas? Koj ua dab tsi los sis hais li cas rau cov qhua kom lawm zoo siab koj txais tos? Koj cia siab txog koj cov qhua yuav coj li cas los sis teb li cas?

Glossary

Lus txhais

Bias. Opinions that are influenced by personal experiences from which people have formed prejudices. We ALL have biases in one way or another.

-Bias: Neeg kev xaiv ntsej xaiv muag rau lwm tus

Cultural awareness. Being cognizant, observant, and conscious of similarities and differences among and between cultural groups (National Center for Cultural Competence).

-Cultural awareness: Kev paub faj txog ntawm kab li kev cai qhov txawv ntawm pab pawg haiv neeg

Cultural competence (for an individual). Our ability to work effectively with people from all backgrounds; in this case, our ability to make families feel we are working with them in a partnership regarding the care and education of their children. Cultural competence applies to individuals and organizations.

-Cultural competence (for an individual): Kev sib tw ntawm lawv txoj kab lis kev cai kev coj

Cultural continuity. Working with families to learn about their values, beliefs, and goals in order to support consistent care practices between home and child care. Because children develop a sense of who they are in the context of culture, cultural continuity supports a sense of harmony and familiarity between home and care settings.

Cultural humility. Being aware that you cannot be an expert on how another person experiences their own culture. Avoiding assumptions and working to understand the other person's perspective on how their culture influences and shapes them.

-Cultural humility: Kab lis kev cai kev txo ntawm lawv lub hwj chim

Culture – Two Definitions:

"Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It comprises beliefs about reality, how people should interact with each other, what they 'know' about the world, and how they should respond to the social and material environments in which they find themselves." (PITC Guide to Culturally Sensitive Care, 2nd ed., p.xi).

-Culture: Tib neeg txoj kev kab lis kev cai ntawm lawv ntiag tug haiv neeg kev ntseeg kev coj

"Culture is more than a collection of artifacts and holidays. In its broadest sense, it is a set of values, attitudes, beliefs, and rules for behavior by which we organize and give meaning to the world." (Carol Brunson Day, 1988)

Discrimination. Behavior that treats people unequally or inequitably because of their group affiliation or membership. This can be behavior of an individual, a group, an organization or a policy or practice. Discrimination often comes out of a person's prejudice and stereotypes.
-Discrimination: Tus neeg cwj pwm yam ntxwv txoj kev ntxub ntxaug saib tsis taus lwm haiv neeg
Empathy. Understanding so intimate that the feelings, thoughts, and motives of one are easily comprehended by another. Children watch the people around them all the time and they are much more empathetic than we may think. It is a caregiver's job to help children learn how to put their empathy into words and actions.
-Empathy: Nkag siab zoo ntawm txoj kev xav
Family. A group of people who love and support one another. Numerous family structures exist. Family-centered care works to promote the health and wellbeing of all children and their families through respectful partnerships
-Family: Tsev neeg koj hlub thiab pab txhawb.
Identity. One's developing sense of self. Young infants start with a sense of themselves as connected to those who care for them. Over the first 6 months of life, they begin to develop a sense of who they are as separate from their parent/primary caregiver. Young children's sense of self is strongly affected by relationships with parents and primary caregivers.
-Identity: Tus kheej; kev zeem neeg kom paub zoo
Implicit bias. Subtle, often subconscious, stereotypes that guide our expectations and interactions with people.
-Implicit bias: Tus cwj pwm neeg coj ntawm kev xaiv ntseg xaiv muag
Perspective taking. The ability to feel or imagine what another person feels or might feel; putting yourself in someone else's "shoes" to see life experiences from their viewpoint.

-Perspective taking: Txoj kev xav ntawm ib tug neeg ntawm lawv tus kheej
Prejudice. An opinion, prejudgment, or attitude about a group or individual members. Teaching Tolerance notes that while a prejudice can be positive, it often refers to a negative attitude and may be accompanied by fear and hate.
-Prejudice: Saib tsis taus lwm tus neeg
Racism. "An attitude, action, or practice of an individual or institution, backed by societal power, that undermines human and legal rights because of specific physical characteristics such as skin color" (Derman Sparks & Olson Edwards, 2010).

-Racism: Lub tswv yim ntxub ntxaug lwm haiv neeg

Stereotype. An exaggerated belief, image, or distorted truth about a person or group; a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers and other members of society. Stereotypes can be positive or negative.

-Stereotype: Tus cwj pwm ntawm tus neeg tus yam ntxwv kev coj

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1. *When you were growing up, what is one thing you were taught by your family about how to behave in school?*

2. *What is one thing you were taught about how to behave in school that you still believe is important?*

3. *What is one thing you were taught about how to behave in school that you feel differently about now (or no longer believe)?*

What's one thing you do in your program that you would like parents to know?

Why do you do this?

TWO WAY COMMUNICATION WITH FAMILIES

What are some of the ways that families communicate with you?

How do you find out about family preferences for communication (such as who, how, and when)?

What are some ways that you find out more about families as they enter your program?

How and when do you communicate with families?

What do you communicate about?

CULTURAL CONTINUITY

What are some ways you find out how families do things at home, so that you can try to provide cultural continuity?

What do you do to get to know families over time?

	Video Notes: California Early Childhood Educator Competencies: Culture, Diversity and Equity
	Video Notes: California Early Childhood Educator Competencies: Kab lis kev cai, Ntau hom neeg thiab kev ncaj ncees

ACKNOWLEDGE: Reflect and Listen:
Acknowledge (Lees paub txog): Ras txog thiab Mloog

- Communicate awareness of the issue

  -Paub kev sib txuas lus ntawm qhov teeb meem

- Convey sincere interest and responsiveness

  -Qhia txog kev txaus siab kev ncaj ncees thiab lus teb sai sai

- Involve the family in seeking a joint solution

  -Koom tes nrog tsev neeg hauv kev nrhiav ib qho kev sib koom los daws teeb meem

When we acknowledge, we recognize that there is a shared need, concern or difference (differing views).
Part of coming to a new agreed upon solution is looking into ourselves and asking:
What is it that I am trying to do or say (what is my intent)? What is my bottom line (things I cannot give up)?

-Thaum peb paub lawm, we cim tau tias nws yog ib qho kev sib pab sib qhia, teeb meem cuam tshuam los sis muaj qhov txawv. Ib qho los ntawm kev daws teeb meem tshiab uas tau pom zoo uas saib los ntawm peb tus kheej thiab nug tias: Nws yog dab tsi qhov kuv tab tom sim ua los yog hais tawm (Kuv qhov hom phiaj kev xav yog dab tsi)? Kuv qhov kev tws yog dab tsi (tej yam kuv yuav tsis muab tso tseg yooj yim)?

ASK: Learn about the Parent's Point of View
HAIS: Kawm txog cov niam txiv txoj kev pom kev xav

- Gather data, clarify

  -Sau cov ntaub ntawv los ua ke, tshab txhais

- Pay attention to verbal and nonverbal responses

  -Ua twb zoo mloog thaum tham lus thiab kev tsis tham lus tsis teb rov qab

- Restate what you think the parent/other person is saying

  -Rov qab hais dua qhov koj xav txog ntawm cov niam txiv/lwm tus ho tau hais lawm

Asking needs to be genuine: we really want to learn more about what the other person thinks. Trying to take their perspective is one way to try and understand it. This is an exchange of ideas.

-Hais qhov xav tau los mus ncaj ncees: peb xav kawm ntxiv txog ntawm lwm tus neeg lawv txoj kev xav

dab tsi. Yeej xav kom nkag siab ntawm lawv txoj kev xav uas yogi b txoj hauv kev los mus sim ua thiab kom nkag siab zoo txog qhov ntawv. Qhov no yog ib qho kev sib qhia sib hloov tswv yim.

ADAPT: Work with the Parent/Family Toward a Solution:

KEV HLOOV: *Ua hauj lwm nrog cov Niam txiv/Tsev neeg rau kev daws teeb meem*
- Listen for areas of common agreement
  - *-Mloog rau cov thaj chaw ntawm kev pom zoo uas niaj hnub ua*
- Negotiate around important issues
  - *-Sib hais ib ncig ntawm tej teeb meem tseem ceeb*
- Seek win-win solutions
  - *-Nrhiav txhuas txoj hauv kev ua kom yeej ntawm kev daws teeb meem*

What is in the best interest of the child? What is our common ground? The goal is to come to an answer together, one that feels productive for both.
-Qhov kev txaus siab ntawm tus me nyuam yog dab tsi? Peb qhov kev tiag taw yog dab tsi? Lub hom phiaj nws los mus teb ua ke, ib qho uas xav kom nws nce loj hlob rau ob qho ua ke.

CELEBRATING HOLIDAYS

Avoid
- Trivializing (by only "visiting" a culture)
- Misinformation (do your research)
- Creating "in" and "out" groups

Gather input from families

Develop a policy
-Tsim ua ib txoj cai tuav

Resources on Celebrating Holidays
- Article on ideas on alternative approaches to holidays:
  https://www.naeyc.org/resources/topics/anti-bias-education/holidays
- "Celebrate! 2nd Edition: An Anti-Bias Guide to Including Holidays in Early Childhood Programs" by Bisson.
- "Anti-Bias Education for Young Children and Ourselves" by Derman Sparks & Olsen Edwards (2010) has a chapter on the topic

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What is one idea from today that you want to try or do one thing you want to do differently?

-Ib qho tswv yim ntawm hnub no uas koj xav los sim ua los sis ua Ib yam koj xav ua kom nws txawv.

CDA Portfolio Assignment: Begin this assignment for your portfolio

-CDA Portfolio Assignment: Npaj cov ntaub ntawv ua tom tsev rau koj chav hauj lwm

CDA Competency Standard IV: To establish positive and productive relationships with families

-CDA Competency Standard IV: Los mus tsim kom muaj kev xav zoo thiab tsim kev phooj ywg kom loj hlob nrog tsev neeg

CSIV: Reflective Competency Statement IV

CSIV: Rov ras txog kev sib tw rau daim ntawv qhia IV

CSIV: Begin your Reflective Statement about this Competency Standard with a paragraph describing how you teaching practices meet this Standard. Then prepare at least one paragraph on each of the following:

-CSIV: Npaj koj cov qub ntawv qhia txog tus qauv kev sib tw nrog ib nqe lus tshab txhais qhov koj kev kawm qhia ntawv uas yuav zoo txaus rau ntawm tus qauv. Ces npaj li ntawm ib nqe lus rau ib qho raws li hauv qab no:

CSIVa: How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?

-CSIVa: Koj kev saib xyuas kom meej ntawm tsev neeg uas pheej khaws kev faj cia ntawm qhov teeb meem uas yuav tshwm sim nyob hauv lawv tus me nyuam txhua hnub / txhua lub vas thiv ntawm lub neej hauv koj txoj hauj lwm zoo li cas?

CSIVb: How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?

-CSIVb: Koj kev saib xyuas kom meej tias koj yuav faj txog ntawm qhov teeb meem uas yuav tshwm sim nyob hauv ib tug me nyuam twg nws lub neej nyob tom tsev? Qhov nws yuav faj puas taw qhia koj txog ntawm koj kev kawm qhia ntawv?

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CDA Content Area IV: Building Productive Relationships with Families

Learning Objectives:

Hom Phiaj Kawm:

- *Describe how cultural or racial bias can influence our interactions with children and families;*
  -Tshab txhais kab lis kev cai zoo li cas los sis kev xaiv ntsej muag ntawm haiv neeg qhov peev xwm ua tau lwm tus hwm peb kev tshwm sim nrog me nyuam yaus thiab tsev neeg*;*
- *Examine strategies to address bias;*
  -Xyuas cov tswv yim npaj tseg los mus cob qhia kev xaiv ntsej xaiv muag;
- *Identify supportive strategies to build family partnerships.*
  -Txheeb xyuas kev txhawb ntawm lub tswv yim uas npaj tseg yuav los tsim pab rau tsev neeg kev koom tes ua lag luam ua ke.

> Video Notes: "Who Is Being Expelled from Preschools, and Why?"

Counting Implicit Bias in Ourselves

1. *Self-awareness of our own implicit biases is an important first step.*

2. *Perspective taking (seeing through another's lens, walking in another's shoes) builds empathy and can reduce implicit bias.*

3. *Exposure to counter-stereotypical and positive images can reduce bias.*

4. *Opportunities to engage in constructive dialogue with diverse partners can help reduce implicit bias.*

How do I view behavior?

How do I view children's behavior and the meaning of that behavior?

Who "gets in trouble" in my program/classroom?

Who do I expect to miss behave? Why? How do I talk or think about that child or children?

Are there any patterns that show I may be reacting more strongly or more often to some children than others? Why might that be happening? What feelings does that bring up in me?

Project Implicit is a non-profit effort launched by researchers from different universities who are studying the topic. If you go to their website, you can take a test that will tell you about "your implicit associations about race, gender, sexual orientation, and other topics" (Social Attitudes) or a test about attitudes toward different mental health related issues (addiction, anxiety, etc., termed "Mental Health"). No identifying information is collected and you get a report for yourself.
*The link for **Project Implicit:** https://implicit.harvard.edu/implicit/*

Addressing Bias with Children

- Listen and respond

- Normalize discussing differences and similarities among people

- Check your environment for messages

- Address expressed bias

Video Notes: "School suspensions are an adult behavior"

Strengthening Families™ Approach

5 Protective Factors in Families:	7 Strategies for Child Care Programs:

1. Parental resilience
 	
2. Social connections
 	
3. Concrete support in times of need
 	
4. Knowledge parents and child
 	
   development
 	
5. Social and emotional competence of
 	
   children
	1. Value and nurture parents
	
	2. Facilitate friendships and mutual support
	
	3. Strengthen parenting
	
	4. Facilitate children's social and emotional
	
	   development
	
	5. Link families to services and opportunities
	
	6. Respond to family crisis
	
	7. Observe and respond to early warning signs of
	
	   child abuse or neglect

Section 2: Recognizing the Responding to Family Risk Factors

There are additional risk factors to be aware of, including:

- Ongoing environmental stress, such as living in poverty or underemployment, in difficult

   relationships, and/or in dangerous neighborhoods

- Social isolation and lack of outside support for the family

- A family's lack of knowledge regarding appropriate child development or child rearing

   practices

- Alcohol or substance abuse in the family

- Family mental health issues, such as depression or anxiety

- Children's persistently aggressive or challenging behaviors; difficult temperaments

12

- A family member who seldom recognize or reward their child's positive behaviors, but does have strong responses to their child's negative behaviors
- The challenge of caring for a child (or other family member) with physical, cognitive, or emotional disabilities or chronic serious illness

Barriers to Family Involvement in Child Care Programs

- Cultural values and practices are not reflected or valued

- Language Barriers

- Perceived imbalance of power

- Personal history with school or child care programs

- Assumptions

- Time/Logistics

- Lack of meaningful opportunities

- Others…

Sharing Goals for Children: Families and Early Educators

- What are their hopes and dreams?

- Checking in

- Set regular check ins

- Share observations and wondering about meaning

- Share thinking about next steps

- Celebrate small steps!

Strengthening Families

The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience
No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships, including relationships with your own child, and knowing how to seek help when necessary.

Social Connections
Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back," an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need
Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis, such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development
Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the Internet. Studies show information is most

effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Social and Emotional Competence of Children
A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults and peers. Challenging behaviors or delayed development creates extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

Culturally responsive practices with families:

- Learning about the child and family's culture and preferences

- Creating welcoming environments for families from diverse racial and cultural groups

- Attending to communication and finding what works for the families we serve

- Negotiating conflicts respectfully

- Being aware of the impact of implicit bias, and working to counter it in ourselves,

  our programs and our interactions

- Attending to the give and take of partnerships with parents and families

- Collaborating with families in setting goals for learning and development

Resources

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/

Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early

Childhood Settings http://gucchd.georgetown.edu/products/NCCC_EIECChecklist.pdf

Resource Guide for Mandated Reporters, put out by the Minnesota Department of Human Services:

https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2917-ENG. For more information, including

access to training, they can go to: https://mn.gov/dhs/general-public/licensing/maltreatment-

investigations.jsp

The National Center for Cultural Competence's "Self-Assessment Checklist for Personnel Providing Services

and Supports in Early Intervention and Early Childhood Settings." (Note: This assessment is available

online at https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf in Spanish:

https://nccc.georgetown.edu/documents/LLL_Checklist_EIEC.pdf)

Racial Equity Resource Directory of Minnesota Compass at:

https://www.mncompass.org/disparities/resource-directory

Racial Equity Minnesota Network at http://racialequitymn.org/

Strengthening Families Online Self-Assessments and information. This is available at:

https://www.cssp.org/reform/strengtheningfamilies/2014/CENTER-BASED-EARLY-CARE-AND-
EDUCATION-PROGRAM-SELF-ASSESSMENT.pdf   for centers

www.cssp.org/publications/neighborhood-investment/strengthening-families/top-five/family-child-
care-providers-self-assessment.pdf for family child care programs

https://www.cssp.org/young-children-their-families/strengtheningfamilies/about

Article with some ideas for engaging family events:

https://www.naeyc.org/resources/pubs/tyc/oct2017/march-stuffed-animals-activities-fun-family

Complete this assignment for your portfolio

CDA Competency Standard IV: To establish positive and productive relationships with families

CSIV: Reflective Competency Statement IV

CSIV: Begin your Reflective Statement about this Competency Standard with a paragraph describing how you teaching practices meet this Standard. Then prepare at least one paragraph on each of the following:

CSIVa: How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?

CSIVb: How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?

MNCDA

Participant's Guide

Introduction to Special Needs
And Supporting Families

Class 5
Session A, B
6 hours
Hmong

Primary Core Competencies and Parent Aware Area
The primary Core Competencies and CDA Content Area are listed here to help you understand why these topics are part of the MN Child Care Credential and where you can go for further information. These may not be the only areas addressed, but they are the primary influences behind the session content.

Minnesota's KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area: To advance physical and intellectual competence
Learning Objectives
- Describe strategies for increasing social/ emotional competence for children with challenging behaviors
- Identify red flags in development
- Explain the importance of observation in early care environments

Hom Phiaj kev kawm
- Describe strategies for increasing social/emotional competence for children with challenging behaviors
  -Txhab txhais cov tswv yim rau kev ntxiv rau kev sib raug zoo/txoj kev xav kev txawj ntse rau me nyuam yaus nrog lawv tus cwj pwm
- Identify red flags in development
  -Txheeb xyuas tsa chij liab hauv kev tsim loj hlob
- Explain the importance of observation in documenting concerns
  -Piav qhia qhov tseem ceeb ntawm kev soj ntsuam txog kev txhawj xeeb hauv ntaub ntawv

Understanding Behavior and its Impact on Development

"Environments that are engaging, predictable, and characterized by on-going positive adult-child interactions are necessary for promoting children's social and emotional development and preventing challenging behaviors."

"Children are less likely to engage in problem behavior when they know what to do, how to do it, and what is expected."
~ Hemmeter, M.L., Ostrosky, M., & Fox, L. (2006). Social and emotional foundations for early learning : A conceptual model for intervention. School Psychology Review, 35 (4), 583-601.

Children may display certain behaviors as a means of communication and to assist them in understanding the world around them. Behaviors can communicate a need, such as
- *To protect from an overwhelming situation*
- *To intensify sensory input to a level they can feel*
- *To reduce sensory input so they can function,*
- *To meet the individual's needs or wants*
- *To organize or make sense of their environment*

Motivation/ Cause	Description of Behavior	Strategies to Change Behavior

Sensory (always consider whether the child is physically able to perform task)	Child is using behavior to get or avoid sensory input	Deep pressure input, squish games, tickle games, sensory play, swinging, jumping, lotion, soft music, dim lights
Escape	Child is avoiding an "undesired" or difficult task	Visual cues (break boards, schedules), list expectations, timer, alternate with motivating activity
Attention	Child is using behavior to get attention of peer or adult	Social stories, role plays, provide visual cues, cartoon drawings
Communication (Always consider a child's ability to process information	Child is replacing behavior for words to make request and/ or tell another person something. Misunderstanding of expectations	Provide visual prompts and choices, social stories, cartoon drawings, verbal prompts

Participant Activity – *Discuss: What might be the triggers for this behavior? What might be the motivator for the child to display the behavior?   What might they be trying to communicate? What are some strategies you can try to intervene? What are your expectations of this child based on their age?*

Description	
Motivation/ Cause	
Expectations	
Strategies	

Proactive Strategies to Guide Behavior

Environmental Considerations	Communication
- Visual schedules and Supports - Provides structure and consistency - Organized Environment - Should be at child's level! - Lighting - Provide break space	- Allow time for processing - Use consistent language - Tell child what to do rather what not to do

Sensory • Minimize stimulation • Provide fidget toys/ sensory modifications • Sensory activities (sensory table, play dough, etc.) • Climbing structures	**Schedules and Routines** • Posted schedules • Transitions: Routines that alert children to when activities will begin, stop or change.

** You will note that many strategies can cross multiple categories

Red Flags in Development

Red flags are behaviors that should warn you to stop, look, and think and then observe and document. To complete this process,

- *Know the normal patterns of growth and development.*
- *Observe a child in a variety of situations.*
- *Look for patterns or clusters of a behavior.*
- *Compare the child's behavior to a "norm" of six months younger and six months older.*
- *Note how much the child has grown in the past 3-6 months—has he/she progressed?*
- *Keep in mind the factors that may be influencing the development.*

Notes on Possible Red Flags

(for more on Red Flags go to http://helpmegrowmn.org/HMG/GetHelpChild/WhenRefer/RedFlags/index.html)

Infants up to 12 months

Infants 12-24 months

Toddlers 24-36 months

3 Year old preschoolers

4 year old preschoolers

Observation

Documentation of Observation Strategies

When concerns arise, we want to look at possible reasons for the concerns. The following are some questions to ask yourself when concerns arise:

- *Is the expectation we are having developmentally appropriate?*
- *Is the concern/behavior consistently occurring?*
- *Are there cultural components to be aware of that impact development?*
- *Is the area of concern getting in the way of*
    - *Learning*
    - *Communication*
    - *Social Interactions*

We also want to look at the whole child and the whole family situation and factors that may impact the child's development, these may include:
- *Cultural differences*
- *Poverty*
- *Abuse/ neglect in the family*
- *Nutrition*
- *Sleep issues*
- *Allergies*
- *English Language Learners (multiple languages)*
- *Birth risk factors (e.g. prematurity)*

For more information on typical milestones for young children, as well as a link to refer a child for screening and possible additional services when concerns arise, go to: http://helpmegrowmn.org/HMG/index.htm

For more ideas about how to address developmental concerns with parents, here is a link to a free self-guided module on how to talk to parents about their child's development from the Center for Disease Control: https://www.cdc.gov/ncbddd/watchmetraining/module4.html

Note: Exercise 2 is best done in class at the end of Session A. If you didn't get it finished, please complete before the next session as it will be discussed at the beginning of Session B.

2. Exercise 2: Complete the "What is the Behavior" grid at the end of this packet for either a child who is in your care now or a child you know. Be prepared to share this information at the next session. Use the Help Me Grow site as a reference for what is to be expected at the child's age: http://helpmegrowmn.org/HMG

1. **Portfolio Assignment**

The CDA model requires that candidates do Family Questionnaires to collect information from families on how they feel about the care and education their children receive.

When we work with children, we also work with their families. The Family Questionnaire is a tool to give to families to receive their feedback and get a sense on how they need and want. It is available at http://www.cdacouncil.org/storage/documents/2013_Family_Questionnaire_ENG.pdf

(Spanish: https://www.cdacouncil.org/storage/documents/Downloadable_Forms/2013_Family_Questionnaire_SP.pdf)

Find the family Questionnaire on the CDA Council website, print and distribute to families in your center or family child care home. Then reflect on the feedback you receive.

Competency Standard IV: To establish positive and productive relationships with families

CSIVc: Reflect on the feedback you received in the Family Questionnaires you collected. Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.

Also, please print out and bring to the next class the article *Including Children with Special Needs: Are You and Your Program Ready?* by Amy Watson and Rebecca McCathren: http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/90/Including-Children-with-Special-Needs-Are-You-and-Your-Early-Childhood-Program-Ready.aspx

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Minnesota's KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area: To Advance physical and intellectual competence

Learning Objectives
Hom Phiaj kev Kawm
- *Understand when and where to refer for screening and/or assessment*
  -Nkag siab zoo thaum twg thiab qhov twg los mus xa rau kev kuaj xyuas thiab/los sis kev ntsuam xyuas
- *To be aware of the resources and services for children with special needs including eligibility criteria and how to support families in accessing these services*
  -Yuav tsum paub txog cov kev pab rau me nyuam uas tsim nyog yuav tau thiab yuav pab li cas rau tsev neeg thiaj li nkag tau rau cov kev pab ntawv.
- *To have a general understanding of the most common special needs and special health needs and the impact on development*
  -Nkag siab zoo ntawm txoj kev dav ntawm xav tau kev pab thiab pab rau kev noj qab haus huv thiab ntawm qhov kev cuam tshuam kev loj hlob.

Most Common Disabilities and Special Health Care Needs

Attention Deficit Hyperactivity Disorder (ADHD)

Strategies

Resources

Autism Spectrum Disorder:

Autism affects the persons overall development in 3 primary areas:
- *the way a person communicates; understands and uses language,*
- *how the person interacts socially with others,*
- *how the person understands and responds to his environment and the world around him.*

Resources

Visual Supports: http://www.do2learn.com/

Special Health Needs

Asthma	Food Allergies

Disability: _____
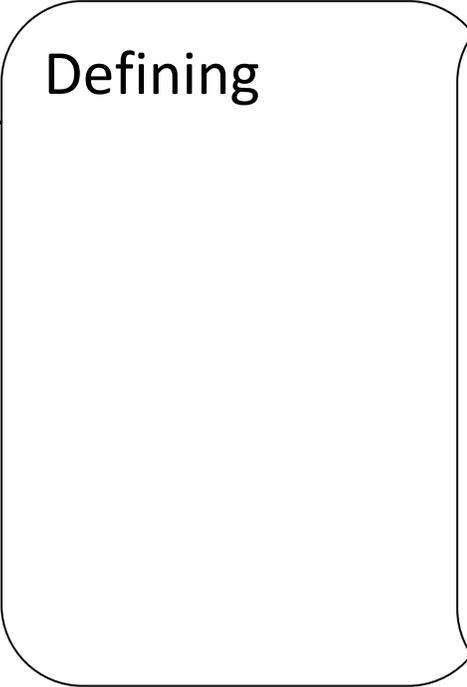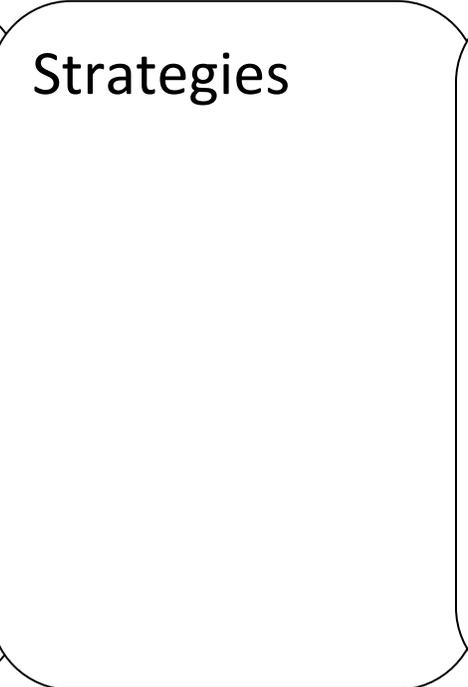
Defining	Strategies	Resources
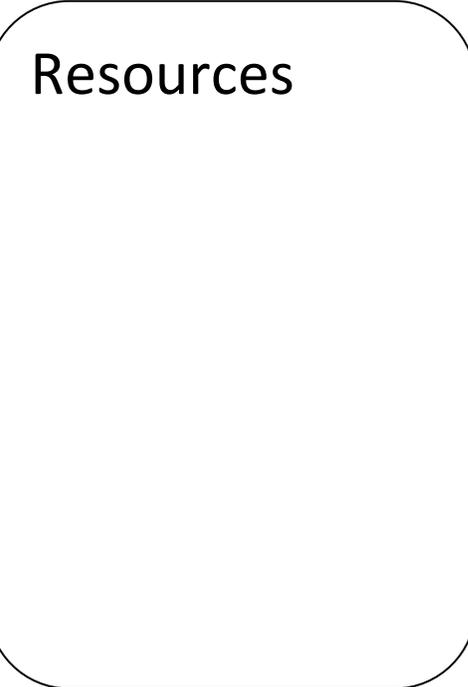
Disability: _____

Defining	Strategies	Resources

Referral for Screening and Assessment – Notes

"Early childhood inclusion embodies the values, polices, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation and supports."

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC), 2009

Benefits to Inclusion

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A benefit to inclusion that is important to me is:

Resource for early childhood programs in Minnesota:
The Center for Inclusive Child Care: https://www.inclusivechildcare.org/

o   CICC provides free relationship-based professional development (RBPD) including support, training, modeling and resources to child care programs throughout Minnesota, including supporting the unique needs of infants and toddlers in your care.
o   CICC provides online information and resources including Tip Sheets on :
   ▪   IDEA part C Primary Referral Source: Child Care
       https://www.inclusivechildcare.org/sites/default/files/courses/swf/IDEA%20Part%20C.pdf
   ▪   Sharing Concerns with Families: https://www.inclusivechildcare.org/resource-library/self-study/sharing-concerns-families

Session B: Portfolio Assignment

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Competency Standard IV: To establish positive and productive relationships with families

CSIV RC: Resource Collection Items

1.RCIV: Collect a Family Resources Guide that you might choose to share with families you serve. The Guide should include all of the helpful information you think they might need. At a minimum, you must include the following required items:

2.RCIV-1: The name and contact information (phone number, website, etc.) of a local agency that provides family counseling.

3.RCIV-2: The name and contact information (phone number, website, etc.) of a translation service for families whose home language is other than English as well as a service that provides American Sign Language translation.

4.RCIV-3: The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services).

Places to start:

Help Me Grow website: http://helpmegrowmn.org/HMG

MNhelp.info website (a great variety of resources for families): https://mnhelp.info/

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Glossary

Developmental delay: a child not reaching one or more developmental milestones by an expected time period. http://helpmegrowmn.org/HMG/HelpfulRes/Glossary/index.html

Sensory Integration: The process of how an individual receives information and processes it based on his/her senses (touch, taste, smell, sound, sight). This may include how one perceives his/her body,and the world around him/her. According to the theory of sensory integration, the many parts of the nervous system work together so that one can interact with the environment effectively and experience appropriate satisfaction. Having poor sensory integration may interfere with activities necessary for daily functioning (e.g. brushing teeth, playing on play equipment, hugging). (from www.pathways.org/glossary)

Resources

Center for Inclusive Child Care provides information on inclusion and inclusion coaching for early childhood educators in Minnesota: www.inclusivechildcare.org

Developmentally Appropriate Practice in Early Childhood Programs (3rd Edition) by Carol Copple and Sue Bredekamp (editors), 2009, NAEYC

DEC/NAEYC. (2009*) Early childhood Inclusion: A summary*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Center for Disease Control (CDC): Learn the Signs-Act Early http://www.cdc.gov/ncbddd/actearly/index.html
This site has some materials for families available in Spanish, Korean and Vietnamese.

Center for Parent Information and Resources. (2017). Brief handout descriptions on various special needs and disabilities. Retrieved from: http://www.parentcenterhub.org/specific-disabilities/

First Signs   http://www.firstsigns.org/

Help Me Grow website at http://helpmegrowmn.org/HMG

Minnesota Association of Children's Mental Health (MACMH) Brief handout descriptions on various mental health disorders www.macmh.org

The Technical Assistance Center on Social Emotional Intervention for Young Children:
www.challengingbehavior.org

Health and Emergency plans http://www.mnchildcare.org/health/spec_needs.php

What is the Behavior Grid

What is the behavior?	Why might child be doing this?	What can I do to prevent this behavior?	What new skills can we teach?

Taken from The Technical Assistance Center on Social Emotional Intervention for Young Children

www.challengingbehavior.org

Tips for Talking with Parents about Developmental Concerns

TIPS	EXAMPLES
Always:	
Talk about development regularly Talk with parents regularly about their child's development – not only at times of concern —and provide them with resources so they can track milestones at home.	I am so happy to be Taylor's new teacher! I care a lot about making sure all my children are on track in terms of how they play, learn, speak, act, and move for their age, so I will be looking for and tracking Taylor's developmental milestones and sharing his progress with you regularly. It would be great if you would look for milestones at home, too, and let me know what you're seeing as well. I have some free milestone checklists that can help.
Share resources Encourage families to use milestone checklists or the Milestone Moments booklet to monitor their child's development at home. Find these free resources here: www.cdc.gov/Milestones	A great way to monitor Taylor's developmental milestones is with these checklists. They can help you understand typical milestones he should be reaching for his age and those to look for as he gets older. You can place them on the refrigerator for quick and easy reference throughout the day.
Use good listening skills - Listen closely, make eye contact, nod when appropriate, and be silent when the parent is speaking - Repeat the parent's main points when you respond so he or she will know you heard and understood - Consider how the parent feels about what he or she is saying - Watch and listen closely for clues to those feelings and acknowledge them when you respond - Probe for more information when necessary	It sounds like you are pretty worried and I hear you saying that you do not hear Taylor speak clearly at home. Is that correct? Let's talk about what you have noticed at home. Can you describe specific situations? Is there anything else about Taylor's development you'd like to talk about?
When you have concerns to share:	
Highlight the child's strengths - Let the parent know what the child does well and the milestones he or she is meeting - Keep the conversation positive	We love having Taylor in class. He follows the classroom rules and really loves to sing, dance, and act during our circle time.
Make sure you are well prepared - Invest time in building meaningful relationships with the parents and discuss developmental progress regularly - Complete a milestone checklist for the child's age to help the parent know that you are basing your comments on facts and not just feelings	Since our last meeting, I have noticed a few things about Taylor that I would like to discuss with you. I've been completing a milestone checklist for him, like I do for all the children, and I see he is meeting his cognitive milestones very well. However, he is not meeting a few of his language/communication milestones. For one, I have noticed that Taylor doesn't speak clearly enough for most people to understand. As you can see on the checklist, a five-year-old typically speaks clearly.
Encourage the parent to share any concerns with the child's doctor - Remember it's not your role to make or even suggest a diagnosis - Remind parents of the importance of acting early on concerns	There might not be anything to be concerned about, but I do think it's important to talk to Taylor's doctor about this in the next few weeks to be sure. Take this checklist with you when you go, share it, and ask the doctor for a developmental screening. This will help the doctor and you to know whether Taylor might need a little extra help. Getting help early can make a big difference! Let me know if you need anything from me for that doctor's appointment.
Follow-up with the family in a few weeks	Thank you for taking time to meet with me again. I know the last time we talked about Taylor's development, we were concerned about his language skills. Have you been able to talk with Taylor's doctor about this?

www.cdc.gov/ActEarly | 1-800-CDC-INFO (1-800-232-4636)

Learn the Signs. Act Early.

17

Tips for Talking with Parents about Developmental Concerns

How to respond

If parents disagree with you about their child's behavior or abilities

Try: Sometimes children behave differently at home than they do at school. I'm only able to share with you what I've seen in the classroom. How does Taylor act when he's around other children in the neighborhood?

If a parent gets angry or upset

Try: I understand that you are upset. Like you, I want what's best for Taylor. That's why it's so important for me to share with you what I am seeing. If he does need some extra help, I want him to have the opportunity to get it as soon as possible. Do you want to discuss your questions and concerns now, or would you rather think about this a little more and meet again (in a couple of days, next week, etc.)?

(If the parent hasn't already been given a milestone checklist, give one and suggest that he or she fill it out and bring it back.)

If a parent reports that the doctor said to wait and see

Try: While it's true that every child develops at his or her own pace, there are certain milestones we typically see from most children by Taylor's age. If you are concerned, you can reach out to early intervention directly to see if Taylor qualifies for help through free or low-cost services. You don't need a doctor's referral. Acting early may make a real difference for Taylor, so it's better to find out for sure. If his development is delayed enough to qualify for help, you can get those services started right away and then follow-up with the doctor.

Be Mindful of Cultural Differences

Not all cultures place the same emphasis on particular developmental milestones. When communicating with families, be aware of your own cultural biases in making decisions about how to communicate with families.

Additional Resources

- For a FREE 1-hour online training about developmental monitoring and communicating with parents, including videos of sample conversations (Module 4) visit www.cdc.gov/WatchMeTraining

- For tips on why and how to use *Learn the Signs. Act Early.* materials in your classroom and to access free materials visit www.cdc.gov/ActEarly

- Share the *How to Help Your Child* and *How to Talk with the Doctor* tip sheets with parents: www.cdc.gov/Concerned

www.cdc.gov/ActEarly   1-800-CDC-INFO (1-800-232-4636)

Learn the Signs. Act Early.

Participant Guide

Introduction to Child Development

Class 6
Sessions A,B,C
8 hours

Session A

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota KCF Content Area I: Child Development and Learning

CDA Content Area VIII: Understanding principles of child development and learning

Learning Objectives:
Hom Phiaj Kev Kawm:

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this session, actively engaged participants will be able to:

-Qhov chav kawm no nws tsim los mus qhia cov txheej txheem ntawm hom phiaj kev kawm nram qab no. Thaum kawm tag lawm, koj yuav coj tau cov koom los kawm kom paub:

- *Name three types of knowledge or core considerations that influence developmentally appropriate practice.*
- Qhia peb yam ntawm kev paub los sis kev txiav txim ntawm lub hauv paus uas ua kom kev hloov loj hlob nws puas tsim nyog kawm.

- *Describe the domains of development and the types of skills within each domain*
- Txhab txhais cov pawg ntawm kev hloov loj hlob thiab yam peev xwm ntawm hauv cov pawg.

- *Match developmental milestones to the age at which they typically occur (for example – first words during infancy, toilet learning during the toddler stage, cooperative play during preschool, and peer relationships during school age)*

- Muab cov kev hloov loj hlob ntawm kev txhim kho ntawm lub caij nyoog uas lawv tau tshwm sim (piv txwv – thawj lo lus hais thaum me nyuam mos, xyaum siv taub viv thaum me nyuam hluas theem caij nyoog, koom ua ke los mus ua si thaum me, thiab ntaus kev phooj ywg sib raug zoo thaum pib mus kawm ntawv lawm.

Theories and Theorists

There are many historical and emerging theories in early childhood education. Below is a list of some of the most foundational theorists that guide our work in early childhood education. As you watch the video, take notes. Listen for words or ideas that particularly stand out for you or have influenced your own beliefs about children's development and learning.

Sigmund Freud- Psychosexual Theory

Maria Montessori – Montessori Method

Arnold Gesell – Maturation Theory

Rudolph Dreikurs – Model of Social Discipline

Erik Erikson- Psychosocial Theory/Eight Stages of Development

Abraham Maslow – Hierarchy of Needs

Practice in the Early Years Make a Difference

WHEN	HOW	OVERALL IMPACT
Crucial development happens in the early years	Practices in early care and education influence how development procedes	Development in the early years impacts later abilities
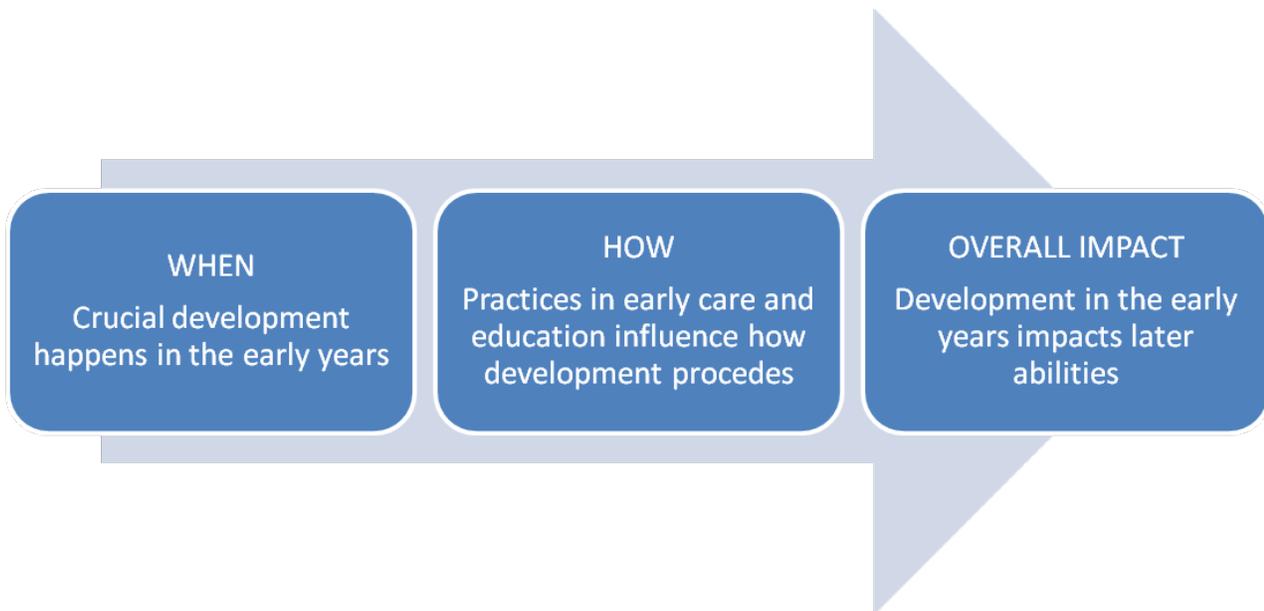
Developmentally Appropriate Practice Overview

For more NAEYC Resources on developmentally appropriate practice
https://www.naeyc.org/resources/topics/dap

Developmentally appropriate practice is about:

- Teaching that adapts to the age, experience, interests, and abilities of individual children.
- Meeting children where they are, taking into account their physical, emotional, social, and cognitive development and characteristics.
- Having goals for children that are both challenging and achievable – a stretch but not an impossible leap.
- Recognizing that what is challenging yet achievable will vary, depending upon the individual child's development, experiences, knowledge, skills, and the context in which the learning take place.

Excerpt from *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6*

By Carol Copple and Sue Bredekamp, 2006

Core Considerations for Developmentally Appropriate Practice

When considering what activities or actions fit within developmentally appropriate activities, caregiver must consider:

What is age appropriate?

What is individually appropriate?

What is appropriate to the social and cultural context?

About a Child Activity

Write about a child you know well.

How old is the child?

What kind of things can this child do well?

What things does he or she struggle with?

What does this child like to do?

What does this child not like to do?

What words would you use to describe this child?

What is this child like – friendly, shy, energetic, calm, excitable, outgoing, risk taking, cautious, etc.?

What is the child's family situation?

What language or languages does this child speak?

What cultural practices does this child participate in?

What foods does this child like? Not like?

12 Principles of Child Development

1. All areas of development and learning are important.

2. Learning and development follow sequences.

3. Development and learning proceed at varying rates.

4. Development and learning result from an interaction of maturation and experience.

5. Early experiences have profound effects, both cumulative and delayed, on development and learning.

6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.

7. Children develop best when they have secure relationships.

8. Development and learning occur in and are influenced by multiple social and cultural contexts..

9. Children learn in a variety of ways.

10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.

11. Development and learning advance when children are challenged.

12. Children's experiences shape their motivation and approaches to learning.

Domains of Development

Social and Emotional

Language and Literacy

Cognitive (including math, science and social systems – learning to understand themselves and others as part of a community)

Physical and Movement

The Arts

Approaches to Learning

Session A-Field Work -not for CDA portfolio but for your information

Observe two children of the same age for 15 minutes. Write down everything that the children do during those 15 minutes (to the best of your ability- it can be hard to keep up!). This method of observation is called a "Narrative Recording" and is a useful way to capture a rich description of children's behaviors.

After your observation take a few minutes to connect some of the behaviors that the children exhibit that are the same as the behaviors found in the Important Milestones reviewed during the session. What can these children do? What can they not yet do?

Note the differences in development between the 2 children. How are they alike developmentally? How are they different? What other similarities and differences do you notice between these two children – do they like the same things? Do they behave in the same ways when they are tired or hungry?

Bring the observation notes with you to session B. You will discuss with classmates at the beginning of class and you will use your observation notes for a class activity.

Session B

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
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Hom Phiaj Kev Kawm:

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-Qhov chav kawm nws tsim los mus qhia cov Hom phiaj kawm nram qab no. Thaum kawm tag lawm, koj yuav coj tau cov kawm los mus paub:

- *Describe at least three influences on development that result in individual variation between children.*
- Txhab txhais peb yam kev hloov loj hlob ntawm qhov xaus nruab nrab ntawm me nyuam yaus,
- *Identify three central components of executive function skills.*
- Txheeb xyuas peb yam kev tswj peev xwm ntawm kev hauj lwm.
- *Explain the impact of culture on development.*
- Piav qhia qhov txawv ntawm kab lis kev cai kev loj hlob.

Trainers should always be mindful of these objectives and be sure their delivery and feedback during the course supports the participants' mastery.

-Cov Xib fwb qhia ntawv yuav tsum cim ntsoov txog ntawm cov hom phiaj thiab yuav tsum paub qhov tseeb thiab coj cov kev pab txhawb kev kawm no rau cov kawm kom lawv paub zoo.

Types of Individual Differences

Children of the same age may be different in many ways. Some of the individual differences include:

Executive Function Skills

Inhibitory Control

Working Memory

Flexible Thinking

Recognizing Executive Function Skills

Look back over your notes from your narrative observation. Where did you see children using their EF skills? Make a list of the behavior and the EF skill it demonstrates. Remember that many of these skills are overlapping! A child putting a puzzle together, for example, is using her inhibitory control skills to control her behavior, her cognitive flexibility to try the puzzle pieces in different combinations, and her working memory to remember what the picture is supposed to look like when the puzzle is put together. With a partner, list as many connection to EF as you can in the time allotted.   include:

Examples of Executive Function Skills across Age Ranges

Age Ranges	Inhibitory Control	Working Memory	Flexible Thinking
What EF skills might look like across the developmental spectrum	Self-control, the ability to choose a response rather than simply react	Holding information in your mind and working with it	The ability to think about something in more than one way; used to solve problems in appropriate contexts
Infants (0-24 months)	• can move around a barrier to get a desired object • can maintain focus for brief amount of time • signals a need for an adult (Ex: cries when her diaper needs to be changed) • beginning response inhibition (won't touch something when told to "stop")	• responds to familiar caregiver (Ex: smiles when parent enters the room) • mimics familiar actions (Ex: covers eyes for peek a boo)shows surprise when an object is not where expected • reacts when adults change their routine or pattern	• shifts attention based on anticipation or discomfort (Ex: looks away from unfamiliar caregiver, etc.) • adjusts to changes in location
Early Childhood (2 - 5 years)	• can follow multiple step instructions • takes turn • waits in a line • pays attention to a caregiver who is talking • pays attention to a peer who is talking (Ex: participates in back and forth conversation) • responds appropriately to directions (Ex: Stops running when told not to run)	• can remember two step instructions • can recall information from familiar stories (Ex: acting out parts of the story Little Red Riding Hood) • remembers what comes next in a pattern • shares past experiences in context (Ex: During a discussion about zoo animals, shares that he saw a bear at the zoo) • can play games like Memory or simple games with rules like Connect Four or Shoots	• knows there are different rules in different settings (Ex: I can run on the playground but not inside) • begins to use strategies to resolve conflict (Ex: "We can take turns or ask a teacher for help.") • thinks of words that rhyme • solves simple problems • puts puzzles together • builds representational structures out of different materials (Ex: builds a spaceship out of blocks) • can sort objects according to different characteristics (Ex: put the

		and Ladders	red toys together, now put all of the animal toys together)
Young Children (6 - 12 years)	• can successfully follow different sets of rules • can reflect on mistakes • can ignore irrelevant information to focus on what is important (Ex: "tuning out" noises while reading) • games that require inhibition like tag, double dutch, etc.	• follows rules independently (Ex: puts materials away without reminders) • can remember and work with 5 pieces of information (Ex: Can participate in complex games like basketball, etc.) • can play more complex games like chess or Minecraft	• solves increasingly complex problems • changes behaviors to fit in in different situations (Ex: uses different language with friends than with authority figures) • continued accuracy when switching focus • increased ease in adapting to changing rules

Influences of Culture

Culture is

PITC Guide to Culturally Sensitive Care, 2nd Ed.:
"Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It comprises beliefs about reality, how people should interact with each other, what they 'know' about the world, and how they should respond to the social and material environments in which they find themselves." (p.xi).

"Culture is more than a collection of artifacts and holidays. In its broadest sense, it is a set of values, attitudes, beliefs, and rules for behavior by which we organize and give meaning to the world." (Carol Brunson Day, 1988)

THE ICEBERG CONCEPTION OF THE NATURE OF CULTURE

Primarily in Awareness

Fine Arts,
Literature,
Drama, Classical Music,
Popular Music, Folk Dancing,
Games, Cooking, Dress, etc.

Notions of Modesty, Conceptions of Beauty, Ideals Governing Child-Raising, Rules of Descent, Cosmology, Worldview, Relationship to Animals and Nature, Patterns of Superior/Subordinate Relationships, Definitions of Sin, Conceptions of Right and Wrong, Courtship Practices, Conceptions of Justice, Incentives to Work, Ideas of Leisure, Notions of Leadership, Tempo of Work, Patterns of Group Decision-Making, Ideas of Cleanliness, Attitudes towards the Dependent, Theories of Disease and Healing, Approaches to Problem-Solving, Conceptions of Status Mobility, Eye Behavior, Roles in Relation to Status by Virtue of Age, Sex, Occupation, Class, Kinship, etc; Conversational Patterns in Various Social Contexts, Conceptions of Past, Present, and Future, Definitions of Insanity and Illness, Nature of Friendship, Ordering of Time, Conceptions of "Self", Patterns of Visual Perception, Preference for Competition or Cooperation, Body Language, Social Interaction Rates, Rites of Passage, Ideas of Self-Government and the Rule of Law, Notions of Adolescence, Notions about Logic and Validity, Patterns of Handling Emotions, Ideas about Truth, Facial Expressions, Arrangements of Physical Space, and MUCH, MUCH MORE.

Primarily out of Awareness
DEEP CULTURE

UNIVERSITY OF MINNESOTA
Extension
S E R V I C E

Office of Diversity and Inclusion

Important Ideas Related to Culture

- Culture is about roles, rules, and practices that shape behavior

- Culture is characteristic of groups

- Culture is learned

- Individual members of a culture may experience the culture differently

- Culture is dynamic, it changes with time and other circumstances

- Cultural groups borrow and share practices from other cultural groups

Caring for and Educating Children with Special Needs: *Using Child-First Language*

Using *Child- First* language means saying "a child <u>who has Down's syndrome</u>" rather than "this is a Down's syndrome child." We call this way of referring to children's special needs '*child-first* language'. It is a more respectful way to talk about children. Let's practice rephrasing the terms on this list.

Deaf child

Autistic child

Hyperactive child

Article: 22 Respectful Ways to Respond When Someone Uses the R-Word*:*
https://themighty.com/2016/02/how-to-respond-when-someone-says-retard-or-retarded/

The Caregiver's Role- Think of ways that the caregiver's actions need to be modified when working with children with special needs

Being aware of the special needs:	Caregiver's actions when children with special needs are present:

Portfolio Assignment – Session B

Complete this assignment for your portfolio

Competency Standard I: To establish and maintain a safe, healthy learning environment

1. *CSI RC: Resource Collection Items*

RC I-3: Collect a sample of your weekly plan that includes goals for children's learning and development, brief descriptions of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve or may serve in the future). Indicate the age group(s) for which the plan was intended.

2. Write at least one paragraph:

CSIc: Reflect on the weekly plan you included in your Resource Collection. How does this plan reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change? For Center-Based Infant/Toddler: Additionally, describe how you would adapt this weekly plan for use with each of the three age groups (young infants, mobile infants and toddlers).

Session C

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>**Minnesota KCF Content Area I:**</u> Child Development and Learning

<u>**CDA Content Area VIII:**</u> Understanding principles of child development and learning

Learning Objectives:
Hom Phiaj Kev Kawm:

- *Describe caregiver behaviors associated with respect and a positive climate for children*
- Txhab txhais hauj lwm tus cwj pwm nrog rau kev sib nav thwm thiab ib qho kev xav zoo nyab xeeb rau me nyuam yaus.
- *Explain the link between caregiver behaviors and child development*
- Hais qhia qhov ntawm kev txuas nruab nrab ntawm txoj hauj lwm tus cwj pwm thiab tus me nyuam kev hloov loj hlob.

NAEYC Video Notes: Looking at the Basics of Developmentally Appropriate Practice

Positive Climate and Learning and Development

Positive Climate = an environment that reflects a positive emotional connections between caregivers and children. In a positive climate environment there is warmth and enjoyment in the communications between caregivers and children. Caregivers demonstrate respect for children with words and actions. They also offer help so children know they can count on adults when they do not have sufficient experience or skills.

Negative Climate = an environment that reflects negative communications and interactions between caregivers and children. In an environment with negative climate, caregivers use negative or harsh communications such as yelling, threats, or sarcasm. An environment that reflects a negative climate may also be characterized by caregivers who are disconnected or ignore the needs of the children.

Caregiver Sensitivity

Sensitivity = Caregiver's awareness of children's needs and their responsiveness to those needs. Sensitive caregivers demonstrate behaviors such as:
- Providing comfort and assistance
- Anticipating problems
- Noticing when children are struggling or are frustrated
- Responding to children's emotions
- Noticing individual children
- Noticing children who are not engaged in activities
- Listening to children's concerns and questions

- Responding when children seek help
- Demonstrating concern for all children
- Providing only as much help as needed for children to try new things

Picture This

Sensitive caregiving encourages children's development. Choose four items from the list above and write examples of what the caregiver would say or do to encourage a child's development.

1.

2.

3.

4.

Reflection and Goal Setting

Write down two things you have learned and one idea or strategy you want to apply to your work right away.

Two things I learned:

One idea or strategy I will apply:

Assignment – Session C

There is no new assignment this session.

If you have not done or finished your assignment from last session, it is a good time to finish it now.

MN CDA

Participant Guide

Cognitive Development
Paub txog kev loj hlob

Class 7
Sessions A, B, & C
7 hours
2018

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
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Minnesota's KCF Content Area I: Child Development and Learning

CDA Content Area VIII: Understanding principles of child development and learning

Learning Objectives:
- Define basic cognitive development skills and expectations.
- *Txhais qhov yooj yim ntawm kev paub txog kev loj hlob lub peev xwm thiab kev cia siab.*

- Identify variations in cognitive development.
- *Tshab txhais qhov txawv ntawm kev paub txog kev loj hlob.*

Piaget's Four Stages of Cognitive Development https://www.youtube.com/watch?v=TRF27F2bn-A

Stage	Approximate Age	Characteristics
Sensorimotor	Birth to 2 years	
Preoperational	2 to 6 years	
Concrete operational	7 to 11 years	
Formal	Adolescence	

operational	and adulthood	

Vygotsky: Learning, Culture and Environment

Video on scaffolding: https://www.youtube.com/watch?v=5hWDbSx_kdo

Zone of Proximal Development:	Scaffolding:	Private Speech:

Brain Development and Plasticity Notes:

Nurturing Cognitive Development

Visual Stimulus (Stuff We See!)

During early childhood, children's vision abilities increase. With each day and new experience, their ability to see objects, the environment, and movement are expanding. Changes or differences in the environment and the materials available to them can catch their visual attention and interest. Knowing this, caregivers need to regularly change the materials, displays, and other things children see to help them develop visual abilities. Do: Display children's artwork, family pictures, or content posters at child eye level. Don't: only choose commercial decorations, put something on a wall just because it is there (some blank space is ok!), or have so many things to look at that children get distracted (we call this "visual clutter"). Following these guidelines will allow children to more easily pay attention to and recognize the important features and information in the environment.

Auditory Stimulus (Stuff We Hear!)

Research has shown that music stimulates different areas of the brain and promotes cognitive development. For a young child's developing brain, music and sound patterns expand their world, encourage them to tell the difference between different types of sounds, and help them learn to enjoy music. Introducing opportunities to interact with instruments helps children expand their mental concept of an object while allowing them control over what the music sounds like. In addition to instruments, you can give children a chance to improve their auditory (hearing) through vocal or instrumental recordings. You might consider having a permanent music center in your early childhood program, or having a music box filled with various instruments always accessible.

Emotional Climate

Cognitive development can be improved or decreased by the emotional climate created by a caregiver. Children being cared for in nurturing, responsive settings where trust, security, and a sense of respect are established will express their ideas, explore freely, take risks, and develop as they, as individuals, should. Sadly, children in negative climates won't do these things. They may fail to take risks and explore. The emotional impact of the caregiver-created climate affects how children develop and thrive.

Independent Learning

An effective early childhood program promotes independent learning through its environmental design and available experiences. Even infants and toddlers try to do things on their own, in their own way. It is absolutely necessary that the equipment, materials, and activities in the early childhood environment invite children to interact with them independently, without always needing caregiver assistance. Additionally, the environment should be accessible, with materials and spaces that children can manage on their own, while offering opportunities for new or expanded learning.

Serve and Return ⟷

Infants and toddlers
Preschool
School aged

Changing Closed-Ended Questions/Comments to Open-Ended

Closed-ended question (example: Do you like red or yellow?)	Changed to open-ended (example: Why do you prefer red to yellow?)
Did you build that tower?	
Are you painting a flower?	
Are you writing your name?	
Are you pretending to be a firefighter?	
Do you want to build with blocks?	
Did you like the book?	
Are you done?	

Some open ended starters: "Tell me about…" "What do you think about…" "What did you notice about…"

Reasons for Offering Choices

Children need choices because:

- Choices create situations where children are encouraged (maybe even required) to think, not just react.

- Choices provide opportunities for children to make mistakes and learn from the consequences.

- Choices help eliminate power struggles.

- Choices provide children with opportunities to experience adults who trust and value their thinking ability.

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota's KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area II: Supporting physical and intellectual development

Learning Objectives:
Hom Phiaj Kawm:
- Name three opportunities is an early childhood program to promote creativity and self-expression.
- *Muab peb lub sij hawm uas yog rau cov me nyuam thaum ntxov hauv txoj hauj lwm los mus pab txhawb ntawm kev tsim ua thiab qhia tawm tus kheej.*

- Discuss the value of, and difference between, process art and product art.
- *Sib tham txog qauv cai, thiab qhov txawv nruab nrab ntawm cov txheej txheem kos duab, thiab cov khoom duab.*

Planning art experiences

Do I want to focus on **process** (creativity, imagination, problem solving, experimenting, fine motor)?	Do I want to focus on **product** (following directions, fine motor, creating a model)?
☐ There is no sample or correct way to proceed ☐ There is choice in materials, tools and techniques ☐ The end result is unique to each child	☐ There is a sample to follow (finished product in mind) ☐ There is a right way to proceed (adult may need to demonstrate) ☐ There are limited (or no) choices in materials

Some resources on process and product art:
- How Process Focused Art Experiences Support Preschoolers (there is also an article on the topic that you can share with families): https://www.naeyc.org/resources/pubs/tyc/feb2014/process-art-experiences

- Family child care blogger discussing the nuances
  https://www.theempowerededucatoronline.com/2015/12/process-v-product-in-early-learning-can-we-find-a-balance.html/
- Teach Preschool Blog: Making the transition from product to process focused art:
  http://prekandksharing.blogspot.com/2012/02/making-transition-from-product-to.html

Dramatic Play Theme Brainstorm:

Three Types of Block Play

Constructive Play

Constructive is focused on building something. Manipulating objects (i.e. blocks) to create something different is the epitome of constructive play. This type of play is encouraged by providing an adequate amount of space and enriched materials.
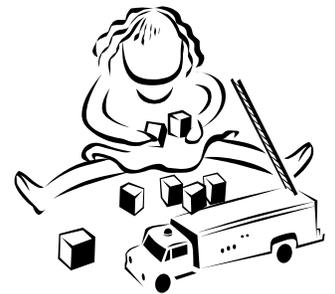
Dramatic play

Dramatic play is often motivated by a child's desire to recreate a favorite story, memory or make sense of a situation. By adding props, such as animals, barns, cars, police stations, etc. children engage their imagination.

Exploratory play

This identifies the child's interest in the building process- rather than the desire to recreate something. Utilizing building materials, children experiment with spatial concepts, balance, weight, etc. In exploratory play, the goal is to determine how materials work together, rather than create a specific end result.

Tips for Promoting Cognitive Development and Creativity

Comment on specific things about the product
- Describe colors, shapes, parts of costumes, or dance moves in an objective way whenever possible. For example, *"You have five blue circles on your page."* or *"You are wearing pink shoes with the chef hat."*

Ask questions to prompt thinking during the creation and/or play process
- Use open-ended questions to encourage cognitive development and enrich the learning opportunities. For example, *"What happened when you painted over the crayon drawings*?" or *"What dance move works best with this song?"*

Encourage effort
- Offer encouragement for children's effort and work. For example, *"You worked hard on that painting; shall we put it on the board?"*

Assist children to engage in activity
- Encourage reluctant children to begin an activity, helping them if necessary. For example, *"Would you like to try the markers on the large paper?"*

Encourage children to work until finished
- Assist children in thinking through options, overcoming challenges, and completing activities. For example, *"What are you thinking about adding next?"*

Encourage self-confidence
- Support children as they take risks, try new things, and make mistakes. For example, *"Let's add those moves to our class dance. We can change them if we don't like them."*

CDA Portfolio Assignment

Competency Standard II: To advance physical and intellectual competence

Resource Collection

RCII: **In your own words, describe a creative arts learning activity.** Indicate the age group and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group.

- Family Child Care-infants, toddlers, preschool

- Preschool-3s, 4s, 5s

- Infant/Toddler-young infants, mobile infants, toddlers

Bring your creative arts activity to the next class! Also, please bring you copy of the ECIPs.

Session C

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
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Minnesota's KCF Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area II: Supporting physical and intellectual development

Learning Objectives:
Hom Phiaj Kawm:

1. Identify multiple, daily opportunities to support cognitive development.
   -Txheeb xyuas ob peb yam, lub sij hawm los mus txhawb kev paub txog ntawm kev loj hlob.

2. Describe impact of intentional interactions on cognitive development.
   -Piav qhia qhov txawv ntawm cov hom phiaj tshwm sim txog kev paub ntawm kev loj hlob.

3. Plan activities that stimulate cognitive development.
   -Npaj cov kev ua si uas ntawm kev paub txog kev loj hlob kom nws ua hauj lwm mus zoo.

One Activity, Two Approaches

Adult directed activity	Child directed activity

Webbing
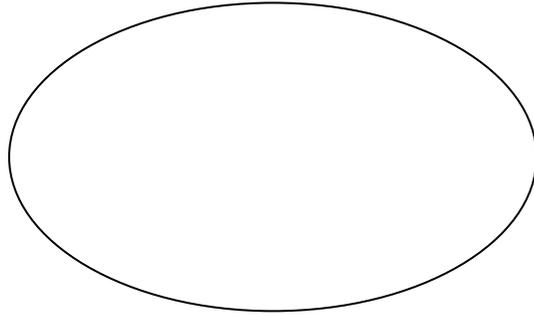
Approaches To Learning

Any activity can be turned into an activity that also helps develop approaches to learning. According to Egertson, in an article titled *In Praise of Butterflies: Linking Self-Esteem to Learning* (Young Children, Nov 2006) there are a few questions you can ask yourself to make sure you are not missing an opportunity to help children cognitive development.

How will this activity:
1. Encourage children to be open to new tasks and challenges?
2. Strengthen children's initiative and persistence?
3. Encourage children to reflect on and interpret what they are doing?

Does this activity:
4. Support children's creativity and stimulate their imagination?
5. Expand children's cognitive approaches to tasks?

Being able to answer yes to some or all of these means the activity, whether child- or teacher-directed or somewhere in between, will increase children's cognitive development.

What Can You Do?

☐ Work together toward shared solutions

☐ Use language to communicate thoughts and ideas

☐ Practice problem-solving

☐ Take initiative to try an idea

☐ Demonstrate the ability to delay gratification (i.e. compromise, wait a turn)

☐ Recognize simple shapes

☐ Identify how shapes can fit together

☐ Demonstrate knowledge of the properties of an object

☐ Use 'play' objects to represent real-life items

☐ Express thoughts and emotions using language

☐ Express multiple emotions

☐ Awareness of number concepts

☐ Experiment with various materials and textures

☐ Demonstrate control of small-muscle movements

☐ Express ideas creatively

☐ Understand and use position language such as; under, over, above, to the side

☐ Follow two or three step directions

Video notes: **"Scaffolding Children's Thinking"**

For families: "Toddlers and Reading: Describe but Don't Drill": https://www.naeyc.org/our-work/families/toddlers-and-reading-describe-don%27t-drill

CDA Portfolio Assignment

Competency Standard II: To advance physical and intellectual competence

Competency Statement II: To advance physical and intellectual competence

CS IIc Pick a third learning experience you chose for your resource collection (RCII). How does this experience reflect your philosophy of how to support young children's *creative* development?

MN CDA Participant Guide

Using the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards*

Sessions A, B, C D 8 hours 2018

Learning objectives:
Hom phiaj kawm:

Session 1
- List three purposes (or uses) for the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standard*
  -Sau peb lub ntsiab lus (los sis siv) rau cov ECIPs: Minnesota's tus qauv kawm ntxov

- Describe the organization and structure of the ECIPs including use of the vocabulary: domains, components, subcomponents, and indicators
  -Tshab txhais lub koom haum thiab kev teeb tsa ntawm ECIPs nrog rau kev siv ntawm los lus: chav chaw, qhov feem loj, hauv qab qhov feem loj, thiab hais qhia

Session 2
- Describe two ways the ECIPs help professionals to understand child growth and development
  -Tshab txhais ob qho ntawm ECIPs pab rau kev ua hauj lwm kom nkag siab zoo rau me nyuam kev loj hlob thiab kev pauv hloov
- Demonstrate methods for using the ECIPs to inform the planning of curriculum and instruction
  -Nthuav tawm cov niam tswv yim siv rau ECIPs los qhia qhov kev npaj ntawm cov txheej txheem qhia ntawv nyob hauv tsev kawm ntawv thiab kev cob qhia

Session 3
- Demonstrate the ability to link ECIPs indicators to child observation
  -Nthuav tawm qhov peev xwm los txuas ECIPs los mus qhia soj ntsuam tus me nyuam.
- Use the ECIPs to plan and conduct observations as part of authentic assessment
  -Siv cov ECIPs los npaj coj kev soj ntsuam xws li ib qho ntawm kev ntsuam xyuas kom muaj tseeb tiag

Session 4
- Identify resources for using the ECIPs within the program including involving and engaging families in children's learning
  -Txheeb xyuas kev pab siv rau ntawm ECIPs txoj hauj lwm nrog kev koom tes ntawm tsev neeg thiab me nyuam yaus kev kawm

- Develop one professional development goal based on understanding of the ECIPs
  -Tsim ib lub hom phiaj ntawm kev ua hauj lwm kom loj hlob txog kev nkag siab ntawm ECIPs

- Develop one program improvement goal related to the ECIPs
  -Tsim ib txoj hauj lwm kom lub hom phiaj mus taus zoo los ntawm ECIPs

Assignments for Session 2

1. Bring 1 – 2 of your recent lesson plans OR List all the activities you do with the children each day until our next session, BRING to the next session
   -Nqa 1 – 2 qho ntawm ntaub ntawv koj npaj tau tas los no los sis sau tag nrho cov kev ua si koj tau ua koom nrog cov me nyuam yaus txhua txhua hnub rau thaum peb sib ntsib rau chav tom ntej tuaj no, nqa koj cov ntaub ntawv tuaj rau chav tom ntej no
2. Begin reviewing the ECIPs document. Jot down questions you have about vocabulary, indicators, and so on. BRING the questions to the next session.
   -Npaj rov saib xyuas cov ECIPs ntaub ntawv. Sau cia cov lus nug koj muaj txog ntawm lo lus, hais qhia, thiab sai sai no. NQA cov lus nug tuaj rau chav tuaj tom ntej no.

Assignments for Session 3

1. Observe one child in your program a few times. Write down what you observe about that child's behavior. Be as detailed and specific in your notes as you can. BRING your written observation notes to the next session.
   -Soj ntsuam ib tug me nyuam hauv koj txoj hauj lwm ob peb zaug. Sau cia qhov koj soj ntsuam txog tus me nyuam ntawv tus cwj pwm. Hais qho tseeb thiab tsi ntsoos rau hauv koj cov ntawv sau li koj ua tau. NQA koj cov ntawv sau ntawm kev soj ntsuam tuaj tom ntej no.

2. Continue reviewing the ECIPs document, BRING any questions that surface.
   -Rov saib xyuas txuas ntxiv mus ntawm ECIPs cov ntaub ntawv, COJ tej yam lus nug tuaj kom tshwm.

Assignment for Session 4

1. Continue reviewing the ECIPs document, BRING any questions that surface.
   -Rov saib xyuas txuas ntxiv mus ntawm ECIPs cov ntaub ntawv, COJ tej yam lus nug tuaj kom tshwm.

Accessing the ECIPs:

-Ntsuam xyuas cov ECIPs:

MN Department of Education web page featuring the ECIPS by domain and related resources
MN Department of Education web page yog ib yam duab qhia txog ECIPs los ntawm chav chaw thiab los ntawm cov kev pab
http://education.state.mn.us/MDE/dse/early/ind/

ECIPs booklet (pdf)
https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7596A-ENG

ECIPs Domains and Components at a Glance

Saib ib muag ntawm ECIPs Chav chaw thiab Qhov feem loj

Domains -Chav chaw	Approaches to Learning -Nam mus los kawm	The Arts -Kev kos duab	Language, Literacy, and Communi-cations -Lus hais,Txawj ntse, thiab kev sib tham	Cognitive -Qhov paub			Physical and Move-ment -Ntsig txog ntawm lub cev thiab Txawv txav	Social and Emotional -Kev sib raug zoo thiab Txoj kev xav
				Mathematics -Ua lej	Scientific Thinking -Ntsig txog kev tshawb fawb ntawm kev xav	Social Systems -Kab ke ntawm kev sib raug zoo		
Components : *Qhov feem loj*	• Initiative and curiosity -Pib ua thiab xav paub txog • Attentiveness, Engagement and Persistence -Mloog zoo, kev sib koom tes thiab tsis pub ploj • Creativity -Tsim ua • Processing and Utilizing Information -Txheej txheem thiab siv cov ntaub ntawv	• Exploring the arts -Tshawb nrhiav cov kos duab • Using the arts to express ideas and emotions -Siv cov kos duab los mus qhia tswv yim thiab kev xav • Self-expression in the arts -Nthuav tawm tus kheej ntawm cov kos duab	• Listening and understanding (receptive) -Mloog thiab nkag siab (txais tos) • Communicating and speaking (expressive) -Kev sib tham thiab hais lus (kev qhia) • Emergent reading -Tshwm sim ntawm kev nyeem ntawv • Writing - Sau ntawv	• Number knowledge - Paub txog lej • Measurement -Ntsuas lej, luj • Patterns -Qauv sib raws • Geometry and spatial thinking -Lej ceg kaum thiab ntsig txog txoj kev xav • Data analysis -Ntsuam xyuas tej ntaub ntawv	• Discover -Nrhiav tau • Act -Ua tus yam ntxwv • Integrate -Sau los ua ke	• Community, people, and relationships -Zej zos, tib neeg, thiab kev sib raug zoo • Change over time -Sij hawm hloov dhau mus • Environment -Ib cheeb chaw • Economics -Kawm txog kev khwv nyiaj • Technology -Tej tswv yim ua tau zoo sai	• Gross Motor -Ua yam khoom nyhav los ntawm yus ob txhais tes • Fine Motor -Yam khoom ntau uas yus ua tau los yog yam me thiab sib dua	• Self and emotional awareness -Faj txog tus kheej thiab ntawm txoj kev xav • Self-management -Tswj tus kheej • Social understanding and relationships -Kev nkag siab ntawm kev sib raug zoo

The Intentional Teaching Process:

Hom Phiaj Txheej txheem qhia ntawv:

Planning → Teaching

-Npaj -Qhia ntawv

Observing

-Soj ntsuam

Assessing

-Ntsuam xyuas

Documenting

-Sau cia
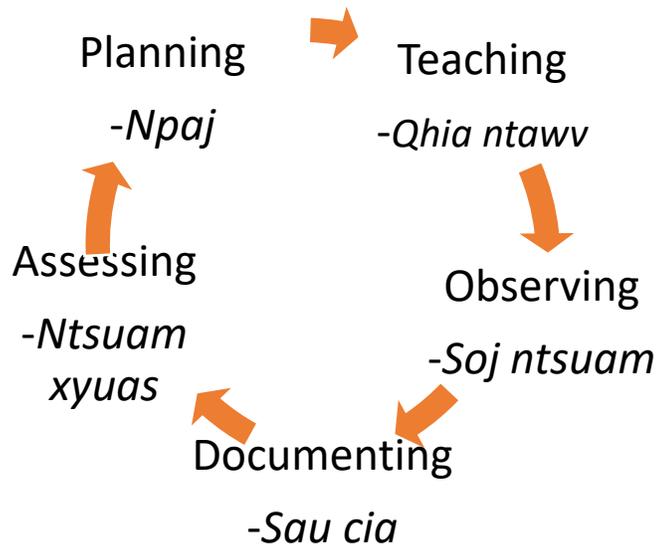
My professional development goal:

Kuv kev ua hauj lwm zoo ntawm kev loj hlob lub hom phiaj:

My program quality improvement goal:

Kuv txoj hauj lwm qhov zoo nws mus taus zoo lub hom phiaj:

MN CDA
Participant Guide

Professional Development Planning

Class 9
Session A, B
4 hours
Hmong

Session A

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas

The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

MN KCF Content Area VI: Professionalism

CDA Content Area VI: To maintain a commitment to professionalism.

Learning Objectives
Hom Phiaj Kev kawm

This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this session, actively engaged participants will be able to:

Qhov chav kawm ua tsim los mus qhia cov hom phiaj kev kawm raws li nram no. Thaum kawm tag chav kawm no lawm, koj yuav coj tau cov koom tes kawm no los mus paub:

- List three reasons why professional development is important for early care and education professionals
  Sau peb yam haj tom vim li cas paub kev hauj lwm kev loj hlob nws tseem ceeb rau kev tu ntxov thiab paub txog kev kawm
- Describe three resources available to early care and education professionals to assist them in meeting their professional development needs
  Txhab txhais peb yam kev pab uas muaj nyob rau hauv kev tu ntxov thiab paub txog kev kawm los mus pab lawv hauv kev sib tham ntawm lawv kev xav tau kev paub hauj lwm kev loj hlob
- Use the Individual Training Needs Assessment to identify at least one area of opportunity for professional development
  Siv tus kheej qhov kev cov qhia kev xav tau ntawm kev ntsuam xyuas los mus txheeb xyuas ib yam nyob hauv chav zoo caij nyoog rau ntawm kev paub hauj lwm kev loj hlob

Session Outline

Section	Overview
Introduction *Pib qhia*	• Welcome and Introductions *Txais tos thiab pib qhia* • Presentation – Objectives *Presentation – Hom Phiaj*
Professional Development basics *Paub kev hauj lwm kev loj hlob qhov yooj yim*	• Presentation –What is Professional Development? *Presentation – Paub kev hauj lwm kev loj hlob yog dab tsi?* • Discussion – Benefits of Professional Development *Discussion(Sib tham) – Txiaj ntsim ntawm kev paub hauj lwm kev loj hlob*
Intentional Professional Development *Hom phiaj ntawm kev paub hauj lwm kev loj hlob*	• Activity – Pack Your bags! *Activity(kev ua si) – Ntim koj cov hnab!* • Presentation – Being Intentional *Presentation – Lam tau lam ua (txhob txwm)* • Presentation – Resources for Planning Professional Development

	Presentation – Kev pab npaj rau kev paub hauj lwm kev loj hlob
Needs Assessment *Xav tau kev ntsuam xyuas*	• Activity – Destination Directions *Activity(kev ua si) – Qhia kev ntawm qhov chaw* • Presentation – The Professional Development Cycle *Presentation – Qhov kev paub hauj lwm kev loj hlob lub voj qhia* • Discussion – Data for Assessing Professional Needs *Discussion(sib tham) – Ntaub ntawv nkag mus rau cov xav tau kev paub hauj lwm* • Presentation – The ITNA and Self Reflection *Presentation – Qhov ITNA thiab tus kheej kev xav*
The Professional Development Plan *Npaj rau kev paub hauj lwm kev loj hlob*	• Presentation – The Planning Process *Presentation – Npaj qhov kev pib ua mus* • Activity – Creating Goal Statements *Activity(kev ua si) – Tsim ib qho hom phiaj rau hauv daim ntawv* • Activity – PD Activities Jigsaw *Activity(kev ua si) – PD kev ua si txheej txheem*
Closing *Xaus li no*	• Discussion –Summary *Discussion (sib tham) – Ntsiab lus* • Discussion – Assignments *Discussion (sib tham) – Ntaub ntawv coj mus ua tom tsev*

Professional Development Basics

Professional develoment is "structured teaching and learning expereinces that are **formalized** and **designed** to support the acquisiton of professional knowledge, skills, and dispositons as well as the application of this knowledge in practice"

National Professional Development Center on Inclusion, 2007 in Practical Approaches to Early Childhood Professional Development: Evidence, Strategies, and Resources by Pamela J. Winton, Jeanette A. McCollum, and Camille Catlett, 2008 , Washington DC: Zero to Three.

Key Concepts

- Professional development is:
  - Planned;
  - More than maturation;
  - Includes training but is not limited to training; and
  - Relates to the skills and knowledge of the profession
- All types of professionals participate in professional development
- All early childhood professionals can benefit from professional development
    "All early childhood professionals – no matter how qualified – need to continue to incorporate into their professional repertoire new knowledge and skills related to working with young children"
    A Conceptual Framework for Early Childhood Professional Development: A Position Statement of the National Association from the Education of Young Children, 1993, Washington DC: NAEYC
- Professional development can take many forms
- Professional development focuses on both current and future needs
- Professional development improves the quality of care children experience

Benefits of Professional Development

Intentional Professional Development

Intentional professional development features:

1. Conduct needs assessment to determine professional development needs

2. Establish goals for your professional development activities

3. Determine what professional development activities will help you to reach your goals.

4. Develop a written plan that documents your goals and the activities to reach the goals

Resources for Planning Professional Development

DEVELOP: Minnesota Quality Improvement & Registry Tool www.developtoolmn.org Achieve: MN Center for Professional Development www.mncpd.org	• Provider Registry • Listing of training opportunities • Career guidance • ITNA
Child Care Aware of Minnesota www.childcareawaremn.org	• Provides a wide range of training opportunities • Professional development consultation • Scholarship and grants programs
Professional Organizations Examples: National Association for the Education of Young children www.naeyc.org Minnesota Association for the Education of Young Children & Minnesota School Age Care Association www.mnaeyc-mnsaca.org National Association for Family Child Care: www.nafcc.org Minnesota Association of Child Care Professionals www.maccp.org Family Child Care Inc. www.fccimn.com Minnesota Child Care Provider Information Network www.mccpin.org	• Membership publications and resources • Membership training events and conferences • Networking
Other	

Sources of Data for Assessing Professional Development Needs

TRAINING REQUIREMENTS	PROGRAM NEEDS: CHANGES, IMPROVEMENTS, ADDITIONS	INDIVIDUAL TRAINING NEEDS
For example: • CDA requirements • First aid & CPR • Abusive Head Trauma • Sudden Unexpected Infant Death Syndrome • Child restraint systems • Supervision and Safety • Behavior management	For example: • Adoption of new curriculum or assessment tools • Beginning process to become accredited or participate in QRIS • Responding to family survey information • Serving a new population	For example: • Areas in which you feel challenged • Areas in which you would like to increase confidence • Areas of interest to you • Skills or knowledge needed to advance within your organization and the profession

Professional Development Planning Process

Needs Assessment

Training requirements	⇨
Program changes	⇨
Individual needs	⇨

Goals

Translate needs to goal statements ⇨

Activities

Identify activities to achieve goals

List resources needed

Commit to a timeline ⇨

Implement & Evaluate

Implement the planned activities

⇩

Evaluate success of the plan; create new goals
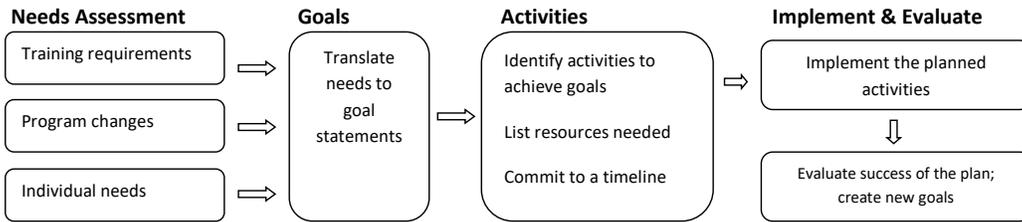
Notes:

Link to the **Minnesota Career Lattice**:
file:///C:/Users/menn0027/Dropbox/MNCCC%20Revision/Revised%20content/CLass%209%20Child%20guidance/MN-Career-Lattice.pdf

Professional Development Activities

Professional Development Activity	Advantages / Opportunities	Disadvantages / Challenges
Training Sessions		
Mentoring or Coaching		
Self Study		

Session A – CDA Portfolio Assignment

1. **Complete this assignment for your CDA portfolio.**

   Competency Standard VI: Professionalism.

   CSVI RC: Resource Collection Items

   RCVI-2: Collect a list of two or three early childhood associations (national, regional, state or local), including website addresses, describing the professional resources and membership opportunities they each offer.

FIELD WORK:

2. Complete the ITNA. Take notes on content areas or topics where you feel you have room for growth and bring those notes to the next session. The Individual Training Needs Assessment (ITNA) can be accessed through Develop at https://www.developtoolmn.org/app/default.aspx#myModule=btnITNA. Note: you have to a Develop account and sign into your individual Develop account to see it online. The ITNA tab is located in the Professional Profile section. (you should have signed up for a Develop account during the first MNCDA class.)

3. **Bring your CDA portfolio folder with the items you have completed since class 1 of the Minnesota CDA Credential program to the next session.**

Session B

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

MN KCF Content Area VI: Professionalism

CDA Content Area VI: To maintain a commitment to professionalism.

Learning Objectives
Hom Phiaj Kev Kawm
This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this session, actively engaged participants will be able to:

Qhov chav kawm no nws tsim los mus qhia txog cov hom phiaj kev kawm hauv qab no. Thaum kawg tag chav kawm no lawm, koj yuav coj tau cov koom tes kawm los mus paub:

- *Name two ways to document professional development accomplishments*
  Sau ob txoj kev los mus ceev tseg txog kev paub hauj lwm kev loj hlob kom tiav
- *Create a professional development plan*
  Npaj los mus tsim ib qho kev paub hauj lwm kev loj hlob
- *Describe the use of a portfolio in documenting professional development*
  Txhab txhais kev siv ntawm ib qho ntaub ntawv hauv kev ceev tseg ntawm paub kev hauj lwm kev loj hlob

Session Outline

Section	Overview
Introduction *Pib qhia*	• Welcome and Introductions *Txais tos thiab Pib qhia* • Presentation – Objectives *Presentation – Hom Phiaj*
Connecting Needs Assessment to Professional Development Planning *Npaj txuas rau kev xav tau ntsuam xyuas los mus rau paub kev hauj lwm kev loj hlob*	• Presentation – Review of the Professional Development Process *Presentation – Rov saib xyuas txog cov kev paub hauj lwm kev loj hlob qhov pib ua mus* • Activity – Planning Practice *Activity (kev ua si) – Npaj tseg kev kawm* • Using the ITNA Results *Siv cov ITNA qhov tshwm sim xaus kawg*
Documenting Professional Development *Ceev tseg hauv ntaub ntawv txog cov paub kev hauj lwm kev loj hlob*	• Discussion – Documentation basics *Discussion(sib tham) – Kev ceev tseg uas yooj yim* • Presentation – Value of Portfolios *Presentation – Muaj nuj nqis ntawm cov ntaub ntawv* • Activity – CDA Portfolio Preparation *Activity(kev ua si) – CDA Ntaub ntawv npaj tseg* • Presentation – The CDA Portfolio *Presentation – Cov CDA ntaub ntawv*
Closing *Xaus lis no*	• Discussion – Summary *Discussion – Ntsiab lus* • Discussion – Assignments *Discussion(sib tham) – Ntaub ntawv coj mus ua tom tsev*

Practice Professional Development Grid (for scenarios activity)

Goal	Knowledge and Competency Content Area	Activities	Resources
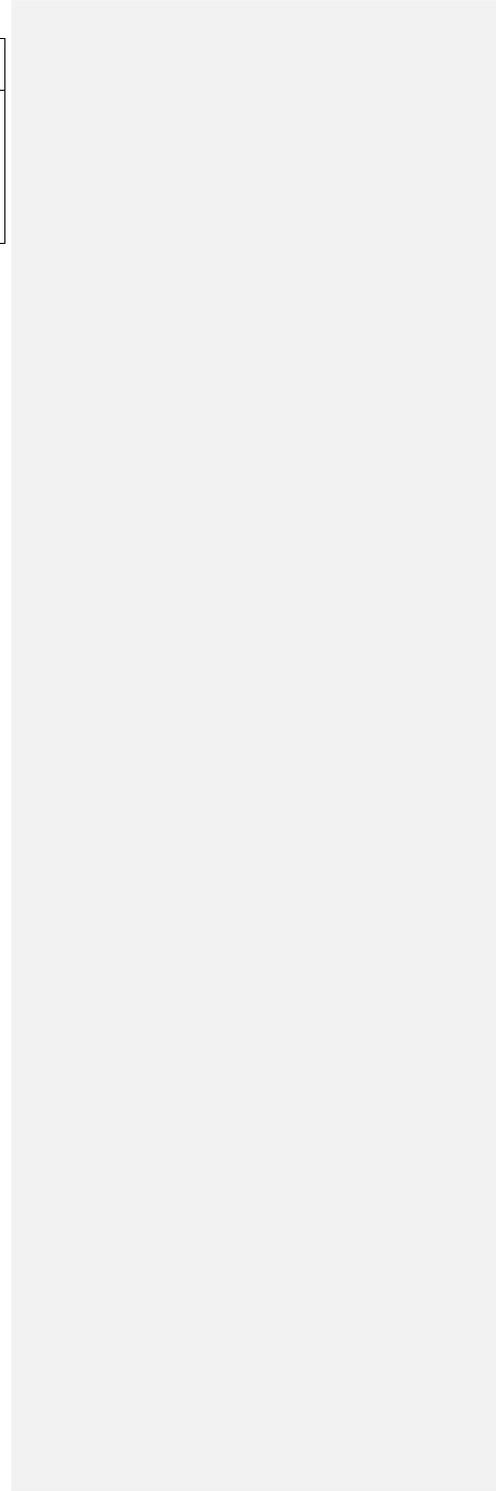
CDA INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Name: _____

Date of Plan Creation: _____Develop ID#: _____

The knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child learns and how prepared they are for entry into kindergarten. Early childhood educators are lifelong learners who continually enrich their knowledge and increase their skills in order to implement best practices and increase the quality of their program.

Directions:

- **A strong professional development plan starts with a self-assessment. This is an opportunity to think about the areas of your job in which you already have knowledge and skills, and the areas about which you would like to learn more.** The Individual Training Needs Assessment (ITNA) is a self-assessment tool based on Minnesota's Knowledge and Competency Framework for Early Childhood Professionals. You can use the ITNA to assess your own skills and set professional development goals.
  - To take the ITNA, please login to your Develop account (www.developtoolmn.org) and click on the ITNA tab to begin.
- **Use the information** from your self-assessment to determine which areas of your job are the most important to you right now. Set goals for learning and strengthening your skills in those areas.
- **Establish a timeframe for pursuing your goals.** This gives you the opportunity to think about the resources needed to achieve them. It also allows you a framework to create regular check-in points along the way with a supervisor or mentor, as well as an opportunity to reflect on your own progress.

Competency and Content Areas:

Depending on where you are in your professional journey, you may choose to align your goals with Minnesota's Knowledge and Competency Framework or the CDA Competency Areas.

- **The Knowledge and Competency Framework** is a guide for practitioners to improve and demonstrate their work with children and families.
- **The Child Development Associate (CDA) Competency Areas:** CDA Candidates must have 120 clock hours of formal child care education and in-service training. CDA training is broken into eight content areas. Candidates must have at least 10 hours in each area. The content areas are:
  1. Planning a safe and healthy learning environment
  2. Advancing children's physical and intellectual development
  3. Supporting children's social and emotional development
  4. Building productive relationships with families
  5. Managing an effective program operation
  6. Maintaining a commitment to professionalism
  7. Observing and recording children's behavior
  8. Principles of child development and learning

SMART Goals

- As you develop your action plan, use the **SMART** model by ensuring all of your goals and action steps are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and within a specific **T**imeframe.

- Concrete goals will enable you to determine when you have achieved your objectives. Lay out small, reasonable steps. Expecting too much too soon will discourage progress. Divide development activities into small steps that lead to your end goal.

NAEYC Key elements of Standard 6: Professional Preparation

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for children and the profession

---

Educational Goal:_____

_____

Example Goal: Increase my Career Lattice Step from a 5 to a 6.

Knowledge & Competency Framework Area(s): *Example goal matches KCF Area VI.*	**CDA Content Area(s):** *Example goal matches CDA Area VI.* \
☐ **I. Child Development and Learning**	
☐ **II. Developmentally Appropriate Learning Experiences**	☐ **I. Planning a Safe and Healthy Learning Environment**
Specify which subcategory of KCF II:	☐ **II. Advancing Children's Physical and Intellectual Development**
_____ _____	☐ **III. Supporting Children's Social and Emotional Development**
☐ **III. Relationships with Families**	☐ **IV. Building Productive Relationships with Families**
☐ **IV. Assessment, Evaluation and Individualization**	☐ **V. Managing an Effective Program Operation**
☐ **V. Historical and Contemporary Development of Early Childhood Education**	☐ **VI. Maintaining a Commitment to Professionalism**
☐ **VI. Professionalism**	☐ **VII. Observing and Recording Children's Behavior**
☐ **VII. Health, Safety and Nutrition**	☐ **VIII. Principles of Child Development and Learning**
☐ **VIII. Application through Clinical Experiences**	

Activities to Reach Goal	Success!	Dates
How will you accomplish this goal?	*How will you know that you have met this goal?*	*List the start and end period for the goal ex. Jan 1 – Dec 31, 2017*
Example: Enroll in the MN Child Development Associate	*Example: Once I have received my MNCDA, I can apply for the CDA and then renew my Develop membership.*	*Example: MNCDA courses October 1, 2017 – November 30, 2018. Expected CDA credential March 2019.*

Professional

Goal:_____

_____

Example Goal: Become a lead teacher in a Child Care Center

Activities to Reach Goal *How will you accomplish this goal?*	Success! *How will you know that you have met this goal?*	Dates *List the start and end period for the goal* *ex. Jan 1 – Dec 31, 2017*
Example: Enroll in the MN Child Development Associate	*Example: Once I have received my MNCDA, I can apply for the CDA and then renew my Develop membership.*	*Example: MNCDA courses October 1, 2017 – November 30, 2018. Expected CDA credential March 2019.*

Professional

Goal:_____

_____

Example Goal: Increase my Career Lattice Step from a 5 to a 6.

Activities to Reach Goal *How will you accomplish this goal?*	Success! *How will you know that you have met this goal?*	Dates *List the start and end period for the goal* *ex. Jan 1 – Dec 31, 2017*
Example: Enroll in the MN Child Development Associate	*Example: Once I have received my MNCDA, I can apply for the CDA and then renew my Develop membership.*	*Example: MNCDA courses October 1, 2017 – November 30, 2018. Expected CDA credential March 2019.*

Professional Goal:_____

_____

Example Goal: Increase my Career Lattice Step from a 5 to a 6.

Activities to Reach Goal *How will you accomplish this goal?*	Success! *How will you know that you have met this goal?*	Dates *List the start and end period for the goal* *ex. Jan 1 – Dec 31, 2017*

KCF Content Area	Activities	Resources/Supports Needed	Timeline/Start Date	Status/Date Completed

Professional Development Plan Review (Optional)

Reviewer Name:_____   Review Date: _____

Job Title: _____   Program Name: _____

Review (check one):

☐   Initial

☐   Quarterly

☐   Semi-Annual

☐   Annual

☐   Other (specify): _____

Reviewers Comments:

_____

Functions of your CDA Portfolio

A portfolio is…

- A collection of evidence of abilities;

- A display of some of your best work;

- A way of showing what you have learned;

- Organized into sections that relate to different aspects of your work;

- Unique to each individual;

- Focused on showing quality, not quantity; and

- Ever changing as you continue to grow and develop as a professional.

Organizing the CDA Portfolio

CDA Competency Areas and Functional Areas	
I. Safe, healthy learning environment	1. Safe
II. Physical and intellectual competence	2. Healthy
III. Social and emotional development and positive guidance	3. Learning environment
	4. Physical
IV. Positive and productive relationships with families	5. Cognitive
V. Well-run, purposeful program responsive to participant	6. Communication

Commented [EEM2]: I removed the KCF column

needs VI. Commitment to professionalism	7. Creative 8. Self 9. Social 10. Guidance 11. Families 12. Program management 13. Professionalism

Using Your CDA Portfolio

In addition to obtaining your CDA, your portfolio may be a helpful tool in the following situations:

- Interviewing for a new job or a promotion

- Demonstrating for prospective families your professionalism and skills and abilities as a caregiver

- Documenting how you use grant funds or changes you have made based on participation in a grant or scholarship program

- Assessing your own abilities to plan for professional development

- Demonstrating your professional growth for your supervisor, a mentor or others

- To demonstrate the quality of your work as part of an accreditation process

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The CDA Portfolio

The CDA PortfolioCDA Portfolio is…

"a collection of materials that you will use as an early childhood professional in future work with young children and families. It is compiled for two purposes:

1. It provides a picture of what information Candidates find valuable in their work as a basis for assessing competence as a CDA; and

2. It provides Candidates an important experience in locating resources, using them in their work, and evaluating their effectiveness in early childhood programs."

Essentials for Child Development Associates Working with Young Children (2nd ed.), 2004, Washington DC; Council for Professional Recognition

Contents

Section 1: Autobiography

Write a statement about yourself of about 300 words. In the first part tell who you are, and in the second part, tell what things about your life influenced your decision to work with young children. If you wish, include a formal resume of your education and work experiences.

Section 2 Statements of Competence

In your own words, describe what you do with children and families that demonstrates your ability to meet the specific needs and support the learning and development of children in each of the six Competency Goal areas. The statement for each area should be 200 – 500 words in length and should state your goals for children and give clear and specific examples of what you do to achieve those goals. Begin each of the statements using one of the specific phrases that follow:

1. To establish and maintain a safe, healthy learning environment…

2. To advance physical and intellectual competence…

3. To support social and emotional development and to provide positive guidance…

4. To establish positive and productive relationships with families…

5. To ensure a well-run, purposeful program responsive to participant needs…

6. To maintain a commitment to professionalism…

Section 3: Resource Collection (If possible, use The Child Development Associate National Credentialing Program and CDA Competency Standards books: Infant-Toddler Edition, Preschool Edition or Family Child Care Edition, at https://store.cdacouncil.org/cdaapplicationpackets.aspx)

This section of the file contains 17 specific items organized by Competency Area. Each item should be numbered so that it can easily be located. Some of the items will vary slightly depending upon which type of CDA you are applying for – Infant/Toddler, Preschool, or Family Child Care.

The chart on the following pages describes the 17 items for this section.

Infant/Toddler	Preschool	Family Care
Competency Goal I		
RC I-1: Your valid and current certificates of completion or cards from a) any first aid course and b) an infant/child (pediatric) CPR course offered by a nationally-recognized training organization (such as American Red Cross or the American Heart Association). Online training is not acceptable.	RC I-1: Your valid and current certificates of completion or cards from a) any first aid course and b) an infant/child (pediatric) CPR course offered by a nationally-recognized training organization (such as American Red Cross or the American Heart Association). Online training is not acceptable.	RC I-1: Your valid and current certificates of completion or cards from a) any first aid course and b) an infant/child (pediatric) CPR course offered by a nationally-recognized training organization (such as American Red Cross or the American Heart Association). Online training is not acceptable.
RC 1-2: A copy of one weekly menu.	RC I-2: Provide one feeding schedule/menu used for each age group (young infants, mobile infants, toddlers)	RC I-2: Provide one feeding schedule/menu used for each age group (infants, toddlers, preschoolers)
RC I-3: A sample of your weekly plan that includes goals for children's learning and development, brief descriptions of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve of may serve in the future). Indicate the age group(s) for which the plan is intended.	RC I-3: A sample of your weekly plan that includes goals for children's learning and development, brief descriptions of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve of may serve in the future). Indicate the age group(s) for which the plan is intended.	RC I-3: A sample of your weekly plan that includes goals for children's learning and development, brief descriptions of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve of may serve in the future). Indicate the age group(s) for which the plan is intended.
Competency Goal II		

Infant/Toddler	Preschool	Family Care
RC II-1: Describe a Science/Sensory learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.	RC II-1: Describe a Science/Sensory learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.	RC II-1: Describe a Science/Sensory learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.
RC II-2: Describe a Language/Literacy learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-2: Describe a Language/Literacy learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-2: Describe a Language/Literacy learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group
RC II-3: Describe a Creative Arts learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-3: Describe a Creative Arts learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-3: Describe a Creative Arts learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group
RC II-4: Describe an indoor fine motor learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-4: Describe an indoor fine motor learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-4: Describe an indoor fine motor learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group
RC II-5: Describe an outdoor gross motor learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.	RC II-5: Describe an outdoor gross motor learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.	RC II-5: Describe an outdoor gross motor learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.
RC II-6: Describe a Self Concept learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally	RC II-6: Describe a Self Concept learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally	RC II-6: Describe a Self Concept learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally

Infant/Toddler	Preschool	Family Care
appropriate for that age group.	appropriate for that age group.	appropriate for that age group.
RC II-7: Describe an Emotional Skills/Regulation learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-7: Describe an Emotional Skills/Regulation learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-7: Describe an Emotional Skills/Regulation learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group
RC II-8: Describe a Social Skills learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.	RC II-8: Describe a Social Skills learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.	RC II-8: Describe a Social Skills learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group.
RC II-9: Describe a Mathematics learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-9: Describe a Mathematics learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group	RC II-9: Describe a Mathematics learning activity. List the goals, materials, and processes/teaching strategies. Specify the intended age group and how it is developmentally appropriate for that age group
Competency Goal III		
RC III: A bibliography that includes the titles, authors, publishers, copyright dates, and short summary of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges.	RC III: A bibliography that includes the titles, authors, publishers, copyright dates, and short summary of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges.	RC III: A bibliography that includes the titles, authors, publishers, copyright dates, and short summary of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges.
RC IV-1: The name and contact information (phone number, website address, etc.) of a local agency that provides family counseling.	RC IV-1: The name and contact information (phone number, website address, etc.) of a local agency that provides family counseling.	RC IV-1: The name and contact information (phone number, website address, etc.) of a local agency that provides family counseling.
Competency Goal IV		
RC IV-2: The name and contact	RC IV-2: The name and contact	RC IV-2: The name and contact

Infant/Toddler	Preschool	Family Care
information (phone number, website address) of a translation service for families whose home language is other than English, and a service that provides American Sign Language translation.	information (phone number, website address) of a translation service for families whose home language is other than English, and a service that provides American Sign Language translation.	information (phone number, website address) of a translation service for families whose home language is other than English, and a service that provides American Sign Language translation.
RC IV-3: The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities.	RC IV-3: The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities.	RC IV-3: The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities.
RC IV-4: A list of three or more websites and brief descriptions of each, that provide current information to help families understand how children develop and learn. Download one current article from each website.	RC IV-4: A list of three or more websites and brief descriptions of each, that provide current information to help families understand how children develop and learn. Download one current article from each website.	RC IV-4: A list of three or more websites and brief descriptions of each, that provide current information to help families understand how children develop and learn. Download one current article from each website.
Competency Goal V		
RC V: Provide 3 samples of record keeping forms you have used. Include an accident report form, an emergency form, and a completed observation tool you have used to observe a child's development or learning progress.	RC V: Provide 3 samples of record keeping forms you have used. Include an accident report form, an emergency form, and a completed observation tool you have used to observe a child's development or learning progress.	RC V: Provide 3 samples of record keeping forms you have used. Include an accident report form, an emergency form, and a completed observation tool you have used to observe a child's development or learning progress.
Competency Goal VI		
RC VI-1: The name and contact information for your state's agency that is responsible for the regulation of child care centers and family child care homes. Make a copy of the qualification requirements for personnel and group size, adult-child ratio requirements.	RC VI-1: The name and contact information for your state's agency that is responsible for the regulation of child care centers and family child care homes. Make a copy of the qualification requirements for personnel and group size, adult-child ratio requirements.	RC VI-1: The name and contact information for your state's agency that is responsible for the regulation of child care centers and family child care homes. Make a copy of the qualification requirements for personnel and group size, adult-child ratio requirements.
RC VI-2: List 2 or 3 early childhood associations (national, regional, state, or local), including website addresses. Describe the professional resources and membership opportunities they each offer.	RC VI-2: List 2 or 3 early childhood associations (national, regional, state, or local), including website addresses. Describe the professional resources and membership opportunities they each offer.	RC VI-2: List 2 or 3 early childhood associations (national, regional, state, or local), including website addresses. Describe the professional resources and membership opportunities they each offer.
RC VI-3: Summaries of the legal requirements in your state regarding	RC VI-3: Summaries of the legal requirements in your state regarding	RC VI-3: Summaries of the legal requirements in your state regarding

Infant/Toddler	Preschool	Family Care
child abuse and neglect. Include contact information and Mandatory Reporting Guidelines.	child abuse and neglect. Include contact information and Mandatory Reporting Guidelines.	child abuse and neglect. Include contact information and Mandatory Reporting Guidelines.
Reflective Statements of Competence		
CS I: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this standard (to establish and maintain a safe, healthy learning environment).	CS I: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this standard (to establish and maintain a safe, healthy learning environment).	CS I: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this standard (to establish and maintain a safe, healthy learning environment).
CS I a: Reflect on the sample menu in RC I-2: If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you did not design it, what are its strengths and/or what would you change?	CS I a: Reflect on the sample menu in RC I-2: If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you did not design it, what are its strengths and/or what would you change?	CS I a: Reflect on the sample menu in RC I-2: If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you did not design it, what are its strengths and/or what would you change?
CS I b: Reflect on the room environment in which your CDA Verification Visit Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change? Additionally, reflect on and describe the similarities and differences between room environments designed for infants as compared to toddlers.	CS I b: Reflect on the room environment in which your CDA Verification Visit Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change? Additionally, reflect on and describe the similarities and differences between room environments designed for infants as compared to toddlers.	CS I b: Reflect on the room environment in which your CDA Verification Visit Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change? Additionally, reflect on and describe the similarities and differences between room environments designed for infants as compared to toddlers.
CS I c: Reflect on the weekly plan you included in RC I-3. How does this plan reflect your philosophy of what	CS I c: Reflect on the weekly plan you included in RC I-3. How does this plan reflect your philosophy of what	CS I c: Reflect on the weekly plan you included in RC I-3. How does this plan reflect your philosophy of what

Infant/Toddler	Preschool	Family Care
young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change? Additionally, describe how you would adapt this weekly plan for use with each of the three age groups (young infants, mobile infants, and toddlers).	young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change? Additionally, describe how you would adapt this weekly plan for use with each of the three age groups (young infants, mobile infants, and toddlers).	young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change? Additionally, describe how you would adapt this weekly plan for use with each of the three age groups (young infants, mobile infants, and toddlers).
CS II (To advance physical and intellectual competence): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.	CS II (To advance physical and intellectual competence): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.	CS II (To advance physical and intellectual competence): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.
CS II a: Pick one of the nine learning experience you chose for RC II, How does this experience reflect your philosophy of how to support young children's physical development?	CS II a: Pick one of the nine learning experience you chose for RC II, How does this experience reflect your philosophy of how to support young children's physical development?	CS II a: Pick one of the nine learning experience you chose for RC II, How does this experience reflect your philosophy of how to support young children's physical development?
CS II b: Pick another of the nine learning experiences you chose for RC II, How does this experience reflect your philosophy of how to support young children's cognitive development?	CS II b: Pick another of the nine learning experiences you chose for RC II, How does this experience reflect your philosophy of how to support young children's cognitive development?	CS II b: Pick another of the nine learning experiences you chose for RC II, How does this experience reflect your philosophy of how to support young children's cognitive development?
CS II c: Pick another of the nine learning experiences you chose for RC II, How does this experience reflect your philosophy of how to support young children's creative development?	CS II c: Pick another of the nine learning experiences you chose for RC II, How does this experience reflect your philosophy of how to support young children's creative development?	CS II c: Pick another of the nine learning experiences you chose for RC II, How does this experience reflect your philosophy of how to support young children's creative development?

Infant/Toddler	Preschool	Family Care
CS II d: In an additional paragraph, describe ways to promote the communication/language development among all children, including dual language learners.	CS II d: In an additional paragraph, describe ways to promote the communication/language development among all children, including dual language learners.	CS II d: In an additional paragraph, describe ways to promote the communication/language development among all children, including dual language learners.
CS III (To support social and emotional development and to provide positive guidance): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard	CS III (To support social and emotional development and to provide positive guidance): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard	CS III (To support social and emotional development and to provide positive guidance): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard
CS III a: Describe some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.	CS III a: Describe some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.	CS III a: Describe some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.
CS III b: Reflect on your philosophy of guiding young children's positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behaviors?	CS III b: Reflect on your philosophy of guiding young children's positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behaviors?	CS III b: Reflect on your philosophy of guiding young children's positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behaviors?
CS IV (To establish positive and productive relationships with families): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.	CS IV (To establish positive and productive relationships with families): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.	CS IV (To establish positive and productive relationships with families): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.

Infant/Toddler	Preschool	Family Care
CS IV a: How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?	CS IV a: How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?	CS IV a: How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?
CS IV b: How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?	CS IV b: How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?	CS IV b: How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?
CS IV c: Reflect on the feedback you received in the Family Questionnaires you collected (please see pp. 12-13). Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.	CS IV c: Reflect on the feedback you received in the Family Questionnaires you collected (please see pp. 12-13). Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.	CS IV c: Reflect on the feedback you received in the Family Questionnaires you collected (please see pp. 12-13). Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.
CS V (To ensure a well-run, purposeful program that is responsive to participant needs): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.	CS V (To ensure a well-run, purposeful program that is responsive to participant needs): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.	CS V (To ensure a well-run, purposeful program that is responsive to participant needs): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.
CS V a: Then write at least one paragraph that describes how you used the observation tool/form you included in RC V. Why are observation and documentation important parts of program management? How do you ensure	CS V a: Then write at least one paragraph that describes how you used the observation tool/form you included in RC V. Why are observation and documentation important parts of program management? How do you ensure	CS V a: Then write at least one paragraph that describes how you used the observation tool/form you included in RC V. Why are observation and documentation important parts of program management? How do you ensure

Infant/Toddler	Preschool	Family Care
that you are accurately/objectively observing and tracking each child's developmental and learning progress?	that you are accurately/objectively observing and tracking each child's developmental and learning progress?	that you are accurately/objectively observing and tracking each child's developmental and learning progress?
CS VI (To maintain a commitment to professionalism): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your professional practices meet this Standard.	CS VI (To maintain a commitment to professionalism): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your professional practices meet this Standard.	CS VI (To maintain a commitment to professionalism): Begin your Reflective Statement about this Competency Standard with a paragraph describing how your professional practices meet this Standard.
CS VI a: Reflect on why you chose to become an early childhood professional	CS VI a: Reflect on why you chose to become an early childhood professional	CS VI a: Reflect on why you chose to become an early childhood professional
CS VI b: Reflect on what you believe are the more important indicators of professionalism that you possess.	CS VI b: Reflect on what you believe are the more important indicators of professionalism that you possess.	CS VI b: Reflect on what you believe are the more important indicators of professionalism that you possess.

Session B – CDA Portfolio

Organize your CDA portfolio with <u>the work you have completed</u> so far in the Credential program. If you are behind in your work, make a plan to catch up.

Field Work

If you have not already done so, complete your application for Develop Registry at https://www.developtoolmn.org/ (Click on "Register" in the upper right hand corner) with additional information available at https://www.mncpd.org/educators-providers/

MNCDA

Participant Guide

Intentional Teaching IV

Social and Emotional Development

Class 10
Sessions A & B
6 hours
Hmong

Session A

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota's KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area III: Supporting social and emotional development

Learning Objectives
Hom Phiaj Kawm
- ● Identify opportunities to build trusting relationships with children;
- *Zoo caij txheeb xyuas los mus ua phooj ywg thiab tsim kev sib ntseeg siab nrog me nyuam yaus;*
- ● List strategies to support children's positive social-emotional development; and
- *Sau cov tswv yim los mus txhawb me nyuam kev zoo siab; thiab*
- ● List ways adult/child relationships impact learning and development.
- *Sau txog tus laus / tus me nyuam txoj kev sib raug zoo uas qhov txawv ntawm kev kawm thiab kev loj hlob.*

Session Outline

Section	Activities
1: Introduction *Pib qhia*	● Large Group Activity – Read Aloud - *Nyeem ntawv kom nrov* ● Presentation – Topic Introduction - *Kab lus los qhia*
2: Theories of Social and Emotional Development *Txoj kev xav ntawm kev sib raug zoo thiab hauv lub siab xav kev loj hlob*	● Presentation – the foundations of social and emotional development - *Lub hauv paus ntawm kev sib raug zoo thiab hauv lub siab kev xav loj hlob* ● Partner Activity – Help or Hinder - *Pab los sis kev tab kaum* ● Presentation – Why social and emotional development is so Important - *Vim li cas kev sib raug zoo thiab hauv lub siab kev xav loj hlob nws tseem ceeb npaum li cas* ● Large Group Activity – New milestones - *Ib qho kev tshiab txhim kho* ● Presentation -Variations and diversity - *Qhov sib txawv deb thiab txhua hom sib txawv*
3: Attachment *Kev sib txuas lus*	● Presentation – The first step - *Thawj kaum ruam* ● Large Group Activity – Tag, you're it - *Kov, lo koj lawm* ● Presentation – Stages of attachment development - *Theem ntawm kev sib txuas lus kev loj hlob mus* ● Large Group Discussion– What caregivers can do

	- *Cov Caregivers (hauj lwm) qhov lawv ua tau* ● Small Group Activity– Answering Parents' Questions - *Teb niam txiv cov lus nug rov qab*
4: Closing *Xaus*	● Presentation – Only You Will Do - *Tsuas yog koj ib leeg yuav ua tau* ● Presentation - Assignments - *Ntaub ntawv coj mus ua tom tsev*

Foundations of Social-Emotional Development

Erik Erikson

Erik Erikson is the most notable contributor to our current ideas about children's social and emotional development. His theory is called "**Stages of Psychosocial Development** " and it covers the full lifespan. Erikson asserts that development proceeds through stages and that each stage has a developmental challenge. This means that different skills are developing at different ages. How successfully a person develops a skill (or masters a developmental challenge) affects how well they will develop the next skill (or developmental challenge). In other words, the skills build upon each other. It is important to note that Erikson did believe that stages that were not successfully mastered the first time around could be mastered if re-visited.

Let's look at Erikson's stages that impact youth in early childhood.

Erikson's Stages of Psychosocial Development		
Age	**Stage**	**Strength Developed**
0-1 Infancy	Trust vs. Mistrust	Hope
2-3 Toddler	Autonomy vs. Shame and Doubt	Willpower
4-5 Preschool	Initiative vs. Guilt	Competence

Trust vs. Mistrust

A baby must develop external trust (I trust the people and the world around me) and internal trust (I can accomplish things and get my needs met). This trust is developed through the development of secure attachments. If infants consistently have their needs met (nourishment, love, comfort etc.), they will develop trust. If their needs are met inconsistently or minimally, they develop a sense of mistrust which may be demonstrated through inappropriate behaviors, such as excessive whining, fear, and lack of trust.

Autonomy vs. Shame and Doubt

A typical toddler is on a quest for independence or autonomy. We see signs of this daily when they say their favorite word, "Mine!" In this stage, Erikson asserts that children are both letting go and hanging on. They want to explore but they still want to keep close to their primary attachments to caregivers or other trusted adults. This struggle is also evident when we consider toddler's real difficulty with sharing. When adults do not understand and support this quest for autonomy, where toddlers need to feel success doing things for themselves, they can shame a child for seeking independence. The toddlers, who are on a quest for personal control and competence in being able to do things for themselves, then feel a sense of shame that makes them doubt their ability to do things on their own. This affects the roots of self-confidence. This shame about being independent will make the toddler less confident about exploration and their ability to do things.

Initiative vs. Guilt

The key task at this stage is to acquire a sense of purpose. Children this age usually have more control over their behavior and are able to focus for longer periods of time. A child in this stage is learning that she can plan and follow through, that she can make a mistake and fix it, and that she can function independently (in a child-friendly environment). Children in this stage need opportunities to experiment, try various strategies, make messes, be creative, problem-solve, and negotiate. If children are not allowed to do these things, they begin to avoid trying new things, which leads to less opportunities for growth and learning. While there need to be some rules for safety, there needs to be a balance between rules and opportunities to explore.   (Source: Mooney, 2013)

Help or Hinder Answer Key

An eight-month-old is crying. The caregiver is feeding another child and can't respond to the crying infant immediately. The caregiver says to the crying infant, "I hear you Isabelle. I know you are upset. I will come get you in one moment." The caregiver continues to talk to Isabelle until she can reposition herself so she can sit closer to Isabelle while feeding the infant.

Stage_____   ☐Help   ☐Hinder

Brian is a preschooler. He is working at the water table. The teacher has plastic boats in the water. Brian imagines that the boats are chasing one another. He makes one boat leap out of the water, which splashes on the floor. "Look what you did Brian. Now we have a big mess to clean up," his teacher scolds.

Stage_____   ☐Help   ☐Hinder

Paulo is an exuberant toddler who enjoys his child care program very much. When his mother drops him off he runs right to dramatic play and begins playing with the baby dolls. "Paulo," his mother says in an angry voice, "I can't believe you didn't kiss me goodbye. Aren't you going to miss your mommy?"

Stage_____   ☐Help   ☐Hinder

Yessica is three months old and is now able to make steady eye contact and smile in response to an adult. Her caregiver is feeding her while she is talking on the telephone. Yessica can hear her caregiver's voice but cannot see her face because she is looking away as she is feeding her.

Stage_____   ☐Help   ☐Hinder

Frieda is working in the writing center of her preschool classroom. She is using stencils to write her name. She writes "FRIDA". She shows her teacher. Her teacher responds, "I like your work Frieda. I can tell you are working so hard and getting better at your letters everyday.' Her teacher does not mention the missing E.

Stage_____   ☐Help   ☐Hinder

David's toddler class is transitioning to go outside. "Who wants to go outside?" his teacher asks. David does not want to go outside; he wants to continue playing with playdough. He does not move toward the door when his teacher asks him to. Finally, she takes his hand and brings him to his cubby to retrieve his coat. David begins to cry and stomp his feet.

Stage_____

☐Help☐Hinder

Attachment Theory

Attachment: "A specific personal relationship developing between an infant and the caregiver through regular physical and emotional care, considered essential for survival as well as for later physical and mental development"(Bowlby, 1969, as cited in Gervai, 2009). Secure attachments help young children:

- *Learn basic trust*
- *Explore the environment with confidence and security*
- *Self-regulate and manage emotions*
- *Develop an internal working model of relationships*
- *With identity formation, develop a sense of self-esteem.*

All babies develop attachment with the important adults in their world who provide regular physical or emotional care, regardless of the quality of that care. Therefore, the question is never, 'is there an attachment between this caregiver and this child?' Instead, the question is, 'what is the quality of the attachment between this parent and this child?' Secure attachments develop because caregivers sensitively respond to a child's needs.

Security of the attachment depends on the caregivers' responses. Supportive responses are:
- Reciprocal (involve give-and-take between the adult and the child; they are not one-sided)
- Sensitive (listen, watch and ask to figure out what the child wants and needs, reading their cues)
- Insightful (seeing things from child's perspective)
- Consistent (*most* of the time-the child can rely on them)
- Offer comfort, calm & enable feelings of safety

How do I promote and support secure attachments…

Between myself and children in my care?

Between parents/families and their children?

Parent Questions and Quandaries

Dear Child Care Expert:

Whenever my newborn son cries and I pick him up, my mother tells me I am going to spoil him. She says he cries so much because I always pick him up. Is this true?

Dear Child Care Expert:

When I drop my toddler off at child care, she always clings to my leg and asks me not to go. Eventually I have to leave, but later I come back to see if she has settled down. When she sees me she gets upset all over again. The caregiver tells me that once I leave I have to stay gone, but how can I? Am I hurting my child?

Dear Child Care Expert:

My daughter seems very curious and playful when we are at the park together, but as soon as another adult comes near her, she crawls right back to me and becomes very shy. Is this normal? Why does her personality change?

Dear Child Care Expert:

I just read a short article about attachment and how important it is. How do I know my child is securely attached?

Begin this assignment for your portfolio.

Read through the standards for Competency Standard III: To support social and emotional development and to provide positive guidance. Begin to write a paragraph about how your teaching practices meet this standard.

Competency Standard III: To support social and emotional development and to provide positive guidance.

CSIII: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard. (Note: You may also choose to write one paragraph for each Functional Area, if this makes it easier to express your thoughts more clearly). Write at least one paragraph on each of the following.

CSIII a. Describe some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.

Session B

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota's KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area III: Supporting social and emotional development

Learning Objectives:
Hom Phiaj Kawm

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory they will learn to:

-Thaum tsis tau cob qhia los ntawm kev meej tseeb txog hom phiaj kev kawm, lawv muaj peev xwm los tsim tau qee yam hom phiaj zoo los mus pab rau cov tab tom kawm.

- ● To identify opportunities to support friendship development,
- - *Tshab txhais txoj hauv kev los mus pab txhawb kev phooj ywg kev loj hlob mus,*
- ● To recognize opportunities to support positive self-esteem and self-regulation development,
- - *Paub txog txoj hauv kev los mus pab txhawb tus kheej kev zoo thiab tus kheej kev tswj kom loj hlob mus,*
- ● To differentiate between praise and encouragement.
- - *Qhia qhov txawv ntawm kev qhuas thiab kev txhawb nqa.*

Session Outline (COMPARE)

Section	Activities
1: Introduction - *Pib qhia*	● Presentation – Next Steps - *Txuas ntxiv mus* ● Individual Activity – Word Games - *Los lus kev ua si*
2: Friendship Development - *Kev phooj ywg loj hlob*	● Presentation – The Power of Friendships - *Lub zog hwj chim ntawm txoj kev phooj ywg* ● Large Group Discussion – Brainstorming prosocial behaviors - *Kwv yees kawm ntawm neeg kev sib raug zoo tus cwj pwm* ● Video Activity – Seeing Prosocial Skills - *Pom ntawm neeg kev sib raug zoo lawv lub peev xwm*
3: Self Skills - *Tus kheej kev muaj peev xwm*	● Presentation – Self Skills: What Are They? - *Tus kheej lub peev xwm: Lawv yog dab tsi?* ● Presentation – Self-Concept - *Tus kheej lub ntsiab lus tswv yim* ● Presentation – Self-Regulation - *Tus kheej kev cai tswj* ● Small Group Activity – Focusing on Focusing - *Saib ntsoov rau ib qho kom meej* ● Presentation – Self-Esteem

	-	*Peev xwm ntawm yus tus kheej*
4: Closing Presentation	●	Individual Activity – Planning for Practice
- *Xaus nthua qhia lawm*	-	*Npaj rau kev xyaum kawm*
	●	Presentation –Assignment, PLAT, and Learning Log
	-	*Ntaub ntawm coj mus ua tom tsev, PLAT (tawm tswv yim), thiab sau teev tseg ntawm kev kawm*

Video Activity

Video Clip 2

What prosocial skills are the children exhibiting?

What did the teacher/s do to help the children learn prosocial skills?

Video Clip 3

What prosocial skills are the children exhibiting?

What did the teacher/s do to help the children learn prosocial skills?

Video Clip 4

What prosocial skills are the children exhibiting?

What did the teacher/s do to help the children learn prosocial skills?

Self-Regulation Skills

Video Clip 1

What prosocial skills are the children exhibiting?

What did the teacher/s do to help the children learn prosocial skills?

What is it?

How to support it:

Infants	Toddlers	Preschool	School-Age

Delayed Gratification
What is it?

How to support it:

Infants	Toddlers	Preschool	School-Age

Ability to Focus
What is it?

How to support it:

Infants	Toddlers	Preschool	School-Age

Emotional Recognition and Regulation

What is it?

How to support it:

Infants	Toddlers	Preschool	School-Age

Plan for Practice
Use what you write here to help write your CDA Portfolio Assignment for this session

In my environment I plan to intentionally support the development of the following skills to support social-emotional development:

1.

2.

3.

I will accomplish this by:

1.

2.

3.

I will know my efforts are making an impact because:

1.

2.

3.

This is my commitment to the children in my care!

Signed _____

Session B – Portfolio Assignments

1. **Complete this assignment for your portfolio.**

Use your professional experience and the knowledge you have gained in the Credential to guide your thinking.

Competency Standard III: To support social and emotional competence

CSIII: Reflective Competency Statement III

CSIII: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard. (Note: You may also choose to write one paragraph for each Functional Area, if this makes it easier to express your thoughts more clearly). Write at least one paragraph on each of the following.

CSIIIa: Describe some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.

Glossary (Sessions A & B)

Attachment: "A specific personal relationship developing between an infant and the caregiver through regular physical and emotional care, considered essential for survival as well as for later physical and mental development"(Bowlby, 1969, as cited in Gervai, 2009). When a secure attachment is formed over time between child and caregiver, the child uses that person as a secure base from which to explore and as a source of safety and comfort when needed.

Attachment(Sib raug zoo): " Tus kheej tsim kev sib raug zoo nruab nrab ntawm ib tug me nyuam mos thiab lub hauj lwm mus rau ntawm lub cev thiab txog kev xav, xav txog qhov tseem ceeb rau kev ciaj sia xws li tom qab ntawm lub cev thiab txog lub hlwb kev tsis meej pem"(Bowlby, 1969, xws li nyob rau hauv Gervai, 2009). Thaum muaj kev ruaj ntseg ntawm kev sib raug zoo nws los mus tsim dhau sij hawm nruab nrab ntawm tus me nyuam thiab lub hauj lwm, tus me nyuam siv tus neeg ntawv xws li ib qho kev ruaj khov los ntawm tej yam uas los mus nrhiav kev pab cuam ntawm kev nyab xeeb thiab kev nplij siab thaum twg los yeej tau.

Emotional development: The emergence and growth of skills used to understand, interpret, and control one's emotions; impulse control, identifying feelings and reasons for feelings, empathy, and related skills.

Emotional development(Kev xav loj hlob): Kev tshwm sim ntawm kev loj hlob thiab paub siv los mus nkag siab, txhais lus, uv yus lub siab; lub siab dhia ceev, txheeb xyuas txoj kev xav thiab vim li cas thiaj xav li ntawv, kev txhawj xeeb, thiab paub ntau yam.

Delayed gratification: The ability to wait when a person wants something until it is more feasible to get it, such as waiting until one has enough money to make a purchase or waiting to do something until it is one's turn.

Delayed gratification(Kev tos kom tshwm sim): Peev xwm ntawm kev tos thaum ib tug neeg xav yuav tej yam dab tsi mas tsim nyog mus yuav, xws li tos thaum nws muaj nyiaj txaus los mus yuav los sis tos thaum twg ib tug twg tsis tau es khaws tau nyiaj txaus lawm mam yuav rau tus neeg ntawv thib xwb.

Empathy: The ability to take another's perspective or point of view.

Empathy (Txhawj xeeb): Muaj peev xwm los mus txeeb lwm tus txoj kev xav los sis kev pom.

Executive function: A function of the brain that helps children and adults plan and implement strategies to achieve a goal or control how they react to situations.

Executive function (Saib xyuas tej yam ua hauj lwm): Lub hlwb ua hauj lwm los mus pab me nyuam thiab cov laus kev npaj tseg thiab siv tswv yim los mus ua kom tiav ib qho hom phiaj los sis tswj saib xyuas saib lawv kev xav li cas ntawm qhov teeb meem ntawv.

Impulse control: The ability to stop oneself from doing an action because there would be consequences if the action was completed. For example, if a child stops himself from grabbing a toy because his friend has it, he is displaying impulse control.

Impulse control (Tswj kom nres): Muaj peev xwm los mus nres ib tug tus kheej ntawm kev tshwm sim tab sis nws ho muaj qhov pib ntawm kev tshwm sim uas nws twb ua tiav lawm. Xws li, yog tias ib tug me nyuam nres nws tus kheej los ntawm qhov kev tuav cov khoom ua si tab sis nws tus phooj ywg twb xub tau ua ntej lawm, nws qhia qhov kev tswj nres cia.

Prosocial behaviors: Behaviors and skills that encourage friendships such as willingness to engage with others, positive body language and facial expressions towards others, and preferences for people rather than objects.

Prosocial behaviors (Neeg tus cwj pwm): Kev cwj pwm thiab paub txhawb txog kev sib raug zoo xws li txaus siab yuav los mus koom nrog lwm tus, coj zoo thiab ua lub ntsej muag luag ntxhi rau lwm tus, thiab nyiam neeg dua nyiam tej yam khoom.

Self-concept: How children think about themselves, both regarding their physical body and the personality traits that make them who they are.

Self-concept (Tus kheej kev coj): Saib me nyuam yaus yuav xav li cas rau lawv tus kheej, ob leeg ntawm lawv lus cev yeeb yam thiab lawv tus cwj pwm uas qhia tias lawv paub tias lawv yog lawv.

Self-regulation: Describes how children are able to manage their emotions, wait their turn and handle a stressful situation.

Self-regulation (Tswj tus kheej): Txhab txhais saib me nyuam yaus muaj peev xwm los mus tswj lawv kev xav, tos kom txog lawv thib thiab tswj tuav daws kev teeb meem nyuaj siab.

Self-esteem: How children feel about themselves. Self-esteem is closely related to self-concept.

Self-esteem (Tus kheej): Saib me nyuam yaus xav li cas rau ntawm lawv tus kheej.

Social development: The emergence and growth of skills needed to understand and socialize with others including friendship skills, sharing, and problem-solving.

Social development(Tsim kev sib raug zoo): Kev tshwm sim thiab loj hlob ntawm xav tau kev paub thiab sib raug zoo nrog lwm tus nrog rau paub txoj kev sib raug zoo, sib koom, thiab daws teeb meem.

Theory: A group of linked [ideas](#) intended to [explain](#) something. A theory provides a framework for explaining observations.

Theory (Kev xav): Ib pawg nws txuas nrog rau tswv yim npaj siab los mus piav qhia tej yam dab tsi. Ib qho kev xav txhawb txog qhov moj khaum los mus piav qhia txog kev soj ntsuam.

MNCDA

Participant Guide

Intentional Teaching V:

Child Guidance

Class 11
Sessions A & B
5 hours
Hmong

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas:
The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>Minnesota's KCF</u>: Content Area II: Developmentally Appropriate Learning Experiences

<u>CDA Content Area</u>: Social and Emotional Development

Learning Objectives
Hom Phiaj kev Kawm

- Describe link between prosocial behavior development and child guidance,
  -Txhab txhais qhov txuas nruab nrab ntawm kev sib rau zoo tus cwj pwm kev loj hlob thiab kev cob qhia rau tus me nyuam,
- Define common terms used to describe child guidance in an early childhood environment, and
  -Txhais cov ntsiab lus uas siv rau kev txhab txhais cob qhia rau tus me nyuam hauv lawv kev kawm ntxov hauv kev loj hlob, thiab
- Describe the Teaching Pyramid model.
  -Txhab txhais kev qhia txog ntawm lub Pyramid model (tus qauv loj hlob mus)

Session Overview

Section	Activities
1: Introduction *-Pib qhia*	• Large Group Activity – I Remember When… *-Pab pawg loj kev ua si – Kuv tseem nco qab thaum* • Small Group Activity – Definitions -Pab pawg me kev ua si – Txhais
2: Child Guidance Basics *-Cov kev yooj yim cob qhia tus me nyuam*	• Large Group Discussion – When Guidance Occurs *-Pab pawg loj sib tham – Kev cob qhia tshwm sim thaum twg* • Presentation – Introducing the Teaching Pyramid Model
3: The First Tier *-Qhov thawj thawj theem*	• Partner Activity – Article Review *-Tus khub kev ua si – Daim ntawv qhia txog kev soj ntsuam* • Small Group Activity – Building Positive Relationships *-Pab pawg me kev ua si – Tsim txoj kev zoo ntawm kev sib raug zoo* • Presentation & Video – Responsive Partners *-Presentation & Yaj duab – Lus teb ntawm cov neeg koom tes* • Presentation – the Environment *-Presentation – Qhov ib puag ncig cheeb tsam*
4: Closing *-Xaus li no*	• Presentation – Closing and Assignments *-Presentation – Xaus li no thiab Ntaub ntawv coj mus ua tom tsev*

Article to read: "The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children" by Lise Fox, Glen Dunlap, Mary Louise Hemmeter, Gail E. Joseph and Philip S. Strain. (2003). Young Children. NAEYC: Washington, D.C.

To access the article (reviewed by CSEFEL in 2013), go to the CSEFEL website:

http://challengingbehavior.cbcs.usf.edu/docs/TeachingPyramid_yc_article_7_2003.pdf

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children
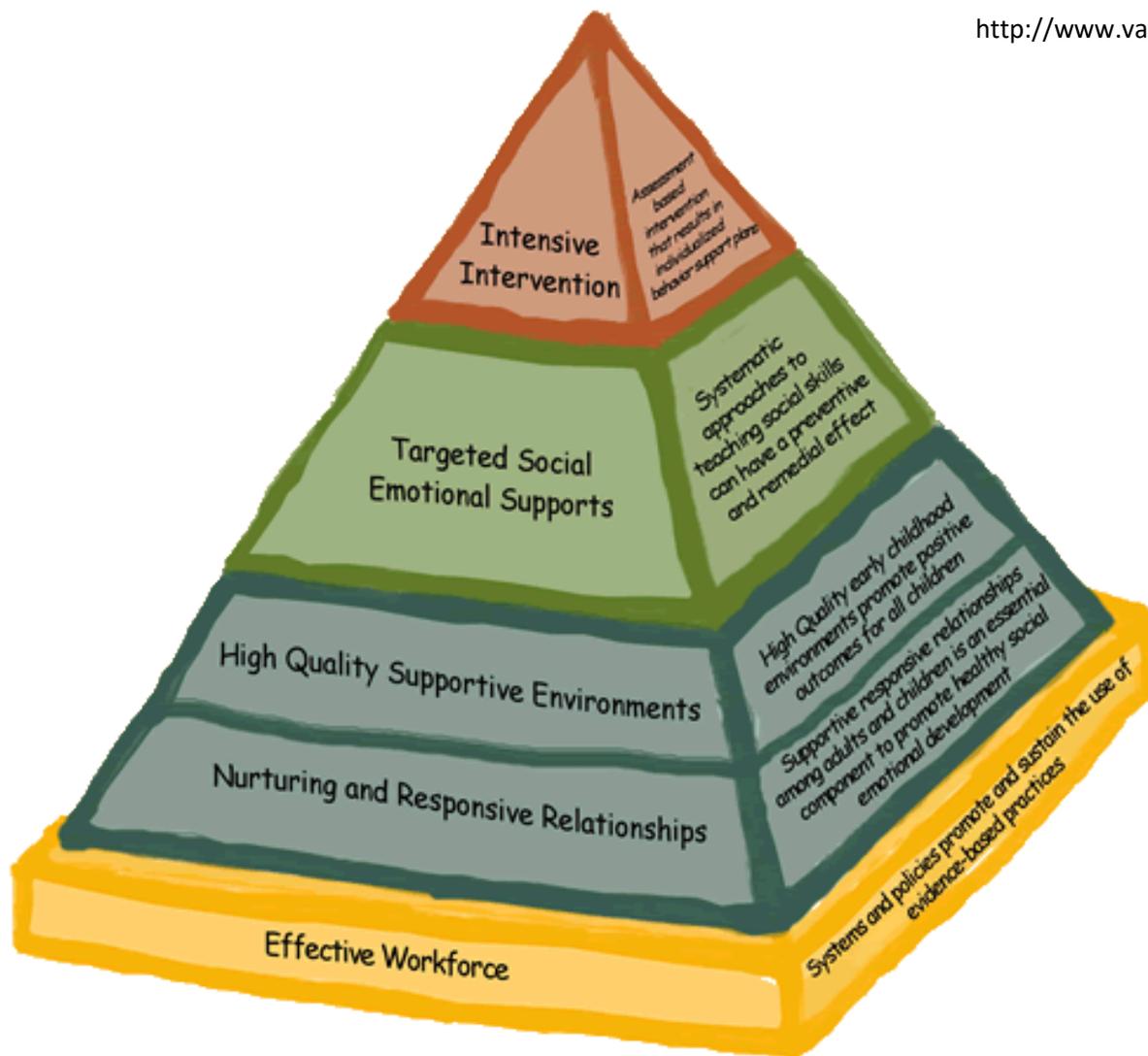
Spanish version available here: http://csefel.vanderbilt.edu/images/pyramidenespanol.jpg

Copied from the Center on the Social and Emotional Foundations for Early Learning website, February 2018.
http://www.vanderbilt.edu/csefel/

Designing Environments

Video Notes

Ways I will…

- **Make the environment warm and inviting for all children:**

- **Design the environment to allow room to move, but not be an invitation to run:**

- **Provide opportunities in the environment to make choices:**

- **Provide opportunities in the environment to stay involved with a toy, activity, or project:**

- **Help children know what to do and what is expected in the environment:**

Session A – Portfolio Assignments

1. **Begin this assignment for your portfolio. Use your professional experience and the knowledge you are gaining from the Credential coursework to guide your thinking. You may include what you have learned in this session. You will finish during Session B.**

   Competency Standard III: To support social and emotional development and to provide positive guidance.

   CSIII: Reflective Competency Statement III

   Write at least one paragraph:

   CSIIIb: Reflect on your philosophy of guiding young children's positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behaviors?

   Additional homework:

   1. Read the article: *"You Got It!" Teaching Social and Emotional Skills* by L. Fox and R. Harper Lentini. (2006). Beyond the Journal: Young Children on the Web. Washington, D.C.: NAEYC.

      Available at : http://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf

   2. Try out one relationship building strategy that you don't already use from today's discussion and article.

Session B

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas:
The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>Minnesota's KCF:</u> Content Area II: Developmentally Appropriate Learning Experiences

<u>CDA Content Area:</u> Social and Emotional Development

Learning Objectives
Hom Phiaj kev Kawm
- Identify successful approaches to child guidance,
  -Txheeb xyuas kev ua tau zoo los ntawm kev cob qhia tus me nyuam
- Adapt approaches to suit individual and situational variations, and
  -Kev hloov ua raws siab ntawm tus kheej thiab qhov teeb meem ntawm nws sib txawv li cas, thiab
- Become comfortable asking for help.
  -Zoo siab nrhiav kev pab

Session Outline

Section	Activities
1: Introduction *-Pib qhia*	• Large Group Activity – Sharing Homework *-Pab pawg loj kev ua si – Sib koom ua cov ntawv coj mus ua tom tsev*
2: Tiers 1 and 2 *-Theem 1 thiab 2*	• Presentation – Reviewing Tier 1 *-Presentation – Ros saib xyuas Theem 1* • Presentation – Tier 2 *-Presentation – Theem 2* • Small Group Activity – Words Matter *-Pab pawg me kev ua si- Lo lus nws tseem ceeb heev*
3: Interventions That Work *-Kev pab cuam ntawm qhov nws tseem ua hauj lwm*	• Presentation – First Step: Ages and Stages *-Presentation – Qeb ib: Lub hnub yug thiab txheej theem* • Presentation – During and After *-Presentation – Thaum lub caij no thiab tom qab ntawv* • Presentation – How to Teach a New Behavior *-Presentation – Yuav cob qhia kev cwj pwm tshiab li cas* • Small Group Activity – Case Studies *-Pab pawg me kev ua si – Kawm txog qhov tseeb* • Large Group Activity – Guidance Resources *-Pab pawg loj kev ua si – Cob qhia ntawm txoj kev pab*
4: Guidance and Diversity *-Kev cov qhia ntawm txhua hom neeg*	• Presentation – Different Approaches to Guidance *-Presentation – Kev cob qhia kom cuag yooj yim ntawm qhov sib txawv* • Partner Discussion – Diverse Guidance

	-Koom siab sib tham: Kev cob qhia ntawm pab pawg

5: Closing
  -Xaus li no
	• Presentation – the Final Tier
	  -Presentation – Qhov theem kawg nkaus
	• Large Group Discussion – Reflecting on Guidance
	  -Pab pawg loj sib tham – Xav txog ntawm kev cob qhia
	• Presentation – Assignments and closing
	  -Presentation – Ntaub ntawv coj mus ua tom tsev thiab xaus li no

Preventative Strategies

Strategy	Why?	How to Use
Transitions		
Choice		
Schedule/Routine		
Reflect Diversity		
Individualize		
Classroom Rules/Expectations		
Think Like a Child		
Visuals		

How to make and use visual cues with young children: http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf

Word Choice

Take Turns

What are you hoping to teach?

What more could you say or do to teach this concept?

Be Nice

What are you hoping to teach?

What more could you say or do to teach this concept?

Use Your Words

What are you hoping to teach?

What more could you say or do to teach this concept?

Say You're Sorry

What are you hoping to teach?

What more could you say or do to teach this concept?

Distraction, Redirection, Reminders

Distraction
Redirection
Reminders

Stages of Learning
Txheej theem ntawm kev kawm

1	**Skill Acquisition: Show and Tell** ***Skill Acquisition*** (*Kev peev xwm txawj ntse thiab tshawb tau*): *Yeeb yam qhia thiab qhia rau* • Caregiver talks through use of skill *-Caregiver(hauj lwm) tham txog ntawm kev peev xwm txawj ntse dhau los* • Caregiver models skill *-Caregiver(hauj lwm) cov qauv ntawm kev peev xwm txawj ntse* • Caregiver gives example *-Caregiver(hauj lwm) muab kev piv txwv rau* • Caregiver points out when other children use skill *-Caregiver(hauj lwm) qhia ntsiab lus tawm thaum lwm cov me nyuam los mus siv lawv kev peev xwm txawj ntse*
2	**Skill Fluency: Practice Makes Perfect** ***Skill Fluency*** (*Kev peev xwm txawj ntse nws npliag lus*): ***Xyaum ua kom nws tau zoo*** • Caregiver provides practice opportunities both naturally and staged *-Caregiver(hauj lwm) pab txhawb kev xyaum ntawm lub caij zoo ntawm ob qho ib txwm muaj thiab txheej theem* • Caregiver verbalizes child's actions and use of skill *-Caregiver(hauj lwm) hais lus kom tshwm sim rau tus me nyuam thiab siv lub peev xwm txawj ntse* • Caregiver encourages child's attempts even if not perfect *-Caregiver(hauj lwm) sim txhawb kom tus me nyuam txawm tias nws tsis zoo npaum li cas* • Caregiver reminds child when skill could be used *-Caregiver(hauj lwm) hais qhia kom tus me nyuam nco qab thaum yog siv kev paub los hais*
3	**Skill Maintenance and Generalization: You Got It!** ***Skill Maintenance and Generalization*** (*Txawj kho kom yog thiab zuag kev dav los hais*): *Koj tau lawm lauj!* • Caregiver supports use of skill in novel situations *-Caregiver(hauj lwm) txhawb los mus siv kev peev xwm kev txawj ntse ntawm dab neeg tswv yim teeb meem* • Caregiver continues encouragement *-Caregiver(hauj lwm) Kev txhawb nqa txuas ntxiv mus* • Caregiver shares skill with parent/guardian to transfer skill to home *-Caregiver(hauj lwm) sib koom kev peev xwm kev txawj ntse nrog niam txiv/tus niam qhuav txiv qhuav los mus coj kev peev xwm kev txawj ntse los siv rau tom tsev* • Caregiver uses child as a model for other children acquiring the skill *-Caregiver(hauj lwm) siv tu me nyuam xws li ua ib tug qauv los rau lwm tus me nyuam ho tau paub*

Resources

• Another CSEFEL/TACSEI resource is Creating Teaching Tools for Children with Challenging Behavior includes including handouts, worksheets, techniques, strategies, visuals and other materials that you can download to

assist you in creating a plan to support young children who are having challenging behavior:
http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_UsersManual.pdf

- The CSEFEL/TACSEI "Backpack Connection Series" is a series of handouts for parents around challenging behavior and promoting social skills that you can share (and use for your own knowledge): http://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf

- ***The Center for Inclusive Child Care (CICC) provides resources and consultation regarding children with challenging behavior. They offer coaching consultation to programs regarding infant, toddler and preschool aged children: https://www.inclusivechildcare.org/***
  Their resources on challenging behaviors can be found at: https://www.inclusivechildcare.org/resource-library?field_resource_topic_target_id[72]=72

Glossary *(Lus txhais)*

Behavior. The manner in which an individual behaves or acts.

-Behavior(Cwj pwm). Kev coj zoo ntawm ib tug neeg tus kheej nws tus cwj pwm coj

Consequence. The effect, result, or outcome of something that occurred earlier.

-Consequence(Qhov tshwm sim). Qhov tshwm sim, qhov xaus, los sis qhov tshwm sim tej yam uas tau tshwm sim ntxov lawm.

Executive function. A set of mental skills that help us inhibit behavior, plan tasks, and focus attention.

-Executive function(Kev tswj ua hauj lwm). Ib qho ntawm kev paub txog tsis meej pem los mus pab peb tuav kev cwj pwm, npaj kev ua hauj lwm, thiab tsi ntsoo rau kev tshwm seeb.

Guidance. The act or function of guiding; leadership; direction

-Guidance(Cob qhia). Kev coj yam ntxwv los sis txheej txheem hauj lwm ntawm kev cob qhia; kev coj; qhia kev

Implicit biases. Subtle, usually subconscious, stereotypes that guide our expectations and interactions with people.

-Implicity biases(Tsis hais tab sis ho paub). Ntse heev, ib txwm tsis nco qab, kev coj uas qhia peb ntawm kev cia siab thiab kev tshwm sim nrog tib neeg.

Impulse control. A cognitive process of inhibiting a behavior in order to complete a goal.

-Impulse control (Tswj lub zog). Kev paub ntawm txheej txheem kev ua los ntawm kev tuav tus cwj pwm los mus ua kom lub hom phiaj tiav.

Perspective taking. Putting yourself in another's shoes, trying to imagine what the other person might feel.

-Perspective taking(Kev xav). Muab koj tus kheej rau lwm tus nkawm khau, sim xav tias lwm tus neeg nws ho xav li cas.

Pro-social behavior. Caring about the welfare and rights of others, feeling concern and empathy for them, and acting in ways that benefit others.

-*Pro-social behavior(Kev sib rau zoo kev cwj pwm). Tshua txog kev noj qab nyob zoo thiab zoo rau lwm tus, kev xav ntawm teeb meem thiab kev txhawj xeeb rau lwm tus, thiab coj kom tsim nyog thiab muaj nuj nqi rau lwm tus.*

Self-regulation. The ability to control oneself so one can appropriately respond with a range of emotions to events.

-*Self-regulation(Tswj tus kheej txoj cai). Kev peev xwm los mus tswj tus kheej li ntawv ib tug twg muaj peev xwm tsim nyog teb nrog ib qho kev sib txawv ntawm kev xav.*

Social skills. The personal skills needed for successful social communication and interaction.

-*Social skills(Kev sib raug zoo). Tus kheej kev paub kev xav tau rau qhov ua tau zoo ntawm kev sib raug zoo kev sib tham thiab tshwm sim.*

Transitions. In early childhood programs, moving from one activity or daily routine to the next.

-*Transitions(Kev hloov). Hauv kev kawm ntxov ntawm kev hauj lwm, tsiv los ntawm ib qho kev ua si los sis niaj hnub ua mus tom ntej.*

Session B – Portfolio Assignment

FINISH this assignment for your portfolio (you started it last session). Use your professional experience and the knowledge you are gaining from the Credential coursework to guide your thinking.

Competency Standard III: To support social and emotional development and to provide positive guidance.

CSIII: Reflective Competency Statement III

Write at least one paragraph:

CSIIIb: Reflect on your philosophy of guiding young children's positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behaviors?

MNCDA
Participant's Guide

Play

Class 12
Session A, B, C
7 hours
Hmong

1

Session A

Date / Time: **Location:**

Primary Core Competencies and CDA Content Area
The primary Core Competencies and CDA Content Area are listed here to help you understand why these topics are part of the MN Child Care Credential and where you can go for further information. These may not be the only areas addressed, but they are the primary influences behind the session content.

Minnesota KCF Content Area I: Child Development and Learning
CDA Content Area 8: Principles of Child Growth and Development

Learning Objectives
- *Explain the important role of play in children's development*
- *Match play activities to domains of development*
- *List environmental factors for planning learning areas and experiences that support development*

Learning Objectives : Hom Phiaj Kawm
● Piav qhia lub ntsiab uas tseem ceeb los ntawm me nyuam yaus txoj kev loj hlob pauv hloov
● Muab me nyuam txoj kev tes dej num ua si los mus sib piv txog ntawm lawv kev loj hlob pauv hloov
● Sau rau hauv ntawv txog tej yam yuav los tsuam tshuam rau tej kev npaj tseg ntawm kev kawm thiab paub txog yam uas yuav los pab kom loj hlob thiab pauv hloov mus

Session Outline

Time	Section	Overview
25 minutes	Introduction to Play	- Introduction to sessions - Activity: Individual drawing childhood memories of play
35 minutes	Importance of Play	- Presentation: Principles of play - Activity: Play activities and domains of development
5 minutes	Planning for Play: Space, Materials, Time	Presentation – Introducing the framework
30 minutes	Space: Environments that Support Play	- Activity: Responses to environments - Presentation: Principles for using space to promote development - Activity: Looking at space arrangements
45 minutes	Materials: Learning Areas	- Presentation: What are learning areas? - Activity: Learning areas jigsaw
10 minutes	Closing	- Discussion: Summary - Discussion: Assignments
2.5 hours total		

Session Outline

Time	Section	Overview
25 minutes	Muab cov ntaub ntawv ua tiav los rau xib fwb thiab pib kev ua yeeb yam ua si	● Pib qhia cov nrab lus ntawm cov ntawv kawm ●Kos tus yaj duab ntawm tus kheej kev nco qab uas ua yeeb yam ua si txog thaum tseem me nyuam hluas
35 minutes	Tseem ceeb ntawm kev ua yeeb yam ua si	●Txoj cai tswj kev ua yeeb yam ua si ●Tes dej num kev yeeb yam ua si thiab kev loj hlob pauv hloov ntawm tej chaw
5 minutes	Npaj rau kev ua yeeb yam: Chaw, Khoom siv ua si, lub sij hawm	● Qhia txog cov qauv dej num
30 minutes	Chaw: Ib puag ncig uas yuav pab txhawb kev ua yeeb yam ua si	● Cov lus teb ntawm ib cheeb tsam ● Txoj cai tswj uas siv chaw ● Npaj nrhiav ib qho chaw los ua yeeb yam ua si
45 minutes	Khoom siv ua si: Tej chaw kawm	● Ib cheeb tsam ntawm txoj kev kawm yog dab tsi? ● Txoj kev kawm ces nws zoo li rab kaw ua theem
10 minutes	Xaus	● Ntsiab lus luv ● Cov ntawv coj mus ua ntawm tsev
2.5 hours total		

Principles of Play

Play is important in young children's development because:
- **Play emphasizes learning as an active process**
- **Play is motivating for children**
- **Play allows time for practice and repetition**
- **Play allows children to try new things with minimal risk**
- **Play allows for individual differences**
- **Play emphasizes all domains of development**

Play and Domains of Development

Name of toy or play item _____

How do children use it?

What might children be learning when they play with it?

What domains of development does it address?

Planning for Play:
    Space

      Materials

      Time

Responses to the Environment

Environment: the place in which learning happens. The environment includes indoor and outdoor spaces.

An Environment You Like	An Environment You Don't Like
What do you like about this place? Why does it appeal to you? How does it feel?	What do you not like about this place? What about it does not appeal to you? How does it feel?

Principles for Using Space to Promote Development

Learning is supported in the early childhood environment by considering these principles:
- The environment is safe for children's exploration

- The environment is clean and organized

- The environment is logically divided into learning areas or activity areas

- Areas are grouped within the space based on noise level and messiness

- Areas are arranged so that it is easy to see the children while they play
- There are enough areas for children to spread out and play comfortably
- There is a wide variety of activities for children to try and explore
- The environment has hard and soft areas and places for children to work in groups and to be alone

Learning Areas

Most programs for young children have the following learning areas at minimum:

Art This area includes art materials and may include easels.	Blocks This area includes blocks and props for use with blocks such as cars and signs. It may be called Construction or Building.	Dramatic Play or Home Living This area may also be call a Dress Up area or a House Corner area.
Library or Book Area This area may also include a writing area for older children.	Sensory Play Area This area usually includes some kind of sand and water table or tubs. This area may be called a Discovery Area or a Touch and Feel Area.	Table Toys or Manipulative This area may be combined with blocks in some programs, especially for infants and toddlers.

Your ideas for other learning areas:

Learning Areas Overview

LEARNING AREA	LEARNING AND DEVELOPMENT
BLOCKS	Children will do:
Materials:	Children will learn:
ART	Children will do:
Materials:	Children will learn:
DRAMATIC PLAY	Children will do:
Materials:	Children will learn:
LIBRARY	Children will do:
Materials:	Children will learn:
SCIENCE OR SENSORY AREA	Children will do:
Materials:	Children will learn:
TABLE TOYS	Children will do:
Materials:	Children will learn:

Session A: Assignment

1. **Over the next week during play time, observe the play spaces in your program.** What do children learn/practice while playing there? How does the room design help them to learn? How do the materials help children learn? Is there anything you would you change in the environment (think of space and materials) to better support children's learning while they play in this area?
   (We will discuss your observations in class. You can also use your observations to begin writing up the CDA Portfolio assignment below:)

You will use this information to complete this assignment for your portfolio. Use your professional experience and the knowledge you are gaining in the credential to guide your thinking.
CDA Competency Standard I: To establish and maintain a safe, healthy learning environment.

Write at least one paragraph in response to the following prompts:
CSIb: Reflect on the room environment in which your Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change? For Center-Based Infant/Toddler: Additionally, reflect on and describe the similarities and difference between room environments designed for infants as compared to toddlers.

For center-based providers working with infants and toddlers: Additionally, describe the similarities and differences between environments designed for infants as compared to toddlers.

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<u>For center-based providers working with preschoolers:</u> Additionally, describe the similarities and differences between environments designed for preschoolers as compared to toddlers.

<u>For family child care-based providers:</u> Additionally, describe how you organize one learning area that is used by all the children in your care (for instance, what materials do you include in the dramatic play area to support infants, toddlers, preschoolers, and/or school age children.)

2. **Bring a copy of your daily schedule to the next session.**

Session B

Date / Time: **Location:**

<u>Primary Core Competencies and CDA Content Area</u>
The primary Core Competencies and CDA Content Area are listed here to help you understand why these topics are part of the MN Child Care Credential and where you can go for further information. These may not be the only areas addressed, but they are the primary influences behind the session content.

<u>Minnesota KCF Content Area II:</u> Developmentally Appropriate Learning Experiences
<u>CDA Content Area 1:</u> Planning a Safe and Healthy Learning Environment

<u>Learning Objectives</u>
- Describe elements of an effective daily schedule;
- Identify types of play: play with objects and social play;
- Define scaffolding and caregiver behaviors that scaffold learning in play.

<u>Learning Objectives: Hom Phiaj kawm</u>
- Tshab txhais cov keeb ntawm qhov tshwm sim zoo ntawm sij hawm;
- Txheeb xyuas yam kev ua yeeb yam ua si: ua si nrog tej khoom thiab ua si pab pawg;
- Txhais qhov cwj pwm ntawv lub hauj lwm uas txog cov txheej theem ntawm kev kawm ua yeeb yam ua si.

Session Outline

Time	Section	Overview
20 minutes	Introduction	- Planning for Play: Space, Materials, Time: Review of framework - Discussion of homework observations
35 minutes	Time: The Daily Schedule	- Presentation: Elements of the daily schedule - Presentation: Developing and analyzing a daily schedule

Time	Section	Overview
		• Presentation: Creating a schedule • Activity: Daily schedule review
35 minutes	Play Definitions	• Presentation: Play with Objects • Presentation: Social Play • Activity: Materials and Kinds of Play
40 minutes	The Caregiver's Role in Play	• Presentation: Caregivers and play • Presentation: Caregiver interaction strategies • Video: Examples of strategies
10 minutes	Value of Play Brainstorm	• Discuss the value of play and how you would share it with others
10 minutes	Closing	• Discussion: Summary • Discussion: Assignments
2.5 hours total		

Session Outline

Time	Section	Overview
20 minutes	Pib Qhia	• Npaj rau ua yeeb yam ua si: Chaw, Khoom, Sij hawm- Rov saib cov kev teeb hauj lwm • Sib tham txog kev hauj lwm
35 minutes	Sij hawm: Sij hawm txhua hnub	• Keeb ntawm sij hawm txhua hnub • Tsim thiab tshuaj ntsuam lub sij hawm txhua hnub • Tsim teeb ib qho sij hawm • Rov saib xyuas dua cov sij hawj txhua hnub
35 minutes	Ua yeeb yam ua si kev txhais li cas	• Ua si nrog tej khoom • Pab pawg neeg ua si • Khoom thiab Yam kev ua si
40 minutes	Lub hauj lwm kev ua yeeb yam ua si	• Lub hauj lwm thiab ua si • Lub hauj lwm kev cuam tshuam ntawm tswv yim • Video - Piv txwv ntawm tswv yim
10 minutes	Txiaj ntsim tswv yim ntawm kev ua yeeb yam ua si	• Tham txog txiaj ntsim ntawm kev ua si thiab koj yuav qhia rau lwm tus li cas
10 minutes	Xaus	• Ntsiab lus luv • Cov ntawv coj mus ua ntawm tsev
2.5 hours total		

The Daily Schedule

Daily Schedules are important because:
- Predictable, secure routines help children feel safe to learn and to exhibit the behavior we expect.

- Families need to know what to expect from the program.

- Caregivers need to know what to plan for and what to expect throughout the day.

Factors to Consider in Developing or Analyzing the Daily Schedule
- Use your knowledge of child development

- Consider the attention span of the children

- Allow enough time for children to develop interest in activities

- Plan time for care routines – eating, napping, arrival and departure, etc.

- Think about balance: child-directed and adult-directed activities and sizes of groups

- Minimize transitions between activities

- Remain flexible

Creating a Daily Schedule

Tips for developing your daily schedule:
- Start with non-negotiable items

- Establish times for key events – group times, meals, naps, outdoor play

- Plan the sequence of events – what things should come before other things?

- Plan the blocks of time

- Organize estimated times for the rest of the day's events

- Try it out, adjust as needed

My Current Daily Schedule

What is working well	Opportunities for Improvement

Social Play

Type of Play	Definition
Play with Adults	Babies and young children play games with adults such as Peek-a-Boo and So Big.
Solitary Play	Child plays alone.
Parallel Play	Child plays alongside of other child/children, but doesn't interact.
Associative Play	Child plays alongside of other child/children and borrows ideas by observing what they are doing. They do not plan play themes together.
Cooperative Play	Child plays in a group. Children plan play ideas together and cooperate to make it happen.

Play With Objects

Type of Play	Definition
Sensorimotor play	Child explores properties of toy through mouthing, holding, shaking, turning, and pounding.
Constructive play	Child constructs buildings, towers, structures, and gears through blocks, manipulatives, play dough.
Dramatic play	Child uses objects to pretend, such as talking on a phone. As children get older they begin to substitute objects for more real-looking objects, such as using a block for a phone. They also learn to play roles as they play out play scenarios.

Stages of Peer Play

Typical Age when Behavior First Appears	Type of Play	What It May Look Like
6-12 m	Parallel play – two children playing in the same area or same way but not with each other.	Infants share a space and both are playing with rattles and shakers. They do not look at or notice each other.
12-18 m	Parallel aware play – two children playing in the same area or in the same way but not with each other. However, they may acknowledge each other or make eye contact.	Infants share a space and both are playing with rattles and shakers. They occasionally glance at one another and may even offer each other a toy.
18-24 m	Simple social play – children engage in limited play together.	Two children are playing with clay at the art table. They share cookie cutters and may make simple comments.
18-24 m	Complimentary and reciprocal play – give and take is present and play is sustained.	Two children play on the climbing equipment together. They keep track of each other, watch each other down the slide, and laugh together. When one changes an activity the other sometimes immediately follows and other times does not.
2-3 yrs	Cooperative social pretend play – ability to role-play and work together but no planning or joint decisions about direction of play.	Children play dress-up together. They choose clothing and hats to put. They tell each other what choices they are making as they go. "I am the mother. I came home from work and I am tired." "I am the daddy. I will make dinner for everyone!"
3-4 yrs	Complex social pretend play – play can be planned and flexible with negotiation and problem-solving skills used.	Two children work in the block area together. They want to build a ramp for cars to 'jump' off. They agree on different tasks and plan how they will build their ramp. When their first attempt doesn't work they discuss new strategies.

* adapted from "Social and Emotional Development" by Carol Garhardt Mooney
Play is made richer when adults support children and facilitate some activities. For example, adults pretend to "drink the coffee" made by the children and comment on it.

Stages of Peer Play : *Cov theem ntawm neeg kev ua yeeb yam ua si*

Typical Age when Behavior First Appears -*Yam hnug nyoog uas thaum lawv tus cwj pwm qhia tshwm sij ua ntej*	Type of Play -*Hom kev yeeb yam ua si*	What It May Look Like -*Qho no nws zoo li cas*
6-12 m	Parallel play – two children playing in the same area or same way but not with each other. -*Parallel play(ua si tib seem) - ob tug me nyuam ua si ntawm ib qho chaw ib yam los sis ib yam tab sis tsis ua si ua ke.*	Infants share a space and both are playing with rattles and shakers. They do not look at or notice each other. -*Me nyuam mos koom ib qho chaw thiab nkawv ob leeg ua si co tswb thiab co khoom. Lawv tsis sib saib los sis tsis ceeb toom.*
12-18 m	Parallel aware play – two children playing in the same area or in the same way but not with each other. However, they may acknowledge each other or make eye contact. -*Parallel aware play(Paub ua si tib seem) - ob tug me nyuam ua si ntawm ib qho chaw ib yam los sis ib yam tab sis tsis ua si ua ke. Tab sis, lawv yeej lees sib paub los qhib muag sib saib.*	Infants share a space and both are playing with rattles and shakers. They occasionally glance at one another and may even offer each other a toy. -*Me nyuam mos koom ib chav chaw ua ke thiab nkawv ob leeg ua si co tswb thiab co khoom. Lawv ib leeg sib ntsia sib saib muag ib leeg thiab tej zaum yuav sib faib khoom los ua si.*
18-24 m	Simple social play – children engage in limited play together. -*Simple social play(Neeg ua si yooj yim) - me nyuam yaus los mus koom ua si ua ke.*	Two children are playing with clay at the art table. They share cookie cutters and may make simple comments. -*Ob tug me nyuam los mus ua si puab av ntawm lub rooj teeb duab. Lawv sib faib khob noom ncuav thiab sib tawm tswv yim ua si.*
18-24 m	Complimentary and reciprocal play – give and take is present and play is sustained. -*Qhuas thiab sib pauv khoom ua si - muab thiab coj tam sim no thiab sib pub khoom ua si.*	Two children play on the climbing equipment together. They keep track of each other, watch each other down the slide, and laugh together. When one changes an activity the other sometimes immediately follows and other times does not. - *Ob tug me nyuam yaus ua si nce tej khoom ntaiv ua ke. Lawv ib tug ua ib tug saib, ib tug saib ib tug thaum nqe tus ntaiv swb los mus, lawv mas luag thiab qhuas heev li. Thaum ib tug me nyuam hloov ua lwm yam lawm tus tov tej zaum nws cia li ua lawv qab thiab tej lub sij hawm kuj tsis ua raws li thiab.*

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2-3 yrs	Cooperative social pretend play – ability to role-play and work together but no planning or joint decisions about direction of play. -*Cooperative social pretend play(Neeg koom tes ua txuj ua si) - peev xwm los mus sib pauv hloov ua si thiab ua hauj lwm ua ke tab sis tsis npaj tawm tswv yim dab tsi los koom txiav txim siab txog ntawm kev tawv qhia ua si.*	Children play dress-up together. They choose clothing and hats to put. They tell each other what choices they are making as they go. "I am the mother. I came home from work and I am tired." "I am the daddy. I will make dinner for everyone!" -*Me nyuam yaus nyiam ua si hnav khaub ncaws thiab sib hloov khaub ncaws ua ke. Lawv txawj xaiv khaub ncaws thiab kaus mom los ntoo. Lawv sib qhia tias lawv nyiam xaiv ua li cas thaum lawv mus. "Kuv yog tus leej niam nas. Kuv los tom hauj lwm los mas kuv nkees heev li." "Kuv yog tus leej txiv. Kuv yuav ua hmo tos sawv daws!"*
3-4 yrs	Complex social pretend play – play can be planned and flexible with negotiation and problem-solving skills used. -*Complex social pretend play (Muaj ntau ceg neeg ua txuj ua si) - kev ua si nws yuav tau npaj tseg ua thiab muaj kev sib tham haum thiab daws tej teeb meem siv los ntawm lub peev xwm.*	Two children work in the block area together. They want to build a ramp for cars to 'jump' off. They agree on different tasks and plan how they will build their ramp. When their first attempt doesn't work they discuss new strategies. -*Ob tug me nyuam yaus ua hauj lwm ntawm ib chav teeb khoom pob zeb pob a ua si ua ke. Lawv xav teeb ua ib lub chaw rau tsheb luv fais los mus 'dhiam tawm'. Lawv sib yeem yuav los mus khiav txoj hauj lwm uas txawv txawv no thiab seb lawv ho yuav puab ua qhov chaw rau tsheb luv fais tawm li cas. Thaum lawv thawj zaug puab ua tsis tau zoo lawm lawv sib tham rov sib pauv lub tswv yim dua tshiab.*

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Caregiver Interaction Strategies

Scaffolding: Support from a caregiver that enables a child to try a new skill that he or she has not yet mastered. Caregivers provide only as much support as needed and only provide the support for as long as needed. This temporary assistance allows children to stretch their abilities to challenging yet achievable skills.

ACKNOWLEDGE	To give attention that tells the child that you noticed what he or she did. *"You wrote your name on the picture!"*
ENCOURAGE	To offer comments or nonverbal actions that promotes the child's persistence and effort. *"This is a hard puzzle but you are coming up with lots of good ideas."*
GIVE SPECIFIC FEEDBACK	To offer specific, rather than general, comments on the child's performance. *"That's a "d," Lily– it looks like a "b" but it is turned the other direction, see what I mean?" (show the two and point to the differences)*
MODEL	To display for the child or children a skill or desirable way of behaving. *"You both want the shovel; let's search together for another shovel to use."*
DEMONSTRATE	To show the correct way to perform a procedure that needs to be done in a certain way. Showing children how to wash one's hands thoroughly.
CREATE OR ADD CHALLENGE	To generate a problem or add difficulty to a task or step so that it is a bit beyond what children have already mastered. If children can easily throw a bean bag through a target two feet away, moving the target three or four feet away to increase the challenge.
GIVE A CUE, HINT, OR OTHER ASSISTANCE	To help children work on the edge of their current ability. Providing pictures and word on labels for toys; then, as children become familiar with the words, removing the pictures.
PROVIDE INFORMATION	To directly give children facts, verbal labels, or other information. *"This is a cylinder."*
GIVE DIRECTIONS	To provide specific instructions for children's actions or behavior. *"Move the mouse to the icon first, then click the button."*

Source: *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6* by Carol Copple and Sue Bredekamp, 2006, NAEYC

Caregiver Interaction Strategies
Hauj lwm tswv yim kev cuam tshuam

Scaffolding = support from a caregiver that enables a child to try a new skill that he or she has not yet mastered. Caregivers provide only as much support as needed and only provide the support for as long as needed. This temporary assistance allows children to stretch their abilities to challenging, yet achievable skills.

Scaffolding = tau kev pab txhawb los ntawm qhov hauj lwm uas muab lub zog rau tus me nyuam los mus sim siv qhov peev xwm tshiab uas yog nws tseem tsis tau txawj. Caregivers (hauj lwm) tsuas yog pab txhawb ntawm kev pab cuam rau lawv thiab lawv yuav pab kom ntev li ntev tau. Qhov ncua ntawm kev pab no nws tsuas yog tso cai rau me nyuam yaus los mus rub lawv kev peev xwm los mus sib tw, tiam sis yeej yuav tiav.

ACKNOWLEDGE **- *Lees paub***	To give attention that tells the child that you noticed what he or she did. *-Lees paub tias koj twb paub txog qhov nws hais tau ua lawm.* *"You wrote your name on the picture!"* "Koj sau koj lub npe hauv daim duab!"
ENCOURAGE **-*Txhawb***	To offer comments or nonverbal actions that promotes the child's persistence and effort. *-Pab tawm tswv yim los sis hais lus txhawb tus me nyuam txoj kev ntawm nws txoj kev mob siab thiab sib zog.* *"This is a hard puzzle but you are coming up with lots of good ideas."* "Qhov nov yog ib daim duab sib dhos ua si tab sis koj yuav los mus tawm cov tswv yim zoo heev."
GIVE SPECIFIC FEEDBACK **-*Tawm tswv yim kom meej tseeb***	To offer specific, rather than general, comments on the child's performance. *-Pab tawm tswv yim kom meej tseeb, tiam sis yuav zoo dua ntawm kev xav kom dav dav, pab tawm tswv yim ntawm tus me nyuam nws txoj kev ua yeeb yam.* *"That's a d Lily– it looks like a b but it is turned the other direction, see what I mean?" (show the two and point to the differences)* "Nws yog a d Lily - nws zoo li a b tab sis nws tig mus rau lwm seem lawm, koj puas paub qhov kuv hais no?" (qhia ob qho thiab lub ntsiab ntawm qhov txawv)
MODEL **-*Tus qauv***	To display for the child or children a skill of desirable way of behaving. *-Los nthuav rau tus me nyuam pom saib los sis me nyuam yaus lub peev xwm qhov kev ntshaw.* Model cooperation and problem solving by saying *"You both want the shovel, so let's search together for another shovel to use"* *Model cooperation thiab teeb meem los mus daws hais tias "Neb ob leeg xav yuav rab duav kaus, yog li ntawv cia sim los mus nrhiav lwm rab duav kaus ua ke los mus siv"*
DEMONSTRATE **-*Nthuav tawm***	To show the correct way to perform a procedure that needs to be done in a certain way. *-Qhia txoj kev yog los mus ua ib qho txheej txheem uas yuav tsum tau ua kom tiav tej qee yam.* Showing children how to wash one's hands thoroughly *Qhia me nyuam los mus ntxuav tes kom huv si*
CREATE OR ADD CHALLENGE **-*Tsim los yog ntxiv kev sib tw***	To generate a problem or add difficulty to a task or step so that it is a bit beyond what children have already mastered *-Tsim ib qho teeb meem los sis ntxiv ib qho kev nyuaj los mus khiav tes hauj lwm los sis txheej theem dhau ntawm cov me nyuam lawv twb paub yog li cas lawm* If children can easily throw a bean bag through a target two feet away, moving the target three or four feet away to increase the challenge

	Yog tias me nyuam muaj peev xwm cuam ib hnab noob taum mus ncaj qha rau qhov phiaj li ntawm ob fij deb, muab qhov phiaj ntawv tshem li peb los plaub fij deb kom lawv muaj kev sib tw ntxiv mus.
GIVE A CUE, HINT, OR OTHER ASSISTANCE *-Taw qhia, piv txwv, los sis lwm yam kev pab*	To help children work on the edge of their current ability *-Los mus pab me nyuam khiav hauj lwm ntawm ntug ntawm lawv kev peev xwm* Providing pictures and word on labels for toys, then, as children become familiar with the words, removing the pictures. *-Muab duab thiab lo lus los saum rau cov khoom ua si, ces, xws li me nyuam lawv paub nrog cov lus, muab cov duab tshem tawm.*
PROVIDE INFORMATION *-Pab muab ntaub ntawv*	To directly give children facts, verbal labels, or other information *-Taw qhia thiab muab me nyuam qhov tseeb, sau hais lus, los sis lwm yam ntaub ntawv* *"This is a cylinder"* "No yog ib lub kheej kheej"
GIVE DIRECTIONS *-Muab txoj kev taug*	To provide specific instructions for children's actions or behavior *-Pab txhawb kev qhia kom meej tseeb rau me nyuam yaus lawv kev cwj pwm* *"Move the mouse to the icon first, then click the button"* "Txav lub ua kom tus kab txav mus txav los ntawv ntawm lub computer mus rau ntawm kab icon ua ntej, ces nyem lub pob rau"

Source: *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6* by Carol Copple and Sue Bredekamp, 2006, NAEYC

Caregiver Interaction Strategies

Note the examples of each strategy you observe in the video segments.

ACKNOWLEDGE	
ENCOURAGE	
GIVE SPECIFIC FEEDBACK	
MODEL	
DEMONSTRATE	
CREATE OR ADD CHALLENGE	
GIVE A CUE, HINT, OR OTHER ASSISTANCE	
PROVIDE INFORMATION	
GIVE DIRECTIONS	

Caregiver Interaction Strategies

Scenario #1

A three-year-old child is working to build a block tower. The blocks are sitting on a bumpy carpet and keep falling over after two or three blocks are stacked. You can see that she is starting to get frustrated with the activity.

Scenario #2

A four-year-old is trying to enter into a group already playing in the dramatic play center. She is having trouble getting the group to let her "have a part" in the story they are acting out about having dinner at a restaurant.

Scenario #3

A school age child is writing in a journal about a field trip taken earlier in the day. She asks you to help her spell several words that you think she probably could figure out on her own.

Caregiver Interaction Strategies
Caregiver(hauj lwm) kev cuam tshuam ntawm tswv yim

Scenario #1

A three-year-old child is working to build a block tower. The blocks are sitting on a bumpy carpet and keep falling over after two or three blocks are stacked. You can see that she is starting to get frustrated with the activity.

- Ib tug me nyuam muaj peb lub xyoos nws muab cov pob zeb thooj ua si coj los mus puab teeb ua ib lub tsev siab. Cov thooj pob zeb ua si ntawv nyob rau saum ib daim chaw pua tsis xim yeem nws pheej plam poob los mus thaum teeb tau li ob peb lub pob zeb thooj ua si ntawv lawm. Koj yeej pom hais tias nws mas yeej ntxhov siab tsis xav teeb ua si li lawm.

Scenario #2

A four-year-old is trying to enter into a group already playing in the dramatic play center. She is having trouble getting the group to let her "have a part" in the story they are acting out about having dinner at a restaurant.

-Ib tug me nyuam muaj hnug nyoog li plaub xyoo nws nkag los mus rau ib chav twb muaj ib pab pawg ua yeeb yamua si rau hauv ua ntej lawm. Nws yeej tsis muaj cuab kav los mus hais kom lawv pub nws nrog lawv koom ua si ua yeeb yam thaum lawv tab tom yuav noj hmo tom ib lub chaw noj mov.

Scenario #3

A school age child is writing in a journal about a field trip taken earlier in the day. She asks you to help her spell several words that you think she probably could figure out on her own.

-Ib tug me nyuam nws twb txawj kawm ntawv lawm nws sau rau hauv phau ntawv txog mus ua si ib qho chaw ua ntej thaum ntxov hnuv ntawv lawm. Nws nug koj pab nws hais ib co lo lus uas koj xav tias nws yuav xam tsis tau los ntawm nws tus kheej los li.

Session B: Assignments

1. ***Observe children's play in one specific learning area.*** *How do the children play? Do they play alone or with another child? Choose two caregiver interaction strategies and use them to support their play. How did your chosen interactions help children learn while playing? Bring your notes for our next session.*

2. **Continue work on the CDA Portfolio assignmen**t, writing up a description about how play spaces in your environment contribute to children's learning:

CDA Competency Standard I: To establish and maintain a safe, healthy learning environment.
Write at least one paragraph in response to the following prompts:
CSIb: Reflect on the room environment in which your Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change? For Center-Based Infant/Toddler: Additionally, reflect on and describe the similarities and difference between room environments designed for infants as compared to toddlers.
For center-based providers working with infants and toddlers: Additionally, describe the similarities and differences between environments designed for infants as compared to toddlers.

For center-based providers working with preschoolers: Additionally, describe the similarities and differences between environments designed for preschoolers as compared to toddlers.
For family child care-based providers: Additionally, describe how you organize one learning area that is used by all the children in your care (for instance, what materials do you include in the dramatic play area to support infants, toddlers, preschoolers, and/or school age children.)

3. If the articles for Sessions C on inclusion and play are included in the Participant Guide, bring a copy of each article that is being used during Session C.

Print out and bring a copy of each of the articles below to the next class, Session C;
* *Play Modifications for Children with Disabilities* by Susan Sandell, one for each participant:
  http://rbaeyc.org/resources/Inclusion_Article.pdf
* *Including Children with Special Needs: Are You and Your Program Ready?* by Amy Watson and Rebecca McCathren, one copy for each participant
  https://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf

> **Commented [EEM1]:** Get the answer

> **Commented [EEM2]:** Checking on permissions to include both articles in PG

Session C

Primary Core Competencies and CDA Content Area
The primary Core Competencies and CDA Content Area are listed here to help you understand why these topics are part of the MN Child Care Credential and where you can go for further information. These may not be the only areas addressed, but they are the primary influences behind the session content.

Minnesota KCF Content Area II: Developmentally Appropriate Learning Experiences
CDA Content Area 8: Principles of Child Growth and Development

Learning Objectives:
This session was developed to address the following learning objectives. You can reasonably expect that, by the end of this session, actively engaged participants will be able to:
- Define socio-dramatic play and how adults support it in early childhood settings
- Describe how special needs may affect play
- Create plans for play modifications to support inclusion.

Learning Objectives: *Hom Phiaj Kawm*
Qhov suam no yog tsim teeblos mus cob qhia cov hom phiaj kawm. Koj yuav cia siab tias thaum kawm qhov xaus ntawm qhov suam, cov los koom kawm ua ke ntawv lawv yuav paub txog:
- Txhais cov kev ua yeeb yam ua si thiab cov laus kev txhawb ntawm me nyuam tseem yau ntawm qhov kev muab teeb los zoo li cas
- Tshab txhais ntawm kev tshwm sim ua yeeb yam ua si nws kev pab ho zoo li cas
- Tsim ib co tswv yim npaj rau kev hloov ua yeeb yam ua si los mus txhawb

Time	Section	Overview
5 minutes	Introduction	• Review objectives
35 minutes	Socio-Dramatic Play	• Presentation- socio-dramatic play • Presentation - adult roles during play • Homework reflection • Activity- Prop boxes
20 minutes	How Special Needs Influence Play	• Presentation and activity: Types of special needs and how they influence play • Presentation: Access, participation, and supports
30 minutes	Play Modifications	• Activity: Case studies of play modifications for children who have special needs
15 minutes	Self-Reflection	• Individual Learning Log
15 minutes	Closing	• Discussion: Summary • Assignment
2 hours total		

Time	Section	Overview
5 minutes	Pib qhia	• Rov saib cov hom phiaj
35 minutes	Kev ua yeeb yam ua si	• Qhia kev ua yeeb yam ua si • Qhia cov laus ntawm kev feem cuam • Kev xav txog ntawm hauj lwm • Khij lub me nyuam thawv

20 minutes	Tshwj xeeb ntawm kev pab rau qhov kev ua yeeb yam ua si	● Yam kev pab thiab lawv haub kev ua si zoo li cas ● Soj ntsuam, koom tes, thiab txhawb
30 minutes	Kev hloov ntawm Yeeb yam kev ua si	● Kev kawm kev hloov ntawm kev ua si rau me nyuam yaus tus xav tau kev pab
15 minutes	Tus kheej kev xav txog	● Tus kheej hauj lwm kev sau cia hauv ntawv
15 minutes	Xaus	● Ntsiab lus luv ● Cov ntawv coj mus ua ntawm tsev
2 hours total		

During **Socio-dramatic Play,** children…

- **play roles**

- **pretend with objects**

- **use gestures and language**

- **may change their story**

- **use verbal communication to build the story**

- **play for an extended period of time**

___

Adult roles: *What* ***you*** *can do during children's socio-dramatic play*
Observer: I can…..

Stage Manager: I can…..

Play Partner: I can….

Prop Box Themes

Prop Box Materials

Play Theme	Kinds of Materials	Where? Inside or outdoors (or both)

Components of Inclusion

ACCESS	PARTICIPATION	SUPPORTS
Children's ability to be part of the program, to be a member.	Children's ability to, for the most part, do the same things the other children in the program are doing.	Modifications and adaptations required to provide access and to enhance participation.

Inclusion Self-Assessment and Goal Setting

Things I am doing well and can build on:	Things I would like to strengthen or begin doing soon:

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| | |
| | |

Session C: CDA Portfolio Assignment

Use information from this class to complete this assignment for your portfolio. Describe how your room environment, including materials in that environment helps children learn through play.

CDA Competency Standard I: To establish and maintain a safe, healthy learning environment.

Write at least one paragraph in response to the following prompts:

CSIb: Reflect on the room environment in which your Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change? For Center-Based Infant/Toddler: Additionally, reflect on and describe the similarities and difference between room environments designed for infants as compared to toddlers.

For center-based providers working with infants and toddlers: Additionally, describe the similarities and differences between environments designed for infants as compared to toddlers.

For center-based providers working with preschoolers: Additionally, describe the similarities and differences between environments designed for preschoolers as compared to toddlers.

For family child care-based providers: Additionally, describe how you organize one learning area that is used by all the children in your care (for instance, what materials do you include in the dramatic play area to support infants, toddlers, preschoolers, and/or school age children.)

MNCDA

Participant Guide

Intentional Teaching VI

Language Development

Class 13
Session A, B
6 hours
Hmong

Session A

Date / Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas

The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

KCF Content Areas: I. Child Development and Learning and II: Developmentally Appropriate Learning Experiences

CDA Content Areas: II. Advancing Physical and Intellectual Development and VIII. Understanding Principles of Child Development and Learning

Learning Objectives

- Describe language behaviors linked with developmental stages (infant, toddler, preschool, school age);
- Demonstrate behaviors to promote communication and language development, such as introducing new language, narrating, back and forth exchanges, and extending language; and

Hom Phiaj Kev Kawm

- Tshab txhais cwj pwm kev hais lus los mus txuas nrog rau ntawm cov theem hloov (mos ab, me nyuam me, me nyuam yau pib kawm, me nyuam txawj mus kawm ntawv);
- Nthuav qhia kev cwj pwm los txhawb kev sib tham thiab tsim kev hais lus, xws li qhia txog cov lus tshiab, sau, kev pauv hloov mus los, thiab ncua kom lus hais ntev; thiab

Session Outline

Section	Overview
Introduction	- Discussion: Defining intentional teaching - Large group brainstorm: Language in daily life - Review session objectives
Ages and Stages of Language Development	- Presentation: Brief overview of importance of language development - Activity: Small groups create ages and stages of language development posters, present to large group - Brainstorm and Discussion: Influences on language development
Break	
The Caregiver's Role in Language Development	- Presentation: The Three Ts - Small group work: Definition analysis - Presentation and discussion: Language development strategies and the 3Ts
Practice Using Rich Words and Parallel Talk	- Small group activity: Photos of baby, toddler, preschoolers, and school aged children - Mini-lecture: Emphasis at each stage
The Caregiver's Role- Inclusion Considerations	Presentation and Discussion

Section	Overview
Closing	• Discussion: Research and session summary • Discussion: Assignments
Section	**Overview**
Pib qhia	• *Txhais lub ntsiab lus txog lub hom phiaj kev qhia ntawv* • *Lus hais txhua hnub hauv yus lub neej* • *Rov mus nthuav saib cov nrab hom phiaj*
-Hnub yug thiab theem uas tsim tawm kev lus hais	• *Saib ib muag cov ntsiab lus hais tseem ceeb luv luv ntawv* • *Pab pawg me me tsim sau cov hnub yug thiab txheej theem ntawm cov lus hais hauv daim phiaj ntawv sau loj loj, muab qhia rau pag pawg loj* • *Kev lus hais ua kom muaj hwm thiab hloov*
Break *So ib pliag*	
Tus neeg zov me nyuam yog los tsim kev lus hais	• *Cov peb kab ntsiab lus Ts* • *Txhais txog kev tshuaj ntsuam* • *Lus hais cov tswv yim thiab peb kab ntsiab lus 3Ts*
Kawm siv lus muaj kuab thiab tham ob yam lus ua ke	• *Thaij duab me nyuam mos ab, me nyuam me, me nyuam paub kawm, thiab me nyuam yaus txawj mus kawm ntawv* • *Hais txog txheej theem kom ntau dua*
Kev txiav txim siab los ntawm tus neeg zov me nyuam	• *Qhia thiab sib tham*
Closing	• Tshawb fawb thiab nrab lus ua kom luv luv • *Ntaub ntawv coj mus ua tom tsev*

Importance of Language Development

Language development is critically important during early childhood because:

- Language development begins at birth.

- Language development is promoted through relationships.

- Language development impacts other domains of learning and development.

- Speaking and listening comes before reading and writing.

- Experiences make an important impact on language development.

- Language development relates to school success.

For more Information on Language Development

Infants, toddlers and preschoolers:
- *Help Me Grow website http://helpmegrowmn.org/HMG/DevelopMilestone/CommLangMilestones/index.html*
- *National Institute of Health milestones information:* https://www.nidcd.nih.gov/health/speech-and-language#6
- *Reading Rockets milestones information:* http://www.readingrockets.org/article/speech-and-language-developmental-milestones

PBS information for six-eight year olds:
- http://www.pbs.org/parents/childdevelopmenttracker/six/language%20.html
- http://www.pbs.org/parents/childdevelopmenttracker/seven/language.html
- http://www.pbs.org/parents/childdevelopmenttracker/eight/language%20.html

Influences on Language Development

Use the space below to note important ideas that surface during the discussion of this topic.

Language Development – Ages & Stages

Use the space below to record information about the language abilities of children at each age.

INFANTS	TODDLERS

PRESCHOOLERS	SCHOOL AGERS

The Caregiver's Role in Supporting Oral Language

Remember the Three Ts: Tune In! Talk More! Take Turns!

Tune In

- o **Listen, watch, and notice** to understand what a child is trying to communicate and **respond** in a timely way.

- o Watch and notice what a child is focused on.

- o Use moments of **joint attention** to notice and describe or name what a baby is focused on at that moment.

- o When you communicate with children, pay attention to how they respond.

- o Model listening.

Talk More

- o Use "**parentese"** to talk with babies (includes using gestures as well as words.)

- o Use **self-talk** and **parallel talk** with all children. Describe what you do as you do it and what children are doing as they do it.

- o **Repeat and expand** on what children say.

- o Build vocabulary by introducing **rich words** connected to real experiences.

- o Play with language using songs, finger plays, rhymes, storytelling, and dramatic roles.

- o Use books to build and practice using vocabulary.

- o With older toddlers and preschoolers, talk about experiences in the past and what will happen in the future.

Take Turns

- o **Respond** to children's words and actions.

- o Encourage children to respond to your words and actions.

- o Encourage **back and forth exchanges** (conversation) by talking about things that interest children.

- o Ask **open-ended questions**.

- o **Give children time** to listen and respond to you and to one another.

- o Use play, small groups, and other informal times to encourage conversation.

Hauj lwm feem xyuam kev pab ua ncauj lus hais

Nco ntsoov cov peb kab ntsiab lus Ts: Suab lus! Tham ntxiv mus! Sib Hloov!

Suab lus

- ***Mloog, saib, thiab paub*** *nkag siab txog tus me nyuam yuav tham li cas thiab nws teb rov qab lub sij hawm*
- *Saib thiab paub txog tus me nyuam nws tsi rau qhov nws xav ntawv*
- *Siv lub sij hawm los **koom tes mloog** los paub thiab tshab txhais los sis lub npe uas tus me nyuam mos ab nws tsi rau lub sij hawm ntawv.*
- *Thaum koj nrog me nyuam yaus tham, mloog saib lawv teb li cas.*
- *Ua tus qauv los mus mloog*

Tam Ntxiv

- *Siv **"niam txiv"** los mus tham nrog me nyuam mos ab (nrog rau siv yus lub cev piav ua yeeb yam li yus hais lus.)*

- *Siv **yus tus kheej lus hais** thiab **hais ob tog lus** nrog me nyuam yaus. Tshab txhais qhov koj yuav ua dab tsi thiab koj ua ntawv thiab me nyuam yaus ua dab tsi qhov lawv ua ntawv.*

- ***Rov ua dua thiab nthuav*** *txog ntawm me nyuam hais*
- *Txua cov lus los mus qhia txog cov **lus muaj kuab** txuas rau qhov paub tseeb.*
- *Ua si nrog kev hais lus siv hu nkauj, ua si ntiv tes, ua suab sib dhos, hais dab neeg, thiab ua yeeb yam tas lauv ua si rau me nyuam saib kawm.*
- *Siv ntawv coj los mus txua thiab xyaum kawm siv lo lus.*
- *Cov me nyuam me thiab me nyuam txawj mus kawm ntawv, tham kev paub txog yav tas los thiab yuav ua cas tom ntej no.*

Sib Hloov

- ***Teb*** *me nyuam cov lus hais thiab lawv kev ua.*
- *Txhawb me nyuam kom lawv txawj teb koj cov lus thiab kev ua.*
- ***Txhawb hloov mus thiab los*** *(sib tham) los tham tej yam kev txaus siab ntawm me nyuam yaus .*
- *Lus nug **rau sawv daws teb***
- ***Muab me nyuam sij hawm*** *los mloog thiab teb rau koj thiab ib leeg dhau ib leeg.*
- *Siv ua si, ib pab pawg me, thiab lwm lub sij hawj los mus txhawb kev sib tham.*

Supporting Language Development in Children with Special Needs

Caregivers can support children with special needs in their language development using the following principles:

- Communicate with families; ask for suggestions or information about language impacts and specialist suggestions.

- Suggest community services.

- Provide a model of appropriate language.

- Make simple modifications.

- Be patient and expect children to be patient, too.

- Avoid the use of slang or invented words.

- Resist making assumptions.

Supporting Language Development in Children with Special Needs

Txhawb lus hais ntawm me nyuam thaum lawv xav tau kev pab

Caregivers can support children with special needs in their language development using the following principles:

- Lub hauj lwm muaj cuab kav pab txhawb me nyuam yaus thaum lawm xav tau kev pab ntawm lawv cov lus hais siv raws li txoj cai tswj:

- Communicate with families; ask for suggestions or information about language impacts and specialist suggestions.

- *Sib tham nrog koj tsev neeg; nug rau sab kev tawm tswv yim los sis ntaub ntawv tseem ceeb txog lus hais kev hloov thiab tus kws txuj paub txog kev tawm tswv yim zoo los mus pab.*

- Suggest community services.

- *Kev tawm tswv yim pab cuam ntawm ntawm zej zos.*

- Provide a model of appropriate language.

- *Pab txhawb ua ib tug qauv ntawm lus hais thiaj tsim nyog.*

- *Make simple modifications.*

- *Ua kom nws hloov tau yooj yim.*

- Be patient and expect children to be patient, too.

- *Ua lub siab ntev thiab xav kom cov me nyuam los ho ua siab ntev ib yam thiab.*

- Avoid the use of slang or invented words.

- *Txhob siv cov lus paj lug los ua lus hais los sis tsim lus tshiab.*

- Resist making assumptions.

- *Nyom los ua kev kwv yees xav.*

What to Emphasize with Different Ages and Stages of Language Development

- *With **older infants** (from about 10-18 months):*
  - *Use lots of language related to what they are focused on and in response to what they do and say.*
  - *Use simple grammar in our sentences.*
  - *Label and describe objects, people and events.*
- *With **toddlers** (about 18 months to 3 years old):*
  - *Continue to use a lot of language.*
  - *Use more complex sentences.*
  - *Introduce more rich words.*
- *With **three-year-olds**:*
  - *Talk about the past and future.*
  - *Ask what they think or feel about something (and wait for a response).*
  - *Begin to ask them what they think might happen next, or why they think a story character did something, or how they might solve a problem.*
- *With **four- and five-year-olds**:*
  - *Encourage conversations with adults and peers.*
  - *Ask them to describe past and future events.*
  - *Encourage them to create or build on stories in play, group interactions, and conversation.*

What to Emphasize with Different Ages and Stages of Language Development

Yuav hais dab tsi txog feem ntawm cov hnub yug txawv thiab txheej theem ntawm lus hais loj hlob

- *With **older infants** (from about 10-18 months):*
- Nrog cov **me nyuam loj zog** (li ntawm 10-18 lub hli):
    - *Use lots of language related to what they are focused on and in response to what they do and say.*
    - Siv lus hais ntau los ntawm qhov txheeb uas lawv yuav tsi rau dab tsi thiab teb mus qhov lawv ua thiab hais dab tsi.
    - *Use simple grammar in our sentences.*
    - Siv qauv sau ntawv los mus sau rau hauv peb cov kab lus kom yooj yim.
    - *Label and describe objects, people and events.*
    - Sau rau hauv daim ntawv lo thiab txhab txhais tej khoom, tib neeg thiab kev tshwm sim.
- *With **toddlers** (about 18 months to 3 years old):*
- Nrog cov **me nyuam me** (li ntawm 18 mus rau 3 xyoos):
    - *Continue to use a lot of language.*
    - Siv lus hais kom ntau ntxiv mus.
    - *Use more complex sentences.*
    - Siv kom muaj ntau txoj ces los mus sau kab lus hais.
    - *Introduce more rich words.*
- *With **three-year-olds**:*
- Nrog me nyuam **3 xyoos:**
    - *Talk about the past and future.*
    - Tham txog yav tas los thiab lub neej tom ntej.
    - *Ask what they think or feel about something (and wait for a response).*
    - Nug qhov lawv kev xav yog dab tsi los sis xav txog tej yam dab tsi (thiab tos rau lo lus teb).
    - *Begin to ask them what they think might happen next, or why they think a story character did something, or how they might solve a problem.*
    - Pib los nug lawv saib lawv xav li cas yuav tshwm sim tom ntej, los sis vim li cas lawv xav txog ib zaj dab neeg uas nws tus xeeb ceem ua tej yam dab tsi los lawv yuav daws qhov teeb meem no li cas.
- *With **four- and five-year-olds**:*
- *Nrog **me nyuam muaj plaub thiab tsib xyoo:***
    - *Encourage conversations with adults and peers.*
    - Txhawb kev sib tham nrog cov laus thiab lawv ib phaum neeg.
    - *Ask them to describe past and future events.*
    - Nug lawv los mus tshab txhais yav tas los thiab lub neej tom ntej kev tshwm sim.
    - *Encourage them to create or build on stories in play, group interactions, and conversation.*
    - Txhawb lawv los mus tsim ua los sis txua tej dab neeg kev ua yeeb yam ua si, pab pawg kev cuam tshuam, thiab kev sib tham.

BEGIN Portfolio Assignment (to be completed after Session B)

Competency Standard II: To advance physical and intellectual competence

RCII: In your own words, explain how you would teach the curricular area below. Indicate the age group and list the intended goals, materials, and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group.

- Family Child Care-infants, toddlers, preschool
- Preschool-3s, 4s, 5s
- Infant/Toddler-young infants, mobile infants, toddlers

RCII-2: Language and Literacy

CSIId: In an additional paragraph, describe ways to promote the communication/language development among all children including dual language learners.

Field Work

Bring one song, one finger play, and one children's book to the next session and **be prepared to share the activities with the group.**

Session B

Date / Time: **Location:**
Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas
The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

KCF Content Areas: II: Developmentally Appropriate Learning Experiences

CDA Content Areas: II. Advancing Physical and Intellectual Development

Learning Objectives:
- Identify strategies to support oral language development with Dual Language Learners.
- Demonstrate ability to form open-ended questions; and
- Plan strategies to prompt conversation using listening, questions, and back and forth exchanges.

Hom Phiaj kev kawm
- *Txheeb xyuas cov tswv yim los mus pab rau sab kev ncauj lus hais nrog rau ob yam lus kawm hais.*
- *Nthuav tawm kev peev xwm los mus nug lus rau sawv daws teb; thiab*
- *Npaj tseg tswv yim los mus taw qhia kev sib tham txuas lus siv xws li mloog, lus nug, thiab hloov mus los.*

Session Outline

Section	Overview
Introduction and Homework Check	• Check for homework questions • Presentation of objectives and session summary
Promoting Language Development with Dual Language Learners	• Video: Watch for strategies • Small groups identify strategies • Summary of key points
Promoting Conversations	• Presentation and Discussion: Conversations • Activity: Identifying and developing open-ended questions • Presentation: Extending the topic and other opportunities for conversation
Promoting Language throughout the Day	• Discussion: Child-directed play • Activity: Using language to scaffold play • Activity: Language development opportunities throughout the day • Activity: Language development activities for group times
Closing	• Discussion: Summary • Discussion: Assignments

Section	Overview
Qhia thiab kuaj ntaub ntawv ua tom tsev	• *Kuaj cov ntaub ntawv lus nug ua tom tsev* • *Qhia txog ntawm cov hom phiaj kawm thiab nrab lus luv luv*
Txhawb lus hais nrog rau ob sab lus hais kawm	• *Video: Saib rau ntawm kev tawm tswv yim* • *Pab pawg me txheeb xyuas kev tawm tswv yim* • *Tham txog cov ntsiab lus* •
Txhawv kev sib tham	• *:Kev sib tham* • *Txheeb xyuas thiab tsim lus nug rau sawv daws teb.* • *Ncua ncauj lus thiab lwm hom ncauj ke ntawm kev sib tham*
Txhawb lus hais thaum pib mus txog thaum xaus rau hnub ntawv	• *Qhia me nyuam ua yeeb yam* • *Siv lus hais los mus ua txheej theem ntawm kev ua yeeb yam* • *Lus hais ntawm lub ncauj ke thaum pib mus txog thaum xaus rau hnub ntawv.* • *Lus hais ntawm kev ua dej num rau pab pawg sij hawm*
-Xaus	• *Ntsiab lus luv* • *Ntawv coj mus ua tom tsev*

Supporting Children Learning English

Suggestions for supporting acquisition of English:

- When possible, use first language (home language) to introduce English

- Create a consistent and predictable routine

- Use small groups when possible

- Pair them with a supportive child

- Use repetition

- Use self-talk and parallel talk

- Speak at a standard speed with pauses between phrases, using simple, clear, short sentences

- Use gestures, movements, and facial expressions to help convey meaning

- Simplify language somewhat to help create understanding

- Use real, interesting experiences and concrete objects linked to English language

- Choose books wisely

- Use play experiences

- Play with language through songs, stories, chants, rhymes, and finger play

- Think about ways to give children background knowledge to prepare for an experience. For example, read a book to them one-on-one before you read it to the big group; introduce some key words in English (with their home language word if you know it) that relate to concepts you will explore in large or small groups, or read about in a story

Suggestions for supporting continued development of home language:

- Encourage family members to continue to use the child's home language

- Be clear about what the language of instruction is within the program

- Have some materials in the child's home language present in the environment

- Locate and suggest community resources

Supporting Children Learning English

Txhawb me nyuam kawm ntawv As Kiv

Suggestions for supporting acquisition of English:

Tawm tswv yim nrhiav los txhawb lus As Kiv:

- When possible, use first language (home language) to introduce English

  Thaum ua tau, siv yus yam lus hais los mus qhia txhais ua lus As Kiv

- Create a consistent and predictable routine

  Kwv yees tsim ua ib qho uas niaj hnub ua tsis pub tu ncua

- Use small groups when possible

  Thaum ua tau, los mus siv ua pab pawg me xwb

- Pair them with a supportive child

  Txhawb me nyuam los ua ib pab

- Use repetition

  Hais tas rov hais dua

- Use self-talk and parallel talk

  Tham lus rau yus tus kheej thiab tham rau ob leeg

- Speak at a standard speed with pauses between phrases, using simple, clear, short sentences

  Tham lus maj mam kom muaj ntsiab lus, hais kom yooj yim, npliag, hais kom kab lus luv zog

- Use gestures, movements, and facial expressions to help convey meaning

  Piav cev, yoj ces, thiab ua ntsej muag luag los mus pab qhia lub ntsiab

- Simplify language somewhat to help create understanding

  Ua kom lus hais yooj yim me ntsis los mus pab ua kom nkag siab

- Use real, interesting experiences and concrete objects linked to English language

  Muaj tseeb, txaus siab paub thiab ua tej yam tsis cov nyom los mus txuas rau lus As Kiv

- Choose books wisely

  Maj mam xaiv phau ntawv

- Use play experiences

  Paub siv kev ua si li paub

- Play with language through songs, stories, chants, rhymes, and finger play

  Ua si nrog lus hais los ntawm txoj nkauj, dab neeg, hu nkauj, ua lub suab sib dhos, thiab siv ntiv tes los ua si

- Think about ways to give children background knowledge to prepare for an experience. For example, read a book to them one-on-one before you read it to the big group; introduce some key words in English (with their home language word if you know it) that relate to concepts you will explore in large or small groups, or read about in a story

  Xav ib txoj kev los mus pab me nyuam tshawb nrhiav lawv txoj paub. Piv txwv, nyeem ib phau ntawv rau lawv ib leeg dhau ib leeg ua ntej nyeem rau ib pawg; qhia cov ntsiab lus hauv As Kiv (nrog lawv cov lus yog koj paub) qhov ntawv nws yog cov tswv yim koj yuav nrhiav tau rau hauv ib pawg loj los sis ib pawg me, los sis nyeem txog ib zaj dab neeg

Suggestions for supporting continued development of home language:

- Encourage family members to continue to use the child's home language

  Txhawb koj tsev neeg los mus siv koj cov lus koj hais

- Be clear about what the language of instruction is within the program

  Ua kom meej tseeb txog cov luv hais li cas uas tau qhia los ntawm txoj hauj lwm

- Have some materials in the child's home language present in the environment

  Npaj tej yam khoom txhawb nqa rau me nyuam cov lus hais hauv lub tsev

- Locate and suggest community resources

  Nrhiav thiab tawm tswv yim los mus pab

txhawb me nyuam

You may see young dual language learners go through these stages:

1. Using their home language to communicate

2. Silently watching and listening

3. Attempting to use some key words or phrases in English

4. Using English productively

Six Ways to Extend the Topic
(adapted from Weitzman & Greenberg, 2002)

1. ***Inform:*** *Add information about the past or present; describe objects, food, or experiences; compare or contrast two things.*
2. ***Explain:*** *Give reasons for what is happening, justify opinions, or explain outcomes.*
3. ***Talk about feelings and opinions:*** *Express feelings or opinions and reasons you may feel that way.*
4. ***Take another perspective:*** *Project into others' experiences or lives to help children understand other points of view, or project into situations never experienced, such as space travel.*
5. ***Talk about the future:*** *Discuss predictions, speculations, anticipation, and problem-solving (what might happen if...) using prediction.*
6. ***Pretend:*** *Talk about imaginary things, play a pretend role, or create an imaginary story.*

Six Ways to Extend the Topic
(adapted from Weitzman & Greenberg, 2002)
Rau txoj hauv kev los mus ua kom npe lus ntev

1. *Inform: Add information about the past or present; describe objects, food, or experiences; compare or contrast two things.*
   Qhia: Ntxiv ntaub ntawv txog yav tas los sis tam sim no; tshab txhais tej khoom, zaub zaub mov, los sis paub txog; muab piv los yog qhov txawv ntawm ob yam dab tsi.

2. *Explain: Give reasons for what is happening, justify opinions, or explain outcomes.*
   Piav qhia: Muab qhov ntsiab lus vim li cas rau kev yuav tshwm sim dab tsi, daws tswv yim, los yog qhia qhov xaus kawg.

3. **Talk about feelings and opinions:** Express feelings or opinions and reasons you may feel that way.
   Tham txog kev xav thiab tswv yim: Qhia txog kev xav los sis tswv yim thiab vim li cas tej zaum koj yuav xav li ntawv.

4. *Take another perspective: Project into others' experiences or lives to help children understand other points of view, or project into situations never experienced, such as space travel.*
   Xaiv rau lwm txoj hauv kev: Yam tes num yus ua mus rau lwm tus lawv txoj kev paub los sis los mus pab rau me nyuam nkag siab ib qho kev pom, peb tes num ntawm qhov tsis tau paub dua, xws li ncig saum ntuj.

5. *Talk about the future: Discuss predictions, speculations, anticipation, and problem-solving (what might happen if…) using prediction.*
   Tham txog lub neej tom ntej no: Tham txog kev twv ua ntej, kwv yees, kev cia siab, thiab kev daws teeb meem (yog tej zaum tshwm sim ne…) siv los lus twv ua ntej.

6. *Pretend: Talk about imaginary things, play a pretend role, or create an imaginary story.*
   Ua txuj ua: Tham txog tej yam kev ua yog toog, ua txuj ua si ntawm nws qhov kev ua, los sis tsim ib qho ntawm kev ua yog toog txog tej dab neeg.

Asking Questions: Is it Open or Closed? Creating Open-Ended Questions

Look at the questions/ statements below and determine whether each one is open-ended (if yes, mark it with an "O") or closed-ended (if it is closed, mark it with a "C"). If the question is closed, reframe it **so children would be required to answer with more than a one-word response.**

Examples:

__O_ Why do we need to put the caps on the markers? *Change to :___n/a; this is an open-ended question_*

__C_ Did you eat breakfast with Dad this morning? *Change to: _What do you like about breakfast?_*

_____ What was the story about? *Change to:_____*

_____ What is the shape of that block? *Change to:_____*

_____ Tell me about what you're making with the play dough. *Change to:_____*

_____ Why did you put your gloves inside your jacket? *Change to:_____*

_____ Was Goldilocks scared by the bears? *Change to:_____*

_____Do you like pizza? *Change to:_____*

Open ended questions:

- require more than a one-word response.
- encourage children to think and to use language.
- can produce more than one kind of response.

Play: Using Scaffolding Techniques to Develop Language Skills

ACKNOWLEDGE	A child just finished building a block tower.
ENCOURAGE	A child is working on a difficult four-piece puzzle.
GIVE SPECIFIC FEEDBACK	A child has just finished a drawing in the art area.
MODEL	Two children are disagreeing about the use of a tricycle.
DEMONSTRATE	A child is working on a matching game in the table toys area.
CREATE OR ADD CHALLENGE	A child is stringing beads at the table toy area.
GIVE A CUE, HINT, OR OTHER ASSISTANCE	A child is working on a project with small blocks.
PROVIDE INFORMATION	A child is exploring leaves on the science table.
GIVE DIRECTIONS	A child is looking at a new book in the library area.

Language Development throughout the Day

Daily Events	Language Development Examples Include rich words, open-ended questions, and extensions of children's language.
Arrival/ Program Opening	● ● ●
Meals and Snacks	● ● ●
Care Routines – naps, diapering, toileting, hand washing, etc.	● ● ●
Play in Learning Areas	● ● ●
Outdoor Play	● ● ●
Departure/ Program Closing	● ● ●

Group Time Event	Language Development Opportunities What open-ended questions will you use? What vocabulary (rich words) will you introduce? How will you introduce or use new vocabulary? How will you generate conversations among children?
Finger Play	
Children's Book	
Song	

FINISH Portfolio Assignment started last session

Competency Standard II: To advance physical and intellectual competence

RCII: In your own words, explain how you would teach the curricular area below. Indicate the age group and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group.

- Family Child Care-infants, toddlers, preschool

- Preschool-3s, 4s, 5s

- Infant/Toddler-young infants, mobile infants, toddlers

RCII-2: Language and Literacy

CSIId: In an additional paragraph, describe ways to promote the communication/language development among all children including dual language learners.

Glossary

Oral language. This term refers to all aspects of spoken language, including children's growing and diverse vocabularies of new and varied words.

Language. The means by which a person communicates ideas or feelings to another in such a way that the meaning is mutually understood.

Expressive language. Making and using the sounds (or signs) of a child's language or languages for communication.

Receptive language. Hearing (or taking in) and understanding language.

Cooing. Pleasant vowel-like sounds made by infants around two months of age. Example: "u-u-u."

Babbling. Repetition of consonant-vowel combinations in long strings, beginning around 6 months of age. Example: "ba, ba, ba."

Comprehension. The ability to understand words and word combinations.

Production. The ability to use words and word combinations.

Grammar/grammatical rules. The ways that words can be put together in order to make sentences in a given language.

Phoneme. The smallest speech unit. Example: Th word "bat" includes 3 phonemes—"b-a-t."

Vocabulary. The words used by and understood by a person.

Joint attention. "When a child shares an object or activity with a caretaker. A child might point to an interesting object, look back and forth between an object and a caretaker, or show interest by holding up or giving you an object" (Adamson, 2013).

Narrative. Modeling language by describing your actions and the children's actions. Sometimes this is called "play by play." There are two ways to narrate:

- **Parallel talk.** Describing children's actions as they do them. Examples: "I see you wiggling your tiny toes!" "Daniel is drawing a tiger."

- **Self-talk.** When you describe your own actions as you do them. Examples: "Now I am changing your diaper." "I'm pouring the paint into the cup."

Parentese. A type of speech adults across cultures use with babies. The adult "speaks in a higher pitch, at a slower rate, with clearer enunciation, and in simpler and shorter phrases, combined with gestures and facial expressions" (Snow, 1991). Parentese helps babies hear the different sounds in words. Example: "Soooo biiig!!"

Repetition and extension. Repeating what a child says and then adding a bit more language. For example, if a child says "red truck," you might say "that is an enormous red truck!" Repetition and extension encourages children to use the language they have AND gives them new language.

Rich words. New or unfamiliar words or vocabulary introduced to children to expand their vocabulary. Rich words are not used as often by children or with children, though adults know what they mean. Example: Instead of always using the word "big" to describe something large, you might say "enormous," "gigantic," or "huge". New words are best learned when the topic is of interest to children and/or they are introduced in meaningful contexts.

Open-ended questions. Questions that require more than a one-word response. Open-ended questions don't have a specific answer; the child can say whatever they like and be "right." Some examples of open-ended questions are as follows: "Where is your car going?" or "What do you think happens next?" Open-ended questions encourage children to think and give them the opportunity to express their own ideas.

Scaffolding. Support from a caregiver that enables a child to try a new skill he or she has not yet mastered. As the child learns the skill and masters it, the support is reduced until the child can do the new skill independently. Sometimes a caregiver will assist the child with cues or hints to help him or her accomplish a task on the edge of his or her current abilities.

Conversations. Back-and-forth exchanges of language about a topic. When having conversations with children, try to aim for five conversational turns for each speaker (Dickinson, 2011). This technique is known as "Strive for Five."

Dual Language Learners. Children who are learning both the language of their family as well as the language of the larger community.

National Institute for Literacy. Learning to talk and Listen: An Oral Language Resource for Early Childhood Caregivers. (2009.) Washington D.C. https://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf

<u>Websites</u>

LAUP's webpage "Take Time to Talk" has information for parents in:
English http://laup.net/wp-content/uploads/2016/07/taketimetalk_digital_english.pdf and
Spanish http://laup.net/wp-content/uploads/2016/07/taketimetalk_digital_spanish.pdf

Talk with Me Baby website: http://www.talkwithmebaby.org
Includes information and videos including "How to Speak Parentese" video:
http://www.talkwithmebaby.org/how_to_speak_parentese

Participant's Guide

Intentional Teaching VIIl

Early Literacy

Class 14
Session A, B
5 hours
Hmong

Session A

Date / Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area 2: Physical and Intellectual Development

Learning Objectives:
- Develop book related questions which promote conversation and learning
- Describe and model evidence-based read aloud strategies

Hom Phiaj kev kawm
- *Tsim ib phau ntawv txog lus nug uas txhawb kev sib tham thiab kawm*
- *Tshab txhais thiab ua ib tug qauv pov thawj tawm tswv yim ntawm kev nyeem ntawv kom muaj suab nrov.*

Session Outline

Time	Section	Overview
25 minutes	Introduction and Importance of Early Literacy	• Welcome, Objectives and Discussion: Childhood memories of books/stories • Large Group Brainstorm • Presentation: Early literacy overview
40 minutes	Reading Books with Young Children	• Brief Presentation: The importance of reading aloud • Selecting Books for Children - Discussion: Features of books for infants and toddlers - Small Group Activity: Book selection • Presentation: Technology enhanced books
55 minutes	Read Aloud Strategies	• Brief Presentation and Discussion: Strategies for reading aloud with infants and toddlers (optional video) • Demonstration and Discussion: Shared reading strategies • Small groups: Develop read aloud questions • Small groups: Practicing a read aloud
15 minutes	Books in the Environment	• Discussion: When to read aloud • Presentation: Books in your environment
15 minutes	Closing	• Begin portfolio assignment • Review additional assignment
2.5 hours total		

Time	Section	Overview
25 minutes	*-Qhia thiab kawm nyeem yog qhov tseem ceeb*	• *Nco lub sij hawm thaum tseem yau es nyeem phau ntawv /tej dab neeg* • *Pab pawg loj kev tswv yim* • *Saib ib muag ntawm kev kawm txawj ntawv ntxov*
40 minutes	*Nyeem ntawv nrog me nyuam yaus*	• *Qhov tseem ceeb ntawm kev nyeem ntawv kom muaj suab nrov* • *Xaiv ib co ntawv rau me nyuam*

		tau kawm
		• Nrhiav ib yam ntawv muaj duab zoo saib rau me nyuam mos thiab me me nyuam hluas tau kawm • Kev xaiv cov phau ntawv • Tej yam tswv yim kho kom phau ntawv zoo
55 minutes	Tawm tswv yim los mus pab qhia nyeem ntawv kom tawm	• Tawm tswv yim rau ntawm kev nyeem ntawv kom nrov nrov nrog rau me nyuam mos thiab me nyuam hluas • Sib pab tawm tswv yim los mus nyeem ntawv ua ke • Tsim kev ua kom nyeem cov lus nug kom nrov nrov • Kawm nyeem ntawv kom nrov nrov
15 minutes	Ntaub ntawv ntawm ib puag ncig	• Thaum twg mam li yog lub caij nyeem ntawv kom nrov nrov • Koj cov ntawv ntawm ib cheeb tsam
15 minutes	Xaus	• Npaj cov ntawv coj mus ua tom tsev • Rov saib ntxiv cov ntawv coj mus ua tom tsev
2.5 hours total		

Defining Literacy

Early literacy: "The knowledge and skills young children need in order to learn to communicate, read, and write" (Center for Early Literacy Learning, 2012).

"Literacy is a word which describes a whole collection of behaviors, skills, knowledge, processes, and attitudes. It has something to do with our ability to use language in our negotiations with the world" (Cambourne, 1988*).*

"Emergent literacy assumes that the child acquires some knowledge about language, reading, and writing before coming to school. Literacy development begins early in life and is ongoing" (Morrow, 2009).

"Children who have a wide body of background knowledge and life experiences are more likely to succeed in reading" (Texas Child Care, 2005).

Key Early Literacy Skills:

Oral Language and Vocabulary
- Rich experiences with language give children background knowledge for understanding what they will read later.
  "Children who have larger vocabularies are usually better readers, but they also must have an understanding of word meaning and word usage. Their basic vocabulary needs to expand to include words that might be encountered less frequently, but that are still important to know both receptively and expressively" (National Center for Family Literacy, *2009).*

Phonological Awareness (awareness of the sounds of language)
- Speaking and listening to language exposes children to the sounds of language.
- Playfulness with language through rhymes, songs, and other play, helps children hear the sounds that make up words.

<u>*Alphabet Knowledge*</u>
- Children begin to recognize and name uppercase and lowercase letters.
- Children begin to learn the sounds that are linked to each letter (for example, beginning sounds like "aaa-apple").

<u>*Early Writing*</u>
- Children begin to move from making marks and scribbles to forming letters and linking letters and sounds to create written messages.

<u>*Print Concepts*</u> *(including knowledge of how books work)*
- *As children interact with the print around them, they start to understand that print has meaning.*
- *Children learn other ideas about print, such as which direction the words are written, that there are spaces between words on a page, that we begin reading at the top of the page, or that a book has a cover.*

Key Early Literacy Skills:
Tus yuam sij ntawm kev txawj ntse lub peev xwm:

*Oral Language and Vocabulary :***Ncauj ua lus hais thiab lo lus:**

- Rich experiences with language give children background knowledge for understanding what they will read later.

- *Kev paub ntawm lus hais nws taug tau rov tom qab ntawm me nyuam yaus lawv txoj kev paub thiab kev nkag siab zoo ntawm qhov lawv yuav nyeem tom qab ntawv.*

ldren who have larger vocabularies are usually better readers, but they also must have an understanding of word meaning and word usage. Their basic vocabulary needs to expand to include words that might be encountered less frequently, but that are still important to know both receptively and expressively" (National Center for Family Literacy, *2009).*

Phonological Awareness (awareness of the sounds of language) : *Kev paub ntawm cov suab los ntawm lus hais*
- Speaking and listening to language exposes children to the sounds of language.
- *Tham lus thiab mloog ntawm lus hais nws yuav nthuav tawm rau me nyuam yaus ntawm cov suab lus hais.*
- Playfulness with language through rhymes, songs, and other play, helps children hear the sounds that make up words.
- *Ua yeeb yam ua si nrog lus hais los ntawm lus sib dhos, hu nkauj, thiab lwm yam kev yeeb yam, nws pab me nyuam yaus hnov cov suab uas ua lo lus.*

Alphabet Knowledge
- ***Children begin to recognize and name uppercase and lowercase letters.***
- *Me nyuam yaus pib los mus paub tis npe rau cov niam ntawv loj thiab cov niam ntawv me.*
- ***Children begin to learn the sounds that are linked to each letter (for example, beginning sounds like "aaa-apple").***
- *Me nyuam yaus pib los mus kawm cov suab uas los sib dhos sib txuas ntawm txhua tus niam ntawv (xws li, lub suab pib li no " aaa-apple").*

Early Writing
- ***Children begin to move from making marks and scribbles to forming letters and linking letters and sounds to create written messages.***
- *Me nyuam yaus pib txawj kos thiab muab los sib do los mus ua ib co niam ntawv thiab txuas cov niam ntawv nrog suab los mus tsim sau ua ib co lus.*

Print Concepts (including knowledge of how books work)
- *As children interact with the print around them, they start to understand that print has meaning.*
- Xws li me nyuam kev cuam tshuam nrog kev luam ntawv ib ncig ntawm lawv, lawv pib los mus nkag siab qhov sau
  ntawv nws txhab txhais li cas.
- *Children learn other ideas about print, such as which direction the words are written, that there are spaces between words on a page, that we begin reading at the top of the page, or that a book has a cover.*
- Me nyuam yaus kawm lwm lub tswv yim ntawm luam ntawv, xws li seb cov lus sau yuav mus rau xyuam twg, kom muaj chaw hauv kis nruab nrab lus ntawm daim nplooj ntawv, kom peb nyeem saum toj ntawm daim nplooj ntawv, los sis ib phau ntawv kom nws muaj ib daim ntawv tuab npog rau.

The Importance of Reading Aloud
Reading aloud helps expose children to concepts about printed language. When they hear books read aloud over time, children learn:

- **Print carries meaning.**

- **Print corresponds to words that are spoken aloud.**

- **Features of print – how print works.**

- **Reading processes and book handling.**

- **Reading is a way to get new information.**

- **Reading is a way to learn new words and different ways to use language.**

- **Reading is fun.**

Reading Aloud throughout the Day

Reading with an Individual Child	Reading with Small Groups of Children	Reading with Whole Groups of Children

Selecting Children's Books
What to think about when selecting books for infants and toddlers:

Principles for Selecting Books	Types of Books to consider:
When selecting books, choose: • a wide range of books representing varying types of books • books that are engaging and of interest to the children • books showing emotion, humor, and imagination • books that are free of bias and stereotypes and that show diversity and inclusion	Fiction and Non-Fiction Books Predictable Books Alphabet Books
• books that have intriguing artwork • books introducing interesting information and concepts • a variety of formats to fit the needs of all children • books with illustrations and characters that represent the children and families in your program • books which highlight early literacy concepts such as alphabet books, books with notable print, or rhymes.	Books with Rich Words Rhyming Books Books with Clearly Visible or Interesting Print ***Be careful with books written to market a product, movie, or tv show, as they tend to be of lower quality.**

Questions to ask yourself when evaluating children's books: *Rov nug koj tus kheej thaum soj ntsuam xyuas ntawm me nyuam yaus cov phau ntawv.*

• Do the pictures complement the story?

 - *Daim duab ntawm zaj dab neeg puas tau tiav?*

• Is the book appropriate for the age of the child?

- *Phau ntawv no puas tsim nyog muab rau tus me nyuam tsis tau muaj hnub yug saib?*

• Do children seem to respond enthusiastically to a book of this type?

- *Me nyuam yaus puas muaj lus teb kev zoo siab yog thaum lawv tau ib phau ntawv zoo li no?*

• Are people of different races, cultures, ethnic groups, and religious groups portrayed accurately?

- Tib neeg xws li cov haiv neeg, kab lis kev cai, pab pawg haiv neeg, thiab pab pawg kev ntseeg lawv puas

xyaum ua tus qauv thiab cwj pwm zoo kom yog?

- Are girls and women portrayed as active and successful?

- Cov me nyuam ntxhais thiab poj niam puas xyaum ua tus qauv zoo thiab kom muaj chaw mus thiab

vam meej?

- Are families positively portrayed in all their structural diversity?

- *Txhua tsev neeg puas muaj qhov tseeb kev xyaum yeeb yam ntawm lawv kab lis kev cai?*

- Do children in your program see themselves positively represented in the books you have available?

- *Cov me nyuam yaus nyob hauv koj txoj hauj lwm lawv puas pom lawv tus kheej kev meej tseeb sawv cev los ntawm cov phau ntawv uas koj muaj?*
- Do the author and illustrator avoid representing some cultures as strange or quaint?

- *Tus sau thiab tus teeb qhia puas zam tau tej kab lis kev cai uas coj txawv txawv los sis qub qub?*

- Do the characters seem real and authentic?

- *Kev cwj pwm puas zoo li muaj tseeb thiab tiag tiag?*
- Is the speech of people in the book accurate and appropriate?

- *Cov neeg hais lus hauv phau ntawv puas yog thiab puas tsim nyog?*
- Do the characters grow and change in acceptable ways?

Kev cwj pwm loj hlob thiab kev hloov puas yuav zoo siab los lees txais tau?

Sources: Jalongo, M.R. (2004), Shedd & Duke (2008), Derman Sparks (2013).

Places to find lists of books recommended for young children:

- Cooperative Children's Book Center, School of Education, University of Wisconsin Madison:
  - List of Spanish/English bilingual books
    https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=102
  - Books for babies, toddlers, and preschoolers:
    https://ccbc.education.wisc.edu/books/detailLists.asp?idBookListCat=1

- American Library Association's Notable booklists for children (see books for younger readers) lists their recommendations for books that are published each year:
  http://www.ala.org/alsc/awardsgrants/notalists

- Anti-bias booklist: https://socialjusticebooks.org/booklists/early-childhood/

- A list of 25 books celebrating black boys (for children ages 0- 18):
  https://shoppeblack.us/2017/12/black-books-matter/

- Books by indigenous authors: https://medium.com/embrace-race/indigenousreads-by-indigenous-writers-a-childrens-reading-list-c3b558d1d94a

Guidelines for Storybooks Enhanced by Electronic Media

- **First and foremost:**
  Contingent INTERACTION with another responsive person is KEY to learning! How will the child <u>interact</u> with another person about the content of the book?

- **Is the story supported/enhanced or disrupted by the technological additions?**
  (Remember: bells and whistles can distract rather than build learning.)

-

<u>Technology-related resources:</u>

NAEYC Web page on technology, media, and young children:
https://www.naeyc.org/resources/topics/technology-and-media

Fred Rogers Center resources on media and young children:
http://www.fredrogerscenter.org/initiatives/digital-media-learning/

<u>Electronic or E-Texts:</u>
http://www.lil-fingers.com/ This storybook site has books that are simple, animated, and read aloud as well as related games and off-the-computer activities.
www.mightybook.com Has speaking books that relate to art and music, story songs, knockknock jokes, classic songs, and stories written by children for children. Most of the books allow words to be highlighted as they are read aloud.
www.storyplace.org Has an extensive preschool electronic text library that is organized by theme. Online stories may also have associated online activities, take-home activities, parent activities, and suggested readings. www.starfall.com Interactive, animated learning activities that are read aloud. The reading categories begin at the alphabet level, and progress to holiday-based themes for learning to read, phonics-based readings

<u>Technology adaptations to support literacy:</u>
www.Lburkhart.com Provides handouts and instructions for adapting and enhancing play and literacy through computer use.
http://letsplay.buffalo.edu/ Contains materials and examples of adapting play for young children, including resources for assistive technology and literacy.
http://atto.buffalo.edu/ Provides resources, tutorials, and resources on the continuum of assistive technology resources that may support literacy development in children with disabilities

Shared and Repeated Read Alouds

Whenever you are reading with young children:
- Use a lively, engaging voice and gestures where they help build understanding
- Use eye contact (as appropriate culturally)
- Hold the book so that all the children can see the illustrations
- Pay attention to how children respond

The Shared Reading Process

1. **Before reading with children:** Carefully <u>select a book</u> that matches with learning goals you have set for the group. Plan to read the book aloud several times to children if possible (you might read it in small groups or one-on-one as well as to the whole group). Consider:
   - Is there interesting content that connects to other things we are doing?
   - Is there an idea that I want to introduce or explore with the children by using this book?
   - Is there new vocabulary (rich words) to introduce?
   - Does the book represent an interesting point of view or depict a situation the children can relate to?
   - Are there specific literacy concepts I want to emphasize in this book? (For example: linking letters to letter sounds, pointing out words or letters in print, alphabet, exploring rhymes.)
   - Is this a book best read in a small group or one-on-one, or will it also work well in a large group?

2. Read through the book to yourself first. Think about:
   - Rich words in the book: Identify the places where you will stop to introduce targeted vocabulary. Plan how you will define words and use pictures, gestures, or props to help you to describe the meaning of rich words. (The first time you read through the book, you may want to introduce a new word <u>before</u> starting to read the story, or give very brief explanations of unfamiliar words so children stay focused on the story or information in the book.)
   - Plan how you will introduce the book. Can you connect the book to other activities or experiences the children have had? Are there props you can bring to show the children to help them understand a new word or idea in the book? For example, if introducing *Zin! Zin! Zin! A Violin,* you might plan to bring in a musical instrument to show the children. Think about the types of questions you might ask during or at the end of the book. To help you remember, put each question on a sticky note in the book to mark the place where you might ask that question. (Suggestions of different kinds of questions are listed below.)

2. **Read the book aloud, if possible, several times over the course of a week or so. While reading with the children:**
   a. The first time you read the book aloud to this group of children, introduce it. Consider:
      - An attention-getting device such as a prop or a puppet.
      - Describing briefly what the book will be about before reading it. You might relate it to an idea you have already explored or a previous experience the children have had in your program. You might use illustrations from the book itself. For example:
      "This is the book's cover. What clues does the picture on the cover give us about what the story may be about?"
      - Pointing to the title as you read it (to help children realize that the print has meaning).
      - Doing a "picture walk." Flip through the pages focusing only on the pictures and ask what children think the book might be about (only do this if the pictures give good clues about the focus of the book).
      - During a second reading, you might talk about the author and illustrator. What are their names? What do these people do to make a book?
   b. Read expressively – keep it interesting for the children.
   c. Stop <u>occasionally</u> to focus on the new vocabulary you have identified. (During the first reading of a book with a story, make definitions brief, so children understand the new word but do not get distracted from the story.)
   d. As appropriate, point out notable or interesting print in the book, or lightly follow the print with your finger as you read a sentence so that children begin to understand it is the print that you are reading, not the pictures.

e. Encourage participation by acknowledging children's contributions. For example, you might say: "Christine, that is an interesting idea!"

f. Ask questions that extend children's ideas. For example, you might say: "I agree, Sam. Alexander does look sad. Why do you think he is so sad?"

g. Ask questions to promote discussion about content and to support listening skills and comprehension.

Consider the following types of questions:

C = Completion. Completion questions encourage children to fill in a word or finish a phrase. For example, "Brown bear, brown bear, _____?"

R = Recall. Recall questions check children's understanding of the story content. For example, "What did the brown bear see?"

O = Open-ended. Open-ended questions encourage a narrative response and cannot be answered with a one-word or yes/no answer. For example, "What do you think is happening on this page?" or "What do you think will happen next?"

W = "W-H." "W-H" questions are who, what, where, when, and why questions that teach vocabulary and stimulate children's language and use of new words. For example, "What is the name of this animal?"

D = Distancing. Distancing questions encourage children to connect pictures and words in the story to experiences outside of the story. For example, "When have you felt frustrated like Alexander?"

After reading:
- Ask a few "wrap up" questions to check for listening comprehension. For example, you might ask: "What happened to the snow ball?"
- Ask children their opinions about the book. What did they like? What would they change?
- Provide materials in the environment that connect to the book's content. For example, add animal figures to the block area after reading *What Do You Do With a Tail Like This?*
- Add the book to the class library so that children can read it independently during child-directed play.
- Offer to reread the book during the next group time or with individuals or small groups of children during play.

Books in the Environment

Places I can have books in my environment include:

Session A: Portfolio Assignment

Complete this assignment for your portfolio. Use your professional experience and what you are learning in this coursework to guide your thinking.

Competency Standard III: To support social and emotional development and to provide guidance

CSIII RC: Resource Collection Item

RCIII: Prepare a bibliography that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges.

Subjects you might consider addressing include: Cultural or Linguistic Group Identity, Gender Identity, Children with Special Needs, Separation/Divorce/Remarriage/Blended Families, Phases of the Cycle of

Life from Human Reproduction to Death, and other topics that reflect the children and families with whom you work.

Field Work

Collect 2-3 samples of writing from a child or children of any age in your care. The writing does not need to be recognizable letters. The writing of very young children may look like scribbles or random marks. **Bring the sample to the next session.**

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Date / Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>**Minnesota KCF:**</u> Content Area II: Developmentally Appropriate Learning Experiences

<u>**CDA Content Area 2:**</u> Physical and Intellectual Development

Learning Objectives
- Describe a literacy-rich early childhood environment

- Demonstrate the ability to model writing and encourage children's writing

Hom Phiaj kev kawm
- *Tshab txhais kev txawj ntse ntawm lub sij hawm me nyuam tseem yau*
- *Nthuav tawm lub peev xwm los mus ua tus qauv txog kev sau ntawv thiab txhawb me nyuam kev sau ntawv*

Session Outline

Time	Section	Overview
15 minutes	Introduction	• Welcome and Presentation of Objectives • Small group brainstorm – Use of print
45 minutes	Early Writing Development	• Activity: Purposes of writing • Small and Large Group Activities: How writing develops
45 minutes	Early Writing Experiences	• Discussion: Encouraging children's writing • Activity: Practice modeling writing • Activity: Writing and learning about letters
30 minutes	Literacy Rich Environments	• Small groups: Print props for dramatic play
15 minutes	Closing	• Activity: Linking strategies to key literacy skills • Discussion: CDA Portfolio Assignments
2.5 hours total		

Time	Section	Overview
15 minutes	*Pib qhia*	• *Txais tos thiab qhia txog cov hom phiaj* • *Siv cov ntawv luam tawm*
45 minutes	*Kev xyaum pib sau ntawv*	• *Lub hom phiaj kev sau ntawv* • *Tsim kev sau ntawv li cas*
45 minutes	*Kev paub sau ntawv*	• *Txhawb me nyuam kev sau ntawv* • *Ua ib tug qauv sawv ntawv rau lawv saib* • *Sau ntawv thiab kawm txog cov niam ntawv*
30 minutes	*Kev txawj ntaub ntawv*	• *Sau cov kev ua yeeb yam ua si*
15 minutes	*Xaus*	• *Muab cov tswv yim los sib txuas ua ib tug yuam sij ntawm kev txawj ntse thiab muaj peev xwm* • *CDA ntaub ntawv coj mus ua tom tsev*
urs total		

Stages of Writing and Art (Zero to Three 2016)

- **Stage 1: Random Scribbling (15 months to 2½ years of age).** Children begin to make their first marks with paint, markers, or crayons, often using whole arm movements while holding the utensil in their fist.
- **Stage 2: Controlled Scribbling (2 to 3 years).** At this age children's marks start to feature shapes and recognizable marks (circles, lines of different types). Children begin to grasp utensils with fingers and thumbs.
- **Stage 3: Lines and Patterns (2½ to 3½ years).** Children begin to imitate the patterns they see in print. For example, they may draw a long scribble that almost looks like cursive writing. They repeat what look like symbols and shapes, and parts of letters such as lines, dots, curves. A child may tell you what their writing "says" at this stage because they begin to understand that print has meaning.
- **Stage 4: Pictures of Objects or People (3 to 5 years).** At this stage, children have moved from making marks and naming them to planning first and then drawing something intentionally. This often begins with circles (faces, suns, flowers) and becomes more recognizable as a representation of a real object. Children at this stage also begin to understand the difference between drawing pictures and writing.
- **Stage 5: Letter and Word Practice (3 to 5 years).** Children begin to use letters and often write the letters in their name first. They also begin to understand that some words are longer than others, so will string together different numbers of letters to look like words of different lengths. They may even begin to link letter sounds and use invented spelling. For example, they might write just the letters "LV" for "love."

Encouraging Writing

Ideas for writing materials:

Where can children use writing and drawing?

Modeling Writing

I will….

- Try a K-W-L chart with preschool or school-aged children
-
-
-

Examples of Modeling Writing

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Scenario #1
Today your group took a field trip to the neighborhood market. With the children, write a thank you note to the market's owner.

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Scenario #2
Your group has just read the book *Green Eggs and Ham*. Ask each child, "Would you eat green eggs and ham?" and record the answers next to each child's name on a chart.

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Scenario #3

Your group has just taken a walk around the neighborhood. Ask each child to tell you one thing they saw on the walk and make a list of the items they name.

- - - - -

Scenario #4

Your group has been talking about healthy eating. Ask each child to name his or her favorite healthy food. Write the answers on a chart next to the child's name.

- - - - -

Scenario #5

The toddlers you work with are learning about colors. Ask each toddler to name a favorite color while you write the color name on a chart next to his or her name.

- - - - -

Scenario #6

Today is the first day of spring. With the children, write a story on chart paper about a child going outside on the first day of spring. Start the story with the phrase, "One spring day, a child…"

- - - - -

Scenario #7

You are making special sandwiches for snack with the children and want to remember the recipe so you ask the children to help you write down the steps of the recipe, so everyone can see and use it.

Learning about Letters

> **Alphabet Knowledge**
> The recognition of letters as distinct symbols that have specific sounds associated with them.

Principles:

- The ability to recognize and name letters is related to reading ability.
- Children need to understand the sounds letters represent as well as letter names. Learning letter names and sounds <u>together</u> has the strongest impact on children's literacy development.
- Children need frequent opportunities during early childhood to learn about the connections between sounds they hear and the printed letters they see.
- Shared reading presents opportunities to focus on letter names and letter sounds.
- Playful activities during group times and during child-directed play can also strengthen children's understanding of letter names and letter sounds.

Source: National Center for Family Literacy, *What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction Based on the National Early Literacy Panel Report, 2009.*

Suggestions for promoting alphabet knowledge in everyday practice:

- Use children's names in print frequently throughout the day – at sign in, to take attendance, during transitions, etc.
- Use letter names as transition activities. "If your name begins with letter B go to the breakfast table."
- Display the alphabet around the space – in a writing area, near the library, at tables where children can write or draw, etc.
- Make alphabet books available and show them during group times.
- Sing the alphabet song or other sings that use alphabet letters such as B-I-N-G-O.
- Provide toys and other materials that use letters in the environment – letter puzzles, letter stamps, letter sponges, magnetic letters, etc.
- If computers are available, consider at least one piece of high quality software that focuses on letters.

Name activities:

You should adapt the activity to meet each child's needs and abilities. For example, for some children, you may do the writing (of their name) and they will do the recognizing (of their name, and/or of individual letters) until they develop more skills in writing.

<u>Name graphs:</u> Give children single strips of large graph paper or create sheets divided into segments, one for each letter (as below). Ask children to write their name, one letter per square, beginning with the square on the far left.

A	s	h	a										

Once children have written their name (or you have done it for them or helped them), you can:

- Compare: look for letters that are the same or different and name the letters.
- Talk about the first letter and make the beginning sound in the name.
- Cover up a letter and see who remembers which letter is missing, using letter sounds as hints for the missing letter.

- Talk about which letters are uppercase and which are lowercase, and when uppercase letters are used (for the first letter of the name).
- Write all but one letter in a child's name and have them "fill in the blank."
- Cut off the empty squares, then compare length (whose name is longer?) and count the number of letters (this combines literacy and math!).
- For more complexity:
  - Cut each square up separately, mix them up, and have child put back together to make their name
  - Add last names

Here is a blank example to use:

OTHER IDEAS:

Name puzzles: Give each child a sheet of paper and ask them to write their name in big letters. Have them cut the paper into a few pieces and put the puzzle together.

Name cards: Create name cards to use in the classroom. If possible, start by putting the child's photo next to their name on the card. You can use the cards for attendance, to pick helpers, to identify their work (including building structures), on their cubby, etc. Once children learn to recognize their name, you can use name cards without photos, have children create their own name cards, etc.

I'm thinking of a name: You can do this activity orally. Say, "I'm thinking of a name that begins with the letter…" Or, you can do this activity in writing, where you write the first letter of the name you're thinking of.

Magnetic (or foam) letters: These can be used in many ways, including with the above activities.

Sign in: Develop a routine where children "sign in" using their name as they arrive at your program. This might begin with name cards and evolve into writing their names.

The Literacy-rich Environment

Environmental Print
The ability to identify print that is common in the environment, often without the ability to "read." Ex: identifying a McDonald's® sign.

Print Awareness
The task of combining elements of alphabet knowledge, concepts about print, and early decoding.

Where do children see interesting print?

What is labeled for children's use?

When do I write down children's words (take dictation)?

Where can children write? What tools can they use to write?

Where are the letters? How can children use them?

Where do we use charts?

How often do we sing or use chants or finger plays to play with and hear the sound of words?

Where are children's names? How do we use them?

Glossary

Early literacy. "The knowledge and skills young children need in order to learn to communicate, read, and write" (Center for Early Literacy Learning, 2012).

Alphabet knowledge. The ability to recognize and name uppercase and lowercase letters and, eventually, the sounds that are linked to each letter.

Early writing. The ability to move from making marks and scribbles to forming letters. Eventually, children develop the ability to link letters and sounds to create written messages.

Invented spelling. Sometimes referred to as inventive spelling. The practice of spelling unfamiliar words by making an educated guess as to the correct spelling based on the writer's existing phonetic knowledge. Sometimes children who are beginning to understand the connection between letters, letter sounds, and words will use what they know to convey messages, such as "I lv u" (I love you) or "shuz" (shoes). For preschool aged children, this leads to learning to spell correctly once they are in school and know more about writing and reading.

Print concepts. As children interact with the printed words around them, they start to understand that print has meaning. They learn how to interact with printed materials, such as which direction the words are written, that there are spaces between words on a page, and how books work.

Phonological awareness. The ability to hear and manipulate the separate sounds within words.

Portfolio Assignment

Complete this assignment for your portfolio. Use your professional experience and what you are learning in this coursework to guide your thinking.

Competency Standard III: To support social and emotional development and to provide guidance

CSIII RC: Resource Collection Item

RCIII: Prepare a bibliography that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges.

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MNCDA

Participant Guide

Intentional Teaching

Early Math

Class 15
5 hours
Hmong

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Subject Area 2: Advancing Children's Physical and Intellectual Development

Learning Objectives:
Hom Phiaj Kawm:
- ● Describe three counting principles young children are learning (the counting sequence, one-to-one correspondence and cardinality.)
- - *Tshab txhais ntawm peb qho txheej txheem cov me nyuam hluas kawm (suav sib lawv liag, ib qho rau ib qho los mus sib txuas kom cov lej sib txws.)*
- ● Develop a plan for using counting collections with children in their program.
- - *Npaj tsim ib lub tswv yim los mus siv ua lej suav lej pab rau me nyuam yaus lawv kev kawm.*

Session Overview

Section	Activities
Introduction and importance of early math *-Qhia thiab qhov tseem ceeb ntawm kev kawm lej ntxov*	● Sign in Chart, Welcome, and Large Group Brainstorm: How we use math as adults - *Peb siv ua lej li cov laus ua zoo li cas* ● Brief Presentation: The importance of early math - *Qhov tseem ceeb ntawm kawm lej ntxov* ● Walkabout: Areas of early math - *Cheeb tsam ntawm kev kawm lej ntxov*
Numbers and counting *-Lej thiab suav*	● Paired Activity and Presentation: Counting collections - *Muab coj los ua lej suav* ● Presentation: What children know and learn about numbers and counting - *Qhov me nyuam yaus paub thiab kawm txog lej thiab los suav yog li cas* ● Video Clip Viewing and Discussion: Observing counting skills - *Ntsia saib tus neeg lub peev xwm ntawm nws kev suav lej* ● Small Group Work and Group Discussion: Representing counting collections - *Ntawm qhov kev paub muab cov leb coj los ua lej suav* ● Large Group Discussion: Using counting collections with children - *Siv cov lej los mus suav nrog me nyuam yaus*
Sorting *-Xaiv*	● Small Group Activity and Discussion: Sorting two ways - *Muab los xaiv ua ob qho*
Closing *-Xaus*	● Begin portfolio assignment - *Npaj ntaub ntawv coj mus ua tom tsev* ● Review additional assignment - *Rov muab cov ntaub ntawv coj mus ua tom tsev los saib ntxiv*

Minnesota ECIPs 2017: Mathematics- Cognitive

Subdomains:

- o **Number knowledge**: *Includes counting (rote and meaningful), understanding and comparing amounts, number order*
- o **Geometry and spatial thinking**: *Includes understanding shapes and spatial relationships*
- o **Measurement**: *Includes comparing and ordering objects by attributes like length, width, weight, etc.*
- o **Patterns**: *Includes recognizing, copying and creating patterns, and*
- o **Data analysis**: *Using math to pose questions, to gather and organize information to answer the question, and then using mathematical thinking to decide what the information tells you.*

Number Knowledge
Paub txog lej zoo

Three Counting Principles Children are Learning:
Peb yam txheej txheem lub ntsiab cai me nyuam yaus yuav kawm suav lej:

- ● The counting sequence: *Learning to say the numbers in the same (correct) order each time they count, and that we always begin counting a set of objects by starting with "one".*
  The counting sequence(Suav lej sib lawv liag): *Kawm hais cov lej kom sib raws kom yog txhua lub sij hawm thaum lawv suav, thiab li ntawv peb yeej xub kawm suav ntawm cov khoom pib nrog " ib ".*
- ● One-to-one correspondence: *Learning to match one number word with only one thing.*
  One-to-one correspondence(Ib toj ib kom yog): *Kawm los mus suav ib tug lej lo lus nrog rau ib yam khoom ntawv.*
- ● Cardinality: *Learning that the last number assigned to an object in a counting collection indicates the total quantity (amount) of objects in the collection.*
  Cardinality(pawg lej): *Kawm txog tus lej kawg nkaus los muab tso piv rau ib yam khoom hauv kev sau los mus suav qhia qhov kawg ntawm cov khoom ntawv ntau npaum li cas hauv qhov sau los mus suav.*

Video Notes

What does the child appear to know about counting? (What do they do or say that tells me this?)	What doesn't the child appear to know about counting? (What do they do or say that tells me this?)

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----Counting Collections----

Name _____

I counted a bag full of _____ .

This is how I counted my collection:

counted_____items in my
collection.

DREME | TE

Planning for Counting Collections
Npaj siab los sau thiab suav lej

● What will you put in the collections for children to count? What would they enjoy counting? What are they
interested in? What size objects are safe in your program? What objects do you already have that might be
interesting to count?
*Koj yuav muab dab tsi los sau ua lej rau me nyuam kawm suav? Lawv nyiam suav dab tsi tshaj? Lawv txaus siab
rau qhov twg tshaj? Yam khoom qhov loj thiab me ntawv puas tso siab rau hauv koj qhov hauj lwm? Yam khoom
uas koj twb npaj tau kom txaus siab los mus suav yog dab tsi?*

5

- How many objects will you include in the collections? Remember to think about what your children know. If you don't yet know and think they might get easily overwhelmed with big numbers, try 5-10 objects. If you think they are pretty good at counting objects, or enjoy counting larger sets, try 10-20. Increase the number if you notice they need more to challenge them or make the collection smaller if a child seems to be overwhelmed by bigger numbers.

  Muaj pes tsawg yam khoom koj suav nrog nyob rau hauv qhov koj sau los? Nco qab ntsoov xav txog qhov koj cov me nyuam twb paub npaum li cas lawm. Yog koj tseem tsis tau paub zoo thiab xav tias tej zaum lawv yuav ntxhov siab txog uas kawm cov lej loj tuaj mus, sim suav li ntawm 5 – 10 khoom. Yog koj xav tias lawv twb paub thiab txawj suav cov khoom lawm, los sis nyiam suav cov lej kom siab mus, sim suav 10 – 20. Nce kom tus lej siab mus yog koj paub tias lawv txawj suav lawm los sis muab sau ua kom tsawg yog tus me nyuam ntawv nws tseem tsis tau txawj thiab paub suav cov lej loj mus.

- Where and when will you offer counting collections?

  Nyob qhov twg thiab thaum twg koj tawm suab rau qhov kev sau los mus suav ntawv?

- How will you introduce them to the children? What might you say?

  Koj yuav qhia qhov kev sau thiab muab los mus suav rau lawv li cas? You yuav hais li cas?

- How will you introduce the idea of representing their counting on paper? What might you say?

  Koj yuav qhia qhov tswv yim no li cas los mus sawv ces ntawm lawv kev suav ua lej rau hauv daim ntawv? Koj yuav hais li cas?

Assignment

1. **Counting Collections Assignment:**
   Use the counting collections activity with at least two children. Remember our discussion about planning for counting collections (see Participant Guide for ideas.)
   ****Bring examples (or photos) of two collections to our next session.

2. **Begin CDA Portfolio Assignment:**

   Begin this assignment for your portfolio. Feel free to describe an activity we have used in this session on early math (you may want to use counting collections.) You will finish during session B.

   CDA Subject Area 2: Advancing Children's Physical and Intellectual Development

   CSIII RC: Resource Collection Item

RC II: Nine learning experiences: written in your own words. One of those learning experiences should include math:

"RC II-9 Mathematics: Indicate the age group (3s, 4s or 5s) and list the intended goals, materials and processes/teaching strategies. Discuss why it is developmentally appropriate for that age group."

Session B

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
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Minnesota KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Subject Area 2: Advancing Children's Physical and Intellectual Development

Learning Objectives:
Hom Phiaj Kawm:
- ● *Describe learning experiences that promote understanding of geometry and spatial thinking, measurement and patterns.*
- - Txhab txhais ntawm kev kawm los mus txhawb kev nkag siab ntawm cov lej ntsuas ceg kaum thiab xav qhov dav li cas, ntsuas thiab cov txheej txheem sib raws.
- ● *Practice linking math concepts to picture book learning experiences.*
- - Kawm muab cov lej lub ntsiab lus los ua ib qho qauv rau ntawm txoj kev kawm.

Session Outline

Section	Activities
Introduction, Homework and Large Group Brainstorm *-Pib qhia, ntawm ua tom tsev, thiab kev tawm tswv yim ntawm pab pawg loj*	● Small Groups: Homework share - *Sib koom ua cov ntaub ntawv mus ua tom tsev* ● Review session objectives - *Rov saib cov hom phiaj kawm dua*
Geometry and Spatial Awareness *-Lej ntsuas ceg kaum thiab kev paub ntawm qhov dav li cas*	● Presentation, Video Discussion and Demonstration: Learning about shapes - *Kawm txog cov duab ua ceg kaum* ● Presentation and Video: Spatial language - *Lus hais qhia ntawm qhov dav li cas*
Measurement and Math throughout the Day *-Ntsuas lej thiab mus thoob plaws hnub ntawv*	● Video Discussion: Measurement - *Ntsuas lej* ● Walkabout and Large Group Summaries: Math throughout the day - *Ua lej mus thoob plaws hnub ntawv*
Patterns and Math in Picture Books	● Presentation and Video: Patterns - *Qauv sib dhos* ● Small Group Work: Math in picture books - *Lej hauv cov duab ntawv ua qhia*

-Qauv sib dhos thiab Lej hauv cov duab ntawv ua qhia	
Closing *-Xaus*	● Work on Portfolio Assignment - *Ua cov ntaub ntawv coj mus ua tom tsev*

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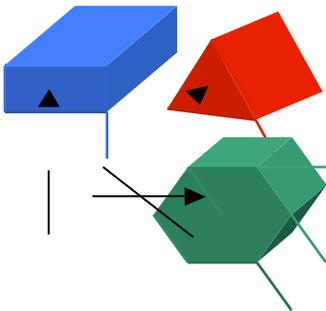
Two- and Three-Dimensional Shapes (Attributes and Properties)

3D Shapes

	Sphere or Ball: A symmetrical, round, three-dimensional figure
	Hemisphere: Half of a sphere, with a circle for a base
	Cylinder: A figure with two congruent (matching) circular parallel bases. The bases are congruent because they are the same size and shape.
base	Prism: A three-dimensional figure, with rectangular faces and two parallel faces, called bases. The shape of the base defines the type of prism. For example, a prism whose bases are triangles is called a triangular prism. The picture also shows a rectangular prism and a hexagonal prism.
	Rectangular Prism: A three-dimensional figure with congruent (matching) rectangular-shaped bases
	Cube: A three-dimensional figure with six congruent (matching) square faces
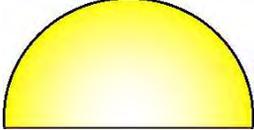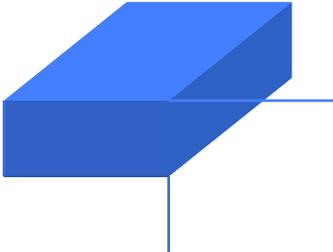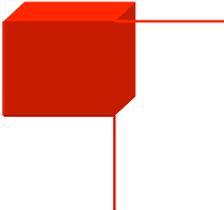
Shapes and Spatial Awareness

Where do children explore shapes and spatial relationships in my program?

Shape and space activity notes:

Math Talk

Tham txog lej

Related vocabulary:

Qhia txog lo lu:

- Names of shapes and attributes that describe a shape, such as: *lines, round, curved or straight, sides, corners or angles, symmetry.*
- *Qhia cov npe ntawm cov duab thiab yam ntxwv tshab txhais ib qho duab, xws li: txoj kab, lub voj voog kheej, nkhaus los sis ncaj ncaj, sab ntug, maum kaum los sis ceg kaug sib teeb kom ntev loj dav luaj ib yam.*
- Positional words such as: *in, out, over, under, around, through, between, behind, in front of, far, near, forward, backward, high, low, flip, turn, slide, rotate,* etc.
- *Positional words such as(Lus hais) xws li: nyob hauv, sab nrauv, sab hauv qab, ib puag ncig, dhau mus, nruab nrab, nram qab, ntawm hauv ntej, deb, ze, tom ntej, tig rov qab, siab, qes, ntxeev, tig, swb, sib hloov, etc.*

Questions you might ask:

Cov lus nug koj yuav hais:

- What shapes did you use to make your picture?
- *Cov duab yam ntxwv zoo li cas koj siv los mus kos duab?*
- *Can you find anything in the room that looks like a circle? Square? Rectangle?*
- *Koj nrhiav puas tau tej yam dab tsi nyob rau hauv chav zoo li lub voj voog? Plaub fab sib luag? Plaub fab, ob sab ntev ob sab luv?*
- What makes that a triangle? How do you know it's a circle?
- *Muab dab tsi ua thiaj tau lub peb fab sib luag? Ua li cas koj thiaj paub tias yog lub voj voog?*
- Can you put your bear <u>on top</u> of the block? Above? Beside?
- *Koj puas kam tso koj tus dais rau saum lub thooj pob zeb?Nyob sauv?Ntawm ib sab?*
- I spy something that is <u>next to</u> the bookcase—can you guess what it is?
- *Kuv soj tej yam nyob puab ntawm ib sab lub txee rau ntawv – koj puas kwv yees nws yog dab tsi?*

Measurement

Ntsuas Lej

What do we measure?

-Peb ntsuas dab tsi?

Where do children explore measurement?

-Me nyuam yuav nrhiav kev ntsuas qhov twg?

Math Talk

Hais txog ua lej

Related vocabulary: compare, size, alike, different, unit, longer/shorter, heavier/lighter, taller/shorter

Qhia txog lo lus: muab sib piv, puas zoo ib yam, qhov txawv, ib kem, ntev ntev/ luv luv, hnyav hnyav/sib sib, siab siab/qes qes

Questions you might ask:

Lus nug koj yuav hais:

- How tall is your building? How can we measure it? Could we use links to measure it? If so, how many links tall is your building?
  Koj lub tsev tshooj siab npaum li cas? Peb yuav ntsuas li cas? Peb siv lwm yam kev pab los mus ntsuas nws puas tau? Yog li ntawv ne, ho muaj pes tsawg yam yuav paub txog koj lub tsev tshooj siab li cas?
- How do you know the bean plant grew more than the carrots?
  Ua cas koj thiaj paub tias cog noob taum tau ntau dua cov txiv carrots (qos daj)?
- How many steps do you think it will take Mohamed to walk from one side of the rug to the other? How many steps do you think it will take Ms. Lopez to walk from one side to the other? Who took more steps? Who took fewer steps? Can you explain why?
  Muaj pes tsawg theem koj xav tias Mohamed yuav taug mus ntawm ib sab ntawm daim ntaub pua plag mus rau lwm qhov? Muaj pes tsawg theem koj xav tias Ms. Lopez yuav tau mus ntawm ib sab mus rau lwm qhov? Leej twg txhais ruam tau ntau dua?Leej twg txhais ruam tau tsawg dua? Koj sim qhia saib yog vim li cas?

Patterns
Qauv sib raws qab

Children learn to identify, copy, extend, and create patterns.

Me nyuam yaus kawm txheeb xyuas, kaij, txuas kom ntev, thiab tsim ib co qauv sib raws qab.

"Patterns in Books" video clip notes:

"Qauv sib raws hauv phau ntawv" yeeb yaj duab mus kev lus sau:

Where do children explore patterns?

Me nyuam yaus yuav nrhiav cov qauv sib raws qab no qhov twg los?

Math Talk:

Hais txog ua lej

Vocabulary: pattern, repeat, next, before, change, same/different, order, first/second/third etc.

Vocabulary (Lo lus): qauv sib raws qab, ua dua, mus rau lwm qhov, ua ntej, hloov, ib yam/txawv, teeb kom muaj quag, ua ntej/thib ob/thib peb etc.

Questions you might ask:

Lus nug koj yuav hais:

- What should come next on this pattern, the cat or the dog?

  Qhov yuav los tom ntej ntawm qauv sib raws qab, yog tus miv lost us dev?
- Can you tell me what your pattern is?

  Koj puas qhia tau kuv tias tus qauv sib raws qab no zoo li cas?
- (If they said it is red, green, red, green.) How could we use red and green and make a different pattern?

  (Yog lawv hais tias liab, ntsuab, liab, ntsuab). Peb yuav siv liab thiab ntsuab thiab ua kom cov qauv sib raws qab ntawv li cas?
- Sarah chose a pattern: clap up, clap down, clap up, clap down. What comes next?

  Sarah xaiv ib qho qauv sib raws qab: npuaj sauv, npuaj hauv, npuaj sauv, npuaj hauv. Qhov tom ntej no ne yog dab tsi?

Exploring the Math in Picture Books:

-Nrhiav cov lej hauv phau ntawv muaj duab:

Book title: _____

-Phau ntawv qeb twg:_____

One math idea represented in this book (and where it is in the book):
-*Ib lub tswv yim lej sawv cev hauv phau ntawv (thiab nws nyob rau qhov twg hauv phau ntawv):*

Two questions you might ask to get children thinking about the math idea in this book:
-*Muaj ob nqe lus nug koj xav hais kom me nyuam yaus xav txog ntawm tswv yim los mus ua lej nyob hauv phau ntawv:*

One activity or material you would offer during playtime to explore the math idea in the book:
-*Ib qho kev ua si los yog khoom koj xav tawm suab thaum lub sij hawm kev ua si los nrhiav cov tswv yim ua lej nyob hauv phau ntawv:*

Think about….
What math idea is represented in this book? On what page or pages?
What might children notice on the page?
What might you ask to get them thinking about the math idea in this book?
What might you offer during play time so children can explore the math idea in the book in another way?

Session B – Portfolio Assignment

FINISH this assignment for your portfolio (you started it last session). Use your professional experience and the knowledge you are gaining from the Credential coursework to guide your thinking. You will finish during session B.

Competency Standard III: To support social and emotional development and to provide positive guidance.

CSIII: Reflective Competency Statement III

Write at least one paragraph:

CSIIIb: Reflect on your philosophy of guiding young children's positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behaviors?

Glossary

Cardinality. Children learn cardinality when they learn that the last number assigned to an object in a counting collection indicates the total number of objects in the collection.

***Cardinality** (lej suav ua pawg) – Me nyuam yaus kawm cardinality(lej suav ua pawg) thaum lawv kawm tus lej uas kawg nkaus txog ib yam khoom uas sau los mus suav qhia tias tag nrho tus lej ntawm yam khoom ntawv muaj npaum li cas.*

The counting sequence. When children learn to say the numbers in the same (correct) order each time they count, they are learning the counting sequence. They also learn that counting a set of objects begins with "one".

***The counting sequence** (suav ua lej sib txuas) – Thaum me nyuam yaus kawm qog hais cov lej sib raws ib yam ib zaug twg lawv suav, yog lawv kawm suav ua lej sib txuas. Thiab lawv kawm suav ib pawg khoom pib nrog " ib".*

Enumeration. Using counting words to figure out the number of objects.

***Enumeration** (Kev suav sau) – Siv lo lus los mus suav thiab kwv yees txog cov lej ntawm yam khoom ntawv muaj npaum li cas.*

One-to-one correspondence. In counting, learning to match one number word with only one thing.

***One-to-one correspondence** (Suav lej los sib piv) – Ntawm kev suav lej, kawm los mus sib piv ib tug lej lo lus nrog ib yam dab tsi.*

Subitize. To visually perceive a quantity without needing to count.

***Subitize** (Paub hauv lub siab) – Pom paub rau hauv lub siab muaj npaum li cas es tsis thas yuav suav li.*

Stable order counting: Saying number words in the correct sequence. For example, a child who can correctly count "1,2,3,4" before making errors has stable-order counting to 4.

***Stable order counting** (Suav lej kom sib raws) – Qog hais cov lo lus lej kom raug sib lawv liag. Piv txwv, ib tug me nyuam uas nws twb txawj suav "1,2,3,4" ua ntej yuav yuam kev uas suav ib txog plaub lawm.*

Rote Counting: Reciting numbers in order but not understanding that the numbers correspond to an amount.

***Rote Counting** (Suav lej sib raws qab) – Suav cov lej kom sib raws tab sis tsis nkag siab tias cov lej nws puas yog sib xws li qhov muaj ntawv.*

Attributes. Traits or characteristics that define something or someone or make them unique.

Attributes (Caj ceg) – Qhov zoo, yam ntxwv uas txhais txog tej yam los sis ib tug twg los sis ua kom lawv zoo tshaj.

- In geometry, attributes describe the qualities (or traits) of a shape. This includes traits such as sides (and number of sides), angles, curved or straight, two- or three-dimensional.
- *Hauv cov zauv lej ntsuas ceg kaum, tshab txhais qhov zoo ntawm qho khauj khaum caj ceg. Qho no qhia txog cov sab maum kaum (thiab cov zauv lej ntawm cov sab ntug maum kaum), maum kaum, nkhaus los ncaj, ob los peb sab ceg qhov loj qhov dav li cas.*
- In measurement, attributes describe *what is being measured*, such as height, length, weight, capacity, area, distance, temperature, or time.
- *Hauv kev ntsuas lej, tshab txhais tau ntsuas li cas lawm, xws li qhov siab, qhov ntev, qhov ntau, thaj chaw, qhov deb, qhov kub sov, los sis lub sij hawm.*

Area. The size of a two-dimensional shape or surface determined by multiplying length and width. (Think about how much room on the floor an "area rug" takes up.)

Area (thaj chaw) – Qhov loj qhov dav ntawm ob tog khauj khaum los sis nyob saum npoo los mus nkua qhov ntev thiab dav. (Xav tias nyob rau hauv hoob chav muaj daim ntaub pua plag ntawv yuav siv chaw npaum li cas thiaj li dhos haum.

Capacity. How much an object can hold. For example: How much water would it take to fill a cup or bowl? Capacity is a 3-dimensional measurement.

Capacity (Ntim ntau npaum li cas) – Ib yam khoom ntawv nws ntim thiab tuav tau ntau npaum li cas. Yuav hliv dej ntau npaum li cas thiaj li yuav puv lub khob los sis lub tais? Capacity (Ntim ntau npaum li cas) nws yog ntsuas li 3 qho loj thiab dav ua ke.

Patterns
Patterns – Qauv sib raws qab
- **Repeating Patterns.** Patterns where a unit is repeated over and over again, without change. Examples: clap-clap-stomp, clap-clap-stomp; ABBABBABBA; or □▨□✴□▨□✴□▨□✴
- *Repeating Patterns (Hais dua sib raws qab) – Qauv sib raws qab nws yog ib kem uas hais dua raws lawv qab ob peb zaug, uas nws tsis muaj qhov hloov li. Xws li: npuaj npuaj teg – ntaug taw, npuaj npuaj teg – ntaug taw; ABBABBABBA; los sis □▨□✴□▨□✴□▨□✴*
- **Growing Patterns.** Patterns that grow repeatedly by a set rule. *Additive patterns* add the same amount each time the pattern is extended (stairs are additive patterns because each step is one unit higher than the previous one). *Multiplicative patterns* use scaling (ratios) each time the pattern is extended, such as in the pattern of total chairs needed for your classroom tables (one table needs six chairs, two tables need 12 chairs, three tables need 18 chairs).
- *Growing Patterns (Qauv sib raws ntau zuj zus) – (Patterns)Qauv sib raws qab uas ntau zuj zus teeb los ntawm ib txoj kab ke tswj. (**Additive patterns**) Ntxiv cov qauv sib raws kom nws muaj ib yam ib lub sij hawm twg uas tus qauv sib raws ntawv nws ntau tuaj (cov taw ntaiv yog ntxiv cov qauv sib raws rau qhov tias nws muaj ib theem*

*ib theem siab thiab qes sib lawv sib raws). (**Multiplicative patterns**) Muab sib ntxiv kom ntau zaug yog siv ua teev luj ib zaug twg kom nws ntau ntxiv tuaj, ib yam li cov qauv uas ib lub rooj teeb sau ntawv twg yuav tsum muaj li 6 lub rooj zaum, ob lub rooj teeb twg yuav tsum muaj 12 ob lub rooj zaum, peb lub rooj teeb sau yuav tsum muaj li 18 lub rooj zaum).*

Volume. The entire space occupied by a 3-dimensional object (height, width, and length). For example: How much space a brick takes up. Volume is 3-dimensional.

Volume (qhov siab, dav thiab ntev) – Tag nrho thaj chaw ntim tau li 3 – qho siab, dav thiab ntev li cas). Xws li: Ib thaj chaw no yuav siv cov pob zeb puab ntau npaum li cas thiaj li puv. Volume yog ntsuas li 3 – qho siab, dav, thiab ntev.

Positional words and phrases. Words that describe where something or someone is located or where it is in relationship to other things.

Positional words and phrases (Lus tshab txhais txog tej yam twg) – Lus tshab txhais txog tej yam twg los sis ib tug neeg nyob rau qhov twg los sis kev sib raug zoo rau lwm qhov.

Spatial awareness (or spatial relationships). Awareness of the relationships between objects in space. This includes the relationship of these objects to one another, and their relationship to ourselves.

Spatial awareness (or spatial relationships) - Kev paub thiab kev sib rau zoo ntawm tej yam khoom ntawm tej thaj chaw. Qhov no nrog rau kev sib rau zoo los ntawm tej yam khoom ib qho rau ib qho, thiab lawv kev sib raug zoo rau ntawm peb.

MNCDA

Participant Guide

Intentional Teaching

Scientific Thinking

Class 16
3 hours
Hmong

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota KCF: Content Area II: Developmentally Appropriate learning Experiences

CDA Subject Area 2: Advancing Children's Physical and Intellectual Development

Learning Objectives
Hom Phiaj Kawm
- ● Describe the scientific thinking processes of discovery, action and integration
- - *Tshab txhais qhov kev xav kev tshawb fawb tawm los ntawm kev tshawb pom thiab nrhiav tau, nqis tes ua, thiab kev sau los ua ke*
- ● Identify questions which prompt children's thinking
- - *Txheeb xyuas cov lus nug uas los mus taw qhia ntawm me nyuam txoj kev xav*

Session Overview

Section	Activities
Introduction and importance of early math -*Pib qhia thiab tseem ceeb ntawm kawm ua lej ntxov*	● Sign in chart, welcome and large group brainstorm of how we use math as adults - *Cov cim hauv daim phiaj, txais tos thiab pab pawg loj tawm tswv yim seb peb yuav siv cov lej li lawv cov laus* ● Brief Presentation – The importance of early math - *Qhov tseem ceeb ntawm kawm ua lej ntxov* ● Walkabout-Areas of early math - *Cheeb tsam ntawm kev ua lej ntxov*
Numbers and counting -*Cov zauv thiab suav lej*	● Paired activity and presentation–Counting collections - *Sau los mus suav* ● Presentation - What children know and learn about numbers and counting - *Qhov uas me nyuam yaus paub thiab kawm txog cov zauv lej thiab suav* ● Video clip viewing and discussion – Observing counting skills - *Soj ntsuam saib kev peev xwm ntawm qhov suav* ● Small group work and large group discussion- Representing counting collections - *Sawv cev ntawm kev sau los thiab suav* ● Large group discussion– Using counting collections with children - *Siv sau los mus suav nrog me nyuam yaus*
Sorting -*Xaiv*	● Small group activity and discussion-Sorting two ways - *Muab xaiv ua ob qho*
Closing -*Xaus*	● Begin portfolio assignment - *Npaj cov ntaub ntawv coj mus ua tom tsev* ● Review additional assignment - *Rov saib cov ntaub ntawv coj mus ua tom tsev ntxiv*

Minnesota ECIPs 2017: Scientific Thinking

Discover:
- *Observing and asking questions about what they notice in the world around them*
- *Investigating the world through active exploration (including using tools)*

Act:
- *Experimenting: making a plan, trying it out to find out answers to questions*
- *Evaluating: analyzing information to draw conclusions (what did experimenting with it tell me?)*

Integrate:
- *Communicating: sharing one's own thinking or what has been learned with others*
- *Applying: using what was learned in other situations*

DISCOVER:

Offer opportunities to explore and investigate …		
Life sciences	Physical sciences	Earth and space sciences

Video Notes

What ideas are children exploring?

What materials were provided to prompt exploration of the idea?

Materials for Exploration:

- **What materials do I provide/want to provide? Where?**

- **When do they have time to explore them?**

- **How do I introduce the materials to children?**

Observations by Joe Pipik

(Sing to the tune "Alouette." You can go to YouTube and search for "Alouette" to hear it.)

Observations, let's make observations, observation, that means noticing…

I can notice with my eyes, I can notice with my eyes, with my eyes, with my eyes: seeing! 👀 *(hold your hands to circle each eye)*

Observations, let's make observations, observation, that means noticing…

I can notice with my ears, I can notice with my ears, with my ears, with my ears: hearing! 👂 *(hold your hands to cup each ear)*

Observations, let's make observations, observation, that means noticing…

I can notice with my nose, I can notice with my nose, with my nose, with my nose: smelling! 👃 *(pinch your nose with one hand)*

Observations, let's make observations, observation, that means noticing…

I can notice with my tongue, I can notice with tongue, with my tongue, with my tongue: tasting! 👅 *(stick your tongue out at the end)*

Observations, let's make observations, observation, that means noticing…

4

I can notice with my hands, I can notice with my hands, with my hands, with my hands: touching! ✋ *(hold your hands up and wiggle your fingers)*

Observations, let's make observations, observation, that means noticing."   Courtesy of Jeanne Wall from Wolf Trap

ACT:

Video Notes

What does the adult do or say to get children thinking?

Questions to prompt thinking

Purpose	Examples	Add your own

Description: **To encourage children to describe what they observe**	● Tell me about… (tell me more about…) ● Share what you saw … ● What did you notice about the …? ● What happened when…? ● What is different about this one? ● How are they the same?	
Prediction: To encourage children to predict	• What do you think will happen next? • What could we use this for? • What would you do if that were you? ● What do you think the _____ will do? ● What do you think will happen if…? ● What do you think this book will be about?	
Analysis: To encourage children to think about what they discover, and to explain their own thinking	● Why do you think that happened? ● How can we solve this problem? ● I am wondering, how did you do that? ● How could we find out? ● What do you think about…? ● What could we do to make it …? ● Can you think of another way to…?	

INTEGRATE:

Ways children can communicate their thinking:

Investigation topic:

Activity 1: Science exploration	Activity 2:	Activity 3:

CDA Portfolio Assignment

FINISH this assignment for your portfolio. Feel free to use activities explored in this class on Scientific Thinking.

Competency Standard II: To advance Physical and Intellectual Competence

CSIII RC: Resource Collection Item

RC II: Nine learning experiences: written in your own words:

One of those learning experiences should include science/sensory:

"RC II-1 Science/Sensory: Indicate the age group (3s, 4s or 5s) and list the intended goals, materials and processes/teaching strategies. Discuss why it is developmentally appropriate for that age group."

Glossary

Physical science. "Includes the physical properties of materials, the movement of objects, and the forces that affect materials, such as magnetism and gravity" (Moomaw, 2013). For example: what objects are made of, their weight, shape, or texture, and concepts related to movement (slope, speed and distance, floating, pushing or pulling).

Physical science (Tej yam khoom nws txawj txav): "Nrog rau yam khoom uas nws txawj txav tau, qhov khoom txawj txav, thiab lub zog uas cuam tshuam tej khoom, xws li hlau nplaum thiab txawj nqus"(Moomaw, 2013). Xws li: Yam khoom ntawv dab tsi ua tshwm sim tau los, lawv qhov hnyav, duab voj, los sis ntxhib los mos, thiab cov ntsiab lus ntawm qhov kev txawv txav (nqes hav, khiav ceev thiab deb, ntab sauv, thawb los yog rub).

Life science. Science "concerned with living things—both plants and animals" (Moomaw, 2013). For example: where creatures live and what they need to survive, characteristics of plants and animals, life cycles.

Life science (Yam khoom muaj sia): Kev tshawb tawm los "txhawj xeeb nrog tej yam khoom muaj sia – nroj tsuag thiab tsiaj, lub neej ntawm lub voj voog ib ncig.

Earth science. "The study of the earth's components, including patterns of change over time" (Moomaw, 2013). For example: soil, rocks and shells; the weather and seasons; space science (day and night; the sun, moon, and stars.)

Earth science (Kawm txog ntiaj teb ciaj sia): "Kawm txog lub ntiaj teb ib feem ntawm qhov loj loj, nrog rau cov qauv hloov raws li lub sij hawm khiav" (Moomaw, 2013). Xws li: av, pob zeb thiab plhaub; cov huab cua thiab caij nyoog; ntsig txog saum ntuj (nruab hnub thiab hmo ntuj; lub hnub, lub hli, thiab hnub qub.)

Resources

The Center for Early Childhood Education at Eastern Connecticut State University has videos on investigations with young children at: http://www.easternct.edu/cece/investigating/

The Regent's Center for Early Developmental Education at the University of Northern Iowa has videos and lesson plans for exploring ramps and pathways at: https://regentsctr.uni.edu/ramps-pathways

Peep and the Big Wide World has lesson plans, videos, and training materials on carrying out science exploration (colors, sound, plants, color, ramps, water) for family child care and for center based educators at: http://www.peepandthebigwideworld.com/en/educators/

MNCDA
Participant Guide

Safe Supervision

Kev saib hauj lwm kom zoo

Class 17
Sessions A, B & C
2 hours
(6 hours total)
2018

Session A

Overview of Curriculum   Session A

<u>KCF Content Area</u>: Health, Safety and Nutrition; Professionalism
<u>CDA Content Area</u>: Safe and Healthy Environment

Learning Objectives
Hom Phiaj Kawm:
- Identify MN Rule 2 and Rule 3 licensing standards and best practices of supervision
- *Txheeb xyuas MN Txoj cai tswj 2 thiab Txoj cai tswj 3 daim ntawv qauv tso cai thiab kawm kom tau zoo rau ntawm kev saib hauj lwm*
- Examine and address supervision challenges experienced in early child care center-based care programs
- *Tshuaj ntsuam thiab cob qhia kev saib xyuas hauj lwm txog ntawm kev cov nyom ntawm kev paub hauv lub chaw hauj lwm lub hauv paus zov me nyuam*
- Identify three interaction techniques to use while supervising
- *Txheeb xyuas peb yam ntawm tswv yim kev tshwm sim los mus siv thaum saib xyuas*
- Identify safe infant sleep practices; SUID
- *Txheeb xyuas kev tso siab ntawm tus mos ab ntawm kev xyaum muab me nyuam coj mus pw tsaug zog; SUID*

Session 1 Outline

Section	Overview of teaching technique

A. Welcome and Introductions
  -Txais tos thiab pib qhia
  1. Welcome and Introductions
     -Txais tos thiab pib qhia
  2. Review and Discuss Objectives
     -Rov saib dua thiab Tham txog cov hom phiaj
	● Large Group Activity
	  -Pab pawg loj kev khiav hauj lwm

B. Supervision Basics
  -Qhov yooj yim ntawm kev saib xyuas hauj lwm
  1. What is Supervision
     -Kev saib xyuas hauj lwm yog dab tsi?
  2. Supervision Challenges
     -Kev sib tw ntawm kev saib xyuas hauj lwm
  3. Active Supervision
     -Ruaj khov ntawm kev saib xyuas hauj lwm
	● Mini Lecture
	  -Qhuab qhia me me
	● Large Group Activity
	  -Pab pawg loj kev khiav hauj lwm
	● Small Group Activity
	  -Pab pawg me kev khiav hauj lwm

C. Daily Supervision
-Kev saib xyuas hauj lwm txhua hnub
   1. Drop off and Pick up
     -Thaum tso nqes thiab thauj
   2. Programming Time
     -Lub sij hawm txheej txheem ntawm tes hauj lwm
   3. Transitions
     -Kev hloov
   4. Bathroom Supervision
     -Saib xyuas chav dej
   5. Mealtime Supervision
     -Saib xyuas thaum noj mov
	● Mini Lecture
	   -Qhuab qhia me me
	● Large Group Activity
	   -Pab pawg loj kev khiav hauj lwm
	● Pair Share
	   -Ob leeg sib tham sib qhia
	● Small Group Activity
	   -Pab pawg me kev khiav hauj lwm

D. Safe Resting, Napping and Infant Sleep
-Tso siab kev so, tso dab ntub thiab me nyuam mos ab pw tsaug zog
   1. Supervision
     -Kev saib xyuas hauj lwm
   2. SUID prevention
     -SUID kev tiv thaiv kab mob
	● Large Group Activity
	   -Pab pawg loj kev khiav hauj lwm
	● Mini Lecture
	   -Qhuab qhia me me

E. Closing
-Xaus li no
   1. Providing Active Supervision
     -Pab rau kev ruaj khov ntawm kev saib xyuas hauj lwm
   2. Assignments
     -Ntaub ntawv coj mus ua tom tsev
	● Individual Reflection
	   -Tus kheej kev ras txog
	● Assignments
	   -Ntaub ntawv coj mus ua tom tsev

Session A

<u>**Handouts/Printouts**</u>

1. **Active Supervision Tool Kit (Head Start)**
   https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/active-supervision-toolkit.pdf

2. **"Look Before You Lock"**
   http://www.acf.hhs.gov/ecd/interagency-projects/look-before-you-lock

3. **How to Choose and Use a Child Care Health Consultant**
   http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/127-how-to-choose-and-use-a-child-care-health-consultant

Session A

ABBREVIATIONS / ACRONYMS / GLOSSARY

CFO3: *Caring for Our Children*, 3rd Edition

CSHN: Child/ren with special health needs

DHS: Department of Human Services

Infant: A child who is at least six weeks old but less than 16 months

MN: Minnesota

Preschooler: A child who is at least 33-month-old but who has not yet attended the first day of kindergarten

Rule 2: Legislation in MN Rules, governing licensed family-based child care environments

Rule 3: Legislation in MN Rules, Chapter 9503 governing child care centers

School-age: A child who is at least of sufficient age to have attended the first day of kindergarten or is eligible to enter kindergarten within the next four months but is younger than 13 years of age.

SIDS: Sudden Infant Death Syndrome

SUID: Sudden Unexpected Infant Death

Toddler: A child at least 16 months old but less than 33 months old

Developmental Basics

Birth to Age 3	Preschool
Social and Emotional Development ● Trust and Emotional Security ● Self-Awareness ● Self-Regulation ● Relationships with Other Children	**Social and Emotional Development** ● Emotional Development ● Self-Concept ● Social Competence and Relationships
Language Development and Communication ● Listening and Understanding ● Communicating and Speaking ● Emergent Literacy	**Language and Literacy Development** ● Listening ● Speaking ● Emergent Reading ● Emergent Writing

Cognitive Development
● Exploration and Discovery
● Memory
● Problem Solving
● Imitation and Symbolic Play
	Cognitive Development
	● Mathematical and Logical Thinking
	  - Number concepts and operations
	  - Patterns and relationships
	  - Spatial relationships and geometry
	  - Measurement
	  - Mathematical reasoning
	● Scientific Thinking and Problem-Solving
	  - Observing
	  - Questioning
	  - Investigating
	● Social Systems Understanding
	  - Human relationships
	  - Understanding the world

Physical and Motor Development ● Gross Motor Development ● Fine Motor Development ● Physical Health and Well-Being	**Physical and Motor Development** ● Gross Motor Development ● Fine Motor Development ● Physical Health and Well-Being
	Creativity and the Arts ● Creating ● Responding ● Evaluating
	Approaches to Learning ● Curiosity ● Risk-Taking ● Imagination and Invention ● Persistence ● Reflection and Interpretation

Session A: Reflection

Take a few minutes to reflect on what you have learned about "active supervision" in this session of this class. Use the spaces below to capture your ideas and plans for action. Be prepared to discuss at the beginning of Session B.

In this session I learned…
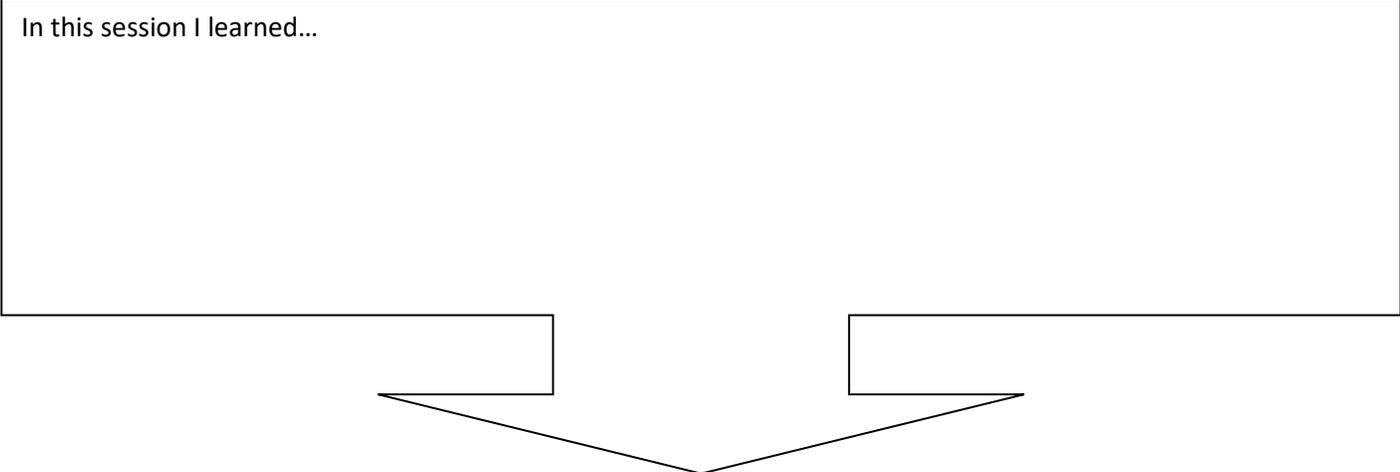
Based on what I learned, some things I plan to do …
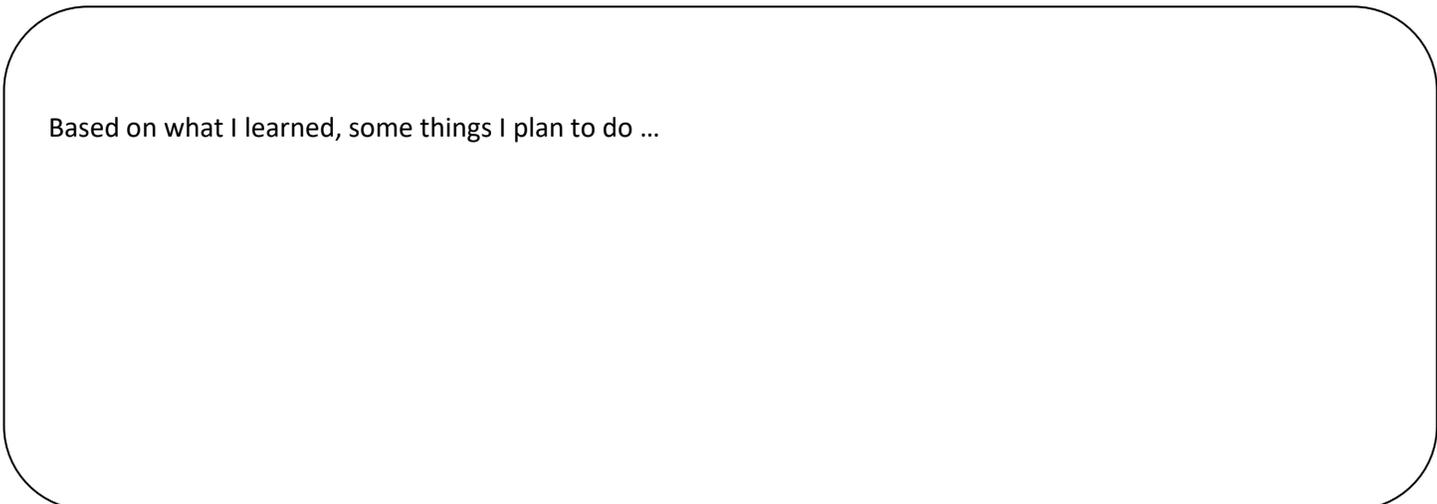
This session started me thinking about…
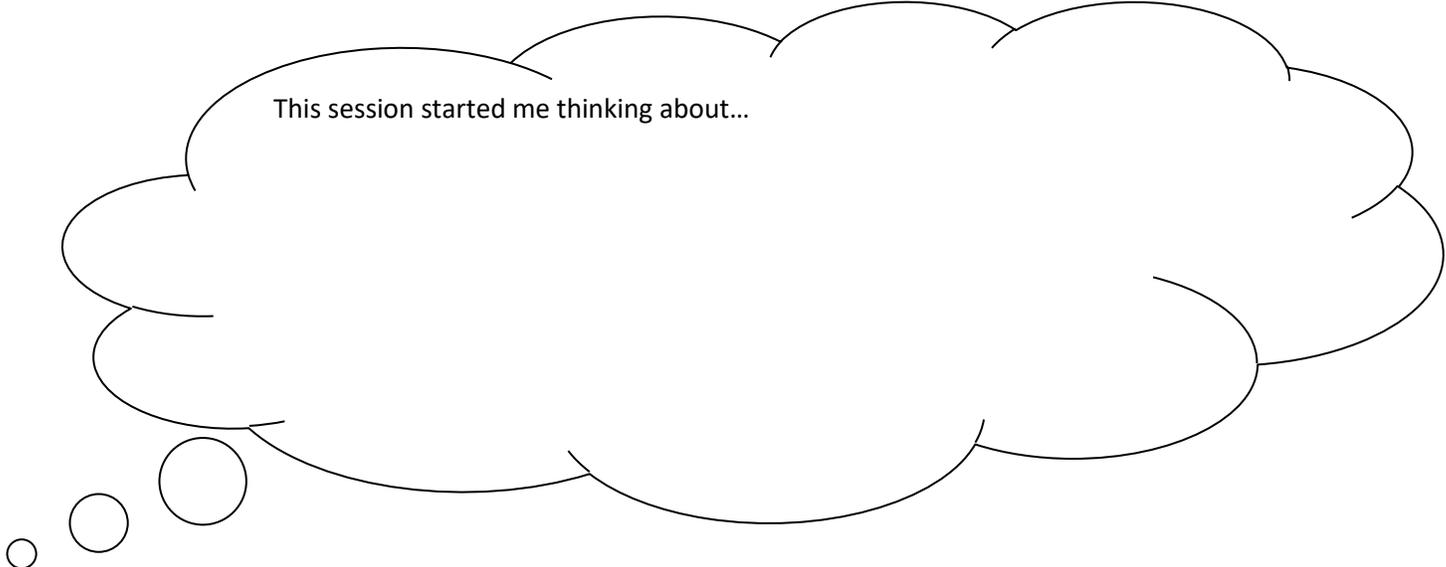
Session A - Assignments

1. Complete Session A "Reflection" document and be prepared to share at beginning of
 Session 2

2. Reflecting "Active Supervision": Identify five playground-specific risks for injury and supervision challenges you would anticipate for toddlers playing on a playground.

3. Provide a supervisory activity which could minimize risk of injury and reflect effective active supervision.

Session A Resources

Active Supervision Tool Kit (Head Start): https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/active-supervision-toolkit.pdf

American SIDS Institute: http://sids.org

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition. Available online through the National Resource Center for Health and Safety in Child Care and Early Education website: http://cfoc.nrckids.org/index.cfm

How to Choose and Use a Child Care Health Consultant: http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/127-how-to-choose-and-use-a-child-care-health-consultant

Look Before You Lock http://www.acf.hhs.gov/ecd/interagency-projects/look-before-you-lock

Minnesota Statutes, section 245A.50: https://www.revisor.mn.gov/statutes/?id=245A.50

MN Rule 9502: Chapter 9502, Licensing of Day Care Facilities – 'Rule 2' (for trainer's reference only) https://www.revisor.mn.gov/rules/?id=9502

MN Rule 9503: Chapter 9503, Licensing of Child Care Centers – 'Rule 3' (for trainer's reference only) https://www.revisor.mn.gov/rules/9503

MN Reporting of Maltreatment of Minors: https://www.revisor.mn.gov/rules/?id=9502

National SIDS Resource Center:

http://www.californiasids.com/Universal/MainPage.cfm?p=4494

National SUIDS/SIDS Resource Center: http://www.sidscenter.org/index.html

Physician Directive for Alternative Infant Sleep Position DHS-7216-ENG 6-

  18: https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7216-ENG

Resource Guide for Mandated Reporters of Child Maltreatment Concerns:

  https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2917-ENG

Safe sleep standards and training requirements for child care DHS-7703-ENG 2-

  18: https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7703-ENG

Swaddling Consent for an Infant DHS-7218-ENG 6-18:

  https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7218-ENG

Session B: Objectives

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

KCF Content Area: Health, Safety and Nutrition; Professionalism
CDA Content Area: Safe and Healthy Environment

Learning Objectives:
While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory they will be able to:
-Thaum tsis muaj tus qhia uas yuav paub txog tshwm sim ntawm kev kawm lub hom phiaj , yog li ntawv lawv thiaj tsim kom tau ib qho qauv tseg los kom pab tau rau tus yuav kawm. Yog tias cov kawm twb npaj siab cuv npe yuav los koom tes lawm lawv yuav muaj peev xwm kawm txog xws li :

- Define the difference between Universal and Standard Precautions.
  -Txhais cov txawv nruab nrab ntawm Universal thiab Standard Precautions.

- Differentiate between cleaning, sanitizing and disinfecting;
  -Qhov txawv nruab nrab kev tu kom huv si, tsau tshuaj thiab tshuaj tua kab mob;

- Identify three components necessary to maintain a healthy and safe environment;
  -Txheeb xyuas peb feem ntawm qhov loj uas tsim nyog los mus tswj ib qho kev noj qab haus huv thiab kev tso siab ntawm ib cheeb tsam chaw;

- Describe effective hand-washing techniques and when they should be utilized;
  -Piav qhia qhov ua hauj lwm zoo ntawm tswv yim kev tshwm sim ntawm kev ntxuav tes thiab thaum lawv yuav tsum tau los mus siv;

- Recognize potential blood-borne pathogen exposure incidents and identify procedures for minimizing incidents, preventing exposure, cross-infecting and proper disposal.
  -Paub txog qhov feem tseeb ntawm cov ntshav kab mob ntawm lub cev nthuav tawm xwm txheej thiab txheeb xyuas kev txheej txheem rau kom tsawg ntawm tej xwm txheej, tiv thaiv kev nthuav tawm kis mob, hlab tau kis mob thiab muab pov tseg kom raws kev cai.

- Identify signs of abuse, neglect and abusive head trauma
  -Txheeb xyuas cov cim ntawm kev tsim txom neeg, tsis saib -Txheeb xyuas cov cim ntawm kev tsim txom neeg, tsis saib xyuas zoo thiab tsim txom ntaus raug lub taub hau

- Recognize support needs for children with special health needs
  -Paub txog ntawm kev xav tau kev pab txhawb rau me nyuam yaus nrog qhov tshwj xeeb kev noj qab haus huv.

Session B – Overview

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Session 2

Time	Section	Overview (*Rov saib ib muag*)
10 Minutes	Submission of Session A Assignments *-Nruab nrab ntawm Chav A ntaub ntawv coj mus ua tom tsev* Review Session B Objectives *-Rov saib xyuas Chav B Hom Phiaj*	● Presentation *-Presentation(Kev nthuav qhia)*
30 Minutes	Universal and Standard Practices *-Qhov txhiaj chaw thiab tus Qauv Kawm* ● Infectious Process *-Txheej txheem ntawm kev kis yooj yim* ● Cleaning, Sanitizing and Disinfecting *-Tu kom hu siv, tsau tshuaj thiab tshuaj tua kab mob* ● Immunizations *-Kev txhaj tshuaj* ● Diapering & Toileting *-Siv ntaub qhwv me nyuam thiab siv chav dej*	● Large group discussion *-Pab pawg loj kev sib tham* ● Small group discussion *-Pab pawg me kev sib tham* ● Small group activity *-Pab pawg me kev khiav hauj lwm*
20 Minutes	Health and Wellness *-Kev noj qab haus huv thiab nyob zoo* ● Daily Illness Monitor *-Saib mob txhua hnub* ● Illness Exclusion *-Cais kab mob* ● Reportable Illnesses *-Ceeb toom qhia txog mob*	● Large group discussion *-Pab pawg loj kev sib tham* ● Small group discussion *-Pab pawg me kev sib tham*
25 Minutes	Abuse and Neglect *-Tsim txom thiab tsis saib zoo* ● AHT *-AHT* ● Mandated reporting *-Tso cai kev ceeb toom qhia txog*	● Large group discussion *-Pab pawg loj kev sib tham* ● Small group discussion *-Pab pawg me kev sib tham*
25 minutes	Children with Special Health Needs *-Me nyuam yaus nrog kev tshwj xeeb kev pab ntawm kev noj qab haus huv*	● Large group discussion *-Pab pawg loj kev sib tham*

	● Health Care Plans *-Npaj kev pab ntawm kev noj qab haus huv* ● Emergency Care Plans *-Npaj kev pab ntawm teeb meem kub ntxhov*	● Small group activity *-Pab pawg me kev khiav hauj lwm*
10 minutes	Closing *-Xaus lawm*	● Presentation *-Presentation(kev nthuav qhia)* ● Evaluation *-Ntsuam xyuas*

Session B - Hand Outs

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1.   **OSHA Fact Sheet**
         https://www.osha.gov/OshDoc/data_General_Facts/ppe-factsheet.pdf

2.   **Cleaning, Sanitizing, and Disinfecting Frequency Table**
         https://www.naeyc.org/sites/default/files/globally-
         shared/downloads/PDFs/accreditation/early-
         learning/Clean%2C%20Sanitize%2C%20Disinfect%20Table_Oct%202016_1.pdf

3.   **Immunization Schedule and Milestone Tracker**
         http://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf

4.   **Handwashing 101**
         https://www.in.gov/fssa/files/Hand_Washing_101_for_Licensed_Child_Care_Ce
         nters.pdf

5.   **Diapering**

         https://www.cdc.gov/healthywater/pdf/hygiene/Diapering-procedures-
childcare-508c.pdf

         https://www.hennepin.us/-/media/hennepinus/residents/health-
         medical/infectious-diseases/diapering-procedure-
         2015.pdf?la=en&hash=9E8CD6A7A32332A618AABF86149D1D280EBF5BD3

6.   **People First Language**
         http://www.arc-sd.com/document.doc?id=114

Session B

ABBREVIATIONS / ACRONYMS / GLOSSARY

CCC: Child Care Centers

CDC: Centers for Disease Control and Prevention

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CSHN: Child/ren with special health needs

DHS: Department of Human Services

IDCCS: Infectious Diseases in Child Care Settings and Schools

Infant: A child who is at least six weeks old but less than 16 months

MDH: Minnesota Department of Health

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Rule 2: Legislation in MN Rules, governing licensed family-based child care environments

Rule 3: Legislation in MN Rules, Chapter 9503 governing child care centers

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SIDS: Sudden Infant Death Syndrome

SUID: Sudden Unexpected Infant Death

Toddler: A child at least 16 months old but less than 33 months old

Session B - Reflection

Take a few minutes to reflect on what you have learned about "active supervision" in this session of this class. Use the spaces below to capture your ideas and plans for action. Be prepared to discuss at the beginning of Session C.

In this session I learned…

Based on what I learned, some things I plan to do …

This session started me thinking about…

Session B - Assignments

1. Complete Session B "Reflection" document and be prepared to share at beginning of Session C.

2. Respond in writing to the following questions:

   a. How are mouthed toys managed to prevent cross-infecting between infants?

   b. How frequently do toys in a toddler room need to be cleaned, sanitized, or disinfected?

   c. How are food contact surfaces cleaned, sanitized, or disinfected?

3. List the steps to making a "child protection" report.

Session B Resources

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for

Early Care and Education Programs, Third Edition:

http://nrckids.org/files/CFOC3_updated_final.pdf

Changing Soiled Pull-ups: file:///C:/Users/asusman/Downloads/Changing_Soiled_Underwear1-

25-2016.pdf

Communicable Disease Reporting: https://www.hennepin.us/-

/media/hennepinus/residents/health-medical/infectious-diseases/communicable-

disease-reporting.pdf?la=en

Definition of Abuse and Neglect: https://mn.gov/dhs/people-we-serve/children-and-

families/services/child-protection/programs-services/abuse-neglect-defined.jsp

A Dozen Common Errors in Diapering: file:///C:/Users/ichelle/Downloads/5-8-12_Diapering

A_dozen_Common_Errors_5-8-12_rev.pdf

Handwashing Posters: http://www.health.state.mn.us/handhygiene/materials.html

Handwashing Toolkit: http://www.health.state.mn.us/handhygiene/curricula/toolkit.html

Infectious Diseases in Child Care Settings and Schools:

https://www.hennepin.us/childcaremanual

MN Reporting of Maltreatment of Minors: https://www.revisor.mn.gov/statutes/cite/626.556

MN Rule 9502: https://www.revisor.mn.gov/rules/9502/

MN Rule 9503: https://www.revisor.mn.gov/rules/9503/

Resource Guide for Mandated Reporters of Child Maltreatment Concerns:

https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2917-ENG

Resource Guide for Mandating Reporting in Minnesota:

https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2917-ENG

Session C: Objectives

Chav C: *Hom Phiaj*

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, CDA Content Areas, Parent Aware Training Indicators

The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>KCF Content Area</u>: Health, Safety and Nutrition; Professionalism
<u>CDA Content Area</u>: Safe and Healthy Environment

Learning Objectives:
Hom Phiaj kawm:
While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory they will be able to:
-Thaum tsis muaj tus qhia uas yuav paub txog tshwm sim ntawm kev kawm lub hom phiaj, yog li ntawv lawv thiaj tsim kom tau ib qho qauv tseg los kom pab tau rau tus yuav kawm. Yog tias cov kawm twb npaj siab cuv npe es yuav los koom tes lawm lawv yuav muaj peev xwm kawm txog xws li:

- Recognizes and protects children from exposure to hazards related to the environment (such as Pesticides, lawn applications, animals/pets, mold, mildew, garbage, diapering, pests, air quality, etc.)
  -Paub txog thiab tiv thaiv cov me nyuam ntawm kev nthuav kis tawm rau qhov teeb meem ze ntawm tej cheeb tsam chaw (xws li Tshuaj tua kab, khoom kev txiav nyom, tej tsiaj, pwm, tuaj pwm, khib nyiab, tej ntaub qhwv pob tw, tshuaj tsuag kab, tej huab cua zoo, etc.)
- Recognizes and avoids health hazards related to food, such as choking, and allergies.
  -Paub txog thiab zam tej kev noj qab haus huv uas muaj teeb meem los ntawm tej zaub mov, xws li daig caj pas, thiab ua xua.
- Recognizes and protects infants and children through the risk reduction assessment and risk reduction plan.
  -Paub txog thiab tiv thaiv me nyuam mos ab thiab me nyuam dhau los ntawm pheej hmoo ntawm kev txo kom kev ntsuam xyuas thiab npaj tseg ntawm pheej hmoo yuav txo kom qes.

- Describes and follows regulations and best practices for safe transport of children in vehicles.

  -Piav qhia thiab ua raws li txoj caj tswj thiab qhov zoo uas kawm rau kev tso siab los mus thauj me nyuam nyob hauv tsheb.

Section C: Overview
Chav C: Rov saib ib muag dua

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Session C: Overview of Section

Section	Overview
Submission of Session 2 Assignments *-Nruab nrab ntawm Chav 2 Ntaub ntawv coj mus ua tom tsev* Introduction Objective review *-Pib qhia txog ntawm cov Hom Phiaj rov saib dua*	● Presentation *-Presentation (Kev nthuav qhia)* ● Large group discussion *-Pab pawg loj thiab kev sib tham*
	●

Food Safety, Nutrition and Food Sensitivities
 	
-Tso siab rau tej zaub mov, Khoom noj khoom haus thiab tej zaub mov noj zoo li rhiab rhiab
 	
● Food Sanitation
 	
    -Khoom noj khoom haus huv
 	
● Nutrition and Hydration
 	
    -Khoom noj khoom haus thiab dej haus
 	
● Food Allergies and Intolerances
 	
    -Zaub mov noj tsis haum thiab kev nyiaj taus
 	
● Emergency Response Plan
 	
    -Npaj teeb meem kev kub ntxhov lus teb
	● Large group discussion
	
	-Pab pawg loj kev sib tham
	
	● Small group activity
	
	-Pab pawg me kev khiav hauj lwm

Building and Physical Premise Safety
 	
-Tsim txua thiab ntsig txog ntawm lub cev tso siab rau ntsiab lus
 	
●   Identification of Risks
 	
    -Pheej hmoo ntawm kev txheeb kom paub
 	
●   Risk Reduction Plans
 	
    Pheej hmoo ntawm kev npaj txo kom qes
	● Large group discussion
	
	-Pab pawg loj thiab kev sib tham
	
	● Demonstration and practice
	
	-Nthuav tawm thiab kawm

Hazardous Material Protection -Qhov teeb meem kev tiv thaiv ntawm tej khoom ● Identification, Handling, Storage and Disposal of bio-contaminants -Txheeb kom paub, tuav tau, chaw	● Large group discussion -Pab pawg loj kev sib tham ● Small group discussion -Pab pawg me kev sib tham

cia thiab pov tseg tej khoom tshuaj *uas kis tau mob.*	

Emergency Preparedness *-Npaj rau kev kub ntxhov*
 	
 ●   Response Plans
 	
     -Npaj tseg lus teb rov qab
 	
 ●   Natural Disaster
 	
     -Tej kab lis puas ntsoj puas ntsoog
 	
 ●   Threatening Incidents
 	
     -Xwm txheej kev hem ua phem
	● Large group discussion
	
	 -Pab pawg loj kev sib tham

Transporting Children Safely *-Thaum cov me nyuam xyuam xim*	● Large group discussion *-Pab pawg loj kev sib tham* ● Small group activity *-Pab pawg me kev khiav hauj lwm* *-Pab pawg me kev khiav hauj lwm*
Interactive Scenarios *-Tshwm sim kev ua yeeb yam dab neeg* Closing *-Xaus lawm*	● Small group activity *-Pab pawg me kev khiav hauj lwm* ● Evaluation *-Ntsuam xyuas*

Session C - Hand Outs

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1. **Food Safety** http://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/food-safety.pdf?la=en

2. **Food Allergy and Anaphylaxis Emergency Care Plan**
http://www.foodallergy.org/file/emergency-care-plan.pdf

3. **MN Risk Reduction Plan Template**
http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_152915.pdf

Allergy Reaction Insert

Emergency Response Plan Document

https://www.foodallergy.org/sites/default/files/migrated-files/file/emergency-care-plan.pdf

and/or

Allergic Response Algorithm

http://www.doe.virginia.gov/support/health_medical/anaphylaxis_epinephrine/anaphylaxis_school
_setting_guidelines.pdf

Session C

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Session C - Developmental Basics

Birth to Age 3	Preschool
Social and Emotional Development ● Trust and Emotional Security ● Self-Awareness ● Self-Regulation ● Relationships with Other Children	**Social and Emotional Development** ● Emotional Development ● Self-Concept ● Social Competence and Relationship
Language Development and Communication ● Listening and Understanding ● Communicating and Speaking ● Emergent Literacy	**Language and Literacy Development** ● Listening ● Speaking ● Emergent Reading ● Emergent Writing

Cognitive Development
● Exploration and Discovery
● Memory
● Problem Solving
● Imitation and Symbolic Play
	Cognitive Development
	● Mathematical and Logical Thinking
	  - Number concepts and operations
	  - Patterns and relationships
	  - Spatial relationships and geometry
	  - Measurement
	  - Mathematical reasoning
	● Scientific Thinking and Problem-Solving
	  - Observing
	  - Questioning
	  - Investigating
	● Social Systems Understanding
	  - Human relationships
	  - Understanding the world

Physical and Motor Development ● Gross Motor Development ● Fine Motor Development ● Physical Health and Well-Being	**Physical and Motor Development** ● Gross Motor Development ● Fine Motor Development ● Physical Health and Well-Being
	Creativity and the Arts ● Creating ● Responding ● Evaluating
	Approaches to Learning ● Curiosity ● Risk-Taking ● Imagination and Invention ● Persistence ● Reflection and Interpretation

Interaction Scenarios

Reading through the scenarios, answer these questions:

A.   What are the potential health and safety challenges in this scenario?
B.   What could be done to eliminate (or minimize) the potential health and safety risks in this scenario?
C.   What would best practices be in each scenario and how might those differ from licensing requirements?

1. Ms. Melissa, the early child care educator, is serving lunch to the preschoolers. There is one preschooler with a severe peanut allergy. A second preschooler has just finished washing his hands.   On the way back to the table, he stops by his cubby and picks up a bag of Halloween candy, bringing it to the lunch table. He states his mom said he could share the candy with his friends after lunch.

2. Preparing for nap, the caregiver begins changing diapers. She has three toddlers in the bathroom with her. One needs diapering and the other two are toilet trained. She has directed one of the toilet trained toddler to the toilet. While the caregiver is diapering one toddler, the toddler who has been using the toilet walks up to her crying. The caregiver notes the toddler has had a loose stool and it is running down his legs. The second toddler waiting to use the bathroom runs out of the bathroom with all her clothes off.

3. Some preschoolers are playing a board game together. One of the preschoolers in the group gets up from the table, grabs the bottle of sanitizer on the counter, and sprays it in the air above the other children playing the game. The children who were sprayed shout to their teacher that they were sprayed.

4. You are the lead teacher in the young preschool room. The Center Director has just told you a new child will be starting next week in your classroom and that this child has a seizure disorder. However, the child is on medication and has not had a seizure for over a year.

Session C Resources

Allergic Response Algorithm (Page 13) :
http://www.doe.virginia.gov/support/health_medical/anaphylaxis_epinephrine/anaphylaxis_school_setting_guidelines.pdf

The Basics of Food Safety to Prevent Foodborne Illness Nutrition and Wellness Tips for Young Children: http://www.fns.usda.gov/sites/default/files/foodsafety.pdf

Building and Physical Premises Safety:
https://childcareta.acf.hhs.gov/sites/default/files/public/brief_5_building_safety_final.pdf

Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd Edition: http://cfoc.nrckids.org/index.cfm

Child Care Emergency Plan Form: Child Care Emergency Plan form online

Food Allergy: https://www.foodallergy.org/sites/default/files/migrated-files/file/emergency-care-plan.pdf

Head Start Emergency Preparedness Manual 2015: https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/head-start-emergency-prep-manual-2015.pdf

Infectious Diseases in Childcare Settings and Schools Manual:
http://www.hennepin.us/childcaremanual

Keeping Kids Safe: Child Care Provider Emergency Planning Guide 2017:
https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7414-ENG

Minnesota State Child Care Emergency Plan 2016:
https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7415-ENG

MN Admission and Arrangements form -
https://mn.gov/dhs/assets/AdmissionandArrangementsForm_tcm1053-316062.pdf (for family child care)

MN Rules 9502 (family child care) and 9503 (child care centers):
https://www.revisor.mn.gov/rules/9502/ and https://www.revisor.mn.gov/rules/9503/

MN Rule 9503.0145 Food and Water: https://www.revisor.mn.gov/rules/?id=9503.0145

Risk Reduction Plan:
http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_152915.pdf

Safe Handling of Breast Milk: https://www.hennepin.us/-/media/hennepinus/residents/health-medical/infectious-diseases/breast-milk.pdf?la=en

News Briefs on Child Care Development Fund Health and Safety Requirements

- Handling, Storing and Disposing of Hazardous Materials and Biological Contaminants -
  https://childcareta.acf.hhs.gov/sites/default/files/public/brief_7_hazardousmaterials_final.pdf

- Administering Medications - https://childcareta.acf.hhs.gov/sites/default/files/public/brief_2_administering_medication_final.pdf
- Prevention and Control of Infectious Disease - https://childcareta.acf.hhs.gov/sites/default/files/public/brief_1_infectious_disease_final.pdf
- Prevention of and Response to Emergencies Due to Food and Allergic Reactions - https://childcareta.acf.hhs.gov/sites/default/files/public/brief_3_food_allergies_final.pdf
- Reducing the Risk of Sudden Infant Death Syndrome and Using Safe Sleep Practices - https://childcareta.acf.hhs.gov/sites/default/files/public/brief_4_sids_safesleep_final.pdf

Participant's Guide

Overview of Curriculum:
Teaching and Learning in All Domains of
Development

Class 5
Sessions A, B, C, D
8 hours

Session A

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota's KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area 5: Managing an Effective Program

Learning Objectives
Hom Phiaj kev kawm
- *Define curriculum and describe its relationship to early learning standards and child development.*
  -Txhais cov txheej txheem qhia ntawv thiab txhab txhais nws kev sib raug zoo los ntawm lawv tus qauv kev kawm ntxov thiab tus me nyuam kev loj hlob.
- *Identify various types and approaches to curriculum.*
  -Txheeb xyuas ntau yam thiab kev ze ntawm txheej txheem qhia ntawv.
- *Describe the domains of development and the types of skills that fit within each domain.*
  -Txhab txhais qhov kev ciaj ciam sau los ntawm kev tsim loj hlob thiab hom kev peev xwm uas haum rau ib qho kev sau twg.

Session Outline

Section	Overview
Introduction -Pib qhia	• Welcome and Introductions -Txais tos thiab pib qhia • Brainstorming and Discussion: Goals of early learning programs -Kwv yees thiab sib tham: Hom phiaj ntawm kev kawm ntawv ntxov
Defining "curriculum" -Txhais " txheej txheem cov ntawv kawm"	• Myths of curriculum -Tswv yim hais ua dab neeg ntawm cov txheej txheem ntawv kawm • Activity: Webbing "curriculum" -Kev ua si: Zoj kom khov "txheej txheem cov ntawv kawm" • Presentation and Discussion: What is curriculum? -Presentation and Discussion: Txheej txheem cov ntawv kawm yog dab tsi? • Small Group Discussion: Benefits of using a curriculum -Pab pawg me sib tham: Txhiaj ntsim ntawm kev siv cov txheej txheem ntawm cov ntawv kawm
Variations in Early Childhood Curriculum -Qhov txawv ntawm cov me nyuam ntxov txheej txheem cov ntawv kawm	• Discussion: Differing types and approaches to curriculum -Sib tham: Yam hom txawv thiab nam mus rau ntawm txheej txheem cov ntawv kawm • Activity: Common characteristics of effective curriculum -Kev ua si: Yam ntxwv zoo sib xws uas yuav haum rau txheej txheem cov ntawv kawm

2

	• Presentation: Approaches to Curriculum *-Presentation: Nam mus rau cov txheej txheem cov ntawv kawm*

Review of the ECIP
-Rov saib cov ECIP
	• Activity: Domains of development
	  -Kev ua si: Suam ntawm kev ua thiab tsim oj hlob
	• Presentation: Review
	  -Presentation: Rov qab saib dua
	• Discussion: What do we know and what do we do with the ECIPS?
	  -Sib tham: Peb ho paub li cas thiab peb yuav ua li cas nrog ECIPS?

Closing
-Xaus li no
	• Discussion: Session summary
	  -Sib tham: Kab chav ntawm cov ntsiab lus
	• Activity: Reflection
	  -Kev ua si: Xav txog
	• Discussion: Assignment
	  -Sib tham: Ntaub ntawv coj mus ua tom tsev

Preparation for Session A:

Print out and bring:

• *a copy of **Choosing a Preschool Curriculum** by the National Center on Quality Teaching and Learning for the Office of Head Start, available online at https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/preschool-curriculum.pdf

• A copy of **10 Components of High Quality Child Care for Infants and Toddlers**, available online at https://www.childdevelopmentcouncil.org/resources/10-components-of-infant-and-toddler-care/

Bring your copy of the ECIPs or print them out at: http://education.state.mn.us/MDE/dse/early/ind/

Webbing "Curriculum"

Defining "Curriculum"

"Curriculum is more than a collection of enjoyable activities. Curriculum is a complex idea containing multiple components, such as goals, content, pedagogy, or instructional practices. Curriculum is influenced by many factors, including society's values, content standards, accountability systems, research findings, community expectations, culture and language, and individual children's characteristics."

—NAEYC Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation (2003) p. 6.

"The Head Start Program Performance Standards define curriculum as a written plan that is based on sound child development principles, is consistent with Program Performance Standards overall, and includes:

- Goals for children's development and learning;
- Experiences through which children will achieve the goals;
- Roles for staff and parents to help children to achieve these goals; and
- Materials needed to support the implementation of a curriculum."

Choosing a Preschool Curriculum by the National Center on Quality Teaching and Learning for the Office of Head Start, available online at https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/preschool-curriculum.pdf

"A set of written materials caregivers/early educators use to develop engaging learning experiences for young children that include:

1) A research basis or philosophy that describes how children learn and how teachers teach
2) Goals and objectives of children's learning
3) Instructional approaches used to help children achieve the goals and objectives
4) Information about the setting and environment in which learning happens
5) Examples of learning experiences for young children"

The Parent Aware definition of curriculum is available online at http://parentaware.org/content/uploads/2018/02/PA-014-Curriculum-Nomination-Form-and-Guide-JANUARY-2018-FINAL.pdf

"The curriculum consists of the knowledge and skills to be acquired in the educational program as well as the plans for experiences through which children's learning will take place."

Developmentally Appropriate Practice in Early Childhood Programs, NAEYC (2009) p. 42.

"Curriculum – the knowledge and skills teachers are expected to teach and children are expected to learn, and the plans for experiences through which learning will take place."

The Intentional Teacher by Ann Epstein (2007) p. 5.

"Curriculum in early childhood is defined as an organized framework that includes three components:

- Content—This component is the subject matter of the curriculum, the goals and objectives of children's learning.
- Processes—This component is the pedagogy of learning, how teachers teach, and the ways in which children achieve goals and objectives of the curriculum.
- Context—This component is the setting, the environment in which learning takes place."

How Curriculum Frameworks Respond to Developmental Stages: Birth to Age 8 by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at http://files.eric.ed.gov/fulltext/ED470874.pdf

Benefits of Using a Curriculum

Approaches to Curriculum

Integrated Curriculum - An integrated curriculum encourages young children to transfer knowledge and skills from one subject to another while using all aspects of their development. Most early childhood curriculum is highly integrated as young children tend to learn in undifferentiated ways.

Project Approach - A project is an in-depth investigation of a topic worth learning about. Programs using a project approach encourage individual children, small groups, or whole groups to engage in projects by applying their skills, asking questions, making decisions and choices, and assuming responsibility. Projects may last a few days or for an extended period of time. Learning in all domains is addressed as the project unfolds.

Emergent Curriculum - Emergent curriculum develops out of the interests and experiences of the children. Teachers and children work together to decide what to do when and how to do it.

Inclusive Curriculum - An inclusive curriculum underscores the importance of individual differences, special needs, and cultural and linguistic diversity among young children. An inclusive curriculum is for all children, not just for children with identified special needs.

Anti-Bias Curriculum - An anti-bias curriculum actively challenges prejudice, stereotypes, and unfair treatment of an individual or group of individuals. Curriculum that is anti-bias values differences and similarities among children, is sensitive and respectful of children's differing backgrounds and cultures, and encourages children to explore their strengths as they develop to their fullest potential.

Theme-based Curriculum - Thematic curriculum focuses on one topic, or theme, at a time. A theme is usually a broad topic such as "seasons" or "the environment". Theme-based curriculum typically uses an integrated approach in which all domains are addressed in activities related to the theme's topic.

Montessori - Montessori programs are based on the ideas, materials, and methods developed by Dr. Maria Montessori, one of early childhood education's pioneers. Montessori programs are known for the use of child-sized and carefully arranged materials. Children in Montessori programs choose their own work and often work independently. Montessori materials are often designed to be self-correcting and to teach very specific skills. There is variation among Montessori programs and many early childhood programs use some aspects of the Montessori approach.

Reggio Emilia - Reggio Emilia is a small area in northern Italy which has become well known for its approach to programs for young children. Programs using an approach inspired by Reggio Emilia often use projects that emerge from the interests of the children as a catalyst for learning. Teachers in these programs are careful observers of children and support children in documenting what they know and discover in their work. Children use visual representation – drawing, sculpture, dramatic play, and writing as the language that shows their development.

Bundled Curriculum – Some programs use two or more curriculum packages, each designed for one content area. These programs "bundle together" multiple packages to foster development across all domains. For example, a program may combine an early math curriculum and an early literacy curriculum with activities selected by the program to address all domains of development.

Definitions informed by *Early Education Curriculum: A Child's Connection to the World* by Hilda L. Jackman (2012).

Domains of Development—MN Early Childhood Indicators of Progress

Social and Emotional Domain

With trusting relationships as a foundation, social-emotional skills include Self/Emotional Awareness, Self-Management, and Social Understanding and Relationships.

Language, Literacy, and Communications

Beginning in the first months of life, skills necessary for receiving and expressing ideas and information including verbal, nonverbal, gestural, emergent reading, and written language.

Social Systems—Cognitive Domain

The awareness of identity within the context of community. Components include: Community/People/Relationships, Change over Time, Environment, Economics, and Technology.

Physical and Movement Development

The development of gross motor and fine motor skills. Gross motor skills include those that involve the use and coordination of large muscles – neck, trunk, arms, and legs. Fine motor skills involve the use and coordination of small muscles such as mouth, hands, eyes, and feet.

Scientific Thinking Domain

The mental activity and processes such as thinking, inquiry, exploration, observation, and processes that lay the foundation for deeper ways of thinking. This domain includes Discover, Act, Integrate,

Mathematics Domain

Skills that develop from a very young age, including a sense of patterns, numbers, and space. Developed through interactions with others and the world around them, this domain includes: Number Knowledge, Measurement, Patterns, Geometry and Spatial Thinking, and Data Analysis.

The Arts Domain

The development of skills that enable children to explore a variety of ways to be creative and express themselves. This domain includes: Exploring the Arts, Using the Arts to Express Ideas and Emotions

Approaches to Learning Domain

Traits that children develop to become successful learners. This domain includes: Curiosity, Engagement, Persistence, Inventiveness, and Organizing Information

Domains of Development and Components in the MN Early Childhood Indicators of Progress

Social and Emotional Development • Self and Emotional Awareness • Self-Management • Social Understanding and Relationships	**Language, Literacy, and Communications** • Listening and Understanding; Receptive Language • Communicating and Speaking; Expressive Language • Emergent Reading • Writing
Physical and Movement Development • Gross Motor • Fine Motor	**Scientific Thinking** • Discover • Act • Integrate
Social Systems—Cognitive • Community, People, and Relationships • Change over Time • Environment • Economics • Technology	**Approaches to Learning** • Curiosity • Engagement • Persistence • Inventiveness • Organizing Information
The Arts • Exploring the Arts • Using the Arts to Express Ideas and Emotions • Self-Expression in the Arts	**Mathematics** • Number Knowledge • Measurement • Patterns • Geometry and Spatial Thinking • Data Analysis

Session A – Assignments

1. Curriculum Investigation

With the instructor decide on *one* of the following curriculum approaches (1 or 2) or commercially-produced curriculum packages (3–7) to investigate:

		Potential Sources of Information
1.	Montessori approach	• Article: *Different Approaches to Teaching: Comparing Three Preschool Programs* by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 • American Montessori Society webpage http://www.amshq.org/Montessori%20Education • YouTube video clip, *Nurturing the Love of Learning: Montessori Education for the Preschool Years* http://www.youtube.com/watch?v=OM1Gu9KXVkk
2.	Reggio Emilia approach	• Article: *Different Approaches to Teaching: Comparing Three Preschool Programs* by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 • Website – About Reggio Kids http://www.reggiokids.com/the-reggio-approach • Website for the Reggio-Inspired Network of Minnesota http://www.mnreggio.org/ • YouTube video clip – Banbini Creativi, Reggio inspired Preschool – Kansas City http://www.youtube.com/watch?v=kQdAU7Dm9A0
3.	Creative Curriculum – Preschool	• Article: *How Curriculum Frameworks Respond to Developmental Stages: Birth through Age 8* by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at https://archive.org/stream/ERIC_ED470874/ERIC_ED470874_djvu.txtor http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.616.6885&rep=rep1&type=pdf • Teaching Strategies Inc. (publisher of Creative Curriculum) website http://www.teachingstrategies.com/page/73756-creative-curriculum-system-preschool.cfm Check out the "product overview" section and, at the bottom of the page, the "interactive web page" • YouTube video clip – *A Look Inside the Creative Curriculum System for Preschool* http://www.youtube.com/watch?v=2CWBdzaqUj0

4.	Creative Curriculum – Infant/Toddler	• Article: *How Curriculum Frameworks Respond to Developmental Stages: Birth through Age 8* by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at http://files.eric.ed.gov/fulltext/ED470874.pdf • Teaching Strategies Inc. (publisher of Creative Curriculum) website https://teachingstrategies.com/wp-content/uploads/2017/06/TeachingStrategies_CC-for-IT2_TouringGuide_2017.pdf
5.	Creative Curriculum – Family Child Care	• Article: *How Curriculum Frameworks Respond to Developmental Stages: Birth through Age 8* by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at http://files.eric.ed.gov/fulltext/ED470874.pdf • Teaching Strategies Inc. (publisher of Creative Curriculum) website https://shop.teachingstrategies.com/page/71035-creative-curriculum-family-child-care.cfm#product_overview • Handout: Creative Curriculum for Family Child Care, Introduction
6.	High Scope – Preschool	• Article: *Different Approaches to Teaching: Comparing Three Preschool Programs* by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 • High Scope website: http://www.highscope.org/Content.asp?ContentId=63 Note that this website has links to video clips as well. • Online article "What is High Scope?" To be found under High Scope tab at http://www.perpetualpreschool.com/highscope/highscope_info.htm
7.	High Scope – Infant/Toddler	• Article: *Different Approaches to Teaching: Comparing Three Preschool Programs* by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 • High Scope website http://www.highscope.org/Content.asp?ContentId=62 Note that this website has links to video clips • Online article "What is High Scope? To be found under High Scope tab at http://www.perpetualpreschool.com/highscope/highscope_info.htm
8.	Program for Infant and Toddler Care (PITC)	• Program for Infant and Toddler Care website www.pitc.org Check out the following areas of the website: PITC's mission and philosophy and PITC's Six Program Policies, found under the About PITC tab, and the information under the In Practice tab, especially the Demonstration Programs, which show photos from programs using PITC.

Investigation Worksheet

Name of Curriculum or Approach _____

Use the "What to look for" questions in the "*Choosing a Preschool Curriculum*" handout as a guide.

Characteristic of Effective Curriculum	Findings from this Curriculum
Comprehensive Domains of Learning Including – how would this curriculum help us to address the ECIPs? Does it cover all or just some domains?	
Specific Learning Goals	
Well-Designed Learning Activities	
Intentional Learning	
Culturally and Linguistically Responsive	
Individualizing Instruction	
Ongoing Assessment	
Family Involvement	
Appropriate for Program Staff, Children, and Families	

Session B

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas

The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota's KCF: Content Area II: Developmentally Appropriate Learning Experiences

CDA Content Area 5: Managing an Effective Program

Learning Objectives

Hom Phiaj kev Kawm

- *Describe differences between various curriculum approaches and commercially produced curriculum packages*
  -Txhab txhais qhov txawv ntawm ntau yam txheej txheem nam mus rau thiab kev tsim lag luam ntawm pob txheej txheem cov ntawv kawm

- *List and describe five elements of curriculum: use of environment, use of time, use of interactions, use of activities, and teachers.*
  -Sau thiab txhab txhais tsib yam keeb ntawm txheej txheem cov ntawv kawm: siv mus rau tham tsam ib puag ncig, siv lub sij hawm, siv rau kev tshwm sim ua, siv rau kev ua si, thiab cov xib fwb.

Session Outline

Section	Overview
Introduction -Pib qhia	• Welcome and reinforce introductions -Txais tos thiab txhawb zog pib qhia
Curriculum Investigation -Soj ntsuam ntawm kev txheej txheem cov ntawv kawm	• Small Group Discussion: Curriculum investigations -Pab pawg me sib tham: Soj ntsuam ntawm kev txheej txheem cov ntawv kawm • Activity: Jigsaw—Curriculum investigation sharing -Kev ua si: Sib koom soj ntsuam txheej txheem ntawm cov ntawv kawm
Components of Curriculum -Ib feem ntawm cov txheej txheem cov ntawv kawm	• Presentation and Discussion: Curriculum components -Presentation and Discussion: Feem ntawm txheej txheem cov ntawv kawm • Activity: Walkabout—Curriculum components -Kev ua si: Taug mus rau feem ntawm txheej txheem cov ntawv kawm • Group Discussion: Similarities and differences Ib pawg sib tham: Qhov zoo sib xws thiab qhov txawv
Closing -Xaus li no	• Discussion: Session summary -Sib tham: Chav ntawm cov ntsiab lus • Activity: Reflection -Kev ua si: Xav txog • Discussion: Assignments -Sib tham: Ntaub ntawv coj mus ua tom tsev

Curriculum Investigations - Notes

Montessori	Reggio Emilia
High Scope—Preschool	High Scope—Infant/Toddler
Creative Curriculum—Preschool	Creative Curriculum—Infant/Toddler
Creative Curriculum—Family Child Care	PITC

Components of Curriculum

Component	Doing Now	Using ECIPs as a foundation, how will you adapt/adjust?
Time • There is a daily schedule that fits with the ages of children served. • The daily schedule includes blocks of time for child-directed play. The schedule has a balance of child-directed and teacher-directed activities • There is time for care routines such as meals, naps, etc. • The daily schedule reflects the understanding that children learn and develop during all activities, including routines.		
Space – the Environment • The use of the environment reflects learning across all domains. • The environment includes areas for children to play alone and in small groups. • The environment is arranged to support children's growing independence. • Children's art is respectfully displayed. • The environment reflects children's lives, their interests, their culture, and the diversity that exists within the community.		
Materials • There is a variety of materials available for children. • The materials are appropriate to the ages and abilities of the children in the program. • The materials reflect all domains. • The materials are multicultural and reflect diversity.		
Activities • The activities offered fit the ages and abilities of the children in the program.		

- The activities address all domains of development. - The activities can be adapted easily to meet individual children's needs. - There are activities planned for child-directed play, small groups, and whole groups. - The activities encourage children's active involvement in learning – movement and hands-on activity rather than passive activities.		
Teachers—Interactions, Guidance, etc. - Caregivers or teachers are actively involved in planning and implementing curriculum, interacting with children, and supporting learning. - The interactions between adults and children create a positive climate that is responsive to children's needs and matches the level of support needed at the ages of the children in the program. - The interactions between adults and children allow for variation based on culture, language, and children's varying needs. - The interactions between adults and children support children's growing independence. - The interactions support development of children's language and critical thinking skills using extended conversations, open-ended questions, and other instructional strategies.		

Notes:

Components of Curriculum (continued)

Component	Examples from Curriculum Approaches
Time • The curriculum suggests a daily schedule that fits with the ages of children served. • The daily schedule includes blocks of time for child-directed play. • The daily schedule allows for a balance of child-directed and teacher-directed activity. • There is time for care routines such as meals, naps, etc. • The daily schedule reflects the understanding that children learn and develop during all parts of the day. • The daily schedule includes activities for children at all times so that they are not waiting.	
Space—the Environment • The use of the environment reflects learning across all domains. • The curriculum calls for areas for children to play alone and in small groups. • The curriculum calls for the environment to be arranged in a way that supports children's growing independence (including opportunities for self-help, access to materials without asking, etc.). • The curriculum encourages the display of children's work. • The curriculum calls for the environment to reflect children's lives, their interests, their culture, and diversity that exists within the community.	
Materials • The curriculum describes the materials needed for implementation. • The materials needed for the curriculum are appropriate to the ages and abilities of the children in the program. • The curriculum calls for materials that reflect all domains. • The curriculum requires or allows for materials that are multicultural and reflect diversity. • The curriculum supports materials that are found in the natural world as well as purchased materials.	
Activities	

• The curriculum describes activities that fit the ages and abilities of the children in the program. • The curriculum's activities address all domains of development. • The curriculum's activities can be adapted easily to meet individual children's needs. • The curriculum includes activities for child-directed, small group, and whole group activities. • The curriculum's activities encourage children's active involvement in learning— movement and hands-on activity rather than passive activities.	
Teachers—Interactions, Guidance, etc. • The curriculum describes the role of the teacher in implementing curriculum, interacting with children, and supporting learning. • The curriculum describes interactions that are responsive to children's needs and matches the level of support needed at the ages of the children in the program. For example, the curriculum for infants describes responsive caregiving and the importance of relationships. • The interactions described in the curriculum allow for variation based on culture, language, and children's varying needs. • The interactions described in the curriculum support children's growing independence. • The interactions support development of children's language and critical thinking skills using extended conversations, open-ended questions, and other instructional strategies.	

Notes

Session B: Assignment

1. Print out and bring to the next session handout: **Parent Aware—Curriculum and Assessment Indicators** from Parent Aware rating packet; several copies of the PA curriculum nomination form, pages 4–8. Find at http://parentaware.org/content/uploads/2018/02/PA-014-Curriculum-Nomination-Form-and-Guide-JANUARY-2018-FINAL.pdf
2. Look at your own curriculum (or planning process). Choose TWO activities from your plan that you did not examine in this session and TWO ECIP domains. On your own, review each of the activities, looking for ways you might support each of the two ECIP domains. Choose specific indicators and link them to the activity. Write down how each of the activities provides an opportunity to support the two indicators. Now take it one step further: What if you had a child in your group with motor challenges? Or verbal challenges? How would you adapt the activity?

When you finish, you will have notes similar to those in the following example (this is only an example—choose your own activity and domains/indicators):

Activity: small group patterns	**ECIP domain and indicator**: Mathematics: Identify one indicator that the activity will support. Scientific Thinking: Identify one indicator that the activity will support.
Activity: hospital in dramatic play	**ECIP domain and indicator:**

3. ** Remember to bring your lesson plan examples to the remaining sessions.
4. Print out and bring to the next session: Copies of ECIPs resource handout, "Practice Brief 7: Using the ECIPs in Lesson Plans." Find at: http://education.state.mn.us/MDE/dse/early/ind/ Scroll down to "Practice Briefs."

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas

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<u>Minnesota's KCF:</u> Content Area II: Developmentally Appropriate Learning Experiences

<u>CDA Content Area 5:</u> Managing an Effective Program

Learning Objectives
Hom Phiaj kev Kawm

- *Explore how to build a curriculum that meets MN criteria.*
  -Nrhiav kev los txua ib qho txheej txheem ntawm cov ntawv kawm uas los siv tau rau MN kev txheej xwm.
- *Build curriculum-based lesson plans that intentionally reflect ECIPs.*
  -Txua ib qho txheej txheem ntawm cov ntawv kawm hais txog cov zaj lus qhia npaj tseg los mus ras txog rau ECIPs lub hom phiaj.
- *Use the ECIPs to identify opportunities for math and literacy/language/communication skill development.*
  -Siv qhov ECIPs los mus txheeb xyuas txoj hauv kev rau kawm lej thiab nyeem ntawv/lus hais/peev xwm ntawm kev sib tham uas loj hlob mus.

Session Outline

Section	Overview

Introduction
-*Pib qhia*
	• Presentation: Welcome and introduction to this session
	  -*Presentation: Txais tos thiab pib qhia qhov chav no*
	• Activity: Review of assignments
	  -*Kev ua si: Rov saib dua cov ntaub ntawv coj mus ua tom tsev*

Minnesota Parent Aware Criteria for Curriculum for Choosing, Bundling, or Developing Curriculum
-*Minnesota Niam txiv paub txog tus cai rau Txheej txheem cov ntawv kawm rau kev xaiv, muab ua ke, los sis ua kom qhov Txheej txheem cov ntawv kawm loj hlob*
	• Presentation: Reviewing the Parent Aware definition of curriculum
	  -*Presentation: Rov saib dua cov niam txiv kev paub txog qhov kev txhais ntawm txheej txheem cov ntawv kawm*
	• Individual explore and reflection: Analyzing Criteria for Curriculum Development
	  -*Tus kheej nrhiav thiab xav txog: Ntsuam xyuas cov cai rau Txheej txheem cov ntawv kawm kom loj hlob*

Lesson Plans and ECIP
-*Npaj zaj lus qhia thiab ECIP*
	• Presentation and Discussion: Implementing a curriculum
	  -*Presentation and Discussion: Raus tes ua cov txheej txheem cov ntawv kawm*
	• Small group: Planning and sharing lesson plans
	  -*Pab pawg me: Npaj siab thiab koom npaj tseg cov zaj lus qhia*
	• Activity: Jigsaw article "Using the ECIPs in Lesson Plans"
	  -*Kev ua si:Jigsaw tsab ntawv xov xwm "Siv qhov ECIPs hauv zaj lus qhia npaj tseg"*

	• Activity: Matching ECIPs to Lesson Plan Activities *Kev ua si: Muab ECIPs los sib piv rau zaj lus qhia ntawm kev ua si*
Focus on Content— Literacy/Math/Social-Emotional *-Tsi ntsoos rau cov ntsiab lus –* *Nyeem ntawv/Kawm lej/Kev sib* *raug zoo thiab kev xav*	• Presentation: Math and Literacy/language/communication intersect *-Presentation: Kawm lej thiab nyeem ntawv/lus hais/kev sib tham* *ntawm kev sib tshuam* • Activity with video: Math in the curriculum integrates with other developmental domains. *-Kev ua si nrog yaj duab: Kawm lej hauv txheej txheem cov ntawv* *kawm los mus cais nrog lwm qhov kev loj hlob ntawm pab pawg.*
Closing *-Xaus li no*	• Discussion: Session summary *-Sib tham: Chav ntawm cov ntsiab lus* • Activity: Reflection *-Kev ua si: Xav txog* • Discussion: Assignments *-Sib tham: Ntaub ntawv coj mus ua tom tsev*

Print out or view online Handout: "Practice Brief 7—Using the ECIPs in Lesson Plans." Find at:
http://education.state.mn.us/MDE/dse/early/ind/ Scroll down to "Practice Briefs."

Session C: Assignment

Watch 2 or 3 children in dramatic play. Write down 3–4 notes about their play (identifying which child you are writing about using only initials). Use specific descriptions and quotes, but do not evaluate (simply report what happened). What props are they using? What are they saying? What words are they using? What plot are they playing out? What are they learning? Bring your notes to the next class where we will discuss your observations.

** Remember to bring your sample lesson plans to the final session.

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas

The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota's KCF: Content Area IV: Assessment, Evaluation, and Individualization

CDA Content Area 7: Observing and recording children's behavior

Learning Objectives
Hom Phiaj kev Kawm
- *Demonstrate the ability to develop or adapt activities based on authentic assessment data*
  -Nthuav tawm kev peev xwm los mus tsim los sis ua raws li kev ua si uas tseeb ntawm kev soj ntsuam cov ntaub ntawv
- *Describe program enhancements that reflect children's identity, culture, and the diversity of the community*
  -Txhab txhais hauj lwm kho kom zoo los ntawm keeb kwm me nyuam yaus tus kheej, kab lis kev cai, thiab ntau haiv neeg ntawm lub zej zog.

Session Outline

Section	Overview
Introduction -*Pib qia*	• Welcome and Introductions -*Txais tos thiab pib qhia* • Activity: Build a visual sandwich -*Kev ua si: Tsim ib qho khoom kom koj pom ntawm qhov muag*
Using Authentic Assessment to Create and Adapt Curriculum and Activities -*Siv soj ntsuam qhov tseeb los mus tsim thiab hloov raws txheej txheem cov ntawv kawm thiab kev ua si*	• Activity: Observing and adapting for individual children -*Kev ua si: Saib thiab hloov raws rau me nyuam yaus tus kheej* • Presentation: The cycle of curriculum, assessment, and teaching -*Presentation: Ib ncig ntawm txheej txheem cov ntseeg, kev ntsuam xyuas, thiab qhia ntawv* • Activity: Now and next, part 1 -Kev ua si: Tam sim no thiab tom ntej, feem 1 • Activity: Now and next, part 2 -Kev ua si: Tam sim no thiab tom ntej, feem 2
Reflecting Identity, Culture, and Diversity in Curriculum -*Keeb kwm tiv thaiv tus kheej, Kab lis kev cai, thiab txhua hom hauv Txheej txheem cov ntawv kawm*	• Discussion: Reflecting culture and diversity -*Sib tham: Keeb kwm kab lis kev cai thiab muaj txhua hom txawv* • Activity: Enriching activities and environments to support identity, culture, and diversity -*Kev ua si: Kev zoo ntawm kev ua si thiab ib puag ncig los ntawm kev txhawb tiv thaiv tus kheej, kab lis kev cai, thiab muaj txhua hom txawv* • Activity: Case studies for cultural inclusion in early childhood curriculum

	-Kev ua si: Suam ntawm kev kawm rau sab kab lis kev cai hauv kev kawm ntxov ntawm cov txheej txheem cov ntawv kawm
Closing -Xaus li no	• Discussion: Session summary -Sib tham: Chav ntawm cov ntsiab lus • Activity: Reflection -Kev ua si: Xav txog • Wrap Up and evaluation -Muab zwm ua ke thiab ntsuam xyuas

Using assessment data to make plans for caring and teaching young children

Assessment Data	What Caregivers Might Do to Adapt Curriculum to Individual Children *Come up with specific examples of what to say, what toys to use, when to use them, what songs to sing, which books to read*
A caregiver notes that Minh rarely answers questions during group book-reading time. The caregiver's notes indicate that in the past week, Minh has only responded to two questions during a group time—one about his pet and one about his family's new car.	• *Plan to ask more questions directed to Minh specifically during group time* • *Plan to engage Minh in conversations during non-group times to understand his language abilities* • *Plan to ask Minh's family about his language during family gatherings, with friends or siblings, or other groups Minh is in.*
A caregiver records the following exchange between two children in the dramatic play area: *Sue: "I go'd to the new pizza store last night."* *John: "Cool, I want to go too."* *Sue: "Do you have enough money?"*	

John: "I have two cents!"	25
A caregiver records the number of visitors to each of the learning activities in her environment during one day each week for three weeks. She notices that the writing table gets very few visitors, only 2 per day on average.	
A caregiver notices during a counting activity that one child, Maria, always counts as many as 30 objects accurately. She also often helps other children count above 20 when playing board games.	

The Cycle of Curriculum, Assessment, and Teaching
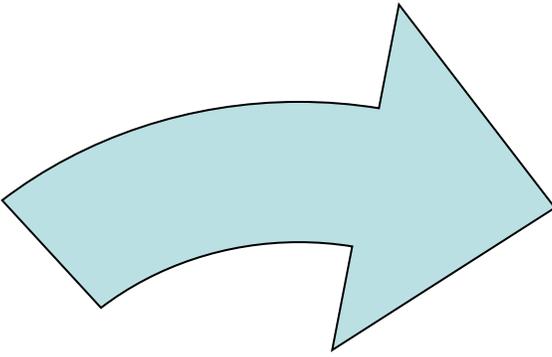
CURRICULUM

PLANNING

NPAJ SIAB SAU COV TXHEEJ
TXHEEM COV NTAWV KAWM

ASSESSMENT

KEV NTSUAM XYUAS
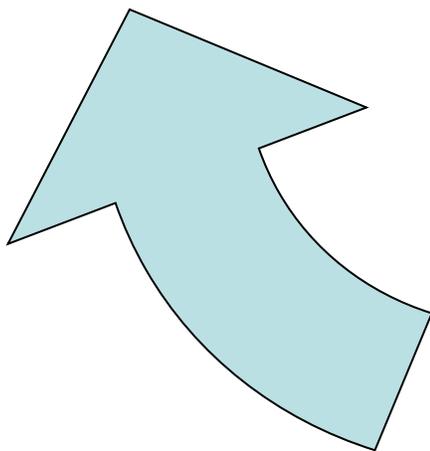
IMPLEMENTING

CURRICULUM –

TEACHING

TSIM UA COV TXHEEJ TXHEEM COV
NTAWV KAWM
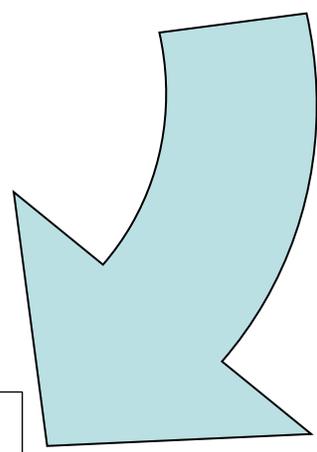
Sam is nearly four years old. During free play Sam and a four-year-old friend are playing a game with picture cards and dice with dots. In the game 25 pairs of picture cards are placed face down (picture not showing) on the table. One child roles the die and can turn over the number of cards indicated by the total number of dots on the 2 die. If any of the cards are matching pairs the child find the pairs and "wins" those cards. Play continues with the two children alternating turns until all cards are matched.

On the first turn Sam rolls a one and a three on the die. Sam counts the dots and turns over four cards. Sam is able to quickly find one match among the cards. On his next turn Sam rolls a four and a four. Sam counts one dice and then hesitates, looking at the other dice. Sam turns over four cards, then counts the other dice and turns over four more cards.

Play continues this way until all of the matches are made. Sam and his friend alternate turns each time with no conflicts. Each time Sam roles the die and the total is more than 5 or 6, Sam uses the strategy of counting each dice separately. He does not count the two die and develop one number for the sum of the two die. (He does not "count on" which means counting up from a number. For example, if the first dice has "2" and the second dice has "3", he counts the first "two" and goes on from there to three four five, rather than starting over at 1.)

Based on what you know about Sam from this short observation, complete the following chart.

NOW	NEXT
What are the skills Sam is showing now?	*What could we do next to support Sam's development?*

NOW	NEXT
What are the skills now?	*What could we do next to support development? How would we adapt lesson plans to show what comes "next"?*

Levels of Integration of Multicultural Content into Curriculum (Banks, 2003)

Contributions approach	"Artifacts": things like holidays, special foods, or heroes (sometimes called a "tourist approach")
Additive approach	Adding ethnic content into the curriculum without changing anything else in the curriculum
Transformative approach	Making changes to the curriculum so that students are able to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups
Social action approach	Requires that students apply what they learned in other levels to make decisions or take action to help solve social issues

Reflecting Identity, Culture, and Diversity in Curriculum

Portfolio Assignment

"**RC I-3**: A sample of your weekly plan that includes goals for children's learning and development, brief descriptions of planned learning experiences, and accommodations for children with special needs (whether for children you currently serve or may serve in the future). Indicate the age group(s) for which the plan is intended."

"Competency Statement I, CS I: reflect on the weekly plan you included in your resource collections (RC I-3). How does this plan reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change?"

Write a paragraph on how you will use or adapt your curriculum to meet the needs of the children in your program. Include work you have done and ideas you have learned during the Curriculum class. (Think about each child's culture and identity, age, abilities, stages of learning, interests, etc.).

MNCDA

Participant Guide

Overview of Assessment: Gathering and Using Information to Support Learning and Communicate with Families

Sai ib muag ntawm cov kev soj ntsuam: Sau los ua ke thiab siv ntaub ntawv los txhawb kev kawm thiab txuas lus nrog tsev neeg.

Class 19
Sessions A, B, C, D
8 hours
2018

Assessment training, Handout 1.1: Course and session objectives
Assessment: Gathering and Using Information

Description: Assessment is a familiar buzzword in the child care and education field, but it is not always easily understood and practiced. Participants in this training will practice the assessment cycle of gathering information and making decisions based on that information. The purpose of gathering and using information is to support children and families.

Overall Course Objectives:

Chav ntawv ntawm cov hom phiaj tag nrho tib si:

1. Identify/define common terms used in assessment.	
Txheeb xyuas/ Txhais lub ntshiab ntawm cov lo lus zoo xws li ib yam los mus siv rau hauv kev ntsuam xyuam.	
2. Explore criteria for quality assessment tools.	
Nrhiav cov qauv cai rau qhov zoo ntawm tej cuab yeej kev ntsuam xyuas.	
3. Practice the assessment cycle of observation/documentation, analysis, planning, implementation and reflection.	
Kawm cov kev ntsuam xyuas ib ncig ntawm kev soj ntsuam/tej ntaub ntawv, kev tshuaj ntsuam, npaj tseg yuav ua, qhov coj mus ua thiab rov ras txog.	
4. Identify strategies to engage families in assessment processes, results, and implications.	
Txheeb xyuas cov tswv yim npaj tseg los mus koom tes ntawm tsev neeg rau hauv kev ntsuam xyuas qhov txheej txheem yuav pib ua mus, qhov xaus, thiab qhov muaj feem xyuam.	

This training course consists of four sessions. Each session has objectives that align with the course objectives above.

Cov kev cob qhia cov ntawv kawm nws muaj raws li ntawm plaub qho chav kawm. Ib qho chav kawm muaj hom phiaj uas los mus kho kom ncaj nrog rau cov ntawv kawm ntawm cov hom phiaj raws li saum no.

Session A. Objectives Authentic Assessment: Laying a foundation
Chav A. Qhov tseeb ntawm kev ntsuam xyuas: Ib qho chaw pab nyiaj

1. Define common terms related to authentic child assessment
   -Txhais lub ntsiab ntawm cov lo lus tseeb rau hauv kev ntsuam xyuas me nyuam
2. Practice observation across developmental domains
   -Kawm kev soj ntsuam hla kom mus ntawm cov chav chaw sab kev loj hlob

3. Devise a plan for observing a focus child in your program.

   -Tsim tawm ib qho kev npaj tseg rau kev soj ntsuam ntawm ib tug me nyuam nws kev rau siab hauv koj txoj hauj lwm.

Session B. Objectives Authentic Assessment: Strategies and tools for gathering observation

Chav B. Qhov tseeb ntawm kev ntsuam xyuas lub hom phiaj: Tswv yim npaj tseg thiab cuab yeej sau los ua ke cov kev soj ntsuam

1. Brainstorm and plan strategies for making assessment part of the daily routine.

   -Kwv yees thiab npaj tseg tswv yim los ntsuam xyuas ib qho ntawm qhov niaj hnub ua li qub.

2. Identify a process for choosing and using assessment

   -Txheeb xyuas ib qho txheej txheem yuav pib ua mus rau kev los xaiv thiab siv cov kev ntsuam xyuas

3. Explore multiple assessment tools

   -Nhriav ob peb yam cuab yeej rau ntawm kev ntsuam xyuas

4. Use multiple tools/strategies to observe and document with the focus child.

   -Siv ob peb yam cuab yeej/tswv yim npaj tseg los mus soj ntsuam thiab ntaub ntawv nrog tus me nyuam uas rau siab.

Session C. Objectives Authentic Assessment: Using assessment to make decisions

Chav C. Qhov tseeb ntawm kev ntsuam xyuas lub hom phiaj: Siv kev ntsuam xyuas los mus txiav txim

1. Apply assessment to lesson planning.

2. *Rau npe ntawm kev ntsuam xyuas los mus npaj tseg ntaub ntawv kawm.*

3. Participate in a "data debrief" reflection experience.

   -Koom tes hauv ib qho " qhia me ntsis txog qhov ntaub ntawv" rov ras txog kev paub yav tas los.

4. Plan and practice conversation with family to gather/share information.

   -Npaj tseg thiab xyaum kev sib tham nrog tsev neeg los mus sau ua ke/sib qhia ntaub ntawv.

Session D. Objectives Authentic Assessment: Conversations with families

Chav D. Qhov tseeb ntawm kev ntsuam xyuas lub hom phiaj: Sib tham nrog tsev neeg

1. Discuss the role of families in authentic assessment

   -Sib tham txog lub luag hauj lwm ntawm tsev neeg ntawm kev ntsuam xyuas

2. Gain resources for related issues in child assessment (dual language learners).

   -Qhov kev nce kev pab los ntawm tej teeb meem ntawm kev ntsuam xyuas me nyuam(cov kawm uas paub txog ob yam lus).

3. Practice cycle of observation, planning, reflection, and conversation with families

   -Kawm ib ncig ntawm kev soj ntsuam, npaj tseg, rov ras txog, thiab kev sib tham nrog tsev neeg

4. Plan next steps for program needs.

   -Npaj tseg cov kauj ruam xav tau los tom ntej rau txoj hauj lwm.

Field work and focus child

Field work: Each session will include a field work assignment to do back home between sessions. Then the next time we meet, we will USE our field work in activities that help us talk about how it went, what we learned, what was frustrating, etc. We want to do more than learn "about" assessment—we want to practice it and have an opportunity to work out any challenges that may arise. Field work will include:

- **Specific things to notice, write down, and bring to the next session.**
- **Each training** (after this one) **will begin with discussion about how your field work went,** so please use the tools during the week so that this discussion can be rich and meaningful.

Choosing a focus child: Decide to focus on one child so you can practice using the tools that we talk about in the training. At the end of the session, everyone will decide which child they will focus on, so you can be thinking about **how** you want to decide. (Do you want to choose a child who is challenging right now? One who is new? One you are curious about and need to get to know better?) You will use the field work activities with this particular child in between sessions. (Confidentiality note: While we will talk about how your field work went during future sessions, please do not use names of the children or identifying descriptions.)

FIELD WORK—Back in your program between sessions

Between Session A and Session B: Gathering information about your focus child.

Select one child that you will observe this week. This child will be your focus child and we will refer to this child throughout the remaining sessions. Before leaving Session A, class think about the following 3 questions. Jot down thoughts and be ready to share one with the group.

1. **Why did you choose this child?**

2. **What are you hoping to learn?**

3. **What do you think you might see?**

Select a time and place in which to observe your target child.

Observe your focus child and collect **at least 5** anecdotal observations. Look in the ECIPs (online or print them out) to identify what you see in the child and where s/he fits in a particular domain. Is s/he doing what the ECIPs indicates s/he should be, or not? How can this information help you decide what to do or how to plan? **Bring your observations and the answers to these questions, to the next session.**

Field work: Between Session B and Session C

Practice specific observation strategies as you observe your focus child.

1. Choose two different observation strategies.
2. Use each strategy to collect information about your target child. After using a strategy, note the following:
   - What is great about it? (What was it like to use? What did you like about using it?)
   - What is not so great about it? (What was challenging about using it? If it didn't meet your expectations, why not?)
   - What did you learn about the child?
   - How did you use what you learned? How could you use it in the future?

Take notes and answer the questions before next time. We'll be using our findings to move to the next step (in Session C).

Also, please bring a copy of your lesson plan for the following session.

Field work between Session C and Session D: Two tasks

1. **Make changes to your lesson plan based on the needs of your focus child.** Based on our earlier conversations and what you have learned about your focus child, what is **ONE** domain that you would like to support more intentionally? Where could you adapt or add an activity in your lesson plan that supports this? **Write it on the lesson plan and implement the change.** In Session D, we will talk about how the activity went and what you learned.

2. **Parent conversation.** Between this session and the next, plan and have a conversation with the family of your focus child that relates to assessment. Some possibilities are:
   a. Tell them you are taking a class on assessment with an assignment to ask parents a few questions. (Most people like helping someone complete their "homework." ☺)
   b. Tell them you have learned some things about their child using observation strategies and you would like to share what you have learned. (Show data; ask questions, etc.)

Before the conversation, jot down: What do you want to **ask them** about? (What would give you more insight about their child? It could be something about what they do at home, how the parents handle a behavior, etc. What are you curious about?)

Next, reflect on the following:

What do you know about the family?   How do they usually respond to questions?

When will you have the conversation? Where would you have the conversation?

Write out your goal for when you will have this conversation and one thing you want to ask them. Share it with the person on your left.

<div align="center">

Handout 1.3: Definitions of Assessment

</div>

Authentic Assessment[1]:

- **Ongoing:** Is a natural part of what teachers do every day
- **Whole child:** Helps us observe all areas of a child's growth and development
- **Naturalistic:** Occurs as a child interacts with familiar materials, people and activities
- **Multiple perspectives:** Uses information from a variety of sources (including families)
- **Useful**: Helps teachers plan, measure progress, work with families and individualize curriculum

Parent Aware: "Assessment and Planning for Each Individual Child"

Parent Aware Quality Rating and Improvement System: Standards and Indicators 2016
https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6346B-ENG

A systematic, ongoing procedure that providers and teachers use to gather data about a child in order to understand the child's developmental progress and plan appropriate learning experiences and instruction. (Glossary, p. 29)

What I notice about the definitions:

What I already do and how:

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[1]Results Matter, Colorado Department of Education, http://www.cde.state.co.us/resultsmatter/observation.htm

Handout 1.4: Summary of ECIPs Domains

Link to Early Childhood Indicators of Progress (will be used throughout training):

https://education.mn.gov/MDE/dse/early/ind/

The learning domains included in the ECIPs are:
1. Social and Emotional Development
2. Approaches to Learning
3. Language, Literacy and Communications
4. The Arts
5. Social Systems: Cognitive
6. Physical and Movement Development
7. Mathematics
8. Scientific Thinking

There are five age ranges identified, one for each year of a child's life from birth to kindergarten entry.
The age ranges in the new ECIPs are:
• 0-1 year
• 1-2 years
• 2-3 years
• 3-4 years
• 4-5, K-readiness

Handout 1.5 Objective or Subjective?

Joey jumped from 18 inches.

Mark was nice to Zia.

Amanda is doing fine cutting.

Jordan grabbed the toy and ran to the house area.

Mio counted to eight as he sat on a pillow in the book area.

Gracie enjoyed music time today.

Luis clapped his hands and turned in circles while the music played.

Marti was angry.

Sofiya took the book, stared at Hannah, walked over to her cubby and put it in her backpack.

Erik looked sad when his mom left today.

Category: Assessment and Planning for Each Individual Child

Standard	Why is this standard important?
A.1. Observation and assessment. Program learns more about each child through regular observation and formal assessment.	Offering individualized instruction requires knowing and understanding children's unique needs, temperaments, and levels of development. Gathering assessment information is one important part of getting to know children, and helps teachers and providers monitor their progress. Assessment information best informs instruction when it is gathered using a valid, reliable child assessment tool and involves families. (NAEYC, 2009; NCQTl, 2014; Reynolds, 2016; Tout et al, 2011)

Star-Rating	Indicators for Full-Rating
One-Star	**A1.1. Child observation.** Program observes and documents children's growth and development.
Two-Stars	None.
Three or Four Stars	**A1.3a. Child assessment.** Program assesses all children in at least one age group using an approved assessment tool at least once a year. (Required for 3 Stars) **A1.4. Child assessment.** Program assesses all children in all age groups using an approved assessment tool at least twice a year. (Required for 4 Stars) **A1.3b. Providing assessment to families.** Program provides families with child assessment results. (2 points) **A1.3c. Asks for parent input.** Program asks families to share their own observations from home and provide input into goals. (2 points) **A1.3d. Kindergarten Entry Profile tool.** Program assesses each child using a child assessment tool included in the Kindergarten Entry Profile menu. (3 points) **A1.3e. Planning for children with special needs.** Program has a plan to partner with families and service providers of children with special needs. (2 points)

Star-Rating	Indicators for Accelerated Rating
Four-Stars	**A1.4. Child assessment.** Program assesses all children in all age groups using an approved assessment tool at least twice a year. (Required for 4 Stars)

Category: Assessment and Planning for Each Individual Child

Standard	Why is this standard important?
A.2. Assessment-based instruction. Program uses assessments to plan group and individualized instruction.	It is not enough to gather assessment information, it must also be put to use to make a difference for children. When assessment information is aggregated and well-understood by early educators, they are able to use the information to inform instructional planning, enabling them to meet the needs of each child while also planning for the needs of the group. (NAEYC, 2003)

Star-Rating	Indicators for Full-Rating
One-Star	None.
Two-Stars	None.
Three or Four-Stars	A2.3a. Assessment-based individualized instruction. Program uses child assessment information to design goals and guide instruction for each child. (2 points) A2.3b. Assessment-based group instruction. Program uses aggregated child assessment information to design group goals and guide instruction for group. (2 points)

Star-Rating	Indicators for Accelerated Rating
Four-Stars	Meets standard through other monitoring process.

Handout 2: Parent Aware Criteria for Choosing Assessments
http://parentaware.org/content/uploads/2018/08/PA-013-Child-Assessment-Nomination-Form-and-Guide-JULY-2018-FINAL.pdf

Required Criteria

Criteria	Guidelines
The assessment must meet the Parent Aware definition of assessment. Definition: A systematic, ongoing procedure to assess every participating child's developmental progress and to plan appropriate learning experiences and instruction	If the assessment does not meet this criterion, the review process will not proceed. Does the assessment provide child-level data? Can the assessment be administered in an ongoing fashion, and at least two times per year? Does the assessment inform a child's progress (growth and development) over time? Do assessment results assist in planning instruction and learning at the individual and group levels? Is the assessment designed to be used with all of the children in the program?
States the purpose for the instrument/the type of assessment (e.g., progress monitoring, formative, developmental, criterion-referenced)	If the purpose of the tool is to provide screening or evaluation for diagnosis of a special need, the review process will not proceed. Do the submitted materials include the purpose/type of assessment? To what extent is the purpose of the assessment articulated and clear?
Describes the format for data collection (e.g., observation, observation with rating, rating alone, portfolio, direct child assessment)	A portion of child assessment data must be collected using authentic observational techniques (e.g., observation in natural environments). The tool should also include one or more other sources for collecting information (e.g., work samples, video, photos, recorded speech) to inform child development and adult-child interaction. Do the submitted materials include the format for data collection? Does the assessment, or bundle of assessments, include authentic observation? Does the assessment include more than one source of information to inform assessment results?

Is designed for children ages five or younger	Only assessments designed for children in the age range of birth to age five will be reviewed; tools for children older than age five will not be reviewed. The instrument must be aligned with the ages of the population in the nominating program. To what extent does the tool assess children between birth and age five?
Describes uniform, consistent, structured, and clear procedures for completing the tool (e.g., guidelines for administering or rating items, and scoring)	Does the assessment tool include written instructions to support consistent completion across providers and teachers? Does the assessment tool have uniform materials? Uniform materials include: • Standard instructions • Uniform administration procedures • Uniform scoring and score interpretation
Describes the domains and subdomains measured and is reasonably consistent with the Minnesota Early Childhood Indicators of Progress The review will look for consistency with the Minnesota Early Childhood Indicators of Progress. The assessment must include items in all of the following domains: • Cognitive • Language, Literacy, and Communications • Physical and Movement • Social and Emotional	There is reasonable consistency between the assessment and required domains and indicators included in Minnesota's Early Childhood Indicators of Progress (ECIP). Are the required domains identified and supported? If assessments are bundled, do the tools together incorporate the required domains? Assessments that address one primary domain may be submitted as part of a bundle but will not be approved as a stand-alone assessment. The domains may be called something slightly different or be combined with other domains. The review will look for "reasonable consistency" with all or most of these domains.

Includes provisions for reporting results to parents	The assessment results are summarized in a report designed to be shared with parents. Are assessment results summarized or presented in a report format? Are there instructions included in the assessment on how results/scores are explained and described?
Is designed to inform instruction and curriculum planning	The assessment should be designed for instructional planning. Assessment tools designed for special needs evaluation or screening are not eligible to be reviewed. Are the data collected appropriate to be used for instructional planning? Is there guidance about how providers and teachers should follow/adapt assessment results instructionally to children's interests and ability levels? Is there guidance on how to use assessment results to plan meaningful instruction?

Other things to consider when developing or choosing child assessment tools

The following information is provided to encourage early learning programs to consider critical characteristics of child assessment tools when developing a site-designed assessment or selecting a published one.

None of the following items are reviewed as part of the Parent Aware review process, and programs are *not* required to provide evidence that their assessment includes these items.

Describes existing research, or research in progress, to demonstrate the effectiveness of the tool Evidence of reliability and validity data should be provided in accordance with national guidelines and best practices.	What are reported coefficients for validity? - Criterion validity determines if the tool measures what it intended to measure. Criterion validity examines the relationship between the tool and another meaningful measure of construct. - Content validity determines the extent to which items sample relevant domains. - Predictive validity determines the extent to which the tool predicts later outcomes of interest (e.g., reading, school success). What are reported coefficients for reliability? - Reliability examines the stability of the scores generated by the tool. - Alternate forms (likeness of versions) - Internal consistency (commonality of items) - Test-retest (consistency of scores over time) - Inter-rater (consistency of scores across raters)
Provides guidance for meeting the needs of all children in the program, including children with disabilities, children from different cultures, and children learning English as dual language	Does the assessment utilize universal design components? Examples of universal design components include: - Inclusive assessment population - Precisely defined constructs - Accessible, non-biased items - Amenable to accommodations - Simple, clear, and intuitive instructions - Maximum readability Does the assessment provide guidance for providers and teachers about how to incorporate information from assessments into instructional planning for individual children with varying abilities? Are children and family backgrounds represented and respected in assessment materials (e.g., items, administration/completion language)? If not, is there guidance for helping providers and teachers modify materials? Are there specific suggestions about how to adapt materials to serve children learning English as dual language?

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Class 19 Session B- Portfolio Assignment

Begin this assignment for your portfolio. You will continue it next week.

CDA Competency Standard V: To ensure a well- run, purposeful program that is responsive to participant needs

CSV: Reflective Competency Statement V

CSVa: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard. Then write at least one paragraph describing how your teaching practices meet this Standard. Then write at least one paragraph that describes how you used the observation tool/form you included in the Resource Collection. Why are observation and documentation important parts of the program management? How do you ensure that you are accurately/objectively observing and tracking each child's developmental and learning progress?

Class 19 Session C-Portfolio Assignment

Continue to write assignment for your portfolio.

CDA Competency Standard V: To ensure a well- run, purposeful program that is responsive to participant needs

CSV: Reflective Competency Statement V

CSVa: Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard. Then write at least one paragraph describing how your teaching practices meet this Standard. Then write at least one paragraph that describes how you used the observation tool/form you included in the Resource Collection. Why are observation and documentation important parts of the program management? How do you ensure that you are accurately/objectively observing and tracking each child's developmental and learning progress?

Class 19 Session D-Portfolio Assignment

You will need to have the portfolio assignments completed at the end of session D

Class 19 Session D Participant

Perspective-taking Observation Sheet
Through the lens of a parent

Scenario 1

Learn	Feel

Scenario 2

Learn	Feel

Scenario 3

Learn	Feel

Small group Activity 2.1:

Scenario #1

*Instructions: Choose one person to read the scenario aloud. As you listen, think about what you are curious about and what you think the child might need to know or do. Discuss **which strategy or strategies you could use** to gather more information about this child/situation. Guiding questions:*

1. *What do you wonder about?*
2. *What do you think this child needs to know or do?*
3. *How can you find out?*
4. *What strategy or strategies will you use to gather information?*
5. *How will you be **intentional** about using this strategy?*

Julia, a two-year-old who has been in this child care setting since she was eight weeks old, usually dumps her milk at some point during every meal. Her caregiver is getting frustrated—even with a clean-up sponge handy, it's stressful to deal with this and four other two-year olds every single meal!

Small group Activity 2.1

Scenario #2

*Instructions: Choose one person to read the scenario aloud. As you listen, think about what you are curious about and what you think the child might need to know or do. Discuss **which strategy or strategies you could use** to gather more information about this child/situation. Guiding questions:*

1. *What do you wonder about?*
2. *What do you think this child needs to know or do?*
3. *How can you find out?*
4. *What strategy or strategies will you use to gather information?*
5. *How will you be **intentional** about using this strategy?*

Scenario: Baylor's parents have asked for a time to talk to you because he says the other kids are "mean to him." Baylor is four years old and came to your program four months ago when his family moved from a small town to the city.

Small group Activity 2.1

Scenario #3

*Instructions: Choose one person to read the scenario aloud. As you listen, think about what you are curious about and what you think the child might need to know or do. Discuss **which strategy or strategies you could use** to gather more information about this child/situation. Guiding questions:*

1. *What do you wonder about?*
2. *What do you think this child needs to know or do?*
3. *How can you find out?*
4. *What strategy or strategies will you use to gather information?*
5. *How will you be **intentional** about using this strategy?*

Scenario: Your program is part of an early literacy initiative, and you are worried about Han, because he does not want to look at books during quiet time or sing songs in group time.

Small group Activity 2.1

Scenario #4

*Instructions: Choose one person to read the scenario aloud. As you listen, think about what you are curious about and what you think the child might need to know or do. Discuss **which strategy or strategies you could use** to gather more information about this child/situation. Guiding questions:*

1. *What do you wonder about?*
2. *What do you think this child needs to know or do?*
3. *How can you find out?*
4. *What strategy or strategies will you use to gather information?*
5. *How will you be **intentional** about using this strategy?*

Scenario: Mee is from a family that speaks Hmong at home. She has three older siblings who are in school and sometimes speak English as well as Hmong. She has been in your program for one year, and has recently been speaking more English, but only to the teachers.

Small group Activity 2.1

Scenario #5

Instructions: *Choose one person to read the scenario aloud. As you listen, think about what you are curious about and what you think the child might need to know or do. Discuss* **which strategy or strategies you could use** *to gather more information about this child/situation. Guiding questions:*

1. *What do you wonder about?*
2. *What do you think this child needs to know or do?*
3. *How can you find out?*
4. *What strategy or strategies will you use to gather information?*
5. *How will you be* **intentional** *about using this strategy?*

Scenario: Kasella, age 22 months, has been in this family child care setting for one year. She likes to do most things that the older children do and follows them around when they are playing pretend. As soon as they gather for the story in group time, she runs away.

Content Area III: Relationships with Families

Board of Teaching Standard

An educator of young children establishes and maintains positive, collaborative relationships with families. The educator must understand:

- The need to respect families' choices and goals for their children and the need to communicate with families about curriculum and their children's progress
- The need to be sensitive to differences in family structures and social and cultural backgrounds
- Theories of families and dynamics, roles and relationships within families and between families and communities
- How to support families in assessing education options and in making decisions related to child development and parenting
- How to link families with a range of family-oriented services based on identified resources, priorities, and concerns

Competencies

A.   Understanding Families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.1	Understands parenting as a lifelong process beginning prenatally and/or pre-adoption	Describes the connectedness, interrelation, interdependence and multigenerational aspects of development of families	Recognizes and explains parenting issues, strategies and successes associated with each stage of development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.A.2	Recognizes the importance of children's relationship with their family and supports parents emerging competencies	Supports and reinforces parent and family strengths, emerging competencies and positive parent-infant/very young child interactions; suggests strategies to help family envelop infant into busy lives and find pleasure in parenting their child	Builds on strengths of parent(s) and family; reinforces positive adult-child interactions; promotes parental competence in facing challenges and solving problems

B. **Engaging Families** *(See also: Assessment, Evaluation and Individualization)*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.1	Recognizes the importance of an orientation period, answers questions about the program and assists child in transitioning to the program	Offers an orientation period to assist child in transitioning to the program; learns about each child's family, routines, background, languages spoken in the home and countries they consider most important to their identity	Designs an orientation period that supports a new child transitioning into the group as well as existing members; explains the importance of the orientation
III.B.2	Welcomes families daily by following program policies and practices for separations and reunions	Establishes and maintains a welcoming setting to facilitate positive separations and reunions	Uses information about each family to create an environment that is welcoming and reflects home culture, ethnicities and languages; models positive separations and reunions
III.B.3	Exchanges information with family members about the child's activities; information is provided in their home language and through the use of the family's preferred strategy whenever possible	Establishes an open, cooperative, reciprocal relationship with each child's family; daily events are communicated using the home language and preferred strategy of the family whenever possible	Accesses and uses resources to facilitate communication with family members in home language and preferred strategy of the family whenever possible

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.4	Responds appropriately to family's questions about growth and development and/or refers them to the supervisor	Provides information and assistance to families to help them understand typical growth and development; what they can do to promote health, executive function (planning, organizing, and monitoring of goal-oriented behaviors), language, social emotional and cognitive development as well as family relationship-building	Utilizes resources to expand the depth and breadth of information provided to families and coworkers as well as to educate self
III.B.5	Carries out activities to meet agreed upon goals families have for their children	Works with families to incorporate mutually agreed upon child-rearing practices; balances desires and goals of multiple families for their children when planning	Collaborates with the family to assess progress on goals for children's development; plans learning activities in response to joint planning and ensures that families have information to make informed decisions about their child's growth and development
III.B.6	Observes and describes child's progress toward agreed-upon goals to family members	Communicates the child's progress toward agreed-upon goals with families; conducts periodic parent conferences	Establishes policies and procedures for regular communication about progress toward agreed-upon goals
III.B.7	Recognizes that families pass their traditions and culture to children and encourages family members to share talents, skills and cultural practices in the early childhood program	Invites family members to share talents, skills and cultural practices and arranges opportunities for families to participate in learning activities with children at home	Considers the influence of cultural heritage on the values, decisions, and behavior of self and others
III.B.8	Describes cultural, economic and family values related to use of food	Promotes awareness of cultural, economic and family values related to the use of food	Creates a process that includes families in decisions regarding the use of food

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.B.9	Follows policies and procedures to work with families when concerns or conflicts are expressed	Engages in cooperative strategies to address conflict	Uses effective conflict resolution techniques with families when needed
III.B.10	Views families as partners in planning for changes in groups or educational programs	Provides families with information and establishes connections to future early childhood programs	Collaborates with families and community partners to coordinate services for children leaving the early childhood classroom or program
III.B.11	Helps child practice skills using strategies identified in their Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs)	Engages with families and special education team to develop Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIIPs) that are clear and understandable	Explains to coworkers, families and communities the family's legal right to services within the special education and interagency service system; supports the family to advocate for services for their child

C. Linking Families to Resources

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.C.1	Follows established confidentiality policies regarding family information, child observations and assessment records and child's behavior	Implements confidentiality policies of family information, child observations and assessment records and child's behavior	Engages families in the development of confidentiality and other program policies

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
III.C.2	Describes community, health and social resources for families during pregnancy, the newborn period and the early years; discusses concerns and ways to support family with supervisor when needed	Identifies community resources and provides families with information during pregnancy, the newborn period, and the early years; refers parents and guardians to community agencies, health or social services when needed	Analyzes, evaluates, and applies current best practice and research-based practices to determine when a referral is needed during pregnancy, the newborn period and the early years

Content Area IV: Assessment, Evaluation and Individualization

Board of Teaching Standard

An educator of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The educator must understand:

- how to observe, record, and assess young children's development and learning and engage children in self-assessment.
- how to use information gained by observation of family dynamics and relationships to support the children's learning.
- how to use assessment results to identify needs and learning styles to plan appropriate programs, environments, and interactions.
- how to develop and use formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

Competencies

A. Observing, Recording and Assessing Development

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.1	Observes each child daily using guidelines set by program	Utilizes a variety of methods on multiple occasions to observe and assess strengths, needs, interests, preferences, ways of responding to people and events	Explains to coworkers assessment theories, research methods and importance of sharing results with families

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.2	Follows procedures for gathering observations, recording and storing information	Collects and organizes information about each child, including photographs, observation notes, samples of work, reports from family members and anecdotal records to use in discussion and planning for each child	Establishes criteria, procedures and documentation methods for assessment of children's progress in English and a child's home language; leads efforts in assessing each child's strengths and needs
IV.A.3	Describes the linguistic and cultural background of each child being observed	Assesses children in English and their home language whenever possible	Analyzes, evaluates, and applies current best practice and research-based practices related to the assessment of culturally and linguistically diverse children
IV.A.4	Describes to others on the assessment team a child's performance on tasks and activities	Summarizes and shares assessment findings with families; asks for their input	Analyzes assessment findings and uses information with families to develop mutually agreed upon child-rearing practices and goals for child's development
IV.A.5	Follows directions when doing ongoing assessment to make sure it is done correctly	Implements ongoing formative assessment procedures; uses ongoing observations to identify progress demonstrated both verbally and nonverbally	Evaluates and chooses appropriate assessment instruments to be used based on the needs of the children and the developmental appropriateness of the data collection method (if interpreter is used, understands the importance of fidelity of the assessment)
IV.A.6	Recognizes how physical setting, context and person assessing can influence the assessment process and results	Identifies and minimizes effects of physical setting, context or characteristics of the assessor on the assessment process and results	Models, orients and reviews assessment processes with coworkers that reduce and/or eliminate influences on assessment results; includes contextual influences when interpreting results

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.A.7	States rules and regulations for health and developmental screening; describes the difference between screening, assessment and evaluation	Provides families with information about screening and state requirements; identifies resources for children with risk factors; shares resources with parents and/or guardians; makes appropriate referrals	Explains local process for initiating referrals for young children with health and developmental concerns to coworkers, families and communities

B.   ***Assessing and Using Information to Plan*** *(See also: Relationships with Families)*

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.B.1	Reports information from child's daily log to child's family	Discusses child's daily activities with family to plan and promote consistency between home and early childhood program	Formulates and shares effective strategies with family to ensure child's needs are met and works with families to identify ways for learning to be extended at home
IV.B.2	Reflects on observations and responds quickly to support newly developing skills	Uses child observations to plan meaningful activities that promote growth and development and communicates this to family members	Analyzes findings from authentic, performance-based assessments of children's learning in English and their home language and intentionally uses the information to plan for and guide curriculum, instruction, interactions with children and to communicate with families
IV.B.3	Assists in adjusting activities for each child using information from assessment	Facilitates child's learning based on multiple sources of information gathered over time (parent report, observations, screening, formative assessment)	Adapts learning environment and instructional strategies based on child's assessment results; communicates adaptations to coworkers and volunteers

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.B.4	Observes family interactions and intentionally comments on strengths to family members	Gathers information to better understand the nature and strengths of each family in an effort to provide information, guidance and support for the family as the primary relationship within which learning occurs	Considers factors that contribute to resiliency and risk in development of healthy family relationships and integrates them into programming

C. Assessing and Using Information to Enhance and Maintain Program Quality

Code	Level 1: Explores	Level 2: Implements	Level 3: Designs and Leads
IV.C.1	Participates in program evaluation including use of assessment tools to ensure continuous program improvement	Reflects on program effectiveness using data from assessments and evaluation results to ensure continuous improvement	Selects a variety of techniques, assessment tools and procedures to evaluate program effectiveness and modify program as needed
IV.C.2	Participates in goal-setting for the program	Engages in strategic planning and goal-setting for the program based on evaluation	Collaborates in strategic planning and goal-setting for the program utilizing current research and trends in programing models

Handout 4.2 Perspective-taking observation sheet

Through the lens of a parent

Scenario 1

Learn	Feel

Scenario 2

Learn	Feel

Scenario 3

Learn	Feel

Handout 4.3 Parent conversation planning tool

(because what gets written down can help us think/act 😄)

1. What I observed (observation—how/when/what):

2. What I think it could means (analyze, options):

3. Things I wonder, questions I have (seek parent ideas, perspective, their experiences)

4. Action agreement (planning/implementing)

   Two things I'll do:

Two things you do:

Handout 4.4 Walking through the assessment process

This experience will include several steps:

1. Choose an observation strategy. This page has space for anecdotal notes, running record, or notes such as vocabulary. You may use a developmental checklist (provided) if you like.
2. Watch the video titled Austin and the Broken Bridge, taking notes using the observation strategy you selected. What do you see and hear? (Use objective statements.)
3. Individual reflection (10 min):
   a. What are the observations telling you about this child? (Look at ECIPS if available/helpful.)

   b. How might this short observation fit into a comprehensive assessment system? (TO THINK ABOUT)
   c. Write down two questions to ask this child's parent.
      i. _____
      ii. _____
   d. Write down one thing you would share with the parent from this observation.

   _____

   e. Using your observation and any information from the parent, identify two ways you can adapt your environment, lesson plan, routine, or interactions for this child (for example, what might you add/adapt in your routines or a lesson plan activity?).

   _____

   f. Identify two ideas/activities for parents to do at home (use the parent conversation planning tool).
      _____

In pairs, practice the conversation with the parent. Describe the observation process and what you learned about their child. Ask them questions and offer them things to do at home.

Handout 4.5 Reflective questions—planning for my program

- How has my understanding of assessment changed?

- How has my attitude about assessment changed?

- What strengths do I bring to the assessment cycle to make teaching decisions about teaching?

- What is still a barrier for me? Confusing? What are the areas where I will need more regular support?

- Where will I get help if I get "stuck?"

- How can I gain that support?

- What are my next steps regarding assessment?

MNCDA
Participant Guide

Professional Development

Program Quality and Evaluation (Hmong)

Class 20
Session A, B
4 hours

Time: **Location:**

Primary Core Competency Content Area and Primary CDA Content Area
The primary Core Competencies and CDA Content Area are listed here to help you understand why these topics are part of the MN Child Care Credential and where you can go for further information. These may not be the only areas addressed, but they are the primary influences behind the session content.

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas
The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

Minnesota's KCF Content Area IV: Assessment, Evaluation and Individualization

CDA Content Area V: Managing an Effective Program

Learning Objectives
- Describe the value of program evaluation;
- Practice assessing your own program;
- Identify program supports and tools used in Parent Aware.

Hom Phiaj kev kawm
- *Tshab txhais txoj qauv coj ntawm txoj hauj lwm kev soj ntsuam xyuas*
- *Kawm soj ntsuam txog koj txoj hauj lwm;*
- *Txheeb xyuas hauj lwm kev pab thiab siv cuab yeej los mus pab rau ntawm Parent Aware. (Niam txiv paub)*

Session Outline

Section	Activities
Section 1: Introduction	• Presentation: Introduction • Child Nutrition Self-assessment • Debrief: Program evaluation experiences
Section 2: Minnesota Quality Rating and Improvement System	• Presentation: The Minnesota Quality Rating and Improvement System • Large and Small Group Activity: What is quality? •
Section 3: Approaches to Successful Program Assessment	• Presentation: Self-assessment considerations • Large Group Activity – Practice assessment
Section 4: Closing	• Presentation: Assignments • Individual Work: Begin assignments, answer questions

Section	Activities
Section 1: Pib Qhia	• *Pib qhia* • *Me nyuam khoom noj khoom haus tus kheej kev soj*

	ntsuam
	• *Debrief: Paub txog hauj lwm kev soj ntsuam xyuas*
Section 2: Minnesota kev teeb hauj lwm zoo thiab txhim kho kom txoj kab ke mus zoo	• *Minnesota kev teeb hauj lwm zoo thiab txhim kho kom txoj kab ke mus zoo* • *Qhov zoo yog dab tsi?* •
Section 3: Npaj mus rau txoj kev kawm soj ntsuam	• *Tus kheej kev txiav txim siab txog kev soj ntsuam* • *Kawm kev soj ntsuam xyuas*
Section 4: Xaus	• *Ntaub Ntawv coj mus ua tom tsev* • *Pib hauj lwm ua, teb cov lus nug*

Parent Aware Resources: http://parentaware.org
For more information on resources and incentives**: http://parentaware.org/programs/benefits-for-rated-programs/
Parent Aware Standards and Indicators (October 2016): https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6346B-ENG)

Program Quality Standards

Parent Aware	National Association for the Education of Young Children	National Association for Family Child Care (NAFCC)	National Early Childhood Program Accreditation Commission
	Relationships	Relationships	Teacher: Child Interactions and Care
	Curriculum		Curriculum
	Teaching	Developmental Learning Activities	Developmental Program
	Health	Safety and Health	Health Protection and Promotion
	Assessment of Child Progress		Behavior Management
	Staff Competencies, Preparation, and Support	Professional and Business Practices	Director, Teacher, and Staff Qualifications and Development
	Community Relationships		Infant and Toddler Care
	Physical Environment	The Environment	Physical Environment, Equipment, Prohibited Supplies and Transportation
	Leadership and Management		Supervision
	Families		Outdoor Play Area

NAEYC Accreditation information: https://www.naeyc.org/accreditation
MnAEYC accreditation supports in MN: *https://mnsaca.site-ym.com/?page=accred_about*
NAFCC Accreditation information: https://www.nafcc.org/Accreditation
NECPA Accreditation information: http://necpa.net/
Practice Program Assessment Activity - "Snack Time and Germs" Video
What strengths did you observe?

_____
_____
_____
_____
_____
_____
_____
What areas for improvement did you observe?

_____
_____

_____
_____
_____
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_____

What changes would you make?

_____
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_____
_____

Session A –Portfolio Assignment and Field Work

For next session:
1. Complete the Parent Aware *Environment Self-Assessment Checklist* on your program for a second time. (If you prefer, you can use the same copy and write your new responses in a different color.) **<u>Bring to our next session.</u>** We will be working with this checklist for most of the session.
2. Bring a copy of the weekly menu you are using for your CDA Resource Collection (RC 1-2).

Session B

Time: **Location:**

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, and CDA Content Areas
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Minnesota's KCF Content Area IV: Assessment, Evaluation and Individualization

CDA Content Area V: Managing an Effective Program

Learning Objectives
- Compare first and second Parent Aware ESA results,
- To develop effective action plans,
- To identify components of a SMART goal, and
- To set goals for some common PA approved self-assessments.

Hom Phiaj kev kawm
- *Muab sib piv qhov ib thiab ob ntawm Parent Aware (Niam txiv paub) ESA qhov xaus kawg;*
- *Los mus npaj tsim ua kom tau ib qho hauj lwm kom nws haum*
- *Txheeb xyuas ntawm ib feem txog SMART (Ntse) lub hom phiaj, thiab*

5

Session Outline

Section	Activities
Introduction	• Pair share: Parent Aware ESA checklist revisited • Large group discussion: Parent Aware ESA checklist revisited
Goal Setting and Action Plan	• Presentation: I have results, now what? • Large Group Activity: Setting SMART Goals • Individual Work to Pair Share Activity: Action Plans
Assessing Interactions	• Video discussion: The Classroom Assessment Scoring System tool • Small Group Activity: The CLASS Domains in action
Closing	• Presentation: The value of evaluation • Individual work: Portfolio Assignment

Section	Activities
Pib Qhia	• *Niam Txiv paub ESA daim ntawv sau txheeb xyuas* • *Niam Txiv paub ESA daim ntawv sau txheeb xyuas*
Teeb Lub hom phiaj thiab kev nqis tes ua	• *Kuv tau qhov qhia xaus kawg lawm, tam sim no tshuav dab tsi?* • *Teeb ib lub hom phiaj SMART(Ntse)* • *Nqis tes npaj ua hauj lwm kom tshwm sim*
Soj ntsuam ntawm kev sib cuam tshuam	• *Chav kawm kev soj ntsuam qhab nias cuab yeej txoj kab ke* • *Small Group Activity: Chav qhia ntawv kawm ntawm kev sau ua kom tshwm sim*
Xaus	• *Txoj qauv ntawm kev soj ntsuam* • *Hnab ntim ntawv hauj lwm rau sawv daws coj mus ua*

SMART Goals

There are many variations to SMART goals. These terms are the most relevant to your work.

Specific—who, what, when, why, where, how

Measurable—How much? How many? How often? How will you know it's done?

Attainable—It can be done and YOU are willing to do it.

Relevant—It is related to your overall goals for the program and what is needed.

Time-bound—When will it be done, specifically? Set deadlines!

Examples:

1. <u>Not</u> a SMART Goal: I will get in shape.
   A **SMART** Goal: By August 2014, I will join a gym and start attending at least two times a week.

2. Not a SMART Goal: I will spend more time with my family.
   Change it to a SMART Goal:
   _____
   _____

SMART Action Plan

Specific What are you going to do? How will you do it?	Measureable How will you know it is done? How can you show it is done?	Achievable What resources do you need? Who will help?	Relevant How will this help (children, families, your program)?	Time bound: When will you begin? Is there a deadline?
Learning/literacy:				

Effective Teacher-Child Interactions video activity

Notes _____

_____
_____
_____
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_____
_____

PreK CLASS domains

Emotional Support	
Classroom Organization	
Instructional Support	

Complete this assignment for your portfolio

CDA Portfolio Competency Statement I, CS I a: Reflect on the sample menu in the Resource Collection (RC 1-2): If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you did not design it, what are its strengths and/or what would you change?

Use information from the Go NAP SACC Nutritional Self-Assessment you used in this class to write some sentences on the strengths and areas for growth of one weekly menu that you plan to use for your CDA Resource Collection (RC 1-2).

MN CDA

Participants' Guide

Capstone

Growing as a Professional
-Hauj lwm qhov kev loj hlob

Sessions A, B
4 hours

Session A

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
The Primary Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

<u>Minnesota's KCF Content Area VI:</u> Professionalism

<u>CDA Content Area VI:</u> Maintaining a commitment to professionalism

Learning Objectives
- Create a daily schedule for one age group (i.e. toddler, preschool)
  -Tsim ua ib qho sij hawm niaj hnub ua txhua hnub rau ib pawg hnub nyoog (i.e. me nyuam hluas, me nyuam pib kawm ntawv ntxov);
- Develop a weekly lesson plan that includes activities and materials for children at various developmental levels
  -Txhim kho ib qho kev npaj tseg txhua lub vas thiv uas nrog rau kev ua si thiab tej khoom rau me nyuam ntawm txhua yam kev loj hlob ntawm cov qib hauj lwm
- Define elements necessary for an effective, supportive early childhood environment that encourages growth and learning
  -Txhais cov keeb uas tsim nyog rau ib qho tshwm sim, kev txhawb rau kev kawm ntxov ntawm ib cheeb chaw uas muaj kev txhawb rau kev loj hlob thiab kev kawm

Bring to this class:
-Nqa tuaj rau hoob chav:
1. Your CDA portfolio.
   -Koj qhov CDA ntaub ntawv.
2. Bring to class the Parent Aware Environment Self Assessment (ESA) tool that you have used and partially filled out in other sessions of the credential:
   -Nqa tuaj rau hoob chav ntawm Niam Txiv kev faj txog ib cheeb chaw tus kheej kev ntsuam xyuas (ESA) cuab yeej uas koj tau siv thiab sau rau lwm qhov chav ntawm daim ntawv pov thawj:
- ESA: Licensed Family Child Care
- ESA: Licensed Child Care Center-Infant and Toddler
- ESA: Licensed Child Care Center-Preschool

Individual Perceptions

- Tus kheej kev xav

What additional small things can you do to raise and maintain the level of quality in your program every day?

-Tej yam qhov uas ntxiv me me koj puas ua tau raws xws li muab nce thiab txhawb qhov theem qib ntawm qhov zoo hauv koj txoj hauj lwm txhua hnub?

Using the recent brainstorm session and categories below, list 3 new things you can start to do every week to enhance the quality in your family childcare home or classroom:

-Siv cov kev xav ntawm chav chaw thiab cov pawg qhia hauv qab no, sau 3 qho tshiab uas koj pib tau los mus ua txhua vas thiv los mus txhawb kom zoo ntawm qhov zoo hauv koj tsev neeg kev hauj lwm saib tu tom tsev los sis chav kawm:

	1	2	3
Health and Safety *-Kev noj qab haus huv thiab kev xyuam xim*			
Family – Caregiver Partnerships *-Tsev neeg – Hauj lwm kev koom lag luag ua ke*			
Interaction with Children *-Kev ua kom tshwm sim nrog me nyuam yuam yaus*			
Environment *-Ib cheeb chaw*			

Growth and Development *-Kev loj hlob thiab kev pauv hloov*			

Lesson Plan

Npaj ua ntaub ntawv kawm

	Monday	Tuesday	Wednesday	Thursday	Friday

Considerations:
Kev txiav txim siab:

- What is working with the current lesson plan?
  -Qhov ua hauj lwm nrog ntawm kev npaj ntaub ntawv tam sim no yog li cas?
- What are the challenges associated with the current lesson plan?
  -Qhov muaj kev sib koom ua hauj lwm ua ke sib tw nrog qhov ntaub ntawv npaj tseg tam sim no yog dab tsi?
- What will happen every day, bi-weekly, or weekly?
  -Qhov yuav tshwm sim txhua hnub, ob vas thiv, los sis txhua vas thiv yog li cas?
- Quiet, neat, loud, and messy spaces
  -Ntsiag to, du dai, nrov toog ntsej, thiab qhov chaw sw sw
- Active vs. less active experiences
  -Tshwm sim qhov ua tau vs. ua tsis tau
- Outdoor play
  -Ua sis nyob rau sab nraum zoov
- Transition times
  -Lub sij hawm kev hloov mus los

- Child-choice and teacher-directed activities/experiences
  -Tus me nyuam kev xaiv thiab xib fwb-taw qhia kev ua si/kev paub
- Physical, social-emotional, language, and cognitive development
  -Ntsig txog ntawm lub cev, kev sib raug zoo-txoj kev xav, lus hais, thiab qhov paub ntawm kev loj hlob
- What are the objectives for the activities?
  -Qhov hom phiaj rau txoj kev ua si yog dab tsi?
- How am I communicating information with families?
  -Kuv yuav tham txog ntawm kev ntaub ntawv nrog tsev neeg li cas?

Daily Schedule

Sij hawm txhua hnub

Session A – Portfolio Assignments

1. **Complete this assignment for your portfolio**
   -Ua kom tiav cov ntaub ntawv ua tom tsev tso rau hauv koj cov ntaub ntawv

   Competency Standard VI: To maintain a commitment to professionalism
   -Competency Standard VI: Los mus txhawb qhov kev mov siab ntawm kev ua hauj lwm

   CSVI: Competency Statement VI

   CSVI: Begin you Reflective Statement about this Competency Standard with a paragraph describing how your professional practices meet this Standard. Then:

   -CSVI: Pib koj qhov kev ras rov txog ib zaj lus ntawm cov Competency Standard (Tus qauv sib tw) nrog ib kab pawg lus tshab txhais koj kev kawm hauj lwm puas zoo txaus ntawm tus qauv no. Thaum ntawv:

   CSVIa: Reflect on why you chose to become an early childhood professional.

   CSVIa: Rov ras txog vim li cas koj xaiv los rais mus ua ib qho ntawm kev hauj lwm zoo thaum ntxov.

   CSVIb: Reflect on what you believe are the most important indicators of professionalism that you possess.
   CSVIb: Rov ras txog qhov uas koj ntseeg tias qhov tseem ceeb tshaj hais qhia txog los ntawm kev ua hauj lwm zoo uas ntawm koj kev tswj.

2. **Bring portfolio to session B.**
   -Coj koj cov ntaub ntawv tuaj rau ntawm chav B.

3. **Bring the following 2 handouts:** "MNCDA Portfolio Assignments" and "Everything You Wanted to Know About the CDA"
   -Coj 2 qho ntawv yais tawm hauv qab: "MNCDA Ntaub ntawv coj mus ua tom tsev" thiab Txhua yam koj xav paub txog qhov CDA"

Session B

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas
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Minnesota's KCF Content Area VI: Professionalism

CDA Content Area VI: Maintaining a commitment to professionalism

Learning Objectives:
Hom Phiaj Kawm:
- Demonstrates basic early childhood knowledge and practices
  -Nthuav tawm qhov yooj yim ntawm kev paub thiab kawm txog cov me nyuam hnub nyoog yau

- Identify goals for CDA portfolio completion

- *Txheeb xyuas cov hom phiaj rau CDA ntaub ntawv ua tiav*

Reflective Questions

Rov ras txog cov lus nug

Articulation Questions

Lus nug muaj tseeb

- How do you integrate families into the program?
  -Koj yuav sau tsev neeg los ua ke rau hauv koj txoj hauj lwm zoo li cas?
- How are you or your program, involved in the community?
  -Koj los sis koj txoj hauj lwm, kev kom tes nrog lub zej zog zoo li cas?
- How do you continue to grow yourself as a professional?
  -Koj txuas ntxiv kev loj hlob ntawm koj tus kheej xws li tus neeg paub txog hauj lwm zoo tau li cas?
- What do you do to maintain strong program-home connections?
  -Koj yuav ua li cas los mus txhawb kev koom tes ntawm tes hauj lwm kom ruaj zog?
- If my child refuses to participate with the group, how will you handle that?
  -Yog tias kuv tus me nyuam tsis kam los mus koom tes nrog pab pawg, koj yuav saib xyuas li cas?
- Tell me how you promote language development in your program.
  -Qhia kuv koj yuav pab txhawb kev lus hais kom loj hlob hauv koj txoj hauj lwm zoo li cas?
- Tell me how you promote physical development in your program.
  -Qhia kuv koj yuav pab txhawb ntsig txog ntawm lub cev kev loj hlob hauv koj txoj hauj lwm zoo li cas?

- How do you promote social-emotional development and interactions in your program?

  -Koj yuav txhawb kev sib raug zoo – txoj kev xav kev loj hlob thiab tshwm sim hauv koj txoj hauj lwm zoo li cas?

- What is your curriculum style?

  -Koj cov txheej txheem qhia ntawv nyob hauv tsev kawm ntawv tus yam ntxwv yog dab tsi?

- How are children assessed in your program and what is done with that information?

  -Kev soj ntsuam cov me nyuam yaus nyob hauv koj txoj hauj lwm zoo li cas thiab nrog rau tej ntaub ntawv li cas thiaj tiav?

- Why do the children seem to play all day? When do they learn?

  -Yog vim li cas me nyuam yaus pheej nyiam ua si tas hnub li?

- When will you teach my child to read?

  -Thaum twg koj mam li qhia kuv tus me nyuam nyeem ntawv?

- How do I know if my child is ready for kindergarten?

  -Ua li cas kuv thiaj paub tias kuv tus me nyuam nws yuav npaj tau mus kawm rau hoob kindergarten (kawm ua ntej hoob ib)?

- Tell me about your program.

  -Qhia kuv txog koj qhov hauj lwm.

- Some of the other children seem more advanced than my child, should I be worried?

  -Tej txhia me nyuam yaus zoo li nws tshaj lij dua kuv tus me nyuam lawm, ua li kuv puas nyhav siab txog?

- I keep hearing about developmentally appropriate practice, what does that exactly mean and how does it affect my child?

  -Kuv pheej hnov txog kev pauv hloov loj hlob thiab kawm kom tsim nyog, qhov ntawv nws txhais tau li cas tiag thiab nws puas muaj kev cuam tshuam rau ntawm kuv tus me nyuam?

- My baby needs to be held all the time, you can accommodate that right?

  -Kuv tus me nyuam mos ab xav kom yus puag tas li xwb, koj yeej yoog tau thiab puas yog?

- Why does my child's art always look like a mess of colors?

  -Vim li cas kuv tus me nyuam cov duab kos pheej zoo li teeb tau li cov xim qias neeg heev?

- Describe the development and skill acquisition that happens in each learning area.

  -Tshab txhais cov kev loj hlob thiab peev xwm ntawm kev nrhiav tau los uas tshwm sim rau hauv ib chav kawm twg.

- What is a learning domain?

  -Qhov chav chaw kawm yog dab tsi?

- Why is early childhood education an important field or profession?

  -Vim li cas kev kawm ntxov nws yog ib qho tiaj tshav tseem ceeb los sis ua tau hauj lwm zoo heev?

- What do you look for in a program and/or curriculum to ensure it is developmentally appropriate?

  -Koj tshawb nrhiav rau hauv txoj hauj lwm thiab/los sis cov txheej txheem kev qhia ntawv los mus tshwm sim uas nws puas tsim nyog ntawm kev hloov loj hlob?

What was your biggest challenge in obtaining this credential and how did you overcome it?

-Koj qhov kev sib tw loj tshaj plaws uas tau txais los nyob hauv kev pov thawj thiab koj yuav ua li cas thiaj li hla dhau nws?

What community resources have you connected with and how are you utilizing that connection?

-Cov zej zog kev pab uas koj tau koom tes nrog thiab koj yuav siv li cas txog ntawm qhov kev kom tes ntawv?

In what topic or area have you experienced the most development and growth? How are you translating that growth into everyday practice?

-Nyob hauv cov npe los sis chav uas koj tau paub ntawm qhov kev txhim kho thiab kev loj hlob yog dab tsi? Koj yuav txhais qhov kev loj hlob ntawv hauv kev xyaum txhua txhua hnub zoo li cas?

What topic (or area) will you continue to pursue professional development in? Why?

What were your biggest successes while obtaining this credential?

Next steps for my CDA Portfolio:

To complete-

Where to find help-

Professional Philosophy Statement

-Daim ntawv qhia txog laj lim ntawm kev hauj lwm zoo

No more than two pages in length.
-Tsis pub kom ntev ntau tshaj li ob daim nplooj ntawv.

Your philosophy statement is a personal reflection of your thoughts on the purposes of education, as well as your educational beliefs, ideals and values, based on self-reflection and soul-searching. It should detail your beliefs about how children develop and learn, and what and how they should be taught.

-Koj daim ntawv qhia txog laj lim nws yog ib qho rov ras txog tus kheej ntawm koj txoj kev xav ntawm cov ntsiab lus ntawm kev kawm ntawv, xws li koj kev ntseeg ntawm kev kawm ntaub ntawv, zeem muag thiab muaj nuj nqes, txog ntawm tus kheej kev rov ras txog thiab nrhiav ntsuj. Nws yuav tsum qhia kom meej tseeb txog ntawm koj kev ntseeg txog cov me nyuam yaus tsim tau thiab kawm, thiab dab tsi thiab yuav qhia rau lawv li cas.

Changes to make:

-Qhov kev hloov yuav ua:

Ideas/Comments/Knowledge/Skills to add:

Tswv yim/Tawm tswv yim/Paub/ Peev xwm los ntxiv rau: