Early Childhood Centers as creative and safe spaces!

Child Development

This guide will walk you through presenting the module**.** These are suggestions, so please use the materials as you see fit but with integrity to the module as developed. This professional development module includes PowerPoint slides, these presenter notes, and supporting materials.

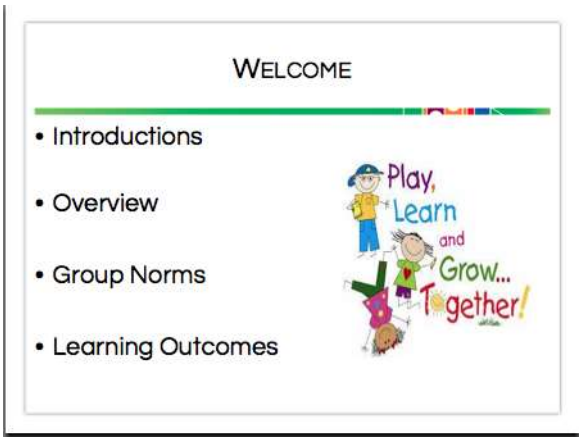
MATERIALS NEEDED:

- Presenter PowerPoint Slides
- lcd projector and speakers
- Handouts as indicated in Appendix A:
- Chart Paper/Markers
- Highlighters
- Chart for Group Norms
- Chart for Module Outcomes
- **NOTE: ask participants to bring their WaKIDS Obj &Dimensions booklets**

BEFORE YOU BEGIN:

- This is the 1st in a series of Full-Day Kindergarten Professional Development Modules
- The content is designed to be delivered in a 6.5 hour training.
- Suggestions for other timeframes(either shorter or longer) are available.

SLIDE 1:
Title Slide:



SUGGESTED TIMEFRAME:
Slides 1–5: 30 Minutes

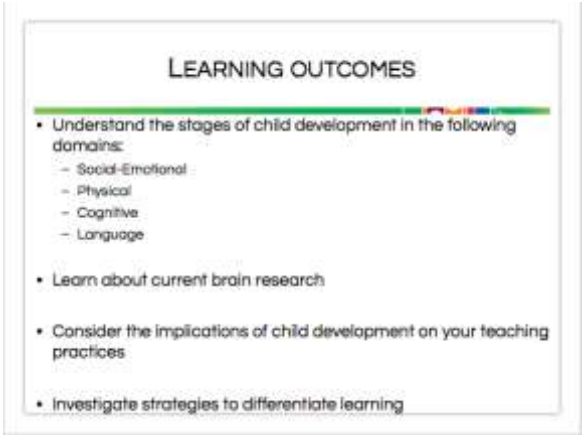
SLIDE 2:
CHILD DEVELOPMENT

Introductions:

- Begin by giving participants background information on yourself.
- Find an efficient method of introducing participants. (Try to not spend a long time with this.)
- Review norms (Add a slide or create a poster. Use you professional judgment on which norms to include.)

Introduce Topic:

- Learning Outcomes (may want to make a chart that lists these)



OPTIONAL SLIDE PPT

Slide 3 with learning outcomes listed

SLIDE 4:

Agenda:

- Review the day's agenda
- Provide brief overview

SLIDE 5:

Think, Chat, Write:

- Provide time for partners to share thoughts on question
- Record own definition on "Child Development" recording sheet
- Remind participants that they will use this handout again at end of session for reflection. It is suggested to color-code the handout for easy reference.

HANDOUT

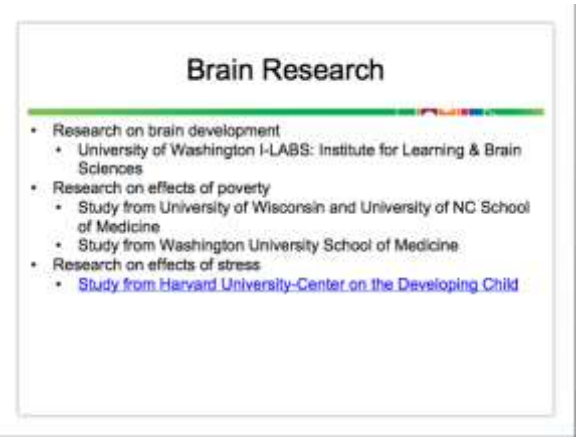
Definition of Child Development

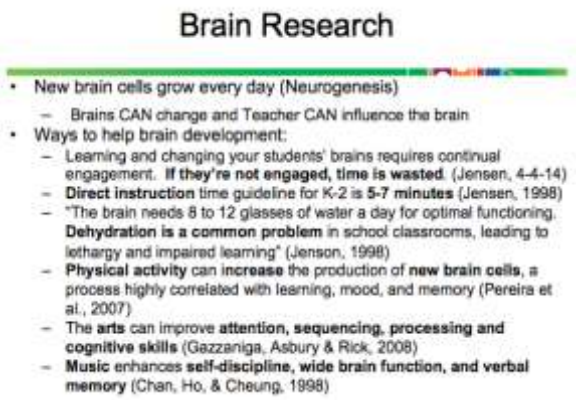
SLIDE 6:

Child Development:

- Suggested to frame this around moving from half-day to FDK; need to look at instruction in regards to development
- Emphasize that research shows that since quality of child's day-to-day experiences affect neural growth and brain development, it is crucial that educators understand what they do each and every day has impact on children. (NC guide pg 14–15)

SUGGESTED TIMEFRAME:
Slides 6–9: 15 Minutes





SLIDE 7–9:

VIDEO

Brain Research:

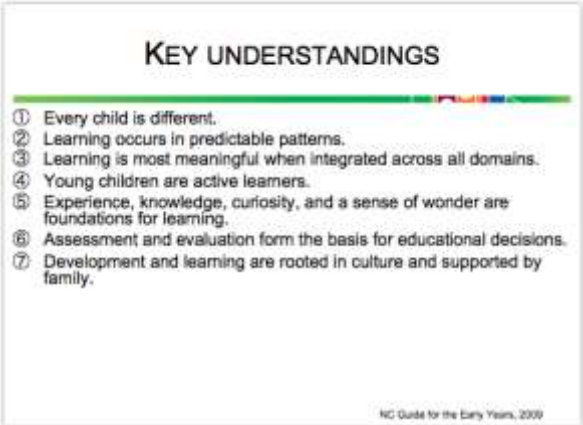
- **First Link** goes to NC site First 2000 Days
- Briefly share site and graph that shows much of brain synapse forms in first five years
- Go to Slide 8 Research info
- **Second Link**
- goes directly to Harvard University-Center on Developing Child-**videos to show**
- First-Experiences Build Brain Architecture (1:56)
- Second-Serve and Return (1:47)
- Third-Toxic Stress Derails Healthy Development (1:53)
- Give chance for group to comment
- Have poster up for participants to add other research links they are familiar with
- (can be done during 1st break)

Talking Points:

- First 2000 Days
  - There are only 2000 days between time a baby is born and when they show up for first day of kindergarten.
  - Experiences during that time have a lasting impact
  - First 2000 Days provides information about why early care and learning is important
  - Link for site in ppt notes

HANDOUT

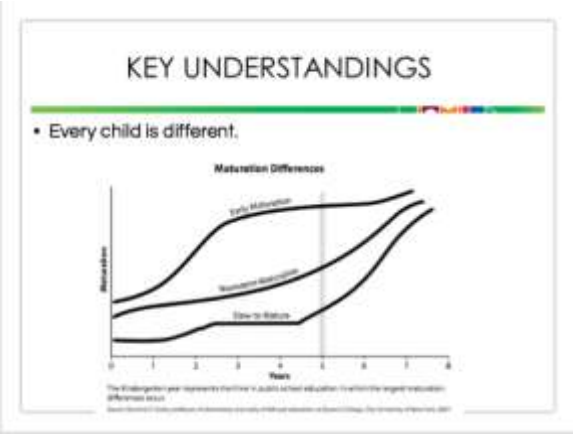
- Links for Brain Research



SLIDE 10:

Key Understandings:

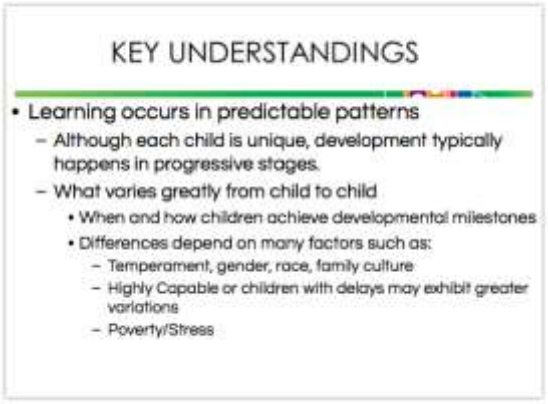
- Will refer back to these throughout day
- Will consider 1st two understandings in-depth as we move forward with stages of child development. The other understandings will be utilized when delving into teaching implications



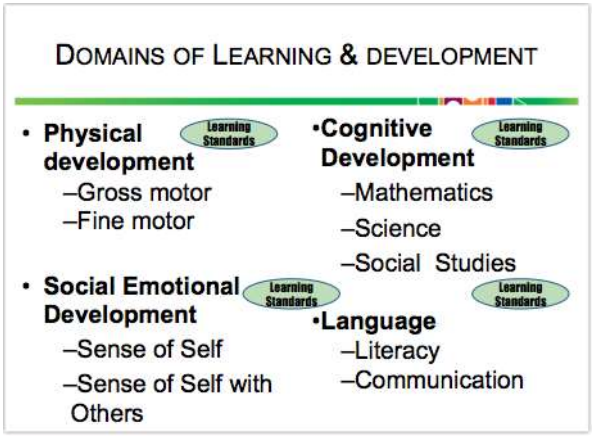
SLIDES 11 & 12:

Key Understandings:

- EMPHASIZE: Sentence at bottom of chart about kindergarten and largest maturation differences
- For some children the only intervention needed is to be a part of a developmentally appropriate classroom that addresses the needs of all children where they are; for others there may be a need to provide assistance through an RTI model.



SUGGESTED TIMEFRAME:
Slides 10–14: 45 Minutes Including ACTIVITY



SLIDE 13:

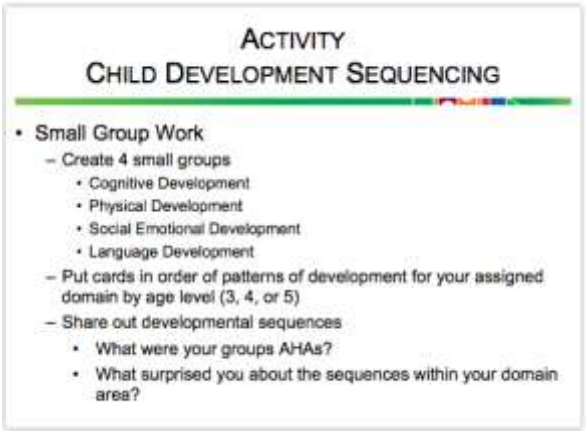
Domains of Learning & Development:

EMPHASIS:

- Child development happens in 4 major domains.
- Discrete skills found in literacy, mathematics, and science, in particular, are described within Cognitive and Language Developmental Domains. That is why literacy and mathematics are listed under content not development in the TS Gold system.
- Development in one domain influences development in other domains.
- They are closely interrelated and children develop simultaneously in all domains.
- Having a "whole child" perspective is critical to a child's success.

HANDOUT

- Connection to TPEP and Learning Standards



NOTE: After each group completes their domain area, have the groups leave their strips intact. Each group then rotates to the other areas and reviews and discusses the sequences of the other domain areas. Suggest that they take the copy of the answer key with them.

LEARNING ACTIVITY:

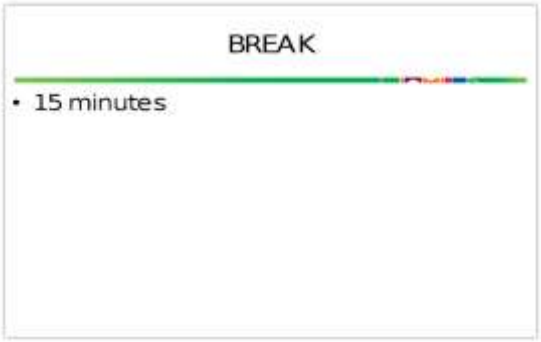
SLIDE 14:

Developmental Sequencing:

- Create 4 small groups (may need 8 if large group)
  - Maybe place new Ts with experienced Ts
- Cards for each domain should be placed in packets
  - suggested manila envelopes
- Participants will
  - Place cards in order of sequence of development for their respective domain according to ages (3, 4, or 5)
- Each domain will share out with large group
- **EMPHASIZE:** All children will not meet these skills at the designated age level. These are typical growth patterns. However each child is an individual.

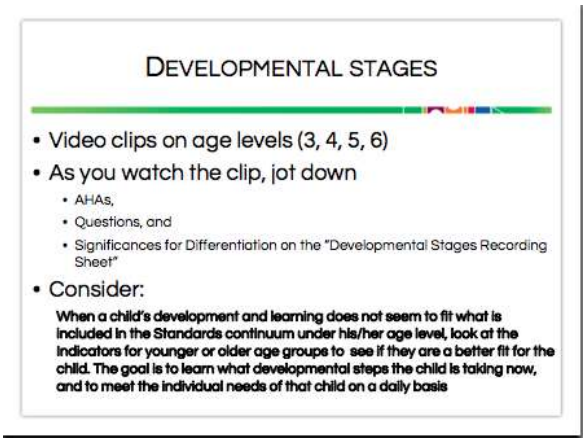
HANDOUT

- Developmental Sequencing Strips in separate envelopes
- Answer Key for Development Sequencing Strips(make sure to include all domains in the key)
- Developmental Sequencing Activity Form



OPTIONAL SLIDE PPT

Break Slide 15



SLIDES 16–20:

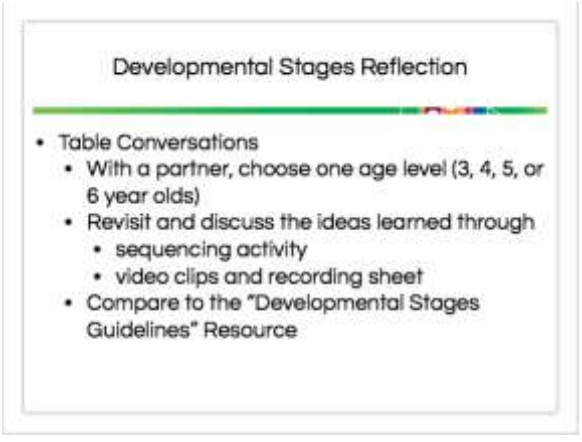
Developmental Stages:

- Explain that participants will watch video clips that depict the development in the 4 domains for each age level
- Play video clips on following slides for each age level
- Have participants take notes on handout, "Developmental Stages Recording Sheet" after each video
- Have them work at table groups to compare

HANDOUT . Developmental Stages Recording Sheet

Note: Links for videos may be lost when they download. Video web addresses are in the notes section of the PowerPoint page of the video. Copy and paste the link into a hyperlink.

VIDEO

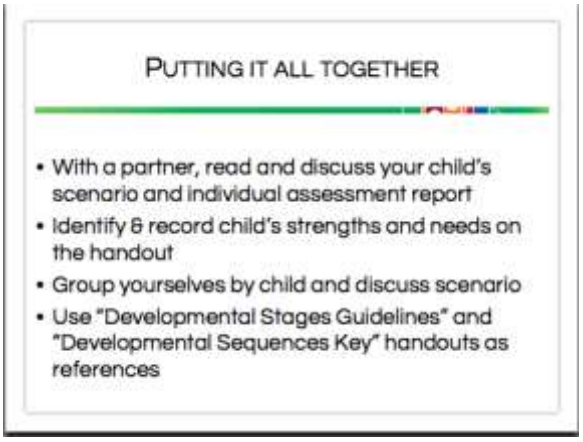


SLIDE 21:

Reflection

- Work with partners to reflect on the activity
- Suggest providing guidelines as one complete packet/table to share/take apart to use/age level partners
- Remove age level 6 until video has been produced.

HANDOUT . Developmental Stages Guidelines



SUGGESTED TIMEFRAME: Slides 16–22: 105 Minutes Including VIDEOS and ACTIVITY

Time Note: Slides 16–20 could take about 45-60 minutes depending on questions and discussions. This will still allow 45 minutes for the scenario activity.

NOTE: Child reports used are for WA (WaKIDS TS Gold) Other states should use simulated assessment data common to their respective states

LEARNING ACTIVITY:

SLIDE 22:

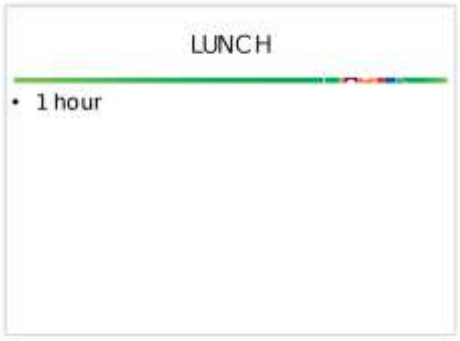
Putting It All Together:

- Use copies of 6 Scenarios of Individual Children and respective individual child assessment reports(note: depending on group size, you may not use all 6)
- One scenario/assessment report per partner
- Groups are looking to identify strengths/needs of child by domain
- Have all participants of a particular child get together to discuss after partner work
- Use Handouts to take notes and for references
- EMPHASIZE: Make sure that participants know that they will be planning for and considering Next Steps for their child.

Talking Points: if participants have not taken part in WaKIDS before-will need to give brief explanation of how to read/understand Ind. Child Assessment Report.

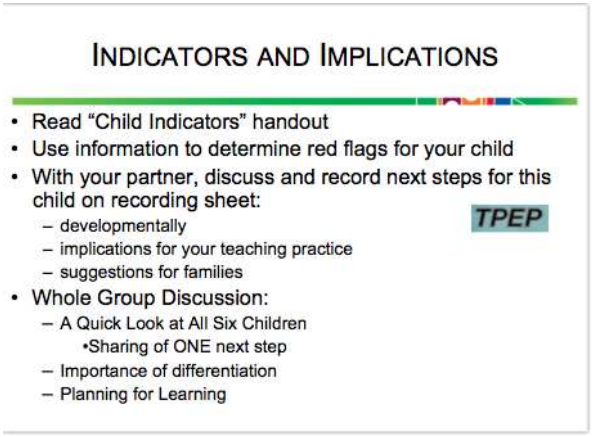
HANDOUT

- Child Scenarios
- Individual Child Assessment and Development & Learning Reports
- Developmental Stages Guidelines
- Developmental Sequences Key
- Putting it all together: Strengths and Needs
- **NOTE: ask participants to bring their WaKIDS Obj & Dimensions booklets to utilize for Strengths & Needs**



OPTIONAL SLIDE PPT

Lunch Slide 23



LEARNING ACTIVITY:

SLIDE 24 :

Indicators and Implications:

- Continue with individual child scenarios used before lunch
- Look for "red flags" in development
- Discuss and record next steps
- Facilitator: Have participants to read each of the scenarios aloud for whole group. Participants share one (or a few...based on available time) next step they recorded for supporting that child's growth, development and learning.
- EMPHASIZE: Importance of Differentiation and Planning for Learning, TPEP connection
- Ask for Thoughts/Reflections of Activity

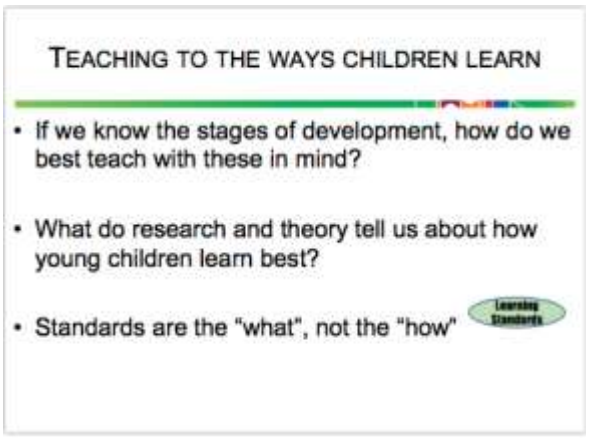
SUGGESTED TIMEFRAME:
Slide 24: 30 Minutes

HANDOUT

- Child Indicators Handout
- Child Indicators Next Steps Handout

DISCUSSION

Ask participants for comments.

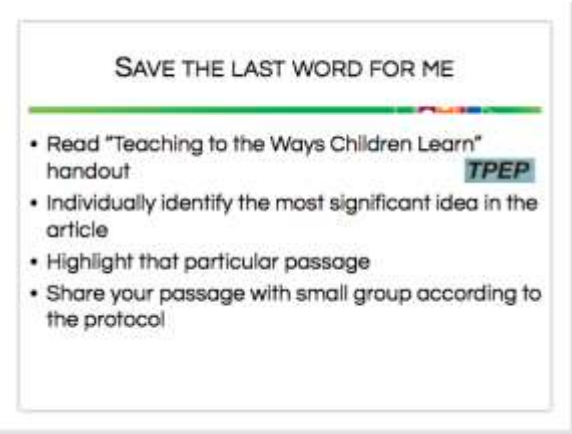


SLIDE 25:

Teaching to Ways Children Learn:

- Intro slide for next activity, "Save the Last Word"
- Questions to consider; not meant for large group discussion

SUGGESTED TIMEFRAME:
Slides 25–26: 30 Minutes
Including ACTIVITY



LEARNING ACTIVITY:

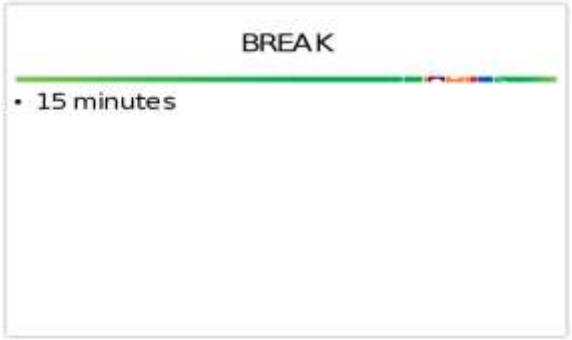
SLIDE 26:

Save the Last Word:

- Participants will use the reading protocol to identify key ideas
- Discussion will take place in small groups
- Go through steps explicitly so participants understand the directions.

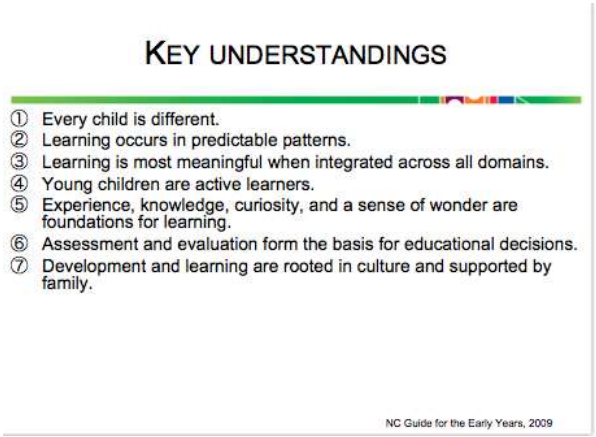
HANDOUT

- Teaching to the Ways Children Learn
- Save Last Word protocol handout (for presenter only)



OPTIONAL SLIDE PPT

Break Slide 27



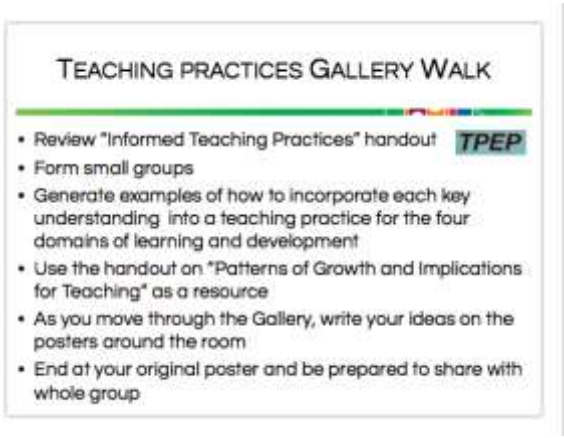
SUGGESTED TIMEFRAME:
Slides 28–29: 45 Minutes Including ACTIVITY

SLIDE 28:

Key Understandings and Implications for Teaching:

EMPHASIZE: Our tasks, as educators, is to make the most of each day that students spend with us. The remaining key understandings can be used as a framework for planning and implementing appropriate and engaging learning experiences.

NOTE: For last 2 bullets, in particular, the facilitator can connect these ideas to specific state assessments as well as supports for family partnerships (for WA trainings connect to TS Gold and WaKIDS)



EXAMPLE: <u>Key understanding</u>
<u>Young children are active learners</u>

- Physical Development: provide children with time every day for large motor physical activity indoors and outdoors
- Cognitive Development: provide a variety of manipulatives in the math learning center for children to actively explore as they develop foundational mathematical understandings
- Social Emotional Development: utilize role play experiences for children to think through and act out their feelings in a variety of situations
- Language Development: provide extended time for children to engage in conversations with their friends

LEARNING ACTIVITY:

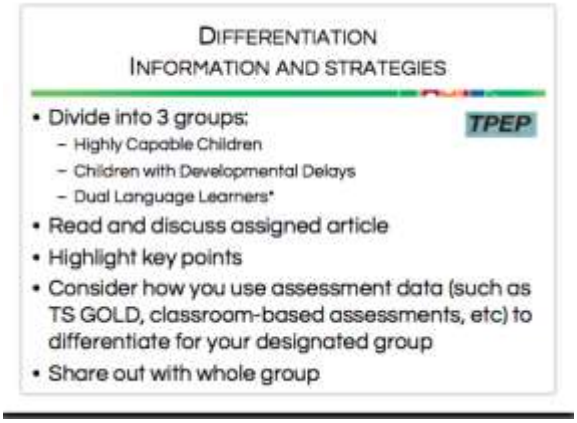
SLIDE 29:

Gallery Walk:

- Review "Informed Teaching Practices" handout and HO from pg 14-16 NC
- Participants will use key understandings listed in Slide 28 as a framework for planning instructional practices to support a child's development in each domain.
- See presenter handout, "Gallery Walk Poster and Activity Instructions" for activity directions

HANDOUT

- Informed Teaching Practices
- Patterns of Growth-The Implications for Teaching
- Gallery Walk Poster and Activity Instructions"(for presenter only)



*Young children who speak a language other than English in the home and are not fully fluent in English have been identified as Dual Language learners (DLLs). The term, dual language learners has been adopted by the Office of Head Start and the United States Department of Education to highlight and promote the linguistic assets of young children and families who speak languages other than English.

SUGGESTED TIMEFRAME:
Slide 30: 45 Minutes
Including ACTIVITY

LEARNING ACTIVITY:

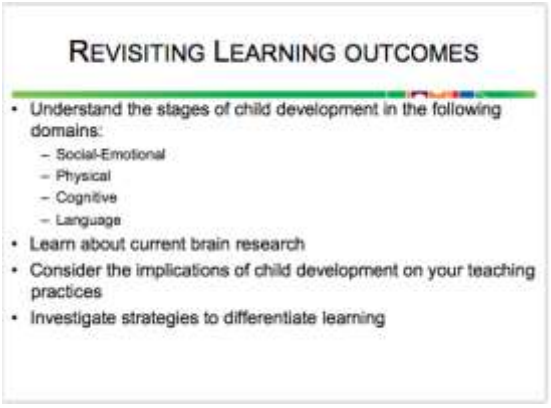
SLIDE 30:

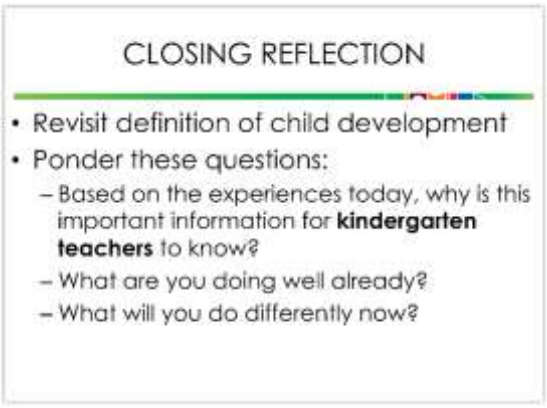
Differentiation:

- Divide participants into 3 small groups (more if needed depending on size of group)
- Use your judgment as to whether the labels listed reflect the needs of your group-modify if needed
- Provide article for each group to read
- Jot down key ideas on sticky notes and consider use of assessment data
- Discuss in small groups and then share with large group
- Timing: 45 mins total
- 10 min to read
- 10 to discuss in small groups
- 5 to share key points
- Share out important message with whole group
- Collect articles

HANDOUT

- Social-Emotional Characteristics of Young Gifted Children
- Meeting Learning Challenges
- PreK-3rd: Challenging Common Myths About Dual Language Learner





SLIDE 31 :

Closing:

- Bring session to a close by having them reflect on the slide questions
- Utilize own evaluation sheets if needed
- May want to collect Reflection Page and make copies

SUGGESTED TIMEFRAME:
Slides 31–33: 15 Minutes

HANDOUT

- Child Development Recording Sheet
- Definition of Child Development