



Resource Binder

for Classrooms

OVERVIEW

Welcome

At 4C for Children, we believe that all children should have quality early learning experiences, enter school ready to succeed and be able to reach their full potential. We've developed this resource for early childhood professionals like you to help guide and enhance understanding of best practices in the early childhood setting. The enclosed materials have been carefully chosen to help foster your knowledge, skills and teaching strategies. Sample forms found in the Best Practice Resource section will provide further guidance and understanding.

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We Are Here to Support You!

- Reach out to your coaching specialist today or contact us at coaching@4cforchildren.org.
- We offer Ohio Approved training on all of the topics included in this binder. You can find our training schedule at www.4cforchildren.org/providers or you can contact us at registrar@4cforchildren.org.
- Learn more about 4C for Children and all that we have to offer at www.4cforchildren.org.

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ENVIRONMENTS

Children spend a lot of time with you and in your program’s environment. This environment becomes their home away from home. Creating an environment that is inviting, predictable and organized helps children feel safe and secure, which empowers them to learn through play and thrive in their development.

When setting up your environment—inside or outside—consider these questions:

- How does your environment promote children’s social and emotional development?
- How does the environment reflect families’ cultures?
- Is your schedule and routine predictable and flexible for children?
- Is your learning environment organized in a way that empowers children to explore on their own?
- Are the interest areas and materials appropriate, engaging and plentiful for all children?
- Have you considered all safety issues relating to the learning environment?

By taking the time to consider all aspects of your environment and how it reflects the children in your care, you are ensuring that all children will thrive. Continue to be curious about why you set up your environment the way you have and remind yourself constantly that children’s interests and abilities are constantly changing and growing.

Also, remember that as you begin to look at your environment in new ways small changes over time reflect monumental growth and development. Don’t feel obligated to change everything at once—take small steps and enjoy the rewards!



As changes occur with the children in your program (new children arrive, children leave, and children advance developmentally) be sure to “check-in” with your environment to make sure you are meeting the needs of all children. You can find additional guidance for conducting an environmental check-in at the end of this section.

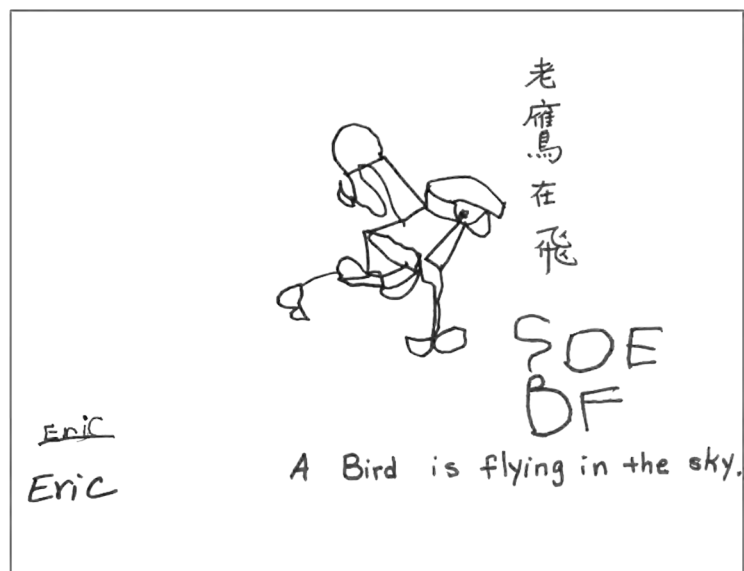
★ At the end of this section you will find a “check-in” to help you reflect on the activities and materials you have planned.

Promoting Children's Social and Emotional Development

Creating an environment that includes **elements of home** will help children feel secure and provides a sense of comfort. Some touches of home may include plants, soft surfaces, pillows, tablecloths and curtains.



Adding photos of the children and their families is a great way to help create a sense of community. The benefits include being able to see different types of families, stimulate conversations, promote social connections between peers and adults and allowing them to reflect on past experiences.



Having materials and activities **within a child's reach** will encourage learning and send the message that this space was created for children. Placing pictures, their artwork and other images **at the child's eye level** is a great way to help them build a sense of ownership of the space.



Schedules and Routines

Schedules and routines are important because they help children understand and predict the **pattern of daily activities** within their environment. Routines typically include arrival and departure, mealtimes, diapering and toileting and sleep time.

One way to help children prepare for their day is to post a schedule using pictures with words in an area that is easily visible.



Transition methods help children anticipate change. Using a consistent routine and effective transition tools promotes a calm and organized flow to the children's day.

Examples of transition tools are:

- Talking about why a change is going to occur
- Verbal cues such as giving a '5 minute' reminder
- Fingerplays and songs
- Using visual cues

★ For more information on transitions, see the Transitions section beginning on page 34.

Establishing Learning Areas

Creating learning areas for each age group is essential to organizing your environment.

Learning areas for each age group have different materials **based on individual needs, family culture, children's interests, and developmental abilities**. Intentionally organizing your environment based on the needs and abilities of children allows children access to personal and community materials.

Infants

The environment for Infants will look and feel quite different from Toddler, Preschool and School-age environments. Infant spaces should feel more integrated. In particular, non-mobile infants require different accommodations than older infants.

Examples of Infant Materials:

Nesting cups	Mirrors
Rattles	Pop beads
Shape sorters	Baby dolls & stuffed animals
Filling & dumping	Touch & feel materials
Climbing & push toys	Art & sensory experiences

Learning areas for Infants

Soft toy area	Action area
Cozy area & places to pause	Reaching, grasping, kicking area
Body-image space	Tiny space
Climbing space	Please look/ touch area
Costume area	Treasure baskets

Toddlers, Preschool and School-age

Now let's take a look at environments that meet the developmental needs of Toddlers, Preschool and School-age.

Learning areas for Toddlers/Preschool/School-age

Blocks/Transportation	Science
Writing	Puzzles
Music	Sensory/Water
Dramatic Play	Gross Motor
Library	Space for One
Art	Manipulatives
Math	Outdoors



Blocks/Transportation & Dramatic Play

The largest areas in an environment are typically Blocks/Transportation and Dramatic Play. These areas give abundant opportunities for relationship building and space to be creative and move about freely.



Sensory and Art

These areas are great opportunities that provide experiences to freely explore materials, study cause and effect and strengthen social skills.

Since these areas can be messy, placing them near a water source, providing smocks and locating them in a non-carpeted area is beneficial.



Science

Providing an area for science exploration offers children a specific space to explore their natural world and make predictions about the scientific process.

Open-ended materials for children gives them space to build curiosity and ask questions.



Library Area and Space for One (Alone Space)

These should be separate areas in the environment.

- The library area is a place for children to independently explore books and other literacy activities.
- The alone space gives a child time and space to understand their big feelings and gives them a place for relaxation. This area should never be used for punishment.



Defining Spaces Within the Environment

Using area rugs and/or shelves can help establish boundaries and expectations for children. Decreasing distractions between quiet and loud areas encourages learning through play.

To accommodate non-mobile infants, best practice is to offer a variety of materials that are easy for a child care professional to reach when providing care.



Classroom Management Practices

Strong classroom management practices can also assist in organization. This includes limiting the number of items available to the children, defining the number of children allowed in the area and labeling shelves to encourage organization. These types of practices empower children to learn skills such as taking turns, spatial awareness, communicating their needs and problem solving.

Limiting the Number of Items

Limiting the number of items in an area (such as providing three chairs or three sets of materials) sends a clear message to children that there is only room for three in that space.



Labeling Shelves

Offering children visual cues (photos) to know where materials belong aids in building confidence and self-help skills. Additionally, participating and modeling during clean-up time encourages children to take pride in their surroundings, as well as builds teamwork skills and a sense of community.



Adding Developmentally Appropriate Materials

- Keep children engaged by choosing materials that children find interesting and that are appropriate for their skill levels.
- Providing duplicates of high interest materials will help with unwanted behaviors and promote parallel play.
- Develop an intentional rotation of materials so that children have the opportunity to be exposed to a few select materials at a time and also benefit from having the opportunity to explore new materials as you rotate them in and out of the learning areas.
- Keep intentional teaching in mind when you are planning the environment.
- Ask yourself, “What is the purpose of this material and what skills do I want children to strengthen?”

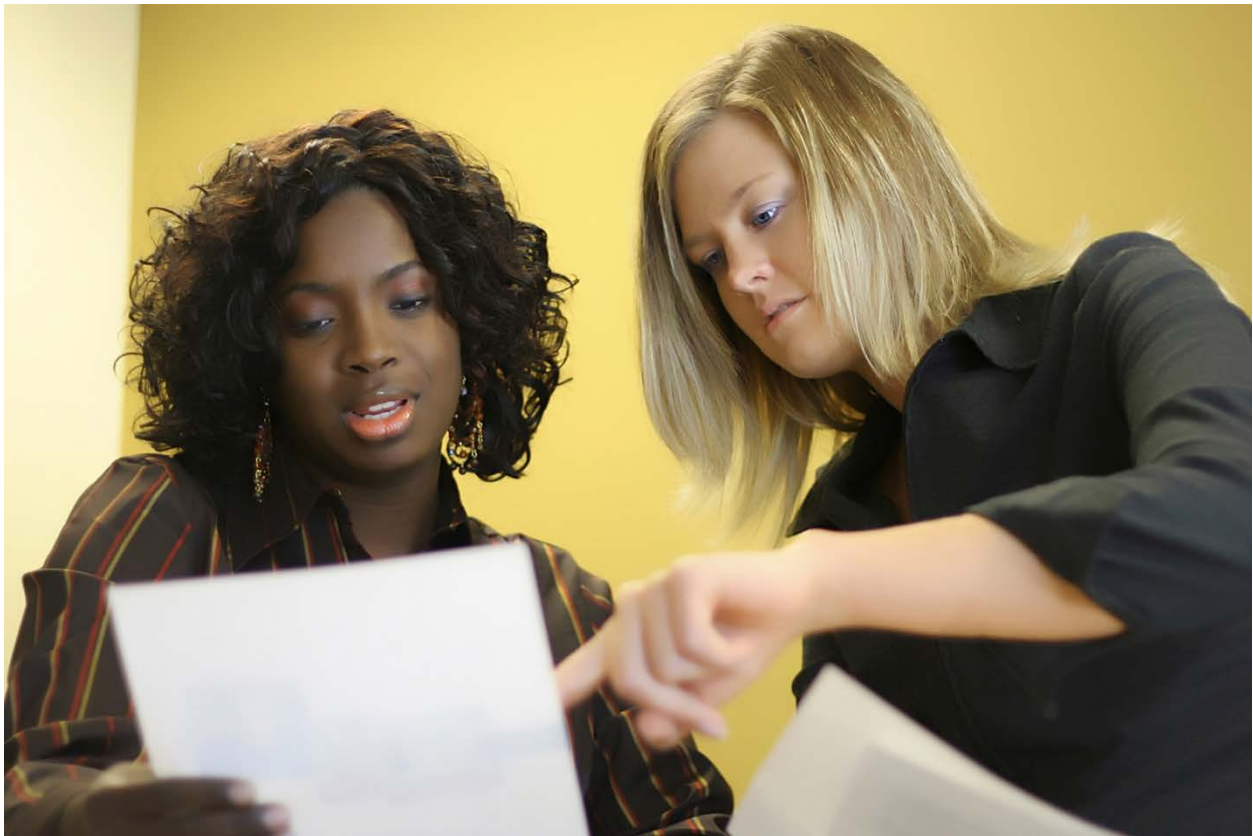
Environmental Check-in

Once you have completed your environmental set up, conduct a check-in to make sure you have covered the best practice topics outlined below. While sitting at the child's level, answer the following questions through the eyes of the child.

Questions	Material/Area Examples	Teacher Notes (Changes to make)
Do I feel welcome and safe?		
Do I feel comfortable taking risks and are my efforts valued?		
Are there photos of my home, family and cultural traditions in the room? Are there photos of my peers in the room?		
Is there somewhere for me to relax or help me calm myself?		
Is my environment and schedule reliable and flexible so I know what to expect on a daily basis?		
Are there materials on shelves within my reach and are they of interest to me?		
Is the space clean and organized? Am I able to find what I need/want?		
Are there enough materials and experiences provided to keep me engaged?		

ACTIVITY PLANS

An activity plan is the heart of your environment. It enables families and other professionals to know exactly what is happening in the environment while also helping children understand what to expect. Plans should include activities that children find interesting and challenging. The length of your plan can vary based on the ages of children, the type of plan and the purpose behind the activities/materials provided. An activity plan should include the name of the group and teacher, estimated timeframe and specific activities and experiences provided. Activity plans are a working document and can be modified at any time.



When developing your activity plan, consider these questions:

- How do I make it meaningful to children?
- Does it match the ability levels of the children?
- Are the activities relevant and respectful to the children and their families?
- Do my planned activities support and align to the learning standards (ELDS/K-12)?
- What is my role and how do I do it?

★ On page 22 you will find a “check-in” to help you reflect on the activities and materials you have planned.

Creating a Meaningful Activity Plan

Building relationships through interactions and conversations with individual children provides opportunities for early childhood professionals to develop strong understanding of what is meaningful to each child. As you create your activity plan, consider incorporating the following: determining the children's interests, identifying their stage of development, implementing intentional teaching practices and reflecting on goals. Also, ensure that your plan is inclusive and respectful of children and family social and culture backgrounds.

Determining Children's Interests

Finding ways to understand the interests of children can be done in several ways: seeking feedback from families, listening to children's conversations and observing their play. Most importantly, it is done through adult-child interactions. The more you engage with children, the more you will learn about them and the easier activity planning becomes.



Identifying a Child's Stage of Development

Children learn at their own pace and in many different ways. It is the job of the professional to identify where they are developmentally and then meet them at their level. This means you may need to plan activities that are sometimes below or above their age group. This is called Developmentally Appropriate Practice (DAP). For example, children getting ready to transition to the preschool setting may need more challenging activities so they do not become disengaged.

Intentional Teaching

Have you ever planned an activity and wondered why? Why teach this and are the children interested? Do they have the skill level? Is this something appropriate for this age? For example, a planned activity of playdough with scissors can be intentionally designed for the child who loves playing with playdough and needs more support or practice with scissors. Intentional activities are planned with purpose for desired outcomes and are linked to a child's individual goal. Intentional teachers use their knowledge and expertise to organize learning experiences for children.



Connecting Activity Plans With Learning and Development Standards

Teaching is an art form. Teachers use curriculum, philosophy and experience as tools to help plan for children's learning. Additionally, the learning and development standards are a guide for age-appropriate learning experiences. Activity planning should link your beliefs and practices in how children learn with the learning and development standards.

State Standards

- The State of Ohio has created age-appropriate learning and development standards for teachers to use when activity planning for children.
 - *Birth-5 years:* Ohio Early Learning and Development Standards
 - *Kindergarten to age 12:* K-12 Standards Resource Guide
- These standards are resources professionals use to identify age-appropriate goals for children's development and learning. They help guide the activity planning process and implementation of curriculum and child assessment.

Reflecting On and Setting Goals

Goals are created by reflecting on child observations, work samples, assessments and gathering family input. Teachers support goals through engagement and activities documented on the activity plan to develop specific skills. For example, a school-age teacher notices a child struggling with being able to calm down. The teacher introduces breathing and calming activities to strengthen social-emotional skills. Additionally, best practice encourages teachers to share and discuss goals with families during conference time.

Backmapping and scaffolding are common techniques educators use during the activity planning process. These practices are beneficial when determining how to individualize for each child and help them achieve goals.

- Backmapping is a technique where professionals start with an activity that they know the children find interesting, then begin to determine what standards may be connected to the activity.
- Scaffolding occurs when the educator observes that a child may need more support with a certain skill or concept. This can be done through intentional teacher-child interactions and/or through strategically planned activities that gradually support their development. For example, providing children with opportunities to use scissors with playdough allows them to practice the motion and develop muscle strength.

★ *For more information about learning standards please see the Learning and Development Standards section beginning on page 23.*

Role of the Professional Educator

The role of the educator is the most important part of the activity planning process. The professional's ability to engage, observe, be flexible and reflective will help all children be successful. Encouraging family and community involvement in your planning process helps create a strong sense of partnership.

Be Reflective

Being reflective of your practices allows you to see what is working and what needs to be changed. Some activities you plan may need to be modified, changed completely or extended. Activities may also need to be repeated based on the interest, skill levels and previous life experiences of the children. A reflective educator knows the importance of following the child's lead during the activity planning process.

Be Flexible

Your activity plan is a working document not bound by time and can be shortened or extended based on the interest levels of the children. When professionals are flexible, they can take action to change materials, repeat activities when needed to maintain interest and follow the children's lead. By modifying or extending activities, children continue to learn and explore new possibilities while strengthening their development.

Teacher Interactions and Open-ended Questions

To fully engage children in learning it is best to be at their eye level. This often means sitting on the floor playing with blocks or at a child's table engaging in conversation. As teachers interact with children, asking open-ended questions is a strategy that is used to scaffold a child's learning and development and promote problem-solving skills.



★ Examples of teacher-interactions and open-ended questions can be found in the Best Practice section of this guide beginning on page 43.

What Works Best for Small and Large Groups

Determining the group size to use for an activity is an important decision to make. Small and large groups offer possibilities to engage children while learning different skills and some activities may be better suited for one group type over another. Additionally, family child care programs may find they utilize more small group activities and strategies while center-based programs may have more opportunities to involve larger group sizes. In the end, it is up to you to determine which group size is best suited for your planned activities and environment.

Small Groups = Deeper Learning

Small groups allow for one-on-one teacher-child interactions. They help teachers observe children and establish goals while continuing to facilitate children's individual learning.

Some skills developed during these times include:

- Social emotional skills like turn-taking, communicating needs and problem solving
- Independent, self-directed learning
- Fine motor skills
- Letters, counting, shapes, sorting, etc.



Large Group = Broader Learning

Large groups give children the opportunity to practice working together with peers.

Some skills developed during these times include:

- Social emotional skills like building cooperation, strengthening peer relationships, learning from peers
- Awareness of personal space
- Language and communication
- Gross motor movement
- Transitions and establishing routines



The Planning Cycle

Using a consistent method when planning will help you be more accurate and intentional when focusing on the whole child. The Planning Cycle consists of four parts: Observe & Assess, Plan, Implement and Evaluate & Reflect. In the graphic on the next page, we have included questions in each part to help guide you through the cycle.



Observe & Assess

It is important to understand where each child is developmentally because individual children, regardless of age, develop at their own pace. This understanding is achieved through active observation.



Plan

Planning is the process of identifying and creating activities that support children in the learning environment.



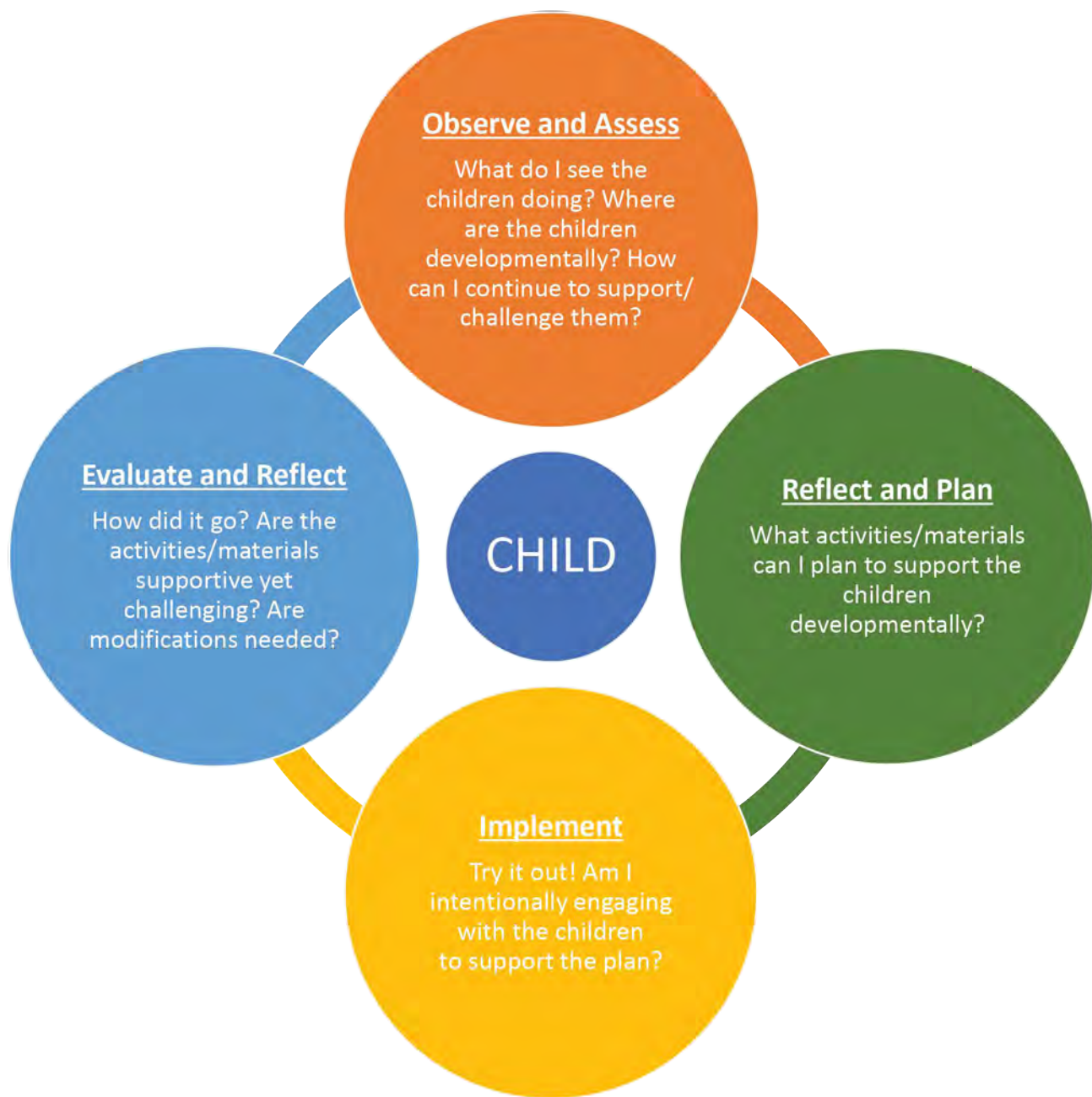
Implement

Implementation is the process of supporting children while they are actively engaged in play. This is done by sitting with children and asking open-ended questions, modeling use of materials and building meaningful relationships.



Evaluate and Reflect

The process of evaluating and reflecting helps identify if the materials and activities you planned are meeting the needs of all children. This helps you understand if modifications are needed.



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Activities/Materials Check-in

Once you have completed your Activity Plan, conduct a check-in to make sure you have covered the best practice topics outlined below.

Questions	Material/Area Examples	Teacher Notes (Changes to make)
Will the children find these activities meaningful and interesting, as well as related to previous life experiences?		
Are these activities developmentally appropriate and open-ended?		
Do these activities support individual needs and goals for children?		
Do these activities support the standards for my group of children (ELDS or K-12)?		
Is my plan flexible to meet the needs of the children?		
Do the materials in my environment reflect what is on my activity plan?		
Have I considered multi-cultural diversity, gender, and abilities?		
Is my plan detailed enough for others to follow in my absence?		
Have I made the appropriate modifications to maintain children's interest?		
Whenever possible am I promoting family involvement?		

LEARNING STANDARDS

There are two separate sets of standards. The Early Learning Development Standards (ELDS) focus on children birth to age 5. The K-12 Standards focus on school-age children, kindergarten through fifth grade. All standards are used as a visual guide of the concepts, skills, and expectations that children develop at various ages.

Ohio's Early Learning and Development Standards (ELDS)

- Approaches Towards Learning
- Cognitive
- Language and Literacy
- Physical Well Being
- Social Emotional

Ohio's K-12 Standards

- English Language Arts
- Fine Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- Technology

Why Should You Use the Standards?

The standards help promote high quality care for children of all backgrounds and demographics and are geared towards creating a strong foundation for lifelong learners. They focus on the development of the whole child and foster learning through play. By using the standards when planning, professionals are better able to meet the needs of the children in their care.

Each set of standards (ELDS and/or K-12) include domains or subject areas. The format of the standards was designed to work as a continuum to help you individualize for children. As you know, not all children develop the same skills at the exact same time. This continuum allows you to meet individual children where they are developmentally and plan accordingly to help strengthen certain areas/skills.

How to Use the Standards?

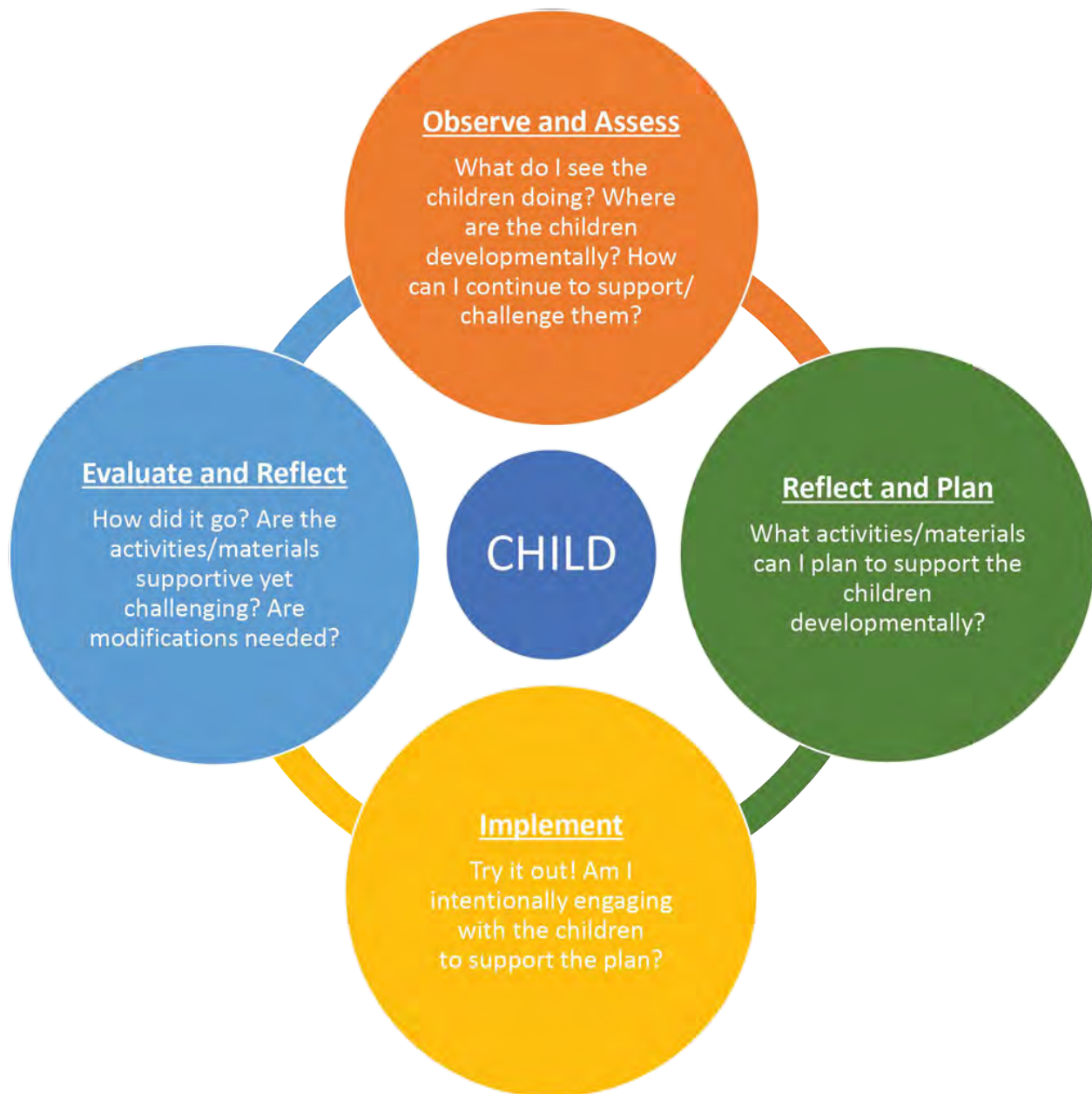
You may develop your own methods for using the standards, however you should use the standards as a guide to help you assess where each child currently is developmentally. Then create goals that challenge children to increase their skills and knowledge in each area. If you find that a child has mastered specific skills and knowledge, you can create more challenging goals for them by using the standards.

Things to consider when using the standards:

- Organizing your classroom ELDS and/or K-12 documents by each domain or subject will help you find what you need in a more efficient way. You may want to print a copy and keep them in a three-ring binder.
- Keep the ELDS Implementation Guide with the ELDS documents

Putting the Planning Cycle and Learning Standards Together

Using the learning standards when planning will help you be more accurate and intentional when focusing on the whole child. The Planning Cycle consists of four parts – Observe & Assess, Plan, Implement, and Evaluate and Reflect. In the graphic below, we have included questions to help guide you through the cycle and determine the appropriate standards for individual children.



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EARLY LEARNING DEVELOPMENT STANDARDS

The Early Learning Development Standards (ELDS) were created to help guide you in knowing what typically developing children are learning during each phase of childhood. The format of the standards was designed to work as a continuum to help you individualize for children from birth through age 5. The standards focus on five areas of development or domains. See below for more details.

As you know, not all children develop the same skills at the exact same time. In each domain you may find blank spaces or columns in some age groups. This means (according to research) that it is not something children are typically expected to develop at that particular time and you may see some skills developing earlier or later in some children. This continuum allows you to meet individual children where they are developmentally and plan accordingly to help strengthen certain areas/skills.

Five Domains

Think of these five domains as individual trees, each centered around different areas of development. Each tree has branches or strands and topics that explore that domain on a deeper level. You may want to use a three-ring binder to organize your ELDS. Separating by each domain will help you find the topic/strand in a more efficient way.



Social/Emotional Domain: This domain looks at skills related to self-comforting, interactions with adults and peers, handling/expressing/identifying emotions, etc.



Physical Health Well Being and Motor Development Domain: This domain helps you support children with health, safety and nutrition issues as well as focuses on large and small motor skills.



Language/Literacy Domain: This domain looks at letters and reading elements, but it goes much deeper than the ABC's! This domain also focuses on listening and speaking skills, as well as language comprehension.



Cognition and General Knowledge Domain: This domain includes three subdomains: math, science and social studies. Think about those problem-solving and memory/recall skills – things children typically memorize (shape, names, identifying colors, number order, etc.).



Approaches Towards Learning Domain: This domain looks at a child's ability to be curious, persistent and creative.

For more information on each domain, topics and strands please see the ELDS found on the Bold Beginning! website: <https://boldbeginning.ohio.gov>. As you explore the ELDS, you'll find helpful examples for each developmental stage or age group.

TRAINING TIP: Taking the ELDS overview training is another great way to increase your understanding of the standards. You can find our training schedule at www.4cforchildren.org/providers/training.

K-12 STANDARDS RESOURCE GUIDE

The K-12 Standards Resource Guide was created to help educators support school-age children in a child care setting. These standards can be used to enhance children's understanding of age-appropriate information and strengthen the foundational knowledge children are building during the school year. Educators can use the standards to weave together learning and everyday activities and interests in a more relaxed (non-school) environment. Often the activities are implemented in a fun and meaningful way to extend learning opportunities before or after school hours and throughout the summer.

As you know, not all children develop the same skills at the exact same time. Throughout the K-12 Standards Resource Guide document you will find mixed-age groups to help you determine what skills and concepts are appropriate for each child. This allows you to meet individual children where they are developmentally and plan accordingly to help strengthen and/or challenge certain areas/skills within a subject.

K-12 Standards Subject Areas

Think of these four subject areas as individual trees, each centered around different areas of development. Each tree has branches, strands or standards that explore that domain on a deeper level. You may want to use a three-ring binder to organize your classroom K-12 standards. Separating by each subject area will help you find the standards in a more efficient way. In addition to the academic subject areas, educators should also work to enhance children's development in the areas of Social Emotional, Health & Wellness and the Arts.



ELA: This domain looks at skills related to reading, exposing children to different types of literature, writing abilities, speaking and listening and overall language skills.



Math: This domain helps support children with age-appropriate math concepts and development. Strands range from counting skills, numbers and operations, measurement, geometry, fractions and equations.



Science: This domain strengthens children's understanding of topics related to earth and space, life and physical sciences.



Social Studies: This domain includes topics surrounding history, geography, government and economics.

For more information on each subject area see the K-12 Standards found on the Bold Beginning! website: <https://boldbeginning.ohio.gov>. As you explore the K-12 Standards, you'll find helpful examples for each developmental stage or age group.

TRAINING TIP: Taking the K-12 Standards Resource Guide training offered by 4C for Children will provide you with additional opportunities to increase your understanding and knowledge of the standards. You can find our training schedule at www.4cforchildren.org/providers/training.

CHILD SCREENING AND ASSESSMENT

As children grow and develop it is important to maintain a record of their development to help you, family members and other caretakers understand and appreciate progression. This is accomplished by using child screening and assessment tools.

Child Screening

A child screening is a tool for identifying areas of developmental concerns. When a concern is identified, screening tools can help your program make referrals for additional evaluation from a trained professional and/or a doctor. The results from a screening tool also help you make appropriate planning decisions. A screening tool should also align with the Ohio learning standards.

Child Assessment

Assessment is an ongoing process that includes observation and provides information about development over time. There are two types of child assessment: informal and formal. Below are descriptions of these two types.

Informal Assessment

You can use collected materials and observation notes made while engaging with children to track their ongoing progress. This is called informal assessment. Informal assessment provides ongoing documentation, or evidence, of where children are developmentally and should occur on a daily or weekly basis. The informal assessment evidence is then used to support the formal assessment.

Photographs and Videos

Pictures can be used to capture the development of a child when work cannot be collected such as three-dimensional art or physical activity. This is a great tool to help you capture events in the moment.



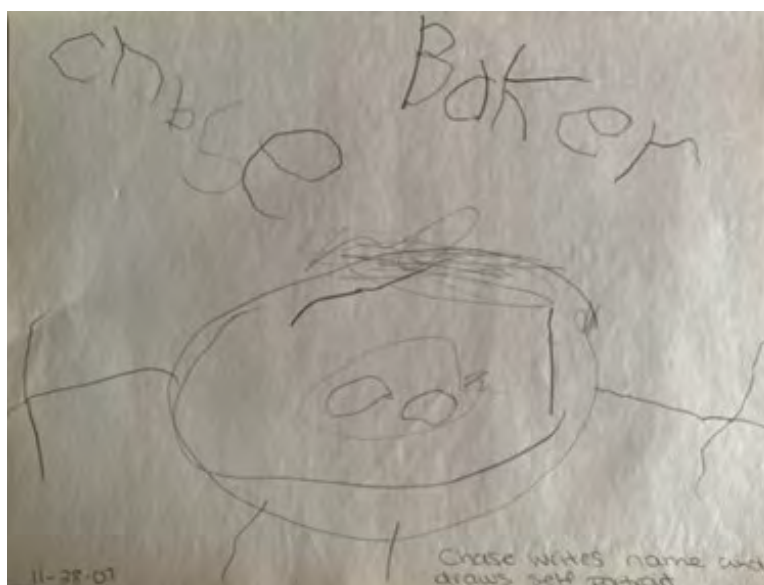
Anecdotal Notes

An anecdotal note is used to record specific observations of skills and knowledge while children are in your care. Anecdotal notes inform teachers as they plan learning experiences, provide information to families, and give insights into identifying possible developmental delays.

Name: <u>Natalie</u> Date: <u>1.07.19</u> MR Outside Art Special Activity Music Writing Science Books Manipulatives Puzzles Math Dramatic Play Blocks <u>Sensory</u> Table Meals Domain: <u>Language/Literacy</u> Cognitive Physical Social/Emotional Approaches Toward Learning With: <u>Peer</u> Teacher Other Adult Independent Small Group Large Group Notes: <u>Natalie was sitting in the rocking chair with her feet propped up on another chair. Her friend Alex would tell her to put her feet down and then help her move them. She would put them back up and say, "My feet hurt."</u> Initials: <u>MEV</u>	Name: <u>Natalie</u> Date: <u>1.17.19</u> MR Outside Art Special Activity Music Writing Science Books Manipulatives Puzzles Math Dramatic Play Blocks Sensory Table Meals Domain: Language/Literacy Cognitive <u>Physical</u> Social/Emotional Approaches Toward Learning With: Peer Teacher Other Adult <u>Independent</u> Small Group Large Group Notes: <u>Natalie came out of the bathroom and tried to hop on one foot. She then went to wash her hands and when she was finished she continued to hold onto the tables hopping on one foot.</u> Initials: <u>MEV</u>
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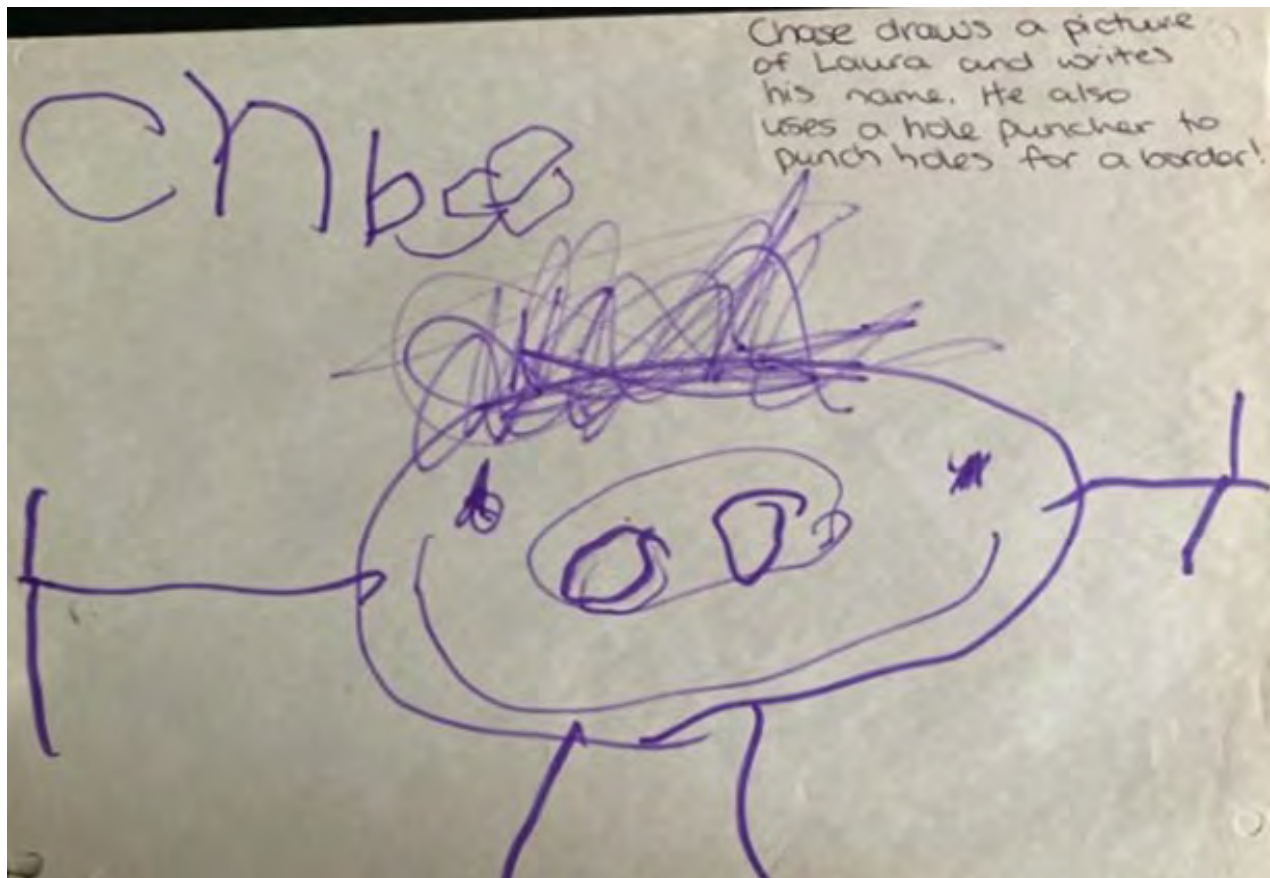
Writing Samples

Writing samples are collected to show the progress a child is making in the developmental stages of writing and how drawings or scribbles become letter-like forms.



Work and Art Samples

Work and art samples capture a child's exploration of cause and effect using different art mediums and natural materials.



Portfolios

Portfolios can be used to collect all the evidence (described above) that illustrates progression of the child's development and growth. Be intentional with items that are used for this purpose to show development of specific skills as related to the learning standards.



Formal Assessment

Formal assessments are research-based, valid and reliable tools that your program can use to measure a child's developmental progress. They are typically completed one-to-four-times per year and show where a child is at that moment in time. You will use the information gathered (anecdotal notes, pictures, work samples, etc.) from the informal assessment process to inform the formal assessment. Some popular formal assessment tools are listed below. This should not be considered an endorsement of these assessment tools and it is up to each program to determine what is appropriate for them.

Tool Name	Publisher
<i>GOLD</i>	Teaching Strategies
COR Advantage	HighScope

Best Practice in Assessment

Best practice encourages educators to collect evidence that is captured in the moment. When you collect evidence—writing an anecdotal note or taking a video—while a child is engaged at play, you allow for the child to be themselves and show you the skills that they can successfully utilize without the pressures of needing to get the “right” answer. This is called **authentic assessment**.

Consider these questions to help you implement a strong assessment process:

- How will I collect these “in the moment” observations? What is my process?
- How can I use this information to guide my planning process?
- Does this documentation or evidence support my formal assessment evaluation process?
- What systems will I put in place to organize this documentation?
- How and when will this information be shared with families?

★ *For additional supporting documentation on anecdotal notes, see the Best Practices section beginning on page 43. For more information on child portfolios, see the Child Portfolios section beginning on page 32.*

Informal Child Assessment Check-In

Once you begin your informal assessment process, conducting a check-in is a reflective way to evaluate your systems.

Questions	Material/Area Examples	Teacher Notes (Changes to make)
Do I have a system in place to ensure documentation has been collected for all children?		
Are my observations focused on the whole child?		
Am I dating all pieces of informal assessment?		
Are my systems working for me? Do I need to make modifications?		
Am I using observations to help guide my planning process and set goals for children?		
Does my informal assessment documentation support the needs of my program's formal assessment tool?		
Am I giving myself enough time to complete the formal assessment?		
Do I have a plan for partnering with and sharing results with families?		

CHILD PORTFOLIOS

A portfolio is a collection of the informal assessment evidence and unique work that reflect a child's developmental journey, skills mastered and experiences over time. They are an important tool to help educators make connections to the standards, reflecting on a child's unique abilities and developing individual goals. Portfolios are also a great way to visually show families their child's developmental progression.

How to Start a Portfolio

Consider the type of organization system you will use. Common systems include: binders, folders, file boxes, digital, etc.

Each child should have their own organized and labeled portfolio that may include:

- Anecdotal notes
- Writing samples, art samples, self-portraits, family portraits, etc.
- Pictures of activities that are three-dimensional or include motor activities
- Formal assessment results
- Developmental and educational goal sheets
- Child screening results
- Family-teacher conference forms
- Individualized transition plans
- Family information forms

Other additions:

- All About Me
- Pictures from field trips
- Family and community engagement activities



Best practice is to capture the child's progress towards their educational goals and overall development. For example, when a child is working to strengthen fine motor skills you may incorporate documentation of their journey from scribbling to letter-like forms to words. Dating the documentation is essential to show the child's progression in this skill.

Things to consider:

- Have a system in place to share this documentation with families
- Use the child's portfolio to guide your formal assessments
- Propel your planning and goal setting process with this collection of evidence
- Focus portfolios on the whole child
- Date all materials collected
- Make modifications and additions to portfolios as needed
- Give yourself enough time to complete the collection of evidence and portfolio work

FAMILY-TEACHER CONFERENCES

Family-Teacher Conferences are opportunities to share your insights and continue to strengthen relationships with families. During this time, you can communicate the results from a child's screening and informal/formal assessments. Conferences also allow time to discuss milestones, general knowledge of child development and share available resources. This enables you to partner with the family to set educational goals for their child.

Best Practice Summary

- Make sure your schedule is flexible enough to meet the needs of all families. The amount of time scheduled for each conference should be individualized for each family and child.
- Be prepared. Keep all work samples, assessments, and anecdotal notes organized.
- Share a personal story about the child, such as their favorite activities or areas of the classroom and peers they often play with. This creates a natural flow to share their developmental progress.
- Always start with a positive statement when discussing a challenging topic and end with another positive statement about the child. This is called the Sandwich Effect.
- Support your discussion and assessments by sharing visual examples from the child's portfolios of work, along with feedback.
- Be aware of information overload. Make sure you are meeting families where they are when sharing about their child.
- Write specific goals for each child and create an action plan with steps for improvement, as well as develop a timeline to follow progress. Involve families during this process as much as possible by asking them to help create goals and/or make modifications to goals you have already made.
- Document the outcomes of the conference with signatures for your records.

Remain Professional: Three Things to Keep in Mind

1. Use positive communication when speaking about the program or staff.
2. Keep confidentiality by refraining from comparing students to each other.
3. Bridge the gap between home and your program by focusing on developing the partnership between yourself and the family. Remember to be respectful and sensitive to different cultures and lifestyles.

Planning Considerations

- What does your conference format look like? Phone, in-person, or video conference.
- Ask yourself, "Am I providing enough time?"
- What is your body language saying to the families? Is your tone of voice warm and inviting?
- Are the materials and documentation you want to share organized?
- Are you aware of your program's resources to help meet the needs of the family and child in your care? Have you included your administrator in the referral process?
- How can you use this opportunity to strengthen your relationships? Remember, this experience can be uncomfortable for parents and educators alike.

TRANSITIONS

Transitions occur when children have a change in schedule or routine or when they must adapt to an unfamiliar setting or environment. It's important to prepare children for changes to support social-emotional development. When transitions are well planned, they can make the day seem smoother and well-organized. Allowing enough time so children make transitions gradually is the best way to avoid stressful situations. Transitions can come in many different forms and some may be planned while others may be unexpected.

Planned transitions or everyday changes are activities that you have control over, such as:

- New children entering the program
- Changes in a child's learning space within a program (room to room)
- Children exiting the program
- Moving from one scheduled activity to another
- Daily arrival and departure from program

Unplanned transitions are changes you do not have control over, such as:

- Emergencies
- Lunch arriving late
- Rainy days
- Teacher absence

Things to consider:

- Am I aware of the emotional needs of the children in my care when it comes to transitions?
- Am I preparing the children with a verbal warning that one activity will be ending before another one starts?
- What strategies do I have to assist those children needing more support?
- Am I having conversations around unexpected changes to our routine/schedule to prepare children?

Tips for Timing Transitions



Choose your timing to create a natural flow from one activity to the next. This will decrease the amount of start and stop times children encounter.



If children find transitions particularly challenging, consider allowing more time for the transition.



Be flexible by finding ways to make stopping easier such as allowing children more time to complete work or saving the work for another time.



Singing songs and giving transitional warnings will allow children to internalize and better prepare for the change that is coming.

Engaging Families In Transitions from One Environment to Another

Educators and families work together on a plan to create an appropriate transition with procedures of how a child will move from one age group or learning environment to the next. Involving family input allows the plan to be individualized to meet the developmental, social-emotional and cultural needs for each child. Communication between all parties throughout the process will ensure the child is supported both at home and in the program. Some children may need more support than others.

Best Practice: Transitions Between Environments

- Families should be involved in the planning process and documentation of the transition.
- Transition documents should be individualized to better meet the social and emotional needs of the child.
- Transition documents should be signed by the family and provider.
- Typically, a short visitation schedule that allows time to gradually increase over the course of the week will be implemented.
- Having introductions and welcoming the family into the new environment allows all parties to begin the relationship building process.
- Updating the family on the child's progress will help them feel more secure and comfortable with the change.
- Programs should follow the child's lead and comfort level during the process and implement modifications as needed.



EXERCISE:

What strategies do you have in place if the unexpected happens such as:

- Lunch is late
- A teacher calls off
- An emergency arises
- A field trip is cancelled
- Inclement weather

★ *For transitional ideas or activities please see the Best Practices section beginning on page 43.*

CLASSROOM SELF-ASSESSMENT

Classroom self-assessments are tools used by child care providers/staff and focus on the learning environment, the materials accessible to children and adult-child interactions. The practice of continually assessing the environment of your classroom/program and your interactions with children is a critical step in maintaining and improving your program.

The Cycle of Continuous Improvement

The cycle of continuous improvement will help guide you through the process of assessment, goal setting, implementation and reflection within your learning environment. The classroom self-assessment is conducted through observations and is then recorded and scored. This provides the evidence you need to determine an area of focus and create an action plan toward your goal(s). See the diagram on the following page for more guidance on using the continuous improvement cycle.

Things to Consider

- What classroom self-assessment tool(s) work best for my program?
- Do I have systems and procedures in place to conduct the classroom self-assessments?
 - Who conducts the classroom self-assessments?
 - When will classroom self-assessments be conducted?
 - How are the classroom self-assessments documented?
 - How are the results shared?
- Do I have the resources and materials needed to implement the action plan?
 - Have you documented a timeframe to complete your action plan?
 - Do items need to be purchased?
 - Are any trainings needed?

Best Practice Summary

- Classroom self-assessments are on-going, completed annually and should be reflected on periodically throughout the course of the year.
- Creating and documenting new goals each year will increase quality through your learning environments and daily interactions.
- The goal created should reflect directly back to your most recently completed classroom self-assessment booklet/score sheet.
- The documented action plans and goals should be shared with relevant staff members.



PROFESSIONAL DEVELOPMENT

Professional development is the on-going practice of participating in training and other development opportunities. These opportunities will increase your skills and practices and add to your success in the learning environment.

The Cycle of Professional Development

The Cycle of Professional Development will help guide you through the process of continuing your journey as an educator. The process begins with observations and self-reflection to help determine areas of growth and improvement. This allows you to focus on creating professional development goals that are meaningful to you. Documenting an action plan will help you stay on track while allowing for modifications as needed. See the diagram below for more guidance on using the professional development cycle.

Things to Consider

- What process works best for me and my program when creating professional development goals?
- Do I have systems and procedures in place to self-reflect and/or make observations?
 - How is my action plan with goals documented?
 - How are the results shared and with whom?
- Do I have the resources and materials needed to implement my action plan?
 - Have I documented a timeframe to complete my action plan?
 - Do items need to be purchased?
 - Are trainings needed?
- How do I transfer knowledge gained in professional development opportunities to my learning environment and peers?

Best Practice Summary

- Professional development goals should be established annually and are part of an on-going improvement process.
- Goal setting should help educator's increase strategies, implement knowledge and identify resources.
- Goals should be based on an interest area or growth opportunity.
- The documented action plans and goals should be shared with relevant staff members.



FAMILY RESOURCES

As the experts in the field of early childhood education, it is our role to share knowledge about child development and resources within the community. Forming strong relationships with families allows us to partner and share insights on best practice, health and safety information and what's developmentally appropriate for children. Sharing this information at conference time or sending home articles and other resources are common strategies used to help support families.

Resources below are recognized for providing developmentally appropriate information that you can share with families.

Child Development	Health and Safety Resources
<u>Afterschool Alliance</u> http://www.afterschoolalliance.org/	<u>Administration for Children and Families</u> https://www.acf.hhs.gov/
<u>Head Start Early Learning and Knowledge Center (ELKC)</u> https://eclkc.ohs.acf.hhs.gov/	<u>American Academy of Pediatrics (AAP)</u> https://www.aap.org/en-us/Pages/Default.aspx
<u>National Accreditation Commission (NAC) for Early Care and Education Programs</u> https://www.earlylearningleaders.org/page/accreditation?	<u>Centers for Disease Control and Prevention (CDC)</u> https://www.cdc.gov/
<u>National Association for the Education of Young Children</u> https://www.naeyc.org/our-work/for-families	<u>Child Care Aware of America</u> https://www.childcareaware.org/
<u>National Association for Family Child Care (NAFCC)</u> https://www.nafcc.org/	<u>Immunization Schedules</u> https://www.cdc.gov/vaccines/schedules/easy-to-read/index.html
<u>Parents as Teachers</u> https://parentsasteachers.org/	<u>U.S. Consumer Product Safety Commission (CPSC)</u> https://www.cpsc.gov/
<u>Zero to Three</u> https://www.zerotothree.org/	<u>WIC Clinic Finder</u> https://www.signupwic.com/

BEST PRACTICE TERMS

- **Accessible Materials:** Materials that are within a child's reach in their everyday learning environment.
- **Anecdotal records:** A brief written note that objectively describes a child's interaction with materials, their peers and teachers. These observations help to guide intentional teaching.
- **Child Assessment:** The process of evaluating collected documentation and evidence about a child's development. Assessments help guide planning for children and setting educational goals. Two types of child assessment are informal and formal.
- **Classroom Self-Assessment:** The process of evaluating the learning environment, classroom materials and teacher-child interactions. They also often include components on health and safety.
- **Back-Mapping:** A learning experience or activity intentionally planned to meet the needs of the child. Once the activity is established, it is aligned to the learning and development standards.
- **Child Portfolios:** A collection of evidence of learning and development captured over time and through child observations and/or work samples. Portfolios are often referred to as an informal assessment tool.
- **Curriculum:** A curriculum is a plan providing guidance on what and how to teach. It is research-based, comprehensive (includes all children of varying abilities, ages, and background) and aligned to state standards.
- **Defined space:** Areas of play separated by physical barriers reducing distractions.
- **Developmentally Appropriate Practice:** The practice that meets children where they are and enables them to meet goals that are both challenging and achievable.
- **Documentation:** The process of collecting evidence to record a child's growth through gathering samples of children's work including anecdotal notes, art, drawings, photographs, projects, and work samples.
- **Early Childhood Professional:** An educator who focuses on best practice to support all children and support families.
- **Emerging / Emergent:** The process in which skills are developing.
- **Family-Teacher Conferences:** Meetings between parents/caretakers and early childhood professionals to collaborate and allow each to be active partners in the child's educational experience.
- **Implementation:** The act of putting activities, environmental changes and instructional strategies into practice to meet a goal.
- **Individualized:** The planning and implementing of learning experiences that are responsive to a child's interests, needs, and strengths.

- **Intentional Teaching:** Reflective planning focused on the specific needs of an individual child or group of children. Intentional teaching promotes appropriate knowledge and skill growth by implementing purposeful activities and adult-child interactions.
- **Interest Areas:** Also called Discovery Areas, these are intentionally defined spaces that encourage children's learning through play and hands-on experiences such as: art, blocks, dramatic play, manipulative, math, music, science, sensory, and writing.
- **Meaningful Activities:** Planned activities that focus on the interests of the child.
- **Observation:** Watching and listening as a child engages with materials and interacts with peers and adults.
- **Open-Ended Materials/Questions:** Refers to materials or conversations/questions. An open-ended material is one that has multiple solutions or methods of interaction with no determined limit or boundary. Open-ended questions are ones that encourage children to respond with more than a one-word answer.
- **Philosophy:** An explanation of your values and beliefs as they relate to teaching.
- **Planning Cycle:** An on-going process that enables you to be reflective in your planning and implementation of activities and strategies.
- **Play:** The process through which children learn by freely engaging and interacting with materials and others.
- **Professional Development:** The on-going practice of participating in training, formal education, and other opportunities to continuously strengthen knowledge and develop skills.
- **Repetition:** Providing multiple opportunities for children to practice a skill and build on previous knowledge.
- **Scaffolding:** A process in which educators meet children where they are then bridge a child's existing knowledge with new knowledge. Scaffolding supports children as they work on emerging skills.
- **Screening Tool:** A questionnaire used by professionals and/or families that provides a snapshot of where a child may be developmentally. Screening tools help guide planning for children and setting educational goals.
- **Teachable Moments:** Responding to unexpected, child lead opportunities to enhance knowledge and foster curiosity in the moment. Another term for this is "window of opportunity".
- **Transitional Warnings:** A verbal reminder to children that a transition will be occurring, for example, "We have five more minutes until we clean up".
- **Transitions:** A change from one learning activity, age group, setting or program to another.

Best Practice Resources

Teacher's Name	Age Group	Time Frame
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Environmental Plan

Area	Opportunities Planned	ELDS & K-12 Standards
Books		
Writing		
Math		
Manipulative		
Science		
Blocks		
Music		
Sensory		
Art		
Dramatic Play		
Outside Large Muscle		

Teacher's Name	Age Group	Time Frame
-----------------------	------------------	-------------------

Planned Activities/Experiences

Date	Activities	ELDS & K-12 Standards

Group

Date		ELDS & K-12 Standards

Ohio Department of Job and Family Services

ACTIVITY PLAN FOR STEP UP TO QUALITY

Teacher's Name	Name of Group				Timeframe for the Plan		
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND	
Large Group Activity							
Small Group Activity							
Changes to Interest Areas							
Special Activities							
Outdoor/Large Muscle Activities							

Planning for Language & Literacy	Planning for Health/Nutrition
Planning for Social/Emotional	Planning for Cognitive
Planning for Family/Community Involvement	Planning for Individual Children
Changes to the Routine/Schedule	Weekly Reflection/Future Ideas
The following key codes may be used to document alignment to the age appropriate standards.	
Key Code for Domain Focus: Early Learning and Development Standards	S/E = Social Emotional C = Cognitive & General Knowledge P = Physical Well-being LL = Language & Literacy Development APT = Approaches Toward Learning
Key Code for Content Area: K-12 Standards	FA = Fine Arts ELA = English Language Arts SS = Social Studies S = Science M = Mathematics T = Technology PE = Physical Education

INTERACTIONS CHECK-IN

Educators are the most important teaching tool in the learning environment. Use this checklist to reflect on creating meaningful interactions with children.

Relationships and Sensitivity to Children	Rarely	Sometimes	Consistently
Do I laugh with the children?			
Am I near the children, at their level, making eye contact?			
Is my tone of voice respectful and calm?			
Do I express enthusiasm?			
Are the children free to move their bodies and walk around the room?			
Do I make eye contact with the children?			
Do I provide physical or verbal affection?			
Do I greet the children warmly and use the children's names?			
Do I scan the room?			
Do I respond to the children's emotions and needs?			
Do I adjust actions based on the individual needs of the children?			
Do the children appear comfortable or content when I am near them?			
Do the children seek me out for support and comfort?			
Are the children soothed and calmed by my efforts?			

Learning Supports	Rarely	Sometimes	Consistently
Do I join in play with the children?			
Do I mirror the children's behaviors?			
Do I follow the children's leads?			
Do I allow the children choice?			
Do I support exploration in the space?			
Do I adjust the experience to encourage the children to persist in a task?			
Do I use self-talk to describe what I am doing? <i>Example: "I am using a green marker to draw plants."</i>			
Do I use parallel-talk to describe what a child is doing? <i>Example: "I see you are trying to reach the stacking blocks on the brown shelf."</i>			
Do I use complete and varied sentences?			
Do I encourage the children to make sounds or words or respond in more than one word if they are able?			
Do I provide words for the children's attempts at communication?			

OPEN-ENDED QUESTIONS

Open-ended questions require children to respond with more than one-word answers. Encouraging children to wrap more language around their work and actions allows them to build vocabulary skills, increase self-confidence and strengthen cognitive development. These types of questions will promote problem-solving and critical thinking skills as children learn through play.

What is your plan to...?

Tell me more about...?

How did you decide to...?

What do you need to...?

What will happen if...?

What else can you try...?

What is another way to...?

How can you change...?

What tools will help you figure this out...?

How are you going to...?

I wonder what would happen if you...?

How did you make...?

How did you choose...?

Anecdotal Notes

Child: _____

<p>Date: _____</p> <p><u>Development Standards</u></p> <p>ELDS: Social/Emotional Approaches Towards Learning Cognitive: Math/Science /Social Studies Physical Health/Motor Language/Literacy</p> <p>K-12: ELA Math Science Social Studies</p> <p>Notes: _____ _____ _____ _____ _____ _____ _____</p>	<p>Date: _____</p> <p><u>Development Standards</u></p> <p>ELDS: Social/Emotional Approaches Towards Learning Cognitive: Math/Science /Social Studies Physical Health/Motor Language/Literacy</p> <p>K-12: ELA Math Science Social Studies</p> <p>Notes: _____ _____ _____ _____ _____ _____ _____</p>
<p>Date: _____</p> <p><u>Development Standards</u></p> <p>ELDS: Social/Emotional Approaches Towards Learning Cognitive: Math/Science /Social Studies Physical Health/Motor Language/Literacy</p> <p>K-12: ELA Math Science Social Studies</p> <p>Notes: _____ _____ _____ _____ _____ _____ _____</p>	<p>Date: _____</p> <p><u>Development Standards</u></p> <p>ELDS: Social/Emotional Approaches Towards Learning Cognitive: Math/Science /Social Studies Physical Health/Motor Language/Literacy</p> <p>K-12: ELA Math Science Social Studies</p> <p>Notes: _____ _____ _____ _____ _____ _____ _____</p>

ELDS ANECDOTAL NOTES

Social Studies	
----------------	--

Child's Name _____

Month _____

Science	
---------	--

Math	
------	--

English Language Arts	
-----------------------	--

Goals	
-------	--

K-12 ANECDOTAL NOTES

Social Studies

Child's Name _____

Month _____

Science

Math

English Language Arts

Goals

Child's Name: _____

Date: _____

Observation:

Goal – Area to support learning:

Ohio's Early Learning and Development Standards (Birth to Pre-K)

- ☐ Approaches Toward Learning
- ☐ Social & Emotional Development
- ☐ Language & Literacy
- ☐ Cognition and General Knowledge
- ☐ Physical Well-being and Motor

Ohio's K-12 Standards

- ☐ English Language Arts (reading, writing, listening, grammar)
- ☐ Math (counting, measurement, algebra, geometry)
- ☐ Science (earth and space, life, physical)
- ☐ Social Studies (history, geography, government, economics)

Plan – Materials add/experiences to offer/things to say to child:

Family Information Form

Child's Name _____ **Nickname (if any)** _____

By providing complete information about your child, you will be assisting staff in creating a positive experience while in our care. List any information about your child's habits, abilities or personality that you feel will be helpful to the staff while caring for your child.

Who lives at home with your child and what is the primary language spoken in the home?
Are there any special family arrangements, such as shared parenting, living in two homes, or custody specifications, etc.?
Are there any changes or transitions that your child has recently experienced or is experiencing? (i.e. Moved from crib to bed, divorce, new home, death of family member, friend, or pet)
Are there any cultural or religious practices of your family we should be aware of? (i.e. Dietary restrictions, clothing, head coverings, etc.)
Do you have any pets at home? If so, what are they and what are their names?
Does your child have any favorite foods or foods he/she dislikes?
Are there any foods your child should not be fed? (ODJFS Licensing requires documentation be completed for children with food allergies and/or dietary restrictions)
Are there things that frighten your child? If so, how does he/she react and what do you do to comfort him/her?
What methods do you use to respond to your child's negative behavior?
Does your child use any special comfort or support items that help him/her go to sleep? If so, what?
Is your child toilet trained? If so, what words or gestures does your child use if he/she needs to use the bathroom?
Does your child need assistance when using the toilet? If so, how?
<p><u>Underline the words which best describe your child's personality and behavior:</u> active, quiet, curious, happy, excitable, loud, outgoing, sensitive, friendly, easily angered, hesitant, insecure, shy, shares well, spontaneous, stubborn, cheerful, calm, cautious, bright, bossy, affectionate, adventurous, jealous, likes structure/routines</p> <p><u>Please list other words here:</u></p>
<p>What are your expectations of this program and any other information which would be helpful for the staff caring for your child?</p> <p>Please use the back of this form if more space is needed.</p>
<div style="display: flex; justify-content: space-between;"> Parent/Guardian's Signature Date </div>

Family Information for School-Age

Child's Last Name	First Name	Nickname
<i>By providing complete information about your child, you will be assisting staff in creating a positive experience for him/her while in care. List any information about your child's habits, abilities or personality that you feel will be helpful to the staff while caring for your child.</i>		
Who is in the child's immediate family?		
Who lives at home with your child?		
Language(s) spoken at home:		
Are there any special family arrangements, such as shared parenting and custody specifications?		
Are there any changes or transitions your child is experiencing such as a new home, birth of sibling, school issues, death of a family member, friend, pet, etc.?		
Do you have any pets in the home? If so, what are they and what are their names?		
What are your child's favorite foods?		
What foods does your child dislike?		
Are there any foods your child should not be allowed to eat? (ODJFS Licensing requires documentation be completed for children with food allergies and/or dietary restrictions.)		
On school days what time does your child usually get up and go to bed? Wake up_____ Go to bed_____		
What are your child's favorite and/or most challenging subjects in school? Favorite subject: Challenging subject:		
What causes your child to feel frustrated or angry?		
What methods do you use to help calm or comfort your child when he/she is upset?		

What methods do you use to respond to negative behavior?																														
How do you reward you child for positive behavior or accomplishments?																														
What are some of your child's interests?																														
Is your child taking any lessons or participating in any organized clubs/teams (i.e. swimming, dance, piano, scouts, soccer, youth group)?																														
<p>Please circle all the words that describe your child's personality and general behavior:</p> <table style="width: 100%; border: none;"> <tr> <td>Active</td><td>Calm</td><td>Affectionate</td><td>Anxious</td><td>Bossy</td><td>Content</td><td>Cautious</td><td>Cheerful</td><td>Structured</td><td></td> </tr> <tr> <td>Curious</td><td>Quiet</td><td>Adventurous</td><td>Excitable</td><td>Friendly</td><td>Outgoing</td><td>Insecure</td><td>Routines</td><td>Creative</td><td>Loud</td> </tr> <tr> <td>Loving</td><td>Happy</td><td>Emotional</td><td>Prefers adult attention</td><td>Sensitive</td><td>Serious</td><td>Stubborn</td><td>Talkative</td><td>Energetic</td><td></td> </tr> </table>	Active	Calm	Affectionate	Anxious	Bossy	Content	Cautious	Cheerful	Structured		Curious	Quiet	Adventurous	Excitable	Friendly	Outgoing	Insecure	Routines	Creative	Loud	Loving	Happy	Emotional	Prefers adult attention	Sensitive	Serious	Stubborn	Talkative	Energetic	
Active	Calm	Affectionate	Anxious	Bossy	Content	Cautious	Cheerful	Structured																						
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Loving	Happy	Emotional	Prefers adult attention	Sensitive	Serious	Stubborn	Talkative	Energetic																						
What makes your child laugh?																														
Is there anything that is making your child excited about starting at this program?																														
Is there anything that is making your child anxious about starting at this program?																														
<p>Please rank from 1-10 (10 being the most important) the importance of these activities:</p> <table style="width: 100%; border: none;"> <tr> <td>Snack_____</td><td>Art & Drama_____</td><td>Physical activity_____</td><td>Structured play_____</td><td>Friends_____</td> </tr> <tr> <td>Rest_____</td><td>Homework_____</td><td>Free play_____</td><td>Safe environment_____</td><td>Learning activities_____</td> </tr> </table>	Snack_____	Art & Drama_____	Physical activity_____	Structured play_____	Friends_____	Rest_____	Homework_____	Free play_____	Safe environment_____	Learning activities_____																				
Snack_____	Art & Drama_____	Physical activity_____	Structured play_____	Friends_____																										
Rest_____	Homework_____	Free play_____	Safe environment_____	Learning activities_____																										
Has your child had a previous care experience? If so, what type? What did you like or dislike about it?																														
What are your expectations of this program for your child?																														
Is there any other information that would be helpful when caring for your child?																														
Does your child have an IEP or an IFSP? If yes, are you willing to share a copy with this program?																														

Parent/Guardian Signature_____

Date_____



PROFESSIONAL DEVELOPMENT TRAINING REFLECTION

Name: _____

Workshop Title: _____ Date: _____

Reflect: What are two or three important facts/ideas you gained from this training?

Implement: How can you implement this information in your learning environment?

Action: What steps do you need to take to achieve this? What resources do you need?

Share: How can you share this information with others?

When setting goals be sure to make **SMART** goals!

S	M	A	R	T
Specific	Measurable	Attainable	Realistic	Time- bound
Be as specific as possible. The more specific the better!	You should be able to track progress in your goals.	Set goals that are challenging but possible to achieve.	Set goals that you know you are capable of reaching because you have the resources you need.	Timelines for your goals should be clearly defined - use a specific date!

Example Goal: Our program will focus on why learning through play is important during one family education event this calendar year.

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Seven Important Documents to Keep Organized

Below is a list of documents that are important to the daily practices and long-term continuous improvement of your program. Creating an easily accessible system to organize these completed documents will enable you to be reflective and achieve goals. Keeping blank copies of some forms, identified with an asterisk (*) will help you be prepared.

- **Activity Plans***
- **Transition Forms/Agreement***
- **Informal Assessment Forms**
- **Conference Form***
- **Classroom Self-Assessment Action Plan**
 - Optional: score sheets
- **Your Professional Development Plan**
- **Family Resources**
 - This section can hold commonly passed out DAP resources the classroom/program gives to families. These are resources or articles to help support the family with general knowledge surrounding child development (i.e., potty training, biting, transitioning to solid food, learning through play, stages of writing, benefits of reading to children, bullying, healthy eating, importance of a consistent bedtime, etc.).

