What is a Framework?

A Framework is a document containing the necessary components to shape and guide the design and development of quality early childhood programs.

*AECE Framework Handbook, 2013, p. 5*
Purposes of the
*AECE Framework Handbook*

- Shape and guide quality programs in early childhood education.
- Guide the growth and development of children through a successful transition to a kindergarten curriculum based on the Kindergarten Frameworks.
- Assist in the design and development of curricula for three and four year old children.
- Provide an assessment method through the use of the *Developmental Rating Scale*:
  - To document each child’s development.
  - To inform methods of teaching.
Elements of Quality Early Childhood Education Programs

Element 1. Environment
  ▶ Physical Environment
  ▶ Social/Emotional Environment

Element 2. Diversity
  ▶ Culture
  ▶ Individual Differences

Element 3. Family
  ▶ Resources
  ▶ Partnerships

Element 4. Strategies That Support Learning
  ▶ Experiences
  ▶ Observation
  ▶ Technology
Developmental Learning Strands

Strand 1 – Social/Emotional

Strand 2 – Creative/Aesthetic

Strand 3 – Cognitive/Intellectual

Strand 4 – Physical Development

Strand 5 – Language
Early Childhood Benchmark

“A level of performance that can be supported through observation, descriptions and documentation of a child’s performance or behavior, and by samples of a child’s work. Some educators may also refer to these as *learner outcomes.*”

*AECE Framework Handbook*, 2013, p. 29
# Developmental Learning Strand 1
## Social/Emotional

Social/Emotional development enhances self-concept and promotes acceptance.

**Acts Independently**

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Demonstrates ability to make choices</td>
<td>Provide <strong>learning centers/ activity areas</strong> stocked with interesting and inviting toys and materials: art, blocks, home living, sand, library, water, table toys and discovery for example.</td>
</tr>
</tbody>
</table>

*AECE Framework Handbook, 2013, p. 35*
Curriculum Definition

Experiences and activities that provide and meet children’s needs and stimulate learning in all developmental areas: creative, physical, social, emotional and intellectual.

Approved Curriculum

- A comprehensive curriculum addresses all Framework developmental learning strands.

- A supplemental curriculum addresses a specific developmental learning strand.
Curriculum Recommendations

Implement curriculum that is:

• Thoughtfully planned.

• Challenging and engaging.

• Developmentally appropriate and culturally and linguistically responsive.

• Comprehensive.

• Likely to promote positive outcomes for all children.

(NAEYC, 2003)
Continuum of Children’s Development in Early Reading and Writing

Phase 1: Awareness and exploration (goals for preschool)

Phase 2: Experimental reading and writing (goals for kindergarten)

Phase 3: Transitional reading and writing (goals for second grade)

Phase 4: Independent and productive reading and writing (goals for third grade)
Same Books, Different Uses

The same book may be used at different levels. The same book may have different uses (Example: The Three Bears by Paul Galdone).

- Preschool Level
  - Introduce children to quality literature, including the classics.
  - Involve them in retelling the story in sequence.
  - Include a sequencing activity with three different sizes of bears and bowls.

- Kindergarten
  - Provide phonics instruction.
Contents of the AOM

Relationship of the AECE Framework Benchmarks to:

▶ Head Start Child Development and Early Learning Framework.

▶ Kindergarten Readiness Indicators.

▶ Common Core State Standards for English Language Arts Kindergarten Level.

▶ Common Core State Standards for Mathematics Kindergarten Level.


▶ Arkansas Framework for Infant and Toddler Care.
Early Childhood Care and Education

Care – Meeting children’s basic needs and providing emotional guidance and support.

Educate – Motivating, instructing, and supporting their learning.

I am a caregiver.
I am a teacher.
I am an early educator.
Components of Curriculum Development

Assessing Development
Knowing Children
Preparing the Environment
Developing Topics of Study
Involving Communities
Engaging Families
Planning Activities

Components of Curriculum Development
What does the early educator need to know about children?

- The typical growth and development in each developmental area (social/emotional, creative/aesthetic, cognitive/intellectual, physical and language)

- Age appropriate learning

- Effect of culture and background on learning
What are the considerations in preparing the environment?

> Is appropriate to the age and stage of development.

> Includes these components:

  • Space arrangement.

  • Materials.

  • Schedules and routines.

  • Tone of the staff.

> Promotes learning in all areas of development.
What is meant by topics of study?

› Are an overall plan of activities and are similar to themes, units or projects and may be:
  
  • Be selected by the early educator.
  
  • Emerge from the interests of children.

› Are relevant, have meaning to young children’s lives and are worth knowing about.

› Enrich young children’s learning.
What are the some considerations in planning activities?

- The teacher plans activities and the environment for:
  - Small and large groups.
  - Individual children.
- Activities are both child initiated and teacher directed.
  - Child initiated – The teacher prepares the environment and the child selects the activities on his/her own. Examples would be playing with blocks, playing in housekeeping or working a puzzle.
  - Teacher directed – The teacher directs an activity with a large group of children, a small group of children or an individual child.
Why is it important to include families?

- The home and classroom are the most important environments for young children.

- A trusting partnership can enhance the child’s learning experiences and feelings of security.

- Parents can understand and reinforce what the child is learning and experiencing in the preschool setting.
Why is it important to involve communities?

- Helps enrich the curriculum.

- Provides learning opportunities that can be linked to the child’s experiences outside the preschool setting.

- Informal knowledge is gained in the child’s family, culture and community. Examples are the home, grocery store, doctor’s office, rural or urban businesses, and parent’s work places.
Why assess children?

▶ To gather information about how a child is progressing. Some suggested methods include:

• The *Developmental Rating Scale* and *Work Sampling*.

• Written and informal observations.

• Portfolios – A collection of samples of the child’s work and play activities.

• Parent information about the child.

▶ To provide a basis for decision making and information sharing

• Planning curriculum decisions for children in groups and as individuals

• Sharing information with parents
What does the early educator need to know about children?

- The typical growth and development in each developmental area (social/emotional, creative/aesthetic, cognitive/intellectual, physical and language)
- Age appropriate learning
- Effect of culture and background on learning
Theory

theory is an organized set of ideas that is designed to explain behavior and development.

(Kail, 2000)
These images illustrate the negative impact of neglect on the developing brain. The CT scans on the left are from healthy three year old children with an average head size (50th percentile). The image on the right is from a series of three, three year old children following severe sensory-deprivation neglect in early childhood. Each child’s brain is significantly smaller than average and each has abnormal development of the cortex (cortical atrophy) and other abnormalities suggesting abnormal development of the brain.

These images are from studies conducted by a team of researchers from the Child Trauma Academy led by Bruce D. Perry, M.D., Ph.D. Used with permission.
Brain Scans, (continued...)

Normal

Extreme
Neglect
Brain Scans, *(continued...)*

![Normal Brain Scan](image1)

![Extreme Neglect Brain Scan](image2)
Vygotsky and Play

In play,
a child always behaves
beyond his average age,
above his daily behavior;
in play,
it is as though he were
a head taller than himself.

(Vygotsky, 1978, p. 102)
Different Types of Play

Functional Play

Constructive Play

Dramatic Play

Games with Rules
Social Levels of Play

- Solitary
- Parallel Play
- Associative Play
- Cooperative Play
Individual Differences

- Gender
- Temperament
- Interests
- Learning Styles
- Life Experiences
- Culture
- Special Needs
- English Language Learners
Girls: “Just Give Me a Chance!”
(Two Weeks Apart)

Stage 3
Block Building

Stage 4
Block Building
Learning Styles

Looking (Visual) – Look at it. See it.

Listening (Auditory) – Hear it or about it.

Moving (Kinesthetic) – Experience and explore with the body.
The Deer

As children so often do, Caleb, a four year old boy, brought his life experience to his drawing. Is there any doubt that he knows what a five-point deer is and consequently, how many the word *five* represents? Also, notice the shape of the deer and the shape of the letters, a combination of circles and lines. His life experience drawing is something he was obviously interested in, but it also provided practice in the drawing and shape-making skills needed to write his name.
Areas of Evaluation of Children with Special Needs

✓ Social development, social interactions and play
✓ Speech, language and communication development
✓ Physical/motor development
✓ Cognitive development
✓ Self-care (toileting, feeding, dressing) and adaptive skills
English Language Learners

Common acronyms used when describing children and programs

**ELL** – English Language Learners (the child)

**ESL** – English as a Second Language (the program)

**LEP** – Limited English Proficiency (the child whose ability to use and understand English is limited)
What's Wrong with this Learning Environment? Picture 1
What's Wrong with this Learning Environment? Picture 2
What's Wrong with this Learning Environment? Picture 3
Physical Environment

- Is arranged into learning centers.
- Protects the health and safety of children.
- Is comfortable for children with child-size equipment and materials.
- Is inclusive and accessible to all children.
- Offers opportunities for children to play, explore and discover.
- Encourages children to interact with each other.
- Assists children in caring for the environment.
Daily Schedule and Routines

- Establish a structure for the day.
- Create a sense of order for children and adults.
- Help children know what is expected of them.
- Free children to concentrate on their activities.
- Keep teachers focused.
- Let families know what to expect.
- Provide a balance of active and quiet experiences.
- Include transition activities.
- Allow time for health practices.
- Include indoor and outdoor experiences.
Characteristics of a Positive Social and Emotional Environment

- Creates a sense of community.
- Focuses on consistent, caring and respectful relationships among all of the members of the community.
- Provides children with a sense of belonging, security and safety.
- Supports children’s feelings of confidence and competence.
- Helps children begin to work cooperatively with others.
- Is inclusive, accommodating and accessible to all children.
- Helps children learn about themselves.
Features of the Learning Environment

1. Size and shape of room
2. Location of doors, windows and built-ins
3. Classroom displays
4. Type of flooring and lighting
5. Arrangement of furniture
6. Availability and organization of children's materials
7. Space for group time
8. Storage of materials not in use
9. Size of playground and stationary equipment
10. Materials and props on playground
Displaying and Labeling Materials
Guidelines for Group Time Space

- Allow sufficient space for all of the children in the group.
- Space children so all can see materials and activities presented by the teacher.
- Provide comfortable seating on the floor using carpet, rug or carpet squares.
- Include space for charts: jobs, songs and nursery rhymes, daily schedule and graphing activities.
- Include a chart stand for documenting group discussions and lists generated.
- Locate near electrical outlets to play tapes or CDs.
- Include storage space for tapes, CDs, rhythm instruments and scarves.
Storage of Materials

- Open storage of children's materials in current use
- Personal storage for children and adults
- Storage of materials to be controlled by adults for safety reasons
- Storage of children's materials not in use
- Storage for teacher resources
Definition of Learning Center

Areas organized throughout the classroom that include materials that children self-select to give them hands-on learning experiences in all developmental learning strands.
Definition of Diversity

Diversity encompasses differences in race, ethnic background, culture, gender, age and abilities.
**Definition of Ethnic Background**

Ethnic background refers to commonality of people because of their ancestors. It includes:

- Race.
- Religion.
- National origin.
- Physical traits such as color of hair or eyes.
- Values.
- Beliefs.
- Language.
- How people live.
Definition of Culture

Includes things, customs and values. It is things (cultural objects) such as clothing, jewelry, food, art, music, language and houses. It is customs (how people live) such as celebrations and holidays, who lives in families, recreation, family roles and how people show affection. It is values (beliefs and reasons for actions) such as religion, spirituality, attitude toward time, attitude toward money and the role of children.

(York, 2006)
Definition of Stereotype

An oversimplified generalization about a particular group, race or sex, which usually carries derogatory implication.

(Derman-Sparks, 1989)
Child with Special Needs

A child with special needs is one who is outside the typical range of individual differences.
Regular Tricycle
Same Tricycle with Adaptations
Adaptive Cutting and Writing Tools
Scoop Plate and Spoon with Velcro Strap
Adaptive Eating Utensils
Daily Schedule and Routines

- Establish a structure for the day.
- Create a sense of order for children and adults.
- Help children know what is expected of them.
- Free children to concentrate on their activities.
- Keep teachers focused.
- Let families know what to expect.
- Provide a balance of active and quiet experiences.
- Include transition activities.
- Allow time for health practices.
- Include indoor and outdoor experiences.
Arrival and Greetings

- Have classroom set up and materials prepared before children arrive.
- Be available to welcome children and families as they arrive.
- Greet children and families individually and by name.
- Help children store belongings they bring from home.
- Help children become involved in planned arrival activities.
Characteristics of a Positive Social and Emotional Environment

1. Creates a sense of community.
2. Focuses on consistent, caring and respectful relationships among all members of the community.
3. Provides children with a sense of belonging, security and safety.
4. Supports children's feelings of confidence and competence.
5. Helps children begin to work cooperatively with others.
6. Is inclusive, accommodating and accessible to all children.
7. Helps children learn about themselves.
Topic of Study Approach to Curriculum Development

- Is a system for organizing curriculum materials around a topic.
- Encompasses both the learning environment and planned and spontaneous activities.
- Includes activities that are based on the benchmarks.
- Creates an integrated approach to curriculum.
- Involves the family and the community.
- Allows teachers flexibility.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Senses</td>
<td>Birds</td>
</tr>
<tr>
<td>My Family</td>
<td>Kings and Castles</td>
</tr>
<tr>
<td>Rainforest</td>
<td>My Neighborhood</td>
</tr>
<tr>
<td>Pets</td>
<td>Our State Capitol</td>
</tr>
<tr>
<td>Planets</td>
<td>Children around the World</td>
</tr>
</tbody>
</table>
Benefits of Small Group Activities

- Children learn more and function better in small groups.
- Each child has a chance to contribute and be actively involved.
- Children seem to find it easier to regulate their behavior in small groups.
- Children begin to participate productively in small groups when teacher is not present.
- Teachers can involve children in more focused experiences.
- Teachers can introduce a new skill or concept or a problem-solving activity.
- Teachers are better able to observe and access development and individualize instruction.
- Teachers can support peer interactions.
Child with Special Needs

A child with special needs is one who is outside the typical range of individual differences.
Topic of Study Approach

- Features topics of study that are of interest to children
- Relates to children’s experiences
- Builds on what children already know
- Focuses on the environment that children know firsthand
Steps in Webbing

- Write the name of the topic of study in the center of a flip chart sheet.
- Brainstorm on self-stick notes words about the topic.
- Organize the words into categories and place on chart sheet.
- Identify three to five big ideas about the topic.
- Write the big ideas on the bottom section of the flip chart sheet.
Water in Our World Web

Big Ideas
1. Water has many uses in our daily lives.
2. Water can be liquid, solid or steam.
3. Water sports and recreation are fun.
Open-ended vs. Closed Questions

Open-ended Questions:

- Have many right answers.
- Expand language.
- Encourage children to respond.
- Encourage children to think, reason, predict, solve problems.

Closed Questions:

- Have one right answer.
- Limit language to one or two words.
- Tend to shut children down.
- Require no thinking, reasoning, predicting, solving problems.
Topic Related Materials and Props

▶ Provide opportunities for children to learn more about the topic.

▶ Encourage children to create, construct and dramatize.

▶ Reinforce children’s understanding of the big ideas.

▶ Support children’s attainment of the benchmarks.
Benefits for Children and Families of Participating in *The Family Connection*

- Families will learn more about what is going on in their children’s classrooms or child care setting.

- Families will receive specific suggestions as to how they might best help their children at home.

- Families will have opportunities to spend quality time with their children.

- Families will have an opportunity to share their ideas about what works best for their children.

- Children will feel connected to both their families and to their classroom community.

- Children will be learning both at home and in the classroom or child care setting, thus giving them the foundation to be more successful as they enter kindergarten and the primary grades.
Professionals to Consult When Working with Children with Special Needs

- Early Childhood Special Education Teachers
- Speech Pathologists
- Physical Therapists
- Occupational Therapists
How Children Develop Community Awareness
Is the Idea of Involving the Community in the Preschool Curriculum New?

NO!

John Dewey advocated community schools back in the 1920's.
Reasons for Community Involvement in the Preschool Program

Community involvement helps children:

- Establish a sense of security.
- Establish a sense of belonging.
- Experience a sense of place.
- Build knowledge of global community.
Welcome Volunteers to Your Child Care Center

“Children need exposure to adults other than teachers in order to broaden their experiences of the world.”

(Horshall, 1999)
Benefits of Community Involvement for Preschool Programs

➤ Builds awareness of the program.

➤ Enriches the curriculum.

➤ Helps the community become aware of the important work done in the program.

➤ Provides connections for fund-raising and other community support.

➤ Creates good will for a program.

➤ Results in additional volunteers to aid the program.

➤ Identifies resources for free and/or inexpensive materials.
Benefits of Community Involvement for the Children

- Have new experiences.
- Increases vocabulary.
- Increases in the complexity of dramatic play activities.
- Creates a feeling of security and independence.
- Gives them a sense of place.
- Builds on what children know.
- Creates a sense of altruism in the children.
Benefits of Community Involvement to the Community

- Helps the community become aware of the important work that is done in the program.
- Builds positive relations in the community.
- Identifies resources for families.
- Makes program known to potential customers.
- Helps integrate business establishments into the community.
Barriers to Community Involvement

Comments teachers may have made or overheard:

- “Sometimes you invite a speaker and they are really bad.”

- “It takes too much time.”

- “I don’t want anyone interrupting our schedule.”

- “It would be going into a bad neighborhood.”

- “Our children don’t have time to work on service projects.”

- “There is no way to transport children for field trips and outings.”
Ways Business and Commercial Enterprises Can Give Support to Preschool Programs

- Employee volunteerism
- Financial support
- Enrichment activities
Components of Curriculum Development
Purposes of Assessment

- Guides planning
- Shares information with others
- Supports learning and instruction
- Identifies children who may need additional services
- Evaluates the classroom/program
Benefits of Assessment

- Celebrates growth

- Identifies child's strengths and needs

- Gives child an opportunity to be a part of the process
Principles of Assessment

▶ Takes place in a natural setting

▶ Takes place over a period of time

▶ Happens as child goes about daily activities

▶ Is developmentally appropriate
Definition of Ongoing Assessment and Developmental Screening

- **Initial assessment** is the done at the beginning of the year and involves observing, studying existing information and reviewing home background information.

- **Ongoing assessment** is the process of gathering information in the context of everyday class activities to obtain a representative picture of children’s abilities and progress.

- **Developmental screening** takes place when a teacher believes a child needs additional screening or help and is referred to a professional evaluator. This type of screening may include emotional, hearing, speech, motor skills and vision.
Components of Assessment

- Observation
- Written records
- Portfolios
- Parent information
Observation Tools

- Masking tape
- Paper
- Calendar
- Tape recorder
- Still camera
- Video camera
- Observation forms
- Written records
Types of Written Records

- Anecdotal note
- Log
- Running record
- Time sampling
- Checklist
How to Use the Developmental Rating Scale

- Make at least one copy of the Developmental Rating Scale for each child.
- Complete the Developmental Rating Scale at least twice a year.
- Complete the Developmental Rating Scale based on personal daily observations of each child over a period of time.
- Make another copy of the Developmental Rating Scale in order to do a mid-year observation if there are areas of concern for certain children.
- Use the comments section to write examples, discrepancies, notes about a specific plan or any other comments.
- Include positive comments when possible.
Benefits of Portfolio Assessment

- Portfolios help teachers see the growth and development in individual children over a period of time.

- Portfolios help teachers communicate with parents.

- When teachers study children's portfolios, they become aware of necessary changes that may need to be made in the curriculum.

- After studying portfolios, teachers may decide a child needs additional developmental screening.

- Portfolios kept each year provide future teachers with information about a child.

- Portfolios focus on what is positive about a child.

- Portfolios give children a chance to be a part of the assessment process.
What Private Portfolios Contain

- Medical histories
- Parent’s phone numbers and work information
- Information shared in confidence by the parents
- Any observations or notes taken by the teacher considered sensitive
- Permission forms for giving medication
- Custody/divorce information
- Parent questionnaires
- Parent/teacher conference notes
- Accident or incident reports
What Learning Portfolios Contain

- Scribbles or drawings
- Other art work
- Writing samples
- Photos of child engaged in various activities
- Audio and video recordings
- A list of favorite books and songs
- Child’s dictation and interviews
- Cutting samples
- Teacher observations (unless the teacher determines it is private information)
- Assessments (*Developmental Rating Scale*, *Work Sampling* or other assessments)
- Information gained from checklists
What Pass-Along Portfolios Contain

- Medical histories/important medical information (such as allergies)
- Parent’s telephone numbers and work information
- Samples of art work done throughout the year showing the child’s progress
- Photos of the child
- Teacher summary report
- Assessments *(Developmental Rating Scale, Work Sampling or other assessments)*
- Any other item the teacher feels gives an indication of the child’s development
Portfolio Containers

- Sheets of poster board folded
- Accordion folders
- Pizza boxes
- Scrapbooks
- Three ring binders
- Large manilla folders or envelopes (x-ray folders)
- Art portfolios
- Regular file folders for private portfolios
- Large shoe or boot boxes
What to Share with Families

► Positive comments
► Selected items from the child’s portfolio
► Information from each developmental learning strand
► One or two activities the child enjoys
► Two of each of the following
  • Writing samples
  • Paintings
  • Photos of child in learning centers
  • Dictated stories
► Anything that is unique for their child
► Skills being worked on with the child
► Ways they can help at home
► An invitation to ask any questions