



The **W** SCHOOL OF  
EDUCATION

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**CHILD & PARENT  
DEVELOPMENT CENTER**

# MENTORSHIP & EDUCATOR COMPETENCIES HANDBOOK

2020 Handbook  
REVISED Summer 2020

For faculty, staff, and interns

## WELCOME TO THE CPDC FAMILY

Our mission is to offer a high quality neighborhood preschool that works collaboratively with parents and our University community to ensure every preschooler learns and grows in a nurturing and fun environment, setting the foundation for a lifelong love of education and success in school and life.

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The Early Childhood Professionals at CPDC share a common philosophy that children learn best when they can actively interact with their environment. We share a common commitment to helping each child develop fully – physically, socially, emotionally, and cognitively. Each child is valued as a unique individual. CPDC uses researched-based quality curriculum and state learning standards to guide our classroom learning environment.

Children can explore the materials, solve problems, develop skills, increase knowledge, or be creative in ways that help them to solidify their abilities at one level to be ready to move on to the next. The teachers engage with the children in ways that develop strong language skills.

All activities are developmentally appropriate and allow children to engage in activities at their own levels. Every child is able to develop fully according to his/her own interests and capabilities.

Our program strongly believes that quality early childhood education is important and worth the investment. If children have the proper social and emotional foundation, the academics of school will follow easily. We use academic curriculum as well as Conscious Discipline by Becky Bailey as our socio-emotional curriculum.

CPDC (Child and Parent Development Center) is a part of the School of Education on the Campus of Mississippi University for Women. CPDC was established in 1984 uniting the Child Development Laboratory (1937) and the Center for Infants and Parents (1974). MUW has provided child care and parent training since 1929. We have a long history of quality care and education in the Columbus community.

Our primary goals include teaching children to:

- Grow in understanding and appreciation of their friends
- Learn to listen and follow directions
- Enjoy creative expression through music, art, and other activities
- Have positive multicultural experiences and learn to embrace diverse backgrounds
- Develop gross motor skills along with body and space awareness
- Think and make choices for individual and small group activities
- Feel confident, secure, and loved in the school setting
- Establish healthy eating and handwashing habits
- Develop a lifelong love for learning and exploration

Every intern, no matter the age or phase of development or year in their residency program, should encourage our goals in their activities and duties. These statements are our guiding principles.

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## ADMINISTRATION and SCHOOL PERSONNEL

### Child and Parent Development Center (CPDC)

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### Penny Sansing Mansell

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## EVALUATIONS AT CPDC:

**Professional Dispositions:** Interns will be evaluated using the TIAI (Teacher Intern Assessment Instrument) as used for all student interns in the School of Education. Every intern should be familiar with this tool. All university supervisors will grade based on your competencies with this tool.

Interns should be familiar with CPDC's internal observation and competency tools to help guide classroom instruction. These tools can be used as you practice and develop new skills. These are tremendous help to review and assess and reflect on your growth. We find that these tools help you become more fluent in your skills and abilities and will be beneficial as you grow as a professional. Our checklist tools are included in this handbook to help guide you as you plan activities. *These checklists were based on lists provided by Mississippi Building Blocks during a program reboot in 2018. We felt these were extremely important to our growth and understanding, so we now treat these as a living document that change as our practices evolve and develop.*

In addition, these tools are also extremely helpful in developing your early childhood classroom.

- the CLASS tool (used by both MDE and Head Start)
- ITERS and ECERS (Environmental Rating Tools that are used nationally for room and program assessment)
- Mississippi Department of Education Early Learning Standards (Beginning with infants. MDE also has classroom checklists for early childhood classrooms that are helpful.)
- the NAEYC standards for accreditation of an Early Childhood Education Program

**ASSESSMENTS – (NAEYC 2A.8)** These lists are important for tracking the progress of our children, assessing their growth and development, individualizing learning goals, and are available at CPDC:

- Frogstreet classroom developmental tracking tools (part of our curriculum)
- CPDC academic screener
- Mississippi Department of Education Early Learning Standards
- CDC developmental milestones checklists (Available on CDC website)
- Ages and Stages Questionnaire (ASQ) for development and understanding what is developmentally appropriate (ASQs are available in the director's office or online with Easter Seals)
- Renaissance STAR assessments
- Kindergarten transition list – what do teachers want children to know before kindergarten?

*REMEMBER – assessments are part of the TIAI evaluation and a huge part of our NAEYC accreditation. We have options to help you with assessments. It is your responsibility to express your needs with the mentor teacher and ask questions.*

Intern should also rely on the information found:

- In their class canvas shell and class syllabus; class or residency handbook when available
- The CPDC staff handbook, the CPDC family handbook, the CPDC mentorship handbook
- The School of Education student handbooks

\*If any information overlaps, ASK questions. If in doubt, use the most stringent requirement given. No policy is intended to override the School of Education policies.

CPDC will:

- abide by the professional dispositions of educators
- communicate with the intern
- complete TIAI and evaluations of intern and supply items to Taskstream and supervisors as needed
- provide direction for materials
- provide help for purchasing items for lessons (when approved and warranted) for intern
- provide orientation
- review lesson plans with intern and provide appropriate and honest feedback
- work to support the intern in growing and learning
- grow and learn as mentors during the process
- work with the university supervisor

The student is responsible for

- abiding by the professional dispositions and responsibilities of the TIAI and handbooks
- all cleanup of activities
- coming to CPDC prepared and appropriately dressed (for all activities, both online and in person)
- duties as assigned by supervisor or mentor based on syllabus calendar
- gathering and preparing materials
- understanding and requesting assessments
- growth throughout the process
- initiating communication with the CPDC mentor or director
- keeping open communication respectful
- supporting the classroom teacher's instruction

Internship duties at CPDC:

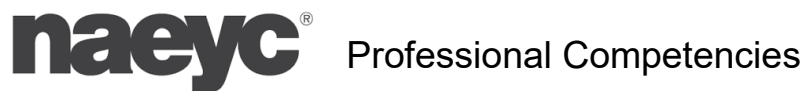
- Any duties as assigned from the University supervisor, mentor teachers, or CPDC director.
- **CPDC Units are 5 weeks total.** Four weeks of introduction of new materials and one review week. (Formal assessments are conducted during review weeks.) Units are constructed from themes on the center calendar and lessons are created from our curriculum and developed by the intern and/or classroom mentor teacher. Goals and standards should be evident in all plans.
- Lesson plans for CPDC are created for one week at a time.
- Lesson plans and concepts of brainstorming should happen with the mentor teacher (if needed) one week or more before teaching lesson. Intern should try to stay 7+ days ahead with planning if this skill needs development and help. Lesson plans can be changed as needed based on the needs of the classroom and children. Nap time is an appropriate time to work with the mentor teacher on plans. (Easily an hour or more available to you each day. Use time wisely.)
- Lesson plan finalized and approved by the mentor teacher Wednesday before the Monday of teaching.
- Lesson plans finalized and to the director no later than Friday morning 9 AM before the Monday of teaching. *We cannot support helping you and mentoring you if items are not to us in a timely manner.*
- Lesson plans are posted on the classroom board and electronically to parents on the Monday teaching week.
- Intern should take time to ask mentor teachers reflection questions about lessons.
- Mentors are a WEALTH of information. Create the relationship and open dialogue to use their skills to grow. We want to help you grow and shine! Also note, we aren't perfect. If you have suggestions, concerns, or ideas, please ask!
- CPDC has a massive amount of games, materials, curriculum, books. You must plan ahead to take advantage of materials. Please return everything after use.
- CPDC will allow mentors to model or coach when needed. This must be requested by the intern.
- Intern should learn and actively participate with family communication technology such as brightwheel or GroupMe, as well as newsletters and informal communications.
- Adding items to the CPDC student's portfolio and using various tools to document learning.
- Interns are responsible for submitting to Canvas and any duties as instructed by their University Supervisor outside of CPDC classroom time. Time at CPDC should be spent like our lead teachers. You should use the time to plan and prep classroom activities.
- The total schedule, including outdoor play, lunch, and free play in learning centers are teaching times. **Interns should interact with children at all times.**

Please remember, the School of Education Handbook outlines when interns can be removed from internship. Reasons for removal from internship include:

1. late submission of lesson plans; warning for the first time, development of an improvement plan with deadline the second time, continued late plans result in removal.
2. inappropriate language/communication. - first time, an improvement plan is written; failure to meet deadlines on the improvement plan results in removal.
3. lack of professionalism - could include inappropriate dress, language, continued late arrival and early departure, failure to work collaboratively with mentor teachers/staff, etc.
4. multiple concerns -- development of an improvement plan with deadlines; failure to show improvement within one week results in removal.



In order to develop as a professional during your residency and internships, these competencies must be addressed.



## STANDARD 1 - Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

**1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

**1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

**1c:** Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

**1d:** Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence based decisions that support each child.

## STANDARD 2 - Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young

children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

**2a:** Know about, understand, and value the diversity of families.

**2b:** Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

**2c:** Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

## STANDARD 3 - Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

**3a:** Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

**3b:** Know a wide range of types of assessments, their purposes, and their associated methods and tools.

**3c:** Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

**3d:** Build assessment partnerships with families and professional colleagues.

## STANDARD 4 - Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its



details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

**4a:** Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

**4b:** Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

**4c:** Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

## **STANDARD 5 - Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**

Early childhood educators have knowledge of the content of the (and literacy, the arts, mathematic, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

**5a:** Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

**5b:** Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

**5c:** Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

## **STANDARD 6 - Professionalism as an Early Childhood Educator**

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

**6a:** Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

**6b:** Know about and uphold ethical and other early childhood professional guidelines.

**6c:** Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

**6d:** Engage in continuous, collaborative learning to inform practice.

**6e:** Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.



## What should a quality EC classroom look like?

### **Creating a Caring Community of Learners**

In a high-quality preschool, children develop positive relationships with each other and their teachers. Teachers

- Are warm and caring, and they get to know each child and family well
- Help children learn how to play, work together, and make friends
- Plan activities so that all children can join in



- Include every child's family, language, and culture in the program

## **Teaching to Support Children's Development and Learning**

Teachers set up the classroom, choose materials, and plan activities that support children's learning. They also

- Provide materials and activities that interest children and challenge them
- Encourage children's efforts by making specific comments
- Set clear limits for children's behavior and explain the reasons

## **Planning and Adapting Curriculum**

A preschool curriculum is based on what most preschoolers should know and be able to do. Teachers plan and adapt curriculum to help children learn and grow by

- Setting learning goals for children that are challenging but achievable with help
- Balancing group activities and instruction guided by the teacher with activities children choose themselves
- Providing enough time for children to get deeply involved in activities and learning
- Paying attention to and supporting children's interests, skills, and knowledge

## **Assessing Children's Development and Learning**

Through regular assessment, teachers understand what each child knows and can do. This helps them decide which materials, activities, and experiences to add to help children continue learning. Teachers assess children's learning and development by

- Regularly taking notes on what children do and say
- Collecting samples of children's drawings and writings
- Taking photos of the things children make
- Using screening tests to identify when children need more learning support
- Asking you what activities your child does at home and what interests he has

## **Developing Relationships With Families**

Teachers want to build trusting relationships with families. They know that you are the most important people in your child's life. Teachers partner with families by

- Listening to families' goals and concerns for their children
- Encouraging families to participate in the program in different ways
- Showing respect for each family and its language and culture
- Trying to find ways to communicate in a family's home language

## **Warning Signs**

There are many wonderful preschool programs. But you might see some things that don't help children learn and develop. A few examples are listed here. If you're concerned about something you see, talk to the teacher or program supervisor.

- The space is not organized. Children wander around and aren't really involved in activities. Or, teachers control all activities so children aren't ever free to explore materials or play.
- Children are given worksheets, flashcards, or toys that can be used just one way. Other materials don't let children make choices and solve problems.
- Teachers don't participate in children's activities. They don't ask questions or make suggestions that help children learn deeply. Or, they tell children what to do and how to do it.
- Teachers don't set clear limits for children's behavior. Or, they respond to misbehavior by punishing children instead of helping them learn what they could do next time.
- Teachers rarely share information about children's progress with families. They mainly talk to families when there is a problem and don't ask about a family's wishes and concerns. Programs don't try to communicate with families in ways they can understand.

The first few years of a child's life are such important learning years. Connecting with warm, caring adults early on helps preschoolers form strong relationships throughout his life.

Creating a Caring Community of Learners. (n.d.). Retrieved June 25, 2020, from <https://www.naeyc.org/our-work/families/what-does-high-quality-program-for-preschool-look-like>



Our CPDC intern and teacher's competencies overlap in many ways with NAEYC's standards. Several of these competencies develop through the checklists on the following pages. All CPDC teachers and interns should be familiar with showing these competencies:

- 1. FIRST: Relax, smile, and have fun. If you aren't enjoying the activities, something is wrong.**
2. All art should have a purpose. Art should be kid led and not craft based. Children should be allowed to explore.
3. Intern should have a full understanding of the Mississippi Early Learning Standards and be familiar with the information on the Mississippi Department of Education Early Childhood Website.
4. Intern should have complete understanding of fostering inclusion and diversity and creating a loving and supporting classroom and school environment.
5. Intern should have knowledge of early childhood development and knowledge of where to review developmental milestones, including developmentally appropriate practices.
6. Intern should have knowledge of how to refer parents for community services. (Social, developmental, etc.)
7. Intern should have knowledge the modern family and how to facilitate parental learning and engagement while respecting different cultures and beliefs.
8. Intern should know how to screen children and how to incorporate milestone activities into classroom activities when needed.
9. Intern should understand how to construct and teach small group, whole group, and individual activities for learning.
10. Intern should understand how to observe all children and provide reflective feedback.
11. Intern should understand how to plan and facilitate play-based and hands on learning centers as an instructional tool. As part of this skill, intern should understand how/when/why to change out materials.
12. Intern should understand how to plan outdoor based play activities as a continuation of learning.
13. Intern should understand how to properly select literature, read the story, and have a shared book experience. This includes pre-reading planning.
14. Intern should understand positive language and a positive behavioral model for correcting and redirecting behavior in early childhood. (Research Conscious Discipline and become familiar with Social-Emotional Learning.)
15. Intern should understand Universal Design for Learning and inclusion as the overall guiding classroom principles.
16. The intern should be competent with technology in the early childhood classroom and primarily as a tool to support family engagement.
17. Interns should be familiar with licensure and health department requirements, along with NAEYC requirements for accreditation.
18. The intern should prepare and study content knowledge that will be shared with children and families.
19. The intern should teach using an inquiry based learning style that includes the children in the learning and discussion process. The intern should ask questions and allow questions and not use a lecture style of teaching. Our job is to facilitate their learning and discovery by offering enough materials and information for children to explore. This process would include understanding open-ended questioning and the classroom as a collaborative environment.
20. The intern should use the curriculum to guide their academic teaching, but should offer opportunities for additional learning or provide deeper opportunities to learn from materials that directly interest the students. Our curriculum should always be flexible, open-ended, and individualized.
21. Worksheets or ditto sheets are prohibited and hands on activities are encouraged.

The CPDC competencies checklists on the following pages are used to help us better assess ourselves as professionals and our students as interns. We use these lists to guide our classrooms and provide ourselves feedback to learn and grow in our craft. Interns will be evaluated at CPDC using these lists. Use these lists when planning lessons to help guide your instruction.



# Early Childhood Classroom Checklist

ECP/ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Classroom Environment - The early childhood professional:</b>	<b>0</b>	<b>1</b>	<b>2</b>
1. Ensures center tags and turn-tags with photos/names are ready to go.			
2. Ensures children have a wide range of materials and supplies for exploration, especially for prewriting skills.			
3. Ensures classroom commitments (class rules) and calm down techniques are posted and used.			
4. Ensures classroom schedule is posted, schedule is on task			
5. Ensures cleaning checklists are maintained and current; outlet covers covered, surfaces clean, cubbies and items organized, centers and toys are clean. Cleaning Checklist is inspected and licensure rules are followed.			
6. Ensures current lesson plans posted and complete on hall bulletin board, classroom board, and in office binder. Lesson plans are submitted weekly to director as required.			
7. Ensures proper handwashing practices are utilized based on licensure and NAEYC requirements.			
8. Ensures materials are clean and accessible throughout the day.			
9. Ensures the diapering area is well stocked and prepared; surfaces are clean. Lead has taught proper diaper changing and cleanliness to W aides and interns.			
10. Ensures toys are organized and in their proper locations			
11. Has bulletin boards and/or group/circle time boards/vocabulary are current and match lesson plans			
12. Has CURRENT children's work/photos dominate classroom displays; décor is seasonal/current			
13. Has student check/sign in/ circle time / attendance and helper charts completed daily (if utilized)			
14. Mixes bleach water daily for cleaning. Has needed sanitary supplies.			
<b>Learning Centers and Learning Environment - The early childhood professional:</b>	<b>0</b>	<b>1</b>	<b>2</b>
15. actively participates in the learning center and group activities and conversing with the children. Asks open ended questions and encourages dialogue.			
16. Centers are all open and available to children during scheduled center times.			
17. Creates lesson plans and meaningful engaging tasks that are developmentally appropriate with goals using early learning standards. Plans include children with differing abilities and needs.			
18. Electronic media use is limited strictly to academic lessons that relate back to the lesson plan or thematic unit for the week.			
19. has well-equipped developmentally appropriate centers and materials for child choice that rotate or change with the thematic units; teaching takes place primarily with learning centers and small groups.			
20. Have a balance of teacher-directed and student-directed centers/activities; including small and whole-groups, pairs, independent learning to accommodate multiple learning styles.			
21. Learning centers and materials are correctly labeled and within reach of children.			
22. Makes sure any new learning materials and expectations are explained to children before play and discovery begins.			
23. Makes sure children are engaged in learning activities during transitions and any waiting time.			
24. structures lessons (small and whole group, learning centers) to meet class and individual goals.			
25. utilizes hands on play for learning and rather than the use of worksheets or ditto sheets.			
26. utilizes the MDE Early Learning Standards to guide all instruction and standards are obvious within activities.			
<b>Classroom Role - The early childhood professional:</b>	<b>0</b>	<b>1</b>	<b>2</b>
27. Brightwheel is used appropriately and consistently. Uses daily to connect with parents and supplies images and appropriate content.			
28. All adults are used for instruction and are sure of their classroom duties.			
29. can effectively modify lessons in progress to meet the needs of all learners.			
30. Documents children's learning with assessments and portfolios for ALL children.			
31. Implements class rules and gives clear directions and expectations. Multiple step directions are broken down and presented appropriately. Consistently explains and re-explains, and implements.			
32. Implements lesson plans and uses the review week for missed materials; as well as review learned materials.			
33. is engaging and has fun!			
34. makes real world connections.			
35. Regularly connects with parents and provides parent education. (can be accomplished via Brightwheel or classroom newsletter.)			
36. Time is well managed and appropriate.			
37. understands that meaningful learning happens with an increase small group activities, open-play periods, and one-on-one instruction.			
38. Uses assessment to guide classroom learning and goals.			
39. Works well supporting, coaching, and directing work study students, lab students, co-teachers, or volunteers.			
<b>Implementation and Techniques - The early childhood professional:</b>	<b>0</b>	<b>1</b>	<b>2</b>
40. speaks at eye level with children, uses pleasant voice with children and encourages the same from children; treats all children with equal respect and consideration.			
41. Spends time observing children and is aware of entire group. Teacher adjusts and makes modifications based on the needs of the class.			
42. encourages self-help skills (clean-up, picking up dropped items, etc.)			
43. encourages cooperation, turn-taking, and consideration for others.			
44. remains involved with children throughout the day.			



# Early Childhood Classroom Checklist

## Continued

<b>During the Day - The early childhood professional:</b>			
<b>Oral Language:</b>	<b>0</b>	<b>1</b>	<b>2</b>
45. encourages children to develop oral language skills by actively engaging children in conversation during play and classroom routines; including new vocabulary			
46. language is warm, calm, and respectful, limits the word NO and opts for positive redirection.			
47. Uses language correctly and provides proper vocabulary in dialogue.			
48. Uses language mainly to exchange information and not to manage behavior			
49. uses language and verbal communication throughout the day (self-talk, parallel talk, recasts, expansion, repetitions, strives for five conversations, vocabulary of unit, etc.).			
50. introduces books, discusses literate features (title, author, illustrator, front, back, spin, top/bottom, place to start reading, etc.), and holds/display books so children can see pictures and print during reading for print awareness and emergent readers.			
<b>Social and Emotional Development :</b>	<b>0</b>	<b>1</b>	<b>2</b>
51. Adjusts to changes in routine and responds promptly to needs.			
52. Encourages children to use calm down spaces.			
53. Learning and using conscious discipline techniques; including encouraging friends to talk through situations and emotions.			
54. Expresses care and compassion when responding to student's range of emotions.			
55. Allows children to explore their environment and take appropriate risks.			
56. Uses role playing to teach new social skills.			
<b>Cognitive Development:</b>	<b>0</b>	<b>1</b>	<b>2</b>
57. Includes and encourages activities that incorporate use and naming of color, measurement, sorting, classification, shapes, patterning, comparison, sequencing, rote counting, counting with one-to-one correspondence, etc. in all classroom activities.			
58. Provides rigor and depth to all lessons to encourage building of knowledge in age appropriate ways.			
59. provides number lines, counting objects, number blocks or tiles; so that children have opportunities to manipulate, match, and compare letters.			
60. encourages and interacts with children during symbolic/pretend and play.			
<b>Physical Development:</b>	<b>0</b>	<b>1</b>	<b>2</b>
61. has activities that include fine motor activities such as pinching, squeezing, tearing, rolling, grasping, tossing, catching, pounding, smiling, tracking, opening and closing fingers, creeping fingers, and hand-eye coordination.			
62. Encourages some risky gross motor development when appropriate and safe.			
63. has activities that include gross motor activities such as walking, running, jumping, twisting, turning, hopping, hugging, pushing, pulling, and dancing.			
<b>Print Awareness and Alphabet Knowledge:</b>	<b>0</b>	<b>1</b>	<b>2</b>
64. Encourages and provides opportunity for fine motor and emergent writing activities			
65. Provides opportunities for children to learn and write letters; encourages children to produce letters in their names			
66. Provides letter tiles, letter blocks, magnetic letters, etc., so that children have opportunities to manipulate, match, and compare letters			
<b>Phonological Awareness:</b>	<b>0</b>	<b>1</b>	<b>2</b>
67. Encourages and interacts in play with listening, sound play, puzzles, rhyming, alliteration, and syllable games, etc.			
68. Incorporates opportunities for children to identify and produce sounds of letters.			
69. Encourages and stimulates thinking by posing problems or questions and assists with problem solving.			
<b>Personal Goals:</b>	<b>0</b>	<b>1</b>	<b>2</b>
70. Has a professional development plan and knows what areas need growth.			
71. Sets personal short and long term goals and takes responsibility for own professional growth.			
This list is NOT exhaustive. The teacher should choose from developmentally appropriate practices and the MDE Early Learning Standards to develop centers and community and small group activities that can enhance learning experiences.			
<b>Personal Strengths:</b>			

# Group Activity/Circle Time Checklist

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Group meeting times provide preschool children with the opportunity to grow and develop in ways that are developmentally appropriate for their age and prepare them for school. Whole group circle time is important for developing the classroom community. However, the ECP should recognize that individual and small groups, as well as learning centers, are more meaningful to developing depth in instruction. This checklist can encompass plans for any small or whole group activity.

<b>General Preparation and Technique:</b>	0	1	2
1. The teacher has materials ready (props, pointers, puppets, music, instruments, new materials, etc.)			
2. The teacher has prepared vocabulary words, focus wall props, sentence of the day, or music/poem posters.			
3. The teacher has pre-read/pre-sung and is familiar with the book, activity, and/or materials.			
4. The teacher provides an opening introduction and overview of the lesson.			
5. Activities are planned based on the time frame of the group. If the student/s can only hold for 5 minutes, plan corresponding activities. The average time is 5-10 minutes. Plan multiple sessions if this works for your class. Aim for max time 20 minutes at age 4-5.			
6. Circle time for children under three is voluntary and not forced. (NAEYC)			
7. Including traditional items such as calendar or rote information is very short if used at all.			
8. Make authentic, real world connections.			
9. Planned activities are engaging and utilize multiple sensory input. (use all the senses to teach!)			
10. Teacher is flexible with time and expectations. BUT predictable.			
11. The teacher allows for children to share and explore ideas. The teacher understands this is GROUP time and the children should contribute to their learning during this process.			
12. The teacher balances passive and active activities for whole group. (Sing hello/good morning song, check the weather, talk about what day it is, then plan a MOVING activity. Dance or active play to get brains moving. Followed by a passive activity, such as book reading or letter/number of the week or sentence of the day.)			
13. The teacher is on the same eye contact level as the children to build the sense of community.			
14. The teacher is very intentional with time and preparedness is evident.			
15. The teacher provides concrete space and boundaries for the children as individuals.			
16. The teacher provides instructions on how to take turns speaking. (Holding an item, microphone, hand raised)			
17. The teacher shares any classroom updates, behavior reminders, or new learning center items to the whole group.			
18. The teacher uses circle time as a community circle. Everyone in the circle is an equal and important part of the community.			
19. The teacher uses positive communication; encourages and supports children's participation; promotes frequent joint smiling, laughter, and praise			
20. The teacher uses small groups for in-depth learning and teaching, understanding that small groups can be more meaningful and provide more opportunity for conversation and differentiated learning.			
21. Uses questions to facilitate higher order thinking and discussions.			
22. Utilizes checks for understanding to gauge student comprehension.			
<b>Concepts for group times (pick and choose)</b>			√
23. good morning welcome song daily for routine at whole group			
24. daily (different) morning message (many skills from one short little sentence!)			
25. pledge of allegiance for routine at whole group			
26. create movement circles with no sitting or passive activities (Waldorf pedagogy)			
27. classroom jobs and responsibilities at whole group (create community – Becky Bailey/Conscious Discipline)			
28. books, poems, songs (create posters for word correspondence) can be small or whole group			
29. story sequencing and retelling (using children) - can be small or whole group			
30. project work – create something together - can be small or whole group			
31. documentation displays - can be small or whole group			
32. picture schedules best for routine at whole group; fantastic for children who need help with transitions and great for UDL practices			
33. classroom journaling - can be small or whole group			
34. create charts and graphs together (take a vote - what apple do you like? How tall are we individually?) - can be small or whole group			
35. linear representations - can be small or whole group			
36. positive experiences from appropriate calendar activities - can be small or whole group			
37. creating stories together - can be small or whole group			
38. games - can be small or whole group, wonderful for ALL Early Learning Standards			
This list is NOT exhaustive. The teacher should choose from developmentally appropriate practices and the MDE Early Learning Standards to develop community and small group or pairing activities that can enhance learning experiences.			



# Small Group Early Reading Strategies Checklist

CP/ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Pre-conversation:** What are the goals of this activity? \_\_\_\_\_

Research shows that small group instruction for pre-reading skills produces the best results for growth. Each level listed below should be addressed regularly and systematically through curriculum. Only one or two concepts in a small group session should be addressed at one time. These skills can grow and build off of lower principles. **It is highly recommended that all teachers and interns view students participating in Renaissance STAR assessments and use the Renaissance tools to guide small group strategies and group breakdown.** These domains are part of STAR. **STAR reporting can guide your teaching.** These targets are also wonderful to include during other classroom opportunities.

<b>Phonological Awareness for Emergent Readers and Writers based on STAR Sub Domains</b>	0	1	2
<b>Alphabetic Principle:</b> alphabetic knowledge, alphabetic sequence, letter sounds			
<b>Concept of Word:</b> word length, word borders. letters and words			
<b>Visual Discrimination:</b> letters, numbers, identification and word matching			
<b>Phonemic Awareness:</b> rhyming and word families, blending word parts, blending phonemes, initial and final phonemes, consonant blends, medial phoneme discrimination, phoneme isolation/manipulation, phoneme segmentation			
<b>Phonics:</b> short vowel sounds, initial consonant sounds, final consonant sounds, long vowel sounds, variant vowel sounds, consonant blends, consonant diagraphs, other vowel sounds, sound-symbol correspondence with consonants and vowels, word building, word families/rhyming			
<b>Structural Analysis:</b> words with affixes, syllabification, compound words			
<b>Vocabulary:</b> word facility, synonyms, antonyms			
<b>Comprehension:</b> Comprehension at the sentence, paragraph, and full story level			
<b>Early Numeracy:</b> Number naming and identification, number object correspondence, sequence completion, composing and decomposing, measurement			
<b>General Practices: The teacher...</b>	0	1	2
A. conducts reading strategies small groups at minimum twice a week.			
B. infuses reading strategies into other centers, small groups, circle/community time, and conversations. Some items, like "Busy busy bumble bee, can you say your name for me?" can lead to transition opportunities to count syllables and identify sounds and letters.			
C. has materials ready and materials are diverse and change often.			
D. is aware of the needs of the child and encourages developmentally appropriate and engaging strategies. Teacher can scaffold learning to meet individual needs.			
E. maintains appropriate group size. (5 or fewer children for in-depth learning.)			
F. uses proper vocabulary with instruction. (word, spaces, letter, upper case, lower case, sound, alliteration, rhyme, syllable, segmenting, blending, etc.)			
G. conducts groups the appropriate amount of time. (10-15 minutes recommended.)			
H. uses a checklist to track progress (Frogstreet, CPDC academic, or MDE Standards). Teacher updates and stores.			
I. provides multiple opportunities for children to see, hear, and say targets.			
J. uses a predictable and easy to follow plan. (review previous material, present new targets, practice with an activity.)			

# Shared Storybook Early Literacy Checklist

ECP/Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Book Name: \_\_\_\_\_

Shared storybook is a wonderful whole group or small group activity. Books can be read multiple times to pull out information and increase comprehension. **These skills will not be covered in one reading. Pick a 2-3 targets for each reading and change targets often. Do not get in the rut of the same experiences each reading.** Most importantly, RELAX and HAVE FUN! A great practice is to read a book twice at a minimum. One time for enjoyment, the next for deeper learning.

<b>General Preparation:</b>	0	1	2
1. The teacher has materials ready (Books, props, pointers, puppets, etc.)			
2. The teacher has pre-read and is familiar with the book. (Pronounces words correctly, has child friendly explanations ready, has vocabulary word cards prepared for word focus wall, sticky-notes prepped)			
<b>Techniques:</b>	0	1	2
3. The teacher holds or displays the book so children can see pictures and print while reading.			
4. The teacher uses positive communication; encourages and supports children's participation; promotes frequent joint smiling, laughter, and praise			
5. The teacher uses voice to enhance reading. Inflection, character voices, sounds			
<b>Before reading the story, the teacher:</b>	0	1	2
6. Introduces the parts of the book, book handling, literate features (title, author, illustrator, front, back, spine, top/bottom, places to start reading, etc.)			
7. Reads the title, pointing to each word. (Can use title for alphabetic principle and exploration.)			
8. Asks for predictions about what the book will be about based on the title and cover.			
9. Talks about experiences that relate back to the topics in the book. (Ties new information back to old information or experiences.)			
10. Introduces two or three new vocabulary words that are important to understanding the story along with child friendly explanations of meanings, examples, and props. (Pictures of the new words accompanied with printed words that may be placed in the pocket chart to connect print to vocabulary)			
<b>PICK MAIN TARGETS FROM THE LIST BELOW OR ADD ADDITIONAL.</b>			
<i>TARGET: Oral language: always points out new vocabulary and provides at least two other opportunities for child interaction</i>	0	1	2
11. Prompts child interaction with dialogic reading techniques. <b>PEER</b> – Prompt, Evaluate, Expand, Repeat & <b>CROWD</b> – Completion prompt, Recall prompt, Open ended comments and questions, <b>Wh</b> question prompts, <b>D</b> istancing prompts			
12. Comments and prompts child interaction and discussion on: character motives; actions			
13. Asks cognitively challenging questions, elaborates and prompts child interaction on: text, illustrations, plot			
14. Uses vocal pauses for emphasis and child comment			
15. Points out and explains new vocabulary and briefly explains other new words in text that will help children's understanding of the story			
<i>TARGET: Print awareness: always points to words during reading and chooses at least one other target</i>	0	1	2
16. Points to each word during reading (print referencing)			
17. Compares long and short words in text, visually			
18. Points and discusses concept of word (words are made up of letters and are divided by spaces in print; sentences are made up of words; sentences in print have conventions such as punctuation; counting words in sentences)			
<i>TARGET: Phonological Awareness: as appropriate for the type of book</i>	0	1	2
19. Finds, repeats, and has children repeat or find rhyming words			
20. Finds words that begin or end with the same sounds and encourages children to say the words			
21. Provides opportunities to model and have children clap syllables for long and short words			
<i>TARGET: Alphabet Knowledge</i>	0	1	2
22. Focuses children's attention on letter(s) in the title and or book; asks children to name letters; identify upper and/or lower case; identify words that begin with the same letter; asks or makes the sound associated with the letter			
<i>TARGET: Comprehension after reading</i>	0	1	2
23. Focuses the children's attention on the sequence of the story. Story retell, dramatization, picture walk through, first/next/then/last			
24. Asks the children about their favorite part of the story or how the story might have ended differently			
25. Discusses and connects the story's content to the experiences			
26. Asks or assists children in repetition of important phrases in the book; emphasizes new vocabulary of the book			
27. Focuses children's attention on the setting, characters, beginning, end, and one or more events			

