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# Students Learn about Documentation throughout Their Teacher Education Program

Carolyn P. Edwards
*University of Nebraska-Lincoln*, cedwards1@unl.edu

Susan Churchill
*University of Nebraska-Lincoln*, schurchill2@unl.edu

Mary Gabriel
*University of Nebraska-Lincoln*, mgabriel2@unl.edu

Ruth Heaton
*University of Nebraska-Lincoln*, rheaton1@unl.edu

Julie Jones-Branch
jjones5@unl.edu

*See next page for additional authors*

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# Students Learn about Documentation throughout Their Teacher Education Program

**Carolyn Pope Edwards, Susan Churchill, Mary Gabriel, Ruth Heaton, Julie Jones-Branch, Christine Marvin, & Michelle Rupiper**

University of Nebraska—Lincoln

## Abstract

Study groups and learning circles can offer a systematic way for early childhood teachers to interact about their work and create a culture of professional development. This paper describes how faculty systematically followed a collaborative co-inquiry process in order to improve a new early childhood interdisciplinary teacher preparation program. The team met on a regular basis throughout one academic year, with the stated objective of infusing observation/documentation knowledge and skills in a coherent and systematic way throughout the students' program of studies. The group created a template of the *cycle of inquiry,* which could apply to all courses, and analyzed the documentation process along a series of *skill dimensions*: (1) *level* that students are expected to achieve (awareness, application, refinement/integration); (2) *focus* of the students' observations (who, what, where, when, how); (3) width of the *lens* of observation (e.g., focused narrowly on one dimension of behavior or widely on a whole classroom environment); (4) *intended audience* of the completed documentation (e.g., children, parents, professional colleagues); and (5) *finished product* of documentation (e.g., project panel, memory book, slide presentation). The co-inquiry process allowed the faculty to improve the ways that the program helps students move from an awareness level toward a practitioner level in using observation and documentation. The students' reflections and finished work suggest how they learned to promote children's learning, partner with parents, and come to think of themselves as "professionals" in their field.

## Introduction

Learning circles and study groups offer an organized way for early childhood teachers to discuss their work and create a culture of professional development (Project Zero, 2003; Rinaldi, 1994; Shoptaugh, Frasier, Miller, Bardwell, & Bersani, 2006). The Making Learning Visible Project at Harvard Project Zero has developed protocols and other resources for teachers to use in creating and looking at documentation (http://www.pz.harvard.edu/mlv/). Shareen Abramson (2006) has described a process developed at the Huggins Child Development Center at California State University at Fresno. At staff meetings, the teachers follow a three-part procedure to share educational documentation that they call collaborative inquiry—or "co-inquiry." First, one teacher shares pieces of unfinished documentation (e.g., photos, video,

transcripts, work specimens) that present a problem or situation arising from work with children in the teacher's classroom. Second, other teachers take turns offering comments and questions. Third, everyone joins in open dialogue and brainstorming on what the teacher could do next so that the children's learning could continue to develop. The teachers support one another over time by systematically studying one another's work, sharing resources, and reflecting on next steps.

This paper describes how a group of early childhood education faculty from three departments at the University of Nebraska used a collaborative inquiry process to improve a newly approved teacher preparation program, titled Inclusive Early Childhood Education: Birth to Grade 3. In retrospect, it is clear that a co-inquiry process was essential to success in creating a pathway for preservice students to become competent in using what Carlina Rinaldi and other educators in the Reggio Emilia tradition call pedagogical documentation as a tool for becoming reflective practitioners (Fleet, Patterson, & Robertson, 2006; Rinaldi, 2006).

## Background

The Inclusive Early Childhood Education (IECE) Program at the University of Nebraska opened its door to undergraduate students in the fall of 2004. It is a blended, interdisciplinary, preprofessional program that involves teaching faculty from three Departments in the College of Education and Human Sciences: (1) Child, Youth and Family Studies; (2) Teaching, Learning and Teacher Preparation; and (3) Special Education and Communication Disorders. Many of the faculty began to work closely together several years earlier as part of a Stakeholders Committee composed of faculty, parent, and community stakeholders who met regularly to plan and implement the new program. With three years of grant support from the Nebraska State Department of Education, the stakeholders engaged in a series of planning activities. In 2002, this committee formulated a vision statement that opened with a statement of belief about the central role of observation and documentation in early childhood teacher education (see Appendix 1):

The guiding theme of *child and parent observation and documentation as a way of working together with children and families* will run through all elements of our program, so that students and faculty come to share a common core of values, knowledge, and skills.

The Stakeholders Committee formulated this vision statement as a result of collective work over time in which we completed the following activities:

- studied and discussed selected research and teaching literature
- gathered and reviewed needs assessments
- held institutes and consultations with national experts
- visited universities with exemplary early childhood teacher preparation programs and studied their documents
- created a library of books and media resources
- offered one-time scholarships to increase the diversity of the applicant pool
- collaborated with faculty and administrators from the neighboring community college to align course objectives and articulate courses between the 2- and 4-year institutions

Eventually the program faculty and department chairs received approval for a proposed course of study composed of revised and newly created courses and field experiences that would meet state standards for an initial teaching certificate (Birth to Grade 3). The program has been available since 2004 and has become a respected and rapidly growing undergraduate program in our college.

## Scholarship of College Teaching

Once the IECE program was approved, the faculty realized that their work was not over—that they needed to begin continuous processes of student assessment and program improvement. One particularly valuable element of that process was the participation in one or more years in the university's peer review of teaching project. This faculty development initiative encourages faculty from any department to work in small peer groups, throughout an academic year, to analyze their teaching effectiveness, classroom practices, and evidence of students' learning, and then prepare and share course portfolios. Peer review promotes the "scholarship of teaching" at the college level through processes that parallel co-inquiry in that a group of peers meets regularly, over an academic year, to share and discuss the emerging portfolios of faculty members as a way to improve their teaching. The peer review process serves to structure a careful and systematic look at evidence of teaching practice and learning outcomes in specific courses chosen by the participating faculty. College faculty find this kind of reflection on teaching in a group of peers to be intellectually stimulating and energizing and well worth their university's "institutional investment" (Bernstein, Burnett, Goodburn, & Savory, 2006; Savory, Burnett, & Goodburn, 2007).

Participation in this formal peer review of teaching process helped set the stage for the work described in this article because it provided the faculty members who participated in it with a shared background and approach for examining course syllabi, assignments, and assessments. It also set up positive expectations for coming together to critically examine college teaching in light of the skills and knowledge that instructors wanted students to learn and practice. The peer review process prepared faculty members to look systematically at the sequencing of courses and the meshing together across courses of objectives, activities, assignments, assessments, and outcomes.

As an example, Carolyn Edwards used the peer review project to examine *Introduction to Early Care and Education*, the first course in the IECE sequence. She participated in the project two different years to help tighten the fit between teaching goals and what students were learning. (Her inquiry portfolio is discussed in detail in Savory, Burnett, & Goodburn, 2007, Ch. 4.) The portfolios are text documents available for public review and sharing (http://www.unl.edu/peerrev/Editor's note: This url has changed:http://www.courseportfolio.org/peer/pages/index.jsp). Carolyn realized that she was not certain that she was helping students gain awareness of what pedagogical documentation is or how it works to help teachers make daily decisions and communicate with families, colleagues, and the public. She therefore expanded class time devoted to these topics and also increased the variety of graded and ungraded assessments she was using. To determine students' initial knowledge, she used a short ungraded quiz, followed by a week of class lectures, activities, and assignments, and then the same quiz as posttest. This procedure helped

students grasp the concepts, as seen in Appendix 2. After the second quiz, the class reviewed the ideas a final time, and no one missed questions about documentation on the midterm exam.

The students' emerging awareness about the communication uses of documentation was assessed more fully through an integrative assignment completed near the end of the course. The assignment was to prepare a page that if enlarged to poster size would be considered worthy of display on the wall of a classroom or program serving young children. Each student, following an initial in-class activity and a one-on-one interaction with the instructor, turned in a single page of finished documentation displaying "My Image of the Child." Through pictures and a few simple sentences, the students communicated visually what they believed about young children's potential. Many of the results were conventional in their choice of words and images, but in their one-on-one meeting with the instructor between their initial and final versions, almost all of the students seemed genuinely engaged in finding a strong, clear way to crystallize and illustrate their essential concept about the potential of children and what attracted them to want to work with children. Two of the student products, along with the assignment instructions, are provided here.

Student Project: Image of a Child (PDF)

[Appendix A]

## Digital Technologies

Besides the university's peer review project on the scholarship of teaching, another force that shaped the group's collaborative work was the increasing use of digital technologies as teaching and learning tools in preservice teacher education. Several members of the group were sharing proposals with faculty at other universities with laboratory schools in order to learn how technological advances offer new ways to share documentation among and between teachers in university and community settings. Colleagues around the country were exploring uses of digital photography to make pedagogical documentation a regular part of college students' experience. (e.g., Bersani, Condit, & Frazier, 2003; Forman & Hall, 2005; http://www.videatives.com; Fu, Stremmel, & Hill, 2002; Hong & Trepanier-Smith, 2004; Moran, 2002; Moran & Tegano, 2005; Moran, Lamb, Demartino, Worthington, & Carow, 2007; Smith & Goldhaber, 2004). The work with technology hinted at the potential of digital documentation to improve students' observational and assessment skills, curriculum planning, and presentation/communication abilities. However, the UNL group members did not feel they had solved the problem of how

to bring inexperienced preservice teachers to a true practitioner level or refinement level in utilizing the documentation process in appropriate and diverse ways to support their future work with young children. Fortunately, a grant from the National Center for Information Technology in Education (NCITE) at the University of Nebraska made it possible for the UNL co-inquiry group to tackle this problem with necessary materials, equipment, and staff support.

## Co-Inquiry Process

The seven faculty members of the UNL co-inquiry group came together in 2- to 3-hour monthly meetings throughout the academic year, 2003-2004, in order to

- discuss the knowledge and skills that IECE students needed to learn and practice,
- decide how to imbed these skills into courses in a systematic way so that students could build skills gradually and progressively,
- plan how to include a range of experiences with technology across courses so students could produce different kinds of finished products of documentation to make visible children's learning and their own growth as teachers, and
- prepare pages for a student handbook for IECE students that would orient students to documentation as a teaching tool or strategy that they would be using throughout their program of study.

In the first two months, the group studied and discussed Gandini and Goldhaber's (2001) and Forman and Fyfe's (1998) articles on the documentation process as a tool for educators. While not intentionally following a protocol in conducting meetings, the group seemed to fall naturally into a routine in which members first offered reactions to one faculty member's sample of documentation and then raised questions, offered interpretations, shared experiences, and suggested implications and possible next steps. Two notable accomplishments emerged from the group's first two discussions that guided subsequent meetings. These were the identification of the elements of an observation and documentation process and a template for a cycle of inquiry across courses.

## Elements of an Observation and Documentation Process

The Reggio Emilia educators who transformed the theory and practice of pedagogical documentation usually describe it in a holistic way. Rinaldi (2006) speaks of documentation as a "visible trace and a procedure that supports learning and teaching, making them reciprocal because they are visible and sharable" (p. 100). Rinaldi (1994) discusses how this approach serves the learning needs of young children:

Their desires become apparent when the children ask the adults to listen to, observe, and support them and to render them visible. To render them visible means that their processes should be carefully recorded, transcribed, reflected upon, and respected and sustained. (p. 58)

As the co-inquiry group responded to the available literature on documentation, raised questions, and made interpretations about what skills in observation and documentation are important and feasible for undergraduate students to attain in a teacher preparation program,

group members realized that it would help to dissect Gandini and Goldhaber's (2001) documentation cycle of inquiry into its components. The group analyzed the separate skills of documentation as involving

- framing/reframing questions about the learning process
- observing; gathering data and artifacts
- selecting/organizing observations, data, and artifacts
- reflecting/interpreting observations, data, and artifacts
- planning/projecting and making decisions
- communicating/reporting artistically or elegantly

As the group discussed these various skills, members agreed that the first skill, framing questions about the learning process, is actually one of the hardest but most important aspects of becoming an early childhood educator, and that framing questions needed to be a focal point for the group's monthly discussions.

Following the discussion, Chris Marvin summarized what she had heard into a chart, which she presented as a provocation at the beginning of the next meeting. This chart, "Elements of an Observation and Documentation Process" (see Table 1), proved to be pivotal to the group's work. The chart breaks down the skills of documentation process along a series of dimensions that would apply to what the preservice students would be learning and practicing in a particular course:

- *level* of skills and knowledge that students are expected to achieve (awareness, application, refinement/integration)
- *focus* of the students' observations (who, what, where, when, how)
- *lens* (narrow, i.e., focused on one child or one dimension of child behavior, or wide, i.e., focused on a group of individuals or a whole classroom environment)
- *intended audience(s)* of the finished product of documentation (e.g., children, parents, professional colleagues)
- *finished product* of documentation (e.g., portfolio page, project panel, memory book, slide presentation).

**Table 1**
Elements of the Documentation Process

| Level | Skills | Focus | Lens | Audiences | Finished Products |
|---|---|---|---|---|---|
| Novice or Awareness | Framing (and reframing) questions | Who (e.g., child, children, teacher, self, family) | MACRO View | Children | Portfolio page |
| Apprentice or Application | Observing; gathering data & artifacts | What (e.g., classroom, materials, program, learning activity, subject area, child behaviors, thought process, or growth) | MICRO View | Parents | Panel display |
| Practitioner or Refinement & Integration | Selecting/organizing observations, data & artifacts | Where (e.g., inside, outside classroom or home) | | Self | Project booklet |
| | Reflecting/interpreting observations, data, & artifacts | When (e.g., beginning, end, midstage, before X, after X) | | Colleagues & Classmates | Reflective journal |
| | Planning/projecting & making decisions | How (e.g., what methods of data collection and kinds of artifacts will be collected) | | Supervisors & Instructors | Child portfolio |
| | Documenting artistically and effectively | | | Interdisciplinary team | Memory book |
| | | | | Public (school, professional, & local communities) | Narrative |
| | | | | | Poster |
| | | | | | Slide presentation |
| | | | | | Videotape or DVD |

The group decided to examine courses in the IECE program to see how the various key learning activities distributed themselves across the cells of the table. For example, were faculty teaching students to observe and document using different kinds of tools? To produce different kinds of finished documentation products? To communicate with different audiences, such as children, families, and professional colleagues?

The group became eager to examine what members did in their courses, and so each subsequent meeting of the group became an opportunity to examine closely one or two of the required courses in the program. Faculty members took turns describing a course in the program that they frequently taught and describing in detail one or two of the key integrative

assignments that were done by students. The presenter shared evidence in the form of the course syllabus/outline and showed how the assignments mapped onto the chart of "Elements of an Observation and Documentation Process."

Mary Gabriel, for example, described how the course *Preschool Prepracticum* includes a series of assignments to help students (usually freshmen and sophomores) ask the framing question "What do children display about their stages of development as they play?" She related how students used worksheets that list "widely held expectations" (learning standards) for behavior of children ages 3-5 years, derived directly from Nebraska Early Learning Guidelines for Ages 3-5. These worksheets gave students a common frame of reference for examining the developmental domains of physical, language/literacy, social/emotional, creative/aesthetic, cognitive: mathematics, and cognitive: science. For each worksheet/domain, students selected a specific behavior and then wrote anecdotal notes about a target child. They also took photos about what they saw and developed their notes and photos into a more complete observation, which had three parts (notes, photograph, and interpretation). Their lens for documenting was "micro," with a "who" of an individual child, a "what" of a behavioral domain, a "where" of the classroom, a "when" of week X of class, and a "how" of the worksheet process. The activity encouraged students to become competent in labeling and analyzing child behavior according to the learning categories laid out in the state learning guidelines, as well as helping them to internalize reasonable expectations for child development during the preschool years.

Later, the students compiled their observation pages into a Child Notebook—a piece of finished documentation that was used in classroom planning and parent/teacher conferences. Meanwhile, the worksheet pages were also put into the classroom, where they started out as a blank book for each child but soon became embellished by the students. They added observational information on their target children or any other children throughout the semester by recording snippets of speech and behavior on sticky notes attached to the appropriate widely held expectation (giving them additional practice in analyzing and labeling behavior). Often, the students gathered these notes by watching more advanced students from the course *Curriculum Methods in Early Childhood Education* implement their lesson plans drawn up for the content domains (e.g., Language/Literacy, Math, Science, etc.). By the end of the semester, all of the worksheet pages and informal notes for each child were put together into a Child Development Assessment Report, so that parents and teachers alike could benefit from the accumulated evidence of the child's growing competencies across the developmental domains in the Nebraska Early Learning Guidelines.

Michelle Rupiper described how the course *Curriculum Methods in Early Childhood Education* took students one step further. The students wrote and implemented detailed activity plans around identified curricular goals. After the implementation of a planned activity, students created a one-page Activity Documentation piece that was to communicate the goal and objectives for the activity as well the children's response to the activity. Their lens for documenting was narrow, or "micro," because they focused on only one child and one domain, but their documentations were completed toward the end of the semester when students had had an opportunity to develop relationships with the children and experience success in planning and implementing activities. By waiting until further into the semester, students were able to step back and view the activity through a broader lens than they were able to do at the start of the

semester. Their focus of documentation had a "who" of a child, a "what" of an activity, a "where" of the classroom, a "when" of the last few weeks of the semester, and a "how" of the assignment format. Students asked themselves framing questions such as, "How do I know children are interested in this topic?" and "What did I observe that shows children benefited from the activity?"

Through all these various activities, the level of reflection of students in both courses (*Preschool Prepracticum* and *Curriculum Methods*) advanced considerably beyond the awareness level seen in their "Image of the Child" work for *Introduction to Early Care and Education*. Students were using and applying the skills of observation and documentation to go *inside* the learning process and analyze the thinking and behavior of children (instead of remaining outside and simply portraying the child holistically). This change is illustrated by the sample products from both courses linked below. From *Preschool Prepracticum*, there are blank worksheet pages, sample observations by one student, and two examples of filled-out pages for the Child Development Assessment Report. From *Curriculum Methods,* there is a sample Activity Documentation. These products suggest how the students were gaining application-level skills in taking observations and action photos, designing attractive layouts, and describing and interpreting the meaning of children's behavior and speech in the classroom.


Sample Student Products (PDF)

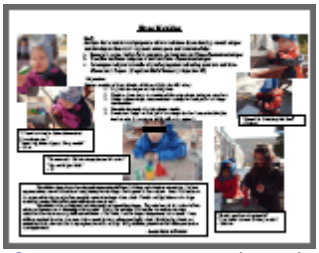
[Appendix B]


Student Products Worksheet (PDF)

[Appendix C]


Worksheets adapted from NE Early Learning Guidelines (PDF)

[Appendix D]



Student Product (PDF)

[Appendix E]

**Template for Cycle of Inquiry and Course Experiences**

Each faculty member of the co-inquiry group thus elaborated on how her course assignments addressed the acquisition of documentation skills. Julie Jones-Branch, in presenting to the group, added an important perspective when she described how she had created a template of the documentation cycle of inquiry for use with her students in *Preschool Student Teaching*, the culminating preschool practicum in the IECE teacher education program. To show the faculty group, she brought along a diagram (Jones-Branch, 2006). On the visual representation of the cycle of inquiry, Julie had superimposed, next to *framing questions*, "How can children show me

what they know about their world?" She described how the students were each assigned a target child in the lab school classroom to observe, informally assess, and plan for throughout the semester. Superimposed on *observing, recording, and collecting artifacts*, Julie had placed, "What do I see the children doing? What information do I need to gather? What pictures can I capture to help me tell the meaning?" She told how the students conducted home visits with their target child's family to gather input for developmental goals. Each week, the students filled out two observation/reflection sheets on their target children that they discussed in small groups. This activity led the students into planning that supported what each child was interested in or trying to figure out. Superimposed on *analyzing/interpreting observations and artifacts*, Julie had placed, "What does the observation and reflection sheet tell me about children's learning? What does it mean? Where can we go from here?"

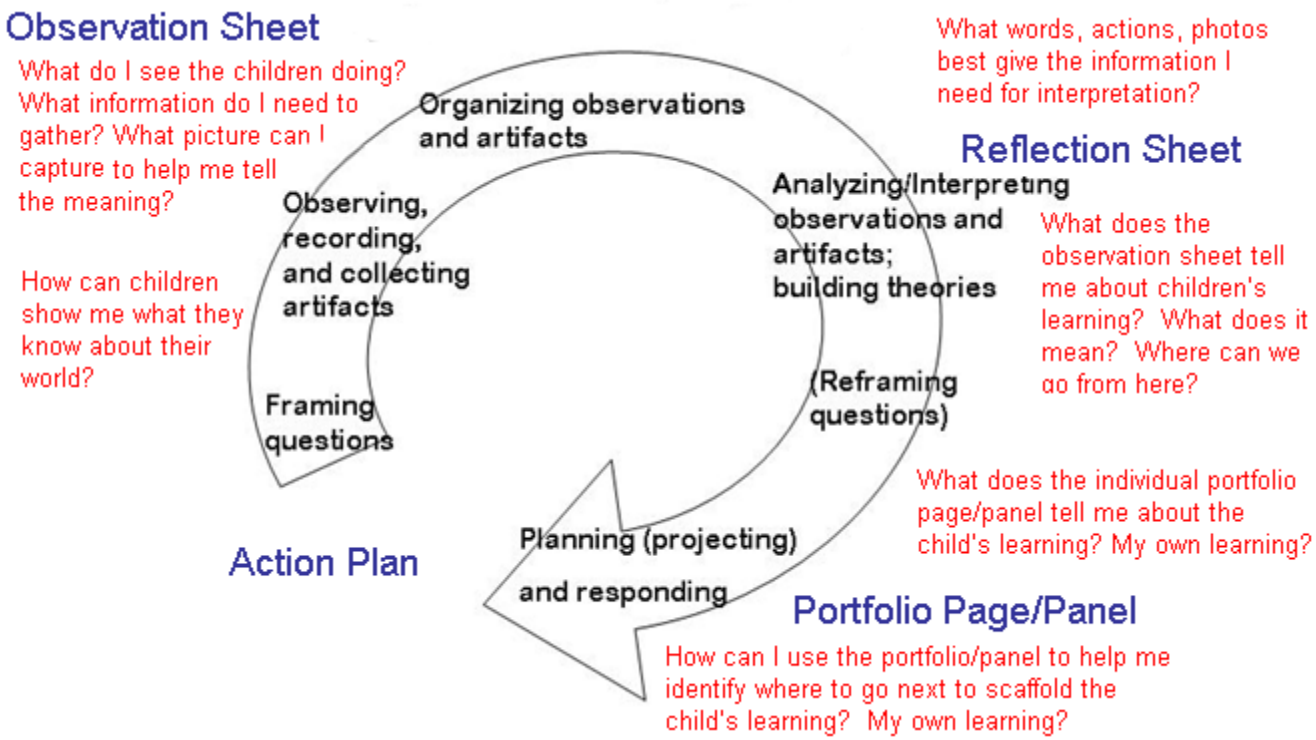
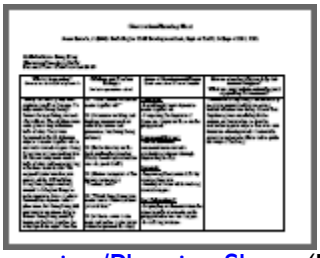



*Figure 2. The documentation process as a cycle of inquiry.*



Besides using their observation/reflection sheets to support planning, students also used them as they created finished products of documentation. Julie described how the students used their information to summarize what they had found and to document their findings in the form of a Portfolio Page, which included an introduction to the child's interests, what he was doing, what it meant (the teacher's interpretation), area of development the child was working on, and

something about what the teacher would do next to scaffold the child's thinking. The Portfolio Page also included either photos of the child in action or an artifact of some kind (e.g., artwork, writing sample, cutting sample). Julie described how the students learned to listen closely to children and to discuss their interpretations of the meaning behind children's words and actions. She also helped them to improve the aesthetic appearance and organization of their Portfolio Pages. The students placed their Portfolio Pages in the classroom so that children, teachers, supervisors, and parents all had daily access to them. At the end of the semester, they put together the many Portfolio Pages and met with their target child's parents and reviewed the pages, identifying areas of growth and potential concerns based on the information in the cumulative portfolio. Parents were given the portfolios as keepsakes, and students photocopied them to add to their own professional teaching portfolios. (Parents "shared" their child's portfolio with the next teacher who took over their child's observations the following semester.) Late in the semester, a similar type of inquiry process led students to use observation and reflection sheets, together with Portfolio Pages, as raw material for creating a Project Panel to display on the walls of the school and a Project Book to give to each family as a parting gift.



Observation/Planning Sheet (PDF)

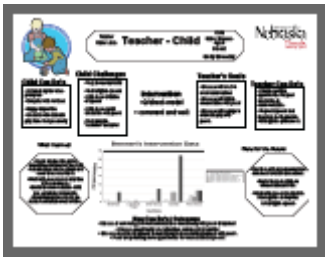
[Appendix F]

Julie Jones-Branch explained that she used the cycle of inquiry diagrams with her preservice teachers as a constant reference point to remind them how observing, interpreting, and planning are part of the same repeating cycle. Students typically were found to have an "a-ha" reaction about a third of the way through the course and then to demonstrate rapid improvement in their use of the observation and reflection sheets as tools for planning, as well as improvement in the quality of their finished documentation products. Over the course of the semester, the students came to focus on the children's thinking and learning through their documentation work versus procedural concerns about the classroom and children's behavior. John Dewey (1938) refers to development as a teacher's focus moving from an external (children's behaviors) focus to an internal (children's thinking and learning) focus. The majority of the adult's attention becomes focused on what the child needs in terms of motivation and learning and not on classroom management (which is often described as the most difficult and stressful part of a teacher's job). The Portfolio Pages and other documentation were a marvel to parents, who were drawn into detailed discussions with student teachers about the significance of the ordinary moments of preschoolers.

Through this and subsequent discussions, the faculty members began to make plans to inform students about how their courses would help students learn to ask questions about their teaching and engage in the cycle of inquiry. The group agreed that it was useful for students to have different

courses emphasize various techniques of gathering observations and artifacts, for instance, through observation checklists; anecdotal notes; parent, child, or teacher interviews; or photography of classroom life. The group also preferred that different courses teach various strategies of teaming and collaborating, for example, requesting consultations from specialists, providing feedback to colleagues on observed teaching, and co-analyzing or co-planning activities and children's projects. Finally, the group agreed that different courses should offer students opportunities to master various formats for communicating, reporting, and displaying findings about teaching and learning, for instance, through child case study reports, child narratives, curriculum activity plans, literacy case studies, posters, and project panels. Some of the formats involve more use of visual tools for documentation than do others, but virtually all involve the use of digital technology or computers. Whether drawing on words, images, or graphs and diagrams, each integrative activity offers an organized and accumulating series of experiences for the students.

The students also learned to apply their documentation skills in addressing the learning of children across the range of abilities. For example, Chris Marvin described how in the course *Methods in Early Childhood Special Education,* students learned how to promote the goals of inclusion for children with developmental delays or disabilities and to increase the children's access to classroom activities, engagement with learning materials, and social interaction. Students observed a child in an inclusive environment over time, interviewed the teacher for desired expectations of all children, sought consultation from specialists by sharing what they knew and had tried to adapt the environment or teaching before writing instruction plans that brought about greater participation and engagement for the child. As products, students prepared an Embedded Learning Opportunity Plan that they and the classroom teacher used to guide their everyday actions; a graphed or tabled summary of one child's behavioral changes over time to inform decisions for continuance or adjustments needed in the plan; and both a narrative progress report and Powerpoint poster to summarize the plan, the process, and the outcomes. The report was shared with the classroom teacher and used for evaluating student learning in the course; the poster (30 x 22 inches) was used for the student's teaching portfolio (printed 8.5 x 11 inches) to communicate their semester-long efforts with classmates and colleagues. One student was asked to share her poster in the school's main office, while another used it to explain what she knew about adapting curriculum for children with disabilities during a subsequent job interview. An example of such a poster is presented below and like the Portfolio Pages and Posters produced in *Preschool Student Teaching* approaches a level of quality appropriate for sharing with a public forum beyond the university (for example, at a professional workshop or conference).



Student Poster (PDF)

[Appendix G]

## Documentation for a Student Handbook

To summarize what the group had learned through a year of co-inquiry, the faculty members decided to prepare some pages to be included in the IECE student handbook that Susan Churchill was beginning to prepare for all current and prospective students. Susan wanted the handbook to answer students' basic and practical questions about such things as the program application process and the prescribed sequence of courses for the IECE program of study, but she also wanted it to inform the students about the philosophical and pedagogical foundations of the IECE program. In one of the group's final meetings, then, the faculty members decided to advance the handbook endeavor by joining together to describe the process of documentation and titled the section *Becoming a Reflective Educator.* The sentences proposed by each faculty member fell together in a surprisingly effortless way to create a page that describes the faculty's intentions in teaching students about the documentation process. This page begins as follows:

As part of becoming a reflective educator, you are going to learn a new tool called *documentation.* Documentation is a process for "making learning visible" so that together with others you can study the evidence of children's efforts and their learning. You will learn to collect and organize concrete evidence in many forms, including audio/video recordings, digital photos, text, observational field notes and samples of children's work. The documentation process is more than gathering observations; it also includes reflecting, collaborating, planning, and communicating. The documentation process is part of a *cycle of inquiry*.

The description goes on to show a diagram of the cycle of inquiry and to name the skills and formats of documentation that students would be learning. The description can be found on pages 11–12 of the current student handbook (http://cehs.unl.edu/fcs/docs/ieceHandbook2006.pdf).

Last, the co-inquiry group concluded the year of reflection by summarizing what had been learned about the teaching of the skills of documentation throughout the IECE teacher education program. The group constructed a chart titled *The Skills of Documentation: What Students Learn to Do in the IECE Program*. In reviewing this chart (pp. 13-14 of the student handbook), the group discovered that the concepts that members had developed together about reflective practice would apply as well to the elementary education courses in the program as to the preschool courses. Ruth Heaton (2000), for example, described how the course *Teaching Mathematics in the Elementary School* helped students to frame questions around the issue "How do young children learn mathematics? What kind of mathematical learners are they?" To gather evidence of children's learning, students videotaped a teacher working with a child, took notes, and collected a child's work. They sifted and organized their evidence by analyzing their videotape and comparing their observations and notes with evidence on other children. They also reflected on their child's work on the mathematical problem and on their own teaching process with the child. They planned steps to support the child's learning of mathematics. To perfect their skills in professional communication, they made narrative and oral presentations to their college classmates and instructors. This particular course did not focus on formal methods of documentation, yet it strongly promoted students becoming reflective teachers who used evidence about the child's thinking and behavior to figure out the child's mathematical thinking process and then used that evidence in planning.

The faculty co-inquiry group contemplated the chart *The Skills of Documentation: What Students Learn to Do in the IECE Program* and discussed how the IECE program was making progress toward becoming an organized and coherent preparation for "becoming a reflective educator." The group noticed, for instance, that across the IECE course, students were provided opportunities to produce finished documentation intended for different audiences such as children, parents, colleagues, and themselves. Students were experimenting with many different products of documentation that ranged from simple to complex and shifted between a focus on narrow problems and broad ones. Looked at in this systematic way, it seemed clear that the Inclusive ECE program was providing a pathway for students to move from the novice (awareness) level in using the tools of observation and documentation toward a practitioner level, where they were refining and integrating their skills. Students were mastering the skills of documentation as a means to promote children's learning, partner with parents, inform their teaching efforts, and develop their own professional identity.

## Outcomes

In the years following this project, we have increasingly noticed that visitors to the UNL Ruth Staples Child Development Laboratory tend to come away impressed and inspired by the quality of the students' finished products of documentation that adorn the school walls. The student panels and posters have a unique look to them—a particular touch—that we believe reflects not only our community identity but also the particular road we have traveled in trying to understand and master the documentation process. The members of the lab school faculty hope it opens up for all to see the inner processes and hidden strengths of children's learning, partnerships with parents, and teachers' professional growth. In addition, experienced teachers who have worked with our students in the public schools comment on the students' abilities to succinctly describe intervention/adaptation procedures for a child with delays/disabilities and share documentation of the intervention's efforts and outcomes. The special educators view these abilities as strengths for the future IECE teacher's role in inclusive early childhood settings.

In the time since 2003-2004, faculty and students in the IECE program have continued to make further improvements in learning environments and the educational programs for children and to create new documents such as a Lab School brochure and Web page and electronic Individualized Education Plan (IEP) Progress Reports. Faculty in the teacher education program have continued to invest energy to improve the interdisciplinary program and their ability to articulate theory and practice that represents the underlying program philosophy but respects individual faculty variations in training, experience, research agenda, and teaching styles. Faculty members in the teacher education program have joined college- and university-wide conversations on accountability and specification of student learning outcomes. Continued co-inquiry and documentation discussions should assure the IECE program's integrity.

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## Author Information

Carolyn Pope Edwards is a Willa Cather Professor and teaches in the Departments of Psychology and Child, Youth and Family Studies at the University of Nebraska in Lincoln. She received her B.A. and Ed.D. degrees from Harvard University and specializes in child development, early childhood education, cross-cultural studies, and teacher preparation. She is part of research projects seeking to evaluate and improve the quality of children's services and to strengthen parent-child relationships to help children get ready for school. Beginning with research in Kenya, she has studied cultural influences on children's social development in several countries, including Italy, China, and Norway.

Carolyn Pope Edwards
Departments of Psychology and Child, Youth and Family Studies
University of Nebraska-Lincoln
Lincoln, NE 68588-0236
Email: cedwards1@unl.edu

Susan Churchill is an associate professor in the Department of Child, Youth and Family Studies at the University of Nebraska-Lincoln. She received her M.S. and Ph.D. in child development

from the University of Georgia. She has been involved in curriculum at UNL for over five years, and her research interests include well-being of rural families, children's play, and connections between home and child care.

Mary Gabriel is a lecturer in Child, Youth and Family Studies at the University of Nebraska in Lincoln. She received her B.S. from the University of Nebraska and her M.P.S. from Loyola University. Mary works with preservice educators working toward their teaching certificate in early childhood education. Her research and outreach interests include family strengths and resiliency; the international study of children, families, schools, and communities; and storytelling, literacy, and the arts for young children.

Ruth Heaton is an associate professor of Teaching, Learning, and Teacher Education at the University of Nebraska-Lincoln. She received her Ph.D. in mathematics education from Michigan State University. Prior to her work in higher education, Heaton taught elementary school for 10 years. Her research interests in mathematics education are in the areas of teaching, teacher learning, and teacher knowledge, and she has led projects designed to link the mathematical, pedagogical, and field experiences of prospective elementary teachers and practicing middle school teachers.

Julie Jones-Branch is a lecturer in Child, Youth and Family Studies at the University of Nebraska in Lincoln. She received her B.S. and M.S. degrees in family and consumer sciences and is now working toward a doctoral degree in teaching, learning, and teacher education-all from the University of Nebraska. Julie works with preservice educators working toward their teaching certificate in early childhood education. Her research interests include the quality of early childhood settings, preservice and inservice education and training, documentation, and reflective practice.

Christine Marvin is an associate professor of Special Education and Communication Disorders at the University of Nebraska in Lincoln. She received her B.S. and M.A. degrees from Eastern Michigan University and her Ph.D. in early childhood special education from the University of Oregon. She is the coordinator of the graduate-level and distance education efforts in teacher training in early childhood special education and coordinates two personnel preparation projects focused on the training of teachers to meet the needs of infants, toddlers, and preschool-age children who are deaf or hard of hearing.

Michelle Rupiper is a senior lecturer in Child, Youth and Family Studies and director of the Ruth Staples Child Development Laboratory at the University of Nebraska in Lincoln. She received her B.A. from the University of Northern Iowa, her M.A. from the University of Nebraska-Omaha, and her Ph.D. from the University of Nebraska-Lincoln. She has worked in all facets of early care and education including as a classroom teacher for all ages, program director, and a family liaison. Her interests include improving the quality of early care and education—especially through professional development.

## Appendix I
## Guiding Theme for the Proposed Early Childhood Teacher Education Program
## Prepared by the Stakeholders Committee, April 2000

The guiding theme of ***child and parent observation and documentation as a way of working together*** will run through all elements of our program, so that students and faculty come to share a common core of values, knowledge, and skills. Observation and documentation are reflective teaching practices that place each child's and family's well-being and development at the center of educational decision making. Teachers can approach work in any early childhood setting using the same strategies of observation and listening, recording and analyzing, planning and sharing. They can adapt to their setting, situation, age range and ability range of their children, or to the families' demographics and functioning styles. They shift their focus from categorizing children and families and from overly constraining formats, schedules, and lesson plans to understanding the needs of children and designing developmentally appropriate, culturally sensitive inclusionary experiences of teaching and learning.

This program will meet the Nebraska standards for the Early Childhood Birth to Grade 3 Unified Endorsement. It is a "unified endorsement" because it combines competencies from the current dual endorsement in elementary and early childhood education. In addition, it adds competencies in early childhood special education. In our view, a **unified** early childhood education program is based upon

- **A unified view of child and family**
  Young children and parents are active participants in family systems, peer groups, community networks, and cultural institutions and cannot be approached apart from context.
- **A unified view of how children and adults learn**
  Learning involves both active construction of knowledge and acquiring of skills, information, and behaviors—A unified view of what should be taught. Curriculum should be coherent, cohesive, and integrated and include play, exploration, and instruction.
- **A unified view of early childhood programs and services**
  Early childhood programs take place in a variety of settings that serve young children: child care, preschool, kindergarten, primary, early intervention, special education, gifted education, recreation.
- **A unified view of school and society**
  Schools function as part of society, reflect social processes, and contribute to them.
- **A unified view of teacher development**
  Professional development is a lifelong process with preservice and inservice phases. The teacher education program provides critical performances; field placements; experiences with student peers, parents, and community partners; teamwork; and collaboration that embody the principles taught in blended coursework.

- **A unified view of theory and practice**
  Discovery of new knowledge is fundamental, and the teaching profession requires reflective practitioners who engage in action research and communicate with the public.

## Appendix 2
## What Is Pedagogical Documentation?

## (Ungraded Quiz)

1. What is "pedagogical documentation"? (Circle all that apply)
   a. Records of a child's background, test scores, absences, etc.
   b. Observational notes of child(ren) in the classroom
   c. Work samples, including such products as drawings, paintings
   d. Transcripts of conversations with child(ren)

2. Pedagogical documentation is intended for _____: (Circle all that apply)
   a. The child(ren)
   b. Parents
   c. Teachers
   d. The public

Findings: Students showed substantial improvement on both questions from pretest to posttest. Question 1 has the correct answer of **b**, **c**, and **d** (not **a**). On the pretest, only 9 students were correct and 35 were incorrect, but on the posttest, 35 were correct and 8 were incorrect. Question 2 has the correct answer of all four, **a**, **b**, **c**, and **d**. On the pretest, only 2 students were correct and 42 were incorrect, but on the posttest, 25 students were correct and 18 were incorrect.

# Appendix A

## Student Project: Image of a Child

# Image of a Child
## Krissa Hamric

A child is a **collector.** Personal experiences and relationships within their environment make up the content of their collection. The child is capable of using many languages to gather and organize their developing anthology. With appropriate adult support and scaffolding a child is capable of becoming an expert of their world and their limitless ability within it.

# My Image of the Child

By: Shane Selden


*A child is a gift of life and love.*
*Touching hearts and leaving lasting memories.*
*Only beginning to explore and discover new possibilities.*

# "IMAGE OF THE CHILD"

Instruction Sheet, by Professor Carolyn Edwards, UNL

The world is full of images of the children—in advertisements, family photo albums, television shows, artwork, books, and so on. These images indirectly convey messages and concepts that people have about children.

Teachers also have their own inner ideas, their own "image of the child" that lies behind their work with children. Parents and family members have images of children.

Today, right at the beginning of this class, before you have had the chance to do any reading or take part in any classes, we want you to think about *your image of the child.*

Answer: A CHILD IS _____

Just write freely. Don't censor yourself or try to think about the "right" answer. Instead just imagine yourself 10 years from now working or caring for children in the way you are hoping for.

What is your "image of the child" behind your practice?
What does this child look like?
What does this child want, and need?
What kind of setting is he/she in?
What is the child doing, or learning?

Write a page, and draw a rough sketch to illustrate.

In your small group, share your words and sketch with others. Ask and receive questions that help you draw out your ideas.

After everyone shares, please revise and edit, and add to your original writing.

FOLLOWING THIS CLASS

Turn it in for us to look at. We will schedule a 10-minute meeting with each of you outside of class to give you some comments, and let you clarify and expand. We will help you to find the essence of what you are saying.

Then you can look for an image (photograph, or magazine picture) that goes with your idea. It could be a photograph taken by yourself, or a photo from a family album.

Create a final product that is aesthetically satisfying and communicates your idea in a simple and clear way. Aesthetics are important—they convey your feelings. Turn it in on the date specified in the Course Syllabus.

Acknowledgment for this activity: Melinda Z. Brewer, Fresno City College, California.

# Appendix B

## Sample Student Products

# PHYSICAL DEVELOPMENT

**Child: Tim**
**Observer: Danielle Buehner**
**Date: September 15, 2006**

## OBSERVATION:

Tim noticed Lincoln and Joe beating on their drums, and walked over to the teacher's counter.

Teacher Danielle: Would you like to play a musical instrument, Tim?

Tim nodded and picked out the drum. He climbed up into the loft and joined the boys in their music making. Tim, Lincoln, and Joe beat on their drums with their hands and Joe hummed a song. They continued to make music on the ground after climbing down.


## INTERPRETATION:

Tim demonstrated his fine motor skills in using the musical instruments. He alternated using his left and right hands on alternating beats, which is an advanced coordination skill. He kept rhythm with Lincoln and Joe and knew where to join in. Tim voluntarily participated in the activity and strengthened not only his fine motor skills, but also his coordination. All three boys also displayed large motor skills by climbing up and down from the loft. Tim's face displays his concentration on the beats and his enjoyment in the activity. Tim, Lincoln, and Joe went on drumming for quite some time.

# LANGUAGE AND LITERACY

**Child: Molly**
**Observer: Danielle Buehner**
**Date: September 29, 2006**

## OBSERVATION:

While playing outside, Teachers Danielle and Mollie brought out the sidewalk chalk. Emma, Octavio, and Molly immediately picked out their favorite color and started drawing. Emma asked Teacher Danielle to trace her body and Molly helped. Molly was then in turn traced. When it was finished, Molly took another piece of chalk and wrote her name. Emma and Molly proceeded in drawing "X marks the spot".

## INTERPRETATION:

In writing her name, Molly shows an awareness of print as a form of meaningful communication. She not only recognizes the letters as her name, but also knows how to write them. Molly demonstrates correct hand placement on the chalk and shows great knowledge in her writing skills. The letters are very distinct and readable, especially for being written on a rough surface. Her fine motor skills are also strengthened by her ability to write.

# SOCIAL DEVELOPMENT

**Child: Molly**
**Observer: Danielle Buehner**
**Date: September 29, 2006**

## OBSERVATION:

Teacher Mary started the “Come on Over to the Door” song, the children put away their toys and gathered by the door. Teacher Mary started taking the children inside by their groups.
While they were waiting, the cricket friends and a few caterpillars started up a game of “Ring Around the Rosey” all by themselves.
Molly would start a new round every time and led her friends in song. Each child was giggling and smiling as they spun in a circle.

## INTERPRETATION:

By playing Ring Around the Rosey with her friends, Molly shows her increasing ability to sustain relationships. While Molly often takes a leadership role, she is demonstrating high ability to cooperate by playing actively with other children. She uses her love for singing to have fun with her friends. She makes sure that every child is able to participate. Molly’s ability to cooperate is observed in many of her interactions with her friends.

# AESTHETIC – CREATIVE ARTS DEVELOPMENT

**Child: Molly**
**Observer: Danielle Buehner**
**Date: September 15, 2006**

## OBSERVATION:

Molly and Emma were playing in the kitchen, cooking food, when Molly climbed in the high chair.

“Emma, I’m hungry!” Molly called.

“Okay, Molly, I’m going to make you some lunch!”

Molly continued to be a younger child while Emma cared for her as her mother. Emma fed Molly an apple on a plate and Molly ate it up.


## INTERPRETATION:

Molly was participating in a dramatic play activity. By pretending to be a younger child, Molly used words, actions and materials to portray a role, situation and setting. Molly placed herself in the position to portray a younger child, while providing Emma with cues to accept a motherly role. Molly “self-handicapped” herself by becoming less capable to make a meal. Molly appropriately engaged in dramatic play with Emma throughout their time in the kitchen.

# COGNITIVE-MATH DEVELOPMENT

**Child: Tim**
**Observer: Danielle Buehner**
**Date: October 23, 2006**

## OBSERVATION:

Ashton and Tim discovered the rulers on the shelf and Teacher Danielle asked them if they would like to measure some items around the classroom. They enthusiastically agreed.

"Let's measure the chair!" Tim suggested.

Tim laid his ruler on the top of the chair, and Ashton laid his on the arm of the chair. Teacher Danielle showed them how to lay their fingers at the end of the ruler, marking where to lay it a second time. Tim and Ashton took it away and continued to measure on their own.

## INTERPRETATION:

Tim and Ashton are increasing their knowledge of measurement. Tim is using the ruler as a standard form of measurement. By working together, the two boys realized that different types of measurement could be made. Ashton is measuring the width of the chair, and Tim is measuring the length. Tim used his current knowledge of math to count the number of times the ruler could stretch across the chair.

# COGNITIVE-SCIENCE DEVELOPMENT

**Child: Tim**
**Observer: Danielle Buehner**
**Date: October 6, 2006**

## OBSERVATION:

The preschool class took a field trip to the entomology lab on East Campus. While there, the entomologist gave the class opportunities to touch some of the insects. Tim was eager to get a closer glimpse at many of the insects.

"It's slimy!" Tim exclaimed, after touching a millipede.

Tim was a very active learner and participated in all of the activities. He showed an avid interest in the insects and went on to create his own bug.

## INTERPRETATION:

Tim is developing his knowledge of the scientific process. He is showing an interest in active investigation. By showing an interest in the insects, Tim is displaying an interest in science and non-human life. Tim was willing to step out of his comfort zone and experiment with something he had never touched before. He confidently discovered answers of insect life through investigation and experimentation.

# Appendix C

## Student Products Worksheet

Adapted from NE Early Learning Guidelines by Mary M. Gabriel, University of Nebraska-Lincoln, 2006

# Physical Development and Health

- *Fine (Small) Motor Skills*
- *Gross (Large) Motor Skills*
- *Health Status and Practices*
- *Nutrition*

***DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.***

## Fine (Small) Motor Skills

Widely Held Expectations

- Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination
  - Uses eye-hand coordination to perform a variety of tasks

* put the caps on the markers firmly 9/26/06
* dishes up fruit from serving dish to her bowl without spilling 9/26/06
* carefully removes puzzle pieces and places them next to puzzle. One by one she returns puzzle pieces to puzzle frame turning them precisely to fit. 10/3/06
* opens the outer caps on the easel paints and places paint brushes in the appropriate slots 10/3/06

  - Develops fine (small) motor skills through participation in activities

* performs finger actions as she sings words for the "Princess Pat" song 10/3/06
* strings beads on a piece of yarn forming a repeating patterns 11/14/06
* constructs 15 piece robot creatures and multiple room, multiple story space station using Legos 2/6/07
* writes her name and "I Love You" as she creates a card for her parents 2/13/07

  - Uses strength and control to perform simple tasks

* holds her paintbrush with the tripod grip and paints her name and her brother's name 1/16/07
* uses paper punch to punch random holes in a paper 1/16/07
* uses a scissors to cut paper shapes 1/13/07

- Child explores drawing and painting materials

* represents parts of a zinnia accurately using brush and tempera paints 11/6/06
* picks out paint colors to use on The Mitten story prop and brushes each color as she explores the kinds of patterns she can create on the cloth 1/9/07
* represents the scene in The Mitten storybook using recycled cardboard, Styrofoam, paper and sticks to create an outdoor scene with a three dimensional freestanding house and trees 1/31/07
* uses a pencil to write her name on 3 items She has an appropriate grasp and controls the size of her letters to match the size of the paper 1/30/07

# Gross (Large) Motor Skills

## Widely Held Expectations

• Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities

* creates a cycle of climbing, going down the slide, and running to race with other children 9/8/06
* weaves around other children swinging and riding tricycles to run and play safely 2/6/07
* jumps up and down and then hops during creative movement activities 2/13/06
* enthusiastically volunteers to run while playing the Duck, Duck, Goose Game with her Cricket Friends. She is able to control her starts and stops without bumping into friends. 2/13/07

• Child develops gross (large) motor skills

➢ Coordinates both hands to manipulate large objects

* demonstrates abilities to throw and catch a large ball with accuracy 1/30/07
* able to pass the food platters and dish up her portions at lunchtime without spills 1/30/07
* able to carry her dishes, scrape her plate and return them to the cart after lunch 1/30/07
* rolls snow into a large balls and lifts snowballs to stack them to create a snow man 2/27/07

➢ Continues to develop body flexibility and coordination

* able to dance to the rhythm using arm and leg movements 1/30/07
* able to coordinate arm and leg movements performing the Tooty Ta Dance. 2/6/07
* able to walk the balance beam with ease 1/30/07
* able to coordinate arms and legs to slide down the structure pole safely 2/6/07

➢ Uses indoor and outdoor gross (large) motor equipment safely and appropriately

* carries and stacks large blocks to create a space ship for dramatic play space exploration 11/7/06
* able to use musical conductor's wand, gestures and words to rhythmically direct peers and teachers in rhythm band and singing experiences 11/7/06
* pushes to give rides to friends and teachers on large outdoor porch swing 9/26/06
* uses her own legs to pump herself up on the swings 9/26/06
* pulls her friends safely on the sleds 2/27/07

**Examples to observe and document;**

• Engages in gross (large) motor activities (marching, hopping, running, dancing, pulling wagons, pushing boxes, rolling, etc.)
• Engages in complex movements (climbing, going up and down steps, riding a tricycle, skipping, throwing, catching, bouncing a ball, etc.)
• Begins to identify body parts and words used in movement (eyes, arms, head, knees, etc.)
• Acknowledges and supports children's natural tendencies to move and be active throughout the day

## Appendix D

## Worksheets adapted from NE Early Learning Guidelines

Tim

Adapted from NE Early Learning Guidelines by Mary M. Gabriel, University of Nebraska, Lincoln

# Physical Development and Health

- *Fine (Small) Motor Skills*
- *Gross (Large) Motor Skills*
- *Health Status and Practices*
- *Nutrition*

***DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.***

## Fine (Small) Motor Skills

### Widely Held Expectations

- Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination
  - Uses eye-hand coordination to perform a variety of tasks
  - Develops fine (small) motor skills through participation in activities
  - Uses strength and control to perform simple tasks
- Child explores drawing and painting materials

**Examples to observe and document**

- Participates in activities which require the use of small muscles (buttoning, squeezing, etc.)
- Handles small objects with growing skill (stringing small beads, fitting small objects into holes, etc.)
- Pulls caps off markers and puts them back on firmly, easily uses scissors, brushes, pencils, etc.
- Puts small building blocks together and pulls them apart with relative ease
- Opens/closes jars or lids on containers
- Uses materials for fine (small) motor skills (drawing, handwriting development, use of computer keyboard/mouse, musical instruments, etc.)

# Gross (Large) Motor Skills

## Widely Held Expectations

• Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities

• Child develops gross (large) motor skills

- Coordinates both hands to manipulate large objects

- Continues to develop body flexibility and coordination

- Uses indoor and outdoor gross (large) motor equipment safely and appropriately

**Examples to observe and document;**

• Engages in gross (large) motor activities (marching, hopping, running, dancing, pulling wagons, pushing boxes, rolling, etc.)
• Engages in complex movements (climbing, going up and down steps, riding a tricycle, skipping, throwing, catching, bouncing a ball, etc.)
• Begins to identify body parts and words used in movement (eyes, arms, head, knees, etc.)
• Acknowledges and supports children's natural tendencies to move and be active throughout the day

# Health Status and Practices

## Widely Held Expectations

- Child develops an awareness of health, nutrition and safety
  - Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
  - Develops knowledge and skills about what to do in case of fire, storm, injury or other emergencies
  - Identifies potentially harmful objects, substances or behaviors, knows to leave them alone and tell an adult
- Child develops an understanding of the need for regular physical exercise and activity

**Examples to observe and document**

- Participates actively in games, outdoor play, and other forms of exercise that enhance physical wellness
- Follows program safety rules
- Recognizes common signs of danger/warning
- Uses good hand washing skills (after toileting, eating, wiping nose, handling animals, etc.)
- Models health and safety practices during regular activities including meals and snacks
- practices necessary emergency drills (fire, tornado, emergency, etc.)

# Nutrition

## Widely Held Expectations

- Child shows knowledge of healthy eating and lifestyle habits
  - Demonstrates knowledge that some foods are healthier than others
  - Uses manners during meals/snacks, including asking for second helpings
- Child begins to develop interest in foods and eating styles of other cultures
- Child understands that healthy foods help them to grow and give them energy to play and think

**Examples to observe and document:**

- Passes food and takes child-sized portions
- Chooses to try new foods and eat a variety of foods
- Uses dramatic play materials to show awareness of different kinds of food, cooking utensils, etc.
- Serves and feeds themselves and assists with cleanup
- Provides opportunities for children to prepare healthy snacks

# Language and Literacy

- Listening and Understanding
- Speaking and Communicating
- Phonological Awareness
- Book Knowledge and Appreciation
- Print Awareness and Concepts
- Early Writing and Alphabet Knowledge

***DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.***

# Listening and Understanding

## Widely Held Expectations

• Child listens to directions and conversations with understanding

- Demonstrates understanding of the meaning of stories, songs and poems

• Child follows directions in sequences of actions

- Follows single and multi-step or complex directions

• Child listens to others and responds to feelings and expressed ideas

- Responds to simple, direct, conversational sentences, either verbally or by Alternative means

• Child demonstrates understanding of native and/or English languages for social interactions and program directions/ activities

Examples to observe and document

• Follows directions from the adult such as "Please go and wash your hands, then sit down at the table"
• Retells main events of stories, and repeats familiar songs and poems
• Carries on a conversation with another person, either verbally or by alternative means, that extends a thought or idea
• Listens to audio-taped or read stories and shows understanding through body language, pointing to pictures

# Speaking and Communicating

## Widely Held Expectations

- Child communicates needs, wants or thoughts through words, gestures, actions, or expressions
  - Uses sentences that include two or more separate ideas
  - Initiates interactions with adults and peers
- Child communicates for a variety of purposes
  - Attempts to solve problems with other children independently by communicating with them
  - Greets adults and peers
- Child uses English or native language to share feelings and express ideas
- Child uses new vocabulary that has been introduced

**Examples to observe and document:**

- Speaks clearly enough, or uses alternative communication methods, to be understood by others
- Asks questions to acquire more information
- Uses "please," "thank you," and "excuse me," although often needs reminders
- Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing, etc.)

# Phonological Awareness

• Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)

- Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems

- Spontaneously repeats songs, rhymes and chants, and creates nonsense words

• Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)

- Identifies words that begin with the same sound

• Child recognizes the connection between spoken and written words

- Shows growing ability to hear and discriminate separate syllables in words

- Isolates beginning and ending sounds of printed or spoken words

**Example to observe and document:**

• Listens to two words and determines whether or not they rhyme
• Notices that several words or names begin with the same sound (Marcus, Maria, Matthew, etc.)
• Claps hands for each syllable in words
• Plays with sounds to create new words

# Book Knowledge and Appreciation

- Child demonstrates interest in and appreciation of reading-related activities
  - Shows interest when stories are read
  - Relates events in story to own knowledge and experience
- Child increases knowledge about books and how they typically are read
  - Holds book right side up
  - Turns pages front to back / one at a time
  - Knows specific words related to books such as author and illustrator
- Child learns to sequence and predict a story
  - Picture reads; tells about the story from the pictures on the cover or in the book

Examples to observe and document:

- Asks people to read stories, signs, notes
- Answers questions about a story that has been read or repeats parts of the story
- Chooses a favorite book
- Pretends to read book titles/simple stories
- Tells stories to others, real and imaginary
- Provides print rich environment and reads to children, both individually and as a group

# Print Awareness and Concepts

## Widely Held Expectations

- Child shows an awareness of print as a form of meaningful communication
  - Follows the print on the page, moving eyes from left to right and top to bottom (uses finger under print)
  - Identifies some letters and numbers
  - Recognizes and begins to write own name
  - "Reads" familiar environmental print (logos, posters, signs, etc.)
- Child understands that each spoken word can be written down and read

Examples to observe and document:

- Asks people to read stories, signs or notes
- Reads several words or a few simple phrases or sentences
- Points to words using a left to right progression when "reading" picture books
- Picks out and labels specific letters from their name when looking at book titles or program labels
- Wants to read stories to others

# Early Writing and Alphabet Knowledge

## Widely Held Expectations

- Child shows an interest in early writing
  - Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories

- Child progresses in the identification of letters
  - Identifies some letters and numbers

  - Uses pretend writing in play as a purposeful activity

- Child recognizes and/or writes own name on artwork or possessions

Examples to observe and document:

- Uses magnetic letters or other alphabet materials to form own name
- Labels a drawing with several randomly placed, letter-like shapes
- Copies letters from signs and labels posted around the room
- Expresses their thoughts and ideas through the developmental stages of scribbles to conventional print

# Social and Emotional Development

*• Self Concept • Social Relationships • Self Control*
*• Knowledge of Families and Communities • Cooperation*

***DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.***

# Self Concept

## Widely Held Expectations

• Child develops independence, confidence, and competence

- Likes self and shows pride in accomplishments
- Shows growing independence in a range of activities, routines, and tasks
- Joins other children in various play activities
- Chooses from a range of activities within the program

• Child identities own characteristics (name, age, gender, family members, etc.)

**Examples to observe and document:**

• Is willing to try a new activity (soap painting, cooking project, etc.) and pursues it for a meaningful period of time
• Introduces self and family members to others
• Initiates interactions with others
• Selects and participates in chosen activities independently
• Demonstrates self-regulation skills, self-help skills and independence
• Demonstrates appreciation of their gender and cultural identity

# Self Control

## Widely Held Expectations

- Child expresses feelings and shows concern for others
  - Shows awareness and responds appropriately to the feelings of others
  - Calms self after excitement, expresses strong emotions constructively and controls aggression
  - Manages fears by expressing concerns and accepting support from adults
- Child follows rules and routines
  - Attempts to solve problems with other children independently, by negotiation or other socially acceptable means
  - Participates in daily routines without being asked
  - Builds awareness and ability to follow basic health and safety rules

Examples to observe and document:

- Follows simple program rules
- Helps pick up cups and napkins and puts them in the wastebasket after breakfast/ lunch
- Keeps the sand inside the sand table after only a few reminders
- Moves from free play to clean up with ease and purpose
- Uses words and other means of communication to describe positive and negative feelings

# Cooperation

## Widely Held Expectations

- Child increases ability to sustain relationships
  - Uses compromise and conflict resolution skills
  - Plays actively with other children
  - Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means
  - Uses language to engage others in meaningful conversation

Examples to observe and document:

- Works on projects with other children (shares labor, follows rules, etc.)
- Waits to take a turn in activity
- Plays side by side with other children
- Works cooperatively with another child who is painting on the same side of the easel
- Sits next to a new child and helps the child with snack routine

# Social Relationships

## Widely Held Expectations

- Child interacts empathetically and cooperatively with adults and peers
  - Receives social support and shows loyalty to a friend
  - Solves problems with other children independently
  - Shows awareness of and responds to the feelings of others
  - Knows how to join a group of playing children

Examples to observe and document:

- Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!"
- Responds to adults' questions
- Notices who is absent from circle time and asks about it, showing concern for others
- Shares materials and toys with other children
- Develops close friendships with one or two children as well as plays with many children
- Demonstrates an awareness of feelings, ideas, and actions of others, such as "Susie looks really happy today!"
- Listens and talks with others

# Knowledge of Families & Communities

## Widely Held Expectations

• Child understands and respects similarities and differences among adults and children in their program, home, and community

- Begins to understand various family roles, jobs, and rules

• Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located

• Child uses familiar words to identify family members and workers in their community

Examples to observe and document

• Reads/looks at books and writes/dictates stories about family, and/or dramatizes stories involving families etc.
• Participates in activities to help others in the group or community
• Sees self as a family member and as a boy or girl in the family
• Shares stories of family events during circle time
• Recognizes familiar places in their environment (stores, parks, restaurants, etc.)
• Describes and appreciate his or her own characteristics and those of others

# Creative Arts

- Music
- Movement
- Art
- Dramatic Play

***DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.***

# Music

## Widely Held Expectations

• Child is able to sing, play, move and create music, expressing individual imagination

- Takes the lead in music activities

- Develops an appreciation for music

• Child responds to music through movement

- Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)

- Uses music as an avenue to express thoughts, feelings, and energy

- Describes and carries out movement sequences

• Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)

**Examples to observe and document:**

• Participates in music activities (listening, singing, finger plays, games, performances, etc.)
• Uses props to respond with expression to music (scarves, streamers, instruments, etc.)
• Knows the words of often-repeated songs, humming or singing them during other parts of the day
• Makes up songs to accompany their play activities
• Imitates movement to a steady beat
• Uses creative movement and dance in play
• Uses music or songs as cues to transition to a new activity

# Art

## Widely Held Expectations

• Child progresses in exploration and experimentation with new materials
  - Uses materials to make a simple representation and describes or Demonstrates how it was made

• Child gains experience in making shapes and linear patterns
  - Draws or paints images with a few details

• Child broadens artistic exploration
  - Develops confidence in own creative expression through process-oriented experiences

• Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)

**Examples to observe and document:**

• Participates in individual and group art activities
• Uses new materials to paint pictures (cotton swabs, straws, twigs, marbles, etc.)
• Tries a variety of materials and ways of using the materials (using a big brush to paint broad strokes, combining colors, etc.)
• Attaches materials using tape, stapler, string, etc.
• Discusses the art that the he or she has created
• Explores the relationship of space and objects as well as color, balance, texture and design
• Points out various forms of media found in books, photographs and prints
• Uses different techniques and art media

# Movement

## Widely Held Expectations

• Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement

- Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping, etc.)

• Child demonstrates a sense of balance and body coordination

- Demonstrates a wide variety of positions (stretch, bend, rock, twist, etc.)

• Child represents experiences through movement

- Demonstrates concepts (feelings, directions, words, ideas, etc.)

**Examples to observe and document:**

• Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm
• Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.)
• Uses props to create special movements and dances (scarves, streamers, instruments, etc.)
• Moves to various rhythms and musical tempos
• Involvement in activities that involve balance and body coordination
• Participates in indoor and outdoor activities involving balancing, running, jumping and other vigorous movements.

# Dramatic Play

## Widely Held Expectations

• Child participates in a variety of dramatic play activities

- Uses words, actions and materials to portray a role, situation or setting

- Engages in role play with two or more children

• Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations

- Assumes the role of someone or something else, or talks in language relevant to the assumed role

**Examples to observe and document**:

• Expresses creativity using puppetry, storytelling, dance, plays, pantomime and theater
• Participates in discussions after attending a dramatic performance
• Acts out a story read aloud during circle time
• Talks to and plays with pretend friends, stuffed animals and other toys
• Engages in role play in various activities such as dress-up, dramatic play, in the block area, etc.
• Acts out books, nursery rhymes and assume roles in other ways
• Demonstrates sequencing skills in telling and acting out stories, stressing beginnings and endings
• Participates with children in various forms of dramatic expression including those from other cultures

# Cognitive: Mathematics

- Number and Operations
- Patterns and Measurement
- Geometry and Spatial Sense

***DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.***

# Number and Operations

## Widely Held Expectations

• Child develops awareness of numerals

- Counts up to ten
- Can judge whether groups of up to five objects each contain the same number of objects
- Uses one to one matching (correspondence)
- Distinguishes between numbers and letters

• Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)

- Begins to learn sequences of events in time (first, next, last, etc.)

• Child develops an understanding of the counting process

- Counts in nursery rhymes; counts all types of objects; plays with counting forward or backward

**Examples to observe and document:**

• Compares the quantities of small groups of objects, correctly using words like more/less, some/all
• Recognizes numerals, points to each object when counting, assigning the correct number to it
• Uses words such as yesterday, today, and tomorrow in conversation
• Demonstrates skills using counting in finger plays, books, songs and other activities and materials throughout the daily routine and program
• Groups objects and compares quantities

# Geometry and Spatial Sense

## Widely Held Expectations:

• Child develops knowledge of geometric principles

- Learns about shapes

- Classifies and sorts different shapes

- Combines different shapes to make representations or patterns

• Child develops spatial sense

- Uses comparison words correctly

- Uses words that describe the relative position of things

• Child groups objects together that are the same in some way and gives reasons for groupings

**Examples to observe and document:**

• Recognizes and names simple shapes (circle, square, triangle, etc.) in various sizes and positions
• Uses a pegboard to create geometric shapes with pegs or pegs and rubber bands
• Uses descriptive words (on, off, on top of, under, in, out, behind, below, above, between, around, through, across, up, down, near, far, next to, etc.)
• Compares the various sizes of unit blocks (longer, shorter, same length) to build math skills
• Makes comparisons of sizes and shapes of blocks
• Creates designs with pattern blocks; draws, paints and cut shapes in their artwork; return blocks to the shelves by sorting them; and locate shapes in the outdoor environment
• Uses empty boxes, tubes and containers for creating and constructing

# Patterns and Measurement

## Widely Held Expectations:

- Child develops knowledge of patterns
  - Begins to recognize duplicates and extends simple patterns using a variety of materials
  - Describes patterns in the environment
- Child develops knowledge of measurement
  - Uses standard and/or non-standard measures
  - Recognizes that different types of measurement can be made (height, length, weight, etc.)

**Examples to observe and document:**

- Sorts buttons, beads or pegs into egg cartons, with each compartment holding a different color or size
- Makes a pattern with interlocking cubes (white, blue, green, white, blue, green, etc.)
- Takes leaves brought in from a class walk and arranges them from biggest to smallest
- Uses measuring tools at workbench or water table
- Talks about quantity and comparisons as they interact with materials throughout the day
- Predicts what comes next in a pattern or sequence of events
- Uses objects and tools to measure things, "Look, this table is five pencils long."

# Cognitive: Science

*• Scientific Skills and Methods • Scientific Knowledge*

***DOCUMENT EXAMPLES UNDER THESE "WIDELY HELD EXPECTATIONS". INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER'S NAME.***

# *Scientific Skills and Methods*

## Widely Held Expectations

• Child develops scientific skills and methods

- Makes observations, and describes objects and processes in the environment

- Begins to make comparisons between objects that have been observed

- Begins to find answers to questions through active investigation

• Child uses sentences that include two or more ideas with descriptive details

• Child uses senses, materials, events in nature and the environment to investigate and expand knowledge

***Examples to observe and document:***

*• Explores various materials to learn about weight, shape, size, color and temperature*
*• Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets to pick up metal, observes through a microscope, etc.)*
*• Makes observations, tries things out to see what will happen, etc.*
*• Finds answers through active exploration and reflecting on what is learned*
*• Observes nature and discusses the life cycles of animals (butterflies, frogs, etc.)*
*• Explores with magnets, magnifying glasses, balance scales, gears, pulleys, measuring devices, and mirrors, etc.*

# *Scientific Knowledge*

## Widely Held Expectations

• Child develops knowledge of the scientific process

- Shows interest in active investigation

- Begins to make comparisons among objects that have been observed

- Describes or represents a series of events in the correct sequence

• Child demonstrates understanding of simple cause and effect relationships

• Child shows interest in measurement of time, length, distance, and weight

• Child develops increased ability to observe and discuss things that are common and things that are different

***Examples to observe and document:***

• Compares the properties of objects that float in water with objects that sink
• Uses an eye dropper to drop color in glasses of water/ makes predictions and draws conclusions when mixing colors
• Compares handprint to those of classmates
• Joins in discussions about what we do during the day and what we do at night
• Discusses objects and events that have been observed
• Observes nature and make predictions about natural events
• Observes and describes properties, functions, traits and needs of living things like plants and pets

# Approaches to Learning

• Initiative and Curiosity • Reasoning and Problem Solving

***Document 3 examples under these "widely held expectations" for each of your two target children. Include a short narrative, the child's name and date of competency demonstrated. You may attach the child's work samples for sharing in Parent/Teacher Conferences. A dated work sample accompanying your narrative and illustrating the child's ability would count as another entry for 2 points credit.***
***2 points per entry***
***3 entries (short narratives and relevant work samples) per target child for a possible TOTAL of 12 points***

# Initiative and Curiosity

## Widely Held Expectations

• Child uses initiative, curiosity and persistence to learn about the world
  - Carries out complex and varied sequences of activities independently

  - Explores ways to use new materials

• Child engages in imaginative play

• Child increasingly uses communication to ask questions and seek answers

**Examples to observe and document:**

• Asks adults to read stories, signs, or notes
• Participates with different art materials, dramatic play, and puzzles/toys/blocks
• Shows a willingness to listen to a new story or song
• Notices new displays and discusses them with the adult
• Asks questions about new materials in science area
• Tries alternative methods to solve a problem and is highly involved and persistent

# Reasoning and Problem Solving

## Widely Held Expectations

• Child shows increasing ability to classify, compare and contrast objects, events and experiences

- Makes comparisons among objects that have been observed

- Sorts objects by similar qualities

• Child tries several alternative methods to solve a problem and is highly involved and persistent

- Uses active exploration and trial and error to solve problems

- Demonstrates persistence in problem solving

- Increases ability to make predictions and find more than one solution

• Child reflects on experiences and information, and interprets or draws conclusions based on the information

**Examples to observe and document:**

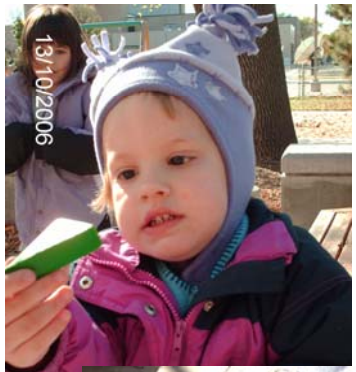
• Asks for assistance after trying for a minute or two to put together a difficult puzzle
• Tries several methods to reach an object high on a shelf before asking for assistance
• Looks for help when trying to hang up a painting that is still wet
• Constructs a bridge with blocks using past experiences as a guide
• Identifies characteristics of objects or events in their environment
• Make independent choices
• Engages in a variety of sensory experiences
• Tries varied problem solving approaches


# CRICKETS

## Appendix E

## Student Product

# Shape Matching




**"I found a triangle. It has three sides! Same shape, too."**
**"Look, big, little, biggest. They match!"**
**- Nora**

**Goal**:
Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical argument about geometrical relationships.

a. Recognize, name, build, draw, compare, and sort two and three-dimensional shapes.
b. Describe attributes and parts of two and three-dimensional shapes.
c. Investigate and predict results of putting together and taking apart two and three-dimensional shapes. [Cognitive/Math/Geometry Objective #8]

**Objectives**:
Given a variety of shape blocks, children will do the following:

1. Explore the shapes and the feely box.
2. Match a given shape to another of the same shape, using an open box.
3. Study a given shape, then reach into a feely box and pull out a shape that matches.
4. Describe in words why the shapes match.
5. Reach into feely box and pull out a shape that has been asked for (i.e. teacher asks for a square, child pulls out a square).

**"I found it! I felt they fit! See?"**
**- Palmer**

**"These match. This in shape, these all in color."**
**"Oh, and big to little."**
**- T.**



"How do you know they match?"
**"I can build a tower. So they match!"**
**- Fabiola**

The children have been observing and representing different buildings and structures on campus. In these representations, most children have been pointing out the shapes that they see in these objects. Some children know the names of the shapes and others can pick out certain shapes when asked. For this activity, I chose to do shape matching because I felt it fit in well with the classroom work.

The children who participated gained experience in matching shapes. They also learned about the attributes of shapes that one uses to determine what matches. During this activity, children also showed me that they understand that there are many different attributes of the blocks, besides shapes, that you can use to match. Some children matched by color, then were able to match by shape when specifically asked. Matching by color is not something I had accounted for in my explanation of the activity. Many children pointed out the differences in sizes that they noticed.

- Rachel Unick 10/20/2006

## Appendix F

## Observation/Planning Sheet

# Observation/Planning Sheet

**Jones-Branch, J. (2005). Ruth Staples Child Development Lab, Dept. of FACS, College of EHS, UNL**

**Child/Children: Dong Dong**
**Observer/Teacher: Kelly**
**Date and Time: 5/24/06 around 10:30**

| **What is happening?** **Give as much detail as possible** | **Children and Teacher Dialogue** **Include questions asked** | **Areas of Development/Stages** **Each area should be addressed** | **How as a teacher did you help this moment happen? What was your role in extending and supporting this moment?** |
|---|---|---|---|
| -Today the Basil group went exploring on East Campus. To help extend Dong Dong's interest in imprinting, we took clay with us. The children were each given a bag with three balls of clay. They were instructed to find 3 different objects to make imprints of on our walk around campus. Dong Dong was very excited for this. He immediately took out his balls of clay and began playing with them in his hands. We stopped by the benches just outside of the HE building. Dong Dong began walking around looking for things to make imprints. Some teachers showed him objects such as pinecones, but Dong Dong did not want to use these objects. Before Dong Dong actually began saving his imprints, he would push an object into the | **K**: "What should we find to make imprints of?"<br><br>**D**: (Continues walking and looking around- teachers offer him leaves and pinecones, but Dong Dong refuses)<br><br>**D**: (Sticks his clay on the bark and begins pressing firmly. Looks up and smiles once he peels it off)<br><br>**D**: (Makes an imprint of the letters on the map) "Teacher, look!"<br><br>**K**: "Wow! Dong Dong you made letters. Show me how you did that."<br><br>**D**: (walks me over to the map and points to the letters where he pressed the clay) | **<u>Cognitive:</u>**<br>-Searching for new objects to make imprints of.<br>-Comparing the imprints of items on campus to those on the playground.<br><br>**<u>Language/Literacy:</u>**<br>-Use of nonverbal communication and also symbolizing objects through imprinting in clay.<br><br>**<u>Physical:</u>**<br>-Improving fine motor skills by creating imprints.<br>-Getting exercise while walking around campus.<br><br>**<u>Social/Emotional:</u>**<br>-Displaying excitement when the same imprint was made on the playground as was on campus.<br>-Socializing with me. | -I observed Dong Dong's action to help me try to understand his reasoning behind what he was doing. I knew that imprinting was something that he enjoys, so I wanted to see how he reacted to imprint objects that were not found on school grounds. I asked him questions to help facilitate and to guide his ways of thinking. |

| | | | |
|---|---|---|---|
| clay, look at it, and then crumble the clay back into a ball. He then approached a tree and began pushing the clay into the bark. He peeled it off and was excited to see the lines that had been imprinted into the clay. As we continued walking, he stopped by the large rock that has a map of campus on it. He walked up to the map and pushed his piece into some of the words. When he peeled it off, many of the letters were visible to him. He ran over to me to show me his work. Finally, he pushed his clay firmly into the outside of the trashcan by the Dairy Store. Once Dong Dong had it on the trashcan, he began hitting the clay to press it down more. Later in the day, I showed him two of the imprints he made while he was on the playground. When I asked him if he could find letters like the letters on his imprint he said yes. We walked over by the yield sign and took a new ball of clay that I gave him and he pushed it into the letter "L." He then compared this new imprint to the one he had already made. | **K**: "Do you think we have letters on our playground?"<br><br>**K**: (in front of ice cream store) "Dong Dong come and feel this trashcan. It feels bumpy. Do you think we could make an imprint of it?"<br><br>**D**: (Shakes head yes. Places clay on and pushes very hard, smiles once he removes the clay)<br><br>**K**: "Are there any letters on our playground like the ones you found on campus yesterday?"<br><br>**D**: (begins to walk around and approaches "YIELD" sign; pushes clay into the letter 'L' and peels off for me to see)<br><br>**K**: "You made a letter L. Is this letter 'L' the same as the letter 'L' on this imprint?"<br><br>**D**: (shakes head yes). | | |

# Reflection Sheet

**Jones-Branch, J. (2005). Ruth Staples Child Development Lab, Dept. of FACS, College of EHS, UNL**

| What do you think it means?<br>What is the child trying to figure out?<br>What strategy is the child using?<br>What misconceptions does the child have? | Questions<br>Child/Children<br>What do they want to know about this moment?<br>About what might happen next? | Teacher<br>What do you want to know<br>About this moment?<br>About what might happen next? | Where can we go from here?<br>What experiences will help the child correct their misconception?<br>What can you do as a teacher to help the child?<br>What experiment might you try to answer the child/teacher questions? |
|---|---|---|---|
| -Dong Dong enjoys manipulating things in his hands at all times. He is very interested in the different imprints that objects make. He rejected simple objects such as the leaves and pinecone to imprint because he remembered that he had already made imprints of them. He wanted to explore the objects that he had not seen before, such as letters on the different plaques and signs. Dong Dong made the connection that the letters he imprinted around campus were the same as the ones at school. He discovered that there are letters both places. | -"What objects haven't I made an imprint of yet?"<br><br>-"What kinds of imprints will each of the objects make?"<br><br>-"Do we have the same items at school that I made imprints of on campus?" | -"What objects is Dong Dong selecting to imprint?"<br><br>-"Is he able to make the connection that the imprints of the objects on campus can also be found on the school grounds?" | -Introduce a new medium for Dong Dong to make impressions. Provide him with playdough that is already rolled out and paint to dip natural objects in. Have him dip the objects into the paint and then press it firmly into the playdough. Have him compare these imprints to the ones that he previously made. |

# Action Plan Sheet

**Jones-Branch, J., & Leeper, J. (2005). Ruth Staples Child Development Lab, Dept. of FACS, College of EHS, UNL**

To be used with the Observation/Reflection Sheets.

<table>
<tr><td><u>Connected Thinking</u><br>What happened before that led you to this provocation? What connections have you seen children making that this will help support?</td><td colspan="2">Dong Dong took clay with him on our walk today. He was making imprints of different objects around campus. Later in the day, Dong Dong was comparing the imprints that he made to things on the playground. He was given another ball of clay to use to compare imprints. I then asked him if he could find something else that matched the imprints that he had. After walking around, Dong Dong noticed the letters on the “YIELD” sign. He took his ball of clay and pressed it into the letter “L” and then compared the large letter to the smaller letters he had already imprinted.</td></tr>
<tr><td><u>Provocation</u><br>What would you add? (props, materials)<br>How would you display the materials that would make them intriguing to children?</td><td>-Add a new medium for Dong Dong to use to make imprints. Give him playdough that is rolled out and paint to dip the natural objects in while pressing them firmly into the dough. Compare these imprints to the ones that he had previously made.</td><td><u>Materials Needed</u><br>-playdough, paint, natural objects</td></tr>
<tr><td><u>Questions of Inquiry</u><br>What is the question/are the questions of inquiry that you are following in this provocation?<br>Teacher and Children</td><td colspan="2">-How does Dong Dong use this new way of imprinting to represent natural objects found on our walks?</td></tr>
<tr><td><u>Focus</u><br>What should someone observing the implementation of the provocation be focusing on for the next observation? Concept? Strategy?</td><td colspan="2">-Does he recognize the imprints that are being made?<br><br>-Does he recognize the same imprint that was made using different materials?</td></tr>
</table>

# Will Dong Dong be able to match an imprint of an object found on our walks to the same objects found on the playground?

Kelly Bodenhamer
May 24, 2006

The Basil group took clay with them while exploring East Campus today. Dong Dong was looking for new objects that he had not imprinted yet.

**Kelly**: "What could we make an imprint of?"

**Dong Dong**: (Makes an imprint of the letters on the map) "Teacher, look!"

**Kelly**: "Wow! Dong Dong you made letters. Show me how you did that."

**Dong Dong**: (Walks me over to the map and points to the letters where he pressed the clay).

**Kelly**: "Do you think that we have letters on our playground that we could find?"

***Back at the playground…***

**Kelly**: "Look at this imprint that you made of the letters that were on the map. Can you find any letters on the playground?"

**Dong Dong**: (Walks around playground and walks up to the "YIELD" sign. He takes the clay and pushes it into the letter 'L.')
"Teacher, look!"

**Kelly**: "You made a letter 'L.' Does that letter 'L' look like this letter 'L'?

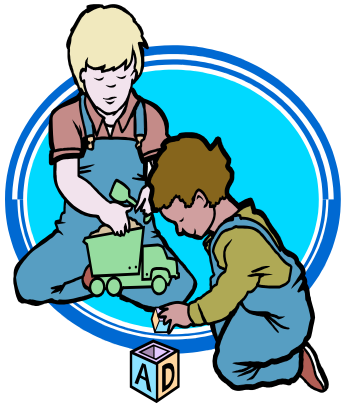
Dong Dong took the clay and immediately began searching for objects to make imprints of. He refused common items that he had already imprinted (I.e. pinecones and leaves) and began looking for different items. He found the map of East Campus on the big rock. He took his clay and pushed it firmly into some of the letters that were on the map. He peeled it off and brought it over to show me. Back at school, I presented him with this imprint. He was able to find letters at school just as he had done on campus.

## Will Dong Dong be able to recognize the same imprint of objects that are made using two different mediums?

## I wonder if Dong Dong is given a chance to make an impression of the same types of natural objects that he has been imprinting using a different medium (I.e. paint and playdough), if he will be able to recognize that the imprints are of the same objects.

# Appendix G

## Student Poster



Teacher
Name: Joan

# Teacher - Child

Child
Name: Brennen
Age:5

School:
Smitty Elementary

University of Nebraska Lincoln

## Child Can Do's

- 1-2 word replies when prompted
- Complies with routines
- Happy disposition
- Interacts with dramatic play items independently

## Child Challenges

- Very low verbal skills
- Unintelligible speech
- Little to no initiation of speech
- Little to no social interaction with peers
- Very passive "onlooker" behavior

## Intervention

- Q/direct-model
- comment and wait

## Teacher's Goals

- Brennen will use 3-4 word combinations
- Brennen will initiate conversation with peers
- Brennen will engage in dramatic play with peers.

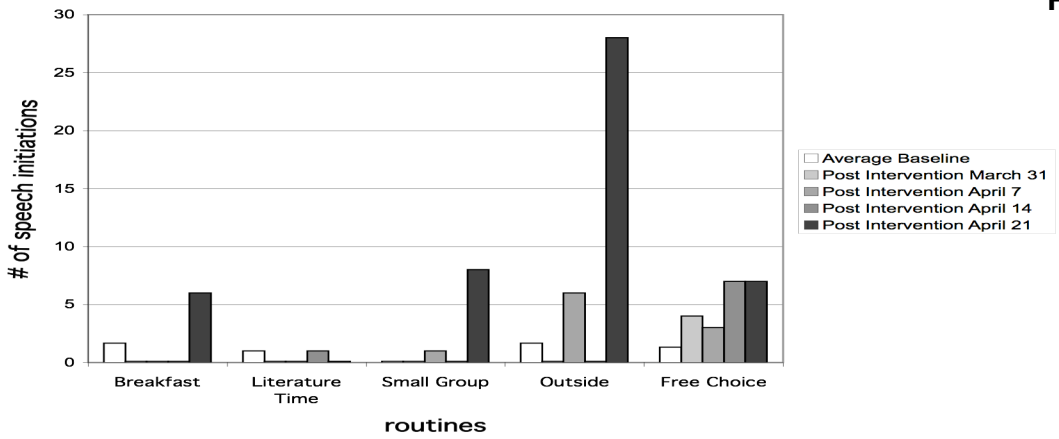
## Teacher Can Do's

- Provide multiple opportunities for peer interaction & communication.
- Request speech and language testing before Kindergarten placement.

## What I learned:

- Begin intervention at the developmental level of the child
- Interventions can be simple but need to be consistent.
- Work with one concern at a time & then move on.
- Social & communication skills are not always automatic.
- Great improvements can be made in small amounts of time.

## Brennen's Intervention Data




## Plans for the Future:

- Continue with mand-model and comment & wait interventions.
- Begin to concentrate on conversational skills.
- Work with speech therapist in Kindergarten to improve

unintelligible speech

## New Can Do's / Outcomes

- Brennen is now using 2-3 word combinations consistently with peers & teachers
- Brennen consistently uses directives, comments & inquiries
- Brennen consistently attends to and attempts conversational speech with peers.
- Peers are providing more opportunities for conversational speech.