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# 1: Relationships

## 1.A.:Building Positive Relationships among Teachers and Families

1.A.01:Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.

In the Butterfly class we work to have on-going, two-way communication with our parents in a variety of ways: 1) HOME VISITS- each year before school starts teachers do home visits with new families to our program. As a part of that visit teachers share information about the upcoming year with parents. Parents are asked to share information about and goals for their children. They are given the opportunity to ask questions. 2) Children and families also are invited to visit the classroom before school starts. A part of the purpose of this visit is to continue an exchange of information between parent and teacher. 3) Drop-off / Pick-up Chats - There are opportunities for parents to talk with teachers at drop off or pick up times. This provides an opportunity for informal discussions about individual children. 4) E-mail - Parents and teachers communicate via e-mail often about a variety of issues as needed. 5) Daily Highlights - at least 4 days a week we send out daily highlights via e-mail. These communications frequently result in an e-mail exchange with parents.

## Butterfly Conference Worksheet

In order to make better use of your conference time we would like to focus on areas or issues that you are most interested in. Please describe below any questions you might have about your child with respect to social-emotional, cognitive and fine/gross motor development (or anything else you would like to discuss). 😊

Please return via e-mail or by hand to the bin on the bulletin board by Monday, November 30th. Thanks!

Child's Name \_\_\_\_\_

Description of evidence for criterion 1.A.01

This form is filled out by parents and returned to teachers prior to parent/teacher conferences in an effort to better meet the needs of individual families at conference time.

[Goals Form 2.doc](#)

We meet with each family in August at the home visit or school visit. As a part of that visit parents fill out this goals form for their children.

[parent e-mail exchange.docx](#)

We have frequent e-mail conversations with parents about concerns that either they or we have raised.



## SCHOOL VISITS

Please choose a time for you and your child to visit your child's class. The visits last for approximately 45 minutes and give both you and your child a chance to familiarize yourselves with the classroom. You will also have an opportunity to talk with the teacher at this time. We are looking forward to having a chance to meet with each of you.

CREATED BY: Mary J White [CONTACT](#)

Date (mm/dd/yyyy)	Location	Time	Available Slot
08/20/2015 (Thu)	2's - Seashells	8:00AM - 8:45AM EDT	Parent ✓ Sarah Robertson
	3's - Sunflowers	8:00AM - 8:45AM EDT	Parent ✓ Wes Dudgeon
	4/5's Butterflies	8:00AM - 8:45AM EDT	Parent ✓ Laurie Volkmann
		8:00AM - 8:45AM EDT	Parent ✓ Tanessa Fisher
	2's - Seashells	8:45AM - 9:30AM EDT	Parent ✓ Gayle Goudy
	3's - Sunflowers	8:45AM - 9:30AM EDT	Parent ✓ Shebar Coefield Ava Coefield

Description of evidence for criterion 1.A.01

Parents sign up for a time for school visits before school starts.

- 1.A.03: Teachers communicate with family members on an ongoing basis to
- a. learn about children's individual needs and
  - b. ensure a smooth transition between home and program.

When a child begins school at ECDC: 1) his/her parents fill out a HOME INFORMATION SHEET designed to gather important information about the child's home, family, prior school and/or play experiences, interests and specific needs. This information is updated annually. 2) In addition, each summer before school begin the teachers from the Butterfly class visit the homes (HOME VISITS) of all children who are new to our program. One of the purposes of the visit is to meet with the family in an effort to help the child (and parents) feel more comfortable when the transition from home to school occurs. 3) Also, children and families can schedule a visit to school prior to the start of the school year. This opportunity is available to all butterfly families. These efforts are supplemented with methods of communication below. In the Butterfly class we work to have on-going, two-way communication with our parents in a variety of ways: 4) Drop-off / Pick-up Chats - There are opportunities for parents to talk with teachers at drop off or pick up times. This provides an opportunity for informal discussions about individual children. 5) E-mail - Parents and teachers communicate via e-mail often about a variety of issues as needed. 6) Daily Highlights - at least 4 days a week we send out daily highlights via e-mail. 7) Newsletters - are sent out periodically to highlight project work.



### SCHOOL VISITS

Please choose a time for you and your child to visit your child's class. The visits last for approximately 45 minutes and give both you and your child a chance to familiarize yourselves with the classroom. You will also have an opportunity to talk with the teacher at this time. We are looking forward to having a chance to meet with each of you.

CREATED BY: Mary J White [CONTACT](#)

Date (mm/dd/yyyy)	Location	Time	Available Slot
08/20/2015 (Thu)	2's - Seashells	8:00AM - 8:45AM EDT	Parent <span style="float: right; color: green;">✓ Sarah Robertson</span>
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	4/5's Butterflies	8:00AM - 8:45AM EDT	Parent <span style="float: right; color: green;">✓ Laurie Volkmann</span>
		8:00AM - 8:45AM EDT	Parent <span style="float: right; color: green;">✓ Tanessa Fisher</span>
	2's - Seashells	8:45AM - 9:30AM EDT	Parent <span style="float: right; color: green;">✓ Gayle Goudy</span>
	3's - Sunflowers	8:45AM - 9:30AM EDT	Parent <span style="float: right; color: green;">✓ Shebar Coefield <small>Ava Coefield</small></span>

We schedule home visits/school visits or both with families each summer before school starts. During these visits parents have a chance to share information about their child and ask questions.

All information on this form is strictly confidential:  
Translation into home languages other than English provided on request.

## COLLEGE of CHARLESTON

N.E. MILES  
EARLY CHILDHOOD  
DEVELOPMENT CENTER

### HOME INFORMATION QUESTIONNAIRE

Welcome to ECDC! In order to best provide for the needs and interests of your child and family, we ask you to share information with us. The more we know about your child and family, the better able we are to ease the transition from home to school, or from another program to ours. We seek to work with our families as partners to provide a program, curriculum, and assessment approach that are respectful, appropriate, meaningful, and relevant.

Our philosophy is grounded in the idea that children are 'concrete' learners. In other words, what makes most sense to them is learning about things they have, or can have, direct experience with. Therefore, we also often ask parents to serve as 'resources,' sharing family or professional experiences and knowledge that supports things we are doing in the classroom.

This information is confidential and only used internally by our teaching staff to assist them in making instructionally appropriate curriculum and assessment decisions. We will ask you to update this information annually.

Child's Name: Tanner Volkmann Birthdate: 1-18-10 First Enrollment Date: 8-2013

Signature(s) of parent/legal guardian(s):

2		5/14/13
3	<u>Laune Volkmann</u>	
4/5K		
4/5K		

Rev. 3/18/2011 C) 1

Parents fill out a home information form when their child enrolls in our program and update this form yearly.

Please complete for all children in your group

Child Name	Visit Code (HV, SV, NV)	Date of Visit	Notes/comments (observations, problems, surprises, etc.)	Indicate any ne
1 <u>Madeline</u>	<u>HV</u>			
2 <u>Samuel Thompson</u>	<u>HV</u>		<u>Maddy concerned that we know about her drawing incident</u>	<u>No</u>
3 <u>Owen Fisher</u>	<u>SV</u>	<u>8/20</u>		
4 <u>Tanner Volkmann</u>	<u>SV</u>	<u>8/20</u>		
5 <u>maeve Callahan</u>	<u>SV</u>	<u>8/20</u>		
6 <u>Leo Russell</u>	<u>SV</u>	<u>9/20</u>	<u>dentc</u>	<u>No</u>
7 <u>Isabel Blackwell</u>	<u>SV</u>	<u>8/20</u>		
8 <u>Natalia Natalia Avendano</u>	<u>SV/HV</u>	<u>8/20</u>		
9 <u>Rowan Podolsky</u>	<u>SV</u>	<u>8/20</u>		
10 <u>Seth Buechel-Green</u>	<u>SV</u>	<u>8/20</u>		
11 <u>Max Kai</u>	<u>SV</u>	<u>8/20</u>		
12 <u>Maddie Ru Lloyd</u>	<u>SV</u>	<u>8/20</u>		
13 <u>Evan Galuska</u>	<u>SV</u>	<u>8/20</u>	<u>Learning to control emotions waiting his turn to speak</u>	<u>No</u>
14 <u>James Malm</u>	<u>SV</u>	<u>8/20</u>		
15 <u>...</u>	<u>SV</u>	<u>8/20</u>		

This documents some concerns parents shared during school/home visits.

### [Goals Form 2.doc](#)

At the home or school visits parents are asked to identify goals they have for their children for the school year. These goals are revisited and revised at each conference during the year.

1.A.05: Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.

In addition to the information contained in the enrollment packet that parents receive each year, parents in the Butterfly class attend a Back-to-School night where they receive information about the rules, routines and expectations in our particular class. They are provided with a hand-out which we discuss and are given the opportunity to ask questions. As the year progresses, information about classroom procedures is provided as needed in e-mail updates or notes home.

### [Handout for parent info night.doc](#)

This handout familiarizes parents with some of our rules and routines.

### [Daily highlight 13.docx](#)

This highlight emphasizes and aspect of our routines that we need parents to pay particular attention to.

## 1.C.:Helping Children Make Friends

1.C.03:Teaching staff support children as they practice social skills and build friendships by helping them:

- a. enter into [play],
- b. sustain [play], and
- c. enhance play.

Great effort is made to support children as they build friendships and negotiate play relationships. This is done in a variety of ways including the following: 1) Morning Meetings - We read books and have discussions about what being a good friend looks like, how to initiate play with another child and how to, in a nice way, say that you don't want to play. The children take turns role-playing these different scenarios: 2) We support children as they learn to manage conflict in play by helping them to understand and articulate feelings and desires and then to negotiate within play. 3) We have organized our room to allow for 1,2, 3, and 4 groups of children to play together in different centers and during different times of the day. 4) As we observe children playing in centers we my notice an opportunity to extend their play or enrich it by joining them briefly or by introducing different materials into the center. 5) Literature Models - We read books,to the children which demonstrate good friendships. We often have conversations with the children during circle times that address these issues as well.



c. Children were given materials to facilitate their idea of restaurant and party together.

**Butterfly Lesson Plan**  
(tentative)

Date: September 21, 2015

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Circle</b> 9:15-9:45	1. Yoga 2. Hello song 3. # of days of school (tally, number writing, money) 4. Days of the week 5. Weather 6. Other -- family/community Reaction: Discuss "How to be a Friend by Laurie and Marc Brown" Friday Share: Rowan, Sam, Seth, Sonja, Tanner, Tessa, William				
<b>Kindergarten Small Groups</b> 9:45-10:30	<b>Literacy:</b> Read: <i>Little Red Hen</i> by Galdone and <i>The Little Red Hen</i> by Byron Barton <b>Literacy:</b> Read: <i>Little Red Hen makes pizza</i> by Philemon Sturges -- read before nap	<b>Social Studies</b> Video <i>Seed to Bread</i> (you tube) Pass out wheat stalk and examine before taking apart to find seed.	<b>Literacy:</b> Comparison of different versions of <i>The Little Red Hen</i>  <b>PE:</b> Ball and balance activities	<b>Math:</b> solving problems with drawing  <b>Creative Dramatics:</b> <i>Little Red Hen</i>	<b>Science:</b> What's the rule -- trees (shh, it's a secret)  <b>Math:</b> "Going to Boston"
<b>Writing Workshop</b> 11:40-12:15	<b>Mini-Lesson:</b> Starting new stories	<b>Mini-Lesson:</b> Using words/spaces (popsicle sticks)	<b>Mini-Lesson:</b> Sharing how we used words and spaces	<b>Mini-Lesson:</b> Using the word wall	<b>Mini-Lesson:</b> Sharing how we used the word wall
<b>Teacher Notes</b>	Working on independent work while I meet with children.  The children want to make bread next week. Also record <i>Deep in the Forest</i> ziplock bags of links finish spelling inventory Before nap sing "The Three Bears Song" Permission form for field trip to the library Cut paper for pot making				

As we read *How to be a friend* by Laurie and Marc Brown we discussed the ways in which we are friends at ECD. We talked about how to ask a friend to play with us and how to add to play.



The children had begun to "camp" on our playground. They built "campfires" and went "hiking." When they began to lose interest we added a tent and then later a kayak to extend their play.



Discussing how to be a friend.



A teacher helps a group of friends solve a problem.

## 1.D.:Creating a Predictable, Consistent, and Harmonious Classroom

### 1.D.01:Teaching staff counter potential bias and discrimination by

- a. treating all children with equal respect and consideration.
- b. initiating activities and discussions that build positive self-identity and teach the valuing of differences.
- c. intervening when children tease or reject others.
- d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.
- e. avoiding stereotypes in language references.

Respect for all children is a key consideration in creating our classroom community. This requires us to focus on the difficult work of helping children to understand and accept each other's differences. We start by modeling acceptance and inclusion. We read books and sing songs from the cultural backgrounds of children. We establish expectations that all children are equal members of our community and we stand by and help children include others in play and use words to solve problems. Though we read literature about and initiate activities that reinforce positive messages about ethnic/cultural differences or valuing differing abilities our most meaningful discussions arise from actual conversations or events that occur in the classroom.



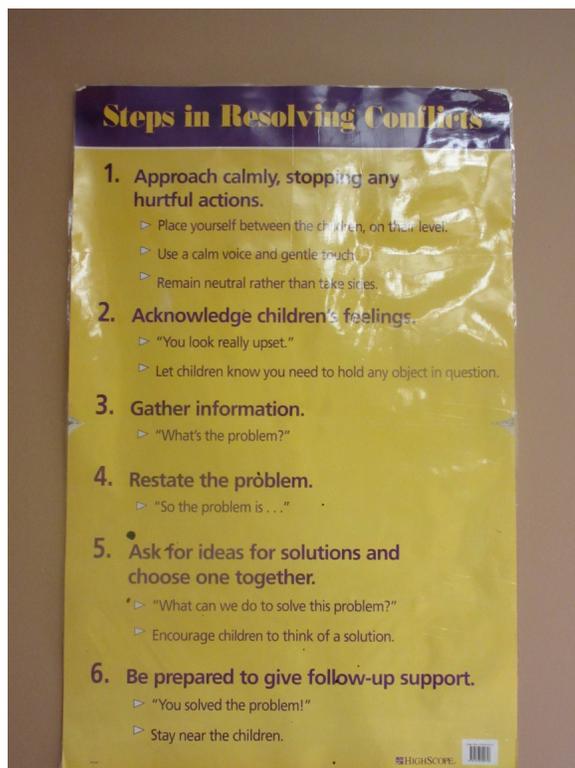
c. Teachers use sensitivity to help children acknowledge when they are teasing or rejecting friends. In this photo, one child had rejected the other child from a play group, but had not used words effectively to help the other child understand why. The teacher is helping the two children use words to communicate more effectively, without hurting each others' feelings.



b. The people in our block center represent different ethnicities and abilities.



b. The children each create a page for our Class Photo album with pictures of the important people in their lives. They then share their page with the class. After that the book is kept on a shelf and the children often get it down to look at.



c. Guidelines to help us remember to guide our children through the process of conflict resolution. It is this unresolved conflict that often ends up causing children to tease or reject others.



Male teacher  
18



One of our mothers, a herpetologist, brings in frogs to teach us about development from egg to frog.

[caring\\_community\\_p\\_\\_p.docx](#)

Our school policies reference creating a respectful, harmonious community.

1.D.02: Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom

- a. rules,
- b. plans, and
- c. activities.

The children in our classroom are provided with multiple opportunities to participate in community-building activities. During the first week of school we talk with the children about rules and what rules we might need in our classroom. During this time children brainstorm possible rules. We read the book *Know and Follow Rules* by Cheri J. Meiners. One of the key ways in which community building occurs is our daily morning meetings and our end of the day meeting. Both meetings provide a time for us to gather to share news, ask questions of one another, make plans and discuss on-going activities. As teachers, we strive to act as facilitators of this important part of our day. We endeavor to make sure that every child has a voice in this forum.



After taking a walk around the neighborhood the children decided that they wanted to make a collage in the hallway showing our neighborhood.

### [Highlight 16 planning.docx](#)

In this highlight we mention that we made bread because the children decided that they wanted to do after reading *The Little Red Hen*.

### [Discussing Class rules.pptx](#)

Reviewing class rules with the children during a meeting in the afternoon. This PP page was printed and posted to share with parents as well.

1.D.04:Teachers help children talk about

- a. their own and
- b. others' emotions.

c. explore a wide range of feelings and the different ways that those feelings can be expressed.

Helping our children identify, understand and cope with their emotions and those of their classmates is a crucial part of the job we do as early childhood educators. On a regular basis we find opportunities to address this through stories and poetry. We often pause to discuss words in the text that evoke a particular emotion and ask the children to show that emotion with their bodies or role-play situations where they might be feeling that emotion. As the children struggle with their own emotions in the classroom we help them by encouraging them to talk about their feelings and the feelings of their friends.



M. helps R. express her frustration and find a way to solve her problem.



The teacher helps R. and E. express their emotions and listen to each other before generating solutions to the problem.



## 2:Curriculum

## 2.A.:Curriculum: Essential Characteristics

2.A.07:The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule

- a. provides time and support for transitions,
- b. includes both indoor and outdoor experiences, and
- c. is responsive to a child's need to rest or be active.

The considerations involved in creating this schedule were: 1) That it would reflect the children's need for alternating periods of activity and quiet activities. 2) That it would reflect activities that are predominantly teacher directed with those that are child directed. 3) That the children would have ample time for outdoor experiences both planned and free-play. 4) That transitions would be planned to facilitate smooth movement from one activity to another. For example: when we come in from outside. The children wash their hands sit in child's pose on the meeting rug while listening to quiet music.

## History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature<sup>1</sup> and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment<sup>2</sup>, all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

## Mission

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.

---

<sup>1</sup> Society for Research in Child Development, Inc., (2003, July/August). [Child care quality matters: How conclusions may vary with context](#), *Child Development*.

<sup>2</sup> Fiene, R. (2002). [13 Indicators of Quality Child Care: Research Update](#). Presentation to Office of the Assistant Secretary for Planning and Evaluation and Health Resources and Services Administration/ Maternal and Child Health Bureau, U.S. Department of Health and Human Services

- Quality care and early education for children ages two through five from the College and neighboring community.
- An active model of child advocacy in the Charleston community.

### Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

*"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."*

### Goals:

*By providing a demonstration program committed to excellence, children:*

- Explore & develop their interests and abilities.
- Develop self-direction as learners and citizens.
- Understand and practice tolerance and respect for others.
- Are fully included in all dimensions of our program.

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- Feel accepted and welcomed
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Keeping these goals in focus is an ongoing process that we use multiple means to assess.

### **Philosophy**

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an

increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Our philosophy is based on the belief that learning and language are socially constructed.<sup>3</sup> The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

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- identify and support children's interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
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The College's support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate ([Copple & Bredekamp, 2009](#))<sup>4</sup> and reflective of current research literature on early childhood

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Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Technology: Children should have access to technologies that provide them opportunities to use it in real world ways. Technology should always support and never impede curiosity, meaningful communications, and engagement with the community. We use technology to support curriculum investigations, locate resources, communicate with others in useful and practical ways, and document learning.

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<sup>6</sup> Edwards, C.; Gandini, L., & Forman, G. (eds.) (1998). *The hundred languages of children* (2<sup>nd</sup> ed.). Norwood, NJ: Ablex.

## Curriculum Implementation

The Master Teachers at ECDC are expected to assume primary responsibility for implementation of the curriculum according to the following guidelines:

- Learning opportunities are planned to be consistent with and support the program goals as stated above and objectives, which are derived from the South Carolina Early Learning Standards.
- Experiences designed for children foster children's development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking,
- Strategies for documentation of children's learning are incorporated into curriculum planning and implementation.

## Planning

Master Teachers are supported by their Graduate Assistants and Teaching Assistants and should include assistants in planning and implementing the curriculum. Ninety minutes daily is allotted for planning time. Curriculum plans are posted regularly and kept current.

Written plans:

- Reflect the daily schedule of the classroom.
- Include at least two hours daily of outside play time.
- Include at least three hours daily of free choice time in well-planned learning centers and/or project work.
- Provide for individual, small group, and large group activities
- Include appropriate adaptations for children with special needs
- Identify materials, resources, activities, and strategies across the multiple domains.

## Documentation

### What is documentation?

Most people associate 'visual documentation' with the emergent curriculum used in Reggio Emilia Italian preschools and the Project Approach (Katz & Chard, 1997). Teachers use

media to create displays that ‘tell the story’ of children’s work over extended periods of time. Displays typically include photographs and images, artifacts, children’s transcribed comments or conversations, and written reflective teacher narratives. The Reggio documentations were originally created on large, flat panels, using cut/paste methods, but the advent and availability of digital media has considerably expanded format options to include interactive online and/or software applications such as PowerPoint, PhotoStory, wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages” traveling documentation exhibits of Reggio children’s project work. At ECDC you will see that we experiment with different kinds of visual presentations in our classrooms and hallways, and online at our website: <http://blogs.cofc.edu/ecdc/>.

### **Why do we do it?**

We have realized over time that while simple labels for displays of children’s work are useful, more detailed documentation helps us reflect more deeply on the relationships between teaching and learning. Visual documentations also provide valuable information that can be used for assessment purposes as we consider and provide evidence of how we are meeting learning and developmental standards and expectations for both groups and individual children.

### **What are the benefits for children?**

When teachers thoughtfully and accurately represent children’s work at multiple periods of time over the course of a project or topical inquiry, children benefit from the ability to ‘revisit’ earlier stages in their thinking process, which promotes higher level thinking, metacognition, and reflection. Learning expands to become a visual dialogue. Seeing their work and words represented affirms and validates children’s ideas and questions, and their ongoing attempts to make sense of experiences.

### **What is the teachers’ role?**

The teacher’s role is much like that of an action researcher: asking questions about a project at various stages, determining appropriate means for, collecting, and analyzing “data,” and drawing conclusions about what a project represents. While an investigation is underway, teachers identify key moments, stages, or changes in children’s thinking over time as a project emerges, engage in study and inquiry experiences (facilitated by teachers), and create concrete representations of their learning. Teachers typically collect photos or videos of children in discussion and at work, audio recordings of conversations for later review and transcription, and samples of work both finished and in-progress. Teachers also reflect with the children and other teachers about the work. Visual documentations can be constructed and shared while a project is in progress, or as a cumulative reflection when a project ends.

## Description of evidence for criterion 2.A.07

The ECDC curriculum statement includes a section that shows that we have planned outdoor experiences.

### [2015-16 Butterfly Daily Schedule.doc](#)

2.A.08: Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including

- a. gender,
- b. age,
- c. language and
- d. abilities.

### Materials and equipment

- e. provide for children's safety while being appropriately challenging.
- f. encourage exploration, experimentation, and discovery.
- g. promote action and interaction.
- h. are organized to support independent use.
- i. are rotated to reflect changing curriculum and accommodate new interests and skill levels.
- j. are rich in variety.
- k. accommodate children's special needs.

We are blessed with a very diverse population along with a wide range of ages (4-6) in our classroom. Materials and equipment in the classroom represent the many diversities represented in our school and classroom. 1) Play materials represent different genders, ages, races, and abilities. This particular applies to play people in blocks and baby dolls. 2) Over the course of the year books are read to the children in different languages (this year: English, Spanish, and Chinese). 3) Care is also taken to make sure that books represent a variety of people in non-stereotypical ways. 4) Materials are selected for use in the class to meet the variety of needs represented by our children and are (primarily) open-ended in their obvious use. Materials are inspected regularly to be sure they are in good condition. 5) Materials are displayed on shelves-in easy reach of the children. The children are encourage to use them in creative and open-ended ways. 6) Materials are set up in centers which allow multiple children to work in a given area. They are encourage both by arrangement and teacher support and modeling to be actively involved with their peers in the use of the materials. 7) Materials in centers are changed as interests and emerging project work dictate. 8) There are 13/14 centers in our classroom. Materials in the centers represent a variety of areas including literacy activities, math, science, geography, art, sensory activities, blocks, and dramatic play. 9) Over the years a variety of changes have been made to reflect the needs of our special needs population. This particularly includes an expanded sensory area for children with Sensory Integration Problems and materials selected specifically to meet their needs including mats for sitting, weighted materials, books, etc.



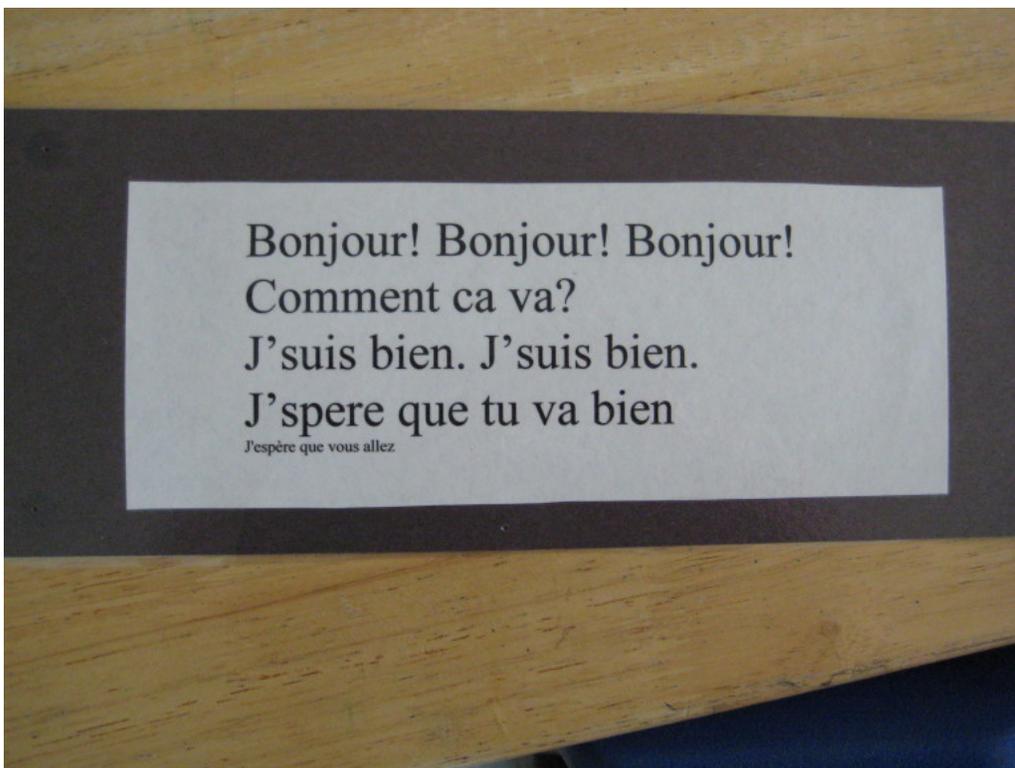
c. language - Some of the labels are written in multiple languages to represent the languages of the children in the class.



d. abilities - some of the people in the block center represent a range of physical abilities.



h. support independent use - Materials are stored on low shelves and have picture and/or word labels.



c. language - We sing an opening song for circle in multiple languages. Usually the languages represent the families in our program. This year we have been singing the "hello" song in English, Spanish, Chinese and sign-language.



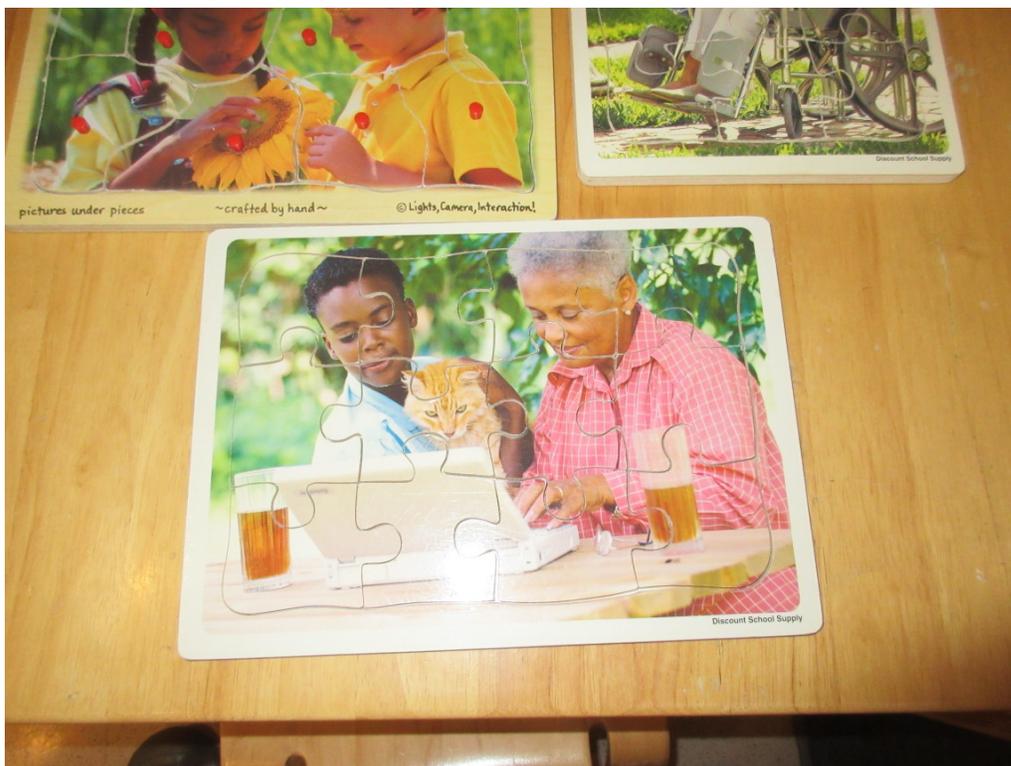
The people in the block center represent different races and different ages.



Children have selected this work from the shelf together. They are able to interact as they are active with this sand tracing material.



Materials are chosen to help children become familiar with the wide diversity of people.



This puzzle shows a child and an older person participating in the same activity.

## Center Plans

**Week of: September 6**

<b>Centers</b>				
<b>Listening</b>	Kevin Henkes: <i>Sheila Ray the Brave</i>			
<b>Flannel/Magnet</b>	Family flannel board			
<b>Literacy</b>	Assorted books + Ezra Jack Keats, consonant sound game			
<b>Writing</b>	Stencils, color pencils, crayons, scissors, glue, story starter pictures, tape, stapler			
<b>Fine Motor</b>	Magnetic shapes			
<b>Math</b>	Focus on counting and recognizing numbers, 2 & 3 dimensional shapes, patterns			
<b>Science</b>				
<b>Sensory</b>	Grinding spices to mix in new playdough			
<b>Light</b>	Acrylic letters		Acrylic magnets	
<b>Water/Sand</b>	Magnifiers, tweezers, late summer nature exploration items (flower heads, seeds)			
<b>Dramatic Play</b>	Kitchen and family dress-up, add money to cash register			
<b>Blocks</b>	Unit blocks, people, signs, animals, doll house furniture			
<b>Art</b>	Plain and colored paper, collage materials, crayons, color pencils, water colors, tape, scissors, hole punches, stickers			
<b>Outside</b>				Ball play

In addition there are geography puzzles, share center, and easel painting

#### Description of evidence for criterion 2.A.08

The center plan gives some idea of the variety of materials available to the children. The plan also reflects our need to plan changes in materials in centers to reflect changing topics of interest and changing needs/skill levels of children.

### Morning Checklist

Please complete the morning check list daily and initial. If there is a problem please make note of it on a sticky note and attach to this list.

<i>Task</i>					
<i>Prepare snack</i>					
<i>Sharpen pencils, as needed</i>					
<i>Set up paint for easel, as needed</i>					
<i>Do playground safety check list at least once a week</i>					
<i>Check inside materials to see if everything is safe and complete at least once a week</i>					

Description of evidence for criterion 2.A.08

This morning check list includes a place to check off that the materials in the classroom are in good repair and safe.

- 2.A.10: The curriculum guides teachers to incorporate content, concepts, and activities that foster
- a. social,
  - b. emotional,
  - c. physical,
  - d. language, and
  - e. cognitive development and
  - f. integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.

The curriculum statement and "Good Start, Grow Smart" standards provide the framework for our curriculum. The framework helps us to ensure that the enacted curriculum is balanced and addresses all of the children's developmental and academic needs. In addition, there are literacy, math, social studies, science, and arts standards specific to kindergarten. In practice we address standards by integrating them into center and project work. This year we have already done project work related to "garden" and "fairy tales" where we have integrated art, science, math, and literacy.

[good\\_start\\_grow\\_smart.pdf](#)

The "Good Start, Grow Smart" standards address social and emotional, language and literacy, mathematics, physical education and health.

[sciencestandardsnov182005\\_001.doc](#)

This document has the science standards for kindergarten.

[k\\_social\\_studies\\_standards.doc](#)

These are the social studies standards for kindergarten.

[AdoptedArtsStandards.doc](#)

This document includes the arts standards for kindergarten.

## History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature<sup>1</sup> and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment<sup>2</sup>, all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

## Mission

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.

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<sup>1</sup> Society for Research in Child Development, Inc., (2003, July/August). [Child care quality matters: How conclusions may vary with context](#), *Child Development*.

<sup>2</sup> Fiene, R. (2002). [13 Indicators of Quality Child Care: Research Update](#). Presentation to Office of the Assistant Secretary for Planning and Evaluation and Health Resources and Services Administration/ Maternal and Child Health Bureau, U.S. Department of Health and Human Services

- Quality care and early education for children ages two through five from the College and neighboring community.
- An active model of child advocacy in the Charleston community.

### Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

*"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."*

### Goals:

*By providing a demonstration program committed to excellence, children:*

- Explore & develop their interests and abilities.
- Develop self-direction as learners and citizens.
- Understand and practice tolerance and respect for others.
- Are fully included in all dimensions of our program.

*By providing a supportive environment and resources, parents:*

- Feel accepted and welcomed
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Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Technology: Children should have access to technologies that provide them opportunities to use it in real world ways. Technology should always support and never impede curiosity, meaningful communications, and engagement with the community. We use technology to support curriculum investigations, locate resources, communicate with others in useful and practical ways, and document learning.

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- Learning opportunities are planned to be consistent with and support the program goals as stated above and objectives, which are derived from the South Carolina Early Learning Standards.
- Experiences designed for children foster children's development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking,
- Strategies for documentation of children's learning are incorporated into curriculum planning and implementation.

## Planning

Master Teachers are supported by their Graduate Assistants and Teaching Assistants and should include assistants in planning and implementing the curriculum. Ninety minutes daily is allotted for planning time. Curriculum plans are posted regularly and kept current.

Written plans:

- Reflect the daily schedule of the classroom.
- Include at least two hours daily of outside play time.
- Include at least three hours daily of free choice time in well-planned learning centers and/or project work.
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- Include appropriate adaptations for children with special needs
- Identify materials, resources, activities, and strategies across the multiple domains.

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Most people associate 'visual documentation' with the emergent curriculum used in Reggio Emilia Italian preschools and the Project Approach (Katz & Chard, 1997). Teachers use

media to create displays that ‘tell the story’ of children’s work over extended periods of time. Displays typically include photographs and images, artifacts, children’s transcribed comments or conversations, and written reflective teacher narratives. The Reggio documentations were originally created on large, flat panels, using cut/paste methods, but the advent and availability of digital media has considerably expanded format options to include interactive online and/or software applications such as PowerPoint, PhotoStory, wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages” traveling documentation exhibits of Reggio children’s project work. At ECDC you will see that we experiment with different kinds of visual presentations in our classrooms and hallways, and online at our website: <http://blogs.cofc.edu/ecdc/>.

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We have realized over time that while simple labels for displays of children’s work are useful, more detailed documentation helps us reflect more deeply on the relationships between teaching and learning. Visual documentations also provide valuable information that can be used for assessment purposes as we consider and provide evidence of how we are meeting learning and developmental standards and expectations for both groups and individual children.

### **What are the benefits for children?**

When teachers thoughtfully and accurately represent children’s work at multiple periods of time over the course of a project or topical inquiry, children benefit from the ability to ‘revisit’ earlier stages in their thinking process, which promotes higher level thinking, metacognition, and reflection. Learning expands to become a visual dialogue. Seeing their work and words represented affirms and validates children’s ideas and questions, and their ongoing attempts to make sense of experiences.

### **What is the teachers’ role?**

The teacher’s role is much like that of an action researcher: asking questions about a project at various stages, determining appropriate means for, collecting, and analyzing “data,” and drawing conclusions about what a project represents. While an investigation is underway, teachers identify key moments, stages, or changes in children’s thinking over time as a project emerges, engage in study and inquiry experiences (facilitated by teachers), and create concrete representations of their learning. Teachers typically collect photos or videos of children in discussion and at work, audio recordings of conversations for later review and transcription, and samples of work both finished and in-progress. Teachers also reflect with the children and other teachers about the work. Visual documentations can be constructed and shared while a project is in progress, or as a cumulative reflection when a project ends.

## Description of evidence for criterion 2.A.10

The attached statement is a brief description of how each of the listed areas is addressed in our curriculum. In addition, we use the states "Good Start, Grow Smart" standards as program outcomes. The standards include social/emotional, physical, language, approaches to learning, and literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.

## 2.A.11: The schedule

- a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for:
- b. play,
- c. creative expression,
- d. large-group,
- e. small-group, and
- f. child-initiated activity.

The schedule allows for considerable time devoted to the long term exploration of questions posed by either the children or teachers. Sometimes a project may last a few days (how do flowers make seeds), a few months (simple machines) or will be revisited through-out the year (neighborhood, garden). In any case, there is daily time for play, creative expression (in the form of movement, dance, music, and visual arts). There are periods for large group and small group activity and another period of child-initiated activity.

## History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature<sup>1</sup> and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment<sup>2</sup>, all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

## Mission

ECDC's three-part mission is to provide

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- Quality care and early education for children ages two through five from the College and neighboring community.
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### Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

*"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."*

### Goals:

*By providing a demonstration program committed to excellence, children:*

- Explore & develop their interests and abilities.
- Develop self-direction as learners and citizens.
- Understand and practice tolerance and respect for others.
- Are fully included in all dimensions of our program.

*By providing a supportive environment and resources, parents:*

- Feel accepted and welcomed
- Express confidence that their children are being well cared for and nurtured.
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*As an integral part of the School of Education, Health, and Human Performance, we:*

- Support the academic goals of faculty and students across campus.
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Keeping these goals in focus is an ongoing process that we use multiple means to assess.

### **Philosophy**

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an

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Our philosophy is based on the belief that learning and language are socially constructed.<sup>3</sup> The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children's interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
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## Curriculum Framework

The College's support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate ([Copple & Bredekamp, 2009](#))<sup>4</sup> and reflective of current research literature on early childhood

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education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages *responsible eclecticism* ([Jaruszewicz, 2005](#))<sup>5</sup> and supports our teachers' roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in on-going dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children's individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

## Curriculum Influences

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing ([Reggio Emilia](#); [Montessori](#); [Waldorf](#)).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child's independence and sense of responsibility ([High Scope](#); Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions ([Creative Curriculum](#); High Scope).
- Topical investigations are selected, planned, and guided by children's individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; [Project Approach](#)).
- Arts are infused into the curriculum in many ways (Waldorf)
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- Our teachers conduct meaningful, integrated literacy activities that include a focus on Writing and Reading Workshops ([Lucy Calkins, Columbia University](#)). We work closely with SOEHHP literacy professors (Drs. [Mary Blake](#), [Margaret Hagood](#), and [Emily Skinner](#)) and [Carol Ann Davis](#), English Department.
- Block-building is a highly valued activity as a foundation for building science and mathematical thinking ([Bank Street](#))

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- Provide children opportunities to explore and extend their interests and abilities
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## Standards & Objectives

ECDC uses the [South Carolina Early Learning Standards](#) (2008) for children 3-5 and has adapted the current draft of the [SC Guidelines for Infants and Toddlers](#) as our program objectives for curriculum and assessment of growth and development. These standards address *Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics*.

## Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

*Ecological Responsibility:* As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

*Social Studies:* Children's awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

*Language Arts & Emergent Literacy:* Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.

*Physical Development:* Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.

*Creative Arts:* Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials

that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the “hundred languages of children.” (Edwards, Gandini & Forman, 1993; 1998)<sup>6</sup>.

Math: Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

Science: Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

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Description of evidence for criterion 2.A.11

The curriculum statement makes clear our commitment to project work that may extend over a few days or many weeks.

[2015-16 Butterfly Daily Schedule.doc](#)

The Butterfly class daily schedule allows time for children to be involved in play and creative expression on a daily basis. It also includes a balance of large and small group activities and child-initiated activities.

2.A.12: The curriculum guides teachers to plan for children's engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.

Our curriculum is play based. As new topics of study are introduced the materials in the centers are changed to facilitate play related to the topic of study. For example: during a study of things that roll balls, cars and ramps were introduced to the block center. During the fancy dress unit the dramatic play area was transformed to facilitate fancy dress representing several cultures. All of the center play is open-ended and child-initiated/directed.



While working on our unit about ramps, pulleys, and gears materials to make ramps with were added to the block center to allow children to connect their science study to their on-going play in the block center.

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ECDC uses the [South Carolina Early Learning Standards](#) (2008) for children 3-5 and has adapted the current draft of the [SC Guidelines for Infants and Toddlers](#) as our program objectives for curriculum and assessment of growth and development. These standards address *Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics*.

## Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

*Ecological Responsibility:* As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

*Social Studies:* Children's awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

*Language Arts & Emergent Literacy:* Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.

*Physical Development:* Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.

*Creative Arts:* Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials

that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the “hundred languages of children.” (Edwards, Gandini & Forman, 1993; 1998)<sup>6</sup>.

Math: Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

Science: Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

Social/Emotional Competence: The learning environment should encourage development of childrens’ positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others’ feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Technology: Children should have access to technologies that provide them opportunities to use it in real world ways. Technology should always support and never impede curiosity, meaningful communications, and engagement with the community. We use technology to support curriculum investigations, locate resources, communicate with others in useful and practical ways, and document learning.

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<sup>6</sup> Edwards, C.; Gandini, L., & Forman, G. (eds.) (1998). *The hundred languages of children* (2<sup>nd</sup> ed.). Norwood, NJ: Ablex.

## Curriculum Implementation

The Master Teachers at ECDC are expected to assume primary responsibility for implementation of the curriculum according to the following guidelines:

- Learning opportunities are planned to be consistent with and support the program goals as stated above and objectives, which are derived from the South Carolina Early Learning Standards.
- Experiences designed for children foster children's development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking,
- Strategies for documentation of children's learning are incorporated into curriculum planning and implementation.

## Planning

Master Teachers are supported by their Graduate Assistants and Teaching Assistants and should include assistants in planning and implementing the curriculum. Ninety minutes daily is allotted for planning time. Curriculum plans are posted regularly and kept current.

Written plans:

- Reflect the daily schedule of the classroom.
- Include at least two hours daily of outside play time.
- Include at least three hours daily of free choice time in well-planned learning centers and/or project work.
- Provide for individual, small group, and large group activities
- Include appropriate adaptations for children with special needs
- Identify materials, resources, activities, and strategies across the multiple domains.

## Documentation

### What is documentation?

Most people associate 'visual documentation' with the emergent curriculum used in Reggio Emilia Italian preschools and the Project Approach (Katz & Chard, 1997). Teachers use

media to create displays that ‘tell the story’ of children’s work over extended periods of time. Displays typically include photographs and images, artifacts, children’s transcribed comments or conversations, and written reflective teacher narratives. The Reggio documentations were originally created on large, flat panels, using cut/paste methods, but the advent and availability of digital media has considerably expanded format options to include interactive online and/or software applications such as PowerPoint, PhotoStory, wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages” traveling documentation exhibits of Reggio children’s project work. At ECDC you will see that we experiment with different kinds of visual presentations in our classrooms and hallways, and online at our website: <http://blogs.cofc.edu/ecdc/>.

### **Why do we do it?**

We have realized over time that while simple labels for displays of children’s work are useful, more detailed documentation helps us reflect more deeply on the relationships between teaching and learning. Visual documentations also provide valuable information that can be used for assessment purposes as we consider and provide evidence of how we are meeting learning and developmental standards and expectations for both groups and individual children.

### **What are the benefits for children?**

When teachers thoughtfully and accurately represent children’s work at multiple periods of time over the course of a project or topical inquiry, children benefit from the ability to ‘revisit’ earlier stages in their thinking process, which promotes higher level thinking, metacognition, and reflection. Learning expands to become a visual dialogue. Seeing their work and words represented affirms and validates children’s ideas and questions, and their ongoing attempts to make sense of experiences.

### **What is the teachers’ role?**

The teacher’s role is much like that of an action researcher: asking questions about a project at various stages, determining appropriate means for, collecting, and analyzing “data,” and drawing conclusions about what a project represents. While an investigation is underway, teachers identify key moments, stages, or changes in children’s thinking over time as a project emerges, engage in study and inquiry experiences (facilitated by teachers), and create concrete representations of their learning. Teachers typically collect photos or videos of children in discussion and at work, audio recordings of conversations for later review and transcription, and samples of work both finished and in-progress. Teachers also reflect with the children and other teachers about the work. Visual documentations can be constructed and shared while a project is in progress, or as a cumulative reflection when a project ends.

Description of evidence for criterion 2.A.12

The curriculum guide makes clear our commitment to block play in the classroom.

## 2.C.:Areas of Development: Physical Development

2.C.03:Children are provided varied opportunities and materials that support fine-motor development.

Everyday children have access to pencils, color pencils, crayons, small collage materials in the art and writing centers; small manipulatives in the math center; and puzzles in the social studies center.



These are the fine motor materials available in our writing center and throughout the room. Children have daily access to pencils, markers, scissors, tape, glue, puzzles and other materials that require children to use and develop fine motor skills.



A child using tongs to pick up his snack.



Puzzles are always available and help development fine motor skills.

2.C.04:Children have varied opportunities and are provided equipment to engage in large motor experiences that

- a. stimulate a variety of skills.
- b. enhance sensory-motor integration.
- c. develop controlled movement (balance, strength, coordination).
- d. enable children with varying abilities to have large-motor experiences similar to those of their peers.
- e. range from familiar to new and challenging.
- f. help them learn physical games with rules and structure.

Children spend a minimum of 1 hr and 45 minutes a day (weather permitting) outside on our playground. In addition, to free play they engage in digging, raking, weed pulling in the garden; ball handling in a variety of games with teacher and peers; and occasionally setting up and using an obstacle course. The playground provides opportunities for running, climbing, swinging, balance and bike riding. In addition, 2/3 days a week they have instructional physical education that focuses on a variety of gross-motor skills in a positive, non-competitive way. Children work on coordination, balance, strength using balls, hoops, jump ropes, SOCCI nets, noodles. They are also introduced to a variety of cooperative/non-competitive games that will help them build their gross motor skills. Several days a week we have free dancing to music but we also do gross motor movements to music during large and small groups where appropriate.



e. These children are doing a total new movement activity using the very familiar song "Itsy Bitsy Spider" for PE. The activity requires balance as children try new movements.



a. and f. Children roll a dice and do the required movement to move to a new spot. They must count as well as participate in a variety of movements such as jumping, hopping, skipping, etc.



a.b. and c. - Moving blocks to build a wall. Proprioceptive stimulation.



e. and f. - Children play catch the cat in PE. Each child has a "cat tail" tucked into their pants. The person who is it catches them by pulling their tail and dropping it on the ground. This is a new game for this group of children.

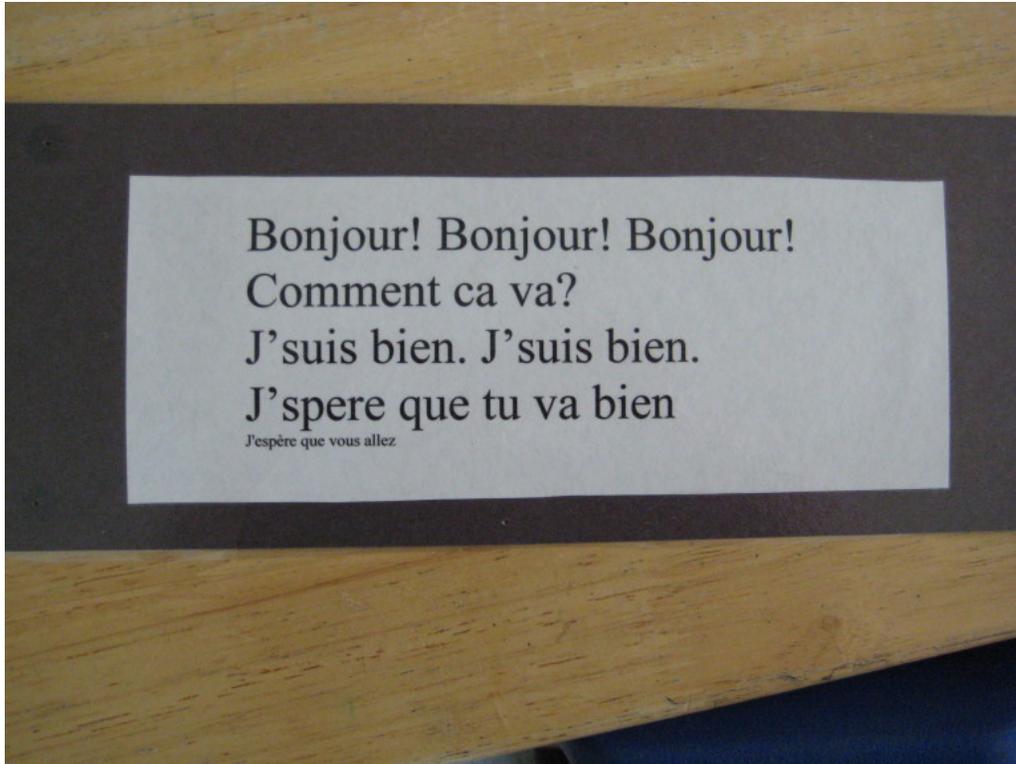
## 2.D.:Areas of Development: Language Development

2.D.02:Children are provided opportunities to experience oral and written communication in a language their family uses or understands.

Parents are invited to come and share familiar books or songs in their home language. Center labels and other classroom labels (bathroom, books, etc.) are printed in multiple languages. Children learn a hello song in each of the languages represented in our class.



Parents are encourage to come in and teach the class a song or read them a familiar story in their home language.



We sing a hello song in each of the languages represented in our class. This is the text written in French on display in the classroom.



Some of the labels in our class represent the languages of the children in the classroom. The languages are English, Spanish, and Chinese.

- 2.D.04: Children have varied opportunities to develop vocabulary through
- a. conversations,
  - b. experiences,
  - c. field trips, and
  - d. books.

Children are encouraged to engage in conversations in large and small groups and individually with peers and teachers. They are encouraged to tell and/or write/dictate stories about their experiences. We also take photographs so that children can re-visit and reflect on what they have done. Often we do language experience stories, class books, or individual books about the experiences we have had at school, home, or field trips. Books are read in whole groups, small groups and individually (alone, with friends, or with adults) on a daily basis.



a. L. discusses his idea in a class conversation about what to plant in our class garden. In the process we learned words like sowing and harvesting.



b. After reading the Little Red Hen the children watched a brief video showing the process from seed to bread and then make bread. We learned about threshing, winnowing, and kneading. The children made homemade bread for the whole school.





c. After visiting the library to hear a storyteller we reviewed the words the children heard while listening to stories.

2.D.06: Children have varied opportunities and materials that encourage them to have discussions to solve problems that are

- a. interpersonal and
- b related to the physical world.

Centers and materials are organized in such a way as to encourage children to spend a large part of their day engaging with each other. This naturally sets the stage for solving problems. As they encounter problems/questions with a material we encourage them to discuss, experiment, and try other things to find answers on their own. When they have problems with each other we encourage them to use words and to propose solutions. All of this requires adult scaffolding. Often we might introduce a new material to raise the level of their joint problem solving. Children are given opportunities to explore magnets, water, and ramps. They are encouraged to use them to solve problems. For example: How far can I adjust this ramp before the ball can't get up it?



MR and R talk about how to share the map work they are doing.



M and S are making predictions about which materials will sink and which ones will float.

## 2.E.:Curriculum Content Area for Cognitive Development: Early Literacy

2.E.03:Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:

- a. Items belonging to a child are labeled with his or her name.
- b. Materials are labeled.
- c. Print is used to describe some rules and routines.
- d. Teaching staff help children recognize print and connect it to spoken words.

Children have labeled cubbies, boxes and hooks for keeping their things. Their names are on their lunch boxes and they are encouraged to write them on all of their work. When their work is displayed it always has their name on it. Centers are labeled with multi-lingual labels and individual materials have a picture label. Many materials also have word labels. Teachers write children's words in front of them and encourage children to point out and read words/ letters they recognize.



- a. Children's cubbies, boxes and shelves are labeled with their names.



b. Materials on the shelves and picture labels.





d. Teachers write the children's words as the children share ideas about a book they have read.

- a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
- c. explore books on their own and have places that are conducive to the quiet enjoyment of books.
- d. have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books.
- e. be read the same book on repeated occasions.
- f. retell and reenact events in storybooks.
- g. engage in conversations that help them understand the content of the book.
- h. be assisted in linking books to other aspects of the curriculum.
- i. identify the parts of books and differentiate print from pictures.

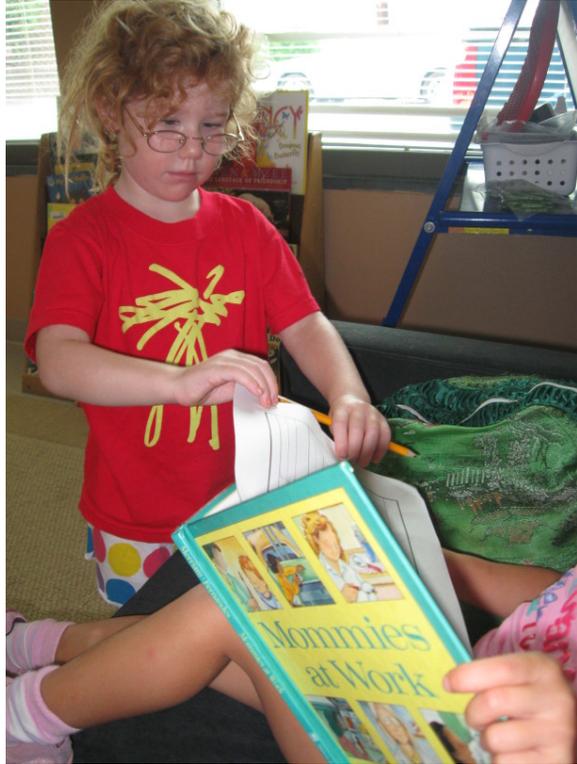
a. Books are read in the morning meeting, before rest time and at the end of the day (14 children); books are read during small group (no more than 7 children); children read books individually, with friends, or with a teacher (early arrival, work and work time). b. Books are read during formal small groups (5-8 children) and during center time with spontaneous small groups and individuals. c. The class is arranged with quiet areas and books available for children to explore individually or with their friends or teachers. d. A variety of kinds of books are displayed throughout the room including story books (Big Mammals), factual books (Rocks & Minerals), books with rhymes (The Lorax), Alphabet Books (Bad Kitty), and wordless books (The Red Balloon). These are some of the books available right now. e. Teachers read most books more than once and some books repeatedly throughout the year. f. Props are provided to encourage children to retell (flannel/magnet board, and puppets) or reenact stories (3 pigs, 3 billy goats gruff, Bones, Bones, Bones by Byron Barton). g. Teachers and children discuss the books as they read them explaining vocabulary, reviewing plot, making predictions, etc. h. Books chosen for reading are often connected to questions the children are pursuing or on-going project work. For example, we recently did a study of the rocks the children found on the playground and read Rocks and Minerals, then children became interested in fossils and so we read Bones, Bones, Bones. i. When teachers read books they point out the title page, table of contents, point to print as we read, etc.



Teacher reads to a small group of 8 children.



A teacher reads to a child one on one.



L. discusses this book about different kinds of families with a teacher.



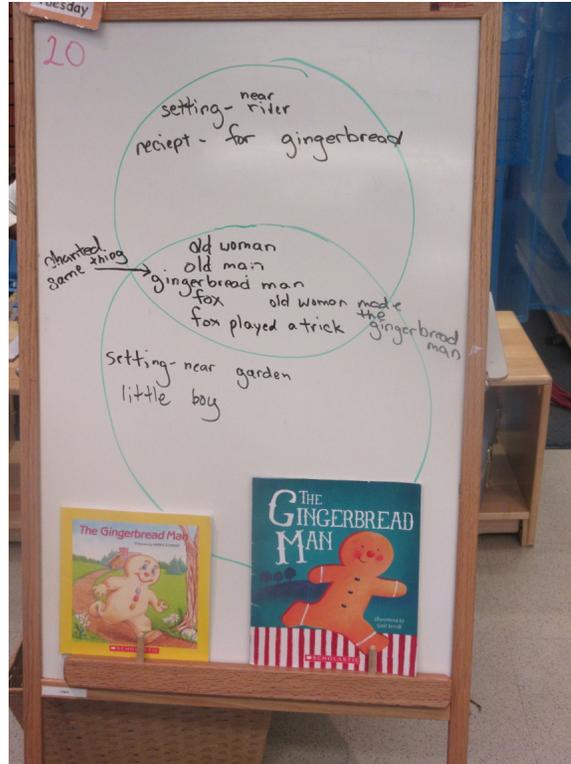
K. takes a book we read during small group and uses it as a resource while she looks at fossils and rocks.



A child reading to herself.



a child retelling The Three Bears with a flannel board set.



After many readings of several versions of the Gingerbread Man the children think about what is the same and what is different about the 2 stories.

### [2015-16 Butterfly Daily Schedule.doc](#)

The daily schedule allows time for individual reading, small group reading, 1 on 1 reading, and large group reading.

2.E.05: Children have multiple and varied opportunities to write:

- a. Writing materials and activities are readily available in art, dramatic play, and other learning centers.
- b. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling.
- c. Children have daily opportunities to write or dictate their ideas.
- d. Children are provided needed assistance in writing the words and messages they are trying to communicate.
- e. Children are given the support they need to write on their own, including access to the alphabet and to printed words about topics of current interest, both of which are made available at eye level or on laminated cards.

f. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.

a. Writing materials are consistently available in dramatic play, art, math, and writing centers b. Children's writing is accepted in all its variety. Children are shown the many ways people write and the mini-lesson that introduces writing workshop includes scribbling, letter-like marks, invented spelling and conventional spelling. c. Children are encouraged to record their ideas in many centers. For example, in the block center they often write labels or work in progress signs for their work. d. Children are supported as they try to write words or copy words from the word wall or some other source. e. There are alphabet strips throughout the room and a word wall as well as names and labels throughout the room. f. Teachers write lists, record observations, and write in front of the children and with the children on a daily basis.



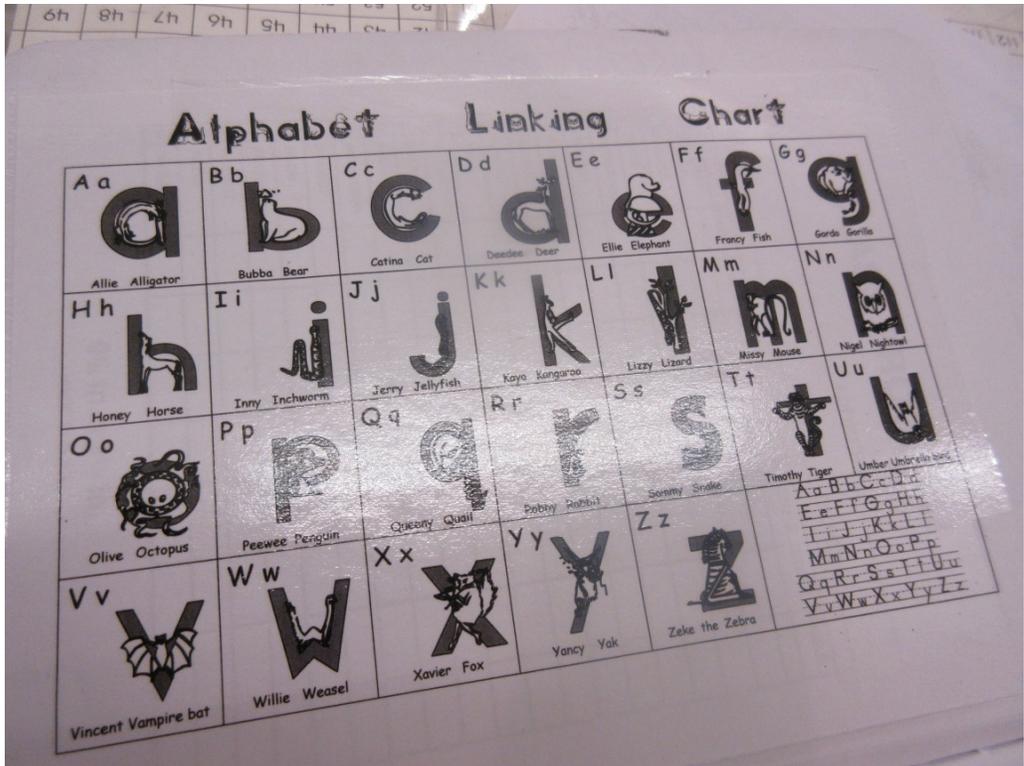
Miss Mary helps MR figure out how to write the words she wants to write.



Children work in their writing journals everyday. They may draw, write or dictate their ideas. A range of "writing" including scribbles, letter like forms, letters, words, and phrases or sentences is accepted.



A child uses his understanding of phonics to write in his journal.



This is an alphabet chart that is each child's journal.



Teachers often write for their own purposes in front of children. They write anecdotal records, make lists, etc. in front of children. Miss Emma is making a list of children who want to work in the art center.

- 2.E.07: Children are given opportunities to
- recognize and
  - write letters.

Through-out the day, in large/small groups and individually, children are encouraged to look at letters and write letters in the context of the work they are doing.



E. wrote these letters to communicate with her friends.

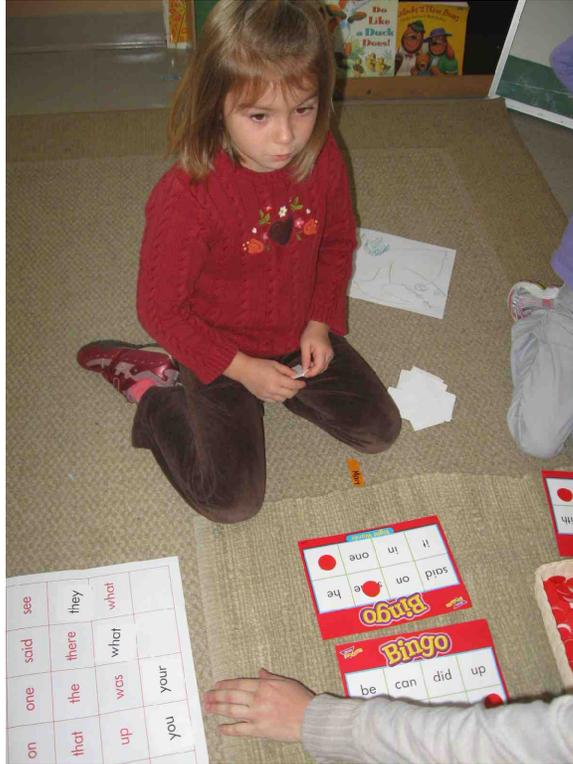


A. and B. match objects that begin with the same letter.

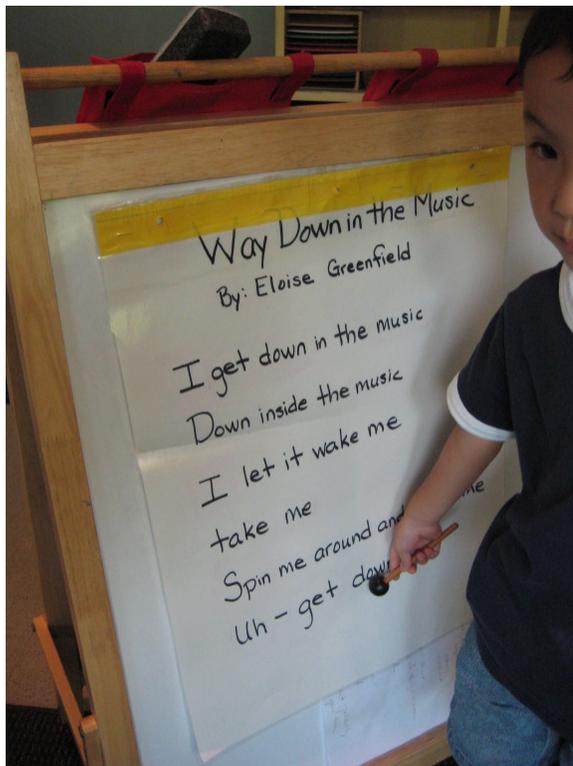
2.E.09:Kindergartners have varied opportunities to learn to read familiar

- a. words,
- b. sentences, and
- c. simple books.

Children are encouraged and supported as they begin to read individual words within the context of poems and predictable books. As they become more comfortable they are introduced to leveled texts with 1 or 2 words per page and eventually move up to reading sentences and then whole books.They are also encouraged to read texts they have written themselves.



S. plays a sight word bingo game.



H. points to the words as he reads a poem to the class.



B. reads "The Three Bears" by Byron Barton.

2.E.10:Kindergartners are encouraged to identify phonemes in words through varied activities, including

- a. writing and
- b. games.

Everyday kindergartners sit down in writing workshop and begin to use the phonemes they know to write words. This work is supported with opportunities to learn songs, and play games and later do word sorts that support their growing understanding of the phonemes.



E. writes words using invented spelling.



In this initial consonant sound game children match objects to pictures while saying the words. There is a picture card for each alphabet sound and multiple objects for each card. As beginners these children are matching just one object to each card.

2.E.11:Each kindergartner is encouraged to write independently each day.

Every kindergartner participates in writing workshop every day. Our writing workshop curriculum is Units of Study for Primary Writing a curriculum developed by the Reading and Writing Project at Teachers' College, Columbia University. The curriculum is very flexible and responsive to the children's interest and supportive of their independent writing. In addition, children are encouraged to write with-in the context of center work and project work.

[2015-16 Butterfly Daily Schedule.doc](#)

There is a daily writing workshop time.

## 2.F.:Curriculum Content Area for Cognitive Development: Early Mathematics

2.F.02:Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.

Children are provided sorting materials, links and cubes for counting. In addition there are a number of Montessori math materials in the room that encourage children to match the quantity to the written number. Children are shown how to use these materials and then allowed to use them freely during center time.



This student is using sand paper numbers for practice at recognizing written numbers.



K. uses a teen board and beads to identify a number and then count out the appropriate quantity.



A child uses manipulative to count.



2.F.03: Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

During the year children are provided with attributes blocks, pattern blocks, buttons, random objects and natural objects (rocks, fossils, shells) to sort by 1 or more attributes. As children use these materials they are introduced to counting numbers, cardinal numbers, shape words and to descriptive vocabulary such as more, less, big, little, inch, foot, how many, etc.



Sorting materials like these buttons are in the math center. Children are encouraged to sort them by a variety of child determined attributes.

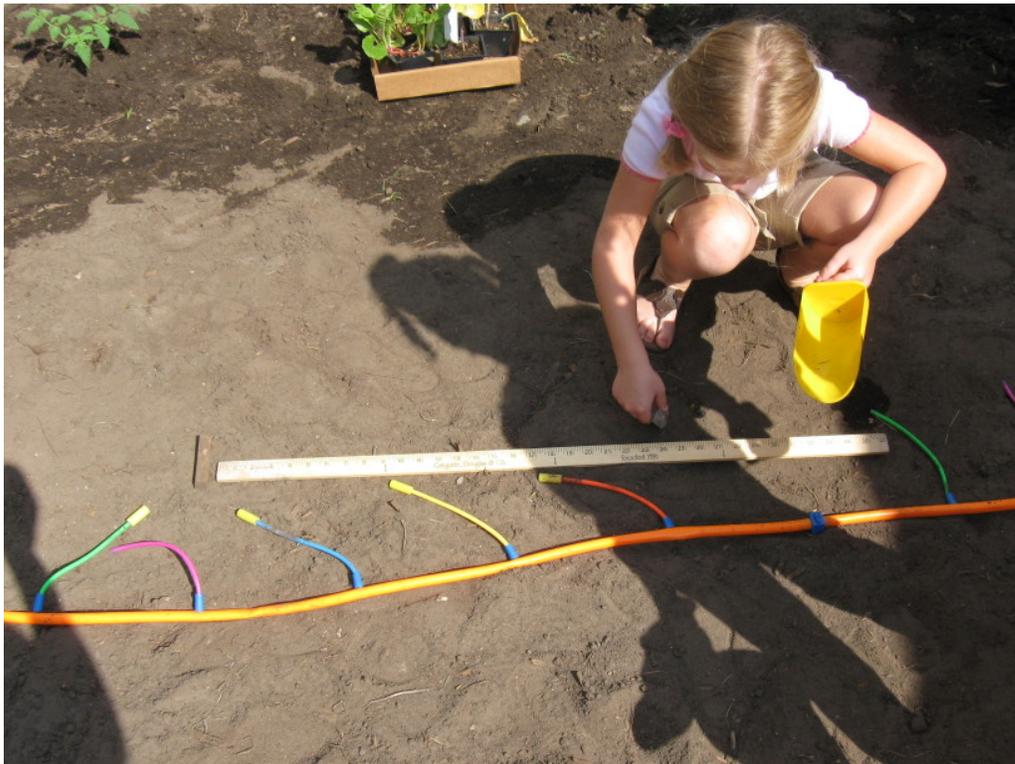


Attributes are sorted by shape in this photo.

2.F.05:Children are provided varied opportunities and materials that help them understand the concept of measurement by using

- a. standard and
- b. non-standard units of measurement.

As opportunities arise children are encouraged to use links, unifix cubes, their own body parts, and self-chosen objects as well as rulers to measure length. They use their own arms, balance scales, spring scales to measure weight. They use geometric hollows and measuring spoons and cups to measure volume. During cooking activities children have opportunities for standard measuring of volume.



a.A child uses a yard stick to measure how far apart to plant his seeds.



a. Using a cup to measure.



b. E. measures how "long" M. is using playground blocks.

2.F.06: Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes.

Children are provided with pattern blocks and tangrams and what we find in our class to explore two-dimensional shapes. Three dimensional shapes are explored using geometric solids, unit blocks, legos and objects in the classroom. We use discussion and Montessori shape books to help recognize the shapes that compose 3-dimensional shapes.



The children use blocks in various shapes to make a "Chinese castle".



L. completes a tangram puzzle.

2.F.07: Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.

After researching issues related to children's acquisition of an understanding of time we have made a deliberate choice not to do extensive calendar activities. We do talk about what day it is and how many days it is until some important events related to their lives occurs (birthday, relative visiting, field trip, etc.). We do talk about children's lives and use the words yesterday, today, tomorrow. We use timers and clocks in the classroom. A picture schedule is displayed to help children understand the flow of the day and recognize what is next. The schedule and routines are consistent day to day so children learn to understand how we use time in our day.



L. uses a two minute timer to mark the amount of time he has left to finish his work.



Pretend clocks are available to the children in the dramatic play area.



A child is recording the weather on a calendar.



A picture schedule is on display in the classroom. This allows children to refer to it and come to understand the predictability of our day. Things always happen in the same order every day.

[2015-16 Butterfly Daily Schedule.doc](#)

The schedule provides a predictable flow of events and a time that those events typically occur. We use 2 minute sand timers to give children a warning for finishing up small group activities and we flash lights five minutes before we have to clean up. Over time these routines give children a sense of how much time 2 or 5 minutes is

2.F.08:Children are provided varied opportunities and materials that help them recognize and name repeating patterns.

Teachers and children look at (or listen to) patterns in stories, songs, rhythms, and our environment and try to repeat them. Children are encouraged to use a variety of materials to make patterns (counters in different colors or shapes, pattern blocks, natural items, buttons, any sorting item and stickers). Teachers encourage children to name their pattern and also to try to make a peers pattern.



H. shows off his repeating pattern.

2.F.09:Kindergartners are provided varied opportunities and materials to use  
a. standard and  
b. non-standard units of measurement and to

c. assign numerical values to measurements.

Morning meetings and small group activities are opportunities to model the use of a variety of materials for measurement. These materials are available in the art center, block center, science center and math center. The materials include rulers, tape measures, yard sticks, blocks, unifix cubes, and links. The children are encouraged to find materials in the room that they can use for measuring. They are also encouraged to record what they have measured, how they have measured it, and how many it took to measure the item.



a and c. Using a ruler to measure how high the plant is. She records the height with numbers on her clipboard.

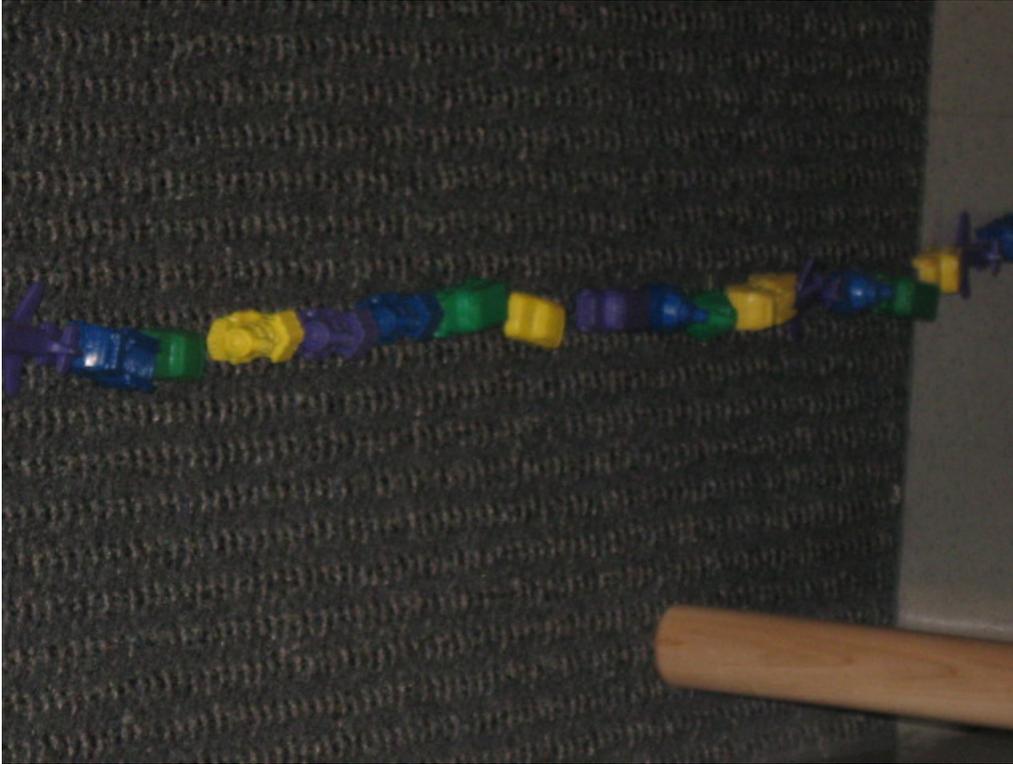


b. E measures how "long" M is using playground blocks.

2.F.10:Kindergartners are provided varied opportunities and materials to

- a. create,
- b. represent,
- c. discuss, and
- d. extend repeating and growing patterns.

Repeating and growing patterns are introduced to the children in small and large groups via games and songs or finger plays. Then opportunities to explore them are expanded with materials supplied to the children during center time. Often, children will make patterns on their own (unrelated to work introduced during group meetings) and then the teacher would take the opportunity to have the child explain their work and perhaps extend it. Pattern blocks and other materials are provided to the children with models of patterns in the math center. Children are encouraged to make repeating and growing patterns starting with the models provided and also to create their own repeating and growing patterns. Children share their patterns with others and talk about how they are developing.



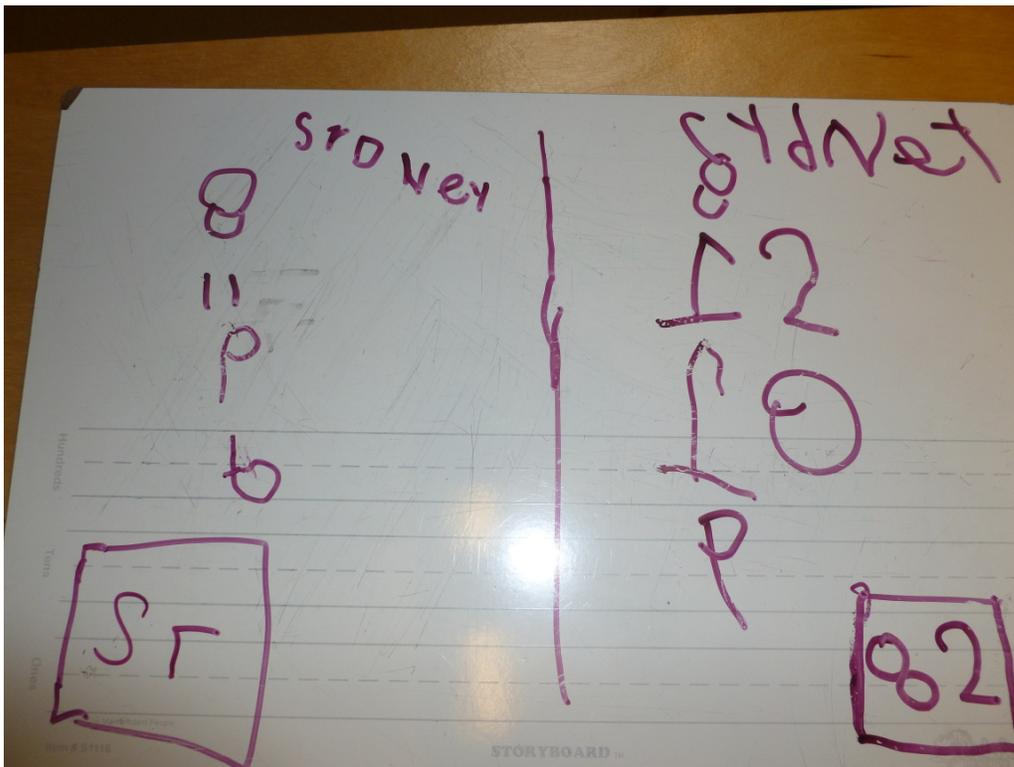
The children used manipulatives to make a repeating pattern.



C. has a pattern for his gingerbread house.

2.F.11:Kindergartners are provided varied opportunities and materials that encourage them to use written mathematical representations in everyday experiences.

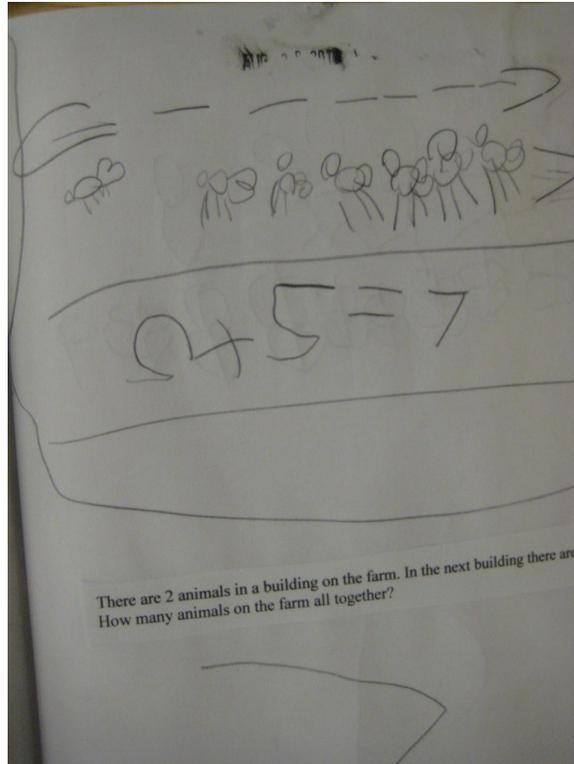
Preparing a recipe for snack, dividing snack about all the students, questions about attendance/absence; how many more popsicles do we need for water day? There are many opportunities in the day to discuss issues of quantity and to carry out mathematical operations related to number. In our class children are encouraged (by the availability of materials and the support of the teacher)to record their information as they answer these types of questions. In addition, during our morning meeting children represent days in school by counting, writing numbers and then adding coins to equal the number.



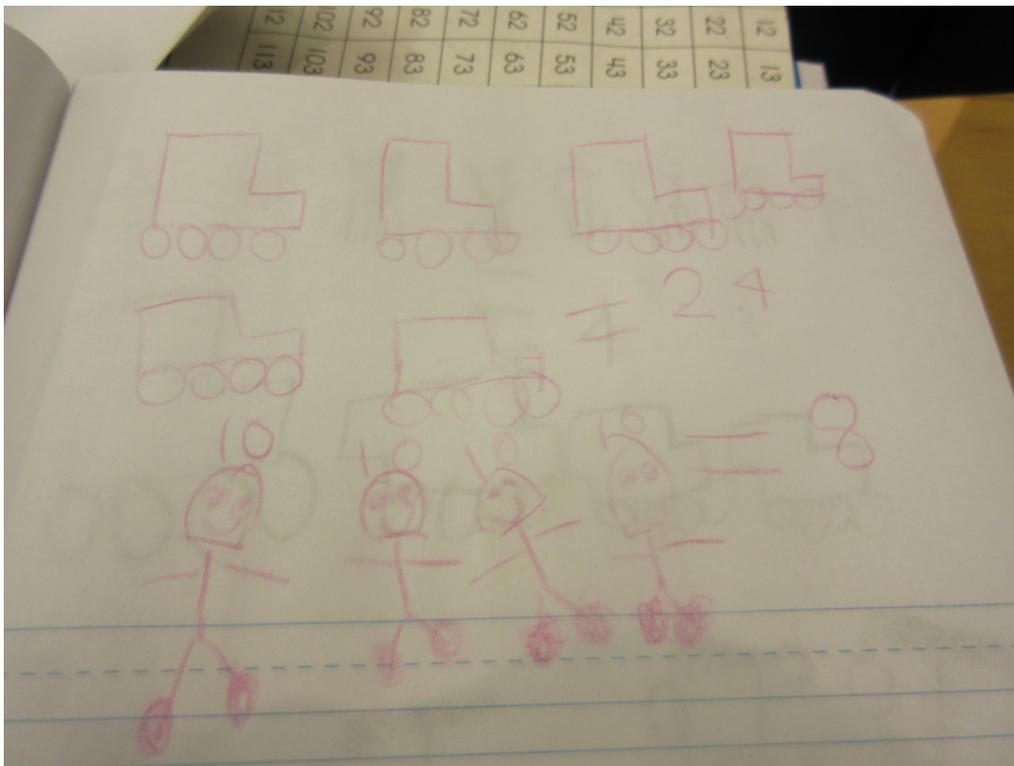
Two children have made up a game and have gotten the dry erase board and markers to record their numbers.

2.F.12:Kindergartners are provided varied opportunities and materials to use numerical symbols and to explore operations on quantities, such as adding, taking away, and dividing into equal and unequal subsets.

Preparing a recipe for snack, dividing snack about all the students, questions about attendance/absence; how many more popsicles do we need for water day? There are many opportunities in the day to discuss issues of quantity and to carry out mathematical operations related to number. In our class children are encouraged (by the availability of materials and the support of the teacher)to record their information as they answer these types of questions. In addition, materials are placed in several centers that encourage sorting and identifying equal and unequal sets. In both morning meeting and small groups with kindergarten children we introduce adding and taking away and encourage children to use many ways of showing their work (numbers, drawings, etc) in their math journals and then leave the materials out in centers to encourage their continue practice of these skills.



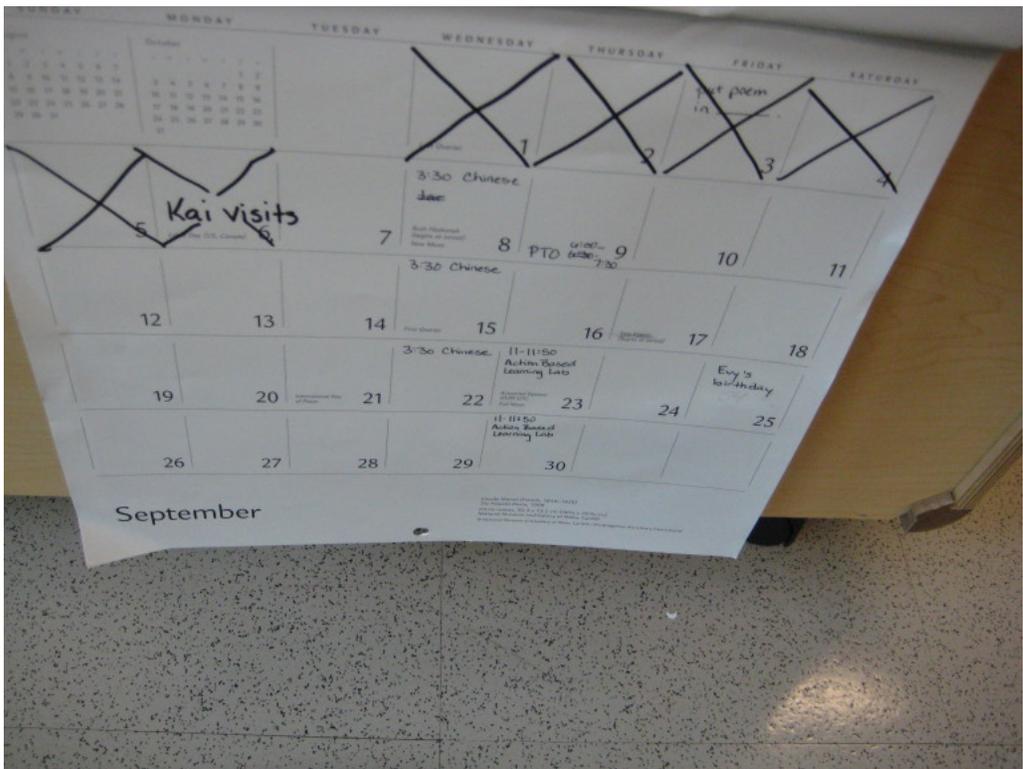
M. shows her addition work with a drawing and a number sentence.



using drawings and numbers with = signs to record math problems

2.F.13:Kindergartners are provided varied opportunities and materials that introduce them to conventional tools for understanding time such as a calendar and a clock.

We have a calendar and clocks in our classroom. During morning meeting children identify the day of the week and often count how many days until some important event in their lives. Clocks and timers are used in the room and the schedule is consistent. Manipulative clocks are available in the kitchen center. We also have a picture schedule on display in the room. After doing research on children's acquisition of time concepts and noting that children often still don't understand calendars after months of instruction and a variety of strategies we made a deliberate choice not to do extended calendar activities. We sing songs using the days of the week and months of the year. We talk about the events that are going to happen during the present month.



During the morning meeting the calendar helper identifies the day and helps count the number of days until some important event (birthday, field trip, relatives visit, etc.).



L. uses a two minute timer.



In addition to working clocks, there is a small judi clock in the dramatic play area.



There is also a picture schedule on display in the classroom.

## 2.G.:Curriculum Content Area for Cognitive Development: Science

2.G.02:Children are provided varied opportunities and materials to learn key content and principles of science such as

- a. the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans).
- b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars).
- c. structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting).

a. Each year we plant a garden for each planting season. We discuss the needs of our plants. We collect and discuss rocks, shells and other natural items that are no longer living and note the differences between these items and the living plants and animals in our environment. We usually hatch butterflies and/or ladybugs in our room each year and children observe the full life cycle of these insects. b. We observe the sky and chart the weather each day; talk about changing seasons as we plant a new garden each season; and do science activities, observe DVDs, and read books about seasons, weather, planets, stars, the moon. We always explore light and shadow with flashlights, prisms, and overhead projectors made available during center time. c. In the water table children have opportunity to explore sink and float and sensory and science center activities are planned that give children an understanding some of the properties of matter. We always do a series of "potion" activities where children explore a variety of mixtures and compare them (goo, oobleck, and other mixtures). d. We read books about all of these scientific ideas and children have on-going access to them.



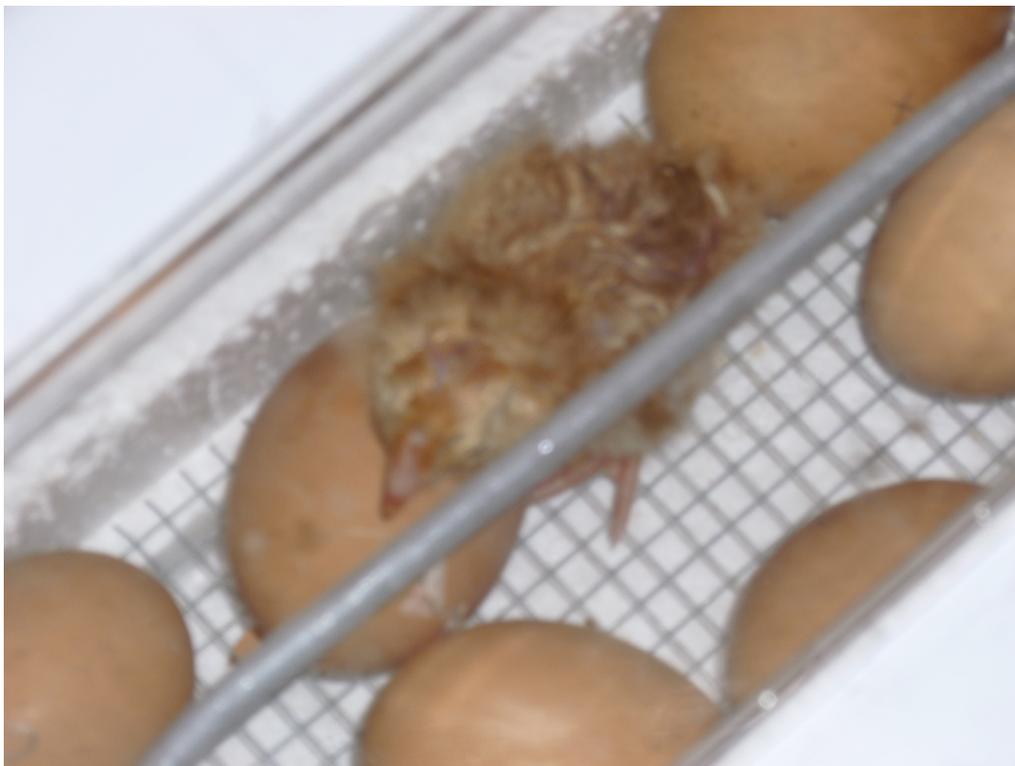
c. Students are setting up an experiment to explore sinking and floating. They are making predictions before they begin.



c. Children plant seeds and measure them as they grow.



Recording the weather on our calendar.



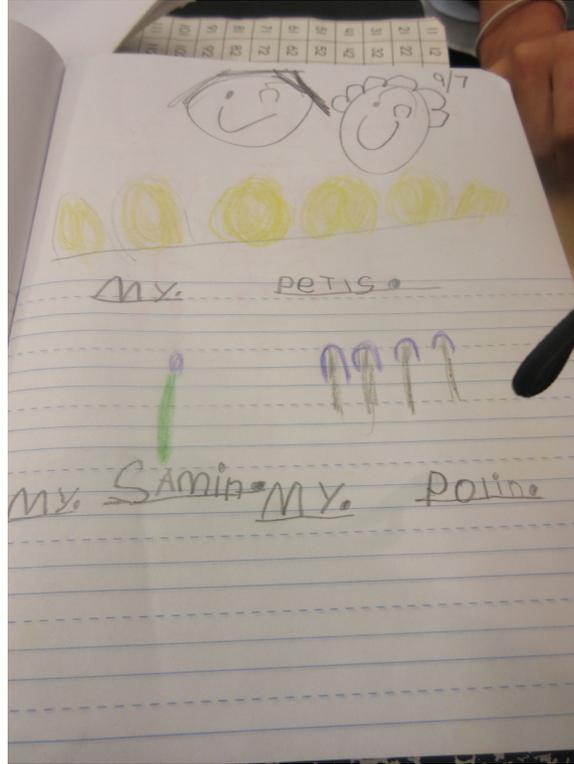
Every year we incubate chicken eggs and observe their development by candling them. One of the highlights of the year is hatch day.

2.G.03: Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

In the sensory center children are given the opportunity to sort things by sight, sound, smell, and touch. During activities in the science center and during science discussions in small and large groups children are encouraged to touch, smell, listen to, and (where appropriate) taste and then to notice the distinctions and use this information to describe the details. We read books about learning through the senses and children have repeated access to them.



Sight: Children match up bones to a chart using their sight.



Sight: Drawing of a flower dissection.



After several weeks of working with Jurassic sand we introduced the children to moon sand. Here they are describing the difference in the feel between the 2 sands.



Children exploring the herbs in our garden using smell and taste.

2.G.04: Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.

As a matter of course, the science center includes magnifiers, tweezers, and clear boxes. Gears, ramps, levers, pulleys and other tools are rotated through the center as they relate to the topic of study and are often available on the playground. In addition, ramps, gears, and pulleys are sometimes placed in the block area for children to explore their use with blocks.



J. uses a ruler to measure a pumpkin.



A. uses tweezers to pull apart her owl pellet.



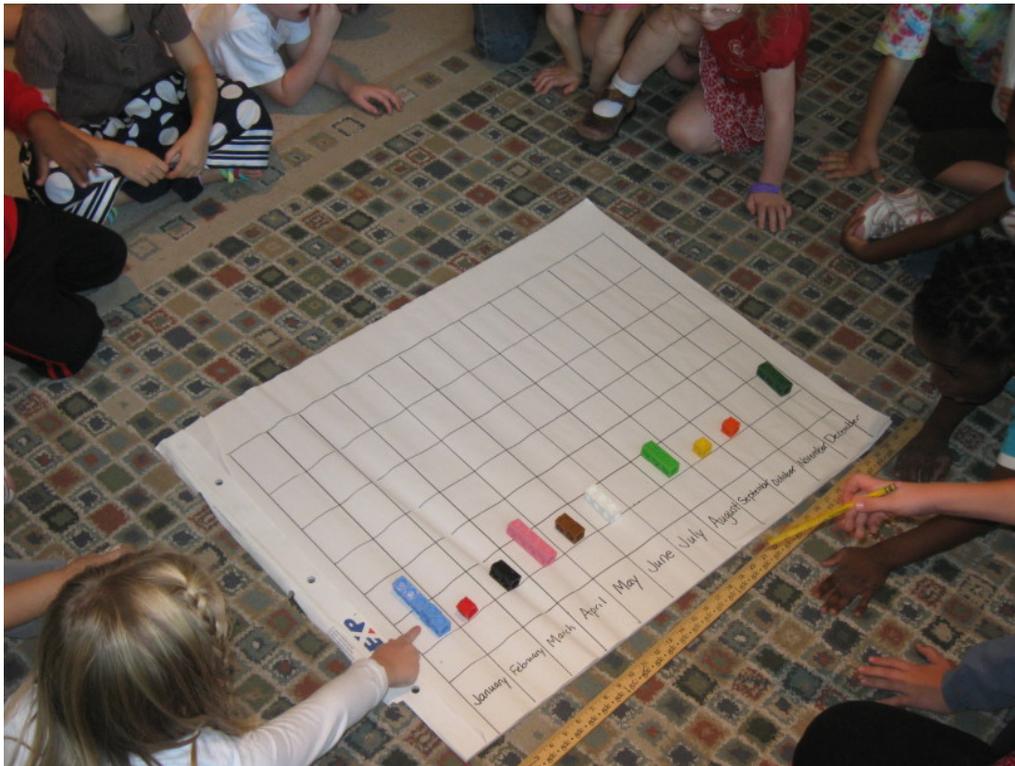
H. uses a balance scale to compare the weight of shells.



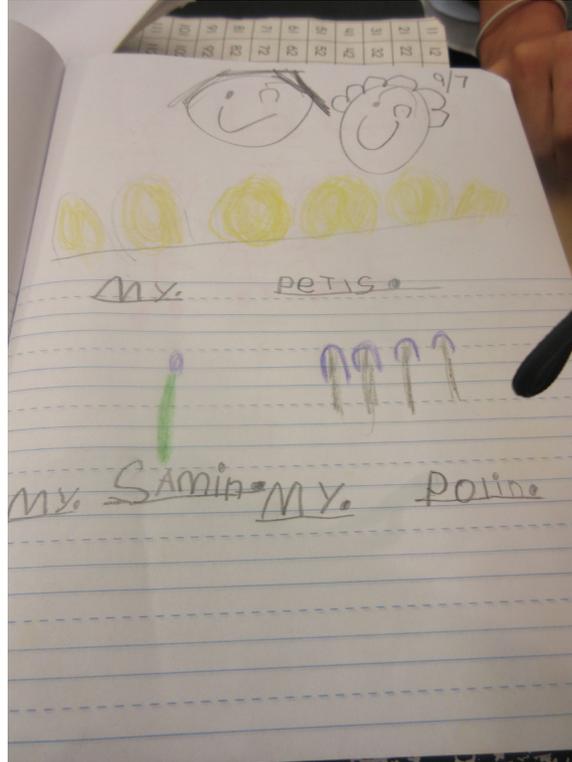
Magnifying glasses are always available at the science center.

- 2.G.05: Children are provided varied opportunities and materials to
- a. collect data and to
  - b. represent and document their findings (e.g., through drawing or graphing).

In large and small groups and during center work children are taught how to count, tally and graph information. They are encouraged to use these methods to keep records and given teacher support as they do this. Their work is shared with the whole group to encourage the children's on going use of these methods of data collection. Children are encouraged to draw what they see as they explore their world. On field trips they often take clipboards, pencils and paper with them to keep a record of their observations.



The class made a graph of birthday's in the butterfly group. S. points to a month that has 3 birthdays.



After doing a dissection of a flower a child draws the parts of the flower in their science journal.

2.G.06: Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

Most of the materials we give the children in centers are presented in open ended ways. The children explored a number of aspects of simple machines and then were asked to design leprechaun traps that incorporated at least 2 simple machines.



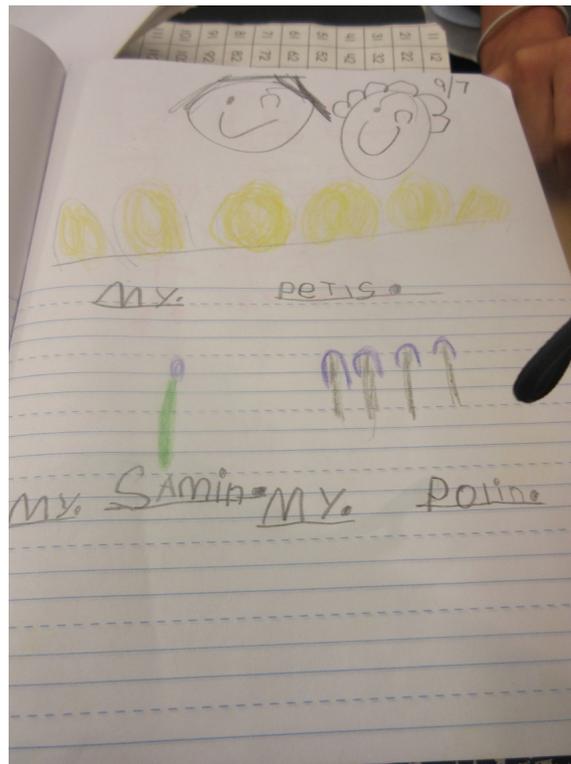
The children were given ramps and balls. They were asked to design ramps that moved balls in specific ways. For example: the farthest, up a hill, very slowly, etc.



After studying simple machines the children were asked to design a trap that incorporated at least 2 simple machines to catch a leprechaun. They had to make some inferences about the behavior of leprechauns.

2.G.08: Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas.

We make every effort to expose children to a variety of scientific experiences and to familiarize them with scientific vocabulary. When we study the life cycle of the butterfly they learn the term pupa and how to distinguish a cocoon (moth) from a chrysalis (butterfly). Yearly, we have cicada exoskeletons on our playground and the children learn to name them correctly. We speak of larva when referring to the ladybug larva on the elm and birch trees. The children learn the terms carnivore, herbivore,, nocturnal and diurnal as they learn about animals. The presence of our rock pond has allowed us to talk about metamorphic and sedimentary rock and how to recognize the difference. During the course of the year the children have the opportunity to explore sink and float at the water table; transformation of liquids to solids by making jello, freezing water and exploring oobleck; see the life cycles of plants and animals as they plant a garden and raise butterflies and/or ladybugs; chart the weather using their observations and thermometers, and explore light/shadow in our science center with flashlights, prisms, and projectors. We make every effort to use the correct scientific vocabulary throughout.



The children record the appropriate names for the parts of a flower after they complete a flower dissection.

## 2.H.:Curriculum Content Area for Cognitive Development: Technology

2.H.03:Technology is used to

- a. extend learning within the classroom and to
- b. integrate and enrich the curriculum.

We make use of laptop computers to find information and answer questions that the children bring up in the course of their study. It is not at all unusual for a child/children to sit with a teacher to enter a search on the computer, find a picture, or e-mail an expert to ask them questions. In addition, we have the availability of a smart board, document camera, and overhead projectors as needed. We also use digital cameras to take pictures related to our (teachers and children ) work and our thinking about that work. Children take pictures, dictate labels, create books to share their work with friends and family. Children have access to CDs in our music and listening centers on a daily basis. Very occasionally, children may view a DVD directly related to the questions they have been asking. EXAMPLE



The children listen to books on CD at the listening center. This extends their ability to hear a book over and over.



Children are working with a teacher to locate information on the internet using a teacher's laptop.



The children are checking in with the video of a web cam that shows an owl with her newly hatched chicks.

## 2.J.:Curriculum Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2.J.01:Children are provided varied opportunities to gain an appreciation of

- art [in ways that reflect cultural diversity],
- music [in ways that reflect cultural diversity],
- drama [in ways that reflect cultural diversity], and
- dance [in ways that reflect cultural diversity].

a. Every year we develop activities to explore the basic elements of art (line, color, shape, texture) and to study portraits. We expand upon these activities using prints of art and visiting The Gibbes Art Museum. In addition, we usually take an in depth look at a minimum of one artists' work. b. Over the course of the year we try to make sure that the children are exposed to a wide variety of music using a diverse collection of CDs. We also provide them with different types of instruments during the year so they explore making music themselves. c.Children go to at least 1 dramatic performance each year. We always attend a performance of "Peter and the Wolf" in December. We also attend performances at our local library during Piccolo Spoleto. This year we attended "The Three Little Pigs" opera performed by College of Charleston students. Students are also encouraged to act out stories in dramatic play. d. Children have seen and participated with dancers doing traditional African dancing.



T. played traditional Chinese instruments for us.



The children had the opportunity to try out dancing with an African Dancing and Drumming group when they went to a performance.



Japances fish prints made by the children.



Indonesian puppeteer shows us how to make traditional Javanese puppets from natural materials.



- a. art,
- b. music,
- c. drama, and
- d. dance.

a. Children are exposed to art by providing them with copies of different kinds of art to explore (collage, painting, print-making, sculpture) and using the language of art (line, color, shape, texture) to discuss their work. They are introduced to these terms through activities and books (Squiggle and the series published by the Museum of Modern Art). They have daily access to brushes, watercolors, tempera paint, glue, scissors, collage materials and pencils. They have regular access to clay and sculpture materials. b. Children are introduced to many types of music and introduced to the names for the music and the composers (jazz, reggae, classical, traditional - naming the country, opera, etc). They also have access to instruments and they are taught their names. c. Children are given materials for pretend play and dramatic play on a daily basis and regular access to puppets. They are encouraged to pretend using their imaginations. d. Children have access to scarves and CDs for dancing. They are introduced to different dance styles by teachers or by watching brief clips from DVDs. They go to one ballet each year and are introduced to the words for the types of dance they watch. Teachers talk with them about the different ways that they move their body.



Children are working on an art activity that introduced children to concepts related to line, shape, and color.



Children dance to blues music.



H. practices playing an African drum to the rhythm of the music.



Children participate in using puppets to retell the story.

2.J.05:Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools).

Children have regular access to materials for easel painting,water colors, color pencils, crayons, pastels, scissors, glue, glue sticks, clay tools, a variety of paper and collage materials. Children are taught how to use and care for these materials.



Children using scissors, glue and stencils in the writing center.



Children are using scissors, markers, pencils, tape and glue to make a collage of their neighborhood.

2.J.06:Children are provided many and varied open-ended opportunities and materials to express themselves creatively through

- a. music,
- b. drama,
- c. dance and
- d. two- and three-dimensional art.

Our daily center time is typically 1 hour long. During this time children self-select their center and stay there as long as they want. a. Music CDs are available every day and musical instruments during at least a part of that time. b and d. Materials for dramatic play and 2-dimensional art are available in centers all of the time. Materials for 3-dimensional art are always available in our loose part supplies. c. Open-ended opportunities for dance are provided almost every morning and often again in the afternoon.



a. S. playing a drum in housekeeping.



d. L. has chosen among a variety of art materials to paint at the easel.



c. Friends dancing during center time.



d. Sculpture made from materials in the loose parts center.



b. Children often act out their own and/or familiar stories. This child is using home made puppets to tell a personal story to her friends.

2.J.07:Children have opportunities to respond to the art of other children and adults.

Several times a semester teachers plan an art talk about a specific work of art during morning meeting. In addition, children share art (as they choose) during share time. We also visit the Gibbes Art Gallery, the Halsey Gallery or the City Gallery at least once a year to look at their regular collection and visiting exhibits and talk about the work we see.

## 2.K:Curriculum Content Area for Cognitive Development: Health and Safety

2.K.01:Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.

Snack is self serve and children feed themselves for snack and lunch time. Children have an opportunity to help cook snack on a regular basis. We model healthy food choices in what we choose to serve for snack and also in the serving size. A daily rest time is provided for everyone with provisions for children who do not sleep during that time. We have PE instruction every week. Children are taught how to wash their hands at the beginning of the year and there is a picture model in the bathroom to follow.



J. serves himself a healthy snack of veggies and hummus.



Children playing "cars" at PE.



S. washing his hands after using restroom.

This is our school wide nutrition plan.

2.K.02:Children are provided varied opportunities and materials to help them learn about nutrition, including

- a. identifying sources of food and
- b. recognizing,
- c. preparing,
- d. eating, and
- e. valuing healthy foods.

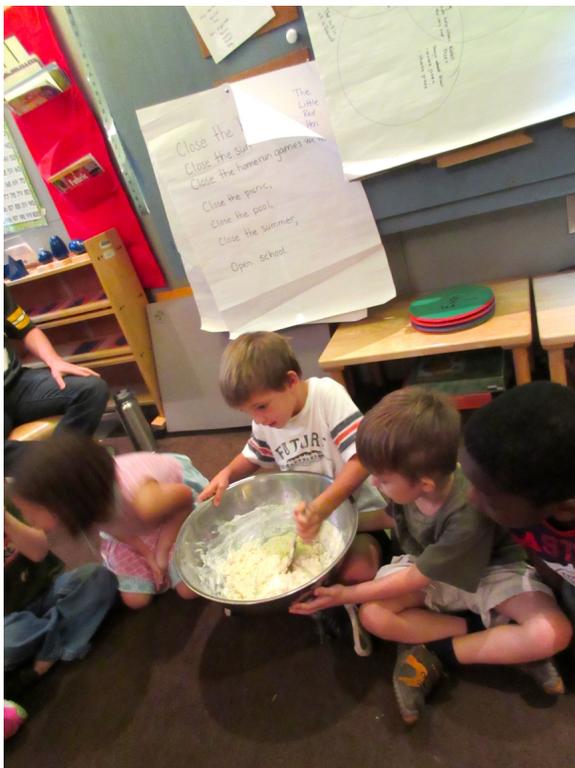
a. We grow vegetables in our garden every year and encourage children to eat them for snack. b. We also talk about healthy food choices as we prepare foods and eat them. c. Children help cook for snack at least several times a month. d and e. We try to provide healthy snack and encourage children to eat them and be willing to try new foods.



a. Children grow some foods each season in our garden.



J. eating a healthy snack of veggies and hummus.



Children making bread to cook for snack.

2.K.03:Children are provided varied opportunities and materials that increase their awareness of safety rules in their  
a. classroom,  
b. home, and community.

Children are taught how to participate in fire drills (monthly), and earthquake and tornado drills (once or twice a year). During hurricane season, we talk about procedures adults take to keep everyone safe in response to the experiences in our community. There are common traffic signs available for use in the block center. On field trips we talk about safety rules for staying with adults, crossing the street and riding the city buses.



Children learn about traffic signs by using them in the block area.



Children waiting outside for fireman Tim during our monthly fire drill.

## 2.L.:Curriculum Content Area for Cognitive Development: Social Studies

2.L.01:Children are provided varied learning opportunities that foster positive identity and an emerging sense of

- a. self and
- b. others.

We start with the most familiar, self and family, and then move out to the wider community. 1.Each year we make a family photo album showing pictures of each child's family. This album is kept in the class for children to look at. We also do self-portraits with the children every year. We celebrate each child's birthday as a class. . Each year we invite families to share family traditions and cultural practices with the class. Recently families have come to school and invited the children to join them in a)making yogurt, b) celebrating Mardi Gras, c) celebrating Chinese New Year, d) meeting a Javanese artist and learning about story and puppet making, e) celebrated a great grandmother's 95th birthday on the 95th day of school, f) celebrating St. Patrick's Day g) celebrating Romanian Easter. b)We support their emerging understanding of themselves and others by providing pictures, dramatic play fabric for clothing, dolls, multi-lingual labels, and books that represent the children in our class and the people in our community - both school and city. Each child has a job each week that is posted on the job chart. This helps foster a sense of contribution to the community



Each child brings in pictures of family and friends to make a personal page in a class photo album. Here one of the children works with Miss Jane to create his page.



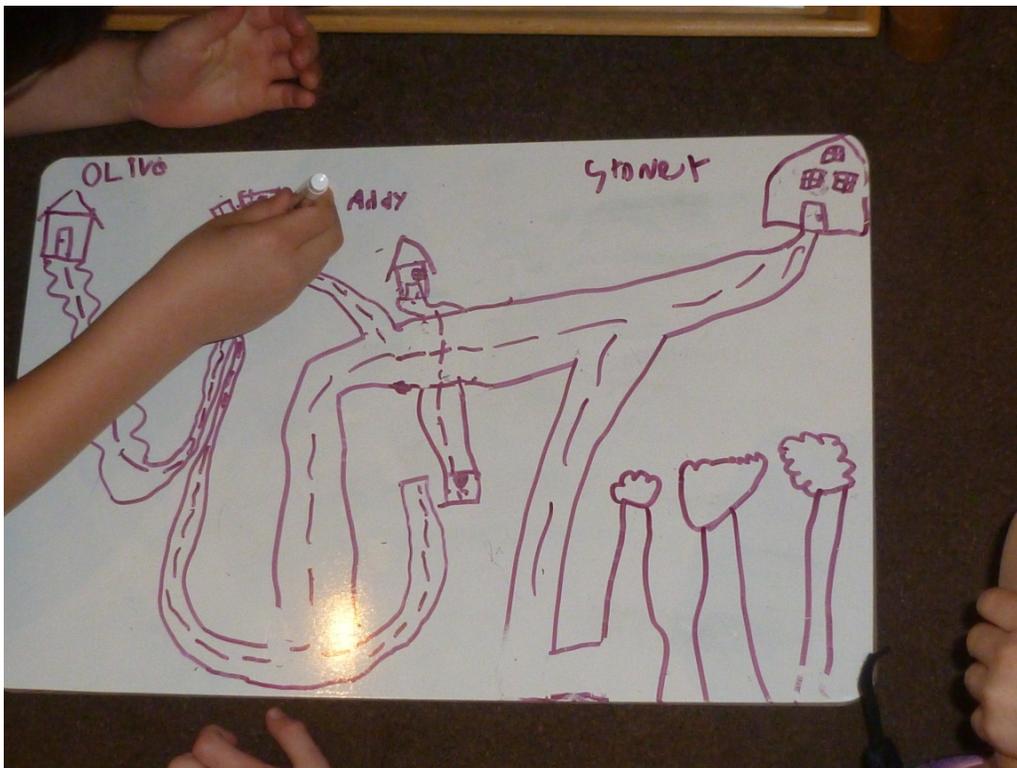
The children and their families (or friends) came in for Family Puppet Night and made puppets to tell a family story. Here 2 of the children tell a family story with their puppets.

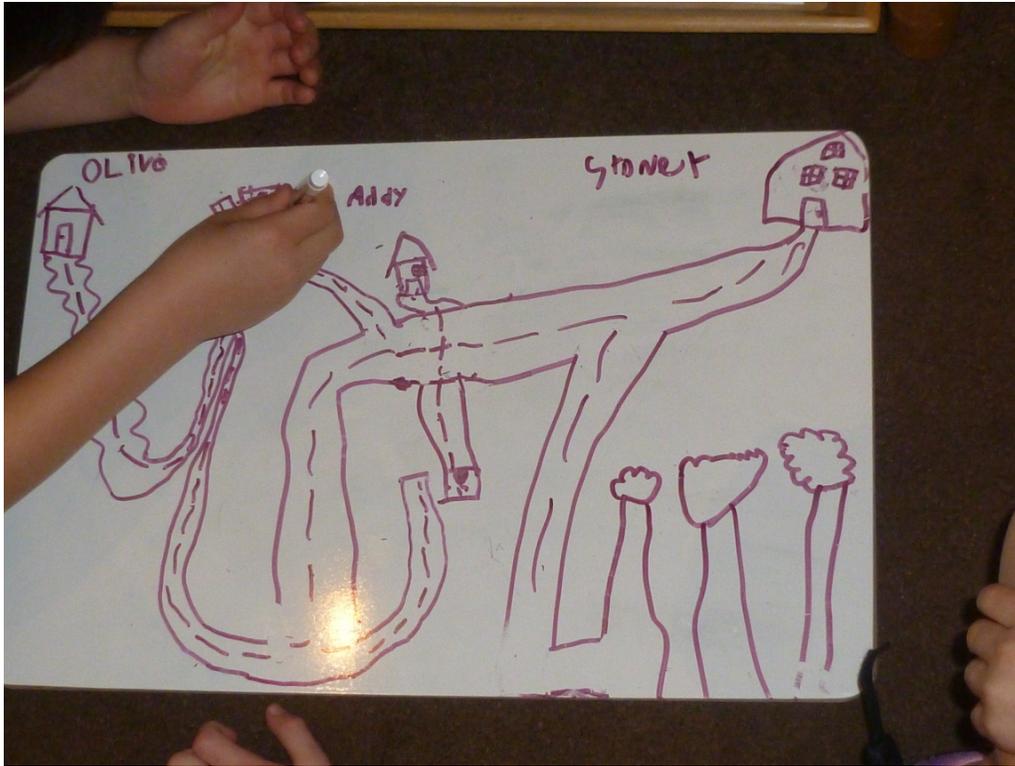


One of our Chinese families came in and made a favorite family food, dumplings, with the class.



A parent from Ghana shares a story from her childhood with the class.





2.L.02: Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging

We intentionally plan to teach the children everyone's name using songs and games. Children see their name as well as their peers' names on cubbies, hooks, and shelves. They also see pictures of each child throughout the room as well as in an album of family pictures. There is a jobs chart and children rotate through the jobs on a schedule. Children regularly work together in small groups and are encouraged to play and work in self-chosen groups during work and play times. During Morning Meetings children are encouraged to make decisions about what they want to do on a daily basis as well as helping to decide on larger topics of study. Teachers focus on supporting play in ways that assure that each child participates every day, all the time, no exceptions.



Each child has a symbol (self-chosen) associated with their names. These are shown on the job chart. Each child also has a job. The children rotate through the jobs during the course of the year.



During work cycle children plan where they want to go and then work together in self-chosen small groups. Here several children have chosen to read a book together.



Children's names and self-chosen symbols appear in various places through-out the room. These names and labels mark each child's box for storing clothes and other personal items.



Children also see pictures of themselves and their families in the room. One place they see their pictures on the IN/OUT board at the entrance to the classroom.

## *Butterfly Lesson Plan*

*[tentative]*

*Date: August 24*

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>
<i>Cooking/PE</i>		<i>Arrival and Get Settled</i>		<i>Snack; preparing fruit and vegetables</i>
<i>Project Work</i>	<i>We will be focused on establishing an understanding of our rules, routines, and procedures.</i>			
<i>Pre-K Literacy</i> <i>[Miss Carrie &amp; Miss Kim]</i>		<i>Stories: The 'Kissing Hand'-draw a red heart on each child's hand with marker. "blow a kiss"</i>  <i>[Miss Jane in charge today]</i>  <i>Children choose symbol from H/S for their name and glue on journal-write name.</i>		<i>Chrysanthemum-who has lots of letters in their name? How few? Look at H/S letter links</i>
<i>Movement</i>		<i>Riding in the car; Music using rhythm sticks</i>		<i>Echo song with movement</i>
<i>Writing Workshop</i> <i>[Miss Mary]</i>		<i>Introduction to writing workshop – there are many ways to write</i>		<i>Thinking about telling their own story</i>
<i>Reading Workshop/Rocket Math</i> <i>[Miss Mary &amp; Miss Kim]</i>		<i>"Make New Friends":</i> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• What do you notice?</li> </ul>		<i>Introduction to math problem solving – model problems with manipulatives and pictures</i>
<i>Small Group</i> <i>[Miss Jane and Miss Carrie]</i>		<i>Introduction to journaling-date top of page-draw a picture of yourself.</i>		<i>Draw a picture of your family.</i>
<i>Morning Meeting</i> <i>[Orange Butterflies &amp; Blue Butterflies]</i>		<i>Sing introductory hello song and use to introduce children's names.</i>  <i>Tour of the room</i>		<i>Rules: what are they and what rules should we have for our room</i>
<i>Snack – during work cycle/Kim in charge this week</i>		<i>Fresh veggies and dip</i>		<i>Muffins</i>
<i>End of the day activity</i>		<i>"Who Stole the Cookie from the Cookie Jar?"</i> <i>Everybody Wins pg. 73 and pg. 131</i>		<i>Greg and Steve "Kids in Action" #7 and #9</i>

*Songs:*

*Hickity, pickity bumble bee,*

*Who can say their name for me?*

*(point to child-who says their name)*

*Let's all say it \_\_\_\_\_.*

*Let's all whisper it \_\_\_\_\_.*

*Let's all clap it \_\_\_\_\_. (clap and say syllables)*

*Hey, hey what do you say?*

*Tell us what you did today \_\_\_\_\_. (clap and say syllables of name)*

## Description of evidence for criterion 2.L.02

The lesson plan for the first week of school includes a song to introduce the children to each child's name.

## 2.L.03: Children are provided varied opportunities and materials to build their understanding of diversity in

- a. culture,
- b. family structure,
- c. ability,
- d. language,
- e. age, and
- f. gender in non-stereotypical ways.

Children are provided varied opportunities and materials to build their understanding of diversity in non-stereotypical ways. a. culture - We are fortunate to have a globally diverse population with different languages, food ways, music, literature, and traditions. Over the past year this has played out in the following ways (last year being fairly typical). We sing our opening song in the language represented in our school. this year we have sung it in English, Spanish, Tve, Romanian, Greek, and Chinese. We have a fluent Spanish speaker joining us on Mondays and Thursdays to play with the children while she speaks Spanish. Families also share food, stories, music and cultural celebrations with us. b. Family Structure - We have diverse family make-up in our school population. As children share their family photo album page with the class and as children look throughout the album independently they come to understand that families can be different from their own. We also read books such as Who's in a family by Robert Skutch that whether directly or indirectly represent different family structures. c. ability - Diversity in ability is inherent in a mixed age class structure. With children age 4-6 together in the same class the children learn that there is a range of abilities not connected to age, in a classroom. In addition, during the year, we normally host a least one REACH student (college students with cognitive disabilities) as interns in our program. These students typically work with children along with their same age peers. d. LANGUAGE e. age - f. gender - Whenever possible we hire male students to work with us as graduate assistants to give the children of the experience of male and female in a teacher role. We encourage our children to participate in every area of our room and curriculum without regard to gender. We are fortunate to have a number of parents who work in diverse environments or model family life without stereotypical roles. As we talk about what are parents do we often talk about moms and dads that are (for example) scientists. When we talk about family life we find out that (this year) some dads do all the cooking and some moms do all of the outside work. In addition, one of the teachers is late middle aged, with no children. This is always a surprise to the children.



Culture: The children watch Vivian playing an ancient Chinese instrument.



Culture: A's mother makes home made yogurt with the children using a recipe from their native area of southern India.



Age: 95 year old grandmother, 60 year old teacher and 4,5 ,6 year old children all stringing beads together.



Gender - C in dress up clothes that he has worn over to the art table where he is starting a sign-up list for those who want to come to "the party." All children are encouraged to engage in all activities and take leadership roles regardless of gender.



Language: Girls and boys working together in the blocks. All children have the opportunity to play in any area of the room. There are no gender defined materials or activities in our class.



Ability: children of differing abilities playing together.



Gender: boys and girls using their strength to load sand for our mud kitchen.



Gender: A herpetologist (and parent) shares her scientific expertise with us while teaching us about frogs.



Family Structure: E. is looking at one of the family photo album pages. The children share their page with the class and then the album is kept in the room for all to share.

2.L.04: Children are provided opportunities and materials to explore social roles in the family and workplace through play.

The dramatic play center materials are rotated to provide children with the opportunity to participate in pretend play with materials related to home, restaurant, doctor, post office and other uses that fit in with the current topic of study. WE ARE REALLY THINKING ABOUT THIS DIFFERENTLY NOW. ASK CANDY ABOUT THIS. We are fortunate to have a population that includes many parents that have jobs or practice family life in ways that counter the stereotypical roles. There are frequent conversations about how their families live and this is played out in play. Boys cook and take care of babies and girls are scientists. We expressly support children as they take on these rolls.



A sign for the classroom "Police Office"



A scientist at work in the science lab documenting the rocks he has observed.



L. takes care of his baby in the housekeeping area.

2.L.05:Children are provided varied opportunities and materials to learn about the community in which they live.

Children take walks on the campus and explore the gardens and buildings that are a part of the college. They visit the art exhibits, science museum, and special events at the library. They also ride the city bus system to visit the museums and parks in our city. In addition, they go on field trips to visit county parks and cultural events.



Walking across campus to visit the college gym for PE.



Visiting the local aquarium.



The Grice Marine Laboratory (part of the college) touch tank comes to visit us.



Playing on the college library green.



Cleaning up the neighborhood for earth day.



African dancing program at the city library



enjoying the city's annual St. Patrick's Day Parade

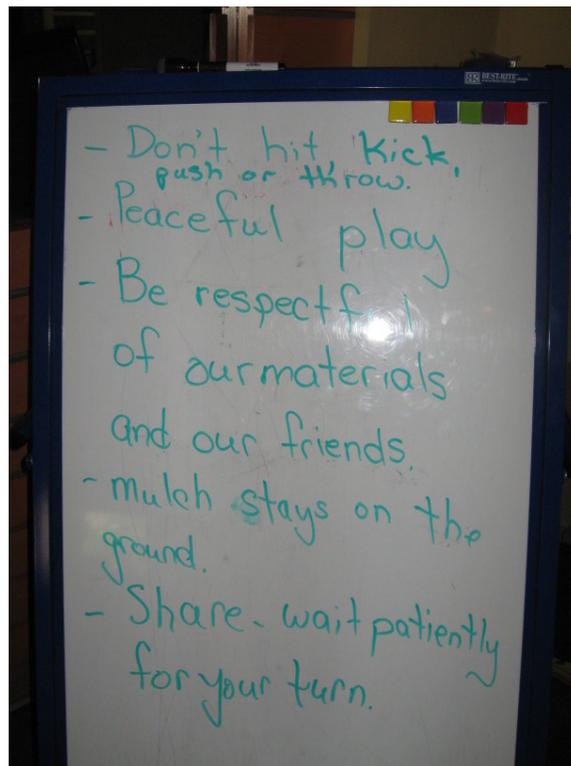


Catching the bus to explore the city is a frequent experience for the butterfly class.

2.L.06: Children have varied opportunities to engage in discussions about

- a. fairness,
- b. friendship,
- c. responsibility,
- d. authority, and
- e. differences.

In the early weeks of the school year children and teachers have many discussions about rules and what rules we might need to be happy as a community together. We read social stories and have discussions about rules, fairness, working out problems, and being friends. As the school year progresses we talk about responsibility as we introduce the job chart. We talk about authority and differences and children receive intentional instruction in friendship skills in the context of these discussions. As problems arise teachers help children to discuss the issues and resolve problems. These discussions will go on throughout the year (with individuals, pairs and groups) on the playground, in centers and during morning meeting and small group.



During class discussions the teachers recorded the children's words as we attempted to decide what the class rules would be.



Some of the social stories we read and discuss with the children early in the year.



Guidelines for resolving conflicts. This is a helpful reminder for GAs, student workers and us.

### Butterfly Lesson Plan (tentative)

Date: September 21, 2015

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Circle</b> 9:15-9:45	1. Yoga 2. Hello song 3. # of days of school (tally, number writing, money) 4. Days of the week 5. Weather 6. Other -- family/community <i>Read and Discuss: How to be a Friend by Laurie; Marc Brown</i> Friday Share: Rowan, Sam, Seth, Sona, Tanner, Tessa, William				
<b>Kindergarten Small Groups</b> 9:45-10:30	<b>Literacy:</b> Read: <i>Little Red Hen</i> by Galdone and <i>The Little Red Hen</i> by Byron Barton <b>Literacy:</b> Read: <i>Little Red Hen makes pizza</i> by Philemon Sturges -- read before nap	<b>Social Studies</b> Video <i>Seed to Bread</i> (you tube) Pass out wheat stalk and examine before taking apart to find seed. <b>Literacy:</b> Initial consonant sound and sight word bingo	<b>Literacy:</b> Comparison of different versions of <i>The Little Red Hen</i> <b>PE:</b> Ball and balance activities	<b>Math:</b> solving problems with drawing <b>Creative Dramatics:</b> Little Red Hen	<b>Science:</b> What's the rule -- trees (shh, it's a secret) <b>Math:</b> "Going to Boston"
<b>Writing Workshop</b> 11:40-12:15	<b>Mini-Lesson:</b> Starting new stories	<b>Mini-Lesson:</b> Using words/spaces (popsicle sticks)	<b>Mini-Lesson:</b> Sharing how we used words and spaces	<b>Mini-Lesson:</b> Using the word wall	<b>Mini-Lesson:</b> Sharing how we used the word wall
Working on independent work while I meet with children.					
<b>Teacher Notes</b>	The children want to make bread next week. Also record <i>Deep in the Forest</i> ziplock bags of links finish spelling inventory Before nap sing "The Three Bears Song" Permission form for field trip to the library Cut paper for pot making				

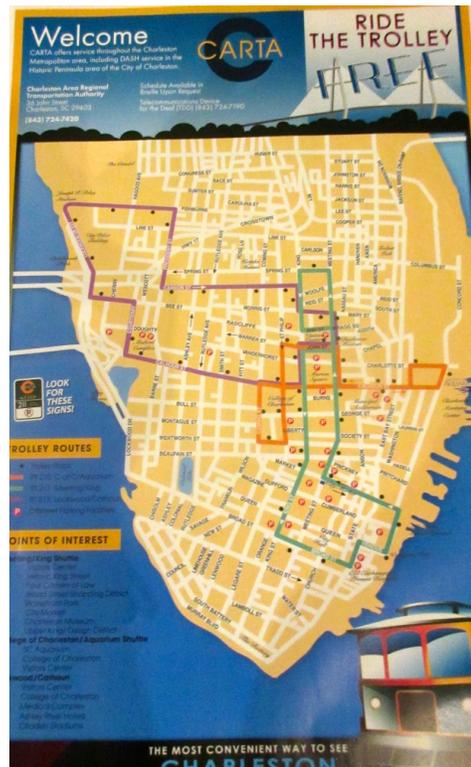
This lesson plan references plans to read and discuss a book about being a friend over the course of a week.



Each child in our class has a job each week.

2.L.07:Children are provided varied opportunities and materials to learn about physical characteristics of their local environment as a foundation for learning geography.

We have a map of our communities and during the year we mark the places we visit and the places that the children live. This helps the children see if there are any classmates that they live near. In the block area there are pictures of the many bridges that in our community. We are a city of rivers and ocean and the children recognize the bridges they cross to come to school. We also mark our favorite parks on the maps. In the science center there are pictures of the beaches, marshes and parks in our area. The children often bring things they have collected from some of these areas to share with the class and these are displayed in the share center.



The map of the bus routes is posted in our room so we can refer to it as we plan field trips together.



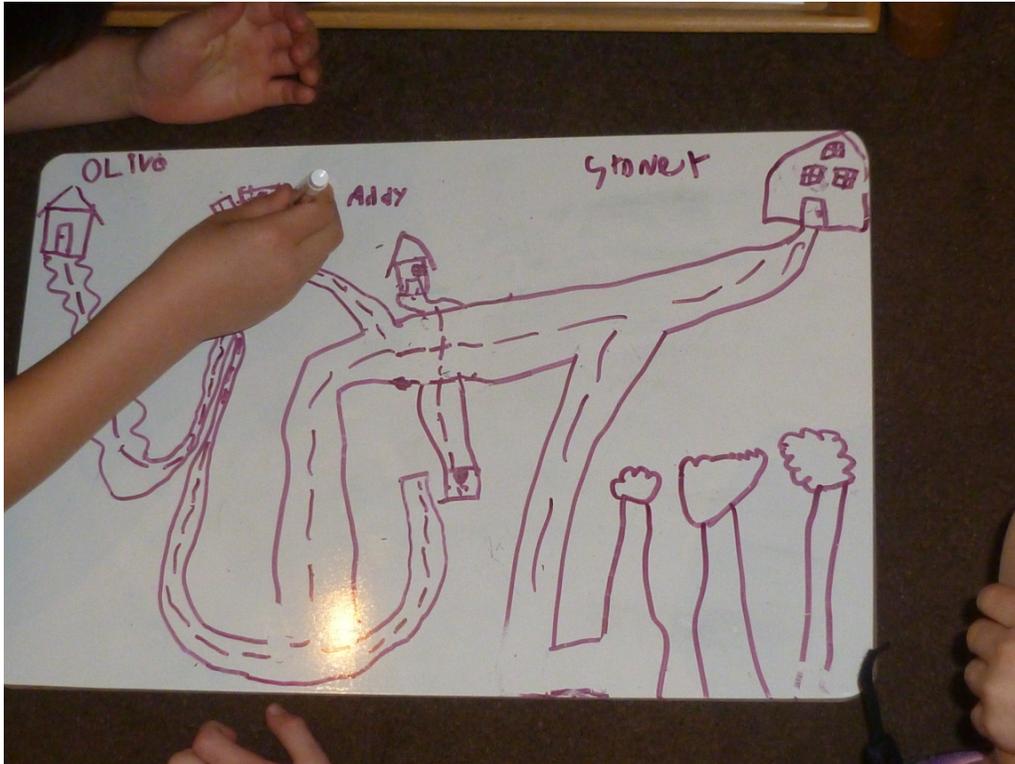
The children's pictures are located together on the mat according to the part of town they live in. They are labeled with the general names generally used to refer to each geographic areas by locals.



Almost all of our children cross a bridge over one of our rivers. We have pics of the bridges in our class and each of the children posts their pictures next to the bridges they cross to come to school.



After taking a walk of our neighborhood some of the children decided to make a collage "map" of the buildings on our street.



Child draws a map to his house.



Playing at the college library green.

2.L.08: Children are provided varied opportunities and materials to learn how people affect their environment in

- a. positive (e.g., recycling) and
- b. negative (e.g., polluting) ways.

Our school is focused on sustainable living. As such the children recycle materials to be sent to the local recycling center. They also recycle materials by re-purposing them for art or science activities. We teach the children about the importance of conserving water and taking care of the land and we make use of water collected in rain barrels on our playground. We have a composter that we have in continuous operation and use for our school garden. During Maymester Clean City Clara came and talked to us about the consequences of pollution for many animals in our waterways.



The job chart includes a job for someone to help with recycling.



The children put on gloves and walk around campus gathering trash. They find out why polluting is so terrible when they realize how much stuff they collect.

2.L.10:Children are provided opportunities and materials that build a foundation for understanding economic concepts (e.g., playing restaurant, managing a store, and identifying and exchanging money.)

We set up a restaurant in our housekeeping center several times a year. The children often make their own money. We also use real money each day. The children use coins to make the equivalent of the number of days of school. Very quickly they are able to identify the value of coins.



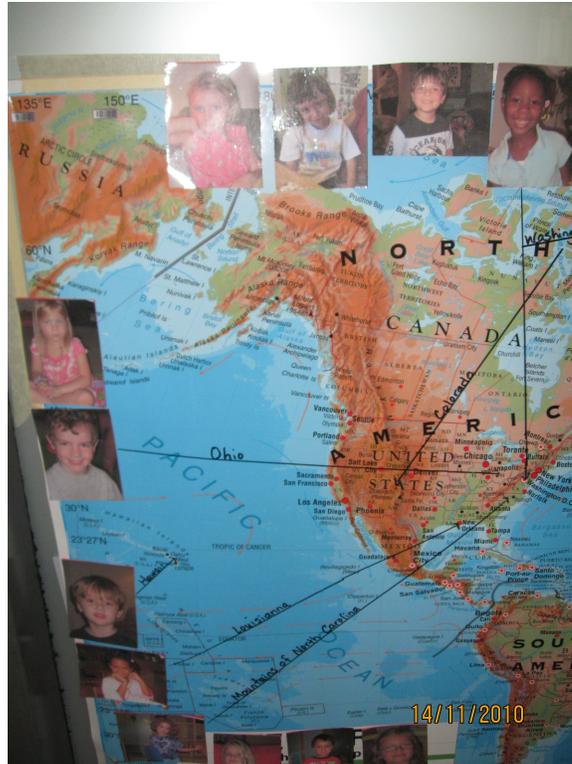
Children play grocery store. A cashier rang up groceries and took money.



Children use coins to make the equivalent of the number of days of school. In the process they are learning the value of coins and the equivalences. 5 pennies = 1 nickel etc.

2.L.11:Kindergartners are provided opportunities and materials that help them link learning about their hometown, their state, the United States and their country of origin to previous learning, as a foundation for learning geography, history, and social studies.

Our population travels during the summer and at least one child will travel out of the country. When they return in the fall we use a map to mark where we live and where they have traveled. Then during the year the map becomes a record of on-going travels by children, teachers, and other adults the children have regular contact with. We discuss the places they have traveled (in state, other states, another country) and where possible try to show them pictures of that area. We also invite families to come in and share about the area of the world they come from and some of their cultural heritage. We have montessori map puzzles of each continent and while they are always out we focus on them when we are talking about a particular part of the world. We read appropriate books about important people such as Brad Metzler's books about Abraham Lincoln, Amelia Earhart and Martin Luther King (to mention a few).



A map of the world is posted so we can document the travels of children and adults in our class.



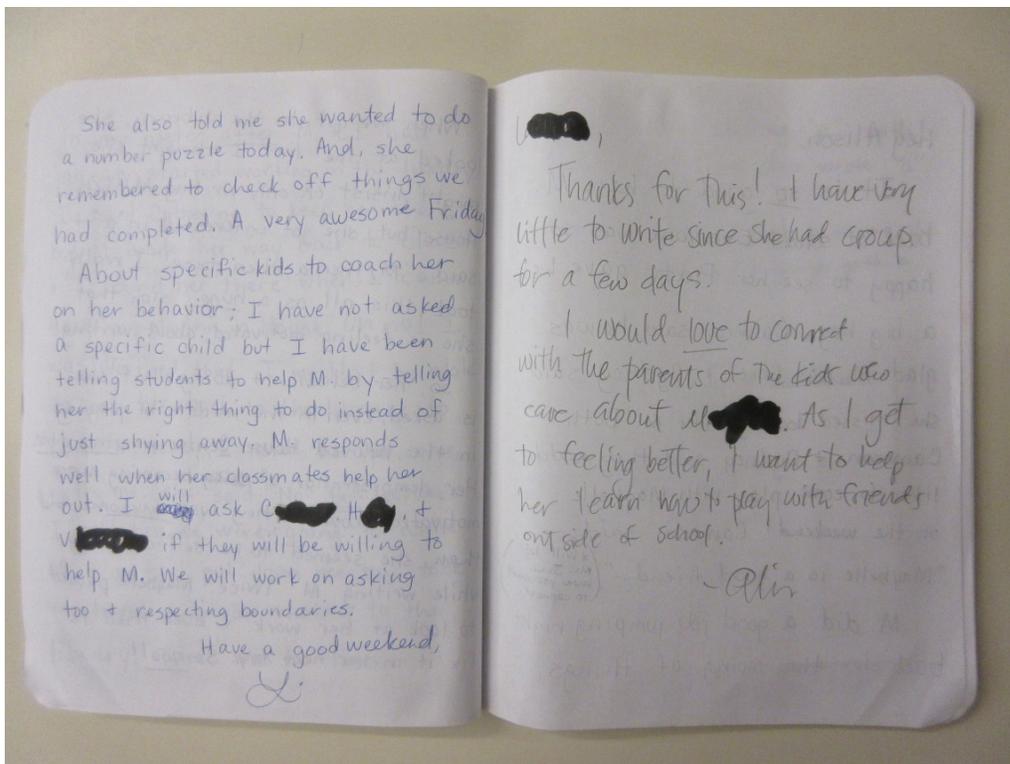
We have several atlases in the classroom. V. is showing me where she visited in Romania during the summer.

# 3:Teaching

### 3.A.:Designing Enriched Learning Environments

3.A.01:Teaching staff, program staff, or both work as a team to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed.

Once a week we (master teachers and assistants) hold group planning meetings. The purpose of these meetings is two-fold. One goal of the meetings is to identify interests of the children in the class as a whole and brainstorm ideas for implementing activities and projects related to these interests. A second, but equally important component of the meeting is to evaluate each student using our Child Individual Goal's Form. The information collected on this form in collaboration with the child's parents helps us to pin-point strengths and areas of concern as well as become more aware of the interests of each individual child thus informing our thinking about curricular decisions for individual students. Additionally, as master teachers facilitating an emergent curriculum model, we talk informally on a daily basis to discuss, plan and refine activities consistent with the interest-driven curriculum goals set forth in our team planning meetings. In situations in which there is a child for whom we have special concerns, we work with the family to find appropriate external assistance (such as an evaluation by Child Find). When special services are warranted we work closely with parents and therapists to create the optimal learning situation for the child involved. Since we have college students working with the children in the afternoon program we have daily informal conversations to communicate information about the children, their interests and needs.



This shows two pages from a daily journal used to communicate home/school with a parent of a special needs child. Daily written communication was critical for both the parent and the teachers so that everyone would be aware of achievements and issues occurring during the day as well as important information communicated occurring at home.

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Academic Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial School Visit	Fall Conference	Spring Conference
Goal # 1			
Strategy			
Goal #2			
Strategy			
Goal #3			
Strategy			

This is the Individual Child Goal Form that is filled out jointly with the parents at the beginning of school and then at the two scheduled conference. The strategies are developed with the Master Teachers and Graduate Assistants during the planning meetings.

[Alison\\_email-naeys.docx](#)

This is an email from a parent of a child with special needs. It is about scheduling the child's OT services into our program during the morning. Having the OT on site allowed for important collaboration with the Master Teachers and Graduate Assistants.

3.A.06:

- a. Teachers create classroom displays that help children reflect on and extend their learning.
- b. They ensure that children's recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations) and that
- c. some displays are at children's eye level.

The work that our children are involved in evident throughout the classroom. We endeavor to display a wide variety of representations created by our children in multiple areas of the classroom. On any given day you might find paper computers with keyboards "in use", number "sentences" posted in the math center, books written by the class or individuals in the libraries, conversations between children and adults written up and posted on the wall, three deminsional collage work labeled on art trays and displayed on shelves, pictures of fabulous block constructions in albums, graphs about the daily weather, the "number of the day" number line posted on the wall, photos of the

children engaged in work in each center with narratives and personal reflections provided by the children. The teaching staff also select and post the children's work always looking for children's eye level positioning. The children are free at all times to "tape" any sign, message or art work of their choosing in any location in the room which tend to always be "taped" at their eye-level.



C. spent several days researching and working on making a "drum set". This example of three-dimensional work is displayed in the art area.



V.'s has taped her example of emergent writing on the wall next to her "leprechaun trap".



This is a mural of the neighborhood our school is in that the children are creating. It is an example of an ongoing project lasting over a week where the children are carefully recording the details observed in the buildings located around our school and deciding on the best materials to represent these details.

3.A.07: Teaching staff and children work together to arrange classroom materials in predictable ways so children know where to find things and where to put them away.

We strive to create a classroom environment that is functional, well-organized and aesthetically pleasing. Presenting and maintaining materials in an orderly fashion is key to this goal. Our classroom is arranged into clearly defined areas and centers. Materials are neatly presented on low shelves for easy access and have picture labels to facilitate clean-up. So that the children can easily manage the activities, materials are never stacked or crowded onto a shelf. It is understood that the materials that "live" in individual centers need remain in those centers and must be returned to the shelves when a work is completed so that other members of the community have to same opportunity do the activity. When new materials are introduced to the classroom, proper use and care are discussed by the children in the Morning Meeting and at small group time.



Materials are neatly organized on shelves so children can easily access them and return them.

## 3.B.:Creating Caring Communities for Learning

- 3.B.02:Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of
- a. autonomy,
  - b. responsibility, and
  - c. empathy.

Creating and maintaining a setting in which children of differing abilities can progress is an especially important goal of a mixed-age class such as ours. We have children who start in our classroom as young as three-years-old as well as those who leave us long after they have celebrated their sixth birthday. We are keenly aware of the developmental differences present in our classroom and make it part of our planning to find ways to scaffold their progress. This may be accomplished in a number of ways including matching the child with class jobs of increasing complexity, systematically removing cues, providing appropriate support in challenging situations or encouraging a child to seek the guidance of a more capable peer. Specific routines established in the class contribute to independence and self-care such as the Morning Sign In Routine which includes posting their photograph on the "IN" poster, putting the lunch box in the assigned location, signing in on the sign in table, washing hands in the bathroom and then going outside to the playground. We have found that establishing a caring community requires many teacher/child and child/child conversations throughout the day and the scope of the school year. Recognizing the needs and feelings of others does not always develop easily but discussions following bibliotherapy readings continue to emphasize autonomy, personal responsibility, and most importantly empathy for others.



Kindergartner helps pre-k peers set up an activity she has mastered.



On the mirror behind the sinks there are posted photos of the hand washing process which contributes to independence and self-care.

- 3.B.11: Teaching staff create a climate of mutual respect for children by being interested in their
- ideas,
  - experiences, and
  - products.

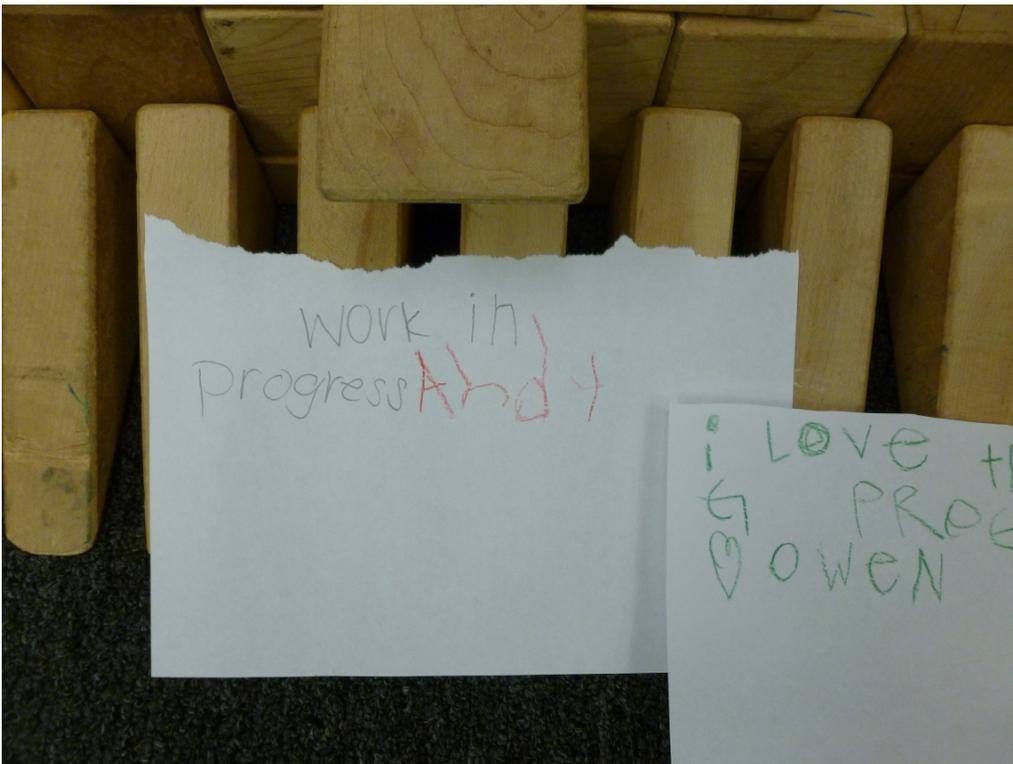
The thoughts, ideas, experiences and work produced by the children in our class are respected and valued. It is, in fact, the ideas and experiences of the children that we draw upon to make curricular decisions.



After describing their work to the teacher in great detail, two of the Butterfly children stand with the block installation they created together over a period of several days.



Because their work is so important, the Master Teachers have scheduled a 15 minute meeting daily called "Review" where the children can discuss, ask questions and plan for further work on their projects.



After working on a large block building project, A. asks if he can leave his project as a "work in progress" so additional construction work can be added the next day. This is an important strategy the Master Teachers employ-the "work in progress" designation. This means that the work stays and is not disturbed or cleaned up until the children involved

are finished. Work is not always finished in one work cycle. We want children reflecting on and making additional plans to extend their work. O. makes a note on the "work in progress" by writing "I love this work in progress."

### 3.D.:Using Time, Grouping, and Routines to Achieve Learning Goals

#### 3.D.04:Teaching staff offer children opportunities to interact with children of various ages.

The Butterfly class is a mixed-age grouping so the children in the class have the benefit of interacting with children of varying ages on a daily basis. Additionally, the Butterfly children enjoy interacting with the children in the younger classes. They often bring things they have been working on (skits or books usually) to share in the other classrooms. They also are keen to include the younger children when we have culminating activities for long-term projects. This year they invited the younger children to the One Hundred Day Celebration and to the "dress rehearsal" for the Kindergarten Graduation Play. In addition, children in our class who have younger siblings enrolled in the program will meet at the "bridge" on our playground as opportunities for interaction present themselves.



A five year Old helps a three year old dress up at the Fancy Dress Art Exhibit.



When a bagpiper came to the Butterfly Class, we asked him to perform outside on the playground so all of the children could participate. At times like this, Butterfly children will often choose to sit with a younger sibling.



Everyone in the school is helping to churn the ice cream for a special treat on a hot day.



The Butterfly children enjoy meeting younger siblings as well as some of the younger children in the program at "the bridge" on our playground.

- 3.D.05: Teachers plan for children to revisit experiences and materials over periods of
- days,
  - weeks, and
  - months.

Very rarely do we do something in the Butterfly Class that is not revisited over several days, if not weeks, and sometimes months. The length of time spent on a particular experience or that a material is available, is largely driven by the interest level of the children. This year we revisited the garden work; continued with "self-portrait" exploration in different medium; the study of the planets and space; and simple machines. Materials available during center time remain in the room for a number of weeks until children are no longer using them or we are moving to a new topic or expand their learning in some way.



The children began a semester long inquiry which began by digging a hole on the playground and "wondering" if they had found meteors.



We invited an "expert" to visit us. Dr. Richardson showed us what the properties of a meteor are.



The children spent two weeks building a model solar system and mounting it in our school hallway.



The children then decided to build a space station. Construction included space suits and helmets as well as rockets and a control center.

- 3.D.10: Teachers organize time and space on a daily basis to allow children to work or play
- a. individually and
  - b. in pairs,
  - c. to come together in small groups, and
  - d. to engage as a whole group.

The schedule and arrangement of space in the Butterfly class allows for a variety of peer groupings. Planned blocks of time provide specific times for large group and small group interactions. Pair and individual work/play opportunities occur throughout the day particularly during outside times, writing workshop, morning work cycle, and the less structured afternoon block. The classroom is arranged to encourage multiple group arrangements. There are large rugs for whole group gatherings and small rugs and tables that accommodate one to six individuals at a time. The children also have a way to create individual workspace. All floor work is done on small mats or trays which represent a private work space. Children may invite others to join them if they choose, however if they prefer to work alone, other children must respect the boundaries of the mat. SCAN OF DAILY SCHEDULE



T. works by herself to retell the story of The Three Billy Goats Gruff.



Two children read together in the special large over-size rocking chair in the reading area.



A group of children work together at Small Group time to sort and classify pictures of animals.



The whole class participates on a "clean-up" walking field trip on Earth Day.

## Butterfly Daily Schedule [tentative]

<b>Time</b>	<b>4-K</b>	<b>5-K</b>	
7:45 -8:30	Arrival: Snack Preparation and/or outside play		Children wash hands upon arrival and if they desire help prepare morning snack
	Allow 5-10 minutes for washing hands before coming in for following activities		
8:30-9:00	Literacy (8:45-9)	Writing Workshop (kindergarten)	Pre-K children read books and do related activities.
9:00-9:15	Music/Movement		This activity takes place in two groups
9:15-9:35	Morning Meeting/Plan		Calendar and Weather activities, sharing news, talking about projects, special activities, sharing a song or book.
9:35-10:50	Work Cycle		All centers are open for free exploration and activities related to topic of study . During this time period once a week there is a formal PE activity.
10:50-11:00	Clean-up		
11:00-11:10	Review		In two small groups children share something they did during work cycle.
11:10-11:40	Outside Play		Free play, gardening, and occasional theme related activities.
11:40-11:50	Wash Hands		
11:50 – 12:10	Small Group	Reading/Math	A small group for Pre-K children has math, science, social studies, or literacy activities. The kindergarten

			group has math or reading based activities and other activities related to our theme.
12:10 – 12:20	Wash hands and go to lunch		
12:15 – 1:00	Lunch – children who have finished lunch go to rug for discussion, books, and storytelling		
1:00-2:30	Rest time <ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Rest time</li> <li>• Quiet activities on rug</li> </ul>		
2:30-3:00	Get up, put away nap things, snack		Wash hands before snack
3:00-3:45	Outside Play		Free play outside with occasional planned activities
3:45-5:00	Various Activities planned by Jane <ul style="list-style-type: none"> <li>• Wednesday at 2:00 PE at the Silcox for non-napping children</li> <li>• Wednesday at 3:30 - Chinese</li> </ul>		

### Description of evidence for criterion 3.D.10

The schedule includes time for small groups, large group and a substantial time during work cycle for children to work in self selected ways - individually, in pairs or with larger groups.

### 3.D.11: Teachers create opportunities for children to engage in group projects and to learn from one another.

A major component of our curriculum is project work. We are inspired by the schools of Reggio Emilia and endeavor to incorporate child-inspired (if not child-driven) projects as much as we can. We see great value in allowing children to deeply explore a subject that they are engaged in. We try to find ways to facilitate opportunities for group project work when we observe a growing or sustained interest in a particular topic. Some of things we do to accomplish this are: 1) make time in the schedule; 2) have appropriate materials available; 3) create adequate workspace and 4) have ongoing discussions with the children about the work they are doing and the direction that they would like to take it.  
ADD CURRENT PROJECT PAGE FROM WEB SITE?



The two children in this photo are working on their "fancy dress project." We made sure to have all of the materials and space they needed to pursue this work.



Children observe a monarch caterpillar. We supplied the opportunity to see all the phases of the monarch life cycle. We also gave the children to opportunity to plant "butterfly" plants in our garden to attract butterflies to our playground.



One of the Master Teachers leads a whole group discussion about the project work the children are currently engaged in. Also included in this discussion is determining the next steps they are interested in taking. This important conversation takes place during our "review" meeting each day.

# COLLEGE of CHARLESTON

N.E. MILES  
EARLY CHILDHOOD  
DEVELOPMENT CENTER



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page last updated: February



## Projects

| [Documentations](#) | [Seashell Books](#) | [Sunflower Books](#) | [E](#)

As a demonstration program, we model respect for our te decision makers (Jaruszewicz & White, in press)<sup>1</sup>. Each t out our philosophy in unique ways that are soundly grou research. We value, include, and integrate elements from in South Carolina public schools (High Scope, Montessori, teachers are also interested in and influenced by the Reg emergent project work as the primary means for conduct

We feel a responsibility as leaders in the Lowcountry earl as part of the EHHP to support, document, articulate, and children in our program acquire the concepts and skills de [Early Learning Standards](#) (pdf). Therefore, one of our on- includes exploring the use of digital media to document a learning process at ECDC and to provide up-to-date infor curriculum activities by sharing our project documentatio [Publications](#) page for links to publications).

## Documentations

[The Snake Encounter & The Twenty-Four Foot Python](#) (p

[The Dinosaur Project](#)

[The Crystal Stick of Egypt](#)

[The Big and Scary Pumpkin](#) (pdf)

[The Caves at ECDC](#) (pdf)

[Celebrating Folk Arts](#) (pdf)

[Culture Study](#) (pdf)

## Seashell Books (Two Year Old Class)

[Very Hungry Caterpillar](#) (pdf)

### Description of evidence for criterion 3.D.11

Samples of project documentations can be found in our observation booths, on current display, and on our website (Project Page).

### 3.E.:Responding to Children's Interests and Needs

3.E.01:Teaching staff reorganize the environment when necessary to help children explore new concepts and topics, sustain their activities, and extend their learning.

The classroom space and materials available are not static. The availability of particular materials or design of the classroom environment changes as needed. All of the materials available are on the shelves for a purpose, whether it is to allow children to explore new ideas, extend an on-going activity, extend learning or give introduction or practice to a new skill.



For some time the dramatic play center had been a housekeeping area. When the children expresses an interest to buy and sell things we rearranged the furniture, changed the props and created a grocery store.



Acting on the children's interests, the block center became a space station complete with space ships, space suits and a control center.



The children have set up an ice cream shop in the dramatic play area. This project included a walking field trip to a diner where they were able to see a milk shake machine in use. The milk shake machine they constructed in on the left of this photograph.

- 3.E.02: Teachers scaffold children's learning by
- a. modifying the schedule,
  - b. intentionally arranging the equipment, and
  - c. making themselves available to children.

While our general schedule is designed to give structure to our day we allow ourselves flexibility to modify it when necessary. That might mean taking an unscheduled walk to see something we discussed at a meeting or extending the work-cycle when we are very deep into a project. All of the materials and equipment are intentionally arranged. Nothing is on a shelf to simply fill the space, everything has a purpose. The Master Teachers, Graduate Assistants and Teaching Assistants are available to the children at all times throughout the day.



Teacher scaffolding student during the writing process.



C. is helping to scaffold a child's social behavior.

**3.E.03: Teachers use children's interest in and curiosity about the world to engage them with new content and developmental skills.**

We rely on children's interests and innate curiosity about the world around them to drive our emergent curriculum. We are very much in tune with with what captures their attention and try to focus on topics that will engage the children as they learn new content and skills.



When the children became interested in the name of our school The N.E. Miles Early Childhood Center, K. the Graduate Assistant worked with them to develop interview questions to then interview our director. They were able to learn about Dr. Miles who gave the money in his will and that he was an alumnus of The College of Charleston our governing institution. CHECK SP.



The children continue to practice their interview skills. They are talking with Miss S. our lunch staff. They want to know what she knows about Dr. Miles.

### 3.E.04: Teachers use their knowledge of individual children to modify strategies and materials to enhance children's learning.

Individualizing instruction is an important strategy we use to help each children reach her/his potential. We are fortunate to have planning time built into our schedule so that we can devote attention to each child's needs on a regular basis. Though informal discussions between staff members about the children's learning are ongoing we periodically use the Child Individual Goal Form, anecdotal observations from Small Group time and Writing Workshop to evaluate children and make individual curricular determinations.

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Academic Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial School Visit	Fall Conference	Spring Conference
Goal # 1			
Strategy			
Goal #2			
Strategy			
Goal #3			
Strategy			

This is the Child Individual Goal sheet. On this form we record goals developed with the family and teaching staff. It is reviewed in an ongoing basis to to evaluate and make individual curricular decisions to enhance children's learning.

Pre-K Butterflies Group		Small Assessment	date 9/21/2015
Rhyming		Sort initial consonant	P, t, m
Cora	✓	✓	
Eliza	✓	✓	
Evan	✓	✓	
Hattie			
Jack	✓		has hard time distinguishing beginning and end sounds when both sounds are present. ed / map is hard to place in "m" category when there is also a "p" category.
June	✓	✓	
Leo	✓	✓	
Luca	✓	✓	
Madison			
Maeve			
Natalia	needs to recognize sounds before she can match sounds to words - but doesn't know what letters make each sound		
Owen	has difficulty differentiating between "t" and "p" needs to know if has the sound at the end		
Seth			
Sona	✓	✓	

This is an anecdotal record from a small group activity. Information recorded helps the Master Teachers make decisions about forming groups for instruction and selection of materials to best enhance children's learning

## Why Fancy Dresses? -- The teachers' perspective

We decided that the emerging fancy dress work represented a project that was worth pursuing for the following reasons:

- There was a high level of interest
- There were many opportunities for problem solving
- The work involved moving from a mental image to a plan - the sketches or patterns - to the actual dress
- It provided opportunities to use a variety methods of measurement
- It provided the opportunity to use a wide variety materials
- It encouraged collaboration
- It provided opportunities to introduce new vocabulary
- Social aspects of wearing fancy clothing could be explored

### Description of evidence for criterion 3.E.04

Before launching a project, teachers think carefully and discuss its potential benefits to individuals and the group. A project must have potential for rich inquiry and exploration of interesting and engaging materials. This excerpt from one of our project documentations includes the teachers' rationale for undertaking the study.

### 3.E.08: Teachers use their knowledge of children's

- a. social relationships,
- b. interests,
- c. ideas, and
- d. skills

to tailor learning opportunities for groups and individuals.

Identifying our children's interests and respecting and utilizing their ideas is really at the heart of the Butterfly class philosophy. We are constantly looking for opportunities to explore subjects that the children are genuinely engaged in. We consider social relationships and the skill sets of individuals hoping to create activities and groupings that encourage powerful learning experiences. Our knowledge of the children in our class is informed by a variety of sources including: the Home Information Form, group meetings, conversations with parents, The Individual Child Goal Form, one-on-one time with the children, and informal observations.



These two children are very good friends. We paired them to do the work pictured because one was more proficient doing the activity and the other had expressed hesitation whenever the activity was presented. By pairing them the more capable friend was able to engage her friend and help her feel more comfortable doing the work.



A group of children are interested in flags. The Master Teachers provide them with reference materials used to make copies of flags of various countries.



J. is very interested in the route he travels to school each day. He builds a paper model of the bridge and the access ramps he drives over every day with his dad.

*All information on this form is strictly confidential;  
Translation into home languages other than English provided on request.*

# COLLEGE of CHARLESTON

N.E. MILES  
EARLY CHILDHOOD  
DEVELOPMENT CENTER

## HOME INFORMATION QUESTIONNAIRE

*Welcome to ECDC! In order to best provide for the needs and interests of your child and family, we ask you to share information with us. The more a family, the better able we are to ease the transition from home to school, or from another program to ours. We seek to work with our families as partners in curriculum, and assessment approach that are respectful, appropriate, meaningful, and relevant.*

*Our philosophy is grounded in the idea that children are 'concrete' learners. In other words, what makes most sense to them is learning about things they experience with. Therefore, we also often ask parents to serve as 'resources,' sharing family or professional experiences and knowledge that supports their child's learning.*

*This information is confidential and only used internally by our teaching staff to assist them in making instructionally appropriate curriculum and as you to update this information annually.*

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_\_ First Enrollment Date: \_\_\_\_\_

Signature(s) of parent/legal guardian(s):

2		
3		
4/5K		
4/5K		

### SECTION ONE: PARENT AND FAMILY INFORMATION

1.1. Parent/legal guardian Information:

***All information on this form is strictly confidential;  
Translation into home languages other than English provided on request.***

	<i>Parent/guardian #1</i>	<i>Parent/guardian #2</i>
<i>Name</i>		
<i>Occupation</i>		
<i>Education (circle)</i>	<i>GED HS Bachelor's Master's Doctorate Other</i>	<i>GED HS Bachelor's Master's Doctorate</i>
<i>First (native) language</i>		
<i>Would you prefer written materials and communications from ECDC to be provided in a language other than English?</i>		

*1.2 Parent professional expertise and/or special interests: Describe any special interests and/or professional expertise you have that you would be will (e.g. you are a firefighter or biologist; you play a musical instrument; you can prepare ethnic foods or read stories in a language other than English, etc)*

*1.3 List all people living in your home and their relationship to your child:*

<i>Name</i>	<i>Age</i>	<i>Sex</i>	<i>Relation</i>

*All information on this form is strictly confidential;  
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*1.3 Are there any special factors concerning your family structure that we should know about in order to appropriately address your child's needs and legal arrangements, adoptions, blended family, single-parent, parent health issues, etc.). (NOTE: If any particular legal or visitation arrangements are to us.*

*1.4 Family cultural/ethnic/religious background and traditions. What would you like us to know about your family's cultural/ethnic/religious background, materials and activities respectful of all our families' home cultures and family traditions?*

**SECTION TWO: CHILD INFORMATION**

*2.1 Please describe any health needs that we should be aware of. (Please provide and/or attach additional documentation if needed).*

***All information on this form is strictly confidential;  
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2.2 Are there any comments, questions, or concerns you may have at this time about your child's physical, social/emotional or cognitive development (if additional documentation is needed).

2.3. Are there any particular accommodations that you would request or like to discuss with us that you feel might be necessary to meet your child's n

2.4 Describe the approach to behavior management that is used in your home

2.5 Child interests:

<i>Favorite play activities/toys</i>	
<i>Favorite media/music activities/programs</i>	
<i>Favorite books/stories</i>	
<i>Favorite foods</i>	

***All information on this form is strictly confidential;  
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<i>Particular dislikes?</i>	
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*2.6 Child play experiences:*

<i>Where does your child regularly play?</i>	
<i>With whom does your child regularly play? (i.e., alone, with siblings/ neighbors, etc.)</i>	
<i>Describe any other previous structured play experiences (i.e., child care program, play group, Sunday school, etc.)</i>	

*2.7 Child temperament/emotional information:*

<i>Describe any fears your child may have (and how you address them).</i>	
<i>How does your child get along with adults?</i>	
<i>How does your child get along with siblings?</i>	
<i>How does your child get along with other children?</i>	

*2.8. Routines*

<i>Morning routine (wake time, usual breakfast, etc.)</i>	
<i>Nap routine (if child naps) i.e., usual time, duration, rituals, etc.)</i>	
<i>Evening routine (bed time, rituals, etc.)</i>	
<i>How much sleep does your child usually require each night?</i>	

*All information on this form is strictly confidential;  
Translation into home languages other than English provided on request.*

<i>Is your child toilet trained? What toileting 'terms' is your child familiar with?</i>	
<i>Which hand does your child prefer to use?</i>	
<i>Does your child feed him/herself?</i>	

Description of evidence for criterion 3.E.08

This home information form is filled out by every family and updated yearly.

## Why Fancy Dresses? -- The teachers' perspective

We decided that the emerging fancy dress work represented a project that was worth pursuing for the following reasons:

- There was a high level of interest
- There were many opportunities for problem solving
- The work involved moving from a mental image to a plan - the sketches or patterns - to the actual dress
- It provided opportunities to use a variety methods of measurement
- It provided the opportunity to use a wide variety materials
- It encouraged collaboration
- It provided opportunities to introduce new vocabulary
- Social aspects of wearing fancy clothing could be explored

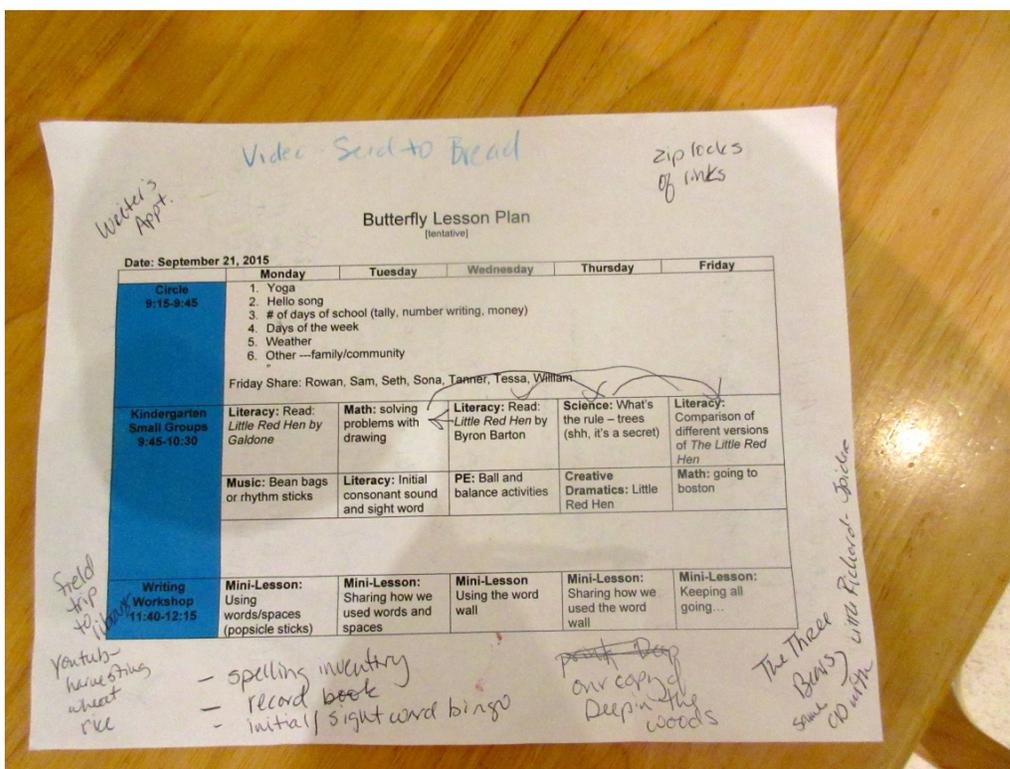
### Description of evidence for criterion 3.E.08

This excerpt from "The Fancy Dress Project" documentation reflects how the teachers' used their knowledge of the children in their class to determine that the project was a 'good fit' for them.

### 3.F.: Making Learning Meaningful for All Children

3.F.01: Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences.

The Butterfly class implements an emergent curriculum. We follow a schedule which we view as flexible (particularly with respect to the amount of time designated to each activity), and our daily plans tend to be fluid and heavily reliant on child interests. It would not be unusual for a teacher to make a trip to the public library on the way home from school to pick up a crate-full of books in response to being made aware of a new topic of interest. For the most part activities set up in centers are predictable from day-to-day but are rotated out after interest wanes, new concepts need to be introduced or children make requests for a particular kind of experience. We record daily adjustments to our posted weekly written plans in the teacher's note portion of the weekly written plans and refer to these changes as we construct our curriculum. PHOTO OF POSTED LESSON PLANS WITH NOTES ADDED



This is a photo of a weekly plan. It shows things we did each day and documents changes to plans as new ideas emerge.

3.F.02: Play is planned for each day.

The Butterfly Class, as part of N.E. Miles ECDC, firmly embraces a play-based philosophy. Play is an integral and planned part of each day. There are multiple opportunities for various kinds of play in the classroom, in different areas outdoors and in our multi-purpose room.



The Miles Early Childhood Center is a Nature Explorer certified outdoor area. The children enjoy many of the play opportunities outside.

### [2015-16 Butterfly Daily Schedule 1 .doc](#)

The Daily Schedule includes many times where the children are playing. These include three outside times and two work cycle periods.

3.F.06: Teachers offer children opportunities to engage in classroom experiences with members of their families.

Classroom connections to parents and other family members are very important. We have planned events inviting parents and family members to participate in the class. However, during the morning, the classroom is a private space for the children and teachers. While parents are always free to observe we ask that they respect the sanctity of the environment. During the afternoon, however, parents are free to come in and spend time with their children. PHOTO OF PUPPET MAKING NIGHT



N.'s great grandmother is at school helping with sewing and restringing beads.



N.'s dad who is from Ireland is reading a story to the group on St. Patrick's Day.



M.'s mom is making dumplings with the children on Chinese New Year.

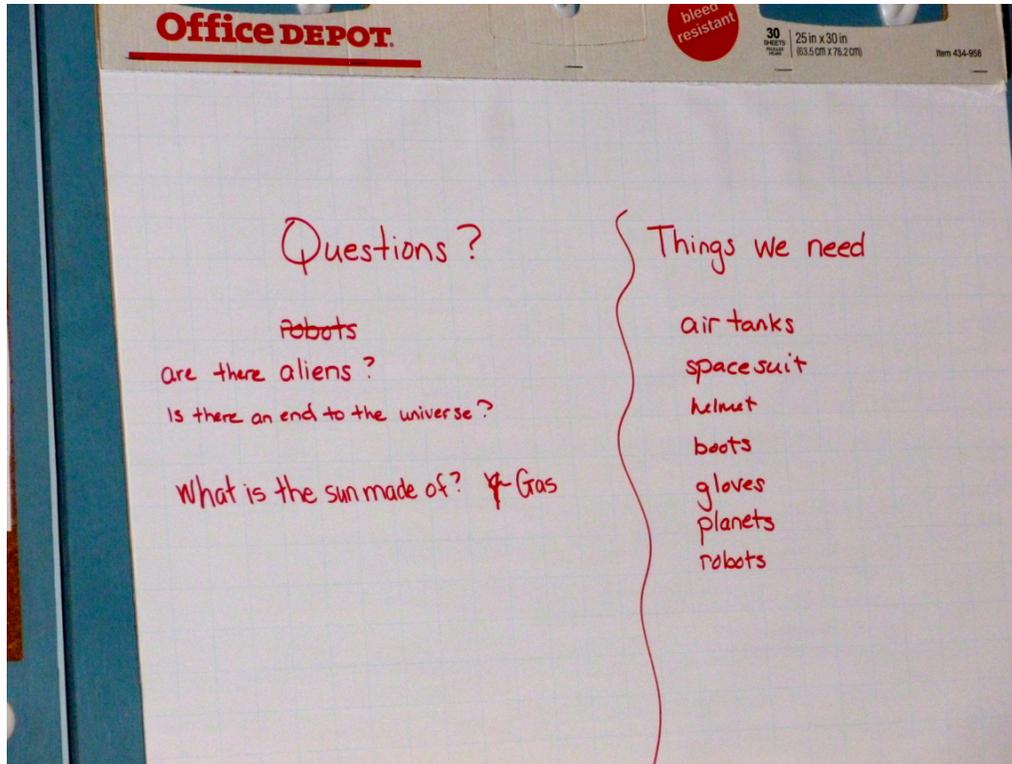
### 3.G.:Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.G.01:Teachers have and use a variety of teaching strategies that include a broad range of approaches and responses.

In the Butterfly class we utilize a wide range of methods and materials in our approach to teaching. One of the ways we vary our strategies is by grouping. Throughout the day the children and teachers have the opportunity to work in a variety of groupings recognizing that different children respond better in different group settings. Each day we have large group activities, small group activities, time to work in pairs or alone with the teacher. The activities we use are wide-ranging and include but are not limited to: playing games, block building, dramatic play, drawing, painting, sculpting, writing, drama, dance, music, gardening, internet searches, viewing web-cam feeds or videos, field trips, nature walks, experiments, care of classroom, and planning and organizing celebrations and culminating activities.



Children are learning about care and appreciation of the environment. In addition to reading multiple books, watching movies, group brain-storming, and role-playing the children pictured here are on a nature walk making observations (in this case about a single patch of earth).



This chart was recorded by a Master Teacher during a group meeting when she asked what their questions were about space and what items they would need in a "space station".

3.G.02: Teachers use multiple sources (including results of informal and formal assessments as well as children's initiations, questions, interests, and misunderstandings) to

- a. identify what children have learned.
- b. adapt curriculum and teaching to meet children's needs and interests.
- c. foster children's curiosity.
- d. extend children's engagement.
- e. support self-initiated learning.

In the Butterfly class we employ a variety of methods to assess and extend children's interest and understanding. Some of these methods include use of the Child Individual Goals form, one-on-one interaction with the children, small group activities, periodic "skills" check and large group discussion. While we are constantly assessing children's understanding and have informal discussions about adaptations we will make to the curriculum or ways to foster curiosity or extend engagement, we rely on the Child Individual Goals form to focus our attention on individual children and determine their particular strengths, weaknesses, interests and aversions. We are able to use the Goal form to hone in on what specific needs a particular child has and then determine how we might encourage that child's engagement in a subject area and support self-initiated learning. We also do spelling inventories with kindergarten children to identify their phonics understanding. The ELSA-Emergent Literacy Skills Assessment (a High/Scope instrument) is administered individually to each Pre-K child in the fall of the year to determine the level of their emergent reading skills. COPY OF CHILD'S SPELLING INVENTORY

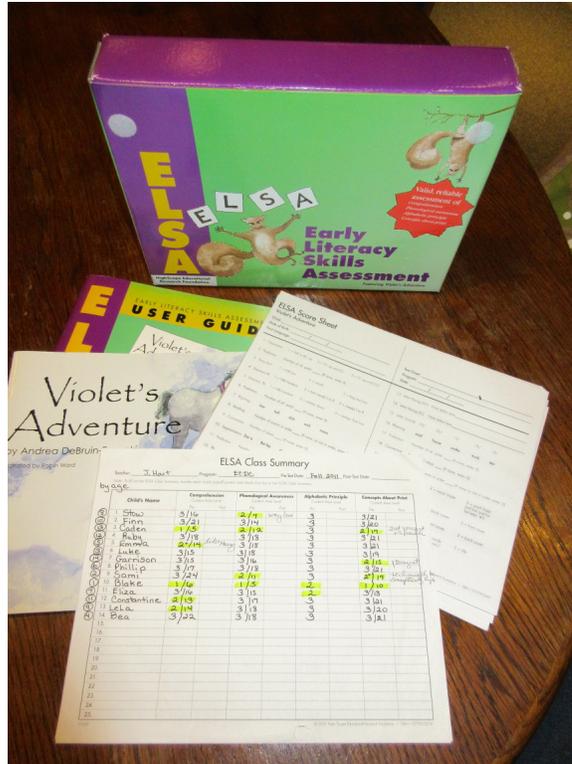


The teacher takes notes of the children's conversation to document what they know and are interested in learning about birds of prey.

Small Assessment  
Pre-K Butterflies Group date 9/21/2015

Child	Rhyming	Sort initial consonant P, t, m
Cora	✓	✓
Eliza	✓	✓
Evan	✓	✓
Hattie		
Jack	✓	has hard time distinguishing beginning and end sounds when both sounds are present. cat, map is hard to place in "m" category when there is also a "p" category.
June	✓	✓
Leo	✓	✓
Luca	✓	✓
Madison		
Maeve		
Natalia	needs to recognize consonants before she can rhyme	can match sounds to sounds - but doesn't know what letters make each
Owen	✓	has difficulty differentiating between "t" and "p" needs to listen to how the words are made
Seth		
Sona	✓	✓

This anecdotal record records an informal assessment for the Pre-K children determining who can recognize rhyming words and who is hearing initial consonant sounds. This information is then used to form new groups for continued instruction.



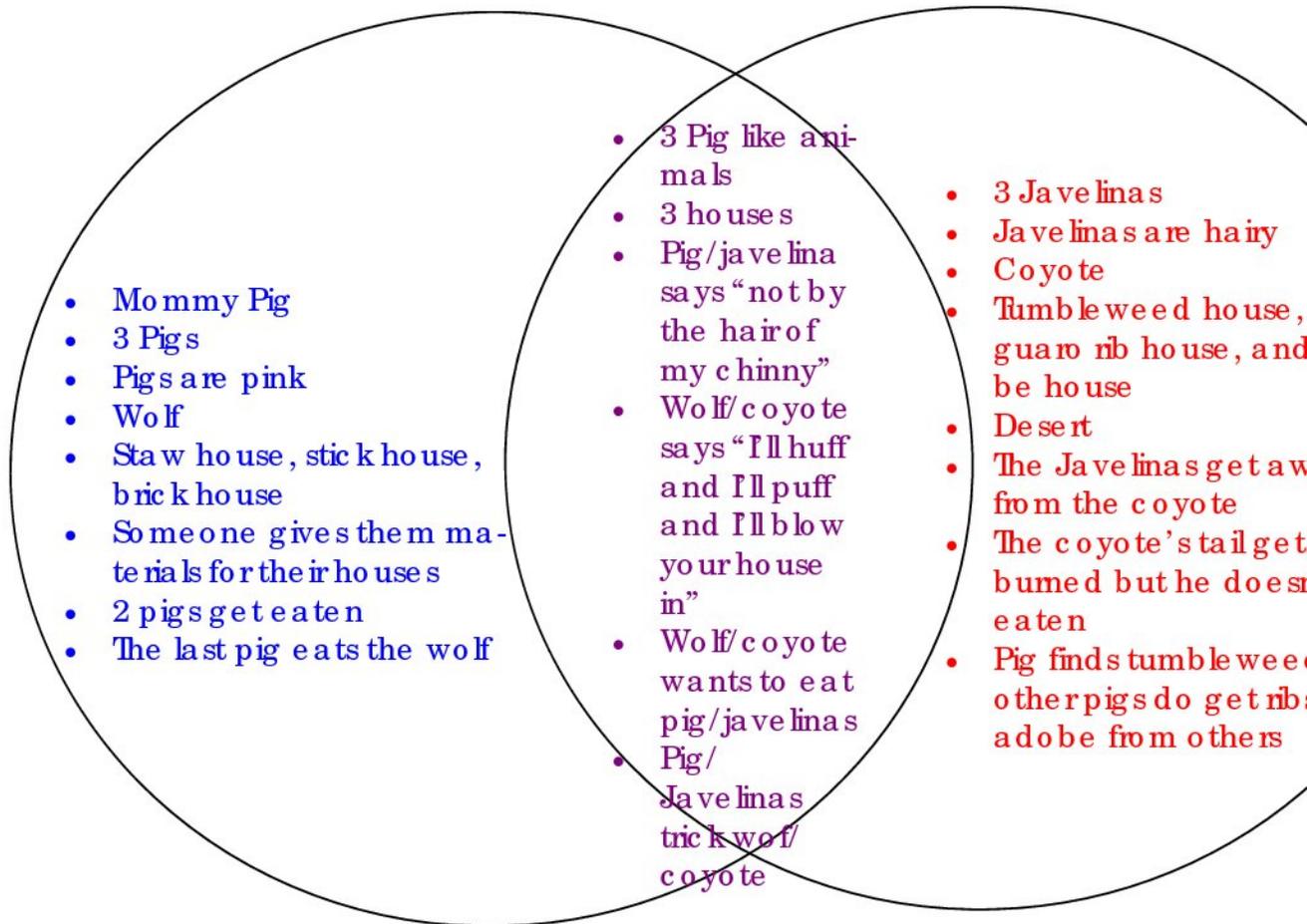
To assess the emergent skill level of the Pre-K children, we use the High/Scope Early Literacy Skills Assessment. This instrument provides an authentic, developmentally sound assessment. This information is shared with the parents at the first regularly scheduled parent/teacher conference in the year and is used to adapt curriculum and teaching to meet children's needs.

## THE THREE LITTLE PIGS

BY: PAUL GALDONE

## THE THREE LITTLE PIGS

BY: SUSAN LOWELL



## BOTH STORIES

### Description of evidence for criterion 3.G.02

We often use graphic organizers to represent children's thinking, questions, prior knowledge, or interest in a topic.

### 3.G.03:As children learn and acquire new skills, teachers

- a. use their knowledge of children's abilities to fine-tune their teaching support.
- b. Teachers adjust challenges as children gain competence and understanding.

During our planning meetings the teachers in the Butterfly class refer to the Child Individual Goal forms and anecdotal notes to assess individual student knowledge and to plan learning activities that help children gain competence and understanding. Additionally, as we work individually and in small groups with children we are able to ascertain their instructional level. With this knowledge in hand we make adjustments to the activities we do and to the materials that we make available.



During a small group activity about geometric solids it was determined that two of the students in the group had a significantly better grasp of the material than did their peers. We decided to challenge them by sending them on a scavenger hunt for geometric solids in the community.

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Academic Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial School Visit	Fall Conference	Spring Conference
Goal # 1			
Strategy			
Goal #2			
Strategy			
Goal #3			
Strategy			

The Child Individual Goals form documents modifications in plans related to our identification of a particular child's needs.

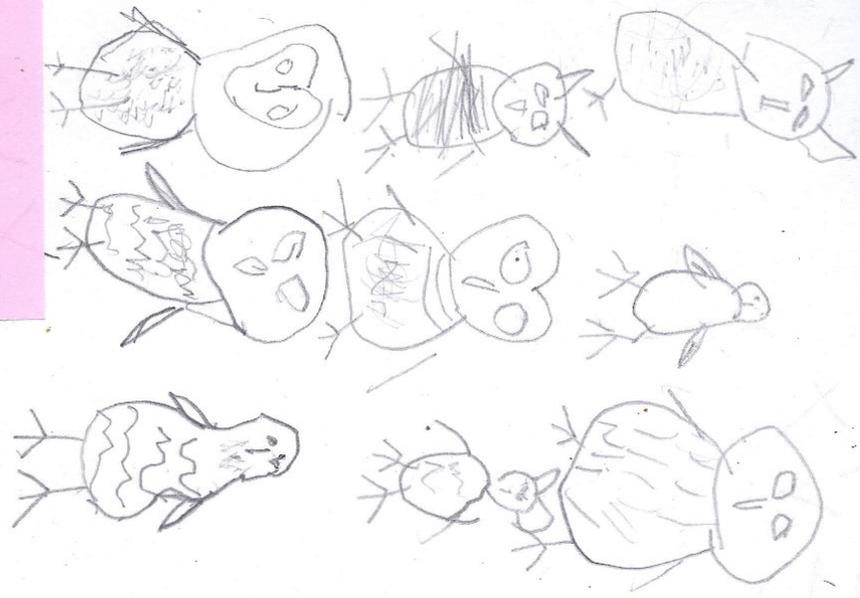
3.G.08: Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.

We believe that when introducing new concepts and ideas it is imperative to activate the children's schema of such. We endeavor to assist the children in using their current knowledge to expand and build upon what they already know. Because we are a university lab school, we have "experts" in their field of study who generously spend their time with the children.

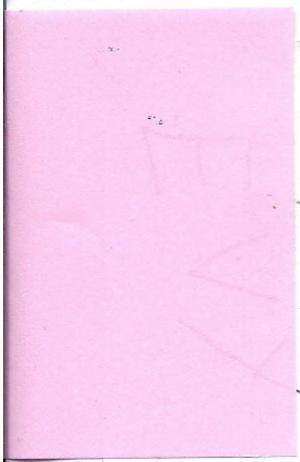


When the children dug up "meteors" on the playground, the Master Teachers invited an "expert" Dr. R. to the class. The children were able to ask many questions and learn ways to identify "real" meteor material.

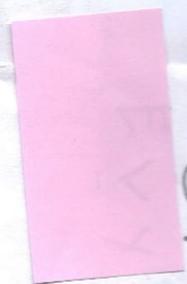
Owls and Hawks



2/2/11



Sketching



fly

hawk

marked owl

comparing

to the owl

sound they

make

11/2/11

### Description of evidence for criterion 3.G.08

Writing Workshop journaling provided this child the opportunity to draw upon her prior experience on a field trip to the "Center for Birds of Prey." She used the journal format to represent all the owls she knew about and list their names.

### 3.G.09: Teachers engage in collaborative inquiry with individual children and small groups of children.

Inquiry is an integral part of our classroom culture. A project inspired classroom inquiry is the cornerstone of our instructional philosophy. Questions or ideas are generated by children or small groups or presented by teachers. As teachers, we endeavor to guide the children in their exploration. Sometimes it takes days or weeks to get to a satisfactory conclusion. Large-scale project work might take many months. WORKING ON SPACE PROJECT-SOME MADE PLANETS, SOME WORKED ON SPACE STATION, DIGGING FOR METEORS? WRITING WORKSHOP TOPIC WITH BOOKS



The children are working together to find pictures of mammals in the rainforest for an article they will later write for a class newspaper. They use their knowledge of the characteristics of mammals to guide themselves and assist one another.

### 3.G.11: Teachers are able to determine the different components of a task and break it into meaningful and achievable parts.

When a project arises or a task is presented we feel it is important to manage it so that children achieve benchmarks of success. In addition to creating a feeling of accomplishment, learning is enhanced because each component of a project or task builds on the knowledge and experience a prior action. For example, when the children were very interested in treasure maps, a parent helped us plan an orienting project where the children were first introduced to the use of a compass and then used this knowledge to follow directions on a treasure map. They were able to locate

"treasure" in our outdoor play area. For other routine activities such as "hand-washing" and "morning sign-in" we break the directions down into smaller components and post photos of a child demonstrating the steps in the routine.  
PHOTO OF HANDWASHING IN BATHROOM



In this picture a child is measuring out the distance to plant seedlings. Prior to attempting this task we looked at the components of planting a garden, we read the planting instructions, talked about measuring, determined the best tool for the job, practiced measuring and then put the new knowledge to work in the garden.

- 3.G.12: Teachers promote children's engagement and learning by
- responding to their need for and interest in practicing emerging skills, and
  - by enhancing and expanding activities that children choose to engage in repeatedly.

In the Butterfly Classroom, because we are a mixed-age class, we have a wide range (from a skills perspective) and variety (types) of material available. It is therefore incumbent on us to make sure that individual students are finding the materials that best match their interests and instructional level. Additionally, if a child or children specifically raise a question or exhibit an interest for which we cannot match with a material available or activity going on we strive to bring it into the class. When children persistently engage in an activity we are keen to help them expand and enhance their experience. For example, the dramatic play center is often the place where engagement in repeated play scenarios occurs. When "taking trips" was a frequent scenario, we added steering wheels, authentic car keys and a small suitcase. This addition served to fuel a creative burst in the dialog and private speech engaged in in this center. Writing materials are always available in the dramatic play area to make signs, lists and encourage "written" communication.



Child delights in offering the teacher a cupcake at the pretend picnic after new materials are added to expand the script created by the children.

3.G.13: Teachers promote children's engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

In most cases we prefer that children learn skills in the context of doing a larger work or project. There are cases however, where specific skills need to be taught in order to advance understanding or competency. We make every effort to specifically teach those skills not mastered during the process of doing classroom activities and projects.



One of the Butterfly teachers instructs a small group of children on forming numerals using sand-paper numerals and sand tray.



The Butterfly Graduate Assistant helps a small group of Pre-K children expand on their sorting and classifying skills. They playing the game "What is my Rule" (for sorting).

3.G.14: Teachers demonstrate their knowledge of content and developmental areas by creating experiences that engage children in purposeful and meaningful learning related to key curriculum concepts.

In all honesty we do not create experiences because they are tied to curriculum concepts. While we are intimately familiar with curricular expectations and standards we do not "teach to the standards." Rather we endeavor to follow and expand upon the interests of the children when developing activities and guiding projects. We have found this to be a more authentic experience for both teacher and learner. The complexity and depth of this kind of work creates meaningful understanding while at the same time meeting the age appropriate standards. PHOTO OF SPACE PROJECT



This photo depicts two students in the beginning stages of our "Fancy Dress Project" which lasted almost three months. Though numerous other activities were happening simultaneously, over 83 pre-kindergarten and kindergarten standards were met during the course of the project.

# 4:Assessment of Child Progress

## 4.B.:Using Appropriate Assessment Methods

### 4.B.05:Staff-developed assessment methods

- a. are aligned with curriculum goals.
- b. provide an accurate picture of all children's abilities and progress.
- c. are appropriate and valid for their stated purposes.
- d. provide meaningful and stable results for all learners, including English-language learners and children with special needs.
- e. provide teachers with clear ideas for curriculum development and daily planning.
- f. are regularly reviewed to be certain that they are providing the needed information.

A) The observations, and checklist are directly connected to the South Carolina Early Learning Standards that serve as our program goals. B) We gather data using observations, checklists, and work samples on all children. A checklist makes sure that data is gathered on each child on a regular basis. In addition to the checklist connected directly to our standards we also have a checklists for writing workshop that are specific to the curriculum and units we are teaching. C) The data is gathered in the context of on-going work (authentic) in the classroom or D) as a part of either a High/Scope or Words Their Way Literacy screening or E) Generated by parents in response to their concerns, our questions or the ASQ. F) Is a part of information provided to us as a part of a child's evaluation by either the school system, school psychologist, speech therapist, physical therapist, or occupational therapist. E) The data gathered is used during daily and weekly planning sessions to determine experiences and instruction that needs to be provided both to individual children and for the whole group. F) We regularly review and up-date information gathered from the sources in response to child growth and/or to address changes in the child's situation.

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Academic Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial School Visit	Fall Conference	Spring Conference
Goal # 1			
Strategy			
Goal #2			
Strategy			
Goal #3			
Strategy			

This form is in place to record on a regular basis our observations and conclusions about a child's progress and then to plan specifically for their growth.

Small Assessment  
 Pre-K Butterflies Group date 9/21/2015  
 Rhyming  
 Sort initial consonant P, t, m

Cora ✓	✓	
Eliza ✓	✓	
Evan ✓	✓	
Hattie		
Jack ✓		has hard time distinguishing beginning and end sounds when both sounds are present. ex: map is hard to place in "m" category when there is also a "p" category
June ✓	✓	
Leo ✓	✓	
Luca ✓	✓	
Madison		
Maeve		
Natalia ✓		can match sounds to sounds - but doesn't know what letters make each
Owen ✓		has difficulty differentiating between "t" and "p" needs to listen to how the sound is made
Seth		
Sona ✓	✓	

The anecdotal sheet is used to record children's skill level and progress.

[good\\_start\\_grow\\_smart.pdf](#)

These are the state standards for early childhood. As a program we have chosen to adopt these standards as program outcomes.

## SC Early Learning Standards Four-Year-Olds

Page 1/8

Fall 2009	Spring 2010	
		<i>Standard</i>
<i>C=consistently demonstrates ability D=developing ability N/O= Not Observed</i>		
<b>APPROACHES TO LEARNING</b>		
<b>AL 1. Children engage in play as a means to develop their individual approaches to learning.</b>		
		<b>AL-4K-1.1</b> <i>Show creativity and imagination using materials in r</i>
		<b>AL-4K-1.2</b> <i>Demonstrate increasing ability to identify order to learn and demonstrate new skills.</i>
<b>AL 2. Children show curiosity, eagerness and satisfaction as a learner.</b>		
		<b>AL-4K-2.1</b> <i>Show curiosity in an increasing variety of centers.</i>
		<b>AL-4K-2.2</b> <i>Demonstrate eagerness and interest as a adding ideas.</i>
		<b>AL-4K- 2.3</b> <i>Demonstrate delight or satisfaction when problem, or making a discovery.</i>
<b>AL 3. Children demonstrate initiative, engagement, and persistence in learning.</b>		
		<b>AL-4K-3.1</b> <i>Demonstrate growing initiative in selectin</i>
		<b>AL-4K- 3.2</b> <i>Show increasing ability to maintain interest in play despite distractions and interruptions.</i>
		<b>AL-4K- 3.3</b> <i>Show ability to focus attention for increa activities for short periods of time (10-20 minutes).</i>
<b>AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</b>		
		<b>AL-4K-4.1</b> <i>Understand a task can be accomplished t</i>
		<b>AL-4K-4.2</b> <i>Demonstrate an increasing ability to orga learning environment.</i>

## SC Early Learning Standards for 4 Year Olds

		<b>AL-4K-4.3</b> Demonstrate an increasing ability to follow activities.
		<b>AL-4K-4.4</b> Try to solve problems encountered in play.
<b>AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.</b>		
		<b>AL-4K-5.1</b> Represent prior events and personal experiences.
		<b>AL-4K-5.2</b> Demonstrate increasing ability to use prior experiences.
		<b>AL-4K-5.3</b> Reason about events, relationships, or problems.
		<b>AL-4K-5.4</b> Demonstrate growing ability to predict past experiences and knowledge.
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>SE1. Children will demonstrate a positive sense of self.</b>		
		<b>SE-4K-1.1</b> Describe characteristics of self and others.
		<b>SE-4K-1.2</b> Demonstrate self direction by making choices with materials.
		<b>SE-4K-1.3</b> Demonstrate confidence by participating in activities.
		<b>SE-4K-1.4</b> Stand up for rights much of the time.
		<b>SE-4K-1.5</b> Responds respectfully to positive and negative feedback of the time.
<b>SE2. Children will demonstrate self control, respect and responsibility.</b>		
		<b>SE-4K-2.1</b> Follow classroom rules and procedures with adult guidance.
		<b>SE-4K-2.2</b> Use classroom materials responsibly, modeling appropriate behavior.
		<b>SE-4K-2.3</b> Manage transitions positively when told to change activities.
		<b>SE-4K-2.4</b> Recognize effect on others of own behavior.
		<b>SE-4K-2.5</b> Demonstrate with adult guidance simple problem-solving skills.
<b>SE3. Children express feelings and show concern for others.</b>		
		<b>SE-4K-3.1</b> Recognize own feelings and describe them.

## SC Early Learning Standards for 4 Year Olds

		<b>SE-4K-3.2</b> <i>Develop strategies to express strong emotions.</i>
		<b>SE-4K-3.3</b> <i>Express fears and concerns to familiar adults.</i>
		<b>SE-4K-3.4</b> <i>Show awareness and responds to feelings of others and support.</i>
<b>SE4.</b> <i>Children will form healthy social relationships.</i>		
		<b>SE-4K-4.1</b> <i>Display emerging social skills of trying to play with others during play.</i>
		<b>SE-4K-4.2</b> <i>Develop friendship with one or two preferred peers.</i>
		<b>SE-4K-4.3</b> <i>Demonstrate strategies to join play group.</i>
		<b>SE-4K-4.4</b> <i>Participate in group life of class.</i>
		<b>SE-4K-4.5</b> <i>Interact easily with familiar adults by engaging in conversations, responding to questions and following directions.</i>
<b>LANGUAGE AND LITERACY</b>		
<b>READING: I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend a variety of texts in print and non-print formats.</b>		
		<b>ELA-4K-1.1</b> <i>Make relevant comments or appropriate questions about characters.</i>
		<b>ELA -4K-1.2</b> <i>Distinguish between descriptions of story events and characters.</i>
		<b>ELA-4K-1.3</b> <i>Respond to elements of colorful language.</i>
		<b>ELA-4K-1.4</b> <i>Retell one or two events from a story read aloud.</i>
		<b>ELA-4K-1.5</b> <i>Begin to identify significant words from stories.</i>
		<b>ELA-4K-1.6</b> <i>Recall some details in stories read aloud.</i>
		<b>ELA-4K-1.7</b> <i>Incorporate favorite parts of literary texts into play.</i>
		<b>ELA-4K-1.8</b> <i>Explore books independently.</i>
		<b>ELA-4K-1.9</b> <i>Begin to distinguish between real and make-believe.</i>
<b>READING: II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend a variety of texts in print and non-print formats.</b>		

## SC Early Learning Standards for 4 Year Olds

<i>texts in print and non-print formats</i>		
		<a href="#">ELA-4K-2.1</a> Show interest in informational texts about
		<a href="#">ELA-4K-2.2</a> Begin asking “how and why” questions
		<a href="#">ELA-4K-2.3</a> Relate information from texts to personal
		<a href="#">ELA-4K-2.4</a> Incorporate information from informational
		<a href="#">ELA-4K-2.5</a> Seek information by looking at texts, signs, and
		<a href="#">ELA-4K-2.6</a> Identify familiar environmental print.
		<a href="#">ELA-4K-2.7</a> Begin to understand graphic information and
		<a href="#">ELA-4K-2.9</a> Begin to ask questions about the causes and effects
<b>READING: III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies.</b>		
		<a href="#">ELA-4K-3.1</a> Begin to use both pictures and text to read and
		<a href="#">ELA-4K-3.2</a> Create a different form of a familiar word or
		<a href="#">ELA-4K-3.3</a> Display curiosity and interest in learning to
		<a href="#">ELA-4K-3.4</a> Begin understanding how print is used to
		<a href="#">ELA-4K-3.5</a> Participate in choral speaking of poems, songs, and
		<a href="#">ELA-4K-3.6</a> Begin using appropriate voice volume, tone, and
		<a href="#">ELA-4K-3.8</a> Begin identifying some letter sounds and
		<a href="#">ELA-4K-3.10</a> Identify several letters and their general
		<a href="#">ELA-4K-3.11</a> Recognize rhyming words with adult models
		<a href="#">ELA-4K-3.12</a> Begin to recognize similarities in sound patterns

## SC Early Learning Standards for 4 Year Olds

		<i>ELA-4K-3.13 Beginning to understand that letters ca</i>
		<i>ELA-4K-3.14 Create words by orally adding, deleting to adult prompt.</i>
		<i>ELA-4K-3.15 Make connections to prior knowledge, response to texts read aloud.</i>
		<i>ELA-4K-3.16 Identify familiar environmental print su signs.</i>
		<i>ELA-4K-3.17 Progress in understanding how books</i>
		<i>ELA-4K-3.18 Understand relationship between print</i>
		<i>ELA-4K-3.19 Begin recognizing some letters in word</i>
<b>WRITING: IV. Developing Written Communication: Standard K-4: The student will begin to create written work that has coherent organization, effective use of voice, and correct use of conventions of written Standard American English.</b>		
		<i>ELA-4K-4.1 Describe events of personal significance</i>
		<i>ELA-4K-4.2 Uses sentences of 3-5 words (when appi describing familiar events or actions.</i>
		<i>ELA-4K-4.3 Creates a picture and labels it orally.</i>
		<i>ELA-4K-4.4 Understands that each person in the cla:</i>
		<i>ELA-4K-4.5 Begin to understand the relationship bet language.</i>
		<i>ELA-4K-4.6 Contribute to small group or whole class</i>
		<i>ELA-4K-4.7 Makes some upper case letters without placement.</i>
<b>WRITING: V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to write for audiences.</b>		
		<i>ELA-4K-5.1 Combine some letters with pretend writi</i>
		<i>ELA-4K-5.2 Use drawings, letters, or words to create things in their environment.</i>
		<i>ELA-4K-5.3 Represent familiar people and experienc</i>

## SC Early Learning Standards for 4 Year Olds

		<a href="#">ELA-4K-5.4</a> <i>Contribute to small group or whole class</i>
<b>RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to access a variety of sources.</b>		
		<a href="#">ELA-4K-6.1</a> <i>Ask "how" and "why" questions about the environment.</i>
		<a href="#">ELA-4K-6.2</a> <i>Begin to use classroom resources such as books and graphs to gain information about topics of interest.</i>
		<a href="#">ELA-4K-6.3</a> <i>Classify objects and information by observing and using predetermined categories.</i>
		<a href="#">ELA-4K-6.4</a> <i>Complete a thought or idea when communicating.</i>
		<a href="#">ELA-4K-6.5</a> <i>Carry out simple directions and directives.</i>
<b>MATHEMATICS</b>		
<b>I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, and proof, communication, connections, and representation.</b>		
		<a href="#">M-4K-1.1</a> <i>Use emergent mathematical knowledge as a problem solver.</i>
		<a href="#">M-4K-1.2</a> <i>Generate conjectures based on personal experiences.</i>
		<a href="#">M-4K-1.3</a> <i>Investigate solutions to simple problems.</i>
		<a href="#">M-4K-1.4</a> <i>Locate patterns in the environment.</i>
		<a href="#">M-4K-1.5</a> <i>Classify objects in their environment by color, shape, and size.</i>
		<a href="#">M-4K-1.6</a> <i>Use appropriate vocabulary to communicate mathematical ideas.</i>
		<a href="#">M-4K-1.7</a> <i>Begin to show an awareness of numbers in the environment.</i>
		<a href="#">M-4K-1.8</a> <i>Integrate mathematical ideas into personal experiences.</i>
<b>II. Number and Operations: Standard K-2: The Student will demonstrate through the mathematical processes an emergent understanding of number, numeral relations, sets and place values.</b>		
		<a href="#">M-4K-2.1</a> <i>Count orally forward to twenty and backward from twenty.</i>
		<a href="#">M-4K-2.2</a> <i>Show one-to-one correspondence through counting.</i>
		<a href="#">M-4K-2.3</a> <i>Compare sets of no more than ten objects.</i>

## SC Early Learning Standards for 4 Year Olds

		"same as".
		<i>M-4K-2.4 Represent simple joining and separating si</i>
		<i>M-4K-2.8 Identify the positions first through tenth us</i>
<b>III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of re growing patterns and classifications based on attributes.</b>		
		<i>M-4K-3.1 Show awareness of growing patterns in the</i>
		<i>M-4K-3.2 Identify and copy a simple pattern.</i>
		<i>M-4K-3.3 Recognize a simple pattern and extend.</i>
		<i>M-4K-3.4 Sort and classify objects by one attribute (</i>
<b>IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of tw geometric shapes and relative positions in space.</b>		
		<i>M-4K-4.1 Identify two-dimensional shapes: circle, sq</i>
		<i>M-4K-4.2 Represent simple two-dimensional geomet</i>
		<i>M-4K-4.3 Understand and use positional words to de down, in, over, under, behind, on top of and in front c</i>
		<i>M-4K-4.4 Matches left and right body parts to clothir</i>
<b>V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense measurement concepts of length, weight, time and temperature.</b>		
		<i>M-4K-5.1 Shows awareness that money is used to bu value.</i>
		<i>M-4K-5.2 Compare the lengths of two objects.</i>
		<i>M-4K-5.3 Use nonstandard units of measure to comp</i>
		<i>M-4K-5.4 Associate at least two measurement device</i>
<b>VI. Data Analysis and Probability: Standard K-6: The student will demonstrate through mathematical processes an em interpreting data.</b>		
		<i>M-4K-6.1 Organize and represent data with real objec</i>

## SC Early Learning Standards for 4 Year Olds

<b>Physical Development</b>		
<b>PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</b>		
		<b>PD-4K-1.1 Move with balance and control while walking, hopping, and galloping.</b>
		<b>PD-4K-1.2 Coordinate movements to perform more complex motor tasks.</b>
<b>PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, strength, and dexterity.</b>		
		<b>PD-4K-2.1 Use strength and control to perform more complex motor tasks.</b>
		<b>PD-4K-2.2 Use hand-eye coordination to perform more complex motor tasks.</b>
		<b>PD-4K-2.3 Show beginning control of drawing and writing.</b>
<b>PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, fitness, and safety.</b>		
		<b>PD-4K-3.1 Perform some self-care tasks independently.</b>
		<b>PD-4K-3.2 Follow basic health rules most of the time.</b>
		<b>PD-4K-3.3 Follow basic safety rules most of the time.</b>
		<b>PD-4K-3.4 Demonstrate adequate stamina and strength.</b>

Description of evidence for criterion 4.B.05

The detailed Prek checklist is directly tied to the state's Good Start, Grow Smart standards for 4 year olds.

## Sentences to Use with the Primary Spelling Inventory for K writing workshop

Set One	
1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat who likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird's nest for eggs. <i>rob</i>
5. hope	I hope you will do well on this test. <i>hope</i>
6. wait	You will need to wait for the letter. <i>wait</i>
7. gum	I stepped on some bubble gum. <i>gum</i>
8. sled	The dog sled was pulled by huskies. <i>sled</i>
(You may stop here for kindergarten unless a child has spelled 5 correctly.)	
Set Two	
9. stick	I used a stick to poke in the hole. <i>stick</i>
10. shine	He rubbed the coin to make it shine. <i>shine</i>
11. dream	I had a funny dream last night. <i>dream</i>
12. blade	The blade of the knife was very sharp. <i>blade</i>
13. coach	The coach called the team off the field. <i>coach</i>
14. fright	She was a fright in her Halloween costume. <i>fright</i>
15. chewing	Don't talk until you finish chewing your food. <i>chewing</i>
(You may stop here for first grade unless a child has spelled 10 correct.)	
Set Three	
16. crawl	You will get dirty if you crawl under the bed. <i>crawl</i>
17. wishes	In fairy tales wishes often come true. <i>wishes</i>
18. thorn	The thorn from the rose bush stuck me. <i>thorn</i>
19. shouted	They shouted at the barking dog. <i>shouted</i>
20. spoil	The food will spoil if it sits out too long. <i>spoil</i>
21. growl	The dog will growl if you bother him. <i>growl</i>
22. third	I was the third person in line. <i>third</i>
23. camped	We camped down by the river last weekend. <i>camped</i>
24. tries	He tries hard every day to finish his work. <i>tries</i>
25. clapping	The audience was clapping after the program. <i>clapping</i>
26. riding	They are riding their bikes to the park today. <i>riding</i>

1. Ask child to write the sounds they hear in the target word.
2. Say word slowly but do not distort the sound. You may repeat.
3. Record answers on feature guide
4. Use information to determine their functional knowledge. Identifies ZPD for instruction.

STAGES →	LATE	EARLY	MIDDLE	LATE	LATE
Features →	Beginning Consonants	Final Consonants	Short Vowels	Consonant Digraphs	Consonant Blends
1. fan	f	n	a		
2. pet	p	t	e		
3. dig	d	g	i		
4. rob	r	b	o		
5. hope	h	p			
6. wait	w	t			
7. gum	g	m	u		
8. sled			e		st
9. stick					st
10. shine				sh	
11. dream					dr
12. blade					bl
13. coach				ch	
14. fright					fr
15. chewing				ch	
16. crawl					cr
17. wishes				sh	

Description of evidence for criterion 4.B.05

this spelling inventory is done 3 to 4 times a year to help plan appropriate phonics instruction for kindergarten children.

## History

The College of Charleston (CofC) offers a unique experience for young children and university students at the N.E. Miles Early Childhood Development Center (ECDC). Our nationally accredited program has served as the demonstration program and laboratory school for the College as part of the School of Education, Health, and Human Performance (SOEHHP) since its founding under the administration of President Theodore Stern in 1974. Our building is named for Dr. Nathan Edgar Miles, a CofC alumnus and pediatric ophthalmologist whose generous bequest made possible the total renovation of our building which was re-dedicated on November 1, 2002.

The importance of high quality early childhood education is well documented in the research literature<sup>1</sup> and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment<sup>2</sup>, all of which can be found at ECDC. Our inclusive program accommodates approximately fifty-five children aged two through kindergarten each year.

Our director, Dr. Candace Jaruszewicz, is a tenured associate professor. Our four lead teachers have master's degrees in early childhood education. Five graduate assistants (GA's) form the core of our assistant teacher staff each semester, complemented by up to 20 undergraduate and graduate teaching assistants (TA's) from a variety of majors, primarily early childhood education, elementary education, and special education.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from CofC, the Charleston County School District (CCSD), and other early childhood programs in the Low Country and across the state. Our center welcomes many visitors, observers, practicum students, volunteers, and researchers each year.

## Mission

ECDC's three-part mission is to provide

- A demonstration preschool for research, observation and practicum purposes.

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<sup>1</sup> Society for Research in Child Development, Inc., (2003, July/August). [Child care quality matters: How conclusions may vary with context](#), *Child Development*.

<sup>2</sup> Fiene, R. (2002). [13 Indicators of Quality Child Care: Research Update](#). Presentation to Office of the Assistant Secretary for Planning and Evaluation and Health Resources and Services Administration/ Maternal and Child Health Bureau, U.S. Department of Health and Human Services

- Quality care and early education for children ages two through five from the College and neighboring community.
- An active model of child advocacy in the Charleston community.

### Program Goals

Our program goals support the missions of both ECDC and the College of Charleston, which states:

*"The College actively seeks to admit a diverse group of students who excel academically, individuals who will thrive while engaging in original inquiry and creative expression in an atmosphere of intellectual freedom. This community provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society."*

### Goals:

*By providing a demonstration program committed to excellence, children:*

- Explore & develop their interests and abilities.
- Develop self-direction as learners and citizens.
- Understand and practice tolerance and respect for others.
- Are fully included in all dimensions of our program.

*By providing a supportive environment and resources, parents:*

- Feel accepted and welcomed
- Express confidence that their children are being well cared for and nurtured.
- Engage as partners and advocates for high quality early childhood education

*As an integral part of the School of Education, Health, and Human Performance, we:*

- Support the academic goals of faculty and students across campus.
- Enhance the development of student employees' professional skills and dispositions.
- Add to the knowledge base about early childhood education and child development

Keeping these goals in focus is an ongoing process that we use multiple means to assess.

### **Philosophy**

The faculty and staff at ECDC believe the purpose of early childhood education is to provide children opportunities to explore their interests and abilities and acquire skills they will need to become life-long self-directed learners and citizens. We believe that in an

increasingly global environment, our children need to understand and practice tolerance and respect for others. We believe these values are learned in a community that celebrates both the things we share in common and the differences that make us each unique and interesting human beings. We believe that every child has special needs, so all children are accepted and welcomed at ECDC and fully included in all dimensions of our program. We work with families and specialists as appropriate to make accommodations and adaptations as needed.

Our philosophy is based on the belief that learning and language are socially constructed.<sup>3</sup> The child acquires knowledge about the world through play, the manipulation of materials and equipment, and the development of respectful and meaningful relationships with other children and adults. We consider the child an active participant in the learning experience.

We believe in shared responsibility for the education of young children. Families are our partners. We value parental input and often plan classroom activities around ideas, traditions, language, and the expertise and interests represented among our families. We respect children and their families as partners in the learning environment.

We believe the role of the early childhood teacher and all the adults who interact with our children on a daily basis is to:

- identify and support children's interests
- observe their growth and development
- plan and facilitate activities appropriate to their interests and developmental levels
- monitor, assess, interpret, and document their learning
- respect and include families in the learning process

## Curriculum Framework

The College's support for academic freedom guides our belief that as a demonstration and laboratory program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate ([Copple & Bredekamp, 2009](#))<sup>4</sup> and reflective of current research literature on early childhood

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<sup>3</sup> Swiss psychologist Jean Piaget's body of work described the *theory of cognitive development*, a process whereby children progress through a series of four idiosyncratically distinct developmental stages. As they process experiences, they actively construct ideas and schema about the world through a process known as *constructivism*. Piaget's theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process, and Lawrence Kohlberg, who applied this theory to moral development.

<sup>4</sup> Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practices for children in programs aged birth–eight*. Washington, DC: NAEYC.

education. We facilitate and/or conduct research that will advance understanding of how young children learn, grow, and develop. ECDC encourages *responsible eclecticism* ([Jaruszewicz, 2005](#))<sup>5</sup> and supports our teachers' roles as participant/observers, action researchers, and curriculum decision-makers. Teachers are expected to know, understand, and collectively participate in on-going dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children's individual needs and interests. Therefore, ECDC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

## Curriculum Influences

The visitor to ECDC will see concrete evidence of how our program is influenced by well-known early childhood curricular approaches. For example:

- We strive to create a physical environment that is amiable, home-like, and aesthetically pleasing ([Reggio Emilia](#); [Montessori](#); [Waldorf](#)).
- Our classroom centers and materials are carefully organized and labeled to facilitate the child's independence and sense of responsibility ([High Scope](#); Montessori; Reggio Emilia).
- Our daily schedules provide ample opportunities for children to make conscious choices and account for their decisions ([Creative Curriculum](#); High Scope).
- Topical investigations are selected, planned, and guided by children's individual and collective interests and take the form of increasingly long-term project work as the children get older (Reggio Emilia; [Project Approach](#)).
- Arts are infused into the curriculum in many ways (Waldorf)
- Curriculum activities extend learning to the out of doors ([Waldkindergarten](#)).
- Our teachers conduct meaningful, integrated literacy activities that include a focus on Writing and Reading Workshops ([Lucy Calkins, Columbia University](#)). We work closely with SOEHHP literacy professors (Drs. [Mary Blake](#), [Margaret Hagood](#), and [Emily Skinner](#)) and [Carol Ann Davis](#), English Department.
- Block-building is a highly valued activity as a foundation for building science and mathematical thinking ([Bank Street](#))

## Curriculum Goals

- Provide children opportunities to explore and extend their interests and abilities
- Help children acquire skills and dispositions they will need to become life-long, self-directed learners
- Teach children to understand and practice tolerance and respect for others as unique and interesting human beings

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<sup>5</sup> Jaruszewicz, C. (2005). Responsible eclecticism: Using a structured analysis process to facilitate curriculum discourse with graduate preservice early childhood education students. *Journal of Early Childhood Teacher Education*, 26(4), 361-375.

## Standards & Objectives

ECDC uses the [South Carolina Early Learning Standards](#) (2008) for children 3-5 and has adapted the current draft of the [SC Guidelines for Infants and Toddlers](#) as our program objectives for curriculum and assessment of growth and development. These standards address *Approaches to Learning, Physical Growth & Health, Social-Emotional Development, English Language Arts, and Mathematics*.

## Curriculum Content

The curriculum framework is guided by statements that convey how the program philosophy is contextualized. As each teacher translates our philosophy into the day-to-day planning process to design and plan classroom activities, we keep the following statements in mind with respect to different content areas in the curriculum.

*Ecological Responsibility:* As members of the ECDC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.

*Social Studies:* Children's awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.

*Language Arts & Emergent Literacy:* Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.

*Physical Development:* Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child's body coordination, balance, agility, and spatial awareness.

*Creative Arts:* Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials

that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the “hundred languages of children.” (Edwards, Gandini & Forman, 1993; 1998)<sup>6</sup>.

Math: Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.

Science: Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial-and-error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

Social/Emotional Competence: The learning environment should encourage development of childrens’ positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECDC children learn to respect others’ feelings, choices, and opinions.

Health & Safety: Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy snacks and encouraging parents to prepare balanced lunches emphasize proper nutrition.

Technology: Children should have access to technologies that provide them opportunities to use it in real world ways. Technology should always support and never impede curiosity, meaningful communications, and engagement with the community. We use technology to support curriculum investigations, locate resources, communicate with others in useful and practical ways, and document learning.

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<sup>6</sup> Edwards, C.; Gandini, L., & Forman, G. (eds.) (1998). *The hundred languages of children* (2<sup>nd</sup> ed.). Norwood, NJ: Ablex.

## Curriculum Implementation

The Master Teachers at ECDC are expected to assume primary responsibility for implementation of the curriculum according to the following guidelines:

- Learning opportunities are planned to be consistent with and support the program goals as stated above and objectives, which are derived from the South Carolina Early Learning Standards.
- Experiences designed for children foster children's development in all developmental domains.
- Long-term investigations are encouraged that provide children (and teachers) the opportunity to study a topic of interest in depth.
- Activities, materials, and experiences are respectful and inclusive of the home values, language, and traditions of our families.
- Activities and experiences are adapted as needed to include all children and support individualized learning.
- Planning includes identification of developmentally appropriate strategies and regular rotation of materials that support curriculum content
- Community-based resources and individuals are integrated into curriculum planning and implementation.
- Curriculum activities and experiences are planned to support the individual and group interests of the children, and encourage exploration and divergent thinking,
- Strategies for documentation of children's learning are incorporated into curriculum planning and implementation.

## Planning

Master Teachers are supported by their Graduate Assistants and Teaching Assistants and should include assistants in planning and implementing the curriculum. Ninety minutes daily is allotted for planning time. Curriculum plans are posted regularly and kept current.

Written plans:

- Reflect the daily schedule of the classroom.
- Include at least two hours daily of outside play time.
- Include at least three hours daily of free choice time in well-planned learning centers and/or project work.
- Provide for individual, small group, and large group activities
- Include appropriate adaptations for children with special needs
- Identify materials, resources, activities, and strategies across the multiple domains.

## Documentation

### What is documentation?

Most people associate 'visual documentation' with the emergent curriculum used in Reggio Emilia Italian preschools and the Project Approach (Katz & Chard, 1997). Teachers use

media to create displays that ‘tell the story’ of children’s work over extended periods of time. Displays typically include photographs and images, artifacts, children’s transcribed comments or conversations, and written reflective teacher narratives. The Reggio documentations were originally created on large, flat panels, using cut/paste methods, but the advent and availability of digital media has considerably expanded format options to include interactive online and/or software applications such as PowerPoint, PhotoStory, wikis/blogs, etc. Thousands of people around the world have visited the “100 Languages” traveling documentation exhibits of Reggio children’s project work. At ECDC you will see that we experiment with different kinds of visual presentations in our classrooms and hallways, and online at our website: <http://blogs.cofc.edu/ecdc/>.

### **Why do we do it?**

We have realized over time that while simple labels for displays of children’s work are useful, more detailed documentation helps us reflect more deeply on the relationships between teaching and learning. Visual documentations also provide valuable information that can be used for assessment purposes as we consider and provide evidence of how we are meeting learning and developmental standards and expectations for both groups and individual children.

### **What are the benefits for children?**

When teachers thoughtfully and accurately represent children’s work at multiple periods of time over the course of a project or topical inquiry, children benefit from the ability to ‘revisit’ earlier stages in their thinking process, which promotes higher level thinking, metacognition, and reflection. Learning expands to become a visual dialogue. Seeing their work and words represented affirms and validates children’s ideas and questions, and their ongoing attempts to make sense of experiences.

### **What is the teachers’ role?**

The teacher’s role is much like that of an action researcher: asking questions about a project at various stages, determining appropriate means for, collecting, and analyzing “data,” and drawing conclusions about what a project represents. While an investigation is underway, teachers identify key moments, stages, or changes in children’s thinking over time as a project emerges, engage in study and inquiry experiences (facilitated by teachers), and create concrete representations of their learning. Teachers typically collect photos or videos of children in discussion and at work, audio recordings of conversations for later review and transcription, and samples of work both finished and in-progress. Teachers also reflect with the children and other teachers about the work. Visual documentations can be constructed and shared while a project is in progress, or as a cumulative reflection when a project ends.

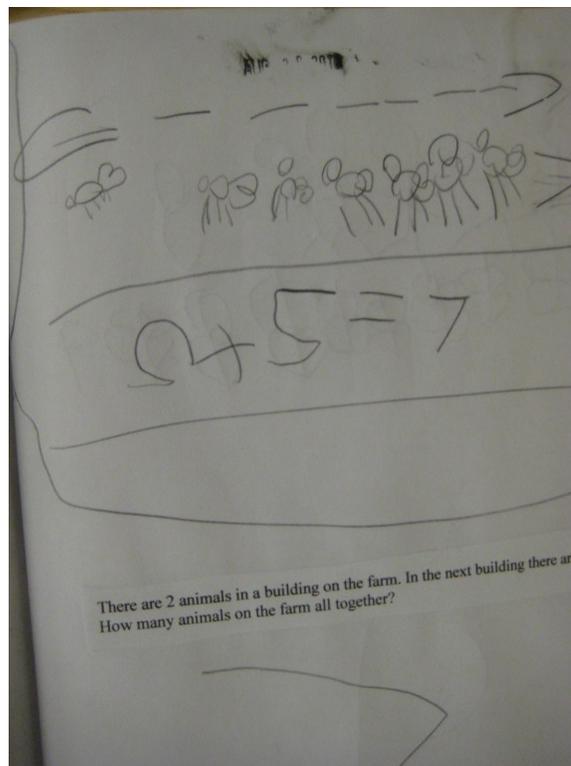
Description of evidence for criterion 4.B.05

Our curriculum description includes articulation of program and curriculum goals.

## 4.C.:Identifying Children's Interests and Needs and Describing Children's Progress

4.C.02:Teachers assess the developmental progress of each child across all developmental areas, using a variety of instruments and multiple data sources that address the program's curriculum areas. Staff with diverse expertise and skills collect information across the full range of children's experiences.

Data about children's development is gathered from parents (ASQ, conversations, conferences and email communication), Teaching Assistants (anecdotal records, conversations, photographs, videos, Child Individual Goals Form) and teachers - PE, Graduate Assistants, Master Teachers - (anecdotal records, check-lists, work samples and discussions). Teachers use this data to assess development in the areas of approaches to learning, social/emotional, language, mathematics, science and health/safety.



Work samples or photos of work of used to document children's work. In this case M. used both pictures and a number sentence to show how she solved a word problem.



This picture was used to document growth in the social emotional domain. The girl who is sharing her ideas with the class had never spoken out in a group setting before.

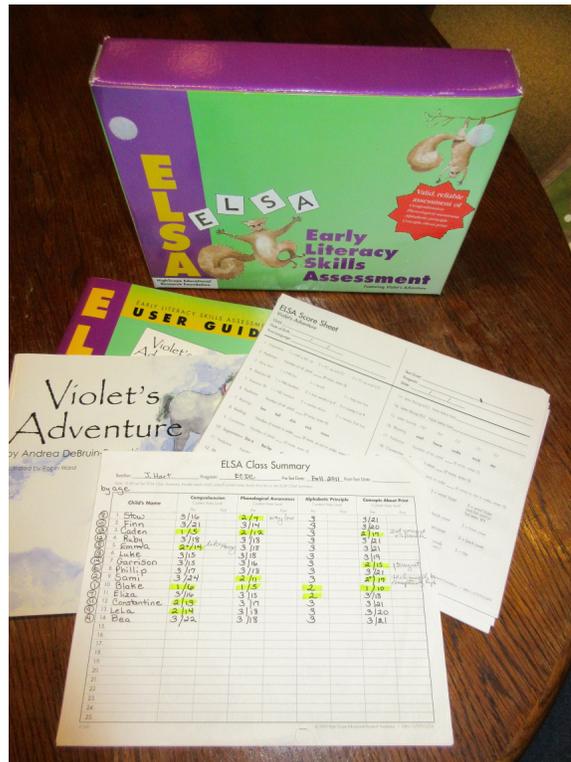
Small Assessment		date 9/21/2015
Pre-K Butterflies Group		sort initial consonant P, t, m
Rhyming		
Cora	✓	✓
Eliza	✓	✓
Evan	✓	✓
Hattie		
Jack	✓	has hard time distinguishing beginning and end sounds when both sounds are present. ex: map is hard to place in "m" category when there's also a "p" category
June	✓	✓
Leo	✓	✓
Luca	✓	✓
Madison		
Maeve		
Natalia	needs to recognize sounds before she can match	can match sounds to sounds - but doesn't know what letters make sounds
Owen	✓	has difficulty differentiating between "t" and "p" needs to listen to how the sound is made
Seth		
Sona	✓	✓

This form is for recording anecdotal information on the children.

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Academic Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial School Visit	Fall Conference	Spring Conference
Goal # 1			
Strategy			
Goal #2			
Strategy			
Goal #3			
Strategy			

This form is the Child Individual Goals Form. The information here encourages us to think about a child's social/emotional as well as cognitive issues and to develop strategies for achieving the goals.



This is a High/Scope instrument the Emergent Literacy Skills Assessment used with the Pre-K children to determine their level of literacy skill development. It is administered individually at the beginning of each school year.

[ECDC Assessment Plan Chart. Rev.8.25.15.doc](#)

This document is our school wide assessment plan. It shows what we collect and when we collect it.

4.C.03: Teachers refer to curriculum goals and developmental expectations when interpreting assessment data.

The South Carolina Early Learning Standards are the curriculum goals. All of our assessment data is summarized in a check-list that is directly derived from these standards.

[good\\_start\\_grow\\_smart.pdf](#)

[ecdc\\_curriculum\\_statement.htm](#)

Our school's curriculum statement.

## SC Early Learning Standards Four-Year-Olds

Page 1/8

Fall 2009	Spring 2010	
		<i>Standard</i>
<i>C=consistently demonstrates ability D=developing ability N/O= Not Observed</i>		
<b>APPROACHES TO LEARNING</b>		
<b>AL 1. Children engage in play as a means to develop their individual approaches to learning.</b>		
		<b>AL-4K-1.1</b> <i>Show creativity and imagination using materials in r</i>
		<b>AL-4K-1.2</b> <i>Demonstrate increasing ability to identify order to learn and demonstrate new skills.</i>
<b>AL 2. Children show curiosity, eagerness and satisfaction as a learner.</b>		
		<b>AL-4K-2.1</b> <i>Show curiosity in an increasing variety of centers.</i>
		<b>AL-4K-2.2</b> <i>Demonstrate eagerness and interest as a adding ideas.</i>
		<b>AL-4K- 2.3</b> <i>Demonstrate delight or satisfaction when problem, or making a discovery.</i>
<b>AL 3. Children demonstrate initiative, engagement, and persistence in learning.</b>		
		<b>AL-4K-3.1</b> <i>Demonstrate growing initiative in selectin</i>
		<b>AL-4K- 3.2</b> <i>Show increasing ability to maintain interest in play despite distractions and interruptions.</i>
		<b>AL-4K- 3.3</b> <i>Show ability to focus attention for increa activities for short periods of time (10-20 minutes).</i>
<b>AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</b>		
		<b>AL-4K-4.1</b> <i>Understand a task can be accomplished t</i>
		<b>AL-4K-4.2</b> <i>Demonstrate an increasing ability to orga learning environment.</i>

## SC Early Learning Standards for 4 Year Olds

		<b>AL-4K-4.3</b> Demonstrate an increasing ability to follow activities.
		<b>AL-4K-4.4</b> Try to solve problems encountered in play.
<b>AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.</b>		
		<b>AL-4K-5.1</b> Represent prior events and personal experiences.
		<b>AL-4K-5.2</b> Demonstrate increasing ability to use prior experiences.
		<b>AL-4K-5.3</b> Reason about events, relationships, or problems.
		<b>AL-4K-5.4</b> Demonstrate growing ability to predict past experiences and knowledge.
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>SE1. Children will demonstrate a positive sense of self.</b>		
		<b>SE-4K-1.1</b> Describe characteristics of self and others.
		<b>SE-4K-1.2</b> Demonstrate self direction by making choices with materials.
		<b>SE-4K-1.3</b> Demonstrate confidence by participating in activities.
		<b>SE-4K-1.4</b> Stand up for rights much of the time.
		<b>SE-4K-1.5</b> Responds respectfully to positive and negative feedback of the time.
<b>SE2. Children will demonstrate self control, respect and responsibility.</b>		
		<b>SE-4K-2.1</b> Follow classroom rules and procedures with reminders.
		<b>SE-4K-2.2</b> Use classroom materials responsibly, modeling appropriate behavior.
		<b>SE-4K-2.3</b> Manage transitions positively when told to change activities.
		<b>SE-4K-2.4</b> Recognize effect on others of own behavior.
		<b>SE-4K-2.5</b> Demonstrate with adult guidance simple problem-solving skills.
<b>SE3. Children express feelings and show concern for others.</b>		
		<b>SE-4K-3.1</b> Recognize own feelings and describe them.

## SC Early Learning Standards for 4 Year Olds

		<b>SE-4K-3.2</b> <i>Develop strategies to express strong emotions.</i>
		<b>SE-4K-3.3</b> <i>Express fears and concerns to familiar adults.</i>
		<b>SE-4K-3.4</b> <i>Show awareness and responds to feelings of others and support.</i>
<b>SE4.</b> <i>Children will form healthy social relationships.</i>		
		<b>SE-4K-4.1</b> <i>Display emerging social skills of trying to play with others during play.</i>
		<b>SE-4K-4.2</b> <i>Develop friendship with one or two preferred peers.</i>
		<b>SE-4K-4.3</b> <i>Demonstrate strategies to join play group.</i>
		<b>SE-4K-4.4</b> <i>Participate in group life of class.</i>
		<b>SE-4K-4.5</b> <i>Interact easily with familiar adults by engaging in conversations, responding to questions and following directions.</i>
<b>LANGUAGE AND LITERACY</b>		
<b>READING: I. Understanding and Using Literary Texts: Standard K-1: The student will begin to read and comprehend a variety of texts in print and non-print formats.</b>		
		<b>ELA-4K-1.1</b> <i>Make relevant comments or appropriate questions about characters.</i>
		<b>ELA -4K-1.2</b> <i>Distinguish between descriptions of story events and characters.</i>
		<b>ELA-4K-1.3</b> <i>Respond to elements of colorful language.</i>
		<b>ELA-4K-1.4</b> <i>Retell one or two events from a story read aloud.</i>
		<b>ELA-4K-1.5</b> <i>Begin to identify significant words from stories.</i>
		<b>ELA-4K-1.6</b> <i>Recall some details in stories read aloud.</i>
		<b>ELA-4K-1.7</b> <i>Incorporate favorite parts of literary texts into play.</i>
		<b>ELA-4K-1.8</b> <i>Explore books independently.</i>
		<b>ELA-4K-1.9</b> <i>Begin to distinguish between real and make-believe.</i>
<b>READING: II. Understanding and Using Informational Texts: Standard K-2: The student will begin to read and comprehend a variety of texts in print and non-print formats.</b>		

## SC Early Learning Standards for 4 Year Olds

<i>texts in print and non-print formats</i>		
		<a href="#">ELA-4K-2.1</a> Show interest in informational texts about
		<a href="#">ELA-4K-2.2</a> Begin asking “how and why” questions
		<a href="#">ELA-4K-2.3</a> Relate information from texts to personal
		<a href="#">ELA-4K-2.4</a> Incorporate information from informational
		<a href="#">ELA-4K-2.5</a> Seek information by looking at texts, signs, and
		<a href="#">ELA-4K-2.6</a> Identify familiar environmental print.
		<a href="#">ELA-4K-2.7</a> Begin to understand graphic information and
		<a href="#">ELA-4K-2.9</a> Begin to ask questions about the causes and effects
<b>READING: III. Learning to Read: Standard K-3: The student will learn to read by applying appropriate skills and strategies.</b>		
		<a href="#">ELA-4K-3.1</a> Begin to use both pictures and text to read and
		<a href="#">ELA-4K-3.2</a> Create a different form of a familiar word or
		<a href="#">ELA-4K-3.3</a> Display curiosity and interest in learning to
		<a href="#">ELA-4K-3.4</a> Begin understanding how print is used to
		<a href="#">ELA-4K-3.5</a> Participate in choral speaking of poems, songs, and
		<a href="#">ELA-4K-3.6</a> Begin using appropriate voice volume, tone, and
		<a href="#">ELA-4K-3.8</a> Begin identifying some letter sounds and
		<a href="#">ELA-4K-3.10</a> Identify several letters and their general
		<a href="#">ELA-4K-3.11</a> Recognize rhyming words with adult models
		<a href="#">ELA-4K-3.12</a> Begin to recognize similarities in sound patterns

## SC Early Learning Standards for 4 Year Olds

		<i>ELA-4K-3.13 Beginning to understand that letters ca</i>
		<i>ELA-4K-3.14 Create words by orally adding, deleting to adult prompt.</i>
		<i>ELA-4K-3.15 Make connections to prior knowledge, response to texts read aloud.</i>
		<i>ELA-4K-3.16 Identify familiar environmental print su signs.</i>
		<i>ELA-4K-3.17 Progress in understanding how books</i>
		<i>ELA-4K-3.18 Understand relationship between print</i>
		<i>ELA-4K-3.19 Begin recognizing some letters in word</i>
<b>WRITING: IV. Developing Written Communication: Standard K-4: The student will begin to create written work that has coherent organization, effective use of voice, and correct use of conventions of written Standard American English.</b>		
		<i>ELA-4K-4.1 Describe events of personal significance</i>
		<i>ELA-4K-4.2 Uses sentences of 3-5 words (when appi describing familiar events or actions.</i>
		<i>ELA-4K-4.3 Creates a picture and labels it orally.</i>
		<i>ELA-4K-4.4 Understands that each person in the cla:</i>
		<i>ELA-4K-4.5 Begin to understand the relationship bet language.</i>
		<i>ELA-4K-4.6 Contribute to small group or whole class</i>
		<i>ELA-4K-4.7 Makes some upper case letters without placement.</i>
<b>WRITING: V. Producing Written Communication in a Variety of Forms: Standard K-5: The student will begin to write for audiences.</b>		
		<i>ELA-4K-5.1 Combine some letters with pretend writi</i>
		<i>ELA-4K-5.2 Use drawings, letters, or words to create things in their environment.</i>
		<i>ELA-4K-5.3 Represent familiar people and experienc</i>

## SC Early Learning Standards for 4 Year Olds

		<a href="#">ELA-4K-5.4</a> <i>Contribute to small group or whole class</i>
<b>RESEARCHING: VI. Applying the Skills of Inquiry and Oral Communication: Standard K-6: The student will begin to access a variety of sources.</b>		
		<a href="#">ELA-4K-6.1</a> <i>Ask "how" and "why" questions about the environment.</i>
		<a href="#">ELA-4K-6.2</a> <i>Begin to use classroom resources such as books and graphs to gain information about topics of interest.</i>
		<a href="#">ELA-4K-6.3</a> <i>Classify objects and information by observing and using predetermined categories.</i>
		<a href="#">ELA-4K-6.4</a> <i>Complete a thought or idea when communicating.</i>
		<a href="#">ELA-4K-6.5</a> <i>Carry out simple directions and directives.</i>
<b>MATHEMATICS</b>		
<b>I. Mathematics Processes: Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, and proof, communication, connections, and representation.</b>		
		<a href="#">M-4K-1.1</a> <i>Use emergent mathematical knowledge as a problem solver.</i>
		<a href="#">M-4K-1.2</a> <i>Generate conjectures based on personal experiences.</i>
		<a href="#">M-4K-1.3</a> <i>Investigate solutions to simple problems.</i>
		<a href="#">M-4K-1.4</a> <i>Locate patterns in the environment.</i>
		<a href="#">M-4K-1.5</a> <i>Classify objects in their environment by color, shape, and size.</i>
		<a href="#">M-4K-1.6</a> <i>Use appropriate vocabulary to communicate.</i>
		<a href="#">M-4K-1.7</a> <i>Begin to show an awareness of numbers in their environment.</i>
		<a href="#">M-4K-1.8</a> <i>Integrate mathematical ideas into personal experiences.</i>
<b>II. Number and Operations: Standard K-2: The Student will demonstrate through the mathematical processes an emergent understanding of number, numeral relations, sets and place values.</b>		
		<a href="#">M-4K-2.1</a> <i>Count orally forward to twenty and backward from twenty.</i>
		<a href="#">M-4K-2.2</a> <i>Show one-to-one correspondence through counting.</i>
		<a href="#">M-4K-2.3</a> <i>Compare sets of no more than ten objects.</i>

## SC Early Learning Standards for 4 Year Olds

		"same as".
		<i>M-4K-2.4 Represent simple joining and separating si</i>
		<i>M-4K-2.8 Identify the positions first through tenth us</i>
<b>III. Algebra: Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of re growing patterns and classifications based on attributes.</b>		
		<i>M-4K-3.1 Show awareness of growing patterns in the</i>
		<i>M-4K-3.2 Identify and copy a simple pattern.</i>
		<i>M-4K-3.3 Recognize a simple pattern and extend.</i>
		<i>M-4K-3.4 Sort and classify objects by one attribute (</i>
<b>IV. Geometry: Standard K-4: The student will demonstrate through the mathematical process an emerging sense of tw geometric shapes and relative positions in space.</b>		
		<i>M-4K-4.1 Identify two-dimensional shapes: circle, sq</i>
		<i>M-4K-4.2 Represent simple two-dimensional geomet</i>
		<i>M-4K-4.3 Understand and use positional words to de down, in, over, under, behind, on top of and in front c</i>
		<i>M-4K-4.4 Matches left and right body parts to clothir</i>
<b>V. Measurement: Standard K-5: The student will demonstrate through the mathematical processes an emerging sense measurement concepts of length, weight, time and temperature.</b>		
		<i>M-4K-5.1 Shows awareness that money is used to bu value.</i>
		<i>M-4K-5.2 Compare the lengths of two objects.</i>
		<i>M-4K-5.3 Use nonstandard units of measure to comp</i>
		<i>M-4K-5.4 Associate at least two measurement device</i>
<b>VI. Data Analysis and Probability: Standard K-6: The student will demonstrate through mathematical processes an em interpreting data.</b>		
		<i>M-4K-6.1 Organize and represent data with real objec</i>

## SC Early Learning Standards for 4 Year Olds

<b>Physical Development</b>		
<b>PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</b>		
		<b>PD-4K-1.1 Move with balance and control while walking, hopping, and galloping.</b>
		<b>PD-4K-1.2 Coordinate movements to perform more complex motor tasks.</b>
<b>PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, strength, and dexterity.</b>		
		<b>PD-4K-2.1 Use strength and control to perform more complex motor tasks.</b>
		<b>PD-4K-2.2 Use hand-eye coordination to perform more complex motor tasks.</b>
		<b>PD-4K-2.3 Show beginning control of drawing and writing.</b>
<b>PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, fitness, and safety.</b>		
		<b>PD-4K-3.1 Perform some self-care tasks independently.</b>
		<b>PD-4K-3.2 Follow basic health rules most of the time.</b>
		<b>PD-4K-3.3 Follow basic safety rules most of the time.</b>
		<b>PD-4K-3.4 Demonstrate adequate stamina and strength.</b>

Description of evidence for criterion 4.C.03

Our Pre-K check list, like all of our check lists, is a restatement of the state standards.

[ECDC Assessment Plan Chart. Rev.8.25.15.doc](#)

This is the assessment plan for our school showing what and when data is collected.

[FinalVersion-EnglishLanguageArtsStandards.pdf](#)

These are the South Carolina state standards for English/Language Arts which include Kindergarten standards.

[AcademicStandardsforVisualArts.pdf](#)

These are the South Carolina state standards for Visual Arts which include Kindergarten standards.

[FINALAPPROVEDSSStandardsAugust182011.pdf](#)

These are the South Carolina state standards for Social Studies which include Kindergarten standards.

[South Carolina State Standards for Science.docx](#)

These are the South Carolina state standards for Kindergarten science.

[2014AcademicStandardsforPhysicalEducation.pdf](#)

These are the South Carolina state standards for Physical Education which include Kindergarten standards.

[SCCCRStandardsForMathematicsFinal-PrintOneSide.pdf](#)

These are the South Carolina state standards for Mathematics which include Kindergarten standards.

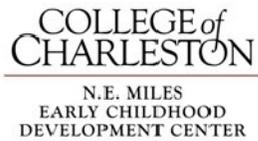
## 4.D.:Adapting Curriculum, Individualizing Teaching, and Informing Program Development

4.D.01:Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.

Because we believe that people who have on-going experiences with the child are better able to judge a child's strengths and interests assessment data is collected from parents and people who work in the classroom on a daily or weekly basis. This assessment data is used by the Master Teachers and Graduate Assistants to determine plans for individual, small group and large group lessons and experiences as well as to determine what project ideas are most worth pursuing.



Teachers record children's conversations and fill out checklists to make decisions about future instruction.



## Child Files Documentation

Each child at ECDC has two (2) files, the Department of Social Services (DSS) file kept and maintained by the office staff, and the Assessment Portfolio maintained by the child's current teacher.

All files are confidential and are to be kept in a file drawer that is locked each night at the close of the day.

At the end of each academic year, Assessment Portfolios for children who are returning to the program the following year are passed along to the child's next teacher.

DSS files for children no longer enrolled are kept permanently in the program archive files. Assessment Portfolios may be kept in program archives or turned over to the child's parents/guardians.

### DSS file (official documents required for licensing)

- Enrollment/registration forms
- Health & Emergency Contacts form DSS 2900
- SC DHEC Immunization Form
- Authorized Pick-up list
- Policies & Procedures Signature page
- Releases
- Relevant communications
- Incident reports

### Assessment Portfolios (all documents related to monitoring child development and progress)

- Home Information Form (HIF)
- Ages & Stages Questionnaire(s) (ASQ)
- Formal achievement/readiness test data (if performed)
- BabyNet/Child Find intake/diagnostic documentation
- ISFP/IEP's
- Student Observation and Assessment Record (*SOAR*) Forms
- *Celebrations and Concerns* Forms
- Informal *SC Early Learning Standards* checklists
- Conference reports
- Relevant communications
- Work/writing samples

#### Description of evidence for criterion 4.D.01

This description of what the child's portfolio contains provides evidence that assessment information is authentic and collected by adults familiar to the children.

#### 4.D.03: Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.

Relationships are the core of our curriculum. Relationships with other children and relationships with teachers. As such, teachers plan their interactions with children in order to build relationships but also to identify areas of strength and weakness and then to create teaching opportunities to address those individual needs and weaknesses



Teacher's record conversations and fill out checklists to assess children and to make curriculum decisions.



Teacher listens as a child tells her about her journal entry.

4.D.07: Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.

Our schedule, staffing and class size allow us to have many conversations with individuals and small groups all day long. We use this information to inform our understanding of what the children know and can do. Relevant information is record on anecdotal record sheets, child observation forms and the Child Individual Goals Form.



The teacher is reading with the little girl and listening to her retell the story. She uses this information to help the child choose other stories that are a good match for her strengths, interests, and needs.

Small Assessment		date 9/21/2015
Pre-K Butterflies Group		sort initial consonant P, t, m
Rhyming		
Cora ✓	✓	
Eliza ✓	✓	
Evan ✓	✓	
Hattie		
Jack ✓		has hard time distinguishing beginning and end sounds when both sounds are present. ex: map is hard to place in "m" category when "m" is also a "p" category.
June ✓	✓	
Leo ✓	✓	
Luca ✓	✓	
Madison		
Maeve		
Natalia	needs to recognize consonants before she can rhyme	can match sounds to sounds - but doesn't know what letters make each
Owen ✓		has difficulty differentiating between "t" and "p" needs to listen to how the sound is made
Seth		
Sona ✓	✓	

This is the anecdotal record sheet used to record information gathered on the children.

4.D.08: Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

Data about children's interactions and behaviors is documented in multiple ways. Anecdotal records, recorded observations, recorded conversations, photographs and the "Child Individual Goals" form are used frequently to record daily episodes. During classroom planning time, assessment data are used to make curriculum decisions.

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
Academic Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial School Visit	Fall Conference	Spring Conference
Goal # 1			
Strategy			
Goal #2			
Strategy			
Goal #3			
Strategy			

The Child Individual Goals Form is used to identify and plan for modifications in the curriculum for the children.

I think he's frightened because his antennae is shaking. He is afraid because he is not in his plant. SJ

9/23/2010 8:28 AM

How does he stay on his wheels? Suction cups on his feet EOM

He may be afraid of us. Ery

Does he hear? How does he hear? with his antennae SJ Ery

How do they sleep?

9/23/2010

9/23/2010

S: "I think he is frightened because his antennae is shaking. He is afraid because he is not in his plant.

E: How does he stay on? Suction keeps his feet on

E: He may be afraid of us.

SJ: How does he hear?

E: With his antennae

(observations about a gecko a child found; brought in.)

#### Description of evidence for criterion 4.D.08

In this anecdotal record entry, the teacher documented questions, observations, and interactions between two children. The information was then used to work with the children on how to ask good questions and give good answers.

## 4.E.:Communicating with Families and Involving Families in the Assessment Process

4.E.01:Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.

Parents share their observations of their children through e-mails and conversations at pick-up and drop-off times. They also participate in a scheduled In-School Visit or a Home Visit at the beginning of the year before school starts. Twice yearly conferences where parents and teachers discuss their understanding of the child's progress are scheduled at the end of each school semester. In addition, parents may request a conference at anytime.

# Anecdotal Record Sheet

Orange Butterflies \_\_\_\_\_ date \_\_\_\_\_

Anna Bess \_\_\_\_\_

Annika \_\_\_\_\_

Catie \_\_\_\_\_

Emmett \_\_\_\_\_

Grayson \_\_\_\_\_

Harry \_\_\_\_\_

Jack \_\_\_\_\_

Jacob \_\_\_\_\_

Jonathan \_\_\_\_\_

Sarah Newhard \_\_\_\_\_

Sarah Sweeten \_\_\_\_\_

Description of evidence for criterion 4.E.01

Information that we get from parents via conversations is recorded on the anecdotal record forms

Good morning,

I just wanted to let you know what L. told us last night. He had been talking about not liking school again because kids were mean to him. He'd mentioned this a few times before, but we could not get him to go into more detail. Anyway, he told us last night that at school yesterday, B., C. and L. told him that his brain was dumb. It made him very upset when he was telling us.

We've been talking a lot about his brain/head telling his body to behave and what to do – etc. I think he is getting a better grasp that he has control of his body – not the other way around. We talked a good bit last night that his brain is not dumb and is actually very smart – so I think he is ok now, but it clearly upset him earlier.

By the way – he LOVES ECDC math and science camp! He was talking about math all evening and doing some math problems for us he learned at school and how he is a scientist. :)

Thanks,

Description of evidence for criterion 4.E.01

A parent e-mail describes her conversation with her child and clarifies for us what is happening socially for him at school as well as letting us know some of the language they use to help him understand and solve his problems.

*Butterfly Sign-up*  
*For **Miss Mary***  
*Conference Sign-up*  
*Tuesday, December 7*

<i>DATE</i>	<i>PARENT NAME</i>
<i>8:00 – 8:25</i>	
<i>8:30- 8:55</i>	
<i>9:00 – 9:25</i>	
<i>9:30 – 9:55</i>	
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<i>11:30 – 11:55</i>	
<i>12:00 – 12:25</i>	<i>LUNCH</i>
<i>12:30 – 12:55</i>	
<i>1:00 – 1:25</i>	
<i>1:30 – 1:55</i>	
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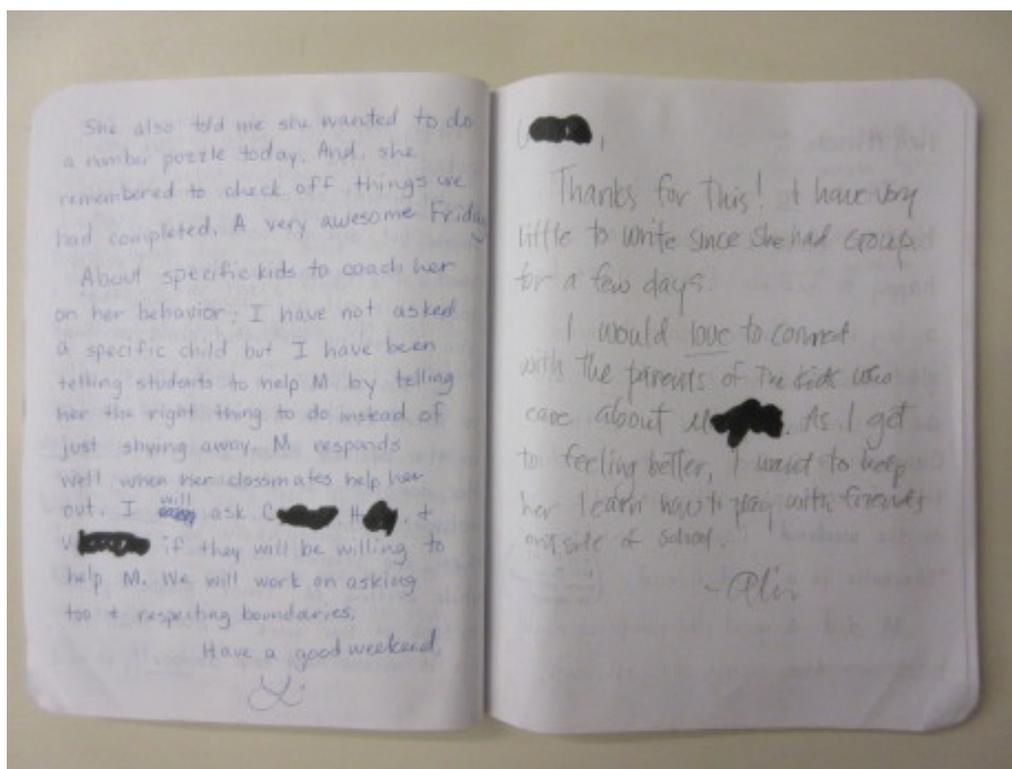
*If the available times are inconvenient for you, please let me know and we can arrange something else.*

#### Description of evidence for criterion 4.E.01

Twice a year formal parent/teacher conferences are held. Parents sign-up on the sheet above. If times are not convenient other arrangements are made.

4.E.03: Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities.

ECDC "Open door policy" is as follows 7.3 Open Door & Observing Parents and other family members are encouraged to visit and observe. Parents and families are an important part of ECDC. The observation booths are open to parents at any time during ECDC operating hours. It can be very stressful "leaving" a child for the first time and spending a few minutes in the observation booth after drop-off can relieve anxieties about separation and adjustments. ECDC wants families to know as much as possible about their children's experiences during the day - Parents are welcome to drop in and have lunch or visit their child any time. ...Teachers keep information and documentation of children's classroom work in the observation booths for reference. Families and visitors are welcome to look at any of this material, but may not remove it from the center!!!! No food or drinks are permitted in the booths. Individual parent conferences are held at the end of each semester where the Individual Child Goal's Form is reviewed, goals are continued if necessary or new goals are established. When we have had children with exceptional special needs, we have used a daily journal to communicate with specialists/school/home.



We found it important to establish a daily journal between home and school for a child with Down Syndrome.

There were many specialists, a "shadow", the Master Teachers and Graduate Assistants who needed to record the child's progress, accomplishment and difficulties. The journal was the vehicle for planning conferences when needed as well as recommending learning activities and follow-up activities at home.

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Academic Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial School Visit	Fall Conference	Spring Conference
Goal # 1			
Strategy			
Goal #2			
Strategy			
Goal #3			
Strategy			

This is the Child Individual Goals Form that is reviewed with the parents at least three times a year. At the beginning of the year, the parents along with the Master Teacher develop three goals and the strategies for achieving the goals. This form is referenced throughout the year for planning for individual children.

*Butterfly Sign-up*  
*For **Miss Mary***  
*Conference Sign-up*  
*Tuesday, December 7*

<i>DATE</i>	<i>PARENT NAME</i>
<i>8:00 – 8:25</i>	
<i>8:30- 8:55</i>	
<i>9:00 – 9:25</i>	
<i>9:30 – 9:55</i>	
<i>10:00 – 10:25</i>	
<i>10:30 – 10:55</i>	
<i>11:00 – 11:25</i>	
<i>11:30 – 11:55</i>	
<i>12:00 – 12:25</i>	<i>LUNCH</i>
<i>12:30 – 12:55</i>	
<i>1:00 – 1:25</i>	
<i>1:30 – 1:55</i>	
<i>2:00 – 2:25</i>	
<i>2:30 – 2:55</i>	
<i>3:00 – 3:25</i>	
<i>3:30-3:55</i>	
<i>4:00 – 4:25</i>	
<i>4:30-4:55</i>	

*If the available times are inconvenient for you, please let me know and we can arrange something else.*

### Description of evidence for criterion 4.E.03

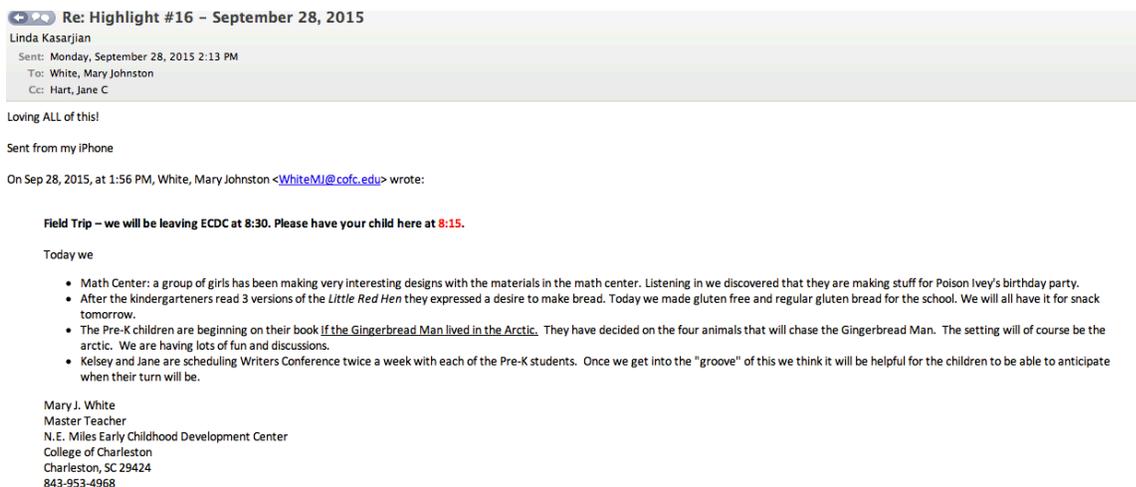
Parents sign up on the form above for conferences twice a year. They may request additional conferences whenever they want. ECDC "Open door policy" is as follows 7.3 Open Door & Observing Parents and other family members are encouraged to visit and observe. Parents and families are an important part of ECDC. The observation booths are open to parents at any time during ECDC operating hours. It can be very stressful "leaving" a child for the first time and spending a few minutes in the observation booth after drop-off can relieve anxieties about separation and adjustments. ECDC wants families to know as much as possible about their children's' experiences during the day - Parents are welcome to drop in and have lunch or visit their child any time. ...Teachers keep information and documentation of children's classroom work in the observation booths for reference. Families and visitors are welcome to look at any of this material, but may not remove it from the center!!!! No food or drinks are permitted in the booths.

# 7:Families

## 7.B.:Sharing Information Between Staff and Families

7.B.06:Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

Regular communication between program and staff is an essential part of the Butterfly Classroom as well as ECDC as a whole. Given the amount of time the majority of our children spend with us each day, it is extremely important for both parent and child that families are regularly informed about what is happening with their child while she/he is in school. We are able to accomplish that in several ways. Everyday during Morning Drop-off and Afternoon Pick-up we have the opportunity to chat with parents about their child. One of the Master Teachers is on-site all day and available to talk to the parents at these times. If for some reason parent and teacher miss one another, a specific issue or milestone arises or a particular teacher needs to talk to the parent we will e-mail the parent including the relevant information and arranging a meeting if necessary. Teachers may leave posted notes on the children's hall cubbies addressed privately to parents if we have been unable to reach a parent during the day and immediate communication is necessary. Daily Highlights which include the events and activities of the day are sent to parents via email 3-4 days a week. Every Friday we send home a slideshow of photographs of the children engaged in the activities of that week. We refer to the Friday Highlight post as "Friday Fotos". The parents look forward to seeing pictures of their child at work.



This is a copy of a Daily Highlights post. A parent responded to the information with a comment, "Loving all of this!"

Re: I am trying again with Friday Fotos

Mcnamara, Rachael Marie

Sent: Monday, September 28, 2015 10:13 AM

To: Hart, Jane C

Wonderful.

Sincerely,  
Rachael McNamara, M.A.  
Health Educator  
Advisor to Cougar Counseling Team  
College of Charleston  
175 Calhoun St  
Rm 320 RSS Building  
Charleston, SC 29424  
843-953-5640  
Check out our [Suicide Prevention Resources](#) and trainings online and on [Facebook](#).  
Student group, The [Cougar Counseling Team](#) has a page too!

From: "Hart, Jane C" <[hartjc@cofc.edu](mailto:hartjc@cofc.edu)>

Date: Friday, September 25, 2015 at 5:34 PM

To: Sarah Bares <[swarnes1@hotmail.com](mailto:swarnes1@hotmail.com)>, "Bares, William H" <[bareswh@cofc.edu](mailto:bareswh@cofc.edu)>, "Blackwell, Calvin" <[BlackwellC@cofc.edu](mailto:BlackwellC@cofc.edu)>, Carmen Nash <[carmennash@yahoo.com](mailto:carmennash@yahoo.com)>, "Van Horn, Brooke A" <[vanhornba@cofc.edu](mailto:vanhornba@cofc.edu)>, "Boucher, Dave" <[boucherd@cofc.edu](mailto:boucherd@cofc.edu)>, "DeHaan, Kathleen Anne" <[DeHaanK@cofc.edu](mailto:DeHaanK@cofc.edu)>, "Janech, Kathleen Elizabeth" <[janechk@cofc.edu](mailto:janechk@cofc.edu)>, Mike Janech <[janechmg@muscd.edu](mailto:janechmg@muscd.edu)>, "Kai, Bo" <[kai@cofc.edu](mailto:kai@cofc.edu)>, Jingwen Zhang <[jingwensally@hotmail.com](mailto:jingwensally@hotmail.com)>, "Lloyd, Beth" <[LloydB@cofc.edu](mailto:LloydB@cofc.edu)>, Scott Lloyd <[lasttree@gmail.com](mailto:lasttree@gmail.com)>, "Malm, James" <[malmj@cofc.edu](mailto:malmj@cofc.edu)>, Matilda Malm <[serwahdad@yahoo.com](mailto:serwahdad@yahoo.com)>, "Ruth-McSwain, Amanda" <[RuthMcSwainA@cofc.edu](mailto:RuthMcSwainA@cofc.edu)>, Cody McSwain <[cody.mcswain@gmail.com](mailto:cody.mcswain@gmail.com)>, "Parr, Ashleigh Freer" <[ParrA@cofc.edu](mailto:ParrA@cofc.edu)>, Scott Parr <[sgparr@gmail.com](mailto:sgparr@gmail.com)>, "Welch, Allison Marie" <[WelchA@cofc.edu](mailto:WelchA@cofc.edu)>, "Podolsky, Robert David" <[PodolskyR@cofc.edu](mailto:PodolskyR@cofc.edu)>, Grant Thompson <[bradtho1012@gmail.com](mailto:bradtho1012@gmail.com)>, Jennifer Thompson <[jennthompson8@yahoo.com](mailto:jennthompson8@yahoo.com)>, John Turner <[johntytee@gmail.com](mailto:johntytee@gmail.com)>, Amanda Turner <[mandyturner@gmail.com](mailto:mandyturner@gmail.com)>, "Volkmann, Laurie Ann" <[lattimorevolkmanl@cofc.edu](mailto:lattimorevolkmanl@cofc.edu)>, Mark Volkmann <[mark.volkmann@gmail.com](mailto:mark.volkmann@gmail.com)>, "Beutel, Erin Kelly" <[BeutelE@cofc.edu](mailto:BeutelE@cofc.edu)>, Isaac Green <[isaac.green@stkiconcepts.com](mailto:isaac.green@stkiconcepts.com)>, Alyssa Callahan <[alyssaoc@gmail.com](mailto:alyssaoc@gmail.com)>, "Callahan, Timothy J" <[CallahanT@cofc.edu](mailto:CallahanT@cofc.edu)>, "Jennifer Charzewski" <[jennifercharzewski@gmail.com](mailto:jennifercharzewski@gmail.com)>, "Charzewski, Jarod M" <[jarodcharzewski@hotmail.com](mailto:jarodcharzewski@hotmail.com)>, "Scott-Copses, Meg" <[ScottCopsesM@cofc.edu](mailto:ScottCopsesM@cofc.edu)>, Dino Copsis <[dinakos22@hotmail.com](mailto:dinakos22@hotmail.com)>, "Fisher, Greg"

This is a copy of an email from a parent responding to the "Friday Fotos" email. She responded with "Wonderful!".



One of the Master Teachers is talking with a parent at the end of the day about his child's work.

RE: October snack menu

Beutel, Erin Kelly

Sent: Tuesday, September 29, 2015 10:12 AM

To: Jaruszewicz, Candace L.; Hart, Jane C.; White, Mary Johnston

October Snack Menu.SethGreen.docx (31.6 KB) [Preview](#)

Hi,

I looked at the snack menu and realized there are a couple of things that might upset Seth's stomach, he is so picky he probably won't eat them, but if they could just be served separately (no cream cheese on bagel) for him it would help (and maybe he would try something new.). I highlighted the days with possible issues. If something slips through it will be fine, just trying to head off possible issues.

The bagel this afternoon---no cream cheese please (we think this might be a dairy that upsets it). If we get a chance my mom will drop off some of his butter (butter, milk, non-processed dairy can be upsetting) Thursday please don't put the pimento cheese on the biscuit (not sure how it is processed---may hurt).

Please don't add milk to his oatmeal---if it is cooked with milk fine, if it is added later it will upset his tummy (he won't eat it anyway because it is mushy, eye-roll)

Thanks,  
Erin

Please see attached and posted at sign-in area for each classroom.

Candace Jaruszewicz, Ph.D.  
Director, N.E. Miles Early Childhood Development Center  
College of Charleston  
91 Wentworth Street  
Charleston, SC 29424  
843.953.5606  
[jaruszewicz@cofc.edu](mailto:jaruszewicz@cofc.edu)  
<http://ecd.cofc.edu/>

This is an email from a parent responding to the October posting of the snack menu for the month. Her child has a peculiar milk allergy and she is just confirming with us the days we should have an alternate snack for him.

# 9:Physical Environment

## 9.A.:Indoor and Outdoor Equipment, Materials, and Furnishings

### 9.A.07:

- a. Staff organize and group materials on low, open shelves to encourage children to use them independently.
- b. Staff rotate and adapt materials to promote learning and extend children's play opportunities.

In the Butterfly Classroom all materials are located on shelves around the classroom. We have many low open shelves on which materials are attractively displayed and thoughtfully organized and labeled. In the case of the tall built-in shelves it is understood by the children that the bottom two shelves contain work that is available to the children while the upper shelves are for teacher work. The materials are presented in such a way that they are readily identifiable and easy to manage. Children are responsible for placing the material back on the shelf in the same way they found it so that other members of the classroom community can have the same opportunity to do the work. Teachers assist by "re-staging" materials when the need arises. As children master activities or interest change, new materials are introduced. Typically materials are rotated out every 4 to 6 weeks.



"Touch and Feel Box" activity neatly displayed on a low shelf in the sensorial center. Mats on bottom shelf are used when materials are used on the floor.



The dramatic play area has been converted to a science lab.