

Viewer's Guide

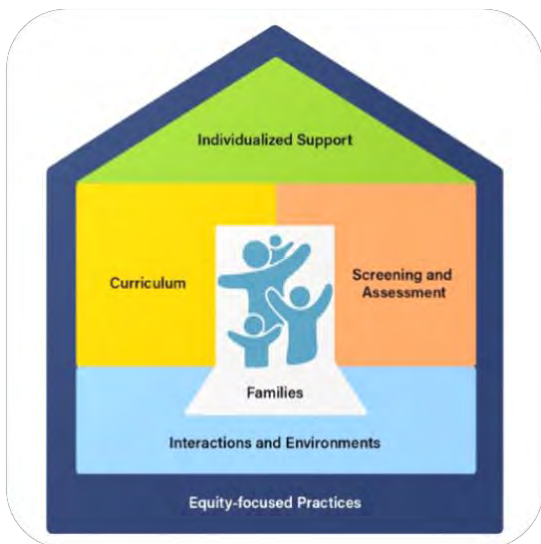
This viewer's guide shares ideas and tools to help you plan, observe and tinker. The reflection questions, cut outs, and activities support your role as teacher a researcher. Helpful resources found in the resources section of this guide are offered to deepen your learning.

Reflecting Together

In what ways is being a teacher like being a researcher?

Framework for Effective Practice

The National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) uses a house to represent six integral elements of quality teaching and learning for children ages birth to in all program options. The six elements of the House Framework include:



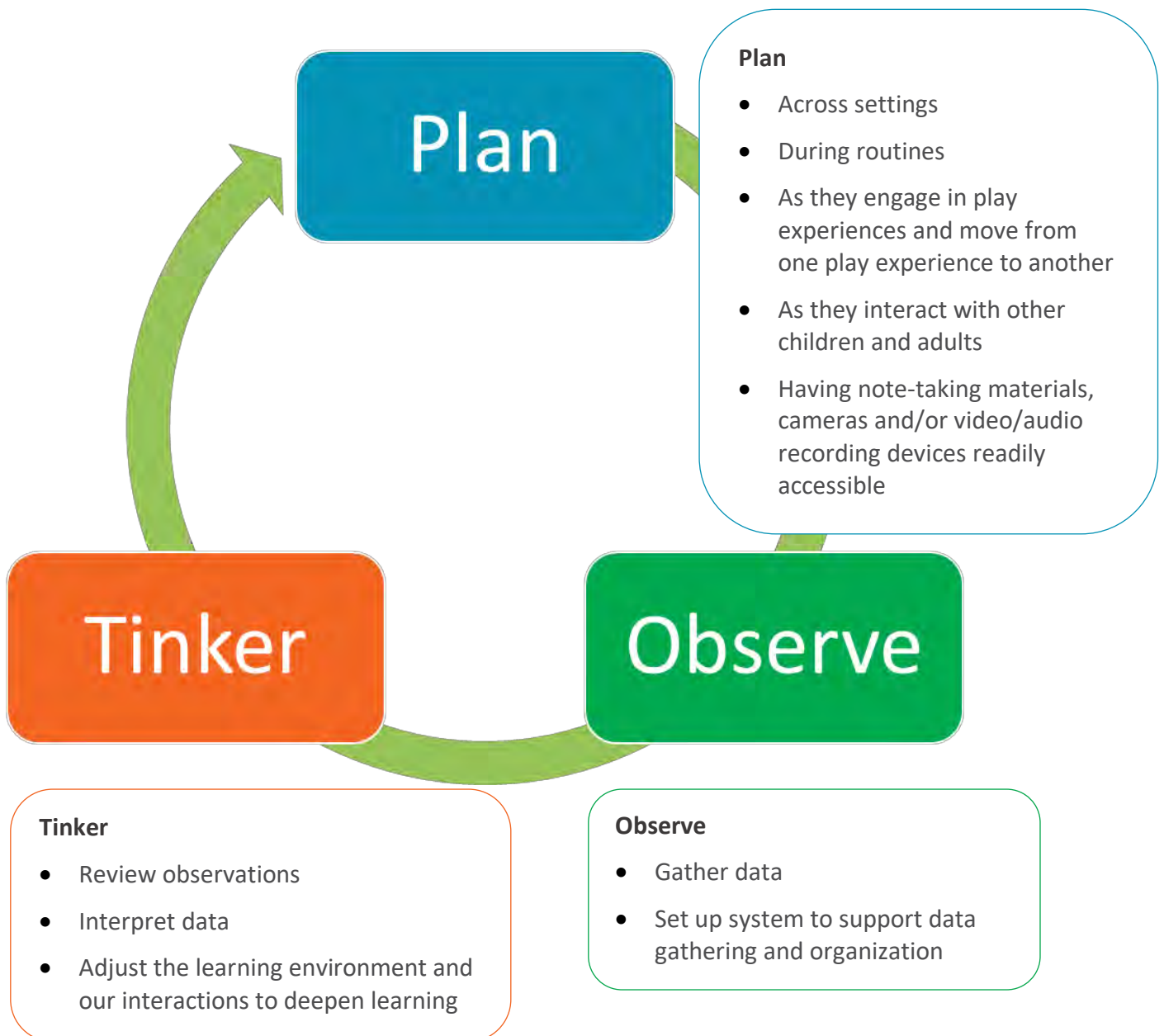
- **Foundation:** Providing nurturing, responsive, and effective interactions and engaging environments
- **First Pillar:** Implementing research-based curriculum and teaching practices
- **Second Pillar:** Using screening and ongoing assessment of children's skills
- **Roof:** Embedding highly individualized teaching and learning
- **Center:** Engaging parents and families
- **Siding:** strengthening equity-focused practices

When these elements are connected, they form a single structure that surrounds the family in the center. The family is at the heart of the house because each house element is implemented in partnership with parents and families in their cultural and community context. Staff may use this House Framework to foster children's development and learning.

Video Reflection: Roly-Poly Explorations

How do you see the teacher engaging in research?

Plan, Observe, Tinker



Observation Activity: Sensory Table

Plan

In a preschool outdoor setting, the teacher has set up a table with two buckets of water with a variety of sponges of different sizes and colors. We can also see that the teacher has set up a chair near the water buckets, with chart paper and an easel next to her.

- Consider the setup of the environment and materials
- Connect the learning experience to an ELOF goal
- This teacher is focusing on ELOF Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
- Check out the interactive ELOF on ECLKC here:
 - <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/marco-interactivo-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos-desde-el> (Spanish)

Observe

Record your observations of one child, or the whole group during the learning experience.

Child: Observer: Setting/Activity:	Date: Time:
--	----------------

Curriculum area or domain: What you saw and heard:

Tinker

How do you think the teacher might tinker with the environment, materials, or interactions to help support learning in the ELOF goal Goal P-SCI 1 [Child observes and describes observable phenomena (objects, materials, organisms, and events)]?

Teacher Toolbox

What is your go to method for documenting observations? What is one new method you are going to try?

Check out more Tips for Teachers

- Collecting and Using Work Samples: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/collecting-and-using-information/work-samples-teacher-tips.pdf>
- Collecting and Using Videos: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/collecting-and-using-information/collecting-video-teacher-tips.pdf>
- Using Checklists: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/collecting-and-using-information/checklist-teacher-tips.pdf>



Small Changes – Big Impact

We know that children vary in their learning characteristics and how they engage with the people and materials in their learning environments. These small changes — also known as curriculum modifications — are made based on the individual needs of a child to help promote their engagement and participation. And we know that when children are more engaged, they have more opportunities to learn!

Some children might need more highly individualized teaching to help them fully participate and engage — such as embedded teaching or intensive, individualized teaching — making curriculum modifications based on a child’s individual learning needs can be a great place to start to support engagement.

Using Observation and Documentation for IFSP goals

- Introduce the portfolio process to the family
- Decide the focus of the portfolio
- Identify the method of documentation and the roles of the team members (Check lists, notes, photos, videos)
- Collect possible entries or artifacts
 - Photos with description of what occurred, work samples
- Assess infant’s/toddler’s development

Using Portfolio Assessment to Document Developmental Progress of Infants and Toddlers, Marian H. Jarrett, Barbara C. Browne, and Christine M. Wallin, *Young Exceptional Children* 2006 10:1, 22–32

Partnering with Families

What ways do you partner with and learn from families about children’s progress?

What new or different ways would you like to try?

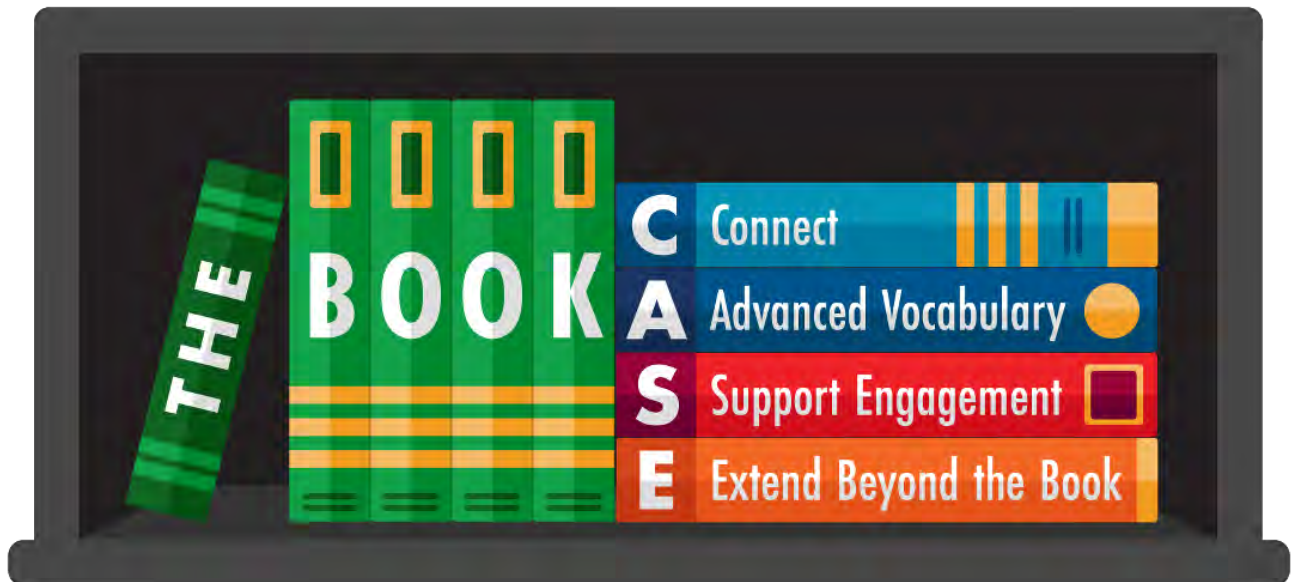
All About You

Five Things You Notice

Notice five things that...

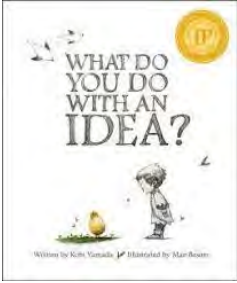
- You can see
- You can hear
- You can feel (body point connections)

The BookCASE



Books are a great way to engage with children. There are books about many things in our world. So, matching books with the themes and activities helps with meaningful learning experiences. Choosing books on topics that children are interested in is another way to help them feel included and that their interests are important.

Making the CASE and Book List



What Do You Do With An Idea? by Kobi Yamata, Illustrator Mae Besom

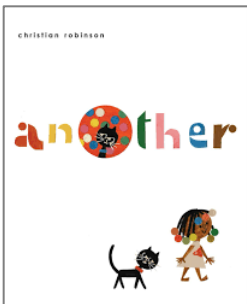
Also available in Spanish

Connect - This book encourages children to let their ideas grow! This book connects to ELOF through the Social Emotional domain, Sense of Identity and Belonging subdomain, “Child expresses confidence in own skills and positive feelings about self.”

Advanced Vocabulary - Words such as fragile, magical, and attention are just a few of the advanced vocabulary present.

Support Engagement - This book is full of metaphors, be ready to draw children’s attention to the illustrations to support their understanding. Discuss the change you see in the illustrations as you read, note the change from black and white to color.

Extend Learning - Creating a safe and engaging learning environment will invite children to nurture their ideas. Think about how you can provide opportunities for children to share their ideas and act on them. This can be as simple as asking them what they are creating in the block area, engaging in a meaningful conversation including open-ended questions that support children’s engagement, curiosity, and persistence with their work. Encouraging children to try again when things don’t work out as planned the first time is another way to encourage children to work with their ideas in creative ways.



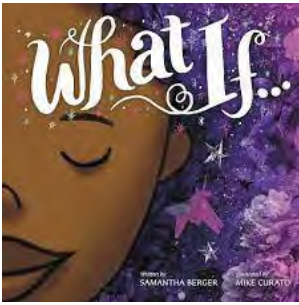
Another by Christian Robinson (wordless)

Connect - This open-ended picture book encourages children to look closely at the illustrations to observe the story. This book connects to the ELOF through the Approaches to Learning domain, Creativity subdomain, “Child expresses creativity in thinking and communication.”

Advanced Vocabulary - This wordless picture book encourages conversations with children about what they observe. Read it yourself before sharing with children so you can think about words you can add such as “portal”.

Support Engagement - Encourage children to share their ideas about what is happening in the story. Invite them to “read” the book to a friend or adult.

Extend Learning - Think about adding construction paper and hole punches to the learning environment. Invite children to illustrate their own wordless picture books that they can add to the reading area of the learning environment, where children can sit and read independently.



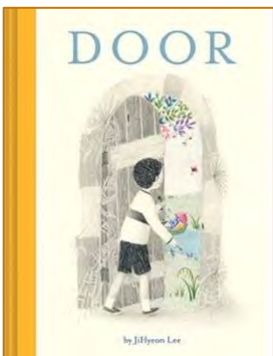
What If... by Samantha Berger, Illustrator Michael Curato

Connect - This book encourages creativity using a variety of materials! This book connects to the ELOF through the Approaches to Learning domain and Creativity subdomain, “Child uses imagination in play and interactions with others.”

Advanced Vocabulary - The text includes simple rhymes such as hand and land or chair and there, as well as words such as chisel, sculpt, and sketch.

Support Engagement - The illustrations use a variety of materials including leaves, origami, and sugar, point out in the illustrations what types of materials are being used.

Extend Learning - Add non-traditional art materials to the learning environment, such as leaves, and flowers. Invite children to cut up magazines and make collage artwork, and then help them dictate their story.



Door by Jihyeon Lee

Connect - A child finds a key and opens the door to a curious and colorful world! Their adventure encourages the reader to draw their own conclusions from the illustrations. This book connects to the ELOF through the Approaches to Learning domain, Initiative and Curiosity subdomain, “Child demonstrates initiative and independence.”

Advanced Vocabulary - This wordless picture book provides an excellent opportunity to add descriptive words to the illustrations as you share the book with children.

Support Engagement - The text bubbles throughout this book are a great place to pause and. invite children to share what they think the characters are saying.

Extend Learning - Invite children to build a fantastical world using materials such as blocks or other materials that can be used for building. Take photos of their creations, including children’s words about their work.

Explore the BookCASE on Your Own

The preschool children in my learning environment love this book:

Make the CASE:

Connect:

Advanced vocabulary:

Support engagement:

Extend:

Books I would like to add to my learning environment:

Helpful Resources

Online Resources

- Framework for Effective Practice
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/practicas-docentes/articulo/marco-para-las-practicas-eficaces> (Spanish)
- Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five
 - <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/marco-interactivo-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos-desde-el> (Spanish)
- Child Observation: The Heart of Individualizing Responsive Care for Infants and Toddlers
 - <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/child-observation-heart-individualizing-responsive-care-infants-toddlers/child-observation-heart-individualizing> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/pruebas-diagnosticas-y-evaluaciones-de-los-ninos/child-observation-heart-individualizing-responsive-care-infants-toddlers/observacion-del-nino-la> (Spanish)
- Video: Observation
 - <https://eclkc.ohs.acf.hhs.gov/video/observation>
- 15-minute In-service Suites: Ongoing Child Assessment: Overview
 - <https://eclkc.ohs.acf.hhs.gov/video/ongoing-child-assessment-overview> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/evaluacion-continua-del-nino-vision-general> (Spanish)
- 15-minute In-service Suites: Planning for Assessment
 - <https://eclkc.ohs.acf.hhs.gov/video/planning-assessment> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/planificar-para-la-evaluacion> (Spanish)
- 15-minute In-service Suites: Collecting and Using Anecdotal Records
 - <https://eclkc.ohs.acf.hhs.gov/video/collecting-using-anecdotal-records> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/recabar-y-utilizar-registros-anecdoticos> (Spanish)
- 15-minute In-service Suites: Collecting and Using Work Samples
 - <https://eclkc.ohs.acf.hhs.gov/video/collecting-using-work-samples> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/recabar-y-utilizar-muestras-de-trabajo> (Spanish)
- 15-minute In-service Suites: Collecting and Using Video
 - <https://eclkc.ohs.acf.hhs.gov/video/collecting-using-video> (English)

- <https://eclkc.ohs.acf.hhs.gov/es/video/recabar-y-utilizar-videos> (Spanish)
- 15-minute In-service Suites: Using Checklists
 - <https://eclkc.ohs.acf.hhs.gov/video/using-checklists> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/utilizar-listas-de-verificacion> (Spanish)
- 15-minute In-service Suites: Using Data to Inform Teaching
 - <https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/usar-los-datos-para-informar-la-ensenanza> (Spanish)
- 15-minute In-service Suites: Partnering with Families
 - <https://eclkc.ohs.acf.hhs.gov/video/partnering-families> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/colaboracion-con-las-familias-0> (Spanish)
- 15-minute In-service Suites: Children with Disabilities
 - <https://eclkc.ohs.acf.hhs.gov/video/children-disabilities> (English)
 - <https://eclkc.ohs.acf.hhs.gov/es/video/ninos-con-discapacidades> (Spanish)

Mobile Apps

- ELOF2GO Mobile App
 - <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
- Text4Teachers
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>
- Ready DLL Mobile App
 - <https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

Online Communities

- MyPeers: Teacher Time Community
 - <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>