Welcome to Shorter Than A Snooze: Quick and Effective Professional Development Activities for Early Childhood Teachers

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The University of North Carolina at Chapel Hill
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Questions & comments are invited

Type your question in the question pane.
Quick Poll

What is your primary role in the lives of young children?

- Early childhood professional
- Administrator
- Professional development provider
- Other
Organization of Today’s Webinar

Part 1:
Quick and Effective Professional Development Activities for Early Childhood Teachers

Part 2:
Questions and Answers
## What Comes First?

<table>
<thead>
<tr>
<th></th>
<th>2-3 years</th>
<th>3-4 years</th>
<th>4-5 years</th>
<th>5+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large Motor Skills</strong></td>
<td>Jumps in place on floor with 2 feet together</td>
<td>Hops on one foot</td>
<td>Walks up and down stairs, alone alternating feet</td>
<td>Skips using alternate feet</td>
</tr>
<tr>
<td><strong>Fine Motor Skills</strong></td>
<td>Strings several large beads on a string</td>
<td>Builds a tower of nine small blocks</td>
<td>Copies a square using a crayon</td>
<td>Prints numerals “1” to “5”</td>
</tr>
<tr>
<td><strong>Language Skills</strong></td>
<td>Makes negative statements</td>
<td>Repeats at least one nursery rhyme. Can sing a song.</td>
<td>Tells the content of a story but may confuse facts</td>
<td>Few differences from adults language</td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>Plays house, imitating basic domestic activity</td>
<td>Joins in play with other children and begins to interact with them</td>
<td>Dramatic play is closer to reality, with attention paid to detail, time and space</td>
<td>Plays simple table games such as Candy Land</td>
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Activities to Make EDU 144 Fun

Developmental Milestone Puzzle

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Oh Say, Can You See?

Clips for Practicing Observation, Documentation, and Assessment Skills

Pathways Awareness Foundation videos

<table>
<thead>
<tr>
<th>Emotional Social Development</th>
<th>Health and Physical Development</th>
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<tr>
<td>Language Development and Communication</td>
<td>Approaches to Learning</td>
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Results Matter Video Library

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.

Video Categories
(Click on a category below to view a list of videos.)

- Early Care and Education
  - Early Intervention
- Just Being Kids
- Clips for Practicing Observation, Documentation and Assessment Skills
  (View Only Practice Clips in Spanish)
- General Interest
  - Using Technology for Authentic Assessment
  - Practices Here and There
  - iPads In Early Childhood
Evan’s Story (Runtime: 10:00)

This vignette illustrates how a speech-language pathologist worked with 18 month old Evan’s family at home and with the teacher at a child care center to work on feeding and communication goals.

View Video  |  Download Video

Nolan’s Story (Runtime: 6:10)

This vignette illustrates how a physical therapist worked with the family using low-tech adaptations and household items to make bath time a fun, social, and enriching experience for almost three year old Nolan and his entire family.

View Video  |  Download Video
What are this child’s strengths?
What does he like?
What does he find challenging?
Who are his friends?

What can you do to support this child’s learning and development?
How could you change the environment?
How could you change the instructions?
How could you change the materials?
How could you change the topic?
How Many Concepts?

What domains of development can you support each time you share this song with a child?
How Many Concepts?

What else can children learn from re-reading a favorite children’s book like *Goldilocks and the Three Bears*?

- Science
- Math
- Language and vocabulary
- Social studies
- Critical thinking
How Many Social-Emotional Concepts?

Book Nook

Using Books to Support Social Emotional Development

On Monday When It Rained
By Cheryl Kachmermister
Houghton Mifflin Company, 1989

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely).
(Ages 3-6)
On Monday when it rained my mother said I couldn’t play outside.

I wanted to ride my new red bike with the blue horn to my friend Maggie’s house.

I was . . .
On Wednesday when I went to preschool we drew pictures of big animals in the zoo.

My teacher, Laura, said my elephant looked just like one she saw at the zoo last summer.

I was . . .
On Friday when I went to my cousin Janie’s she wouldn’t let me play with her new dump truck in the sandbox.

I always share my toys with her when she comes to my house and I have something new to play with.

I was . . .
On Monday When It Rained
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On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely). (Ages 3-8)

Examples of activities that can be used while reading On Monday When It Rained and throughout the day to promote social and emotional development:

- While reading the story, pause after each of the day’s events and ask the children how they think they would feel if that happened to them.

- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited or lonely.

- Give each child a small hand held mirror and have them make faces representing the feelings as the little boy expresses different emotions in the story.

- Make a “feelings” collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc.
Abiyo by Pete Seeger
Macmillan, 1986 (2 pg) PDF

Big Al by Andrew Clements
Picture Book Studio, 1996 (2 pg) PDF

Guess How Much I Love You by Sam McBratney & Illustrated by Anita Jeram
Candlewick Press, 1994 (2 pg) PDF

I Can Share by Karen Katz
(10 pages) PDF

Llama Llama Misses Mama by Anna Dewdney
Viking (2 pg) PDF

Baby Cakes by Karma Wilson; Illustrated by Sam Williams
Little Simon, 2006 (2 pg) PDF

Glad Monster Sad Monster by Ed Emberley & Anne Miranda
Little Brown and Company, 1997 (2 pg) PDF

Hands Are Not for Hitting by Martine Agassi
(5 pages) PDF

"I Have A Problem," Said The Bear by Heinz Janischney
North-South Books (2 pg) PDF

My Many Colored Days by Dr. Seuss
Illustrated by Steve Johnson and Lou Fancher (16 pg) PDF
15 Minute In-Services

Collecting and using work samples

Engaging Children in Conversations

Zoning: Staffing to Maximize Learning

Expansions

Fostering Children’s Thinking Skills

Asking questions
A Creative Adventure

Waiting Room
I'M TYLER

(don't be surprised)
See for Yourself/Find it Online

http://www.tolerance.org
SpecialQuest Multimedia Training Library

Early Childhood Inclusion Materials

I Wanna Be and More

Video Information

Playtime: 15-60 seconds each

Volume Title: Including Infants and Toddlers with Disabilities

Session: Adults with Disabilities: Creating a Long-Term Vision

DOWNLOAD

ENGLISH     SPANISH
I Wanna Be and More

"a policeman."

http://youtu.be/4sk2RAVgRSs
How could you use a video like this?

- Discuss the knowledge, skill, and dispositions teachers need to help each child to achieve their goals?

- Discuss the professional partners who could help each child to achieve their goals (e.g., speech-language pathologists, physical therapists)?

- Discuss the likelihood of each child achieving his or her goals in segregated settings as opposed to inclusive settings?
Tipsheet categories are:

- Foundations of Inclusive Early Care and Education
- Social-Emotional Development
- Program Planning and Administration

Click on a category to view a list of the topics covered. Select (click on) the Tipsheet titles to open an accessible PDF file. (Download Adobe Reader here.) Please be sure to check out the Virtual Tool Kit and Selected Resources links for each Tipsheet topic.
Inclusive Early Childhood Education (PDF)

- Virtual Tool Kit: Inclusive Early Childhood Education
- Selected Resources: Inclusive Early Childhood Education

Increase Access: Universal Design in Early Care & Education (PDF)

- Virtual Tool Kit: Increase Access: Universal Design in Early Care and Education
- Selected Resources: Increase Access: Universal Design in Early Care and Education

Assessment Basics: From Observation to Instruction (PDF)

- Virtual Tool Kit: Assessment Basics: From Observation to Instruction
- Selected Resources: Assessment Basics: From Observation to Instruction
Find It Online

The Head Start Child Development and Early Learning Framework
Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children’s minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

- **Strategies to Promote Children’s Expression Through Music**
- **Domain Element: Music**
- **Strategies to Promote Children’s Expression Through Creative Movement & Dance**
- **Domain Element: Creative Movement & Dance**
- **Strategies to Promote Children’s Expression Through Art**
- **Domain Element: Art**
- **Strategies to Promote Children’s Expression Through Drama**
- **Domain Element: Drama**

### Domain Element: Music

<table>
<thead>
<tr>
<th>Title of Resource</th>
<th>Type of Resource</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Rhyme Time [PDF, 62.57KB]</td>
<td>Lesson</td>
<td>This lesson serves as an example of how teachers can observe, interpret, and record children’s behaviors during music activity.</td>
</tr>
<tr>
<td>Name that Tune [PDF, 46.20KB]</td>
<td>Lesson</td>
<td>The lesson is another example of how teachers can observe, interpret, and record children’s behaviors during music activity.</td>
</tr>
<tr>
<td>Name That Tune—Handout [PDF, 36.04KB]</td>
<td>Handout</td>
<td>This is a sample form for teachers to document assessment data.</td>
</tr>
<tr>
<td>A Head Start on Picturing America, Appendix C: Introduction to Art Station Activities &amp; Tips [PDF, 456.27KB]</td>
<td>Guide</td>
<td>Teachers and family service workers can use these hands-on activities to engage parents and children with the Picturing America artworks.</td>
</tr>
<tr>
<td>A Head Start on Picturing America, Appendix D: Parent—Child Conversation Starters [PDF, 141.52KB]</td>
<td>Guide</td>
<td>Parents and teachers can use these suggestions to engage children in conversations about the Picturing America artworks.</td>
</tr>
<tr>
<td>Linguistically and Culturally Relevant Early Childhood Environments</td>
<td>Article</td>
<td>Teaching teams and other educators can use the guidance in this article to create a culturally inclusive classroom environment.</td>
</tr>
<tr>
<td>A Creative Adventure</td>
<td>Video</td>
<td>Teaching teams and parents can use this video to see techniques to support learning, as well as creative expression. The video demonstrates activities that allow children to use their imaginations and experience creative adventures.</td>
</tr>
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Take Care of Yourself
Questions?
Quick Poll

What are you taking away from today’s webinar?

• Lots of ideas and resources
• A few ideas and resources
• One idea or resource
• No new ideas or resources
Thank you for joining us today.
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camille.catlett@unc.edu

• Custom designed sequences of professional development (1/2 day, full day, multi-day) to support knowledge acquisition and knowledge application

• On-site consultation and technical assistance

• Resource design and development