
DIRECTOR INSTRUCTOR MODULE DESCRIPTIONS

PENNSYLVANIA'S CHILD OBSERVATION MODULES

CHILD OBSERVATION LEVEL 1:

The Basics of Observing Children (K4.15 C1) – 2 hours

An introductory two-hour course that deals with the various elements of doing observation in family, group, or center care settings. Topics will include: reasons for observing, planning and preparing to observe, and an introduction to four observation methods. Considerable time will be devoted to developing skills in the use of each of the four methods.

CHILD OBSERVATION LEVEL 2 – UNIT 1:

Observing Young Children's Development (K4.7 C1, C2, C3) – 2 hours

This session will help you learn how to use your observations to learn about, and support, children's development. It will also go through the steps of IDEAL.

CHILD OBSERVATION LEVEL 2 – UNIT 2:

Using Observation to Support Individual Children's Development (K4.7 C1, C2, C3) – 2 hours

This course will help you learn how to use your observations to learn about, and support, an individual child's development.

CHILD OBSERVATION LEVEL 2 – UNIT 3:

Using Observation to Support Individual School-Age Children's Development (K4.7 C1, C2, C3) – 2 hours

This session will help you learn how to use your observations to learn about, and support, individual school-age children's development.

CHILD OBSERVATION LEVEL 2 – UNIT 4:

Observing as a Tool to Guide Classroom Structure and Daily Planning (K4.1, K4.2, K4.4 C2) – 2 hours

This course will focus on how to use observations to continually observe the program, evaluate its effectiveness, and make changes based on the observations.

CHILD OBSERVATION LEVEL 2 – UNIT 5:

Using Observation to Create Responsive School-Age Environments and Activities (K4.1, K4.2, K4.4 C2) – 2 hours

This session will focus on using observations to plan the school-age program and set up the best possible environment for school-age children.

CHILD OBSERVATION LEVEL 2 – UNIT 6:

Sharing Your Observation with Parents, Team, or School-Age Children (K4.11 C1, C2, C3) – 2 hours

This course will focus on using observation to share or communicate observations in a positive way with parents, team members, and school-age children.

MIND IN THE MAKING – SEVEN ESSENTIAL SKILLS

This professional development session is designed to assist practitioners in developing everyday tools and strategies to promote the seven essential skills in the children with whom they work.

MIND IN THE MAKING

Mind in the Making (MITM), created by the nationally recognized Families and Work Institute, is a 12-part series that illustrates research in action and demonstrates how to engage children emotionally, socially, and intellectually through interesting activities. Mind in the Making brings research to early learning programs in a very accessible manner and supports the content and delivery methods with hands on technical assistance. This model creates learning opportunities and skill development for directors to become higher quality leaders and learning facilitators. It targets program-wide culture change for all staff in early care and education facilities.

Pennsylvania's Learning Standards for Early Childhood

This curriculum consists of 9 units based on Pennsylvania's Learning Standards for Early Childhood. The units follow the titles for the Key Learning Areas for Pre-Kindergarten. Infants-Toddlers and Kindergarten are referenced throughout all nine units. Each unit is designed to help participants become familiar with the Learning Standards for Early Childhood. They will help participants see how the standards are connected to curriculum and assessment. Emphasis is placed on how the standards provide the framework that guides our expectations for children. Each unit is divided into three 1 hour segments that can be taught together or at three separate professional development sessions.

LEARNING STANDARDS – UNIT 1: *CREATIVE ARTS (K2 15 C2)*

LEARNING STANDARDS – UNIT 2: *PHYSICAL - HEALTH (K2 15 C2)*

LEARNING STANDARDS – UNIT 3: *PERSONAL - SOCIAL (K2 15 C2)*

LEARNING STANDARDS – UNIT 4: *LOGICAL - MATHEMATICAL (K2 15 C2)*

LEARNING STANDARDS – UNIT 5: *SCIENCE (K2 15 C2)*

LEARNING STANDARDS – UNIT 6: *LANGUAGE AND LITERACY (K2 15 C2)*

LEARNING STANDARDS – UNIT 7: *SOCIAL STUDIES (K2 15 C2)*

LEARNING STANDARDS – UNIT 8: *PROGRAM PARTNERSHIPS (K2 15 C2)*

LEARNING STANDARDS – UNIT 9: *INTEGRATION (K2 15 C2)*

STEP UP TO QUALITY SUPERVISION

Eight director instructor-led sessions, designed to be offered in 60 minute Professional Development sessions. Director Instructor module includes step-by-step Instructor's Manual, handouts and activity pages, and instructional DVD.

Session 1 – What's Required? – (K7.7 C1, C2, C3)

Topic will use Chapter 3270 Regulations for Child Day Care Centers to examine certification requirements on supervision of children in early care settings.

Session 2- Staff: Child Ratios – (K7.7 C1, C2, C3)

Topic will focus on why staff to child ratios are necessary and application of ratio requirements throughout the daily schedule.

Session 3- Positioning – (K7.7 C1, C2, C3)

Topic will include an assessment of risk to children and discussion to determine key points to consider when choosing positions for optimum supervision of children in an early care setting.

Session 4- Counting Kids – (K7.7 C1, C2, C3)

Topic will focus on the importance of counting children. Includes video segments and discussion on critical times to keep accurate counts of children.

Session 5- Teamwork – (K7.7 C1, C2, C3)

Topic will examine working as a team to properly supervise children, especially during difficult transition times.

Session 6- Playground Supervision – (K7.7 C1, C2, C3)

Topic will include playground safety, developing universal playground rules, and choosing key supervisory positions.

Session 7- Moving Children – (K7.7 C1, C2, C3)

Topic will identify supervision considerations when moving children from one place to another, including taking children on outdoor walks and transporting them in a vehicle.

Session 8- Your Center's Policy – (K7.7 C1, C2, C3)

Topic will involve participants working in small groups to utilize information they learned in the seven previous sessions to analyze their center's written supervision policy and determine if changes are necessary.

RACE MATTERS: SUPPORTING CONVERSATION ABOUT RACE AND CULTURE IN EARLY CHILDHOOD SETTINGS

Four modules, three hours each, related to racial equity and tolerance in the early childhood education classroom. Participants will identify specific strategies to address race and culture to impact classroom behaviors and environment.

Race Matters: Beginning the Conversation (1 of 4) (K3.1 C2)

Will begin the conversation about race and culture by exploring, discussing, and sharing our own experiences and the role culture plays in our lives. The group will decide on an agreement (ground rules) to support productive dialog and discuss necessary skills to support discussions about race. It will review some of the beliefs and values that are different than traditional American culture. An emphasis will be placed on the need for ongoing, intentional, and meaningful discussions.

Race Matters: Historic Perspectives and White Privilege (2 of 4) (K3.1 C2)

Will review American history from the perspective of People of Color—American Indians, African Americans, Latinos, and Asian Americans. The policies and institutional structures will be examined for equity back stories. The impact of these policies will be linked to equity and social justice today. Participants will have an opportunity to discuss and explore components of a model to effectively move toward change.

Race Matters: Planning Supportive Environments for Children and Families, Part 1 (3 of 4) (K3.1 C2)

Will begin to examine ways in which to plan supportive environments for children and families. We will begin by examining young children's identity development (e.g. social identity relative to race). Participants will identify and discuss classroom strategies for addressing biases.

Race Matters: Planning Supportive Environments for Children and Families, Part 2 (4 of 4) (K3.1 C2)

Will continue to examine ways in which to plan supportive environments for children and families. Emphasis will be given to the importance and value of enlisting and including families in the process. Participants will identify barriers and strategies to support family–teacher interaction/communication and will examine how their program supports diverse children and families.