

Early Childhood Education Instructional Practices

COMPONENT #: 2-012-336

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to identify, examine, and implement scientifically research-based and current instructional strategies and approaches to Early Childhood Education and Early Literacy, including developmentally appropriate innovative teaching techniques that are based on early childhood theoretical principles and best practices. Upon successful completion of this professional development activity the participant will be able to incorporate the best practices and pedagogical principles of this course into his/her repertoire.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

Educator knowledge/skill (content)

Student learning

Educator (professional growth)

Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific instructional assignment and incorporate into daily practice.
2. Identify current research in the field of Early Childhood Education and Early Literacy.
3. Understand and use Voluntary Prekindergarten Assessment, and Florida Standards for Four-Year-Olds to identify children's academic needs, monitor academic growth and inform daily instruction.
4. List and describe practical applications of the research in the classroom including strategies that promote creative/critical thinking capabilities of all students in developmentally appropriate learning environments.
5. Develop skills in analyzing and assessing instructional materials or the purpose of adapting the materials to the diverse needs of learners including developmental, language, and achievement levels.
6. Develop activities that integrate evidenced-based, effective practices in emergent literacy into the curriculum.
7. Develop activities that integrate cognitive development and general knowledge through the integration of investigation and inquiry (mathematical and scientific thinking), social studies, technology and the arts into the curriculum.
8. Demonstrate understanding of fine and gross motor development on children's learning.
9. Develop activities that promote social-emotional intelligence and a relationship-based community model of classroom management.
10. Identify current developmentally appropriate assessment instruments used to assess the whole child and school readiness and demonstrate a working knowledge on how to utilize them for planning instruction.
11. Demonstrate a working knowledge of program evaluation tools utilized to assess program quality and effectiveness.
12. Examine equitable methods, techniques, and practices addressing the needs of all students.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in Professional Learning Communities (PLC's) to engage in inquiry, delve into dilemmas, examine practice, and discuss student-related progress (SLO 1-12).
2. Attend presentations and trainings, including webinars and face-to-face workshops and participate actively in discussions and activities on innovative strategies/techniques,

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early childhood best practice and/or materials for specific instructional objectives (SLO 1-12).

3. Discuss how the innovative strategies, techniques in early childhood and/or materials can be used to support specific instructional objectives (SLO 1-12).
4. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 1-12).
5. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) illustrating how the professional development impacted their professional behavior. In addition, participant will monitor and adjust programs as needed, provide evidence of collaborative planning, and engage in mentor/coaching activities which may include but not be limited to observation, conferencing, lesson demonstration, and reflection (SLO 1-12).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/Skill: Provide evidence of improved instructional practices specified by the component by creating an action plan to be implemented at the school site, complete written assignments such as lesson plans and reflections, and engaging in peer mentoring and coaching activities.
2. Student Learning: Provide evidence of implementation illustrating impact on student achievement including, but not limited to student work, assessment results and observation logs.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer

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visits, and/or professional portfolios.

- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Office of Early Childhood Programs

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