**DIEEC CURRICULUM APPROVAL SYSTEM**

**SAMPLES**

These samples are provided as a guide to complete paperwork for the approval system at DIEEC. They are intended only for that purpose and as a means of support in completing the application paperwork. There are three provided:

* Sample Outline Chart: shows scope and sequence of the workshop and guides the instructor both in creating a workshop that has a variety of learning modes, aligns with Adult Learning Principles, and also in instruction of the workshop to maintain flow and complete all aspects.
* Sample Activity Chart: supports the instructor in conducting an activity and in visualizing it for success. It guides in alignment with Adult Learning Principles by acknowledging objectives and purpose as well as transitions to the activity and back to the workshop.
* Sample Handout: handouts may be used for an activity (as this one) or as a way to share information that participants may wish to take from the workshop. It is essential that they align with objectives and are free of error. ***It is the responsibility of the developer to adhere to all copyright laws and to provide copyright information. In this case, DIEEC was given express permission to use and to train on the Early Learning Foundations.***

**SAMPLE OUTLINE CHART**

**Use this sample ONLY as a sample; it is extracted from DIEEC’s workshop on the Early Learning Foundations. It is meant as a guide.**

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| **STARS STANDARDS (link)**LC1-Comprehensive Curriculum: Program implements a written comprehensive curriculum that is aligned with the Delaware Early Learning Foundations for infants, toddlers, and preschoolers enrolled.LC3-Lesson Planning: Program uses information from children’s observations, the comprehensive curriculum and formative assessment, the Delaware Early Learning Foundations, and families to design daily activities, lesson plans, and individualized goal plans. |
| **DELAWARE PROFESSIONAL COMPETENCIES: (link)** *Professionalism* 1.5-Uses available professional resources 3.2- Keeps up-to-date about current research and best practice in the early care and education field *Observation and Assessment* 2.2- Observes children’s development and learning in relation to Delaware’s Preschool Early Learning Foundations and Delaware’s Infant and Toddler Early Learning Foundations 2.5- Includes information gathered from child observations in curriculum planning 2.6- Makes plans for supporting individual children’s development and learning based on information gathered from observations2.8-Informs families about observations of children’s development and learning*Environment and Curriculum* 2.17- Builds on children’s interests when planning activities2.21-Uses a variety of teaching methods appropriate to children’s age and development to support learning, including: \* open-ended questioning \* group discussion \* problem-solving \* cooperative learning \* inquiry experiences\* teachable moments |
| **OBJECTIVES:** 1 per hour of instruction (Use Bloom’s Taxonomy as guide)1. **Explain the purpose of the Early Learning Foundations**
2. **Correlate specific Early Learning Foundations in practice relating to daily activities and developmentally appropriate curriculum**.
3. **Choose activities that incorporate the Early Learning Foundations in planning and implementation.**
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| **Objective #** | **Slides in PPT** | **Sequence** | **Time** | **Training Methods****(link)** |
| #1 | Slide 1 | Welcome and Icebreaker (Activity #1)- *Circle to Circle* | 25 Minutes | Large Group Activity  |
| Slide 2 | Objectives and Handout #2 -*Box Notes* | 10 Minutes | Lecture and Independent Activity  |
| Slides 3-10 | Starting Line | 5 minutes | Scenario |
| Slides 11-13 | What is an Early Learning Standard? | 10 Minutes | Lecture |
| Slides 14-16 | Rationale and Usage Activity#2-*Words and Phrases* | 15 Minutes | Discussion and Small Group Activity |
| Slide 17 | Comparison | 5 Minutes | Lecture  |
| #2 | Slide 18-25 | Becoming Familiar with the Foundations and Organization of Preschool and Infant/Toddler Documents | 30 Minutes | Lecture/Role Play |
| Slide 26-35 | Examples of the Foundations in Practice Activity #3 *Narratives of Play*  | 30 Minutes | VideoSmall Group Activity with Large Group Discussion |
| #3 | Slides 35-40 | Activity #4: *Activity Bags*Find the Foundations | 30 Minutes | Small Group Activity and Discussion  |
| Slides 40-47 | Activity #5-Change it up | 25 Minutes | Lecture, Small and Large Group Activity  |
| Slides 48-50 | Wrap Up: Evaluation and Box Notes | 5 Minutes |  |

**SAMPLE ACTIVITY CHART**

**Each activity should have guidance in these areas in order to visualize the process of the activity and a) demonstrate alignment with objectives and purpose and b) alignment with Adult Learning Principles.**

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| **OBJECTIVE: 1. Explain the purpose of the Early Learning Foundations** |
| **TITLE** |  **WORDS AND PHRASES** |
| **PURPOSE** | **The purpose of this is to demonstrate that some of the everyday practices professionals in the field are already doing are relevant to using the Foundations. This is also a way to validate their thoughts and build on their previous knowledge.**  |
| **MATERIALS** | Handout #3 (see below as a reference)HighlightersPensPencils |
| **PROCEDURE****(*including tying it to previous and subsequent information; making transitions and connections)*** | 1. Discuss how this document is taken directly from the description of how to use the Foundations in practice.
2. Have participants read Handout #3 and ask them to highlight, circle or underline the ten words or phrases they feel are the most important from this description for how to use the Foundations in practice.
3. Ask each group to compare and contrast their individual lists and form one group list of the ten most interesting or significant words or phrases in Handout #3. Have each group record their list on chart paper and hang around the room.
4. Look for similarities or differences from their original thoughts on why the Foundations were important and how to use them. Refer back specifically to ideas and comments the participants made when talking about why the Foundations are important to them as professionals (on the chart paper from last discussion).
5. Point out that this would be the “ideal” way in which to implement the Foundations.
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| **QUESTIONS/****EVALUATION****(How will you know if participants met the objective?)** | 1. Ask: Why are the Early Learning Foundations important to you and the work you do?
2. Use charts created as evidence of levels of understanding.
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**SAMPLE HANDOUT PAGE**

**Handouts are not required, but if given should be free of errors and easily read, and clearly related to content.**

**HANDOUT #3: WORDS AND PHRASES**

The Early Learning Foundations (Foundations) is a document intended to be a curriculum framework and used as a guide for daily and monthly planning. The purpose is to provide an outline of the types of learning opportunities children need before they come to kindergarten.

The Foundations are linked to the skill expectations children need as they enter kindergarten. It is the hope that the Foundations will provide a curricular guide for programs. Learning opportunities are intended to be sets of broad-based activities through which children are exposed to new learning concepts, thus having the “opportunity” to acquire new skills, practice those skills as well as master previously learned skills. As development progresses children build upon earlier skills and develop more complex skill sets. While certainly not complete, the Foundations provide a solid basis upon which practitioners can plan their daily, monthly, and annual instructional activities.

Children naturally learn by engaging in interesting and motivating activities – most often through play experiences. While the Foundations are organized by content domain they are intended to be implemented through integrated and engaging activities.

Activities that are carefully planned and implemented constitute intentional teaching. Intentional teaching has been demonstrated to be a powerful learning tool. While involvement in materials and with peers is essential for learning, it is the careful planning of those tasks to ensure engagement supports learning that is critical to the learning process. An important component to the planning process is the concept of making sure that the environment is adequately ready to support learning. Early learning professionals need to make sure there are a sufficient number of materials across learning domains and the materials are in good shape and vary across time.

This document is primarily intended for early learning professionals. However, it cannot be emphasized enough the necessity to involve families in young children’s learning. Families are always the first teachers. Professionals often need additional information and support. Sharing information about what is happening in the center/setting and then providing suggestions of activities caregivers can do at home to reinforce and share in the process is crucial.