Learning Environments and Implementing Curriculum

Core Competency #5

Massachusetts Department of Early Education and Care

Indicator and levels

Should know and be able to do:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Mid</th>
<th>Advance</th>
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<tbody>
<tr>
<td>Educator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• With supervision,</td>
<td></td>
<td></td>
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<tr>
<td>• No administrative responsibilities</td>
<td></td>
<td></td>
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<tr>
<td>Educator:</td>
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<tr>
<td>• Works directly with children and youth</td>
<td></td>
<td></td>
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<tr>
<td>• May have administrative or supervisory responsibilities</td>
<td></td>
<td></td>
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<tr>
<td>Educator, leader, mentor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Administrative, supervisory, mentoring or training role</td>
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Links with Other Professional Documents

• Licensing Sections 7.06, 7.07,
• Code of Ethics
• NAEYC Accreditation:
  – #2 Curriculum,
  – #3 Teaching
  – #9 Physical Environment
• NAFC Accreditation:
  – #2 Environment,
  – #3 Developmental Learning Activities
• DEC Recommended Practice: Child-Focused Practices & Technology Applications

More Links

• Guidelines for Preschool Learning Experiences
  – English Language Arts
  – Mathematics
  – Science and Technology /Engineering
  – History and Social Science
  – Health Education
  – Arts
• Early Childhood Program Standards:
  – 2: Curriculum and Assessment
  – 3: Physical Environment
• Common Core Standards for Preschoolers — English Language Arts and Mathematics
• QRIS — Category 1: Curriculum and Learning
• COA Accreditation:
  – ASP – PS #5 Programming and Activities,
  – ASP – PS #6 Indoor Environment,
  – ASP – PS #7 Outdoor Environment
Area 5: Learning Environments and Implementing Curriculum

- High quality environments and utilizing strategies
  - consistent schedules and routines,
  - transition activities
  - interesting materials and activities
  - arranging a classroom to enhance learning
- Understanding developmentally appropriate curriculum models that prepare children and youth for success in school

Subcategories of Learning Environment and Curriculum

A. Creating the learning environment

B. Curriculum

A. Creating the learning environment

- Environment wide range of abilities and interests
- Support: exploration, discovery, stimulation
- Rich materials:
  - Responsive to individuals
  - Related to culture and diversity

Environmental Needs

An environment that
- Encourages movement
- Supports comfort
- Fosters competence
- Offers novelty and variety
- Fosters a sense of control through orientation, predictability, and privacy

(Olds, 2001)
A. Preschool Learning Centers
- Sand and water play
- Large-muscle activities and movement
- Art/easel
- Writing area
- Music
- Socio-dramatic: make-believe, role playing
- Library, with books, listening to stories
- Manipulatives, puzzles, construction toys
- Blocks
- Science - nature
- Mathematics

A. Elements that May Influence Stress
- Light
- Color
- Line
- Texture (especially softness)
- Sound

B. Curriculum
5. Schedule
6. Learning experiences
7. IEP’s and IFSP
8. All domains of learning
9. Language and literacy development
10. Promote physical, mental, nutritional, and oral health

B. Daily Schedule
- Support transitions to and from program
- For infants/toddlers the day follows their individual routines and needs
- Preschool children typically follow a schedule that includes:
  - Learning activities, including book readings
  - Outdoor play
  - Meals, snacks
  - Quiet time/naps

B. Pacing
- Time to warm up
- Time to engage
- Time to be active
- Time to slow down from activity
- To shift focus
- Time to respond

B. Learning Experiences
Occur throughout the day, including:
- Meals, routines, transitions
- Play is primary
  - Dramatic
  - Materials
  - Physical
  - Creative
- Problem solving
- Reading books
- Direct instruction
Including all children

- Inclusion of children with disabilities
  - Accommodation
  - Universal design
- IFSP
- Transition
- IEP

DAP and Standards

- Concepts and skills must be developmentally and individually appropriate
- Instructional techniques must be developmentally appropriate and meet the needs of individual and group
- Standards and on-going assessment must guide instruction

Infant-Toddler curriculum

- Daily routines
- Relationship with responsive adults, who talk about what the child is doing and noticing
- Interactive book reading
- Provide appropriate toys and materials to support developing skills

Language Rich Environment

- Opportunities to experience oral and written communication
- Communicate needs, thoughts and experiences
- Describes things and events
- Respond to questions
- Build vocabulary – though rich experiences
- Non-verbal communication strategies

Communication

<table>
<thead>
<tr>
<th></th>
<th>Receptive</th>
<th>Expressive</th>
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<tbody>
<tr>
<td>Oral language</td>
<td>Listening</td>
<td>Talking</td>
</tr>
<tr>
<td>Print</td>
<td>Reading</td>
<td>Writing</td>
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Language Development

- **Phonology**, or the sounds of language
- **Vocabulary**, or the words of language
- **Grammar**, or how the words are put together to make sentences in the language
- **Discourse**, or how sentences are put together, for example to tell stories, make arguments, or explain how something works
- **Pragmatics**, or the rules about how to use language. Tabor 2008
Sequence for second language learning

- Use home language
- Non-verbal period
- Simple words and formulaic phases
- Productively use second language
  - Social language
  - Academic language

Watch a video

- [http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#04](http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#04)
- Watch 3 minute video: *So many ways to learn*
- Continue on to Part 2 of presentation