

## Work Time as Play—Video Notes

Directions: Capture evidence of the cognitive competencies you observe during the video and write them in the corresponding box.

<b>Oral Language</b>	
<b>Self-Regulation Skills</b>	
<b>Symbolic Thought</b>	
<b>Analytical Thinking</b>	
<b>One-to-One Correspondence</b>	
<b>Fine Motor Skills</b>	

## The Bakery—Video Notes

Directions: Capture evidence of the types of play you observe and how the teacher interacts during the video and write them in the corresponding box.

<b>Play vs. Play-based Learning</b>	
<b>Child-centered vs. Child-directed</b>	
<b>Teacher as Play Facilitator</b>	
<b>Teacher as Play Supporter</b>	
<b>Teacher as Play Assessor</b>	

## Concept Development—Video Notes

Directions: Capture evidence of the types of play you observe and how the teacher interacts during the video and write them in the corresponding box.

<b>Analysis and Reasoning</b>	
<b>Creating</b>	
<b>Integration</b>	
<b>Connections to the Real World</b>	

**Additional Thoughts:**

## Quality of Feedback—Video Notes

Directions: Capture evidence of the types of play you observe and how the teacher interacts during the video and write them in the corresponding box.

<b>Scaffolding</b>	
<b>Feedback Loops</b>	
<b>Prompting Thought Processes</b>	
<b>Providing Information</b>	
<b>Encouragement and Affirmation</b>	

**Additional Thoughts:**

## Language Modeling—Video Notes

Directions: Capture evidence of the types of play you observe and how the teacher interacts during the video and write them in the corresponding box.

Frequent Conversations	
Open-ended Conversations	
Repetition and Extension	
Self- and Parallel-Talk	
Advanced Language	

**Additional Thoughts:**

## The Nature Kitchen—Video Notes

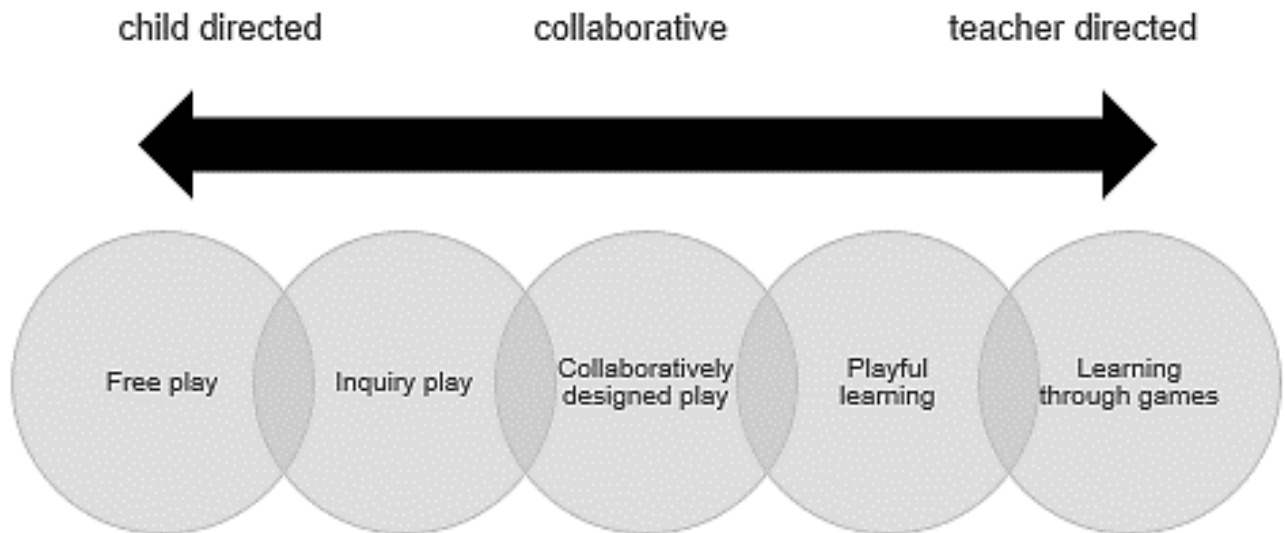
Directions: Capture evidence of the types of play you observe and how the teacher interacts during the video and write them in the corresponding box.

<b>Subject-oriented Instruction</b>	
<b>Spontaneous Play</b>	
<b>Guided and Directed Play</b>	

**Additional Thoughts:**

## Curriculum Connections Notes: Types of Play

Directions: Using your curriculum guide, locate examples of each type of play on the continuum below. Discuss the examples you find and the way they support concept development with your team. Discuss additional ideas for any areas that the curriculum does not provide examples.



Free play	Inquiry play	Collaboratively designed play	Playful learning	Learning through games

## Conversation Vignettes

Directions: Work in small groups to practice engaging in “thick” conversations. Select one group member to take the role of the teacher while the other members take the role of the students. Based on each vignette, role-play a “thick,” extended conversation and then respond to the discussion questions.

### Vignette 1: One teacher with one student

It is center time, and a teacher is sitting the science corner. A student picks up a book about insects and hands it to the teacher without saying anything.

- How can the teacher respond to the student to begin an extended conversation?
- How could the teacher use the book to connect to the student’s interests and/or experiences?

### Vignette 2: One teacher with two students

It is time for outdoor play, and the class is enjoying a beautiful day on the playground. Two students are looking very intently at the bush near the fence. A teacher hears the students talking. One student says, “Look at that thing,” pointing to a chrysalis hanging on a leaf.

- How can the teacher respond to encourage a “thick,” extended conversation?
- How can the teacher use the student’s observation as a teachable moment?

### Vignette 3: One teacher with five students

It is meal time. The students are transitioning from centers to lunch. As the students finish putting away materials, they wash their hands and gather at the tables. One teacher is sitting at a table and five students have joined her. The students pass around ham, beans, and milk family-style. As one student puts the ham on his plate, he shares, “We ate these before.”

- How can the teacher extend this student’s comment into a “thick” conversation with this group of students?
- How could the teacher connect this conversation back to the classroom?

### Vignette 4: One teacher with the whole class

It is circle time, and the teacher is reviewing the plan for the day with the students. As the teacher introduces some new materials available in dramatic play center and art, a student exclaims, “Look outside, a rainbow!” The students rush to the window.

- How can the teacher begin an extended conversation with this large group of students?
- How could the teacher build on the student’s excitement, while also bringing the whole class back to large group?



## Conversations around the Classroom

Directions: Brainstorm conversation topics for different classroom learning centers. In the table below, record your ideas for conversations with the children in your classroom.

Center Name	Conversations in Learning Centers

## Step Up Your Questioning Techniques

Directions – Select a level one question and write it in the level one “Remember” box. Then, rewrite the question to move it along the higher order questioning sequence. Use the key words and table discussion to help you.

<b>Remember</b>	Students will: <ul style="list-style-type: none"> <li>• Identify</li> <li>• Name</li> <li>• Count</li> <li>• Repeat</li> <li>• Recall</li> </ul>	
<b>Understand</b>	Students will: <ul style="list-style-type: none"> <li>• Describe</li> <li>• Discuss</li> <li>• Explain</li> <li>• Summarize</li> </ul>	
<b>Apply</b>	Students will: <ul style="list-style-type: none"> <li>• Explain why</li> <li>• Dramatize</li> <li>• Identify with/relate to</li> </ul>	
<b>Analyze</b>	Students will: <ul style="list-style-type: none"> <li>• Recognize</li> <li>• Change</li> <li>• Experiment</li> <li>• Infer</li> <li>• Compare</li> <li>• Contrast</li> </ul>	
<b>Evaluate</b>	Students will: <ul style="list-style-type: none"> <li>• Express opinion</li> <li>• Judge</li> <li>• Defend/ criticize</li> </ul>	
<b>Create</b>	Students will: <ul style="list-style-type: none"> <li>• Make</li> <li>• Construct</li> <li>• Design</li> <li>• Author</li> </ul>	

## Curriculum Implementation Self-Assessment

Directions: Read each statement and review the bulleted indicators. After discussing with your team, indicate whether this is an area of **full implementation**, **in progress**, or in **need of help** by writing your response in the box to the left. If it is an area in progress or in need of help, note the specific actions that will be your next steps.

Level of Implementation	
	<p>The classroom is organized to support learning and encourage students to work independently and with peers in self-selected activities.</p> <ul style="list-style-type: none"> <li>• The classroom space is organized into well-defined learning centers/interest areas</li> <li>• Furnishings and materials are changed to maintain interest and encourage new learning</li> <li>• Materials for students' use are stored on low, open shelves where the students can reach them easily</li> <li>• Physical modifications are made to accommodate students with disabilities</li> <li>• Classroom clutter, including too many materials displayed simultaneously, is minimal</li> </ul>
	<p>The materials, furnishings, equipment, and displays enhance learning in the content areas (literacy, math, science, social studies, the arts, and technology).</p> <ul style="list-style-type: none"> <li>• The environment is print-rich and includes print that labels materials and storage places, and gives information about classroom practices</li> <li>• Books and materials for writing are included in learning centers/interest areas</li> <li>• Materials for exploring mathematical concepts are included in learning centers/interest areas</li> <li>• A variety of materials for investigating life sciences, physical sciences, and Earth and the environment are included in learning centers/interest areas</li> <li>• Materials to help students learn about people and how they live and to expand their geographic thinking are included</li> <li>• Materials for spontaneous exploration and appreciation of the arts (visual arts, music, dance and movement, and drama) are included</li> <li>• Tools and technology to perform tasks, including adaptive tools for any students with disabilities, are included (e.g., funnels, magnifying lenses, balances, tape measures, cameras, and computers)</li> </ul>

	<p>The daily schedule and weekly plans include a balance of types of experiences and settings.</p> <ul style="list-style-type: none"> <li>• Unit concepts are reflected in weekly plans</li> <li>• A daily detailed schedule and weekly plans are available for adult use and information</li> <li>• An interactive schedule with pictures and words is displayed at the students' eye level</li> <li>• Student-initiated and teacher-planned activities are included</li> <li>• Opportunities for large- and small-group activities, learning centers, and outdoor play are included</li> </ul>
	<p>Large- and small-group activities are planned flexibly to address the individual strengths, needs, and interests of students.</p> <ul style="list-style-type: none"> <li>• Uses planned and intentional small group settings to meet particular instructional goals</li> <li>• Engages students in interactive experiences (e.g., discussions, cooperative games, story retellings and dramatizations, cooking experiences, and music and movement)</li> <li>• Uses flexible groupings so the size and makeup of small groups are not the same every day</li> </ul>
	<p>The teacher effectively facilitates learning during transitions.</p> <ul style="list-style-type: none"> <li>• Minimizes wait time</li> <li>• Has materials ready for the next activity</li> <li>• Minimizes the number of transitions throughout the day</li> <li>• Uses transitions as learning opportunities</li> <li>• Plans transition activities</li> <li>• Uses a variety of transition activities</li> <li>• Relates transition activities to topic or students' interests</li> </ul>
	<p>The teacher follows the guidance provided in a particular teaching guide.</p> <ul style="list-style-type: none"> <li>• Gathers and organizes materials in advance</li> <li>• Provides many firsthand experiences for actively investigating the topic</li> <li>• Adds materials to learning centers or interest areas related to the topic</li> <li>• Extends the study with interest is high</li> <li>• Follows guidance in teaching guides regularly and makes adjustments when appropriate</li> <li>• Makes adaptations for English- or dual-language learners and for students with special needs</li> <li>• Individualizes instruction based on student needs</li> </ul>
	<p>The teacher establishes a positive classroom climate.</p> <ul style="list-style-type: none"> <li>• Gives encouragement and positive feedback about students' interests, needs, efforts, and/or accomplishments</li> <li>• Listen attentively to what each student says and responds respectfully</li> </ul>

	<ul style="list-style-type: none"> <li>Engages in positive conversations (back-and-forth exchanges) with students</li> </ul>
	<p>The teacher uses effective strategies for guiding students' learning.</p> <ul style="list-style-type: none"> <li>Circulates throughout the room and interacts with students to address their strengths, needs, and interests</li> <li>Adapts and individualizes instruction to include all students</li> <li>Talks with students about their work to extend their thinking and build vocabulary</li> <li>Listens to what students say and then rephrases or restates their language and adds some new ideas</li> <li>Responds to students' thoughts and ideas by making statements or asking open-ended questions that help students explain, predict, apply knowledge, evaluate, consider consequences, or clarify</li> <li>Makes suggestions to extend students' play ideas</li> <li>Encourages creative and imaginative thinking</li> <li>Gives positive feedback and encourages students' efforts and accomplishments</li> <li>Helps students connect new knowledge to what they already know</li> <li>Uses a range of teaching strategies; observes, acknowledges, and describes students' learning</li> <li>Gives information to expand students' knowledge base</li> <li>Uses "self-talk" to describe actions</li> </ul>
	<p>The teacher effectively promotes the English language acquisition of students who are English- and dual-language learners.</p> <ul style="list-style-type: none"> <li>Uses gestures and visual cues when speaking</li> <li>Repeats words and phrases</li> <li>Gives students ample time to respond</li> </ul>
	<p>The teacher uses both student-initiated and teacher-planned experiences to effectively guide students' language and literacy learning and actively introduce mathematical concepts.</p> <ul style="list-style-type: none"> <li>Asks questions, models correct grammar, and introduces new vocabulary, including words that are not part of students' everyday language</li> <li>Encourages students to connect mathematical ideas to everyday experiences</li> <li>Interacts with students to support their understanding of a) number and operations; b) geometry and spatial sense; c) measurement; d) patterns; and e) data collection, organization, and representation</li> <li>Supports students' use of mathematical process skills (problem solving, reasoning, communication, connections, and representation)</li> </ul>

	<p>The teacher offers opportunities for students to learn concepts, processes, and skills in other content areas; science, social studies, the arts, and technology.</p> <ul style="list-style-type: none"> <li>• Encourages students to investigate, observe, explore, make predictions, experiment, reflect, describe, categorize, and record findings in life sciences, physical science, and Earth and the environment</li> </ul>
	<p>The teacher implements studies to help students actively investigate a meaningful topic over time and find answers to their questions.</p> <ul style="list-style-type: none"> <li>• Offers opportunities for in-depth exploration of a topic over time</li> <li>• Selects topics that are related to students' interests and prior experiences</li> <li>• Provides many firsthand, direct experiences with real objects for students to manipulate and explore</li> <li>• Uses studies to integrate learning in the content areas</li> </ul>
	<p>Teaching assistant(s) interact(s) with students in positive ways that support development and learning.</p> <ul style="list-style-type: none"> <li>• Listens attentively and responds appropriately to what students say</li> <li>• Interacts with individuals and groups in ways that support curricular objectives</li> <li>• Shows awareness of what is going on in other parts of the classroom</li> </ul>

*Adapted from: Creative Curriculum Implementation Fidelity Tool*