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Early Childhood: Child, Teacher, Parent

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Chapter 1

*Description of the Practicum**Statement of the Project*

The field of early childhood holds promising keys to unlocking many of the mysteries in learning. Educators in the field, given the right tools, have the potential to have a profound impact on the long-term success of their students. The concept of early childhood education has changed over the years and is now recognized as having the ability to set key foundational concepts in place. Early childhood education programs can help children get off to a good start on their educational journey. They can provide support and education for parents and play a vital role in early identification of speech and language delays and other learning problems that demand early intervention. Current research indicates the importance of providing the right stimulus to children and the probability that with the right stimulus we can head off or possibly prevent some learning problems from occurring later in the child's life. With increased awareness of how the brain works, early diagnosis of problems, nutrition and health, as well as developmental milestones the task set before early childhood educators is monumental. As vast as the task is, however, it is also filled with promise and hope.

The design of this curriculum comes directly out of the incredible possibilities set in motion while exploring this field. Working as a Preschool Director has given a unique vantage point at which to view the field of early childhood education. Early childhood programs have three essential components or learners. Primary learners are the child, the parent(s) and the teacher. In order to best serve the child, early childhood programs must not only focus on the curriculum and programmatic issues, but must also spend time training staff and providing learning opportunities for parents.

One of the first orders of business for any effective preschool program is to ensure that the curriculum being utilized is relevant and meeting the needs of the intended audience. By evaluating strengths and weaknesses, educators can maintain a program of excellence. First-rate programs require continual evaluation and refinement. Successful programs aim to employ the most effective resources available to meet the needs of the existing population. In order to achieve this standard a program leader must exhibit a willingness to continually seek out the most effective tools available and be open to metamorphosis. Accessing and assimilating current research, the first goal of this practicum is to revamp and restructure preschool curriculum in order to develop a comprehensive instructional model that utilizes authentic assessment to intentionally drive instruction and design appropriate intervention strategies while simultaneously providing an enriched multi-sensory environment to address the unique cognitive, psychosocial and biosocial needs of each child. The instructional designs will incorporate Howard Gardner's multiple intelligence theory, Daniel Goleman's emotional intelligence theory, Marion Diamond's and Jane Healy's research on the brain and enriched environments as a template. Centers, both teacher and student directed; interactive group and play; and thematic units and celebrations will provide the tapestry while early childhood developmental skills will be woven into the fabric of each lesson design.

Unlike elementary programs, teachers at the early childhood level are not necessarily degreed or even trained in early childhood. The experience and expertise of teachers at this level vary greatly. In the state of Colorado, the qualifications for preschool teachers are that a person is "group leader qualified." If a potential candidate holds a bachelor's degree in any field, the state recognizes them as "group leader" material, even if they have no expertise or experience working with young children. The less formal education a candidate possesses the more actual

experience in the field of early childhood is required. Each year the state does require each person working in the field receive a minimum of nine hours of professional training. Another pitfall in the early childhood arena is the turn over of staff. This is due in part because of the poor salary base. Archaic thinking regarding preschool as day care affect teacher-parent relationships as well as influence the teacher psyche. The way the consumer perceives something can certainly have an impact. Since the field tends to have a plethora of backgrounds and turnover in staff, a major challenge for program directors is how to retain and train staff. While there are many workshops that early childhood professionals can attend, they do not always address the unique needs of a specific staff. The challenge for the administrator is to assess the ongoing needs of a current staff, and design staff developments based on specific needs while incorporating the latest early childhood research. Staff training requires intentional thought and preparation to ensure excellence in the early childhood classroom. In a world of high intensity schedules and demands, staff members deserve to feel valued by having someone who listens and invests in their needs. The second aim of this practicum is to provide servant leadership. By designing authentic staff developments, where application and synthesis of components occur, new staff as well as returning staff can expand their knowledge base and improve the overall classroom design. Just as assessment becomes the driving force for instructional design for children, staff development is the component to facilitate instructional ingredients for the teaching team. Instructional design elements for staff will include basic educational techniques as well as complex educational issues. The creation of staff instructional designs will take place following existing staff's completion of self-evaluations. By examining current research and technology, methodology for staff can be consequential and genuine.

The final objective of this practicum is to delve into an instructional area that promises indirectly to serve the child better, but is often neglected. At the early childhood level, we have the potential to enable parents to become their child's biggest advocate. If we can help, our parents realize the impact parent involvement has at the preschool level then the possibility arises for them to play an active role throughout their child's educational journey. By providing the parent community with learning opportunities, we can empower them. Instructional designs for the parent community thus needs meticulous organization and execution and serve a genuine need. Instructional design models must account for the special needs of the parental community. Forums for parents will focus on relevant issues dealing with the growth and development of children as well as topics that support the parental journey. Lesson designs will promote overall health and lifelong learning. Units will center on areas that concern the healthy development of the preschool child and issues that help parents prepare their child's longitudinal educational journey. Using current research and the myriad of parent resources, this practicum hopes to provide informational forums throughout the school year. Topics currently relevant to the community include strategies for the emergent reader; kindergarten readiness; and integrating science and math at home; the importance of play; families in crisis.

This practicum will provide a sampling of the lessons from each section. With any instructional design, additions, deletions, restructuring and revamping is necessary to meet the needs of populations as they change. As with any educational process and as the ability to conduct effective needs assessment improves, revision is a given.

Application Context of the Project

The setting for the implementation of this project will be at Abiding Hope Lutheran Church Preschool. The student population is primarily white middle to upper middle class socio-

economically. The preschool serves approximately one hundred thirty families. The daily capacity to meet state guidelines is one hundred twenty two children daily. This program offers two-day, three-day, four-day or five-day options for children between the ages of two and a half and six and a half. The teacher to child ratio is one to seven in the two and a half year old class, one to ten in the three-year-old classes, one to twelve in the pre-kindergarten classes, and one to eighteen in the kindergarten class. The preschool block is a four-hour lesson design. Seven classrooms plus a music room and a gymnasium will be the backdrops for the implementation of the first component of the practicum. The staff development component as well as the parent forum component will take place in assigned rooms within the church.

As a ministry of the church, we are committed “to gather, empower and send persons into the 21st century as disciples of the living Christ.” Woven into our daily fabric is the mission to become disciples and thus gives us a different vantage point from which to work and design curriculum. While our scope of influence starts with the preschool community, we are an outreach of Abiding Hope Lutheran Church and work as a partner in mission and ministry. For the preschool community this means we can provide unique support to families. The preschool staff meets each morning to pray for the children, their families and each other. We attempt to center ourselves in Christ so that we are cognizant of the fact that we are his hands and feet. We know that he calls us out in the world to serve. We also lend our expertise to other ministry areas in the church. For example, an invitation extends to the entire congregation to participate in parent forums. We are also committed to excellence in the realm of preschool education, thus we provide staff in-services at least four times during the school year. Instruction for each component of this practicum will be ongoing during the 2005-2006 school year.

Project Goals

Three primary goals exist for this practicum: first, to provide an enriched classroom environment and intentional lessons for the developing preschool child; second, to provide high quality, on going training for a diverse preschool staff; and third, to reach out to the parent community and provide informational forums which will empower and equip them to better serve their children. If the goals are met, all of the preschool and kindergarten classrooms at Abiding Hope will contain multi-sensory components that filter through the majority of the preschool themes and activities, parent forums will be presented at least four times during the school year and staff will participate in at least four intensive and multiple mini staff development opportunities.

Project Terms

Anomaly. An irregularity

Authentic Assessment. A valid evaluation

Bodily/Kinesthetic. Gross motor

Cardinal Principal. The final number of items being calculated

Core Operation. Every intelligence has a set of central processes that serve to drive the diverse activities unique to that intelligence

C-SAP: Colorado Student Assessment Program

Developmental Assets. Framework developed by the Search Institute identifying both internal and external characteristics that children need to avoid risky behavior

Distinctive Developmental History. Each of the intelligences has a set developmental period in which it begins, matures and then declines

Emergent Reader. Process of growing into literacy

Emotional Intelligence. Social competencies including abilities in self awareness, managing one's feelings, inspiring self, be aware of others emotional states and managing relationships

Epistemology. Conceptual framework

Euclidean. Applying the assumed doctrines of reason to geometry, thereby obtaining statements from clearly defined truisms

Existential Intelligence: the ability to relate and understand the issues surrounding humanity

Evolutionary Plausibility. All of the intelligences must be deeply rooted in the development of the species

Individualization. The ability for each person to develop uniquely

Interpersonal Intelligence. Ability to distinguish and react suitably to the feelings, dispositions, impulses and needs of other people

Intrapersonal Intelligence. The ability to understand oneself, being able to discern strengths and weakness

Isolation by Brain Injury. Through study of brain injuries Gardner concluded that each intelligence could be isolated in separate regions of the brain

IQ. Intelligence Quotient, quantitative measure of ones ability

Howard Gardner. Harvard researcher who developed multiple intelligence theory

Linguistic Intelligence. The ability to use words and understand language

Liturgical year. Also known as the Christian year, consists of the cycle of liturgical seasons in some Christian churches which determines when Feasts, Memorials,

Commemorations, and Solemnities are to be observed and which portions of Scripture are to be read.

Logical/Mathematical. The ability to understand numerical sense and patterns and reasoning ability

Metacognitive. The intellectual development that learners can intentionally engage to help themselves learn or understand something new

Multi-sensory. An environment that is appeals to all the senses

Multiple Intelligence Theory. Theory based on the research of Howard Gardner, which proposes that humans do not have a single IQ, but that every person has at least nine intelligence centers in the brain

Musical Intelligence. Aptitude to create and appreciate rhythm, pitch, and resonance; admiration of the forms of musical eloquence

Naturalist Intelligence. Ability to understand and interact with the natural world

Picture Writing. First stage of writing

Prodigies/Savants. Individuals who demonstrate superior ability in one of the intelligences

Psychometric Findings. support from traditional standardized tests for each of the intelligences

Scribble Writing. Second stage of writing

Spatial Intelligence. Ability to perceive the visual world

Susceptibility to Encoding. Capacity for use of symbols

Topology. Understanding the properties of geometric statistics or solids that are not usually affected by changes in size or form

Chapter 2

Literature Review

In order to design a comprehensive curriculum, which delves into three specific arenas, motivation must exist to research a variety of philosophies, methodologies and resources. The nature of conducting needs assessment dictates that the designer is open to finding the best methodology to reach a specific population or learner. Consultation from researchers who exhibit a variety of expertise is mandated. In conducting needs assessments, it becomes blatantly obvious that one method very rarely meets the needs of every learner. Researchers who have malleable theories lend themselves well to educational practices. Two theories that work extremely well in creating authentic curriculums, whether the intended audience is preschool or adult, are multiple intelligences (MI) and emotional intelligence. The original designer of multiple intelligence theory, Howard Gardner is cognizant of the fact that the learning process is never complete. He is also unwilling to put a limit on how many intelligences exist, instead his research continues as he himself evaluates and revises misconceptions. Goleman's research on emotional intelligence exponentially adds complexity to Gardner's intrapersonal and interpersonal intelligences. The success of the design template necessitates a rich understanding of the philosophical fundamentals of both Gardner and Goleman.

Implementation of Gardner's theory will requires an in depth understanding of his approach to education (Armstrong, 2000, Gardner 1999, Gardner 1997, Gardner 1993). Gardener's approach to learning and his extensive and broad based research establish the groundwork for the framework of the preschool lesson design template. Curriculum designed around multiple intelligences at Abiding Hope provides a directional "pathway" from which to launch (Larsen, 2002). Recurring themes in several of his books and articles sustain the need for

lifelong learning, which supports the idea of providing quality staff development as well as parental forums. In the interview with Larsen Gardner's:

push for individualization is because of (his) conviction that people have different kinds of minds and have different strengths and perhaps even different epistemologies. There is no reason why you would have to learn the same way as I do as long as we both can understand. (Larsen, 2002, p. 4)

This thinking supports the notion that children, as well as adult learners need a wide variety of stimulus to promote learning. Creating stimulating environments and curriculum is even more crucial when considering the evidence that a single academic IQ only, "contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces" (Goleman, 1995, p. 34).

Creating enhanced learning environments and curriculums, for each intended audience, utilizing multiple intelligence theory requires an in-depth understanding of each intelligence. Stimulating the growth of each intelligence requires a wide variety of recourses from experts in each field. Understanding Diamond's work on enriched environments, adds to the texture of the overall design. By providing a stimulating environment, Diamond proved that the cerebral cortex grows (1999). Inheriting the ability to intentionally implement any theory effectively, is to recognize the limitations and criticism of the philosophy. It would be unwise to fail to investigate potential holes and then supplement other expertise.

Some of the harshest criticism of MI Theory surrounds concept of talent verses intelligence (Armstrong, 2000). Other critics, for example Delisle, believe that MI theory makes light of giftedness in children. Delisle seems to blame MI theory for the disintegration of traditional gifted programs.

For the past decade, thanks to the myopic work of Howard Gardner, who wants us to believe that ‘all children are gifted at something,’ I was beginning to feel that gifted kids no longer existed in the make believe world of multiple intelligences. (Delisle, 1999, p. 1)

Gardner’s premise is that while genetics plays a certain role in a person’s ability to master intelligence, without experience, the intelligence fails to thrive. For example, Mozart would have never become a master composer without exposure to music. He does not propose that given the exact same exposure that all children will experience the same level of mastery (Larsen, 2002). Currently, Gardner’s research has identified nine intelligences within the brain. Documentation on the first eight is extensive and has support from multiple resources. Gardner’s ninth intelligence, Existential Intelligence, deals with a person’s capacity to struggle with humanities long standing issues (Armstrong, 2000). Existential Intelligence has recently been tagged as another intelligence, however, will not be woven into the lesson design template. He leaves the possibility for other intelligences open, since the mystery of the brain is still vast. Eight criteria must be present before an area can be considered as intelligence and not simply talent or aptitude. Elements for consideration include:

Potential Isolation by Brain Damage

The Existence of Savants, Prodigies, and Other Exceptional Individuals

A Distinctive Developmental History and Definable Set of ‘End-State’

Performances

An Evolutionary History and Evolutionary Plausibility

Support from Psychometric Findings

Support from Experimental Psychological Tasks

An Identifiable Core Operation or Set of Operations (and)

Susceptibility to Encoding in a Symbol System

(Armstrong, p. 3, 7, 8)

The problem seems to be in the two expert's perception or definition of what giftedness encompasses. In *Extraordinary Minds*, Gardner recognizes within the human experience that some individual's rise above the rest, he sets out to try and "explain individuals who are truly exceptional," and "search for factors that relate the ordinary to the extraordinary"(Gardner, 1997, p. 5). Gardner makes the case that truly extraordinary people, geniuses or what Delisle would term "gifted" have a difficult time fitting into society's mode.

Children with IQs over 180 are not a happy lot. They are simply too different from others. As a result, they are often misfits, unable to find things in common with their agemates, prone to anxieties and severe social and emotional problems. Such children are helped significantly when placed in settings with youngsters (of whatever age) who are their intellectual equals. For once, they do not have to hide their academic skills or risk alienating others by revealing what they know, how they think, and how rapidly they assimilate new information. (p. 39)

Clearly, Gardner recognizes that within each of the intelligences a range of ability will exist. The very criterion Gardner sets up to identify a specific intelligence counters the critics thinking. Delisle's position claims that MI theory is trying to loop all kids together. Gardner's stance on individualization refutes this position. Utilizing MI theory is appealing in part because of its adaptability to diverse learners, both low and high achievers as well as varying ranges in ability. Just because someone does not have a 140 IQ does not imply that they are not "gifted" in another

parameter of their life. Certainly, in God's eyes, all of his children are gifted in one sense or another. Gardner's theory accentuates the brilliance in all of us; however, he is not ignorant to the variations in the human condition. On the contrary, "unless we can understand the unusual- be it eccentric, autistic, prodigious, or schizophrenic- our general theories will not be genuinely comprehensive" (p.15).

While awareness and acknowledgement of the critic's position is necessary, the focus transforms to finding the best way to implement the eight intelligences. The design model requires flexibility in order to incorporate relevant research from a multitude of sources. Designing lessons surrounding the eight intelligences promises to help children input material from different brain centers. Consequently, information retrieval can come from a multiple areas in the brain. Since information retrieval comes from different areas, it also provides an excellent backdrop from which to conduct assessment. The view of a learner is more comprehensive. The goal is to assess from both cognitive and affective domains.

Linguistic Intelligence ignites from the left temporal and frontal lobes in infancy and continues to develop until late in life (Armstrong, 2000, p. 5). Speech development, which is when children typically learn the sounds of our language, begins with babbling between three and nine months. By ten months, "true" words begin to emerge. Language development, which explains how children learn to understand others and express themselves, begins between three and six months of life, when babies start to smile, laugh, respond to voice and anticipate feeding at the sight of a bottle. By six months, babies recognize family members and understand concepts such as "no" (Berger, 2002). Language immersion and the belief that every child should be bombarded with verbal communication, as well as having books and text recited out loud is the first step to enriching linguistic development. Teachers and parents need to know the process

that emerges a child into literacy. They need to know that the process starts long before entrance into a formal educational setting. Unaware parents immerse their children in oral language and the child learns to speak. Between two-and-a half and three speech is eighty percent intelligible and language development is exploding exponentially. Children go from understanding around five hundred words and speaking about two hundred words at age, two to understanding approximately twenty eight hundred words and speaking in five to eight word sentences before entering kindergarten. Before children enter kindergarten, they also have developed the ability to tell long stories using approximately two thousand words (Berger, 2002). This happens through experiencing language, by listening to songs, poetry, stories and conversation. Development at this stage is rapid and systematic, babies listen and listen and then begin to engage in conversation. The dance between infant and parent is imperative. The environment plays a key role in preempting metacognition of language. Language molds society, our thinking—and our brains. “The verbal bath in which a society soaks its children arranges their synapses and their intellects; it helps them learn to reason, reflect and respond to the world” (Healy, 1999, p. 86). In early childhood, the brain is insatiable for language stimulation but as child reaches adolescence, the brain becomes stubborn. Unfortunately, many young children are spending increased time in front of television. Watching television is a passive activity; language development is an interactive experience. The media makes a lousy language teacher. “Good language, like the synapses that make it possible, is gained only from interactive engagement: children need to talk as well as to hear” (p. 88). Parents and our teachers need to know the importance of engaging children in conversation. For language to develop, children must play with words, role- play, mimic, and reason. Interactions with role models who demonstrate rich contextual language must occur regularly. Intentional planning for open-ended

discussions will help small children develop language, think and problem solve. Too many classrooms have teachers conducting one-sided conversations. Healy notes that studies have found teachers in classrooms talking 80% of the time, while students, even primary students, passively listening and regurgitating one-word responses. Passive listening does not promote language development or true listening skills. True listening is an active mental process that builds comprehension and memory. “Classrooms where children are passively ‘listening’ to teachers who do most of the talking are a dangerous anachronism” (Healy, p. 96). The instructional design must allow for environments rich in conversation and teachers must be cognizant of the ways they engage with children. Unintentionally, teachers are stopping discussions for the details of the daily routine. Staff development designs must encourage teachers to quit doing all the talking. The design model for staff will include ways to avoid demolishing discussions. Murphy, in *Play The Foundation that Supports the House for Higher Learning*, warns teachers of four potential discussion destroyers: asking children questions you already know the answer to, disregarding a child’s answer to a question because you are looking for the “right” answer, saying “someone already said that” and asking simple yes or no questions (2003, p. 103). Investing time in creating genuine discussions leads to problem solving and reasoning skills. Encouraging children to talk with other children and adults is vital. Children should not be discouraged from conversing with self, children between four and six speak out-loud to themselves frequently. They are learning to navigate their world. This private talk helps children work through unfamiliar problems. It gradually becomes quieter and more internalized by age ten. The “private” speech reappears throughout adulthood and never disappears completely. Many teachers and parents misunderstand the value of this self-talk (Diamond, 1999). Classrooms that are quiet and void of talking and interacting may be appealing to adults,

but they sabotaging our children's educational journey. Early language and speech development is crucial for success in school and ultimately in life.

We must immerse a child in print the same way we immerse them in language. Immersing children in print means reading to them all the time; it does not mean providing them with worksheets. Children must see reading as “meaningful, relevant, and purposeful” (Bialostok, 1992, p. 119). Reading to children must be woven into the fabric of their day. “The single most important factor influencing children's literacy is the amount of time they are read to” (p. 48). One of the linguistic components in this curriculum design is to ensure that children are read to every day, multiple times. The environment must be rich in text and language. “The preschooler needs a rich language environment—conversing, signing, being read to, and, if the child wants to learn how, reading itself” (Diamond, 1999, p.184). The teacher must assess the child's desire to read and avoid pressure to teach reading before a child is ready (Diamond, 1999). Early childhood educators must understand the stages of reading, pre-conventional, emergent and developing, and create an intentional reading environment (Hill, 1994). Between ages four and six an emergent reader perceives himself as a reader, is curious about print, has books memorized, and knows most letters and sounds. Children need to be an emergent to developing reader before entering the elementary setting. They can only do this if they have spent time in books. This exploration should be fun and exciting.

We cannot assume that parents are reading or talking to their children. Brain research is providing conclusive evidence supporting how important language immersion really is to the development of a child and the ability for a child to read. “Infants whose parents talk to them more frequently and use bigger adult ‘words’ will develop better language skills” and this is fundamental in forming the foundation for reading skills later on in development (Jensen, 1998,

p.23). “Despite incontrovertible evidence that children who read well come from homes where reading is a prominent part of life, most parent do not read themselves. Eighty percent of books in this country are read by about 10% of the people” (Healy, 1999). With the overwhelming evidence supporting the need for literacy development in the home, it is astonishing to realize that a 1996 “poll showed that 82 percent of all parents say they don’t encourage reading at home” and “three out of four say that kids are ‘too distracted’ by television to read” (Jensen, 1998, p. 23). It is no wonder there is a national literacy crisis and demonstrates a critical need for early childhood education to promote linguistic development. Parents need to understand that literacy development begins long before entrance into the local elementary school and the vital role that they play in their child’s development.

Books and conversations are not the only tools used to develop Linguistic Intelligence. Writing is also an essential ingredient in the creation of Linguistic Intelligence (Armstrong, 2000). At the preschool level, this means that we must understand the writing process. By understanding the stages of writing, pre-conventional, emergent and developing educators can empower children to become writers even at the early childhood level (Hill, 1994). Children are writers even before they can write conventional letters. Journaling at the preschool level allows a unique way to document the progression of writing starting with “picture writing” and proceeding to “scribble writing, random letters, invented spelling” and finally arriving at limited “conventional writing” (Routman, 1991, p. 216). Children should be encouraged to write daily and the teacher should unobtrusively chronicle what a child’s scribbles mean. “Scribbling is a beginning stage of writing development that enables emerging writers to explore language” (p. 118). Children should also be encouraged to talk about stories, about what they have written, about how they feel, about who they are, and about their world. Through listening to children and

talking to children, the early childhood educator can not only encourage linguistic development, but also identify red flags in language development. “Early language experiences and stimulation encourage the child’s effective use of language. Early recognition and treatment of delays is critical for helping young children successfully overcome many speech impairments” (Marotz, Cross, & Rush, 2001, p. 77). Our children are struggling in these areas and so instructional designs need to intentionally focus on creating environments where children develop listening and speaking vocabularies. Research demonstrates that a leading cause of poor reading is “poor critical listening skills”(Marotz et.al., p. 102). The classroom paradigm must be an explorative laboratory where children engage in interactive discussions.

As with Linguistic Intelligence, children need to delve into Logical/Mathematical Intelligence. Logical/Mathematical Intelligence bursts during infancy from the left frontal and right parietal lobes. The development of Mathematical logical thinking crests during the teenage years and begins to degenerate after age-forty (Armstrong, 2000, p.5). Although inconsistent, “even infants have some perceptual awareness between two and three objects” (Berger, p. 270). Small children must explore the relationship between numbers and objects. Unlike, Linguistic Intelligence that does not have a linear progression of development, Mathematic/Logical Intelligence develops in a sequential increasingly complex manner. Initially it is common for children to count items more than once or omit items. It takes time to develop stable order, one-to-one correspondence and the cardinal principle; however, the succession is relatively quick. By eighteen months, a child already conceptualizes the three principles. A two and a half year old understands how to count dots in groups of five and thirteen, but is inaccurate. At age four, a child’s accuracy of counting dots in groups of five and thirteen is consistent and often perfect. As the brain matures and a child’s language becomes more sophisticated, mathematical

comprehension expands. Encouraging the natural inquisitiveness a child has regarding how objects relate to one another also needs to occur (p. 271). Planning and executing activities in this area must maximize the development of reasoning skills (Wilkins, 1996). Fostering Logical/Mathematical development requires concrete, hands on exposure to objects and their relationships. Focus on the concrete can lead to a depth of understanding for the abstract. For example having children cook is a fun way to bring mathematic concepts into the real world. Understanding that a child who can count to ten does not necessarily have a concept of ten is relevant at the preschool level. Between age four and six children a mathematic gap appears. A four year old can count and identify a group of items that is larger if there is a visual representation. If a visual is not provided a child does not understand the corresponding quantities. By age six, children have developed the ability to match quantities with counting mentally. The number gap is easily seen by showing, “a stack of two 1 dollar bills and one 10 dollar bill to children ages four and six and ask, ‘Which is worth more?’” the younger child will pick the two bills while the first grader will confidently pick the bill with the higher value (Diamond, 1999 p.178). Children in middle-income groups usually move into the mental framework and glide into other mathematic concepts. However, a second number gap exists between rich and poor. “A child’s understanding of math tends to vary with socioeconomic level, and it is poorer in inner-city areas” (p. 179). Researchers found that playing board games with at risk children where they had to take turns moving pieces up numerically improved children’s mathematical understanding. “The presence of board games in a child’s home is a good predictor of math competence in school” (p.180). Incorporating board games into the preschool classroom is an inexpensive way to encourage math competence.

Parents can also be encouraged to incorporate the development of this intelligence into the daily fabric of the child's life. Math, as it applies to every day life develops this aptitude. Time needs to be provided in the course of the preschool day to actively engage children in counting, patterning, measuring, experimenting with quantities, building with blocks, sequencing and developing an understanding of time relationships. Development of number sense is imperative for functioning in the world. Theories in cognitive development support the position that educators can provide opportunities for small children to expand their perceptual thinking in the area of Logical/Mathematical intelligence.

Some children experience an aptitude for advanced mathematical concepts at a young age. Miller points out an interesting factor for educators to consider when thinking about incorporating Logical/Mathematical thinking in the classroom. "Mathematical talent refers to an unusually high ability to understand mathematical ideas and to reason mathematically, rather than just a high ability to do arithmetic computations" (Miller, 1990, p.1). Gardner would argue that this is an example of Logical/Mathematical Intelligence. It is relevant to consider while discussing Logical/Mathematical Intelligence because it is easy for educators to miss the signs that children have this ability. Children with little formal instruction have shown remarkable and very sophisticated mathematical knowledge and ability to discover new ideas and solve problems. This ability is often overlooked (Miller). By providing a truly rich Logical/Mathematical environment and by keeping up on these types of anomalies, early childhood educators can watch for signs and adapt the MI curriculum in ways that would encourage continued growth.

Spatial Intelligence originates from the "posterior regions of the right hemisphere" of the brain. "Topological thinking in early childhood gives way to Euclidean paradigm around age 9-

10” (Armstrong, 2000, p.5). An artistic eye remains vigorous into old age. For the development of Spatial Intelligence, the curriculum designs must consider the visual world. The preschool environment must be rich in images, visualizations, graphics and overall aesthetics. Lessons must include an exploration of the visual world through a variety of modalities. Children should see various artists and then have the opportunity to experiment with different mediums. For example, exposure to Monet or Renoir can propel little ones into open-ended painting. Large blocks of time are required to allow children to experience the creative art process. By providing enough time, children can appreciate the process. Too often, classroom schedules stifle the artistic and creative process. Exploring spatial intelligence does not translate to the daily art project, but rather encompasses an entire realm of creativity. “When children are ‘made’ to do art, the intrinsic value is lost” (Murphy, 2003, p. 51). The ideal is to create a space for children to explore in an unrestricted environment. Murphy points out eight “creativity killers:”

Creativity Killer #1: Surveillance and Hovering

When children are constantly under observation, their creative urges often go underground and hide...Provide children with materials for creative expression, give them time to explore and use materials, then back off.

Creativity Killer #2: Evaluation

When facilitating creative expression we want to develop intrinsic motivation, not pressure to produce solely what others want, or what pleases teachers. Resist the urge to say, ‘What is it?’

Resist the urge to really say anything about their creations.

If a child comes running to you saying, ‘LOOK! LOOK! LOOK!’ Then do just that- look, look.

Look!!...If the child says, ‘Do you like my painting?’ Put the question back to them...

Cultivating intrinsic motivation becomes key as we encourage children to contemplate their own creations instead of paying so much attention to what others say or think about them.

Creativity Killer # 3: Over-Control

An excess of micromanagement can be frustrating for the adult and the child... Independent creativity begins to emerge when you enhance the art area with colored paper, pens, markers, rulers, tape, glitter, colored pencils, and glue. Creativity flourishes when you continue to encourage their creations by asking, 'do you need anything else?'

Creativity Killer #4: Restricting Choice

(Say) Yes as often as possible...YES keeps the energy flowing and keeps the explorations moving ahead in a way that allows for deeper thought and creativity.

Creativity Killer # 5: Pressure

Lofty inappropriate expectations of a child's ability and performance can cause undue pressure and lead to frustration for both adult and child.... In essence things that 'look like something' cannot be created until children have had the time and experience of drawing over and over again the lines, shapes, squiggles and scribbles they will need to put things together on their paper!

Creativity Killer # 6: Lack of Time

Adults are in a time crunch, always pressured to move on and hurry up. They unknowingly often pass this pressure on to their children.

Time is essential as we begin to cultivate creativity.

Creativity Killer # 7: Measurable Outcome=Funding

Creativity Killer # 8: Baby Gap Syndrome

Educators and providers need to be able to verbalize why creative art and other kinds of messy play is important. (p. 57-65)

Brain research supports the need to provide many opportunities for students participate in art. A link exists between the integration of art and scientific and creative thinking. “By learning and practicing art, the human brain actually rewrites itself to make more and stronger connections” (Jensen, 1998, p. 38). The brain must have unlimited access to open ended creativity. Designing opportunities for parents to engage in the creative process will encourage open dialog and understanding. Implementation of instructional models will ensure that staff understands the critical nature of spatial development, as well as equipping them with the tools to talk with the parent community when a parent is convinced that not enough time is being spent on paper-pencil tasks.

Musical Intelligence begins in the right temporal lobes (Armstrong, 2000, p.5). The neural systems that process music use elements such as tonal patterns, rhythms, harmony, and tunes to create emotional responses as well sending slower verbal messages (Sylwester, 2003, p. 128). The complexity of the system allows us to “create an infinite number of melodies out of various sequences of the 12 tones in the musical scale” (103). “Musical intelligence begins while still in utero as baby is exposed to mother’s heartbeat and is the last ‘smart’ we loose before we die” (Murphy, 2003, p.92). With conclusive evidence, researchers are discovering how important music is in a child’s development. “Our brain’s language and (verbal/nonverbal) music systems must both be developmentally stimulated, especially those subsystems that regulate highly controlled motor activity,” such as playing instruments, talking, singing or writing (Sylwester, 2003, p.129). Musical curriculum is critical for the brains musical network to be stimulated. Development of musical capabilities is a crucial cultural form of communication (p.129). At the preschool level incorporation of music into the curriculum is critical. Children are imaginative and naturally inquisitive at the preschool level. The world has not told them otherwise, so

children believe they can paint, dance, sing and freely express themselves. It is a perfect opportunity to connect them to a stimulating music curriculum. “Research shows when music, movement, and language are integrated, the benefits are incalculable both intellectually and psychologically” (Heyge, Mathia, Robinson, & Sillick, 1995, p. VII). By using the techniques found in programs like Music Garden as a starting point, Gardner’s Musical Intelligence can grow. *God’s Children Sing* exposes the preschool child to patterns, rhythms, dance, singing, instruments, and tone training (Heyge, et.al., 1995). Music, not only has a link to future mathematic development and language development, but also enhances creativity, gross motor development and social interaction. It has the ability to provide a calming effect in an environment. It promotes nonverbal communication and can strike an emotional reaction (Music Appreciation, 1997). Preschoolers exposed to music education have demonstrated significantly higher levels of spatial-temporal reasoning than those who have not received exposure to music lessons (Diamond, 1999). Songs and rhymes learned, as a child is the one thing that will be remembered into old age. An aging body and brain may forget breakfast, but an aging brain will remember the songs from childhood. Music development is not performance; it is enrichment and exploration. “Music significantly contributes to the child’s social, emotional, intellectual and physical growth, but often children are exposed only to trite children’s music that does nothing more than superficially entertain (Murphy, 2003, p. 96). The development of music curriculum must be significant and meaningful. The early childhood brain is ready to explore the complexity found in a variety of music. Music education ignites neurons that support cognitive development. Incorporation of a fun, enjoyable music education curriculum promotes a lifelong musical foundation as well as increasing intelligence (Diamond, 1999). Development of Musical Intelligence must be a core consideration.

Bodily-Kinesthetic intelligence requires the activation of several systems in the brain, specifically the cerebellum, basal ganglia, motor cortex and parietal lobes (Sylwester, 2003, p. 125). These systems coordinate and execute movement as well as act as a “virtual reality center that initially simulates projected movements to accelerate and better control our actual movements” (p. 125). The system relies on sensory feedback, internal models and automatic programs to determine body position and predict the correct motor command (p. 125). The cerebellum is responsible for muscle coordination and spatial development (Armstrong, 2000, p. 5). “Ninety-seven percent of all learning takes place from the neck down. The brain is activated when the whole body is used” (Murphy, 2003, p.75). Serotonin, a neurotransmitter, also plays a role in regulating movement. “Low serotonin levels lead to uncoordinated awkward movements that tend to lower self-esteem (given the social importance of our motor system), and high serotonin levels lead to smoothly coordinated movements that tend to enhance one’s self esteem” (Sylwester, 2003, p. 151). Active movement increases the production of serotonin (p. 71). Kinesthetic development is a critical early childhood skill.

“Since mobility is a central human characteristic, these innate systems must develop early at the survival level without formal instruction” (Sylwester, 2003, p. 126). Researchers have discovered a system central to human learning called “mirror neurons.” This system explains the ability for an infant to activate complex motor neuron systems and mimic motor movements like sticking out a tongue immediately after seeing an adult model the behavior. The modeling and mimicking response may help to frame our understanding of teaching and learning. Developing these systems requires “unconscious preparation for a movement followed by the actual movement” (p. 127). Mirror neurons may thus facilitate the preliminary motor neuron simulation, priming, programming, and rehearsing that occur in children, and this process

obviously enhances our eventual mastery of complex motor behaviors”(p. 128). Denial of the ability to master this skill during, “its preferred developmental period,” causes long-term detrimental effects (p. 128). As motor development progresses beyond the innate response, the requirements focus on the demands of the environment. “Highly specialized and coordinated movement patterns, such as those used in calligraphy, playing the violin, and tap dancing, must be taught and mastery is typically difficult”(p. 129). While most will not reach the virtuoso-level of a master athlete or musician, intentional early instruction can thrust us beyond the survival level and into the realms of human capabilities.

We have encountered gaps in children’s gross motor development. “Thought is constructed, not only out of perceiving objects, but also out of physical activities with them”(Healy, p.170). Large and fine-motor development is interconnected. “Gross motor muscles of the arms and legs need to be developed and strengthened before fine motor muscles of hands and fingers”(Murphy, 2003, p. 75). A class playing interactive games with the parachute is working on both large muscles and the fine-motor grasp required to hold a pencil. “When a child plays and exercises large muscles or pursues games and hobbies that build fine-motor, he or she is strengthening motor synapses that are next-door neighbors to the neurons that manage mental behaviors-including attention” (Healy, p. 170). According to Healy, time is essential in the development of gross and fine motor development. It seems strange that we have reached the point that intentional planning needs to occur to ensure children are developing skills that use to occur naturally.

The amount of physical activity since the turn of the century has declined seventy-five percent; children are not playing, and through play a great deal of active learning takes place. Children use to play in natural ways, with kids of different ages, outside, basically unsupervised by adults.

Visual and auditory attention, body coordination-all were gained through that kind of play. This physical learning must take place before children start dealing with abstractions; it doesn't happen if children don't have those experiences. (p.171)

Incredibly forty percent of schools across the US, including some in Colorado have eliminated recess in an effort to increase standardized test scores (Murphy, 2003). Not only has recess been on the chopping block, some schools have cut physical education programs. This is not merely a sad commentary on our schools priorities or understanding of biological learning processes.

Inactivity in our nation's youth is causing a monumental health crisis. "Approximately 30.3 percent of children (ages 6-11) are overweight and 15.3 percent are obese. For adolescents (ages 12 to 19), 30.4 percent are overweight and 15.5 percent are obese" (American Obesity Association, 2006, p.1). Obesity in youth, not only increases a person's likelihood of being obese as an adult by 79%, but also causes an increase in health risks. In the last twenty years type two diabetes, "a disease usually diagnosed in adults aged 40 years or older," has been increasingly reported in children (Center for Disease Control's Diabetes Projects, 2006).

The epidemics of obesity and the low level of physical activity among young people, as well as exposure to diabetes in utero, may be major contributors to the increase in type 2 diabetes during childhood and adolescence. (p.1)

In 1992, type two diabetes only, "accounted for 2 to 4 percent of all childhood diabetes," this number had risen to 16 percent in 1994. Obese children are twelve times more like to have increased levels of "high fasting blood insulin levels," which increases the danger for type two diabetes (AOA, p.3). Diabetes is not the only health risk obese children face. Obese children are at increased risk for asthma, hypertension, orthopedic problems, sleep apnea and psychological problems. Ultimately these health issues cost a great deal of money and can lead to a premature

death. “Centers for Disease Control (CDC, 2005) reports that from 1979 to 2000, annual hospital costs for obesity-related conditions in children ages 6-17 rose from \$34 million to \$127 million.” Inactive preschoolers are at greater risk than active preschoolers are for entering first grade with increased body fat, which tends to continue through adulthood (Pica, 2006, p.12).

Clearly, kinesthetic development needs to become a lifestyle. Key to altering this alarming trend is prevention and education.

Teaching healthy behaviors at a young age is important since change becomes more difficult with age. Behaviors involving physical activity and nutrition are the corner stone of preventing obesity in children and adolescents. Families and schools are the two most critical links in providing the foundation for these behaviors. (American Obesity Association Prevention, 2006 p.1)

Parents and schools cannot afford to underestimate the incredible cost to children’s health.

Recommendations for both parents and schools include creating environments that enhance and encourage physical activity. Except while sleeping, children should not be sedentary for more than sixty minutes at a time (Pica, 2006). The American Obesity Association concur with what Healy recommends in *Endangered Minds*, to turn off the television or at least limit its use.

Denying physical activity to children as punishment for failing to bring complete homework or failing to complete class assignments is poor educational policy. Children, adolescents and adults need active kinesthetic development.

The preschool curriculum demands opportunities to engage children in environments that encourage overall kinesthetic development. While recess, sports and open play are crucial to the development of this area; movement opportunities should not be limited to these arenas.

Kinesthetic development includes incorporation of drama and creative play. Leading early childhood reformers, Montessori and Reggio Emilia, lend themselves beautifully for the escalation of this intelligence. These leaders in progressive reform at the early childhood level “view children as active authors in their own development” (Edwards, 2002, p. 4). Physical education is part of the design model due to the increased need for intentionally fostering Bodily/Kinesthetic Intelligence.

Implementing early childhood fitness is different from an adult fitness model. Developmental appropriateness as well as an understanding of physical growth must be key in the overall design model. “Physical fitness comprises of two components: health related fitness and skill related fitness” (Pica, 2006, p. 13). The kinesthetic designs will intentionally emphasize both components. “Health related fitness incorporates cardiovascular stamina, muscular strength, muscular endurance, flexibility and body composition” (p.13). Skill related fitness includes coordination, balance, dexterity, power, speed and response time (Pica, 2006). Activities related to both of these areas are limitless and need to be incorporated throughout the day. The recommendations do not insist on sustained physical activity, but rather and accumulation of time over the course of the day. The recommendations for toddlers are to accumulate at least 30 minutes of structured physical activity and at least 60 minutes of unstructured physical activity. By age, four and five the unstructured level is still at least 60 minutes however; the structured level of accumulation rises to at least 60 minutes of structured physical activity (Pica). The concept of time accumulation is beneficial in cognitive areas as well. Brain breaks are physical activities that get the blood, sugar and oxygen flowing back to the brain, which allows refocusing and regrouping. “However, if you want to focus on

particularly on cognitive benefits, cross lateral movements are an excellent choice, because they require the two hemispheres of the brain to communicate across the corpus callosum”(p.16).

Kinesthetic development is not optional. Certainly, with the alarming health concerns surrounding childhood obesity, educators need to be concerned that we are encouraging healthy lifestyles. Growth in Bodily/Kinesthetic Intelligence is needed not only for its’ functioning as intelligence, but also because of the overall health benefits. Parents and teachers must also be aware of the impact nutrition and Bodily/Kinesthetic development has on a child’s overall well being. Parental instructional design models will include workshops designed to highlight the concerns of the health community, to foster an understanding of the importance of kinesthetic development and its impact on all areas of learning. Staff development surrounding kinesthetic development will focus on revamping the way movement is incorporated into the regular classroom routine. Understanding the biological impact of movement and learning will require that teachers reshape old myths or models. For example, if large motor development precedes small motor development then it makes sense to use large muscles to teach basic concepts like letter recognition before attempting to have a child use pencil and paper. Early childhood teachers must commit to implementing the best systems to ensure a solid foundation for higher learning.

Development of Naturalistic Intelligence emerges from the left parietal lobe in the brain. It allows us to distinguish living and non-living things. The initiation of this intelligence occurs in very young children. In order for children to develop the Naturalist Intelligence, they must experience the world that surrounds them. Incorporation of the natural world in the classroom as well as allowing ample time for children to explore outside ignites this intelligence. The tendency to overlook the natural world is a missed opportunity to create inquisitive thinkers.

Children need time to explore outside, “to wallow in the mud, sand and water, with enough time to poke things in the dirt, catch rollie pollies and frogs and roll down hills” (Murphy, 2005, p.38). Utilizing the outside world as the instructional model creates an environmental laboratory. The outside world encourages investigation. Children learn about balance as they “attempt to build block castles on the lawns bumpy uneven surface”(p.39). Children discover evaporation as the paint on the sidewalk and watch the water disappear. Children can experience the properties of wind and observe weather changes. They receive first hand examples of cause and effect. Focusing on Naturalistic Intelligence allows the nurturing of scientific investigation. The instructional design will incorporate environmental units, nature walks, aquariums, gardens, pets, weather stations and nature video. Development in this intelligence aims to help children gain an understanding that everyone is part of an intricate ecosystem and that we must be good stewards of God’s world. Children are natural scientists and investigators and early childhood is a prime time to foster a love for the natural world and all the intricacies it beholds. Science experiments hook children into the natural world and initiate growth in the method of inquiry.

Brain activation for Interpersonal and Intrapersonal Intelligence occurs in the right frontal lobes, the limbic system, temporal lobes and parietal lobes. Formation of attachment as well as boundaries between others and self are critical during the first three years of life (Armstrong, 2000, p.5). Interpersonal and Intrapersonal Intelligence deal with the way we interact with others, understand self and understand the complexities of the human condition. Gardner’s research into the realm of personal intelligence focuses on cognitive processes; however, neglects the role of feelings.

While there is ample room in Gardner’s descriptions of personal intelligences for insight into the play of emotions and the mastery in managing them, Gardner and those who work with him have

not pursued in great detail the role of feelings in these intelligences, focusing more on cognitions about feelings. The focus, perhaps unintentionally, leaves unexplored the rich sea of emotions that make inner life and relationships so complex and compelling, and often puzzling. And it leaves yet to be plumbed both the sense in which there is intelligence in the emotions and the sense in which intelligence can be brought to emotions. (Goleman, 1995 p. 40).

Gardner's theory of Multiple Intelligences broadens the perspective of intelligence; however, in discussing the emotional sphere and social competencies the look into the brain must switch from cognitive to emotional. "The predominant models among cognitive scientists of how the mind processes information have lacked an acknowledgment that rationality is guided by—and can be swamped by—feeling" (p. 41). Gardner's original intent for these realms was emotion, but as multiple intelligences developed into practice the emphasis, "evolved to focus more on metacognition'... 'rather than the full range of emotional abilities'" (p. 41). Gardner himself recognizes how critical the emotional abilities are in navigating life. In applying the emotional realm of intelligence to the design model, the switch in expertise is essential.

The research on emotional intelligence is vital for a truly successful curriculum model. "Traditionally, Curriculum was perceived as information passed from one generation to another in the form of organized knowledge" (Wiles, 1999, p. 4). Over the years, curriculum changes have encompassed more cognitive skills and identified vast differences among learners. For the last part of the twentieth century, it has assumed a more product orientated schema (Wiles). Outcome based education is certainly alive and well today. Standardized tests, like Colorado's C-SAP, scores consume public education. While school curriculums and standardized tests ignore a child's emotional development the evidence of children in crisis mandates that educators stop and reevaluate. Certainly, there are volumes of literature on ways to get children to behave in

class and teachers deal with social development whether the state tests for it or not; however, we do not focus on it as we focus on reading score or math scores. The local paper is not publishing how well each elementary school did at developing self assured, productive individuals who become vibrant contributors to society. “As children grow ever smarter in IQ, their emotional intelligence is on the decline” (Goleman, 1998, p.11). The decline in emotional intelligence is worldwide and spans all economic spectrums. “The most telling signs of this are seen in rising rates among young people of problems such as despair, alienation, drug abuse, crime and violence, depression or eating disorders, unwanted pregnancies, bullying and dropping out of school”(p. 12).

Declining emotional intelligence is not only affecting our children, it permeates the work place. While cognitive ability is necessary for entrance into a field, it does not equate to what predicts success. Emotional intelligence accounts for between 75% and 90% of success in the workplace. Problems in the work place equate only about seven percent to cognitive performance issues. The translation is that playing well with others is a critical job and life skill. Goleman refers to a national survey that revealed traits that employers are looking for in entry-level employees:

Listening and oral communication

Adaptability and creative responses to setbacks and obstacles

Personal management, confidence, motivation to work toward goals, a sense of wanting to develop one’s career and take pride in accomplishments

Group and interpersonal effectiveness, cooperativeness and teamwork, skills at negotiating disagreements

Effectiveness in the organization, wanting to make a contribution, leadership potential

Of seven desired traits, just one was academic: competence in reading, writing and math. (p. 12-13)

Companies are spending enormous resources attempting to teach social and emotional skills to employees, foundational competencies which emerge in early childhood. In the quest for better SAT scores, our children have begun to suffer from neglect of the spirit. Emotional intelligence must be reformatted into the daily lives of our children and our adults. The quest must be to incorporate instructional designs for children, staff and parents that nurture the heart. Neither Goleman nor Gardner relates these aspects of intelligence directly to God; however, this instructional model cannot take God out of any thing dealing with heart.

Neglecting the spirit is apparent and obvious in our culture. The shootings at Columbine and the bombings of the World Trade Center are grave reminders of how, as a nation, we need to search the depths of our souls for ways to create a better world for our children. We are truly a broken world. As educators and disciples of the living Christ, we can no longer ignore the spirit of each child. Children must recognize that they, along with their friends are gifts from an awesome God. As children of God, we have a responsibility to self, others and the world. Gardner's last two intelligences and Goleman's, Emotional Intelligence are addressed together because the ultimate purpose of this practicum is to be a tool to help fulfill a call from God. While traditional curriculums have largely ignored or separated the spirit, this practicum cannot separate from the call to be the church. We are not exclusionary and we clearly have more at stake than simply employing theory. To act out our mission as the church, we must first realize that we are witnesses to the resurrection and that we have been grasped by God to act out a different paradigm (Barger, 2005). In an effort to build Emotional Intelligence and in an effort to embrace children in the church family, part of the curriculum will include regular worship

settings, in which lessons follow the liturgical year. Devotionals for staff, to pray for families and for each other are another component of the design. Finally, the design model for parents will incorporate family connections in order for the parent population to feel connected to God and community.

Another avenue to help children of God realize their potential, while improving Emotional Intelligence, and providing community outreach, this practicum will also strive to build developmental assets. Asset building is for “every person and community wondering what they can do to restore and strengthen the protective systems for healthy child development” (Leffert, Benson, & Roehlkepartain, 1997, p. 5). In order to be asset builders parents and educators must understand the framework surrounding internal and external asset building. Parents must come to understand the vital role that they play in their child’s development and teachers must know how to create classroom environments that build assets. (Leffert, et.al., 1997; Starkman, Scales, & Roberts, 1999).

Abiding Hope Lutheran Church is like a large quilt that weaves people into God’s story. Carefully crafted by God, each stitch is vital to the whole. We are the church. Gardner and Goleman’s theories are similar in that each of the intelligences is intricately woven together. While, for illustration purposes, each was discussed separately, they weave in and out of each other. By understanding the interplay of intelligences, this practicum hopes to be inclusive. Utilizing thematic units, many of the intelligences can be woven into each lesson and through the course of the day and a week each of the intelligences can be regularly addressed. Inclusiveness mitigates that the practicum also includes authentic assessment. Documentation and models in which to track growth in students as well as for staff is also included in this design. As responsible educators, we must rely on hard data not gut instinct (Appendix A). As with all

design components, the assessment components are meant to be working models that can be reshaped as research and need dictate.

In addition to intricately weaving intelligences together, the intricacies of the brain and cognitive development must be noted (Jensen, 1998; Slavin, 2000). One of the most promising areas in education is brain research. Diamond's research proved that with stimulation the brain can and does grow and with neglect it prunes itself and windows are closed, opportunities lost (Diamond, 1999). Current research supports the need for quality early childhood programs, parent involvement and quality staff development. We now have the technology to show how musical and mathematical intelligence is linked. We also know that "early experiences determine which brain cells (neurons) will connect with other brain cells, and which ones will die away" (Neurological, 1997, p. 2). We know that the brain has a "remarkable capacity to change, but timing is crucial. The brain itself can be altered-or helped to compensate for problems- with appropriately timed interventions" (p. 2). The information regarding the plasticity of the brain also indicates that there are times "when negative experiences or the absence of appropriate stimulation are more likely to have serious effects" (p.2). The ramifications for educators and parents are thus huge in light of the research that now exists. "Parents need more information about how the kind of care they provide affects their children's capacities. If children are given timely, intensive help, many can overcome a wide range of developmental problems" (p.3). This of course means that educators must be keeping up on research and must be knowledgeable about developmental milestones as well as developmental delays. We must remain vigilant in our quest for better tools. Professionals need to know about effective methodologies, authentic assessment, instructional designs and curriculum (Herman, Aschbacher, & Winters, 1992; Gunter, Estes & Schwab, 1999; Wiles, 1999; Smith & Regan, 1999). Staff also needs to

understand learning styles, learning disabilities and classroom management strategies (Carbo, Dunn & Dunn, 1991; Sternberg & Grigorenko, 1999). Part two and three of this practicum aim to embark on this journey to provide staff and parents with vital information to assist children in their educational quest. The quest that we embark on, as educators, as parents, and as learners must be one of transformation. Just as the quest to become, a disciple of Christ is a process, so too is learning- always seeking, never quite arriving at the end.

Chapter 3

Curriculum Designs

Prelude to preschool lesson design:

The backdrop for the following lesson designs is a daily schedule that intentionally weaves Gardner's, MI theory and Goleman's, EQ theory into the daily routine. Each of the intelligences is a focal point as well as a sub point throughout the child's weekly experience. Lessons deliberately attempt to immerse children into an enriched environment in which cognitive, emotional and physical development can thrive. Whether the teacher works in a two-and-a-half-year old class or a kindergarten class the template for instructional design is the same. The teacher seeks out curriculum that falls into the multiple intelligence templates. Lesson designs included in this practicum look specifically at the pre-kindergarten class; however, would be easily adapted to a three-year-old class or kindergarten class.

Sample Daily Schedule:

9:00 am-9:15 am: Preset mini-lessons to entice children to engage in upon arrival (Rotation of Intelligences)

9:15 am -9:30/45am: Interpersonal/Intrapersonal Intelligence: Welcome activities; Children take turns leading calendar, weather board, feeding class pet, watering plants, morning prayer, highs and lows, show and tell etc... Everyday each child plays an integral role in the classroom.

Monday 9:30 am-9:50 am: Interpersonal/Intrapersonal Intelligence: Children participate in worship/chapel

Wednesday 9:45 am-10:30 am: Musical Intelligence: Music Education- pitch, rhythm, performance, composition, recordings, instruments

Friday 9:45 am- 10:30 am: Kinesthetic Intelligence: Physical Education- movement through play, dance, athletic activities, and drama

10:00/30-1:00: Linguistics, Mathematical/Logical, Spatial, and Naturalistic Intelligences: center based instructional models, individualized instruction, teacher adapts methods to meet individual child's learning needs, authentic assessment, open ended exploration, outside play, teacher facilitates learning and engages in process with students, snacks and lunch



Daily Lesson Design #1
Pre-kindergarten

Time: 4 hours

9:00-9:15: **Opening Activity:**

Procedure Pattern blocks
(Student choice) Free journal write/draw
Play dough

Curriculum Objective

discriminate (mathematical/logical)
write (linguistic)/draw (spatial)
design/build (body/kinesthetic)

Materials: tables set with watercolors; paper; water jars; circle area set with lacing cards and selection of puzzles

Assessment: direct interaction with students; observation

9:15-9:30: **Class welcoming activity objective:** To create a sense of community (interpersonal)

Each student shares a high or low
Each child completes daily job
Flag helper, weather helper, calendar helper, line leader etc...

Procedure: Opening circle time, welcome, highs and lows, daily jobs

Materials: weather chart, flag, calendar, opening book or finger play

Assessment: observation of student participation

9:30-9:45: **Physical Education/Kinesthetic Development**

Objective: To develop muscle tone and joint stability
To develop sense of team work (Interpersonal)

Procedure: Large group activities
Animal stretches (5 min.)
Prone position on scooter board relay across gym (20 min.)
Parachute (15 min.)
Stomach crawls
Crab walks
Ball wiggle
Color freeze

Materials: parachute, scooter boards, CD player, music

Assessment: Observation

9:45-10:00: RR break; wash hands; Fresh fruit snack (apples, pears, strawberries, blueberries, oranges)

10:00-11:30

Teacher Instructional Block

Objectives: The student will listen to, *The Hungry Caterpillar* by Eric Carle.

The student will observe a caterpillar habitat. (Naturalistic)

The learner will predict what will happen to the caterpillars.

Procedure: Teacher reads *The Hungry Caterpillar*; during reading the teacher asks prediction, main idea and detail questions; discuss life cycle and healthy eating; observe live caterpillar habitat; teacher records children's predictions on a chart

Materials: *The Hungry Caterpillar*, Live caterpillar habitat, chart to record predictions

Assessment: questions and answers, chart, observation

Center Rotation

Linguistics: (student facilitated)

Objectives: The learner will write and illustrate stories in journal OR
The learner will free write and draw in shaving cream OR

The learner will read a variety of books

Procedure: writing center set up for students to engage in reading and writing activities

Materials: markers, pencils, crayons, journals, shaving cream, book center

Assessment: student writing

Spatial: (teacher facilitated)

Objectives: The learner will create butterfly wings
The learner will stamp paint using fresh fruit as stamps.

Procedure: Have each child make wings (teacher will attach wings to caterpillars after children have left for the day). What kinds of things do caterpillars eat? Do you like the same kind of food? Why do you think they eat that kind of food? Stamp painting

Materials: scissors, pipe cleaners, glue, tissue paper, brown bags, construction paper, cut fruit, variety of tempera paint

Assessment: wings, paintings

Musical:

Objective: The learner is exposed to a variety of Classical music

Procedure: background classical music

Material: CD player; classical music CD's

Assessment: observation

Body/Kinesthetic (student facilitated)

Objectives: The learner will build with blocks OR The learner will construct using Lego's or Lincoln logs

Procedure: student directed building

Materials: Pattern blocks; Lego, Lincoln logs

Assessment: observation; note on student assessment when children build block towers

Mathematical/Logical (teacher facilitated)

Objectives: The learner will cut and count out circles for caterpillar construction.

The learner will design a caterpillar using a color pattern sequence.

The learner will place the caterpillar in a "brown paper bag cocoon, hang them from the ceiling, and predict what will happen to the caterpillar.

Procedure: Have each child cut circles either freely or using a tracer; each child counts out circles and designs a pattern for caterpillar (each child's pattern and number of circles can vary); ask child to predict what will happen to caterpillar

Materials: variety of construction paper; scissors; circle template/tracer

Assessment: caterpillars; note counting ability for each student in student journal

Interpersonal/intrapersonal: (student facilitated)

Objective: The learner will explore relationships in house and dress-up center.

Procedure: student directed play

Materials: house center

Assessment: observation; teacher notes new skills developing as they occur in student journal or assessment tool (positives as well as struggles)

11:30-12:00: Lunch Break (R.R; Wash hands; Eat)

12:00-12:30: Outside play (Naturalistic, Kinesthetic, Interpersonal and Intrapersonal)

Objective: The learner will play

Procedure: Free play

Materials: climber, tricycles & helmets, sidewalk chalk, bubbles w/ fly swatters, wands etc..., children's gardening tools, trucks, balls

Assessment: Observation; direct interaction; teacher notes significant events in student journal or assessment form

12:30-1:00: Closing Cuddle time

Objectives: The teacher and child share books, songs, finger plays and good-byes

I Love You the Purplest by Barbara M. Josse

If You Happy and You Know It

Jesus Loves Me

You Are My Sunshine

Praise Him Raise Him

The More We Get Together

The learner shares highlights from the day, reviews concepts

Procedure: Have children join teacher for closing "circle time." The learner shares highlights from the day, reviews concepts. Children discuss day; read, sing songs, ask and answer questions

Materials: Selected books from book center, songs and finger plays

Assessment: Direct interactions with students, observations noted in individual student journals

Daily Lesson Design # 2
Pre-kindergarten

Time: 4 hours

9:00-9:15:

Opening Activity:
(Student choice)

String beads
Sand writing and drawing
Hidden shells in sand sensory table

Curriculum Objective
discriminate (mathematical/logical)
write (linguistic)/draw (spatial)
(body/kinesthetic)

9:15-9:30

Class welcoming activity objective: To create a sense of community (interpersonal)

Each student shares a high or low
Each child completes daily job
Flag helper, weather helper, calendar helper, line leader etc...

9:30-9:45

Music Education

Objective:

9:45-10:00

The learner will develop body awareness

The learner will explore rhythm/tonal patterns

The learner will utilize rhythm sticks while crossing the midline

The learner will participate in listening, call and respond, signing and dance.

Theme: Visiting the Farm *

Procedure:

Opening Song
Body Awareness: Go 'Round the Mountain
Rhythm/Tonal: Patterns
Poem: Falling- Down Time
Echo Song: My Little Rooster
Listening Game: Farmyard I
Story Incorporation: MacDonald Farm
Dance: Copeland: Hoedown
Instruments: Rhythm sticks and shakers
Closing Song

* Heyge, Lorna & Audrey Sillick. (1994). *Music and Movement The Cycle of Seasons*.
Greensboro: Musikgarten/Music Matters.

RR break; wash hands; Fresh veggie snack (carrots, celery, zucchini, sweet potato and ranch dip)

10:00-11:30

Teacher Instructional Block

The student will explore oceanic habitats and the properties of water.

The student will listen to, *Rainbow Fish*, by: Marcus Pfister

Center Rotation

Mathematical/Logical and Kinesthetic (teacher facilitated)

The learner will make "soap boats" float in the ocean in the sensory table

Procedure

Cut triangles 1 ½ in. wide by 2 ½ in. long out of index cards. Cut out a small notch across from the triangle point; Place "triangle boat into sensory tub of water and pour a small amount of soap in the notch; watch as the boat speeds across the water (have extra triangles cut as each boat is only good once). Explain to children that the soap breaks the tension of the water and forces the boat forward with the water current

The learner will construct a clear blue sea

Procedure: Fill bottles 2/3 full with colored water; fill the rest of the bottle with mineral oil (do not leave air at the top); hot glue the lid in place; gently rock and shake bottle to see waves; explain when the you shake the bottle the oil and water move against each other but do not mix together

Materials: Sensory table filled with layer of blue or green sand and then water to create ocean, shells, play fish etc..., recycled water bottles (one for each child), distilled water, mineral oil blue food color or liquid watercolor, hot glue gun to secure lids

Interpersonal/intrapersonal: (student facilitated)

The learner will explore relationships in play.
Materials: house center, dress-up, animals, dinosaurs
etc...

Procedure: Sand pictures and letters
Materials: Variety of sand; construction paper;
tracing templates and trays; glue

Linguistic/Spatial Center: (student facilitated)

The learner will write/draw with sand.

11:30-12:00: Lunch Break

(R.R; Wash hands; Eat)

12:00-12:30: Outside play (Naturalistic/Kinesthetic/Interpersonal/Intrapersonal)

The learner will play.

Materials: climber, tricycles & helmets, sidewalk chalk, bubbles w/ fly swatters, wands etc., children's gardening tools, trucks, balls etc...)

12:30-1:00: Closing Cuddle time

The teacher and child share books, conversation, songs, finger plays, prayers and good-byes

Possible selections: "The Hungry Waves"

Swimmy, by: Leo Lionni

Fidgety Fish, by: Ruth Galloway

Commotion in the Ocean, by: Giles Andreae and David Wojtowycz

Assessment:

Direct interactions with students, observations noted in individual student journals

Daily Lesson Design # 3
Pre-kindergarten

Time: 4 hours

9:00-9:15: **Opening Activity:**

Curriculum Objective

Procedure:	Puzzles	distinguish shapes (visual/spatial)
(Student choice)	Lacing Cards	fine motor (body/kinesthetic)
	Watercolor paint	free expression (spatial)

Materials: tables set with watercolors; paper; water jars; circle area set with lacing cards and selection of puzzles

Assessment: direct interaction with students; observation

9:15-9:30: **Class welcoming activity objective:** To create a sense of community (interpersonal)

Each student shares a high or low

Each child completes daily job

Flag helper, weather helper, calendar helper, line leader etc...

Procedure: Opening circle time, welcome, highs and lows, daily jobs

Materials: weather chart, flag, calendar, opening book or finger play

Assessment: observation of student participation

9:30-9:50: **Chapel (Interpersonal)**

Objectives: The learner will act out the journey Christ took entering the city of Jerusalem.

The learner will retell the John's gospel story of entering Jerusalem.

Procedure/Call to worship: Two Children light the worship candles while the rest of the children sing worship songs:

Praise Him Raise Him

I Just Wanna Be A Sheep

Little Light of Mine

Jesus Loves Me

Opening Prayer: Children repeat after leader

Children dressed in pre-planned costumes (donkeys, friends with palms, Jesus)

Chapel leader tells story while children participate in acting the scene out

Chapel leader asks questions and solicits response from the group in retelling the story

Closing worship songs:

Two children extinguish the candles

This is the day

Shine

Closing Prayer

Exit song:

Oh When the Saints Go Marching Out

Materials: CD player, Acolyte sticks, Props for reenactment, Bible

Assessment: Observation; direct interaction

9:55-10:10: RR break; wash hands; healthy snack (yogurt, apples, granola and water)

10:10-11:30: **Teacher Instructional Block**

Objectives: The student will identify five senses.

The learner will use five senses during a pop corn lab demonstration

Procedure: Have children sit in a circle; teacher blind folds children and tells them that they are going to use the ears and nose to describe what they hear and smell. As the pop corn start to cook ask children what they hear; ask children to predict; ask children to describe what they smell; take off blind folds; what do you see? What do you taste? Salt? Butter?

Have children talk about other ways they use their senses

Materials: bandanas, pop corn, pop corn popper, bowls, salt, butter, water w/cups

Assessment: Observation, student answers to questions

Center Rotation (Procedure: Children rotate through centers; rotation times may vary)

Linguistics: (student facilitated)

Procedure: select children for the listening center;

Objective: The learner will listen and read along with a book on tape.

children listen and follow along with book

Materials: listening center, variety of stories for children to choose

Assessment: Observation

Spatial: (student facilitated)

Objective: The learner will paint using corncobs and stalks as their brushes/rollers

Procedure: Easels set up for painters; select painters; free painting and exploration

Materials: Large black construction paper, variety of tempera paint, corncobs and fresh and dries corn stalks

Assessment: Art sample; teacher observation

Musical: (teacher facilitated)

Objectives: The learner will make musical bottles. The learner will distinguish tonal patterns.

Procedure: Pour varying amounts of water in bottles; color the water in each bottle for visual distinction. Arrange bottles in rows; have children use metal spoons and tap on the top of bottles; rearrange bottles and repeat, have children tap bottles; ask about the different sounds; have children hypothesize what causes the different sound. Explain that it is the different amounts of air in each bottle that change the sounds. Demonstrate this by adding additional water or emptying water and tapping the bottles again.

Materials: *Even More Fizzle, Bubble, Pop & Wow*, by: Lisa Murphy Various sizes of glass bottles, food coloring or liquid watercolors, water, metal spoons

Assessment: Teacher track musical development strands to note on student assessment

Body/Kinesthetic (student facilitated)

Objective: The learner will put together marble chutes and have marble races.

11:30-12:00: **Lunch Break**

(R.R; Wash hands; Eat)

12:00-12:30: **Outside play** (Naturalistic, Kinesthetic, Interpersonal and Intrapersonal)

Objective: The learner will participate in free play

Procedure: Free play

Materials: climber, tricycles & helmets, sidewalk chalk, bubbles w/ fly swatters, wands etc..., children's gardening tools, trucks, balls

Assessment: Observation; direct interaction

12:30-1:00: **Closing Cuddle time (Interpersonal/Intrapersonal)**

Objectives: The teacher and child share books, songs, finger plays and good-byes

Where the Wild things Are, Maurice Sendak (Puffin Books, 1980)

The Jolly Pocket Postman, Janet Ahlberg

The Magic School Bus: Inside the Human Body, Joanna Cole (Scholastic, 1991)

The learner shares highlights from the day, reviews concepts

Procedure: Have children join teacher for closing "circle time." Direct interaction with children; read, sign songs, ask questions

Materials: Selected books from book center, songs and finger plays

Assessment: Direct interactions with students, observations

Procedure: Marble works set out and ready for little builders; assign builders

Materials: Marble works

Assessment: Teacher observation

Mathematical/Logical (teacher facilitated)

Objectives: The learner will match color sets. The learner will add sets together.

Procedure: Select children who will participate; have students demonstrate and model Skittle math problems and sets

Materials: skittles, color and set grids, chalk for individual black board

Assessment: Teacher note specific skills to record in student assessment

Interpersonal/intrapersonal: (student facilitated)

Objective: The learner will play Hi HO-Cherry-O and demonstrate ability to share, take turns, and count

Procedure: table ready with game and directions; select children to play

Materials: Hi HO-Cherry-O

Assessment: Teacher observation

Naturalistic:

Objective: The learner will tend the preschool garden.

Procedure: select little gardeners; little gardeners water the plants, pick weeds, and vegetables that are ripe

Materials: preschoolers garden gloves, hose, basket for veggies, bag for weeds

Assessment: observation

Clean up: during centers as needed and appropriate and then last five minutes of minutes before lunch

Daily Lesson Design # 4
Pre-kindergarten

Time: 4 hours

9:00-9:15: Opening Activity:	Curriculum Objective
Procedure	Sequence Cards developing sequencing/order (mathematical/logical)
(Student choice)	Nuts/bolts fine motor (body/kinesthetic)
	Letter grid/dot painting letter recognition (linguistics)

Materials: table with dot paints and letter grids; table set with the nuts and bolts; circle area set with sequence cards

Assessment: direct interaction with students; observation

9:15-9:30: **Class welcoming activity objective:** To create a sense of community (interpersonal)

Each student shares a high or low

Each child completes daily job

Flag helper, weather helper, calendar helper, line leader etc...

Procedure: Opening circle time, welcome, highs and lows, daily jobs

Materials: weather chart, flag, calendar, opening book or finger play

Assessment: observation of student participation

9:30-10:15: **Physical Education** (body/kinesthetic)

Objective: The learner will develop sense of balance.

The learner will participate in cooperative game.

The learner will develop coordination.

Procedure: Large group activities: "Silly Moves" & "Roll the Exercise" (7 min. warm up)

PE Rotation

Balance: students practice walking forward and backward on balance beam; have children walk heel to toe; have children practice holding one foot up, switch feet, have children pretend they are walking on a tight rope

Coordination: child rides tricycle through obstacle course; child follows traffic signs (stop, go, directionality)

(10 min. rotations)

Cooperative/Coordination: student takes turns

catching and throwing playground ball

Large group cool down: "Time to Relax" & "Quiet as a Mouse" (7 min.)

Materials: Silberg, Jackie. (1995). *500 Five Minute Games*. Beltsville: Gryphon House.

(pg 22; pg 207), balance beam, tricycle, traffic signs

Assessment: Observation; student participation; note developmental milestones in student journal

9:55-10:10: RR break; wash hands; healthy snack (cheese sticks, pretzels, oranges)

10:10-11:30: **Teacher Instructional Block**

Objectives: The learner will write a class story. (Language experience)

Procedure: Have children sit in a circle; teacher and children brainstorm favorite places to visit and activities.

Teacher prompts children and models an opening sentence. Children each add a sentence to the story. Group brainstorms a closing sentence. When finished have children read the story; discuss what great authors they are and prep for them becoming illustrators.

Materials: Story chart; bright colored markers

Assessment: Observation, student participation

Center Rotation (Procedure: Children rotate through centers; rotation times may vary)

Linguistics: (student facilitated)

Objective: The learner will copy group story onto pages of book. (*some children will copy sentences and others may just copy key words or just the sentence they contributed to the story; let each child determine how much or how little they wish to include)

Procedure: children write language experience story

Materials: pre-made "books" for students to write; colored pencils

Assessment: Student writing

Spatial: (student facilitated)

Objective: The learner will illustrate language experience story.

Procedure: students draw pictures to illustrate story

Materials: pre-made "books"; markers, watercolors, crayons

Objectives: The learner will listen to "25 Learning Songs"

Assessment: illustrations

Musical

Procedure: Music plays in background

Materials: CD player; musical CD'

(Including *25 Fun Learning Songs*)

Assessment: observation

Body/Kinesthetic (during outside recess)

Objective: The learner will use large muscles, tracking, and hand-eye coordination while participating in "Spaghetti painting /Toss."

Procedure: Tape butcher paper on fence, fill sensory table with cooked spaghetti, add 2 or 3 colors of paint to the sensory tub, have children toss spaghetti at butcher paper or "target."

Materials: Murphy, Lisa. (2001). *The Ooey Goey Handbook*. Rochester: The Learning Through Adventure Company.

Assessment: Teacher observation

Mathematical/Logical (student facilitated)

Objectives: The student will match objects with appropriate number

The student will match shapes

Procedure: have bowl dried beans set out and ice tray (each cube numbered 1 to 20); have child place beans into cube section and match the quantity; have different shaped containers and lids set out; have children match lids to corresponding shape

Materials: dried beans, ice cube trays, pans, lids

11:30-12:00: **Lunch Break**

(R.R; Wash hands; Eat)

12:00-12:30: **Outside play** (Naturalistic, Kinesthetic, Interpersonal and Intrapersonal)

Objective: The learner will participate in free play

Procedure: Free play; Spaghetti Toss (see kinesthetic center rotation)

Materials: climber, tricycles & helmets, sidewalk chalk, bubbles w/ fly swatters, wands etc., children's gardening tools, trucks, balls

Assessment: Observation; direct interaction

12:30-1:00: **Closing Cuddle time (Musical/Kinesthetic)**

Objectives: The teacher and child participate in musical games and good-byes

Mrs. Macaroni (pg. 192)

The Music Man (pg.190)

One Finger (pg. 191)

What's the Sound (pg.179)

Mouth Maracas (pg.180)

Say Goodbye (pg.212)

The learner shares highlights from the day, reviews concepts

Procedure: Have children join teacher for closing "circle time." Direct interaction with children; participation in musical games and songs

Materials: Silberg, Jackie. (1995). *500 Five Minute Games*. Beltsville: Gryphon House.

Assessment: Direct interactions with students, observations

Assessment: Teacher note specific skills to record on student assessment; observation

Interpersonal/intrapersonal: (student facilitated)

Objective: The learner will play in dress-up and house center

Procedure: free play

Materials: house center; dress-up box

Assessment: Teacher observation

Naturalistic: (teacher facilitated)

Objective: The learner will plant seeds in a nylon snake; the learner will predict what will happen to seeds.

Procedure: Have children sprinkle grass seed surface of nylon. Next, fill with dirt, section off nylon in three parts, repeat seed and dirt process and then tie off at the end. Dip "snake" into water, place on large tray. In a few days grass will grow through the nylons. While making "snakes", talk with children about the different things needed to grow (water, sun light, soil).

Materials: nylon socks; dirt, bucket of water, grass seed

Assessment: grass snakes

Clean up: during centers as needed and appropriate and then last five minutes of minutes before lunch

Daily Lesson Design # 5
Pre-kindergarten

Time: 4 hours

9:00-9:15: **Opening Activity:**

Procedure Sensory tub w/flour/sugar cinnamon
(Student choice) cutting shape
ABC Bingo

Curriculum Objective

measurement (mathematical/logical)
fine motor (body/kinesthetic)
letter recognition (linguistics)

Materials: sensory table filled with flour, sugar, cinnamon; measuring spoons and cups; scissors and shapes to cut; ABC bingo game

Assessment: direct interaction with students; observation

9:15-9:30: **Class welcoming activity objective:** The learner will identify colors and numbers.

Color Hopping (pg. 76)
Number Hopping (pg. 88)
Identify children's daily job

Procedure: Opening prayer, opening games, identify jobs

Materials: Silberg, Jackie. (1995). *500 Five Minute Games*. Beltsville: Gryphon House.

Assessment: teacher notes individual skill development in student journal

9:30-10:15: **Music**

Objective: The learner will identify environmental sounds.

The learner will develop rhythm and tonal sense.

The learner will sing.

Procedure: "Pet Cat" (pg. 171)

Opening Song

"That's a Mighty Pretty Motion"

"Patterns"

"Rolling Along"

"Cat Sounds"

"Aiken Drum"

"Rhythm Sticks" (D/P. No. 5)

"Sensory Game" (Pg. 147; card 191b)

"Signing Game" (pg. 51; card 66)

Closing Song

"stationary movement" (pg 23; card 26)

"Rhythm/Tonal"

"Hoops" (pg.144; card 189)

"Listening Time" (S/N, No. 22-24)

"Call-and-Respond Song" (pg. 64; card 81)

"Environmental Sounds"

"Oh, Belinda"

Materials: Heyge, Lorna & Audrey Sillick. (1994). *Music and Movement The Cycle of Seasons*.

Greensboro: Musikgarten/Music Matters.; Resonator Bars, drum, rattles, rhythm sticks; music movement curriculum card and taped recordings

Assessment: Observation; student participation

9:55-10:10: RR break; wash hands; healthy snack (cheese sticks, pretzels, oranges)

10:10-11:30: **Teacher Instructional Block**

Objectives: The learner will write a class story. (Language experience)

Procedure: Have children sit in a circle; teacher and children brainstorm favorite places to visit and activities.

Teacher prompts children and models an opening sentence. Children each add a sentence to the story. Group brainstorms a closing sentence. When finished have children read the story; discuss what great authors they are and prep for them becoming illustrators.

Materials: Story chart; bright colored markers

Assessment: Observation, student participation

Center Rotation (Procedure: Children rotate through centers; rotation times may vary)

Linguistics: (student facilitated)

Objective: The learner will copy group story onto pages of book. (*some children will copy sentences and others may just copy key words or just the sentence they contributed to the story; let each child determine how much or how little they wish to include)

Procedure: students draw pictures to illustrate story

Procedure: children write language experience story

Materials: pre-made "books" for students to write; colored pencils

Assessment: Student writing

Spatial: (student facilitated)

Objective: The learner will illustrate language experience story.

Materials: pre-made “books”; markers, watercolors, crayons

Assessment: illustrations

Musical

Objectives: The learner will listen to “25 Learning Songs”

Procedure: Music plays in background

Materials: CD player; musical CD’

(Including 25 Fun Learning Songs)

Assessment: observation

Body/Kinesthetic (during outside recess)

Objective: The learner will use large muscles, tracking, and hand-eye coordination while participating in “Spaghetti painting /Toss.”

Procedure: Tape butcher paper on fence, fill sensory table with cooked spaghetti, add 2 or 3 colors of paint to the sensory tub, have children toss spaghetti at butcher paper or “target.”

Materials: Murphy, Lisa. (2001). *The Ooey Goopy Handbook*. Rochester: The Learning Through Adventure Company.

Assessment: Teacher observation

Mathematical/Logical (student facilitated)

Objectives: The student will match objects with appropriate number

The student will match shapes

Procedure: have bowl dried beans set out and ice tray (each cube numbered 1 to 20); have child place beans into cube section and match the quantity; have

11:30-12:00: **Lunch Break**

(R.R; Wash hands; Eat)

12:00-12:30: **Outside play** (Naturalistic, Kinesthetic, Interpersonal and Intrapersonal)

Objective: The learner will participate in free play

Procedure: Free play; Spaghetti Toss (see kinesthetic center rotation)

Materials: climber, tricycles & helmets, side walk chalk, bubbles w/ fly swatters, wands etc..., children’s gardening tools, trucks, balls

Assessment: Observation; direct interaction

12:30-1:00: **Closing Cuddle time (Musical/Kinesthetic)**

Objectives: The teacher and child participate in musical games and good-byes

Mrs. Macaroni (pg. 192)

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Say Goodbye (pg.212)

The learner shares highlights from the day, reviews concepts

Procedure: Have children join teacher for closing “circle time.” Direct interaction with children; participation in musical games and songs

Materials: Silberg, Jackie. (1995). *500 Five Minute Games*. Beltsville: Gryphon House.

Assessment: Direct interactions with students, observations

different shaped containers and lids set out; have children match lids to corresponding shape

Materials: dried beans, ice cube trays, pans, lids

Assessment: Teacher note specific skills to record on student assessment; observation

Interpersonal/intrapersonal: (student facilitated)

Objective: The learner will play in dress-up and house center

Procedure: free play

Materials: house center; dress-up box

Assessment: Teacher observation

Naturalistic: (teacher facilitated)

Objective: The learner will plant seeds in a nylon snake; the learner will predict what will happen to seeds.

Procedure: Have children sprinkle grass seed surface of nylon. Next, fill with dirt, section off nylon in three parts, repeat seed and dirt process and then tie off at the end. Dip “snake” into water, place on large tray. In a few days grass will grow through the nylons. While making “snakes”, talk with children about the different things needed to grow (water, sun light, soil).

Materials: nylon socks; dirt, bucket of water, grass seed

Assessment: grass snakes

Clean up: during centers as needed and appropriate and then last five minutes of minutes before lunch

Prelude to staff development lesson designs:

Early childhood education presents a unique challenge when it comes to staff development. Since the state of Colorado does not require preschool teachers to hold degrees in early childhood or education, the make-up of a preschool staff is often diverse. Staff development is critical to ensure excellence in the early childhood setting. With current research indicating the vital need for early diagnosis and intervention, those in early childhood education must be vigilant in efforts to teach new staff. We must be alert to new research and strive for professionalism. We must stay keenly aware that we advocate for the smallest of God's children and that often their voices go unheard.

The following represents a list of essential, although not exhaustive, staff development topics for early childhood educators. A lesson design is included for each topic represented.

1. Utilizing Multiple Intelligences in the classroom
2. Authentic Assessment
3. Emotional Intelligence: A Critical Component
4. Communications Strategies
5. Frameworks of Development
6. Unlocking Readers
7. Play is fundamental



Staff Development Lesson One
Implementing Multiple Intelligences in the Preschool Environment

In-service time: 5 hours

Lesson Objectives: To gain a conceptualization of Multiple Intelligence Theory in order to:
integrate MI components into preschool lesson design;
drive instruction;
implement intervention strategies;
design an enriched classroom environment; and assess student progress.

Instructional Input:

1. The participants will play in an enriched preschool classroom environment (Exploratory centers will consider eight intelligences: linguistics, mathematical/logical, spatial, naturalistic, musical, kinesthetic, interpersonal and intrapersonal). 45 minutes
2. Instructional input: power point presentation highlighting MI Theory, implementation and why this is an effective tool to drive instruction and monitor learning.
3. Interactive discussion utilizing play experience 1.5 hour
4. Small group (plan a MI lesson design, environmental changes and management techniques; highlight the elements already found in your classroom and areas the need improvement) 40 minutes
5. Present lesson design to large group (utilize positive feedback and support) 45 minutes
6. Discuss how MI designed centers support authentic assessment; authentic assessments can then drive instruction; provide evidence for cognitive and emotional growth and necessity for early intervention. 40 minutes
7. Demonstrate how to utilize the assessment tool and the importance of documentation of learning. 40 minutes

Assessment:

Small group presentations of lesson design
Feedback from small group and large group activities major components of MI
Observation of preschool classrooms and staff lesson plans over the following month;
Implementation of MI in the classroom

Materials:

Preschool classroom set up with enriched centers
Power Point Projector & Presentation diskette
Informational handouts
Resource List
Poster board & markers
Assessment Tool

Staff Development Lesson Two
Authentic Assessment

In-Service Time: 5 hours

Lesson Objectives:

The learner will understand the parameters of authentic assessment.

The learner will evaluate the purpose of authentic assessment.

The learner will implement authentic assessment strategies into daily classroom routine.
(August thru May)

The learner will collect data; compile portfolios and complete a comprehensive assessment for each student.
(August thru May)

Instructional Input:

Team up and have group list all the ways they remember being tested

Discuss the benefits and detriments of all of the forms of evaluation presented

Authentic assessment power point presentation:

I. Purpose of assessment

II. Understanding Assessment

a. What do I need to know about assessment?

b. What am I looking for in assessment?

c. Why do we need assessment?

d. Whom do I assess?

e. What do I assess?

f. How do I utilize the assessment data?

III. Types of assessment

IV. Effective environment for assessment

V. Understanding individual needs

VI. How to complete a needs assessment

VII. Assessment Techniques

Team up and design a set of posters highlighting importance of authentic assessment and implementation it in daily routine.

Present design sets to group

Assessment:

Observation of design sets

Student Portfolios

Assessment journals; data collection

Individual Assessment Documentation

Materials:

Power point projector; diskette

Samples of student portfolios

Butcher paper, markers

Staff Development Lesson Design Three
Understanding Emotional States of Mind:
How our emotional state affects cognitive thinking

In-Service Time: 6 hours

Lesson Objectives:

The learner will develop a conceptualization of emotional states of mind.

The learner will distinguish the effects emotions play on cognitive and social development.

The learner will analyze personal emotional states of mind. The learner will theorize states of mind influence classroom environment and ultimately growth and development.

The learner will develop strategies for fostering growth in emotional intelligence.

Instructional Input:

Power Point CD

AM session:

Discuss the difference between crisis and loss (10 min. reflective journal on a time of loss or crisis)

Discuss the process of crisis and loss (Discussion groups for sharing reflective pieces) **note: some participants may choose not to share their personal reflection

Examine techniques of recovery (How did you recover? The next time loss or crisis occurs, how will you react differently?)

Explain emotional intelligence

Identify how emotional processing in the brain and discuss the biological implications

Emotional Triggers (Have pairs act out emotions after being given hypothetical triggers); Have group point out potential for emotional hijacking

Addressing anxiety and worry (10 min. reflective journal describing a time when worry or anxiety has affected performance. Optional share with group)

Balance not suppression

Development of a high EQ (Have small groups map out strategies for improving EQ)

Interpret the advantages high EQ demonstrate

PM session:

Discuss emotions and learning

Explain what makes learning efficient

What do we do when what we learned no longer works?

Analyze how perceptions, beliefs and thoughts influence learning; Human beings validate their belief systems.

Stress and the biological impact

Prolonged stress and the biological and emotional impact

Emotional Intelligence: Competencies

How God changes everything

Prayer circles (Summarize key beliefs and ideas by creating a feeling collage)

Group prayer

Assessment

Power Point CD and Projector

Metacognitive inquiries

Feeling Collages

Role Play observations

Materials:

Magazines, pictures

Art mediums (chalk, watercolors, markers, pencils, drawing paper, journal sheets)

Staff Development Lesson Design Four
Effective Communication

In-service time: 6 hours

Lesson Objective:

The learner will discuss effectively collaboration techniques with team members.

The learner will be able to identify potential misconceptions in the communication process.

The learner will implement effective communication strategies while engaged with staff and parents.

The learner will effectively articulate the need for effective communication in development of parent/teacher as well as staff relationships.

Instructional Input:

The challenge of communication (Friedman)

Role Play: Miscommunication scenarios; play out using triangulation (5 groups)

Discussion: Analyze what happened

An introduction to systems theory

Triangulation (emotional triangle)

Secrets and systems

The Law of Communication (Hendricks)

Trusting God at a deeper level

Communication is essential for educators

The art of building bridges

Communication components: thought, feeling, action

Communication is both verbal and nonverbal

Distractions

Feedback

Reenactment: Have teams reenact the original scenarios utilizing effective communication strategies

Emotional Intelligence in the work place (Goleman)

Assign teams an Emotional Intelligence component to research and present to group.

Emotional Intelligence is critical in the work place

Personal Competence

Self-Awareness

Self-Regulation

Motivation

Social Competence

Empathy

Social Skills

Team Value

Becoming the team God Intends (pulling it all together)

Devotional: Matthew 18:15

Learning in community (Palmer)

Assessment:

Observation

Reflective staff evaluations *

Materials:

Role-play scenarios

Poster board

Markers

*See appendix A

Staff Development Lesson Five
Frameworks of Development

In-Service Time: 6 hours

Objectives:

The learner will gain an awareness of developmental milestones for children from gestation through age six.
The learner will articulate an understanding of developmentally appropriate activities in lesson designs.
The learner will become familiar with norms for cognitive, biosocial and psychosocial development.
The learner will utilize information on development to assist tracking individual's developmental progress.
The learner will incorporate asset development and enriched environments into classroom routine.

Instructional Input:

- I. Human Development
- II. Collaboration of Theories (Grand Influential Innovators)
 - a. Psychoanalysis
 - b. Behaviorism
 - c. Cognitive
- III. Theories in Practice (Systems Approach)
 - a. Developmentalists Agree
 - i. Dynamic systems
 - ii. Butterfly Effect
 - iii. Power of continuity
 - b. Systems Theory
 - i. Urie Bronfenbrenner
 1. Ecological Effect
 2. Overlapping Systems
 - a. Intimate
 - b. Interfacing
 - c. Community
 - d. Culture
 - e. Time
 - c. Life-Span Perspective
 - i. Multidirectional
 - ii. Multicontextual
 - iii. Multicultural
 - iv. Multidisciplinary
 - v. Plastic
- IV. Domains of Development
 - a. Biosocial
 - b. Cognitive
 - c. Psychosocial
- V. Developmental Beginnings
 - a. Germinal
 - b. Developmental Disorders
 - c. The Embryonic period
 - d. The Fetal Period
 - e. Birth
- VI. Biosocial: Birth –two
 - a. The Brain
 - b. Physical
 - c. Senses and motor
 - d. Gross motor
 - e. Critical Elements for optimal development
- VII. Cognitive Development: Birth-two
 - a. Sensory intelligence
 - b. Information processing
 - c. Speech Development

- d. Language Development
- e. Speech & Language Milestones
- VIII. Psychosocial: Birth-two
 - a. Emotional and social development
 - b. Early emotional response
 - c. Social referencing
 - d. Self-awareness
 - e. Emotional Age Norms
 - f. Infant Temperament
 - g. Attachment Patterns
 - h. Theories of Psychosocial Development
 - i. Psychoanalytic
 - ii. Behaviorism
 - iii. Cognitive
 - iv. Sociocultural
 - v. Epigenetic systems
 - vi. Search Institute: Assets for Children
 - 1. Asset Development
 - 2. Critical Assets: Birth to Five
 - vii. Quality Infant Care
- IX. The Play Years: Two-Six
 - a. Biosocial
 - i. Physical
 - ii. The Brain
 - iii. Enrichment vs. Boredom
 - b. Cognitive
 - i. Piaget
 - ii. Vygotsky
 - iii. Information processing
 - 1. Number Sense
 - 2. Memory
 - 3. Language Acquisition
 - 4. Language Development
 - a. Portrait of a Reader
 - b. Portrait of a Writer
 - iv. Theories of the Mind
 - c. Education for Early childhood
 - d. Enrichment through toys and activities
 - e. Psychosocial
 - i. Emotional Development
 - ii. Theories in Emotional Development
 - iii. Behavior
 - iv. Learning through Play
 - v. Gender Identity
 - vi. Television and the young child
 - vii. Cognitive consequences
 - f. Parenting Styles
 - g. Our children at risk
 - i. Child Maltreatment
 - ii. Consequences
 - iii. Protecting the young

Assessment:

Group question and answer

Observation; Student Portfolios; Weekly Lesson Plans

Materials:

Power Point Presentation

Staff Development Lesson Design Six
Unlocking Readers

In-service time: 2 hours

Lesson Objectives:

The learner will discuss the elements involved in creating an effective reading program.

The learner will show an understanding of the stages of reading.

The learner will track development of readers.

The learner will show examples of journal writing.

The learner will explain how to build reading fluency.

The learner will demonstrate how to foster a love for books and reading in the classroom.

The learner will gain an awareness of the “reading myths.”

Instructional Input:

1. Keys to Success
 - a. Fostering a love for reading
 - i. Reading development starts in early childhood
 - ii. Learning to read is developmental
 - iii. Reading for meaning
 - b. The stages of reading
 - i. Learning to love books
 - ii. Enjoying the meaning in books
 - iii. Learning how books work
 - iv. Discovering that print has meaning
 - v. Memorizing books
 - vi. Rehearsing books
 - vii. Developing fluency
 - viii. Reading Independently
 - c. The beauty of journals
 - i. Manual dexterity
 - ii. Opportunity to develop fine motor skills
 - iii. Scribble writing promotes language development, pre-reading and pre-writing
 - iv. Individualizes instruction
 - v. Catalogs development
 - d. Building fluency
 - i. Meaningful, relevant and purposeful
 - ii. Environment is rich in literacy experiences
 - iii. More time in books less time in drill and practice
 - iv. Variety of strategies
 1. Decoding
 2. Prediction, rhyme, rhythm, repetition
 3. Build vocabulary
 4. Retelling
 5. Viewpoints
 6. Draw conclusions
 7. Main idea
 8. Write
 9. Ignite Imagination
 10. Read aloud
 - e. The reading classroom
 - i. Rooms filled with good children’s literature
 - ii. Emphasis on interacting with books

- iii. Reading is a social activity not a worksheet
 - iv. Children should talk about books
 - v. Exploring all kinds of literature
 - vi. Exploding language
 - vii. Read to learn
 - viii. Inclusive classroom
2. Dismantling the Myth
- a. Reading instruction is systematic and sequential
 - b. Children must be taught a defined series of skills
 - c. Learning to read can be accomplished through a basal reader
 - d. Workbooks and worksheets will demonstrate mastery of reading.

Assessment

Classroom visits

Student Assessments

Student journals

Materials

Power point presentation

Variety of Children's books

Journal examples

****This lesson can be modified and used with parents to encourage reading at home.**

Staff Development Lesson Design Seven
Play Is Fundamental

In-service time: 3 hours

Lesson Objectives:

The learner will understand the importance of play in the early childhood classroom.
The learner will implement play into classroom setting.
The learner will utilize play as a backdrop for authentic assessment.

Instructional Input:

Have learner play for 20 minutes
Debrief and discuss the “play experience”
Watch Lisa Murphy’s video: The Importance of Early Experiences: Strengthening the Foundation that Supports the House of Higher Learning
Discuss the application of play in the classroom
Map out how design an intentional classroom environment that fosters play, enriched environments and authentic assessment
Designing center based instruction for intentional cultivation of developmental skills
Teacher as facilitator not director

Assessment:

Weekly lesson plans
Classroom observation

Materials

CD-
The Importance of Early Experiences: Strengthening the Foundation that Supports the House of Higher Learning by Lisa Murphy
TV & DVD Player
Room set up with enrichment activities (paint, shaving cream, plungers, brushers, floam, games, marble works, puppets, toys etc...)
Informational handouts

Prelude to parent partnership lesson designs:

Early childhood educators have a responsibility to establish a partnership with parents. For many parents preschool represents their first exposure to a school setting. The essential foundation for parent involvement in their child's educational journey begins in early childhood. Inviting parents to participate in the classroom demonstrates the critical role they will play in their child's educational journey. A working relationship between teacher and parent begins at this early age. An opportunity exists not only to collaborate with parents, but also to educate them on topics relevant to their child's development.

The following represent possible parent forums, again not an exhaustive list but rather a starting point.

1. What to expect in preschool and kindergarten: Parent Orientation
2. Is your child ready for kindergarten?
3. Developmental Milestones *
4. Raising Readers *
5. Kindergarten Curriculum
6. Developmental Assets: What are they and why does my kid need them?

* See Staff Development Lesson 5 & 6



Parent Forum: Orientation
Preschool and Kindergarten

Time: 60 minutes

Lesson Objectives:

The parent community will become familiar with the Multiple Intelligences template for instruction.
The parent community will gain information regarding the emphasis given to growth and development.
The parent community will receive information on the assessment design template.
The parent community will review policies regarding health and safety.

Instructional Input:

Power Point Presentation

- I. The Classroom Design
 - a. Christ Centered
 - b. Each child is a gift from God
 - c. Individualization
 - d. Developmental assets
 - e. Multi-sensory environment
 - f. Learning centers
- II. Teaching with the brain in mind
 - a. Enriched environments
 - b. 95% of Learning is peripheral
 - c. New Concepts: 2000 hits on the brain
 - d. Pruning
 - e. Prime times
- III. Instructional Design
 - a. Multiple Intelligences
 - b. Emotional Development
- IV. Curriculum
 - a. Encompasses all developmental domains
 - b. Collects data from all developmental domains
 - c. Includes: Cognitive, physical, social and emotional
 - d. Individualized instruction
 - e. Teacher adapts methods to meet child's needs
- V. Assessment
 - a. Portfolios
 - b. Conferences
 - c. Guided Instruction
 - d. Multi-sensory
- VI. A Closer look at each intelligence
- VII. Health and Safety

Assessment

Observation

Q&A

Materials

Power Point CD and Projector

Parent Handbooks

Parent Forum
Kindergarten Readiness

Forum Time: 2 hours

Objectives:

The learner will discuss the concept of “kindergarten readiness.”

The learner will examine the incongruence across the nation concerning “readiness.”

The learner will evaluate readiness as two-dimensional: ready children and ready schools.

The learner will assimilate information to determine developmental readiness for their pre-kindergartener.

Instructional Input:

Power Point Presentation & Open Discussion

1. Current requirements vary widely among states
2. Heated discussions involving: accountability, standards and assessments
3. 1995: The National Education Panel Set Goals
4. Identifying effective assessment
5. Readiness is Two-dimensional
 - a. Ready Schools
 - b. Ready students: cognitive; social/emotional; physical

Assessment:

Direct interaction

Presentation survey

Materials:

Projector

Power point CD

Parent Forum
Kindergarten Curriculum

Time: 90 minutes

Lesson Objectives:

The learner will become familiar the kindergarten curriculum.

The learner will gain an understanding of the developing child.

The learner will gain information on individualized instruction, methodology and assessment in the kindergarten classroom.

Instructional Input:

Power Point Presentation

- I. Classroom Design
- II. Religious Curriculum
- III. Multiple Intelligence Curriculum Model
 - a. Linguistics: Language Development, Sight words, Leveled books, decoding strategies, readers/writers workshop, journaling, independent reading
 - b. Logical Mathematics: Counting (1's, 5's, 10's to 100), Patterning, Number Sense, Number recognition, Sequencing, Time, Money, Mathematic vocabulary, basic computation
 - c. Spatial: Artistic Mediums and expressions
 - d. Body/Kinesthetic: Physical education, movement through play, dance, athletic activities, drama and building
 - e. Musical: Pitch, imitates rhythm, patterns, performance, composition, recording, tonal patterns, instrumentation, basic musical direction
 - f. Naturalistic: Relationship with natural world, ecological systems,
 - g. Intrapersonal/Interpersonal (Emotional Development)
- IV. Attributes
 - a. Individualized instruction
 - b. Authentic Assessment
 - c. Methods

Assessment:

Q & A

Materials:

Power point CD and projector

Kindergarten Brochure

Parent Forum
Developmental Assets

Time: 60 minutes

Lesson Objectives:

The learner will gain an understanding of the importance of being an asset builder for their child.

The learner will review the data from the SEARCH institute on Developmental Assets

Instructional Input:

- I. Present research on assets
- II. External Assets
 - a. Support
 - b. Empowerment
 - c. Boundaries and Expectations
 - d. Constructive Use of Time
- III. Internal Assets
 - a. Commitment to Learning
 - b. Positive Values
 - c. Social Competencies
 - d. Positive Identity
- IV. Starting Out Right
- V. Local link-PACT

Assessment:

Interactive discussion Q & A

Materials:

Informational handouts from SEARCH Institute

Chapter 4

Evaluation

Report on the Practicum

The goal of this curriculum design was to design a comprehensive preschool program. It intentionally set out to focus on three components. The design's heart was threefold, with special attention encompassing the key players in early childhood education, the child, the parent and the teacher.

The curriculum designed for the preschool and kindergarten child originally utilized Howard Gardner's, Multiple Intelligences as the template from which lessons would emerge. In the course of implementation, the original design expanded to include a separate physical strand of development as well as a broader understanding of social and emotional development. Weaving together Gardner and Daniel Goleman's research regarding intelligence into the model made for a contextually inclusive look at the child. Both Multiple Intelligence Theory and Emotional Intelligence Theory proved excellent springboards from which to build curriculum and assessment. The design framework allowed rigorous exploitation of each intelligence. In order to view the entire spectrum of the developing child, the design demanded meticulous attention to each component.

Challenged by the unique nature of training teachers at the early childhood level, the second component of this practicum set out to design meaningful staff development opportunities. The success of the practicum's first component was contingent upon the teaching staff demonstrating comprehensive understanding of the design template. A further consideration was to take a wide range of backgrounds and expertise and develop a team of early childhood educators who exhibited professional competencies. Another consideration was the

ability to adapt training as the players changed. Finally the design template for staff set out to keep a breast of current research and practices so that the design templates could evolve and improve, thus eliminating the risk of following archaic models.

The third element of this practicum was to empower the parent community to become long-term advocates for their children. Children's ability to navigate education longitudinally requires a significant commitment by the parent. Education at the early childhood level provides an excellent opportunity to advocate for children and parents. The quest of the final component was to encourage parents to expand their knowledge of growth and development, to help them understand red flags and the importance of early intervention, and to equip them with tools to aid in their child's educational journey. Another hope for this final component was to provide a networking of support for the parent community. By intentionally building relationships with the parent community true partnerships and collaboration could emerge.

Evaluation of the Practicum

Over the past four years, implementation of this curriculum design has occurred on multiple levels. Integration of multiple intelligences started in the regular preschool and kindergarten classrooms and expanded to include designated time for music education, physical education and creative arts development. The "regular" preschool and kindergarten teachers primarily focus on linguistic, mathematical/logical, spatial and naturalistic development. A music teacher facilitates music education for all of our students and a physical education teacher intentionally focuses on early childhood kinesthetic development. Emotional Intelligence permeates every classroom setting. Our belief that each child is a precious gift from God enables us to foster interpersonal relationships and intrapersonal skills. Deliberate time is set aside for us

to worship as a community of God. It makes all the difference to build into the lesson design time to care for one another, to pray for one another and to care for others beyond our doors.

This year the preschool piece of the practicum expanded again to bring in an additional teacher to specialize in the free expression, imagination and problem solving. At times, the language and mathematic piece permeates a teacher's thoughts. It is easy to become preoccupied with these two elements. Even with an understanding of research and the collaborative nature of the brain, it is easy to become anxious about a child's development in the two areas that receive microscopic judgment. Pressure from some parents who see these components as the only measure of success is common. By incorporating specific arts and science components, we have been able to ensure exposure to creative arts and science. Nurturing imagination and exploration ultimately will aid in the overall development of the child, including the mathematic and linguistic realm. Even though the design template has specific teachers focus on each intelligence, the interplay among the intelligences is an intricate web. Development of each of the intelligences overlay each other. When children participate in gross motor development, they are also building language or working on color recognition. When children participate in music education, they are learning the elements of counting and the ability to read music and songs. Children sing songs with their classroom teachers and build block towers during centers. We have discovered children who observe for six weeks; cause us anxiety about language development, only to explode into conversation over the lunch table. We have also had children's language development ignite in the music classroom. The design template then works collaboratively as well as separately. Merging the design template with center-based instruction has allowed for individualized instruction.

In order to determine true success of the design template several factors were put in place to measuring growth and development. An assessment tool was designed utilizing the instructional template. Inserted within each section is developmental milestones related to each intelligence. Teachers accumulate data for the first six weeks of the year to determine a base line assessment. Specific action plans map out noted developmental concerns to ensure early intervention. Tracking development occurs by maintaining a compilation of each child's work. Yearly portfolios include samples of work, observational notes regarding milestones as well as pictures documenting developmental process. In May, teachers conduct growth line assessment. Tracking growth and development over the past four years in each of the intelligences indicates the success of this portion of the design template. Purposely providing rich contextual experiences for children translates into monumental growth. This section of the curriculum design correlates with research regarding enriched environments. Given appropriate stimulus, the brain at this level is remarkably malleable and primed for growth.

Since the inception of the design model, staff developments have focused on specific needs within our specific setting. During the spring of the year, staff conducts self-evaluations regarding professional growth, mission and ministry and teaming. Reflective evaluations, allow for research, preparation and execution of relevant staff developments. The consensus is an appreciation for applicable topics and the ability to implement current techniques. The foundation for multiple intelligence and emotional intelligence design models transpired during staff development. Over four years the vision blossomed. The brushstrokes for improvement freshen and redefine the canvas.

The one difficulty discovered administrating in-services is implementation has a variety of meanings. Flexibility among the teaching staff is critical in the execution of new techniques

and research. Articulation of material does not necessarily translate into practice. Execution of new models varies in timeliness from classroom to classroom. For this reason, one of the adjustments to the staff development piece is to employ classroom visits. Instructional input is required after the in-service concludes. Staff needs attribute assessment, identifying strengths as well as attention to how to implement techniques. Collaborating with the teacher within the classroom and encouraging changes, permits exponential improvement in the learning environment.

An additional consideration surrounds the variability of staff. Turn over in staff is common at this level of education. Problematic is the value placed on the preschool teacher. Tragically, pay scales are pitifully low. To maintain a level of professionalism and research-based curriculum, challenges arise each year regarding bringing new staff up to speed. Meaningful staff developments require creating designs that are applicable to new and old staff. Teaming new staff with veteran staff addressed this issue. Investment in the new staff can occur daily and over time. Rapidly woven into the fabric of the design template, new staff adds fresh perspective.

Implementation of the parent component of the practicum met with a variety of challenges. While the make-up of the parent community at Abiding Hope is middle to upper class socio-economically, exhibit high levels of education and many mothers choose to stay at home the participation in parent forums collides head on with the plethora of activities the community offers. Yoga, day spas, nail appointments, golf and tennis abound during the time children attend preschool. Several years ago, we added extended hours for parent. This drop in based, flexible program is booming. Reservations for children to attend a couple hours on

scheduled holidays or in-service day fill rapidly. This community enjoys the time away from the children. Yet, in some ways the parents are incredibly involved.

Parent Orientation is widely attended by 65 to 70 percent of the parents. Participation in parent conferences runs between 95 to 100 percent. Involvement in community events, such as class parties, thanksgiving feasts, or evening of the arts maintains about 85 percent participation. If anxiety in the community is raised, a teacher concern or class concern, the parents come out in droves to attend a parent forum.

After rethinking the model, the timing and the execution of parent forums, they are a regular scheduled event on this year's calendar. The first forum, after orientation, on kindergarten readiness had twelve participants. While this was not a huge showing, the attendance was better than past forums. The participants were genuinely appreciative and concerned about making the right choice for their children.

The second forum offered, unscheduled, arose out of concerns raised by some parents in the kindergarten class. Communication between the teacher and parents needed improvement. The forum focused on specifics in the kindergarten curriculum. Like many parents, the kindergarten group was anxious about when and how their children would learn to read. Lack of communication caused anxiety, not methodology executed in the classroom. The forum comprehensively looked at curriculum for the upcoming year and allowed for questions. The difficulty exhibited by some parents was the question regarding how far the kindergarten class would progress cognitively. The challenge in answering those questions with the multiple intelligence design is that by individualizing instruction and not limiting curriculum, children will end at different places. The minimum expectation then would be that they would be ready to enter a public first grade class. Since the curriculum for the public kindergarten is limited, this

is a weak expectation for an all day program. Our aim is that children leaving our program will not only be prepared to enter a public or private first grade, but will have an advantage in their preparedness in both social and cognitive development. This forum represented 88 percent of the kindergarten parents.

The third forum deals with understanding your child's assessment. With parent conferences completed, the assessment forum aims to address any resounding issues or concerns. One of the difficulties experienced in the past has been convincing some parents of the critical need for early intervention. Tragically, we see children with significant delays in development, such as language and speech who have parents who refuse to get help. Part of interacting with the parent community is the realization that parents who refuse or delay intervention for their children exist and to meet the need of the child, intervention, regardless of a label, must begin as soon as a detection of a learning problem occurs. With the lengthiness of county assessments, this is also true for receptive parents.

One of the key factors in determining forum attendance seems to do with the parent community's anxiety level. Maintaining a pulse on the community is critical in order to implement open forums before anxiety levels rise.

Needs assessment in the parent community must anticipate relevant topics for parents and be able to facilitate open discussions for parents as the need arises. The parent community is a vital piece of the practicum; however, it continues to require creativity and commitment. As the final element of the practicum; it is still in process and has not achieved final fruition. Building relationships with the parents, ultimately aids in serving the child.

Conclusion

Implementing the threefold curriculum design template has been a genuine labor of love. The true testament to the success of the entire project is the thriving two, three, four and five year olds that walk in the doors each day. With hope and anticipation, they look to us, the educators, and trust that we will lead them into a world full of wonder. Sparkling eyes and bright smiles ask only that we love them enough to plant the seeds of learning, then help them to bud, and begin to grow.

The staff that I have had the privilege to lead continues to demonstrate amazing dedication to children. Many have been part of the design quest since the inception. As incredible kid advocates, they seek to create environments where learning happens. The Abiding Hope Preschool Team understands that our primary job is a call from God to serve children. Collaboratively, we strive to understand the individual child and the unique needs the child brings. Trusting that God sent the children who walk through the door each morning, our job is to meet them on their level and journey forward. All children are first viewed through the lens of Christ, *“Let the little children come to me; do not stop them; for it is to such as these the kingdom of God belongs”* (Mark 14). Helping children uncover God’s abundant gifts and beauty remains a daily blessing. The flexibility of the curriculum template allows us to seek current research. It allows for continued growth and development and it points to life-long learning.

Parents entrust us daily with the most precious gift given by God. It is a great opportunity to serve the parent community. While they may be frustrating, they are the long-term advocates God has called. So too, part of our call is to help them recognize the incredible gift it is to be called a parent.

The curriculum design template provides an educational laboratory. Work in each of the three templates continues to evolve. Thus proving that learning, which starts in utero continues throughout life, is never stagnate.

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Appendix A

Preschool Assessment
Pre-kindergarten (4-5.6)

Preschool Assessment
Pre-kindergarten (4-5.6)

Teacher: _____ Date: _____

Student: _____

I. *Linguistic Development*

A. The student is able to write his/her name:

first last uppercase lowercase

yes developing this ability progressing with assistance

B. The student's speech pattern is fluent and is clearly understood:

developing as expected progressing with assistance

struggling with this area of concern: _____

* Most consonants should be used consistently and accurately, though may not be mastered in all settings. (t, ing, r, l and s should be developed by 6; blends such as th, sh, ch and the consonant j by age 7; the remaining consonants and blends of th, v, s and zh by 8)

C. The student uses 5 to 8 word sentences:

yes developing this ability progressing with assistance

struggling with this (recommend speech evaluation)

D. The student understands between 2500 and 2800 words:

developing as expected progressing with assistance

struggling with this area of concern: _____

E. The student can tell long stories accurately:

developing this ability progressing with assistance

struggling with this area of concern: _____

F. The student uses the following questions: What do/Does/Did?

yes developing this ability progressing with assistance

struggling with this area of concern: _____

• Errors are common in noun/verb agreement and adjective/noun agreement.

G. The student is beginning to classify: (color, form etc...)

yes developing this ability progressing with assistance

struggling with this area of concern: _____

H. The student knows some poems and books by heart:

yes developing this ability progressing with assistance struggling

with this Favorite story: _____

Area of concern: _____

I. The student can read signs, labels and logos:

yes developing this ability progressing with assistance

struggling with this area of concern: _____

J. The student can almost read some books:

yes developing this ability progressing with assistance

struggling with this I can read: _____

Area of concern: _____

K. The student can tell a story using pictures:

yes developing this ability progressing with assistance struggling
with this area of concern: _____

L. The student reads from top to bottom, left to right and front to back:

yes developing this ability progressing with assistance struggling
with this area of concern: _____

M. The student knows (see grid)

- a. Uppercase letters
- b. Lowercase letters
- c. Letter sounds

N. The student can recognize some words and names:

developing in this area progressing with help
struggling with this area of concern: _____

O. The student can rhyme and play with words:

developing in this area progressing with assistance struggling with
this area of concern: _____

P. The student can predict what will happen next in a story:

developing in this area progressing with assistance struggling with
this area of concern: _____

Q. The student can read along with familiar stories and books:

developing in this area progressing with assistance struggling with
this area of concern:_____

R. The student can relate events in a book to his/her own life:

developing this area progressing with assistance struggling with
this area of concern:_____

S. The student uses pictures, words and/or scribbles to tell stories (see
journals):

developing this area progressing with assistance struggling
with this area of concern:_____

T. The student can copy names and some words (see journals):

developing this area progressing with assistance struggling
with this area of concern:_____

U. The student knows that each sound has a letter or letters:

developing this area progressing with assistance struggling
with this area of concern:_____

V. The student is writing letters (see samples):

developing this area progressing with assistance struggling with
this area of concern:_____

W. The student is using one, two or three letters to represent words:

developing this area progressing with assistance

struggling with this area of concern:_____

X. The student is using beginning and ending sounds to make words:

developing this area progressing with assistance

struggling with this area of concern:_____

Y. The student can read what they have written:

developing this area progressing with assistance

struggling with this area of concern:_____

Z. The student sees themselves as a writer: yes

developing this no

AA. The student sees themselves as a reader:

yes developing no

Comments regarding literacy emergence:

II. Mathematical/Logical Development

A. The student knows the difference between letters and numbers:

yes progressing with assistance struggling with this

area of concern:_____

B. The student knows his/her telephone number:

yes progressing with assistance not yet

D. The student knows his/her address: yes

progressing with assistance not yet

E. The student know the days of the week:

yes with prompt struggling with this

F. The student can count to: _____

G. The student understands one to one correspondence:

developing this ability progressing with assistance

struggling with this area of concern: _____

H. The student recognizes numbers (see grid):

I. The student recognizes the following shapes:

a. Circle

b. Rectangle

c. Square

d. Oval

e. Triangle

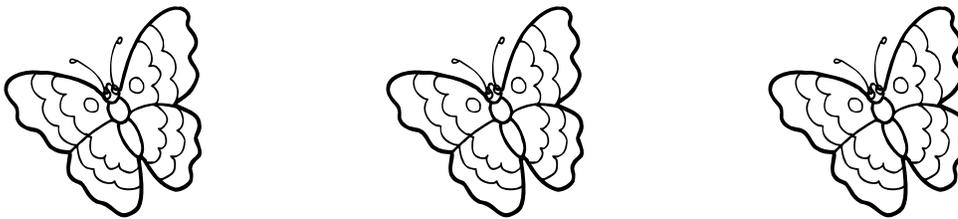
f. Diamond

J. The student recognizes:

Circle the picture that is different:



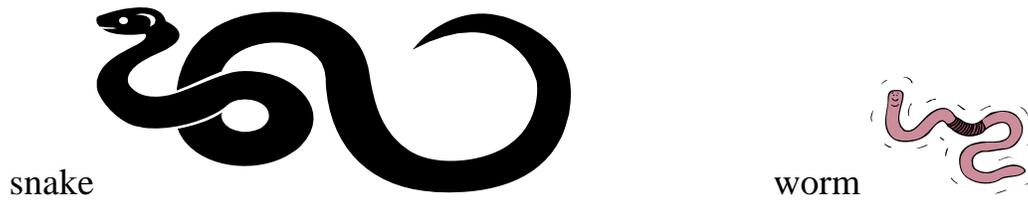
Circle the picture that is between:



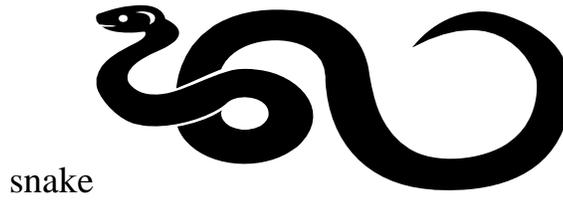
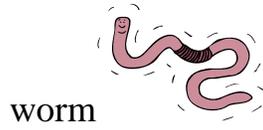
Circle the pictures that are the same:



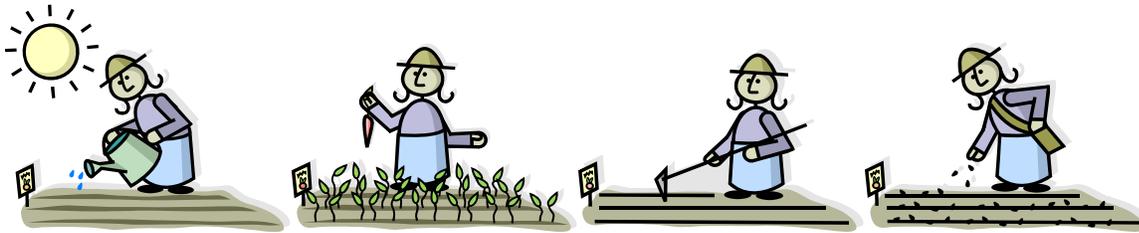
Circle the picture that is shorter:



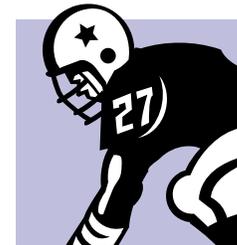
Circle the picture that is longer:



Put the pictures in order:



Matching



K. The student understands simple patterns and graphs:

developing this ability progressing with assistance

struggling with this area of concern: _____

L. The student is beginning to understand quantities:

developing this area progressing with assistance

struggling with this area of concern: _____

Comments regarding mathematical development:

III. Spatial Development

A. The student can cut in a straight line:

yes developing this area progressing with assistance

struggling with this area of concern: _____

B. The student can cut in a circle:

yes developing this area progressing with assistance

struggling with this area of concern: _____

C. The student uses a three-pronged grasp:

yes developing this area progressing with assistance struggling

with this area of concern: _____

D. The student can draw a person with at least five body parts:

yes developing this area progressing with assistance
struggling with this area of concern:_____

E. The student uses art mediums to express ideas (see samples):

yes developing this area progressing with assistance
struggling with this area of concern:_____

E. The student expresses self in dramatic play:

yes developing this area progressing with assistance struggling
with this area of concern:_____

G. The student's favorite art medium is_____

H. The student uses creative avenues to express him/herself:

yes developing this area progressing with assistance
struggling with this area of concern:_____

Comments:

IV. Kinesthetic Development:

A. The student can build a block tower with out it falling:

yes developing this area struggling with this

B. The student can hop on each foot:

yes developing this area struggling with this

C. The student can run:

yes developing this area struggling with this

D. The student can skip:

yes developing this area struggling with this

E. The student can catch a ball:

yes developing this area not yet

F. The student can climb up a ladder for the slide alternating feet: yes

developing struggling with this

G. The student can crawl: yes no

Comments:

V. Musical Development

A. The student participates in musical play:

yes developing this ability struggling with this

B. The student recognizes pitch (higher, lower etc...)

yes developing this ability struggling with this

C. The student utilizes voice to explore tonal patterns (echo)

yes developing this ability struggling with this

D. The student is able to imitate rhythmic patterns:

yes developing this ability struggling with this

E. The student incorporates movement with music (body movement, hoops, scarves etc..)

yes developing this area struggling with this

F. The student remembers melodies and songs:

yes developing this ability struggling with this

G. The student responds favorably when music is incorporated into the routine:

yes developing musical appreciation no interest yet

Comments:

VI. Naturalistic Development (Science)

A. The student enjoys caring for class pet:

yes developing this ability struggles with this

B. The student enjoys topics that involve living systems:

yes developing this area no interest yet

C. The child enjoys units involving ecology, nature, plants or animal:

yes developing this area no interest yet

D. The child demonstrates a sensitivity toward animals:

yes developing this area struggles with this

E. The student exhibits a curiosity for nature:

yes developing this area no interest yet

Comments:

VII. Interpersonal Development (Relationships with God and People)

A. The child knows God loves him/her.

yes developing this concept struggles with this

B. The child knows we are all part of God's family.

yes developing this concept struggles with this

C. The child knows that God wants us to love and care for one another.

yes developing this concept struggles with this

D. The child positively interacts with peers:

yes developing this ability progressing with assistance

struggles with this area of concern:_____

E. The child interacts appropriately with adults:

yes developing this ability progressing with assistance

struggles with this area of concern:_____

F. The child exhibits leadership skills:

yes developing this area not yet

J. The child is a good friend (shows empathy):

yes developing this ability progressing with assistance
struggling with this area of concern: _____

K. The child is a good friend (willing to wait for a turn; willing to let others have a turn): yes developing this ability

progressing with assistance struggling with this
area of concern: _____

L. The child can handle redirection:

yes developing this ability progressing with assistance
struggling with this area of concern: _____

M. The child recognizes the need to serve others:

yes developing this concept progressing with assistance
struggles with this area of concern: _____

VIII. Intrapersonal Development (Relationship with self/Emotional)

A. The child feels loved at school: yes with assurance

B. The child feels valued: yes needs extra affirmation

C. The child feels secure: yes needs extra assurance

D. The child likes him/herself:

yes developing esteem struggles with this

E. The child enjoys him/herself at school:

yes developing this area struggles with this

E. The child has a sense of purpose:

yes developing this area struggles with this

F. The child has a positive view of his/her future:

yes developing this concept struggling with this

G. The child is a self-starter:

yes developing this area progressing with assistance struggles
with this area of concern:_____

H. The child is self-directed and can work independently:

yes developing this area progressing with assistance
struggling with this area of concern:_____

I. The child directs him/herself in a safe manner (understands the
concept of safety): yes developing this area

progressing with assistance struggling with this
area of concern:_____

J. The child exhibits self control:

yes developing this area progressing with assistance
struggling with this area of concern:_____

K. The child makes good choices:

yes developing this area progressing with assistance

struggling with this area of concern: _____

L. The child sticks with a task until it is finished:

yes developing this area progressing with assistance

struggling with this area of concern: _____

Comments regarding emotional development:

IX. Physical Development

A. The child is potty trained:

yes progressing with assistance struggling with this

B. Height Development:

Fall Height: _____ Spring Height: _____

**Children grow an average of three inches a year between 3 and 5

C. Weight Development:

Fall Weight : _____ Spring Weight: _____

**Children gain approximately 4.5 pounds each year from 3-5

Appendix B

Conference Summary Sheet

I. Linguistic Development

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
Language development is progressing as expected		
Vocabulary is developing as expected		
Speech development is progressing as expected (Patterns, Articulation, Pronoun Use, and Structure).		
Grammatical Conventions is developing as expected		
Literacy Emergence is developing as expected		
Student can relate story events to his or her life.		
Student can read sight words		
Student has some books memorized		
Retells stories		
Student is able to sequence events from a story		
Student is developing the ability to use decoding strategies (Phonemic awareness, uses picture clues, etc...).		
The student sees themselves as a reader		
The student is able to read what they have written		
Stage of reading		
Writing Emergence is developing as expected		
Stage of writing		
The student sees themselves as a writer		
The student is able to write letters in upper and lower case		
The student uses letters to represent words		
The student uses beginning and ending sounds to write words		
The student is able to copy and names the words		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

II. Mathematical Development

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
Concept of quantities is developing as expected		
The student can distinguish between geometric shapes		
The student is developing an understanding of patterns and classification		
Understands one to one correspondence		
The student is able to count by ones		
The student is able to count by fives to 100		
The student is able to count by tens to 100		
The student can arrange numeral cards in sequential order		
The student can perform simple addition		
The student can perform simple subtraction		
The student recognizes basic mathematic vocabulary (different, same, between, size, and order).		
The student can tell time by hour		
The student knows the value of a penny, nickel, dime, quarter, and a dollar		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

III. Spatial Development

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
The student enjoys using a variety of art mediums		
The student can represents ideas through graphic expression		
The student demonstrates a sensitivity to color, shade, and design		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

IV. Kinesthetic Development

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
Gross motor development is progressing as expected		
Builds and constructs using a variety of mediums		
The students coordination is developing coordination as expected		
Developing an athletic aptitude as expected		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

V. Musical Development

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
Developing the ability to hear pitch		
Developing an aptitude for rhythm		
Developing the ability to incorporate movement with music		
Developing the ability to remember melodies and songs		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

VI. Naturalistic Development

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
The student is developing a sensitivity for other living things		
The student exhibits a curiosity for nature		
Interested in topics involving science		
Interested in environmental elements		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

VII. Intrapersonal Development (Emotional Development)

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
Emotional development is progressing as expected		
Self esteem and purpose is developing as expected		
Developing the ability to self direct, make appropriate choices and exhibit self control		
Demonstrates a positive outlook for circumstances and future		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

VIII. Interpersonal Development (Social Development)

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
Developing the concept of God's unconditional love		
Developing a sense of love and care for others		
Interacts appropriately with peers		
Interacts appropriately with adults		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

IX. Physical Development

DE=Developing as expected P=Progressing w/assistance S=Struggling

	Fall	Spring
The child is potty trained		
Child's height is developing as expected		
Child's weight is developing as expected		

Areas of concern or additional comments: (specify from assessment/ see journal)

***Plan of action** _____

Additional Comments or recommendations:

Appendix C

Staff Evaluations

Abiding Hope Preschool
2005-2006 Staff Evaluation

Please return this by April 7, 2006

Name: _____

Conference Time: _____

I. Please list strengths that have emerged and developed this year with regards to the early childhood profession:

II. Please discuss the area or areas that you feel you have experienced the most professional growth this year. How have these challenges made you a stronger professional?

VII. What have you discovered about yourself concerning team? Discuss both your role as a team member and a team facilitator.

VIII. The best thing about working at Abiding Hope Preschool is:

IX. The hardest thing about working at Abiding Hope Preschool is:

X. My prayer for Abiding Hope Preschool is:

XI. I would like to return to Abiding Hope Preschool for the 2006-2007 school year:

Yes

No

If no, would you please state your reason?

I would like to thank you all for all of your hard work and dedication this year. It has been a sincere privilege for me to work with such a gifted staff. My prayer is that God continue to direct your life. May your journey always be surrounded by his love and grace!

Abiding Hope Preschool
Professional Growth

Goals for 2006-2007 Year:

Employee: _____

If you are a returning staff member, do you feel that you met the goals set for the 2005-2006 school year? Yes No

Please explain how you achieved your goals or the pit falls that prevented you from fully attaining the growth areas you targeted:

Please list three professional growth areas that you would like to improve during the 2006-2007 school year:

1.

2.

3.

Design an action plan to help you achieve your goals:

List support you would like to receive to help you achieve your goals:

Signature of the Employee: _____

Signature of Administrator: _____

Date: _____

Team Relations

Name: _____

Effective communication is one of the biggest challenges human beings face. In order to grow as children of God, we must open our hearts and listen: to God's call, to the voice of people who love and challenge us and to our own internal voice. We must not walk in fear, but step up to an opportunity to blossom. (Remember that growing old is mandatory but growing is optional.) In an effort to develop as a team we want to take time to celebrate, the gifts each member brings to the table as well have an opportunity to express areas that test our ability to work as an effective team player.

I feel most valued as a team member when:

I feel most tested as a team member when:

What have you discovered about yourself concerning team? Discuss both your role as a team member and a team facilitator.

The assets that I have experienced from the AHP team include: (Please identify specific incidents or team members whenever possible)

The times that I have been most tested as a team member at AHP happened when: (Please identify specific incidents or members whenever possible and if the situation was resolved.

