WA Community Child Care, LLC.

Community Child Care

Education Handbook

com·mu·ni·ty
kə ˈmyo͞onətē/
noun

1. *a group of people living in the same place or having a particular characteristic in common.*

2. *a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.*

OUR MISSION
WA Community Child Care's mission is to maintain positive partnerships in our community. A partnership that supports the needs and goals of each enrolled family as well as the greater community.

OUR PHILOSOPHY
IT IS OUR BELIEF that children thrive best in a positive, inclusive, enriched, and playful learning environment where they are encouraged and guided by passionate, kind, nurturing, and child-centered people.

IT IS OUR GOAL to partner with parents to enhance their parenting experience by providing family resources, periodic child development assessments, and a peace of mind knowing that we do our best to make the most of their child's day.

IT IS OUR COMMITMENT to provide exceptional child care, fully-develop a child's foundation for their future learning, and support the role of the parent as a child's life long primary role model.

Classroom Environment
The classroom environment is the space where children's learning begins. Therefore, the classrooms shall be designed to allow for positive, enriched, creative, & exploratory play. The following is a checklist of items that promote a positive learning environment:

- ★ Appearance
  - Cleanliness
    - The classroom shall be kept neat and clean at most times with the understanding that play is sometimes a bit messy
    - Once play is over, the teacher shall ensure the classroom is tidy for the next activities
  - Inclusive
    - The classroom shall be an inviting and warm place to play
    - Displays of children's art work, family photos, and materials from a variety of cultures with help create a feeling that everyone belongs here
  - Organization
    - Children shall be taught the importance of respecting their surroundings by caring for the environment as they work within by cleaning as they go and returning materials to the appropriate locations
    - Labeling is a helpful tool to ensure the classroom remains organized.
    - Labeling areas, toy bins, and shelves with photos and words, children are able to assist in the organization and respect of the classroom environment
    - Teachers shall ensure the classroom is always clutter-free and organized

- ★ Arrangement
  - The classroom shall be arranged so that there are areas for quiet/active play as well as group and individual play
  - Space shall be provided for children respite if they need time alone
  - Furniture and equipment shall be arranged for natural flow and movement with smaller areas to allow children make good choices for their energy

Classroom Management
As children develop, it is normal for them to test their limitations. By using the following progressive guidance techniques, we strive to minimize inappropriate behavior while creating a positive learning environment for all of our children.

- ★ Expectations for Children
  - They will maintain safe practices for themselves and others
  - They will have opportunities to problem-solve with their peers
  - They will have opportunities to be coached with appropriate action steps to use in potential situations
  - They will have opportunities for success throughout the day

- ★ Expectations of Teachers
  - Modeling and reinforcing appropriate behavior and expectations
  - Being mindful of personal reactions by using positive/neutral tones at all times and in all situations
  - Maintaining rational detachment by realizing the negative behavior should not be taken personally

- Allow children time to respond to the expectations
- Communicate discreetly one-on-one at the child's level when addressing behavior/choices
- Maintaining consistent supervision
- Becoming familiar with a child's special needs
- Setting clear-cut, reasonable expectations for children's behavior based on their developmental levels and individual differences
- Providing interesting, challenging, and developmentally-appropriate activities

★ Additional Tools for Positive Behavior Management
- Rewarding Positive Behavior
  - Whenever possible, the teacher shall acknowledge on the children displaying positive choices and achievements
  - Using positive phrasing of expectations
    - Example: "Please use your walking feet" instead of "Do not run"
    - Example: Use of negative phrases such as "no" or "don't" are not acceptable
  - In the area, the child will find more opportunities to continue receiving the positive affirmations
- Ignoring Inappropriate Behavior
  - In some cases negative behavior is produced by a child's need to get attention
  - It can be reduced does not receive the attention desired
  - This technique may be utilized sparingly and only in situations where child safety is not an issue
- Redirection/Distraction
  - Alternatives will be given for children engaged in undesirable behavior by offering:
    - A different toy or activity
    - Engaging the child in an activity with the teacher or another child
    - Suggesting independent play
- Verbal Intervention
  - Establish eye-contact and speak to the child in a calm, controlled voice to gain the child's attention
  - The teacher explains to the child the inappropriate behavior and explains the appropriate way to resolve their conflict or make better choices
- Non-Verbal Intervention
  - These are important cues that can assist a child in the understanding expectations while enhancing the social/emotional environment
    - Body language
    - Facial expressions
    - Hand gestures
    - Gentle touch
    - Pat on back
    - Eye contact
- Logical Consequences
  - The teacher helps the child understand the logical consequences of their actions
  - Sometimes, it is just an explanation of how the choice affected the situation
  - As a last resort, it may be necessary to remove the object or activity that is

causing an issue for the child
- Take A Break
  - After exhausting all other behavior management tools, it may be necessary for the child to be separated from the group to allow them to relax, calm down, and enable them to not be influenced by peers. The process for "Take A Break" is as follows:
    - The child is assisted to an area in the room where they can be supervised at all times
    - The child will have access to activities and materials while in "Take A Break"
    - The child may return to the group as soon as the undesired behavior is significantly reduced
    - "Take A Break" will not be used for children under the age of 3 years
    - If "Take A Break" occurs two or more times in one day, parents shall be notified when the child is picked up at the end of the day

★ Prohibited Forms of Behavior Management
- Our policy does not permit actions that may be psychologically, emotionally/physically painful, discomforting, dangerous, or potentially injurious are prohibited. Examples of prohibited actions include all of the following
  - Spanking, hitting, pinching, shaking, slapping, twisting, throwing, or inflicting any other form of corporal punishment
  - Verbal abuse, threats, or derogatory remarks about the child or the child's family
  - Emotional punishment that includes ridicule, embarrassment, or humiliation
  - Punishing a child for lapses in toilet training habits
  - Withholding or forcing meals, snacks, or naps
  - Actions that are cruel, aversive, frightening, or humiliating to the child
  - Physical restraint, binding or typing to restrict movement or enclosing in a confined space

★ Guidelines for Persistent Inappropriate Behavior
- Persistent inappropriate behavior which continues after the progressive guidance steps have been used, any behavior which threatens the health and safety of other children or staff, or a continuous inability to conform to the rules and guidelines of our program.
  - Steps of progressive procedures:
    - We will observe and document the child's inappropriate behavior and challenges
    - We will document what we have done to correct the behavior
    - An Ages & Stages Questionnaire (ASQ-3) or (ASQ-SE) shall be reviewed/completed for children ages 6 weeks - 5 years to further inform the child's abilities and limitations
    - Parents will be asked to participate in an immediate parent-director-teacher conference with children old enough to understand the process may be invited to attend
    - An action-plan will be created from the parent, teacher, and director's input that will outline all of the steps to be taken by the WACCC staff and parents to change the behavior as well as providing resources for teachers and parents

- In the inappropriate behavior continues…
    - Parents will be asked to limit the child's time at the center to ensure the child can go home each day experiencing success
    - The child may be disenrolled from the center

★ Guidelines for Immediate Disenrollment
- The center may immediately disenroll a child for any behaviors that may cause significant risk of harm to the health and safety of other children and staff
- Examples of harmful behaviors
    - Physical assault which results in serious bodily injury
    - Attempted assault (which if completed, would result in serious bodily injury)
    - Setting or attempting to set fires
    - Bringing weapons
    - Substantial damage to real or personal property, etc.
- Notification of disenrollment may be communicated through a verbal or written form.
    - If a parent disagrees with any disenrollment, they may appeal the decision by send a written request within 10 days
    - The center will respond to the request with a decision on the appeal within 10 days.

Communication
Communication is an important step in creating a welcoming, high-functioning classroom environment. To support the role of parents as the child's primary role model, we must keep them informed in a variety of ways. The following ares are some effective tools to communicate with parents:

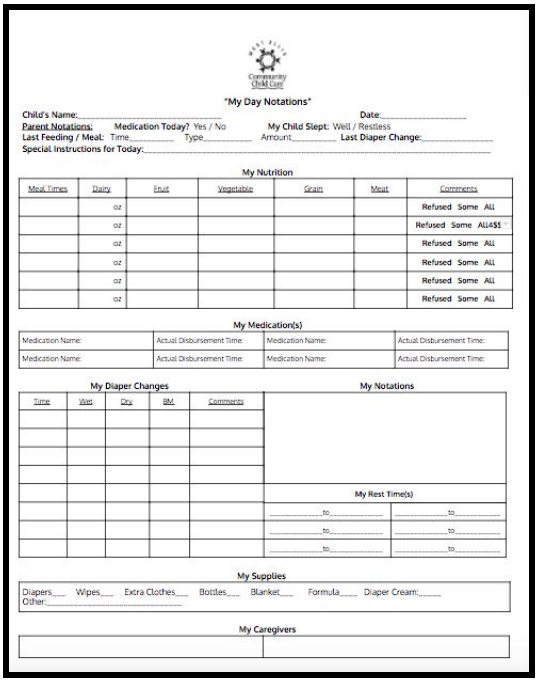
★ Parent Displays - (Essential items to be displayed in clear parent view)
- Food Service Menu
- Behavior & Learning Expectations
- Classroom Schedule (School Age needs both in/off school) schedules displayed)
- Special Activity Information
- Lesson Plan
- Parent Engagement
- Parenting/development resources
- Displays of learning (photo explanations of activities)

★ Classroom Displays - (Additional enrichment items)
- Visual daily schedule
- Funny occurrence in classroom
- Individual information (Ex. Star of the Week)
- Family fun activities

★ Daily Written Communication
- Daily written communication form highlighting the child's daily needs, meals, toileting practices, and educational activities
    - Infant & Toddler "My Day Sheet" (6 weeks - 24 months)
        - Teachers will have the sheet available for parents at drop off

- Parents will fill out the top part of the My Day sheet
- During the day, teachers will write down what the child had to eat after serving it to the child. Examples include:
    - Writing remarks whether the child refused or how much they actually ate
    - If the child sleeps, writing the time the child slept
    - Teachers will write down the name of the medication given to a child and the time so that parents/caregivers can visually confirm that the medication was given to the child
    - Writing down diaper changes every two hours notating if they soiled themselves or used the toilet
    - Teachers will communicate if they applied diaper cream or had to change their clothes to soiling themselves
    - Under the notations section, the teacher will write what they did for the day
    - Teacher will also record if the child needs any supplies for the next for the parent/caregiver to visually confirm
    - Any teacher that took care of the child will write their name on the bottom of the My Day sheet

Non-Potty Training



"My Day Notations"

Child's Name:_____ Date:_____

Parent Notations: Medication Today? Yes / No My Child Slept: Well / Restless

Last Feeding / Meal: Time_____ Type_____ Amount_____ Last Diaper Change:_____

Special Instructions for Today:_____

My Nutrition

Meal Times	Dairy	Fruit	Vegetable	Grain	Meat	Comments
	oz					Refused Some ALL
	oz					Refused Some ALL45$
	oz					Refused Some ALL
	oz					Refused Some ALL
	oz					Refused Some ALL
	oz					Refused Some ALL

My Medication(s)

Medication Name:	Actual Disbursement Time:	Medication Name:	Actual Disbursement Time:
Medication Name:	Actual Disbursement Time:	Medication Name:	Actual Disbursement Time:

My Diaper Changes

Time	Wet	Dry	BM	Comments

My Notations

My Rest Time(s)

_____ to _____ _____ to _____

_____ to _____ _____ to _____

_____ to _____ _____ to _____

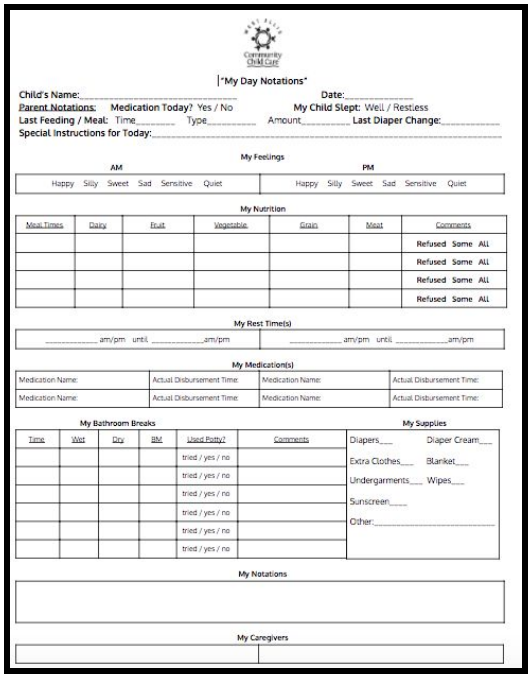
My Supplies

Diapers___ Wipes___ Extra Clothes___ Bottles___ Blanket___ Formula___ Diaper Cream:_____

Other:_____

My Caregivers

Potty Training



"My Day Notations"

Child's Name:_____ Date:_____

Parent Notations: Medication Today? Yes / No My Child Slept: Well / Restless

Last Feeding / Meal: Time_____ Type_____ Amount_____ Last Diaper Change:_____

Special Instructions for Today:_____

My Feelings

AM	PM
Happy Silly Sweet Sad Sensitive Quiet	Happy Silly Sweet Sad Sensitive Quiet

My Nutrition

Meal Times	Dairy	Fruit	Vegetable	Grain	Meat	Comments
						Refused Some ALL
						Refused Some ALL
						Refused Some ALL
						Refused Some ALL

My Rest Time(s)

_____ am/pm until _____am/pm _____ am/pm until _____am/pm

My Medication(s)

Medication Name:	Actual Disbursement Time:	Medication Name:	Actual Disbursement Time:
Medication Name:	Actual Disbursement Time:	Medication Name:	Actual Disbursement Time:

My Bathroom Breaks

Time	Wet	Dry	BM	Used Potty?	Comments
				tried / yes / no	
				tried / yes / no	
				tried / yes / no	
				tried / yes / no	
				tried / yes / no	
				tried / yes / no	

My Supplies

Diapers___ Diaper Cream:___

Extra Clothes___ Blanket___

Undergarments___ Wipes___

Sunscreen___

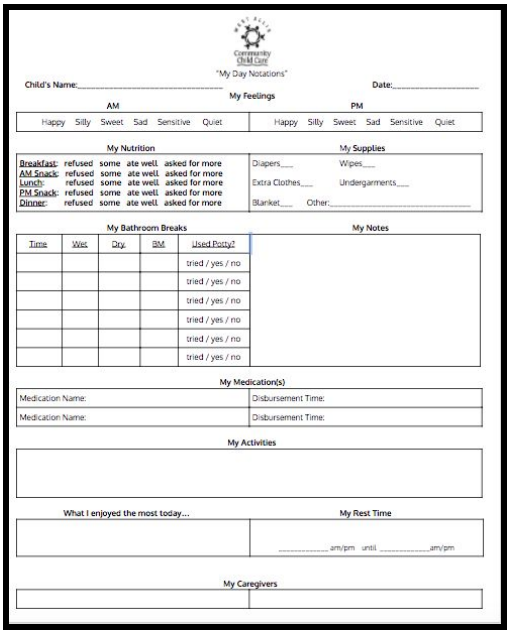
Other:_____

My Notations

My Caregivers

- Early Preschool "My Day Sheet" (2 Years - 3 years)
    - Teachers will have the sheet available for parents at drop off.
    - Parents may make notations on the top part of the My Day sheet.
    - During the day, teachers will write down what the child had to eat after serving it to the child. Examples include:
        - Writing remarks whether the child refused or how much they actually ate
        - If the child sleeps, writing the time the child slept

- Teachers will write down the name of the medication given to a child and the time so that parents/caregivers can visually confirm that the medication was given to the child
- Writing down diaper changes or toileting attempts every two hours or if the soil themselves
- Teachers will communicate if they applied diaper cream or had to change their clothes to soiling themselves
- Under the notations section, the teacher will write what they did for the day
- Teacher will also record if the child needs any supplies for the next for the parent/caregiver to visually confirm
- Any teacher that took care of the child will write their name on the bottom of the My Day sheet



"My Day Notations"

Child's Name:_____ Date:_____

My Feelings

AM	PM
Happy Silly Sweet Sad Sensitive Quiet	Happy Silly Sweet Sad Sensitive Quiet

My Nutrition	My Supplies
Breakfast: refused some ate well asked for more AM Snack: refused some ate well asked for more Lunch: refused some ate well asked for more PM Snack: refused some ate well asked for more Dinner: refused some ate well asked for more	Diapers____ Wipes____ Extra Clothes____ Undergarments____ Blanket____ Other:_____

My Bathroom Breaks

Time	Wet	Dry	BM	Used Potty?
				tried / yes / no
				tried / yes / no
				tried / yes / no
				tried / yes / no
				tried / yes / no
				tried / yes / no

My Notes

My Medication(s)

Medication Name:	Disbursement Time:
Medication Name:	Disbursement Time:

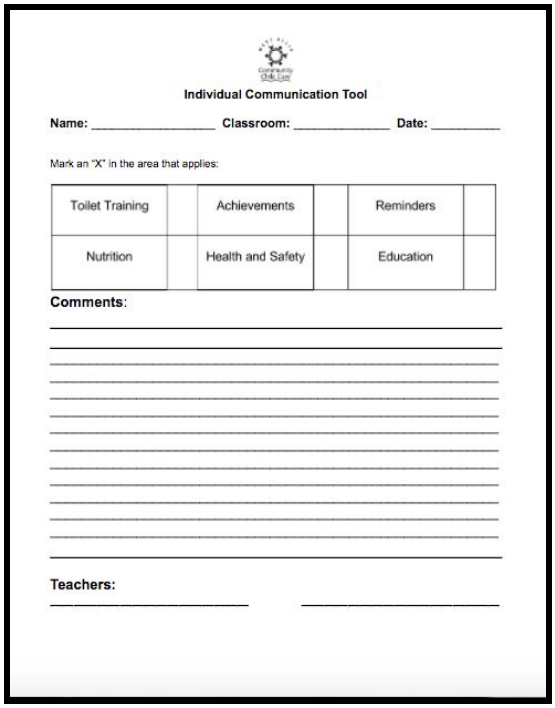
My Activities

What I enjoyed the most today...	My Rest Time
	_____ am/pm until _____ am/pm

My Caregivers

- Preschool "Individual Communication" tool (3 years - 5 years)
  - Available for those children that are still not toilet trained completely or for parents who still want to know their child's individual daily activities
  - During the day, teachers will write down what the child had to eat after serving it to the child
    - Writing remarks whether the child refused or how much they actually ate
    - If the child sleeps writing the time the child slept
    - Teachers will write down the name of the medication given to a child and the time so that parents/caregivers can visually confirm that the medication was given to the child
    - Writing down diaper changes or toilet training attempts every two hours or if the soil themselves
    - Teachers will communicate if they applied diaper cream or had to change their clothes due to soiling themselves
    - If the child is toilet training the teacher will how successful the child was for each attempt will also be communicated to the parent/caregiver

- Under notations the teacher will write what they did for the day
- Teacher will record if the child needs any supplies for the next for the parent/caregiver to visually confirm
- Any teacher that took care of the child will write their name on the bottom of the communication tool



Individual Communication Tool

Name: _____ **Classroom:** _____ **Date:** _____

Mark an "X" in the area that applies:

Toilet Training		Achievements		Reminders	
Nutrition		Health and Safety		Education	

Comments:

Teachers:

★ In-Person
- Daily drop-off and pick-up time are perfect opportunities to share information about the child's day
  - Our main focus should be to share the highlights/accomplishments for the day
  - When a child's challenges need to be shared, be sure to "sandwich" the information so the parent ends the conversation focusing on the positive attributes of their child's day
  - As a sign of respect, these conversations shall be done in a DISCREET manner

★ Parent-Teacher Conferences
- Each year, we will offer (2) opportunities for parents and teachers to review their child's progress
- This will be an opportunity for teachers to discuss The Portage Guide/WMELS and ASQ-3 findings as well as parent input
- Conferences will be held each October and April

★ Sunshine Call or Note
- Everyone loves to hear good news…take a moment to give a phone call or prepare a person note for the parent to share some of the child's accomplishments happening in your classroom

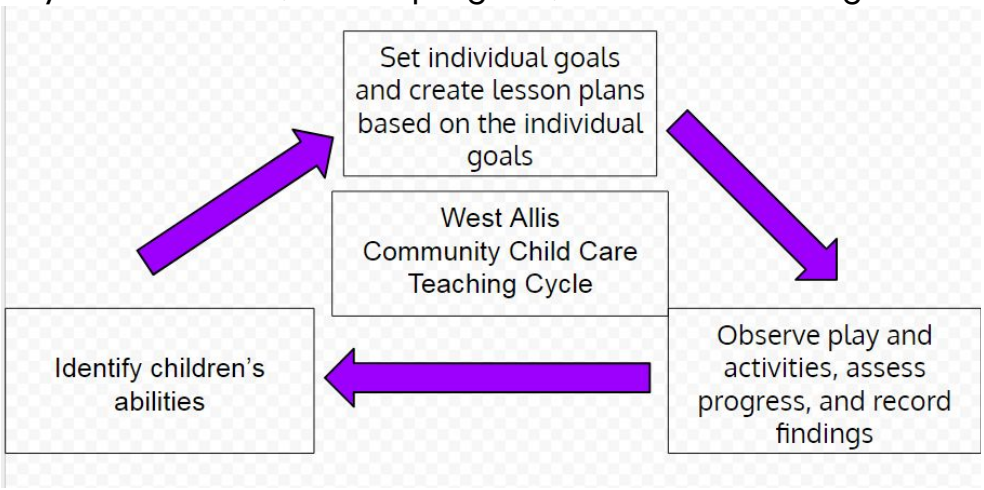
★ Photo with Caption

- For parents who have email, sending a photo of their child immersed in play is a great way to include parents on their child's day

EDUCATION PROCESS

All activities will be developmentally-appropriate, play & interest-based, exploratory, and FUN! Monthly themes will enhance the learning environment and allow children to experience new concepts. To ensure continued child growth, the following educational teaching-cycle practices will be used for each child:

- ➔ Identify children's abilities
- ➔ Set individual goals and create lesson plans based on the individual goals
- ➔ Observe play and activities, assess progress, and record findings



By using the Ages & Stages Questionnaire (ASQ-3), Child Notations, Intake Forms, the Portage Developmental Guide, and the WMELS - Wisconsin Model Early Learning Standards, Individualized Lesson Plans, Observations, Assessments, and Portfolios, we can identify a child's educational progression. The tools used to assist in the teaching-cycle are as follows:

- ★ Identification of Children's Abilities & Interests
  - Ages & Stages Questionnaire (ASQ-3) (Ages 6wks-Kindergarten) (Screening Tool)
    - The Ages & Stages Questionnaire offers a series of questions that provide additional details of your child's developmental level
    - Each questionnaire contains 30 developmental items that are written in simple, straightforward language and a section that addresses overall parental concerns
    - These items are organized into 5 areas: communication, gross motor, fine motor, problem solving, and personal-social
    - Staff will convert each response to a point value, total these values, and compare the total score
    - The score will tell us the following about your child:
      - The child appears to be on schedule for their development
      - The child is emerging and needs monitoring and individualized activities planned
      - The child needs further assessment by a professional
  - Child Notations
    - The notations are made whenever a child transitions to another classroom
    - The notations are made by the current teacher to inform the next teacher

of the child's abilities, behaviors, and accomplishments

- Intake Forms
  - Child Intake Form (Children Ages 6 weeks - 2 Years)
    - Completed by the parent and outlines the child's current habits (eating, napping, fussy times, things that make them happy, etc.) and developmental milestones (rolling over, crawling, walking, etc.)
    - All children under the age of 2 years old are required to have a Child Intake Form completed every 3 months
    - Findings from the Child Intake form will be used to inform the lesson plan
  - Family Intake Form (All Children)
    - Completed by parents upon enrollment, when a child moves to a new room, or yearly at specified dates
    - This form has with questions outlining the parent's assessment of family structure, the child's abilities, and goals that will be used to influence our lesson planning process
    - Findings from the Family Intake form will be used to inform the lesson plan
  - Portage Guide 3 T.O.P (Infant / Toddler / Early Preschool / Preschool / PreK):
    - This is where you will find goals for the children and inspiration for activities for your children not attending school
    - Assess each child quarterly throughout the year. The teacher will choose one goal for each child
    - When the planned activity is implemented, observe the child.
      - Write down the observations on scrap piece of paper or post-it note and note the date. (See Observations)
      - Then later, transfer the information to the specific Portage Guide 3 domain observation sheet
    - These dates should match the dates on the lesson plan and on the assessment goal summary
  - School Age Questionnaire Guide (School Age Children)
    - This form is an assessment of the child's abilities/interests
    - Completed by the child with teacher assistance when needed
    - Assess each child quarterly throughout the year
    - The teacher will review the child's goals/interests that will be later incorporated by the teacher into the classroom lesson plans
    - When the activity that you plan is implemented, observe the child
      - Write down your observations on scrap piece of paper or post-it note and note the date. (See Observations)
      - Then later transfer the information to the specific domain observation sheet
    - These dates should match the dates on the lesson plan and on the assessment goal summary
- Developmental Standards
  - Early Childhood Portage Developmental Guide (Ages 6wks-Kindergarten)
    - The Portage Guide is designed to gather developmental information about individual children
      - The assessment data is gathered through systematic observations of young children during typical activities, is used for planning and reporting
      - Indicates approximate age in which children will demonstrate

specific developmental milestones

- Developmental domains include:
    - Communication and Literacy
        - One of the greatest accomplishments for a child from birth-6 years is the development of language and the ability to communicate with others
        - A child may learn oral language, use formal sign language, or use other methods of communication to express themselves (like changing pictures or using a speech generation device)
        - The child begins to learn speech and language by listening and observing people to communicate in the their environment
        - They begin making sounds, then babbling, and then actual words are produced
        - Understanding vocabulary and the way words are put together precedes the use of language, gestures, or other communication systems that allows communication with others
        - We use oral or signed language to understand the written language that provides the foundation for all literacy interactions
        - Literacy development includes, but is not limited to, awareness of pictures and the printed work
    - Social and Emotional Development
        - This developmental area highlights the importance of the parent-child and caregiver-child interactions. It includes the child's ability to develop relationships with peers and adults through family routines, community experiences, and social play
        - As a child develops social skills, they discover that they can affect changes in the environment
        - The behaviors in all development areas are initiated and strengthened through the use of appropriate social interactions
        - Emotional development involves the child's growing sense of self, emotional response, creative self-expression, and self regulation. In addition, early social studies skills allow the child to develop a sense of themselves and their community and world
        - We consider social and emotional developmental areas together as there is significant overlap
        - As a child's attachments and relationships with peers and caregivers grow, they will become more confident in themselves and their abilities.
        - They can generalize these behaviors when they find themselves in larger social groups
    - Learning
        - The learning areas refers to a child's thinking, cognitive ability to remember, discover through their senses, process, problem solve, evaluate ideas, or organize or

use information to think critically, or reason
        - Early in the child's life their responses are recalled imitations of others. Later, they will give new or remembered best answers from information they know and remember
        - Specific concepts require critical thinking or reasoning in this area are science and math skills such as experimenting, measuring, and predicting
        - Also included are engagement skills like attention and curiosity
    - Physical and Health
        - This developmental domain refers to the child's ability to coordinate movements of large and small muscles of the body
        - Examples of large motor skills include crawling, running, jumping, and throwing a ball
        - Small motor skills are sometimes just refinements of the large motor skills.
            - For example, swiping at an object changes to using the whole hand and finally becomes a precise thumb-finger grasp. This pincher grasp in an important small motor skills needed for putting together puzzles and using markers and pencils. Motor skills are important for two reasons: they provide means for expressing skills in the other developmental areas, such as motor, social, cognitive, and language development
            - This section also focuses on mastering self-care, health, and safety skills that lead to independence, such as toileting, dressing, and eating.
- See Portage User's Guide for program description and implementation process
- School-Age Developmental Guide (Kindergarten - 12 Years)
    - The School-Age Questionnaire Guide is designed to gather developmental information about individual children that outlines their interest and abilities
    - The State of Wisconsin Common Core standards can be used as an Indicator of expectations of the child's grade level
    - Developmental domains include:
        - Communication & Literacy
            - Children's developing ability to understand and convey meaning through language
            - Language development is reflected in children's progress toward acquiring skills in the areas of listening and understanding
        - Social and Emotional
            - Children's feelings about themselves and others, their ability to form relationship, interest in and skills needed to maintain positive relationships with adults and children, ability to understand the perspective and feelings of others, and skills needed to succeed in a

group setting.
    - Learning
        - Children's search for meaning as the basis for intellectual development
        - This component focus on children's curiosity about the world and their developing ability to acquire, organize, and use information in increasingly complex ways to satisfy that curiosity
        - Children's approach to learning in different ways and emphasizes the development of positive attitudes and dispositions to acquire information
    - Physical and Health
        - Children's health encompasses emerging knowledge and practice related to health, safety, and nutrition that promote physical well-being
        - Physical development encompasses rate of growth and muscle control (motor development)

★ Set Individual Goals and Create Lesson Plans
- Lesson Planning
    - Required for all children who attend more than 20 hours a week require goal setting
    - All lesson plan forms are available based on the ages of the children in the classroom. They are as follows:
        - Children Ages 6 Weeks - 12 Months
            - Individual Lesson Plan
            - Group Lesson Plan
        - Children Ages 1 Year - 12 Years
            - Group Lesson Plan
    - Instructions for using the lesson plan form are available by viewing the Monthly Lesson Plan Instruction Guide organized by child's age. They are located in the following places:
        - Classroom "Education" binder
        - Teacher " Resource Room"
        - Teacher computer desktop icons

★ Observe Activities, Assess Progress, and Record Findings
- Observation
    - Key to understanding young children as learners
    - Vital tool in finding out more about them as individuals
    - Integral part of the assessment and planning cycle and a firm basis for reflection
    - Primarily about watching children's actions, expressions, gestures and behaviors, and listening to their talk and interactions
    - Occasionally about joining in with their play or conversations and sometimes about asking and responding to questions
    - Requires a sensitive and respectful approach to children's play and an attitude of openness to the individual's learning agenda
    - Observing children is a skill
        - You can observe children playing by sitting close to them and trying not to distract them, or influence their play

- You can be a 'participant' observer and observe what happens when you join in the children's play and extend their ideas
- You can observe spontaneous incidents in the placement. You will need a notebook and pen ready, or you will miss vital details
    - Note: Spontaneous observations are interesting but they can also be unpredictable
- You can setup a specific activity for the children and plan the observation carefully to allow time to prepare and to read about the area of development before you begin
    - Note: The advantage is you will know what details to look for

- For each goal that a child has, there should be an observation completed for each activity relating to the goal. In total, for a goal, there should be (3) observations done per month
    - These observations should be done in real time as the child is completing the activity related to the goal
    - For children ages 6 weeks to kindergarten entrance, use Portage Developmental Guide 3 Domains
        - Communication and Literacy
        - Social-Emotional
        - Learning
        - Physical and Health
    - For children ages kindergarten entrance to 12 year old, use the Portage Guide 3 Domains which are aligned with WMELS.
        - Communication and Literacy
        - Social-Emotional
        - Learning
        - Physical and Health
- Methods to complete Observations
    - Anecdotal records
        - They describe behavior, complete with verbal responses in a straightforward style
        - Describe the child's behavior NOT what you think of the behaviors
        - Use details of the child's actions and comments,include other's responses
        - Write down the exact words used in the conversation
        - Most complete episodes have a beginning, middle and end
        - Give a factual, objective, detailed account of what the child says, does, and how the child behaves
        - Record the details of how the child moves, speaks and acts
        - Describe the tone of voice, facial expression and body language
        - Paint a picture in words of the child at that moment in time
    - Photographs
        - A picture tells 100 words! Photos of a child engaged in an activity with a brief description are an effective way to capture a child's learning
            - It's often not necessary to write as much detail for their

written part
        - A series of photos can show the development of a child or changes in their play or skills over time
- Work Samples(Artifacts)
    - These are collected from each individual child and include drawings, painting, cutting, writing etc
    - Accompanying work samples, you can add comments from the child, a description of what happened or what the child and said and link these to areas of development

Examples of Observations

Observation A	Observation B
• Ethan is feeling selfish. He won't let anyone play with the toys in the sandbox. He gets mad at Cody a lot.	• Ethan is sitting in the sandbox. He reaches out and takes a truck away from Cody. Cody grabs for the truck, but Ethan pulls it away. "It's my truck now," says Ethan, looking Cody straight in the face.
Opinion	Fact

Portfolio:
Collection of observations, assessments, and artifacts to monitor a child's development.

Construction of Portfolio:
Each child will get a hanging file folder. Also each child will get two tab manila file folders. We will need 8 brass fasteners for each child. Hole punch the manila file folders with a two-hole puncher at the right side. Lay hanging file folder down open then open and lay the manila folders on top of the hanging file folder. Use the clear packing tape to secure manila folders to the hanging folder and other manila folders as well. In between each manila file folder place clear packing tape to them.

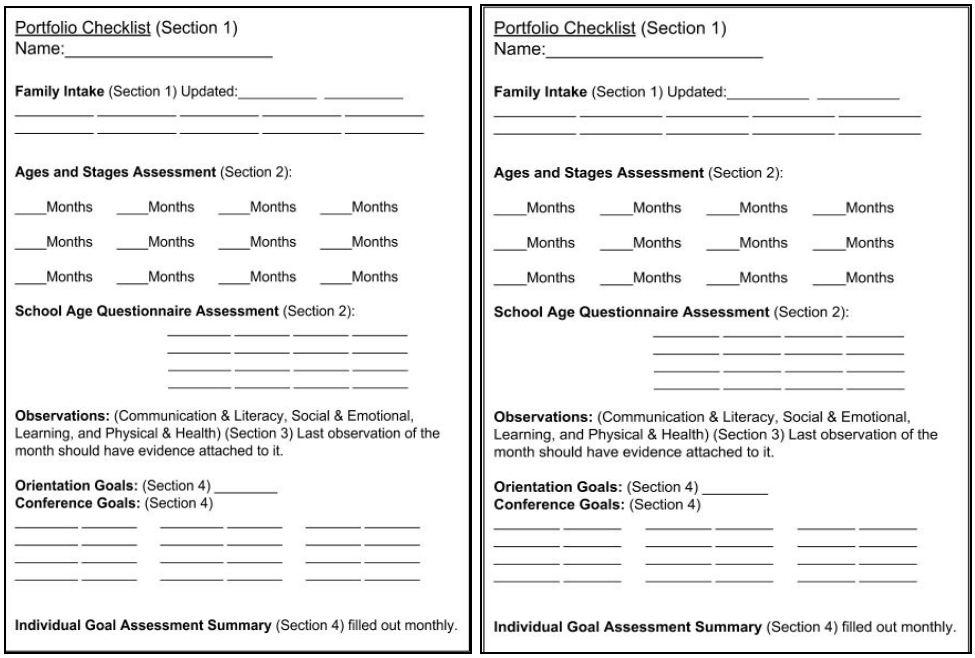
Organization of the Portfolio

	Portage Guide	School Age
Section 1	Family Intake Form Portfolio Checklist for Portage Guide 3	Family Intake Form Portfolio Checklist for SA Questionnaire
Section 2	Portage Assessment Ages and Stages	School Age Questionnaire Ages and Stages
Section 3	Learning Observation Physical and Health Observation Communication and Literacy Observation Social Emotional Observation Artifact/Sample Work/Photograph	Learning Observation Physical and Health Observation Communication and Literacy Observation Social Emotional Observation Artifact/Sample Work/Photograph
Section 4	Orientation/Conference Goals Individual Assessment Summary	Orientation/Conference Goals Individual Assessment Summary

Family Intake:

Completed by parents upon enrollment, when a child moves to a new room, or yearly at specified dates.
This form has with questions outlining the parent's assessment of family structure, the child's abilities, and goals that will be used to influence our lesson planning process.
Findings from the Family Intake form will be used to inform the lesson plan.

Portfolio Checklist:



Portfolio Checklist (Section 1)
Name:_____

Family Intake (Section 1) Updated:_____ _____

Ages and Stages Assessment (Section 2):

____Months ____Months ____Months ____Months

____Months ____Months ____Months ____Months

____Months ____Months ____Months ____Months

School Age Questionnaire Assessment (Section 2):

Observations: (Communication & Literacy, Social & Emotional, Learning, and Physical & Health) (Section 3) Last observation of the month should have evidence attached to it.

Orientation Goals: (Section 4) _____
Conference Goals: (Section 4)

Individual Goal Assessment Summary (Section 4) filled out monthly.

Portfolio Checklist (Section 1)
Name:_____

Family Intake (Section 1) Updated:_____ _____

Ages and Stages Assessment (Section 2):

____Months ____Months ____Months ____Months

____Months ____Months ____Months ____Months

____Months ____Months ____Months ____Months

School Age Questionnaire Assessment (Section 2):

Observations: (Communication & Literacy, Social & Emotional, Learning, and Physical & Health) (Section 3) Last observation of the month should have evidence attached to it.

Orientation Goals: (Section 4) _____
Conference Goals: (Section 4)

Individual Goal Assessment Summary (Section 4) filled out monthly.

The portfolio checklist is a table of content for the portfolio. After completing a family intake, ages and stage, portage guide assessment, goals (either orientation or conference, record the date. The portfolio checklist also is a reminder where everything is to be place in the portfolio.

Portage Guide 3 (TOP):

This is where you will find your goals for your children and inspiration for activities for your children not attending school.
You will assess the children four times throughout the year. The teacher will choose one goal for each child.
When the activity that you plan is implemented observe the child. Write down your observations on scrap piece of paper or post-it note and note the date. (See Observations). Then later transfer the information to the specific Portage Guide 3 domain observation sheet.
These dates should match the dates on the lesson plan and on the assessment goal summary.

School Age Questionnaire:
This is where you will find your goals for your children and inspiration for activities for your children attending school.

This form is an assessment of the child's abilities/interests aligned with Portage Guide 3 which is aligned with Wisconsin Model Early Learning Standards (WMELS).

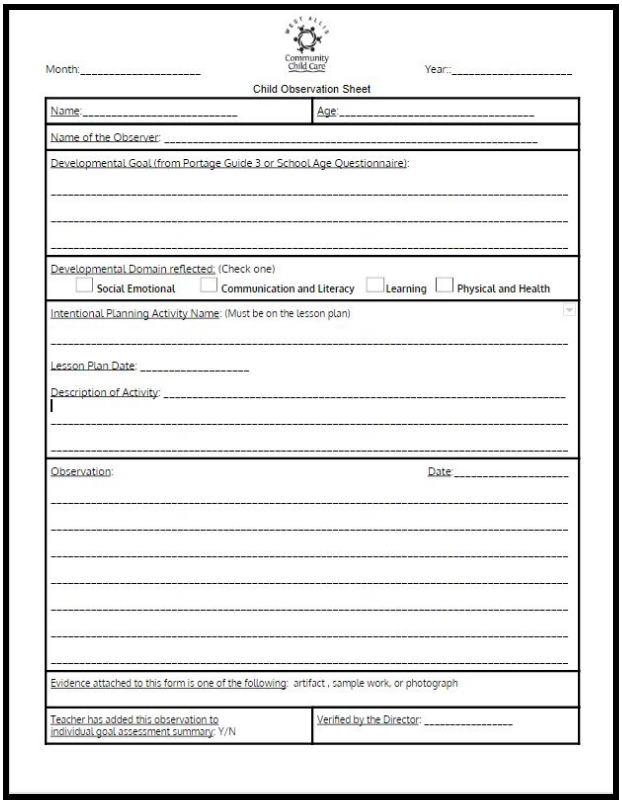
You will assess the children four times throughout the year. The teacher will choose one goal for each child.

Completed by the child with teacher assistance when needed.

Children will create goals that will be later incorporated by the teacher into the classroom lesson plans.

When the activity that you plan is implemented observe the child. Write down your observations on scrap piece of paper or post-it note and note the date. (See Observations). Then later transfer the information to the specific developmental domain observation sheet.
These dates should match the dates on the lesson plan and on the assessment goal summary.

Observations:



Month:_____ Community Child Care Year:_____

Child Observation Sheet

Name:_____ Age:_____

Name of the Observer: _____

Developmental Goal (from Portage Guide 3 or School Age Questionnaire):

_____

_____

_____

Developmental Domain reflected: (Check one)

☐ Social Emotional ☐ Communication and Literacy ☐ Learning ☐ Physical and Health

Intentional Planning Activity Name: (Must be on the lesson plan)

_____

Lesson Plan Date: _____

Description of Activity: _____

_____

_____

Observation: Date: _____

_____

_____

_____

_____

_____

_____

_____

Evidence attached to this form is one of the following: artifact , sample work, or photograph

Teacher has added this observation to individual goal assessment summary: Y/N | Verified by the Director: _____

- Month: Current month.

- Year: Current Year
- Name: Name of the Child
- Name of the Observer: Name of the Observer
- Age: Current age of the child
- Developmental Goal: This is where you write the child's monthly developmental goal from your lesson plan
- Developmental Domain Reflected: This is where you check the domain that pertains to the child's developmental goal.
- Intentional Planning Activity Name: activity you planned from your lesson plan that relates to the child's developmental goal.
- Description of Activity: this is where you describe the intentional planning that the child is going to do.
- Observation: write what the child did during the activity this is factual without emotion or feelings.
- Date: is the actual date the activity and observation has taken place.
- Evidence: attached artifact, sample work, photograph should be attached to the 3rd observation. Circle whether the evidence is a artifact, sample work, or photograph.
- Teacher has added this observation to individual goal assessment summary: Circle yes or no.
- Verified by the Director: this is where the director will verify the observation was completed and transferred to individual goal assessment summary.

<u>Individual Assessment Goal Summary</u>:

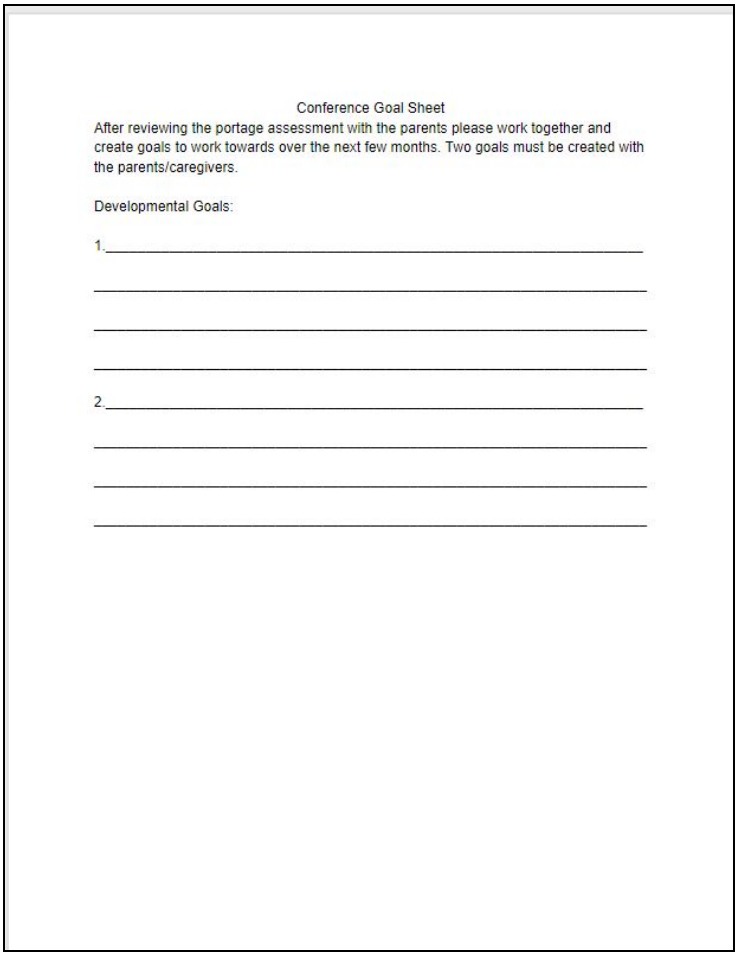
- Each child will have individual assessment goal summary form in their portfolio.
- Each month you will write down goal(s) for the month in developmental goal column along with the sequence number from the portage guide.
    - At the end of the month you will either circle completed if the child completed the goal and write the date the child completed the goal or circle continued and write the month that the goal will be continued to.
- Circle what developmental domain pertains to the goal.
- Each month you will write down the activities you have planned for the goal(s) under the lesson plan column.
- Each time you complete the activity write an observation on the observation sheet, then transfer brief summary whether the task was completed or not.
    - Write the date you observed the activity.
- Example Below:

Individual Child: John Doe Classroom: Early Preschool 1

Assessment Goal Summary Complete By: Jessie

Month	Development Goal	Domain (circle one)	Lesson Plan (what did you do)	Observation
Aug 20 18	Sequence #: 24 Use objects for their intended purposes. Goal Completed/Continued: 08/25/18	Comm & Literacy Social Emotional (Learning) Physical & Health	8/14 Play with cars 8/23 Play with dolls	8/14 play with cars as tambourines 8/23 play with dolls as balls
		Comm & Literacy Social Emotional Learning Physical & Health	8/25 Play with toy phone	8/25 play with toy phone- up ear and talking

Orientation/Conference Goals:



Conference Goal Sheet

After reviewing the portage assessment with the parents please work together and create goals to work towards over the next few months. Two goals must be created with the parents/caregivers.

Developmental Goals:

1._____

_____

_____

_____

2._____

_____

_____

_____

During Orientation or Parent Teacher Conference the teacher and parent/caregiver will create goals for the child to work on until the next Parent Teacher Conference. These goals should be attainable and realistic. These two goals should be integrated into the classroom lesson plan as well.