Alabama's Standards for Early Learning and Development (ASELD)

Introduction for Professionals who Work Directly with Children

Agenda

- Review the development process

- Examine the ASELDs document

- Explore additional resources

- Describe the website

- Learn about professional development opportunities

- Hear voices from the field

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New Standards? It's Time!

- Current draft is from 2012

- Need to reflect new research and trends

- Need to include Alabama's new programs and priorities

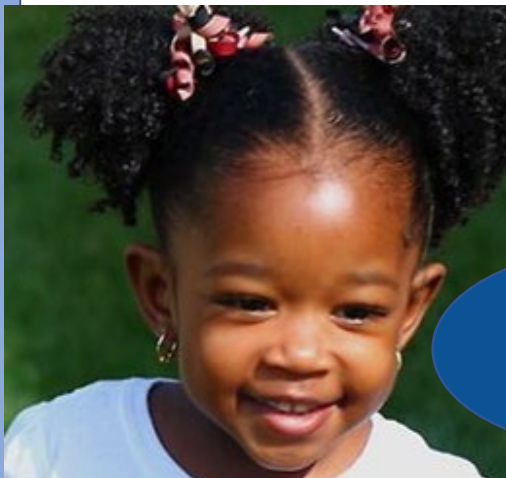- Offer a single vision and message for all of Alabama's ECE programs

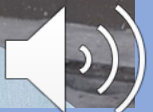In partnership with

Child Care
Early Intervention
Early Head Start

Child Care
Early Intervention

Child Care
Head Start
First Class Pre-K

Child
Care

Child Care
Head Start

Infants	Young Toddler	Older Toddler	Young Preschooler	Older Preschooler
Home Visiting				
Early Head Start			Head Start	
			Alabama First Class	
Early Intervention, IDEA Part C			Special Education, IDEA 619 Part B	
Child Care: Family and Group				
Technical Assistants, Professional Development Specialists				
Pre-Service Knowledge Mediators: Higher Education, High School, Career and Technical Education				

Early Learning Standards Defined

Standards Explained

Early Learning and Development Standards means a set of expectations, guidelines, or developmental milestones that describe what all children from birth until kindergarten entry should know and be able to do and their disposition toward learning.

(U.S. Department of Education)

Early learning and development standards, sometimes called early learning guidelines, are the heart of an early childhood development system. Based on scientific research, they provide guideposts of what children should know and be able to do at various age ranges. *(BUILD Initiative)*

Early learning standards define the desired outcomes and content of young children's education. *(NAEYC)*

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Standards' Elements

Four essential elements (NAEYC)

Emphasize significant, developmentally appropriate content and outcomes

Are developed and reviewed through informed, inclusive processes

Are implemented and assessed in ways that support all young children's development

Are accompanied by strong supports for early childhood programs, professionals and families

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Standards, Aligned

<u>Early learning & development standards:</u> Comprehensive, aligned with state infant & toddler and K–3 or college & career ready standards, aligned with child assessments, supported, and culturally sensitive (*First Indicator of quality from NIEER's annual State of Pre-K report*)

One of the priorities for the Office of Child Care is increasing the number of States that are implementing voluntary early learning guidelines that cover a range of domains across physical, cognitive, and social and emotional development, are incorporated into other parts of the child care system, and align with the standards for other sectors (such as, Head Start, prekindergarten, and K-12). (2016)

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Horizontal Alignment

What is horizontal alignment?

- The match between standards and assessment

- The match of content across program types

Horizontal Alignment

Why is horizontal alignment important?

- Provides consistency for programs with blended or braided funding

- Offers families a unified set of expectations

- Ensures smooth and consistent expectations across transitions

- Advances meaningful outcomes measurement across programs

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Vertical Alignment

What is vertical alignment?

- Alignment of different parts of the system: curriculum, environment, instruction, family input

- Alignment in between different age and educational systems: birth to 5 and K-12

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Vertical Alignment

- What are benefits of vertical alignment?

- Direct links across assessments, curriculum and standards to impact school readiness

- Cohesiveness between early childhood and K-2 to support children's transitions and transferral of knowledge through grade 2

- Alignment across program, teacher and child assessments (such as AlaKids) to gauge children's learning

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Pathway to Children's Success

Standards

Child Assessment

Curriculum

Relationships

Environment
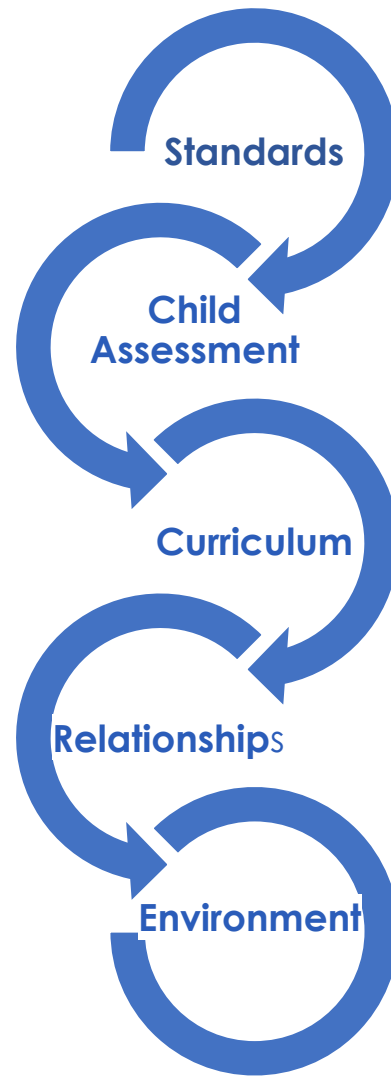
Alabama Standards ARE:

- A universal language for *all* professionals who work with young children.
- A framework for the use of age and culturally appropriate practices to provide high quality experiences for children.
- A guide for the selection and use of curricula and assessments.
- A common context of learning to share with families, supporting their understanding of children's development and elements for school and life success.
- The groundwork for training and professional development, beginning at the high school and college levels and continuing with in-service.
- A means to raise public awareness about the early childhood profession.

Alabama Standards are NOT:

- A curriculum or assessment.
- An evaluation of professionals' performance.
- A means to exclude children from program participation.
- A tool to label, sort or diagnose children.
- Used in isolation.

ASELD Development

Foundation

- Build on the strengths of Alabama's existing resources
  - DHR: Alabama Early Learning Guidelines
  - DECE: Alabama Developmental Standards for Preschool Children
  - Dept of Education: K-2 Courses of Study

- Align with other key standards and programs
  - Head Start and Early Head Start
  - Every Student Succeeds Act (ESSA)
  - Special Education, Part C and B
  - Child Care and Development Fund (CCDF)
  - Home Visitation programs
  - WIDA Standards
  - Teaching Strategies GOLD assessment

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Process

- Cross sector team of representatives from childcare, home visiting, Head Start, special education, First Class, higher education, coaches and facilitators

- Reviewed national landscape

- Made initial decisions about format, language, priorities

- Wrote the domain content

- Design decisions

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Priorities

Convey a single set of standards and a unified message for Alabama

Support all ECE professionals' understanding of child development and age-appropriate instruction

Reflect current trends and research

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Review Process

📌 Committee review

📌 National experts

📌 Statewide focus groups

📌 Public comment

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Significant Observations

- Cross-program vision
- Focus on:
  - Play
  - Inclusivity
  - Family engagement
  - Cultural diversity
- Format (learning trajectory)
- Colors
- Information in the introduction
- Supportive resources

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Reviewers appreciated

📌 User-friendly format

📌 Comprehensiveness

📌 Easy to follow; clear

📌 Easy to understand (simple language)

📌 Well-organized and detailed

📌 Research-based

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Inside the ASELDs

ASELDs in Practice

How are these ASELDs different from the standards or guidelines you are currently using and how are they similar?

What tools are you currently using that can be replaced with the ASELDs?

How will the ASELDs guide and enhance your work with children?

How will you use the ASELDs to build individualized learning experiences for young children?

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ASELDs' Four Sections

Introduction

Standards by Domain

Crosswalks and Alignments

Appendices

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Introduction

Purpose

Purpose

Alabama's Standards for Early Learning and Development (ASELDs) are a critical component of the state's early childhood system and offer a unified vision for responsive and developmentally appropriate, relationship-based learning experiences for all of the state's young children, birth to age 5.

The Alabama Standards for Early Learning and Development have been revised and re-designed to support the state's many early learning programs: child care, home visiting, Head Start, Alabama First Class, and special education, as well as its early childhood students in high school, career technical schools or higher education programs. They are designed to align practices across these settings, thereby promoting collaboration and consistency.

The ASELDs offer a set of shared expectations for young children's growth and development and provide a continuum of learning for all children, birth to age 5. They lay the foundation for what children should be able to know, do and learn at age-specific intervals.

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The ASELDs are intended to guide professionals' intentional and purposeful practices with children, build connections with K-3 partners, enhance family relationships, support pre-service students' learning, and inform the design of professional development plans for those who are working in the field and for those who attend high school and vocational schools. The Standards reflect the states' quality initiatives and extend the community's understanding of the way in which young children develop and learn.

Reflect How Children Learn

Holistic Learning

Children's social-emotional, physical, creative and cognitive learning are intertwined. Every aspect of learning is equally important and they work together to support children's growth and development. Although the Alabama Standards are divided into four sections, and further into domains, learning occurs across these interconnected domains or holistically. A single activity or experience offers opportunities to master content or acquire skills from multiple domains. Children who are using play dough, for example, can be experiencing multiple learning opportunities:

Mathematical skills grow when children roll or cut dough in different lengths and sizes or create different shapes.

Motor skills strengthen as they roll, knead or shape dough.

Scientific thinking develops when children explore the mixing of colors or experience what happens when play dough dries out.

Social-Emotional skills blossom when they share the dough as children play with others or work with another child to make a creation.

Language development occurs when children talk with each other about what they're doing and making.

Approaches to Play and Learning skills grow when they use the play dough in unique and different ways.

Embrace All Children

cultural identity, demonstrate good executive function skills and positive social emotional gains in comparison with those children who are not experiencing dual language learning.

"DLLs come to early childhood programs with richly varied backgrounds, sets of skills, and cultural ways of knowing: they need teachers who welcome them and recognize their unique abilities, what they know, and what they need to learn. Teachers of young DLLs understand that children communicate their knowledge using the safest method possible, and this may mean the use of their home language, English, or a mixture of both." (Magruder, et al 2013, 10) *For more information about supporting young dual language learners, see Appendix Four: Supporting Dual Language Learners in Early Learning Programs.*

Children who are Advanced Learners

As early as birth some children may show signs of giftedness. They may be more alert, reach their developmental milestones at a faster pace and demonstrate advanced language skills. They typically are very curious with excellent memories, attention spans and a capacity for abstract thinking. Gifted children may be exceptionally good with mathematical concepts and are good readers. They are creative with good imaginations and enjoy the creative arts. Advanced learners often devise unique solutions to problems and you may find these children are leaders in a group.

Research shows that gifted children's development is often uneven, with some areas of learning more advanced than others. This is known as asynchronous development. For example, a child's mastery of language may be advanced while his mastery of emerging reading and writing skills may be in the typical range. In other words, a gifted child may not be gifted in all areas. This may result in social-emotional challenges with peer relationships, self-identity and the need for perfection. Professionals who work with gifted children need to assure they are offered child-centered learning opportunities with opportunities to address their curiosity and express their creativity and imagination. View additional supportive practices on the domains' Adaptations and Accommodations pages.

Children's Learning Preferences

Responsive early childhood professionals recognize, acknowledge, and individualize children's learning to accommodate their unique learning styles or preferences. Some children may be visual learners who use their eyes to learn. They may close their eyes to picture something or respond best to pictures or demonstrations. Auditory learners use their ears. They remember what they hear and may use rhymes, songs or discussions to learn best. Tactile or kinesthetic learning occurs through children's engagement in physical activities; they learn by doing, touching, and moving. While children may prefer one learning modality over another, they typically combine them for greater understanding and knowledge acquisition. Professionals offer the strongest and most effective learning experiences when they offer children opportunities to learn through the use of all their senses.

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Guide Professionals' Practice

Alabama's Standards for Early Learning and Development
## Guide Early Learning Professionals' Practices

ALL children are born ready to learn! Their development and skill mastery are dependent on caring adults who nurture and support their growth and provide them with experiences that help them gather and build knowledge about their world. Adults create the opportunities for children's learning by challenging them to acquire new understandings and information, built on prior knowledge. Early childhood professionals best support children when they understand the continuum of learning, the sequence in which skills emerge and are mastered, and develop learning experiences that are based on children's existing understandings, while at the same time, challenge them to acquire new information.

Responsive early childhood professionals recognize, acknowledge, and individualize children's learning to accommodate their unique learning styles.

Alabama's Measures of Quality

Many early learning programs incorporate frameworks and assessments to support their high quality program delivery. Resources such as the Environment Rating Scale (ERS) or the Classroom Assessment Scoring System (CLASS) provide guidance and evaluation tools that help professionals assess their own, and their programs', learning environments or adult-child interactions. Programs may also seek accreditation through organizations such as NAEYC (National Association for the Education of Young Children), NAAPC (National Accreditation Commission) or the National Early Childhood Program Assessment (NECPA). These processes promote quality through the use of self-study, a set of guidelines or assessment tools and a national certification. Alabama offers quality assessment opportunities through the availability of Alabama Quality Stars, its quality rating and improvement scale (QRIS), and its First Class Pre-K guidelines and standards.

Pre-service students as well as individuals who are working in the field may find additional resources to support their career advancement as defined in Alabama's Pathways. The Child Development Associate (CDA) or NAEYC Professional Standards and Unifying Framework provide guidance and certifications. Two and four year coursework and credentials round out the educational opportunities.
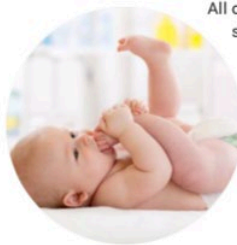
All of these documents are linked to ASELDs through the promotion of standards' use to understand all children's growth and development, the prioritization of developmentally appropriate and individualized learning through play, and the importance of family and community engagement.

Universal Design for Learning

Universal design for learning, often referred to as UDL, is a framework or approach that ensures all children have equal opportunity to learn

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Organization and Format

Introduction

SUBDOMAIN: Further organizes the domain into specific content areas

MAT 1: NUMBERS AND QUANTITY

MAT 1b: Counting and Number Sense: Children will connect...

STRAND: Specific goals or knowledge related to the subdomain

AGE LEVELS	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	1bI-1 Show interest in adult's counting movements and songs	1bYT-1 Rote count, not always in sequence (1, 3, 2)	1bOT-1 Rote count up to 5 in sequence
			1bOT-2 Count backwards from 3 with assistance
			1bOT-3 Place objects in one-to-one correspondence relationships during play
			1bOT-4 Count out 1 or 2 objects when asked

NUMBERING: Represents the strand and the indicator, progressing across age levels to show progression of skills

DEVELOPMENTAL INDICATORS: Specify the types of skills or knowledge most children know or can do by the end of the age level

SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS
- Engage with adult who is singing or doing finger plays that include numbers
- Mimic child who is counting while dressing, "One sock, two socks"
- Count objects with adult...
- Count out 3 crackers
- Rote count in correct sequence to 5
- Hold up fingers while counting in a finger play
- Point to objects while counting objects up to 5
- Starting at 3, count backwards to 1

CHILDREN'S OBSERVABLE ACTIONS: Examples of the ways in which may demonstrate this skill or knowledge

SAMPLING OF PROFESSIONALS' PRACTICES
- Sing songs or act out finger plays that involve numbers, "1-2-3-4-5, once I caught a fish alive..."
- Count with children as they get dressed, "one button, two buttons, three buttons!"
- Include toys and objects in different learning centers that encourage counting
- Use songs and finger plays that include counting
- Count in different languages
- Count children out loud during transitions
- Ask children to help set the table, asking them to put a spoon next to each plate
- Play "how many" by holding your hand behind your back and bringing it out with a few fingers raised

PROFESSIONAL PRACTICES: Examples of strategies or experiences professionals can use to support children's learning

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Guiding Principles

Alabama's Guiding Principles *for* Early Learning and Development

✹ All children are unique, capable and competent learners.
- Children progress at different rates, have individual learning styles and demonstrate diverse abilities.
- Children's learning is maximized through individualized learning experiences that recognize their unique gifts and characteristics.

✹ Children are active learners.
- Children are naturally curious and learn through firsthand actions and explorations with objects and people in their world.
- Children construct knowledge through physical, social and mental activity.
- Children learn in the context of relationships and interactions with adults and peers.
- Play is the mechanism by which young children learn.

✹ Learning is multi-dimensional and inter-related.
- Learning happens simultaneously across the domains of child development: social, emotional, physical, language, and cognitive.
- No one domain is more important than another. The domains are inter-related and influenced by the growth and learning in the other domains.

✹ Successful early childhood programs establish partnerships with families.
- Parents are children's first and primary educators.
- Parents' engagement in their children's learning at home and school creates a solid foundation for life-long learning.
- Home-program connections are critical for successful learning. Continuity of learning occurs when children's experiences build and extend across programs and home experiences.

✹ Children's development and learning must occur in the context of their culture and home experiences.
- Development and learning are rooted in culture.
- Traditions, language, culture, values, and beliefs are part of children's identity and influence their thinking and learning.

✹ Children learn best in early childhood programs where adults build relationships and construct learning through positive and informed practices.
- Early childhood professionals support children's development and learning when they have an understanding of child development and age-appropriate practice.
- Early childhood professionals facilitate development and learning when they are intentional in the way they design and provide experiences that are built on children's interests and motivation.
- Early childhood professionals maximize children's learning when they utilize a cycle of observation, assessment and action through standards, curriculum and assessment tools.
- Early childhood professionals must be life-long learners who engage in ongoing, research-based training.

✹ Early childhood program environments facilitate learning experiences.
- Children learn best in environments where they feel safe and have a sense of belonging.
- Early learning environments offer opportunities for children to explore materials, interact with peers and adults, and engage in meaningful experiences.

✹ Children develop and learn in the context of their community.
- Early childhood programs are an extension of children's communities.
- Collaborations and partnerships with agencies, businesses and residents within the families' communities offer rich opportunities for learning.
- Early childhood programs support children and their families' health and well-being with knowledge of the resources within the community.

Standards

SECTION 1 — Relationships and Connections

This section designates those skills and expectations that are built from children's relationships with peers and adults, their own self-knowledge and their connections to family and the communities in which they live. This section highlights the impact of relationships for young children's success.

FAMILY AND COMMUNITY ENGAGEMENT (FCE) *Relationships to Help Me Succeed*

Describes a unique set of standards and practices that highlight the importance of families', communities' and professionals' partnership in supporting children's learning.

SOCIAL EMOTIONAL DEVELOPMENT (SED) *Myself, My Feelings, My Relationships*

Describes those skills needed to understand, express and manage feelings as well as the ability to establish positive relationships with others.

SOCIAL STUDIES (SST) *Learning about Myself, My Family, and My Community*

Labels the knowledge children acquire about their family, their community and their place within the world.

SECTION 2 — Exploration and Critical Thinking: Developing STEM Skills

Section 2 represents the skills and strategies children use to learn through exploration and problem solving. STEM (or Science, Technology, Engineering and Mathematics) are the areas of learning that prepare children for future success by encouraging creativity, innovation and invention.

APPROACHES TO PLAY AND LEARNING (APL) *Developing Skills and Attitudes for Success*

Identifes the skills and behaviors that children use for learning. Play skills, along with children's persistence, flexibility, creativity promote successful learning and interactions with others.

SCIENCE EXPLORATION AND KNOWLEDGE (SEK) *Exploring the World Around Me*

Provides foundational information about science, engineering and technology concepts as well as the critical thinking skills that children use to learn and understand new ideas.

MATHEMATICAL THINKING (MAT) *Exploring, Processing, and Logical Reasoning*

Introduces basic mathematics skills and language that help children learn about numbers, shapes, patterns, measurement and data analysis.

SECTION 3 — Communication

This section describes children's language and literacy development as well as the way they communicate through the arts such as music, movement, dramatic play and visual arts.

LANGUAGE AND LITERACY (LLT) *Understanding and Expressing by Speaking, Listening, Reading, and Writing*

Shows children's emergent skills in the areas of speaking, listening, reading and writing. Children use language skills to communicate with others while they develop literacy skills to read and write.

CREATIVE ARTS (CRA) *Expressing Feelings and Ideas through Art, Music, Movement and Drama*

Offers the ways in which children use creative arts to express themselves. Moving beyond talking and listening, children may use different media such as drawing or acting to express their feelings and thoughts.

SECTION 4 — Physical Development and Health

PHYSICAL DEVELOPMENT AND HEALTH (PDH) *Growing Strong, Healthy and Resilient*

Describes the way in which children develop coordination, strength, and control of their bodies and develop the knowledge about how to stay healthy.

Alabama's Standards for Early Learning and Development are organized into 4 sections with 8 domains of learning for children and a 9th domain that describes the ways in which professionals and families work together to support children's learning. The eight children's domains portray a comprehensive view of children's learning and are further supplemented through the additional domain of Family and Community Engagement.

Parts of each Domain

Introductory pages

Standards pages

Adaptations and Accommodations

Professional Practices

Introductory page

SOCIAL STUDIES (SST)

Learning about Myself, My Family, and My Community

Social studies learning helps young children embrace diversity in all areas of their lives: in their family, in their community, and with other children and adults. Often children's first group experiences outside the home are in the early childhood setting that introduces them to life within a community. When they work and play as part of an early learning community, they begin to understand that others contribute different perspectives, attitudes and cultures. The appreciation of others, and the way in which they, themselves, belong help children become successful in school and in life.

Social studies learning provides young children with opportunities to develop an understanding of roles and rules within their families, communities, and the world around them. As children learn to interact with others, follow rules and routines, and discover the importance of the past, they develop an awareness of social systems and social concepts. Social systems include discovering concepts of belonging, following rules and routines and learning about the community. Social studies concepts help children develop an understanding of basic concepts of money and exchange, the relationship of the past with their current world and the physical features of their community.

Did you know?

We all have a culture.

Culture refers to the values, customs and ideas we carry with us as we engage with others and our world. Young children bring with them their diverse cultures, offering early childhood professionals an opportunity to honor and draw upon those differences to help children develop an appreciation of their own uniqueness and that of others. Culturally responsive practices promote environments where children can see and experience their own and others' cultures in materials and activities, where they learn about ways they are alike and different, and where they see adults who model empathy, compassion and respect.

SST 1 **Social Systems**
SST 1a: Family Structure
SST 1b: Community Belonging
SST 1c: Diversity and Culture

SST 2 **Social Studies Concepts**
SST 2a: Economics
SST 2b: Geography
SST 2c: History

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HEAD START

PDH 2: HEALTHY LIVING

PDH 2a: Healthy Habits: Children will show increasing independence in performing self care tasks.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	2aI-1 Tolerate hands and face being washed teeth being brushed	2aYT-1 Cooperate for hand and face washing and tooth brushing	2aOT-1 Attempt to wash own hands and face and begins self-tooth brushing
	2aI-2 Fuss to indicate a wet or soiled diaper	2aYT-2 Begin to communicate toileting needs	2aOT-2 Attempt toileting with adult help
	2aI-3 Cooperate in dressing activities such as raising arm to put on shirt	2aYT-3 Show interest in self-dressing	2aOT-3 Begin to dress and undress self by pulling up pants, removing socks and shoes
	2aI-4 Show engagement while adult exercises arms, legs and body in a variety of ways	2aYT-4 Interact with adults in a variety of physical activities	2aOT-4 Participate in physical activity that engages the arms and legs
	2aI-5 Participate in feeding routines	2aYT-5 Use utensils and cup to self-feed	2aOT-5 Show increasing proficiency in self-feeding
	2aI-6 Try new foods	2aYT-6 Show interest in new foods as they are presented	2aOT-6 Show preferences for foods
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tolerate face and hands being cleaned after a messy meal • Lift arms and legs to help with dressing • Indicate a messy diaper by fussing • Cooperate while adult exercises legs and arms out and in, up and down • Spit out new foods until they've been tried multiple times • Grab spoon from adult	• Stick out hands and arms for hand washing • Attempt to put on socks and shoes • Hide behind a chair or sit under the table to move bowels • "Dance" and move to action songs like the "Hokey Pokey" or "Shake My Sillies Out" • Self-feed finger foods • Try new foods with interest • Pick up toys with adult reminders and support	• Remove socks, shoes and jacket • Play "Row, Row, Row Your Boat" or "I'm a Little Teapot" • Use toothbrush with adult support • Attempt to wash face with a washcloth • Occasionally use the potty or show interest • Hang up a coat on hook • Set table with silverware with adult support • Prefer apples one week and oranges the next
SAMPLING OF PROFESSIONALS' PRACTICES	• Name foods while children are eating • Talk to children while you are wiping their faces and hands with a warm cloth • Play exercise games such as "so big" • Exercise baby's legs and arms while diaper changing (move them out, then in, up and down) • Provide spoon for infant to hold during feeding • Introduce new foods multiple times	• Establish a mealtime routine • Sing songs about routines, "It's time to brush our teeth, It's time to brush our teeth..." • Talk about bathrooming behaviors and encourage children's interest in using the toilet • Describe foods as you eat • Involve children in active movement games or songs • Allow time for children to try to put on their own socks and shoes, applauding their efforts	• Model healthy eating habits by sitting with children during meals • Talk about favorite foods and the food groups • Schedule frequent bathroom breaks • Praise children's attempts to use the bathroom • Allow time for children to practice self-dressing • Introduce balls, riding toys and other equipment for outdoor play • Transition with action, "Fly like airplanes to your cubby."

PDH 2: HEALTHY LIVING

PDH 2a: Healthy Habits: Children will show increasing independence in performing self care tasks.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	2aYP-1 Wash hands and face and toothbrushes with adult guidance	2aOP-1 Wash hands and face and toothbrushes independently
	2aYP-2 Use bathroom for toileting needs with adult help	2aOP-2 Complete toileting independently
	2aYP-3 Manage most dressing activities with adult support	2aOP-3 Independently dress and undress self
	2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods.	2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time
	2aYP-5 Feed self independently; begin to pour and spread	2aOP-5 Open food items independently; cut with plastic knife
	2aYP-6 Differentiate between healthy and non-healthy foods	2aOP-6 Classify foods by their food groups (e.g., fruits, vegetables, diary).
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Independently wash hands with water and soap • Use toilet with adult support • Put on pants and shirt • Pick out own clothing, with adult support • Try to clean up a spill • Ask to pour own milk or juice • Participate in relay races • Unzip and remove jacket • Tell an adult that carrots are good for you	• Cough and sneeze into elbow • Explain that rest and sleep help keep you healthy • Run in place or attempt sit-ups • Explain the importance of handwashing and toothbrushing • Take off clothes and put on pajamas • Use the bathroom independently • Set the table • Talk about how certain foods keep you healthy, "Carrots help to make me strong."
SAMPLING OF PROFESSIONALS' PRACTICES	• Include dress-up dolls that have zippers, ties and snaps for children's practice • Show children how to put on jackets or coats using the jacket flip method • Provide a dramatic play area with cooking props • Talk about the way in which some foods help you stay healthy, "Vegetables help you grow muscles." • Explain the importance of exercise for good health • Conduct simple exercises during group time • Help children learn the steps of handwashing	• Allow time for children to put on their coats, hats and mittens before going outside • Do simple cooking activities with children • Put stools by the sink to support children's independent handwashing and count with them to help them thoroughly wash • Remind children "Cover your mouth..." • Describe the way in which specific habits keep us healthy • Conduct relay races or movement games during outdoor play

PDH 2: HEALTHY LIVING

PDH 2a: Healthy Habits: Children will show increasing independence in performing self care tasks.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Tolerate hands and face being washed teeth being brushed	**2aYT-1** Cooperate for hand and face washing and tooth brushing	**2aOT-1** Attempt to wash own hands and face and begins self-tooth brushing
	2aI-2 Fuss to indicate a wet or soiled diaper	**2aYT-2** Begin to communicate toileting needs	**2aOT-2** Attempt toileting with adult help
	2aI-3 Cooperate in dressing activities such as raising arm to put on shirt	**2aYT-3** Show interest in self-dressing	**2aOT-3** Begin to dress and undress self by pulling up pants, removing socks and shoes
	2aI-4 Show engagement while adult exercises arms, legs and body in a variety of ways	**2aYT-4** Interact with adults in a variety of physical activities	**2aOT-4** Participate in physical activity that engages the arms and legs
	2aI-5 Participate in feeding routines	**2aYT-5** Use utensils and cup to self-feed	**2aOT-5** Show increasing proficiency in self-feeding
	2aI-6 Try new foods	**2aYT-6** Show interest in new foods as they are presented	**2aOT-6** Show preferences for foods
CHILDREN'S OBSERVABLE ACTIONS	• Tolerate face and hands being cleaned after a messy meal • Lift arms and legs to help with dressing • Indicate a messy diaper by fussing • Cooperate while adult exercises legs and arms out and in, up and down • Spit out new foods until they've been tried multiple times • Grab spoon from adult	• Stick out hands and arms for hand washing • Attempt to put on socks and shoes • Hide behind a chair or sit under the table to move bowels • "Dance" and move to action songs like the "Hokey Pokey" or "Shake My Sillies Out" • Self-feed finger foods • Try new foods with interest • Pick up toys with adult reminders and support	• Remove socks, shoes and jacket • Play "Row, Row, Row Your Boat" or "I'm a Little Teapot" • Use toothbrush with adult support • Attempt to wash face with a washcloth • Occasionally use the potty or show interest • Hang up a coat on hook • Set table with silverware with adult support • Prefer apples one week and oranges the next
SAMPLING OF PROFESSIONALS' PRACTICES	• Name foods while children are eating • Talk to children while you are wiping their faces and hands with a warm cloth • Play exercise games such as "so big" • Exercise baby's legs and arms while diaper changing (move them out, then in, up, then down) • Provide spoon for infant to hold during feeding • Introduce new foods multiple times	• Establish a mealtime routine • Sing songs about routines, "It's time to brush our teeth, It's time to brush our teeth..." • Talk about bathrooming behaviors and encourage children's interest in using the toilet • Describe foods as you eat • Involve children in active movement games or songs • Allow time for children to try to put on their own socks and shoes, applauding their efforts	• Model healthy eating habits by sitting with children during meals • Talk about favorite foods and the food groups • Schedule frequent bathroom breaks • Praise children's attempts to use the bathroom • Allow time for children to practice self-dressing • Introduce balls, riding toys and other equipment for outdoor play • Transition with action, "Fly like airplanes to your cubby."

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Wash hands and face and toothbrushes with adult guidance	**2aOP-1** Wash hands and face and toothbrushes independently
	2aYP-2 Use bathroom for toileting needs with adult help	**2aOP-2** Complete toileting independently
	2aYP-3 Manage most dressing activities with adult support	**2aOP-3** Independently dress and undress self
	2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods.	**2aOP-4** Engage in physical activities of increasing levels of intensity for sustained periods of time
	2aYP-5 Feed self independently; begin to pour and spread	**2aOP-5** Open food items independently; cut with plastic knife
	2aYP-6 Differentiate between healthy and non-healthy foods	**2aOP-6** Classify foods by their food groups (e.g., fruits, vegetables, diary).
CHILDREN'S OBSERVABLE ACTIONS	• Independently wash hands with water and soap • Use toilet with adult support • Put on pants and shirt • Pick out own clothing, with adult support • Try to clean up a spill • Ask to pour own milk or juice • Participate in relay races • Unzip and remove jacket • Tell an adult that carrots are good for you	• Cough and sneeze into elbow • Explain that rest and sleep help keep you healthy • Run in place or attempt sit-ups • Explain the importance of handwashing and toothbrushing • Take off clothes and put on pajamas • Use the bathroom independently • Set the table • Talk about how certain foods keep you healthy, "Carrots help to make me strong."
SAMPLING OF PROFESSIONALS' PRACTICES	• Include dress-up dolls that have zippers, ties and snaps for children's practice • Show children how to put on jackets or coats using the jacket flip method • Provide a dramatic play area with cooking props • Talk about the way in which some foods help you stay healthy, "Vegetables help you grow muscles." • Explain the importance of exercise for good health • Conduct simple exercises during group time • Help children learn the steps of handwashing	• Allow time for children to put on their coats, hats and mittens before going outside • Do simple cooking activities with children • Put stools by the sink to support children's independent handwashing and count with them to help them thoroughly wash • Remind children "Cover your mouth..." • Describe the way in which specific habits keep us healthy • Conduct relay races or movement games during outdoor play

4 Physical Development and Health

PHYSICAL DEVELOPMENT AND HEALTH (PDH) *Growing Strong, Healthy and Resilient*
Describes the way in which chldren develop coordination, strength, and control of their bodies and develop the knowledge about how to stay healthy.

PDH 1: Motor Development

PDH 1a	Gross Motor Development	Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.
PDH 1b	Fine Motor Development	Children will demonstrate increasing strength, control and coordination of their small muscles.

PDH 2: Healthy Living

PDH 2a	Healthy Habits	Children will show increasing independence in performing self care tasks.
PDH 2b	Safety	Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

Disney World Deconstructed

Domain: Magic Kingdom

Subdomain: Tomorrowland

Strand: Space Mountain

Developmental Indicators
- Rides independently
- Shows enjoyment
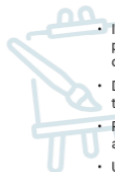- Describes sequence of ride

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Adaptations and Accommodations

Adaptations and Accommodations for Children with Unique Needs

Environment

- Include dolls, books and puppets that show people with differing abilities and different cultures.
- Display family photos and make a family tree.
- Provide a quiet space for children who need a break.
- Use visual reminders for boundaries (tape on the floor, stop signs, etc.).
- Label objects in multiple languages that reflect those of the children.

Daily Schedule and Routines
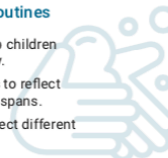
- Use a picture schedule to help children anticipate the order of the day.
- Modify the length of activities to reflect individual children's attention spans.
- Incorporate activities that reflect different cultures.
- Walk through or explain the sequence of events before an activity or outing.
- Embed music from different cultures throughout the day for a calming effect.
- Establish consistent and dependable rules and routines.

Materials

- Include real objects and artifacts like pots and pans or costumes in the dramatic play area.
- Use stories that have been designed specifically for the child and describe familiar people or customs.
- Post pictures of children completing steps for familiar routines.
- Use real pictures to reinforce discussion topics.
- Utilize video examples of community helpers, celebrations, etc. to illustrate concepts.
- Make family photo albums with real pictures to practice naming family members.

Instruction and Activities
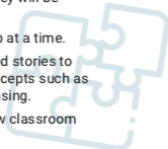
- Teach children the routines they will be expected to follow.
- Give directions one small step at a time.
- Use visual supports or scripted stories to help explain and describe concepts such as community workers or purchasing.
- Use picture schedules to show classroom jobs.
- Learn some key words for children's routines and basic activities in their native language.
- Invite family volunteers to share cultural customs.

A cultural enrichment approach uses families' home cultures as their foundation. When young children see themselves and their family reflected in the language, books, dress-ups, food, and customs of their early learning program, their self-concepts and personal identities are enhanced. They are more likely to feel understood and to interact positively with others. Look beyond your materials and environment and determine ways in which you can learn more about families' culture that can be incorporated into your early learning program.

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Foundational Practices

A Sampling of Foundational Practices

Relationships and Connections | **SOCIAL STUDIES (SST)**

Environment and Materials

- Display real photos of the children and their family members.
- Include toys and objects that reflect different cultures, such as musical instruments, books and dress-ups.
- Include and use mirrors for children to view themselves and others, noticing similarities and differences.
- Add community helper costumes, puppets, books, photos.
- Include real pictures of different land types or parts of the world.
- Add globes and maps to different learning areas.
- Provide pretend money or ways to act out purchasing and money exchange.

Instruction

- Help children learn their full names, address and phone number.
- Include celebrations from different parts of the world.
- Take children on neighborhood walks, discussing the scenery and its changes from day to day; week to week.
- Include recycling and conservation in your daily routines.
- Read books, and include them in your library, that depict different types of families and cultures.
- Create a few positively-worded rules for children to follow.
- Use a calendar with children to talk about and record experiences and upcoming events, NOT for rote learning of days and months,

Children's Books

- The Colors of Us by Karen Katz
- Families by Ann Morris
- A Rainbow All Around Me by Sandra Pinkney
- All Are Welcome by Alexandra Penfold
- The Big Umbrella by Amy June Bates
- Whoever You Are by Mem Fox
- Big Mama's by Donald Crews
- Tractor Mac Teamwork by Billy Steers
- City Green by DyAnne DiSalvo-Ryan
- Where Do I Live? by Neil Chesanow
- Whoever You Are by Mem Fox
- A Handful of Buttons by Carmen Parets Luque
- Follow that Map by Scot Ritchie
- More, More, More Said the Baby by Vera Wiliams
- Growing Vegetable Soup by Lois Ehlert
- Farmer Duck by Martin Waddell
- A Chair for My Mother by Vera Williams
- Ox Cart Man by David Hall and Barbara Cooney
- If You Give a Mouse a Cookie by Laura Numeroff
- Two Homes by Clari Masurel
- What Grandmas/Grandpas Do Best by Laura Numeroff Joffe

Adult Resources

- Social Studies in Preschool? Yes! By Ann S. Epstein, Young Children, March 2014.
- Social Studies in Today's Early Childhood Curriculum. 2005. NAEYC. Beyond the Journal. September 2005
- NAEYC (2009). Where We Stand: On responding to cultural and linguistic diversity
- Scholastic: Teaching Diversity: A Place to Begin
- Infant Toddler Social Studies: Activities to Develop a Sense of Self by Carla Goble
- Creating Diversity-Rich Environments for Young Children by Angèle Sancho Passe

Family Engagement

- Invite family or community members to talk about their jobs.
- Invite family members to share their customs or traditions.
- Send home brief lists of books, songs and finger plays that have been shared.
- Encourage children to draw pictures of their family while at home and bring them to school for display.

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Early Childhood Education

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HEAD START

Family and Community Engagement

FCE 2

PROGRAM CLIMATE AND ENVIRONMENT

FC2: Program Climate and Environment: Early learning programs are welcoming to all children and families.

Program Policies	• Program administrators set expectations, a clear vision and goals, model effective practice, and make sure program. policies, operational procedures, and practices promote family engagement. • Program administration provides continuous learning and quality improvement for staff. • Program is committed to using data to improve family engagement practices on a continuous basis. • Program service delivery is strength-based. • Facility environment is welcoming to all families and inclusive of various cultures and economic levels.
Policies in Practice	• Administrators check in with families regularly to ensure they are satisfied and comfortable with children's care. • Program staff are offered professional development and resources on family partnerships, culture, diversity, and communication. • Family surveys or other means of seeking input are distributed to families and results are analyzed and used for improvement. • The facility environment is pleasant; bulletin boards include family-friendly information and are updated regularly. • Posted materials reflect languages and cultures that are present in the program. • Initial conversations and meetings with families are positive and welcoming and seek out family-based strengths and interests. • A family space is available that includes resources, information about the program and has places for family members to sit and talk together. • The facility has an area for nursing mothers.
Family's Experience	• Families network with others and feel a sense of community. • Children and siblings remain in the program over an extended period during the early childhood years. • Families voice satisfaction to neighbors and community. • Families participate and volunteer as often as possible.

Relationships and Connections | FAMILY AND COMMUNITY ENGAGEMENT (FCE)

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Figure D: Early English Language Development Performance Definitions – Receptive, Ages 4.5–5.5

WIDA

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

	Language Criteria	Ages 4.5–5.5 (55–66 Months)
Level 5 Bridging	**Linguistic Complexity**	• Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events • Expanded related ideas; two to three step directions and some new directions related to daily routines
	Language Usage	• Complex sentences and language patterns related to familiar stories and instructional activities • Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	**Linguistic Complexity**	• Multiple related extended sentences • Related ideas
	Language Usage	• Compound and some complex sentences related to familiar stories and learning activities • Sentence patterns related to specific learning activities and stories • General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	**Linguistic Complexity**	• Words and longer phrases related to daily routines and learning activities • An idea within simple questions or statements related to familiar environments
	Language Usage	• Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Vocabulary associated with familiar environments and learning activities

HOME LANGUAGE

At all levels of language development, home language and English language development

• influence and reinforce each other; and

• mediate understanding, construction of meaning, and demonstration of knowledge.

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

OVERVIEW

Crosswalks and Alignments

Crosswalks and Alignments

Head Start Child Outcomes Framework

HEAD START Approaches to Learning	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Approaches to Play and Learning (APL): Developing Skills and Attitudes for Success
Goal P-ATL 1. Child manages emotions with increasing independence	**SED 2a:** Children will identify, manage, and express their feelings.
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	**SST 1b:** Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials	**SST 1b:** Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	**SED1b:** Children will develop confidence in their own abilities with support of others.
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	**SED 2b:** Children will begin to self-regulate.
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	**APL 2a:** Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 7. Child persists in tasks.	**APL 2a:** Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	**APL 3b:** Children will demonstrate a willingness to take risks and try new things.
Goal P-ATL 10. Child demonstrates initiative and independence.	**APL 3a:** Children will show eagerness, imagination and creativity as they try new tasks.
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	**APL 3a:** Children will show eagerness, imagination and creativity as they try new tasks.
Goal P-ATL 12. Child expresses creativity in thinking and communication.	**APL 3a:** Children will show eagerness, imagination and creativity as they try new tasks. **CRA 1:** Children will demonstrate an increasing understanding and enjoyment of the use of visual arts as a form of self-expression. **CRA2:** Children will demonstrate an increasing understanding and appreciation of music as a form of self-expression. **CRA 3:** Children will demonstrate growing interest and control in using rhythmic movements for self-expression. **CRA 4:** Children will demonstrate an increasing appreciation for the use of drama for self-expression.

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Early Learning Guidelines

Alabama Standards for Early Learning and Development

Alabama Early Learning Guidelines: DHR Crosswalk

| SOCIAL EMOTIONAL DEVELOPMENT (SED) Me, Myself, and My Relationships	
SED 1a Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	**SC/EM Birth-6 Months 8:** develop an awareness of self as a separate individual from others **SC/EM 6-12 Months 9:** respond to her/his own image in a mirror **SC/EM 12-18 Months 5:** try to achieve a sense of self-identity **SC/EM 4 Years 3:** often seem selfish and unable to understand taking turns **SD Birth-6 Months 12:** respond to her/his name and caregiver's actions **SD Birth-6 Months 13:** respond to self in mirror **SD 12-18 Months 2:** imitate the actions and activities of others **SD 12-18 Months 5:** begin to achieve a sense of self-identity **SD 3 Years 5:** become defensive of toys and other possessions **SD 5 Years 8:** argue about many things and have a strong sense of "fairness" **SD 5 Years 9:** be independent, yet still want and need help **CD 18-24 Months 2:** refer to self by name, and name other familiar objects **CD 2 Years 1:** be able to say what gender she or he is
SED 1b Self esteem: Children will demonstrate emerging confidence in their own abilities.	**SC/EM 12-18 Months 6:** become more independent **SC/EM 18-24 Months 1:** start to help when washing her/his hands **SC/EM 3 Years 7:** want to do for herself/himself **SC/EM 4 Years 2:** show pride in accomplishments **SC/EM 4 Years 4:** demand doing many things for self **SD 5 Years 7:** boast about accomplishments
SED 2a Manage Feelings: Children will identify, manage, and express their feelings	**SC/EM Birth-6 Months 3:** express her/his needs and emotions with different cries and vocal sounds **SC/EM Birth-6 Months 4:** smile in response to a friendly face or voice **SC/EM Birth-6 Months 10:** imitate sounds, facial expressions, and actions of others **SC/EM 6-12 Months 1:** cry when she/he needs help **SC/EM 6-12 Months 8:** indicate her/his wants through movements and sounds **SC/EM 12-18 Months 2:** ask for what she/he wants through sounds and motions **SC/EM 12-18 Months 7:** start to show different social emotions, such as affection, jealousy, anger, and sympathy **SC/EM 18-24 Months 4:** choose toys to play with and help pick up toys **SC/EM 18-24 Months 5:** let you know when she/he needs to use the toilet **SC/EM 18-24 Months 8:** show different emotions and moods **SC/EM 18-24 Months 9:** become aware of her/his own feelings **SC/EM 3 Years 1:** be friendly, laugh often, and be eager to please **SC/EM 3 Years 2:** have occasional nightmares and fear of the dark **SC/EM 4 Years 5:** show very different emotions within a short period of time **SC/EM 5 Years 1:** show many different feelings **SC/EM 5 Years 3:** often be able to express feelings in words **SC/EM 5 Years 6:** have better self-control of emotions **SD 6-12 Months 5:** show affection **SD 12-18 Months 3:** show affectionate responses and begin social interactions **SD 4 Years 1:** be outgoing, friendly, and overly enthusiastic at times **SD 4 Years 6:** rely more on verbal expressions than physical aggression **SD 4 Years 7:** engage in name-calling and teasing **CD Birth-6 Months 2:** smile and respond to faces or objects **CD Birth-6 Months 11:** make same type of gesture as one that was modeled **LLD Birth-6 Months 10:** laugh out loud **LLD 6-12 Months 8:** show emotions by making different sounds and expressions **LLD 12-18 Months 10:** greet people with a smile or concern **LLD 2 Years 10:** begin to communicate feelings when having conflicts with others

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Courses of Study

Crosswalk to Alabama's Courses of Study

Language and Literacy:
Understanding and Expressing by Speaking, Listening, Reading, and Writing

ASELD	KINDERGARTEN	FIRST GRADE	SECOND GRADE
LLT 2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	**Reading Standards: Foundational Skills Phonological Awareness** RF.K.2 (21) **Phonics and Word Recognition** RF.K.3 (22)	**Reading Standards: Foundational Skills Phonological Awareness** RF.1.2 (21) **Phonics and Word Recognition** RF.1.3 (22)	**Reading Standards: Foundational Skills Phonics and Word Recognition** RF.2.3 (20)
LLT 2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	**Reading Standards: Foundational Skills Phonics and Word Recognition** RF.K.3 (22)	**Reading Standards: Foundational Skills Phonics and Word Recognition** RF.1.3 (22)	**Reading Standards: Foundational Skills Phonics and Word Recognition** RF.2.3 (20)
LLT 2d: Print Awareness and Book Handling: Children will construct meaning from and	**Reading Standards for Literature: Craft and Structure** RL.1.4 (4) RL.1.5 (5) RL.1.6 (6) **Reading Standards for Informational Text Craft and Structure** RI.K.5 (14) RI.K.6 (15) **Reading Standards Foundational Skills Print Concepts** RF.K. 1 (20)	**Reading Standards for Literature: Craft and Structure** RL.1.4 (4) RL.1.5 (5) RL.1.6 (6) **Reading Standards for Informational Text Craft and Structure** RI.1.5 (14) RI.1.6 (15) **Reading Standards Foundational Skills Print Concepts** RF.1.1 (20)	**Reading Standards for Literature: Craft and Structure** RL.2.4 (4) RL.2.5 (5) RL.2.6 (6) **Reading Standards for Informational Text Craft and Structure** RI.2.4 (13) RI.2.5 (14) RI.2.6 (15) **Reading Standards Foundational Skills Phonics and Word Recognition** RF.2.1 (20)
LLT 3: Emergent Writing: Children will demonstrate emerging understanding that writing is a way to communicate.	**Writing Standards Text Types and Purposes** W.K 1 (24) W.K 2 (25) W.K. 3 (26) **Production and Distribution of Writing** W.K.5 (27) W.K.6 (28) **Research to Build and Present Knowledge** W.K.7 (29) W.K.8 (30)	**Writing Standards Text Types and Purposes** W.1 1 (24) W.1 2 (25) W.1.3 (26) **Production and Distribution of Writing** W.1.5 (27) W.1.6 (28) **Research to Build and Present Knowledge** W.1.7 (29) W.1.8 (30)	**Writing Standards Text Types and Purposes** W.2 1 (22) W.2 2 (23) W.2 3 (24) **Production and Distribution of Writing** W.2.5 (25) W.2.6 (26) **Research to Build and Present Knowledge** W.2.7 (28) W.2.8 (29)

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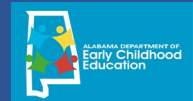
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Family and Community Engagement

Crosswalk to National and State Standards

Family and Community Engagement: Connections to Help Me Succeed

Alabama Standards for Early Learning and Development:

FC1e: Decision-Making and Leadership:

Early learning programs provide families with opportunities to contribute to their children's program operation.

Head Start Performance Standards	1301.4 (a) Establishing parent committees. A program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible.... 1301.4 (b): Within the parent committee structure, a program may determine the best methods to engage families using strategies that are most effective in their community, as long as the program ensures the parent committee carries out the following minimum responsibilities
Head Start Parent, Family and Community Framework	**Family Outcomes: Families as advocates and leaders** Parents and families advocate for their children and take on leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.
National Standards for Family-School Partnerships- National PTA	**Standard 4: Speaking up for every child** Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success **Standard 5: Sharing power** Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
First Class Alabama	**CF 2 Parent/Family Engagement Expectations** Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities. **CF 2.1 Parental Programming** 5. Family involvement in decision making about their own child and about their child's early childhood program
Alabama Child Care	**Licensing** D 5. Staff-Parent Communication: The center shall notify parent(s)/guardian(s) of procedures for making a complaint, including name(s) of person(s) to contact. **Alabama Quality Stars** Level 5: Utilizes results from annual parent survey to improve programmatic outcomes

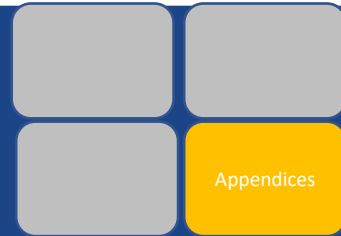Alabama Department of Early Childhood Education
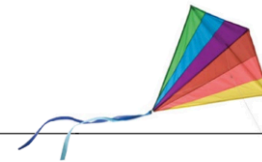
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Additional Alignments

Curricula and assessment publishers are invited to complete alignments for programs' use.

Contact DECE for details

Alabama Department of Early Childhood Education

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Appendices

Additional Resources

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Key Early Childhood Topics

APPENDIX ONE

The Wonder of Play

Play is a vital part of children's development and learning. Play helps young children learn about their own abilities and interests, how to get along with others and to appreciate others' differences. Play provides opportunities for children to take on roles and act out familiar situations to give them a window on the world. It builds children's vocabulary and encourages their creativity and curiosity. Children problem solve when they try new ways of doing things like ride a bike or put together a puzzle, and active play grows children's muscles, strength and stamina. In fact, play enables children to experience the four key ingredients for successful learning: children who are mentally active; engaged not distracted; socially interactive; and connecting to their world learn best. (Hirsh-Pasek, 2015)

Play provides opportunities for children to take on roles and act out familiar situations to give them a window on the world.

Two Types of Play

Two types of play contribute to children's engagement and learning. The first, free play, is child-directed without adult involvement and unstructured. This play is spontaneous and occurs naturally, encouraging children's curiosity and creativity. Pretend play or playground play are examples. Guided play, the second type, builds on free play through adult interaction. Adults keep children's learning goals in mind and scaffold or guide their play. Children still lead or direct the play while adults engage with them, suggesting additional materials and asking questions to encourage deeper thinking or exploration. Professionals who join children in the block corner or who make play dough shapes with them guide their play through the questions they ask. "What do you think might happen if you put that big block on the tower? " or "Mary wants to play with us, how can we find her some play dough?" When adults participate in play, children typically continue their play for longer periods of time and research indicates that academic outcomes improve when children are exposed to guided play.

APPENDIX TWO

Stages of Development and Learning

Children's development typically progresses through stages, each stage building on the one before. While young children's growth is often uneven, with mastery of some skills earlier than others, the steps that children go through remain the same. This document describes early childhood theorists' identified stages in the areas of: psychosocial (or developmental) development; dual language learning; play; writing; and art.

Stages of Psychosocial Development (Erik Erikson)

Erikson, a psychologist, developed a theory on the stages of children's development. He believed that children go through a series of eight stages that are influenced by their relationships and social interactions. They experience basic conflicts between their own feelings and needs and those of the world around them and develop virtues or positive characteristics that enable them to handle conflicts or crises. Adults who creative positive, nurturing environments and experiences for children impact the results of each stage, affecting children's social and emotional development, and ultimately the way in which they view the world and life. Each stage builds on the one(s) before them and the early stages that children, birth through age 5, experience may be reflected in their behaviors and attitudes that are exhibited in early learning programs.

Stage 1: Mistrust vs. Trust occurs from birth through 18 months. Children develop a sense of trust, confidence and security if they are well cared for and nurtured. If their needs are not met, they develop mistrust or a sense of worthlessness and insecurity. Infants develop the basic virtue of **hope** during this stage.

Stage 2: Autonomy vs. Shame generally occurs between 18 months and three years old. Well-cared for children develop a strong sense of independence, confidence and self-esteem and begin to learn right from wrong. Children without strong adult relationships experience feelings of worthlessness and shame and may even have difficulty learning. The basic virtue children develop is **will.**

Stage 3: Initiative vs. Guilt impacts preschoolers, age 3-5. Confident and well-adjusted children begin to develop social roles during this stage. They may copy or imitate adults, engage in dramatic play to understand the world and build strong familiar relationships. Mal-adjusted preschoolers are easily frustrated and experience guilt. Children develop a sense of **purpose** at this stage.

Stage 4: Industry vs Inferiority develops in children between 5 and 12 years old. Children who are encouraged to be creative and innovative become competent and confident in their ability to reach their goals. The virtue they develop is **competence**. Children may feel inferior if they are restricted in their attempts to try or master new things.

Learn more about Erikson's stages of psychosocial development that continue until adulthood at https://www.simplypsychology.org/Erik-Erikson.html.

APPENDIX THREE

Inclusion in Early Learning Programs

(Adapted from: Delaware Guide to Promoting Inclusion in Early Care and Education[1]; A Place For Me: Including Children With Special Needs in Early Care and Education Settings by Phyllis A. Chandler[2]; and Preparing Young Children for the Inclusion of Children with Disabilities into the Classroom by Marla Lohmann[3])

"Inclusive early education is not just about placement in a program, but is more about active participation in social interactions and the development of children's abilities and skills. Children at a range of developmental levels, including children identified with special needs, should be welcomed as valued members of the community by supporting active participation in all early childhood settings."

(UNDERWOOD ET AL., 2012)

Inclusive early childhood programs are in the best interests of all young children, with and without disabilities, and result in greater empathy and acceptance of differences among all children, as well as in improved academic, social, and behavioral outcomes for children with disabilities. Like all children, it is critical for children with disabilities to be exposed to a variety of rich experiences where they can learn in the context of play and everyday interactions and engage with their peers. High-quality early childhood programs can facilitate experiences that foster learning for all children (U.S. Department of Health and Human Services and U.S. Department of Education, 2015).

Young children with and without disabilities play and learn together in a variety of settings: homes, daycare centers, Head Start centers, as well as private, state, and federally supported early childhood programs. Promoting development and a sense of belonging for every child are widely held values among early education and intervention professionals and in society.

Inclusive early care and education is:

- Children of all abilities and backgrounds living, learning, and playing together in the same classroom;
- Children of all abilities and backgrounds fully participating in daily activities because the activities and routines are planned to meet the needs of each child;
- Caregivers and teachers holding high expectations for every child; and
- Valuing each child's individual strengths and needs.

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Key Early Childhood Topics

Appendices

Physical Activity: Good Health through Movement

Introduction

Research shows that there is a relationship between cognitive (or learning) readiness and physical skill mastery. As children demonstrate balance, coordination, and strength, they are showing that they have the necessary skills to do things such as sit still and pay attention, balance in a chair, hold a pencil, track their eyes on a line – all necessary skills for learning. Children initially develop these skills through the typical sequence of skill mastery and then further develop them through play. The Center for Disease Control (CDC) tells us that "regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of development health conditions such as heart disease."

How Much Physical Activity is Enough?

Shape America, or the Society of Health and Physical Education, has produced a set of guidelines for young children in its document Active Start: A Statement of Physical Activity Guidelines for Children, Birth to Age 5, 2nd edition. It specifies the amount and type of activity children should experience. Similar guidance is provided by Nemours Healthy Start, Standard 3.1.3 (Physical Activity and Screen Time) in Caring for Our Children, and the American Heart Association.

Guidelines for Infants

Guideline 1 Infants should interact with caregivers in daily physical activities that are dedicated to exploring movement and the environment.

Guideline 2 Caregivers should place infants in settings that encourage and stimulate movement experiences and active play for short periods of time several times a day.

Guideline 3 Infants' physical activity should promote skill development in movement.

Guideline 4 Infants should be placed in an environment that meets or exceeds recommended safety standards for performing large-muscle activities.

Guideline 5 Those in charge of infants' well-being are responsible for understanding the importance of physical activity and should promote movement skills by providing opportunities for structured and unstructured physical activity.

Technology in Early Learning Programs

"A computer can help you learn to spell H-U-G, but it can never know the risk or the joy of actually giving or receiving one."
FRED ROGERS

Technology and interactive media are a part of young children's lives. They have access to digital books, games and videos, tablets and laptops, online chats and downloadable apps. The challenge is to determine how much exposure is appropriate, what types of technology are best, and what content should be viewed or used. Fred Rogers told us, "No matter how helpful computers are as tools in the classroom (and of course, they can be very helpful tools), they don't begin to compare in significance to the relationship between the teacher and the child that is human and mutual." It is those relationships that must guide adults' decision-making around technology use for young children.

Technology and interactive media play many roles in early childhood programs, for programs, professionals and children.

Programs use interactive media to promote their program and to communicate with families. Social media has enabled programs to keep families informed. Program staff can send newsletters by email, post policies and upcoming events, provide links to child-friendly websites and postings, and share information about community events.

Professionals who work directly with children use technology and interactive media as learning devices and to document and share children's experiences. They can take photos or videos of children's work for documentation and assessment. They can send daily updates or photos to families; use whiteboards, laptops or other videos to help children learn a concept; and they can use adaptive technology for children with special needs.

Children watch TV, use smart, tablets or laptops to play games, watch videos, or learn new information. They use video chats to communicate with others and enhance fine motor skills through the use of a mouse or cursor.

Dual Language Learners in Alabama's Early Learning Programs

(adapted from Minnesota Practice Brief #3, Dual Language Learners.)

Introduction

The term dual language learners (DLL) refers to children, age birth to five, who are learning two or more languages at the same time or learning a second language while continuing to develop their first language. Children who are DLLs come from homes where a language other than English is spoken. For some, both a language other than English and English may be spoken at home. *(U.S. Department of Health and Human Services and U.S. Department of Education, 2016)*

DLLs may master two or more languages in different ways. Some may begin learning them at the same time or simultaneously, right from the beginning – at birth. Others may learn them sequentially, learning their home language first and adding English as they begin to participate in schools or early learning programs. The timing and exposure and opportunity to use both languages impacts the rate of development. Also important to DLLs' language mastery are community attitudes towards their learning and use of multiple languages, as well as each child's own personality, motivation and ability. *(WIDA, 2014)*

Children exposed to two languages early in life develop two separate, but inter-related language systems. Learning more than one language at the same time does not confuse young children; rather, the human brain is capable of learning multiple languages at very young ages. In fact, this learning is often easiest at young ages, under the right conditions. *(Espinosa 2013)*

We know that language learning occurs through relationships and is a primary task in young children's development. As infants interact with their family members and primary caregivers, they hear the sounds of the language that surrounds them. In addition to sounds, children learn vocabulary and meaning from daily interactions that are concrete and related to their experiences. For example, the word "apple" conveys the concept of a round fruit that may be red, yellow, or green; that is ready to eat in the fall; that can be eaten raw or cooked, etc. Just one word carries a great deal of meaning.

"During the first five years of life, children's brains develop rapidly, highly influenced by the experiences they share with the adults and peers in their lives. Exposure to language is a unique experience because it is continuous and constant. Children are surrounded by language during many of their waking hours. Constant exposure makes language highly consequential for brain development and learning." *(U.S. Department of Health and Human Services and U.S. Department of Education 2016)*

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Key Early Childhood Topics

APPENDIX SEVEN

Early Childhood Professionals as Advocates

Early childhood professionals have a unique opportunity to advocate for young children, their families, and for the profession itself. In fact, it's one of the most important things we can do; to speak out collectively as a group voice, to inform others about the benefits of early childhood, to promote the impact of quality on children's learning, and the importance of supporting the workforce. Advocacy does not have to be difficult; it can start with a conversation with a friend, family, neighbors, and others in the community (McCormack, 2015). It can involve defending a person's needs or supporting a cause. The Ounce of Prevention Toolkit tells us you're an advocate if you have helped a family receive services; stood up for someone who was being treated unfairly; attended a parent-teacher conference at your child's school or participated in a city council meeting.

Advocacy in Early Childhood is Foundational

Early childhood agencies, both on a national and state level, have recognized the importance of advocacy and its relationship to the field's professionalism. They include references to advocacy and provide resources in their Codes of Ethics, program standards and on their websites.

National Programs' Codes and Standards

The *National Association for the Education of Young Children (NAEYC)* specifies advocacy within its sixth standard in the Unifying Framework. The first goal of the Standard 6, Professionalism as an Early Childhood Educator, refers to early childhood professionals' capacity to identify and participate as a member of the profession, serving as advocates for children, families and the profession. "Early childhood educators understand the profession's distinctive values, history, knowledge base, and mission, as well as the connections between the early childhood education profession and other related disciplines and professions with which they collaborate while serving young children and their families. They know that equity in education begins in early childhood and that early childhood educators have a special opportunity and responsibility to advance equity in their daily classroom work with children and their work with families and colleagues." (NAEYC Unifying Framework)

The Division of Early Childhood, (DEC) of the Council of Exceptional Children includes policies about advocacy throughout its code of ethics. In its first principle, Professional Practices, it offers guidance "We shall serve as advocates for children with disabilities and their families and for the professionals who serve them by supporting both policy and programmatic decisions that enhance the quality of their lives." The second principal, Professional Development and Preparation, includes," We shall continually be aware of issues challenging the field of early childhood special education and advocate for changes in laws, regulations, and policies leading to improved outcomes and services for young children with disabilities and their families. Advocacy is also cited in guidance for the third principal, Responsive Family Practices, " We shall advocate for equal access to high quality services and supports for all children and families to enhance their quality of lives."

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Position Statement

Adopted by the NAEYC National Governing Board **April 2019**

APPENDIX EIGHT

Advancing Equity in Early Childhood Education

National Association for the Education of Young Children

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

#EquityinECE

Disponible en Español: NAEYC.org/equidad

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Resources

APPENDIX NINE

Glossary

General Terms

Active learners: Children who learn by doing, participating, and/or playing.

Active physical play: Playful physical activities (structured or free-play) that promote physical fitness and motor development.

Accommodate: To make changes in materials, activities, interactions, or environments so all children can participate fully.

Adaptive equipment: Devices or equipment designed to be used to support development and learning by helping a child more easily participate in play, curriculum activities, and caregiving routines.

Age Appropriate: Learning opportunities, experiences, a physical learning environment, equipment, materials and interactions with that match a child's age and/or stage of growth and development.

Alignment: The relationship between content addressed in two sets or age levels of standards.

Assessment: The act of gathering information about a child's level of development and learning for purposes of making decisions that will benefit the child.

Assistive technology: A range of devices and strategies used to promote a child's access to and participation in learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment.

Child-directed play: Allowing children to choose their own play in an environment that includes several options or choices.

Child-Initiated: Experiences which offer children choices among a wide range of opportunities for play and learning so that they can directly experience and manipulate new ideas and objects (e.g., choosing from a variety of activities throughout much of the day.

Developmental delay: When children's development in one or more domains lags behind what is typical for their age.

Developmental Indicator: Specific statement that defines what children are able to do at a particular age level.

Developmental stage: The typical progression in children's physical, social, emotional, and cognitive development, which includes developmental milestones or specific skills or tasks that most children can do in a certain age range.

Disability: A delay or impairment that is physical, cognitive, mental, sensory, emotional, or some combination of these.

APPENDIX TEN

Resources

General Resources

Catherine Scott-Little, Ph.D.; Sharon Lynn Kagan, Ed.D.; Jeanne L. Reid, Ed.D.; Teressa Cameron Sumrall, M.A. Emily A. Fox, B.A. Common Early Learning and Development Standards Analysis for the North Carolina EAG Consortium - SUMMARY REPORT. Build Initiative.

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ASELDs in Practice

How will the ASELDs build on current practices instead of adding additional work?

What are the ways the ASELDs will enhance your work?

How can you become more familiar with the content within the ASELDs to build your confidence and ease of use?

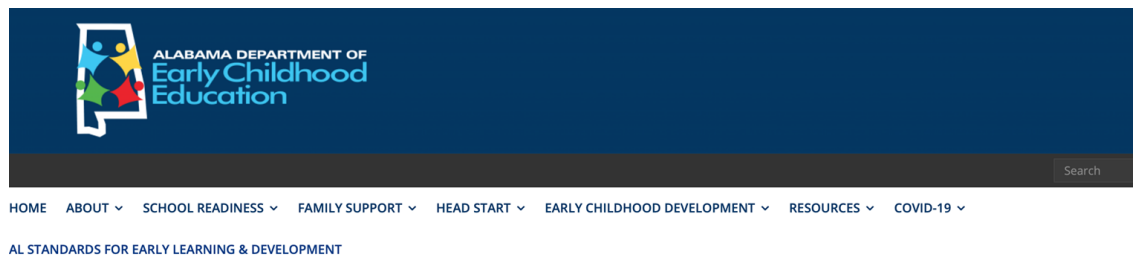Alabama Department of Early Childhood Education

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The ASELDs Website

Website Development

The ASELDs can be found at:
[Alabama Standards for Early Learning and Development – Early Childhood Education](#)

Website Development

You'll find:

- PDF of the full document

- Break-outs of ASELDs sections:

  - Introduction

  - Standards

  - Appendices

- Links to professional development registration

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ASELDs in Print

- Online PDF can be printed, in full, or from breakout documents

- Printed copies will be available for:
  - Limited offer: post conference ASELD Series
  - First Class
  - Head Start

- Purchase information can be found on the ASELD webpage

- ISBN for higher education printing

Professional Development

Professional Development

10-module series

Deep Dive into the ASELDs

ASELD's link to curriculum

Connection between the ASELDs and assessment

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Book Study

- Join your colleagues to be part of the first cohort to complete the in-depth study of the ASELDs.

- Listen to the presentations live and engage in discussions with fellow early childhood professionals.

- Find out what makes the new ASELDs unique.

- Explore the way in which standards work in tandem with curriculum and assessment to guide children's learning.

- After you participate in the remaining modules, you will receive a printed copy of the ASELDs and earn 8 hours of professional development.

Exclusive Offer

Register through the conference site

FREE hard copy of the ASELD

Limited Registration

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HEAD START

Voices from the Field

We were told…

"AS a kindergarten teacher, we have several students who come in unprepared. This will help us find where students are and how to build on it from there."

"I am excited by these changes!"

"Comprehensive understanding of child development in one resource"

"If used appropriately, it should provide great outcomes and when children reach kindergarten, they will be ready for school"

Absolutely awesome."

"I think this document will greatly benefit the unification efforts…I'm happy to see there is a single document that unifies all."

…"easy to see the progression"

"The crosswalks will help gen ed K-2 teachers see that the students have been exposed to the instruction and to possibly adapt their teaching to build on content, not reteach"

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More voices…

"As a Head Start/EHS Director, I think the Crosswalks do an amazing job at aligning the various program standards. It eliminates a lot of the brain fatigue that has occurred previously."

"the format is similar to the Alabama Early Learning Guidelines. It expands on the domains and should be easily adopted by childcare professionals who are familiar with the AELG."

"love the format. It will be very easy to use in IEP meetings when explaining evaluations and goals to parents; parent-friendly"

The resources shared will definitely be used to support teachers, children, and families this upcoming school year.

"I will use this document in community college and be sure it is used as a supplemental text"

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A Final Reflection

"This document will help to unify the Alabama Early Childhood system by allowing individuals and departments to see we are not an island to ourselves but rather we are interdependent on each other. We are all better together."

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Please address comments or questions to:

ASELD@ece.alabama.gov

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Thank you!

Click here to View additional ASELDs resources