

-Orange Level (What to look for) 1. Regulates own emotions and behaviors • Uses adult support to calm self • Comforts self • Responds to changes in an adult's tone of voice • Seems to do things for self	3. Establishes and sustains positive relationships • Uses trusted adult as a secure base to explore world • Reacts to others' emotional expressions • Plays near other children, uses similar materials • Seeks a preferred playmate, shares pleasure when seeing a friend	3. Participates cooperatively and constructively • Responds appropriately to others' expressions of wants • Solves social problems	4. Demonstrates traveling skills • Experiments with different ways of moving	5. Demonstrates balancing skills • Experiments with different ways of balancing	6. Demonstrates gross-motor manipulative skills • Manipulates balls or similar objects with stiff body movements
7. Demonstrates fine-motor strength • Uses fingers and whole-arm movements to manipulate and explore objects • Grips drawing and writing tools, jutting in paper	8. Listens to and understands increasingly complex language • Identifies familiar people, animals, and objects when prompted • Responds to simple verbal requests • Follows simple requests not accompanied by gestures	9. Uses language to express thoughts and needs • Names familiar people, animals, and objects • Uses some words and word-like sounds, is understood by most familiar people • Uses one or two word sentences/phrases • Makes simple statements about recent events and familiar people that are not present	10. Uses appropriate conversational and other communication skills • Engages in simple back and forth exchanges with others • Responds to speech by looking at speaker • Uses appropriate eye contact, pauses, and simple prompts.	11. Demonstrates positive approaches to learning • Pays attention to sights and sounds • Repeats actions to obtain similar results • Practices an activity many times until successful • Reacts to a problem, seeks to achieve a specific goal • Uses senses to explore the immediate environment	12. Remembers and connects experiences • Recognizes familiar people, places, and objects- looks where it was last seen • Looks for familiar persons when they are absent • Relates objects to events
13. Uses classification skills • Matches similar object s	14. Uses symbols and images to represent something not present • Recognizes people, objects, and animals in pictures • Imitates actions of others during play • Uses real objects as props	15. Demonstrates phonological awareness • Joins in rhyming songs and games	16. Demonstrates knowledge of the alphabet • A/z	17. Demonstrates knowledge of print and its uses • Shows interest in books	18. Comprehends and responds to books and other texts • A/z

Creative Curriculum Observation

National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Children, Youth, and Families, Committee on Developmental Outcomes and Assessments for Young Children

Creative Curriculum Observation:

A Guide for Supervisors and Trainers on Implementing the Creative Curriculum for Early Childhood Diane Trister Dodge, 1993 This guide is designed for early childhood educators who are helping their staffs implement the Creative Curriculum for Early Childhood a curriculum that is based on child development theory and is developmentally appropriate for preschool and kindergarten children A carefully organized and rich environment serves as the focus of this curriculum Part 1 of the guide contains three sections discussing respectively 1 reasons for introducing the new curriculum 2 support and encouragement of staff development during curriculum implementation and 3 the use of classroom visits by supervisors as a way to provide technical assistance to staff and to fine tune the program Part 2 offers workshop outlines and handouts for conducting staff development sessions This part contains 12 sections the first of which suggests workshop strategies for trainers while the second outlines a workshop that provides staff with an understanding and appreciation of the curriculum's child development focus The following 10 sections each describe workshops devoted to a particular topic 1 blocks 2 house corner dramatic play 3 table toys 4 art 5 sand and water 6 the library 7 music and movement 8 cooking 9 computers and 10 the outdoors Each workshop emphasizes the value of its topic area to child development through exercises activities discussions and handouts Two appendices provide a copy of the Creative Curriculum Self Assessment and Observation Form and staff development forms TJJQ

The Power of Observation Judy R. Jablon, Amy Laura Dombro, Margo Elizabeth Dichtelmiller, 1999 Contains suggestions for early childhood education teachers on observing children as people and as learners in order to build relationships and provide effective learning environments

A Teacher's Guide to Using The Creative Curriculum Developmental Continuum Assessment System Diane Trister Dodge, Laura Jean Colker, Cate Heroman, Teaching Strategies, Inc, 2001

Creative Learning for Inclusion Edward Sellman, 2013-05-17 Introducing creativity to the classroom is a concern for teachers governments and future employers around the world and there has been a drive to make experiences at school more exciting relevant challenging and dynamic for all young people ensuring they leave education able to contribute to the global creative economy Creative Learning to Meet Special Needs shows teachers how to use creativity in the curriculum for key stages 2 and 3 to support the learning of pupils with special educational needs in a way which effectively engages them and leaves a lasting impact on their school experiences and later lives Describing the different ways in which a creative approach can help pupils with SEN access the curriculum with activities and practical materials for teachers this book will explain why creativity is central to making the curriculum accessible how to use personalised learning with pupils with SEN how to promote achievements and motivation through creative experiences how the curriculum can be extended and represented in innovative ways for pupils with SEN how to use interactive methods of teaching and alternative methods of communication Providing case studies and examples of the ways in which teachers have delivered the curriculum creatively to pupils with special educational needs this book is an invaluable guide for all those

involved in teaching and engaging young people with special needs **Placing Students at the Heart of Creative Learning** Nick Owen,2011-10-10 Developing a Creative Curriculum shows teachers how to introduce creativity to what is often seen as a prescriptive curriculum and addresses the tensions between innovation and the requirement to follow the curriculum *Planning for Play, Observation, and Learning in Preschool and Kindergarten* Gaye Gronlund,2012-12-11 Plan developmentally appropriate play based curriculum for early childhood classrooms *Assessment in Emergent Literacy* Khara L. Pence,2007-01-15 *The Oxford Handbook of Infant, Toddler, and Preschool Mental Health Assessment* Rebecca DelCarmen-Wiggins,Alice S. Carter,2019 The Oxford Handbook of Infant Toddler and Preschool Mental Health Assessment Second Edition brings together leading clinical and developmental researchers to provide empirically based recommendations for assessment of social emotional and behavior problems and disorders in the earliest years The second edition is fully updated and revised according to an upsurge of research in the field of assessment especially with regard to infants and children **Early Childhood Assessment** National Research Council,Division of Behavioral and Social Sciences and Education,Board on Testing and Assessment,Board on Children, Youth, and Families,Committee on Developmental Outcomes and Assessments for Young Children,2008-12-21 The assessment of young children s development and learning has recently taken on new importance Private and government organizations are developing programs to enhance the school readiness of all young children especially children from economically disadvantaged homes and communities and children with special needs Well planned and effective assessment can inform teaching and program improvement and contribute to better outcomes for children This book affirms that assessments can make crucial contributions to the improvement of children s well being but only if they are well designed implemented effectively developed in the context of systematic planning and are interpreted and used appropriately Otherwise assessment of children and programs can have negative consequences for both The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments *Childhood Programs and Practices in the First Decade of Life* Arthur J. Reynolds,Arthur J. Rolnick,Michelle M. Englund,Judy A. Temple,2010-08-23 Childhood Programs and Practices in the First Decade of Life presents research findings on the effects of early childhood programs and practices in the first decade of life and their implications for policy development and reform Leading scholars in the multidisciplinary field of human development and in early childhood learning discuss the effects and cost effectiveness of the most influential model state and federally funded programs policies and practices These include Head Start Early Head Start the WIC nutrition program Nurse Family Partnership and Perry Preschool as well as school reform strategies This volume provides a unique multidisciplinary approach to understanding and improving interventions practices and policies to optimally foster human capital over the life

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