**Do Now**

*Setting a High Bar for Excellence in Early Childhood Classrooms*

Open your newspaper, engage with social media, or turn on the news and you’ll undoubtedly hear rich conversation about early childhood education. As NAEYC put forward in a recent position paper–

“The demand for early childhood care and education programs continues to increase not only in response to the growing demand for out-of-home child care but also in recognition of the critical importance of educational experiences during the early years. Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development.”

**With this in mind, respond to the following questions:**

1. Why did you make the choice to become an Early Childhood Educator?
2. What reactions do you have to the quote above? What inspires and excites you about the work ahead of you?

**Excellence in Action: Video Analysis**

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**Video 1:** As you watch the video of Ms. Davis’ Pre-Kindergarten reading lesson, take notes on the following questions:

* Why is Ms. Davis’ classroom a high-quality early learning environment?
* Why is this lesson a high-quality learning experience for students?
* What are some of the strategies you saw Ms. Davis use that you have also used? What practices do you want to “steal”?

**Video 2:** As you watch the video of the infant classroom, take notes on the following questions:

* Why is this classroom a high-quality early childhood learning environment?
* Why is this a high-quality learning experience for students?
* What are some of the strategies you saw the teacher use that you have also used? What practices of hers do you want to “steal”?

**Digging Into the Vision of Excellence**

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**Read and annotate the tenet of the Vision of Excellence that your group has been assigned. Take notes on your tenet below.**

My assigned tenet:

Notes:

Take notes on the summaries for all four tenets in the table below:

|  |  |
| --- | --- |
| **Tenet** | **Headlines** |
| Intellectually Stimulating Work |  |
| Students Do the Thinking |  |
| Development of Social-Emotional Skills |  |
| Integrated, Cohesive Classroom Experience |  |

**Understanding the Developmental Trajectory**

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**Key Idea:** Students develop along predictable trajectories, more or less hitting milestones in a specific order and in specific age ranges. There is, of course, variation from child to child in their individual development, but overall we know what milestones students will reach at each age.

Take notes on the major developmental milestones in the table below:

|  |  |
| --- | --- |
| **Development Area** | **Major Milestones** |
| Oral Language |  |
| Reading Readiness |  |
| Speaking and Listening |  |
| Understanding and Responding to Text |  |

**Reflecting on Developmental Trajectories**

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Discuss the following question with a partner:

* How will understanding developmental milestones at each age influence your classroom instruction?

**From a Vision to Reality**

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Begin to plan how you will make the vision a reality in your own classrooms:

|  |  |  |
| --- | --- | --- |
| **Time of Day** | **What will I do to ensure excellence is occurring in my classroom?** | **What will students be doing to demonstrate excellence?** |
| Arrival and Breakfast |  |  |
| Learning Centers |  |  |
| Read Aloud/Story Time |  |  |
|  |  |  |
|  |  |  |

**Exit Ticket**

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**What are your next steps for ensuring you are meeting the developmental and academic needs of all students?**

**What will it take to establish excellence in your classroom?**