

For Children Birth to Age Three

Illinois Early Learning Guidelines



Participant's Guide and Resource Toolkit
Home Visitors

ILLINOIS EARLY LEARNING GUIDELINES

For Home Visitors



WELCOME!

IELG Agenda

- Welcome and Introductions
- Illinois Standards Orientation
- Introduction to the *Illinois Early Learning Guidelines (IELG)*
- IELG* in Action
- Practice!
- Guidelines in Action Summary
- Resource Toolkit
- Action Plan
- Reflection and Evaluation

Introductions Activity

- Name
- Role
- Identify a wish you have for the future of a child between the ages of birth to three and their family.



Learning Objectives

As a result of participation in this 4-hour training, home visitors will:

1. Become aware of the history, purpose and role of the *Illinois Early Learning Guidelines* in the context of *Illinois Learning Standards*.
2. Develop a working knowledge of the *Illinois Early Learning Guidelines*, and *Resource Toolkit*.
3. Develop plans for the implementation of the *Illinois Early Learning Guidelines* in planning and daily routines of interaction with children and families.

Illinois Standards Orientation



http://youtu.be/GndC_UQ-TnA

Introduction to the *Illinois Early Learning Guidelines*

- History and Development
- Purposes
- Beliefs about Children and Development
- What the Guidelines are not



History and Development of Guidelines

Statewide Collaboration

- Illinois Early Learning Council
- Infant Toddler Committee
- IELG Work Group
- IELG Domain Writing Team



Purposes

- Create a foundational understanding
- Improve the quality of care and learning
- Develop a more qualified workforce
- Enhance the current system of services
- Serve as a resource



Beliefs about Children and Development

"Children are actually growing and learning in all areas of development at all times" (pg.2)

- Early relationships are most important and central to young children's development.
- Development occurs across multiple and interconnected domains.
- Children develop in the context of their family, culture and community.
- Play is the most meaningful way children learn and master new skills.

What the Guidelines are not

- Not a curriculum
- Not an assessment tool or developmental screening
- Not an exhaustive resource of child development
- Not a developmental checklist



Early Learning Guidelines in Action!

A look inside at
'How to Use the Guidelines'

- Activity 1: Features of the Sections
- Activity 2: Use of the Guidelines in Home Visiting



How to Use the Guidelines (see page 6)



How to Use the Guidelines (see page 7)



Activity 1 – Features Of The Sections

- Pair and Share**
- Self-Regulation**
- Domains of Development**
- Approaches to Learning**
- Sub-Domains/Subsections**
- Standards**
- Age Descriptors**
- Indicators for Children**
- Strategies for Interaction**
- Call-Out Boxes**
- Real World Stories**
- Keep in Mind**



Activity 2 – Use of the Guidelines in Home Visiting

Essential Components

- Relationships
- Sleep States
- Culture
- Birth Order
- Differences in Learning Abilities
- Nurturing Caregivers
- Primary Caregivers
- Learning Differences
- Curricula Used
- Temperament



Practice!

- Observe a Video Vignette
- Documentation of facts: that are seen, heard, or done
- Refer to the *Illinois Early Learning Guidelines*
- Reflect and Respond
- Talking with Parents
- Talking with Supervisor



Observation Worksheet: IELG (0-3 Years)

(see handout and sample)

Date:

Age of Child:

Initials of Child or First Name:

Activity: _____

(DOMAINS OF DEVELOPMENT: WORKSHEETS 1, 2, 3, and 4)

Observation 1: VIDEO CLIP



“Maddie Almost 8 Months Old”

<http://www.youtube.com/watch?v=d1f8b3X4uIY>

Sample Video Observation Feedback

Vignette 1 "Maddie Almost 8 Months Old"

8 months

Domain 1

Social and Emotional Development: Birth – 9 Months – (Attachment Relationships) – Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregiver(s). (P. 32)

Indicators:

- Responds to caregiver (s) by smiling and cooing
- Imitates familiar adults' gestures and sounds)

Strategies for Interaction:

- Provide prompt, responsive, and sensitive care to the child's needs
- Follow the child's cues; allow the child to socially disengage when ready

Domain 2

Physical Development and Health: 7- 18 Months – (Fine Motor) – Children begin to gain control of their small muscles and purposefully manipulate objects. (P. 62)

Indicators:

- Picks up objects
- Uses pincer grasp, e.g., picks up cheerio with thumb and forefinger

Strategies for Interaction:

- Provide the child with finger foods they can grasp and bring to mouth, e.g., dry cereal
- Allow the child to explore books on his or her own

Sample Video Observation Feedback (cont.)

Domain 3

Language Development, Communication, & Literacy: Birth to 9 Months – (Social Communication) - Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting. (P. 76)

Indicators:

- Communicates and responds by grunting, nodding, and pointing
- Uses facial expressions, vocalizations, and gestures to initiate interactions with others

Strategies for Interaction:

- Use words that are found in the child's context and culture
- Name objects in the child's environment

Domain 4

Cognitive Development: Birth to 9 Months – (Spatial Relationships) – Children use observation and sensory exploration to begin building an understanding of how objects and people move in relationship to each other. (P. 102)

Indicators:

- Reaches and grasps for objects
- Explores through the use of different senses, e.g., begins to mouth and / or pat objects

Strategies for Interaction:

- Provide interesting and age appropriate toys and objects for exploration
- Engage and interact with the child frequently during the day; follow the child's lead during play

Observation Worksheet: IELG (0-3 Years)

(see handout and sample)

Date:

Age of Child:

Initials of Child or First Name:

Activity: _____

(DOMAINS OF DEVELOPMENT: WORKSHEETS 1, 2, 3, and 4)

Observation 2: Video Clip



**“My Smart 18
Month Old Baby”**

<http://www.youtube.com/watch?v=N3PBjecBtos>

Sample Video Observation Feedback

Vignette 2 “My Smart 18 Month Old Baby”

Domain 1

Social & Emotional Development: Attachment Relationships – 16-24 Months - Children begin to use nonverbal and verbal communication to connect and reconnect with their attachment figure.

Indicators for Children:

- Actively seeks emotional responses from caregiver (s) by waving, hugging, and crying
- Plays physically away from primary caregiver with increasing confidence; moves closer as needed

Strategies for Interaction:

- Provide ample opportunities for play and interaction with nurturing adults
- Respond to the child’s attempts to seek out a response, e.g., blow a kiss back after the child blows a kiss

Domain 2

Physical Development & Health – Perceptual – 7-18 Months - Children begin to use sensory information received from their environment to alter the way they interact and explore.

Indicators for Children:

- Begins to manipulate materials
- Begins to show preference for or aversion to particular activities

Strategies for Interaction:

- Provide the child with choices for experimenting with sensory objects
- Expose the child to different textures, smells, sounds, and sights

Sample Video Observation Feedback (cont.)

Domain 3

Language Development, Communication, & Literacy – 16-24 Months – Social Communication - Children increase their capacity for complex interactions as they use a greater number of words and actions, in addition to better understanding the rules of conversational turn-taking.

Indicators for Children include:

- Initiates and engages in social interaction with simple words and actions
- Pays attention to the person communicating for a brief period of time

Strategies for Interaction:

- Describe the child’s play,
- Listen and respond to what the child is communicating

Domain 4

Cognitive Development: 16-24 Months- Quantity & Numbers - Children demonstrate awareness of quantity, counting, and numeric competence.

Indicators for Children:

- Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something
- Begins to use “one”, “two”, and “three” to identify very small quantities without counting them

Strategies for Interaction:

- Use teachable moments, e.g., ask the child to pass you one crayon from the pile during art
- Use numerical concepts in everyday activities, e.g., “Would you like one cracker or two?”

Guidelines in Action Summary

- Observation of young children's development is critical in home visiting programs
- Document behavior of the child or groups of children
- Utilize resources available
- Practice Makes Better...A better opportunity for young children to become successful contributors to our workforce and society!

The IELG and Resource Toolkit

- *Illinois Early Learning Guidelines*
- Flow Chart for Implementation of the IELG
- Focused Teaching Cycle
- Observation Documentation



Your Action Plan!

IMPLEMENTATION
STRATEGIES

**ACTION
PLAN →**

Reflection and Evaluation

Illness Early Learning Checklist			
Illness Version			
Development Checklist			
Name:	Teacher:	Score:	Teacher:
Illness Early Learning Checklist			
Does the child use words to describe feelings?	1	2	3
Does the child use words to describe actions?	1	2	3
Does the child use words to describe objects?	1	2	3
Does the child use words to describe people?	1	2	3
Does the child use words to describe places?	1	2	3
Does the child use words to describe events?	1	2	3
Does the child use words to describe colors?	1	2	3
Does the child use words to describe shapes?	1	2	3
Does the child use words to describe textures?	1	2	3
Does the child use words to describe tastes?	1	2	3
Does the child use words to describe smells?	1	2	3
Does the child use words to describe sounds?	1	2	3
Does the child use words to describe feelings?	1	2	3
Does the child use words to describe actions?	1	2	3
Does the child use words to describe objects?	1	2	3
Does the child use words to describe people?	1	2	3
Does the child use words to describe places?	1	2	3
Does the child use words to describe events?	1	2	3
Does the child use words to describe colors?	1	2	3
Does the child use words to describe shapes?	1	2	3
Does the child use words to describe textures?	1	2	3
Does the child use words to describe tastes?	1	2	3
Does the child use words to describe smells?	1	2	3
Does the child use words to describe sounds?	1	2	3



THANK YOU FOR YOUR PARTICIPATION!!!!



Illinois Early Learning Guidelines

Participant's Guide and Resource Toolkit

Home Visitors

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Illinois Early Learning Guidelines

Agenda: 4-Hour Training

Home Visitors

- 12 Minutes: Welcome and Introductions
Learning Objectives
- 20 Minutes: Webinar
- 10 Minutes: Introduction to the IELG History and Development Purposes
Beliefs about Children and Development
What the Guidelines are not
- 20 Minutes: Early Learning Guidelines in Action
Activity 1 and Activity 2
- 58 Minutes: Practice!
Observation Worksheet
Video Clip 1
Sample Video Observation Feedback
- 50 Minutes: Observation Worksheet
Video Clip 2
- 15 Minutes: Sample Video Observation Feedback
- 5 Minutes: Guidelines in Action Summary
- 15 Minutes: Resources Toolkit
- 20 Minutes: Action Plan
- 15 Minutes: Reflection and Evaluation

For Children Birth to Age Three

Illinois Early Learning Guidelines



Please refer to the Illinois Early Learning Guidelines Booklet

Illinois Early Learning Guidelines

Glossary

Action Plan – An action plan is a list of things to do to achieve a goal or objective.

Alignment – Alignment refers to how these early learning standards relate to the sets of standards in place for older children. It also illustrates the interconnectedness of these standards within state systems and early childhood programs, producing healthy outcomes.

Attachment – Refers to the bond between a child and their primary care giver(s). The secure attachment relationship provides emotional and physical security for the child, and is the foundation for development and learning.

Caregivers – Caregivers are those who are primarily responsible for the care of the child. Caregivers include parents, grandparents, other relatives, and childcare providers.

Center-Based Programming – A service model which focuses on serving children and families in a child care center.

Curriculum – A set of educational materials including suggested activities designed to promote healthy, age-appropriate growth and development for children birth to three.

Developmental Screening – A specific process designed to identify problems or delays during normal childhood development, and to measure and capture information regarding typical growth and developmental milestones.

Domains – Comprehensive categories which are used to describe a child's normal development, including physical development, speech, language and communication, social and emotional development, and cognitive abilities. For the purposes of the IELG implementation, self-regulation and approaches to learning are included.

ExceleRate Illinois - *ExceleRate Illinois* is a quality rating and early learning improvement system that gives the people who work with children a process for pursuing quality efforts that will help improve developmental skills among the children they impact. *ExceleRate Illinois* provides standards, guidelines, resources and supports that lead to better quality outcomes.
<http://www.exceletrateillinois.com/>

Gateways to Opportunity – *Gateways to Opportunity* is an Illinois statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families. Resources and services provided by *Gateways to Opportunity* include Credentials, Professional Development Advisors, Great START, Gateways to Opportunity Registry and registry approval, the Illinois Trainers Network, and the Gateways to Opportunity Scholarship Program.
<http://www.ilgateways.com/en/>

Family Child Care – Care provided to groups of children which takes place in a private home.

Framework – A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.

Flow chart – A flow chart is a graphic representation of a logic sequence or sequenced steps in a work process. The purpose of a flow chart is to provide people with a common language or reference point when dealing with a project or process.

Focused Teaching Cycle – The focused teaching cycle is a sequence of steps to take in weekly lesson planning and for use while observing teacher-child interactions.

Home Visitor – Direct service worker working primarily in homes with caregivers and children.

Horizontal Alignment – Horizontal alignment demonstrates how developmental guidelines are interconnected with the implementation of program components across a multitude of service systems.

Individual Family Support Plan (IFSP) – The *Individual Family Support Plan* sometimes referred to as the *IFSP*, identifies the specific goals, concerns, priorities, and resources that guides a provider's work with a particular family. Drafting an *IFSP* is a family-centered process that involves the family and professionals as equal members.

Illinois Early Learning Council – The *Early Learning Council* is a public-private partnership that strengthens, coordinates and expands programs and services for children, birth to five, throughout Illinois. With a membership including senior state officials and non-government stakeholders appointed by the Governor, the *Early Learning Council* builds on current programs to ensure a comprehensive, statewide early learning system (preschool, child care, *Head Start*, health care and support programs for parents) to improve the lives of Illinois children and families. <http://www2.illinois.gov/gov/OECD/Pages/EarlyLearningCouncil.aspx>

Illinois Early Learning Guidelines – The Illinois Early Learning Guidelines is a child development resource intended to guide and be embedded in the daily routines and planning of services for children from birth to three. The *Illinois Early Learning Guidelines* are designed to provide early childhood professionals and policy makers a framework for understanding development through information on what children know and should do, and what development looks like in everyday instances. The *Guidelines* also provide suggestions and ideas on how to create early experiences that benefit all children's learning and development. The main goal of the *Guidelines* is to offer early childhood professionals a cohesive analysis of children's development with common expectations and common language. <http://www.isbe.state.il.us/earlychi/pdf/el-guidelines-0-3.pdf>

Illinois Governor's Office of Early Childhood Development – The *Governor's Office of Early Childhood Development (OECD)* leads the state's initiatives to create an integrated system of quality, early learning and development programs to help give all Illinois children a strong educational foundation before they begin kindergarten. <http://www2.illinois.gov/gov/OECD/Pages/AboutUs.aspx>

Learning Objective – A learning objective is an outcome statement that captures specifically what knowledge, skills, and attitudes learners should be able to exhibit following instruction.

Parallel Process – “Do unto others as you would have others do unto others” (Jeree Pawl) is the foundation of the consultation process - therefore, home visitors, caregivers, teachers must be supported so that they can, in turn, support the children and their parents.

Race to the Top – A \$4.35 billion United States Department of Education competitive grant created to promote innovation and reforms in state and local district K-12 education. *Race to the Top* is funded by the Recovery Act as part of the *American Recovery and Reinvestment Act of 2009*. Part of *Race to the Top* is the *Early Learning Challenge*, a joint initiative seeking to provide an incentive for states to strengthen their early childhood systems through such quality improvements as comprehensive data systems, enhanced professional development, and family engagement.

<http://www2.ed.gov/programs/racetothetop/index.html>

Resource Toolkit – The *Resource Toolkit* is a grouping of tools and resources for use in birth to three programs and in the training on the Illinois Early Learning Guidelines. They can be found in the *Trainer’s Manual* and the *Participant’s Guide* for the *Illinois Early Learning Guidelines Train-the-Trainer* series.

Scaffold Learning – The intentional sequencing of concepts, skills or abilities that build from basic to complex. “Scaffolding” ensures sufficient support is in place to promote increasingly advanced learning.

Social/Emotional Development – A child’s ability to form and sustain relationships with peers and adults. Emotional development is inclusive of the child’s concept of him/herself. Healthy social/emotional development also includes the ability to interact and to understand how others feel. It also includes the ability to express one’s own feelings in an age appropriate manner.

Sub-Domains/Sub-Sections – The sub-domains and sub-sections that are part of the *Illinois Early Learning Guidelines* are detailed components of each developmental domain or section.

Teacher – Direct service worker working in a child care center or classroom setting.

Temperament – Temperament refers to the unique personality traits that children are born with and that influence how they interact with their environment and with others.

Trainer’s Manual – The downloadable PowerPoint and PDF manual of the *Illinois Early Learning Guidelines Train-the-Trainer* series developed by the Ounce.

Vertical Alignment – The process of ensuring that child development guidelines from one age period synchronize with the standards before or after that age period.

Individual Child Worksheet:

IELG (0-3 Years)

Date:

Age of Child:

Initials of Child or First Name:

Activity: _____

Self-Regulation:

Physiological:

Emotional:

Attention:

Behavior:

Domains of Development:

Social & Emotional:

Physical Development & Health:

Language Development, Communication & Literacy:

Cognitive Development:

Observation Worksheet 1

DEVELOPMENTAL DOMAIN 1: Social and Emotional Development (p. 29, IELG)

Attachment Relationship:

Emotional Expression:

Relationship with Adults:

Self –Concept:

Relationships with Peers:

Empathy:

Observation Worksheet 2

DEVELOPMENTAL DOMAIN 2: Physical Development & Health (p. 55, IELG)

Gross Motor:

Fine Motor:

Perceptual:

Self –Care:

Observation Worksheet 3

DEVELOPMENTAL DOMAIN 3: Language, Communication & Literacy (p. 73, IELG)

Social Communication:

Receptive Communication:

Expressive Communication:

Early Literacy:

Observation Worksheet 4

DEVELOPMENTAL DOMAIN 4: Cognitive Development (p. 91, IELG)

Concept Development:

Memory:

Spatial Relationships:

Symbolic Thought:

Creative Expression:



Logic & Reasoning:

Quantity & Numbers:

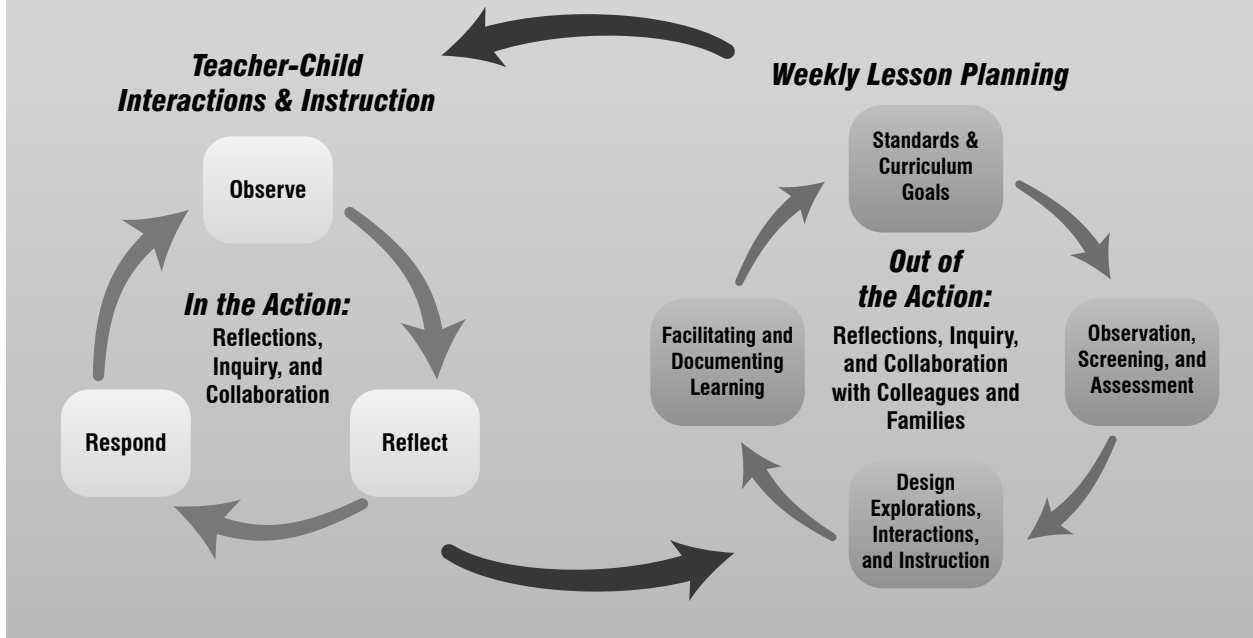
Science Concepts & Exploration:

Safety & Well-Being:

Flow Chart for Implementation of the IELG

Home Visiting Program	
Home Visit/Individual Meeting	Group Activities
Observation of child/parent-child interactions	Observation of children/parent(s)-child(rens) interactions
Refer to IELG	Refer to IELG
Based on the child's development determine the most appropriate standard(s) and indicator(s) to address (This could be an informal or formal assessment.)	Based on the overall observations of the children's development determine the most appropriate standard(s) and indicator(s) to address
Refer to curricula and choose activities to support/scaffold learning	Refer to curricula and choose activities to support/scaffold learning
Develop home visit plan that includes curricula activities that promote the standard(s)/indicator(s) from IELG	Develop an agenda that includes curricula activities that promote the standard(s)/indicator(s) from IELG
Implement visit plan	Implement group agenda
Document visit including observations of the child's development and describe the activity, the IELG standard(s) and indicator(s) that were addressed.	(If applicable) Record observations of individual children in each child/family's individual chart or electronic record. Document observations of the child's development and describe the activity, the IELG standard(s) and indicator(s) that were addressed
Cycle back to observation and repeat the process 	Cycle back to observation and repeat the process 

Ounce PDI Focused Teaching Cycle



Note: the above diagram was developed for a specific group of Center-Based programs. However, the components of 'observe, reflect, respond' are applicable in cycles of interaction in all settings between provider & parent; provider-parent & child; supervisor & provider, etc. These three components are critical in routines of intentional collaboration in planning services. As included in the IELG Resource Toolkit, it can illustrate how the IELGs are embedded into practice.

Illinois Early Learning Guidelines

Action Plan

Planning to Use the Guidelines:

Using the Guidelines with Children:

Using the Guidelines with Care Givers:

Using the Guidelines in Supervision:

Name: _____ **Date:** _____

Illinois Learning Standards

Career and College Readiness

Illinois Learning Standards
(includes Common Core)
Early Elementary through High School

Illinois Early Learning Standards for Kindergarten
(includes Common Core)
Ages 5 - 6 Years

Illinois Early Learning and Development Standards
Aligned with Head Start Child Development &
Early Learning Framework
Ages 3- 5 Years

Illinois Early Learning Guidelines
Birth to Age 3 Years

Illinois Early Learning Guidelines Resources

- **Common Core State Standards Initiative:**
<http://programs.ccsso.org/link/CCSSI%20Toolkit%20Sept%202010.pdf>
- **English Language Development Standards:**
<http://www.wida.us/standards/eld.aspx>
- **Gronlund, Gaye and James, Marlyn. *Early Learning Standards and Staff Development: Best Practices in the Face of Change*:** <http://www.abebooks.com/9781933653310/Early-Learning-Standards-Staff-Development-1933653310/plp>
- **The Head Start Child Development and Early Learning Framework:** [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)
- **Head Start State Collaboration Office/IDHS:**
<http://www.dhs.state.il.us/page.aspx?item=30356>
- **Illinois Early Learning and Development Standards (IELDS):**
http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf
- **Illinois Early Learning Guidelines (IELG):**
<http://www.isbe.net/earlychi/pdf/el-guidelines-0-3.pdf>
- **Illinois Early Intervention Training Program:**
<http://www.illinoiseittraining.org>
- **Illinois Early Learning Project (IELP):**
<http://www.illinoisearlylearning.org/>
- **Illinois Early Learning Standards for Kindergarten:**
http://www.isbe.state.il.us/earlychi/pdf/iel_standards.pdf
- **Illinois Head Start Association (IHSA):**
<http://ilheadstart.org>
- **Illinois Network of Child Care Resource and Referral Agencies (INCCRRA):**
<http://www.inccrra.org/>
- **Illinois Resource Center Early Childhood (IRCEC):**
<http://ec.thecenterweb.org/site/>
- **Illinois Social-Emotional Learning Standards (SEL):**
http://www.isbe.net/ils/social_emotional/standards.htm
- **Illinois State Board of Education, Early Childhood Division:**
<http://www.isbe.state.il.us/%5C/earlychi/default.htm>
- **Starnet:**
<http://www.starnet.org>



3

Adult Learning and Quality Staff Development

We see creating effective learning opportunities for teachers as a two-pronged approach: planning and implementing staff development sessions followed by ongoing mentoring and coaching in the classroom. Staff development sessions will be more meaningful if they are interactive, playful, and full of exploration, with plenty of opportunities for the participants to share their concerns and reflect on the information provided. We agree with Margie Carter and Deb Curtis (1994, 7) when they say: "The bulk of any class or workshop we offer is spent in small group activities with choices for participation and opportunities to pursue their interests and learning styles."

You may notice that we do not use the word "training" in this book. In our opinion, "training" implies too much of a hierarchical relationship with an expert imparting knowledge to nonexperts. We think that a new paradigm for staff development is necessary: one where participants are on equal footing with staff development specialists who serve as mentors and coaches. We strive to create learning experiences where individuality and diversity are respected and embraced. Our experience as graduate students and as instructors at Pacific Oaks College has strongly influenced our thinking about these issues. We are grateful to our professors and mentors for the experiences and guidance they gave to us. In our work as consultants and college instructors, we have taken many of their recommendations to heart and employed active learning for adults. The ideas we share in this chapter reflect our studies as well as our experiences as staff development leaders.

We all want our mentoring and coaching efforts to result in positive changes in practice for the participants. If we want these efforts to be long lasting, we need to plan staff development opportunities that are relevant and meaningful to the participants. Our philosophy is based on the following

principles of effective adult learning. We will address each one more fully in this chapter.

- Adult learners need to become emotionally connected.
- Adults need a safe environment for growth and learning in which they feel comfortable taking risks.
- Adults need to keep their passion for working with young children.
- Adults want to play too! They play with ideas and with other people.
- Adults need a meaningful framework for what they're learning. Therefore, for early childhood staff development session topics to be most meaningful and relevant, they should be presented in the context of a model for working with
- children that demonstrates developmentally appropriate practices.
- Adults have many different learning styles and experiences as teachers.
- Adults benefit most from ongoing learning opportunities, not one-shot workshops. Therefore, staff development sessions are most effective in combination with classroom coaching and mentoring that provide participants with opportunities to try things out.
- Adults need time for reflection in both staff development and coaching sessions.

In this time of change in the field of early childhood education, and with the calls for greater accountability and attention to standards, we believe even more strongly that staff development efforts need to embrace these principles. By combining them with the information about dealing with change from chapter 2, we hope you will find support for your role as a staff development leader. Then, in chapters 4 through 8, we will give you specific activity ideas for staff development sessions, and guidelines for coaching and mentoring staff around the changes relating to curriculum and assessment.

We are not going to give you set agendas for using the staff development activities in this book. Instead, we encourage you to read through all of the activities and determine which ones best fit your staff development situations. If you are a program director using periodic one-hour meetings as times to bring new information and ideas to your staff, you will want to choose the activities that best meet your goals. If you are a staff development specialist planning for full- or half-day sessions, you will want to incorporate more of the activities. You can choose those that address the topics that meet your goals.

Emotionally Connecting with Participants

As we plan for staff development opportunities we think about how the ideas or information will impact the participants on an emotional level. This requires a conscious effort at finding out who the participants are as people. What are their life experiences, ideas, and passions? It also means taking the time to articulate their issues of working daily in an early childhood education environment in general, and what their specific issues and concerns are regarding the topics at hand. We want the participants to be personally-which means emotionally-connected to the process of implementing new ideas and practices.

In staff development sessions, we usually begin with introductions and plans for the day. Then, very early in the agenda, we ask the participants questions such as:

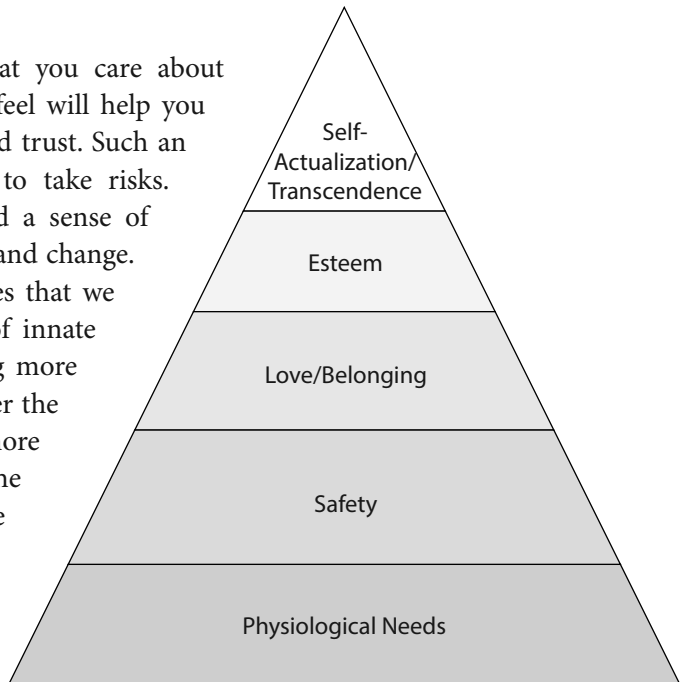
- Can you tell us something about your work with children?
- What are your goals for today?
- What are your concerns regarding today's topic?
- Is there anything else that you want us to know before we begin?

Questions like these set the tone for the day and also give a clear message that we care about their issues and concerns and will try to find ways to meet their needs and answer their questions.

Throughout our sessions, we invite questions and comments from the participants. This can be a tricky business, however. We want to value each person's concerns, but we have all been in situations where one or two persons have dominated a discussion with questions not always related to the topic. We have found that creating a "parking lot," a physical space where you put such questions, communicates that you value all questions and still keeps everyone on topic. To make a parking lot, post a flipchart sheet labeled "Questions" and give participants sticky notes so that they can write down questions that come up that aren't directly related to the topic at hand and that can be put on hold until later. Be sure to let the group know when you will address those questions. In our work we sometimes deal with each question individually at a break or during a small group activity with the person who posed the question. We may also periodically look at the questions and answer them in the whole group. And, at times, we table a question completely and put it on the agenda for a future meeting because more information is needed to address it or different resources are necessary. The important point here is that you communicate a clear message that you are open, you are listening, and that you value participants' concerns.

Establishing a Safe Environment for Growth and Learning

Letting participants know that you care about who they are and what they feel will help you develop a climate of safety and trust. Such an environment enables people to take risks. Just like children, adults need a sense of safety in order to learn, grow, and change. Abraham Maslow (1970) states that we function within a hierarchy of innate needs, with some needs being more powerful than others: the lower the need is in the hierarchy, the more powerful the need is. As the needs are satisfied we are able to move up and concentrate our energies on the next level.



Maslow's Hierarchy of Innate Needs

Physiological Needs and Needs for Safety

Physiological needs are fairly obvious and they come into play during staff development sessions as we plan for comfortable settings, provide food and beverages, and attempt to fulfill people's desire for physical security. Providing safety is fundamental to creating an environment in which people are willing to take risks to learn new things.

One step in creating a safe environment is to let the participants know about the flow of the day and what your expectations are for their participation. A written agenda (whether on a handout or on a posted chart) provides participants with a time frame of what will be happening. Important comfort issues, such as when there will be breaks or how the participants are expected to take care of their personal needs, are essential to address. If it's a longer session, we find that discussing lunch plans at the beginning of the day puts everyone at ease. Physical and emotional comfort is a precursor to feeling safe, which means feeling as though you have some control over your experiences.

The physical setting also creates a sense of safety, so keep comfort in mind when planning for any staff development opportunity. Simple things such as providing comfortable chairs and tables, and arranging them to create a more intimate environment that is safe for taking risks are important. When you can, provide snacks and drinks, and always have water available.

Belonging, Esteem, and Self-Actualization

The next two levels in Maslow's hierarchy of needs—belonging and esteem—are a direct result of feeling accepted by others. This fosters a sense of personal competence and adequacy, which lays the foundation for achieving the final stage of self-actualization. The key factor in helping staff move through these steps is building a sense of trust with you and with each other. Developing trust in both our personal and professional relationships takes time. When people begin to share with others in a safe environment, they begin to develop a sense of trust. As people feel safe, anxiety lessens and that's when learning is most effective. Maslow talks about this need to lessen anxiety: "Spontaneous growth will occur only in an environment which minimizes anxiety and maximizes the delights of growth" (Maslow 1962).

Building Trust in Group Settings ~ Whether you are working with an unfamiliar group or with your colleagues, you can create a more trusting environment by starting off with something as simple as a fun opening activity or a group sharing activity. Here are some ideas:

- In an unfamiliar group, have each participant pair up with someone else, interview that person, and introduce her to the group. (For the sake of time, you may want to specify three or four questions that they should ask each other and use as their introduction, for example, their name, where they are from, and how long they have worked with children.)
- In a familiar group of colleagues, have each person share something about themselves that the others might not know.
- In either type of group, have each person share favorite movies, songs, or television shows.
- In either type of group, have each person share ways that they take good care of themselves-what nourishes them.
- In either type of group, have each person share their favorite thing to do with the children.

We are sure you can add your own favorite opening activities to this list. Use one of these activities in your sessions before you begin to talk about more difficult topics, such as participants' goals or concerns.

We seek to build trust as group facilitators and mentors by sharing a little about our own personal lives as we introduce ourselves to teachers. We try to find connection with the experiences of the group and make it clear that we are not there to lecture, but to join with the participants in a learning process.

We say things like, "I look forward to engaging in a conversation with you and hearing your stories about working with children." We also share our own stories about our teaching experiences, including when we struggled with an issue in our teaching, so that we show our own vulnerability and connect with our participants.

Trust and Power Issues ~ Essential to building a trusting relationship is being sensitive to power issues. Eve Trook developed a model of looking at the ways we use power with children. We have found this to be very effective as we consider adult learning. Trook defines the following possible uses of power:

- *Power ON*: The person has no real choice, i.e., the person is oppressed.
- *Power FOR*: The person is provided experiences that contribute to the development of self-esteem and confidence that lead to power for the person, i.e., the person is facilitated.
- *Power WITH*: The person and the teacher (staff development leader, coach, mentor) are equals, learning together, and the person acquires new power, i.e., all participants are liberated (Trook 1983).

The critical difference between these three possible uses of power is the amount of control the leader takes. In using *Power ON*, the leader has total control. Using *Power FOR* means the leader is intentionally guiding, structuring, or supporting learners toward a goal. Using *Power WITH* means that both the learners and the leader share as equals in the learning process. The more we can create a sense of wonder, delight, and accomplishment together, the more empowered teachers become in the process of change and the more likely the changes will be integrated into their daily practices. If our efforts in this difficult process of change and implementation of standards and other issues of accountability are to be successful we must provide ways to empower the participants.

"[T]he human organism needs a climate of trust and support in order to grow. People cannot risk changing without trust" (Morgan 1983, 14). It is important to keep in mind that the process of change is gradual and that some resistance to integrating new information is positive-in fact, it can be seen as a necessary part of the process. You might want to refer back to the change continuum on page 23 as you find ways to balance the need for change with the existing concerns of the teachers.

Helping Others Keep Their Passion for Their Work with Young Children

In our experience we have found that in an atmosphere of acceptance teachers will begin to willingly share their joys and passions in their work with children. We often have them create lists of the things that they most enjoy about their jobs. We then refer back to those lists to build other activities so that we are continuing to connect to the participants' delight in their work. We have found that as teachers consider integrating standards, they are worried about having to give up what they enjoy the most. Many have told us that they are worried about having to let go of music, art, or outside time in the quest for a more academic program and they are also concerned about having to fit something more into their already busy days. In planning for staff development, then, our job becomes one of helping teachers to see how they can implement standards through the things that they love in ways that are developmentally appropriate for the children.

There are staff development activities and coaching suggestions in chapters 4 through 8 to help you do this, including:

- leading discussions that help teachers discover how many of the activities that they are already doing with children fit into the new criteria-which lessens teachers' concerns about "doing more"
- identifying how many academic activities are imbedded in daily routines
- addressing assessment issues by showing the ways that observations help teachers to track progress toward a standard

Play for Adults and the Parallel Process

In our staff development sessions, we consciously model developmentally appropriate practices, showing how we want the adults to work with children. Just as we want teachers to provide environments for children that are inclusive of best practices, we need to create learning environments for adults that are rich in opportunities to grow and learn as well, full of opportunities to learn through play and exploration. Valuing the importance of play for children, we must provide opportunities for adults to be playful in their learning. We need to "practice what we preach."

Elizabeth Jones (1997, xi) states: "[W]e don't stop learning through play just because we are grown up. Learning through play includes playing with the possibilities, being flexible, staying loose when things go wrong, being

curious, thinking creatively, and problem solving. . . . Teachers of young children should be taught in the same way I hope they will teach. . . . adults [should] be treated according to the developmental principles they must follow in working with young children. Good teachers are playful; they don't take themselves too seriously." In planning for staff development activities, we take these recommendations very much to heart.

We do not believe that staff development sessions should be only lecture oriented, with participants as passive receivers of information. The following information (Carter and Curtis 1994, 243) helps us plan for a variety of activities:

People remember:

10% of what they read

20% of what they hear

30% of what they see

50% of what they hear and see

70% of what they say or write

90% of what they say as they do a thing.

The implications of this list are astounding! As we attend national and state early childhood conferences, we are very surprised to see that many sessions are still offered using the traditional format of lecture, even though it's clear that this is one of the least effective ways to learn. Doing and saying remain the most effective ways to incorporate new information. So we strongly recommend that staff development leaders change to a more active-learning approach for adults to insure that information is retained and used.

We do recognize the need to present ideas and we even use PowerPoint slides to do so. (We've provided some of those slides on the CD included in this book for you to use with your staff development activities.) However, we attempt to keep such presentations of information to a short time period and then offer time for participants to play with the ideas that were shared. How do they play? Through discussion with each other, through trying something out, and through relating to personal experiences and being given the opportunity to tell their own stories. We offer ways for them to represent their thinking—on charts, through skits, or through group presentations. We have them work in small groups and also come back together to share with the large group. We try to pace our sessions so that the flow of activities includes opportunities for listening as well as lots of opportunities for talking and doing. All of this is our interpretation of the parallel process. And we are thrilled when a participant comments, "I see what you're doing. You've set up this session just like we would plan activities for the children!"

Just as children come to us with a variety of life experiences, so do adults. Adults bring to the learning process a complex mix of experiences, knowledge, and skills as well as preset attitudes about themselves, teaching, and the topic. So while the process of learning is the same, adults add a degree of complexity based on their more extensive life experiences. Therefore, in planning activities for adults we must take this into account. We may ask teachers to play with materials the way the children do—but we also ask them to think about what they are doing as adults. They can identify the learning that is inherent as children use these materials. They can analyze early learning standards and see where the standards are being addressed. That's adding the complexity and asking them to use their knowledge and experience in a playful way. We have tried to model the parallel process in the many activities we provide in this book.

Addressing Different learning Styles and Experiences

We all have seen that adults, like children, learn in different ways. Learning is a reflection of each person's culture, life experiences, and personality. The work of Howard Gardner provides us with a framework for understanding that learning occurs in different ways for different people. His theory identifies the following multiple intelligences:

- Intrapersonal Intelligence—recognizing how one's own emotions impact behavior
- Interpersonal Intelligence—recognizing and understanding the moods, intentions, and emotions of others
- Linguistic Intelligence—understanding the function of language, being sensitive to its sound and rhythm
- Logical-Mathematical Intelligence—being able to see and understand numerical and logical patterns
- Spatial Intelligence—being able to see the spatial world and being able to re-create what one has observed
- Musical Intelligence—appreciating the qualities of musical expression
- Bodily-Kinesthetic Intelligence—using the body for expression
- Naturalistic Intelligence—understanding and using the relationships in nature (Gardner 1983)

Looking at the different types of intelligences helps us to understand how people acquire information in the most meaningful ways. Unfortunately, in many educational settings, the primary focus is on the logical-mathematical and linguistic intelligences. If someone is not as strong in these two ways of thinking, she may not be as successful in the learning opportunities presented. If we incorporate Gardner's theory and plan staff development activities that incorporate more than one or two ways of learning, we will be providing opportunities for each participant to maximize her learning potential.

In our staff development planning we try to include activities that address as many of Gardner's intelligences as we can. Linguistic intelligence is engaged through a variety of ways, including verbal presentations, Power Point slides, and handouts. The design of the slides and handouts incorporates logical mathematical intelligence in the way key points are outlined and illustrated. We invite participants to do lots of discussion in small groups or in pairs or triads so that interpersonal intelligence is valued. And we give the participants opportunities to represent their discussions and express their ideas in many forms, including drawings or group posters, charts, diagrams, poems, and raps, as well as dancing, singing, and acting things out.

Culture and personality affect learning styles as well. Many people learn best in small group discussions in response to a thought-provoking question or idea. While some people feel comfortable speaking up in a large group, many people don't. They may be shyer than or not as verbal as others. They may be observers and listeners who like to take in information and ponder it, or they may be influenced by cultural expectations and experiences. The language of the workshop may not be their first language. Or they may feel uncomfortable with the cultural dynamics of the group. It is important to have a variety of learning activities that reflect these differences in not only learning style but comfort level. We try for a balance between both large and small group activities to insure that all participants have an opportunity to have their voices heard. And we try to be sensitive to cultural and language issues as well.

A Teacher's Stage of Professional Development Affects Learning

Another factor to keep in mind is the developmental stage of each teacher's experience in working with children. As we plan for groups of participants we try to remember that any group of teachers may include individuals who are brand-new to the field as well as ones with years of experience with children. Activities should provide the capability to address the needs at differing developmental levels. Mary Nolan (2007) shares the following developmental stages of teachers and makes recommendations regarding the learning needs at each stage:

- *Survival*—This is the developmental stage of new teachers, usually in their first year of teaching. They often feel inadequate and unprepared for the daily challenges that they face.
- *Consolidation*—During this stage, teachers, usually in their second or third year, are beginning to feel that they have the skills to survive daily life and have mastered some teaching skills.
- *Renewal*—Teachers during this stage, in their fourth, fifth, or sixth years, are beginning to need new ideas to try. They are ready to take on new ideas and benefit from attending conferences and having time with peers.
- *Maturity*—Usually year seven and beyond, these teachers have a high level of self-understanding and of their professional role, and often begin to work on acquiring a more advanced knowledge base.

In addition, Lilian Katz identifies the learning needs that are most prevalent at each stage. The earlier teachers are in their teaching career, the more important coaching and mentoring become. The later they are in their teaching career, the more beneficial ongoing study and staff development sessions become. The following table illustrates these needs.

Stages of Development and Training Needs of Preschool Teachers

Developmental Stages	Learning Needs					
Stage IV						➔ Seminars, institutes, courses, degree programs, books, journals, conferences
Stage III					➔ Conferences, professional associations, journals, magazines, films, visits to demonstration projects	
Stage II				➔ On-site assistance, access to specialists, colleague advice, consultants		
Stage I	➔ On-site support and technical assistance					
	0	1 YR.	2 YR.	3 YR.	4 YR.	5 YR.

Katz, Lilian. 2005. The developmental stages of teachers. <http://ceep.crcd.uinc.edu/pubs/katz-dev-stages.html>. Reprinted with permission.

Providing Ongoing Learning Opportunities

Teachers need time to try out new ideas. They need opportunities to make mistakes and learn from them. Sometimes, fear of not doing things right becomes a barrier. We are sure all teachers can remember a time when they were reluctant to try something new because they feared making a mistake and being judged for it. Many of us have very high expectations for ourselves and may feel reluctant to try some new idea or strategy, fearing that we will not do it perfectly. We try to assure the participants with whom we work that it is all right to not be perfect the first time they try something new. Then, in follow-up sessions, we address the successes and challenges that they experienced. We have found that this process of coming together, learning something new, going out and trying it in the classroom, and coming back for fine-tuning is the most effective approach for change to occur. This also emphasizes the importance of reflection: taking the time to consciously think about how a new activity or idea worked and what changes might be needed.

Opportunities to try things out can be provided during staff development sessions using video vignettes and case studies of real-life examples of children in action. Many of our activities in chapters 4 through 7 include the use of video vignettes and case studies. Most valuable, though, are discussions of teachers' own experiences with children. If an atmosphere of trust has been established, sharing of personal successes and challenges can be beneficial for all participants.

Putting New Ideas into Practice

We believe providing new information and ideas through multiple staff development sessions with follow-up coaching and mentoring in the classroom is the most effective model for learning and making changes. We have all been to workshops with dynamic and knowledgeable presenters and left all fired up and ready to implement new ideas. But in reality, by the time we were back in our day-to-day lives with children, we found it very difficult, if not impossible, to implement the good ideas that we had learned. The carryover from one experience is not as long-lasting as that from multiple learning experiences. Teachers need someone to walk along beside them as they try to implement new teaching ideas and strategies. By adding opportunities for individual mentoring and coaching, the focus changes to the needs of the individual. The mentor/coach and the teacher make decisions together regarding how the change process will be implemented. We see this as an opportunity to use the *Power WITH* approach discussed on page 32.

Going into classrooms as a coach and mentor allows you to individualize your work to meet each teacher's needs and work with her personality and

teaching style. It encourages her to show you how she is making attempts to integrate the concepts and ideas explored in staff development sessions. It also gives you the opportunity to see the challenges she is facing with specific children, classroom management, or the flow of her daily routine. You not only observe, but can also model and demonstrate alternate approaches as you spend time with the children and her. You are now part of her process of trying things out.

We have found that spending a minimum of forty-five minutes to one hour observing, followed by at least thirty minutes in a reflective conversation with the teacher, works well. You may not always be able to converse with the teacher immediately after the observation. In that case, schedule the reflection time as soon as possible after your time in the classroom. We find that it helps to give the teacher some positive feedback immediately after the observation to relieve possible anxiety. For example, saying something as simple as, "I've really enjoyed being in your classroom" may help.

Another Set of Eyes—Documentation as a Coaching Technique ~ We find that coaching in classrooms is hard work. It is easy to fall into the role of "the expert" who tells the teacher how to work with specific children or facilitate activities. If we tell people how to do something, they may do it, but they will best understand it if they've constructed their knowledge for themselves. This is where using direct observation of the children (rather than the teacher you're coaching) and documenting what you see can be useful. As class coaches, we have written down descriptions of the children's actions and documented their comments. The teacher can then use the descriptions and comments for their observational assessment documentation. In this way, we are providing another set of eyes and ears in the classroom, and recording children's actions for reflection and discussion in the coaching session. In addition, we have documented what the children are doing by writing a story that describes their play. It could be a story that describes a dramatic play scene that the children have created, or it could be a description of their creations with playdough. The children love to see their names in print and pay close attention as the story is read. They usually run to their teacher and share it with her. This gives her an opportunity to celebrate and support their actions. It also models for her ways to take the children's experiences to another level—that of representation through literacy to be shared with others. Some coaches take photographs of the children and post them with the descriptive stories. Again, this can be a model to the teacher of ways to capture documentation for assessment as well as display purposes.

Building in Time for Reflection

We believe in the important role that reflection plays in learning, and we try to build it into any activity that we plan for teachers. Reflection helps people to take new information, strategies, and techniques and make them their own, to integrate them in relevant and meaningful ways that will be different for each person. The reflection process involves making connections to what one already knows.

At the end of a workshop, we provide the participants with questions such as:

- What worked for you?
- What didn't work so well for you?
- What will you be trying differently with the children in your classroom?
- Do you have any concerns or questions?
- What tools and support do you need to have your concerns or questions addressed?
- Is there anything else that you would like us to know?

You may have other questions that you find help participants reflect on their experience in a staff development session.

In addition to answering such questions, ongoing reflection can be done through individual journaling and in meetings with peers, mentors, or coaches. Journaling can give teachers an opportunity to think and reflect on their progress toward incorporating standards and other issues of accountability into daily life with the children. The journal provides a structured experience for teachers to think and write about their process of growth and change. We realize that this takes time, but we think that it is an important and necessary commitment to make for true and lasting change to occur.

The format for reflection through journaling can be answering the same questions that are listed above across time (perhaps once a week or once a month). Then the teacher and her mentor can compare how her responses change over time, enabling the teacher to clearly see her growth.

Ongoing reflection can also be done in verbal debriefing sessions after a classroom observation by a coach through the use of thought-provoking questioning as teachers try out new activities or ideas. We have often begun a reflective dialogue by saying something as simple as "Tell me about _____" and then using the response as a springboard for further discussion. Another opportunity for verbal reflection is for teachers to meet periodically with another teacher to reflect on how things are going in their classrooms as they integrate new ideas and activities.

Facilitator vs. Evaluator

To be an effective part of the reflection process, mentors or coaches need to make sure that their role is one of facilitator rather than evaluator. If you are a director and need to also evaluate your staff, you will want to make clear which role you are playing when you meet with a teacher. Margie Carter (1993, 51) gives the following suggestions to help you act in the facilitative role:

Directors can spend part of their time as facilitators rather than evaluators if

1. *they enter classrooms with a focus on children rather than on teachers;*
2. *they model an interest in children's play and initiate discussions of it as it's happening;*
3. *they "broadcast" their observations throughout the center (using notes, sketches, photos, and audio and videotapes);*
4. *they observe for and point out environmental factors that support play; and*
5. *they observe for and point out teacher behaviors that encourage sustained play by children—catching teachers "being good."*

Getting Support to Meet the Challenges of This Work

We recognize that when you are in a staff development leadership role, the work you do will continue to challenge you both professionally and personally. As you plan thoughtful and effective ways to support teachers' learning you also must learn to take good care of yourself and to use a reflective process of your own to guide your work. Jones (1997) talks about the need to recognize how our anxiety as the leaders in a situation can potentially interfere with our ability to recognize the anxiety of others. We must develop our own awareness and be careful to think about our feelings as well as those of the participants. While, in our work, we often ask participants to answer reflective questions as an evaluation tool to determine the success of our efforts, we consider the time we spend individually reflecting or in conversation with co-leaders to be of equal, if not more, importance. Whenever we do any kind of presentation or coaching session, we ask ourselves questions such as:

- What worked well from my perspective?
- What didn't work well?

- What was the level of participation from the group?
- What did the body language of the participants tell me?
- What can I change or do differently next time?

We have learned that having a colleague to talk with is invaluable. We have been working, teaching, and presenting together for many years now. A part of our success and satisfaction comes from our mutual support, which we consider to be vital if we are to continue. We highly recommend that you build a network of support for yourself in your efforts. This communication doesn't have to be face to face. We live in different states-Indiana and Montana-and met teaching online for Pacific Oaks College. Most of our communication is by e-mail or telephone. Yet we continue to have a very successful relationship, both as colleagues and as friends. We are able to provide a continual support network for each other even when we are working on separate projects. It's the sense of connection that makes the difference for us both. We would strongly encourage each one of you to develop a system of support for yourself in this very important work that you do.

So, consider the following questions for yourself:

- What is working well for me?
- What isn't going so well?
- What would I change or do differently?
- And last, but perhaps most important, what support do I need, and from whom, to do my work in the best way possible?

In the next chapter, we will discuss the best ways to implement curricula for young children. We will provide staff development activities to help teachers make changes in their curricular practices.

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Illinois Early Learning Guidelines

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Sincerely,

Janelle Weldin-Frisch
Vice President – Training
Ounce of Prevention Fund

Bill McKenzie
Sr. Training Manager
Ounce of Prevention Fund

Illinois Early Learning Guidelines Home Visitors Participant Evaluation

Dates: _____

Location: _____

Please circle your level of satisfaction.

Below Average Excellent

Course Content/relevancy	1	2	3	4	5
Course Staff/qualifications, communicating ability	1	2	3	4	5
Course Value/applicability and usefulness of information/instruction	1	2	3	4	5
Participation/opportunity for discussion and questions	1	2	3	4	5
Coordination/timing and control of events	1	2	3	4	5

PRESENTERS

Please circle your level of satisfaction.

Poor Average Excellent

Involved the group through discussion and/or other learning activities	1	2	3	4	5
Clearly communicated the subject matter	1	2	3	4	5
Made good use of examples and materials	1	2	3	4	5
Was well organized	1	2	3	4	5
Kept the session alive and interesting	1	2	3	4	5
Showed enthusiasm and interest	1	2	3	4	5

YOUR PARTICIPATION

Please place an X in the appropriate box.

The information presented to me was new.	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
I would recommend this course to other trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No
I feel that follow-up training on this subject is needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No
I will be able to apply this course material to my job.	<input type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No

Please offer any suggestions and/or comments that would improve the quality of the instruction or course content.

Please describe any program or training issues related to today's training topic that need further discussion or training.

Thank you for your feedback