

Child Growth and Development (K1)



Big Idea: "Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences."

Beginning
Knowledge

Implements
Knowledge/Content

Analyzes/
Evaluates Content

Teaches/Instructs
Others on Content

**Identified Professional
Development Need**

In the first row enter the assessment date and check (✓) each Essential Question for which you wish to seek professional development.

ESSENTIAL QUESTIONS FOR DISCUSSION:

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1. To what degree can I name, describe, and compare the theories and domains of child development and the importance of brain development in young children?
2. What is my knowledge of how children develop in constantly changing environments?
3. What is my awareness of the role that home culture has on children's behavior and development?

Individual Professional Development Plan and Reflection

FIRST NAME:

LAST NAME:

DATE PLAN CREATED:

CORE KNOWLEDGE COMPETENCIES

Knowledge Area	Essential Question	Level	Credit hours

PROGRAM CORE AND SUPPORT COURSE CATALOG

Selected courses for professional development	Type	Credit hours

OTHER PROFESSIONAL DEVELOPMENT

Professional Development Activity		Institution	Type	Credit hours
Knowledge Area(s)	Title (Start Date – End Date)	Institution/ Organization	Type of Activity	<hh:mm> hours (Type of Credit)

Director Signature:

Staff Signature(s):

Name

Date

Name

Date

Reflection:

As a result of the professional development taken, describe what new knowledge and/or skills you have acquired that have influenced a change in your practice (e.g. new strategies used, changes to classroom, etc.). What was meaningful enough to you to make a difference in your practice? Describe what else you would like to know.

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

AL.1 Constructing and Gathering Knowledge

BIG IDEA: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.

ESSENTIAL QUESTIONS: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?

A. CURIOSITY AND INITIATIVE

Standard	Concepts and Competencies	Supportive Practices
<p>AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Use senses to explore and learn from the environment. • Show interest and interact with others about their work or actions. • Demonstrate interest in new materials and experiences that are introduced into the classroom. • Ask questions to understand something. (e.g., “How does that work?”) • Watch others play and ask to join in. 	<p>The adult will:</p> <ul style="list-style-type: none"> • Stimulate children’s curiosity through use of “provocation” strategies when introducing new topics or ideas. (e.g., ask children to guess what might be inside a box or bag, place new materials in sensory table and encourage exploration, ask “I wonder” questions) • Provide real objects that can be manipulated or explored to understand a concept. • Respond to children’s questions with explanations that help them to understand. • Encourage children to research answers to questions through books and other media. • Regularly rotate classroom materials and formally introduce new objects and activities into the classroom by showing excitement. (e.g., “Look what I brought for us to do today!”)

B. RISK TAKING

Standard	Concepts and Competencies	Supportive Practices
<p>AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> • Actively explore new materials that are introduced into the classroom. • Observe peers engaged in an unfamiliar or new activity before joining in. • Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique. • State discomfort at trying something new, but make attempts to try after encouragement. • Differentiate between appropriate and inappropriate methods for learning information. (e.g., understand that jumping from a high wall is a dangerous way to discover its height) 	<p>The adult will:</p> <ul style="list-style-type: none"> • Introduce materials into the classroom by pairing new items with familiar things. • Make explicit requests for listening at important teachable moments. (e.g., “Turn on your listening ears now.”) • Allow children time to warm up to new ideas or activities without expecting them to fully participate. • Introduce new materials and activities by explaining what they are and providing instructions on their use. • Describe appropriate strategies for children’s participation or exploration of materials that may be challenging. • Demonstrate enthusiasm when introducing new materials. • Engage children in “what if” scenarios to discuss potentially dangerous or inappropriate responses and situations.