

Engaging Families Around the WMELS – Session One

Time	Activity	Content	Materials & Handouts
30 minutes	<p>Activity#1: Getting to know each other and purpose of WMELS Family Outreach Training</p> <p>Learner Objectives: The learner will be able to:</p> <ol style="list-style-type: none"> 1. Meet and connect with other families who have children attending childcare 2. Understand their own personality style and how their style relates to other personality styles. 3. Understand that the WMELS are for children birth through ages six to first grade 	<p>Before Session Begins: Post the signs, North-South-East-West around four sides of room for compass point activity.</p> <p>Step 1. Welcome participants. Facilitator/s introduce themselves to participants. Participants introduce themselves to others in the group and share the ages of children they have. Facilitator can share their experiences related to providing direct service to young children/families and their experience in providing support to teachers/childcare providers who work with young children and their families. Facilitator might want to highlight additional staff members who are in attendance. Thank parents for giving their time for being here and coming to support their child.</p> <p>Step 2. Show participants the book of the Wisconsin Model Early Learning Standards. Tell them that we are here to learn more about the WMELS and understand how we can ALL use them to gain knowledge and understand what young children should know and be able to do from birth through age 6 to first grade.</p> <p>Step 3. Before we learn more about the Wisconsin Model Early Learning Standards we want to know more about how we as individuals and a team working on behalf of our children.</p> <ul style="list-style-type: none"> • The compass points activity is used as a nice break to highlight and emphasize the teamwork between providers and families. Distribute the Compass Points handout #1. Tell participants to look at the four directions and quickly (using “gut” feelings) choose a direction that matches their styles. • Then ask them to get up, take their handout with them, and stand by the direction that they chose. Ask participants to introduce themselves to others who have chosen the same 	<p>Materials: North, South, East and West Signs to place on walls</p> <p>Handouts: 2013 Wisconsin Model Early Learning Standards Book Fourth Edition</p> <p>Handout #1: North, South, East and West</p>

		<p>direction.</p> <ul style="list-style-type: none"> • When all participants have declared a direction, have the groups answer the questions on the back of the handout. If there are only one or two people in a direction, the facilitator can go to that direction and discuss with them so people do not feel alone in their direction. Allow approximately 5 min. for discussion • Have one or more persons from each direction report out to the larger group. As a facilitator talk about which direction you tend to be so that people will understand your style also. • Provide feedback on their comments that may help them relate their insights back to their own work and to the rest of the WMELS information. For example: detail people will want to know exactly when the breaks and snacks will happen, caring people may not be ready to stop talking after break because they are listening to someone's story and do not want to hurt their feelings, etc. <p>Refer back to the compass points whenever you feel it adds to the richness of the training or people are processing things differently. It helps to bring humor and a realization of different styles.</p> <p>Step 4. Show a copy of the Wisconsin Model Early Learning Standards (Fourth Edition 2011.) The WMELS are applicable across all early learning environments that provide care and education to young children birth to first grade. The intended purposes of the WMELS are to:</p> <ol style="list-style-type: none"> A. Educate and provide guidance for families, educator/caregivers, administrators, and policymakers on developmental expectations for young children from birth to first grade. B. Inform the development of program standards across early learning environments so that families, teachers and caregivers can demonstrate that 	
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		<p>they provide the opportunities and experiences children need to meet developmental expectations.</p> <p>C. Provide a shared framework for understanding and communicating expectations for young children’s development from birth to first grade.</p> <p>Explain that teamwork for our purposes is child’s family and our child care program working together for the benefit of the child.</p> <p>Distribute a copy of the WMELS book to each participating family or person.</p>	
<p>30 minutes</p>	<p>Activity #2. Focusing on our child</p> <p>Learner Objectives The learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify current strengths and abilities, unique characteristics and learning styles of the child chosen as a “focus child” 2. Identify unique characteristics of the child chosen as a “focus child” 3. Increase their understanding regarding the importance of sharing information about their child with the child care provider 	<p>Before Session Begins: Make one copy of the Focus Child Web Handout #2 for each family. Make extra copies if families would like to take one or more home to complete for other children in their family.</p> <p>Step 1. Ask participants to think about their child or a child they know well between the ages of birth through 6. Give each participant a copy of the Focus Child Web, Handout #2. Ask participants to place the following information on the Focus Child Web. Name one section at a time starting with name and age.</p> <ul style="list-style-type: none"> • Name and age—In the center of the circle of the Child Web write the child’s name and age • Settings where the child spends their time—List the places where the child spends his/her day, e.g. home, child care, Head Start, school, grandparent’s home, a neighbor’s house, etc. Participants can also include activities or places the child goes to on a regular basis such as swimming lessons, Sunday school, the library, playgroup, etc. • Strengths and Abilities of the Child—What are the strengths and abilities of your child? • Family & Significant Relationships—Who are all the significant people in the child’s life (the people the child 	<p>Handouts Handout #2: Focus Child Web,</p>

		<p>sees most often and/or those people the child discloses to (for example, parents, siblings, grandparents, neighbors, therapists, etc.)</p> <ul style="list-style-type: none"> • Unique Characteristics of Child–What is unique about your child? • Diversity in Learning–How does your child like to learn? What is your child interested in? (Curiosity, persistence, creativity, flexibility, activity level, independence, etc.) • Family Strength, Life and Culture–What do you know about your child’s family lifestyle, culture and neighborhood. (family life, family routines–eating, potty training, self-help skills, bedtime routine, dressing, celebrations) • What do I want to know more about? <p>Step 2: Ask the families the following questions:</p> <ul style="list-style-type: none"> • What pieces of this information would you like your child care provider to know about your child? (Response: EVERYTHING!) This question will hopefully lead to a group discussion. • Have you had a chance to talk with your child care provider/4K teacher/home visitor about everything you put on your child’s web? • Has your child care provider/4K teacher talked with you about all of the information you put on your child’s web? <p>To encourage families to talk with their child’s child care provider/4K teacher, suggest that they ask questions about their child’s development and also tell the provider/teacher about their child. If we are all sharing information our teamwork will ensure that your child will be successful.</p>	
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Engaging Families Around the WMELS – Session Two

Time	Activity	Content	Materials & Handouts
15 minutes	<p>Activity #3. WMELS Guiding Principles.</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Participants will become familiar with and understand the meaning of the WMELS Guiding Principles 2. Participants will be able to give examples of practices that demonstrate the WMELS Guiding Principles 	<p>Before the Session: Become familiar with the Guiding Principles on page 10 of WMELS.</p> <p>Step 1. Distribute WMELS Bookmarks to participants.</p> <p>Step 2. Share the following information regarding the WMELS Guiding Principles. “The Wisconsin Model Early Learning Standards Steering Committee has established the Guiding Principles to inform the development and application of the WMELS in Wisconsin.”</p> <ul style="list-style-type: none"> • The Facilitator will share each of the guiding principles and provide information about their own center as it relates to each of the guiding principles. Provide one to two sentences about how each guiding principle is included in childcare programming. Guiding principles may be found in the program philosophy statements in the parent handbook. • Ask the staff to talk about examples of how the guiding principles are used in their classrooms. • Request that participants turn to WMELS Guiding Principles on page 10 of the WMELS. Point-out the fact that the WMELS Guiding Principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families. The guiding principles are reflected in the Focus Child Web. As teachers, parents and caregivers we need to be intentional in how we apply the guiding principles as we support children’s development through our relationships and care and education practices. <p>Step 3. Ask parents to give examples of the Guiding Principles they “see, hear and experience” in the childcare program in which their child/children participate. Allow time for participant discussion.</p>	<p>Handouts: WMELS Bookmarks</p>

<p>45 minutes</p>	<p>Activity#4-30min. WMELSDevelopmental Domains</p> <p>LearnerObjectives:</p> <ol style="list-style-type: none"> 1. ParticipantswillbecomefamiliarwiththefivedomainsoftheWMELS 2. Participantswillbeabletoidentifydevelopmentalbehaviors exhibitedbytheir focuschildineach ofthefive domains 	<p>BeforetheSession BecomefamiliarwithMilestoneMoments.Review allDevelopmentalDomains</p> <p>Step1: FacilitatorintroducesMilestoneMoments. Instructionsareforparticipantstocomplete the MilestoneMomentsfortheirchildandtocontinue tolookatalldomains(continuum,childbehaviors andadultstrategies)inrelationshiptothe developmentallevelof theirchild.ApproachestoLearningisnotreflectedas a separatedomainin theMilestoneMoments.</p> <p>Step2: Facilitatorleadsadiscussionaboutwhat participantslearnedabouttheirfocuschildfrom completingtheMilestoneMoments.</p> <p>Step3. Facilitatorgivesashortoverviewonthe five domains,subdomains,developmentalcontinuum, samplebehaviorsofchildrenandsampleadult strategies.HandouttheFamilyTipsheets.Review theinformationinthe DefinitionandRationale section.Haveparticipantslookatthe developmentalcontinuumforeachdomain. Highlightconnectionsbetweentheinformationin the“HowCanIHelpMyChildLearn”sectionand theadultstrategiesinthecontinuum.</p> <p>Step4: Participantsformmixedagegroupstotalkto otherparticipantsaboutwhattheylearnedabout theirfocuschild</p> <p>Step5: Givenwhatyouhavefoundoutaboutyour child,let’s dohistogether.Wetalkedabout theperformancestandards.TurntoWMELS bookpage 10,indressing- Participantslookatthedomainstolocate“about” wheretheythinktheirchildisinthe developmentalcontinuum(maybeinoneortwo domainse.g.physicaland social/emotional).Put anXwhereveryouthinkyourchildisat.</p>	<p>Handouts: WMELS2013 Fourth Edition</p> <p>Milestone Moments</p> <p>WMELSFamily TipSheets</p> <p>Handout#3:My TeacherWants toKnow</p>
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Engaging Families Around the WMELS – Session Three

Time	Activity	Content	Materials & Handouts
15 minutes	<p>Activity#5: What did you learn</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Participants will reflect upon what they learned from looking at the WMELS domains and strategies 2. Participants will practice observing their focus child recognizing what they know and what they can do 	<p>Facilitator leads a discussion about what participants have learned from looking at the WMELS domains and what strategies participants may have used with their focus child.</p> <p>Questions-</p> <ul style="list-style-type: none"> • Share how this experience helped you to understand what your child is able to know and understand in each of the domains of the WMELS. • What did you learn about your focus child that surprised you? • What new strategies did you try with your child? • What questions do you have? 	
45 minutes	<p>Activity#6-30min. Stages of Learning – Exploratory learning</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Participants will become familiar with the Stages of Learning During Play and the importance of planning extended time for children to play 	<p>Before the Session: Kits for Stages of Learning activity can be assembled from materials from the Dollar Store or things you have at home.</p> <p>Step 1: Ask participants to form groups of 6–8 people. Each group is given a bag of open-ended play materials. The groups are instructed to interact with the materials in the following sequence:</p> <p>A. Instructions for Stages One and Two (Awareness and Exploration): Ask participants to empty the bag and identify the materials. Be sure everyone is familiar with all of the items in the bag. Allow about 1-2 minutes for this activity. The participants will easily recognize most of the items.</p> <p>B. Instructions for Stage Three (Inquiry): Ask participants to “Use the items to make a ‘toy’ or prop for play. Try to do this as a group.” Allow about 5 minutes for this activity. Facilitators may observe that participants will make an initial prop, and then modify it when comparing their prop to other group member’s props. They may</p>	<p>Materials Stages of Learning Kit</p> <p>Handouts: Handout#4: Stages of Learning (1 per person)</p> <p>Handout#5: Discussion Question (1 per table or 1 per group of 2-3 people)</p>

		<p>make individual props instead of working as a group.</p> <p>C. Instructions for Stage Four (Utilization): Tell participants “Use as many of the materials as you can AS A GROUP to create a play scene, where everyone in the group is involved in ‘group play’. You will tell us a story about your play when you are finished. Remember to use as many of the materials as you can.” Allow 8 minutes for this activity. Facilitators will list behavior they observe in the groups noting communication and social skills. When their ‘playtime’ is over, have a “show and tell time” for each group’s creations.</p> <p>Step 2: Distribute the Stages of Learning Handout #3. Facilitator can move the group through the discussion of each stage of learning.</p> <p>Awareness and Exploration Stage. Participants may move through quickly, categorizing and sorting, be a leader or follower. Children require multiple experiences with an item before it becomes familiar. They need time to explore and become familiar with materials before being asked to use the material to produce a product (stage 4).</p> <p>Inquiry Stage Participants look at materials and analyze them according to what they want and analyze them according to what the materials could do. They are selective in choosing and using materials and are more focused. Children need a solid foundation in the Exploration and Inquiry Stage to be able to transfer their learning to actually move to using new materials. They need a chance to try-out their new learning in a variety of ways and in a variety of environments.</p>	
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Time	Activity	Content	Materials & Handouts
30 minutes	<p>Activity#7. Teaching Cycle</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Participants will be able to identify the components of the Teaching Cycle 2. Participants will be able to identify ways in which the Teaching Cycle occurs at home through parent-child interactions 	<p>Step1: Refer to the Teaching Cycle on page 9 of the Wisconsin Model Early Learning Standards book. Explain how the teaching cycle is used on a daily basis in your program (e.g. assessment, planning and goal setting, and implementation).</p> <ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> ○ What information/data do you collect and how is it collected (ex: Portfolios, etc.) • Planning and Curriculum Goals <ul style="list-style-type: none"> ○ How does assessment inform your planning and setting goals for children? ○ What curricula do you use to guide instruction for large groups, small groups and individuals? ○ What learning activities do you provide for the individuals, small groups or large groups? Share what some of the activities look like. • Implementation <ul style="list-style-type: none"> ○ What kind of meaningful, experiential activities that support individual and group goals? ○ How do the learning activities support building of interactions and relationships? <p>Step2: A similar process where the teaching cycle relates to families also.</p> <ul style="list-style-type: none"> ○ Assessment <ul style="list-style-type: none"> ○ As a parent you've kept pictures, Christmas letters, use Facebook- actually collecting data (Talk through process they just did) • Collection of data using Milestone Moments, Assessing the child's developmental level • If I am concerned about my child's 	<p>Handouts: Handout #6: Developmental Observation Topic: How Can You Help Me Learn to Love Books</p>

		<p>to get your help? (Local resources or website—WECCP, Dev. Screening Tip Sheets)</p> <ul style="list-style-type: none"> ○ Planning and Goals <ul style="list-style-type: none"> ○ Once I know what my child knows and can do, what do I need to do? ○ What goals do you have for your child? ○ Where do I find information to support my child's growth and development? ○ What will I need to do to assist your child to learn or be able to do given the goal you have chosen? ○ Websites (back of the book) ○ Talk to the Director/Provider/Teacher. The educator/provider is a partner with families. ○ Implementation <ul style="list-style-type: none"> • Play primary method to assist your child to make developmental progress. • What play experiences am I going to implement with my child to meet my child's goals? <p>Step 3: Complete the Activity, "Developmental Observation Topic: How Can You Help Me Learn to Love Books"</p> <ul style="list-style-type: none"> • Determine if you are going to complete the activity during the session or have parents plan to do it at home. • If you are doing the activity during the session, set up the environment following the DOT handout instructions. • If you are having the parents do it at home, break parents into small groups and have them plan for how they will do the activity at home, help them think about how their planning aligns with the Teaching Cycle. 	
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<p>30 minutes</p>	<p>Activity#8. Putting It All Together</p> <p>Learner Objectives:</p> <ol style="list-style-type: none"> 1. Participants will reflect on application of knowledge and skills when working with young children 2. Participants will reflect on what they have learned in the training in order to support caregivers in their work with young children 3. Provide feedback about the training 	<p>Step1: Form a large circle. Throw a soft squishy ball from one participant to another as each person reports what was most meaningful to them about this training.</p> <p>OR</p> <p>Form a large circle. Throw a ball of yarn, holding onto one end to one person across the circle, they report what was most meaningful to them about this training and then hold onto the yarn and throw it to someone else in the circle and so. At the end, you will know that everyone has had a chance to speak and as you give your final thank you to the group, everyone drops the yarn to the floor to leave a web of learning behind with all of their thoughts and energy.</p> <p>“Thank you for being a part of making a difference for your children and your family in Wisconsin! If you have any questions about how WMELS is being used in your child’s program please ask your child’s teacher or the Center Director”</p>	<p>Materials: Soft Squishy Ball or Ball of Yarn</p>
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