

Classroom Ready Weekly Learning Objectives for the Asynchronous and Synchronous Learning Environments

Unit/Week Learning Environment (asynchronous or facilitated synchronous) Lesson Name	Learning Objectives with alignment to Explore (E), Practice (P), Apply (A) framework
Orientation Asynchronous (A) learning only <u>Lesson Titles:</u> Program Basics Explore Health and Safety Basics Professional Practice Preparing for your experiences	Identify components of the Classroom Support Work-based Learning Program (E) Recall best practices for health and safety (E) Identify the principles for effective supervision (E) Interpret professional practice in an early childhood education setting (E) Review the five guiding principles of professional practice standards (E) Identify how to use guiding principles in difficult situations (P)
Unit 1/Week1 <u>Asynchronous Lessons:</u> The Importance of Relationships in Child Development Fostering Health and Safety Basics	Identify the components of developing strong relationships with children in the early learning setting (E)

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Introduction to Child Growth and Development Effective Communication Between Team Members <u>Synchronous</u> (facilitated experiences): CT models building relationships & active engagement especially responding to a child's developmental needs in the moment CT models process of serve & return CT identifies the four domains of development in action; models two-way communication CT identifies the differing milestones children are achieving within the same age group or classroom CT models facilitating meaningful play experiences and explicitly names how it is building the four developmental domains CT identifies the different communication techniques used within program CT models two-way communication with other teaching team members, leaders in program, parents and families	Identify how children's learning is supported through play, curiosity, and free exploration (E) Identify basic concepts of child growth and development (E) Identify bi-lateral communication strategies (E)
Unit 1/Week 2 <u>Asynchronous Lesson Titles:</u> Teaching and Connecting Through Communication	Describe the components of developing strong relationships with children in the early learning setting (E)

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Fostering Health and Safety in the Classroom Communicating Important Child Health and Safety Information <u>Synchronous</u> (facilitated experiences): CT models active engagement by responding to a child's developmental needs in the moment and provides opportunities for the CSP to respond to developmental needs of children CT engages CSP in implementing regulatory requirements with special attention to health & safety practices CT models communicating health, safety, and nutrition information utilizing different modes of communication	Recognize regulatory requirements for health, safety, nutrition, safe sleep and sanitization practices (E) Identify opportunities to share health, safety and nutrition information with the teaching team (E)
Unit 1/Week 3 <u>Asynchronous Lesson Titles:</u> Attentive and Responsive Interactions Effective Modeling of Health and Safety Practices Supporting Children's Autonomy, Leadership and Ownership	Identify the significance of being attentive and responsive to children throughout the classroom (P) Distinguish how to support children in their use of every day health and safety practices (P)

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The Importance of Two-Way Communication <u>Synchronous</u> (facilitated experiences): CT models for and practices with CSP being attentive and responsive. This includes counting # of children, ensuring children are engaged, having close proximity to the children, engaging with children to ensure wellness and positive behavior CT and CSP explore opportunities for children to take the lead and have ownership of classroom practices and activities CT continues modeling regulatory health and safety practices. CSP will practice these by, maintaining a healthy and clean environment, participating in healthy activities such as mealtime and physical activity CT and CSP explore the different two-way communication techniques that are utilized throughout the day	Apply regulatory knowledge to practical classroom situations to ensure children's health and safety (P) Use bi-lateral communication techniques to support the health and safety of the children in their care (P)
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Unit 1/Week 4 <u>Asynchronous Lesson Titles:</u> Empowering Children to Develop Healthy Habits <u>Synchronous</u> (facilitated experiences): CSP will move into fully applying the lessons they have been learning. In the classroom, they should drive the experiences by demonstrating the skills and strategies for supporting children's learning that they have been working on for the past few weeks.	Describe the components of developing strong relationships with children in the early learning setting (A) Demonstrate how to support children in their use of every day health and safety practices (A) Demonstrate regulatory knowledge to practical classroom situations to ensure children's health and safety (A) Apply bi-lateral communication techniques to support the health and safety of the children in their care (A)
Unit 2/Week 5 <u>Asynchronous Lesson Titles:</u> Using Predictability and Consistency to Create Safety and Connection Utilizing Developmental Domains to Inform Practice Four Traits of Effective Classroom Communication <u>Synchronous</u> (facilitated experiences): CT models predictable and consistent	Recall the significance of predictability and consistency in the classroom interactions and habits (E) Relate children's actions and behaviors to developmental domains (E) Identify the significance of recognizing each child in the classroom environment (E)

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expectations, routines, and transitions CT models active engagement - responding to a child's needs in the moment CT calls attention to and discuss the development of the children in the classroom at various times throughout the day Discuss CSP's observations and identification of each child's developmental progress CT explains the adjustments to make to ensure each child's developmental needs are met CT discusses the ways to build relationships with families and provides opportunity for the CSP to engage in relationship-building conversations with families With the CSP, brainstorm conversation starters, significant	Identify communication strategies to increase classroom effectiveness (E)
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information to share at the end of the day or questions to ask when engaging with families	
Unit 2/Week 6 <u>Asynchronous Lesson Titles:</u> Routines for Establishing Safety, Building Connection and Encouraging Learning Optimizing Children’s Learning Through Classroom Environment, Routines and Interactions Communicating for Effective Classroom Routines <u>Synchronous</u> (facilitated experiences): CT models ways of connecting with children through consistency and communication CT models daily routines by explaining transition strategies CT explains the system for organizing and rotating materials throughout the classroom environment CT demonstrates how to interact with materials in the process of driving learning CT responds to the children’s needs, explain the ways in which the response matches the child’s needs and abilities	Describe characteristics of respectful classroom interactions (E) Assess physical set up and materials needed in an environment to optimize children’s learning (E) Describe how consistent routines and interactions support children’s learning (E) Give examples of how and when to communicate plans for supporting classroom routines with the teaching team (E)

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CT model engaging conversations with children CT models flexibility by following the children's curiosities - explaining to the CSP how the classroom plans are guided by the children's interests CT explains to the CSP how to welcome a new child, their family and include their unique traits in the classroom environment CT demonstrates how to work within a teaching team by modeling clear communication, asking for input, and explaining roles of the teacher and CSP	
Unit 2/week 7 <u>Asynchronous Lesson Titles:</u> Relationships in Action Utilizing the Classroom Environment to Support Children's Learning Engaging with Families and Team Members Through Communication <u>Synchronous</u> (facilitated experiences): CSP demonstrates building on the relationships with the children CSP demonstrates they are understanding the individual children's needs and routines CSP leads predictable and consistent routines CSP should actively engage in the learning environment	Demonstrate the components needed to developing strong relationships with children in the early learning setting (P) Determine how to use classroom materials, furniture and physical space to support children's learning (P) Use effective communication strategies to support families and teaching teams (P)

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Model a conversation with a parent that focuses on supporting children's learning Demonstrate the process of communicating with families (arranging times for a meeting, taking notes & follow up) CSP should actively engage in the conversation about daily activities, taking initiative CSP demonstrates clear communication	
Unit 2/Week 8 <u>Asynchronous Lesson Titles:</u> Creating Positive Environments <u>Synchronous</u> (facilitated experiences): CSP nurtures positive relationships with the children in the classroom CSP determines what strategies best support a child's learning while actively engaged with the child; records themselves leading a classroom routine CSP implements consistent routines; actively engages with children to support their learning CT engages the CSP in conversations about the learning routines and activities and share expectations for their contributions to the routines and activities	Demonstrate the components needed to developing strong relationships with children in the early learning setting (A) Determine how to use classroom materials, furniture and physical space to support children's learning (A) Describe how consistent routines and interactions support children's learning (A) Give examples of how and when to communicate plans for supporting classroom routines with the teaching team (A)

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Unit 3/week 9 <u>Asynchronous Lesson Titles:</u> Connecting Brain Development Through Behavior Supporting Children’s Growth and Development Through Active Engagement Introduction to Objective Observation Following Classroom Plans and Instructions <u>Synchronous</u> (facilitated experiences): CT models behavior guidance techniques; Explains how behavior guidance support child’s development; Encourages CSP to consider how behaviors relate to the children they work with CT models active engagement responding to a child’s developmental needs in the moment CT confers with CSP on how one determines which strategy is right for the moment; highlights why relationships are critical to this decision-making process CT shares the collection of objective observations with CSP to help them understand process of collecting and what information was important CT shares classroom activities that the CSP will be supporting while in the classroom	Identify the connection between brain development and classroom interactions (E) Identify trajectories for typical growth and development (E) Identify active engagement strategies such as modeling, adding materials, asking questions and playing alongside to support children’s development of skills across the developmental domains (E) Identify written observations written in alignment with objective observation protocol including using objective language, specific details, and relevant child development information (E) Translate classroom plans and instructions to actively support children’s learning and development (E)
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Unit 3/Week 10 <u>Asynchronous Lesson Titles:</u> The Art of Co-Regulation Individualizing Using Active Engagement Strategies Conducting Objective Observations Communicating signs of Atypical Development in Children <u>Synchronous</u> (facilitated experiences): CT explains behavior guidance techniques to the CSP in the classroom as it occurs and identify the why behind the techniques and how they support individual children CT explains active engagement by responding to a child's developmental needs in the moment and provide opportunities for the CSP to respond to developmental needs of children – CT provides opportunities for the CSP to emulate modeled experiences CT gives the CSP opportunities to collect observations and provide basic feedback regarding the five critical components Based upon observational feedback, confer with the CSP about which strategy might be best for a particular child to enhance learning CT models communication strategies focused on child growth and development	Identify strategies to assist with classroom and child regulation (E) Describe ways in which growth and development may differ from one child to another (E) Demonstrate when to use active engagement strategies such as modeling, adding materials, asking questions and playing alongside to support children's development of skills across the developmental domains (E) Use the objective observation protocol (specific and factual content, positive, and relevant to learning) when documenting learning (E) Illustrate when to communicate with cooperative teachers and administration regarding signs of a child's development (E)
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Unit 3/Week 11 <u>Asynchronous Lesson Titles:</u> Supporting Behavior Through Co-Regulation Decision Making that Supports Children’s Growth and Development Practicing Objective Observation Team Communication and Collaboration to Support Effective Classroom Instruction <u>Synchronous</u> (facilitated experiences): CT provides CSP opportunities to demonstrate understanding of behavior guidance techniques Based upon observational feedback provided by CT, CSP should determine which strategy might be best for a particular child to enhance learning Using the five critical components, CSP will document observations and share with cooperative teacher Cooperative Teacher will provide feedback on the five critical components of the observation CSP will engage with children and support social development CSP will facilitate learning opportunities	Demonstrate a development-informed approach to support children’s social emotional learning (P) Make in-the-moment decisions to best support the child’s growth and development (P) Use the objective observation protocol (specific and factual content, positive, and relevant to learning) when documenting learning (P) Employ strategies to support children’s learning and development according to the plans and/or instructions from the lead teacher (P)
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Unit 3/Week 12 <u>Asynchronous Lesson Titles:</u> <u>Synchronous</u> (facilitated experiences): CSP will demonstrate the selection and use of situation appropriate behavior guidance CSP will use observational feedback to determine strategy(ies) that enhance a child's learning and record themselves leading a learning activity CSP will use the five critical components to document observations and share with cooperative teachers Cooperative Teacher will provide feedback on the five critical components of the observation CSP will engage with children and support social development	Demonstrate a development-informed approach to support children's social emotional learning (A) Make in-the-moment decisions to best support the child's growth and development (A) Demonstrate developmentally appropriate active engagement strategies that best support all aspects of each child's development (A) Use the objective observation protocol (specific and factual content, positive, and relevant to learning) when documenting learning (A) Illustrate when to communicate with cooperative teachers and administration regarding signs of a child's development (A)
Week 13 Final Exam	