

DVR Meeting

February 25, 2015

Child Care

Members Present: Mary Rinchuso (Triton), Eileen Falls (Leyden), Jen Maldonado (Leyden), Valarie Berger (Leyden), Georgina Roney (Proviso West), Patty Heidel (Proviso East), and Kristina Essenberg (Oak Park River Forest)

1. Update of Gateways Certification

- a. Jen Maldonado and Eileen Falls shared their progress with students earning the Gateways Level 1 Certification.
- b. The Gateway materials are very useful, however, Gateways will not allow the high school students to access their online materials, because Gateway will only permit college students access to the online site. Gateways is working on creating a high school site.
- c. Eileen Falls created online modules that mirrored the Gateways manual.
- d. Eileen added the Mandated Reporters Certification and the SIDS certification to the student modules.
- e. Teachers interested in offering this to their students must attend a 2 day training over the summer. They will provide you with classroom supplies for many of the activities.

2. Transition from Triton to 4 year college

- a. Some students are struggling with ACT requirement despite ACT prep classes.
- b. Students pursuing education must earn 22 on ACT with writing or pass the TAP before being accepted into an education program at a 4 year institution.
- c. It is generally easier to earn the 22 on the ACT than to pass the TAP.
- d. Triton received a grant to ease the transition from Triton to a 4 year institution that was very successful. The grant included trips to the 4 year institution as well as a financial aid piece.
- e. Triton is working on articulating more classes with the 4 year institutions. However, many 4 years will not accept junior college credits, even when taught by instructor with MA in field.

3. Summer DVR Career Camps

- a. There was discussion on offering an early childhood summer career camp in 2016.
- b. Ideas presented included the following:
 - i. Make and take project
 - ii. Mandated reporter certification
 - iii. SIDS certification
 - iv. Child center observation
 - v. Volunteer/Community Service
 1. Story time at local library
 2. Park district
 3. Feed My Starving Children
 4. Ronald McDonald House
 5. Lamb's Farm
- c. Jen Maldonado, Eileen Falls, and Val Berger will work to develop a proposal and budget.

4. Resources from Triton

- a. Mary Rinchuso shared Triton's lesson planning forms. They are copied below. Links are also available at:
 - i. [Lesson Plans](#)
 - ii. [Lesson Plan Definitions](#)

Early Childhood Education Lesson Plan Form ECE-111

Student Name: _____ Curriculum Area: _____

Project/Theme: _____ Name of Activity: _____

Age Group: _____ Group size: whole group small group individuals

State Standards that Tie with Lesson (at least 2):

Benchmark (Number and Statement):

Objectives:

1. _____

2.

3. _____

Materials Needed:

Motivator/Introduction of Lesson:

Step-by-Step Methods:

Lesson Plan.....Definitions

Student Name: _____ **Curriculum Area:** _____
(Your name) What curriculum area is this lesson plan?

Project/Theme: _____ **Name of Activity:** _____
A topic which will direct your curriculum and environmental choices ...DAP A title that describes your activity; must represent your project or theme and curriculum area...DAP

Age Group and Group Size: _____ Based on researched norms, what do you feel is the appropriate age range for this activity and what is the appropriate group size? Please consider all variables of the activity when deciding on a range i.e. materials, skills etc. Remember developmental norms are not the only consideration; individual needs are just as important. You will need to address individual needs in the alternative.

State Standards the Tie with Activity:

State at least 2 Benchmarks (Number and Statement) that the activity relates to in the Illinois Early Learning and Development Standards.

Objectives: There are two important parts to every objective.

1. **WHAT**
2. **HOW** Without these two parts your objective is not complete.

WHAT = What skill, task or piece of knowledge do you want children to **develop/experience** while engaged in this activity? ...the **WHAT** must be curriculum area related. If you are writing a lesson plan for a math activity your skills or tasks should be math related, a music plan must have music skills; an art plan must have art skills and so on. This is not to say that other skills aren't developing during this activity but the focus of this piece of documentation is the curriculum area you are working on.

REMEMBER the DIFFERENCE

Themes/Units/Lesson Plans = a focus on developing specific skills
Project Work = application of skills

HOW = How will the above mentioned skill, task or piece of knowledge (i.e. the **WHAT**) going to be **developed/experienced**. You need to clearly state with observable behaviors how you will know whether or not a child has attained your **WHAT**. Use observable behavior terminology in this second part of your objective. Paint a picture, with your words of the children actually doing the **WHAT**. What will you be able to see or hear the child doing that will let you know whether or not this child has acquired this skill or is still working towards it.

Don't be fooled by non-observable terminology, for example; listen, hear, see, know, learn, etc. You cannot see or hear these terms.

REFER TO YOUR OBJECTIVE TERMINOLOGY SHEET

Every lesson plan must have a minimum of three (3) objectives.

Materials: Make sure to include all necessary information about any needed equipment, materials, props, words, space, title, authors, etc. The area and activity will dictate what materials you will need.

Motivator/Introduction of the Lesson: Your motivator or introduction of the lesson should be something that will help attract the children's attention and carry out the activity.

Step-By-Step Methods: Be descriptive and informative. If you weren't here on the day of this plan could someone else implement your lesson? Are the objectives you listed above clearly implemented and reinforced in the method? Set-up? Clean-up? Closure? Is this a group time? Do you need a dismissal/transition? REMEMBER DAP... Is this an authoritarian teacher directed activity or is this plan truly reflecting DAP and gives children the opportunity to take charge, be challenged and have fun as they grow and develop? Are you empowering children? Remember PLAY is the avenue by which children develop, grow and learn. Remember the principles that DAP were founded on. Have you incorporated those principles in this plan?

Alternative: In the alternative it is important to address the individual differences of your group. How could you adapt/change this activity to make it more or less challenging depending on the individual abilities of children in your group. Considerations for special needs are important and should be well thought out and planned for.