

Meeting Minutes

12/7/05

Attendance: Donita Brandenburg, Cheryl Thomas, Trisha Lamb, Deb Stout, Angie Mills, Trish Lake, Amy Blissett, Nicole Sicard, Ryan Mays, Jen Mead, Darla Zirkelbach, Meg Hans, Joy Clark, Lynn Stone, Chris Akins, Mary Gerber, Angelica Mendez, Jim Paxton, Denise Skibinski, Esther Hoya, Melanie Rohloff, Cindy Dankert and Deb Hughes

Not In Attendance: Shanna Styles, Rosey Wilson, Tina Nieves, Amy Zalkin, Debbie Kirkland, Keila Hissong, Krissy Fahlsing, Crystal Flye, Kelli Stout, Lisa Jacob and Jean Clifton

Deb:

Issues to Cover:

- ⊗ Main focus of meeting:
Review of ACSI Conference, Review of information from other Continuing education conference, anecdotal notes, assessment Information and other.
- ⊗ Deb opened up by voicing how much respect she has for the KPS team. "Because of the high calling in your life, respect you fully." She states that she really feels that you will be rewarded at the end because of the incredibly important things that you/we do. Because of this, it is important to understand the evil will come against you to get you to miss the meaning or purpose of your work.
- ⊗ Some information she received from her conferences shows a new wave of thinking and support that will be starting soon in this area of the country. There is something that was started in Florida. It is called "VPK" - voluntary preK. It is a government allowance for students to go to preK. At this time it is for public schooling, not christian organizations. It is requiring that the staff be educated with a bachelors within the next 10 years of implimentation. This also means that Deb is looking to go back herself as a Director of care because she will need to update her education. Our county is not there yet but it is coming. We are in a transition period and we are finding more and more things regarding medical studies that are helping us become updated and more competitive. A lot is and will be expected of you because of your importance. Because of all of this Deb has felt called

to get everyone on the same page (KPS and the rest of the surrounding Christian preschools). She is connected through an internet group in which she receives continual updated information from all the US states. She is also connected to ACSI for additional support and information.

- ⊗ Deb reminds us that with new information comes new concerns. We all know that when we first start to learn something, it seems hard. But if you try and participate you feel more comfortable and you get better.

Some of the conflicts that we sometimes come ageist are:

- Teachers vs. Teachers
- Parents vs. Parents
- Kids vs. Teachers
- Business in life to make us insufficient
- Laziness
- Feeling of overwhelmed
- Fear
- Father of lies
- Make you feel you have no purpose
- Prideful
- Anger
- Push quiet time and God away
- Frustration (take out on kids/taints our perspective on things)
- Guilt
- Distracted from purpose
- Critical spirit (of others - Passing judgment -
Communication breakdown)

Some of Deb's fears (as a leader) are that an evil spirit will come against everyone when information is handed out.

Deb asks that staff promises themselves and others to come in and ~~speaking up about complaints~~. Deb also wants the staff to understand that we want to honor and respect them.

- ⊗ Deb gave out information regarding the classroom assessments and Anecdotal notes. There are new forms to begin using for the Assessments. Melanie is preparing them at this time and will hand them out in the next week. The handout today is an example. Two things that were said of the assessments verses the portfolios. The assessments show what the child is doing and the portfolios show a progression of how the child is learning. The anecdotal notes, records,

portfolios and assessments all together give a picture of the child and how/what they learning. Deb reminds everyone to continually review the NAEYC book and the book called Through the Learning Glass for ongoing examples of developmental stages and ideas for the classroom. "Don't get overwhelmed - come talk to us for help.

Acknowledgements:

⊗ Brownbox:

Amy Z and Debbie K - Counts

Nicole - Playground

Meg - Sharing ideas ***WON THE DRAWING

Chris, Amy B and Nicole - Helping with cots

Chris - For Godly love and tender care - Good role model

Lisa, Crystal, Esther and Nicole - Weekly Counts

⊗ Blue Bag:

No flip-flop shoes at school

Poppy diapers on Thursday mornings

Learning centers

What is a ditto sheet?

Appropriate communication for parents

Lead teachers work on food sheets

Do not eat off children's plates

More guest speakers requested

Shopping during naptime

Afternoon teachers should not change squares

Anecdotal Records (help i assessments)

Significant incidents or specific, observable behaviors can be recorded by teachers in anecdotal records. These records provide cumulative information about students' development in the learning objectives of the language arts as well as their physical and social growth and development. By systematically collecting and analyzing anecdotal comments, teachers can evaluate students' progress and abilities to use language and then plan appropriate instruction.

Purposes

- to provide information about students' development over an extended period of time
- to identify the instructional needs of students

Teacher Note:

- To be useful, anecdotal records should be brief and focused.
- Anecdotal comments may be recorded in binders with a single page for each student, in a notebook with each entry dated to provide a chronological record of classroom activities and students' growth and development, or on checklists.
- Record an accurate description of the situation and comments or questions that may guide further observations.
- Anecdotal comments should be recorded daily and immediately after the observation.
- Anecdotal records should include information about students' strengths and weaknesses.
- Comments should be recorded during different times and during different activities of the day in order to develop a complete profile of students' language abilities, interests and attitudes.
- Examine the records regularly to be sure that comments are made for each student on a variety of skills and behaviors.
- Individual entries may or may not be shared with students or parents.

Portfolio - for each child -

A *portfolio* is a representative collection of an individual child's work.

A *portfolio* gives a reasonably complete assessment of a student's strengths and weaknesses over time. The children can show their knowledge, skills and abilities in a variety of different ways.

A *portfolio* is dynamic and should represent not only the child in the present but also the growth and development in the child over time.

- Date
- quarterly

- Show how they
• cut
• color

Assessments

Assessment of individual children's development and learning is essential for planning and implementing appropriate curriculum. In developmentally appropriate programs, assessment and curriculum are integrated, with teachers continually engaging in observational assessment for the purpose of improving teaching and learning. Accurate assessment of young children is difficult because their development and learning are rapid, uneven, episodic, and embedded within specific rate and inappropriate assessment measures have been used to label, track, or otherwise harm young children. Developmentally appropriate assessment practices are based on the following guidelines:

- Assessment of young children's progress and achievements is ongoing, strategic, and purposeful. The results of assessment are used to benefit children-in adapting curriculum and teaching to meet the developmental and learning needs of children, communicating with the child's family, and evaluating the program's effectiveness for the purpose of improving the program.
- The content of assessments reflects progress toward important learning and developmental goals. The program has a systematic plan for collecting and using assessment information that is integrated with curriculum planning.
- The methods of assessment are appropriate to the age and experiences of young children. Therefore, assessment of young children relies heavily on the results of observations of children's development, descriptive data, collections of representative work by children, and demonstrated performance during authentic, not contrived, activities. Input from families as well as children's evaluations of their ~~own~~^{own} work are part of the overall assessment strategy.
- Assessments are tailored to a specific purpose and used only for the purpose for which they have been demonstrated to produce reliable, valid information.
- To identify children who have special learning or developmental needs and to plan appropriate curriculum and teaching for them, developmental assessments and observations are used.
- Assessment recognizes individual variation in learners and allows for differences in styles and rates of learning. Assessments takes into consideration such factors as the child's facility in English, stage of language acquisition, and whether the child ~~has~~^{has} had the time and opportunity to develop proficiency in his or her home language as well as in English.
- Assessment legitimately addresses not only what children can do independently but also what they can do with assistance from other children or adults. Teachers study children as individuals as well as in relationship to groups by documenting group projects and other collaborative work.

DEVELOPMENTAL ASSESSMENT CHECKLIST – 2 YEAR OLDS

KIDDIE PREP SCHOOL

Child's Name _____

Date:

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|--|--|
| | |
|--|--|

(Fall) (Spring)

N = Not Yet

S = Some of the Time

U = Usually

| Physical Growth/ Motor Development | Fall | Spring |
|---|-------------|---------------|
| Scribbles with marker or crayon | | |
| Balances on one foot | | |
| Threads beads | | |
| Draws a circle | | |
| Stands and walks on tiptoes | | |
| Handles scissors with assistance | | |
| Imitates horizontal crayon stroke | | |
| Uses a spoon without spilling | | |
| Opens doors | | |
| Puts on coat | | |
| Washes and dries hands properly | | |
| Uses one hand consistently R: _____ or L: _____ | | |
| Runs forward, jumps in place, climbs | | |
| Kicks ball forward | | |

Comments: _____

| Language Development | Fall | Spring |
|---|-------------|---------------|
| Shows increased awareness of being seen and evaluated by others | | |
| Sees others as a stumbling block to immediate happiness | | |
| Begins to realize others have rights and privileges | | |
| Gains greater enjoyment from peer play and joint exploration | | |
| Begins to see benefits of cooperation | | |
| Identifies self with children of same age or sex | | |
| Is more aware of feelings of others | | |
| Is helpful to others | | |
| Exhibits more impulse control and self-pity in relation to others | | |
| Uses words for wants | | |
| Seeks teacher attention | | |
| Shows independence | | |
| May have imaginary playmates | | |
| Matches other children | | |
| Plays near others | | |
| Begins to play in small groups | | |
| Participates in group activities | | |

| Language Development (cont.) | Fall | Spring |
|--|-------------|---------------|
| Watches other children | | |
| Shows strong sense of self as an individual, uses "No" responses | | |
| Experiences self as powerful, strong and confident | | |
| Capable of self-evaluation (good, bad, attractive, etc.) | | |
| Makes attempts of self control | | |
| Uses names of self and others | | |
| Identifies six or more body parts | | |
| Enjoys small group activities | | |

Comments:

| Emotional Development/Expression of Feelings | Fall | Spring |
|--|-------------|---------------|
| Frequently displays aggressive feelings and behaviors | | |
| Exhibits contrasting mood shifts (stubborn versus compliant) | | |
| Show increased fearfulness (of dark, monsters, etc.) | | |
| Expresses emotions with increased control | | |
| Aware of own feelings and those of others | | |
| Shows satisfaction when building things/completing a task | | |
| Expresses feelings with symbolic play | | |
| Shows empathy for others | | |
| Intentional lying explored | | |
| Shows sympathy and affection | | |
| Feelings can be hurt; shows temper | | |
| Associates facial expressions with emotions | | |

Comments:

| Physical, Spatial, and Temporal Awareness | Fall | Spring |
|--|-------------|---------------|
| Identifies an object when it is placed in a bag with two other objects | | |
| Uses <i>tomorrow</i> , <i>yesterday</i> | | |
| Figures out which child is missing by looking at group | | |
| Asserts independence: "Me do it" | | |
| Puts on simple garments, such as cap | | |

Comments:

| Purposeful Action and Use of Tools | Fall | Spring |
|---|-------------|---------------|
| When playing with a ring-stacking toy, ignores any forms that have no hole. Stacks only rings or other objects with holes | | |
| Classifies, labels, and sorts objects by group (hard versus soft, large versus small) | | |
| Helps dress and undress self | | |

Comments:

Social and Emotional Development Checklist for 2-year-olds

| | | Frequently displays aggressive feelings and behaviors | Exhibits contrasting mood shifts | Shows increased fearfulness (of dark, monsters, etc...) | Expresses emotions with increased control | Aware of own feelings and those of others | Shows satisfaction when building things / completing a task | Expresses feelings with symbolic play | Shows empathy for others | Shows sympathy and affection | Feelings can be hurt; shows temper | Associates facial expressions with emotions | |
|--------------|-------------|---|----------------------------------|---|---|---|---|---------------------------------------|--------------------------|------------------------------|------------------------------------|---|--|
| Names | Date | | | | | | | | | | | | |
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✓ = Yes ⊗ = No I = Inconsistent

DEVELOPMENTAL ASSESSMENT CHECKLIST – 3 YEAR OLDS

KIDDIE PREP SCHOOL

Child's Name _____

Date:

| | |
|--|--|
| | |
|--|--|

(Fall) (Spring)

N = Not Yet

S = Some of the Time

U = Usually

| Physical Growth/Motor Development | Fall | Spring |
|--|-------------|---------------|
| Walks without watching feet; walks backward | | |
| Runs at an even pace, turns and stops well; runs around obstacles | | |
| Climbs stairs with alternating feet, using hand rail for balance | | |
| Jumps off low steps or objects; does not judge well in jumping over objects | | |
| Shows improved coordination | | |
| Perceives height and speed of objects (like a thrown ball) but may be overly bold or fearful, lacking realistic sense of own ability | | |
| Jumps in place with two feet | | |
| Uses fair coordination when on a low balance beam/watches feet | | |
| Plays actively (trying to keep up with older children) and then needs rest | | |
| Fatigues suddenly and becomes cranky if overly tired | | |
| Copies circles | | |
| Manipulates clay, puzzles, scissors properly | | |
| Walks on a line | | |
| Throws a ball forward, overhand | | |
| Begins to use zipper, buttons, and can dress self | | |

Comments: _____

| Fine Motor Development | Fall | Spring |
|---|-------------|---------------|
| Places large pegs into pegboards | | |
| Strings large beads | | |
| Pours liquids with some spills | | |
| Builds block towers | | |
| Easily does puzzles | | |
| Fatigues easily if much hand coordination is required | | |
| Draws shapes; begins to design objects, such as a house or figure | | |
| Draws objects in some relation to each other | | |
| Uses one hand consistently R: _____ or L: _____ | | |
| Holds crayons and markers with fingers instead of fist | | |

Comments: _____

| Language and Communication Development | Fall | Spring |
|--|-------------|---------------|
| Shows a steady increase in vocabulary, ranging from 2000 to 4000 words | | |
| Tends to over-generalize meaning and make up words to fit needs | | |
| Connects 3-4 words to form simple sentences; expresses needs | | |

| Language and Communication Development (Cont.) | Fall | Spring |
|---|-------------|---------------|
| Has difficulty taking turns in conversation; Changes topic quickly | | |
| Pronounces words with difficulty; often mistakes one word for another | | |
| Likes simple finger plays, rhyming stories and singing | | |
| Asks <i>who</i> , <i>what</i> , <i>where</i> and <i>why</i> | | |
| Solves problems; has organized thoughts | | |
| Listens attentively; shows an increased attention span | | |
| Responds and follows simple directions; Completes tasks | | |
| Counts _____ Fluently counts to: _____ | | |
| Speech is understandable | | |
| Recognizes and matches colors | | |
| Draws a picture and can explain it to an adult | | |
| Understands written name (first and last) | | |
| Can group objects | | |
| Begins to understand time concepts | | |
| Refers to self as <i>I</i> and/or <i>me</i> | | |
| Can tell a simple story | | |
| Links two ideas by sentence combining | | |

Comments: _____

| Social and Emotional Development | Fall | Spring |
|--|-------------|---------------|
| Expresses self-confidence but can be fearful | | |
| Expresses feelings in an appropriate manner | | |
| Accepts constructive criticism | | |
| Developing humor, may be silly | | |
| Can revert to toddler behavior (crying, thumb sucking, etc.) | | |
| Tells name and age | | |
| May continue to play alongside others; parallel play | | |
| Joins in play with others | | |
| Effectively shares; takes turns | | |
| Identifies with others | | |
| Accepts responsibility | | |
| Demonstrates self-control; wants to please adults | | |
| Looks on from the sidelines | | |
| Is affectionate; shows delight in things/others | | |
| Begins dramatic play; <i>pretends</i> | | |

Comments: _____

DEVELOPMENTAL ASSESSMENT CHECKLIST – 4 YEAR OLDS

KIDDIE PREP SCHOOL

Child's Name _____

Date:

| | |
|--|--|
| | |
|--|--|

(Fall) (Spring)

N = Not Yet

S = Some of the Time

U = Usually

| Physical Growth/ Motor Development | Fall | Spring |
|--|-------------|---------------|
| Walks heel to toe | | |
| Runs well; can gallop; can skip | | |
| Can stand on one foot for five seconds or more | | |
| Can walk on the low balance beam; with little assistance | | |
| Walks down steps with alternating feet | | |
| Coordinates movements to climb on the jungle gym | | |
| Shows greater perceptual judgment and awareness of own limitations and/or consequences of unsafe behaviors | | |
| Exhibits increased endurance, with long periods of high energy | | |
| Independent in the bathroom | | |
| Kicks, throws, bounces, and catches a ball | | |
| Developing eye-hand coordination | | |

Comments: _____

| Fine Motor Development | Fall | Spring |
|--|-------------|---------------|
| Places large pegs into pegboard | | |
| Can string small beads | | |
| Pours sand or liquid into small containers | | |
| Draws combination of shapes | | |
| Holds a crayon or writing utensil with little trouble | | |
| Builds complex block structures that extend vertically | | |
| Dresses and undresses without assistance | | |
| Rarely spills with cup or spoon | | |
| Laces shoes or clothing | | |
| Paints and uses scissors | | |
| Uses one hand consistently R: _____ or L: _____ | | |
| Draws persons with at least four parts and objects that are recognizable to adults | | |

Comments: _____

| Language and Communication Development | Fall | Spring |
|---|-------------|---------------|
| Vocabulary ranges from 4000 to 6000 words | | |
| Speaks in at least five to six word sentences | | |
| Likes to sing simple songs | | |
| Remembers rhymes and finger plays; Can retell a story | | |
| Will talk in front of the group | | |

| Language and Communication Development (cont.) | Fall | Spring |
|---|-------------|---------------|
| Uses verbal commands | | |
| Expresses emotions through facial gestures | | |
| Copies behavior of older children and adults | | |
| Uses more advanced sentence structures, such as relative clauses and tag questions ("She's nice, isn't she?") | | |
| Can sequence | | |
| Counts Fluently counts to: _____ | | |
| Interested in letters and sounds | | |
| Sees the connection between effort and accomplishment | | |
| Follows directions; Good listener | | |
| Can complete a task without distractions | | |
| Works independently, will ask for help | | |
| Recognizes letters in first and last name easily | | |
| Likes to learn; Learns new vocabulary quickly | | |
| Makes decisions or choices | | |

Comments: _____

| Social and Emotional Development | Fall | Spring |
|--|-------------|---------------|
| Feels secure away from familiar surroundings; doesn't display separation anxiety | | |
| Accepts mistakes | | |
| Expresses individual thoughts and feelings; Displays self-confidence | | |
| Plays and interacts with others | | |
| Dramatic play is close to reality using detail | | |
| Shows interest in gender differences | | |
| Tries new things | | |
| Participates/functions well in group activities | | |
| Works and plays well with others; cooperative | | |
| Uses table manners | | |
| Respects property of others | | |
| Able to solve minor conflicts | | |
| Accepts authority | | |
| Shows greater ability to control intense feelings like fear or anger | | |
| Shows independence | | |
| Cleans up toys | | |
| Takes turns | | |
| Wants to please friends; Strives to get things right | | |
| Shows pleasure in having and being with friends | | |

Comments: _____

Fine Motor Checklist for 4-year-olds

| | Date | Places large pegs into pegboard | Strings small beads | Pours sand and liquid with some spills | Draws combination of shapes | Uses a crayon / writing utensil correctly | Builds complex block structures that extend vertically | Dresses and undresses without assistance | Rarely spills with cup or spoon | Laces shoes or clothing | Paints and uses scissors | Uses one hand consistently; R or L | Draws persons with at least 4 parts and objects that are recognizable to adults |
|--------------|------|---------------------------------|---------------------|--|-----------------------------|---|--|--|---------------------------------|-------------------------|--------------------------|------------------------------------|---|
| Names | | | | | | | | | | | | | |
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✓ = Yes ✗ = No I = Inconsistent R = Right L = Left

DEVELOPMENTAL ASSESSMENT CHECKLIST – 5 YEAR OLDS

KIDDIE PREP SCHOOL

Child's Name _____

Date:

| | |
|--|--|
| | |
|--|--|

(Fall) (Spring)

N = Not Yet

S = Some of the Time

U = Usually

| Physical Growth/ Motor Development | Fall | Spring |
|--|-------------|---------------|
| Walks backward quickly | | |
| Skips with agility and speed | | |
| Can incorporate motor skills into a game | | |
| Can walk on the low balance beam | | |
| Shows understanding of how to march and can march well. | | |
| Shows understanding of how to gallop and can gallop well. | | |
| Maintains an even stride in stepping/walking | | |
| Jumps down several steps; Is able to jump over objects | | |
| Hops well; Jumps rope | | |
| Climbs well | | |
| Shows uneven perceptual judgment; acts overly confident at times but accepts limit setting and follows rules | | |
| Displays high energy levels; rarely shows fatigue | | |
| Seeks active games and environment | | |
| Balanced coordination with all body parts | | |

Comments: _____

| Fine Motor Development | Fall | Spring |
|---|-------------|---------------|
| Dresses and undresses without assistance (Coat, hat, boots, buttons, snaps, buckles, zips, ties & laces shoes, etc..) | | |
| Uses scissors properly; Cuts accurately | | |
| Uses writing utensils correctly | | |
| Basic understanding of right and left directional cues, but may confuse them | | |
| Uses glue correctly | | |
| Right or left handedness is established; R: _____ or L: _____ | | |
| Uses computer keyboard | | |
| Builds three-dimensional block structures | | |
| Does 10-15 piece puzzles with ease | | |
| Likes to disassemble and reassemble objects | | |
| Dresses and undresses dolls | | |
| Combines more than two geometric forms in drawing and construction; Copies shapes | | |
| Draws people; Includes context or scene in drawings | | |
| _____ its letters crudely, but most are recognizable by adults | | |
| Prints first name | | |

Comments: _____

| Language and Communication Development | Fall | Spring |
|---|-------------|---------------|
| Vocabulary ranges from 5000 to 8000 words | | |
| Pronounces words with little difficulty | | |
| Uses fuller, more complex sentences ("His turn is over, and it's my turn now".) | | |
| Takes turn in conversation, interrupts others less frequently | | |
| Listens to another speaker | | |
| Shares experiences verbally | | |
| Knows the words to many songs | | |
| Enjoys acting out stories | | |
| Uses pitch and inflection in speech | | |
| Uses nonverbal gestures, such as certain facial expressions | | |
| Can tell and retell stories, enjoys repeating stories, poems, and songs | | |
| Shows growing speech fluency in expressing ideas | | |
| Repeats full sentences and expressions of others (copy-cat) | | |
| Able to state address and phone number | | |
| Able to state first and last name | | |

Comments:

| Social and Emotional Development | Fall | Spring |
|---|-------------|---------------|
| Enjoys dramatic play with other children | | |
| Cooperates well | | |
| Forms small groups | | |
| Enjoys others and behaves in a warm and empathetic manner | | |
| Likes to joke | | |
| Can follow requests; shares, waits for a turn, shows self-control | | |
| Eats with minimal supervision | | |
| Chooses own friends | | |
| Plays simple table games | | |
| Plays competitive games | | |
| Makes decisions | | |
| Wants fair play | | |
| Interacts with peers and adults | | |
| Respects property of others | | |
| Leadership skills are apparent | | |
| Separates from parents without difficulty | | |
| Resolves conflicts verbally; able to control temper | | |
| Responds well to corrections or suggestions | | |
| Comfortable in large groups | | |

Comments:

