

The Quality Enhancement Initiative



November 2012

Connecting the dots

Everyone is familiar with Connect the Dots. It's a puzzle created for children that contains a sequence of numbered dots, where a line drawn connecting the dots reveals the outline of a hidden object. For adults, the same phrase can be used as a metaphor to illustrate an ability to associate one idea with another, to find the "big picture" in a mass of data. In many ways that is what teachers do as they use their observations and assessments of children to plan activities.



But unlike a dot to dot, there is not one clear next step. Areas of development overlap and mature at different rates for each child. A curriculum can help to guide planning from one dot to the next along each of the developmental domains and ongoing assessment is an integral part of that process. 'The early childhood curriculum is the most holistic and least differentiated at any level of education. It is also the most solidly grounded in philosophy, theory and research... a play-based curriculum is best suited to meet the emerging needs, abilities and interests of young children' (David Elkind; PhD)

In the article; **One teacher, 20 preschoolers and a goldfish** the author documents the connection of emergent curriculum, assessment, and teaching flexibility.

A number of studies have found that curricula that foster choice, independence, and appropriate levels of challenge and complexity were associated with greater motivation and engagement (Hyson, 2008; Stipek, 2002); in contrast, strongly didactic curricula have seemed to be associated with less interest and lower motivation to learn (Stipek, Daniels, Feiler, & Milburn, 1995). **Integrating the Curriculum**, a series of articles published by NAEYC's Young Children (March 2008), focuses on how to use the interests of the children to inform and present the curriculum. 'Nothing lights up a child's brain like play.' (Stuart Brown, MD founder of the National Institute of Play)

What Best Practice has to say...

- Daily observations are used to document children's interests, plan activities and assess development. (NAEYC 4.D; NAFCC 5.21)
- Curriculum goals and objectives guide teachers' assessment of student progress and help individualize learning. (NAEYC 2.A.05-.06, NAFCC 3.3,3.4)
- The curriculum guides teachers to plan for children's play as it is integrated into their learning. (NAEYC 2.A.12, NAFCC 3.5-3.13)
- Staff develop assessment methods that reflect the curriculum goals and use those goals to interpret assessment data. (NAEYC 4.B.05a, 4.C.03)

***NAFCC has revised their Standards and changes will be effective 1/1/2013. Several of the changes affect curriculum requirements.

QEI Program Directors Meeting- November 20, 12-2pm

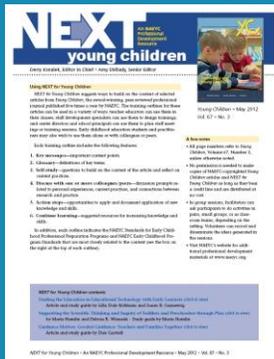
Continue the conversation from last month and dig into how to tie Assessment of Child Progress to Curriculum. We will be focusing on NAEYC Standard 2. Bring your portfolios, questions and a lunch (if you'd like). All are welcome.

November 20th, 12-2pm

Spirit Bank (18th and Baltimore Branch-Conference Room)

1800 South Baltimore Avenue, Tulsa, 74119

For more information go to [QEI Program Directors Meetings](#)

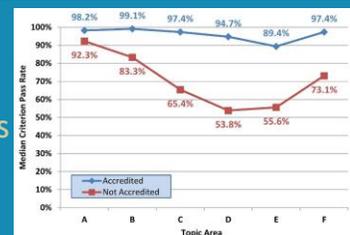


Did you know?

NAEYC is now offering study guides for many of the articles found in *Young Children* and *Teaching Young Children*. Look for **NEXT-YC** and **NEXT- TYC** at NAEYC.org, a NAEYC professional development resource.

Find out more!

NAEYC has issued its latest [Trend Briefs](#) evaluating Accreditation Standards across programs. The research shows what criteria were most predictive of success in achieving and maintaining accreditation. Log in to [Torch](#) for more information.



Tulsa's Quality Enhancement Initiative (QEI) provides programs and intensive, on-going support that includes training, technical assistance, and funds/materials to improve and maintain the quality of care and education that young children and families receive. Programs that access this support include traditional child care programs, family child care homes, faith based, non-profit and for profit, as well as Early Head Start/Head Start and public pre-k classrooms. The QEI accomplishes this

using NAEYC's Standards and Criteria of best practice for early childhood programs and NAFCC's Standards of best practice for family child care homes. Program quality improvement is an essential element for elevating young children's well being and early learning opportunities. *Tulsa's QEI is the only NAEYC recognized Accreditation Facilitation Project in the state of Oklahoma.* We recognize that quality is a process that is achieved over time and with regular maintenance.

For more information about the Quality Enhancement Initiative or to speak to an Accreditation Specialist please [Contact Us](#) or join us at our [Program Directors meetings](#).

Sincerely,

The Quality Enhancement Initiative Team
Child Care Resource Center

