

## CHLD 201: Child Development Practicum I

### Differentiating Instruction

<b>Learning Outcomes</b>	5. Use nondiscriminatory formal and informal assessment methods that are also culturally and linguistically valid and appropriate across developmental domains to collect and maintain student assessment data and differentiate and modify instruction, monitor performance and assess progress, support positive behaviors, and collaborate with families and other professionals. 6. Use assessment data, evidence-based practices, and appropriate materials to plan, implement, assess and modify activities supporting all domains of development including the reading, writing, and oral communication of children who are culturally, linguistically, and ability diverse.
<b>DEC Recommended Practices</b>	A15 Professionals rely on materials that capture the child's authentic behaviors in routine circumstances.
<b>NAEYC Standards</b>	3C Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.

During the infant/toddler experience, you created a page for a child's portfolio being sure that you knew how to "collect and maintain student assessment data." Now during the preschool experience, you will replicate that assignment but take the process to the next step and show that you can use that assessment information to "differentiate and modify instruction."

#### To complete this assignment successfully:

- Review the concept of differentiating instruction by reading the article,
  - Purcell, Terri. (2007). *Differentiating Instruction in the Preschool Classroom: Bridging Emergent Literacy Instruction and Developmentally Appropriate Practice*. Available from <http://www.stcloudstate.edu/tpi/teachersupport/documents/DifferentiatingInstruction-EarlyChildhood.pdf>
- Have your cooperating teachers help you select the focus child. Perhaps it will be one that they already know needs additional intentional, differentiated instruction in writing. All children benefit from one-on-one interactions.
- Get to know the child
  - Study that child's portfolio carefully, especially the section on literacy.
  - Spend time playing and writing with the child and observing carefully. Use the **Early Writing Development** handout to help you determine the child's stage of writing development.
  - Complete an **Early Childhood Classroom Interests Tool** on just this target child. Make sure to use the Preschool Classroom form, not the infant-toddler form. It is at the bottom of the link.

- Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *Early Childhood Classroom Interests Tool*. North Carolina: Orleana Hawks Puckett Institute. Available from [http://www.earlyliteracylearning.org/ta\\_pdf/ec\\_classrm\\_ints\\_tool.pdf](http://www.earlyliteracylearning.org/ta_pdf/ec_classrm_ints_tool.pdf)
- Create a new portfolio page documenting “an authentic behavior in a routine circumstance” that indicates the current status of the child’s emerging writing skills.
- Find some activities focusing on emergent writing that would be appropriate for this particular child.
  - Return to the Early Writing Development handout and study the anticipated “next stage” of writing development to guide your plans
  - Review the General Practice Guides for Practitioners from the CELL (Center for Early Literacy Learning) site for ideas on literacy instruction.
    - Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *General Practice Guides for Practitioners*. North Carolina: Orelena Hawks Puckett Institute. Available from <http://www.earlyliteracylearning.org/pgpracts.php>
  - If you have access to CARA’s Kit, it may also provide you some ideas for creating some helpful adaptations. Copies may be available at your practicum site or from your professor.
    - Milbourne, S.A. & Campbell, P.H. (n.d.) *CARA’s Kit: Creating Adaptations for Routines and Activities*. Available from <http://www.naeyc.org/store/node/666>
- Create a list of at least 5 ideas or strategies that could be implemented to differentiate and modify instruction so as to scaffold this child’s progress.
- Submit a copy of the (1) the newly created portfolio page and (2) the ideas generated to specifically support this child’s literacy learning to your course faculty
- Share your work with the cooperating teachers and get some informal feedback from them.
- As opportunities arise, in the remaining time in the classroom, implement some of these activities.