



**CAPITAL QUALITY  
COMMUNITY OF PRACTICE**  
Instructional Learning Formats

May 19-20, 2017



# Agenda

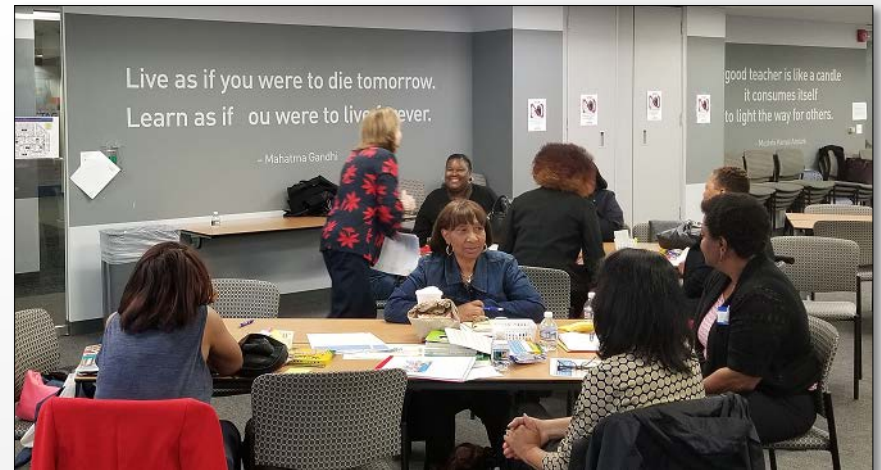
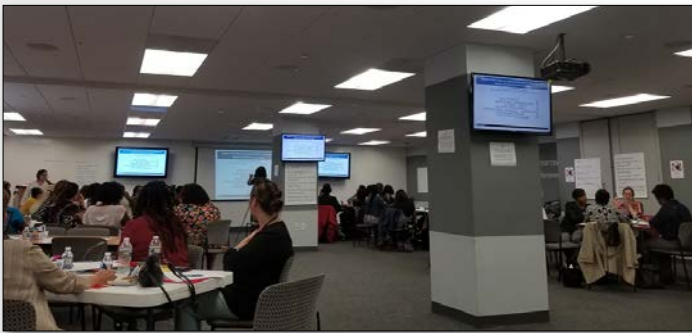
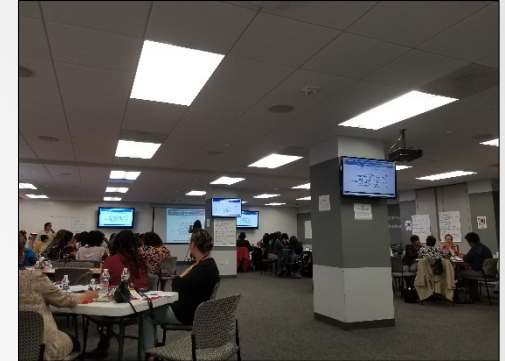
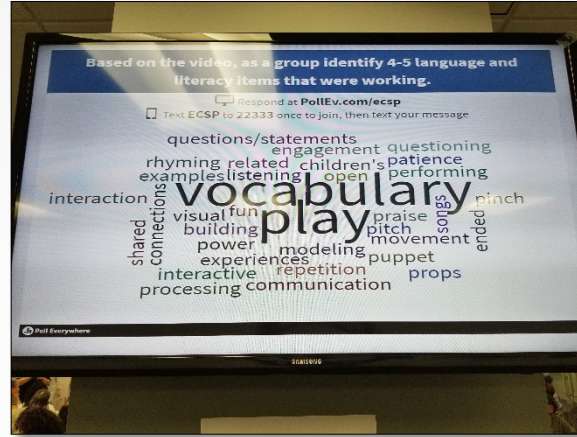
- I. Welcome
- II. Icebreaker and Updates
- III. Instructional Learning Formats
- IV. Professional Development Opportunities
- V. Next Steps



Welcome



# Welcome





# Icebreaker and Updates



## What's in your bag?





## Capital Quality Updates

- First quarter goals
- Data, attendance, and mission statements
- Provider kudos and acknowledgement



# Instructional Learning Formats





# Instructional Learning Formats

What is the instructional learning formats dimension?



“**Intentional** teachers use their knowledge, judgment, and experience to organize meaningful learning experiences for children.”

- Ann S. Epstein, National Association for the Education of Young Children, 2015





# Instructional Learning Formats

Did you know 85 percent of brain development happens before age five?





# Instructional Learning Formats

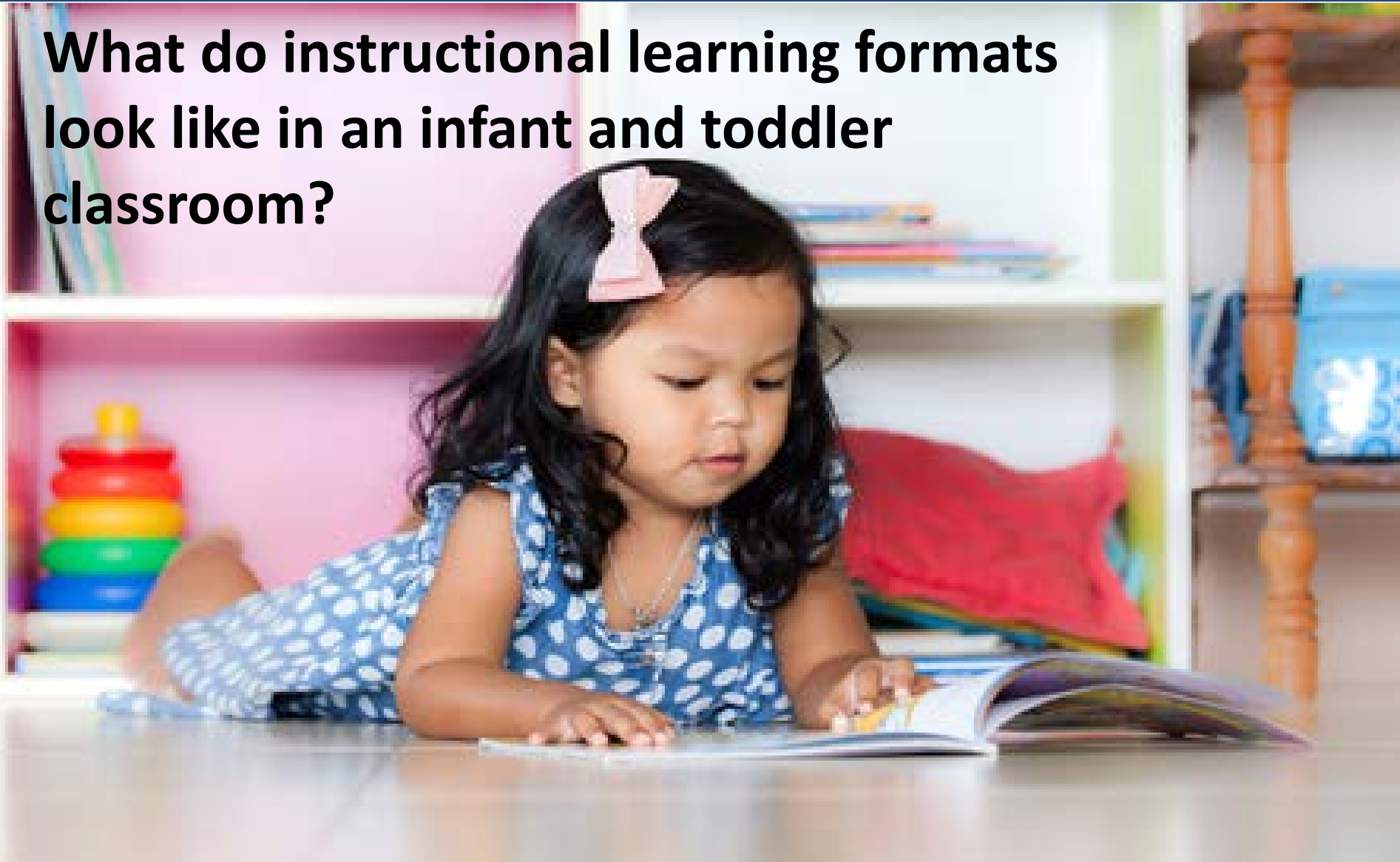


What does it measure?



# Instructional Learning Formats

**What do instructional learning formats look like in an infant and toddler classroom?**





# Instructional Learning Formats

What do instructional learning formats look like in a pre-K classroom?





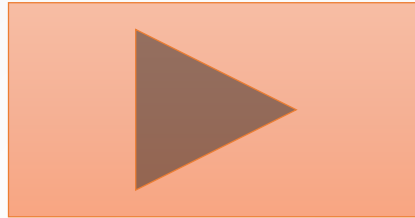
# Instructional Learning Formats



**<https://prod.myteachstone.com/resources/37>**



# Instructional Learning Formats



**<https://prod.myteachstone.com/resources/275>**





# Instructional Learning Formats

A blue-tinted photograph of a classroom scene. A teacher is sitting on the floor, reading a book to a group of young children. The children are also sitting on the floor, looking at the teacher. The background shows a classroom with shelves, a bulletin board, and a window.

**How do you balance the push for increased skills with developmentally appropriate practice?**



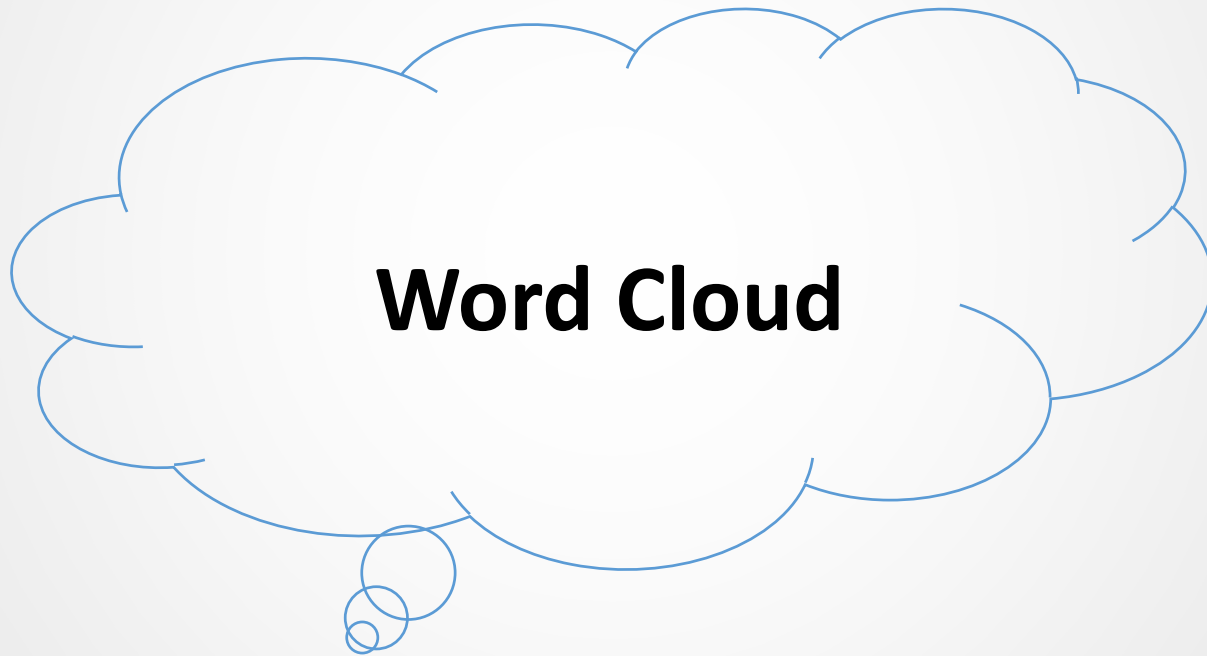
# Instructional Learning Formats

Did we accomplish everything?

1. Discuss instructional learning formats from birth to five.
2. Discuss the alignment of Classroom Assessment Scoring System™ (CLASS™), Infant/Toddler Environment Rating Scale-Revised (ITERS-R), and Family Child Care Environment Rating Scale-Revised (FCCERS-R) with instructional learning formats.
3. Discuss typical developmentally appropriate practices for language development.
4. Brainstorm strategies to help teachers become more intentional to keep students' interest at all times.



## Takeaways and Outcomes





# Professional Development Opportunities



## **Professional Development Opportunities from The Child Care Resource and Referral (CCR&R)**

- Related professional development opportunities from the CCR&R team
- CCR&R additional resources
- Additional training opportunities



## What is Early Childhood Share DC?

A **one-stop resource** for early childhood professionals in the District

- 1,200 classroom and administration resources, discounts at leading vendors/retailers, and direct links to key forms and websites
  - Customized for the needs of providers in the District by a local steering committee and a test group of providers
- Designed to help providers
  - Save time
  - Increase quality
  - Reduce costs
  - Share knowledge
- Valuable for providers of all types and sizes. There's something here for everyone!
- Access it through: [www.ecsharedc.org](http://www.ecsharedc.org)



Next Steps



# Next Steps

## Continuous Quality Improvement Plan (CQIP)

- CQIP goals for the month

## Community of Practice (CoP) Meeting

- Topics: Lesson planning, meaningful observations, and systems of assessment
- Date/Time: June 23-24, 2017, 1 - 3 p.m.
- Venue: National Children's Center - Southeast Campus  
Early Learning Center
- Address: 3400 Martin Luther King, Jr. Ave., SE Washington, DC  
20032





Q&A



# FIND US

## FIND US

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| Thank you!