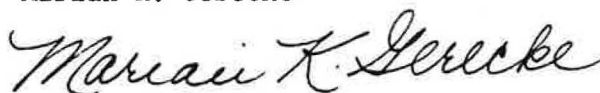


## SABBATICAL REPORT

This instructor is very grateful to the Mt. San Antonio College Board of Trustees, the Administration, and the College Salary and Leaves Committee for this opportunity afforded me to participate in our Early Childhood Development community from Pomona to Sacramento; observing, writing and working to better understand the needs of our community and its relationship to Mt. SAC, our Home Economics Department - Early Childhood Development Program and our students.

Marian K. Gerecke



Instructor  
Early Child Development  
Home Economics Department

1989 - 1990

MT. SAN ANTONIO COLLEGE  
Salary and Leaves Committee

APPLICATION FOR SABBATICAL LEAVE

Name of Applicant Marian Katherine Gerecke

Address 333 Villanova Drive, Claremont, CA 91711

Employed at Mt. San Antonio College beginning September 1972

Dates of last sabbatical leave:

From September, 1981 To June 1982

Department Home Economics, Early Child Division Business  
Development Program

Length of sabbatical leave requested: Purpose of sabbatical leave:

One semester \_\_\_\_\_ Study \_\_\_\_\_ Project X  
Fall \_\_\_\_\_ Spring \_\_\_\_\_

Two Semesters X Travel \_\_\_\_\_ Combination  
(specify) \_\_\_\_\_

**NOTE: Sabbatical periods are limited to contractual dates of the academic year.**

Effective dates for proposed sabbatical leave:

From September 1989 To June 1990

and (if taken over a two school year period)

From \_\_\_\_\_ To \_\_\_\_\_

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

Marian K. Gerecke 11/23/88  
Signature of Applicant Date



PROPOSAL FOR SABBATICAL PROJECT 9/89 - 6/90 Marian K. Gerecke

The sabbatical leave project that I propose has three major goals:

1. To closely relate our Early Child Development Program at Mt. SAC to contemporary preschool curriculum methods as practiced in the local community, in order to improve the recruitment and retention of our students. The improvement will also expand career ladders for our students.
2. To research and develop a multi-cultural focus in our ECD Program that will inculcate in our students an appreciation of cultural diversity as expressed by and needed for local child care workers.
3. To become involved in the legislative process statewide as it affects children and child care workers in the local community and in the training of preschool workers.

To accomplish these goals, the project will have three parts, all under the aegis of the Child Development Programs of the Pomona Unified School District. I will become principal intern in the Child Development Programs for the School Year 1989-90. I will be supervised by Bill Ewing, Administrator, CDP with the cooperation of Judith Sanders, Assistant Administrator, CDP. (Bill Ewing is Mt. SAC Citizen of the Year for 1988-89.) The project design has been developed in consultation with Bill Ewing and Judith Sanders. They have agreed to participate if the project is approved. I have estimated a total of twenty-two weeks that I will need to work in the agencies and organizations, and approximately ten weeks to document the activities and write the results. To meet the three goals I will carry out the following objectives:

- A. (Goal 1) Accomplish a major portion of a High/Scope Training Fellowship from the California State Department of Education through the Pomona Child Development Programs. (See Explanation and Application attached.)

Although this fellowship begins before my proposed sabbatical period and continues after, the bulk of the training and practice will occur during the sabbatical leave. I understand that none of the training that takes place outside of the 1989-90 school year is acceptable as a part of the sabbatical, but I cannot accomplish the entire training program without a sabbatical year. I am agreeing to be in approximately four weeks of Training of Teacher Trainer sessions during the sabbatical year in Southern California, depending on scheduling by the State Department of Education, and I will supervise a children's teacher and classroom in the CDP under the direction of Judith Sanders to gain the hours of practice necessary to complete the training. (The total number of training sessions is 35 days plus practice

TYPES OF ACTIVITIES DISCUSSED BY ADMINISTRATOR AND APPLICANT  
AS EXAMPLES OF WAYS TO ACCOMPLISH THE ABOVE GOALS:

The nature of this project demands some flexibility. The current needs of the agencies and organizations involved will determine some of the activities. I will continually be searching for angles to enhance the relationship between the local child development programs and Mt. San Antonio College. The following are possible activities to perform in working on the project goals.

Goal A. High/Scope Training Fellowship (State Dept of Educ.)  
Coordination/Mentoring Interns in CDP  
Assistance in Organizing Infant/Toddler Media Program  
Exploring ECD Career Ladders for Teens/Staff  
Shadowing Administrators  
Representing Mt. SAC to potential students

Goal B. Participation in Quality Program Review  
(According to Dept. of Educ. Format.)  
Studies of Specific Areas of Curriculum  
Contacting J. Paul Getty Foundation re:  
Multi-cultural Educ.  
Observations of Children's Classrooms  
Interviewing Children's Teachers  
Exploring Use of Puppets in Multi-cultural Educ.  
Organizing Lists of Multi-cultural resources

Goal C. Research in Joint Publications Office  
Research in Legislative Analyst's Office  
Shadowing Advocacy/Legislative Personnel  
Working in Advocacy Office

Complete and return 3 copies to:

ATTN: High Scope Program Coordinator  
SDE Child Development Division  
560 J Street, Suite 220  
Sacramento, CA 95814

Section I  
Applicant Information

Name Marian Katherine Gerecke Soc. Sec. # 110-224302  
Home Address 333 Villanova Drive Phone 714-626-2858  
(Street)  
Claremont, CA 91711  
(City, State, Zip)

Please check the one box which best describes your race/ethnicity (optional information):

- |                                     |           |                          |                 |
|-------------------------------------|-----------|--------------------------|-----------------|
| <input type="checkbox"/>            | Asian     | <input type="checkbox"/> | Hispanic        |
| <input type="checkbox"/>            | Black     | <input type="checkbox"/> | American Indian |
| <input checked="" type="checkbox"/> | Caucasian | <input type="checkbox"/> | Other _____     |

The California State Department of Education does not discriminate on the basis of race, color, creed, national origin, ancestry, sex, marital status, disability, religious or political affiliation, age, or sexual orientation.

Agency Name Pomona Unified School District, Children's Centers Program  
Work Phone (714) 594-5611, Ext. 632  
Preferred Training Site \_\_\_\_\_

Do you currently serve in a consultant/administrative or training capacity in a CDD subsidized program? YES X NO \_\_\_\_\_  
Indirectly

Position Title Instructor, Early Child Development, Mt. San Antonio College

Please describe As an instructor in ECD at Mt. SAC, I supervise college students as they practice teach on campus and in the community, including Pomona. Our college trains many of the child care workers and Headstart teachers who work for PUSD. I am applying for a sabbatical leave from Mt. SAC for the school year 1989-90 to be an intern in the PUSD and will be active in High/Scope Training in the district in that capacity. Our Mt. SAC ECD program has been very active in supporting H/S training in the district through our regular classes and through a one unit credit class in H/S. Through a grant from the Chancellor's Office we have developed 2 children's classrooms using H/S curriculum. These classrooms are used for training child care workers in the community.

Education:

Diploma/Degree	School, College or University	Majors	Date
BA	Baptist Missionary Training School	Rel. Ed.	1948
MA	Claremont Graduate School Pacific Oaks College	Joint Masters Program	1971
Credentials	LaVerne University		
	Pacific Oaks College		1982

Professional Experience: (Describe these experiences in the Section II narrative.)

Position	Agency	Dates
Instructor, ECD	Mt. San Antonio Community College	1971-Present
Headstart Teacher	Community Action Program, Pasadena	Spt 1966-Dec. 1968
Kindergarten Teacher	Pacific Oaks College Children's Sch.	Feb. 1965-Ju. 1965
Director	Blind Children's Center, Los Angeles	Spt. 1963-Jan. 1968
Director	Children's Camp, Pilgrim Pines, Yucaipa	Summer 1963
Director	Presby. Ch. Nursery School, Eagle Rock	Spt. 1960-Ju. 1962
Teacher Aide	Claremont Unified Sch. Dist., Claremont	Spt. 1960-1961

Have you attended any High/Scope Curriculum workshops?

YES  NO  Date(s) 7/16-20, 1984 Topic Entire Curriculum (Ypsilanti)  
 Also spent 3 days in ERF library & interviewing staff.  
 Date(s) SEE BELOW Topic \_\_\_\_\_

I hereby make application for a fellowship to participate in the High/Scope Training of Teacher Trainers Project sponsored by the State Department of Education, Child Development Division. I certify that all statements made in this application are true and complete.

OTHER WORKSHOPS:

9/29/84 General, Pln, Do, Review (6 hrs)  
 12/14/85 Small Group Time (3 hrs)  
 1/18/86 Key Experiences, Plng/Recall(6)  
 11/22/86 Work Time (3 hrs.)  
 1/87 Music, 2 days  
 2/27/87 CA H/S Educators Workshop(4 hrs)  
 4/87 General (4 hrs.)

\_\_\_\_\_  
 Applicant's Signature

\_\_\_\_\_  
 Date of Application

## STATEMENT OF INTEREST TO PARTICIPATE

Marian K. Gerecke

My interest in High/Scope Training began with David Weikart's presentation to Los Angeles area Community College Early Child Development Instructors at Santa Monica in 1981. I became aware of the validity of this curriculum and began to work toward the development of High/Scope Curriculum at Mt. San Antonio College. In 1984 I obtained a combination grant from Mt. SAC and LA Business Council to go to the Educational Research Foundation in Ypsilanti to participate in a Teacher Training Institute and to study independently there for a total of ten days. Subsequently, in 1985 I received a grant from the California Community College Chancellor's Office to integrate High/Scope Curriculum into the Mt. SAC Early Child Development Teaching Program and the children's classrooms. I completed that project in 1987 and have continued to develop the program and remain involved in High/Scope Curriculum development in our area, both at the college and through participating in conferences and workshops in the area.

However, I am still not an endorsed trainer because throughout this period, I have been a full time instructor in Early Childhood Development at Mt. SAC. There has been no time available to participate in Training of Teacher Trainers Projects. There are many preschool classrooms in the public school districts encompassed by the Mt. SAC district; at least one local community college instructor should be a High/Scope Endorsed Trainer. It is important for a college instructor to be available to local programs to provide unit credit and informal training in High/Scope to child care workers and Headstart teachers. I want to be the person to do this.

Consequently, I am applying to Mt. SAC for a sabbatical leave for the school year of 1989-90. This sabbatical proposal includes becoming a principal intern in the Pomona Child Development Programs under the supervision of Bill Ewing, Administrator, Child Development Programs. With the cooperation of Judith Sanders, Assistant Administrator of Pomona Child Development Programs I will have a children's classroom to supervise and the opportunity to work with the classroom teacher to demonstrate training skills. On completion of the ToTT project, I will be available to teach High/Scope credit classes and informal workshops to child care workers, Headstart teachers and college students in the Pomona Unified School District and on the college campus as needed.

I consider the High/Scope Curriculum to be the best preschool curriculum available. I have seen the positive results of its use in children, child care workers, teachers and college students, both on the campus and in the community. I want to be in a position to teach it with the endorsement of the Educational Research Foundation.

Marian K. Gerecke

Complete and return 3 copies to:

ATTN: High Scope Program Coordinator  
Child Development Division  
560 J Street, Suite 220  
Sacramento, CA 95814

Section III  
Certification to Complete  
and Provide Training

A. Applicant Certification

I, Marian Katherine Gerecke agree to  
(print full name of participant)  
complete the High/Scope Training of Teacher Trainers Program sponsored by the State Department of Education, Child Development Division. I also agree to provide at least 25 hours of High/Scope Training per year during the two (2) years following completion of this training program.

\_\_\_\_\_ 11/20/88  
Signature of Participant Date

B. Agency Certification

I, \_\_\_\_\_ agree that  
(print name of agency representative)  
the administration of \_\_\_\_\_  
Agency Name  
will provide the release time and staff support necessary for  
\_\_\_\_\_ to complete the High/  
Participant Name  
Scope Training of Teacher Trainer Program and to provide the required 25 hours of High/Scope training each year during the two (2) years following completion of this training program.

\_\_\_\_\_ Date  
Signature of Agency Representative

\_\_\_\_\_  
Position

\_\_\_\_\_ Project Number  
Agency Name

\_\_\_\_\_  
Agency Address

(\_\_\_\_) \_\_\_\_\_  
Phone Number



CHILD DEVELOPMENT PROGRAMS - 153 East Pasadena St., Pomona, CA 91767

# Pomona Unified School District

800 South Garey Avenue, P. O. Box 2900, Pomona, California 91769 - (714) 397-4700

November 17, 1988

Board of Trustees  
Mount San Antonio College  
1100 N. Grand Avenue  
Walnut, CA 91789

RE: Katie Gerecke  
Request for Sabbatical Leave

Dear Members of the Board of Trustees:

I met with Mrs. Gerecke recently to explore the possibility of her fulfilling a role with this program as the program's principal intern during her proposed sabbatical.

Mrs. Gerecke and I identified a substantial list of potential assignments for which I would be pleased to provide supervision.

The assignments which Mrs. Gerecke and I discussed I am sure will be outlined for you by Mrs. Gerecke. In my opinion, Mrs. Gerecke will provide a public service while enhancing her abilities as an instructor at Mount San Antonio College.

Please contact me if you wish additional information.

Sincerely,

Bill Ewing, Administrator

BE:ht





EDUCATION CENTER / HEAD START/STATE PRESCHOOL PROGRAM

# Pomona Unified School District

800 South Garey Avenue, P. O. Box 2900, Pomona, CA 91769 - (714) 397-4700  
(714) 397-5622

November 28, 1988

Board of Trustees  
Mount San Antonio College  
1100 N. Grand Avenue  
Walnut, CA 91789

RE: Marian K. Gerecke  
Request for Sabbatical Leave

To the Members of the Board of Trustees:

I have discussed with Katie Gerecke her interest in becoming involved in our Child Development Programs as an intern and as a Trainer of Teacher Trainers Project Trainee. I am very interested in this possibility and I am willing to supervise and work with her. I will help her to find an appropriate site to practice supervision skills in High/Scope Curriculum. If the ToTT Fellowship is not granted I will assist her in developing an alternative training program in the High/Scope Curriculum.

I feel that it will be of benefit to Mt. San Antonio College Early Child Development Program and to the Pomona Child Development Programs if Katie Gerecke is granted this sabbatical leave.

Sincerely,

Judith A. Sanders  
Assistant Administrator  
Child Development Programs  
Pomona Unified School District

JAS:yl



# MT. SAN ANTONIO

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789  
(714) 594-5611



November 28, 1988

Sherry Skelley  
Advocate, California Children's Lobby  
P.O. Box 448  
Sacramento, CA 95812-0448

RE: Proposal to Work in Advocacy  
Sabbatical Leave, Marian K. Gerecke

Dear Sherry:

Recently Bill Ewing of Pomona Child Development Programs has spoken to you regarding my interest in becoming involved in the advocacy/legislative process as a part of my sabbatical leave in the 1989-90 School Year. He indicated that you might be interested in having contact with me regarding that proposal. He has agreed to supervise me as an intern and would be interested in coordinating some work on advocacy and/or legislation. He suggested that I phone you.

When I phoned, I discovered that you are out of town. I am writing to indicate my interest in the possibility of working with you. I am estimating a total of about six weeks in Sacramento over the year if this works out. Perhaps I can do some of the following kinds of things: writing, research, interviews, monitoring hearings, answering the phone or writing letters. Perhaps there are other activities you can suggest if you are interested in pursuing this arrangement. Thank you for your consideration. I will phone you upon your return.

Sincerely,

A handwritten signature in cursive script that reads "Katie Gerecke".

Marian K. "Katie" Gerecke  
Instructor, Early Child Development

# MT. SAN ANTONIO

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

(714) 594-5611



November 28, 1988

Phillip Hawkins  
Educational Research Foundation  
600 N. River St.  
Ypsilanti, MI 48198

RE: Proposal for ToTT Project  
Sabbatical Leave, Marian K. Gerecke

Dear Mr. Hawkins:

Thank you very much for the time you spent with me at NAEYC in Anaheim considering the availability of Training of Teacher Trainers Projects that I might pursue. I appreciate your interest.

I have subsequently written my sabbatical proposal including the possibility of the ToTT Project. I have been in contact consultation with Bill Ewing, Administrator of Pomona Child Development Programs who has agreed to accept me as an intern in the Pomona Children's Programs and to include my request for ToTT participation in that capacity. I will be working very closely with Judith Sanders, Assistant Administrator of PCDP who is also an Endorsed High/Scope Trainer. Of course I do not know if I will be accepted for sabbatical leave or in the ToTT Project, but I wanted to let you know that there is progress in that direction.

I am enclosing a copy of my sabbatical application and my application to the State Department of Education ToTT Project.

I will let you know the results within a few weeks. Please keep me in mind if any other training opportunities should appear on the horizon.

Sincerely,

*Katie Gerecke*

Marian K. "Katie" Gerecke  
Instructor, Early Child Development

cc: David Weikart  
Clay Shouse

**MT. SAN ANTONIO COLLEGE**  
Salary and Leaves Committee

TO: Marian (Kathie) Gerecke, Instructor  
Sabbatical Leave Applicant

FROM: Salary and Leaves Committee

Barbara Crane                      Walter Mix  
Gil Dominguez                      Walter Collins, Chairperson *VC*  
Ralph Greenwood

DATE: December 21, 1988

SUBJECT: **PRELIMINARY EVALUATION, SABBATICAL APPLICATION**

The Salary and Leaves Committee has completed its preliminary review of your sabbatical application and has made the following determination:

<u>  X  </u>	Accept as submitted
<u>      </u>	Accept with information
<u>      </u>	Questionable
<u>      </u>	Unacceptable

The Salary and Leaves Committee wishes to compliment you on a high quality application. Your application will be submitted to the Administrative Council for review, and subsequently to the Board of Trustees for final approval at the February meeting.

Sabbatical participants are respectfully reminded that sabbatical activities approved by the Committee may not be modified without prior approval of the Committee. Sabbatical activities must be accomplished within the school year (September through June). Summer sabbatical activities are not approved.

myw

cc Salary and Leaves Committee

**MT. SAN ANTONIO COLLEGE**  
Sabbatical Leave of Absence

This is an agreement between the Mt. San Antonio Community College District (hereinafter referred to as District) and Marian Gerecke (hereinafter referred to as Employee).

The District and Employee agree as follows:

1. Employee occupies a position requiring certification qualifications.
2. Employee has rendered not less than seven (7) consecutive years of service to the District immediately preceding the granting of the sabbatical leave of absence.
3. Employee has made application for a project (study, project, travel, a combination thereof) sabbatical leave of absence.
4. Such leave to take place from September 11, 1989 to June 15, 1990. **SABBATICAL CREDIT WILL NOT BE GIVEN FOR SUMMER ACTIVITIES.**
5. The provisions of Education Code Sections 87767 through 87775 govern the sabbatical leave of absence.
6. The District shall pay Employee \$36,296.40 for the period of the leave of absence to be paid in ten (10) equal monthly payments in the same manner as regular instructors are paid.
7. Employee shall render at least four (4) semesters of service therein, equal to twice the length of the sabbatical leave, following Employee's return from leave.
8. The District waives all requirements of furnishing a bond.
9. Employee shall perform service of a professional nature as delineated in the document which is attached and incorporated by reference as though fully set forth.
10. Employee upon return from the leave shall submit, through the Salary and Leaves Committee, evidence in the form of a written report satisfactory to the Board that such service was performed as agreed.
11. Employee shall make no change in the approved sabbatical plan without advance approval of the Salary and Leaves Committee.
12. Employee agrees failure to return to duty or failure to submit a written report satisfactory to the Board shall require the employee to reimburse the Mt. San Antonio Community College District any and all monies paid while on sabbatical leave.

Marian K. Gerecke  
Employee's Signature

Date 6/13/89

Mt. San Antonio CGD  
by: John O. Ralston  
Date 4/30/89

# MT. SAN ANTONIO

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789  
(714) 594-5611



September 24, 1989

Sabbatical & Leaves Committee  
Mt. San Antonio College

Dear Committee Members:

With this letter I am requesting a change in Part A of my Sabbatical Leave, 1989-90.

Because of a change in scheduling by the State Department of Education, one week of the High Scope Training of Teacher Trainers (ToTT) was advanced to Spring 1989, rather than Fall 1989. That schedule is outside the legal parameters of my sabbatical leave. Therefore I am short one week of my commitment. (I am taking 3 weeks of training in Fall 1989 instead of 4 weeks.)

In place of this I propose the following:

Substitution- Part A: Train/Orient/Support the Mt. SAC Foster Parent Training Facilitator, Fall 1989.

This task relates to the H/S ToTT that I am receiving in that it will give me practice in training another adult into a trainer/facilitator position. I will utilize the skills that I am learning in the ToTT to introduce the facilitator to the Foster Parent Training Program, clarify the guidelines, suggest resources, help her to relate to the cooperating colleges and help her to evaluate progress in the foster parent training.

This activity will benefit Mt.SAC by bringing another person into a leadership role in foster parent training on our campus and by providing a continuity of personnel in that program. Vocational Early Childhood Education students benefit from the continuing involvement of ECD faculty in community based programs such as Foster Parent Training.

Please note that this change refers only to one portion of one part of a 3 part sabbatical project.

I have consulted with Dick Wright whose office supervises the Foster Parent Training Project.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Marian K. Gerecke".

Marian K. Gerecke  
Instructor, ECD

cc. Dick Wright

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Project Calendar 1989-1990

Sabbatical, Katie Gerecke

DATE	HIGH/SCOPE TOTF PROJECT	POMONA CHILD DEV. PROGRAMS	CALIF. CHILDREN'S LOBBY	FOSTER PARENT PROJECT
Sep. 13				Consult. w. Cheryl Foster, Coord.
14				Mtng w. Karen Ezaki, MtsAC Fac.
18	TotF Project Training			
19	TotF Project Training			
20	TotF Project Training			Consult w. Cheryl Foster, Coord.
		Visit Westmont Hd St		Mtng w. Karen Ezaki
21	TotF Project Training			
22	TotF Project Training			
23 to 31	FLU	FLU	FLU	FLU
Oct. 2	Mtng, Judy Sanders, Assn, Demo Clsrm.		Work to become familiar with	
3	Mtng, Liz Morene, re: Outdoor Wkshp Wk at Mt.SAC-Prepare Outdoor Wkshp	Mtng w. Bill Ewing, Orientation	PCDP for CCL	
5	Mtng w. Mary, Essie, Plng Demo Clsrm Obs. Katie B. Wash. HdSt. w. Judy			
6		Ca. Ch. Dev. Admin. Mtng, All Day		Mtng, Karen Ezaki, Mt.SAC Fac.
9	Obs. Arroyo HdSt, Mary	Work in CD Office		
10	Arrange FDC Wkshp, Alma Mtng Arroyo, Mary & Essie, Fdbk Obs. Wash. HdSt., Spec. Nds Child	Mtng. Azusa-Pac. Students & Bill		
11	Work on H/S at Home Obs. Sch. Age Cls, Essie			
12		Work, CD Office Mtngs: Esther, Betty, Sch. Age		
13	Mt.SAC: Work on Outdoor Wkshp			
14		SCAEYC Conference		
15		SCAEYC Conference		
16	Phone Calls: re: Workshops	Head Teacher Meeting Mtng: Bill Ewing		
17	Obs: Arroyo, Mtng: Mary & Essie	Mtng: Patty Marhofer, Bill Ewing		
18	Meet: Mona, Yvonne, Wkshp Arr.			
19		CCC/ECE	CCC/ECE, Legislation	
20		CCC/ECE: Bill Ewing, Speaker		
21	Wkshp in FDC Class, Mt.SAC(Alma)			

Wkshp in H/S Cls, Mt.SAC (Judy)

23 ToTT Project Training

24 ToTT Project Training, Mtng, M & E.

25 ToTT Project Training

26 ToTT Project Training

27 ToTT Prjt, Outdoor Play Wkshp, Katie  
Computers for Chldrn at Mt.SAC

30 Conf on ToTT Wkshp & Conf. Arr. Wkshp: Planning Time

31 Sent out Mailing, ToTT Conf. Work in CD Office

Nov. 1 Obs: Arroyo: A.M., P.M., Meet w. Essie

2 Ltr & Notes to Arroyo Team.

3 CCDAA Mtng CCDAA Mtng

6 Work at Home Work at Home

7 Arroyo: Obs. Sadie

8 Mtng w. Della, Publicity

9 Obs: Arroyo, After Sch. Essie Teen Pregnancy Conf., Pomona

10 Work at Home Work at Home

14 Arroyo: Obs., Mtng w. Essie Mtng w. Bill Ewing

15 Mtng: Josie re: Sm. Gp Wkshp, Conf

16 Obs: Arroyo: AM & PM, Mary & Essie

17 Wkshp: Planning as a Team Work in Office

Mtng w. FDC REp. Plng Wkshp.

20 Mtng: D. Stoeckle, Pln Wkshp.

21 Observe Arroyo, A.M. Obs: Foster Parent Issues Class

27 ToTT Project Training Meet: Lorraine & Dorothy

28 ToTT Project Training

29 ToTT: Conf. for Administrators

Small Group Workshop

30 ToTT Project Training

Dec. 1 ToTT Project Training

4 Calif. H/S Educators Board Mtng Visit Orange Grove Ctr. Mtng: D. Stoeckle, Prep. Wkshp

Visit Barfield Center

5 Obs. & Mtngs: Arroyo AM & PM Work in Office

6 Work at Home

Visit Park West Infant Center

7 Observe: Arroyo, A.M.

8 Visit Armstrong Center

Mtng: J. Strang, Madison & R&R



11			Arrange SAC w. Sherry Skelly
12	Obs & Mtngs, Arroyo, AM & PM		
13		Visit Madison Ctr.	
14	Obs. & Mtngs, Arroyo, AM & PM		
18		WINTER BREAK	Sacramento, CCL Office
19			Sacramento, CCL Office
20			Sacramento, CCL Office
21			
22			
28			Mtng: Karen Ezaki
Jan. 2	Obs. & Mtng: Arroyo, Mtng w. Mary Obs: Arroyo PM, Mt w. Essie, Retha Mtng w. Judy	Work in Office	
3		Visit Allison Ctr. Visit Diamond Pt Sch. Age Ctr.	
4	Obs. & Mtng Arroyo: Mary, Sadie.		
5		Visit Pasadena St. Ctr. Visit Health House	
8	Meet w. Arroyo Team Meet w. Judy to Plan Workshop CHSE Board Meeting	Work in Office	
9	Arroyo: Obs. AM, Meeting, PM		
10			Ca. Ch. Dev. Coalition-Asilomar
11			Ca. Ch. Dev. Coalition -Asilomar
12			Ca. Ch. Dev. Coalition-Asilomar
16	Arroyo: Obs., AM, Mtng, PM	Work in Office	
17			Ca. Dept. S.S. Hearing, Infants
18			Gov. Ch. Dev. Adv. Comm., Ch. Service GCDAC, Reception
19	Workshop: Idea Book, AM, Repeat, P.M.		
20			Train the Trainer Workshp-All DAY
22			Writing up Notes for Hearing, Mtng
23	Obs. Arroyo, Mtng at n. Obs. PM		
24			Summaries of Studies
25			
26	Evaluation Visit by H/S Endorser		
30	Phone Calls	Phone calls	Phone Calls
31			Work on Studies

Project Calendar 1989-1990

Sabbatical, Katie Gerecke

DATE	HIGH/SCOPE TOTIT PROJECT	POMONA CHILD DEV. PROGRAMS	CALIF. CHILDREN'S LOBBY	FOSTER PARENT PROJECT
Feb. 1		Meet w. Bill	Work on Studies	
2			Chanc. Office Mtng, ECD & Legis.	
5			Work on Studies, Analyses of Bills	
6		Work in Office		
7			Arrangements for Sacramento	
8		Mtng: Bill Ewing		
12			Work on Studies, Analyses	
13			Mail Studies	
14				
15				
16				
19		Work in Office	Work on Studies, Analyses.	
20	Mtng w. Judy, Arroyo, Mary	Visit Emerson center	Arrangements for Sacramento	
		Visit Infant Ctr		
21		Directors' Conf. - Legis Update		
22	Mtng w. Judy, Planning Wkshp			
23	TOTIT Class Reunion	Ca. Sch. Age Consortium, Mary Mt.		
24	CHSE Conf. Wkshp:Plan, Review			
26			Fly to SACTO, Meet w. Lobbyist	
27			SACTO, Mtng w. Legis Ch., CCL	
			CHEA Legis. Conf.	
			Mtng w. Pat Dorman, Pln CAEYC	
28			Pick up Materials in Bill Room	
			GAIN Hearing	
			Roberti Staff, Transitional Str.	
Mar. 1			CAI Mtng, Loan Frgeve, Trans. Str.	
			Round Table Mtng	
			San Jose - CAEYC	
2			CAEYC, State Bd Mtng	
			State CCL Bd Mtng	
3			CAEYC , Wkshps	
			CCL Reception	
4			CAEYC Meetings	
7	Visit Arroyo	Meeting: Bill Ewing		

8		Wk on Chanc. Off. Compilation	Att: Drug Affected Infants
9			
10	Workshop FDC Mt.SAC, Alma's Cls		
12		Work on Studies, Hearing Notes	
13	Arroyo Parents Wkshp		
14		Work on Notes, Hearings, Mtngs	
15		Mtng: Priv. NS Dir. on St. Hndbk.	
16	Story Stretchers Wkshp,AM, rep.PM		
19		Work on Studies, Research	
20		Work on Studies, Research	
21	Mtng:Nurse, Psych,Arroyo Staff	Wk on Chanc. Office Compilation	
22	Wkshp, Infant Ctr Staff, S-M	Work in Office	
23		Work in Office	
		Sched., Obs. Write Up	
26		Visit Emerson ctr.	Mail Compilation to Carol Sharpe
		Mtng Rose Stack, Staff Hndbk	
27		Visit Barfield HdSt	
28		Mtng: Bill Ewing, Staff Hndbk	Legislative Brkfst, LaVerne
		Mtng on Grants, Zagorski	
30			Ltr to Monica Anderson, Recommend
31		SACTO	
		SACTO	
Apr. 1		SACTO	
2		SACTO, Work in Office, CCL	
3		SACTO, Mtng, CCL State Bd.	
4		Legis. Symp., Mtng w. Frank Hill	
		Lunch w. Frank Hill Representative	
5		Work in CCL Office	
9 thru 13	SPRING BREAK		
14 thru 29:	Sprained Ankle in Brace, wkedat Home on High/Scope, Staff Handbook, Chnges in Prgm for Community Lab, HdSt, CCL Materials		
30		Mtng: ECD Staff re: Chnges, Comm	
		Work at Office	
May 1		Work at Office	
2		Work at Office	
3	Wkshp: Why H/S? Private NS Directors		
7		Mtng: HdSt, Mt.SAC, Bill & Judy	

8		
9		Leave for San Diego, CCDAA
10		Ca. Ch. Dev. Admin. Conf.
11		CCDAA Conf. Wkshp, Staff Hndbk
12		CCDAA Conf.
14		Mtng on Equivalencies
15		Work on Staff Hndbk
16	Mtng w. Dir. Upland Pres. NS	Mtng w Loretta, St. Hndbk
17		Visit Arroyo II HdSt
18		Work on Staff Handbook
21		Mtng w. HdSt, Zagorsky, Ewing, Judy
23		Visit Barfield, Sch. Age Ctr.
		Visit Allison Ctr.
		Mtng, HdSt/Part. Marg. & Laurie
25		Work on Staff Handbook
26		Visit Madison Ctr.
29	Mtng w. Dir., Visit Upland Pres. NS	Work on Staff Handbook
	Wkshp: Real Exp. for Ch. (Judy's Cls)	Visit Madison Ctr
30		Visit San Jose State Preschool Cls
		Mtng w. Bill Ewing, Staff Hndbk
Ju. 1		Work on Staff Handbook
		Visit Lexington State Preschool
4		Visit Orange Grove Ctr.
		Health House Nurse, Re: Hndbk
5	Wkshp: Upland Pres. NS, Intro.	Visit Armstrong Ctr.
14		Exit Interview: Bill Ewing
15		Ch. Ctrs Inservice, Wkshp: Hndbk

## PURPOSE

There were three major purposes incorporated into my sabbatical leave project for 1989-90:

1. To closely relate our Early Childhood Development Program at Mt. San Antonio College to contemporary preschool curriculum methods as practiced in the local community, in order to improve the recruitment and retention of our students.
2. To research and develop a multi-cultural focus in our ECD Program that will inculcate in our students an appreciation of cultural diversity as expressed by and needed for local child care workers.
3. To learn more about the legislative process statewide as it affects children and child care workers in the local community and the training of preschool workers.

## INTRODUCTION

The three projects which I used to accomplish the above goals were:

1. Completion of the training to become a High/Scope Endorsed Trainer of the Educational Research Foundaton.
- 1.a. Consultation for the Foster Parent Training Project, Mt. SAC. (This was added to replace one week of High/Scope training that was moved forward to Spring 1989 and therefore did not qualify as sabbatical work.)
2. Internship (Project Associate) in the Pomona Unified School District Child Development Programs.
3. Internship in the California Children's Lobby.

An important aspect of these projects, which I did not anticipate but which has been very exciting, is that each of the projects blended with the others in ways that were very useful to me and to the agencies in which I operated. This has been an enrichment of the experience. The whole is greater than the sum of the parts! An example of this is that an outline of developmental characteristics and appropriate practices (0 through High School) that I wrote for Sherry Skelly, the California Children's Lobby in Sacramento to be used as background to justify not changing a teacher/child ratio regulation, was used by Bill Ewing, administrator of the

child development programs in Pomona, as background in developing a plan for a middle school child care program. Another example is that a one page summary of the High/Scope curriculum that I wrote was requested by Sherry Skelly, for use with legislators and was also incorporated into the staff handbook that I compiled for Pomona's child development programs. The High/Scope training helped me to revise the outline for the Foster Parent Train the Trainer program to make a more concise adult oriented course. These documents will continue to be used in Mt. SAC's child development courses. The following sections of this report summarize the experiences of my very rewarding sabbatical year.

## HIGH/SCOPE TRAINING OF TEACHER TRAINERS PROJECT

The High/Scope Training of Teacher Trainers Project (ToTT) was sponsored and funded in California by the Child Development Division (CDD) of the State Department of Education (SDE) . The project was designed to train local agency child care personnel to carry out the training of local staffs of Headstart and Child Development Programs in the use of the High/Scope (H/S) Curriculum. (For a basic outline of the H/S Curriculum, see App. C, p. 5) The CDD contracted with the Educational Research Foundation of Ypsilanti, Michigan to conduct the training.

Although as a faculty member of Mt. SAC I was not eligible for SDE funds to participate in this training, I was permitted to use a space in the class. With the backing of the Pomona Unified School District Child Development Programs (PUSD,CDP), I obtained funding from the Educational Research Foundation and from the Mt. SAC Staff Development Committee.

The instructor of the course was Dr. Ed Greene, an excellent teacher with a broad background in Child Development, including work with the Child Development Associate Agency and teaching at Pacific Oaks College in Pasadena. His skill in relating the specific training to the broad spectrum of child development and issues of quality child care made the course especially meaningful to me. He was also an excellent model as a teacher of adults. He was supportive and challenging, energetic and quiet, concise and clear. He listened well and never wasted a moment.

The class was made up of twenty classroom teachers, family day care providers, program administrators and community college instructors from Los Angeles, Riverside and San Bernardino Counties. The contribution of each person from his or her own perspective was unique and added to the depth of the course.

The basic premise of the H/S curriculum is that children are active learners and must be involved with their environment directly to understand and learn from it. A related premise is that adults also learn best when they are actively involved in the learning process. Therefore, adult workshops are developed to teach H/S curriculum principles and practices to adults who are going to teach the curriculum in children's classrooms. These workshops are made up of active participation of the adults in many forms of activities. A typical workshop includes:

Needs Assessment	Central Ideas and Activities
Opening Activity	Review and Plan to Carry Out
Child Development Background	Evaluation

During the Fall Semester of 1989, I participated in the final three weeks (105 hours) of the ToTT project. The course work consisted of activities and discussions leading to understanding the various components of the H/S curriculum and in-depth discussion and practice in teaching adults to utilize it. Each participant produced a journal of impressions and ideas and an extensive project notebook which included all activities, assignments and the record of the the development of a demonstration classroom. The course work culminated in a two hour workshop which each participant presented to the class, using H/S curriculum. Each participant then became a feedback critic for another workshop presenter.

The entire class also carried out a one day H/S Conference for administrators and staffs of our sponsoring agencies. (See App. A, p. 4a.) Marjorie Chitwood, Coordinator of Home Economics attended from Mt. SAC. Dr. Robert Cervantes was the keynote speaker.

I have included the entire packet of materials for the Outdoor Play Workshop that I presented to the class (App. A, pp. 5-21.) It is typical of the presentations we are expected to carry out in the field. This workshop



presentation was a very satisfying experience, since I was able to make use of many resources at Mt. SAC: the Home Economics Department; the Child Development Center, South with the cooperation of the director and staff of Child Development Center, North; as well as shrubs and plants from the Agriculture Department and materials and equipment from the Audio-visual Department. Mt. SAC is an exceptional institution. The members of the class were impressed with our program resources.

I carried out the Demonstration Classroom within the Pomona Child Development Programs. The teachers and aides of a Head Start Class and a School Age Child Care Class at Arroyo Elementary School agreed to work with me to further develop High/Scope principles and practices in their classroom which both groups shared. The purpose was to develop the H/S Curriculum in these classrooms. Part of the challenge was to arrange the classroom and use materials in ways that worked for both groups of children which ranged in age from four year olds to sixth graders. The teaching team and I worked together from October through January to change room arrangement, ways of working, use of adult language and developing adult attitudes to better express H/S curriculum. We met whenever the team members had time, to evaluate what we were doing, to share feedback from observations and to plan our next changes. I planned meetings and workshops to cover areas of their concerns. The workshops were arranged to include the staff members of all PCDP centers. Two of the workshops that dealt directly with team needs were:

What is Quality Programming?  
Planning for High/Scope Curriculum.

Out of these workshops the Head Start team began to display their daily plans for parents and workers and the School Age team developed some innovative ways to plan with school age children and to help them to take

responsibility for their own signing-in process. Meetings we held that dealt with specific needs were on such topics as room arrangement and dealing with sexually precocious behavior. Out of these meetings the room arrangements were changed and the teachers gained insights into reflecting with children on their behaviors. The calendar indicates the amount of time we spent working together and I have included the overt changes we made. (See App. A, pp.22-25.) More subtle changes also occurred. My work with these demonstration classrooms was observed and evaluated by an Endorsed Trainer of the ERF in January 1990. (See App. A, p. 1-4.)

A highlight of the course for me was learning a new process for observing adults working with children to help them to understand their own process and to make changes in their methods. The observer and the observee agree on a High/Scope focus of concern to be observed, such as adult language or planning time activities. Only that focus is observed. The observer uses a one half page column to record segments of exactly what is observed, including language, setting, expressions, description of what is occurring; everything that is observable and nothing else. The second column includes positive comments and open ended questions about what is happening, areas of concern and modifiable issues. This process is followed as soon as possible by a feedback session in which the observation, concerns and modifiable issues are shared with the observee and discussion takes place regarding possible changes in the modifiable issues. Agreement is made as to what will be tried. (See samples in App. A, pp. 26-31.) I expect to use this method of observation extensively in Mt. SAC ECD courses.

I have included a copy of the letter of completion, Pacific Oaks College Transcript and my Certificate of Endorsement from the High/Scope Educational Research Foundation. (App. A, pp.48-50.)

Inherent in working with these classrooms was the multi-cultural issue. Both children and staff were made up of widely varying ethnic groups: Oriental, Black, Hispanic, White and Indian. Some people had been in the area many years and others were new arrivals. Some spoke only Spanish or an Oriental language. Some staff are bilingual, some speak only English. Widely different ages were represented in the staff and parents. Some of the issues apparent in this multi-cultural group of people were:

1. Different attitudes toward other groups.
2. Different ways of working with children.
3. Different expectations of children.
4. Preference for working with one's own group.
5. Different attitudes toward working in the classroom.
6. Different attitudes toward sexuality in children.

All of these points were important in developing a college course dealing with Guidance and Discipline in a Multi-age Group, which I wrote as Project Associate for PCDP. (App. B, pp. 49-50.)

As a result of this ToIT project, I have already presented 14 High/Scope workshops (22½ hours) on 11 different topics to Pomona Child Development Center staff, to Mt. SAC students and to private preschool staff and administrators. These were presented through PCDP, Mt. SAC or private preschool agencies. An especially satisfying feature of this has been coordinating these workshops with Judy Sanders, Administrator, Head Start Programs, Pomona. We have presented several workshops together and our ways of working complement each other. I have included selected samples of plans, handouts and evaluations of these workshops. (App. A, pp. 32-44.)

Shelly Skelly, the lobbyist for California Children's Lobby asked me to write criteria for statewide curriculum training in California for workers in CDD-SDE programs, because there had been questions raised about choosing one curriculum to use for statewide training. I wrote the criteria and

accompanied them with a chart of the ways that I felt High/Scope had met that criteria. As a conclusion this H/S project, I sent that document with a letter commending High/Scope to Dr. Robert Cervantes, Administrator, Child Development Division. (App. A, pp. 45-47.)

## FOSTER PARENT EDUCATION PROJECT

The Foster Parent Education Project (FPEP) is one that I have worked with for several years as Mt. SAC Facilitator to coordinate with Citrus, Glendale and Chaffey Colleges as a consortium to provide training to district foster parents in the process of working with foster children. I resigned this position as I went on sabbatical; Karen Ezaki, one of our hourly teachers who is an expert in motor development, became the facilitator. Since one week of my H/S training had been advanced to Spring 1989 by the CDD-SDE, I was unable to use that as part of my sabbatical. Therefore, I agreed to be a consultant to the facilitator to help her to effect a smooth transition in the training program.

To accomplish this task I met with Karen several times, went over the entire process with her, suggested resources and re-wrote the guidelines. (App. A, pp.51-55.)

I also taught an eight hour workshop called Train the Trainers to foster parents who were interested in helping the consortium to train other foster parents. Although I had taught this workshop several times, I changed it considerably to incorporate the skills that I was gaining through the H/S ToTT project. True to the goal of using foster parents to train others, I taught this workshop in conjunction with a foster parent who had participated in a previous Foster Parent Train the Trainer workshop. As a result of this workshop the consortium has eight additional foster parents who can be called on to assist in future foster parent education workshops.

To complete this project I wrote a letter to Monica Anderson, Director, Special Projects and Grants at Mt. SAC, apprising her of the current status of the FPEP and recommending continuation of the project.

PROJECT ASSOCIATE  
POMONA UNIFIED SCHOOL DISTRICT  
CHILD DEVELOPMENT PROGRAMS

There is a complete description of the Pomona Unified School District Child Development Programs in App. B, pp. 1-10. Mr. Bill Ewing, Administrator has become well known throughout the nation for his innovative ways of developing programs and obtaining the funding for them. Mr. Ewing was Mt. SAC Citizen of the Year in 1988. He continues to be creative in developing and maintaining services for children and their parents through applying for and continuing to obtain the state and federal funds available.

My role with the program was to support his efforts by observing in centers, attending meetngs, training staff, writing needed documents and discussing with him various aspects of the program's strengths and problems. The opportunity to discuss issues and concerns with him as we carried out projects through the year, has been invaluable. In this process I learned the inner workings of public child development programs and was able to give some support to the program as well as to strengthen the relationship between the PCDP and the Mt. SAC ECD program. Mr. Ewing was instrumental in enabling me to take the ToTT training.

My first task as Project Associate for the Pomona Child Development Programs was to organize the publicity which goes out from the agency in response to requests for information from other agencies all over the United States (and some from Europe). Because this agency has been recognized as outstanding in the field of child care, many who are starting programs ask for help. No staff has been added to carry out this task and so the responses were delayed. (App. B, p. 11.) I filed and listed all requests, agencies requesting and the type of response required under categories so that we could tell what materials were needed. I collected

the pieces of information that were being used. Then I began to update and evaluate the materials and to write a summary of the program which could be used in place of many separate items. In writing the summary, I updated old information in brochures and flyers and I interviewed the administrators and head teachers in the program at their sites and offices. The resulting summary included an overall look at the total program, and descriptions of each separate sub-program and of the 12 funding contracts used by the district. All of this was put into form by me, then reviewed by the program administrator, and finally printed. (App. B pp.1-10.) I mailed out one hundred and fifty copies immediately and then was able to turn the entire task over to a permanent staff member who put all the information into her computer and will keep up with the continuing requests. This introductory task served to familiarize me with the district programs with regard to funding and organization as well as classroom operations.

In the course of visiting sites and interviewing head teachers on this project, I asked 2 specific additional questions which related to other tasks. One question was to determine what staff members see as quality child care and the other was what they see as needs in their classrooms to be able to operate in a multi-cultural fashion. I made the survey open-ended and informal to prevent anxiety on the part of the child care workers and to avoid interference with their work. This was on the advice of the ToTT instructor, Dr. Greene. The results of these interviews lead to a compilation of answers, a comparison to criteria in the literature, and recommendations to the program administrator. (App. B, pp. 12-16.) These materials also provided background for the course in multi-cultural education developed for Mt. SAC.

Over the year, I visited approximately 30 classrooms of Children's

Centers, Head Start and State Preschool; some more than once. I concentrated on the Children's Centers because I knew less about them and because there is need for more support there, partly because of the longer hours and funding differences. I also had a lot of contact with the Head Start, State Preschool people through working with the administrator, Judy Sanders, in High/Scope training and workshops. These visits and contacts served to help me to understand the strengths and problems of the administrators and the teaching staff of the agency. Many of the staff members in PCDP have taken Mt. SAC classes and/or need to take classes. I distributed Mt. SAC ECD programs and schedules as requested when I visited and also through the message system. Many staff asked questions about classes while I was at their site.

Throughout the year I presented eight inservice workshops to Pomona Children's Center and Head Start/State Preschool personnel, including in some cases staff members from other agencies in the area. These workshops centered on High/Scope Curriculum as it relates to program quality, planning, children's books, components of the curriculum and infant care. I used the skills gained in the H/S training. Some of these workshops were taught jointly with Judy Sanders. (Sample plans and evaluations are included in App. A., pp. 32-44.)

Another major task that I carried out as Project Associate was the development of a staff handbook in draft form for the Child Development programs. This was new territory for me so I began by reviewing the literature in administration of preschool programs to find models, participating in two workshops on developing staff handbooks and collecting sample staff handbooks. Next I reviewed the Program Quality Review document (SDE-CDD) to determine the state requirements for information to be provided



to staff, the Pomona Unified School District Handbook and the PUSD Collective Bargaining Contract. At the same time I sent a memo to all staff, informing them of the project and asking for suggestions.

After collecting the brief handbook that had already been produced for program review, the administrative memos, the policy/procedure statements that had already been written and the responses from staff, I proceeded to organize all this material into a comprehensive handbook. The result was ninety pages relating to many topics including duties of staff, guidance and discipline, child abuse, management of emergencies and health care. Some of this material I wrote, some I organized and edited. After transferring the master from my computer to the PCDP computer, I sent a copy to the printer to be prepared for review. This draft handbook became the topic of a two hour workshop that I lead at the final Inservice Training Day of the Child Development Programs. It was important that it remain a draft so that participants would feel free to make changes. In the workshop, about 70 staff members chose sections of the handbook to review, critique and make suggestions in small groups and report back to the total group. The suggestions were written on chart paper and in the copies they used. This was a dynamic process and the interest and involvement of the entire group was evident. Following the workshop I transferred all comments and suggestions for revisions into one loose leaf master copy and reviewed the results with the administrator. After final revision, the handbook will go to the district lawyer and administrator for approval and then be presented to staff and reviewed at their Fall 1990 Inservice Training Day. (Samples that I wrote and edited are included in App. B., pp. 17-46.)

The multi-cultural aspect of my work with PCDP was done in a more informal, reflective way. As I worked on the various tasks I reflected on

the possibilities and problems of multi-cultural education, particularly as it affects PCDP and Mt. SAC ECD programs. I carried out the two surveys already mentioned and had several discussions with Mr. Ewing, Administrator, considering possibilities for better communication among staff, parents and children and the need for integration of further multi-cultural programming into the inservice programs of PCDP and the Mt. SAC ECD programs. I also attended several conference sessions on multi-cultural curriculum and anti-bias curriculum.

After talking with head teachers about the multi-cultural classroom needs, I responded to four teachers with specific materials asked for: books with different, accurate racial and ethnic features, multi-cultural pictures of families at work and play. From some of the pictures we made a picture book for the classroom. Others were used for bulletin boards. In a discussion with teachers, the psychologist and nurse on sexually precocious behavior of early grade school children, we recognized the different cultural attitudes of the parents regarding this and helped the teachers to communicate with the parents and work accordingly. These are examples of concrete ways that administrators and trainers can support classroom teachers in concrete ways.

One of my activities in this area was to hold a High/Scope workshop for the parents of a Head Start group in Spanish, through an interpreter.

Out of this thinking on multi-cultural issues, I have developed for Mt. SAC ECD program a bibliography of sources of multi-cultural principles and programming ideas. (See Bibliography in App. D., pp. 2-6.)

I also reviewed our core textbooks for the ECD program at Mt. SAC. This review revealed that three of the five textbooks have sections that give good background and/or deal with attitudes that are inherent among

families and teachers. One textbook deals more specifically with teacher approaches to children and families. I found no clues to day-to-day operations to provide a multi-cultural, anti-bias atmosphere and to solve specific problems that arise in the classroom.

Based on these reviews and discussions with Bill Ewing and the ECD staff at Mt. SAC and a sense of the interest of the staff of the centers, I have developed the outline for a course called, "Guidance and Discipline in a Multi-cultural Children's Group". Recognizing the difficulty of attracting students to any course that is not required, the intense interest of students in any discussion of discipline, and the relationship of cultural differences to discipline and guidance, I decided to combine these ideas into a one unit course. Combining the two ideas will become a problem solving approach to the everyday experiences of the child care workers and the children and families involved. This course will fit into the time sequence of our one unit, elective courses. (See App. B., pp. 47-48.)

Out of the relationship which my work established between Pomona Child Development Programs and the Mt.SAC ECD program this year has come the embryos of two developments:

1. Plans are begun to house a Head Start Class on campus in Child Development Center-South, to be used as the laboratory school for the ECD courses, Observation 56L and Participation 67L.

2. Plans are being made to teach the 66L and 67L at a Child Development site in Pomona on Saturday, working with the children in week end child care.

Both of these plans are "firsts" and as carried out will result in a wider variety of children for our Mt. SAC students to work with, and a wider choice of hours and locations in which these students can participate.

These plans began as 'what if' discussions with Bill Ewing as we attempted to look at ways to strengthen both the Mt.SAC ECD program and the PCD program. Both of these programs are possible inservice sites for PCDP staff. On consulting with the administration and teachers of both agencies it was discovered that these plans had great possibilities and the appropriate personnel are continuing to follow through on the arrangements.

It is important to emphasize here the great cooperation I have felt in working with the administrators and staffs of the Children's Centers and the Head Start/State Preschool Programs. I think it is not easy to have a person come into an agency and work with programs and people in the manner that I have done this year. Everyone was very supportive and responsive-- answering questions, supplying materials and sharing information. I especially wish to thank Mr. Bill Ewing, Administrator, for his time and creativity which were generously given in the midst of his tremendous task as administrator. Judy Sanders, Coordinator of Child Development Programs, gave her time and expertise consistently, as well as her sense of humor. Esther Sutton, Program Assistant, patiently explained and clarified rules and regulations. Both office staffs were most helpful. The teaching teams welcomed me to their classrooms, sometimes without much notice, and I felt at home with them and the children.

INTERN  
CALIFORNIA CHILDREN'S LOBBY

The California Children's Lobby (CCL) is a twenty year old, grassroots, activist, umbrella group for child care providers, child care educators and parent groups throughout the state. The group has a sophisticated network through its telephone tree that coordinates political action on key, non-partisan issues related to children. The group operates on a minimal budget, supported by private contributions, and contributions from such organizations as the California Association for the Education of Young Children and the California Child Development Administrators Association as well as other child oriented groups. The board of directors, called the Child Development Policy Board, is made up of individuals from various child care professions. It decides on policy priorities, raises money to support its lobbyist, and keeps affiliated groups apprised of issues and activities.

The CCL supports the only full time lobbyist for children's issues in Sacramento. This lobbyist works to educate and inform legislators about children's issues, as well as to seek their support without making financial contributions to them. The group works very closely with Pat Dorman, publisher of "On the Capitol Doorstep," a privately funded monthly newsletter about children's issues in California.

In 1990 the CCL priorities were:

1. 1990-91 State Budget Priorities
  - Proposition 98 Education Funding Guarantee and Child Development
  - Community Care Licensing Staff Increases
2. Implementation of the Federal Family Support Act
3. Administrative Clean-up Legislation
4. Child Development Teacher Loan Forgiveness Program
5. Health Care and Safety Training for Child Care Providers
6. School Readiness and Child Development
7. Coordination of Child Development Services, Children Initiatives and the 1990 Gubernatorial Race
  - Monitor legislation and initiatives
  - Provide information to groups developing 1990 policy platforms

8. Follow Two Year Bills to oppose measures which decrease teaching standards or increase caregiver to child ratios.
9. Support for efforts of Other Organizations in the Following Areas:
  - Severely Handicapped Children
  - Parent Service Projects
  - Infant Work Site Centers
  - Teen Parent Programs
  - Substance-Affected Infants and Toddlers in Child Care
  - Employer-Sponsored Child Care

Sherry Skelly, lobbyist for the CCL, is an energetic young woman with a quick mind and an intense approach to her job. She works bills, meets with legislators and their staffs and testifies at hearings, meanwhile studying upcoming legislation and current issues. She operates from an office with a single phone and answer machine, and no secretary. The zerox machine is three floors down. Her ability to influence legislators depends on her knowledge of the bills and her contacts with staff members of legislative offices. She relies on the telephone network of CCL to back up her efforts.

I worked as a part-time intern for the CCL during my sabbatical. The first instruction I received from the lobbyist was to stay in Southern California and become more familiar with the subscribing organizations and with the Pomona Child Development Programs in order to better understand the issues the lobby was working on, because there was little legislative activity in Sacramento at the time. I accomplished this task by attending the legislative sessions of organization conferences and, of course, by continuing my work with PCDP. When I completed the description of PCDP and its funding, I shared that with Sherry.

During the year, I went to Sacramento several times, each for a period of 4 days to a week, and worked with Sherry. I wrote summaries of issues - one page only - to catch the eye of legislators; I took notes at hearings which Sherry could not attend; I ran errands and attended meetings with her. My most exciting task was to write a bill with Sherry on loan forgiveness

for child development teachers. I analyzed several bills for her also.

I continued work for the CCL while I was at home, attending hearings and meetings, and sending notes of the proceedings to Sherry. I researched studies on child care in California and wrote brief summaries for her to use.

The work that is done by this organization is tremendous. My understanding of the legislative process, especially as it relates to children's issues, has been broadened immensely. I became alert to the need for speed in response and conciseness of expression, and I gained a better perspective on the legislative process and how it is influenced. I also obtained a sense of the importance of hearings and the need for resources in the legislative process. Being a part of the Sacramento scene, even briefly, was exciting and rewarding. (App. C, pp. 1-14 contains some samples of my work.)

CONCLUSION  
BENEFITS TO EARLY CHILD DEVELOPMENT AND MT. SAN ANTONIO COLLEGE

High/Scope Training of Teacher Trainers Project

I am now an endorsed Trainer of the Educational Research Foundation, authorized to present workshops in the High/Scope curriculum. During the coming years I will present workshops for Mt. SAC students, for the PCDP staff and for private preschool staffs in the area. I am committed to do twenty five hours of training per year for two years. Many of these workshops will be at the college and/or sponsored through the college adult education program. This will benefit the Mt. SAC ECD program because these contacts in the community will bring new students to our program and encourage former students who are working to return.

I am prepared to teach the High/Scope curriculum course in our ECD program, or to back up the community person teaching it.

I have applied to present a High/Scope Workshop at the statewide conference of the California Association for the Education of Young Children in the Spring of 1991.

The twenty ECD administrators and classroom teachers from the three counties who participated with me in the ToTT training and whom I hosted at Mt. SAC for four sessions of the training, are resources to do training with me for our program and the community. These participants are now more familiar with Mt. SAC and its resources.

The ECD Program has access, free of charge, except for mailing, to fifty audio-visual films, VCR's, and filmstrips, which are housed at San Bernardino Valley College. These are high quality High/Scope materials; many are new productions.

I will use the new observation method that I learned, with students in



Participation 67L and in Work Experience 91 (Field Work).

For the conference that the ToTT project sponsored for administrators and teachers, I developed a conference planning check list which will be available to our department and anyone else who wants to use it for planning conferences.

In part, because I was persistent in justifying the inclusion of community college instructors in the first state-sponsored CDD program of ToTT training, the subsequent ToTT project in Spring-Fall 1990, included community college instructors. This will benefit ECD programs throughout the state.

Because we use the High/Scope curriculum as one possible model in our ECD courses and as the model in our Lab program, I will be sharing the books and handouts and other resources with other instructors as we meet and plan courses. I will offer some sessions for update on the developments in the curriculum.

I will offer sessions of High/Scope curriculum in the Workshops for the Mt. SAC Adult Education Family Day Care Certificate.

The added skills and insights into teaching adults which I have gained will be used in all my instruction at Mt. SAC.

#### Foster Parent Education Project, Consultant

By giving support to the Facilitator as she started to work with the FPEP consortium, I believe that I assisted her to function successfully from the start and that the chances of her continuing in that position are enhanced.

My summary of the procedures that we had previously used to facilitate the FPEP programming will be available in the coming years as a model and as a basis for modification.

Pomona Child Development Programs, Project Associate

Mt. SAC ECD instructors will have the use of both the Summary of the Pomona Child Development Programs that I wrote and the PCDP Staff Handbook that I edited. These will be particularly useful in Principles and Practices in Early Child Development Programs 5A and in Administration of Preschool Programs 71, 72, 73.

The basic ideas for the new course, "Guidance and Discipline in a Multi-cultural Group," came out of this project and I believe it will be a useful course, particularly to workers in the field, attracting them into our ECD program. This course outline will be refined and approved by the ECD faculty and advisory committee in Fall 1990.

The plans that are in progress to house a PCDP Head Start Class in our Child Development Center, South Lab School, will bring a new image to our ECD Observation 66L and Participation 67L; students will have the opportunity to work in an actual community program and understand the Head Start model from first hand experience. Their hiring opportunities will be enhanced. The plan to present a Saturday Lab in Pomona at the PCDP weekend child care center will offer students a real community experience and make lab hours available to students who work during the week. I believe that these two programs will increase enrollment in our ECD degree program.

In the coming years I will maintain my relationship with the PCDP and continue to represent Mt. SAC as a resource for that agency, as well as to use that agency as a resource for our program.

California Children's Lobby, Intern

I will be able to use the increased skills in analysis and concise writing for our department and students.

I am better prepared to teach the course on Advocacy for Children and I

have many new resources to share with the instructor.

I will introduce the ideas of advocacy for children to our students throughout the curriculum.

I will participate in the coming year with the local committee to plan the ECD Legislative Breakfast that is held each year through the auspices of Southern California Association for the Education of Young Children and the Resource and Referral Agency. Legislators and local officials are invited to participate to be apprised of child care issues.

I have developed a bibliography of relevant materials which will be available to faculty and students.

APPENDIX A

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION  
 Training of Teacher Trainers Project  
 Observation/Feedback Checklist

Trainer Observing/Giving Feedback M. Katie Hercke

Curriculum Focus PIP

Staff Participating in O/F Mary Tinsley / Madie Serna

Observer Betty Forbeck Date 1/26/90

Setting and Maintaining a Comfortable Atmosphere

- 1. Trainer and staff agree on focus, date, and time prior to observation/feedback session.
- 2. Trainer observes unobtrusively.
- 3. Feedback occurs in a pleasant, quiet setting.
- 4. Trainer describes strengths observed, supports staff throughout the feedback session.

Maintaining a Balanced Dialogue

- 5. Trainer asks staff for observations, questions, ideas, and suggestions.
- 6. Trainer waits for staff to respond.
- 7. Trainer listens to staff, shares dialogue.

Maintaining a Curriculum-related Focus

- 8. Trainer describes observations factually, gives specific examples.
- 9. Trainer and staff discuss the extent to which children were involved in the focus.
- 10. Guided by the curriculum, trainer and staff generate follow up strategies to try.

*Excellent*  
 Dealing with Modifiable Issues

- 11. Trainer discusses 1 or 2 modifiable issues based on observed incidents.
- 12. Trainer and staff generate strategies for dealing with modifiable issues.
- 13. Trainer and/or staff summarize discussion and strategies planned.

Giving Written Feedback

- 14. Trainer separates factual observations from comments and suggestions.

- 15. Trainer's narrative/notes reflect the focus.

*Well done*  
 Trainer was sensitive & well focused - good listener. Maintained good rapport with staff. Excellent techniques for modifiable issues BF

*Katie Grecke / Mary Tinsley, Sadie Serra*

**PIP SUMMARY SCORE SHEET:  
TRAINING IMPLEMENTATION**

Program Name: To 11 Rater: B Forbeck PIP Dates: T1: 1/26/90 T2: \_\_\_\_\_ T3: \_\_\_\_\_

	Rating (1-5)		
	T1	T2	T3
<b>I. PHYSICAL ENVIRONMENT</b>			
* 1. Room divided into well-defined work areas	<u>4</u>	—	—
* 2. Adequate work space in each area	<u>3</u>	—	—
* 3. Room safe and well maintained	<u>4</u>	—	—
* 4. Materials arranged and labeled	<u>4</u>	—	—
* 5. Adequate materials for several children	<u>4</u>	—	—
* 6. Variety of real materials available	<u>4</u>	—	—
* 7. Materials accessible to children	<u>3</u>	—	—
<i>Good</i> * 9. Materials promote awareness of differences	<u>5</u>	—	—
<b>II. DAILY ROUTINE</b>			
* 11. Adults implement consistent daily routine	<u>3</u>	—	—
* 12. Adequate time for planning, working, and recall	<u>4</u>	—	—
* 13. Variety of planning strategies used	<u>3</u>	—	—
* 14. Variety of recall strategies used	<u>3</u>	—	—
* 15. Balance of large- and small-group activities	<u>4</u>	—	—
<b>III. ADULT-CHILD INTERACTION</b>			
* 17. Adults observe, question, repeat and extend language	<u>3</u>	—	—
* 18. Adults participate in children's play	<u>3</u>	—	—
* 19. Adult and child talk balanced and natural	<u>3</u>	—	—
* 21. Adults encourage problem-solving and independence	<u>3</u>	—	—
* 22. Adults encourage cooperation among children	<u>3</u>	—	—
<b>IV. ADULT-ADULT INTERACTION</b>			
* 25. Staff use team teaching model	(N/A) <u>3</u>	—	—
* 30. Staff involved in ongoing inservice training	<u>4</u>	—	—
<b>TOTAL TRAINING PIP SCORE (20-100)</b>	<u>73</u>	—	—

[Starred (\*) items are rated to assess "training implementation."]

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION  
 Training of Teacher Trainers Project  
 Observation/Feedback Checklist

Trainer Observing/Giving Feedback Ms. Katie Scherke

Curriculum Focus PIF

Staff Participating in O/F Essie Mison / Retha Medley

Observer Betty Forbes Date 1/26/90

Setting and Maintaining a Comfortable Atmosphere

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- 13. Trainer and/or staff summarize discussion and strategies planned.

Giving Written Feedback

- 14. Trainer separates factual observations from comments and suggestions.
- 15. Trainer's narrative/notes reflect the focus.

*Trainer was sensitive & well focused - good listener maintained good rapport with staff. Excellent techniques for modifiable issues. BF*

*Katie Gercke / Essie Nixon, Retha Medley*

### PIP SUMMARY SCORE SHEET: TRAINING IMPLEMENTATION

Program Name: To Tl Rater: B. Forbeck PIP Dates: T1: 1/26/90 T2: \_\_\_\_\_ T3: \_\_\_\_\_

	Rating (1-5)		
	T1	T2	T3
<b>I. PHYSICAL ENVIRONMENT</b>			
* 1. Room divided into well-defined work areas	<u>4</u>	---	---
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* 5. Adequate materials for several children	<u>4</u>	---	---
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<b>III. ADULT-CHILD INTERACTION</b>			
<i>Excellent</i> *17. Adults observe, question, repeat and extend language	<u>5</u>	---	---
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*22. Adults encourage cooperation among children	<u>4</u>	---	---
<b>IV. ADULT-ADULT INTERACTION</b>			
*25. Staff use team teaching model (N/A)	<u>4</u>	---	---
*30. Staff involved in ongoing inservice training	<u>4</u>	---	---
<b>TOTAL TRAINING PIP SCORE (20-100)</b>	<u>80</u>	---	---

[Starred (\*) items are rated to assess "training implementation."]



RIVERSIDE COUNTY OFFICE OF EDUCATION  
Children's Services Unit  
and  
Tri County Training of Teacher Trainers of High/Scope  
presents

A-4a

VISION \* ACTION \* EXCELLENCE: A HIGH/SCOPE EDUCATORS' CONFERENCE

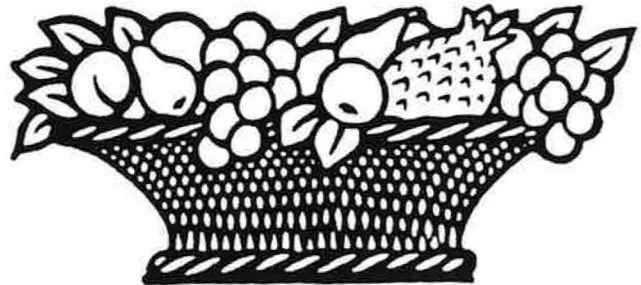
Date: Wednesday, November 29, 1989

Time: 8:30 a.m. - 2:00 p.m.

Location: San Bernardino Hilton  
285 East Hospitality Lane  
San Bernardino, CA 92408

Registration fee: \$25.00 (lunch included)

Registration deadline: November 6, 1989



8:30 a.m. Registration

9:00 a.m. Workshop Sessions

to  
10:15 a.m.

Introduction to High/Scope: Active Learning  
Barbara Jones and Bonnie Luna  
Planning & Implementing High/Scope School Age Programs  
Claire Wight and Orleatha Thomas  
The Yellow Brick Road to Literacy: What Preschools Should Be Doing  
Jan Barnett  
Small Group Time: Adult Language in Representation  
Josie Brigham and Katie Gerecke

10:30 a.m.  
to

11:45 a.m.

Music & Movement  
Irma Pedersen and Barbara Jones  
Yes, It Can Work: High/Scope and the Infant-Toddler Program  
Diane Brown and Cynthia Tyler  
Plan-Do-Review and Spatial Relations  
Lupe Rico and Janet Yett  
Finding the Green: Funding Ideas for High/Scope Programs  
Mary Nolan

12:00 p.m. - 12:45 p.m. Buffet Luncheon

1:00 p.m. - 2:00 p.m. Keynote Speaker: Dr. Robert Cervantes, Child Development Division

2:00 p.m. - 3:00 p.m. "Conversation With Dr. Cervantes" An informal discussion for participants in the Training of Teacher Trainers Project and their administrators

For additional information contact: Jan Barnett, Program Assistant  
(714) 788-6620 or Toll Free, 800-442-4927



- How to show it's not breaktime.
- How to get teachers to bring focus outdoors.
- Science possibilities.
- Children's planning for outdoors.
- Ideas and activities to incorporate H/S learning for school age children.
- How to get staff motivated & aware of the learning potential for outdoor play space.

5. What type program/age group do you work in?

- 4-5's
- 3-4's
- 0-12 yrs.
- Family Day Care
- FDC
- Preschool. 11
- Headstart, 4's & handicapped.
- School Age.
- Demonstration/3's & 4's.

BEFORE THE WORKSHOP:

1. Please save and bring in October, small lids and corks from containers of all kinds. (Non-sharp edges, no wider than 1½ inch.)
2. Please read, "A Fresh Look at Playgrounds," by Mark Tompkins in ToTT Resource Material Handbook, Section on Outdoor Play Space.

Thank you,

Katie Gerecke  
Workshop Presenter

Selected:

Family Day Care (Multi-Age)

Preschool

School Age

Environment

Safety

Arrangement

Key Experiences

Related to Outdoors

## AGENDA Key Experiences in the Outdoor Playspace

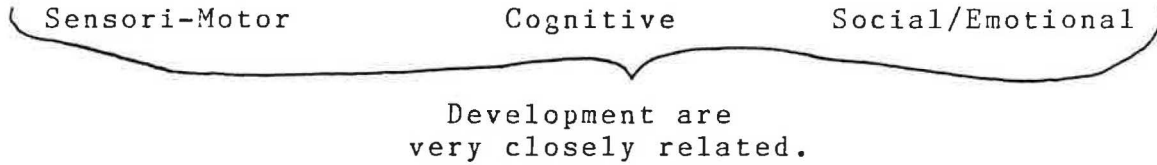
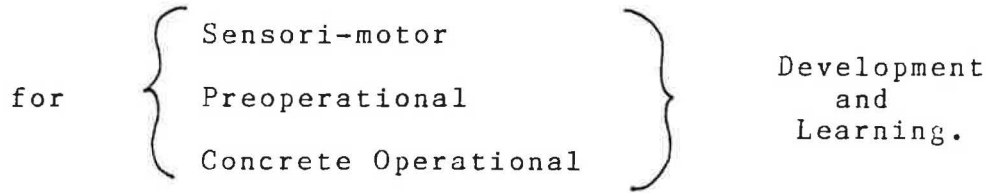
KG/10/89

## Objectives:

1. Participants will understand the use of key experiences in the outdoor play space.
2. Participants will relate the safety and arrangement of the outdoor play space to the use of the key experiences.
3. Participants will consider the differences in the use of the key experiences with different age groups in the outdoor play space.

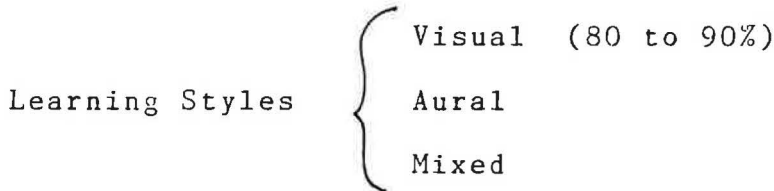
10:00	Picnic Snack in the Play Yard Prepare and eat snack in 3 groups. Use Picnic Snack Sheet	Play Yard
10:25	Reflections on Picnic Snack Basic Foundations of Outdoor Play Introduction to Observation of Children	Northeast End of PY
10:40	Observe Children in Outdoor Play Yard Use Play Space Observation Form	From North Corridor
11:10	Reflections on Observations Physical Motor Characteristics of Children Introduction to Practical Application Activity	Rm 19B-3
11:25	Extension of Key Experiences in the Play Space Use Extensions Sheet Design and Maintenance Checklist Use Design and Maintenance Checklist	Play Yard
11:50	Discussion of Extensions Discussion of Design/Maintenance	Rm 19B-3
12:05	Film: Boxes	Rm 19B-3
12:15	Discussion: Compare ways Children Use Boxes Found Materials Conclusion and Follow Up	Rm 19B-3
12:25	Evaluation	

1. Real Experiences are the foundation



Each child is unique:

- Has his/her own pace of dev.
- Develops a dominant learning style
- Learns in sequence.



Divergent thinking is a necessary component of creative thinking (Piaget, Spec. Ed., Dewey)

\*\*\*\*\*

2. Outdoor Play Space:

is real experience.

relates      Sensori-motor  
                 freedom to move.  
                 Cognitive  
                 Ah-ha experiences  
                 Social/Emotional  
                 Peer relationships  
                 Cooperation

allows individual pace.  
creative experiences

multi-sensory experiences

removes pressure for performance.

allows practice of skills

creative  
motor  
cognitive  
interpersonal  
reading his/her environment

allows choices

decision making opportunities.  
observation  
hands-on experiences

is self-starting

allows child's interests to emerge.  
abilities to emerge.

promotes self-expression in

action  
speaking  
representation

(Adapted from Long range goals of H/S - Wk 2 - p. 7 Manual)

\*\*\*\*\*

3. IF

\*\*\*\*\*

4. 1. The program purposes are:

2. The Zones are provided:

3. The materials are:

4. The roles of the adults are:

(Fill in during discussion)

(Adapted from Tompkins, ToTT Resource & Ebsenson, Outdoor Play Space.)

\*\*\*\*\*

Snack Preparation

Choose crackers to make a sandwich. How many crackers will you need?  
Choose cream cheese or margarine. How will you make your sandwich?  
Can you eat more than 1 sandwich? Make as many as you can eat.  
Place your sandwich in a ziploc bag. Do you need a large or small one?  
Take a paper bag & put symbol on it. What is your symbol?  
Put your lunch in the paper bag.  
Choose a box of raisins.  
Choose a flavor of juice. How can you tell what flavor the juice is?  
Place your bag in the basket for your small group.

Groups 1 and 3

Picnic in the Play Yard. (Take your folders with you.)

The first person whose lunch is in the basket is the group adult. The other people are children.

Group goes to play yard and chooses a place to eat snack.

While you are eating: Adult makes sure that the children do not spill anything, that they do not talk so they can get finished with snack quickly. Make sure everybody eats everything. Point out any problems children have. Keep reminding them to finish. Tell them what they are eating and where it comes from.

After 8 minutes adult tells children the rules for outdoor time and has them repeat the rules to be sure that they know them.

At 10:25 bring everything to the northeast corner of the play yard where the charts are hung on the fence.

At this time we will briefly discuss the snack time and introduce the next activity.

Snack Preparation

Choose crackers to make a sandwich. How many crackers will you need?

Choose cream cheese or margarine. How will you make your sandwich?

Can you eat more than 1 sandwich? Make as many as you can eat.

Place your sandwich in a ziploc bag. Do you need a large or small one?

Take a paper bag & put symbol on it. What is your symbol?

Put your lunch in the paper bag.

Choose a box of raisins.

Choose a flavor of juice. How can you tell what flavor the juice is?

Place your bag in the basket for your small group.

Group 2

Picnic in the Play Yard. (Take your folders with you.)

The first person whose lunch is in the basket is the group adult. The other people are children. Adult chooses a key experience to focus on in conversation with children.

Group goes to play yard and chooses a place to eat snack.

While you are eating, discuss lunch. Adult reflects, clarifies, and extends children's language.

After 8 minutes, adult encourages children to make a verbal plan for outdoor time. (Pretend that you will be having outdoor time next.)

At 10:25 bring everything to the northeast corner of the play yard where the charts are hung on the fence.

At this time we will briefly discuss the snack time and introduce the next activity.

Infant-ToddlerNeeds

9-12 mos.	Creeping and walking falling Wide walking width	Comfortable surfaces Things to hang onto
15 mos.	Gradually reduces staggering Can walk backwards Self-reliance Begins to relate to others in play Runs and climbs falls More stability in walking, still uses full sole step	Rocking equip. Equipment to use together Needs hand rails Wide stable places to walk
2 yrs	Heel-toe walk Always hurries Improves in turning corners Really runs (This requires more accurate timing.) Jumps and maintains balance Has difficulty maintaining full body balance.	Space to practice Space to run 8 to 10 inch jumping places. Slides are not good.

PreschoolerNeeds

3's	Routine walking and jumping Balance improves May attempt stunts beyond ability. Good command of leg and foot movement	Sensori-motor play Mastery play Rough & tumble play (play face)
4's	Can pump Maintains balance and center of gravity. Many movements mastered and coordinated Does stunts - somersaults Runs smoothly fast and slow can stop quickly Can turn sharp corners Descends long flights alternating feet	Same as 3's More space Higher space  Needs mats and soft surfaces

School-ageNeeds

5's	Can do all things previously mastered and do them better Proud of motor skills Grace, ease, economy of movement Keen sense of balance Versatility in use of hands and feet	Less close supervision required (Adequate supervision still important.) Can use narrow balance board
-----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------



## 5's (cont)

Does not recognise limits  
sometimes  
Can skip  
Runs, jumps and kicks well  
Ascends/descends stairs/ladders

## 6 to 8

Smooth and uneventful dev.  
Master new physical skills  
Tree climbing, break dancing  
Much skill in controlling  
bodies.  
Can master almost any motor  
skill  
Limited power  
Lacks good judgment of  
speed and distance  
Reaction time still developing  
Wide variety of physical builds  
Boys and girls just about equal

Opportunity to  
practice w. out  
adult pressure  
  
Encouragement  
  
Sports they  
can perform  
reasonably well  
Organize own  
games with  
simple skills  
Regular, moderate  
exercise

Observe children's activities in the play yard in relationship to the Key Experiences that are highlighted on the Key Experience Sheet.

In this column write what the child is doing/saying.

In this column write the:

1. Key Experience involved.
2. Language the adult uses to reflect, clarify, extend.
3. In ( ) write how you would reflect, clarify, extend.

## EXTENSIONS OF KEY EXPERIENCES IN THE PLAY YARD

KG/10/89

Look in all of the outdoor cupboards and areas. Find items, areas, ideas that would help to extend children's thinking in the Highlighted Key Experiences on your key experience sheet. Think about what the children were doing today and how you might add to their ideas.

Purposes

Zones of Outdoor Play Space

Materials

Role of the Adult

## APPENDIX D

### Playground design and maintenance checklist

Before turning over a new or existing playground to your children, use the following checklist to be sure you are offering them a safe, comfortable, and stimulating environment.

#### Play opportunities

- ▶ Are the four types of play possible?
  - creative, cognitive
  - social
  - physical
  - quiet retreat
- ▶ Are these zones provided?
  - transition
  - manipulative/creative
  - projective/fantasy
  - focal/social
  - social/dramatic
  - physical
  - natural element

#### Loose materials

- ▶ Are large wheeled toys provided?
- ▶ Is play sand provided?
- ▶ Is there a safe source of water for play?
- ▶ Are there containers for sand and water play?
- ▶ Are there large blocks and boards for building?
- ▶ Are there dress-up clothes, pots and pans, etc.?
- ▶ Are there fine-motor-skill materials?
  - clay, plasticine, play dough
  - paints and easel
  - carpenter's materials
- ▶ Are there small figures, vehicles, etc. for projective play?

#### Site and landscaping

- ▶ Is there variety in landscape components and topography?
- ▶ Is there color variation in equipment and landscape materials?
- ▶ Is there adequate protection from wind?
- ▶ Are there sun and shade areas where needed?
- ▶ Are plants and shrubs nontoxic?
- ▶ Are landscape barriers (e.g., hedges) used where needed?
- ▶ Is the site accessible for emergency and maintenance equipment?
- ▶ Is there adequate protection from traffic noise and exhaust?

#### Surfacing

- ▶ Does playground surfacing provide a variety of textures?
- ▶ Is there both hard and soft surfacing to accommodate various activities?
- ▶ Is impact-absorbing surfacing used under equipment from which children can fall?
- ▶ Is the depth of each impact-absorbing surfacing appropriate?

#### Equipment placement

- ▶ Is there safe access to each piece of equipment?
- ▶ Are there adequate safety zones (marked by a hedge or low fence) around physical-play equipment?
  - swings
  - slides
  - climbing structures
- ▶ Is equipment located where it has appropriate sun, shade, or windscreen?
- ▶ Is the impact surface appropriate for each piece of equipment?
- ▶ Are the different types of play zones located well in relation to each other?
- ▶ Have incompatible elements been avoided (no ladders next to slides, no platforms next to swings, no slides running into children at play)?

#### Equipment design

- ▶ Does equipment offer imaginative design and a variety of play experiences?
- ▶ Does equipment provide a variety of colors, textures, and geometric forms?
- ▶ Is equipment designed to discourage incompatible activities?
- ▶ Is there equipment to accommodate different ages of children?
- ▶ Does equipment design discourage small child from using older child's equipment?
- ▶ Is equipment properly scaled in all its parts (steps, railings, rungs, platform heights) for young children?
- ▶ Do structures have adequate safety bars, railings, siding, barriers, and platforms?
- ▶ Do climbing structures have resting places between adventures?
- ▶ Does equipment challenge children to use legs and arms and to develop coordination and balance?
- ▶ Are ladders as well as steps provided as access to climbing structures?
- ▶ Does all protective siding on platforms prevent children from climbing siding to reach unsafe heights?
- ▶ Is there no structure with a fall height in excess of 8 ft (2.5 m)?

#### Equipment construction

- ▶ Are structures sturdily built?
- ▶ Does equipment have smooth corners and surfaces, no protruding or sharp parts?
- ▶ Are all fastenings of a secure type?
- ▶ Are finishes, paints and lubricants nontoxic?
- ▶ Is the proper type of sand used?
  - sandbox
  - impact sand

Ebsen sen (Abridged)

KEY EXPERIENCES RELATE TO { SAFETY OF CHILDREN  
SUPERVISION OF CHILDREN  
ADULT PARTICIPATION

What are the ways that using the Key Experiences can help with safety, supervision and participation in the outdoor play space?

In Adult Planning:

In Child Planning:

In Adult Language:

In Adult Action:

Purposes

Encourage a variety of Real Experiences

{ physical  
social  
cognitive.

Provides opportunities to transform and manipulate materials.

Provides risk-taking opportunities.

Encourage interactions between adults and children and between children and children.

Zones of Outdoor Play Space

Transition Zone - Provides opportunities to size up the yard. Offers quiet activities to help children to move from indoors to outdoors at their own pace.

Manipulative/creative Zone - Provides outdoor activities that help children develop fine motor skills. Usually located close to building.

Projective/Fantasy Zone - Provides opportunity for children to use objects to develop imaginative play. The sand area containing vehicles, animals, etc. is usually used.

Focal/Social Zone - Provides opportunity to sit and talk with friends, teachers. A comfortable site from which to observe.

Social/Dramatic Zone - Enhances symbolic play experiences. Adds complexity to play and language. A playhouse that can change to commercial with wheel toys nearby.

Physical Zone - Gives high priority to gross-motor-skill development. Includes topographical changes and a variety of motoric challenges. Should also have equipment on which children can balance, swing, sway, climb and slide together. Offers challenges and risk-taking experiences.

Nature element Zone - Provides natural materials that enable children to become familiar with the textures, colors and odors of nature. Is balanced throughout the outdoor play space.

(over)

KEY EXPERIENCES IN OUTDOOR PLAY SPACE

(A Sampling)

ToTT Workshop 10/27/89 Katie Gerecke

Sensori-motor

Preschool

School-age

ACTIVE LEARNING

Discovering relationships among self & objects thru direct experience (doing)  
Using large muscles: crawling, walking climbing.

ACTIVE LEARNING

Exploring actively with all the senses  
Discovering relationships thru direct experiences.

ACTION:Planning

Identifying personal interests.  
Describing what is about to be done.  
ACTION:Working  
Following plans, adding details as necessary.  
ACTION:Evaluating  
Giving reasons for changes in plans.  
Discussing possibilities for extending projects with other children.  
ACTION: Social Interactions  
Cooperating in small and large group activities.  
Making rules for group games, events and behavior.

LANGUAGE

Imitating sounds, voices and words.  
Recognising sounds, voices and words.

LANGUAGE

Describing objects, events and relationships.

LANGUAGE: Speaking and Listening  
Describing relations among objects, events and people  
Listening to others describe objects, people, events, ideas, feelings & rela  
LANGUAGE: Writing  
Describing relations among objects, events and people in writing.  
LANGUAGE: Reading  
Comparing personal experiences and knowlege with what has been read.

REPRESENTING

Imitating actions of others.  
Using one object to stand for another.

REPRESENTING

Imitating actions.  
Relating pictures, photos, models to real places and things.

REPRESENTATION

Representing personal experiences thru symbolic play, construction of models, and graphics.  
Recalling & thinking experiences thru in order to solve problems & increase & modify knowlege.

CLASSIFICATION

Noticing how things are the same or different.  
Noticing the color sizes and shapes of things.

CLASSIFICATION

Noticing and describing something in several different ways.

CLASSIFICATION

Describing many attributes of objects.  
Discovering and stating how objects are identical, similar & different.



#### SERIATION

Beginning to compare sizes:big, little more,less.

Counting objects, and counting by rote

#### SERIATION

Comparing which object is bigger, heavier, louder, etc.

#### SERIATION

Comparing 2 or more objects using a single criteria;sorting into 2 groups based on a particular criteria.

Making decisions based on various criteria, weighing various solutions to a problem.

#### NUMBER

Comparing number and amount.

#### NUMBER AND MEASUREMENT

Estimating size or amount & then measuring/counting(By 2's,3's,etc)(T)  
Using standard methods and tools for measuring and calculating. (C)

#### SPATIAL RELATIONS

Direction of self & objects:up/down, forward/backward.

#### SPATIAL RELATIONS

Observing things and places from different spatial viewpoints.

#### SPATIAL RELATIONS

Constructing 3-dimensional objects and symmetrical objects.

#### TIME

Developing awareness of beginnings & endings of time intervals: start/stop.  
Developing awareness of the ordering of events: first, last, next.

#### TIME

Noticing, describing, representing the order of events.  
Experiencing and describing different rates of movement.  
Observing seasonal changes.

#### TIME

Comparing speeds & durations of events  
Using clocks, timers & calendars to observe the passage of time, measure time and anticipate events.

#### CAUSALITY

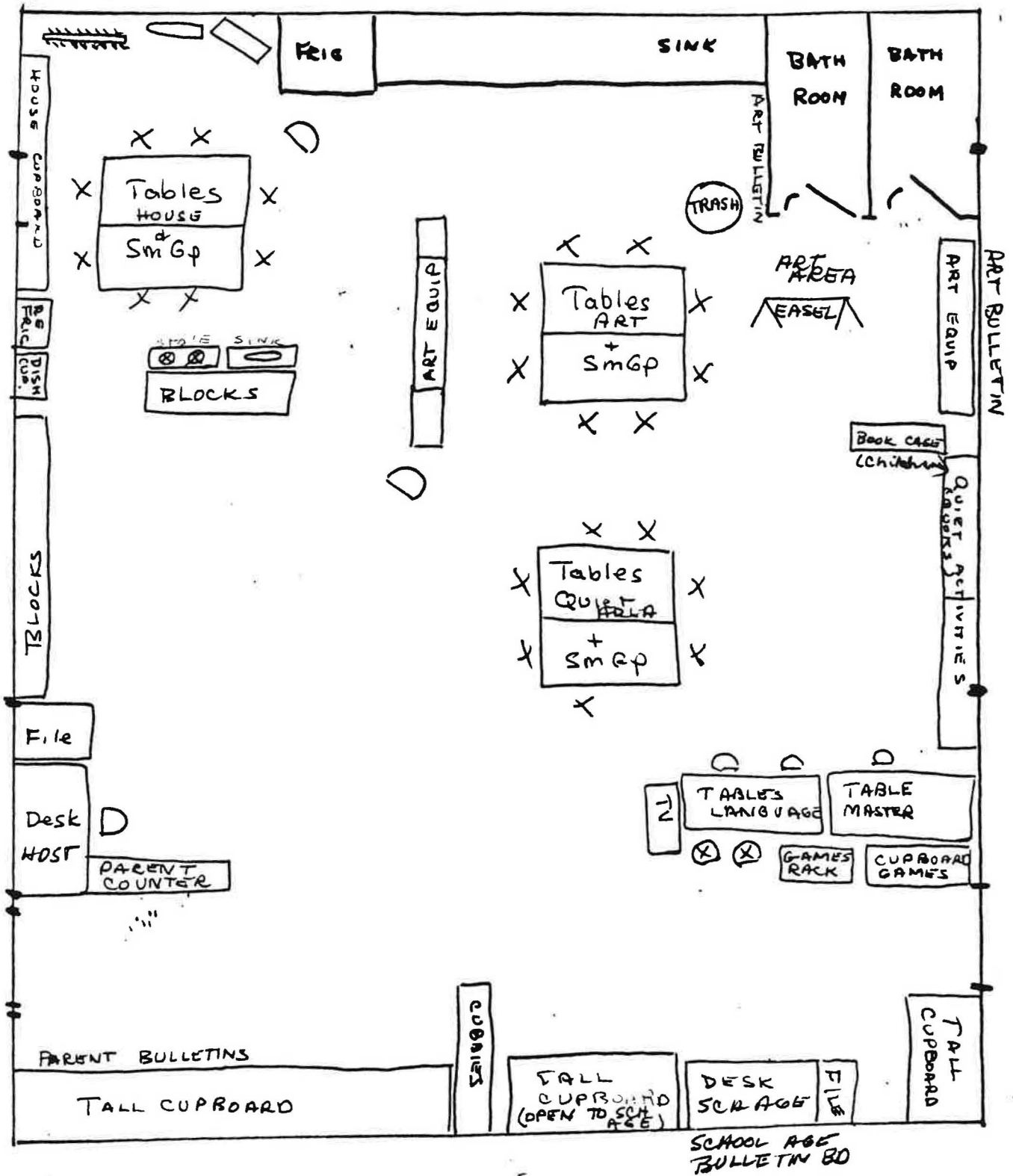
Coordinating several objects, events or people in order to achieve goals(C)  
Predicting a series of motions or forces which will result from a specific action.

MC/mkg/10/89

# SECOND NEW PLAN

REARRANGED AFTER  
FINAL MEETING + FEEDBACK

(not in 2nd packet)  
Added 4-29



SCHOOL AGE  
BULLETIN BO

SUMMARY OF CHANGES IN CLASSROOMS

HEADSTART CLASSROOM

- Opened up areas for use by both groups. Allowed curtains to be removed from shelves for materials to be used.
- Used more strategies for planning, drawing and tracing.
- Entered into play with children sometimes.
- Changed room arrangement with rest of team.
- Made stove for house area.
- Allowed more collage materials onto shelves of art area.
- Put plan book out in sight with key experience area written in.
- Made some changes in language with children.

SCHOOL AGE CHILD CARE

- Arranged planning time for kindergarteners in lunch room as they finish eating and carries those plans to classroom as they go into work time. Much smoother and children are more directed.
- Digital clock and sign-up sheet for 3rd through 6th Graders to write-in their presence.
- Board with clothespins with name written on for kindergarteners to drop in basket.
- Has work time for kindergarteners, encourages small groups to work together. Does not insist on rest time when they come in.
- Developed two types of planning sheets to use by the week, one for younger children, one for older children(more detailed.)
- Cleaned cupboards to organize materials.
- Has made more cupboards accessible to children for their materials.
- Had children cut and glue and tape pictures for labels.
- Had children use word labels made from address labels to put on shelves.
- Obtained needed larger chairs
- Made language changes when speaking with children, helping them to expand their thinking.

Many of these are very subtle changes that do not show up in a formal way, but they are occurring in both groups.

Mary  
Essie

Sadie  
Retha

From: Katie

(not in 2nd pkt  
added 4/29)

Meeting with High/Scope Evaluator for ToTT

1/26/90

SUGGESTIONS FOR REFINING HIGH/SCOPE IN PROGRAM

Teaching Teams had discussions with Evaluator, Betty Forbeck to ask questions and exchange ideas. The following suggestions resulted from that discussion. It was agreed that each team would be consulted before decisions were made about changes that effect both groups.

-Move Art Supply Cupboard or Book Cupboard to space between House Area and center table. This will more clearly define the art area and give it more space.

-Mount pictures of children's work on backs of book cupboard and supply cupboard. this would add to mounting space at child's eye level.

-Morning program move and return TV each day to front of school age cupboard to open up the Quiet Area more.

-Morning program move teacher table over to wall each day to open up Block Area.

-Put Parents' Bulletin Board on doors of cupboards near entrance for better viewing by parents and to clear more space for mounting children's work.

-Try to cut down on the adults in the room or use the adults differently to allow more freedom of movement for children.

- One possibility is to have a chair for an adult in each area and assign adults daily to an area. Additional adults could be at table in front of school age cupboards to work on preparation, etc.

- Use a plan board on parents' bulletin board to assign parents to tasks for the day.

-Arrange a Parents' meeting with Katie to work with parents on using language with children to develop their understanding in key experience areas.

Were there other suggestions that were made that we should have on this list to consider as we look ahead to the rest of the year?

mkg/H/S3/S90

CHANGES MADE BY CLASSROOM TEACHERS AFTER THE SUMMARY OF FEEDBACK FROM  
EVALUATOR 2/90

Two art equipment shelves had been placed between House and Art Areas. Both teams liked this definition of space.

A stove had been added to the House Area. It was homemade, but much better than the one I had done. Much cooking play was going on.

The sink stove and dishes cabinet had been moved to make more organized space.

Parent desk (table) had been moved out. This opened up the room a great deal.

The school age storage/desk area had been cleaned up, organized and consolidated.

TV was turned to take up less space.

Parents' bulletin board was moved from wall by sink to cupboard doors by entrance. This provides better access to parents.

Multi-ethnic and multi-cultural pictures of children and families that I had scrounged from magazines were laminated and displayed in appropriate areas of the room.

A bulletin board had been made by the school age children, designed from pictures I had brought. They were fascinated by pictures of penguins in snow and had drawn lots of them and organized the bulletin board.

Language master was out on the table for use by both groups. It had been packed in a box underneath the table.

Tables were moved closer to the quiet area and art area to be used for working with materials in those areas. More space was opened up by moving some art supplies as indicated previously.

Two art bulletin boards had been added near the Art Area.

All of these changes had really opened up the block area for use and it was being used way out into the center of the room.

The Art Area was more obvious and had more activity in it. Children could see more materials and were using them extensively.

Date: 1/26/90

Person(s) Observed: Mary + Sadie

Observer: Katie G.

Focus: Adult + children

in Sp. Rel - rep + moving obj. in space.

SP = spatial language used

## NARRATIVE

## NOTES

Story time - Mary - by book

8:33 Snachio

How big is a whale?  
Show me!Children stretched across  
out for big.

How big is small?

Children put hands in  
for small.

8:39

Sadie, Planner time - 1/2 yr.  
Sadie where do you want to work, Michaelok so you are going to work  
somewhere - in the  
blk area?I'm going to make a building  
Michael; going to another  
area.(nod)  
I'm going to the table  
ok, what are you going  
to do is that in?Quiet area  
this is the quiet area  
That is the art area.All right, Rudolfo  
What are you going to do?

Block area

OK what are you going  
to do in blk areaPlay w. animals  
what are you going to  
do. Are the animals  
going to go anywhere?

OK. are you going

Relating size  
Using large book

SP

Michael did go to blk area

Indicates need for clarify  
area  
Table needs identification w  
blk area. Relates to  
spatial understanding.Rudolfo  
went to blk area.

SP

Date:  
 Person(s) Observed:  
 Observer:  
 Focus:

## NARRATIVE

## NOTES

You see, I can't talk to  
 you if you don't talk.  
 Do you have 2 stories in  
 your house?

If you don't talk I'll  
 guess I'll have to take  
 that big truck away.  
 (Must answer)  
 Can you talk louder  
 than that?

What are you going  
 to do w. big truck today?

89

9:04 - Artarea - clay table  
 Using clay do -  
 5 children & mother  
 moving from Spanish  
 to English as needed  
 Children are making doggies  
 by pinching & rolling.  
 What is it? a. dog.  
 What are you going to do  
 now?

9:08 - ~~Artarea~~ - another dog.

9:08 - Juwanna -  
 Tell me how you love

What are some added ways  
 to help him to describe  
 what he is doing? in terms  
 of space?

Language is in terms of  
 what children are making  
 She is demonstrating a  
 technique of pinching  
 This is a start in  
 parent language. Can  
 gradually cue them  
 in to your key exp.  
 maybe post key words.



Date:  
Person(s) Observed:  
Observer:  
Focus:

NARRATIVE

NOTES

May in blk area w. Joan.  
Here want to put this  
around that way.  
Child moves blk to another  
direction.

Michael That is beautiful  
and it's standing up so  
good. You made a  
skyscraper.

Your house is falling  
down. Know what,  
maybe need to make  
a diff way.  
Can you think of another  
way to do it?

(Sung brings you 17 play do  
to show)  
another gl has something  
to show)

Michael

Recall time -  
2 groups.

OK - The one who I show  
this to is going to be the funnest  
away.

who is

when I show to T. She  
will she tell me what  
she did to day - - -

OK you played  
I missed playing w. toys -

of Gue's child word  
for his tall bldg.

Good question to get  
Michael to think about  
how to build  
no time to follow thru  
w. Michael but he  
continues.

Using an activity relate  
to space k.e. to do recall  
helps ch. to think about  
where they are.

How could help ch. do the  
next time



WORKSHOP: INVENTING TEACHER TEAM PLANNING TIME: A NECESSITY FOR  
QUALITY CHILD CARE PROGRAMS

Nov. 17, 1989	12:30	Pomona Ch Dev. Ctr Teams	
12:30	Icebreaker	One item on card that we probably don't know about each other. Sht Story of Shopping	Cards Pencils
12:45	Video	Lessons That Last Focus: 1. How can you use this? *2. What are the points emphasized?	VCR/Monitor Video
1 p.m.	Discussion	Points above	
1:10	Central Idea Discussion	Planning as a teaching Team Advantages/Problems Why important?	Cht: Head: Adv./Prblms Why Imp.
1:25	Small Gps Chart Time	Use Time Chart to search for planning time. If already have time to plan, focus on making that time more efficient	Time Chart
1:35	Forms of Planning	Look at outlines, choose 1 to use for making a plan.	5 plan options on paper
1:40	Make a Plan	Instr: Suppose you have a planning time and 1 person is absent or with children, make a plan that will be clear to each of you and will communicate that plan to absent person. Use a key exp. as a focus for your plan. Fill in the form for the various times of day.	Use shts Key Exp. shts.
1:50	Exchange Plans	Ask constructive questions to clarify plan.	
1:55	Follow-up	Ask for copies of plans or book. Revise sheets and make request for copies Share with staff not here what was useful.	

mkg/H/S2/F89

4-33

in Representation.

TIME	AGENDA	OBJECTIVES	PERSON	PROCEDURES	MATERIALS/EQUIP	EVALUATION
9-9:15	Opening Activity	Familiarize p. w. Key Ex. of Representation.	Katie	Gp 1 - has toy elephant, specific instructions to draw it and how. Gp 2 - has toy airplane, freedom to represent it with encouragement.	2 paper bags 1 toy elephant 1 toy airplane paper colored pencils.	
9:15	Chld Dev Bkgrnd	Give background for approp language strategies.	Katie	Briefly go over outline while p's follow with handout.	Chart Handout Chart Rack	
9:20	Central Idea	Familiarize p. w. ways that ch. represent.	Josie Katie	Josie discuss first 3, Katie discuss second 4.	Chts & Hndouts Key Exp. in Rep. Sm. Gp. Time Princ.	
9:35	Video	Gain Adult Language Strategies	Josie Intro	"Representing with Sticks and Balls" Ask p. to focus on Teacher Language	Video from Jan VCR & Monitor	
9:50	Discuss Video	" " " "	Katie Josie writes	Ways Teacher used her language to encourage children to represent Bring out from group.	Blank Chart Felt Pen	
9:55	Sm. Gp Demonstr.	Demonstrate Language Strategies	Josie Katie	Using Playdo w. Fall Items to Rep. Using Lids to Represent  Each demonstrator uses approp. adult language as p. explore the materials. T. uses language to lead into ways to represent.	Playdo Branches, sticks etc. bases lids pens Paper	
10:10	Follow-up	Encourage to try out Language Strategies in Clsm.	Josie	Strategies List of open ended questions and statements to try out	Handout	

00 2:30)	Tickets To get people involved for dr.pr. w. books & interested. Sign in	Judy	As participants sign in give ticket.	Sets of Seriated books Tickets
9:10 2:40)	Intro- To mix up group, help ductions them to get to know other caregivers in prgm.	Katie	Intro self to 1 person, not from same site. Tell favorite children's book & 1 reason. Intro other person to gp, name & their fav. bk.	
30 :00)	Backgrnd Rationale for use of chldrn's bks in gps.	Judy	Brief Explanation	Chart (Katie)
45 :15)	Role Play To model planning in Planning H/S w. Key Exp. using w.ST. Str. ch. book as a theme. To explore planning strategies when can't have meeting. To recognise that bks relate to all parts of day.	K.Intro Judy & Katie	Use Planning Sheet from previous inservice. Each person plan part of the day even tho cannot meet. (See notes on role play)	2 c. Spdr Bk String Dark paper(ugly) Glue Sci & Natur Bks Magnifying Glses Chalk Crates -Shelves
00 :30)	Central To gain relationship Activity between specific books and Key Exp.	Judy	Divide into gps, Assign 1 section of bk to each gp. Give gp set of bks from that section. Gp agrees on the predominant Key Exp. that each bk relates to. Which Key Exp. would it help teach? Be prepared to report back.	Every bk has sticker. J & K go to each gp toward end of activity and tell to put name on one they want. Leave for P.M. will get them next week.
25 55)	Report To share Key Exp. Rel. Back to of bks. Gp To mark that info for future ref. To encourage use of ST. Str. w. books they have.	Katie	1 person, each gp report Info: Section of St.Str.,p., Title, author, Key Exp.	
45 :15)	Drawing To relate seriation to for real objects. Prizes Fun!	Judy	Tickets in basket, mix, have diff people draw till books are gone. Announce that people who have bks on list given out Put in J's box to get other size.	Basket  List of seriated bks.
55 25)	Evaluation		Give out forms.	Eval Forms.

Open-ended questions are types of questions that have more than one right answer.

Open-ended questions:

- cannot be answered by "yes" or "no." only.
- encourage children to show how they would do something.
- encourage children to think, express their feelings and respond according to how they see the world around them.
- encourage children to develop language skills because they need to respond in their own language.

Adults who use open-ended questions:

- wait at least 3 seconds for a response.
- use statements with questioning tone as a question.

Examples of Open-ended Questions

Show me.....

How can you.....?

Where can you do that?

How will (did) you do that?

What will you need to do that?

What materials did you use?

What did you do first? Then...? Last?

What will you do next?

What would happen if you.....?

What could you do instead to.....?

What can you tell me about your.....?

How do you make it work?

Tell me, what happened?

Is it possible to.....?

See if you can.....

How do you feel about it?

ORACIONES QUE NECESITAN TERMINARSE TIENEN MAS DE UNA RESPUESTA CORRECTA.

ORACIONES QUE NECESITAN TERMINARSE:

- NO SE PUEDEN CONTESTAR SOLAMENTE CON "SI" O "NO."
- ANIME A LOS NIÑOS A QUE DEMUESTREN COMO PODRIAN HACER ALGO.
- ANIME A LOS NIÑOS A PENSAR, EXPRESAR SUS SENTIMIENTOS Y A RESPONDER A SEGUN COMO ELLOS VEN EL MUNDO EN SU ALREDEDOR.
- ANIME A LOS NIÑOS A DESARROLLAR HABILIDADES DE LENGUAJE PORQUE NECESITAN RESPONDER EN SU LENGUAJE.

ADULTOS QUE USAN ORACIONES QUE NECESITAN TERMINARSE:

- ESPERE AL MENOS 3 SEGUNDOS POR LA RESPUESTA.
- USE LA ORACION EN TONO DE PREGUNTA.

EJEMPLOS DE ORACIONES QUE NECESITAN TERMINARSE

DEMUESTRENME.....

¿COMO PUEDE \_\_\_\_\_?

¿DONDE PUEDE HACER ESO?

¿COMO HARA (HACER) ESO?

¿QUE ESO LO QUE NECESITAS PARA PODER HACER ESO?

¿CUALES MATERIAS USASTE?

¿QUE HISISTE PRIMERO? ¿Y LUEGO.....? ¿Y AL ULTIMO?

¿QUE HARAS EN SEGIDA?

¿QUE PASARIA SI TU.....?

¿QUE PODRIAS HACER EN VEZ DE.....?

¿QUE ME PUEDES DECIR TOCANTE TU.....?

¿COMO HACES QUE ESO FUNCIONE?

¿DIME, QUE PASO?

¿ES POSIBLE QUE.....?

HABER SI PUEDES.....

¿COMO TE SIENTES CON RESPECTO A ESO?

## WORKSHOP EVALUATION

Name: COMPOSITE OF EVALUATIONS - 11 returned. Date: 11/17/89  
16 attended.

Presenter: Katie Gerecke

Topic: Planning as a Team: A Necessity for Quality Child Care Programs

1. What were the strengths of the workshop?

- New ways to plan like a team.
- Video, pointing out importance of planning as a team.
- Being able to communicate different ideas, thoughts about how to use planning time to best fix indiv. needs.
- Gave us ideas on how to plan.
- New ideas in planning.
- Discussion.
- Suggestions.
- Trading ideas and plans.
- Prepares me to find time in spots not previously visible.
- Understanding of planning and ideas with kids.
- Why planning time is important in day care.
- Info shared on possible ways to make planning time.

2. What questions do you have on the workshop topics?

- None.
- Should there be a standard format for planning in any one center? Or just do whatever wks best for you.
- Enjoyed this workshop.
- Should be simpler because I work with preschoolers and don't have much time to plan.
- This is a good time for workshop.
- Everything covered except where to get another hour in the day
- Topics covered fully.
- How can I get more ideas on how to plan activities with kids.
- When will we have another workshop?
- More info on planning in school age programs.

3. What modifications would make this workshop more effective?

- Let us know early so that my other teacher can come, too.
- The team (at least 1 teacher, 1 assistant) should be present together.
- Having more time.
- More of them, most useful.
- A little more emphasis on problems in school age programs.

11/17/89

This workshop went well.

There were some "Ah-ha's" related to finding time for planning by using the time sheet.

The group feels that administrators should see this video.

I would shorten the opening activity somehow, although I feel that the introductory fun time means a lot to this group and I should be careful to include something each time.

My presentation and leading methods were quick and easy, straight to the point and understood by the group.

I offered to send materials needed and took names. This was appreciated.

## WORKSHOP EVALUATION

Name: COMPOSITE OF EVALUATIONS 18 ATTENDED Date: 10/21/89  
11 RESPONDED

Presenter: Katie Gerecke

Topic: Plan-Do-Review

A workshop within the course: Current Models in Curriculum (High/Scope), a credit course at Mt. SAC.  
Instructor: Judy Sanders

1. What were the strengths of the workshop?

- Actually planning.
- Actively did an activity.
- Reviewed together in class.
- It was informative, well organized, and fun doing the project in non-critical atmosphere.
- Interesting, excellent presentation.
- Good illustrations and examples.
- Easy to apply to everyday situations.
- Hands on will be very helpful.
- Daily Routine, gave good ideas, very helpful.
- To better help me to organize a class time or school day as a teacher.
- Learned the importance of organizing a program for children.
- It was fun making the sundaes and thinking about the steps involved.
- Helped me to think that there are more ways of Plan, Do Review than what I have been doing.
- The different ways to talk to the children to keep their attention.
- How I can make planning time more fun for children.
- That there were materials available to actually do what she was teaching - "Hands-on."
- We actually participated in activity. By doing it step-by-step we were able to feel what it is like for the children. On hands experience was helpful. Was given an idea of how to also use a smalll grouptime in making something using the above steps.
- It got me to think about where I work and what I can do in my room to make it more fun for the children.
- Getting the students involved by naming the parts of the routine in their classroom.
- Actually doing a Plan-Do-Review.
- Knowledge of the presenter and the oportunity to do an actual experience.

2. What questions do you have about the workshop?

- Would like to hear more about particular methods of recall. How to keep the attention of the other children as you recall with one.
- How to work with special children.
- What to do when child goes from one area to another, and refuses to clean up.
- Specific open-ended questions to ask the children.(Give some samples, maybe even a hand-out.) (over)



## WORKSHOP EVALUATION

A-40

3. What modifications would make this workshop more effective?
  - Perhaps some examples of Planning Time, charts, tags, etc.
  - Using more pictures as one would for children, might help to make topic interesting.
  - I liked the way it went.
  - Brainstorm activities that have worked well in the past.

WORKSHOP EVALUATION SHEET

ToTT Conference/ Tri-County 11/29/89

Title of Workshop: Small Group Time: Adult Language in Representation

Name of Speaker: Josie Brigham and Katie Gerecke About 45 attended/ 31 forms returned

Please evaluate the workshop using the rating scale below:  
1=poor 2=fair 3=good 4=excellent

CIRCLE ONE

- 1. The presenter addressed the topic with enthusiasm. 1 2 3 4  
2 2 14 14

---

- 2. The presenter covered the topic to your expectations. 1 2 3 4  
1 4 13 13

---

- 3. The presenter was knowledgeable about the topic. 1 2 3 4  
2 1 10 20

---

- 4. The presentation was organized and easy to follow. 1 2 3 4  
3 1 9 18

---

- 5. The information presented was applicable to my needs. 1 2 3 4  
2 5 11 15

---

- 6. The information gave me new knowledge that I will be able to use after this workshop. 1 2 3 4  
1 3 16 11

---

- 7. The meeting room was appropriate regarding space, sound, temperature, lighting, seating. 1 2 3 4  
7 13 10

MY OVERALL RATING FOR THIS WORKSHOP IS: 1 2 3 4  
1 4 13 10

List any topics that you would like to have as a future workshop.  
-----  
-----  
-----

COMMENTS:  
-----  
-----  
-----  
-----

See requested topics and comments on back of page.

WORK EVALUATION SHEET

A-42

Title of Workshop: Small Group Time: Adult Language in Representation

Name of Speakers: Josie Brigham and Katie Gerecke

Date: 11/29/89

Topics for Future:

More info on assessing, using CAR, COR  
Parent Involvement and supporting ideas at home.  
I'm implementing H/S in Kgtn  
Whole Language - How to Utilize it.  
Opportunity to attend all sessions with time restrictions  
How to find time to fit in daily routine.  
Applying H/S to less than ideal situations  
A longer time for workshops

Comments:

Excellent information and good involvement of participants.  
Key Experiences in Representation were easy to understand in part due to the personal experiences of speakers adding to the concepts.  
Great! Thanks.  
Was very well presented  
Enjoyed the small group time project - the open ended questions help me toward my small group time.  
Small group time was knowlegeable  
Great language ideas.  
Good  
The more I read, see and hear about H/S, I know that's the way to go.  
I teach Kgtn  
Katie was hard to follow.  
Good workshop, speakers aware of H/S  
Difficult to see small group demo.

*Self evaluation is in journal.*

mkg-H/S2-F89

## PM Story Stretchers Evaluation

I liked the sharing of the books and its fun to see the door prizes - I feel so appreciated. Keep up the great job. Thanks.

Most informative. Will assist teachers with all of our daily routine.

Was fun and relaxing while expanding.

I think this inservice of Story Stretchers was great!

It was fun!

Was very useful and well presented.

Good information. Enjoyed.

Helpful and practical! Thank you for the information.

Very good. Helpful. I liked it and go something out of it. (I wish I had my own book.) Thanks.

A very enjoyable presentation in regard to children's reading materials. The planning and presentation was precise, organized and very clear to those present. Thanks for a great in-service.

Story Stretchers was very good. Do it again soon.

Very involving. Well presented. Good material. Time well used. Variations appreciated.

Very informative and useful. Helps to see stories to cover other areas than language. I especially enjoyed the planning role play between the team - a great example of team teaching.

Our comments:

This was fun to do. Judy and I agree that we need at least 2 hours for workshop.

We decided that we had a little too much lecture in AM and too little PM. We can balance that out.

We liked the role play as did the group.

The charts and materials need to focus more closely on the central idea.

In AM we had too little time for groups to work, in PM this was just about right, but needed a little more time to share the results.

The suggestion of assigning KE to groups is a good one.

This was the same room we had used for ToTT in Pomona, but the heating had gone out in this room and altho we had a small heater, it never did warm up in the AM. In the PM it was simply too crowded. We did not get such a response from our invitations to the neighboring districts.

Basically this is a very good workshop in a much needed area. Workers readily grasp the extension of H/S over the whole schedule.



# Pomona Unified School District

A-45

800 South Garey Avenue, P. O. Box 2900, Pomona, California 91769 - (714) 397-4700  
CHILD DEVELOPMENT PROGRAMS, 153 E. Pasadena St.,  
Pomona, CA 91767... (714) 623-1461 or (714) 397-4698

Robert A. Cervantes, Ph.D.  
Assistant Superintendent, Child Development Division  
California State Department of Education  
721 Capitol Mall P.O. Box 944272  
Sacramento, CA 94244-2720

Dear Dr. Cervantes:

I participated in the High/Scope Training of Teacher Trainers program (1989 Project) that your agency sponsored. I truly appreciated this opportunity, and I believe that it is very important that this training be continued in the State of California for personnel of child development centers, in order to enlarge the number of endorsed trainers available to California child development agencies.

The training was intense, very satisfying and rewarding. The demands of the program were exceeded by the tremendous learning that took place. Seldom are child development workers given the opportunity to learn and practice their skills in such a complete manner. The communication and support among participants and with the instructor were especially useful.

Because during my sabbatical this year I have been assisting various child development groups and the Children's Lobby with regard to issues in child development and training, I have been thinking about the essentials of that training in California. To express my thoughts about the training and to indicate my hope that such training will be an important program for the Child Development Division to continue, I have written the attached Criteria for Training for Child Care Workers and the ways that I believe High/Scope met these criteria.

Please understand that these criteria are only my ideas. They have not yet been endorsed by any groups, although I have shared them with Sherry Skelly of Children's Lobby, with Carol Sharpe of the community college Chancellor's Office, and with Bill Ewing of the Pomona Child Development Programs, and have asked for their comments. After meeting you in your office in April and understanding your enthusiasm for the training, I decided to share my thoughts with you for whatever use they might be.

I look forward to participating in whatever plans you have for the ToTT endorsed trainers to be a part of the Child Development Division training process.

Sincerely yours,

Marian K. Gerecke  
Instructor, Early Child Development, Mt. San Antonio College  
Project Associate, Pomona Unified School District  
(Temporary Sabbatical Position)

Criteria for Statewide Program of Training for Child Care Workers  
(Aides, Teachers, Administrators)

The curriculum model to be used should include the following principles and practices:

1. The basic principles of child development and application of these principles to the classroom.
2. The principles of quality child care and developmentally appropriate practices; and the application of these to the classroom.
3. The basic principles of adult learning, the process of change for adults and the application of these principles in working with other teachers, parents and administrators.
4. Intense practice in the model chosen; in working with adults and in working with children.
5. Respect for the previously acquired teaching skills of the participants and use of these in the model approach.
6. Adaptability of the curriculum model to a wide variety of age groups and types of child care programs.
7. Understanding of and a problem solving approach to day-to-day classroom and agency situations that participants must deal with in their work.
8. Direct availability of the materials and resources of the curriculum to the candidates and their agencies for use in continued training in their districts, at no extra cost.
9. Developmentally appropriate means of assessing children's learning in the classroom and an evaluation process for the classroom program quality.
10. Assessment and certification of the candidate by the training agency.



Criteria for Statewide Program of Training for Child Care Workers  
(Aides, Teachers, Administrators)

The curriculum model to be used should include the following principles and practices:

	<u>High/Scope Curriculum</u>	<u>Examples in Training Project</u>
1. The basic principles of child development and application of these principles to the classroom.	Developed by David Weikart, based on Piaget, Bank Street, Erikson and others.	Discussion, Requirement to use ch. dev. background in peer workshops.
2. The principles of quality child care and developmentally appropriate practices; and the application of these to the classroom.	Educ. Research Found. (ERF) developed research in quality. Relates to NAEYC appropriate practices in ECE.	Constant reference to research in quality and to NAEYC appropriate practices.
3. The basic principles of adult learning, the process of change for adults and the application of these principles in working with other teachers, parents and administrators.	Related segment included in materials.	Expectation of adherence to adult learning process in peer workshops and conference produced by part.
4. Intense practice in the model chosen; in working with adults and in working with children.	Learning centered on model as related to classroom experience in adult learning and children's learning.	Many activities related to this. Peer workshops planned and carried out by participants. Observations required.
5. Respect for the previously acquired teaching skills of the participants and use of these in the model approach.	Constantly woven into discussions. Curriculum not packaged. Expect part. to use own ideas.	Needs assessments. Specific observation/feedback skills taught that honor skills.
6. Adaptability of the curriculum model to a wide variety of age groups and types of child care programs.	Use in family day care, spec. needs. Key Experiences written for infant & sch. age.	Video produced for H/S-FDC used. Wkshps & meetings included variety of age groups.
7. Understanding of and a problem solving approach to day-to-day classroom and agency situations that participants must deal with in their work.	Acceptance of field limitations and possibilities, challenge to solve problems. Alternating weeks of training and in field.	Disc. related to adult learning. Disc. of specific site problems. Classroom packet, Demonstration classroom.
8. Direct availability of the materials and resources of the curriculum to the candidates and their agencies for use in continued training in their districts, at no extra cost.	Written and video materials distributed at no cost to candidate. Paid for by initial investment by State. Available to agencies.	2 huge resource books, at least 15 other publications, 4 videos, 2 filmstrips, generous zeroxed materials, Group library of videos deposited in area with access.
9. Developmentally appropriate means of assessing children's learning in the classroom and an evaluation process for the classroom program quality.	Child Observation Record, Child Assessment Record, Program Implementation Profile used. Observation/feedback method taught.	Workshops on COR/CAR. PIP used to evaluate candidate's demonstration classroom & use of Obs/Fdbk evaluated.
10. Assessment and certification of the candidate by the training agency.	Use of observation of candidates, requirement of 2 packets, active participation.	Candidate produced training packets, eval. by instructor, Obs/eval. in classroom w. teachers by H/S Endorsed Trainer.



**High/Scope Educational Research Foundation**

600 North River Street  
Ypsilanti, Michigan 48198-2898  
(313) 485-2000 Telex (via WUI) 650-2530989  
Fax (313) 485-0704  
David P. Weikart  
President

July 1, 1990

Ms. Marian K. Gerecke  
333 Villanova Drive  
Claremont, CA 91711

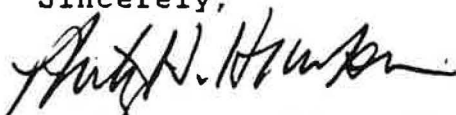
Dear Ms. Gerecke:

On behalf of the High/Scope Registry's Committee on Endorsement, it gives me great pleasure to inform you that your work during and following the Tri-County Training of Teacher-Trainers Project, under the supervision of Ed Greene, conforms to the criteria required for endorsement as a teacher-trainer in the High/Scope Curriculum.

Your endorsement commences on June 1, 1990, for a period of three years. It is renewable upon the submission of information and evidence which satisfy the criteria for continuing endorsement. Information regarding continuing endorsement will be sent to you several months before your endorsement expires on June 1, 1993.

Again, let me extend congratulations to you on your achievement.

Sincerely,



Philip H. Hawkins, Director  
Registry and Programs

PHH/cjs

Enclosure

High / Scope Educational Research Foundation

# Certificate of Endorsement

This certifies that

**Marian E. Bercke**

has successfully completed all requirements for

endorsement as a

Teacher--Trainer

for the period beginning June 1 1990

and ending June 1 1993

Granted this 1st Day of July 1990

*David P. Burkart*

David P. Burkart, President

*E. J. Hume*

Trainer

# PACIFIC OAKS

## COLLEGE AND CHILDREN'S PROGRAMS

*Founded by Friends*

### OFFICIAL EXTENSION TRANSCRIPT

818/795-9161

NAME **Marian Gerecke** BIRTHDATE **12/20/29**

333 Villanova Drive  
Claremont, CA 91711

ADDRESS SOCIAL SECURITY **110-22-4302**

COURSE NUMBER	COURSE TITLE	DATE	SEM. UNITS	GRADE
ECEX-476.10	Developmentally Appropriate Curriculum in the Early Childhood Classroom	SPRING <del>88/89</del>	4 /GR	CR
ECEX-477.10	Staff Development and Adult Learning	SPRING 88/89	4 /GR	CR
ECEX-478.10	Staff Development and Adult Learning Practicum	SPRING 88/89	2 /GR	CR
ECEX-479.10	Planning and Implementation of the High/Scope Demonstration Classroom	SPRING 88/89	4 /GR	CR
ECEX-480.10	High/Scope Demonstration Classroom Practicum	SPRING 88/89	2 /GR	CR

**COURSE ABBREVIATIONS:** HDX—Human Development; EDX—Education; SPEDX—Special Education; ECEX—Early Childhood Education; MATHX—Math; SCIENCEX—Science; LAX—Language.

**GRADING SYSTEM:** S—Satisfactory; U—Unsatisfactory; NC—Non-Credit; CR—Credit. A—Outstanding; B—Superior; C—Average; D—Below Expectation; I—Incomplete.

*Pacific Oaks College is an upper division and graduate college fully accredited by the Western Association of Schools and Colleges.*

VERIFICATION

*Sandra Geiger*

REGISTRAR

JUL 11 1990

DATE

SAN GABRIEL CONSORTIUM  
FOSTER PARENT TRAINING PROJECT

Citrus College      Chaffey College  
Glendale College      Mt. San Antonio College

FACILITATOR JOB DESCRIPTION

1. Attend monthly Facilitator meetings and Advisory meetings twice per semester within the Consortium. Attend Regional meetings and State meetings as needed.
2. Set up Foster Care Training Classes for specific Community College districts which includes: (1) obtaining speaker or teacher, (2) obtaining facility and making sure room for the class is open, (3) arrange to have Registration Forms filled out, (4) arrange for clean up after class, (5) completing all necessary paper work for the Chancellor's Office through the Project Coordinator, or directly. (6) preparing publicity which will be submitted to project coordinator for printing in a timely manner, (7) making financial arrangements for speakers fees with Project Coordinator a minimum of three weeks before the scheduled class date.

Teaching is optional, and is up to the discretion of the facilitator if they want to teach a class.

Additional Duties of Mt. SAC Facilitator (Project/Program Specialist)

1. Paper Work (mentioned in list for Consortium above.) includes:  
     Sending in:  
     Class Attendance Forms  
     Participant Attendance Forms  
     Mid Year Report of Attendance and Classes Held  
     Year End Report of Attendance and Classes Held
2. Sending Names and Addresses of each Foster Parent who attends classes to appropriate person for their licensing credit.
3. Keeping Mt. SAC supervisor of project informed of classes and program.
4. Arrange classes to collect ADA through Community Services Parent Education when appropriate. Get into class schedule whenever possible. by meeting their deadlines. Follow their procedures for classes.
5. Turn in newspaper, cable publicity to Mt. SAC Public Relations Office.  
     (2 weeks ahead at least)
6. Arrange for refreshments for classes when appropriate.  
     Arrange for foster parents to do this when possible.
7. Inform appropriate college offices of information about classes being held. Instruction, Project supervisor, ECD/Home Economics, Operators, Security, Community Services.
8. Obtain clearance for use of facilities, on or off-campus, other agency.

RESPONSIBILITIES OF TEACHER OF RECORD FOR FOSTER PARENT EDUCATION PROJECT.

Teacher of Record must be credentialled through Community Services Office if the class is non-credit and Mt. SAC is receiving ADA. If the class is being taught for credit then the T of R must be credentialled through the Division Office, Coordinator of Home Economics. (Marjorie Chitwood.)

Request and pick up key for room. (Or find out how it will be opened.)  
If room is off-campus, check on how entry obtained.

Obtain instructions on filling out attendance sheets and registration cards from Community Services. (Attendance has to be turned in on certain monthly dates regardless of whether class continues beyond that point.)

Pick up blank registration cards and roll sheet from Community Services.

Send contract from Citrus College back to Citrus right away. That is how instructor is paid. (If being paid through Mt. SAC no need for this.) Be sure it is clear how instructor is paid.

Turn in: Non-credit Registration Cards }  
Community Services Class Roll/Attendance Sheets } to Community Services

Credit Grade Response Sheets }  
Class Roll } to Admissions Office  
Grade Response Sheet }  
(Both sides, have dean or coord. sign)

Roll Sheet }  
Yearly Registration Sheet } to Mt.SAC Facilitator  
Individual Attendance Sheet }

If the teacher of record is teaching a regular credit class and is including the foster parents in this class, then the facilitator arranges with the teacher of record for the above process.

Sample sheet of information needed by Mt.SAC about the class that is meeting is attached.

## FORMS:

FPEP

Use of Facilities

Facilities Contract if off campus.

Audio-visual equipment forms

## POSSIBLE SITES:

Pomona Mt.SAC Education Center

Walnut Mt.SAC Education Center

San Dimas Mt.SAC Education Center

La PUente ROP

Pomona Adult Education Center

Campus

First Baptist Church, Pomona

Pilgrim Congregational Church, Pomona

West covina Council Chambers

Senior Citizen Centers

Public Libraries

## PUBLICITY:

Prepare publicity for mailing.

Get it to Citrus at least 6 weeks in advance.

Class information sheet to coordinator at Citrus.

## Community Services Publicity

Check deadlines for getting info into Schedule ofClasses.

Approx. Oct. 1 for Spring and Mar.1 for Fall

## Newspaper

2 to 3 weeks before class opens get information to Public Relations Office at Mt.SAC. Request newspaper, cable TV, radio.

### Instructor Responsibilities at Class:

Give instructions on filling out all forms.

College number - 42

County number - 19

Class number

### Consortium attendance requirements:

Attendance record sheet

Yearly Registration Form

Individual Class Individual Form

Evaluation Form - collect at end of class.

Certificates of Participation

### Mt .SAC Attendance Requirements

Registration Card or Name on Roll sheet

Class Number - (Mt. SAC number)

Social Security Number and Signature on Cards, a necessity.

Collect all sheets

Transfer info from cards to numbered line on roll sheet (Follow instruction sheet from Community Services.

Give out certificates, filled in. If class if for D rate, put that on certificate

Name of Class

College

Number of Hours

Date

Rate

} Can be ordered as labels from Citrus is sent in at least 2 weeks ahead.

Social Security number is an absolute must wherever it it listed.

Independent Living Project B

San Gabriel Foster Parent Training Project

INFORMATION FOR INSTRUCTORS FOR MT. SAC  
MODULE No. 1 (6 Sessions)

May 6 thru May 21  
Fridays - 5:30 - 8:30  
Saturdays - 9 a.m. - 4 p.m.

**Facilitator:** Katie Gerecke, Instructor ECD, Mt. SAC. I will be available at the first meeting of your class in case there are problems. I am in Building 19A every Saturday morning from 8:30 a.m. until about 1 p.m. Please feel free to contact me there. At other times I can be reached at:

Friday evenings & Saturday p.m. (714) 626-2858 (Home)

During the Week (714) 594-5611 Ext. 632 (Office)

My office is located in Building 20 Room 5A. There is a slot in the door for messages.

**Location:** Two rooms have been assigned to you. Building 19B, Room 7 and Room 9. (See attached Map.) Security Person will open these rooms before your class times and close them after class.

**Parking:** Cars and buses may park any where in Parking Lot D (Closest Lot to classrooms.) except in metered and handicapped parking during these hours on Friday and Saturday. Cars may go through the gate into Staff Parking. Buses will probably need to stay outside gate.

**Phones:** Friday evening and Saturday there is a Pay Phone in the open passage south of Building 27A. Saturday there will be staff in Building 19A so a college phone is available all day, with limited access to local area.

**Security:** Call (714) 749-2688 Ext. 4-555. Security has been alerted to your presence and will cruise through the area as frequently as possible. Feel free to ask them for help or information.

**Food:** There is no food service on campus Friday evenings and on Saturdays. There are food machines in open hallway of Building 26D. There are some snack shops in the shopping center across Grand Ave. (Walk directly West from Building 19B across campus and Parking Lot B to stop light on Grand.)

FP/mkg/4/88



APPENDIX B

A DESCRIPTION  
 OF THE  
 CHILD DEVELOPMENT PROGRAMS  
 OF THE  
 POMONA UNIFIED SCHOOL DISTRICT  
 POMONA, CALIFORNIA

Compiled and Edited by  
 Katie Gerecke, Mt San Antonio College, ECD Faculty  
 and  
 Bill Ewing, Child Development Programs, Administrator



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January, 1990

### CHILD DEVELOPMENT PROGRAMS

The Pomona Unified School District covers an area of 23 square miles. It includes the city of Pomona and the community of North Diamond Bar, located in Los Angeles County, 25 miles due east of metropolitan Los Angeles. The district is a mix of urban and suburban communities containing approximately 150,000 residents of primarily low to middle incomes, with a smaller number of upper-middle-income families. The population of the District is approximately 54% Hispanic, 20% Black, 19% White and 8% Asian and other groups.

The Child Development Program of the district is committed to provide high quality child care/development services. This includes a safe and secure environment for children and staff, staff educated in child development and trained through on-going staff in-service programs, a variety of services to strengthen and support families, and curriculum derived from principles of child development to promote and enhance the care and learning of all participating children.

The Child Development Program of the district provides child care and development services to approximately 1050 children at 16 locations. The district operates Head Start and State Preschool, and both subsidized and non-subsidized child care which includes infant-toddler care, care for abused children, week-end, evening and holiday care, and care for mildly ill children. From 6 a.m. until midnight (weekends to 6 p.m.), seven days a week all year round, for children age 6 weeks to 14 years, Pomona offers some child care services. Some of these services use private child care providers. Parents are also served through these programs in a variety of ways. Every effort is made by the administration of this program to integrate the various services available in order to maximize the benefits to children and families. The specific programs and sites are described below.

Because the Pomona Child Development Programs is unique in finding ways to offer a wide variety of comprehensive services to large numbers of children and parents with many different needs, by carefully integrating funding and resources, the program has been recognized nation wide as a model to be considered for developing programs. Several studies have included this program in their descriptions and national news and television networks have published features and videos relating to the need for child care and services. References to these are included.

As well as continuing with the network of child development programs that are currently functioning well in the district, the administration and staff looks forward to further development and expansion to keep up with the burgeoning needs of children and families; to help to prevent problems, and to intervene to halt deterioration in families and to assist families to recover from difficulties through child care and related services. One goal is to develop ways to provide services for more families within the present framework. Another is to expand the Head Start Program as more funds become available. Exploration has already begun to discover ways to develop programs for the middle school level. Further concerns center around relating to employer child care and finding ways to service more families who are able to pay for child care at the prevailing private rates.

Parents are admitted to the subsidized programs through a prioritized waiting list that stays in the 1200-1500 range. In order to use the programs, parents must be either working or in training, or be incapacitated, or seeking employment. Children are also admitted through referrals that identify children as at risk of being abused or neglected.

Diamond Point and Armstrong School Age Centers are primarily supported by fees charged to parents which are comparable to rates charged by the private sector. Some children are subsidized by the State, with parents paying fees on a sliding scale mandated by the State.

Head Start/State Preschool are comprehensive, part day child development programs for preschool children. There are eight program components in this program. These components are: Education, Health, Social Services, Mental Health, Handicapped Services, Nutrition, Parent Involvement and Administration. Parent participation in the classroom is an especially important part of the Headstart model and parents also participate in monthly parent meetings. There are 11 classrooms, funded with Federal and State dollars through the L.A. County Superintendent of Schools. Admission is based on criteria established by the Federal Government and the State Department of Education. These programs serve 190 children.

State Preschool Program is planned to strengthen and support families and to promote and enhance the developmental and learning opportunities for all participating children of prekindergarten age. There is a strong emphasis on parent education. Many parents from this program follow their children on into elementary school, becoming PTA officers and school district employees. Eligibility is for low income families. Funding is provided by the State Department of Education, Office of Child Development. This program serves 75 children.

The School Age Parenting and Infant Development Program (SAPID) provides child care/ development services to 20 infants and toddlers of school age parents who are completing their high school education. The basic purpose of this program is to prevent teen agers who have children from dropping out of high school. This program also provides funds to teach parenting skills to both parents and non-parents. The Park West Infant/Toddler Center is described in more detail below.

Center Based Preschool and School Age Programs provide year round child care/development services to the infants, toddlers, preschool and school-age children of parents who are working or in training. These services are offered during the day, the evenings and on weekends. Families are eligible for this subsidized child care program based on their income; they pay fees on a sliding scale. 250 children under school age and 200 school age children are served. The centers are described separately below.

Care of Mildly Ill Children is a part of the Center Based Program. Mildly ill children who are non-contagious, but are not well enough to be in their regular center program are served at a special center, called Health House. This center is described more fully under Children's Centers.

## DESCRIPTION OF CHILDREN'S CENTERS

The following descriptions of children's centers within the Pomona Child Development Program were written from dialogs with head teachers of the centers in which they described their view of the characteristics of their center.

Allison Center

The Allison Center is located on the campus of Allison Elementary School and serves approximately 70 children, Kindergarten through 5th Grade. The center is open from 6:30 a.m. to 5:30 p.m. Monday - Friday, year round. One of the outstanding features of this center is the involvement of parents in such activities as painting and repair of the center and in fund raising activities.

Armstrong Center

The Armstrong Center is located at Neil Armstrong Elementary School in Diamond Bar and serves 35 school-age children. It is open from 6:30 to 8:30 a.m. and from 11:30 a.m. to 6:00 p.m. Monday - Friday. A strength of this center is its staff involvement with the parents and the respect the children have for the staff. The philosophy of Armstrong is to provide a combination of modern home atmosphere and one-room school type setting. Self-discipline, learning, responsibility and creative fun are emphasized.

Arroyo Center

The Arroyo Center is located on the campus of the Arroyo Elementary School and serves approximately 40 children, Kindergarten through 8th Grade. The center is open from 7:00 to 8:00 a.m. and 11:30 a.m. to 5:30 p.m. Monday - Friday, year round. It provides a much needed service in this part of town. Arroyo Center and a Head Start Class share the same facility and cooperate in the use of a wide variety of equipment, materials and space to foster learning. The center staff coordinates with the public school teachers in communicating and working with parents and children. Staff is involved individually with the children, allowing them to make choices of activities and responding to homework needs. Arroyo runs all summer; a highlight of the summer is the reading program.

Barfield Center

The Barfield Center is located on the campus of the Barfield Elementary School and serves approximately 30 children, Kindergarten through 6th Grade. The center is open from 7:00 a.m. to 5:30 p.m. Monday - Friday, year round. This center provides a vital service to this part of the city. The staff works toward developing independence and responsibility in children through High/Scope Curriculum principles. There is coordination with the regular school program through the mutual use of space and materials with the Elementary School Resource Teacher.

Madison Center/Madison Weekend Center

The Madison Center is located on child development property adjacent to the Madison Elementary School and serves over 100 children ages 30 months through 13 years. The center is open from 6:30 a.m. to 5:30 p.m. daily, 7 days a week, year round. Special features of this center are its strong bilingual emphasis, its services to ESL students and its age span. The center staff works closely with the elementary school staff because both groups have mutual concerns regarding the children. The weekend feature began in 1977, ceased for about 2 years and was resumed in 1982. The center staff works closely with the elementary school staff because both groups have mutual concerns regarding the children. The weekend program has different numbers of children each day. It is a multi-age group from 2½ years to 14 years. The program centers around child selection of recreational activities. Older children take walks, go to the library and accept responsibility for such things as making snacks and planting trees.

Orange Grove Center

Orange Grove is located in a leased church facility, the Pomona Church of the Brethren. The center serves 40 children from 30 months to 5 years and is open from 6:30 a.m. to 5:00 p.m. Monday - Friday. This center was studied by Bank Street College and is included in Bank Street publications describing the 13 national model public school programs. An outstanding feature of this center is the exceptional harmony among the staff members.

Pasadena Street Center

Pasadena Street Center is located in a leased church facility, the Trinity United Methodist Church in central Pomona. The center serves children from the age of 18 months to age 5 years and is open from 6:30 a.m. to 5:30 p.m. Monday - Friday. The uniqueness of this center lies in the special programs it conducts for families and in the parents' contributions to the center program.

California Child Care Resource and Referral Network. Making a Difference: A Handbook for Child Care Providers. 1986.

Child Development Division. Child Development Division Program Facts. State Department of Education. 1989.

Ewing, Bill. A Primer on School Age Child Care. Pomona Unified School District Board of Education. 1983.

Francis, Judith & Marx, Fern; Learning Together: A National Directory of Teen Parenting and Child Care Programs. Wellesley College Center for Research on Women. 1989.

NEA Today. "Here Come the 4 Year Olds." Vol. 6, No. 5 Wash. D.C. Dec. 1987.

Shapiro, Joseph P. "Starting School at 6 Weeks." U.S. News and World Report. Dec. 5, 1988.

Sorohan, Erica G. "More School Systems Establishing Preschools." School Board News. published by the National School Boards Association. Vol. 8, No. 2, Feb. 3, 1988

Weikart, David; et al, Young children in Action. High/Scope Press, MI, 1979.

VIDEOS:

ABC Home Show, Nov. 1988.

CBS Sunday Morning, Jan. 1990.

Lifetime Cable TV, Hush Little Baby. Jan. 1989.

This description of the Child Development Center Programs of the Pomona Unified School District was compiled by Katie Gerecke, under the supervision of Bill Ewing, Administrator of Child Development Programs, Pomona Unified School District. It is part of Katie's 1989-90 Sabbatical Project. She is a member of the Early Child Development Faculty of Mt. San Antonio College, Walnut, CA.

Recognition is hereby given to the administrative, supporting and teaching staff of Pomona Child Development Programs for the help obtained in compiling this report. Their patience in interviews and responses to questions made the report possible.

For additional information about this program call: (714) 623-1461  
or write: Child Development Programs  
Pomona Unified School District  
153 E. Pasadena St.  
Pomona, CA. 91767.

This publication was funded by the State Department of Education which is not responsible for its contents.





# Pomona Unified School District

CHILD DEVELOPMENT PROGRAMS, 153 E. Pasadena St., Pomona, CA 91767  
(714) 623-1461 or (714) 397-4698

I appreciate your request for information regarding our Child Development Programs. I have received many requests from individuals and agencies throughout the country who are interested in information which will help them to develop, maintain and improve quality child care programs. This is a very encouraging and positive result of the publicity that we began to receive in the Fall of 1988 regarding our child care programs and quality. Networking among agencies related to child care and education can only lead to more strength in all of our efforts to produce quality child care programs for children. I hope that this process will continue.

For this year we have Katie Gerecke, a Mt. San Antonio Community College Early Child Development Faculty Member on Sabbatical, working with us to help us to answer the many requests.

Enclosed are the materials you requested. If there are any further questions or material that you wish to receive, please contact Katie or me and we will respond at our earliest opportunity.

Sincerely,

Bill Ewing, Administrator

BE:ht



Nov. - Dec. 1989

Children's Centers

Multi-cultural Survey

Interviewer, Katie Gerecke, Project Associate  
Pomona Child Development Programs

I have interviewed 12 staff members in 11 centers. The question I asked was:

"If you could have whatever you need to improve or expand your multi-cultural programming and environment, what would you request?"

Responses:

Points from Derman-Sparks Book

Volunteers of multi-cultural backgrounds.

Connect cultural activities to individual children and families.

Use of parents and volunteers in multi-cultural ways.,

Explore cultural diversity within the principle that everyone has a culture.

Coordination with the community resources.

Connect cultural activities to concrete daily life.

Knowledge of what is happening in public school.

Images of children and adults from the from the major racial/ethnic groups in community and U.S. society.

Records, music, books with valid multicultural emphasis.  
Cloth or thick paper books with multi-cultural faces.  
More multi-cultural dolls.

Depict a variety of children and families within a group.

Good books that project multi-cultural attitudes and environments  
-children together  
-accurate portrayals.

Reflect diversity of gender roles, racial and cultural backgrounds, special needs and abilities; a range of occupations; a range of ages. Show people of different groups living their daily lives-working, being with family, solving issues relevant to young children, as well as having celebrations.

More books with Multi-cultural ideas.

Availability of a wide variety of music.

Videos that include Multi-cultural ideas.

-Occupations with people of different backgrounds. (for example.)

VCR to show Multi-cultural videos.

Toys

Instruments representing many cultures.

Arts and Crafts Materials

Diversity of gender play tools.

Diversity of cultural play tools.

Items for toy shelves that can be handled and used.

Objects that children can work with hands.

Real objects reflecting cultural diversity.

Play clothing, Asian, Hispanic, and others.

More varieties of dolls

Abacuses

Dolls that represent a fair balance of all the major groups in the U.S.

Cooking equipment for Mexican food.

Budget to allow production of meals that parents or resource persons could make for sampling.

Ways to grow, cook and eat a wide variety of foods.

Connect cultural activities to individual children and their families.

Connect cultural activities to concrete daily life.

Form for families to fill out that gives feel of family history.

-to help us to use as resources and to understand them better.

Find ways to involve parents more in multi-cultural activities and contributions.

Remember that while cultural patterns are real and affect all members of an ethnic group, families live their culture in their own individual ways.

A way for parents to evaluate program from their point of view, multi-culturally.

Leadership Workshops for Parents

-in Spanish and English.

-on Saturdays.

-to help them take leadership in schools and community.

Meetings in Spanish for Parents.

Plan how you will work with parents.

Include parents in planning.

Workshop by WORLD OF DIFFERENCE for staff and providers.

-use local college. Real Objects

In-service training for staff on multi-cultural issues.

Materials for activities to bring about a consciousness of meaning of prejudice.

Check that we do not have biased items relating to ethnicity, race and sex.

More resources of basic information about various groups so teachers have valid information on what is important to different groups of people.

Find a way to pin-point your interactions objectively (and materials) and pinpoint those you wish to change.

#### SUMMARY AND EVALUATION

June 1990

Each of the statements is a separate response. I have grouped them together in topics. As in the survey on High Quality in Pomona Child Development Programs, the question asked in this survey was designed to be open-ended, to bring out what staff is thinking about as important and to avoid being threatening or evaluative. Although programming was included in the question, the responses indicated some emphasis on materials more than activities. However, this may be a reflection of thinking with children using concrete objects and environment, as well as some traditional thinking about multi-cultural education. Taken overall, the responses seem to indicate a concern to provide a more solid multi-cultural approach to curriculum and a readiness on the part of some staff to move to the next step of Anti-Bias Curriculum. This came through even though I asked the question in terms of multi-cultural programming, rather than anti-bias curriculum.

In observing in the classrooms over the year, I have seen less indication of active multi-cultural education than I would hope to see. There are some stereotypical pictures and very few multi-cultural objects available on a daily basis. This probably indicates a lack of team thinking about the issue, because when I introduced the idea of working on this in two groups, the team members stimulated each other in coming up with the ideas and problems that were involved and we were able to move along to the next step. The next steps were pulling some equipment out of the cupboards which were there for "multi-cultural use" and establishing them in the family area, finding pictures of families of a variety of backgrounds (no small task), and getting some informal inservice from the psychologist and the nurse regarding the use of gender dolls with sexually precocious children.

I feel that a next approach with this staff would be to have a well planned in-service program, reviewing all the ways that multi-cultural programming is meaningful in the curriculum and moving into the next logical step of Anti-Bias interactions in the classroom. There is such a wide variety of thinking within the group that I think the teaching teams should be all mixed together to do this so that they affect each others' attitudes and then come back as a classroom team to identify what the next steps are in their classroom.

Another approach is to emphasize multi-cultural, anti-bias curriculum in the Madison/Mt.SAC Saturday Lab program that will begin in the Fall. This has the possibility of effecting the week-day program at Madison at least in environment and materials and could become a model for further development in other classrooms.

SURVEY - MEANING OF QUALITY CHILD CARE      Head Teachers, Children's Centers  
 Nov, Dec. 1989

Interviewer, Katie Gerecke, Project Associate  
 Pomona Child Development Programs

I have interviewed 12 staff members in 11 centers. The question I asked was:

"If a parent walks into your center, what would that parent be able to observe that indicates that you have a high quality child care center?"

Responses:

One on one interactions with parents and children.

Evaluation, acc. to  
 High/Scopr, Abt.

There is coordination, cooperation and articulation between center staff, parents and administration.

Adequate no. of adults.  
 Participation of Parent

Supervisory support  
 Participation fo Parent

The staffing ratio is such that children will get individual attention.

Adequate no. of adults

The staff is familiar with the community so that there is a comfortable feeling between parents and staff.

Parents involved  
 Community resources  
 available.

The staff is balanced, racially and by sex.

Qualified Staff

There is in-service training.

Inservice training

Teachers are involved with the individual needs of the children.

Dev. Approp. Curr.:  
 Teacher initiated.

The reading program in the summer shows this.

Dev. Approp. Curr.

There is a variety of equipment and materials used to foster learning.

Equipment & Resources

Children are allowed to make choices.

Dev. Approp. Curr.  
 Child Initiated Curr.

There is a feeling of warmth and a sense of organization, including the children.

Team teaching,  
 caregiving.

Children can explore, and express their thoughts, feelings and actions.

Child Initiated Curr.

Guidelines are posted in clear cut statements on posters about the program.

Proble4ms parents face.

Parents are consulted about what experiences they want for their child, through forms that outline possibilities.

Parents participation

Involvement with each child all of the time. The staff is responsive.

Qualified Staff

There is coordination with the public school program on site.

Community resources

Individual interaction with the child.

Small groups of Ch.

The cleanliness of the center.

Equipment and resources

(over)

There is a stimulating atmosphere.	Teacher Initiated Curr.
There is plenty of space.	Equipment and resources
Equipment is utilized.	Equipment and resources
The center is attractive and bright.	Equipment and resources
There is an homogenous atmosphere of children, parents and staff.	Parent Involvement
Staff gives special care to each child that helps them flow into the program in a comfortable manner.	Adequate no. of adults.
Parents will find the children involved in developmentally appropriate activities.	Dev. Approp. Curr.

## SUMMARY:

June 1990

I chose the question for this survey at the suggestion of my High/Scope Instructor, as one that would open up the subject and allow staff to express what is observable to them and to help them to feel at ease, rather than to feel threatened. The question did accomplish these goals. The question did not guarantee that staff thought of all the possibilities.

However, by looking at the areas of quality programs left out, it is possible to discuss whether these are areas that simply were not in the consciousness of the staff or whether they are areas that need to be addressed by the administration to improve the quality of the program.

The aspects of high quality programs for children that were not mentioned by staff:

- Time for planning and inservice.
- Child related training.
- College training.
- Parent Meetings/Conferences.
- Developmentally appropriate evaluation process of Program Quality and Children's Development.

My evaluation of this list of aspects of quality not mentioned by staff is tempered by my experiences in the district this year and by the elapsed time from the survey to the time of this summary. I would make the following observations.

Time for planning and inservice - The topic of time for planning has been brought up by staff several times, in in-service training and in discussions at centers. There needs to be some clarification. Administration feels that time is allotted for planning during nap time and low attendance times of day. Staff does not clearly understand this. Questions to be raised are: Is the time really there or has it been eroded in some way? How is the staff using the time allotted? How much time is needed per week? Are they making good use of it? When we looked at "windows of time" in a planning in-service workshop, there were a few, "Aha's!", indicating that some had discovered a way to get planning time in.

My understanding is that there have been more hours of inservice training during this year than in the previous year. This has been in part because of the three new High/Scope Endorsed Trainers in the district in part because I have been available to the district through my sabbatical and in part because of administrative planning and fund-finding that brought about an Inservice Day for everyone in June. I was aware of at least fourteen hours of inservice training sponsored in the district. (Four of those hours were duplicated so more people were free to go.) plus ten hours for which some staff members were released to go to programs outside the district. Indications are that these hours will be increased in the coming year. Response to these training sessions has indicated that staff is interested and will continue to participate. Currently two more district staff members are being trained as trainers of High/Scope and that will support the increase in training.

Child Related Training - Indication of the need for this was expressed at the Inservice Day in June by the enthusiastic response of the staff to the sessions offered. Specific need for Inservice on Discipline was indicated in the Workshop on the Staff Handbook.

College Training - Because the staff of PCDP has low turnover, there are many staff members who have not been in college classes for a while. There are also several staff members who need more college training in order to advance in the district program. This year there were 4 units of credit offered through the Mt. San Antonio Community College ECD Program in cooperation with PCDP and this will continue in the coming year. Also 36 hours of non-credit classes were offered through the same cooperation. Part of this may become credit in the coming year. New plans to integrate the ECD Observation/Participation Labs, 66L & 67L are being developed to start in Fall 1990 and these will offer more opportunities for PCDP staff to continue their college training at times and in locations convenient to them, as well as increasing the relation of the children's program to the college.

Parents/Meetings/Conferences - This area is a challenge because PCDP is working with a population of parents who have many stresses; financial, time, and social. It is an area in which much more work needs to be done. Discussion at the Inservice Day indicated that staff feels the need for greater communication with parents in a variety of ways. It is not clear how much energy and effort staff is willing to devote to this task. Administration needs to clearly outline the staff responsibilities in this area and determine what support they need to develop further programming.

Develop Appropriate Evaluation Processes - The evaluation process of the program is established by the State of California. A need within the district as I see it is for more training of staff in the meaning of this process, in on going staff work to continue upholding areas of good quality and to bring up to par some of the areas that need development. It would seem that the Fall Inservice Day might be a good time and place to have workshops to develop these strategies.

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Brackets indicate discussion groups.

Chronology of Pomona Child Development Centers**DRAFT**

- 1965 Head Start Program began.
- 1969 Child Development Program Began with 1 Day Care Center
- 1971 Fifty three children in 1 Center, budget of 65,000.  
Office in the Center  
Bill Ewing hired as Administrator
- 1972 State Preschool Program began.
- 1972-80 Evening Child Care Began.
- 1973 Infant Care Center Began, First in California, Became a Model.  
Serving 125 Children in all programs, 10% of Children in Need,  
Budget of \$65,000.
- 1974 Toddler Transition Center Developed.
- 1975 Child Care Information Service Began  
(Funded in 1976 as Resource and Referral Service)
- 1975-77 Weekend Child Care Program began.
- 1976 Serving more than 200 Children in all programs, Budget of \$450,000.
- 1980 Health House Began.
- 1982 Evening Child Care Program resumed.  
Weekend Child Care Program resumed.
- 1983 School Age Child Care Center opened, Non-subsidized.
- 1983-84 UCLA Study of Health House. (Published in 1987.)
- 1986 Private Home Day Care Alternative Began  
Obtained Subsidized Latchkey Funding for School Age Child Care.
- 1987 Bank Street-Wellesley Women's Center Study including Pomona Centers  
School Age Parenting and Infant Development Program began.
- 1988 Serving 20% of Families in Need, Budget of \$3.5 million.  
Serving 900 children.
- 1990 Pomona High Child Development Program began.

June 1990

**DRAFT**Mission and Goals

## Mission

The Pomona Child Development Program is committed to provide high quality child care and development services to children ages six weeks to 14 years of age while their parents are employed, in vocational training, completing their high school education or are meeting some other need for services as approved by the State Department of Education. This is in keeping with the Mission of the Pomona Unified School District.

## Goals

The goals of the Pomona Child Development Program are to:

1. Provide as many hours of service as needed or required to meet the needs of parents working different days and different shifts, including week ends.
2. Provide all available programs and services on a non-discriminatory basis, according equal treatment and access to services without regard to race, color, religion, national origin, ancestry or sex.
3. Coordinate all services available to meet the wide variety of needs of the diverse population of families in the district.
4. Administer the program effectively and efficiently.
5. Provide physical environments and programs which are safe and meet the applicable license requirements.
6. Provide program activities and services that are age appropriate and meet the developmental needs of each child.
7. Provide program activities and services that meet the cultural, linguistic and other special needs of the children and families being served.
8. Obtain and retain staff that possess the appropriate qualifications and experience, reflecting the diverse cultural and linguistic make-up of the children and families.
9. Provide classrooms that are child centered with a balance of child initiated and teacher initiated activities.
10. Communicate effectively with parents with regard to the needs of their children.
11. Provide parent education and community involvement.
12. Provide staff development programs which improve the instructional skills of teachers and the supervision skills of administrators.
13. Obtain funding to continually develop and improve programs.



GENERAL POLICIES**DRAFT**

1. All employees are required to arrive at work punctually and to remain at work for the full time assigned.
2. District policy requires employees to remain on duty and not to leave the site except during lunch time. If an employee must leave for any other reason, Head Teacher permission is required.
3. All classified and certificated employees are to take their lunch breaks and other breaks at the appropriate times of day. These breaks are not to be left to the end of the day.
4. Smoking by all persons on all sites is restricted to designated areas as follows:  
All School Sites - In the area designated by the school. Usually this is a lounge.  
Church Leased Sites - Away from the site only.  
Madison Center - Outdoors, not on playground.
5. All personal problems and personal activities are to be left at home.
6. Employees must be willing to work anywhere they are needed. Flexibility is important.
7. Decisions made during the day are to be made in the interest of the children and the program, which may not be the same as the interest of the employee. Employees are to put the children's needs before their own needs while on duty.
8. Activities of a personal nature (cooking, reading, eating, etc.) may not be done during work time.
9. The television set must be used only in a very limited way. The programs shown must be appropriate for children and within their interest. Programs for adults, including ball games and soap operas, are not permitted.
10. All children must be supervised at all times by an employee.
11. Youth workers and volunteers are not to be left alone with children. They are to work under direct employee supervision.
12. Employees are to be involved with children in the classroom and on the playground. S/he should move to where the problems are and supervise actively. Employees standing together and talking together are not doing their job.
13. Employees must be responsible for their group of children. If children are to be outside with other groups, make arrangements ahead of time and adhere to ratios.
14. Plan and carry out activities for indoors and outdoors.
15. Planning can be done during nap time. Do not use children's time for that purpose.
16. Appropriate discipline must be used at all times. Employees are responsible to read Children's Center Policy on Guidance and Discipline included in the Staff Handbook.

**DRAFT**

17. Employees should teach children responsibility by letting them serve, requiring and helping them to clean up after themselves and by helping them to clean up the playground and classroom.
18. Employees are expected to help with the care of the facilities. This includes running the vacuum when necessary and wiping tables and cabinets clear of spilled food, etc. Trash can is to be kept covered. Children may be requested to help. There is a custodian for regular cleaning.
19. Employees are responsible to keep their center neat as well as clean. Arrange and discard items to avoid clutter and to keep 1 foot of clearance below ceiling. (Fire Code)
20. Ratios must be met. Administration will provide adequate staff, calculated on a Center-wide basis, not on a classroom basis. Once administration has supplied sufficient staff it will be the responsibility of the center staff to share personnel and rearrange schedules so that program and children's needs are met. There is no money for extra staff. Money must be conserved. Required ratios are as follows:

<u>Age Range</u>	<u>Adult/Child Ratio</u>	<u>Teacher/Child Ratio</u>
0 to 18 mos.*	1:3	1:16
18 mos. to 3 yrs.	1:4	1:16
3 yrs. thru 5 yrs (Not incl. Kgtn)	1:8	1:24
Kgtn & Older	1:14	1:28

\*Does not apply to SAPID which is 1:4.

21. If a teacher or aide feels that the program or center is not adhering to these ratios, it is the responsibility of that person to talk this over with the Head Teacher who will try to work it out and who will consult with an administrator if necessary.
22. All decisions regarding exclusion of children from the program for illness are to be made by the nurse if available, or by an administrator if she is not available.
23. All decisions regarding exclusion for any reasons other than illness are to be made by an administrator.
24. In general, decisions to send children home should be made before the Head Teacher leaves. Unless there is an emergency, such as very high fever, a child who is sick around 2:30 or 3:00 should be made comfortable and isolated from other children. The parent should be called and told of his/her child's condition. The parent can then decide if s/he will pick the child up early or not.
25. Employees must be careful about what they say to parents. Be sure that what is said is within the policy of the program, acceptable to the Head Teacher and in the best interest of the child.

24. Employees are responsible to review the Parent Handbook for the program in which they are working.
25. Employees are responsible to review the appropriate contract for their employee representative group.
26. Employees shall wear professional dress appropriate to the duties of the job.
27. Employees shall model appropriate behavior for other staff members and for children.
28. Employees shall use good judgement in choosing times and places for discussion with teachers, keeping discussions brief and related to work. Only necessary adult conversations are carried on while supervising children.
29. Employees refrain at all times from discussing children in their presence.
30. Employees shall keep confidential and shall not use or disclose any information regarding individual children.

**DRAFT**

POLICY REGARDING VISITORS

D

Pomona Child Development Programs welcome visitors to their sites. However, any person, authorized or unauthorized could possibly take a child from the center or act inappropriately with children. The security of all children in our care requires that we have the following policy regarding visitors to centers:

1. All site visitors must gain clearance from the Head Teacher of the site they are visiting.
2. All visitors must be escorted through the center by a child development staff member.
3. In most cases center personnel will be notified in advance and visitors will be accompanied by a child development staff administrator or designee who will escort them through the center. However, in some instances personnel at the site will be notified in advance by phone to expect the arrival of a particular visitor.
4. By law there is an open door policy for parents but they are required to announce themselves to the Head Teacher and they must be escorted through the center by a center staff member.
5. When child development staff are at a site other than the one to which they are assigned, they must gain clearance from the Head Teacher of the site they are visiting before going to other classrooms.

**DRAFT**POLICY REGARDING COMPENSATORY TIME

1. Compensatory time (comp time) is subject to all provisions of the applicable bargaining unit agreement.
2. Comp time must have prior approval of an administrator. An exception is the late pickup of a child resulting in the employee having to work past scheduled hours. Claims not having prior approval (except for the late pickup of a child) will not be approved.
3. Claims for comp time are to be presented promptly. the absolute deadline for submitting a claim is the 15th of the month immediately following the month the comp time that is being claimed was worked.
4. Comp time off may not be accumulated beyond 240 hours. (160 hours of actual work time if at  $1\frac{1}{2}$  times.
5. All claims for comp time must be made on the yellow employee's service report.
6. Comp time is to be scheduled in advance by routing the request through the Headteacher, if appropriate, and obtaining the approval of an administrator.
7. All persons working at a location in which a Headteacher is in charge shall route their claim through that Headteacher.
8. Headteachers shall submit all center claims directly to an administrator. Head Start/State Preschool Staff shall submit claims to the Head Start/State Preschool Office.
9. Comp time is at straight time unless the employee works in excess of 8 hours in a day or 40 hours in a week, in which case the comp time shall be at one and one-half times the hours worked.

FIELD TRIP POLICIES**DRAFT**

1. All field trips must be educational.
2. Field trips should be age appropriate. If a field trip is planned for one special age, another center with similar age group can be invited to participate in the field trip.
3. Trip requests should be submitted for a FULL bus.
4. Trips should be planned so all children from the class can go. If the trip seems to be too much for several children, plan a less involved or shorter trip. If one child's behavior seems to be such that s/he cannot attend, plan to take an adult to be with that child one-to-one. This can be a relative or a capable volunteer.
5. All children in the class must go on the trip unless there is administrative approval in advance.
6. Parents must be notified in advance of all field trips. (That includes any trip off site, such as a walk in the neighborhood.)

Duties of Center Staffs.

DRAFT

The teacher and aide should work together as a team in the classroom and on the playground. Both are responsible for the safety, care and learning of the children in their class. It is the teacher's responsibility to communicate with the aide so that s/he knows what to expect and how to operate, just as it is both their responsibility to communicate with the children so that the children know what is expected of them. It is the aide's responsibility to work under the direction of the teacher. Both are responsible to work under the direction of the head teacher.

Duties of Head Teachers

1. Directs the center and is responsible for all activities at the center.
2. Determines that staff is in attendance and prompt.
3. Determines that the adult:child ratio is correct and that staff is distributed equitably.
4. Supervises the sign-in, sign-out procedures.
5. Supervises the food count.
6. Supervises the center staff and assign duties.
7. Is responsible for accident reports.
8. Acts as liaison to the Child Development Staff Administration.
9. Is responsible to deliver all required records and reports to the administration. (This includes, but is not limited to Child Attendance, Employee Time Sheets, Food Count, Accident Reports, and PQR information.)
10. Communicates necessary information to staff in meetings and in other ways.
11. Acts as liaison to parents.
12. Refers any questions regarding eligibility and enrollment to administrative staff.
13. Holds parents meetings, involving staff in planning and programming.
14. Is responsible for all emergency procedures and guide staff in carrying out emergency procedures.
15. Conducts and supervise fire and emergency drills monthly.
16. Is responsible for timely equipment maintainance and repair.
17. Orders supplies on a regular basis and as needed.
18. Works with a class of children.
19. Assumes related duties as assigned and as outlined in the Pomona Unified School District Job Description for Children's Center Head Teacher.

Duties of Teachers**DRAFT**

1. Supervises the aides and substitutes in the classroom and on the playground
2. Makes and carries out daily plans and schedules for children's program.
3. Discusses the day's plans and schedule with the aide. Makes clear the aide's duties.
4. Communicates problems to the head teacher.
5. Signs in each child and releases each child to parent or other responsible adult documented on the emergency card.
6. Develops and maintains the classroom environment as a safe, attractive and positive place for children, including but not limited to activity areas, storage areas, and children's personal belongings space (cubbies).
7. Cooperates with staff in other classrooms and the Head Teacher in sharing space, equipment and duties as needed.
8. Is actively involved with children and attends to their needs.
9. Develops and maintains a well organized, positive and relaxed program for children.
10. Is responsible to use the Child Observation Record (High/Scope) to assess the child within one month after the child is enrolled.
11. Supervises parent and volunteer participation in the classroom and on the playground.
12. Conducts parent conferences at least twice annually, in April and May and more often if parent makes request.
13. Assists head teacher to organize and hold parent meetings.
14. Is responsible for communication with parents.
14. Assumes related duties as assigned and as outlined in the Pomona Unified School District Job Description for Children's Center Teacher.



**DRAFT**Duties of Education Aides

1. Assists in setting up indoor and outdoor environment.
2. Assists in up-keep and preparation of materials for activities
3. Assists in clean-up and putting away of equipment and materials:
4. Assists in keeping children's personal belongings and cubbies in order.
5. Consults with the teacher when in doubt, or in need of help or information.
6. Informs the teacher as soon as possible of any minor or major accident, trouble or questions.
7. Gives full attention to the children at all times while they are under his/her charge.
8. Refers parent questions and problems to the teacher while remaining responsive to the parent's needs.
9. Lets head teacher know if s/he cannot arrive on time, or must leave early or cannot follow schedule for any reason.
10. Asks for changes of hours only infrequently and for good reason.
11. Accepts changes of hours when necessary.
12. Remains on premises during assigned hours.
13. Takes breaks within assigned hours at the discretion of the head teacher
14. Assumes related duties as assigned and as outlined in the Pomona Unified School District Job Description for Child Development Instructional Aide.

June 1990

**DRAFT**HEALTH HOUSE

Health House, a center for the care of mildly ill children was opened in 1980 by the Pomona Unified School District under its Child Development Programs. Its purpose is to provide a quiet center for a child when s/he is not able to go to his/her regular center because of a mild, non-contagious illness. Each child's medical situation is evaluated individually and a care plan is made which is coordinated with the physician, School Nurse, Health House Staff and parents. All procedures are carried out under the direction of the School Nurse and Health House Staff is prepared to give medication, treatment and restricted or modified activities. There is a warm, loving staff, dedicated to helping each child to recuperate. Children are provided with quiet, indoor activities and rest to help them recover. The School Nurse gives day to day in-service training regarding health issues to the parents and staff as needed. The child must be screened by the School Nurse between 7:30 and 8:30 a.m. on admittance day or on a previous day by appointment with the nurse. Health House is located in a classroom of a children's center on a junior high campus. It serves up to 12 children and has a staff/child ratio of 1:4. Hours of Health House are 6:30 a.m. to 5:30 p.m.

HEALTH HOUSE POLICY

Program for Children with Non-Contagious Illnesses.

I. Who is eligible?

1. All children currently enrolled in the Pomona Children's Centers who are two years old (if toilet trained) through thirteen years may utilize the special program if:
  - a. They meet all admission requirements and
  - b. If there is space.
2. Child will be admitted contingent on Pomona Unified School District Guidelines.
3. No child will be accepted with:
  - a. Diarrhea.
  - b. vomiting.
  - c. Temperature elevated.
  - d. Any sign of contagious disease.
4. No medication can be given without written physician's statement for each medication.
5. If the presenting problem should re-occur (diarrhea, vomiting, high temperature), the child will be sent home until the next day.

II. Admission procedure from receiving center to Health House.

1. Each child's medical situation is evaluated individually and a care plan is made and coordinated with the physician, School Nurse, Health House Staff and parents. In special cases there is further coordination as necessary.
2. Children must have a Health Services medication Form completed by a physician.
3. Parent must come 15 minutes early to complete necessary forms (medication letter, emergency card).
4. Children will be accepted with presenting problems of diarrhea, vomiting, temperature of 100% IF:
  - a. They have had the problem controlled during the night (the day they were excluded) and it remains controlled in the morning and
  - b. a physician has completed a set of instructions including medication and diet.

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5. A Child will be given medication by the staff as instructed by the physician according to Pomona Unified School District Guidelines.
6. A special diet will be provided by the Center as instructed by the physician.

III. How many children will be admitted daily?  
10 to 12 maximum.

IV. How will they be admitted?

On a first come, first served basis. Children, once admitted, will have continuing services until they are well to the degree that they can be discharged to their center. The person calling the night before and calling in the morning stating they are coming that day has priority. Other children will be admitted according to the date and time they submit all required documents.

V. What if all requirements are completed and the Center is filled?

Parent may call the program at 7:00 a.m. to determine if an unexpected opening has occurred. In order to bring the child, the name must be next on the log that records the time the completed documents were submitted.

VI. What if the child is enrolled and the parent does not intend to take the child to Health House on a given day?

The parent must notify Health House that morning or the day before.

VII. What are the hours of the center?

6:30 a.m. to 5:30 p.m.

VIII. Where is the Center located?

635 Lincoln Avenue, Pomona, California, Room C1.  
Phone: (714) 620-4300.

IX. Discharge Procedure.

1. Must have been on a normal diet one (1) full day.
2. Must have completed medication prescribed if it is an antibiotic, or if special arrangements can be made by the nurse.
3. Condition must be improved. Child must be able to function in normal setting with minimum of restrictions.
4. Must be evaluated by the School Nurse and deemed ready.
5. Headteacher will complete transfer paper which parent will take back to sending center, or nurse will complete the release.

BELOW ARE LISTED SOME ACCEPTABLE REFERRALS:

Head:   Nose . . . Allergic Rhinitis (allergy, runny nose)  
              Nasal congestion (upper respiratory infection)(under  
              medical treatment for 24 hours.)  
          Throat . . Tonsillitis (under antibiotic treatment for 24 hours.)  
          Teeth . . . Tooth fractured and or loosened.  
          Ears . . . Ear Infection, tubes in ears. (under medical treatment)  
          Eyes . . . Eye infection/bacterial (under antibiotic treatment 24  
                  hours)  
                  Eye infection/viral (under medical treatment) (clinical  
                  recovery)

Skin:   Skin Lesion, dermatitis, eczema (under medical treatment)  
          Impetigo (under medical treatment)

Chest:  Asthma, lower respiratory tract infection (LRI)(under medical  
          treatment 24 hours.)

**DRAFT**

Bladder: Genitourinary problems; bladder infection, urinary tract infection(UTI)

Kidney: Kidney infection

Limbs: Sprains (under care), breaks (under care)  
Casts (under medical treatment)

Stitches: Under medical treatment.

Post-surgery: limited, for recovery.

NOTE: No medication; prescription or non-prescription may be given at the Health House without a physician's written instructions.

HEALTH HOUSE DAILY SCHEDULE

6:30 a.m. . . . .	Health House opens
7:30 a.m. . . . .	Nurse examines children.
8:00 a.m.	Breakfast
8:30 a.m.	Indoor Activities
11:45 a.m.	Lunch
12:15 p.m.	Nap
2:25 p.m.	Snack
3:00 p.m.	Indoor Activities
5:30 p.m.	Health House closes

# DRAFT

## WORKING WITH PARENTS

Basically, most parents want to do the best for their child. Even most parents who appear uncaring have a core of interest in their child's well being. They want their child to succeed. When staff believes that parents care, even when appearances deny this, it is easier for staff to work constructively with parents. Consider parents as partners (allies) in caring for the developing child; working together to achieve a common goal.

The staff member on the site who has the responsibility to talk with parents about their child's development, problems and concerns is the child's teacher. The goal in working with parents is to help them to cope with raising their child in the most constructive way.

Guidelines for teachers are as follows:

1. Let the parent know what is happening in the child's schedule.
2. Express appreciation for the child's abilities and growth.
3. Allow the parent to express opinions and concerns without becoming defensive.
4. Express the view of the program carefully and clearly.
5. Keep the conversation centered on the child.
6. Express concerns about the child with warmth and caring attitude.
7. Accept the parent's view of the child.
8. Reassure the parent that s/he is able to constructively help the child.
9. Involve the parent in making suggestions for handling problems. Avoid telling the parent what to do. Offer suggestions to choose from.
10. End conversations with parents on a positive note.
11. Always leave room for a further conference to continue problem solving and to provide support for the parent.
12. Avoid threatening to remove the child from the program.

All personnel on the staff can accomplish a lot with the following:

1. Always greet parents warmly.
2. Try to catch their eye with a smile.
3. Allow the parent to express opinions without becoming defensive. Refer to the teacher.
4. Help parents and child to gather belongings quickly.

## IN TENSE SITUATIONS/CONFRONTATIONS

1. Give space, step back to allow space.
2. Listen carefully.
3. Respond calmly and sympathetically.
4. Look for solutions to the problem.
5. Follow emergency guidelines if necessary.

# DRAFT

## GUIDANCE AND DISCIPLINE

The policy of the Pomona Child Development Programs is to work with children in a positive way and to use constructive methods for maintaining group control and handling individual behavior.

### GOALS OF GUIDANCE AND DISCIPLINE:

1. To foster independence in the child.
2. To foster self-control in the child.
3. To change unacceptable behaviors to acceptable behaviors.
4. To clarify rules and consequences of behavior.

Working with children on an intensive, long term basis is a big prescription. It requires patience. It requires commitment. It requires time for the child to improve behavior. The key to management of children's behavior lies in the ability of the center personnel; teachers, aides and head teachers, to work as a team as they encounter the daily and long term necessity for guidance and discipline.

**DRAFT**

The regulations of the State of California regarding discipline and punishment as written in Title 22 of the State Department of Social Services Health and Safety Code are as follows:

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<b>101323.1</b>	<b>DAY CARE CENTERS</b>	<b>Regulations</b>
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<b>101323.1 DISCIPLINE</b>		<b>101323.1</b>
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- (a) Any form of discipline or punishment which violates a child's personal rights, as specified in Section 101223, shall not be permitted.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73, 1596.81 and 1597.05, Health and Safety Code.

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	<b>CHILD DAY CARE</b>	
<b>Regulations</b>	<b>GENERAL LICENSING REQUIREMENTS</b>	<b>101223 (Cont.)</b>

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<b>101223 PERSONAL RIGHTS</b>		<b>101223</b>
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- (a) Each child shall have personal rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
  - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
  - (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with the daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
  - (4) To be informed, and to have his/her authorized representative, if any, informed, by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency, and of information regarding confidentiality.

**DRAFT**

The legal definition of corporal punishment is, "punishment applied to the body of the offender." As stated in Title 22, corporal punishment and other humiliating or frightening techniques are prohibited.

Examples of Corporal Punishment: Spanking, slapping, pinching, shaking, hitting, striking, kicking, pulling hair, squeezing hard, etc.

Examples of other types of prohibited punishment: Ridiculing, humiliating, verbal abuse, name calling, treating in a derogatory manner, discrimination in any form, etc.

Examples of Interpretation of Title 22 Regulations regarding Discipline:

1. A child has behavior problems. His/her parents know this and give the teacher and aide permission in writing to spank the child.
  - Q. Under these conditions, can the teacher or aide spank the child?
  - A. No. It is prohibited by law. The parent cannot alter the law.
2. The child is beaten at home. S/he does not respond to other forms of discipline in the classroom. Teachers feel they have tried everything.
  - Q. Can the teacher or aide spank the child?
  - A. No. It is prohibited by law.
3. A child kicked the teacher or aide.
  - Q. Does the teacher or aide have permission to hit the child?
  - A. No. It is prohibited by law.
4. The parents are willing to spank the child at home if the teacher or aide tells them to.
  - Q. Can the teacher or aide tell the parents to spank the child?
  - A. No. The law prohibits the use of corporal punishment. The directive to spank the child would have originated at the center.
5. The child has been going "out of bounds" all morning and finally has caused 3 children to cry all at once. The teachers are all exasperated!
  - Q. Can the teacher yell, "Who do you think you are? A gang banger? I'm going to call the police and have them come and get you. You are a stupid, bad girl! I'm tired of you!"
  - A. No. The law prohibits name calling, humiliating, ridiculing and threatening among others types of derogatory punishments.



# DRAFT

## Examples of Constructive Methods of Handling Individual Behavior and Maintaining Group Control.

The following outline is a compilation of acceptable ways to guide and discipline children. It comes from many sources and gives many suggestions for handling problems and situations in a constructive and positive manner. It is not complete in detail and the employee must use good judgement in carrying out the suggestions. Extremes should be avoided because "too much" or "too little" is never wise. Seek to follow a moderate or a "middle of the road" course. Remember that each program and each child is unique. Knowing each of the children individually and understanding the reasons for their behavior is the most important factor in discipline that will make the guidelines useful. It is also important to be aware of what is appropriate behavior and development as related to the age and experience of each child. In all of these actions teaching is taking place.

### A. MANNER

1. Develop a manner and attitude that is gentle and firm, quiet and relaxed, pleasant and friendly, calm and stable, controlled and understanding.
2. Use actions, words and voice that you want the children to imitate. (Teach by example.)

### B. MOVEMENT

1. Use unhurried movement.
2. Approach children slowly. (Except in danger.) Your presence may be all that is needed to settle a problem.
3. Move to the area where child is to help with problems or settle a dispute. The quiet presence of the adult will tend to prevent destructive play from starting.
4. Sit down at the child's level whenever possible while participating with child or observing child. Try to be inconspicuous. Children will tend to play in a more settled way.

### C. TALKING AND LISTENING

1. Have quiet conversations with children to show friendliness.
2. Let children take initiative in conversation. ("Tell me about it.")
3. Lower your voice when talking--use a pleasant tone.
4. Decrease speed rather than raising voice.
5. Tell the child what you want the child to do, rather than what not to do. (Positive suggestions and directions.)
6. Speak about the act, rather than the child.
7. State the reasons why it is important for child to do or not do something.
8. Reflect child's feelings, accept what s/he is saying. (Does not mean accepting action.)
9. Voice approval and joy in what children do.
10. Be a sympathetic listener. Sometimes this clears up the whole matter. Express a "Tell me more about it." attitude.
11. Show interest in what child has to say, by facial expression, waiting.

# DRAFT

## D. HELPING

1. Let the child be as independent as s/he is able. Give a minimum of help to get the child started.
2. Ask the child, "Would you like me to help you?" If you help too soon, the child may not do as much as s/he is able or may tell you to go away.
3. Encourage child to solve problems rather than directly helping whenever possible.

## E. GIVING CHOICES

1. Encourage the child to choose between a variety of desirable activities and equipment.
2. Allow the child to carry out the activity that s/he chooses.

## F. TIMING

1. Time the length of activities to the level of the group of children.
2. Shorten the activity for individual children as needed. Lengthen gradually.
3. Be prepared for all activities. Avoid making children wait.
4. Avoid lining up any more than necessary.
5. Provide for noisy times.

## G. PARTICIPATION WITH CHILDREN

1. Do activities with the children to help them to get started or to stay with an activity. Avoid overdoing this. (Clay is a good example because you can work it without "making" anything.)
2. Keep activities that you do within the ability of the children, to avoid discouragement.

## H. COOPERATION AND SHARING

1. Encourage children to cooperate.
2. Encourage children to share. (Be careful about demanding sacrifice.)
3. Help children to maintain their rights.
4. Help children to respect the rights of other children.
5. Use the methods listed in these guidelines to bring about cooperation and sharing.

## I. REDIRECTING

1. Assist a child to find another activity when his/her behavior is unacceptable.
2. Make sure the new activity is one that interests child.

## J. PHYSICAL GUIDANCE

1. Show the child what you expect, demonstrate.
2. Stop a child when necessary for safety, the rights of others and protection of property.
3. Lead a child by the hand toward the right place.

**DRAFT****K. ENVIRONMENT**

1. Keep the indoor and outdoor environment interesting and stimulating enough. Make interesting additions to the room and playground.
2. Rearrange the room to make clear traffic patterns, quiet and noisy areas.
3. Change the equipment and materials.
4. Remove equipment and materials that children cannot use.

**L. RULES AND LIMITS**

1. Keep rules to a minimum. Have only necessary ones.
2. Have only rules that can be enforced.
3. Help children to participate in making the rules.
4. State rules positively whenever possible.
5. When an activity needs a limited number of children, accomplish that by providing a limited number of tools or chairs.
6. Be fair, just, reasonable, consistent in applying rules and limits.

Examples:	<u>Rules</u>	<u>Limits</u>
	Sand and water stay in containers.	For supervision, limit number of children to the number that can be supervised safely.
	Paint stays on table or easel.	Stop a child from hurting self or others, for safety, protection of property.
	Clay stays on table.	Stop or tone down overstimulating activity, follow up, redirect.
	Child wears apron for messy activities.	
	Child may keep a piece of equipment as long as s/he is using it.	
	Use with the child if acceptable.	
	Wait his/her turn.	
	Find another piece like it.	
	Find another activity until first child is finished.	
	Walk in the classroom.	

**M. APPROPRIATE CONSEQUENCES OF UNACCEPTABLE BEHAVIOR**

1. Removal from one work or play area to another area of interest to the child.
2. Requiring the child to make restitution. Picking up what has been thrown. Helping to put ice on another child's hurt.
3. Benching. This method requires that an adult stay near by while supervising other children. The "rule of thumb" for timing of benching is 1 minute for each year of the child's age.
4. Tell the child that the behavior is not acceptable.
5. Tell the child what behavior is acceptable.
6. Separate children for a short period of time.
7. Give attention to the victim of the behavior.
8. Discuss the problem with the children involved.
9. Decrease the attention given to the unacceptable behavior. Ignore if possible.

**N. APPROPRIATE RESPONSES TO ACCEPTABLE BEHAVIOR**

1. Praise the child for a desired behavior.
2. Encourage the child.
3. Give attention when the child is acting appropriately.
4. Tell the child that the behavior is good.

# DRAFT

## O. ALTERNATIVES TO PUNISHMENT

1. Anticipate trouble.
2. Give gentle reminders.
3. Distract to a positive activity.
4. Inject humor. (Never sarcasm.)
5. Offer choices.
6. Give praise or compliments.
7. Offer encouragement.
8. Clarify messages.
9. Overlook small annoyances.
10. Deliberately ignore provocations.
11. Reconsider situation.
12. Point out natural, or logical consequences.
13. Provide renewal time.
14. Give hugs and caring.
15. Arrange discussions among children.
16. Provide discussion with an adult.

## P. POTENTIAL DANGERS

1. Supervise carefully.
2. Exercise caution without being alarmed.
3. Redirect activity.
4. Stop activity when necessary. Use voice to stop dangerous behavior.
5. Check environment for safety. Remove inappropriate objects.

Examples: Climbing.  
Waving shovels or other objects in air.  
Throwing hard objects or sand.  
Using workbench tools.  
Open or unlocked gates.  
Blocks piled high or unsteadily.  
Swinging materials and equipment in air.  
Unsteady ladders.  
Slippery cement.  
Broken equipment  
Nails sticking out or splinters on equipment.  
Sharp edges.  
Bits of glass or rocks.

## Q. PROMOTING RESPONSIBILITY

1. Help child to put away equipment and personal belongings.
2. Supervise washing, toileting, flushing to promote independence and personal hygiene.
3. Encourage putting on own wraps, help as necessary.
4. Ask children to help each other.

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## R. BEYOND THE CALL OF SCHEDULED DUTY

(This calls for alert observing, initiative and good judgment.)

1. Change the child who is wet.
2. Roll up children's sleeves.
3. Supply a child with tissue when needed.
4. Follow through on having child finish as appropriate (Activities, putting away equipment.)
5. Put scraps and bits into waste basket after a cutting activity.
6. Check that puzzles have all pieces before putting away.
7. Fold dollcovers and dress up materials.
8. Report equipment that is broken or or in need of repair.
9. Be alert to set out equipment where needed to enhance activity.
10. Straighten materials on table as needed so childrne can work well.
11. Check that child's locker is empty when child leaves.

## S. BEHAVIORS FOR ADULTS TO AVOID

1. Bribing.
2. Making promises that cannot be carried out.
3. Threatening children.
4. Over-stimulating or over-exciting a child.
5. Showing favoritism.
6. Talking about a child in his/her presence.
7. Laughing at a child.
8. Showing irritation.
9. Helping too much.
10. Hurrying children.
11. Undue pressure or forcing.
12. Yelling at child across room or playground.
13. Isolating children away from adults. (Such as in separate room or outside.)

## T. SUPPLY CHILD'S NEEDS

1. Check your actions and your classroom to be sure that the following needs of each child are being met:

Recognition and approval  
 Protection  
 Satisfaction from achievement  
 (At own level)  
 Attention  
 Acceptance by adults.  
 Acceptance by peers.  
 Sense of Responsibility  
 Security

Social needs (Playing with others.)  
 Love and affection  
 Variety in experiences and with different  
 equipment and materials.  
 Response from adults  
 Assurance  
 Being wanted  
 Being worthwhile.

**DRAFT**

## U. RESULTS OF WORKING IN AN UNDERSTANDING MANNER WITH A CHILD

1. Child feels cared for, safe, loved, needed, wanted, worthwhile and accepted.
2. Child has feeling of confidence, happiness, satisfaction, and competence.
3. Child has positive feelings about adults.
4. Child feels more adequate to solve his next problem.
5. Child is able to "try again" after making a mistake.
6. Child feels that s/he would like to do the right thing.
7. Child knows that adults still like him/her even though they don't always approve of what s/he does.
8. Child feels relieved and comfortable.
9. Child is able to maintain his/her "self respect."
10. Child knows what is expected and what is acceptable.
11. Child is free from fear and anxiety.
12. Child is able to learn in this "psychologically safe" environment.

## Sources:

- Stocksbury, Kathryn Listing of Teaching Instructions Asst Director of Nursery  
Schools, Penn State University. (Unpublished)
- Read, Gardner & Mahler, Early Childhood Programs: Human Relations and Learning  
1987 (7th Ed)
- Hildebrand, Verna, Introduction to Early Childhood Education  
Guiding Young Children 1975
- Essa, Practical Guide to Solving Preschool Behavior Problems.  
Delmar 1983

Child abuse hurts children--and everyone else, too. Children suffer physical and emotional harm that can last a lifetime. Our society suffers, too in the cost of ruined lives and broken families--costs which cannot be measured. But there is a lot that you can do to help prevent child abuse and to limit the damage suffered by children and families.

Child Abuse reporting is a very definite responsibility of all personnel who work with children. Carefully read and follow the policies as outlined on the following pages. In addition the guidelines below will help staff to identify the problem.

### Warnings of Child Abuse

# DRAFT

#### 1. Physical Signs

Note any unusual pattern or location (sometimes hidden by clothing) of injuries, such as:

- a. Bruises, welts or broken bones.
- b. Cuts or scrapes.
- c. Burns
- d. Missing hair.
- e. Injuries at different stages of healing.
- f. Injuries or medical condition that hasn't been properly treated.

The child or parent may explain these injuries as "accidents."

#### 2. Child's behavior

Abuse can lead to dramatic changes in behavior, such as:

- a. Aggressive or withdrawn behavior.
- b. Unusual fears (of certain people, of going home, etc.)
- c. Craving for attention.
- d. fatigue.
- e. Lack of concentration.
- f. Hunger, begging for food, stealing.
- g. Frequent tardiness or absence from school.
- h. Unusual knowledge of sex.
- i. May talk of being abused.

#### 3. Child's appearance.

- a. May be very dirty and poorly groomed.
- b. Clothing may be in poor condition, or not suited to the weather.

#### 3. Adult's Behavior

An adult who has been abusing a child may:

- a. Harshly punish the child in public.
- b. Refer to the child as "difficult," "different" or "bad."
- c. Seem unconcerned about the child.
- d. Give conflicting stories about injuries.
- e. Become defensive when asked about the child's health.

**DRAFT**WHEN A CHILD WHO HAS BEEN ABUSED IS ASSIGNED TO YOUR CLASSROOM!

1. Give tender loving care, especially praise and recognition.
2. Express warmth.
3. Give support to child's activities. Avoid criticism.
4. Be careful about physical touch. Make sure the child can accept this.
5. Approach the child openly. No surprises. Move to the child carefully. Make sure that s/he knows you are coming.
6. In discipline, think out each move to be sure it will not be misunderstood or be too much for the child. Be flexible as well as consistent.
7. Give as much time as possible to the child.
8. Give individual time for communication. Avoid too much questioning.
9. Be consistent with the child's schedule so that s/he knows what to expect.
10. Allow child to depend on you.
11. Help the child to get clean. Help her/him to be clean when leaving the center.
12. If child is withdrawn, try to help child relate to one more child, then another. Go slowly.
13. Watch for signs of aggression. Treat matter of factly while protecting other children.
14. Allow for role playing activities, pounding activities.
15. Help the child to develop acceptable social skills.
16. Help the child to develop ways to cope with problems.

BE A THERAPEUTIC TEACHER. DO NOT TRY TO BE A THERAPIST.



**DRAFT**

Adults who work with children have a second role, one of working together as a team to provide the best programming for children and to make the workplace a good experience for each person. This is a difficult task and it takes conscious effort to make it happen. Following are some guidelines to assist in that task:

1. Hold regular staff meetings to discuss center plans and concerns, to resolve conflict and head off grudges and resentment.
  - "It was scary when Jimmy ran off. What can we do about that?"
  - "How can we be sure that the playground is clear of debris before the children go out?"
2. Respect individual differences among staff members in feelings and in "styles" of working. Give encouragement to each other.
  - "Marie uses music in an interesting way to bring the children together."
  - "The children know that Joan always has a good idea."
3. Join together in discussing and questioning situations rather than condemning or criticizing.
  - "How can we make lunch time more calm and relaxing for the children?"
4. Be nurturant to self, staff, children and parents.
  - "I'll get that for you."
  - "How can I help?"
  - "Thanks for loaning me that set of brushes."
5. Use assertive communication; own your own feelings and problems, express what you need, rather than what others are doing.
  - "I need to have help just before lunch."
  - "I wonder what else could have been done."
  - "I want to make playground time more interesting."
  - "I get up tight when children use the record player."
6. Be role models for each other. Become able to praise each other and to admit one's own mistakes.
  - "Oops!"
  - "What a lot of work you did."
7. Respect the confidentiality of problems and concerns expressed in staff meetings and do not repeat these outside of the professional setting.
8. Laugh together and appreciate the uniqueness of children and fellow workers.

## SELF-EVALUATION Early Childhood Teacher

# DRAFT

I am like  
this:      This is  
             something  
             I can learn:

When people say, "This is an effective teacher," they mean  
that she/he:

### Personal Qualities and Classroom Presence

- |                          |                          |                                                                                                      |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Acts relaxed and comfortable, yet alert                                                              |
| <input type="checkbox"/> | <input type="checkbox"/> | Maintains good eye contact, often getting down to child's eye level                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Speaks with a voice that is gentle, quiet, calm, and firm sending messages that are direct and clear |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a special voice for talking to children                                                          |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a clean, healthy, professional appearance and wears clothes appropriate to the day's work        |
| <input type="checkbox"/> | <input type="checkbox"/> | Listens carefully and respectfully                                                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a high tolerance for variety of noise and movement and doesn't expect order every moment         |
| <input type="checkbox"/> | <input type="checkbox"/> | Touches children often with movements that soothe, guide, redirect, reassure, reinforce              |

### Teaching Style and Strategies

- |                          |                          |                                                                                                                                 |
|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Enjoys children and expresses genuine interest in them                                                                          |
| <input type="checkbox"/> | <input type="checkbox"/> | Is willing to learn from children and follow their lead                                                                         |
| <input type="checkbox"/> | <input type="checkbox"/> | Is able to focus on individual children while being aware of what is happening throughout the classroom                         |
| <input type="checkbox"/> | <input type="checkbox"/> | Relates to each child's personality and developmental level                                                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Uses positive statements                                                                                                        |
| <input type="checkbox"/> | <input type="checkbox"/> | Is empathetic—able to feed back to the child an understanding of the feelings behind his words or behavior                      |
| <input type="checkbox"/> | <input type="checkbox"/> | Makes opportunities for one-to-one activities with children                                                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Is aware of differing moods of children, adjusts standards for them when they are fatigued, irritated, overstimulated, stressed |
| <input type="checkbox"/> | <input type="checkbox"/> | Remains in control in startling or difficult situations                                                                         |
| <input type="checkbox"/> | <input type="checkbox"/> | Enjoys humorous incidents with children; enjoys laughing with them                                                              |
| <input type="checkbox"/> | <input type="checkbox"/> | Actively participates with children, has a plan for each day—goals to be accomplished                                           |
| <input type="checkbox"/> | <input type="checkbox"/> | Sets consistent, realistic limits and focuses on the behaviors (not the child)                                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Provides guidance in development of good habits for eating, resting, toileting, learning, exercise                              |
| <input type="checkbox"/> | <input type="checkbox"/> | Responsive to the rhythms and tempos of the child                                                                               |
| <input type="checkbox"/> | <input type="checkbox"/> | Shows enthusiasm for the day, coming up with new and interesting ideas and activities to share with children                    |
| <input type="checkbox"/> | <input type="checkbox"/> | Supports cultural differences                                                                                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Positions self naturally in strategic spots                                                                                     |

### Environment/Climate Design

- |                          |                          |                                                                                          |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Creates an environment where children are comfortable enough to verbalize their feelings |
| <input type="checkbox"/> | <input type="checkbox"/> | Creates an atmosphere that is comfortable, home-like, safe                               |
| <input type="checkbox"/> | <input type="checkbox"/> | Provides an organized, structured schedule to reassure children                          |

- |                          |                          |                                                                          |
|--------------------------|--------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Fosters inquisitiveness about physical world                             |
| <input type="checkbox"/> | <input type="checkbox"/> | Facilitates social interactions among children                           |
| <input type="checkbox"/> | <input type="checkbox"/> | Questions and explores with children so that all learn through discovery |
| <input type="checkbox"/> | <input type="checkbox"/> | Maintains an organized, clean classroom                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Tends to repairs                                                         |
| <input type="checkbox"/> | <input type="checkbox"/> | Considers the outdoors part of the learning environment                  |

**DRAFT****Relationship to Other Teachers**

- |                          |                          |                                                                                                |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Accepts criticism and is responsive to changes                                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Gets along well with others                                                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | Asks for help when needed                                                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | Is quick to express approval and support for other staff                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | Is willing to listen to suggestions and other ideas but not just a yes person                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is aware of other teachers' needs in classroom and prepared to <i>take over</i> when necessary |
| <input type="checkbox"/> | <input type="checkbox"/> | Is slow about making judgments and sensitive in sharing negative feedback                      |
| <input type="checkbox"/> | <input type="checkbox"/> | Shares leadership when necessary, leads when necessary, steps aside when necessary             |
| <input type="checkbox"/> | <input type="checkbox"/> | Risks sharing of self and abilities, ideas and strengths                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | Is a team player, provides ongoing training to new teachers, involves other staff in planning  |

**Relationship to Parents**

- |                          |                          |                                                                                                            |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Communicates with parents at drop-off and pick-up times, and as needed throughout the day                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Schedules parent conferences when needed                                                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does not discuss a child's behavior when he is present                                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Respects families' right to privacy by not discussing problems with others                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Assists parents with goals for children                                                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | Perceives self as part of a support system to parents, someone whose role is to strengthen the family unit |
| <input type="checkbox"/> | <input type="checkbox"/> | Is able to make parents aware of their strengths                                                           |
| <input type="checkbox"/> | <input type="checkbox"/> | Uses the insights of parents about their children                                                          |
| <input type="checkbox"/> | <input type="checkbox"/> | Is available to parents                                                                                    |

**Professional Responsibilities**

- |                          |                          |                                                                                                                  |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Attends regular staff meetings and workshops                                                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Attends to all four areas of human development in planning— <i>affective, social, psychomotor, and cognitive</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | Conscientious effort to expand knowledge of good early childhood teaching                                        |
| <input type="checkbox"/> | <input type="checkbox"/> | Willing to try something new—not afraid to risk failing/mistakes                                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Manages time well                                                                                                |
| <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates pride in being a child care teacher                                                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Takes advantage of opportunities provided for you                                                                |

*This form was developed by Exchange Press as a service to our readers. Please use it in your program. We have built on forms developed by several programs and wish to acknowledge: Hopewell Country Day School, Hopewell, NJ; Tahoe Tots; Margye Smith for Big and Little Child Development Center, Mundelein, IL, and Kendall Child Care, Evanston, IL; Playfactory Pre-School, Temple City, CA; Harvard Yard Child Care Center; and Joyce Barlow for District 65 Kindergarten Child Care, Evanston, IL.*

will produce an environment appropriate to anti-bias curriculum.

Methods of Evaluation: One test, essay.

Demonstration: Anti-bias activity

Projects: Collection of Anti-bias activities.  
Outline of anti-bias environments.

Topical Outline:

Week	Topic
1	Cultural Attitudes and Practices that Impact the Classroom
2	Teacher Attitudes and Practices that Affect Children
3	Indicators of Anti-Bias/Multi-Cultural Approaches
4	Classroom Environment to Promote Anti-Bias/Multi-Cultural Approaches
5	Approaches to Discipline that Positively Impact Anti-Bias Attitudes
6	Review, Projects and Final Examination

Related to Mission of the College: Vocational: To upgrade job performance for career improvement.

Proposed Texts: Derman-Sparks, L. & Anti-Bias Curriculum Task Force, Pacific Oaks, ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING YOUNG CHILDREN, NAEYC, Washington DC, 1988.

Essa, L., PRACTICAL GUIDE TO SOLVING BEHAVIOR PROBLEMS, Delmar, CA, 1983.

## COURSE OUTLINE: CREDIT COURSE

In the Fall of 1990, the ECD faculty and the ECD advisory committee will review, modify and approve or disapprove this proposed course. If approved, I will place it on official form to be reviewed for college approval.

## COURSE OUTLINE: CREDIT COURSE

Division: Business

Department: Home Economics

Course Title: GUIDANCE AND DISCIPLINE IN A MULTI-CULTURAL CHILDREN'S GROUP

Course Length: 6 weeks      Lecture Hours per Week: 3

First Offered: Fall 1991

Grading: Letter Grade

Prerequisite: N/A

**Course Description:** A problem solving approach to guidance and discipline when children and workers in the classroom are from many different backgrounds. Investigation of cultural and attitudinal aspects of producing an anti-bias curriculum and environment to help children to develop appropriate behaviors.

**Measureable Objectives:**

The student, after reviewing the literature on various attitudes and cultural approaches of adults and children, will propose guidance and discipline procedures appropriate to specific situations.

The student, after exploring his/her own attitudes and the attitudes of others in class, will be able to change or confirm methods of operating in the classroom in the areas of discipline and multi-cultural problem solving.

The student, after examining a variety of activity books will develop a collection of appropriate activities to promote anti-bias attitudes in the children's group. The student will demonstrate one or these to the college class.

The student, after evaluating several discipline approaches, will be able to choose appropriate responses in specific situations.

After researching the resources for equipment and materials, the student



# Pomona Unified School District

CHILD DEVELOPMENT PROGRAMS, 153 E. Pasadena St., Pomona, CA 91767  
(714) 623-1461 or (714) 397-4698

August 22, 1990

Board of Trustees  
Mount San Antonio College  
1100 North Grand Avenue  
Walnut, CA 91789

RE: Katie Gerecke/Sabbatical Leave

Dear Members of the Board of Trustees:

This letter is written on behalf of Katie Gerecke in order to substantiate that she has completed the assignment with the Child Development Programs of the District as the Program Associate. The work that Katie accomplished for this program has been of enduring value and of outstanding quality. The following are the major tasks Katie has completed during her leave:

- . Developed a description of the Child Development Programs of the District that was submitted to ERIC and is now available internationally.
- . Organized, wrote, developed a staff handbook of approximately 100 pages. It is of the quality that will be used as a model for the State.
- . Completed training in the High/Scope methodology as offered by the State Department of Education. Took this training and used it to train staff.
- . Visited and observed in the child development classrooms and provided suggestions for improvement to the staff.
- . Conducted surveys on the quality of the programs and on the use of appropriate multicultural materials.
- . Participated in meetings at the management level dealing with all aspects of the program.

In summary, Katie put tremendous time and energy into the work of this program. After working a full schedule here she used her computer at home to do even more work. We will certainly miss her this next year but will always remember and value her contribution.

Again, thank you the Board of Trustees for making this possible.

Sincerely,

Bill Ewing, Director

cc: John Randall  
Marge Chitwood

APPENDIX C



COST-EFFECTIVENESS OF CITY FUNDED CHILD CARE IN THE CITY OF LOS ANGELES  
 Olenik, Michael and Escobar, Laura. 1983

Purpose: To examine the impact that the loss of city funding of child care would have on the community.

Subjects: 7 child care programs receiving a total of \$929,350 per year in block grants. A total of 355 children were served by these centers.

Procedures: Program directors were asked specific questions relating to what would happen to the families served and the staffs of the centers if the centers were to lose their funding. Information was aggregated and dollar amounts assigned, based on documented data such as average AFDC payments as reported by SDSS. Income tax, social security and unemployment insurance were included. Monies spent by programs in the community that would be lost were also figured as well as loss in monitoring "at risk" children, lost counseling hours and lost health screening. Cessation of job training and dropping out from school were also figured.

Results: (Taken directly from executive summary of the study.)

The impact:

- 1) The cost to the city, state and Federal government in increased AFDC payments, unemployment insurance, loss of taxes and social security would be \$919,836. (98.98% of the \$ spent.)
- 2) \$98,160 spent by child care services in the community would be lost.
- 3) Five programs would close. (71%)
- 4) 43% of all parents would stop working. (69% of single parents)
- 5) 83% of all parents in school would stop going. (88% of single parents)
- 6) 80% of all parents in job training would stop. (92% of single parents)
- 7) 20 children "at risk" for child abuse would not be monitored.
- 8) 3,264 hours of counseling per year would be lost to these families.
- 9) As many as one third of the children enrolled would lose access to some form of health screening.

Recommendations: (Taken directly from the recommendations section of the study.)

1. CONTINUED SUBSIDIZATION SHOULD BE FOUND FOR THESE CITY FUNDED PROGRAMS.

It is obvious that subsidized care is in the best interest not only for the children, families, and staff, but also the community. There is a very large social cost which will be levied against the city if these programs are allowed to close. The City Council should make the funding of these programs a priority item. There are at least three ways continuation of these programs can be accomplished.

1. Promote partnerships between the public and private sector.
2. Promote partnerships between the city and the Private Industry Council.
3. Promote incentives to businesses to provide more child care and/or fund these subsidized slots.

2. Additional slots should be funded so that more children and families can be served. The number of mothers of young children now entering the work force is increasing greatly, making child care of universal concern. The need to find funding for a greater number of child care slots demands some form of government assistance.

Conclusion: (See over. Taken directly from the conclusion of the study.)



Purpose: To determine what is optimal Center based Care for children younger than 3 years of age.

Subjects: 89 families with children 18,24,30 and 36 months of age. Middle class parents, well educated. 32 families had child in high quality care center.; 25 families had child in low quality center; 32 had no supplemental child care. These last were found in parent-child classes. Tuition/type of parent served/geographic locale of centers were all similar.

Procedures: Researchers spent 1 year in close contact with centers to determine high/low quality. Definition of High Quality: Adult-child Ratio: 1:4 or less in 2 yr. and younger groups. 1:7 or less in 30-36 mos. groups Turnover Rate: Children had only 1 or 2 primary teachers over the year. Training: Teachers had training in Child Development Parent Involvement: Later findings showed this to be a factor in high quality. Each family was seen 4 times. There was an initial 75 minute interview to collect information about family life. Home observations were made for 1½ hours during evening. Child was also observed in center during transition times. Child and primary parent had a 30 minute, 4 task lab. session on compliance and self-control.

Results:

- In lab session, children in child care more likely to exhibit self-regulation than those at home.
- Those in high quality child care, more likely to self-regulate than at home.
- At home all parents and children negotiated compliance at the rate of every 3 minutes. There was no significant difference in compliance behaviors associated with child care.
- Children in high quality child care were more compliant with adults and less resistant to adults than in low quality child care.
- In reprimanding; parents in high quality centers and home parents were more likely to hold child physically. Those in low quality child care were more likely to use angry tone.
- Parents with children in high quality care felt less helpless in discipline than those whose children were in low quality childcare.
- Teachers; in high quality care were more invested and involved in compliance than teachers in low quality care.
- Continuity of behaviors of adults: In high quality care, behaviors were consistent between teachers and parents in socialization. In low quality care there was lack of attentiveness and expectation of unidirectionality of socialization process. Adults gave directions and child obeyed.
- Also there were findings of differences in family characteristics.

Conclusions: Children and families benefit from high quality center child care. Community based centers that had good adult-child ratios and stable, trained caregivers provided care that enhanced the development of children and supported families. Family and child care behaviors combined better explained child's behavior in lab than quality of child care alone. Working parents who have less stressful lives and are more confident and confident in parenting are more likely to be associated with high quality child care. Perhaps families who enrolled in low quality child care might have appeared less stressed if they had used high quality child care. Both families and children appear to come closer to optimal development when infant and toddler child care include 1 adult for a smaller number of children, stable caregivers and caregiver training.

Katie Gerecke mkg/SABB/S90

Purpose: To examine the relationship between the quality and costs in child care in publicly subsidized and in general child care. Does the amount of money spent per child make a difference in quality? What difference does state subsidy make in program quality? Do parent fees reflect quality? Do parents get what they pay for?

Subjects: One hundred and fifteen licensed day care centers for preschool age children in Los Angeles County were randomly selected from those listed by St. Dept. of Soc. Services and the St. Dept. of Educ. 64 were privately funded centers and 36 were publicly funded centers.

Procedures: Quality child care defined as care which is safe and will ensure normal physical, cognitive, social and emotional dev. Recent research has shown that children in high quality care adequately develop in these domains and also has shown concern about children's development in low quality child care. The ECER Scale (Harms & Clifford, 1980) used to measure classroom environment. Dimensions of developmentally appropriate environments were as follows: Curriculum, parental needs, room arrangement, and basic care giving such as food, health and safety. 22 items of 37 were used. A second scale, (Prescott, Kritchevsky and Jones, 1972) was used to validate the first scale. The author interviewed the director of each center on financial arrangements, using structured format.

Results: Programs divided into 4 quality levels. (See rough chart on back.)

Level 1: Lowest Quartile = Less than Adequate.

Level 2: Second Quartile = Minimally Adequate

Level 3: Third Quartile = Developmentally Appropriate.

Level 4: Highest Quartile = Integrated and Close to Ideal.

Conclusions: As quality increased, so did cost per child. Programs at lower level spent about  $\frac{1}{2}$  income on staff. Higher level programs spent  $\frac{2}{3}$  income on staff. State subsidy is associated with higher quality programs 75% of subsidized programs were above median quality. Difference in quality of the different levels was that a greater % of the parent fee was allocated for program staff in the higher quality programs. In highest cost programs, parents were less likely to pay the full cost of care. Highest cost programs had greater financial resources. What parents were spending was an inadequate amount to ensure quality care.

#### Implications for Policy:

With a vendor/voucher system the likelihood of parents finding quality care decreases because of limited supply of quality care on the open market. Working poor do not qualify for subsidized care which would entitle them to a better chance at higher quality care, therefore would probably end up in lowest quality programs.

There is a tendency to forget that children in high quality programs experience nurturing positive, stimulating experience. Is this a basic right? If so, the greatest economic implication relates to society's willingness to maximize the number of children receiving quality care.

#### Recommendations:

1. Increase the availability of subsidized child care, making quality child care a right rather than a privilege. If Alternative Payment increases for numbers of families, then additional funds should be made available to ensure that the care is quality.
2. Increase funding to programs willing to use it to increase wages and benefits to staff to increase the likelihood of hiring well qualified staff that will stay on the job longer. Quality could improve if there is a stable work force.
3. Encourage business and local government to be involved to increase the supply of quality child care. Since higher quality child care related to funding level higher than parents could afford, other entities should be encouraged to subsidize portions of the budget, (such as rent).
4. Fund local Resource & Referral Agencies to create strategic and tech. assist. to educate parents and providers about the developmental needs of young children.

## HIGH QUALITY PROGRAMS FOR CHILDREN

1. Developmentally appropriate curriculum.  
Child initiated.  
Teacher initiated.
2. Supervisory Support and Inservice Training  
Equipment and resources.  
Qualified staff.  
Time for planning and inservice.
3. Low enrollment limits/Adequate number of Adults.  
Team teaching/caregiving. (Work together.)  
Small groups of children.
4. Staff trained in Early Child Development.  
Child related training.  
College training.  
Inservice Training  
College training.
5. Parents involved as partners with Program Staff.  
Participation (Meaningful)  
Meetings/Conferences
6. Sensitivity to All of Family Circulstances.  
Problems parents face.  
Community resources available.
7. Developmentally appropriate evaluation processes.  
Program quality.  
Children's development.

Katie Gerecke

RESOURCES: Schweinhart, L.J. "When the Buck Stops Here: What It Takes to Run an Early Childhood Program." in High/Scope ReSource, Fall 1987. High/SCOPE Educ. REsearch Foundation.

Abt Associates. National Day Care Study c. 1972.

Philosophy:

- A developmental approach which builds on children's interests, strengths and emerging abilities to help them to gain thinking skills.
- A clear curriculum framework of environment and planning to organize children's learning.
- Understanding of the qualitative differences in children's thinking from adult thinking.

An Organized and Ordered Environment with:

- Clearly defined interest areas: Block, Art, House and Quiet Areas.
- Space for children to move freely between areas and to meet together in groups.
- A variety of real and symbolic materials for children to use in different ways.
- Materials accessible to children on low, open shelves, with gradual complexity added.
- Materials and shelves appropriately labeled using real objects, pictures and words.

A Consistent Daily Routine with:

- A balance between child-initiated and adult-initiated activities.
- Opportunities for children to make choices and decisions, and initiate own activities through "Plan-Do-Review" process to help them to form mental images of their processes.
- Adult-initiated activities at Small and Large Group times.
- Opportunities for children to freely interact with one another.
- Interactions between children and their environment that develops their thinking skills.
- Interactions between children and adults that extend and strengthen children's understandings and knowledge, and promote feelings of success.

Key Experiences in Learning that:

- Are organized into Active Learning Categories of Language, Representation, Logical Reasoning, Spatial Relations and Time. (See back of this page.)
- Support children's development.
- Strengthen and broaden children's emerging skills.
- Are used as guideposts for teacher planning and observation of children.

Child Observation and Assessment include:

- Observation by the teacher throughout the day, based on the Key Experiences.
- Keeping an anecdotal record for each child.

Team teaching/Team planning includes:

- Understanding how the children construct their thinking.
- Adults in the classroom planning and evaluating daily, sharing ideas.
- Support for children's choices, using reflection and open-ended questions.
- Initiating experiences in small and large groups.
- Use of one's own teaching skills to develop program within the High/Scope framework.

Child Management involves:

- Setting and modeling clear and consistent guidelines with positive expectations for children's behavior.
- Planning a cooperative environment for children to use in gaining social skills.

Parent Involvement promotes:

- Parents as decisions makers and partners in the educational process.

For further information refer to: Hohman & Weikart, Young Children in Action, 1979 and Weikart, "Basics for Preschoolers: the High/Scope Approach," High/Scope Press.

Current Regulations Title 22. (See back of this page.)

SB 1919 This bill requires a staffing ratio of 1 teacher to each 20 children between the ages of 8 to 17 inclusive.

Recommendation: To substitute the following ratios:

Kindergarten through Grade 2 - 1 teacher for each 12 children.

One teacher shall supervise no more than 12 children or with an aide a maximum of 24 children.

Grade 3 through Grade 6 - 1 teacher for each 14 children.

One teacher shall supervise no more than 14 children or with an aide a maximum of 28 children.

Grade 7 through Grade 12 - 1 teacher for each 20 youths. (children)

One teacher shall supervise no more than 20 youths (children) or with an aide a maximum of 40 children.

Rationale:

1. Using grade levels conforms to the Title 22 description of ratios which is already in place.
2. Children in these stages of development have varying needs. (See Developmentally Appropriate Practices through 8 yrs. and attached outline of Developmental Characteristics - Grades 3 through High School.)
3. Changes occur in children's development and needs at approximately the 3 divisions cited in the recommended ratio above.
4. Children in regular school have been in large groups of 28 to 35 children with 1 adult from approximately 8 am (or earlier if in morning child care before school) to 2 or 3 pm. This is 6 to 7 hours. Even most adults are not required to be in large groups for this many hours. After being in large groups for a large portion of the day children need more individual and small group opportunities. More individual and small group attention can be given in the recommended ratio above.
5. After school activities for school age children do not take place in one room or one area, with all children doing the same activity. There is use of outdoor areas, play areas and study areas. Some children are released to activities. Some children may need to be escorted. Children arrive and leave at different times. Careful adult attention is needed to supervise this necessary flexibility in programming and to provide for safe entry/exit.
6. School age child care programs are multi-age. There is no separation of groupings required at age 8. Kindergarten through 6th or Junior High level may be all together in programming and space. This requires a different type of supervision from graded regular school programs. The SB 1919 ratio in effect cuts the current ratio for K through 7 years of age because they are grouped with the older children.
7. Programming in school age child care requires a wide variety of activities to meet needs of individual children for activities such as: individual home work tutoring (from Kgtn thru High School), informal learning experiences, attention to personal needs and problems, rest and relaxation needs.



Basis of Developmentally Appropriate Practice:

Many educators agree on what is developmentally appropriate practice in early childhood programs. The most notable researchers are Jean Piaget, Erik Erikson, Arnold Gesell, David Elkind and David Weikart. Developmentally appropriate practice makes use of this research in carrying out program related to children's ages and development, e.g., program for 6 year olds differs from that for 2 year olds.

How Children Learn:

Children are active; they move and work in real experiences. Children make choices about activities they will do and how they will do them. Children take initiative in planning, carrying out, changing and evaluating their work.

What Children Learn:

- To observe.
- To plan.
- To solve problems (intellectual and social)
- To work with adults and other children.
- To evaluate their own work and behavior.
- To accept challenges and take risks in learning.
- To find satisfaction in meaningful work and a job well done.
- To understand meaningful information, related to real experience.
- To listen, speak, write, read; the bases of communication.
- To investigate, arrange, categorize; the bases of science and math.

Environment:

The environment has materials and equipment that are carefully prepared and arranged for the children to rearrange, manipulate and use to construct. The materials and equipment are at the level of the children's development. Areas of the classroom are clearly organized and defined so that the children can find materials and return them to their logical places. Materials and equipment are "real life". "Found" materials are a very important part of the environment in each area. The environment is changed and expanded as needed.

Role of the Teacher:

- To plan and change the environment as described above.
- To support children's learning experiences and projects.
- To plan and initiate real experiences and activities.
- To observe individual and group actions and behavior.

Teacher Training Needed:

Child Development	Language Skills
Observation Skills	Interaction Skills
Needs Assessment Skills	Guidance Skills
Management Skills	Ability to Articulate Program

References: The following works summarize the research and the consensus.  
 Bredekamp, S. (Ed.). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (expanded ed.)  
 Washington, DC. NAEYC. 1987.  
 Greenberg, Polly. "Ideas That Work with Young children." Young Children.  
 NAEYC. Washington, DC. Vol. 45, No. 2, Mar. 1990.

CHARACTERISTICS OF SCHOOL AGE CHILDREN AND YOUTH

3rd through 6th Grade

Physical Characteristics

Gaining skill at controlling body.  
Has difficulty with judgement of distance,  
time and reaction time.  
Does not have much power.  
Wide variety of skills development in  
8 and 9 year olds.  
Most games they choose on their own include  
simple skills, less pressure than  
competitive sports.

Needs

Practice in coordinating reaction time for  
distance and time.  
Practice in earlier acquired skills.  
Planning around skills they do well: kick  
ball, dodge ball, relays.  
Games without competitive pressure.  
Opportunity and encouragement to saw,  
hammer, garden, sew, knit, draw, write,  
swim, and dive.  
Regular exercise benefits academic work.

Intellectual Characteristics

Are concrete operational in thought.  
Can use logical reasoning when applied to  
concrete situations and problems:  
    reversibility           classification  
    reciprocity            class inclusion  
    seriation  
Are beginning to combine time, speed and  
distance. (mentally)  
Have ability for selective attention.  
Memory capacity increases.  
Language is more analytical, logical.  
Grammar is more complex.  
Ability to use code switching.

Needs

Opportunity to develop these skills in  
natural, real environment.  
Activities that use these skills.  
Enjoy and respond to codes, jokes,  
play on words, riddles.

Psychosocial Characteristics

"Industry vs. Inferiority" (Erikson)  
Somewhat quiet, productive period.  
Applies self to given task and skills.  
Ability to complete tasks improves.  
Peer group emerges.  
    Becomes most influential factor in  
    building self esteem.  
    Develops growing dependence on  
    child sub-culture.  
    Friendships are important and complex.  
    Some are rejected by peer group based  
    on immaturity and related behaviors.  
Moral Behavior  
    Able to deal with consequences of actions.  
    Reciprocal behaviors.  
    Wants to please others.

Opportunity to use skills to produce  
concrete results.  
Opportunities to build self-esteem from  
competence, to balance peer pressure.  
Self-chosen groupings.  
Interest groups  
Opportunity to learn from normal give  
and take.  
Opportunities to be with friends.  
Practice and opportunities to share,  
cooperate, develop thinking.  
Reasonable rules, clearly stated and  
firmly enforced with understanding.  
Judicious use of praise and  
encouragement.  
Practice in self-discipline.  
Gradual responsibility for self.

(Over)

I understood at the Coalition Retreat in January that this bill will benefit Community College students in Early Child Development. I have outlined the bill in an attempt to find out how it would benefit them.

Only under Subdivision H can I find 1 way only that community college students who want to remain in the early child development field outside of K thru 3 in the public school can benefit.

If the person is in a Transfer Program and intends to get a BA and/or Teaching Credential. Then the person might be eligible.

Qu. Is this correct?

The reasons for this limitation is that it is stated that the person must be in a program to obtain a teaching credential. The community college does not have such a program, except as the transfer program leads into a four year college teacher credential program in an approved college.(CTC approved.)

There are federal and state regulations regarding the programs in community colleges that are acceptable for students to receive loans. These are:

- Certificate Programs - state or federally approved or required.
- Associate Degree Programs
- Transfer Programs.

A community college student would not be able to get a Children's Center Permit through this loan forgiveness program because Subdivision H specifically states that the student must be in a credential program. The permit is not a credential.

If a person obtains a teaching credential (which in the state of Calif is BA and beyond) there would be no incentive to stay in the Early Childhood field other than in K through 3 in public school because the pay would not warrant it. The person would be eligible to work in K through 3 in public school.

If a person wanted to work in the public school as a teacher, the person would go for the teaching credential but would not be eligible for any loan forgiveness until the last 2 years of college. (beyond the CC because of the 60 unit limitation in B and C.

It seems to me that this bill will drain qualified teachers from ECE programs into regular public school teaching rather than feeding them into it.

The rationale for the bill taken from the National Child Care Staffing Study 1989 is directed toward gaining qualified teachers in child care and early child development programs, but the bill itself directs the benefits toward the Calif Teaching Credential which is not required in these programs.

The Children's Center Permit requires	24 ECE units
	3 units field Work or 2 yrs exp.
	16 General Ed Units (designated areas)
	---
	=43 total.



Conditions to receive a loan assumption warrant:

	Subdivision H	Subdivision B	Subdivision C
PROGRAM	Preparation for teaching credential with emphasis on Child Dev., Early Chhd Educ. or Human Dev.	Academic program leading to BA or program of professional prep. as approved by Comm.on Teacher Cred.	Teacher Trainee Program or Teacher Internship Program or working fulltime while completing necessary course work for teaching cred. or noncred. teaching paraprofessional continuing to wk as ntp while completing necessary course work for teaching cred.
UNITS REQUIRED		60 semester units required to apply	Holds BA Must have 60 units to apply.
ENROLLMENT REQUIREMENT		At least 10 semester units each semester. Maintains satisfactory progress.	Maintains satisfactory progress. Continues to be employed in non-teaching field or continues to serve as teaching paraprofessional.
CRITERIA		Outstanding ability verified by applicant's postsecondary institution.	Outstanding ability verified by applicant's postsecondary institution.
LOAN APPROVAL		Approved for loan under designated loan programs: Stafford Loan Prgm (Fed) Perkins Loan Prgm, Supplemental Loans for Students, Loan Consolidation Prgm, Any Prgm appr. by St. Aid Loan Comm.	Approved for loan under designated loan programs: (as designated under B)
OBLIGATION	Teach 1 year in preschool, Early Ch. Hd. Educ. Prgm, Ch. Care & Dev. Ctr, or transitional ch. dev. prgms of School Readiness Task Force proposal. If teaching outside public school system submit verification of employment, continuous for 1 year with same employer for each yr of loan assumption. In areas designated as current or projected subject areas, or in areas of lg populations, low-income (such as Perkins Loan Program requirements.)  An applicant who has been awarded Ch. Ctr. Ins. Permit or Ch. Ctr. Sup Permit is deemed to be in designated shortage field.	Teach 3 consecutive years in a public school in Calif. in current or projected shortage areas.  In areas designated as current or projected shortage areas, or in areas of lg populations, low-income (such as in Perkins Loan Prgm requirements.)	Teach 3 consecutive years in a public school  In areas designated as current or projected shortage areas, or in areas of lg. populations, low income (such as Perkins Loan Prgm requiremntns.)

## APPENDIX D

## BIBLIOGRAPHY

I have organized this bibliography in sections with enough information about each reference to make it useful to any instructors teaching courses relating to these topics. Some of these references are not long tomes, but will be useful to students doing research for courses. Most of the items are in my office at the college, available to faculty and students.

## LEGISLATIVE ADVOCACY FOR CHILDREN

Anderson, Terry, THE LEGISLATIVE PROCESS: YOU REALLY DO MATTER, Senate Select Committee on Citizen Participation in Government, Sacramento, CA, 1988.

A step by step description of the process of becoming involved in affecting legislation. Also has a directory of committees.

Task Force on Early Childhood Education, EARLY CHILDHOOD EDUCATION, State Department of Education, Sacramento, CA, 1972. 63 pp.

The original Riles program for early childhood education. Although this was never enacted, many of the concepts being issued now by Supt. Honig are very similiar. There is now a new report out and this can be used for comparison.

Assembly Office of Research, CALIFORNIA 2000: A PEOPLE IN TRANSITION, Sacramento, CA, Dec. 1987, Revised Edition. 47 pp.

Discusses the major issues affecting human resources in the near future. There are statistics on poverty, ages of citizens, and public education. Recommendations are included.

Caldwell, B. M. & Hilliard III, A.G., WHAT IS QUALITY CHILD CARE? NAEYC, Washington, D.C., 1985. 33 pp.

The views of two people, prominent in the field of ECD, about the components of quality child care.

California Office of Statewide Health, Planning and Development, PROPOSED MASTER PLAN FOR SERVICES TO CALIFORNIA, CHILDREN AND YOUTH. (Executive Summary) Sacramento, CA, November 1980.

Outlines the alternatives for comprehensive planning for services to families in preparation for legislation which never developed.

California State Department of Education, CHILD DEVELOPMENT DIVISION: PROGRAM FACTS FOR 1989-90. Sacramento, CA, 1989. 50 pp.

Describes division organization, programs in Calif., funding sources and other statistics.

California State Department of Education, GUIDE TO CALIFORNIA STATE RESOURCES FOR SCHOOL-BASED PREGNANT AND PARENTING TEEN PROGRAMS, Sacramento, CA, December 1989. 57 pp.

Lists and describes statistics and services available in CA for programs dealing with pregnant teens and teen parents.

Child Care Employment Project, BEYOND "JUST WORKING WITH KIDS", Berkeley, CA, 1984. 31 pp.

A curriculum guide to prepare early childhood teachers to advocate for themselves and others. Includes activities, resources and organizations on topics such as multi-cultural perspectives, value of child care, and other social services.

Child Care Employment Project, WHO CARES? CHILD CARE TEACHERS AND THE QUALITY OF CARE IN AMERICA, CA, 1989.

Complete study of child care workers, their training, salaries, quality of care, staff turnover. Study took place in five major areas of the U.S., not including California.

Children's Defense Fund, CHILDREN 1990, Washington DC, 1990. 110 pp.

A report of the condition of children in the U.S., improvements and problems, and suggestions for action.

Children's Defense Fund, THE NATION'S INVESTMENT IN CHILDREN, Washington, DC, 1989. 30 pp.

An analysis of the President's budget proposals in many areas of concern and relating to many programs for children.

Children's Defense Fund, S.O.S. AMERICA, Washington, DC, 1990 178 pp.

Statistics, discussion and recommendations for a budget to achieve adequate programming for children.

Children's Defense Fund, A VISION FOR AMERICA'S FUTURE, Washington, D.C., 1989. 150 pp.

Statistics, discussion and recommendations for a budget to achieve adequate programming for children.

Child Development Programs Advisory Committee, CHILD ABUSE SERVICES DIRECTORY, Sacramento, CA, 1988. 58 pp.

A guide to California's Child Abuse Services. Includes program descriptions, organizational chart and legislation related to child abuse as well as addresses.

Child Development Programs Advisory Committee, THE ROLE OF CHILD CARE IN CHILD ABUSE PREVENTION, 1987 approx. 41 pp.

A survey of the relationship between child care centers and child abuse prevention. The results of the survey are included with a summary of the findings. There is a good glossary.

De Lapp, L.R., CALIFORNIA CHILDREN: CALIFORNIA FAMILIES; MORE THAN BABYSITTING: RETHINKING CHILDCARE AND PRESCHOOL POLICIES, Assembly Office of Research, Sacramento, CA, March 1989. 36 pp.

Reviews current policies relating to the above issues and discusses the need for a comprehensive, integrated policy to meet the needs of children and their parents.

Goffin, S.G. & Lombardi, J., SPEAKING OUT: EARLY CHILDHOOD ADVOCACY, NAEYC, Washington, DC, 1988. 121 pp.

Describes advocacy, legislatures and process of legislation, suggests approaches and resources.

Hymes, J.L., THE YEAR IN REVIEW: A LOOK AT 1989, NAEYC, Washington, DC, 1990. 43 pp.

A brief review regarding studies in child development, problems, quality, accreditation.

- League of Women Voters, CHILD CARE IN CALIFORNIA: Part I, Sacramento, CA, 1988. 41 pp.  
A summary of the issues of quality, affordability and accessibility of child care in CA. Includes a list of references.
- League of Women voters, CHILD CARE IN CALIFORNIA: Part II, Sacramento, CA, 1988. 67 pp.  
Describes programs and funding among other things, including the relationship of unions to child care workers. Excellent list of references.
- Maguire, L. P., OUR CHILDREN DESERVE BETTER, East End L. A. Co. Adolescent Pregnancy Child Watch, Pomona, CA, 1989. 40 pp.  
Describes the crisis, gives statistics, mentions services and makes recommendations.
- PACE, CONDITIONS OF CHILDREN IN CALIFORNIA, Stanford University, 1989. 379 pp.  
Written by 14 authors, this book describes the conditions for children in the areas of economics, health, child care, ethnic groups, and special needs, among other topics. Contains many charts.
- Pearce, M. L., CHILD ADVOCACY IN 10 EASY STEPS: A RESOURCE GUIDE, NAEYC, Washington DC, first published, 1983. Revised later. 16 pp.  
Describes the process of becoming involved in the legislative process, and has a long appendix including charts and a list of organizations involved in advocacy.
- Phillips, D.A., (Ed.) QUALITY IN CHILD CARE: WHAT DOES THE RESEARCH TELL US? NAEYC, Washington DC, 1987.  
Extensive summaries of the research in the area of child care. Very complete, includes 7 studies.
- Richardson, G. & Marx, E., A WELCOME FOR EVERY CHILD, French-American Foundation, New York, 1989. 39 pp.  
Describes how France achieves quality in child care and includes practical suggestions for the United States.
- Senate Office of Research, CHILDREN'S SERVICES IN CALIFORNIA, Sacramento, CA, 1989. 47 pp.  
A special report to Senator Robert Presley on the data trends, gaps and sources of services to children. Includes list of sources of data.
- Yeager, K.E. & Strober, M. H., FINANCING CHLD CARE THROUGH LOCAL TAXES: ONE CITY'S BOLD ATTEMPT, Stanford University, January 1990. 31 pp.  
Description of Fremont, CA process to develop and maintain child care with local funding.

## CHILD DEVELOPMENT PROGRAMS

A related bibliography is to be found included in "Description of Pomona Child Development Programs," by Katie Gerecke. That document is included in the appendix of 1989-90 Sabbatical Report.

Click, P., ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN, (Second Ed.) Delmar, NY, 1981. 244 pp.

Contains many practical suggestions for developing materials and processes to use in administering preschool programs.

Fein, G. & Rivkin, M., (Eds.) THE YOUNG CHILD AT PLAY, NAEYC, Washington DC, 1986.

A review of the literature on the meaning and value of children's play. Relates studies and theories to each other by topic. Includes 19 authors.

Gonzales, M. S., SCHOOL CLIMATE: 180 % TURN: NEGATIVE TO POSITIVE, L.A. Co. Office of Education, 1984, 117 pp.

Description of negative and positive school climate indicators, suggestions for programs to improve school climate and to gain campus control.

Hildebrand, V., MANAGEMENT OF CHILD DEVELOPMENT CENTERS (Second Ed.), MacMillan, NY, 1990. 347 pp.

A complete book of theory, practical application, managing and communication as related to administration of preschool programs.

Gonzales-Mena, J. & Eyer, D., INFANCY AND CAREGIVING, Mayfield, CA, 1980. 163 pp.

Designed for infant caregivers. Useful lists and charts. Anecdotal studies. Good for developing workshops.

Lindner, E., Mattis, M. & Rogers, J., WHEN CHURCHES MIND THE CHILDREN, High/Scope Press, MI, 1983. 176 pp.

Description of how churches fit into the child care scene, their strengths and weaknesses. A variety of ways of administering church child care are explained.

Lyons, P., Robbins, A. & Smith, A., INVOLVING PARENTS: A HANDBOOK OF PARTICIPATION, High/Scope Press, MI, 1983. 227 pp.

Suggestions for many different ways to involve parents actively in the education program.

Keyserling, M., WINDOWS ON DAY CARE, National Council of Jewish Women, NY, 1972. 248 pp.

Historical information on the development of child care, staffing, salaries, needs of children.

Mitchell, G., THE DAY CARE BOOK, Fawcett Columbine, NY, 1979. 239 pp.

Guide for working parents on how to select and monitor a day care program, how to help the child to gain the most experience and how to be a parent and work and not feel guilty.

Newsweek, Inc., THE TWENTY FIRST CENTURY FAMILY: NEWSWEEK SPECIAL EDITION, NY, 1989. 107 pp.

Twelve articles on family issues relating to topics such as housing, poverty, nutrition, day care and genetics.

Powell, D., FAMILIES AND EARLY CHILDHOOD PROGRAMS, NAEYC, Washington DC, 1989.

A research monograph looking at families; situations, continuity and discontinuity, education and parent support, emerging directions and outcomes.

Seligson, M. & Fink, D., NO TIME TO WASTE, Wellesley, MA, 1989. 84 pp.

An action agenda to develop school age child care. This report comes out of the school age child care research program at Wellesley. Deals with concerns, parents, costs, quality.

#### Relating to Multi-cultural Education and Anti-bias Attitudes

Carlsson-Paige, N. & Levin, D., WHO'S CALLING THE SHOTS? New Society Publishers, PA & CA, 1990. 188 pp.

How to respond effectively to children's fascination with war play and war toys. Deals with why war play is different now as related to TV, war and sexism. Includes suggestions for policies, learning about peace and resources for dramatic play.

Derman-Sparks, L. & Anti-Bias Curriculum Task Force, ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING YOUNG CHILDREN, NAEYC, Washington, DC, 1988. 150 pp.

Practical book on learning about cultural differences and similarities as well as the attitudes and skills needed to develop an anti-bias curriculum.

Filley, A., INTERPERSONAL CONFLICT RESOLUTION, Scott, Foresman, WI, 1975. 180 pp.

Deals with strategies for dealing with conflict, language usage to reduce conflict and attitudes and problem solving methods.

Gollnick, D. & Chinn, P., MULTI-CULTURAL EDUCATION IN A PLURALISTIC SOCIETY, Mosby, MO, 1983, 332 pp.

Basic background for examining multi-cultural education. Covers all areas.

Katz, L., et al, THE CASE FOR MIXED-AGE GROUPING IN EARLY EDUCATION, NAEYC, Washington, DC, 1990. 60 pp.

Defines mixed-age grouping. Deals with cognitive basis and strategies. Reviews literature.

Saracho, O. & Spodek, B., UNDERSTANDING THE MULTICULTURAL EXPERIENCE IN EARLY CHILDHOOD EDUCATION, NAEYC, Washington, DC, 1983. 158 pp.

Reviews the effect of culture on children of varying backgrounds. Looks at classroom methods. Includes ways to counteract racism and sexism. Considers bilingualism in early childhood.

Seefeldt, C., SOCIAL STUDIES FOR THE PRESCHOOL-PRIMARY CHILD, (Third Edition) Merrill, Canada, 1989. 318 pp.

Looks at ways of approaching social studies, particularly useful in the areas of attitudes, values and social skills.

Wichert, R., KEEPING THE PEACE, New Society, PA, 1989. 50 pp.

Deals with resolving conflicts among children in classrooms, by involving the children in communication with each other. Very clear suggestions and examples. Good list of activities, although some would be for older children. Has list of resources and excellent list of children's books designed to promote understanding among children.



## HIGH/SCOPE

Berruta-Clement, J., Schweinhart, L., et al, CHANGED LIVES: THE EFFECTS OF THE PERRY PRESCHOOL PROJECT ON YOUTHS THROUGH AGE NINETEEN, MI, 1984, 210 pp.

Description of the original project that led to the development of the High/Scope curriculum. Contains longitudinal study of the original subjects, 15 years later. Depicts gains made in terms of completion of high school, jobs, delinquency, special education.

DeVries, R. & Kohlberg, L., CONSTRUCTIVIST EARLY EDUCATION: OVERVIEW AND COMPARISON WITH OTHER PROGRAMS, NAEYC, Washington, DC, 1987. 421 pp.

Intensive comparison of curriculum methods from the constructivist point of view. Reviews High/Scope Curriculum briefly.

Forman, G. & Kushner, D., PIAGET FOR TEACHING CHILDREN: THE CHILD'S CONSTRUCTION OF KNOWLEDGE, NAEYC, Washington, DC, 1983, 243 pp.

Detailed interpretation of Piaget theory, designed for use by teachers to understand the theoretical base as well as to be able to develop curriculum.

Esbenson, S., AN OUTDOOR CLASSROOM: THE EARLY CHILDHOOD PLAYGROUND, High/Scope Press, MI, 1987. 40 pp.

Magnificent plans for making the outdoor play space into a resource for the child initiated curriculum. Many outline and charts, suggestions.

Graves, M., THE TEACHER'S IDEA BOOK, High/Scope Press, MI, 1989. 75 pp.

Suggestions for activities relating to all the key experiences of the High/Scope curriculum and to all of the parts of the daily routine.

Jones, E., TEACHING ADULTS: AN ACTIVE LEARNING APPROACH, NAEYC, Washington, DC, 1986. 150 pp.

Encouraging coverage of the aspects of teaching adults. Encompasses many areas. Promotes use of student potential by developing trust.

High/Scope Educational Research Foundation, TRAINING OF TEACHER TRAINERS MANUAL; COURSE MATERIALS. MI, 1989. Approx. 400 pp.

Outlines, discussions, activities and articles relating to the sessions of Training of Teacher Trainers.

High/Scope Educational Research Foundation, TRAINING OF TEACHER TRAINERS RESOURCE MANUAL, MI, 1989. Approx. 400 pp.

Collection of articles by persons in the field of child development and writings by consultants and instructors of High/Scope, relating the High/Scope curriculum to the broader spectrum of child development.

Schweinhart, L., Weikart, D., & Larner, M., A REPORT ON THE HIGH/SCOPE PRESCHOOL CURRICULUM COMPARISON STUDY: Consequences of Three Preschool Curriculum Models Through Age 15. (Reprint from Early Childhood Research Quarterly, High/Scope Educational Research Foundation, MI, 1986. 45 pp.

Schweinhart, L. & Marur, E. PREKINDERGARTEN PROGRAMS IN URBAN SCHOOLS, H/S-ERF, MI, 1987, 47 PP.

A policy paper on types of programs, policies affecting quality, funding and future potential of prekindergarten programs in urban areas.

Staff Members, High/Scope Educational Research Foundation, MI, 1975-83, Separate Books, each about 35 pp.

THE COGNITIVELY ORIENTED CURRICULUM: PLANNING BY TEACHERS  
ROOM ARRANGEMENT AND MATERIALS  
TEACHER'S GUIDE TO DAILY ROUTINE  
THE DAILY ROUTINE: SMALL GROUP  
WRITING AND READING  
CHILDREN AS MUSIC MAKERS  
LEARNING THROUGH CONSTRUCTION  
LEARNING THROUGH SEWING & DESIGN

These are the basic books of the High/Scope curriculum for School Age Programs. Included are the Key Experiences for School Age Children, equipment and materials needed and ideas for activities.

Wadsworth, B., PIAGET'S THEORY OF COGNITIVE AND AFFECTIVE DEVELOPMENT, (Fourth Edition) Longman, NY, 1989. 212 pp.

Reviews intellectual organization and stages of development. Deals with implications for education.

Weikart, D., et al, YOUNG CHILDREN IN ACTION, High/Scope Press, MI, 1979. 327 pp.

The basic book that describes the High/Scope curriculum and explains how to develop it in a classroom.