

Infant and Toddler Group Times With Materials

Planning Engaging Group Times

Syllabus

HighScope's Infant and Toddler Group Times With Materials



HighScope Racial Equity, Diversity, and Inclusion (REDI) Professional Learning Statement

Advancing racial equity has been at the core of HighScope's vision since its beginnings with the landmark Perry Preschool Study. Building on our history and ongoing work in the field of early childhood education, HighScope has made racial equity, diversity, and inclusion central to all professional development programs. In all aspects of our work, we advocate for equity through awareness and personal reflection as we encourage educators to celebrate, respect, and incorporate diversity in their programs. We intentionally seek to eradicate racism and other inequities that oppress the potential of children, families, and adults from marginalized and underrepresented groups. Through consultation, training, mentoring, and coaching, HighScope's professional learning courses are designed to respond to participants' individual strengths and focus on practical application and implementation in real-world settings.

Participants are expected to reflect on how they can mitigate biases and inequitable practices, as well as

engage with other participants and HighScope trainer(s) on what they are learning and how the content of the course can be used to support the work they do with children and families in their respective early childhood programs and communities. HighScope has established a protocol to ensure that (1) all training content supports participants' knowledge base and practical application and implementation efforts; (2) all training is implemented at the highest level and as intended; and (3) all training and resource materials incorporate REDI practices and address issues of privilege and cultural sensitivity, as well as the importance of humility in our relationships with families and young children.

As we grow more aware of REDI concepts in our lives and practices, we must understand that equity and inclusion require a continual process of growth. It is important to remember that everyone has their own learning curve, and so as we strive for a more equitable and inclusive world for our children, there will be a need for both hope and grace.

Welcome to HighScope's Infant and Toddler Group Times With Materials Online Course

This course is five weeks long, including the registration week, which is the first week of the course. Each week runs from Monday to the following Monday. All assignments and activities have been ordered to help you get the most out of the course. You will not be able to advance to the next assignment without completing each assignment in order. You must complete all the assignments on time to receive credit for the course. We recommend that you log on early in the week to get your assignments so you can plan for your work. For the discussion post assignments, all **initial posts are due by Thursday** and your **replies are due by midnight (EST) the following Monday**.

This course uses a variety of weekly online materials and activities and is estimated to take four hours per week including the “Try It Out” in the classroom activities:

- **Learning Unit** — This is the content for the week. We recommend that you print the learning unit so you can easily refer back to the content. This will take approximately 30 minutes per week.
- **Reading Assignments** — These are the reading assignments for the week. We recommend that you print these out as well so that you can refer back to them even when the course is over. These assignments will take approximately 30 minutes per week.

Welcome to HighScope's Infant and Toddler Group Times With Materials Online Course (continued)

- **Check My Understanding** — This interactive assessment asks you to decide the best response to a variety of scenarios. This will take approximately 30 minutes per week.
- **Discussions** — These are assignments in which you will practice and apply information covered in the learning unit and readings. You will be asked to answer questions or to reflect on the things you have learned. You will respond to discussion posts and get feedback from your peers. This will take approximately 45–60 minutes per week.
- **Try It Out** — These are assignments in which you will try out strategies or ideas in the classroom. You will be asked to share what happened in your classroom via discussion posts, get feedback from your peers, and/or complete an individual assignment (i.e., planning form) to upload into Dropbox. These assignments help you gain new insights, see things from another perspective, and construct a deeper understanding of the topic. This will take approximately 1–1.5 hours per week.

If you have any questions, please do not hesitate to message your facilitator within the HighScope Learning Hub (HSLH).

Registration week:

Objectives

- Introductions of facilitator(s) and participants
- Become familiar with the course site and features

Update Your Profile

- Update your HighScope Learning Hub profile (update information and settings, add a profile photo)
- Explore the course features so you are familiar with where to find information.

Reading Assignments

- Review syllabus

Check My Understanding

There is no CMU for registration week.

Discussion

Introduce yourself to the group.

Your first assignment is to introduce yourself to the others in this course.

You might say something about where you work, the children you work with, and what you hope to get out of this course. Please also feel free to share a little bit about yourself personally!

Read your peers' introductions. Reply to each other to connect. This is how we get to know each other!

This is not a graded assignment. Total possible points for Registration Week = 0

Week 1: Introduction to Group Times With Materials for Infants and Toddlers

Objectives

- Define the two types of group times for infants and toddlers
- Identify the ingredients of active learning
- Identify strategies for supporting children during group times
- Identify strategies for making group times flexible and responsive

Learning Unit Topics

- What are group times and types?
- Why are group times with materials important?
- Applying active learning in group time with materials
- Incorporating home cultures and traditions into group times
- How caregivers support children during group times
- Ways to make group times more flexible and responsive

Week 1: Introduction to Group Times With Materials for Infants and Toddlers (continued)

Reading Assignments

- Overview of Group Times
- Five Ingredients of Active Learning for Infants and Toddlers
- Ways to Make group Times More Flexible and Responsive
- Active Learning and KDIs Summary

Check My Understanding

Active Learning or Not Active Learning?

Read each group time scenario described and determine if the experience is active learning or not active learning. You can refer back to the five ingredients of active learning as outlined and described in this week's learning unit and readings for this assignment.

This assignment is **worth 10 points (1 point per question)**. This is **due by the following Thursday at midnight (EST)**.

Week 1: Introduction to Group Times With Materials for Infants and Toddlers (continued)

Discussion

Identifying the Ingredients of Active Learning

1. Watch one of the three video clip examples of group times with materials with infants and toddlers.
 - a. Playing with Pegs
 - b. Playing with Sound
 - c. Painting with Hands
2. Focus your observation on one ingredient of active learning (e.g., materials, manipulation, choice, child language and thought, and adult scaffolding). Refer back to the five ingredients of active learning as outlined and described in this week's learning unit and the readings for this assignment.

3. In your initial post, indicate which clip you watched. Discuss and provide examples of the ingredient of active learning you observed. For example, if you chose materials as the active learning ingredient, discuss the specific materials you saw used in the video clip.

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

4. Respond to at least two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your experience, or asking a follow-up question. Replies like "I agree," "good idea," or "me too" do not add meaningful insight to the discussion and will not count as replies.

Week 1: Introduction to Group Times With Materials for Infants and Toddlers (continued)

Each reply is **worth 5 points**. (Total possible points = 10). These are **due by the following Monday at Midnight (EST)**. Total possible points for this assignment are 20 points (10 for initial post and 10 for your replies).

Try It Out

Gathering Anecdotes on Children's Engagement

1. Observe each child within your group while they are engaged in a group time with materials.
2. Collect anecdotes based on each child's engagement.
3. From what you have observed and collected, choose two anecdotes to share in the discussion.

4. Post each anecdote as a separate discussion post.

Each initial post is **worth 10 points (total points possible = 20)**. These are **due by Thursday at midnight (EST)**.

5. Reply to at least two of your peers by providing an idea for a planned group time based on the anecdote of how the children were engaged. Keep in mind a REDI lens and how children's home cultures can be incorporated.

Each reply is **worth 5 points (total possible points = 10)**. These are **due by the following Monday at midnight (EST)**. Total possible points for this assignment are 30 (20 for initial posts and 10 for your replies).

Total points possible for Week 1 = 60.

Week 2: Building Choice and Identifying Learning in Group Times

Objectives

- Identify strategies for building choice into group times with materials
- Reflect on ways to incorporate children's home culture into group time activities
- Identifying the key developmental indicators (KDIs) at group times
- Recognize spontaneous group times as learning experiences



Week 2: Building Choice and Identifying Learning in Group Times (continued)

Learning Unit Topics

- Building choice into group times with materials
- Identifying children's learning during group times with materials
- Viewpoint for when children wander
- Optimizing spontaneous group times

Reading Assignments

- “What If They Wander?” Spontaneous Group Time Summary
- Materials that Appeal to Children's Senses
- Infant and Toddler Key Developmental Indicators List

Check My Understanding

Identifying KDIs During Group Times

You will need the list of infant-toddler key developmental indicators (KDIs) from your reading this week to support you in completing this assignment. Read each group time with materials scenario. Identify one KDI occurring during each scenario. (Note: There are always multiple learning opportunities going on in a given experience. For this assignment, focus on the main key developmental indicator (KDI) you observe unless otherwise noted).

This assignment is **worth 10 points (1 point per question)**. This is **due by the following Thursday at midnight (EST)**.

Week 2: Building Choice and Identifying Learning in Group Times (continued)

Discussion

This week's discussion will focus on sharing and gathering ideas on how to integrate children's home cultures, languages, traditions, and family interests into group times with materials. Ideas can come directly from your conversations with families and what you know about them as well as from your reading assignment "Materials that Appeal to Children's Senses."

1. In your initial post, brainstorm and share ideas for cultural materials, traditions, and family interests that represent the families in your classroom and how these ideas could be incorporated into your group times with materials. Some examples may include types of fabrics, cooking utensils (e.g., bamboo spatulas, wok, dishes), food containers, household items, recyclables, types of food, books, etc.). To ensure

an accurate representation of children's home cultures within the classroom, families are the best resource for gathering ideas.

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

2. Respond to at least two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your experience, or asking a follow-up question. Replies like "I agree," "good idea," or "me too" do not add meaningful insight to the discussion and will not count as replies.

Each reply is **worth 5 points**. (**Total possible points = 10**). These are **due by the following Monday at Midnight (EST)**. **Total possible points for this assignment are 20 points (10 for initial post and 10 for your replies)**.

Week 2: Building Choice and Identifying Learning in Group Times (continued)

Try It Out

Strategies for incorporating choice into your group times with materials:

1. Choose a strategy for incorporating choice into your group times with materials. Below is the list of strategies from the learning unit to help you as you complete this assignment.

Strategies for building choice into group times with materials:

- Choose open-ended materials that allow children to use them in a variety of ways.
- Choose materials that can be used by children at varying developmental levels.

- Provide enough materials for each child to make choices about what and how many of each material they would like to use.
 - Give children space and time to explore at their own pace and developmental levels.
 - Accept the direction that children take the play.
 - Provide backup materials to extend or re-engage children with the materials.
 - Observe the types of learning children are experiencing (as opposed to solely watching for what you have planned to happen).
2. Try out the strategy in your classroom with your children.

Week 2: Building Choice and Identifying Learning in Group Times (continued)

3. In your initial post, share the strategy you tried and how the children responded.

Initial post is **worth 10 points**. These are **due by Thursday at midnight (EST)**.

4. Reply to at least two of your peers, offering an additional suggestion for incorporating choice.

Each reply is **worth 5 points (total possible points = 10)**. These are **due by the following Monday at midnight (EST)**. **Total possible points for this assignment are 20 (10 for initial post and 10 for replies)**.

Total points possible for Week 2 = 50.



Week 3: Planning Group Times With Materials

Objectives

- Describe tips for planning group times with materials
- Identify the format for planning group times with materials
- Define the sources of ideas for group times with materials

Learning Unit Topics

- Tips for planning group times with materials
- Format of group times with materials
- Sources of ideas for group times with materials



Week 3: Planning Group Times With Materials (continued)

Reading Assignments

- Planning for Group Times with Materials
- Toddler Group Times with Materials Planning Form
- Sample Completed Group Times with Materials Lesson Plans

Check My Understanding

Identifying the components of the format for group times with materials

You will need either the Toddler Group Times with Materials Planning Form or Planning for Group Times with Materials reading assignment to support

you in completing this assignment. Read the given descriptions for a specific component from the Group Times With Materials Planning Form. Select from the options to determine which component is reflected in the description.

This assignment is **worth 10 points (1 point per question)**. This is **due by the following Monday at midnight (EST)**.

Week 3: Planning Group Times With Materials (continued)

Discussion

Reflecting on Group Time With Materials Format

This week's discussion will focus on the format of group times with materials.

1. In your initial post, answer these two questions but post them separately:
 - Which components of the group time with materials format are consistent with your current approach to facilitating children's learning?
 - Which components of the group time with materials are new to you and/or which components do you find challenging? How will you begin implementing this into your lesson planning for group times?

Each initial post is **worth 10 points (total possible points = 20)**. This is **due by Thursday at midnight (EST)**.

2. Respond to at least two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your experience, or asking a follow-up question. Replies like "I agree," "good idea," or "me too" do not add meaningful insight to the discussion and will not count as replies.

Each reply is **worth 5 points (total possible points = 10)** and is **due by the following Monday at Midnight (EST)**. **Total possible points for this assignment are 30 points (20 for initial posts and 10 for your replies)**.

Week 3: Planning Group Times With Materials (continued)

Try It Out

Incorporating the sources of ideas for planning group time with materials

1. Consider the sources of ideas for planning group times with materials. (See list below). Choose one source relevant to your group of children and describe what your plan would be for an appropriate group time with materials experience for your children.

Sources for Planning Group Time With Materials

- Children's interest and abilities
- Introduce new materials or favorite materials
- Incorporate the key developmental indicators (KDIs) and/or COR Advantage items
- Events currently meaningful to children

2. In your initial post, describe your idea and the source type you chose.

Initial post is **worth 10 points**. These are **due by Thursday at midnight (EST)**.

3. Reply to at least two of your peers, offering a suggestion on each post for additional ideas or materials relevant to the experience.

Each reply is **worth 5 points (total possible points = 10)**. These are **due by the following Monday at midnight (EST)**. **Total possible points for this assignment are 20 (10 for initial post and 10 for replies)**.

Total points possible for Week 3 = 60.

Week 4: Scaffolding Children's Learning During Group Times With Materials

Objectives

- Recognize children's developmental levels of learning
- Apply strategies for scaffolding children's learning
- Strategies for follow-up planning for children's learning

Learning Unit Topics

- Scaffolding early, middle, and later development
- Anecdotes and assessment
- Using children's engagement for future planning
- Follow-up: sharing ideas with families and adding materials to the classroom



Reading Assignments

- Steps for Scaffolding Infant and Toddler's Learning Experiences

Week 4: Scaffolding Children's Learning During Group Times With Materials (continued)

Check My Understanding

Identifying Earlier, Middle, and Later Developmental Levels

Under each question, read the three statements describing children's behaviors during group times with materials. Select the statement that best corresponds to the developmental level indicated in the question.

Note: These statements reflect a blend of infant and toddler development. You are selecting the statement that best indicates the earlier, middle, or later levels in the developmental range.

This assignment is **worth 10 points (1 point per question)**. This is **due by the following Monday at midnight (EST)**.

Discussion

Identifying Your Children's Developmental Levels

This week's discussion will focus on reflecting on how you will use the information on scaffolding from this week's content.

1. Describe the early, middle, and later developers in your current classroom (or in a classroom with which you are familiar).

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

Week 4: Scaffolding Children’s Learning During Group Times With Materials (continued)

2. Reply to at least two of your peers and suggest at least one scaffolding idea for each of the developmental levels they described in their initial posts.

Each reply is **worth 5 points**. (Total possible points = 10). These are **due by the following Monday at Midnight (EST)**. Total possible points for this assignment are **20 points (10 for initial post and 10 for your replies)**.

Try it Out: Dropbox

Planning a Group Time With Materials

You are going to plan and conduct a group time with materials for your infants and/or toddlers based on the information that you have learned in this course. Follow the instructions below.

1. Observe in your classroom for your children’s interests and current levels of development.
2. Using the group-time planning form provided, create a plan for a group time with materials.
3. Upload your completed group time with materials planning form to the Week 4 Dropbox.

Upload Instructions: Click the file to download it and then save it to your computer. Complete the assignment as directed and save the file again. To upload your finished assignment, click on the Dropbox tab, then click the text that says, “Upload File.” Click “Browse” to select the file from your computer, then click “Submit.” This submits the file to your facilitator, and they will provide feedback.

This assignment is **worth 15 points** and is **due by the following Monday at Midnight (EST)**.

Week 4: Scaffolding Children’s Learning During Group Times With Materials (continued)

Discussion

Group Time with Materials Reflection

1. Before doing this assignment, complete the Try it Out assignment “Planning a Group Time with Materials.”
2. Implement that planned group time with materials with the children in your group.
3. In your initial post, share what you did for group time with materials and describe how it went. Include successes, things you would do differently next time, and reflect on how you noticed each child engaging in the experience at their own pace and developmental level.

This is **worth 10 points** and is **due by Thursday at midnight (EST)**.

4. Reply to at least two of your peers’ posts. Reflect on an idea you would like to try from their group-time activity or suggest an idea that would strengthen the group time experience.

Each reply is **worth 5 points. (Total possible points = 10)**. These are **due by the following Monday at Midnight (EST)**. **Total possible points for this assignment are 20 points (10 for initial post and 10 for your reply)**.

Total points possible for Week 4 = 65.

Total points possible for the course = 235.

Points needed to pass the course = 188 (80% of points possible).

Evaluation

Course Survey

Please share feedback about your experiences on this course.

Print Your Certificate

Once you have completed all your assignments and passed the course with a minimum of 80%, you will be able to print your certificate. Congratulations!

Click on the “Grades” tab along the top of the HighScope Learning Hub dashboard, then click on “My Certificates” in the left-hand sidebar.

Please print as many copies of your certificate as you need (i.e., one for your records, one for your employer).



Please note: HighScope will no longer be mailing you a certificate. Your certificate will be housed in the HighScope Learning Hub should you need to access it at a later date.