

Responding to EYE classroom results

When results are received from the EYE some children will score green in all domains, some will score yellow in a few areas and others will have several areas marked red. The first response is to support the development and learning of all children in the classroom so it is critical to look at the results for the class as a whole. Are there areas that indicate all the children would benefit from more intentionality and enrichment? What can be done in the classroom and at home to encourage growth in these areas?

This visual guide was created to support your response to the results of EYE data for your classroom. Again it is important to know that the EYE is a screening tool and only represents one point in time for the child's development and learning. It is completed at the beginning of the year when children living in vulnerable circumstances are new to Prekindergarten. In Kindergarten the assessment also happens in the fall after teachers have built a relationship with children and families. Prior to undertaking the EYE-TA teachers will have observed and documented the child's learning over a period of six weeks. This guide offers strategic suggestions and resources that are readily available to support the suggestions.

Outlined below are the steps that should be thoughtfully and intentionally taken in decisions about responding to EYE results.

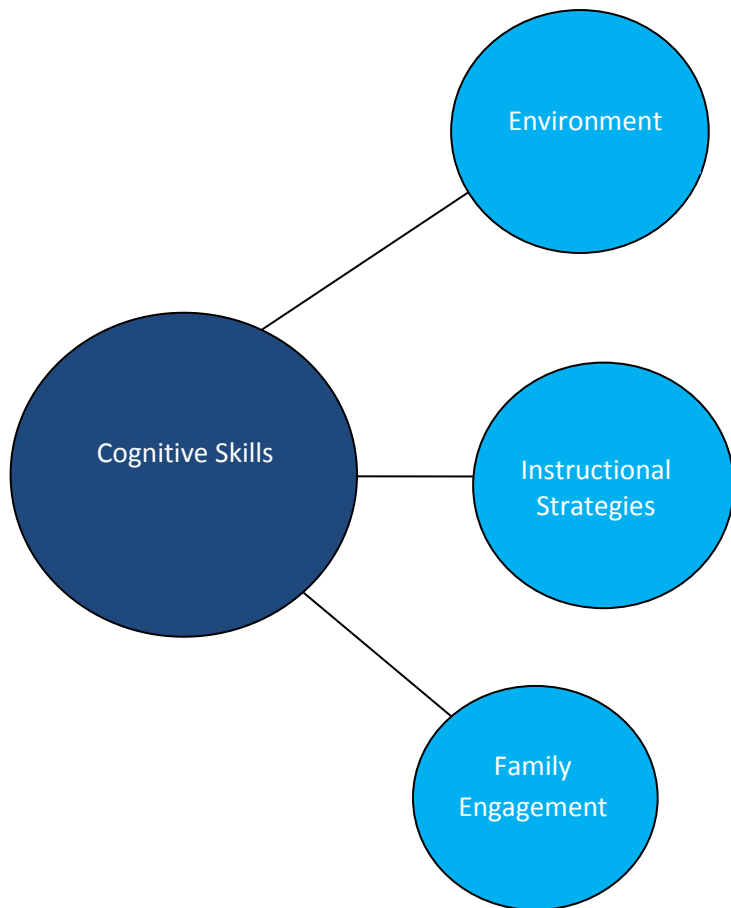
Steps to Response:

1. First, look at the classroom environment indoors and outdoors. Reflect - what can I add, take away or rearrange to provide higher quality play experiences for the children? Is the environment well organized with clearly defined experiential centres? Does the environment promote independence, problem solving and creativity?
2. Second, using play-based learning, what instructional strategies could be used?
3. Lastly, how can families engage to support their child's learning?

Systematically viewing the program through these responses will result in a developmentally appropriate, holistic program. All children benefit when educators embrace the environment as the third teacher, change instructional strategies to match children's learning styles and engage families in children's learning.

Understanding the visual in this document: Dark blue circles indicate the domain of the Early Years Evaluation - Direct Assessment (EYE-DA) and the Early Years Evaluation - Teacher Assessment (EYE-TA). The light blue circles indicate the three ways to respond to results and give suggestions and resources.

Website links and references are found at the end of this guide for suggestions offered in the "Resources to Support" column.



IDEAS TO TRY

- Offer a discovery centre with inviting hands-on materials such as gears, ramps, pulleys and scales
- Offer puzzles in many sizes and different kinds of blocks
- Display charts and graphs created with the children or connected to interests or projects
- Label props in experiential centres
- Offer books throughout the room in centres and invitations
- Include living things to observe and care for like plants and animals
- Include environmental print in classroom centres

- Model and have children measure and count when cooking, playing at sand and water tables
- Include children in snack preparation: Setting tables and counting out snack and dishes
- Ask questions to stimulate curiosity, explorations and problem solving
- Model composing visual representations of children’s work
- Encourage children to represent ideas and their work

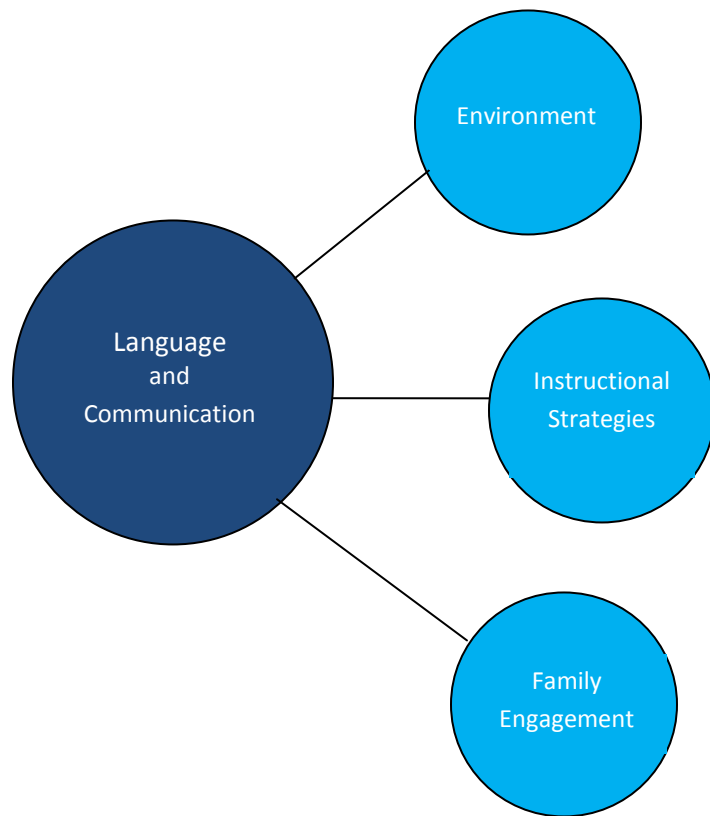
- Encourage families to:
- Engage children with counting and matching objects such as socks and mitts
 - Model using numbers: cell phones, calendar, ages, birthdays, calculators, clocks
 - Read with their children
 - Listen closely and answer children’s questions or look for answers together
 - Draw children’s attention to numbers, shapes and letters at home and on outings

RESOURCES TO SUPPORT

- **ECERS-R** - using *ECERS-R* will help make decisions about what to add or remove in the room to support cognitive skills - Items 6, 25, 26
- *Creating Early Learning Environments* - Into Practice Booklet
- Classroom Environment Ideas (March 2011)/Supporting K documents
- Participating in a Ministry sponsored site visit
- *Essential Learning Experiences*
- *Play and Exploration*; Phase I Workshop
- Making Learning Visible” winter 2014 (SPDU Workshop)
- Kindergarten Host Site Initiative Winter 2014

- Literature/Professional References:
- *The Block Book* by Elizabeth Hirsch
 - *Building Structures with Young Children*
 - *Exploring Water with Young Children*
 - *Discovering Nature with Young Children*
 - *Developmentally Appropriate Practice*
 - *Essential Learning Experiences*
 - *Kindergarten Curriculum (2010)*
 - *Creating Early Learning Environments* by Julie Bullard
 - “Supporting Kindergarten, 2011” Bulletins

- EYE Suggestions for Families with Children in Prekindergarten
- EYE Suggestions for Families with Children in Kindergarten
- *Your Child and Language and Literacy Development - Brochure*
- *Your Child Plays...Explores... Learns-Brochure*
- Parent Info., Supporting Kindergarten (April 2011)



IDEAS TO TRY

- Provide relevant books in most experiential centres
- Make many materials available for writing in various areas in the room
- Label shelves with visual and written cues
- Have writing materials accessible throughout the room
- Include environmental print throughout classroom

- Write children’s words and stories for them
- Have genuine conversations with children about what interests them
- Practice attentive listening skills
- Comment and ask questions beginning with “who”, “what”, “when”, “where”, “why”, and/or “how”, to encourage conversation

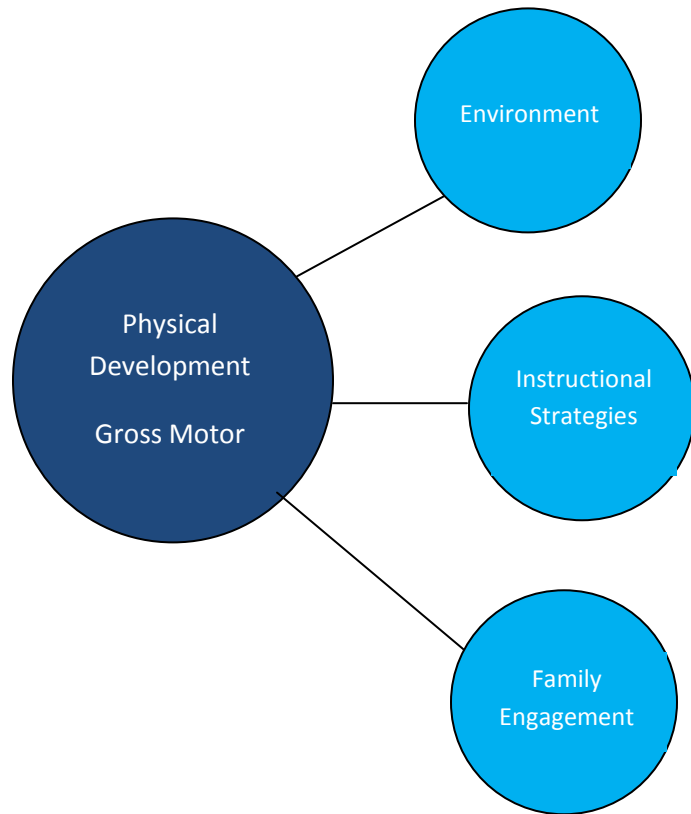
- Encourage families to:
- Connect to local library or literacy hub
 - Use story book bags that you have created
 - Attend “Come Read with Me” events
 - Ensure cultural books are available
 - Share stories, songs, and to read to their child often

RESOURCES TO SUPPORT

- Children literature ideas
- Slide show - Promoting Language and Literacy through a Print Rich Environment
- ECERS-R: Items 15,16,17,18 and 25 & 26
- Reading Environmental Print- Supporting K (April 2011)
- Key Language Cues & Convention-Supporting K (March 2011)
- Journal Writing (April 2011)
- Phonics and Spelling in K (June 2011)

- Hanen training: *Learning Language and Loving It* or *Teacher Talk*
- Book Study: *Powerful Interactions*
- Article: *The Essentials of Early Literacy Instruction*
- *Early Literacy: A Resource for Teachers*
- *More Than ABC’s: The Early Phases of Reading & Writing*

- *Grow with Stories* Website
- English as an Additional Language support documents
- *Your Child and Language and Literacy Development- Brochure*
- EYE Suggestions for Families with Children in Prekindergarten
- EYE Suggestions for Families with Children in Kindergarten
- EYE Suggestions for Families Whose Home Language is not English



IDEAS TO TRY

- Provide blocks of various sizes for balancing
- Create a small obstacle course
- Have materials available to take outside and/or use in indoor spaces, balls, hoops, parachutes etc.

- Ensure children have daily outdoor/indoor time for gross motor activities
- Take advantage of neighbourhood walks, to practice taking giant steps, baby steps, hopping, jumping over cracks
- Active songs, storytelling and play

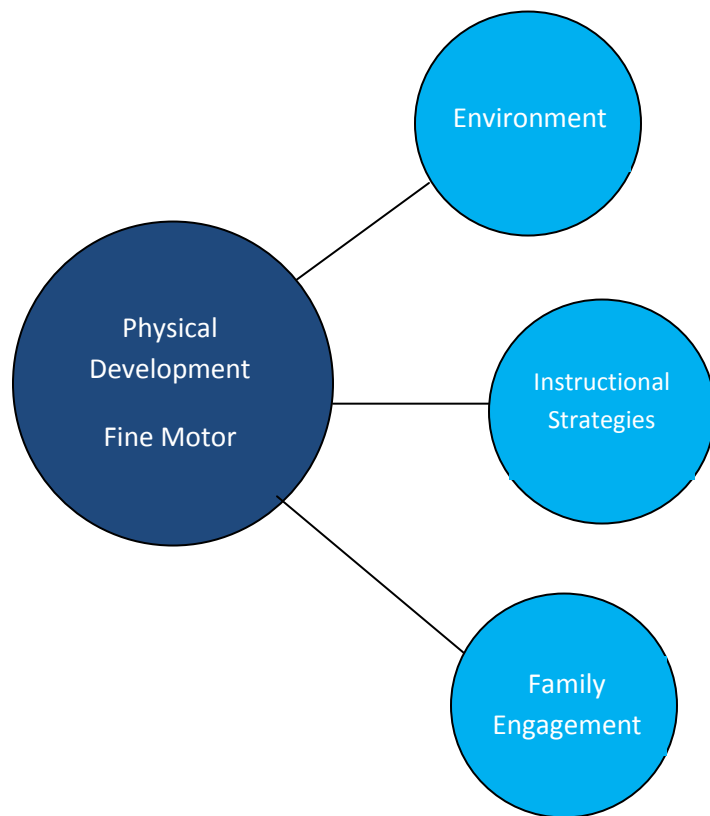
- Encourage families to:
- engage children with raking leaves, planting gardens, sweeping snow from the sidewalk, etc
 - Plan and invite families to gym nights at the school
 - Hold game nights (with active games) for families and children
 - Encourage family participation in class skating and sledding outings, bowling events and nature walks
 - Inform families about opportunities for various physical activities in their community

RESOURCES TO SUPPORT

- *Play and Exploration* Phase 1 workshop - Outdoor Environments
- ECERS-R: Items 7, 8, 14, 23, 34
- *Outdoor Classroom* – video for Kindergarten
- *Learning Outdoors* by Helen Bilton
- *Lens on Learning* by Wendy Banning/Ginny Sullivan
- *Natural Playscapes* by Rusty Keeler

- *Active Solutions* newsletters
- *Essential Learning Experiences*
- Physical Activity Initiative - video and workshop
- BC Leap Physical Activity Program
- *Nature Sparks* by Serial Cross
- *Cultivating Outdoor Classrooms* by Eric M. Nelson

- EYE Suggestions for Families with Children in Prekindergarten
- EYE Suggestions for Families with Children in Kindergarten
- *Kids in Motion*
- Local community associations
- *Family Engagement in Prekindergarten* booklet



IDEAS TO TRY

- Offer writing tools such as pencils, various paper sizes, sticky notes, markers, clipboards and envelopes throughout experiential play centres for children to create lists, notes, cards, letters and stories
- Provide manipulatives, Lego blocks, play dough, beading, doll clothes with zippers and buttons, small containers with lids, tongs etc.
- Opportunities to paint, cut, glue, pour, squeeze etc. always available and accessible

- Encourage children to represent their work with drawing or sketching
- Encourage children to pour their own beverage such as milk and use a knife for spreading
- Provide experiences with materials such as clay or plasticine
- Offer cooking/baking experiences

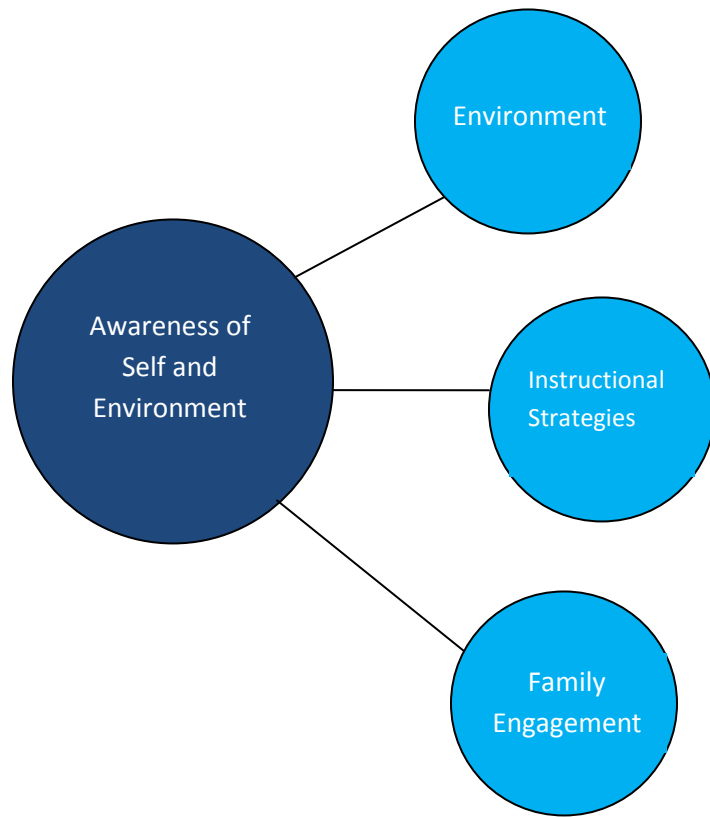
- Have conversations with families. Encourage families to observe and build on what their child likes to play with at home.
- Offer novelty pens, pencils and small booklets for drawing and writing or to give as prizes
- Make grocery lists using pictures the child cuts from flyers
- Allow child to turn pages when looking at books together

RESOURCES TO SUPPORT

- *Play and Exploration*
- *Essential Learning Experiences*
- *ECERS-R: Item 19 & 20*

- Discuss class ideas with Occupational Therapist for suggestions
- *Essential Learning Experiences*
- *Developing Fine Motor Skills - Supporting Kindergarten (June 2011)*
- *Creating Early Learning Environments* by Julie Bullard

- EYE Suggestions for Families with Children in Prekindergarten
- EYE Suggestions for Families with Children in Kindergarten



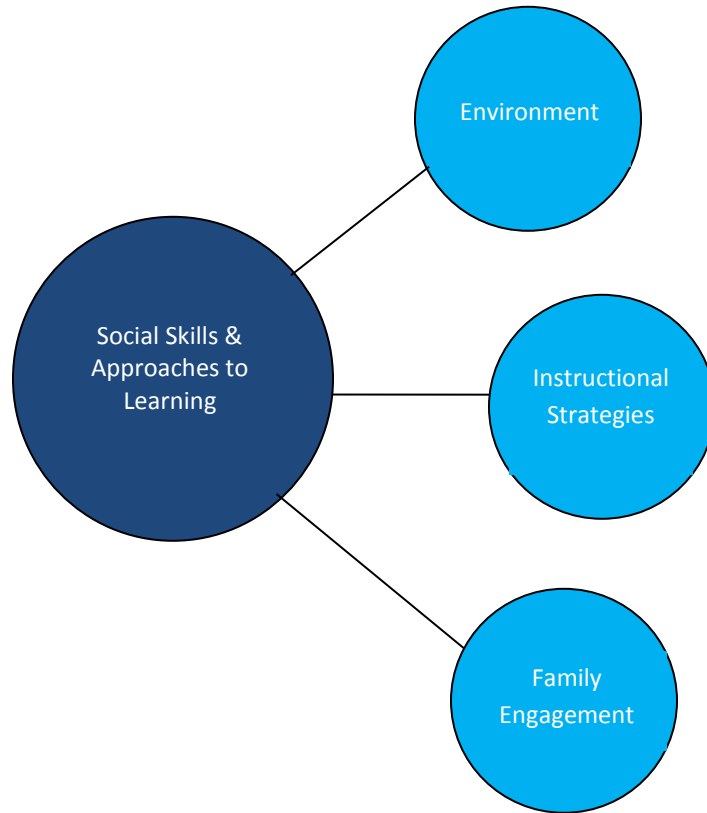
IDEAS TO TRY

- Provide mirrors in different shapes and sizes
 - Place different sets of animal figures in various locations e.g. sand table, block area, fine motor areas, books
 - Display photos of children’s families and pets
- Sing songs like “Head & Shoulders” but adding other body parts
 - Encourage children to draw self portraits
 - Encourage children’s conversations about people and activities that are important to them
 - Go on neighbourhood walks and field trips connected to children’s interests
- Engage in conversations with families - “This is how I am going to support your child in the classroom and in the experiences I offer.” Take suggestions from parents as to what else you could do to support their child
 - Offer ideas that parents could use at home to support development
 - Encourage families to share culture/family stories with their children

RESOURCES TO SUPPORT

- *Creating Early Learning Environments Into Practise Booklet*
 - *Play and Exploration*
 - *Making the Most of Light & Mirrors* by Thorton & Brunton
 - *Learning Together* by Curtis & Carter resources
 - *Designs for Living and Learning* by Curtis & Carter resources
- *ECERS-R: Items 5, 6, 9, 21, 28, 33*
 - Local Library
 - *Essential Learning Experiences Social Emotional Development*
 - *Picture Science* by Newman-Hinds
 - *I Love Dirt* by Jennifer Ward
- *Essential Learning Experiences* supports for Social Emotional Development - family activities
 - *Roots & Wings* by Stacey York
 - *Inspiring Spaces for Young Children* by S. Duncan
 - EYE Suggestions for Families with Children in Prekindergarten
 - EYE Suggestions for Families with Children in Kindergarten

EYE-TA (KINDERGARTEN)



IDEAS TO TRY

- Display a pictorial schedule so children can see the sequence of events and activities throughout the day
- Create experiential centres that accommodate small groups of children
- Display photos of children, their families and pets
- Develop a dramatic play centre to support playing with other children

- Involve children in problem solving classroom issues
- Encourage children to interact with peers to accomplish tasks
- Create opportunities for children to make choices about who they will play with and what materials/props they will use
- Have conversations with children where you ask questions to seek answers about feelings and interactions

- Encourage families to:
- Talk about rules they have at home and why rules are important
 - Help children develop approaches to resolving disagreements at school, home and the playground
 - Participate in community based programs such as library, soccer, swimming
 - Play with their child in the backyard or community park

RESOURCES TO SUPPORT

- *Creating Early Learning Environments Into Practise Booklet*
- ECERS-R: Items 17, 24, 31, 32, 33, 36
- *Classroom Environment Ideas*
- *Needs of Young Children- Supporting K (March 2011)*

- Kindergarten curriculum - health education outcomes and indicators
- *Developmentally Appropriate Practice*
- *Rethinking the Early Years Classroom* by Ann Pelo

- EYE Suggestions for Families with Children in Kindergarten
- Social-Emotional children's books (suggestions can be found in the support material for Health Education K)
- Community library
- Community association for activities and sports
- *Parent Information Supporting Kindergarten*
- Sacred Children- Aboriginal Parent Ed. resource kits (Saskatchewan Prevention Institution)

NOTE: Social-emotion development is a primary domain in the Essential Learning Experiences. Prekindergarten personnel will find these suggestions helpful.

Availability of Resources

1. Ministry of Education: *Creating Early Learning Environments*
<http://www.education.gov.sk.ca/ELCC/play-and-exploration-program-guide>
2. Ministry of Education site visit opportunities: <http://www.education.gov.sk.ca/ELCC/learningopportunities/sitevisits>
3. Ministry of Education: *Play and Exploration* workshops: <http://www.education.gov.sk.ca/play-exploration-workshops>
4. Ministry of Education: *EYE-DA or TA Suggestions for Families With Children in Prekindergarten/Kindergarten*.
5. Ministry of Education: *Promoting Language and Literacy through a Print Rich Environment*: Slide show
<http://www.education.gov.sk.ca/EY/ECE/learning-opportunities/language-development-literacy>
6. Ministry of Education: *Essential Learning Experiences*: www.curriculum.gov.sk.ca
7. Ministry of Education: English as an Additional Language Support Documents:
<http://www.education.gov.sk.ca/EY/ECE/learning-opportunities/language-development-literacy>
8. Grow with Stories: www.growwithstories.org
9. Ministry of Education: *Early Literacy: A Resource for Teachers*: <http://www.curriculum.gov.sk.ca>
11. Ministry of Education: *Active Solutions*: <http://www.education.gov.sk.ca/ELCC/physical-activity>
12. Ministry of Education: *Creating Outdoor Learning Environments*: <http://www.education.gov.sk.ca/ey/outdoor-learning-resource-booklet>
13. Ministry of Education: Webinar: *Creating Outdoor Learning Environments*: <http://www.education.gov.sk.ca/ELCC/creating-outdoor-learning-environment-initiative>
14. Ministry of Education: *Physical Activity Initiative - video and workshop*: you may request a cd copy of this workshop by e-mail from: eceed@gov.sk.ca
15. Ministry of Education: *Outdoor classroom*: Video; <http://www.curriculum.gov.sk.ca/> (Can be found under K curriculum; Teaching and Learning Supports)
16. Ministry of Education: *Developing Fine Motor Skills- Supporting Kindergarten*: <http://www.curriculum.gov.sk.ca> (Can be found under K curriculum: Teaching and Learning Supports)
17. Ministry of Education: Family Brochures: *Your Child Plays ...Explores...Learns; Spaces for Exploring...Learning...Growing; Your Child and Language and Literacy Development; Your*

Child's Social Emotional Development: <http://www.education.gov.sk.ca/ELCC/play-and-exploration-program-guide>

18. Ministry of Education: Kindergarten Curriculum (2010)- Health Education Outcomes: <http://www.curriculum.gov.sk.ca>
19. Ministry of Education: *Classroom Environment Ideas Supporting Kindergarten:* <http://www.curriculum.gov.sk.ca> (Can be found under K Curriculum/Teaching and Learning Supports)
20. Ministry of Education: *Parent Information Supporting Kindergarten:* <http://www.curriculum.gov.sk.ca> (Can be found under K Curriculum/Teachings and Learning Supports)
21. Ministry of Education: Resources for Kindergarten: <http://www.curriculum.gov.sk.ca> (Can be found under K Curriculum/Resources)
22. *Powerful Interactions* slide show and book study: <http://powerfulinteractions.com/resources.html>
23. Ministry of Education: ECERS-R audio slide show: <http://www.curriculum.gov.sk.ca> (Can be found under PrK supports)
24. Books: Banning,W., & Sullivan,G. (2011). *Lens on Outdoor Learning*. St. Paul, MN: Redleaf Press.
Bullard,J. (2010). *Creating Environments for Learning Birth to Age Eight 2nd edition*. Upper Saddle River, NJ: Pearson Education Inc.
Chalufour, I., & Worth, K. (2005). *Exploring Water With Young Children*. St. Paul, MN: Redleaf Press.
Chalufour, I., & Worth, K. (2003). *Discovering Nature With Young Children*. St. Paul, MN: Redleaf Press.
Chalufour, I., & Worth, K. (2004). *Building Structures With Young Children*. St. Paul, MN: Redleaf Press.
Curtis,D., &Carter,M. (2008). *Learning Together with Young Children*. St. Paul, MN: Redleaf Press
Curtis,D., &Carter,M. (2003). *Designs for Living and Learning: Transforming Early Learning Environments*. St. Paul, Redleaf Press.
Copple, C., & Bredekamp, S. (eds.). (2009). *Developmentally Appropriate Practice in Early Childhood Programs* (Third ed.). Washington, DC: National Association for the Education of Young Children.
Cross, A. (2012). *Nature Sparks Connecting Children's Learning to the Natural World*. St. Paul, MN: Redleaf Press.
Nelson,E. (2012). *Cultivating Outdoor Classrooms Designing and Implementing Child-Centered Learning Environments*. St. Paul, Redleaf Press.
Neumann-Hinds, C. (2007). *Picture Science Using Digital Photography to Teach Young Children*. St. Paul, Redleaf Press.
Pelo, A.(ed). (2008). *Rethinking Early Childhood Education*. Milwaukee, WI: Rethinking Schools Ltd.
Schickedanz, J.& Collins, M. (2013). *So Much More than the ABCs: The Early Phases of Reading and Writing*. Washington, DC: National Association for the Education for Young Children.
Thorton, L. & Brunton,P. (2009). *Making the Most of Light and Mirrors*. London, England, A&C Black Publishers Ltd.
Ward, J. (2008). *I love dirt! 52 Activities to Help You and Your Kids Discover the Wonders of Nature*. Boston, Mass: Roost Books.
25. Ministry of Education: Core Learning Supports for Prekindergarten and Kindergarten: <http://www.curriculum.gov.sk.ca>