

Name: \_\_\_\_\_ Age Level: \_\_\_\_\_

## **ED PR 250 (EC) - Planning for Infant and Toddler Care**

All students answer questions 1-4. In addition, infant placements answer # 5 and toddler placements answer # 6.

Not every teacher plans the same way. University students have reported that they could not observe planning in the infant/toddler programs since the teacher does not teach lessons or plan lessons. The planning for early childhood programs is different than the planning for elementary classrooms. Please discuss with your cooperating teacher the following questions about the planning they do for their infant and toddler rooms. Also, remember what some of our classroom readings describe about infant-toddler curriculum. Try to incorporate that as you reflect on your answers.

As you consider the questions in this observation, think of planning in the broadest possible terms. Remember, if there is no planning, the children would just come in each day and do nothing, say nothing, and learn nothing. Snacks, playtime, and care of the children would be random. All of these activities take coordination and planning.

1. Does your cooperating teacher utilize written plans? If so, in what format do you see the plans, (e.g. schedules, formal plans, charts)? If not, what does your teacher rely on to plan the activities? Please describe.
2. What goals are set for the semester, quarter, or year? Is unit planning utilized in your classroom? If so, what units have been studied this year?
3. What are some sources your cooperating teacher utilizes to plan for the infant and toddler facility?
4. In planning, what accommodation is made for cultural or special needs? If there is not any accommodation, are there any contingency plans in case they ever have to?
5. In infant programs, the caregiving is the curriculum and some problem-solving experiences are initiated by both the baby and the caregiver to assist with the planning. The infant's development is affected by the caregiver-infant interaction. What do you see happening when the caregiver feeds the baby, talks to them, changes their clothes and/or diapers, or holds them?
6. Playing is a necessary part of existence for toddlers. How does your cooperating teacher plan for toddler play?