

CHARACTERISTICS OF A QUALITY LEARNING EXPERIENCE PLAN



CT ELD STANDARDS

The CT ELD Standards should be clearly outlined in your learning experience plan (standards, strands, and progressions). The standards you indicate should connect logically with your learning experiences.



LEARNING EXPERIENCES

Should address learning across all classroom environments and should include play-based, small group, large group, and individualized learning. Experiences are connected to children's experiences and are meaningful to children.



INTERACTIONS

Describe the strategies and approaches used by the teacher to facilitate the experience, including ways to support interactions among students. Also describes strategies for individualization/differentiation for children at differing developmental levels and for dual language learners.



FAMILY ENGAGEMENT

Opportunities for families to participate actively in supporting the learning goals. May include home or school-based activities. Families should contribute to the planning process, ideally.



ENVIRONMENTS, MATERIALS, SCHEDULING

Descriptions of what will be offered and supported in a variety of learning centers. Should account for materials and room modifications to support learning.



ASSESSMENT

A plan for assessment processes and documentation, which can include anecdotal records, checklists, running records, pictures, learning artifacts, etc. Assessment delivery should consider the abilities, learning preferences, dispositions, interests, and languages of children.

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VISIT THE "BUILDING MEANINGFUL CURRICULUM" DOCUMENT FROM THE
CT OFFICE OF EARLY CHILDHOOD:
CT-ELDS-SUPPLEMENT-MEANINGFUL-CURRICULUM.PDF (CTOEC.ORG)