



## community connection

December 2011

*Special point of interest: Read about two Ohio State study opportunities on pages 3 & 4, or pick up informational fliers in our program offices.*

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### CLOSURE DATES

**DECEMBER 26:**  
CHRISTMAS DAY

**DECEMBER 27:**  
PRESIDENT'S DAY  
(OBSERVED)

**JANUARY 2:**  
NEW YEAR'S DAY

### The Ohio State University

## Assessment of Child Progress

The appropriate utilization of assessments has long been at the heart of effective early childhood education programs. It is important that assessment strategies be aligned with classroom curriculum to most effectively support children as they progress through development in the early years. Appropriate assessment is so central to our work that Standard 4 of the ten quality standards in NAEYC Accreditation is dedicated solely to assessment of child progress.

Thoughtful observation and assessment of children helps Child Care Program staff learn more about children's unique qualities, allowing them to develop individual goals and construct effective curriculum.

In the Child Care Program, children are always assessed in authentic ways - in their classrooms, involved in typical activities. This year we are modifying our assessment strategies to collect developmental information in individual electronic portfolios.

"A portfolio is a way to document or keep track of a child's ongoing development. By saving samples of a child's work and writing anecdotes about his interactions a teacher puts together evidence of a child's learning and accomplishments. Portfolios are well accepted as a type of authentic assessment: evaluating

children's growth through their daily activities." - *Focused Portfolios*, page 1

Information about each child will be collected in eight developmental areas:

- Social
- Emotional
- Large Motor
- Small Motor
- Language
- Thinking and problem-solving
- Creative
- Self-help

Information in the portfolio will include written anecdotal observations, photographs and actual work samples. This information will document development and help identify what developmental milestones are on the horizon.

Portfolios will be electronic, offered in a Power Point format. At least twice each year, teaching staff will share the portfolio with the family in a conference. At any time, the portfolio can be e-mailed or downloaded onto a portable device provided by the family.

We believe that this assessment strategy most closely aligns with our curriculum and our approach to children's learning and development.

Look for your child's teacher to begin sharing information collected in your child's portfolio during winter quarter.



**Maggie Spangler**  
Program Director

*"As you engage in celebrations, rituals and traditions help your child experience the connections with family, culture and history. Make connections between everyday activities and special events. Take the time to notice the little things that spark children's interest and creativity."*

## Director's Corner By Maggie Spangler

Since I no longer spend time with children in a classroom during my workday, I take the opportunity to volunteer in the preschool room on Saturday evenings at my church. This past Saturday I was walking backwards down the hall so that I could see all the children as we walked from our room to the "Fireplace Room" to hear a story.

Austin, a delightful, bespectacled little guy, suddenly looked up at me and said, "You're like Mater!"

Now, without young children in my own home I seem to be a bit slower than I used to be recalling children's movie and television references. I know my face was revealing my puzzlement as it finally occurred to me that Mater is a character from the movie, *Cars*.

Unfortunately, I continued to look puzzled as I searched for the similarity

between myself and Mater. Austin, clearly exasperated with my inability to grasp the simplest of concepts, stopped, placed his hands on his hips, cocked his head to one side and said with a rather disgusted tone, "You're going backwards." And so I was.

This incident reminded me of two things:

- Brain development, personal development and social development are all about making connections.
- Young children are more interesting than most people realize and more fun than almost anyone else I know.

This season is a great time to make connections—most of all be sure to make special time to connect with your child.

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## Ackerman Road Transitions to the Next Age Group

A small number of Ackerman Road infants and toddlers will be transitioning to the next age group by the end of January. The children transitioning are generally the oldest children, however, we take into account many factors as we plan rosters for classrooms, including demographic information and input from teaching staff and families. We prioritize that information as follows: age, gender, balance of enrollment options, teacher recommendations, past family relationship and parent preferences. While we consider all

input, it is not always possible to honor all preferences.

We are committed to providing families of transitioning children with information about their child's transition well in advance so that children and parents are prepared for moving to the new room. Families will receive a transition packet from their current teacher at least two weeks before their child moves to the new room. An example of a Transition Plan can be viewed on page 12 of the Family Handbook.

## Tuition Update

For the past several years, the Child Care Program has made it a priority to keep annual tuition increases to a minimum. We understand that child care tuition can be a large percentage of a family budget and that the economic times have made those budgets even tighter.

On January 1, 2012, tuition will increase by 1.75%. This additional amount will help the program cover the cost of salary increases during this fiscal year. The [2012 Tuition Schedule](#) is posted on our website (link below) and available by hard copy in our program offices.

## The Value of Simple & Classic Toys

This time of year, we get many inquiries about the best toys for young children. Although the flash and glam seen in television and print ads may get the attention, our best advice is that the real attention belongs to simple and classic toys and materials.

The National Toy Hall of Fame® at The Strong, established in 1998, recognizes toys that have inspired creative play and enjoyed popularity over a sustained period. Each year, the prestigious hall inducts new honorees and showcases both new and historic versions of classic toys beloved by generations. From Legos and Play-Doh to the cardboard box and stick, some of the inductees seem like no-brainers and others may not seem like what is thought of as a "toy" at all. At the heart of it all is play, and the belief (which we share) that play is critical to human development. Research proves that play

- builds ability to solve problems, negotiate rules, and resolve conflicts;
- develops confident, flexible minds that are open to new possibilities;

- develops creativity, resilience, independence, and leadership;
- strengthens relationships and empathy; and
- helps grow strong healthy bodies and reduces stress.

New to the Toy Hall of Fame in 2011 is the Blanket: "Children have played with blankets ever since ancient agrarians domesticated woolly animals and spun their coats for fabrics. In imaginative play and make-believe, kids have discovered the many playful uses for the blanket. Thrown over a table, it forms a tent; draped around two chairs, it becomes a fort; on top of the carpet, it serves as a safe island surrounded by sea monsters. In puppet shows, the blanket substitutes for theater curtains; for a magician, the blanket conceals the secrets of the show. And in tug-of-war, the blanket gets top billing. It is also suitable for tossing toys in the air or for parachuting them back to earth."

What child wouldn't want a *toy* that can do all of that? Read about others at <http://www.toyhalloffame.org/toys>

### A STUDY OPPORTUNITY

The Speech Perception and Acoustic Laboratory in the Department of Speech and Hearing Science at Ohio State is now recruiting participants for an acoustic study of bilingual children. The study involves looking at how bilingual Mandarin-English children between 3 and 7 years of age develop their vowels systems in both languages. For more information please contact Jing Yang at [yang.1198@osu.edu](mailto:yang.1198@osu.edu) or call (614) 247-4776.

### AND ANOTHER STUDY OPPORTUNITY

The College of Education and Human Ecology in cooperation with the Center of Science and Industry is now recruiting participants for their Kinect with Fitness study.

The study involves the fitness level of males and females ages 14-17 and 30-49 while engaging in "exer-gaming".

For more information please email [ehelil@ehe.osu.edu](mailto:ehelil@ehe.osu.edu) or call (614) 437-4472.

## Did You Know?

### *Curriculum and Assessment are key to high quality*

What should children be taught in the years from birth through age six? How would we know if they are developing well and learning what we want them to learn? The answer lies in the construction and implementation of an integrated and effective system of curriculum and assessment.

Curriculum and assessment are closely tied. Classroom assessment tells teachers what children are like and allows them to modify curriculum and teaching practices to best meet the children's needs. Curriculum also influences what is assessed and how; for example, a curriculum that emphasizes the development of self-regulation should be accompanied by assessments of the children's ability to regulate their attention, manage strong emotions, and work productively without a great deal of external control.

### *CURRICULUM*

Curriculum is more than a collection of enjoyable activities. It is a complex idea containing multiple components, such as goals, content, pedagogy, or instructional practices. Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

### *Indicators of effective curriculum*

- Children are active and engaged.
- Goals are clear and shared by all.

- Curriculum is evidence-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.

### *ASSESSMENT*

Often people think of assessment as formal testing only, but assessment has many components and many purposes. Assessment methods include observation, documentation of children's work, checklists and rating scales, and portfolios, as well as norm-referenced tests. Early childhood programs should make ethical, appropriate, valid, and reliable assessment a central part of their system. To best assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes. The purposes of doing assessment are: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

*~From the National Association for the Education of Young Children's (NAEYC) Position Statement on Curriculum and Assessment*

## Weather or Short Term Closings

The Ohio State University operates in numerous capacities twenty-four hours a day, seven days a week. Housing students on campus, safeguarding people and property, conducting critical research, caring for patients—all these services require attention and round the clock availability. To ensure there is continuity of service to students, staff, faculty and the public, it is the policy of the university to remain open. However, during extreme conditions due to severe weather, major utility failure, or other reasons, the university may close parts of the Columbus campus or any of its regional campuses. When such conditions occur, those staff designated as *essential employees* are required to report to work.

The Child Care Program is an essential service at Ohio State; when the university must suspend classes and business due to unfavorable conditions, the program remains open to provide child care so that parents who are designated as university essential employees can fulfill their obligations; **only children of essential employees will be provided care on these occasions.**

Both the Ackerman Road and Buckeye Village facilities will be open during weather or short term closings. As the number of children served on these days is considerably lower than on typical days, care may be provided using only a limited number of classrooms in each facility. Additionally, families will be asked to sign-in at the front desk of

their facility and to complete some written information about their child for the caregivers.

Affiliated parents who are unsure of their status as essential or non-essential employees are encouraged to check with their department supervisors.

### SNOW DAY CARE

Because of space limitations, the Child Care Program is unable to offer "snow day" or other elementary school closure child care services for previously enrolled children or siblings of currently enrolled children. Care is available for our currently enrolled kindergarten students.

An option is to register for "Snow Day Camp", "Camp Now and Then" or "School Break Camp" with Ohio State Recreational Sports. These programs offer care for regular school closures and seasonal breaks throughout the year following the Columbus City School calendar, as well as days off for inclement weather. All camps are available for children kindergarten through age 12 attending any school district. For more information and to register please visit

<http://recsports.osu.edu/>  
Select Community Programs,  
Youth & Family Programs

### WHERE TO TURN IN CASE OF WEATHER EMERGENCY

OSU Emergency Management provides several options to keep students, faculty and staff informed about the status of the university during extreme weather or other unfavorable conditions:

- Sign-up for [Buckeye Alert](#)
- Visit their web page at <http://ap.osu.edu/emergency/> or
- Call **247-7777**



2011

## HOLIDAY & CLOSURES CALENDAR

**DECEMBER 26:**

Christmas Day

**DECEMBER 27:**

President's Day (observed)

2012

## HOLIDAY & CLOSURES CALENDAR

**JANUARY 2**

New Year's Day

**JANUARY 16**

Martin Luther King Jr. Day

**MARCH 16**

Professional  
Development Day

**MAY 28**

Memorial Day

**JULY 4**

Independence Day

**AUGUST 10**

Professional Development  
Day

**SEPTEMBER 3**

Labor Day

**NOVEMBER 12**

Veteran's Day

**NOVEMBER 22**

Thanksgiving Day

**NOVEMBER 23**

Columbus Day

(observance)

**DECEMBER 24**

President's Day

(observance)

**DECEMBER 25**

Christmas Day

## Customer Service Awards

Rachel Perlstein: A4 parent Cheri Koscielny nominated Rachel after her wonderful experience at the room's Parent Breakfast. "Rachel welcomed everyone in a personal way, took family photos and suggested activities. I was very impressed with how Rachel cared for the children, brought out new ideas that made learning fun and helped the children interact with each other in a safe way. She gave the children a lot of structure, education and safety." Congratulations Rachel!

Karen Hughes and Tricia Melville: C7 parent Elisabeth Enloe Zimowski nominated Karen and Tricia for their exemplary care. "My son Will moved to their room several months ago and they have gone above and beyond to accommodate his needs, continually engaging him in developmental activities and have cre-

ated a truly magical classroom space." Elisabeth cited curricular examples of Karen and Tricia's exemplary teaching practice including the creation of "Kissimoo" in response to the children's interest in cows. Congratulations Karen and Tricia!

Improving Food Choices Parent Group: Maggie Spangler and Jean Dodson nominated the parent group who worked on improving the program's menu. "A group of parents, including Shoshanah Inwood and Melissa Giraud who initiated the conversation, met with us from May through October. Their passionate work resulted in a number of significant improvements to the menu that can be supported by our kitchen facility and staff. We extend a heartfelt thank you to each and every one who contributed."

## Kindergarten Meetings

Is your child heading to Kindergarten next fall? If so, read on! Two programs will be held in January and February for parents interested in learning about Kindergarten. Donna Swaneck, MA, Child Care Program Kindergarten

Teacher, will be presenting information on kindergarten readiness on Thursday, January 12 and the OSU curriculum philosophy on Wednesday, February 1 and Thursday, February 2. More information will be in our January newsletter.

## PROGRAM DIRECTORY

<http://hr.osu.edu/ccp/home.htm>

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