

CROSSROADS

For Learning

Registry Survey

* Note: This is a survey of information completed by Mary Kay Richardson
Crossroads for Learning is not responsible for the information.

For the applicable principles and practices below, note whether you or your program/school is at a *Beginning stage*, *Developing Stage* or is *Secure and Established*.

Principle	Stage	Comments (60-word limit)
Indoor Environment: classroom and common building space:	Secure and Established	Each teacher collaborates with her team to design a classroom which includes a welcoming area for families, a mini studio, and learning centers that include unique pieces of furniture and elements of nature. Classrooms evolve each year and can be influenced by the long-term studies that develop. Common areas include a nature room, the library, and a gross motor space. We are working to develop the hallways as common spaces.
Outdoor Environment: Activity Areas and Materials	Secure and Established	Outdoor space evolves each year and has been enhanced by structures related to the identity of the community, such as a train made from recycled materials. Other features include tree houses, gardens, a grass maze, dirt and sand boxes, and materials for water and block play. Parent created mosaics support the space aesthetically.
Materials and Languages (introduction & exposure to a variety of expressive, constructive, & sensory materials)	Secure and Established	While the school does not have a common studio space, each classroom has a mini studio where materials explorations inclusive of clay, wire, drawing materials, paint, and paper are explored with the children in depth at the onset of each school year. These

		materials are utilized throughout the year in the context of long-term studies. Another developing focus is dance and movement.
Documentation (is visible and used for understanding, planning, reflection, & advocacy)	Secure and Established	Documentation in classrooms and common spaces focuses on material, identity, interest-based and community-related studies. Teachers strive to keep documentation current and interactive. Documentation is utilized weekly to support curriculum development. In the past four years, parents have actively engaged in research and documentation.
Parent-Teacher Partnerships that support children and adults as participants & ongoing learners	Secure and Established	Parents begin the day in the classroom reading with their children and go on to participate in the children's studies as they are engaged by the teachers. Each year, a group of parents engage in studying the elements of Reggio and find meaningful ways to interact and support the school and its studies. Parents are also involved in workshops throughout the school year that provide understanding and support for home-school connections (social and emotional learning, early childhood development, literacy and language and math)
Emergent Curriculum (an American term not a Reggio term - depth of studies/projects where observation, documentation, interpretation and projection of possibilities are pursued)	Secure and Established	Classroom teachers gather documentation and as part of their curriculum development meetings weekly with partner teams to observe, listen, and plan from the documentation collaboratively. For the past three years, all classroom teams have engaged in action research inclusive of a common study topic explored in unique ways by each classroom and parents.
Image of the Child: pursuit of children's strengths, abilities, unique characteristics and learning strategies while trusting child's ability to know what to learn	Secure and Established	Each year as the school welcomes new staff, the school goes through the process of reflecting on Image of the Child. Keeping the child as is the protagonist of their learning is a major and ongoing emphasis that must be constantly revisited. In particular, children with special rights are supported by pathways offered by materials and inclusive opportunities.

Collaboration which is pursued at multiple levels (among children, teachers, administration, parents & community)	Secure and Established	Collaboration between parents, children, teaching staff, and administration, is a point of orientation, and must be constantly revisited. Parents are meaningfully engaged in the first days of the school each year and invited to participate in Reggio inspired learning both with their children and in small groups together.
Administration supports and leads ongoing professional development, regular time to view & interpret children's work, work on documentation while providing adequate resource	Secure and Established	Administrators strive to support teachers to work collaboratively embedding professional development learning communities within the school. Outside the school, staff are encouraged to present work at conferences as well as attend them, and upon return to share and embed their learning with the staff as a whole. Each moment of documentation, reflection, and planning, engages each and every member of the teaching team to have a voice.
Assessment (negotiating Reggio elements with authentic documentation and core standards/requirements)	Secure and Established	Along with documentation (making learning visible), teaching staff have developed authentic ongoing assessments utilizing portfolios which focus on growth and the development within the areas of studies, and skills developed within them. Staff is encouraged to utilize documentation from Reggio-influenced studies within the Teaching Strategies Gold district assessment.

*The questions below have a 60-word limit

1. Please describe what Reggio Emilia inspired initiatives you have been working on:

In 2017-2018, the entire school (7 classrooms and the Parent group) embarked on an all-school study of McKinley Park, a beautiful city park ½ block from the school. Each classroom community took a different perspective of the park study based on the children's interests: The Lens of the Child-Photography, Relationships with Trees, Exploring Color in

the Park, Paint Exploration/ Observing Ducks, Integrating the Park into the Classroom, Combining natural materials with clay and Mapping the Park (parents).

2. Please list all other curricula or philosophies, used in collaboration with the Reggio Emilia philosophy at your school or program.

Erikson’s Big Ideas in Early Math to guide math development, Story Dictation and Dramatization, Dual Language Development (Spanish and English) and Music and Movement are integrated into the instructional day.

3. Does your program support the use of languages other than English? Which ones? We are currently moving toward a dual language program-Spanish and English and are working with the district to implement an 80/20 (Spanish/English) language model. In addition, we support speakers of other languages through authentic texts in children’s native languages and encourage parent involvement in the classroom supporting that language and culture.

4. Please indicate the ages of children you specifically teach or are educated in your program or school (you may choose more than one)	3-5 year old children
5. Is your program: Private with revenue based on fees Private with government grants and requirements or Public School	Our program is a public school program with a sliding fee scale for families that are above the poverty/at risk guidelines.
6. Please list the following information about your program	
Name of educator/school/center:	Velma Thomas Early Childhood Center
Address:	3625 S. Hoyne, Chicago IL 60609
Phone Number:	773-535-4088
Person completing form:	Mary Kay Richardson, Principal
Email:	Mdrichardson4@cps.edu

We ask that you give a donation of \$35. This one time donation will help with the cost of developing and maintaining the Registry with important information about you or your program as well as others. Please note that when funding allows Crossroads for Learning may offer benefits (such as scholarships or discounts for Professional Development) only to those enrolled in the Registry.

The check can be made payable to Crossroads for Learning

AND sent to

Crossroads for Learning

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If you have any questions you may contact Jennifer Keldahl (JKeldahl@uchinsdale.org) or Karen Haigh (karenmariehaigh@gmail.com).