

Donna Mandel Registry Survey

* Note: This is a survey of information completed by Donna Mandel.
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:	Developing Stage	I am transitioning from working as a classroom teacher to working as a consultant in dance and arts integration in education. My answers in this survey will reflect my work in my last classroom position at the University of Chicago Laboratory Schools and/or my current work with schools across the Chicago area, as applicable.
Outdoor Environment: Activity Areas and Materials	Developing Stage	In collaboration with a teacher from a neighboring classroom, I designed an outdoor patio area supporting exploration with a variety of materials, including tree parts, stones, gravel, water, pulleys, ramps, gardening areas and a musical/sound wall.
Materials and Languages (introduction & exposure to a variety of expressive, constructive, & sensory materials)	Secure and Established	Using my professional work as a performing artist and many years of study in dance, music, writing and visual arts as inspiration, I focus on offering children a wide variety of languages with which to explore and communicate. I am particularly interested in the way that learning is furthered and deepened by moving across disciplines, as children are invited to translate/transmediate from one language into another.
Documentation (is visible and is used for understanding, planning, reflection, & advocacy)	Developing Stage	I have created documentation panels, books, power points and films to make children's work and words visible, and to stimulate dialogue among children, parents, teachers and administrators.
Parent-Teacher Partnerships that support children and adults as participants & ongoing learners	Developing Stage	I have used opportunities of parents coming together at school to share the work of the children in the form of live performance, books (individual or classroom portfolios), video or panels. I have also devoted newsletters to describing the progression of children's work, with accompanying photos, including invitations to parents to contribute responses and share dialogues with their children regarding studies.

Emergent Curriculum (an American term not a Reggio term - depth of studies/projects where observation, documentation, interpretation and projection of possibilities are pursued)	Developing Stage	My background in the arts, as well as my study of the educators of Reggio Emilia, has inspired a workshop approach to presenting materials and structures, which includes the cycle of observation, documentation and reflection, furthering lines of inquiry.
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	During the past year, I was excited to support our 4 and 5 year-olds' passionate, self-initiated studies in making their own books and creating board games.
Collaboration which is pursued at multiple levels (among children, teachers, administration, parents & community)	Developing Stage	As a member of a professional growth group devoted to the study of documentation, I had the opportunity to create documentation panels specifically relating the impact of my professional development in the creation of curriculum for children. The resulting community dialogue, including parents, teachers and administrators, was rich and inspiring.
Administration supports and leads ongoing professional development, regular time to view & interpret children's work, work on documentation while providing adequate resource	Beginning Stage	Reggio-inspired teachers created their own personal time and space for this work.
Assessment (negotiating Reggio elements with authentic documentation and core standards/requirements)	Developing Stage	My narrative progress reports and conferences were based completely on observations and the portfolio-collected documentation of children's work, inquiry and reflections.

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

I developed and documented a study of line with 3 and 4 year-olds through the use of calligraphy brushes, flashlights, branches, rope, falling leaves, wire and choreography. This study became part of an exhibit and conference at the Laboratory Schools showcasing and responding to the work of David Hawkins, and was also presented at the Alliance for Early Childhood's Annual Preschool-Kindergarten Summit.

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

My school held a primary value of autonomy for teachers, so I can only answer for my own inspirations, which include John Dewey, David and Frances Hawkins, Lev Vygotsky, Project Zero, Short, Harste and Burke, Karen Gallas, and Eleanor Duckworth among others.

3. Does your program support the use of languages other than English? Which ones?

The Lab Schools are attended by a diverse population. Although we supported the use of children's home languages (Hindi, Tamil, Italian, Polish, Mandarin, Spanish, Indonesian, among many others) through song and literature and after school classes, English is the primary language spoken during the school day.

4. Please indicate the ages of children you specifically teach or are educated in your program or school (you may choose more than one)	Preschool Kindergarten Elementary Afterschool Program
5. Is your program: Private with revenue based on fees Private with government grants and requirements or Public School	I will teach in Chicago area public and private schools and school districts in 2018-19.
6. Please list the following information about your program	
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