

# Applying Emerging Research on School Readiness in the Field

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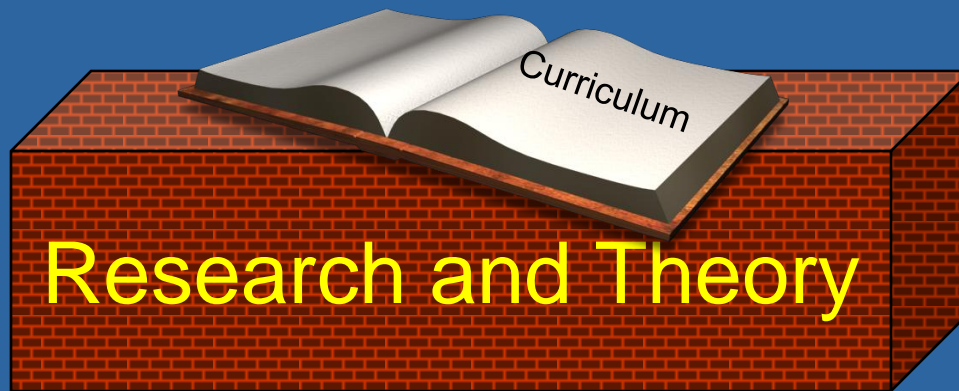
# Teacher-child interactions: Key to positive outcomes

Pianta, R.C., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, C., et al. (2005). Features of pre-kindergarten programs, classrooms, and teachers: Do they predict observed classroom quality and child-teacher interactions? *Applied Developmental Science*, 9(3), 144-159.

# Three ways of applying the research

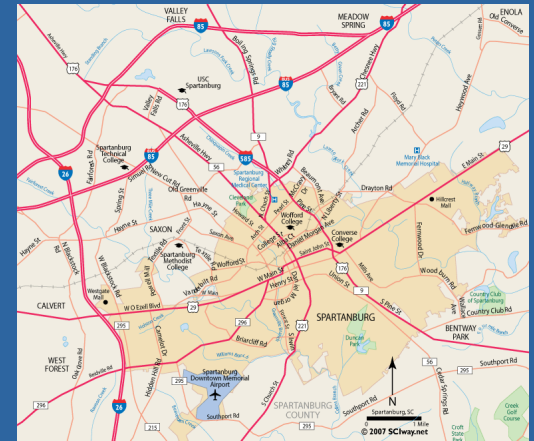
1. Choosing and fully implementing a **research-based, developmentally appropriate curriculum**
2. Using **authentic, ongoing assessment**
3. Providing **leadership and targeted, ongoing support for teachers**

# 1 A research-based, developmentally appropriate curriculum



# Curriculum: A Road Map for Planning Your Program

- a **way** to get where you want to go
- the **what, why, how, and when** of teaching young children
- **6 key components** of a comprehensive early childhood curriculum



# I. A Foundation in Research & Theory

Maslow

Erikson

Brain Research

Piaget

Vygotsky

Gardner

Smilansky

Resiliency



**Research and Theory**

# Reports

## National Research Council (NAS)

- *Eager to Learn: Educating our Preschoolers*
  - *Neurons to Neighborhoods*
  - *Preventing Reading Difficulties*
  - *Accountability in Early Childhood*
  - *Early Childhood Assessment: What, Why, and How*
  - *Mathematics in Early Childhood*
- 
- National Early Literacy Panel
    - *Developing Early Literacy*

# II. What Preschool Children Are Like

- **Child Development**
- **Individual Differences**



# Four Developmental Areas

- **Social and Emotional**
- **Cognitive**
- **Physical**
- **Language**

# Individual Differences

- Temperament
- Gender
- Interests
- Culture
- Learning Styles
- Special Needs
- Life Experiences
- Dual Language Learners

# III. How to Create a Positive Learning Environment

- The Physical Environment
- Program Structure
- The Social Environment



# The Physical Environment

# Program Structure







# The Social Environment

# Social-emotional predictors

- **Social competence**
- **Self-regulation**
- **Positive relationships with others**

# What we want teachers to do

- Develop classroom rules with children
- Plan for transitions
- Promote friendship-making skills
- Teach social problem solving
- Respond to challenging behaviors



# IV. What Children Should Learn

- Literacy
- Mathematics
- Science
- Social Studies
- The Arts
- Technology

# Language and literacy predictors

- Oral language
- Phonological awareness
- Knowledge of the alphabet and the use of print
- Book “reading”
- Writing

# What do we want teachers to do?

- **Build vocabulary**
- **Teach about the alphabet**
- **Promote phonological awareness (hearing the sounds in words)**
- **Read books aloud and engage children in story-telling every day**

# Mathematical learning

- **Number sense**
- **Geometry (space and shape)**
- **Measurement**
- **Patterns (algebra)**
- **Data analysis**

# What do we want teachers to do?

- Expose children to numbers
- Talk about shapes and spatial relationships
- Offer measurement experiences
- Help children recognize, create, and repeat patterns
- Involve children in sorting and organizing information

# Science and Social Studies

Through **studies**, children conduct in-depth investigations to find answers to their questions.

# V. The Teacher's Role

- **Effective teachers know when to observe and document.**
- **They know when to teach specific skills or concepts.**

- Learning takes place in **whole-group** activities.
- Learning takes place in **small-group** activities.
- Learning takes place during **choice time** activities in **interest areas**.

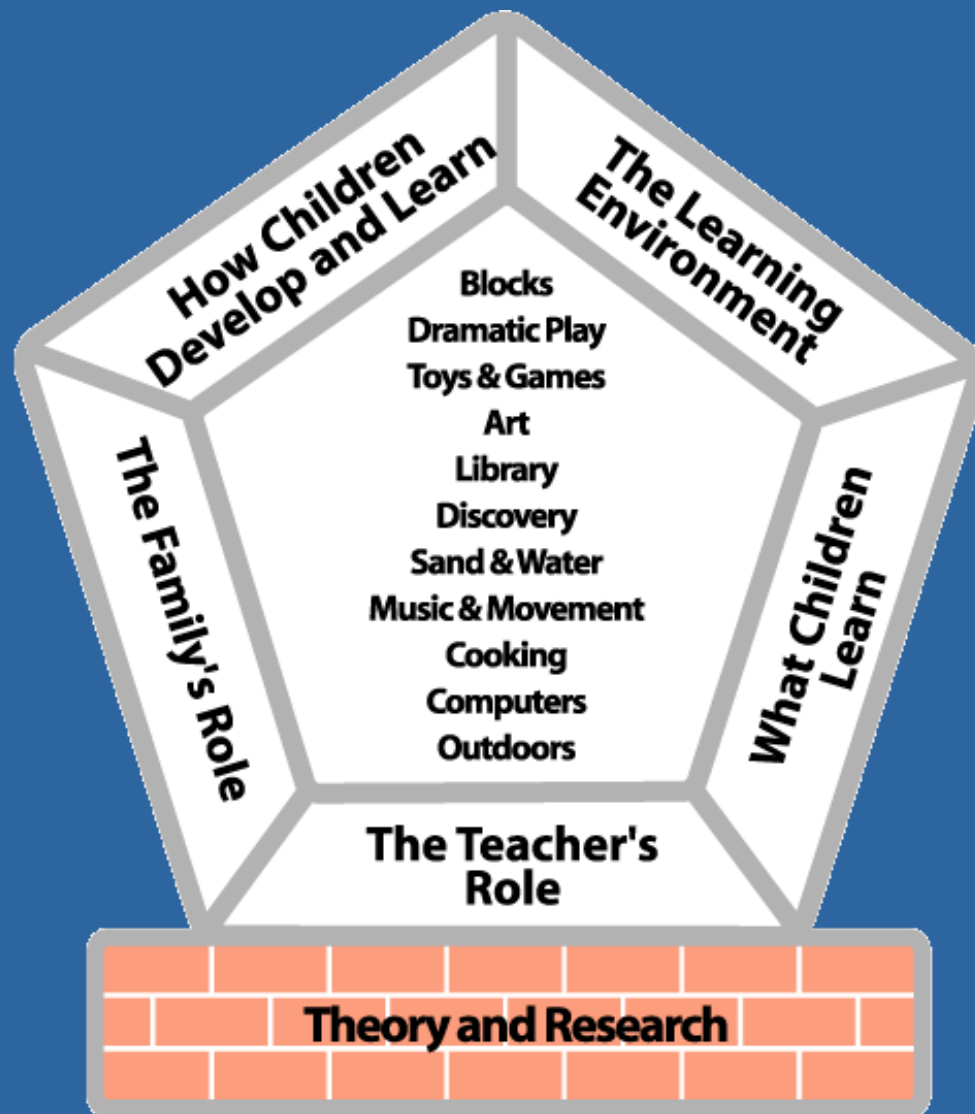


# Research Findings: Benefits of Play

- Memory
- Background knowledge
- Self-regulation
- Prosocial behavior
- Language Development
- Positive approaches to learning
- Symbolic thinking
- Literacy skills
- Mathematical thinking

# VI. A Partnership With Families

- **Getting to Know Families**
- **Communicating With Families**
- **Partnering With Families**
- **Resolving Differences**

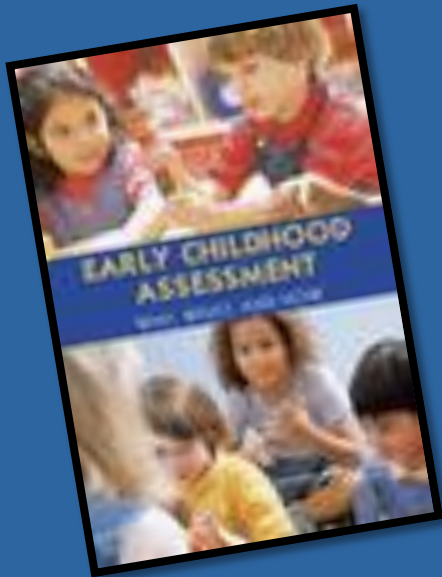


# **2** Ongoing, authentic assessment

# Early Childhood Assessment: What, Why, and How?

Assessment for teachers is...

...gathering information in order to make informed instructional decisions

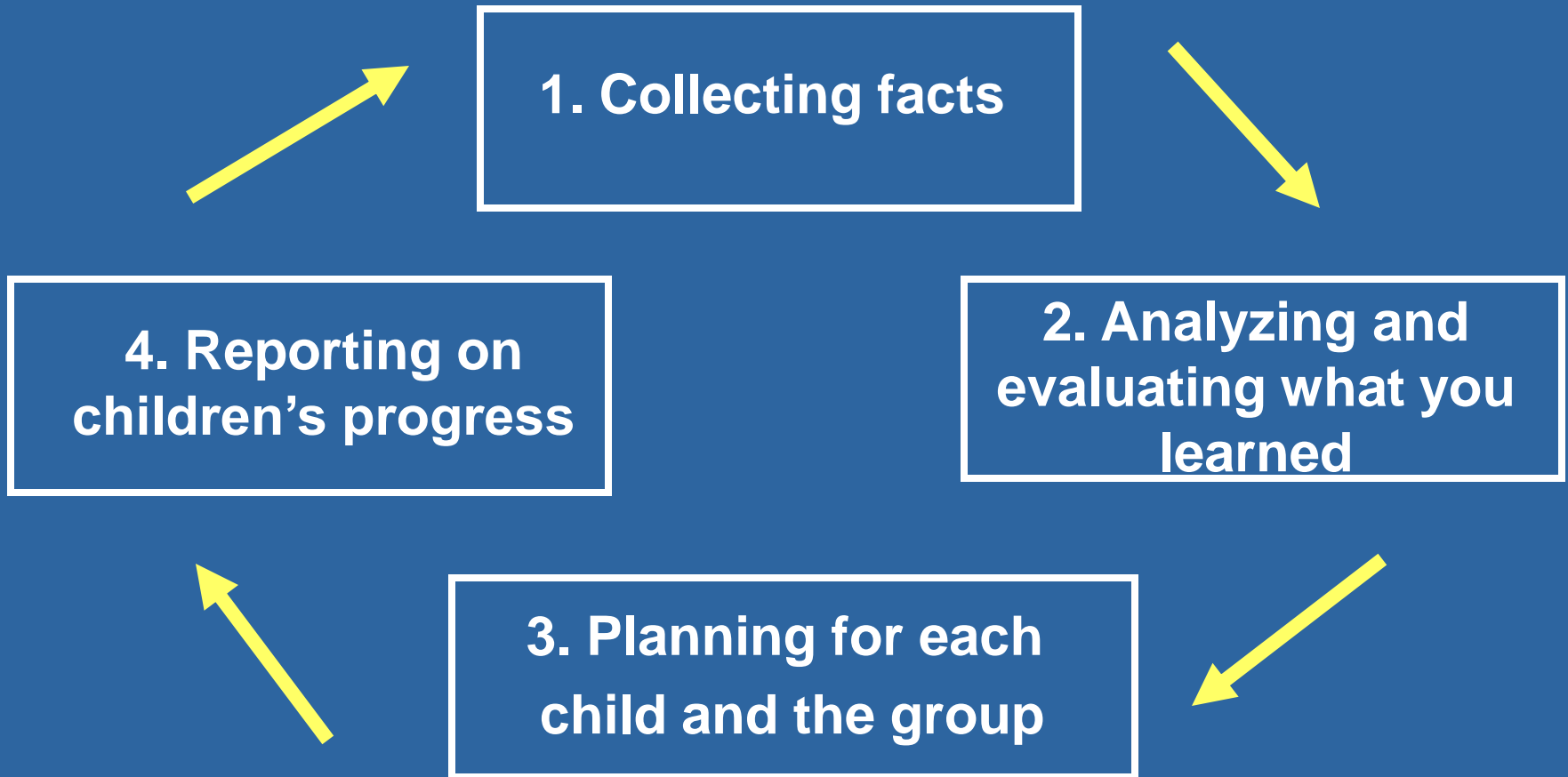


# Teachers use ongoing assessment to:

- Monitor development and learning
- Guide planning and decision making
- Identify children who might benefit from special services
- Report and communicate with others

~DAP/NAEYC 2008

# Curriculum and Assessment: The Ongoing Cycle



# Collect samples of children's work

ND MP  
ABBA  
767H.  
PTD BA  
BBVOTZH

Writing Sample



Photo



Artwork



## Analyze what they've learned:

- Attention and persistence
- Self-direction and independence
- Small muscle control
- Applying knowledge
- Using symbols
- Expressive language



At meeting this morning, Cydney told us she had been on a drawbridge on her way to the beach. Later she said she wanted to build a drawbridge and she needed some string. This is what she made.

# Plan for each child and report on children's progress



# **3 Leadership and targeted, ongoing support for teachers**

# Why administrators matter

- They set the tone for the organization
- Guide the development of a shared vision
- Make decisions based on data
- Use reflective supervision

# **Data-driven decision making is based on:**

- **Assessment data on how children are progressing in each classroom**
- **Data on how well teachers are implementing the curriculum and assessment system as intended**

# Reflective supervision

- Meeting regularly with staff
- Listening to their experiences, thoughts, and feelings
- Providing support by offering empathy and guidance

# Coaching: targeted, ongoing support for teachers

Coaching responsibilities:

- Relationship builder
- Model
- Observer
- Communicator
- Helper
- Collaborator

# Levels of Curriculum Implementation

## Beginning

- What will I do to get through tomorrow?

## Progressing

- I have the basics. I'm ready to go deeper, to sharpen my teaching skills and to learn more.

## Refining

- I have a high level of expertise and others look to me as a leader. I'm reflective about my teaching and am very curious about children's thinking.



# Examples of feedback for each of these levels

## Beginning

- I observed \_\_\_\_\_. Here's a strategy that can help.
- Why don't you try \_\_\_\_\_. Let me show you an example.

## Progressing

- I observed \_\_\_\_\_. Let's figure out how we can\_\_\_\_\_.
- Let's think about ways you might handle this situation.

## Refining

- The children were so engaged during that activity. How did you decide on your plan?

# Support for Coaches



## The Coach's Guide to *The Creative Curriculum® for Preschool*

A Step-by-Step Resource for Individualizing Professional Development



Cate Heroman, Judy Jablon, Charlotte Stetson & Carol Aghayan  
Foreword by Diane Trister Dodge

Includes "Coaching Teachers for Improvement on CLASS™ Dimensions in  
*The Creative Curriculum® Classroom*," co-authored by  
Robert C. Pianta, Ph.D., Karen M. La Paro, Ph.D., and Bridget K. Hamre, Ph.D.

**Comprehensive  
Curriculum**

**+**

**Ongoing  
Assessment**

**+**

**Leadership  
and  
Targeted  
Support for  
Teachers**

**=**

**Positive  
Child  
Outcomes**