



# EduSnap: Childhood Matters, Minutes Count

6 ½ hours X 180 days = **70,200 minutes** each year





# Rationale



Years of work in child care and schools has made it clear that there is a need for:

- Data that provide an effective lens through which to view practice, drive a professional development agenda, and guide and monitor change and progress;
- A mindset of continuous improvement and a culture of collaborative inquiry that support the development of professionals;
- Administrators, teachers and care providers who are well versed in the research, data, and practices that support the growth and development of infants and young children.



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# What is happening in schools to.....



- Address **equity** by questioning practices that impact children of color and those who come from less advantaged homes
- Use **new lenses** through which to view and improve practice
- Focus on **research-based instructional practices**
- Arm educators with **research and data** to advocate for effective practice
- **Smooth** transitions-big and small



# Good Teachers are Critical to Children's Success



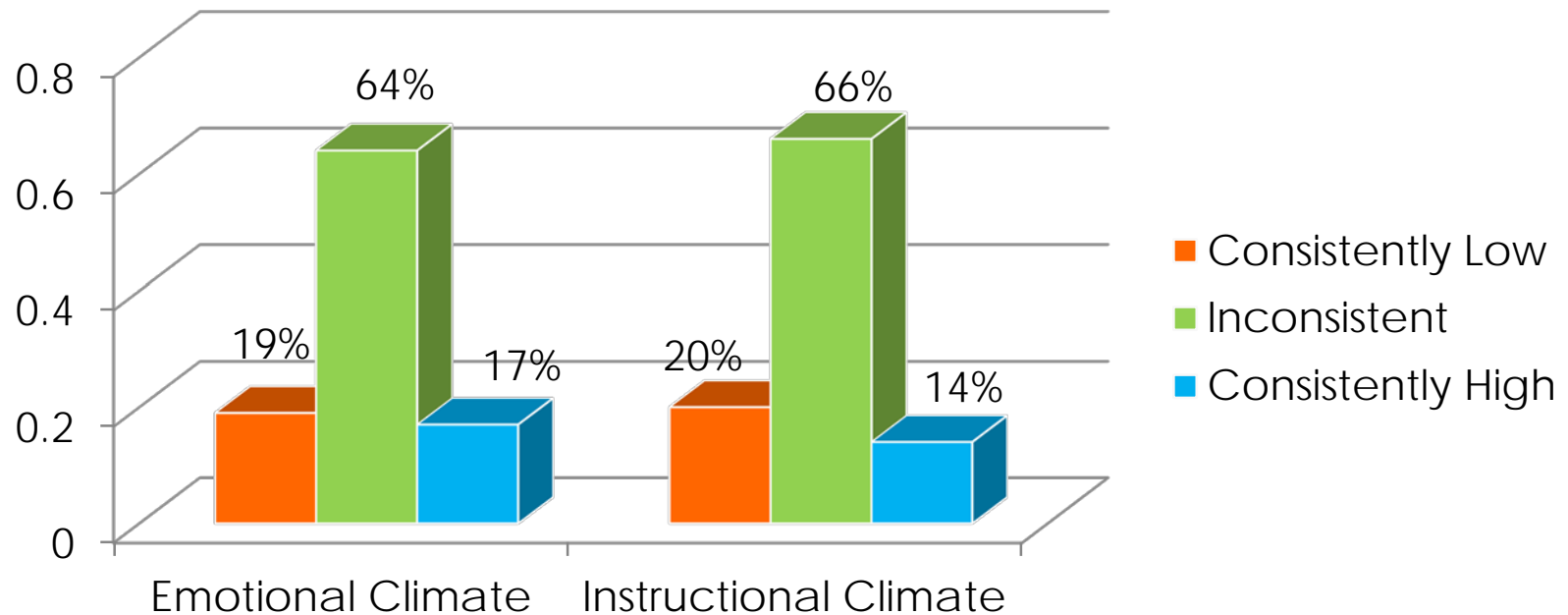
Children form academic trajectories early in their school careers that tend to be stable and difficult to change over the course of their schooling

(Alexander & Entwisle, 1993)

Children's negative perceptions of competence and attitudes become stronger and harder to reverse as children progress through school

(Valeski & Stipek, 2001)

# + “Dosage” of Classroom Quality (across 1st, 3rd, and 5th grades)



Pianta, R. C., Belsky, J., Houts, R., Morrison, F., & National Institute of Child Health and Human Development Early Child Care Research Network (2007). Opportunities to learn in America's elementary classrooms. *Science*, 315, 1795-1796.



# + Drop Out Prevention Starts Early

We need an approach to the early school experiences of our children of color and those who come from less advantaged home that makes school a place where they find themselves **smart and capable and knowing they belong.**





# Redefining School Readiness



- Programs for children age 0-5 have a primary aim of helping children negotiate relationships, space and materials.
- As children develop and have the potential to become more proficient at self-regulation, educators actually block this development through adult regulation.
- Opportunities for choice when children are 4 are far more frequent than when they get older.

(Deci & Ryan, 2002; Otis, Grouzet, & Pelletier, 2005)

# + Focus on the Predictors

Top predictors for positive third grade outcomes

- Small group instruction
- Collaboration
- Oral Language Development
- Vocabulary Development
- Math
- Scaffolded Instruction
- Metacognition



# + Self regulation cannot develop when adults regulate behavior

As children develop self-regulation, they:

- ignore distractions
- focus and attend
- delay gratification
- persist in challenging situations
- ask for help
- control emotions and express them appropriately

(McClelland, Acock, & Morrison, 2002).



# + Must be part of the curriculum



- Self regulation helps us draw on the right skills at the right time, respond effectively to the world around us and resist inappropriate responses. (Shankoff, YC, May 2017)
- Aggression and inadequate impulse control are perhaps the most potent obstacles to problem solving and successful relationships in childhood. (Joseph & Strain, 2006)
- Childhood self-control is twice as important as intelligence in predicting academic achievement (Anthony, 2014)
- Evidence indicates that self-regulation and impulse control do not emerge spontaneously, but are learned. (Boyd et al. 2005)

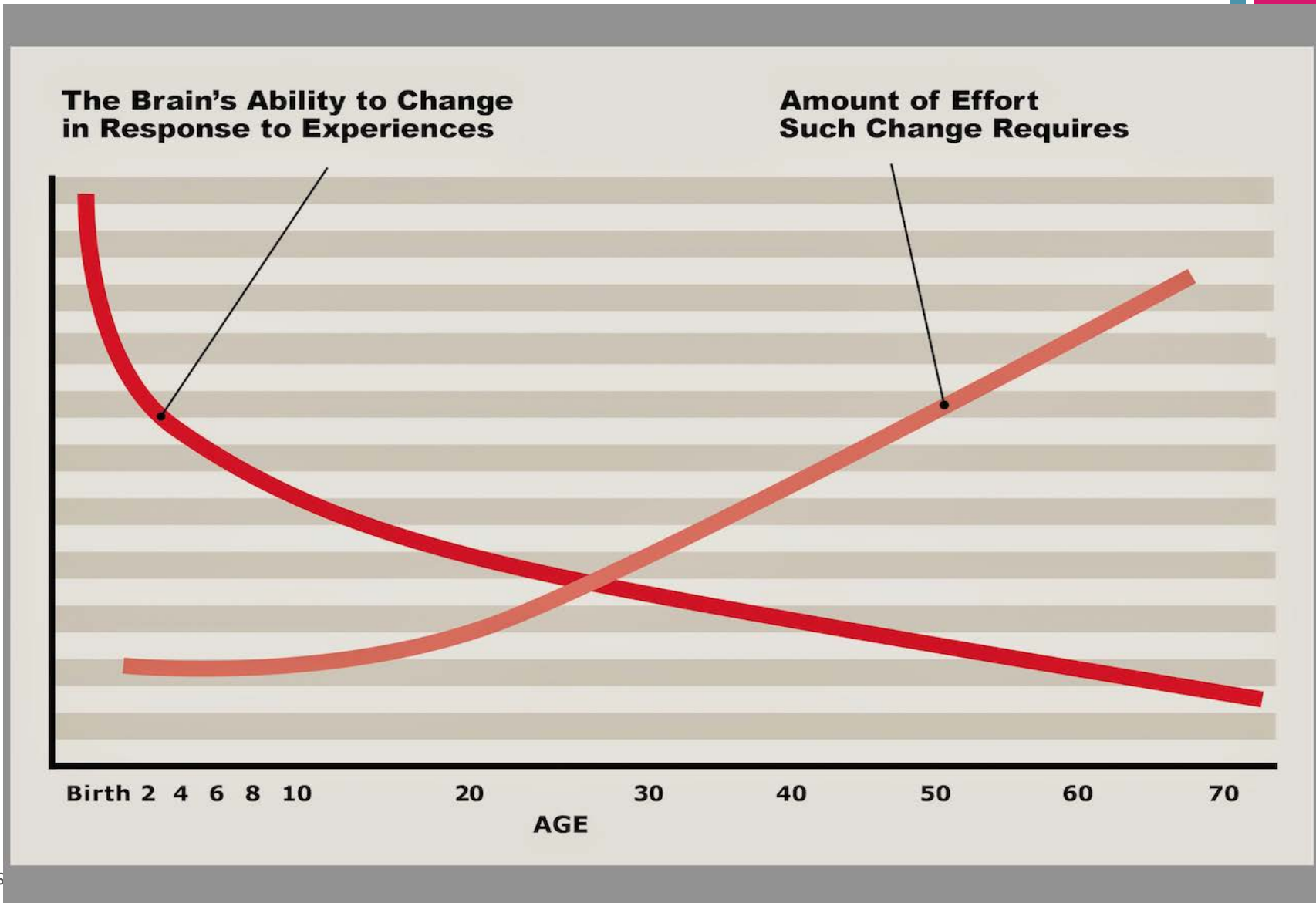


# Executive Function

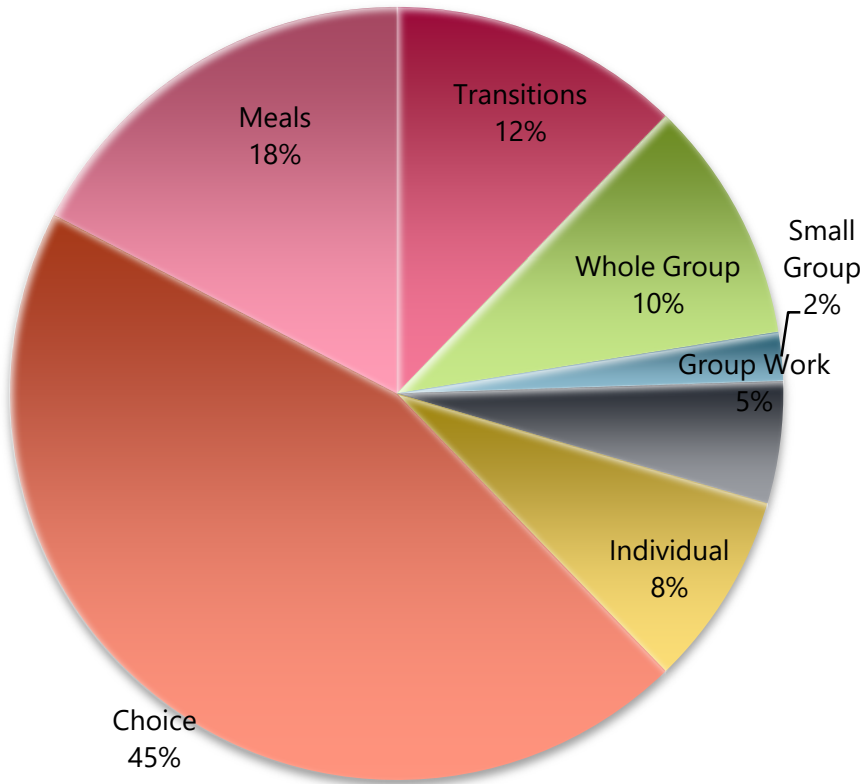
The development of executive function helps children:

- move between their own perspective and the perspectives of others
- recognize that others have needs
- organize their own learning
- thrive in a variety of learning environments

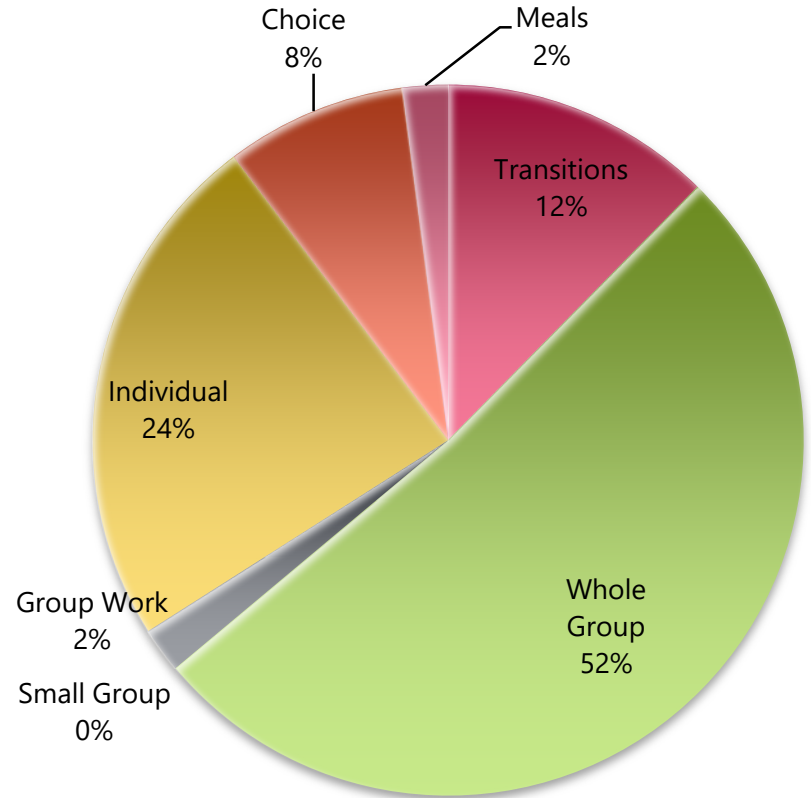
# + Best time to learn . . . .



# Activity Settings PreK



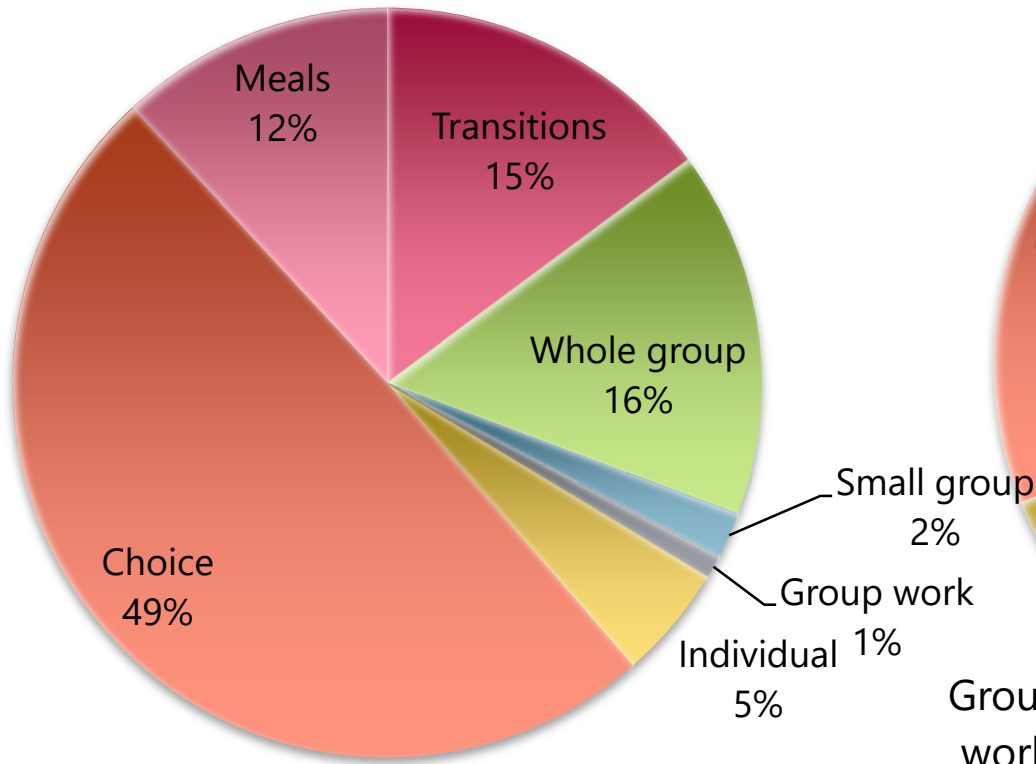
# Activity Settings K



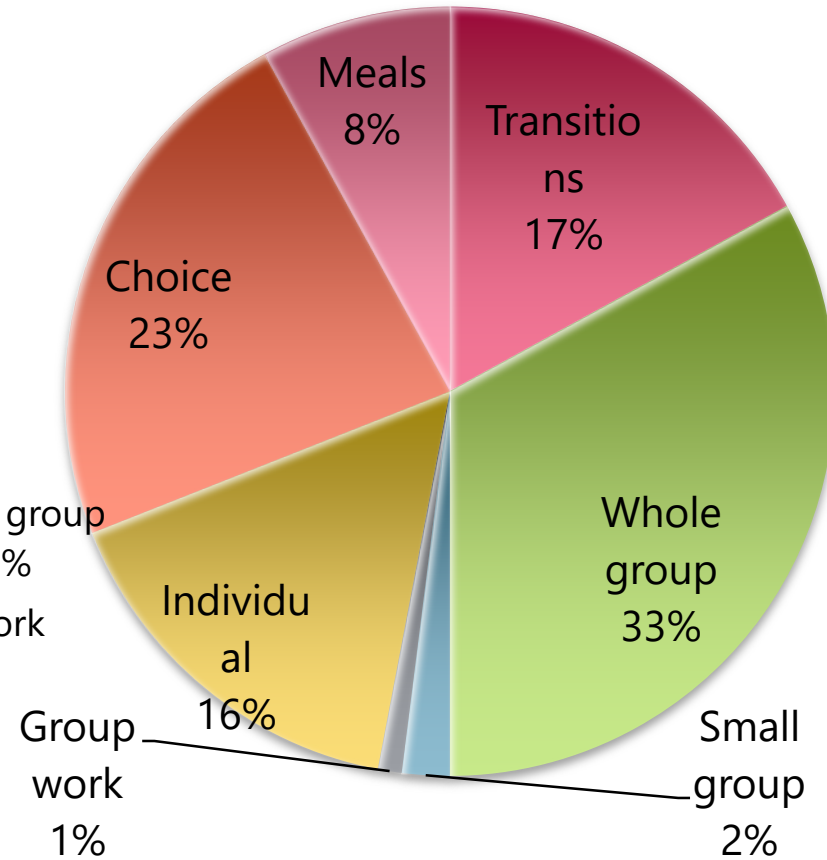
# + Demo Sites: Activity Settings



## Pre-K



## Kindergarten





# Culture of Silence



- \* A classroom emphasis on oral language development has been identified as one of the premier instructional strategies for ensuring the success of children, especially those from low socio-economic communities

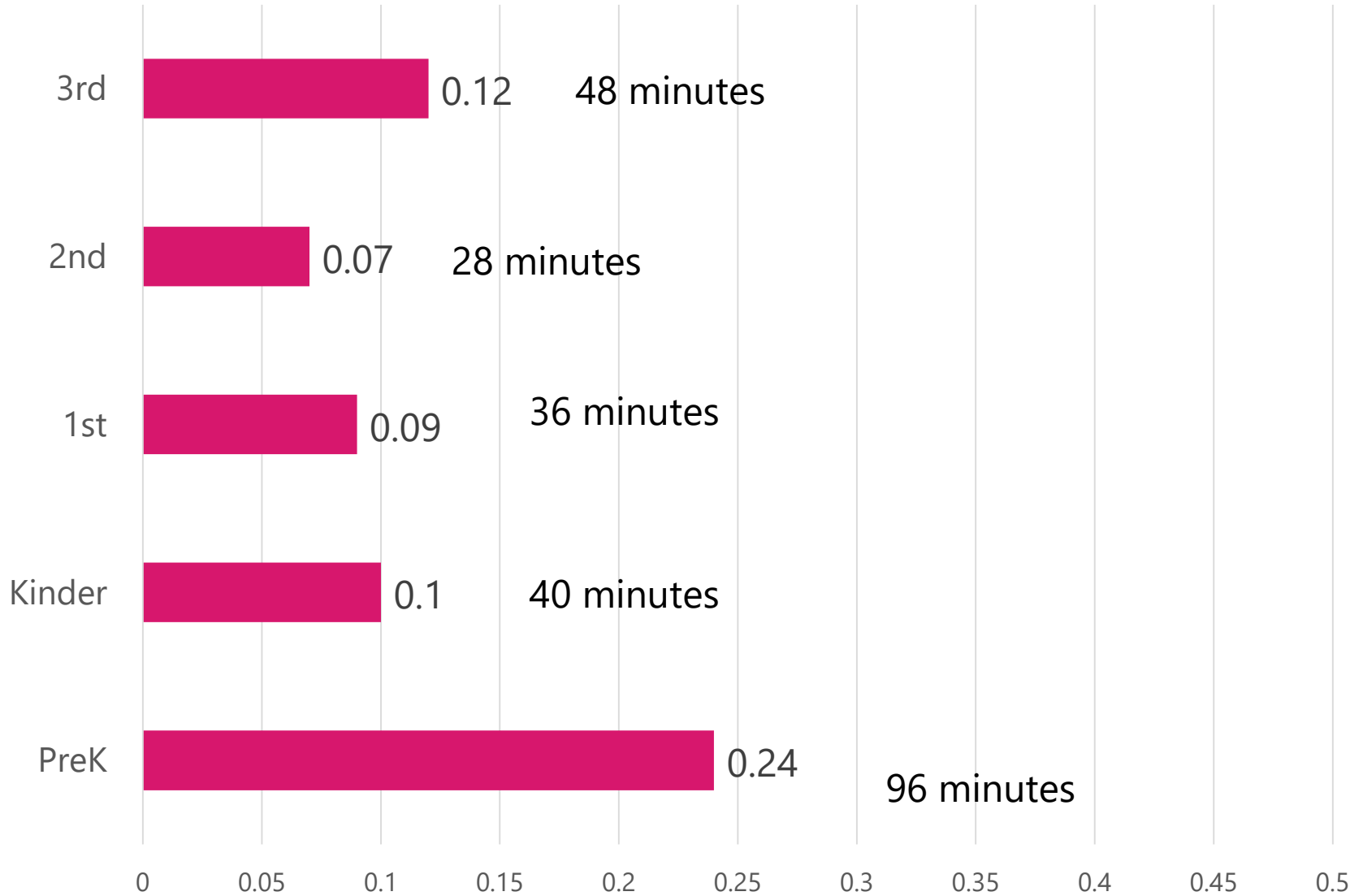
(Mason & Galloway, 2012).

- \* Vocabulary proficiency is a critical predictor of academic achievement beginning as early as the third grade

(Storch & Whitehurst, 2002).



# NC RTT District Data: Oral Language







# + Strength-based Approach



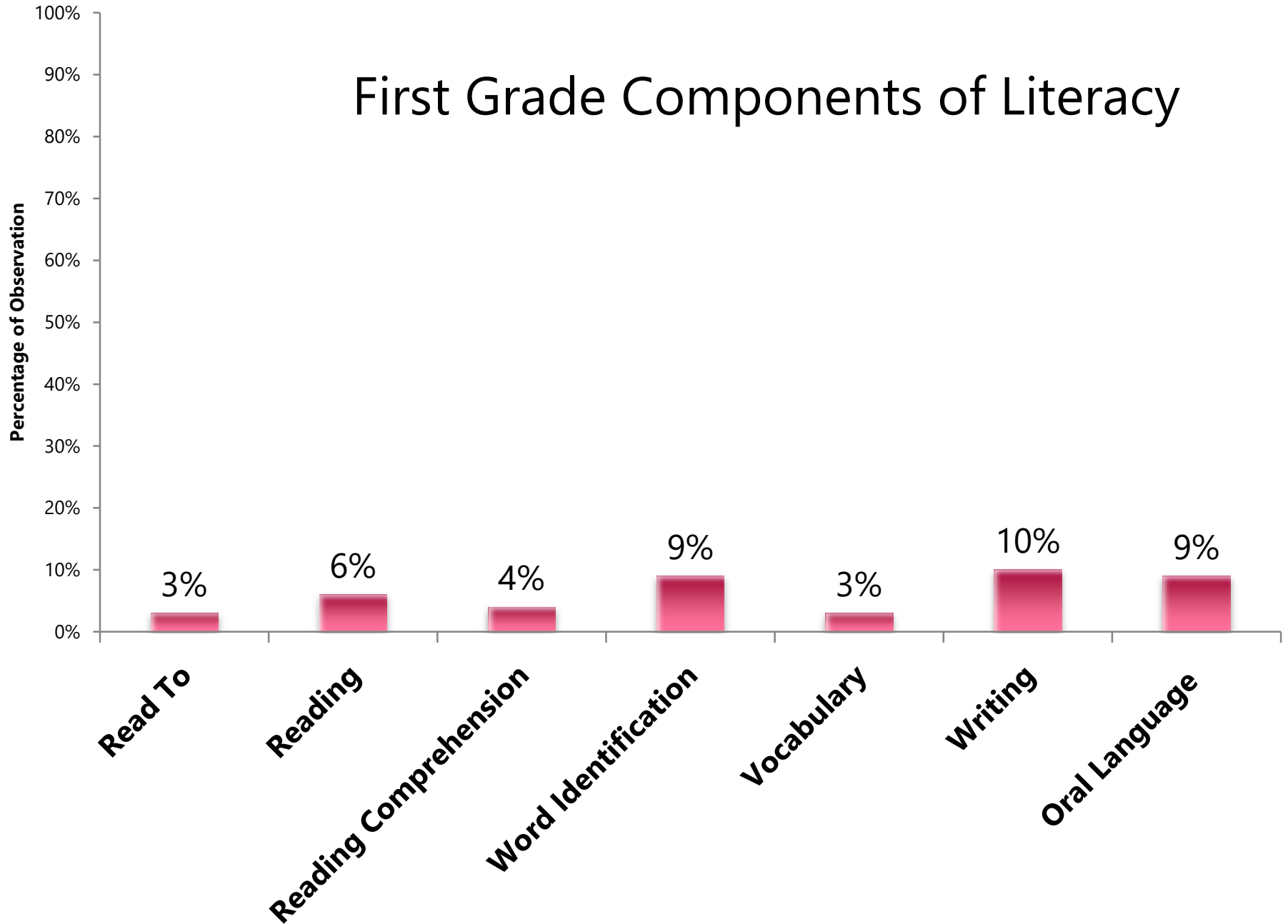
- African American's **oral-narrative skills** may be a unique area of strength that may promote later success in reading achievement (Gardner-Neblett, Pungello, & Iruka, 2012; Gardner-Neblett, N., & Iruka, I. U. (2015)).
- African American children's engagement is supported by instruction and activities that are **relevant to their lives** (Cohen et al, 2009).

# + What does the research tell us about balanced literacy?

- It is critical for teachers to utilize a balanced literacy approach that promotes the development and integration of each of the components of literacy (Bitter, O'Day, Gubbins, & Socias, 2009).
- Read-alouds provide key advantages for young children to hearing fluent reading and development of listening comprehension. (Santoro, Chard, Howard, & Baker, 2008; Verhoeven & Van Leeuwe, 2008).
- Oral language and vocabulary development are the two highest predictors of success on third grade end-of-grade tests (Mason & Galloway, 2012; Storch & Whitehurst, 2002).



# First Grade Components of Literacy



## + Teach....don't tell

- Having the opportunity to express one's thoughts and ideas is critically important for cognitive development, social development, formative assessment, and motivation (McCaslin & Good, 1996).
- Research makes it clear that children learn best through active questioning and information-gathering combined with hands-on experiences and direct social interactions. This process of active learning and knowledge acquisition occurs during interaction with materials, ideas, and other people (Chouinard, 2007).



# + When teachers are talking..children are not

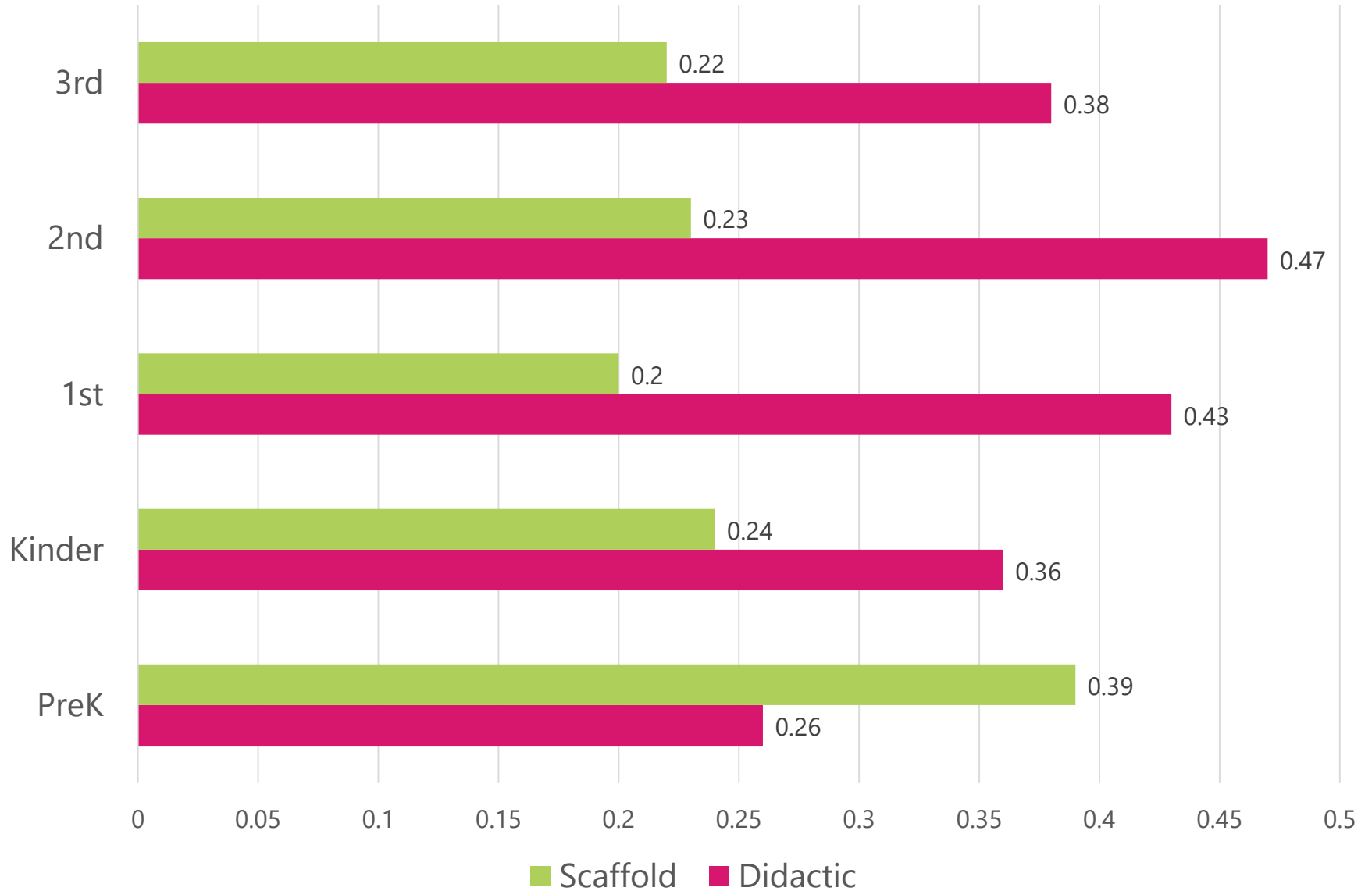
Teachers feel compelled to impart as much knowledge as possible in the limited time frames they are given.

Unfortunately, while the amount of information imparted is greatest when teachers lean heavily on didactic teaching, retention is not.

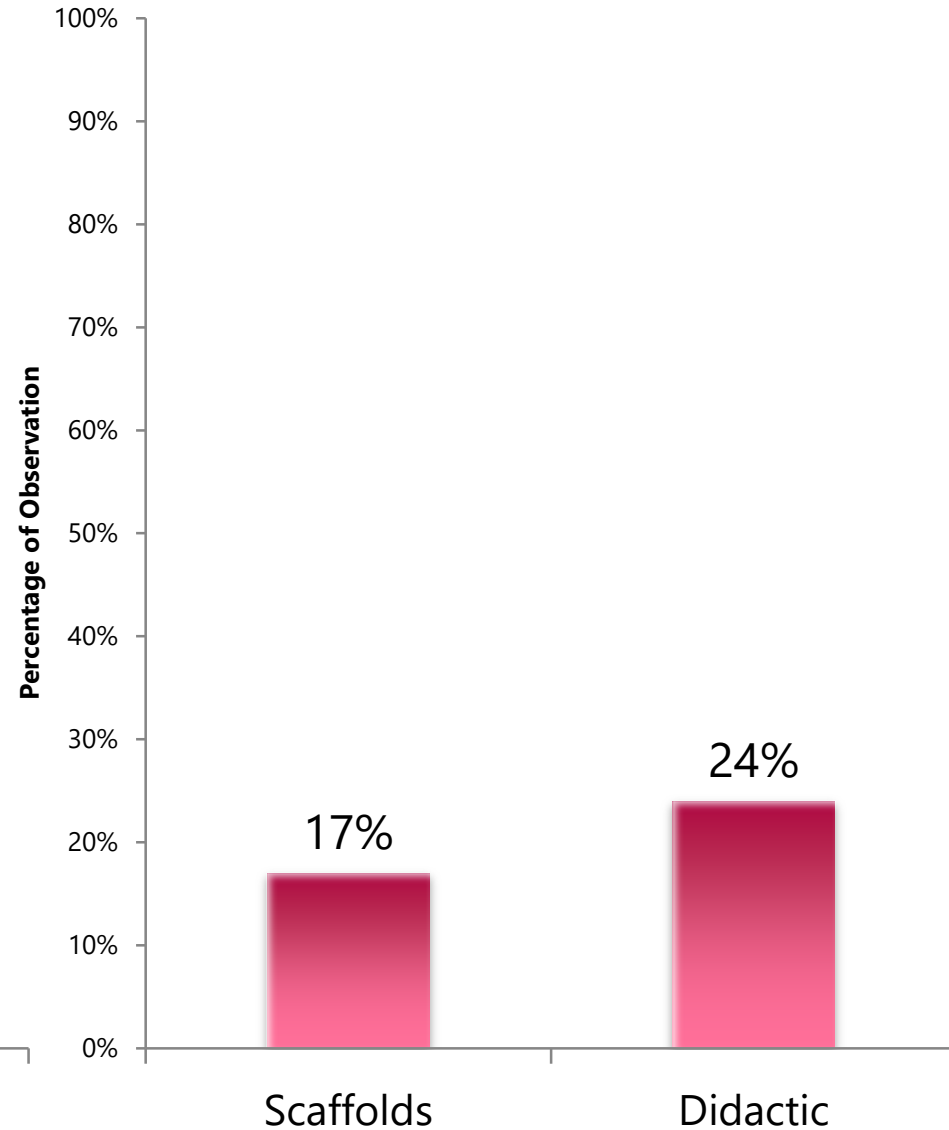
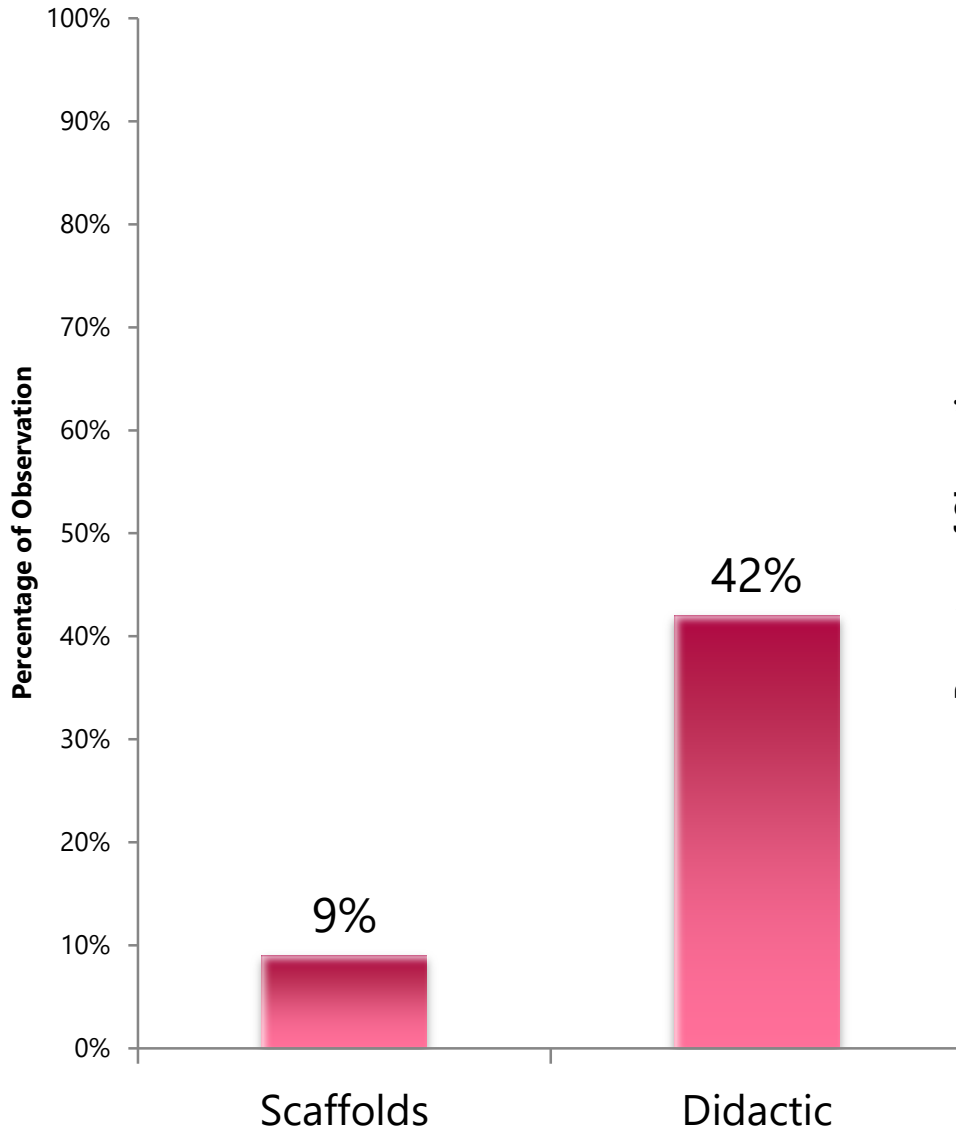
(Zull, 2002).



# RTT District Data: Teaching Approaches

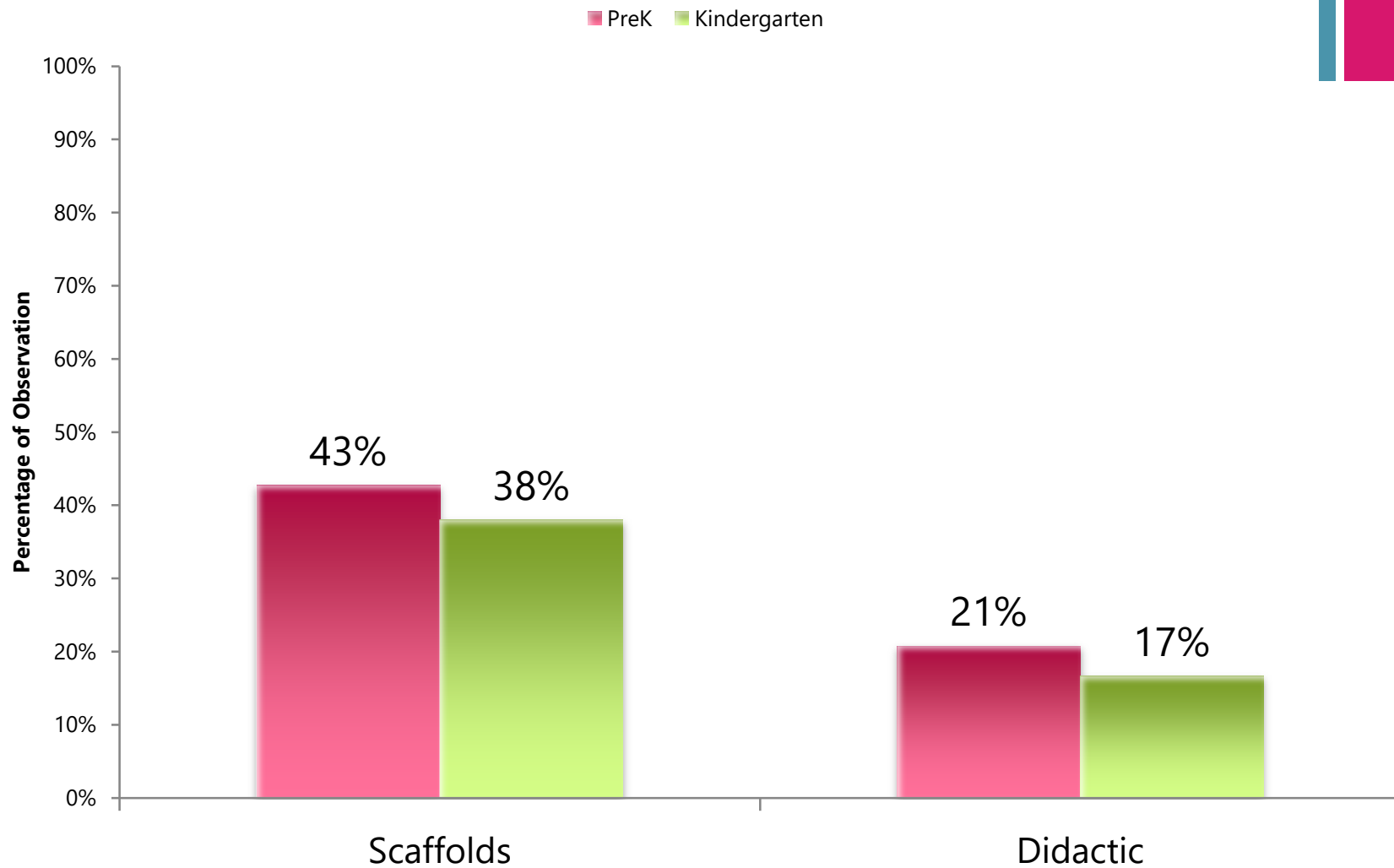
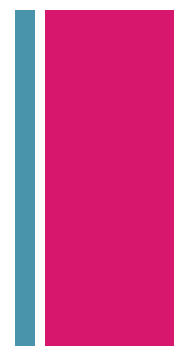


# How do children's experiences differ in these classrooms?





# + Demo Teaching Approaches



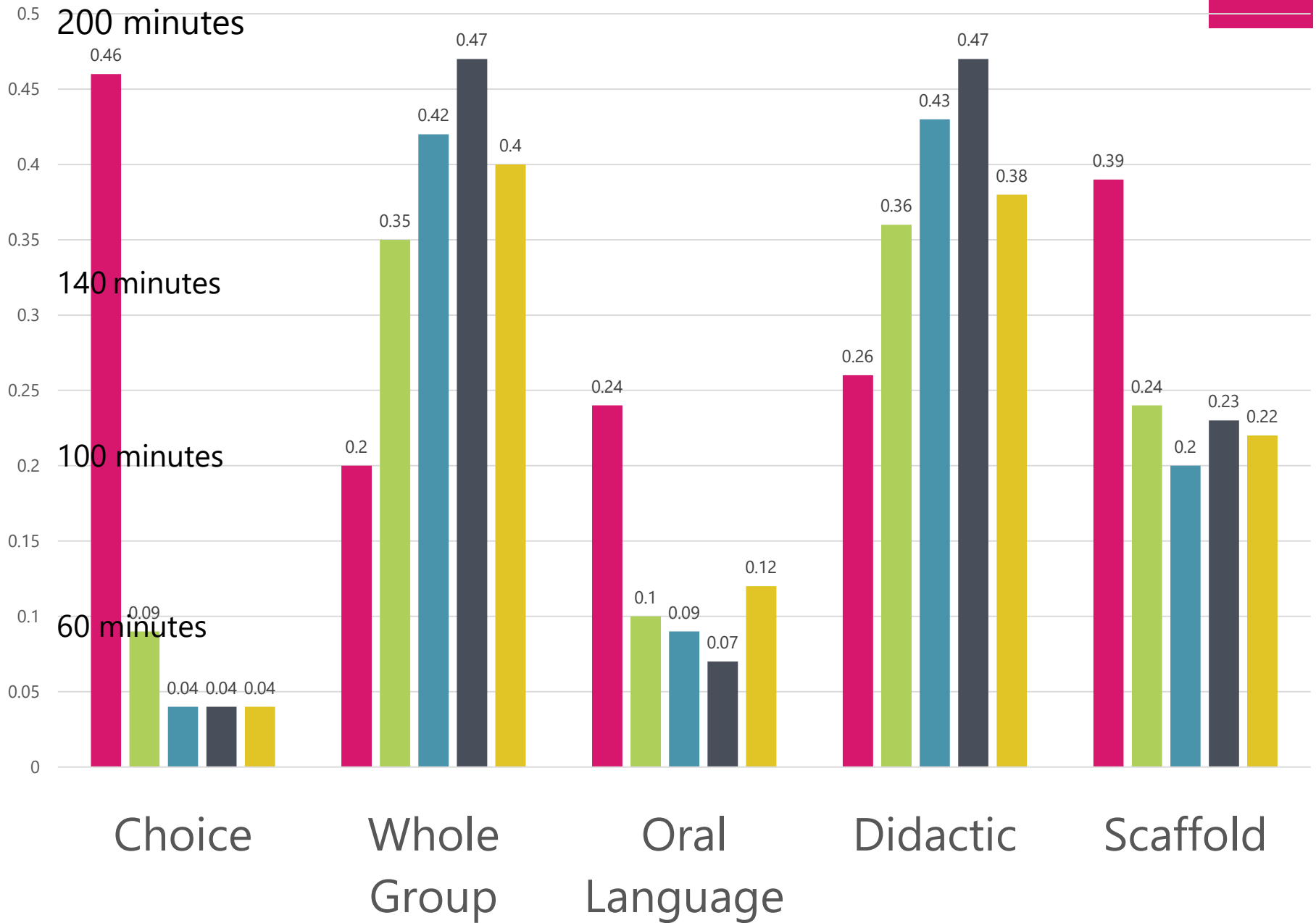


# + If we want our kids to read.....



- Content and instructional approaches are supported by brain research.
- Curriculum and instructional practices support children in meeting their need for relatedness, competence, and autonomy
- A growth mindset is promoted and explicitly taught and reinforced.
- Social-emotional development is understood to be foundational to children's success.
- Student Voice is facilitated through attention to language development

# RTT District Data: PreK-3rd Practice





# Predictors-Demo PreK and K

■ PreK ■ Kindergarten

