



Welcome to Early Childhood Investigations



The Influences Changing Instruction in the Prekindergarten Classroom



Susan Gunnewig

Product Development Director

Hatch Early Childhood



FAQs



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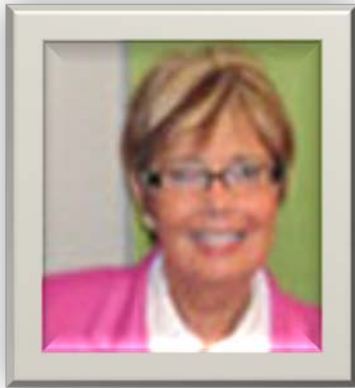
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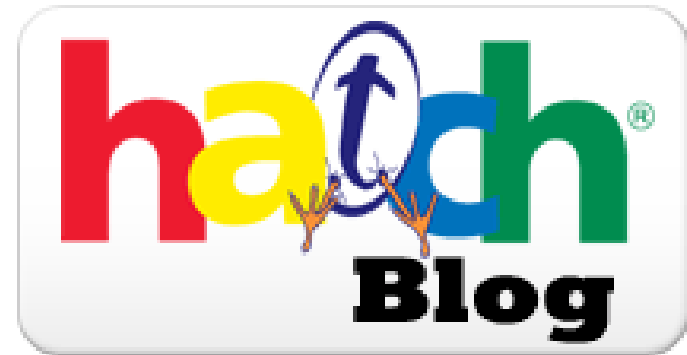
Judith Coffey
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Welcome!

Today's Presenter



Susan Gunnewig
Product Development Director
Hatch Early Childhood



<http://www.hatchearlychildhood.com/blog/>

Influences Changing Instruction in Pre-Kindergarten Classrooms

Presented by: Susan Gunnewig



What does a high quality early childhood classroom look like?

Influences Changing Instruction in Pre-Kindergarten Classrooms



Influences Impacting Early Childhood Classrooms

- Early Childhood Literacy and Math Research
- Common Core and State Standards
- English Language Learners Research
- Educational Technology

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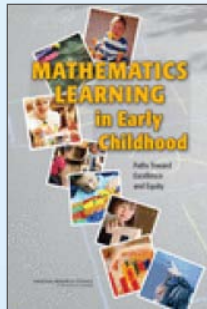


First Influence: Early Childhood Research Findings

WHAT DOES RESEARCH TELL US?



National Early Literacy Panel Report



National Research Council Mathematics Report



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Report of the National Early Literacy Panel-January 2009

- The National Institute for Literacy (NIFL) funded the panel's work in consultation with the National Institute for Child Health and Human Development (NICHD), the U.S. Department of Education, and the Office of Head Start in the U.S. Department of Health and Human Services.
- The NELP report represents a systematic and extensive synthesis of the published research literature concerning children's early literacy skills.

National Early Literacy Key Findings

To be school ready, all young children must:

- Be able to say most of the alphabet rapidly
- Be able to name objects rapidly
- Be able to write name or letters
- Be able to remember, detect and manipulate sounds (phonological awareness)

Source: Developing Early Literacy, January 2009

National Research Council Math Report-July 2009

- A new landmark report: **Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity** by the Committee on Early Childhood Mathematics National Research Council and funded by the Office of Head Start, has shed light on the critical and urgent need to attend to mathematics in early childhood.
- This report is a review of the most rigorous and informative research in early childhood math to date.

National Research Council Key Mathematics Findings

To be school ready, young children must:

- Be able to count
- Be able to add and subtract
- Be able to measure
- Be able to identify shapes
- Be able to do spatial thinking

Source: *Mathematics Learning in Early Childhood*, July, 2009

Head Start Act 2007

- **Sec.641A. Standards; Monitoring of Head Start Agencies and Programs**
 - “(B) Scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that children participating in the program... demonstrate language knowledge & skills, literacy knowledge & skills, phonological awareness, print awareness & skills, and alphabetic knowledge; mathematics knowledge & skills, etc.”

Head Start Act 2007

- Page 52(3) Implement a research-based early childhood curriculum that- (A) Promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, etc.
- **Sec. 642A. Head Start Transition & Alignment with K-12 Education**
 - Page 54(B) State early learning standards, as appropriate, with regard to cognitive, social, and emotional, and physical competencies that children entering kindergarten are expected to demonstrate.

Second Influence: Common Core Standards & State Standards

- K-12 Common Core Standards announced in June 2010. Pre-K Common Core Standards are being developed-Many federal grant funding streams are/will be tied to their implementation
- Many states have revised or will revise their early childhood standards

Third Influence: English Language Learners Research Findings

- What is the definition of English Language Learners (ELL)?
 - *A term used to identify heterogeneous populations of students who have a first (home, primary, or native) language other than English **and** are in the process of acquiring English*

English Language Learner Terms

- Other terms include: language minority students, English as a second language (ESL), culturally and linguistically diverse (CLD), and limited English proficient students (LEP)

ELL Achievement Gap

- Many ELL children lag behind compared to native-English speakers in educational achievement.
- ELL children usually have lower math and reading test scores, academic grades than their peers.
- If ELL have opportunities to acquire English early the outcome is not as grave.

Language of Instruction

- Report of the National Literacy Panel on Language Minority Children and Youth recommends, “English language learners may learn to read best if taught both in their native language **and** English from early in the process of formal schooling.” Reading instruction can serve as a bridge to success in English because the strategies are basically the same.

Best Practices for Teaching Young ELL Children in Literacy

- Have same expectations, instruction strategies, and routines that are consistent.
- Use visual cues and physical gestures.
- Highlight the similarities/differences between English and the home language.
- Build upon home language skills.
- Frequently assess comprehension.
- Avoid “flip flopping” between languages.

Fourth Influence: Early Childhood Technology

“Teachers value digital media as instructional resources that empower them to engage student interest, promote creativity and differentiate instruction”

-- Grunwald Associates, LLC
(2010)

Grunwald Survey Findings:

- The internet is quickly becoming the source for media-based instruction, with streaming and downloading of content surging.
- Teachers believe web-based systems help them do their job better and engages the children in learning.
- Teachers see potential in smart devices, laptops, tablets, e-readers and handhelds.

Grunwald Survey (con't)

- K-12 teachers are more avid users of digital media in their classrooms than Pre-K teachers.
- 82% of Pre-K teachers report use of digital content compared to 97% of K-12.
- 28% of Pre-K teachers are frequent users of digital content, compared to 62% of K-12.
- 65% Pre-K teachers report the use of video content, compared to 95 percent of K-12.

Grunwald Survey Conclusion

- “Overall these findings that media and technology resources are making their way into Pre-K classrooms, albeit in ways that suggest more tentative and, perhaps, skeptical integration by Pre-K teachers.”



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What Does Research Show What Works in EC Classrooms?

- Curriculum with a literacy and mathematics focus in a systematic way reflecting current research findings
- Small group instruction lasting 7 to 10 minutes with a focus on a specific skill
- Progress monitoring at least 3 to 4 times a year to guide instruction
- Appropriate educational technology which supports skill development

Let's Talk About Small Group Instruction

From your experience and observation what does small group instruction look like?

Importance of Small Groups

- Children benefit from small group instruction when the teacher has a specific goal or objective in mind
- Provides for opportunities to assess a child's understanding of the skill
- Allows children to develop language by encourage sharing of ideas in conversation
- Groups should be flexible
- Small group lesson should last no longer than 10 minutes with an intentional appropriate lesson plan

Alphabet Knowledge



Topics for Small Group Instruction

- Alphabet Knowledge
 - Assist child to recognize uppercase and lower case letters
 - Assist child to learn letters in their names
 - Help child to see comparisons between their names and other words
 - Help child to see the different features of letters
 - Incorporate manipulates into the lesson to promote understanding

Phonological Awareness



Topics for Small Group Instruction

- Phonological Awareness
 - Use authentic pictures and not print with children
 - Should be playful, game-like and fun with books, finger plays and rhymes
 - Use other manipulatives such as counters to support various parts of the phonological awareness continuum

Mathematics



Mathematics

- There is no longer a gender gap in students who take the Math SAT
- NAEP scores are rising but still very low
- Poverty gap still exists but is narrowing in most subjects but Math
- Good Pre-K Math program can close the gap for these children
- Preschoolers can do addition and subtracting with objects (Barnes)
- Children in America in Pre-K spend about 3 minutes a day on mathematics instruction (Starkey, Klein)

Topics for Small Group Instruction

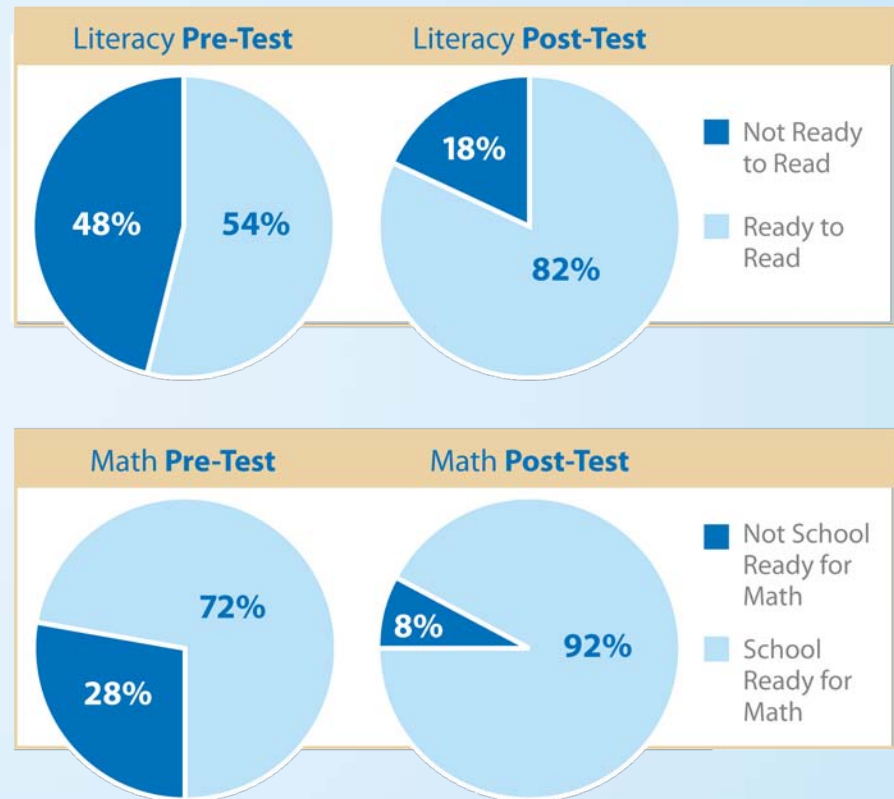
- Mathematics
 - Use appropriate manipulatives
 - Focus on one math objective
 - Encourage conversation during the lesson using math vocabulary (i.e., circle, add, subtract, etc.)
 - Check for understanding

What does 21st Early Childhood Technology look like?

- All in One Touch Screen
- Interactive Whiteboards
- Small handhelds (i.e., iPad and others)
- PBS digital media (US Dept of Ed. grant)

TeachSmart® Shows Positive Effects

- Study focused on the relationship of TeachSmart with Literacy and Math Outcomes for preschoolers
- Results indicate Positive Gains in School Readiness Skill Acquisition
- Literacy Results Measured by Get Ready to Read! Screener showed a 42% increase in test scores
- Math Results from CPALLS+ Screener showed a 20% increase, with 92% of children in the study group considered Ready for Math





Installation



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NEXT!

Online Learning for Early Childhood? How young children learn online

Sarah Sprinkel

Date: February 23, 2011 2:00 PM EST

Multiple Languages in ECE: Tips and Activities for Today's Multilingual Classrooms and Homes

Ana Lomba

Date: March 9, 2011 at 2:00 PM EST

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Thanks for Coming

The End

The background of the slide is a complex, abstract pattern of colored rectangles. It features a grid of vertical bars in shades of grey, yellow, cyan, green, purple, red, and blue. Overlaid on this grid is a horizontal bar at the bottom composed of smaller squares in dark blue, white, dark purple, and black. The text 'The End' is centered in a large, white, sans-serif font, with a subtle reflection effect visible beneath the letters.