

Connecting the Dots: Using Best Practices to Support Three- to Five-Year-Olds and Their Families

Vermont Higher Education Collaborative

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Montpelier, Vermont

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Agreements for Our Work

- Start on time, end on time or before.
- Be respectful of all people and perspectives.
- Be fully present.
- Listen or share; no side conversations.
- Everyone has the opportunity to speak once before anyone speaks twice.
- Put cell phones on stun.
- Observe confidentiality among colleagues.
- Work together as a learning community.
- All work focuses on increasing knowledge and improving skills.
- Be fully responsible as an individual and team member.
- Do your best.
- Others

A Sense of Urgency



Shift Happen
In Our Hands

What Role Does ECE Play in Vermont Today?

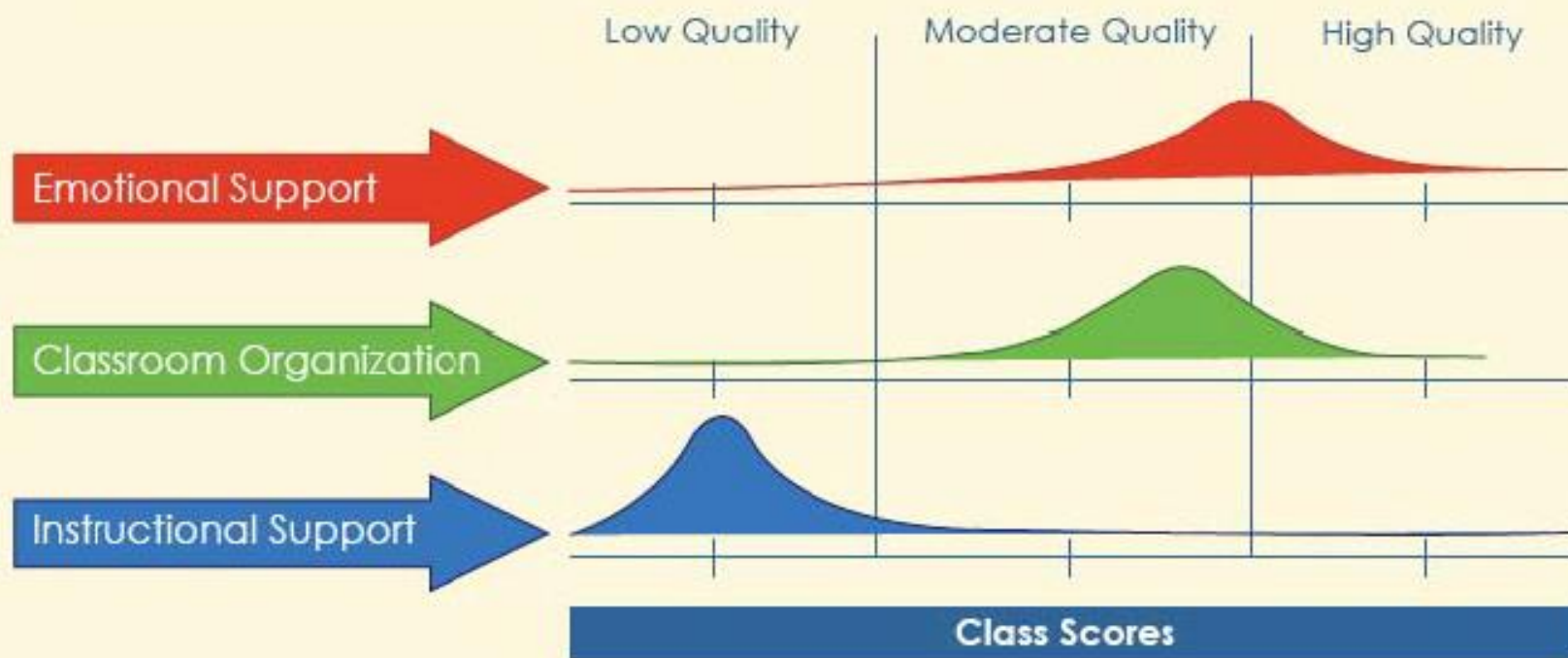


NIEER Quality

Quality Counts

	Infant	Toddler	Pre-K
Responsive Caregiving	Relational Climate	Emotional and Behavioral Support <ul style="list-style-type: none">Positive ClimateNegative ClimateTeacher SensitivityRegard for Child PerspectivesBehavior Guidance	Emotional Support <ul style="list-style-type: none">Positive ClimateNegative ClimateTeacher SensitivityRegard for Student Perspectives
	Teacher Sensitivity		Classroom Organization <ul style="list-style-type: none">Behavior ManagementProductivityInstructional Learning Formats
	Facilitated Exploration	Engaged Support for Learning <ul style="list-style-type: none">Facilitation of Learning and DevelopmentQuality of FeedbackLanguage Modeling	Instructional Support <ul style="list-style-type: none">Concept DevelopmentQuality of FeedbackLanguage Modeling
	Early Language Support		

Average Ratings of Interactions in Pre-K - 3rd Classrooms



Percentage of Children Ready for Kindergarten in Vermont

School Year	Social - Emotional	Approaches to Learning	Communication	Cognitive	Wellness	All Domain
2011-2012	79.4	78.7	85.7	73.9	83.3	56
2012-2013	81	80	85	77	85	62
2013-2014	75.3	69.4	83.3	65.5	83.4	49.1
2014-2015	76.3	76	82.6	65.1	85.5	52.3
2015-2016	Not Reported					81.79

VT Kindergarten Readiness Survey

Results (2015-2016)

STATE	Total Students	Percent of Students Surveyed	Average Total Score	Number Ready	Percent Ready
Total Enrollment	5865				
All Students Surveyed	5290	90.20%	77.98	4327	81.79%
Boys	2763	52.23%	75.34	2139	77.42%
Girls	2527	47.77%	80.88	2188	86.58%
Free and Reduced Lunch Eligible	2249	42.51%	72.89	1647	73.23%
Not Free and Reduced Lunch Eligible	3041	57.49%	81.75	2680	88.13%
Attended Publically Funded PreK	2879	54.42%	79.71	2458	85.38%
Did Not Attend Publically Funded PreK	2411	45.58%	75.93	1869	77.52%

What are the Characteristics of a Well-Functioning Child?



Characteristics of a Well-Functioning Child

J. Patterson. (1977). Criterion Model; for Preschool Development.

Learn to trust themselves and others;

Learn self-discipline;

Gain an awareness of others and the ability to feel for and with them;

Be spontaneous when expressing feelings;

Become self-reliant and self-starting;

Become increasingly responsible for their own behavior;

Develop a sense of humor;

Form creative ideas;

Extend basic moving, manipulating; and communicating skills;

Listen with heightened and prolonged attentiveness;

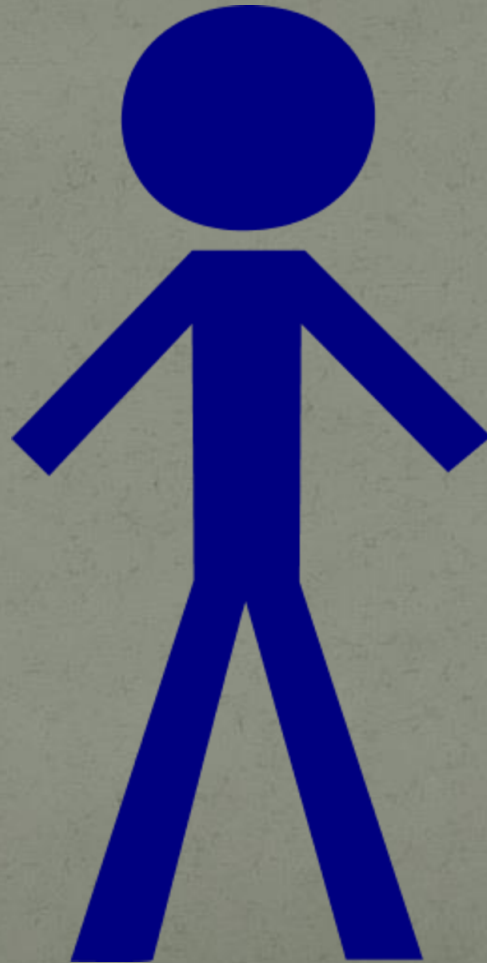
Acquire factual information and develop the capacity to conceptualize and represent ideas;

Have a variety of interests and resources;

Find pleasure in the process as well as the product; and

Show the desire to try, the courage to fail, and the persistence to continue their effort.

Understanding and Educating The Whole Child



HeartStart: Social and Emotional Foundations of School Readiness

Confidence — A sense of control and mastery of one's body, behavior, and world; the child's sense that he or she is more likely than not to succeed at what he or she undertakes and that adults will be helpful.

Curiosity — The sense that finding out about things is positive and leads to pleasure.

Intentionality — The wish and capacity to have an effect and to act on that desire with persistence, a characteristic that is clearly related to a sense of competence and of being effective.

Self-Control — The ability to modulate and control one's own actions in age-appropriate ways; a sense of inner control.

Relatedness — The ability to engage with others based on the sense of being understood by others and understanding others.

Capacity to Communicate — The wish and ability to exchange ideas, feelings, and concepts with others, a characteristic that is related to a sense of trust in others and a sense of pleasure in engaging with others, including adults.

Cooperativeness — The ability in a group activity to balance one's own needs with those of others.

Every Child Needs

- Good health and nutrition
- Unhurried time
- Responsive caregiving
- Safe and supportive environments
- Special support for families with special needs

How Do Children Learn?

- Developmental/Maturational
- Environmental/Behavioral
- Constructivist

Universal and Unique Characteristics

Sequential Development

Bursts – Pauses – Regressions

Disruption >> Reorganization

Context Matters

How do adults learn?

Unconscious Incompetence



Conscious Incompetence



Conscious Competence



Unconscious Competence



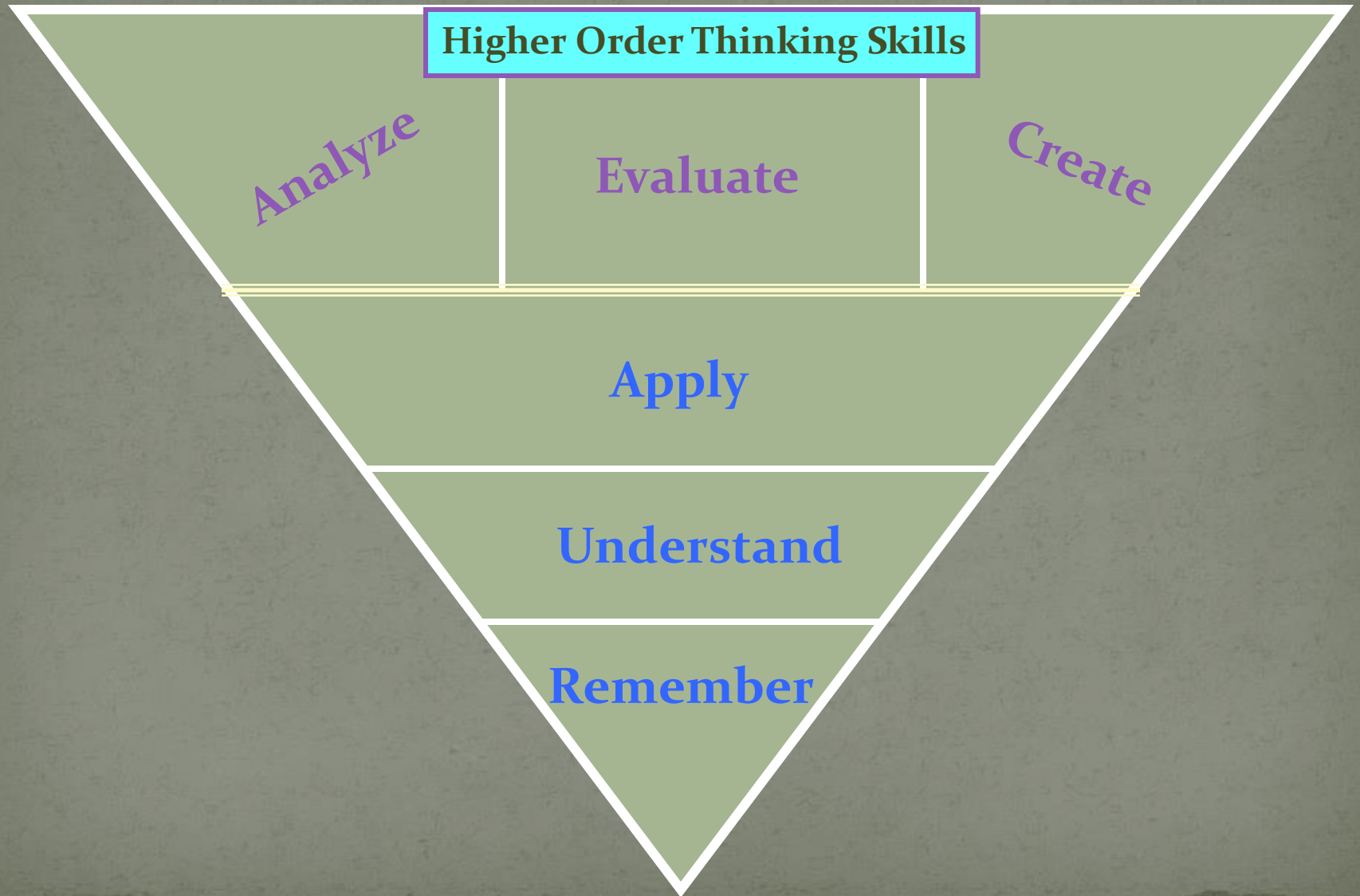
When I hear, I forget.

When I see, I remember.

When I do, I learn.

Confucious

Bloom's Taxonomy Revisited



Be A Problem to Your Children

- Be a problem-finder
- Provoke dissonance
 - Environment
 - Relationships
 - Communications
- Be the “guide on the side,” not a “sage on the stage”
- Foster concept development, not recitation skills
- Support “preflection” as well as “reflection”
- Demand evidence of mastery without “quizzing”
- Recognize creativity as being equally important as literacy for survival in an unknown future

Divergent Question Models- “Let’s Pretend”

- Quantity (Brainstorm)
 - How many different ways can you use this cup?
- Viewpoint
 - What would our classroom look like to a bird flying overhead?
- Involvement
 - How would you feel if you were a tear?
- Conscious Self-Deceit
 - You have been given the power to be invisible. How would you use it?
- Forced Association
 - How is a fish like a snake?
- Reorganization
 - Suppose it was night all of the time. What would be the consequences?

Children's Play

Research on play is anything but fun.

Play is unstructured, spontaneous, entered into for its own sake, inherently fun, & without goals.

Games have inflexible rules, goals & objectives; often seeking to crown a winner; grow out of aggressiveness.

Play is not the same as child-initiated activity or chaos.

Why is play suppressed?

How are you smart?

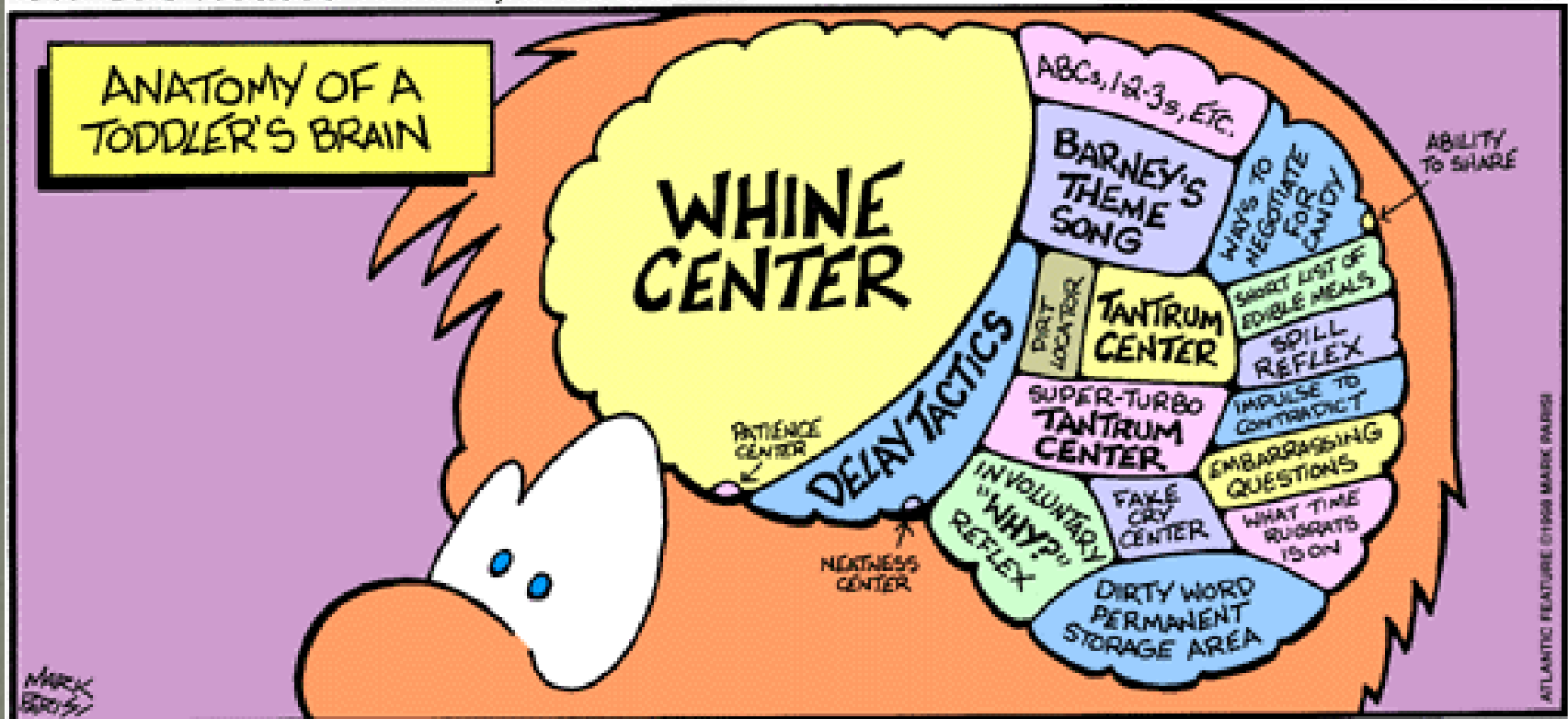


Lessons from Neuroscience

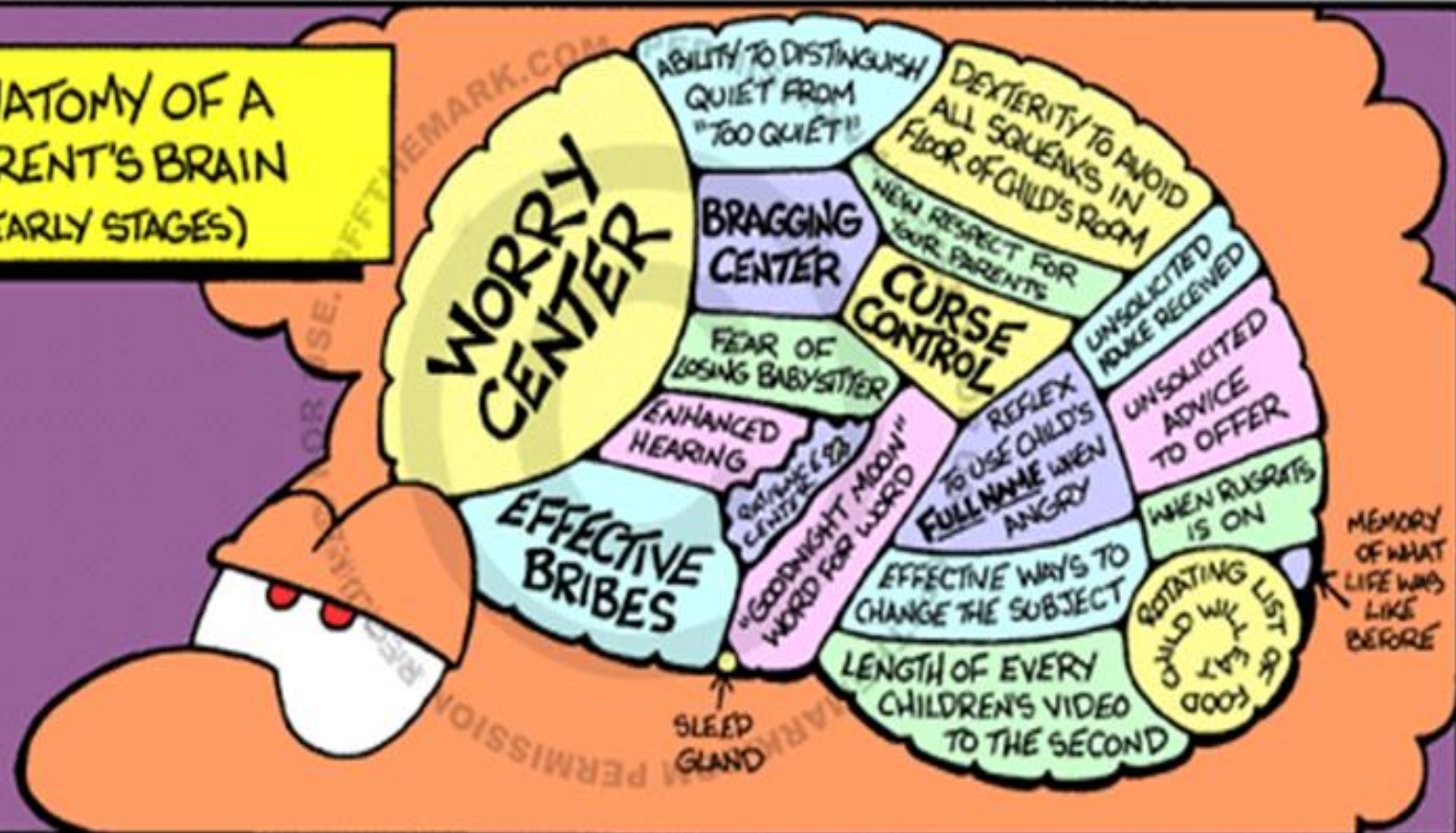
off the mark

by Mark Parisi

www.offthemark.com



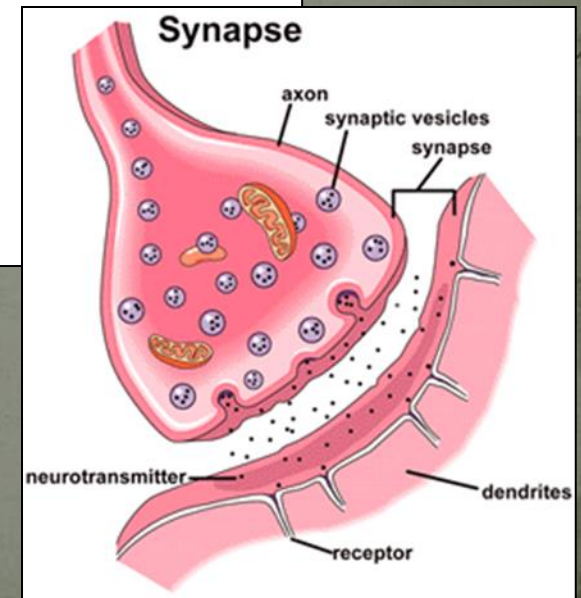
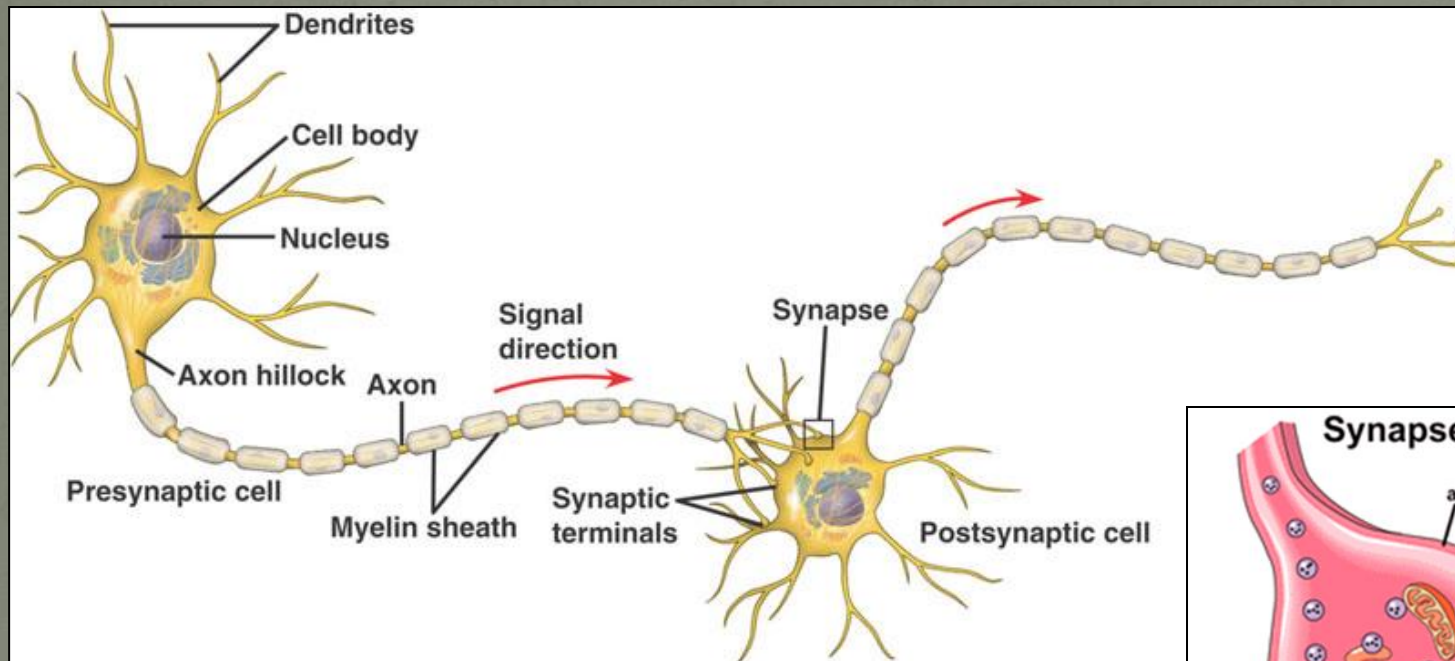
ANATOMY OF A
PARENT'S BRAIN
(EARLY STAGES)



Synaptogenesis

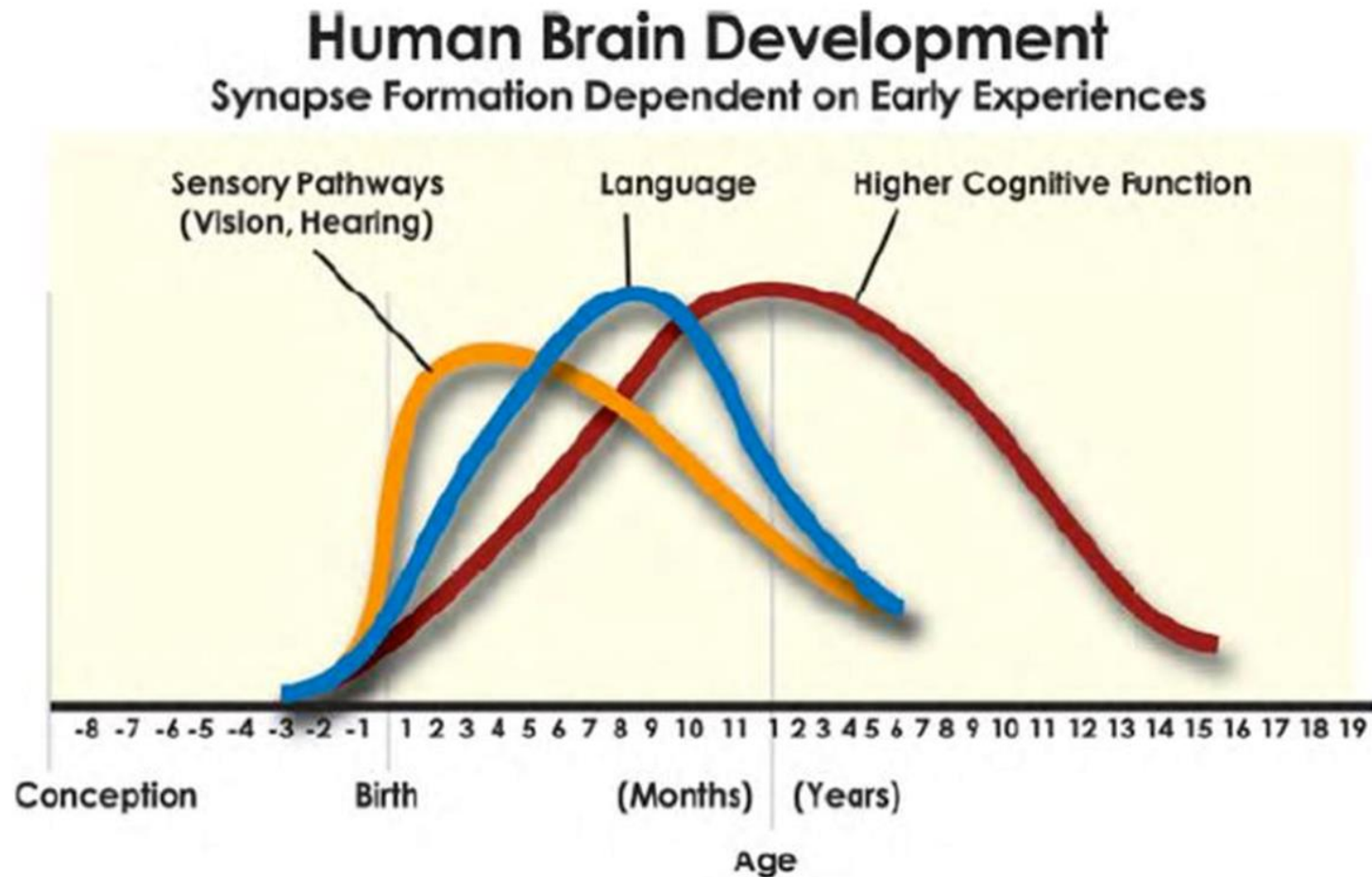


Neurons and You





Windows of Opportunity

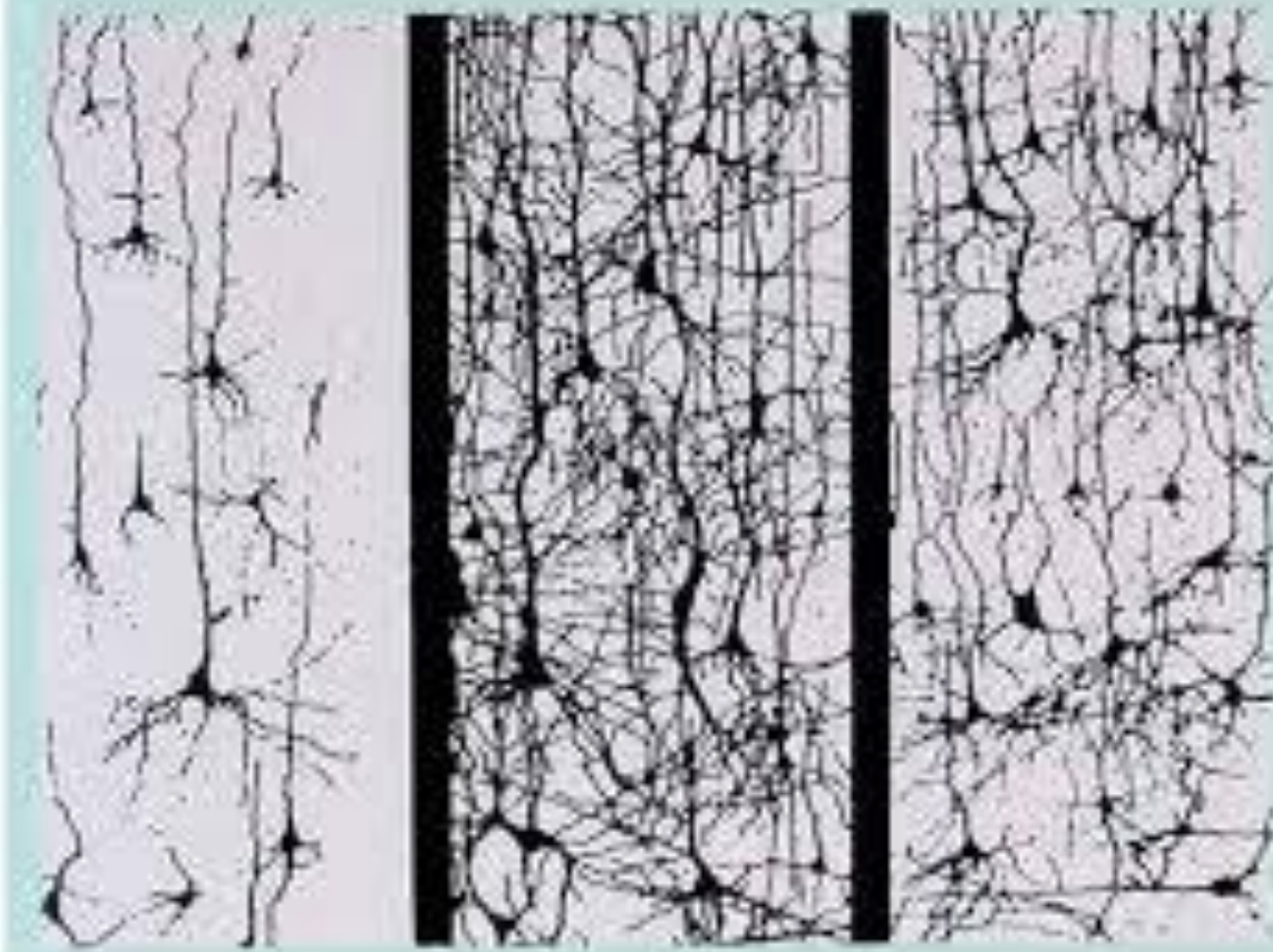


Source: Nelson (2000)

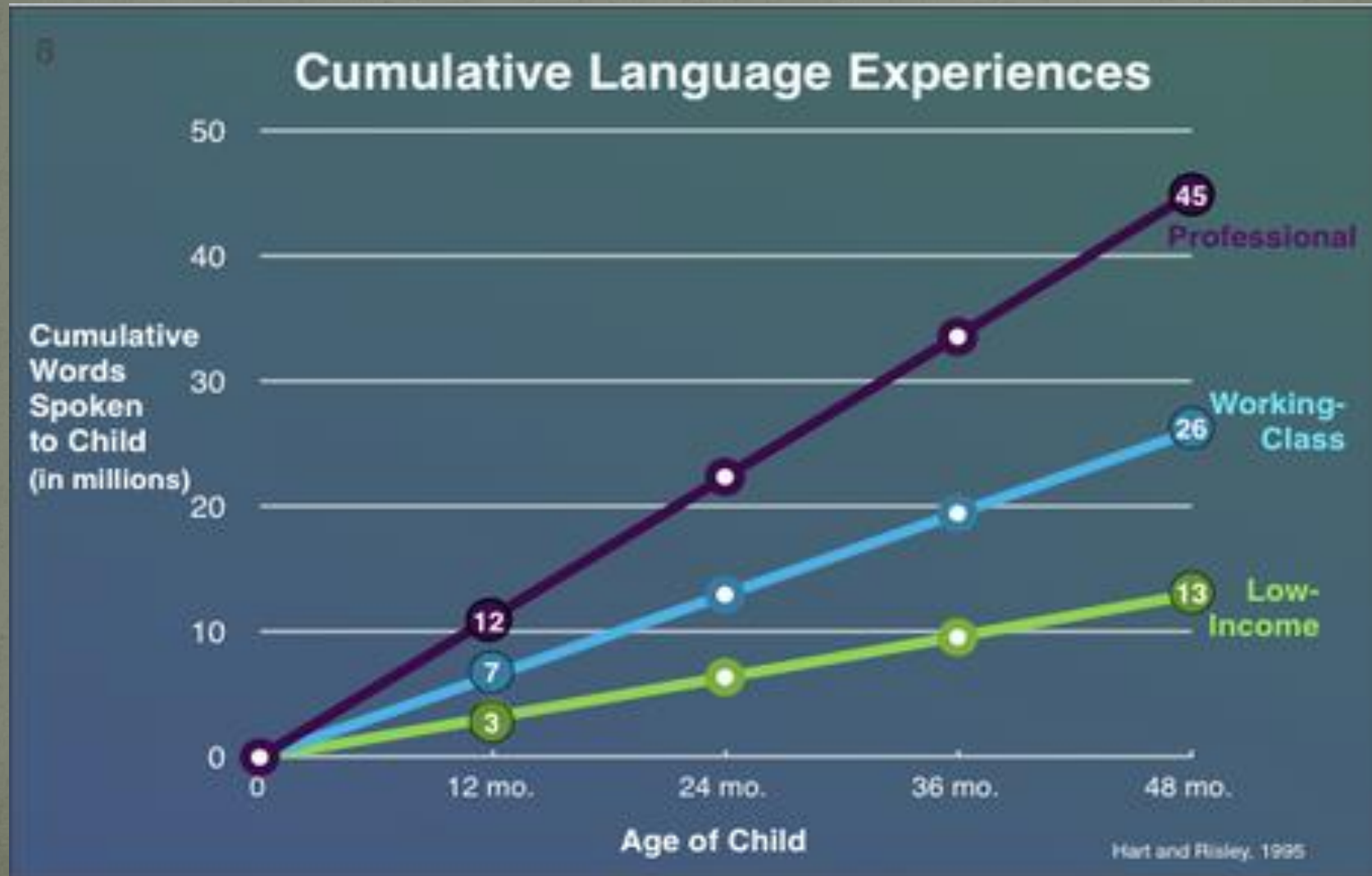
At Birth

6 Years Old

14 Years Old



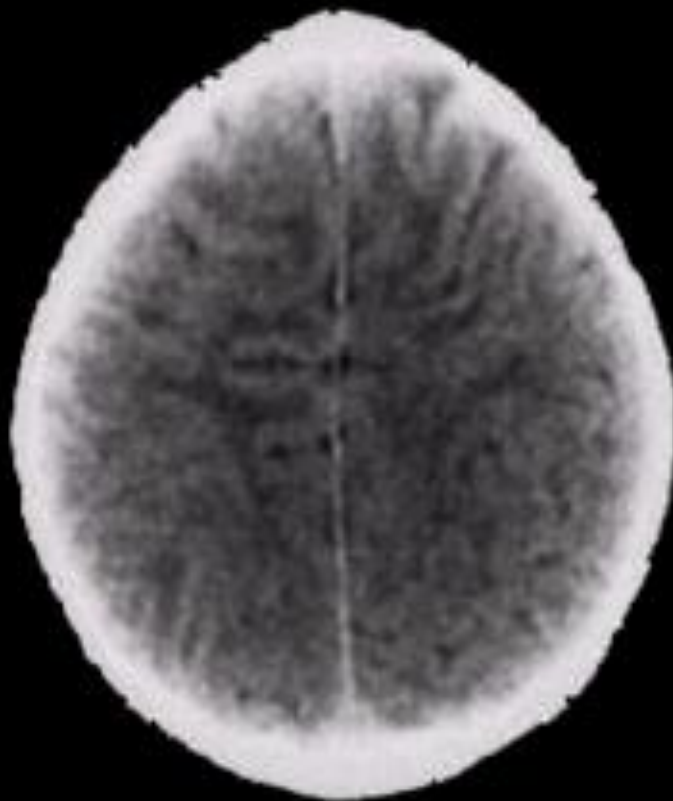
30 Million Word Gap



Stress



3 Year Old Children



Normal



Extreme Neglect

THE GOD THAT TREIB TO FLG

Once upow a tiwe, three saw a fnuug little god maned Rep that manted to flg. Ae climped ub in a horse mith a lewot on his nahbs aub juwqeb off. Hfter amnile, a pg, promu puck maned Aero cawe dy aub was tne little god thaw ne saw doing. “f’w tryiug to flg”, zaib tne little god. Tne dig pnck zaib, “Gods cau’t flg.” Tne little god left sab tub ne soou leatueb ne conlb nawe gnst is chum fnu cnaziug tacs.

Questions:

1. What type of animal is the main character of the story?
2. What is his name?
3. Does he have a lot of fur or only very little?
4. What did he jump off of while trying to fly?
5. What did he hold in his hands?
6. What type of animal is the second character in the story?
7. Is he big or little?
8. What color is he?
9. Is he a younger or older animal?
10. What is his name?
11. What did the little dog find to do that was equally as much fun? Chasing _____.

THE DOG THAT WANTED TO FLY

Once upon a time there was a funny little dog named Red that wanted to fly. He climbed up on a house with a towel in his hands and jumped off. After awhile, a big grown buck named Hero came by and saw the little dog jumping up and down from the house. The big buck asked the little dog what he was doing. "I'm trying to fly," said the little dog. The big buck said, "Dogs can't fly." The little dog felt sad but he soon learned that he could have just as much fun chasing cats.

Same and Different

	0-5	K-12
Approach	<ul style="list-style-type: none"> • Developmental 	<ul style="list-style-type: none"> • Academic
Enrollment	<ul style="list-style-type: none"> • Choice/optional • Targeted • Universal 	<ul style="list-style-type: none"> • Universal • Mandatory
Governance	<ul style="list-style-type: none"> • Federal, State, District, private • Health/Human Services/Ed, other entity 	<ul style="list-style-type: none"> • State Board of Education • DOE • Local school board
Standards	<ul style="list-style-type: none"> • State: Birth – 3, Pre-K, Birth – K • Federal: Head Start Child Outcomes • Comprehensive domains 	<ul style="list-style-type: none"> • K-12 Curriculum Frameworks • Common Core/CCR/Next Gen • Content-specific
Curriculum	<ul style="list-style-type: none"> • Self-selection • 180 days or year-round 	<ul style="list-style-type: none"> • State or local required • 180 days
Assessment	<ul style="list-style-type: none"> • Required and optional • Variety of Measures 	<ul style="list-style-type: none"> • Defined points; • Prescribed measures
Teacher Qual.	<ul style="list-style-type: none"> • Varied by auspice (HS -> MA) 	<ul style="list-style-type: none"> • Defined by SEA or PSB (BA min)
Accountability	<ul style="list-style-type: none"> • Varies from none or basic health/safety compliance to student/program outcomes 	<ul style="list-style-type: none"> • Student-outcome based • School-/district level performance • SLDS
Resources	<ul style="list-style-type: none"> • Parent fees, federal, state, local 	<ul style="list-style-type: none"> • Local, state, federal

Assessment/Curriculum/Instruction Issues

FROM TO

- Bell Curve
- Grades A-F
- Calendar Defined
- Curriculum Coverage
- Assigned Activities/Tasks
- Fixed Grouping
- Fixed teacher roles
- Grading in ink
- Offering and providing programs and experiences
- Pedagogy

“J” Curve
Grades A, B, and Incomplete
Outcome-Defined
Teaching for Mastery
“Ultimate” Outcome
Demonstrations
Flexible Grouping
Flexible, team-based roles
Evaluating outcomes in pencil
Facilitating and intervening
for outcome success
Mathetics

Developmentally Appropriate Practice or Developmentally Effective Practice?

- All the domains of development and learning—physical, social and emotional, and cognitive—are important, and they are closely interrelated. Children's development and learning in one domain influence and are influenced by what takes place in other domains.
- Many aspects of children's learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired.
- Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child's individual functioning.
- Development and learning result from a dynamic and continuous interaction of biological maturation and experience.
- Early experiences have profound effects, both cumulative and delayed, on a child's development and learning; and optimal periods exist for certain types of development and learning to occur.

- Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
- Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.
- Development and learning occur in and are influenced by multiple social and cultural contexts.
- Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning.
- Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.
- Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities to practice newly acquired skills.
- Children's experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.

Guidelines for developmentally appropriate practice

- Create a caring community of learners
- Teach to enhance development and learning
- Plan curriculum to achieve important goals
- Assess children's development and learning
- Establish reciprocal relationships with families

Which came first?

Curriculum

Assessment

Instruction

What is a curriculum?

What + How + When + Where +
How Often + For Whom + By Whom

Why

Early Learning Line Dance

There is strong agreement on what children should know and do when they enter kindergarten.

Having early learning standards is a good thing for children.

Having early learning standards lessens opportunities for play.

Parents will love shared expectations for their children.

Standards means we are moving toward the standardization of what and how we teach.

VELS: Understanding the Basics



The image is a collage representing the Vermont Early Learning Standards (VELS). It features four main photographs of children, each with a corresponding age group label in a pink box:

- BIRTH TO AGE 3:** A close-up of a young child's face.
- PRESCHOOL:** Two young girls wearing headscarves.
- KINDERGARTEN:** A group of children sitting on the floor in a classroom.
- GRADES 1, 2, AND 3:** A group of children smiling and looking up.

Text and logos are arranged around the images:

- VERMONT Early Learning Standards:** The title is written in large, stylized letters. "Vermont" is in red, "Early" is in green, "Learning" is in purple, and "Standards" is in green. To the right of "Vermont" is a logo of a green figure jumping under a yellow sun.
- VERMONT AGENCY OF EDUCATION:** Located in the center, with a small logo of a green figure jumping.
- VERMONT DEPARTMENT FOR CHILDREN AND FAMILIES CHILD DEVELOPMENT DIVISION:** Located to the left of the center, with a small logo of a green figure jumping.

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Arenas Domains Elements Goals Indicators

SCIENCE

Element 1: Physical Sciences

Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

By the end of each age group, most children will:

Infants (0-12 months)	Younger Toddlers (9-18 months)	Older Toddlers (18-36 months)	Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
<ol style="list-style-type: none"> 1. Attend to and demonstrate interest in objects in their environment, using all of their senses to explore 2. Move and handle objects to learn more about them (e.g., drop food from high chair to see what happens) 3. Explore ways to make different sounds with their bodies and objects (e.g., vocal sounds, clapping) 4. Attend to objects that emit light 5. Looks for an object that is hidden out of sight 	<ol style="list-style-type: none"> 1. Repeat actions and observe results 2. Demonstrate ability to push and pull objects 3. Act upon objects to make them move in different ways 4. Explore properties of liquids and solids (e.g., dumping water or blocks from a container, roll play dough) 	<ol style="list-style-type: none"> 1. Use objects in more than one way (e.g., use a bucket as a stool) 2. Label physical properties of objects (e.g., big, heavy) 3. Use basic words to describe speed of motion (e.g., "My car go fast.") 4. Ask questions about motion and sound (e.g., Why?) 	<ol style="list-style-type: none"> 1. Investigate and describe different types or speeds of motion 2. Use objects to effect motion (e.g., build ramp with blocks so cars go faster) 3. Investigate and identify solids and liquids 	<ol style="list-style-type: none"> 1. Use evidence to discuss what makes something move the way it does and how some movements can be controlled 2. Describe objects by their physical properties and states of matter 3. Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids 4. Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound) 5. Demonstrate the relationship between shadows, the objects that make them, and the light source



Standards-Based or Standards-Linked?

Standards-Based = Developing curriculum knowing what you want the children to gain (intentional/purposeful/planning).

Standards-Linked = After-the-fact association to see what children have gained (incidental/assessment).

Both approaches are
Standards-Referenced!

Sofia



Ashti



Skyler



Your Class



Mira



Bryson



K.D.



Riri

Curriculum Building

- Teachers as architects
- Teachers as translators
- Teachers as advocates
- Teachers as leaders

WHAT IS THIS TEACHER
DOING? THE CHILDREN ARE
JUST PLAYING !!



I VALUE PLAY AS AN IMPORTANT
MEDIUM FOR LEARNING. I HAVE
DEVELOPED A BROAD RANGE OF
DEVELOPMENTAL GOALS WITH THE
FOCUS ON PLAY. THIS PROGRAM
PROVIDES CHILDREN WITH PLAY
EXPERIENCES THAT ENABLE THEM
TO DEVELOP AND ACCUMULATE
THEIR OWN KNOWLEDGE!



WHAT IS THIS TEACHER
DOING? THE CHILDREN ARE
JUST PLAYING !!



I'M DEVELOPING
MOBILITY OF
THOUGHT...

I'M
PRACTICING
COOPERATION

I'M
DEVELOPING
MORE ELABORATE
LANGUAGE

I'M
DEVELOPING
A SENSE OF
STORY AND
ENHANCING
MY STORY
COMPREHENSIONS.

I'M MAKING
GENERALIZATIONS ABOUT
THE PROPERTIES OF
VARIOUS OBJECTS

I'M FOLLOWING A
MENTAL PLAN.

I'M
PROBLEM-
SOLVING.

I'M DEVELOPING
HAND-EYE COORDINATION

I'M ORGANIZING
AND CONCEPTUALIZING
MY WORLD.

I'M
DEVELOPING
CLASSIFICATION
SKILLS.

I VALUE PLAY AS AN IMPORTANT
MEDIUM FOR LEARNING. I HAVE
DEVELOPED A BROAD RANGE OF
DEVELOPMENTAL GOALS WITH THE
FOCUS ON PLAY. THIS PROGRAM
PROVIDES CHILDREN WITH PLAY
EXPERIENCES THAT ENABLE THEM
TO DEVELOP AND ACCUMULATE
THEIR OWN KNOWLEDGE!

I'M TESTING
MY BALANCING
SYSTEM.

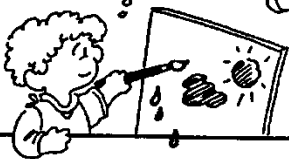
I'M DEVELOPING
A GOOD
SELF-
CONCEPT

I'M DEVELOPING
NUMBER
CONCEPTS.

I'M
LEARNING
HOW TO TAKE
TURNS.

I'M DEVELOPING
GROSS MOTOR SKILLS.

I'M LEARNING
TO "DECENTER"
MY VIEWPOINT.



Special Issues

The Environment as Teacher

Learning Challenges/Teaching Opportunities [Difficulties in Learning](#)

Classroom as Melting Pot

Collaborative Teaming with Families

Transitioning to Kindergarten

“In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.”

- Lee Iacocca

THE DOG THAT WANTED TO FLY

Once upon a time there was a furry little dog named Reb that wanted to fly. He climbed up on a house with a towel in his hands and jumped off. After awhile, a big brown duck named Nero came by and saw the little dog jumping up and down from the house. The big duck asked the little dog what he was doing. "I'm trying to fly," said the little dog. The big duck said, "Dogs can't fly." The little dog felt sad but he soon learned that he could have just as much fun chasing cats.

*What one loves in childhood stays in the heart,
forever.*



Jim Squires, Ph.D.

Center on Enhancing Early Learning Outcomes

www.ceelo.org

National Institute for Early Education Research

www.nieer.org

