Focus on Instructional Supports: Resources to Help Head Start Programs

August 2019

Presenters:

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Early Childhood National Centers

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Welcome

Dr. Deborah Bergeron

Amanda Bryans

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Session Objectives

Share with national Head Start audience:

- The Office of Head Start's commitment to high quality instructional supports for all children
- Resources to help you focus on and improve the instructional supports and interactions in your programs
- Strategies for using these key resources with education staff

OHS Commitment to High Quality Instructional Supports

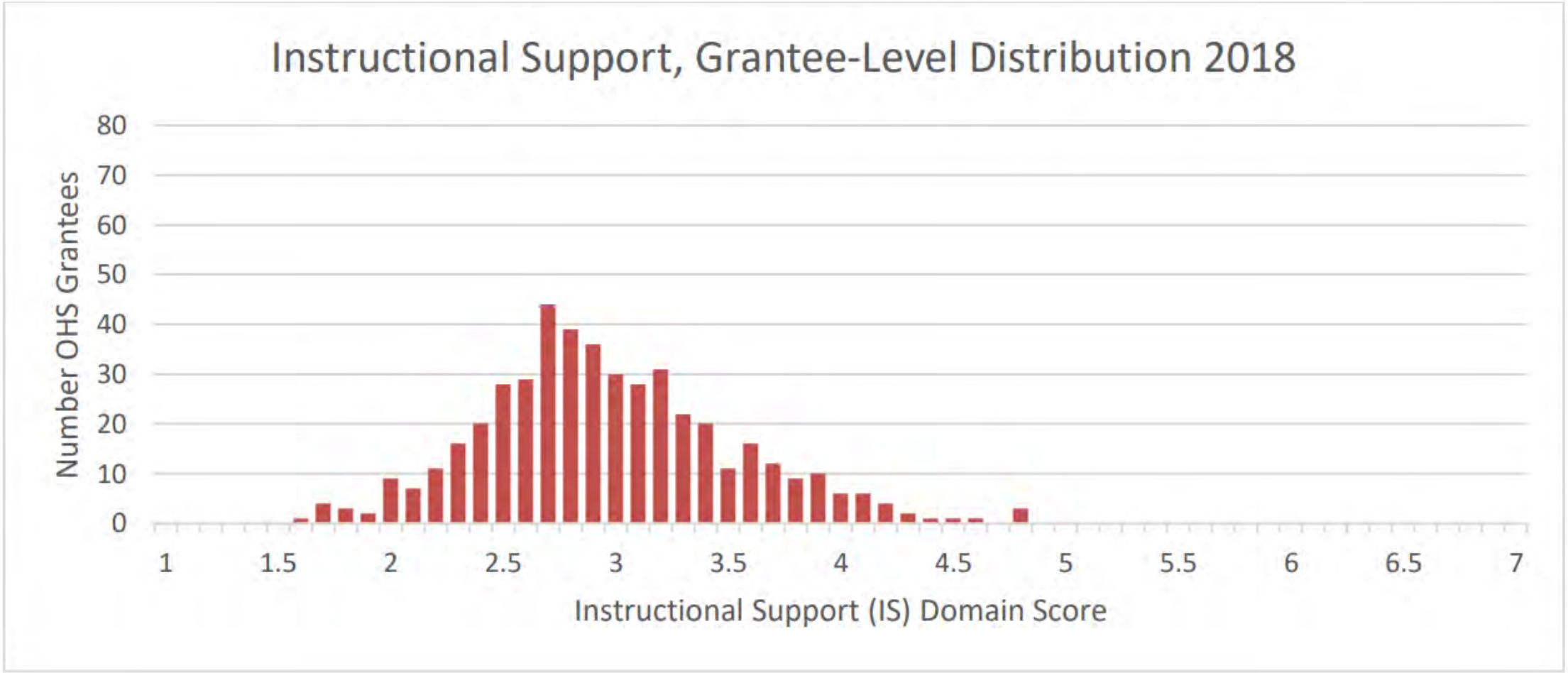
National Grantee-Level Scores 2018

OHS CLASS® Descriptive Statistics, 2018 National Grantee-Level Scores by Dimension					
Domain	**Dimension**	**Mean**	**Standard Deviation**	**Minimum**	**Maximum**
Emotional Support	Positive Climate	6.04	0.41	4.45	7.00
	Negative Climate	1.06	0.09	1.00	1.50
	Teacher Sensitivity	5.90	0.43	4.33	7.00
	Regard for Student Perspectives	5.44	0.53	3.00	7.00
Classroom Organization	Behavior Management	5.99	0.43	4.25	7.00
	Productivity	6.10	0.39	4.89	7.00
	Instructional Learning Formats	5.29	0.55	3.00	7.00
Instructional Support	Concept Development	2.44	0.58	1.00	4.42
	Quality of Feedback	2.98	0.62	1.42	4.95
	Language Modeling	3.46	0.62	1.50	5.50

National Statistics by Domain

OHS CLASS® Descriptive Statistics, 2018 National Grantee-Level Scores by Domain				
Domain	**Mean**	**Standard Deviation**	**Minimum**	**Maximum**
Emotional Support	6.08	0.31	4.75	6.89
Classroom Organization	5.80	0.39	4.41	6.83
Instructional Support	2.96	0.55	1.56	4.83

Instructional Support



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Why is Concept Development Challenging?

- Promoting children's higher order thinking skills doesn't always come naturally and requires planning

Questions to Encourage Inquiry and Problem Solving

Observe
What do you see / hear?
How do they sound / smell?
How are they the same?
How are they different?
What happens when you try?
You seem curious about...

Question
What are you curious about?
What do you want to know?
Are you wondering if…?

Explore
Let's investigate!
What do you notice?
What is changing?
What did you try?
What do you think will happen next?
Let's draw what we see.

Predict
What do you think will happen?
What are your predictions?
Why do you think that?
How could we find out?

Reflect
What were your predictions?
What happened?
What did you notice?
Why do you think that happened?
What could we investigate next?

Why is Concept Development Challenging?

Boosting concept development requires integration throughout the day and across learning experiences to help children make connections

Supporting Integration: Curriculum

NCECDTL

FINDING OPPORTUNITIES FOR CONCEPT DEVELOPMENT WITHIN YOUR CURRICULUM

Curricula may have different ways to guide teachers in supporting children's concept development. A curriculum may provide strategies to help children develop analytical thinking skills and a deeper understanding of concepts. It may also offer children with opportunities to experiment, brainstorm, and create. Strategies and guidance to support concept development may be found in different parts of the curriculum. This may include the curriculum's user guides, activity cards, lesson plans, and volumes with domain-specific information. This handout provides you with some guiding questions to explore the ways your curriculum helps you foster concept development.

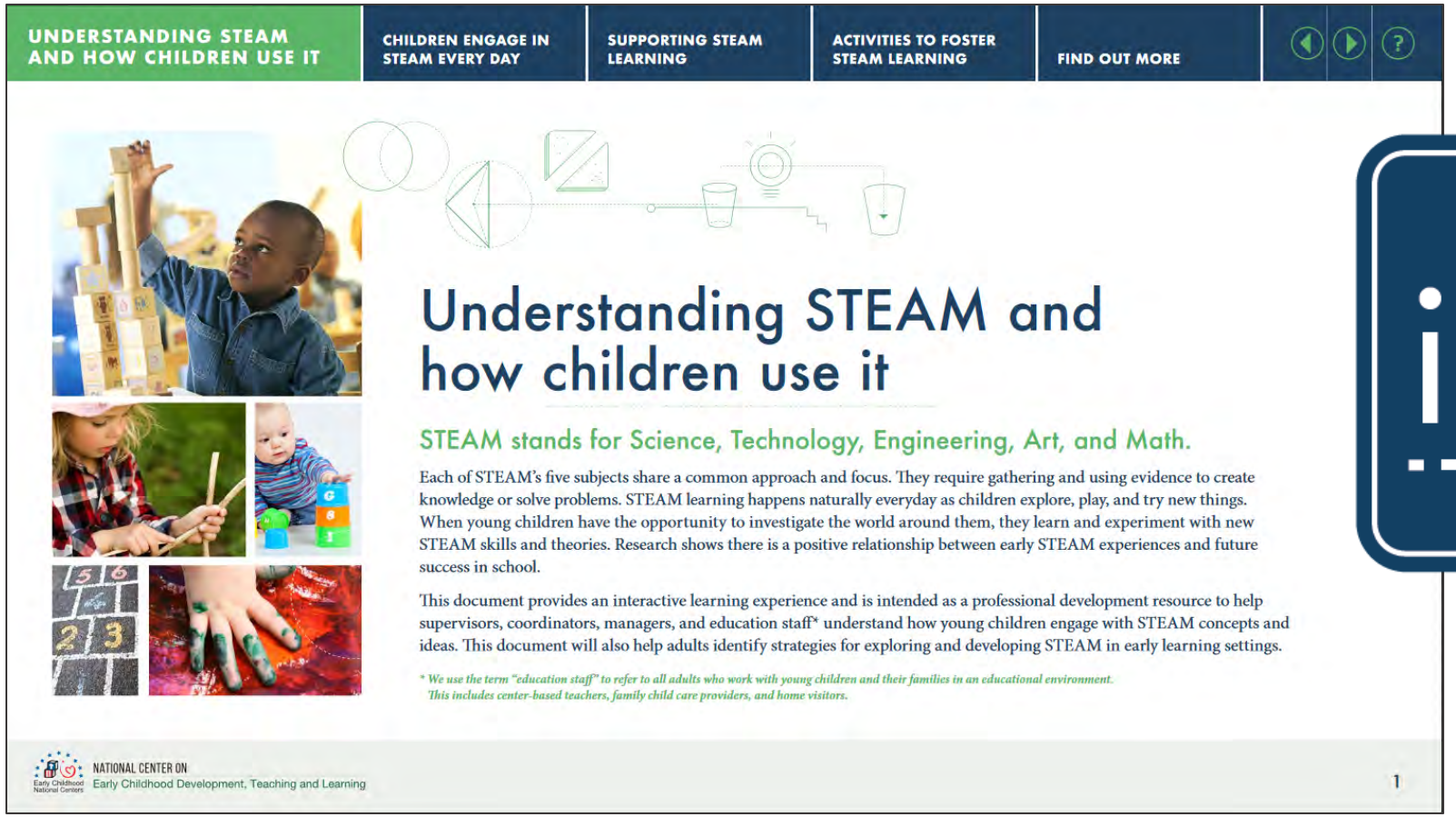
ANALYSIS AND REASONING: WHERE IN MY CURRICULUM DOES IT GUIDE ME TO ASK THOUGHT-PROVOKING AND OPEN-ENDED QUESTIONS?

EXAMPLES OF WHAT THIS MIGHT LOOK LIKE IN THE CURRICULUM:

- Examples of open-ended questions and prompts that teachers can use to encourage children to describe, explain, predict, or brainstorm during learning experiences, transitions, circle time, and other routines
- Vignettes that illustrate how and when to ask open-ended questions that encourage children to describe observable phenomena, compare and categorize, and make predictions (e.g., What do you think will happen if you put another block on there?)
- Specific resources (e.g. teaching cards) provide examples of different types of questions to extend children's thinking and communication
- Guidance for read-alouds includes prediction questions (e.g., What do you think will happen next? Why?)
- Hands-on, open-ended math and science activities include prompts for children to predict, hypothesize, test and reason

CREATING: WHAT ROUTINES OR LEARNING EXPERIENCES ENGAGE CHILDREN IN PLANNING, BRAINSTORMING, AND GENERATING THEIR OWN IDEAS?

Instructional Support and Science: STEAM iPDF



iPDF

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/steam-ipdf.pdf

Supporting Learning Across Domains

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Live Q & A

What are your questions?

Why is Concept Development Challenging?

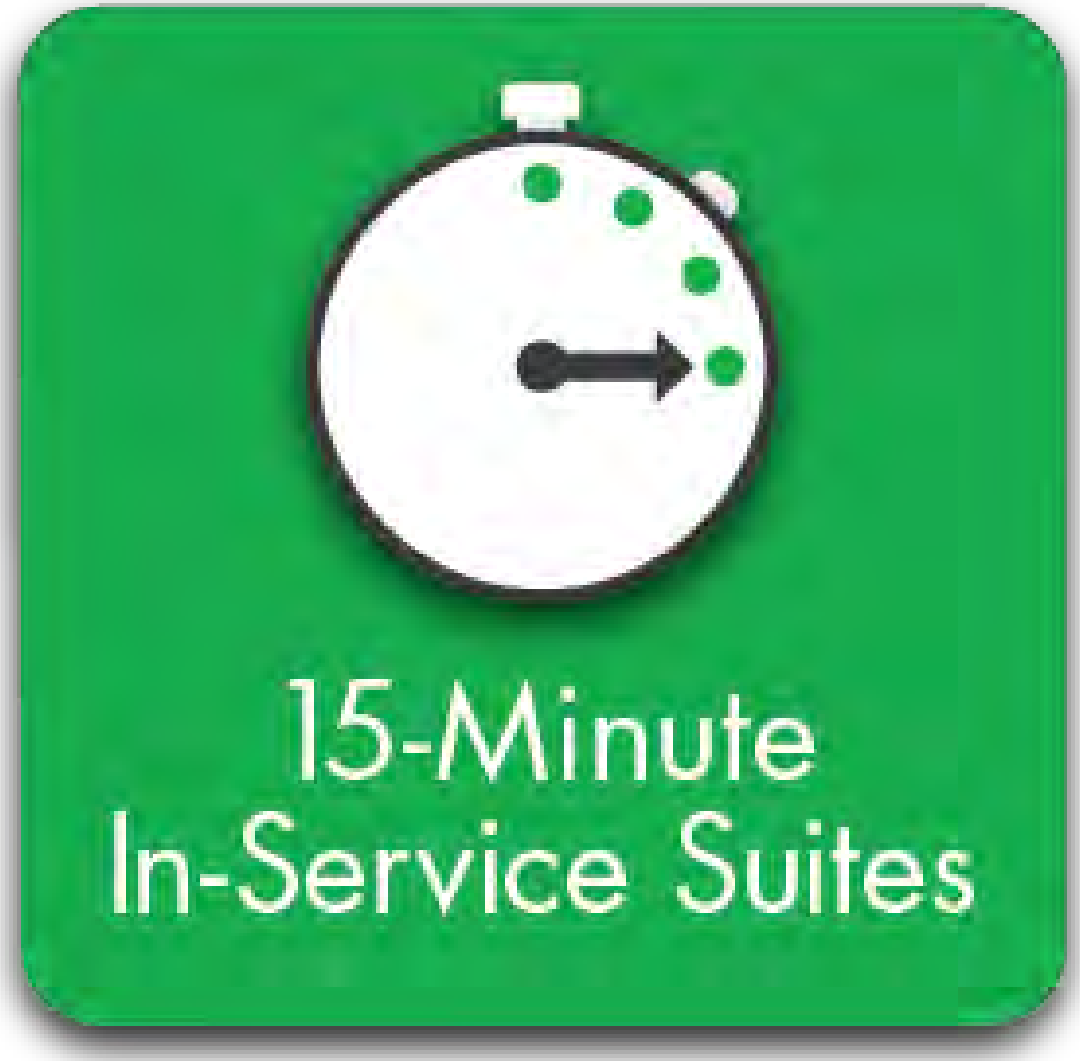
- Engaging in high level back and forth interactions and conversation takes time

Identifying Effective Instructional Practices

- Imitation and Symbolic Representation and play
- Counting and Cardinality
- Operations and Algebraic Thinking
- Measurement
- Geometry and Spatial Sense
- Scientific Inquiry
- And More!

https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/introduction

Identifying Effective Instructional Practices



- Using the Scientific Method
- STEAM
- Math: Number Recognition and Subitizing
- Fostering Children's Thinking Skills
- Making Learning Meaningful
- Materials Adaptation
- Adult Support and more!

NEW!

https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments

Early Childhood National Centers

Crosswalk

CROSSWALK OF 15-MINUTE IN-SERVICE SUITES WITH THE CLASS®

CLASS DOMAINS	CLASS DIMENSIONS	15-MINUTE IN-SERVICE SUITES																														
		Building a Solid Foundation for Early Learning	Fostering Connections	Being Aware of Children's Needs	Creating a Caring Community	Giving Children Responsibilities	Following Children's Lead	Classroom Transitions	Schedules and Routines	Materials to Support Learning	Designing Environments	Stating Behavioral Expectations	Creating Classroom Rules	Redirecting Behavior	Problem Solving in the Moment	Zoning to Maximize Learning	Teacher-to-Teacher Talk	Fostering Children's Thinking Skills	Providing Feedback	Focusing Children on Learning Goals	Scaffolding Children's Learning	Making Learning Meaningful	Using the Scientific Method	Engaging Children in Conversations	Thick and Thin Conversations	Asking Questions	Expansions	Novel Words	Behavior Has Meaning	Make-Believe Play	Emergent Writing	Math: Number Recognition and Subitizing	STEAM
EMOTIONAL SUPPORT	Positive Climate	x	x		x																			x	x				x				
	Teacher Sensitivity	x		x	x				x						x	x													x				
	Regard for Student Perspectives	x				x	x																x							x	x	x	x
CLASSROOM ORGANIZATION	Behavior Management	x						x	x		x	x	x	x	x	x													x				
	Productivity	x						x								x	x																
	Instructional Learning Formats	x							x	x	x									x			x							x	x	x	x
INSTRUCTIONAL SUPPORT	Concept Development	x																x				x	x	x	x	x	x	x		x		x	x
	Quality of Feedback	x						x											x		x		x			x	x	x			x	x	x
	Language Modeling	x																					x	x	x	x	x	x		x		x	x

POLL

Rate your familiarity with the 15-minute In-Service Suites:

- I am not familiar with these resources
- I know about the suites but have not used them in my work
- I have used the in-service suites in my work with staff

Other Resources on Instructional Supports and Interactions

Identifying Effective Instructional Practices

- Preschool Math Ideas: Hiding in Plain Sight
- Learning by Building: Engineering for Preschool Children
- Beyond Sink and Float: Science for Preschool Children
- More than Fun and Games: Digital Technologies and Children's Learning
- Take it Outside! Adventures in Nature with STEAM

https://eclkc.ohs.acf.hhs.gov/school-readiness/teacher-time-series/preschool-series

Instructional Supports for Children Who Are DLLs

Topics

- Understanding First and Second Language Development to Inform High Quality Instructional Interactions
- Intentional Language Support in the Preschool Classroom
- Elevating the Role of Cultural Responsiveness in Effective Teaching Practices

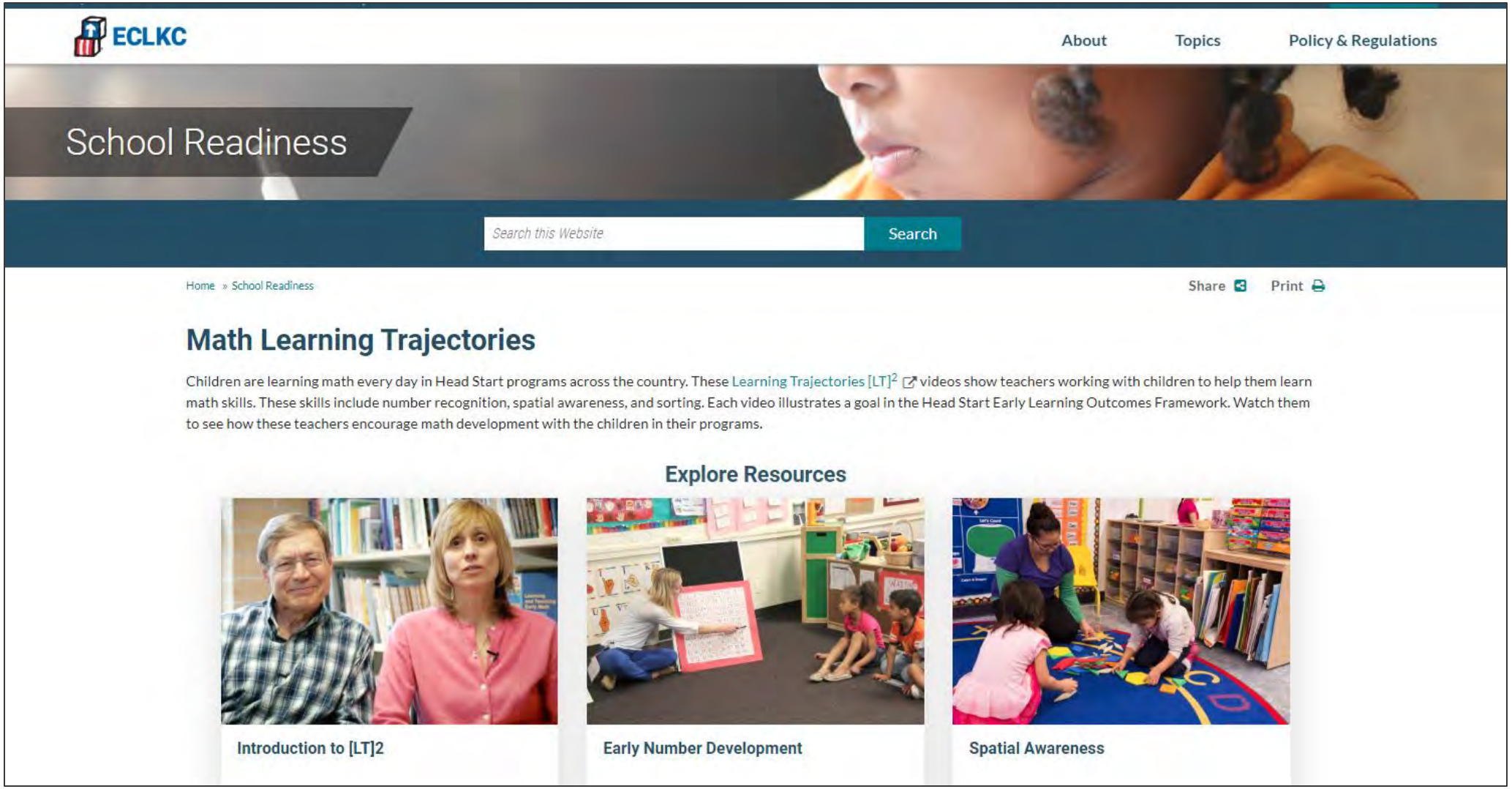
When:

- 1st Thursday: February, April, and September at 3pm ET

Register Here:

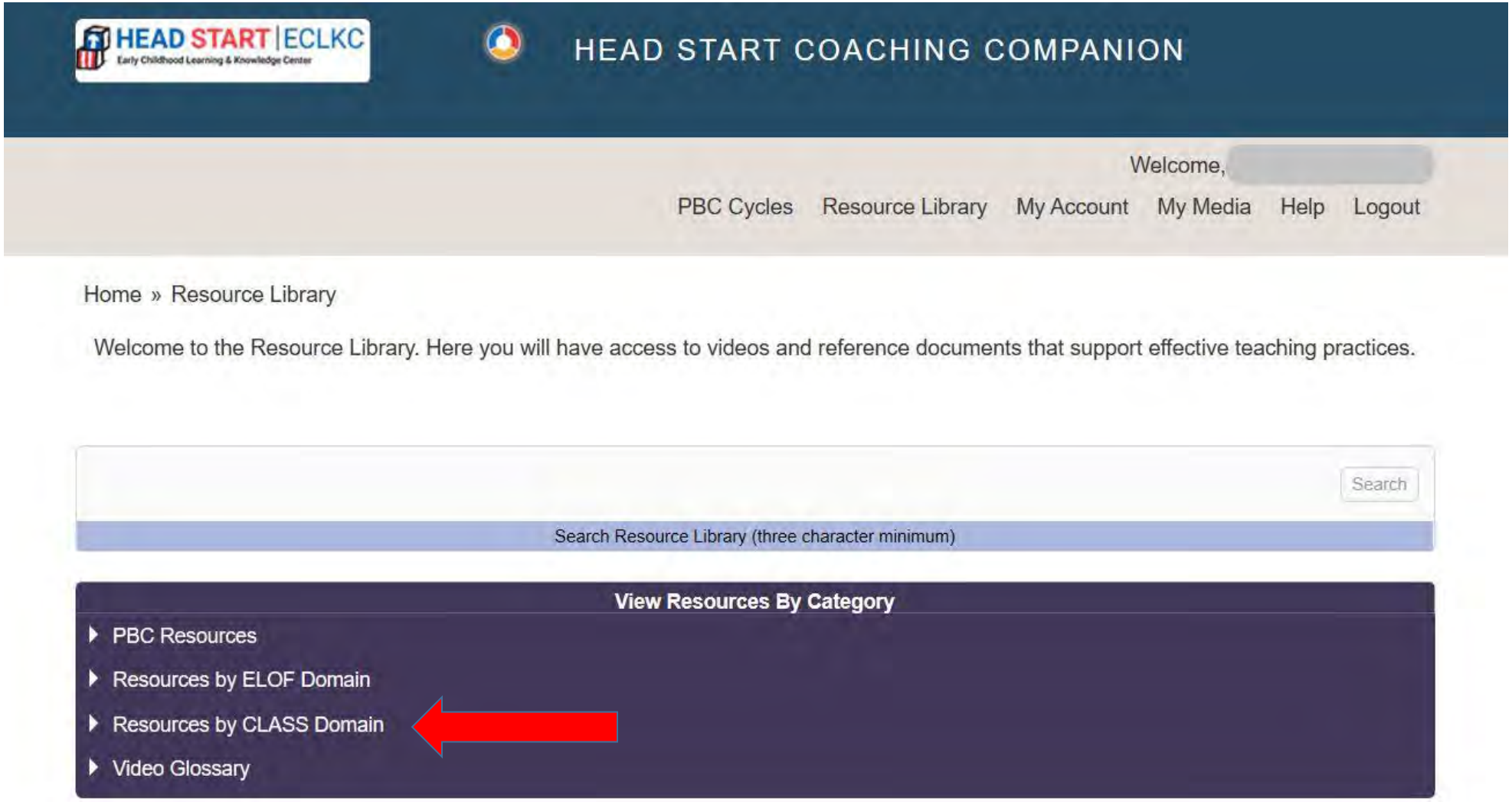
- https://event.on24.com/wcc/r/2065009/6DFAE6BD91AFA6254E6092C351B2109E/620313

School Readiness



MyPeers

HOME VISITING
COMMUNITY


HEAD START | ECLKC
Early Childhood Learning & Knowledge Center
HEAD START COACHING COMPANION
Welcome,
PBC Cycles
Resource Library
My Account
My Media
Help
Logout
Home » Resource Library
Welcome to the Resource Library. Here you will have access to videos and reference documents that support effective teaching practices.
Search
Search Resource Library (three character minimum)
View Resources By Category
PBC Resources
Resources by ELOF Domain
Resources by CLASS Domain
Video Glossary

Live Q & A

What are your questions?

https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/promoting-adult-child-interactions-support-higher-order-thinking

Thank you!

Please complete the evaluation: