HIGH QUALITY INTERACTIONS IN THE EARLY CHILDHOOD CLASSROOM

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Where We Are Going

1. The goal: Academic language

2. The Good News: Teacher-child interactions can support children's language development.

3. The Bad News: Achieving high quality is hard!

4. Promising alternative avenues

2. THE GOAL

ACADEMIC LANGUAGE

Academic Language

- Children learn language from infancy as they interact with parents.

  ➤ 1. Foundational language abilities are usually supported in homes.

  ➤ 2. Access to knowledge and specialized vocabulary is linked to education and literacy.

- Literacy draws on ways of using language different from conversational language – Academic Language.

  ➤ Vocabulary demands are greater

  ➤ Grammatical structure is different

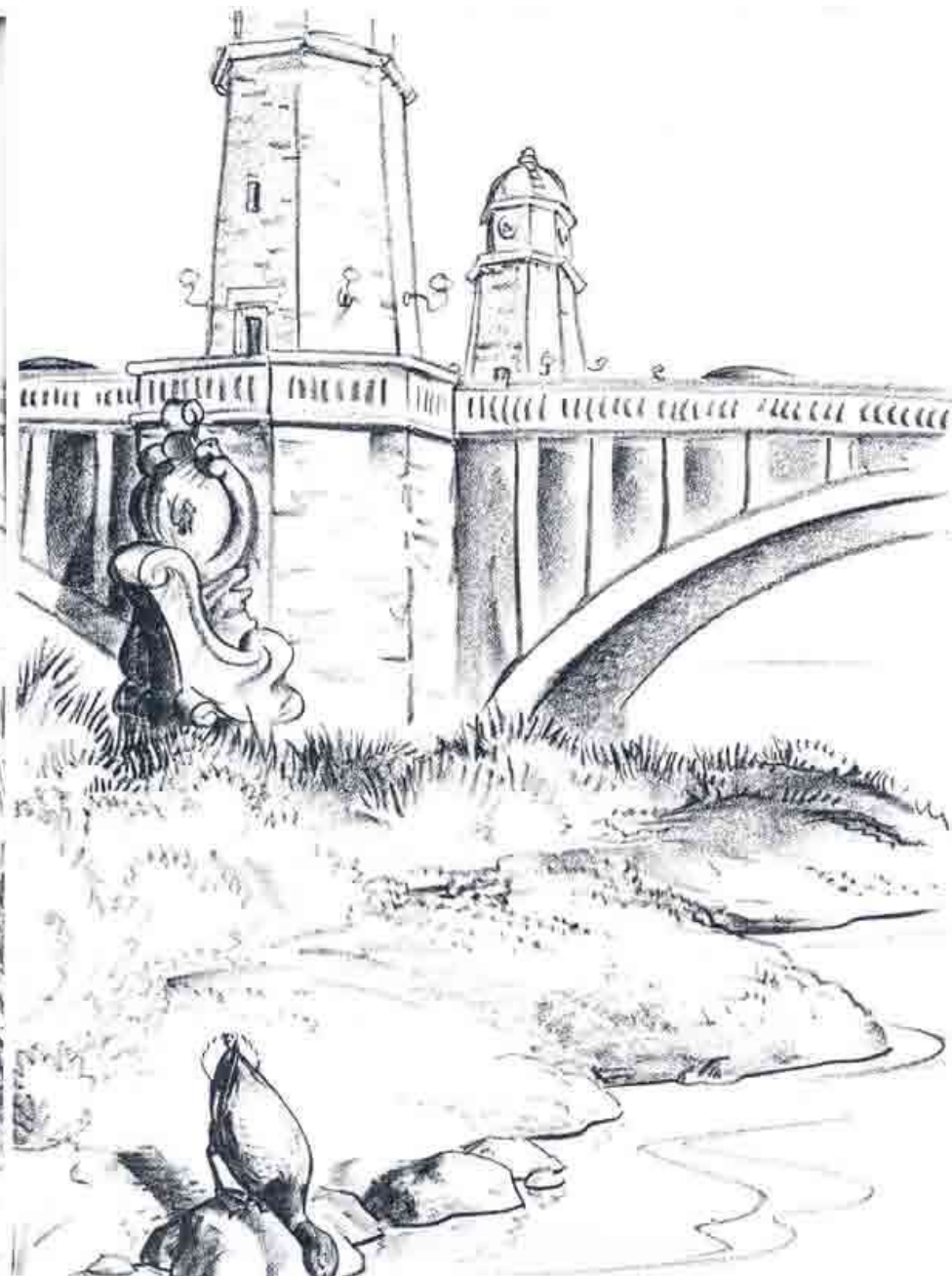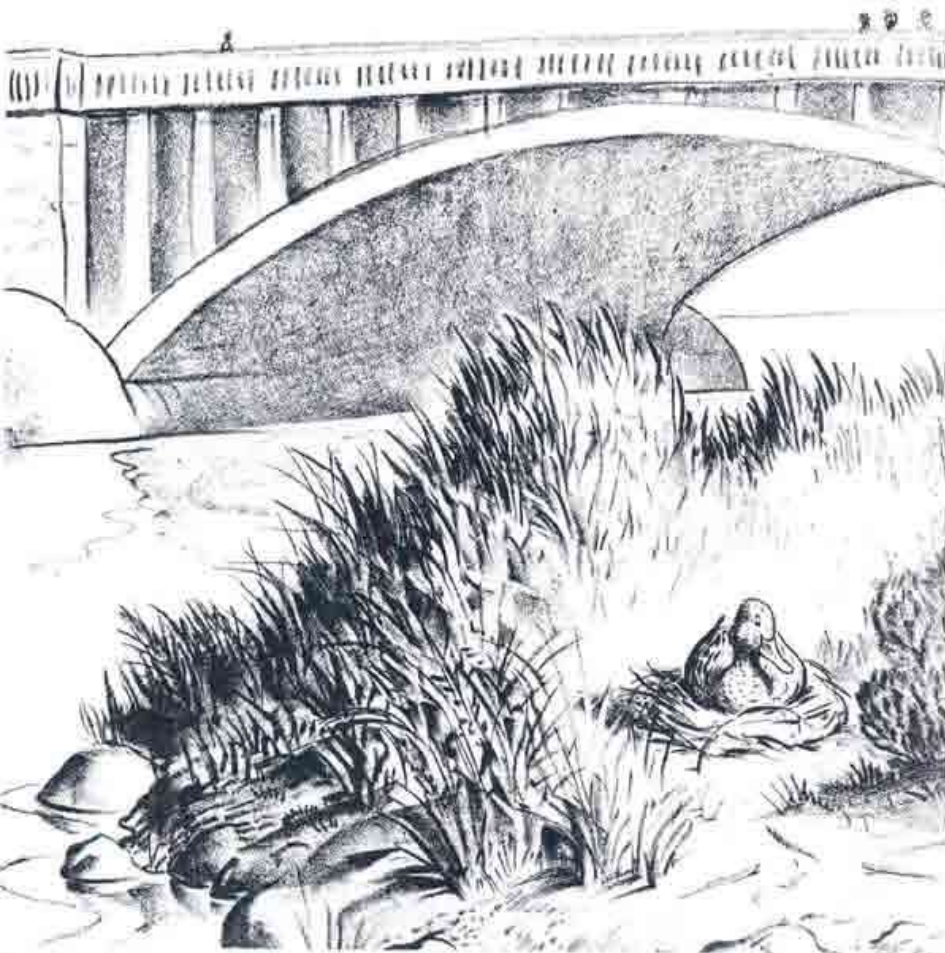 ➤ Literary phrasing and uses of language
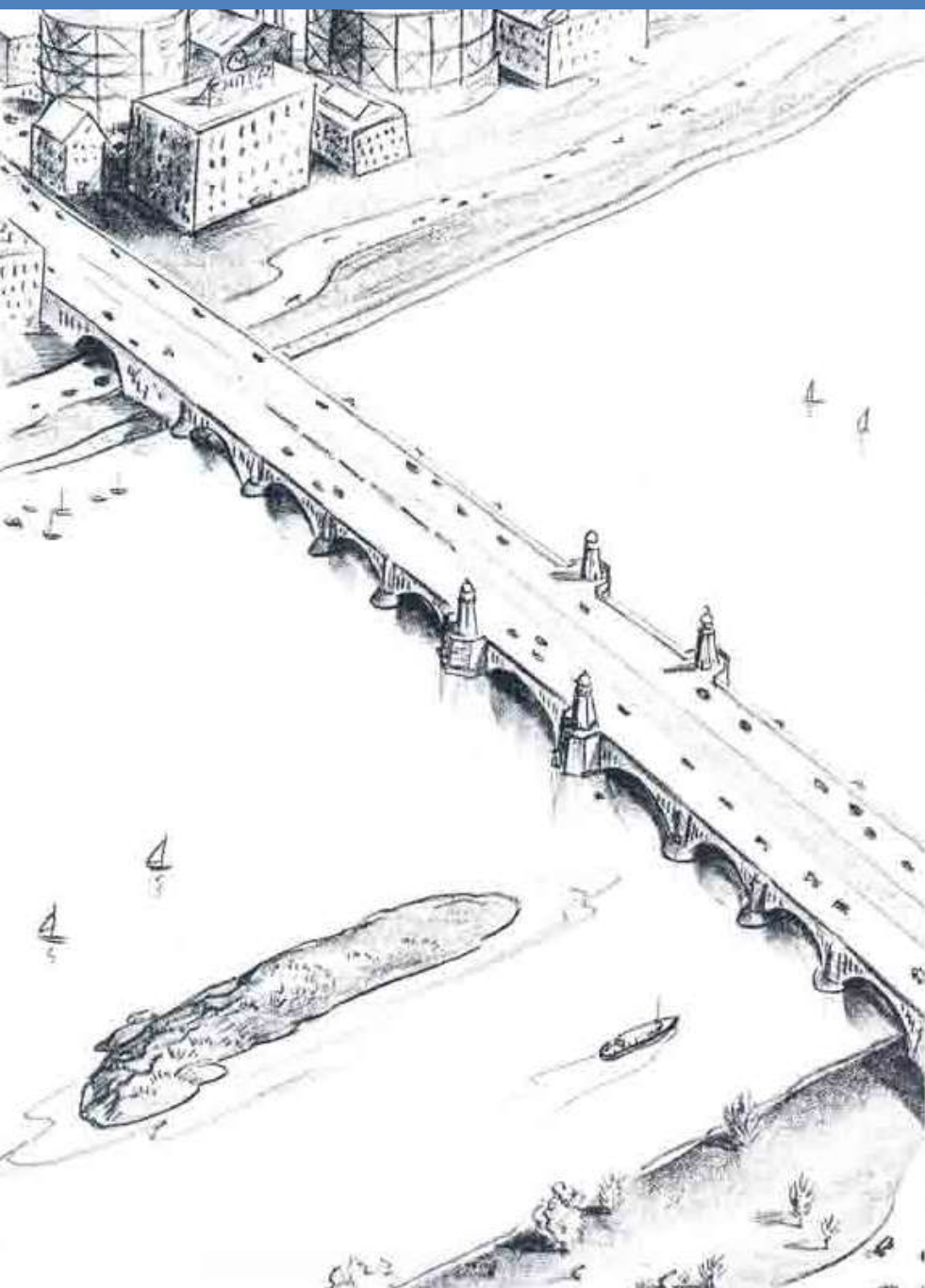
Then they flew over the Charles River. "This is better,"
quacked Mr. Mallard. "That island looks like a nice quiet
place, and it's only a little way from the Public Garden."
"Yes," said Mrs. Mallard, remembering the peanuts. "That
looks like just the right place to hatch ducklings."

Vocabulary and World Knowledge

Then they **flew over the Charles River**. "This is better," quacked Mr. Mallard. "That **island** looks like a nice quiet place and it's only a little way from the Public Garden." "Yes," said Mrs. Mallard, remembering the peanuts. "That looks like just the right place to **hatch ducklings**."

So they chose a cozy spot among the bushes near the water and settled down to build their nest. And only just in time, for now they were beginning to molt. All their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.

Linking Actions, Referencing Mental States

Then they flew over the Charles River. "This is better," quacked Mr. Mallard. "That island looks like a nice quiet place and it's only a **little way from the Public Garden**." "Yes," said Mrs. Mallard, **remembering** the peanuts. "That looks like just the **right place** to hatch ducklings."

Vocabulary and World Knowledge

So they chose a cozy spot among the bushes near the water and settled down to build their nests. And only just in time, for now they were beginning to molt. All their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.

Complex Sentence Structure

So they chose a cozy spot among the bushes near the water and settled down to build their nests. And only just in time, for now they were beginning to molt. All their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.

Early Language Supports Reading through Direct and Indirect Pathways (Dickinson & Hofer, 2013)

Birth - Kindergarten

Grades 1 to 4

Language

Language

Simple View of Reading

Reading Comprehension

Print Skill

Decoding
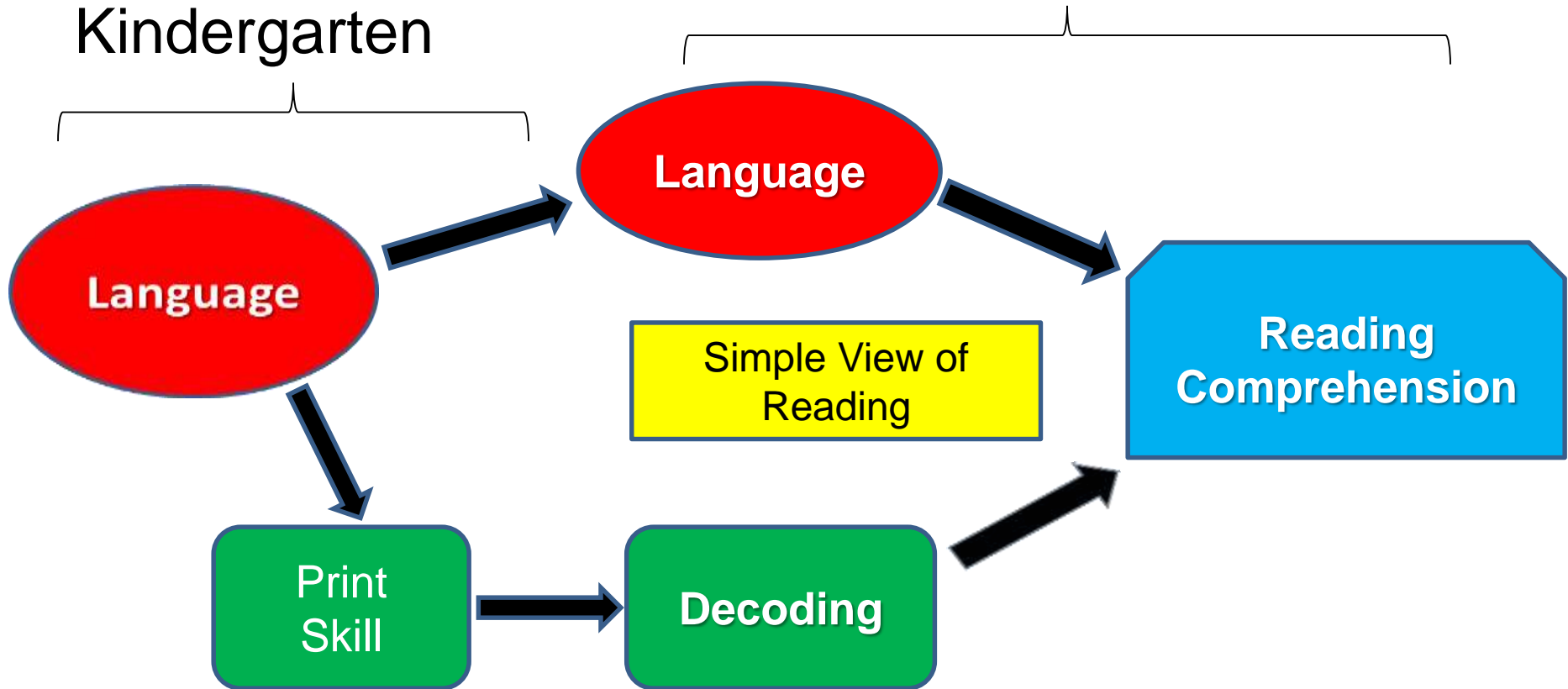
Oral Access to Literate Genres:

"… oral participation in a culture of literacy seems at least as important for vocabulary acquisition as some of the work on which schools concentrate in the formal teaching of reading or in direct vocabulary instruction."

(p. 683, David Corson)

- One must be positioned to participate in the culture of literacy.
- This can occur through oral experiences in homes and in classrooms.

2. The Good News:

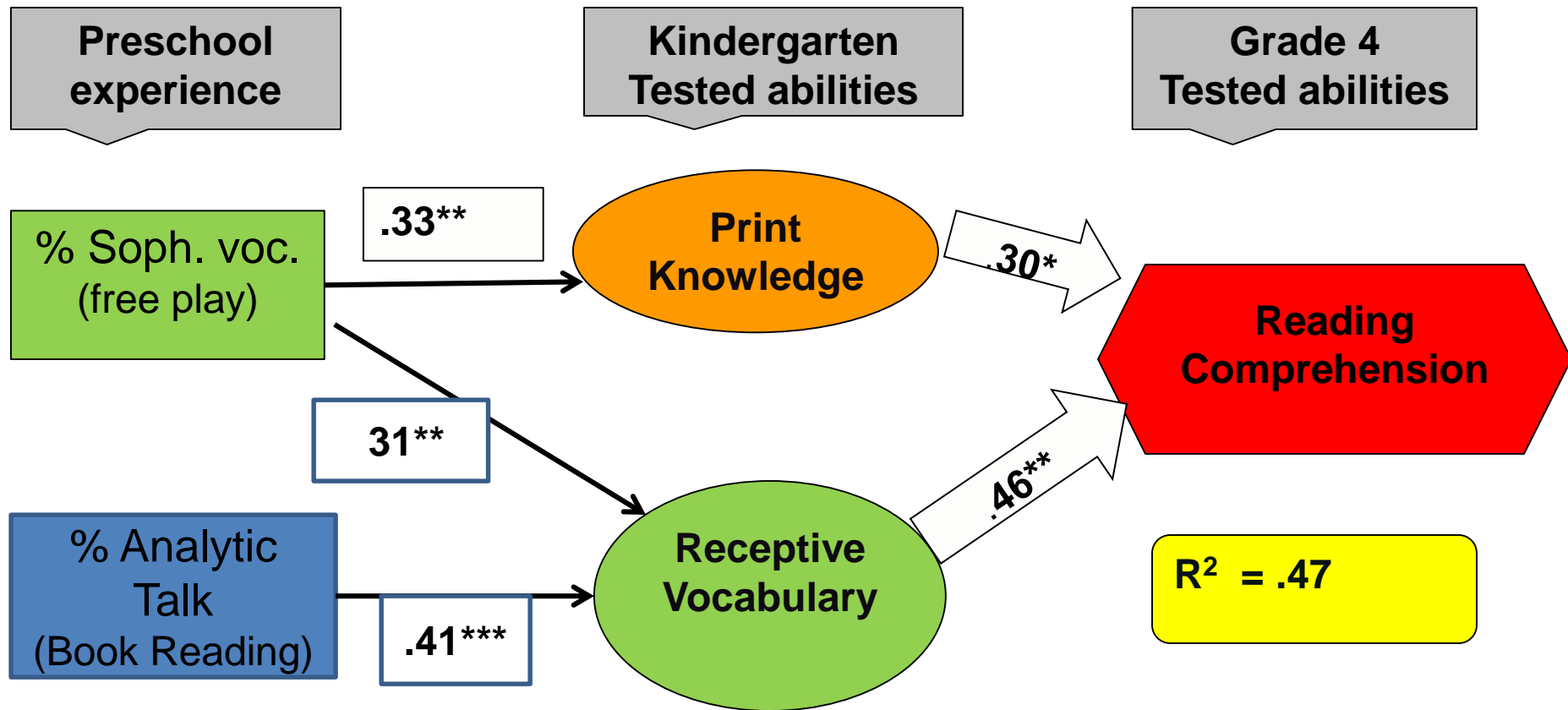Teacher-child interactions can support children's language development

_____

Teachers <u>May</u> Play a Key Role
(Dickinson & Porche, *Child Development*, 2011)

- HSSLD with Snow & Tabors

- Longitudinal study: age 3 to Grades 7-8

- All low SES children

- Intensive analyses of age 4 data
  - Recorded in homes and classrooms at age four
  - Transcripts of teachers' language from across the day.

- Tested in kindergarten and grade 4.

- Controlled for home language exposure at age 3 and demographic factors.

Mediated Effects of Preschool Experiences on Grade 4 Comprehension
(Dickinson & Porche, 2011, *Child Development*)

Preschool experience

Kindergarten Tested abilities

Grade 4 Tested abilities

% Soph. voc. (free play)

.33**

Print Knowledge

.30*

Reading Comprehension

31**

% Analytic Talk (Book Reading)

.41***

Receptive Vocabulary

.46**

$R^2 = .47$

Teacher-Child Talk in Preschool Relates to Grade 4 Vocabulary and Reading Comprehension

- Use of lower frequency vocabulary in 1-1 conversations. This requires:
    1. Broad vocabulary & associated knowledge
    2. Inclination to engage children in such conversations
- Analytic talk about books. This requires:
    1. Comfort reading books
    2. Skill talking about words and texts
- Teachers talk less and listen. This requires:
    1. Seeing children as conversational partners.
    2. Conversational style that involves listening.

A SUCCESSFUL PRE-K CLASSROOM INTERVENTION & CLASSROOM FEATURES ASSOCIATED WITH GROWTH

David K. Dickinson

Sandra J. Wilson

Deborah W. Rowe

Sustained, Well Supported & Focused

- Well-funded Early Reading First project
- 11 – 13 classrooms over four years
  - Most teachers were involved all four years.
- School district program, certified teachers
- OWL curriculum: language & conceptual focus
- Well supported teachers
  - ➤ Coaching
  - ➤ Professional development
  - ➤ Language and conceptually-focused curriculum
    (Opening the World of Learning, Schickedanz & Dickinson, 2005).
- Data collected fall-spring. Feedback to teachers.

ERF Project (ELLS)

- Four years of support:
  - N = 10 (year 1); n = 13 classrooms (years 2 – 4)
- Targeted schools with ELL populations.
  - ELL percentages
    - Year one: 22% (14% Hispanic)
    - Years two – four:
      - roughly 45% ELL,
      - 1/3 Hispanic)
      - Other groups: Kurdish, Somalian, Egyptian, Vietnamese
  - African-American:
    - 67% year one,
    - 48% years 2 – 4; While: 7 - 9%
- Gender roughly equal
- All met income guidelines for state pre-k eligibility

Coaching and PD

- One coach to every four classrooms.
- Group professional development sessions about 4 times a year.
  - Special foci: ELL children, book reading methods, writing support, conceptually-guided teaching
- Coaches supported through regular project meetings.
- Classrooms supplied with materials to assist with curriculum implementation
- Data shared with teachers
  - Classroom observational data
  - Data on children's status and development
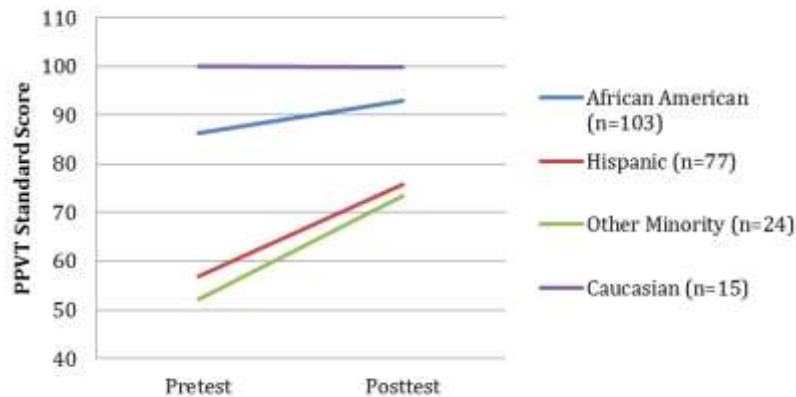
Causal Evidence of Intervention Effects
(Wilson, Dickinson, & Rowe, Early Childhood Research Q., in press)

	Letter-Word	Spelling	Recep. Vocab.	Express. Vocab.	Oral Comp.
Year One **ELL** Native Eng.	**1.68*** **1.12***	.61~ **.65***	**1.30*** NS	**1.31*** NS	NS NS
Year Two **ELL** Native Eng.	**2.11*** **.77***	**1.99*** **.88***	**.73*** NS	**1.20*** NS	NS NS
Year Three **ELL** Nat. Eng.	**1.93*** **1.55***	**.76*** **1.01***	**.76*** **1.01***	**.82*** NS	NS **1.49***

PPVT Gains by Ethnicity, Language Status

Year Two

Year Three
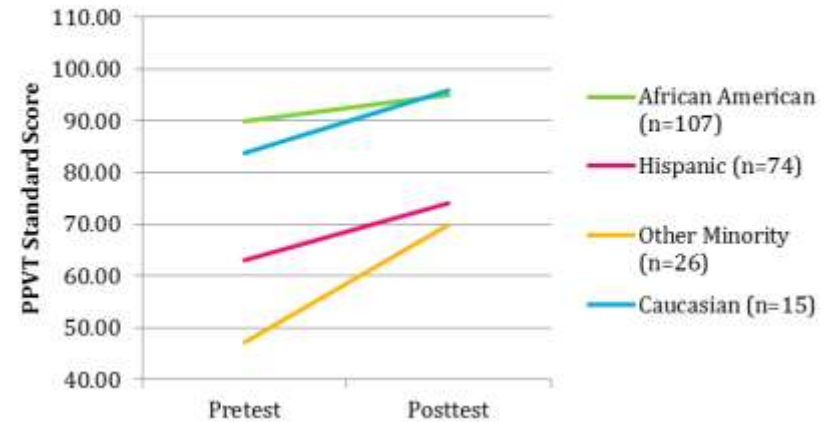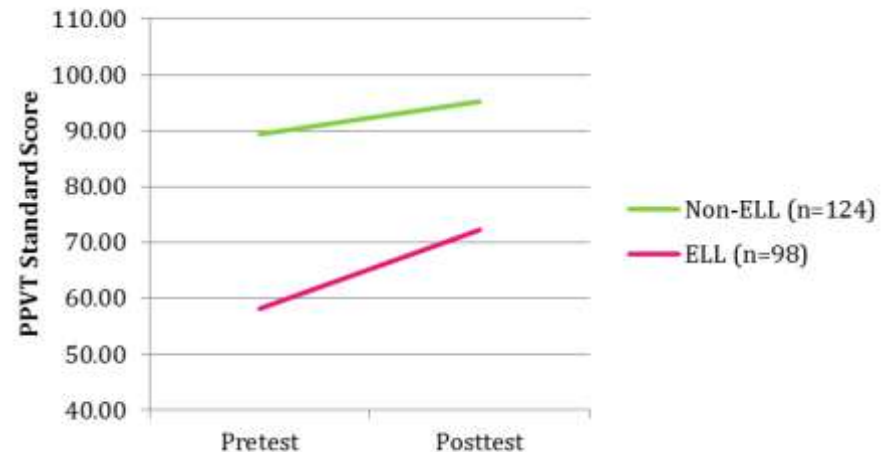
WHAT WORKED?

Fidelity of Implementation of OWL

	Y1	Y2: Spr	Y3: Spr	Poss. Pts
Morning Meeting	65	74	58	11
Writing: in Groups	52	97	92	9
Centers Time	76	92	81	24
Writing in Centers	60	71	72	18
Story Time	78	96	96	30
Songs, Word Play	77	92	88	19
Small Groups	45	77	71	42
Let's Talk About It	53	68	86	12
Support for ELLs[a]	75	92	82	4
Transitions	63	93	77	6

up to 59% 60 – 75% 76 – 89% 90% and above

ELLCO: Language and Literacy Subscale

- **Language Environment**:
  - Teacher/child conversations
  - Extended individual conversation
  - Efforts to build vocabulary
 - Attention to phonological awareness
- **Books & Book Reading**:
  - Book area: varied ability levels and content,
  - Promote learning,
  - Book reading activities,
  - Book reading links to instructional activities
- **Print & Early Writing:**
  - Materials and activities to develop writing
  - Teachers encourage child in meaningful ways,
  - Environmental print is present and used

ELLCO Language and Literacy Subscale Across Four Years
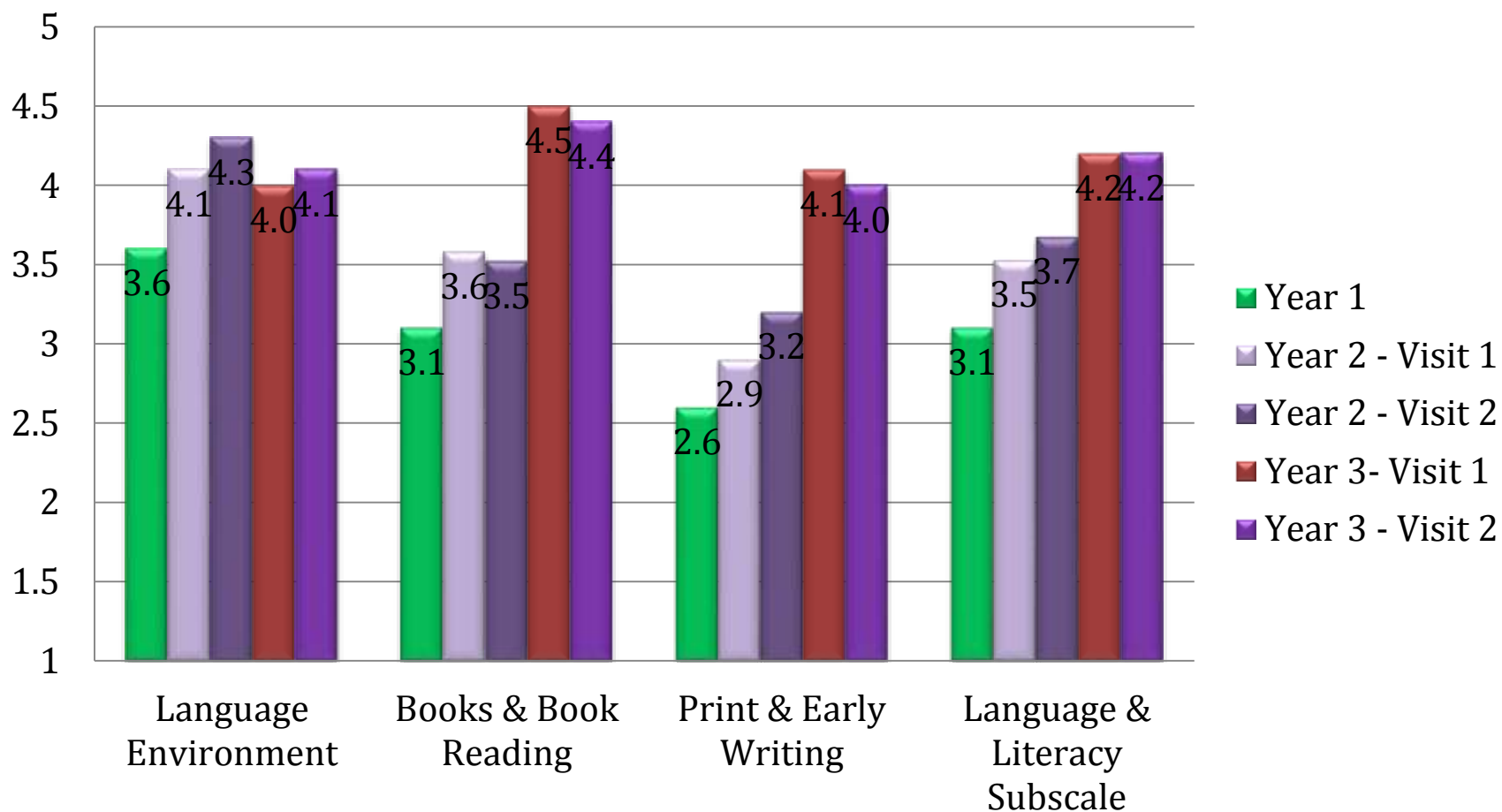
Book Reading Fidelity Rating

1.* Teacher reads and discusses book in a manner consistent with curriculum. ☐Y ☐N
   Indicate which READ: _____

2. Teacher holds book so that all children can see... ☐Y ☐N

3. Teacher defines and/or uses sophisticated vocabulary in ways that teach meanings. (for reads 3 and 4 include efforts to have children chime in with sophisticated words) ☐8+ ☐3 - 7 ☐0 -2

4. Teacher reads book with expression and energy and uses some variety. This might include changes in pitch, volume, speed, and use of facial expressions and gestures.☐ Y ☐N

5. Teacher responds to children's questions or to comments indicating confusion about the story, but does not get sidetracked by excessive talk. ☐Y ☐N

6. Teacher engages in thoughtful discussion after the story has been read. ☐Y ☐N

7. Teacher helps children understand characters' feelings and motivations by explaining, discussing or with voice, gesture or expressions ☐ 4+ ☐2-3 ☐0-1

8. Teacher supports understanding of event sequences, pictures, cause-effect links ☐ 4+ ☐2-3 ☐ 0-1

Mrs. Kelli Bolton

- Children showed growth relative to national norms on standardized tests (15 points = 1 standard deviation).

	Receptive Voc. Vocabulary	Expressive Vocabulary	Letter - Word
Year 1	+10	+8	+ 8
Year 2	+22	+26	+24
Year 3	+20	+20	+14

Mrs. Kelli Bolton

- Participated in the ELLS project all four years
  - Used *Opening the World of Learning*
  - 1:4 coaching for 2 ½ years
  - Professional development with a focus on writing
- 20 Children, all but two entered speaking little English
- 8 from Arabic speaking homes, 12 from Spanish-speaking homes
- Data:
  - Pre-post data collection on children
  - Twice yearly classroom observations

OWL Curriculum & Book Reading

- High quality fiction:
  - Read 4 times, shifting responsibility to children
  - Selected vocabulary and comprehension questions
  - Thematic focus for 4 weeks linked to books

- Core concepts and vocabulary to be addressed during the unit are introduced

- Reads 1 and 3 of *Ugly Vegetables*
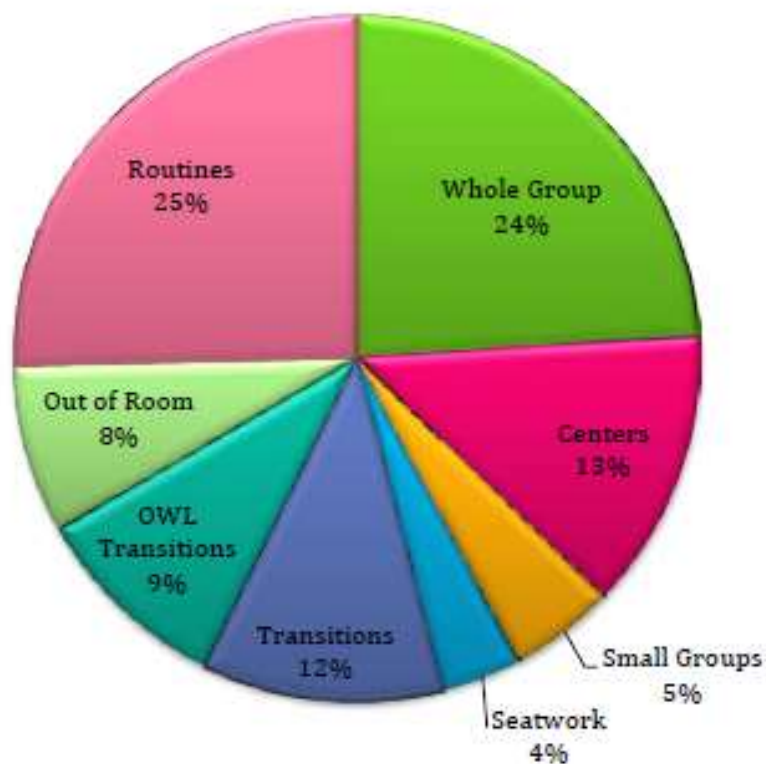
Expository Books

- Informational books read and discussed during content instructional time.
  - Distinctive language and manner of engaging the text
  - Direct giving of information, no narrative, continued conceptual focus
  - Illustrations support meaning and are used with intentionality

- Small group instruction
  - Different skills, same vocabulary
  - More opportunities for student participation

- Core concepts and vocabulary are reinforced

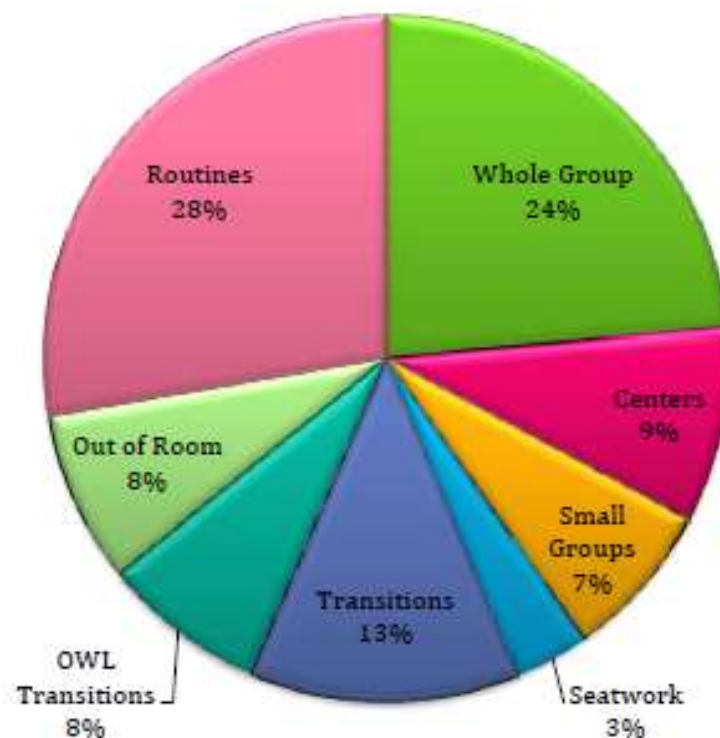# STRIVING FOR EFFECTIVE USE OF TIME:
THE NARRATIVE RECORD

1. Developed by Dale Farran

2. How time was spent during the day

3. The level of children's engagement (1-4)

4. Instructional level (1-4)

Narrative Record Data, Year 4

School Day Organization Fall 2011-2012

- Routines 25%
- Whole Group 24%
- Centers 13%
- Small Groups 5%
- Seatwork 4%
- Transitions 12%
- OWL Transitions 9%
- Out of Room 8%

School Day Organization Spring 2011-2012

- Routines 28%
- Whole Group 24%
- Centers 9%
- Small Groups 7%
- Seatwork 3%
- Transitions 13%
- OWL Transitions 8%
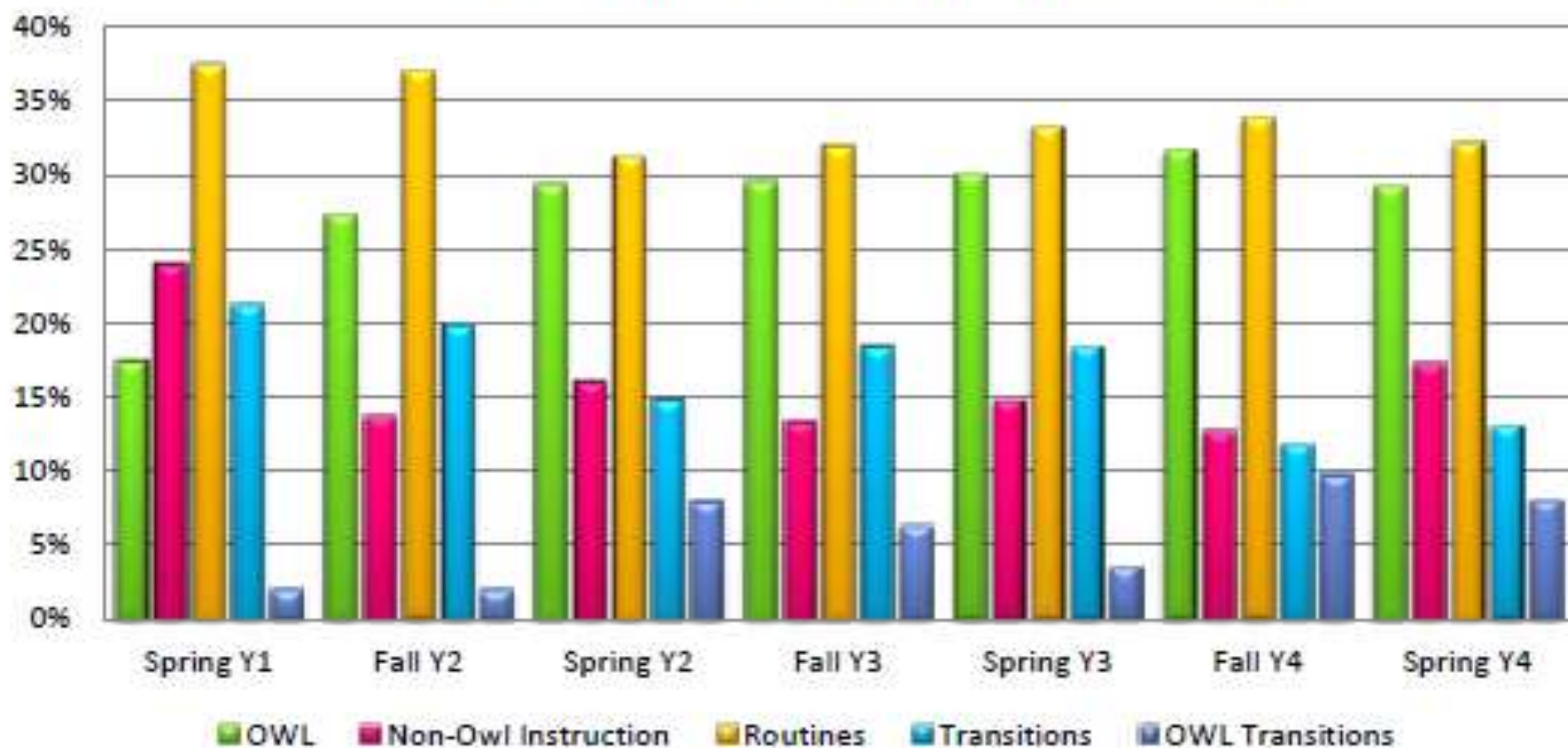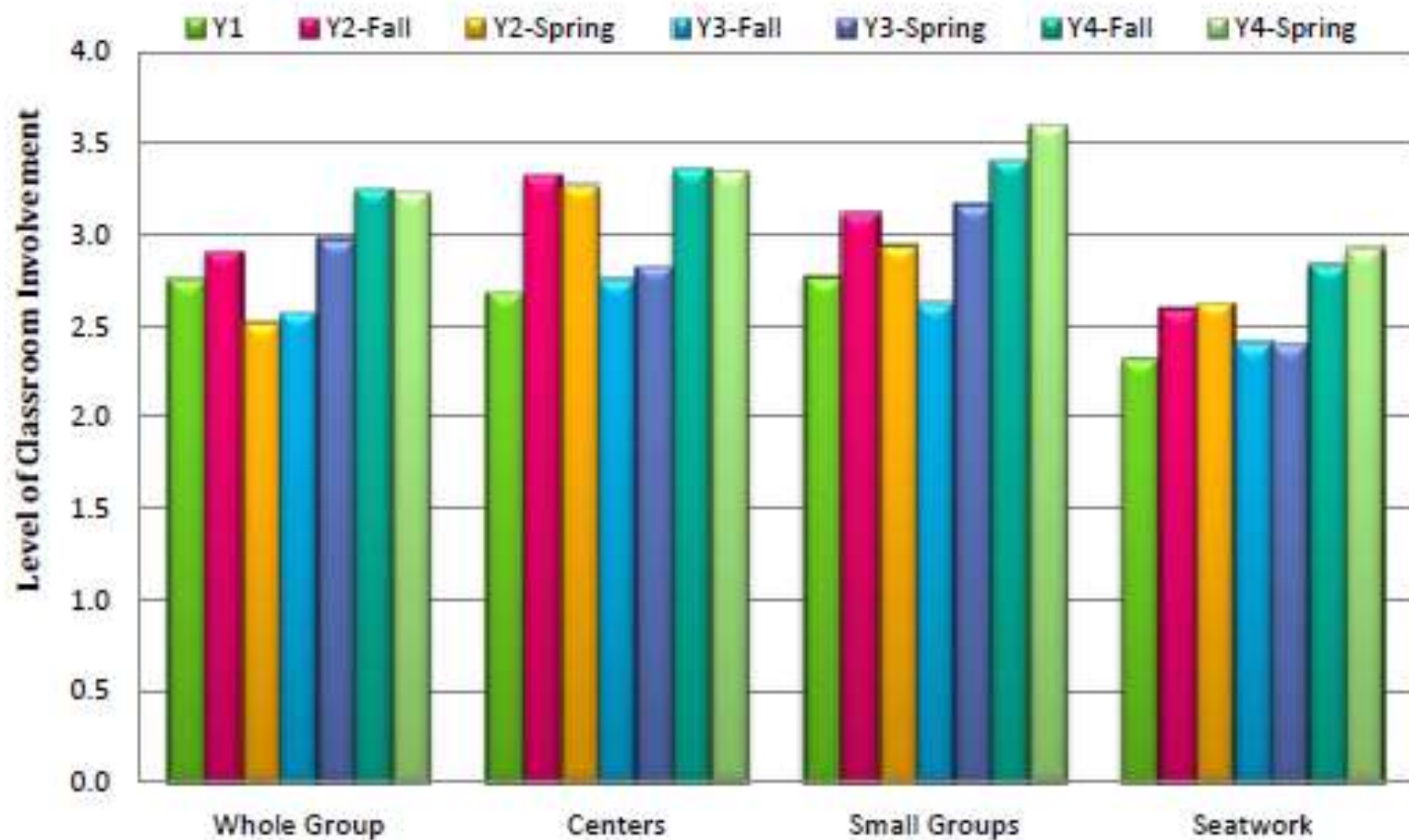- Out of Room 8%

Narrative Record: Time in Curriculum-Based Activities

Percentage of School Day Using OWL Curriculum

Average Child Involvement in Classroom Activities

Empirical Identification of Effective Features: Fidelity of Curriculum Delivery

- Fidelity to curriculum guidance at the setting level
  - Book reading, small group etc.
  - Varied number of points possible across settings

- Construct level fidelity:
  - Instructional activities designed to support distinct abilities: phonological awareness, print knowledge, language
  - Summed features of instruction across the day related to a given construct

Outcome Gains by Classroom Measures

Measure		Language	Print	Phon. Awareness
Literacy Envir. Checklist	LEC Total Score			
ELLCO	General Classroom Environment	●		●
	Language & Literacy Environment	●		●
Fidelity Curriculum Components	Morning Meeting		●	
	Writing in Whole Group Settings			
	Writing in Centers		*	
	Centers			●
	Story Time	*		
	SWPL			
	Small Groups		*	●
	Let's Find Out About It/Let's Talk About It			*
	Fidelity Total		●	●
Fidelity Concepts	Language		●	●
	Concepts		*	●
	Print & Phonological Awareness		*	*
	Self-Regulation		●	●
	Procedures			●
Narrative Record	Proportion Instructional Time	●	●	●
	Proportion OWL		*	●
	Proportion Non-OWL Instruction			
	Proportion Whole Group		●	
	Child Involvement (during instruction)	●	●	
	Teacher Instruction (during all instructional time)			*
	OWL Small Group Proportion			
	OWL Small Group Child Involvement	*	*	
	OWL Small Group Teacher Instruction		●	●

$p < .05$; $p < .10$

Factors Associated with Language Learning

- Language predicted by
  - broad measure of quality: ELLCO
  - Book reading: setting most directly aligned with language teaching
  - Narrative record:
    - Instructional time
    - Child involvement in instructional time and small groups
- Language has been hard to improve.
  - We found: curriculum-driven intentional language-focused experiences
  - **And** child engagement
- Need to include children's responses

3. The Bad News:
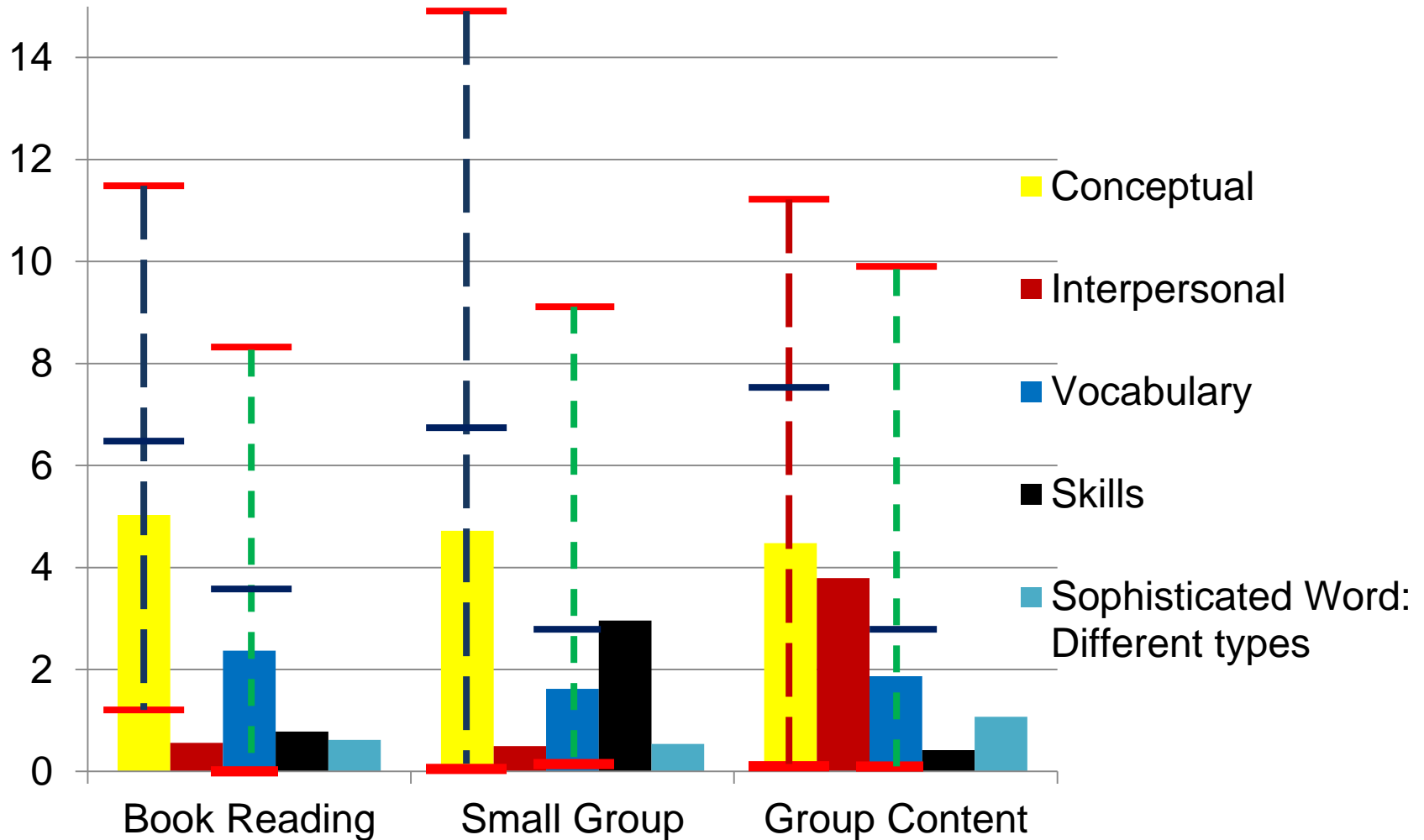# Achieving quality is hard!

Language Use Is Hard to Change

- Early childhood programs have had only limited success in significantly boosting children's language abilities (Dickinson, 2011, Dickinson, Freiberg et. al, 2011).

- Several intervention studies that have sought to change language practices and have had little success in changing teachers' language practices. (Cabell & Justice, 2011, Dickinson, Kaiser et. al, 2011; Pence & Justice, 2008; Powell, Diamond et. al, 2010).

There Is Considerable Variability in Language Use (Dickinson et al., *ECRQ*, 2014)

1. Language use varies across settings.

   ➢ Context-specific factors play a major role in shaping language use in classrooms.

2. Language use varies greatly across teachers.

   ➢ Person-specific factors play a large role in shaping language use in classrooms. Factors:

      - personal language using history
      - pedagogical training
      - personal preferences
      - classroom norms

Average Content Per Minute By Setting (for all); 75th percentile, Highest and Lowest
(n = 52)

Legend:
- Conceptual
- Interpersonal
- Vocabulary
- Skills
- Sophisticated Word: Different types

Categories: Book Reading, Small Group, Group Content

CLASSROOM SETTING AFFECTS LANGUAGE USE

Dickinson, D. K., Hofer, K. G., Barnes, E. M., & Grifenhagen, J. B. (2014). Examining teachers' language in head start classrooms from a systemic linguistics approach. *Early Childhood Research Quarterly*, 29231 - 244.

Sample

- 43 Head Start classrooms
  - Data from the same teacher across all settings
  - 13 centers within 6 clusters
- Lead Teachers:
  - 90% African-American women
  - CDA: 16, 31: AA, 6: BA
  - Experience: average of 15.8
  - All native English speakers
- 20 children per classroom
  - All from low-income households
  - Nearly all African-American

Language Data

- Settings:
  - Book Reading: teacher's talk and text from books for full activity
  - Group Content Instruction: Up to 10 minutes
  - Small Group Instruction: Up to 10 minutes

- Proportional variables used to deal with variability in time
  - All transcripts were checked by a second person; 20 % checked for reliability

- Analyzed language: total of over 146,000 utterances
  - Small group: 864.4 words per teacher
  - Group content: 923.1 per teacher
  - Book reading: 444.4 words from the book
   1,169.2 words by teacher

Language Measures

- Lexical diversity (D) from CHILDES
  - Measures variety of words used controlling for speech sample length
- Use of relatively low frequency vocabulary
  - # of types and tokens of words not "commonly known by 4th graders" (Chall and Dale) [a list of 8,000 words including roots and inflected forms]
- Structural complexity:
- Mean Length of Utterance
- Semantic content:
  - Talk about vocabulary
  - Conceptually-focused talk
  - Skills-oriented talk (numbers, letters)

Predicting Language in Book From Book Type

(significant finding reflects association
with narrative rather than predictable text)

	B	SE	P
Lexical Diversity	54.4**	6.8	.000
MLU	.5	.7	NS
Soph. Word Types	10.4**	3.1	.002
Soph. Word Tokens	16.7**	5.6	.004
Total Word Types	159.4**	32.8	.000
Total Word Tokens	378.0**	113.9	.002
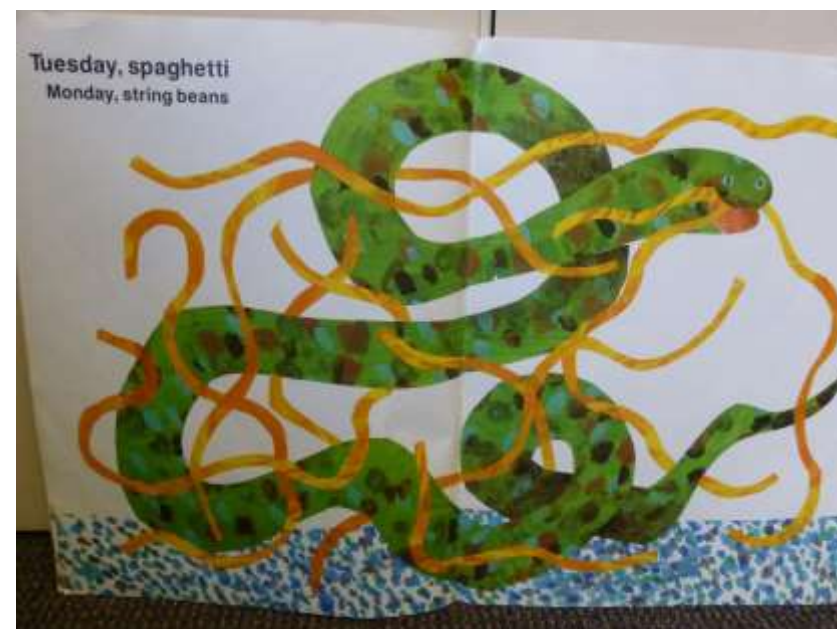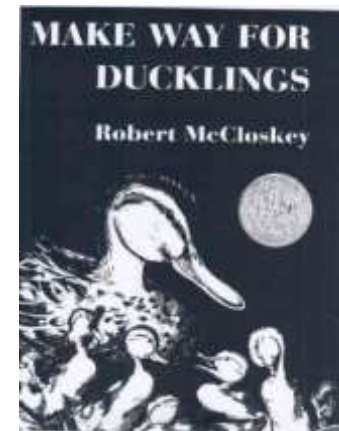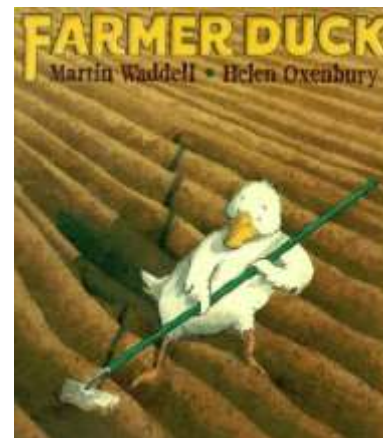
Setting Predicts Teachers' Language Use

Source	F	p-value
Linguistic Variables		
D	7.13^{**}	.001
MLU	55.72^{**}	.000
Sophisticated Word Types	24.29^{**}	.000
Sophisticated Word Tokens	29.84^{**}	.000
Total Tokens	12.70^{**}	.000
Content Codes		
Vocabulary	4.70^{*}	.012
Skills	15.10^{**}	.000

Emergent Academic Language Registers

(Dickinson, Hofer, Barnes & Grifenhagen, 2014, *Early Childhood Research Quarterly*)

Teacher Language Measure	Book Reading		Small Group (Skills Focus)		Group Content	
	Mean	SD	Mean	SD	Mean	SD
Lexical Diversity	74.41	14.35	64.71	13.45	68.25	12.50
MLU	8.39	2.81	4.81	0.63	6.20	0.96
Soph. Word Types	0.63	0.31	0.54	0.32	1.08	0.67
Soph. Word Tokens	1.09	0.63	1.17	1.04	2.60	1.65
Vocabulary Utterances	2.36	2.07	1.49	2.20	1.84	1.73
Conceptual Utterances	5.03	2.12	4.56	3.97	4.53	3.20
Skills Utterances	0.72	1.47	3.23	5.39	0.40	0.94

Book reading > other settings
 - Lexical diversity
 - Syntactic complexity
 - Talk about word meanings

Grp Discussions about theme-related content:
 - Varied of sophisticated words by the teacher
 - Number of sophisticated words used by the teacher
 - Conceptually-oriented talk

Small Groups:
 - Skills-oriented talk

Efforts to Improve Children's Language Must Be Tied to Specific Classroom Contexts

- "Quality" should be viewed in a setting-specific manner with careful attention to language use.
  - My hunch is that chances of success are best:
    - ➢ When teachers view themselves in an instructional role (book reading, group lessons)
    - ➢ Awareness of vocabulary use is the easiest target; the aspect of language teachers are most likely to notice.
- Strive for conceptual enrichment along with intentional support for language.
- A good curriculum can be very helpful.

"Doing" the activity is not enough. Teachers Need to Understand the Educational Value of Activities

- Examined teachers who did the same OWL activity.
- Identified those who implemented the activity as required but varied in lexical richness.

- Jin-sil Mock
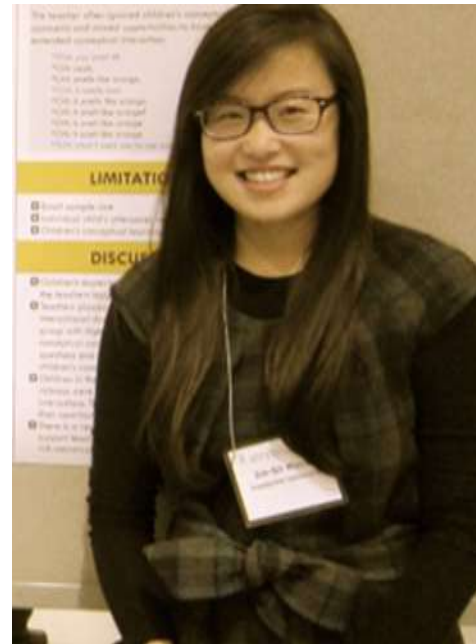
Small Group: Lemonade Activity

- Activity: make and drink lemonade

- Instructional purposes:

  - Observe, explore, and describe plants and other materials.

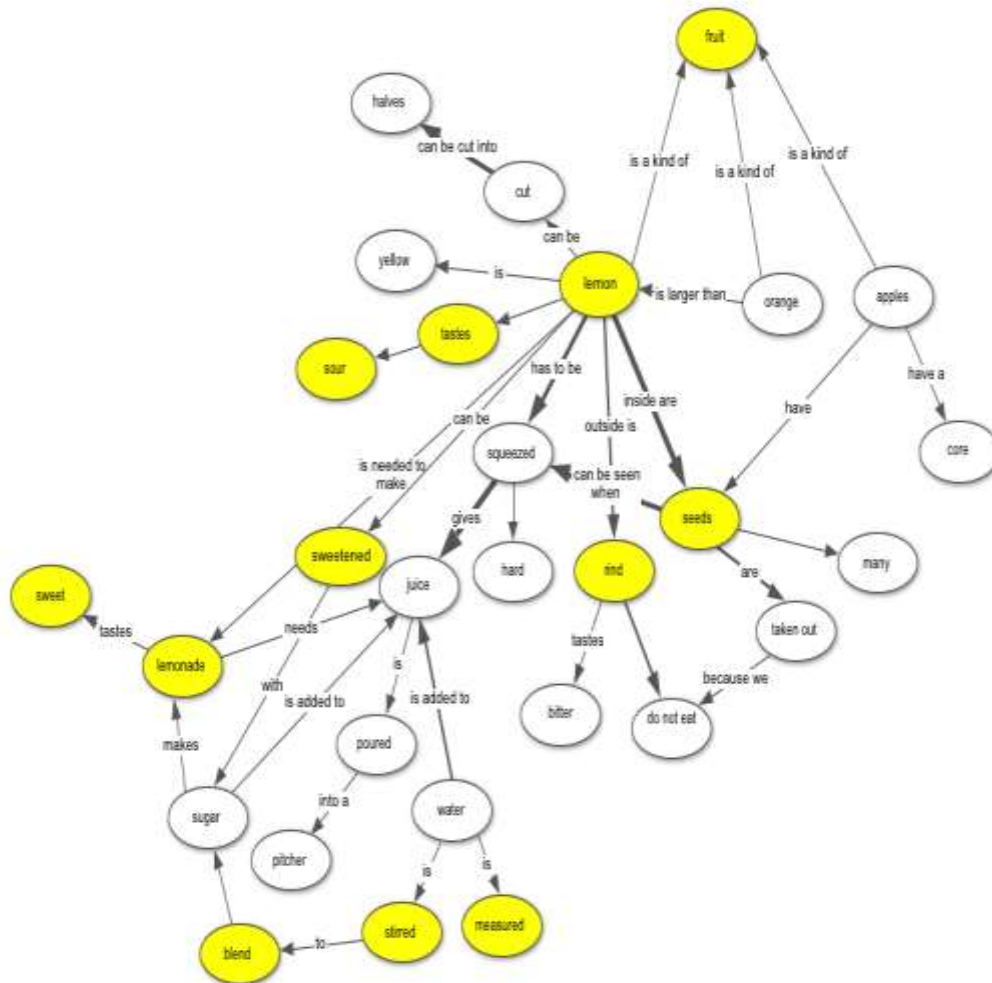- Recommended vocabulary:

  fruit lemon   lemonade   seeds

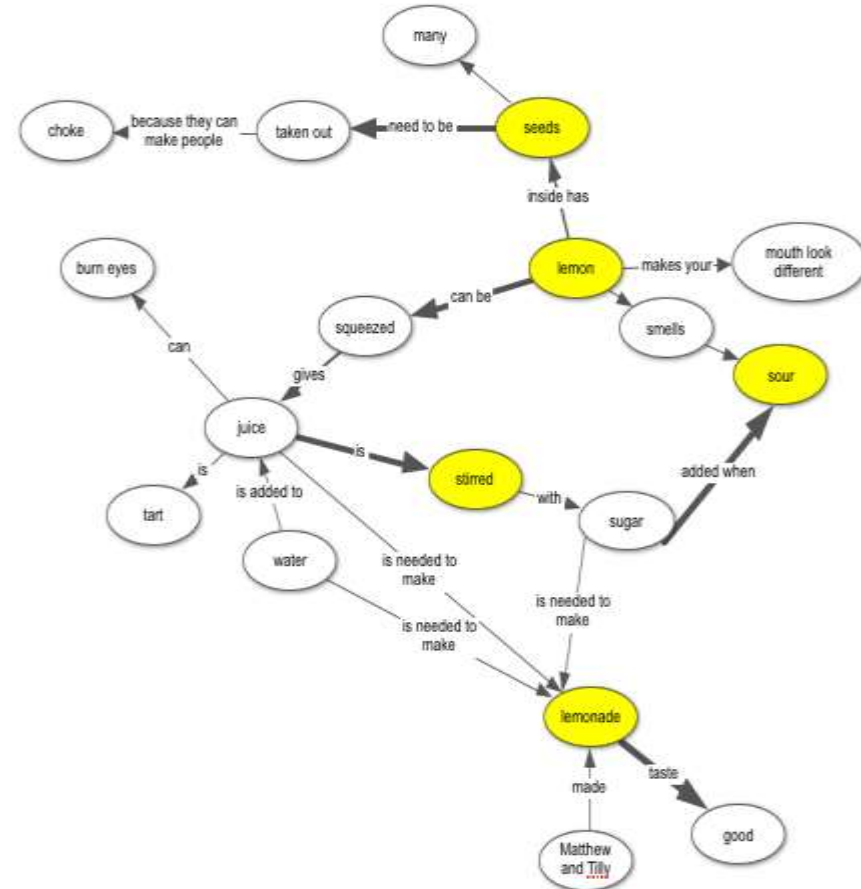 rinds   sour   sweet   (bitter)

  blend   measure   mix
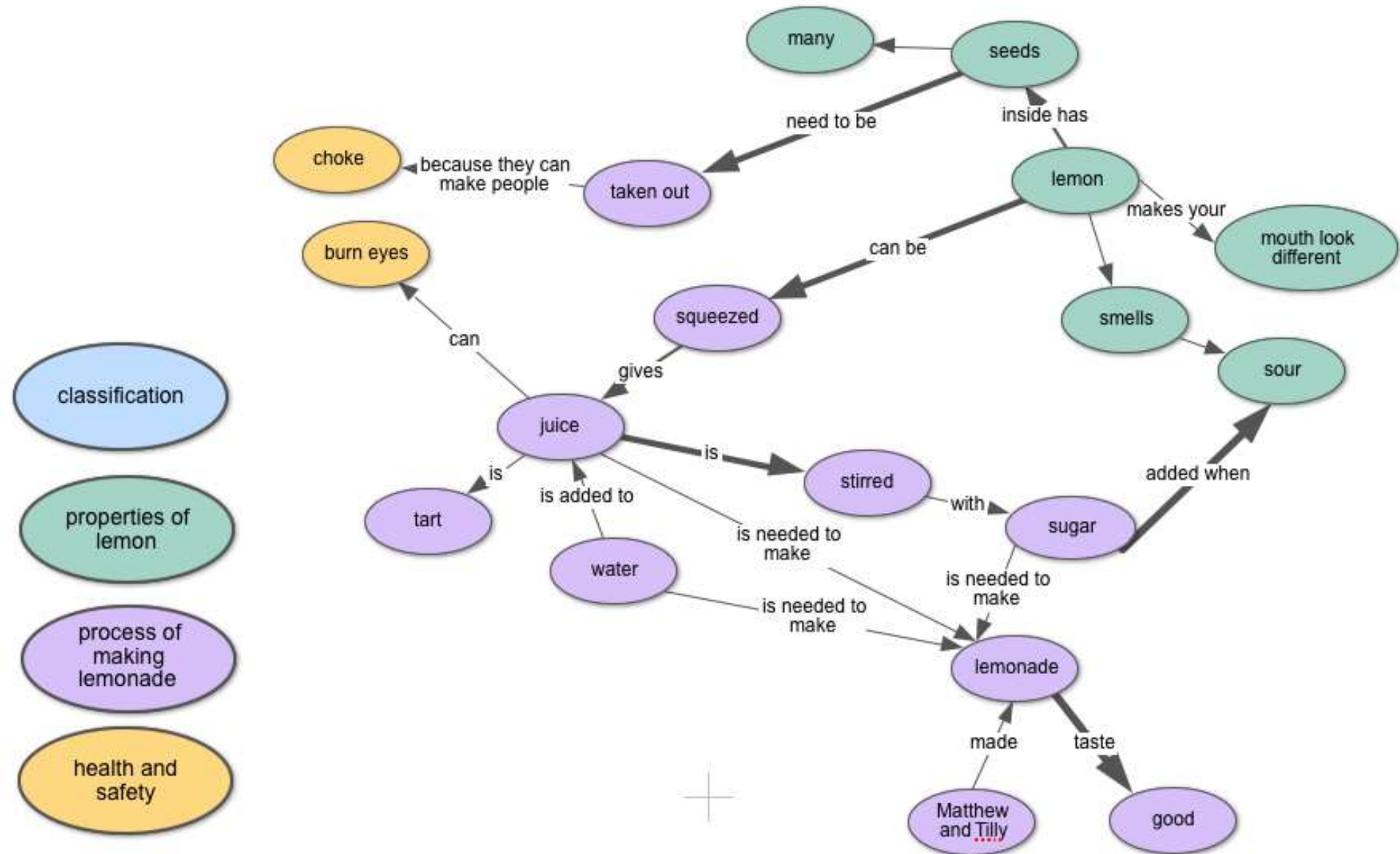
  stir   sweeten   taste

Use of Recommended Words

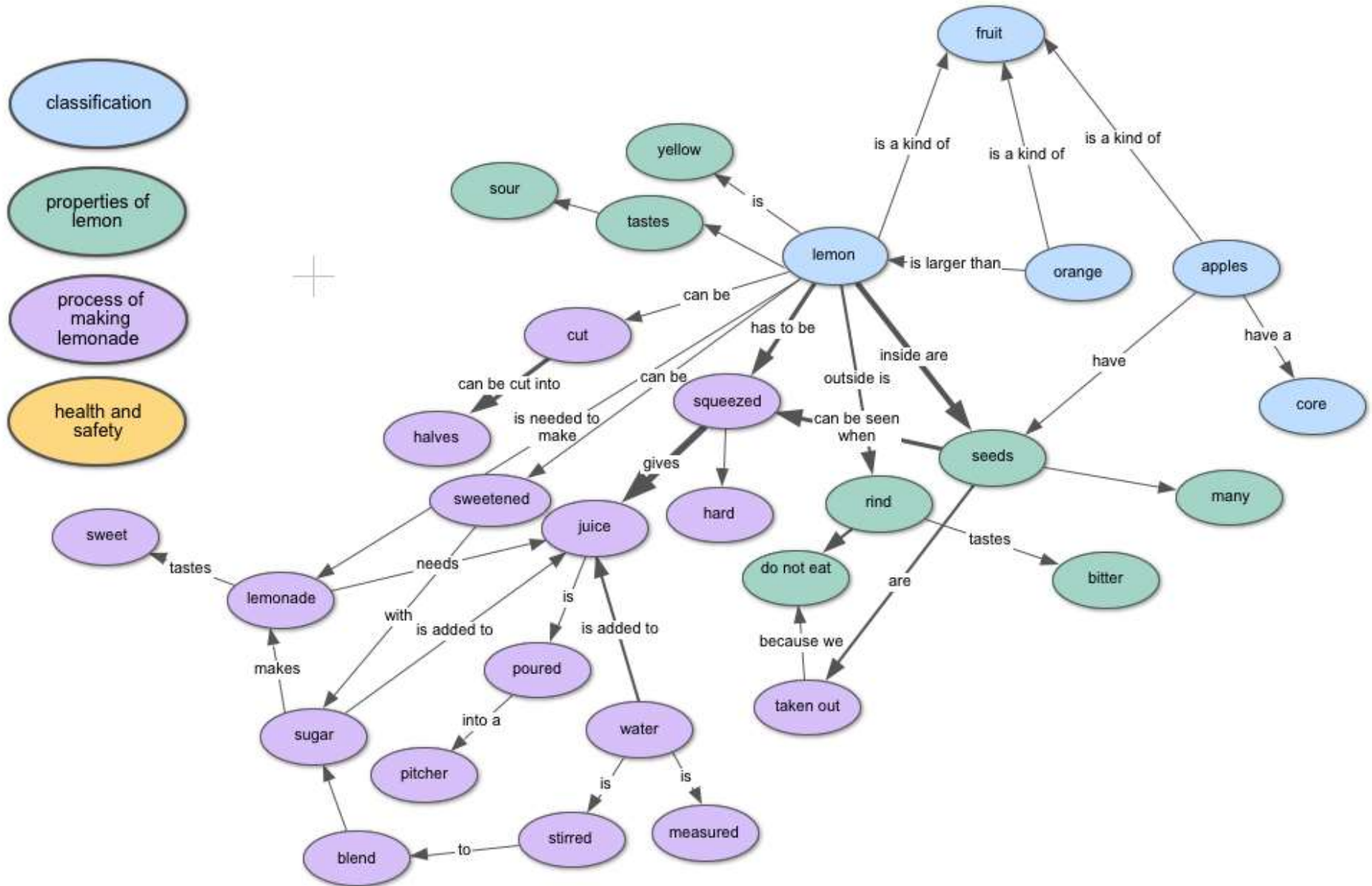## Use of Vocabulary: Conceptual Teacher

Use of Vocabulary: Procedural Teacher

Procedural Teacher: Conceptual Richness

Conceptual Teacher : Conceptual Richness

In Sum

- Surface features are the same:
  - All children make and drink lemonade.
  - All are well behaved; hands on activity
  - Teachers: warm and responsive
  - Health-safety concerns
- Access to knowledge is dramatically different:
  - # of words defined : 3 vs. 0;   used: 6 vs. 1
  - Attention to low-frequency terms (rind, bitter)
  - Accuracy and depth of word meanings
  - Metalanguage: Talk about word meanings, reference to spoken text

3. Promising Avenues

Read-Play-Learn Project

With Roberta Golinkoff and Kathy Hirsh-Pasek

1. Create a scalable approach to book reading that includes use of books with sophisticated language.

2. Support and extend language learning through adult-directed play.

Book Reading

- Four books, each read 4 times
  - Two themes: dragons, farms
- 16 words taught per book
  - (8 in readings 1 & 2, 8 in 3 & 4)
- Vocabulary teaching:
  - Picture cards used to teach word meanings
  - Explicit verbal definitions
  - Gestures
  - Children say the words
- Support for comprehension and inferential thinking with scripted questions.

Materials Used by Teachers

Book Reading Card

Picture Cards

Spectacles: glasses that help you see better

Book Reading Card

Dragon for Breakfast

➢ **Point** to the Picture
➢ **Define** the Word
➢ Children **Say** the Word
➢ Teacher and Children **Gesture**

Readings 1 & 2			Comprehension Questions
	emerging	means to come out of something	How does the king feel? Why and how do you know?
	scorch	means to burn something a little bit	What's Grog doing? Does he mean to scorch things? How does Grog feel?
	mayhem	when there is a lot of trouble happening	

Book Reading Coaching Form: Close-up

DURING READING	0 ✓ =	EXAMPLES
1. Teacher verbally defines target vocabulary in ways that teach meanings.		
2. Teacher points to illustrations to clarify meanings of target vocabulary.		
3. Teacher uses gestures that clearly reinforce meanings of target vocabulary.		
4. Teacher encourages children to say words that are being taught.		
5. Teacher encourages children to use gestures for new words being taught.		
6. Teacher asks questions and engages children in discussion to support children's understanding of event sequences and cause effect links.		
READING PROCESSES		
1. Teacher reads book with expression and energy; uses variety such as changes in pitch, volume, speed, and/or use of facial expressions and gestures.		
2. Teacher effectively responds to children's questions or to comments indicating confusion. (e.g., asks follow up questions, gives needed information)		

Pre-Post Gains in Word Knowledge
of Taught and Control Words Combined Across Conditions

Receptive Knowledge
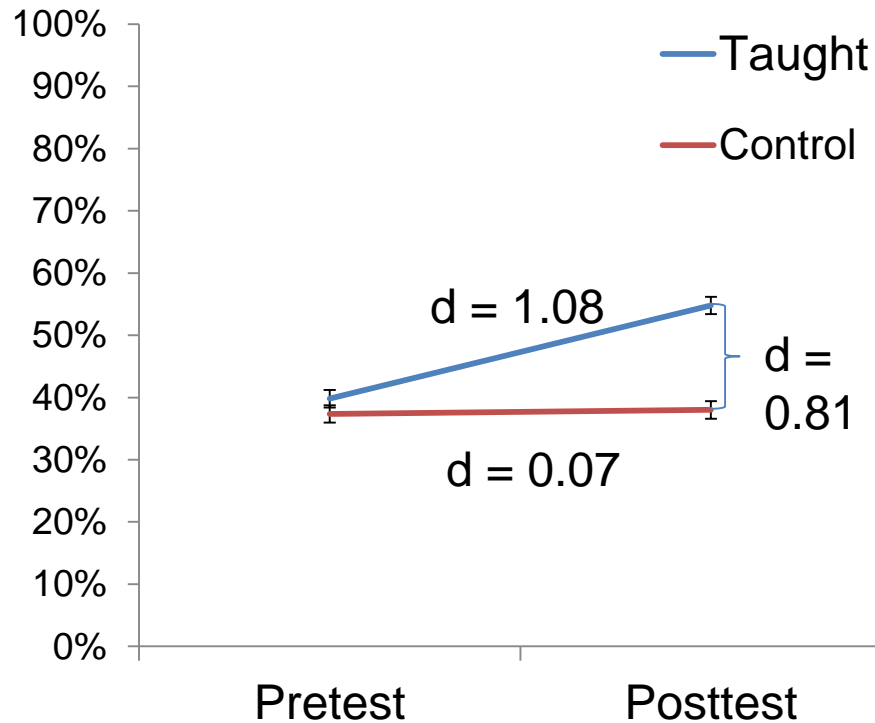
Depth of Knowledge
(% basic or full knowledge)
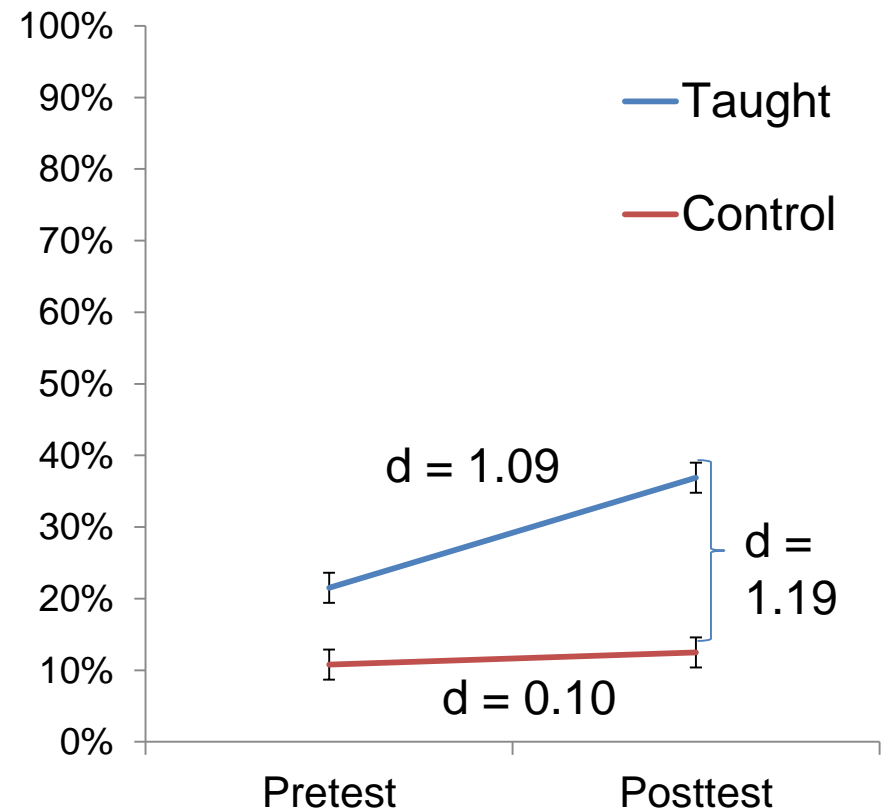
Self-Regulation and Generalized Language

	Work-related Skills		Peg Tapping		PPVT	
	B, (SE)	*D*	*B, (SE)*	*D*	*B, (SE)*	*D*
READ only	.49 (.13)	.44**	2.15 (.61)	.37**	2.81 (1.08)	.20**

Creating and Institutionalizing Effective Instructional Practices

1. Sustained organizational support
2. Building-level support
3. Well-specified instructional objectives
4. Teacher understanding of instructional goals
5. Coaching support provided by knowledgeable staff
6. Data-based feedback to teachers
   a. Their instructional skill relative to desired goals
   b. Children's growth

THANK YOU!

Key Elements to Creating and Sustaining Quality in Atfal Abu KG

- Strong leadership and shared vision
- Well-specified instructional routines that foster learning through functional, educationally valuable activities
  - ➢ Vision of effective classroom setup and routines
  - ➢ Shared conceptually-based planning across languages
  - ➢ Repeated reading of the same book across languages from high quality books
  - ➢ Morning Message with shared writing
  - ➢ Time in centers; engaged teachers
  - ➢ Coaching
  - ➢ Fidelity checklists

Observation Dates and Rater(s): مواعيد وتصنيفات الملاحظات

Classroom: الصف الدراسي

physical environment, relatively permanent Evidence of basic routines, rules

activity content, routines w/ direct impact on learning time

Reflect changes, evidence of curricular energy

Teacher engagement, in process tch'g & learning

#1:   September 2013   #2:

I. Classroom Layout   تخطيط الصف

#	Item Description وصف البند	Assessment detail تفاصيل التقييم	T1 فصل أول	T2 فصل ثان	T3 فصل ثالث
1	Space for group and clear discrete areas for different activities يوجد مساحة للمجموعات وأماكن منفصلة للأنشطة المختلفة	dividers break up space, create areas for activity; traffic flow works الفواصل تقسم المساحة ، وتهيأ أماكن للأنشطة؛ وتسهيل حركة السير	0 1 2	0 1 2	0 1 2
2	Sand and/or water for 2+; learning focus provided استخدام الرمل /أوالماء ل 2 +، وتوفر المحور التعليمي	area available; props to support exploration; props change المساحة متوفرة ؛ هناك دعائم تساعد على الإستكشاف ؛ ودعائم للتغيير	0 1 2	0 1 2	0 1 2
3	Construction area is defined area, size is appropriate تم تحديد مساحة منطقة البناء، والحجم مناسب	wooden blocks and large plastic blocks مكعبات خشبية و مكعبات بلاستيكية كبيرة	0 1 2	0 1 2	0 1 2
4	Easel available and used for painting. حامل اللوحات متوفر ويستخدم في الرسم	easel, paint, smocks, brushes, paint	0 1 2	0 1 2	0 1 2

#	Item Description	Assessment detail	T1	T2	T3
		حامل اللوحات، الأصباغ، الأثواب الفضفاضة (السترات) ، فرش الرسم، الطلاء			
5	Computer is accessible in working order, varied software الحاسوب متاح ويعمل، البرامج متنوعة	programs used for educational purposes يستخدم الحاسوب لاغراض تعليمية	0 1 2	0 1 2	0 1 2
6	Science area defined and supports learning. المكان المخصص للعلوم محدد ويدعم التعلم	Invites observation; material changes; some form of print support (chart, diagram, books, writing prompt) تدعو للملاحظة؛ تغييرات ملموسة؛ بعض النماذج المطبوعة الداعمة (مخطط رسم بياني، كتب،	0 1 2	0 1 2	0 1 2
7	Outdoor learning area used when possible, learning supports استخدام المنطقة التعليمية الخارجية كلما أمكن ذلك، وتدعم التعلم	planned use of outdoor for exploration and play استخدام المنطقة الخارجية مخطط له من أجل الإستكشاف واللعب	0 1 2	0 1 2	0 1 2

II. Routines, Curriculum and Evidence of Learning
II- الروتين، المناهج التعليمية والأدلة على التعلم

#	Item Description وصف البند	Assessment detail تفاصيل التقييم	T1 فصل أول	T2 فصل ثان	T3 فصل ثالث
1	Time in full groups is limited, varies by age group and time of year. الوقت محدود في المجموعات الكاملة، ويختلف حسب الفئة العمرية والوقت من السنة.	KG1: ~15 min. max. الروضة 1: 15 دقيقة على الأكثر. KG2: ~20 min. max. الروضة 2: 20 دقيقة على الأكثر	0 1 2	0 1 2	0 1 2
2	Group times have varied activity types. Not just listening. تختلف أنواع الأنشطة اثناء العمل الجماعي. لا مجرد الإستماع	variety of types of participation تنوع أنواع المشاركة	0 1 2	0 1 2	0 1 2
3	System for attendance, names included, pictures if needed نظام الحضور اليومي، الأسماء مدرجة، والصور إذا لزم الأمر	pictures removed when not needed; may retain some if needed تنزع الصور عندما لا يكون هناك حاجة لها؛ وقد يتم الإحتفاظ ببعضها إن لزمت	E;0 1 2 — A 0 1 2	E 0 1 2 — A 0 1 2	E 0 1 2 — A 0 1 2
4	System and place to store children's work نظام ومكان لتخزين أعمال الأطفال	children can access – store and retrieve their own work الأطفال من الدخول إلى المخزن واسترجاع أعمالهم	0 1 2	0 1 2	0 1 2

#	Item Description	Assessment detail	T1	T2	T3
5	Displays are topic focused. Activity is explained and outcome noted. المعروضات توضح موضوع التركيز. يتم شرح النشاط والنتيجة ملحوظة	clear discrete displays, space used with focus, word wall space limited المعروضات واضحة ومميزة، استخدام المساحات بتركيز، تحديد المساحة المخصصة للعبارات الجدارية	0 1 2	0 1 2	0 1 2
6	Time limit and turns system for computer use نظام تحديد الوقت والأدوار المخصص لإستخدام الحاسوب	timer, list system to track use over days المؤقت، نظام القائمة لتعقب استخدامه على مدى الأيام	0 1 2	0 1 2	0 1 2
7	Daily schedule posted; picture supports عرض الجدول اليومي، مدعما بالصور		0 1 2	0 1 2	0 1 2
8	labels used to guide storage, purpose for attending to print استخدام بطاقات لإستدلال الغرض من الحضور للطباعة		E 0 1 2 — A 0 1 2	E 0 1 2 — A 0 1 2	E 0 1 2 — A 0 1 2
9	System for assignment to centers, names used نظام التكليف بالمهام للمراكز، والأسماء المستخدمة	is enforced and used independently by children. يتم الإلزام عليه ويستخدمه الأطفال باستقلالية	0 1 2	0 1 2	0 1 2

VII. Teachers' Supports for Learning Through Conversations

VII. وسائل دعم المعلمين للتعلم من خلال

المحادثات

(note that all of these are relevant for both first and second language, but #6 is especially important for second language learners.)

(لاحظ أن كل هذه ذات صلة لكل من اللغتين الأولى والثانية، ما عدا رقم 6 فهي مهمة خاصة لمتعلمي اللغة الثانية)

#	Item Description وصف البند	Assessment detail تفاصيل التقييم	T1 فصل أول	T2 فصل ثان	T3 فصل ثالث
1	Teacher is warm, patient; expresses loving attitude in words and actions. المعلمة ودودة، صبورة؛ وكلماتها وأفعالها تعبر عن سلوكها المحب		E012 / A012	E012 / A012	E012 / A012
2	During active learning time teacher talks with children. Seeks more than yes/no, 1 word response. تتحدث المعلمة مع الأطفال اثناء فترة التعلم النشط، وهي تسعى لإستجابة أكثر من مجرد نعم / أو لا، أو الإجابة بكلمة واحدة	Moves around and engages =1 pt; extended talk = 2. تتحرك بين الأطفال وتتفاعل = 1 نقطة؛ والنقاش المطول = 2 نقطة	E012 / A012	E012 / A012	E012 / A012
3	During meals teacher talks with children. Seeks more than yes/no, 1 word response. تتحدث المعلمة مع الأطفال اثناء تناولهم	Engages =1 pt; تشارك = 1 نقطة extended talk = 2 نقاش مطول = 2.	E012	E012	E012

#	Item Description	Assessment detail	T1	T2	T3
	الوجبات. وهي تسعى لإستجابة أكثر من مجرد نعم / أو لا، أو الإجابة بكلمة واحدة		A012	A012	A012
4	Teacher listens; does not dominate, seeks to understand child. المعلمة تستمع، لا تسيطر، تسعى إلى فهم الطفل	conveys desire to understand, interest تعرب عن رغبتها في التفهم وابداء الإهتمام	E012 / A012	E012 / A012	E012 / A012
5	Teacher builds on child's talk, repeats and extends. تقوم المعلمة بالبناء على حديث الطفل، تكرر وتوسع	Efforts to enrich child's talk by expanding child's comments. تبذل الجهود في إثراء التحدث عند الأطفال من خلال زيادة تعليقاته	E012 / A012	E012 / A012	E012 / A012
6	ELL Focus: Strives to communicate: gestures, clear articulation, visual supports, slower pace as needed. تركيز متعلمي اللغة الإنجليزية: تسعى جاهدة للتواصل: الإيماءات، الصياغة الواضحة، الدعم بالمواد البصرية، التحدث بوتيرة أبطأ حسب الحاجة	0: weak 0=ضعيف 1: some strategies 1: بعض الإستراتيجيات 2: strong, consistently uses many 2: قوي: وتستخدم العديد باستمرار	E012 / A012	E012 / A012	E012 / A012

Book Reading Observation for a New Book

Teacher: _____   Assessor: _____

Date: _____

Focus	Item	Scoring	Comment
Goal Before Story	States goals and how children will participate: Listen, learn new words, meet the characters and enjoy the story	Yes No	
Vocabulary Before Story	Teaches about ½ of the words (at least 4-5) using definitions, pictures, gestures or actual objects.	Yes No	
Vocabulary Before Story	Teacher says words slowly and clearly and encourages children to say the words.	Yes No	
Introduction Book Concepts	Names author and illustrator.	Yes No	
Introduction Book Concepts	Points to the print in the title, may briefly discuss print (e.g. letter names, sounds out words, directionality)		
Introduction Comprehension	Provides background knowledge that might be needed to understand (location, time, characters).	Yes No	
Introduction Comprehension	Makes link to current unit and prior books when relevant.	Yes No	
Introduction Comprehension	Creates sense of anticipation – may ask prediction question or make comment modeling prediction.	Yes No	
During Read Vocabulary	Gives meanings of key words using spoken definitions that are clear and pronounced with care. All pre-taught words are defined. Some additional words may be defined briefly.	Yes No	
During Read Vocabulary	Teacher helps communicate meanings by pointing to pictures and using gestures, facial expressions, and voice.	Yes No	

During Read Comprehension	Gives children information they need in order to understand. Offers comments that support understanding of cause-and-effect, why characters are doing things, links between events across pages, what pictures are showing.	Often Sometimes Rarely	
During Read Comprehension	Asks or models used of occasional prediction questions.	Yes No	
During Read Comprehension	Teacher is alert to indications that children are confused or not engaged and adds needed explanations or examples.	Yes No	
During Read Comprehension and Enjoyment	Teacher reads in a manner that holds attention: varies volume, maintains pace, uses facial expression, or gesture.	Often Sometimes Not often	
During Read Language	Teacher reads the text of the book fluently and uses well-formed sentences that include use of vocabulary being taught.	Often Sometimes Rarely	
After Read Comprehension	Focuses on 1-2 pages or one single idea and builds understanding. Refers to pictures and prior events as needed. May discuss character feelings and motivations and why things happen to prompt inferential thinking.	Yes No	
After Read Comprehension	Uses vocabulary and draws children's attention to new words as the book is being discussed. May encourage children to say a new word when appropriate.	Yes No	
Throughout Engagement	Teacher is warm and positive and praises students for appropriate behavior.	Yes No	
Throughout Engagement	Students are attending and participating	Fully Usually Occasionally	
Throughout Engagement	When children are distracted or fail to respond teacher offers prompts and supports understanding and ensures attentiveness.	Yes No	
Throughout Engagement	Responds to appropriate child questions or comments while staying focused on the story.	Yes No	
Engagement	Story takes no more than 15 minutes	Yes No	

Percent of KG1 and KG2 Teachers Observed Doing Specific Instructional Practices during Discussions of a <u>New</u> Book

KG1 ▬ KG2 ▬