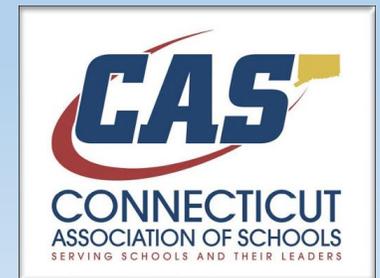


Early Childhood Administrator Responsive Support

Responding to our youngest learners: Adjusting our teaching to reflect what we are learning

2021-2022 School Year
November 4, 2021



What is Responsive Support?

“When we ground ourselves in the present moment, we spontaneously connect better with others. We become more responsive and less reactive, listening more deeply and speaking with greater clarity.” Lama Surya Das

Today's Agenda

Responding to our Youngest Learners:
Adjusting our teaching to reflect what we are learning.



Best Practices Related to this Theme:

- ★ Teacher Efficacy
- ★ Developmentally Appropriate Practice
- ★ What do we know about how young children learn?

We do this by focusing on strengths.

Building a foundation of relationships.

Connecting with families.

“ I’VE LEARNED THAT PEOPLE WILL FORGET
WHAT YOU SAID, PEOPLE WILL FORGET WHAT
YOU DID, BUT PEOPLE WILL NEVER FORGET
HOW YOU MADE THEM FEEL. ”

-Maya Angelou



Teacher Efficacy

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. Collective Teacher Efficacy is strongly correlated with student achievement.

<https://www.ascd.org/el/articles/how-collective-teacher-efficacy-develops>

http://www.naesp.org/sites/default/files/resources/1/Pdfs/Teacher_Efficacy_What_is_it_and_Does_it_Matter.pdf

<https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>



Adapted from Knight (2007),
Donohoo (2013), DeWitt (2018)



Competence

Think

Act

Feel

Confidence

Relatedness

Professional Identity



Three things leaders need to do for teachers this year

Pump the brakes

Lead with love

Honor the work

https://www.ascd.org/blogs/three-things-leaders-need-to-do-for-teachers-this-year?mkt_tok=OTAwLVhCWC0yNDkAAAGAHYoGnXa7zFwNgq6eMED2zB6v--LEAIbAFLvYz0FRSq8sf9wGjc2L518ta0WHiGWDCNrHK8vWSuL1BxshrVuqachMKPUB-j4RAnAdwP_26g

naeyc

**Developmentally
Appropriate Practice** in
Early Childhood Programs
Serving Children from
Birth Through Age 8
FOURTH EDITION

*New Edition!
Fully Revised*

Edited by NAEYC Staff

Developmentally appropriate practice (DAP) is practice that promotes each and every child's optimal learning and development. It is grounded in the research on child development and learning, in the knowledge base regarding educational effectiveness in early care and education, and in the knowledge that professional early childhood leaders glean from their observations of and interactions with children and their families.

9 Principles of DAP

Development and learning are dynamic processes *that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.*

All domains of child development—*physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning*—**are important; each domain both supports and is supported by the others.**



Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.

Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.



Children are active learners *from birth, constantly taking in and organizing information to create meaning through their relationships, their interactions with their environment, and their overall experiences.*

Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. *Curricula and teaching methods* build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.

Children learn in an integrated fashion that cuts across academic disciplines or subject areas. *Because the foundations of subject area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area's content effectively.*



Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.

Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.

“Play is the highest form of research”.

Albert Einstein

Play is:

Self chosen

Imaginative

Intrinsically motivated

Structured and defined



Play is universal and it is a natural differentiated experience.

What Do We Know About How Young (Birth through age 8) Children Learn?



COVID 19
CORONAVIRUS DISEASE

STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

- Avoid close contact with people who are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Avoid touching your eyes, nose, and mouth.
- Clean and disinfect frequently touched objects and surfaces.
- Stay home when you are sick, except to get medical care.
- Wash your hands often with soap and water for at least 20 seconds.



For more information: www.cdc.gov/COVID19

CS314915-A



What Does This Mean for Instruction and Transition to School?

Prioritize content and learning

Focus on the depth of instruction, not the pace

Ensure inclusion of each and every learner

Focus on teaching, practicing and reinforcing how to “be” in school

Teach emotional regulation, feeling vocabulary, identify feelings, calm down strategies

Teach social skills, initiating play, problem solving skills, sharing, taking turns, asking for help

Assess who needs more, different or longer exposure

Addressing Unfinished Learning After COVID-19 School Closures- Council of the Great City Schools

https://www.cgcs.org/CMS/LIB/DC00001581/CENTRICITY/DOMAIN/313/CGCS_UNFINISHED%20LEARNING.PDF

Break Out Room Discussion and Share out

- Time to Reflect
- As an administrator, how does what we just discussed regarding information on teacher efficacy, Developmentally Appropriate Practice and the effects of COVID-19 on young children's learning impact current practices, how you're currently supporting teachers and what might you want to try?

What are the 3-5 practices that you want to bring back to your Early Childhood Team?



Administrators' Responsive Support - Follow-up Office Hours



ACES - [Third Thursday of the month 8:00-9:00 am](#)

CES - [Second Monday of every month 3:00-4:00 pm](#)

CREC - [Second Tuesday of the month 2:00-3:00 pm](#)

EASTCONN - [Fourth Friday of the month 8:00- 9:00 am](#)

EdAdvance - [Second Thursday of the month 10:00-11:00 am \(*except, 11/18/21\)](#)

LEARN - [Third Wednesday of the month 8:00-9:00 am](#)

The zoom link to the office hours are included in the Google document on page 2 of the resources.

Responsive Support - Administrators' Round Table

First Thursday of the month from 9:00 – 10:00 AM

December 2, 2021

January 6, 2022

February 3, 2022

March 3, 2022

April 7, 2022

May 5, 2022

June 2, 2022

Resources

NAEYC Webpage on DAP

<https://www.naeyc.org/resources/developmentally-appropriate-practice>

Play Based Learning - Dr. Gray Peter Gray

<https://youtu.be/wJaAegok8L4>

Three things leaders need to do this year- ASCD

https://www.ascd.org/blogs/three-things-leaders-need-to-do-for-teachers-this-year?mkt_tok=OTAwLVhCWC0yNDkAAAGAHYoGnXa7zFwNgq6eMED2zB6v--LEAlbAFLvYz0FRSq8sf9wGjc2L518ta0WHiGWDCNrHK8vWSuL1BxshrVuqachMKPUB-j4RAnAdwP_26g

Addressing Unfinished Learning After COVID-19 School Closures- Council of the Great City Schools

https://www.cgcs.org/CMS/LIB/DC00001581/CENTRICITY/DOMAIN/313/CGCS_UNFINISHED%20LEARNING.PDF

Resources

Learning Acceleration for All: Planning for the Next Three to Five Years June 2021-

The New Teacher Project

https://tntp.org/assets/covid-19-toolkit-resources/Learning_Acceleration_for_All_2021.pdf

Supporting Students in Learning: How States are Rethinking Policies to Support Students in the COVID-19 Era- Knowledgeworks

https://knowledgeworks.org/resources/supporting-students-learning-policies-covid-19/?utm_source=marketo&utm_medium=email&utm_campaign=&utm_content=news&adposition=&mkt_tok=OTAwLVhCWC0yNDkAAAGAHYoGnbsYxQgljPp-ZDixDas0khw-giqTFrsoDqTzW2vMKphrXm82b7oeHEKeTI5N3RCxVx0MgWVljeZqyKkV-89s5N-p15RPl86fwBZsxw

THANK YOU!

Wrap Up
Next Steps
Survey of Needs

