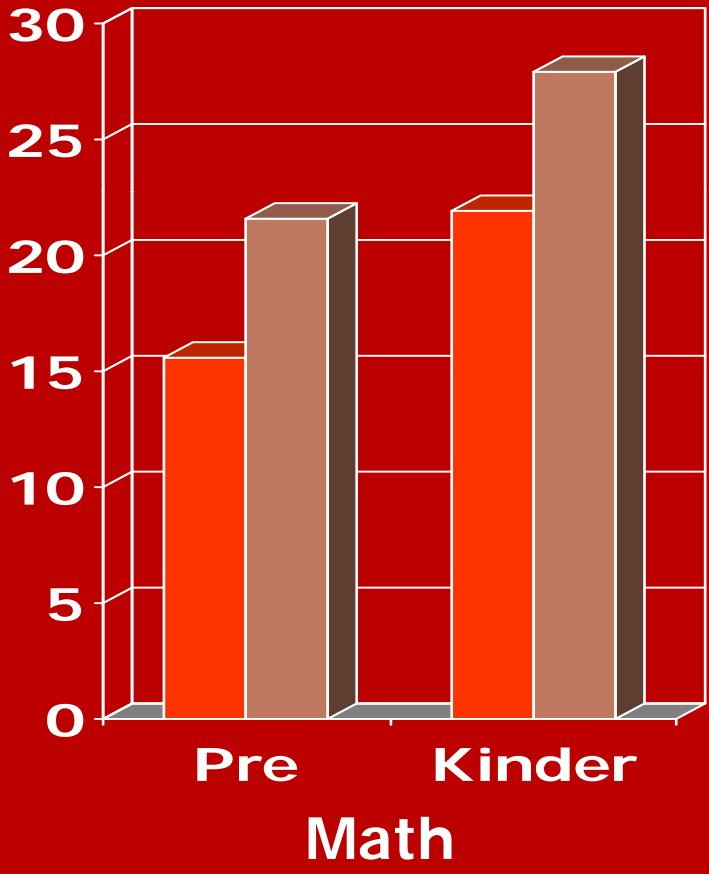


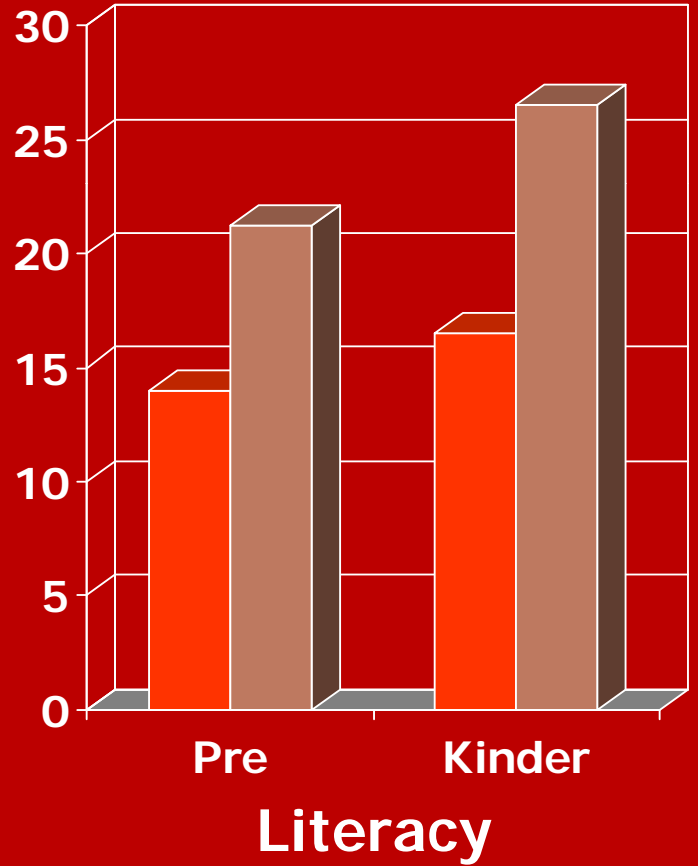
When Children Start from Behind



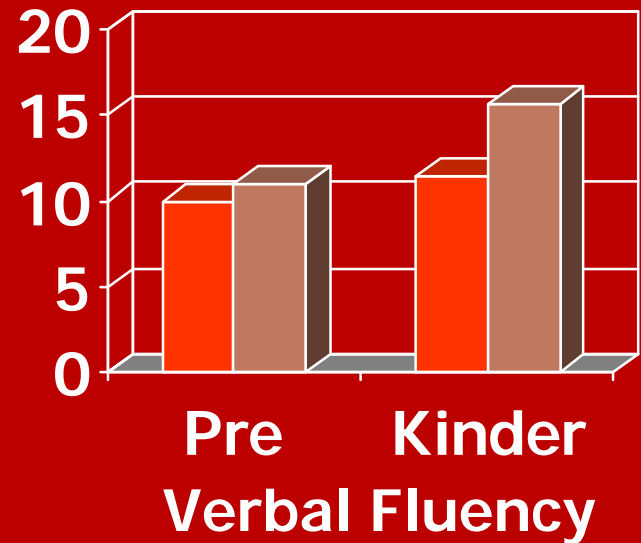
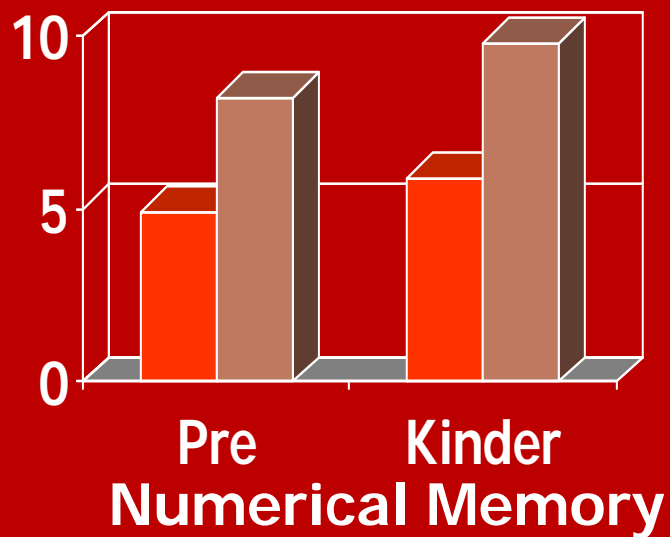
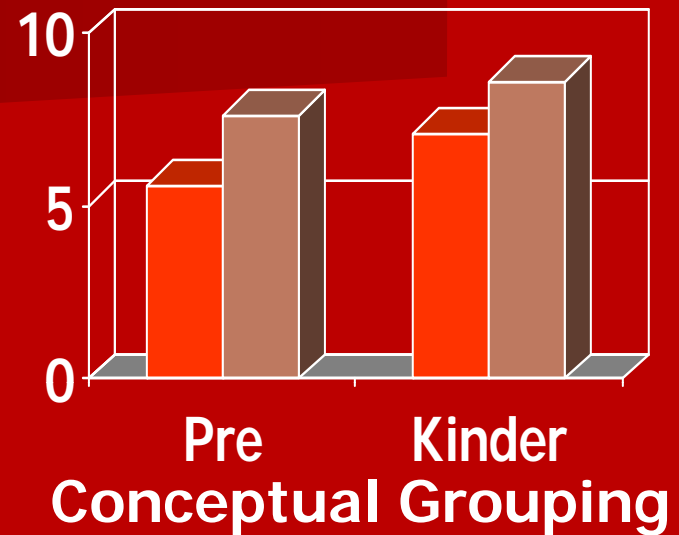
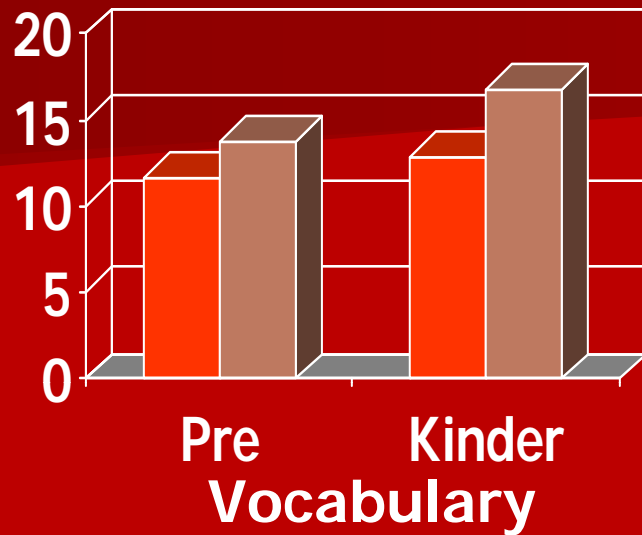
Basic Skills



Low
Middle



McCarthy Subscales



What Kind of Instruction?

- ◆ Pressure is toward focus on basic skills and didactic, teacher-dominated, scripted teaching
 - Accountability (NCLB)
 - Poor training of teachers
 - Beliefs about disadvantaged children
 - Parent/community pressures

Are our concerns well founded?

- ◆ Compared two types of classrooms
 - pre-kindergarten and kindergarten
 - 227 children
 - ethnically & economically diverse
 - 32 classrooms

Classroom Comparison Research

◆ Child-Centered

- social development stressed
- process stressed
- diverse activities
- children choose
- children discovered through direct experience



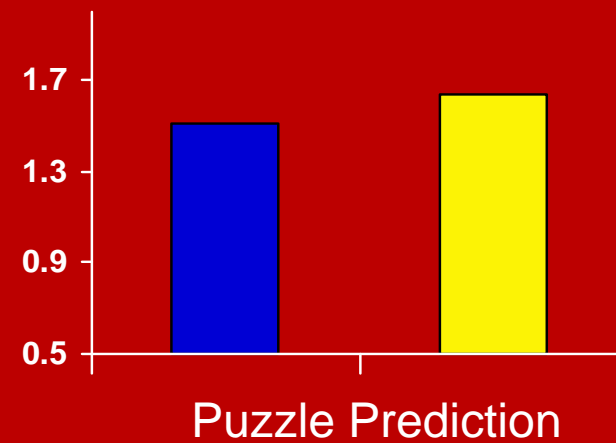
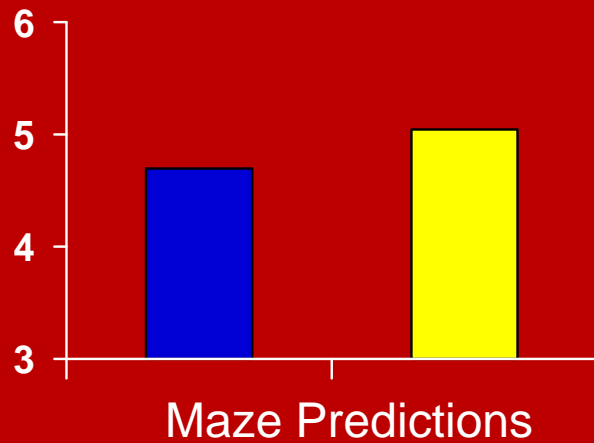
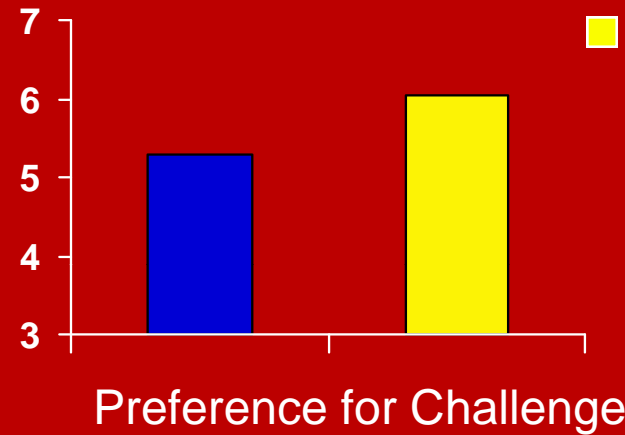
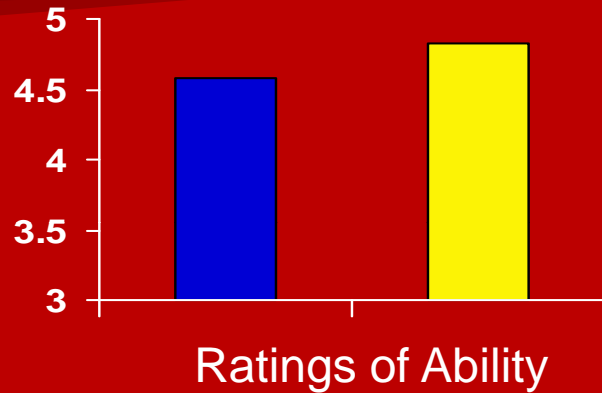
◆ Teacher-Directed

- academics emphasized
- performance stressed
- narrow range of activities
- teachers choose
- teachers instruct

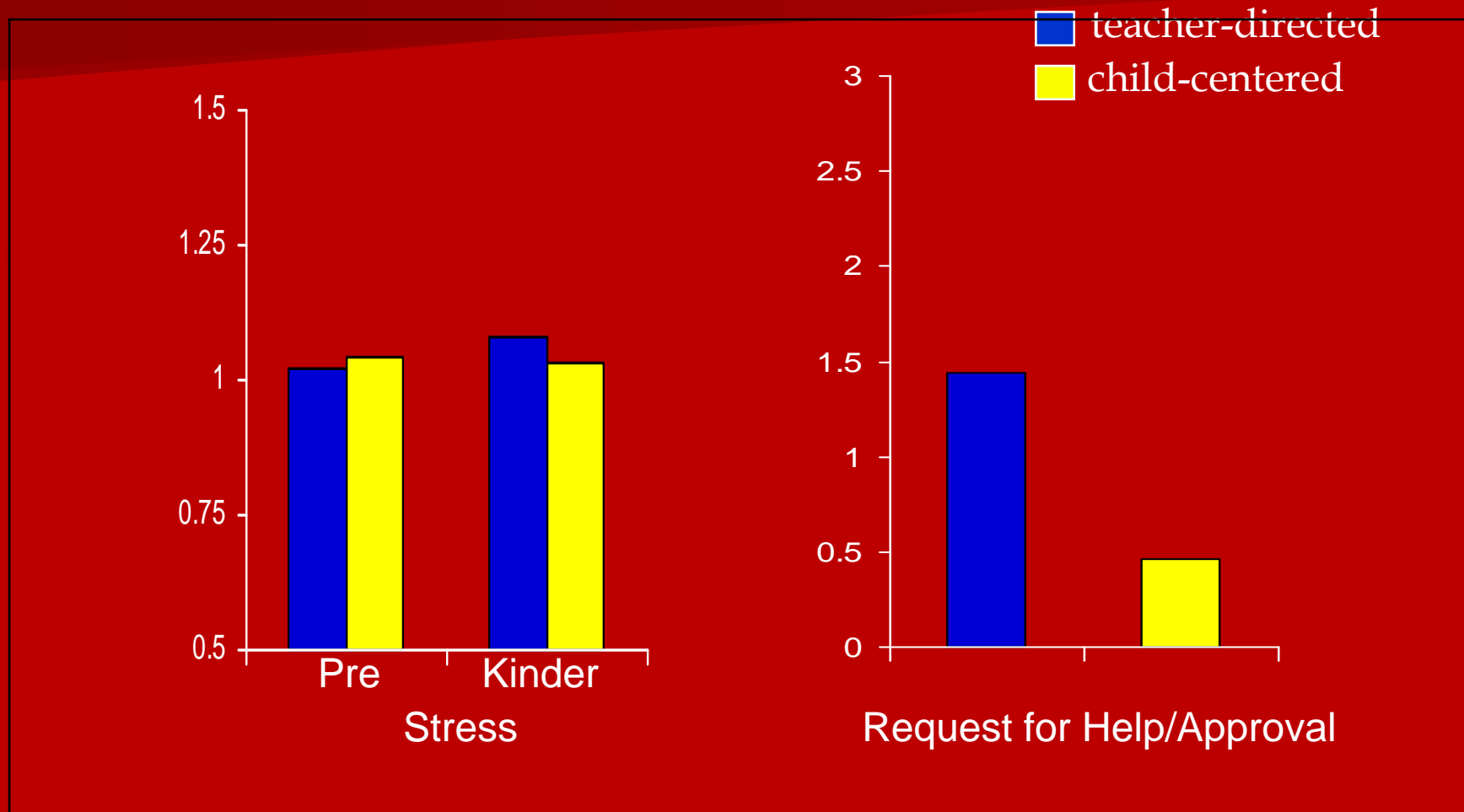


Teacher-Directed vs. Child-Centered Classrooms (Laboratory)

■ teacher-directed
■ child-centered

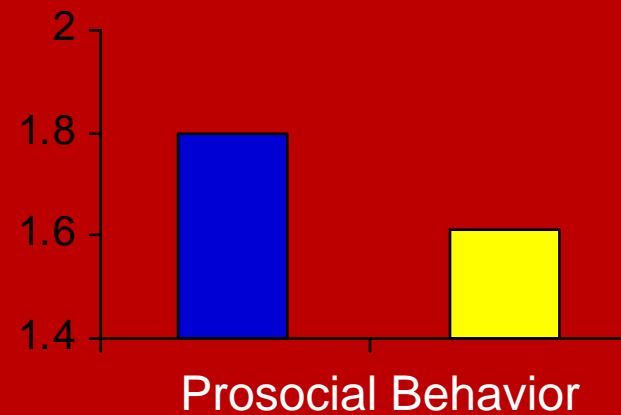
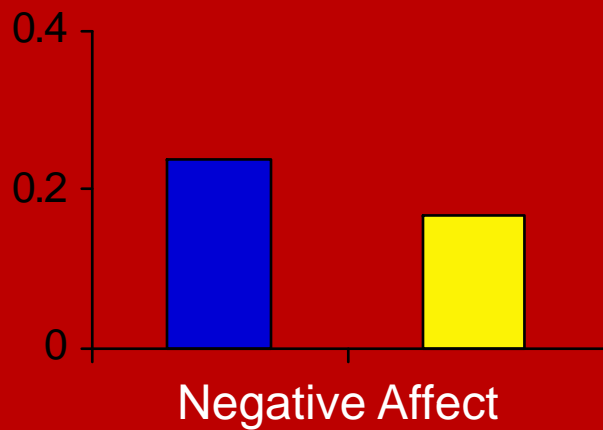
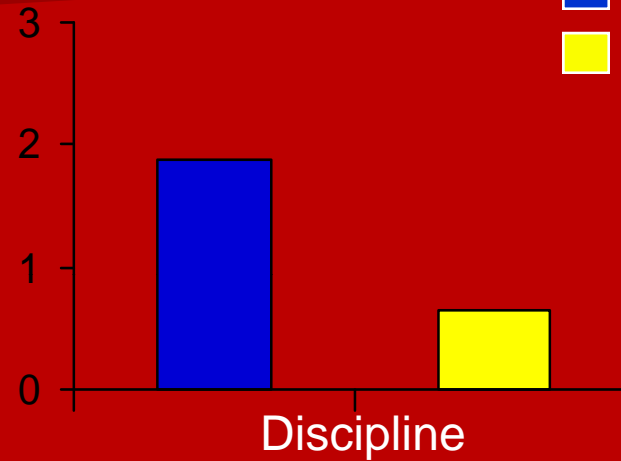
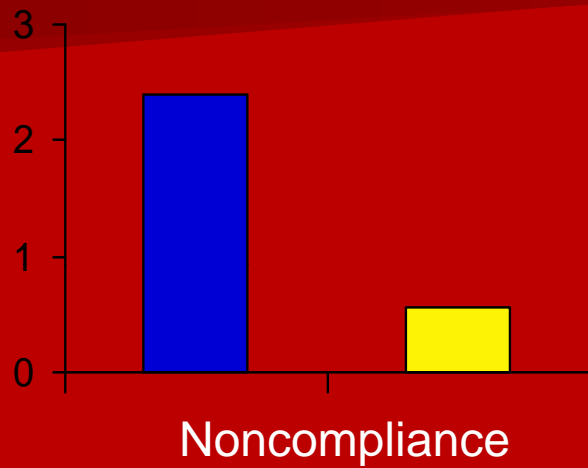


Classroom Observations



Classroom Observations

teacher-directed
child-centered



Why?

- ◆ Child-centered instruction is more motivating
 - authentic, meaningful, contextualized, relevant to their lives
 - child has some control
 - active, participatory
 - appropriate difficulty, promotes self-confidence (somewhat individualized)
 - interpersonal, embedded in a relationship

Literacy Skills

- ◆ Letter/word recognition
- ◆ Phonological awareness (letter-sound relationships)
- ◆ Print awareness
- ◆ Vocabulary
 - discipline-related vocabulary
- ◆ Conversation skills
- ◆ Comprehension, analysis
- ◆ Writing



Math Skills

- ◆ Numbers: counting, addition, subtraction
- ◆ Shapes
- ◆ Classification
- ◆ Conservation
- ◆ Patterns: rhythm, color, shape, size...
- ◆ Seriation
- ◆ Measurement: length, temperature, weight...
- ◆ Volume
- ◆ Comparisons: quantity, length, height
- ◆ Money
- ◆ Time



Not to mention...

- ◆ Self-regulation
- ◆ Cooperation, sharing, listening, emotional understanding...
- ◆ Independence
- ◆ Hygiene
- ◆ Healthy eating habits
- ◆ Exercise
- ◆ Self-confidence
- ◆ Curiosity

We can do it all!

- ◆ Science concepts and vocabulary, taught during a nature walk, drawing flowers or taking care of a garden
- ◆ Measurement (even notion of fractions), taught while baking muffins or comparing the relative length of body parts
- ◆ Literacy & Math, taught in the context of pretend play ("store," "post office")
- ◆ Listening, taking turns, & negotiation, taught in cooperative learning activity
- ◆ Emotional competence and moral lessons, embedded in activities designed to develop language and literacy skills.