BabySnap: Childhood Matters, Minutes Count

6 ½ hours X 180 days = 70,200 minutes each year
What is the Value in Considering Indicators of Quality?

- The overall goal of data is to increase educators’ intellectual curiosity, recognize competence, and promote openness and a willingness to change and to share expertise, questions and thoughts.

- Conversations value educators’ expertise, take context into account, and include educators in decision-making.

- Research helps prioritize instructional and interactional decisions and arms educators with ammunition to advocate for the needs of young children and their families.
You already think about quality all the time

- ITERS
- CLASS
- QRIS
- ???

How do these support or impede your efforts?
Ideas to explore

■ What is missing?
■ What would be helpful for coaches, teachers, administrators?
Brain Research
Neural circuits are wired from a bottom-up sequence.
The Brain’s Ability to Change in Response to Experiences

Amount of Effort Such Change Requires

AGE

Birth 2 4 6 8 10 20 30 40 50 60 70
Are there new things to think about?

Six graphs help describe the children’s experience in their learning and care settings: Note: Every 1%=4 minutes in a 6.5 hour day.

- **Content:** Examines children’s learning opportunities and experiences
- **Language:** Examines verbal and nonverbal communications
- **Adult Interaction/Social Development:** Examines the intensity of interaction across various settings and content areas
- **Adult Interaction by Language:** Examines the directionality of the adult-child interactions
- **Settings:** Examines the settings teaching staff provide for children’s learning and interactions
- **Adult Interaction by Setting:** Examines the settings in which adult interaction and social development occur
Content

- **Vocabulary** *(Children hear, learn or use new words, definitions, or phrases)*
- **Literacy** *(Children experience activities and instruction that help them develop a foundation for reading, learning and communication)*
- **Mathematics** *(Children experience activities and instruction that help them develop a foundation for numbers and mathematical concepts)*
- **Exploration** *(Children experience activities and instruction that foster curiosity)*
- **Science** *(Children learn about the natural world)*
- **Social Studies** *(Children learn about and develop a sense of self and an understanding of their families, communities, and the broader world)*
- **Diversity** *(Children engage with materials that help them gain an understanding of diversity)*
- **Aesthetics** *(Children engage in art, and music activities)*
- **Gross Motor** *(Children use their gross motor muscles in play and activities)*
Content

- Vocabulary: 12%
- Literacy: 14%
- Mathematics: 10%
- Exploration: 39%
- Science Studies: 30%
- Social Studies: 25%
- Diversity: 4%
- Aesthetics: 15%
- Gross Motor: 18%

- Vocabulary: 3%
- Literacy: 7%
- Mathematics: 8%
- Exploration: 14%
- Science Studies: 12%
- Social Studies: 10%
- Diversity: 0%
- Aesthetics: 8%
- Gross Motor: 10%
Questions to Promote Inquiry

- What is the role of classroom materials in promoting engagement in a variety of learning areas?
- How do you specifically support infant and toddler engagement in math and literacy?
- What is the role of broad and rich materials in supporting vocabulary development?
Language

- **Child to Peer** *(Children use language or pre-language with their peers to express knowledge, ideas, and feelings)*

- **Child to Adult** *(Children use language or pre-language with adults to express knowledge, ideas, and feelings)*

- **Adult to Child** *(Adults use language or pre-language with children)*

- **Dual Language** *(Adults or children use language(s) other than the dominant classroom language)*
Language

- Child to Peer: 30%
- Child to Adult: 32%
- Adult to Child: 40%
- Dual Language: 2%

- Child to Peer: 14%
- Child to Adult: 12%
- Adult to Child: 25%
- Dual Language: 0%
Questions to Promote Inquiry

- What do you design to engage young children in working together?
- What strategies do you use to promote language with your infants?
- What strategies do you use to promote vocabulary development?
Adult Interaction/Social Development

- Basic (Adults engage minimally with children)

- Reinforce (Adults support or guide children’s learning and social development)

- Expansive (Adults expand children’s learning and social development)
Adult Interaction/Social Development

- None: 34%
- Basic: 17%
- Reinforce: 29%
- Expansive: 20%

- None: 35%
- Basic: 31%
- Reinforce: 20%
- Expansive: 14%
Settings

- **Transitions** *(Target child is waiting, moving or being moved from place to place, or cleaning up between activities)*

- **Classroom Environment** *(Target child is experiencing the classroom environment by playing, learning, exploring, watching, or participating in activities alone, with peers, or with adults)*

- **Essential Care** *(Target child is being changed (diapered or clothed), washing hands, or is having a cut, injury or other physical ailment attended to by a teacher)*

- **Rest** *(Target child is being put down for nap, sleeping, or waking)*

- **Meals** *(Target child is having a meal or a snack, or is being fed)*
Settings

Classroom Environment 29%
Meals/Snacks 20%
Rest 10%
Essential Care 23%
Transition 18%
Adult Interaction by Setting

Meals
- Basic: 45%
- Reinforce: 20%
- Expansive: 10%
- None: 25%

Transitions
- None: 35%
- Reinforce: 30%
- Expansive: 5%
- Basic: 30%

Essential Care
- Basic: 43%
- Reinforce: 36%
- Expansive: 8%
- None: 13%

Classroom Environment
- None: 30%
- Reinforce: 31%
- Expansive: 24%
- Basic: 15%
Questions to Promote Inquiry

- Are your children’s needs being met within your settings?
- What settings promote the most vital interactions?
- What role does play have in supporting the development of children’s self regulation and executive function?
Teachers in action

Meghan.. Think of the Native American story-teller and that is who she was with the kids...always physically gathering them in, having fun with them, laughing, making the most of diapering. She read with them, sang with them, made them laugh. She was out of the classroom for an hour and things were less calm. She was notably talented at introducing incidental math into the classroom. It was present in numbers, and conceptual thinking throughout the day. She was not aware that she did it. It was a pretty rowdy classroom..lots of running and noisy..but kids were safe and ok and there was little conflict and few problems. Meghan is in school to get her teaching credential. She says she wants to be a Kindergarten teacher.
Teachers in action

Danielle has been a teacher for 3 years. She has had no formal training but is a natural. She truly enjoys her job and it is evident that she cares about the kids. She is noticeably talented in gathering kids into engaging activities. In a very calm way, she brings in a new material or a new idea and the kids truly follow her around like ducklings. She did a lot of science..bubbles and tons of attention to body parts. Lots of pretend play..kitchen’s and babies. She spoke fluent Spanish which was very beneficial particularly for one of her boys.
Teachers in action

Dominique spent a lot of time in basic care and really did not get involved with the kids. In general she seemed loud, condescending, dismissive of the kids, and talked about them in negative ways in front of them. She was fine during data feedback, rather sweet and quiet. She listened to the data but I am not sure what she took in.
Carla is a nursing student headed to be a pediatric nurse and is pleased she will have that good background for her medical profession. She was soft-spoken and was able to give the kids a good day. She was out of the classroom for an hour and the break teachers provided less rich opportunities I talked with her about supporting her assistants in being more expansive with the children.
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