

# Children Study Their World



An Overview for the State Early Childhood Advisory Council

# 2019-2020 Updates

---



- Number of CSW classrooms across Maryland – 181 (1/13/2020)
- Number of returning classrooms from AY 2018-2019 – 42
- Number of CSW Coaches – 18 (1/1/2020)

# Accomplishments

---



4 counties are implementing CSW county-wide in public school classrooms: Cecil, Kent, Somerset, Worcester

- 19 Special Educators have access to CSW and an iPad
- 20 CSW teacher training sessions conducted in 2019
- 3 CSW coaches training sessions conducted in 2019

New CSW Coaches participated in a 1-day training with Dathan Rush and 4 follow-up WebEx consultations

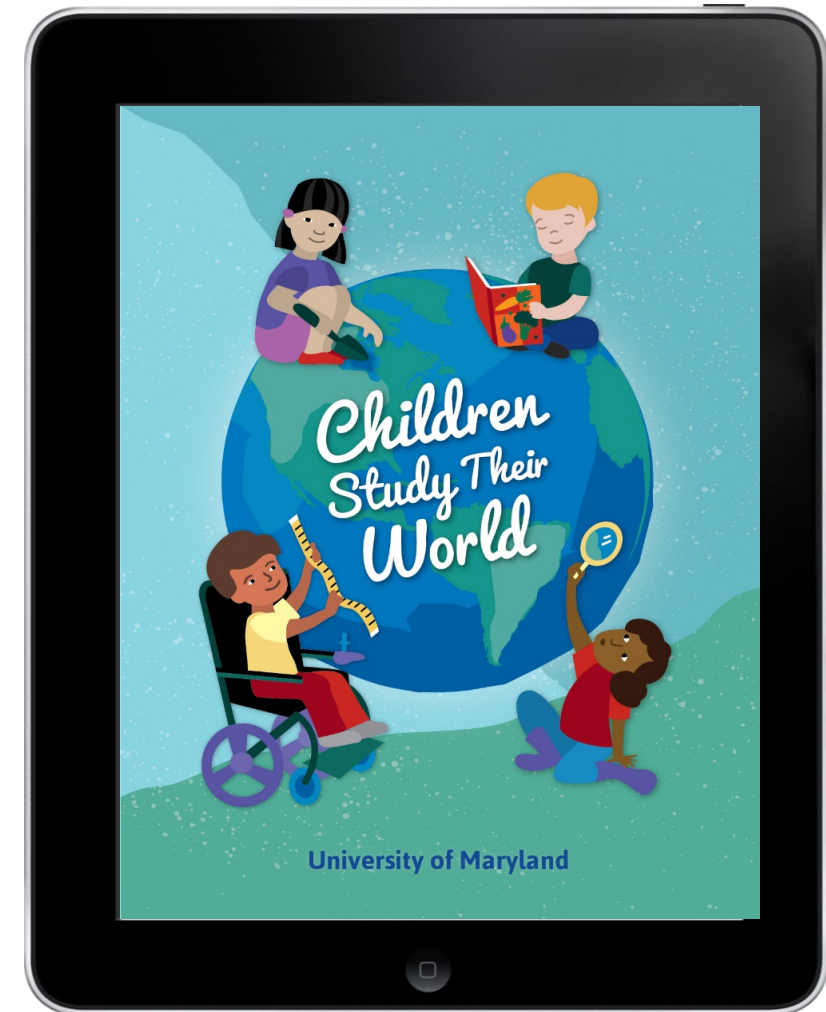
## 2 Robust CSW iTunes U Courses

### *Administrator/Coach Course*

- 49 curriculum or Professional Development related materials
- 70 coaches, administrators, and others enrolled

### *Teacher Course*

- 238 curriculum or Professional Development related materials
- 312 teachers and others enrolled



## Barriers: Administrative

- ***Directors and administrators*** – Some have not been able to provide the level of support needed for implementation, such as allocating planning time or fully supporting the coaching relationship.
- ***Children's ages*** – Programs may not have 4-year-olds based on lack of enrollment.
- ***Outside expectations*** – Administration at some child care centers insist on teaching calendar time. At some public schools, kindergarten teachers insist that pre-K teachers teach sight words.
- ***High teacher turnover*** – Coaches need additional time to support replacement teachers or substitutes who have not received CSW training.

## Barriers: Teacher Buy in

- ***Best Practices*** – Teachers who do not have the basic knowledge of effective teaching and learning practices in ECE.
- ***Project-Based Approach*** – Teachers who have not acquired or learned the skills needed to guide children's investigative thinking.
- ***Planning time*** – Teachers who are not provided with opportunities to plan in advance.
- ***Technology knowledge*** – Teachers who are frustrated because they have minimal experience with using technology/iPad.

# Significant Findings: Family Feedback



Teachers have expressed excitement when sharing how ***family members are impressed*** with the:

- increase in their child's knowledge and vocabulary, and
- complexity of each project's investigations/activities.

# Significant Findings: Teacher Feedback



Examples of teacher feedback after implementing *Busy Bodies: How My Body Works*

*“One of my students realized that our hearts beat faster when we move. She kept jumping so she could feel it speed up - she was very happy to feel it slow down.”*



# Significant Findings: Teacher Feedback

Examples of teacher feedback after implementing *Busy Bodies: How My Body Works*

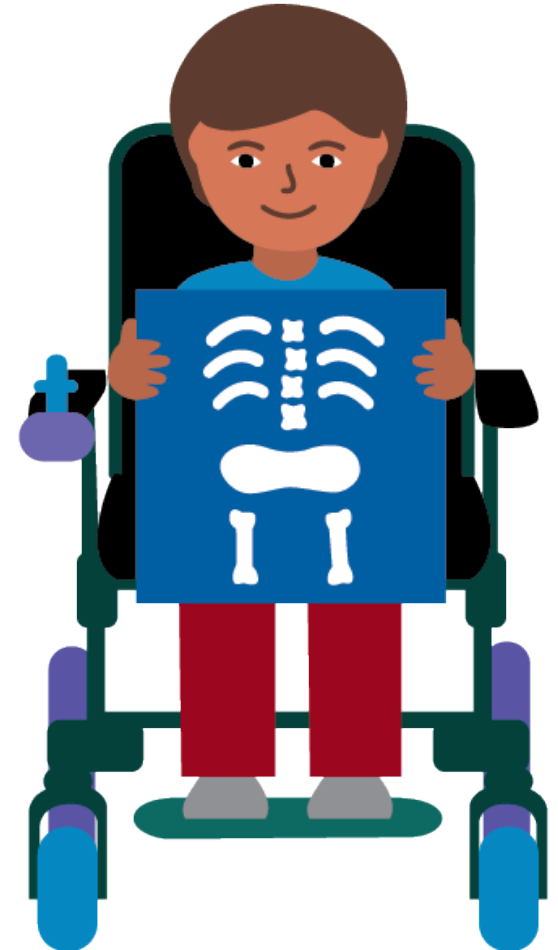
*“A parent sent a video of her child at home pretending to have her sister use a poem pointer because she was using ‘active listening’.”*



# Significant Findings: Teacher Feedback

Examples of teacher feedback after implementing *Busy Bodies: How My Body Works*

*“After the project, I saw a big difference in our students’ language. Children were using their body’s organ names to explain their injuries. Some students used the same activities to teach and explain [what they learned] to their parents.”*



# Significant Findings: Community Partnerships

Teachers are forming unique partnerships with a variety of community resources, such as:

- Assateague Coastal Trust
- Lowe's
- Nursing homes
- Churches
- Homeless shelters
- Community colleges



# Significant Findings: Thursday Thoughts

Several coaches have been using the content from *Thursday Thoughts* to guide the teachers' questions and discussions.

One coach reported, *"It supports them [teachers] to look at all aspects of CSW rather than just some of the same portions over and over."*



## THIS WEEK'S CSW THURSDAY THOUGHTS

### Supporting Cultural and Linguistic Diversity

January 9, 2020

Hello CSW Community! We hope you enjoyed the holidays and started the new year with renewed energy. Thank you for your commitment and hard work that made CSW successful in 2019. Let's continue to work together and support one another in this new year. We are excited to see what 2020 will bring!

This week's edition of "CSW Thursday Thoughts" highlights **supporting cultural and linguistic diversity**. You might wonder, "What does cultural and linguistic diversity mean? Why is it important to know when implementing CSW?"

At least in the context of early childhood classrooms in the United States, **culturally and linguistically diverse** children are those who hold cultural values different from the mainstream culture and speak a language other than English at home. Does this sound familiar? Sometimes, culturally and linguistically diverse children is used instead of English Learners or Dual Language Learners because their needs extend beyond language.

When working with culturally and linguistically diverse children, it is important to remember that there are cultural and linguistic factors that shape children's behavior, learning styles, personalities, values, peer interactions, communication styles, and even socio-emotional needs. For more in-depth information on culturally and linguistically diverse children, [click here](#).

.....

We invite you to **consider** how to support cultural and linguistic diversity within and outside of the classroom. Think about the following questions:



# Significant Findings: Professional Development

- The PD sessions are prompting teachers to **re-think their practices**, such as teaching calendar or letter of the week.
- Teachers are realizing **the importance of slowing down** to give children multiple ways to explore an idea by following the lesson's open-ended approach versus a teacher-led approach.



# Significant Findings: Supporting All Learners

Teachers feel supported to **teach all learners** using the suggestions from the interactive features and the extensive CSW guidance for teaching *and including* English Learners and children who require specially designed instruction.



# Significant Findings: Math and Formative Assessment

- Teachers are seeing **positive outcomes** when teaching math lessons that follow a learning trajectory.
- Teachers are **gaining confidence** when using formative assessment strategies to find out what children know and can do.

*For example, by following the **formative assessment guidance** in CSW lessons, teachers see the discrete skills that a child needs to develop *in order to attain* a learning or developmental goal.*

