Using *Making It Work!* to Take a Closer Look at Instructional Supports

**Presenters:**

Joanne Knapp-Philo, NCECDTL
Frances Moore, NCECDTL
Mala Sablok, Region XI Early Childhood Specialist
At the end of this presentation, you should be able to:

• Understand the Making It Work! purpose and overall planning process
• Identify effective instructional supports
• Identify strategies to use in building AIAN teachers’ abilities to make connections between traditional ways and implementing effective instructional supports
Here’s what we’re doing today:

1. Welcome and Introductions
2. Making It Work! Overview
3. Effective Practice: Instructional Interactions
4. Closing - Summary
Welcome and Introductions
Who’s in the room?

- Parent/Family
- Tribal Council
- Policy Council
- Director
- Specialist/Coordinator
- Teachers/Home Visitors/FCC Providers
- Family Services
- Other roles?
Making It Work! and Instructional Supports

Making It Work! Overview
It’s All About Connection

Connecting Traditional Cultural Skills, Values, Beliefs, and Lifeways with the Head Start Child Development and Early Learning Framework
Making It Work! Advisory Group

• Cherokee Nation Early Childhood Unit Head Start
• Grand Traverse Band of Ottawa and Chippewa Indians Head Start
• Inter-Tribal Council of Michigan, Inc. Head Start, Pokagon Band of Potawatomi
• Sault Tribe of Chippewa Indians Head Start and Early Head Start
• Rincon Band of Luiseño Indians Head Start
• Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start
• Walatowa Head Start, Pueblo of Jemez
How Making It Work! Works

Step 1: **Making the Connection** connects traditional cultural, skills, values, beliefs, and lifeways to the HSCDELF.

Step 2: **Making It Happen** creates cultural lessons for HSCDELF learning domains, aligns with assessment indicators, and provides strategies for Family and Community Engagement.

Step 3: **Making It Real** identifies children’s interests and needs to create individualized cultural lesson plans.

[Making It Work Website]
“The language is your world view. The way you see the world (when speaking in my native language) . . . is so different from thinking in English. Every single sound of the language has a meaning to it, and unless you can understand those meanings, it is really hard to put that world view together.”
— Jonathan Ross, Alaska Native Heritage Center
Making It Work! is a tool every tribal and native community can use to connect their own unique traditional cultural skills, values, beliefs, and lifeways to school readiness and the research-based Head Start Early Learning Outcomes Framework (HSELOF)
From HSCDELF to HSELOF

**Previous Framework:** Head Start Child Development and Early Learning Framework

These domains are represented by the inner wheel at the center of the Head Start Child Development and Early Learning Framework (HSCDELF).

**New Framework:** Head Start Early Learning Outcomes Framework

<table>
<thead>
<tr>
<th>CENTRAL DOMAINS</th>
<th>APPROACHES TO LEARNING</th>
<th>SOCIAL AND EMOTIONAL DEVELOPMENT</th>
<th>LANGUAGE AND LITERACY</th>
<th>COGNITION</th>
<th>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANT/ TODDLER DOMAINS</td>
<td>Approaches to Learning</td>
<td>Social and Emotional Development</td>
<td>Language and Communication</td>
<td>Cognition</td>
<td>Perceptual, Motor, and Physical Development</td>
</tr>
<tr>
<td>PRESCHOOLER DOMAINS</td>
<td>Approaches to Learning</td>
<td>Social and Emotional Development</td>
<td>Language and Communication</td>
<td>Literacy</td>
<td>Scientific Reasoning</td>
</tr>
</tbody>
</table>
Connecting your traditional cultural skills, values, beliefs and lifeways with HSELOF
Making It Work! Group Activity

Let’s do it together!

- Brainstorming
- Select one traditional cultural skill, value, belief, or lifeway
- Brainstorm what you will teach
Effective Practice: Instructional Interactions

Making It Work! and Instructional Supports

Highly Individualized Teaching and Learning

- Research-Based Curricula and Teaching Practices
- Ongoing Child Assessment

Social and Emotional Support
Well-Organized Classrooms
Instructional Interactions
• expands children’s development
  — critical thinking,
  — problem-solving, and
  — language skills,

• provides supportive feedback

ECLKC Instructional Interactions Resources
FRAMEWORK FOR EFFECTIVE PRACTICE

SUPPORTING SCHOOL READINESS FOR ALL CHILDREN
We know that...

Instructional Interactions are learned behaviors that take practice to master and incorporate into daily routines.
A Recap of Instructional Interactions

How teachers...

• Help children learn to solve problems, reason, and think
• Use feedback to expand and deepen skills and knowledge
• Help children develop more complex language skills
# Effective Instructional Supports – Concept Development

**Instructional Support: Concept Development**
*Teacher’s use of strategies to encourage understanding and thinking skills*

<table>
<thead>
<tr>
<th>Prediction and Experimentation</th>
<th>Why and How Questions</th>
<th>Comparison and Classification</th>
<th>Planning, Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What would happen if we hit the drums hard versus softly?</td>
<td>• Why do you think drums make sound?</td>
<td>• Compare and classify drums by size and sound (loud, soft)</td>
<td>• Children plan and create patterns and rhythms on the drums</td>
</tr>
<tr>
<td>• Would the small drum and large drum make the same sound? Why do you think so?</td>
<td>• Why is there cloth around the mallet of the drumstick?</td>
<td>• Compare and classify drumsticks by size, weight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How can we use a pattern to create a rhythm?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections to Real Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Connect to conversation with elders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Who has drums in their home?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• When do we use the drums?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What kinds of events do we play drums at?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prediction and Experimentation**
- What would happen if we hit the drums hard versus softly?
- Would the small drum and large drum make the same sound? Why do you think so?

**Why and How Questions**
- Why do you think drums make sound?
- Why is there cloth around the mallet of the drumstick?
- How can we use a pattern to create a rhythm?

**Comparison and Classification**
- Compare and classify drums by size and sound (loud, soft)
- Compare and classify drumsticks by size, weight

**Planning, Creating**
- Children plan and create patterns and rhythms on the drums
Effective Instructional Supports – Quality of Feedback

*Instructional Support: Quality of Feedback*

*Feedback that expands learning and understanding and encourages continued participation generally observed in response to*...

- Encourage children to try new patterns and rhythms
  - Provide specific feedback as they do so
  - “I like how you are experimenting with the patterns”

- Clarify and Expand on children’s understanding or actions
  - “When you hit the drum harder it makes a louder sound”

- Scaffold
  - Provide hints and assistance as they try drumming
  - “Do you think you could try a 2-2 pattern?”
### Instructional Support: Language Modeling

*(Teacher’s use of language stimulation and language facilitation techniques)*

#### Vocabulary
- Introduce words such as drum, drumsticks, patterns, rhythm, pattern in Native language and in English
- Map onto known words or concrete objects so children understand what these mean

#### Open ended conversations
- Converse with children about drumming at community events
- Have other open-ended conversations (around drumming at events, and in the community) with children so they hear language and have opportunities to use language
- Encourage peer to peer conversations

- Repeat and extend what children say
- Map own and children’s actions
  - “I am using a 1-2 pattern/rhythm”
  - “Joe is using his palm to beat the drum”
Your Turn...

• Work in teams to complete a planning sheet for Instructional Interactions on the dimension of choice
Making It Happen – Reflection

• Large Group Sharing:

What did you discover about instructional supports in your discussions?

Are there ways you can use this type of activity with your education staff?
Closing/Summary

Making It Work! and Instructional Supports
Session Objectives

At the end of this presentation, you should be able to:

• Understand the Making It Work! purpose and overall planning process
• Identify effective instructional supports
• Identify strategies to use in building AIAN teachers’ abilities to make connections between traditional ways and implementing effective instructional supports
Summary

We hope that you have learned ways to help your staff use effective instructional strategies to support your cultural and native language preservation efforts.
CLASS Brief: Understanding and Using CLASS for Program Improvement,
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/class-brief.pdf

Improving Teacher–Child Interactions: Using the CLASS™ in Head Start Preschool Programs
The National Center on Quality Teaching and Learning adapted this guide from the Classroom Assessment Scoring System™ (CLASS™) Implementation Guide (Hamre, Goffin, & Kraft-Sayre, 2009).

ACF-IM-HS-08-21 The Importance of Teacher-Child Relationships in Head Start


Making It Work! Field Guide for Program Leaders and Early Childhood Education Specialists,
Thank You!

• Please fill out both evaluation forms – one for the conference and one for the National Center on Early Childhood Development, Teaching and Learning.

• We value your feedback and use it to improve our services.
Improving Teacher-Child Interactions Using CLASS Pre-K™

June 2016 | NIHSDA, Arlington, VA

Presenters:

Frances Moore,
NCECDTL

Photo Courtesy of NCECDTL
Session Objectives

At the end of this presentation, you should be able to:

• Understand how engaging interactions are part of a Framework for Effective Every Day Practice
• Understand how to use classroom observations to support effective practice
• Share strategies for improving teacher-child interactions
Session Agenda

Here’s what we’re doing today:

1. Welcome and Overview
2. Engaging Interactions and Environments
3. An Observation Tool Example: CLASS®
4. Professional Development and CLASS®
5. Resources and Supports
6. Wrap Up
Welcome and Overview

Improving Teacher-Child Interactions
Who Are You?

- Break into groups
- Each person shares one thing about themselves using only one word
- Go around the circle as many times as you can.
- On each turn share something else about yourself only using one word

Round 1: Name
Round 2: Role
Round 3: Location
Round 4: Strength
Re-do...

Pair up with someone
Ask questions that require more than a one word response.
Make sure each person answers at least one question from their partner.

• Examples:
  • How did you get your name?
  • Why do you live where you do?
  • What led you to be in the role you are in?
  • When have you used your strength most effectively?
• Providing engaging interactions with children
• Choosing research-based curricula and teaching practices
• Using ongoing assessment of children’s skills
• Individualizing teaching and learning
Engaging Interactions and Environments
Interactions are the **back-and-forth exchanges** among teachers and children.

Interactions include:
- Teachers and children
- Children with peers.

These interactions occur in **every moment of the day**.
• Environments are where children learn and spend time throughout the day.

• Environments include:
  Materials
  Books
  Furnishings
  Room arrangement
  Outside learning areas
  Staff placements in the room.

Photo Courtesy of NCECDTL
Interactions and environments are engaging when they **support children’s involvement in activities** that promote positive development and learning.

They are foundational to development across areas of the Head Start Early Learning Outcomes Framework.
An observation tool example: CLASS® Pre-K
The Classroom Assessment Scoring System® (CLASS®) is a research-based observation tool that assesses the quality of teacher child interactions in center-based preschool classrooms.
Using CLASS Data

Effective Teacher-Child Interactions

Measure

Learn

Improve
Pre-K Class Domains and Dimensions

Classroom Quality

Emotional Support
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

Classroom Organization
- Behavior Management
- Productivity
- Instructional Learning Formats

Instructional Support
- Concept Development
- Quality of Feedback
- Language Modeling
Let’s Look More Closely at Instructional Support

• Concept development
• Quality of Feedback
• Language Modeling

Photo Courtesy of NCECDTL
How teachers help children:
• Learn to solve problems, reasons, and think
• Use feedback to expand and deepen children’s skills and knowledge
• Develop more complex language skills
Instructional Support Example

VIDEO: Fostering Thinking: Blubber

Video courtesy of CLASS®
Professional Development and CLASS®

Improving Teacher-Child Interactions
Creating a Shared Lens

The CLASS® tool provides a common language and shared lens for teachers, coaches, observers, researchers, and administrators.
Professional Development and CLASS

CLASS data can be used to plan for teachers’ professional development.
Professional Development

ECLKC In-Service Suites
Communities of Practice

http://content.cleverex.com/hslc/tta-system/teaching/practice/crosswalk.html
Here is an example of one of the Concept Development in-service suites:
Making Learning Meaningful
What are your experiences and ideas about using a teacher observation tool like the CLASS in your professional development activities?
Resources and Supports

These resources can help to identify best practices in establishing engaging interactions and environments to support child outcomes and school readiness goals.

• Understanding and Using CLASS® for Program Improvement
• Improving Teacher-Child Interactions: Using the CLASS® in Head Start Preschool Programs
• Crosswalk of NCQTL In-service Suites with the CLASS®
• Head Start Professional Development Classroom Assessment Scoring System (CLASS®) Webcast
Resources and Supports

Regional Offices
Regional Training and Technical Assistance Providers
NCECDTL and other National Technical Assistance Centers
Your peers in this room!

Photo Courtesy of NCECDTL
Wrap Up & Q/A
Thank you!

Photo Courtesy of NCECDTL
Using Making It Work! to Take a Closer Look at Instructional Supports

Presenters:
Joanne Knapp-Philo, NCEC DTI
Frances Moore, NCEC DTI
Mike Sadik, Region XI Early Childhood Specialist

Session Objectives
At the end of this presentation, you should be able to:

• Understand the Making It Work! purpose and overall planning process
• Identify effective instructional supports
• Identify strategies to use in building AIAN teachers’ abilities to make connections between traditional ways and implementing effective instructional supports

Session Agenda
Here’s what we’re doing today:
1. Welcome and Introductions
2. Making It Work! Overview
3. Effective Practice: Instructional Interactions
4. Closing - Summary
Welcome and Introductions

Who’s in the room?
• Parent/Family
• Tribal Council
• Policy Council
• Director
• Specialist/Coordinator
• Teachers/Home Visitors/FCC Providers
• Family Services
• Other roles?

Making It Work! and Instructional Supports

Making It Work! Overview
It's All About Connection
Connecting Traditional Cultural Skills, Values, Beliefs, and Lifeways with the Head Start Child Development and Early Learning Framework

Making It Work! Advisory Group
- Cherokee Nation Early Childhood Unit Head Start
- Grand Traverse Band of Ottawa and Chippewa Indians Head Start
- Inter-Tribal Council of Michigan, Inc. Head Start, Pokagon Band of Potawatomi
- Sault Tribe of Chippewa Indians Head Start and Early Head Start
- Rincon Band of Luiseno Indians Head Start
- Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start
- Walatowa Head Start, Pueblo of Jemez

How Making It Work! Works

Step 1: Making the Connection connects traditional cultural, skills, values, beliefs, and lifeways to the HSCDELF

Step 2: Making it Happen creates cultural lessons for HSCDELF learning domains, aligns with assessment indicators, and provides strategies for Family and Community Engagement

Step 3: Making it Real identifies children's interests and needs to create individualized cultural lesson plans

Making It Work Website
Language and Culture Matter!

“The language is your world view. The way you see the world (when speaking in my native language) is so different from thinking in English. Every single sound of the language has a meaning to it, and unless you can understand those meanings, it is really hard to put that world view together.”

— Jonathan Ross, Alaska Native Heritage Center

Making It Work! and HSELOF

Making It Work! is a tool every tribal and native community can use to connect their own unique traditional cultural skills, values, beliefs, and lifeways to school readiness and the research-based Head Start Early Learning Outcomes Framework (HSELOF).

From HSCDELF to HSELOF

Previous Framework: Head Start Child Development and Early Learning Framework


<table>
<thead>
<tr>
<th>Previous Framework</th>
<th>New Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Social and Emotional Development</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>Language and Literacy</td>
</tr>
<tr>
<td>Knowledge and Concepts</td>
<td>Knowledge and Concepts</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Physical Development</td>
</tr>
<tr>
<td>Parent-Child Interaction</td>
<td>Parent-Child Interaction</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Cultural Competence</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Social and Emotional Development</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>Language and Literacy</td>
</tr>
<tr>
<td>Knowledge and Concepts</td>
<td>Knowledge and Concepts</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Physical Development</td>
</tr>
<tr>
<td>Parent-Child Interaction</td>
<td>Parent-Child Interaction</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Cultural Competence</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Health and Safety</td>
</tr>
</tbody>
</table>
Making the Connection

Connecting your traditional cultural skills, values, beliefs and lifeways with HSELOF

Making It Work! Group Activity

Let's do it together!

• Brainstorming
• Select one traditional cultural skill, value, belief, or lifeway
• Brainstorm what you will teach

Effective Practice: Instructional Interactions
Effective Instructional Interactions

- expands children’s development
  - critical thinking,
  - problem-solving, and
  - language skills,
- provides supportive feedback

ECLKC Instructional Interactions Resources

FRAMEWORK FOR EFFECTIVE PRACTICE

We know that...

Instructional Interactions are learned behaviors that take practice to master and incorporate into daily routines
How teachers...
- Help children learn to solve problems, reason, and think
- Use feedback to expand and deepen skills and knowledge
- Help children develop more complex language skills

Effective Instructional Supports – Concept Development

**Instructional Support: Concept Development**
(Teacher’s use of strategies to encourage understanding and thinking skills)

**Prediction and Experimentation**
- What would happen if we hit the drums hard or softly?
- What size drum makes the loudest sound? Why do you think so?

**Why and How Questions**
- Why do you think a large drum will make a louder sound?
- Why is there cloth around the top of the drum?
- Why can we use a pattern to create a rhythm?

**Comparison and Classification**
- Compare and classify drums by size and sound (loud, soft)
- Compare and classify drumsticks by size, weight

**Planning, Creating**
- Children plan and create rhythms on the drums

**Connections to Real Life**
- Connect to conversation with elders
- Who has drums in their home?
- When do we use drums?
- What kinds of events do we play drums at?

**Effective Instructional Supports – Quality of Feedback**

**Instructional Support: Quality of Feedback**

- Encourage children to try new patterns and rhythms
- Provide specific feedback as they do so
- "I like how you are experimenting with the patterns!

**Clarify and Expand on children’s understanding or actions**
- "When you hit the drum harder it makes a louder sound!"

**Scaffold**
- Provide hints and assistance as they try drumming
- "Do you think you could try a 2-2 pattern?"
Effective Instructional Supports – Language Modeling

**Instructional Support: Language Modeling**
(Teacher’s use of language stimulation and language facilitation techniques)

**Vocabulary**
- Introduce words such as drum, drumsticks, patterns, rhythm, pattern in Native language and in English
- Map onto known words or concrete objects so children understand what these mean

**Open-ended conversations**
- Converse with children about drumming at community events
- Have other open-ended conversations (around drumming at events, and in the community) with children so they hear language and have opportunities to use language
- Encourage peer to peer conversations

**Repeat and extend what children say**
- Map own and children’s actions
  - “I am using a 1-2 pattern/rhythm”
  - “Joe is using his palms to beat the drum”

---

Your Turn...

- Work in teams to complete a planning sheet for Instructional Interactions on the dimension of choice

---

Making It Happen – Reflection

- Large Group Sharing:
  
  What did you discover about instructional supports in your discussions?
  
  Are there ways you can use this type of activity with your education staff?
Making it Work! and Instructional Supports

Closing/Summary

Session Objectives
At the end of this presentation, you should be able to:

• Understand the Making It Work! purpose and overall planning process
• Identify effective instructional supports
• Identify strategies to use in building AIAN teachers’ abilities to make connections between traditional ways and implementing effective instructional supports

Summary
We hope that you have learned ways to help your staff use effective instructional strategies to support your cultural and native language preservation efforts.
Thank You!

- Please fill out both evaluation forms – one for the conference and one for the National Center on Early Childhood Development, Teaching and Learning.

- We value your feedback and use it to improve our services.
AN OVERVIEW OF INSTRUCTIONAL SUPPORT AS DEFINED BY THE CLASS TOOL

<table>
<thead>
<tr>
<th>CONCEPT DEVELOPMENT</th>
<th>QUALITY OF FEEDBACK</th>
<th>LANGUAGE MODELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis and Reasoning</td>
<td>Scaffolding</td>
<td>Frequent conversation</td>
</tr>
<tr>
<td>• Why and how questions</td>
<td>• Hints</td>
<td>• Back-and-forth exchanges</td>
</tr>
<tr>
<td>• Problem Solving</td>
<td>• Assistance</td>
<td>• Contingent responding</td>
</tr>
<tr>
<td>• Prediction/experimentation</td>
<td>• Feedback Loops</td>
<td>• Peer conversation</td>
</tr>
<tr>
<td>• Classification/comparison</td>
<td>• Back-and-forth exchanges</td>
<td></td>
</tr>
<tr>
<td>• Evaluation</td>
<td>• Persistence by teacher</td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td>• Follow-up questions</td>
<td></td>
</tr>
<tr>
<td>• Brainstorming</td>
<td>• Prompting thought processes</td>
<td></td>
</tr>
<tr>
<td>• Planning</td>
<td>• Asks students to explain thinking</td>
<td></td>
</tr>
<tr>
<td>• Producing</td>
<td>• Queries responses and actions</td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td>Providing Information</td>
<td>Repetition and extension</td>
</tr>
<tr>
<td>• Connects Concepts</td>
<td>• Expansion</td>
<td>• Repeats</td>
</tr>
<tr>
<td>• Integrates with previous knowledge</td>
<td>• Clarification</td>
<td>• Extends/elaborates</td>
</tr>
<tr>
<td>Connections to the Real World</td>
<td>• Specific Feedback</td>
<td></td>
</tr>
<tr>
<td>• Real-world application</td>
<td>Encouragement and Affirmation</td>
<td>Self- and parallel talk</td>
</tr>
<tr>
<td>• Related to students' lives</td>
<td>• Recognition</td>
<td>• Maps own actions with language</td>
</tr>
<tr>
<td></td>
<td>• Reinforcement</td>
<td>• Maps student actions with language</td>
</tr>
<tr>
<td></td>
<td>• Student Persistence</td>
<td>Advanced Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Variety of words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connected to familiar words and/or ideas</td>
</tr>
</tbody>
</table>
Making it Happen!
Skill: ___________________________
Making it Happen!

Skill: ______________________________

Instructional Support: Quality of Feedback

(Feedback that expands learning and understanding and encourages continued participation)

(generally observed in response to....)

Scaffold: Hints and Assistance

Encouragement

Clarification and Expansion
Making it Happen!

Skill: ________________________________

Instructional Support: Language Modeling

(Teacher’s use of language stimulation and language facilitation techniques)

- Vocabulary Words
- Open ended conversations

- Repetition and Extension