SCHOOL READINESS:
Creating RESPECTFUL LEARNING communities for children and adults

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AIAN Region XI TTA Head Start EC Specialists
WHY ARE WE HERE?

NCQTL HOUSE FRAMEWORK

Highly Individualized Teaching and Learning

Research-Based Curricula and Teaching Practices

Ongoing Child Assessment

Engaging Interactions and Environments

These materials were developed for OHS/Region XI under Contract No. HHSP233201500016C by ICF International.
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Every day...every hour... every *moment* matters...

- Program Time (512) 6%
- Hours in a Year (8760) 94%
### PIR AIAN 2015 DATA

<table>
<thead>
<tr>
<th>B.5 Total number of preschool child development staff by position</th>
<th>1,228</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>B.16 The number of classroom teachers who left your program during the year.</th>
<th>384</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.17 Of these, the number who left for the following reasons:</td>
<td></td>
</tr>
<tr>
<td>a. Higher compensation/benefits package in the same field</td>
<td>83</td>
</tr>
<tr>
<td>b. Change in job field</td>
<td>116</td>
</tr>
<tr>
<td>c. Other</td>
<td>185</td>
</tr>
<tr>
<td>B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer</td>
<td>112</td>
</tr>
<tr>
<td>B.19 Number of classroom teachers hired during the year due to turnover</td>
<td>228</td>
</tr>
</tbody>
</table>
### CLASS SCORES OVER TIME

#### Mean National HS Monitoring CLASS Scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>5.35</td>
<td>5.55</td>
<td>5.90</td>
<td>5.99</td>
<td>6.10</td>
<td>6.03</td>
</tr>
<tr>
<td>CO</td>
<td>4.73</td>
<td>4.94</td>
<td>5.45</td>
<td>5.63</td>
<td>5.83</td>
<td>5.80</td>
</tr>
<tr>
<td>IS</td>
<td>3.35</td>
<td>3.14</td>
<td>2.98</td>
<td>2.72</td>
<td>2.90</td>
<td>2.88</td>
</tr>
</tbody>
</table>

#### Mean AIAN HS Monitoring CLASS Scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>5.19</td>
<td>5.45</td>
<td>5.70</td>
<td>5.90</td>
<td>6.10</td>
<td>6.3</td>
</tr>
<tr>
<td>CO</td>
<td>4.36</td>
<td>4.70</td>
<td>5.20</td>
<td>5.50</td>
<td>6.05</td>
<td>6.0</td>
</tr>
<tr>
<td>IS</td>
<td>3.30</td>
<td>2.85</td>
<td>2.60</td>
<td>2.50</td>
<td>2.70</td>
<td>2.9</td>
</tr>
</tbody>
</table>

#### National Lowest 10% CLASS Scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>5.4926</td>
<td>5.5417</td>
<td>5.7167</td>
<td>5.6562</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>4.8571</td>
<td>5.0556</td>
<td>5.3646</td>
<td>5.2708</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IS</td>
<td>2.1923</td>
<td>2.1061</td>
<td>2.2027</td>
<td>2.2261</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEIZE THE MOMENT!
OBJECTIVES

1. Learn how to enhance our work with children, families and others by refining our relationship with ourselves: understanding our purpose, discovering our creativity, and embracing a sense of wonder...all in an effort to increase School Readiness outcomes for children.

2. Acquire the foundations necessary for coaching others, including Executive Functioning.

3. Create an Action Plan for developing center-wide /classroom-wide cooperative behaviors and high level executive functioning for all.
§1304.52 (a)(1)
-Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.
• 80% of the brain is water
• 4 oz. for each 10 lbs. of weight each day
• Reduce colon cancer by 45%; breast cancer by 79%; bladder cancer by 50%
• Cut risk of fatal heart attack by 50%
• Slight dehydration slows metabolism by 3X
• Lack of water is the #1 trigger for daytime fatigue
• Water eases joint pain in 80% of people
• 2% drop in body water = fuzzy thinking, = poor math skills

Source: Dr. Becky Bailey 2014
WHEN WE FEEL STRESSED
WE LOSE ACCESS
TO THE PREFRONTAL LOBES

Source: Dr. Becky Bailey 2014

- Attention: read same paragraph
- Time management – usually late
- Organization – can’t find anything
- Prioritization – every task is overwhelming
- Working memory – can’t find anything
- Impulse control – OOPS
- Flexibility – my way or highway
- Empathy – everything is about you
- Metacognition – judge and blame
- Goal achievement – none
- Task initiation

Source: Dr. Becky Bailey 2014
“The root of teaching lies in the messy business of human relationships. Who we are and how we relate to the world around us makes a difference in our teaching.”

– Palmer, 1998
1. Learn how to enhance our work with children, families and others by refining our relationship with ourselves: understanding our purpose, discovering our creativity, and embracing a sense of wonder...all in an effort to increase School Readiness outcomes for children.
REFLECTION:

• Why do you work in an early childhood setting?

• Who is your model for teaching/leading in the EC setting? What are this person’s qualities that made him/her a great teacher?

• What situations make you doubt yourself and/or your abilities?

• What situations confirm your belief that you were meant to teach/lead in EC settings?
FOSTER A SENSE OF PURPOSE BY:

• Understanding that there is no more purposeful a job than supporting the engineering of children’s lives or the lives of others – you are all Life Engineers! Positions supporting children and families require you to be fully “ON” in all domains of development: physically, socially, emotionally, cognitively, and spiritually (sense of purpose).

• Maintaining the vitality needed in life by regularly reflecting on the question, “Am I BEING all that I am meant to be, all that I can be?”
<table>
<thead>
<tr>
<th>Ask ____ :</th>
<th>For help with ______:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy</td>
<td>Writing your newsletter to parents</td>
</tr>
<tr>
<td>Jasmine</td>
<td>Talking with parents about low developmental and/or mental health screening scores for their child</td>
</tr>
<tr>
<td>Marianne</td>
<td>TS GOLD &amp; Lesson Planning</td>
</tr>
<tr>
<td>Steve</td>
<td>CLASS assessment</td>
</tr>
<tr>
<td>Sammie</td>
<td>Active Supervision</td>
</tr>
<tr>
<td>Leslie</td>
<td>Family meetings or education session ideas</td>
</tr>
<tr>
<td>Vivian</td>
<td>Addressing the Tribal Council about children’s needs</td>
</tr>
<tr>
<td>Ask ______:</td>
<td>For help with_______:</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Areana</td>
<td>Zipping your coat</td>
</tr>
<tr>
<td>Jose</td>
<td>Writing your name</td>
</tr>
<tr>
<td>Mia</td>
<td>Feeling better if you’re sad</td>
</tr>
<tr>
<td>Adrian</td>
<td>Cleaning up a spill</td>
</tr>
<tr>
<td>Monique</td>
<td>A puzzle</td>
</tr>
<tr>
<td>Rodrick</td>
<td>Finding something you lost</td>
</tr>
<tr>
<td>Mesmiray</td>
<td>Reading a story</td>
</tr>
<tr>
<td>Cameron</td>
<td>Tying your shoes</td>
</tr>
<tr>
<td>Sariah</td>
<td>A push on the swing</td>
</tr>
<tr>
<td>Jaydin</td>
<td>Fixing a hurt with a Band-Aid</td>
</tr>
<tr>
<td>Aziza</td>
<td>Facilitating an argument</td>
</tr>
</tbody>
</table>
Creativity is the spark of life.

Closely related to our sense of purpose, creativity is the result of inspiration that comes as we live out our vocation.

Creativity in the workplace encourages vitality, engagement, and loyalty.

Burnout isn’t about the workload; it is about the inability to be creative at work.
FOSTER CREATIVITY BY:

• Finding places where you can express creative option in teaching/leading EC Educators, e.g. classroom design. (or develop lesson plans and goals within specified frameworks.)

• Finding needed support, planning time, and encouragement to maintain feelings of empowerment and excitement.

• Exploring creative outlets in personal lives.

• Enlivening the staff lounge – give it as much attention as you give to the children’s environments – devote space for staff to store projects-in-process for break times, e.g., knitting, etc.
Wonder goes beyond curiosity; it is a deep desire to be present in the world, to witness the marvels of the children as they learn and grow, and to be inspired to share this sense of wonder.
CULTIVATE WONDER BY:

- Connecting to the world around; enter the world of children – see through their eyes – share in their insatiable curiosity, deep feelings, and pure delight.

- Transforming observational practices into a tool for wonder by reflecting on what the children experience, rather than only on what they did.

- Sharing moments of wonder or joy during staff meetings.
EXPLORE, WONDER, SEARCH, QUESTION, BE CURIOUS
AND BRING IN SOME JOY!
Take a few minutes to gather your thoughts about all we covered in this objective, and write on your handout some ideas for strategies you will use at your site.
Think about some distress signals/cues that have come from your own children or partners and how you could respond differently to them.
OBJECTIVE 2

2. Acquire the foundations necessary for coaching others, including Executive Functioning.
SECURE ATTACHMENT CYCLE

BEING PRESENT STRENGTHENS HUMAN CONNECTION

What is your Dream?
ATTUNING TO STAY PRESENT

Nonverbal Components
- Posture
- Gesture
- Muscle tension
- Facial expression
- Breathing

ESSENCE OF COMMUNICATION

Verbal Components
- Intonation
  - Pitch
  - Pace
  - Volume
  - Words

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LISTENING

• Coming present (attending)
• “Neutral” – *Institute of HeartMath*
• “Deep Heart Listening” – *Institute of HeartMath*
  • **Word level** – what is actually said
  • **Feeling level** – the feelings or frequencies behind the words
  • **Essence level** – the real meaning
BEING PRESENT STRENGTHENS HUMAN CONNECTION

What is your Dream

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ASK POWERFUL QUESTIONS

OPEN-ENDED

INVITES THINKING

JUDGMENT FREE

INSPIRES WONDER
Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.
EXECUTIVE FUNCTION

• Depends on three types of brain function that are highly interrelated:

  ➢ **Working memory** governs our ability to retain and manipulate distinct pieces of information over short periods of time.

  ➢ **Mental flexibility** helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.

  ➢ **Self-control** enables us to set priorities and resist impulsive actions or responses.
EXECUTIVE FUNCTION

• Providing the support that children need to build these skills at home, in early care and education programs, and in other settings they experience regularly is one of society’s most important responsibilities.
EXECUTIVE FUNCTION

• Adults can facilitate the development of a child’s executive function skills by establishing routines, modeling social behavior, and creating and maintaining supportive, reliable relationships.

Mirror neurons ensure that the moment someone sees an emotion on your face, they will at once sense that same feeling within themselves. -- Daniel Stern
• When two people’s eyes meet, they interlink orbital frontal areas of the prefrontal lobe, downloading their inner states into one another.

• Eyes contain nerve projections that lead directly to key brain structure for empathy and matching emotions.
Children must be offered opportunities to exercise their developing skills through activities that foster creative play and social connection, support their learning how to cope with stress, and develop their abilities to direct their own actions with decreasing adult supervision.
OBJECTIVE 2

Take a few minutes to gather your thoughts about all we covered in this objective, and write on your handout some ideas for strategies you will use at your site.
3. Create an Action Plan for developing center-wide/classroom-wide cooperative behaviors and high level executive functioning for all.
“Love yourself — accept yourself — forgive yourself and be good to yourself, because without you the rest of us are without a source of many wonderful things.”

—Dr. Leonardo Buscaglia
RESOURCES/REFERENCES

- Bailey, Becky. **Conscious Discipline.** [www.consciousdiscipline.com](http://www.consciousdiscipline.com)
- **Brazelton Touchpoints Center.** [www.Touchpoints.org](http://www.Touchpoints.org)

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WRAP UP SUMMARIES

• What was your favorite part of today?
• What are you grateful for?
• What are you going to do about that?
• How did that make you feel?
• How can we look on the bright side?
• What part of that can we learn more about?
• When do you feel happiest? What brings you joy?
WRAP UP SUMMARIES

• What ideas do you now have for increasing children’s school readiness outcomes?

• What ideas do you now have for understanding your purpose, discovering your creativity, and embracing a sense of wonder?
QUESTIONS

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