



This guide walks you through presenting the ***Building a Solid Foundation for Early Learning*** in-service suite. This suite includes PowerPoint slides and supporting materials.

### MATERIALS NEEDED

- Presenter PowerPoint slides (28)
- Projector and audio equipment
- Optional Learning Activity:  
*"Still Face" Experiment* Video Review  
(with slide)
- Resources for Presenters
- Helpful Resources
- Flip chart or other large paper and markers  
for writing participant ideas

### BEFORE YOU BEGIN

- The purpose of this presentation is to introduce the foundation of the National Center on Quality Teaching and Learning Framework for Effective Practice.
- Presenters may want to review the list of additional background resources on key points and research before the presentation.
- An optional learning activity offers an opportunity for participants to further discuss the importance of social interactions. The optional learning activity is described in detail at the end of this document.



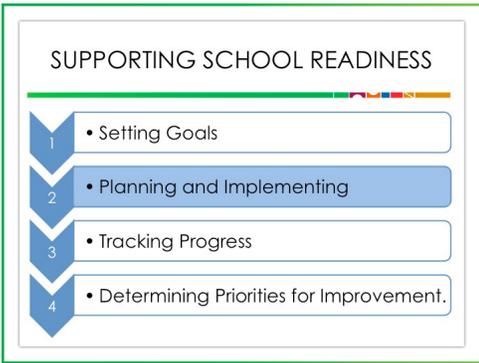
### SLIDE 1: BUILDING A SOLID FOUNDATION

#### Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).

#### Introduce the topic:

- *Building a Solid Foundation* focuses on the foundation of the NCQTL Framework for Effective Practice.

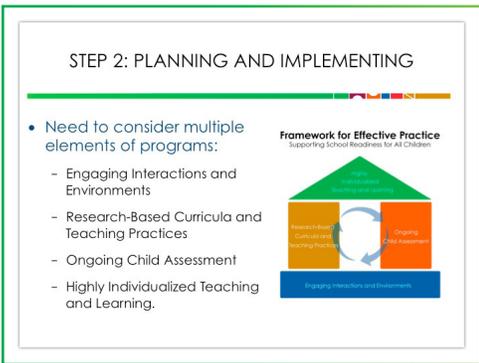


## SLIDE 2: SUPPORTING SCHOOL READINESS

It is important to think about context in building a solid foundation for all learning in early childhood classrooms. The Head Start Act of 2007 calls for Head Start and Early Head Start programs to establish school readiness goals for all children they serve.

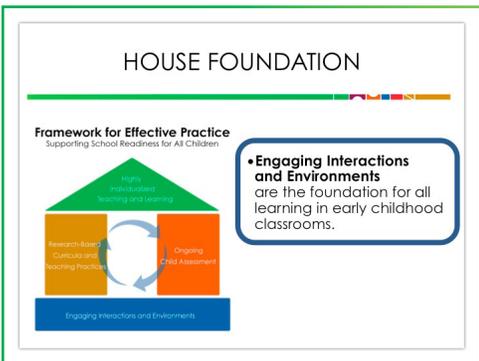
These are four strategic steps to support school readiness and positive child outcomes:

- Setting goals that align with the Head Start Child Development and Early Learning Framework (HSCDELFF)
- Creating and implementing a plan of action for achieving goals
- Assessing children’s progress
- Determining priorities for program improvement.



## SLIDE 3: STEP 2: PLANNING AND IMPLEMENTING

- The National Center on Quality Teaching and Learning’s House framework represents effective teaching practices, which support school readiness for all children. The House is part of the second strategic step: creating and implementing a plan of action for achieving goals.
- When creating a plan of action to provide high-quality teaching and learning, we need to consider multiple elements.
- Engaging interactions and environments are foundational to children’s learning.
- In addition to the foundation, the House includes the pillars of research-based curricula and teaching practices, ongoing child assessment, as well as the “roof” of highly individualized teaching and learning.



## SLIDE 4: HOUSE FOUNDATION

- The focus of this presentation is on the foundation.
- Engaging interactions and environments matter for children’s learning.
- We will now delve deeper into what these interactions and environments look like in a classroom.

NOTE

See *Resources for Presenters* for further information.



## ENGAGING INTERACTIONS

- 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**.



## SLIDE 5: ENGAGING INTERACTIONS

- When we say “interactions,” we are referring to the back-and-forth exchanges among teachers and children.
- These classroom interactions are between teachers and children AND children with their peers.
- These interactions can happen at every moment of the day, whether it’s lunchtime, during routines, or free play.
- What is really important is that teachers are thoughtful when setting up the classroom environment to maximize opportunities for engaging interactions among teachers and children.

## IN BRIEF: The Science of Child Development



Source: Center on the Developing Child at Harvard University <http://developingchild.harvard.edu>

*Length of video: Approximately 1 minute and 9 seconds*

Video courtesy of the Center on the Developing Child at Harvard University:  
<http://developingchild.harvard.edu>

## SLIDE 6: VIDEO: THE SCIENCE OF CHILD DEVELOPMENT

### Introduce the video.

Inform participants that they will view a video of Dr. Jack Shonkoff from the Center on the Developing Child at Harvard University discussing the importance of early experiences and interactions for brain development. The video emphasizes two main points:

- The work teachers do with children matters.
- The back-and-forth process is complex.

VIDEO 

OPTIONAL DISCUSSION 

How does this video relate to your teaching practice?



## OPTIONAL

### VIDEO: The "Still Face" Experiment

<http://www.zerotothree.org/child-development/early-childhood-mental-health/>

### LEARNING ACTIVITY:

#### "STILL FACE" EXPERIMENT VIDEO REVIEW

The "Still Face" Experiment Video Review learning activity can be used to further discuss the importance of social interactions.

Presenter notes for this optional learning activity are provided at the end of this document.

Length of video: : Approximately 4 minutes and 50 seconds

#### ENGAGING ENVIRONMENTS

- 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.

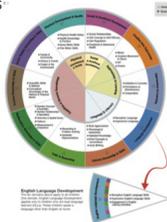


### SLIDE 7: ENGAGING ENVIRONMENTS

- The learning environment is an important and powerful teaching tool. Much of the early childhood teacher's work is done before the children arrive.
- If the environment is set up with the knowledge of how children learn and develop, it can positively support teaching and learning.

#### ENGAGING INTERACTIONS AND ENVIRONMENTS

- 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 Child Development and Early Learning Framework.



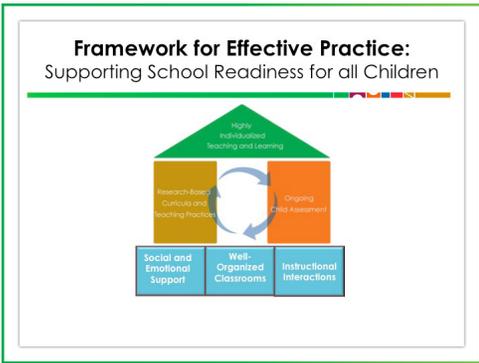
### SLIDE 8: ENGAGING INTERACTIONS AND ENVIRONMENTS

Think about interactions and environments, together in the context of the learning domains of the Head Start Child Development and Early Learning Framework.

#### NOTE

Help participants be aware that the framework is "**what**" the teachers are teaching (i.e. mathematics, literacy, science, etc.) and the strategies are "**how**" the teachers intend to teach content in a learning domain.





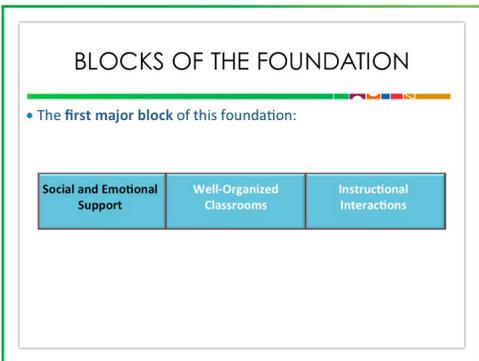
## SLIDE 9: FRAMEWORK FOR EFFECTIVE PRACTICE

The House framework considers multiple elements in order to support school readiness for all children in the early childhood classroom. They are:

- Engaging interactions and environments
- Research-based curricula and teaching practices
- Ongoing child assessment
- Highly individualized teaching and learning.

We are focusing on the foundation of effective and engaging interactions and three blocks of this foundation. They are:

- Social and emotional support
- Well-organized classrooms
- Instructional interactions.



## SLIDE 10: BLOCKS OF THE FOUNDATION

Let us now take a closer look at the foundation.

**Social and emotional support** is the first block of the foundation.

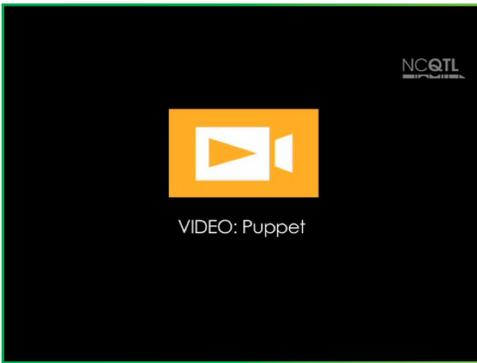


## SLIDE 11: SOCIAL AND EMOTIONAL SUPPORT

- Teachers can build social and emotional support by having positive relationships with the children and also by encouraging positive peer relationships.
- Teachers should also be able to notice when a child needs support and respond to needs appropriately.
- Social and emotional support also includes being able to recognize and label children's emotions and respond to their ideas.

For example, a teacher is emotionally supportive when she shows enthusiasm and warmly greets children as they arrive to school in the morning. This verbal affection creates a nurturing environment where children feel welcome and special.





Length of video: Approximately 1 minute and 6 seconds

## SLIDE 12: VIDEO: PUPPET

### Introduce the video.

Inform participants that they will view a video that shows children transitioning from circle time.

Ask participants to look for ways that the teacher provides social and emotional support.



QUESTIONS...

- What social and emotional supports did you notice?
- What impact did these interactions have on the children in the clip?

## SLIDE 13: QUESTIONS



Use the two questions on this slide to engage participants in a discussion centered around the *Puppet* video.

Presenters may have participants discuss these questions in pairs or small groups before moving on to Slide 14.



See Slide 14 for some ideas of typical responses to these questions.

IN THIS CLIP...

**The Teacher:**

- Connects individually with each child
- Uses children's names
- Smiles warmly
- Uses respectful language
- Has an enthusiastic tone.

**The Children:**

- Display physical affection with teacher
- Cooperate and show enthusiasm
- Are comfortable showing their work.

Supports children's Social & Emotional Development

## SLIDE 14: IN THIS CLIP...

This video shows examples of social and emotional support. In this clip, the teacher builds positive relationships with the children by being on their level and using their names when talking to them.

- The teacher smiles warmly throughout the video and responds to every child who walks up to her.
- She also responds by giving positive feedback to each child's work.
- We see children respond by approaching the puppet often and displaying affection with hugs and kisses. They also see that sharing their work makes the puppet happy and many children give her their drawings.

We can also link this video to the HSCDELF, specifically, the Social & Emotional Development domain. This is an example of children forming social relationships, in particular using socially appropriate behaviors with peers and adults (helping, sharing, taking turns).



BLOCKS OF THE FOUNDATION

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• The **second major block** of this foundation:

|                            |                           |                            |
|----------------------------|---------------------------|----------------------------|
| Social & Emotional Support | Well-Organized Classrooms | Instructional Interactions |
|----------------------------|---------------------------|----------------------------|

## SLIDE 15: BLOCKS OF THE FOUNDATION

In order to be an effective teacher, it is important to have a **well-organized classroom**—this is the second block of the foundation.

WELL-ORGANIZED CLASSROOMS

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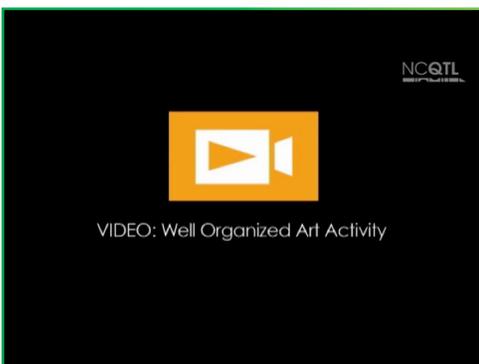
• Settings with **well-organized classrooms** have:

- Consistent schedules
- Well-designed learning centers
- Established routines
- Sensitive and appropriate guidance and behavior support strategies
- Staff who work together as a team.

## SLIDE 16: WELL-ORGANIZED CLASSROOMS

- A well-organized classroom has consistent schedules and routines so children know what is expected of them during their day.
- A well-organized classroom also has learning centers or interest areas that are well-designed to support their learning and development.
- Teachers in a well-organized classroom have appropriate behavior support strategies to help redirect any challenging behavior.

A well-organized classroom makes it easier for the teacher to anticipate problems and be proactive about preventing them. For example, a teacher may know that a child in a certain area needs more than a one-minute warning to clean up. Because her classroom is well-organized and she knows where this child has been playing, she can provide that child more time or additional reminders.



NCQTL

VIDEO: Well Organized Art Activity

Length of video: Approximately 32 seconds

## SLIDE 17: VIDEO: WELL-ORGANIZED ART ACTIVITY

### Introduce the video.

Inform participants that they will view a video that shows a classroom during a small group activity.

Ask participants to look for ways that the teachers organize the activity.

VIDEO 



## QUESTIONS...

- What do you notice about how the teacher organized the classroom?
- What impact does this have on the children?

## SLIDE 18: QUESTIONS

### DISCUSSION

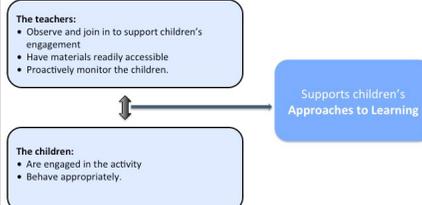
Use the two questions on this slide to engage participants in a discussion centered around the *Well-Organized Art Activity* video.

Presenters may have participants discuss these questions in pairs or small groups before moving on to Slide 19.

### NOTE

See Slide 19 for some ideas of typical responses to these questions.

## IN THIS CLIP...



## SLIDE 19: IN THIS CLIP...

This video shows an example of a well-organized classroom. In this clip, we see the teacher walking around the classroom to observe each table.

- We also see teachers join in to support children's engagement in the art activity.
- We see children respond by behaving appropriately, working intently, and being on task.
- We see well-organized tables that have their own sets of art materials ready for the children to use.

Again, we can link this video back to the HSCDEL, specifically to the Approaches to Learning domain. This clip highlights how the teacher has already organized her classroom to support children's persistence and attentiveness. In particular, we see the children maintain attention on the task at hand, an essential element in the Approaches to Learning domain.

## BLOCKS OF THE FOUNDATION

- The **third major block** of this foundation:



## SLIDE 20: BLOCKS OF THE FOUNDATION

We have reached the third block of the foundation—**instructional interactions.**

## INSTRUCTIONAL INTERACTIONS

In settings with **engaging instructional interactions**, teachers:

- Encourage children to think deeply about the world
- Scaffold children's learning of new skills
- Motivate children to keep working, even when tasks get hard
- Engage children in frequent and extended conversations
- Introduce children to new language in contexts they know and understand
- Provide materials that stimulate and support learning.

## SLIDE 21: INSTRUCTIONAL INTERACTIONS

- Teachers can engage in instructional interactions by encouraging children to think deeply about the world and scaffolding their learning of new skills.
- Teachers can also encourage children to practice their language by engaging with them in frequent and extended conversations.
- Additionally, teachers can provide materials that stimulate and support children's critical thinking skills.

For example, a teacher could promote instructional interactions by asking children to problem solve and think of ways multiple children could all enjoy the computer center. She could facilitate the activity so that the children come up with ways to share the highly popular center (e.g., set a timer, take turns with a partner, assign the center to children on different days).



*Length of video: Approximately 2 minutes and 43 seconds*

Video courtesy of The Center for Advanced Study of Teaching and Learning:  
<http://curry.virginia.edu/research/centers/castl>

## SLIDE 22: VIDEO: VOTING

### **Introduce the video.**

Inform participants that they will view a video that shows a teacher during a whole group activity.

Ask participants to look for ways that the teacher promotes instructional interactions.

VIDEO 



## QUESTIONS...

- What instructional interactions did you notice?
- What impact did these interactions have on the children?

## SLIDE 23: QUESTIONS

### DISCUSSION



The two questions on this slide are designed to stimulate discussion focused on instructional interactions. These questions refer to the *Voting* video on Slide 22.

Presenters may have participants discuss these questions in pairs or small groups before moving on to Slide 24.

### NOTE



See Slide 24 for some ideas of typical responses to these questions.

## IN THIS CLIP...

### The teacher:

- Introduces new vocabulary ("vote") in multiple ways
- Asks for children's ideas
- Repeats and extends children's responses
- Asks follow-up questions to get children to share more about what they know
- Asks children to compare group sizes.

Supports children's  
Language Development

### The children:

- Respond and share their ideas with the teacher
- Are actively engaged in the activity.

Supports children's  
Math Knowledge & Skills

## SLIDE 24: IN THIS CLIP...

This video shows examples of instructional interactions. In this clip we see a number of ways the teacher provides the children with instructional interactions:

- She asks the children to analyze by comparing the two groups, introduces new vocabulary (vote), and asks open-ended questions (What is a "vote"? What do you mean by a contest? What do you notice? What does more mean?).

This video highlights two domains in the framework: Language Development and Mathematics Knowledge & Skills.

- The children learn that the "Move Around the Room" song had the most people, and therefore the most votes.
- Concurrently, the teacher is promoting receptive language (children comprehend increasingly complex and varied vocabulary) and number concepts and quantities (children recognize quantities in everyday environments).

### NOTE



Participants may want to share additional examples and domains highlighted in this video.



## HOW TO BUILD A SOLID FOUNDATION

- **Be intentional in interactions with children and in setting up the classroom environment.** Plan engaging activities for children and think ahead about how you will engage with children during those activities to foster learning and development.
- **Make the most out of every moment.** See every moment in the classroom as an opportunity to support children's learning and development.

## SLIDE 25: HOW TO BUILD A SOLID FOUNDATION

A teacher's intentional interactions with children maximize daily learning opportunities. For example, a teacher may set up a center designed to spark children's curiosity about a specific topic. The teacher then interacts with children in the center and asks open-ended questions that encourage the children to think more deeply about the topic. This teacher is intentional because she has a goal in mind when creating the center and when interacting with the children at the center.

It is also important to note that all teachers, whether new or experienced, need to observe and think carefully about their teaching. This allows teachers to understand their strengths and challenges. For example, a teacher might excel at being intentional during whole group but may struggle during routines and transitions.

## NCQTL In-Service Suites for Building Engaging Interactions & Environments

| Social & Emotional Support   | Well-Organized Classrooms   | Instructional Interactions  |
|--|---|---|
| <ul style="list-style-type: none"><li>• Building Relationships: Fostering Connections</li><li>• Interest-Based Learning: Following Children's Lead</li></ul> | <ul style="list-style-type: none"><li>• Managing the Classroom: Designing Environments</li><li>• Behavior Guidance: Creating Classroom Rules</li><li>• Staffing: Zoning</li></ul> | <ul style="list-style-type: none"><li>• Engaging Interactions: Making Learning Meaningful</li><li>• Language Modeling and Conversations: Engaging Children in Conversations</li></ul> |
|  | And more ....   |   |

## SLIDE 26: NCQTL IN-SERVICE SUITES FOR BUILDING ENGAGING INTERACTIONS & ENVIRONMENTS

NCQTL has developed a number of in-service suites and resources for each of the blocks of the foundation. The purpose of these suites is to help participants learn about effective practices to make these foundational elements present in their classrooms.

Here are some examples of in-service suites which are part of the foundation.

## IN-SERVICE SUITE RESOURCES

- Learning Activities
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources



## SLIDE 27: IN-SERVICE SUITE RESOURCES

The NCQTL in-service suites include these additional resources.

HANDOUT

Distribute *Helpful Resources* list and review key resources, including links to websites, books, and articles that have information on effective feedback.



## SLIDE 28: CLOSING

Provide participants with NCQTL contact information and encourage them to visit the NCQTL website for updates of resources and future materials on effective teaching practices.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>

## OPTIONAL



Length of video: Approximately 4 minutes and 50 seconds

### LEARNING ACTIVITY: "STILL FACE" EXPERIMENT VIDEO REVIEW

*Suggested placement after Slide 6.*

The "Still Face" Experiment Video Review learning activity can be used to further discuss the importance of social interactions.

**Directions:** Inform participants they will view a video that shows Dr. Ed Tronick describing an experiment with infants highlighting the importance of social interactions. Dr. Tronick is from the University of Massachusetts, Boston and is the Chief of the Child Development Unit at Children's Hospital.

#### HANDOUT

Distribute the "Still Face" Experiment Video Review handout and review directions.

#### VIDEO

Show "Still Face" Experiment video.

#### NOTE

Internet access is required to view this video. The video is located at <http://www.zerotothree.org/child-development/early-childhood-mental-health/>

After viewing the "Still Face" Experiment video, participants record their observations of mother and child behaviors, and implications for children's experiences in preschool classrooms.

#### DISCUSSION

Participants discuss their observations and implications for children's experiences in preschool classrooms.

#### NOTE

See *Resources for Presenters* for further information.