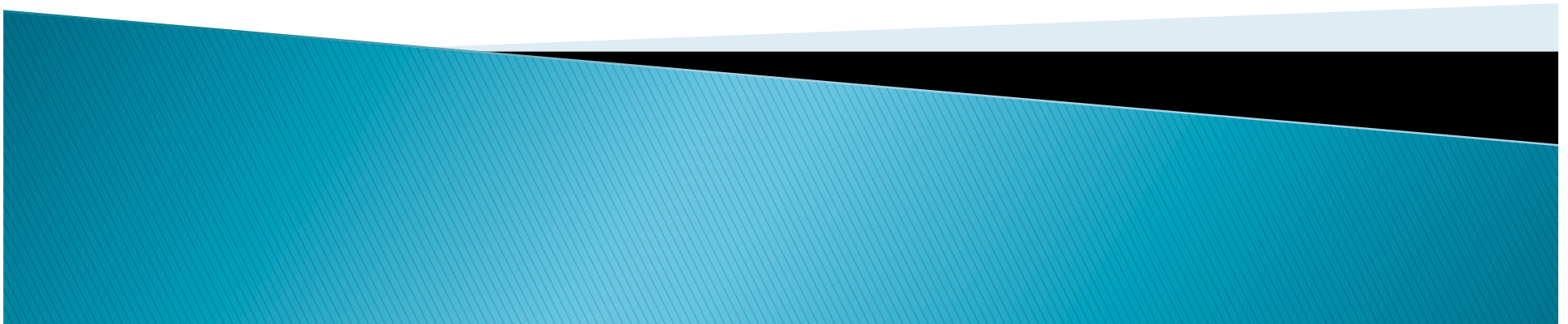


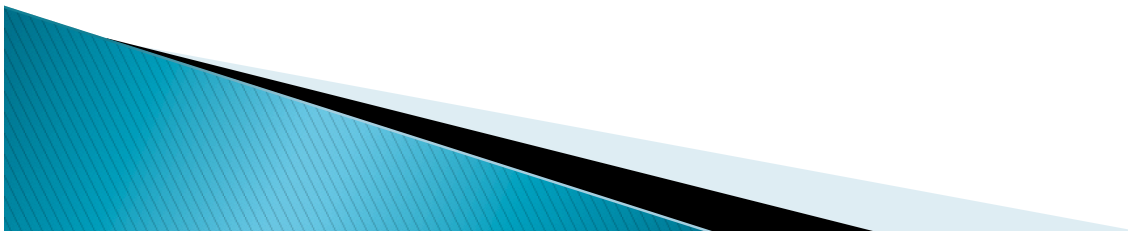
# Implementing Research- Based Curriculum in the Classroom: Take a lesson from the way we teach young children

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Touro College



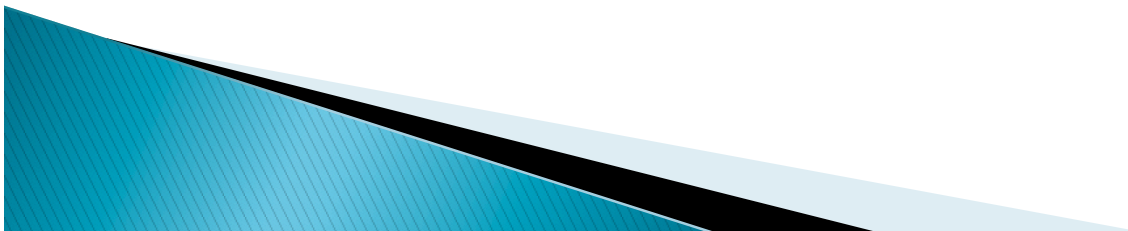
# Icebreaker

- ▶ How did you feel?



# The Plan

- ▶ New year – new program
- ▶ Effective implementation drawing from the way we teach young children:
  - Questioning
  - Practicing
  - Reflecting

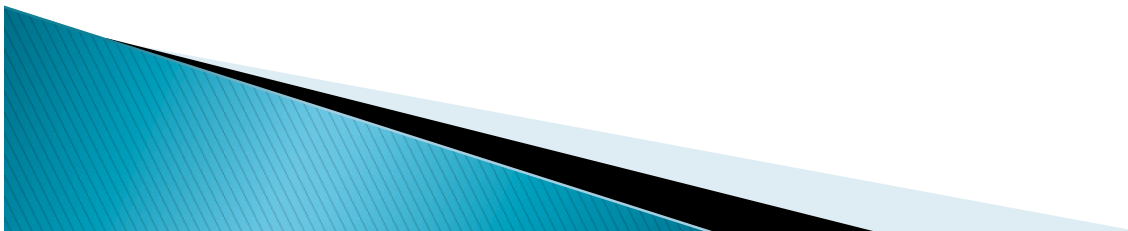


# Missed Opportunities

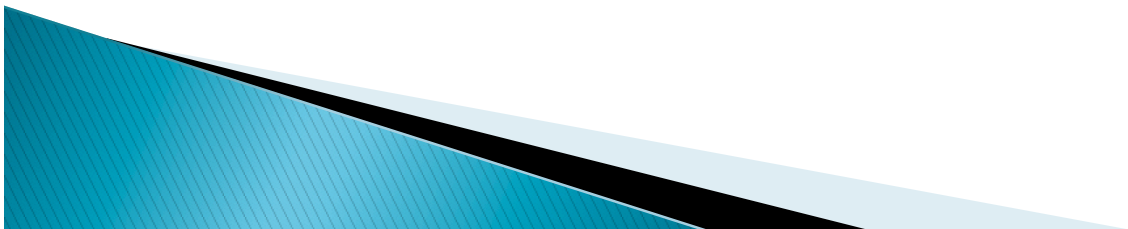


# Breaking it Down

- ▶ Preoccupation with the environment or a checklist of items
- ▶ Lack of empowerment to question
- ▶ How do we develop teachers who feel empowered to ask questions?
- ▶ How do we develop consultants who are able to understand how important it is for teachers to be intentional in their practice?

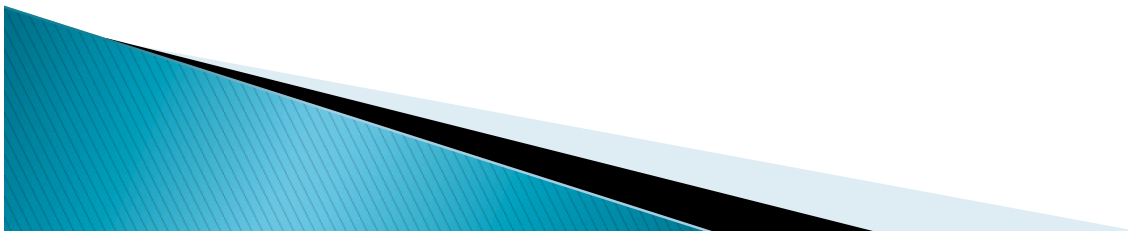


# Taking a lesson: Questioning



# Why to children need to question?

- ▶ Young children often ask “why” and we encourage their inquisitiveness
  - Helps them to understand their world
  - Reinforces our ability to provide a knowledgeable explanation
- ▶ Why do teachers need to question? Administrators? Staff developers or consultants? Higher Educators?



# Another missed opportunity...

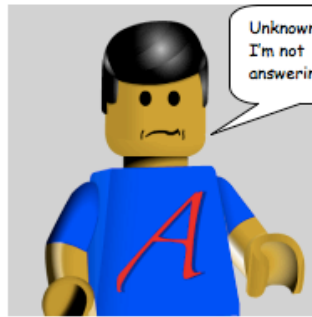
## Missed Opportunity



I just got two tickets to the hottest show ever and it starts in a few minutes.



I'll just call my buddy. He'll be so excited!



Unknown Caller, I'm not answering that.



Guess he's not home. Too bad!



I'll just have to find someone else to go with. This is gonna be the best concert ever!



A Chase March comic  
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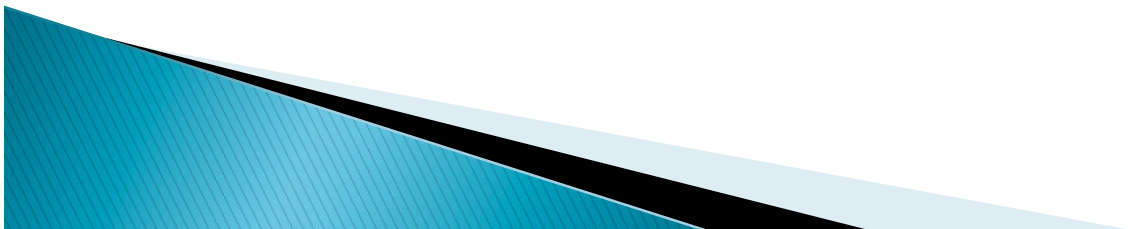
# Breaking it Down

- In this example, what would typically be a good thing – an on-site staff developer to support the process – had the opposite effect.
- Was this staff developer actually more interested in the appearance of the classroom than the results? Or, did the appearance and changes she made actually influence the results based on research findings?
- This teacher wanted:
  - Understanding
  - Support
  - Empowerment
- As higher educators, program directors, administrators or consultants/staff developers for these types of programs we need to encourage the questioning because teachers, not just chair placement and wall coverings, are integral to the outcome.



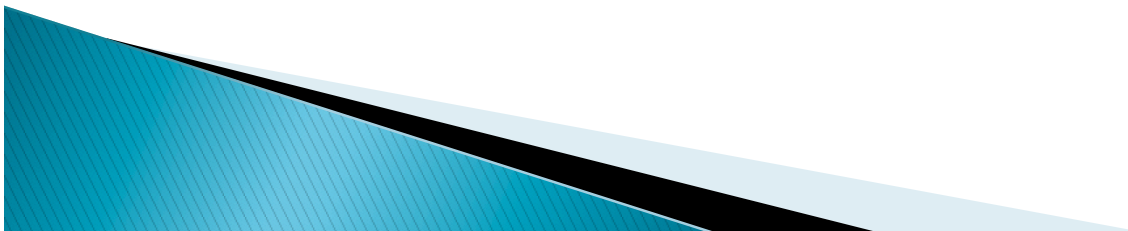
# Consultant as Expert

- ▶ Automaticity
  - The process becomes automatic after it has been done so often so experts tend to skip steps leaving those who are not experts lost at how they got from step A to step B
- ▶ Functional Fixedness
  - Experts may have an inability to see things in different ways. The way they think about things are so “fixed” that they have difficulty comprehending how others perceive a new initiative or how things might be adapted for the particular classroom.



# Questioning → Understanding

- Too often in education, initiatives based on research findings are handed down to teachers without taking the time to:
  - Really share with the teachers the nature of the particular body of research
  - Allow teachers to question and explore the findings and what they mean within the context of their classroom.
- Teachers need to be able to question to:
  - Get clarification
  - Highlight possible concerns or ideas
  - Ultimately see the other side or limitations of their own opinion or experience through discussion
- Teachers should not only be allowed or encouraged to question the findings and the practicality of implementation for their practice – ***they should understand that this is their responsibility.***
- How can we be intentional if we don't understand why we do what we do?

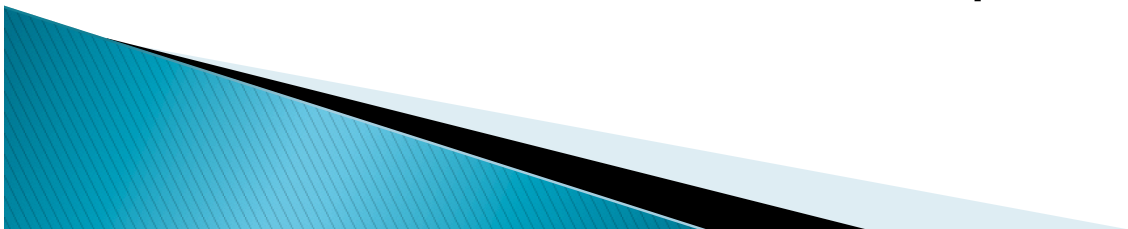


# Taking a Lesson: Practicing



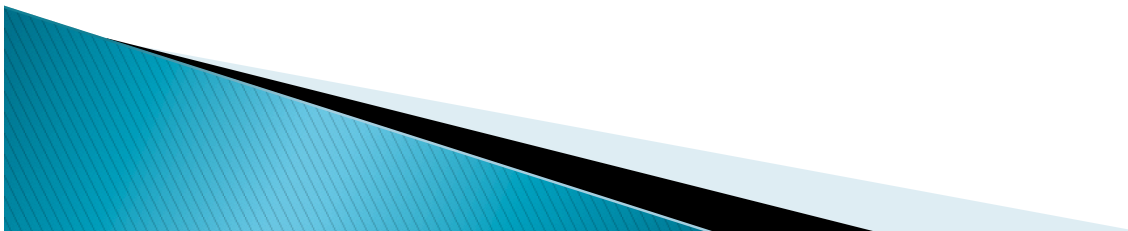
# Why do children need to practice?

- As teachers, we rely on the idea that young children:
  - Construct their own knowledge alongside peers and teachers
  - Learn best in an active and hands-on manner.
  - “Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them” (NAEYC, 1997, p. 7) and that “development advances when children have the opportunities to practice newly acquired skills” (p. 9).
- We give children this time to practice new skills
- Why do teachers need to practice? Administrators? Consultants/Staff Developers? Higher Educators?

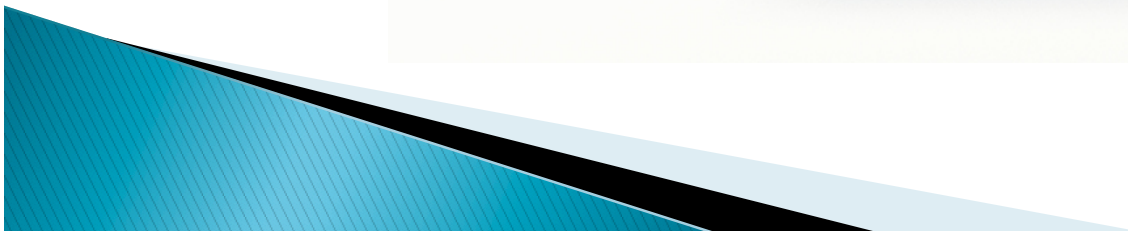


# Practicing → Support

- As teachers, we need to feel supported to:
  - Be active learners and time to practice new ideas
  - Try out the recommendations of the findings
  - Take the time and space to become more comfortable with the ideas
  - Take the time and space for questions to be actively answered and for more questions to arise.
  - Take the time to be skeptical and try out parts of the approach or change or implement it for a part of our day and then reflect on this.
  - Review any underlying research and findings and decide how they apply to our classroom.

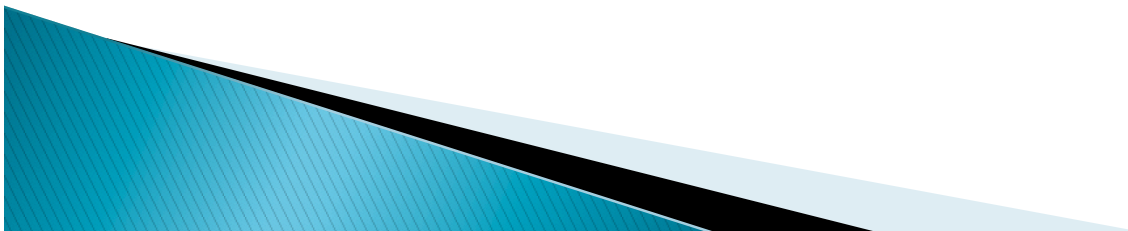


# Seized Opportunity



# Breaking it Down: What Worked

- Teacher
  - Understanding
  - Supported
  - Empowerment
- What was lost through this method? Gained?



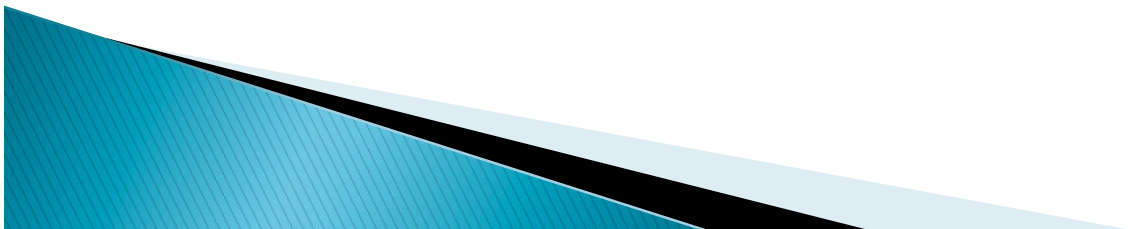


# Taking a Lesson: Reflecting



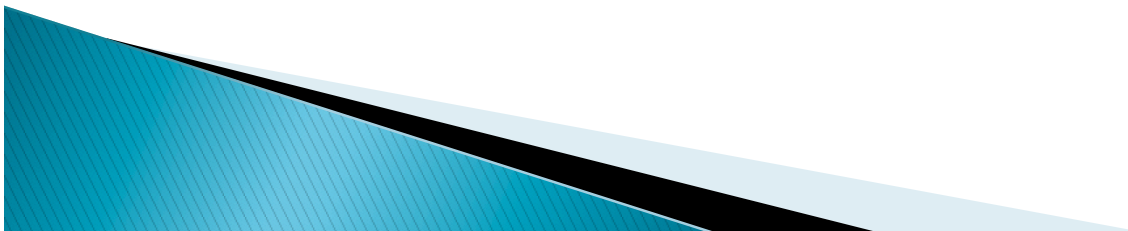
# Why do children need to reflect?

- We guide children to reflect on what it is they have learned and how it applies in their lives.
- We understand that “children demonstrate different modes of knowing and learning and different ways of representing what they know” (NAEYC, 1997, p. 9).
- We do this in a group setting or individually by:
  - Questioning the children
  - Asking them to draw about what they have learned
  - Having them talk or write about something they’ve created (such as a block creation or a painting)
  - Having them explore the ideas through dramatic play



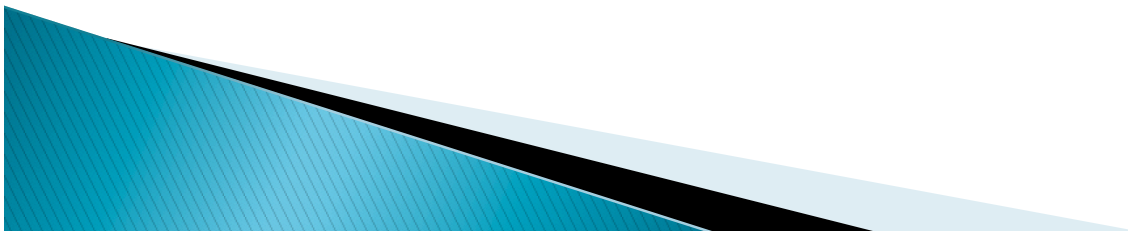
# Reflection Empowerment

- Teachers need time and space to reflect on:
  - Research
  - Their understanding from training and questioning
  - Their experience through practicing
- Just as “development and learning occur in and are influenced by multiple social and cultural contexts” (NAEYC, 1997, p, 7). Reflection on these contexts and experiences and how they may affect the new initiative is vitally important.



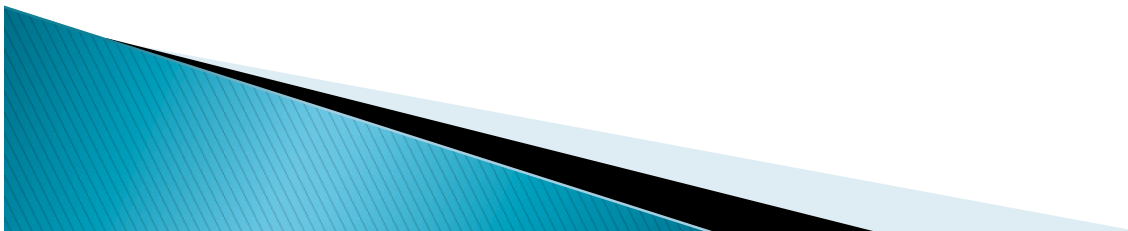
# Strategies for reflection

- ▶ Create a sheet or give teachers a journal for reflection throughout the process.
- ▶ Set up regular meetings for teachers to share this with their colleagues, administrators or staff developers.

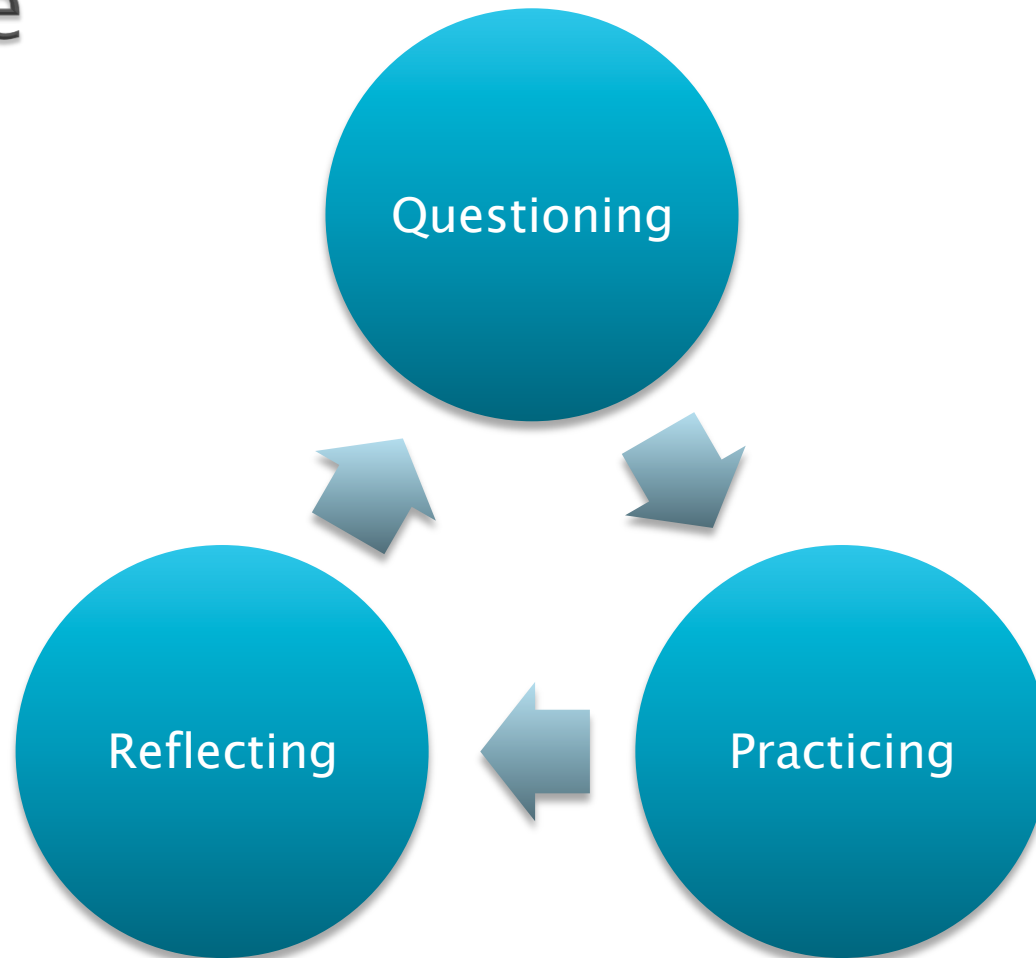


# Empowerment through the new initiative: why it should be a goal

- ▶ Self-determination Theory
- ▶ Shifting the "locus of control" towards the teacher means that we can empower the individual

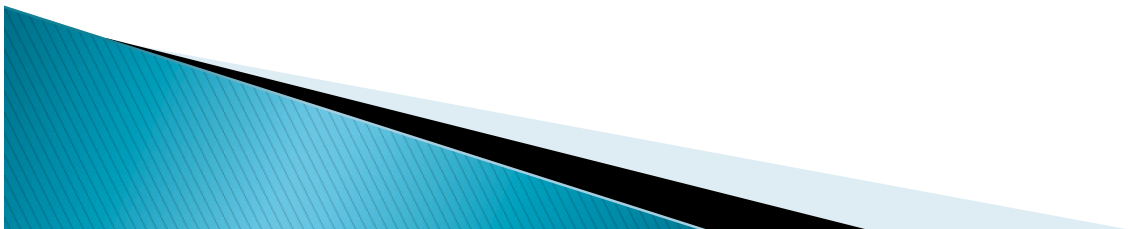


Repeat: As each cycle is repeated so will the depth of application of the initiative



# What can we do: Teachers

- ▶ Question in a honest, thoughtful and respectful way
- ▶ Create a realistic plan for where and when each element of the new initiative can be integrated
- ▶ Build time into each day for observation and reflection and use this to form more questions
- ▶ Be open to change and the idea that there is a validity to the new approach.
- ▶ Really listen to the reasoning and potential benefits



# What can we do: Program Directors / Principals

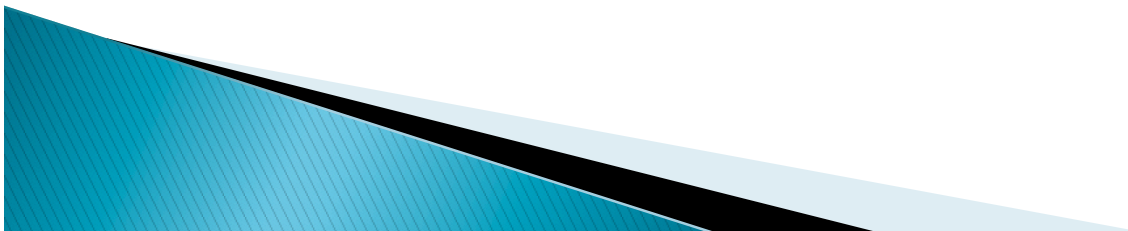
- ▶ Be as well trained as the teachers in the new initiative
- ▶ Build in time for the teachers to understand the new approach
- ▶ Ask for teachers to voice their concerns or questions and create a safe space for them to do so
- ▶ Ask teachers for their ideas and suggestions
- ▶ Allow teachers to partially implement the initiative in an agreed upon way. Support teachers in their individualized approach to implementation.





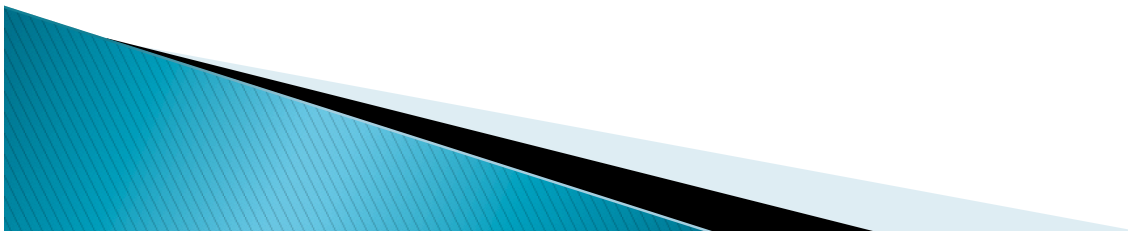
# What can we do: Consultants

- ▶ Link with research
- ▶ Be open to questions and partial implementation. Ask teachers how they feel about the initiative.
- ▶ Really listen to the questions, ideas or concerns.
- ▶ When making an environmental or curricular change, be explicit about why.

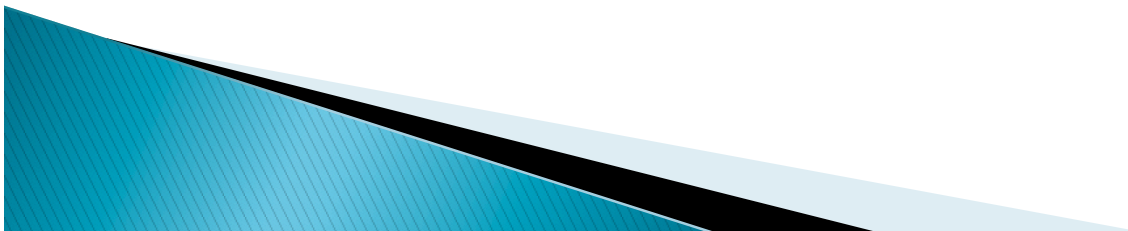


# What can we do: Higher Educators

- Give preservice teachers opportunities to explicitly link research with practice
- Ask them for a rationale for every choice they make or plan they write
- Ask them to develop an opinion and back it up using both their experience as a teacher in addition to research and theory
- Ask them to remain open to new ideas or those that differ from their own.



# Another Opportunity Seized



# What is the trade-off?

Lost	Gained
Time: Delayed full implementation	Knowledge and skills to be applied with each new class.
Delayed Increase in Student Outcomes	Adapting knowledge and skills to other areas of the curriculum or even new positions within the field.
	Better Student Outcomes
	More confident, intentional teachers



# Biggest Barrier: Time

- ▶ Strategies for making time? Time in general or common time?
  - Technology?
    - Videos
    - Online Discussions
- ▶ What others?



# Materials and Contact

- ▶ Email: [drc@doctorcerniglia.com](mailto:drc@doctorcerniglia.com)
- ▶ Website: <http://doctorcerniglia.com>

