

# A Day in Pre-K : Making Each Day About the Teacher/ Child Relationship

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# Objectives

The participants will:

- Review selected elements of the MS Pre-Kindergarten Program Guidelines related to elements regarding instruction and Program Quality Assessment addressing specific elements of Classroom Assessment Scoring System (CLASS)
- Review brain science regarding the development of relationships
- Consider strategies to use that promote relationships and language through teacher/child relationships

# Program Guidelines that Support Relationship Building

## Learning Centers

- Instructional delivery organized around learning centers

What does that mean?

- Lesson planning

What does that have to do with teacher/child relationships

- Daily Schedule

Why is this important

# Revisiting Terms: Checking Definitions

- Learning Centers are defined as:

The MDE recognizes the definition of learning centers as identified in literature as “distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels”. (Copple & Bredekamp, 2006)

- Daily Schedule

At a minimum, the instructional day in a full-day program includes 360 instructional minutes (6 hours), 40 minutes of physical activity, 120 minutes of learning centers, and 30 minutes of quiet/rest time. At a minimum, the instructional day in a half-day program includes 180 (3 hours instructional minutes, 20 minutes of physical activity, 60 minutes of learning centers, and quiet/rest time as appropriate for the children.

- Lesson Planning /Instructional Day means all aspects of the child’s day (e.g. learning center activities, large and small group activities, individual instruction, and guided physical activity).
- CLASS observations of classrooms target: (1) positive classroom climate, (2) Classroom Organization Domain and (3) Instructional Support
- Relationship is defined for this purpose as a bond between the teacher and child that results in a positive relationship by both parties based on trust, respect and adult guidance.

# Developing the Classroom Culture with the Brain in Mind

The culture of the classroom sets the stage for how the brain processes information. According to Becky Bailey, teachers acknowledging the brain state model meet four objectives: 1) To remain in a relaxed, alert state while interacting with children (2) To identify the internal state the child is experiencing so it is known which responses will be more likely to be helpful, (3) To assist the child in achieving a relaxed, alert state of learning before attempting to teach a new skill or deliver a consequence, and (4) To address the child's behavior by teaching an effective new skill.

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Conscious Discipline-Building Resilient Classrooms, Dr. Becky Bailey



# The Importance of Safety in Developing Relationships in the Classroom

- The brain stem has two basic gears: safe and unsafe.
- Every child must experience a sense of safety for optimal learning.
- Teachers must communicate with certainty and focus on the behaviors desired.
- Show routines in pictures and use throughout the day.
- Composure is the ability to self regulate and is essential for safety.

# Research Speaks to Building Relationships as A Major Component in Successful Teaching

The Classroom Assessment Scoring System (CLASS) is divided into three domains.

- Emotional Support: How do teachers help children:
  - ☐ build supportive relationships with teachers and peers?
  - ☐ enjoy and be excited about learning?
  - ☐ become motivated about becoming engaging in activities?
  - ☐ be willing to accept cognitive and social challenges?
  - ☐ use appropriate levels of autonomy?

# CLASS Domains: Classroom Organization

How do teachers help children develop relationships and cognitive growth:

- ☐ Set clear expectations
- ☐ Follow routines and ensure smooth transitions between learning activities
- ☐ Be prepared and organized
- ☐ Redirect student misbehavior

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# CLASS Domains: Instructional Learning Formats

How do teachers help children develop relationships and stay engaged in learning opportunities:

- ☐ Set up discussions around stories and hands-on activities in learning centers
- ☐ Use feedback to expand and deepen skills and knowledge
- ☐ Focus on conversations that develop higher level thinking skills
- ☐ Make connections to the real world when providing learning activities
- ☐ Be intentional in using feedback loops
- ☐ Engage in frequent conversations

Introduction to the Class Tool, Teachstone

# A Day in Pre-K

## A Day in Pre-Kindergarten

Thanks to the teachers and students at King Early Childhood Center in  
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