INTRODUCTION

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EARLY LITERACY & EARLY MATH INITIATIVES

community based child care
urban/suburban
tribal
rural
charter school
public school
Head Start
TEACHING IS A JOURNEY

Where did your early childhood journey begin?
Think about where your journey began...

My Journey
POLL:
HOW MANY OF YOU . . .

Began working in early childhood education right out of school?
Worked in a K-12 classroom before working in early childhood?
Were in another field before working in early childhood?

HITTING A “BEND IN THE ROAD”

STAGES OF TEACHER DEVELOPMENT
(Katz 1972, 1995 & 2005)

Survival  Consolidation  Renewal  Maturity
AS I LEARN, I….

Learn about myself
Uncover beliefs about teaching & learning
Identify strengths & areas to grow

AS I LEARN, I….

Learn about teaching & learning
Learn new research, theory, application
Observe impact on practice
Focus on...
Learning new materials & strategies
Adopting new roles & relationships

What are my hopes, fears and burning questions?

Create a partnership that helps children learn

What are my hopes, fears and burning questions?

HOPES
Build a nice relationship with our math coach
To feel more confident in teaching math and using math concepts during play time
We love Math!
Children will apply math thinking skills to more than just math
Help parents to feel more confident about teaching math at home in meaningful ways

Kids feel confident in math

To be successful in adapting activities for children of various ages
FEARS

That something I do is hindering learning

That the activities sent home will go unused

That the activities planned will be impractical to do

Language barriers

Will it be fun and engaging and fruitful for the preschoolers with severe behavior problems?

How can we use the math assessment data to better serve our children & families?

What if I can’t answer all the kids’ questions?

How will I get parents involved?

WHY ASK ABOUT HOPES, FEARS AND BURNING QUESTIONS?
AS I PRACTICE, I….  
Learn about myself  
Deal with disequilibrium  
Raise questions & doubts  
Own my own learning

AS I PRACTICE, I….  
Learn about teaching & learning  
Try techniques adapted to children’s responses  
Link assessment & observation to practice  
Integrate into curriculum

AS I PRACTICE, I….  
Focus on…  
Practicing new material & strategies in context  
Attending to group & individual needs & responses
Dealing with dilemmas

AS I SHARE & MODEL, I….

Learn about myself
Expand professional identity
Develop leadership & communication skills

Either-Or versus Both-And Thinking

Either-Or Thinking
I have to choose between using either a play-based social-emotional curriculum or an academic math curriculum.

Both-And Thinking
I provide opportunities to develop both social-emotional skills and math skills through play.

Source: The Thinking Teacher, p. 74
AS I SHARE & MODEL, I....

Learn about teaching & learning
Hone knowledge by describing & demonstrating
Develop new strategies & specialties

AS I SHARE & MODEL, I....

Focus on...
Forming a learning community
Developing leadership
Mentoring others

SHARE & MODEL

How do I share what I have learned with colleagues? With families?
TEACHER LEADERSHIP ROLES INCLUDE…

- Resource provider
- Catalyst for change
- Classroom supporter
- Data coach
- Instructional specialist

TEACHER LEADERSHIP POLL

How many of you have encouraged teachers (or been encouraged as a teacher) to…

- Present an idea at a staff meeting
- Mentor a new staff person
- Lead a portion of a family event
- Present at a conference
- Strategize together to solve a problem facing the program

AN EMOTIONAL JOURNEY

- I don’t always know the answers
- I want more structure
- I feel conflicted about priorities
- I am nervous about presenting
- I’m excited about the children’s responses
### HOW CAN I SUPPORT TEACHER GROWTH?

#### When Teachers are Learning
- Pay attention to stages
- Identify communication & learning styles
- Help teacher apply training
- Use assessment to support learning
- Model (for example: interactions with children around content)

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#### When Teachers Practice
- Set aside time for reflective conversation
- Support adaptations based on children’s responses
- Link assessment and teaching practices
- Model strategies and techniques
- Partner in problem solving

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#### When Teachers Share and Model
- Identify and describe teacher growth
- Identify promising practices
- Encourage sharing in program and across programs
- Suggest formats and provide coordination for formal presentations
I can learn, practice, share and model

Teachers
• need time
• deepen their knowledge through repeated exploration
• are inspired by inquiry

Teachers own the knowledge they hold about their own classrooms. (Eleanor Duckworth)
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