

## APPENDIX

### Classification Codes

$C^{++}$  = *very strong classification/strong separation of disciplines or ideas*

$C^+$  = *strong classification/somewhat strong separation of disciplines or ideas*

$C^-$  = *weak classification/disciplines or ideas somewhat integrated*

$C^{--}$  = *very weak classification/disciplines or ideas very integrated*

### Lesson Planning—Month

$C^{++}$  = Project themes are chosen by an outside source and must be implemented as instructed. Most activities are also dictated by an outside source.

$C^+$  = Project themes are suggested by an outside source, but teachers have some autonomy in implementation. Teachers select most activities, but some are dictated.

$C^-$  = Project themes are selected by teachers with some consideration of child interests. Teachers select most activities, but some are suggested by children.

$C^{--}$  = Project themes emerge from classroom discussions and activities. Children's interests influence the selection of most activities.

### Daily Activities

$C^{++}$  = Teachers select specific times to teach skills for different disciplines.

$C^+$  = Different disciplines may be taught at the same time but in specific ways or in specific classroom centers (e.g., writing table, science center, etc.)

$C^-$  = Different disciplines are taught at the same time. Teachers are less explicit about specific disciplines and crossover is allowed between classroom centers.

$C^{--}$  = There is little to no distinction between the teaching of different disciplines.

## Language

$C^{++}$  = Topics strictly maintained. Deviations are halted by child or teacher.

$C^+$  = Topics are maintained, but deviations are allowable toward related topics.

$C^-$  = Topics fluctuate. Discussion in one area leads to discussion in a new area.

$C^{--}$  = Topics erratic. New topics do not clearly lead from old topic. Can be difficult to identify topic.

## Framing Codes

$F^{++}$  = *Very strong framing/visible pedagogy/very explicit control of pedagogy and behavior*

$F^+$  = *Strong framing/visible pedagogy/explicit control of pedagogy and behavior*

$F^-$  = *Weak framing/invisible pedagogy/implicit control of pedagogy and behavior*

$F^{--}$  = *Very weak framing/invisible pedagogy/very implicit control of pedagogy and behavior*

## Daily Schedule

$F^{++}$  = The daily schedule is explicit. No deviations from the schedule are permitted.

$F^+$  = The daily schedule is less explicit. Teachers must maintain a clear schedule, but some variations are permitted when necessary.

$F^-$  = The daily schedule is vague. Teachers follow a schedule, but there are many variations from day to day.

$F^{--}$  = There is no daily schedule. The order of classroom events each day is different.

## Whole Group Instruction

$F^{++}$  = Whole group instruction is explicit. The teacher has specific activities/skills to cover. Activities are directed by the teacher.

$F^+$  = Most of whole group instruction is explicit. There is some time for deviation from teacher-directed activities.

$F$  = There is some explicit instruction but most of the time is for child-directed activities.

$F^-$  = Whole group instruction is primarily child directed with teacher guidance.

#### Small group/individual instruction

$F^{++}$  = Instruction is explicit. The teacher has specific activities/skills to cover. Activities are directed by the teacher.

$F^+$  = Most instruction is explicit. There is some time for deviation from teacher-directed activities.

$F$  = There is some explicit instruction, but most of the time is focused on teacher guidance of child-directed activities.

$F^-$  = Teachers guide child-directed activities. There is no explicit instruction.

#### Rules and Behavior

$F^{++}$  = Rules for behavior are explicit. The teacher gives multiple reminders for behavior expectations.

$F^+$  = Rules are largely explicit. The teacher gives some reminders about behavior. Some classroom rules are internalized by children.

$F$  = Most classroom rules are internalized. The teacher gives few reminders.

$F^-$  = Classroom rules are implicit. Children have internalized acceptable behavior.

#### Discipline

$F^{++}$  = Children are punished<sup>1</sup> immediately for inappropriate behavior.

$F^+$  = Children are punished for inappropriate behavior when it escalates.

$F$  = Children are redirected<sup>2</sup> for inappropriate behavior and then punished if necessary.

$F^-$  = Children are redirected for inappropriate behavior. Teachers rarely, if ever, punish.

# NOTES

## 2 Early Childhood Policy and Practice

1. Kindergartens also served older children. Enrolled children were aged from three years, six months to school age.
2. For the purposes of discussion, “minority” refers to minority groups, especially Blacks and Hispanics, that currently struggle and have, historically, struggled with systemic discrimination in the United States that creates barriers to upward mobility.
3. At least one parent in a professional career.
4. Parents employed in blue collar positions.
5. Family’s income came from public assistance.
6. This refers to economic, social, and cultural capital as defined by Pierre Bourdieu.
7. The center was unable to use the floor-to-ceiling windows typical of Italian Reggio schools due to violence in the neighborhood.
8. The term *project approach* has been used for several pedagogical models based on Dewey’s principles of project-based learning.
9. This distinction comes from the guidelines for developmentally appropriate practice (DAP), published by the National Association for the Education of Young Children. Most DAP guidelines favor child-directed activities intentionally designed with specific academic goals in mind. However, DAP is usually referred to as an element of pedagogy and not as a pedagogy in and of itself.

## 3 Urban Early Childhood

1. Names of agencies, programs, and individuals have all been changed to protect anonymity.
2. Wright also has classrooms for half-day preschool.
3. All neighborhood information was provided by the center.
4. Center provided information.
5. The school-age program serves children aged five to twelve years, after school, during summer vacation, and on days that schools are closed but the site is open (teacher conferences, report card pickup, etc.). Wright has since converted the school-age classroom into an additional preschool classroom.
6. In neither case was the dropped child part of the study.

7. Walgreens carries fresh fruits and vegetables in food-desert neighborhoods in Chicago.
8. The center once had a large after-school program. In recent years, it is less than a third of the size that it once was.
9. I saw most of the parents rarely and had seen very few at the start of the study. I left the signing of consent forms to site personnel as families knew them and were more comfortable with them.
10. Both became necessary at least once, both times while at Pulaski.
11. Appendix
12. Appendix
13. I chose not to code for social and emotional development at the classroom level. The state standard is so broad that it is difficult, at the classroom level, to differentiate between discipline and social/emotional growth. This standard was only used at the child level.
14. At the end of the study, I had nearly 800 photographs.
15. Limitations were due to my own mistakes. I failed to allot enough time for screens, both in number of days and time at the center for initial screenings. I did not arrive early for these screenings as I did for follow-ups. As a result, my allotted time ran into lunch and nap times, so I could not continue.
16. Tests 1, 3, 4, 7, and 10
17. Pulaski does not have a site-level education coordinator.

#### 4 Classroom Teaching

1. Interestingly, both assistant teachers expressed a desire to draw on the children's interests when lesson planning.
2. Classroom 3 children were still in Classroom 4 at this time, as their classroom did not open until their teacher arrived, shortly after 9:00 a.m. They waited in the whole group instruction area in Classroom 4.
3. This was reversed for children in Classroom 2, as they had scheduled time in the gross motor room at 9:30 a.m.
4. I only saw the Teacher Aide lead circle time once.
5. Finger plays are songs or rhymes that include hand movements (e.g., "Itsy Bitsy Spider").
6. The instructional day runs from 9:00 to 11:30 a.m. The period after lunch is considered child care and does not receive Head Start funding.
7. Older children had both drawing and writing journals. They used their drawing journals before breakfast or after lunch.
8. Occasionally, a teacher would announce that there were too many children on the rug and send some elsewhere. However, after five months of observation, I had no idea if there was a specific limit to the number of children allowed to play in this area in either classroom.
9. Self-help boards are boards covered fabric that must be tied, buttoned, snapped, or zipped together. These boards are intended to help children to learn to dress themselves.
10. Clay was used for both art and sensory experiences.

11. Sensory bottles are clear bottles filled with something intended to be of interest to the children, such as colored water and floating feathers, bells, or beads.
12. Both classrooms used these blocks elsewhere, but I observed them used most frequently at the light tables.
13. Sensory tables are tables that have a large tub or basin that teachers can fill with a variety of materials for children to explore. Sensory tables are often filled with water or sand.
14. When I realized that the Pulaski teachers did not know how to make play dough, I shared a couple of my own play dough recipes with them. They were appreciative but had not made classroom play dough by the end of data collection.

## **5 The Development of the Whole Child**

1. In this game, all of the children lie on the floor, pretending to sleep. The teacher sings “Everybody’s Sleeping,” ending the song with an animal that the children will be when they awake. The children pretend to be the animal and the song starts over. This game was often used during transitions as well as during music and movement.
2. Starting in January, Classroom 1 was scheduled for an earlier time to accommodate the schedule of a child in the class who received services through the public school district in the afternoon.
3. This was usually brief, but toddler teachers were sometimes delayed in the corralling of their students.
4. On one occasion, I was left alone in the gym with the children.
5. In this game all children sit in a circle. One child is selected to be the “doggie” and covers his eyes. The teacher gives one of the children in the circle a “bone” (usually a block) to hide behind her back. The “doggie” then must wake up and guess who has the bone while the other children chant a rhyme.
6. In this game, the children sit in a circle and sing the song “Froggie in the Middle.” Children take turns getting in the middle where they dance or jump.

## **6 Classroom Management**

1. Classroom 1 teachers used this technique as well, but I observed it more often in later months and most commonly with the autistic child.
2. All those entering a Wright classroom were required to wash their hands upon entering. This included teachers, parents, children, and support staff. Children were also required to wash their hands when returning from an activity outside the classroom. This procedure was not in place at Pulaski.

## **8 Field Trips and Demonstrating Internalization**

1. I joined Classroom 1 in several walks around the neighborhood, during which the class studied shapes that made up buildings. However, while the

education coordinator considered this a field trip, and referenced it as such in her interview, because they were site visits that contributed to class inquiry, the teachers did not.

## 9 Engaging Parents

1. For the purposes of analysis, the mother/father parenting pair (Participant 9) will be counted as one parent.
2. Parent interviews of Wright parents were, on average, five minutes longer than interviews at Pulaski. As the longest interview totaled fifteen minutes, this is a large difference.

## 10 Pedagogical Differences and Child Outcomes

1. This period is sometimes referred to as “free play.” The terms are synonymous.
2. Classification during this period was so strong that later analysis will refer to Classroom 3 as having strong classification. This is in contrast to the other three classrooms and based upon the teachers’ interpretation of center pedagogy.
3. See transitions table in chapter 6.
4. Some children in Classroom 2 spoke Spanish to each other, but use of Spanish was much less frequent than in Classroom 1.
5. Age: Four years, eleven months. Score: Seven years, one month.
6. Age: Four years, eleven months. Score: Eight years, nine months
7. While this child’s scores were very high on this and the other tests, her development from pretest to post-test was actually quite low when compared to that of her classmates. On this test, her development was exactly five months. Consequently, her high score had little effect on the high level of development shown by the class average.
8. Age: Four years, four months. Score: Six years, one month.
9. Child 1: Age: Five years, four months. Score: Five years, nine months. Child 2: Age: Five years. Score: Five years, nine months.
10. None of the children showing highest individual growth were the highest-scoring children in their class.
11. Highest: Age: Five years, two months. Score: Seven years, seven months. Second highest, Age: Four years, eleven months. Score: Seven years, one month.
12. Child 1: Age: Five years, five months. Score: Nine years, two months. Child 2, Age: Four years, eleven months. Score: Nine years, two months.
13. Highest: Age: Five years, three months. Score: Seven years, two months. Second highest{ Age: Four years, three months. Score: Six years, nine months.
14. Child 1: Age: Five years and four months. Score: Four years and five months. Child 2: Age: Five years and one month. Score: Four years and five months.
15. The child showing the most growth in Classroom 2 was not one of the highest-scoring children in his class.

16. Age: Four years, eleven months. Score: Six years, four months
17. Age: Four years, eleven months. Score: Eight years, four months.
18. Age: Five years, two months. Score: Six years, nine months.
19. Age: Five years, four months. Score: Six years, one month.
20. None of the children with the highest levels of individual growth were the highest-scoring children in their class.
21. Age: Four years, eleven months. Score: Six years, five months.
22. Age: Four years, eleven months. Score: Seven years.
23. Child 1: Age: Four years, four months. Score: Five years, six months. Child 2: Age: Four years, five months. Score: Five years, six months.
24. Age: Five years. Score: Five years, eleven months.
25. None of the children showing the largest gains had the highest scores in their classrooms. However, one of the children in Classroom 1, not showing a gain, did have the highest score in the class.
26. Age: Four years, eleven months. Score: Five years, nine months.
27. Age: Four years, eleven months. Score: Six years, two months.
28. Age: Five years, two months. Score: Five years, one month.
29. Age: Four years, nine months. Score: Four years, seven months.
30. None of the children showing the highest growth scores were the highest-achieving children in their classes.
31. There were two exceptions to this: two children from Classroom 4 were transferred to Classroom 3 in mid-November. As I had observations from Classroom 4 beginning in September, I continued to observe the children in their new classroom.
32. There was also a child with a diagnosed special need in Classroom 2, but he was not included in the study as he did not join the class until October.
33. This would have likely been higher, but I had to stop the test when A, who had spent nearly forty-five minutes on the tests, began to get tired.

## Appendix

1. Defined as yelling at children, time-outs, removal of playtime (e.g., outdoor play) or other “privilege,” informing parents.
2. Defined as removing children from situation (classroom center, playground area, whole group instruction, etc.) and allowing them to play elsewhere.



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