

**PREPARING EARLY FIELD PLACEMENT STUDENTS TO UNDERSTAND
AND PROMOTE EARLY CHILDHOOD SOCIAL AND EMOTIONAL
DEVELOPMENT THROUGH PRE-SESSION AND POST-SESSION
TEACHING TEAM MEETINGS**

by

Lauren Stegeman

A thesis submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Master of Science in Human Development and Family Studies

Fall 2015

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TABLE OF CONTENTS

LIST OF TABLES	vii
ABSTRACT	viii

Chapter

1	INTRODUCTION	1
2	LITERATURE REVIEW	4
	Early Childhood Social and Emotional Skills	4
	Framework for Promoting Social and Emotional Skills.....	6
	Supporting Teacher Candidates' Learning	9
	Knowledge of social and emotional development.....	9
	Strategies for supporting social and emotional development.....	10
	Anger and impulse control	10
	Interpersonal problem-solving skills	11
	Friendship skills.....	11
	Emotional literacy	12
	Learning with experienced teachers	12
3	METHODS	17
	Context of the Study	17
	Procedure	21
	Participants	21
	Data Collection and Analysis	22
4	FINDINGS	28
	Affordances for Developing Knowledge of Children's Social and Emotional Development.....	28
	Affordances for Learning Strategies for Promoting Social and Emotional Development.....	30
	Anger and impulse control	31
	Interpersonal problem-solving skills	34
	Friendship skills.....	36
	Emotional literacy	37
	Co-occurring topics	37

	Linking Developmental Knowledge to Practice.....	39
	Discourse Processes.....	42
	Elicitations	42
	Contributions	44
	Context-Specific Nature of the Content	45
5	DISCUSSION.....	50
	Limitations.....	52
	Future Directions	53
	REFERENCES	56
	Appendix	
	MASTER CODE BOOK.....	64

LIST OF TABLES

Table 1	Social and emotional content codes	24
Table 2	Frequency of social and emotional content codes	26

ABSTRACT

Despite contemporary importance placed on academics, social and emotional development in early childhood remains critical to long-term development across developmental domains and content areas. However, this area is seen as one of the most difficult for teachers to promote. It has been suggested that preparation for effective teaching in this area begins with teacher education programs. The purpose of this research study was to explore Early Childhood Education students' opportunities to learn about knowledge of children's social and emotional development and strategies for supporting it during early field placement pre-session and post-session teaching team meetings. These pre-session and post-session team meetings involved six early field placement students and three master teachers from three teaching teams were documented and analyzed for specific topics around social and emotional development. Results indicate that early field placement students were afforded opportunities for learning about anger and impulse control, interpersonal problem-solving skills, friendship skills, and emotional literacy through pre-session and post-session teaching team meetings. These findings are presented in relation to discourse moves, social and emotional content addressed, speaker role, and context for discussion.

Chapter 1

INTRODUCTION

The increasing cultural and linguistic diversity of children in the United States, paired with the emphasis on raising standardized test scores, has led to higher expectations for teacher quality in the early childhood field (Stipek, 2006; Whitebook, Bellm, Lee, & Sakai, 2005). Children as young as three years old are now being groomed to be successful on these high-stakes exams (Stipek, 2006). Yet despite the contemporary importance placed on academics, in order to ensure the best outcomes for children, early childhood educators should take a holistic approach, looking not only at children's academic or cognitive development but also their social and emotional development (Copple & Bredekamp, 2009). Not only is this developmentally appropriate for learning in early childhood, but also it has implications for a child's overall development (Dennham et al., 2014; Mayr & Ulich, 2009). One study linked "school readiness" with higher levels of emotional knowledge (Denham et al., 2014). Other researchers have related social and emotional development to the overall well-being of a child, as well as the child's mental health and resilience (Mayr & Ulich, 2009).

However, an increasing number of early childhood educators leave the field after the first five years of becoming a classroom teacher, because they do not feel that

they were adequately prepared to manage children's challenging behavior (Sempowicz & Hudson, 2011). These teachers may feel frustrated or unable to meet the needs of all of their students (Sempowicz & Hudson, 2011; Sugai et al., 2000). Researchers have identified this domain as one of the most difficult for both teacher candidates and in-service teachers to support (Hemmeter, 2008; Sugai et al., 2000).

The preparation teachers in early childhood teacher education programs receive has a significant impact on their pre-service professional development and future classroom practices with young children (Baeten & Simons, 2014; Boillet, Pavin Ivanec, & Miljevic-Ridicki, 2014; Guernsey, 2015; Whitebook et al., 2005). In order to prepare teacher candidates to support children's social and emotional development, they must receive adequate opportunities for learning in their teacher education programs. Therefore, programs in higher education that prepare teacher candidates for the workforce must be enhanced (Guernsey, 2015; Whitebook et al., 2005).

Among these opportunities is "teacher talk," in which teacher candidates participate with teachers as they reflect on their current practices, plan activities and interactions for the following day, hear feedback from peers and more experienced teachers, and clarify questions that have arisen during the field experience (Baeten & Simons, 2014; Boillet et al., 2014; Rytivaara & Kershner, 2012). Together with the other teachers and classroom staff, teacher candidates are provided with opportunities to co-construct a shared body of knowledge, which can contribute to teacher effectiveness (Baeten & Simons, 2014; Boillet et al., 2014; Rytivaara &

Kershner, 2012).

Given the significance of children's social and emotional development and the challenges teachers experience in supporting development in the social and emotional domains, the present study examines opportunities afforded to teacher candidates through structured classroom-based discourse with experienced teachers in learning about children's social and emotional development and how to support it.

Chapter 2

LITERATURE REVIEW

This literature review will address key social and emotional skills in early childhood development; an overview of evidence-based framework for promoting these skills; strategies for supporting teacher candidates and in-service teachers' acquisition of knowledge of children's social and emotional development; and strategies for promoting development in this domain, and learning with more experienced teachers.

Early Childhood Social and Emotional Skills

In order to support teachers' abilities to promote social and emotional development in young children, it is important to define which skills are developmentally appropriate to teach children birth through age eight. In this study, four important social and emotional skills, as identified by The Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University, will be explored. These include: (1) anger and impulse control, (2) interpersonal problem-solving skills, (3) friendship skills, and (4) emotional literacy (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Joseph, Strain, Yates, & Hemmeter, 2006).

Children who exhibit anger and impulse control are able to calm themselves down, recognize anger in themselves and others, and appropriately express this emotion (Joseph et al., 2006; Mayr & Ulich, 2009). This skill is critical to developing

abilities to problem-solve and form successful relationships in early childhood. Children who act aggressively during this developmental stage may experience higher rates of peer rejection for many years and have difficulty problem-solving (Joseph et al., 2006; Mayr & Ulich, 2009).

Emotional literacy is defined as, “the ability to identify, understand, and express emotions in a healthy way” (Joseph et al., 2006, p. 2.26). Children with a strong foundation in this area may have a higher tolerance for frustration and rarely act destructively or impulsively. They are often more focused and may have higher academic achievement (Joseph et al., 2006).

Behaviors associated with “friendship skills” include organizing play, sharing, being helpful, taking turns, giving compliments, and knowing how and when to apologize. Each of these behaviors appears to be directly related to having friends and creating positive play experiences (Joseph et al., 2006). Children ages two through seven years are developing abilities to participate in more complex play with other children, which can lead to opportunities for increased language and literacy skills, self-regulation, problem-solving, conflict resolution, and school achievement (Bodrova & Leong, 2007; Rubin, Bukowski, & Parker, 2006).

Effective interpersonal problem-solving involves recognizing a problem exists, suggesting various solutions, evaluating potential outcomes of each solution, implementing one chosen solution, and finally, evaluating the effectiveness of the chosen solution (Fox et al., 2003).

Framework for Promoting Social and Emotional Skills

One of the frameworks for practice in supporting children's development of these social and emotional skills is "The Teaching Pyramid," which was developed by Mary Louise Hemmeter and The Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University (Fox et al., 2003). This model represents a set of strategies for promoting social and emotional development in children, organized by level of intervention needed depending on the severity of the challenging behavior experienced in a classroom setting. The lower level interventions are thought of as preventive measures that can be used with all students to set the foundation for a warm, nurturing environment. Higher levels of the pyramid represent more intensive, individualized strategies for those children requiring extra supports (Fox et al., 2003). There are explicit strategies described at each level of The Teaching Pyramid, and literature suggests it is important for teachers to intentionally implement strategies associated with all levels to effectively promote social and emotional development (Fox et al., 2003; Hemmeter, Ostrosky, & Corso, 2012).

It is thought that such a model--one that offers support for promoting social and emotional development--will help teachers be able to teach more effectively (Sugai et al., 2000). Not only will they be able to meet the needs of students with more challenging needs, but also those of the other children, who teachers may have otherwise had little time to work with closely. This may help teachers feel more competent in their abilities to develop safe and nurturing classroom environments for

all students, as well as help them develop social and emotional skills (Fox et al., 2003).

The first strategy offered to support teachers promote social and emotional development in their students is considered the lowest level intervention represented on the pyramid. It describes how teachers in early childhood must build positive relationships with all children in their class, as well as the children's families and other professionals (Fox et al., 2003). This is thought of as the foundation for a successful early childhood education program. These positive relationships help children develop a positive self-concept, confidence, and a sense of security in the classroom environment (Fox et al., 2003). Teachers can develop these close relationships through "emotion-centered teaching"--intentionally encouraging children to talk about their emotions, looking in children's eyes, smiling, and touching affectionately (Hyson, 2004). The environment, too, plays a role in children's social and emotional development. Teachers are encouraged to incorporate predictable routines and expectations into their curricula and allow children opportunities to make decisions, as well as other specific strategies such as organizing learning centers and the number of children who can participate in them (Artman-Meeker & Hemmeter, 2013; Fox et al., 2003; Landry et al., 2014). It is also suggested that teachers use explicit instruction to teach social and emotional competence to children, particularly in learning about feelings, self-regulation, and making friends (Domitrovich, Cortes, & Greenberg, 2007; Fox et al., 2003; Landry et al., 2014). These lessons should be individualized

for the specific class and many opportunities for learning in social and emotional domains should be offered throughout the day through a variety of different means, including play (Fox et al., 2003).

The Teaching Pyramid also offers strategies to teachers who have a few children with challenging behaviors that are not overcome with these preventive measures. These include Positive Behavior Support (PBS) and individualized interventions (Fox et al., 2003). It is suggested that teachers work with a team made up of other teachers and staff within the classroom, the child's family, and other professionals. All of these adults who know the child should work together to create and implement supports that will ultimately benefit the child's development of social and emotional skills, as well as overall well-being (Fox et al., 2003).

The literature in this area discusses the importance of social and emotional development during early childhood, general approaches for enhancing teacher practices, and specific strategies to support early childhood educators' abilities to promote social and emotional development. However, there is a lack of research on supports for teacher candidates in their early field experiences in relation to promoting children's social and emotional development. Despite this, the literature makes clear the importance of pre-service professional development on teacher candidates' future work in the field and the difficulty early childhood teachers face when promoting social and emotional skills (Guernsey, 2015; Hemmeter, 2008; Sugai et al., 2000; Whitebook et al., 2005). Therefore, this study explores pre-service opportunities for

learning about developmentally appropriate skills for social and emotional development in early childhood and strategies to promote them.

Supporting Teacher Candidates' Learning

Knowledge of social and emotional development

In order to teach with realistic expectations of children's abilities, early childhood educators need to possess knowledge of child development (Copple & Bredekamp, 2009). While a vast majority of Early Childhood Education programs require teacher candidates to take a child development course, a significant gap between teachers' knowledge and their classroom practices has been identified (Barbarin & Wasik, 2009; National Council for Accreditation of Teacher Education [NCATE], 2010; NICHD, 2007; Snyder & Lit, 2010). These and other studies suggest that knowledge of how children develop alone does not necessarily predict effective teaching or positive impacts on children (Early et al., 2006; Early et al., 2007).

Coursework in child development should be connected in a meaningful way to the "in the moment" demands of a classroom teacher, because understanding child development and strategies to support it are crucial to effective teaching (Bieda et al., 2015). Merely having discussions based around these topics, as many teacher education programs are currently doing, is not enough to move teachers beyond the limited viewpoints they have as teacher candidates (Anderson & Stillman, 2013; Stockall & Davis, 2011). These limited viewpoints may follow them to their own classrooms (Stockall & Davis, 2011). Teacher candidates need to have a wide variety

of learning opportunities--including classroom experience, problem solving, and working with others--to prepare them for the many obligations they will face once in the workforce (Bieda, Sela, & Chazan, 2015; Lieberman, 1995). To meet the needs of today's culturally and linguistically diverse group of students, teacher beliefs about diversity need to be challenged early on through experiences with students (Stockall & Davis, 2011).

Strategies for supporting social and emotional development

In order to effectively promote children's social and emotional development, early childhood educators should implement evidence-based strategies. The Teaching Pyramid model offers specific strategies teachers can use to promote the four key skills identified in this study.

Anger and impulse control

To help children develop anger and impulse control, The Teaching Pyramid refers to "The Turtle Technique," which is intended to help children learn to recognize their own anger and calm themselves down (Joseph et al., 2006). There are a number of steps involved with this technique including the children recognizing they are feeling angry, thinking "stop," going into their "shell" and taking deep breaths to calm down. Once they no longer feel angry, they can think of more effective ways to solve their problem than acting aggressively. It is important for teachers to provide children with multiple opportunities to practice this skill (Joseph et al., 2006).

Interpersonal problem-solving skills

To help children develop abilities to problem-solve, The Teaching Pyramid suggests a step-by-step approach that children can use to solve problems with peers. First, children need to define the problem, and then, they need to think of multiple solutions for the problem (Joseph et al., 2006). It is suggested that teachers stay close to help generate these solutions. Teachers and children can brainstorm together what consequences for various solutions would look like, keeping in mind ensuring that the solutions keep everyone safe, that they are fair, and that they are considerate of how they would make everyone feel (Joseph et al., 2006). Then, children can try the various solutions they have agreed upon.

To further support problem-solving, The Teaching Pyramid suggests intentionally embedding problems throughout the day for children to solve or reading stories with characters who solve problems with others (Joseph et al., 2006). It is also important for teachers to anticipate problems in advance and stay in close proximity to conflicts to decide if children need adult guidance (Joseph et al., 2006).

Friendship skills

Within promoting children's friendship skills, The Teaching Pyramid suggests strategies such as modeling or role-playing using puppets or showing videos about friends and friendship skills (Joseph et al., 2006). Another skill suggested by The Teaching Pyramid is known as "priming," in which teachers ask children questions such as who they want to play with, how they will enter play scenarios, and which

activities and materials they want to engage with (Joseph et al., 2006). One additional strategy for promoting friendship skill was using a buddy system and assigning children different partners to play with in the classroom throughout the school year (Joseph et al., 2006).

Emotional literacy

One suggested strategy from The Teaching Pyramid intended to promote children's emotional literacy. This skill is known as "indirect teaching," which includes an aspect of labeling children's emotions as they experience them (Joseph et al., 2006). The Teaching Pyramid also discusses direct teaching through implementing activities in which children are intentionally introduced to various emotions, such as making associations between facial expressions and emotions or discussing times in which the children felt specific emotions (Joseph et al., 2006). Another strategy suggests singing songs and playing games related to emotions, such as asking children to imagine how they would feel in certain situations. Finally, teachers can "check in" with children throughout the day and help them label their own emotions, using a visual representation such as a chart (Joseph et al., 2006).

Learning with experienced teachers

Support from other teachers through communities of practice and mentorships can help novice teachers' professional development, particularly in settings where many children are exhibiting challenging behaviors (Cuddapah & Clayton, 2011). "Communities of practice" are defined as groups of people learning together

through mutual, social engagement (Cuddapah & Clayton, 2011; Takahashi, 2011). These communities of practice can also help shape teachers' beliefs about their own efficacy, which is important to improving children's outcomes. It has been seen that through shared experience in teaching, teachers co-construct these beliefs about their abilities to teach (Takahashi, 2011). Researchers note that increased teacher competency and professional development through working with and learning from other teachers in the field also improved teachers' abilities to promote the social and emotional well-being of their students (Boillet et al., 2014; Domitrovich, Cortes, & Greenberg, 2007; Guernsey, 2015; Stoiber & Gettinger, 2011; Whitebook et al., 2005).

Supporting pre-service and novice teachers is especially important, because social and emotional skills appear to be among the most difficult to teach (Hemmeter, 2008; Sempowicz & Hudson, 2011). However, it has been seen that through professional development interventions, such as workshops, coaching, and feedback on everyday interactions with children, early childhood educators are able to implement practices for promoting social and emotional development in young children more effectively (Artman-Meeker & Hemmeter, 2013; Fox, Hemmeter, Snyder, Binder, & Clarke, 2011; Hemmeter, 2008).

"Teacher talk" is among these experiences with other teachers. This is a specific type of social, spoken discourse in which participants have a shared goal in mind--for instance, reflecting on the day's practices or specific child outcomes (Wells,

2001). This discourse is collaborative, so individual contributions are only effective when they relate to co-participants' contributions. However, this does not imply that co-participants have to agree; the meaning of the conversation derived by each co-participant will vary based on context and each's own perceptions, values, and beliefs (Wells, 2001). The organizational structure of this type of "teacher talk" is loose in that exchanges vary in length, and because there is some degree of equality among co-teachers, participants may be talking over each other, or they may be more than one conversation taking place within each "talk" (Wells, 2001).

Through discourse in reflective meetings and planning sessions, teachers construct a shared body of knowledge that helps them meet their professional responsibilities more effectively (Domitrovich, Cortes, & Greenberg, 2007; Rytivaara & Kershner, 2012; Wells & Haneda, 2005). The quality of the dialogue that goes on in these talks is seen to impact professional growth, as well as perceived costs and benefits of participating in a team teaching approach (Baeten & Simons, 2014). Including multiple perspectives and areas of expertise can help both the pre-service and experienced teachers form new ideas and overcome challenges together. This supports teachers' abilities to teach diverse populations of children and implement developmentally appropriate curriculum more effectively (Guernsey, 2015; Rytivaara & Kershner, 2012; Whitebook et al., 2005).

One successful program describes how the teacher candidate and more experienced teacher participated in quality time to both talk and listen to one another. Contributions from the experienced teacher included direct instruction, modeling specific practices, sharing pedagogical knowledge, providing positive and constructive feedback, and asking questions that allowed the teacher candidate to demonstrate reflective thinking (Sempowicz & Hudson, 2002). The more experienced teacher should tailor the dialogue to meet the teacher candidate's understanding, and using Vygotsky's theory of the "Zone of Proximal Development," assist the teacher candidates to learn just beyond their capacity (Tharp & Gallimore, 1991).

"Teacher talk" presents differently across settings, but this study focuses on those meetings in which teachers are co-constructing a shared body of knowledge that enhances professional development and practice of teacher candidates and experienced teachers alike. Because of this, a social constructivist approach will be taken when examining data. In this approach, individuals learn through their shared interactions and experiences in a group. In this study, it is thought that through actively participating in teaching team meetings, teacher candidates will learn more about teacher practice and supporting children's development. Other studies reviewed share this idea that teaching team meetings support professional development through creating a shared body of knowledge (Domitrovich, Cortes, & Greenberg, 2007; Roth, Tobin & Zimmerman, 2002; Rytivaara & Kershner, 2012; Wells & Haneda, 2005).

This means that single individuals within the teaching team were not dominating the conversation. Each party took turns listening, discussing topics, and

asking questions that informed their practices in promoting social and emotional development (Roth et al., 2002; Sempowicz & Hudson, 2002).

Chapter 3

METHODS

This study explores early field placement students' opportunities for learning about social and emotional development in early childhood through pre-session and post-session teaching team meetings. Knowledge of how children ages two through seven years old develop and strategies teachers can use to support children's development in these domains are considered.

The study aims to answer the following research questions:

1. During pre- and post-session teaching team meetings, what are the opportunities for early field placement students to develop knowledge about social and emotional development in children ages 2-7?
2. During pre- and post-session teaching team meetings, what are the opportunities for early field placement students' learning about strategies for promoting social and emotional skills in children ages 2-7?

Context of the Study

This study is embedded within two larger studies, which aim to document and describe daily teaching team meetings, including pre-session and post-session meetings. The data in these studies are being coded for content and for discourse moves which initiate topics and sub-topics, elicit responses, or contribute to shared

knowledge development during teaching team meetings. “Elicitations” refer to discourse moves that draw out information and “contributions” refer to discourse moves that add to shared knowledge of the group (Wells, 2001). These codes can be found in the Appendix. Pre-session and post-session recordings which were analyzed for the present study were originally collected for these larger studies.

This study took place within three classrooms in a laboratory preschool setting in a mid-Atlantic state. This site was selected due to the nature of the teaching team meetings which occur in this setting, as well as the participation of early field experience students in their daily classroom activities. Each year, the preschool provides high-quality care and services to approximately eighty children, ages six months through six years, and their families. Of these children, approximately 25% have significant developmental or learning differences, 25% speak more than one language at home, and 25% receive financial aid. The preschool is accredited by the National Association for the Education of Young Children, and holds the highest quality rating awarded by the state’s quality rating and improvement system. As a campus-based early childhood laboratory school, the preschool also participates in research on children, families, teachers, curriculum and teaching and helps prepare pre-service professionals interested in serving children and families.

University students in the early childhood education major participate in their first field experience at this preschool. During their placement, early field placement students participate in daily activities with the children for five hours per week as part

of a classroom teaching team. Twice daily, early field placement students also meet with the teaching team for structured pre-session and post-session meetings, in which they receive mentoring and coaching from more experienced “master” teachers; however, each member of the teaching team is expected to contribute. These meetings are a regular part of the day for each teaching team, occurring before and after each teaching session, intentionally designed and facilitated to build professional knowledge and skills. During pre-session meetings, these teaching teams discuss the set-up of the classroom, daily schedule, and teacher candidates’ goals. Post-session meetings are held after the children leave the classroom. Topics include specific child outcomes, constructive feedback on teacher practices, and discussion of various activities and interactions. Duration of pre-session and post-session meetings often vary by day and by classroom, ranging from fifteen minutes to over an hour.

Early field placement students are expected to have completed two courses related to child development in previous semesters, and all are enrolled in two concurrent courses in the semester they are in this early field placement. These courses are taught by master teachers at the preschool. One of these courses is Practicum in Inclusive Curriculum: Birth - Grade 2 and the other is Inclusive Curriculum: Birth - Grade 2.

Practicum in Inclusive Curriculum: Birth - Grade 2 is a three-credit course including a classroom practicum and a discussion seminar. It is designed to help early childhood education students find their role as early childhood educators; understand

play and its role in the classroom; and understand the relationship between child development, theory, and curriculum. Assignments include writing weekly logs about classroom experiences and planning and implementing an activity plan.

In Inclusive Curriculum: Birth - Grade 2, teacher candidates learn about planning curriculum for promoting optimal development of children birth to second grade in inclusive settings. Students learn about the role of play, constructivist theories, and developmentally appropriate practice. Each of these courses meets once per week. Content in practicum placements relates to associated coursework as instructors of these two courses inform other master teachers of course content during staff meetings.

Each week, early field placement students set goals for themselves as professionals based on topics from field placement companion courses or areas of teaching they would like to continue to develop. They also videotaped and evaluated their own interactions in the classroom in comparison with professional learning standards. Once during the semester, early field placement students also plan and implement an activity for the children in their classroom.

Because I am a recent graduate of the early childhood education program at this university, I also had an early field experience at this site and had very similar coursework to these early field experience students, including the courses listed above. I completed one of my nine-week student teaching placements here with an experienced master teacher who participated in this study. Due to these placements, I participated in this site's pre-session and post-session teaching team meetings as both

an early field placement student and as a student teacher. I was also an undergraduate teaching assistant for one of the child development courses these students must take. Finally, I participated in collecting and analyzing data for the larger study which this thesis works to inform. Because of the potential for bias, coding was evaluated for interrater reliability. A second researcher who has a background in early childhood education is a former classroom teacher and a current doctoral student trained in the coding scheme was sent four partial transcriptions of pre-session and post-session meetings to code for social and emotional content. Both researchers hand coded these four partial transcriptions independently. The coded transcripts were placed side-by-side and compared. After comparing our codes for these partial transcriptions, percent agreement was calculated to be 70%, which meets acceptable guidelines for evaluating quality of interrater reliability (Stemler, 2004).

Procedure

Participants

Six early childhood education students enrolled in early field experience were the primary focus of this study. These participants were selected because they were enrolled in an early field experience in a setting which requires participation in teacher team meetings as part of their coursework. They were all female, traditional college-aged students. These students participated in their field experiences on the day of the week selected to record pre-session and post-session meetings. One pair of early field placement students was assigned to a classroom for two-year-old children, another pair was assigned to a classroom for four-year-old children, and the final pair was

assigned to a multi-age classroom for children in pre-kindergarten and kindergarten. This field placement was their first in this particular program, however, their prior experiences with children outside the university varied.

Other members of the teaching team, who also participated in pre-session and post-session teaching team meetings, were student teachers and master teachers. Student teachers were also all female, traditional college-ages students. For these students, this classroom placement was the culminating internship for their early childhood education program, one in which they gradually took on more responsibilities of a classroom teacher, including leading pre-session and post-session meetings. Master teachers' experiences teaching preschool-age children ranged from two years to thirty-seven years. They served as classroom teachers in the preschool, clinical placement supervisors to teacher candidates, and some were also instructors of related courses.

Data Collection and Analysis

As part of the larger studies in which the present study is embedded, data were collected from each teaching team during the Spring 2015 semester under protocol approved by the university's Institutional Review Board. I also completed Human Subjects Protections training prior to beginning this research study.

Pre-session teaching team meetings were captured via video recording from overhead cameras in the classroom. A trained undergraduate student collected these data. Post-session teaching team meetings were captured on audio recorders by each classroom's master teacher. They were then uploaded to a secure server. Throughout the semester, a combined total of twenty-nine pre-session meetings and eleven post-session meetings were recorded.

Content codes were developed prior to beginning analysis, using the master code book from the two larger studies, which can be found in the Appendix. The master code book was developed based on literature around analyzing classroom discourse (Wells, 2001). The content codes for this study identify topics around children's social and emotional development. Sub-codes were also created to indicate which of four specific social and emotional skills were addressed. These included anger and impulse control, emotional literacy, friendship skills, and interpersonal problem-solving, which are noted by The Center on the Social and Emotional Foundations for Early Learning in the Teaching Pyramid as key skills to develop socio-emotional competence in early childhood (Fox et al., 2003). Codes indicated whether discourse moves were elicitation of or contributions to discussion, and whether they were related to building early field placement students' knowledge of these skills or providing them with strategies on promoting such skills in young children.

Table 1 presents content codes used to identify social and emotional topics in pre-session and post-session teaching team meetings. In this coding scheme, one or more codes were assigned to each member of the teaching team's turn speaking.

Table 1 Social and emotional content codes

Eliciting discussion related to knowledge of children's social and emotional development in	Contributing information related to knowledge of children's social and emotional development in:	Eliciting discussion related to strategies for promoting children's social and emotional development in	Contributing information related to strategies for promoting children's social and emotional development in:
Anger and impulse control	Anger and impulse control	Anger and impulse control	Anger and impulse control
Interpersonal problem-solving skills	Interpersonal problem-solving skills	Interpersonal problem-solving skills	Interpersonal problem-solving skills
Friendship skills	Friendship skills	Friendship skills	Friendship skills
Emotional literacy	Emotional literacy	Emotional literacy	Emotional literacy

Each audio and video recording of pre-session and post-session meetings was listened to in its entirety. There were twenty-nine recordings of pre-session meetings and eleven recordings of post-session meetings. The duration of these meetings varied from approximately eight minutes to fifty minutes, with a majority of meetings

spanning thirty-five to forty minutes yielding approximately 23 hours of recorded data.

During this initial review, notes on topics discussed in each pre-session and post-session meeting were recorded in a word processing document in order to identify meetings which included conversations around social and emotional topics. Recordings were time stamped according to when conversations around social and emotional topics began and ended. Of the recordings, fourteen out of twenty-nine (48%) pre-session meetings included social and emotional topics and eight out of eleven (72%) post-session meetings included social and emotional topics.

After being trained in transcription by the principal investigator of one of the larger studies, recordings of conversations of social and emotional topics within pre-session and post-session were listened to a second time, transcribed verbatim, and coded by each speaker's turn in conversation. Two post-session teaching team meetings were transcribed fully by an undergraduate student who was also trained in transcribing by the principal investigator of the larger study.

Hard copies of the data were hand coded using the apriori codes. Each time a person spoke was viewed as one turn-taking episode. Codes were then assigned to turn-taking episodes as applicable. Multiple codes were assigned when a speaker addressed more than one code topic. After all data were hand coded, the number of times each code had been identified in the data was tallied.

Table 2 presents how many times each social and emotional content code was assigned.

Table 2 Frequency of social and emotional content codes

Eliciting discussion related to knowledge of children's social and emotional development in	Contributing information related to knowledge of children's social and emotional development in:	Eliciting discussion related to strategies for promoting children's social and emotional development in	Contributing information related to strategies for promoting children's social and emotional development in:
Anger and impulse control (0)	Anger and impulse control (5)	Anger and impulse control (3)	Anger and impulse control (39)
Interpersonal problem-solving skills (0)	Interpersonal problem-solving skills (1)	Interpersonal problem-solving skills (4)	Interpersonal problem-solving skills (9)
Friendship skills (0)	Friendship skills (11)	Friendship skills (1)	Friendship skills (11)
Emotional literacy (0)	Emotional literacy (1)	Emotional literacy (0)	Emotional literacy (1)

Each of these codes was reviewed, noting speaker role (master teacher, student teacher, or early field placement student) and context. Codes were then entered into NVivo software, which is a program that allows users to collect, organize, and analyze qualitative data (QSR International, 2015). Queries were run to identify specific social and emotional content codes by speaker role, social and emotional content codes by

discourse move (elicitation or contribution), discourse moves by speaker role, and co-occurring social and emotional content codes. The resulting information from coded data, notes on each code, and queries from NVivo identified early field placement students' opportunities for learning about knowledge of early childhood social and emotional development and how to promote it from pre-session and post-session teaching team meetings.

Chapter 4

FINDINGS

Findings from this study describe opportunities for early field placement (EFP) students developing knowledge about early childhood social and emotional development through discussion of age-appropriate expectations and developmental stages in relation to specific children in the classroom. They also describe opportunities for EFP students' learning about strategies for promoting early childhood social and emotional development through contributions of many types of strategies across social and emotional skills from master teachers (MTs), student teachers (STs), and other EFP students. Within the data, linkages were discovered between discussion of knowledge of and strategies for supporting children's social and emotional development. Additional findings around discourse moves, speaker roles, and context are also presented. Verbatim quotes from participants are used throughout to support analytic points.

Affordances for Developing Knowledge of Children's Social and Emotional Development

Opportunities for developing knowledge of children's social and emotional development related to age appropriate expectations and developmental stages of children in the classrooms were identified. They were especially prevalent following instances of children's challenging behavior. During post-session in one classroom, EFP students and the ST were discussing how some of the children in the class were

not using kind tones with their friends. The MT explained that the children did not understand how their tone of voice could hurt friends' feelings.

Some of the tones that... the children [use]... is just the way they respond to people. And four and five year olds do not quite understand. It is age appropriate for them, but they do not quite understand that cause and effect.

After an instance in which one child needed support in the area of anger and impulse control, the MT said,

I think [he] is still at the point where, "I want what I want when I want it," kind of toddler thinking, and "if you have it and I see it and I want it, it is mine. I'm going to take it." And I think, because he is so big, and he is so verbal, that we have higher expectations for him, so we expect that he is going to be able to take turns, and we expect that he is going to be able to sit on the carpet.

A master teacher contributed knowledge about anger and impulse control by explaining to early field placement students why she believed challenging behaviors occurred. "Children's challenging behaviors occur for two reasons. I think they are either trying to obtain something, which could be a material, a toy, or attention, or I think to escape something."

In another example, an EFP student described an interaction between two children in which one took something from another, who seemed unaffected by what the EFP student thought was an interpersonal problem. The MT explained, "two year olds will sometimes just stand there when something happens and not react or respond."

Master teachers also provided information to help the EFP students understand the developmental stages of children in the class. Information shared included general stages of development and specific connections to children in the class. One MT contributed knowledge about children's developing abilities in making friends, "They are now really interested in their peers and having relationships with them. They are not as dependent on the adults." Another MT contributed knowledge about one individual's development and what the next stage of development might look like in terms of making friends. "[She] really needs support in interacting socially with other kids. She's still very much in that parallel play level and then moving into more productive group play is where you want to go with her."

It is important to note that MTs were the speakers in all instances in which developmental knowledge was shared in the meetings without directly linking this knowledge to strategies for promoting development in the skill addressed. Contributions of knowledge supported by strategies for promoting children's social and emotional development are discussed later.

Affordances for Learning Strategies for Promoting Social and Emotional Development

Strategies for promoting children's social and emotional development were discussed more frequently than knowledge of children's social and emotional development. While there were 18 instances of speakers discussing knowledge of children's development, there were 68 instances of speakers discussing strategies for

promoting children's development. These discussions typically centered around specific child behaviors. In pre-session meetings, these discussions often occurred in anticipation of challenging behavior, and in post-session, these discussions often followed challenging behavior. Strategies for supporting children were presented through a variety of means by MTs, STs, and EFP students. Master teachers and student teachers sometimes offered specific phrases that EFP students could use when working with the children. Other strategies referred to non-verbal prompts or materials and activities for individual children. These approaches varied based on the social and emotional skill being targeted.

Anger and impulse control

The most frequently occurring code in the analysis referred to members of the teaching team contributing strategies for promoting anger and impulse control. These strategies addressed behaviors of individuals and groups of children. Prior to contributing these strategies, master teachers and student teachers often provided background knowledge on individual children including aspects of their home life, interests, and challenging incidents that had occurred earlier in the year. These types of codes were identified 39 times in the data.

Some of the strategies contributed were those that MTs and STs had already found to be effective for helping children calm themselves down. In one instance, a ST described how following through with limits she set helped calm down a child who needed support with anger and impulse control.

I said, “No, you are sitting there, it is not a choice. That is your seat, and that is [his] seat,”again, do not change your face, you need to be persistent like, “you need to pick that up.” ...He did go back to his seat.

Sometimes MTs and STs modeled direct quotes that early field placement students could use with the children. For instance, in order to support children in staying in their seats during an activity instead of coming to the front of the room to take the marker from the ST, one MT told early field placement students to say, “Thanks for your help. You can [pretend to] write it in your hand. You can write it in the air.” Other strategies referred to using classroom materials to help children calm themselves down. These included providing fidgets to individual children, such as when one ST suggested saying, “Next time you can give him the sensory bottle.”

Master teachers also described how manipulating the environment could support children’s development of anger and impulse control. One MT described how she used music at a slow tempo to calm down the whole group. “He does love this new clean up music... it is sixty beats per minute. It is supposed to naturally calm your body down.”

Master teachers, student teachers, and EFP students suggested individualized approaches for promoting social and emotional development for specific children. One MT helped a child find a peer to model his behavior after. As she explained to the EFP students,

The strategy we started to work on with him... we talked about if you're going to watch somebody, because I said to him, "...you are watching children all the time in group..." So I said, "You are watching, and usually it is the person that is going to be silly with you. If you really wanted to help group work, who could you watch?"

An EFP student also suggested an individualized approach by revisiting an incident discussed in a previous week to contribute a strategy for promoting anger and impulse control that she asked the MT to suggest to the family. She said,

I was thinking about it more, and I did karate when I was little, and that might also give him that resistance: working with punching bags and that you have to push it or punch it or kick it, and also it is a lot about discipline, too.

One teaching team used an entire post-session teaching team meeting to discuss how to support one child's development of anger and impulse control following a challenging incident in the classroom that day. An EFP student first elicited information on how to support this child by describing the situation and explaining she was not sure how to support him. "I ran into him twice when he was either running or had something in his hand, because he took something... When we were in morning group, it went to a point where I did not [know what to do]." The MT provided a number of strategies, such as saying to the child, "We are going to take some deep breaths. We are going to slow down." The MT also elicited information from early field placement students about which strategies they tried. Finally, she contributed

knowledge about the development of anger and impulse control for children this age.

Interpersonal problem-solving skills

Opportunities for learning strategies for promoting interpersonal problem-solving skills were also discussed in relation to conflicts that had occurred between children during specific areas of the classroom. For instance, in anticipation of continued interpersonal problems at an activity, which occurred earlier in the week, one ST told early field placement students how to encourage children to negotiate roles and share materials, since there were not enough for each child to have his or her own.

A big thing about it is that they all want to cook. "Well, we need customers." Or they all want to use this pizza, so it really is about turn-taking and working together and make the suggestion, "you [cook] first, and [she] will eat, and then we will switch."

Early field placement students also contributed strategies for supporting children's interpersonal problem-solving skills, particularly ones they had already found to be effective with children in the class. One EFP student described how she facilitated problem-solving between children.

I said, "I did see you take that from [him]. I understand that you want to play with it. Can we go find something else to play with until [he] is done with

these?” And he put it in his mouth... I was like, “I am going to go wash that. Let's give the [toy] to [him] and say I am sorry for grabbing,” and he did all those things, and [the other child] said, “Thank you,” and I washed the [toy].

Other opportunities for learning about strategies for promoting interpersonal problem-solving skills included scripts provided by MTs and STs that early field placement students could use with children. One MT's response to an EFP student's question about what to say to help children problem-solve was,

“Let's think of another way you can have a turn.” And then you might need to supply him with that strategy. You might need to say, “You could ask [her], ‘can I have a turn when you are done?’” and [she], you can tell [him], “I am not done yet. I am still playing with it.” Very short sentences but we are setting the foundation for conflict resolution skills.

Another MT also provided step-by-step instructions for how to support children through an interpersonal problem, relating these instructions to reminding children of classroom rules and building positive relationships with children.

Acknowledging those feelings, getting them to the point where they are... diffusing from it, and then being able to ask them that open-ended question to get them talking is really good. I said, “You are clearly upset. Tell me about what I saw you doing.” ...And he said, “well, I pushed the scooter into his bike,” and I said, “and what is our rule about our friends?” ”We need to keep them safe.”... “Were you doing that?” “No.” So if you kind of let them talk about what happened and then

immediately relate it back to the three rules, they know them, so they will ultimately be able to come back, and that's when you want to be able to have them express...because when you start talking about feelings, you are talking about... making that connection with them, and I find that that helps.

Friendship skills

When helping EFP students learn strategies for promoting friendship skills, MTs, STs, and EFP students all contributed suggestions. One ST suggested exactly what EFP students could say to children in a specific area of the classroom to help them learn to play together.

That's a great time to really encourage him [by saying], "Hey, I see [another child] is over here, too. Why don't you work together?" And he may not do it, but it's an awesome time to work on them working together, especially the conversations they have like asking open-ended questions, encouraging them to talk and kind of plan out things together."

An EFP student contributed a similar strategy when thinking of how to encourage a child to play with peers while this child was playing with her, "Guide them towards playing with others, suggest, 'Oh, maybe we can go do this,' to get them to play with [other children]."

Master teachers contributed additional strategies, such as helping children decide who and what they are going to play with before entering a new area of the

classroom. They suggested asking children, “What is your play plan?” Another MT explained that some children in the class were having difficulty accepting when their friends wanted to be alone, so she used children’s literature to support them. As she explained to the EFP students, “Let them know it is okay to be by yourself. We read *‘It’s Hard to be Five’* yesterday.”

Strategies contributed in this area were most often linked to knowledge of children’s social and emotional development. These examples will be referenced in a later section.

Emotional literacy

Knowledge of supporting young children’s emotional literacy was only discussed in one classroom in one pre-session meeting in relation to a weekly goal set by one of the EFP students about helping children express their feelings. The Master teacher offered strategies, including acknowledging and labeling feelings, accompanied by a rationale for promoting these skills in children. “Before you do anything, stop and acknowledge. ‘You are upset. You are frustrated. You are sad.’ ...you always want to remember you don’t want to negate the feeling by saying ‘but’ ... remember that they’re not going to hear anything if they’re in that upset-angry mode.”

Co-occurring topics

It was interesting that some social and emotional skills were often discussed in relation to one another. In one classroom, anger and impulse control were discussed

with friendship skills. In another, promoting emotional literacy and interpersonal problem-solving were discussed together.

In one of these classrooms, children sometimes acted aggressively because of their challenges making friends. Because of this, the teaching team discussed promoting anger and impulse control at the same time as discussing friendship skills. This may be explained because the setting is classroom-based where children who are still developing anger and impulse control and friendship skills are interacting with one another.

In another classroom, promoting emotional literacy by acknowledging and labeling children's feelings was discussed as an initial step for interpersonal problem-solving. The MT discussed children being upset following a conflict, and then presented acknowledging feelings as a means to support children's abilities to then be able to problem-solve and talk through conflicts and solutions with other children in the class. "So by acknowledging those feelings, you are putting the defuse on it, so they can move to the next level and hear your words and come up with their own and talk to their friends."

Anger and impulse control, interpersonal problem-solving skills, and friendship skills were discussed most frequently over all. As previously discussed, many children in these classrooms exhibited challenging behaviors in these

domains. These are also key skills children ages two through seven are developing, and they are difficult skills for teachers to promote, which could explain why they received more time for discussion (Sempowicz & Hudson, 2011).

Linking Developmental Knowledge to Practice

Analysis also revealed that sometimes discourse included developmental knowledge directly linked to strategies for promoting children's social and emotional development. As previously noted, one major gap which has been identified in teacher preparation programs is that knowledge from child development courses does not always translate to effective teaching practices (Barbarin & Wasik, 2009; National Council for Accreditation of Teacher Education, 2010; NICHD, 2007; Snyder & Lit, 2010). These findings suggest that pre-session and post-session teaching team meetings may be an opportunity to bridge that gap. In this dataset, the affordances for learning focused primarily on the development of friendship skills.

To support an EFP student in reaching her weekly goal of helping children express their feelings, MT said, "It is really important even when they're in the midst of whatever they're upset about--something or somebody did something to them--it's just so important to always--before you do anything, stop and acknowledge. 'You're upset. You're frustrated. You're sad.'" She later supported this strategy by contributing knowledge from the field.

There has been a lot of research that points to the fact that kids do not know yet, because they really do need that pointed out to them, because it is just part

of helping them understand... but putting a name to it [is] making it something that is tangible that they are able to deal with.

In another teaching team meeting in which MTs and STs supported strategies with knowledge, MT offered knowledge about three year olds' development followed by a strategy for supporting a specific child's development of friendship skills following a challenging incident.

Just based on where a three year old would look developmentally in their social and emotional development... he wants to play with the children but it is finding the way of [doing] it without crashing or running our bodies into someone. He is very verbal, so it is using his strengths of his verbal abilities to say that 'I want to play, too' and having the patience to wait for a response as opposed to just crashing into something... We have to give [him] and some children those kinds of words of, "I see that you knocked the blocks down, but you are smiling, so I am wondering if you want to play with [this child], how can you ask her as opposed to just knocking blocks down?" These conversations may support early field placement students in applying knowledge from their coursework to practice when working with children.

Another MT also used knowledge of children's development to explain why she recommended modeling as a means to promote friendship skills.

Inviting children to come play is really, really important, especially at this level, because there is not a lot of peer-to-peer engagement, but yet, children at

this age do know how to interact with adults. They might not necessarily know how to interact with each other, and they might not know how to join in a play scenario. So often, we think, “Oh, kids know how to play with each other,” but we have to model for them, “Oh, can I play, too?”...great ways to set the stage for the play scenario but also empower children to learn these social strategies they need for entering play situations.

During a pre-session teaching team meeting, a ST discussed strategies EFP students could implement in specific areas of the classroom to build friendship skills in children. The ST also contributed knowledge about the development of play, types of play early field placement students might see in the classroom, and strategies for encouraging children to play cooperatively. And she included a rationale.

At this age you might see a lot of building blocks next to each other, playing next to each other... parallel play. Maybe not getting quite to the partners... inviting others to play. They are a little more self-directed...you could encourage, “Oh, you know, sometimes when we play board games, we play with teams, and it looks like you have a piece that [another child] needs. Could you maybe be part of his team and help him find a place for that space?” And that is just a really great way to help them start to introduce others into their play space.

Discourse Processes

The data were also analyzed to describe discourse moves of elicitations and contributions of discussion, which yielded findings beyond those that answered the research questions. Differences based on the role of the speaker (MT, ST or EFP student) were also found.

Elicitations

There were a variety of ways in which information about knowledge of child development and strategies for supporting development were elicited by different members of the teaching team. However, speakers' elicitations of discussion of social and emotional development were only coded 8 out of 86 times in the coded data. These instances all had to do with strategies to support social and emotional development. There were no instances of eliciting knowledge of social and emotional development.

Master teachers elicited strategies from early field placement students about how they thought they could promote children's friendship skills. During one post-session meeting, MT asked, "If they like the teacher's attention, and they like playing with the teacher... what is it the next step you can take with them?" An EFP student suggested guiding the children to play with other children along with the teacher. The MT affirmed her suggestion and provided more information about the child's developmental level and how to support the child in moving into the next stage of development.

Master teachers elicited discussion with EFP students about their knowledge of promoting social and emotional development, such as moving from one stage of development to the next in terms of emotional literacy. Following a lengthy discussion of interpersonal problem-solving, a MT elicited questions from EFP students. Another MT elicited information from EFP students about strategies they found to be effective when working with individual children. Elicitations from MTs also included prompting STs to respond to concerns of EFP students.

One EFP student elicited discussion about promoting social and emotional development after identifying discrepancies between related course material and what she found to be effective in practice during challenging incidents with children. The ST from this teaching team explained the specific strategies for promoting social and emotional development that they had learned from previous coursework. Early field placement students also elicited specific information from MTs and STs in promoting children's social and emotional development, such as finding the right words to use with children in helping them resolve interpersonal problems and when to intervene in such conflicts.

Early field placement students elicited strategies from MTs and STs about how to talk to children during specific types of conflict. For example, during the discussion of a conflict between two children, one EFP student wondered about how to guide one child to share materials with another. She asked, “Do we say, ‘give it to [this child]?’” Early field placement students also elicited strategies for determining when to intervene in children’s interpersonal conflicts. In these instances, MTs sometimes

asked for more information about what the early field placement students had already tried, or they contributed strategies, such as direct quotes to say. “Now, [he] had it first...we’re giving it back to him.” Master teachers also prompted early field placement students to ask questions about promoting these skills, such as, “So what questions do you have about that?” There were no instances which STs elicited discussion.

Contributions

Contributions regarding social and emotional topics varied by member of the teaching team; however, there were many similarities between MTs' and STs' contributions. For instance, during pre-session meetings, strategies for promoting children's development were offered by both MTs and STs in relation to anticipated challenges associated with specific activities and centers. Strategies shared in post-session meetings related to challenging behavior throughout the day, and knowledge provided by MTs and STs related to age expectations and developmental stages. MTs and STs contributed strategies in different ways. Master teachers provided multiple strategies during each contribution, whereas STs tended to contribute one strategy per turn speaking.

Student teachers also contributed strategies for promoting social and emotional development in response to elicitations from MTs to support early field placement students. Following STs' contribution of strategies, MTs sometimes 45

elaborated on or revised the suggestions and contributed additional strategies for early field placement students to try. For example, after the ST described what she had done to support a child who had been running around the classroom, the MT said,

I also would not talk to him at that moment in time either when he is doing those things, because he knows running around the classroom is not okay... so I think it is really important that we stop the behavior and just silently bring him over and have him sit on the carpet or he might need to go on a walk.

Some EFP students contributed strategies they had used to try promoting children's social and emotional development. Master teachers contributed whether students' strategies were effective and suggested different strategies or modifications to the same strategy that the EFP student had attempted. These adjustments included changing their tone of voice or telling them exactly what to say to children. Master teachers also explained reasons why children face challenges in developing certain skills, and they offered additional strategies to support children's development of these skills.

Context-Specific Nature of the Content

It is important to note that differences in the areas of social and emotional development discussed during each teaching team's pre-session and post-session meetings reflected individual and age-related factors of the children in each classroom, previous instances of challenging behavior, teaching team members' prior experiences

working with young children, MTs' areas of specialty, and EFP students' assignments from related courses, such as goal setting and activity planning.

For instance, two of the classrooms each had a child who exhibited challenging behavior in the area of anger and impulse control. Because of this, MTs and STs in these classrooms provided strategies for supporting these particular children throughout the day during pre-session meetings in anticipation of challenging behavior. During post-session meetings, topics of discussion included evaluation of how these children's development of these skills were supported by each member of the teaching team, elicitation of questions of how to support children in these areas, and contributions of knowledge and further strategies to implement.

One classroom experienced more conflicts between children. Pre-session and post-session teaching team meetings in this classroom included more discussion referring to friendship skills and interpersonal problem-solving skills than skills related to anger and impulse control. Because children in this classroom are four to six years old, this emphasis may be reflective of the development of skills which allow children to participate in more complex play with other children (Bodrova & Leong, 2007).

Social and emotional topics discussed during pre-session and post-session teaching team meetings also reflected events which had occurred during the day or during the previous week. During one pre-session teaching team, a MT showed the EFP students some of the activities set up in the classroom. In one activity, one of the

children had difficulty sharing some of the materials throughout the week. In anticipation of further conflict, the MT shared a strategy for supporting this child's development of friendship skills.

If you see [one child] has had [the material] for the whole forty-five minutes, and someone else [says], "I really want a turn." [Say], "I see you have had it for a long time. One more minute, and it is going to be someone else's turn."

When early field placement students set their weekly goal around helping children promote one of these skills, social and emotional topics were discussed during teaching team meetings. For instance, one EFP student set a goal to accept children's feelings and help them express those emotions. Because of this, the MT suggested a strategy to support children's development of emotional literacy.

During another post-session meeting, a teaching team talked about how an EFP could support children's social and emotional development when implementing her activity plan developed for a related course. The EFP student discussed decisions about which children would be included in each small group with whom she implemented her activity and tried to plan for challenging situations. The MT contributed the following strategy,

Think about knowing our guys, and this is going to be the first time you are trying to get them to follow some kind of a group plan that you are leading. Think about like, "How do they deal with group situations? What 48

happens when they are working in group situations, and how am I going to react when that is happening?”

Another teaching team worked together to understand the causes underlying certain behaviors. This demonstrates how learning communities may engage in hypothesizing rather than declaring causes of behavior, which supports EFP students’ taking an inquiry approach to understanding and supporting children. One MT used her observations of a child in the class to relate his challenges with anger and impulse control to issues with sensory input. She also contributed strategies the teaching team might try to support him with these challenges.

It sounds like [he] is craving some sensory input... Have you ever seen him want to clench or want to hug a friend...? I am also wondering if he is seeking out wanting some kind of like deep pressure. So with that being said, having a weighted object... something that can sit on his lap is giving him this tension back that he is almost craving.

Last, there were differences found in context for discussion between pre-session and post-session teaching team meetings. During pre-session teaching team meetings, strategies for promoting anger and impulse control were contributed in relation to MTs’ and STs’ rationale for how certain areas of the classroom were set up. For instance, one MT described reasons for providing children with specific materials, saying, “The play dough table is a great medium for children’s frustrations. Pounding play-dough is a great way to afford children novelty that is appropriate to get out those frustrations.” During post-session teaching team meetings, anger and impulse control

were discussed in relation to incidents involving children's challenging behavior which occurred earlier that day.

It was found that during pre-session and post-session teaching team meetings, early field placement students were afforded opportunities for developing knowledge of early childhood social and emotional development and for learning strategies for promoting children's social and emotional development in areas of anger and impulse control, emotional literacy, friendship skills, and interpersonal problem-solving in children ages two through seven years.

Chapter 5

DISCUSSION

Findings from this study suggest that pre-session and post-session teaching team meetings can provide opportunities for early field placement students to develop knowledge of and strategies for promoting children's social and emotional development. Within the data, discussion of age expectations and developmental stages afforded opportunities for development of knowledge of social and emotional development. Opportunities for learning about strategies for promoting social and emotional development came through discussion of key social and emotional skills with strategies contributed by each member of the teaching team. These strategies often addressed individual children's challenging behavior, which seemed to reflect incidents from the day that early field placement students found difficult to manage. However, the Teaching Pyramid suggests implementing strategies that support the whole group, as well as needs of individual children (Fox et al., 2003). Another way to further engage early field placement students may include discussion about the classroom's social and emotional curriculum and goals master teachers have set for the whole group. Pre-session and post-session meetings may serve as a time to address the challenges early childhood educators feel in meeting the needs of all the children in their classroom (Sempowicz & Hudson, 2011; Sugai et al., 2000).

When discussing strategies for promoting children's social and emotional development, members of the teaching team spoke most frequently about anger and

impulse control. This finding may reflect master teachers' and teacher candidates' beliefs about teachers, concerns teacher candidates have during their first field experience, or the development of the children in the classroom. Given the frequency in which this skill was talked about when compared to other social and emotional skills, and the significance of behavior management abilities on teacher retention (Sempowicz & Hudson, 2011), this is an area worth future exploration.

Opportunities for linking knowledge of and strategies for promoting children's social and emotional development have also been identified in these meetings. However, these occurred much less frequently than instances in which strategies alone were suggested. This finding is consistent with literature, which says a major gap in teacher education programs is the lack of connections made between knowledge from child development coursework and how to apply it to the "in the moment" demands of teaching (Bieda et al., 2015). However, because these links were sometimes made in pre-session and post-session meetings, pre-session and post-session may be a context in which this gap is addressed. Master teachers and student teachers connected early field placement students' observations of children to their knowledge base of child development, and offered strategies to early field placement students how to support these children and promote further development. When supporting strategies with knowledge, experienced teachers are giving novice teachers rationale to support their practices. Enhancing master teachers' and course

instructors' awareness of this area and guiding them in intentionally planning discussions that connect theory to practice may be beneficial.

Finally, teaching team members' discourse moves were also explored. It was found that only 8 out of 86 codes referred to elicitations. This suggests that early field placement students were not asking more experienced teachers' questions about children's social and emotional development, and experienced teachers were not asking early field placement students to draw on their knowledge of child development or effective teaching practices. Supporting teaching teams to develop questioning strategies may address early field placement students' areas of concern and help them become more reflective in their practice.

Limitations

One limitation in this study was an incomplete data set for post-session teaching team meetings. While pre-session teaching team meetings were recorded every week, there were fewer recorded for post-session. Despite this, over 25 hours of data from pre-session and post-session teaching team meetings were explored across fourteen weeks and included 30% percent of early field placement students enrolled in this field experience for the Spring 2015 semester.

Although findings may not be generalizable to other types of teaching team meetings, this was not the purpose of this study. The purpose of this qualitative study was to determine if pre-session and post-session teaching team meetings might afford opportunities for early field placement students to develop knowledge about social and

emotional development in children ages 2-7 and how to support it through structured, classroom-based discourse between experienced and novice teachers. Findings from the study confirm that there can be. Findings also identify pre-session and post-session teaching team meetings as a context for addressing the gap between knowledge of child development and applying this knowledge to classroom practice.

Future Directions

The findings from this study suggest that pre-session and post-session teaching team meetings can be a valuable time to address gaps in teacher education programs and challenges of teachers in the field. Because the data included in this study is just a part of the data set from the larger studies, there are opportunities for further exploration of participants' classroom practices, related course assignments, and other interactions with the teaching team. There have also been pre-session and post-session data collected from earlier semesters, which could be drawn upon as well.

Within this study's data, findings showed that more discussion of social and emotional topics occurred in post-session meetings (72%) than in pre-session meetings (48%). Studies with complete data sets for both pre-session and post-session meetings could explore this further. Content of only post-session meetings or similarities and differences in content between pre-session and post-session meetings on the same day could be other topics for further consideration.

Future studies could explore the high prevalence of discussion of strategies for promoting anger and impulse control. Because it was unclear from the data why this

subject arose so frequently, follow-up surveys or interviews with participants could address teaching team members' beliefs about promoting anger and impulse control and other social and emotional skills. This may indicate whether findings related to participants' concerns with promoting this skill, their beliefs about the role of teachers, or the high need of children in the classroom. Other studies may examine whether content of teaching team meetings varied based on the age of the children in the classroom. Because children of different ages may be working to develop different skills, content may vary between teaching teams.

Further examination of the role of making connections between child development coursework and classroom practices during pre-session and post-session meetings may address this gap in teacher education. Future studies could examine existing data of early field placement students' classroom practices to see if strategies supported with knowledge of children's developmental stages are implemented more frequently than strategies suggested on their own. Findings may suggest strategies backed by a rationale grounded in theory are more likely to be retained and implemented by teacher candidates.

Finally, future studies could explore the impact of pre-session and post-session teaching team meetings on early field placement students' classroom practices. This could be explored within the existing data from the larger studies, and it could also be studied over time in students' future field placements and in-service teaching experience. This may also indicate lasting effects of experiences during early field

placements and may relate more directly with positive outcomes for young children, which should be central to early childhood educators' and teacher educators' practices.

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Appendix

MASTER CODE BOOK

INITIATIONS

(discourse moves that start a new topic or sub-topic)

I-NT Stating a new topic or sub-topic	Now, let's talk about ... or Let's share assessment data collected today	
I-PQ Pose question used to initiate a new topic or sub-topic	What do you make of the commotion at snack?	SI Invitation to share an idea
I-IQ Invite questions to initiate a new topic or sub-topic	What were you curious about?	SI Invitation to share an idea

POWER RELATIONS

P-CoR Co-responsibility	Mutual sharing of / engagement in - space and/or decision making in lesson planning, instruction, discussions/ decision-making and evaluations
P-ST/SB Power shift	ST/SB Step Up/Step Back Coteachers share/ give-up/ tradeoff the lead position within the talking space of the classroom or discussion

ELICITATIONS

CONTRIBUTIONS

(discourse moves that draw out contributions) (discourse moves that add to shared knowledge of the group)

E-D Description	What did she say while she was ...? Can you describe exactly what he did as he figured out ...?	C-D Description	She picked up each feather with a pincer grasp ... He ran to find me to say that he had made the triangle sit	
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			on the top of the building without falling off .. Then I asked him how ...	
E-AR Affective responses	What were you thinking about or feeling when ..?	C-AR Affective responses	I was really nervous. I was upset when ...	
E-TK Teacher knowledge or information: Local, contextual, experiential knowledge	What do you know about this child's interests? How have you helped this child deal with frustration before today?	C-TK Teacher knowledge or information: Local, contextual, experiential knowledge	Last year this child's family .. This is the first time I've seen this child choose something other than the blocks as her first choice activity	
E-FK Pedagogical Content Knowledge; Developmentally Appropriate, Content Knowledge, research base, best practice...	What do you know about how children first begin to write?	C-FK Pedagogical Content Knowledge; Developmentally Appropriate, Content Knowledge, research base, best practice...	It is not unusual for young children to reverse numerals	
E-A Alternatives (generating two or more possibilities)	What else might you do? What other explanations	C-A Alternatives (generating two or more possibilities)	I think we might try	NC Indicate necessary changes to practice rooted in success and

	might there be?			failure of instructional moves. Coteachers decide to make changes to lessons because instruction was not paced properly, was not aligned, was not appropriate, contributed to undesired pupil behaviors
E- EA Evaluation or analysis	What area of the room was working well today? How did you know it was?	C- EA Evaluation or analysis	This material did not engage children in the kind of problem solving we had hoped for ...	CS evaluation of coteaching success and challenges: Coteachers decide whether the coteaching approach was a success and or what challenges arose – giving reasons for their opinions
E- PA Proposed actions	What might we decide to do?	C- PA Proposed actions	So, tomorrow/next week we should ...	NC Indicate necessary changes to practice rooted in success and failure of

				instructional moves; Coteachers decide to make changes to lessons because instruction was not paced properly, was not aligned, was not appropriate, contributed to undesired pupil behaviors
E-RR Reasoning or rationale	Why did you decide to ...? Why is this a good choice? What did you base this decision on?	C-RR Reasoning or rationale	Based on what we know about ... Because today we found that... Looking at our assessments ... Looking at our notes ..	RD rationales (for decisions): Coteachers share reasons why they have made a particular decision
E-H Hypotheses	What might happen if ...? Why do you think this might be happening?	C-H Hypotheses	I think maybe it would be better if we ... Maybe pairing these children might ... Maybe the reason was ...	
E-TL Teacher Learning	What did you learn	C-TL Teacher Learning	I plan much better when I	TL Teacher Learning:

	about yourself as a teacher about how you learn?...are you becoming the teacher you want to be?		visualize what might happen if ... It really helps me to talk with someone to figure things out	Coteachers discuss what they learned about themselves and/or their practice.
E-TA Think aloud	One coteacher asks a question – adding to instruction. One wonders aloud about a concept, idea, or procedure – e.g., modeling for pupils is needed. Blow-by-blow description of what is being suggested or considered. Procedural rehearsal.	C-TA Think aloud	One coteacher asks a question – adding to instruction. One wonders aloud about a concept, idea, or procedure – e.g., modeling for pupils is needed. Blow by blow description of what is being suggested or considered. Procedural rehearsal.	
E-L Logistics	What will we do when...? How will we?	C-L Logistics	First we will... We will use the space in X way...	

OTHER CONTRIBUTIONS

C-I Instruction on a skill or technique	Rather than saying “good job”. ...
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C-DR Directives (what to do, not do or say, etc.)	You will be responsible for shadowing ... Please do not do something for a child that she can do for herself...
C-C Make connection between to prior coursework or practical experience	You learned in Child Development that ...; This is similar to last week when ...
HU Huddles	During instruction, it becomes obvious that pupils are struggling or the lesson is not unfolding appropriately. Coteachers huddle to discuss a change in instruction, or what is occurring.

CONTENT

E-CKLI Children's work, children's learning, children's knowledge (in connection to practice/ instruction)	<p>Eliciting conversation related to any of the following: E-PN Determine pupil needs; Coteachers engage in actions aimed at eliciting pupil needs including observation, discussions with pupils, and evaluation of pupil work</p> <p>E-PO Focus on pupil work & outcomes: Coteachers explore and/or discuss pupil work and learning outcomes</p> <p>E-PL Determine what pupils learned: Coteachers discuss what groups of</p>	C-CKLI Children's work, children's learning, children's knowledge (in connection to practice/ instruction)	<p>Discussion related to any of the following: C-PN Determine pupil needs; Coteachers engage in actions aimed at eliciting pupil needs including observation, discussions with pupils, and evaluation of pupil work</p> <p>C-PO Focus on pupil work & outcomes: Coteachers explore and/or discuss pupil work and learning outcomes</p> <p>C-PL Determine what pupils learned: Coteachers discuss what groups of pupils or</p>
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	<p>pupils or individual pupils learned using data (informal, formal)</p> <p>E-JI Use pupil data to justify future instructional plans: Coteachers discuss pupils or groups of pupils' work, emotions, responses as justification for future lesson planning</p>		<p>individual pupils learned using data (informal, formal)</p> <p>C-JI Use pupil data to justify future instructional plans: Coteachers discuss pupils or groups of pupils' work, emotions, responses as justification for future lesson planning</p>
E-KSED Knowledge of children's social and emotional development	<p>Eliciting conversation related to any of the following: EL Emotional Literacy Members of the teaching team engage in discourse relating to building a shared knowledge base around children's development of emotional literacy</p> <p>AC Anger and impulse control Members of the teaching team engage in discourse relating to building a shared knowledge</p>	C-KSED Knowledge of children's social and emotional development	<p>Discussion related to any of the following: EL Emotional Literacy Members of the teaching team engage in discourse relating to building a shared knowledge base around children's development of emotional literacy</p> <p>AC Anger and impulse control Members of the teaching team engage in discourse relating to building a shared knowledge base around</p>

	<p>base around children's development of anger and impulse control</p> <p>IP Interpersonal problem-solving skills Members of the teaching team engage in discourse relating to building a shared knowledge base around children's development of interpersonal problem-solving skills</p> <p>FS Friendship skills Members of the teaching team engage in discourse relating to building a shared knowledge base around children's development of friendship skills</p>		<p>children's development of anger and impulse control</p> <p>IP Interpersonal problem-solving skills Members of the teaching team engage in discourse relating to building a shared knowledge base around children's development of interpersonal problem-solving skills</p> <p>FS Friendship skills Members of the teaching team engage in discourse relating to building a shared knowledge base around children's development of friendship skills</p>
E-SSSED Supporting children's social and emotional development	<p>Eliciting conversation related to any of the following: EL Emotional Literacy Members of the teaching team engage in</p>	C-SSSED Supporting children's social and emotional development	<p>Discussion related to any of the following: EL Emotional Literacy Members of the teaching team engage in discourse relating</p>

	<p>discourse relating to building a shared knowledge base of strategies to support children's development of emotional literacy</p> <p>AC Anger and impulse control Members of the teaching team engage in discourse relating to building a shared knowledge base of strategies to support children's development of anger and impulse control</p> <p>IP Interpersonal problem-solving skills Members of the teaching team engage in discourse relating to building a shared knowledge base of strategies to support children's development of interpersonal problem-solving skills</p> <p>FS Friendship skills</p>		<p>to building a shared knowledge base of strategies to support children's development of emotional literacy</p> <p>AC Anger and impulse control Members of the teaching team engage in discourse relating to building a shared knowledge base of strategies to support children's development of anger and impulse control</p> <p>IP Interpersonal problem-solving skills Members of the teaching team engage in discourse relating to building a shared knowledge base of strategies to support children's development of interpersonal problem-solving skills</p> <p>FS Friendship skills</p>
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	Members of the teaching team engage in discourse relating to building a shared knowledge base of strategies to support children's development of friendship skills		Members of the teaching team engage in discourse relating to building a shared knowledge base of strategies to support children's development of friendship skills
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