


The Webinar Series:
Using The Work Sampling System to Support Intentional Teaching

Session #1
Building Relationships



ALWAYS LEARNING PEARSON

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THANK YOU FOR COMING!


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To Begin...

Relationships matter more than anything else. Human beings need to be nurtured. Teachers must nurture in ways that tap into the genius in each child.

Asa Hilliard



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Positive Relationships

... between teachers and children are the foundation for children's exploration and learning. Howes & Ritchie, 2002



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When Children Trust



... they take on new challenges, demonstrate persistence, and ask questions when confused. *Stipek, 2006*

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Relationships and Learning

The quality of teacher child relationships influences children's achievement in school. *Bowman et al. 2001*

When teachers establish emotionally secure relationships with children, these relationships contribute to children's engagement in school. *Morrison 2007*




When teachers show more positive emotion and sensitivity, and are less harsh and detached, young children are more likely to be engaged in the classroom. *Ridley et al. 2000*

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How do we get to know children and build relationships with them?

- We watch and listen to learn.
- We use what we learn to connect with children.
- We watch the cues they give us that let us know that our invitations to connect are working.
- We have to continually observe with an open-mind!




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We use assessment!

- Tools and processes for answering questions about children's learning in order to make informed decisions.
 - The tool is the Work Sampling 5th edition.
 - The process is the ongoing use of the assessment cycle.
 - The questions help you get to know children well, build relationships with them, and find out what they know and can do in order to more effectively guide their learning.




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We rely on the assessment cycle.

- Assessment is a cyclical process that starts with:
 - asking questions
 - collecting evidence
 - interpreting evidence
 - taking action



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The assessment cycle guides teacher-child interactions.

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The greatest opportunity for learning lies in moments of teacher-child interaction, when the teacher crafts learning experiences that stretch children just beyond their current skill level.
Munro 2008

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Asking Questions

Teachers ask questions.


- Work Sampling provides assessment questions. These questions are based on curriculum objectives, the program's child outcome standards, and/or state early learning standards.

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Ask questions that help to build relationships.

- What are some questions you might ask to guide observation if your goal is to build stronger relationships with children?




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Be curious!




- Always ask yourself: What's happening here?
- And watch and listen even before you speak!

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- Think about what you already know about the child.
- Observe with an open-mind.
- Let the child know what you see.
- Listen to how the child responds.

I feel special when my teacher interacts with me. I know she cares about me. She's interested in my work. She wants to help me learn.




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Collecting Evidence

Teachers collect evidence.


- **Evidence** is: an outward sign, indication, something that furnishes proof.
- As they interact, teachers collect evidence of children's learning to answer their questions.



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Let the child teach you!




- Ms. Shellie wonders what Marcus knows about the magnetic tiles.
- She shows interest by noticing what he is doing.
- What is she learning about Marcus?

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Document evidence.

- Documentation is not just a method of preserving assessment information about children.
- It provides a centerpiece for conversations with children, colleagues, and families.



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Document facts.

- **Facts** help you keep an open mind:
 - _ Action verbs (walked, ran, tapped, listened, watched, pointed, smiled, frowned)
 - _ Quotations ("I want that marker." "The cube is green.")
- **Interpretations** close our minds
 - _ Labels (shy, aggressive, creative)
 - _ Intentions (wants to, enjoys, eager to, won't try)
 - _ Evaluations (good job, beautiful work)

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As you collect evidence, say what you see.

- Observe with curiosity.
- Resist the urge to quiz or praise.
- Tell the child what you see him do: "I see that you..."
- Pause to see if/how the child responds.



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When you observe and describe what you see as you collect evidence, you:

- Give children specific, detailed information about what they are doing and saying.
- Raise children's awareness of their own actions, words, thinking, and learning
- Encourage children to repeat and practice learning behaviors, leading to deeper engagement
- Expose children to new language and vocabulary



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Interpreting Evidence

Teachers interpret evidence.


- To interpret evidence is to make meaning of it.



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Teachers interpret evidence.

- Studying evidence and connecting it to WSS performance indicators helps the teacher know more about the child.



Della
T: If one car has 4 tires, and 2 cars have 8, how many tires do 3 cars have?
D: 12, counted all tires
T: Asked what plus means?
D: To see what does something, like, equal
Makes a plus sign.
D: Just let me do the equal sign
T: What's total number of tires?
D: 16, writes it - reverses 6
Sounds out and writes word tire


IA1, IA2, IIC3, IIII2, IIIIC1

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Taking Action

Teachers take action.

- While interacting with children, teachers use what they are learning to make on the spot decisions.



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Teachers have systems to help them stay organized.



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Teachers take action.

- When planning lessons, teachers use the information about children to make decisions about next steps.



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Teachers take action.




- When exchanging assessment information with families, teachers ask questions to learn more about the child and share specific knowledge about children to foster positive partnerships.

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Assessing is part of teaching. Tips to help are:




- Reminders on the wall
- Conversations with children
- Jot notes as you interact
- 5 children a day
- Put questions in plans

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To use assessment to build relationships...

- Slow down, stay in the moment...
 - Be comfortable and sit.
 - Take a deep breath and count to 10.
 - Coordinate with your teaching partner.
- Watch and listen...
 - Give the child time to think.
 - Convey “I hear you.”
 - Manage interruptions.
- Personalize...
 - Use the child’s name.
 - Learn and use words from home language.
 - Adjust speed and/or volume of your voice.
 - Change the expression on your face.




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Assessment can help you build strong positive relationships.

- Ask questions to get to know children.
- As you collect evidence, show respect and appreciation.
- Use what you learn from interpreting evidence to make personal and intellectual connections
- Take action to foster competence and success.



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**Thank you
Stay in touch...**

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