



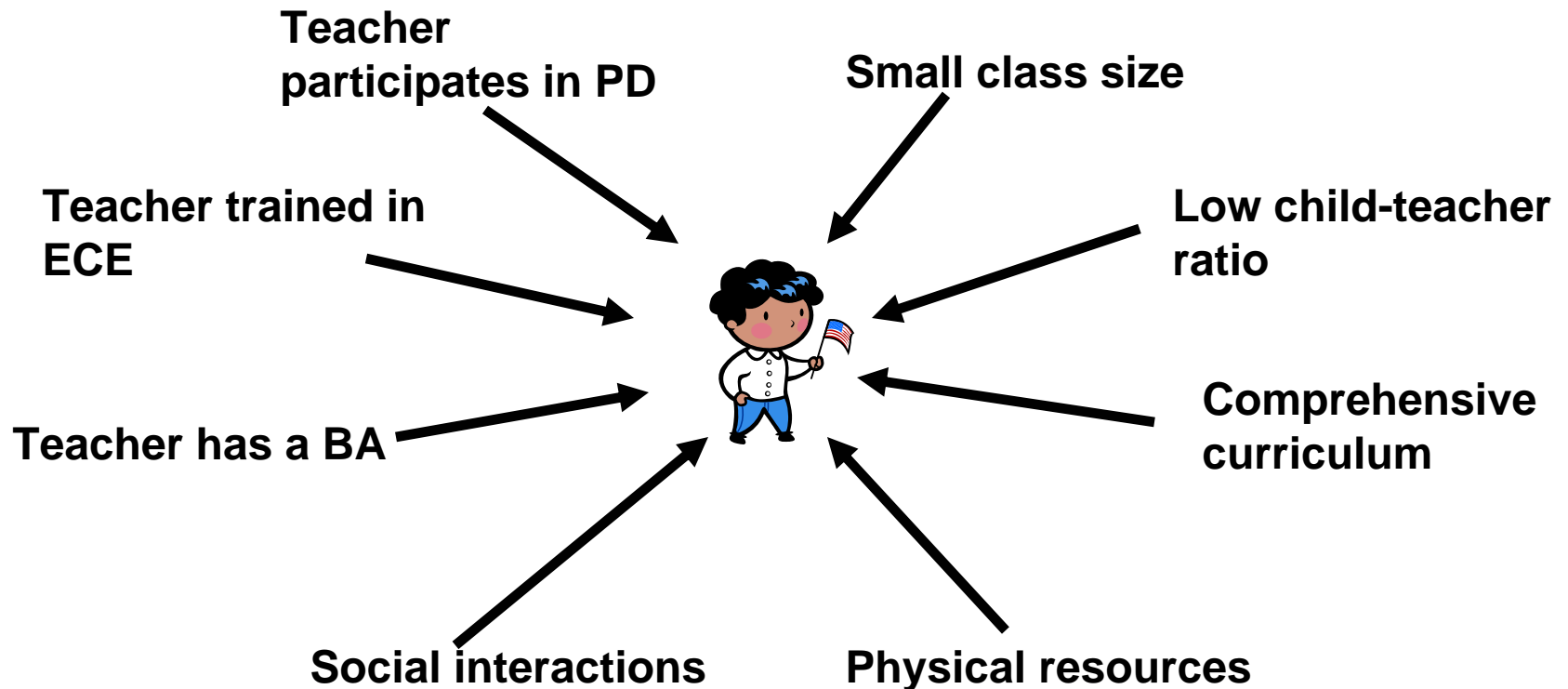
# Opportunity in Early Education: Improving Teacher-Child Interactions and Child Outcomes

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**Andrew J. Mashburn and Robert C. Pianta**  
**University of Virginia**  
**CASTL**



# What is high quality preschool?





# Our Definition of Preschool Quality

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Children's ***direct interactions with physical and social resources in preschool classrooms*** are the mechanisms through which learning and development occur

Quality of classroom interactions:

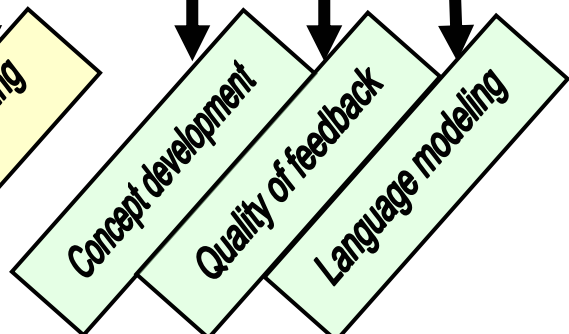
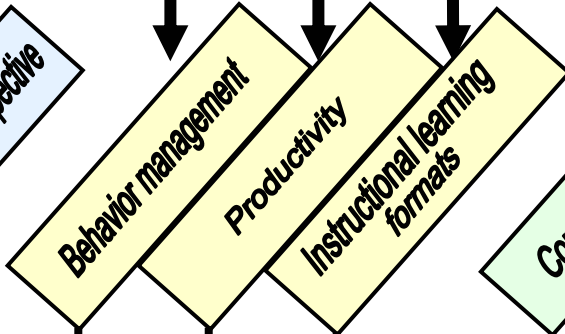
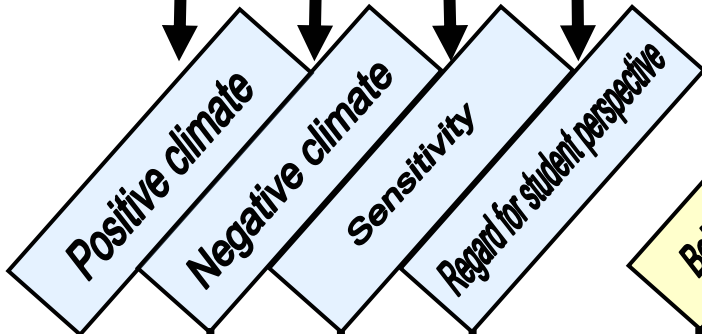
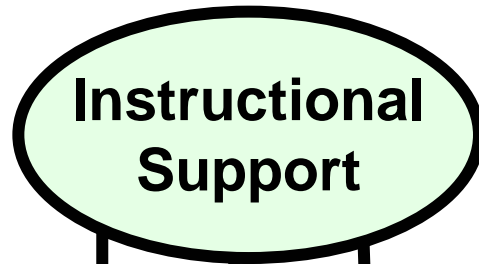
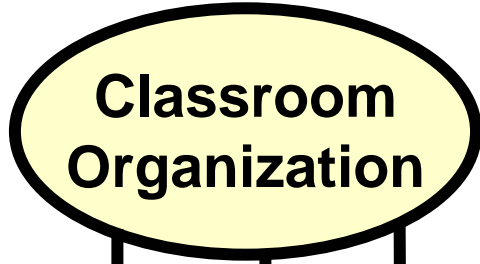
- 1) are measurable
- 2) need to be improved
- 3) directly impact development
- 4) can be improved



**DOMAINS**

**DIMENSIONS**

**INDICATORS**



Relationships, Affect, Respect, Communication

Clear expectation, Proactive, Redirection

Analysis/reasoning, Creativity, Integration

Punitive, Sarcasm/disrespect, Negativity

Maximize time, Efficient routines and transitions

Feedback loops, Encourage responses, Expand performance

Aware, Responsive, Address problem, Comfort

Variety, Promote student interest, Clarity, Engaging

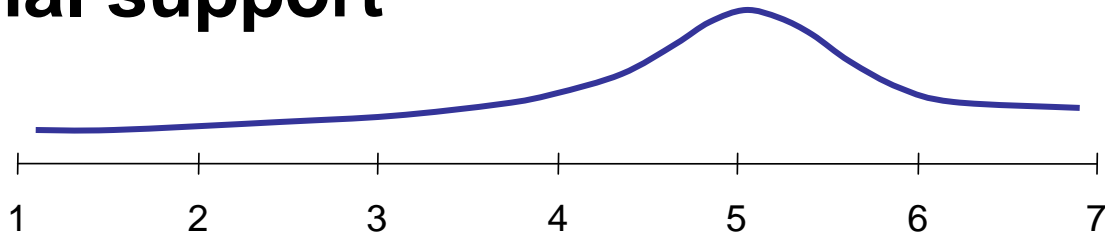
Conversation, Open-ended, Repeat/extend, Advanced language

Flexibility, Autonomy, Student expression

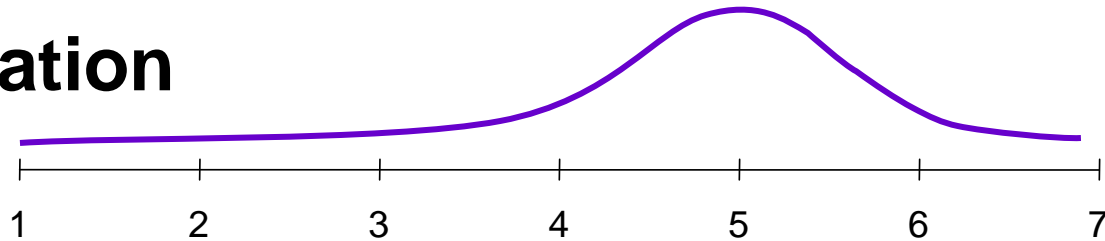


# Classroom Interactions Need to Be Improved

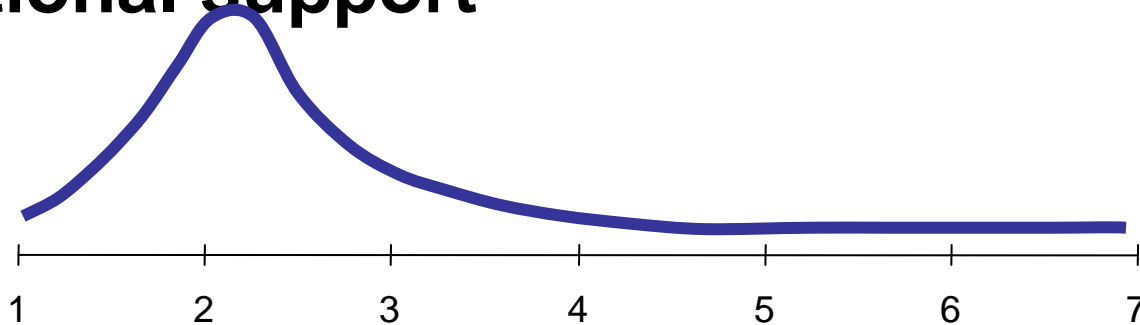
## ■ Emotional support



## ■ Organization

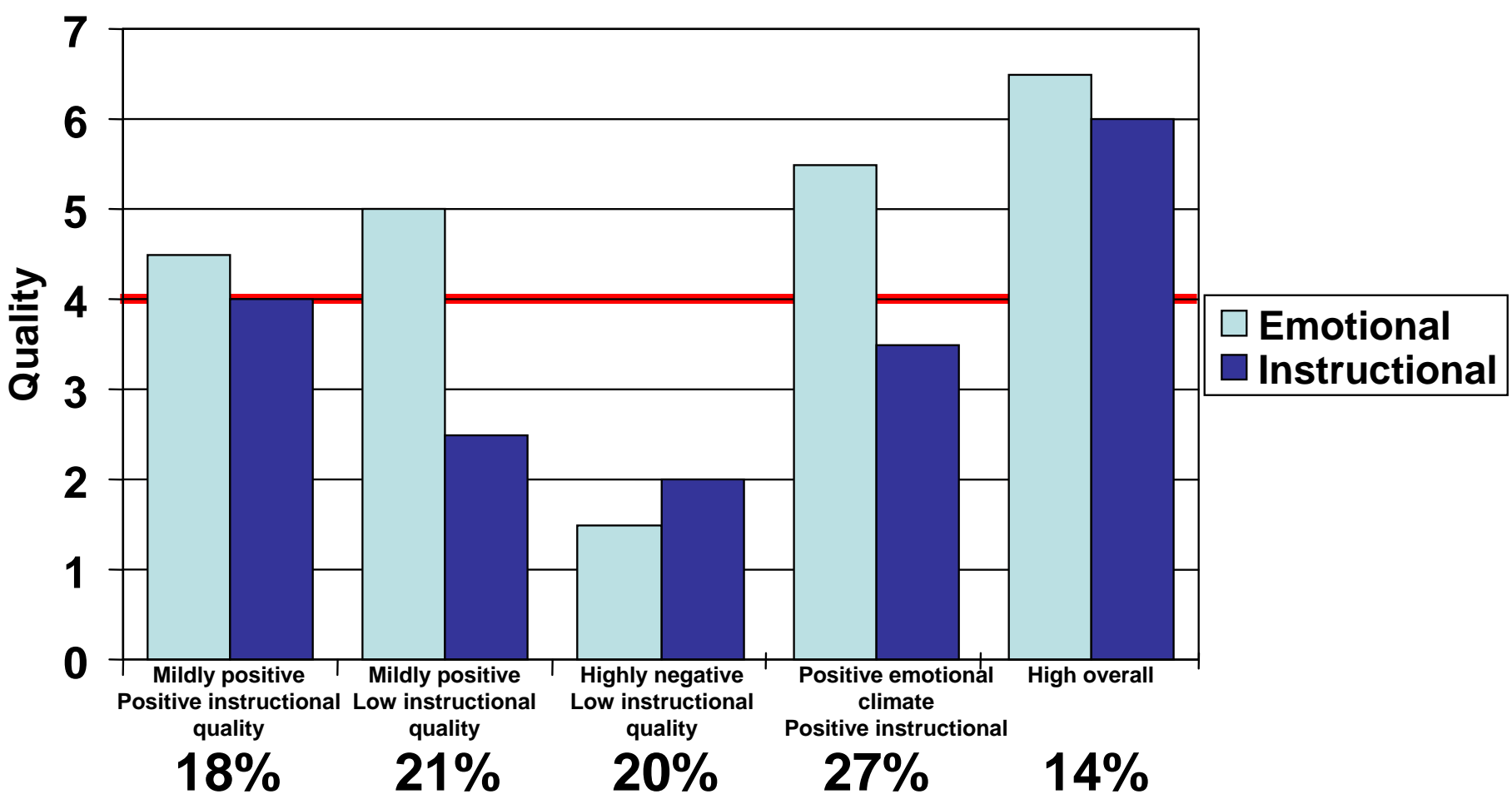


## ■ Instructional support





# Classroom Interactions Need to Be Improved





# Classroom Interactions Directly Impact Development

- Positive associations found in numerous studies
- Comparing effects of measures of preschool quality on development (Mashburn, et al., in press)
  - Quality of ***instructional interactions*** predicts development of literacy, language, and math skills
  - Quality of ***emotional interactions*** predicts development of social skills
  - No association of nine indicators of structural quality, singly or in combination



# Implications

- **The quality of interactions children experience in classrooms are directly related to development**
- **Teacher and classroom characteristics do not have *direct* effects on development:**
  - **Teacher characteristics are indirect**
  - **Classroom characteristics are indirect or moderated**
- **Align policies and program improvement efforts on improving the quality on classroom interactions**



# **Classroom Interactions Can Be Improved**

- **Teacher professional development**
  - **MyTeachingPartner (MTP)**
  
- **Teacher pre-service training**
  - **National Center for Research in Early Childhood Education (NCRECE)**



## **Web-Based professional development program for preschool teachers**

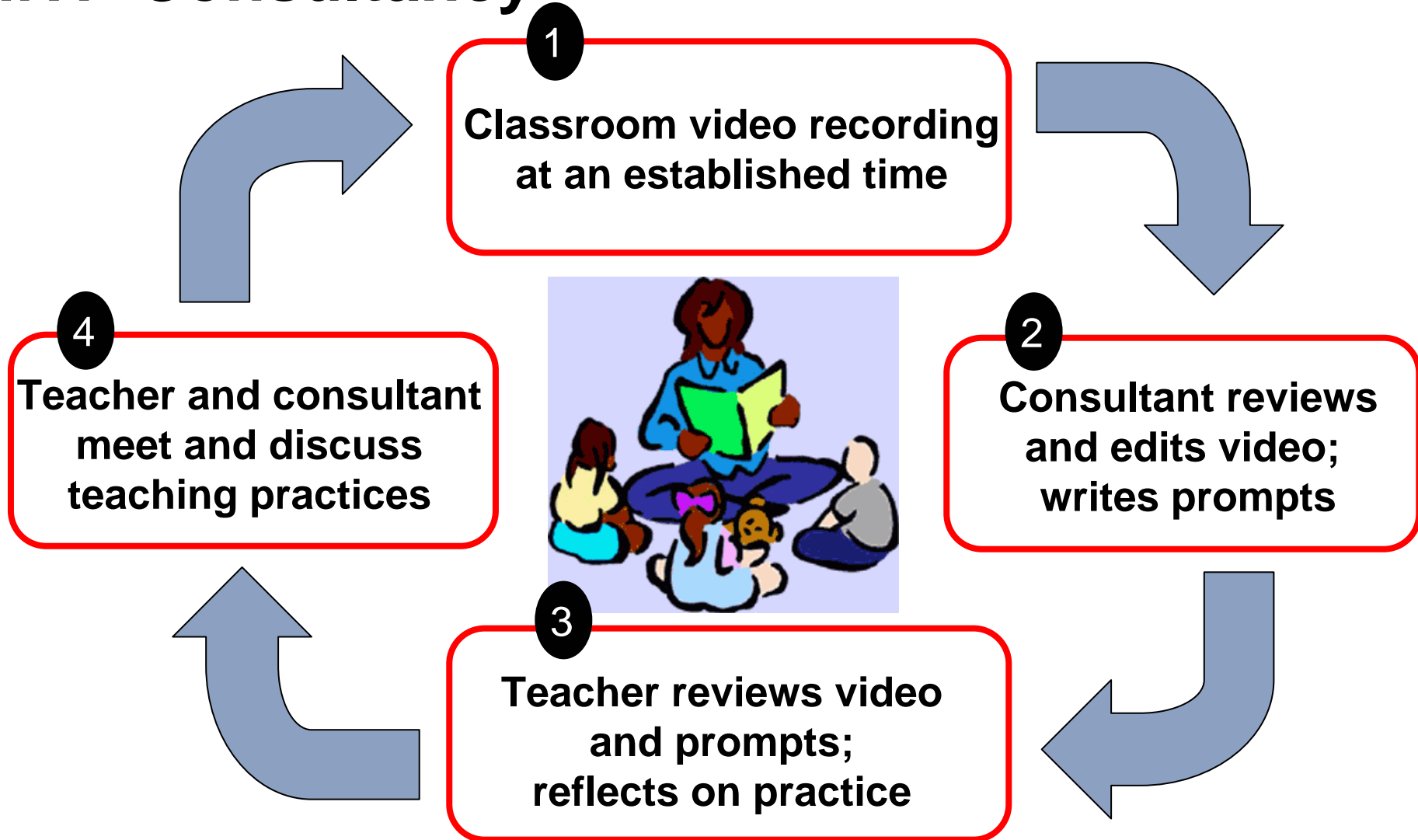
**MTP Web-site ([www.myteachingpartner.net](http://www.myteachingpartner.net))**

***Promote Teachers' Knowledge* about effective interactions**

***Promote Teachers' Abilities* to observe these interactions in other teachers**

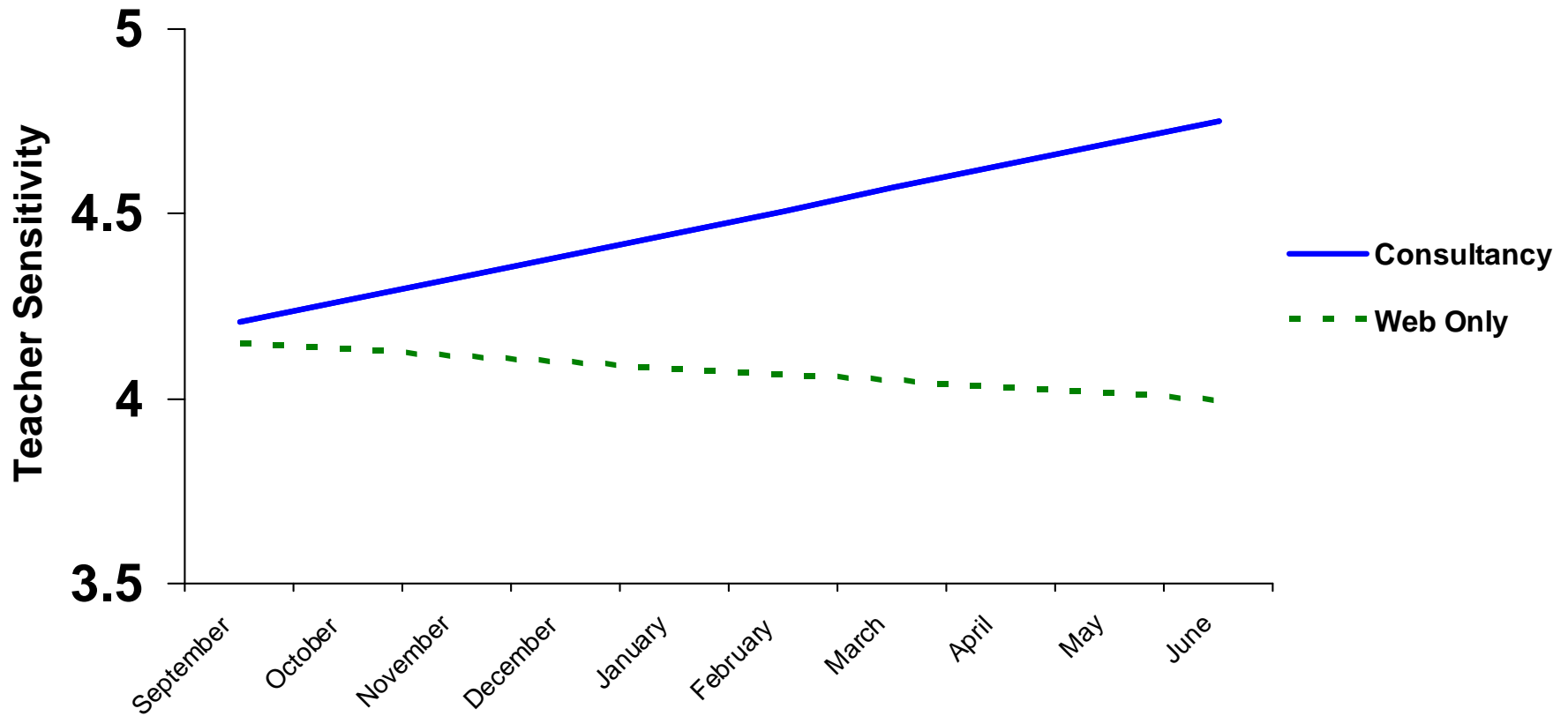


# MTP Consultancy



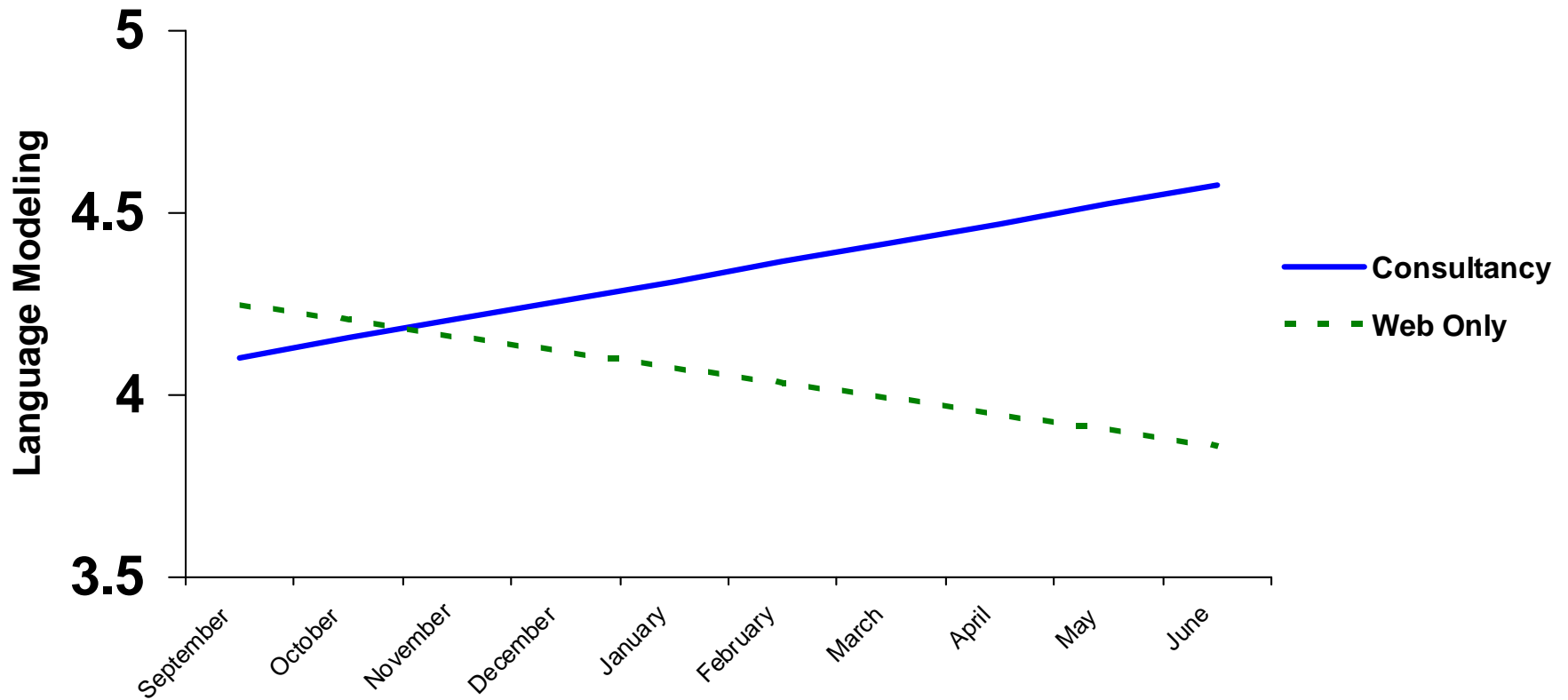


# Effects of Consultancy



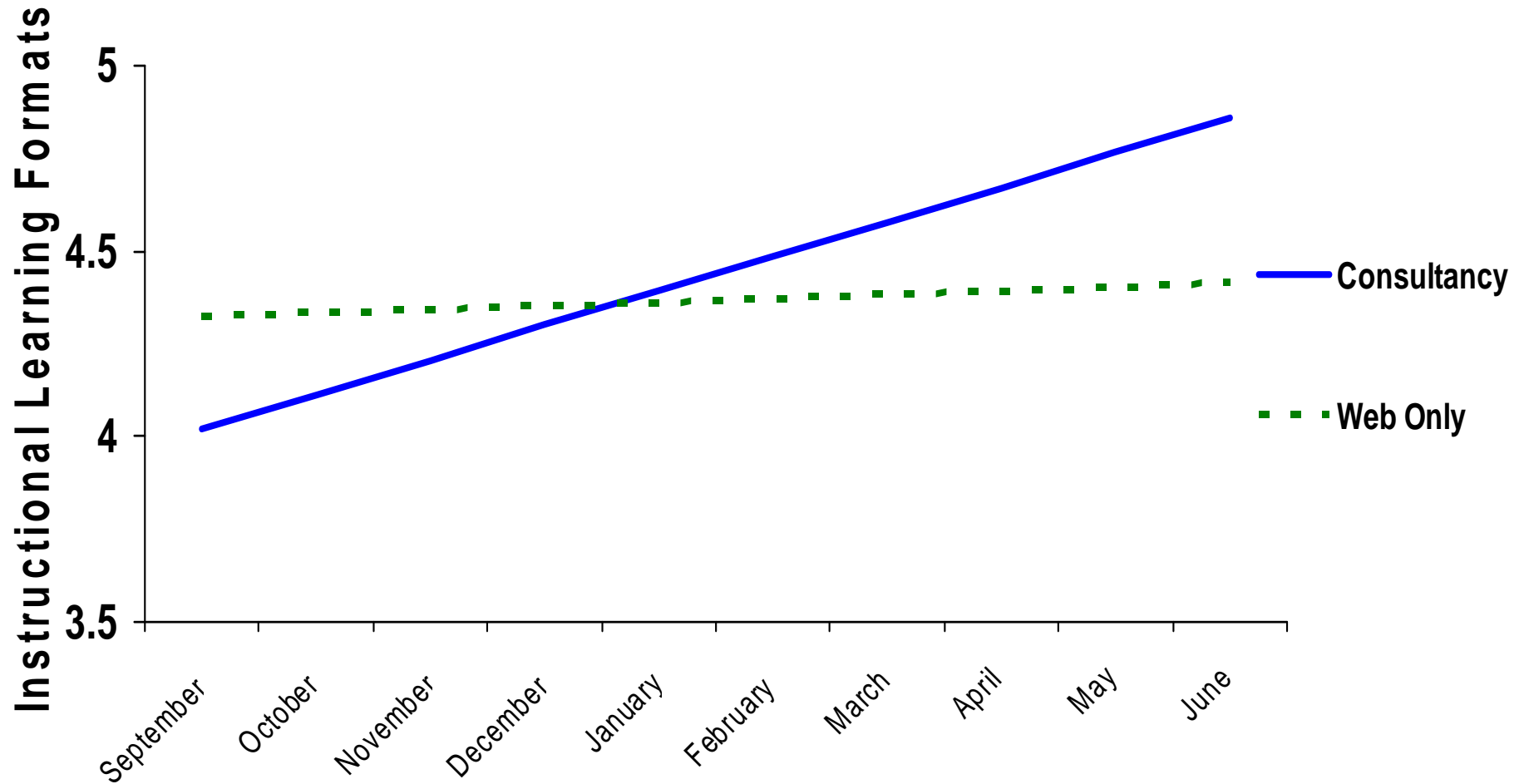


# Effects of Consultancy



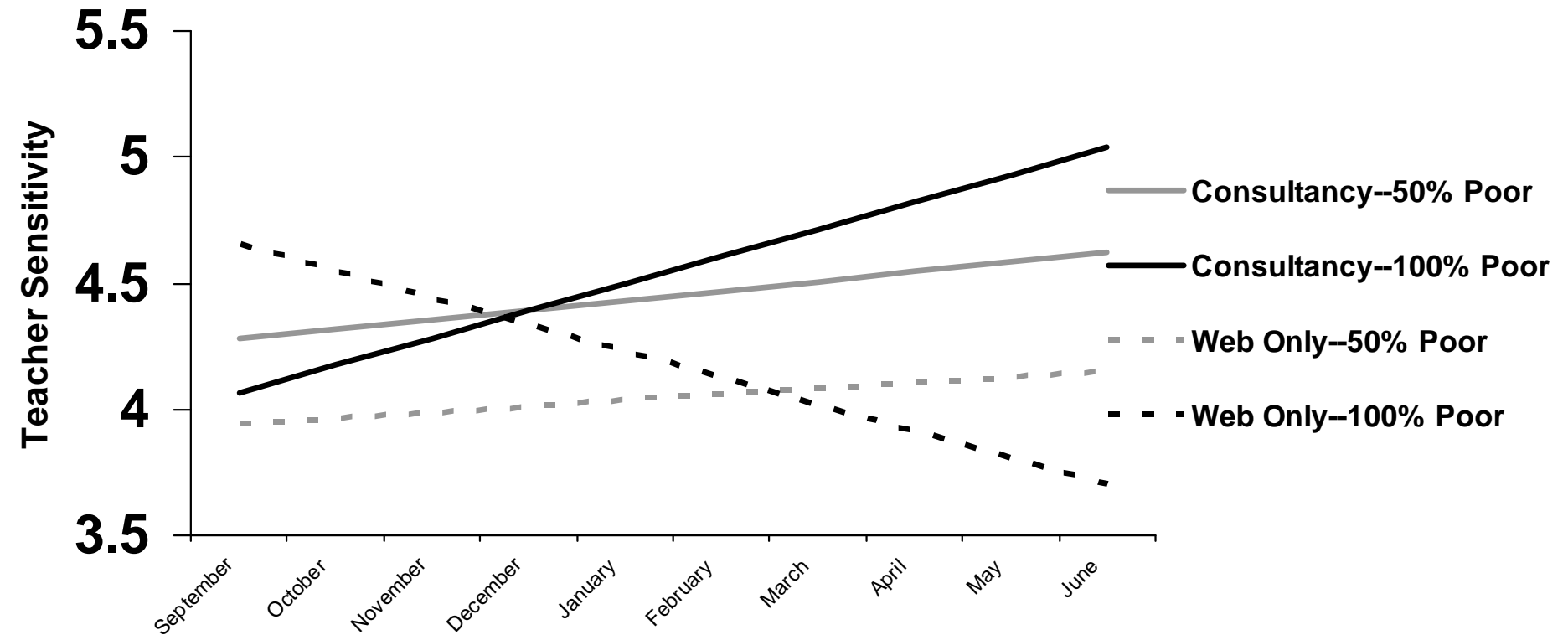


# Effects of Consultancy



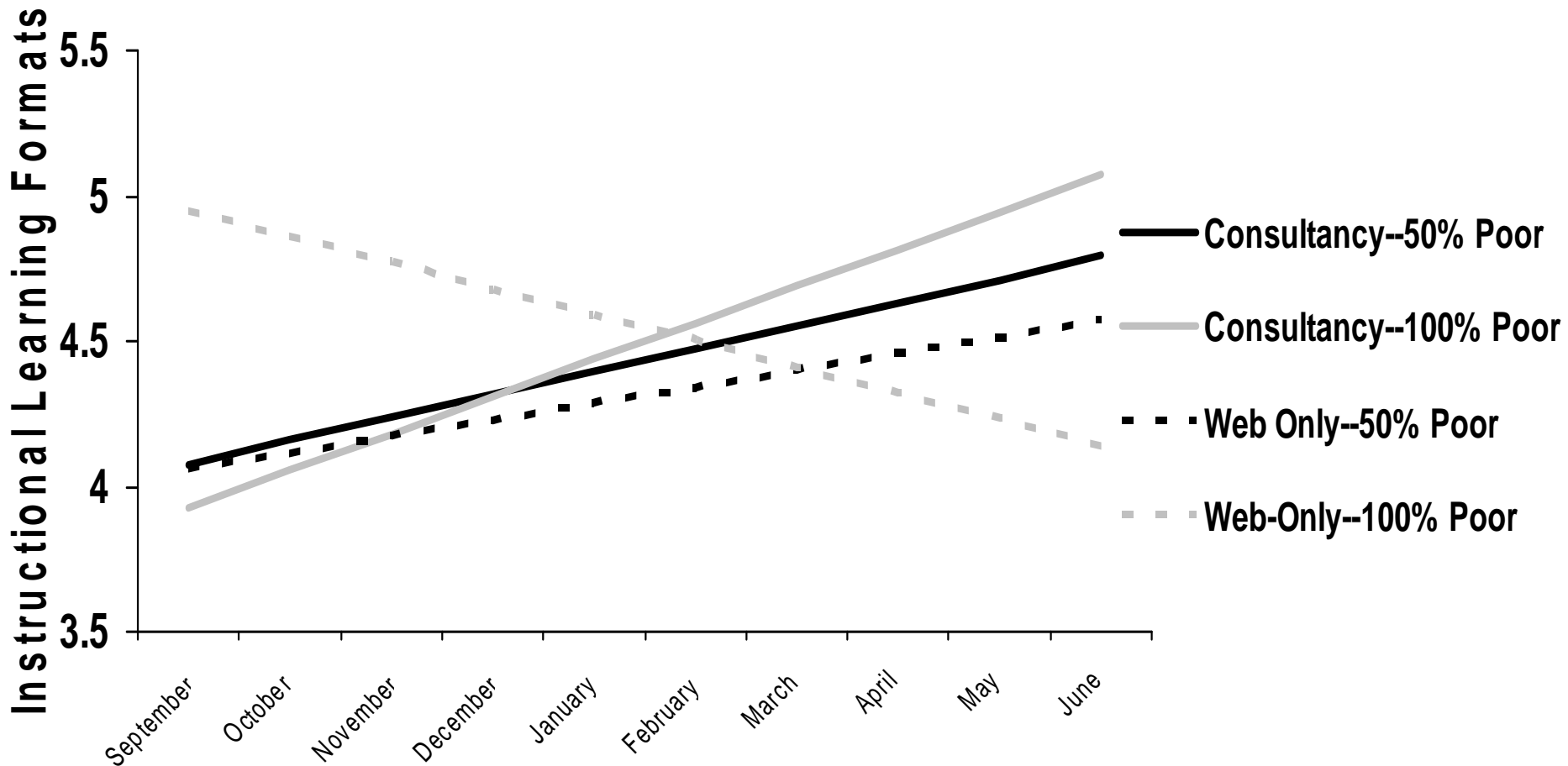


# Effects of Consultancy





# Effects of Consultancy





# NCRECE

- **Design a course on high-quality interactions and literacy & language implementation**
- **Provide in-service consultation on high-quality implementation**
- **Evaluate effects on improving:**
  - Teacher knowledge**
  - Teacher social and instructional interactions in the classroom**
  - Implementation of literacy and language curricula**
  - Student social and academic performance**



# Conclusions

- **Quality of interactions that children experience in classrooms:**
  - are the direct mechanism through which preschool transmits benefits to children
  - vary widely across preschool classrooms, and are characterized by low instructional support
  - can be improved through in-service and pre-service programs for teachers
  - should be the target of policies and programs to enhance the effects of attending preschool