UNIVERSITY OF CALIFORNIA, SAN DIEGO

Story Supports Toolkit:
A curriculum to support collaborative storytelling

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by

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The Thesis of Robert C. Carr is approved and it is acceptable in quality and form for publication on microfilm and electronically:

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Chair

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DEDICATION

To my copy editor, my cheerleader, my teacher… my mom. I love you!

EPIGRAPH

If you want to go fast, go alone; if you want to go far, go together.

Seel Simon in Benue State, Nigeria,
and Wisdom Chunks in Darmstadt, Germany

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACKNOWLEDGEMENTS

Thank you to my Mi Clase Mágica family

…to professor Alison

…to the UGs and Juan

…to the preschool teachers & staff

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…to all

ABSTRACT OF THE THESIS

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Robert C. Carr

Master of Arts in Teaching and Learning (Curriculum Design)

University of California, San Diego, 2013

Alison Wishard Guerra, Chair

The *Story Supports Toolkit* is a collection of curricular materials and activities designed to support undergraduate (UG) student's interactions with preschool children in collaborative storytelling activities. When UGs participate in the *Mi Clase Mágica* (MCM) university outreach program, they should be knowledgeable about child development and capable of using of *developmentally appropriate practices* (DAPs;

NAEYC, 2009a) to support children's learning. However, research and anecdotal evidence suggests that UGs also need to be supported in learning how to interact with children in rich language and emergent literacy activities.

Three goals framed the design of a curriculum to address this need: (1) support UG's use of storytelling competencies, (2) support UG's use of DAPs, and (3) support UG's sense of teaching efficacy. This curriculum was also aligned with key elements of the Early Childhood Professional Preparation Standards outlined by the National Association for the Education of Young Children (NAEYC; 2009b).

An evaluation was undertaken to examine changes in UG's beliefs and behaviors during the curriculum implementation period concerning (a) use of storytelling competencies, (b) use of DAPs, (c) understanding of child development, and (d) sense of personal and general teaching efficacy. Evidence suggests that UGs experienced positive change in their beliefs and behaviors on multiple interconnected levels during the implementation period. Analysis of observational field notes, survey responses, and UG field notes found that UGs demonstrated increased (1) use of DAPs, (2) use of and value for storytelling competencies, and (3) sense of personal teaching efficacy.

Chapter I: Introduction

Mi Clase Mágica (MCM) is a university outreach program that was established to connect the university to the outside community by bringing undergraduate (UG) students together with preschool children in playful educational activities (Mi Clase Mágica and The UC Links Preschool Study, 2013). As the MCM program coordinator, I worked to bridge both ends of the educational pipeline through the design and implementation of curriculum for our preschool and UG participants.

When I first started working at MCM, there were two types of curricular activities for the UG/child participants to engage with: book reading and educational computer games. During the two years that I was the coordinator, MCM experienced a series of changes that prompted new types of curriculum to be incorporated into the program. These changes were made in response to research being undertaken by the UC Links Preschool Study, a study designed to examine the development of school readiness skills among the population of low-income preschool children who participate in MCM (Mi Clase Mágica and The UC Links Preschool Study, 2013).

Analyses from this study found that bilingual and English only children were outperforming their Spanish only peers on measures of reading comprehension and self-regulation (Wishard Guerra, March 2012). These findings led to the design of several curricular innovations for MCM that sought to address this gap in early achievement. In collaboration with Dr. Alison Wishard Guerra, principal investigator of the UC Links Preschool Study, I began to focus on the design of interactive curricular materials and activities to encourage conversation, word play, and the use of emergent literacy skills between children and UGs. Our goal was to transform MCM into a rich language and

literacy environment where children could be encouraged to use their primary or secondary languages to talk with the UGs in elaborative ways.

To these ends, my curriculum design efforts focused on promoting opportunities to enhance children's learning, development, and readiness for kindergarten. However, when children visit MCM, learning becomes a social endeavor that occurs in the context of one-on-one interactions with UGs. A narrow focus on the design of curriculum to target children's skills ignores how MCM is dependent on UGs abilities to support children's social and academic enrichment. In order for MCM to become a truly rich language and literacy environment, UGs must know how to exercise the skills needed to foster high-quality educational interactions with children. If UGs do not have these skills, then children's opportunities for learning may be less. Thus, there is a clear need for the design of curriculum to support the development of UGs capabilities.

When I first considered the design of a curriculum for UGs, I began to reflect on my own experiences as an UG student several years earlier. During my senior year at UC San Diego, I started participating in the *La Clase Magíca* (LCM) university outreach program (Vásquez, 2002), the overarching program that MCM is partnered with. I remember how the experience of learning to work with children for the first time was challenging, but full of rewards. I continued working with the LCM program and improving my abilities until I became the MCM program coordinator. Now I recognize how many of the challenges I see UGs experience in MCM are the same challenges that I once faced. These challenges include knowing how to communicate effectively with children, how to identify children's developmental abilities, or how to nurture children's eagerness to learn. However, merely recognizing that these challenges exist did not

prepare me to help the UGs overcome them. I needed to think intentionally about ways to support UGs interactions with preschool children and promote their development of the skills necessary to do so.

During the academic school year 2012-13, I undertook the design of a curriculum project that led me to think intentionally about ways to support UG participation in MCM. This project resulted in the *Story Supports Toolkit* curriculum: a curriculum designed to promote the development of ‘ capabilities to interact with children in collaborative storytelling activities. Prior to the design of this project, there was no formal curriculum in use during MCM program activity time that served to support the development of UG’s capabilities. In order to advance MCM program goals, there was a strong need for the design of a curriculum to be grounded in scientific theory and research, aligned with professional development standards for early childhood educators, and appropriate for the needs of our UG participants.

In this thesis paper, readers will find a thorough overview of the *Story Supports Toolkit* curriculum: (a) an assessment of need, (b) a review of relevant developmental and educational theory and research, (c) a review of relevant educational curricula, (d) a detailed description of the curriculum features and its implementation in MCM, (e) an evaluation of UG students’ participation in MCM during the implementation period, (f) an appendix section of reproducible curricular materials and activity guidelines.

Chapter II: Assessment of Need

Based on my experiences as the Mi Clase Mágica (MCM) program coordinator, I identified a need to improve program practices by designing a curriculum to better support undergraduate's (UG's) participation in MCM. In this section I provide a thorough review of some broad and local considerations that serve to substantiate this need. These considerations include (1) building UG capabilities to improve child outcomes, (2) support children's learning and development, (3) support UG learning and development, and (4) standards for early childhood professional preparation.

Building Undergraduate Capabilities to Improve Child Outcomes

A consortium of researchers from the Center on the Developing Child at Harvard University have outlined a theory of change that underscores the importance of *building adult capabilities to improve child outcomes* (Shonkoff, 2013). This theory implies that any attempt to improve the magnitude of children's health and cognitive development during early childhood can be improved by supporting the development of skills among the adults who are important figures in children's lives. The practical implications of this theory involve the design and implementation of coaching, training, practice, and active skill building initiatives to support the development of skills among parents and early education/care providers. Furthermore, these initiatives should help adults acquire the skills needed to promote children's learning and development.

This theory of change has implications for MCM because UGs form part of a network of important figures in the children's lives. MCM is a dynamic program where children and UGs are working together and learning from each other. When UGs visit the

program, their goal is to promote opportunities for children's learning and development. This theory of change suggests that these opportunities will be enhanced as UGs improve their own understanding of children's development and their use of competencies to promote high quality educational interactions. Therefore, efforts to support children's learning and development during MCM should be aligned with efforts to support UG's learning and development. However, if UG's learning is to be aligned with children's learning, it is important to consider the unique developmental needs of children who participate in MCM.

A Need to Support Children's Learning and Development

The MCM university outreach program was established with an explicit goal to support the social and academic advancement of children from socially, economically, and linguistically underserved backgrounds (Vásquez, 2002). With this goal in mind, it is important to align the design of a curriculum for UG students within overarching efforts to support children's learning and development.

It is clear that MCM is reaching the socially and economically diverse population of children and families it was established to serve. The program is located at a Head Start preschool that only serves children whose families' yearly earnings fall below a designated low-income level. Additionally, the majority of children at this preschool are also ethnic minorities. Among the total percentage of Head Start preschool children who were consented to attend MCM during the 2012-13 school year, 87% were identified as Hispanic by their parents and all of these parents listed Spanish as the dominant language in their homes. However, in addition to learning Spanish at home, these children also encounter English in their home and preschool settings. This paper will use the term Dual

language learners (DLLs) to describe children who are exposed to and learning two distinct languages between birth and five years of age (Castro, García, & Markos, 2013).

The proportion of children whose primary language is not English is rapidly increasing across the United States. A report issued by the Urban Institute found that the number of children learning English as a second language in elementary and secondary schools increased by more than 50 percent between 1993 and 2003, from 2.8 to more than 4 million children (Cosentino de Cohen, Deterding, & Clewell, 2005). The increasing percentage of linguistically diverse children in the classroom is challenging traditional notions of what high-quality education means. It is important to consider the quality of education DLLs experience in the early childhood classroom.

Researchers have learned a great deal about the emergence of bilingualism among children who are DLLs. In their 2009 observational study, Genishi and Dyson offer rich examples of three preschool age DLLs that illustrate how "their inner clocks run against the norm of 'most children' in our highly verbal society. They follow their own distinctive paths to the common outcomes of using language(s) in speech and print" (p. 37). For many children, the path to bilingualism is full of stimulating educational experiences. However, despite the potential benefits of being bilingual, children from economically disadvantaged backgrounds may encounter the risk of early academic failure.

The results of several national research studies have found that DLLs from low-income families lag behind their peers when they enter kindergarten and that this academic achievement gap continues to widen as children grow older (for a summary see Castro, Páez, Dickinson, & Frede, 2011). Given the diverse population of language

learners attending MCM, coupled with external obstacles that may hinder their social and academic development, it is important to consider how can the design of a curriculum for MCM can support the needs of children with a diversity of language abilities and backgrounds.

Researchers have demonstrated that high-quality preschools with rich oral language and literacy environments can have long lasting impacts for children's social and academic development (Dickinson & Tabors, 2001). These high quality environments should provide all children with opportunities for extended talk on a single topic, opportunities to converse with teachers, exposure to sophisticated vocabulary, and intellectually challenging group discussions (Dickinson, Flushman, & Freiberg, 2009). However, fostering a rich oral language environment for DLLs requires the use of additional instructional practices that may not be commonly used with monolingual children.

In 2011, Castro, Páez, Dickinson, and Frede undertook a comprehensive synthesis of relevant research literature, highlighting specific instructional practices for promoting language and literacy development among DLLs. The authors recommend a number of practices for use with preschool age DLLs. Although these recommendations are made specifically for teachers in preschool classrooms, many of these practices are also appropriate for the UGs who participate in MCM. They include:

> (a) creating language- and literacy-rich environments and using supportive methods: visual aids, gestures, emphasizing important words in a sentence, keeping the message simple, and repeating key vocabulary words; and (b) using a curriculum that helps DLLs actively participate by providing concrete experiences and materials, and being responsive to cultural and linguistic differences (Castro, Páez, Dickinson, & Frede, 2011; p. 17).

The goal of MCM is to create a stimulating environment full of opportunities for children to develop their oral language and emergent literacy competencies. Therefore, there is a clear need for the design of a curriculum to promote UGs capabilities to facilitate the type of the evidenced-based practices outlined above.

A Need to Support Undergraduate Learning and Development

During a 10-week period every academic quarter, a group of UG students from the University of California (UC) San Diego visit MCM to work one-on-one with children in playful educational activities. Their two-day a week participation in MCM fulfills a requirement for their concurrent enrollment in an upper-division practicum course offered by the Department of Education Studies at UC San Diego.

This practicum course follows a *service-learning* model that allows students to earn course credit while participating in activities that aim to address identified community needs (UC San Diego, n. d.). The main differentiator between a traditional lecture-based course and a service-learning course is that a portion of the course curriculum is delivered outside of the classroom and in community-based settings (Seifer & Conners, 2007). MCM is one of two preschool programs associated with the practicum course where UGs can participate in the community-based aspect of the course curriculum. By participating in MCM, UGs have the opportunity to enhance their academic study of children's learning and development by applying their new knowledge to practice while working together with children in a local community preschool.

In recent years, students have had increasing opportunities to enroll in service-learning courses across a range of academic disciplines at UC San Diego (Forbes, Lin, & Losh, 2012) and universities nationwide (National Service-Learning Clearinghouse,

2008). As the amount of service-learning courses increase, there is also a growing need to provide community-based settings for students to visit. There is a growing need for the development of curriculum to support student's learning in these community-based settings.

As the MCM program coordinator, it is important for me to carefully consider how to design a quality community-based curriculum that can (1) serve the unique needs of the UGs and children who participate in the program, and (2) continue to build on established goals and practices. One important source of guidance is the National Association for the Education of Young Children (NAEYC). In their 2009 position statement, NAEYC suggests that quality community-based educational field experiences should be "well planned and sequenced, and allow students to integrate theory, research, and practice" (NAEYC, 2009b; p. 6). There is a clear need to consider how the design of a curriculum for MCM can serve to align the type of learning that UGs encounter in the practicum course with their learning experiences in the MCM community setting. In doing so, it is also necessary to consider the prior experiences that UGs bring to MCM when they first arrive.

All of the UGs who enroll in the university practicum course have expressed an interest to work with preschool age children and study theories of children's learning and development. Very few UGs who participate in MCM have had extensive prior experience interacting with preschool age children in an educational setting, while many UGs are typically doing so for the first time. For example, during the spring academic quarter 2013, two of the seven UGs enrolled in the practicum course indicated having had no experience interacting with preschool age children. The remainder of UGs indicated

having had some experience with preschool children in familial contexts and only one UG indicated having worked with preschool children in an educational setting.

Regardless of their prior experiences, all of the UGs have indicated an eagerness to work with preschool children and to gain a greater understanding of children's learning and development, and how to support it. However, the 10-week period in which they typically participate in MCM is a very short period of time to learn such a wide range of skills. Thus, the design of a curriculum for MCM must enable UGs to develop some level of expertise within a very short period of time.

As I consider the design of curriculum for MCM, there is a clear need to support UG students in developing an understanding and use of the fundamental and complex competencies needed to support the social and academic needs of the preschool children who participate in MCM. What type of preparation can prepare UGs with these skills? Fortunately, a comprehensive set of standards exists to guide early childhood professionals toward an understanding of and expertise with practices to support young children's learning and development. Some of these standards can serve to guide the design of a curriculum for UG students.

Standards for Early Childhood Professional Preparation

In 2009, the NAEYC issued a position statement outlining a comprehensive set of standards to guide the professional preparation of early childhood educators. The standards define a range of knowledge and skills that teachers can use to foster a high-quality educational environment for young children.

The NAEYC standards are commonly used by educators at post-secondary institutions to prepare pre-service teachers to work with young children from birth

through age eight. Although the explicit goal of MCM is not to prepare UGs for teaching licensure, some of the concepts outlined in these standards are relevant to the design of a curriculum to support UGs interactions with preschool children. The design of a curriculum for UGs should seek to align with several key elements of the NAEYC (2009b) standards including *Standard 1: Promoting child development and learning* and its three key elements (p. 11):

> 1a: Knowing and understanding young children's characteristics and needs
> 1b: Knowing and understanding the multiple influences on development and learning
> 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

A curriculum for UGs should serve to enhance their understanding of children's learning and development. With this understanding in mind, UGs may be better able to respond to children as individuals by identifying their unique developmental trajectories and learning inclinations.

Another relevant set of elements is contained within *Standard 4: Using developmentally effective approaches to connect with children and families*. Three of these elements include:

> 4b: Knowing and understanding effective strategies and tools for early education
> 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
> 4d: Reflecting on their own practice to promote positive outcomes for each child

The design of a curriculum for UGs must seek to enhance their understanding of and ability to use a wide range of effective practices to support children's learning and development in ways that align with these NAEYC recommendations.

Chapter III: Review of Relevant Research

The development of a curriculum to support undergraduate (UG) student interactions with preschool children must be grounded in a knowledge base of research literature on early childhood education: the broad goals, obstacles, and tendencies that exist to guide young children's learning and development during the preschool period. This review explores a broad base of literature to examine the theoretical and empirical study of three key topics: (1) teaching practices, (2) storytelling, and (3) active skill building. These topics can provide a foundation for the design of a research-based curriculum for Mi Clase Mágica (MCM).

Teaching Practices

A wealth of research has demonstrated how nurturing relationships with parents, teachers, and caregivers can contribute to the development of children's social and academic competencies during early childhood (for a summary of research see Pianta, 1997). Researchers have also identified specific types of teaching practices parents, teachers, and caregivers use to nurture children's social and academic success during the preschool period. This section will review literature that is relevant to three domains of teaching practices: Developmentally appropriate practice, scaffolding, and adult participation in children's play. These practices form the foundation of high quality adult-child interactions in early education settings and they may serve to enhance the design of a curriculum for MCM.

Developmentally Appropriate Practice

The philosophical foundation of early childhood education in the U.S. is a

changing landscape, one that continues to oscillate between academically oriented/teacher directed instruction and more child centered approaches to classroom instruction. Developmentally appropriate practice (DAP; Copple & Bredekamp, 2009) is a collection of teaching practices and philosophies that are based in empirical research and time-honored teaching traditions, offering a comprehensive pedagogical framework for educators. At its core, DAP involves teachers' intentional efforts to align the use of educational curriculum and pedagogy with young children's unique needs at each stage in their learning and development (NAEYC, 2009a).

In 1986, the National Association for the Education of Young Children (NAEYC) formally adopted a position statement to affirm the use of DAP with children from birth to age eight (NAEYC, 2009a). The NAEYC also published a framework of guidelines outlining the tenets of DAP (Copple & Bredekamp, 2009). The position statement highlights the necessity for teachers to (1) know about children's development and learning processes, (2) know what is appropriate for individual children, and (3) know what is culturally important to children and their families (NAEYC, 2009a). Empirical research has been undertaken to examine the relationship between teacher's adherence to the DAP framework and child outcomes.

In 1997, a comprehensive literature review was undertaken by Dunn and Kantos to examine the research base on DAP. Using a synthesis of findings from 11 studies, the authors concluded that teachers who follow the DAP framework improved children's learning and development. In particular, their use of practices to foster child-initiated learning was associated with higher levels of cognitive functioning (Dunn & Kantos, 1997). Additionally, DAP was found to promote positive classroom climates that were

conducive to the children's emotional development (Dunn & Kantos, 1997).

In their 1997 review of research, the authors (Dunn & Kantos) highlight a previous study they conducted with a colleague to examine the social context around children's early language and literacy development. Dunn, Beach, and Kantos (1994) collected observational assessments in 30 child care centers to examine the quality of the literacy environment and teacher's use of literacy activities that align with the DAP framework. Both for-profit and non-profit centers in a Midwestern state were included in the study. Additionally a majority of the children and teachers included in the study were white with a small minority of African American children (N=6) and teachers (N=3). In general, the child care centers were well resourced and licensed.

Researchers found that indicators of high quality literacy environments and the prevalence of developmentally appropriate activities predicted positive variation in children's language development. They also found that the same indicators did not predicted variance in children's cognitive development. These findings bolster a rationale to support the practical application of the DAP framework in the early childhood classroom. However, it is still necessary to consider how specific developmentally appropriate practices and activities relate to children's learning outcomes.

In recent years, researchers have continued to advance the study of DAP by examining the association between specific teaching practices and children's learning outcomes. Jambunathan (2012) examined the relationship between preschool teachers' use of DAP in Head Start classrooms and children's perceptions of self-confidence. The observational study assessed how frequently teacher's utilized practices and activities aligned with three distinct areas of DAP. The results demonstrate that the area defined as

teaching to enhance learning and development was most significantly correlated with children's cognitive competence and peer acceptance (Jambunathan, 2012). Items in the area of *teaching to enhance learning and development* examined if teachers (1) were knowledgeable about each of their children's development needs and abilities, (2) followed some type of structured curriculum, (3) used a variety of strategies to promote children's learning, and (4) provided specific opportunities to promote the development children's social-emotional skills (Jambunathan, 2012). These findings demonstrate the importance of adult's intentional efforts to support children's learning and development in key learning domains. However, results also suggest that this intentionality must be combined with adequate knowledge of child development and sensitivity to each child's unique developmental needs.

Scaffolding

The NAEYC (2009a) also identifies *scaffolding* as a key feature of the DAP framework. In 1976, Wood, Bruner, and Ross were the first to define the term scaffolding as a process of support, provided by an adult or expert, that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his or her unassisted ability. The scaffolding process begins with the expert providing higher levels of support to make the novice's participation in the task easier. Then, as the novice takes greater leadership in performing the task, the expert gradually provides lower levels of support and transfers more responsibility to the novice. This process continues until the novice is capable of performing the task on his or her own and scaffolding is no longer necessary. The process of scaffolding can be situated within Vygotsky's (1978) notion of a *zone of proximal development* (ZPD). The ZPD, as defined by Lake (2012), is the

difference between one's actual and possible developmental levels. The scaffolding of an expert to a novice allows the novice to accomplish tasks within their ZPD and beyond their actual developmental level.

If scaffolding is the process, then *scaffolds* are the practices that experts use to support the participation of a novice during a shared activity. Scaffolds range in the amount of support that is provided by the expert to the novice. There are a number of research studies that have described how adults use complex scaffolding techniques to promote children's learning and development across home and school environments, and cultural contexts.

One study by Roberts and Barnes (1992) observed interactions between a group of four-year-old children and their mothers from ethnically Hawaiian backgrounds in Hawaii. Using standardized measures of children's intelligence and vocabulary, the authors tested how the complexity of scaffolds used by mothers related to children's performance academic competencies. In this study, the authors refer to scaffolds as *distancing strategies*: Statements and questions that adults use to elicit a response from a child that require varying degrees of mental operational demand (Roberts & Barnes, 1992). The degrees of mental operational demand of distancing strategies and their demands range from none, low-level, medium-level, to high-level distancing.

This study found that the mother's use of high- and medium-level distancing strategies was the best predictor of children's academic performance, while use of low-level strategies were negatively correlated with children's performance (Roberts & Barnes, 1992). These findings demonstrate that the use of complex scaffolding techniques by mothers can positively influence children's cognitive abilities.

However, the use of scaffolds varies across cultural and environmental contexts, and actors. Along with parents, preschool teachers are important figures in many young children's lives. Given that researchers have examined how mothers' use of complex scaffolding strategies can benefit children's learning at home, it is necessary to consider how teacher's use of scaffolding strategies may be similar or different from parents. What type of practices do preschool teachers commonly use to scaffold children's learning in the classroom setting?

A recent study by Pentimonti and Justice (2010) extended previous research on scaffolding by studying the complexity of scaffolds preschool teachers use during book read aloud sessions in the whole classroom setting. The study coded for teacher's use of high- and low-support scaffolding strategies. The authors defined high-support strategies as those that helped children to successfully participate in activities that were too difficult for them to complete alone. The authors defined low-support strategies as those that encouraged children to continue participating in easier activities by introducing new knowledge and skills (Pentimonti & Justice, 2010). The definition of low-support strategies used in this study does not suggest the type of none or low-level distancing strategies described in the aforementioned study by Roberts and Barnes (1992). Rather, the definition of low support strategies is more aligned with the medium- to high-level distancing strategies described by Roberts and Barnes (1992).

In their study, Pentimonti and Justice (2010) found that the preschool teachers used a greater frequency of low support strategies than high-support strategies during whole classroom book read aloud sessions. The tendency of these teachers to utilize a narrow range of scaffolds may have been ineffective for engaging children at lower

developmental levels who stand to benefit more from high-level support strategies in order to participate in group read along activities. Many preschool age children require high-levels of support to engage in tasks that are beyond their independent developmental abilities, such as whole classroom book reading sessions.

Research reviewed in this section has shown that the use of complex scaffolding by parents and teachers can be beneficial for young children. However, it is clear that not all parents are using a wide range of practices. Preschool teachers who follow the DAP framework must use a variety of strategies to accommodate a wide range of child learning and developmental abilities. Therefore, there is a clear need to encourage teachers to use a broader range of practices that may be considered appropriate for developmental needs of different children in their classrooms.

Adult Participation in Children's Play

Although there are many characteristics and styles of children's play, use of the term *play* in this paper will refer specifically to *dramatic play*. Segal (2004) has synthesized the major perspectives on children's play and outlined the defining characteristics of dramatic play. Piaget defined dramatic play as a stage of mental representation that is characterized by pretend; the physical or spoken re-creation of real or imagined scenarios, such as pretending to go on a shopping trip (as cited in Segal, 2004). Johnson suggests that this type of play allows children to transcend the constraints of the present moment and literal meanings in order to experiment with new possibilities (as cited in Segal, 2004). Furthermore, a number of authors agree that children's participation in dramatic play is typically enjoyable, spontaneous and voluntary, not obligatory (as cited in Segal, 2004).

Play has traditionally been viewed as a defining feature of the early childhood classroom. However, some researchers suggest that the amount of time children are allotted for play is being reduced and even eliminated from preschool schedules as a result of increasing emphasis being devoted to the direct instruction of academic competencies (Zigler & Bishop-Josef, 2004). Now, more than ever, there is a clear need to understand how playful curriculum can support children's development and the role that adults take in facilitating it.

One approach to early childhood education that highlights the role of children's play is *Tools of the mind* (Bordrova & Leong, 2007), a curriculum inspired by Vygotskian theories of learning and development. A key feature of this curriculum is the use of *play plans*: documents that children draw or write with the assistance of a teacher to plan the imaginary situations and characters the child will incorporate into their play during the classroom play period, (Bordrova & Leong, 2007).

An observational study of children's participation in the *Tools of the mind* curriculum conducted by the designers of the curriculum, Bordrova and Leong (1998), reported positive effects of *play plans* on children's cognitive and social self-regulation. The use of play plans was observed to increase the quality of children's play and their ability to deliberately focus attention on their play scenarios for longer and longer periods of time.

Bordrova and Leong (1998) have clearly defined how a teacher should interact with children while using *play plans*. When teachers follow the *Tools of the mind* curriculum, they are instructed to utilize a variety of scaffolding techniques to facilitate children's play without actually becoming an active participant in the imaginative play

scenario. The authors argue that once a teacher becomes a *player*, then the play is transformed into an instructional (expert/novice) interaction, thus destroying the benefits of play. However, this approach may be flawed because instruction is not always the goal of teachers' participation in children's play.

Kagan and Lowenstein (2004) argue that a balance between child-initiated play and teacher-directed efforts can yield positive outcomes for children. Furthermore, when teachers participate in children's play scenarios they can strive to foster less hierarchical and more equitable interactions. In fact, researchers have found that adults' active participation in children's play can be complex and beneficial to children's learning.

Roskos and Neuman (1993) made a qualitative descriptive inquiry into adults' participation in children's *free literacy play* activities. The study defined three types of literacy-assisting roles: onlooker, player, and leader. The authors suggest that these roles demonstrate how adult's behaviors during *free literacy play* activities tend to be more varied than the behaviors used in storybook-reading or social play settings (Roskos & Neuman, 1993). This suggests that adult's participation in children's literacy play requires very sophisticated participation structures such as the ability to development new roles, switch between different roles, interpretive children's actions, and implement timely teaching interventions.

This level of sophistication needed to participate in children's literacy play may be even greater for teachers who work with children from diverse socio-cultural backgrounds. The families of children where academic book-reading practices may not be commonplace may have a variety of rich nontraditional language and literacy traditions (Baquedano-López & Kattan, 2008). Purcell-Gates and colleagues (2011) argue

that teacher preparation programs should prepare teachers to learn the literacy practices of their students' home communities. The design of a curriculum for use in early education settings with culturally diverse children should be mindful of these considerations.

Storytelling

This section will examine the practice of storytelling in detail: Its developmental foundations in early childhood, various definitions, and research on interventions designed to promote its use among families from a diversity of social and cultural backgrounds. Although use of the term storytelling commonly suggests some sense of a formal artistic tradition, the term is also used to represent children's talk about fictional and real everyday events. When children talk and tell stories, they exercise a variety of cultural and cognitive skills including: (a) the capacity to create and express meaning that is culturally bound (Bruner, 1986), (b) the ability to follow a causal or temporal order of events (Umiker-Sebeok, 1979), (c) imaginative thought (Paley, 1990), (d) memory to recall past experiences (Reese, at al., 2010), and (e) the ability to articulate oneself coherently and identify key information the listener needs to know in order to follow the events (Gutierrez-Clellen & Iglesias, 1992). When children tell stories, all of these abilities combine as children exercise their cognitive and cultural awareness.

Children's Oral Language Development

Preschool is recognized as an important time for children to develop the oral language skills necessary to perform competently in the formal classroom setting (Heath, 1982; Vygotsky, 1978). Two prominent early language researchers, Snow and Dickinson

(1991), theorize that the quality and amount of language children are exposed to during preschool can influence their academic outcomes into middle school. These same researchers and others have also shown how the development of oral language skills is closely related to the acquisition of literacy (Dickinson & Tabors, 2001; Neuman, Copple, & Bredekamp, 2000).

In an effort to examine the development of language and literacy among young children from economically disadvantaged backgrounds, Dickinson and Tabors (2001) designed a longitudinal study demonstrating that children's experiences in high-quality preschools with rich language and literacy environments were able to (1) compensate for well-below-average home environments and (2) impact children's skills later in kindergarten. It is clear that a high-quality oral language environment is a foundation for the development of school related skills, but what do these environments look like?

Children's oral language learning during the preschool years is an active process that necessitates social interactions with peers and adults (Wells, 2009). In these interactions, children begin to use oral language to convey meaning to others through talk about past, present, future, and fantasy events. This type of talk is commonly viewed as a form of storytelling. When children begin to use their oral language skills to participate in these social interactions and tell stories, they are able to practice and learn new language skills in the process. Therefore, the development of children's oral language skills is necessarily a social process.

Children's Narrative Development

A wealth of research has demonstrated how the development of narrative skills during early childhood is a crucial foundation for children's successful school

achievement (Bruner, 1986; Feagans, 1982; Snow & Dickinson, 1990). Particularly the use of decontextualized language: language that is used to make references to objects or events that are removed from the immediate context (Peterson, Jesso, & McCabe, 1999). This type of language use is conducive to the development of formal literacy because both require the use words that are abstracted from the here and now. It is important to understand the developmental process children undergo as they acquire narrative abilities.

Umiker-Sebeok (1979) outlines a progression of narrative ability that normally developing children experience during the preschool years. Umiker-Sebeok describes how children at three years of age commonly produce narratives organized by a series of unrelated actions or characters (e.g., "the mom, the dad, the girl, the end"). Later, around 48 months of age, children begin to organize narratives that follow a causal or temporal sequence of events (e.g., "The mom and dad were very angry because the girl woke them up"). Children's narratives will continue to develop more complexity during the preschool years and into later grades.

In regards to the content of children's narratives, Ochs and Capps (2001) observe how the development of children's narrative abilities begins with the telling of everyday personal narratives. These narratives offer children an interactional forum for ordering, explaining and communicating their everyday experiences (Ochs & Capps, 2001). Researchers recognize that everyday personal narratives serve as a favorable context for the use of decontextualized language skills because they involve talk about events that are often removed from the immediate time and space (Peterson, Jesso, & McCabe, 1999).

In the classroom setting, the practice of storytelling offers a means for children to engage in an activity that is both culturally relevant and academically enriching. By encouraging children to tell stories, educators can foster a classroom environment that is relevant to children's home experiences while simultaneously supporting the development of academic skills.

Co-constructed Narratives

Narratives are practiced within social interactions that require an audience, either real or imagined. The role of an audience member can range from being a passive listener to an active co-teller (Ochs & Capps, 2001). Thus, as adults seek to support children's storytelling, their role should range from listening attentively as the child narrates alone to becoming actively involved in the telling of the story themselves.

In their 2001 book *Living Narratives,* Ochs and Capps urge readers to remember "the difference between telling a story *to* another and telling a story *with* another is an important one" (p. 2). They recognize that narrative can be a tool used by a group of people to engage in collaborative reflection. In these situations, the content and direction of the narrative is "contingent on the input of others who provide, elicit, criticize, refute, and draw inferences from facets of the unfolding account" (Ochs & Capps, 2001; p. 2). The narrators become *co-authors* as they engage in the co-construction of narratives.

This type of collaborative storytelling, where children actively participate in the narrative around them, is important for children during the preschool period because their development is dependent on and responsive to experience (Bowman, Donovan, & Burns, 2001). Children are highly inclined to learn by actively participating in the construction of new knowledge (Bowman, Donovan, & Burns, 2001) and co-constructed

narratives provide a rich context for children to interrogate new knowledge and engage in an active process of discovery. If the goal is to create a learning environment where children and undergraduates use rich oral language together, then one should expect to observe co-constructed narratives be a salient feature of this environment.

Research on Educational Storytelling Interventions

When children enter Kindergarten, they are expected to already possess some of the narrative and decontextualized language skills that storytelling is known to promote (Peterson, Jesso, & McCabe, 1999). However, while many children begin school with a wealth of prior experiences that support the development of these academic skills, it is well known that many children do not (Heath, 1982; Peterson, 1994).

Researchers and practitioners have designed a number of educational interventions to address this achievement gap. This section will examine research on two educational interventions that were designed to promote parents' use of storytelling practices at home to support the development of children's language and narrative storytelling skills. In particular, these interventions aim to promote the use of storytelling strategies between parents and children from economically disadvantaged backgrounds.

Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS; Boyce, Roggman, Jump, & Innocenti, 2009) is a curriculum-based intervention developed for families who were enrolled in an Early Head Start program. A discussion of this curriculum will be given in more detail in the following chapter. However, it is important to know that SHELLS involves parents and children in the process of making books together about meaningful family stories.

In a study of the SHELLS curriculum, Boyce, Innocenti, Roggman, Jump, and

Ortiz (2010) collected data from two groups of families. One group was randomly assigned to participate in the SHELLS curriculum while the other received normal Head Start services. Findings from this study demonstrate many positive results for the parents and children who participated in the intervention.

The mothers who participated in SHELLS significantly increased their use of language elicitation strategies. The quality of the language and literacy environments in their homes also improved. This is a significant finding given that all of the mothers were immigrants with low levels of education, weak first language skills, and living in economically disadvantaged conditions.

The researchers also compared samples of the children's narratives between intervention and non-intervention groups. After the intervention, the narratives of children who participated in the SHELLS curriculum were more complex, both in terms of the quantity and variety of words used. These positive findings demonstrate that storytelling offers a rich context for parents to support children's academic school readiness, even among parents with low levels of education and economic hardship.

The second intervention also involves mothers and children from economically disadvantaged backgrounds. Peterson, Jesso, and McCabe (1999) studied the effects of an intervention that was designed to encourage low-income mothers to spend more time telling stories with their children at home using a specific set of narrative related skills. These skills include (1) asking more open-ended and less yes/no questions, (2) encouraging children to continue talking by using affirmative comments (ex. "uhhuh" or "go on") or simply repeating what they just said, (3) talking about the child's interests, and (4) talking about past experiences (Peterson, Jesso, & McCabe, 1999).

This randomized and controlled study organized twenty children and their mothers into an intervention or a control group (Peterson, Jesso, & McCabe, 1999). With the intervention group, the researchers used a variety of techniques to support the mother's use of narrative strategies such as recording and replaying audio of the mothers interacting with their children, role-playing, and making telephone calls made to remind and encourage the mothers to use the strategies. The study found that the children of mothers in the intervention group demonstrated immediate improvements in the complexity of their vocabulary. Compared to the control group, the intervention children also displayed an overall improvement in their narrative skills, particularly the use of decontextualized language, one year after the intervention had ended. Overall, increases in the intervention mother's use of the narrative skills in the short and long term were shown to impact children's language and narrative abilities compared to the control group.

The authors of this study were pleased to find that an intervention focused on working with mothers was able to demonstrate success in supporting the development of children's narrative skills given that several previously studied classroom based interventions demonstrated no impact on child outcomes (Peterson, Jesso, & McCabe, 1999, p. 65). Although the lack of success in implementing classroom-based interventions has lead researchers to develop successful interventions in home settings, educational researchers continue to argue that educators who work with children in classroom settings should understand the importance of narrative development and how to use narrative elicitation strategies with young children (Stadler & Ward, 2005).

Active Skill Building

A common theme can be found across the conclusion sections in several of the research articles reviewed in this chapter: A need to support active skill building with adults. This section will explore a wealth of research literature concerning professional development efforts to support skill building among classroom teachers.

A 1997 review of research concluded that DAPs "are not the norm in early childhood programs. Although teachers endorse this pedagogical method, they often struggle with implementation" (Dunn & Kantos, 1997; p. 2). The authors suggest that preschool teachers may benefit from quality support when learning how to effectively implement key features of the DAP framework (Dunn & Kantos, 1997). Bryant, Clifford, and Peisner (1991) also suggest that in-service training for teachers "should focus on translating knowledge of developmentally appropriateness into day-to-day practice" (p. 799). It is clear that children's learning and develop stands to benefit greatly if teachers develop the skills necessary to utilize DAPs.

Findings beyond the DAP literature also indicate a need to target specific areas for skill building among teachers. In response to finding that teachers in their study utilized a narrow range of scaffolding strategies during whole group read alouds, Pentimonti and Justice (2009) suggest "a need for greater professional development to increase teacher awareness of how they can use scaffolding, particularly during whole group read alouds to support a variety of language and literacy goals" (p. 246). This conclusion stresses the need to develop active skills building methods designed with intentional goals in mind.

Now that researchers have demonstrated how the use of DAP and scaffolding

techniques can support young children's learning and development, it is necessary to ask how the parents, teachers, and other adults who are important in children's lives can learn to utilize this knowledge to promote children's learning and development?

Dunst and Trivette (2012) conducted a meta-analysis of 58 studies that examine adult learning methods. The studies ranged across a number of disciplines. The analysis clearly demonstrated that adult "learning afforded in settings where there was an immediate opportunity to apply newly acquired knowledge or skills was more effective than learning in settings where there were few or no such opportunities" (Dunst & Trivette, 2012; p. 146). For the development of adults working with children, this means that the acquisition of new knowledge and skills is best learned in tandem with immediate opportunities to practice implementing new concepts while working with children.

Evaluation Constructs

The research outlined in this section will serve as the foundation for an evaluation of this research in curriculum design project undertaken in chapter seven. Research is organized into two categories: (1) beliefs about early language and literacy skills, and (2) teacher efficacy. Although, the research outlined in this section primarily relates to classroom and student teachers, these topics are also relevant to the evaluation of UGs participation in a community based service-learning experience. However, when considering the research reviewed in this section within the context of the current project, it is necessary to acknowledge that there are differences between student teaching and participating in a practicum class. These differences must be considered with caution.

The practicum nature of the UCSD course may provide a similar focus on

experiential teaching and learning interactions for students in educational settings outside of the university classroom. However, none of students that participated in the current study are students teachers. They likely do not possess the same goals and motivations as a typical teaching credential student. The experiences each type of student would want to gain from the practicum experience may be very different. Therefore, the findings discussed in the evaluation chapter of this thesis will not be extrapolated to make conclusions about teachers nor student teachers. Findings will be interpreted cautiously given that teaching is not the goal for many MCM students.

Beliefs About Early Language and Literacy Skills

Much has been written about the importance of classroom teachers' beliefs. In 1991, Bryant, Clifford, and Peisner were the first to study teachers' knowledge and attitudes about developmentally appropriate practices in kindergarten. Their survey sampled teachers in 103 kindergarten classrooms in North Carolina to determine which aspects of developmentally appropriate practice teachers reported using most frequently. However, the authors cautiously considered the comparison of teacher beliefs and teacher practices: A teacher may believe in the use of developmentally appropriate practices, yet demonstrate a very different style of teaching in practice (Bryant, Clifford, & Peisner, 1991). Therefore, in addition to collecting data on teachers' beliefs, the authors collected a variety of classroom quality indicators. These indicators were used to analyze teachers' use of developmentally appropriate practices to observe the possibility of a disparity between beliefs and practices in their data.

When analyzing the responses of teachers across the entire questionnaire, the researchers found the mean developmental appropriateness score of teachers' beliefs was

4.13 out of 5, with 5 indicating a score of most appropriateness. However, observational analyses using classroom quality indicators demonstrated that only 20% of the 103 kindergarten classrooms examined met or exceeded the criterion of developmental appropriateness. Moreover, despite the fact that teachers "know about and/or believe in appropriate practices, improving the implementation of such practices needs to be addressed" (p. 799). Since this 1991 study, researchers have continued to study the relationship between teacher beliefs and practices.

The study of teacher beliefs also encompasses teachers' beliefs about specific domains of children's learning and development. Kowalski, Pretti-Frontczak, and Johnson (2001) analyzed data collected from a survey of 470 preschool teachers in three different early educational contexts: Head Start, public school, and special education classrooms. Teachers were asked to rate the importance of children's mastery of a number of skills and abilities across three domains: Social-emotional, early mathematics, and language and literacy.

Analysis of the survey results indicates that teachers consider children's mastery of socio-emotional skills to be more important than either language and literacy, or early mathematics. However, the authors caution us to remember that teachers' may possess strong values, but not have the requisite skills and abilities needed to nurture this functioning among the children in their care (Kowalski, Pretti-Frontczak, & Johnson, 2001). There may also be structural and institutional barriers that limit teacher's use of the practices such as lack of professional development or mandated/scripted curricula.

On average, the items that teachers tended to rate lowest on the language and literacy sub-scale were most closely associated with traditional academic content.

Overall, the teacher's beliefs, as indicated by their survey responses, indicate a "distinction between skills and abilities traditionally thought of as academic and those that can be thought of as precursors to academic functioning, with academic skills being considered as considerably less important for their students to learn" (Kowalski, Pretti-Frontczak, & Johnson, 2001; p. 11).

This lower level of importance that teachers attribute to children's language and literacy skills indicates a need for the design of training and coaching initiatives to help teachers develop the skills needed to support children's learning in this domain. The authors of this study conclude that "the importance of targeting language and literacy skills during the preschool years should be communicated to preschool teachers, along with methods teachers can use to bring these skills and abilities about that are consistent with the needs of children's early social-emotional development" (Kowalski, Pretti-Frontczak, & Johnson, 2001; p. 12). Perhaps it is necessary to communicate this message during the early stages of a teacher's professional development.

Teacher Efficacy

The concept of teacher efficacy originates from the work of psychologist Albert Bandura who was the first to suggest self-efficacy as a theoretical construct. Through a series of laboratory experiments and microanalyses, Bandura (1977) supported his hypothesis that "expectations of personal efficacy determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (p. 191). Bandura demonstrated that self-efficacy is a necessary mechanism individuals rely on to overcome challenges and persist during trying circumstances. It is assumed that strong feelings of personal efficacy enable

adults to overcome the common professional and personal challenges they may encounter while working with children.

Since this seminal work was first published, a large body of research examining the construct of self-efficacy has been incorporated into the study of educational contexts and actors. Specifically, the concept of *teacher efficacy* has become a valuable point of analysis across the field of educational research and for the evaluation of the current curriculum design project in particular.

The extant literature commonly defines self-efficacy along two dimensions that correspond to Bandura's (1977) conceptualization: *personal teaching efficacy* and *general teaching efficacy*. Gibson and Dembo (1984) describe personal teaching efficacy as the "belief that one has the skills and abilities to bring about student learning" (p. 573). The same researchers also describe general teaching efficacy as a teacher's belief in their ability to bring about change in relation to external factors, such as the home environment, family background, and parental influences (Gibson & Dembo, 1984). The two constructs differ according to the individual's perception of a challenge being the product of their environment or the individual themself. General teaching efficacy relates to challenges perceived in the individual's environment while personal teaching efficacy relates to challenges perceived in the individual's own ability. In this evaluation section, I examined UG's feelings of personal and general teaching efficacy to observe if they report changes in either dimension during the implementation period. However, it is necessary to begin by examining how potentially similar group may perceive personal and general teaching efficacy.

A handful of studies have explored the construct of teacher efficacy among pre-

service student teachers, a group that may offer some comparisons to the sample of UGs who participated in this research project. Researchers Hoy and Woolfolk (1990) conducted a study with a sample of 191 undergraduate liberal arts majors, 59 of whom were actively involved in student teaching. Contrary to the researchers' initial predications, the study found that, as a group, the student teacher's sense of personal teaching efficacy improved significantly as a result of participating in the student teaching experience. However, while their positive sense of personal teaching efficacy increased, the student teacher's sense of general teaching efficacy decreased. The authors posit that this decreasing sense of general teaching efficacy is indicative of a belief "that teaching can change some children, but not as many as the student teachers originally believed" (Hoy & Woolfolk, 1990; p. 295). However, based on my own personal experience as a student, I believe that a decreasing sense of general teaching efficacy might also indicate that ones sense of idealism becoming more realistic as they realize that teaching is a complex profession. In this way, a reported decrease in sense of general teaching efficacy may indicate a growing awareness and appreciation for the complexity of classroom teaching.

Research suggests that a positive relationship exists between teacher efficacy and enhanced child learning outcomes, but these relationships depend on other aspects of classroom quality. In a study undertaken with preschool teachers who worked in programs serving largely "at-risk" populations, Guo et al. (2010) found a correlation between teachers reported sense of self-efficacy, classroom quality, and children's vocabulary knowledge. In their analysis, teachers' high levels of self-efficacy significantly predicted gains in children's vocabulary knowledge, but only in classrooms

with high levels of emotional support from teachers. These findings demonstrate that teachers' sense of efficacy contributes to children's improved learning and development. However, this sense of efficacy needs to work in tandem with other aspects of quality classroom environment such as emotional support. It is important to consider these results in relation to the current study because vocabulary knowledge is a key feature of the designed curricular materials.

Summary

This chapter has summarized empirical research in three topical areas relevant to the design of a curriculum for MCM: (1) teaching practices, (2) storytelling, and (3) active skill building. Research included in this review demonstrates important implications for supporting UG's participation in teaching and learning interactions with preschool children.

Given that teachers use of developmentally appropriate practices, such as scaffolding strategies and participation in children's play, are important features of teacher-child interactions, they should also be common features of UG-child interactions in MCM. Additionally, the use of complex scaffolding practices may be beneficial to children's learning and development (Dunn & Kantos, 1997; Jambunathan, 2012). However, research also suggests that the use of scaffolding practices are complex and the level of sophistication needed to participate in children's emergent literacy play is high. It may be even greater for adults who work with children from diverse linguistic and cultural backgrounds. Therefore, UGs need to be encouraged and supported in the use of developmentally appropriate practices.

Storytelling may offer a rich interactive context to facilitate the use of complex teaching practices, scaffolding strategies, and playful adult-child interactions. Storytelling has been shown to promote children's oral language and emergent literacy development (Dickinson & Tabors, 2001; Peterson, Jesso, & McCabe, 1999). Collaboration between children and UGs in the co-construction of narratives may serve to promote the active use of language by both children and UGs. In the context of this thesis paper, storytelling will not be viewed as a collaborative interactions rather than a passive interaction between an individual narrator and a passive listener.

In order to promote these important characteristics of UG-child interactions in MCM, methods must be used to engage UGs in actively building the skills they need participate in these interactions with the children. Research clearly demonstrates that one effective way for adults learn how to work with children is to immediately apply newly learned information to practice in the settings where they work (Dunst & Trivette, 2012). MCM is an ideal context for UGs to learn about new practices to work with children, but there is currently no curriculum in use at MCM specifically designed to support UG's active skill building. Finally, one way to assess the efficacy of a curriculum designed to promote UG's active skill building is to examine changes in UGs sense of teaching efficacy and their beliefs concerning children's learning and development.

Chapter IV: Review of Existing Curriculum

Through the design of a curriculum, I aimed to improve the quality of the language environment in Mi Clase Mágica (MCM) by supporting undergraduate's (UG's) capabilities to interact with young children in collaborative storytelling activities. However, before developing my own unique approach, it is necessary to review the existing curricular materials and methods commonly used to structure adults' interactions with young children in rich language activities.

I begin by reviewing the *Dynamic Assessment and Intervention: Improving Children's Narrative Abilities* (Miller, Gilliam, & Peña, 2001), a language assessment approach that also includes an instructional component. Then I review the *Storytelling/Story Acting* approach developed by Vivian Paley and colleagues (Cooper, 2009; Paley, 1984, 1988, 1990), a well-known pedagogy that places storytelling at the center of the early childhood classroom. Finally, I review the *Storytelling for the Home Enrichment of Language and Literacy Skills* (Boyce, Roggman, Jump, & Innocenti, 2009), a curriculum designed for use by home-visiting preschool teachers to promote storytelling between parents and their children.

In this review, I describe how each curriculum conceptualizes (a) the role of the adult and (b) the practice of storytelling in relation to the relevant theoretical constructs examined in the preceding chapter. Although the current curriculum design project will attempt to build on the established curricular practices of MCM, there is also a wealth of knowledge to be learned from other curricula that can be incorporated into the design of a new curriculum for MCM. I will identify various aspects of the curricula that may serve to enhance the design of a curriculum to address the needs of MCM's child and UG

participants.

Dynamic Assessment and Intervention

The Dynamic Assessment and Intervention: Improving Children's Narrative Abilities was designed by Miller, Gilliam, and Peña (2001) as a culturally and linguistically responsive approach to assess the development of children's oral language and narrative storytelling abilities. This approach is unique because it follows a *test-teach-retest* format, originally developed by Lev Vygotsky (Lake, 2012), that includes an instructional intervention within the assessment process.

The instructional component of the Dynamic Assessment and Intervention approach is defined by the authors as a Mediated Learning Experience (MLE; Miller, Gilliam, & Peña, 2001) and is typically conducted by a trained teacher or clinician. During the MLE, the assessor is instructed to begin by identifying a specific narrative storytelling ability the child scored poorly on during the first summative assessment (i.e. test) that is outline in the Dynamic Assessment and Intervention manual. The assessor then uses a range of strategies to teach directly to that specific skill, often using strategies that are slightly beyond the child's identified developmental level. The goal is to support the child in becoming an active learner of that narrative skill during the MLE.

These strategies are organized into a framework and referred to as Mediated Teaching Strategies (MTS). The MTS encourage children to learn new cognitive strategies for learning and provide opportunities for children to demonstrate their ability to learn these strategies. Teachers or clinicians are instructed to perform the following steps: (1) outline an *intention to teach* a specific skill, (2) explain the *meaning* of a specific skill, (3) demonstrate an *example* of that skill, (4) prompt the child to

hypothesize/transcendence the use of that skill, (5) help the child to engage in a *self-evaluation* of what they know about that skill, (6) help the child to create a *plan* to remember to use the skill in the future, and (7) prompt the child to *transfer* their knowledge of that skill to imagine an everyday situation or event in which they will use it (Miller, Gilliam, & Peña, 2001).

In this approach, Miller, Gilliam, and Peña (2001) conceptualize the role of the adult as that of a teacher or clinician, such as a school psychologist. Once the child is given the *retest*, the assessor examines if children's abilities have improved in response to the MLE. The assessor will then create a plan to continue using of the MTS or not. The authors also suggest that teachers can incorporate the MTS into their everyday classroom practice after the dynamic assessment is complete.

This approach also conceptualizes storytelling as "narrative thinking, or the conceptualizing and telling about the temporal and causal aspects of events" (Miller, Gilliam, & Peña, 2001; p. 1). The authors also emphasize how the acquisition of storytelling abilities and the development of narrative thinking are directly related to children's academic success in the classroom (Miller, Gilliam, & Peña, 2001). Furthermore, storytelling competencies are segmented and defined into distinct categories: (1) *story components*, (2) *story ideas and language*, and (3) *episode elements and structure* (Miller, Gilliam, & Peña, 2001; p. 7). Within each of these categories, there are more specific skills that children use to engage in storytelling.

Despite the strong features of this approach (i.e. storytelling and a detailed framework to support children's development), there are many reasons why the Dynamic Assessment and Intervention could not be implemented in MCM. For example, the MTS

is a structured process that requires trained teachers or clinicians who possess a great deal of expertise in working with children. The UG students who participate in MCM are only beginning to learn how to interact with young children in educational activities and are not prepared to implement all the features of such a structured approach. Additionally, many features of this approach are clearly too complex for the younger preschool children who participate in MCM and are only beginning to use the types of complex abilities this approach is designed to improve.

Training UGs to follow a Dynamic Assessment and Intervention approach during MCM would not be appropriate given the high degree of skill required to implement this approach. Therefore, an approach is needed to better support the development of UG's skills and abilities to interact with young children. However, some features of this approach should serve to guide the design of a curriculum to support UG interactions with children. For example, the narrative storytelling competencies outlined by this approach should be common features of collaborative storytelling interactions between children and UGs.

Storytelling/Story Acting

Vivian Paley is both a teacher and a researcher who is well known for pioneering the use of an innovative mixture of curriculum and pedagogy centered around children's storytelling and story acting. During her time as a preschool teacher, Paley used a storytelling/story acting (ST/SA) approach as the centerpiece of her classroom curriculum. She also wrote several books on the topic of children's storytelling based on her experiences using this approach (Paley, 1984, 1988, 1990).

ST/SA involves a series of steps that Paley describes in her books. First, the teacher or a familiar adult prompts a child to dictate a story of their choosing. The teacher will write down what the child has said verbatim while providing minimal guidance in shaping the content of the narrative. At a later time during the school day, the teacher will gather the entire class into a circle that is similar to a book read-aloud session. During this time the child's story is read aloud by the teacher to the class while the child author is encouraged to act out their story in front of the classroom with the assistance of their peers, whom he or she chooses. Using the terms that Ochs and Capps (2001) described in the previous chapter, the teacher's role in this curriculum ranges from being a passive listener to an active co-teller.

However, beyond these basic steps, Paley's books do not offer a detailed guide with suggestions and advice on how to implement the ST/SA curriculum. Recently, an avid follower of Paley's approach has filled this need. In her 2009 book, *The Classrooms All Young Children Need*, Cooper provides a step-by-step outline of the ST/SA approach. She also highlights examples of teachers who have implemented the approach and analyzes the research and theoretical basis to support its use in the early childhood classroom setting.

Cooper (2009) describes how this approach embraces a very child-centered perspective of storytelling, in which adults support children in creating and communicating their own stories through spoken words and physical gesture. This multi-modal approach helps to transform oral storytelling into a performance that may be more accessible to children with emergent language skills. Nicolopoulou (2007) has undertaken empirical studies of children's participation in this approach. Her studies

demonstrate how the experience of ST/SA supports children's abilities to produce more complex narratives compared to the narratives they compose in response to agendas shaped directly by adults. This method enables children to demonstrate what they are truly capable of in the context of the classroom setting, because children tell stories that are meaningful to them while accessing the support of their classroom community (i.e. teachers and peers).

Although the benefits of this approach are clear, implementing ST/SA in some classrooms may simply not be feasible. Cooper (2009) suggests that teachers and children often experience a lengthy process of adaptation before realizing the true value of this approach. She describes how ST/SA may require a dramatic shift in classroom norms in order to foster the kind of experiences that would be considered effective implementation of ST/SA. Implementing this approach may require preschool teachers to deviate far from their normal routine and expectations concerning children's learning. In some cases this is simply not possible. Moreover, for the purposes of MCM and this curriculum design project, ST/SA is not the optimal approach given the limitations discussed above.

Storytelling for the Home Enrichment of Language and Literacy Skills

As discussed in the previous chapter, researchers who have studied the SHELLS curriculum found many positive results for the parents and children who participated in this intervention. This section will offer a more detailed overview of the curriculum features.

A team of researchers and educators involved with the Early Intervention Research Institute at Utah State University (Boyce, Roggman, Jump, & Innocenti, 2009) developed the SHELLS curriculum. They originally designed the curriculum to be used

by home-visiting preschool teachers involved with the Early Head Start program. These teachers implemented the SHELLS curriculum while visiting the homes of families with infants, toddlers, and preschool age children. SHELLS is a multilayered approach involving parents, teachers, and children all working together on a range of curricular activities.

At its core, the SHELLS curriculum encourages families to participate in the process of making homemade books based on parent-child conversations. In this approach, storytelling is conceptualized as a practice that occurs naturally within the context of everyday parent-child conversations about meaningful experiences or past events. These storytelling and book-making activities are intended to promote children's language and literacy skills by building on the influence of children's natural environments, their family relationships, culture, interests, conversations, and interactions (Boyce, Roggman, Jump, & Innocenti, 2009). The authors of this curriculum recognize that parents are the main influence on a child's opportunities for early learning and they have designed a method to support the development of parents' capabilities in this role.

As a parenting-focused model, many features of the SHELLS curriculum are focused on supporting parents learning and development. To these ends, the authors have designed a series of tactics that home-visitors can use to collaborate with, engage, and encourage parents to support their children's use of language and literacy skills at home. These tactics are intended "to keep the parent in the parenting role… to respect the parent's expertise in that role, and to provide support and encouragement for the parent to stay and grow in that role" (Boyce, Roggman, Jump, & Innocenti, 2009; p. 25). The curriculum urges home-visitors to refrain from asking questions directly to the child.

Instead, they are instructed to talk directly to the parents in order to support them as they engage with children in conversation.

The SHELLS curriculum was designed for use with parents and families from culturally and linguistically diverse backgrounds with a wide range of skills, abilities, and needs. The authors describe SHELLS as a culturally sensitive, strengths-based approach because it is responsive to the interests and inclinations of child and parent participants. Although SHELLS was designed for use with parents, families, and home-visiting teachers, several features of this approach may be relevant to the design of a curriculum to support the development of UG's capabilities to interact with children in a rich language environment. In the design of a curricular approach for MCM, I intend to adapt and add to the use of tactics to collaborate with, engage, and encourage UGs to support children's use of language and literacy skills. I will interact directly with the UGs to implement these tactics during MCM.

The Next Step

After reviewing these curricula and the various ways in which they conceptualize adult-child interactions around the practice of storytelling, I began to design a curriculum to support the development of UG's capabilities to interact with children in collaborative storytelling activities.

Chapter V: The *Story Supports Toolkit* Curriculum

Based on my review of relevant educational research and curricula, there is a clear need to support undergraduate's (UG's) capabilities to interact with young children in rich language and literacy activities. Skilled adults who are knowledgeable about effective practices to support children's learning and development form the foundation of a high quality education for young children (Shonkoff, 2013). Like teachers and parents, the UG students who participate in Mi Clase Mágica (MCM) are important figures in children's lives. When they visit MCM, they are expected to engage in playful interactions to support the development of children's social and academic competencies. Along with these high expectations, UGs also deserve high-quality guidance and support.

I designed the *Story Supports Toolkit* curriculum, a collection of methods and materials to support UG's interactions with preschool children in collaborative storytelling activities. This curriculum was designed to support UG's (1) use of storytelling competencies, (2) use of the developmentally appropriate practice (DAP) framework and scaffolding techniques, and (3) sense of teaching efficacy. The design of a curriculum focused on supporting the development of UG's skills and abilities marked a more systematic and intentional approach than what I had previously practiced. By implementing the *Story Supports Toolkit* curriculum, I aimed to support the development of UG's beliefs and practices on multiple interconnected levels. This chapter outlines a comprehensive overview of the curriculum's goals, features, and relevance to the professional development standards outlined by the National Association for the Education of Young Children (NAEYC, 2009b).

Overarching Goal: Support Collaborative Storytelling Interactions

The development of complex oral language skills is one of the most significant accomplishments children experience during the early childhood period. However, the healthy development of these skills is dependent on opportunities to engage in close interactions with knowledgeable adults.

The overarching goal of this curriculum design project is to create a supportive environment where UGs and preschool children tell stories together and use complex language with one another. However, in order for this environment to exist, UGs must exercise a variety of complex competencies. The following three goals aim to support UG's development of the skills and inclinations needed to foster these high-quality collaborative storytelling interactions.

Goal 1: Support UG's Use of Storytelling Competencies

The *Story Supports Toolkit* curriculum aims to promote UG's use of basic storytelling competencies. These storytelling competencies include (1) *dialogue*, (2) *temporal order of events*, (3) *movement and gesture*, (4) *dialogic reading*, and (5) *complexity of vocabulary*. Research-based assessments of children's language and narrative abilities have identified these competencies as fundamental aspects of children's storytelling during the early childhood period (Hedberg & Westby, 1993; Miller, Gillam, & Peña, 2001).

Storytelling is a rich interactive context that requires the use of complex elaborative language. Storytelling is emphasized to encourage UGs use of complex scaffolding techniques and other features of the DAP framework. Moreover, UG's use of

these practices foster the type of rich oral language interactions that support the development of children's academic competencies. UGs also gain a greater appreciation for the use of storytelling as means to support children's learning and development.

Goal 2: Support UG's Use of Developmentally Appropriate Practices

The *Story Supports Toolkit* curriculum aims to enhance UG's use of the DAP framework to support children's learning and development. Curricular materials and activities were designed to encourage UGs to develop a broad repertoire of practices to support children's participation in collaborative storytelling activities. Along with the use of DAP framework, UGs gain a greater understanding of children's learning and developmental abilities. The aim of this goal is to align UG's learning and development with a key element of the NAEYC Standards for Early Childhood Professional Preparation: "using a broad repertoire of developmentally appropriate teaching/learning approaches" (NAEYC, 2009b; p. 14).

Goal 3: Support UG's Sense of Teaching Efficacy

The overarching goal of the *Story Supports Toolkit* curriculum is to support collaborative storytelling interactions between UGs and children. However, this goal will only be realized if UGs possess a strong sense of confidence in their ability to foster these high-quality interactions and support children's learning and development. This type of confidence is commonly described as teaching efficacy: the "belief that one has the skills and abilities to bring about student learning" (Gibson & Dembo, 1984; p. 573). The *Story Supports Toolkit* curriculum aims to improve UG's sense of teaching efficacy. A set of commenting, questioning, and encouragement tactics is used to support UG's interactions

with the children and enhance their sense of teaching efficacy.

The *Story Supports Toolkit* Curriculum

The *Story Supports Toolkit* curriculum was designed to scaffold UG's interactions with children in collaborative storytelling activities. However, it is important to recognize that UG's use of storytelling competencies can take place across the variety of educational materials and activities already in use at MCM, allowing UGs to follow children's interests toward any activity while practicing storytelling competencies along the way.

The *Story Supports Toolkit* curriculum is intended to scaffold UGs by using a combination of materials and methods that include: (1) written guidelines called *task cards* that outline effective teaching strategies and relevant information about children's development of each storytelling competency, (2) activities to introduce the task card competencies, (3) opportunities for UGs to observe the use of DAPs and storytelling competencies being modeled by a peer or the program coordinator, and (4) a series of question asking and encouragement techniques used to support UG's development of skills and understanding during their work with children.

During the implementation of this approach, UGs follow the normal MCM routine of working one-on-one with children during 30-minute long teaching and learning sessions. Children always agree to participate in these sessions on a voluntary basis. At the beginning and end of each session, there are activities for UGs to engage in thinking and talking about their use of each storytelling competency and other topics of interest. UGs will be asked to think intentionally about ways to emphasize the storytelling competencies and relevant teaching strategies outlined in the task cards.

Every day during the implementation period, a task card is handed out and UGs are given opportunities to learn about the content. Immediately before the start of each session, the program coordinator will organize a variety of activities to introduce UGs to the content written on each task card. These activities will prompt UGs to engage in a review of these materials and think intentionally about ways to incorporate each competency into their work with the children (see the section titled *Activities to Introduce Task Cards* below for more information). UGs are then asked to create opportunities to utilize and encourage children's use of each storytelling competency. The UGs will also have opportunities to observe their peers use of teaching practices and storytelling competencies. Finally, the use of a curriculum to promote UG's capabilities to interact with children in collaborative storytelling activities is expected to enhance UG's participation in other assignments associated with the university practicum course such as essay and field note writing.

Curricular Features

A total of five curricular features constitute the *Story Supports Toolkit* approach. These features were either designed specifically for the purposes of this project or adapted from established sources to fit the needs of this approach. A table outlining how each curricular feature is related to the stated project goals is included below.

Table 1: Curricular features and goal chart

Curricular Features	**Overarching Goal: Support UG's interactions with preschool children in collaborative storytelling activities**		
	Goal 1: Support UG's use of storytelling competencies	**Goal 2: Support UG's Developmentally Appropriate Practices (DAPs).**	**Goal 3: Promote UG's sense of teaching efficacy**
1. Orientation	✓		
2. Task cards	✓	✓	
3. Activities to introduce task cards	✓	✓	
4. Tactics: Commenting, questioning, and encouragement	✓	✓	✓
5. Readings	✓	✓	
6. Field notes		✓	✓

1. Orientation. Traditionally, at the beginning of every quarter, UGs are given an orientation to the MCM program when the program coordinator introduces the typical program routine. Orientation activities include a group icebreaker activity, a power point slide presentation (see Appendix), and a visit to the children and teachers in their classrooms.

At the start of the curriculum implementation period, I revised the orientation to provide students with an overview of the *Story Supports Toolkit* curriculum and a rationale for the focus on storytelling. I revised my original power point slide presentation (see Appendix) to highlight the implementation of this curriculum and all of the curriculum features.

2. Task cards. A total of five task cards were developed to outline each storytelling competencies and the relevant teaching practices associated with each

competency. The task card format was originally developed by a group of researchers at UCSD who designed the La Clase Mágica and Fifth Dimension university outreach programs (Cole & The Distributed Literacy Consortium, 2006; Vásquez, 2002). Researchers involved in these initiatives developed task cards as "the tool to regulate the relation between play and education" (Cole & The Distributed Literacy Consortium, 2006; p. 54) among children and students in the after school programs. "In principle, every time a child played a [program activity] game, his or her engagement was mediated by a task card that specified what the child had to accomplish to get credit for 'beginner,' 'good,' or 'excellent' performance of the activity in question" (Cole & The Distributed Literacy Consortium, 2006; p. 54).

For many years, the MCM program maintained the tradition of using task cards that were designed for the La Clase Mágica programs. These task cards were designed to be used by both children and UGs, and typically focused on information relevant to specific activities such as computer games and online activities. Although these task cards were useful, they did not offer advice or information relevant to the unique developmental needs of preschool children.

In 2012, MCM program activities began to shift away from the use of computer games and online activities. This prompted the design of new task cards to specifically reflect MCM activities and the developmental abilities of preschool age children. The principal investigator of the MCM program, Professor Alison Wishard Guerra, and I created the first revised task card. It was focused specifically on *reading and reminiscing* strategies (i.e. language strategies). We addressed the content of the task cards to be read by UGs with the intention of providing them with information relevant to the unique

developmental needs of preschool age children. We hoped that these task cards would provide UGs with an entryway into their interactions with children.

The current task card format has undergone many revisions and looks very different compared to original versions. A principle goal of this research in curriculum design project was to expand the development of task cards that contain developmentally appropriate content to guide UGs in their interactions with children. The designed task cards focus on introducing teaching practices UGs can use to promote rich storytelling interactions with children.

The task cards I have developed are also intended to provide UGs with a basic foundation for understanding narrative storytelling competencies and relevant teaching strategies. Each task card focuses on one storytelling competency, displaying a synthesis of effective teaching strategies and advice outlined in the extant literature related to that competency (Bodrova & Leong, 2007; Boyce et al., 2009; Miller, Gillam, & Peña, 2001; Stadler & Ward, 2005) and combined with information relevant to our MCM program.

The task card content is also outlined according to levels of complexity that follow children's developmental stages of beginner, middle, and later. Use of these categories is intended to help UGs understand how each competency might be displayed at various levels of a child's *zone of proximal development* (Bodrova & Leong, 2007).

Complexity of Vocabulary

Goal… to help children explore the meaning of complex and figurative (i.e. non-literal) words
… to teach children the concept that stories should contain words and phrases that are complex and figurative

Importance…
… good stories contain a variety of words, ranging from literal to metaphorical. In these stories, the narrator adds modifiers to make the descriptions more interesting.
… narrators often use synonyms to help the listener understand potentially ambiguous words.
… good stories contain words that elaborate on basic ideas, including figurative language to convey nuances in meaning, which provide a rich texture for the listener.

Beginning	Middle	Later
Stages of children's vocabulary development		
A child's beginner story contains literal vocabulary; the words are basic and unelaborated	A child's good story includes *one* or *two* examples of figurative/non-literal modifiers that are beyond basic (ex. "*the hot, yellow sun*" or "*mommy's dress looked like a flower*")	A child's expert story contains several examples of figurative/non-literal vocabulary and/or words that convey nuances
Teaching practices to promote complexity of vocabulary		
1. Focus on commonly used vocabulary: Use a familiar book to find commonly used vocabulary. Extend vocabulary from the book reading by repeating it again during a later activity (ex. during puppet play)	1. Explore the meaning of a commonly used word to uncover the child's understanding of that word.	1. Add new meaning to their understanding of a commonly used work (ex. "everyone can *teach*, not just *teachers*. You can *teach* me about…!")
2. Focus on unfamiliar vocabulary: (ie. words that do not normally come up in conversation): use a familiar book to find new vocabulary. Extend vocabulary from the book reading by repeating it again during a later activity (ex. during puppet play)	2. Explore the meaning of unfamiliar vocabulary; use child friendly language to give meaning to an unfamiliar word	2. Help the child to practice writing a new word. Model how to write the word yourself then help them to trace your writing

Figure 1: Complexity of vocabulary task card (See Appendix for more task cards)

3. Activities to introduce task cards. A total of six activities are used to introduce the content of the task cards to the UGs before they begin to work with the children. These activities prompt UGs to plan and think reflectively about how to use the task card teaching practices and storytelling competencies while working with the children.

Coordinator modeling: The program coordinator works with a child one-on-one to model the use of task card practices while the UGs observe. The goals are to (1) allow the coordinator to model the use of task card practices and (2) foster the understanding that observing and being observed will be a commonplace activity, one that involves active participation by UGs as well as the program coordinator.

The coordinator organizes the first 25 minutes of the session to work with one child to model the use of task card strategies while the UGs observe. While working with each of the three children, the coordinator should refer to the task card regularly and try to match my teaching strategies to each child's developmental level. This activity is most appropriately used during the beginning of the academic quarter when students are new to MCM and eager to observe what the process of working with preschool children during MCM looks like.

Peer modeling & observation: The UGs observe their peers and try to identify examples of strategies utilized from the task cards. While they are observing, the UGs will have copies of the task card and a *Record of Activities* form (see Page 57 for more information). The program coordinator encourages UGs to read through the task card and fill out the form as if they were their peer working with the child. Comments from UGs have indicated that this was the most benifical activity.

Pick a friend: UGs are allowed to choose which child they will work with during

the first group of the MCM session. UGs are asked to think about their prior knowledge of that child and select a task card teaching practice that is individually and developmentally appropriate for that child.

Group discussion: The program coordinator facilitates a large group discussion to talk about UG's prior and planned experience concerning the use of task card strategies and storytelling competencies. The program coordinator ask UGs to share examples of how they used a storytelling competency or if they observed any examples of children using a storytelling competency during the session.

The activity should begin by sitting together with the UGs in a circle to talk as a group before or after they finish working with the children. In addition to discussing other general topics, the program coordinator provides specific advice to utilize the task card and encourages students to share their prior experiences. The program coordinator prompts UGs to recall examples of when they had observed children's use of a task card strategy in the past.

Think–pair–share: This activity begins when the coordinator prompts UGs to think about a strategy for how they plan to utilize a task card teaching practice or storytelling competency with a child. The UGs have a few moments to think before they pair up with a partner to share their own ideas and listen to their peer.

Partner practice: This activity prompts UGs to practice implementing the task card strategies with one another. While one UG attempts to utilize a task card strategy the other acts out how a child might respond.

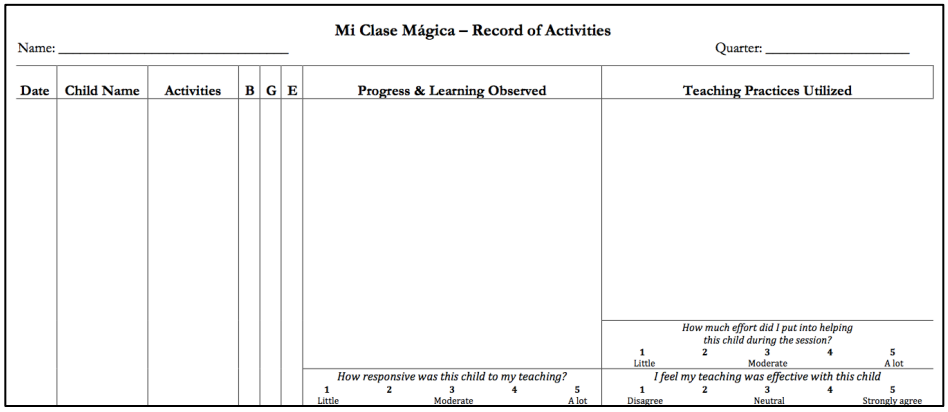
4. Tactics: Commenting, questioning, and encouragement tactics to support UG-child interactions. UG's storytelling interactions with children are further scaffold by the program coordinator's use of a variety of tactics to comment, question, and provide encouragement to support UGs during their interactions with children. During implementation sessions, the program coordinator follows a series of tactics that are adapted from the *storytelling for the home enrichment of language and literacy skills* (SHELLS; Boyce et al., 2009) curriculum. These tactics were originally designed by researchers for Early Head Start programming, intended for use by home-visiting teachers to support parent-child interactions and conversations around emergent language and literacy activities. The tactics fall within three categories that include (1) making supportive comments based on my observations of UGs, (2) asking UGs about their perceptions, and (3) offering information and materials (see Appendix for the complete set of tactics).

When using these tactics, the coordinator talks directly to individual UGs before, during, and after their interactions with children in order to provide relevant support for the use of storytelling competencies and other teaching practices. These three categories of tactics are intended to support UG's interactions with children, helping them recognize opportunities to use storytelling competencies, and encouraging them to feel competent and capable in their use of language and literacy practices at MCM. This guidance is intended to provide UGs with the knowledge to work effectively with children in storytelling activities and then lead toward a greater sense of self-efficacy concerning their personal abilities to interact with children and beliefs about teaching in general.

5. Readings. Once a week, during an on campus practicum course meeting, UGs

and the program coordinator participate in a reading discussion lead by Dr. Alison Wishard Guerra. The UGs receive a set of readings that cover topics concerning language and narrative development among preschool age children, with an emphasis on cultural context and school readiness skills. Readings were selected to offer a broad rationale for our focus on supporting children's oral language development and participating in storytelling activities (see Appendix section for a full list of relevant readings). Readings are primary source research reports or literature reviews of relevant research that were chosen to align with the practicum course requirements.

6. Field Notes. For each child they interact with, UGs are asked to write brief field notes documenting their teaching and learning interactions on the *Record of Activities* form. The process of filling out this form prompts UGs to write about their teaching as well as children's learning during the session. Writing these notes served as both a learning experience for UGs and a source of data for research. This offers a learning experience for the UGs as they think reflectively and introspectively about their experiences working with children. This document has long been in use at MCM, but several categories were revised and added to suite the purposes of this curriculum.



Mi Clase Mágica – Record of Activities

Name: _____ Quarter: _____

Date	Child Name	Activities	B	G	E	Progress & Learning Observed	Teaching Practices Utilized
						How responsive was this child to my teaching? 1 Little 2 3 Moderate 4 5 A lot	*How much effort did I put into helping this child during the session?* 1 Little 2 3 Moderate 4 5 A lot *I feel my teaching was effective with this child* 1 Disagree 2 3 Neutral 4 5 Strongly agree

Figure 2: Record of activities form (See Appendix for full document)

The previous categories include (1) activities and materials utilized, (2) a rating of the child's developmental level as being beginner, good, or expert, (3) examples of child progress observed, and (3) examples of child learning observed. For the purposes of this curriculum design project, the child progress and learning observed categories were combined into one and are no longer explicitly differentiated because they were so similar in meaning and often confused by UGs.

Several categories were added to this document for the purpose of this curriculum design project. The first category prompts UGs to write about their *teaching practices utilized*. Three additional categories ask UGs to respond to a series of Likert scale questions: (a) How responsive was the child to this teaching strategy? (b) How much effort did I have to put into helping this child with the teaching strategy concepts? And (c) I feel my teaching was effective with this child. The response to each Likert scale item was given on a five-point scale from (a) *strongly agree* to *disagree* and (b) *little* to *a lot*.

These categories were added in an intentional effort to prompt UGs to reflect on their use of storytelling competencies and teaching practices. Research that has examined student teacher's sense of teacher efficacy found that self-reflection may cause UG's feelings of general teaching efficacy to decrease (Hoy & Woolfolk, 1990). This decrease may indicate UG's growing awareness for the complexity of teaching.

Curricular Materials for Children

The MCM program coordinator and director carefully selected a number of curricular materials to support children's oral language and emergent literacy learning by facilitating joint activity and talk between preschool children and UGs. These materials

were both store bought and homemade. Homemade materials have been designed by the program coordinator, director, and UG students.

A number of these curricular materials were specifically included to promote opportunities for UG and preschool children to engage in rich storytelling interactions. These materials include (a) felt boards and felt pieces depicting fairy tale and familiar imagery (store bought and homemade); (b) hand puppets (store bought and homemade); (c) published children's books (store bought); (d) book making templates (homemade); (e) drawing templates (store bought and homemade); (f) *tell me a story* storytelling cards used to arrange fairy tale imagery in a sequential order and prompt players to narrate relevant stories (store bought); (g) sequencing cards (store bought and homemade) with imagery depicting a specific sequential order.

Connecting the *Story Supports Toolkit* Curriculum to the Standards

By implementing this approach, I sought to align the UG's experiences in MCM with the Standards for Early Childhood Professional Preparation outlined by the National Association for the Education of Young Children (NAYEC, 2009b). The NAEYC (2009b) offers a definition of the term *field experience* that includes "field observations, fieldwork, practica, and undergraduate teaching" (p. 10). The experiences that UGs have in MCM can be understood as field experience, but the standards also point to examples of evidence that indicate how the *Story Supports Toolkit* curriculum can strive to improve the quality of field work experiences for UGs.

One indicator of quality that is consistent with the NAEYC Standards is the provision of field experiences that are "well planned and sequenced, and allow students to integrate theory, research, and practice" (p. 6). I expect that the intentional

opportunities for UGs to learn about the development of storytelling competencies and DAP connects to this indicator of quality.

The NAEYC (2009b) standards also indicate that field experiences should be "supported by faculty and other supervisors who help students to make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality" (p. 6). The use of these tactics may encourage UGs to develop a greater understanding of developmentally appropriate, high-quality teaching practices.

Chapter VI. Implementation of the *Story Supports Toolkit* Curriculum

This chapter will provide an overview of a 10-week period when the *Story Supports Toolkit* curriculum was implemented. I begin by describing *Mi Clase Mágica* (MCM), the university outreach program this curriculum was specifically designed for. Then I describe undergraduate's (UG's) interactions with each of the curricular materials and activities during the implementation period.

Mi Clase Mágica: A Context for the *Story Supports Toolkit* Curriculum

This research in curriculum design project was specifically designed to be implemented with the MCM university outreach program (Mi Clase Mágica and The UC Links Preschool Study, 2013). MCM bridges both ends of the educational pipeline by bringing UGs together with preschool children to participate in playful educational activities. In the process, MCM exists to fulfill a variety of overarching goals: University outreach, service to low-income communities, service-learning for UGs, and research for university faculty and students. The common thread between these distinct goals is to expand educational opportunities for the UGs and children who participate in this program.

The design of curriculum is integral to the success of this common goal. The *Story Supports Toolkit* curricular approach was designed to support UG's interactions with children in rich language and literacy activities through a focus on oral storytelling activities.

Implementation Setting

MCM program activities were held in a small room at a local Head Start preschool (Office of Head Start, 2013). The room was located outside of the traditional preschool classroom setting where children only visit during program activities. This room is a shared space between MCM, preschool staff, and the La Clase Mágica program for elementary school age children. However, every Monday and Wednesday mornings I arranged the room specifically for MCM program activities.

The room was separated into two sections by a puppet theatre that was placed in the middle. On both sides there was open carpet space for UGs and children to sit together on the floor, working at near eye level. A variety of curricular materials were laid out on the floor to be made accessible for everyone. One computer, located in the corner of the room, was loaded with a preschool appropriate educational computer game and made available for use during the sessions.

Each side of the puppet theatre was set up with different materials. Stored on one side of the puppet theatre were more traditional literacy materials such as books, puzzles, drawing materials, etc. Books were stored in a holder on the wall to be made accessible for everyone. On the other side of the puppet theatre were materials such as puppets, felt boards, and other props to encourage more active pretend play. During MCM, children and UGs were encouraged to work with any of the curricular materials and activities available and storytelling was encouraged to take place on both sides of the room.

MCM Program Routine

Every academic quarter, a group of UGs from the University of California, San

Diego (UCSD) spend 9-10 weeks attending MCM program activities. From 9 a.m. to 11 a.m. on Monday and Wednesday mornings each week, the UGs participated in two-hour long teaching and learning sessions with children at MCM. During this time, each UG worked one-on-one with 3 children on average for roughly 30-minutes each.

At the beginning and end of each session, the UGs and I talked as a group for 5-10 minutes. This was a time for me to implement task card introduction activities and also encourage UGs to share their perceptions of the day's activities. In between the 30-minute sessions, UGs were asked to write brief field note reports documenting their interactions with children.

When children first arrived they were always asked to choose a book to read from the collection and then find a "friend" (i.e. UG) to work with. Although children are encouraged to choose which UG they wanted to work with, UGs were also encouraged to approach children who they had worked with during previous sessions.

The Undergraduate Students

The undergraduate students (UGs) who attended MCM during the implementation period were enrolled in the Education Studies Department's 199-independent study course at UC San Diego for a pass-no-pass grade. A total of 7 female UGs attended MCM program sessions during the full implementation period. The UGs were pursuing majors in a variety of departments such as Psychology, Sociology, and International Studies. One UG was pursuing a minor in Education Studies. Each UG had unique goals and interests in regard to what they had hoped to learn from this experience. However, all of them expressed a strong interest to learn about child development and work with preschool age children.

The course required UGs to make twice-weekly visits to one of two community preschool sites, including MCM. By visiting the sites associated with this course, UGs could satisfy their college practicum course requirement. The site visits were designed to provide UGs with opportunities to apply theory to practice; applying the concepts they learned in the university classroom setting to their teaching and learning interactions with children in community-based settings. During their time at site, the UGs were expected to act as participant observers; interacting with children in playful learning activities while writing field notes to document children's learning and development. In previous quarters, UGs were typically encouraged to interact with children using a *culturally relevant* and *child-centered* approach (La Clase Mágica, 2013).

Prior to their enrollment in this course, all of the UGs had at least some experience working with school age children. However, two of the UGs did not have any experience working with preschool age children. One of the UGs held a part time job during the implementation period working as a classroom aide with the university early childhood education center. Despite this range of prior experience, at the beginning of the quarter all of the students indicated that they felt comfortable working with preschool children and indicated an eagerness to learn more.

In addition to attending MCM sessions twice per week, UGs were also required to attend a practicum course meeting once per week with classmates and the course instructor on campus in the Education Studies Department. This practicum course was taught by Dr. Alison Wishard Guerra, principal investigator of the UC Links Preschool Study and MCM. Readings and discussion topics focused on early childhood education, early language and literacy development, teacher-child relationships, and parent-child

relationships. Course content requirements for the UGs are to complete weekly field note writings, course readings, and engage in the design of curricular activities and materials for MCM. I also attend these meetings to participate and occasionally lead group discussions. Only one student was not required to attend the practicum course meeting and complete weekly readings, she was only required to participate in MCM program activities. Although the implementation of the *Story Supports Toolkit* curriculum was intended to align with the content of the practicum course, the UG's grade in this course was not related to their level of participation in the curriculum.

The Preschool Children.

The children at the Head Start preschool were between the ages of 3- and 5-years old. Head Start preschool programs exist to serve children from low-income backgrounds. Parents were eligible to enroll their children in the Head Start preschool if their yearly earnings fell below a designated low-income level. The children and their families came from diverse ethnic backgrounds. A majority of the children (88%) were dual language learners (DLLs) who were regularly exposed to more than one language across home and school settings. A total of 64 children spoke some Spanish and had family members who spoke Spanish at home. One child's family spoke Burmese. Although English was the predominant language of instruction by teachers in the preschool classrooms, Spanish was also spoken regularly. All of the children were learning to speak English in the classroom setting.

The Mi Clase Mágica Program Coordinator

As the MCM Program Coordinator, I worked to scaffold learning and development for both UGs and children. I designed playful learning activities for children and guide UGs toward the practice of developmentally and culturally appropriate pedagogy. By designing the *Story Supports Toolkit* curriculum, my focus was to better support UGs during the time they visit MCM.

As described in chapter one, the MCM program, which was once focused on digital literacy and basic book reading activities, has undergone changes to shift the focus of program activities toward rich language and literacy interactions. For two years prior to the design of this curriculum, research findings from the UC Links Preschool Study had served to guide MCM program activities toward rich language, literacy, and storytelling activities intended to support children's early language and literacy development. Along with guidance from Dr. Alison Wishard Guerra, the Principal Investigator of this project, I played a key part in facilitating the transformation of our program curriculum in response to this research. After nearly two academic school years, these adaptations had demonstrated signs of success. For example, I observed MCM UGs using more language in more visibly complex and elaborative ways than what I observed during previous years. This *Story Supports Toolkit* curriculum is a primary example of my efforts to continue expanding this curricular focus at MCM.

However, after two successful years of designing and implementing these new program curricula, it is apparent that our approach has overlooked one necessary means to cultivate a rich language and literacy environment: curricular strategies to support UG's understanding of and interactions with children in storytelling activities.

Overarching Research Context

The MCM program is one component of a larger research project that serves to guide the development of this *Story Supports Toolkit* curriculum. The UC Links Preschool Study is a research project at UCSD designed to study early social and cognitive development among low-income preschool children from culturally and linguistically diverse backgrounds (Wishard Guerra, March 2012). The design of the *Story Supports Toolkit* curriculum was guided by developmental research that influenced the development of curriculum at MCM during the previous two years. For example, one component of the UC Links Preschool Study was to examine children's emergent language and literacy development. The *Story Supports Toolkit* curriculum strived to build on this established storytelling emphasis by nurturing these skills among the UG students who participate in our MCM program.

This project UC Links Preschool Study is directed by Professor Alison Wishard Guerra. The study had undertaken a battery of research assessments on children's oral language and emergent literacy skills during the previous three years. The results demonstrated a need to focus the instructional and curricular emphasis of MCM toward activities that cultivate children's early language and literacy skills. In particular, the need to provide Spanish-speaking children with increased opportunities to engage with educational activities that support oral language development (Wishard Guerra, March 2012).

The amount of time that program participants spent participating in rich language and emergent literacy activities increased compared to previous quarter when UG-child pairs were focused on computer activities. The bulk of our activities related to emergent

literacy activities such as storytelling, book reading, and book making, which are important activities to support children's development in the language and literacy domains. During this time, I was amazed to witness the quality of UG-child interactions increase and I was very eager to see this curricular focus progress even further.

The UC Link Preschool Study is funded by an organization called University-Community Links "a network of university and community partners, working together to create and sustain innovative after-school programs" (uclinks.berkeley.edu). An overview of this study and curriculum design project was presented by the author at the annual UC Links conference (Carr, 2013).

Implementation methodology

In my role as the MCM Program Coordinator, I worked closely with the UGs and was responsible for supervising their interactions with preschool children and supporting their application of theory to practice. When I became a graduate student, I took on a dual role as a program coordinator and a researcher. Through the development and implementation of this *research in curriculum design* project, I came to perform the role of *teacher-researcher* (Hubbard & Power, 2003). My efforts to improve program practices through the design of curriculum led me to make a systematic inquiry by examining the relationship between educational theory, designed curriculum, and practice.

The curriculum design, implementation, and evaluation process followed a design-based methodology (The Design-Based Research Collective, 2003). Materials and activities were implemented and revised through an iterative process. A pre-implementation period was utilized to test and refine the curriculum before the full

implementation period. During the full implementation period, curriculum was revised and adapted in response to participants' feedback from one cycle of implementation to the next.

Pre-Implementation

During the Winter academic quarter 2013, I began a pre-implementation period that introduced UGs to all four features of the *Story Supports Toolkit* curriculum: one task card, activities to introduce the task card, the tactics, and field note reports. Pre-implementation lasted a total of 6 sessions during a 3-week period. A total of three UGs attended MCM program sessions during the pre-implementation period.

One important realization I had during the pre-implementation period was how helpful it was to use the commenting, questioning, and encouragement tactics. Before I started using these tactics, I found it very difficult to provide UGs with helpful encouragement and advice that would lead to discouraging their use of developmentally inappropriate practices and behaviors. Prior to the use of these tactics, I often felt that I was too heavy handed with my advice. On a couple of occasions when I attempted to discourage UGs use of behavior that I observed to be developmentally inappropriate by suggesting they use different strategies, UGs responded in an argumentative tone and did not appear to take my advice into consideration. Additionally, when I began to use the tactics, I followed an approach of talking directly to the UGs during their interactions with children. This proved to be much more difficult and somewhat unnatural compared to talking with them one-on-one before and after they worked with the children. My desire to foster more positive UG-child interactions was not represented by the type of

less-nurturing interactions I was fostering with the UGs. I realized that my approach needed to change.

During the pre- and full-implementation period, I made great efforts to adapt my use of tactics to support UG's interactions with the children. I began to focus on identifying specific instances UGs using developmentally appropriate practices and behaviors. When I identified these behaviors, I took time to point them out both during and after the UG's interactions with the child and I continued to encourage their use of these positive behaviors in subsequent sessions.

Implementation

The implementation period took place over the course of nine weeks during the spring academic quarter 2013. The following section describes how each curricular feature was implemented.

1. Orientation. The first week that UGs visit MCM is always dedicated to program orientation activities. Typical orientation activities include bringing UGs to meet the children and teachers on the playground or in their classrooms during the circle time or educational activities time. During the implementation period, the orientation activities and materials were adapted to reflect the new curriculum.

During the orientation session, I spoke with the undergraduates as a group to introduce the different features and goals of the approach. I took this opportunity to pass out a letter addressed to the undergraduates outlining the details of the *Story Supports Toolkit* curriculum (see the appendix section for a copy of the full letter). I explained how this approach sought to support their use of storytelling competencies with children. I

explained how these competencies could be applied across any number of the curricular activities that were already common to MCM.

I also reminded the UGs about my plans to talk with them throughout the sessions, offering comments intended to support their interactions with the children. I explained how these commenting techniques also sought to enhance their feelings of self-efficacy when working with the children. I began to utilize the tactics with UGs on the first day when we went outside to meet the children on the playground, making observations and speaking directly to UGs during their interactions with the children.

Table 2: Orientation implementation timeline

Curriculum Feature		Spring Quarter 2013									
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
1.	**Orientation**	✓									

2. Task Cards. Over the course of nine weeks during the implementation period I introduced UGs to five task cards. When I introduced the first task card, I explained how the purpose of the task card was to promote the use of storytelling competencies during their interactions with children by offering helpful information, ideas, and strategies. I encouraged the UGs to help me brainstorm ways to utilize these competencies while working with children on any of the normal curricular materials and activities that were already common to MCM.

I set out to introduce the task cards by following a fixed time schedule of one task card per week and a progression from easy to difficult. However, as we began to use the task cards I realized the UGs needed extended periods of time to continue using them due to absences, holidays, perceived difficulties or confusions. So I chose to extend the use of

a task card or revisit it whenever the UGs indicated a need to do so.

I always introduced the UGs to the use of task cards in a collective and repetitive manner. By this I mean that every student practiced using the same strategies on the same days, together as a group. I also emphasized the use of each task card for several days in order to allow students many opportunities to utilize the same competency with different children.

For example, I decided that it would beneficial to revisit the *Temporal Relationships* task card two weeks after the first use instead of introducing a new task card like I had initially planned to do. In conversations with the UGs, they indicated how these teaching strategies were particularly difficult to utilize and we agreed that it would be beneficial for the UGs to have another opportunity to revisit the use of this storytelling competency.

Table 3: Task card implementation timeline

Curriculum Feature		**Spring Quarter 2013**									
		Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
2.	**Task cards**										
	Knowledge of dialogue task card		✓	✓							
	Temporal relationships			✓	✓			✓	✓		
	Movement and gesture				✓	✓					
	Dialogic reading						✓	✓			
	Complexity of vocabulary									✓	✓

Throughout the implementation period, I organized seven different activities to introduce the task cards. The design of *activities to introduce task cards* changed throughout the quarter. I tried to regularly introduce new activities and I revisited the activities that UGs indicated a preference for (ex. *pick a friend* and *peer observation and modeling*). I recognized that explicit instruction and modeling of how to use these materials was necessary, in addition to practice.

3. Tactics. I employed the use of tactics for commenting, questioning, and encouragement throughout the implementation period. However, as the implementation period progressed, my pedagogy adapted and improved.

In the early weeks of implementation and during the pre-implementation period, I regularly utilized the tactics only when UGs were actively working with the children. The use of the *peer modeling* task card introduction activity served to alter my use of tactics in a beneficial way. During the time when UGs would be selected to do observations of their peers, I was able to talk with them one-on-one about observations that interested them or observations I had made of them during previous sessions. I created a comfortable time for me to offer my comments and for the UGs to respond with their own opinions and observations. However, I continued to utilize the various tactics while students were working with the children even on days when the *peer modeling* activity was taking place.

Table 4: Tactics implementation timeline

Curriculum Feature		Spring Quarter 2013									
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3.	**Tactics: Commenting questioning, and encouragement**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

4. Readings. Weekly readings were assigned to the UGs throughout the implementation period. These readings included articles from scholarly journals and magazines, book chapters, and online sources including one video. With the help of Dr. Wishard Guerra, I chose readings that were intended to introduce students to broad foundational concepts in the study of child development and early childhood education, as well as readings that were specifically related to the curricular focus on children's oral language and narrative development. A list of suggested readings can be found in the Appendix section.

Chapter VII. Evaluation of the *Story Supports Toolkit* Curriculum

The overarching goal of the *Story Supports Toolkit* curriculum was to improve undergraduate's (UG's) capabilities to interact with preschool children in collaborative storytelling activities. In addition to the design and implementation of this curriculum, I collected three sources of data to evaluate UG's participation in Mi Clase Mágica (MCM) during the curriculum implementation period.

Based on the review of literature included in chapter three, I developed a plan to evaluate UG's self-reported (a) sense of teaching efficacy, (b) beliefs about early language and literacy skills, and (c) teaching practices utilized. UG's beliefs and practices were compared to my own observational data of their interactions with children during the implementation period. A comparative analysis of self-reported and observational data sources was undertaken to examine if each data source reported similar findings concerning UG's beliefs and behaviors. This method of analysis is known as *triangulation* (McMillan & Wergin, 2010), and it serves to enhance the credibility of the evaluation design and potentially strengthen the validity of individual findings.

I first provide an overview of the data collection measures and the methods of analysis undertaken for each source. I conclude by outlining the relevant findings according to each of the goals identified at the outset of this research in curriculum design project:

Overarching goal: Support collaborative storytelling interactions.

Goal 1: Support UG's use of storytelling competencies.

Goal 2: Support UG's use of developmentally appropriate practices (DAPs).

Goal 3: Support UG's sense of teaching efficacy.

Data collection

In order to examine the UG's participation in MCM during the implementation of the *Story Supports Toolkit* curriculum, I collected three sources of data from all seven of the UGs to examine changes in their beliefs and behaviors. These data sought to capture (1) UG's perceptions of their experiences during MCM, (2) changes in UG's thinking from the beginning to the end of the quarter, and (3) my observations of UG behaviors. Multiple sources of data are analyzed for similar patterns reported across different sources. A chart outlining how each data collection strategy was used for the evaluation of each goal is included below:

Table 5: Data collection strategies and goals

Data Collection Strategies		**Overarching Goal: Enhance UG's interactions with preschool children in rich language activities**		
		Goal 1: Support UG's use of storytelling competencies	**Goal 2: Support UG's use of Developmentally Appropriate Practices (DAP)**	**Goal 3: Support UG's sense of teaching efficacy**
1.	Survey data	✓	✓	✓
2.	UG field notes	✓	✓	
3.	Observational field notes	✓	✓	✓

Data was collected over the course of ten weeks during the spring quarter 2013.

Table 6: Data collection timeline

Data Collection Strategies		**Spring Quarter 2013**									
		Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
1.	Survey data	✓									✓
2.	UG field notes		✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Observational field notes		✓	✓	✓	✓	✓	✓	✓	✓	✓

1. Survey data

Each UG responded to an online survey immediately before and after the 10-week implementation period. The survey items were grouped into three distinct categories: (A) project specific items, (B) children's early language and literacy skills items, (C) sense of personal and general teaching efficacy items (see Figure 12 for the complete list of pre- and post-survey items). Each of the three survey item categories will be discussed below in further detail.

The pre- and post-implementation surveys had a few minor differences. Only one of the pre-implementation survey items was not included in the post-survey[1]. Additionally, the option to provide a written response to each of the items was added on the post-survey. UGs were prompted to describe how their ideas had changed since the beginning of the quarter. By soliciting these written responses, I sought to build a large collection of anecdotal evidence to better understand the rationale behind the UG's responses to the survey items they felt most compelled to write about.

A. Project specific items. I developed six survey items to collect information on UG's (1) prior experiences working with preschool age children, (2) feelings toward the practice of storytelling, and (3) perceptions of learning made during their participation in MCM.

B. Children's early language and literacy skills items. The survey items in this category are taken directly from an instrument created by Kowalski, Pretti-Frontczak, and Johnson (2001). The survey asks respondents to rate the importance of a series of

[1] The one item that asked UGs about their background experiences working with preschool children was removed from the post-survey to avoid redundancy

children's language and literacy abilities on a 5-point Likert scale from *not at all important* to *critically important*.

To analyze the *early language and literacy skills* survey, I have separated the survey items into two distinct categories: *traditional literacy* and *storytelling*. The items in the *traditional literacy* category relate to the more traditionally academic behaviors commonly observed in preschool programs. The specific items in this category ask UGs to rate the importance of children's ability to:

> (1) Identify some of the letters of the alphabet, especially those from their own name, (2) listen attentively to books that teachers read to the class, (3) read a printed label or sign on a familiar object, (4) write a "log", "list", or "story" with some letters in it, (5) recognize where sentences begin and end (Kowalski, Pretti-Frontczak, & Johnson, 2001).

The items in the *storytelling* category relate to the skills that children commonly use to tell and comprehend stories. The specific items in this category ask UGs to rate the importance of children's ability to:

> (1) Retell a familiar story, (2) dictate a story for an adult to write down, (3) tell a chronological story from beginning to end, without assistance, (4) predict that a character in a story who is hungry will seek food, (5) choose books to "read" on their own by leafing through the pages and looking at the pictures (Kowalski, Pretti-Frontczak, & Johnson, 2001).

The UG's responses to each item were averaged and analyzed as a group. Differences between the group's responses to pre- and post-survey items were used to examine changes in the UG's value for these various skills during the implementation period. I also examined how the responses of this group of UGs compared to the average responses of 470 preschool teachers to the same survey (Kowalski, Pretti-Frontczak, & Johnson, 2001). Comparisons are drawn between the perceptions of these UGs as newcomers compared to the perception of teaching professionals in the field of early

childhood education.

C. Personal & general teaching efficacy items. The survey items in this category sought to measure UG's sense of *personal* and *general teaching efficacy*. UGs were presented with a set of statements and scenarios that related to challenges of teaching and working with children. The were asked to rate their agreement on a respond using a 6-point Likert scale that ranged from strongly agree to strongly disagree. These survey items were taken directly from an instrument developed by Woolfolk and Hoy (1990).

Analysis of survey data. UG responses to each of the three item categories were organized by individuals and calculated into a group average. UG's individual responses to these survey items were also used to determine which UGs identified the largest gains in their feelings of personal teaching efficacy between pre- and post-surveys. Only the most notable differences between UG's responses to pre- and post-survey items are discussed. The UG's response to these items relates specifically to the evaluation of goal number three.

2. UG field notes

Every day that UGs participated in MCM they were asked to write brief field notes to document their teaching and learning interactions with the children. UGs typically worked with two or three children per day and were asked to write these brief field notes for each child they worked with.

The field note forms include two sections for UGs to write about (1) child progress and learning observed and (2) teaching practices utilized. UGs were given some

formal training and ongoing advice throughout the quarter concerning how to write these field notes. As mentioned in chapter 5, writing these notes was intended to serve as both a learning experience for the UGs and a source of data for this research.

Analysis of UG field notes. The "teaching practices utilized" sections of field notes were coded to identify the quantity and variety of teaching practices that each UG reported using during the 10-week participation period. The codes were then categorized by reported use of (1) task card relevant teaching practices and (2) developmentally appropriate practices.

3. Observational field notes

In addition to developing this curriculum, I was also a key participant in the implementation process. I wrote field notes to document my experiences and perceptions of the implementation process. While writing these field notes I made intentional efforts to record (1) my own interactions with the UGs during implementation, (2) comments made by UGs during the implementation period, and (3) observations of UG-child interactions.

Analysis of observational field notes. I re-read my field notes to identify examples of observed changes in the UG's behavior between the beginning and end of the implementation period. My observational field notes are also used to supplement findings drawn from the survey and UG field note analyses. Additionally, my observational field notes are used to describe how individual UGs participated with the curriculum materials and activities to varying degrees. My field notes are referenced to explain the experiences of individual UGs as needed.

Key Findings

Analyses of the three data sources discussed above provide evidence of positive changes in UG's beliefs and behaviors during the implementation period. Notable findings are outlined below according to each of the goals identified at the outset of this research in curriculum design project. Overall, these changes indicate a shift toward more developmentally appropriate practices and increased use of storytelling competencies. Findings also indicate that UG's value for storytelling competencies and sense of personal teaching efficacy increased during the implementation period.

Goal 1 Findings: Support UG's Use of Storytelling Competencies

Finding 1. Analysis of the *early language and literacy skills* survey showed that UG's value for the use of storytelling competencies increased during the implementation period. As a group, the UG's average post-survey response to items in the storytelling category increased to be well above (a) their pre-survey responses and (b) the average responses of preschool teacher's identified by Kowalski, Pretti-Frontczak, and Johnson (2001). Figure 3 outlines the group average of UG responses to pre- and post-survey questions. Three out of the four items were rated in the range of "critically important", while one of the five items was rated in the range of "very important".

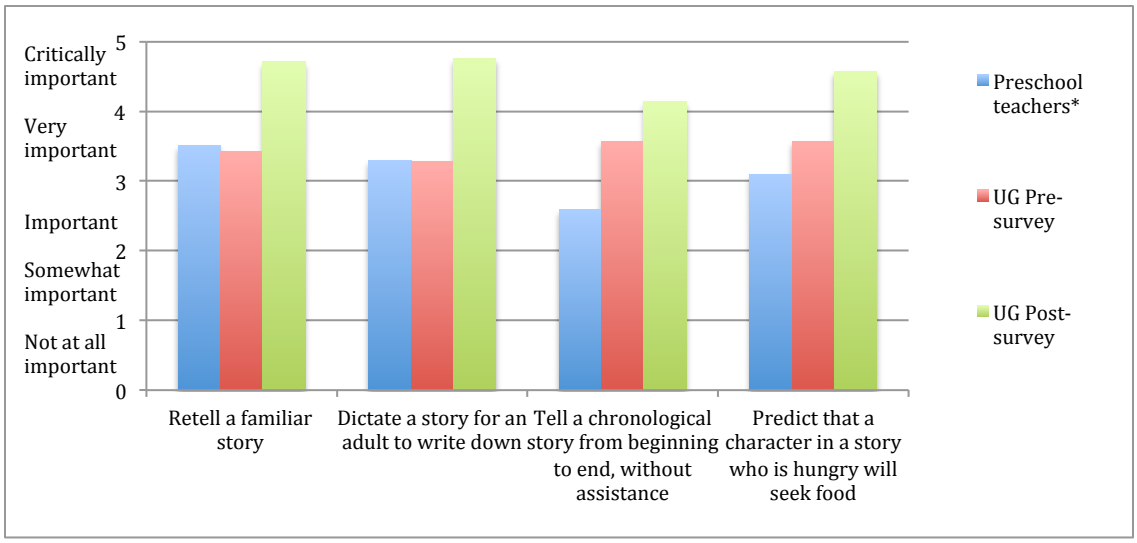


Figure 3: UG response to storytelling items. Items included in a survey of children's early language and literacy skills (Kowalski, Pretti-Frontczak, & Johnson, 2001)

Finding 2. Analysis of my observational field notes found that UGs increased their use of task card storytelling competencies during the implementation period. In the first weeks of the academic quarter, I documented only a few observations of UGs using the storytelling competencies (R. Carr, field notes, April, 2013). In the middle and continuing to the end of the academic quarter, I observed that the UGs had increased the amount of storytelling competencies they were using (R. Carr, field notes, May, 2013). Additionally, during the final weeks of the quarter I observed that UGs continued to utilize the storytelling competencies that were introduced at the very beginning of the quarter along with the newly introduced competencies (R. Carr, field notes, June, 2013).

Furthermore, UGs reported their positive perceptions of the use of storytelling competencies. At the end of the implementation period, one UG commented: "I have learned about how to properly assist children in telling stories through this class much

more than before" (UG 2, personal communication, June, 2013). Another UG commented: "I used to only work with kids who wanted to hear the words in the story but I immediately enjoyed hearing the kids tell their stories more" (UG 7, personal communication, June, 2013). A majority of the UGs made similar comments during weekly practicum course meetings. Furthermore, several UGs made comments that demonstrated a strong value for the use of storytelling competencies at the end of the implementation period. For example, several UGs spoke with the practicum course professor and I about their "favorite" storytelling competencies (R. Carr, field notes, June, 2013).

Finding 3. UGs used the task card storytelling competencies (i.e. *Temporal relationships, complexity of vocabulary, knowledge of dialogue, movement and gesture*) across a variety of contexts and activities, not just in traditional storytelling contexts such as book reading or puppet play. This finding was illustrated by my observations and conversations with the UGs. For example, I observed several UGs using *dialogue* while coloring with children; talking about *temporal relationships* while working on a puzzle; using *complex vocabulary* while reading a number counting book (R. Carr, field notes, May, 2013). Several UGs talked about how they thought children found it helpful and engaging when they used *movement and gesture* to explain the meaning of abstract concepts or new words while using the computer and several other MCM activities (UGs 2, 3, & 7, personal communication, June, 2013).

Finding 4. UGs report that some storytelling competencies are difficult to practice. Throughout the implementation period, UGs made comments to suggest that they were struggling to implement some of the storytelling competencies effectively.

Several UGs made comments to suggest that they had struggled to implement some *later* storytelling practices all quarter long (UGs 4 & 5, personal communication, June, 2013).

Additionally, I wrote field notes to document my observations of the difficulties UGs experienced while using the tack card competencies. While using the *Knowledge of dialogue* task card, I observed many instances of UGs using the *beginning* and *middle* level practices that were listed in the task card (R. Carr, field notes, April, 2013). However, I observed very few examples of the UGs using the *later* practices listed on the same task card (R. Carr, field notes, April, 2013). Nonetheless, just because I did not observe UGs using these *later* practices effectively does not suggest that the UGs never attempted or thought about how to utilize those practices.

Finding 5. Despite my initial encouragement, I did not observe UGs refer to the task cards during their interactions with the children. The UGs indicated that trying to do so was distracting and not supportive of their close interactions with the children (R. Carr, field notes, April, 2013). However, I did observe all of the UGs refer to the task cards frequently when writing their field notes at the end of the session and between working with the children (R. Carr, field notes, April, 2013). This observation led me to allot more time and emphasis to the *task card introduction activities* during the implementation period in order to provide the UGs with more time to process the content on the task cards before and after their interactions with the children. The UGs reported that this new approach allowed them to fully process the information presented in the task cards (R. Carr, field notes, June, 2013).

Goal 2 Findings: Support UG's use of Developmentally Appropriate Practices

Finding 6. A comparative analysis between my observational field notes and the reported number of teaching practices utilized suggest that the variety and amount of teaching practices utilized by UGs increased during the implementation period. UGs wrote daily field notes that were coded to identify the variety and amount of teaching practices each UG reported using. As the implementation period progressed and new teaching practices were introduced, the UGs reported using these new practices in their field notes. The total amount of teaching practices utilized by each UG are listed in Figure 4 below.

This finding is further substantiated by an analysis of my observational field notes. In my field notes, I observed UGs using more teaching practices at the end of the implementation period (R. Carr, field notes, June, 2013) compared to the beginning of the period (R. Carr, field notes, April, 2013). I also wrote about feeling increasingly impressed with the UG's willingness to use the new teaching practices (R. Carr, field notes, May, 2013).

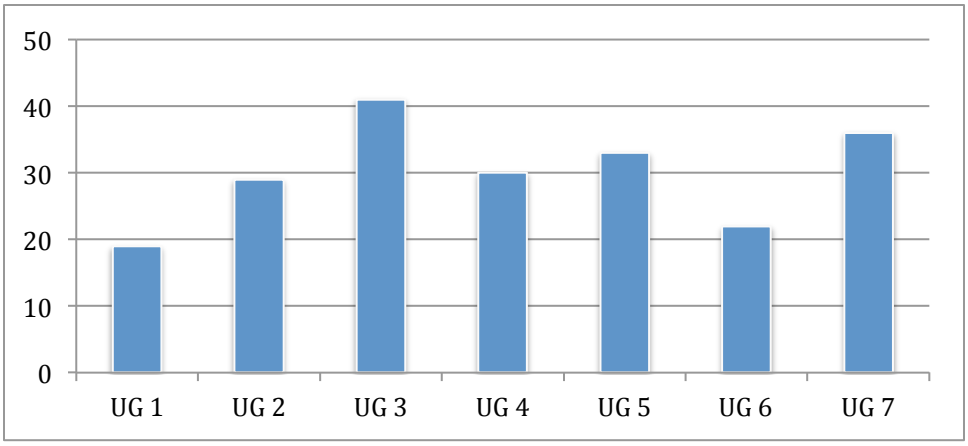


Figure 4: Reported number of teaching practices utilized by UGs

Finding 8. UGs used developmentally appropriate teaching practices during the implementation period. More than half of the reported teaching practices utilized by UGs during the entire implementation period were also coded as being developmentally appropriate. Unfortunately, the design of this coding methodology did not allow me to analyze change over time. However, further observational and anecdotal evidence suggests that the use of DAPs increased between the beginning and end of the implementation period.

For example, in my observational field notes, I documented how two UGs tended to ask simple known-answer-questions at the beginning of the implementation period (R. Carr, field notes, April, 2013). Toward the middle and end of the implementation period, I increasingly observed these same UGs and others asking more open-ended and elaborative questions (R. Carr, field notes, May, 2013). This change in behavior seemed to be closely related to my use of questioning, commenting, and encouragement tactics to inform UGs about the developmentally appropriateness of using open-ended questions. When I asked one UG about this observed change, she described how she had made a more conscious effort to ask elaborative questions with the children in an attempt to elicit their use of dialogue, a key task card storytelling competency (UG 4, personal communication, June, 2013).

Several UGs also made comments to indicate that they learned to think of "children as individuals" during the implementation period (UG 6, personal communication, June, 2013). This type of mindset is aligned with a key feature of the NAEYC (2009b) professional development guidelines; Standard 1a: "promoting child development and learning" through "knowing and understanding young children's

characteristics and needs" (p. 11). This finding was further substantiated by my observations that (1) the content of the stories children told was a frequent topic of discussion among UGs during the practicum course meetings and (2) the UGs were eager to talk about and interpret how the meaning of these stories represented individual children (R. Carr, field notes, June, 2013).

Moreover, some comments made by one UG student who participated in MCM the previous year and visited the program during the implementation period served to reinforce my own observational findings. This UG spoke about observing two areas of significant improvement compared to the previous year: (1) a greater amount of closeness between UGs and the children and (2) UGs being more responsive to the children's interests (Personal communication, May, 2013).

This accumulated body of evidence serves to demonstrate that the UGs were learning about the children as individuals by understanding their backgrounds, skills, and inclinations. In turn, they were using this knowledge to form close relationships with the children while engaging in storytelling activities to support their learning.

Finding 9. More UGs report that they have learned about child development during their field based experiences in MCM compared to their university classroom based experiences. All seven of the UGs *strongly agreed* with a survey item stating: "I have learned about child development by interacting with children at MCM" (see appendix figure 12). A smaller amount of UGs, five of seven, *strongly agreed* with a survey item stating: "I have learned about child development from course readings and discussions" (see appendix figure 12). Although curricular content in both the university practicum course and MCM were focused on topics relevant to children's development,

more UGs indicate that they learned more about this focus while working with children at MCM.

Although there is no definitive evidence to suggest that UG's positive perceptions of their learning about child development in MCM was more closely associated with their use of curricular materials and activities compared to basic experience of working with children, there is some basis to believe that the curriculum was at least associated with this finding. Given that information about child development was a key feature of the materials and activities, and Findings 4 and 5 demonstrate that UGs were actively engaged in using the materials, it is reasonable to suggest that the combination of curricular materials, activities, and the hands on experience of working with children contributed to UGs learning about child development during their participation in MCM.

Finding 10. UGs benefited from observing their peers and me practicing and modeling the use of task card teaching practices with children. On numerous occasions, UGs reported how they were able to learn a lot by watching their peers and me attempting to implement these teaching and storytelling practices (R. Carr, field notes, June, 2013). Two examples of written responses taken from the post-survey illustrate these feelings in the UG's own words: "observing the other undergraduates has helped me be more cognizant of the way I work with children" (UG 2, personal communication, June, 2013); "watching Robert model for us was a great way for me to learn of different methods to use with the children" (UG 6, personal communication, June, 2013). By providing UGs with the opportunity to see their peers and me attempting to model the use of teaching practices, the activity may have enabled them to better visualize a means to implement these practices themselves. This is an important finding that identifies one

effective approach to working together with UGs to improve their skills and capabilities in community-based settings. In combination with the survey responses discussed in Findings 8 and 9, these qualitative findings help to explain the rationale underlying the observed changes in UGs behaviors.

Goal 3 Findings: Support UG's Sense of Teaching Efficacy

Finding 11. UGs reported positive gains in their sense of personal teaching efficacy between the pre- and post-implementation surveys. The UG's averaged responses to each of the personal teaching efficacy items increased between the pre- to post-implementation surveys. The largest difference observed in UG responses to personal teaching efficacy items were in response to the survey items: *my education has given me the necessary skills to be an effective teacher* and *if a child comprehends a new concept quickly, this might be because I knew the necessary steps in teaching that concept* (Woolfolk & Hoy, 1990). Prior to the curriculum implementation, the average response of UGs as a group to both of these items was *agree slightly more than disagree*. This rating changed to *strongly agree* on the post-survey. This positive change in UG's perception of their preparation and ability to teach young children may be a result of their participation in the program curriculum, as it was the primary means in which they were learning skills to work with young children this quarter.

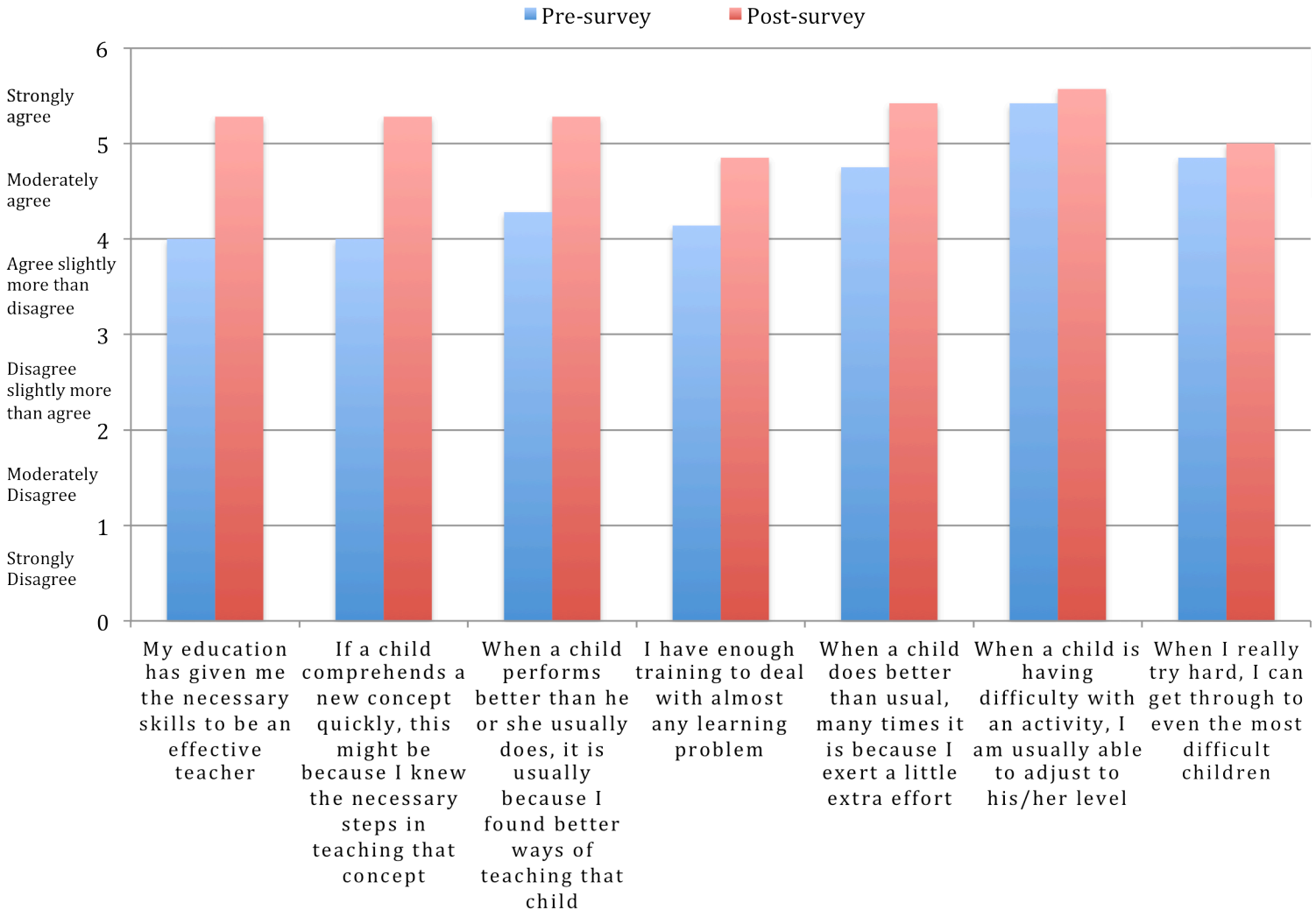


Figure 5: UG response to personal teaching efficacy survey (Woolfolk & Hoy, 1990)

Finding 12. The largest difference reported in UG responses to personal teaching efficacy survey items between the pre- and post-survey's was in response to the survey items: *my education has given me the necessary skills to be an effective teacher* and *if a child comprehends a new concept quickly, this might be because I knew the necessary steps in teaching that concept* (Woolfolk & Hoy, 1990). Prior to the curriculum implementation, the average response of UGs as a group to both of these items was *agree slightly more than disagree*. After the implementation period, UGs indicated that they more than *moderately agreed* to these statements. This positive change in UG's perception of their preparedness to teach young children seems to be a clear reflection of their participation in MCM, as it was the primary means in which they worked with young children during this time period.

Finding 13. The two UGs who reported the largest positive change in their response to the personal teaching efficacy survey items also reported using the largest variety of teaching practices utilized during the implementation period. UGs three and seven reported using a total of forty-one and thirty-six unique teaching practices, respectively. These findings may suggest that high levels of UG engagement in this curriculum can be evidenced by increased feelings of personal teaching efficacy and quantity of teaching practices utilized.

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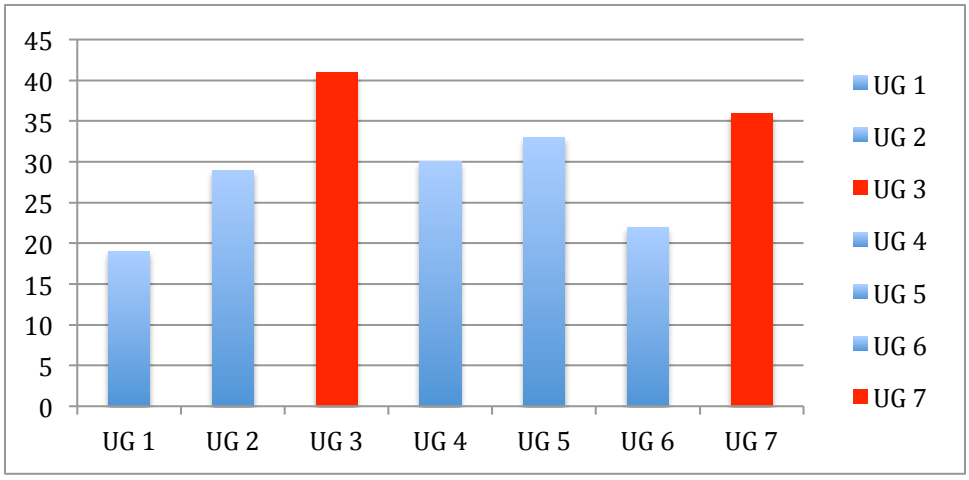


Figure 6: Highest reported number of teaching practices utilized

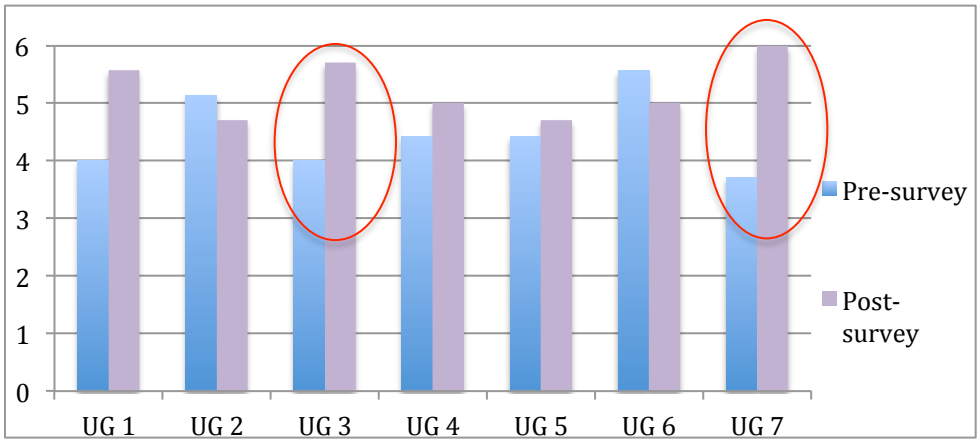


Figure 7: UG response to personal teaching efficacy survey (Woolfolk & Hoy, 1990)

Finding 14. The UG's reported sense of general teaching efficacy remained relatively unchanged and positive during the implementation period. In their averaged survey responses, the UG's reported the highest possible response to an item stating *the influences of a child's home experiences can be overcome by good teaching* on both the pre- and post-implementation surveys. These findings suggest that participating in this

curriculum did not negatively impact the UGs already positive sense of general teaching efficacy.

Additional Findings

Finding 15. I believe that implementing the *Story Supports Toolkit* curriculum significantly improved the quality of my interactions with the UGs and my ability to support their interactions with the children. Overall, I experienced a greater sense of confidence in my ability to impact UG's learning and development. My field notes reflect my positive interactions with the UGs throughout the implementation period. Furthermore, all of these changes were evidenced by the positive relationships I was able to build with all of the UGs during the implementation period and after the quarter had ended. There are still several UGs who continue to keep in contact with me about their plans for graduate school.

My use of commenting, questioning, and encouragement tactics provided me with comfortable and effective means to interact with the UGs and support their interactions with the children. By adapting this strengths-based approach for this curriculum, I felt more comfortable trying to support the UG's abilities to interact with the children in collaborative storytelling activities.

I also gained a more positive sense of my ability to encourage UG's use of DAPs and discourage their use of practices that I perceived to be developmentally inappropriate. In previous quarters, I often felt unable to effectively interact with UGs when I judged their behaviors to be in conflict with my beliefs about DAP. Using the commenting, questioning, and encouragement tactics enabled me to communicate

effectively with all UGs regardless of how I judged the appropriateness of their teaching practices.

For example, when I observed an UG using an inappropriate teaching practice, instead of immediately trying to correct their behavior, I waited until I observed an example of the oppositely appropriate behavior and then offered an encouragement or advice about why I observed that practice to be effective (ex. "This child was really talkative and engaged with the book reading when you allowed her to hold the book by herself").

Summary and Discussion

This evaluation of the *Story Supports Toolkit* curriculum supports the general conclusion that UGs experienced positive changes in their beliefs and behaviors during the curriculum implementation period. These changes relate to the UG's use of and value for storytelling competencies, developmentally appropriate teaching practices, and their positive perceptions of personal teaching efficacy. All of the UGs who participated in the curriculum implementation demonstrated some form of positive change in their beliefs and/or behaviors. These findings also suggest that all of the curriculum goals were met.

The data collected for this evaluation examined UG's beliefs and behaviors across multiple perspectives and sources (i.e. UG's self-reported beliefs and behaviors, and my own observational account of both). This triangulation of data serves to strengthen confidence in the findings and suggest that the type of changes that were observed actually took place.

Although the literature suggests that a disparity often exists between teaching beliefs and practices (i.e. an UG's belief in the value of a storytelling does not guarantee

they will practice the use of storytelling competencies with children) (Kowalski, Pretti-Frontczak, & Johnson, 2001; Bryant, Clifford, & Peisner, 1991), the findings of this evaluation suggest that beliefs and behaviors can be aligned through the use of a curriculum to support UGs active skills building during MCM. As the survey data and anecdotal comments have shown, UG's value for the use of storytelling as a means to support children's learning was high at the beginning of the implementation period and continued to increase throughout. However, my observational field notes also demonstrated that the UG's use of storytelling practices was low at the beginning of the implementation period, much lower than expected given the strong values they expressed for storytelling. By participating in MCM during the implementation period, UGs increased both their use of storytelling competencies with children and their value for storytelling. These findings suggest that participating in a curriculum designed to support UG's learning through active skill building and coaching techniques encouraged UGs to develop the capabilities and mindset needed to interact with children in collaborative storytelling activities.

These findings also suggest that it is possible to prompt changes in UG's beliefs and behavior by creating opportunities for them to apply their knowledge to practice along with helpful coaching and support from a more expert peer, such as a program coordinator. The features of the *Story Supports Toolkit* curriculum that support the application of new knowledge to practice have led to positive changes in UG's behaviors. Therefore, this focus on the design of intentional curriculum to support UG's learning and development should continue to be a common feature for MCM and similar university outreach programs.

It is important to note that despite the hurdles UGs may face when learning to practice new behaviors, improvement is possible even in the short span of one academic quarter. Although UGs typically enroll in a university course for only one academic quarter, if they are provided with the necessary support and coaching then they should be expected to make progress even in a short time period. It is exciting to think how much a UG could grow by participating in this curriculum for two or more quarters. Given the fact that UGs are encouraged to participate in MCM for several quarters, future curriculum design efforts should focus on the design of methods to support UG's participation in MCM for longer periods of time as they advance to higher levels of competency.

Additionally, the findings of this study were shown to align with previous research conducted by Hoy and Woolfolk (1990) who studied a sample of undergraduate liberal arts majors involved in a student teaching experience. Similar to the current evaluation, their study found that student teachers' sense of personal teaching efficacy improved as a result of working with children in the classroom (Hoy & Woolfolk, 1990). However, while their sense of personal teaching efficacy increased, the student teacher's sense of general teaching efficacy decreased (Hoy & Woolfolk, 1990). The researchers suggest that this reported decrease in general teaching efficacy indicates student teachers' growing awareness of the complexity of classroom teaching.

Although the current evaluation suggests that the UG's participation in the *Story Supports Toolkit* curriculum did not lower their average sense of general teaching efficacy (see finding 14), it is likely that they developed a greater understanding of and appreciation for the complexity of teaching. I believe that the positive change in the UG's

reported use of storytelling competencies demonstrated their enhanced awareness that preschool children should not simply be expected to learn through observation and osmosis, that they can and should be explicitly encouraged to use storytelling competencies. This way of conceptualizing teaching was something that I often talked to the UGs about during the sessions, but never collected any evidence of their beliefs on this topic. If the UGs did acquire this mindset, hopefully their thinking about children's learning in the context of storytelling skills will transfer over into other domains of learning such as mathematics and emotional self-regulation. However, it is important to interpret these results cautiously given that the UGs were not student teachers, nor were many of them planning to enter the field of teaching.

Finally, data collected in this study indicates that the relationship between knowledge of teaching practices utilized and feelings of personal teaching efficacy may have been related for the two UG participants with the greatest amount of reported teaching practices utilized. Future evaluative research should examine the relationship between these two constructs in further detail.

Chapter VIII: Conclusion

I developed the *Story Supports Toolkit* curriculum to provide undergraduates (UGs) with the information, encouragement, and advice necessary to support their participation in collaborative storytelling activities with preschool children. In many ways, this curriculum proved to be a success. An evaluation of UG's participation in Mi Clase Mágica (MCM) during the implementation period found positive changes in their (a) beliefs about storytelling competencies and developmentally appropriate practices (DAPs), (b) use of storytelling competencies and DAPs, and (c) feelings of personal teaching efficacy. I believe that these findings warrant the continued implementation and refinement of this curricular approach in the MCM program. Additionally, findings also suggest that this curriculum may have relevance for educational programs beyond MCM where UGs or adults learn to work with young preschool age children in educational activities. In this concluding chapter, some implications for MCM and for programs beyond MCM will be discussed.

Implications for MCM

Theory, Practice, and Curriculum

MCM is intended to be a space for UGs to take the educational and developmental theory they have learned in the university classroom and apply it to working with real children. With this goal in mind, any curriculum developed for MCM needs to be flexible in ways that encourage each UG's attempts to comprehend the big theoretical ideas differently based on their unique experiences working with children. However, I also believe that the UG's field experience should align with NAEYC

(2009b) guidelines that call for field curriculum to be structured in ways that create planned learning experiences for UGs with intended learning goals. The task of balancing these dichotomies is what I sought to accomplish through the design of this *Story Supports Toolkit* curriculum.

The planning that was put into this curriculum revolved around the big ideas and theories that were commonly presented in practicum course readings and talked about during weekly class discussions, such as children's language and narrative development. Rather than leaving it up the UGs to explore these ideas by themselves at MCM, as I had been inclined to do prior to the design of this curriculum, I made intentional efforts to guide UGs to engage in collaborative storytelling with children while supporting their attempts to construct personal understandings of these ideas. Although the UGs reported that they struggled to learn how to use storytelling competencies, by participating in MCM during the implementation period UGs came to utilize and value these competencies. These findings demonstrate that intentional curriculum is needed to help UGs align their learning between classroom and community contexts.

The findings outlined in this study demonstrate that UG's value for and use of the big ideas improved throughout the quarter, specifically while working with children, suggesting that my planned learning experience accomplished what I had intended. Therefore, the use of *Story Supports Toolkit* materials, activities, and pedagogical approach should continue to be implemented, adapted, and refined as needed.

Curriculum Development

I suggest that the continued implementation of this approach should also involve the development of new curricular features. These features may include (1) additional

task cards to cover language and literacy competencies beyond those related to storytelling, (2) task cards that are more focused on teaching practices outlined by the DAP framework, (3) more time should be devoted to implementing task card introduction strategies in order to promote greater comprehension of the task card content. This could include dedicated time during weekly lab meetings as well as expanded time during MCM program activities.

Amount of Time per Task Card

Although I had initially intended to introduce UGs to a greater number of task cards during the implementation period, I found that UGs benefited from having a longer period of time to engage with the task card content. During the introduction of the first task card, it became apparent to me that UGs needed an extended period of time to plan and practice how to utilize the various task card practices.

Allowing this extended time encouraged the UGs to use a wide range of teaching practices and experience how different children reacted to the different practices. By the end of the implementation period I had introduced a total of five task cards, each for no more than a period of three or four MCM sessions during two weeks.

Survey Data

I recommend that the MCM program coordinators continue to administer the surveys used in this study at the beginning and end of each quarter. Most importantly, program coordinators should take time to analyze UG's survey responses at the beginning of the quarter. Having this information greatly enhanced my ability to provide helpful support and encouragement to the UGs.

Reading and analyzing each UG's responses to these items at the beginning of the implementation period gave me insight into the behaviors that I observed them display while interacting with the children. This insight enabled me to provide UGs with targeted support and information about DAPs was intended to be more closely aligned with their abilities. The two survey categories that proved to be most helpful in this regard were the *children's early language and literacy skills* items (Kowalski, Pretti-Frontczak, & Johnson, 2001) and the *personal and general teaching efficacy* items (Woolfolk & Hoy, 1990).

Reflective Thinking

UGs who participate in MCM should continue to write field notes about their teaching practices utilized. This process will encourage UGs to engage in some necessary reflective thinking about their use of teaching practices as well as the children's responsiveness to these practices. I also recommend that more effort be made by program coordinators to provide UGs with feedback on their field notes and use of teaching practices throughout their participation in the program, both in conversation and in writing.

Read this Thesis

I believe that the information outlined in this thesis paper should serve as an introductory text for future MCM program coordinators and UG students. In particular, the Curriculum Overview and Evaluation Chapters V and VII may be the most helpful. As new UGs and staff begin to participate in MCM, they should be given the opportunity

to learn about this attempt to lay the groundwork for the continued use and refinement of UG focused curriculum at MCM.

Implications Beyond MCM

Establishing a high-quality language environment for young children requires intentional efforts to support the learning and development of adults who care for children. Considering that UG's participation in the *Story Supports Toolkit* curriculum saw them experience many positive changes in their beliefs and behaviors, some features of this approach may also be relevant to other educational programs that train adults to work with young children. This section will discuss some implication for (1) university outreach programs and (2) early childhood education programs that invite parents and community volunteers into their classrooms.

Implications for University Practicum Courses

This research in curriculum design project may have implications for UG field practicum courses in a variety of academic disciplines where community based field experiences with children and youth are involved. The findings demonstrate the importance of developing curriculum to structure UG students participation in the community-based field experience. Rather than only focusing on curriculum for their university classes, the coordinators of university outreach programs should design curriculum to align UG experiences in field sites with the stated goals of the university course. These curricula should be provide UGs with (1) relevant information about the learning and developmental abilities of children and youth who participate in the programs, and (2) appropriate strategies UGs can use to promote learning and

development. These curricula should be designed to prompt changes in the beliefs and behaviors of UG students that align with the intended goals of the university practicum course.

Implications for UC Links University Outreach Programs

The design of this curriculum has relevance to the UC Links consortium (uclinks.berkeley.edu), a network of university outreach programs across California and internationally. Other UC Links programs may consider implementing the features of this curriculum in their community field site contexts or they may consider designing their own curriculum with the intentional goal to support UG's abilities to interact with children in educational activities. Regardless of the particular activity focus or student age group these programs may serve, UC Links programs should aim to engender a strong sense of teaching efficacy among their UG participants through the design of a field based curriculum to build UG capabilities to interact with children or adolescents.

Implications for Early Childhood Education Programs

I also believe that this curricular approach may be relevant for use in early childhood education programs. Some features of the approach may be particularly useful for helping prepare new caregivers (e.g.. teachers, teaching assistants, classroom aides, parent volunteers, and others) to interact with preschool age children in collaborative storytelling activities.

Considering that many of the UGs who participated in MCM during the curriculum implementation were not highly experienced at working with preschool age children, this curricular approach may be best suited to help train adults who are also new

to the early childhood classroom. Newcomers to the field of early childhood education stand to benefit from learning how to interact with preschool children in developmentally appropriate ways. For example, the use of storytelling competencies task cards could be adapted for classroom use with beginning teachers by providing guidelines to enhance their understanding and use of storytelling as a means to learn about children's individual characteristics and developmental abilities.

Final Thoughts

I believe that the implementation of the *Story Support Toolkit* curriculum had many positive impacts on the UGs and myself beyond what was evaluated in this study. I hope that the UGs will continue to use the practices they have learned by participating in the curriculum in their future personal and professional lives. I hope that they also extend their strong value for the use of storytelling with children to tell stories with their friends, family, and anyone who is eager to share and listen. I will certainly continue to build on the experience of designing and implementing this curriculum as the foundation for all of my future interactions with UG students.

APPENDIX

Story Supports Toolkit

TABLE OF CONTENTS

Letter to the reader

Dear reader,

Thank you for your interest in the *Story Supports Toolkit* curriculum. As the Mi Clase Mágica (MCM) program coordinator it was my goal to create a playful learning environment where preschool children and undergraduate students could form close relationships and participate in collaborative storytelling activities. The undergraduate students who visit our program are key resources in our efforts to promote children's learning and development. However, they too require scaffolding and support to learn how to bring about rich language and literacy interactions with children.

Thus, I developed the *Story Supports Toolkit* curriculum: A collection of methods and materials designed to scaffold undergraduate student's interactions with preschool children in co-constructed storytelling activities. I sought to promote their use of fundamental storytelling competencies, use of developmentally appropriate practices, and feelings of personal and general teaching efficacy.

Readers will certainly recognize how this approach is uniquely designed for MCM program activities. As such, this curriculum will be relevant to future generations of MCM program coordinators and undergraduate participants. Additionally, a broad variety of readers will find various aspects of this curriculum relevant to their programs: University outreach programs across the UC Links network, early childhood education programs, and anyone who is interested to cultivate rich learning environments where children and adults tell stories together.

An electronic copy of this appendix can be found online at *https://sites.google.com/site/storytoolkit/home*. If you do choose to use any aspect of this curriculum, I encourage you to keep in contact with me regarding your progress, innovations, and suggestions about ways in which it can be improved.

Many thanks,

Robert Carr
rcarr003@gmail.com

Mi Clase Mágica

CONNECTING UCSD TO SAN DIEGO COMMUNITIES SINCE 1989

Hello UCSD students,

We're off to a wonderful start this quarter at MCM! And I'm happy to have you join us.

I am writing this letter to enlist your participation in implementing a new set of curriculum activities that I have designed specifically for MCM. This approach is intended to support your storytelling interactions with the children and I am eager to share it with you beginning next week. My hope is that your engagement with this approach will fit seamlessly with any activity we currently have at MCM, as it is focused on your use of basic language strategies.

Throughout this quarter, I will be making efforts to enhance your use of several storytelling competencies by designing taskcards and practicing coaching techniques to support you while working with the children. These competencies (dialogue, temporal order of events, character information, settings, and movement & gesture) are fundamental aspects of effective storytelling that preschool children are in the process of learning to use. Hopefully, you will find opportunities to emphasize each of these competencies as you engage with children in any activity.

To begin, I will provide you with taskcards, each focused on one of the storytelling competencies. The taskcards will offer strategies to help you use language associated with these competencies. It will be helpful to review these materials before you attend MCM, thinking about ways to incorporate each competency during your work with the children.

I will also continue to offer you guidance in the form of question asking and encouragement techniques during your interactions with the children. I hope that this guidance will provide you with more confidence and a greater sense of self-efficacy concerning your ability to interaction with the children.

As some of you know, I am currently a M.A. student in the Education Studies' Teaching & Learning program here at UCSD. As a requirement for my participation in this program I am engaged in the process of curriculum design and research, learning to conduct research through the design of curriculum for MCM. In addition to your participation with my curriculum, I will also request your help in filling out pre- and post-survey questions that seek to analyze the approach. It is important for us to understand if these

Figure 8: Letter to the UGs

techniques are beneficial to you and if so, then in what ways.

Of course, use of this curriculum will not affect the grade you receive in your course. However, I do hope that this approach will serve to enhance your interactions with children and continue to make your experience with MCM a positive one.

My proposed curriculum seeks to build on an established storytelling emphasis that MCM has focused on during the past two years. MCM is part of a larger research project called the UC Links Preschool Study and a component of this study is to examine children's emergent language and literacy skills. We also strive to nurture these skills among children during our interactions with them at MCM. This curriculum will strive for the same goal.

With your help, I hope to begin implementing this curriculum during the first week of Spring quarter and continuing throughout. Please let me know if you have any questions or interest to learn more about these new additions before we begin to use them.

Sincerely,

Robert Carr
MCM Program Coordinator
April 8th 2013

Figure 8: Letter to the UGs, continued

Figure 9: Orientation power point slides

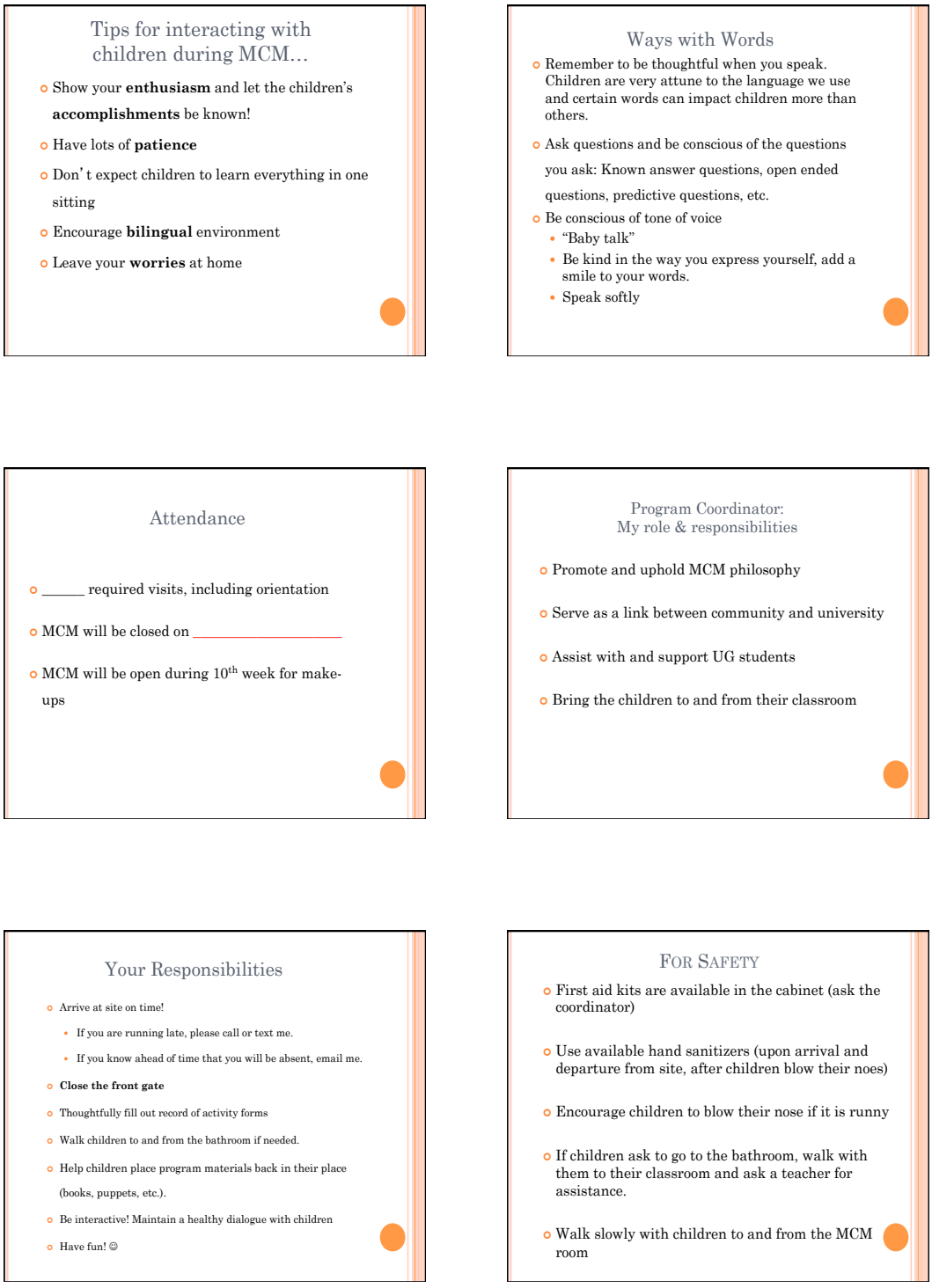
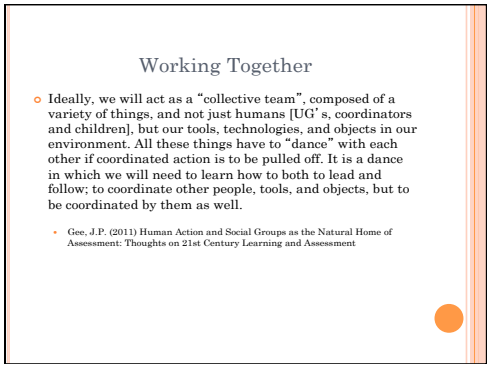


Figure 9: Orientation power point slides, continued



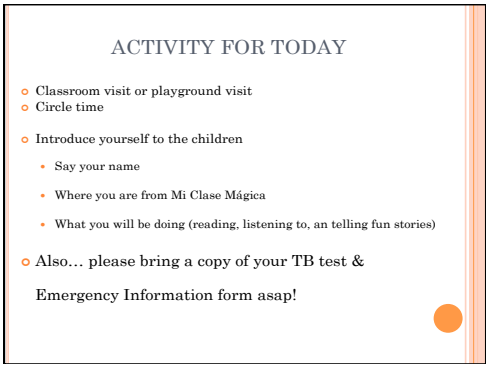


Figure 9: Orientation power point slides, continued

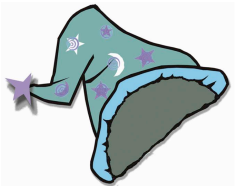
Mi Clase Mágica – Record of Activities

Name: _____ Quarter: _____

Date	Child Name	Activities	B	G	E	Progress & Learning Observed	Teaching Practices Utilized
							How much effort did I put into helping this child during the session? **1** Little **2** **3** Moderate **4** **5** A lot
						How responsive was this child to my teaching? **1** Little **2** **3** Moderate **4** **5** A lot	*I feel my teaching was effective with this child* **1** Disagree **2** **3** Neutral **4** **5** Strongly agree
							How much effort did I put into helping this child during the session? **1** Little **2** **3** Moderate **4** **5** A lot
						How responsive was this child to my teaching? **1** Little **2** **3** Moderate **4** **5** A lot	*I feel my teaching was effective with this child* **1** Disagree **2** **3** Neutral **4** **5** Strongly agree

Figure 10: Record of activities

Complexity of Vocabulary



Goal… to help children explore the meaning of complex and figurative (i.e. non-literal) words

… to teach children the concept that stories should contain words and phrases that are complex and figurative

Importance…

… good stories contain a variety of words, ranging from literal to metaphorical. In these stories, the narrator adds modifiers to make the descriptions more interesting.

… narrators often use synonyms to help the listener understand potentially ambiguous words.

… good stories contain words that elaborate on basic ideas, including figurative language to convey nuances in meaning, which provide a rich texture for the listener.

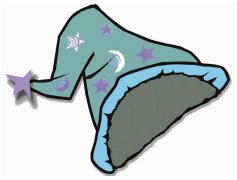
Beginning	Middle	Later
Stages of children's vocabulary development		
A child's beginner story contains literal vocabulary; the words are basic and unelaborated	A child's good story includes *one* or *two* examples of figurative/non-literal modifiers that are beyond basic (ex. "*the hot, yellow sun*" or "*mommy's dress looked like a flower*")	A child's expert story contains several examples of figurative/non-literal vocabulary and/or words that convey nuances
Teaching practices to promote complexity of vocabulary		
1. Focus on commonly used vocabulary: Use a familiar book to find commonly used vocabulary. Extend vocabulary from the book reading by repeating it again during a later activity (ex. during puppet play)	1. Explore the meaning of a commonly used word to uncover the child's understanding of that word.	1. Add new meaning to their understanding of a commonly used work (ex. "everyone can *teach*, not just *teachers*. You can *teach* me about…!")
2. Focus on unfamiliar vocabulary: (ie. words that do not normally come up in conversation): use a familiar book to find new vocabulary. Extend vocabulary from the book reading by repeating it again during a later activity (ex. during puppet play)	2. Explore the meaning of unfamiliar vocabulary; use child friendly language to give meaning to an unfamiliar word	2. Help the child to practice writing a new word. Model how to write the word yourself then help them to trace your writing

Figure 11: Task cards

Beginning	Middle	Later
3. Match a word to something that can demonstrate the intended meaning (ex. match blue with someone wearing a blue t-shirt)	3. Think of non-present objects, people, or places in the room, school, or community to represent the meaning of a word	3. Play a game of *I Spy* by asking the child to guess objects, people, or places you're thinking of: *I Spy* things around the room, school, or community ("I spy with my little eye something tall, green, alive, and it dances with the wind"): *I Spy* imagery from storytelling cards or a book.
4. Sound out the word; focus on phonetics	4. Use movement and gesture to demonstrate the meaning of a word	5. Think of a way to describe a specific word by using it in a sentence (ex. "what is *dangerous*? Robert was being dangerous when he was climbing on the slide")

Figure 11: Task cards, continued

Dialogic Reading



Goal… In dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, and the audience for the child. No one can learn to play the piano just by listening to someone else play. Likewise, no one can learn to read just by listening to someone else read. Children learn most from books when they are actively involved.

How… The fundamental reading technique in dialogic reading is the **PEER** sequence. The adult:

- **P**rompts the child to say something about the book,
- **E**valuates the child's response,
- **E**xpands the child's response by rephrasing and adding information to it, and
- **R**epeats the prompt to make sure the child has learned from the expansion.

PEER sequences should occur on nearly every page. Sometimes you can read the written words on the page and then prompt the child to say something. For many books, you should do less and less reading of the written words in the book each time you read it. Leaving more to the child.

Beginning	Middle	Later
Children's understanding of temporal order of events		
A child's response does not deviate beyond a literal listing or description of the images on the page	A child uses one or two non-literal ideas in their response (eg. "*the rabbit is sad and he's going to cry*")	A child elaborates beyond the literal story of the images depicted in front of him/her
Teaching practices to promote Dialogic Reading		
Wh- prompts. These prompts usually begin with what, where, when, why, and how questions. Like open-ended prompts, wh- prompts focus on the pictures in books. For example, you might say, "*What's the name of this?*" while pointing to an object in the book. Wh- questions teach children new vocabulary.	**Open-ended prompts.** These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations. For example, while looking at a page in a book that the child is familiar with, you might say, "*Tell me what's happening in this picture*." Open-ended prompts help children increase their expressive fluency and attend to detail.	**Distancing prompts.** Ask children to relate the pictures or words in the book they are reading to experiences outside the book. For example, while looking at a book with pictures of the ocean, you might say something like, "*Remember when you went to beach. What did you do there?*" Distancing prompts help children form a bridge between books and the real world.

Figure 11: Task cards, continued

Beginning	Middle	Later
Completion prompts. Leave a blank at the end of a sentence and help the child to fill it in. These prompts are typically used in books with rhyme or books with repetitive phases. For example, you might say, "*I think I'd be a glossy cat. A little plump but not too* ____," letting the child fill in the blank with the word *fat*. Completion prompts provide children with information about the structure of language that is critical to later reading.		**Recall prompts.** These are questions about what happened in a book a child has already read. Recall prompts work for nearly everything except alphabet books. For example, you might say, "*Can you tell me what happened to the little blue engine in this story?*" Recall prompts help children in understanding story plot and in describing sequences of events. Recall prompts can be used not only at the end of a book, but also during and at the beginning of a book when a child has been read that book before.

Figure 11: Task cards, continued

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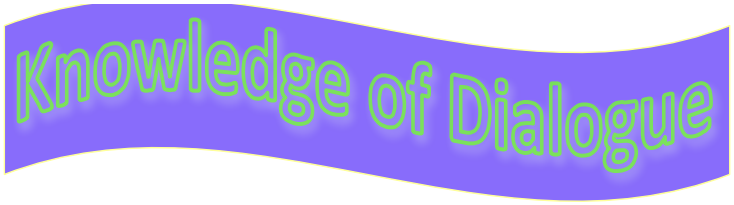
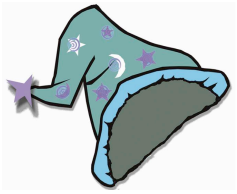




Goal… to teach children the concept that dialogue from characters can be included into stories.
Importance…

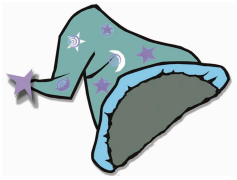
- **…** using dialogue is important because it helps children to recognize that different people have different perspectives.
- **…** dialogue makes a story more interesting by allowing the audience to hear characters interact with one another.
- **…** dialogue tells the audience exactly what the characters are thinking and feeling in their own words.
- **…** dialogue between characters ushers a listener into a story by providing a level of interpersonal meaning that is typically unavailable in purely descriptive language.

Questions to elicit children's use of dialogue…
What would you say if…? What does _____ say? What will _____ say next?
What is _____ saying? How do you think _____ is feeling?

Beginning	Middle	Later
Children's understanding of dialogue		
The child uses none or some examples of simple dialogue such as, "*Hi*", "*Where he go?*", or "*Bye-bye*" Dialogue is related to an unknown 3rd person	The child uses one or two examples of dialogue such as, "*Okay, here I come*" and "*Okay, I will*" Dialogue is related to a presupposed 3rd person (ex. "*She says…*")	Child uses one or two examples of dialogue embedded within a larger sentence such as, "*And then the teacher said 'it's time to clean up!'*" Dialogue is related to a known 3rd person (ex. "*The teacher says…*")
Teaching practices to promote dialogue		
Model the use of dialogue yourself; when reading a book, bring the characters to life by creating examples of dialogue they say	Add onto the child's use of dialogue by repeating what he or she has said using a new tone of voice and then expand on it	Explain the definition of dialogue to the child by saying "*when people tell stories, they usually talk about what the characters say to each other*"

Figure 11: Task cards, continued

Movement and Gesture



Goal… to incorporate bodily-kinesthetic movements into our storytelling by using and encouraging children to use complex forms of movement and gesture

Importance…

… storytelling involves multiple intelligences (ie. linguistic, auditory, interpersonal, intrapersonal, logical-mathematical). The bodily-kinesthetic aspect of storytelling is often ignored, yet is a critical skill that children in early childhood use and develop

… many children rely on movement and gesture to communicate meaning that they can not communicate through spoken word

… expert storytellers use their bodies to express emotion, meaning, and capture audience attention

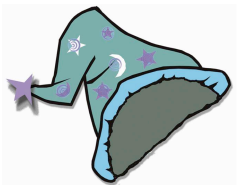
Beginning	Middle	Later
Children's understanding of movement and gesture		
Children use M+G in response to a specific prompt Children use M+G in inappropriate and uncontro-llable ways	Children use story related M+G independently Children use M+G in calm and appropriate ways	Children invent their own M+G to represent new meaning to a story Children use M+G in calm and appropriate ways
Teaching practices to promote movement and gesture		
Use M+G in response to a prompt from a book or story	Use M+G to clarify action or meaning in a book or story	Use M+G to communicate new meaning to a story
Use M+G to represent the meaning of a specific word (ex. *flying*)	Use M+G to represent the meaning of a sentence or phrase (ex. *teacher goes to school*)	Use M+G to represent adverbs, abstract thoughts and emotions (ex. *angry*)

Figure 11: Task cards, continued

Beginning	Middle	Later
Prompt the child to use M+G: "*Lets move our arms and fly like a bird!*"	Reaffirm the child's use of M+G: "*When you move your arms to fly like a bird, I can really imagine a bird flying*"	Explain the purpose of M+G using child friendly language (ex. "*when we tell stories, we can use our bodies and words at the same time*")
Use facial expressions, whole body, hands, and fingers to express M+G.	Use repetitive patterns of M+G	
Use images and talk of animals to prompt the child to mimic sounds and movement	Use movement and gesture in tandem with spoken word	

Figure 11: Task cards, continued

Temporal Relationships



Goal…
... to teach children the concept that stories contain information about the temporal relationships between events

Importance…
… expert storytellers make time relationships clear to their listeners
… stories that contain information about temporal relationships between events are more coherent to the listener
… understanding the importance of temporal information is necessary to perform *sequencing*, an important aspect of school readiness that preschool children are beginning to comprehend
… children a better able to comprehend the concept of time when they begin to use words that indicate time

Beginning	Middle	Later
Children's understanding of temporal relationship[s		
The child's story indicates *none* or *one* temporal relationship, even if the child uses the same indicator before every clause ("and then, and then"). Single word **time adverbs** are the most basic indicator of temporal relationships (*then*, *now*, *finally sometimes*, *soon*).	The child's story indicates *two* or *three* different temporal relationships. **Adverbial phrases** are a more complex indicator of temporal relationships (*before bedtime*, *in the morning*, *in a minute*).	The child's story indicates at least *four* or *more* different temporal relationships. **Adverbial clauses** are the most complex indicator of temporal relationships (*before he went home*, *when the work was finished*, *when I went to sleep*).
Teaching practices to promote temporal relationships		
Use language to indicate temporal relationships by talking about daily routines (ex. going to school, school day, dinner time, bed time)	Explicitly ask the child about beginning, endings, when the events in the story took place, say "*how does this story begin?*", "*how does this story end?*", and "*when did that happen?*"	Re-arranging the temporal order of events in a familiar story (ex. tell the story of the three little pigs backwards)

Figure 11: Task cards, continued

Beginning	Middle	Later
Ask questions that contain temporal indicators to prompt more storytelling, say "*then what happened?*", "*what happens next?*", "*what happened first*"	Acknowledge the child's use of temporal indicators, say "*when you said "____", you were talking about time and now I know when your story happened*"	Explain the definition of temporal indicators to the child, say "*when people tell stories, they usually talk about time. They say what happens first, then next, then next, and then what happens last. They use words like first, then, later, and finally*"
Extend what they child says by repeating what they have just said then adding temporal indicators		
Repeat what the child says when they use temporal indicators		

Figure 11: Task cards, continued

Tactics

Tactics to Engage UG and Child Together:

- Observe & comment on conversation
  - "He really had a lot to say when you started asking him questions about his drawing."
- Observe & comment on responsiveness
  - "You figured out what she was trying to say and gave her a new word to use."
- Observe & comment on encouragement
  - "When you smiled and said 'go ahead,' it helped her keep talking."
- Ask questions about child's interests
  - "What activities does she like to play in her classroom?"
- Ask about what child can do
  - "Can he turn the pages of this picture book even though they are very thin?"
- Offer information about development
  - "Asking him questions about the book his teacher read in class this morning helps him to practice using words he is learning."
- Offer materials to use and a rationale to use them
  - "Here are some Tell Me a Story cards that have pictures of dogs, if she enjoys talking about dogs these cards might be fun to use."

Tactics to Encourage UGs to Support Child Language and Literacy:

- Observe and comment on positive interaction
  - "I could tell from the laughter that you two had a lot of fun reading that book!"
- Observe and comment on development
  - "I notice he's starting to use more dialogue in his stories; he invented dialogue for characters in the book by saying 'time to clean up'."
- Observe and comment on child response
  - "When you were asking her more open ended questions, I noticed she was really engaged in the conversation."
- Observe and comment on UG response
  - "You noticed his change in attention right away and asked him what he was looking at."
- Ask about the difference between when things work and when they don't
  - "He seems to be more talkative sometimes. What are you doing when he's talking more compared to when he is quiet?"

Tactics to Collaborate with UGs:

- Observe and comment to provide detailed feedback about UG behavior
  - "Your questions about the lions really got her talking."
- Observe and comment to provide detailed feedback about the child's response to UG behavior

    - "Wow! He just loves playing puppets with you! He will want to do that more."
- Offer specific suggestions for ways to engage the child
    - "Maybe you could ask her to predict what will happen on the next page, or to remember what happened on the previous page of the book."
- Offer information about the program goals
    - "Most of our time will involve using the materials (books, drawings, puppets) to have rich conversations with children, share past experiences, or create fantastic stories."
- Offer materials to the UG not to the child
    - "I like the story she is telling you, here is a blank book you might want to write some parts of the story in the book and encourage the child to draw some people or actions in the story"

Course readings & resources

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Mi Clase Mágica - Undergraduate student survey

A number of statements about children and teaching are presented below. The purpose is to gather information regarding the actual attitudes of UCSD students concerning these statements. There are no correct or incorrect answers. We are only interested in your frank opinions.

You're responses will remain confidential and no identifying information will be made public.

INSTRUCTIONS: Please indicate your personal opinion about each statement by marking the appropriate response below. The questions marked with a red * are required.

* Required

1. **Your name**
   ex. Robert Carr

2. **1. Prior to this quarter, have you had experience interacting with preschool children (ages 3-5)?** *
   Mark only one oval.
   - ◯ Yes
   - ◯ No

3. **If yes, briefly describe your experience interacting with preschool children (ages 3-5) prior to this quarter**

4. **2. How comfortable do you feel about interacting with preschool children?** *
   Mark only one oval.
   - ◯ Not at all
   - ◯ Very little
   - ◯ Some
   - ◯ More than some
   - ◯ A lot

5. **3. What tools, resources, and experiences have most positively influenced your ability to interact with children?** *

Figure 12: Survey

Please click below and continue to page 2 (of 4)

Statements concerning preschool children's literacy abilities

A number of statements about preschool children are presented below. The purpose is to gather information regarding the actual attitudes of UCSD students concerning these statements. There are no correct or incorrect answers. We are only interested in your frank opinions.

You're responses will remain confidential and no identifying information will be made public.

INSTRUCTIONS: Please indicate your personal opinion about the importance of each statement by marking the appropriate response below. All questions are required.

6. **1. Identify some of the letters of the alphabet, especially those from their own name** *
   Mark only one oval.
   - ◯ Not at all important
   - ◯ Somewhat important
   - ◯ Important
   - ◯ Very important
   - ◯ Critically important

7. **2. Identify and talk about their feelings** *
   Mark only one oval.
   - ◯ Not at all important
   - ◯ Somewhat important
   - ◯ Important
   - ◯ Very important
   - ◯ Critically important

8. **3. Listen attentively to books that teachers read to the class** *
   Mark only one oval.
   - ◯ Not at all important
   - ◯ Somewhat important
   - ◯ Important
   - ◯ Very important
   - ◯ Critically important

Figure 12: Survey, continued

9. **4. Identify and talk about patterns in the environment** *
Mark only one oval.
- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

10. **5. Recite the entire alphabet backwards** *
Mark only one oval.
- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

11. **6. Chose books to "read" on their own by leafing through the pages and looking at the pictures** *
Mark only one oval.
- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

12. **7. Retell a familiar story** *
Mark only one oval.
- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

13. **8. Dictate a story for an adult to write down** *
Mark only one oval.
- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

Figure 12: Survey, continued

14. **9. Predict that a character in a story who is hungry will seek food** *
Mark only one oval.

- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

15. **10. Read a printed label or sign on a familiar object** *
Mark only one oval.

- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

16. **11. Tell a chronological story from beginning to end, without assistance** *
Mark only one oval.

- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

17. **12. Rhyme one spoken word with another (e.g., log, dog, frog)** *
Mark only one oval.

- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

18. **13. Write a "log", "list", or "story" with some letters in it** *
Mark only one oval.

- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

Figure 12: Survey, continued

19. **14. Recognize where sentences begin and end** *
Mark only one oval.

- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

20. **15. Use compound sentences** *
(Note: A compound sentence is composed of at least two independent clauses. It does not require a dependent clause. A conjunction can be used to connect two independent clauses and make a compound sentence. Conjunctions are words such as for, and, nor, but, or, yet, so.)
Mark only one oval.

- ◯ Not at all important
- ◯ Somewhat important
- ◯ Important
- ◯ Very important
- ◯ Critically important

Please click below and continue to page 3 (of 4)

Statements concerning your sense of personal teaching efficacy

A number of statements about children and teaching are presented below. The purpose is to gather information regarding the actual attitudes of UCSD students concerning these statements. There are no correct or incorrect answers. We are only interested in your frank opinions.

You're responses will remain confidential and no identifying information will be made public.

INSTRUCTIONS: Please indicate your personal opinion about the importance of each statement by marking the appropriate response below. All questions are required.

21. **1. When a child is having difficulty with an activity, I am usually able to adjust to his/her level** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

Figure 12: Survey, continued

22. **2. I have enough training to deal with almost any learning problem** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

23. **3. When I really try hard, I can get through to even the most difficult children** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

24. **4. My education has given me the necessary skills to be an effective teacher** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

25. **5. When a child performs better than he or she usually does, it is usually because I found better ways of teaching that child** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

Figure 12: Survey, continued

26. **6. If a child comprehends a new concept quickly, this might be because I knew the necessary steps in teaching that concept** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

27. **7. When a child does better than usual, many times it is because I exert a little extra effort** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

28. **8. I enjoy telling stories** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

29. **9. I know strategies to support children when they are telling stories** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

Please click below and continue to page 4 (of 4)

Figure 12: Survey, continued

Statements concerning your sense of general teaching efficacy

A number of statements about children and teaching are presented below. The purpose is to gather information regarding the actual attitudes of UCSD students concerning these statements. There are no correct or incorrect answers. We are only interested in your frank opinions.

You're responses will remain confidential and no identifying information will be made public.

INSTRUCTIONS: Please indicate your personal opinion about the importance of each statement by marking the appropriate response below. All questions are required.

30. **1. A teacher is very limited in what s/he can achieve because a child's home environment is a large influence on his/her achievement** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

31. **2. The amount a child can learn is primarily related to family background** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

32. **3. The influences of a child's home experiences can be overcome by good teaching** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

Figure 12: Survey, continued

33. **4. Even a teacher with good teaching abilities may not reach many children** *
Mark only one oval.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Disagree Slightly More Than Agree
- ◯ Agree Slightly More Than Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

Figure 12: Survey, continued

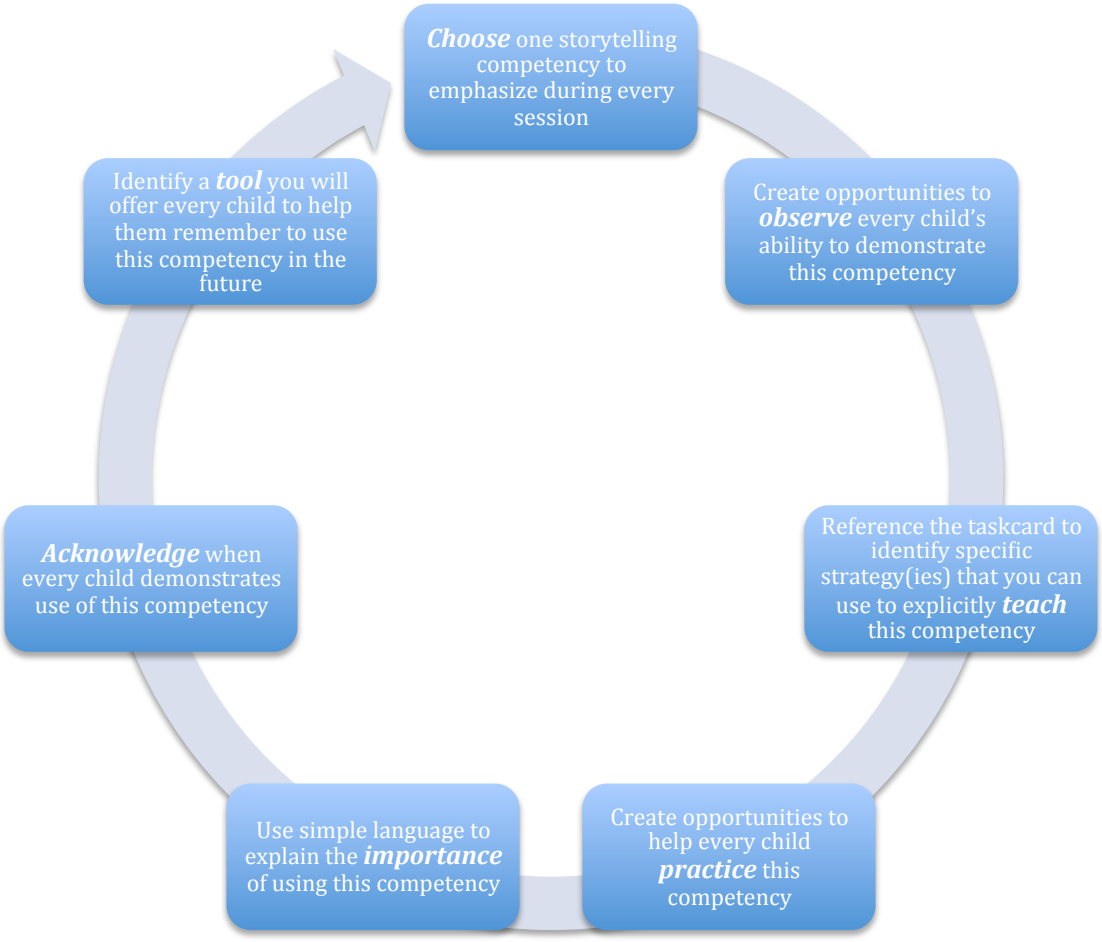

Figure 13: Everyday, every session, every child (Adapted from "English learner resource guide" by Susie VanHouten)

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