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Early Childhood Perspective of the K-12 Common Core State Standards Implementation

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COLLEGE OF EDUCATION

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Anita Benson

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2014

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MA, University of Puget Sound, 1991

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Doctoral Study Submitted in Partial Fulfillment

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The importance of school readiness and social-emotional development for children who live in poverty is well established. Head Start programs have championed the development of the whole child across all learning domains. The implementation of the K-12 Common Core State Standards (CCSS) focuses instructional skills on reading language arts, and math. The purpose of this qualitative case study was to explore Head Start teachers' perceptions and experiences of the CCSS implementation. The study was guided by the constructivist learning framework of Piaget and Dewey. Research questions explored the understanding and effects of the K-12 CCSS implementation from a group of 10 Head Start teachers in high poverty schools in a large urban district in Washington State. Data were collected through observations, interviews, and shared documents. Open coding was employed to look for common topics for thematic analysis. Emergent themes were related to goal setting for students, teacher training, and student development. Key findings showed early childhood teachers have 3 different sets of standards, and teachers in Head Start could not access others besides their own. Findings resulted in a document for early childhood teachers combining the CCSS; Washington State early learning standards; and goals used by Head Start teachers, in literacy, math, and social-emotional skills for children ages 4 to 6. With access to all early childhood goals, teachers can set goals for their students that precede or exceed the guidelines used at their own grade level. Implications for social change are the opportunity for teachers to meet the needs of their students, no matter their skill level, and allow students to excel beyond their classroom setting, toward greater educational opportunities.

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Dedication

This study is dedicated to my two children, Kelsea Margaret and Lucia Lynn, who always believed I could achieve this, and to the memory of my mother, Patricia Lynn, who would have been very proud.

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I would like to acknowledge the fabulous support, faith, and kindness I have received from my chair, Dr. Michael Jazzar, and my principal, who, besides being a great boss, has been a true friend and supporter. I would also like to thank my fellow students, especially William and Richard, who were with me from the beginning and provided community support, enthusiasm, laughs, and the ultimate belief in our success.

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Introduction

The importance of school readiness for children who live in poverty is well established (Bassok, 2010; Cushon, Vu, Janzen, & Muhajarine, 2011; Raver et al., 2009). The opportunity to move out of poverty is a journey that begins at birth and is dependent on many critical factors, including events and opportunities in early childhood. Early childhood is a time of development for the mind and body to prepare for the rigors of growing up, to develop the mind for education, and, for children born in poverty, to develop the skills that will move them out of poverty.

Educational opportunities that develop school readiness skills for children in poverty are generally limited to publicly offered, no-cost preschools (Zhai, Brooks-Gunn, & Waldfogel, 2011). Head Start has long been a pillar of early childhood education and the development of the whole child (U.S. Department of Health and Human Services, 2012). Head Start's focus is preparing young children for school readiness so they can begin their formal education prepared for school and life beyond (U.S. Dept. of Health and Human Services, 2011).

The National Association for the Education of Young Children (NAEYC) works to promote developmentally appropriate learning in early childhood from birth to the age of 8 (Snow, 2011). During this time span, children need to develop in all domains, which are broadly considered language and literacy, social and emotional, cognition and general knowledge, approaches toward learning, and physical well-being (McWayne, Cheung, Wright, & Hahs-Vaughn, 2012).

NAEYC (2009) stated that children develop at different rates in early childhood and that all the developmental domains are interrelated. Children in poverty often have delays in approaches to learning, cognitive skills, and social and emotional development (Bierman, Torres, Domitrovich, Welsh, & Gest, 2009). Some have cognitive scores 60% lower than other groups at the start of kindergarten. They need an opportunity to develop in all domains (NAEYC, 2009).

In kindergarten through 12th grade there are new expectations with the implementation of the CCSS (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012). These standards are being adopted by 43 states and assess skills in reading language arts and math, but not any other domains as set out by the National Educational Goals Panel (NEGP) as necessary for school readiness (NAEYC, 2012). Children in kindergarten, first, and second grade, who are still developmentally considered as being in early childhood, are now in a setting where the expectations are only that they meet standards in reading language arts and math (Paciga, Hoffman, & Teale, 2011). All the other domains drop away and the focus is narrowed to two academic areas (Snow, 2012).

Conflict exists between the early learning focus on developing all the domains and teaching the whole child to develop school readiness skills, and the CCSS that focus only on literacy and math (Brown & Gasko, 2012). A gap occurs in the developmental learning of young children when the focus becomes only academic. Students in kindergarten, first, and second grade, who are developmentally still in early childhood,

may only be learning academics that are assessed by the Common Core (H. Nielson, October 16, 2013).

This narrow focus can especially be a problem in schools and districts with high poverty where children enter school unprepared because of developmental delays in school readiness skills defined by the NEGP. Evidence exists that some kindergarten teachers are focusing only on academic skills and not the whole child (H. Nielsen, personal communication, October 16, 2013). Evidence also exists that some preschool teachers are using direct instruction for academic learning (Bierman et al., 2009). Even Head Start, once an advocate for the development of the whole child and developmentally appropriate learning, is providing funding to support research on explicit instruction (Massetti, 2009). The effects of the implementation of the CCSS are being felt in all the passageways of early learning.

Definition of the Problem

The problem is that children who live in poverty need to start their education with school readiness skills, and the implementation of the CCSS may be taking away that opportunity from these children. In preschool (Bierman et al., 2009) and kindergarten (Snow, 2012), there is a push for a greater academic focus on the CCSS, which takes time away from supporting development across all domains. Children who live in poverty are particularly in need of early childhood experiences that provide school readiness skills because they often have fewer cognitive and social emotional skills (Bierman et al., 2009).

In 2001, there were 16.9% children living in poverty in the United States, and the numbers have increased almost yearly (U.S. Census Bureau, 2011). By 2010, the number of children living in poverty was 21.6%, which is more than one in five children. These "children are more likely than their peers to have cognitive and behavioral difficulties" (U.S. Census Bureau, 2011, p. 1) and school readiness skills help improve these difficulties.

For some children, Head Start, a federally funded preschool, is their first and only opportunity to be prepared to learn when they enter the K-12 setting. Razza, Martin, and Brooks-Dunn (2010) stated, "There is already ample evidence that low-income children enter school with fewer cognitive and behavior skills than other children" (p. 1529). Head Start provides school readiness skills for these low-income children who otherwise would have fewer cognitive and behavior skills. "Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school" (U.S. Dept. of Health and Human Services, 2011, p. 1). Head Start focuses on school readiness skills for children in poverty.

Early learning standards for early childhood have been created based on the developmental stages of young children (NAEYC, 2009). Head Start focuses on developmentally appropriate, play-based learning and has built upon the core five domains first defined by the NEGP, refining them into 11 domains (U.S. Dept. of Health and Human Services, 2010). The 11 domains that are the focus by Head Start for school readiness are physical development and health, social and emotional, approaches to learning, language, literacy, mathematics, science, creative arts, logic and reasoning, and

social studies; for students whose primary language is not English, there is also English language development. Head Start uses an integrated approach to teaching and assesses in all the domains at least three times a year (S. Yakubovich, personal communication, October 14, 2013). The Head Start Approach to School Readiness (U.S. Dept. of Health and Human Services, 2011) stated that their classrooms are required to have school readiness goals that "align with the Head Start Framework, State early learning guidelines, and the requirements and expectations of the schools" (p. 9).

Of all the domains that Head Start focuses on, the social-emotional domain and approaches to learning domain are particularly important for school readiness skills because their affect is felt across all the domains (Rueda, Checa, & Rothbart, 2010). Social and emotional include the ability to establish friendships and cooperate with others. Approaches to learning include the ability to stay focused without being distracted and cooperating in a group. Bierman et al. (2009) stated that "researchers and practitioners alike have stressed the importance of supporting social-emotional development and positive socialization to school during the preschool years to assure that children are ready for the behavioral demands of school" (p. 306). Approaches to learning were defined by Vitiello, Greenfield, Munis and George (2011) to include "a child's ability to tolerate frustration, cooperate, and accept help when needed . . . these . . . serve to bring children into greater contact with learning opportunities in the classroom" (p. 391).

The CCSS were recently developed for students in the K-12 educational system and have been adopted by 43 states. Once they are fully adopted, teachers will be

required to give assessments associated with the CCSS (Office of the Superintendent of Public Instruction [OSPI], Smarter Balanced Assessment Consortium, 2014). Unlike early childhood standards that look at all the domains of development for the whole child, the CCSS only assess skills in reading language arts and math (NAEYC, 2012). Kindergarten teachers used to focus on continuing the work of Head Start teachers and work on the development of the whole child. However, with the implementation of the CCSS, the focus for many kindergarten teachers may have changed (H. Nielsen, personal communication, October 16, 2013).

Head Start has long been considered a champion in promoting the development of the whole child across all domains. However, with the move in some preschools and kindergarten to focus on the CCSS, concern exists that Head Start will also move toward a focus on the requirements of the CCSS in reading language arts and math. The Head Start Approach to School Readiness (U.S. Dept. of Health and Human Services, 2011) stated that school readiness goals should align with the "expectations of the schools" (p. 9). The school expectations are that the students will meet the reading language arts and math standard of the Common Core. There are no expectations for the other domains in the CCSS.

Some kindergarten teachers who are working toward their students meeting the CCSS benchmarks are concerned that the focus on meeting the requirements of the CCSS may reduce their opportunity to teach to other domains not assessed by the CCSS, including social emotional and approaches to learning (H. Nielsen, personal communication, October 16, 2013). Some preschool teachers who are concerned about

students meeting the kindergarten standard may be changing their teaching. They may be moving toward direct instruction and away from developmentally appropriate, play-based learning to focus on the emergent literacy skills (Bierman et al., 2009) and the benchmarks of the CCSS.

The Local Problem

The problem is that in Washington State, the number of students living in poverty is on the rise, and many of these children rely on Head Start classes for school readiness skills. Head Start has always supported the development of the whole child. However, Head Start students are expected to meet the expectations of the schools that they will attend in kindergarten. Schools in 43 states are adopting the CCSS, and the Common Core only has a focus in reading and math. Evidence shows that preschool and kindergarten teachers are focusing on the academics of the CCSS and less on social and emotional skills to meet the expectations of the schools (Bierman et al., 2009; H. Nielsen, personal communication, October 16, 2013). Head Start teachers who serve children in poverty also need to meet the expectations of the schools. Those expectations are that the children served by Head Start will be ready to meet the standards of the Common Core.

Statewide, in 2011, 43.7% of the K-12 students qualified for free or reduced lunch. By 2013, 46.1% qualified for free and reduced lunch. In a large urban school district in Washington State, in 2011, 60.0% of the students qualified for free and reduced lunch and that number increased to 63.2% by 2013 (Office of the Superintendent of Public Instruction [OSPI], report card, 2013). In a small elementary school in that urban district, which I will call the Eastside School, in 2011, 79.8% of the students in

kindergarten through fifth grade qualified for free or reduced lunch and that number increased to 86.1% by 2013. Research in 2005 of statewide kindergarten readiness by the Washington State Office of Superintendent of Public Instruction indicated that 46% of students statewide had attended some kind of preschool or childcare, and that number included 18% who attended Head Start or Early Childhood Education and Assistance Program (OSPI, 2005).

Head Start provides school readiness skills to children who live in poverty, but Head Start does not have room for every young child who lives in poverty. Not every high poverty school has Head Start or other preschool classes. The Eastside School is a kindergarten through fifth grade school and has about 340 students with three kindergarten classes and two Head Start classes. The students in the K-5 classes live within the attendance range of the Eastside School. However, the Head Start students come from the Eastside School attendance area and from the attendance areas of other elementary schools (Washington State Department of Early Learning, 2010). Sixteen of the 35 elementary schools have Head Start classrooms, but with a district wide poverty rate of 63% there are not enough Head Start classes to serve all the children from low income families (K. Abando, personal communication, October 14, 2013).

Early childhood, according to NAEYC (2012), is defined as birth through age eight. For these children, there are developmentally appropriate early learning standards which are followed by Head Start. These standards give children an opportunity to develop as a whole child and not have a single focus on academics. When the focus is on developing the whole child, children have better cognitive and social skills and improved

attention (Zhai et al., 2011). The CCSS have narrowed the focus in K-12 schools to reading language arts and math. Kindergarten teachers may be losing their focus on the development of the other domains, especially the critical social and emotional domain in children, and focusing instead on the reading and math required by the CCSS. Head Start teachers may be focusing more on the CCSS requirements of reading and math and less on the early learning standards and the development of the whole child.

Rationale

The CCSS have been adopted by 43 states. An adoption is a mandate by the state that teachers are required to follow. In Washington State, K-12 teacher evaluations, and potentially their jobs, are tied to student performance (OSPI, 2010), so teachers are focused on their students meeting the CCSS benchmarks. Early learning standards, which focus on the development of the whole child, are not mandated by states. Of the five domains set out by the NEGP as important for early learning from birth through 8 years old—language and literacy, social and emotional, cognition and general knowledge, approaches toward learning, and physical (NAEYC, 2012)—only literacy remains in focus, along with math (Snow, 2012), with the implementation of the CCSS for K-12 teachers.

In an effort to have their students prepared for the kindergarten literacy and math standards of the CCSS, preschool teachers may be using teaching strategies that are not developmentally appropriate for their students. Head Start is funding research on explicit instruction in literacy (Massetti, 2009). Explicit instruction does not follow the Head Start philosophy of integrated teaching of the whole child. Kindergarten teachers may be

losing their connections with developmentally appropriate early learning standards and focusing only on the literacy and math standards of the CCSS (H. Nielsen, personal communication, October 16, 2013).

For adequate school readiness skills, a child needs to be prepared in several developmental domains (McWayne, Green, & Fantuzzo, 2009). Bierman et al. (2009) and Vitiello et al. (2011) found that social and emotional skills and approaches to learning skills support school readiness. Without an opportunity to learn the necessary skills for school readiness, some of which are perseverance, focus, making friends, and cooperating in a group, students may not be able to learn in a school setting. In addition, when children are not socially and emotionally prepared for the rigors of school, they may disrupt the learning of others (H. Nielsen, personal communication, October 16, 2013), which is the opposite intent of the CCSS, but a possible consequence.

Schools in high poverty communities generally have students with fewer school readiness skills (Razza et al., 2010). McWayne et al. (2012) found that social and cognitive skills may work together, and that strengthening skills in one domain may cause improvements in the other. The students at Washington State's Eastside School and other schools in the surrounding neighborhoods live in high poverty communities and, therefore, need classrooms that focus on all of the early learning skills, especially social and emotional skills that help support cognitive skills.

Teachers in kindergarten, first, and second grade have academic goals for their students set out by their district and state, found in the CCSS. Those academic domains, however, are linked to the other domains and their students' academic learning may be at

the expense of their developing in other domains (Bierman et al. 2009; Council of Chief State School Officers, 2011). The children are developmentally still in early childhood. In Head Start the same problem exists. The Head Start teachers are supposed to teach to develop the whole child in all domains. However, they are also supposed to support the expectations of the schools, and the schools expect students to meet the goals of the CCSS.

Definitions

Approaches to learning: "A child's ability to tolerate frustration, cooperate, and accept help when needed. . . these …serve to bring children into greater contact with learning opportunities in the classroom" (Vitiello et al., 2011, p. 391).

Behavioral school readiness: "Includes the capacity to approach learning tasks effectively with focused interest and sustained engagement, and it involves the capacity to relate positively to peers and teachers, with co-operative initiative and appropriate aggression control" (Bierman et al., 2009, p. 306).

Cognitive readiness: "Academic knowledge, executive function skills" (Bierman et al., 2009, p. 306).

Common Core State Standards: Standards in math and reading language arts for kindergarten through grade 12. Adopted by 43 states (McLaughlin & Overturf, 2012). Assessments for CCSS that will be used by Washington State are being developed by the Smarter Balanced Assessment Consortium (OSPI, Smarter Balanced Assessment Consortium. 2014).

Early childhood: The time from birth to 8 years old when children are developing across all domains. Developmentally appropriate practice (DAP) provides research-based guidelines on the stages of development of domains in young children and effective teaching at each developmental stage in early childhood. (NAEYC, 2009).

Emergent literacy skills: See prereading skills.

Executive function: "Working memory, attention set shifting, and inhibitory control . . . enable children to organize their thinking and behavior with increasing flexibility, decrease their reactive responding to contextual cues and contingencies, and engage in self-regulated and rule-governed behavior" (Welsh, Nix, Blair, Bierman, & Nelson, 2010, p. 44).

Head Start's 11 school readiness domains: Physical development and health, social and emotional, approaches to learning, language, literacy, mathematics, science, creative arts, logic and reasoning, social studies; English Language development for English Language Learners (U.S. Dept. of Health and Human Services, 2010).

National Association for the Education of Young Children (NAEYC):

> The nation's leading voice for high-quality early childhood education for children from birth through age 8… NAEYC's mission is to serve and act on behalf of the needs, rights and well-being of all young children with primary focus on the provision of educational and developmental services and resources. (http://www.naeyc.org, para. 1).

National Education Goals Panel (NEGP): Government agency whose goal was to guide school reform and establish high academic expectations. Established in 1989 and dissolved in 2002 (National Education Goals Panel, n.d.).

Poverty: The common measure schools use to determine whether children live in poverty is if they qualify for free and reduced lunch. In 2013, the U.S. Department of Health and Human Services (2013) poverty guideline for a two-person household was $15,510 and for a four-person household was $23,550.

Prereading skills: Pre-reading skills are separated into two main categories, "oral language which includes expressive and receptive vocabulary, grammatical rules, and narrative structure, and code related skills which includes alphabet knowledge, phonological awareness, letter-sound correspondence, and knowledge of print concepts" (Fuhs et al., 2011, p. 145).

School readiness: Skills necessary for school readiness "include early social and emotional competence, motor development and physical well-being, development of pre-academic skills such as emergent literacy and numeracy within the cognitive domain, and children's approaches to learning" (McWayne, Green, & Fantuzzo, 2009, p. 1).

Self-regulation: The "ability to modulate (inhibit, activate, or change) attention and behavior in response to a situation" (McKown, Gumbiner, Russo, & Lipton, 2009, p. 860).

Socially competent behavior: "Cooperative, assertive, socially appropriate behavior, and skillful participation in group activities" (McKown et al., 2009, p. 859).

Significance

The significance of the problem is best addressed by looking at the number of children entering kindergarten who live in poverty. In 2013, 46.1% of the children in Washington State were living in poverty, 63.2% of students in a large urban district were living in poverty, and 86.1% of children in the Eastside School were living in poverty. Children who live in poverty are more likely than their peers to lack skills for school readiness (Cushon et al., 2011; McWayne et al., 2012; Razza et al., 2010; U.S. Census Bureau, 2011; Vitiello et al., 2011; Zhai, Brooks-Gunn, & Waldfogel, 2011). The needs of the children should be met in order to help them develop school readiness skills. Preschool and kindergarten teachers are feeling pressure to teach to the academic standards of the CCSS and ignore the early childhood developmental domains. Children need to develop social and emotional skills in order to develop effective academic skills and be prepared for school.

Guiding/Research Question

Head Start teachers are expected to use the developmentally appropriate Head Start Child Development and Early Learning Framework and also align their classes with the requirements and expectations of the local schools (U.S. Dept. of Health and Human Services, 2011). If other early learning preschools and kindergartens may be moving away from an equal focus across all the domains and developmentally appropriate learning (Fantuzzo, Pearlman, Sproul, & Minney, 2011; Gallant, 2009), are Head Start teachers feeling pressure to focus on the academic skills targeted by the CCSS and

leaving behind the other domains that are so critical to learning in early childhood? The research questions for this study asked the following:

How has the implementation of the Common Core State Standards changed the teaching of early childhood educators?

What do Head Start teachers know about the kindergarten through 12th grade Common Core State Standards?

What training does Head Start provide that focuses on early literacy and social emotional learning?

How do Head Start teachers teach academics, do they use direct instruction or play-based instruction?

How do Head Start teachers feel about trying to balance a focus between all the developmental domains and academic skills?

Review of the Literature

The purpose of this literature review was to examine relevant research. On a broad range, topics of interest were early childhood, developmental learning of children in poverty, and the implementation of academic standards. In particular was a focus on learning and academic work in early childhood, the effect of an academic focus on children in early childhood who live in poverty, low social emotional skills, and approaches to learning. Most of the research was from journals in the field of education, but some of the research moved into the fields of medicine and psychology. For example, the medical research on learning included the effects of stress and cortisol on the brains

of young children. Even though this affects learning for children in poverty, this literature is not included here because I do not have a medical background.

In an effort to reach saturation in the literature review the searches were of applicable individual topics and a combination of applicable topics. Some of the search terms explored were *approaches to learning, cognitive skills, curriculum effectiveness, developmental, emergent, executive function, early childhood, early childhood certification, early learning, elementary, Head Start, kindergarten, learning, literacy, Maslow, National Association of Early Childhood Teacher Educators, play based, poverty, readiness, school readiness, self-regulation, state standards, Common Core State Standards,* and *social emotional.* Author names that reoccurred in the research were searched for additional information. Some of the authors' names are Brooks-Gunn, Blair, Brown, McWayne, McKown, Razza, and Zhai. Position papers from NAEYC were examined as well as papers related to Head Start. Multiple databases were searched including Proquest, ERIC, SAGE with additional searches of the Walden Library and Google Scholar. These sources provided the majority of sources for this study.

Conceptual/Theoretical Framework

Infants are born with a natural curiosity about the world around them. They reach out to touch, eat, and move objects around them (Piaget & Inhelder, 2000). By understanding the world around them, they use that knowledge to learn and build their understanding. Piaget stated that when infants construct an understanding about the world and are learning new things, everything learned is connected and scaffolds to something they already understand (Piaget & Inhelder, 2000). Developing children need

the opportunity to learn by making connections to what they already know. Dewey (2009) stated the idea of isolating learning subjects into separate topics when teaching children would cause the mind to be a collection of meaningless details and ruin the thoughtful openness of the mind.

Dewey (1997, 2009) described the importance of integrated learning for children and not trying to have them learn isolated topics through drill and repetition. Dewey supported the educational principles of Friedrich Froebel, which stated "the primary root of all educative activity is in the instinctive, impulsive attitudes and activities of the child, and not in the presentation and application of external material" (p. 73). Dewey went on to state that if reading were being taught, it would be the connections to community and previous learning that would be important not random assignments from the teacher. Head Start has always focused on the development of the whole child. Through scaffolding and integrating developmentally appropriate activities, young children grow across all domains.

Not only is it important in early childhood for learning to be self-directed and integrated, learning needs to be social. Dewey (2009) explained that schools prepare children to be viable members of the smaller classroom and school society. In turn this training supports their ability to become functioning members of our larger society. Piaget and Inhelder (2000) described the innate need that children have to work with others. They found that children begin working in isolation and later join in with others.

Ultanir (2012) looked at the common ideas of Dewey, Piaget, and Montessori and found that the instructional emphasis of the constructivist learning environment is a

"knowledge construction environment, which supports active and collaborative learning" (p. 205). Young children need an opportunity to construct their own learning and learn to work with others. Edwards (2005) also emphasized the collaborative and social aspect of constructivist learning.

Early Childhood Developmental Domains

Research shows that the focus by Head Start on all domains of child development is important in early childhood. Their focus provides young children kindergarten readiness skills necessary to be successful both academically and socially. The CCSS are changing the focus in early childhood from all the domains of development to the academic requirements of the CCSS. NAEYC (2012) addressed the limited focus of the CCSS and expressed concern that focusing on just two academic areas could cause the deterioration of student learning. Nadeem, Maslak, Chacko, and Hoagwood (2010) stated the issue clearly: "Academic and social-emotional competencies are described and conceptualized as developmentally linked, reciprocal processes that should be supported by education in an integrated, holistic manner" (p. 765). Social emotional skills are necessary for academic success.

Bierman et al. (2009) stated that the understanding that emergent literacy skills may improve later academic achievement had caused teachers to use developmentally inappropriate direct instruction in preschools. A similar concern from the National Early Literacy Panel, as stated by Paciga, Hoffman, and Teale (2011), is "overemphasis on skill-and-drill practice is not a developmentally appropriate or authentic way to teach

foundational skills" (p. 2011). Children in early childhood need an opportunity to develop emerging skills.

Welsh et al. (2010) found that growth and success in early literacy and math skills were connected to increases in growth in executive function skills, particularly working memory and attention control. The researchers could predict academic success by growth in executive function. They also found executive function could be predicted by early emergent numeracy skills. Impulsivity and the ability to pay attention and regulate one's behavior were found to adversely affect the prereading skills in children who live in poverty (Fuhs, Wyant, & Day, 2011).

Poverty and low executive functioning skills are linked through the effects of stress and environment. When children live in poverty it increases their stress and that in turn reduces their self-regulation (Raver, Blair, & Willoughby, 2013). Ivrendi (2011) found that self-regulation is a predictor of math ability, adjustment in school, and classroom academic performance, and there is evidence behavior can predict emergent literacy and vocabulary skills. In addition, Ivrendi stated there is a relationship between math skills and executive function and children with low math scores also had weak working memory and inhibition control. Inhibitory control was generally determined to have low growth in children with harsh parents living in high poverty and high growth in children whose parents were positive and supportive (Moilanen, Shaw, Dishion, Gardner, & Wilson, 2009).

Self-regulation and social skills effect school success. McKown, Gumbiner, Russo, and Lipton (2009) stated children are more accepted by their peers when they are

more socially competent "defined as cooperative, assertive, socially appropriate behavior, and skillful participation in group activities" (p. 859). In order to have socially competent behavior, children must have self-regulation and be able to respond to changing situations. Social emotional learning contributes to developing social skills. Twelve percent of children in elementary school are not accepted by fellow students, a category of students that has a high dropout and failure rate (McKown et al., 2009). Green, Malsch, Kothari, Busse and Brennan (2012) found that approximately 75% of prekindergarten age children are in some type of childcare. Four to 12% of those children have emotional or behavioral disorders, and the numbers are higher for children who live in poverty.

Children who enter school with the skills to be socially and emotionally competent generally avoid peer rejection. McKown et al. (2009) stated social competence includes the self-regulation skills of focusing attention and inhibiting impulsive behavior. Self-regulation and school success are supported by Rueda et al. (2010) who stated opportunities for satisfactory socializing skills and school success rely on appropriate self-regulation skills.

Head Start

School readiness skills that are the focus of Head Start were developed from work that was originated by the NEGP (U.S. Dept. of Health and Human Services, 2011). The NEGP was a government agency created in 1989 whose goal was to guide school reform and establish high academic expectations (NEGP, n.d.). The NEGP recommended that in order to establish high academic expectations the focus for children in early childhood

should be on social and emotional skills, cognition and general knowledge, language and literacy, physical wellbeing, and approaches to learning (McWayne et al., 2012).

Head Start is a federal program that was started in 1965 to help families in poverty in the areas of early childhood education and school readiness, parent involvement, health services and nutrition. Head Start focuses on school readiness by developing the whole child. They further defined the NEGP goals by separating the original five domains of development into 11 domains, and teach to all the domains. The domains are the areas of child development considered necessary for school readiness and future success (U.S. Dept. of Health and Human Services, 2010). Their goal of school readiness includes several areas, which include social-emotional and cognitive. McWayne et al. (2012) looked at the academic outcomes of students in Head Start and found the importance in developing all domains in early childhood and having an integrated curriculum and stated social and cognitive skills are connected, and providing support in one domain may improve skills in another. Zhai et al. (2011) also found benefits for students who attended Head Start and stated that Head Start students exhibited better cognitive and social development and reduced attention problems.

Attention and persistence are skills that affect executive function (Cartwright, 2012) and are a focus in Head Start's cognitive approaches to learning. Work by Vitiello et al. (2011) looked at cognitive flexibility, which is being able to switch between two different focuses. They found that a child's ability to maintain attention and persist was tied to cognitive flexibility, and cognitive flexibility is important for school readiness.

Head Start is a national program that provides guidelines to Head Start programs across the country. They provide training to programs and Head Start teachers. Training to meet the social and emotional needs of students is particularly important. Children whose parents raise them in high poverty households have a higher need for learning social emotional skills because children raised in poverty generally have lower social emotional skills. Teachers of children raised in poverty have a greater need for training on how to teach social emotional skills because it is a highly needed skill by many Head Start students (Schultz et al., 2010).

Head Start provides grants for trainings within different programs. One grant for a New York Head Start provided teacher training in developing literacy skills in children. The study determined targeting literacy skills in preschoolers showed the benefits of using explicit instruction (Massetti, 2009). There is evidence that some Head Start teachers are unsure about teaching emergent literacy skills, especially phonological awareness and vocabulary knowledge (O'Leary, Cockburn, Powell, & Diamond, 2010). Developmentally appropriate play based instruction allows children to construct their own understanding and scaffold new knowledge on what they already know.

Early Learning Standards

Early learning standards for preschool children have been developed in almost every state across the country (NAEYC & NAECS/SDE, 2009). Scott-Little (2010) found that some of the major reasons for the development of early learning standards are to broaden the current movement in standards based education for K-12 students, an increase in use of public money for early childhood education in an effort to close the

achievement gap, and a new understanding of the abilities of young children to learn. The NEGP defined early learning, and kindergarten readiness as being prepared in five domains: physical, social and emotional, approaches to learning, language and cognition and knowledge.

Early learning standards have some critics who believe that early learning standards do not appear to support the developmental process inherent to development in early childhood (Scott-Little, 2010). However, there is support from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) for early learning standards. They support standards as part of a support system for children and believe they should include all areas of learning, including social and emotional, cognitive, language, and physical (NAEYC & NAECS/SDE, 2009). Much of the support for standards in early childhood settings came with the Good Start, Grow Smart federal initiative that set guidelines for early childhood education, especially in Head Start programs (Bush Administration, 2002). These federal initiatives supported the development of standards in language, literacy and mathematics skills for all students in grades K-12 (McLaughlin & Overturf, 2012).

The Council of Chief State School Officers (2011) supports kindergarten readiness through early childhood education standards, and they support the CCSS. However, they caution that the CCSS defines skills and understanding for K-12 students only in areas of English Language Arts and Math. They stated that while early learning standards address learning in many domains the kindergarten standards do not. They

stated that kindergarten skills should address both the early learning standards and the CCSS, and suggested assessing the additional developmental domains that are the focus in early childhood, as well as those on the CCSS.

Aligning early childhood education with the CCSS is difficult because "Early childhood educators and K-12 leaders tend to have different approaches to teaching and learning and even different beliefs about the objectives" (National Governors Association, 2012, p. 1). Efforts to align early childhood programs have highlighted the range of different early childhood learning models. Some early childhood programs may have difficulties if academic standards are imposed on them, especially when some preschools are privately funded (Brown & Gasko, 2012).

In California, efforts to improve literacy skills for children in poverty were done by providing training to teachers at state preschools. Funding was provided by a community effort of the local university, public schools and businesses. Mohler, Yun, Carter, and Kasak (2009) found that when providing the preschool teachers with training and curriculum materials, the students performed better that those whose teachers were not provided additional training. Concerns expressed by Nitecki and Chung (2013) addressed the fact that teachers of young children often do not use developmentally appropriate teaching and "argue that there seems to be a tension between meeting standards through direct instruction and play-based developmentally appropriate methods" (p. 47).

Common Core State Standards

The CCSS for students in kindergarten through twelfth grade have been adopted by 43 states, including Washington State. The Standards were developed in an effort to create common expectations in Mathematics and English Language Arts, and to prepare students for success in college and beyond (McLaughlin & Overturf, 2012). The CCSS compare with standards from other countries and American students are expected to be prepared to compete with students from other countries.

The CCSS for English Language Arts in kindergarten include discussing features of a story, retelling a story, and foundational skills (Kosanovich & Verhagen 2012). Foundational skills are the basics of print concepts, phonological awareness and phonics, all necessary to decipher written words. As the standards development from grade the grade, they scaffold on each other as reading becomes more complex. An example provided by Kosanovich and Verhagen (2012) was for the skills for Phonics and Word Recognition. In kindergarten, for Phonics and Word Recognition, a student should read common high-frequency sight words such as *to*, *you*, *she, my*, and so on. The Phonics and Word Recognition skills progresses in first grade so the student should "know final –e and common vowel team conventions for representing long vowel sounds" (p. 16). In second grade the Phonics and Word Recognition skills students should know are to "decode regularly spelled two-syllable words with long vowels" (p. 16).

Concerns exist that the implementation of the CCSS will cause families to delay their children entering kindergarten or will cause them to hold them back to repeat kindergarten. Delaying entry is called redshirting and holding a child back to repeat a

year is called retention. Research shows it is usually children who do not live in poverty are those who are redshirted and enter kindergarten late (Dougan & Pijanowski, 2011; Range, Dougan & Pijanowski, 2011), allowing those children to be more physically and academic prepared. These families are generally able to pay for an additional year of childcare and preschool while those who live in poverty want their children attending public school. Winsler et al. (2012) stated "there is anecdotal evidence that in cases where families are encouraged to hold children back a year (retention) due to low scores on assessments, and/or screeners, the children are more likely to be Black or Hispanic than White" (p. 1300).

Early Childhood Educators

Early childhood is defined by the National Association for the Education of Young Children (NAEYC) as birth through 8 years of age (Snow, 2011). Early childhood standards are appropriate for children through age 8. Head Start, which serves primarily children from low income families, focuses on school readiness skills described by the NEGP. Head Start includes a total of 11 domains: physical, social and emotional, approaches to learning, language, literacy, mathematics, science, creative arts, logic and reasoning, social studies and English language development. The last domain is for children whose primary language in the home is not English (U.S. Dept. of Health and Human Services, 2010).

The National Association of Early Childhood Teacher Educators (NAECTE) expressed concern that without adequate training and education, early childhood teachers may not fully understand the developmental process of early childhood. Their position

statement suggests that early childhood certification be required in all state funded prekindergarten, kindergarten and primary grade classrooms (NAECTE, 2009). Hyson, Tomlinson, and Morris (2009) found there are a variety of programs in higher education that offer early childhood education degrees. They looked at 1,200 higher education programs and found approximately 40% offered a bachelor's degree and 60% offered an associate's degree, but there is very little controlling what defines a high quality program. Additionally, French (2010) found that 87% of teachers in public school preschools had bachelor's degrees but that public preschools only make up 16% of the early childhood programs, and the rest of the programs are community based. "Mounting evidence links teachers' completion of a bachelor's degree with better-quality classrooms and children's learning experiences, yet baccalaureate-degreed teachers and administrators comprise a declining share of the nation's community-based early childhood education workforce" (French, 2010, p. 62).

Preschool educators, those who teach children prior to their entry in kindergarten, have a variety of educational requirements. Washington State's Department of Early Learning has developed a Career Lattice that defines Professional Development Pathways. The Washington State Department of Early Learning Career Lattice covers 15 steps of education, beginning with a high school education and ending with a master's degree or higher.

With a variety of learning settings in early childhood and the variety of educational backgrounds of early learning teachers there are inconsistencies in what young children learn in a preschool setting. Whether it is in a Head Start classroom which

focuses on school readiness through the developmental domains following federal guidelines, or a home preschool setting with few guidelines, children have specific needs to be prepared for K-12. Early childhood teachers need skills in teaching social and emotional skills, as well as how to teach emergent literacy skills in a developmentally appropriate way.

Implications

Teachers in preschool settings and early childhood teachers of children in kindergarten through second grade are responsible for the development of school readiness skills in their students. They need to be skilled in teaching social emotional skills and emergent learning skills in developmentally appropriate ways (NAEYC, 2009). Teachers need access to all the goals for children in early childhood to assure the school readiness skills of their students and support their academic success.

Summary

The introduction of the CCSS has likely brought a change to teaching in preschool settings. The number of children who live in poverty continues to rise and school readiness skills are important for children to be prepared to meet the CCSS. Head Start, a federally funded preschool for children who live in poverty, focuses on developing all the domains necessary for school readiness as defined by the NGEP.

Early childhood is defined by NAEYC as birth through age 8. However, the CCSS begins academic benchmarks in kindergarten and ignores the other domains, focusing only on reading language arts and math. Young children need social and emotional skills to develop fully their academic learning skills. Without developing the

whole child, the learner may not be able to scaffold new information into their existing understanding.

Preschool and kindergarten teachers are likely to be focusing more on direct instruction and teaching academic skills. Head Start teachers are expected to work toward the goals of the schools and communities in which they work. This creates a conflict for Head Start teachers who must balance the early childhood philosophy of developing all the domains with the Common Core, which focuses only on academic benchmarks.

The following section describes the Methodology of this research study. Section 2 also describes the participants, research, and results of the data analysis. Section 3 describes the project that was developed in response to the research, which can be found in Appendix A. Section 4 contains Reflections and Conclusions followed by the appendices.

Section 2: The Methodology

Introduction

This case study was conducted to examine whether the implementation of the CCSS for students in kindergarten through 12th grade is having unintended consequences on early childhood classes, specifically in Head Start classrooms. Head Start teachers are in a unique situation because as a part of the Head Start community they are responsible for helping children develop in all domains, which include physical development and health, social and emotional, approaches to learning, language, literacy, mathematics, science, creative arts, logic and reasoning, social studies, and English language development for children whose first language is not English (U.S. Dept. of Health and Human Services, 2010).

In addition, as part of the K-12 school district in which they work, Head Start teachers are responsible for having students prepared to meet "the requirements and expectations of the schools" (U.S. Dept. of Health and Human Services, 2011, p. 9). Head Start teachers are responsible for all domains, but when children reach kindergarten they are assessed according to the CCSS, which only assess literacy and math. These teachers are in an exceptional position and subject to exceptional experiences. The research design was a qualitative case study, which is appropriate when looking at how a group of people interprets experiences (Merriam, 2009).

Methodology

Qualitative Design

Head Start has a long history of supporting school readiness in children who live in poverty. Teachers who choose to work in early childhood, particularly Head Start teachers, participate in a philosophical belief of the developmental process necessary in early childhood, considered birth to 8 years old. Merriam (2009) stated, "Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (p. 13). A qualitative design is appropriate because these teachers have constructed a belief of the importance of developmentally appropriate learning but are reaching a crossroad, where the focus is the academics of the CCSS, specifically literacy and math.

Creswell (2012) stated, "a case study is an in-depth exploration of a bounded system" (p. 465) ,which can include several teachers and implementation of a new program. While the CCSS is not a new program adoption for early childhood, in this case study I looked for an effect of the adoption on Head Start classrooms. Kindergarten teachers are included in the adoption of the CCSS and are focusing more on the literacy and math skills measured by the CCSS and less on the social emotional skills necessary for school readiness. This research study explored whether early childhood teachers who teach Head Start were experiencing an affect from the CCSS. Qualitative research is exploratory and is appropriate when theories and variables are unknown Creswell (2009).

Prior to conducting research, I received permission to research from the district's central administration offices (see Appendix B). The research included contact with Head

Start teachers in several schools and district administrative approval covered all teachers in all classes. Additionally, I received permission to research from Walden University's Institutional Review Board (approval number 5-29-14-0315170).

Participants

Ten Head Start teachers participated in the study. There are 29 Head Start classes in the district. I requested participation from a total of 20 Head Start teachers at high poverty schools typical to the district with the intention of working with 10 of those teachers. Ten teachers provided saturation with repetition of categories and themes.

The sampling was homogeneous and purposeful. Creswell (2012) stated, "In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 206). The sample is homogeneous because "in homogeneous sampling the researcher purposefully samples individuals or sites based on membership in a subgroup that has defining characteristics" (Creswell, 2012, p. 208). These Head Start teachers were purposefully selected because they are members of a group, early childhood Head Start teachers, who are experiencing a phenomenon, the adoption of the CCSS in K-12 classrooms.

The participants were sent an invitation to participate (see Appendix C) with a consent form (see Appendix D). The participants were asked to participate in an interview, allow me to observe in their classroom, share any relevant documents, and provide member checking in the form of feedback on a draft of the findings. Merriam (2009) stated "member checks is also called respondent validation...you solicit feedback on your emerging findings" (p. 217). If teachers agreed to participate their participation

was confidential. They were told they would receive a $5.00 gift card from a coffee company as a thank you for participation. I visited the teachers at their work sites, received the signed consent forms, and scheduled interviews and observations.

I work in the same district as the participants and two participants work in the same school but do not have a work-related relationship with me, therefore the participants were provided protection from harm. Bogdan and Biklen (2007) stated that important pieces of protecting human subjects and maintaining an ethical study are to "avoid research sites where informants may feel coerced to participate in your research" and "honor your informants' privacy" (p. 49). Participation was completely voluntary and privacy was maintained. Teachers who did choose to participate were randomly assigned a letter A-J to maintain confidentiality.

In this district, Head Start teachers are required to have an associate's degree. The participants in this study had a range of education and years of experience. Table 1 shows the variety of the participants' education and experience.

Table 1

Participants' Education and Experience

Participant	Years teaching Head Start	Highest degree	State K-12 certification?
A	7	Bachelor of Arts (BA) in Recreation	No
B	11	Associate of Arts Degree (AA)	No
C	8	Bachelor of Arts in Early Childhood	No
D	1	Bachelor of Arts in Early Childhood and Elementary Education	Yes
E	7	Bachelor of Arts in Child Psychology (pursuing Master of Arts)	No
F	1 ½	Master of Arts (MA) in Early Childhood Education	No
G	9	Bachelor of Arts in Elementary Education	Yes
H	10	Associate of Arts in Early Childhood Education	No
I	6	Associate of Arts Degree	No
J	20	Bachelor of Arts in Early Childhood Education	No

These participants have a variety of education and experience. They have an average of 8 years teaching Head Start in this district. Many of the teachers have additional experience with Head Start or teaching in other preschool settings. In this group of participants, 30% have AA degrees, 70% have BA degrees, 10% have an MA, and two hold a K-12 state teaching certificate. A K-12 teaching certificate is not a

requirement in Head Start, or any other preschool settings in Washington State, but it is required to teach in K-12 public education.

Instruments

The author designed the instruments to investigate the initial research question: How has the implementation of the Common Core State Standards changed the teaching of early childhood educators, especially Head Start teachers? The instruments were designed to ensure triangulation. To improve validity and reliability, triangulation is described by Merriam (2009) as "using multiple investigators, sources of data, or data collection methods to confirm emerging findings" (p. 229).

The 10 Head Start teachers were individually interviewed and the interviews were recorded with their permission. They were asked the following questions:

1. How has the implementation of the Common Core State Standards in K-12 education changed your teaching, if at all?
2. What do you know about the kindergarten through 12th grade Common Core State Standards?
3. What training does Head Start provide to you that focuses on early literacy and social emotional learning?
4. How do you teach academics, do you use direct instruction or play based instruction?
5. How do you feel about trying to balance a focus between all the developmental domains and academic skills?
6. Do you have anything to add?

These interview questions were asked of all ten participants. In addition, the participants agreed to allow me to observe in their classrooms using an observation protocol (see Appendix E). The third piece of data I used for triangulation was requested documents from participants that related to their training and teaching.

Data Collection

Ten Head Start teachers participated in the data collection. After teachers responded to the invitation to participate in research, I went to the elementary schools in which they worked. I introduced myself, received the signed consent forms, and scheduled interviews and classroom observations with the participants. The participants were provided the interview questions in advance on both the invitation and consent form and were asked to share applicable documents during the interview. The author kept field notes, schedules, and a calendar in a composition notebook for reference.

The interviews occurred outside the teaching day but during the teachers' work day. The interviews ranged in length from approximately 15 minutes to 60 minutes. Teachers shared documents from goal setting and training to provide clarification during the interviews. The observations averaged 30 minutes and occurred during class time. In the classrooms there were approximately 20 students, the Head Start teacher, a Head Start assistant, and often a parent volunteer. When observing in the classrooms I looked for signs of the CCSS, a focus on literacy skills and math, and a focus on social and emotional learning.

To set goals for children in these Head Start classrooms the teachers use *Teaching Strategies GOLD, Objectives and Development and Learning: Birth Through*

Kindergarten (Heroman et al., 2010), which is associated with *The Creative Curriculum* (Dodge, Colker, & Heroman, 2002). *Teaching Strategies GOLD* (2010) has 38 objectives in ten different domains. The domains are Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition. Within these areas there are three objectives for social-emotional, five objectives for literacy, and four objectives for mathematics. *Teaching Strategies GOLD* (2010) is the tool these teachers use to set individual goals for students in their classrooms.

Three individual goals are set for each child three times a year. This research showed that, beginning this year, one goal must be in literacy, one goal must be in math, and the third goal a choice from the other domains. *Teaching Strategies GOLD* (2010) was one of the documents shared by classroom teachers (Participants A and E).

Data Analysis

I conducted interviews, observations, and document reviews, and as the interviews progressed, themes and categories started to present themselves. In response to the question of whether the Head Start teachers knew about the CCSS, all responded to the question but only three stated they knew a little, or something, about the CCSS. Their knowledge on the CCSS was gathered independently by the teacher not from Head Start trainings. The rest of the participants were unsure what the Common Core State Standards were.

The data were coded by hand, and in the interviews the themes were repeated often and were evident from observations in the classrooms. Major themes were Goal-

Setting, Teacher Training, and Student Development. See Table 2 for major themes and coordinating subthemes.

Table 2

Major Themes and Subthemes

Major theme	Subtheme

Goal setting for students	• three goals for each student quarterly (3 times a year)
	  • one literacy, one math goal required each quarter
	  • need for daily social emotional lessons
	• family input on goals

Teacher training/ development	• ECERS environment screening and assessment tool • DECA screening and assessment tool • BRIGANCE screening and assessment tool • DIAL 4 screening and assessment tool
Student development	• individualized needs/ goals throughout domains • reduction in class time • age span (3-5) and developmental span of students

The themes and subthemes were discussed by most of the participants. With an average of 8 years teaching Head Start, the participants' discussions focused on changes in Head Start. See Table 3 for the frequency of the theme and subtheme discussion by participants.

Table 3

Repetition of Themes and Categories

Themes	Goal setting for students			Teacher development	Student development		
Subthemes	Academic goals in literacy and	Teaching social emotional	Family Input	Training in the past year	Reduction in class time	Age span of classroom	Know-ledge of
Participant	math	skills				children	CCSS
A	X	X		X	X		X
B	X	X		X	X		X
C	X	X	X	X	X	X	X
D	X	X					X
E	X	X	X	X		X	X
F	X	X	X	X		X	X
G	X	X		X	X		X
H	X	X	X	X	X	X	X
I	X	X	X	X	X	X	X
J	X	X	X	X			X

Note. X indicates participant topic of discussion.

Results of Interviews

Goal Setting for Students

Required academic goals in literacy and math, the necessity of teaching social emotional skills, and family input were subthemes in goal setting. To set goals for students, teachers are expected to set three goals per child, three times a year. The goals are from *Teaching Strategies GOLD* (2010). The teachers all expressed that a new

expectation this year was that they were required to set a literacy and math goal for each child each quarter/trimester. In the past they were expected to have goals but they could choose any of the domains, along with the parents, to set the goals.

Some comments on academic goals in literacy and math were:

"We have to choose a math and literacy goal for every child in our classroom for every trimester" (Participant G).

"Literacy and math, that's been our prime. We have objectives with goals and they want one literacy and one math individualized goal each quarter to help them, and then you can choose another goal" (Participant A).

"I know that each year there are more (academic) expectations because there are greater expectations when children hit kindergarten" (Participant B).

"They are having to do more academics so we've kind of become kindergarten" (Participant J).

"Head Start is really what kindergarten was years ago and kindergarten is now first grade and so on" (Participant E).

"Now we have to have a goal in literacy and we have to have a goal in math, but there are some kids that don't need help in literacy and math, they need help in other areas" (Participant H).

"I have three kids in here who know their letters frontwards and backwards because they were a little more advanced this year and having them tell me the letters in their name would be pointless…so the goal I set with the parent was letter sound recognition" (Participant E).

"You have to have one literacy goal and one math goal to get those math scores up. The math scores have been low" (Participant A).

Some comments on teaching social emotional skills were:

"They need to get the social emotional piece set before they can even be ready to learn about literacy and math" (Participant H).

"Head Start does really focus on social emotional. I think all of our training next year is going to be focused on…social emotional skills" (Participant G).

"They really want that social emotional piece every day… they don't know their emotions yet, learning to use their words is so important so they are heard with their voice" (Participant A).

"I think it's sad (older grades) are not focusing on (social emotional skills) because our country has big problems and it seems to be getting worse" (Participant G).

Some comments on family input:

"Before parents would pick where they would want their kids to work on in the classroom. It could be any area that they think they need help with. Now we have to have a goal in literacy and math and the 3rd goal can be anything" (Participant H).

"In prior years most of the time the parents chose the goals and we have done it pretty much the same this year. Specifically you need to have literacy and math" (Participant I).

"My parents' focus is the academic but I keep telling my parents if they can't get this down they how are they going to learn? The parents want their kids reading and that's not developmentally appropriate because they don't even know letters or letter

sounds so we need to kind of take it back a few steps. Let's get this tantrum thing over then we can focus on letters and things like that" (Participant C).

During the interviews the teachers often stated that in the past parents wanted goals that were focused on academics, and the new Head Start expectation that requires a goal in literacy and math is not a large change. However, they also stated that requiring a goal in literacy and math often does not meet the needs of specific students. Either the students can be socially or emotionally unprepared to be ready to learn and need more focus on developing social and emotional skills, or students have met the literacy and/ or math goals of Head Start and should have different goals.

Teacher Development and Training

For teacher training, the participants all expressed a focus this year on observations and environment. When they set goals for students they need to be able to observe and document new behavior that meets the specific goal for each child. The training on environment came from an outside agency who came in and provided training. When I was in observing in classrooms the teachers were expecting their environment to be examined by a representative from the agency for evidence of what they had learned from the training throughout the year.

Some comments on teacher training and development were:

"This year we are back studying observations and classroom environment rather than looking at literacy and math so that was our focus in training" (Participant D).

"We are kind of trying to take it back to the basics with Head Start. Like this year we are back studying observations and classroom environment rather than looking at literacy and math so that was our focus in training" (Participant D).

"A lot of our training has been on what has been changing in Head Start, like the different assessments we are going to be using in classrooms" (Participant H).

"We were trained on the Dial 4, which takes 45 minutes to an hour to test each child. We will be testing all our children for next year" (Participant B).

Training in Head Start appears to be focused, intentional, and extensive. "They come in and what we do is we tell them the kind of thing we want to be trained on and then that's what we'll get on a Friday training. We get trainings that are of interest to us" (Participant B). There is a network of support for Head Start teachers including classroom assistants, Family Advocates, and Special Education support for children with special needs. The classroom teachers always refer back with affection to Teaching Strategies GOLD, and integrate their trainings, goals and assessments into the GOLD. "I love Teaching Strategies GOLD" (Participant D).

Student Development

The reduction in class time and the age span of the students were subthemes directed at student development. The number of teaching days was reduced to four days a week and the length of the day was reduced. Additionally, the age of the students entering Head Start has changed and children can begin when they turn three years old.

Some comments from participants regarding reduction in class time:

"The hours are hard for a lot of us because they cut our hours. We used to be 20 hours per week and they cut us down to 12 and a half" (Participant G).

"They cut our hours this year…we used to be a four hour program. Now we are a three and a half hour program and we have breakfast and lunch that we serve them and we have to have a half an hour outside time so that pretty much leaves us with this little bitty time to squeeze it all in" (Participant H).

"We went down to four days a week three and a half hours and used to be five days a week for four hours a day. So time was one of the big things, trying to fit everything in" (Participant C).

"We still have the same amount of work to do but just a half an hour less so it makes it really hard" (Participant B).

Some comments from teachers on the age span of students:

"I have some kids who just turned three and then some that are five and so trying to have them learn the same thing in one huge group was really hard" (Participant H).

"We have three year olds who throw themselves on the ground. We have 3, 4, and 5 year olds together" (Participant C).

"It's the balance of the three year old brain and the five year old and trying to keep them all engaged" (Participant E).

"I have children that just turned three in my class and children that are five in my class so that two years is a huge difference in developmental skills, trying to balance that together" (Participant F).

The participants expressed ways in which they managed their groups to try and continue teaching their students with the age span they had. Teachers stated:

"I would kind of separate them into small groups during free choice time and then try to gear what I'm teaching them to their age level. But then also the older kids want to do more instructional stuff and the little ones just want to do more games" (Participant H).

"I've been doing my individualization during free choice" (Participant J).

"If you have older kids their attention span is longer…with younger kids it's harder to have larger groups so we did it at free choice" (Participant C).

"This year we split our small group and I had all the children going to kindergarten so there is a little bit more instruction going on" (Participant B).

The participants were managing the age span of their students and reduction in class time by creating groups. Some participants expressed that they were trying out different ways to group. They were trying to find the most effective way to create groups with the wide range in age of their classroom students.

Results of Observations

Head Start classrooms have several expectations. Some of those are large motor activities, which is usually outside; family style meals, which they have two a day; and free time in which the children are allowed to do activities set up around the classroom. Part of the struggle classroom teachers have with the reduction in class time is that they are still required to meet these expectations in addition to having individualized goals for each child. During the observations there was evidence of the themes that came out of the

interviews, which were goal-setting for students, teacher training and development, and student development.

Goal Setting for Students

Goal setting for students was evident on the teachers' posted lesson plans. On the lesson plans they had student initials next to an activity indicating that was a goal for the specific student, or students, whose initials were present. Additional evidence of goal setting for students during the observations was the posting of the Teaching Strategies GOLD posters, which is a visual reminder for adults of the academic and social emotional goals and objectives. Goldstein and Bauml (2012) stated "parents, principals, district administrators, and other teachers. . .may wonder whether the children in your classroom are really learning or 'just playing'" (p. 101) and suggest early childhood teachers show evidence of students progressing toward goals and objectives. They go on to say that early childhood is the beginning of "a progressing, expanding, non-repeating curriculum of increasing complexity, depth, and breadth" (Goldstein & Bauml, 2012, p. 102).

During family-style meals all the adults present sat with the children and worked on social emotional skills. Taking care of one's own needs and interacting with friends are two objectives from GOLD, which can be met during daily meals. The presence of parent volunteers in the classroom encourages family input and involvement.

Social emotional skills were constantly addressed throughout the day in every classroom. Children who were throwing puzzle pieces were quietly approached by the teacher and a softly spoken reminder redirected the child to the safe handling of

classroom materials. Social emotional skills were also developed when students reported a young boy "peed" behind a storage building during outside play. A quiet conversation occurred between the boy and the teacher to discuss where he should go. One student bumped into another and was guided by the teacher to say "Sorry."

Self-control is important for social emotional skills and is the first item on Teaching Strategies GOLD goals. Students were reminded to talk to each other and ask and answer questions during free choice time. At the carpet area where large group occurs, many classes had a poster with visual reminders of self-control. Body calm (hug self); Voice quiet (put finger to lip); Ears listening (cup ears with hands); Eyes watching (point to corner of eyes).

Academic materials were also present everywhere in the room. For literacy there were many letter-related visuals. Some had complete alphabet lines with upper and lower case letters along with pictures that represent the sound of the letter. One class had the letter set that is specific to the district kindergarten curriculum. Some classes had charts with a specific letter presented and included words that started with the letter.

Student names were everywhere. Most classes had an entry task of writing their name. Some were beginning with their first name all in capital letters, moved on to first name with upper and lower case letters and finally writing their last name. Some students who were wearing their name tags referred to them to write their name on papers throughout the day.

For mathematical development there were sorting activities, matching objects to dots and numbers, and creating graphs in response to the number of pets a child had.

Many classes had shapes posters and number posters. Some number posters went up to 50 or 100. Goals set for kindergarten students by the CCSS include "Count to 100 by ones and by tens…Write numbers from 0 to 20…Compare two numbers between 1 and 10 presented as written numerals" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012, p. 11). The expectation is that they can say the numbers in order from 1 to 100; write them in order to 20 without the expectation of understanding what the number mean; and compare the value of the numbers between 1 and 10.

Teacher Development and Training

Teacher training and development was evident in the observations because many of the classes were expecting an observation from the agency that had done the yearlong training at the same time I was present to observe. In at least one room the agency observation did not occur on the scheduled day because the person did not show up when scheduled. Evidence of training from previous years was present in many rooms. The rooms showed the obvious care and intentionality with which the teachers designed their space and free choice activities so children were learning through developmentally appropriate play.

Student Development

Student development was evident during observations. Lesson plans indicated the initials of students who were targeted for individual attention to focus on a goal. Some teachers pulled small groups during free choice and often created small groups split by age. Grouping was a way teachers managed the age span of the students. Head Start

teachers work on student development by goal setting and assessing several children in several areas on a daily basis.

Results of Document Analysis

Document analysis focused mainly on the *Teaching Strategies GOLD* (2010), which relates to classroom teachers' setting goals and teaching skills in literacy, math, and social emotional development. That was the document most often referred to by the participants. It lists ten domains and below those main domains are specific objectives for the domain. The book is designed with the pages in landscape layout. Each objective has a progression level across the top and examples of the behavior at each appropriate level. At the bottom is a series of color bands for each year of a child plus kindergarten. It shows typical growth of skills but warns that development is flexible. It also provides suggestions to help children progress toward the objectives in each domain.

For this research study the author focused on Social-Emotional, Literacy, and Mathematics. Under the Social-Emotional domain there are three objectives, literacy has five objectives and mathematics has four objectives. A literacy example from *Teaching Strategies GOLD* (2010) was "Objective 16: Demonstrates knowledge of the alphabet; a. Identifies and names letters. Level 2: Recognizes and names a few letters in own name. Level 4: Recognizes as many as 10 letters, especially those in own name. Level 6: Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order. Level 8: Identifies and names all upper-and lowercase letters when presented in random order" (p. 88). (There are no objectives at level 1, 3, 5, 7, and 9.) The objective

for 3 – 4 and 4 – 5 year olds ranges from level two to level four. The objective for kindergarten students ranges from level four through level eight.

Head Start teachers use the *Teaching Strategies GOLD* (2010) for goal setting. They determine, based on behaviors exhibited by a child, where they are on the continuum and what their goal will be. Additionally they use the GOLD for daily check-ins looking at how children are developing.

Reliability and Validity

Reliability and validity are tied to the accuracy and consistency of the author's work. Creswell (2009) stated "qualitative reliability indicates that the researcher's approach is consistent across different… projects" (p. 190). In this study I used an interview protocol and observation protocol which helped maintain consistency. The interview protocol that was followed included several suggestions from Creswell (2009). These included audiotaping the interviews for accuracy with a heading to note date, place and interviewee. It also included the same questions across all ten interviews.

The observation protocol looked for evidence in the classroom of the CCSS, literacy, social-emotional teaching, and other areas, and included sections that could be completed by the observer. The observation protocol format had a column down the left side of the page with: CCSS, Literacy, Social-emotional, and Other. Across the top were sections divided into Descriptive and Reflective. Under Descriptive there were sections titled Instruction and Visual. Since this was for observations in a Head Start class the author anticipated observing materials in the class that were related to literacy, which

were actively being taught in the class and other materials that could be observed, in the classroom as part of center activities.

For validity Creswell (2009) stated "qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures" (p. 190). Some of those procedures suggested by Creswell included triangulation and member checking. In this study, triangulation included interviewing and observing in ten Head Start classrooms and reviewing related documents. Member checking was completed by sending a copy of draft findings to participants for verification requesting feedback.

Generalizability, Limitations, and Implications

Limitations of this study are tied to the specific nature of the Head Start goals and the CCSS. It could be generalized that the effect of the CCSS are felt by those not included in the K-12 CCSS, specifically those in the preschool and early childhood age range. The implications could be even greater when a child does not attend a preschool setting but comes to kindergarten as a raw individual, unprepared for kindergarten benchmarks, much less goals for early childhood. The research showed that children in Head Start settings are already being prepared for the CCSS by having a goal in math and literacy. Those children who do not have the benefit of a preschool experience have less opportunity to be prepared for the benchmarks of the CCSS.

Conclusion

Head Start teachers are responsible for teaching to all the developmental domains of early childhood so that their students have school readiness skills. Head Start teachers are also responsible for meeting the expectations of the schools that will receive their

students. With the introduction of the CCSS, schools may expect incoming kindergarten students to be prepared for the Common Core benchmarks.

In early childhood children need time to develop in all domains (NAEYC, 2009). Children who live in poverty are often unprepared for school and experience lower academic and social and emotional skills (Cushon et al., 2011; McWayne et al., 2012). Head Start works with students who live in poverty and focuses on developing all the domains (U.S. Dept. of Health and Human Services, 2011) which is necessary for school readiness as defined by the NEGP. The goal of the NEGP was to guide school reform and develop high academic expectations, and the development of all domains was part of the process designed to meet that goal.

Early childhood teachers are feeling pressure that their students need to academically perform using literacy and math skills that will meet the CCSS. To prepare preschool students for kindergarten, some preschool teachers may be focusing only on the academics of emergent literacy and math, and ignoring the social and emotional domains, which are critical for learning skills. Kindergarten teachers may be feeling pressure from state and federal assessment expectations. Fantuzzo et al. (2012) stated "job stress was significantly related to a decrease in the time spent teaching social-emotional competencies" (p. 201).

In this study, Head Start teachers continue to teach social emotional skills along with literacy and math skills. A new expectation for Head Start teachers in this district was the requirement to have one individualized math goal and one individualized literacy goal three times a year. These were not unusual domains on which the teachers focus.

Often parents expressed interest in academic goals for their children in the past. The problem is when either a child is does not have the social emotional skills to focus on academic learning, or when the child has excelled beyond the academic goals set by Head Start. With the inclusion of children who have just turned three years old, the latter problem may increase when children have had a full two years of Head Start and the child has moved beyond the academic goals of Head Start.

On the other side of the line created by the CCSS are the kindergarten teachers. There are concerns that when the focus narrows to two academic areas the other domains become less important (Snow, 2012). Kindergarten teachers in high poverty schools have students who often have fewer cognitive and social emotional skills (Bierman et al. 2009). The kindergarten teachers need to provide their students, especially those who have not had any preschool experiences, with an opportunity to develop their social emotional skills in order to be academically successful.

Based on the research, a project that integrates early childhood standards and the CCSS would be appropriate. A document that aligns social emotional skills, literacy, and math for children in early childhood, about ages 3 to 6, would be useful for preschool teachers, especially Head Start teachers, and kindergarten teachers. If Head Start teachers find their children's skills have developed beyond those of Head Start they could refer to the document for goals from the Common Core that would stretch their students' skills. If kindergarten teachers find that their students are below the benchmark goals in literacy and math of the CCSS, and that their students do not have appropriate social emotional

skills, they can refer to the document for goal setting ideas to bring their students up to the appropriate skill range.

The three documents than can be used used for this alignment are the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012), *Teaching Strategies GOLD* (Heroman et al., 2010) used by the district's Head Start, and the Washington State Early Learning and Development Guidelines, Birth through 3rd Grade (2012). The third document stated "our state's academic learning standards…do not include social/emotional development, an important component of healthy development. These Guidelines include information about social/emotional development for parents, teachers, and other adults that support children in grades K-3" (title page). Integrating the goals for social emotional skills, literacy and math skills into a single document, which could be used by preschool teachers, especially Head Start teachers, kindergarten teachers, and other adults, and aligning these three documents would help create greater connections between preschool and kindergarten expectations and give a greater focus on developing the whole child in the early childhood years. The following section describes the justification and need for developing a project combining the three documents used by early childhood teachers.

Section 3: The Project

Introduction

In this research study I looked at the possible effect in Head Start classrooms of the CCSS, which are being adopted in 43 states throughout the United States. This study was of interest because Head Start teachers, and most early childhood teachers, have a philosophical belief in providing developmentally appropriate expectations during early childhood, which is defined by NAEYC as birth to 8 years old (Snow, 2011). Developmental learning provides children an opportunity to develop in all domains at their own pace with all children expected to be at about the same place by eight years old. All 50 states have developed their own early learning standards for children (Scott-Little, 2010). Head Start teachers in classrooms with children ages 3 to 5 use *Teaching Strategies GOLD* (Heroman et al., 2010). The CCSS (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) begin in kindergarten when children are five years old. Teachers of children ages 3 to 6 have three different sets of standards, state early learning standards, Head Start goals, and the CCSS.

As children grow they move from classrooms governed by one set of standards to another. This project will combine the objectives, goals, and standards for early learning in Washington State for children ages 3 to 6 in literacy, math, and social-emotional skills. Literacy and math are included because they are the only standards in the CCSS, and social-emotional skills are included because there are no social emotional expectations starting in kindergarten, but they are a very necessary piece of school readiness. Often children, especially children raised in poverty, begin kindergarten with poor social-

emotional skills (McWayne et al., 2012) and kindergarten teachers who use the expectations of the CCSS have no goals for social-emotional skills. This project will provide a learning continuum of both the academic goals of the CCSS and social-emotional skills of early childhood necessary for academic success.

The study showed teachers were not familiar with standards other than their own. As children grow older, the other standards would be used to measure the same children but the teachers did not know the expectations of the other standards. Not knowing what standards come before and after a teachers' grade level, which are used to set student goals creates a disjointed system as children move from an area governed by one set of standards to another. Yamauchi, Im, and Schonleber (2011) looked at the nationwide debate on standards in early childhood and stated, "one of the benefits of this debate is more awareness of the need for a seamless system of education and assessment from birth through age eight" (p. 55).

The different standards provide for different opportunities. NAEYC and NAECS/SDE (2009) stated in early childhood, through age 8, "effective learning standards emphasize . . . all areas of early development and learning, including cognitive, language, physical, social and emotional" (p. 1). The CCSS are a "set of English Language Arts and Mathematics Standards that would ensure that all United States students were prepared for college and the workplace" (McLaughlin & Overturf, 2012, p. 154). Washington State early learning standards were created by community stakeholders including teachers, parents, and other adults (Washington State Early Learning and Development Guidelines, 2012). The standards have different emphases and different

expectations. The early childhood standards focus on all areas of development, while the CCSS only focus on literacy and math. Because early childhood is through age 8 and kindergarten and the CCSS begin at age 5 the standards overlap each other from ages 5 through 8. Teachers use the goals and standards that are provided to them by their administrator for their planning and teaching and do not receive copies of additional or alternative standards.

Early childhood ranges from birth to 8 years old (NAEYC, 2012). "It has long been recognized that development (in early childhood) proceeds in an uneven and episodic manner" (Scott-Little, 2010, p. 133). Children develop at different rates until they are 8 years old. Teachers, both in early childhood and K-12 education, use the standards provided to them. Without having the standards for how children might develop below or above their own standards, teachers are not getting the full picture on where their students are on the early childhood developmental curriculum.

When using early childhood learning standards or the CCSS, teachers have a limited perspective of goals for young children. Without guidance on the CCSS, or other standards beyond early learning standards (ELS), preschool teachers lack information on advancing the skills of their students. In the same way, kindergarten teachers in CCSS states only have standards that look at literacy and math and ignore the important steps in teaching social-emotional skills necessary for academic success. Without guidance on early childhood goals, teachers who use the CCSS to set expectations and goals for their students lack information on the developmental steps of social and emotional skills because the CCSS only measures literacy and math skills. McLennan (2011) stated,

"teachers are more likely to embrace a change if there is support and encouragement from others who are undertaking similar adjustments" (p. 111).

If preschool teachers and kindergarten teachers had a document, which combined the literacy and math benchmarks of the CCSS and the social emotional goals of early learning standards, they could better create goals for their students that fit in the continuum of learning. This research study showed Head Start teachers have students who have met the Head Start goals in literacy and math. According to Participant H, "There are some kids that don't need help in literacy and math." Participant E said, "I have three kids in here who know their letters frontwards and backwards because they were a little more advanced this year." Head Start teachers, and other preschool teachers, could set goals for students who had already met the early learning goals. Kindergarten teachers have some students who enter school with limited social-emotional skills. Not all children experience preschool and have had the opportunity to develop their social emotional skills. Children who live in poverty often have weak social and emotional skills (Cushon et al., 2011; McWayne et al., 2012). Kindergarten teachers would be provided early learning guidelines in social-emotional skills and could set goals for students outside of the confines of the literacy and math focus of the CCSS. Preschool teachers, kindergarten teachers, and all their students would benefit from a document with a continuum of early learning standards and the CCSS.

Like a river that divides two pieces of land, early learning standards are on one side of the river, and CCSS are on the other. There are no connections, or bridges, for the teachers to provide support for their children. Preschool teachers stop at the river's edge,

unable to reach the standards that begin in kindergarten (Yamauchi, Im, & Schonleber, 2011). Kindergarten and first grade teachers are unable to cross the river in the opposite direction and access the developmental steps that lead up to the kindergarten and first-grade standards.

Description and Goals

Early learning standards have undergone a change in the past several years (Council of Chief State School Officers, 2011; French, 2010). In the time span between 2002 and 2008, the number of states with preschool early learning standards went from 27 to all 50 states. During the same period, the number of states with standards for infant and toddlers went from four to 22 states and the number continues to rise. Scott-Little (2010) stated one of the reasons for an increase in early learning standards is the "extension of the standards-based education movement downward to younger ages" (p. 132).

Even with an increase in states with early learning standards and an increase in the age range of early learning standards, early learning standards are different than the CCSS. Not only are the standards separate documents, but the focus is different. Early learning standards focus on the whole child, and childhood programs like Head Start focus on approaches to learning and social-emotional skills because they have the greatest effect on school readiness (Rueda, Checa, & Rothbart, 2010). The focus of the CCSS is literacy and math (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012).

Those who teach children between the ages 3 and 6 need a single document that provides a continuum of the early learning standards and the CCSS. If expectations were aligned "children would experience more consistent teaching practices and learning environments from birth through grade three that help them develop foundational skills from one year to the next in a more continuous manner" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012, p. 1). Combining the goals of early learning standards and the CCSS would broaden the scope of teachers of children ages 3 to 6 and allow them to set goals in a developmentally appropriate way that best meets the needs of their students. "Attention to a more seamless system may… better serve educators that represent the overlapping groups involved in early childhood education" (Yamauchi, Im, & Schonleber, 2011, p. 55).

Preschool and kindergarten teachers and their students would benefit from a document that combines early learning goals, especially in the areas of literacy, math, and social-emotional skills. Early learning goals for children ages 3 to 6 from the Washington State Early Learning and Development Guidelines Birth through 3rd Grade (2012), the CCSS, and *Teaching Strategies GOLD* (Heroman et al., 2010) used by Head Start teachers, all combined in one document would support the needs of early learning teachers. Social-emotional skills are necessary for school readiness and the CCSS does not provide kindergarten teachers with social-emotional goals. Head Start teachers, and other preschool teachers, could "look ahead" when their students have met the early learning goals and find goals that continue to support their students' development. Kindergarten teachers could "look back" at the early learning standards that their students

may have not yet developed and help support the growth of their students. Social-emotional skills, which are critical for academic learning, and are provided in the Washington State Early Learning and Development Guidelines (2012), would continue to be a focus.

Rationale

The rationale of this project is to allow preschool and kindergarten teachers to look at the full range of expectations both below and above the age of the children they teach. This project was designed because early childhood teachers who teach children from ages 3 to 6 have a different set of goals with different focuses. Preschool teachers focus on all domains, especially approaches to learning and social-emotional skills (Rueda, Checa, & Rothbart, 2010) for their students who are three, four, and five years old. Kindergarten teachers focus on the literacy and math expectations of the CCSS for their students who are five and six years old. However, not all kindergarten students experience preschool, and therefore have not been provided support in learning adequate social emotional skills necessary for school readiness. Bierman et al. (2009) and Vitiello et al. (2011) found that school readiness skills include approaches to learning and social and emotional skills.

Data collected in this research study guided the design of this project. In a large urban district in Washington State, Head Start teachers are required to create an individual literacy and math goal for each child three times a year. The teachers found that some students had surpassed the Head Start goals as defined by *Teaching Strategies GOLD* (Heroman et al., 2010). Head Start teachers stated that starting this year they have

incoming students who are younger than before and have just turned three years old. Students remaining in Head Start a full two years may cause a larger number of Head Start students to meet all the GOLD goals before they leave Head Start. Kindergarten teachers are guided by the CCSS that only provides benchmarks in literacy and math. However, between 2009 and 2011 43% of children in Washington State lived in poverty but approximately 74% were not enrolled in preschool (Annie E. Casey Foundation, 2013). Those children who live in high poverty and enter kindergarten as their initial introduction to education, have not had the benefit of learning school readiness skills, especially social-emotional skills necessary for learning and self-regulation. Kindergarten teachers are focusing more on academic requirements of the CCSS and less on social emotional skills (Bierman et al., 2009; H. Nielsen, personal communication, October 16, 2013), and this document will provide support for Head Start teachers, other preschool teachers, and kindergarten teachers.

Teachers cannot ignore the CCSS in the 43 states where they have been adopted, nor can they ignore the developmental needs of their young students. This project is designed to incorporate the local Head Start goals and objectives, the Washington State Early Learning and Development Guidelines (2012), and the national CCSS in literacy, math and social emotional skills. By confining the project to these three areas is not to say goals in other areas are not as important, but these three areas are necessary to meet the needs of the teachers and their students. It creates a bridge using the domains considered most critical by early learning experts and the creators of the CCSS.

This project should benefit both preschool and kindergarten teachers, and their students, in Washington State. A study by Washington State's Office of Superintendent of Public Instruction showed that in 2004, 44 percent (less than half) of the incoming kindergartners were adequately prepared for school (OSPI, 2005). This project will benefit teachers by helping them to determine how to support students whose skills differ than expected by the preschool standards or the CCSS. Head Start teachers who have students whose skills have moved beyond the usual Head Start goals will benefit. Kindergarten teachers whose students' skill level is below where the CCSS begin in literacy and math, and students who lack social-emotional skills, will benefit. The Council of Chief State School Officers (2011) noted the difference in kindergarten students and the CCSS expectations and stated "it is important for states to develop comprehensive kindergarten standards to supplement the common core kindergarten standards, including academic subjects beyond English language arts and mathematics, and the other important developmental domains" (p. 4).

Review of the Literature

This research study looked at teaching social emotional skills, emergent literacy, and math in Head Start classrooms and the effect of the CCSS on those classrooms. In a large urban school district in Washington State, Head Start teachers are required to create individual math and literacy goals for each child three times a year. Head Start teachers focus on social emotional skills. They believe children "need to get the social-emotional piece set before they can even be ready to learn about literacy and math" (Participant H). In developing this project, I wanted a deeper understanding of social-emotional skills,

how they are defined, and how they supported academic learning. In addition, I wanted to try look at the division and separation between early learning standards and the CCSS. Some search terms explored are *social emotional learning, social skills, emergent literacy, early learning standards (ELS), social skills and literacy, early childhood and mathematics, early childhood and teacher training, NCTM (National Council of Teachers of Mathematics),* and *standards alignment*.

Social Emotional Skills

The social-emotional learning (SEL) skills on which Head Start focuses, are self-concept, self-control, cooperation, social relationships, and families and communities (U.S. Dept. of Health and Human Services, n.d.). Self-concept is a child's view of themselves. Self-control is the ability to regulate ones' own emotions and behaviors, also called self-regulation. Cooperation, social relationships, and family move beyond focusing on the self and interacting with others. Work by Denham and Brown (2010) described social-emotional learning as "skills organized around the social developmental tasks of engaging positively and managing emotional arousal within social interaction while successfully moving into the world of peers" (p. 654). Children need to manage their own behavior before they can successfully interact in a social situation, like a classroom. They define the basic competencies as "self-awareness, self-management, social awareness, responsible decision making, and relationship/social skills" (Denham & Brown, 2010, p. 656). Arda and Ocak (2012) studied children in Turkey who live in poverty and stated "social and emotional competence skills are like communicating, problem solving, understanding own and other's feelings, and putting away tendency of

violence" (p. 2691). McKown et al. (2009) stated "SEL skill includes three broad factors: awareness of nonverbal cues; the ability to interpret social meaning through theory of mind, empathy, and pragmatic language; and the ability to reason about social problems" (p. 858). When children lack self-control and self-regulation in a classroom, not only are they unable to learn, but their behavior can negatively impact the learning of others (H. Nielsen, personal communication, October 16, 2013).

Self and Emotion

Self-regulation is the ability to regulate, or control, ones' own emotions and behavior. Work by Spritz, Sandberg, Maher, and Zajdel (2010) defined emotion regulation as "voluntary, effortful control of emotion expressions" (p. 497). More than one in five children live in poverty (U.S. Census Bureau, 2011), and children who live in poverty have greater difficulty with "their ability to modulate their emotions" (Raver, 2012, p. 682). Knowing and recognizing emotion is primary to controlling ones' own emotion and understanding it in others. Bassett, Denham, Mincic, and Graling (2012) stated "children who become skilled at interpreting the emotions of others demonstrate enhanced social competence" (p. 260). They found identifying emotions in others can be difficult, and there are differing abilities when asking children to identify emotions versus name them. Additionally they found differing abilities when asking children to identify emotions in stereotypical and nonstereotypical situations. They found that "knowing about emotional expressions and situations are two different kinds of understanding" (Bassett et al. 2012, p. 273) and suggested teaching children to identify emotions in both types of situations.

The ability to regulate one's own emotions not only supports social skills but also an individual's academic success and the academic success of others. When student lack self-regulation skills their disruptive behavior disturbs the learning of others in the classroom (H. Nielsen, person communication, October 16, 2013). Work by Skibbe, Phillips, Day, Brophy-Herb, and Connor (2012) examined student comprehension and vocabulary and showed "each child's self-regulation, in addition to being an important personal factor related to literacy growth, may also affect other children within the classroom" (Skibbe et al. 2012, p. 550). If students cannot regulate their own behavior then the teacher takes time away from teaching to solve issues and redirect behaviors.

Cooperation

Cooperation and social skills are interaction with others, especially taking turns and resolving issues with others. Social relationship is being a part of a community and the ability to take direction from adults. Lynch and Simpson (2010) define some social skills as: "showing empathy, participation in group activities, generosity, helpfulness, communicating with others, negotiating, and problem solving" (p. 3). Work by Lim, Rodger, and Brown (2010) looked at social skills in a Singaporean early childhood setting. Their research separated social skills into two areas. The first is interpersonal skills (IPS) that describes "behaviors such as respecting other children, sharing and showing empathy for other persons" (p. 367). The second is learning-related skills (LRS) which "refers to behaviors such as listening and following directions, participating appropriately in groups, staying on task and organizing work materials" (p. 367). IPS

requires self-regulation and LRS requires understanding situations and emotions of others.

Hyson and Taylor (2011) looked at positive social skills as prosocial behavior that is described as "voluntary behavior intended to benefit another" (p. 74). Prosocial behavior is voluntary and includes cooperating, "empathy, sharing, compassion, helping others, compromise, respect for others, and hugging other children" (p. 74). Cooperation, or working together, is also a focus in preschools for kindergarten readiness. Research by Hatcher, Nuner and Paulsel (2012) showed parents and teachers expect children to be prepared both with increased social emotional skills and academic skills. They stated "Behaviors associated with kindergarten readiness include following rules and routines, taking turns, and communicating personal needs and feelings" (Hatcher, Nuner, & Paulsel, 2012, p. 2). Rules, routines and taking turns are part of cooperation and communicating personal feelings are necessary for self-regulation.

Connecting Social Skills and Literacy

Children in early childhood need to learn both social and emotional skills and emergent literacy skills. The Head Start Research-based Developmentally Informed (REDI) Program "Aims to improve preschoolers' language development, literacy skills, and social-emotional development" (WWC, US Dept. of Education, 2009). Research on the REDI Program examined by the What Works Clearinghouse (2009) showed student improvement in language and literacy skills and social-emotional skills. Outcomes from the Head Start REDI Program, examined by Domitrovich, Gest, Gill, Jones, and DeRousie (2009) showed when professional development was provided the program was

effective when teachers were engaged. Professional development was four days of training and weekly coaching support, which is rather extensive. Lake, Al Otaiba, and Guidry (2010) found when preservice teachers were given the opportunity to teach social skills through literacy development the preservice teachers' understanding of the social skills/literacy connection was heightened. The authors suggested including awareness of this link in teacher training and classrooms.

Supporting families' understanding of the connection between social emotional and literacy skills was examined by Santos, Fettig, and Shaffer (2012). They looked at skills from The Center on the Social and Emotional Foundations for Early Learning (CSEFEL). The CSEFEL supports using literacy activities to develop social and emotional skills. "Key social-emotional skills are confidence, capacity to develop relationships, concentration and persistence, ability to effectively communicate emotions, ability to listen to instructions and be attentive and solve problems" (Santos et al. 2012, p. 89). Parent understanding and involvement provides greater academic success. Jones, Brown, and Aber (2011) looked at an integrated intervention that taught social-emotional skills through a literacy curriculum. They found that students who were at high risk for behavior problems showed improved math and reading achievement as well as improved social skills.

Emergent Literacy

Emergent literacy skills are skills children develop in the preschool years in order to become skilled readers. "These skills include alphabet knowledge, phonological awareness, print awareness, oral language ability, and vocabulary knowledge" (Gettinger

& Stoiber, 2012, p. 12). “Phonological awareness is one of the most important determinants of early reading success” (Callaghan & Madelaine, 2012, p. 14). Phonological awareness is the ability to identify and manipulate the individual sounds in a word. Segmenting and rhyming words are phonological awareness activities.

The goal of developing emergent literacy skills is to support development into skilled readers. Skilled reading includes vocabulary knowledge. Pentimonti, Zucker, Justice, and Kaderavek (2010) looked at the use of informational texts in preschools as read aloud texts. They found that only about 5% of books that were read to students were informational texts, which include nonfiction texts. Without the opportunity to hear the vocabulary and discuss the stories, children lack opportunities to expand their vocabulary and move toward becoming skilled readers. Informational text becomes an important component in the CCSS as early as kindergarten writing and if preschool teachers were aware of the kindergarten writing expectations they may focus more on informational texts.

Gettinger and Stoiber (2012) “found that frequent use of skill probes to measure children’s’ responsiveness to universal early literacy instruction enhanced preschool teachers’ decision-making about children who needed additional support” (p. 15). If teachers had a greater measure than the narrowness of their own standards, whether early learning standards or the CCSS, they would have an opportunity to broaden their “decision-making about children who needed additional support” (Gettinger & Stoiber, 2012, p. 15). This project would provide a greater range of goals and skills and support early childhood teachers.

The challenges of becoming a skilled reader have been studied by neuroscience research. There are two areas of interest to this study from the field of neuroscience. First, is the difference in oral and written language. Frey and Fisher (2010) stated "unlike speech, which develops uniformly across languages and cultures and is directly associated with specific brain and motor structures, reading occurs only through the intentional appropriation of existing structures within the brain" (p. 104). Not all languages have a written form and therefore not all spoken languages can be read. The second piece of interest is the need for repetition in learning. "More cognitive space is needed when learning a new skill, and needed space is reduced over time as the skill becomes more automatic" (Frey & Fisher, 2010, p. 105). The need for extending skill development over time shows that teachers need support to extend learning in early childhood when children are developing emerging reading skills. Their students need varied amounts of time to learn the skills necessary to become skilled readers. A document showing the range of skills necessary for learning would support preschool and kindergarten teachers.

Mathematics Skills in Early Childhood

The National Council of Teachers of Mathematics (NCTM) consider themselves "the global leader and foremost authority in mathematics education (http://www.nctm.org/mission.aspx). The NCTM position on mathematical early childhood standards is that the standards should be developmentally appropriate and be based on, among other things, the "big ideas in mathematics… which must include mathematical experiences that incorporate mathematics content in areas such as number

and operations, geometry, algebraic reasoning, and measurement" (NCTM, 2013, p. 1). Developmentally appropriate learning is play based learning where children construct their own understanding (NAEYC, 2009).

Developmentally appropriate teaching is important in early childhood. Linder, Powers-Costello, and Stegelin (2011) stated "traditional mathematics instruction begins with rules and procedures and progresses to application of those rules and procedures. Developmentally appropriate practice in early childhood calls for a more constructive approach" (p. 30). Research by Matute et al. (2012) looked at what children learn and how they learn it. They "suggested that counting is an ability that is learned mostly outside school, whereas number-handling and calculation procedures are more school-dependent" (p. 121), and "the capacity to successfully perform complex calculations and complex spatial representations has also been related to literate societies" (Matute et al., 2012, p. 111). Expanding mathematical skills of children in early childhood would be supported by a standards document, organized by the big ideas set out by the NCTM, moving through developmentally appropriate skills expected in early childhood, would support teachers.

The imposition of the CCSS on children who are still in early childhood is a challenge for some early childhood supporters. The developmental appropriateness of the CCSS is in question. There are concerns regarding current teachers and soon-to-be teachers in training programs. Brown and Feger (2010) stated "the emphasis on academic achievement has led to kindergarten teachers inconsistently using developmentally appropriate practices…because they have 'a lack of confidence' in such practices

preparing students for the next grade level" (p. 287). Preservice teachers find a conflict between what they are taught within their education programs to be developmentally appropriate and what they see in their student teaching placements where the focus is "performing well on narrowly defined tasks" (Brown & Feger, 2010, p. 302).

The National Association for the Education of Young Children is described as "The nation's leading voice for high-quality early childhood education for children from birth through age 8" (http://www.naeyc.org/). NAEYC's position for early childhood programs for children through age 8 is that standards should help promote learning in "the following areas: social, emotional, physical, language, and cognitive" (NAEYC, 2005). The CCSS asks teachers to focus narrowly on the areas of literacy and math. A document that combines early childhood goals and the CCSS would provide teachers with developmentally appropriate materials.

Teacher Training

In Washington State, teacher training differs greatly between preschool teachers of children ages 4 and 5 and kindergarten teachers of children ages 5 and 6. For example, in a large urban district Head Start teachers are required to have an Associate of Arts degree. Nationwide, Head Start requires teachers to have associates degrees and the 2007 Head Start reauthorization expected 50 percent of teachers to have a bachelor's degree by 2013 (Chu, Martinez-Griego, & Cronin, 2010). Washington State kindergarten through 12th-grade teachers are required to have a Bachelor of Arts degree and hold a Washington State teaching certificate from an approved program. There are numerous articles on the importance of early childhood teachers, especially preschool teachers,

teaching social skills for school readiness (Lynch & Simpson, 2010; Rosenthal & Gatt, 2010; Schultz, Richardson, Barber, & Wilcox, 2011). However, this suggests that all children attend preschool, and then enter kindergarten with school readiness skills, which research shows is not true. Children who do not attend preschool do not have the benefit of developing adequate social emotional skills.

Without training and resources for teaching social-emotional skills, kindergarten teachers are at risk of increased job related stress. Fantuzzo et al. (2012) found that job stress reduced the amount of time a teacher spent teaching literacy, math and social-emotional skills and "job stress appeared to be associated with increased accountability for student achievement at higher grade levels" (p. 201). So as teacher accountability increases so does their stress, and as their stress increases their time teaching social emotional skills is reduced. Teaching social skills improves student learning, improved student learning improves student outcomes, and improved student outcomes improves teacher accountability. However, it appears the increase in accountability reduces the amount of time a teacher teaches social emotional skills, the very skills necessary for improved student outcomes. Collie, Shapka, and Perry (2012) stated "up to one third of teachers are stressed or extremely stressed" (p. 1190) which may reduce their effectiveness in the classroom. They argue "if a teacher does not believe he or she is competent in teaching SEL, then this will impact the teacher's ability to teach SEL" (Collie, Shapka, & Perry, 2012, p. 1191).

The difference between developmentally appropriate, play based instruction in early childhood and direction instruction was examined in regard to teaching social-

emotional skills. Head Start teachers teach social-emotional skills throughout the day using teachable moments to reinforce desired outcomes. They and their classroom assistant model expected behavior. In their work to develop the whole child, the students have better attention control and social skills (Zhai et al., 2011). Better attention control provides opportunities for direct instruction. Ashdown and Bernard (2012) researched the ability of first-grade students to learn social skills from direct instruction. They found "that a social and emotional learning program that includes explicit instruction in the form of teacher-led lessons has a place in the early years" (Ashdown & Bernard, 2012, p. 403).

Given the appropriate tools skilled teachers can help their students meet their goals and progress along the educational continuum. A document that combines preschool goals with kindergarten goals and strategies that support the development of those goals would provide preschool teachers with a tool that would help them further the learning of their students (National Governors Association, 2012; Yamauchi, Im, and Schonleber, 2011). The same tool would help kindergarten teachers scaffold their students learning in literacy and math when their skills are not yet at the kindergarten level. It would also help kindergarten teachers improve the social and emotional skills students often develop in preschool, but that their kindergarten students may not have received.

Implementation

Potential Resources and Existing Supports

The resources and existing supports for this project are *Teaching Strategies GOLD* (2010) used in district Head Start classes, the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) used by kindergarten teachers, and the Washington State Early Learning and Development Guidelines Birth through 3rd Grade (2012), used by preschool teachers. Washington State kindergarten teachers are trained in using the Common Core. Head Start teachers are trained to use *Teaching Strategies GOLD* (2010). Other preschools use the Washington State early learning standards. Those documents provide support for teachers when they have students whose skills fall within the expected range. A guide that combines the objectives, goals, and standards from all three documents in literacy, math and social-emotional skills for children ages 3 to 6 will enable teachers to support the students whose skills fall outside the expected range.

Potential Barriers

Two possible potential barriers might be cost and training. The cost of copying the guide may be an issue, and I can provide it online for easy access. A second barrier may be questions on how to use the guide. The problem of how to use the guide can be solved by providing a workshop to teachers and support staff to introduce the guide and support their understanding of how to use it. Landry et. al. (2011) suggested professional development "models for teachers to construct knowledge with opportunities for exploration and questioning so that the incorporation of new knowledge into their

teaching practices was more likely" (p. 974). Chu et al. (2010) stated when providing training "working teachers need relevant course work linked to their experiences" (p. 28). Preschool teachers, especially Head Start teachers, and kindergarten teachers are already familiar with their own standards and should have an understanding of them. The document will use the same language from the original documents. Professional development will provide them with information on how what they already know fits into the early childhood continuum of goals and standards. I will also write an introduction clearly stating the goal and proposed use in the event that someone who has not had training receives a copy, then they will understand the use and purpose.

Proposal for Implementation and Timetable

The timetable for implementation will be the fall of 2014. The large, urban district where the research occurred will be notified of the document's availability and offered workshop training to Head Start and kindergarten teachers. The Head Start research participants will be notified of the document's availability and asked if they wish to receive a copy.

Roles and Responsibilities of Student and Others

I am an employee of the large urban district where I conducted the research, received permission to research, and agreed to provide the district the research results. As a part of notification to the district, I will provide them a brief overview of the research results and an overview of the project. I will notify them that the project is available along with workshop training to Head Start and kindergarten teachers.

Project Evaluation

The goal of the project is to support teachers in better meeting the varied needs of their students in early childhood by having a broader range of goals and objectives (Yamauchi, Im, & Schonleber, 2012). Therefore, the evaluation design is goal based. In the spring of 2015, teachers who received a copy of the project will receive a Likert survey asking questions to determine if the project met the goals (see Appendix F). Their responses will be confidential.

The goal of the evaluation is to determine if the project met the needs of the teachers as suggested by the research. The district will be provided the results of the evaluation. If the suggestions determine that revisions are justified, the suggestions will be incorporated in an updated version

Implications Including Social Change

Local Community

In a large urban district in Washington State, 64% of the children live in poverty. In Washington State between 2009 and 2011, 43% of children statewide live in poverty, and 69-78% of children in this state who live in poverty were not enrolled in preschool (Annie E. Casey Foundation, 2013). Often children who live in poverty begin kindergarten without the benefit of preschool. Head Start preschool programs focus on developing the whole child and social emotional learning. Sometimes Head Start students excel beyond the goals set by Head Start and are ready for kindergarten goals. Green, Malsch, Kothari, Busse, and Brennan (2012) stated "Research clearly links early social-emotional development, especially emotional control, self-regulation, attention, and

appropriate social skills, to the development of higher-order cognitive functioning and to school readiness" (p. 123). Kindergarten teachers who receive incoming students with limited social-emotional skills do not have the early learning goals for social-emotional skills. They use the CCSS to guide their instruction which are limited to literacy and math.

This project will not only help preschool and kindergarten teachers provide seamless goals from preschool through kindergarten, it will also help kindergarten teachers whose incoming students have never been in a preschool setting. Those children will have the opportunity to have school readiness goals set for them from a document that includes skills that precede kindergarten goals. The teachers can support their students by scaffolding preschool skills until their students reach the kindergarten goals and move up from there.

Children who live in poverty often need support in developing both academic and social-emotional skills (Bierman et al., 2009; U.S. Census Bureau, 2011). Whether their skill level is kindergarten or prekindergarten, their teachers can meet them where the students are. Providing teachers with the resources to develop strong social-emotional and academic skills in their students creates social change by improving the lives of the students.

Far-Reaching

There is much discussion in the research on the need for alignment of early learning standards and the CCSS but little has been done. Some states, like New York, have chosen to extend the Common Core to preschool (Nitecki & Chung, 2012, p. 47),

but this does little to include the work of local stakeholders in developing early learning standards (Scott-Little, 2010). In creating this document, other states can see the opportunity to combine state early learning standards and CCSS for teachers of children grades three to six and provide a smoother transition across the span from preschool to kindergarten. The project also highlights how children who do not have the opportunity for preschool, especially those who live in poverty, miss out on developing social and emotional skills necessary for school readiness. In highlighting the importance of preschool, yet the limited access to preschool by our neediest children, perhaps more effort will be put into providing quality preschool to all children so when they enter kindergarten they have the school readiness skills to succeed. Providing children access to school readiness skills so when they enter kindergarten they are ready to learn creates social change thorough improving the lives of students.

Conclusion

Head Start teachers, and other preschool teachers, and kindergarten teachers have completely different sets of objectives, goals, and standards they use to target the skills of their students. Head Start teachers teach the whole child, especially those domains that support school readiness like approaches to learning and social emotional skills. Kindergarten teachers teach the literacy and math skills assessed by benchmarks of the CCSS. Children who come into kindergarten without a preschool experience, especially those who live in poverty, often have lower social-emotional skills which are necessary for academic success (Bierman et al. 2009).

Head Start teachers are expected to set goals that "align with…the requirements and expectations of the schools" (U.S. Dept. of Health and Human Services, 2011, p. 9). Schools expect students to be prepared to meet the Common Core benchmarks. Head Start teachers need to create goals in math and literacy for their students three times a year "We have to choose a math and literacy goal for every child in our classroom for every trimester" (Participant G). Some Head Start students have met the goals of the Head Start standards, and their teachers do not have access to the standards for kindergarten students. Kindergarten teachers often have incoming students with skills that precede kindergarten goals (Razza, Martin, and Brooks-Dunn, 2010) and the teachers do not have the goals for early childhood to support those children. Kindergarten teachers have no social emotional goals for students because the CCSS have no social emotional goals for kindergarten students.

This research study shows the need for a document that combines both the State early learning standards, Head Start goals, and the CCSS. This document will cover the areas of literacy, math, and social-emotional skills. It will be for use by teachers of students from ages 3 to 6. The very long project title, which defines it, is Objectives, Goals, and Standards in Early Childhood: A guide to integrating the expectations of the Washington State Early Learning and Develop Guidelines Birth through 3rd grade (2012), Teaching Strategies GOLD (Heroman, Burts, Berke, & Bickart, 2010), and the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) in literacy, mathematics, and social skills for teachers of students' ages 3 to 6 (see Appendix A). The following section

will provide reflections and conclusions on the study, the project, and the potential for social change.

Section 4: Reflections and Conclusions

Introduction

The purpose of the project was to bridge the gap between the goals used by early childhood teachers and the goals used by kindergarten teachers. In Washington State, there are early childhood goals for preschool teachers to use, Head Start teachers use a second document, and kindergarten teachers use a third document, the CCSS. Preschool teachers cannot look ahead to see what the next goals will be for their students and kindergarten teachers cannot look back at what their students should have already accomplished.

For this project study, qualitative data were collected from Head Start teachers. Ten teachers in a large urban district agreed to participate with interviews, observations, and shared materials. Head Start is provided for children who live in poverty and focuses on teaching the whole child and developing school readiness skills. The Common Core only focuses on literacy and math. The disconnect between these two different viewpoints and the different student expectations were what caused me to pursue the project study. I wanted to understand if there was an effect upon the Head Start teachers, which is appropriate for qualitative research Merriam (2009).

According to the data, Head Start teachers did not know about the Common Core, the tool that would be used to assess their students when they reached kindergarten, nor did they know it only focused on literacy and math. This year the district Head Start teachers were expected to create individual goals for students in literacy and math three times a year. While this requirement was new, literacy and math were not unusual

domains on which to focus for these teachers and they stated parents often wanted academic goals for their students.

In 2012 Washington State published early learning guidelines for children birth to third grade that were created in a partnership between the Office of the Superintendent of Public Instruction, the Department of Early Learning, and Thrive by Five, all Washington State offices. These guidelines provide information on the goals that community stakeholders want to see in early childhood. These guidelines are provided for preschools throughout the state to use as goals for their students, although the participating Head Start teachers in the large urban district where the research took place use *Teaching Strategies GOLD* (2010) for goal-setting. Access to the State early learning guidelines and the Head Start goals provides kindergarten teachers information on what their students learned prior to kindergarten. I discussed the development of this project with a National Board Certified coworker, who loops between kindergarten and first grade, and was surprised that the teacher did not know that there were State guidelines for early childhood.

The project was designed to provide information to teachers of children ages 3 to 6. Children in early childhood learn different skills at different rates (Scott-Little, 2010). The objective of this project was providing teachers an opportunity to look at additional goals for students outside of their own grade level goals. For example, when a child has met all the Head Start goals the teacher can look at the kindergarten goals of the CCSS. Norwalk, DiPerna, Wu, and Lei (2012) stated that students should not be considered a homogeneous group based on their socio-economic status but that students in Head Start

can be differentiated into groups with many different skill levels, some which were high skilled. Additionally, when kindergarten students come to school with no preschool experience the teachers can "look back" at the skills the child should have already learned and focus on developing social skills and emergent academic skills. An added benefit is that teachers will be cognizant of what lens their students has been viewed or will be viewed and assessed through, as they move through the academic system.

Project Strengths

The strength of this project is that it supports teacher by providing literacy, math, and social-emotional goals for children ages 3 to 6 in a single document. It clearly solves the problem of teachers having only their own goals and being unaware of the expectations of the goals above and below their own. The project uses the same vocabulary as the three documents used for classroom goals and standards, *Teaching Strategies GOLD* (2010), Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012), and the Washington State Early Learning and Development Guidelines Birth Through 3rd Grade (2012) so there will not be any misunderstanding or need for interpretation

Recommendations for Remediation of Limitations

A limitation of the project is the volume of information and the possibility that teachers will not understand how to use it. A second limitation is the size of the document and teacher access to copies. Professional development, which describes the document format and gives teachers a chance to use it will help them understand how the document

is organized and use it effectively. Additionally, the document will be provided online for teacher access so paper copies will not be necessary.

Scholarship

Scholarship and developing knowledge through study is best achieved with good classroom support and a good library. Walden provided a library that could be searched at any time and many avenues pursued. Classroom support and the chance to research the library provided me the opportunity to follow the thread of an idea to a complete research study. Sotello et al. (2012) stated "an affirming environment can serve to enhance students' understanding of what is needed to become exemplary researchers" (p. 109). This project started with my wondering about the differences between the Head Start philosophy of developing the whole child and the Common Core ideas of meet a benchmark or fail to meet a benchmark. Walden coursework and access to the Walden Library helped complete it.

In the pursuit of scholarship I learned that in addition to having a topic to study there needs to be support for the study. There has been renewed focus and research on the benefits of gardens in schools for academic achievement (Rye et al., 2012; Weise, 2012). Originally I intended to interview 4th grade teachers who worked at schools with vegetable gardens determining the frequency, interest, and attitude of the teacher towards the garden as a science tool. These interviews were going to be compared against their students' 4th grade State science test scores. However, that year the district would not allow students to use, dig in, or eat from the school gardens and so it was not viable research study. Scholarship needs depth, length, and breadth and one needs to look at all

aspects when considering a project. Just because something seems like a good idea, without all the necessary supports in place it will not be an effective research study.

To develop scholarship I used not only the Walden library but also the Walden Research and Writing Centers. The Research Center provided resources to understand how to pursue research and how to determine what is a doctoral level research problem. The Writing Center provided templates, information on APA style, webinars on writing style, and help with specific questions. I also found the value in rubrics providing information on the outcome expectations.

Project Development and Evaluation

While designing the research and gathering data, I had numerous ideas on what projects could be developed, but after looking at the results one project stood out as much more necessary than the others. Research questions were, How has the implementation of the Common Core changed the teaching of early childhood educators? What do Head Start teachers know about the kindergarten through 12th grade Common Core? The questions were designed to determine what Head Start teachers knew about the Common Core and its effect on their classrooms. I did not expect them to know very much about the Common Core because it does not include children in preschool. However, when the research showed that Head Start teachers needed access to the Common Core because some students already met the Head Start goals, then I realized the project would be connecting the Common Core to the preschool goals.

The Head Start teachers needed to understand the Common Core only as it applied to their own goals and objectives, not the entire document. They needed to be

able to set goals beyond their own for those students who already met the Head Start goals. However, presenting the information in a useable format was a challenge. Since Head Start focuses on social-emotional skills and the CCSS only assesses literacy and math I reduced the project to cover only those three areas. This would provide additional support for kindergarten teachers who had children who had never attended preschool. The kindergarten teachers would be able to "look back" at expectations just as the Head Start teachers could "look forward." This thought process determined the materials to include in the project.

The format of the project was determined to be a table. There were three resources for data, the state early learning standards, the Head Start goals, and the CCSS. I wanted to use the exact wording from the documents with which the teachers were familiar. Using the exact wording reduced the learning and understanding teachers needed in order to use the document. They could find the exact wording from their own document and see it incorporated into another document with similar standards.

Evaluation of the project needs to be done by those who use it. I will submit a survey to the teachers who receive a copy of the document in late spring (see Appendix F). Suggestions and comments from the surveys will be considered and the original document updated and resent to participants for continued use.

Leadership and Change

John Gardner stated "Leadership is the process of persuasion" (Fullan, 2007, p. 17). Leadership is best provided by a team of people with a similar vision. A leader is necessary to guide the team but a group is necessary to take responsibility for individual

roles as the team moves the group forward. Change should constantly be occurring because that provides assurance that the direction is truly the goal. Most people can be part of a leadership team, they just need to find where they fit with the knowledge they can provide to the group. When researching information and finding data to support ideas, members become leaders in their area of expertise and are able to contribute as a leader in the group.

I never saw myself as a leader. For many years I worked as a classroom teacher with kindergarten and first grade students. However, that experience was the key to questioning the effect of the Common Core on early childhood and trying to understand how the two philosophies can mesh together. The experience in the classroom supported by scholarship and research has created change. I am not a principal, nor wish to be a principal, but I have become a leader in the area of early childhood, my field of expertise.

Analysis of Self as Scholar

I learned that curiosity, patience, and perseverance are the recipe for understanding and scholarship. There were many times when I started the evening looking for articles on a specific topic and ended the evening with a whole new understanding of something completely different. Work by Gornall and Salisbury (2012) looked at how technology has added to the intensity of scholarly work allowing continuous access to academic work. I took advantage of technology that allows access to research and the pursuit of knowledge at all hours of the day and night.

I reflected that working on a doctoral degree was perhaps something that I should have done long ago, but this is the time it is happening so this must be the right time for

it. Vetter (2012) stated “transformation is about a shift in both theory and practice” (p. 44). Monumental effort is sometimes needed for change and transformation to happen. This is my time of change and transformation to pursue scholarly research and reflect on ideas.

After many years of teaching five and six-year-old students, my communication skills were appropriate for five and six-year olds. Developing scholarly writing skills has provided me the confidence that shows I can write for any audience. Additionally, having the time to read and reflect has provided me the opportunity to develop as a scholar.

I have had the opportunity to look at the many facets of a problem. As a kindergarten teacher the solution would only matter in the kindergarten class. In becoming a scholar the solutions now need to be multifaceted to solve a problem for all who are involved.

Analysis of Self as Practitioner

Doing qualitative research involves working with others. My original intention was to do research that required looking at documents, data, historical information, or something that did not require getting information directly from others. I had concerns about approaching participants, receiving cooperation, and getting adequate information from interviews. These concerns were completely unnecessary. The teachers were extremely cooperative, wanted to share information and talk about their beliefs and work in the classroom, and answer all the questions. Unlike other fields of research, early childhood publications try to work closely with practitioners, and the practitioners, authors, and editors all have “a commitment to young children and the conviction that

whatever is done in the name of scholarship must have practical significance" (Jalongo, 2013, p. 77). In addition to the cooperation from the teachers, classwork at Walden University prepared me for interviewing, observing in classrooms, triangulating data and the research provided an excellent opportunity for me to develop great confidence in the process.

Analysis of Self as Project Developer

The project development effectively meets the needs of teachers and supports the learning of the students. It had been suggested that aligned expectations would support the "development of foundational skills from one year to the next in a more continuous manner" (National Governors Association, 2012, p.1). However, little has been done to provide alignment. This project took varied but similar information from different documents and developed it into a needed project.

I used a composition book for organization. The observations, interviews, and documents were managed on a daily basis using the composition book. It was used to keep records, schedules, phone calls, and any records or information I might need. Keeping the data organized on an ongoing basis helped tremendously in developing the project.

The comments, ideas, and suggestions of others also helped in the project development. Listening to the ideas and discussing potential projects helped cull ideas down to the final project. Rewriting when necessary created a clear, concise project accessible to the target audience.

The Project's Potential Impact on Social Change

This project has the potential to have an impact on social change by aligning the objectives used in early childhood, thereby allowing teachers to access a wider range of goals than those specific to their grade level. This will meet the needs of a wider range of students and move them toward greater academic success. In the large urban district where the research took place 43% of the children live in poverty and it is not known how many of those children in the district who live in poverty do not attend preschool. Approximately 43% of the children statewide live in poverty and, according to the Annie E. Casey Foundation (2013), about 32% of those children statewide who live in poverty do not attend preschool. Children who live in poverty often lack school readiness skills (Cushon et al. 2011) and this document provides a wide range of early childhood goals for teachers allowing them a better opportunity to meet the needs of their students.

When other districts and states see how alignment of several documents is possible perhaps they will provide similar support to their teachers. This allows students to be more successful, whether they have not had any preschool opportunity and kindergarten is their first learning experience, or they were extremely successful in preschool and moved beyond the classroom goals to the next level of the developmental continuum.

Implications, Applications, and Directions for Future Research

This research study is important in the conversation around the conflict between the CCSS and the research on the developmental learning of children in early childhood. Early childhood ranges from birth to 8 years old (NAEYC, 2012). Young children need

to have experiences that allow them to scaffold their understanding in order to reach the benchmarks of the Common Core. They need to develop emergent literacy skills and developmentally appropriate math opportunities to reach those goals.

The belief that children who enter kindergarten already have emergent literacy skills, which need to develop further, is based on the premise that children enter kindergarten with some kind of preschool experience. However, the data shows not all children attend preschool prior to kindergarten and so not all children have emergent literacy skills (Annie E. Casey Foundation 2013). Their skills, beginning with the very basics, need to be developed in kindergarten. This may delay the process of meeting the Common Core benchmarks until they develop school readiness skills including social-emotional and academic skills.

There are several possible opportunities for future research. The integration of social-emotional skills in kindergarten and first grade, especially for students who do not have the opportunity to attend preschool, would provide evidence of the benefits of teaching social emotional skills instead of just focusing on the literacy and math of the Common Core. Grouping preschool with the kindergarten and first grade would provide research on any benefits of integrating early childhood classes. “Research has shown that interventions beginning in preschool are most effective when services are continued through elementary school” (Norwalk et al. 2012, p. 180) and it may benefit students’ academic skills and assessment performance to integrate preschool, kindergarten and first grade classes.

Conclusion

This section provided my reviews and reflections. The project started with me wondering about how the Common Core implementation might affect early childhood classrooms. For many years I was an early childhood classroom teacher supporting the developmental philosophy of early childhood educators, and wondered how the rigid expectations of the CCSS would blend with the developmental beliefs of early childhood. This wondering transformed me from a classroom teacher to an academic scholar.

The strength of the project is that it supports the needs of both teachers and students and provides information on what students in early childhood need to know and the development of that learning process. That can also be a limitation because it may confuse teachers without adequate training. The potential impact on social change is that in providing one document with goals, teachers and students will have greater cohesion between grades.

The transformation I have experienced was described by Vetter (2012) as "a shift in both theory and practice" (p. 44) which is described as four phases when teachers change from teachers who are led by others to teacher leaders. First, create a vision of the type of leader I want to be; second, try out the behaviors of the new position; third, stay in the position by changing expectations from the original vision; finally, look at my success in the new position and let that vision keep me going. I experienced these changes, which started with a wondering and developed into a successful project with the potential for social change.

The positive effect of Head Start on the lives of children and their families has been something I have known since my oldest child attended Head Start. All children need an opportunity to be prepared for a successful future, both academically and socially. With the increasing numbers of children living in poverty we need more early childhood opportunities like Head Start that give children the chance to develop strong school readiness skills, especially self-regulation, so they can achieve academic success.

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Appendix A: Objectives, Goals, and Standards in Early Childhood

Objectives, Goals, and Standards in Early Childhood

Objectives, Goals, and Standards in Early Childhood: A guide to integrating the expectations of the Washington State Early Learning and Develop Guidelines Birth Through 3rd Grade (2012), *Teaching Strategies GOLD* (Heroman et al., 2010), and the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) in literacy, mathematics, and social skills for teachers of students' ages 3 to 6.

Introduction: This project combines three different early learning goals and standards in Washington State used by teachers of children ages 3 to 6. Kindergarten teachers use the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012), Head Start teachers in a large urban district use *Teaching Strategies GOLD*, (Heroman et al., 2010), and other preschool teachers use the Washington State Early Learning and Development Guidelines Birth Through 3rd Grade (2012). Teachers use these different goals and standards to guide their teaching and instruction. Students are assessed on these different goals and standards. This project aligns the three different documents so teachers can see how the goals that they use fit in with the others. This supports teachers so they know the development process, both within the age group, and outside the age group of their classroom setting. It can support students when their teachers know the expectations of where the children were and what the expectations will be where they are going.

The Washington State Early Learning and Develop Guidelines Birth Through 3rd Grade (2012) were developed by community stake holders and was a collaborative project between Washington State Department of Early Learning, the Office of the Superintendent of Public Instruction and Thrive by Five Washington. It was designed as a resource for educators, caregivers and families. *Teaching Strategies GOLD* (Heroman et al., 2010) is used by Head Start teachers in a large urban district in Washington State to create goals for students in the program who are ages 3 to 5. The Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) have been adopted by Washington State and are the standards for students beginning in kindergarten.

This document will include literacy, math, and social-emotional skills. The Common Core only addresses literacy and math. However, students need self-regulation and social-emotional skills for academic success (McWayne, Cheung, Wright & Hahs-Vaughn, 2012; Vitiello, Greenfield, Munis & George, 2011). This project provides scaffolding support for kindergarten teachers with students who need to develop stronger social-emotional skills. This project provides support for preschool teachers, especially Head Start teachers, who after two years in their program, may have developed academic skills beyond *Teaching Strategies GOLD* (Heroman et al., 2010) by providing a road map of the future direction of their students and the expectations of the Common Core.

How to Use: The top row of the document shows four boxes. The first box is the academic goal and boxes two through four show *Teaching Strategies GOLD*, Common Core, and Washington State guidelines.

The first column of the document shows the student goal and an approximate scaffolding of the goals from each of the three documents listed above. Head Start teachers can follow the second column down and find where there are objectives from *Teaching Strategies GOLD* and how they fit with the Common Core and the State early learning standards. Other preschool teachers can look at the State early learning standards in the fourth column and see how they fit with other expectations. Kindergarten teachers can follow the third column down and find the Common Core and see how preschool expectations fit.

The Goal: The goal of the project is to support teachers in better meeting the varied needs of their students in early childhood by having a broader range of goals and objectives. Early childhood is a critical time in the life of a child and, while every child does not have the benefit of a preschool experience, every child needs the skills developed in the preschool years for academic success. This project is intended to be a useful tool for those who have one of the most challenging, rewarding, and important jobs in the field of education.

Contents

Number names and counting sequence

Counting objects

Comparing numbers

Understanding place value with addition and subtraction

8. **Math: Measurement and Data**

Describing and Measuring Attributes

Classification

Time

Data

9. **Math: Geometry**

Identify and Describe Shapes and Their Relative Position

Analyze, Compare, and Create Shapes

10. **Social-Emotional-Self-Regulation of Emotions and Behavior**

Self-satisfaction

Impulse and Emotions

Communication with Others

Rules and Redirection

Emotional Expression and Identification

11. **Social-Emotional-Relationships with Others**

Relationships with Adults

Understanding Feelings of Others

Relationships with Other Children

12. **Social-Emotional-Participating in Groups**

Taking Turns

Group Participation

Conflict Resolution, Cooperation, and Collaboration

References

Alphabet Knowledge and Print Concepts **- Identifies and names letters** **- Uses letter-sound knowledge** **- Uses Print Concepts**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Identifies and names letters			
1. Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet in text (Washington State Early Learning and Development Guidelines, 2012, p. 76).			4-5 years
2. Understand which symbols are letters and which are numbers (Washington State Early Learning and Development Guidelines, 2012, p. 76).			4-5 years
3. Recognize own name in print (Washington State Early Learning and Development Guidelines, 2012, p. 76).			4-5 years
4. Recognizes and names a few letters in own name (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 88).	Objective 16.a		
5. Recognizes as many as 10 letters, especially those in own name (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 88).	Objective 16.a		
6. Identifies and names 11 – 20 upper- and 11-20 lowercase letters when presented in random order (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 88).	Objective 16.a		
7. Recognize and name all upper- and lowercase letters of the alphabet (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for		CCSS.ELA-Literacy.RF.K.1.d (kinder)	5-6 years

Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).			
Uses letter-sound knowledge			
1. Identifies the sounds of a few letters (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 88).	Objective 16.b		
2. Produces the correct sounds for 10 – 20 letters (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 88).	Objective 16.b		
3. Match upper and lower-case letters to their sounds (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5– 6 years
5 Shows understanding that a sequence of letters represents a sequence of sounds (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 88).	Objective 16.b		
6 Recognize that spoken words are represented in written language by specific sequences of letters (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.K.1.b (kinder)	
Uses Print Concepts			
1. Orients book correctly; turns pages from front of the book to back; recognizes familiar books by their covers (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 92).	Objective 17.a		
2. Indicates where to start reading and direction to follow (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 92).	Objective 17.b		
3. Follow words from left to right, top to bottom, and page by page (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.K.1.a (kinder)	
4. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 92).	Objective 17.b		

5. Understand that words are separated by spaces in print (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.K.1.c (kinder)	
6. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.1.1.a (first grade)	

Literacy: Phonemic Awareness **- Rhyme** **- Segments** **- Phonemes**	**Teaching Strategies GOLD, (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010), Head Start ages 3 to 5**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) Begins age 5**	**Washington State Early Learning and Development Guidelines (2012)**
Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RF.K.2 and RF 1.2 (kinder and first grade)	
Rhyme 1. Decides whether two words rhyme (using words or pictures) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 83) (Washington State Early Learning and Development Guidelines, 2012, p. 63).	Objective 15.a		3-4 years
2. Enjoys repeating rhyming words or word patterns in songs, poems or stories (Washington State Early Learning and Development Guidelines, 2012, p. 62).			3 – 4 years

3. Generates a group of rhyming words when given a word (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 83).	Objective 15.a		
4. Recognize and produce rhyming words (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RF.K.2.A (kinder)	
Segments 1. Hears and shows awareness of separate words in sentences (can clap each word) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 84).	Objective 15.c		
2. Hears and shows awareness of separate syllables in words (can clap syllables in words) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 84).	Objective 15.c		
3. Shows awareness of separate syllables in words by tapping or clapping for each syllable (Washington State Early Learning and Development Guidelines, 2012, p. 62)			3-4 years
4. Count, pronounce, blend, and segment syllables in spoken words (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RF.K.2.B (kinder)	
5. Verbally separates and blends onset and rime (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 84).	Objective 15.c		
6. Blend and segment onsets and rimes of single-syllable spoken words (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RF.K.2.C (kinder)	

Phonemes 1. Shows awareness that some words begin the same way (alliteration - same beginning sounds). (Washington State Early Learning and Development Guidelines, 2012) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 83).	Objective 15.b		3-4 years
2. Matches beginning sounds of some words (groups objects or pictures with the same beginning sound (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 83).	Objective 15.b		
3. Identifies 3 or more words with the same beginning sound (Washington State Early Learning and Development Guidelines, 2012, p. 76).			4-5 years
4. Isolates and identifies the beginning sound in a word (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 83).	Objective 15.b		
5. Verbally separates and blends individual phonemes in words (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 84).	Objective 15.c		
6. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/.) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RF.K.2.D (kinder)	
7. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RF.K.2.E (kinder)	

8. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.1.2.c (first grade)	
9. Distinguish long from short vowel sounds in spoken single-syllable words (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.1.2.a (first grade)	
10. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.1.2.b (first grade)	
11. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.1.2.d (first grade)	

Literacy: Reading Literature and Informational Text **- Interacts with text** **- Details of the text** **- Finding Similarities and Differences** **- Text and Story Features** **- Text Types** **- Retelling Stories** Note: On Common Core standards RL indicates Reading Literature (fiction) and RI indicates Reading Informational Text (nonfiction)	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**

Interacts with text			
1. Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story text (Washington State Early Learning and Development Guidelines, 2012, p. 63).			3-4 years
2. During read-aloud and book conversations asks and answers questions about the text; refers to pictures (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 95).	Objective 18.a		
3. Actively engage in group activities with purpose and understanding (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/)		CCSS.ELA-LITERACY.RLK.10 (kinder)	
4. Actively engage in group reading activities with purpose and understanding (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/)		CCSS.ELA-LITERCY.RI.K.10 (kinder)	
5. With prompting and support, read informational texts appropriately complex for grade 1 (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/)		CCSS.ELA-LITERCY.RI.1.10 (First grade)	
6. With Prompting and support, read prose and poetry of appropriate complexity for grade 1 (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RL1.10 (First grade)	
Details of the text			
1. During read-aloud and book conversations identifies story-related problems, events, and resolutions during conversations with an adult (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 95).	Objective 18.a		

2. During read-aloud and book conversations reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 95).	Objective 18.a		
3. Ask and answer questions about unknown words in a fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RL.K.4 (kinder)	
4. With prompting and support, ask and answer questions about unknown words in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.K.4	
5. Ask and answer questions to help determine or clarify the meaning of words and phrases in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.1.3 (First grade)	
6. Identify words and phrases in fiction stories or poems that suggest feelings or appeal to the senses (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RL.1.4 (First grade)	
7. With prompting and support, ask and answer questions about key details in a fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RL.K.1 (kinder)	
8. With prompting and support, ask and answer questions about key details in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.K.1 (kinder)	

9. Ask and answer questions about key details in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RI.1.1 (First grade)	
10. Ask and answer questions about key details in a fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RL.1.1 (First grade)	
Finding Similarities and Differences			
1. With prompting and support, compare and contrast the adventures and experiences of characters in familiar fiction stories (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RL.K.9 (kinder)	
2. With prompting and support, identify basic similarities in and differences between two non-fiction texts on the same topic (e.g., in illustrations, descriptions, or procedures (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RI.K.9 (kinder)	
3. Identify basic similarities in and differences between two non-fiction texts on the same topic (e.g., in illustrations, descriptions, or procedures (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RI.1.9 (First grade)	
4. Compare and contrast the adventures and experiences in fiction stories (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RL.1.9 (First grade)	
Text and Story Features			

1. Knows some features of a book (title, author, illustrator); connects specific books to authors (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 92).	Objective 17.a		
2. Identify the front cover, back cover, and title page of a book text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS-ELA-LITERCY. RI.K.5 (kinder)	
3. Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS-ELA-LITERCY. RI.1.5 (First grade)	
4. Identify text features: title, author, table of contents, glossary (Washington State Early Learning and Development Guidelines, 2012, p. 102).			6 years - 1st grade
5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RL.K.6 (kinder)	
6. Name the author and illustrator of a non-fiction text and define the role of each in presenting the ideas or information in a text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS-ELA-LITERCY. RI.K.6 (kinder)	
7. Distinguish between information provided by pictures or other illustrations and information provided by the words in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS-ELA-LITERCY. RI.1.6 (First grade)	

8. Identify who is telling the story at various points in a fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RL.1.6 (First grade)	
9. With prompting and support, identify characters, settings, and major events in a story (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RL.K.3 (kinder)	
10. With prompting and support, identify the main topic and retell key details of a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RI.K.3 (kinder)	
11. Describe the connection between two individuals, events, ideas, or pieces of information in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RI.1.3 (First grade)	
12. Describe characters, settings, and major events in a story, using key details (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.RL.1.3 (First grade)	
13. Identify and explain story elements: character, setting, events (Washington State Early Learning and Development Guidelines, 2012, p. 102).			6 years - 1st grade
Text Types			
1. Uses various types of books for their intended purposes (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 92).	Objective 17.a		
2. Recognizes common types of texts (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS-ELA-LITERCY. RL.K.5 (kinder)	
3. Explain major differences between books that tell stories and books that		CCSS-ELA-LITERCY.	

give information, drawing on a wide reading of a range of text types (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		RL.1.5 (First grade)	
Retelling Stories			
1. Retell simple, familiar stories from memory while looking at the book (Washington State Early Learning and Development Guidelines, 2012, p. 63).			3 - 4 years
2. Retells familiar stories using pictures or props as prompts (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 96).	Objective 18. C		
3. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RL.K.7 (kinder)	
4. With prompting and support, describe the relationship between illustrations and the non-fiction text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.K.7 (kinder)	
5. With prompting and support, identify the reasons an author gives to support points in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.K.8 (kinder)	
6. Use illustrations and details in a story to describe its characters, setting, or events (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from		CCSS.ELA-LITERACY .RL.1.7 (First grade)	

http://www.corestandards.org/).			
7. Use the illustrations and details in a non-fiction text to describe its key ideas (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.1.7 (First grade)	
8. Identify the reasons an author gives to support points in a non-fiction text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.1.8 (First grade)	
9. Retell more complicated familiar stories from memory (Washington State Early Learning and Development Guidelines, 2012, p. 77).			4 - 5 years
10. Retell familiar stories using beginning, middle and end (Washington State Early Learning and Development Guidelines, 2012, p. 92).			5 years old - kindergarten
11. Retells a familiar story in proper sequence, including major events and characters (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 96).	Objective 18. C		
12. Retells stories with many details about characters, events, and storylines (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 96).	Objective 18. C		
13. With prompting and support, retell familiar stories, including key details (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RL.K.2 (kinder)	
14. With prompting and support, identify the main topic and retell key details of a text (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RI.K.2 (kinder)	
15. Identify the main topic and retell key details of a text (National Governors Association Center for Best Practices, Council of Chief State School Officers,		CCSS.ELA-LITERACY .RI.1.2 (First grade)	

2012. Retrieved from http://www.corestandards.org/).			
16. Retells stories, including key details, and demonstrates understanding of their central message or lesson details (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY .RL.1.2 (First grade)	

Literacy: Fluency	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
1. Memorize or participate in reading poems and familiar books. (Washington State Early Learning and Development Guidelines, 2012, p. 92)			5 years - kindergarten
2. Show interest in a variety of books. (Washington State Early Learning and Development Guidelines, 2012, p. 92)			5 years - kindergarten
3. Read emergent-reader texts with purpose and understanding (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF. K.4 (kinder)	
4. Choose and read a variety of books. (Washington State Early Learning and Development Guidelines, 2012, p. 102)			6 years - 1st grade
5. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings (National Governors Association Center for		CCSS.ELA-Literacy.RF. 1.4.b (first grade)	

Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).			
6. Match letters and sounds (phonics), using clues from pictures and sounding out words to figure out unfamiliar words. Begin to self-correct (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years - 1st grade
7. Use context to confirm or self-correct word recognition and understanding, rereading as necessary (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.RF.1.4.c (first grade)	

Literacy: Writing **- Name** **- Writing for Meaning** **- Writing for Specific Purpose** **- Digital Tools** **- Build and Present Knowledge**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Name 1. Writes name using some letters correctly (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 99).	Objective 19.a		
2. Begin to print or copy own name, and identify at least some of the letters (Washington State Early Learning and Development Guidelines, 2012, p. 77).			4-5 years
3. Uses uppercase or lowercase letters, in the correct sequence (or a combination of both), when writing name (Heroman, C., Burts, D., Berke, K.,	Objective 19.a		

& Bickart, T., 2010, p. 99).			
Writing for Meaning			
1. Writes to convey meaning by deliberately making marks and stating what they mean (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 100).	Objective 19.b		
2. Draws picture and tells their story (Washington State Early Learning and Development Guidelines, 2012, p. 63).			3-4 years
3. Makes marks or scribbles when an adult suggests writing (Washington State Early Learning and Development Guidelines, 2012, p. 63).			3-4 years
4. Use letter-like symbols to make lists, letters, and stories or to label picture (Washington State Early Learning and Development Guidelines, 2012, p. 77).			4-5 years
5. Writes string of letters (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 100).	Objective 19.b		
6. Writes initial and/or final sounds of a word to represent the whole word (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 100).	Objective 19.b		
7. Forms letters, and shows increasing knowledge of letters and sounds (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
8. Uses illustrations to tell stories or convey meaning (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
9. Begins to include beginning, middle and ending sounds in words (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 100).	Objective 19.b		
10. Writes simple sentences (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
11. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (National Governors Association		CCSS.ELA-Literacy.W.K.5 (kindergarten)	

Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).			
12. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.1.5 (first grade)	
Writing for Specific Purpose			
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.K.1 (kinder)	
2. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.1.1 (first grade)	
3. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.K.2 (kinder)	
4. Develop an idea or piece of information beyond one sentence, adding some description or			6 years - 1st grade

explanation (Washington State Early Learning and Development Guidelines, 2012, p. 102).			
5. Write about ideas and feelings, using complete sentences (Washington State Early Learning and Development Guidelines, 2012, p. 102).			6 years – 1st grade
6. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.1.2 (first grade)	
7. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.K.3 (kinder)	
8. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		CCSS.ELA-Literacy.W.1.3 (first grade)	
Digital Tools			
1. Uses tools and other technology to perform tasks (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010).	Objective 28		
2. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.K.6 (kinder)	

3. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.1.6 (first grade)	
Build and Present Knowledge			
1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.K.7 (kinder)	
2. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.1.7 (first grade)	
3. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.K.8 (kinder)	
4. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-Literacy.W.1.8 (first grade)	

Math- Operations and Algebraic Reasoning **-Patterns** **-Understanding, representing, and solving addition and subtraction** **-Understanding and applying properties of operations and the relationship between addition and subtraction**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Patterns			
1. Copies simple repeating pattern (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 120).	Objective 23		
2. Extends and creates simple repeating pattern (e.g., clap, clap, stomp, stomp, etc. or with cubes) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 120).	Objective 23		
3. Recognizes, creates, and explains more complex repeating and simple growing patterns (e.g., describes even numbers as skipping: 2, 4, 6; extends a growing pattern by adding one cube like a staircase) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 120).	Objective 23		
Understanding, representing, and solving addition and subtraction			
1. Recognize by sight and name the number of items in a group, up to five (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten

2. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.b		
3. Compares two groups of objects to decide which is more or less, or if they are equal (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
4. Makes sets of 6 – 10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.b		
5. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.b		
6. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.OA.A.1 (kinder)	
7. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.OA.A.1 (first grade)	

8. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.OA.A.2 (kinder)	
9. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.OA.A.2 (first grade)	
10. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.OA.A.3 (kinder)	
11. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.OA.A.4 (kinder)	
12. Fluently add and subtract within 5 (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.OA.A.5 (kinder)	
Understand and apply properties of operations and the relationship between addition and subtraction			

1. Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.OA.B.3 (first grade)	
2. Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8 (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.OA.B.4 (first grade)	
3. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.OA.C.5 (first grade)	
4. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13) (National Governors Association Center for Best Practices, Council of Chief		CCSS.MATH.CONTENT.1.OA.C.6 (first grade)	

State School Officers, 2012. Retrieved from http://www.corestandards.org/).			
5. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2 (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.OA.D.7 (first grade)	
6. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _* (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.OA.D.8 (first grade)	

Math- Numbers and Operations **-Number names and counting sequence** **-Counting objects** **-Comparing numbers** **-Understanding place value with addition and subtraction**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Number names and counting sequence			
1. Count to 10 and beyond by rote (Washington State Early Learning and			3 – 4 years

Development Guidelines, 2012, p. 64).			
2. Give the next number in the sequence 1 through 10 (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
3. Verbally counts to 10; tell what number (1-10) comes next on order by counting (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.a		
4. Count to 20 and beyond. Count 10 or more objects accurately (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
5. Verbally counts to 20; tells what number comes before and after a specified number up to 20 (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.a		
6. Count to 100 (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
7. Uses number names while counting to 100 (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.a		
8. Count to 100 by ones and by tens (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.A.1 (kindergarten)	
9. Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.A.2 (kindergarten)	
10. Remember and write numbers to 20 (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
11. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) (National Governors Association Center for Best Practices, Council of Chief State		CCSS.MATH.CONTENT.K.CC.A.3 (kinder)	

School Officers, 2012. Retrieved from http://www.corestandards.org/).			
12. Count, read, and write to 120 (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years - 1st grade
13. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.NBT.A.1 (first grade)	
Counting Objects			
1. Count up to five items. Point to objects while counting (Washington State Early Learning and Development Guidelines, 2012, p. 64).			3- 4 years
2. Counts up to five objects accurately using one number name for each object (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.a		
3. Count out 10 items; may use fingers, body parts or other counters; count and group things by numbers (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
4. Count up to 20 objects to understand how many objects there are (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
5. Counts 10-20 objects accurately; knows the last number states how many in all (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.a		
6. Counts 30 objects accurately (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 107).	Objective 20.a		
7. Understand the relationship between numbers and quantities; connect counting to cardinality (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.B.4 (kinder)	

8. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.B.4.A (kinder)	
9. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.B.4.B (kinder)	
10. Understand that each successive number name refers to a quantity that is one larger (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.B.4.C (kinder)	
11. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.B.5 (kinder)	
Comparing Numbers			
1. Compare groups of up to 10 objects (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
2. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by		CCSS.MATH.CONTENT.K.CC.C.6 (kinder)	

using matching and counting strategies (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).			
3. Identifies numerals to 5 by name and connects each to counted objects (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 108).	Objective 20.c		
4. Identifies numerals to 10 by name and connects each to counted objects (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 108).	Objective 20.c		
5. Identifies numerals to 20 by name and connects each to counted objects (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 108).	Objective 20.c		
6. Compare two numbers between 1 and 10 presented as written numerals (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.CC.C.7 (kinder)	
Understanding place value with addition and subtraction			
1. Find the total sum of small groups of items (Washington State Early Learning and Development Guidelines, 2012, p. 64).			3-4 years
2. Find the sum when joining two sets of up to five objects (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
3. Add and subtract numbers up to 10 using objects or drawings (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
4. Understand place value in two-digit numbers (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years – 1st grade
5. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a		CCSS.MATH.CONTENT.K.NBT.A.1 (kinder)	

	drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).			
6.	Solve addition and subtraction word problems, between 1 and 20 (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years – 1st grade
7.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/):		CCSS.MATH.CONTENT.1.NBT.B.2 (first grade)	
a.	10 can be thought of as a bundle of ten ones — called a "ten" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.NBT.B.2.A (first grade)	
b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.NBT.B.2.B (first grade)	
c.	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.NBT.B.2.C (first grade)	
8.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =,		CCSS.MATH.CONTENT.1.NBT.B.3 (first grade)	

and < (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).			
9. Add and subtract numbers up to 20 (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years – 1st grade
10. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.NBT.C.4 (first grade)	
11. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.NBT.C.5 (first grade)	
12. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (National Governors Association Center for Best		CCSS.MATH.CONTENT.1.NBT.C.6 (first grade)	

Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).			

Math- Measurement and Data **-Describing and Measuring Attributes** **-Classification** **-Time** **-Data**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Describing and Measuring Attributes			
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.MD.A.1 (kinderg)	
2. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 116).	Objective 22		
3. Compare two objects by length, weight, or size (Washington State Early Learning and Development Guidelines, 2012, p. 64).			3 -4 years
4. Compare two objects using comparison words such as smaller, faster, and heavier (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years

5. Use gestures or words to make comparisons (larger, smaller, shorter, taller) (Washington State Early Learning and Development Guidelines, 2012, p. 64).			3-4 years
6. Describes objects using size words (big, small, tall, short) (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
7. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter* (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.MD.A.2 (kinder)	
8. Order three objects by one characteristic (such as from smallest to largest) (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
9. Order three objects by length; compare the lengths of two objects indirectly by using a third object (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.MD.A.1 (first grade)	
10. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 116).	Objective 22		
11. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from *first* to *tenth* (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 116).	Objective 22		
12. Measure lengths of objects by using a shorter object (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years – 1st grade

13. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps* (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.MD.A.2 (first grade)	
Classification			
1. Sort and describe items by size, color and/or shape (Washington State Early Learning and Development Guidelines, 2012, p. 64).			3-4 years
2. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.MD.B.3 (kinder)	
3. Sort and classify objects by more than one factor (such as shape and color, or size and shape, etc.) (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
Time			
1. Tell and write time in hours and half-hours using analog and digital clocks (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.MD.B.3 (first grade)	
Data			

1. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.MD.C.4 (first grade)	

Math- Geometry **-Identify and Describe Shapes and Their Relative Position** **-Analyze, Compare, and Create Shapes**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Identify and Describe Shapes and Their Relative Position			
1. Match simple flat shapes (circles, squares, triangles) (Washington State Early Learning and Development Guidelines, 2012, p. 64).			3 – 4 years
2. Match and sort simple shapes (circles, squares, triangles) (Washington State Early Learning and Development Guidelines, 2012, p. 78).			4-5 years
3. Identifies a few basic shapes (circle, square, triangle) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 109).	Objective 21.b		

4. Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations (Washington State Early Learning and Development Guidelines, 2012, p. 64).			3-4 years
5. Follows simple directions related to proximity (beside, between, next to) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 109).	Objective 21.a		
6. Uses and responds appropriately to positional words indicating location, direction, and distance (e.g., behind, backward) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 109).	Objective 21.a		
7. Correctly use position words (such as beside, inside, under, etc.) to describe objects (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
8. Name shapes and recognize shapes in the environment (Washington State Early Learning and Development Guidelines, 2012, p. 93).			5 years - kindergarten
9. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to* (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.G.A.1 (kinder)	
10. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 109).	Objective 21.b		
11. Correctly name shapes regardless of their orientations or overall size (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.G.A.2 (kinder)	

12. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.G.A.3 (kinder)	
Analyze, Compare, and Create Shapes			
1. Uses and makes simple sketches, models, or pictorial maps to locate objects (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 109).	Objective 21.a		
2. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.G.B.4 (kinder)	
3. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.G.B.5 (kinder)	
4. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 109).	Objective 21.b		
5. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle*?" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.K.G.B.6 (kinder)	

6. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.G.A.1 (first grade)	
7. Make composite shapes by joining shapes together (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years – 1st grade
8. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.G.A.2 (first grade)	
9. Divide circles and rectangles into halves or fourths to develop understanding of part/whole (Washington State Early Learning and Development Guidelines, 2012, p. 103).			6 years – 1st grade
10. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.MATH.CONTENT.1.G.A.3 (first grade)	

Social-Emotional-Self-Regulation of Emotions and Behavior **-Self-satisfaction** **- Impulse and Emotions** **- Communication with Others** **- Rules and Redirection** **- Emotional Expression and Identification**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Self-satisfaction			
13. Comforts self by seeking out special object or person (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 5).	Objective 1.a		
14. Is able to look at a situation differently or delay gratification (e.g., if block area is full, looks to see what other areas are available) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 5).	Objective 1.a		
15. Sometimes turns down a treat now if a better treat will be available later (Washington State Early Learning and Development Guidelines, 2012, p. 58).			3-4 years
16. Controls strong emotions in an appropriate manner most of the time (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 5).	Objective 1.a		
Impulse and Emotions			
1. Resists impulses and choose appropriate behavior with little adult direction (Washington State Early Learning and Development Guidelines, 2012, p. 88).			5 years - kindergarten

2. Calm down own strong emotions and avoid acting on impulse (Washington State Early Learning and Development Guidelines, 2012, p. 99).			6 years – 1st grade
Communication with Others			
1. Speaks audibly and expresses thoughts, feelings, and ideas clearly (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.SL.K.6 (kinder)	
2. Produce complete sentences when appropriate to task and situation (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.SL.1.6 (first grade)	
Rules and Redirection			
1. Accepts redirection from adults (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 5).	Objective 1.b		
2. Manages classroom rules, routines, and transitions with occasional reminders (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 5).	Objective 1.b		
3. Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
4. Adapt to new environments by behaving and displaying emotions in ways expected (Washington State Early Learning and Development Guidelines, 2012, p. 88).			5 years - kindergarten

5. Remembers and cooperates in daily routines…in changes from one activity to another, with occasional reminders (Washington State Early Learning and Development Guidelines, 2012, p. 58).			3-4 years
6. Predict what comes next in the day, when there is a consistent schedule (Washington State Early Learning and Development Guidelines, 2012, p. 58).			3-4 years
7. Identify simple rules and expect others to follow them (Washington State Early Learning and Development Guidelines, 2012, p. 58).			3-4 years
8. Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.SL.K.1.A (kinder)	
9. Follows agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.SL.1.1.A (first grade)	
10. Applies rules in new but similar situation (e.g., walks and uses a quiet voice in the library) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 5).	Objective 1.b		
11. Apply familiar accepted behaviors in new but similar situations, such as using a quiet voice indoors (Washington State Early Learning and Development Guidelines, 2012, p. 88).			5 years - kindergarten

Emotional Expression and Identification			
1. Seeks to do things for self (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 6).	Objective 1.c		
2. Expresses delight in own abilities (Washington State Early Learning and Development Guidelines, 2012, p. 58).			3 – 4 years
3. Identify emotions and use words to describe them (Washington State Early Learning and Development Guidelines, 2012, p. 88).			5 years - kindergarten
4. Understand how the body and face show different emotions (Washington State Early Learning and Development Guidelines, 2012, p. 99).			6 years – 1st grade
5. Demonstrates confidence in meeting own needs (e.g., takes off coat and hangs it up; puts away toys) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 6).	Objective 1.c		
6. Takes responsibility for own well-being (e.g., waits for turn to go down slide; takes care of personal belongings) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 6).	Objective 1.c		
7. Be able to think about behavior, being cooperative and nonhurtful. Able to talk about the best ways to do things (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
8. Accept the consequences of own actions (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten
9. Focus attention on a task/topic and ignore distractions (Washington State Early Learning and Development Guidelines, 2012, p. 99).			6 years – 1st grade

Social-Emotional-Relationships with Others **-Relationships with Adults** **-Understanding Feelings of Others** **-Relationships with Other Children**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Relationships with Adults			
17. Separates from important adults, sometimes relying on another adult to feel safe (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
18. Manages separations without distress and engages with trusted adults (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 13).	Objective 2.a		
19. Engages with trusted adults as resources and to share mutual interests (e.g., talks with teacher every day about their pets) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 13).	Objective 2.a		
20. Show affection for important adults (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
21. Initiate interactions and engage in play with adults (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
22. Develop relationships with other children and with adults (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten
Understanding Feelings of Others			
23. Demonstrates concern about the feelings of others (e.g., hugs a child	Objective 2.b		

who fell down) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 13).			
24. Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
25. React to peers' feelings (empathy) (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
26. Connect emotions with facial expressions (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
27. Show understanding of others' feelings (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten
28. Has increased awareness of interpersonal behavior and communication (Washington State Early Learning and Development Guidelines, 2012, p. 100).			6 years – 1st grade
29. Able to say what someone else's actions were and how they affected the child or others (Washington State Early Learning and Development Guidelines, 2012, p. 100).			6 years – 1st grade
30. Recognizes that others' feelings might be different from his or her own (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 13).	Objective 2.b		
Relationships with Other Children			
31. Plays with one or two preferred playmates (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 14).	Objective 2.d		
32. Establishes a special friendship with one other child, but the friendship might only last a short while (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 14).	Objective 2.d		
33. Maintains friendships for several months or more (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 14).	Objective 2.d		

34. Understand the concept that sometimes you are the leader and sometimes you are the follower (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten

Social-Emotional- Participating in Groups **-Taking Turns** **-Group Participation** **- Conflict Resolution, Cooperation, and Collaboration**	**Teaching Strategies GOLD (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010) Head Start 3-5 years old**	**Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012) K-12th grade**	**Washington State Early Learning and Development Guidelines (2012) birth to 3rd grade**
Taking Turns			
35. Takes turns (e.g., waits behind another child at the water fountain) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 20).	Objective 3.a		
36. Waits for a turn (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
37. Wait for a turn without getting angry or grabbing (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
38. Initiates the sharing of materials in the classroom and outdoors (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 20).	Objective 3.a		
39. Cooperates and shares ideas and materials in socially acceptable ways (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 20).	Objective 3.a		
40. Cooperates with other children, shares, and takes turns (Washington State Early Learning and Development			4 - 5 years

Guidelines, 2012, p. 73).			
41. Initiate play with friends (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
42. Initiates an activity with another child (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
43. Shares and takes turns (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
Group Participation			
44. Uses successful strategies for entering groups (e.g., asks, "Can I run with you?") (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 14).	Objective 2.c		
45. Initiates, joins in, and sustains positive interactions with a small group of two or three children (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 14).	Objective 2.c		
46. Invites other children to join groups or other activities (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
47. Interacts cooperatively in groups of four or five children (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 14).	Objective 2.c		
48. Able to adapt to a larger group environment (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten
Conflict Resolution, Cooperation, and Collaboration			
49. Seeks adult help to resolve social problems (e.g., calls the teacher when another child grabs the play dough at the same time he does) (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 20).	Objective 3.b		
50. Resolve some conflicts with peers without adult help (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten

51. Work together with peers and brainstorm to come up with solutions to their own problems (Washington State Early Learning and Development Guidelines, 2012, p. 100).			6 years – 1st grade
52. Listen to what other children want and make plans that take these desires into account (Washington State Early Learning and Development Guidelines, 2012, p. 73).			4 - 5 years
53. Listens to viewpoint of others (Washington State Early Learning and Development Guidelines, 2012, p. 88).			5 years - kindergarten
54. Suggests solutions to social problems (e.g., says, "You ride around the track one time, then I'll take a turn.") (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 20).	Objective 3.b		
55. Work with others as part of a team (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years
56. Help, share, take turns and cooperate in a group (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten
57. Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts (Washington State Early Learning and Development Guidelines, 2012, p. 89).			5 years - kindergarten
58. Play more cooperatively with others (Washington State Early Learning and Development Guidelines, 2012, p. 100).			6 years – 1st grade
59. Resolves social problems through negotiation and compromise (e.g., says, "If I let you use the ruler, will you let me use the hole-punch?") (Heroman, C., Burts, D., Berke, K., & Bickart, T., 2010, p. 20).	Objective 3.b		
60. Tells stories and gives other children the chance to tell theirs (Washington State Early Learning and Development Guidelines, 2012, p. 59).			3 - 4 years

61. Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.SL.K.1 (kinder)	
62. Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS.ELA-LITERACY.SL.1.1 (first grade)	
63. Continue a conversation through multiple exchanges (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS-LITERACY.SL.K.1.B (kinder)	
64. Build on others' talk in conversations by responding to the comments of others through multiple exchanges (Washington State Early Learning and Development Guidelines, 2012, p. 93) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012. Retrieved from http://www.corestandards.org/).		CCSS-LITERACY.SL.1.1.B (first grade)	

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Appendix B: Letter of Cooperation

School District
Director, Research and Evaluation
April 24, 2014

Dear Anita Benson:

Based on my review of your research proposal, I give permission for you to conduct the study entitled Early Childhood Perspective of the K-12 Common Core State Standards Implementation within the School District. As part of this study, I authorize you to invite Head Start teachers to participate in the study. Their participation will include allowing classroom observations in their rooms, participation in focus groups, and sharing Head Start training documents. Focus group questions will be:

7. How has the implementation of the Common Core State Standards in K-12 education changed your teaching, if at all?
8. What do you know about the kindergarten through 12th grade Common Core State Standards?
9. What training does Head Start provide to you that focuses on early literacy and social emotional learning?
10. How do you teach academics, do you use direct instruction or play based instruction?
11. How do you feel about trying to balance a focus between all the developmental domains and academic skills?
12. Do you have anything to add?

The participants will meet with the researcher and participate in the focus groups at their school sites, in a classroom, before or after their classroom responsibilities. After the focus groups a transcript will be sent by the researcher to a member for member checking. Results will be shared by providing a brief summary to all participants with a full report available upon request.

Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: allowing Head Start teachers to meet at their convenience with the researcher outside their classroom responsibilities and use their classrooms as a meeting location for focus groups, allowing the researcher to observe in classrooms and look at Head Start training documents, but no supervision is required. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Director, Research and Evaluation

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Appendix C: Invitation to Participate

Hello,

I hope the school year has been treating you well.

My name is Anita Benson and I am interested in researching the k-12 Common Core State Standards and Head Start. I am curious whether the adoption of the Common Core State Standards in grades K-12 has changed the focus in Head Start of social emotional skills and emergent literacy skills.

I am writing to invite you to participate in my research. Participation includes a classroom observation, an interview, and sharing Head Start training documents. Your participation is approved by the district and completely voluntary.

I would like to observe in your classroom for about 30 minutes, interview you by asking the six questions listed below, and look at any Head Start training documents you have received. I want to look at emergent literacy and social emotional skills and for signs of the Common Core State Standards.

Interview questions:

1. How has the implementation of the Common Core State Standards in K-12 education changed your teaching, if at all?
2. What do you know about the kindergarten through 12th grade Common Core State Standards?
3. What training does Head Start provide to you that focuses on early literacy and social emotional learning?
4. How do you teach academics, do you use direct instruction or play based instruction?
5. How do you feel about trying to balance a focus between all the developmental domains and academic skills?
6. Do you have anything to add?

The interview will be recorded and then the researcher will transcribe the conversation. The interview will be outside your classroom teaching time. I would also like to look at Head Start training documents you have received this year.

If you would like to participate you would need to sign the consent form which I have attached. If you choose to participate I will come by in the next few days, introduce myself, and collect your consent form. Then we can arrange a time that is convenient for you.

Thank you so much for considering my request! If you have questions you can call me at Elementary School where I am a teacher, or you can email me.

Thank you, again.

Anita Benson, Elementary ELL and Title teacher

Appendix D: Consent Form

Consent Form

You are invited to take part in a research study of the affect of the K-12 Common Core State Standards implementation on Head Start classrooms. The researcher is inviting Head Start teachers in the School District at sites with two or more Head Start teachers to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher names Anita Benson, who is a doctoral student at Walden University. You may already know the researcher as a teacher, but this study is separate from that role.

Background information:

The purpose of this study is to look at whether the implementation of the K-12 Common Core State Standards (CCSS) is causing Head Start teachers to focus more on emergent literacy skills and less on social emotional skills in order to prepare students for the kindergarten CCSS benchmarks.

Procedure:

If you agree to be in this study, you will be asked to:

- Allow the researcher to observe in your classroom for about 30 minutes
- Agree to an interview with the researcher which will take less than 30 minutes
- Share Head Start training documents you have received with the researcher
- Provide feedback on a copy of the draft findings which will be sent to you within 30 days after the data collection is complete

Here are the interview questions you will be asked:

13. How has the implementation of the Common Core State Standards in K-12 education changed your teaching, if at all?
14. What do you know about the kindergarten through 12th grade Common Core State Standards?
15. What training does Head Start provide to you that focuses on early literacy and social emotional learning?
16. How do you teach academics, do you use direct instruction or play based instruction?

17. How do you feel about trying to balance a focus between all the developmental domains and academic skills?

18. Do you have anything to add?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at the Tacoma School District will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress or becoming upset. Being in this study would not pose risk to your safety or well-being.

Benefits of the study would be seeing the unintended consequences of the K-12 Common Core State Standards and the affect of them on early childhood teachers and their students.

Payment:

You will not be paid for participation but you will receive a $5.00 Starbucks card after the interview as a thank you for your participation.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purpose outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by using electronic passwords and locks at the residence of the researcher. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at and/or email at anita.benson@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her Phone number is 612-312-1210.

Walden University's approval number for this study is **5-29-14-0315170** and it expires on **5/28/15.**

The researcher will give you a copy of this form to keep.

Statement of Consent

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant

_____

Date of consent

_____

Participant's Signature

_____

Researcher's Signature

_____

.

Appendix E: Observation Protocol

Observational Protocol

Setting: Time:

Observer: Role of Observer: Conducting observation as observer

	Descriptive Notes		Reflective Notes
	Instruction	Visual	
Soc/ emot			
Lit.			
CCSS			
other			

Appendix F: Project Evaluation

Project Evaluation

Please check one:

1. I am a Head Start teacher ____ Head Start support staff___ kindergarten teacher ___ kindergarten support staff ____

Please check the most applicable

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
2. The project helped me better meet the needs of my students.					
3. I feel more confident with the standards and goals that I use.					
4. The project clearly incorporated the expectations for my grade level.					
5. The support strategies provided me ideas to support my students' growth.					
6. Please provide additional comments below.					

Comments:

Curriculum Vitae

Anita Lesh Benson

Education:

Walden University, 2014
Doctorate, Curriculum, Instruction, and Assessment

University of Puget Sound, 1991
Master of Arts, Teaching

University of Washington, 1980
Bachelor of Arts, English

Washington State Teaching Endorsements:

K-8 Elementary
4-12 English
K-12 English as a Second Language
Early Childhood

Teaching Experience:

English as a Second Language and Title 1 Teacher, 2012-2014
Instructional Coach, 2010-2012
Kindergarten and First Grade Teacher, 2002-2010
Second Grade Teacher, 2000-2002
First Grade Teacher, 1997-1998
Second Grade Teacher, 1996-1997
English as a Second Language Teacher, 1992-1996

Other Related Experience:

Student Teacher Mentor, 2007-2009

Membership:

Delta Kappa Gamma Society International, Alpha Rho Chapter