

The influence of educator and child expectations on self-regulation and literacy outcomes in kindergarten

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June 2, 2017

Gap

- Indirect effects of expectations (child expectations)
- Influence of expectations on outcomes in the early years
- Formation of expectations
- Mixed-methods approaches

Setting the Context

2010-11

The Full-Day Early Learning – Kindergarten Program

Draft Version



2016

The Kindergarten Program



Role of Educators

Teachers

Responsible for:

- long-term planning & organization of the program & the management of the program
- student learning; effective instruction; formative assessment & evaluation, based on the team's assessments of children's progress; formal reporting & communication with families

ECEs

- bring a focus on age-appropriate program planning to facilitate experiences that promote each child's physical, cognitive, language, emotional, social & creative development and well-being
- contribute to formative assessment & evaluation of the children's learning

Research Questions

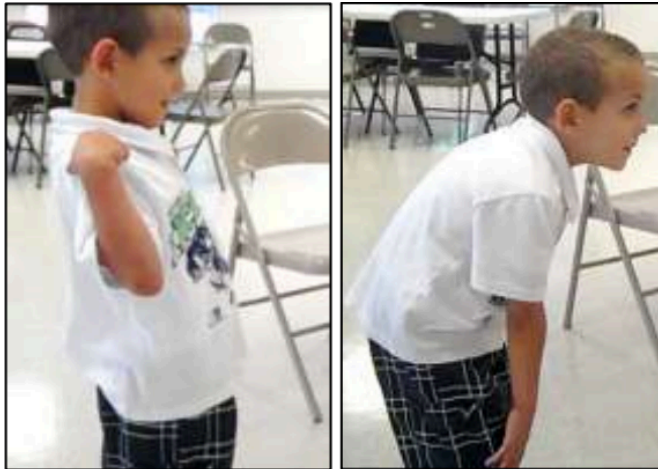
1. What are the factors that may contribute to the formation of ECE and teacher expectations?
2. Is there congruence or dissonance between educator expectations (ECE and teacher)?
3. What are the direct and indirect effects of educator (ECE and teacher) and children's expectations on literacy and self-regulation outcomes at time one, at time two?

Methodology: Participants

- 2 School Boards
- 5 schools
- 15 Teaching Teams
- 149 child participants

Child Measures: Outcomes

Child Assent



HTKS

McClelland &
Cameron
(2012)



TERA-3

Reid, Hresko &
Hammill (2001)



PPVT-3

Dunn & Dunn
(1997)

Child Measure: Expectations



- Child chooses a puppet for herself/himself and one for the researcher
 - Series of interview questions
- *How do you think you did?

Educator Measures

Educator Questionnaire

- Teaching philosophy
- Role in K program
- Interactions they believe are most helpful in supporting students
- Grouping strategies

Educator Rankings

Research Question 1

What are the factors that may contribute to the formation of ECE and teacher expectations?

Research Question 2

Is there congruence or dissonance between educator expectations (ECE and teacher)?

- Two-way repeated-measures ANOVAs were conducted to compare ECE and teacher's SR, ER & VOC expectations

Research Question 3

- What are the direct and indirect effects of educator (ECE and teacher) and children's expectations on literacy and self-regulation outcomes at time one, at time two?

Path Analysis

Bringing it all Together

Thank You.