



Annual Report

August 1, 2012-July 31, 2013

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Child Development Lab at the McPhaul Center
College of Family and Consumer Sciences
Department of Human Development and Family Science
The University of Georgia

Child Development Lab at the McPhaul Center

Mission Statement

The Child Development Laboratory (CDL) at the McPhaul Center is a university-based child care program housed within the Department of Human Development and Family Science in the College of Family and Consumer Sciences on the University of Georgia campus. The CDL offers full-day programming for Infants through four-year olds.

The **mission** of the CDL parallels the three-part Teaching, Research, and Outreach mission of the University of Georgia. As a laboratory school, we support this academic mission by:

- Facilitating a high quality educational experience for children
- Serving as a facility for pre-service teacher training and CFD internships
- Providing an environment that encourages educational research and development
- Sharing information and training others through participation at conferences

Philosophical Framework & Actions

The guiding educational philosophy of the Child Development Lab at the McPhaul Center is based on an understanding that every child is unique in personality, development, and learning style and possesses special talents. Our philosophy also reflects a commitment to nurturing the distinct needs of each child through developmentally appropriate, research-based practice. To do so, the CDL:

- Offers a play-centered curriculum that focuses on the whole child and is designed to meet the diverse social, physical, emotional, and cognitive needs of individual children.
- Provides children a safe, secure environment in which to explore new materials and establish new relationships
- Fosters a sense of self-respect, concern for others, independence, and environmental awareness through positive guidance and problem-solving techniques.

Effectively meeting the needs of young children requires teachers who act as guides on a journey of exploration and adventure and who are reflective practitioners committed to their own ongoing learning. The CDL teachers' professional growth is supported by:

- Collaborative teaching that leverages the knowledge and strengths of each teacher
- Participation in external learning experiences including conferences and seminars
- Routine CDL-based learning experiences including staff development and training

Fostering the healthy development of each child also requires active involvement of families in children's school lives. The CDL seeks to build connections with families by:

- Maintaining regular communication with families regarding the school experiences of their child(ren)
- Coordinating center-wide family gatherings
- Sustaining monthly parent council meetings and utilizing this resource as a two-way communication between families and administration
- Providing training and information opportunities for parents

Overview

During the 2012-2013 programming year, the Child Development Lab (CDL) at the McPhaul Center served a total of 105 students. These included children in our tuition based classrooms, summer camp, and PreKindergarten. Tuition-based programming operated 12-months, August 8, 2012 through July 24, 2013. Additionally, the CDL summer camp ran May 20, 2013-July 19, 2013 and served thirty-six children ages five to eight.

A lead teacher completed the Master's degree in Early Childhood Education. An assistant teacher began work toward a Master's degree in Early Childhood Education and will continue this work at UGA.

Teaching

The professional growth of undergraduate and graduate students was facilitated through the following internships and practicum placements.

Fall 2012:

Claire Cagle (Birth to Five)
Leah Lenhardt (Birth to Five)
Christie Huber (University of Alabama)
Nick Vena (EPSY 2130)
Catherine Citta (Birth to Five)
Caitlin Swindall (Child Life)

Spring 2013:

Brooke Welchel (Birth to Five)
Stella Christoforou
Sydney Hunt (Child Life)
Hannah Brooks (Child Life)
Mary Nicholson (Child Life)
Kenzie Thrasher (Child Life)
Rachael Seiden (EFND 2110)
Larry Gresham (Athens Technical College)
Caroline Hall (EFND 3110)
Emily Anderson (HDFS Intern)

Summer 2013:

Lauren Bowen (HDFS Intern)
Brooke Whelchel (Birth to Five)

Research

The process of policies and procedures for proposed research remained in place for the 2012-2013 programming year. The CDL Faculty Advisory committee reviewed all submitted applications. Full descriptions of the studies and findings are included in Table 1.

Outreach/Engagement

The CDL actively participates in the Young Dawgs program. This program places high school students in internships across departmental units at the University of Georgia. This is a collaborative effort between the University of Georgia Human Resources department and high schools in the Athens and surrounding areas. The CDL provided placements for students from Clarke Central High School, North Oconee County High School, and a home-schooled student. In Fall 2012, we placed Alicia Micheletti (Infants), Michelle Legette (Infants and MAE, Room 133), Morgan Wurst (Young Toddlers), Roxie Watson (Older Toddlers), Anna Burgdorf (MAE, Room 133), and Adam Leed (PreK) in our program; in Spring 2013, we had three new Young Dawg students: Analisa Boza (Infants), Sarah DeStefano (Young Toddlers), and Loran Posey (Older Toddlers). During summer 2013, Vivian Ye (MAE, Room 133) and Brittney Butler (MAP, Room 123) were placed in CDL classrooms.

During the week of April 14-20, the CDL celebrated the Week of the Young Child with a focus on the **vision** of the CDL: Our vision is that children leave the CDL able to interact positively and respectfully with others and their environment, self-regulate their behavior, effectively communicate their feelings, and have a positive sense of self.

See additional Outreach in Table 5.

Organizational Chart

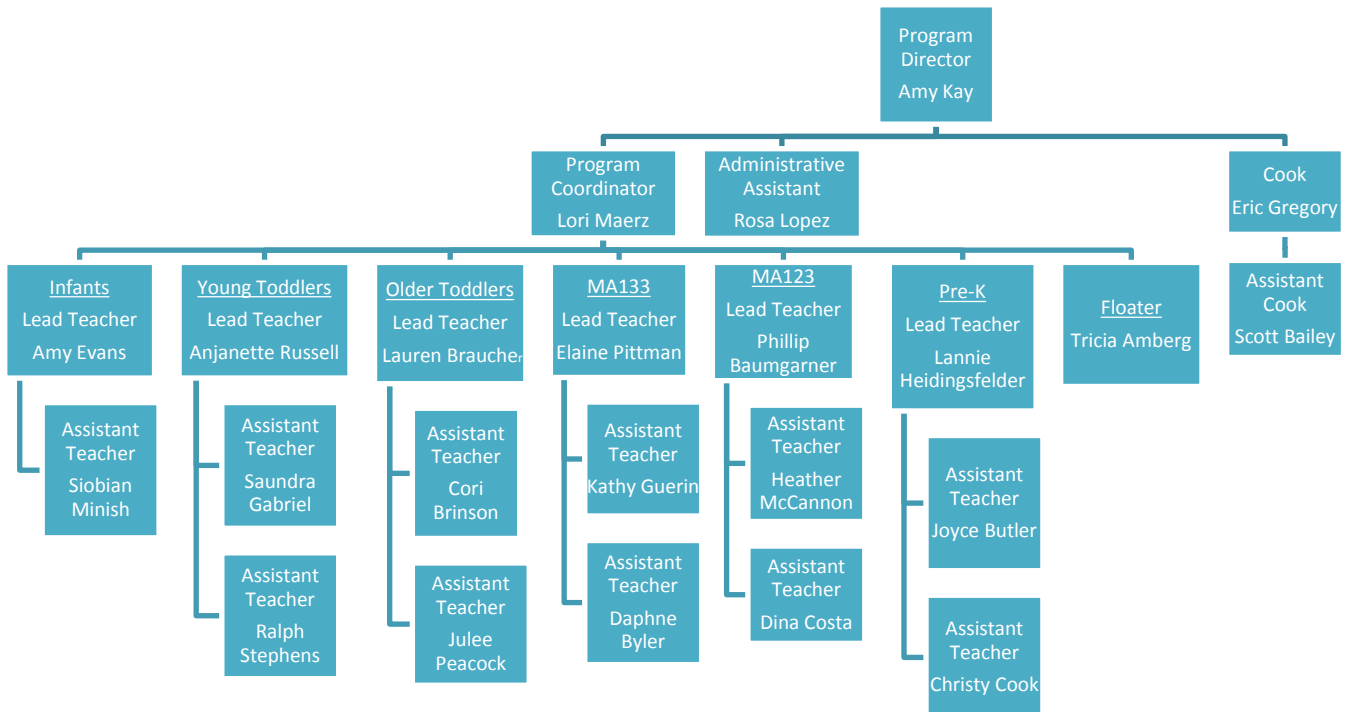


Table 1

Summary of Research Conducted 2012-2013

Title of Study:	Preschool Students' Reaction towards Picture Books and Dramatization Activities
Investigator:	Primary Investigator: Dr. Martha Alleksaht-Snider, Elementary and Social Studies/Early Childhood Education Co-Principal Investigator: Mehmet Gultekin, Master's student in Elementary and Social Studies/Early Childhood Education
Subject:	Preschool students (ages 3-5), minimum of 10
Purpose:	Previous research indicates that dramatization is a good way for children to express their feelings and ideas. This research comes from older children who have developed psycho-motor abilities and language skills. However, there is a lack of research which shows the importance of dramatization of stories with preschool students. This research will aim to understand how preschoolers do dramatizations of stories in their classroom.
Findings	The findings from this study indicate that using picture books is an effective way to incorporate dramatizations into the preschool classrooms. Students were less interested in picture books that did not have actions, that is, when the story was slow with little, or no, movement and action, the books did not appeal to the children. During the dramatization activities, students preferred using more familiar words, rather than the advanced vocabulary of the books. This research also indicated that students had some reading aloud experience with their parents, as traditional story lines such as "Once upon a time" were incorporated into the dramatization of postmodern picture books although not language common to this type of picture books.

- Title of Study:** Young Children's Embodied Mathematical Practices in the Context of School
- Investigator:** Primary Investigator: Dr. Martha Alleksaht-Snider, Elementary and Social Studies/Early Childhood Education
Co-Principal Investigator: Elif Karsli, PhD candidate, Elementary and Social Studies Education/Early Childhood Education
- Subject:** Pre-K students, maximum of 8
- Purpose:** Previous research proposes that physically active and playful learning environments support young children's mathematics learning, and a growing body of research shows that particularly rich bodily experiences are central to children's mathematical thinking. This video-ethnography study focused on children's engagements in mathematical practices that are initiated both by children and their teacher, and that may appear at any time and in any settings (e.g. calendar time, teacher-directed small group, large group activities, lunch, free play, outdoor play) during the daily routine of a Pre-K classroom. Preliminary research results showed that young children are experimenting with various mathematical concepts beyond our expectations, such as the notions of speed, distance, time, and balance, particularly during the physically active outdoor playtime. Parent interviews about mathematical engagements also showed that parents have an awareness of physically active mathematical experiences for their children; they see mathematical value in doing sports, dancing and playing musical instruments.
- Findings:** Elif Karsli has now completed the initial phase of the research study, based on observing and videotaping in the classroom, and will work during the next year to analyze the video data and write up the research in the form of her dissertation. She will provide teachers and families with another, more detailed research report at a later date.

Table 2

Observations Conducted 2012-2013

▪ Individual Observations	2112
▪ Individual Students Observations (1634)	
▪ Therapists Visits (32)	
▪ Other Visitors (446)	
▪ Group Observations/Tours (100)	100
Total Observations	2212

University Courses Supported By CDL Observations

CHFD 2950	PSYC 3800	EDEC 4010	HDFS 2130	HDFS 5340	HDFS 7120
CHFD 3900	SPED 5170	HDFS 3110	HDFS 3110	HDFS 3170	HDFS 4860
CHFD 5130	SPED 7171	RLS 2430	HDFS 7130	HDFS 2120	HDFS 3510
PSYC 4300	SPED 4440	MATH	HDFS 5410	HDFS 3010	HDFS 2930
PSYC 4200	EDEC 4100	HDFS 2420	HDFS 7030	HDFS 9130	

List of other schools that have utilized the CDL:

Fannin County High- 42 students
Oglethorpe County High- FACS Education- 34 students
Loganville High- 39 students
Gwinnett County High- 33 students
Jones County High- 13 students
Madison County FCCLA- 13 students
Apalachee High- 46 students

Table 3

Class Projects Conducted 2013-2013

CHFD 5130 (Cown)

- Students worked in small groups to plan, coordinate, and implement art activities with CDL students.

CHFD 4860 (Kay)

- HDFS students utilized the observation booths to conduct their self-selected research studies involving preschool-aged children and their social interactions within an educational setting.
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Number of Graduate or Undergraduate Students with Placement in CDL Classrooms 2012-2013
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5	Birth to Five
5	Child Life
3	CHFD Internships
11	Young Dawgs
1	Athens Technical College Student Teachers
2	University of Alabama
1	EPSY 2130
1	EFND 2110
28	Student Hourly Workers

Table 4

Outreach and Presentation Activities of Staff Members 2012-2013

Outreach:

Amy Kay, Director, continues to serve on the University Childcare Center Advisory Committee and the Athens Technical College Advisory Board. Amy was nominated for the Advisory Committee Member of the Year, for the third consecutive year, for her service to Athens Technical College. Amy was also recognized by the University of Georgia's Career Center as a UGA faculty and staff member who had a significant, positive impact on the student's career decision-making process.

Siobian Minish served on the Board of Directors for NCTE's Early Childhood Assembly during the 2012-2013 term.

Phillip Baumgarner and Dina Costa led a "Lunch 'n' Learn" for CDL parents: *Positioning Children as Readers: The Use of Postmodern Picture Books in a Preschool Classroom*.

Amy Kay, Lori Maerz, Phillip Baumgarner, Anjanette Russell, and Joyce Butler were invited guest lecturers in CHFD and EDEC courses at the University of Georgia and numerous presentations were given by CDL staff, as indicated below.

Presentations/Publications

Baumgarner, P. & Costa, D. (2012, November) *Positioning Children as Readers: The Use of Postmodern Picture Books in a Preschool Classroom*. Presented at the National Association for the Education of Young Children Annual Conference & Expo, Atlanta, GA.

Baumgarner, P. & Costa, D. (2012, November) *Positioning Children as Readers: The Use of Postmodern Picture Books in a Preschool Classroom*. Presented at the National Council of Teachers of English Annual Convention, Las Vegas, NV.

Baumgarner, P. & Costa, D. (2012, September) *Positioning Children as Readers: The Use of Postmodern Picture Books in a Preschool Classroom*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.

Baumgarner, P. & Costa, D. (2012, April) *Identifying and Supporting Early Writing in a Preschool Setting*. Presented at the Alabama PreK Conference, Montgomery, AL.

- Baumgarner, P. & Bales, D. (2012, September) *Using Technology to Support Preschoolers' Emergent Literacy and Family Involvement*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Braucher, L. (2012, September) *Problem Solving with Two-Year Olds*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Butler, J. (2012, October) *The Artist in Me: More Than Just Crayons and Markers*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Evans, A. (2012, September) *Teaming Up with Your Teachers*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Kay, A. (2012, November) *Using Dialogue Journals with Families to Learn about Culture*. Presented at the National Council of Teachers of English Annual Convention, Las Vegas, NV.
- Kay, A. (2012, November) *Elementary Section Get-Together*. Invited Discussion Leader at the National Council of Teachers of English Annual Convention, Las Vegas, NV.
- Kay, A. (2012, September) *Problem Solving in Action: Guiding Children Toward Resolution*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Mitchell, C. & Gilbertson, C. (2012, September) *Every Day and All Day Math: How to Incorporate Math throughout Your Preschool Day*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Pittman, E. (2012, September) *Math: More Than Just Counting*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Russell, A., Gabriel, S., & McCannon, H. (2012, September) *It's Alive: How to Incorporate Puppets into Story Time*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.
- Stephens, R. (2012, September) *Creative Dramatics for Dramatic Play and Other Preschool Class Activities*. Presented at the Georgia Association for Young Children's Annual Conference, Duluth, GA.