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

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&

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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

The Full-Day Early Learning – Kindergarten Program

Draft Version

The Kindergarten Program
## Role of Educators

<table>
<thead>
<tr>
<th>Teachers</th>
<th>ECEs</th>
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<tr>
<td>Responsible for:</td>
<td>• bring a focus on age-appropriate program planning to facilitate experiences that promote each child’s physical, cognitive, language, emotional, social &amp; creative development and well-being</td>
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<td>• long-term planning &amp; organization of the program &amp; the management of the program</td>
<td>• contribute to formative assessment &amp; evaluation of the children’s learning</td>
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<td>• student learning; effective instruction; formative assessment &amp; evaluation, based on the team’s assessments of children’s progress; formal reporting &amp; communication with families</td>
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Ontario Ministry of Education (2010)
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.