**Quality UPK Teaching in Diverse Settings**

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**Research Questions**

What does high quality teaching in UPK look like?

* for children who belong to communities designated as “high needs” (across socioeconomics, culture, language, race)?
* in communities that comprise high percentages of children from culturally/linguistically diverse backgrounds?

**Method**

* Review of 3 bodies of research:
  + child development,
  + assets-based teaching, and
  + multilingual learning.
* Qualitative inquiry using Geneva Gay’s lenses for responsive teaching (2002)
* Participants: Teachers, administrators, support personnel, and children and families from 9 UPK classes
* 3 classrooms in each of 3 NYC communities (place-based strategy as requested by FCD and selected from amongst a list of centers assigned to our project by MDRC): one high income, one middle income, and one low income
* In each district: 2 classrooms in community-based centers & 1 in an elementary school
* Centers selected for study participation scored high on ECERS-R, and CLASS assessments AND
  + high percentage of low-income learners and
  + high concentrations of children from racially/culturally/linguistically diverse backgrounds.
* Data sources/evidence: Each participant classroom was observed by one researcher for 6-10 times (for 3-7 hours per visit per site) during one school year (2017 - 2018).
* Data sources included:
* Observations and video recordings of teachers and children in classrooms
* Interviews with teachers and directors and other school/center personnel
* Classroom artifacts (i.e., school/class newsletters, assessments, children’s work samples, teachers’ plans and resources, etc.)
* School and/or center-based documents and artifacts (i.e., education plans, online descriptions, quality reviews, accreditation documents, ads)
* Analytic method: Grounded theory approach (Glaser & Strauss, 1967) and axial coding (Allen, 2017).

**Findings: Principles of Culturally and Linguistically Responsive, Developmentally-Appropriate Practice**

1. *All children can learn*
2. *Young children’s learning is varied*
3. *Young children are active and multimodal meaning makers*
4. *Young children’s language practices are diverse, fluid, and flexible*
5. *Young children’s sociocultural contexts are assets and valuable resources for learning*
6. *Young children learn and develop within the context of caring and reciprocal relationships*
7. *Young children are critical thinkers and inquirers*

**Recommendations**

In DOE schools as well as NYCEECs:

1. Provide wrap-around resources for family supports;
2. Diversify teaching force to ensure teachers know early childhood, are culturally-congruent, and speak the languages of the children they teach;
3. Provide professional development about culturally and linguistically-sustaining, developmentally-appropriate teaching.

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