## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>Overview</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Chart</td>
<td>5</td>
</tr>
<tr>
<td><strong>TABLE 1:</strong> Summary of Research Conducted</td>
<td>6</td>
</tr>
<tr>
<td><strong>TABLE 2:</strong> Observations Conducted</td>
<td>8</td>
</tr>
<tr>
<td><strong>TABLE 3:</strong> Class Projects Conducted &amp; Placements in CDL Classrooms</td>
<td>9</td>
</tr>
<tr>
<td><strong>TABLE 4:</strong> Outreach and Presentation Activities of Staff Members</td>
<td>10</td>
</tr>
</tbody>
</table>

---

**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 Pre-K children.

Mission

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 2014-2015 programming year, the Child Development Lab (CDL) at the McPhaul center served a total of 112 students. These included children in our tuition based classrooms, summer camp, and Pre-Kindergarten.


The Child Development Lab at the McPhaul Center maintained its Quality Rated three-star rating, used to assess the quality of childcare centers throughout the state of Georgia. The rating system provide parents with a standardized way to compare centers and, while participation is voluntary, centers are encouraged to participate. Stars are awarded based on a combination of points gathered from an independent observation and a portfolio that demonstrated that the program meets standards above and beyond what licensing requires. The Quality Care Award reflects not only the high quality of the early learning experiences at the CDL, but also the commitment of the CDL teachers and administrators to engage in training, curriculum development, and teaching engagement: All of which are part of being accredited with the National Association of Early Childhood Education. After the CDL at the McPhaul Center was originally rated three stars in September of 2013, Lori Maerz, Program Coordinator, was invited to participate in a Think Tank focused on the rating system and how to best mentor others through the process.

One assistant continued her work for her Master’s in the Art of Teaching degree. One lead teacher began work in a Master’s program related to early childhood education, and three assistant teachers began working toward their Bachelor’s degrees in Early Childhood Education.
**Teaching**
The professional growth of undergraduate and graduate students was facilitated through the following internships and practicum placements.

**Fall 2014:**
Lyndi Moore (HDFS Intern)
Megan Johnson (HDFS Intern)
Arista Durden (HDFS Intern, Auburn University)
Emily Burgett (Birth to Five)
Anna Grimes (Birth to Five)
Shehzadi Reimoo (Birth to Five)
Vicki Eshelman (Birth to Five)
Erin Ochs (Child Life)
Corrine Milling (Child Life)
Anna Grimes (Birth to Five)
Shehzadi Reimoo (Birth to Five)
Vicki Eshelman (Birth to Five)
Erin Ochs (Child Life)
Corrine Milling (Child Life)
Ruthie Hoover (Child Life)
Macie Thompson (Child Life)

**Spring 2015:**
Olivia Newsome (HDFS Intern)
J'Lisa Florence (HDFS Intern)
Jessica King (HDFS Intern)
Erika Ford (HDFS Intern)
Nicole Smith (HDFS Intern)
Elizabeth Parsons (Birth to Five)
Marilyn Naughton (Birth to Five)
Lucy Tyler (Child Life)
Christina Hammond (Child Life)
Grace Goodwin (Child Life)
Maggie Jones (Child Life)

**Summer 2015:**
Kristen Hottell (HDFS Intern)
Katie Rooks (HDFS Intern)

**Research**
The process of policies and procedures for proposed research remained in place for the 2014-2015 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 Child Development Lab 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 2014, we placed Amelia Dye and Laura Huff in our infant classroom. In spring 2015, Amelia Dye remained in Infants. During summer 2015, Lauren Geiser was with Older Toddlers and Claire Shelnutt worked in our Multiage classroom at River’s Crossing.

During the week of April 13-19, the CDL celebrated the Week of the Young Child with a culminating Family Picnic which was held on Thursday, April 16th with activities facilitated by HDFS 5130 students. See additional Outreach in Table 4.
### Table 1

<table>
<thead>
<tr>
<th><strong>Title of Study:</strong></th>
<th>Young Children’s Embodied Mathematical Practices</th>
</tr>
</thead>
</table>
| **Investigator:**   | Primary Investigator: Elif Karsli, PhD student in Elementary and Social Students Education  
faculty Sponsor: Dr. Martha Alexsaht-Snider, Elementary and Social Studies, Early Childhood Education |
| **Subject:**        | Pre-K students |
| **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:**       | Research was completed for the initial phase of the research study, based on observing and videotaping in the classroom. The next step was to analyze the video data and write up the research in the form of a dissertation. She will provide teachers and families with another, more detailed research report at a later date. |
Title of Study: Preschool Students’ Responses to Picture Books and Dramatization Activities

Investigator: Mehmet Gultekin, Master’s student in Elementary and Social Studies, Early Childhood Education. Project done for ESSE 7500, “Teacher Action Research” under the direction of Dr. Martha Allexsaht-Snider

Subject: Preschool students in the mixed age class (ages 3-5)

Purpose: The researcher was interested in studying the relationship between students' responses to picture books when accompanied with dramatization activities. In the first step, the teacher asked the meaning of some advanced vocabulary words in a picture book. Then, he read the story to the students. After that, one student was chosen to direct the dramatization and other students participated in acting out the story. Finally the meanings of the vocabulary words were asked at the end of dramatization. All of the books were related to minorities in the USA. This meant that all students had a chance to act out a character that didn’t look like them. After 5 weeks the researcher coded the data.

Findings: The preliminary findings indicated that: 1) When preschool teachers read a story to their class without much conversation, speech or action, the story doesn’t appeal to 3-5 years old mixed age students. They seemed less interested and indicated their disinterest by lying down, speaking with others, moving and turning around. 2) Though some students demonstrated understanding of the meaning of some advanced words mentioned in picture books, they did not use these words during the dramatization activity. The students preferred using more familiar and easier words. 3) The students could make a connection between the words that have similar sounds; however, some thought the rhyming word was the meaning of the vocabulary word being taught. 4) When one of the students, who had volunteered to direct the dramatization activity, was chosen, s/he would begin the story by saying “Once upon a time” even though the story didn’t start with that sentence. I believe, this common beginning is a clue of read aloud activities with families, because in that class they generally have read postmodern picture books. Thus, they probably hear that sentence while reading with their parents. In conclusion, parents and teachers can use dramatization with their children in order to make the activity more enjoyable and effective and this can have a positive influence on children’s development of vocabulary.
Table 2

<table>
<thead>
<tr>
<th>Observations Conducted</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Observations</td>
<td>3102</td>
</tr>
<tr>
<td>3102 Individual Students Observations (1962)</td>
<td></td>
</tr>
<tr>
<td>144 Therapists Visits</td>
<td></td>
</tr>
<tr>
<td>996 Other Visitors</td>
<td></td>
</tr>
<tr>
<td>Group Observations/Tours (22)</td>
<td>108</td>
</tr>
<tr>
<td>Total Observations</td>
<td>3124</td>
</tr>
</tbody>
</table>

University Courses Supported By CDL Observations

<table>
<thead>
<tr>
<th>HDFS 2950</th>
<th>SPED 4120</th>
<th>MUSC 7440</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 3900</td>
<td>SPED 4440</td>
<td>Statistics</td>
</tr>
<tr>
<td>HDFS 5130</td>
<td>SPED 7150</td>
<td>FYOS</td>
</tr>
<tr>
<td>ECEC 4020</td>
<td>SPED 7170</td>
<td></td>
</tr>
<tr>
<td>EDUC 2110</td>
<td>KINS 2420</td>
<td></td>
</tr>
</tbody>
</table>

List of other schools and Colleges that have utilized the CDL:

- Madison County High School
- Barrow Elementary (through Barrow Buddies program)
- Georgia Perimeter College
- University of Alabama
- Auburn University
- University Childcare Center
- Oglethorpe County High School
Table 3

Class Projects Conducted  
2014-2015

**CHFD 5130**
- Students coordinated activities for fall and spring family picnics

**KINS 2420**
- Students coordinated large and small group physical activities for preschool and multiage children

---

### Number of Graduate or Undergraduate Students with Placement in CDL Classrooms  
2014-2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to Five Students</td>
<td>6</td>
</tr>
<tr>
<td>Child Life</td>
<td>8</td>
</tr>
<tr>
<td>HDFS Internships</td>
<td>9</td>
</tr>
<tr>
<td>HDFS Graduate Assistantship</td>
<td>1</td>
</tr>
<tr>
<td>HDFS Student Teachers</td>
<td>0</td>
</tr>
<tr>
<td>CHFD 3900 (Dr. Hui-Chin Hsu)</td>
<td>80</td>
</tr>
<tr>
<td>Student Hourly Workers</td>
<td>3</td>
</tr>
<tr>
<td>Early Childhood Education Students</td>
<td>24</td>
</tr>
<tr>
<td>Auburn University Intern</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 4

<table>
<thead>
<tr>
<th>Outreach and Presentation Activities of Staff Members 2014-2015</th>
</tr>
</thead>
</table>

Outreach:
Amy Kay, Director, continues to serve on several community boards as a service and outreach to the community. These include: the University Childcare Center Advisory Committee and the Athens Technical College Early Care and Learning Education Committee. Amy was nominated for the Advisory Committee Member of the Year for her service to Athens Technical College.

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

Phillip Baumgarner continued to serve as the District 8 Junior Representative on the Georgia Association on Young Children (GAYC) board.

Teachers and administrators of the Child Development Lab began to regularly offer Bright from the Start approved training for those in the Athens area. Trainings delivered are included in the presentation activities below.

Presentations/Publications


Costa, D. & Pittman, E. (2015, March) Growing Gardens and Sowing Children. Presented at University of Georgia Training and Development Center/Child Development Lab at the McPhaul Center Trainings. Athens, GA.

Kay, A. (2014, October) Problem Solving in Action: Guiding Children Toward Resolution. Invited presentation given in Elementary Education course, The University of Georgia, Athens, GA.

Kay, A. (2014, November) Teachers transforming professional development: How teachers develop, and can be encouraged to develop, their professional selves and identities. Presented at National Association for the Education of Young Children’s Annual Conference, Dallas, TX.

Kay, A. (2015, March) Creating a Coalition of Campus Centers within your state. Presented at
Maerz, L. & Costa, D. (2014, September). *Got Mud?* Presented at the Georgia Association on Young Children Annual Conference, Duluth, GA.


Minish, S. (2015, May) *More Than Just Watching Babies.* Presented at University of Georgia Training and Development Center/Child Development Lab at the McPhaul Center Trainings. Athens, GA.

Russell, A. (2014, September). *Ready, Set, Go Outside: How to encourage children to develop a natural bond with nature.* Presented at the Georgia Association on Young Children Annual Conference, Duluth, GA.