

COLLEGE OF CHARLESTON  
FACULTY RESEARCH AND DEVELOPMENT COMMITTEE  
GRANT APPLICATION COVER SHEET

(Deadlines are 5:00 pm on the dates shown below. Submit the complete grant application electronically to the Chair of the Faculty R & D Committee. Submit the cover sheet signed and dated to the Dean of the Graduate School by the 5:00 pm deadline.)

First Round (10/01/10)       Second Round\* (01/21/11)       Third Round (04/01/11)

NAME: Kelley Mayer White RANK: Asst Professor

DEPARTMENT: TEDU PHONE: 843 953-7372

PROPOSAL TITLE: My Teacher and Me: Investigating Quality in Teacher-Child Relationships from the Child's Perspective

\*In which fiscal year will your project take place?  FY 10-11       FY 11-12

Please refer to the Guidelines to insure that you comply with conditions for the category of award you seek.  
A copy of the guidelines may be found at the Faculty and Staff Resources link at  
[www.cofc.edu/graduateschool/facultystaff/index.php](http://www.cofc.edu/graduateschool/facultystaff/index.php)

Which category of award do you seek? (Check one)

Faculty Research Grant       Faculty Development Grant       Faculty Professional Support

Check all sub-categories that apply.

Starter Grant (Check if the period of the grant is during your tenure-track appointment as a faculty member at the College of Charleston and your proposal meets the Starter Grant criteria.)

Teacher-Scholar Grant (Check if your proposal meets the Teacher-Scholar Grant criteria.)

Continuous Study Award (Check if your proposal meets the Continuous Study Award criteria.)

Total Amount requested? \$ 3,765.00

Have you received Faculty R & D support for a funding period in the calendar year 2010?  
(Yes/No) No (If yes, list the amounts and dates in the spaces below)

Do you expect to receive funds from any other source for this project?  
(Yes/No) No (If yes, list the sources(s) and amount(s) of the funding below)

Does the proposal involve research on human or vertebrate animal subjects? (Yes/No) Yes  
(If yes, include a brief statement describing the status of the Institutional Review Board (IRB) and/or Institutional Animal Care and Use Committee (IACUC) application. Such an approval must be obtained before research and development funds can be released.)

SIGNATURE, Applicant Kelley Mayer White Date 9/30/10

Department Chair/Dean: Funds for successful proposals will be transferred into the departmental R & D account.

SIGNATURE, Department Chair/Dean Meta Van Sickle Date Sept 29, 10

## My Teacher and Me: Investigating Quality in the Teacher-Child Relationship from the Child's Perspective

### **Project Summary**

The importance of high-quality teacher-child relationships for children's successful learning and development in preschool and kindergarten classrooms has been well established. Children who report higher levels of support from teachers are often more engaged in their work, participate in class more actively, exhibit better work habits, and tend to like school more. Alternatively, children reported to be in relationships regarded as higher in conflict often do poorer academically, are less engaged, and report liking school less (Baker, 2006; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Klem & Connell, 2004; Ladd, et al., 1999). Yet, a majority of the research on teacher-child relationship quality in early childhood settings has been conducted solely from the perspective of the classroom teacher. Few studies have assessed teacher-child relationship quality from the child's perspective, and no studies have attempted to triangulate the perspectives of the child, teacher, and an outside observer. Having a better understanding of this relationship from all perspectives would provide better insight in creating interventions aimed at improving relationship quality.

The purpose of the present study will be to assess the child's perspective using a story completion task and then explore associations between the perspectives of the child, his/her teacher, and an outside observer. This study has the potential to fill an important gap in the research and perhaps, more importantly gives voice to some of our youngest students in assessing the quality of early childhood classroom settings. Acquisition of a Starter Grant would be essential in funding personnel, assessment materials, and equipment needed to conduct this study.

## ITEMIZED BUDGET

### PERSONNEL

Transcription (15 min. interviews x 120 children = 30 hours, \$20 per hour)	\$ 600.00
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### TRAINING

NVivo Online Training	\$ 325.00
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### EQUIPMENT

Audio Recorders (2)	\$ 140.00
Laptop Computer	\$ 800.00
NVivo Analysis Software License	\$ 650.00

### ASSESSMENT MATERIALS

Multicultural Dolls (adults & children, varying gender, eth)	\$ 200.00
CLASS Teacher Observation Manual & Forms	\$ 140.00
Peabody Picture Vocabulary Test (PPVT)	\$ 390.00

### INCENTIVES

Books (120 children, \$3 per book)	\$ 360.00
Teachers (12 teachers, \$5 per book)	\$ 60.00

### SUPPLIES

Office supplies (file folders, pencils, etc.)	\$ 100.00
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<b>TOTAL</b>	<b>\$ 3,765.00</b>
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\* This project is not currently supported with any other funds. This starter grant proposal serves as the first attempt at solidifying funds to conduct the study.

## Proposal Narrative

### INTRODUCTION

Early childhood (birth to age eight) is a period of increased sensitivity to relationships (Pianta & Walsh, 1996). Interpersonal interactions between teachers and children provide children with the processes needed to competently navigate the challenges of development. Bronfenbrenner described daily interactions of children and teachers as “proximal processes” (Bronfenbrenner & Morris, 1998). These interactions serve children best when they are characterized as caring and sensitive. Success in school is then mediated by the social interactions between teachers and children (Pianta & Walsh, 1996).

From routine interactions (or proximal processes) with parents and teachers, attachment theorists posit that a child develops an “internal working model” of relationships based on these early interactions (Bowlby, 1984; Bretherton, 1990). These are mental representations the child forms of what to expect from the adults responsible for their care. These models function to guide and direct the child’s behavior in relationships, as well as to interpret the behaviors, thoughts, and feelings of others (Bretherton, 1999). These models become operable through repeated interactions with the caregiver. A child who can count on the support of the attachment figure in times of need is free to give their full attention to other concerns (Bretherton, 1999), such as exploration of the environment or opportunities for learning important skills or content. Yet, little to no research exists on children’s internal working models of relationships with their teachers. Consideration of the child’s perspective in this relationship could be important in designing interventions aimed at improving teacher-child relationship quality.

### REVIEW OF RESEARCH

The majority of research on teacher-child relationships has focused on the impact of the relationship on children’s social, emotional, and academic development. Studies found children who reported higher levels of support from teachers were more engaged in their work (Furrer & Skinner, 2003; Klem & Connell, 2004), participated in classroom activities at higher rates (Ladd et al., 1999), exhibited better work habits (Baker, 2006; Hamre & Pianta, 2001) and liked school more (Birch & Ladd, 1997). Children in conflictual teacher-child relationships liked school less (Birch & Ladd) and experienced more frustration and less tolerance (Pianta et al., 1997). Children in dependent teacher-child relationships avoided school more (Birch & Ladd).

Children in high quality teacher-child relationships perform better on standardized language and literacy assessments. At-risk children given little instructional and emotional support from teachers performed significantly lower on standardized reading measures than peers who were not at-risk (Hamre & Pianta, 2005). When given support from teachers, at-risk children performed similarly to low-risk children in reading (Hamre & Pianta). In another study, higher reports of teacher-child closeness were strongly related to higher receptive vocabulary among African American children (Burchinal et al., 2002).

Although prior research on teacher-child relationships has established a strong connection between this relationship and children’s development, a majority of these studies have assessed relationship quality solely from the teacher’s perspective. Few

studies have approached the study of preschool and kindergarten teacher-child relationship quality from the child's perspective.

One such study by Murray, Murray, and Waas (2008) assessed instructional and emotional support in teacher-child relationships using a sample of over 150 kindergarten students and their teachers. Children were assessed using the *My Family and Friends Scale* in which children indicated the type and amount of support provided by their kindergarten teachers. The researchers had some success with the measure, but associations between the teacher's and child's reports were not found to be significant. Researchers indicated their measure may not have adequately captured students' perceptions of quality and suggested narrative measures be used in future studies of the child's perspective.

Narrative measures have proved useful in understanding the child's internal working model of the parent-child relationship. Often referred to as story completion tasks these measures are designed to assess a child's ability to generate resolutions for stressful situations and to assess the quality of interaction between two actors presented in the child's story completions. One common measure of the child's perspective of their relationship with a parent, the MacArthur Story Stem Battery (1990), was developed by Bretherton, Oppenheim, and colleagues. The Attachment Doll Inventory is a similar measure created by Oppenheim (1997). In each of these measures, the child is presented with a story starter describing a mildly stressful conflict that might occur in the daily life of a preschooler. The child is presented with dolls or bears representing a child and parent (of the same gender and/or ethnicity as the child) and the interviewer asks the child to show them what happens next using the dolls.

For the purpose of the current study, a similar measure was designed in which children will respond to story starters describing typical classroom scenarios and children will be asked to act out the end of the story using a teacher and child doll. In addition, data will be collected from the teachers to assess their perspective of relationship quality and classroom observations will be conducted to capture teacher-child interactions from the perspective of an outside observer. We will then investigate associations between these three reports of relationship quality, from the child, the teacher, and an outside observer and see how key child (ethnicity, gender, and socioeconomic status) and teacher characteristics (ethnicity, years of experience, and degree level) influence these reports. Analyses will control for children's receptive language ability, under the assumption that children with stronger language skills will be better able to express their feelings about the relationship. This study has the potential to fill an important gap in the research as no studies that I know of have attempted to triangulate the perspectives of the child, teacher, and an outside observer.

#### METHOD

Ten children from each of 10-12 classrooms will be recruited to participate. Students will be randomly selected from within their classrooms. All preschool and kindergarten classrooms will be located in the Charleston area and children will represent a diversity of ethnic and socioeconomic backgrounds. Once parent permission is granted, all children and teachers will complete all measures within the same four to six week period in the spring of 2011. Participating students and teachers will each receive a book for their participation.

#### Measures

*Demographic information.* Teachers will complete a short questionnaire for the purpose of collecting demographic information on the participating children and themselves. Teachers will be asked to report their own gender, ethnicity, years of teaching experience, and the highest degree they have completed. Teachers will also be asked to report gender, ethnicity, age, and free/reduced lunch status of each of the participating students.

*“My Teacher and Me” Story Completion Task.* Each child will respond to six story stems, beginning with two “warm-up” stories. Children will be given the prompt and will be asked to tell what happens next and/or how the child would feel in the situation using dolls. A teacher doll of the same ethnicity and gender as the teacher and a child doll of the same gender and ethnicity as each participant will be used. The scenarios will involve typical interactions between teachers and children in the context of the regular school day. An example is a scenario in which the child is warned by his/her teacher not to touch a hot bag of popcorn, but the child touches it anyways and gets burned. A second example would be a scenario in which the teacher gives the child a project to work on and the child thinks the project is really difficult. In each example, the story stops there and the interviewer asks the child to “show them what happens next” and/or asks “how the child would feel?” Stems were used in a pilot study conducted by the author and yielded consistent, appropriate responses from the children assessed. Each interview takes approximately 15 minutes to complete. Each interaction will be audiotaped using a digital voice recorder. Transcripts will be coded using NVivo analysis software. A subsample of kindergarten students will be selected to complete the story completion items in writing, versus role play. The same story stems will be used, but the assessor will ask students to “write about what happens next” instead of showing what happens next using the dolls.

*My Family and Friends – Child (MFF-C).* The MFF-C (Murray, Murray, & Waas, 2008) is an eleven-item questionnaire in which children report their perspectives of individual relationships with teachers. Each question has two parts. First students are asked whether their teacher provides a particular type of support. Then, if they indicate that type of support is provided, they point to a bar graph to indicate how satisfied they are with that support. The eleven items comprise five factors, including emotional support, informational support, instrumental support, companionship, and conflict. Examples associated with the emotional support factor include “when you want to be with someone who makes you happy, do you go to your teacher and if so, how happy does that make you feel?” and “do you tell your teacher about the bad things you do and if so, how does that make you feel?”

*Student-Teacher Relationship Scale.* The Student Teacher Relationship Scale, Short Form (Pianta, 2001) is a teacher-report measure of the perceived relationship quality with a given child. The measure included 15-items yielding an eight-point scale for closeness and a seven-point scale for conflict. The measure included a Likert scale response format with a response of 1 indicating the statement “definitely does not apply” and a response of 5 indicating the statement “definitely applies.” Internal consistency between the two scales was calculated at .51 for the present study. Construct validity of the measure was established during design of the STRS in a study by Pianta and Steinberg (1992), with STRS scores and observed behavior correlating from .40 to .67.

*My Family and Friends – Teacher (MFF-T).* The MFF-T (Murray, Murray, & Waas, 2008) is an eleven-item survey in which teachers report their perspectives of individual relationships with children. Using a 5-point Likert scale, with a 1 indicating the statement

was “definitely not true” and a 5 indicating the statement was “definitely true.” The eleven items comprise five factors, including emotional support, informational support, instrumental support, companionship, and conflict. Internal consistency of the measure was evaluated in an earlier study conducted by the survey’s authors and ranged from .81 to .84 (Reid, et al., 1989). The emotional support factor contains five items related to emotional warmth and responsiveness and the informational support factor contains two items that assess the provision of general informational help seeking. The instrumental support factor includes two items measuring everyday helping behaviors. One item measures companionship and one measures conflict. A total score will be derived by summing all items, with negatively worded items reversed.

*Child Language.* Children’s language will be assessed using the Peabody Picture Vocabulary Test. The Peabody Picture Vocabulary Test (Dunn & Dunn, 1997) is a nationally normed standardized test of receptive vocabulary. Children are asked to identify pictures of a series of vocabulary words increasing in complexity. An age based standard score for each child which will be used. Test-retest reliability ranged from .91 to .94 (Dunn & Dunn, 1997). Validity was achieved with the original sample by comparing PPVT results with other common measures of children’s language development.

*Classroom Observations.* The Classroom Assessment Scoring System (CLASS; Pianta et al., 2008) will be used to assess teacher-child interactions in participating preschool and kindergarten classrooms. The CLASS is a commonly used observational measure of the quality of teacher – child interactions in early childhood classrooms. The measure yields three scales for instructional support, emotional support, and classroom organization. Observations are conducted in six 30-minute cycles, repeated over 3 hours. Each item is rated along a scale of 1 to 7, with 1 or 2 indicating low quality; 3, 4, or 5 indicating mid-range of quality; and 6 or 7 indicating high quality.

#### DATA ANALYSIS

All data will be collected in the spring of 2011 and will be kept on a secure laptop for analysis. Coding of the “My Teacher and Me” interviews will be conducted in early summer 2011 by the principal investigator and graduate students using NVivo narrative analysis software. Once coding is completed, analysis of associations between all teacher, child, and classroom observation data will be assessed using SPSS. Results will be written and submitted for potential publication in a high-quality, peer-reviewed journal, *Early Childhood Research Quarterly*. This journal has a large, international audience and has an impact factor of 1.925. Results will also be shared (pending approval) at several local and national conferences, including NAEYC’s (National Association for the Education of Young Children) National Conference, and SRCD’s (Society for Research in Child Development) Biannual Conference.

#### TIMELINE

Jan-Feb 2011	Training of Data Collectors, NVivo Training
Feb-Mar 2011	Recruitment of Participants, Consent
Apr-May 2011	Data Collection, Transcription
Summer 2011	Coding of Transcripts, Data Analysis

## References

- Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology, 44*, 211-229.
- Birch, S., & Ladd, G. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 35*(1), 61-79
- Bowlby, J. (1984). *Attachment and Loss, Volume 1: Attachment*. London: Penguin.
- Bretherton, I., Oppenheim, D., Buchsbaum, H., & Emde, R. N. (1990). *The MacArthur Story Stem Battery*. In R. N. Emde, D. P. Wolf, & D. Oppenheim (Eds.), *Revealing the inner worlds of young children: The MacArthur Story Stem Battery and parent-child narratives*. New York: Oxford University Press.
- Bretherton, I., Ridgeway, D., & Cassidy, J. (1990). Assessing internal working models of the attachment relationship: An attachment story completion task for 3 year-olds. In M. Greenberg, D.
- Bretherton, I. (1999) Internal working models in attachment relationships: A construct revisited. In J. Cassidy & P. Shaver (eds.) *Handbook of Attachment: Theory, Research and Clinical Applications*. New York: Guilford Press.
- Bronfenbrenner, U., & Morris, P. (1998). The ecology of developmental process. *The Handbook of Child Psychology, 1*, 993-1029.
- Burchinal, M., Peisner-Feinberg, E. S., Pianta, R. C., & Howes, C. (2002). Development of academic skills from preschool through second grade: Family and classroom predictors of developmental trajectories. *Journal of School Psychology, 40*(5), 415-436
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- Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure. *Child Development, 76*(5), 949-967
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*(2), 625-638



- Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School health, 74*(7), 262-273.
- Ladd, G., Birch, S., & Buhs, E. S. (1999). Children's social and scholastic lives in kindergarten: Related spheres of influence? *Child Development, 70*(6), 1373-1400.
- Murray, C., Murray, K. M., & Waas, G. A. (2008). Child and teacher reports of teacher-student relationships: Concordance of perspectives and associations with school adjustments in urban kindergarten classrooms. *Journal of Applied Developmental Psychology, 29*, 49-61.
- Oppenheim, D. (1997). The attachment doll play interview for preschoolers. *International Journal of Behavioral Development, 20*(4) 681-97.
- Pianta, R. C. (2001). *Student-teacher relationship scale: Professional manual*. Odessa, FL: Psychological Assessment Resource
- Pianta, R.C., La Paro, K., & Hamre, B.K., (2008). *Classroom Assessment Scoring System (CLASS)*. Baltimore, MD: Brookes Publishing Company.
- Pianta, R. C., Nimetz, S., & Bennett, E. (1997). Mother-child relationships, teacher-child relationships, and school outcomes in preschool and kindergarten. *Early Childhood Research Quarterly, 12*, 263-280
- Pianta, R.C., & Steinberg, M.S. (1992). Relationships between children and kindergarten Teachers from the Teachers' Perspective. In *Beyond the Parent: The Role of Other Adults in Children's Lives*, ed. Robert C. Pianta, 61–80. San Francisco: Jossey-Bass.
- Pianta, R. & Walsh, D. (1996). *High risk children in the schools: Creating sustaining relationships*. New York: Routledge.
- Reid, M., Landesman, S., Treder, R., & Jaccard, J. (1989). "My Family and Friends": Six to twelve year-old children's perceptions of social support. *Child Development, 60*, 896-910.

**Status of the IRB Application**

The IRB proposal for this study was submitted in late September. The study qualifies for expedited review and a decision on its' approval is expected by mid-October.

## **Kelley Mayer White**

Assistant Professor

Department of Teacher Education – Early Childhood

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### **Education**

#### **Ph.D., Education**

University of North Carolina at Chapel Hill, 2008

Area of Study: Early Childhood, Families, and Literacy

Dissertation: *Associations between teacher-child relationship quality, children's writing quality, and child characteristics in kindergarten and first grade*

Advisor: Kathleen Cranley Gallagher, Ph.D.

#### **M.A., New Professional Studies: Teaching**

George Mason University, 2003

Fairfax, Virginia

#### **B.A., Psychology**

Minor in Early Childhood Education

Virginia State Teaching License (Pre-K through 3<sup>rd</sup>)

James Madison University, 1999

Harrisonburg, Virginia

### **Professional Experience in Higher Education**

Assistant Professor of Early Childhood Education, College of Charleston, August 2008 – present.

Research Assistant – Intervention Team, National Research Center on Rural Education Support, “Targeted Reading Intervention: A Rural Early Literacy Initiative,” University of North Carolina at Chapel Hill, Lynne Vernon-Feagans, Principal Investigator, June 2006 – July 2008.

Course Instructor, University of North Carolina at Chapel Hill, August January 2007 – May 2008.

Research Assistant - Research Team, National Research Center on Rural Education Support, “Targeted Reading Intervention: A Rural Early Literacy Initiative,” University of North Carolina at Chapel Hill, Lynne Vernon-Feagans, Principal Investigator. May 2005 - May 2006.

Research Assistant, “Storytime in Pre-kindergarten,” University of North Carolina at Chapel Hill, Kathleen Cranley Gallagher, Principal Investigator. Fall 2004 – May 2006.

Research Assistant, “Early Education Evaluation Initiative,” Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, Donna Bryant, Ellen Peisner-Feinberg, and Noreen Yazejian, Principal Investigators. May 2005 – January 2006.

Teaching Assistant, M.Ed in Literacy program for Experienced Teachers, University of North Carolina at Chapel Hill, Ann Duffy and Ann Ramsbotham, Program Chairs, August 2004 – May 2005.

## **Courses**

Undergraduate courses taught at the College of Charleston:

EDEE 363 – Introduction to Early Childhood Education, Fall 2008, Spring 2009, Fall 2010

EDEE 380 – Curriculum and Instruction for Early Childhood, Field II, Spring 2009, Fall 2009, Fall 2010

EDEE 415 – Curriculum, Instruction, and Assessment for Early Childhood, Field III, Fall 2008, Fall 2009

Graduate courses taught at the College of Charleston:

EDEE 510 – Field Experience I in Early Childhood Education, Fall 2008, Fall 2009, Fall 2010

EDEE 615 – Assessment for Early Childhood Education, Spring 2010

EDFS 635 – Introduction to Educational Research, Spring 2009, 2010

EDEE 636 – Field II, Spring 2010

EDEE 653 – Theories and Strategies for Developing Literacy, Summer 2009, 2010

Courses taught at the University of North Carolina at Chapel Hill:

EDUC 300 and EDUX 700 - Teacher as Researcher I and II, Spring 2008

EDUC 403 - Working with Socio-culturally Diverse Families, Spring 2007

Courses for which I served as the teaching assistant at the University of North Carolina at Chapel Hill:

EDUC 196 - Assessment and Accountability, Summer, 2005

EDUC 120 - Content Area Reading and Writing, Spring 2005

EDUC 174 - Teaching and Differentiation, Spring, 2005

EDUC 115G - Explorations in Literacy, Fall 2004.

## **Professional Teaching Experience in the Public Schools, K-3<sup>rd</sup> Grades**

Elementary School Teacher, Kindergarten, Alexandria City Public Schools, Alexandria, Virginia. August 1999-June 2004.

### **Peer Reviewed Publications**

White, K.M. (under revision). Associations between teacher-child relationships and children's writing in kindergarten and first grade. *Early Childhood Research Quarterly*.

Gallagher, K.C. & Mayer, K. (2008). Research in review: Enhancing development and learning through teacher-child relationships. *Young Children*, 63(6), 80-85.

Mayer, K. (2007). Research in review: Emerging knowledge on emergent writing. *Young Children*, 62(1), 34-40.

Gallagher, K.C. & Mayer, K. (2006). Teacher-child relationships at the forefront of effective practice. *Young Children*, 61(4), 44-49.

### **Invited Book Chapters**

Mayer, K., Amendum, S., & Vernon-Feagans, L. (2009). The transition to formal school and children's early literacy development in the context of the USA. In D. Jindal-Snape, (Ed.), *Educational Transitions: Moving Stories from Around the World*. New York: Routledge.

Mayer, K. (2009, reprint). Emerging knowledge about emergent writing. In E. L. Essa & M. M Burnham (Eds.), *Informing our practice: Useful research on young children's development* (pp.111-118). Washington, D.C.: National Association for the Education of Young Children.

Gallagher, K.C. & Mayer, K. (2009, reprint). Enhancing development and learning through teacher-child relationships. In E. L. Essa & M. M Burnham (Eds.), *Informing our practice: Useful research on young children's development* (pp.22-32). Washington, D.C.: National Association for the Education of Young Children.

### **Reports**

White, K. M. & Bartel, V. (in progress). NAEYC Program accreditation report.

White, K. M. & Bartel, V. (July, 2010). Final evaluation report for Charleston County Child and Family Development Center's Even Start Program.

### **Conference Presentations**

White, K.M. & Bartel, V. (June, 2010). Teacher-child relationships and their effect on kindergartners' descriptive writing. Presented at NAEYC's National Institute for Early Childhood Professional Development, Phoenix, Arizona.

White, K.M. (June, 2010). Strategies for engaging early childhood teacher education students. Presented at NAEYC's National Institute for Early Childhood Professional Development, Phoenix, Arizona.

White, K. M. (March, 2010). The impact of teacher-student relationships on student learning. Presented at the CPIE Best Practices in Teaching Institute, Charleston, South Carolina.

White, K. M. (February, 2010). Teacher-child relationship quality and children's descriptive writing ability. Presented at the Annual Meeting of the Eastern Educational Research Association, Savannah, Georgia.

Mayer, K. & Gallagher, K. C. (April, 2009). Teacher-child relationships and children's writing development in early elementary school. Presented at the Annual Meeting of the Society for Research on Child Development, Denver, Colorado.

Mayer, K. (December, 2008). Encouraging emergent writers in the early childhood classroom. Presented at the Carolina TESOL Conference, Charleston, SC.

Mayer, K. (May, 2008). A window on tutoring: Streamlining distance professional development via classroom webcams. In M. Ginsberg (Chair), *The Targeted Reading Intervention: Integrating professional development, distance learning, and diagnostically-driven strategies for K-2 struggling readers*. Symposium will be conducted at the annual Reading Research Conference of the International Reading Association, Atlanta, Georgia.

Mayer, K. (March, 2008). The write stuff: Teacher-child relationships and emergent writing. Presented at the American Educational Research Association's National Conference, New York, New York.

Kainz, K., Mayer, K., Wood, T., & Vandergrift, N. (March, 2008). Examining benefits from literacy resources in rural kindergarten and first grade classrooms. Presented at the American Educational Research Association's National Conference, New York, New York.

Mayer, K. (February, 2008). Associations between teacher-child relationship quality, child characteristics and writing quality in kindergarten and first grade. Presented at the 3<sup>rd</sup> International Santa Barbara Conference on Writing Research, Santa Barbara, California.

Gallagher, K. C., Mayer, K., & Kainz, K. (March, 2007). Ecology of the teacher-child relationship in rural early elementary classrooms. Presented at Annual Meeting of the Society for Research on Child Development, Boston, Massachusetts.

Fedora, P., Mayer, K., & Amendum, S. (March, 2007). Targeted Reading Intervention: Classroom intervention for rural kindergarten and first grade teachers. Presented at the Raising Achievement And Closing Gaps Conference, Greensboro, North Carolina.

Gallagher, K. C., Mayer, K., Sylvester, P., Bundy, M. P., Fedora, P. Boyd, L. & Livengood, M. (June, 2006). Observations of teacher-child interactions in the context of 1:1 story reading. Presented at the Annual Head Start Research Conference, Washington, D.C.

Mayer, K. (May, 2006). Emerging knowledge on emergent writing. Presented at the International Reading Association Annual Conference, Chicago, Illinois.

Gallagher, K. C., Sylvester, P., Mayer, K., Bundy, M. P, Fedora, P., Boyd, L. & Livengood, M. (April, 2006). Storytime in prekindergarten. Presented at the American Educational Research Association Annual Conference, San Francisco, California.

Mayer, K. (March, 2006). Emergent writing in preschool. Presented at the Virginia Association for Early Childhood Education Conference, Richmond, Virginia.

Mayer, K., Siko, K., & Trygstad, P. (February, 2005). Burning questions: Teacher education and teacher preparedness. Presented at the Southeastern Association for Education Studies Conference, Chapel Hill, North Carolina.

### **Professional Development**

Faculty Technology Institute – Desire2Learn, College of Charleston, SC, July 2010.

Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) data set training provided by Institute of Educational Statistics, Washington, D.C., January 2010.

NAEYC Professional Development Institute, Charlotte, NC, June 2009.

Faculty Technology Institute, College of Charleston, Charleston, SC, March 2009.

Early Childhood Longitudinal Study – Kindergarten (ECLS-K) data set training provided by Frank Porter Graham Child Development Center, Chapel Hill, North Carolina, February 2005.

### **Service to the College of Charleston**

2010-2011	Member, College of Charleston IRB Committee
2009-2010	Department Representative, Graduate Council
2009-2010	College-wide Assessment Committee
2009-2010	Alternate Member, College of Charleston IRB Committee

### **Service to the School of Education, Health, and Human Performance (SOEHHP)**

2009-2011	Member, SOEHHP Assessment Committee
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2009-2011 Co-advisor, Kappa Delta Pi, Tau Tau Chapter  
2009-2011 Member, Literacy Cohort Program Committee  
2009-2011 Member, Child Life Program Committee  
2009-2011 Member, Early Childhood Development Center (ECDC) Advisory Board

**Service to the Teacher Education Department (TEDU)**

2009-2011 Member, Early Childhood Program Committee (ECPC)  
2009-2011 Co-writer, NAEYC Accreditation Program Report  
2008-2011 Member, TEDU Curriculum Committee  
2009-2010 Member, TEDU Research & Professional Development Committee  
2009-2010 Program Representative, Search Committee

**Service to the Community**

2009-2010 Member, Charleston County Child and Family Development Center (CFDC) Advisory Board  
2008-2011 Member, Laurel Hill School Improvement Council  
2008-2009 Tutor, Memminger Elementary School  
2009 Member, Teaching Fellows Regional Interview Team  
2008 Member, SCDE Program Review Team

**Professional Activities**

Reviewer, American Educational Research Association annual conference, Division H, Counseling and Human Development (2005, 2007).

**Advising**

Advise over 50 Early Childhood graduate and undergraduate students, November 2008 – present.

**Memberships**

National Association for the Education of Young Children (NAEYC)  
South Carolina Association for the Education of Young Children (SCAEYC)  
National Association for Early Childhood Teacher Educators (NAECTE)  
International Reading Association (IRA)  
South Carolina Council of the International Reading Association (SCIRA)  
Literacy Research Association (NRC)  
American Educational Research Association (AERA)  
Society for Research on Child Development (SRCD)  
Kappa Delta Pi (KDP)

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