



What do early childhood teachers need to know to teach mathematics effectively?

[From the editors: Math achievement and early childhood teacher preparation](#)

Benner, Susan M., 10/01/2009

In this editorial, Benner and Hatch report that, on average, U.S. children lag behind their international counterparts in mathematics achievement, and this phenomenon is especially problematic for low-income children who show lower performance than their more affluent peers. The authors note that high quality and intensive instruction in mathematics during the early years will help children get off to a strong start in school and stay on track, which is particularly important to children who are at-risk for school failure. However, the evidence shows that many early childhood classrooms do not include much mathematics, and teachers instead focus on language, social-emotional, and physical development. Teachers' own discomfort with the subject and a lack of opportunities to learn about early childhood mathematics are likely reasons. Benner and Hatch offer ideas and refer readers to recommendations from the National Research Council report, [Mathematics learning in early childhood: Paths toward excellence and equity](#) (NAP, 2009), for guidance on how to improve teacher education and young children's mathematics outcomes. For example, the authors point out the need for coursework and practicum requirements that reflect the content knowledge and pedagogy necessary for effective mathematics instruction.



Children's Preliteracy Skills: Influence of Mothers' Education and Beliefs about Shared-Reading Interactions

This study investigated the connections between children's preliteracy skills, their mothers' education, and their mothers' beliefs about parent-child reading interactions. Children with more educated mothers performed better on tasks assessing their preliteracy skills than did children with less educated mothers. However, while more educated mothers had higher ratings on a measure of parental beliefs about parent-child reading interactions than less educated mothers, both groups of mothers reported a similar frequency of home literacy practices. Implications for practice based on these results are found in an article from *Early Education and Development*, Volume 19, Issue 2. <http://nieer.org/docs/?DocID=211>

In addition, University of Virginia, CLASS research found a similar trend is found. Students who might be considered at risk for lower achievement due to low levels of maternal education, attain higher scores on standardized test of achievement as the instructional support in the classroom increases.

[Literacy Development for Children Who Are Dual Language Learners \(DLLs\) in Head Start and Early Head Start](#)

This Webinar will focus on literacy development in DLLs. Select this link to view [previous webcasts and webinars](#). **Date Change:**

Wednesday, March 3, 2010, 2:00-3:00 p.m. (ET)



For more information go to <http://eclkc.ohs.acf.hhs.gov/hslc>

Our Pledge: The KY T/TA State Office pledges to provide timely, current, and interesting monthly newsletters for the Head Start and Early Head Start communities and others interested in the field. In keeping with our mission to be more "green," we will provide our easy to read newsletter via email. We would like to hear from you and encourage your suggestions for newsletter content. Contact the editor: Joyce Roach

[Mailto:joyce.roach@stginternational.com](mailto:joyce.roach@stginternational.com)

STG International, Inc – Member of the Head Start National Training & Technical Assistance Network