

**Olivia Cook**

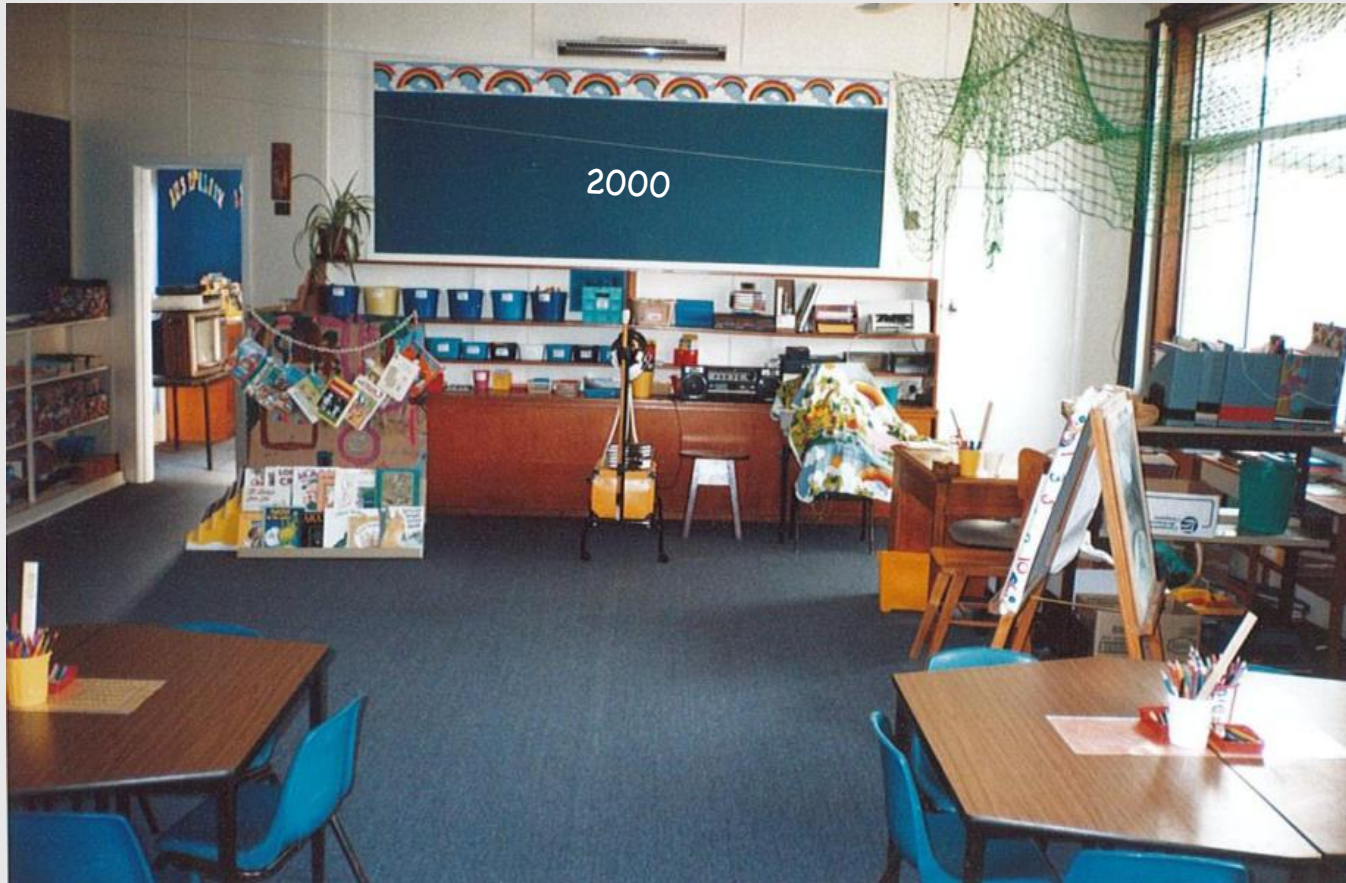
**Developmental Psychology**

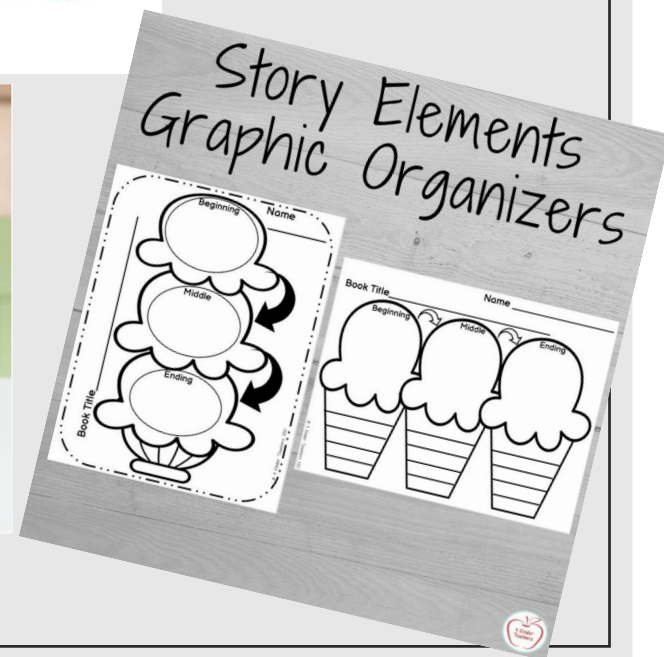
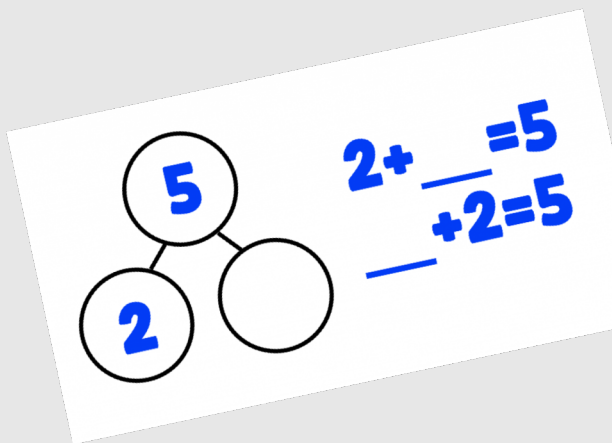
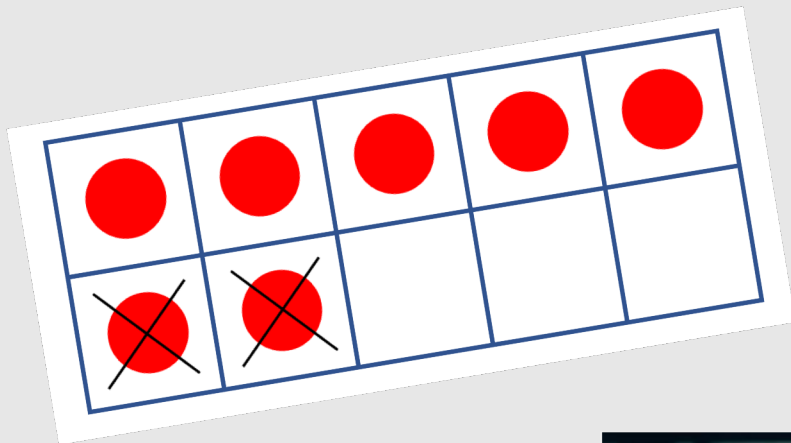
*Do You Remember? -*

*The Effect of Teachers' Memory-Relevant Language on  
Children's Development of Strategic Memory*

The Office of Postdoctoral Affairs

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# What is Expected of Kindergarteners (in the United States) Today?

## Before you enter...

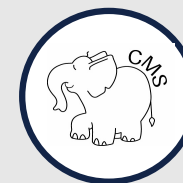
- The ability to sit still and pay attention to the teacher
- The ability to listen to and follow directions
- Cooperation
- Basic knowledge of numeracy, literacy, and vocabulary



## When you leave...

- Process and store information with the intention to recall it later
- “Make sense of problems and persevere in solving them.”  
– Common Core State Standards; Kindergarten

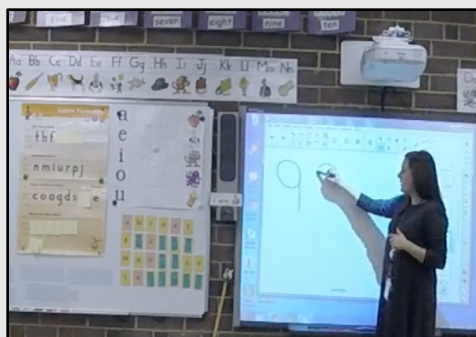




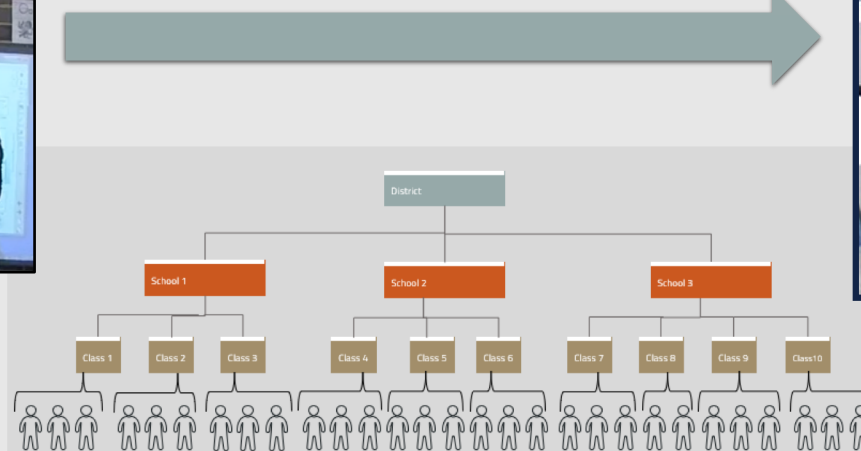
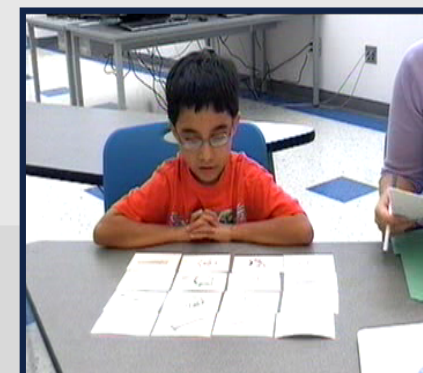
# The Classroom Memory Study

Kindergarten				1st Grade			
T1	T2	T3	T4	T5	T6	T7	T8

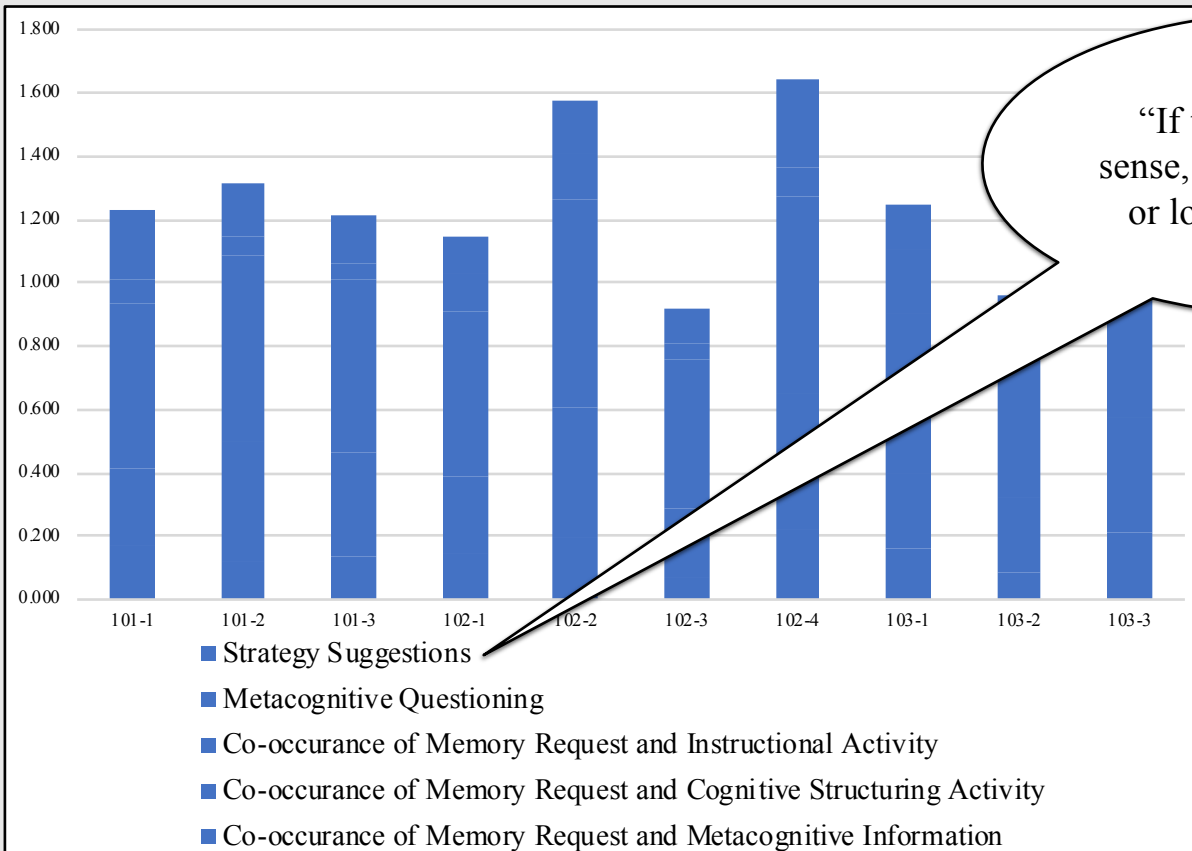
**Predictor**



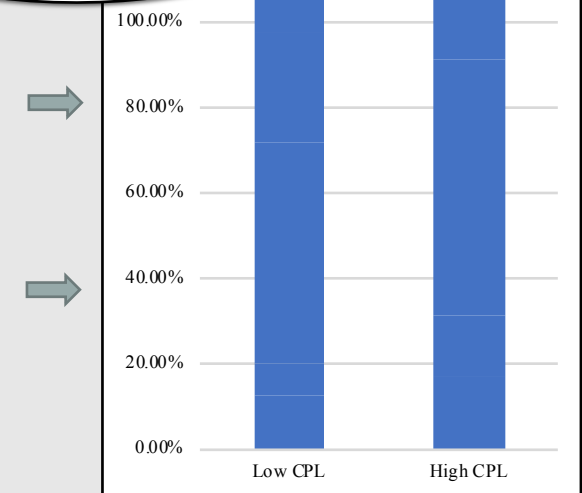
**Outcome**



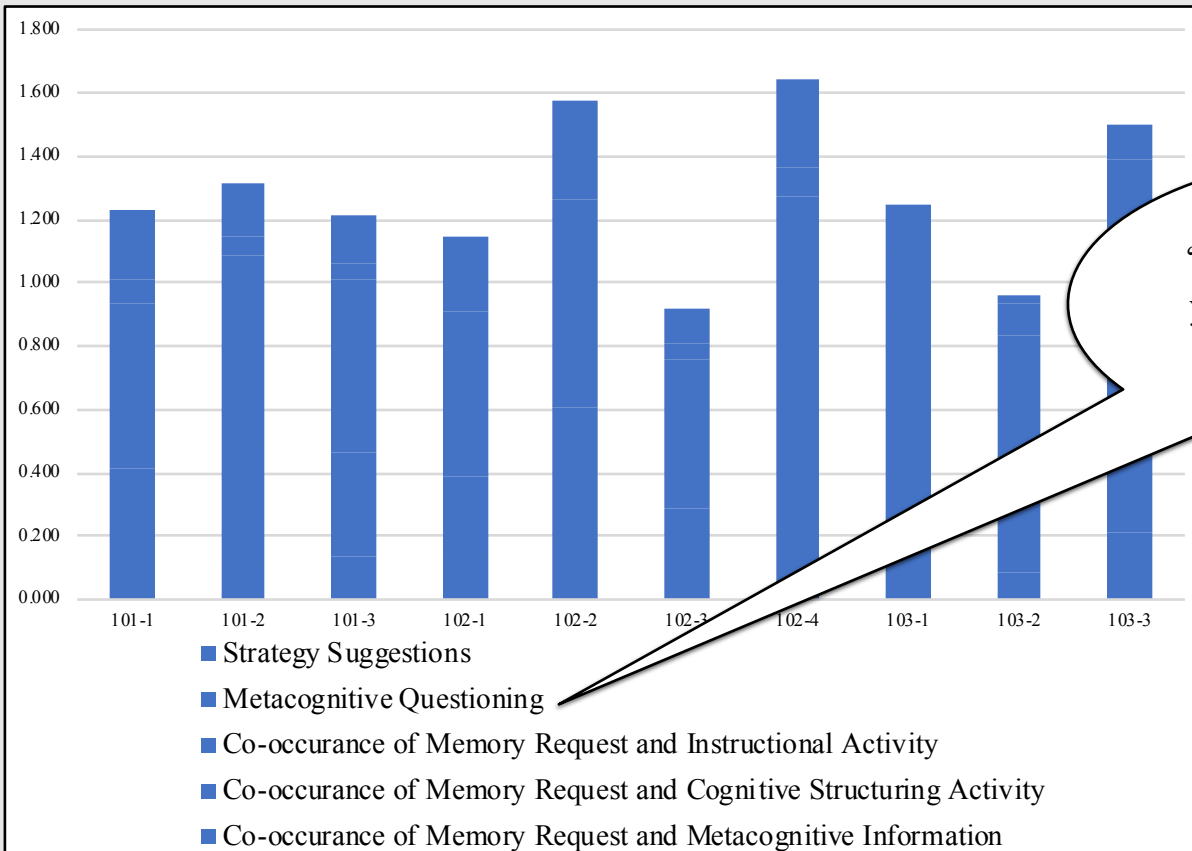
# Characterizing Cognitive Processing Language



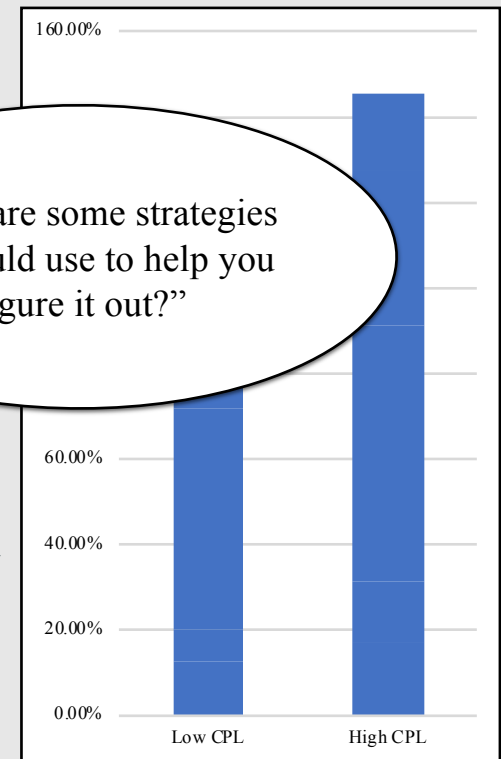
“If that doesn’t make sense, go back and re-read or look at the picture.”



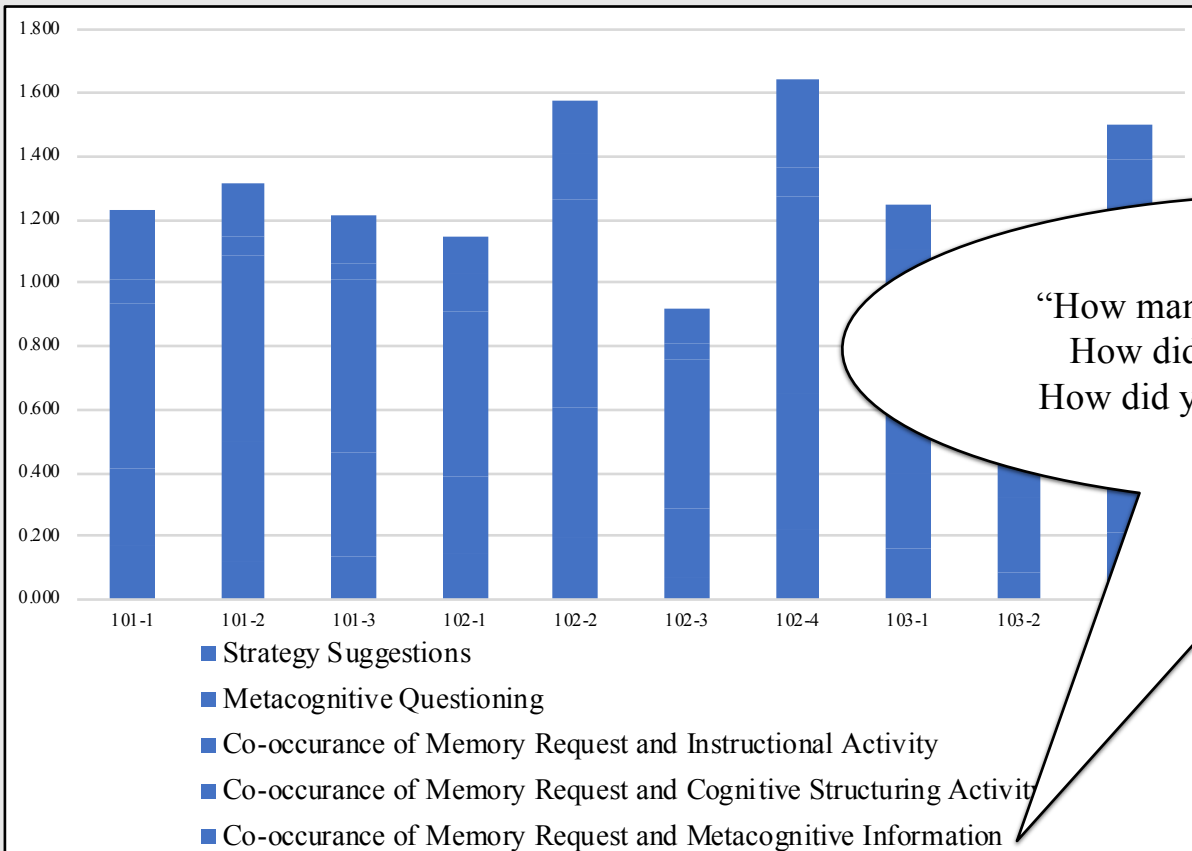
# Characterizing Cognitive Processing Language



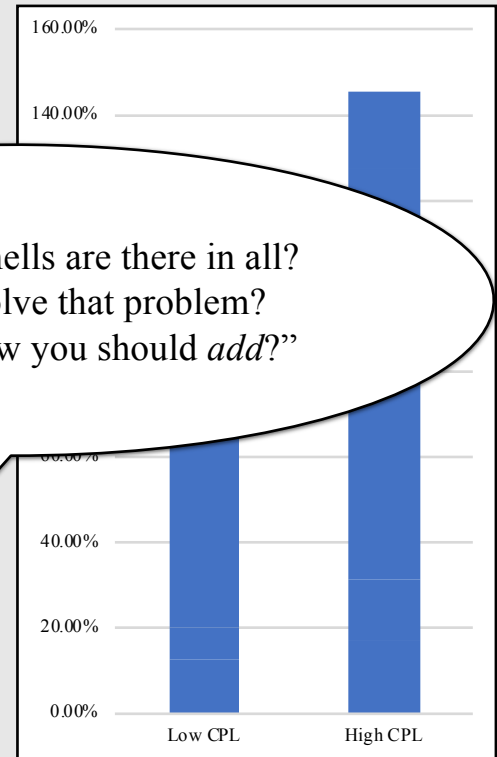
“What are some strategies you could use to help you figure it out?”



# Characterizing Cognitive Processing Language

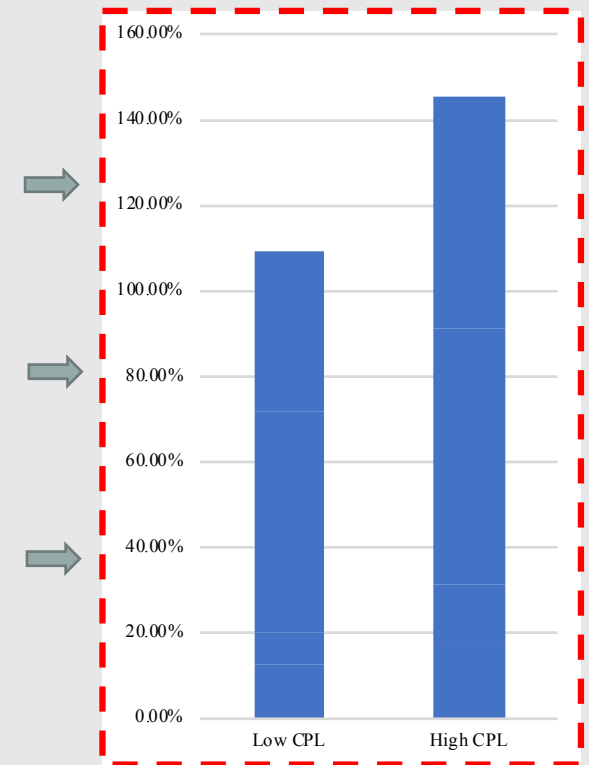
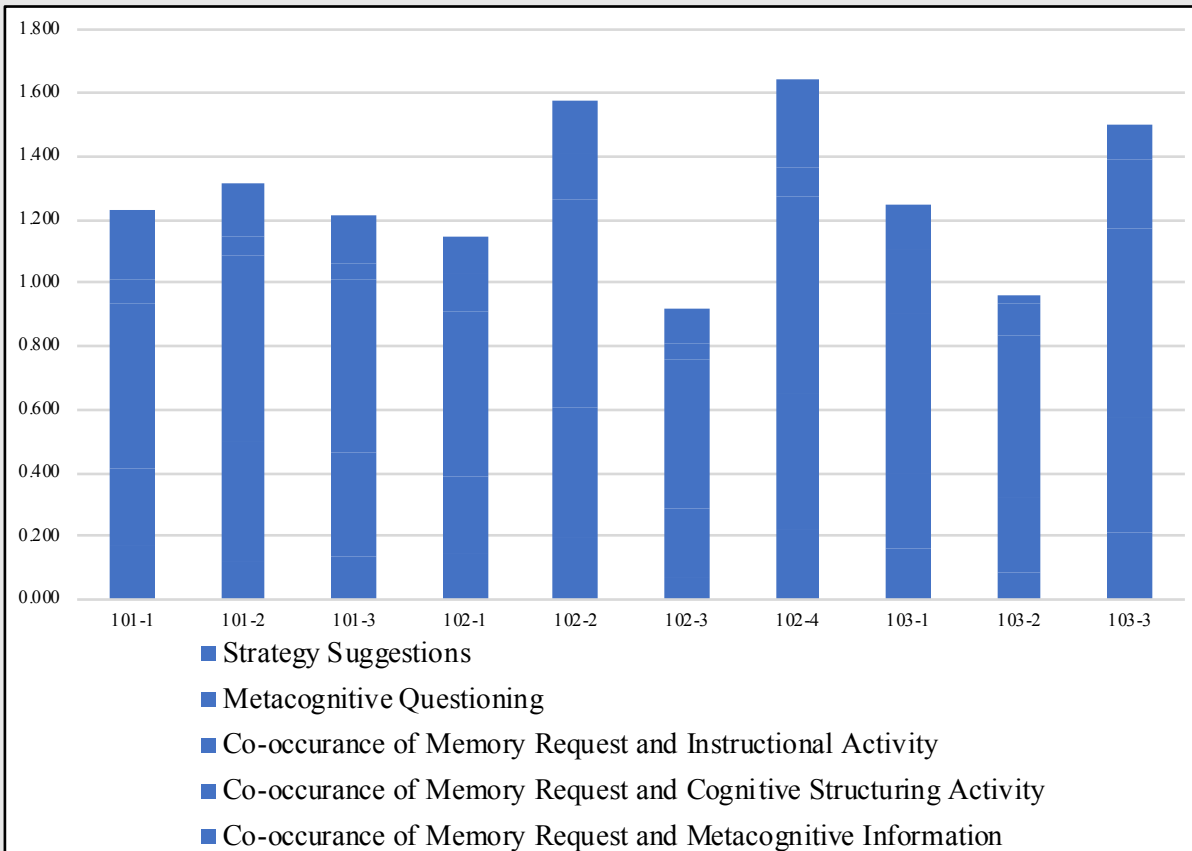


“How many seashells are there in all?  
How did you solve that problem?  
How did you know you should *add*?”



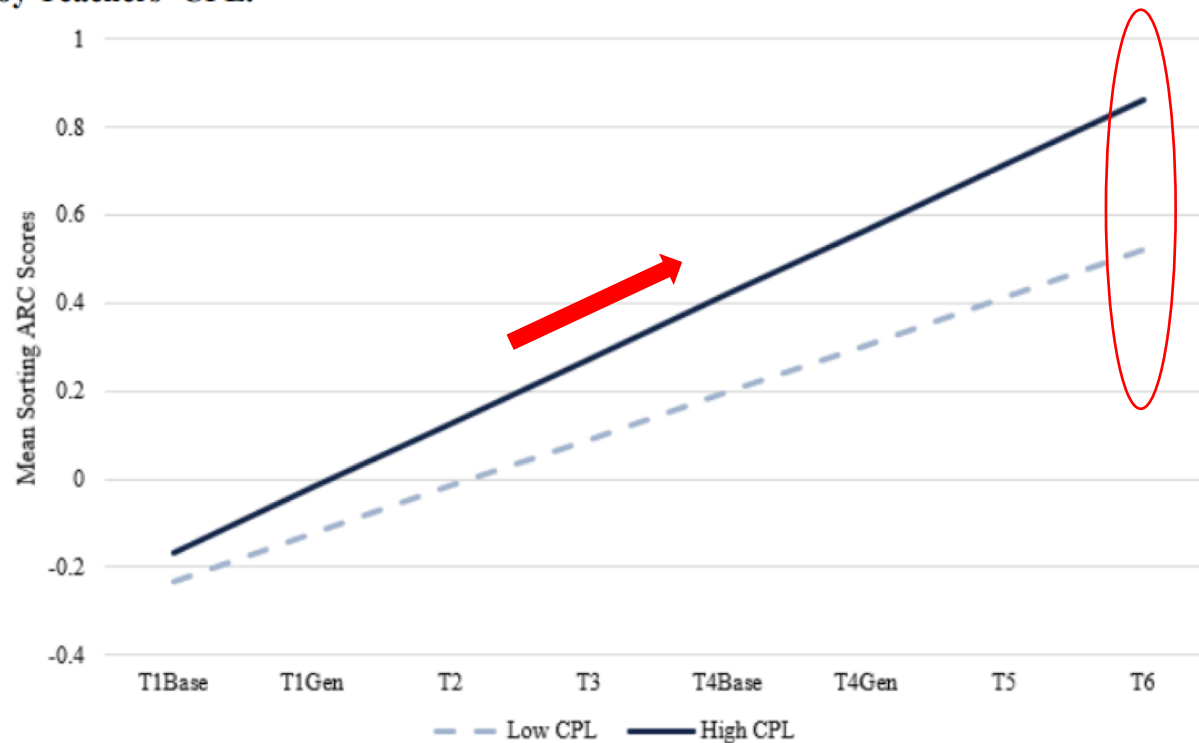


# Characterizing Cognitive Processing Language



# The Role of Teachers' Cognitive Processing Language

**Figure 10. Simple Intercepts and Slopes for Children's FRT Sorting ARC Scores Predicted by Teachers' CPL.**



# What is Expected of Kindergarteners (in the United States) Today?

Before you enter...

- The ability to sit still and pay attention to the teacher
- The ability to listen to and follow directions
- Cooperation
- Basic knowledge of numeracy, literacy, and vocabulary

Self-Regulation



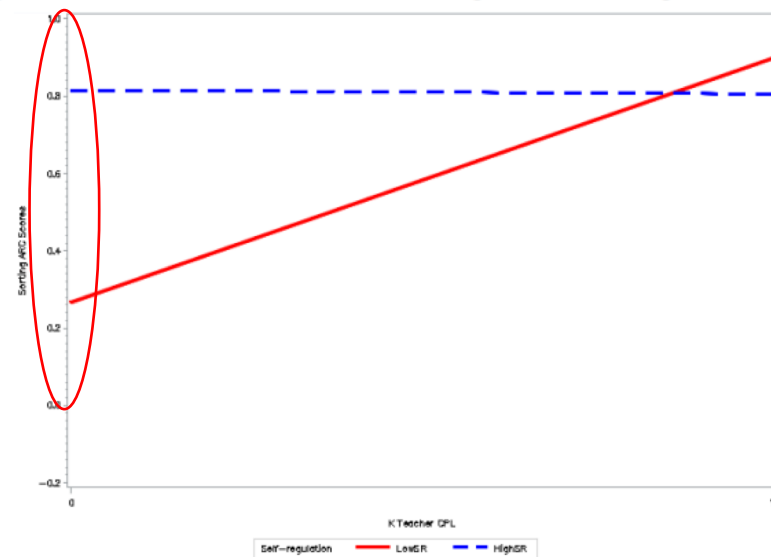
When you leave...

- Process and store information with the intention to recall it later
- “Make sense of problems and persevere in solving them.”  
– Common Core State Standards; Kindergarten

How is the association between teachers' CPL and children's deliberate memory skills moderated by children's self-regulation?



**Figure 13. Simple Intercepts and Slopes for Children's FRT Sorting ARC Scores at T6 Predicted by Teachers' CPL and Children's Self-Regulated Learning.**

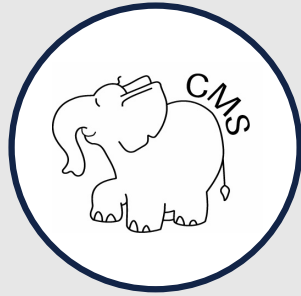




# Importance and Next Steps

- Very little is known about children's everyday, lived experiences (Rogoff et al., 2018)
  - Capitalize on existing strengths of teachers → Instructional Coaches
  - What causes variability in teachers' CPL?
    - Education level? (No)
    - Years of Experience? (No)
    - Years teaching kindergarten? (No)
- Teacher math anxiety (Dr. Colleen Ganley, FSU)





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# Thank You for Listening!

Thank you to the children, families, teachers, and research assistants who make this work possible. The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A170637 to the University of North Carolina at Greensboro. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



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