

Gesell Institute 2010-2011 Annual Report



GESELL INSTITUTE



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"The U.S. Department of Education invited Gesell Institute to help design training for the Race to the Top, Promise Neighborhoods, and I-3 grantees. This is a huge validation from the top supporting Gesell Institute's work and the importance of child development!"

*~Marcy Guddemi,
PhD, MBA*

Board Chair's Message



Linda Calarco, MA

I have been honored and happy to have led the Board of Gesell Institute during these last three transitional years, because the organization has truly grown and evolved. Working with Marcy Guddemi, it has been gratifying to see the resurgence of the Institute and the strengthening of its voice in the areas of early childhood education and development. This Annual Report describes our collaborative efforts this year with educators and parents to promote an understanding of how children progress through stages of development, and the unique ways that young children learn.

For over 60 years, Gesell Institute has worked to advance the understanding of child development, and to encourage our society to appreciate and respect the important role it plays in making sound decisions that foster healthy social, emotional, and cognitive growth. We oppose overly academic Kindergarten classrooms which do not cultivate curiosity, a love of learning, and co-operative interaction - important qualities needed for school and lifelong success. **Gesell Institute works to help teachers teach more effectively and parents parent more effectively.**

As is the case with many non-profits, the slow economy has taken its toll on our organization. However, we have responded with consultative work, and a continued commitment to good governance, best practices, and attentive management. We look forward to a strong future of continuing the legacy of Dr. Arnold Gesell, whose groundbreaking work in child development has benefited our society's children for 100 years.

Our country's strength is based, in part, on the creativity of our ideas and innovative efforts. Those qualities must be nurtured in our children. Gesell Institute will continue its work to foster that understanding, and to help parents and educators provide developmentally appropriate settings, and best practices for children.

~Linda Calarco

Executive Director's Message



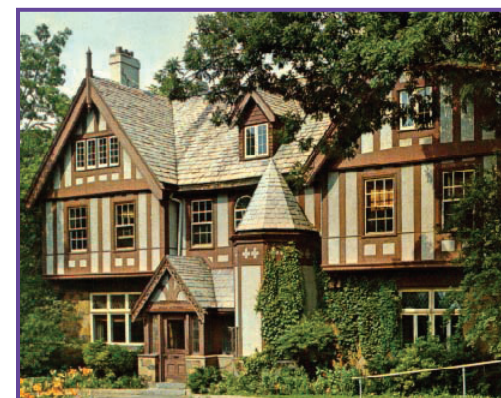
Marcy Guddemi, PhD, MBA

Mission accomplished! I am happy to report that the Gesell Developmental Observation-Revised (GDO-R) is now published. Two years of collecting data nationwide, one year of entering and analyzing data, and many more months of writing and editing - are all behind us. The final product, as one Board member exclaimed, "Takes your breath away!" It truly is a beautiful, professional and scientifically-sound assessment system that will be a strong competitor in the early childhood market. My sincere thank you to all who have contributed to the success of the GDO study and to the creation of the GDO-R Examiner's Manual; a special thank you to Andrea Sambrook, the project lead.

Also published this year was the brand new Gesell Early Screener (GES). This is a 15-minute screening assessment that uses a subset of GDO-R tasks. It is designed to meet the market segment that needs a quick and easy, yet developmentally sound, screener to identify those children who might need further observation by another professional. Compared to the GDO-R, it is less expensive, quicker to administer, and requires no specialized training workshops. We believe it will be in demand and will further spread the word of Gesell across the nation!

In our role as advocates for young children, I am proud of both the Community Early Childhood Leadership E-Kit and our new relationship with the U.S. Department of

Continued on page 6



Our Organization

Gesell Institute of Child Development is an independent non-profit organization located on the Yale campus in New Haven, Connecticut. It has been associated with understanding how children grow and learn since 1950.

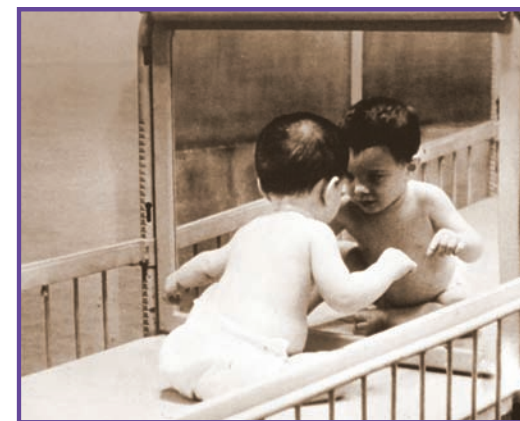
Understanding the stages of child growth and development, and using that knowledge to interpret behaviors to plan appropriate curricula that aid in managing classrooms, are essential to

quality teaching practices. Gesell professional development workshops link the continuum of growth to the use of an effective assessment tool, the Gesell Developmental Observation - Revised (GDO-R). We do not set policy or provide recommendations surrounding issues of retention, placement, or readiness "scores" in association with the GDO-R.

Our mission is to promote the principles of child development as the basis for all decision making for young children.

A History of the Institute

The Institute's namesake, Arnold Gesell, PhD, MD, began his groundbreaking work in the early 20th century. He developed a set of norms illustrating sequential and predictable patterns of growth and development, which were used as the basis of the original Gesell Developmental Observation (GDO). Dr. Gesell was the first Director of the Yale University Clinic, known today as the Yale Child Study Center, as well as becoming the nation's first school psychologist. He was a founding member of the National Association for Nursery Education, which is now known as the National Association for the Education of Young Children (NAEYC).



Following Dr. Gesell's retirement from Yale in 1950, his colleagues opened the Gesell Institute to continue his life's work. Since that time, the Institute has offered a variety of medical and educational programs and services to promote the healthy development of children worldwide. Celebrating its 61st year, the work of the Institute today is focused on educating and supporting teachers and parents in order to ensure the future success of children everywhere.



Annette Watert ≈ RETIRES ≈



In February 2011, Gesell Institute hosted a retirement party for Annette Watert. She first came to Gesell Institute in 1982. For almost three decades as Gesell's Operations Manager, Annette was responsible for bookkeeping and payroll. She started as a part-time employee, but became full time as the Institute expanded its clinical and medical offerings. At one time, she assisted over 30 employees who worked in the building, including teachers, doctors, and nurses.

The Board, NLS, and current staff members would like to thank Annette for her dedication to the Institute, and for helping to passionately spread the philosophy of Gesell across the country for so many years. We are happy to hear that she currently enjoys relaxing with her husband, daughter, two sons, and grandchildren, while taking frequent trips to Florida.



2010-2011 Year in Review

What a busy, busy year we have had here at Gesell Institute! In addition to hosting a national conference, producing the LEAD Conference E-Kit (pp 8 and 9), updating our GDO-R assessment system and creating the Gesell Early Screener (p 6), here are the highlights from another extraordinary year.

Local Connections and Community Conversations

Gesell Institute continues to make a name for itself locally by maintaining a very positive relationship with the city of New Haven, CT. Gesell's staff and Board members are proactive, networking members of the **Greater New Haven Chamber of Commerce**, and actively participate on the Chamber's Non-Profit Council. In addition, Gesell Institute continually benefits from meetings, newsletters, trainings and professional development opportunities that are offered with our membership to the **CT Association of Non-Profits**.

As a leader in the early childhood community, Dr. Marcy Guddemi has been asked to lead New Haven's Ad Hoc Committee, which is part of the city's **Early Childhood Council**. It is a **Mayor-appointed, state-mandated council** to oversee and advise the state-funded School Readiness Program. Her committee was formulated to investigate New Haven Public School's Kindergartens.

Dr. Guddemi was once again invited to be an Adjunct Professor at Albertus Magnus, a local college in New Haven. She was invited to teach a course for the early childhood development program: **Development of Play (and Learning) in Childhood**. This course studied the history, research, methods and application of



learning through play, and how to connect this knowledge to early childhood classroom practice. The purpose of the course is to fully acquaint students with an existing body of research that presents play as a serious discipline - not a set of frivolous activities - and to learn about designing environments that promote cognitive development through playful activities designed by the teacher. Marcy also spent September 2010 to April 2011 teaching an Infant and Toddlers Series for New Haven Public Schools' Head Start infant and toddler teachers at the Early Childhood Learning Center.

Conferences, Lectures and Travels Abroad

2011 brought another visit to **China**. Marcy traveled for ten days between Beijing and Shanghai visiting Kindergarten classrooms, teaching about the work of Dr. Arnold Gesell and the Institute. To learn more about her trip please see page 8.



Across the country, Gesell Institute's staff traveled to many different conferences: Connecticut's Association for the Education of Young Children (CTAEYC), National Association of Independent Schools (NAIS), California's Association for the Education of Young Children (CAEYC), Association for Supervision and Curriculum Development (ASCD), National Association of Elementary School Principals (NAESP), National Catholic Educational Association (NCEA), National Association for the Education of Young Children's Professional Development Institute (NAEYC PDI), and the I Teach Kindergarten Conference that was sponsored by Staff Development for Educators (SDE). There were countless opportunities to spread the word of Gesell at these events, and to promote our new announcements, products, workshops, and the E-Kit.

In May 2011, Dr. Guddemi was invited to speak at the **Region 10 Transitional Kindergarten Summit in San Bernardino, CA**. She gave the presentation, *How Young Children Learn*. Many influential superintendents, administrators and decision-makers of

Gesell Institute's National Lecture Staff

An integral part of Gesell Institute is the **National Lecture Staff (NLS)** who conduct the GDO-R workshops, staff in-services (professional development), and parent meetings around the country. With the completion of the GDO study, they are thrilled to now teach workshops with the newly revised materials.

Highlight of the Year

The NLS contributed to the creation of Gesell's new, user-friendly **GDO-R Examiner's Manual** and accompanying workbook. The NLS helped update the GDO-R materials progressively with a transitional manual that was used at workshops throughout summer 2011. Every NLS member assisted in making the final GDO-R Manual a very organized and solid resource. At the **Annual NLS Retreat** in May 2011, it was discussed how

exciting it was to reaffirm a similar data collection to one that Dr. Gesell's original studies confirmed over 100 years ago.



the area were in attendance, including Cory Jaspersen and State Senator Joe Simitian, author of Senate Bill 1381 and the **2010 Kindergarten Readiness Act**. This bill intends to gradually change the entry date into Kindergarten in California to September 1st, and mandate that all districts offer Transitional Kindergarten (TK).

Transitional Kindergarten is a new program currently being implemented in California. This program serves four-year-olds, born between September and December, who are eligible to attend but are not ready for regular Kindergarten. The revised TK curriculum makes this a **two year Kindergarten experience**. It acts as a bridge between preschool and K-12, by laying the early foundations of school success for California's children. To learn more about Transitional Kindergarten and the Readiness Act, please visit www.tkcalifornia.org.

Gesell Institute wants to congratulate California for its education reform and for implementing a powerful initiative we hope the nation will follow. **Transitional Kindergarten is a developmentally appropriate program that enables early learners to gain the time needed to expand and improve the social, emotional, and academic skills now needed to succeed in Kindergarten.** Our Gesell Developmental Observation-Revised assessment tool is a valuable asset for any school that seeks to provide differentiated learning experiences in the earliest years.



Strengthening Our Online Presence

Gesell Institute is now on **Facebook, Twitter, YouTube and LinkedIn!** Just within the past year, the number of "Likes" to our Facebook page has doubled, and the number of our Twitter followers has quadrupled. Be sure to check out all of our social networking sites daily to find posted news articles, Institute announcements, parenting tips, and photos of the different community outreach programs our staff has been involved with.

This year, we expanded our online presence even further by offering more webinar presentations to Gesell customers, colleagues, and friends. Webinars were hosted by members of the Institute's National Lecture Staff (NLS). In the summer of 2011, *Learn To Speak...K.I.D.S. (Kids In Development Series)* was implemented. This webinar series is the latest in the Institute's ongoing leadership initiatives to recognize the importance of understanding the principles of child development when making any decisions about young children. In this series, each month was designated to a specific age and stage of development, ranging from age 3 to 8.

Other webinar topics that Gesell Institute hosted this year include: **A Balancing Act; The Role of Play in an Overly-Academic Kindergarten; The Art of Observation; Happiness: Can You Teach Children to Be Happy?; and Is My Child Ready for Kindergarten?**

Within the first six months of promoting and selling our webinars, over 100 attendees participated. These webinars, alone, generated over \$5,000 of income for the Institute.

We would like to recognize the 24 wonderful years that **Linda Halverson** was a part of the Institute. She recently made the announcement to retire at the end of 2011. As both a NLS member and Director for many years, we celebrate the decades Linda spent mentoring her fellow NLS members, along with teachers, parents, and other early childhood professionals around the country. She will be missed.

Looking to 2012

NLS Director, **Sally Keller**, would like to expand the team by adding additional NLS members. "Throughout 2012 we will continue to celebrate the assessment system we now have. **With the newly updated GDO-R, the GES, and our recent data collection, Gesell is now uniquely positioned to meet the current assessment needs of children.**"

~Sally Keller

New Products

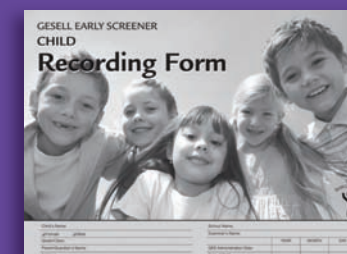


GDO-R Examiner's Manual

Administer and score the GDO-R, using current technical data and qualitative rubrics. Learn how to calculate a child's Developmental Age.

GES Examiner's Manual

Interpret the screener's three-tiered scoring rubric that indicates whether a child's performance meets expectations for their age, shows emerging skills or mild concerns.



GES Child Recording Form

Each page provides the standardized script to administer and record results for 10 tasks derived from the GDO-R. Includes a Summary Profile Form to reveal a concise snapshot of a child's development at one point in time.



Teacher Questionnaire and Parent Questionnaire

Observational surveys used to record a child's adaptive skills, and their social and emotional interactions with peers and adults. Forms are completed by a teacher and parent. Instrumental for a comprehensive interpretation of the GES and GDO-R assessment results.

Executive Director's Message

Continued from page 2

Education. The content of the E-Kit is a compilation of the LEAD (Learn, Educate, Advocate, and Do!) Conference proceedings and themes, sending the message that, "School reform starts with the country's youngest learners; and we need leaders in place who will lead us the right way!"

The U.S. Department of Education invited Gesell Institute to help design training for the Race to the Top, Promise Neighborhoods, and I-3 grantees. This is a huge validation from the top supporting Gesell Institute's work and the importance of child development!

As I approach my four year anniversary with the Institute, I could not be more pleased with our accomplishments and contributions to the field of early childhood education. This has been a crowning year of glory that I feel Drs. Gesell, Ilg, and Ames would also have been proud of. Congratulations to the Board of Directors, the National Lecture Staff, our Advisory Council, and our dedicated and brilliant staff for another wonderful year!

~Marcy Guddemi

The Parent-Teacher Connection Program Reflects on 4 years of Achievement and Progress!



The **Parent-Teacher Connection Program (P-TCP)**, a program of the Gesell Institute, is an early intervention tool which works to support children transitioning into Kindergarten. Our Liaisons work alongside parents and teachers to assure optimal success in the early years.

Through **home visits and one-to-one classroom guidance**, we create customized goals that are tailored toward the unique abilities and interests of each individual child and family. The program personalizes each educational plan with **the objective of building on each child's strengths to promote progress and growth in all areas**

of development. The Institute strives to improve communication between the home and school, always considering the child to be the primary focus. Through these efforts, families and teachers become partners in educating the child, families learn to effectively communicate with the school, children progress toward their identified goals, and **students ultimately enter Kindergarten prepared to succeed.**

After receiving continued funding from New Haven Public Schools in May 2010, we continued our work with families of four and five-year-olds at three New Haven Head Start programs throughout 2010 and 2011.



Highlights of the Year

Enriched home and school learning environments

Program Liaisons created specific home activities for each child and family to do together, and re-examined each identified goal on a regular basis to measure the progress children made successively each month.

Teachers and Program Liaisons worked together to formulate a **curriculum** that is supplemented by classroom activities that captivate and motivate the students in their classrooms. Our program fulfilled 14 classroom-special-requests for books, puzzles, dramatic play props, and scientific exploration tools!

Throughout 2010-11, Liaisons provided:

- Over 315 home visits (more than double the total of visits of last year)
- Over 1,250 hours of one-to-one attention to students in the classroom (over 500 hours more than last year)
- Over 80 hours of one-to-one support and guidance to classroom teachers connected to the P-TCP in New Haven

Increased positive, proactive communication

By working together to personalize education, Liaisons were able to successfully support families' and teachers' awareness of their children's capabilities. **The utilization of parent and teacher interviews, home and classroom observations, and the Gesell assessments performed on each child across all developmental areas, aligned the understanding of all involved and the needs of the child.** The positive result of our efforts was confirmed through mid and year-end parent and

P-TCP By the Numbers (2011)

Participating Classrooms: 14
Participating Teachers: 28
Participating Families: 35
Home Visits: 315
Hours of One-to-One Classroom Support: 1,250



The P-TCP Program Model

1. Create a Unique Child Profile
2. Write Personalized Goals & Monthly Action Plans
3. Provide weekly One-To-One Classroom Support
4. Conduct Monthly Home Visits



teacher surveys which revealed that a newly energized and proactive communication between families and teachers had been constructed. **One hundred percent (100%) of teachers agreed, or strongly agreed, that they communicated more often with the families** participating in our program than they had with families in the past. Likewise, 100% of families agreed, or strongly agreed, that they **felt more comfortable communicating with their children's teachers** after they became involved in the P-TCP.

Helped families evaluate options for Kindergarten

P-TCP educated New Haven parents about the **importance of making informed choices in regards to the selection of their child's school.** Our team educated families on how to navigate the application requirements for each option, as well as what to look for in a high quality educational program. In 2011, Program Liaisons attended open houses with families, and instructed parents on the importance of prioritizing schools based on their children's individual strengths and needs.

If you are interested in learning more about Gesell Institute's Parent-Teacher Connection Program, home visits, or would like to make a monetary or toys donation, please contact Marcy Guddemi at 203-777-3481 ext. 702 or mguddemi@gesellinstitute.org for more details. Thank you.

Study Validates Ages & Stages and Introduces GDO-R/GES Assessment System



Our small but industrious staff accomplished the goal of revising and **publishing the complete Gesell Developmental Observation-Revised assessment system**, in addition to **launching a brand new screening assessment, the Gesell Early Screener!** Both assessments are supported by the 2008-2010 GDO Study data, and are complementary products that can strengthen a wider program of screening, assessment, and intervention services in schools.

What did the study data of 1,287 children, age 3-6, tell us about children's development? The major finding from the GDO Study was a confirmation of Dr. Arnold Gesell's original developmental data (1925), so-called "Schedules of Development." While this did not surprise seasoned teachers who understand that "Kids Haven't Changed; Kindergarten Has" (<http://www.hepg.org/hel/article/479>), it gave encouragement to newer teachers who are perplexed as to why so many children are struggling to meet (inappropriate) expectations that are infused in today's Kindergarten curricula. Interpretation of the study data revealed three developmental performance levels: **Not Yet Expected** (less than 50% of children succeed), **Qualified Expectation** (50-69.9% of the age group is able to succeed), and **Solid Expectation** (70% or more of the age group is able to succeed at the task). Andrea Sambrook, Director of Research and Education, commented, "The stratification of our data set into three levels of performance expectations underscores not just the philosophy but the validity of Gesell's original ages and stages. **The GDO-R measures development at a deeper**

level that other assessments today simply cannot match."

Dedicating countless hours to rigorously review and scrutinize scoring rubrics, the **National Lecture Staff (NLS)** played a key role in evaluating qualitative data for GDO-R scoring. With their depth of expertise, the NLS scored hundreds of randomly selected Copy Forms and Incomplete Man samples, to evaluate distinguishing features, determine **Developmental Age**, and establish **inter-rater reliability**. In fact, "we chose to focus more on the samples of children's work by developmental age, rather than individual items within a task. This guides examiners in the field to a more overall interpretation of the child's performance," noted Sally Keller, Director of NLS.

Perhaps the greatest improvements in the GDO-R include **objective scoring and Performance Level Ratings** (Age Appropriate, Emerging, or Concern), the **electronic scoring worksheet**, and measures of social, emotional and adaptive functioning. Most importantly, the GDO-R now fully **meets the requirements of IDEA and Head Start** for initial assessment of each child. Executive Director Marcy Guddemi agreed, "We are

so pleased that the data analysis conducted by the psychometric consultants, McREL, not only confirms Gesell's original findings, but was conducted in accordance with the psychometric rigor and standards expected in the Early Childhood field today."

In analyzing the data, it became apparent that a 10-item subset of the GDO-R could be reliably used to "flag" a child who may need further evaluation. With the help of **Dr. Bruce Randel at Century Analytics in Denver**, we launched the **Gesell Early Screener (GES)**. Following a pilot study in Texas to refine scoring bands and improve the flow of the recording form, the GES is now being used across school districts in CT, KS, MA, NY, NC, TN, and TX. We are especially proud that both assessments are being considered by multiple **California Transitional Kindergarten Task Forces** as new Transitional Kindergarten programs are implemented across the state.

The GDO-R and the GES now provide early childhood teachers with new technical data that measures development, confirms appropriate expectations for various ages, and advises Response to Intervention programs.

Gesell Institute's Community Early Childhood LEADership E-Kit

SPONSORS



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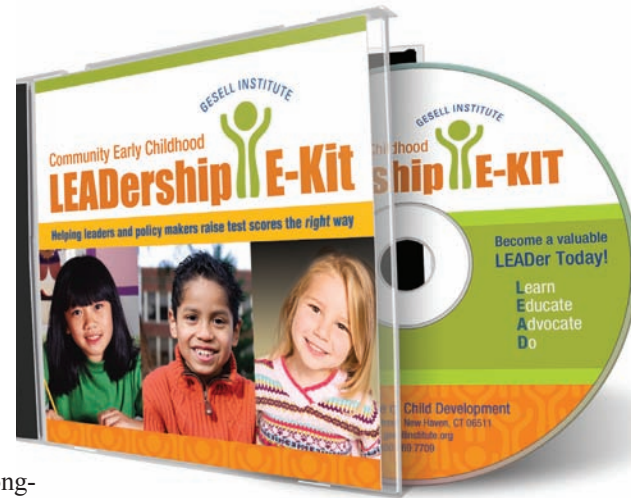


In Fall 2010, Gesell Institute hosted the LEAD (Learn, Educate, Advocate, Do!) Conference, a world-class, nationally recognized conference on the Yale campus. Over 300 attendees participated in this day-long event, including school administrators, Board of Education members, early childhood coordinators, psychologists, researchers, policy makers, and other important decision makers from around the country.

The conference highlighted and reintroduced the important role of child development in education, learning, and long-term school success. The Institute's long-respected history and record of sound practice made it the ideal organization to move this national conversation forward.

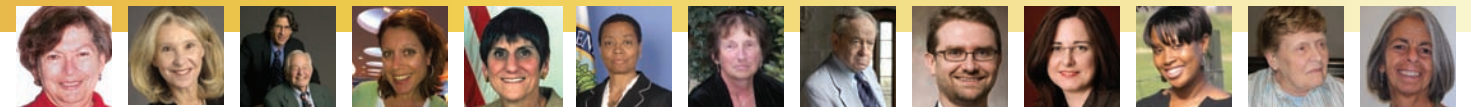
Contributing to the national conversation about early childhood and leadership in educational policy, conference panels and keynote speakers generated practical ideas for setting and implementing appropriate expectations for our youngest learners.

The LEAD conference, which received praise from the U.S. Department of Education in Washington, D.C., was aimed to provide a lasting resource to the field of early childhood education. This was the inspiration for the creation of Gesell Institute's Community Early Childhood LEADership E-Kit. Capturing the essence of the conference, the E-Kit serves as a guide for educational reform in communities across the country. Throughout 2011, Gesell staff worked diligently to make this easily playable, readable and interactive CD-ROM a FREE resource for the public.



Steps to Make a Difference

- Define Your Challenge
- Study The Issues
- Hold Community Conversations
- Set Goals
- Form Action Groups
- Implement Change
- Measure Your Success
- Report Your Findings



LEAD Speakers partial list (left to right): Joan Almon, Sharon Lynn Kagan, T. Berry Brazelton and Joshua D. Sparrow, Tina Mannarino, Rosa DeLauro, Jacqueline Jones, Janice M. Gruendel, Edward Zigler, Walter S. Gilliam, Ashley Merryman, Danielle Marshall, Dorothea (Dot) Marsden, Carla M. Horwitz.



Complete with speeches, thought papers, audio files, video, and multiple Power Point presentations, this valuable tool offers viewers the encouragement and tools they will need to:

- Begin their own community conversations about education reform
- Hold discussions about implementing quality early childhood programs
- Understand the best practices found in research

The E-Kit gives people the power to stand up and have a voice!

The Tools for Change Tool Kit, a sub-section of the E-Kit, provides the motivation and resources needed to conduct community conversations about educational reform that starts with our youngest learners. Customized for educators, parents and policy makers, the tool kit contains how-to guides, success stories, meeting invitations, agendas, and additional book, article and video resources to help facilitate meetings to further generate change in one's school, district, or state.

Do you think the E-Kit is for you? What is the current challenge in *your* community? Please ask yourself:

- Does your school district have a comprehensive PreK to Grade 3 plan?
- Is your kindergarten developmentally appropriate, or is it highly academic?
- Is homework more than ten minutes per grade level? (Grade 1/ten minutes; Grade 2/twenty minutes, etc.)

Gesell Institute hopes that these electronic proceedings will help to keep the conference materials alive and available to everyone. To further fulfill its mission, the Institute plans to distribute this FREE E-Kit as widely as possible across the country. This has been made possible due to the generous donations of multiple sponsors.

E-KIT WEBSITE

To learn more about the E-Kit, sponsorships, donations and how to order your own copy today, please visit www.geselle-kit.org.



"For our 60th anniversary, we didn't just want to have a celebration. We really wanted to do something and make a difference. What better way to celebrate than to gather together a group of like-minded individuals: researchers, practitioners, advocates, and parents, who believe that academic success, as well as successful adulthood, starts in the early years of life with sound educational policies and successful practices that are based on research. Together we can make a difference for young children."

- Marcy Guddemi, PhD, MBA
Executive Director
Gesell Institute

Executive Director Attended International Child Development Conference in China

In August, Dr. Marcy Guddemi visited China to attend the 2011 International Child Education Expo (ICEE) in Beijing. This is Asia's annual leading early childhood trade and consumer event where experts meet, share experiences, and discuss the best practices, latest innovations, and available technologies in the industry. Marcy was accompanied by Dr. Walter Gilliam, Associate Professor of Child Psychiatry and Psychology at the Yale Child Study Center. Walter is also the Director of the Edward Zigler Center in Child Development and Social Policy, a branch of the Yale School of Medicine. Dr. Tong Liu, a Postdoctoral Fellow from the Edward Zigler Center, arranged the trip.

ICEE, held at the China National Convention Center in Beijing, hosted over 300 exhibitors and over 100,000 attendees.

Administration professionals, policy makers, educators, teachers, Kindergarten specialists, and parents from around the world gathered to unite around the conference's theme, *High Quality Education Can Achieve Exceptional Growth!*



Dr. Guddemi's presentation, *Respecting the "Child" in Child Development*, focused on the need for more developmentally appropriate classrooms that should be designed to meet the needs of every child, the different Ages and Stages that are found within development (age 3 to 9), and the importance of play and play-based learning. "This presentation," Marcy stated, "was my opportunity to explain the six needed C's involved in child development: Collaboration (teamwork), Communication (verbal and writing), Content (academic skills), Creative Innovation (problem solving), Critical Thinking (learning to analyze and evaluate), and having Confidence (the courage to take risks and to learn from them). Every developmentally appropriate classroom should have the opportunity to expand the skill set of each needed



'C' to each child in the room."

For ten days, Dr. Guddemi, Dr. Gilliam, and Dr. Liu traveled between Beijing and Shanghai visiting Kindergarten classrooms. They spread the word about Dr. Arnold Gesell (Gesell Institute's namesake and founding Director of the Yale Child Study Center), and introduced Chinese educators to the Institute's assessment tool, the Gesell Developmental Observation Revised (GDO-R).

Due to the success of Marcy's trip, Zito Beijing, a Chinese publishing company, bought the rights to translate and print all ten books from Gesell Institute's classic book series – *Your One-Year-Old* through *Your Ten-to-Fourteen-Year-Old*. The Institute hopes that this will help disseminate the Gesell philosophy throughout China.

Financial Overview

Revenues & Expenses

	August 31	
	2011 Unaudited	2010
REVENUES		
Programs	\$307,211	\$220,552
Books & Materials	196,137	135,548
Investment Return	194,642	225,692
Grants & Contributions	75,571	131,222
Interest Income & Other	301	6
TOTAL REVENUES	\$773,862	\$715,030
Investment Losses	(112,599)	(114,941)
EXPENSES		
Education & Training	\$365,451	\$294,322
Program Development	279,443	164,567
Publications & Fundraising	104,332	263,159
Administration	157,709	132,367
TOTAL EXPENSES	\$906,935	\$854,415

Comparative Statement of Financial Position

	August 31	
	2011 Unaudited	2010
ASSETS		
Current Assets		
Cash & Cash Equivalents	\$12,686	\$6,941
Accounts Receivable	21,665	13,261
Prepaid Expenses	38,500	49,997
Total Current Assets	72,851	70,199
Limited Use Assets		
Investments	\$1,526,974	\$1,596,482
Furniture & Equipment	4,909	4,909
TOTAL ASSETS	\$1,604,734	\$1,671,590
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$-	\$63,500
Accrued Expenses & Other	15,237	15,875
Accrued Payroll & Related Expenses	16,831	19,549
Accrued Vacation	4,750	4,750
Total Current Liabilities	36,818	103,674
Net Assets		
Unrestricted	1,567,916	1,567,916
TOTAL LIABILITIES & NET ASSETS	\$1,604,734	\$1,671,590

FY'11 Treasurer's Comments

Much of the Institute's fiscal year ending on August 31, 2011 was consumed by completion of the study to acquire new technical data for the Gesell Developmental Observation. This resulted in the development of two new products, the GDO-R Examiner's Manual and the Gesell Early Screener (GES), both of which were published in September 2011. From an operating standpoint, the recession depressed sales of publications and registrations for workshops, which are the two principal revenue sources. We hope the launch of these two new publications, a marginally improving economy, a focused marketing plan, and a growing national interest in the policies and programs advocated by the Institute, will combine to reenergize sales and registrations and reduce reliance on a dwindling Investment Pool.

~Bill Bakke

Take Action: Help Support Children and Families!

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