Agenda

• Welcome and Introductions
• Primary education as part of ECE
• DAP and Rigor
As evidenced in the recent Institute of Medicine (IOM) and National Research Council (NRC) reports, the system of care and education for our youngest children is fragmented.
The Results

For teachers:

• this fragmentation looks like a push-down of expectations on our youngest learners.

For administrators:

• this fragmentation creates a lack of alignment in curriculum and assessment practices.

For children and families:

• this fragmentation leads to isolation, as engaging a disjointed system is confusing.
Primary Education Partnership

• The National Institute of Early Education Research (NIEER) www.nieer.org
  – NIEER conducts and communicates research to support high-quality, effective early childhood education for all young children.
  – Independent research-based advice and technical assistance to policy makers, journalists, researchers, and educators.

• Graduate School of Education Rutgers University http://gse.rutgers.edu/

• New Jersey Department of Education http://www.nj.gov/education/ece/rttt/
Kindergarten to Grade 3 Initiative

First through Third Grade Guidelines

Research Study K-3

Professional Learning Series
First through Third Grade Guidelines

Outline best practices in the primary years of schooling and to assist educators with fusing practices that are both academically rigorous and developmentally appropriate.

Academically Rigorous Practice

- Learning objectives
- Cognitively engaging activities
- Tied to standards
- Each student is expected to learn at high levels, supported to do so, and demonstrates such (Blackburn, 2013)
7 Myths of Academic Rigor

1. Lots of homework means rigor
2. Rigor is doing more
3. Rigor is not for everyone
4. Providing support means lessening rigor
5. Resources equal rigor
6. Rigor is taken care of by standards alone
7. Rigor is just one more thing to do

Blackburn, B. (2013). Rigor is not a four letter word. Larchmont, NY: Eye on Education.
Developmentally Appropriate Practice

• Individually appropriate
• Age appropriate
• Culturally appropriate
DAP and Rigor

- Reaching all children
- Integrating content areas
- Growing as a community
- Offering choices
- Revisiting new content
- Offering challenges
- Understanding each learner
- Seeing the whole child
- Differentiating instruction
- Assessing constantly
- Pushing forward

Magnet Experiment

Take out all of the items in the container. You are going to test if each object is magnetic. If the objects pulls towards the magnet than it is magnetic.

Are these items magnetic?

- refrigerator  yes  
- cotton t-shirt  no  
- toothpick  
- penny  
- plastic cup  
- safety pin  
- staples  
- rubber band  
- bobby pin  
- crayon  
- paper clips  
- tack  
- aluminum foil  
- nail  
- paper  
- thread  
- pencil (Use your own)  
- chalk board (in the front of the room)  
- white board (in the front of the room)  
- glass (Check the window)  
- scissors (Use your own)  
- screw  
- brass brads  
- fabric  
- plastic button  
- tin can  
- plastic figures  

Name________________________ #____
What’s different here?
Project-Based Learning (PBL)

- PBL is systematic teaching method based in standards.
- PBL uses a meaningful question to explore the curriculum and apply knowledge and skills.
- PBL is long-term, integrates content, and is student-centered.
Why use PBL?

PBL:
• Enacts curriculum in an engaging and meaningful way.
• Provides students the opportunity to apply knowledge and skills tied to standards across content areas.
• Includes a focus on approaches to learning such as student engagement, planning and problem-solving, initiative and creativity.
The Role of the Teacher in PBL

• Teach content knowledge and skills
• Provide structured lessons and explicit instruction
• Facilitate the inquiry process
• Guide and scaffold student learning
• Provide resources for learning
• Ask open-ended questions to extend student thinking
Pitfalls of PBL

- Using PBL as the “dessert” of teaching
- Considering PBL a curriculum
- Excluding required content from PBL
- Excluding explicit instruction from PBL
- Using PBL with only a portion of your class
- Not planning enough time to complete a project or ending too soon
- Lacking resources to complete the project
- Lack of parental or administrative support
Helpful Hints for Projects

• Let the instructional content drive the activity
• Tie the project to curriculum and standards
• Provide sufficient time to the project
• Set up timelines and project deadlines
• Work together with colleagues

*Project-Based Instruction: Creating Excitement for Learning.* Northwest Regional Educational Laboratory.
Key Elements of Projects

- Authenticity
- Academic Rigor
- Inquiry and Exploration
- Assessment
Discussion

- What did you see that went well for this project? (authenticity, academic rigor, inquiry and exploration, assessment)
Implementing Projects

- Project-Based Learning Video
Kindergarten to Grade 3 Initiative

- First through Third Grade Guidelines
- Research Study K-3
- Professional Learning Series
Continuous Improvement Cycle

1. Assess
2. Develop Improvements
3. Implement Improvements
4. Evaluate Improvements
5. Revise as Needed
# Conceptual Framework

## Continuous Improvement Cycle

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Leaders must be strong, committed, inclusive, and participatory</td>
</tr>
<tr>
<td>Analytic capacity</td>
<td>Analytic capacity is necessary and should not be assumed</td>
</tr>
<tr>
<td>Commitment of resources for professional development</td>
<td>Leaders must prioritize and commit time and resources to the data use effort</td>
</tr>
<tr>
<td>Culture of collaborative inquiry</td>
<td>An organizational culture of learning facilitates continuous data use</td>
</tr>
<tr>
<td>Continuous process of data use</td>
<td>Data use for quality is a continuous process</td>
</tr>
<tr>
<td>Environmental context and organizational context</td>
<td>The environment matters and it is complex and dynamic</td>
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</tbody>
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**Maine PLC**

Purpose of Study

• Examination of quality of classrooms in Kindergarten through third grade in aggregate

• Guide the professional learning opportunities offered by NJDOE

• Provide evidence of the impact of the professional learning provided to teachers
Kindergarten to Grade 3 Initiative

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Professional Learning Series
Training Evaluation Quotes: Concepts Learned

“Students need to be engaged, explore and feel invested in learning.”

“How to make centers more authentic and integrated.”

“Planning instruction that is developmentally appropriate and academically rigorous.”

“Different ways to go about giving choice to students and the different ways to reach each child.”
Training Evaluation Quotes: Application in Classroom

“Think about each lesson and center to make sure they are developmentally appropriate.”

“I will look at all tasks prior to assigning to my students to see if there is a way to address the same standards in a more authentic/engaging way.”

“I will incorporate some ideas like: giving choices to students and morning meeting.”

“I am going to use ideas I learned to ramp up one center until I feel more comfortable.”
“This changed my mindset and encouraged me to implement a more authentic, hands on, exploratory based center.”

“Great first session. I'm excited to try more of this in my class!”

“I am a little anxious about how my principal is going to react to me having to deviate from following our current curriculum...”
Moving Forward

“Staff in all five programs reported that guiding teachers to change their practices (e.g., incorporating student-initiated learning) can be difficult, and teachers and principals suggested addressing this challenge through in-depth teacher training, staff voice in choosing to implement new practices, additional classroom resources, and effective leadership.”

Case Studies of Schools Implementing Early Elementary Strategies: Preschool Through Third Grade Alignment and Differentiated Instruction
USDOE December 2016