Primary Education Quality
Agenda

• Welcome and Introductions
• Primary education as part of ECE
• DAP and Rigor
• Examining NJ Data
The Problem

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.

Institute of Medicine (IOM) and National Research Council (NRC). 2015.
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](http://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/](http://gse.rutgers.edu/)

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.

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

Teaching Practices

Centers in Primary Education

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
What’s different here?
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

Assess

Revise as Needed

Evaluate Improvements

Develop Improvements

Implement Improvements

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</td>
<td>Leaders must prioritize and commit time and resources to the data use</td>
</tr>
<tr>
<td>development</td>
<td>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>
</tr>
</tbody>
</table>

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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
## EduSnap: Sample

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>29</td>
</tr>
<tr>
<td>First Grade</td>
<td>22</td>
</tr>
<tr>
<td>Second Grade</td>
<td>19</td>
</tr>
<tr>
<td>Third Grade</td>
<td>23</td>
</tr>
</tbody>
</table>

Overall N= 93
Across 20 Districts
Edusnap: Overview

- Full day observation
- Average length of coded observation time = 4 hours 16 min
- Included only time with classroom teacher
- Provides minute-by-minute portrait of children’s experience:
  - Activity settings
  - Content areas
  - Student learning approaches
  - Teaching approaches
EduSnap: *Activity Settings*

<table>
<thead>
<tr>
<th>Transitions</th>
<th>• Children are moving or waiting between locations or activity settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Group</td>
<td>• Children are engaged in teacher-led activities</td>
</tr>
<tr>
<td></td>
<td>• 50% or more of the children in the class</td>
</tr>
<tr>
<td>Small Group</td>
<td>• Children are engaged in teacher-led activities</td>
</tr>
<tr>
<td></td>
<td>• Less than 50% of the children in the class</td>
</tr>
</tbody>
</table>

10/20/2017
NJASCD-NJPSA-FEA Fall Conference
## EduSnap: Activity Settings

<table>
<thead>
<tr>
<th>Setting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Work</strong></td>
<td>Children are engaged in joint assignments that are not teacher-led</td>
</tr>
<tr>
<td><strong>Individual</strong></td>
<td>Children work on individual assignments</td>
</tr>
<tr>
<td><strong>Choice</strong></td>
<td>Children are engaged in activities they selected from a variety of unassigned options.</td>
</tr>
</tbody>
</table>
The Ideal Day: K-3

- Draw a pie chart that divides teacher contact time in K-3 into the following categories:
  - Whole group
  - Small group
  - Group work
  - Individual
  - Choice
  - Transitions
  - Meals
EduSnap: *K-3 Activity Settings*

- Transitions: 16%
- Whole group: 44%
- Small group: 5%
- Group work: 5%
- Individual: 25%
- Choice: 2%
- Meals: 2%

Date: 10/20/2017

NJASCD-NJPSA-NEA Fall Conference
EduSnap: Activity Settings by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Transitions</th>
<th>Whole group</th>
<th>Small group</th>
<th>Group work</th>
<th>Individual</th>
<th>Choice</th>
<th>Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2%</td>
<td>19%</td>
<td>42%</td>
<td>5%</td>
<td>4%</td>
<td>21%</td>
<td>7%</td>
</tr>
<tr>
<td>First Grade</td>
<td>2%</td>
<td>18%</td>
<td>42%</td>
<td>3%</td>
<td>6%</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>1%</td>
<td>14%</td>
<td>49%</td>
<td>6%</td>
<td>7%</td>
<td>23%</td>
<td>0%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>1%</td>
<td>13%</td>
<td>29%</td>
<td>5%</td>
<td>5%</td>
<td>45%</td>
<td>5%</td>
</tr>
</tbody>
</table>
EduSnap: *Content Areas*

- The content area codes show the percentage of time during an observation that children were exposed to activities within the various content areas.

- Again, the EduSnap seeks to assess the balance between and among these as experienced by children during each school day.
EduSnap: *Language and Literacy*

- **Read To**
- **Reading**
- **Comprehension**
- **Word Identification**
- **Vocabulary**
- **Writing**
- **Oral Language**

The graph shows the percentage of observation across different language and literacy categories.
EduSnap: *Language and Literacy*

![Bar chart showing the percentage of observation time for different activities: Read To, Reading, Comprehension, and Word ID. The chart indicates the time spent on each activity across different grade levels (K, 1, 2, 3).](image-url)
EduSnap: *Language and Literacy*

![Bar chart showing the percentage of observation time for Vocabulary, Writing, and Oral Language across grades K to 3.](chart.png)
EduSnap: *Student Learning Approaches*

**Collaboration**
- Children are working together such as sharing ideas, completing an assignment or solving a problem

**Metacognition**
- Children are encouraged to provide evidence for their ideas or explain their answers
EduSnap: **Teaching Approaches**

**Didactic**
- The teacher uses direct instructional approaches such as telling children information, giving directions, asking close-ended questions.

**Scaffolds**
- The teacher supports children’s academic and social needs by their interactions such as actively listening to children, asking open-ended questions, connecting information to children’s lives.
EduSnap: Student Learning and Teaching Approaches

- Percentage of Observation Time
- Collaboration: Children - 5%
- Metacognition: Children - 0%
- Scaffolds: Teachers - 25%
- Didactic: Teachers - 45%
EduSnap: Student Learning

Percentage of Observation Time

<table>
<thead>
<tr>
<th></th>
<th>Collaborative</th>
<th>Metagonition</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>1</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>K</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>1</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>3</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>
EduSnap: *Teaching Approaches*

![Bar chart showing the percentage of observation time for different scaffolds and didactic approaches across different grade levels.](image-url)
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Research Study K-3

Professional Learning Series
Improved Classroom Quality

Teaching Practices

Classroom Observation Data

Professional Learning

Guidelines

Theory of Change
K-3 Instructional Quality

Leaders

Policy Changes

Teachers

Teaching Practices

Improved Classroom Quality

10/20/2017 NJASCD-NJPSA-TEA Fall Conference
Professional Learning Series

- Video Series
- Webinars
- Online Community
- Instructor Led
- PLC: Academy
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.”
Q&A
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