



Supporting High Quality Education in the PreK-3rd Grade Years

2017 National Principals Conference



Presenters

Vincent J. Costanza

- vincent.c@teachingstrategies.com

Shannon Riley-Ayers

- sayers@nieer.org

Sharon Ryan

- sryan@bankstreet.edu

Back to School

At “Back to School Night” your child’s teacher asks, “what do you want for your child this year?”

- How do you answer this?

The Vision



We shouldn't wait until children are in high school to fuse academic and social development.

The Problem

As evidenced in the 2015 Institute of Medicine (IOM) and National Research Council (NRC) report, 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.

The Law of Initiative Fatigue

“When the number of initiatives increases while time, resources, and emotional energy are constant, then each new initiative—no matter how well conceived or well intentioned—will receive fewer minutes, dollars, and ounces of emotional energy than its predecessors.”

Primary Education Partnership

The National Institute of Early Education Research
(NIEER) www.nieer.org

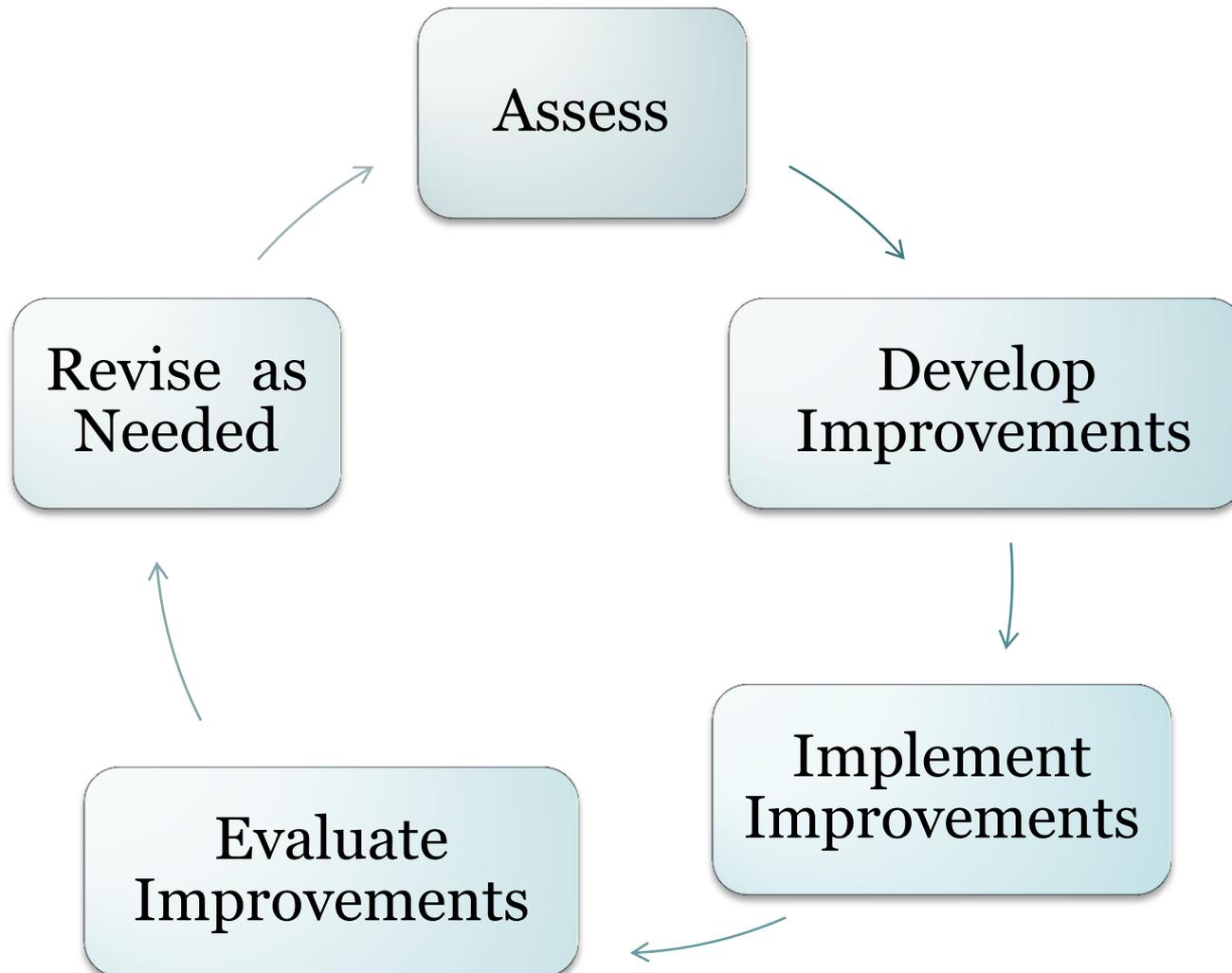
Graduate School of Education Rutgers University
<http://gse.rutgers.edu/>

New Jersey Department of Education
<http://www.nj.gov/education/ece/rttt/>

New Jersey School Districts

- 40 participating districts
- <http://nieer.org/press-release/nieer-partners-20-new-jersey-school-districts-enhance-k-3-education>

Continuous Improvement Cycle



Kindergarten to Grade 3 Initiative

**First
through
Third Grade
Guidelines**

Guidelines
Third Grade
Initiative

**Professional
Learning
Series**

Series
Learning?

**Research
Study K-3**

Study K-3
Research

Purpose of Study

Examine classroom quality in
Kindergarten through third grade

Guide the professional learning
opportunities offered by NJDOE

Detail efficacy of PD approach

Classroom Quality

EduSnap Classroom Observation

(Ritchie, S., Weiser, B., Mason, E., & Holland, A.; 2015).

- Time *children* spend in:
 - activity settings (e.g. whole group, free choice, transitions)
 - content areas (e.g. reading, science, math)
 - student learning approaches (e.g. collaboration, meta cognition)
 - teaching approaches (e.g. didactic, scaffolds).

EduSnap: *Activity Settings*

Transitions

- Children are moving or waiting between locations or activity settings

Whole Group

- Children are engaged in teacher-led activities
- 50% or more of the children in the class

Small Group

- Children are engaged in teacher led activities
- Less than 50% of the children in the class

EduSnap: *Activity Settings*

Group Work

- Children are engaged in **joint assignments** that are not teacher-led

Individual

- Children work on individual assignments

Choice

- Children are engaged in activities they selected from a variety of unassigned options.

The Ideal Day: K-3

Whole group

Small group

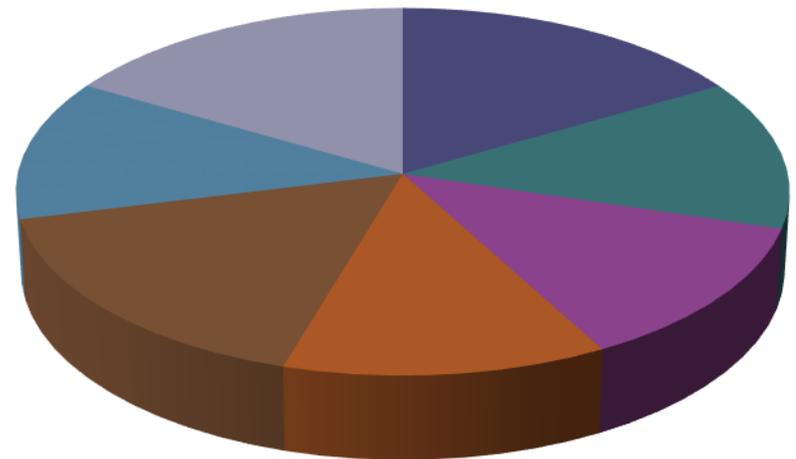
Group work

Individual

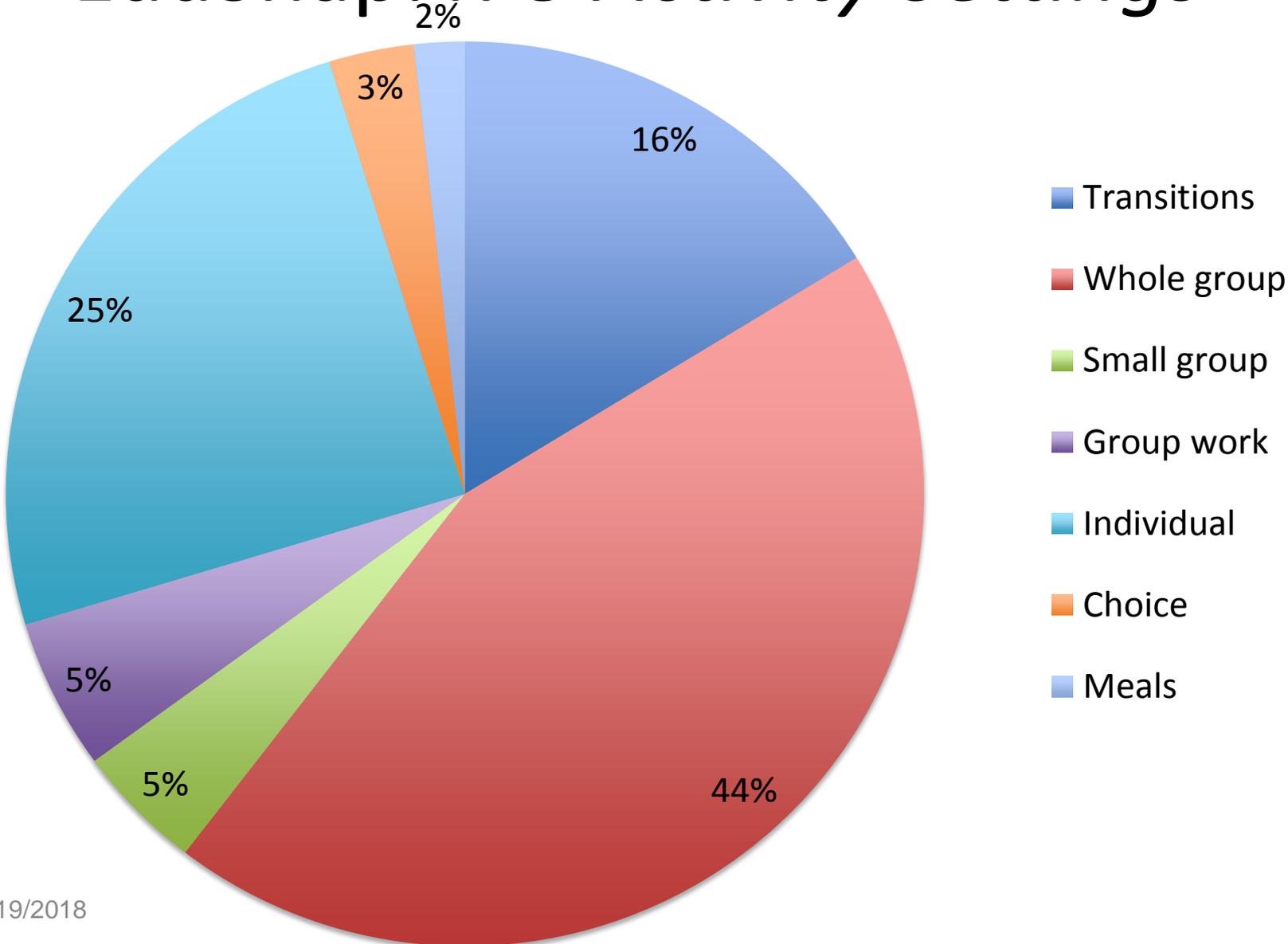
Choice

Transitions

Meals

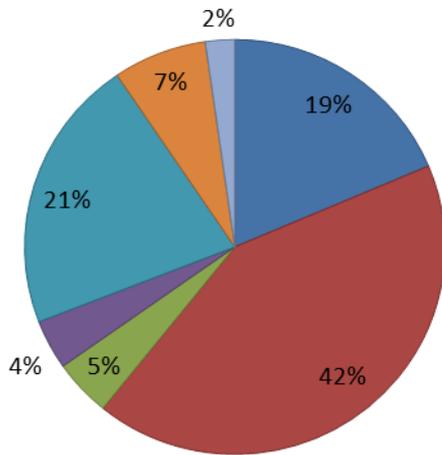


EduSnap: *K-3 Activity Settings*

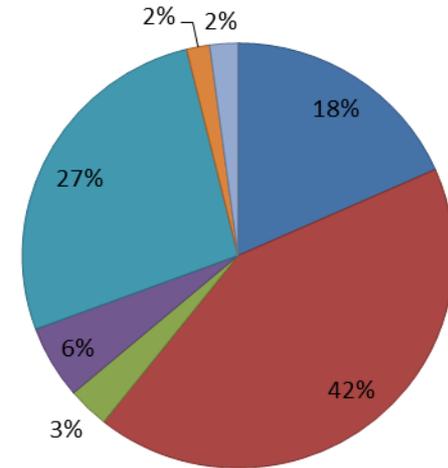


EduSnap: Activity Settings by Grade Level

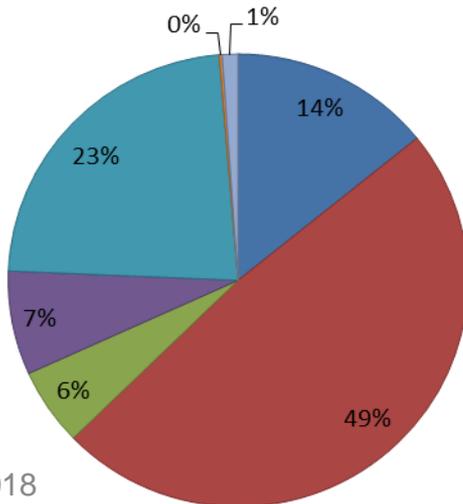
Kindergarten



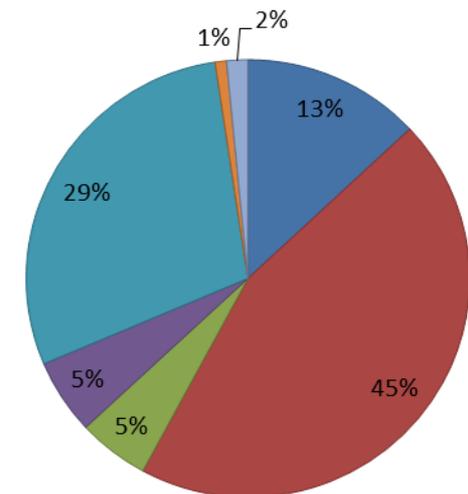
First Grade



Second Grade

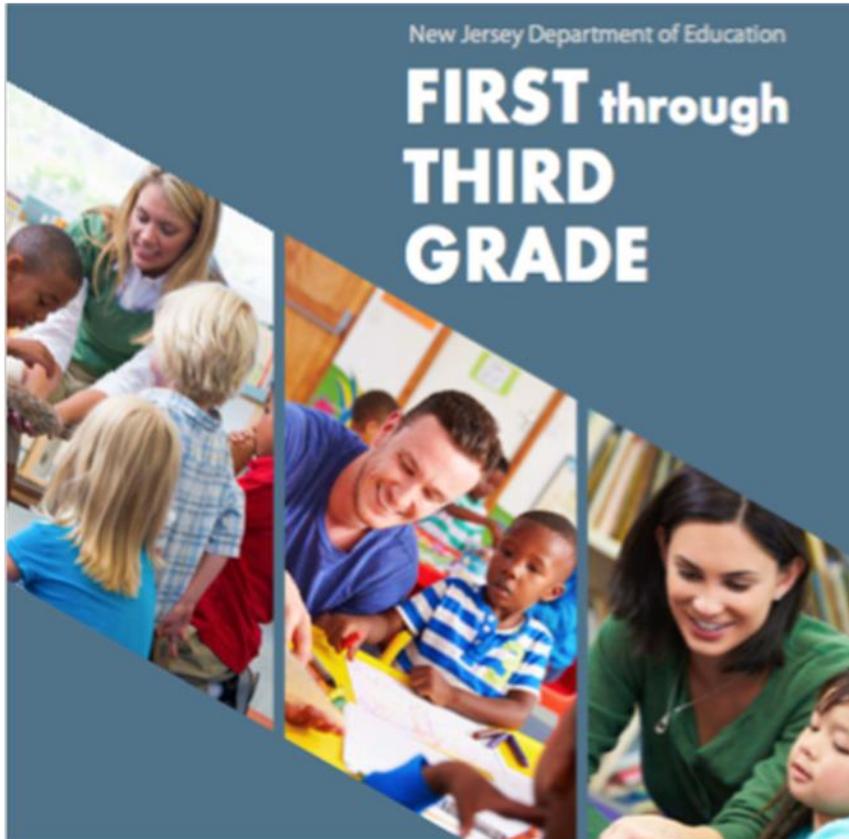


Third Grade



	Transitions
	Whole group
	Small group
	Group work
	Individual
	Choice
	Meals

First through Third Grade Guidelines



- ❖ *Define best practices in the primary years*
- ❖ *Assist implementation of academically rigorous and developmentally appropriate practices*

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

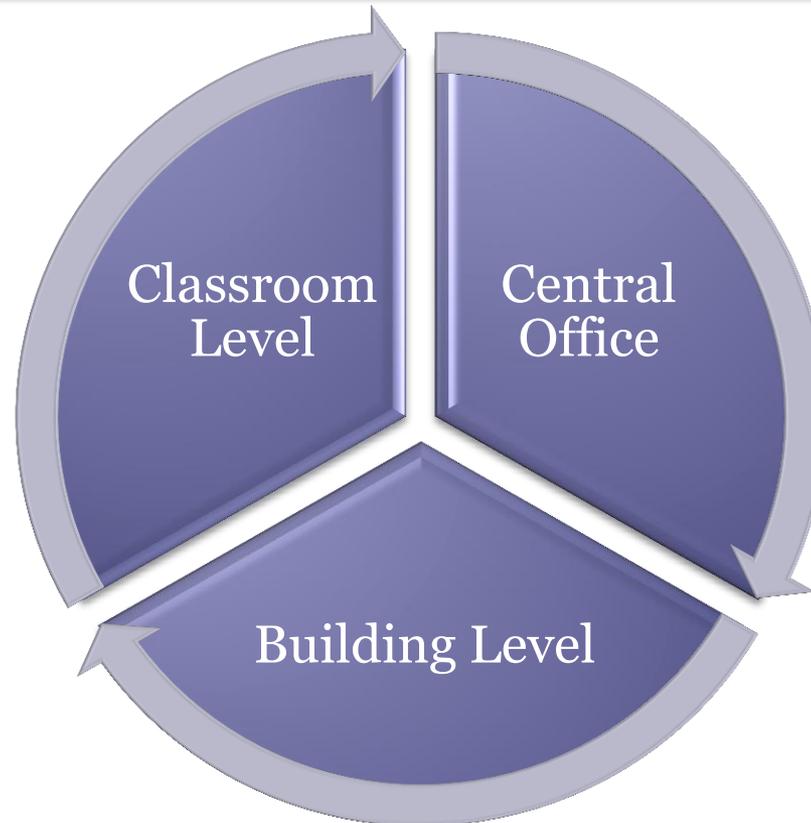


Professional Learning Series

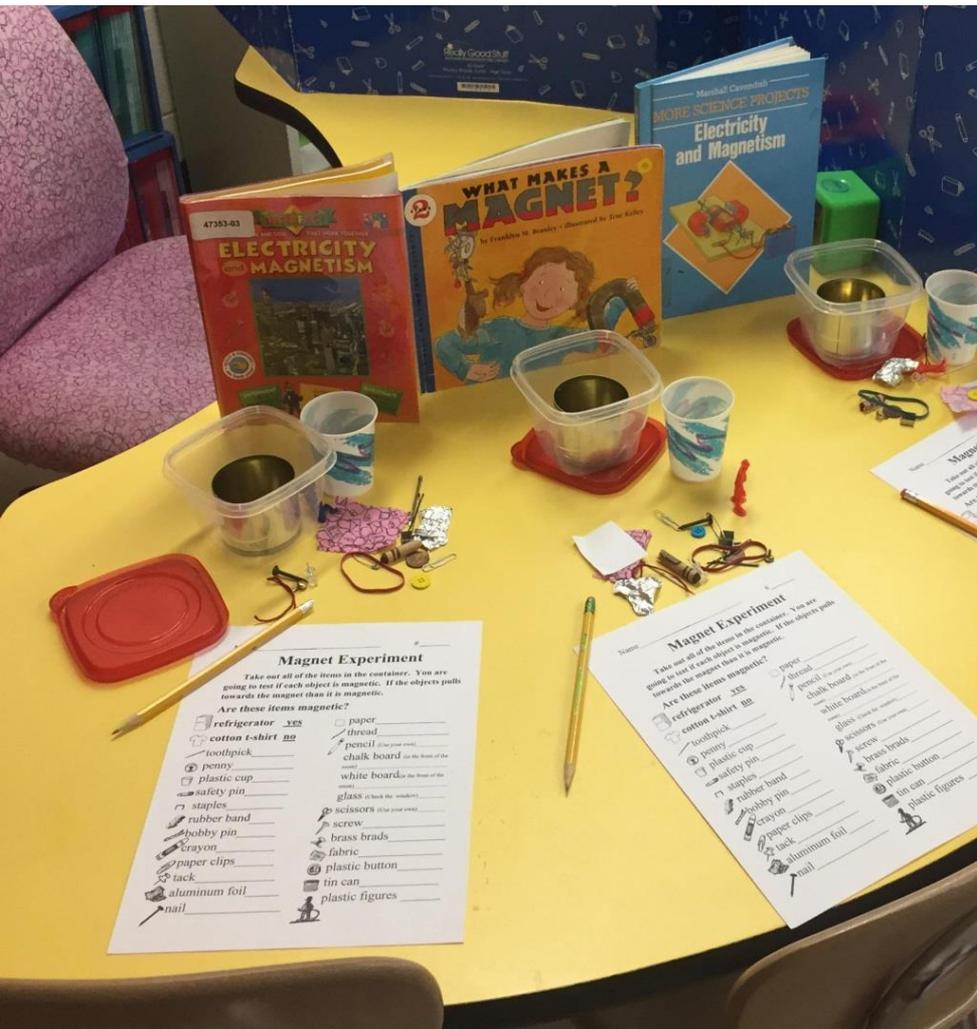


Academy: Theory of Action

“Never send a changed individual into an unchanged culture.” Michael Fullan



Centers in Primary Education



Name _____ # _____

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

What's
different
here?



Leadership Principle: “Culture is not the Culprit”

Standard 4:

Effective educational leaders develop and support intellectually rigorous and **coherent systems** of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

<https://hbr.org/2016/04/culture-is-not-the-culprit>

Call to Action

7/19/2018



- Define the “what”
- Engage in a continuous improvement cycle
- Provide professional learning

Q & A



For More Information

- The National Institute for Early Education Research
 - www.nieer.org
- NJ Department of Education
 - <http://www.nj.gov/education/ece/rttt/k3/>
- Shannon Riley-Ayers
 - sayers@nieer.org



Orlando, FL
July 9-11, 2018



Chicago, IL
July 11-13, 2018