Presenters

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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.”

"Finding Your Leadership Focus: What Matters for Student Results" by Douglas Reeves
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
Continuous Improvement Cycle

1. Assess
2. Develop Improvements
3. Implement Improvements
4. Evaluate Improvements
5. Revise as Needed
Kindergarten to Grade 3 Initiative

First through Third Grade Guidelines

Professional Learning Series

Research Study K-3
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

• 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, metacognition)
  • teaching approaches (e.g. didactic, scaffolds).
<table>
<thead>
<tr>
<th>Activity Settings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>- Children are moving or waiting between locations or activity settings</td>
</tr>
<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>
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</tbody>
</table>
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

- Transitions: 16%
- Whole group: 44%
- Small group: 5%
- Group work: 3%
- Individual: 5%
- Choice: 25%
- Meals: 2%

Date: 7/19/2018
EduSnap: Activity Settings by Grade Level

Kindergarten:
- Transitions: 2%
- Whole group: 42%
- Small group: 5%
- Group work: 21%
- Individual: 7%
- Choice: 2%
- Meals: 19%

First Grade:
- Transitions: 2%
- Whole group: 42%
- Small group: 6%
- Group work: 3%
- Individual: 18%
- Choice: 2%
- Meals: 27%

Second Grade:
- Transitions: 0%
- Whole group: 49%
- Small group: 7%
- Group work: 23%
- Individual: 14%
- Choice: 1%
- Meals: 6%

Third Grade:
- Transitions: 1%
- Whole group: 45%
- Small group: 5%
- Group work: 5%
- Individual: 13%
- Choice: 2%
- Meals: 29%

7/19/2018 2017 Principals Conference
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

Video Series

Webinars

Online Community

Instructor Led

PLC: Academy
Academy: Theory of Action

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

- Name __________________________ # ______
- 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?
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.


https://hbr.org/2016/04/culture-is-not-the-culprit
Call to Action

• 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