IF BIRTH-3\textsuperscript{rd} POLICY/PRACTICE IS THE ANSWER, WHAT IS THE QUESTION?

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Nevada Birth-3\textsuperscript{rd} Grade Policy & Practice Implementation Summit
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Why Birth-3rd Grade?

- “We need to make Kg.-3rd grade more developmentally appropriate…”
- “We need Birth-Preschool programs raise their game to better prepare children for the Common Core…”
- “We need to improve PreK/Kg. continuity so children aren’t stressed out by the transition to Kg…”
Road Map

- Why improving Birth – 3rd grade is an urgent priority:

  - #1: Young children are not doing well, B-3rd grade.

  - #2: Grownups are not doing well in providing the best teaching & learning opportunities for children, B-3rd grade.
How Are **Children** Doing: Birth-3rd Grade? (Not Well)

- ↑ Disadvantage
- ↑ Diversity
- ↑ Disparities and Shortfalls in Achievement & Healthy Development
How Children Are Doing I: Birth – Age 3

How Children Are Doing II: Age 2, by SES: 2003-04

Percent proficient

Expressive vocabulary
Listening comprehension
Matching discrimination

Low SES  Middle SES  High SES
How Are Children Doing III: At Kg. Entry

Maternal Education

- Less than HS
- HS
- Some College
- BA

(NCES, 2000)
How Big Are These Disparities Anyway?

- Low-income 4-5-yr-old children are 12-14 months below national norms in language development. (Layzer)
- 40% of low-income children did not know all the letters of the alphabet at the end of kindergarten (Head Start Impact Study).
How Are Children Doing IV: 4th Grade Reading

% 4th Grade "Proficient" Readers

- White: 43%
- Black: 14%
- Hispanic: 17%
- Asian: 46%
- Native Am.: 18%
- Poor: 17%
- Non Poor: 44%
3rd Grade Reading & Dropping Out of High School

What Do You Think?

- Are educators sufficiently informed, alarmed and focused on early achievement gaps/shortfalls?
- Are parents receiving accurate honest feedback on how well their children are progressing?
- Can Birth-3rd grade educators work together to “turn the curve” to prevent/minimize disparities and improve outcomes?
How Are We Doing in Providing High Quality, Engaging Learning PreK-3?

- Data on PreK-3rd Classrooms, Teaching, Staff: Child Interactions
- More than 6,000 classrooms observed in Preschool/Head Start/Child Care, Kg., 1st, 3rd, 5th grade (Pianta, et.al.)
Opportunities to Learn: PreK – 5th

- Vast majority of activity is whole group or individual seatwork
- Few, if any, social or instructional interactions between teacher and children
- Mostly literacy instruction (50%-90%)
- Consistent patterns, PreK-5th but exceptional variation across classrooms
How Do Students Spend Time?

- High-levels of time (30%) managing materials/routines
- “Basic skills” focus: 7:1 in PK-1; 14:1 in 3-5
- 10:1 Ratio of listening, sitting, watching: doing
- Inconsistent with developmentally appropriate practice and with Common Core-recommended best practice
Classroom Ratings: CLASS Assessment

- Positive climate
- Negative climate
- Teacher sensitivity
- Regard for student perspectives

- Effective behavior management
- Learning formats/engagement
- Productivity

- Concept development
- Evaluative feedback
- Language modeling

- Emotional Support
- Organization/Management
- Instructional Support
What is the Quality of Classrooms/Teaching?

- Positive emotional climate
- Productivity
- Quality of feedback
Profiles of Classroom Quality: First Grade

The bar chart shows the percentage of classrooms rated in different quality levels:

- Emotional Quality:
  - 31% rated at level 3
  - 23% rated at level 4
  - 29% rated at level 5
  - 17% rated at level 6

- Instructional Quality:
  - None rated below level 3
  - 25% rated at level 4
  - 20% rated at level 5
  - 17% rated at level 6
Sum Up: PreK – 3\textsuperscript{rd} Classroom Quality

- Well-managed, warm/responsive but passive instructional environments

- Rates of “stable” quality 1, 3, 5

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- For poor children, only 10\% likelihood of stable high instructional quality.
Why B-3rd?
We Need to Do Better

- Too many young children are not on track for success on college and career-ready standards
- Too many young children experience low quality teaching and learning, Birth-3rd grade
How Do We Develop (Effective, Engaging, Powerful, Disparity-Reducing) Birth-3rd Policy & Practice?