PROMOTING HOLISTIC, SHARED & CONSISTENT BIRTH-3RD GRADE PEDAGOGY AND PRACTICE

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Vermont Governor’s Early Childhood Summit Focus Group
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Agenda

- Why improving early learning opportunities B – 3rd grade is an urgent priority
- How are young children doing, B-3rd grade?
- What do we know about B-3rd pedagogy and practice?
How Are **Children** Doing: Birth-3\textsuperscript{rd} Grade? (Not Well)

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

Cumulative Vocabulary (Words)

College Educated Parents
Working Class Parents
Welfare Parents

Child’s Age (Months)

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: 4\textsuperscript{th} Grade Reading

\% 4\textsuperscript{th} Grade "Proficient" Readers

- White: 43\%
- Black: 14\%
- Hispanic: 17\%
- Asian: 46\%
- Native Am.: 18\%
- Poor: 17\%
- Non Poor: 44\%
## Why We Care About Grade Level Reading

- Up to 1/2 of 4th grade printed curriculum is incomprehensible to 4th graders reading below grade level.

- 73% of children who enter 4th grade with a 1st or 2nd grade reading level never catch up to grade level reading.

- Inability to read at grade level is the most common reason for retention in the early grades.

## Reading and School Success vs. Reading and Adult Success:

<table>
<thead>
<tr>
<th>Reading and School Success</th>
<th>Reading and Adult Success:</th>
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<tbody>
<tr>
<td>Failure to read at grade level by end of 3rd grade = strong predictor of high school drop out</td>
<td>Adults with lowest literacy skills…</td>
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<tr>
<td>Drop-outs are 3.5 times more likely than high school graduated to be arrested; 8 times more likely to be incarcerated</td>
<td>• 17% receive food stamps</td>
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<td>• 43% live in poverty</td>
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<td>• 70% jobless</td>
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3rd Grade Reading & Dropping Out of High School

How Children Are Doing V: K-8th

Mathematics Achievement Scores of Kindergartners Followed Through Grade 8, by Kindergarten Score Quartile

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?
- How do we highlight data on disparities without blaming parents, teachers or kids?
- Can Birth-3rd grade educators work together to build more consistent & effective teaching and learning opportunities?
How Are We Doing? B-3rd Pedagogy & Practice

- Bob Pianta & Colleagues: Data on PreK-3rd Classrooms, Teaching, Staff: Child Interactions
- Sharon Ritchie/First School: Data on PreK and Kg. Classroom Practices
- Bassok & Rorem: Changes in Kg. Classroom Practices
Data on PreK-3rd Classrooms, Teaching, Staff: Child Interactions

- National Center for Early Development and Learning (NCEDL)
- NICHD Study of Early Child Care
- Additional large-scale CLASS observations
- More than 6,000 classrooms observed at preschool, K, 1, 3, 5
Opportunities to Learn: PreK – 5th Grade

- Vast majority of interaction/activity is whole group or individual seatwork
- Few, if any, social or instructional interactions between teacher and children
- Mostly literacy (50%-90% of instruction)
- Exceptional variation within and across grades and classrooms
- Consistent patterns from pre-k to 5th grade
How Do Students Spend Time?

- High-levels (30%) of “business/routine” activity
  - Pk-5: managing materials, routines

- High levels of “basic skills” focus
  - 7:1 in pk-1; 14:1 in 3-5

- Ratio of listening, sitting, watching: Doing
  - 10:1
### Classroom Ratings: CLASS PK-5

- 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

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Center on Enhancing Early Learning Outcomes | www.ceelo.org
What is the Quality of Classrooms/Teaching?

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

- Emotional
- Instructional

Quality:

- 31%: 5
- 23%: 6
- 29%: 4
- 17%: 3

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What is the Consistency of Quality Across Grade Levels?

■ Cross-grade stabilities for
  - Emotional support - .20
  - Instructional support - .15

■ Declines in teacher sensitivity, literacy activities, teacher discipline, teacher positive affect, child engagement (also declines within-day)

■ Increases in teacher detachment, math, science, social studies
Stability Across Grades 1, 3, 5

Rates of “stable” quality 1, 3, 5

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<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
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<tbody>
<tr>
<td>Emotional</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Instructional</td>
<td>14%</td>
<td>20%</td>
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If low on WJ Achievement at 54 months, likelihood of stable high instructional quality is only 20%.

If poor, only 10% likelihood of stable high instructional quality.
Sum Up: PreK-5th Grade Quality

- Exceptional variability within and across grades, but generally passive instructional environments.
- Teacher training, experience, salary, curriculum show little to no association of observed behavior.
- Larger classes more structured; smaller classes higher instructional quality (.10-.20).
- Family income/education related to more positive ratings (.10-.20).
- Students needing stable high-quality instruction do not typically receive it – 10% rate.
Consistency Between PreK & Kg. Classrooms

- Sharon Ritchie: First School Project
- North Carolina and Michigan schools
- Use Snapshot assessment tool to document teaching practices and interactions with children
PreK and Kindergarten Classrooms: Time Usage

PreK
- Basics: 96
- Meals/ Snacks: 32
- Whole Group: 16
- Free Choice/ Center: 48
- Individual Time: 76
- Small Group: 28
- Outside: 136

Kindergarten
- Basics: 116
- Meals/ Snacks: 52
- Whole Group: 8
- Free Choice/ Center: 68
- Individual Time: 16
- Small Group: 128
- Outside: 20
“In the last decade, the earliest years of schooling have become less like a trip to “Mister Rogers’ Neighborhood” and more like SAT prep. Thirty years ago first grade was for learning how to read. Now, reading lessons start in kindergarten and kids who don’t crack the code by the middle of first grade get extra help. Instead of story time, finger painting, tracing letters and snack, first graders are spending hours doing math work sheets and sounding out words in reading groups. In some places, recess, music, art and even social studies are being replaced by writing exercises and spelling quizzes.”
How Kg. Classrooms Changed: 1998-2006 (Bassok & Rorem)

- Early Childhood Longitudinal Studies (Kindergarten and Birth Cohorts): 2 nationally representative samples of kindergarten teachers

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<thead>
<tr>
<th>Dataset</th>
<th>Entered Kindergarten</th>
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<tbody>
<tr>
<td>ECLS-K</td>
<td>1998</td>
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<tr>
<td>ECLS-B</td>
<td>2006 &amp; 2007</td>
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Beliefs: Earlier Introduction of Academic Content

Readiness Beliefs

Proportion of teachers indicating they agree or strongly agree

Children should read in K = Most children should learn to read in kindergarten
Academics in preschool = Children who begin formal reading/math in preschool will do better in elem. school
Beliefs: Higher Expectations at School Entry

**Readiness Beliefs**
Proportion of teachers indicating skill is very important or essential

- **Letters**: 0.19, 0.42
- **Colors and shapes**: 0.32, 0.50
- **Count to 20**: 0.13, 0.28

**Legend**
- Letters = Knows most letters
- Colors and shapes = Identifies primary colors and shapes
- Count to 20 = Can count to 20
Time Use: Time Spent on ELA Up by 25 percent

Read/ELA = Reading and language arts
Math = Math
Soc/Sci = Social studies and science
Creative = Art and music
Time Use: Persistent Patterns in Part- & Full-Day Kg.

Teachers' reported time use in minutes per week

Read/ELA = Reading and language arts
Math = Math
Soc/Sci = Social studies and science
Creative = Art and music
Time Use: Drop in Physical Education

Proportion of teachers reporting their students participate in **PE DAILY**

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<thead>
<tr>
<th></th>
<th>Whole Sample</th>
<th>Half Day</th>
<th>Full Day</th>
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<tr>
<td><strong>98</strong></td>
<td>0.19</td>
<td>0.15</td>
<td>0.22</td>
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<td><strong>06</strong></td>
<td>0.09</td>
<td>0.03</td>
<td>0.11</td>
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Wrap Up: 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 through 3rd grade
- Infant/toddler, PreK/child care/Head Start Birth-5 and Kg.-3rd educators lack opportunities to work together to improve teaching, learning & outcomes
How Do We Develop Holistic, Shared, Consistent (Effective, Engaging, Powerful, & Disparity-Reducing) Birth-3rd Pedagogy & Practice