Supporting Learning in the Primary Years

Race to the Top
EARLY LEARNING CHALLENGE

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The Vision

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

The Problem

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

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

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

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Kindergarten to Grade 3 Initiative

First through Third Grade Guidelines

Professional Learning Series

Research Study K-3

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**

http://www.state.nj.us/education/ece/rttt/ImplementationGuidelines1-3.pdf

Professional Learning Series

Video Series

Webinars
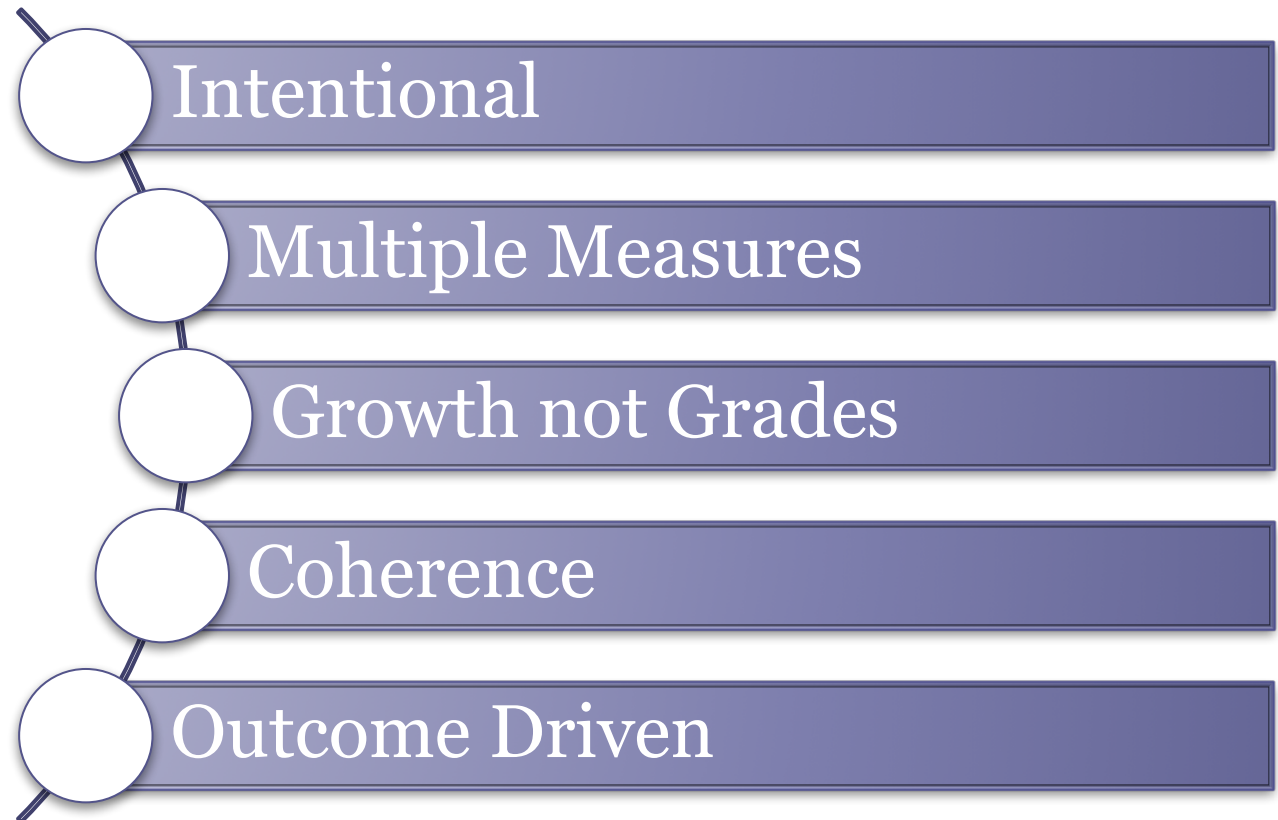
Online Community

Instructor Led

PLC: Academy

This was Kingwood...

Picture of Stacy Michalski

Kingwood Now!

- Kindergarten Guidelines
- Transitioned from ½ Day to Full Kindergarten
- KEA beyond discrete skills
- PreK- coherence and whole child
    - Special Area Teachers
- Literacy is monitored by a continuum and data meetings
- Coordination of supports with Hunterdon Medical Center

Intentional

Multiple Measures

Growth not Grades

Coherence

Outcome Driven

Purpose of Study

Examine classroom quality in Kindergarten through third grade

Guide the professional learning opportunities offered by NJDOE

Detail efficacy PD approach

Classroom Quality

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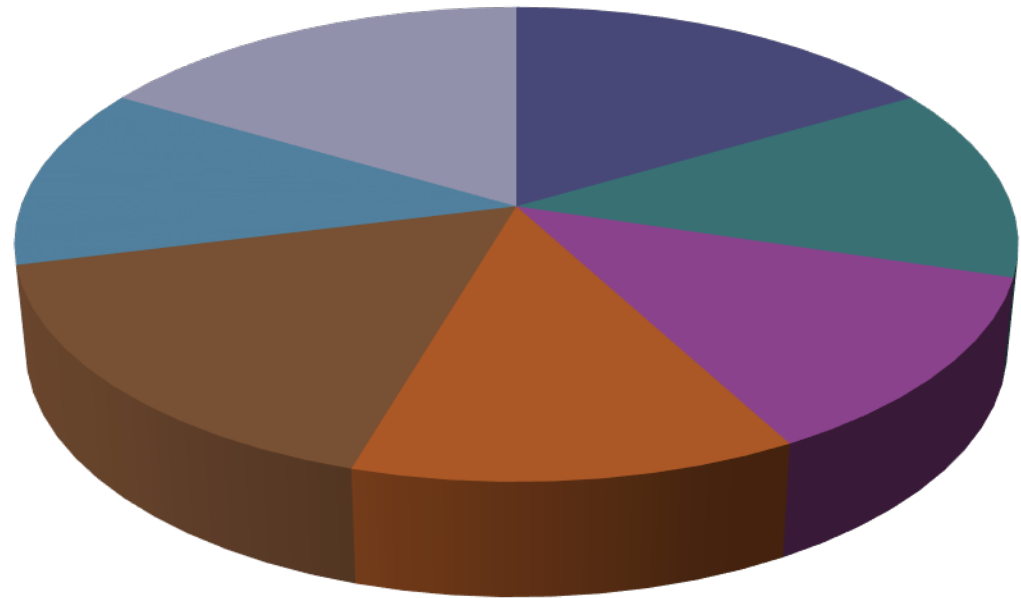(Ritchie, S., Weiser, B., Mason, E., & Holland, A.; 2015).

- 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: *Sample*

Overall N= 93 Across 20 Districts	
Kindergarten	29
First Grade	22
Second Grade	19
Third Grade	23

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: *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

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EduSnap: *Activity Settings*

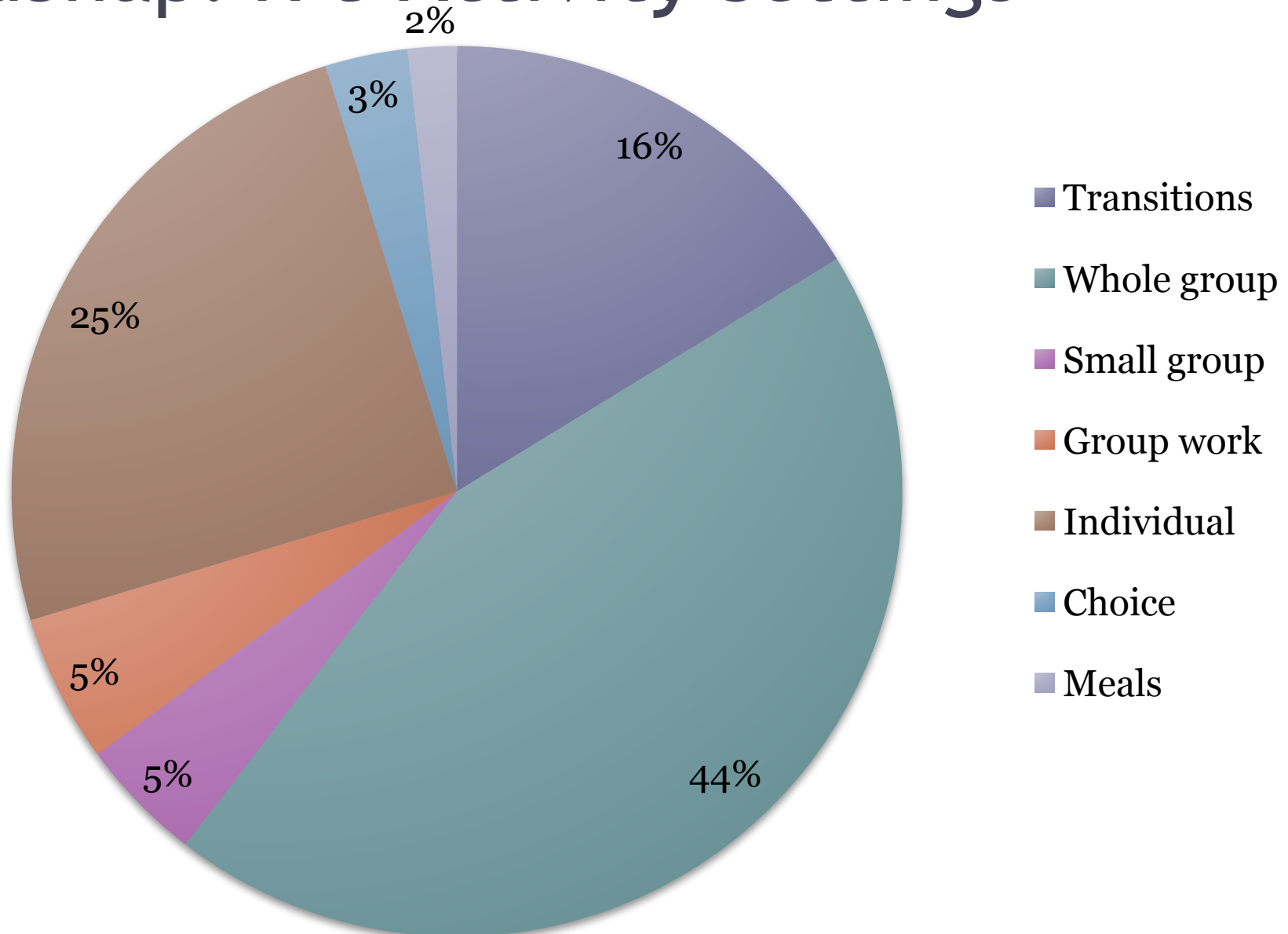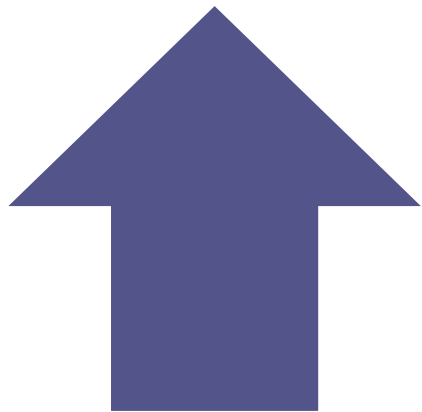| **Group Work**	• Children are engaged in **joint assignments** that are not teacher-led
Individual	• Children work on individual assignments
Choice	• Children are engaged in activities they selected from a variety of unassigned options.

EduSnap: *K-3 Activity Settings*

Legend:
- Transitions
- Whole group
- Small group
- Group work
- Individual
- Choice
- Meals

Values: 2%, 3%, 16%, 25%, 5%, 5%, 44%
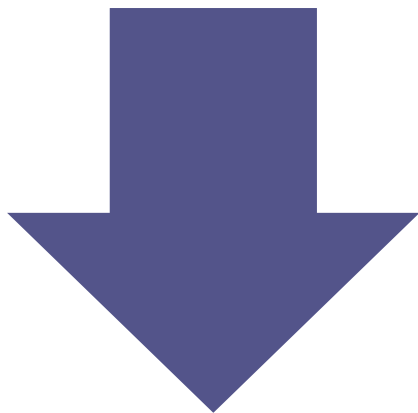
Career Ready Practices

http://www.state.nj.us/education/cte/hl/CRP.pdf

Still Not there

-Choice
-Small Group
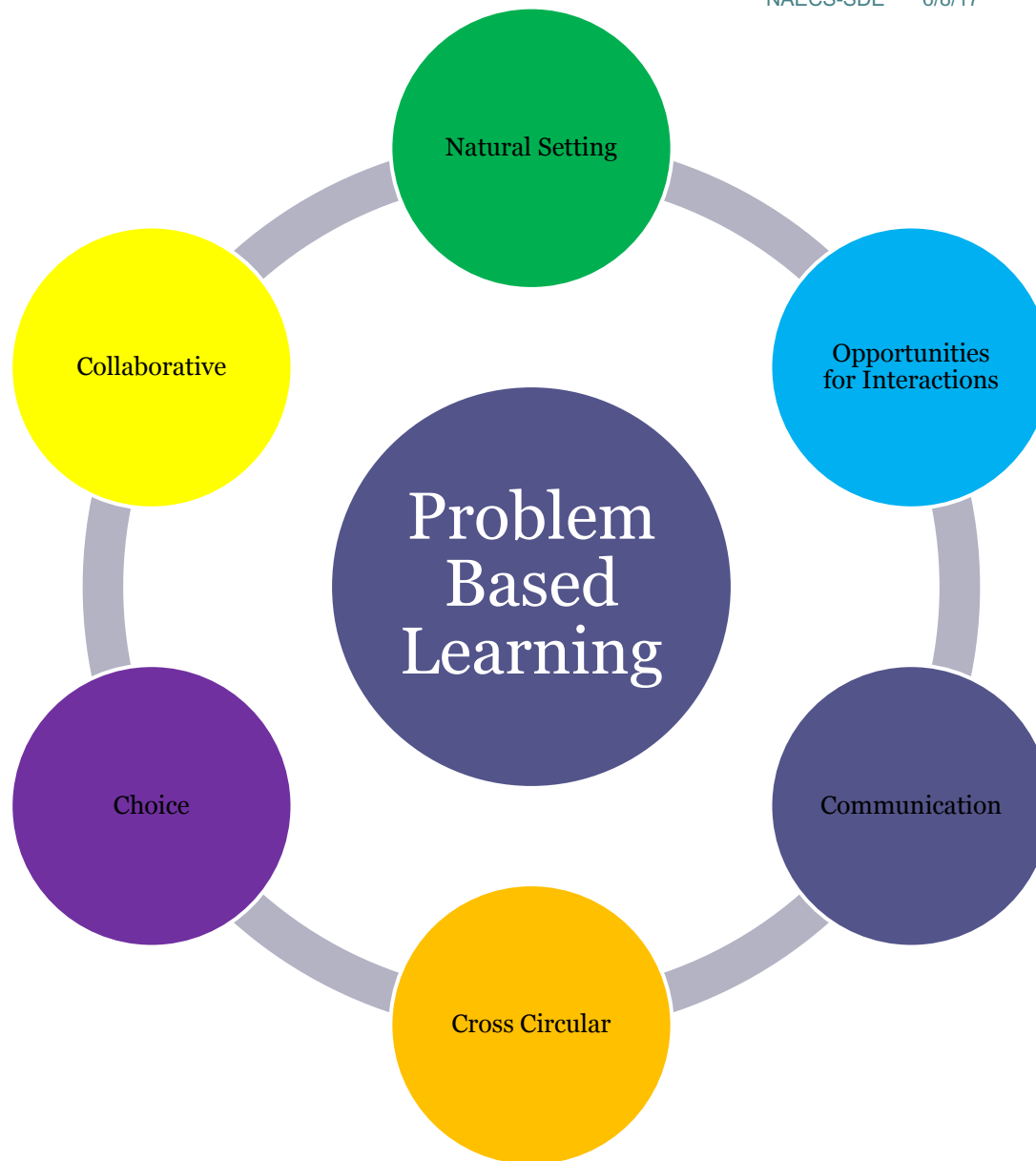
-Whole Group
-Transitions
-Individual

"I always thought I was giving my kids choice when I would ask if they wanted the red paper or green paper"

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We got to developed so much understanding about child development and our students that no other way made sense.