

State Wide Continuous Improvement Research





Logistics

- Please place your call on mute
- Please use the chat box for questions during the presentation
- Question and answer period at the end of the webinar
- This webinar will be recorded

Vincent Costanza
Shannon Riley-Ayers
Sharon Ryan
Alexandra Figueras-Daniel



The Problem

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

6/17/2016

The Vision



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

6/17/2016

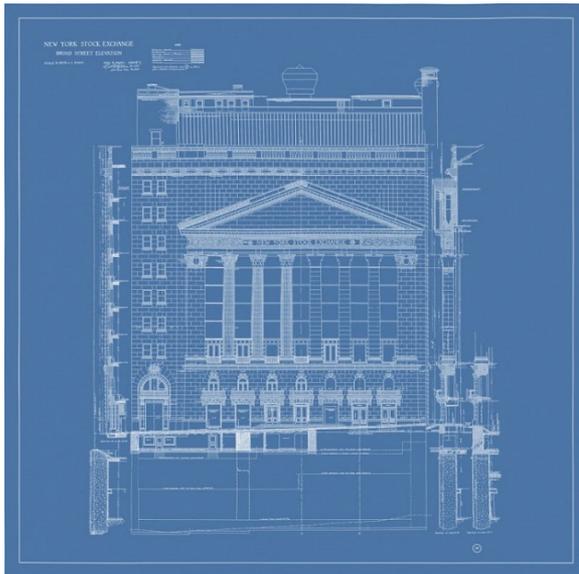
Initiative Fatigue



Search ID: sden1156

"Well, Mr. Harris, I'm afraid you simply care too much. You have compassion fatigue."

A Blueprint for Success



- **Office of Primary Ed.**
The work is designed to assist educators with connecting *academically rigorous* and *developmentally appropriate* practices throughout the primary years.
- **RTT-ELC**
The work provides a blueprint for state and local entities on addressing the *comprehensive needs of children and their families* in an intentional manner.

Projects and Engineering School Success (thinking beyond PreK)



6/17/2016

New Jersey Kindergarten Entry Assessment (NJKEA)

- Voluntary & Funded with a focus on teaching practices
- Social-Emotional, Literacy, & Math assessed in Year 1

Kindergarten-3rd Grade Initiative

- The purpose of this work is to outline best practices in the primary years, with an eye toward implementation

Additional Projects

**Higher Ed
Inventory:
Principal
Prep**

Higher Ed
Inventory:
Principal
Prep

**Self
Assessment
for the
Primary
Grades**

Self
Assessment
for the
Primary
Grades

**Approaches
to Learning,
K-3rd Guide**

Approaches
to Learning,
K-3rd Guide

6/17/2016

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



Primary Education Partnership

- The National Institute of Early Education Research (NIEER) www.nieer.org
 - NIEER conducts and communicates research to support high-quality, effective early childhood education for all young children.
 - Independent research-based advice and technical assistance to policy makers, journalists, researchers, and educators.
- Graduate School of Education Rutgers University <http://gse.rutgers.edu/>

Kindergarten to Grade 3 Initiative

**First
through
Third Grade
Guidelines**

Guidelines
Third Grade

**Research
Study K-3**

Study K-3

**Professional
Learning
Series**

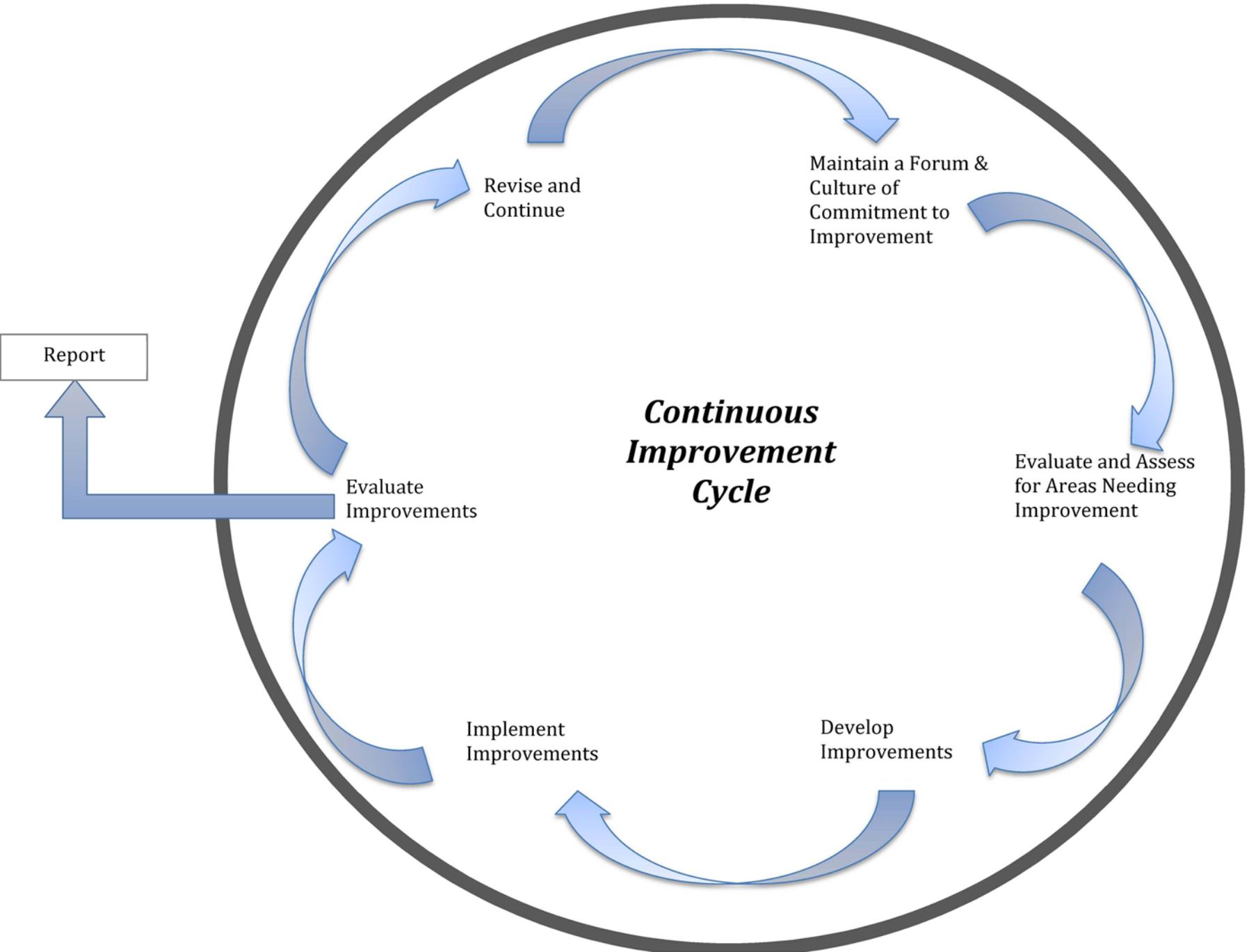
Series
Learning

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/rtt/ImplementationGuidelines1-3.pdf>



Purpose of Study

- Examination of quality of classrooms in Kindergarten through third grade in aggregate
- Guide the professional learning opportunities offered through the Office of Primary Education at NJDOE
- Feedback on the impact of the professional learning provided to teachers and implementation issues
- Aggregate summary of student achievement in grades K-2

Participants

- 90 districts participation
 - Vary on SES, size, make-up (e.g., K-3; K-5; K-8), and location (urban, suburban, rural)
 - Voluntary
- 2 Cohorts



Classroom Quality

- Teacher written consent
- Observe approximately 3 hours
- Scheduled visits by trained observers
 - Graduate students and former teachers
 - Trained to reliability and certified on all measures
 - Background checked and fingerprinted
 - Human subject certified

Classroom Quality

- *Assessment of Practices in Early Elementary Classrooms* (APEEC; Maxwell, McWilliam, Hemmeter, Ault & Schuster, 2001)
 - physical environment
 - instructional context
 - social context



Classroom Quality

The Classroom Assessment Scoring System (CLASS; Pianta et al., 2006)

- Instructional Support
- Emotional Support
- Classroom Organization

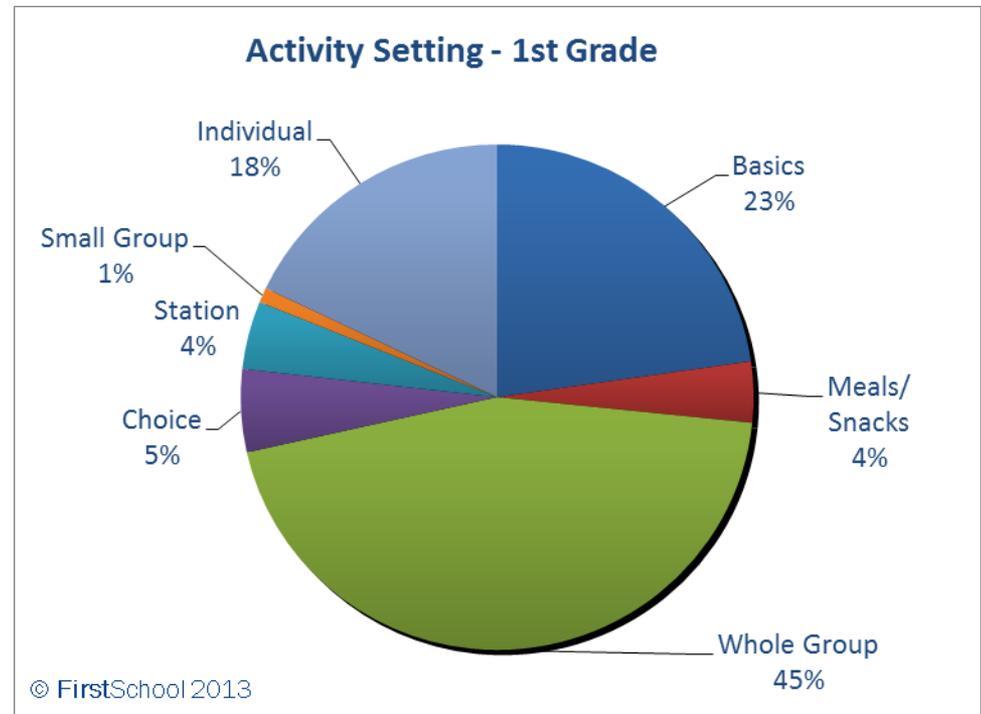


Classroom Quality

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

Actual 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).



Professional Development Online

- Online Video Series
 - Supporting Children's Learning: The Classroom Environment
 - Exploring Classroom Content through Instructional Strategies
 - Project-based Learning

<http://nieer.org/publications/nieer-videos>
- Recorded Webinars
 - Math, Science/technology, ELA, & Social Studies
- Online community

Professional Development In-Person

- 3 full days and 2 half days for teachers
 - Supported monthly PLCs in selected districts
- 3 half day academies for administrators

High-quality classroom environments

High-quality centers

Differentiation

Integrating curriculum

Project-based learning

Professional Development Participants

- Districts randomly selected into Cohort 1 or 2
- Up to 12 teachers for training per district
- Trainings will be held regionally
- Held during the typical school day

Qualitative Research

- To examine the contextual factors that support or impede implementation
- Select 4-6 schools to participate in a study of implementation
- Data sources
 - Interviews and observations, lesson plans, teacher evaluations, professional improvement plans, and other available documents.

Child Outcomes

- Assess a sample of students in the Spring of 2017 (K-2)
 - Executive Function
 - Receptive Vocabulary
 - Math
 - Literacy
- Administered one-on-one by trained assessors
- Written parental consent

Time Period	Activity
May-June 2016	Selection of districts and schools
September	Consent letters to families and teachers
September-November 2016	Classroom observations
November 2016-June 2017	Cohort 1 Professional Learning Series
April 2017-June 2017	Child assessments
September - November 2017	Classroom observations
September - December 2017	Cohort 2 Professional Learning Series
September - November 2018	Potential classroom observations

District Commitment

- Complete intake form and letter of support
- Provide a district contact person
- Send home and collect parental consent letters
- Encourage teachers to participate
- Provide access to classrooms in Fall 2016-2018
- Provide access to students in Spring of 2017
- Offer space for regional trainings
- Attend all trainings (including administration trainings)
- Support teachers in implementation of the Guidelines

Next Steps

- Select a district contact person
- Complete the intake form
- Complete the letter of support



Resources

- Outline of the project
- Guidelines
- Videos
- Crosswalk of Danielson and Classroom Quality Measures
- Intake form for participation
- Support letter
- Abbott preschool evaluation report

Question and Answer

- Please unmute your line to ask your question
 - State your name and district first
- Place your question in the chat box
- Contact NIEER with additional questions about participation:
 - Alexandra Figueras-Daniel
 - Afiguerasdaniel@nieer.org
 - 848-932-4350
 - Shannon Riley-Ayers
 - sayers@nieer.org