



IF BIRTH-3RD POLICY/PRACTICE IS THE ANSWER, WHAT IS THE QUESTION?

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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.

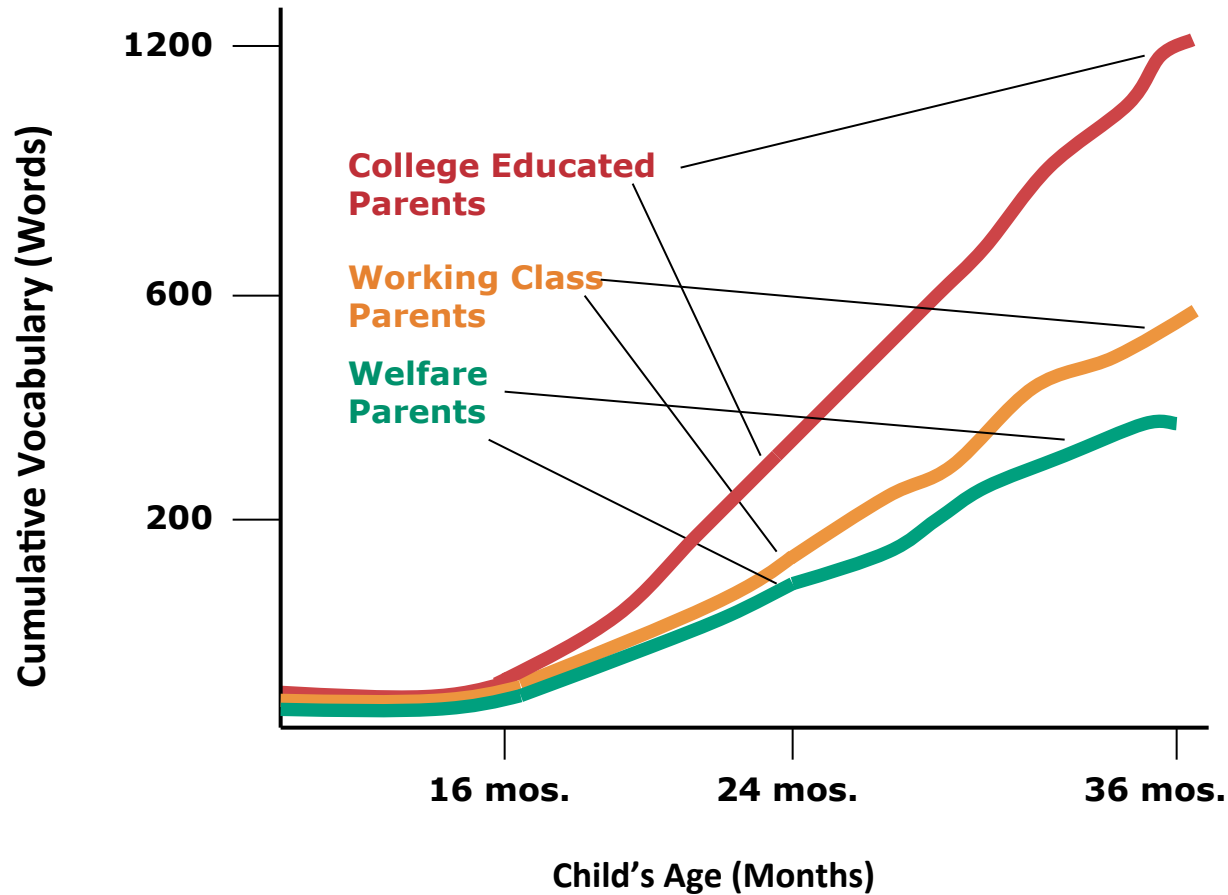


How Are **Children** Doing: Birth-3rd Grade? (Not Well)

- ↑ Disadvantage
- ↑ Diversity
- ↑ Disparities and Shortfalls in Achievement & Healthy Development

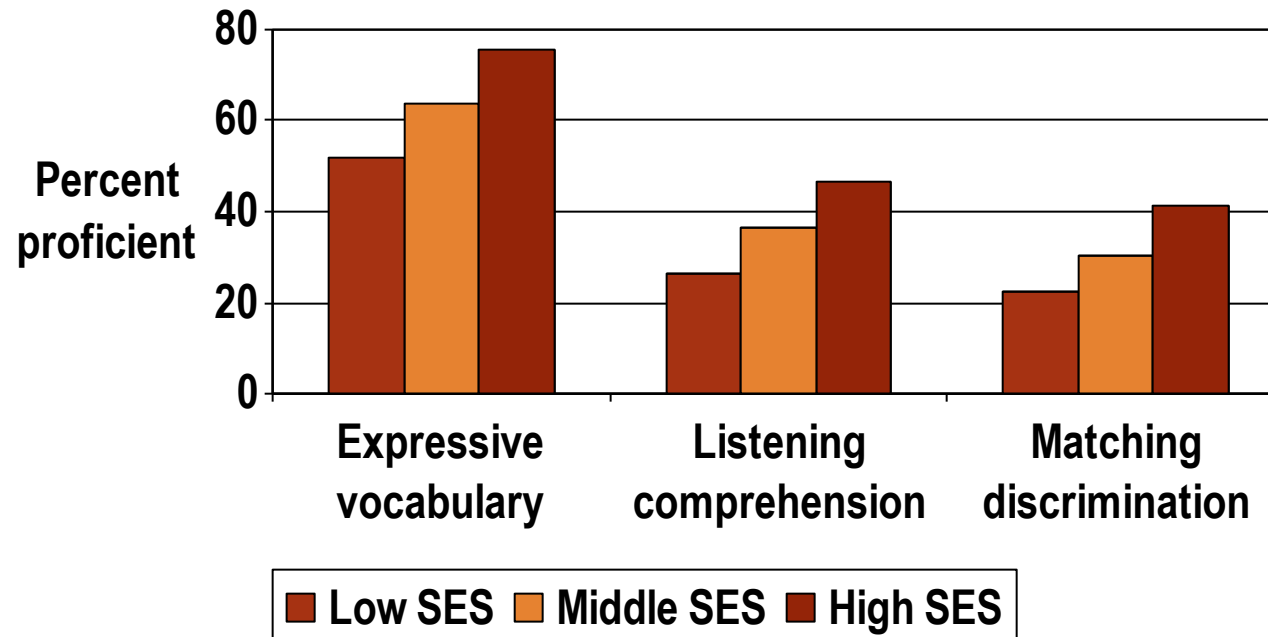


How Children Are Doing I: Birth – Age 3

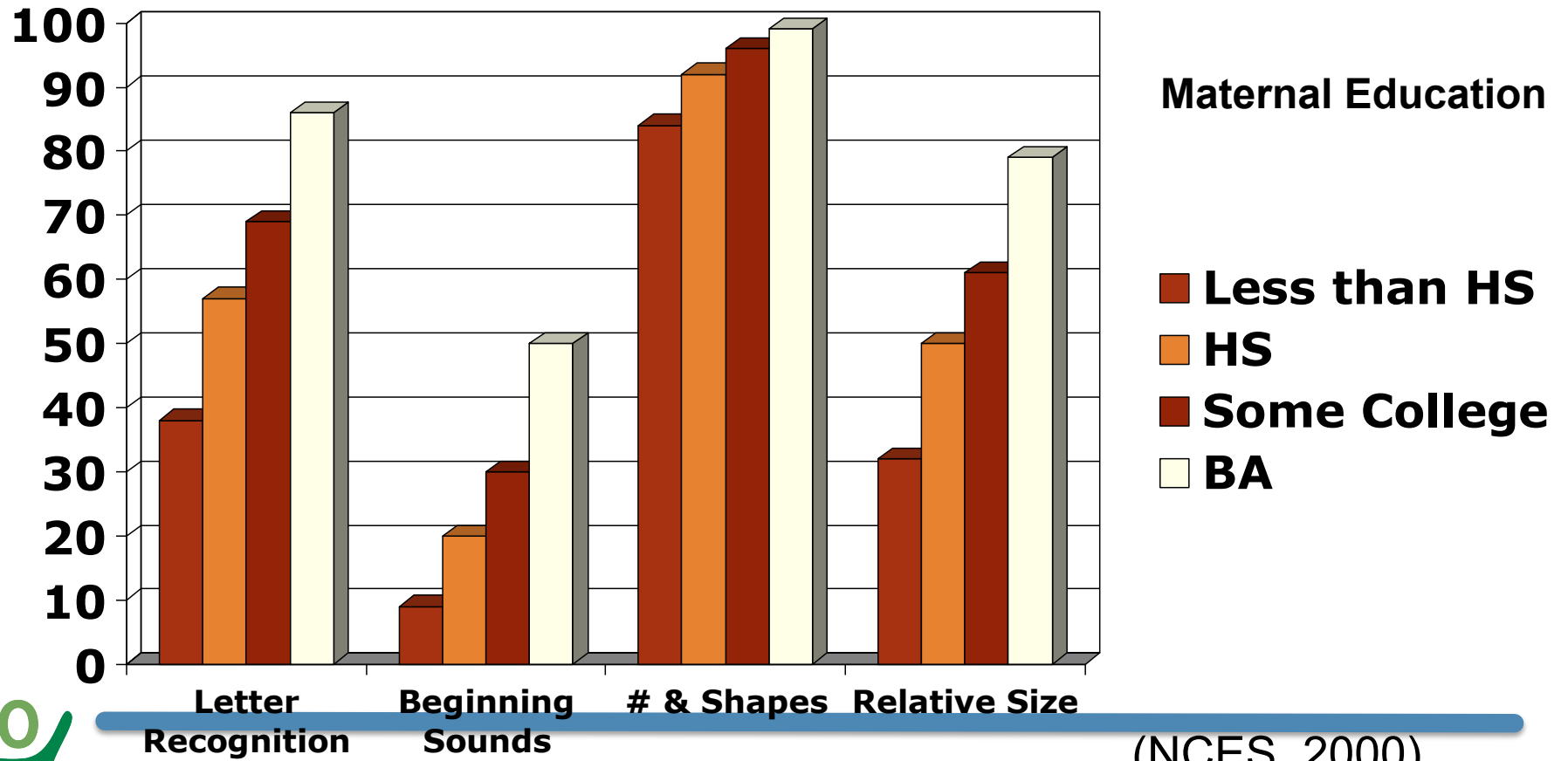


Source: Hart & Risley (1995)

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



How Are Children Doing III: At Kg. Entry



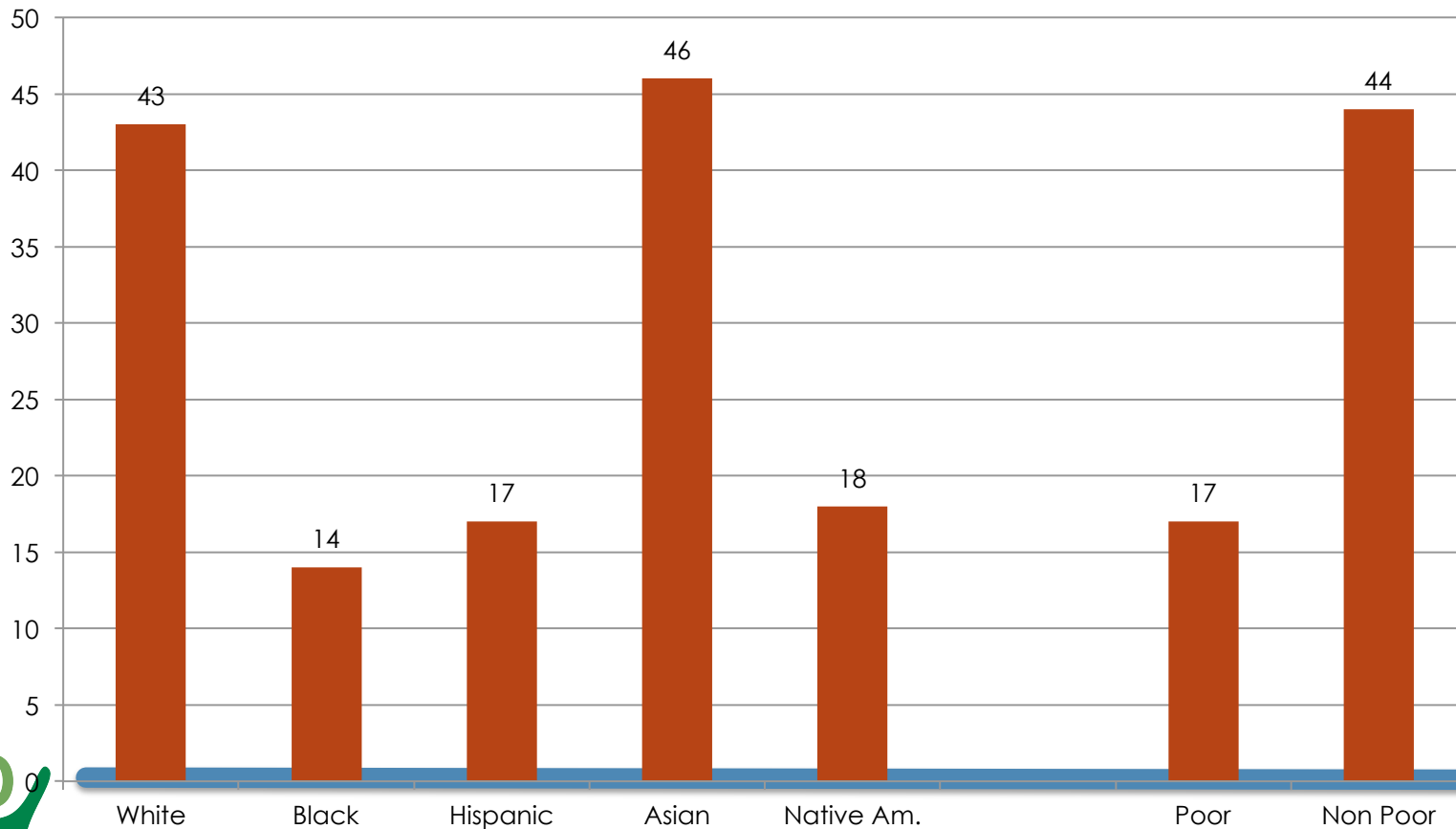
How Big Are These Disparities Anyway?

- 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).

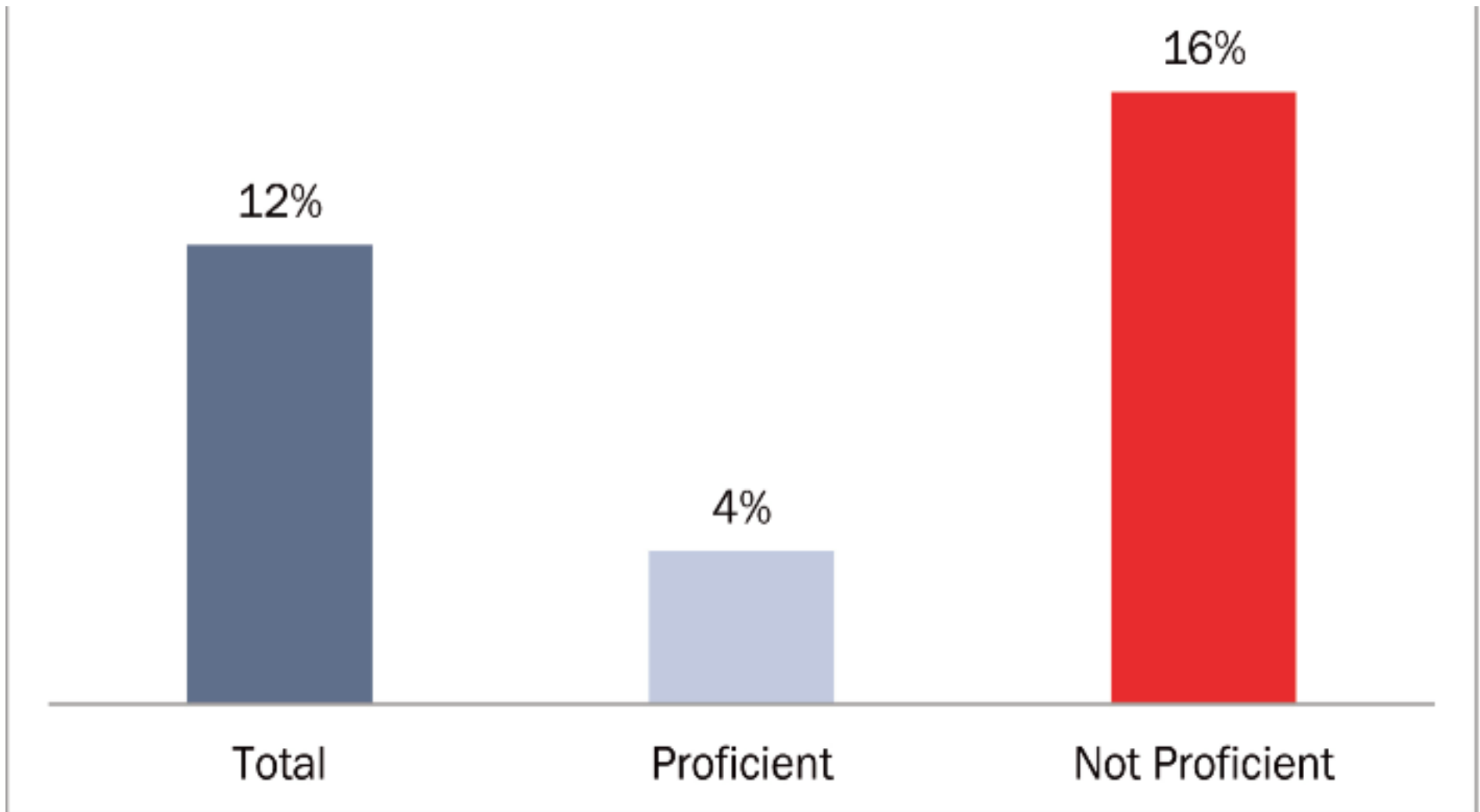


How Are Children Doing IV: 4th Grade Reading

% 4th Grade "Proficient" Readers



3rd Grade Reading & Dropping Out of High School



Source: Hernandez, D. (2012). *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*. Annie E. Casey Foundation.

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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-3rd?

- 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

**Emotional
Support**

- Effective behavior management
- Learning formats/engagement
- Productivity

**Organization/
Management**

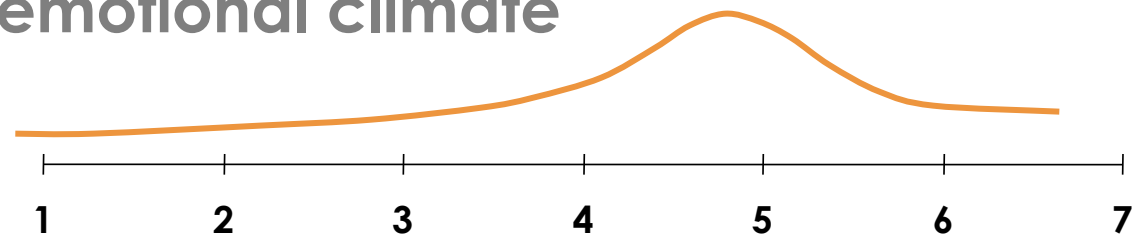
- Concept development
- Evaluative feedback
- Language modeling

**Instructional
Support**

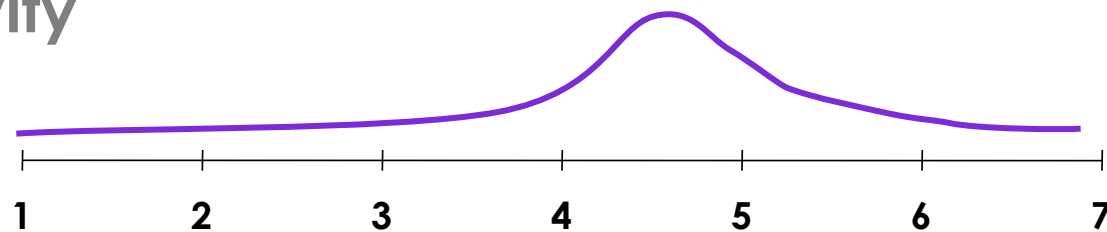


What is the Quality of Classrooms/Teaching?

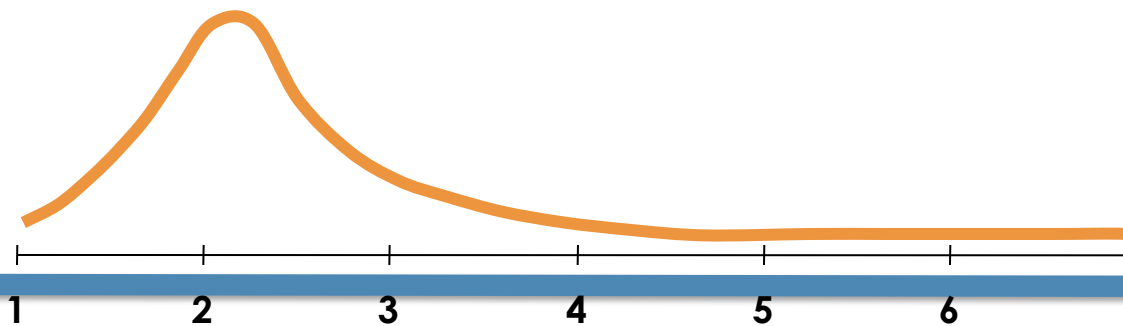
■ Positive emotional climate



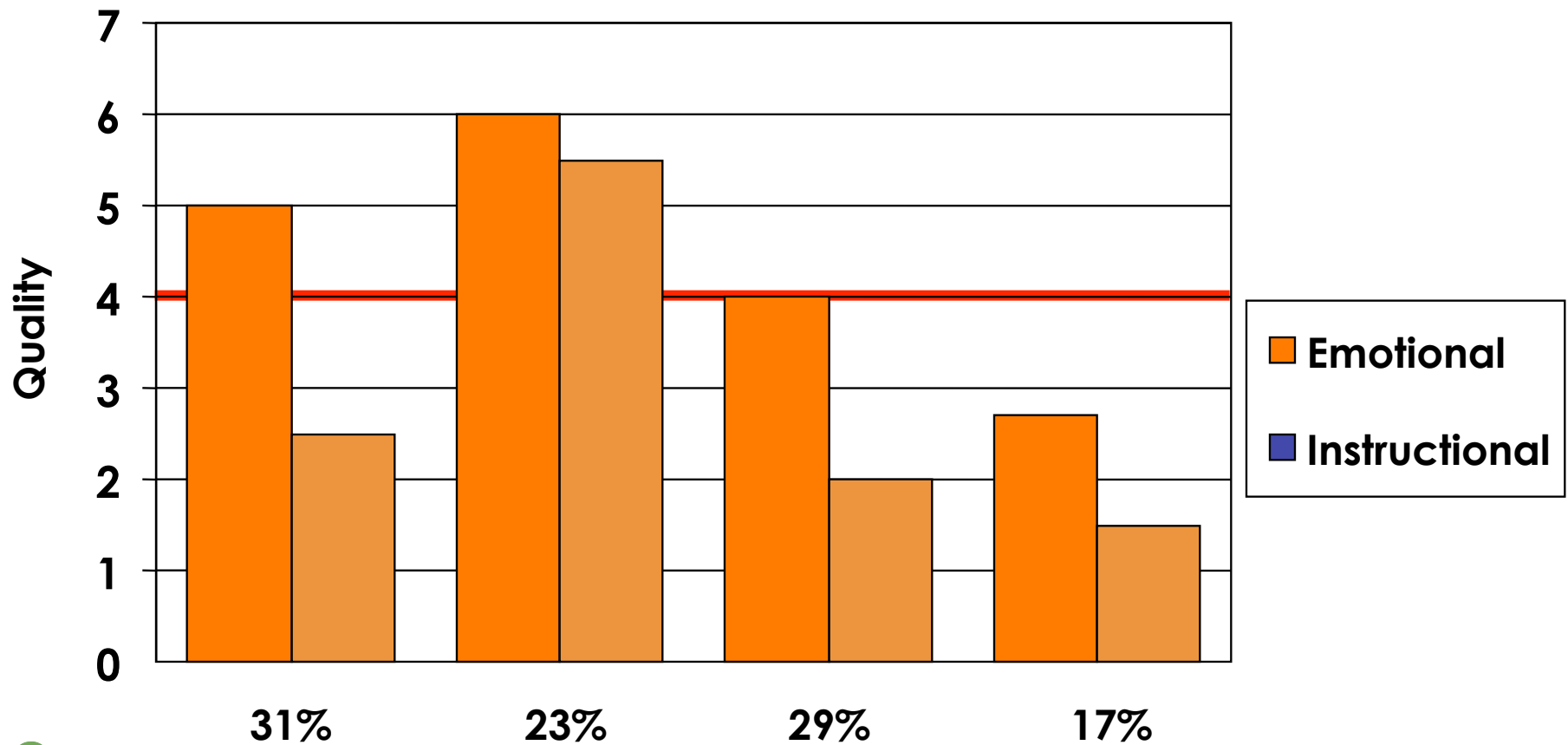
■ Productivity



■ Quality of feedback



Profiles of Classroom Quality: First Grade



Sum Up: PreK – 3rd Classroom Quality

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

- Rates of “stable” quality 1, 3, 5

	<u>High</u>	<u>Low</u>
Emotional	17%	18%
Instructional	14%	20%

- 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?



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