FirstSchool: Improving the PreK-3rd Grade School Experience of African-American, Latino, and Low Income Children

Looking Back and Looking Ahead: Developing Strong Kindergartens within the PreK-3rd Continuum
New Jersey – October 28, 2011

Dr. Sharon Ritchie
Confluence of Work: PreK-3 is Growing

Foundation for Child Development
W.K. Kellogg Foundation
NAESP Task Force for Early Learning
New Jersey
National PreK-3rd Grade Work Group
FirstSchool Cornerstones

Teaching for Learning
Examining Relevant Data
Responsive Leadership
Reciprocal Home-School Partnerships

Improving the School Experience for African-American, Latino, Low Income Children and their Families
Improve the school experiences of AALLI children

Focus on

* research based practice that supports the success of AALLI children
* data as a source for inquiry into inequity
* the role of Kindergarten in getting AALLI children off to a positive start

(AALLI-African American, Latino and low income)
Research based practice that supports AALLI children

- Oral language development and vocabulary development
- Self-regulation and autonomy
- Scaffolded instruction and reflection
- Ability to collaborate and work with peers
- Curriculum integration and connection to real world
- Positive relationships with the adults in the classroom
- Culturally responsive practices
- Positive racial and ethnic identity development
FirstSchool Snapshot: Classroom Observation Measure

Minute-by-minute experience of children in PreK – 3rd grade classrooms

- Activity Setting
- Child Engagement
- Teaching Approaches
- Child Behavior

The following slides are examples of data we use with PreK-Third Grade leadership and teachers.

Each school, grade level and individual teacher receives this type of data to help them inquire into their practices.

This data is particular to the contexts in which it is gathered and is not meant to be construed as representative.

We talk to teachers about this data in terms of practices that support AALLI children.
Minutes spent in activity settings by grade level

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

Kindergarten
- Basics: 116
- Meals/Snacks: 128
- Whole Group: 68
- Free Choice/Center: 36
- Individual Time: 96
- Small Group: 28
- Outside: 16

FirstSchool 2011
Settings: Range Across K Classrooms:
Children in different classrooms have very different experiences

<table>
<thead>
<tr>
<th>Setting</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>WholeGp</td>
<td>144</td>
<td>76</td>
</tr>
<tr>
<td>Small Gp</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Individual</td>
<td>26</td>
<td>92</td>
</tr>
<tr>
<td>Transitions</td>
<td>92</td>
<td>140</td>
</tr>
<tr>
<td>Outside</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>
Student Inattention in Activity Settings: What activity settings support optimal learning?

- Basics: 12%
- Meals/Snacks: 33%
- Whole Group: 41%
- Free Choice/Center: 10%
- Individual Time: 10%
- Small Group: 2%
- Outside: 2%
Kindergarten Curriculum Balance

<table>
<thead>
<tr>
<th>Curriculum Child Engagement Codes</th>
<th>Percent of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>41%</td>
</tr>
<tr>
<td>Math</td>
<td>14%</td>
</tr>
<tr>
<td>SS/Community</td>
<td>10%</td>
</tr>
<tr>
<td>Science</td>
<td>6%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>3%</td>
</tr>
</tbody>
</table>
Literacy Components by Grade Level

- PreK
- Kindergarten
- 1st
- 2nd
- 3rd
- School

Percent of Day

- PreK
- Kindergarten
- 1st
- 2nd
- 3rd
- School

Read To
Whole Language
Phonics
Oral Language
Vocabulary
Compose
Copy

Literacy Components Child Engagement Codes
Teaching Approaches by Grade Level

Didactic

Percent of Day

Teaching Approaches by Grade Level

PreK  Kindergarten  1st  2nd  3rd  School

Teaching Approaches

Didactic  Scaffolds  Reflection

PreK  Kindergarten  1st  2nd  3rd  School
Kindergarten Teaching Approaches by Content

**Percent of Day**

- **Math**
  - Didactic: 31%
  - Scaffolds: 17%
  - Reflection: 1%

- **Literacy**
  - Didactic: 21%
  - Scaffolds: 15%
  - Reflection: 2%

Teaching Approaches:
Instrument designed to measure the overall quality of interactions between students and teachers

Based upon extensive research and review of educational literature

Uses a 7-point scale to indicate the presence of key indicators and attributes
- 1-2 = low
- 3-5 = mid
- 6-7 = high

(Pianta, R. C., La Paro, K. M., & Hamre, B. (2008).)

Classroom Assessment Scoring System
CLASS: Classroom Assessment Scoring System

Classroom Quality

- Emotional Support
  - Positive Climate
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Student Perspective

- Classroom Organization
  - Behavior Management
  - Productivity
  - Instructional Learning Formats

- Instructional Support
  - Concept Development
  - Quality of Feedback
  - Language Modeling
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CLASS Averages: Across PreK-Third Grade FirstSchool Classrooms

- Emotional Support: 4.93
- Classroom Organization: 4.91
- Instructional Support: 3.06
CLASS Emotional Support by Grade Level: Across PreK-Third Grade FirstSchool Classrooms
CLASS Classroom Organization by Grade Level: Across PreK-Third Grade FirstSchool Classrooms

- Pre-K: 4.88
- K: 4.69
- 1st: 5.10
- 2nd: 4.76
- 3rd: 5.13
CLASS Instructional Support by Grade Level: Across PreK-Third Grade FirstSchool Classrooms

- Pre-K: 3.17
- Kindergarten: 2.82
- 1st grade: 3.26
- 2nd grade: 2.86
- 3rd grade: 3.26
CLASS Dimension Averages:
Across PreK-Third Grade FirstSchool Classrooms

- Positive climate: 5.08
- Negative climate: 1.62
- Teacher sensitivity: 4.47
- Regard for student behavior: 3.79
- Productivity: 5.41
- Concept development: 5.22
- Instructional learning formats: 4.09
- Quality of feedback: 2.80
- Language modeling: 3.17
- Language modeling: 3.21
Thank you!
Contact Information

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www.firstschool.us
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