

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

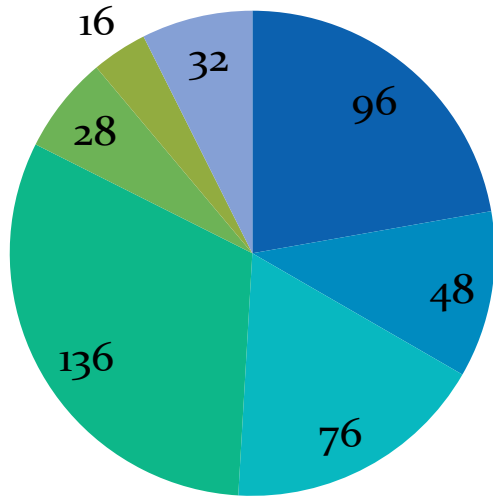
(Ritchie, S., Weiser, B., Kraft-Sayre, M., Mason, E., Crawford, G., & Howes, C.
(2010)

Context for the Data Slides

- * 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

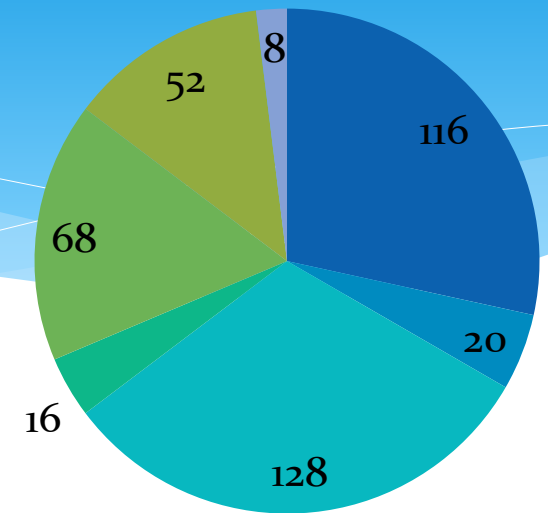
Minutes spent in activity settings by grade level

PreK

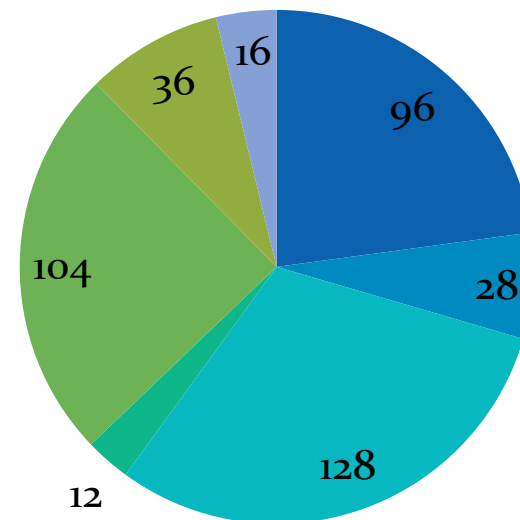


- Basics
- Meals/Snacks
- Whole Group
- Free Choice/Center
- Individual Time
- Small Group
- Outside

Kindergarten

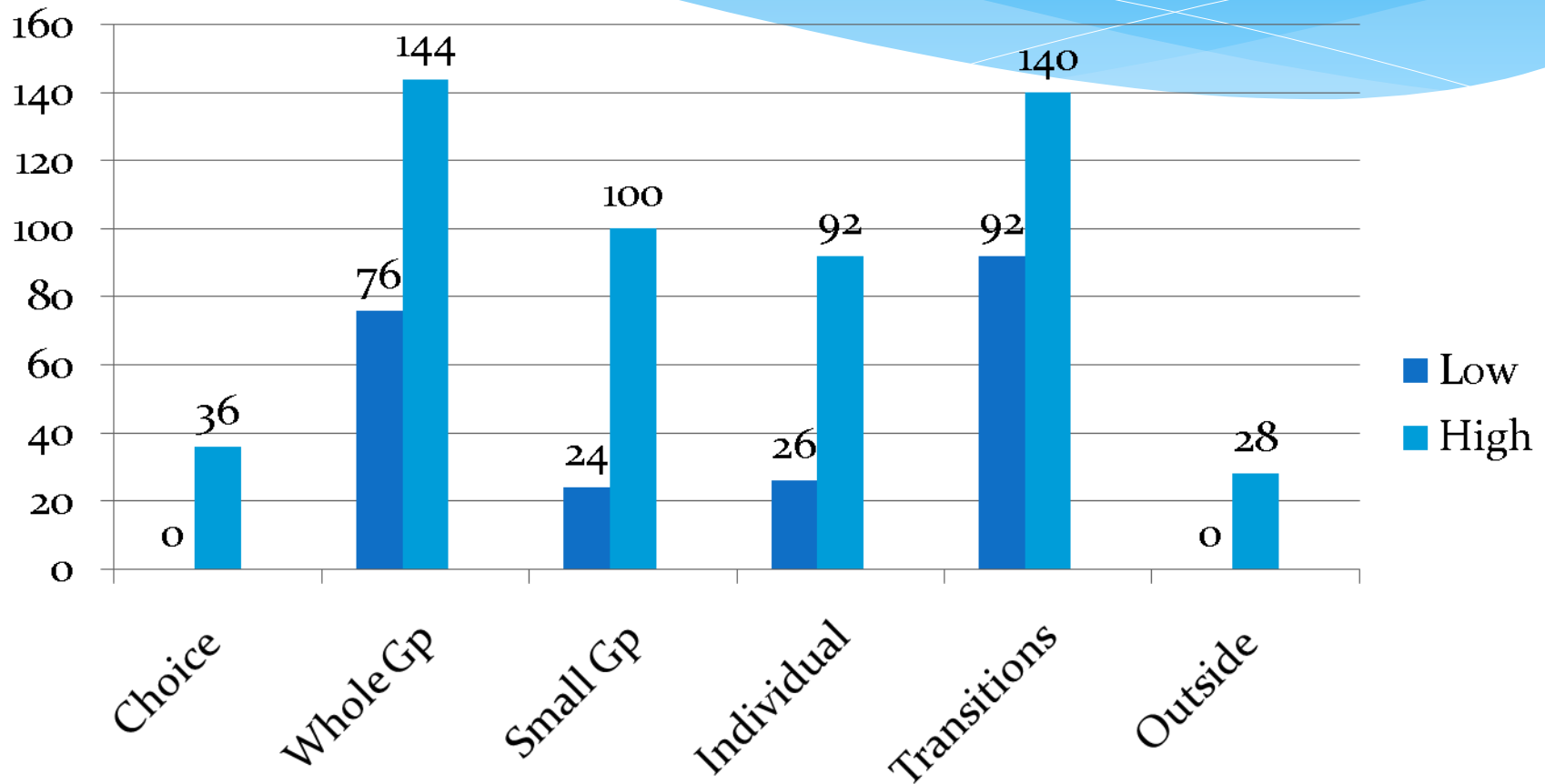


1st Grade



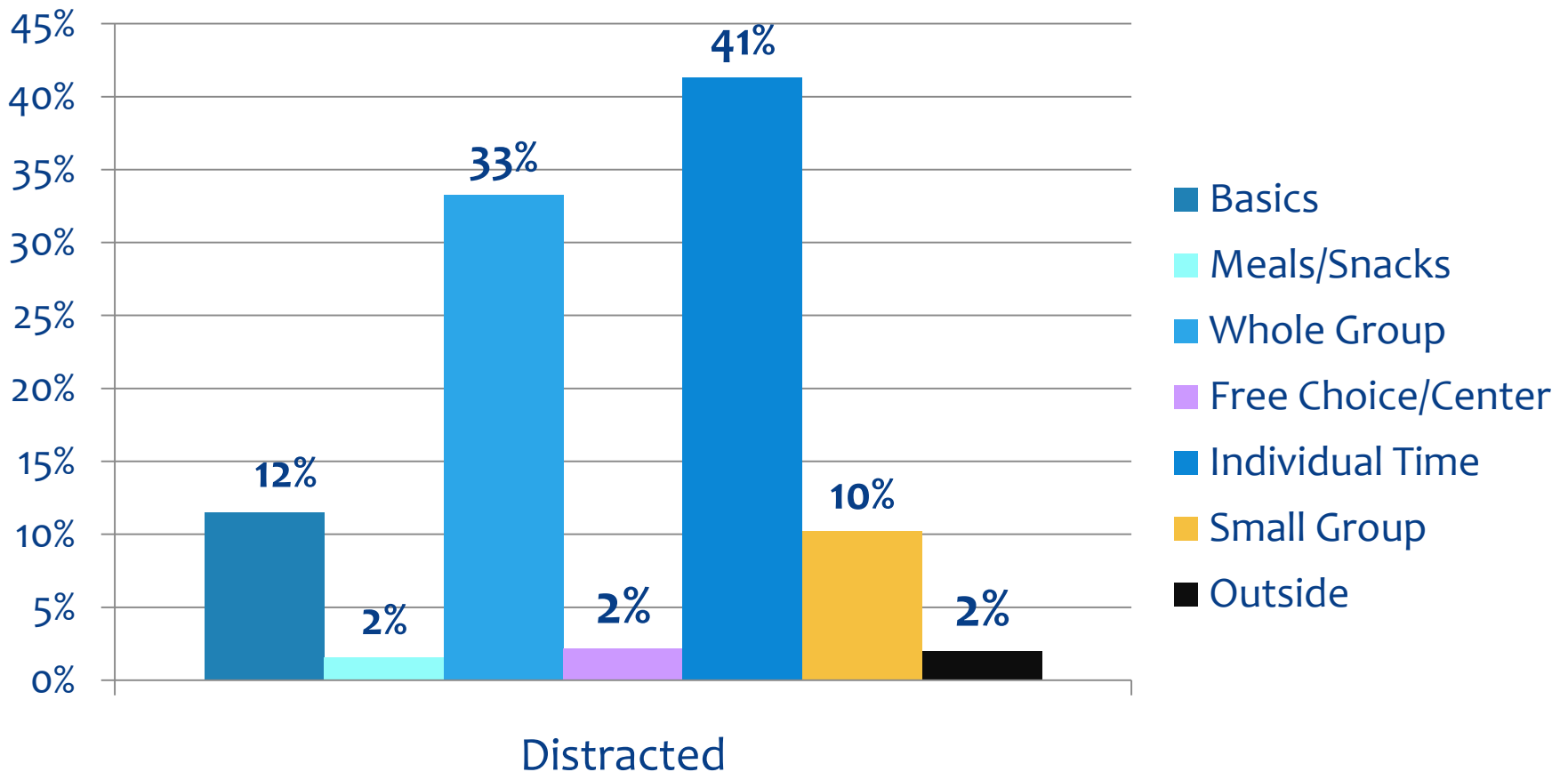
Settings: Range Across K Classrooms:

Children in different classrooms have very different experiences

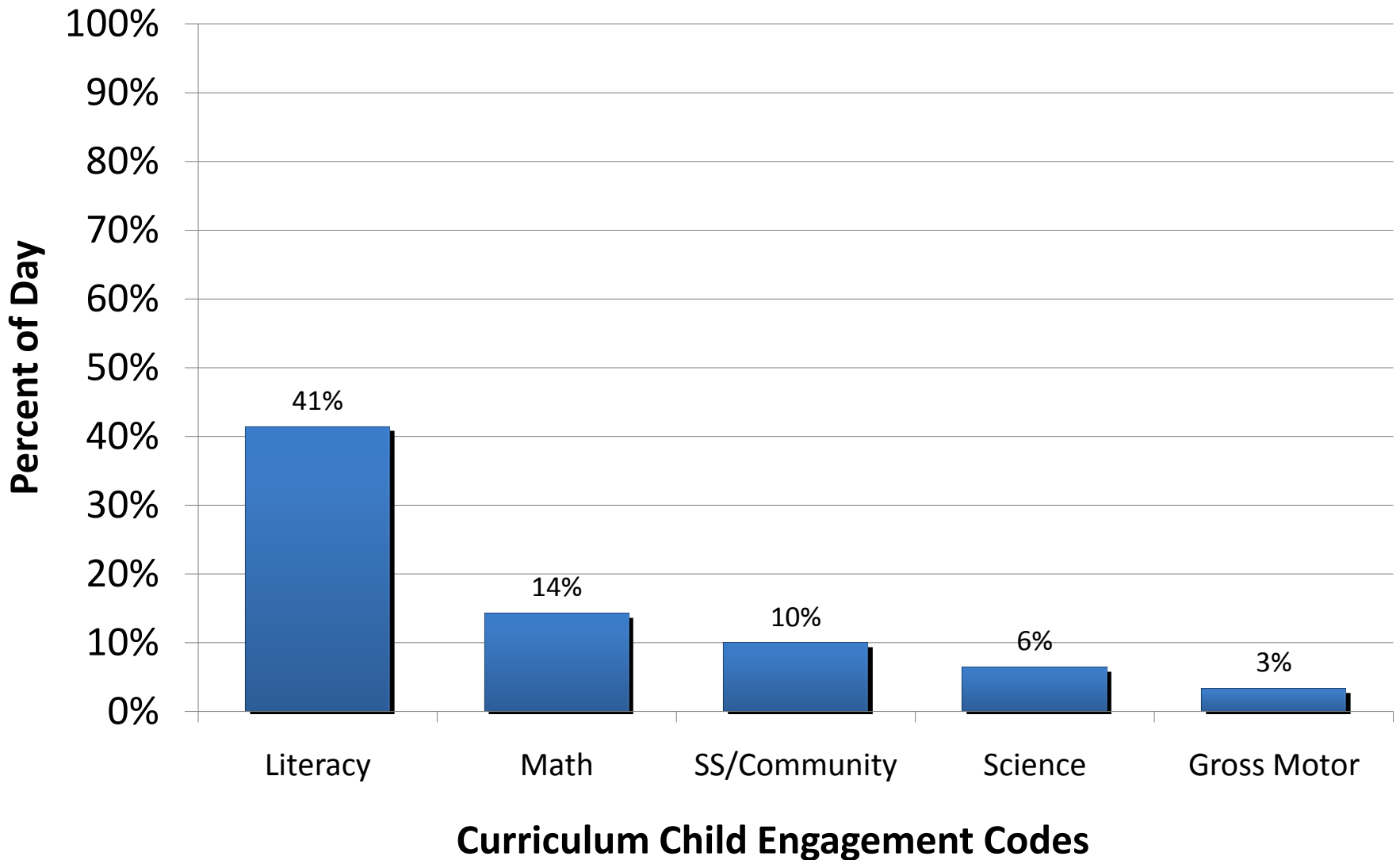


Student Inattention in Activity Settings:

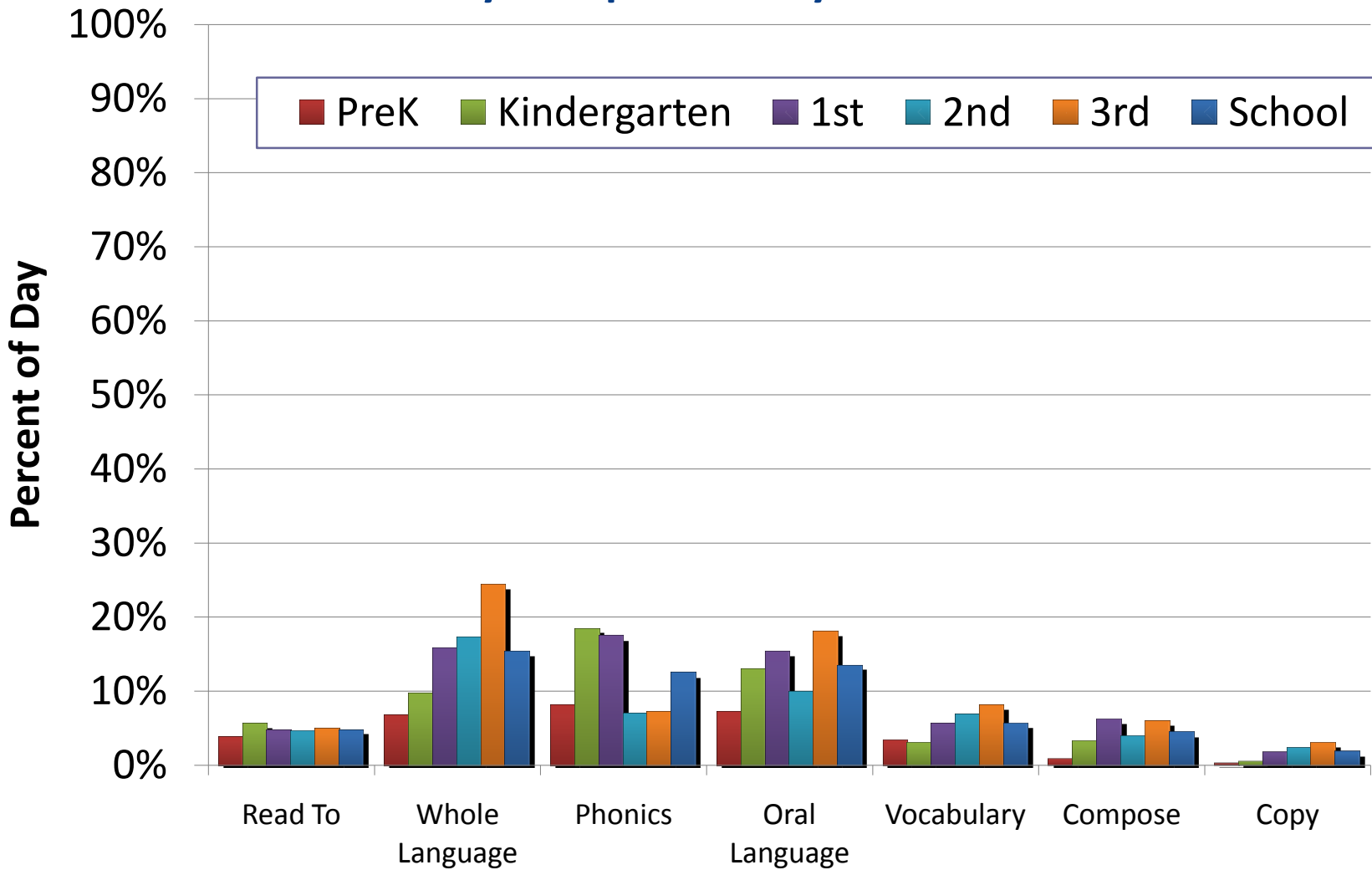
What activity settings support optimal learning?



Kindergarten Curriculum Balance

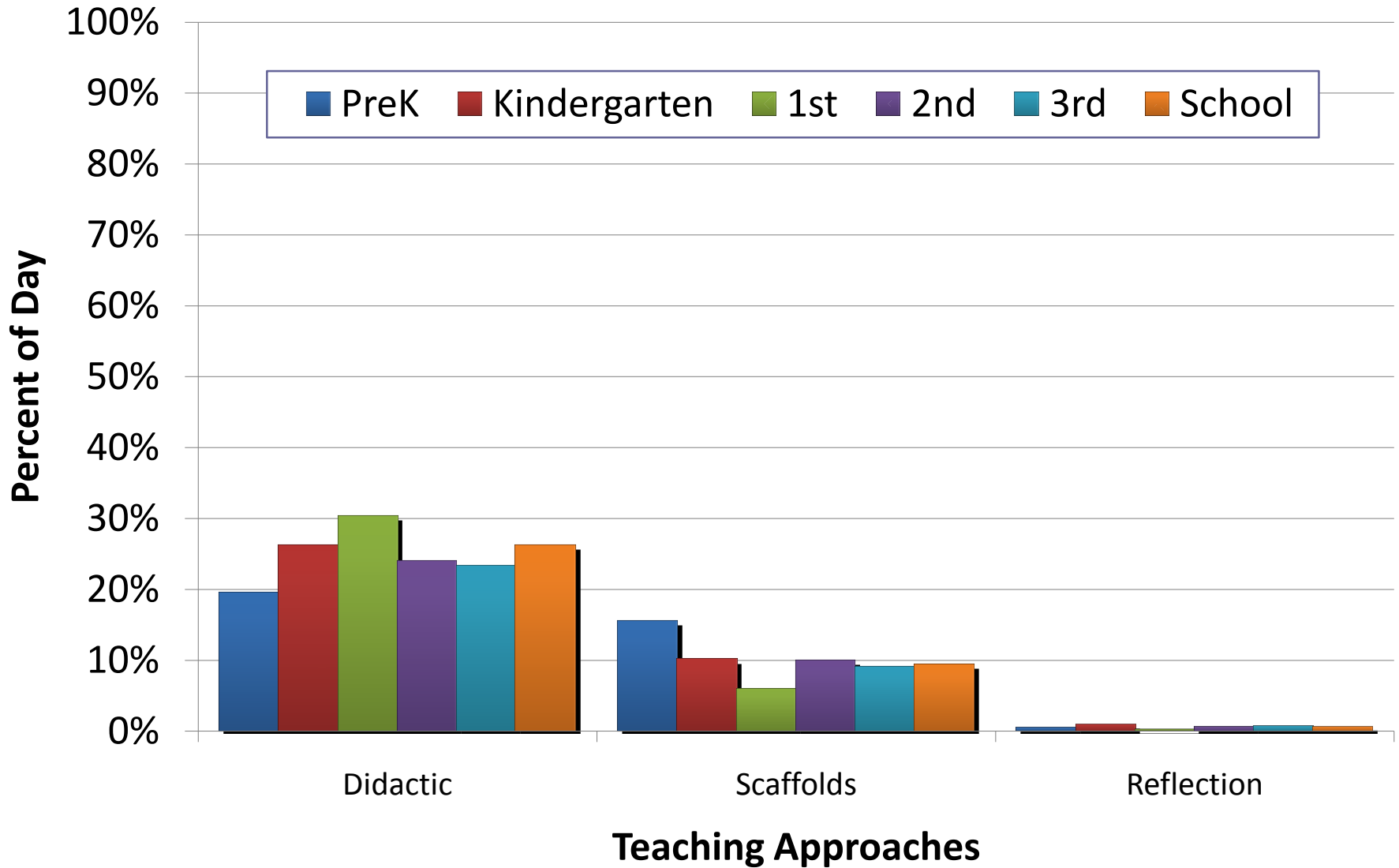


Literacy Components by Grade Level

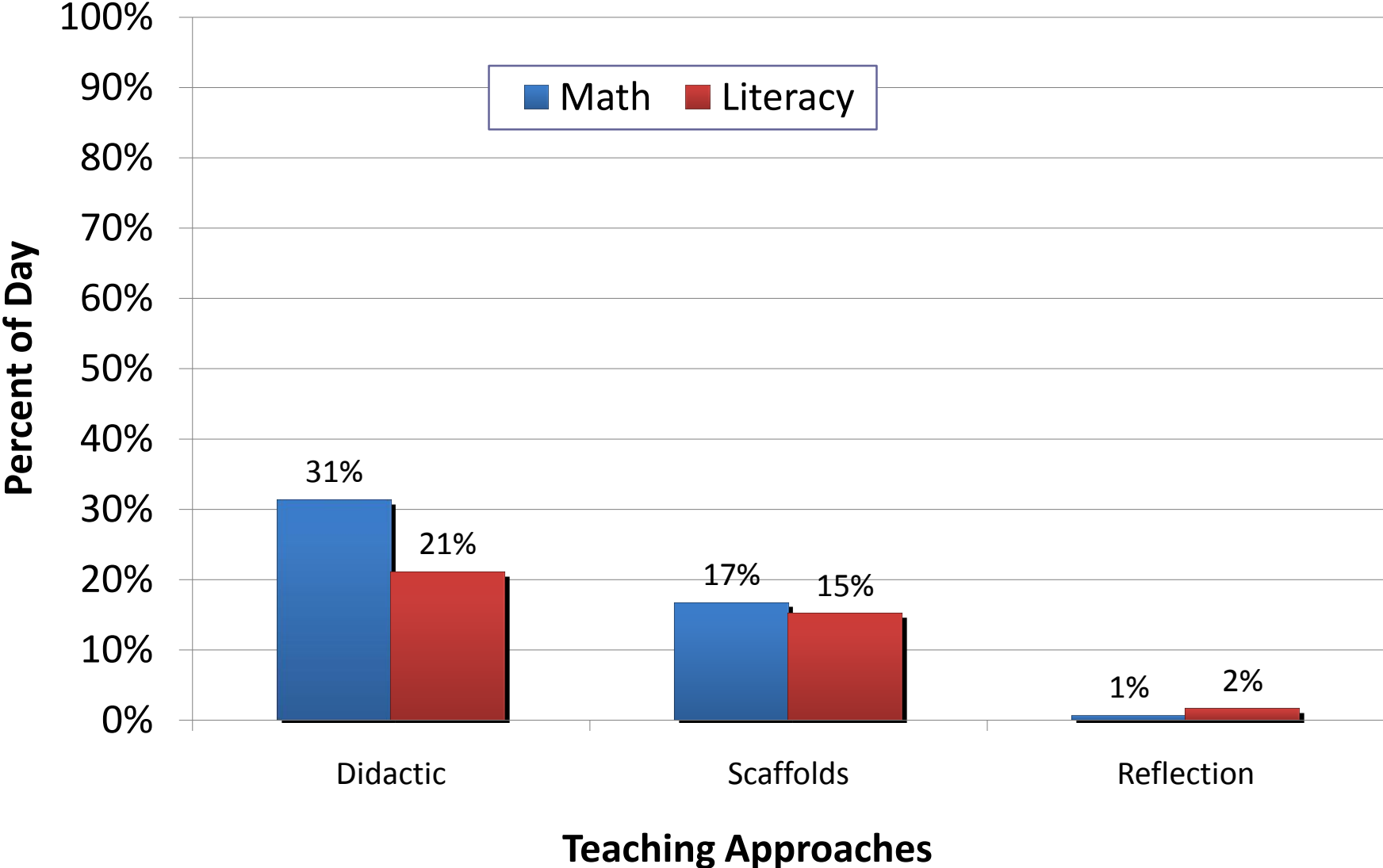


Literacy Components Child Engagement Codes

Teaching Approaches by Grade Level



Kindergarten Teaching Approaches by Content

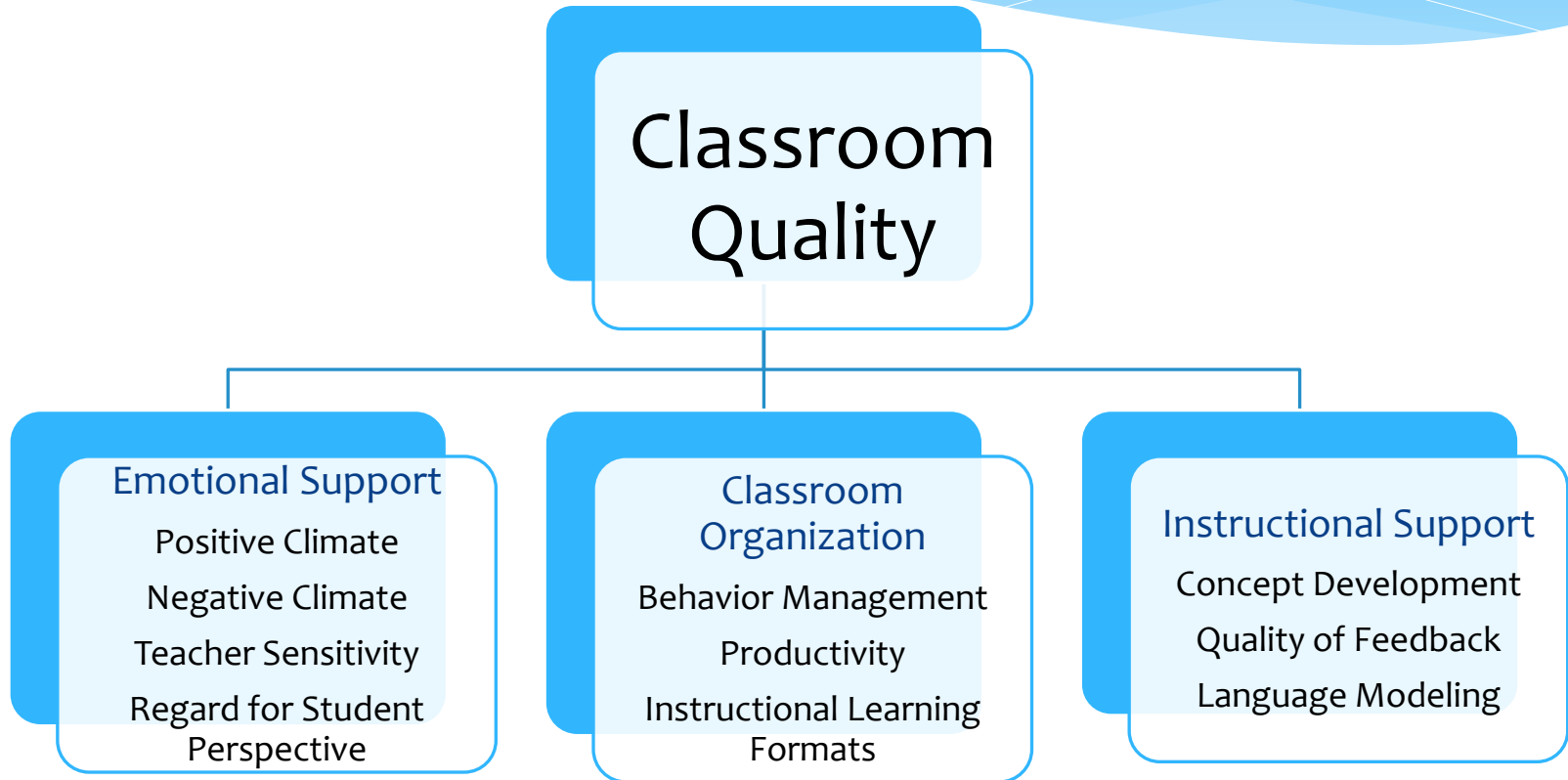


Classroom Assessment Scoring System

- * 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).

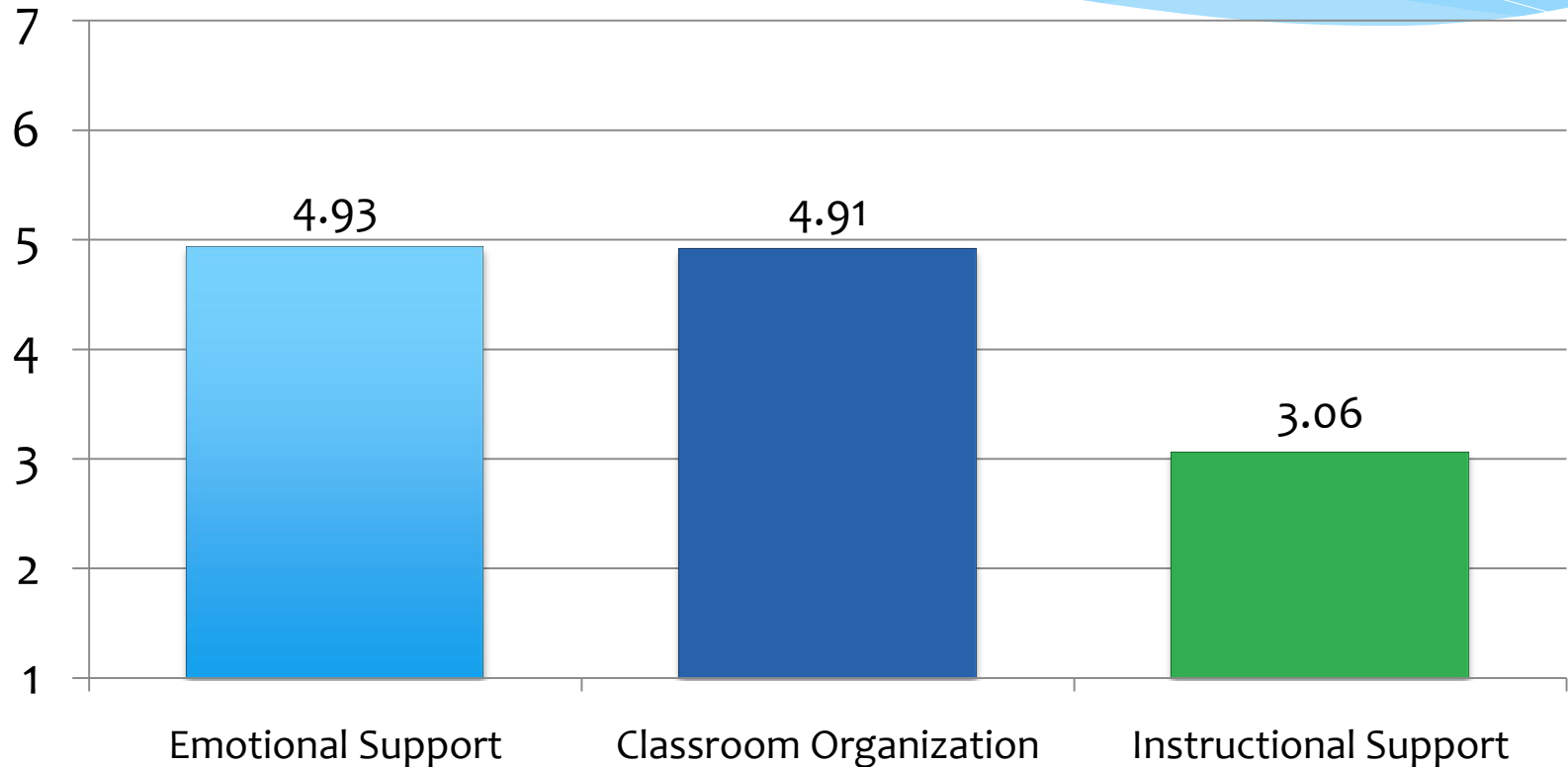
CLASS: Classroom Assessment Scoring System



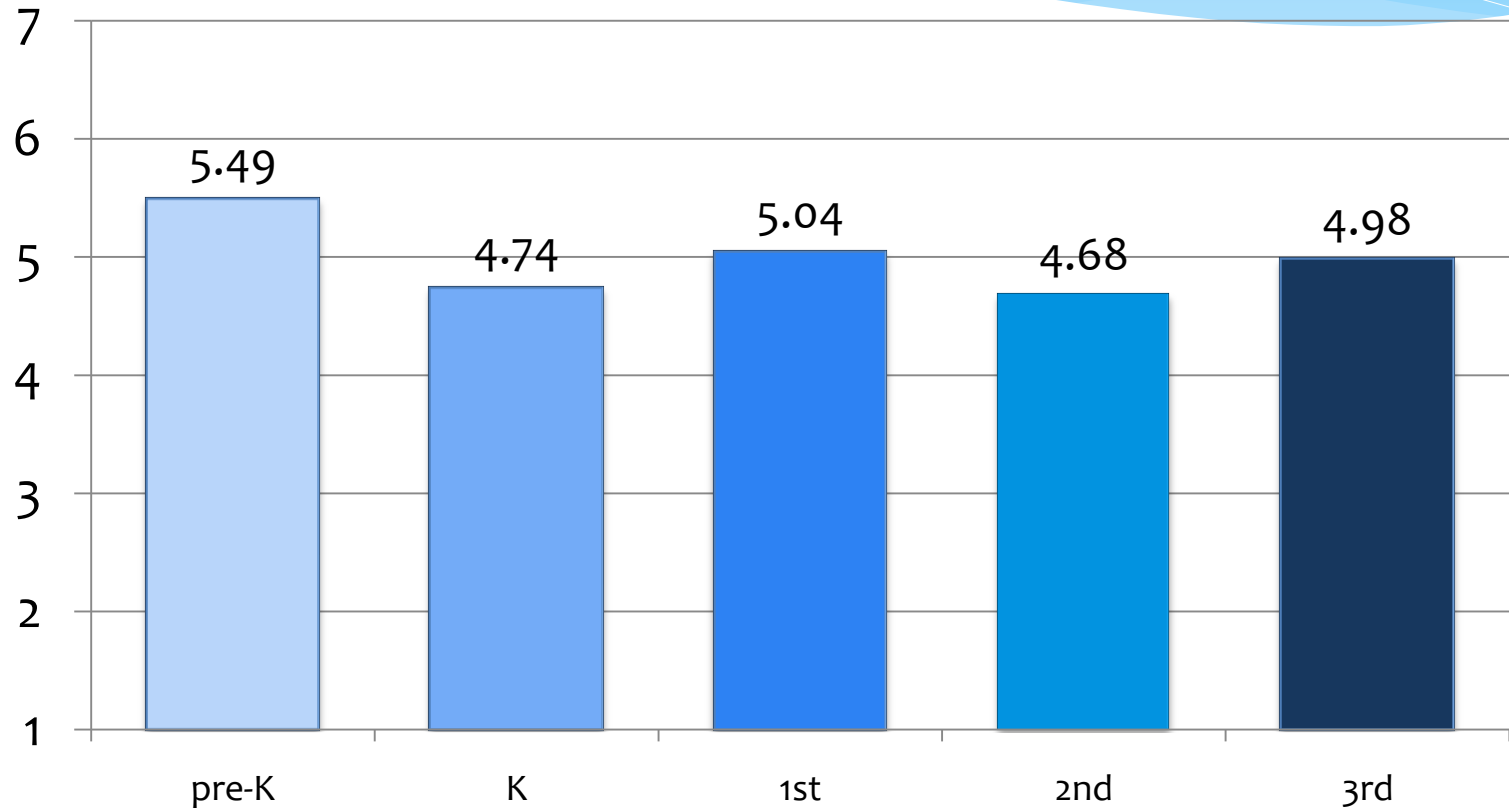
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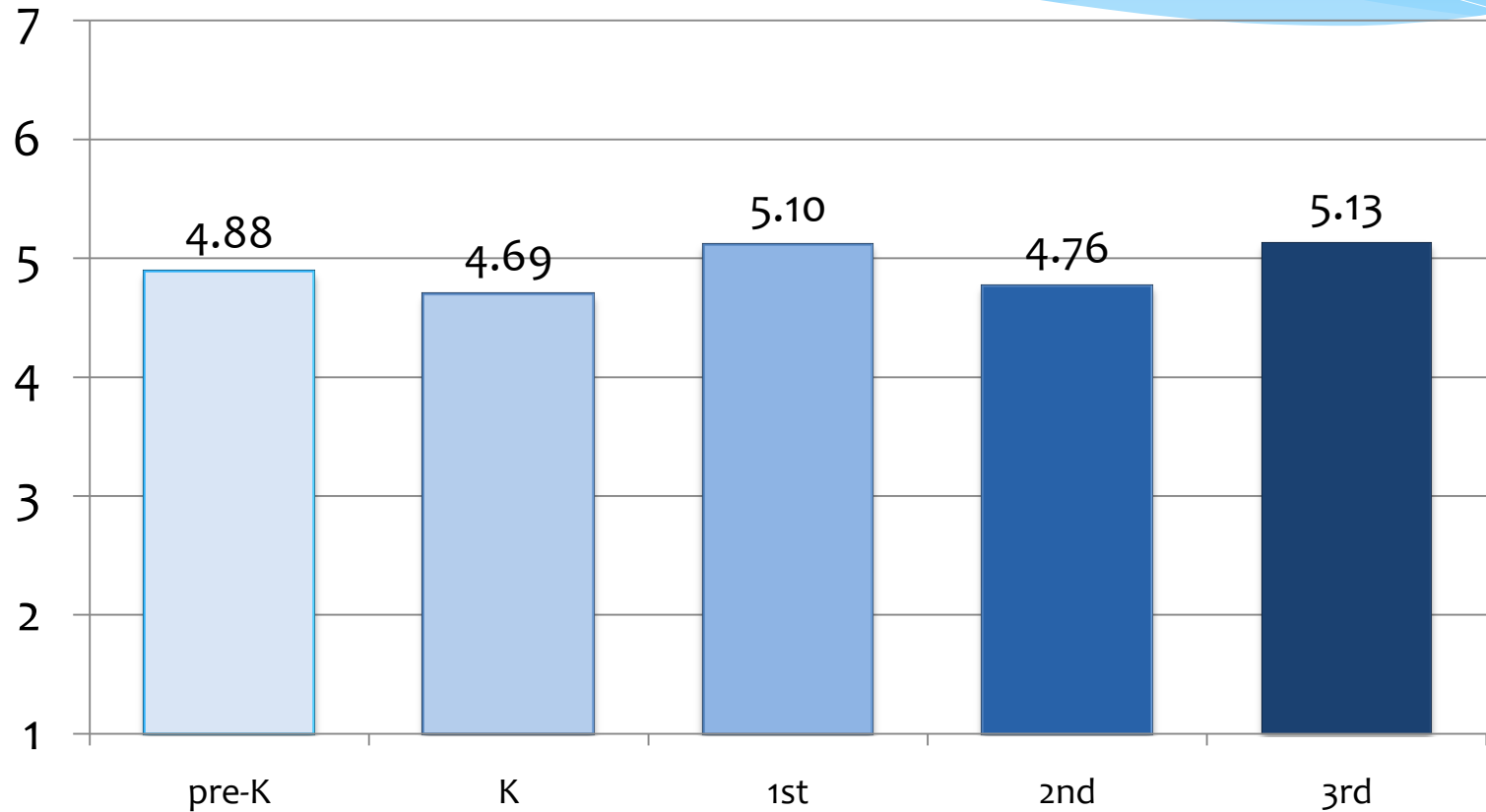
CLASS Averages: Across PreK-Third Grade FirstSchool Classrooms



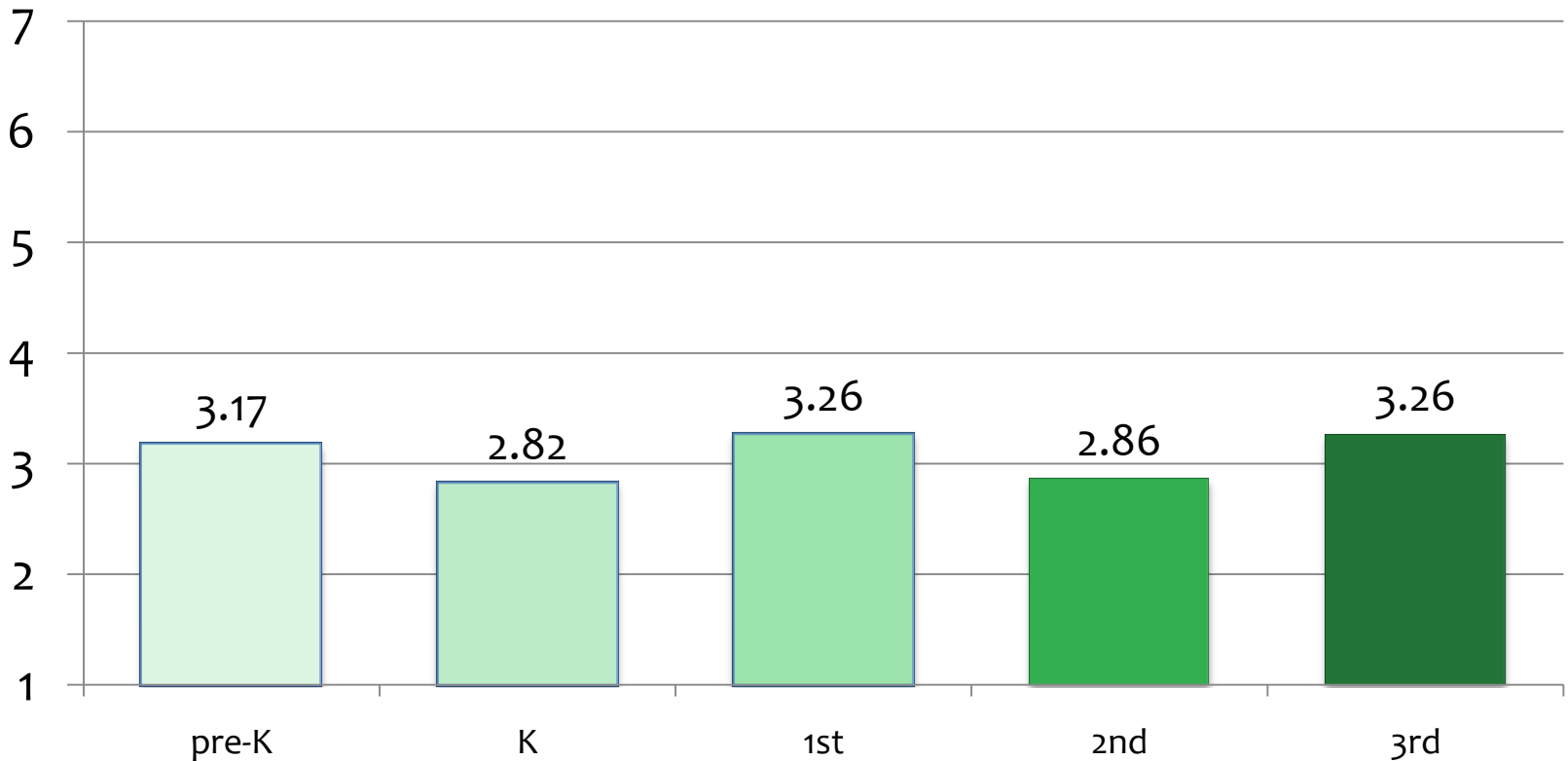
CLASS Emotional Support by Grade Level: Across PreK-Third Grade FirstSchool Classrooms



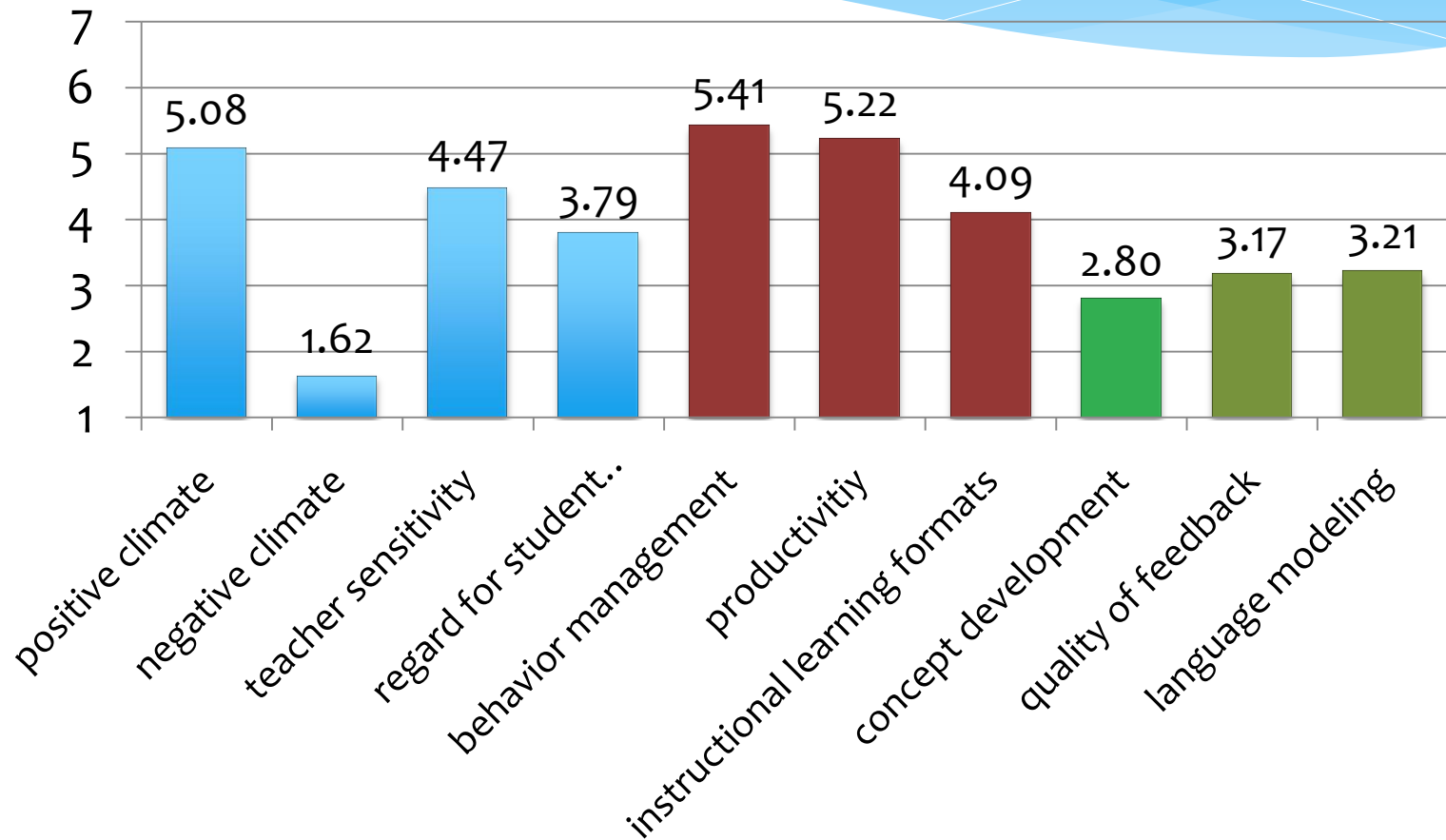
CLASS Classroom Organization by Grade Level: Across PreK-Third Grade FirstSchool Classrooms



CLASS Instructional Support by Grade Level: Across PreK-Third Grade FirstSchool Classrooms



CLASS Dimension Averages: Across PreK-Third Grade FirstSchool Classrooms



Thank you!



Contact Information

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research and outreach have shaped how the
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