



Getting Intentional about the *Primary Years*

Birth – Grade 3 Leadership Institute



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The Vision



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

The Nebraska Vision

“If we can maintain **continuity** through the end of third grade, children are more likely to achieve lasting success in school and beyond.”

Superintendents' Early Childhood Plan

<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>

The Problem

As evidenced in the 2015 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 Nebraska Problem

“More than 42 percent of children age 5 and younger across the state are considered at risk for school failure due to poverty alone. This is a staggering statistic. But all the more staggering are statistics about the disproportionate representation of children of color.”

Superintendents' Early Childhood Plan

<http://buffettinstitute.nebraska.edu/-/media/beci/docs/supes-plan-brochure-3-29-17.ashx>

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.”

Systemic Supports & Learning Organizations

Without accompanying changes in the way that work gets done, only the potential for improvement exists.

<https://hbr.org/1993/07/building-a-learning-organization>

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

Primary Education Partnership

The National Institute of Early Education Research
(NIEER) www.nieer.org

Graduate School of Education Rutgers University
<http://gse.rutgers.edu/>

New Jersey Department of Education
<http://www.nj.gov/education/ece/rttt/>

New Jersey School Districts

- An additional 20 next year
- <http://nieer.org/press-release/nieer-partners-20-new-jersey-school-districts-enhance-k-3-education>

First through Third Grade Guidelines



- ❖ *Define best practices in the primary years*
- ❖ *Assist implementation of **academically rigorous and developmentally appropriate practices***

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

As children interact with curricula,
how should they spend their time?

The Ideal Day: K-3

Whole group

Small group

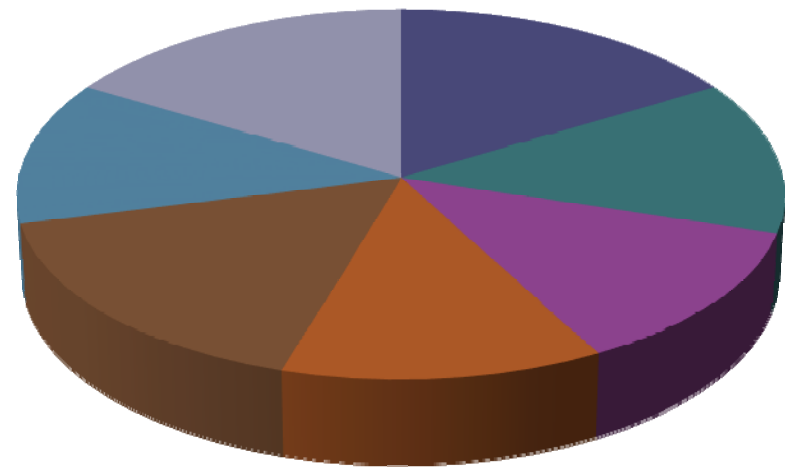
Group work

Individual

Choice

Transitions

Meals



Purpose of Study

Examine classroom quality in Kindergarten through third grade

Guide the professional learning opportunities offered by NJDOE

Detail efficacy of PD approach

Study Sample

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

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: *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

EduSnap: *Activity Settings*

Group Work

- Children are engaged in **joint assignments** that are not teacher-led

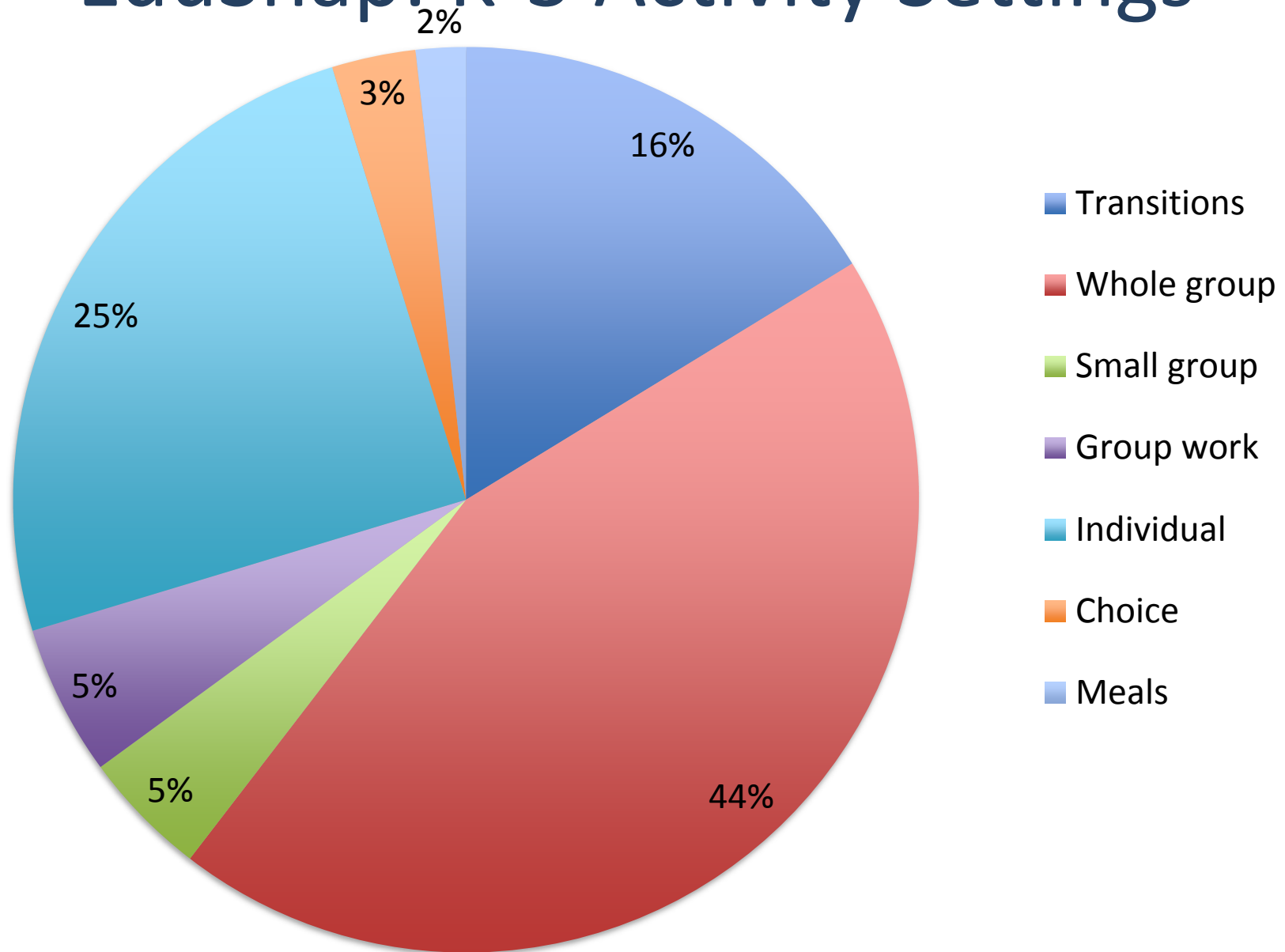
Individual

- Children work on individual assignments

Choice

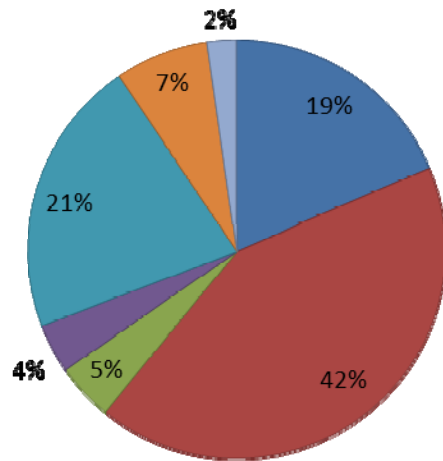
- Children are engaged in activities they selected from a variety of unassigned options.

EduSnap: K-3 Activity Settings

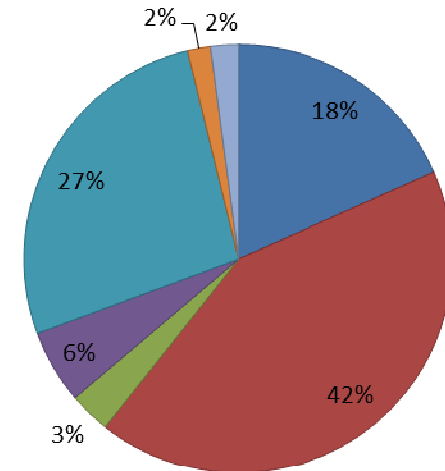


EduSnap: *Activity Settings by Grade Level*

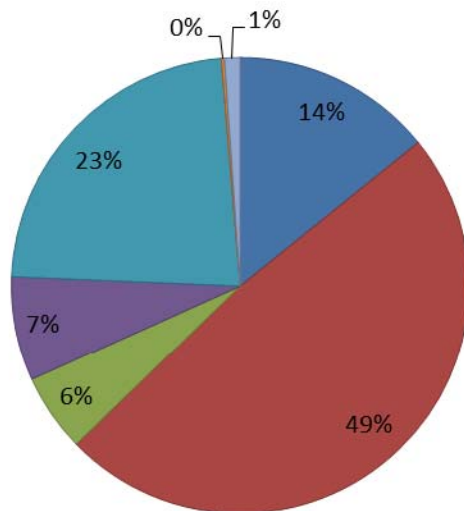
Kindergarten



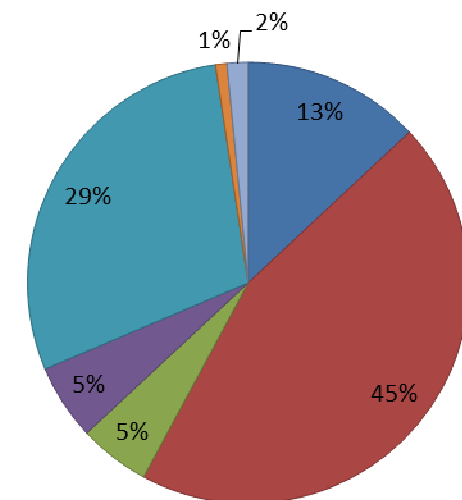
First Grade



Second Grade



Third Grade



	Transitions
	Whole group
	Small group
	Group work
	Individual
	Choice
	Meals

Career Ready Practices



Communicate

Creativity & Innovation

Critical Thinking

Research Strategies

Team work

Professional Learning Series

Video Series

Webinars

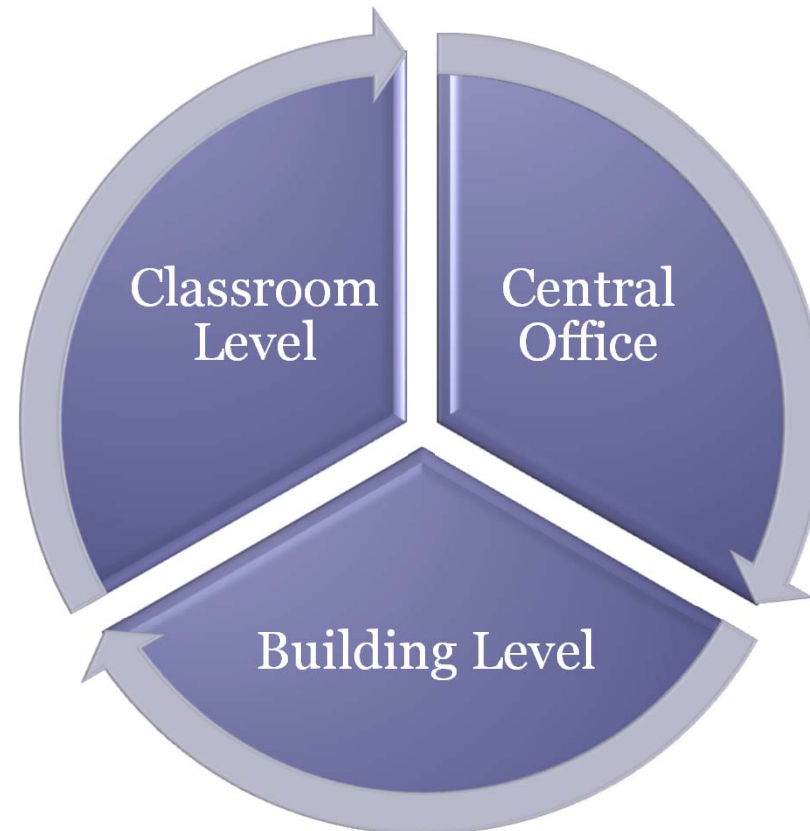
Online Community

Instructor Led

PLC: Academy

Academy: Theory of Action


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



Implementing Projects

- Project-Based Learning Video

PROJECT-BASED LEARNING



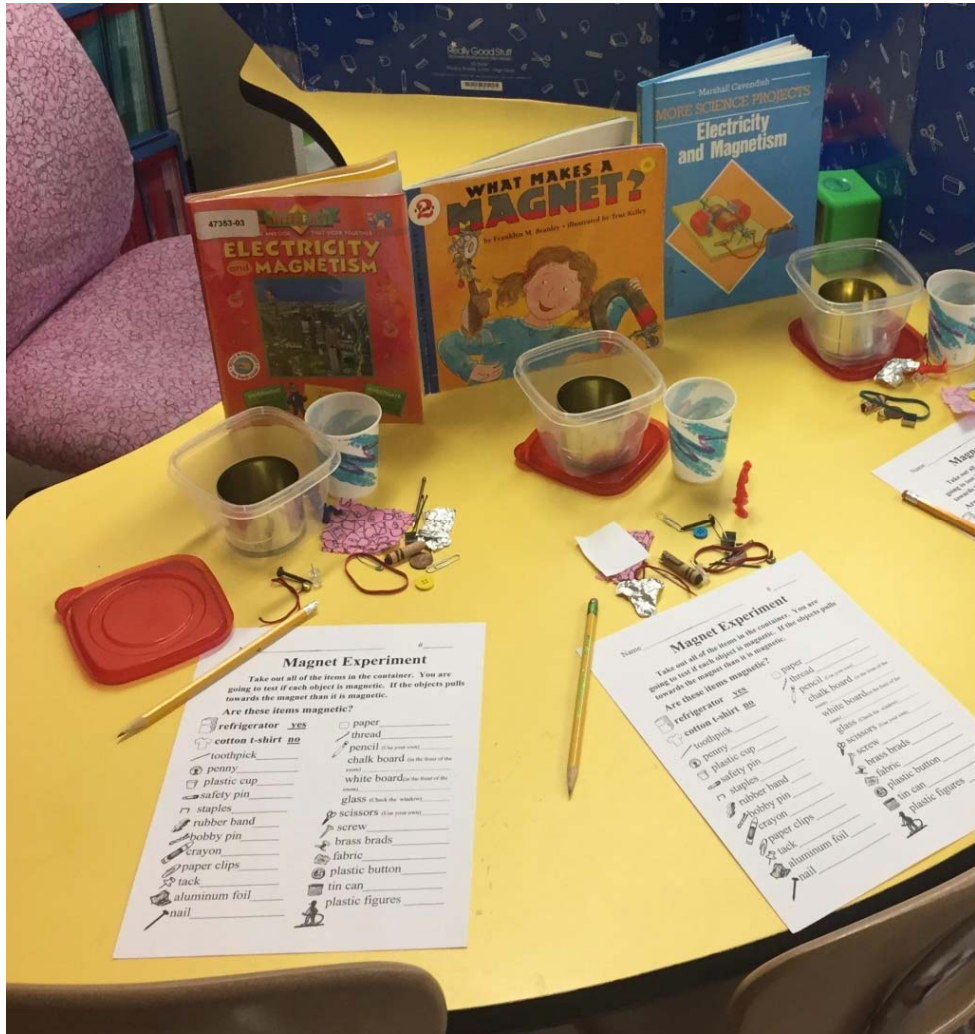
The image shows two young children sitting on a patterned rug in a library or classroom setting. They are both holding and reading books. The child on the left is a girl with dark hair, wearing a dark jacket over a pink shirt. The child on the right is a boy with curly hair, wearing a green and white striped shirt and striped pants. They are surrounded by bookshelves filled with books. The background is slightly blurred, focusing on the children.

- Understanding children's learning and development
- Teaching of subject matter

<https://www.youtube.com/watch?v=MsdfIzECgo>

Centers in Primary Education

Buffett 6/21/2017























Name _____ # _____

Magnet Experiment

Take out all of the items in the container. You are going to test if each object is magnetic. If the objects pulls towards the magnet than it is magnetic.

Are these items magnetic?

- | | |
|--|---|
|  refrigerator <u>yes</u> | <input type="checkbox"/> paper _____ |
|  cotton t-shirt <u>no</u> |  thread _____ |
|  toothpick _____ |  pencil (Use your own) _____ |
|  penny _____ | chalk board (in the front of the room) _____ |
|  plastic cup _____ | white board (in the front of the room) _____ |
|  safety pin _____ | glass (Check the window) _____ |
| <input type="checkbox"/> staples _____ |  scissors (Use your own) _____ |
|  rubber band _____ | screw _____ |
|  bobby pin _____ | brass brads _____ |
|  crayon _____ |  fabric _____ |
|  paper clips _____ |  plastic button _____ |
|  tack _____ |  tin can _____ |
|  aluminum foil _____ |  plastic figures _____ |
|  nail _____ | |

What's
different
here?



Bulfinch 10/1/2017

“It’s not children and families who create the achievement gap. It’s lack of access to learning opportunities. The question must be: **what actions can we take together to improve that access** ... to increase those opportunities, beginning in the earliest years of life?”

Christine Maxwell Director of Program Development Buffett Early Childhood Institute

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>

Definition: INSPIRATION

1a : a divine influence or action on a person believed to qualify him or her to receive and communicate sacred revelation
b : the action or power of moving the intellect or emotions
c : the act of influencing or suggesting opinions

2: the act of drawing in; *specifically* : the drawing of air into the lungs

3a : the quality or state of being inspired
b : something that is inspired <a scheme that was pure *inspiration*>

4: an inspiring agent or influence