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Early Learning Outcomes



SUPPORTS NEEDED FOR QUALITY IN FIRST THROUGH THIRD GRADE: VOICES FROM THE FIELD

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Intentions

- Describe the first through third grade work in NJ to support quality in the framework of a larger early childhood model
- Share the feedback from the field on the supports needed for implementation of the guidelines



Background

- NJ Early Learning Challenge Grant
 - Guidelines development
 - Add to the existing preschool and kindergarten implementation guidelines
 - Drafted in partnership at NIEER/Rutgers GSE
 - National expert review
 - Local feedback from the field



First through Third Grade Quality

- Content
- Professional development
- State support system



Content

- Format and presentation
- Tone and specificity
- Videos/exemplars
 - Varied implementation
 - Hurdles



Professional Development

- Professional learning communities
 - Collaboration with colleagues/admins
- Seminars/summer institutes
- Online support
- Parents, boards of education, higher education



The Support

- “Mandate”
- Liaisons
- Partnerships
- Continuous improvement cycle
- Self-evaluation Assessment Validation
- Coherence with other initiatives



Questions to Consider

- Is quality in the primary years defined in your state?
- What supports are in place for primary teachers and administrators to deliver quality educational experiences for young children?
- How do these supports compare to supports for educators for children at other ages?
- How do these supports fit into a larger birth to age 8 early childhood model?



***THANK
YOU***

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