Optimizing Learning Opportunities for Students

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Overview

- Overview of Kindergarten Feasibility Findings
- Brief presentation of new teacher report graphs
OLOS beta

[Diagram showing observations of students' behavior in different contexts and instruction types]
Kindergarten Literacy Findings

• 48 students in eight classrooms in two Title I Schools
  • Data for 6 students per classroom coded from video for the entire duration of the observation (average length: 1 hour, 11 minutes)
  • Children observed 3 times (Fall, Winter, Spring) for entire literacy block
  • 1 English immersion classroom
  • Approximately 70% of children classified by schools as DLLs

• Average class size = 21
• One teacher per classroom
Kindergarten Findings - Duration

Figure 1. Mean amounts of children’s literacy instruction with their teacher (TM) by context – Whole Class (WC) and Small Group (SG), content – Meaning focused (MF) and Code focused (CF), and season – fall, winter, and spring.
Kindergarten Findings – Duration Between Classroom Variation
Kindergarten Findings – Duration Within Classroom Variation
Kindergarten Findings – Talk Frequency

Figure 2. Mean frequency of child talk in the fall (childtalk1), winter (childtalk2) and spring (childtalk3).
**Summary:**
Student was observed for 30 minutes last October 12, 2018. This is student’s frequency in participation across all subjects.

### Participation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Verbal Response</td>
<td>7</td>
</tr>
<tr>
<td>Verbal Response</td>
<td>5</td>
</tr>
<tr>
<td>Reading Text/Problems Aloud</td>
<td>3</td>
</tr>
<tr>
<td>Answering Questions that Require Reasoning</td>
<td>0</td>
</tr>
<tr>
<td>Asking On-Topic Questions</td>
<td>0</td>
</tr>
<tr>
<td>Using Text to Justify A Response</td>
<td>0</td>
</tr>
<tr>
<td>Participating In A Discussion</td>
<td>0</td>
</tr>
</tbody>
</table>
Report by Content

Student Name
Grade 2

Summary:
Student was observed for 30 minutes last October 12, 2018. This is student’s overall breakdown in content.

Content
Out of 30 minutes
10 minutes Literacy
10 minutes Math
10 minutes Non-instruction

View More Data
Report by Content (Literacy with teacher) and Context (Grouping)
Participation moves embedded in content/context type
Summary

• Observing classroom with OLOS is feasible in kindergarten and observations pick up on substantial variability between and within classrooms

• Predictive Validity Study is ongoing and links to child outcomes are TBD

• Interactive report mockups are ready and next steps involve getting feedback from Network and School partners and then incorporating prototype versions into OLOS to test usability
# Child Talk Codes – 2nd and 3rd Grade

<table>
<thead>
<tr>
<th>Student Talk Type</th>
<th>Frequency of talk</th>
<th>Loadings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-verbal responding (raising hand, thumbs up/down, shaking head yes/no)</td>
<td>4.99 (5.92)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Verbally answering simple “wh”, yes/no, and choice questions (single child)</td>
<td>1.90 (4.29)</td>
<td>0.94</td>
<td>0.83</td>
</tr>
<tr>
<td>Reading text aloud</td>
<td>0.59 (1.72)</td>
<td>0.76</td>
<td>0.20</td>
</tr>
<tr>
<td><strong>Generative</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering questions that require thinking or reasoning</td>
<td>0.35 (.90)</td>
<td>1.54</td>
<td>--</td>
</tr>
<tr>
<td>Asking simple, on-topic questions</td>
<td>0.09 (0.40)</td>
<td>1.33</td>
<td>--</td>
</tr>
<tr>
<td>Using text to justify a response</td>
<td>0.03 (0.25)</td>
<td>1.81</td>
<td>--</td>
</tr>
<tr>
<td>Off-topic generative participation</td>
<td>0.07 (0.36)</td>
<td>1.95</td>
<td>--</td>
</tr>
<tr>
<td>Participating in a discussion</td>
<td>0.08 (0.35)</td>
<td>1.55</td>
<td>--</td>
</tr>
<tr>
<td>Voicing a disagreement</td>
<td>0.00 (0.07)</td>
<td>2.60</td>
<td>--</td>
</tr>
<tr>
<td>TOTAL Mean Frequency Score (unscaled)</td>
<td>8.55 (0.22)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3rd Grade TCM Small-group Meaning-focused DFR -ISI


First Grade: Distance from Recommendation Predicting Reading standard scores