EarlyLearning NETWORK

Optimizing Learning Opportunities for Students

Carol M. Connor
Ashley Adams
Deborah Vandell
University of California, Irvine

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- ISI lab and collaborators
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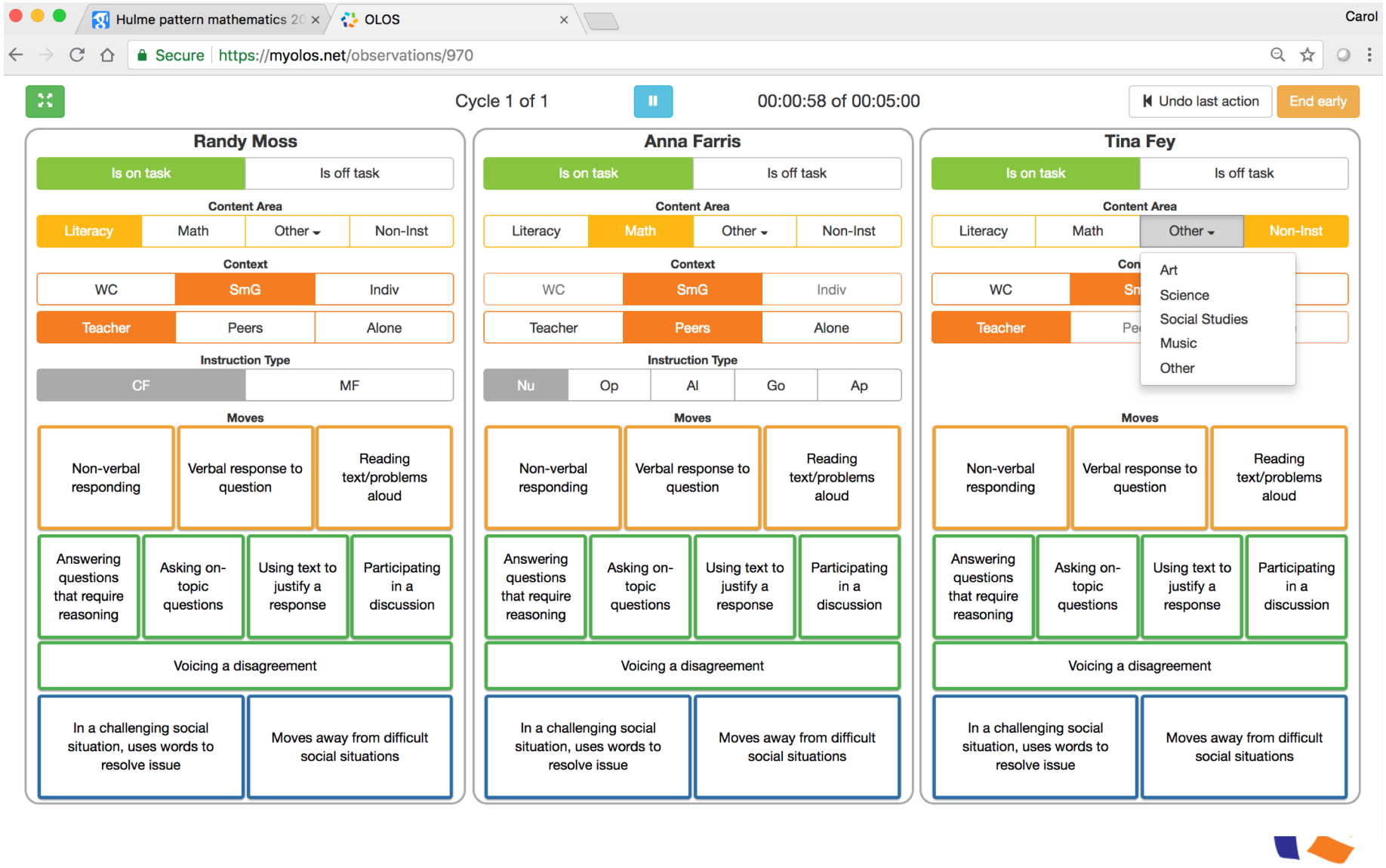
Overview

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

OLOS beta


Hulme pattern mathematics 2
OLOS
Carol
Secure https://myolos.net/observations/970
Cycle 1 of 1
00:00:58 of 00:05:00
Undo last action
End early
Randy Moss
Anna Farris
Tina Fey
Is on task
Is off task
Content Area
Literacy
Math
Other
Non-Inst
Context
WC
SmG
Indiv
Teacher
Peers
Alone
Instruction Type
CF
MF
Nu
Op
Al
Go
Ap
Moves
Non-verbal responding
Verbal response to question
Reading text/problems aloud
Answering questions that require reasoning
Asking on-topic questions
Using text to justify a response
Participating in a discussion
Voicing a disagreement
In a challenging social situation, uses words to resolve issue
Moves away from difficult social situations
Art
Science
Social Studies
Music
Other

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

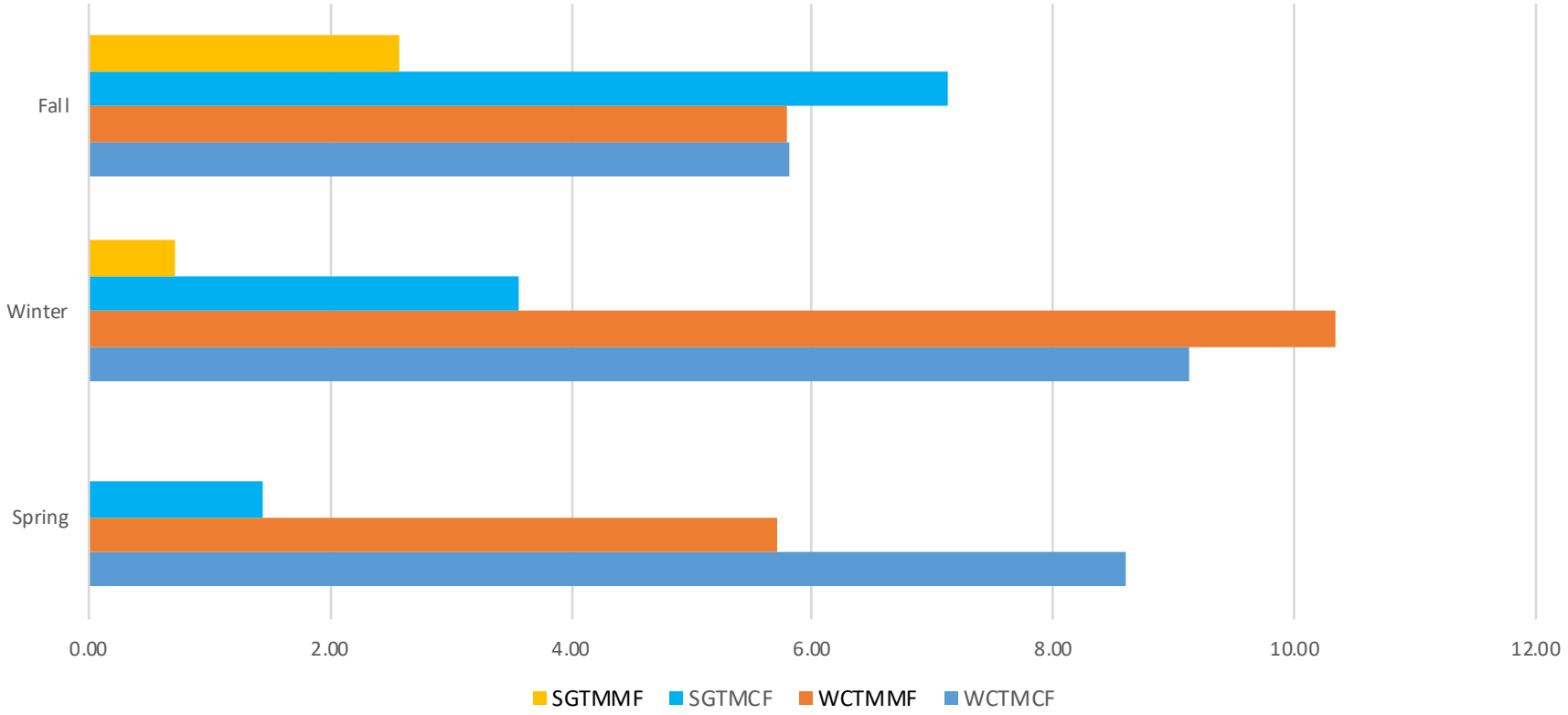
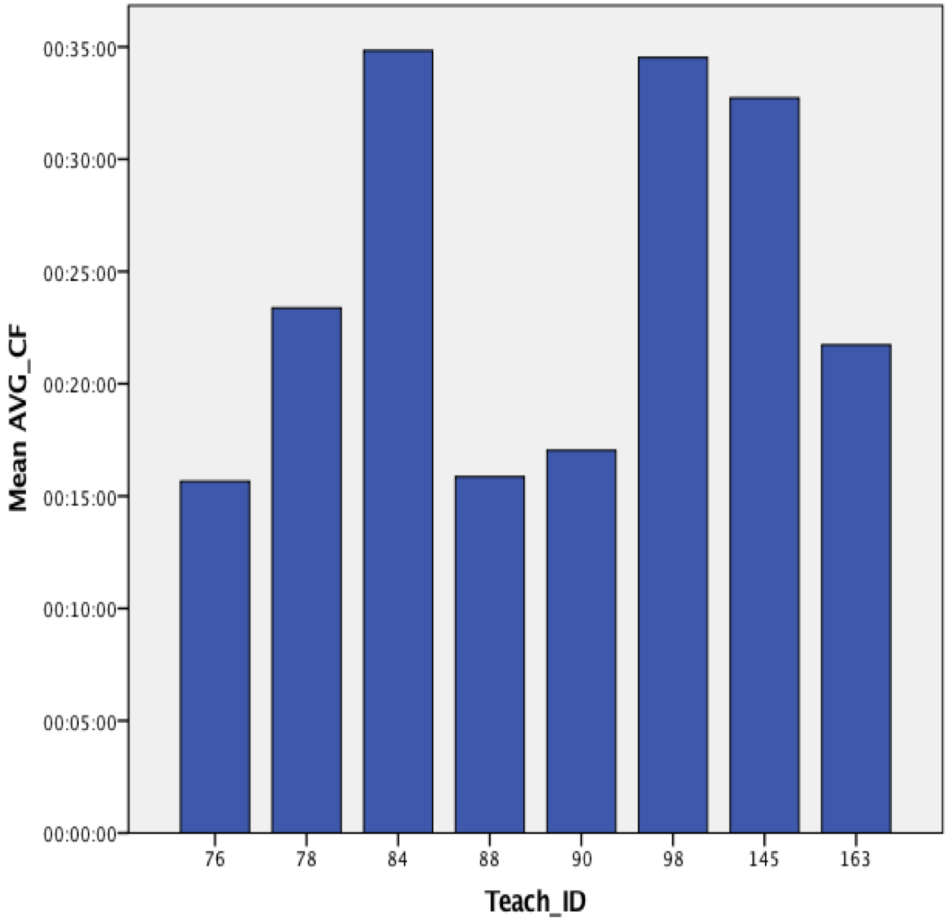
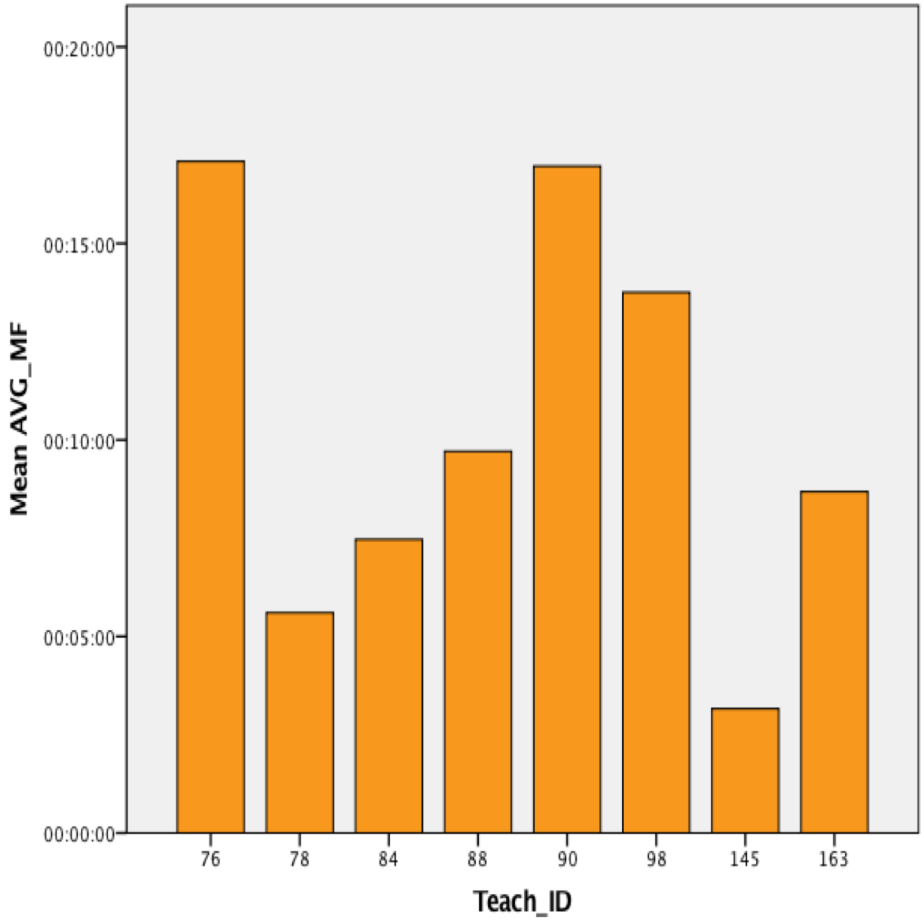


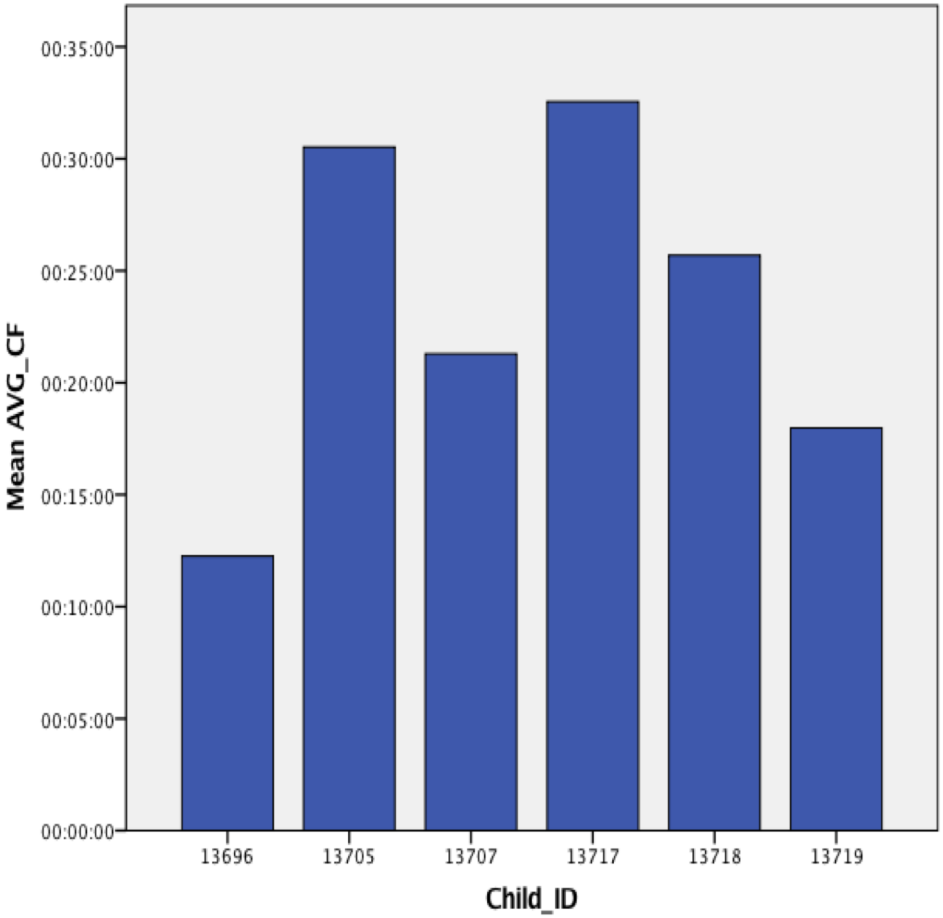
Figure 1. Mean amounts of children's literacy instruction with their teacher (TM) by context – Whole Class (WC) and Small Group (SG), content – Meaning focused (MF) and Code focused (CF), and season – fall, winter, and spring.

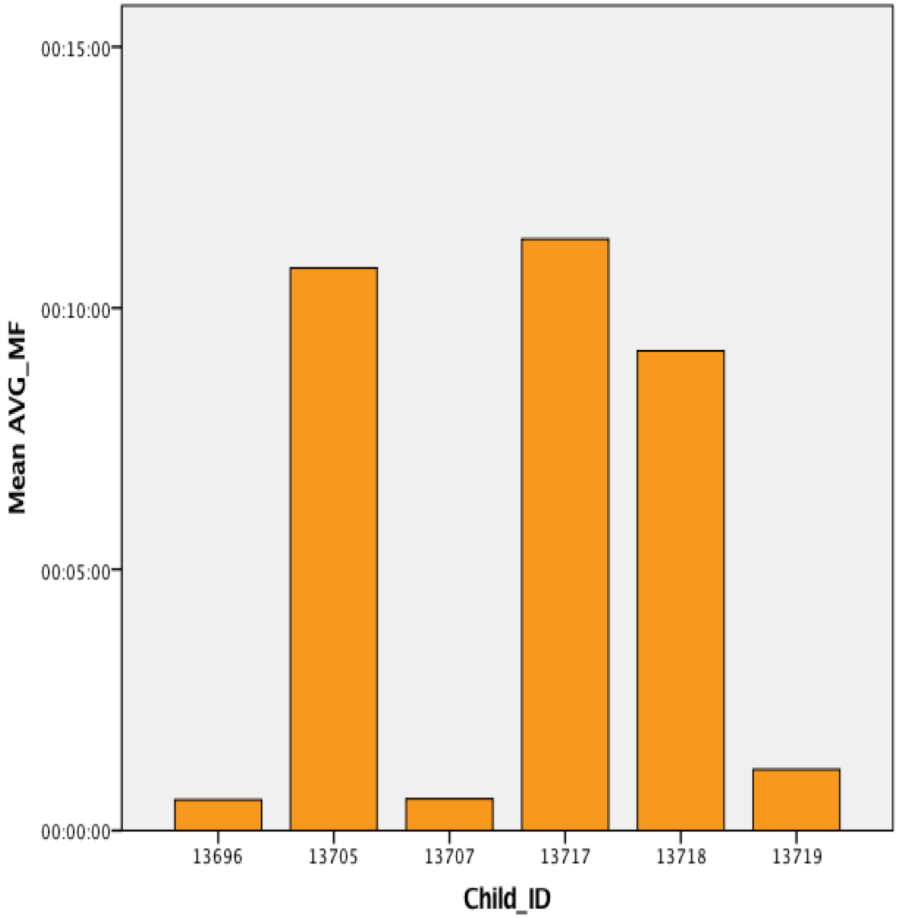
Kindergarten Findings – Duration Between Classroom Variation





Kindergarten Findings – Duration Within Classroom Variation





Kindergarten Findings – Talk Frequency

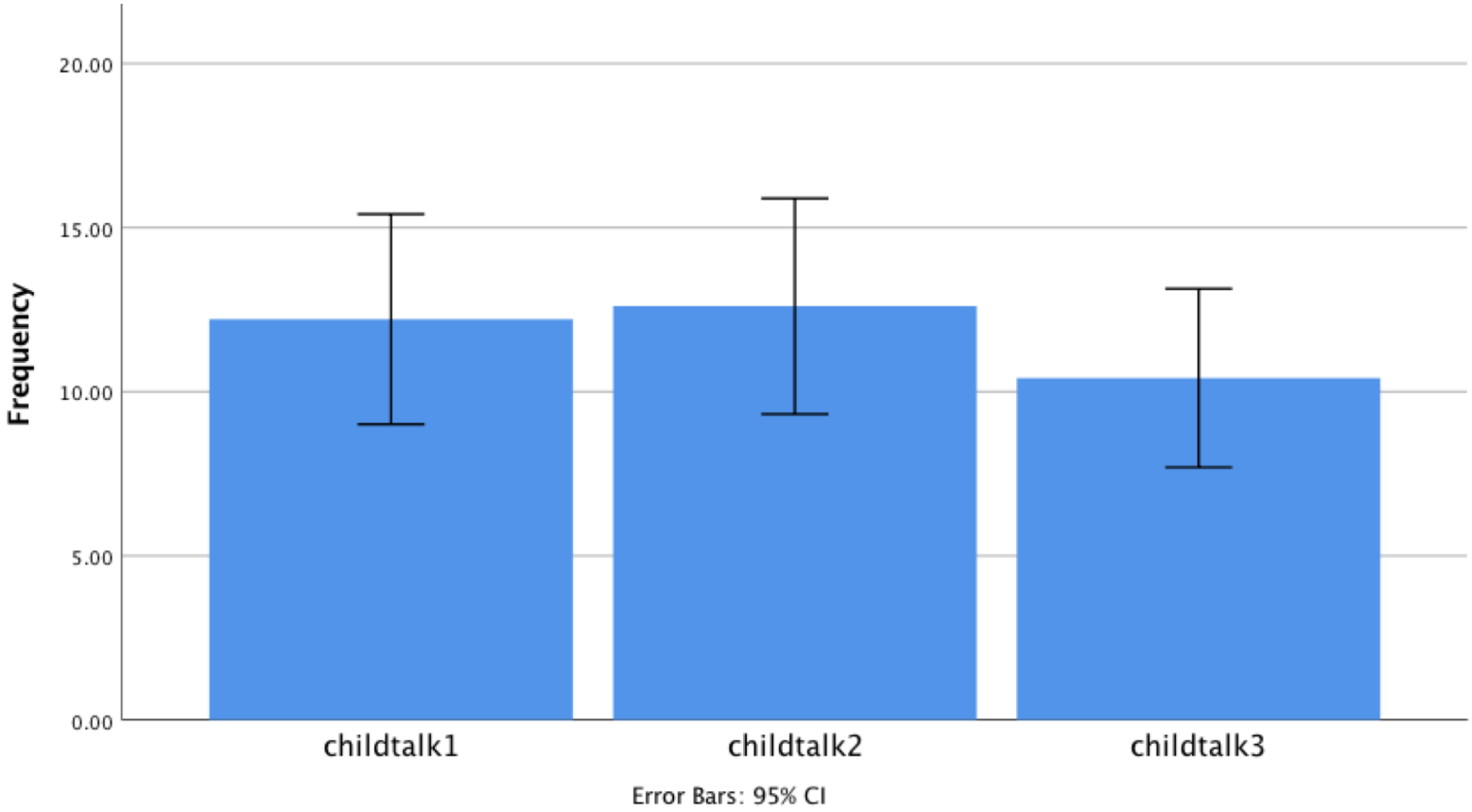


Figure 2. Mean frequency of child talk in the fall (childtalk1), winter (childtalk2) and spring (childtalk3).

OLOS Reports

Participation moves summary (mock up)

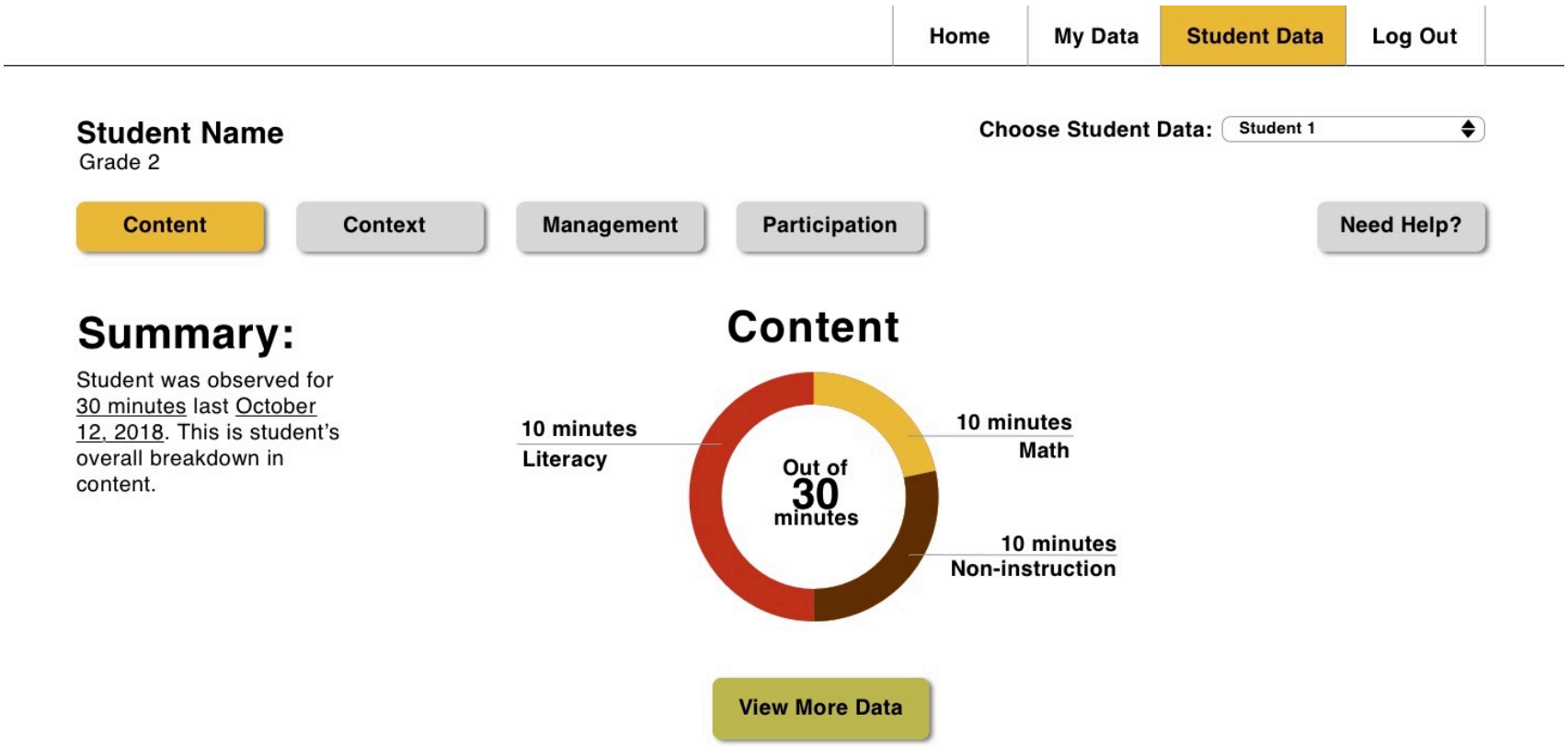
Content | Context | Management | Participation | Need Help?

Summary:

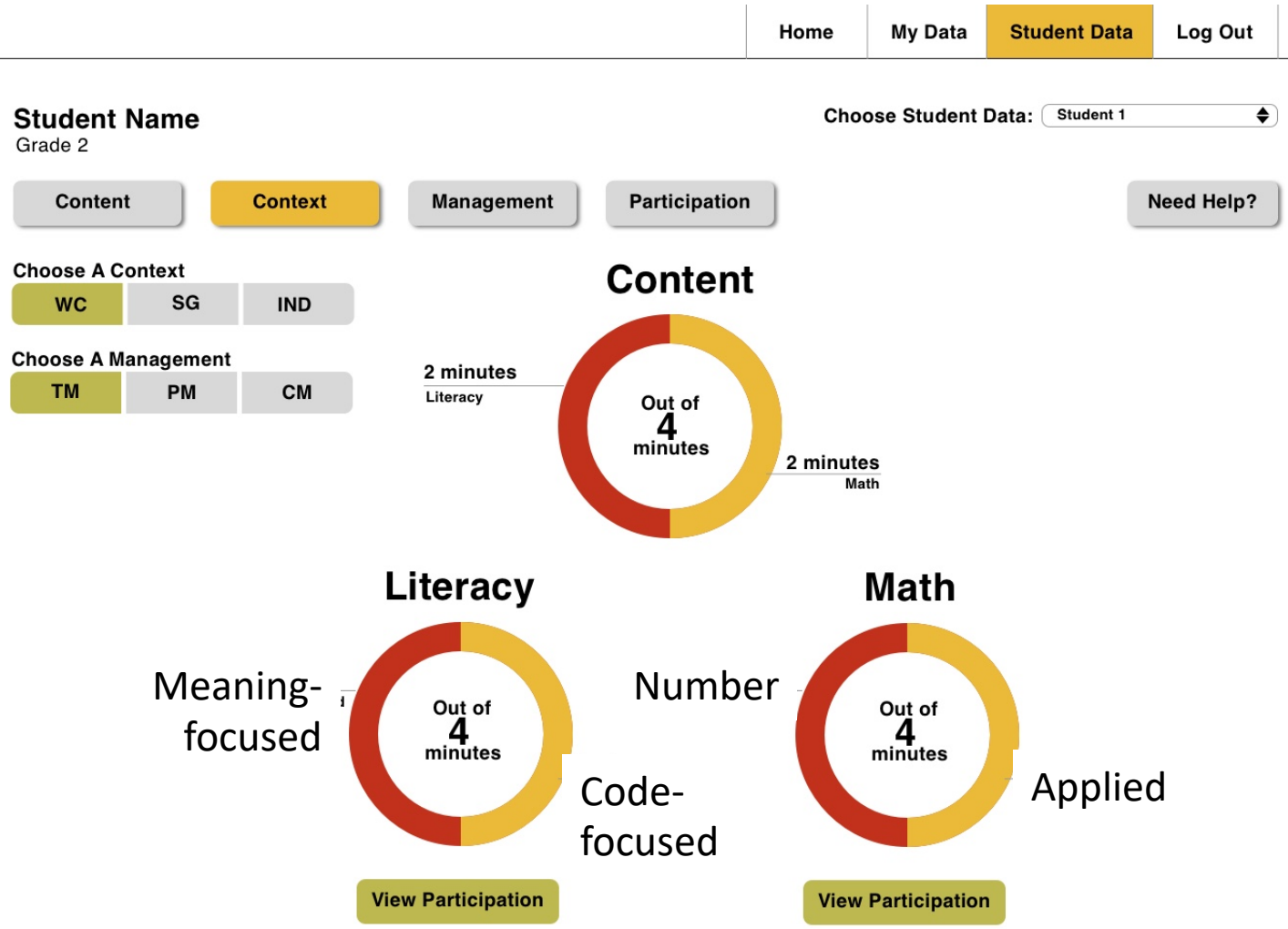
Student was observed for 30 minutes last October 12, 2018. This is student's frequency in participation across all subjects.

View More Data

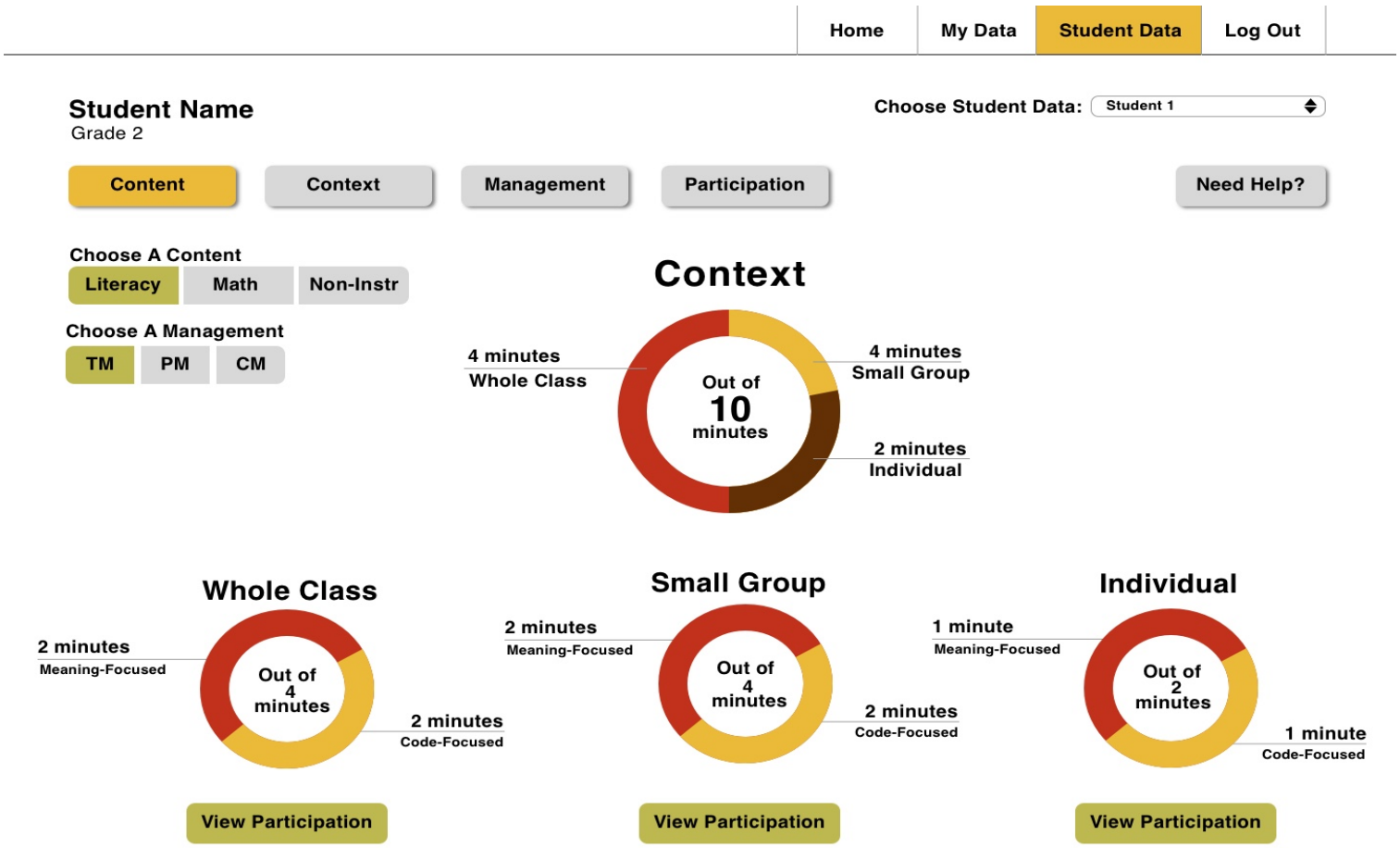
Report by Content



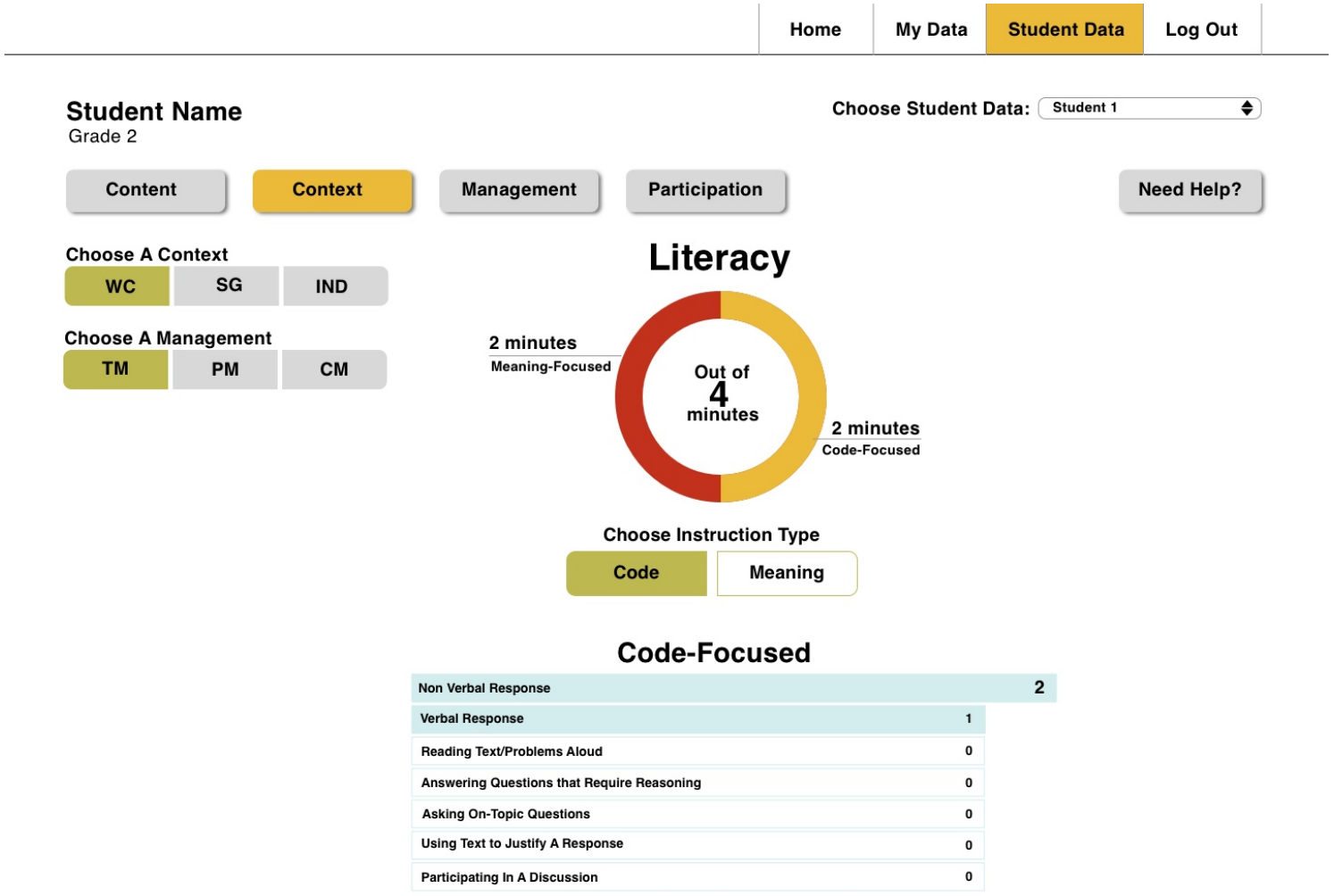
Report by Content



Report by Content (Literacy with teacher) and Context (Grouping)



Participation moves embedded in content/context type



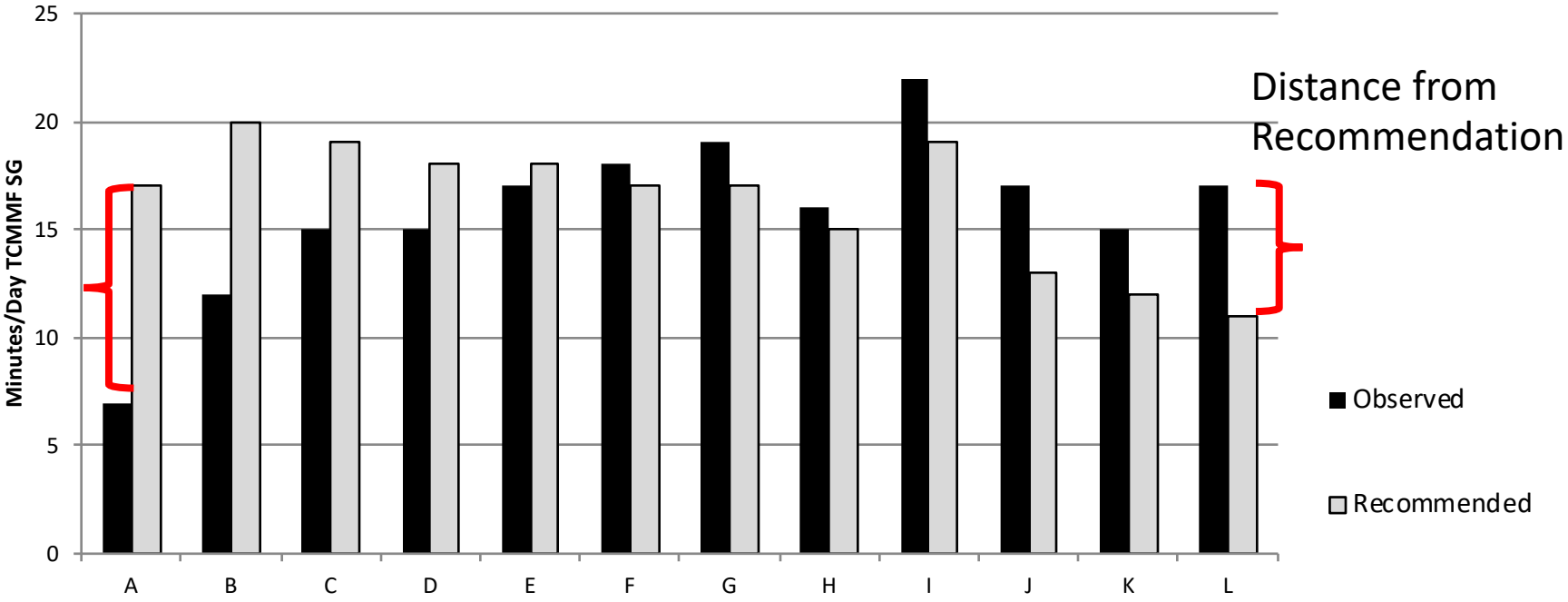
Summary

- 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

Student Talk Type	Frequency of talk	Loadings		
		Main	Part	Part2
Participating				
Non-verbal responding (raising hand, thumbs up/down, shaking head yes/no)	4.99 (5.92)	1	1	--
Verbally answering simple “wh ”, yes/no, and choice questions (single child)	1.90 (4.29)	0.94	0.83	--
Reading text aloud	0.59 (1.72)	0.76	0.20	--
Generative				
Answering questions that require thinking or reasoning	0.35 (.90)	1.54	--	1
Asking simple, on-topic questions	0.09 (0.40)	1.33	--	-1.45
Using text to justify a response	0.03 (0.25)	1.81	--	1.60
Off-topic generative participation	0.07 (0.36)	1.95	--	-1.68
Participating in a discussion	0.08 (0.35)	1.55	--	0.13
Voicing a disagreement	0.00 (0.07)	2.60	--	0.03
TOTAL Mean Frequency Score (unscaled)	8.55 (0.22)			
Factor variance		0.26	0.29	0.10

3rd Grade TCM Small-group Meaning-focused DFR -ISI



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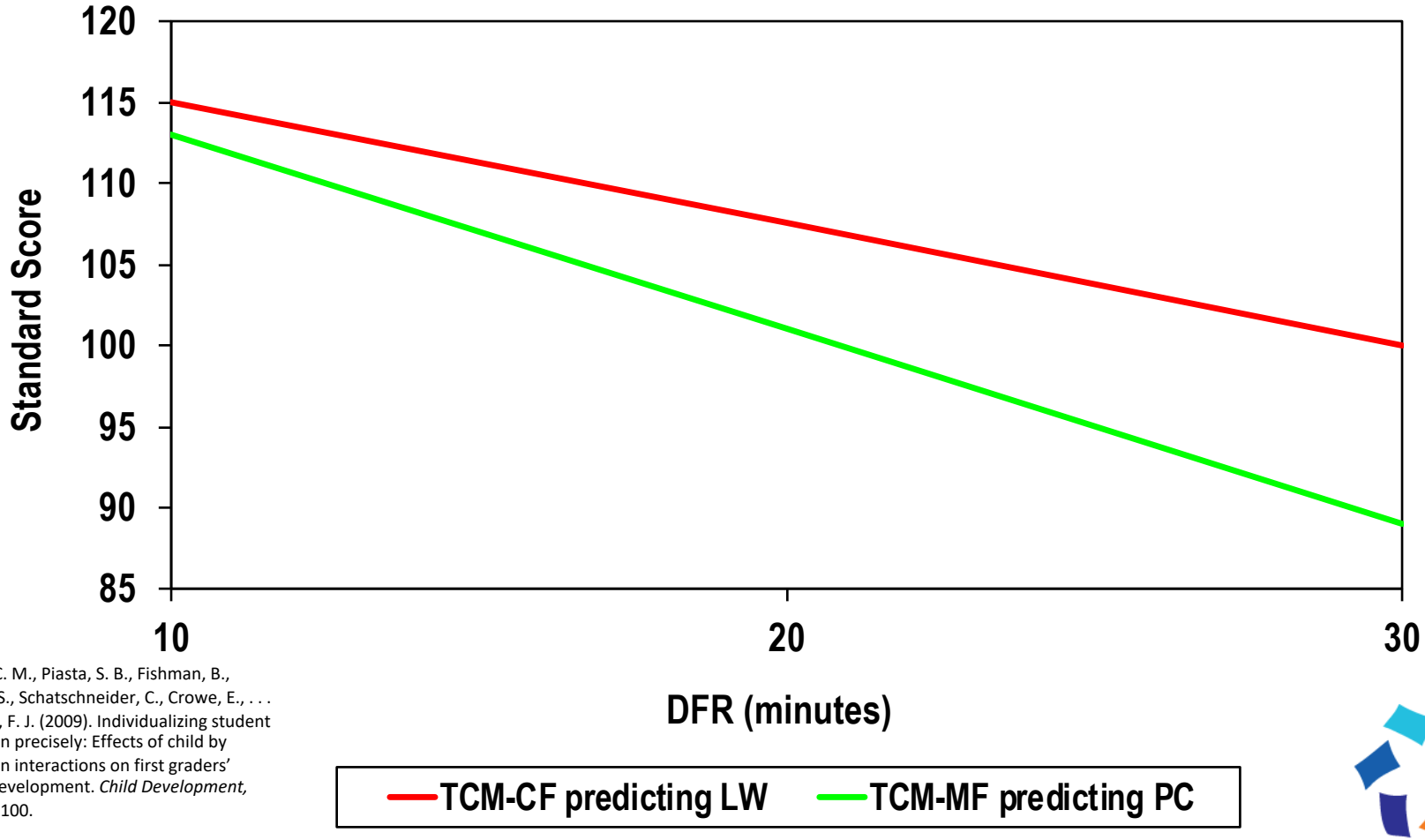
First Grade: Distance from Recommendation Predicting Reading standard scores



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