New Early Childhood Indicators

AUGUST 7, 2014

Technical Issues

- GoToWebinar is the technology that is supporting the presentation.
- Email or call Jana Martella if you have any technical issues at jmartella@edc.org or 202-244-3352.
- Type questions in the question box.
- Session will be recorded and posted to the respective websites.

Agenda

- Introductions
- Background
- Why early childhood indicators are needed
- Research framework
- New indicators
- Next steps

Introductions

Mary Earick, New Hampshire Department of Education

Diane Schilder, CEELO

Pam Sheley, CIL

Introductions

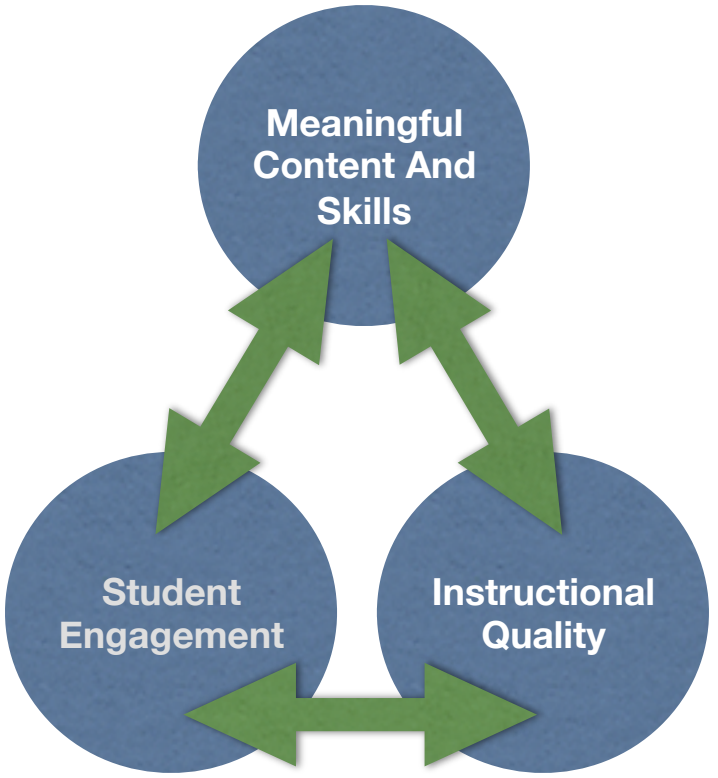
- Early childhood specialists in state departments of education
- School improvement grant coordinators
- Title 1 administrators
- Technical assistance providers
- Others

The New Hampshire Approach: A Problems of Practice Model

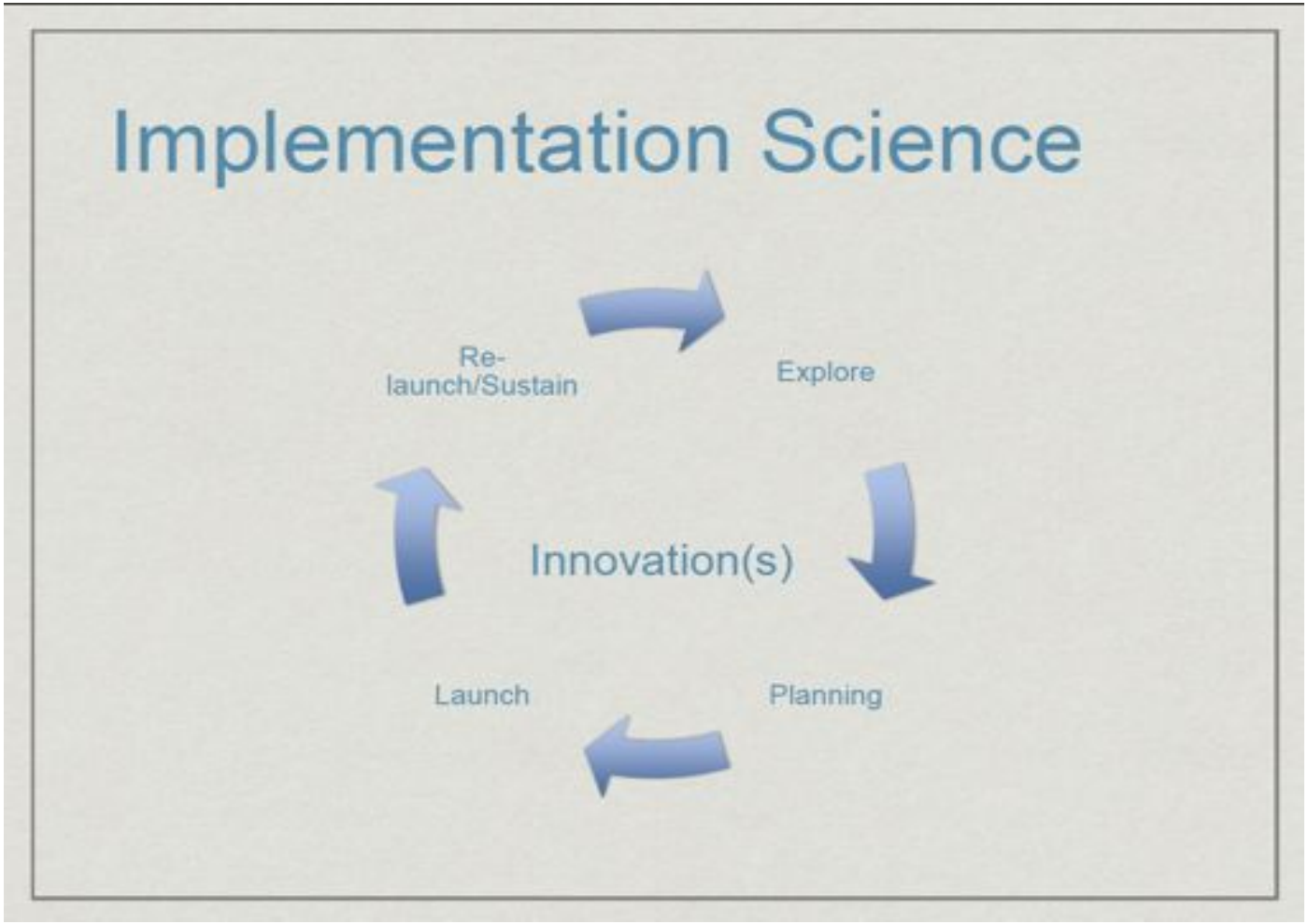
CEELO Center on Enhancing Early Learning Outcomes
Center on Innovations in Learning

Indistar® in NH

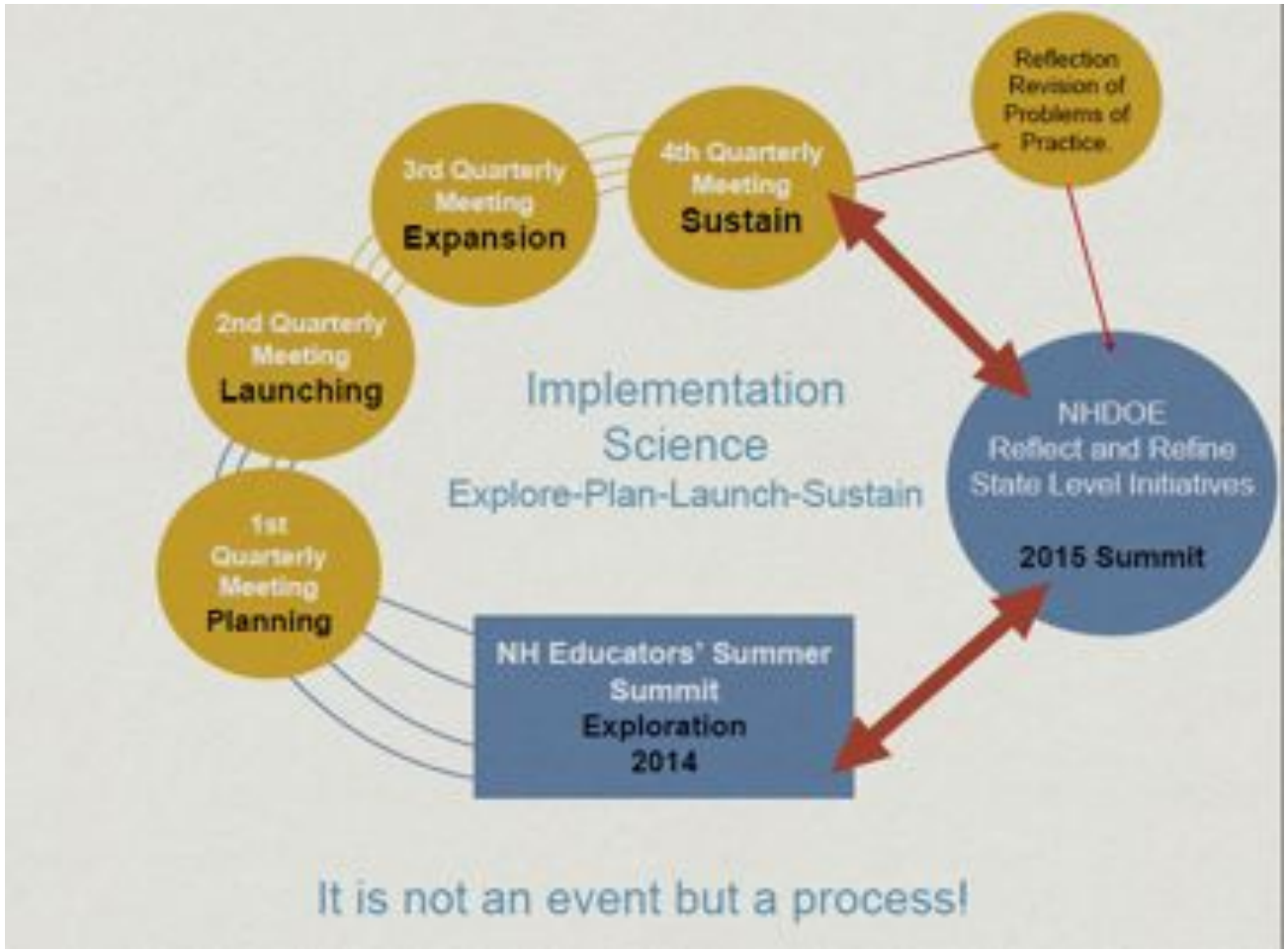
- In New Hampshire, the password protected web-based workspace and tool is used by teams engaging in a **Problems of Practice** model of school transformation.
- It is used for recording, organizing, and retrieving the work/process of the **School Community** teams.
- Teams complete an analysis of multiple assessments and current practices as they develop **Innovation Plans** to address gaps and/or dilemmas based on their problems of practice with a focus on the **Instructional Core**.
- **Tri-annual Reports** are submitted by the school teams to Indistar, peer reviewed and shared with stakeholders, state and federal monitors.



How is Indistar® Used in NH?

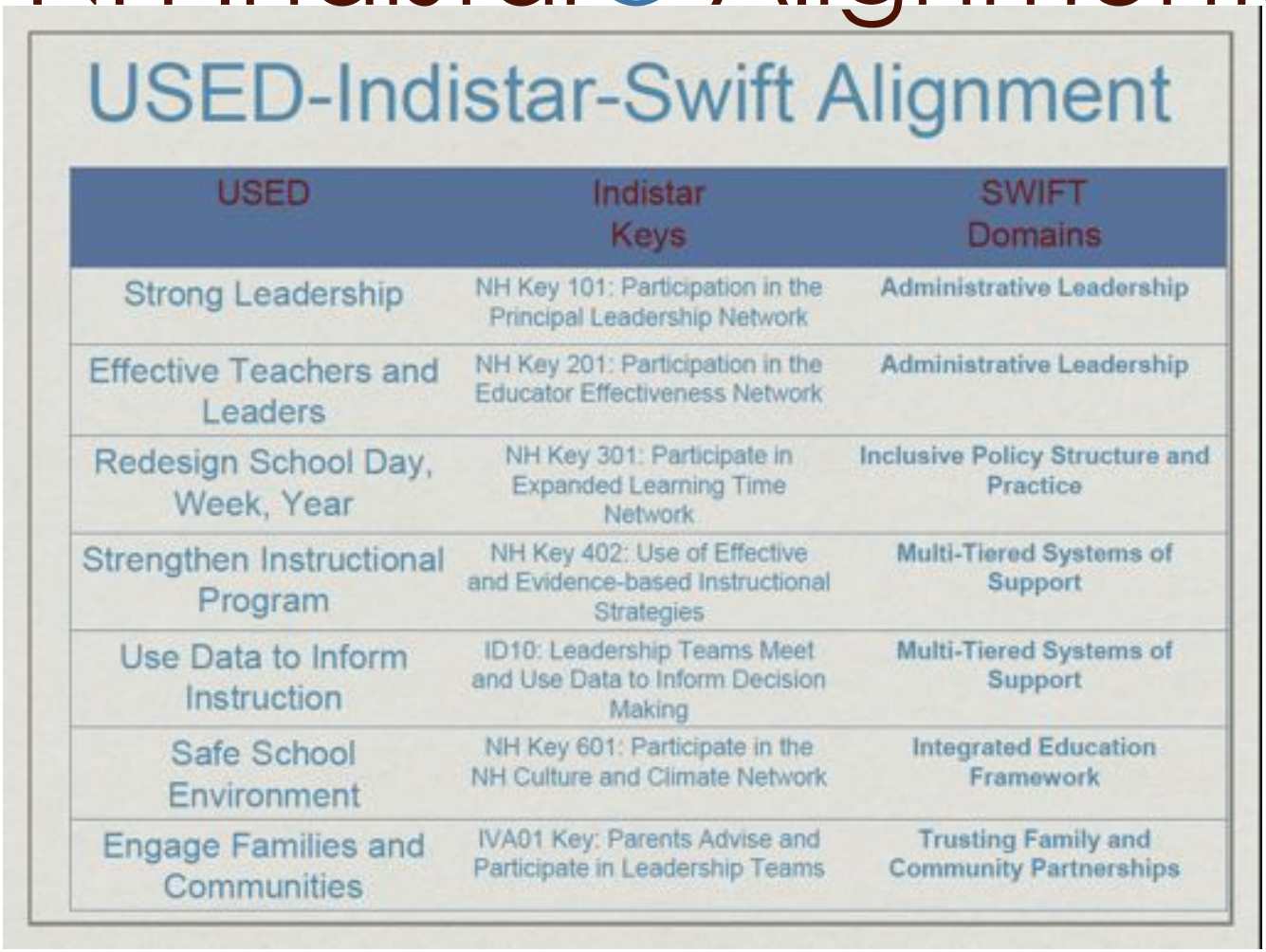


NH Indistar® as a Process



NHDOE Bureau of Integrated Programs Mary E. Earick, Ph.D.

NH Indistar® Alignments



USED-Indistar-Swift Alignment

USED	Indistar Keys	SWIFT Domains
Strong Leadership	NH Key 101: Participation in the Principal Leadership Network	Administrative Leadership
Effective Teachers and Leaders	NH Key 201: Participation in the Educator Effectiveness Network	Administrative Leadership
Redesign School Day, Week, Year	NH Key 301: Participate in Expanded Learning Time Network	Inclusive Policy Structure and Practice
Strengthen Instructional Program	NH Key 402: Use of Effective and Evidence-based Instructional Strategies	Multi-Tiered Systems of Support
Use Data to Inform Instruction	ID10: Leadership Teams Meet and Use Data to Inform Decision Making	Multi-Tiered Systems of Support
Safe School Environment	NH Key 601: Participate in the NH Culture and Climate Network	Integrated Education Framework
Engage Families and Communities	IVA01 Key: Parents Advise and Participate in Leadership Teams	Trusting Family and Community Partnerships

What is Indistar?

- Web-based school/ district/state improvement platform that is based on… *indicators* of effective practice
- Developed by the Academic Development Institute
- Supported by the Center on Innovations in Learning

Why Indicators?

- Indicators are a great way to keep everyone moving in the right direction with out a lot of guesswork on how to get there, but giving flexibility in the fine details.

Who uses Indistar?

- All the cool kids use Indistar…okay. Maybe not. Currently, a state department of education decides to use Indistar.

Indistar can be used at all levels:

Schools

For SIG, Turnaround, School Improvement, SPED, Title I, Family Engagement, Professional Development, Schoolwide, and now Early Education. Indistar is very flexible.

Districts

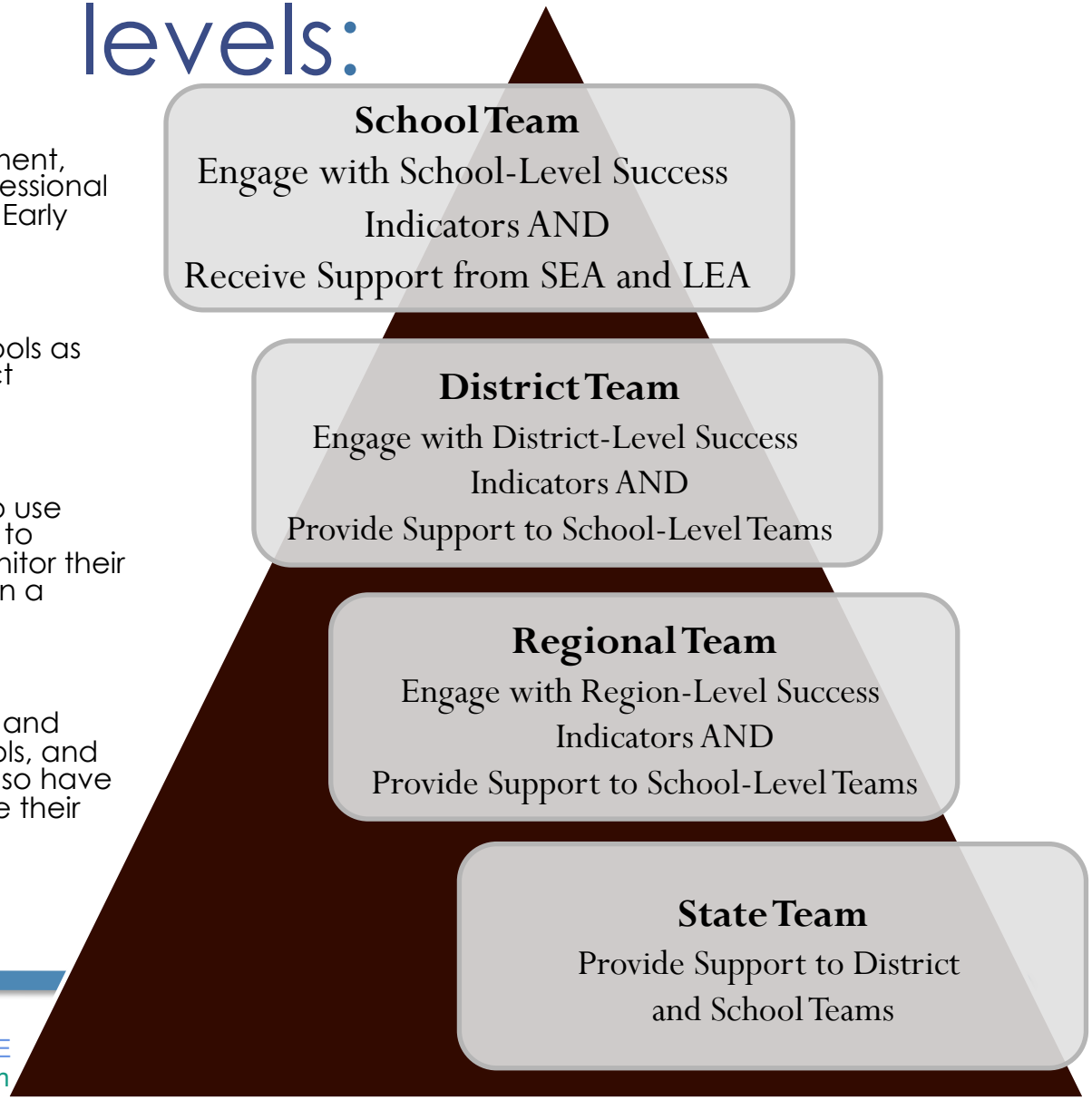
Can coach and monitor all their schools as well as work on their own set of District indicators

Regions

A new feature this year for states who use ESDs or Regional Offices. Will be able to coach both districts and schools, monitor their districts and schools as well as work on a regional set of indicators

State

Can coach their regions and districts and monitor all the regions, districts, schools, and coaches using Indistar. A state can also have a set of indicators in which to improve their system of support.



Why do the cool kids use it?

- **States** can make Indistar their one place to **gather information** across departments or divisions (SPED, Title programs, Professional Development, Early Ed, etc.)
- **Schools/districts** begin to see how everything **ties together** instead of seeing each individual piece as something separate and apart from overall improvement
- **Schools and districts** have a **roadmap to guide** how they can improve adult practices for the sake of the children/students within their care

So why add Early Education?

- It really feels like the next step to making Indistar a comprehensive improvement process.
- We started with indicators for a school-based Early Education program.
- Even schools without an Early Education program can review the indicators and work with their feeder Early Education programs to improve the transitions for their students entering their school.

The ultimate goal is always to provide the best education possible for each and every child… from their earliest start until graduation and beyond.

Why Early Childhood Indicators are Needed

- Knowledge about children's earliest experiences can help districts, schools and teachers target resources and differentiate instruction
- High-quality pre-K through grade three classrooms should use 'developmentally appropriate practices'
- Gaps existed and new indicators will address these gaps

What We Know About Early Childhood

- Young children who live in poverty lag behind their peers from their earliest school years and poor children often do not enter school adequately prepared for success
- High-quality pre-K can have large benefits
- Benefits of pre-K have benefits at state or local levels
- The economic benefits of high quality early childhood education are well established and widely recognized
  - Special education placements significantly lower for students who attended high-quality ECE
  - Retention significantly lower

How Indicators Were Selected

Began by reviewing existing indicators and research including but not limited to:

- National Institute for Early Education Research (NIEER) indicators of quality
- National Association of Early Childhood Specialists in State Departments of Education indicators
- Organization for Economic Co-operation and Development (OECD) quality report
- Office of Policy Research and Evaluation within U.S. Department of Health and Human Services funded research
- National Association for the Education of Young Children (NAEYC) and other national early childhood organization's indictors
- Peer review research articles

What New Early Childhood Indicators Cover and What Work Remains

- Focus is on schools
- Indicators include school-based pre-K through early elementary grades
- Initial focus is on domains over which schools and districts have authority
- If need is expressed, future indicators can go beyond school-based focus

What We Produced

- Listing of early education indicators
- For each indicator, brief introduction
  - Definition and terms
  - Review of the research
  - Vignette describing why the indicator is needed
- Indistar calls the documentation "Wise Ways"

New Early Childhood Indicators

- Access
  - Access (4 indicators)
  - Quality (5 indicators)
- Transitions and Supports for Children (4 indicators)
- Program/School Leadership and Decision Making (1 indicator)
- Curriculum, Assessment, and Instructional Planning (3 indicators)
  - Engaging teachers in aligning instruction with standards and benchmarks (3 indicators)
  - Assessing student learning frequently with standards-based assessments (2 indicators)
- Classroom Instruction
  - Expecting and monitoring sound instruction in all domains (1 indicator)
  - Expecting and monitoring sound communication with families and family involvement in students' ongoing learning (1 indicator)

Access to Early Childhood Education

1. District offers all children free full-day, full-week Kindergarten.

2. All preschool-aged children in the district have access to free high-quality pre-Kindergarten (pre-K).

3. District has a system in place for determining the nature and extent of early learning opportunities each student has experienced prior to school entry.

4. School has a system in place for determining the nature and extent of early learning opportunities each student has accessed prior to school entry.

Access to Quality ECE

5. Teachers of children in pre-K have a bachelor's degree. (p 15)

6. All teachers providing education to pre-K through grade three students have specialized education in early childhood education or child development. (p 17)

7. All teachers providing education to pre-K through grade three students receive at least 15 hours of professional development annually. (p 19)

8. All pre-K classrooms have ratios of at least one adult for every 10 students and all Kindergarten to grade three classrooms have at least one adult for every 12 students. (p 21)

9. All pre-Kindergarten (pre-K) classrooms have class sizes with 20 or fewer students and all Kindergarten classrooms have class sizes with fewer than 24 students. (p 24)

Transitions that Support Children

10. All teachers (including pre-K teachers in schools with pre-K programs) are part of a team that includes other teachers, an instructional leader, and related service personnel that assesses needs for services and referrals for services. (p 26)
11. The District has a system in place to assure children transitioning from Part C to Part B are assessed in their home language prior to children's third birthday. (p 29)
12. The District has a system in place to assure those screening children who are transitioning from Part C to Part B are trained in valid and reliable methods of assessing very young children. (p 32)
13. School has system in place for assuring that all kindergarten through third grade teachers have access to entering students' data. (p 35)

Program Leadership

* Focuses on leadership's role on related to building capacity, achieving learning goals, and improving instruction.

14. An administrator (e.g. principal, assistant principal or other instructional leader) who is knowledgeable about early childhood development and learning and developmentally appropriate practices for young children participates actively with the early childhood instructional team. (p 37)

Curriculum, Assessment and Instructional Planning

* Focus on engaging teachers in aligning instruction with standards and benchmarks

15. Instructional Teams ensure curriculum is aligned with the state early learning standards and Common Core or state's own standards. Instructional teams design the curriculum to be aligned with the state early learning standards and Common Core or the state's own standards. (p 39)

16. Instructional Teams ensure curriculum is developmentally appropriate for young children in pre-K through Grade 3 classrooms. (p 42)

17. The Instructional Team engages in a process of collecting and using formative assessment data to inform instructional planning. (p 45)

Curriculum, Assessment and Instructional Planning

* Focus on assessing student learning frequently with standards-based Assessments

18. Teachers individualize instruction based on developmentally appropriate assessment data to support students and provide enhanced learning opportunities. (p 48)

19. Each student is assessed at least 3 times each year using standards-based assessments that have district, state, and/ or national norms. (p 50)

Classroom Instruction

20. Students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development. (p 53)

21. All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom. (p 57)

Discussion

How can the new early childhood indicators be used?

- Target earlier grades
- Inform teaching to assure developmentally appropriate practices are employed
- Assist state, district and school leaders in targeting resources and engaging in continuous improvement process
- Help align federal and state systems and priorities

For more information about Indistar:

Contact:

Pam Sheley (217)732-6462 ext. 19

or

Stephanie Benedict (217)732-6462 ext. 32

at

Academic Development Institute

or email

indistar@adi.org

Diane Schilder, dschilder@edc.org

Melissa Dahlin, mdahlin@edc.org

Mary Earick, Mary.Earick@doe.nh.gov

Next Steps

- Complete surveymonkey: https://www.surveymonkey.com/s/CILCEELO2014

- Visit us

  CEELO: www.ceelo.org
  CILL www. Centeril.org
  Indistar: www.indistar.org
  NHDOE: www.education.nh.gov