TOOLS TO SUPPORT PRINCIPALS AS EVALUATORS OF EARLY CHILDHOOD TEACHERS

NOVEMBER 10, 2014
12:00- 1:30 CT (1:00- 2:30 ET)
Logistics

- All attendees will be in mute mode.
- Questions can be entered in the question box at any time.
- During the discussion period, a moderator will collect attendee questions for the panelists. Using the question box, you can:
  - Write your question
  - Request to be unmuted (if you would like to speak)
- Recording as audio archive; professional discretion advised
- Technical problems- contact Melissa Dahlin at (202) 572-3717 or mdahlin@edc.org
Agenda

- Introductions
- Why is the Principal Important?
- Practical Example: Nebraska
- Respondents: MN & IL
- Q & A and Group Discussion
- Resources & Next Steps
Speakers

- Lori Connors-Tadros, CEELO
- Diane Schilder, CEELO
- Kristy Feden, Papillion-La Vista (NE) School District
- Jean R. Ubbelohde, Millard (NE) Public Schools
Why is Training for Principals Important to Effective Early Childhood Teacher Practice?

Research shows that effective principals:

- Manage people, data and processes to foster school improvement
- Develop and administer age-appropriate assessments that include both formative and summative evaluations
- Support teachers in strategies to improve instruction
- Foster a climate that encourages the use of assessment data to guide teaching and learning

- Yet, few elementary school leaders have professional backgrounds or training in early education

Sources: Wallace Foundation, NAESP, CEELO, NGA, GTL
Staff Evaluation in Early Childhood Settings

Jean Ubbelohde (Millard Public Schools, NE)
Kristy Feden (Papillion-La Vista School District, NE)
NEBRASKA’S PERFORMANCE FRAMEWORK

- Nebraska Teacher and Principal Performance Framework:
  - Nebraska State Board of Education (2011)
  - Purpose: Improve teaching and learning

- Teacher Indicators Informed by:
  - 2010 Interstate Teacher Assessment and Support Consortium (InTASC) standards
  - Framework for Teaching developed by Charlotte Danielson

- The Nebraska Framework is a resource for local Districts—not a mandate
Early Intervention in Nebraska

- Birth Mandate State
- Part C and Part B Services
- Staff Certification:
  - Nebraska Department of Education
  - Most common teacher endorsement includes Inclusive Early Childhood, Early Childhood Special Education, Early Childhood degree with Special Education Endorsement
- Settings could include:
  - Home
  - Community
  - District (LEA) Preschool Programs
Why Focus on Staff Evaluation in Early Childhood Settings?

- Teacher growth and improvement of pedagogical skills should be valued to a greater degree than competence.

- Principals/Administrators may have multiple responsibilities:
  - Not as familiar or comfortable with early childhood settings.
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  - Not as familiar or comfortable with early childhood settings.
O Challenges:

- Meaningful application of evaluation frameworks, including post-observation conversations with staff
- Awareness of and recognition of effective instruction and high quality early childhood environments
- Understanding the link between high quality programs/effective instruction and success in Kindergarten
Growing the Skills of your Early Childhood Staff

Growth Occurs through:

- Teacher self-reflection
- Teacher self-observation
- Observational data from coaching, walk through, AND previous summative evaluation
- Reflective/supportive questioning
Tools for Evaluation and Observation in Early Childhood Settings

Purpose: Link data to formative and summative staff evaluations as well as to the Continuous Improvement Process:

- “Look For” Documents can be used during classroom walk-through—Administrators need to understand what quality instruction looks like in early childhood settings
- Provide reflective questions that focus on local and outcomes data
- Crosswalk existing staff evaluation tools with quality indicators for early childhood settings
  - Danielsen/Marzano Effective Teaching Components Crosswalk
<table>
<thead>
<tr>
<th>Marzano Teacher Evaluation Model:</th>
<th>Danielson Framework for Teaching:</th>
<th>What this could look like in Family Home/Community Childcare Settings:</th>
<th>What this could look like in Center-Based Preschool Settings:</th>
</tr>
</thead>
</table>
| Domain 4: Collegiality and Professionalism | Domain 4: Professional Responsibilities | • Early interventionist understands Nebraska Department of Education Rule for special education/early intervention eligibility and services  
• Early interventionist understands the differences between an IFSP and IEP and can explain these differences effectively to parents  
• Early interventionist participates in team meetings and regular coaching opportunities with other team members  
• Early interventionist accepts feedback from colleagues during coaching sessions  
• Early interventionist brings suggestions from coaching sessions with colleagues back to families/caregivers  
• Early interventionist understands and complies with Results Matter  
• Early interventionist recognizes family outcomes are a shared responsibility between the EI team members (including parents/caregivers) | • Early interventionist understands Nebraska Department of Education Rule for special education/early intervention eligibility and services  
• Early interventionist understands and complies with Results Matter  
• Paraeducators are treated with respect (e.g., tone of voice used to give directions/feedback is positive)  
• Early interventionist demonstrates flexibility when working with related service providers |

Nebraska’s Core Competencies for Early Childhood Professionals

Related Competencies:
H. Professionalism and Leadership Competencies
## Quick “Look Fors” Home Setting and Team Meetings

<table>
<thead>
<tr>
<th>Communication and interactions are respectful and warm</th>
<th>Staff member asks open-ended questions or follow-up questions</th>
<th>Staff member links previous home visit (and learning) to current visit.</th>
<th>Staff member follows parent and child lead in family activities &amp; routines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff member is flexible and goes along with parent/child ideas and interests.</strong></td>
<td>Staff member and parent are relaxed and parent shares information, problems or concerns openly.</td>
<td>Staff member is respectful and shows acceptance of the family system.</td>
<td>Staff member encourages parent/child interactions</td>
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<tr>
<td><strong>Staff member models engagement in activities to encourage interest and expand involvement.</strong></td>
<td>Staff member uses materials already in the home (not materials brought into the home by provider) to promote parent child interactions.</td>
<td>At the end of the visit, staff member summarizes the session and gives the parent strategies to use in the coming weeks.</td>
<td>There are back and forth exchanges between staff members/parent.</td>
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</tbody>
</table>
| **In team meetings, concerns regarding individual children are brought to the team for problem solving.** | In team meetings, professional collaboration/problem solving is the norm. | In team meetings, mutual respect is evidenced by:  
  - Active listening  
  - Staff member is open to ideas | In team meetings, an agenda is provided and scheduling of evaluations/IFSPs is not the dominating topic. |
# Quick “Look Fors” Community Childcare Setting

<table>
<thead>
<tr>
<th>Communication and interactions are respectful and warm</th>
<th>Staff member asks open-ended questions or follow-up questions</th>
<th>Staff member links previous community visit (and learning) to current visit.</th>
<th>Staff member follows staff or child lead in activities &amp; routines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff member is flexible and goes along with staff/child ideas and interests.</strong></td>
<td>Staff member and childcare staff are relaxed and childcare staff shares information, problems or concerns openly.</td>
<td>Staff member is respectful and shows acceptance of the family system.</td>
<td>Staff member encourages childcare staff/child interactions</td>
</tr>
<tr>
<td><strong>Staff member models engagement in activities to encourage interest and expand involvement.</strong></td>
<td>Staff member uses materials already in the center (not materials brought into the center by provider) to promote childcare staff/child interactions.</td>
<td>At the end of the visit, staff member summarizes the session and gives the childcare staff strategies to use in the coming weeks.</td>
<td>There are back and forth exchanges between staff members/childcare staff.</td>
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<tr>
<td>WHEN</td>
<td>Ongoing</td>
<td>Fall Checkpoint Due 10/31/14</td>
<td>Winter Checkpoint Due 2/14/15</td>
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<tr>
<td>QUESTIONS TO ASK</td>
<td>What reports have you run in GOLD to help guide your instruction?</td>
<td>What patterns of strengths/weaknesses show in the fall checkpoint data?</td>
<td>Which students are performing below age expectations?</td>
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<tr>
<td></td>
<td>How does your PLC use reports from GOLD?</td>
<td>When looking at the Class Profile Report, how have you adjusted your instruction?</td>
<td>What other data do you have to show progress with students who are performing below age expectations?</td>
</tr>
<tr>
<td></td>
<td>What modifications have you made to your classroom environment based upon your last ECERS-R observation?</td>
<td>When your team reviewed the OSEP entry scores, do you have confidence in the data?</td>
<td>What patterns do you see in the data?</td>
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<tr>
<td></td>
<td>What methods of data collection do you find most useful?</td>
<td>What have been areas of growth thus far?</td>
<td>What areas continue to be a challenge? What are some steps you plan to take to address those challenges?</td>
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<td></td>
<td>When a child demonstrates a weakness in one of the domains, what resources do you find helpful when coaching a parent/childcare provider?</td>
<td>What are your hunches as to why XXX area of development (or student name) is below expectations?</td>
<td>Based upon the Widely Held Expectation report, what are your thoughts on a professional goal for the next school year?</td>
</tr>
<tr>
<td>Prompts</td>
<td>Environment</td>
<td>Teacher-Child/Child-Child Interactions</td>
<td>Activities</td>
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<td>-------------------------</td>
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<tr>
<td>I saw....</td>
<td>I thought the way you arranged the children at circle time facilitated peer interactions and overall attention.</td>
<td>I saw many great examples of positive expectations in the classroom.</td>
<td>I saw a long time spent on transitions. What could you do to help make transitions faster or more efficient?</td>
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<tr>
<td>I thought....</td>
<td>How do you think the classroom set up encourages peer play?</td>
<td>I thought the way you interacted and conversed with the children demonstrated a positive relationship.</td>
<td>I thought the way you had the materials on hand and ready to be used really helped with managing the routine.</td>
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<tr>
<td>I saw X, what do you think....</td>
<td>I saw that the children seemed to be lost in the center of the room. What might you change about the classroom set up to help in this area?</td>
<td>How do you think the peer interactions are going?</td>
<td>The children seem to have a good understanding of the routine.</td>
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<tr>
<td>What might you change....</td>
<td>I saw some peer aggression occur. What do you think could help to stop this behavior?</td>
<td></td>
<td>What might you change about the transition from center time to table activity?</td>
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<tr>
<td>Look For:</td>
<td>Notes:</td>
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<td>Classroom space is divided into clear interest areas (blocks, dramatic play, toys/games, art, library, discovery/science, sand/water, music/movement)</td>
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<td>Varied materials are available in each center, providing children a range of choices—materials are multicultural</td>
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<td>A designated area is available for quiet activities</td>
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<td>Noisier centers are located away from quiet centers (e.g. Books are not next to Blocks)</td>
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<td>Other areas (e.g. dramatic play, blocks) provide choices for more physical activities</td>
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<td>Classroom layout provides opportunities for children to form small groups</td>
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<td>Interest areas are strategically placed near needed resources (i.e. tile floor for art)</td>
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<td>Everything has a “place” so children can participate in cleanup and general care of the room</td>
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<td>Labels should appear frequently in the classroom, should include both pictures (of the object/location) and words, and should promote independence during clean up</td>
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<td>There is a clearly defined area for large group activities—floor space is sufficient to accommodate all children, children have a soft/comfortable place to sit (e.g. carpet)</td>
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<td>Classroom “traffic” should move smoothly throughout all areas of the classroom</td>
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<td>Children with disabilities should have access to all areas of the classroom; traffic patterns/aisles between interest areas will accommodate a wheelchair, if needed</td>
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</table>
Professional Goals
Continuous Improvement

- IDEAL Goal process—incorporate formative observation data
  - Identify: Staff monitor assessment data
  - Describe: Data is used to identify strengths/weaknesses
  - Evaluate: Ideas generated improve teaching and learning for all
  - Act: Actions/strategies are evidence based
  - Learn: Professional Learning is aligned with child outcomes—know what works/what didn’t

We welcome your feedback...please feel free to contact us!

- Kristy Feden (kfeden@paplv.org)
- Jean Ubbelohde (jrubbelohde@mpsomaha.org)
Respondents

- Superintendent Julia Espe, Princeton (MN) School District
  - Princeton, MN School District
    - [http://www.princeton.k12.mn.us/](http://www.princeton.k12.mn.us/)
  - MN World’s Best Workforce
    - [http://www.princeton.k12.mn.us/page/4241](http://www.princeton.k12.mn.us/page/4241)

- Lisa Hood, Illinois State University
  - Teacher Evaluation In Early Childhood Classrooms
    - [http://teecc.illinoisstate.edu/](http://teecc.illinoisstate.edu/)
Discussion

- Questions for speakers
- What did you learn that would apply in your state?
- What can you share about how you are supporting principals in effectively evaluating early childhood teachers?
- How can we ensure teacher evaluation provides consistent supports to early childhood teachers?
Selected Resources

- **The Ripple Effect: Synthesis of Research on Principal Influence to Inform Performance Evaluation Design**

- **Evaluating Early Childhood Educators, A Supplement to GTL Practical Guide**

- **How are Early Childhood Teachers Faring in State Teacher Evaluation Systems**

- **Selected Resources to Support Early Childhood Teachers in State Teacher Evaluation Systems**
THANK YOU AND NEXT STEPS

- Please complete the evaluation sent to you following the meeting

- Contact us for TA & further questions
  - Lori Connors-Tadros - ltadros@nieer.org
  - Diane Schilder - dschilder@edc.org
  - Anna Koelln - akoelln@air.org
  - Jayne Sowers -- jsowers@air.org