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 <u>effective</u> 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

O Nebraska Teacher and Principal Performance Framework:

- Nebraska State Board of Education (2011)
- Purpose: Improve teaching and learning

O Teacher Indicators Informed by:

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

O The Nebraska Framework is a resource for local Districts—not a mandate

Early Intervention in Nebraska

O Birth Mandate State

O Part C and Part B Services

O 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

O Settings could include:

- Home

- Community

- District (LEA) Preschool Programs

Why Focus on Staff Evaluation in Early Childhood Settings?

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

O Principals/Administrators may have multiple responsibilities

   O Not as familiar or comfortable with early childhood settings

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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

O 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

O 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

Marzano Teacher Evaluation Model:	Danielson Framework for Teaching:	What this could look like in Family Home/Community Childcare Settings:	What this could look like in Center-Based Preschool Settings:
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

Communication and interactions are respectful and warm	Staff member asks open-ended questions or follow-up questions	Staff member links previous home visit (and learning) to current visit.	Staff member follows parent and child lead in family activities & routines
Staff member is flexible and goes along with parent/child ideas and interests.	Staff member and parent are relaxed and parent shares information, problems or concerns openly.	Staff member is respectful and shows acceptance of the family system.	Staff member encourages parent/child interactions
Staff member models engagement in activities to encourage interest and expand involvement.	Staff member uses materials already in the home (not materials brought into the home by provider) to promote parent child interactions.	At the end of the visit, staff member summarizes the session and gives the parent strategies to use in the coming weeks.	There are back and forth exchanges between staff members/parent.
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

Communication and interactions are respectful and warm	Staff member asks open-ended questions or follow-up questions	Staff member links previous community visit (and learning) to current visit.	Staff member follows staff or child lead in activities & routines
Staff member is flexible and goes along with staff/child ideas and interests.	Staff member and childcare staff are relaxed and childcare staff shares information, problems or concerns openly.	Staff member is respectful and shows acceptance of the family system.	Staff member encourages childcare staff/child interactions
Staff member models engagement in activities to encourage interest and expand involvement.	Staff member uses materials already in the center (not materials brought into the center by provider) to promote childcare staff/child interactions.	At the end of the visit, staff member summarizes the session and gives the childcare staff strategies to use in the coming weeks.	There are back and forth exchanges between staff members/childcare staff.

WHEN	Ongoing	Fall Checkpoint Due 10/31/14	Winter Checkpoint Due 2/14/15	Spring Checkpoint Due 5/31/2015
QUESTIONS TO ASK	What reports have you run in GOLD to help guide your instruction? How does your PLC use reports from GOLD? What modifications have you made to your classroom environment based upon your last ECERS-R observation? What methods of data collection do you find most useful? When a child demonstrates a weakness in one of the domains, what resources do you find helpful when coaching a parent/childcare provider? How did you utilize the entry data for one your newly verified children?	What patterns of strengths/weaknesses show in the fall checkpoint data? When looking at the *Class Profile Report*, how have you adjusted your instruction? When your team reviewed the OSEP entry scores, do you have confidence in the data?	Which students are performing below age expectations? What other data do you have to show progress with students who are performing below age expectations? What patterns do you see in the data? What have been areas of growth thus far? What areas continue to be a challenge? What are some steps you plan to take to address those challenges? What are your hunches as to why XXX area of development (or student name) is below expectations?	What were the greatest areas of growth this year? What might your indicators be that you are successful? What reports in GOLD did you find helpful when coaching families and child care providers? What percentage of students met or exceeded expectations in each domain on the *Widely Held Expectation* report? Based upon the *Widely Held Expectation* report, what are your thoughts on a professional goal for the next school year?

Prompts	Environment	Teacher-Child/ Child-Child Interactions	Activities	Behavior Management
I saw…. I thought…. I saw X, what do you think…. How do you think….. What might you change….	I thought the way you arranged the children at circle time facilitated peer interactions and overall attention. How do you think the classroom set up encourages peer play? 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?	I saw many great examples of positive expectations in the classroom. I thought the way you interacted and conversed with the children demonstrated a positive relationship. How do you think the peer interactions are going? I saw some peer aggression occur. What do you think could help to stop this behavior?	I saw a long time spent on transitions. What could you do to help make transitions faster or more efficient? I thought the way you had the materials on hand and ready to be used really helped with managing the routine. The children seem to have a good understanding of the routine. What might you change about the transition from center time to table activity?	I saw that your classroom rules are posted. How often do you review these with the children? I saw great use of proactive skills to manage behavior. I saw children demonstrating undesired behaviors during transitions. What could you do to help make transitions more successful?

| Look For:	Notes:
Classroom space is divided into clear interest areas (blocks, dramatic play, toys/games, art, library, discovery/science, sand/water, music/movement)	
Varied materials are available in each center, providing children a range of choices—materials are multicultural	
A designated area is available for quiet activities	
Noisier centers are located away from quiet centers (e.g. Books are not next to Blocks)	
Other areas (e.g. dramatic play, blocks) provide choices for more physical activities	
Classroom layout provides opportunities for children to form small groups	
Interest areas are strategically placed near needed resources (i.e. tile floor for art)	
Everything has a "place" so children can participate in cleanup and general care of the room	
Labels should appear frequently in the classroom, should include both pictures (of the object/location) and words, and should promote independence during clean up	
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)	
Classroom "traffic" should move smoothly throughout all areas of the classroom	
Children with disabilities should have access to all areas of the classroom; traffic patterns/aisles between interest areas will accommodate a wheelchair, if needed	

Professional Goals
Continuous Improvement

O IDEAL Goal process—incorporate formative observation data

- O Identify: Staff monitor assessment data

- O Describe: Data is used to identify strengths/weaknesses

- O Evaluate: Ideas generated improve teaching and learning for all

- O Act: Actions/strategies are evidence based

- O Learn: Professional Learning is aligned with child outcomes—know what works/what didn't

Mueller, M. & Hanson, R. (2014). Leading in learning: Nebraska district nets success with evidence-based learning, *Journal of Staff Development*, 35(4), 56-59.

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

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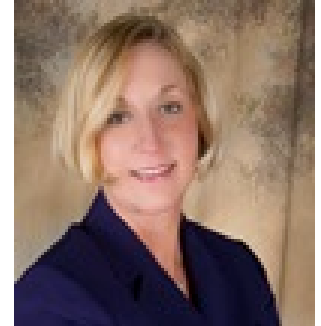
O Jean Ubbelohde (jrubbelohde@mpsomaha.org)
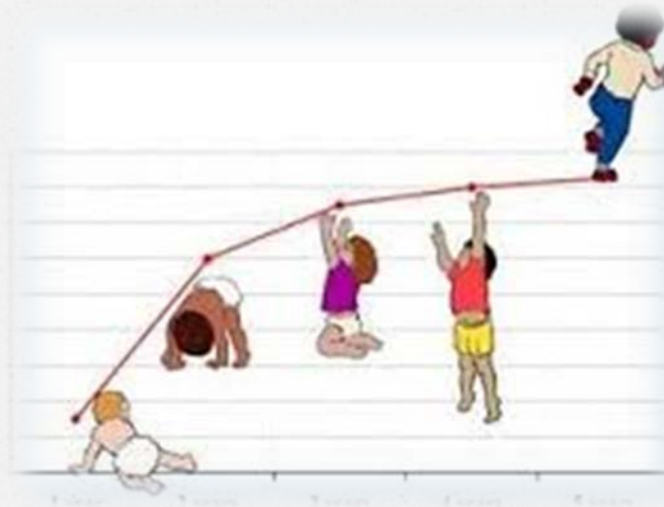
Respondents

- ## Superintendent Julia Espe, Princeton (MN)School District
  - ### Princeton, MN School District
    http://www.princeton.k12.mn.us/

  - ### MN World's Best Workforce
    http://www.princeton.k12.mn.us/page/4241

- ## Lisa Hood, Illinois State University
  - ### Teacher Evaluation In Early Childhood Classrooms
    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*
  http://www.air.org/sites/default/files/downloads/report/1707_The_Ripple_Effect_d8_Online_0.pdf

- *Evaluating Early Childhood Educators, A Supplement to GTL Practical Guide*
  http://www.gtlcenter.org/products-resources/evaluating-early-childhood-educators-prekindergarten-through-third-grade

- *How are Early Childhood Teachers Faring in State Teacher Evaluation Systems*
  http://ceelo.org/wp-content/uploads/2014/03/CEELO_policy_report_ece_teachereval_march_2014.pdf

- *Selected Resources to Support Early Childhood Teachers in State Teacher Evaluation Systems*
  http://ceelo.org/wp-content/uploads/2014/07/ceelo_annotated_bib_ece_te.pdf

Center on Enhancing Early Learning Outcomes | www.ceelo.org

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