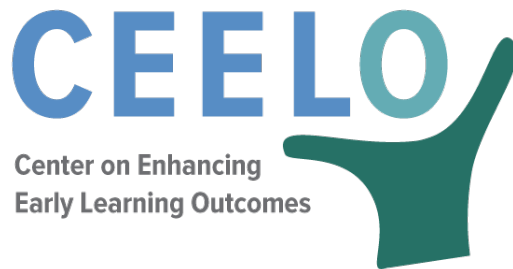


PLANNING FOR THE NEW EARLY LEARNING MODEL

Harnessing Potential in the
Next School Improvement Grant Cycle



Objectives

- Provide opportunities for early learning and SIG directors to work together
- Explore the new early learning model
- Consider critical issues:
 - Role of principal as an early learning leader
 - Expansion of pre-K & scaling up FDK
 - Use of teacher evaluation data
 - Use of assessment data to differentiate instruction
- Share Relevant Resources

Agenda



- Welcome - Introductions – Jana Martella
- Administration Perspectives- Deborah Delisle
- SIG Review – Carlos McCauley
- Recommendations & Resources for the Early Learning Model – Lori Connors-Tadros, Lenay Dunn, Carlos McCauley, Jana Martella
- View from the state of Indiana – Charlie Geier
- Q & A and discussion with the audience

Early Learning in the USED



The President's Education Vision

- Office of Early Learning
 - RTT–Early Learning Challenge
 - Preschool Development Grants
 - Interagency Policy Board
- Integration of Early Learning in USED
 - ESEA - Title I
 - New Rule for SIG Early Learning Model

Intro to the SIG Program

- Lessons learned from the previous SIG
- Changes—requirements in the new rule
- Timeframes for state to district planning
- Transition from continuation grants and planning for the next competition

8 – Components of the Early Learning Model

1. Early Learning – FDK, prek, job-embedded PD
2. New principal as early learning leader
3. Implementing evaluation & support systems from the transformation model
4. Teacher and principal evaluation – incentives and improvement
5. Recruiting, retaining, rewarding excellent staff
6. Instructional program – alignment and developmental practice
7. Using data to inform and differentiate instruction
8. Job-embedded, intensive, ongoing professional development

1. Implementing Key Early Learning Strategies

Offer high quality full-day kindergarten

- Full-day–everyday program
- Developmentally appropriate environment
- Comprehensive curriculum
- Teachers trained in working with and instructing young children

RESOURCES

- [NAECS-SDE Kindergarten Power Statement](#)
- [New Early Childhood Indistar® Indicators #1](#)

1. Implementing Key Early Learning Strategies

Establish or expand high-quality preschool -

- Alignment with state's early learning standards
- Implementing research-based curriculum
- Effective use of data to differentiate instruction
- Stimulating teacher-child interactions
- Job-embedded professional development

RESOURCES

- [Policy Brief: What is High Quality and Why Do We Need It?](#)
- [2013 State of Preschool: 10 Quality Benchmarks](#)
- [New Early Childhood Indistar® Indicators #2-11](#)

6. Instructional Program - Issues of Alignment and Developmental Practice

7. Using Data to Inform and Differentiate Instruction

Aligned high quality practice in K-3

Similar to prekindergarten:

- Aligned developmental standards K-3
- Research-based curriculum
- Effective use of data to differentiate instruction
- Stimulating teacher-child interactions
- Job-embedded professional development

RESOURCES

- [New Early Childhood Indistar® Indicators #15-20 \(6\)](#)
- [Kauerz & Coffman B-3 Framework \(6\)](#)
- [Formative Assessment: Guidance for Early Childhood Policymakers \(7\)](#)

2. Principal Replacement

Best Practices

- Select leaders based on competencies needed in a turnaround environment
- Look internally and externally
- Examine past performance and multiple points of performance data

RESOURCES

- [CEELO Fast Fact: Preparing Principals to Support Early Childhood Teachers](#)
- [NAESP Leading Learning Communities: Executive Summary](#)
- [New Early Childhood Indistar® Indicators #14](#)
- [Public Impact: Teacher/Leader Competencies](#)

3. Implement Evaluation and Support Systems included in the Transformation Model

4. System of Improvement Aligned with the Teacher & Principal Evaluation System

Best Practices

- Examine multiple data points to assess effectiveness
- Provide opportunities for professional growth
- Coach and support

RESOURCES

- [How are Early Childhood Teachers Faring in State Teacher Evaluation Systems?](#)
- [Evaluating Early Childhood Educators: Prekindergarten through Third Grade, a Supplement to the Practical Guide to Designing Comprehensive Educator Evaluation Systems](#)

1. Implementing Key Early Learning Strategies – inclusion of pre-K and K in joint planning time across grade levels

5. Strategies to Recruit, Replace, Retain Staff

8. Job-Embedded Intensive Professional Development

RESOURCES

- [Annotated Resources on Teaching and Learning](#)
 - [Incorporating Early Learning Strategies in the School Improvement Grants \(SIG\) Program](#)
 - [Teaching Conditions Guide and Crosswalk](#)
 - [Center on School Turnaround SIG Guidance and Tools](#)
-



**Indiana
Department of Education**

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Putting the Pieces Together

Indiana Department of Education

Office of Early Learning and Intervention

Charlie Geier, Director of Early Learning and Intervention



- What the new early learning model means for the state of Indiana
- Examples of how Indiana is working to support the key components of the SIG, particularly early learning

Building Background: Current Early Learning Work

- Early Learning Advisory Committee with over 140 participating in 8 workgroups
- New QRIS Traditional Pathway for Public Schools
- On My Way Pre-K 5 County Pilot
- Indianapolis Preschool Scholarship Program
- Working in convergence within the Indiana Department of Education and across state agencies

IN Considerations

1. Build Indiana's early learning infrastructure and the current work
2. Create IN conditions based on previous implementation and state priorities
3. Introduce outcome artifacts as part of renewal process to create a bank of state resources
4. Provide clarity through planning
5. Ensure sustainability

The Foundations for a High-Quality Early Learning Infrastructure

1 Birth to 3rd Grade Continuum

2 Accountability and Improvement System

3 Aligned Early Learning and Academic Standards

4 Transitional Protocols

Grade	Early Learning Experiences	Pre-K	Kindergarten	1 st grade	2 nd grade	3 rd grade
Age	0-3	4	5	6	7	8

5 Comprehensive System of Formative Measures

Formative Measures

- Physical well-being and motor development
- Social-emotional development
- Approaches toward learning
- Language and emergent literacy
- Cognitive skills including mathematics

Mandatory Measure of Readiness at Kindergarten Entry

Growth Measures

IREAD3

1003g Early Learning Model-IN Conditions



Early Learning Model Menu of Interventions

Early Learning Model focuses on transforming the school through establishing or expanding a high-quality preschool; developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; and providing high-quality, job-embedded professional development for staff.

Developing and increasing teacher and school leader effectiveness

- Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)

Required

- Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort

IN Conditions

- Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school **OR** Hire a new principal based on the six key competencies for effective pre-k – 3 principals – including: embracing the Pre-K-3 early learning continuum; ensuring developmentally-appropriate practices; providing personalized learning environments; using multiple measures of assessment to guide student learning growth; building professional capacity across the learning community; making the school a hub of Pre-K-3 learning for families and communities (<http://www.eschoolnews.com/2014/10/17/competencies-effective-principals-623/2/>)
- Provide the principal with a mentor from a high-performing Pre-K institution, IACCRR coach, or external or university partner with early learning programming
- Principal will attend a minimum of two early learning specific professional development activities per year. IDOE will provide recommended early learning opportunities

1003g Early Learning Model-IN Options

Creating community-oriented schools

-Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)

IN Condition

- Develop a kindergarten transition protocol and regularly share with parents and families
- Teachers intentionally and regularly communicate learning objectives to families which are aligned to IN Early Learning Foundations – via parent events, etc.

Options

- Implement culturally competent family and community engagement programs focused on instruction and academic performance
- Engage community partners to provide wrap-around services for students and families
- Create a process to involve family members in school decision –making
- Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support
- Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring

1003g Early Learning Model-IN Conditions

Developing and increasing teacher and school leader effectiveness

- Use the current principal selection to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on the six key competencies for effective pre-k – 3 principals
- Provide the principal with a mentor from a high-performing pre-K institution, IACCRR coach, or external or university partner with early learning programming
- Principal will attend a minimum of two early learning specific professional development activities per year.

1003g Early Learning Model-IN Conditions

Comprehensive instructional reform strategies

- School leaders verify the curriculum being delivered is aligned to the IN Early Learning Foundations by frequent classroom walk-thrus, lesson plan reviews, and reflective feedback to teachers
- An age- and developmentally-appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness
- Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities)

1003g Early Learning Model-IN Conditions

Creating community-oriented schools

- Develop a kindergarten transition protocol and regularly share with parents and families
- Teachers intentionally and regularly communicate learning objectives to families which are aligned to IN Early Learning Foundations – via newsletters, parent events, etc.

1003g Early Learning Model-IN Conditions

Providing operational flexibility and sustained support

- LEA must provide the principal:
 - control over people, time, program, and dollars
 - an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner

1003g Early Learning Model-IN Conditions

Providing operational flexibility and sustained support

- LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s):
 - Defined district role in the school SIG planning process
 - Designated central office staff member to be part of the SIG process
 - Written support and commitment from local teacher's association regarding flexibility for SIG implementation
 - Monthly monitoring of SIG programming and implementation
 - Evaluation System for programming and implementation of SIG
 - Data review plan
 - Special Populations review plan
 - Fiscal monitoring plan
 - Timeline and responsible parties for all above plans

Outcome Artifacts

Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.



Planning Year



TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016				
Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility Building Culture		Phase one (1 st quarter)		
Effectiveness of staff and recruitment/ retainment of staff Professional Development		Phase two (2 nd quarter)		



Implementation Years



Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items



Sustainability Year

Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the last year of SIG funding – the Sustainability Year.



Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership Maintaining Culture		Phase one (1 st quarter)		
Effectiveness of staff and retainment of staff Professional Development		Phase two (2 nd quarter)		
Leadership Instructional Programs Professional Development		Phase three (3 rd quarter)		
Maintaining Culture Family and Community Engagement		Phase four (4 th quarter)		

District Sustainability Year

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – indicate what areas and interventions the district plans to sustain **AFTER** grant funding, and with what funds the district plans to sustain said interventions.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership Maintaining Culture		Phase one (1 st quarter)		
Effectiveness of staff and retainment of staff Professional Development		Phase two (2 nd quarter)		
Leadership Instructional Programs Professional Development		Phase three (3 rd quarter)		
Maintaining Culture Family and Community Engagement		Phase four (4 th quarter)		

Additional Resources

http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf

<http://ceelo.org/wp-content/uploads/2014/12/TurnaroundCaseStudies01-22-15.pdf>



The cover features a purple background with a white logo in the top left corner that reads "THE CENTER ON SCHOOL TURNAROUND WestEd®". To the right of the logo is a photograph of a young girl in a pink hoodie focused on a craft project. Below the photograph, the title "SCHOOL IMPROVEMENT GRANTS" is written in large, white, sans-serif capital letters. Underneath the title, a small white triangle points to the subtitle "Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year". At the bottom, the authors' names "Sam Redding, Lenay Dunn, Carlas McCauley" are listed in white text.



The cover features a blue background with a photograph at the top showing three young children in a classroom setting. Below the photograph, the title "Incorporating Early Learning Strategies in the School Improvement Grants (SIG) Program" is written in white, sans-serif text. At the bottom, the subtitle "How three schools integrated early childhood strategies into school turnaround efforts to improve instruction for all students" is written in a smaller white font.



Teacher Evaluation Systems

This collection presents the GTL Center's teacher evaluation publications detailing research-based best practices and lessons learned.

Curated by: Center on Great Teachers & Leaders

RCC 12 resources 0 comments



Profiles of SIG Strategies: School Level

This collection of school profiles highlights a variety of school turnaround strategies and addresses strategy development, implementation, barriers...

Curated by: U.S. Department of Education

USDOE 11 resources 0 comments



Profiles of SIG Strategies: District Level

This collection of district profiles from the U.S. Department of Education highlights a variety of school turnaround strategies and addresses...

Curated by: U.S. Department of Education

USDOE 5 resources 0 comments



Profiles of SIG Strategies: State Level

This collection of state profiles from the U.S. Department of Education highlights a variety of school turnaround strategies and addresses strategy...

Curated by: U.S. Department of Education

USDOE 7 resources 0 comments



Meeting the Needs of Transient and Mobile Students

This resource collection provides a broad look at recommended research and strategies for addressing the needs of transient and mobile students.

Curated by: Mid-Atlantic Comprehensive Center (MACC)

RCC 15 resources 0 comments



How State Education Agencies Help Districts Develop Productive Relationships with External Providers

This collection was curated by the ARCC to complement a 2015 series of online "fireside chats" for their states.

Curated by: Appalachia Regional Comprehensive Center (ARCC)

RCC 8 resources 0 comments



Complementary Resources: Community Engagement in Turnaround Webinar Series



Developing Action Plans and a Theory of Action



Leadership for Quality Instruction

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