

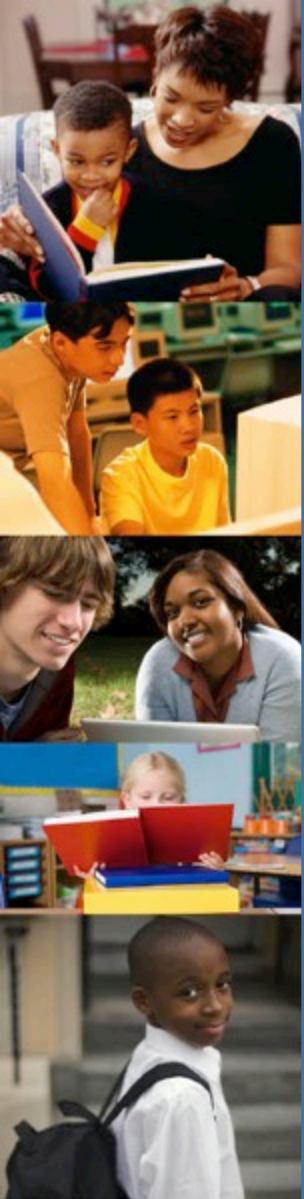
Kentucky's



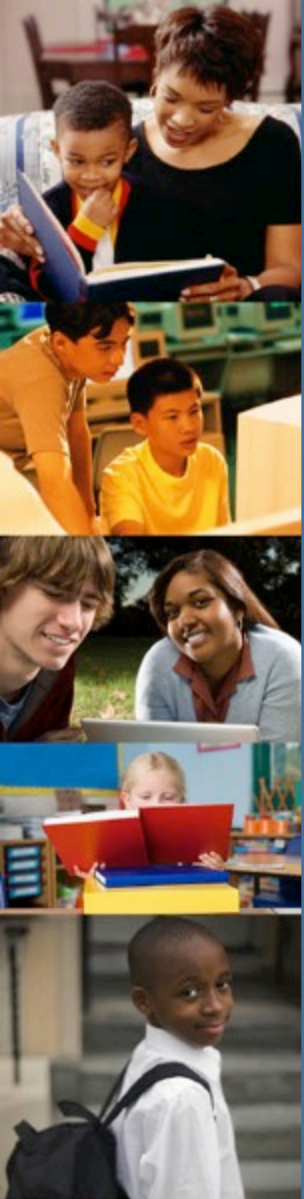
Early Learning Leadership Network (ELLN)

Presented by:

Lorrie Devers & Shannon Hankins



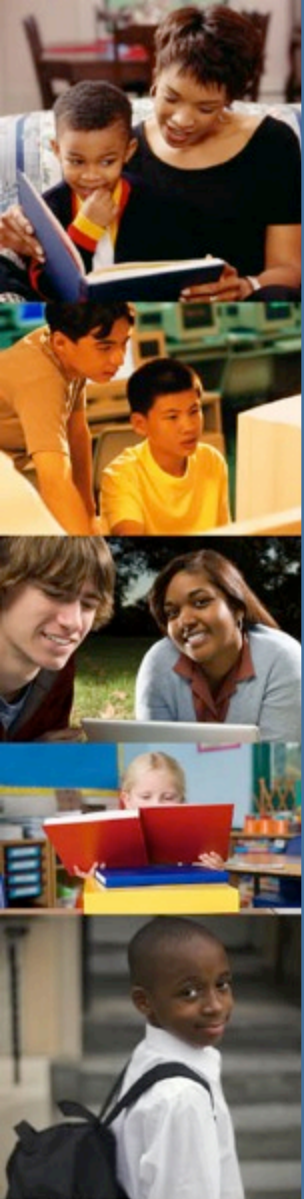
Office of Next Generation Learners



Overview

- Purpose of ELLN
- Participants
- Funding
- Challenges
- Impact
- On-going support
- Key accomplishments

Purpose of ELLN



Kentucky's School Readiness Definition

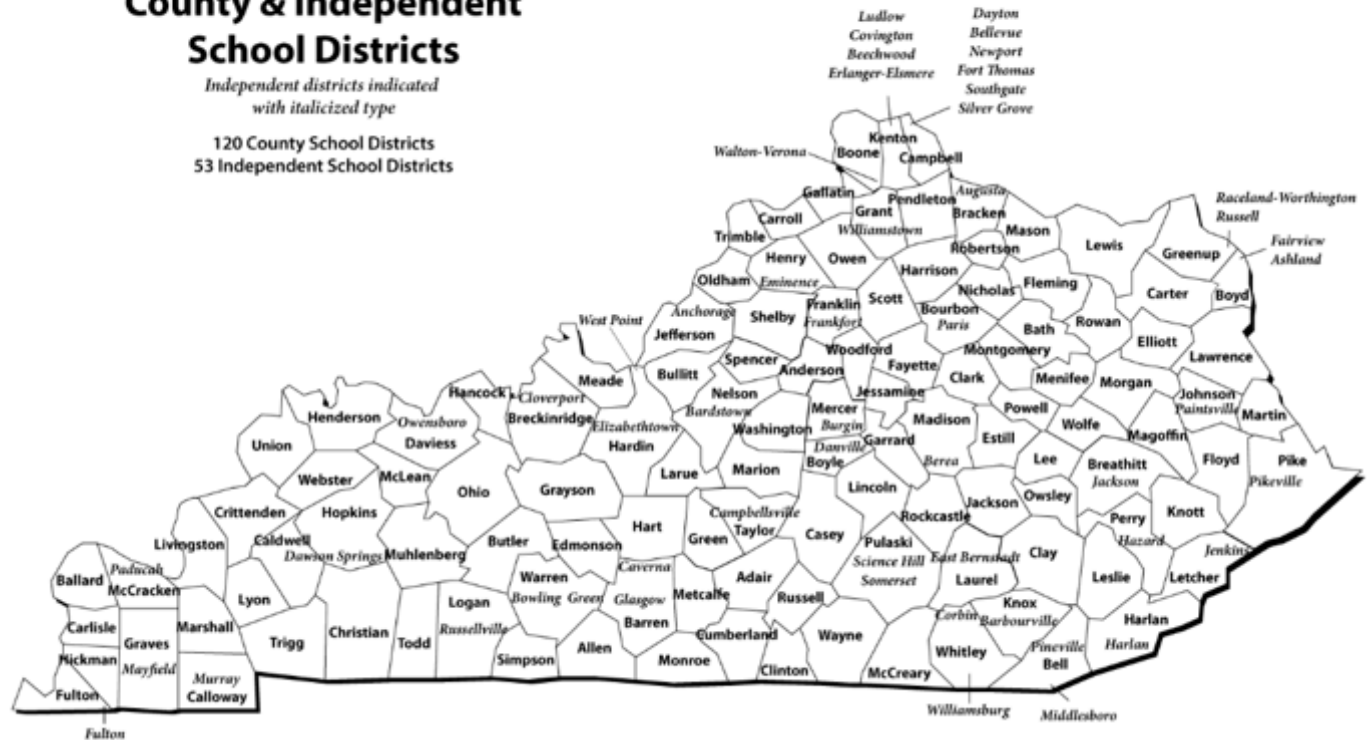
School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

5 Years of ELLN

- Year 1
 - Role of teacher leaders
 - Mathematics
- Year 2
 - English/Language Arts
- Year 3
 - Science
 - Writing
- Year 4
 - Integrated Studies
- Year 5
 - Domain 3 of the Kentucky Framework for Teaching
 - Building understanding of the components
 - Highlighting high-quality teaching practices
 - Enhancing teacher reflection practices

A vertical collage of five images showing diverse students and teachers engaged in learning activities: a teacher reading with a student, two students at a computer, two students looking at a tablet, a student looking at books, and a student with a backpack.

120 County School Districts
53 Independent School Districts



Office of Next Generation Learners

District Team Configuration

Teacher Leader Teams

- Preschool, Head Start, and Child Care teachers
- Kindergarten teachers
- ***District Preschool Coordinators***
- ***Building-level administrators***
- Instructional supervisors
- Other stakeholders in early childhood education

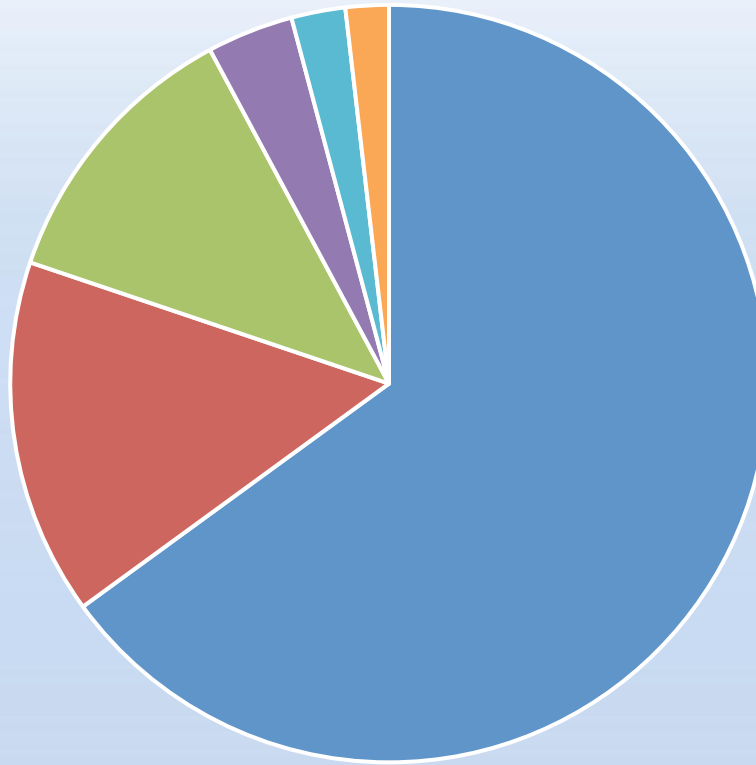
Administrative Teams

- ***District Preschool Coordinator***
- District Director of Special Education
- ***Building-level administrators***
- Head Start Directors
- Child Care Directors
- Other members at district discretion

2013-2014 ELLN Teacher Attendance



Teacher Participants



■ Preschool Teacher 63%

■ Head Start Teacher 33%

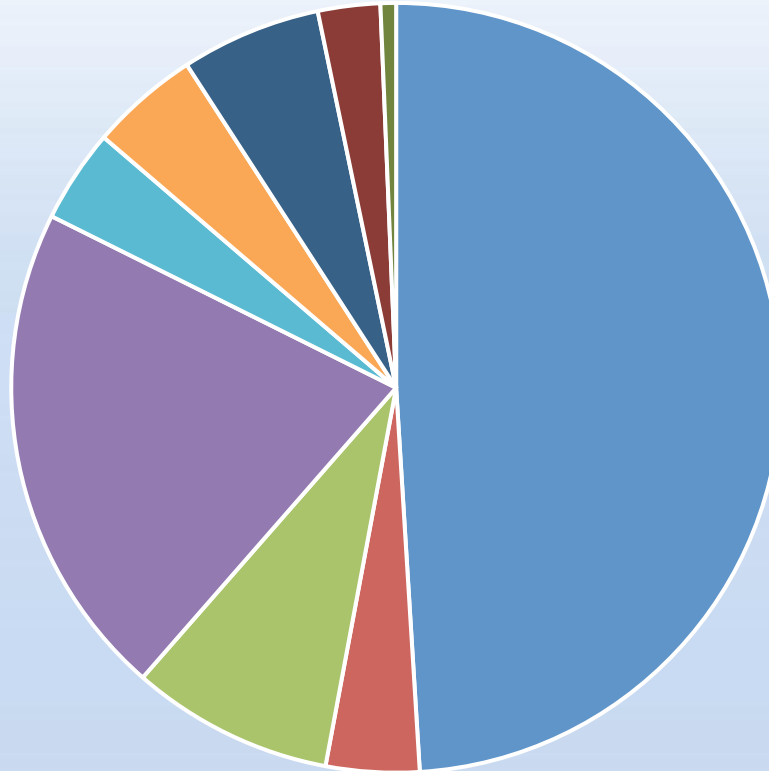
■ Kindergarten Teacher 12%

■ Instructional Assistant 4%

■ Child Care Provider 1%

■ Special Education Teacher 2%

Administrative Participants



■ Preschool Coordinator 67%

■ Head Start Administrator 12%

■ Child Care Provider 5%

■ Preschool Teacher 8%

■ Part C Representative 1%

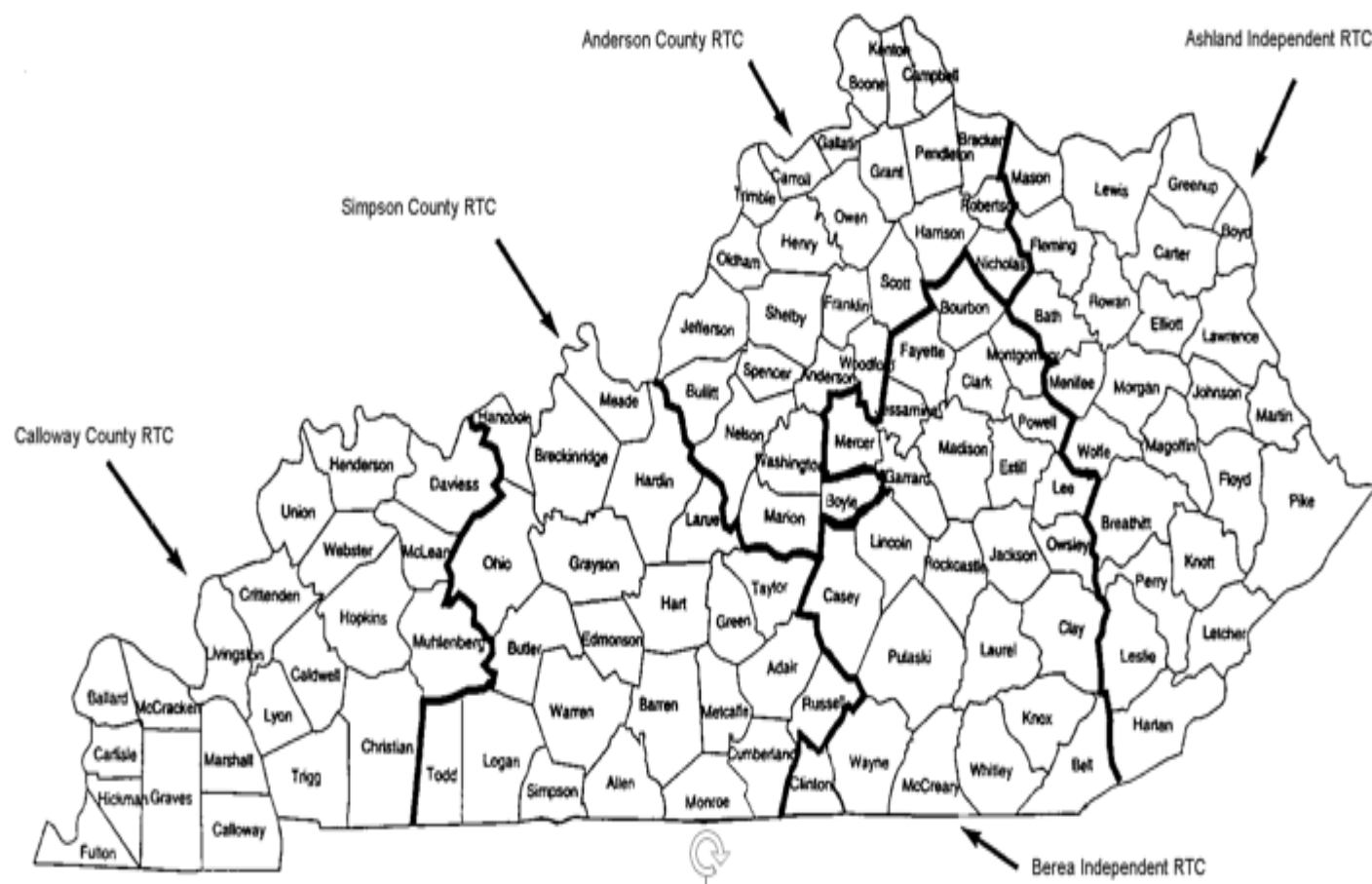
■ Instructional Supervisor 6%

■ Special Education Director 21%

■ Principal 7%

■ Community Council Representative 4%

Kentucky Early Childhood Regional Training Centers



Preparation of ELLN content



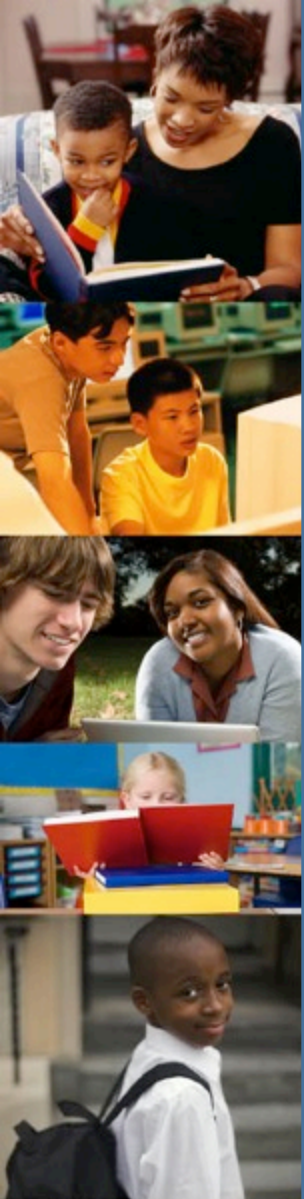
Preparation of ELLN content

- Statewide we set up a four-week window in which each RTC will hold each ELLN Teacher and Administrative Day throughout the year. Each RTC selects individual meeting dates within the window based on facility availability, etc.
- Each month, all RTC's meet with the School Readiness consultants from KDE to plan content.

Preparation of ELLN content

- The RTC teams that deliver content at each Teacher and Admin day consist of: RTC staff, KDE School Readiness consultant and a higher education representative from universities located within that respective RTC area.
- Regional teams meet to determine delivery models for planned content to meet specific regional needs.

Funding



Flow of Funding

Federal

State

Designated RTC

Individual RTCs



Challenges



Challenges Have Taken Various Forms...

- Meeting the needs of a diverse group of participants
- The size of districts does not determine the number of participants allowed.
- Maintaining the interest and buy-in with districts each year
- Incorporating kindergarten content instead of focusing solely on preschool content
- Determining a realistic level of expectations for teacher workload outside of ELLN meetings
- ELLN meeting day was too long to accommodate teacher travel

Impact



Feedback from Preschool Administrators & Teachers

“The leadership of our ELLN teachers has inspired a desire in others to grow as leaders in their own areas; many are pursuing their National Board Certification!”

-Preschool Director/Building Principal



“ELLN has been so beneficial to myself and my students in many ways. It has given me the opportunity to gain valuable knowledge from our presenters and other early childhood professionals throughout the state. The time to share with colleagues that are in the classroom is so helpful. ELLN has given me the push to tweak and implement strategies like dialogic reading or the project approach in my classroom. This helps me grow professionally and benefits my students by delivering more effective content.”

-Preschool teacher

“Our teacher participation has made a positive impact for our entire program. Our ELLN group is considered to be teacher leaders by other staff members. They come back and share the resources and new ideas.”

-Preschool and Special Education Director



“I feel we have moved from ELLN only being focused on state preschool staff and children to now the greater good of all students in this age group, including all who serve these populations- child care, Head Start and state- funded preschool.”

-Preschool Director

Evidence of Change

- **149** of 173 districts *participated* in ELLN 2014-15
- Of the 36 districts who had high ELLN participation in previous four years, **41.7%** had **increased school readiness scores** for both state-funded preschool and district wide

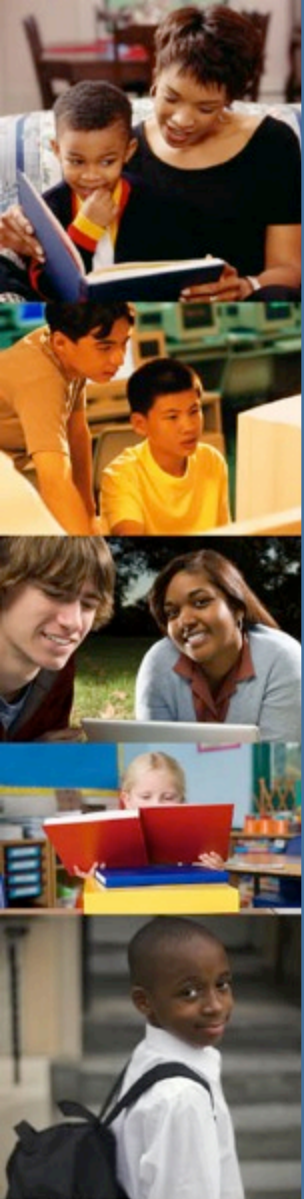


Evidence of Change cont.

- **72%** of teachers that have previously participated in ELLN **agree** that their participation had an **impact on student learning**
- **50%** reported **regularly sharing** information from ELLN with colleagues



On-Going Support



KDE/RTC Support

- Resources posted on OneDrive
- Monthly meetings
- Representation on ELLN facilitator teams



RTC/Participant Support

- All resources posted on websites
- Technical assistance provided upon request
- Encourage and support participants to present at other RTC sponsored events



Key Accomplishments



- Bridging the gap between preschool and kindergarten teachers



- Assisting preschool and kindergarten teachers in developing an understanding of one another's roles
 - For example: understanding the differences between the *Kentucky Early Childhood Standards* and *Kentucky Academic Standards*
- Equipping participants to be advocates for developmentally appropriate practices

Questions??

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