Sharpening the Focus: State Policy to Promote Effective Teaching that Improves Learning

Discussion Guide: Enhancing Teaching Conditions to Support Quality Teaching

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Kate Tarrant with Lori Connors-Tadros, Jana Martella and Debi Mathias

STATE POLICY TO PROMOTE EFFECTIVE TEACHING AND LEARNING

Discussion Guide: Enhancing Teaching Conditions to Support Quality Teaching

State systems-builders and policymakers are considering the important role of teaching conditions in fostering quality teaching among early childhood educators[1], and how they can craft the most effective policy-to-practice supports in this area. Supportive teaching conditions are critical to promote a culture of collaboration, mutual respect, and sustained professional learning in which teachers and children thrive. Indeed, high quality organizational supports set the stage for early childhood teaching that nurtures children's love of learning, balances child-initiated play and teacher-guided hands-on learning, and is responsive to the rich diversity of culture, language, and abilities of young children and their families. To assist leaders who are involved in this work, this paper 1) provides an overview of existing, available tools that help to assess and measure teaching conditions; 2) distills commonalities across these tools; and 3) poses policy and systems questions to assist leaders as they develop policy and implementation supports.

I.   Overview of Tools for Measuring Teaching Conditions

In this section, we provide an overview of measurement tools that assess different aspects of a school or early childhood program's teaching conditions. These tools are currently informing early childhood and K-12 public school sector reforms. These tools address the related constructs of teaching conditions, school climate, work environment and organizational supports, all of which interact to impact quality teaching. The first three tools have been developed specifically for an early childhood context and the fourth and fifth tools were developed for and from a public school K-12 context. Whether an early childhood program is located in a public school or community-based organization can shape the nature and importance of different features of the teaching conditions. Specifically, the features related to adult wellbeing and rewards are especially important in community-based organizations where compensation is highly uneven and inadequate and educators are not typically represented by labor unions. In contrast, public school-based early childhood programs often need to attend more to family and community partnerships to be successful. Over time, a more comprehensive, thorough, and analytical review of research, frameworks, and measurement tools that address teaching conditions will advance the field's understanding of ways to design policy that promotes a culture of collaboration, continuous improvement, enhanced teaching quality, and improvements in young children's learning.

1. *Early Childhood Work Environment Survey (ECWES):* A tool that measures the collective perceptions of staff working in early childhood programs on 10 dimensions of organizational climate (collegiality, professional growth, supervisor support, clarity, reward system, decision making, goal consensus, task orientation, physical setting, and innovativeness). Designed to be completed by all administrative, teaching, and support staff in center-based programs, the ECWES assesses staff's level of commitment and the degree to which their current work setting resembles their ideal. The resulting Work Environment Profile provides an in-depth analysis of group

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[1] We use to the term early childhood "educator" to include the adults who care for and support children's development from birth through 3rd grade who work in schools and in early childhood programs and is inclusive of the terms teacher, provider, and caregiver. Within this paper, however, we also retain the terms used by the tools' authors.

averages for the dimensions of organizational climate. More information about the ECWES can be found at: http://mccormickcenter.nl.edu/program-evaluation/assessing-work-attitudes/

2. **_Program Administration Scale (PAS):_** A valid and reliable instrument designed to measure the leadership and management practices in center-based early childhood programs. The PAS measures quality on a 7-point scale in 25 items clustered in 10 subscales (human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications). The PAS provides information about the quality of administrative practices and can be used as a springboard for program improvement efforts. More information about the PAS can be found at: http://mccormickcenter.nl.edu/program-evaluation/assessing-work-attitudes/

3. **_Supportive Environmental Quality Underlying Adult Learning in Early Childhood Settings (SEQUAL):_** A multi-purpose validated tool for examining and improving environments in which early childhood teaching staff work and learn. The SEQUAL identifies the domains of the work environment that influence teachers practice and assesses how well the workplace supports teaching staff to learn and to continue to develop their knowledge and skills on the job. It is administered directly to teachers and assistant teachers in centers or school-based programs and brings their voice into quality improvement planning process. Program leaders also complete information about their center characteristics and teaching staff through an online tool. For more information about the SEQUAL visit http://www.irle.berkeley.edu/cscce/wp-content/uploads/2013/08/SEQUAL-1-Pager.pdf

4. **_Teaching Conditions Initiative's Teaching, Empowering, Leading, and Learning (TELL) Survey:_** The New Teacher Center's Teaching Conditions Initiative includes standards and a survey called the Teaching, Empowering, Leading, and Learning (TELL) Survey. The survey consists of a core set of questions designed for those working school settings that address the following teaching conditions: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, Instructional Practices and Support, and New Teacher Support. The survey has been validated to show a positive association between teaching conditions and student achievement as well as teacher retention. For more information about the Teaching Conditions Initiative visit http://teachingconditions.org/home/about-tell

5. **_The Five Essentials—Early Ed Surveys:_** The Ounce of Prevention Fund (Ounce) and the University of Chicago Consortium on School Research (Consortium) are creating _The Five Essentials-Early Ed_ teacher and parent surveys to measure five organizational supports essential to effective teaching and learning. These surveys draw strongly from the Consortium's framework and validated surveys of five organizational supports that were found predictive of student achievement and attendance in K-12 education settings – Instructional Leaders, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). The Ounce and the Consortium are scientifically adapting the existing teacher survey and creating a new parent survey to measure these organizational supports in early education settings. The surveys are being developed for use in both school- and community-based early education settings to teachers and parents of preschool-age children. The _Five Essentials—Early Ed_ surveys will provide leaders with actionable information they can use to strengthen specific

leadership and organizational conditions essential to continuous improvement of teaching and children's learning. More information about the Five Essentials—Early Ed Surveys can be found at: http://www.theounce.org/what-we-do/research/programs/five-essentials-early-education

II.   Crosswalk of Teaching Conditions Frameworks and Tools

Table 1 provides a crosswalk of teaching conditions frameworks and tools. Using the five tools identified in Section I, we offer a comparison to showcase some commonalities and differences in the ways each tool addresses and describes teaching conditions that are important to teaching. We looked across the tools and identified eight common elements, which we refer to as domains. Then we took the broadest categories of each tool and aligned them to those common elements or domains. Please note that an analysis of each tool at the item level for each domain would reveal more comprehensive coverage, overlap, and nuance between and across the tools than this crosswalk represents.

Table 1. Crosswalk of Teaching Conditions Frameworks and Tools

	ECWES: Early Childhood Work Environment Survey[2] *(10 Domains)*	*PAS: Program Administration Scale* *(10 Domains)*	*SEQUAL: Supportive Environmental Quality Underlying Adult Learning in Early Childhood Settings* *(5 Domains)*	*Teaching Conditions Initiative: Teaching, Empowering, Leading, and Learning (TELL) Survey* *(8 Domains)*	*Five Essentials—Early Ed Measurement System* *(5 Domains*)*
Purpose/Use	Assesses the perspectives of all program staff about the quality of the work environment.	Assesses the measurable leadership and administrative practices of an early childhood program.	Assesses how well the workplace supports teaching staff to learn and to continue to develop their knowledge and skills on the job.	Assesses the teaching conditions in schools to provide information for school improvement planning and research for policymakers to reform policy and practice.	Assesses five organizational supports essential to continuous improvement in educational settings: Instructional Leaders, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction. *Teacher and parent survey items measure multiple constructs of each essential or domain.

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[2] The authors of the PAS and ECWES have completed an item-level crosswalk of the tools, which is available at http://mccormickcenter.nl.edu/program-evaluation/

	ECWES: Early Childhood Work Environment Survey[2] (10 Domains)	PAS: Program Administration Scale (10 Domains)	SEQUAL: Supportive Environmental Quality Underlying Adult Learning in Early Childhood Settings (5 Domains)	Teaching Conditions Initiative: Teaching, Empowering, Leading, and Learning (TELL) Survey (8 Domains)	Five Essentials—Early Ed Measurement System (5 Domains*)
1. Teaching and Instruction					
	Task Orientation: The emphasis placed on organizational effectiveness and efficiency, including productive meetings, program outcomes, and accountability. **Supervisor Support:** The degree of facilitative leadership providing encouragement, support, and clear expectations. **Professional Growth:** The degree of emphasis placed on staff's professional growth. The availability of opportunities to increase professional competence.	**Child Assessment:** Examines the availability of screening procedures to assist with the identification of children with special needs, the type and frequency of child assessment to determine learning and developmental outcomes, and whether the results of child assessments are used in lesson planning. Relevant items include: • Screening and Identification of Special Needs • Assessment in Support of Learning **Staff Qualifications:** Considers the level of general education, specialized training, and job experience of the administrator and members of the teaching staff. **Human Resources Development:** Assesses whether the program provides an orientation for new staff, ongoing staff development, regular opportunities for supervision and support, and systematic performance appraisal. Relevant	**Teaching Supports:** Explores whether teaching staff are trained and receive ongoing guidance on how to use their program's curriculum and child observation and assessment frameworks in their classroom teaching; assesses whether there are sufficient levels of trained staff in all classrooms to meet children's needs.	**Instructional Practices and Support:** a) Teachers use formative and summative assessment data to drive instructional practice. b) Teachers are supported to work collaboratively to develop, align, and improve instructional practices. c) Teachers are assigned classes that maximize their likelihood of success with students.	**Ambitious Instruction:** An instructional guidance system articulates the "what" and "how" of teaching and learning, and actively supports teachers and staff with planning and implementing consistently engaging, effective, and rigorous curriculum and instruction. **Supportive Environments:** Schools or centers are physically and emotionally safe and engaging environments, wherein staff hold high expectations for children's social-emotional and academic learning, coupled with nurturing, individualized support for children and families.

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		items include: • Supervision and Performance Appraisal			
2. Time for Collaboration and Planning					
	Task Orientation: The emphasis placed on organizational effectiveness and efficiency, including productive meetings, program outcomes, and accountability.	**Personnel Cost and Allocation:** Looks at whether the organization has a written salary scale and annual salary increases, the type and availability of fringe benefits, whether children are regrouped during the day to maintain ratios, and the availability of paid planning time for teaching staff. Relevant items include: • Staffing Patterns and Scheduling **Center Operations:** Considers the health and safety of the facility, whether the center has a risk management plan, the adequacy of the space to meet the needs of staff, and the frequency and quality of internal communications, including shared leadership at staff meetings and conflict resolution. Relevant items include: • Internal Communications	**Teaching Supports**: Sufficient staffing levels and patterns that allow teaching staff to complete their professional duties (e.g. planning, reporting); availability of trained substitutes or floaters; provision of paid planning time without responsibility for children; and management of staff turnover. **Job Crafting:** Explores whether teaching staff work well as a team and share responsibilities.	**Time:** Available time to plan, collaborate, provide instruction, and eliminate barriers to maximize instructional time during the school day a) Teachers' class sizes facilitate high quality instruction. b) Teachers have sufficient time to provide all students with effective instruction. c) Teachers have time during the school day to plan and collaborate. d) Schools make efforts to streamline processes.	**Collaborative Teachers:** Teachers are committed to the school or center, build strong relationships with their colleagues, and work together continuously to improve teaching and learning by engaging in collaborative, routine, data-informed cycles of professional development.
3. Teacher Leadership					

	ECWES: Early Childhood Work Environment Survey[2] (10 Domains)	PAS: Program Administration Scale (10 Domains)	SEQUAL: Supportive Environmental Quality Underlying Adult Learning in Early Childhood Settings (5 Domains)	Teaching Conditions Initiative: Teaching, Empowering, Leading, and Learning (TELL) Survey (8 Domains)	Five Essentials—Early Ed Measurement System (5 Domains*)
	Decision-making: The degree of autonomy given to staff and the extent to which they are involved in making center-wide decisions. **Goal consensus:** The extent to which staff agree on the philosophy, goals, and educational objectives of the center. **Innovativeness:** The extent to which the center adapts and encourages staff to find creative ways to solve problems. **Professional Growth:** The degree of emphasis placed on staff's professional growth. The availability of opportunities to increase professional competence.	**Program Planning and Evaluation:** Assesses whether the center has a written mission and vision statement, engages in strategic planning, and involves staff and parents in evaluating program practices. Relevant items include: • Program Evaluation **Child Assessment:** Examines the availability of screening procedures to assist with the identification of children with special needs, the type and frequency of child assessment to determine learning and developmental outcomes, and whether the results of child assessments are used in lesson planning. Relevant items include: • Assessment in Support of Learning **Center Operations:** Considers the health and safety of the facility, whether the center has a risk management plan, the adequacy of the space to meet the needs of staff, and the frequency and quality of internal communications, including	**Job Crafting:** Explores whether teaching staff are well informed about program policies and involved in decisions about program and classroom policies (e.g., ability to adjust classroom schedule, input into staff meeting agendas).	**Teacher Leadership:** a) Teachers demonstrate leadership in the classroom. b) Teachers demonstrate leadership in the school. c) Schools have efficient and effective decision-making processes that engage teachers.	**Instructional Leaders:** The school or center leadership is strategically focused on children's early achievement and nurtures relational trust and collective understanding, responsibility, and leadership for excellence and improvement among staff and parents. **Collaborative Teachers:** Teachers are committed to the school or center, build strong relationships with their colleagues, and work together continuously to improve teaching and learning by engaging in collaborative, routine, data-informed cycles of professional development.

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		shared leadership at staff meetings and conflict resolution. Relevant items include: • Internal Communications			
4. Professional Learning					
	Professional Growth: The degree of emphasis placed on staff's professional growth. The availability of opportunities to increase professional competence. **Collegiality:** The extent to which staff are friendly, supportive, and trusting of one another. The peer cohesion and esprit de corps of the group. **Supervisor Support:** The degree of facilitative leadership providing encouragement, support, and clear expectations.	**Human Resources Development:** Assesses whether the program provides an orientation for new staff, ongoing staff development, regular opportunities for supervision and support, and systematic performance appraisal. Relevant items include: • Staff Orientation: • Supervision and Performance Appraisal • Staff Development	**Learning Community:** Explores opportunities for teaching staff to learn and improve their teaching, including observing other teachers, trying new teaching approaches, and sharing ideas with other teaching staff.	**Professional Development**: a) Time and resources are provided for professional development, ensuring all teachers have access to continuous learning opportunities. b) Professional development meets best practice standards for delivery and support. c) Professional development enhances the ability of teachers to implement instructional strategies and improve student learning. **New Teacher Support:** Successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well	**Collaborative Teachers:** Teachers are committed to the school or center, build strong relationships with their colleagues, and work together continuously to improve teaching and learning by engaging in collaborative, routine, data-informed cycles of professional development. **Instructional Leaders:** The school or program leadership is strategically focused on children's early achievement and nurtures relational trust and collective understanding, responsibility, and leadership for excellence and improvement among staff and parents. Leaders use supervisory resources, performance feedback and professional development, and social

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			prepared, released mentors; professional learning communities for mentors and new teachers; engaged principals; and supportive school environments and district policies.	resources within the staff to continuously build professional capacity.
5. Adult Wellbeing				
Reward System: The degree of fairness and equity in the distribution of pay, fringe benefits, and opportunities for advancement.	**Personnel Cost and Allocation:** Looks at whether the organization has a written salary scale and annual salary increases, the type and availability of fringe benefits, whether children are regrouped during the day to maintain ratios, and the availability of paid planning time for teaching staff. Relevant items include: • Compensation • Benefits • Staffing Patterns and Scheduling	**Adult Wellbeing**: Explores teaching staff perceptions about program policies and practices that support their economic, physical, and emotional wellbeing. Explores teaching staff level of worry about policies such as being sent home without pay if child attendance is low or for an unexpected closure (e.g., bad weather) and degree they can depend on policies such as payment for required meetings and availability of substitutes. Adult wellbeing also explores teaching staff level of worry about their own economic wellbeing (e.g., having enough to pay for housing costs and monthly expenses) and quality of work		(One measure under Supportive Environments assesses Staff Safety in the school or center)

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			life (e.g., fair treatment and respect for different points of view among coworkers).		

6. Leadership

	ECWES	PAS	SEQUAL	TELL	Five Essentials
	Supervisor Support: The degree of facilitative leadership providing encouragement, support, and clear expectations. **Professional Growth:** The degree of emphasis placed on staff's professional growth. The availability of opportunities to increase professional competence.	**Human Resources Development:** Assesses whether the program provides an orientation for new staff, ongoing staff development, regular opportunities for supervision and support, and systematic performance appraisal. Relevant items include: • Supervision and Performance Appraisal: • Staff Development	**Program Leadership**: Explores teaching staff perceptions of how supervisors and program leaders interact with staff to support their teaching practice, professional growth, and wellbeing (e.g., supervisors meet regularly with staff to discuss their teaching, encourages professional development, and treats staff equitably).	**School Leadership:** An atmosphere of trust and mutual respect is pervasive in the school. a) Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning. b) School leadership articulates a vision and implements effective strategies for school improvement. c) School leadership makes sustained efforts to improve teaching and learning conditions.	**Instructional Leaders:** The school or center leadership is strategically focused on children's early achievement and nurtures relational trust and collective understanding, responsibility, and leadership for excellence and continuous improvement among staff and parents.

7. Family and Community Partnerships

	ECWES	PAS	SEQUAL	TELL	Five Essentials
		Family Partnerships: Examines the type and frequency of communication with parents, their level of involvement in center activities and decision making, and	**Teaching Supports:** Explores teaching staff perceptions about support services to help teachers meet the needs of children and families in their	**Community Support and Involvement:** a) Parents, guardians, and community members support the teachers at the	**Involved Families:** All staff develop strong relationships with parents and support active parent involvement in children's learning, development, and

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		the degree of support the center provides to parents from different cultural and linguistic backgrounds Related PAS items include: • Family Communications: • Family Support and Involvement • Community Outreach • Screening and Identification of Special Needs	classrooms (e.g., resources are available to find outside help if a problem with a child or family is identified, training is available for staff about teaching children with challenging behaviors).	school. b) Parents, guardians, and community members are knowledgeable about classroom and school policies and practices. c) Parents, guardians, and community members are provided opportunities to influence the success of the school.	kindergarten readiness.
8. Planning, Operations, and Facilities					
	Task Orientation: The emphasis placed on organizational effectiveness and efficiency, including productive meetings, program outcomes, and accountability. **Clarity:** The extent to which policies, procedures, and responsibilities are clearly defined and communicated. **Physical Setting:** The extent to which the spatial arrangement of the center helps or hinders staff in carrying out their responsibilities. The availability of supplies and	**Program Planning and Evaluation:** Assesses whether the center has a written mission and vision statement, engages in strategic planning, and involves staff and parents in evaluating program practices. Relevant items include: • Strategic Planning • Program Evaluation. **Fiscal Management:** Looks at he director's role in the annual budget planning process, payroll and other expenses are paid in a timely manner, and if standards accounting procedures are adhered to. Relevant items include:	**Teaching Supports:** Explores teaching staff perceptions about materials that help staff teach effectively (e.g., equipment and materials are appropriate for the children, teaching staff have access to current, professional materials about early childhood education). **Adult Wellbeing:** Explores teaching staff perceptions about policies to prevent injury, illness, and support good health (e.g., program provides adult-size equipment and space away from children for breaks).	**Facilities and Resources:** Availability of instructional, technology, office, communication, and school resources to teachers a) Materials and resources are provided for teachers to deliver quality instruction. b) Technology facilitates 21st Century learning opportunities. c) Physical environments support teaching and learning. d) Teachers have access to a broad range of Professional Support Personnel.	**Instructional Leaders:** The school or center leadership is strategically focused on children's early achievement and nurtures relational trust and collective understanding, responsibility, and leadership for excellence and continuous improvement among staff and parents.

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materials.	• Budget Planning • Accounting Practices **Marketing and Public Relations:** Evaluates the type and frequency of different external communication tools, how responsive the center is to the needs of the neighborhood or local community, and the administrator's involvement in early childhood professional organizations, as well as local civic, business, or faith-based organizations. Relevant items include • External Communications **Center Operations:** Considers the health and safety of the facility, whether the center has a risk management plan, the adequacy of the space to meet the needs of staff, and the frequency and quality of internal communications, including shared leadership at staff meetings and conflict resolution. Relevant items include: • Facilities management		**Managing Student Conduct** a) School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety. b) Administrators and teachers enforce policies and procedures regarding student conduct and school safety consistently	

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	Technology: Looks at the center's technological resources, how technology is used by administrative and teaching staff, and whether the center has clear policies and procedures regarding the appropriate use of technology at work and the confidentiality of work-related information. Relevant items include: • Technological Resources			

III. Key Questions for Systems and Policy Leaders about Early Childhood Teaching Conditions

Table 2 uses the common elements of teaching conditions across the five tools found in Section II. We describe each dimension and then pose questions for policymakers to probe as part of their policy and systems planning to improve teaching conditions that support effective teaching.

Table 2. Early Childhood Teaching Conditions Key Questions for System and Policy Leaders

	The Vision	Policy and System Questions
1. Teaching and Instruction	• Educators' qualifications and experience fit the developmental, linguistic, and cultural needs of their students. • Educators' instructional decisions are informed by the developmental needs, home language, culture, and life experience of their students. • Educators have the resources and support to implement curricula and assessment tools to meet appropriate and comprehensive learning	• How are institutions of higher education preparing educators to use instructional tools so that they maximize children's learning and enact developmentally, individually, linguistically, and culturally responsive practice? • How are educators' use of curriculum, assessments, and early learning standards integrated into the states' early childhood quality improvement and accountability structures?

	The Vision	Policy and System Questions
	goals. • Teaching teams are thoughtfully hired and supported as they collaborate to nurture and scaffold children's development.	• Are recommended instructional tools meaningful, aligned, and complementary so that educators have a coherent, developmentally and culturally appropriate approach to instruction? • How do curriculum pacing and assessment demands support effective teaching and maximize children's learning? • How do existing professional credentials reinforce effective teaching?
2. *Time for Planning and Collaboration*	• Educators have sufficient time built into their schedules for planning individually and in collaboration with their peers. • The daily schedule and curriculum pacing is structured to give educators uninterrupted time to engage children in deep exploration of new content and support the development of critical thinking and social skills through a play and hands-on learning.	• Do educators have sufficient paid time to work individually and with their peers to plan and engage in professional learning? • How do administrative responsibilities impact educators' time for planning and working with colleagues? • How are daily schedules structured to minimize interruptions in the class time so that children and educators can engage in rich learning activities?
3. *Teacher Leadership*	• Educators are given sufficient flexibility and support to respond to their particular children's developmental needs and make the necessary moment-to-moment decisions to individualize teaching. • Educators are encouraged to take initiative and work collaboratively to customize instruction.	• How are institutions of higher education preparing educators to work in collaboration with their peers to be responsive to their children's learning needs, culture, language, and life experiences? • How are instructional leaders encouraged to give educators autonomy and leadership opportunities within their programs? • How are instructional leaders encouraged to treat educators equitably and professionally?
4. *Professional Learning*	• Professional development opportunities are designed to encourage educators to engage in reflection and ongoing continuous quality improvement in collaboration with their peers.	• How is the professional development system shifting to support communities of practice and job-embedded professional learning? • What structures are in place for program staff to work toward continuous quality improvement? • How are job-embedded professional development and the use of focused professional learning communities supported through accountability systems?
5. *Adult Wellbeing*	• Educators receive equitable, stable, and sufficient compensation – wages and benefits (e.g., paid sick time and health insurance) to support their overall wellbeing.	• How does early childhood education financing support equitable, stable, and sufficient teacher compensation? • Is compensation built into program quality improvement practices and program accountability structures?

	The Vision	*Policy and System Questions*
6. Leadership	• Leaders manage their programs to encourage all staff to participate in ongoing quality improvement by actively engaging in staff development. • Programs have sustainable funding to support a positive work environment geared toward collaborative professional growth.	• How are institutions of higher education preparing educators to assume leadership roles in the field? • How do workforce policies encourage program leaders to have sufficient understanding of early childhood practices as well as the management experience to operate a viable program? • In what ways do program leaders receive job-embedded professional development that is responsive to programs' strengths and areas for improvement?
7. Family and Community Partnerships	• Programs welcome families to participate in classroom and program community and include them in instructional practices so they can reinforce learning at home. • Transitions for children are supported through partnerships between early childhood programs and public schools. • Programs engage families as partners in their children's education and treat them respectfully and equitably.	• How do accountability structures incorporate the strategies that educators and leaders use to involve families in their children's learning and development? • Do communities have structures in place to facilitate collaboration between early childhood programs and public schools?
8. Planning, Operations, and Facilities	• Programs function effectively and efficiently to achieve plans and goals. • Program facilities and resources help educators to carry out their responsibilities and effectively nurture young children's development.	• What types of training and professional development are available to leaders to support leaders with strategic planning and operational management? • Are programs and schools adequately funded to ensure educators have necessary materials and resources to carry out their work? • Is resource allocation to programs and schools equitable to ensure programs in disadvantaged communities have sufficient resources?