



## LEARNING TABLE ON STATE POLICY TO IMPROVE TEACHING AND CHILDREN'S LEARNING

March 8-9, 2016

Embassy Suites Rosemont O'Hare Hotel 5500 North River Road Rosemont, IL 60018

The BUILD Initiative and CEELO have made a commitment to promote deep discussion with state leaders across the country on these critical issues. In order to advance more effective policymaking with this work, we will focus deeply on specific opportunities aligned to the following two policy recommendations below and have grouped the 12 states in the Learning Table into 2 cohorts:

**1. Policy Recommendation 3.** States embed expectations for the use of developmentally, individually, linguistically, and culturally appropriate instructional tools within QRIS, PreK, and other program standards. The following states have indicated they will be working on the “Instructional Tools” policy area: CA, FL, IN, LA, MS, NE, SC

**2. Policy Recommendation 4.** States amend early childhood educator and leader credentialing and licensure policies to assure the birth-third grade workforce has demonstrated competence specific to early childhood education and culturally responsive teaching. The following states have indicated they will be working on the “Credentialing” policy area: GA, NC, IL, MA, WA

**Learning Table Purpose and Goals:** Each state will achieve the policy goals they have established to improve teaching and learning, B-3rd grade, in their state.

- Craft a set of achievable goals to move forward policy in each state
- Consider how issues of diversity and equity impact your state's specific goals
- Leverage the expertise within the group in a highly collaborative and participatory peer learning community
- Utilize a state action plan to track their progress in achieving goals

- 8:30 WELCOME AND REVIEW OF THE AGENDA
- 9:00 OPENING ACTIVITY: WHAT DATA WILL DRIVE YOUR POLICY GOALS?
- 9:45 LEADERSHIP AND SYSTEMS CHANGE: WHAT WILL IT TAKE FOR YOUR TEAM TO REACH YOUR GOALS
- Jim Squires, Ph.D. and Rebecca Gomez, Ed.D.  
Center on Enhancing Early Learning Outcomes (CEELO)
- 10:30 DIVERSITY MATTERS FOR EFFECTIVE TEACHING IN A DIVERSE SOCIETY
- Aisha Ray, Ph.D., Professor Emerita of Child Development, Erikson Institute
- Linda Espinosa, Ph.D. Co-PI for the Getting on Track for Early School Success: Effective Teaching in Preschool Classrooms project at the University of Chicago and Professor Emeritus of Early Childhood Education at the University of Missouri, Columbia
- 11:15 BREAK
- 11:30 COHORT BREAKOUT # 1: Getting to Know Each Other
- 12:30 NETWORKING LUNCH
- 1:00 COHORT BREAKOUT #2: Digging into Data and Best Practice
- 3:30 INDIVIDUAL STATE TEAM TIME AND/OR STATE-STATE CONSULT TIME
- 4:30 STATE TEAM REPORT OUT AND PREPARATION FOR DAY 2
- 5:00 DAY 1 CONCLUDES

- 8:30** OPENING AND REFLECTIONS ON DAY 1
- 8:45 COMPETENCIES NEEDED TO TEACH CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN
- Aisha Ray, Ph.D., Professor Emerita of Child Development, Erikson Institute
- Linda Espinosa, Ph.D., Co-PI for the Getting on Track for Early School Success: Effective Teaching in Preschool Classrooms project at the University of Chicago and Professor Emeritus of Early Childhood Education at the University of Missouri, Columbia
- 9:45 COHORT BREAKOUT # 3
- CREDENTIALING PEER EXCHANGE
- INSTRUCTIONAL TOOLS PEER EXCHANGE
- 11:00 MOVING TOWARD SOLUTIONS: COMMUNICATION STRATEGIES THAT SUPPORT STATE POLICY CHANGE
- Elliot Regenstein, Senior Vice President, Advocacy and Policy  
Ounce of Prevention Fund
- 11:45 CLOSING COMMENTS AND NEXT STEPS
- 12:15 MEETING ADJOURNS