



SHARPENING THE FOCUS: HELPING FINE-TUNE POLICIES AND PRACTICES TO PROMOTE EFFECTIVE TEACHING AND LEARNING IN THE EARLY YEARS

Jana Martella, CEELO & Kate Tarrant, BUILD Initiative

Tuesday June 7, 2016

2:00pm-4:00pm



Goals for the Session - Consider

- What are the supports and systems needed to drive teaching quality that will result in improved outcomes for children?
- What are the “powerful and few” core policies needed to improve teaching quality and result in significant outcomes for children?
- Consider these important questions and discuss with colleagues how to focus state, local, and individual efforts aimed at these key goals.

Agenda

What?

- Purpose
- Problems of policy implementation
- Recommendations
- States' plans and goals

How?

- Leadership
- Stakeholder engagement
- Data driven strategic planning
- Peer consultation

Purpose of the Learning Table

- Engage a state level community of practice
- Apply research and best practice to generate solutions to common policy problems
- Develop actionable plans to shift early childhood policy to better promote effective teaching and children's development

Theory of Change



Figure 1. Theory of Change

Moving Toward Solutions: Research – Policy – Practice

What are effective teaching practices that result in significant learning outcomes for young children?

- High quality learning environments coupled with highly intentional and developmentally appropriate instruction

How do we move these practices into policy and practice?

- Implementation factors
 - Evidence-based Approaches
 - State and Local Capacity
 - Policy Coherence

Four Problems of Practice

1. Ensuring Racially, Culturally, and Linguistically Competent Teaching for *Each and Every* Child
2. Focusing Professional Development Policies on Effective Teaching Practices
3. ~~Achieving Coherence in State Teacher Accountability Policy~~
4. Integrating Teaching Conditions into States' Professional Development and Accountability Structures



Round 2: States' Goals

Instructional Tools

- **CA:** Provide field with instructional tool adoption protocol that focuses on approach
- **FL:** Building CLASS capacity
- **IN:** QRIS revision - evidenced based curriculum tied to the Early Learning Foundations
- **LA:** Beyond the Brief Toolbox
- **NE:** Examine professional development to support strong implementation of instructional tools
- **SC:** Implementing PD focused on literacy and language

Round 2: States' Goals

Credentialing

- **GA:** Build a culture of professionalism in the B-5 workforce
- **IL:** Integrate job-embedded professional development into the ECE monitoring and quality improvement system
- **MA:** Establish unified model of credentials that are tied to compensation
- **NC:** Investigate policy and legislative strategies that will lead to ensure principals have the requisite early childhood education pedagogy necessary to be an instructional leader
- **WA:** Establish articulation from stackable certificates through a bachelor's degree

How?

The process is just as important as the product

- Leadership development
- Stakeholder engagement
- Data-driven strategic planning
- Peer consultation

Leadership Development



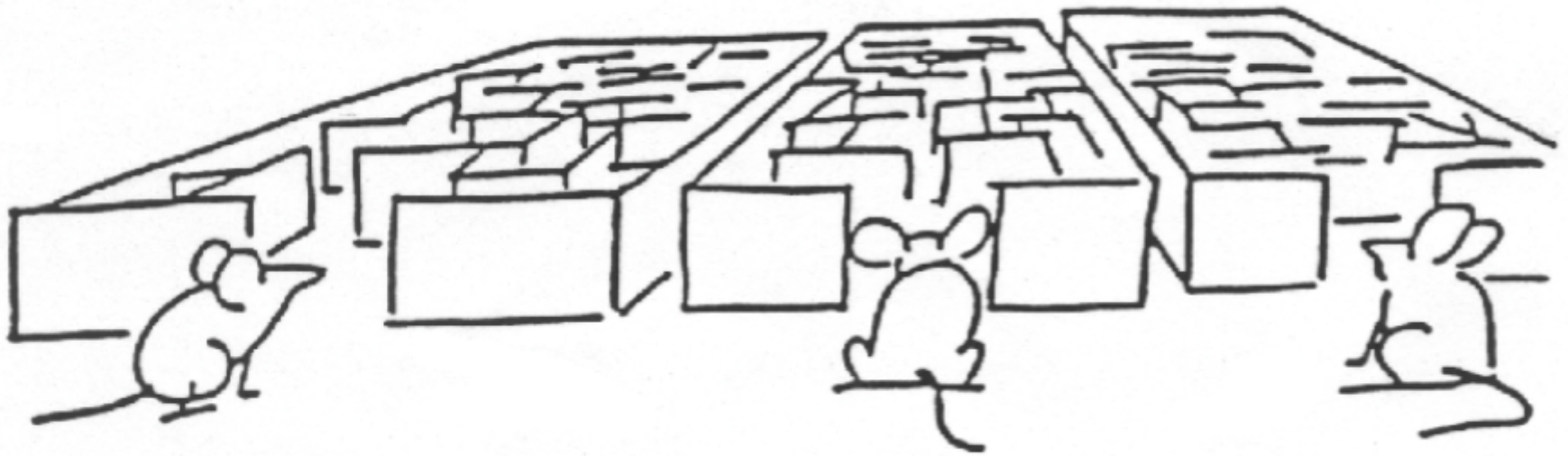
@gapingvoid

MANAGERS	LEADERS
Administer	Innovate
Ask how and when	Ask what and why
Focus on systems	Focus on people
Do things right	Do the right things
Maintain	Develop
Rely on control	Inspire trust
Have short-term perspective	Have long-term perspective
Accept the status quo	Challenge the status quo
Eye the bottom line	Eye the horizon
Imitate	Originate
Emulate the classic good soldier	Are their own person
Copy	Show originality

Bennis, W. (1989). On becoming a leader. New York: Basic Books.

<http://topstrategynetworkers.blogspot.com/2010/11/leadership-vs-management.html>

SYSTEMS THINKING



SYSTEMS THINKING



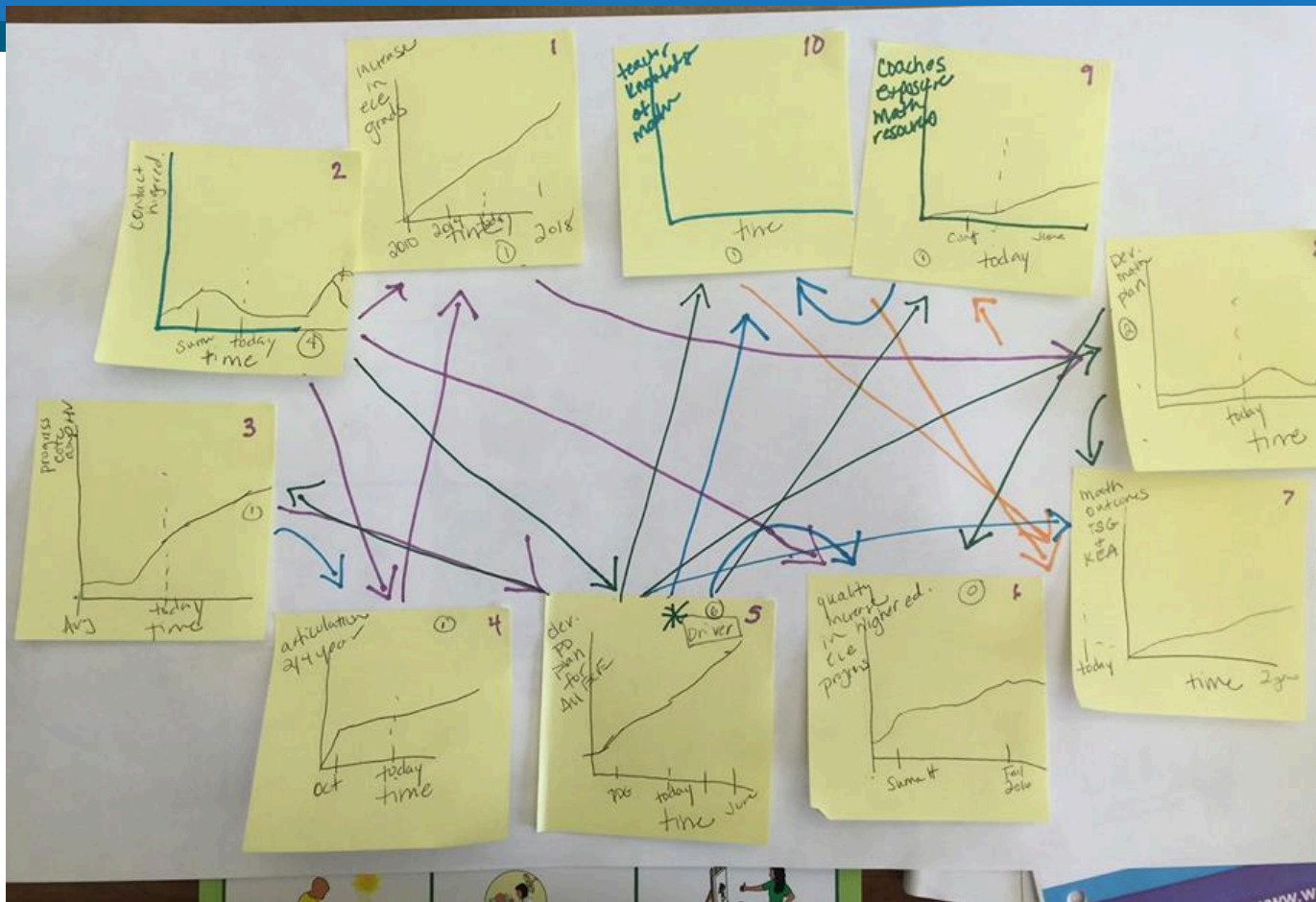
SYSTEMS THINKING



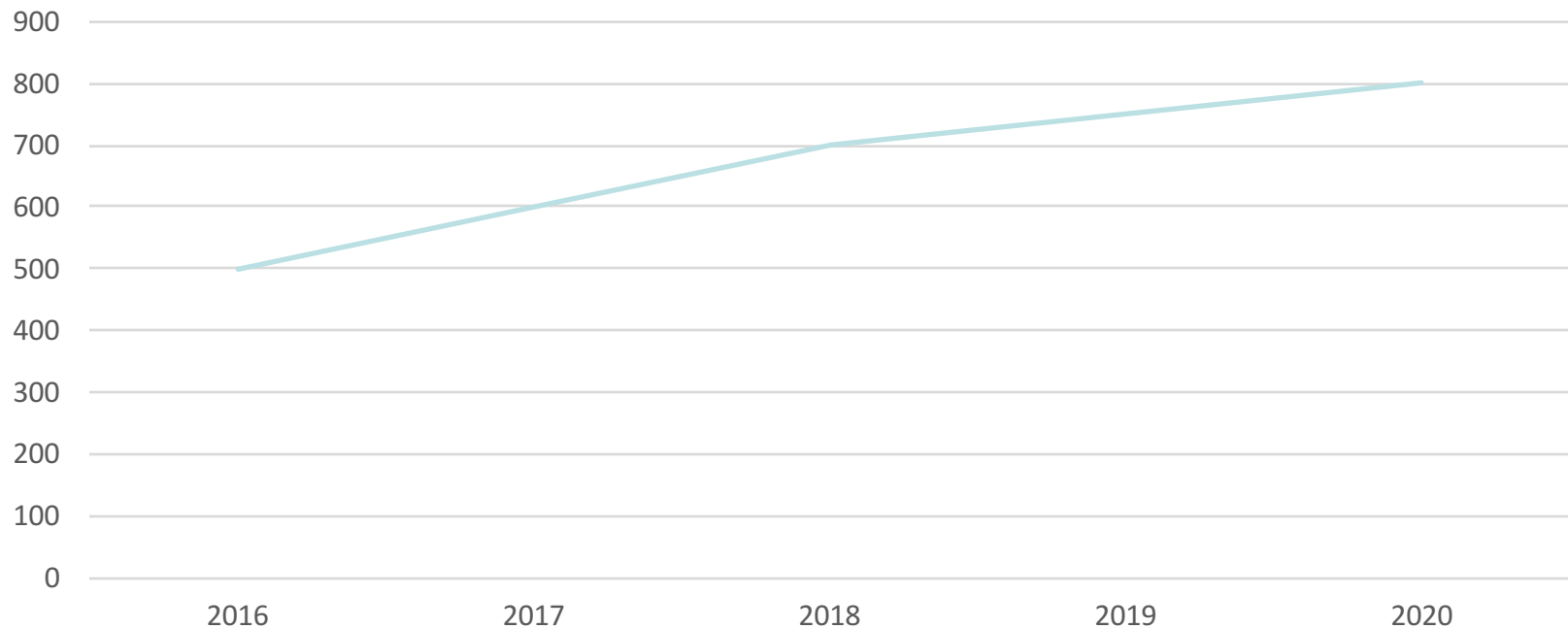
Stakeholder Engagement

- What are you trying to accomplish? What are your must-haves?
- How does this policy change fit into the state's larger policy agenda (both ECE and K-12)?
- What stakeholders are likely to have an opinion on the subject?

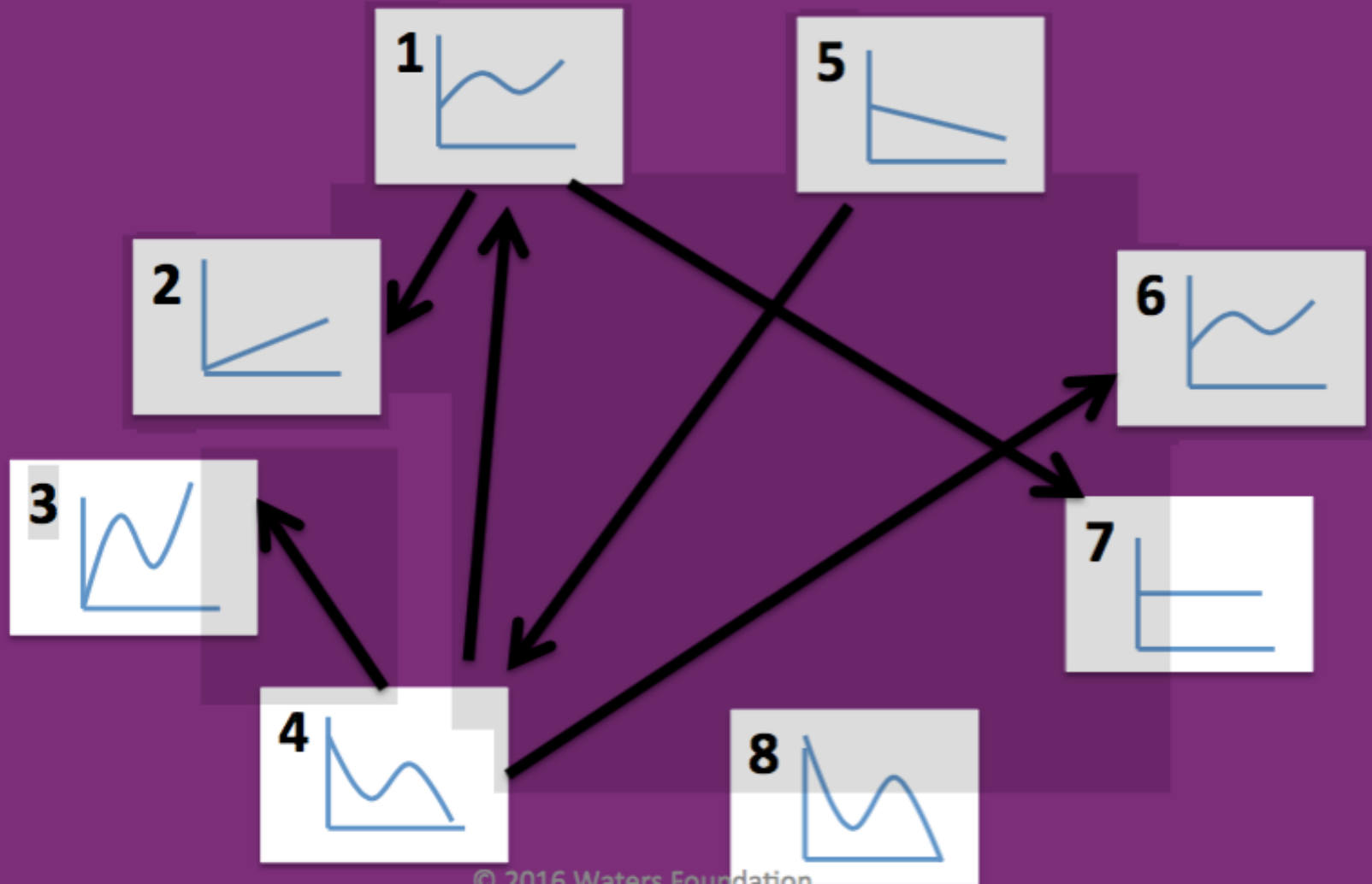
Data-Driven Strategic Planning



Number of Programs Using an Evidence Based Curriculum



DATA EXERCISE



Peer Consultation: Problem-of-Practice

- One state team will provide us with a question, challenge, or hurdle they are facing in their state relative to their strategic planning effort
- Colleagues will have an opportunity to ask clarifying questions
- Colleagues will offer suggestions or solutions for the problem of practice
- The focus state will respond to the questions or comments



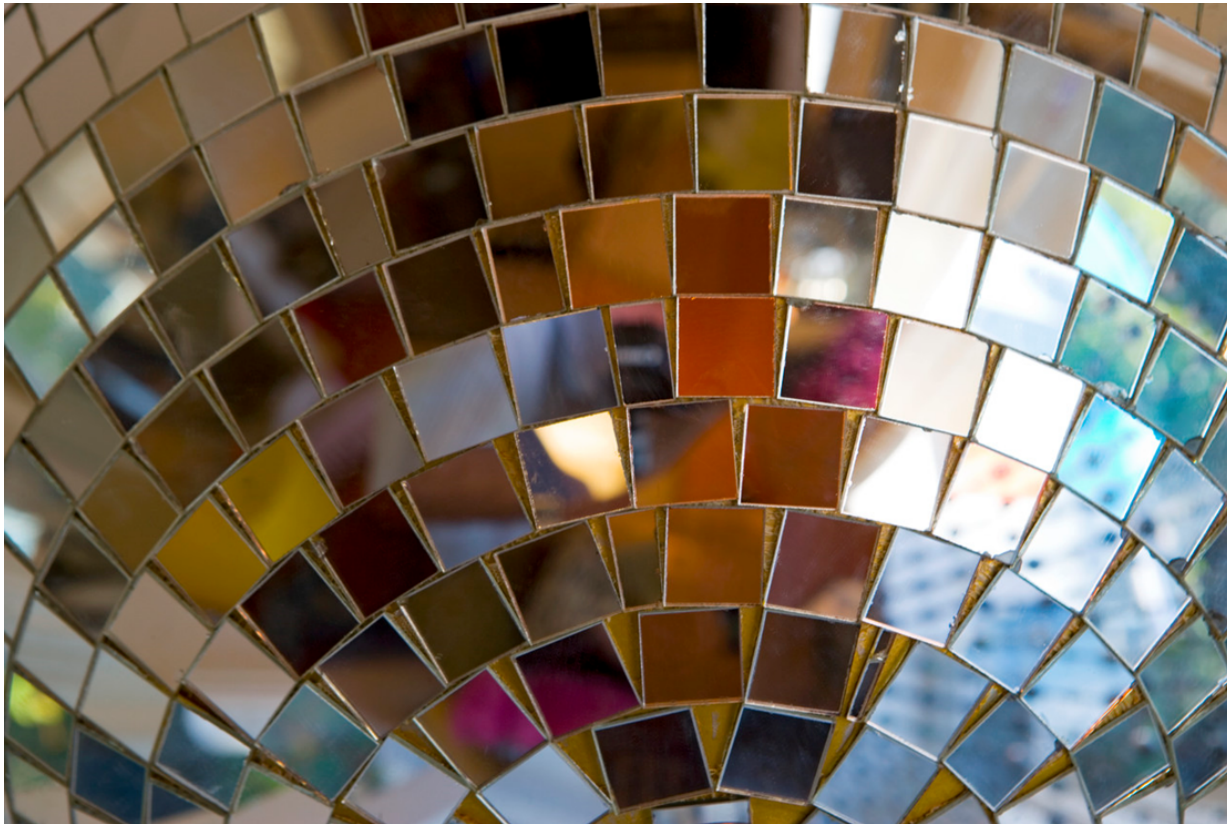
Lessons Learned from States

- “Other states models have been very helpful. Conversations provide concrete, practical applications.”
- “Articulation is an issue that other states have struggled with”
- “This is complicated!”
- “Comfort with status quo: Need for strategic disruption and embrace iterative nature of policy development.”

SIX WORD STORIES



Reflections



Thank You

More Information:

<http://ceelo.org/teaching-and-learning/>
<http://buildinitiative.org/OurWork/LearningCommunity/LearningTablesArchive/2015StatePolicyLearningTable.aspx>

Contacts:

Lori Connors-Tadros - ltadros@nieer.org

Jana Martella - JMartella@edc.org

Debi Mathias - dmathias@buildinitiative.org

Kate Tarrant - kathleentarrant@gmail.com

