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

Teacher Knowledge, Skills and Dispositions → Teaching Quality → Child’s Family & Community

Instructional Tools → Teaching Quality

Adult Work Environment → Teaching Context/Conditions

Human and Organizational Resources

Professional Development and Accountability Policies
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

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

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