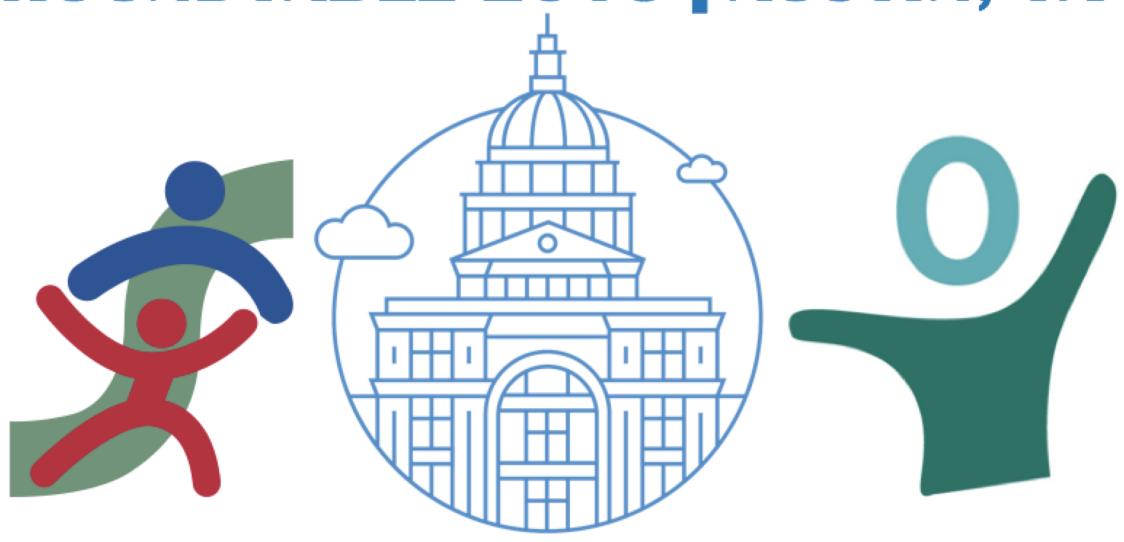
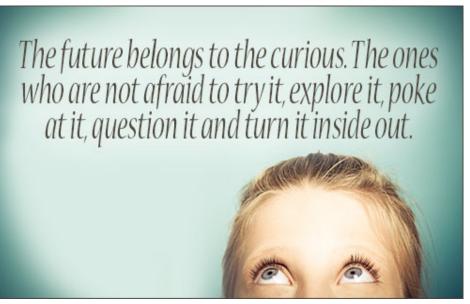
# ROUNDTABLE 2018 | AUSTIN, TX



# MODELS OF PROFESSIONAL DEVELOPMENT AND COACHING TO IMPROVE THE QUALITY OF INSTRUCTION

TOPIC			DISCUSSION	
1.	Check In	1.	Pair   Share- One burning issue	
	Continuous Quality Improvement (CQI)	2.	What does CQI look like?	
		3.	Learning from Others	
3.	Research, Policy, Practice	4.	What are your successes,	
4.	Small Group Discussion		challenges, solutions?	
5.	Top Issues and Needs	5.	How can CEELO and NAECS Policy Committee assist you?	

# Thursday Afternoon Check In







Pair | Share: One burning issue regarding CQI and PD to improve instruction

# MODELS OF PROFESSIONAL DEVELOPMENT AND COACHING TO IMPROVE THE QUALITY OF INSTRUCTION

- The quality of teacher-child interactions, the quality of instruction, and the effective use of developmentally-appropriate curriculum and assessment practices have the greatest impact on children's outcomes during the preschool years.
- Professional learning and coaching are instrumental for supporting teaching practices related to high quality experiences for children.
- > Good teachers are actively engaged in their continuing professional development.

Source: Strategies to Improve Instructional Practice in Early Childhood Settings http://ceelo.org/wp-content/uploads/2018/04/2ceelo\_fast\_fact\_LA-Instruction-LCT\_041218\_final.pdf

## Continuous Quality Improvement

Take a minute to draw your "favorite" continuous quality improvement diagram.

Share with your neighbor why this is your "favorite".

What is critical to continuous quality improvement actually improving teaching? Improving learning?

## Research, Policy and Practice

## First School P-3 Online Education

Gisele Crawford, Frank Porter Graham

NV: B-3 pilot

Anna Severens

MI: Coaching in PreK Classrooms

Mischele McManus

LA: Using CLASS data to improve instruction

Nasha Patel

## FirstSchool Online Course:

**State Collaborations** 

Thursday, June 7, 2018
Gisele Crawford





THE UNIVERSITY

of NORTH CAROLINA

at CHAPEL HILL

## FirstSchool

## FirstSchool History

- WK Kellogg Foundation support
- Long-term, intensive collaborations
- Context-specific, deep cultural shifts

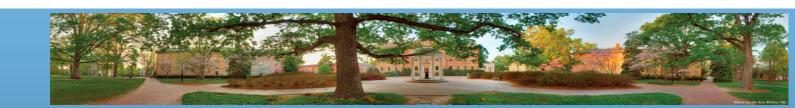
Challenge: How to reach a broader audience without losing depth



# The Art of Communication in Classrooms for Young Children

- Developed with support from WKKF and the NC Department of Public Instruction
- Student communication, growth mindset
- Matched school experimental design
  - Linear increase in vocabulary with each module
  - In-person support yields more engagement
  - In-person support yields more collaboration





## The Course in Context: MN and NV

- Minnesota PreK-3 Implementation Model
  - PreK-3 Principal Leadership Series
  - Building Rigorous and Robust PreK-3 Learning Environments (FirstSchool Online Course)
  - Building PreK-3 Systems: From Alignment to Coherence
- Nevada Ready! B-3
  - Pilot school communities (Year 1: FirstSchool Online Course and Edusnap data collection)
  - B-3 Framework and Guidance; Professional Learning Series





## Educators talk about the course



## Maximizing Impact

- Embed within a larger initiative
- Build capacity of local liaisons
- Kick off in person
- Engage teachers and administrators
- Two-way communication about obstacles to changing practice



## Nevada B-3<sup>rd</sup> Pilot

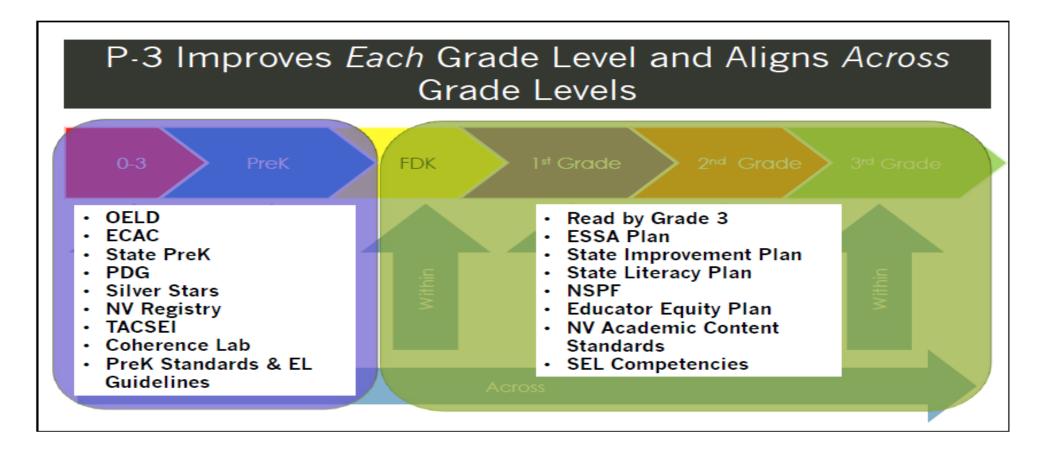


#### Nevada's B-3 Leadership Team

Working in partnership with Nevada ECAC and NDE to strengthen B-3 Initiatives, plans and projects to achieve their collective impact on third grade outcomes.



## Creating Bridges between Initiatives





# B-3<sup>rd</sup> Plan: Focus Groups, Pilot, Professional Learning Series

#### Nevada Ready! B-3

**Year Two** 

(July 1, 2017 - June 30, 2018)

#### Primary Objective:

• Gather broad and deep input from key stakeholders (0-3; PreK-3<sup>rd</sup>; teachers; school leaders; state-level decisionmakers; and community members) to inform the development of [1] a statewide B-3 Professional Learning Series; and [2] a Nevada State B-3 Framework and Guidance.

#### Implementation Sites (0-3 and PreK-3rd Grade)

- In-depth instructional change and collaborative inquiry effort
- FirstSchool online modules
  - EduSnap data collection
  - · On-site TA

#### 0-3 Leaders and Teachers (statewide)

 Focus groups to gather input on key issues the infant/ toddler workforce grapples with as they strive to engage in B-3 efforts in their communities and on opportunities/challenges related to state policies and regulations.

#### K-12 Administrators (statewide)

 Focus groups to gather input on key issues district administrators and elementary school principals grapple with as they strive to engage in B-3 efforts in their communities and on opportunities/challenges related to state policies and regulations.

#### State-Level Decisionmakers

 Series of individual meetings/ conversations with key state leaders. Discuss movement toward 0-8 efforts; ideas re: designing a Nevada Professional Learning Series; and specific opportunities/ challenges presented by state policies and regulations.

#### Community Members

 Community meetings that gather general input on implementing B-3 approaches and on opportunities/ challenges related to state policies and regulations.

Survey (aligned with questions from community meetings) that is accessible to the general public.

#### Evaluation:

Synthesis of responses and categorization into key findings related to: [1] design of a Professional Learning Series; and [2] development of a State B-3 Framework and Guidance.

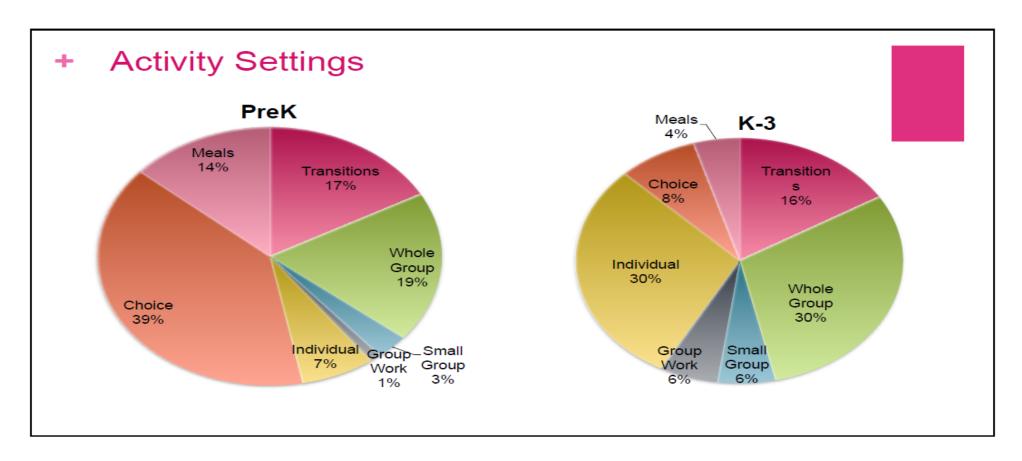


## **B-3 Implementation Pilot Sites**

- 3 Sites located in Washoe (Reno), Clark (Las Vegas), and Churchill (Rurals)
- Elementary school plus 1 or more community site that serves 0-5.
- Includes public and charter schools, as well as private, community, and state-funded PreK
  - Course Instructors with On-the-ground Liaisons/Coaches

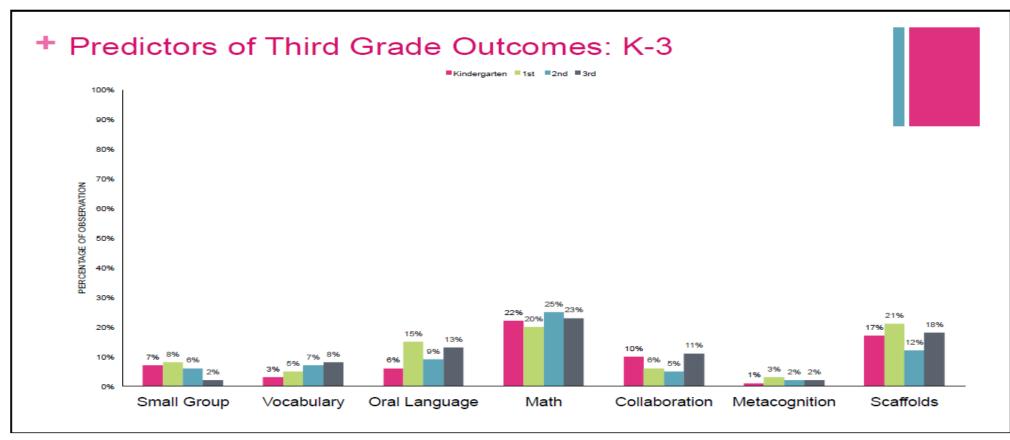


## Aligning PreK and K-3





# Top Predictors for Positive 3<sup>rd</sup> Grade Outcomes





# Using B-3 Lens and Approach for System-wide Learning

 How We're Translating Our Pilot Findings into System-wide Learning

#### Nevada Ready! B-3 Implementation Framework:

Learning from the School-Community Partnership Pilots

The structure and strategies of this document are based on a crosswalk of FireSchool's work (Ritchie & Gutmann, eds., 2014) with Nevada's School-Community Partnership Pilots as of the Fromework for Rinching, Implementing, and Realworld (Rauert & Coffman, 2013). The strategies in gray-colored font are not emphasized in NV's school-Community pilots.

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## Mining Cylinders of Excellence

- Are we all defining "early childhood" the same? Does K-3 really see themselves as part of early childhood?
- Are we all thinking the same about key 3<sup>rd</sup> grade predictors (and how to shift them)?
- Are we providing consistent professional learning experiences and content to teachers and principals?





#### Discussion:

How can we leverage all of the K-3 Cylinders of Excellence to demonstrate a coherent Nevada approach to elementary classroom excellence?



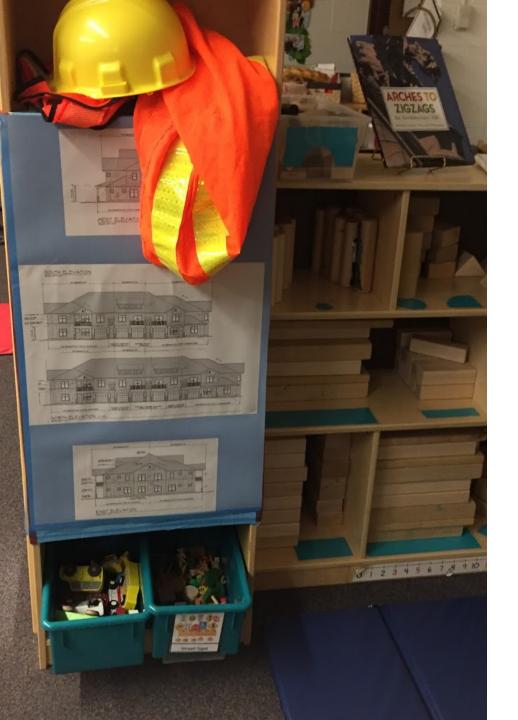
# Michigan's Great Start School Readiness Program (GSRP) Professional Development

Historically, PD focused on both ECS and teaching teams:

- Fall Kick-offs
- MiAEYC Conference
- Michigan Collaborative Early Childhood Conference

### Expansion 2012-13 to 2014-15

	2012-13	2014-15
Classrooms	1247	2163
Teaching Staff	2494	4326
ECS	263	272



## Focusing on ECS

- Concerns with one-shot approach
- Explosion in number of teaching staff
- On-site monitoring
- Difficulty identifying qualified candidates for ECS positions

## Considerations

- MDE Professional Learning Policy, update drafted winter 2017
- Essential Coaching Practices for Elementary Literacy, 2016
- ECS Professional Learning Advisory Committee, ongoing





## Survey of ECS, spring 2018 129 responses, approximately 50% response rate

- 72% in ECS role 3+ years
- At least 1/3 have attended formal coaching training
- ECS indicated a need for a tiered system of support that includes time for them to gather and support each other.
- Requested topics for PD included both instructional strategies to share with teachers (literacy, behavior management) and coaching strategies for working with teachers (conflict resolution, morale building).





## Decision Points in Developing a Tiered-System

- Where to start is it more important to first identify and put in place basics for new ECS or extend the abilities for experienced ECS?
- Who will determine which tier an ECS might fall into?
- Would ECS be required to move through all tiers? Would there be a set curriculum for trainings at each level?
- Could ECS who have 'completed' the tiers become trainers or mentors to new ECS?
- Who will pay for and complete the development and implementation of the trainings?





#### **Performance Profile Overview**

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

#### In 2015, Louisiana launched a unified rating system to:

- Measure core elements needed for positive child outcomes;
- Provide a clear and focused path to improvement; and
- Give families an easy way to compare choices in their community.

#### Louisiana's unified rating system has two components, featured on Performance Profiles:

- 1. Ratings that relate to positive child outcomes
  - Adult-child interactions and instructions, as measured by CLASS®; and
- 2. Information on classroom best practices
  - E.g., using curriculum, assessing children for learning, credentialing of teachers

Researchers at the University of Virginia found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify quality classrooms.

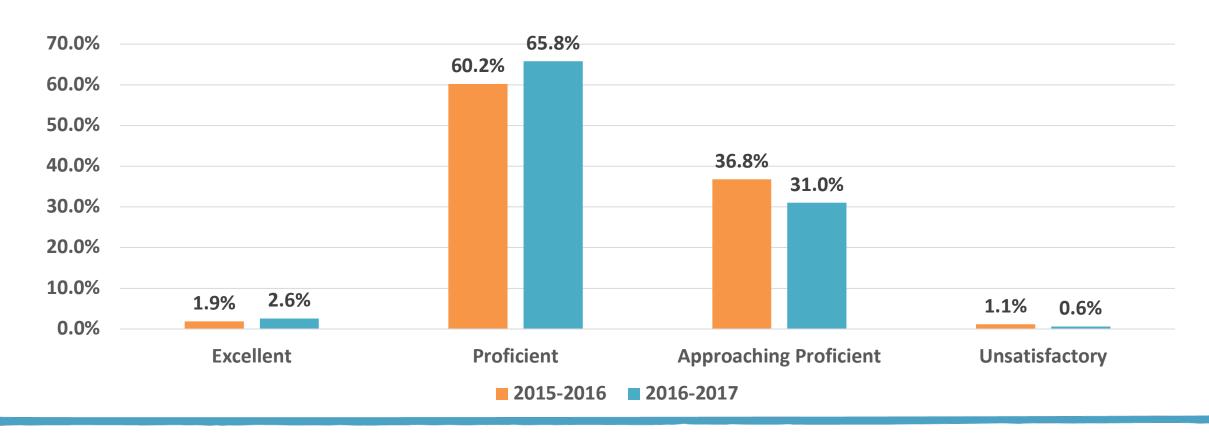
### 2016-2017 Key Accomplishments

Louisiana communities and programs made significant strides in 2016-2017 to improve the quality of early childhood education, which will be reflected in Performance Profiles.

- Overall, more than 14,000 *CLASS*® observations took place in 5,440 classrooms across 1,600 sites, representing over 1 million minutes of instruction observed.
- 1,200 trained Louisiana observers observed pre-K and toddler classrooms and provided valuable feedback to help teachers in child care centers, Head Starts, and schools improve.
- 77% of sites are using a Tier I curriculum in at least one of their classrooms, an increase of nearly 30% from last year.
- Over 3,000 individuals have received the Early Childhood Ancillary Certificate.
- Louisiana rolled out ~1,570 profiles based on 2016-2017 results that will provide critical information to families on quality of care and instruction across the state.

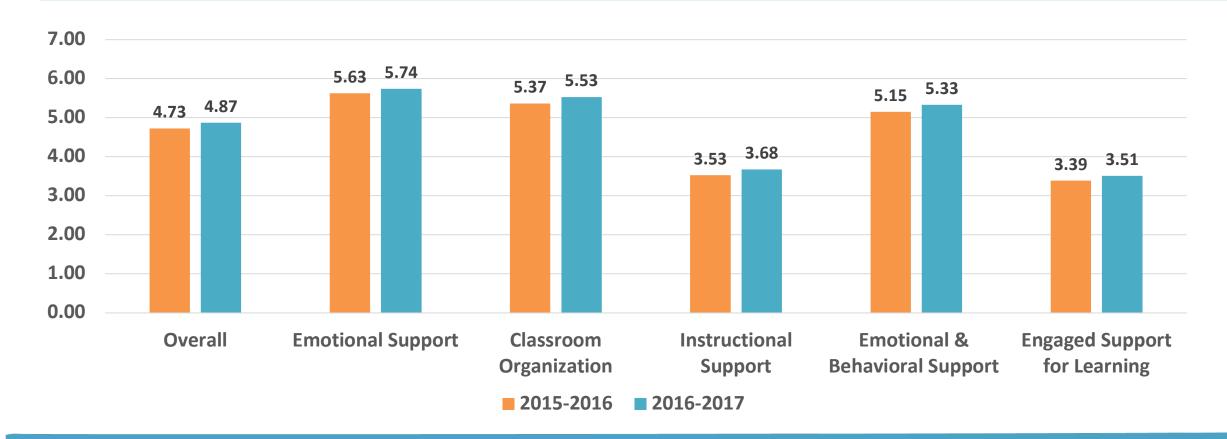
### Site-level Improvement from the Practice Year

Nearly 70% of sites provided children with care and instruction at levels that research shows promote kindergarten readiness, an improvement from last year.



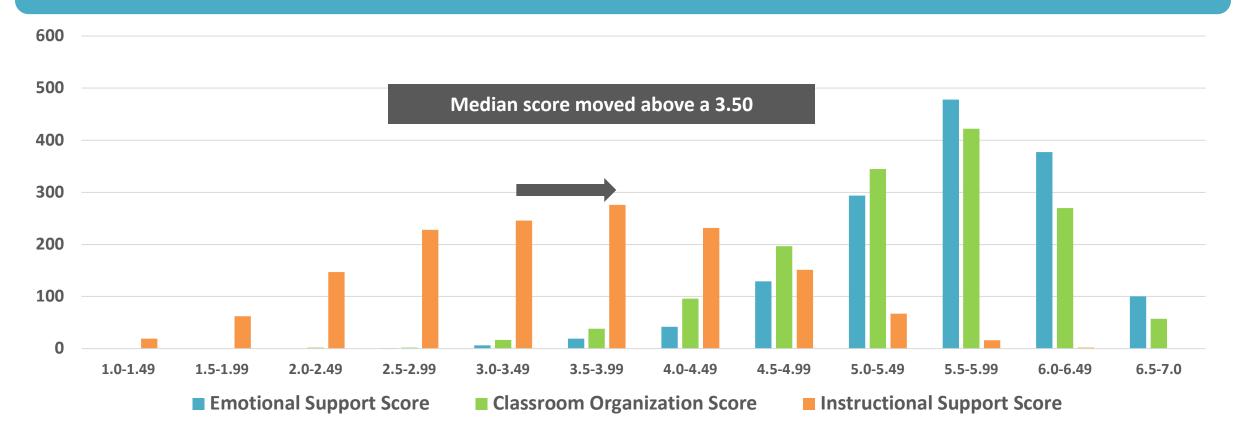
## Improvement by Domain

Statewide average scores went up in each of the areas we measure: classroom climate, organization, and instruction, at both the pre-K and toddler level.



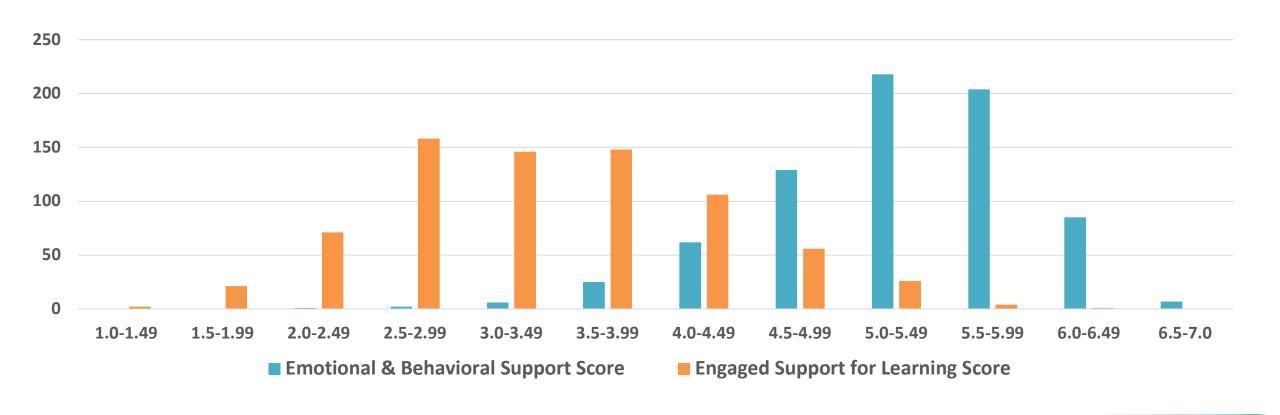
## 2016-2017 Performance Profile Ratings: Prek Results

These results show an incremental shift in Instructional Support scores, with more sites scoring above a 3.0 and an increase in the median score from 3.40 to 3.53.



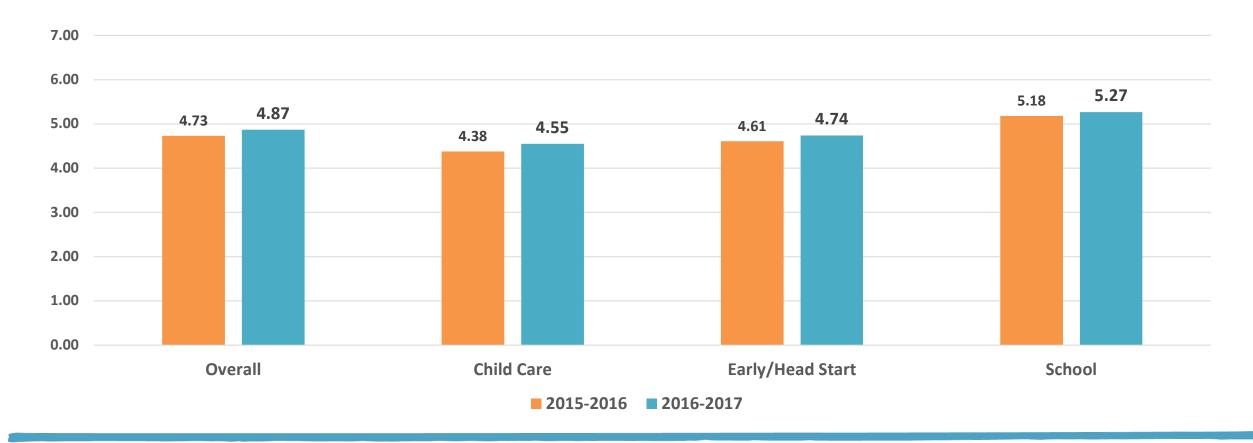
### 2016-2017 Performance Profile Ratings: Toddler Results

These results show an incremental shift in Engaged Support for Learning scores, with more sites scoring above a 3.0 and an increase in the median score from 3.30 to 3.39.



## Improvement by Program Type

There was improvement for the average score for each program type from 2015-2016 to 2016-2017, with the most improvement in child care.



# Small Group Table Talk

- Table 1- Online Education- Gisele
- Table 2- B-3 Professional Development Anna
- Table 3- Tiered Coaching Mischele
- Table 4- Using Data to Drive Improvement- Nasha

## Questions for Discussion

- How do you know if the dollars you are investing in professional development are making a difference in teaching quality? In student learning?
- What do we need to know about the implementation of professional development and coaching to draw links between what is offered and enhanced instructional quality as well as student outcomes?
- How do we leverage what we did in early childhood to ensure high quality instruction in K-2? Expand into infant and toddler?

# Table Report Out

Top 2 "urgent" policy issues related to CQI and PD to support high quality instruction.

❖ 1 thing CEELO & the NAECS policy committee could do to help you improve policy, research or practice related to CQI and PD to support high quality instruction.

## Selected Resources

#### First School Online Education and Support: Inquiry and Equity in Prek to Third Grade

http://fpg.unc.edu/projects/firstschool-online-education-and-support-inquiry-and-equity-prek-through-third-grade

#### Nevada Birth to Third Grade Pilot Project

http://nvecac.com/wp-content/uploads/2017/04/B-3PilotFlyer.pdf

#### Louisiana Performance Profiles and Related Resources

- Profile page: https://www.louisianabelieves.com/early-childhood/performance-profiles
- FAQs about how profiles are generated: http://www.louisianabelieves.com/docs/default-source/early-childhood/2015-2016-performance-profile-faqs.pdf?sfvrsn=2%20
- Site Key that explains profiles: http://www.louisianabelieves.com/docs/default-source/early-childhood/2015-2016-early-childhood-site-performance-profile-key.pdf?sfvrsn=2

#### **Essential Coaching Practices for Elementary Literacy**

http://literacyessentials.org/coaching/

#### Strategies to Improve Instructional Practice in Early Childhood Settings

http://ceelo.org/wp-content/uploads/2018/04/2ceelo\_fast\_fact\_LA-Instruction-LCT\_041218\_final.pdf

#### Building Capacity to Enact Change for Classroom Quality Improvement in New Jersey

http://ceelo.org/wp-content/uploads/2018/01/NJEarlyChildhoodAcademy\_MR\_Jan2018.pdf

# Next: Full Group Reflections

