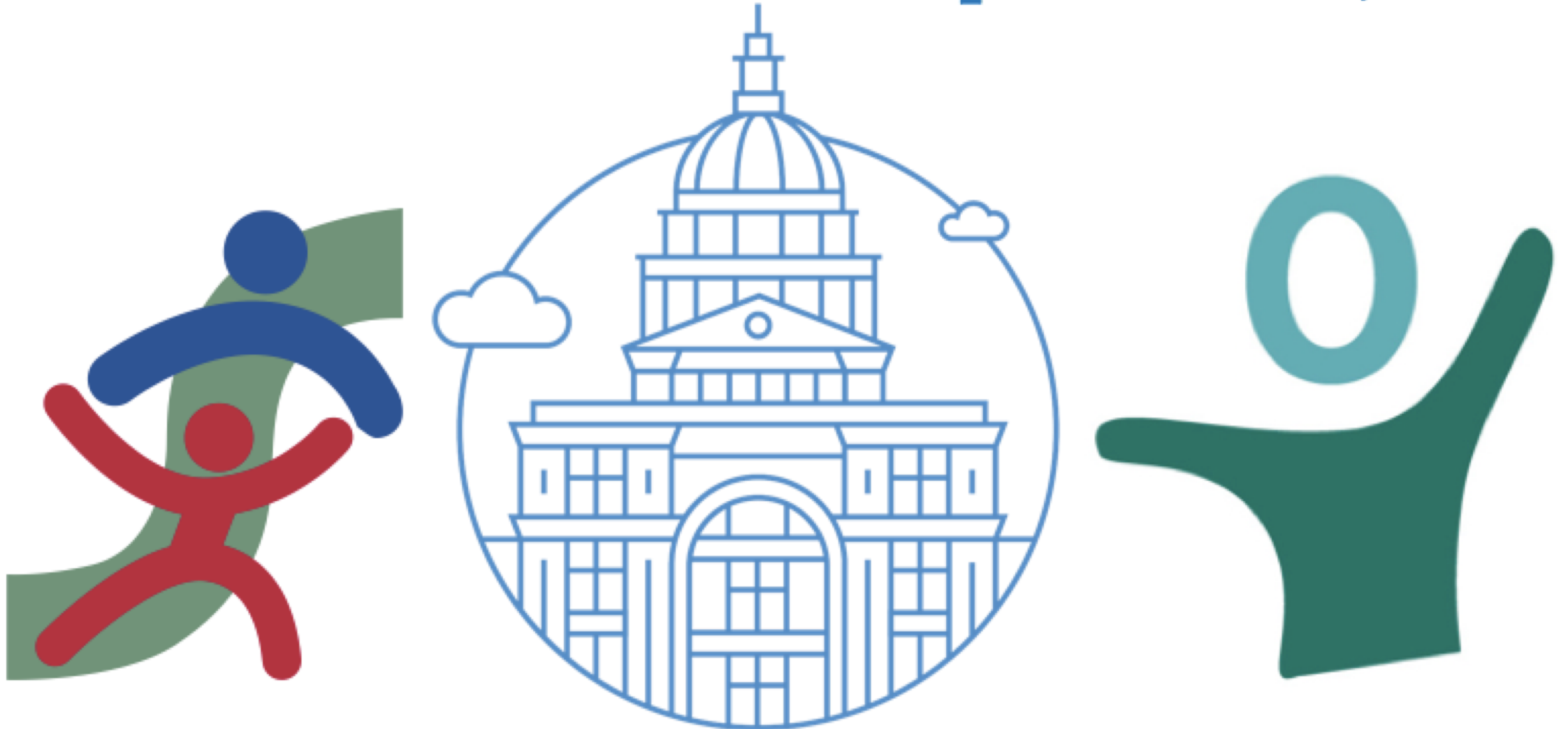


# ROUNDTABLE 2018 | AUSTIN, TX



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

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## TOPIC

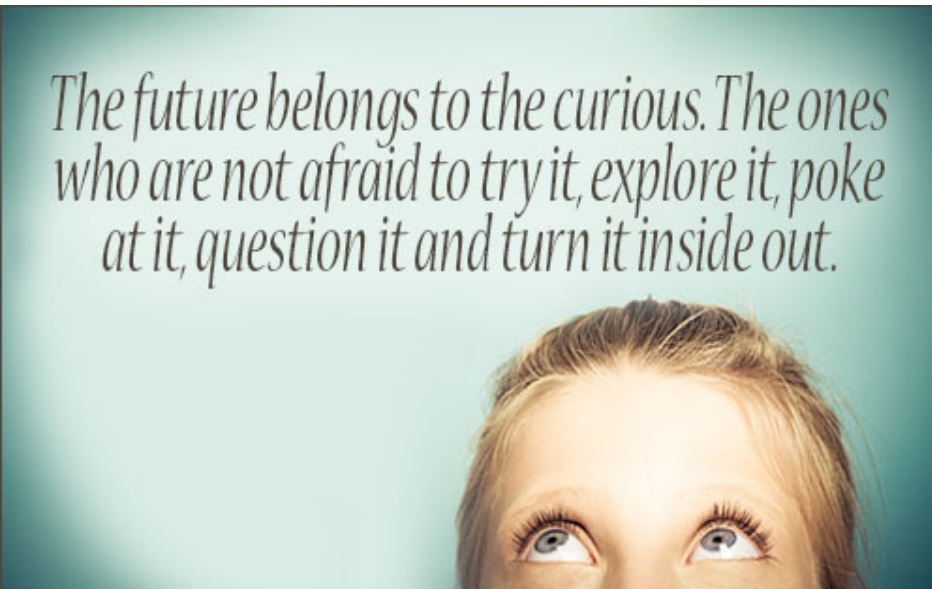
1. Check In
2. Continuous Quality Improvement (CQI)
3. Research, Policy, Practice
4. Small Group Discussion
5. Top Issues and Needs

## DISCUSSION

1. Pair | Share- One burning issue
2. What does CQI look like?
3. Learning from Others
4. What are your successes, challenges, solutions?
5. How can CEELO and NAECS Policy Committee assist you?

# Thursday Afternoon Check In

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

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

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- 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](http://ceelo.org/wp-content/uploads/2018/04/2ceelo_fast_fact_LA-Instruction-LCT_041218_final.pdf)



# Continuous Quality Improvement

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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

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## 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



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# 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



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# The Art of Communication in Classrooms for Young Children

- Developed with support from WKCF 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



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# 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



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# Educators talk about the course



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# 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



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



NATIONAL



## First School

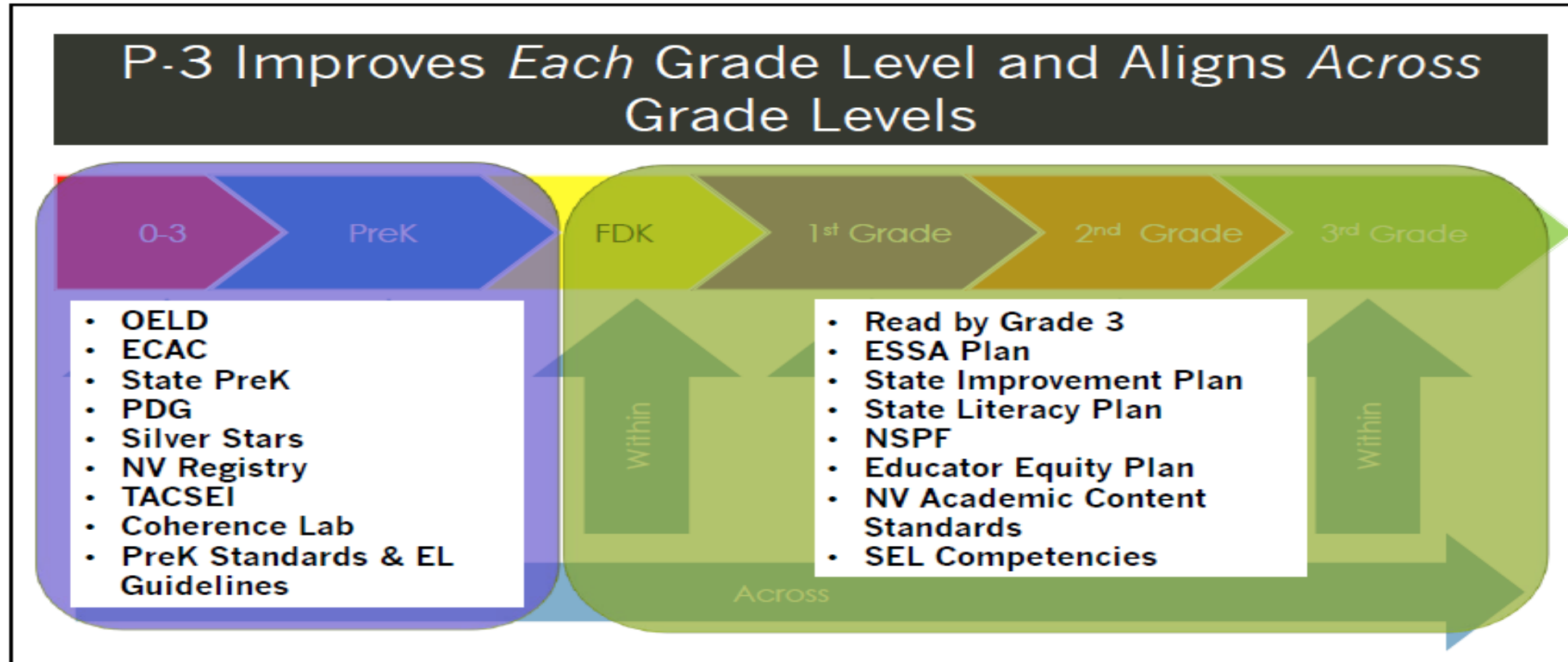


Center for Program Evaluation  
Community Health Sciences  
University of Nevada, Reno

### Nevada's B-3 Leadership Team

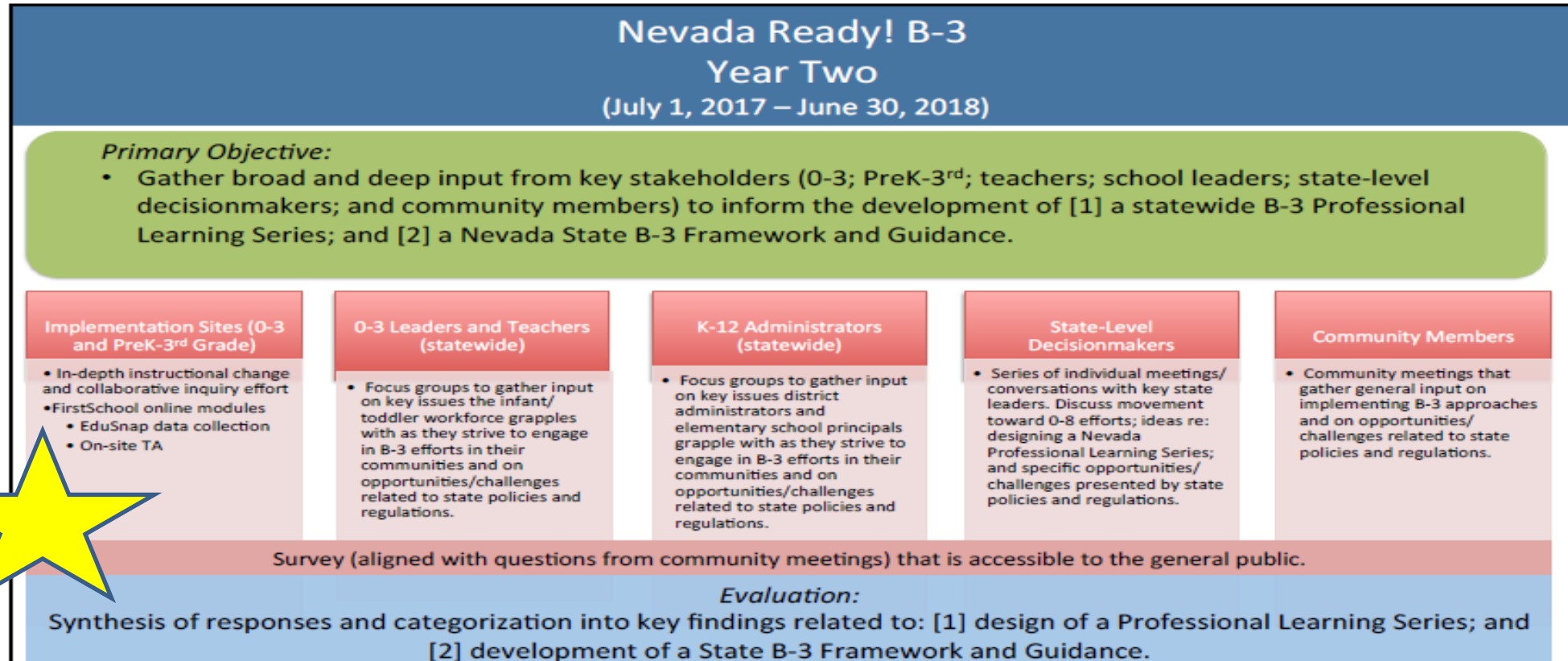
Working in partnership with Nevada ECAC and NDE to strengthen B-3 Initiatives, plans and projects to achieve their collective impact on third grade outcomes.

# Creating Bridges between Initiatives





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

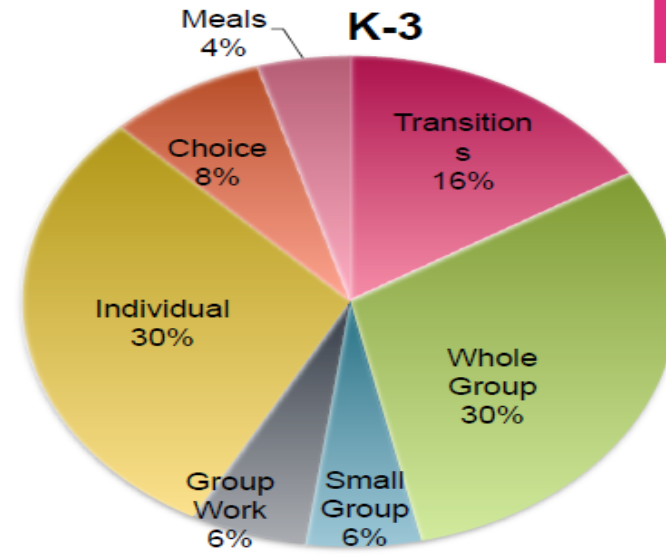
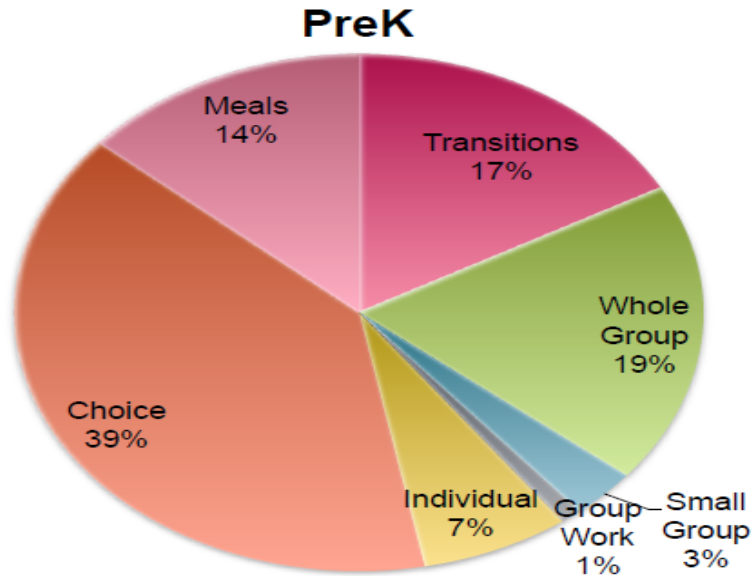


# B-3 Implementation Pilot Sites

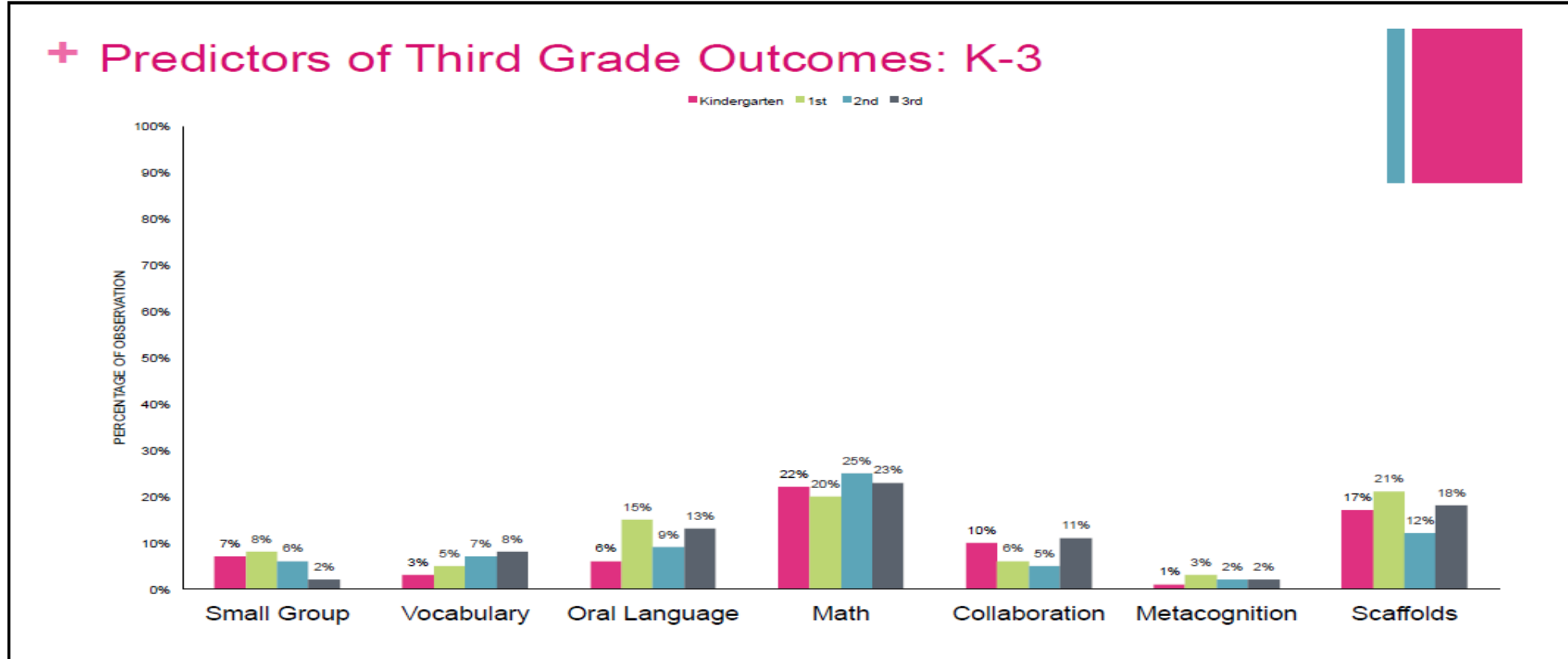
- 3 Sites located in Washoe (Reno), Clark (Las Vegas), and Churchill (Rurals)
- Elementary school plus 1 or more community site that serves 0-5.
- Includes public and charter schools, as well as private, community, and state-funded PreK
  - Course Instructors with On-the-ground Liaisons/Coaches

# Aligning PreK and K-3

## + Activity Settings



# 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 FirstSchool's work (Ritchie & Gutmann, eds., 2014) with Nevada's School-Community Partnership Pilots and the Framework for Planning, Implementing, and Evaluating a PreK-3<sup>rd</sup> Grade Approach (Kauerz & Coffman, 2013). The strategies in gray-colored font are not emphasized in NV's school-community pilots.

1	Cross-Sector Work	Nevada Ready! B-3
	Comprehensive P-3 Approach	Nevada School-Community Partnership Pilots:
	<p><b>Goal:</b> Mechanisms, resources, and structures exist that reflect, support, and sustain shared vision, collaborative relationships, and mutual accountability between O-5 and K-12.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Cross-organizational teams formalize and share decision-making.</li> <li>• O-5 and K-12 partners have shared strategic plans.</li> <li>• Funding supports joint work between O-5 &amp; K-12.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop teams – comprised of elementary school principal and teachers (across PreK-3<sup>rd</sup> grade), community-based early learning directors and teachers – that promote increased understanding and respect across grade levels and among teachers and administrators.</li> </ul> <p><b>What needs to be learned about implementation from the Pilots?</b></p> <ul style="list-style-type: none"> <li>• How can the school-community teams be sustained over time (for Pilot sites) and expanded across the state? How can teams be supported to provide consistent, shared vision and strategy among community-based O-5 early learning programs and elementary schools? How can infant/toddler programs and teachers be meaningfully engaged in B-3 approaches?</li> </ul>
2	Administrator Effectiveness	Nevada Ready! B-3
	Comprehensive P-3 Approach	Administrators in NV School-Community Partnership Pilots:
	<p><b>Goal:</b> Administrators (district superintendents, school principals, early childhood directors) actively create a culture and organizational structure that ensure the quality of B-3<sup>rd</sup> grade learning.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Administrators from both O-5 and K-12:</li> <li>• Provide visible, strategic vision and priority for B-3.</li> <li>• Foster teacher teamwork across grade levels and programs.</li> <li>• Demonstrate effective instructional leadership for B-3.</li> </ul>	<ul style="list-style-type: none"> <li>• Are expected to participate fully in the online FirstSchool course and foster teamwork among and across O-5 and PreK-3<sup>rd</sup> grade teachers.</li> <li>• Strive to create and participate in a culture of collaborative inquiry and a mindset of continuous improvement to improve teacher practice.</li> </ul> <p><b>What needs to be learned about implementation from the pilots?</b></p> <ul style="list-style-type: none"> <li>• What content was most compelling to administrators and what aspects of the Pilots were incorporated into their on-going school/program efforts? What aspects of the pilot fostered meaningful teamwork across the B-3<sup>rd</sup> grade span? How can administrators be motivated to access on-going professional learning opportunities that support their own leadership skills, behaviors, and knowledge about B-3?</li> </ul>
3	Teacher Effectiveness	Nevada Ready! B-3
	Comprehensive P-3 Approach	Teachers in NV School-Community Partnership Pilots:
	<p><b>Goal:</b> Teachers are actively dedicated to providing high-quality instruction and effective learning experiences for all children, B-3<sup>rd</sup> grade.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers from both O-5 and K-12:</li> <li>• Receive guidance and support to improve their instruction.</li> <li>• Make their own teaching practices visible to one another.</li> <li>• Work as teams to improve instruction and effectiveness in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate fully in the online FirstSchool course and begin to develop a shared language about student learning.</li> <li>• Engage in a culture of collaborative inquiry and a mindset of continuous improvement, using Eduplan360 data feedback to assess, reflect on, and improve their own teaching practices.</li> </ul> <p><b>What needs to be learned from the pilots?</b></p> <ul style="list-style-type: none"> <li>• What content was most compelling to teachers and what aspects of the Pilots were incorporated into their on-going instructional efforts? What aspects of the pilot fostered meaningful teamwork across the B-3<sup>rd</sup> grade span? How can teachers be motivated to access on-going professional learning opportunities that support their own leadership skills, behaviors, and knowledge about B-3?</li> </ul>
4	Instructional Tools	Nevada Ready! B-3
	Comprehensive P-3 Approach	Nevada School-Community Partnership Pilots:
	<p><b>Goal:</b> Standards, curricula, and assessments focus on both academic and socio-emotional skills, and are aligned to create instructional coherence, B-3<sup>rd</sup> grade.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Meaningful, rigorous, and aligned standards are used.</li> <li>• Curricula are balanced, intentional, relevant, and developmental.</li> <li>• Diagnostic, formative, and summative assessments are used to understand students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with Nevada-specific standards that exist for both O-5 and K-3 and, in particular, understand standards that address communication across subject matter.</li> <li>• Address the needs of the Whole Child, ensuring attention to social, emotional, language, motor, and cognitive development.</li> </ul> <p><b>What needs to be learned from the pilots?</b></p> <ul style="list-style-type: none"> <li>• To what extent were the O-5 and PreK-3<sup>rd</sup> stakeholders aware of (and well-versed in) the full continuum of standards? What are the curricula in place in each pilot? How are they different/similar/aligned?</li> </ul>



# 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?



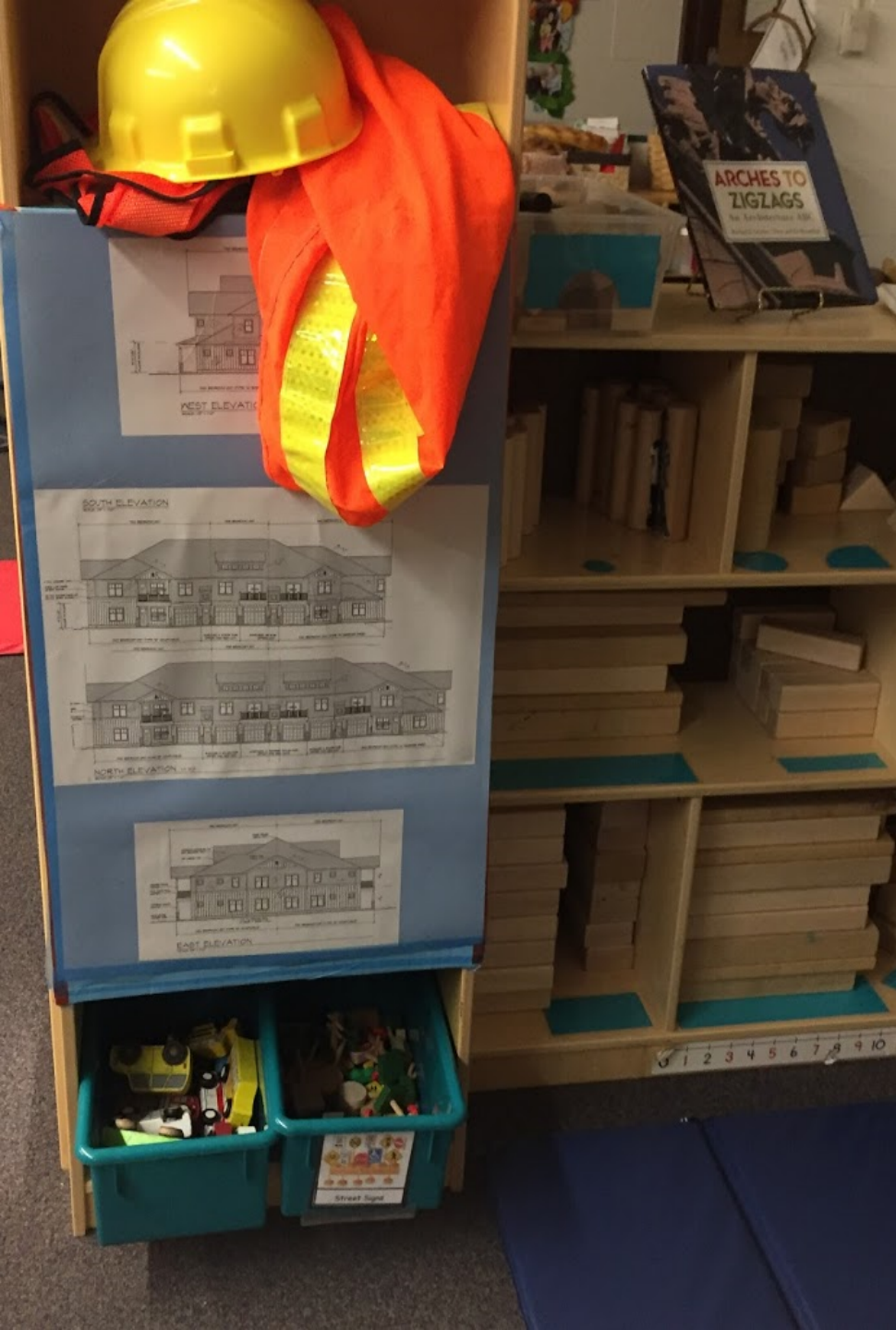
# Michigan's Great Start School Readiness Program (GSRP) Professional Development

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

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- 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?**



# **Louisiana Early Childhood Performance Profile Overview**



# 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.*

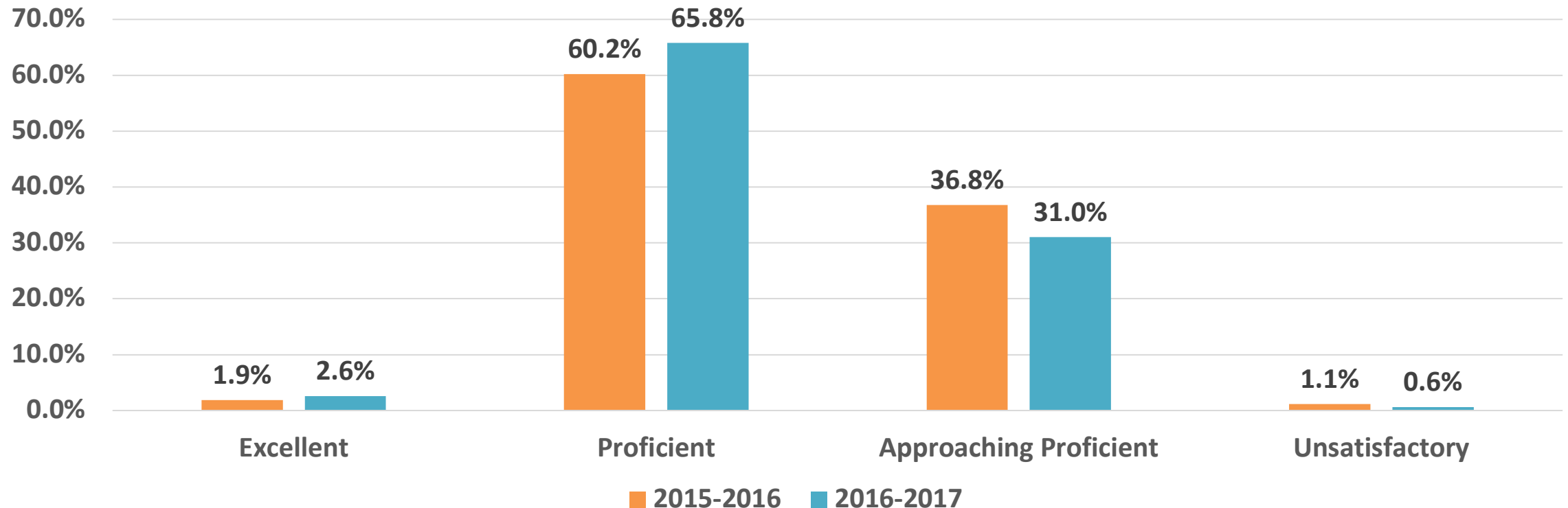
# 2016-2017 Key Accomplishments

*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

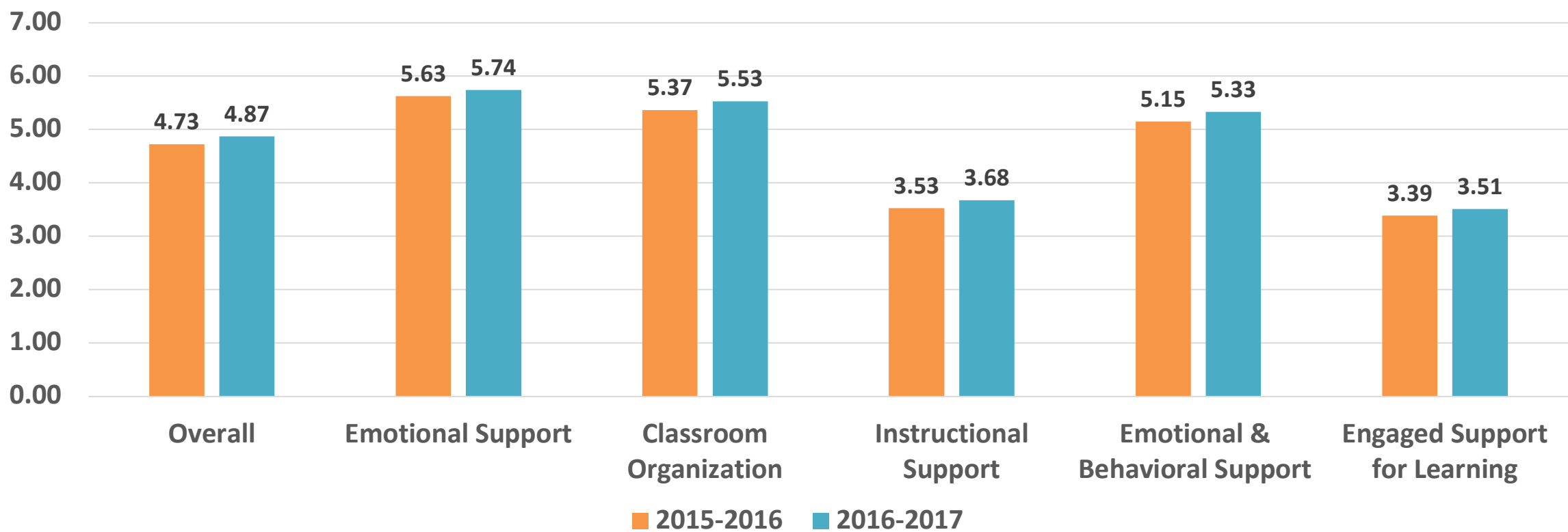
*Nearly 70% of sites provided children with care and instruction at levels that research shows promote kindergarten readiness, an improvement from last year.*





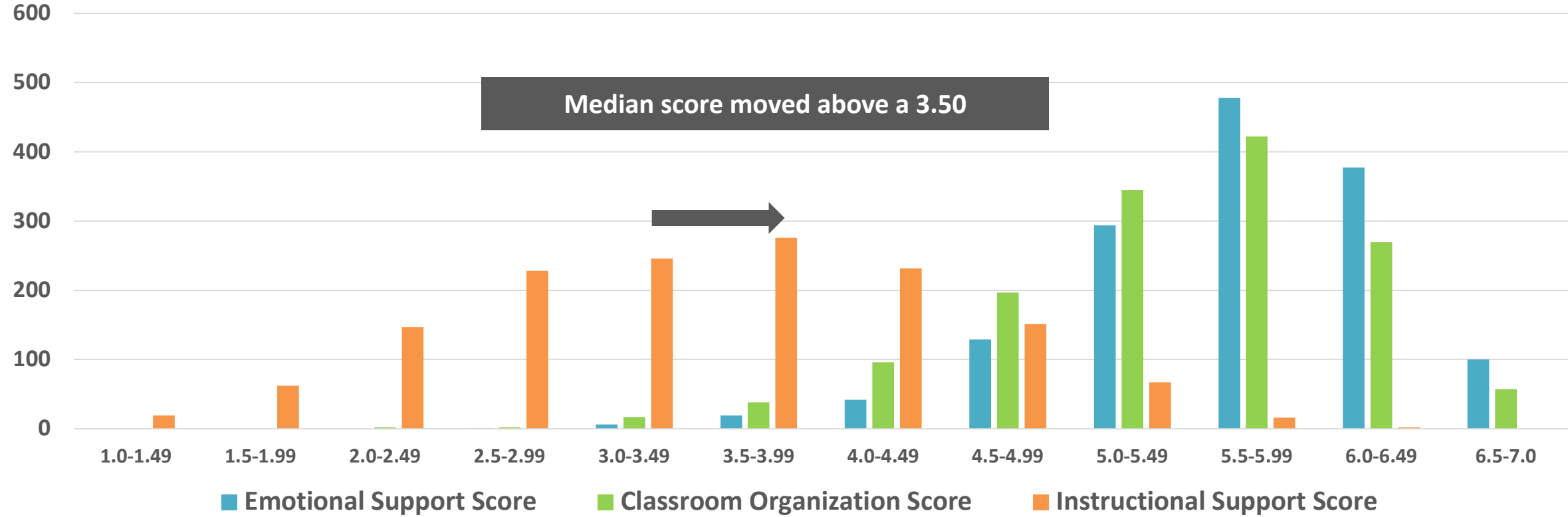
# Improvement by Domain

*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.*



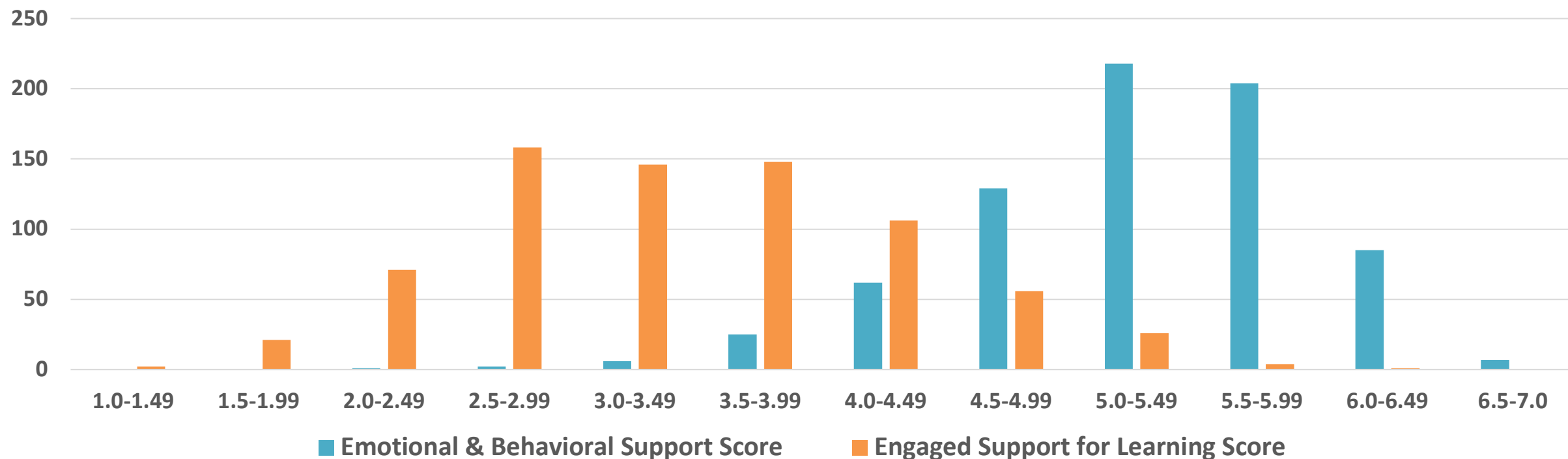
# 2016-2017 Performance Profile Ratings: PreK Results

*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.*



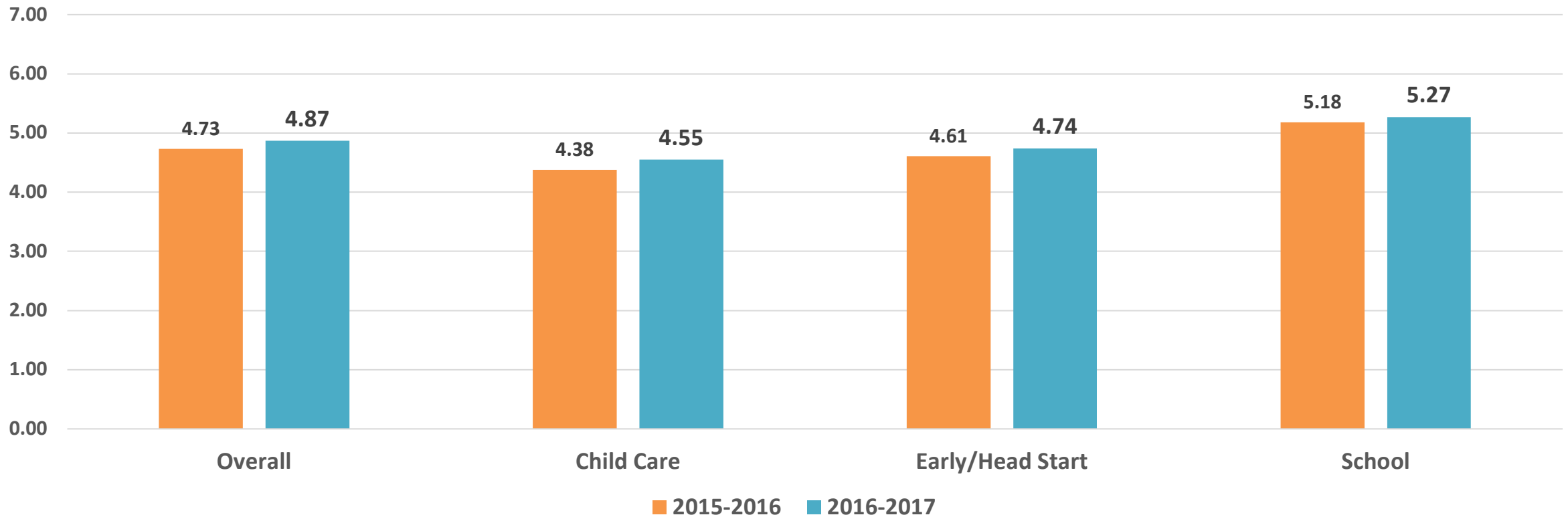
# 2016-2017 Performance Profile Ratings: Toddler Results

*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

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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

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- ❑ 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

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- ❖ 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

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## **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](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](http://ceelo.org/wp-content/uploads/2018/01/NJEarlyChildhoodAcademy_MR_Jan2018.pdf)

# Next: Full Group Reflections

