

ROUNDTABLE 2018 | AUSTIN, TX



Supporting early childhood educator development

Birth to Grade 3 workforce strategies

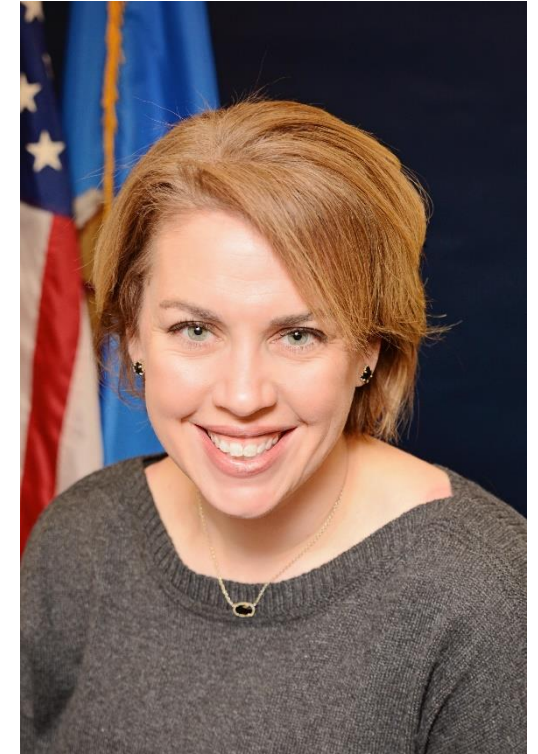
- Joint professional development and coaching on early learning
- Targeted training for teachers PreK to third grade for educator development
- Training and support for school leaders in early learning
- Building career pathways for early childhood educators

Setting clear goals and policy priorities for early learning

Oklahoma

Oklahoma included an ambitious goal for kindergarten readiness in its ESSA plan and 8-year Strategic Plan. By aligning early childhood education and learning foundations to ensure at least 75 percent of students are “ready to learn” by kindergarten, the state is emphasizing the critical partnership between families and early childhood teachers to achieve readiness for schools and learning.

Cindy Koss-Deputy Superintendent for Academic Affairs and Planning and **Sharon Morgan**-Director of Early Childhood, both at the Oklahoma State Department of Education



Setting clear goals and policy priorities for early learning Oklahoma

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Setting clear goals and policy priorities improving early learning as a state goal

- ❖ ESSA state goals – Invest Early, Measure What Matters, Empower Student Options
- ❖ ESSA initiatives support access and equity to universal Pre-K
- ❖ ESSA identifies supports for the whole child
- ❖ ESSA emphasis on family engagement including community convening
- ❖ REL SW research partnership related to Pre-K participation, Kindergarten Early Learning, and Pre-K appropriate curriculum implementation

Integrating Early Learning into School Improvement

- ❖ School Improvement efforts include agency cross-collaborations to provide supports and interventions (MTSS) for low-performing schools
- ❖ Striving Readers Grant - Birth to 5 years old and with IMPACT elements to create an exemplary program.

Instruction and Curriculum Aligned to Standards

Multi-Tiered Support System of Interventions

Professional Learning Network to Increase Teaching Effectiveness

Assessment System to Demonstrate Student and District Progress

Collaborative Leadership Among Various Stakeholders

Team With Families and Communities to Build Relationships

Supporting early childhood educator development

- ⌘ Oklahoma Academic Standards curriculum frameworks created by and for Early Childhood teachers
- ⌘ Targeted training for teachers Pre-K through third grade, aligned to standards in English language arts and mathematics
- ⌘ 2018-2019 Early Childhood Professional Learning Focus - High Quality Instruction through Purposeful Play
- ⌘ Building career pathways for early childhood educators
- ⌘ Providing resources for administrators to support and evaluate Early Childhood educators.

Setting clear goals and policy priorities for early learning Tennessee

Tennessee showed a strong commitment to early learning in their state plan, which is one of their five top policy priorities. The creation of the Early Learning Model has focused on improving the state's voluntary pre-K programs, the transition to kindergarten and the continuum of effective instructional practices from birth to grade 3, particularly in the area of literacy. To support this work, the state established a division of early learning and literacy.

Dr. Darlene Estes-Del Re-Executive Director of the Office of Early Learning at the Tennessee Department of Education

Dr. Elizabeth Alves-Assistant Commissioner for Early Learning and Literacy at the Tennessee Department of Education



Setting clear goals and policy priorities for early learning Tennessee

Tennessee's Early Learning Model

To ensure all students grow and thrive academically, socially, and emotionally during the pre-K and kindergarten years and create a continuum of learning from pre-K through third grade:

- ❖ Improving voluntary pre-K (VPK) program quality
 - Competitive grant application
 - Professional development focused on quality indicators
 - High quality curriculum
- ❖ Pre-K and kindergarten student growth portfolio models
- ❖ Kindergarten entry inventory (KEI) assessment



Read to be Ready, statewide literacy campaign:

- ⌘ \$18 million, multi-year governor's initiative
- ⌘ A statewide network to support elementary literacy instruction and improve literacy results for students
- ⌘ Goal is 75 percent of third grade students reading on grade level by 2025 (currently at 34%)
- ⌘ Coaching model focuses on a set of instructional outcomes aligned to state's academic standards and based on collaborative coaching practices.
- ⌘ 100 districts, 250+ coaches, 3000 teachers, over 66,000 students

Rolf share SCASS Resource

⌘ ESSA: Guiding LEA Needs Assessments and Plan Development to Consider Early Learning

Small Group Discussion

- ⌘ Do you have similar strategies on Professional Learning to implement in your State or to support States?
- ⌘ How does professional learning lead to collective impact of high performing offices of early learning?
- ⌘ What other strategies would be helpful in this (select topic) area?
- ⌘ Develop a strategy or goal you may take home to implement in your own State.