

Thurs, June 7 - Breakout 1: Systems Thinking 10:30-12:00

Session Planning Leaders: Jacquie Porter and Diane Schilder

Description: In this session, state specialists will have opportunities to apply systems thinking to the challenge of supporting high-quality instruction at the district, program, school and classroom levels.

| TIME | Focus on Systems Thinking | LEAD | DESIRED RESULT | ACTION FOLLOW-UP |
|-------------|--|--|--|------------------|
| 10:30-10:45 | Systems activity | Jacquie Porter | Immerse participants in a systems-thinking activity to spark conversation: Human continuum Note: We will begin by doing human continuum with Birthday (oldest, middle or youngest) then sort by who is nearest to Texas and who has traveled the farthest and then expertise in supporting HQ instruction (low to high) | |
| 10:45-11:25 | Problem of practice | Robin Wilkins Nicole Madore will introduce scenarios and facilitate table discussions | Understand how state specialist can address problems of practice to support enhanced high-quality instructional quality. | |
| 11:25-11:40 | Boundaries Authority Roles and Task activity | Diane to present BART briefly and give participants a chance to reflect scenarios in light of BART | State specialists will identify the Boundaries, Authority, Role and Tasks for supporting high-quality instruction | |
| 11:45-12:00 | Next steps | Jacquie | Reflect on how systems thinking approach can be used to support high-quality instruction | |

Thurs, June 7 - Breakout 2: Implementing for Continuous Improvement 3:15-4:45

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

Session planning leaders-Lori Connors-Tadros and Tara Huls

Presenters:

- Nasha Patel, Accountability Senior Manager, Early Childhood, Louisiana Department of Education
- Gisele M. Crawford, Research Specialist, Frank Porter Graham Child Development Institute
- Anna Severens, Education Programs Professional, Early Childhood Education: State PreK Administrator, Nevada Department of Education
- Michele McManus, Education Consultant, Michigan Department of Education

| TIME | TOPIC | LEAD | DESIRED RESULT | ACTION FOLLOW-UP |
|-----------|--|---|---|------------------|
| 3:15-3:25 | Introduction Connect key ideas from previous breakouts/plenary | Tara Huls Lori Connors-Tadros | Set the stage for why this is important, and create coherence and continuity among previous sessions | |
| 3:25-4:05 | Research, Policy and Practice Panel: First School P-3 Online Education B-3 pilot of online education course in NV Coaching in MI PreK Classrooms Using CLASS data on high quality instruction | Lori to moderate Gisele Crawford Anna Severens Mischele McManus Nasha Patel | Increase understanding of evidence-based online learning, coaching and data on instructional practice to inform state policy and practice | |
| 4:05-4:10 | Transition to Small Groups | Tara to moderate | | |
| 4:10-4:35 | Table Talk: At each table, you can go deeper into what you shared in the panel and then discuss the following in relation to your work. <ul style="list-style-type: none"> • 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 | Lori/Tara provide support to transition. Each presenter sits at a different table. <ol style="list-style-type: none"> 1. Gisele-- Online Education 2. Anna --B-3 Professional Development - 3. Mischele --Tiered Coaching 4. Nasha – Using Data to Drive Improvements- | Encourage peer networking and sharing of challenges, and solutions. | |

| TIME | TOPIC | LEAD | DESIRED RESULT | ACTION FOLLOW-UP |
|------|--|--|--|------------------|
| | instruction in K-2? Expand into infant and toddler? | | | |
| 4:35 | Each Table Reports Out: Top 2 “urgent” policy issues 1 thing the NA ECS policy committee could provide to address policy issue | Lori and Sharon to moderate and/or note on flip charts Each table identifies someone to report out; | Provide information to the NA ECS policy committee | |
| 4:45 | Session Concludes | | | |

Friday, June 8- Breakout 3: Collective Impact- Powerful Collaboration 10-11:30
THE ROLE OF PRINCIPALS AND SITE LEADERS IN SUPPORTING HIGH QUALITY INSTRUCTION

Session planning leaders-Lori Connors-Tadros and Sharon Morgan

Presenters:

- Abby Copeman-Petig, Center for the Study of Child Care Employment
- Vincent Costanza, Chief Academic Officer, Teaching Strategies
- Sharon Morgan, Director of Early Childhood, Oklahoma Department of Education
- Erin Kissling, Assistant Director of Literacy, Indiana Department of Education
- Abbie Lieberman, Policy Analyst, New America

| TIME | TOPIC | LEAD | DESIRED RESULT | ACTION FOLLOW-UP |
|-------------|--|---|--|------------------|
| 10:00-10:15 | Introduction Pair and Share 1 burning issue on the qualifications of administrators to support high quality instruction | Sharon Morgan, OK Lori Connors-Tadros | Set the stage for why this is important, and identify specific issues that are most important for participants | |
| 10:15-10:45 | Research, Policy and Practice Panel: Higher Education Principal Preparation in NJ Principal Professional Learning in IN National Study of Principal and PreK Administrators Qualifications and Compensation | Lori to moderate Abby Copeman-Petig, Vincent Costanza Erin Kissling, Assistant Director of Literacy, Indiana Department of Education Abbie Lieberman, New America | Provide information on specific state policy and national practice | |
| 10:45-10:55 | Discussion with Panel Transition to Small Groups | Sharon to moderate | | |
| 10:55- | Table Talk: 4 tables, each of us to facilitate: | Lori/Sharon provide support to transition. Each presenter sits at a different table. | Encourage peer networking and sharing of challenges, and solutions. | |
| 11:15 | Each Table Reports Out: Top 2 “urgent” policy issues 1 thing the NA ECS policy committee could provide to address policy issue | Each table identifies someone to report out; Lori and Sharon to moderate and/or note on flip charts | Provide information to the NA ECS policy committee | |

Thurs, June 7 - Breakout 4: Leading Toward Results. 1:30-3:00

Session Planning Leaders: Jill Slack and Diane Schilder

Presenters/Facilitators:

- Kathleen Theodore, Southeast Regional Comprehensive Center/AIR
- Wesley Hoover, AIR
- Melissa Dahlin, CEELo and University of California Irvine
- Harriet Feldlaufer, Connecticut Office of Early Childhood

Description: In this session, state specialists will reflect on the role of assessment in supporting high-quality instruction and will reflect on how they can support developmentally appropriate, research-based assessment that is aligned with standards.

| TIME | Leading toward results | LEAD | DESIRED RESULT | ACTION FOLLOW-UP |
|-----------|--|---|--|--|
| 1:30-1:45 | Results-focused activity | Kathleen Theodore | Participants will reflect on the importance of being clear about articulating desired results | |
| 1:45-2:05 | Language and literacy assessment | Wesley Hoover | Participants will gain an understanding of the research base for aligning language and literacy assessments with standards | |
| 2:05-2:25 | Mathematics assessments | Melissa Dahlin | Participants will gain an understanding of the research base regarding mathematics assessments | |
| 2:25-2:55 | Implications for early childhood specialists | Harriet Feldlaufer with facilitation from Kathleen Theodore | Reflect on assessment issues in Connecticut, pose questions to the participants about implications for state specialists and facilitate reflection | |
| 2:55-3:00 | Wrap up | Kathleen Theodore | Participants will write down what they want to share with their colleagues | Everyone should write on chart paper key take-aways from the session |