



Job-embedded project: CEELO Leadership Academy

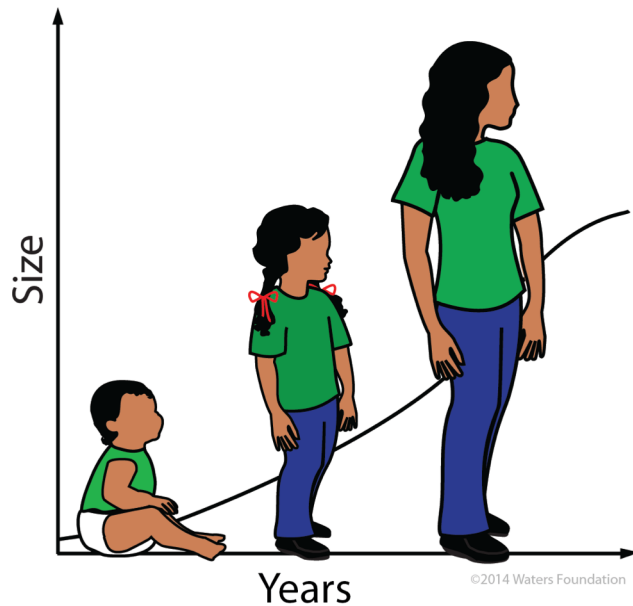
Misty M. Moody, Ed.S.

Goal:

ALL 4 year olds in Tennessee Voluntary pre-K classrooms will be healthy in life/school success by the time they enter kindergarten.

Systems thinking card that represents my project

Observes how elements within systems change over time, generating patterns and trends



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Observes how elements within systems change over time, generating patterns and trends



A Systems Thinker sees change over time as the “dynamics” of a system.

Questions to ask...

“What important elements have changed in the system?”

“How have the elements changed over time?”

“What changing elements represent amounts and how quickly/slowly are they increasing or decreasing?”

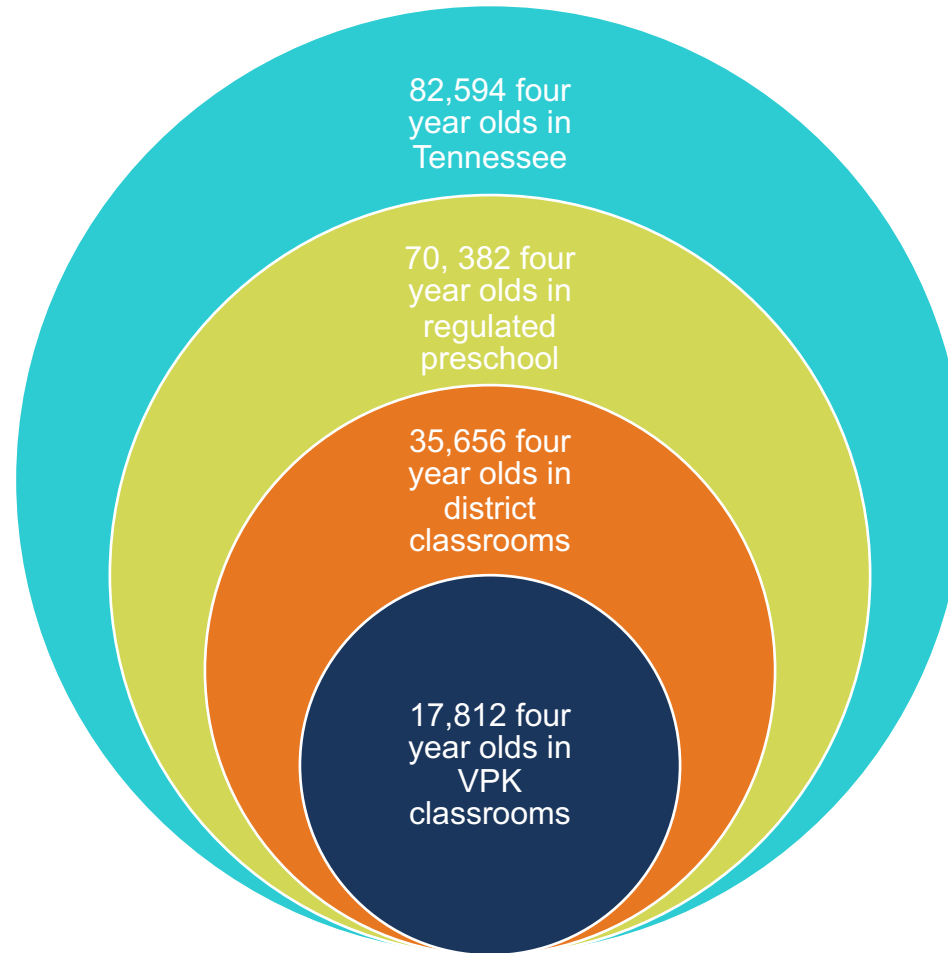
“What patterns or trends have emerged over time?”

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin dark blue horizontal bar. A registered trademark symbol (®) is located at the bottom right corner of the red square.

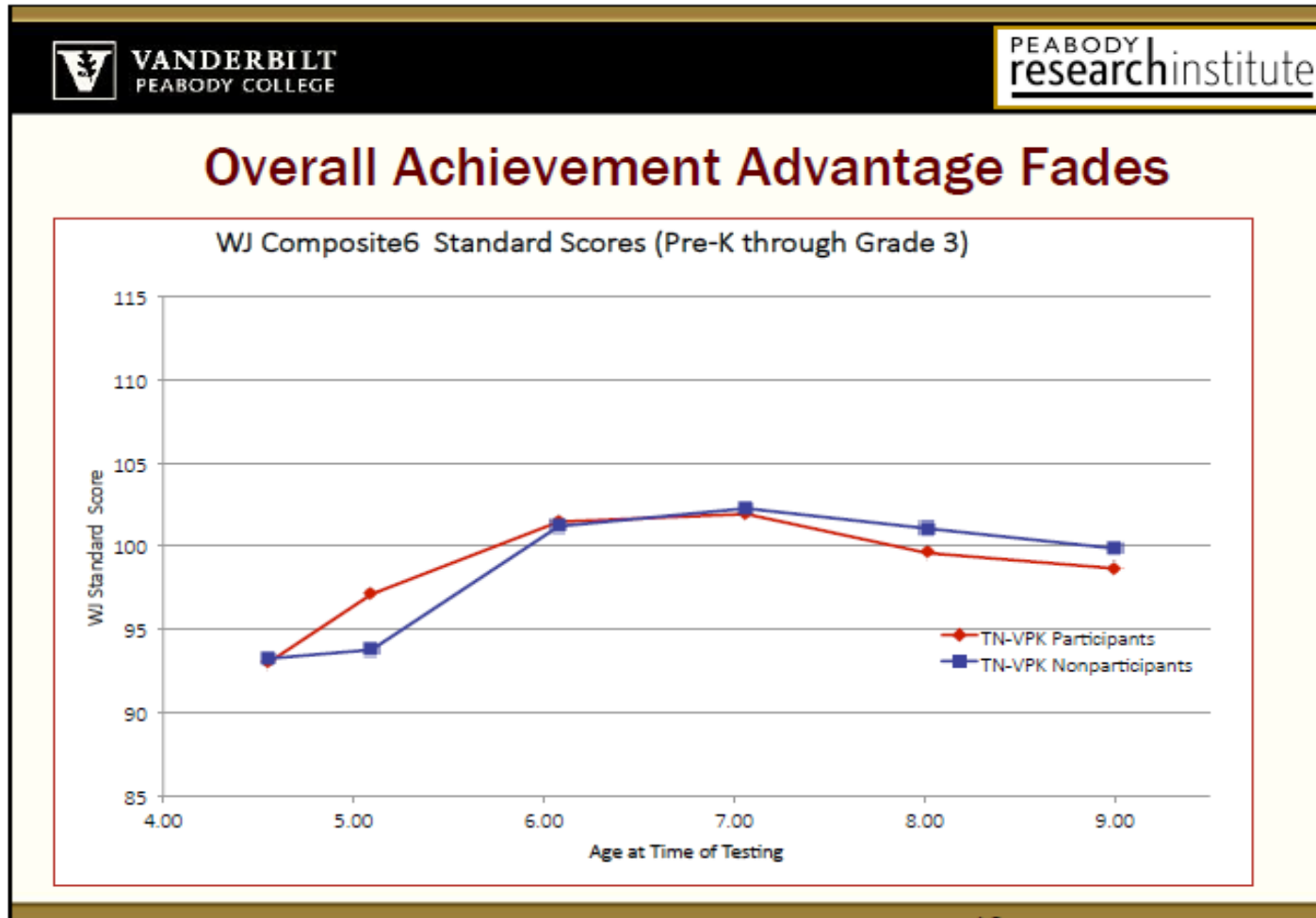
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Where We Are

Who has access?



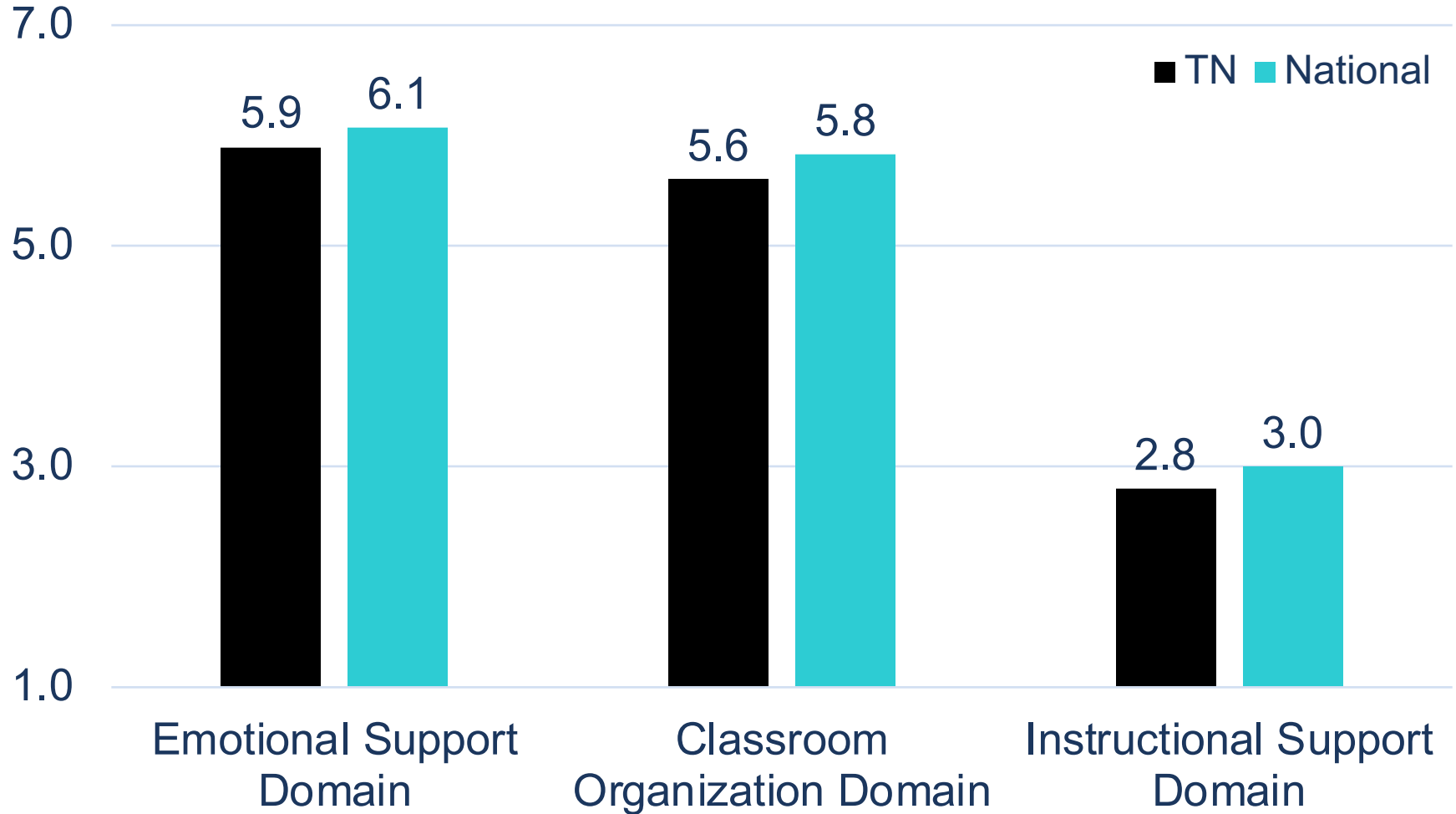
TN-VPK Evaluation Results: Fade-Out



Pre-K Quality Act of 2016

- ✓ VPK funding based on a competitive grant process focused on quality indicators
- ✓ Pre-K and kindergarten student growth portfolios
- ✓ Focus on kindergarten readiness
- ✓ Alignment between pre-K and K–12 instruction
- ✓ Definition of quality

Our CLASS Baseline Data Findings 2018



For 2019-20:

- Voluntary pre-K scope of services assessment requirements.
- 242 trained in pre-K CLASS (136 districts and TDOE staff)
- 164 trained in ECERS-3 (through ERSI)
- Built new TDOE monitoring infrastructure to provide localized, customizable technical assistance to include:
 - Three regional directors
 - Three VPK quality specialist
 - Ten before/after care monitors
 - 22 program monitors

Artifact: Project plan approved!!

Component	Response
Owner Who is the single person responsible for this initiative?	Misty M. Moody, Senior Director School-based Support Services (SBSS)
Description Describe the initiative and its purpose. How it connects to strategic plan goals.	<p>Strengthen requirements: School-based Support Services has continued to monitor all school-administered child care programs in accordance with T.C.A. § 49-1-1101-1108 and Chapter 0520-12-01, Standards for School-administered Child Care. Over the past four years, SBSS has updated child care standards to include more school-like standards (learning environment, early literacy, etc.) rather than only the child-care standards for health and safety. A comparative study was conducted by Policy Equity Group that compared DOE and DHS child care standards to NARA and Child Care Aware of America. In addition, Misty Moody, Senior Director, conducted an additional analysis of DOE rules to NAEYC standards. Notes have been made for future revisions to have a more streamline alignment with DHS and national benchmarks.</p> <p>Theory of Action: If SBSS:</p> <ul style="list-style-type: none"> Aligns and mirrors Standards for School-administered Child Care to CLASS, ECERS -3; DHS, and NAEYC where is appropriate and makes sense; Monitors for quality alongside health and safety requirements; Offers high-quality, localized technical assistance and support to program leaders; and Increases time program evaluators spend in early childhood classrooms, <p>Then, the quality across early childhood programs will be strengthened.</p> <p>The department will make revisions School-administered Child Care Rules to include CLASS and ECERS-3 language while aligning with DHS and NAEYC standards (where it is appropriate and makes sense). This work informs the upcoming Monitoring 2.0 priority work project plan.</p> <p>School-based Support Services has created a system (see Monitoring 2.0 project plan) to allow current program evaluators more time to monitor quality in early childhood programs (in addition to health and safety) by adding ten (10) contractors to monitor compliance of over 777 school-age before/after school programs. In addition, this plan will allow current staff to offer high-quality, localized technical assistance and support to program leaders.</p> <p>Our desired outcome is to provide a more localized system of support for program leaders through the use of an updated school-administered child care standards that are anchored in TN's Quality Matters document to strengthen the quality of all early childhood classrooms (public, private) as well as CLASS and ECERS-3 indicators, increased time in classrooms, and updating current monitoring system.</p>

Theory of Action

Theory of Action:

If the School-based Support Services team increases its focus and time spent on monitoring for high-quality instructional practices, teacher/child interactions, and learning environments by:

- Aligning rules and regulations for monitoring programs with CLASS, ECERS-3, and NAEYC,
- Creating desktop monitoring tools to streamline and increase accuracy of reported data,
- Conducting sampling of CLASS and ECERS-3 assessments to triangulate district data,
- Hiring contractors to conduct 777 before/after school monitoring,
- Creating a tiered monitoring system of support, and
- Providing targeted, customized technical support for rural and urban programs,

Then 10% of PK seats (or 10 classrooms) will show an increase in quality.

Key takeaways during this shift

- Mental models are everywhere, be aware
- Grieving period is a real thing, be patient
- Communication is the key, get ahead of the game

Leadership Academy Competency

Biggest learning from Leadership Academy:

- Being results-based and data driven
- Seeing self as instrument of change
- Becoming a systems thinker



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.