GETTING DEEPER INTO CLASSROOM TEACHING AND LEARNING

What does it take to develop and sustain excellence in teaching in an early childhood classroom?

BUILD National QRIS Meeting
Plenary Session
July 23, 2014
Moderator: Theresa Hawley
Illinois Office of Early Childhood Development
Decades of research on quality has yielded valuable insights.
Our understanding of excellence has evolved rapidly

- Coach mentoring
- Research on teacher-child interactions
- Early Reading
- First grants
- Implementation Science
- Grant Programs
- New Research
- Support Structures
- Excellent Preschools
Evolution of a Preschool Curriculum

The Evolution of The Creative Curriculum® for Preschool

Over the years, Teaching Strategies has demonstrated our commitment to innovation by consistently updating and expanding our offerings and engaging with educators to implement best practices. Our curriculum has evolved from a focus on room arrangement to a comprehensive collection of rich resources that offer moment-to-moment support. Every edition has always incorporated the most current research on the best ways to help children thrive.

1978
The first edition of The Creative Curriculum® is born—self-published by Diane Trister Dodge—to lead on using interest areas as a setting for learning.

1988
The second edition of The Creative Curriculum® is published, helping teachers organize their rooms into interest areas and use them effectively.

1992
The third edition of The Creative Curriculum® is published, presenting for the first time our philosophy, goals, and objectives for children’s learning, as well as guidelines for teaching and working with families.

2002
The Creative Curriculum®, Fourth Edition offers comprehensive updates, resting on a firm foundation of research and responding to new requirements for addressing academic content.

2010
The fifth edition of The Creative Curriculum® for Preschool includes five volumes that build teachers’ professional knowledge of best practices, including a volume on the newly developed objectives for development and learning.

Focus on Content
But a gap remains between research and practice in preschool. What We Know vs. What We Do:

What We Know:
- Content-rich curriculum
- Standards-based instruction

What We Do:
- Weak curriculum that is only loosely tied to standards
But a gap remains between research and practice in preschool

What We Know vs. What We Do

What We Know
- Intentional teacher-child interactions
- Individualized instruction

What We Do
- Large-group instruction
- Undirected free play
- Limited small group or one-on-one interaction
But a gap remains between research and practice in preschool language-rich environments.

**What We Know** vs. **What We Do**

Language-rich environments vs. Few enriching conversations between teacher and child or among children.
How do we bridge the gap?

Awards of Excellence

Grants to Higher Ed Institutions

Supports for leadership

Training for embedded PD
How do we bridge this gap?

Marie Enochty, BPS
- Preschool quality improvements
- K-3 continuum investments

Gail Joseph, NCQTL & CQEL
- Teacher preparation
- Embedded professional development

Sharon Ritchie, UNC FirstSchool
- Equity for pK-3
- Instructional support for minority students
Impacts of the Boston Public Schools Preschool Program

Marie Enochty
July 23, 2014
bpsearlychildhood.weebly.com
Boston Preschool History

2005
• Mayor Menino launches pre-k for 3 and 4 year olds in BPS—has always been a leader in ECE
• BPS created the Department of Early Childhood

2006-2009
• Tremendous focus on quality improvement through PD and structural changes

2010-Present
• Early childhood “percolates up and out”
Current BPS PreK(K1) Program

• 2,300 seats for 4 year olds

• $8,500 per pupil ($500 per pupil coaching)* – $180K start up year (materials, specialist, furniture, etc).

• 85% of BPS’s 78 elementary schools

• Free for parents (Lottery)

• 6 hour day

• 22:2—1 teacher and 1 paraprofessional

• Teachers on same pay scale as K-12 system with same educational requirements
• Mandated and modified a preK curriculum – proven language, literacy, and mathematics curricula (OWL and BB)
• $3 million invested in coaching over 3 years- 1:8 and 1:12 coach/classroom
• Piloted NAEYC accreditation in 15 schools
• There are now 25 NAEYC accredited schools
• Created principal trainings
• Created para-professional trainings
• PD systems—ongoing seminars—with coaching
• Created curriculum guides for parents
• Evaluation every two years—CLASS and content measures
Expansion “Out” to Community Providers

**Goal:** Double Boston’s preschool capacity in next four years, possibly through mixed-auspice approach.

- 10 Community-Based Partners
- 14 Classrooms – 200 kids (3 and 4 year olds)
- Salaries increase ranged from $1,500 to $7,500 increase
- Evaluation underway
- Before intervention, none of the classrooms met Boston quality benchmarks for language, literacy, and mathematics instruction
Expansion “Out” to Community Partners

BPS coach after 6 months of intervention: “CBOs are more like BPS than I would have expected at this point.”

• Tailoring model to meet new context

• PD differentiated—much more site-based; more support for math than in BPS
  -- Providing more training for center directors on high-quality early childhood instruction vs. support provided to principals in BPS
  -- Providing more training for center directors on high-quality early childhood instruction vs. support provided to principals in BPS
Theory of Change

Intervention:
- Curricula materials
- Curricula training
- Coaching
- Enhanced director support and connection to BPS
- Pay boost

Mechanisms:
- Improved Instructional Quality
- Increased teacher retention, satisfaction, and motivation

Child Outcomes:
- Language, Literacy, Mathematics, Executive Function, and Socio-emotional skills
Expansion “Up” to K-3

• Preliminary descriptive evidence that gains of Boston prekindergarten last through third grade (with more rigorous study planned)

• District-commissioned study of K-3 quality found gaps in quality of language, literacy, and mathematics instruction

• Currently in first year of K-3 reform effort aimed at sustaining and building on impacts of Boston preschool
  – 50 schools volunteered
  – Evaluating effects on teaching practices and child outcomes
  – Next: Write and create professional development for grades 1 and 2
Key Lessons from Boston and Implications for Policy

• High-quality preschool can be achieved at scale

• Key: Promoting instructional quality should be the central goal, with quality supports provided at multiple levels

• Expanding access has to entail expanding access to high-quality preschool

• Quality of K-3 matters: Boston’s next target for reform
INTENTIONAL TEACHING FRAMEWORK

(Joseph & Brennan, 2011; Hamre et al., 2012a; Joseph & Brennan, 2013)

**KNOW**
- Gain knowledge of child development and specific teaching practices

**SEE**
- Objectively describe and reliably identify what is happening in video clips of your own and others’ classrooms, using specific behavioral language

**DO**
- Set goals, plan, and implement strategies (also involves enacting knowledge within the context of in-class activities)

**IMPROVE**
- Observe your practice, assess, analyze, and implement quantifiable positive change
DESCRIPTION OF INTENTIONAL TEACHING (K-S-D-I) PILOT (JOSEPH & BRENNAN, 2011, 2013)

• Engaging Interactions & Environments course
• Students all “attended” engaging lectures with rich media (Knowing)
• Video reliability testing was an assignment (Seeing)
• Reflecting on baseline videos (Seeing & Reflecting)
• Created Communities of Reflection and Practice (CORPs)
• Enacted the strategies in their own practice/placements (Doing)
Required Reading


Lesson 7 Introduction Video (01:41)

Lesson 7 Presentation 7-1 (05:47)
Lesson 7 Presentation 7-1 (PDF)
Lesson 7 Presentation 7-2 (09:12)
SEE (IN YOUR OWN PRACTICE)
Sample baseline reflection from Head Start Teacher (ESL):

Explanation & Reflection: Looking back at this movie I realized that even though I tend to follow children lead in all that I do, I do not always permit the children to talk to the full length they needed in order to promote their cognitive skills. Since taken this class though, I had been using more thick conversation with my children allowing them to help me plan and get their ideas out. In the case of the free choice movie, I was able to meet every child at their level and needs, engage them sometimes in thick conversation where as sometimes no. the same happen in individual reading, he brought the book to me to share his interest, I took over his book. I had develop a new way to read since then, my goal was not to just to read a book to the a child either in a large group or small but to engage, discuss, build relationship that shows respect and value the child interest. I am working really hard in this area but unable to show my improvement due to being close until the end of the year at my site. The same trend continue in the large group reading, I was engaging the children really well but do not focus on getting the children to relate really well to the story. I can’t wait to retell this story again to see the difference using all I had learned. I will continue to listen, slow down in jumping in after asking question and allow the children to feel comfortable to share their ideas.
DO
Uploaded by Tiffany 2014-03-01, 10:43 AM

Comments

- From: Anita 2014-03-02, 05:49 PM
  That is so cool that a student used the novel word later, in correct context with her father later in the day--this is the stuff we live for!

- From: Ruth 2014-03-02, 02:10 PM
  I like the way you compare other things with the novel words. It helped them relate to the word.

- From: Kelli Marie Bradshaw, 2014-03-01, 07:13 PM
From: Anita 2014-03-02, 05:49 PM
That is so cool that a student used the novel word later in correct context with her father later in the day--this is the stuff we live for!

From: Ruth 2014-03-02, 02:10 PM
I like the way you compare other things with the novel words. It helped them relate to the word.

From: Kelli 2014-03-01, 07:13 PM
I noticed my students asking me about words in the book I read after I stopped to explain one! Now every time I read at least 1 or 2 kids stop me throughout the book with questions. It's great!

From: Tiffany 2014-03-01, 10:50 AM
In this video I used the book that I used for the applied homework assignment. After I stopped and talked with them about the word towering they asked me several questions about other words throughout the book that they did not know. I really enjoyed this new line of conversation and it was fun to see the excitement they had for the new words they picked out and learned about. The best part was when one of the parents picked up the child looked up at her dad and said, "Dad you really tower of me." He laughed so hard and was so proud of her which is why I choose this clip.
In both videos, you demonstrate many of the elements of this practice to varying degrees—social conversation, eye contact, follow-up questions, responsive tone of voice, matching affect, proximity, joining in activities, and providing verbal affirmation. This is especially true in Video B— you embody the practice faithfully. The isolated practice of "establishing an emotional connection" is really about getting to know a child—here's a quote from the lesson: "Establishing an Emotional Connection is a critical first step toward building a relationship with a child. When you establish an emotional connection, you are communicating to the child that you are interested in getting to know them as a person. Have frequent social conversations with children. Learn children’s interests." In Video A, this might look like pausing in the middle of the sewing activity to ask them about their personal life and maybe share something from yours, or do this while you are sewing. The questions you ask here are "quizzing" them on facts—numbers, colors, etc. It is certainly appropriate (and desirable!) to have multiple goals and implement multiple practices; promote cognitive development with more open ended questions would be good, you are promoting fine motor skills with the activity—excellent! —and building an emotional connection would be integrating some "getting to know you" kinds of conversations. What is your favorite color here? (instead of simply naming the colors) then follow up—"My favorite color is blue! Look, I'm even wearing blue socks today! What color socks are you wearing? Did you know you could sew socks, just like you are sewing right now! etc | (with pauses between questions! :) The children clearly demonstrate that they feel comfortable with you and have an emotional connection.

Positive observation

Suggestion for improvement

Connections to course work

Encouraging end!
PEER COMMENTING PROGRESSION IN 3 MONTHS

• **From: Traci, 2014-01-25, 12:24 AM**
  I liked how the other boy was offering help and quietly started to help his friend sort. I also noticed him doing a lot of self-talking. Good work!

• **From: Traci, 2014-04-25, 10:26 PM**
  This is a good example of an engaging interaction. I like the way you asked her "How are we going to take care of our ponies?" She had some good ideas and I liked how she got up and got the barn too. You might want to show more matched affect when she gets happy or excited, also it looks like the little boy in the video was trying to get involved, you might want to acknowledge the other things that are going around as well. I know it gets tricky when we are trying to film but try to make it as real as possible even if you have to stop your conversation with the little girl to acknowledge the other children. Good job, thanks for sharing.
Developing and Sustaining Excellence in Early Childhood Classrooms

QRIS National Meeting
7-24-14

Dr. Sharon Ritchie
Are we reaching them?
Drop Out Prevention Starts Early

We need an approach to the early school experiences of minority boys that makes school a place where they find themselves smart and capable and knowing they belong.
Observations from the past 20 years...

- Inconsistent experiences
- Culture of silence
- Overuse of didactic instruction
- Teacher control, arbitrary rules
CLASS: Emotional Support
Across PreK-3

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre K</th>
<th>K</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
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<tr>
<td>Positive Climate</td>
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<td>4.1</td>
<td>4.6</td>
<td>4.0</td>
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<tr>
<td>Negative Climate</td>
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<td>1.3</td>
<td>1.6</td>
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<tr>
<td>Teacher Sensitivity</td>
<td>5.3</td>
<td>4.3</td>
<td>3.5</td>
<td>4.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Regard for Std Perspective</td>
<td>4.8</td>
<td>3.9</td>
<td>3.5</td>
<td>3.5</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Snapshot Data

Activity Setting - Pre K
- Basics: 15%
- Meals/ Snacks: 9%
- Whole Group: 24%
- Choice: 37%
- Small Group: 2%
- Station: 5%
- Individual: 8%

Activity Setting - K
- Basics: 19%
- Meals/ Snacks: 5%
- Whole Group: 45%
- Choice: 6%
- Small Group: 0%
- Station: 2%
- Individual: 23%

Activity Setting - 1st Grade
- Basics: 23%
- Meals/ Snacks: 4%
- Whole Group: 45%
- Choice: 5%
- Small Group: 1%
- Station: 4%
- Individual: 18%

Activity Setting – 2nd Grade
- Basics: 26%
- Meals/ Snacks: 4%
- Whole Group: 33%
- Choice: 8%
- Small Group: 0%
- Station: 0%
- Individual: 29%
Snapshot Data: Literacy Components by Grade Levels

Percent of Day

- PreK
- Kindergarten
- 1st
- 2nd
- 3rd
- School

Components:
- Read To
- Whole Language
- Phonics
- Oral Language
- Vocabulary
- Compose
- Copy

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Snapshot Teaching Approaches by Content

- **Math**
  - Didactic: 74%
  - Scaffolds: 9%
  - Reflection: 0%

- **Literacy**
  - Didactic: 62%
  - Scaffolds: 20%
  - Reflection: 0%
FirstSchool Instructional Practices for Achieving Equity

**Culture of Caring**
- Nurture Positive Relationships
- Strengthen Self-Efficacy & Racial/Cultural Identity
- Develop the Whole Child

**Culture of Competence**
- Prioritize Communication
- Promote Peer Interactions
- Develop Self-Regulation
- Encourage Independence

**Culture of Excellence**
- Balance Teaching Approaches
- Integrate & Balance Curriculum
- Build Higher-Order Thinking
Please feel free to contact us with questions or comments at:

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Follow us on Twitter: @firstschoolfpg