Instructional Leadership Series

- Part 1: Organizational Conditions Necessary for Effective Practice
- Part 2: Deep dive on the what and how of Effective Instructional Leadership
- Part 3: Exploring Ambitious Instruction and Teacher Collaboration

Webinar Features

- Slide Deck
- Question & Answer
- Group Chat
- Closed Captioning (English & Spanish)
- Help
- Media Player
- Resource List
- Webinar Tips (English & Spanish)
Session Objectives

At the end of this presentation, you should be able to:

- Recognize the significance of intentional teaching practices to positive child and family outcomes
- Identify the importance of collaborative, job-embedded professional learning routines to support classroom instruction
- Understand the focused teaching cycle encourage collaborative, intentional classroom instruction

Leadership is the Driver of Change

- Strong Relational Trust & Professional Community
- Involved Families
- Supportive Environment
- Ambitious Instruction

Collaborative Teachers

- Champion professional collaboration
- Build professional capacity
- Protect time for staff collaboration
- Use data consistently
- Invested professional growth
- Partners with families
Ambitious Instruction

- Inquiry-based and developmentally appropriate early learning experiences
- Use early learning and development standards
- Reflective communities of practice and reflective supervisory dialogue
- Intentionally planned classroom experiences
- System for continuous quality improvement

Significance of intentional teaching practices to positive child and family outcomes

Why Intentional Teaching Practices Matter

Research indicates that more frequent, intentional collaboration among teachers and staff...

- Is central to continuous quality improvement efforts in the classroom
- Results in greater satisfaction with professional learning and higher rates of trust and appreciate for peers
- Is associated with greater emotional support and more frequent, and cognitively complex conversations and interactions with children
- Improves teacher effectiveness to enable their teaching to yield meaningful improvements in children’s learning and achievement
Why Intentional Teaching Practices Matter

Research also indicates that when young children experience more frequent and higher levels of ambitious instruction:

- Leaders and staff view academic and social development as complementary and of equal importance
- Meaningful interactions with teachers and among children are more likely to prompt their thinking and support concept development
- Children demonstrate larger gains on measures of oral/expressive language, literacy, and math
- Such gains are especially notable for children from low-income households
Collaborative, job-embedded professional learning routines to support classroom instruction

Activity 1: Job Embedded Professional Learning Routines

Poll Placeholder:
Which of these routines are collaborative job embedded professional learning routines?

- Data dialogues
- Study groups
- Lesson study
- Team lesson planning
- Interdisciplinary meetings
Job-Embedded Professional Learning

- Grounded in the complex work of teaching and learning
- Occurs in the workplace
- Focused on:
  - Children's learning needs; issues of practice
  - Learning and improvement goals of the program

Activity 2: Planning for Purposeful Learning Experiences

Poll Placeholder:
In your experience, how do early childhood programs plan for intentional, purposeful and thoughtful learning experiences for children?

Collaborative Teaching is Important

- Early childhood professionals need to collaborate with peers.
- Isolation/lack of collaboration leads to burnout.
- Collaboration challenges and supports thinking, beliefs and practice.
- Collaboration shifts and improves school culture.
Job Embedded Routine – Team Lesson Planning

Teams who plan together:
- Look at data together
- Inquire together
- Support each other
- Enable every adult in the room to serve as a cognitive coach
- Enable all adults to provide high-quality learning for all children.

Lesson planning is the key to implementing intentional, purposeful, high-quality teaching practices for children.

Using the focused teaching cycle encourages collaborative, intentional classroom instruction.
Imagine it is October . . .

• What do you see in classrooms this month?
  • What do you see?
  • What do you hear?
  • What are children experiencing?
  • What are children learning?
  • What was the role of the teacher?

Activity 3: Classroom Lesson Planning Inquiry

Poll Placeholder:
What is informing teachers in those classrooms when they are planning?

Focused Teaching Cycle
Focused Teaching Cycle Worksheet

Focused Teaching Cycle Worksheet:
Designing High-Impact Interactions and Instruction

1. Standards & curriculum goals: At this time, what learning and development goals do we have for the group and for individual children? What do we want young children to know, understand further and be able to do?

2. Standards & curriculum goals: Think about the particular standards & goals you have chosen to prior your work. What do you know about the group? What do children need to learn and be able to do? What do children need to know, understand and be able to do?

3. Standards & curriculum goals: Formative assessment of children’s progress. What do we want young children to know, understand further and be able to do?

4. Standards & curriculum goals: Reflect what you want young children to know, understand further and be able to do. What do children need to learn and be able to do? What do children need to know, understand and be able to do?

5. Standards & curriculum goals: Formative assessment of children’s progress. What do we know about the group? What do children need to learn and be able to do? What do children need to know, understand and be able to do?

6. Standards & curriculum goals: Reflect what you want young children to know, understand further and be able to do. What do children need to learn and be able to do? What do children need to know, understand and be able to do?

Focused Teaching Cycle

Standards and Curriculum Goals

- What learning and development goals do we have for the group and for the individual children?
- What do we want young children to know, understand further and be able to do?

Formative assessment of children’s progress

- Observation and documentation of children’s learning
Poll Placeholder:
What examples of formative assessment have you used or seen used in your program?

Formative Assessment
- Formal (e.g., diagnostic testing, standardized tool)
- Informal (e.g., observation, conversation, work sampling)
- Ongoing process
- Use learning or developmental standards
- Documented

Formative assessment gives you a sense of the distance traveled on a child's journey of learning.
Focused Teaching Cycle

Designing Interactions & instruction

- Creating supportive learning environments

Standards & curriculum goals

Formative assessment of children's progress

Designing interactions & instruction

Facilitating & documenting learning

Observe

Reflect

Respond
Facilitating & Documenting Learning

- Observe
- Reflect
- Respond

Lesson Planning Video

Activity 5: Lesson Planning Video

Poll Placeholder:
Which parts of the Focused Teaching Cycle did you observe?
Putting It All Together

The Focused Teaching cycle encourages collaborative, intentional lesson planning.

Thinking Forward

Reflective Practice Framework Strategies
1. Keeping a journal or notebook
2. Use technology – video, etc.
3. Protect time
4. Reflecting with children
5. Supporting teaching staff by providing professional learning opportunities (parallel process)

Thinking Forward

• Connect this information to what you already know and are already doing.
• Incorporate the focused teaching cycle components into your programs job embedded professional learning routines.
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