



Front Porch Series
Instructional Leadership Part 3:
Exploring the Essentials of Ambitious Instruction and Teacher Collaboration

September 5, 2019
 Presenters:
 Jessica Haremza Diop, M.Ed.
 Amanda Stein, Ph.D.

NCECDTL

NATIONAL CENTER ON
 Early Childhood Development, Teaching and Learning

1

Instructional Leadership Series


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

NCECDTL

2

1

Webinar Features



Slide Deck Question & Answers Group Chat Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

NCECDTL

3

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

NCECDTL

4

Early Education Essentials

Leadership is the Driver of Change

Collaborative Teachers

Classroom

Parent Voice

Ambitious Instruction

Invested Families

Supportive Environment

Strong Relational Trust & Professional Community

UChicago Consortium

NCECDTL

5

2

Collaborative Teachers


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

NCECDTL

6

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



NCECDTL

7

Significance of intentional teaching practices to positive child and family outcomes



NCECDTL

8

3

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 appreciation 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

NCECDTL

9

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 is 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

ECDTL

10

Why Intentional Teaching Practices Matter

Category	Teacher Type	Weakest Essential Scores (Bottom Quartile)	Strongest Essential Scores (Top Quartile)
Emotional Support	Effective Instructional Leadership	6.08	6.37
	Collaborative Teachers	6.19	6.31
Classroom Organization	Effective Instructional Leadership	5.74	6.41
	Collaborative Teachers	5.83	6.32
Instructional Support	Effective Instructional Leadership	3.03	3.56
	Collaborative Teachers	3.08	3.46

Note: Each pair of bars compares average CLASS scores with essential scores in the bottom vs. top quartiles. Each site's CLASS score was obtained by fitting unconditional 2-level IRT with classroom scores nested within sites; these model-fitted scores were then used to produce the top/bottom quartile average scores. * indicates that the relationship between the essential score and the outcome is statistically significant at the p<0.05 level. ** indicates significance at the p<0.01 level.

ECDTL

11

4

Educare Best Practices Trainings

ECDTL

12

Collaborative, job-embedded professional learning routines to support classroom instruction



NCECDTL

13

Activity 1: Job Embedded Professional Learning Routines

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


NCECDTL

14

5

Collaborative, Job-Embedded Learning Routines

- Data dialogues
- Study groups
- Lesson study
- Team lesson planning
- Interdisciplinary meetings




NCECDTL

15

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



ECDTL

16

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?

ECDTL

17

6

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.

ECDTL

18

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.

NCECDTL

19

Job Embedded Routine – Team Lesson Planning

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



NCECDTL

20

7

Using the focused teaching cycle encourages collaborative, intentional classroom instruction



NCECDTL

21

Classroom Lesson Planning Inquiry

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?



ECDTL

22

Activity 3: Classroom Lesson Planning Inquiry

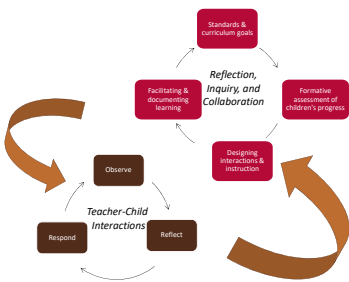
Poll Placeholder:
What is informing teachers in those classrooms when they are planning?

ECDTL

23

8

Focused Teaching Cycle



ECDTL

24

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. Formative assessment of children's progress: What do we know about the progress the class as a whole and individual children are making toward these selected standards and goals? What are families noting about children's learning and development?

3. Designing interactions & instruction: Think about the particular standards/goals you have chosen to plan around. Think about the children's interests, temperaments and *yois*, their progress, and high-quality teaching practices. What meaningful experiences, explorations and activities will facilitate children's learning and development toward the selected standards? What high-impact practices—emotional supports, organizational supports and instructional supports—will we pay special attention to implementing given our planned experiences, explorations and activities?

4. Facilitating & documenting learning: How will we know children are learning? What will we hear and see children saying and doing? What questions will you ask your children based on your hypotheses of what you expect to hear and see them doing?

ECDTL

25

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?

ECDTL

26

9


Focused Teaching Cycle

Formative assessment of children's progress


- Observation and documentation of children's learning

ECDTL


27

 Activity 4: Formative Assessment


Poll Placeholder:
What examples of formative assessment have you used or seen used in your program?




28


 Formative Assessment

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







29

 Formative Assessment

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





30

Early Childhood National Centers

Focused Teaching Cycle

Designing Interactions & instruction

- Creating supportive learning environments

ECDTL

31

Early Childhood National Centers

Designing Interactions and Instruction

Creating Supportive Learning Environments

- The classroom itself serves as another teacher.
- Should be set up with intention.

ECDTL

32


Early Childhood National Centers

Focused Teaching Cycle


Facilitating & documenting learning


ECDTL

33


 Facilitating & Documenting Learning


- Observe
- Reflect
- Respond







34

 Lesson Planning Video






35

 Activity 5: Lesson Planning Video

Poll Placeholder:
Which parts of the Focused Teaching Cycle did you observe?



36

Putting It All Together

The Focused Teaching cycle encourages collaborative, intentional lesson planning.

ECDTL

37

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)

ECDTL





38

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.

ECDTL



39











We appreciate the support for this work by grants from Race to the Top in Illinois, the Bill & Melinda Gates Foundation, Stranahan Foundation, and the Pritzker Children's Initiative.




40

-  @theOunce
-  /ounceofpreventionfund
-  /ounceofpreventionfund
-  /theOunce
-  /116133958246678862

Early Education Essentials is a trademark of the Ounce of Prevention Fund.



41

4