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

New Webinar Features
Session Objectives
At the end of this presentation, you should be able to:

- Understand the research demonstrating that strong organizational supports or conditions promote strong continuous quality improvement (CQI).
- Understand the research associating strong organizational supports in early care and education settings to the quality of teacher-child interactions and children's attendance outcomes.
- Define the essential organizational supports—Effective Instructional Leaders and Collaborative Teachers—as adapted for early care and education settings.
- Use protocols to dialogue with data on these organizational supports and facilitate Plan-Do-Study-Act Cycles of improvement.

Effective Instructional Leaders Defined
- Strategically focused on children's healthy development and early achievement, and they engage families in children's learning and support teachers to be effective in their daily work.
- Cultivate shared understanding and commitment to a purpose-driven vision for the program that is grounded in child developmental science and developmentally-effective teaching and learning practices.
- Hire staff determined to continuously improve learning opportunities and outcomes for young children and families.
Effective Instructional Leaders Defined

• In daily interactions, they build and maintain mutually trusting and respectful relationships and build strong professional community focused on improving children’s learning.
• Galvanize all resources, staff activity, and program operations towards a vision for excellence and sustained improvement.
• Practice shared leadership and cultivate a cadre of leaders among teachers, families, and the community.
• Support professional advancement for faculty and staff.
• Manage resources for sustained program improvement.

Proposition: Start looking beyond the classroom at organizational conditions that either support or hinder effective improvement of practices within the classroom.

What Predicts Improving School Performance?
Activity 1: Group Discussion

What do you think differentiated the schools that improved over time from the schools that stagnated?

Consider the following:
• Leadership vision and focus...
• Staff knowledge, skills, and mindsets...
• Leaders, staff, family relationships and interactions...
• Learning environment...
• Structures and processes...

The 5 Essential Organizational Supports Framework

- Effective Instructional Leadership
- Collaborative Teachers
- Ambitious Instruction
- Supportive Environment
- Involved Families

Adapted from Bryk, Sebring, Allensworth, Luppescu, & Easton (2010)

Chicago schools with strong organizational supports were 10 times more likely to improve.
Strength comes from multiple supports

- Value of the essential supports is in their combined strength.
- Sustained weakness in a single essential undermines improvement efforts to less than 10% chance of success.

Translating the 5Essentials into Early Education Essentials

K-12 Version
- Removed irrelevant questions
- Adapted questions to be more ECE appropriate
- Created new questions

Early Ed Version

- Staff Survey
- Parent Survey (newly created, in English & Spanish)

Early Education Essentials Survey Subscales

- Instructional Leaders (Staff Survey)
  - Instructional Leadership
  - Program Outline
  - Teacher Training
  - Teacher Support
- Collaborative Teachers (Staff Survey)
  - Teacher Collaboration
  - School Community
  - Teacher Teamwork
  - Teacher Trust
- Involved Families (Staff Survey)
  - Teacher-Parent Trust
  - Parent Involvement
  - Teacher Outreach & Collaboration with Parents
- Supportive Environment (Staff Survey)
  - Child-Child Interactions
  - Positive Learning Climate
- Ambitious Instruction (Staff Survey)
  - Early Learning Education
- Parent Voice (Parent Survey)
  - Including Parents as Partners
  - Teacher Communication with Parents
  - Program Orientation towards Early Education
  - Parent Influence on the Program

* Measure developed for the Early Ed Essentials survey
  * Parent Survey measure
Effective instructional leadership and collaborative teachers' essential scores were significantly related to sites' CLASS scores.

Most Essentials were also related to student attendance.

Early Education Essential Organizational Supports for Improvement
### Activity #2: Getting to Know the Early Education Essentials

- **Step 1.** Read the expanded definition
- **Step 2.** Identify words or phrases that resonate with you
- **Step 3.** Reflect on one or two and share in the chat box

#### Effective Instructional Leaders

Leaders are strategically focused on children’s healthy development and early achievement, and they engage families in children’s learning and support teachers to be effective in their daily work. They cultivate shared understanding and commitment to a purpose-driven vision for the program that is grounded in child developmental science and developmentally-effective teaching and learning practices. They hire staff determined to continuously improve learning opportunities and outcomes for young children and families. In daily interactions, they build and maintain mutually trusting and respectful relationships and build strong professional community focused on improving children’s learning. They galvanize all resources, staff activity, and program operations towards a vision for excellence and sustained improvement. They practice shared leadership and cultivate a cadre of leaders among teachers, families, and the community. They support professional advancement for faculty and staff. They manage resources for sustained program improvement.

#### Collaborative Teachers

Leaders use supervisory resources, relationship resources, performance feedback, and ongoing professional development to build professional capacity. They work together with staff to define their strategic focus for improvement and to solve systemic-organizational problems impacting effectiveness and improvement efforts. Leaders protect time for job-embedded professional learning opportunities, and design and facilitate routines for staff to reflect on and examine practice, review data on practice and children’s progress, and collaborate towards practice improvements. All staff work in collaboration to promote their own and their colleagues’ professional growth. In such schools and centers, teachers and staff are active partners in school/center improvement; they are committed to the school/center, each other and families; and focused on professional learning towards continuous improvement of teaching and learning.
Mindsets, Structures, and Practices Associated with Higher Essential Scores and Quality Outcomes

Staff held common understandings of their goals for high-quality teaching, learning, and engagement of families based on leaders' purpose-driven vision.

Leaders built emotionally-supportive relationships with staff and organizational routines that promoted professional collaboration.

Leaders, teachers, and staff viewed social-emotional development as the foundation for all learning, and emphasized inquiry-based teaching strategies.

Leaders, teachers, and staff believed partnerships with families were critical to their effectiveness.

Interactions and conversations among staff and between staff and families were frequent, warm, and encouraging.

At Sites with High Essential Support Survey Scores

"I feel like it's empowering here... it's not just from the top down. We believe in this stuff and I have something to share and it's valued by your administrator. Then, your co-teachers and your colleagues also buy in, too, and you have that energy and you have that love, and then you have an administrator that pushes you in that way and supports you and guides you and nudges you a bit further."
- Lead Teacher A

Mindsets, Structures, and Practices Associated with Lower Essential Scores and Lower Quality Outcomes

Staff articulated that their main focus was remaining in compliance with the myriad of program standards as emphasized by their leaders.

Absence of leadership, practices, and organizational structures that promoted pedagogical vision for teaching, learning, and family engagement.

Teachers, leaders, and staff focused on learning as the primary strategy for achieving kindergarten readiness goals.

Leaders, teachers, and staff did not believe partnerships with families were critical to their effectiveness.

Leaders, teachers, and staff kept to individual offices and kept to individual offices and classrooms, interacting minimally with one another and families.
At Sites with Low Essential Support Survey Scores

"That's the one thing that gets to me [here]... there is no collaboration. I am used to going to another classroom and saying, 'Hey, I couldn't do it this way. Can you tell me how I can do it that way, or didn't that way work for you?' [But here] everybody is not even on the same plan. Everyone is not even using the same curriculum [name]. That's what gets me because if I have a problem... and I want to compare, I can't."
- Lead Teacher B

Root Cause Analysis & Plan-Do-Study-Act Cycles to Strengthen Organizational Climate and Conditions

Leadership Reflection & Data Dialogue

Early Education Essentials Data Use & Improvement Planning Tools:

Collaborative Leader-Staff Data Dialogue

Step 1. Connections
What connections did I hear leaders and staff making?

Step 2. Clarify
What am I wondering about?

Step 3. Value
What do I value about the data use and improvement planning tools and discussions I observed?

Step 4. Apply
What implications do I see for myself as I seek to strengthen improvement in my setting(s)?

Video Viewing Protocol
Video analysis using protocol

Leadership Reflection & Data Dialogues

Reviewing Data & Identifying Organizational Strengths and Weakness

Early Education Essentials Survey Data Dialogue
Video analysis using protocol Learning Activity

Root Cause Analysis & Plan-Do-Study-Act Cycles to Strengthen Organizational Climate and Conditions

Root Cause Analysis in Action "Fishbone Diagrams"

Root Cause Analysis "Fishbone Diagrams" & Discussions
Plan-Do-Study-Act Action Plan

**Strong Early Ed Essentials**

**30 Day Check-In**

**Plan-Do-Study-Act Action Plan**

<table>
<thead>
<tr>
<th>Action</th>
<th>How to track</th>
<th>How often</th>
<th>Who</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet all students with a smile and a name</td>
<td>Observations</td>
<td>Daily</td>
<td>All</td>
<td>Improve student engagement and behaviors.</td>
</tr>
<tr>
<td>Make personal connections with students</td>
<td>Daily log in contact</td>
<td>1/2 X per week</td>
<td>All</td>
<td>Break down walls, build trust, and improve student engagement.</td>
</tr>
<tr>
<td>Monday Memo—More detailed and looking farther ahead</td>
<td>Check e-mail every Monday morning</td>
<td>1 x per week</td>
<td>Erin will send, we all will check</td>
<td>Increase attendance, increase volunteers, increase involvement.</td>
</tr>
</tbody>
</table>
Plan-Do-Study-Act: Did our small change work?

What Worked?

As I was going around, I heard a lot of similar comments.

Plan-Do-Study-Act: What do we understand differently about our problem and it’s root causes?

What Do We Understand Differently?

After testing this small change idea, what did we understand differently?

Video Viewing Protocol

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What connections did I hear leaders and staff making?

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What am I wondering about?

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What do I value about the data use and improvement planning tools and discussions I observed?

Step 4. Apply
What implications do I see for myself as I seek to strengthen improvement in my setting(s)?
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Save the Dates: Instructional Leadership Series

May 2, 2019
Part II: Deep dive on the what & how of Effective Instructional Leadership

September 5, 2019
Part III: Exploring the Essentials of Ambitious Instruction and Teacher Collaboration

Thank you!
For more information, please contact us at ecdtl@ecetta.info or call (toll-free) 1-844-261-3752

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