



Early Childhood Lead Agency Collaboration
September 2016 – Session 3

Aligning Early Childhood and Early Elementary in 2016-2017

Agenda

- *Aligning Early Childhood with Early Elementary: Challenge and Response*
- *Aligning Curriculum*
 - *Implementing Tier I Curriculum in Every Classroom – Birth through 12th Grade*
 - *Supporting Child Care to Purchase and Implement Curriculum*
- *Aligning Assessment, Accountability and Classroom Observations:*
 - *The K-2 Instructional Pilot*
 - *Improving Teacher/Child Interactions with Observer Accuracy and System of Supports*
- *Questions and Discussion*

Participants will understand efforts underway to align early childhood and early elementary education and engage in discussion about challenges and opportunities that will continue at local level.

Aligning Early Childhood and Early Elementary: Challenge

All children should have classroom experiences from early childhood onwards that support them to enter kindergarten ready and reach third grade on level.

Our challenge:

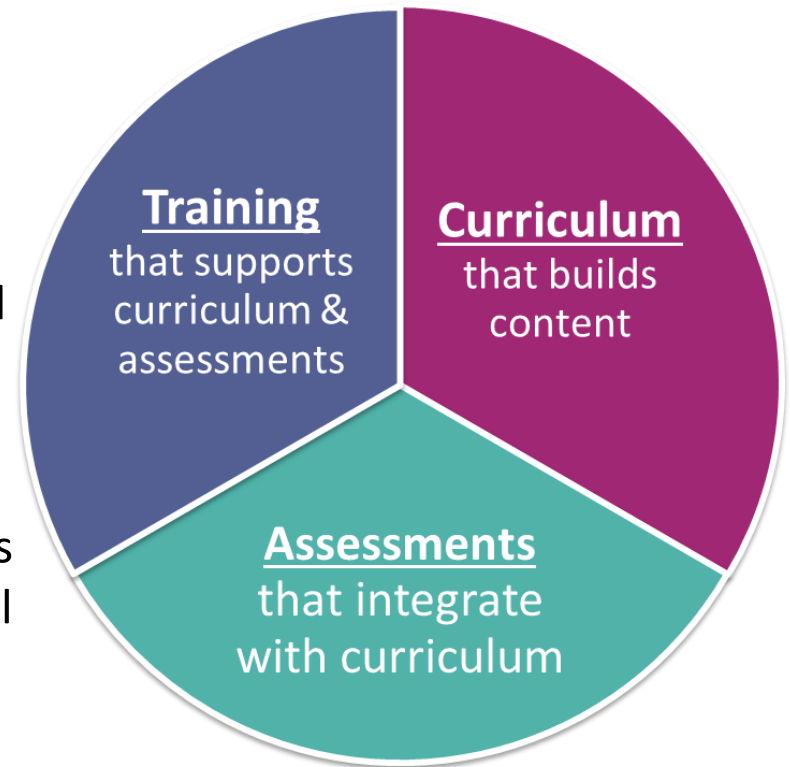
- Our students do not enter Kindergarten or 3rd grade with basic reading fluency, number fluency or executive functioning.
- Our systems often fail to identify children who would benefit from early intervention, thus missing a critical opportunity to put those children on track for early success.
- Birth-5 and K-2 do not connect for children/students, families, or teachers.
- Teachers, districts and community networks are not clear on what content matters most at each age level or grade.

Aligning Early Childhood and Early Elementary: Response

The Department will more closely align its early childhood and early elementary efforts in order to support the field to do so.

In response, the Department is seeking to:

1. Define coherent set of learning/development expectations from birth – second grade.
2. Support locals to establish coherent and age-appropriate curriculum, screening and ongoing assessment systems.
3. Use teacher rubrics appropriate for early childhood and elementary teachers.
4. Build an accountability system that focuses and rewards educators for the most critical child/student learning and development.



Implementing a Tier I Curriculum in Every Classroom

Selecting and providing access to a Tier I curriculum are crucial first steps to help teachers improve classroom interactions and instruction.

Select

Access

Train

Implement

The next steps are to ensure teachers are trained to effectively implement the curriculum so that it supports quality interactions in the classroom.

Incentive for Sites to Implement Curriculum

Early Childhood Practice Performance Profiles create an incentive for all sites to choose and implement a Tier I curriculum. The Challenge will be to ensure alignment across early childhood and early elementary.

EARLY CHILDHOOD SITE
2015-2016 • Community Network
Publicly-Funded Children Enrolled

PRACTICE LEARNING YEAR: Initial Year of Public Reporting

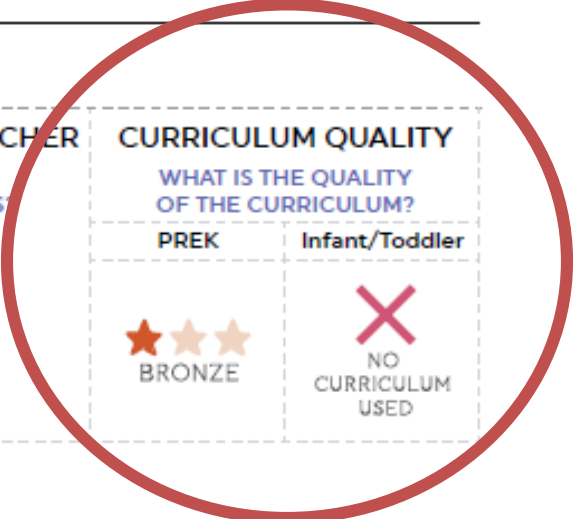
AP
APPROACHING PROFICIENT
4.11 OUT OF 7

Infants: Yes • 1yr olds: No • 2yr olds: Yes • 3yr olds: No • 4yr olds: Yes • Providing Special Education? No

...

USE OF BEST PRACTICES
This is self-reported information that is not included in the rating.

ASSESSMENT ARE TEACHERS MEASURING CHILD PROGRESS? ★★★★ GOLD	CHILDREN PER TEACHER WHAT IS THE QUALITY OF RATIOS? ★★★ SILVER	CURRICULUM QUALITY WHAT IS THE QUALITY OF THE CURRICULUM? PREK Infant/Toddler ★☆☆ ✖ BRONZE NO CURRICULUM USED
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Special Support for Child Care: Curriculum Initiative

The Department will support Type III child care centers to improve instruction through successful implementation of a Tier I curriculum which will help prepare more children for kindergarten.

How it works

- Type III centers purchase a Tier I curriculum.
- Type III centers apply for a reimbursement of 80% of their purchase up to \$4,000, through their local CCR&R Agency.
- Type III centers receive a general training (Curriculum 101) from the CCR&R on implementing a curriculum.

Performance Profiles

Type III centers will receive stars on their Performance Profiles if the Tier I curriculum is implemented by May 2017.

K-2 Instructional Pilot

Kindergarten Entry Assessment and *CLASS*TM

Purpose

- Advance the quality and continuity of practice across early childhood and early elementary settings.
- Identify the right combination of assessments, curriculum, and classroom observations that help teachers and administrators find clarity and focus on those priorities.

K-2 Instructional Pilot

Kindergarten Entry Assessment and CLASS™

Beliefs

- What matters most for children in the early elementary years is the quality of their interactions with teachers.
- Quality teaching leads to quality learning.
- Three critical levers support the quality of teaching and learning:
curriculum, assessment, and teacher observations
- Many tools exist that can support these levers; however, if tools are not carefully considered, they can conflict, overlap, and create redundancy.
- This pilot will help us to learn more about which set of tools best supports quality teaching and improved student learning and under what conditions.

Kindergarten Entry Assessment Pilot

KEA Pilot			
Assessment	GOLD™ Survey: Kindergarten Entry Assessment©	Desired Results Developmental Profile (DRDP)©	Classroom Observation Record (COR): Kindergarten Entry Record
Publisher	Teaching Strategies	CA DOE/West ED	High Scope
Cost	\$8.95/child (assessment & data)	Free (assessment)	\$6.00/child (assessment & data)
LEAs	DeSoto, EBR, JD, Madison, Pointe Coupee, Rapides, Sabine, St. Bernard, St. Helena (9)	Assumption, Laurel Oaks, New Beginnings, New Orleans College Prep, WBR (5)	Caldwell, Iberville, St. John (3)
Classrooms	96	36	35
Training Method	One in-person training followed by virtual support by vendor	Online modules/webinars and virtual support by vendor	Online modules/webinars and virtual support by vendor
Information	jonahs@teachingstrategies.com	http://www.drdpk.org tosborn@wested.org	www.onlineKER.net Login: Site2 Password: 111 jbeal@highscope.org
Number of Domains	6	8	5
Domains	Social Emotional Physical Language Literacy Cognitive Math	Approaches to Learning Social-Emotional Development Language & Literacy Development Math, Science, Physical Development, Health, History-Social Science, Visual & Performing Arts Optional: ELD, SPAN (4 items ea)	Approaches to Learning Social-Emotional Development Language & Literacy Development Math Physical Development/Health
Number of Items	31	53	20

K-2 Instructional Pilot

Scope of Participation

LEA	KEA Teachers	CLASS™ Teachers	KEA
Allen		14	
Assumption	15	20	DRDP
Caldwell	7		High Scope
DeSoto	20		GOLD™
EBR	7		GOLD™
Iberville	19		High Scope
Laurel Oaks Charter	6		DRDP
Jeff Davis	4		GOLD™
Madison	3		GOLD™
New Beginnings	8		DRDP
New Orleans College Prep	4		DRDP
Pointe Coupee	11		GOLD™
Rapides	19		GOLD™
Sabine	16	45	GOLD™
St. Bernard	18	15	GOLD™
St. Helena	5	15	GOLD™
St. John	9	20	High Scope
Vermilion	20		DRDP
West Baton Rouge	7		DRDP
Total	198	129	

KEA GOLD™ Training Date/Locations: August 2 in Rapides and New Orleans area

Overlap

CLASS™ Trainings

Service	# of Days	# of Offerings	Max # People	Dates	Location	Who
Introduction Training	1	4-6	50 per session	August 1 August 3 August 5 September 1	St. Bernard Assumption Sabine Allen	Teachers Principals LEA Leaders
Observation Training	2	3	17 per session	September 12-13 September 21-22	St. John Vernon Baton Rouge	Principals Coaches
MMCI Training	3	2	10 per session	October 4-6	St. John Vernon	Coaches

State and LEA Responsibilities

State

- Pay for KEA and *CLASS*[™] materials and professional development
- Ensure LEAs receive materials
- Schedule dates for all KEA and *CLASS*[™] in-person and virtual PD and secure locations for in-person PD
- Ensure ongoing communication between State, vendor, and LEAs
- Visit LEAs to provide support, per request
- Respond to emails/questions from LEAs within 24 hours
- Ensure alignment with Early Childhood work

LEA

- Select between 2-20 teachers for KEA pilot, depending on size of LEA
- Select at least one school and at least one teacher at each grade level, K-2, for the *CLASS*[™] pilot
- Provide release time, substitute pay and travel expenses for teachers and coaches to participate in all PD
- Schedule KEA and *CLASS*[™] observations
- Provide vendor with KEA, *CLASS*[™], and student achievement data
- Share feedback to inform state-wide strategy

Early Childhood and CLASS™

Louisiana now has deep insight into every early childhood classroom through CLASS™.

There's widespread support statewide, across programs and regions for CLASS™ :

- Early Childhood Community Networks have been implementing CLASS™ for since 2013.
- More than 98% of all toddler and pre-K classrooms at schools, Head Start and child care were observed both in the fall and spring by local CLASS™ -reliable observers.
- The Department also contracts with a third party to audit all local observations to ensure accuracy.

2015-2016 results highlight strengths and areas for improvement:

- Classrooms scored well on climate and organization
 - Classrooms are generally positive environments where children are encouraged and supported.
 - Classrooms mostly run smoothly with consistent routines and clear behavioral expectations.
- Classrooms scored low on instructional quality
 - Learning activities are rote (e.g., naming a letter, color or shape) or nonexistent (e.g., lack of adult facilitation during toddler play) and rarely encourage analysis and reasoning.
 - Young children receive few, if any, opportunities to learn through back-and-forth dialogue and are not supported to connect concepts and ideas (e.g., reading a book at children rather than engaging them throughout story).

Supporting Teacher/Child Interactions with Observer Accuracy

One key challenge for 2016-2017 is improving observer accuracy.

What We Have Learned

Observations will not be accomplished unless they are committed to a schedule.

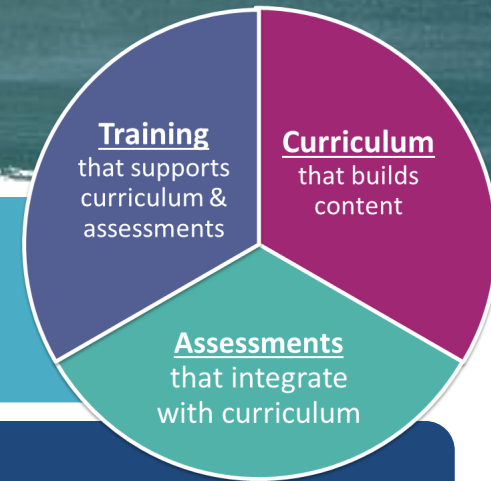
Inter-rater reliability is a key for observer consistency.

Calibration across all observers supports interrater reliability, prevents “drift”, and assures accurate and reliable feedback for teachers

What Is Required

- All classrooms must be in the CLASS™ system, with observation orders scheduled, by October 1.
- Fall observations must be completed by December 15.
- 10% of observations conducted in the fall must be shadow scored and 10% of observations conducted in the spring must be shadow scored.
- By the end of the year, every observer for the network must have been shadow scored at least once.
- Every community network must conduct a calibration exercise with all observers for the community network in the fall and again in the spring.
- All observers must calibrate once each semester.

Support Improvement for All Programs



Another challenge for 2016-2017 is helping classrooms make sense of results and supporting improvement.

Supports aligned to **CLASS™ Observations** available for every classroom

Curriculum

- [Curriculum reviews](#)
- Curriculum Funding Initiative for Child Care
- [Teacher Leader Summit](#)
- Online Instructional Toolbox

Assessment

- *GOLD*® available to all classrooms
- Online training on *GOLD*®
- [Choice for sites to use another assessment](#)

Professional Development

- Professional Development Guide
- [Teacher Leader Sessions](#)
- [R&Rs](#) (Foundational Training and Coaching)
- [Mental Health Consultation](#)
- Inclusion Pilot (Classrooms w/children w/special needs)
- Believe & Prepare: EC ([Ancillary Certificate](#))

Discussion Questions

1. What success(es) has your Community Network/District/LEA had in aligning early childhood and early elementary efforts? What was the impact on children's learning and development?
2. What are the biggest obstacles to aligning early childhood and early elementary efforts? How will you overcome them?
3. What can the Department do to better support your efforts to ensure all children have classroom experiences from early childhood onwards that support them to enter kindergarten ready and reach third grade on level?