



UCHICAGOCCSR

Bringing the Five Essential Supports Framework to Early Education to Better Generate Continuous Quality Improvement

Debra Pacchiano, Ph.D.

The Ounce of Prevention Fund

Stacy B. Ehrlich, Ph.D.

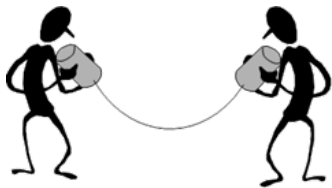
University of Chicago Consortium on School Research

BUILD Ready Talk Webinar

October 14, 2015

We appreciate the support for this work by grants from an anonymous funder, the Joyce Foundation, and the Gates Foundation.

Let's Talk

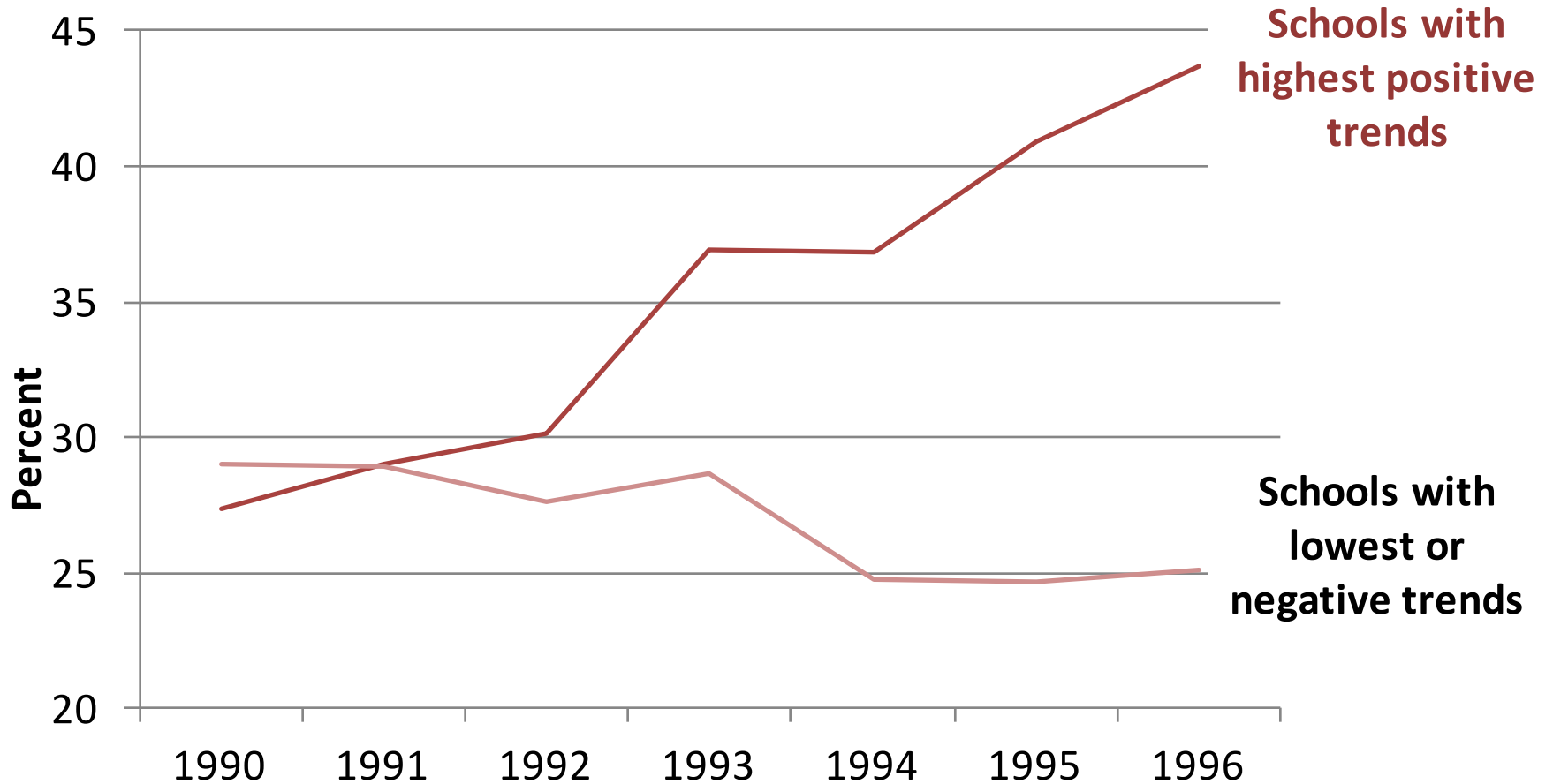


What teaching condition **most** needs to be addressed in order for continuous quality improvement to occur?

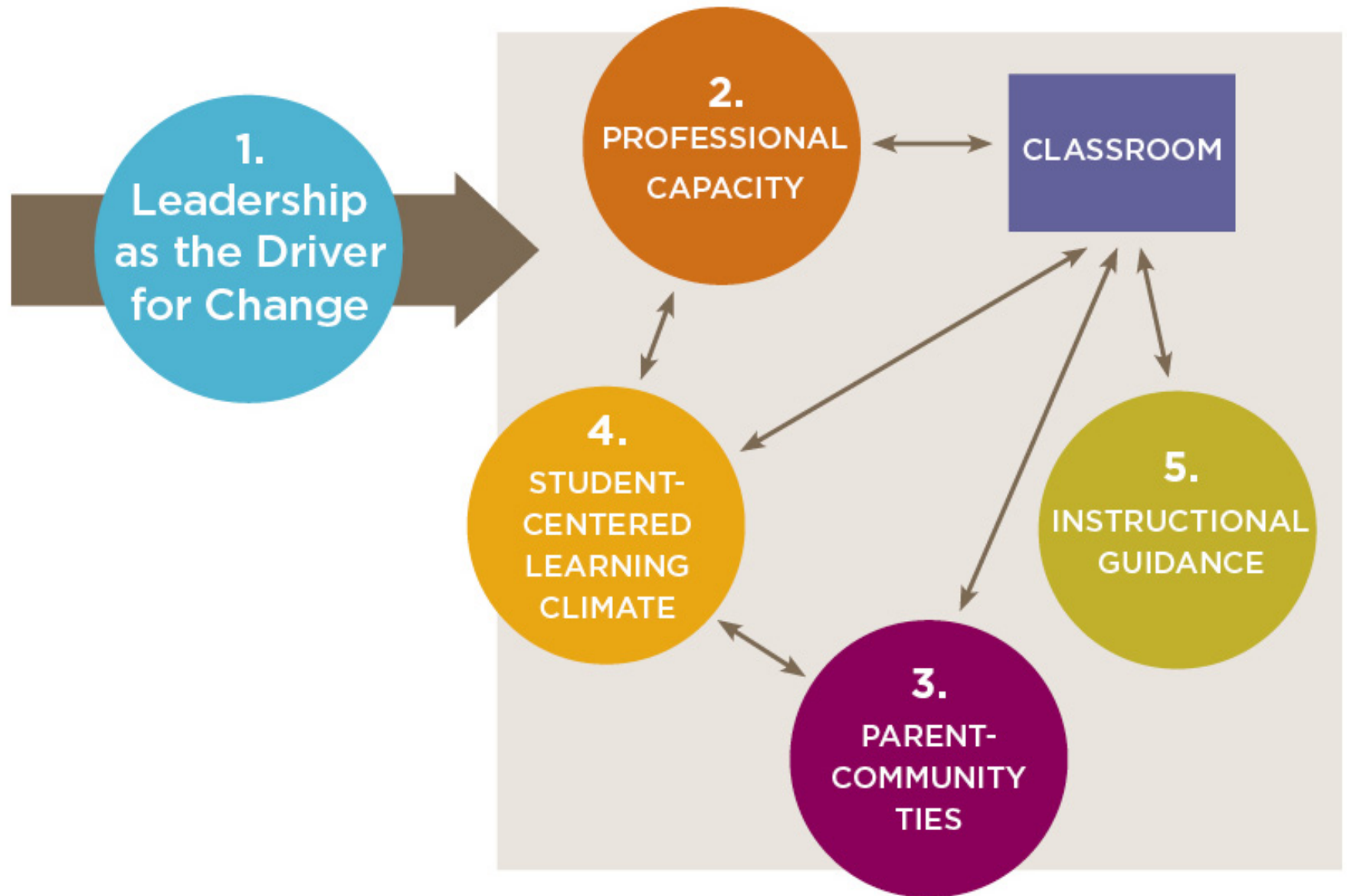


Motivation for Original Five Essentials Work

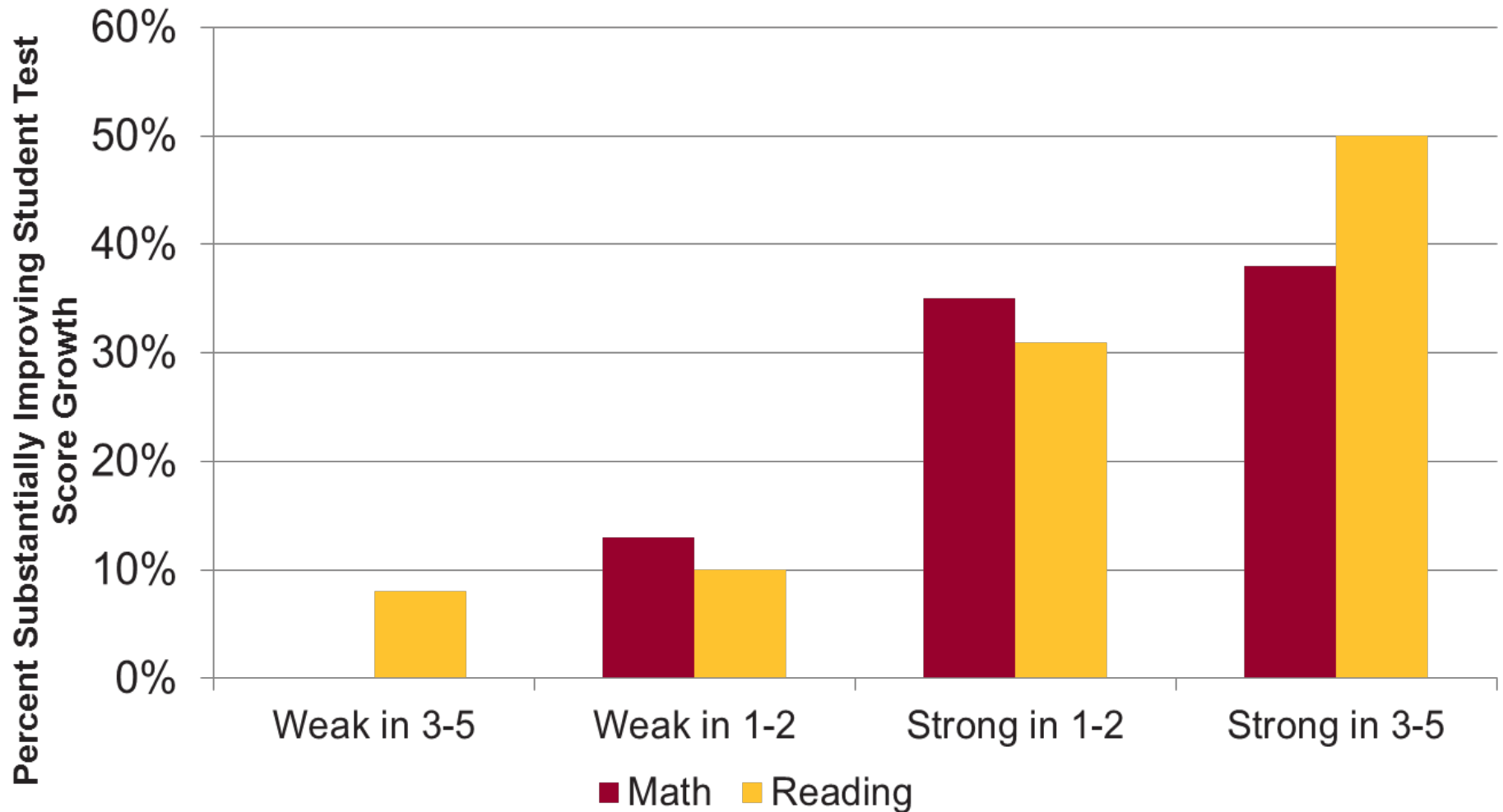
Percent of Students Scoring At or Above National Norms in Math, 1990 to 1996



The Five Essential Supports Framework



Schools Strong in the 5 Essentials are 10 Times More Likely to Improve Substantially



Strength Comes From Multiple Supports

- Value of the essential supports is in their *combined* strength.
- Sustained weakness in a *single* Essential undermined improvement efforts
 - Reduced the likelihood of improvement to less than 10%



Bringing the Five Essentials to Early Education: Conceptual Adaptation



UCHICAGOCCSR

What ARE the Five Essentials for Early Education?



Relational Trust Across the Program Community



What ARE the Five Essentials for Early Ed?

- **Effective Instructional Leaders:** The school or program leadership is strategically focused on children's early achievement and nurtures trust and collective understanding and responsibility for excellence and improvement among staff and parents.



What ARE the Five Essentials for Early Ed?

- **Collaborative Teachers:** Teachers are committed to the school or program, build strong relationships with their colleagues, and work together continuously to improve teaching and learning by engaging in collaborative, data-informed cycles of professional development.



What ARE the Five Essentials for Early Ed?

- **Involved Families:** All staff develop strong relationships with parents and support active parent involvement in children's learning.



What ARE the Five Essentials for Early Ed?

- **Supportive Environments:** Schools or programs are physically and emotionally safe and engaging environments, wherein staff hold high expectations for children's social-emotional and academic learning, coupled with nurturing, individualized support for children and families.



What ARE the Five Essentials for Early Ed?

- **Ambitious Instruction:** Teachers and staff provide consistently engaging, effective, and rigorous curriculum and instruction.

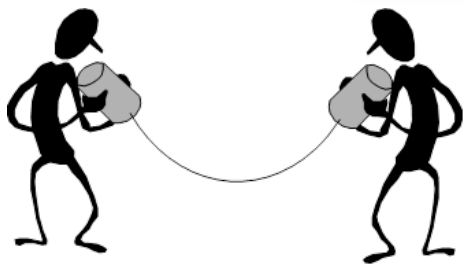


POLL

- Which of the five essentials do you think programs could use the most support to improve?
 - Effective instructional leadership
 - Collaborative teachers
 - Family involvement
 - Supportive environment
 - Ambitious instruction



Let's Talk



Let's Talk

What are some immediate ideas for how you might apply the five essentials framework to your work on continuous quality improvement in your state?



“We always focus on outcomes for children and families. But *this framework tells us we have to focus on staff outcomes to get to the other outcomes.* When we focus on the staff we build them up and their happiness and commitment in the work. That tells me we will be much more likely to have those child and family outcomes.”



UCHICAGOCCSR

Bringing the Five Essentials to Early Education: Survey Adaptation and Creation



Developing the *Five Essentials-Early Ed* Surveys

Who are these surveys being designed *for*?

- Center-based early education settings (e.g., community-based, schools) that serve preschool-aged children
- Settings with at least three preschool-aged classrooms

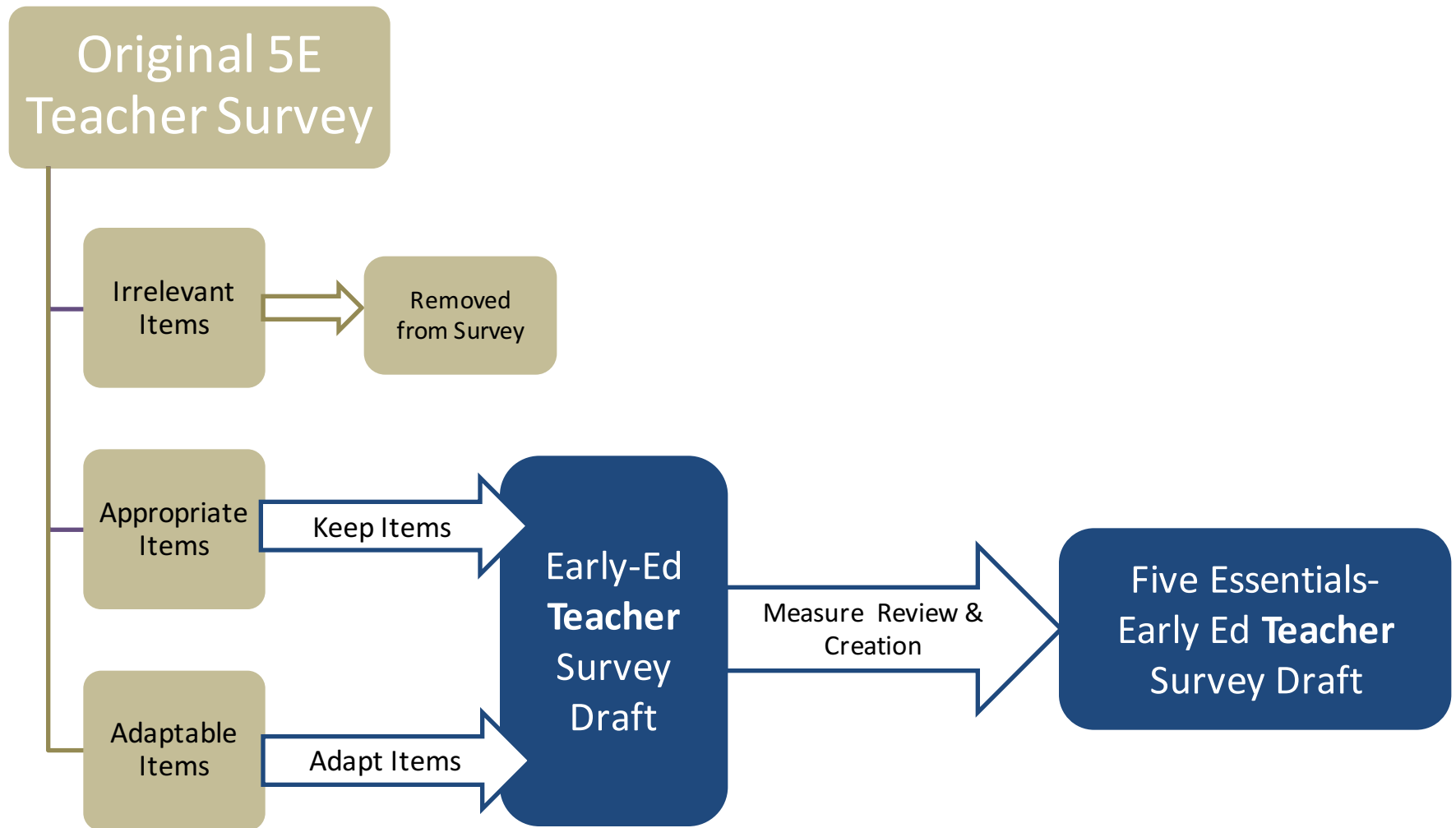
What is included in the *Five Essentials-Early Ed*?

- Teacher Survey: Preschool lead and assistant teachers
- Parent Survey: Parents of preschool students



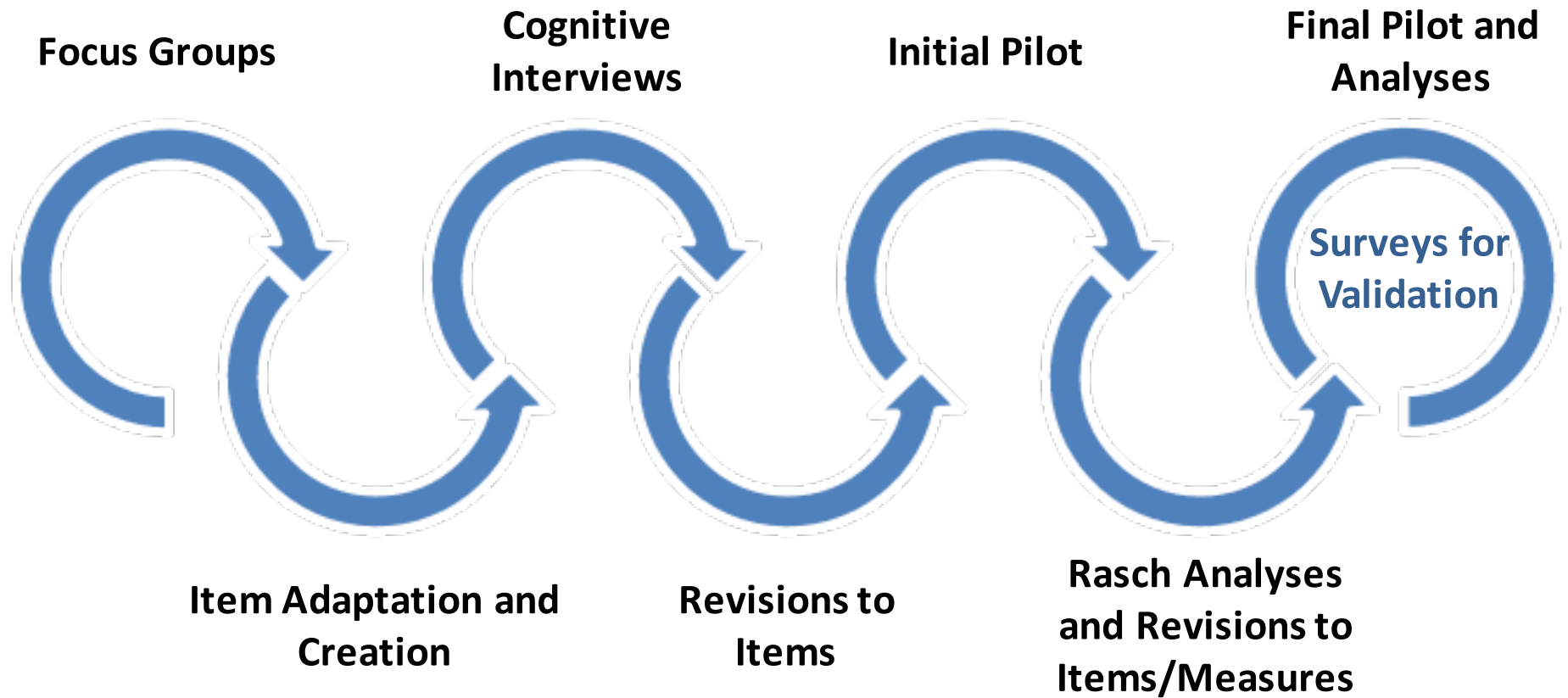
Developing the Teacher Survey

Surveys created in English & Spanish



Developing the Parent Survey

Iterative process of design and testing to create the survey



Surveys created in English & Spanish



What Is Measured for Effective Instructional Leadership?

A sample of measures and items

Program Coherence (T)

- *To what extent do you agree/disagree?: We have so many different programs in this school/program that I can't keep track of them all.*

Instructional Leadership (T)

- *To what extent do you agree/disagree that your [leader] participates in instructional planning with teams of teachers?*

Teacher Influence (T)

- *How much influence do teachers have over school/program policy in establishing the curriculum and instructional program?*

Leader-Parent Relations (P)

- *How frequently has the [leader] made changes to the program based on your suggestions?*



What Is Measured for Collaborative Teachers?

A sample of measures and items

Teacher
Collaboration (T)

- *This program year, how often have you observed another teacher's classroom to get ideas for your own instruction?*

Collective
Responsibility (T)

- *How many teachers in this program/school take responsibility for improving the program/school?*

Quality of
Professional
Development (T)

- *Overall, your professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.*

Teacher-Teacher
Trust (T)

- *To what extent do you agree/disagree: Teachers respect other teachers who take the lead in school improvement efforts.*



The *Five Essentials-Early Ed* Measurement System: What's Next?



Future Work on the *Five Essentials-Early Ed*

Validation Study (2015-16): Testing whether the surveys measure something about the quality of preschool programs that relates to classroom and child outcomes

- Head Start and CPS preschool programs in Chicago
- Measures
 - Classroom Assessment Scoring System (CLASS Pre-K)
 - Social Skills Improvement System - Teacher Rating (SSIS)

Creating Survey-Use Tools (2016): Tools to support survey administration and use of survey findings for improvement.

- Administration and scoring platforms
- Program reports and data dialogue protocols



Five Essentials-Early Ed Impact

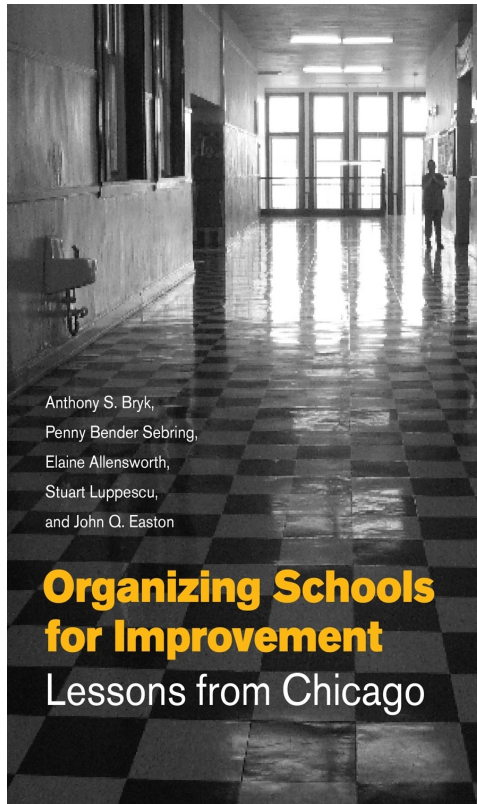
- **For early education programs**
 - Provide actionable information about where to focus improvement efforts that will strengthen leadership and organizational conditions
- **For the early education field**
 - Transform how quality improvement is defined, tracked, and promoted
 - Encourage leadership at multiple levels to attend to organizational conditions that support teaching and learning
- **Alignment between early and elementary grades**
 - Create consistent language and measurement between early education programs and elementary grades



Discussion and Questions



Read More About Research on the Five Essentials



Principal's Research Review

Supporting the Principal's Data-Informed Decisions

ISSN 1558-5948 VOL. 8, ISSUE 4 SEPTEMBER 2013

How Do Secondary Principals Influence Teaching and Learning?

By James Sebastian and Elaine Allensworth

School leaders have complex roles and carry out a wide range of functions that are necessary to support and develop a strong school organization where students are engaged and learning. Ultimately, everything they do is intended to support student achievement. But their effects on students are largely indirect (Hallinger & Heck, 1996; Saporito, 2013). School leaders set the goals and mission of the school, promote trust and collaboration, and actively support instruction (Saporito, Strinides, & May, 2010). Their efforts can also lead to stronger organizational processes—such as better parental involvement, curricular coherence, and behavior policies—that lead to stronger classroom instruction, which, in turn, affects student achievement. Because their influence is indirect and there are many potential processes through which they can affect instruction and achievement, it is difficult to discern what it is that ultimately has the greatest effect on students.

Currently, principals are first and foremost expected to be instructional leaders. But there are so many aspects to ensuring that a school has effective instruction that it is hard to determine where school leaders should put their efforts. Principals are asked to coach and model good instruction, enable professional development for teachers, hire effective teachers and fire ineffective ones, manage relationships among staff members, facilitate collaboration around instruction and student support, set the vision for the building, create ties with families and communities, and maintain order and safety in the building so that instruction can occur. Given limited energy

There are so many aspects to ensuring that a school has effective instruction that it is hard to determine where school leaders should put their efforts.

Just the Facts

- School leaders set the goals and mission of the school, promote trust and collaboration, and actively support instruction (Saporito, Strinides, & May, 2010).
- Bryk, Sebring, Allensworth, Luppescu, and Easton (2010) classified school processes into four broad areas—instructional guidance, the professional capacity of staff members, family and community involvement, and the learning climate of the school.
- Studies of classroom instruction have shown that classroom management (routines, order, and student behavior) and expectations (challenge and academic press) are perhaps the most important elements of the classroom for student learning (Gill & Hertzberg, 2010; Kane, Taylor, Tyler, & Woolen, 2010).
- Even students who have very qualified teachers are unlikely to show high learning gains in schools that are disorderly and unsafe (Cochran-Greuter & Penuel, 2011).

nassp
national association of
secondary school principals

UCHICAGOCCSR

THE UNIVERSITY OF CHICAGO
CONSORTIUM ON CHICAGO
SCHOOL RESEARCH

RESEARCH REPORT JUNE 2015

A First Look at the 5Essentials in Illinois Schools

Joshua Klugman, Molly F. Gordon, Penny Bender Sebring, Susan E. Sparte

<http://ccsr.uchicago.edu/publications>



UCHICAGOCCSR

Debra M. Pacchiano, Ph.D.
Director Research to Practice
The Ounce of Prevention Fund
dpacchiano@ounceofprevention.org

Stacy B. Ehrlich, Ph.D.
Senior Research Analyst
UChicago Consortium on School Research
sehrlich@uchicago.edu



UCHICAGOCCSR