



BEHIND THE BENCHMARKS: A LOOK INTO THE NEW NIEER QUALITY STANDARDS BENCHMARKS

October 12, 2017

National Institute for Early Education Research
Center on Enhancing Early Learning Outcomes



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Logistics

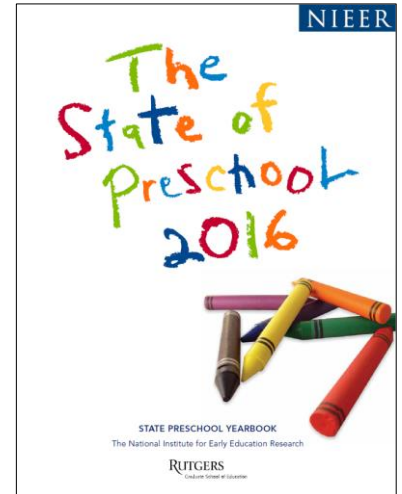
- All attendee lines are muted
- Questions or comments can be entered in the Question box at any time
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Agenda

- Walk-Through the New Benchmarks
- Experiences of 3 Exemplar States
 - Alabama
 - Michigan
 - New Mexico
- How can CEELO support states to meet the new benchmarks?
- Q&A



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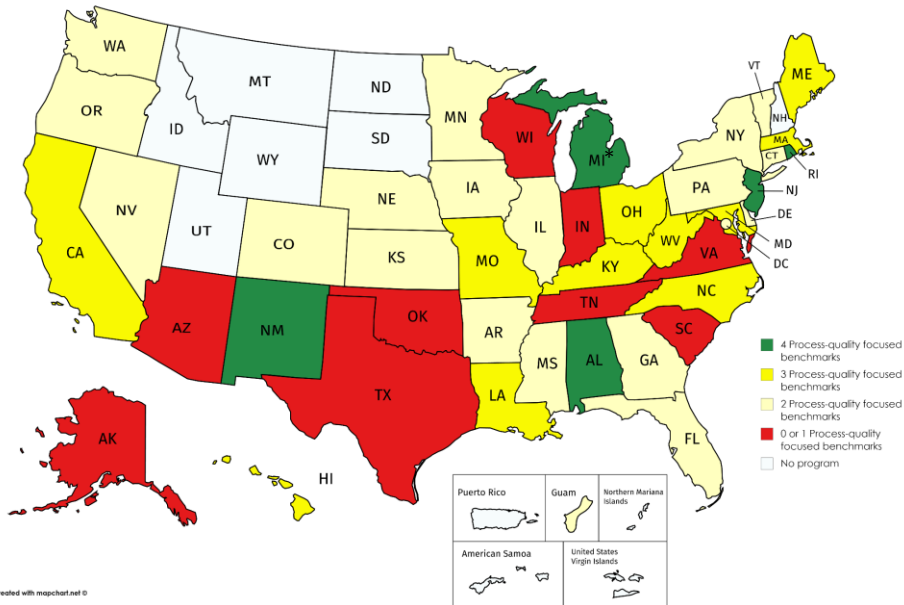
Preschool Yearbook Benchmark Changes

Standard	Change
Comprehensive Early Learning Standards	Enhanced
Curriculum Implementation Support	New
Lead Teacher Degree (BA)	None
Lead Teacher Specialized Training	None
Assistant Teacher Degree (CDA)	None
Teacher In-Service	Enhanced
Maximum Class Size (20)	None
Staff:Child Ratio (1:10)	None
Screenings and Referrals & 1 support service	Slight change
At least one meal	DELETED
Monitoring → Continuous Improvement	Enhanced



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Total (out of 4) Revised/New Process-Quality Standards Benchmarks Met By States



Early Learning & Development Standards

- Met by **46** programs (formerly all 59)
- Strengthened 3 ways beyond comprehensive:
 - Aligned
 - Vertically** with state standards for older and younger ages
 - Horizontally** with child assessments
 - Supported, e.g.,
 - PD, or
 - Resources available to support implementation
 - Culturally sensitive content/support DLLs

Professional Development

- Met by **7** programs (formerly 49)
- To meet the new PD benchmark:
 - At least 15 hours/year of PD for LEAD **and ASSISTANT**
 - Written individualized annual PD plans for both
 - PD is teacher/classroom specific such as coaching



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Continuous Quality Improvement System

- Met by **22** programs (formerly 42)
- Changed from just Site Visits once every five years to:
 - **All classrooms** receive a structured observation of quality at least annually
 - Using a reliable and valid observation measure
 - Results fed back to classroom to improve practice



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Supports for Curriculum Implementation

- Entirely New
- Met by **47** programs
- Requirements of the Curriculum Supports benchmark
 - The State supports curriculum selection, examples:
 - Guidance on how to select an evidenced-based curricula
 - A list of approved or recommended curricula
 - Requires adoption of specific curricula
 - Requires alignment of curricula with ELDS
 - The State supports curriculum implementation, examples:
 - Provides or sponsors PD/training on implementation
 - Offers TA on curriculum implementation
 - Funding for curriculum implementation, PD/training



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Exemplar States

- All three meet (by 2017) all of the new quality standards benchmarks
- **Alabama:** Tracye Strichik
- **Michigan:** Richard Lower
- **New Mexico:** Brenda Kofahl and Monica Archuleta



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ALABAMA DEPARTMENT OF
Early Childhood
Education



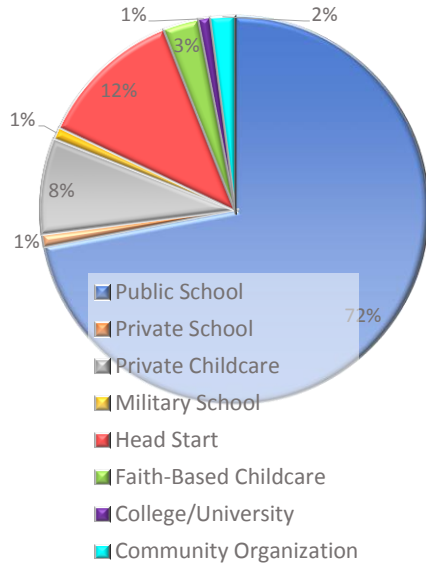
2017-2018
 8 State Regions
 67 Counties
 936 Classrooms
 1,872 Teachers
 91 full and part time coaches and monitors
 16,884 Students

In the 2017-2018 school year, Alabama's First Class Pre-K program will reach 16,884 four-year-old students through 936 classrooms.

Every single one of Alabama's 67 counties are served by the First Class Pre-K program.

Alabama's First Class Pre-K Program: Classrooms and Regions

Alabama First Class Pre-K Program Types



Alabama Reflective Coaching

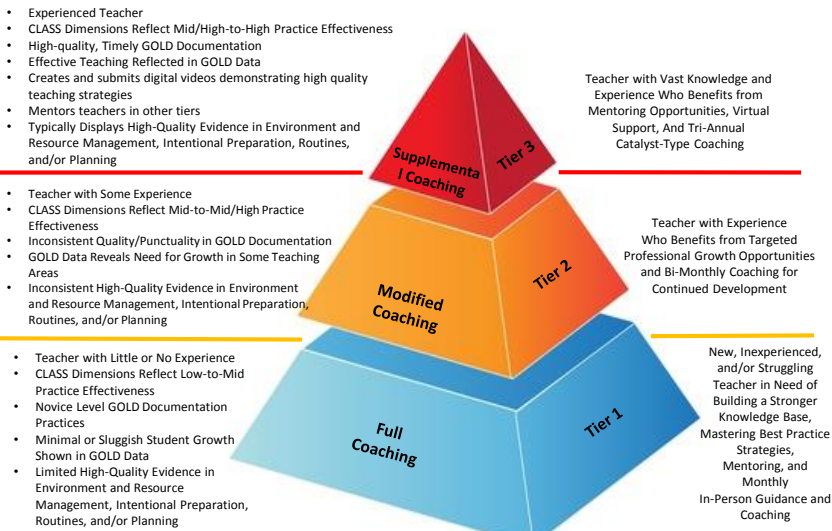


Goals and a plan of action are developed to achieve the targeted skill. The coach and learner work together to establish desired outcomes. The Professional Development Plan should be reviewed and updated throughout the coaching process.

- The goal is to...
- The coach will...
- The teacher will...

Coaching Cycle:
Consensus
and Action

Joint Planning: Lead and Assistant Teacher



Tiered Coaching Model: Tier Context and Coaching Framework

Teacher Survey Results:

6. Respondents were asked about their level of agreement with the following statements based on the rating scale:

- 1=Strongly Disagree
- 2=Disagree
- 3=Neither Agree nor Disagree
- 4=Agree
- 5=Strongly Agree

	Strongly Disagree % (n)	Disagree % (n)	Neither Agree nor Disagree % (n)	Agree % (n)	Strongly Agree % (n)
Coaching is an effective way of supporting my use of evidence-based teaching practices.	8.7 (78)	2.0 (18)	7.1 (64)	38.7 (345)	43.5 (389)
In general, my relationship with my coach is positive.	0.9 (8)	0.4 (4)	1.8 (16)	19.9 (177)	76.9 (682)
In general, my coaching partnership is positive.	1.0 (9)	0.4 (4)	1.8 (16)	21.1 (187)	75.6 (670)

- More than 80% of teachers agreed or strongly agreed that coaching was an effective way to support their use of evidence-based teaching practices.
- Teachers overwhelmingly reported their relationship and partnership with their coach was positive.

Coaching Results: Coaching Relationships

Teacher Survey Results:

Focus of coaching (could check all that apply)

	Number	Percent
Approaches to learning (e.g., encouraging children's motivation, persistence, flexibility)	595	62.8
Challenging behavior	538	56.7
Social-emotional teaching practices	521	55.0
Language/literacy practices	478	50.4
Playing/interacting with children	390	41.1
Classroom organization	386	40.7
Math teaching practices	337	35.5
Working with diverse populations	183	19.3
Other*	112	11.8

*Statewide "Other" included CLASS, GOLD, science, small groups, transition to Kindergarten, miscellaneous other topics, and "as needed."

- The most commonly-reported focus areas of coaching were approaches to learning, challenging behavior, and social-emotional teaching practices.

Usefulness of professional development plans in supporting the use of teaching practices

	Number	Percent
Not useful	8	1.1
Somewhat useful	102	13.5
Useful	343	45.4
Very useful	302	40.0

- More than 85% of teachers found professional development plans to be useful or very useful in supporting their use of evidence-based teaching practices in their classrooms.

Coaching Results: Professional Development Plans

Teacher Survey Results:

Frequency of coaching visit		
	Number	Percent
More than once a week	2	0.2
Once a week	23	2.5
Twice a month	42	4.6
Once a month	773	85.2
Once a quarter	33	3.6
1-2 times a year	11	1.2
Never	4	0.4
Other*	19	2.1

*Other included "varies," "as-needed," and "as requested."

Coaching Results: Coaching Visits

Coach's Toolbox

DECA-P
 Classroom Assessment Scoring System (CLASS®)
 Daily Schedule Checklist
 Lesson Plan Checklist
 LEC
 Appendix S- required materials list
 Classroom Guidelines
 DAP Book
 ASQ-3
 Teaching Strategies GOLD®
 myTeachstone
 DLL Resource Book
 Conscious Discipline
 Alabama Developmental Standards for Preschool

Coaches choose tools from the toolbox, based on the PDP plan of the individual teacher. Some tools are used with all teachers.

The Alabama First Class Pre K framework is an effective model based on the latest research on how to support young children as they develop and learn. Curriculum content is comprehensively presented and reinforced with intentional teaching strategies for pre-K teachers. Implementation of the curriculum is embedded into the ***Alabama Reflective Coaching Model*** that includes effective teaching practices, curriculum content based on early developmental learning standards, and professional development.

Support for curriculum selection is provided by a team from the Alabama Department of Early Childhood Education. The curriculum must be research based, include a scope and sequence aligned with the Alabama Developmental Early Learning Standards, and Teaching Strategies GOLD assessment. All curricula must promote appropriate instructional practice and be used to compliment the framework.

Curriculum Support

In order to maintain quality teaching standards, annual professional development is required for all staff directly associated with the First Class program. The OSR staff will work with a variety of providers to develop and deliver professional development for high quality pre-K.

All levels of administrative, teaching and support staff are required to attend training offered or approved by the OSR.

- Lead teachers must attend a minimum of 15 hours of OSR sponsored training each year ***plus*** 15 additional hours of training offered by local or regional programs, for a ***total of 30 training hours.***
- Auxiliary teachers must attend a minimum of 10 hours of OSR sponsored training each year ***plus*** 10 additional hours training offered by local or regional programs for a ***total of 20 hours.***

Professional Development Requirements: Lead and Assistant Teachers

Teachers are required to document all local and OSR training attendance using STI-PD (*Alabama's professional development tracking system online*). Teachers should also keep copies of training certificates onsite for verification of attendance.

Teachers who are certified and employed by school systems using EDUCATEAlabama are required to participate.

- Online professional development opportunities approved by OSR may also serve as professional development hours.
- First Class Coaches are the best resources to learn about professional development opportunities and expectations.

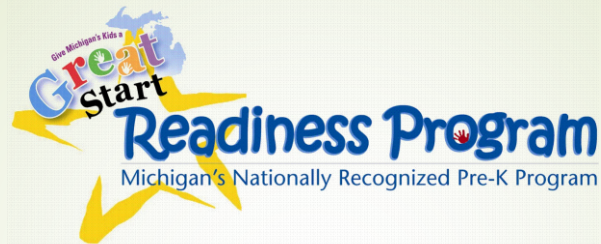
"No shows" at any OSR sponsored training will be charged \$500 per class.

- The \$500 per class will be deducted from the next pre-K check disbursement.

Attendance at the OSR sponsored pre-K conference (1 ½ days) is mandatory training for all lead and auxiliary teachers.

- If only one teacher from a class attends the conference, the program will be fined \$500 per day.
- Classes that have no representation at the conference will be charged \$1,000 per class each day.

Professional Development Requirements, cont.: Lead and Assistant Teachers



www.michigan.gov/gsrp

Richard Lower, Director

Preschool and Out-of-School Time Learning

Office of Great Start

Michigan Department of Education

October 12, 2017



Setting the Stage for Benchmark Alignment and Quality

- MI's State Board of Education & State Superintendent of Public Instruction have independent authority under MI's State Constitution
 - Policy, guidance and regulation (e.g., grant criteria)
- Great Start Readiness Program (GSRP) is authorized within MI's State School Aid Act (one of two budget bills funding education)
 - Funding and policy
- Shift in GSRP administrative structure in 2012-2013 from LEA/PSA/CBO direct grantees (500+) to Intermediate School District grantees (56) allowing for better focus on program quality, fidelity of implementation, and child outcomes
 - MI met 7 of 10 original benchmarks in 2013 NIEER Yearbook
 - MI met 9 of 10 new benchmarks in 2017 NIEER Yearbook
 - MI intends to meet 10 of 10 new benchmarks in the 2018 NIEER Yearbook



Implementing New NIEER Quality Standards Benchmarks

- ELDS/Supports for Curriculum Implementation
 - MI believes ELDS should drive every aspect of GSRP model, including curriculum and child assessment choice and implementation (MI establishes a list of each based on ELDS)
 - Language in State School Aid Act for 2017-2018, "An age-appropriate educational curriculum that is in compliance with the early childhood standards of quality for prekindergarten children adopted by the state board, *including, at least, Connect4Learning curriculum.*"
 - BECOMING MORE AND MORE DIFFICULT TO HOLD THE LINE ON QUALITY AND FIDELITY LEGISLATIVELY
 - MI's ELDS are comprehensive, inclusive of the core 5 that NIEER requires (last updated in 2013 to include DLL and technology)
 - MI's ELDS are vertically and horizontally aligned comprehensively
 - Require that teaching staff and coaches are fully trained (ideally, directly by the publisher) in ELDS/Curriculum/Child Screener & Ongoing Assessment



Implementing New NIEER Quality Standards Benchmarks continued

- Professional Development/CQI
 - As mentioned, licensing is the minimum requirement (16 hours/year)
 - Required for both members of the teaching team
 - MI will strengthen communication on the requirements for Individualized PD plans as required to meet the benchmark fully for 2018
 - Coaches (MI calls them Early Childhood Specialists for GSRP), are required to be assigned to each classroom teaching team
 - Master's degreed
 - Fully trained in all aspects of GSRP
 - Require minimum 5 years of experience
 - Conduct structured observation of classroom quality 3 times per year using Program Quality Assessment
 - Develops CQI Plans for teaching teams based on data from PQA and child assessments
 - Leads cross-site data analysis teams for program level improvement



MDE Supports to Providers, CQI, and Impact on Quality

- MI has been proactive in CQI over the years, so well prepared for new standards benchmarks-OLD AND NEW BENCHMARKS GIVE DIRECTION
- There have been many changes over the past several years that required MDE establish supports for providers, and now those same supports are viewed as CQI for new standards benchmarks
- MI will continue doing the following:
 - Establishing and making available guidance and resources to support GSRP implementation
 - Provides funding/allowability for funding to be used for GSRP implementation, which includes activities listed in new standards benchmarks
 - MDE does alignment to ELDS to lessen burden on providers to make the determination
 - MDE developed a process/rubric for assessing new curricula/assessments that come on the market
- MI maintains a high level score of quality on PQA statewide because of CQI efforts (ELDS, funded research, PD, focus on fidelity of implementation of the GSRP model)



New Mexico



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How can CELO help?



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Q & A

Please enter your questions into the Questions box



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Thank you

- Thank you to Tracye, Richard, Brenda, and Monica
- If you have additional questions:
 - Afriedman-krauss@nieer.org
- A recording of this webinar will be posted on NIEER's website



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