

Foundations of Instructional Leadership





CONTENTS

FOUNDATIONS OF INSTRUCTIONAL LEADERSHIP.....	1
HOW TO USE THIS GUIDE	3
Guide Layout	3
Training Key.....	3
INTRODUCTION.....	5
Welcome/Introductions/Orientation to Materials and Roles—20 minutes.....	5
Icebreaker and Group Norms—15 minutes	8
Agenda—5 minutes.....	10
Learning Objectives—Overview—5-8 minutes.....	11
SECTION A: THE NEED FOR A NEW APPROACH IN EARLY CHILDHOOD IMPROVEMENT	13
How Inequity Impacts Outcomes for Children—45 minutes	13
Data and the Achievement Gap—20 minutes	20
Courageous Conversations—10 minutes.....	23
Implicit Bias—10 minutes.....	25
The Classroom Assessment Scoring System® (CLASS®)—10 minutes	27
SECTION B: COMPARE ORGANIZATIONAL CONDITIONS—POSITIONING FOR CHANGE	32
“Solutionitis” and Attempts at Improvement—20 minutes	32
The Early Education Essentials—5 minutes	36
Your Improvement Goals and the Early Education Essentials—30-35 minutes	39
SECTION C: THE CRITICAL ROLE OF AN EARLY CHILDHOOD INSTRUCTIONAL LEADER.....	44
The Role and Functions of an Instructional Leader—25 minutes.....	44
The Importance of Listening to Build Trust—18 minutes.....	49
SECTION D: JOB-EMBEDDED PROFESSIONAL LEARNING	52
Characteristics of Effective Job-Embedded Professional Learning—85 minutes	53
The Knowledge Trajectory—35-40 minutes.....	62
Using Protocols—40-45 minutes.....	67
Multiple Contexts—30 minutes	70
Key Ingredients for Learning and Change—35 minutes	74
SECTION E: SUPPORTING TEACHING AND LEARNING.....	77
Prioritizing Teaching and Learning—40 minutes	77
SECTION F: DEVELOPING YOUR VISION	81
Reflect on Your Organizational Climate—45 minutes	81
SECTION G: TRAINING WRAPUP	86
Learning Objectives Review—15 minutes	86
APPENDIX.....	90
Section A: The Need for a New Approach to Early Childhood Improvement.....	90
Section B: Compare Organizational Conditions—Positioning for Change	91



Section C: The Critical Role of an Early Childhood Instructional Leader	92
Section D: Job-Embedded Professional Learning.....	92

HOW TO USE THIS GUIDE

Guide Layout

This Lead Learn Excel® facilitator guide is divided into an introduction followed by seven sections that are aligned to learning objectives and organized by training topic. At the beginning of each section is an overview page that outlines the overall time frame for all the activities within the section, an introductory slide for each section, a list of handouts and materials or resources needed, and training tips and video or animation clips, as shown below. Each individual activity is outlined with one or more PowerPoint slides and talking points. In most cases, the facilitator is provided with guidance, including prompts such as “Know,” “Do,” “Say,” “Ask,” “Share,” “Explain,” “Review,” “Discuss,” “Probe,” “Listen,” “Reflect,” “Reinforce” and “Encourage.” You are also encouraged to integrate participants’ experiences and examples, whenever possible, to reinforce relevance of this learning experience. At the end of each section is an “Additional Notes” area for the facilitator to write notes.

Training Key



Time Frame

Suggested time allotment for training and activities. Time may vary depending on the size of the group.



Handouts

Paper copies required for participants.



Materials or Resources Needed

Items needed to complete the training or activity.



Professional Development Provider Preparation and Training Tips

Suggestions for facilitator to do, follow or keep in mind (listed below and throughout the guide).



Video

Video clip or animation for facilitator to show.



Professional Development Provider Preparation









- Lead Learn Excel trainings, tools and concepts focus on organizational conditions for improvement and leadership.
- Lead Learn Excel is based on a research framework—the Early Education Essentials—which is integrated into the program. The Early Education Essentials are aligned with the Lead Learn Excel Leadership Competencies, and those competencies are aligned with the National Policy Board for Educational Administration's Professional Standards for Educational Leaders, Illinois Performance Standards for School Leaders and Oregon Educational Leadership/Administrator Standards.

Earlier research on school improvement, the Five Essential Organizational Supports, was the precursor and basis for this more recent Early Education Essentials. For more in-depth information about the Five Essential Supports and the Early Education Essentials see the Appendix. Reading the following in advance of facilitating this training may help you provide greater context—Bryk, A.S., Gomez, L.M, Grunow, A., and LeMahieu, P.G. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 60-80.

- Prior to the training, facilitators should examine other state and local standards and competencies that might align with Lead Learn Excel learning goals and objectives. Spend a few minutes during the training introduction pointing out connections and alignment between Lead Learn Excel and local priorities. Examples of this include the Washington State Relationship-Based Professional Development Competencies, state leadership competencies and professional coaching competencies.
- For this training, if there are state or local agency standards in place to promote racial and cultural equity not only for children but for the workforce and community, share and highlight that information to assist during any key training discussion activities.

INTRODUCTION

 45-48 minutes	 <p>Foundations of Instructional Leadership</p>  <p>©2019 Ounce of Prevention Fund. All Rights Reserved. Lead Learn Excel is a trademark of the Ounce of Prevention Fund.</p> <p>Foundations of Instructional Leadership 616 PPT 1</p>
 616 PPT-Foundations of Instructional Leadership  609 AGENDA-Foundations of Instructional Leadership 610 LEARNING OBJECTIVES-Foundations of Instructional Leadership	
 Chart paper	
 Show slide on screen before start of training	
DESCRIPTION AND/OR OBJECTIVES	
<p>By the end of the welcome and opening, the goal is to be sure the participants have a clear expectation of the day and begin to establish the mindset and conditions needed for openness and learning together throughout the course of the Lead Learn Excel training series.</p>	

Welcome/Introductions/Orientation to Materials and Roles—20 minutes

Training Tips



- Throughout the guide there are suggestions on how to modify activities depending on the size of the group. Thus activities can accommodate group sizes between five and 30.
- While the training content tries to make explicit connections between the concepts and different instructional leader roles (e.g. family child care home providers), trainers are encouraged to provide their own examples throughout on how the content connects with their particular instructional leaders.

- The idea of the parallel process is key to approaching work with instructional leaders. This means that as instructional leaders grow and build on their own strengths and skills, they encourage and support this same process of growth and learning with their educators.

Show Slide. Do

- Welcome participants to the Lead Learn Excel foundational training.
- Spend a few minutes introducing yourselves as facilitators and share a bit of your background as early childhood professionals.
- Share your excitement in having the opportunity to walk alongside them in this journey of leadership growth.
- Emphasize that though the process is about their leadership and the transfer of their knowledge to their agencies, the goal is always to continuously improve in order to give children and their families the best possible services and improve lifelong outcomes.
- Acknowledge that instructional leaders in the room vary by role and that participants may include family child care home providers, home visitors, birth-to-three specialists, etc.
- Stress that high-quality services and continuous improvement are part of everyone's work in the room no matter what particular role they may hold.



Explain

- Explain that throughout the training series, we will broadly use the term “educator.” “Educator” is intended to include teachers, family child care providers, home visitors, family support specialists—anyone who is advancing learning for children and families.
- Explain that the goal of the foundational training is for participants to experience the two days not just as another training but as a starting place in a journey of self-reflection and leadership growth. We will experience a number of varied hands-on opportunities to learn and explore new ways of approaching leadership and professional development.

Invite

Invite participants to introduce themselves so everyone knows who is in the room. How this is done will depend on the size of the group. Facilitators can best decide how this is done, but it is important to know where people are from, the setting they work in (e.g., center-based, home visiting, family child care) and their role. Depending on time and size, you may also want them to share how long they have been in the field of early childhood.



Show Slide. Explain

Explain that Lead Learn Excel builds on strengths and skills of leaders in the same way leaders build on the strengths and skills of their educators— this is the parallel process.

- Self-reflection
- Authentic open collaboration
- A variety of learning experiences with peers



These are all central to the Lead Learn Excel experience and central to expanding professional learning for everyone, leaders and educators.

Do

Take a few minutes now to orient participants to their materials and how they are set up. Cover these points:

- Binders—Each participant has a binder with tabs in it. They will receive materials at other trainings that they will add to the binder.
- Explain the key materials that are in each binder (e.g., the PowerPoint, handouts).
- Explain the numbering system. Documents are numbered and do not appear in numerical order. Rather, they are placed in the order in which they appear during the training.

Say

Before we continue with our learning objectives and some additional Lead Learn Excel overview information we want to get you thinking and talking with each other so please find a partner you don't know well for this quick icebreaker.

Icebreaker and Group Norms—15 minutes



Chart paper—To record answers to opening introduction question and norms

Do

Conduct an icebreaker to get people up and talking to each other. You can use the one written here or create your own. However, the icebreaker should include one question about what it means to be an early childhood instructional leader.

Sample Icebreaker

Say

We all know that leadership is a powerful force for raising the quality of early childhood education. You are all here because you are dedicated leaders. With a partner, take a couple of minutes to discuss these questions.

Show Slide. Read Aloud

1. What are the key qualities and practices of an effective early childhood leader?
2. What is one characteristic about yourself that makes you effective in your role?

Pair-and-Share Activity

Discuss With a Partner

- What are the **key qualities and practices** of an effective early childhood leader?
- What is **one characteristic** about yourself that makes you effective in your role?





Foundations of Instructional Leadership | 616 PPT | 4

Bring the group back together and ask for a few people to share

highlights from their discussion with their partner. Start a list on chart paper titled “Effective Instructional Leadership.” As participants go through the training and get a deeper understanding of an instructional leader, you can refer back to this list to highlight what they already know and build on that knowledge.

Thank participants for sharing their ideas about instructional leadership and for talking with each other. Explain that we will be talking much more about the role of the instructional leader throughout the day.

Explain

Explain that setting norms is something that fits with the parallel process that was mentioned earlier. Creating norms with your educators to use during meetings helps ensure that time together is focused, productive and efficient.



Ask

Ask instructional leaders for norms they would suggest using during this meeting. Write these norms on chart paper and hang them in the room for all to see. Explain that norms can be revisited at any time by adding or changing something in order to improve the group's learning experience.

Training Tips



If there are teams of participants from one agency, you may suggest a norm about working together openly and honestly within their teams. Part of Lead Learn Excel's unique approach is that multiple levels of staff participate together. This can be a new way of working together and even be uncomfortable depending on previous experiences. Regardless of past experiences, we encourage honesty and free-flowing communication in order to achieve trust and a safe place for open discussion.

Show Slide. Say

Before moving on let's finish giving you a bit more information about Lead Learn Excel, our learning objectives and the schedule for these two days.

The Lead Learn Excel program is a 12-month, comprehensive professional development experience. Instructional leaders who engage in Lead Learn Excel can expect to participate in several learning experiences.

**Lead Learn Excel—12 Months of Comprehensive Support**

- **Training**
 - Foundations of Instructional Leadership
 - Other trainings include Data Dialogues, Team Lesson Planning and Collaborative Groups
- **Coaching**
 - Monthly
- **Peer Learning**
 - Community of practice
- **Resources and Tools**
 - Guides, protocols and tools

Foundations of Instructional Leadership | 616 PPT | 5

- **Training:** Knowledge development on instructional leadership and organizational conditions needed for effective teaching and learning is the foundational training for all participants. Additional trainings offered are Data Dialogues, Team Lesson Planning and Collaborative Groups.
- **Coaching:** Individualized coaching will help leaders apply knowledge, establish learning systems in their programs and change practice, during monthly calls or site visits.
- **Peer Learning:** This is a community of practice for leaders to gather together to reflect, examine practice and learn from and with other leaders. Peer learning can take place via webinar, phone or in person.



- **Resources and Tools:** Throughout the Lead Learn Excel experience, leaders will have access to tools, guides and protocols designed specifically to support the embedding of professional learning systems and instructional leadership practices.

Training Tips



Following the explanation of the program as a whole, trainers should share with participants information about the schedule of upcoming trainings, coaching and peer learning communities if that has been determined.

Agenda—5 minutes



609 AGENDA-Foundations of Instructional Leadership

Show Slides. Say

Let's look at the agenda for this training, which is document number 609.

Do

Review the agenda with participants and take care of general housekeeping information such as location of restrooms, etc.

Agenda—Day 1



- **INTRODUCTION**
- **SECTION A:** The Need for a New Approach in Early Childhood Education
- **SECTION B:** Compare Organizational Conditions—Positioning for Change
- **SECTION C:** The Critical Role of an Early Childhood Instructional Leader
- **SECTION D:** Job-Embedded Professional Learning

Foundations of Instructional Leadership | 616 PPT | 6

Agenda—Day 2



- **SECTION D:** Job-Embedded Professional Learning
- **SECTION E:** Supporting Teaching and Learning
- **SECTION F:** Developing Your Vision
- **SECTION G:** Training Wrapup

Foundations of Instructional Leadership | 616 PPT | 7

Learning Objectives—Overview—5-8 minutes



610 LEARNING OBJECTIVES-Foundations of Instructional Leadership



Chart paper

Show Slide. Say

Here are our learning objectives for this foundational training. It's our goal that by the end of this training, you will have experienced each of these learning objectives. The same learning objectives, handout number 610, are also in your packet or binder. Let's take a moment to review them.

Learning Objectives



By the end of this training you will be able to:

- A. Discuss** the need for a new approach to improvement in early education
- B. Compare** the organizational conditions necessary for improvements in early childhood teaching and learning to your program's current conditions
- C. Distinguish** the critical role of an early childhood instructional leader who drives continuous improvement from that of a typical leadership style rooted in daily management

Foundations of Instructional Leadership | 616 PPT | 8

Read

Read the learning objectives aloud.

By the end of this training you will be able to:

- A. Discuss** the need for a new approach to improvement in early education
- B. Compare** the organizational conditions necessary for improvements in early childhood teaching and learning to your program's current conditions
- C. Distinguish** the critical role of an early childhood instructional leader who drives continuous improvement from that of a typical leadership style rooted in daily management


Show Slide. Read

- D. **Describe** the characteristics of effective job-embedded professional learning
- E. **Describe** the components of management that are most critical for supporting inclusive instructional leadership and professional learning
- F. **Articulate** a vision of your own role as an instructional leader as well as that of your leadership team

Learning Objectives

By the end of this training you will be able to:

- D. Describe** the characteristics of effective job-embedded professional learning
- E. Describe** the components of management that are most critical for supporting inclusive instructional leadership and professional learning
- F. Articulate** a vision of your own role as an instructional leader as well as that of your leadership team










Foundations of Instructional Leadership | 616 PPT | 9

Summary/Transition—Say

You've started to construct a picture of an effective instructional leader in early childhood. We will spend much more time further defining this. Effective leaders recognize when and why approaches need to change, and they understand the challenges that can get in the way. So before we think more about the skills of leadership, we want to think about some of the reasons why approaches to leadership and professional development may need to shift.

ADDITIONAL NOTES

SECTION A: THE NEED FOR A NEW APPROACH IN EARLY CHILDHOOD IMPROVEMENT

 95 minutes —Entire section	 SECTION A: The Need for a New Approach in Early Childhood Education  <small>Foundations of Instructional Leadership 616.99T 10</small>
 662 READING -High-Quality Teaching in Preschool	
 Chart paper	
 Video	
 Show slide on screen to start this section of the training	
DESCRIPTION AND/OR OBJECTIVES	
Discuss the need for a new approach to improvement in early education.	

How Inequity Impacts Outcomes for Children—45 minutes



Say

We are starting our discussion with the topic of equity because we believe it is central to leadership. The equity lens is something leaders strive to apply in every aspect of their program. So let's think together about this topic and the impact it can have on children and families.

Ask

How do you define equity? Allow time for responses popcorn style (in no particular order).

Say

Equity in education is sometimes thought of as fairness. But the concept may not be so simple. Equity encompasses a wide variety of educational models, programs and strategies that may be considered fair but not necessarily equal.

Here is a quote from the *Glossary of Education Reform*:

“It has been said that ‘equity is the process; equality is the outcome,’ given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.”

How does equity express itself in real life?

Let’s look at a video called *What is Privilege* that might help us see what a difference it can make to have opportunities available to us as we grow up, and how that can determine different measures of success.


Training Tips

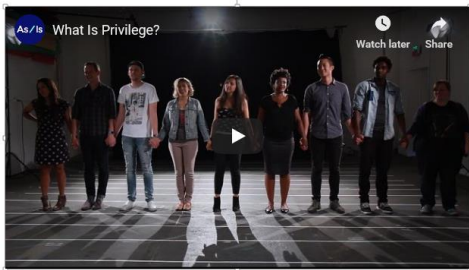


To avoid commercials on this BuzzFeed video, be sure to stop it at 3:55, when the title reads “Final Thoughts.” Instead, ask participants to discuss their own thoughts rather than watching that section of the video.

Show Slide. Play Video

What Is Privilege?





“What Is Privilege?” BuzzFeed <https://www.buzzfeed.com/dayshavedes/what-is-privilege?fbclid=IwAR1d0p0584d0p05>

Foundations of Instructional Leadership | 616 PPT | 11

Do

After the video, facilitate a whole-group discussion with the questions below. Write the responses to the second and third questions on separate pieces of chart paper.

- What are your gut reactions to this video?
- Can you think of additional barriers to opportunities for educational success?
- Can you think of additional privileges that contribute to educational success?

Large-Group Discussion

- Gut reactions?
- Additional barriers to opportunities for educational success?
- Additional privileges that contribute to educational success?





Foundations of Instructional Leadership | 616 PPT | 12

Say

Quality early childhood education provides a critical opportunity to even the playing field before these opportunity gaps become educational achievement gaps. Let's take a minute to think about this in the next activity.

Do

Divide participants into small groups and give each group a piece of chart paper.

Note: If the total number of participants is small, then have them do this in pairs. Ask the groups to look at the lists of barriers and privileges that were just created and also think about the factors talked about in the video.

Show Slide. Say

Discuss specific strategies you can do (or already have done) in your setting to:

1. Support opportunities that contribute to child and family success
2. Lessen the impact of barriers on children and family success

Conclude by having each group share key aspects of its discussion as written on its chart papers. Allow 10-15 minutes for the activity and discussion depending on group size.

Small-Group Discussion

What can you do to:

- Support opportunities that contribute to child and family success?
- Lessen the impact of barriers on children and family success?





Foundations of Instructional Leadership | 616 PPT | 13

Say

The video we just saw illustrated how one group can start out ahead or behind another, thus giving it an advantage.

We've all heard about the achievement gap, but recent research shows that gaps in literacy and numeracy skills form in large part because children from less-advantaged backgrounds often have fewer opportunities to prepare and develop early learning skills.

Reduced access to high-quality preschool, afterschool care and enrichment opportunities all contribute to the opportunity gap.

Training Tips



The data in the next slide is taken from national data sources. Trainers are encouraged to supplement this section with local data on socioeconomic status of children and families in the community, access to quality child care or other data sources that would contribute to the learning goal of examining data and how it contributes to the opportunity/achievement gap. Data showing effectiveness of local early childhood education could also be used in this section to reinforce the point that quality early childhood programs can mitigate opportunity gaps.


Say


The following information comes from research summarized on the National Conference of State Legislatures website called "Close Opportunity Gaps and Boost Economies with Early Learning."

Show Slide. Say


Poverty increases the gap even further. Children from families at an economic disadvantage (meaning at or below 200% of the federal poverty guidelines) enter kindergarten 13 months behind in reading and over 11 months behind in math.

Children from low-income families enter kindergarten





**13 Months
Behind in
Reading**



**11 Months
Behind in
Math**

National Conference of State Legislatures, "Close Opportunity Gaps and Boost Economies with Early Learning"
<http://www.ncsl.org/2013/08/01/early-learning-opportunity-gaps.aspx>

Foundations of Instructional Leadership | 616 PPT | 14

Show Slide. Explain

Here are some recent data points about children in poverty. These figures are based on 2016 poverty data and were published in 2018 by the National Center for Children in Poverty.

- Among all children under 18 years old in the United States, 41% live in low-income families and 19%—approximately one in five—live in poor families. This means that children are overrepresented among our nation's poor; they represent 23% of the population but 32% of all people in poverty.
- Children under age 6 appear to be particularly vulnerable.
- 43 percent of children ages 3-5 (5.1 million) live in low-income families.
- 44 percent of children under 3 years of age (5 million) live in low-income families.

Children

- **41%** in low-income families
- **19%** in poor families
- **23%** of the population but **32%** of all people in poverty
- Children under 6 are vulnerable:
 - **43% ages 3-5** (5.1 million) live in low-income families
 - **44% under age 3** (5 million) live in low-income families



Koppel, H., and Jiang, Y. (2018). "Basic Facts about Low-Income Children: Children Under 9 Years." 2016. National Center for Children in Poverty. <https://www.nccip.org/wp-content/uploads/2018/06/11195.html>

Foundations of Instructional Leadership | 616 PPT | 15

Show Slide. Explain

- "Poor" is defined as those at or below the federal poverty threshold. In 2018, the poverty threshold was:
 - \$24,858 for a family of four with two children
 - \$19,730 for a family of three with one child
 - \$16,895 for a family of two with one child
- "Near poor" and "low income" are defined as those from 100% to 200% above the poverty threshold. So to be considered low income, a family of four with two children could make up to \$49,716.

Federal Poverty Threshold

2018

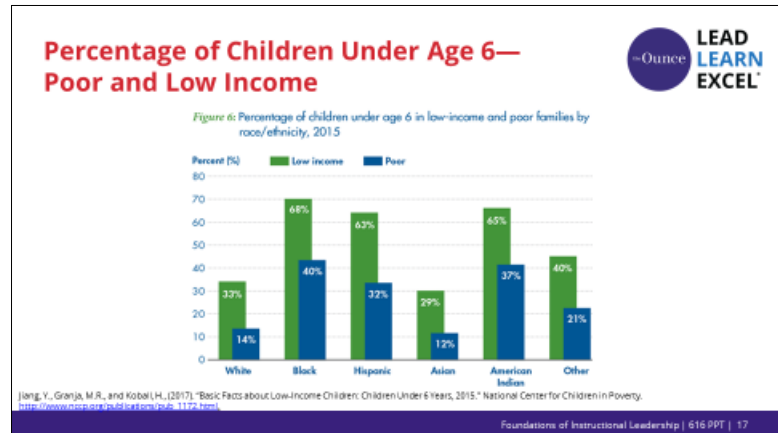
- **\$24,858**—Family of four with two children
- **\$19,730**—Family of three with one child
- **\$16,895**—Family of two with one child
- **Near poor and low income=100-200% above poverty threshold:**
 - **\$49,716**—Family of four with two children

United States Census Bureau. "Poverty Thresholds." <https://www.census.gov/data/hhes/time-series/demo/income-poverty/historical-poverty-thresholds.html>

Foundations of Instructional Leadership | 616 PPT | 16

Show Slide. Say

There are troubling differences in poverty for children of color. Black, American Indian and Hispanic children are disproportionately low income and poor.



Show Slide. Explain

In early education, we have an opportunity to make a positive difference in the lives of young children living in poverty. You've probably heard some of this before, but here are some basic facts: Children who receive quality early care and learning:

- Experience long-term cognitive and socioemotional benefits through kindergarten and beyond
- Have increased high school graduation rates by 14%
- Experience increased college graduation and employment rates at age 30
- Are 15% less likely to have to repeat a grade
- Are 10% less likely to be placed in special education

Children who receive quality early care and learning:

- **Experience** long-term cognitive, socioemotional benefits
- **Have** increased high school graduation rates by 14%
- **Experience** increased college graduation and employment rates at age 30
- Are **15%** less likely to repeat a grade
- Are **10%** less likely to be placed in special education

First Five Years Fund, "Economic Impact." <http://tiny.cc/mvubwzcomers/economic-impact>

Foundations of Instructional Leadership | 616 PPT | 18

Show Slide. Say

All of the above benefits depend on receiving high-quality early services. Though there have been efforts in recent years to increase access to quality early care, there are still barriers. Lack of access leads to lack of opportunities, and that leads to the gaps we see in education. Consider these points:

Consider

18% of low-income children are enrolled in high-quality pre-K

44% of children in rural areas are enrolled in preschool services, compared to 79% in urban and suburban areas

Foundations of Instructional Leadership | 616 PPT | 19

- Only 18% of low-income children are enrolled in high-quality pre-k.
- Only 44% of children in rural areas are enrolled in preschool services, compared to 79% in urban and suburban areas.

Show Slide. Say

- Even with increased publicly funded preschool, only 42% of children age 4 and 15% of 3-year-olds are enrolled in state prekindergarten, Head Start or other programs.

Do

If supplemental/local data has been provided on poverty, access to early education or outcomes of children receiving quality care, have a

discussion about what is similar and what is different between that local data and the data that has been presented here.



With increased publicly funded preschool

Only 42% of children age 4 and 15% of 3-year-olds are enrolled in state prekindergarten, Head Start or other programs

the Ounce LEAD LEARN EXCEL

Foundations of Instructional Leadership | 616 PPT | 20

If no supplemental data has been shared, have a large-group discussion with these as guiding questions:

- What are your reactions to this data?
- What efforts have been made at the state or local level to increase enrollment and/or access to high-quality early childhood programs?

Data and the Achievement Gap—20 minutes

Say

We have been talking about gaps and equity, which are important. But as leaders, we want to frame strengths and offer a more holistic way to think about all of this.

Show Slide. Ask

Ask if participants are familiar with the idea of cultural wealth.

Explain

Explain that cultural wealth brings to the forefront the talents, strengths and experiences that people of color or those who are “behind” bring to the table.

We’re going to do a quick activity to give you an idea of what this means and looks like. It will be similar to what we saw in the earlier video but with a new lens.



Explain

Have participants line up across the room. They will take one step forward if they have experienced each of these things.

Say

Take one step forward if:

- You grew up with more than one language or dialect, such as Black English, spoken at home
- You and/or your siblings were expected to share your earnings with the family
- You learned from your family and/or community that there would be institutional obstacles, but you can succeed in your educational goals
- You learned from your family and/or community that education is so important it is worth putting up with people who do not believe in you
- You learned a strong work ethic through physically working alongside family members
- You have cooked dinner for a family of at least four people for less than \$5
- You depended on public transportation as a primary mode of travel for some extended time in your life
- You grew up having to negotiate more than one culture
- There were books and newspapers written in more than one language in your home



- You have retained a strong sense of your racial/ethnic identity

Take a step back if:

- You had very few significant obstacles to overcome to succeed in education

Know

For more information on this topic, see “Community Cultural Wealth Walk” at <https://profteacher.files.wordpress.com/2016/11/community-cultural-wealth-walk-revised-july-2016-by-oropeza-fujimoto-huagin-progress.pdf>.

Do

Notice where each person ended up and have a conversation about what feelings or thoughts this activity might have raised.

Say

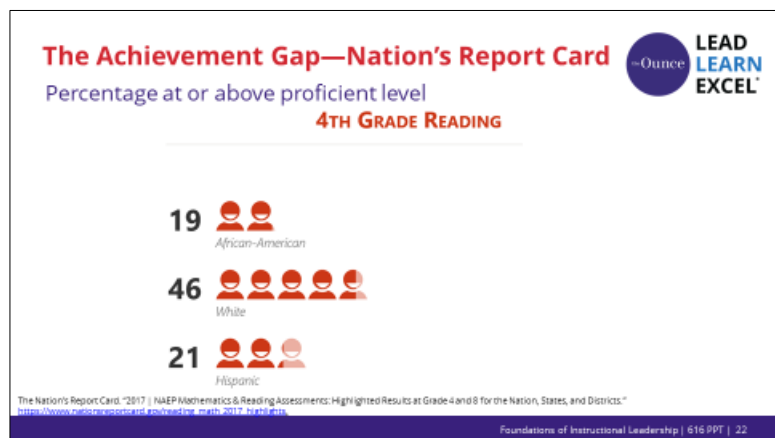
The point is not to say, “Great! You have strengths, I have strengths, so everything is good and equal.” The point is that society generally privileges certain forms of cultural capital over others. It’s important to think about strengths and cultural wealth in our staff, children and families.

Having said all of that does not negate the fact that there are gaps in outcomes for children and that high-quality early childhood education is a way to mitigate the factors that lead to the gaps.

Show Slide. Say

Keeping the issues of opportunity and access as our frame for this discussion, here is some information about how children can be impacted in school. This information is based on 2017 data from the US government source The Nation’s Report Card.

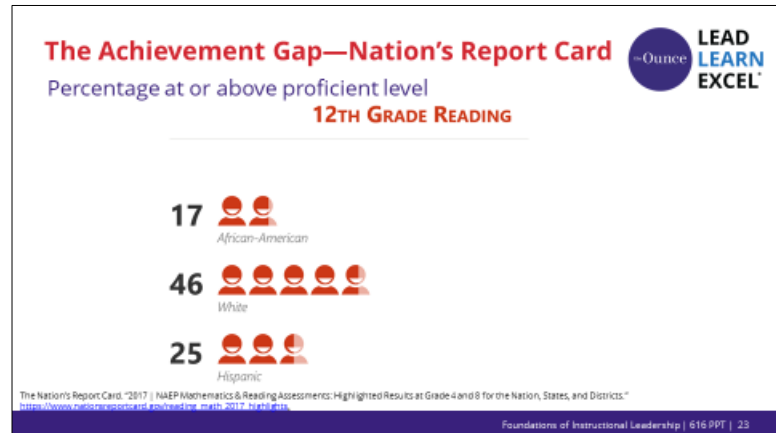
- At 4th-grade entry, 19% of African-American students are at or above the proficient level, compared to 46% of white children, a difference of 27 percentage points.
- For Hispanic children, 21% are at or above the proficient level in reading, a difference of 25 percentage points compared to white children.



Show Slide. Say

There is not much change to this data at 8th grade, but we do see slightly less of a gap by the end of high school in 12th grade:

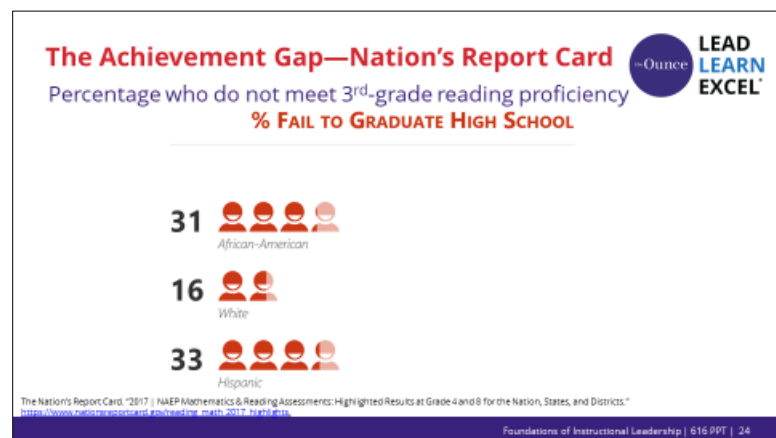
- 17% of African-American students are at or above the proficient level in reading, compared to 46% of white students, a difference of 29 percentage points.
- For Hispanic students, 25% are at or above the proficient level, a gap of 21 percentage points.



Show Slide. Say

There are similar gaps in the areas of math for the 4th and 12th grades. All of this contributes to discrepancies in the rates of high school graduations.

Here we see that of those who do not meet the 3rd-grade reading proficiency mark, 31% of African-American students and 33% of Hispanic students fail to graduate from high school, while only 16% of white children fail to graduate from high school.



Show Slide. Say

Let's take a moment to pause and reflect on the topics of opportunity, access and impact.

What does this information mean to you?

What does this make you want to do?

Do

Have participants discuss their thoughts on these questions in a facilitated large-group discussion.



Reflect and Discuss

- What does this information mean to you?
- What does this make you want to do?

Foundations of Instructional Leadership | 616 PPT | 25

Courageous Conversations—10 minutes

Transition. Say


Throughout this section, we've been talking about the key word "quality." We will discuss the attributes of quality throughout Lead Learn Excel. But before we dive into that topic, we want to address the other important area that we as leaders need to understand and actively advocate against, and that is bias.

This topic is not always an easy one to address, but as early childhood leaders, you discuss challenging topics almost daily.


Show Slide. Ask

Ask participants to think of one of the many difficult conversations they have had. Examples might include speaking with a teacher about an interaction with a child that had an inappropriate tone, a phone call or discussion with a parent who is upset or the dismissal of a staff person who is not meeting expectations.

Bias



- **Think** of one of the many difficult conversations you've had.



Foundations of Instructional Leadership | 616 PPT | 26

Do

Have a few participants share examples of difficult conversations they have had.

Ask

Ask the group to think about the feelings they had in that difficult situation. Were they feeling anxious, fearful or maybe even energized because they had made a decision and were carrying it out? Have a few people share out what they felt.

Summarize. Say

- Difficult conversations are part of your work.
- You have skills to deal with these situations, and you are developing more skills every time you engage in difficult situations
- Discussions rooted in race and implicit bias are simply another kind of difficult conversation.

Training Tips



Author and education advocate Glenn Singleton calls these discussions courageous conversations, and he has written several powerful books on the topic of addressing the relationship between race and achievement. Singleton proposes “Four Agreements of Courageous Conversations.”

Show Slide. Say

The idea of courageous conversations may not be new to you. However, keeping these ideas at the forefront can be a useful tool. These four agreements of Courageous Conversations are adapted from a book written by author and educational advocate Glenn Singleton:

- Stay engaged: Remain morally, emotionally, intellectually and socially involved in the dialogue, not just for your benefit but for the other person’s as well.
- Experience discomfort: Make a commitment to bring issues into the open, knowing that discomfort is inevitable, especially in dialogue about race.
- Speak your truth: Be open about thoughts and feelings and don’t just say what you think others want to hear.
- Expect and accept nonclosure: Be willing to “hang out in uncertainty.” Don’t look for quick solutions, especially in relation to racial understanding, which requires ongoing dialogue.



Say

The idea of courageous conversations can apply to many aspects of your work. But let’s focus for a moment on the topic of implicit bias and how it can impact our centers and settings.

Implicit Bias—10 minutes




Video

Show Slide. Read

- Implicit bias develops over the course of a lifetime, beginning at a very young age through constant exposure to powerful direct and indirect messages such as our own life experiences, the media, advertising and news programming.
- Implicit biases are the attitudes or stereotypes that affect our understanding, actions and attitudes in an unconscious manner.
- Biases can be favorable or unfavorable assessments that lie beyond our awareness or intentional control.
- Everyone has implicit bias. Even those who make committed conscious efforts toward being fair or impartial can make associations about others based on such factors as race, skin tone, income, sex, weight or accents.

Implicit Bias—What Is It?



- **Develops** over a lifetime through exposure to direct and indirect messages.
 - Life experiences
 - Media such as advertising
 - News
- **Unconscious attitudes** or **stereotypes** affect understanding.
- **Favorable** or unfavorable assessments.
- **Everyone** has implicit bias.
- **Assumptions** about others based on such factors as race, skin tone, income, sex, weight or accents.
<http://kirwaninstitute.osu.edu/my-product/2016-state-of-the-science-implicit-bias-review/>

Definition adapted from the Kirwan Institute <http://kirwaninstitute.osu.edu/teaching/understanding-implicit-bias/>

Foundations of Instructional Leadership | 616 PPT | 28

Do

Facilitators may want to ask participants for examples of direct and indirect messages they can think of in order to bring this concept to life. Examples include the colors of the dolls you played with as a child or what you imagine the perfect male or female looks like.

Click on Link in Same Slide to Pull Up Website. Say

In recent years, the topic of implicit bias has come to the forefront of our country on many fronts. The Kirwan Institute at Ohio State University has done extensive research on the impact of implicit bias in the areas of education, law enforcement and criminal justice, employment, health care and housing. Its yearly publication *State of the Science: Implicit Bias Review* has become a valuable tool for helping organizations understand and mitigate implicit bias.

Show Slide. Ask

How do you think implicit bias might be impacting our field of early childhood education specifically?

Allow participants to share their responses popcorn style.

Do

Listen for responses that connect to treatment of one group of children differently from another group, and highlight that concept as you introduce the upcoming video.

Say

Some of you may have read about a recent Yale University study that showed one way that implicit bias can play out in preschool. The following is a summary of the study.

Training Tips



Before playing the video, emphasize that although this particular study was of preschool classrooms, it is not meant to place blame on teachers or providers. As we just discussed, we all carry implicit bias. This is just one way it can manifest.

Show Slide. Play Video

"Bias Isn't Just a Police Problem, It's a Preschool Problem"

Do

Invite participants to share their reactions and any initial thoughts they have about what they can do to address this issue.



Transition. Say

We've talked about the critical need for a new approach to improving teaching and learning in early childhood, and the impact that equity and implicit bias can have on educational outcomes. And, research demonstrates that children who receive quality early care and learning opportunities show better outcomes in cognitive and social-emotional growth.

So just take a moment to think about it: how do we reach a common understanding of what high-quality teaching is, and how exactly do we get there? Where do we start? We are going to examine what high-quality teaching and learning practices look like.

The Classroom Assessment Scoring System[®] (CLASS[®])—10 minutes



662 READING—High-Quality Teaching in Preschool



Chart paper—Three pieces of blank paper

Training Tips



The Classroom Assessment Scoring System[®] (CLASS[®]) data is being used as a frame of reference in this section because there is data from Head Start showing growth and stagnation over time. No other data set is available and accessible nationwide to exemplify this point. However, trainers should feel free to supplement this section with local data, including local CLASS scores or other data sets that show concerns around instructional progress of children. This can be done in the form of an additional handout.

If you are not familiar with the domains of the CLASS, it may be helpful to have a prop close at hand to remind you of the dimensions that make up each domain (e.g., page 2 of the CLASS manual or the CLASS Dimensions Overview).

Explain

If we want to improve child outcomes and ensure that all children receive the highest quality early learning experience, we must start by improving the quality of teaching. Let's take a moment to discuss what quality teaching looks like in early childhood.

Show Slide. Say

Think of a time you observed excellent teaching in an early childhood setting. This could be in a classroom, in a home or other early childhood setting. What did you see and hear from the children, the teacher/educator and the environment that made you think this was excellent quality teaching?

Do

Write participants' responses on chart paper, categorizing by the CLASS domains if possible.

Say

In your packets, there is a reading titled "High-Quality Teaching in Preschool" for your reference. Much of what you described is represented there.

There is also a summary from a longer article, "Staffed Family Child Care Networks: A Research-Informed Strategy for Supporting High-Quality Family Child Care."

We encourage you to use these two articles as another tool in developing your vision for high-quality programs. Access to high-quality early care is crucial in fighting the risk factors associated with poverty and the gaps in education related to opportunity.

But even in programs that do help mitigate these factors, like Head Start, there is concerning data around improving supports that help children advance their critical thinking and language skills.

The Classroom Assessment Scoring System® (CLASS®) is a research-based tool that looks at interactions between teachers and children and measures how effective those interaction are in supporting children's emotional and academic needs. There is a tool for infants, toddlers, pre-k and school-age children.

Even though not all settings use the CLASS tool, the framework is useful and applicable to all settings. Teachers in classrooms or providers in homes are always working to support children emotionally, plan and make the best use of learning time and advance children's language and learning.



Show Slide. Explain

Briefly explain the CLASS pre-k domains and make connections to the descriptions of high-quality teaching that was discussed above. Trainers can reference pages 2-6 of the Classroom Assessment Scoring System pre-k manual to create their own key points or use the descriptions below as a guide.

The CLASS observation tool is based on research that shows teacher-child interactions fall into one of three broad categories or domains: emotional supports, classroom organization and instructional supports.

- Emotional supports are about the emotional environment in the classroom. This includes how teachers promote positive relationships, both with other adults and between children and adults. It's how they help children feel comfortable in the classroom and what they do to allow children to experience appropriate levels of independence.
- Classroom organization refers to what teachers do to manage children's behavior, time and attention in the classroom. Paying attention to positive behavior as well as providing and facilitating interesting hands-on activities is important to this domain.
- Instructional supports refers to what teachers do to promote cognitive and language development. The emphasis is on higher-order thinking versus rote memorization of facts. How the teacher responds to children's actions and statements is also important in the domain, as those responses can encourage children to persist in a task and explain their thinking.

Show Slide. Say

Here we have a graph showing the distribution of CLASS pre-k scores for all Head Start programs for 2015. The scores are in the three domains, emotional support, classroom organization and instructional support. Is anyone familiar with this national data?

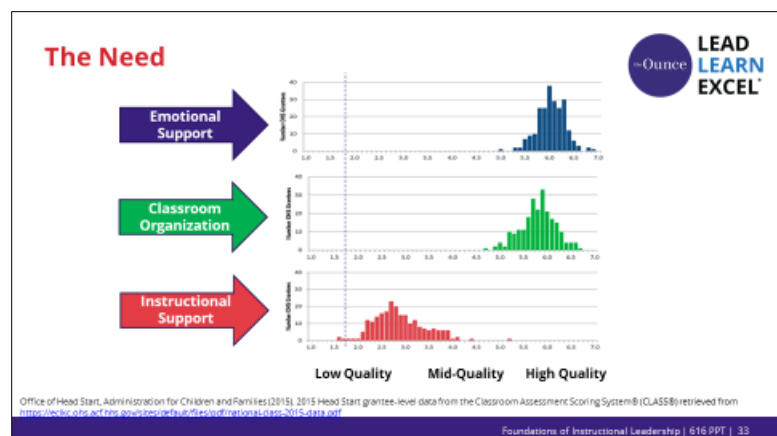
The scores indicate that many teachers provide high-quality emotional support to children, with

The Classroom Assessment Scoring System® (CLASS®) Pre-k Domains

- Emotional Supports
- Classroom Organization
- Instructional Supports



Foundations of Instructional Leadership | 616 PPT | 32





scores of 6.03 out of 7 being the average here. Emotional supports are happening with good consistency nationally.

Teachers also provide moderate- to high-quality classroom organizational supports—5.8 on average. So these supports are also happening with good consistency nationally.

But the same teachers provide instructional supports in the low range of quality (2.88 out of 7 on average), often too low to influence children's learning.

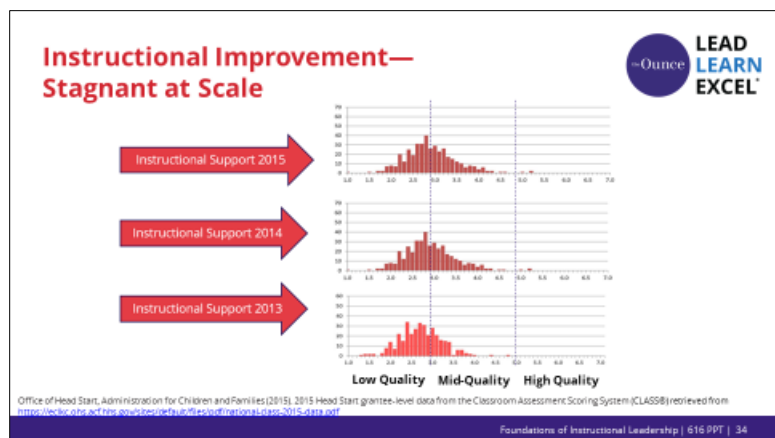
Say. Emphasize Key Point

This does not mean we have poor-quality teachers. It only means that instructional supports are not being provided with the frequency or the consistency of other supports.

Even though you've observed things like good conversations, teachers scaffolding learning and asking how and why questions, those types of quality interactions occur less frequently overall.

Show Slide. Explain

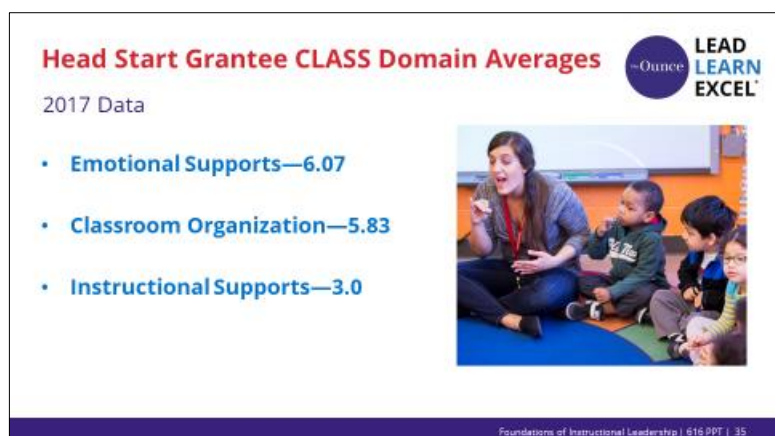
In this graph, we see how difficult it's been to improve the quality of instruction. Nationally, on average, instructional supports have remained stagnant year after year, with averages of 2.72 in 2013, 2.90 in 2014 and 2.88 in 2015. In the later years, we see a few programs in the mid to high range, but the average is virtually the same, around 2.8.



Show Slide. Say

We now have Head Start grantee level domain averages for 2017, and the data is almost exactly the same. The means for 2017 are:

- Emotional Supports—6.07
- Classroom Organization—5.83
- Instructional Supports—3.0





Ask

The question is why? With instructional supports at these low levels, we're not going to have a strong impact on children's readiness for kindergarten. Why aren't we seeing improvement here, especially when it comes to instructional supports?

What are the biggest challenges or obstacles to improvement?

Listen. Confirm








Listen and confirm aloud common answers you may hear from participants such as teacher preparation, salaries, turnover, lack of training and children having major problems/teachers being challenged to engage them in learning.

Summary/Transition—Say

There is a complex set of issues to address, so we're going to need comprehensive solutions that are different from what we have typically done in the past.

ADDITIONAL NOTES

SECTION B: COMPARE ORGANIZATIONAL CONDITIONS—POSITIONING FOR CHANGE

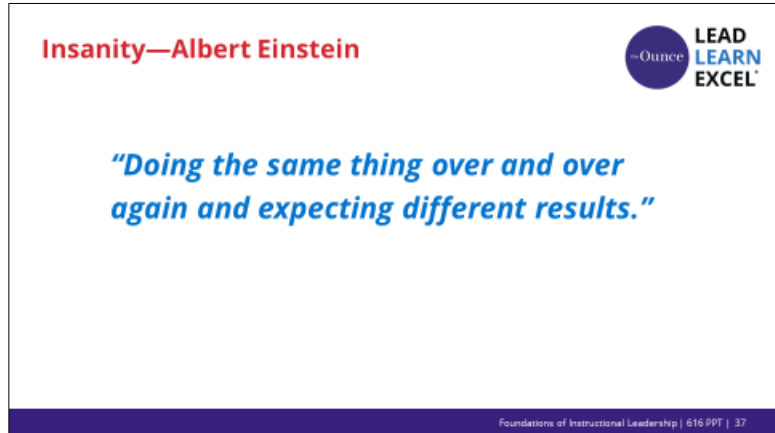
 55-60 minutes—Entire section	 SECTION B: Compare Organizational Conditions—Positioning for Change  <small>Foundations of Instructional Leadership 616 PPT 36</small>
 841 Early Education Essentials Definitions 842 ACTIVITY- Early Education Essentials 617 KEY CONCEPT-Five Essential Supports Framework	
 Sticky notes	
 Video	
 Show slide on screen to start this section of the training	
DESCRIPTION AND/OR OBJECTIVES	
Compare the organizational conditions necessary for improvements in early childhood teaching and learning to your program’s current conditions.	

"Solutionitis" and Attempts at Improvement—20 minutes



Show Slide. Read Aloud

"Insanity: doing the same thing over and over again and expecting different results."



Show Slide. Say

Here's a short video that might further illustrate why it can be difficult to move forward. See what this brings up in your mind.

Play Video

YouTube video "Stuck on an Escalator—Take Action"



Ask

- What did the video make you think about?
- What do you think are some of the things we keep doing over and over in our efforts to improve instructional supports and kindergarten readiness?

Say

The challenge is, how do we get off the escalator and take a new approach toward improving the quality of teaching and learning in classrooms and homes and at scale?

Sometimes in education, we have the opposite problem. Instead of trying the same things over and over, or instead of being stuck, we try one improvement initiative after another. And still outcomes don't improve. Then it's like we're walking up an escalator that is going down. We're working hard but not getting anywhere.

Training Tips



The following information about “solutionitis” is taken from the book by Anthony Bryk and colleagues *Learning to Improve: How America’s Schools Can Get Better at Getting Better*. Pages 60-80 focus in detail on why improvement efforts fail. Reading this in advance of facilitating this training may help to give training context.

In the glossary of the book stated above on page 197, Bryk defines the term as follows: “The tendency to jump quickly on a solution before fully understanding the actual problem to be solved. This behavior results in incomplete analysis of the problem to be addressed and fuller consideration of potential problem-solving alternatives. It is siloed reasoning-seeing complex matters through a narrow-angle lens-that can lure leaders into unproductive strategies.”

Ask

Can you think of an initiative or improvement effort that was not very successful? This could be a funder requirement or any planned change aimed at improvement.

- What were some of the barriers?
- Do you think there was a key reason why the attempt was not successful?
- If so, what do you believe that reason was?

Do

Allow the participants to answer popcorn style. Listen for answers that connect to the Early Education Essentials or to the idea of “solutionitis.”

Say

Many people, particularly in the K-12 world, have written about school improvement, and the fundamental lessons are certainly applicable to pre-k.

Ask

Is anyone familiar with Anthony Bryk’s work? Bryk and his colleagues identified what we have been doing in terms of improvement in education, what’s working, what’s not working, why and how to do it better. A key idea we will explore throughout Lead Learn Excel is our approach to problem solving and how we can improve that approach.

Show Slide. Say

Typical problem solving:

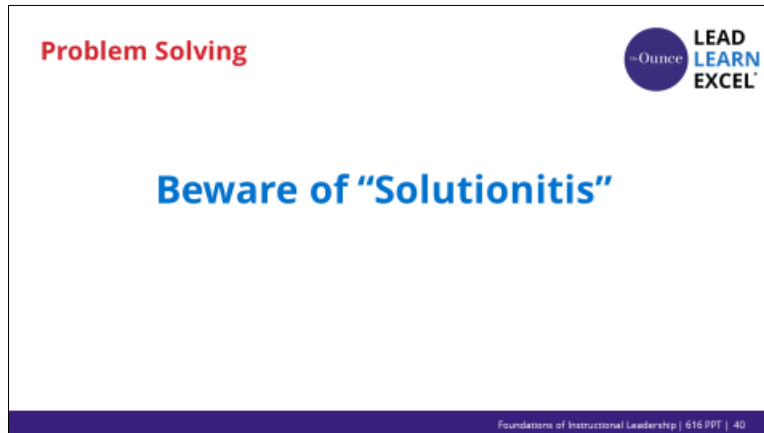
- We are faced with a problem.
- We draw on our prior knowledge, experiences and beliefs and apply that to our problem.
- Thought process—our tool is a hammer. Keep pounding away at the problem, it will get fixed.
- What we fail to do is think in depth about the many “whys.” Why did this situation occur? Why did we get the result we got? What are all the factors we have to think about in order to answer these questions?



Show Slide. Explain

There are many reasons why our well-intentioned solutions don't always work out:

- Sometimes the solution isn't well matched to the problem, it doesn't address the root causes.
- Sometimes the solution isn't well implemented or supported, so we give up on it and move on to the next solution.
- Sometimes the solution is well implemented at first, but then it's not sustained, and we move on.



Bryk calls this “solutionitis.” This is the inclination to identify a problem and jump to a solution without first understanding the complexity, depth and context of the problem, then move to the next solution without fully understanding why the last one didn't work.

Ask

So why don't we do this in-depth thinking? Allow for popcorn-style responses from participants.

Say

This is Bryk's answer to this question. He writes, "Because collective self-reflection can be painful, participants may find it easier to skip the analysis and jump to the happier task of brainstorming about solutions. But short-circuiting the discussion of root causes, another manifestation of 'solutionitis,' is a mistake. When we do this, we decrease our power to be effective and usually end up with productivity problems and a lack of motivation."

Ask

Was there a time when you or your program suffered from "solutionitis?" (Allow responses popcorn style.)

Say. Summarize

- Remembering the CLASS data and discussion on quality, early childhood on the whole is not experiencing the gains and successes we want to see.
- We need to take a new, more effective, lasting approach toward improvement.
- How do we implement that approach, not only in our own setting and at scale for our organizations and systems?
- Much of the research is pointing toward the importance of effective leadership in driving and sustaining change. Organizational supports and conditions are also key.

The Early Education Essentials—5 minutes



841 Early Education Essentials Definitions

Training Tips



The research discussed in this next section expands upon the powerful work done by Anthony Bryk and his colleagues from the University of Chicago Consortium on School Research. The complete body of work is in a highly recommended book, *Organizing Schools for Improvement: Lessons From Chicago*. The book provides a detailed analysis of why students in 100 public elementary schools in Chicago were able to improve substantially in reading and math over a seven-year period and students in 100 other schools were not. The research in K-12 schools discovered five key factors that predicted success for improvement. Those factors were called the Five Essentials. Additional research was conducted to see if the same factors would apply to preschool organizations, and they did. As a result, the Five Essentials now has a companion version, modified to more accurately reflect preschool settings,

called the Early Education Essentials, which is the framework of Lead Learn Excel. The key factors for successful improvement are organizational. In other words, when the key supports, or conditions, are strong, they lead to success with improvements and outcomes.

Show Slide. Explain

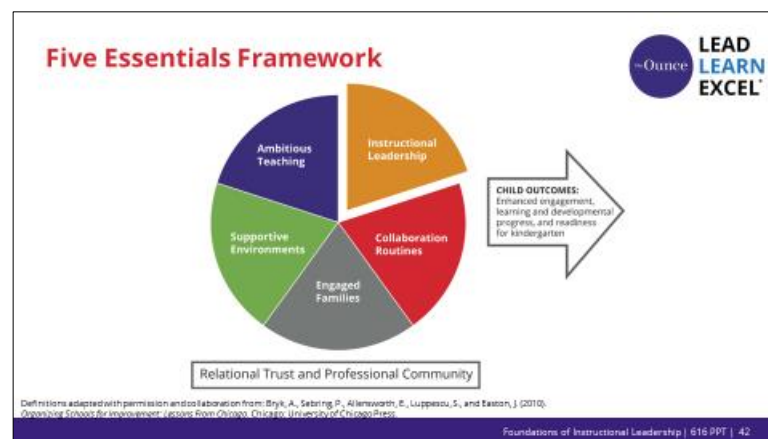
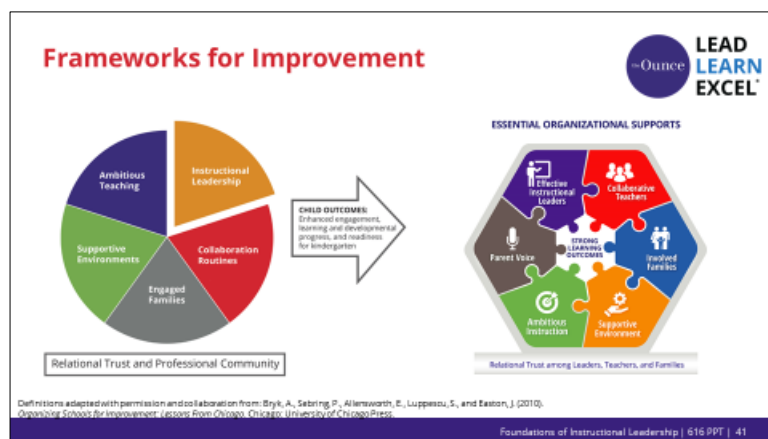
- We are going to examine important improvement research done by Anthony Bryk and colleagues in K-12 schools in Chicago during the 1990s.
- The original research analyzed why students in 100 public elementary schools in Chicago were able to improve substantially in reading and math over a seven-year period and students in 100 other schools were not.
- The five key factors that predicted successful school improvement were called the Five Essentials, illustrated by the graphic on the left.
- Additional research was conducted in recent years to see if the same factors would apply to preschool organizations, and they did.
- The companion version adds a sixth essential, and together they are called the Early Education Essentials, as shown in the graphic on the right.

Let's look at how the Five Essentials Framework informed the Early Education Essentials and why this work is so important now.

Show Slide. Say

Researchers found that the schools that were improving were strong in five essential supports, which you see here:

- Instructional Leadership
- Collaboration Routines
- Engaged Families
- Supportive Environments



- Ambitious Teaching

Researchers also found that an effective instructional leader was the driver of change—supporting, influencing, guiding and strengthening all of these essential elements.

When all of the essentials are linked and supported by a strong instructional leader, improvement in child outcomes are seen.

Training Tips



The Five Essentials Framework is still being used for school improvement in Illinois. Each K-12 school completes a survey that measures the strength of the essentials in that school. The data from that survey becomes part of the overall “School Report Card,” which is something families or anyone can access to find out about schools in their community.

Show Slide. Say

The Five Essentials Framework is the basis for the additional research conducted by the Ounce and its research partners. The result is what you see here, the Early Education Essentials.

The six Early Education Essentials that support organizations to successfully improve are:

- Effective Instructional Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environments
- Ambitious Instruction, and the sixth essential, which is the one added for early education,
- Parent Voice



We are going to talk a lot about the six Early Education Essentials throughout Lead Learn Excel. They are your compass for prioritizing daily work in order to lead high-quality programs and achieve

successful outcomes. So let's dig into each of them. (Leave the Early Education Essentials slide up for the next section.)

Your Improvement Goals and the Early Education Essentials—30-35 minutes



841 Early Education Essentials Definitions

842 ACTIVITY- Early Education Essentials (for trainers only)



Sticky notes

Training Tips



Using document number 842, “Early Education Essentials Activity,” spread out and post each essential on the walls or an area of the floor in the training facility.

The key concept behind this activity is to help participants be able to see visually and kinesthetically experience those trends where the Early Education Essentials tend to be a focus in their organization and where some Early Education Essentials may be paid less attention.

Depending on room size and the number of participants, facilitators may want to make physical space borders for each of the Early Education Essentials. For instance, use tape on the floor to create a box or space boundary for each of the Early Education Essentials.

If family child care home providers or those who support home providers are present, facilitators may want to explain that for that setting, the language of “collaborative teachers” can be thought of slightly differently. Think of home providers/owners working to support their staff or employees in the context of this particular essential. Even though the title of teacher may not resonate, it is still important that all who work in the home collaborate, learn together and use data to support children’s learning.

Continue to Show the Early Education Essentials Slide. Do

Hold up document the document, “Early Education Essentials Definitions,” for participants to see. Explain that it doesn’t have a document number in the footer but this is what it looks like. Ask participants to take out this handout.

Depending on group size, assign one essential to each table or a small group of participants. If it’s a large group, assign the same essential to more than one group.



Ask

Ask participants to read through the definitions and think about their program.

- Underline what particularly resonates for you in each essential.
- Have a discussion at your table/small groups to share what resonated.

Do

Have each small group give a 1 minute explanation to the larger group sharing what the key components are of the essential they read. This will allow everyone to have heard information about each of the essentials.

Ask

Ask participants to write on each of three separate sticky notes a different thing they are working on in their program and which of the Early Education Essentials they think each sticky note is connected to.

Show participants where each of the Early Education Essentials is located around the room and ask them to walk over to the essentials that their first sticky note is connected to.

Do

Once everyone is at an Early Education Essential, have a few volunteers share what they are working on that connects to that essential. Notice the distribution of participants at each essential. Is it spread out evenly? Are there Early Education Essentials that have more people than others?

Do the same for the two remaining sticky notes.

Once participants have gone through the process with each of their sticky notes, have them return to their tables. Have a whole-group discussion about the following questions:

- Which essentials tend to have more focus and which have less?
- Why?
- What has this exercise told you about your own improvement efforts?

Say

You may be wondering why we are paying such close attention to trends around each of the essentials. We want to take a few minutes to share the other key research points about the combined strengths of the essentials.

This is key to supporting the improvement efforts you just thought about.

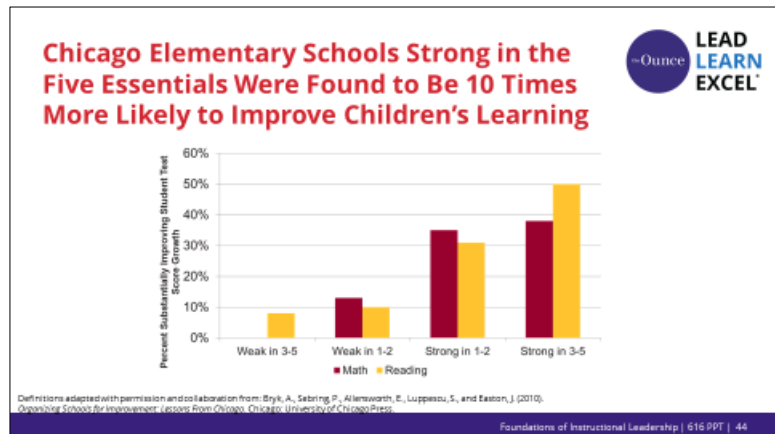
Researchers answered the question, “How essential are the Early Education Essential supports to our work and improvement efforts?”

A critical finding from the initial research was that schools strong in the Five Essentials were 10 times more likely to improve children’s learning than those that were weak.

Show Slide. Say

Here you see the percentage of improving student test scores in reading and math. The more essentials that were strong, the greater the gains they saw.

The second finding was even more compelling and has to do with the ways in which these essentials interrelate or connect with one another. In other words, their value is in their combined strength, and when used together, these essentials strengthen each other while they improve a child's learning environment.



Show Slide. Say

Researchers found that:

- Engaged families lead to better attendance, better student engagement and better behavioral regulation. These, of course, are all important—children must be present and engaged to benefit from quality teaching.
- Instructional leadership and collaborative teachers are also strongly tied together and related most closely to improvements in the quality of teaching.
- Ambitious instruction and child-supportive learning environments were most closely related to improvement in children's reading and math achievement.

The Five Essential Supports Research

Improvements emerge from integrating and mutually reinforcing all supports

Essential Supports	Improvements
Engaged Families	→ Better student attendance, engagement and behavioral regulation
Instructional Leadership and Collaborative Teachers	→ Quality of teaching
Ambitious Instruction and Supportive Learning Environments	→ Children's reading and math achievement

Boyle, A., Sebring, P., Allensworth, E., Luppescu, S., and Easton, J. (2010). Organizing Schools for Improvement: Lessons from Chicago. Chicago: University of Chicago Press.

Foundations of Instructional Leadership | 616 PPT | 45

Show Slide. Say

Importantly, all schools were trying to improve, often with one initiative after another.

In schools with a sustained weakness in even a single essential support, those improvement efforts were relegated to a less-than-10% chance of success. By sustained, we mean a weakness over a number of years.

Let that sink in for a minute. All our improvement efforts are not likely to change child outcomes if there's a sustained weakness in any of these five essential supports.



Training Tips



All the research done in Chicago around improvements involved schools that had similar demographics in terms of poverty, neighborhood and exposure to violence, etc. However, some schools were strong in the essentials and showing progress. The Five Essentials research framework and the data can help focus leaders on those key levers that drive instructional quality and equity in outcomes regardless of the racial, linguistic and socioeconomic composition of the school and the community.








Summary/Transition—Say

We will continue to anchor our thinking throughout Lead Learn Excel using the Early Education Essentials. We will also make available to you some information from our colleagues at the Ounce who continue to work on the application of this framework to early childhood settings.

We said earlier that the research confirmed the critical importance of the instructional leader to drive improvement efforts. Let's focus now on your roles as leaders and how you can be successful in making meaningful change.

ADDITIONAL NOTES

SECTION C: THE CRITICAL ROLE OF AN EARLY CHILDHOOD INSTRUCTIONAL LEADER

 43 minutes —Entire section	
 613 READING—Organizational Conditions and Instructional Leadership 614 TOOL—Listening and Hearing Survey	<p>SECTION C: The Critical Role of an Early Childhood Instructional Leader</p>
 Chart paper Markers	
 Video	
 Show slide on screen to start this section of the training	
DESCRIPTION AND/OR OBJECTIVES	
<p>Distinguish the critical role of an early childhood instructional leader who drives continuous improvement from that of a typical management leadership style rooted in daily management.</p>	

The Role and Functions of an Instructional Leader—25 minutes



613 READING—Organizational Conditions and Instructional Leadership



Chart paper
Markers

Show “Section C” Introductory Slide. Say

In this next section of our training, we will examine our third learning objective, the critical role of the early childhood instructional leader who drives continuous improvement.

Training Tips



The term or concept of an instructional leader is likely not new to you as facilitators or to the participants. If your group already has a definition of instructional leadership at a local or state level, then this activity may be altered. As mentioned at the beginning of the training, professional development providers may want to begin by sharing the state/local definition of instructional leadership and then comparing that definition to the reading in this section, “Organizational Conditions and Instructional Leadership.”

Questions for discussion may include:

How are the definitions the same or different?

What else do you think is critical to the role of a successful early childhood instructional leader?

This section also examines equity in leadership. If there are state or local agency standards in place to promote racial and cultural equity not only for their children but for the workforce and community, have that information available to add to the discussion.

Ask

Ask participants to look at the list of words on the chart paper that was drawn up earlier labeled “Effective Instructional Leadership.”

Show Slide. Say

You’ve identified a number of things that are important in providing effective instructional leadership. One way to help think about all of this is by using a little metaphor. We like to think of effective instructional leadership as the driver of improvement and the process of job-embedded professional learning as the vehicle. We will talk more about the vehicle later, but for now let’s turn our attention back to the driver.




Ask

Please take out the reading “Organizational Conditions and Instructional Leadership.” This document is not numbered in the footer, but it looks like this (hold up the document for people to see).


Show Slide. Say

Take a moment to read the paragraph on page 2 titled "Effective Instructional Leaders." As you're reading the paragraph, consider these questions:

1. What similarities do you see between our earlier insights about leadership on the chart paper and this text?
2. What is missing from our list on the chart paper?



Consider These Questions



1. What similarities do you see between our earlier insights about leadership on the chart paper and this text?
2. What is missing from our list on the chart paper?

Foundations of Instructional Leadership | 616 PPT | 40

Do

Give participants about 5 minutes to read. Then facilitate a large-group discussion with the questions on the screen.

Say. Emphasize

- Leaders are the drivers of improvement.
- Leaders strengthen organizational conditions so that effective teaching and learning can occur.

Do

Go over the points in the document that have not already been covered.

Show Slide. Say

Effective leaders:

- Set a vision for excellence in teaching, learning and leadership
- Focus strategically on children's learning and development above all else
- Involve teachers or other caregivers in the shared process of analyzing data, planning improvement strategies and making decisions that affect their everyday work



Effective leaders:

- **Set** a vision for excellence in teaching, learning and leadership
- **Focus** strategically on children's learning and development above all else
- **Involve** others when analyzing data, planning and making decisions



Foundations of Instructional Leadership | 616 PPT | 50

Training Tips



(Optional) If you have participants who support family child care providers or are family child care providers themselves, make the following key connections to leadership and the family child care setting.

That professionals supporting family child care homes and the providers themselves are all considered critical instructional leaders.

All work together to create homes that:

- Are strategically focused on children's development and early achievement versus simply providing babysitting or safe care
- Nurture trust between providers and the families they care for
- Are places of collaboration between providers, their assistant(s) and the families
- Embrace improvement by collaboratively analyzing multiple forms of data (both formal and informal)

Say

We spent a lot of time talking at the start about equity and implicit bias. It's important to apply that lens throughout our training content.

Ask

What are some specific ways effective leaders work toward equity in their programs for children and adults?

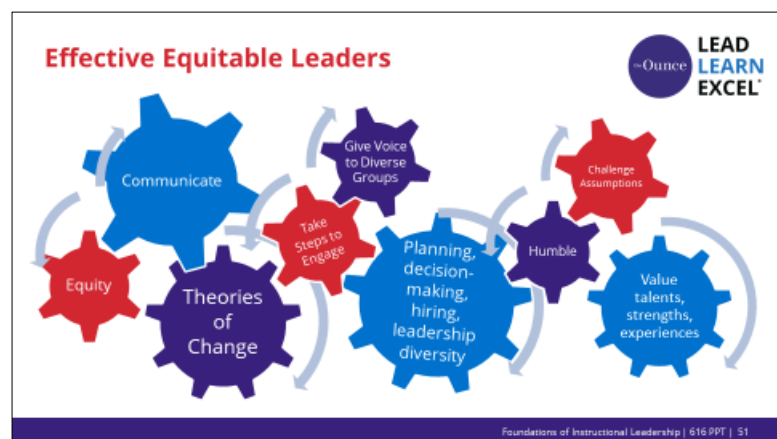
Do

If there are state or local agency standards in place to promote racial and cultural equity not only for children but for the workforce and community, share that information to assist in the discussion, then summarize key points from the discussion.

Show Slide. Say

Effective equitable leaders:

- Have explicit theories of change about equity and communicate them with all stakeholders
- Take steps to engage and give genuine voice to



diverse groups in planning and decision-making, including those outside of their immediate organizations

- Intentionally represent diverse groups in hiring, appointing leadership roles and decision-making (this includes racial diversity, gender orientation, religious beliefs and other cultural backgrounds)
- Challenge assumptions and are willing to be humble
- Value the talents, strengths and experiences of diverse peoples

This is not meant to be an exhaustive list.

Ask

Ask what tools, frameworks or other resources participants use to help actively work toward equity.


Show Slide. Say

To summarize, effective instructional leaders:

- Build trust, shared understanding and collective responsibility
- Support and facilitate educators' learning on the job
- Provide guidance on curriculum, instruction and data use
- Protect time for educators or other caregivers to work together
- Maintain integrity and fairness and, in an ethical manner, confront inequality and bias, ensuring equity
- Manage the "business" of the program, including facilities, budgeting and human resources, while maximizing time for supporting teaching and learning

Leaders who do this:

- **Build** trust, shared understanding, collective responsibility
- **Support**, facilitate educators' learning on the job
- **Provide** guidance on curriculum, instruction, data use
- **Protect** time for educators, caregivers to work together
- **Maintain** integrity, fairness, confront inequality, bias, ensure equity
- **Manage** the "business" of the program while supporting teaching and learning



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Foundations of Instructional Leadership | 616 PPT | 52

Summary/Transition—Say

Just as effective teaching is complex, so is effective leadership. In order to meet our leadership goals, there has to be a structure and system in place so our educators can collaborate and learn from one another and we as leaders can support their learning.

We will get more detailed about how to start thinking about that system shortly, but first there is one skill that lies at the heart of the ability to build trusting relationships: the skill of attentive listening.

The Importance of Listening to Build Trust—18 minutes



614 TOOL-Listening and Hearing Survey

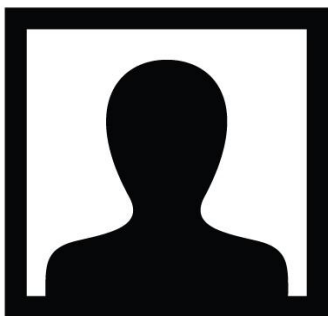


**Chart paper
Markers**



Video

Training Tips



Many authors have written about the connection between good listening and the impact this skill can have on creating a culture of respect and improvement. Paula Jorde Bloom, founder of The McCormick Center for Early Childhood Leadership at National Louis University in Chicago, wrote at length about this in their book *Inspiring Peak Performance*. The points in this section are based on key concepts on page 34 of that book.

They note, “Good listening skills are at the core of building the trusting relationships that inspire peak performance. Attentive listening means being fully engaged and suppressing the desire to interrupt, speed up the discussion, or share your own life story.” A key takeaway from this is that attentive listening is not about fixing someone’s problems, it’s about being fully present when listening.

Show Slide. Say

Many authors have written about the connection between good listening and its impact on creating a culture of respect and improvement. However, listening can be a much more complex task than we might think.

Let’s watch this short video to help us think more about listening as a skill.



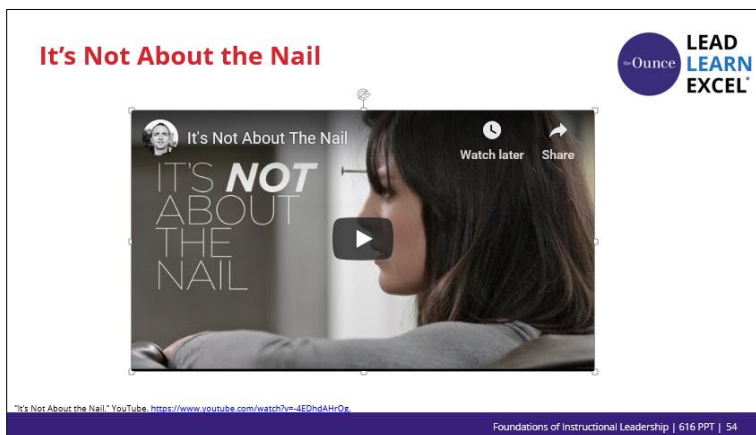
Show Slide. Play Video

The video is called "It's Not About the Nail" (1:42 minutes)

Ask

What is your big takeaway from watching this video?

Facilitate a quick discussion popcorn style.



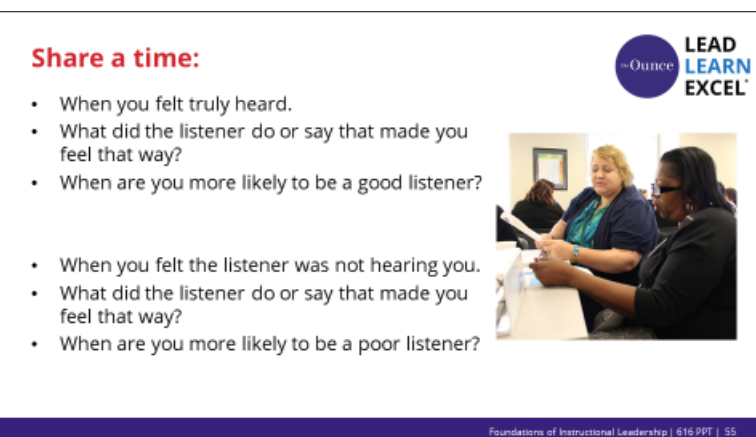
Say

We're opening this next discussion after a little bit of humor, which can also be a great tool in building relationships. Let's think a bit more deeply about the characteristics needed for good listening and those characteristics that contribute to poor or ineffective listening.

Show Slide. Ask

Ask participants to pair up with someone and share:

- A time, personally or professionally, when they felt truly heard.
- What did the listener do or say that made you feel that way?
- Under what circumstances are you more likely to be a good listener?



Do

Ask participants to find a different partner to share responses to these prompts:

- Think of a time when you felt the listener was not hearing you.
- What did the listener do or say that made you feel that way?
- Under what circumstances are you more likely to be a poor listener?

Allow about 2-3 minutes for each pair-and-share. Then bring the group back together and ask for a few highlights of the first set of questions and the second.

Say

Here is a quote that sums up our listening skills discussion. It is from Paula Jorde Bloom and colleagues and their book *Inspiring Peak Performance*:



“Good listening skills are at the core of building the trusting relationships that inspire peak performance. Attentive listening means being fully engaged and suppressing the desire to interrupt, speed up the discussion, or share your own life story.”

Summary/Transition—Say







Before we move on from this topic, please take out the “Listening and Hearing Survey,” document number 614. The tool is not very scientific, but it can give you an idea of where you are in your listening-skill set. This is strictly for your own use and reflection. We hope you will use this as data in your own leadership development.

Do

Give participants about 3 minutes to complete the survey. Conclude by asking if anyone had any “aha” moments about their listening skills.

ADDITIONAL NOTES

SECTION D: JOB-EMBEDDED PROFESSIONAL LEARNING

 3 hours 42 minutes-3 hours 58 minutes—Entire section	
 618 ACTIVITY-Define Professional Development 843 ACTIVITY-Learning Forward-Key Points 841 Early Education Essentials Definitions 645 ACTIVITY-Trajectory Cards 844 TOOL-Visualizing High-Impact Teaching Protocol (Modified) 845 Thick Conversations-Tips for Teachers-NCQTL 622 KEY CONCEPT-Multiple Contexts for JEPL 620 KEY CONCEPT-Key Ingredients 621 ACTIVITY-Key Ingredients	<div data-bbox="716 680 1435 722" data-label="Section-Header"> <h3>SECTION D: Job-Embedded Professional Learning</h3> </div> <div data-bbox="685 898 1451 970" data-label="Image"> </div> <div data-bbox="1166 947 1419 963" data-label="Text"> <p>Foundations of Instructional Leadership 616 PPT 56</p> </div>
 Chart paper Markers Sticky notes	
 Video	
 Show slide on screen to start this section of the training	
<div data-bbox="201 1612 748 1654" data-label="Section-Header"> <h3>DESCRIPTION AND/OR OBJECTIVES</h3> </div>	
Describe the characteristics of effective job-embedded professional learning.	

Characteristics of Effective Job-Embedded Professional Learning—85 minutes



618 ACTIVITY-Define Professional Development

843 ACTIVITY-Learning Forward-Key Points

841 Early Education Essentials Definitions



Video

Show “Section D” Introductory Slide. Say

In this section of the training, we will explore learning objective “D” from our list, the principles and practices of job-embedded professional learning. We will:

- Consider how job-embedded professional learning differs from traditional professional development
- Consider stages of learning called the knowledge trajectory and how this can be used to support your educators
- Explore the transfer of knowledge to practice
- Examine several key ingredients needed for learning and change

Show Slide. Say

Through all the topics we’ve covered to this point—equity, bias, leadership and improvement—there is one common thread. That is a need for change.

As we said earlier, effective instructional leaders, the first essential of the Early Education Essentials, are the drivers of change and critical to improvement, but the other essential supports are also crucial.



This section will dive into the essential of “Collaborative Teachers.” Remember that the word “teachers” includes all of those who support teaching and learning for children.

Recall from examining the definitions that the first sentence of this essential says, “Leaders build professional capacity through ongoing, job-embedded professional learning.”

Just as our approach to leadership must change, so must our thinking and actions change around how we perceive professional development and the role it plays in our organizations.

Show Slide. Say

To get us started, let's use the topic of professional development experiences to have a quick table conversation. Discuss the following at your table.

Think about a professional learning experience you have had that most changed or improved your practice.

- What was it about this experience that resulted in actual change or improvement in your practice?
- What characteristics or qualities of that experience were different from other professional development experiences you've had?



Activity—What Professional Learning Experience Changed or Improved Practice?

- **What** was it about this experience that resulted in actual change or improvement in your practice?
- **What characteristics or qualities** of that experience were different from other professional development experiences?

Foundations of Instructional Leadership | 616 PPT | SB

Ask

Ask a few participants to share with the larger group some highlights of their discussion. Listen to identify common themes.

Training Tips



As participants share, listen for aspects of professional development that fit with the upcoming definition of professional development. Pay attention to characteristics such as “hands-on” or “engaging.” Was it a one-time experience or something that occurred within a larger professional development context?

Say

Thanks for sharing such impactful professional development experiences. Keep these characteristics in mind as we go about defining ideal professional development in this next activity.

Explain

It's important to have a vision in mind whenever we work toward an improvement. We want to give you some time to think together about what the ideal vision for professional development would be in your program.

Do

If there are participants from the same organization or program, have them work together for this activity. If participants are from different programs, divide them into groups of no more than five each.

Have participants take out document number 618, the activity, Define Professional Development.


Show Slide. Explain

Explain the activity as written, noting that the definitions of professional development are meant to prompt thinking about this topic.


Encourage participants to think outside the box as they create their ideal professional development definition.

Also encourage participants to consider the strengths of their current professional development systems and any definitions they may already have in place at their programs to build on.

Activity—Think Outside the Box



- **Read** the definitions.
- **Make** note of anything relevant.
- **Consider** the strengths of professional development systems your program already has in place.
- **Think** outside the box.
- **Create** a vision of your ideal professional development system.



Foundations of Instructional Leadership | 616 PPT | 50

Do

Conclude this portion of the activity by giving each group time to share its created definition.

Training Tips



Learning Forward is a professional learning association devoted to helping organizations plan, implement and measure high-quality professional learning that leads to successful systems, schools and students.

It is the only professional association devoted exclusively to those who work in educator professional development. While the organization and the definition that follows are not geared specifically toward early childhood, the components of this comprehensive approach to professional development apply to all settings.

For more information, visit its website at <https://learningforward.org/>.

Ask

Ask participants if anyone is familiar with the organization Learning Forward. If so, have them share what they know. If participants are unfamiliar, explain a bit about the organization from the above “Training Tips” section or create your own key points from the website.


Say

Let’s take out handout number 843 from your packets. This handout outlines the key points of the Learning Forward professional development definition. You can read the complete definition via the link on the handout. <https://learningforward.org/who-we-are/professional-learning-definition>.

Show Slide. Do

Facilitate a large-group discussion with these questions.

- What is your reaction to this definition?
- What is similar to or different from the definition you created?
- What next steps do you have in mind to work toward your vision for professional development?



Compare Learning Forward's Definition With Your Definition of Professional Development

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- **Reaction** to this definition?
- What is **similar to or different from** the definition you created?
- What **next steps** do you have in mind to work toward your vision for professional development?

Foundations of Instructional Leadership | 616 PPT | 60

Show Slide. Say

Now that we have the vision of effective professional development, let’s go back to the “Early Education Essentials Definitions,” document and look closely at the connection between effective instructional leadership and job-embedded collaboration routines.

Ask

- What does the term “Collaborative Teachers” bring to mind for you?
- What kinds of routines do you currently practice that exemplify collaboration?



Early Education Essentials

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ESSENTIAL ORGANIZATIONAL SUPPORTS

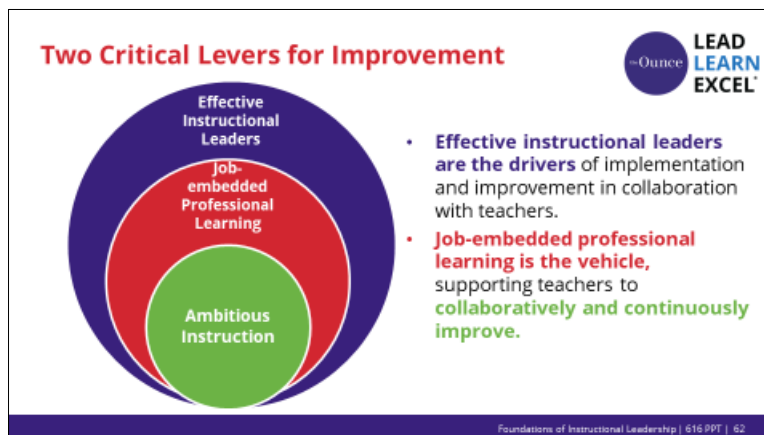
- Effective Instructional Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environment
- Ambitious Instruction
- Parent Voice
- Strong Learning Outcomes

Relational Trust among Leaders, Teachers, and Families

Foundations of Instructional Leadership | 616 PPT | 61

Show Slide. Say

Routines or opportunities that exist now for collaboration between educators are one characteristic of job-embedded professional learning. They are based in day-to-day work rather than externally driven. Together, effective instructional leaders and job-embedded professional learning are the levers for improvement.



Training Tips



If the idea of job-embedded professional learning is new to participants, there is another way to explain the concept. Depending on the group's familiarity with the term, you may choose to use this content or create a different example:

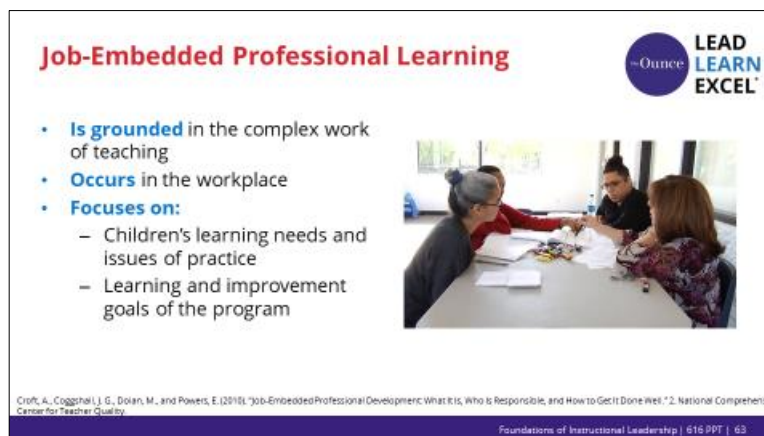
- “Job-embedded professional learning” is actually a term for on-the-job learning. Think about some typical things we have to learn all the time: how to use a new cell phone, how to use a new washing machine, how to use a new kitchen appliance. Is it easier to go to a training to learn how to use it or to just learn as you are using it?
- Now think about the complex job of teaching. How useful do you think it is for educators to have frequent opportunities to reflect on their work, to consider improvements to try and to transfer their new knowledge into practice right away?

If this content is familiar to participants, acknowledge that participants already know about this topic but go over the next slides quickly, explaining that the purpose is to establish a shared language and understanding.

Show Slide. Emphasize

Job-embedded professional learning can be thought of as on-the-job learning. It:

- Is grounded in the day-to-day complex work of teaching
- Occurs in the workplace
- Focuses on:



- Children's learning needs and issues of practice
- Learning and improvement goals of the program

In order for job-embedded professional learning routines to be effective, it's important that:

- They are scheduled on a regular and ongoing basis
- Educators fully participate by guiding their own learning experiences

Do

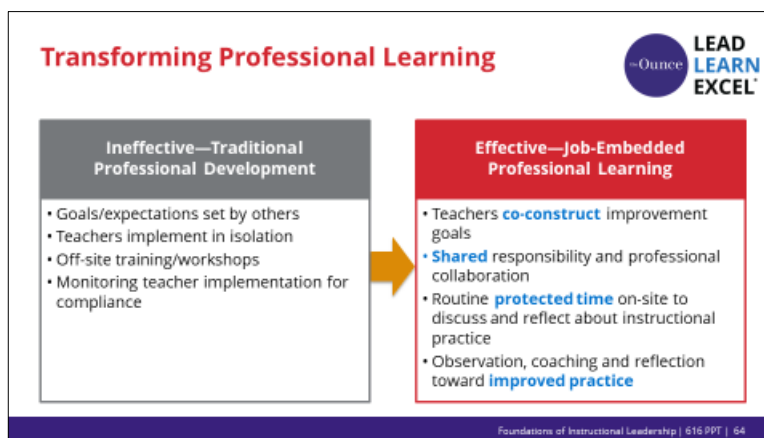
Pause here to ask if there are questions or if participants have had successful experiences with creating this type of professional learning in their programs.

Show Slide. Say

To clarify the differences between traditional professional development and job-embedded professional learning, let's look at the comparisons on the slide.

Do

Highlight the traditional professional development side to compare to the points made above.



Ask

Based on what we've heard and seen so far, why do you think traditional professional development—what we've been doing—is not effective? "

Training Tips



The people in the following video were participants in a pilot project of Lead Learn Excel. They were leaders in community-based Head Start child care programs.

Show Slide. Say

Let's watch a video to help define and illustrate what Lead Learn Excel means when we use the term "job-embedded professional learning." In this video, you will hear a few early childhood leaders describe how they changed professional development and the improvement processes in their programs. As you watch, listen for the new ways these leaders approach professional development compared to older methods.



Do

When the video is over, ask participants to share some of what they noticed about these new approaches to professional development compared to older methods.

Ask

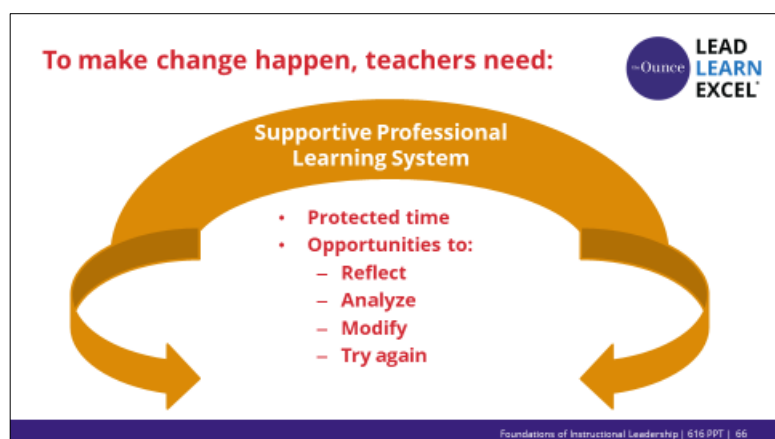
Based on what we've heard and seen so far, why do you think traditional professional development is not effective?

Do

Listen for responses related to transfer of knowledge to practice. Connect those responses to the next slide.

Show Slide. Say

- Educators require a supportive professional learning system to help make change happen.
- To successfully master a new skill or practice, educators need time to practice those skills.
- They also need opportunities to reflect on their attempted changes, analyze their successes and challenges, and then be able to make modifications and try again.



Show Slide. Say

Remember the escalator? Sending people to stand-alone training is one thing that we do over and over. Training alone is ineffective because it's based on the wrong assumption. While knowledge development is important, it is not the biggest challenge.

The challenge is to truly integrate new knowledge, skills and practice and be able to apply that information consistently and strategically.

Training Alone Is Ineffective

Biggest challenge facing teachers is not lack of knowledge

- To **improve** actual practice, knowledge building is just the start.
- The **goal** is to fully integrate new knowledge and apply it consistently and strategically.
- The struggle is not in learning a new skill; it's in successfully **implementing** new practices.

Goldsmith, B. (2011). "21 Steps to Success." Attribution 2.0 Generic (CC BY 2.0). <https://www.slideshare.net/21steps2success/21-steps-to-success>

Foundations of Instructional Leadership | 616 PPT | 67

Show Slide. Say

Even though this research is old, it still applies, largely because we are still doing the same kind of traditional professional development. This research by Bruce Joyce and Beverly Showers from 2002 is a powerful statement of why our current approach to professional development needs to be replaced with systems of sustained, collaborative, job-embedded approaches to professional learning.

We see here that training, even when that training is high quality (like this one) and involves some demonstration and practice, is still utterly insufficient in its ability to change daily practice.

See how the percentage of participants who use new skills in a classroom jumps up to 95% when quality training is paired with coaching and on-the-job supports.

Show Slide. Say

Research on the most effective professional development has continued, and results are consistent with Joyce and Showers. Here is a brief bit of research from a

Research—Joyce and Showers

Training Components	OUTCOMES (% of Participants Who Demonstrate Knowledge, New Skills in a Training Setting and Use New Skills in the Classroom)		
	% Knowledge	% Skill Demonstration	% Skill in the Classroom
Theory and Discussion	10%	5%	0%
Demonstrating in Training	30%	20%	0%
Practice and Feedback in Training	60%	60%	5%
+ Coaching in the Classroom and On the Job	95%	95%	95%

Joyce, B.B., and Showers, B. (2002). "Student Achievement Through Staff Development." National Education Policy Institute.

Foundations of Instructional Leadership | 616 PPT | 68

Effective Professional Development

- Intensive
- Ongoing
- Connected to practice

Darling-Hammond, L., Chung-Hill, A., Andree, A., Richardson, N., and Orphanos, S. (2008). "Phase 2: Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Phase 2: School Development Network at Stanford University. National Staff Development Project from <http://www.nationalstaffdevelopmentproject.org/> and <http://www.nationalstaffdevelopmentproject.org/>

Foundations of Instructional Leadership | 616 PPT | 69



massive study of professional development done in 2009. These results are on the Learning Forward website.

Emphasize

Professional development that offers total contact hours (from 30 to 100 hours) spread over 6 to 12 months had a positive significant effect on student gains.

Other efforts that involved a limited amount of professional development (ranging from 5 to 14 hours in total) showed no statistically significant effect on student learning.

This means that professional development should be:

- Intensive
- Ongoing
- Connected to practice

Say

- Note that in Lead Learn Excel, we offer ongoing individualized supports (coaching) and peer learning opportunities because we know that just coming to the trainings is not enough.
- We can call these other supports transfer-to-practice routines. They are so powerful for improvement to happen and be effective.
- We will discuss other aspects of transferring knowledge to practice in detail, but first we want to think about how learning new skills takes place for anyone.
- As we think about supporting educators' growth, we have to consider where they are currently and, like teaching children, build on their current knowledge and experiences. That brings us to the knowledge-development trajectory.

The Knowledge Trajectory—35-40 minutes

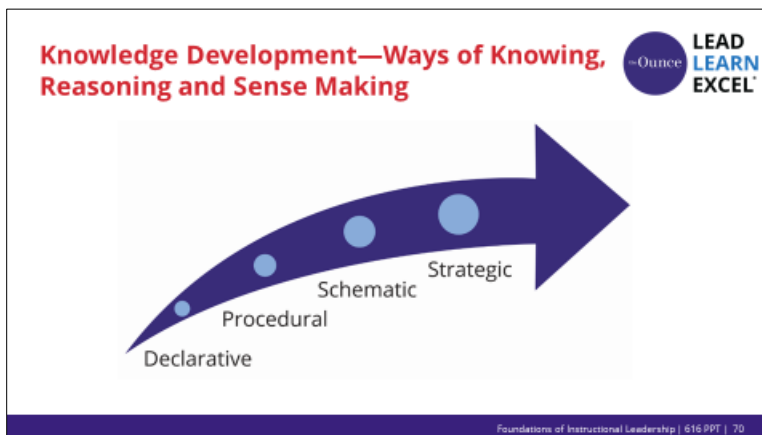


645 ACTIVITY-Trajectory Cards

Show Slide. Say

Teaching is extremely complex work, as is the work of learning new skills and actually changing our behaviors based on that knowledge.

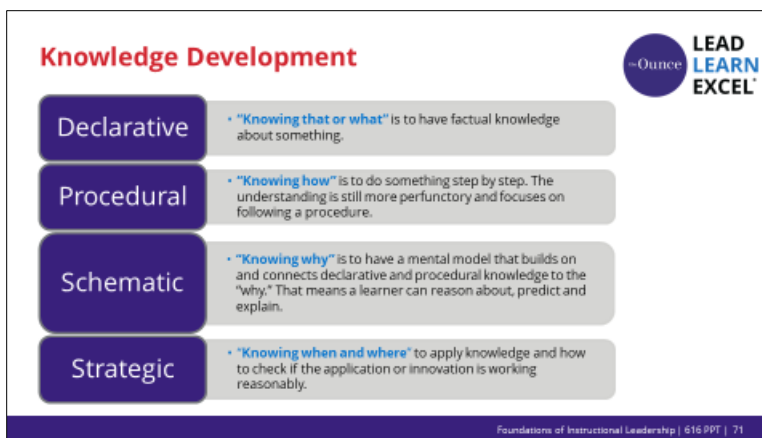
Teachers and all practitioners progress through specific stages of knowledge development. The process of learning and sense making is referred to as the knowledge-development trajectory. When we better understand these stages, we can strengthen our efforts to provide individualized support.



Show Slide. Say

Like many trajectories, this one starts with more-basic learning and ends with the much more complex process of applying basic knowledge. The four stages of the trajectory are defined as:

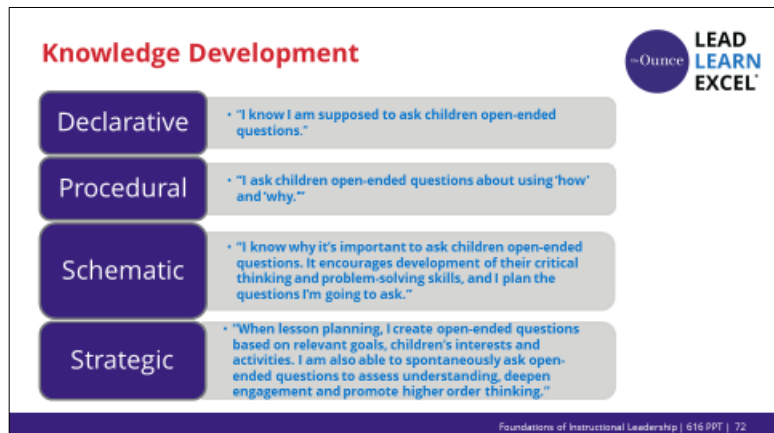
- Declarative: “Knowing that or what” is to have factual knowledge about something.
- Procedural: “Knowing how” is to do something step by step. The understanding is still more perfunctory and focuses on following a procedure.
- Schematic: “Knowing why” is to have a mental model that builds on and connects declarative and procedural knowledge to the “why.” That means a learner can reason about, predict and explain.
- Strategic: “Knowing when and where” to apply knowledge and how to check if the application or innovation is working reasonably.



Show Slide. Say

Let's look at an example of each:

- Declarative: "I know I am supposed to ask children open-ended questions."
- Procedural: "I ask children open-ended questions using 'how' and 'why.'"
- Schematic: "I know why it's important to ask children open-ended questions. It encourages development of their critical thinking and problem-solving skills, and I plan the questions I'm going to ask."
- Strategic: "When lesson planning, I develop open-ended questions based on relevant goals, children's interests and activities. I am also able to spontaneously ask open-ended questions to assess understanding, deepen engagement and promote higher order thinking."



Say

Next we're going to practice figuring out where a person might be on the knowledge-development trajectory by looking at other examples.

Ask

Ask participants to work together for this activity in groups of two or three people. Pass out one to two sets of cards per group or pair.

Explain

Explain that the task is to put the descriptions on these cards in order from declarative to strategic. Schematic and strategic can look similar when seeing this for the first time. Encourage participants to not worry so much about these last two stages and just get an idea of the trajectory in general. There are right answers, but emphasize that the process of thinking about how educators acquire knowledge and use that knowledge is the key.

Do

As participants work on this task, encourage them to think about why they are placing the descriptions in the order they choose. What is it about the statement that makes it declarative or procedural?

Allow participants 10-12 minutes for this activity.

When they are finished, have the groups that have these three examples (can modify the share out and just do two sets of cards, depending on time) share out the order they felt their trajectory cards should be in.

For each example, show the first slide in which the snippets appear in random order and then show the slide with the snippets in order from declarative to strategic. Emphasize what key words in the example help determine what stage the example reflects.

Show Slide. Explain

Explain that these are in random order:

- “Talking to babies while you feed them is good for them. You should always ask them if they’re ready before you just start shoveling food in their mouth.”
- “I ask for permission, then I wait for them to show me nonverbally that they’re ready to take a bite. Then I give them a bite, wait and see how they like it. It’s sensitive to wait and good for their language development to hear me talk.”
- “I ask them if they’re hungry before putting food in their mouths.”
- “When I fed Abigail, I waited, watched for her response, and I realized that she was so hungry I needed to go faster. I sped things up for a time. Once I saw that she was more content, I asked her, ‘Is that better?’ and waited for a response—reading her cues to see if she still wanted more. I also tried to see if she wanted to hold the spoon herself, which she loved!”

Show Slide. Explain

Explain that these are in order from declarative to strategic:

- “Talking to babies while you feed them is good for them. You should always ask them if they’re ready before you just start shoveling food in their mouth.”
- “I ask them if they’re hungry before putting food in their mouths.”
- “I ask for permission, then I wait for them to show me nonverbally that they’re ready to take a bite. Then I give them a bite, wait and see how they like it. It’s sensitive to wait and good for their language development to hear me talk.”

- “When I fed Abigail, I waited, watched for her response, and I realized that she was so hungry I needed to go faster. I sped things up for a time. Once I saw that she was more content, I asked her, ‘Is that better?’ and waited for a response—reading her cues to see if she still wanted more. I also tried to see if she wanted to hold the spoon herself, which she loved!”

Show Slide. Explain

Explain that this is a second example in random order:

- “When we go outside, we always plan something fun. We bring things out with us to help extend their play and encourage them to be more active. In my opinion, it’s not enough to just go out and let them play—they can be learning and getting exercise too.”
- “I take them outside every day, and we play on the swings, the jungle gym, we run around, and they ride the bikes. Sometimes we do a nature walk, or we even bring books outside.”
- “This week James and Trayvon started pretending to go through a car wash. So we set up the outdoors to include a car wash, a drive-through restaurant and a bank because we’re learning about community helpers. We talked about which community helpers work at each place and what they do.”
- “Children need to play outside at least a half hour every day for large motor.”

Show Slide. Explain

Explain that these are in order from declarative to strategic:

- “Children need to play outside at least a half hour every day for large motor.”
- “I take them outside every day and we play on the swings, the jungle gym, we run around, and they ride the bikes. Sometimes we do a nature walk, or we even bring books outside.”

Example Two—Random Order

KNOWLEDGE DEVELOPMENT TRAJECTORY

KNOWLEDGE DEVELOPMENT TRAJECTORY

KNOWLEDGE DEVELOPMENT TRAJECTORY

Foundations of Instructional Leadership | 616 PPT | 75

Example Two—Declarative to Strategic

KNOWLEDGE DEVELOPMENT TRAJECTORY

KNOWLEDGE DEVELOPMENT TRAJECTORY

KNOWLEDGE DEVELOPMENT TRAJECTORY

Foundations of Instructional Leadership | 616 PPT | 76

- “When we go outside, we always plan something fun. We bring things out with us to help extend their play and encourage them to be more active. In my opinion, it’s not enough to just go out and let them play—they can be learning and getting exercise too.”
- “This week James and Trayvon started pretending to go through a car wash. So we set up the outdoors to include a car wash, a drive-through restaurant and a bank because we’re learning about community helpers. We talked about which community helpers work at each place and what they do.”

Show Slide. Explain

Explain that this is the third example in random order:

- “When I say, ‘Tell me more,’ they always do!”
- “I need to ask more open-ended questions. Open-ended is better than closed. For every one closed-ended question, you should ask five open-ended ones.”
- “Last week I was blowing up balloons for the party. Since they were so interested and inquisitive, I decided to squeeze it while I let the air out, and I said, ‘Why is it making that sound?’ to see what their ideas about that might be.”
- “Last week when I was deflating a balloon, I said, ‘I wonder where the air goes,’ and the children came up with so many different ideas! It really pays to ask open-ended questions—they talk so much more.”

Example Three—Random Order

“When I say, ‘Tell me more,’ they always do!”

“I need to ask more open-ended questions. Open-ended is better than closed. For every one closed-ended question, you should ask five open-ended ones.”

“Last week I was blowing up balloons for the party. Since they were so interested and inquisitive, I decided to squeeze it while I let the air out, and I said ‘Why is it making that sound?’ to see what their ideas about that might be.”

“Last week when I was deflating a balloon, I said ‘I wonder where the air goes,’ and the children came up with so many different ideas! It really pays to ask open-ended questions—they talk so much more.”

Foundations of Instructional Leadership | 616 PPT | 77

Show Slide. Explain

Explain that these are in order from declarative to strategic:

- “I need to ask more open-ended questions. Open-ended is better than closed. For every one closed-ended question, you should ask five open-ended ones.”
- “When I say, ‘Tell me more,’ they always do!”
- “Last week I was blowing up balloons for the party. Since they were so interested and inquisitive, I decided to squeeze it while I let the air out, and I said, ‘Why is it making that sound?’ to see what their ideas about that might be.”

Example Three—Declarative to Strategic

“I need to ask more open-ended questions. Open-ended is better than closed. For every one closed-ended question, you should ask five open-ended ones.”

“When I say, ‘Tell me more,’ they always do!”

“Last week I was blowing up balloons for the party. Since they were so interested and inquisitive, I decided to squeeze it while I let the air out, and I said ‘Why is it making that sound?’ to see what their ideas about that might be.”

“Last week when I was deflating a balloon, I said ‘I wonder where the air goes,’ and the children came up with so many different ideas! It really pays to ask open-ended questions—they talk so much more.”

Foundations of Instructional Leadership | 616 PPT | 78

- “Last week when I was deflating a balloon, I said, ‘I wonder where the air goes,’ and the children came up with so many different ideas! It really pays to ask open-ended questions—they talk so much more.”

Do

Conclude by highlighting that it is not a bad thing for someone to be in the declarative stage. We all start there. The point is for us to think about how we can help get someone to the next stage.

Also point out that a person can be at varying stages depending on his or her skill. A teacher might be at the strategic stage in helping children learn math concepts for example but at the procedural stage in learning how to use assessment information for lesson planning.

Using Protocols—40-45 minutes



844 TOOL-Visualizing High-Impact Teaching-Modified Protocol

845 Thick Conversations-Tips for Teachers-NCQTL



Video

Show Slide. Say

In just a few minutes, we are going to examine the different contexts that can help transfer knowledge to practice. But let’s start by thinking about routines for collaboration between educators. This is a key part of supporting transfer of knowledge to practice.

As we’ve said, collaboration opportunities are crucial for improvement and learning. Collaborative routines can be many different types of activities, but one common form of collaboration is a peer learning community.



Ask

Ask if anyone has been in, or facilitated, peer learning communities. (Pause for responses.)

If the answer is yes, have participants share a little bit about those experiences, focusing particularly on the structures of the communities.

Explain

One common tool used to support effective peer learning communities are protocols. Protocols are a type of support or job aid that provide structure and focus to discussions.

There are many types of protocols. Which one you use depends on the purpose and content of your peer learning group. For now, we just want you to have the chance to experience a protocol and decide for yourself what the benefits might be.

Do

Divide participants into groups of three to five people.

Ask

Ask participants to take out two items from their materials. First is document number 844, “Tool—Visualizing High Impact Teaching-Modified Protocol. Second is document number 845, “Thick Conversations-Tips for Teachers” from the National Center on Quality Teaching and Learning about facilitating rich conversations with children, or “thick conversations.”

Do

Give participants a couple of minutes to read over the protocol. Explain that the facilitator/trainer will tell everyone when it’s time to move to the next step of the protocol. Remind participants that for steps two and three, each person should take no more than one minute to share.

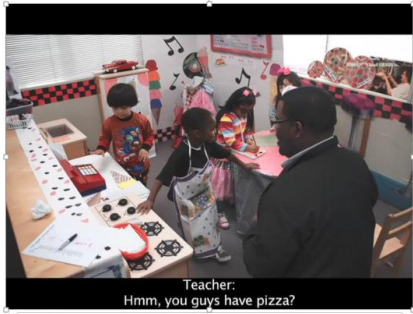

Show Slide. Play Video

Play the video and guide participants through each step of the protocol.

Facilitate

Facilitate a large-group discussion using the following questions:

Video—Thick Conversations

Teacher:
Hmmm, you guys have pizza?

"Thick Conversations" Head Start | Ed
00:03:98
conversations

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Show Slide. Ask

- What did it feel like to use a protocol?
- What did you like about it?
- What was difficult?
- What might be some benefits of using a protocol with teachers or providers?

Say

Peer learning communities that use protocols are one kind of powerful collaboration routine.

Ask

Ask participants what they think the benefits would be of having routine peer learning communities with teachers or providers?

Listen

Listen for participant responses connected to the slide, highlighting things not previously mentioned.


Show Slide. Read

This is what we know from the research about collaboration and professional learning.

Show Slide. Say

In Lead Learn Excel, we focus on three collaborative routines. They are examining data or data dialogues, team lesson planning and collaborative groups. We will explore these routines in depth over the course of the coming core training series.

Protocols




- What did it **feel** like to use a protocol?
- What did you **like** about it?
- What was **difficult**?
- What might be some **benefits** of using a protocol with teachers or providers?

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Impact of Collaboration on Educators



- **Reduces** isolation
- **Greater** learning, deeper understanding
- **Improved** practice
- **Shared** responsibility
- **Greater** job satisfaction, higher morale, lower absenteeism

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Three Collaborative Routines

Data Dialogues



Team Lesson Planning



Collaborative Groups



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Multiple Contexts—30 minutes



622 KEY CONCEPT-Multiple Contexts for JEPL



Chart paper (With one of the multiple contexts noted on each page)

Say

Teaching and learning will not improve unless we provide multiple contexts in which learning can occur in the workplace. We are going to talk now a little bit about the contexts other than collaboration routines. Keep in mind that the challenge is understanding how these all connect to support real change.

Training Tips



The goal here is to give participants enough information so they have some understanding of each of the multiple contexts of support. However, they will gain deeper understanding in the next activity, so it's important not to provide too many examples so they can generate their own ideas about each context.

Show Slide. Say

Knowledge Development

- Learners frontload critical information to deepen their knowledge and understanding.
- Going to trainings to study a particular topic is an example of this.

Supports for Transfer to Practice

- Educators need supports to take the knowledge they learn in training and apply it in their daily work.
- Job aids that connect training knowledge to their actual work in classrooms or homes support implementation.
- Individualized assistance like coaching is another support in this context.





Collaboration Routines:

- Collaboration routines break the isolation that teachers can often feel
- Collaboration routines create a professional culture in which educators value the process of reflecting, examining practice, analyzing data and continuously improving.

Reflective Supervisory Dialogue and Feedback

- This is supervision that provides support, fosters reflection and focuses on a person's learning versus evaluation and compliance only.
- Active listening and deciding on next steps for learning and improvement together are key.

Do

Title each of four pieces of chart paper with one of the multiple contexts and place them around the room. Ask participants to find a partner and tell them to take a few moments with their partner to think about examples of each of these learning contexts. Tell them to write only one example on a sticky note. **Note:** If the group is very small, this could be done individually rather than in pairs.

Give the teams a few minutes to generate ideas. Then ask them to place their examples where they think they belong on the multiple context chart papers. Emphasize that it's okay if they are not sure where their examples fit. The idea is to generate ideas and learn together about these contexts.

Encourage participants to walk around the room and read the sticky notes on each piece of chart paper after they have placed their examples on the contexts.

Bring the group back together and ask participants to take out document number 622, "KEY CONCEPT-Multiple Contexts for JEPL." Give everyone a few minutes to read the definitions of each context.

Next go to each learning context one at a time and read the examples that are posted. Ask participants what they think. Does each example on the sticky notes fit in this learning context based on the definition in the handout? If not, where does the group think the example does fit and why?

Say

In summary, all of these multiple contexts for learning are necessary for teachers to learn and change practice. But the tricky part is creating a system in your organization to make sure the needed time and resources are in place for each learning context.

Training Tips



Optional. The next two slides show how one school worked on improving concept development in multiple contexts. If this example is applicable to the group, share it. If the group has participants who support family child care homes, you may create a different example prior to delivery of this training with assistance from your implementation adviser.

Say

For example, here's a story of multiple contexts in action.

One school had been using the Classroom Assessment Scoring System® tool for the last couple of years. At the end of each academic year, the principal and staff would come together to have a data dialogue and identify one area for a Classroom Assessment Scoring System improvement that the school would focus on for the coming year. In addition to the schoolwide goal, each classroom team identified its own Classroom Assessment Scoring System goal based on its classroom data and on what it self-identified as an area for improvement.


So if we think about the multiple contexts with this improvement example, this is what it looked like.

Show Slide. Say


Knowledge Development

- Teachers learned by reading the Classroom Assessment Scoring System manual and other resources about the particular dimension or indicator(s) identified for improvement.
- They received the Classroom Assessment Scoring System introduction training for teachers.
- Then they watched exemplar online videos from the Teachstone® video library.

Example of Multiple Contexts in Action—The Classroom Assessment Scoring System™



- Knowledge Development**—Teachers read, received training, watched exemplar videos.
- Supports for Transfer to Practice**—Teachers created job aids by modifying lesson plan forms to integrate goals, added prompts for teachers to make it easy to practice and modified their individual coaching process.



Foundations of Instructional Leadership | 616 PPT | 35

Supports for Transfer to Practice

- After all of this learning, they created their own job aids by modifying their lesson plan form to include integration of specific Classroom Assessment Scoring System goals into lesson plans.
- They also added prompts for teachers in the interest areas of questions to ask or aspects of facilitation that teachers could easily practice to help address the Classroom Assessment Scoring System improvement goal.
- They modified their individual coaching process in order to support the teacher and coach by starting out the coaching session to collaboratively determine the Classroom Assessment Scoring System improvement goal based on data and their own self-assessment. Coaching then included observations in the classroom, with a focus on gathering data around the determined goal. Sometimes data was in the form of videotaping. There was always follow-up collaboration with the teacher and coach after an observation to reflect on how the planned observation went and if it was useful in moving the established Classroom Assessment Scoring System goal forward.

Show Slide. Say


To continue our story of how multiple contexts for learning were leveraged in this school. Next the teachers established:

Collaboration Routines


- Teachers held regular Classroom Assessment Scoring System data dialogues at the agency and classroom levels.
- They scheduled peer learning groups that were focused on the agency Classroom Assessment Scoring System goals and individual teams Classroom Assessment Scoring System goals. There, teachers examined and shared their practices related to the Classroom Assessment Scoring System improvement goals.

Reflective Supervisory Dialogue and Feedback

- Each teacher continued on the improvement path with ongoing formal and informal feedback from his or her coach.
- Supervision with the principal included time to reflect on the schoolwide Classroom Assessment Scoring System goals.

Example of Multiple Contexts in Action—The Classroom Assessment Scoring System™ 

- **Collaboration Routines**—Teachers held regular data dialogues, peer learning groups and study groups that examined teacher practice and related to their improvement goals.
- **Reflective Supervisory Dialogue and Feedback**—Teachers continued improvements in ongoing formal and informal feedback with their coach and reflective supervision with the principal.



Foundations of Instructional Leadership | 616 PPT | 86



Key Ingredients for Learning and Change—35 minutes



620 KEY CONCEPT–Key Ingredients

621 ACTIVITY–Key Ingredients

Say

Creating a system of job-embedded professional learning takes time. As you consider how to build or strengthen your system toward the vision you developed earlier, think about these important characteristics needed for success.

Explain

Not all levels of staff may be directly facilitating embedded professional learning. However, the question is what can those in other roles do to support or build the conditions needed to create these seven key ingredients?

Show Slide. Ask

Ask participants to take out document number 620, “KEY CONCEPT–Key Ingredients.”

Say

These seven key ingredients were developed by the Ounce’s Lead Learn Excel team. The team found that in order to be effective, job-embedded learning has to include these things.

Seven Key Ingredients—Effective Job-Embedded Professional Learning



1. Led, supported, facilitated and sustained by instructional leaders
2. Collaborative and within community
3. Routine
4. Relationship and strength based
5. Inquiry based
6. **Structured by** clear goals, evidence-based practice frameworks, real examples of teaching and learning, and norms and protocols
7. Evaluated and changed over time

Foundations of Instructional Leadership | 616 PPT | 87

We want to give you time to explore these more deeply and begin to think about each of them in relation to your own programs’ current professional development structures or systems.

Do

Break the participants into seven groups and assign one key ingredient to each group. If there is a small number of groups, assign more than one key ingredient to each one.

Direct participants to document number 621, “ACTIVITY–Key Ingredients.” Ask them to follow the instructions at the top and explain that under each key ingredient are some probing questions to help them think about that ingredient in relation to their own organization.

Explain

For the first key ingredient especially, it may be useful to think about this from the perspective of different roles within the organization. For example, a principal or district leader may not be the one actually leading a learning routine but is crucial to ensuring that the instructional leader has the time and support needed to make facilitation possible.

Do

Allow 7-8 minutes of group work at the tables. Then ask each table to share the highlights of its discussion and answers to the questions.

Have the groups state which key ingredient they have some others can follow the definitions on the handout. Allow no more than 2-3 minutes for each group to share.

End with final thoughts about the seven key ingredients of job-embedded professional learning.


Show Slide. Say

Remember that change of any kind is a process that takes time. Some programs will need more time to build their systems for job-embedded professional learning and some may just have to make small changes. In either case, here are some tips:


- With your staff, prioritize the key ingredients and start with just one or two.
- Take collaborative steps on a daily, weekly and monthly basis toward implementing the rest.
- Expect pushback and at times regression, and don't be discouraged. The insight you gain from these potential events is valuable data from which you can learn.
- Maintain a clear sense of focus while you embrace collaborative questions, concerns and celebrations.

Job-Embedded Learning Routines

Take Time



- **Prioritize** key ingredients with staff—start with just one or two.
- **Take collaborative steps** on a daily, weekly and monthly basis.
- **Expect pushback** and at times regression, and don't be discouraged.
- **Maintain a clear sense of focus** while you embrace collaborative questions, concerns and celebrations.








Foundations of Instructional Leadership | 616 PPT | 88

Summary/Transition—Say


We've talked a lot about what is needed for teachers to grow, learn and change their practice. But as we said at the beginning of our time together, leadership is the driver of all change. As leaders, we also have to change and consider some things in order to begin moving toward our leadership and improvement goals. One of the first steps is simply thinking about how we spend our time.

ADDITIONAL NOTES

SECTION E: SUPPORTING TEACHING AND LEARNING

 40 minutes —Entire section	
 625 ACTIVITY-Review Leadership Responsibilities 841 Early Education Essentials Definitions	<p>SECTION E: Supporting Teaching and Learning</p>
 Show slide on screen to start this section of the training	
DESCRIPTION AND/OR OBJECTIVES	
<p>Describe the components of management that are most critical for supporting inclusive instructional leadership and professional learning.</p>	

Prioritizing Teaching and Learning—40 minutes

-  **625** ACTIVITY-Review Leadership Responsibilities
841 Early Education Essentials Definitions

Training Tips



The purpose of the next activity is for leaders to begin to see a visual representation of how they spend their time, keeping in mind that improvement can't happen without a focus on each of the Early Education Essentials.


Ask


Ask participants to take out handout number 625, “ACTIVITY-Review Leadership Responsibilities” and to think independently about their top 10 responsibilities for their typical week. They should determine if each is a managerial or an instructional leadership task and write it down in the corresponding column.

Show Slide. Explain

Managerial tasks do not directly involve working with teachers, children or families. These are tasks like doing schedules and payroll, ordering supplies or working on budgets. Explain that although all of their work (budgets for example), impacts teachers, children and families, we want to make a distinction between the time that is spent directly on managerial responsibilities and the hands-on time that focuses on improving teaching practices and outcomes.

Tasks—Managerial vs Instructional Leadership





- Connections to Early Education Essentials?
- What are high-priority tasks?
- Match with actual time spent?
- What do you want to make a higher priority?

Foundations of Instructional Leadership | 616 PPT | 90

Instructional leadership tasks are things done directly with educators. These include things like classroom or home observation, reflection with educators and facilitating or supporting educators in completing essential job skills (e.g., lesson planning or assessment).

Ask

Ask participants to estimate the amount of time they spend every week on each of the tasks.

Now ask them to look at their instructional leader tasks and make connections between those tasks and the Early Education Essentials. Encourage them to use the definitions from document number 841 to help them decide. If a task connects to more than one of the essentials, check each essential to which it connects.

Do

When participants are done with each of the above steps, have them share their results with others at their table and discuss them using these guiding questions:

- What do you notice about your categories of tasks and the connections to the Early Education Essentials?
- What do you consider a high-priority task?
- Does this match with how you are spending your time?
- What do you want to make a higher priority?

Show Slide. Ask

Ask participants what percentage of their time they think should be devoted to instructional leadership given all their responsibilities and allow a brief discussion popcorn style.

Say

If you are looking to change your priorities to align more with the Early Education Essentials and instructional leadership, there are a few things you can start to think about.

- Am I having the right meetings with the right people with the right frequency?
- Can I refocus or repurpose some of my meetings so I can focus more on instructional leadership and time for collaboration and discussion?
- Is there something I can do to increase the capacity of our leadership team? A couple of examples would be to elevate a teacher leader or shift roles so that one person is in charge of operational and administrative tasks and the other can focus on the teaching and learning.





Summary/Transition—Ask

What would be one step you can take toward spending more time on instructional leadership? Take a few minutes to brainstorm some answers at your tables with your colleagues and make some notes for yourself about this.




ADDITIONAL NOTES

SECTION F: DEVELOPING YOUR VISION

 55 minutes —Entire section	
 838 ACTIVITY -Self-Assessment-Early Education Essentials for Improvement 611 RESOURCE -Lead Learn Excel Leadership Standards and Competencies 627 TOOL -Foundations of Instructional Leadership-Reflections	<div data-bbox="716 611 1224 646" data-label="Section-Header"> <h3>SECTION F: Developing Your Vision</h3> </div> <div data-bbox="685 827 1450 898" data-label="Image"> </div>
 Show slide on screen to start this section of the training.	
DESCRIPTION AND/OR OBJECTIVES	
Articulate a vision of your own role as an instructional leader as well as that of your leadership team.	

Reflect on Your Organizational Climate—45 minutes

-  **838 ACTIVITY**-Self-Assessment-Early Education Essentials for Improvement
611 RESOURCE-Lead Learn Excel Leadership Standards and Competencies
627 TOOL-Foundations of Instructional Leadership-Reflections

Say

We know that research shows professional development experiences have to be connected to our own work and spread out over time. The goal of this activity is for you to leave today with one or two actionable items you can try over the next few weeks.

Explain

The Early Education Essentials Survey is a tool developed by the Ounce and its partners. It helps leaders gather data about the strength of each of the essentials in their program. Typically, the survey is given to staff and families in early childhood programs. We have repurposed the survey into a brief self-assessment for the Lead Learn Excel trainings. Because this particular Foundations of Instructional Leadership training is focused on the two essentials of instructional leadership and collaborative teachers, we are going to keep our data points to only these essentials right now.



Ask

Ask participants to take out document number 838, “ACTIVITY-Self-Assessment-Early Education Essentials for Improvement.”

Tell them to complete this activity on their own, following the instructions on the handout. Explain that if there are teams of participants present, they will have some time after this to talk together.

Say

This quick self-assessment has given you one specific next step that is informed by the Early Education Essentials. The Lead Learn Excel Leadership Standards and Competencies are another tool to use as you map out your larger visionary leadership goals. There are seven leadership standards. They are listed in handout number 611 in your materials.

Explain. Do

Ask participants to take out document number 611 now. Tell participants to read over the standards on their own outside of this training. Explain that they can work with their coach over the next several months to determine what specific steps they might want to set for themselves around these standards.

Training Tips



Lead Learn Excel developed seven leadership standards for leaders to use as a tool in developing their own learning goals. This Foundations of Instructional Leadership training connects most with Standards 1, 2 and 6. The standards and competencies are informed by, and aligned with, the National Policy Board for Educational Administration’s Professional Standards for Educational Leaders (which used to be the ISSLC standards), the Illinois Performance Standards for School Leaders and the Oregon Educational Leadership/Administrator Standards. They are also informed by the Five Essential Supports and the Early Education Essentials.

Show Slide. Say


This Foundations of Instructional Leadership training connects most with Standards 1, 2 and 6. Here are a few key points about each of those three standards:

Standard 1. Visionary Leadership

An educational leader promotes the success and well-being of all young children by facilitating the development, articulation and stewardship of a vision of

ambitious, developmentally appropriate early education that is realized by the entire school/center community.

Standards 1 and 2—Standards



Standard 1. Visionary Leadership

- An educational leader promotes the success and well-being of all young children by facilitating the development, articulation and stewardship of a vision of ambitious, developmentally appropriate early education that is realized by the entire school/center community.

Standard 2. Improving Teaching and Learning

- An educational leader provides consistent and coherent instructional guidance and builds a strong professional learning community that collaborates to continuously improve teaching, family engagement and learning for all young children.

Foundations of Instructional Leadership | 616 PPT | 93

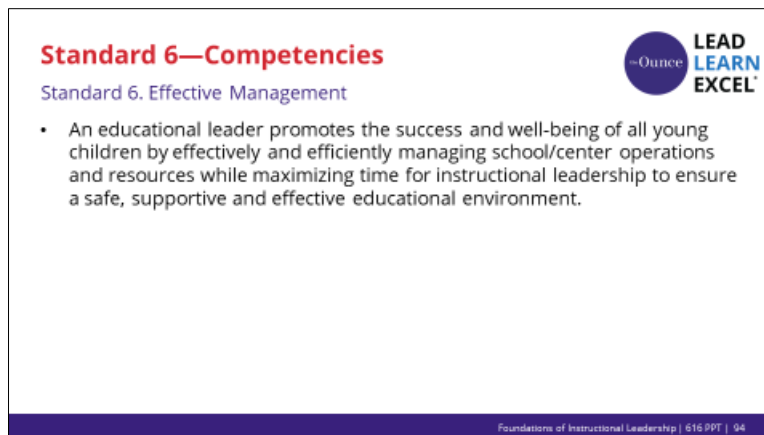
Standard 2. Improving Teaching and Learning

An educational leader provides consistent and coherent instructional guidance and builds a strong professional learning community that collaborates to continuously improve teaching, family engagement and learning for all young children.

Show Slide. Say

Standard 6. Effective Management

An educational leader promotes the success and well-being of all young children by effectively and efficiently managing school/center operations and resources while maximizing time for instructional leadership to ensure a safe, supportive and effective educational environment.



Standard 6—Competencies

Standard 6. Effective Management

- An educational leader promotes the success and well-being of all young children by effectively and efficiently managing school/center operations and resources while maximizing time for instructional leadership to ensure a safe, supportive and effective educational environment.

Foundations of Instructional Leadership | 616 PPT | 94

We've given you a lot to think about today. Before we conclude with some reflections of others who have gone through Lead Learn Excel, let's take a few moments to reflect and answer some questions.

Training Tips



For this reflective activity, depending on time, energy and group dynamics, you may want to have participants share one of their thoughts or reflections with the large group.

Do

Ask participants to take out document number 627, "TOOL-Foundations of Instructional Leadership-Reflections." Explain that this reflection is meant to help participants think about their own personal next steps as well as steps for their programs as a whole.

Give participants a few minutes to write their reflections on the handout. Explain that their answers can help guide the coaching process as they continue with Lead Learn Excel.

Summary/Transition

Training Tips



The following quotes are from teachers and leaders who participated in the pilot project to Lead Learn Excel, the Investing in Innovation Development Grant. This project took place from 2014 to 2016 and focused on transforming four community-based centers into learning organizations with strong instructional leaders at the helm. The interventions were aimed at four key groups within these centers—center leaders, direct supervisors, teachers and teacher assistants—and the work was independently evaluated by the University of Illinois at Chicago Center for Urban Education Leadership.

Say

We talked throughout the day about change. Following are some quotes from Lead Learn Excel alumni that reflect the changes that took place in their thinking and approaches to leadership over time. We want to support you through coaching and peer learning communities in achieving the change you want.

Show Slide. Read

"I really began to understand that it's our responsibility that teachers are learning and growing, and that we have to lead that. We have to provide the structure for that in order for it to happen."

the Ounce

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Leader Reflection

"I really began to understand that **it's our responsibility that teachers are learning and growing, and that we have to lead that.** We have to provide the structure for that in order for it to happen."

Foundations of Instructional Leadership | 616 PPT | 95

Show Slide. Say

"So oftentimes, I find myself saying, 'Now how can I support you?' Instead of just giving them the information, it's more back and forth. Whereas before it was like me giving them directives."

the Ounce

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Leader Reflection

"So oftentimes, I find myself saying, **'Now how can I support you?'** Instead of just giving them the information, it's more back and forth. Whereas before it was like me giving them directives."

Foundations of Instructional Leadership | 616 PPT | 96

Show Slide. Say

"As a leadership team, we sat down and we have been reassigning things so that we can provide the support that we need to for the teachers. And I think we are working together more as a team. Like, now we're always reflecting together, 'OK, well this didn't work and why didn't it? So let's try this,' in order to help. We are more supportive to each other to make sure we're providing teachers with what they need."

the Ounce

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Leader Reflection

"As a leadership team, we sat down and we have been reassigning things so that we can provide the support that we need to for the teachers. And I think we are working together more as a team. Like, now we're always reflecting together, 'OK, well this didn't work and why didn't it? So let's try this,' in order to help. We are more supportive to each other to make sure we're providing teachers with what they need."

Foundations of Instructional Leadership | 616 PPT | 97

ADDITIONAL NOTES



<div data-bbox="215 457 290 537">  </div> <div data-bbox="323 474 561 533"> <p>15 minutes—Entire section</p> </div>	<div data-bbox="1286 487 1425 550">  </div> <div data-bbox="701 611 1122 644"> <h2>SECTION G: Training Wrapup</h2> </div>
<div data-bbox="222 619 297 688">  </div> <div data-bbox="323 602 625 699"> <p>Show slide on screen to start this section of the training.</p> </div>	<div data-bbox="669 827 1437 898">  </div> <div data-bbox="1161 877 1412 892"> <p>Foundations of Instructional Leadership 616 09T 98</p> </div>
<div data-bbox="203 955 751 989"> <h3>DESCRIPTION AND/OR OBJECTIVES</h3> </div>	
<div data-bbox="203 1029 1078 1056"> <p>Review of Foundations of Instructional Leadership learning objectives.</p> </div>	

Learning Objectives Review—15 minutes

Show Slide Above. Say

Let's take a few minutes to look back at our learning objectives. As you look at these objectives, think about them and the learning goals that you set for yourself. Did you meet all of these learning objectives? What evidence can you think of that demonstrates your learning? Are there any objectives that you feel less confident about? If so, make note of these so you can revisit them in technical assistance with your coach over the next few months.


Show Slides. Say

These were the learning objectives that were shared at the beginning of the training. For each one, share your thoughts about how well we have met these objectives.

Learning Objectives

By the end of this training you will be able to:

- A. Discuss** the need for a new approach to improvement in early education
- B. Compare** the organizational conditions necessary for improvements in early childhood teaching and learning to your program's current conditions
- C. Distinguish** the critical role of an early childhood instructional leader from that of a typical leadership style rooted in daily management



Learning Objectives

By the end of this training you will be able to:

- D. Describe** the characteristics of effective job-embedded professional learning
- E. Describe** the components of management that are most critical for supporting inclusive instructional leadership and professional learning
- F. Articulate** a vision of your own role as an instructional leader as well as that of your leadership team

Foundations of Instructional Leadership | 616 PPT | 100

Do

Give participants a way to show their learning satisfaction with each objective. Examples include a “thumbs up,” “thumbs middle” or “thumbs down,” or a “Hey” for good and a “Whoa” for not so sure. The idea is to not just read the objectives but give participants a fun way to gauge their learning.

By the end of this training you will be able to:

- A. **Discuss** the need for a new approach to improvement in early education
- B. **Compare** the organizational conditions necessary for improvements in early childhood teaching and learning to your program’s current conditions
- C. **Distinguish** the critical role of an early childhood instructional leader who drives continuous improvement from that of a typical management leadership style rooted in daily management
- D. **Describe** the characteristics of effective job-embedded professional learning
- E. **Describe** the components of management that are most critical for supporting inclusive instructional leadership and professional learning
- F. **Articulate** a vision of your own role as an instructional leader as well as that of your leadership team

Explain

Explain what the next general steps will be for participants in the Lead Learn Excel program such as setting up coaching or upcoming training dates.

Finally, point out that participants are leaving today with a number of different data points. These are the:

- Listening and Hearing Survey
- Identified next steps to strengthen two of the Early Education Essentials



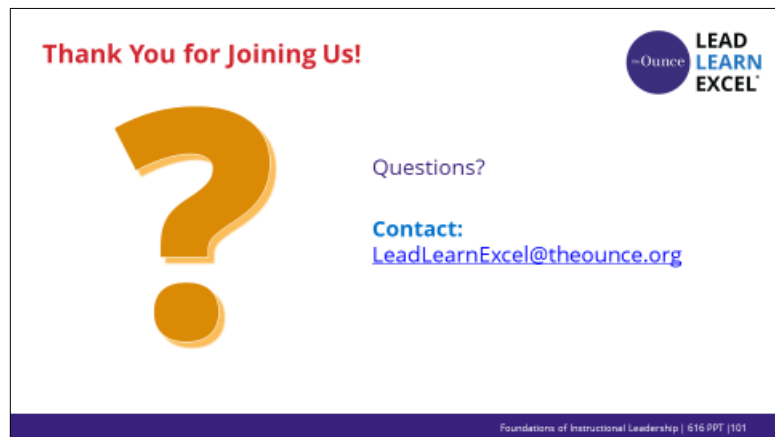
- Self-reflections from today

Say

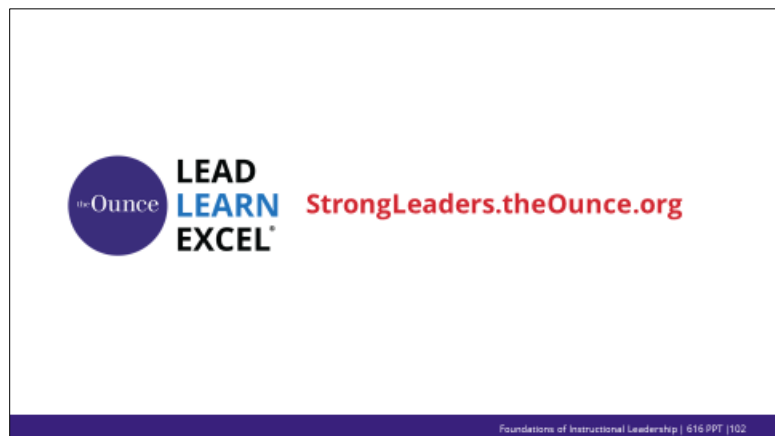
Just as we encourage teachers to use and examine data on an ongoing basis, we hope you also will begin to look at your data and use it to plan your short-term next steps and your long-term vision.

Show Slide. Do

Thank participants for coming to this training. Ask if anyone has any questions or final thoughts to share.



Show Slide Onscreen at End of Training



ADDITIONAL NOTES



APPENDIX

Section A: The Need for a New Approach to Early Childhood Improvement

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