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| **Nevada ECE Leadership Series** |
| Session 1 |
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Training Goal

*Introduction to Training*

**KEY IDEA:** We know that leadership matters. Research points to the pivotal role of strong instructional leadership in improving teaching and student achievement. The ability to identify, nurture and develop teaching talent sits squarely with center leaders. **To have an effective teacher in every early childhood classroom, we need a transformational leader in every early childhood center.**

The leadership series is designed to support you in becoming a more **effective instructional leader.**

Leadership Series: Scope & Sequence

*Introduction to Training*

## **Session 1:**

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| **SESSION TITLE** | **SESSION OBJECTIVES** |
| Leadership Series Overview | * Articulate why Early Childhood Education from birth-five is a priority for Nevada and nationwide * Orient participants to the goals and scope and sequence for the Leadership Series * Establish group norms for all Leadership Series sessions |
| Setting a High Bar for Excellent Instruction in Early Childhood Classrooms | * Establish a common understanding of excellence in early childhood instruction * Understand the developmental trajectory of students from birth through five and the expectations for students defined by the Nevada Infant and Toddler Early Learning Guidelines and the Nevada Pre-Kindergarten Standards * Describe how developmental levels influence classroom practice |
| Creating and Communicating a Vision for Instructional Excellence | * Understand the important role a Vision of Excellent Instruction plays in ensuring high quality ECE centers and schools * Draft a Vision of Excellent Instruction for their center or school * Draft a communication plan to invest staff in the vision. * Practice investing staff members in the Vision for Instructional Excellence |
| Closing and Next Steps | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to next month’s Leadership Series session * Provide feedback on the day’s sessions |

## **Session 2:**

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| **SESSION TITLE** | **SESSION OBJECTIVES** |
| Opening and Reflection | * Preview the scope of work for the day * Reflect on the impact that the Vision of Excellent Instruction is having in their centers and schools * Share successes and challenges of building staff investment around the Vision of Excellence |
| Planning to Prioritize Classroom Observations | * Articulate the importance of prioritizing classroom observations as a key lever for improving teacher and student growth * Describe strategies for time management * Plan major elements of the upcoming week using the Leader’s Action Planning template |
| Developing Teachers by Collecting and Analyzing Observation Data | * Take high-quality, low-inference observation notes that capture teacher practice and evidence of student outcomes * Provide accurate ratings on teacher performance |
| Teacher Development Session: Building Oral Language - Promoting Complex Vocabulary Using Self- and Parallel-Talk | * Explain why oral language development in young children is essential to their academic success * Understand the trajectory of oral language development as outlined in the research, the Infant and Toddler Early Learning Guidelines, and the Pre-Kindergarten Standards * Describe the principles of using complex vocabulary, self-talk, and parallel-talk in birth through five-year-old classrooms * Practice applying self-talk and parallel-talk strategies during instructional and non-instructional time * Plan for common opportunities to utilize self-talk and parallel-talk throughout the day |
| Closing and Next Steps | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to next month’s Leadership Series session * Provide feedback on the day’s sessions |

## **Session 3:**

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| **SESSION TITLE** | **SESSION OBJECTIVES** |
| Opening and Reflection | * Preview the scope of work for the day * Reflect on the impact of the building oral language teacher development session on teacher practice using artifacts and teacher observation data |
| Revisiting Observing and Rating Teacher Performance | * Explain the importance of observing and accurately rating teacher performance * Practice taking low-inference notes and rating a teacher accurately on a rubric * Reflect on their own observation and scoring process with the teachers at their center or school * Revise and enter individual teacher observation scores |
| Developing Teachers by Identifying and Communicating Key Feedback | * Articulate the connection between high-quality feedback and teacher growth * Describe the key strategies for identifying the key development area for teachers * Practice honing in on a key development area for teachers |
| Teacher Development session: Building Oral Language - Using Conversation to Promote Vocabulary Development | * Explain the importance of using extended conversations as a strategy to support student vocabulary acquisition and use * Explain the components of effective strategies for promoting conversation between teachers and children * Practice using effective strategies to start and sustain conversations between teachers and children |
| Closing and Next Steps | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to next month’s Leadership Series session * Provide feedback on the day’s sessions |

## **Session 4:**

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| **SESSION TITLE** | **SESSION OBJECTIVES** |
| Opening and Reflection | * Preview the scope of work for the day * Reflect on teacher practice focused around developing complex vocabulary and oral language skills using artifacts and teacher observation data |
| Analyzing Classroom Observation Data | * Enter and analyze observation data for teachers * Share observation notes and key development areas for 1-2 target teachers with a partner * Reflect on the challenges and successes of identify one key lever to develop teachers |
| Developing Teachers by Providing Effective Feedback | * Articulate the connection between high-quality feedback and teacher growth * Describe the key strategies for delivering effective feedback * Practice applying strategies for delivering effective feedback |
| Teacher Development session: Choosing and Using Complex Texts in Early Childhood | * Identify the key pre-reading and reading skills that students from the ages of birth through five must be able to master * Articulate why it is essential to provide all students with early reading experiences that are centered around a complex text * Define text complexity in early childhood * Evaluate texts and text sets to decide if they qualify as complex, rigorous texts for early childhood classrooms |
| Closing and Next Steps | * Reflect on key concepts learned during the day * Understand the next steps to take prior to next month’s Leadership Series session * Provide feedback on the day’s sessions |

## **Session 5:**

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| **SESSION TITLE** | **SESSION OBJECTIVES** |
| Opening and Reflection | * Preview the scope of work for the day * Reflect on teacher proficiency in using open-ended questioning in student discussion throughout the day to promote student vocabulary and oral language development * Share evidence of teacher and student conversations that included strong open-ended questions |
| Analyzing Classroom Observation Data | * Enter and analyze teacher observation data into tracker * Share teacher ratings and key development for 1-2 target teachers with a partner * Draft feedback talking points for the opening of coaching conversations for target teachers * Practice delivering opening of coaching conversations * Reflect on the successes and challenges of using direct, clear feedback conversations |
| Developing Teachers by Effectively Using Modeling and Practice | * Understand how to implement modeling and practice in feedback conversations to accelerate teacher development * Describe the key strategies for developing teachers using leader modeling and teacher practice * Practice applying the strategies of modeling and practice in feedback conversations |
| Teacher Development Session: Engaging Students with Text-Based Vocabulary | * Identify key vocabulary to teach within a complex text * Describe strategies that effectively teach vocabulary within a read aloud * Plan questions that promote student engagement with key vocabulary from the text |
| Closing and Next Steps | * Reflect on key concepts learned during the day * Understand the next steps to take prior to next month’s Leadership Series session * Provide feedback on the day’s sessions |

## **Session 6:**

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| **SESSION TITLE** | **SESSION OBJECTIVES** |
| Opening and Reflection | * Preview the scope of work for the day * Reflect on the impact of the complex text teacher development session on teacher practice and student learning using lesson plan samples and teacher observation data * Share examples of complex texts that teachers used in observations, and why those texts should be considered complex |
| Analyzing Classroom Observation Data | * Enter and analyze teacher observation data into tracker * Share teacher ratings and key development for 1-2 target teachers with a partner * Draft feedback talking points for coaching conversations for target teachers * Reflect on the successes and challenges of using direct, clear feedback conversations |
| Developing Teachers Using Strategic Next Steps and Follow-Up | * Explain why providing teachers with a clear set of next steps and follow-up expectations will drive their development forward continuously and cohesively * Describe the key strategies for planning a series of development next steps for teachers * Draft a development plan for one target teacher |
| Putting It All Together | * Summarize the Coaching Cycle * Rate a teacher using low-inference notes and the Nevada ECE rubric * Hone in on a key lever for teacher development * Plan and practice a complete coaching conversation * Reflect on continued successes and challenges in rating teachers and leading coaching conversations |
| Closing Reflection and Celebration | * Reflect on key concepts learned during the Leadership Series * Reflect on overall successes and challenges in using the strategies they learned throughout the course of the Leadership Series * Plan for next steps to continue to use and improve on the strategies learned in the coming school years and how to stay connected to the Leadership Series cohort * Complete reflective self-assessment on growth over the course of the Leadership Series * Provide feedback on the day’s sessions and the Leadership Series as a whole * Celebrate the achievements of the cohort! |

Leadership Series: Expectations Between Sessions

*Introduction to Training*

The Leadership Series will help you tohone your skill as a leader in teacher development and provide you with the training tools to implement strong professional development sessions and coaching for your teachers.

We have limited time together and critical content to address in each training session. Therefore, your attendance at each session is vital. Please reserve the training dates and plan to attend each one. Any unexcused absences may result in the loss of your spot in the cohort.

Between training sessions, you will be expected to:

* Complete pre-work for the next training session. (Pre-work will be distributed at each session for the following session.)
* Deliver targeted professional development to teachers utilizing materials provided in training (see below).
* Provide coaching to your teachers utilizing tools and strategies learned in training (see below).
* Input your data into a tracker specific to the Leadership Series

**Teacher Development Sessions**

Leaders will implement **three prioritized trainings** for teachers by the designated deadlines, and implement the remaining trainings at your discretion following the completion of the training. (See calendar on the next page). You may choose how to best deliver the training content to your teachers, whether as a whole-group training session or a small-group meeting, and can break up the content over multiple meetings. Implement the content from each training session with at least one small group of teachers.

After implementing each of the prioritized trainings, you will collect classroom data to help you assess the extent to which the trainings are leading to changes in classroom instruction. You will bring the data to the Leadership Series sessions to analyze and reflect on with your colleagues.

**Building Leadership and Coaching Skills**

Each month leaders will be expected to implement specific tasks to build their leadership skills, including working to invest stakeholders in their vision of excellence and implementing a minimum number of observations and coaching in order to practice key coaching skills.

**Calendar of Assignments**

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| --- | --- | --- |
| **TIMELINE** | **LEADERSHIP AND COACHING SKILLS TASKS** | **TEACHER DEVELOPMENT SESSIONS AND DATA COLLECTION** |
| By Session 2 | **Vision of Excellence:** Present vision to your staff. Bring your reflections on implementing the vision of excellence with staff. Email vision to your facilitator by the due date. |  |
| By Session 3 | **Developing Teachers by Collecting and Analyzing Observation Data**: Conduct observations of at least threeteachers using the Language and Literacy Tool. Bring scores and data to Session 3’s meeting. | Implement the teacher development session: **Building Oral Language - Promoting Complex Vocabulary Using Self- and Parallel-Talk.**  **Collect before and after data on at least 3 teachers’ use of self- and parallel-talk.** Bring observation data to Session 3’s meeting. |
| By Session 4 | **Developing Teachers by Identifying a Key Lever:** Conduct observations of at least threeteachers using the Language and Literacy Tool. Hone in to identify the teachers’ individual key levers. Bring scores, key levers, and data to Session 4’s meeting. | Implement the teacher development session: **Building** **Oral Language - Using Conversation to Promote Vocabulary Development**  **Collect before and after data on at least 3 teachers’ use of the TALK strategy.** Bring observation data to Session 4’s meeting. |
| By Session 5 | **Developing Teachers by Providing Effective Feedback:** Conduct observations of at least threeteachers using the Language and Literacy Tool. Implement observations with feedback for at least three teachers. Practice giving high quality, direct feedback. Bring scores, key levers, and data to Session 5’s meeting. |  |
| By Session 6 | **Developing Teachers by Effectively Using Modeling and Practice**: Conduct observations and debrief conversations, implementing modeling and practice for at least three teachers. Bring coaching plans to Session 6’s meeting. | Implement the teacher development session: **Choosing and Using Complex Texts in Early Childhood**  **Collect before and after data on at least 3 teachers’ selections of read aloud texts.** Bring read aloud titles to Session 6’s meeting. |
| To be scheduled at your discretion, including after Session 6 training if that is best timing for your center | Continue implementing observations and coaching skills! | **Implement the following teacher development sessions on your own timeline:**   * Setting a High Bar for Excellent Instruction in Early Childhood Classrooms * Engaging Students with Complex Vocabulary During Read Alouds |

Do Now

*Setting a High Bar for Excellence in Early Childhood Classrooms*

Open your newspaper, engage with social media, or turn on the news and you’ll undoubtedly hear rich conversation about early childhood education. As NAEYC put forward in a recent position paper–

“The demand for early childhood care and education programs continues to increase not only in response to the growing demand for out-of-home child care but also in recognition of the critical importance of educational experiences during the early years. Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development.”

**With this in mind, respond to the following questions:**

1. Why did you make the choice to become an Early Childhood Educator?
2. What reactions do you have to the quote above? What inspires and excites you about the work ahead of you?

Excellence in Action: Video Analysis

*Setting a High Bar for Excellence in Early Childhood Classrooms*

**Video 1:** As you watch the video of Ms. Davis’ Pre-Kindergarten reading lesson, take notes on the following questions:

* Why is Ms. Davis’ classroom a high-quality early learning environment?
* Why is this lesson a high-quality learning experience for students?
* What are some of the strategies you saw Ms. Davis use that you have also used? What practices do you want to “steal”?

**Video 2:** As you watch the video of the infant classroom, take notes on the following questions:

* Why is this classroom a high-quality early childhood learning environment?
* Why is this a high-quality learning experience for students?
* What are some of the strategies you saw the teacher use that you have also used? What practices of hers do you want to “steal”?

Digging Into the Vision of Excellence

*Setting a High Bar for Excellence in Early Childhood Classrooms*

**Read and annotate the tenet of the Vision of Excellence that your group has been assigned. Take notes on your tenet below.**

My assigned tenet:

Notes:

Take notes on the summaries for all four tenets in the table below:

|  |  |
| --- | --- |
| **TENET** | **HEADLINES** |
| Children Learn and Practice Social-Emotional Skills |  |
| Children are Engaged in Intellectually Stimulating, Developmentally-Appropriate Work |  |
| Children Receive the Supports They Need to Do the Thinking |  |
| Children Practice and Develop Gross and Fine Motor Skills |  |

Understanding the Developmental Trajectory

*Setting a High Bar for Excellence in Early Childhood Classrooms*

**Key Idea:** Students develop along predictable trajectories, more or less hitting milestones in a specific order and in specific age ranges. There is, of course, variation from child to child in their individual development, but overall we know what milestones students will reach at each age.

Take notes on the major developmental milestones in the table below:

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| --- | --- |
| **DEVELOPMENT AREA** | **MAJOR MILESTONES** |
| Oral Language |  |
| Reading Readiness |  |
| Speaking and Listening |  |
| Understanding and Responding to Text |  |

Reflecting on Developmental Trajectories

*Setting a High Bar for Excellence in Early Childhood Classrooms*

Discuss the following questions with a partner:

* How will understanding developmental milestones at each age influence classroom instruction?
* How might this activity be helpful to your teachers? What might be challenging?

From a Vision to Reality

*Setting a High Bar for Excellence in Early Childhood Classrooms*

Begin to plan how you will make the vision a reality in your own classrooms:

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| --- | --- | --- |
| **TIME OF DAY** | **WHAT WILL I DO TO ENSURE EXCELLENCE IS HAPPENING IN MY CLASSROOM?** | **WHAT WILL STUDENTS BE DOING TO DEMONSTRATE EXCELLENCE?** |
| Arrival and Breakfast |  |  |
| Learning Centers |  |  |
| Read Aloud/Story Time |  |  |
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Leader Planning

*Setting a High Bar for Excellence in Early Childhood Classrooms*

When will you deliver this content to your staff?

How will you deliver content to your staff? (One whole-group two-hour professional development? Smaller groups? Smaller chunks of time? Direct facilitation vs. small group planning?)

What challenges do you anticipate your staff may have with this content? How will you address those challenges?

Exit Ticket

*Setting a High Bar for Excellence in Early Childhood Classrooms*

What are your next steps for ensuring you are meeting the developmental and academic needs of all students?

What will it take to establish excellence in your center?

Do Now

*Creating and Communicating a Vision for Instructional Excellence*

* Why is it important to have a clear vision of instructional excellence for your early learning center?
* How can a strong vision support improved instructional quality?

An Effective Vision

*Creating and Communicating a Vision for Instructional Excellence*

**A vision for student success defines what your center is working toward.**

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| **AN EFFECTIVE VISION IS…** | |
| All-encompassing | Applies to all students |
| Clear | Easy to picture when you read it or hear it |
| Shared | Stakeholders, including students, parents, teachers, board, district staff, and community, answer consistently when asked what success looks like for students |
| Audacious | Bold, inspired, inspiring to people inside and outside the system |

Sample Exemplar Visions: Non-Education

*Creating and Communicating a Vision for Instructional Excellence*

Read the vision statements below from companies that are outside of the education sphere. As you read, take notes on the following question:

***Though these are not education-specific visions, what makes these sample visions compelling?***

**Warby Parker:**

Warby Parker was founded with a rebellious spirit and a lofty objective: to offer designer eyewear at a revolutionary price, while leading the way for socially conscious businesses.

**Life Is Good:**

We see it when we believe it.  Each one of us has a choice: to focus our energy on obstacles or opportunities. To fixate on our problems, or focus on solutions.  We can harp on what’s wrong with the world (see most news media), or we can cultivate what’s right with the world. What we focus on grows.

That’s why the Life is Good community shares one simple, unifying mission: to spread the power of optimism. Optimism is not irrational cheerfulness or “blind” positivity. It’s a pragmatic strategy for approaching life. Optimism empowers us to explore the world with open arms and an eye toward solutions, progress, and growth. It also makes life a hell of a lot more fun.

**IKEA:**

At IKEA our vision is to create a better everyday life for the many people. Our business idea supports this vision by offering a wide range of well-designed, functional home furnishing products at prices so low that as many people as possible will be able to afford them.

Sample Exemplar Visions: Schools and Centers

*Creating and Communicating a Vision for Instructional Excellence*

Now, read the vision statements from various schools below. (Note: These are from a wide range of schools, not just ECE programs.) As you review them, jot notes on the following questions:

***What commonalities do you see between the non-education and education-specific visions?***

***How do these visions meet our criteria of being all-encompassing, clear, shared, and audacious?***

**PLUS School:**

The mission of the PLUS School is to provide a rigorous and individualized education that prepares all students to be 21st century thinkers. Our students receive a standards-based school experience that promotes academic success and also provides strong structures to support and educate the whole student. Curriculum is individualized for students to meet diverse needs and address personal talents, strengths, and preferences. Students explore and learn in a culture of high expectations where teachers, administrators, parents and community partners collaborate to ensure the success of each individual student.

**Oak Park:**

We are founded upon the belief that ALL STUDENTS, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within our community. Our unwavering belief in the power and potential of our students means that Oak Park’s stakeholders are exceptional in who we are and how we act.

**Leadership Series Cohort 1 Participant:**

In our ECE classrooms, we strive to support students in building on their individual strengths to nurture children’s curiosity and inquisitiveness, develop problem-solvers and decision makers, and prepare children with the skills and academic foundation to achieve success, not only in school, but in life. Our teachers actively engage children in our ECE settings through intentional teaching practices that guide each child’s social-emotional, physical, and cognitive development, creating a joyful classroom environment that fosters cooperation and a sense of community.

Vision-Setting: Back to the Future Protocol (Modified)

*Creating and Communicating a Vision for Instructional Excellence*

**In three years, when your center’s vision is being realized, what does your center look like? Describe in the present tense the *sights, sounds, behaviors, and feelings*. Do not describe the *how*, only *what* will exist in your center.**

*Example:*

*My center is a place of continuous learning. When I walk into classrooms, I see students who are happy to be learning and who are actively engaged in the work they’re doing. There’s no “sage on the stage” – teachers are supporting students’ learning but not doing the thinking for them. The community is an asset to our center and families are partners in our work.*

**Remember: describe your center as though *this is the present*.**

**Draft #1:**

**Feedback/Questions from my partner:**

Return to your draft vision and begin to think more specifically:

***What are ten specific observations you would want a visitor to your center to make about teaching and learning?***

Push beyond general observations such as:

* *Students are engaged.*
* *Teachers create print-rich classrooms.*

Instead be specific:

* *Students use a developmentally appropriate combination of dictating, writing, and drawing about complex texts, using evidence from the text to answer text-based questions.*
* *Teachers create a language-rich classroom with multiple opportunities for students to build language skills and purposeful vocabulary through narration, conversation, and engaging with texts.*

**Observations I’d Want a Visitor to Make:**

**Draft #2:**

**Feedback/Questions from my partner:**

Reflecting on Vision-Setting

*Creating and Communicating a Vision for Instructional Excellence*

**Take a few minutes to reflect individually about the following questions:**

* How has your thinking about “excellence” at your own center evolved over the course of this exercise?
* How can you use your new/revised vision to drive student and teacher success at your center?

Tips for Communicating Your Vision

*Creating and Communicating a Vision for Instructional Excellence*

**Tips for Communicating Your Vision**

* Consider including an anecdote, story, quote
* Connect to your mission as a center and/or your student achievement goals
* Articulate and emphasize the key tenets (words or phrases of your vision) and explain each:
  + What does it look like? How will you all know if you are successful?
* Describe the system: What will you do? What will staff do? What will students do? What is the intended outcome?
* Be concise
* Use “we” instead of “I” or “you”
* Manage expectations by articulating how you will keep your vision for instructional excellence front of mind moving forward and what teachers can expect
* Consider sharing a video, slides or classroom artifacts that illustrate your vision
* Smile

Communicating Your Vision: Drafting Your Speech

*Creating and Communicating a Vision for Instructional Excellence*

Draft the introduction to your speech or presentation to introduce your vision to your teachers/staff. Keep the tips in mind as you draft the speech.

**Draft #1:**

Vision-Setting: Other Strategies for Investing Stakeholders

*Creating and Communicating a Vision for Instructional Excellence*

In table groups, brainstorm other strategies for investing your teachers in the vision, e.g. eliciting feedback on it, using the vision to drive staff development, having teachers think about how the vision looks in their only classrooms, etc.

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| Notes: |

Exit Ticket

*Creating and Communicating a Vision for Instructional Excellence*

**What are you excited about in terms of creating and communicating a vision of excellence?**

**What do you think will be challenging?**

**What are your next steps to turn your vision into reality at your center?**

Next Steps

*Session 1 Leadership Series Closing*

**Prior to next month’s Leadership Series training:**

**Refine and finalize your vision:**

* Revisit your draft vision and make any additional revisions.
* Connect with your accountability partner for additional support finalizing your vision.
* Email your updated vision to >facilitator< by >due date<.

**Invest teachers/staff in your vision:**

* Finalize your speech or other presentation for investing teachers in the vision.
* Share your vision with teachers **by next month’s training and be prepared to share reflections on your experience.**

**As soon as possible (no specific deliverables due):**

**Schedule in your calendar** when and how you will present the content from the Teacher Development Session, “Setting a High Bar for Excellence in Early Childhood Classrooms” to your staff. Put those dates in your calendar and on your staff’s calendar to hold yourself accountable!

**Invest other stakeholder in your vision**

* Tailor your presentation to other key stakeholders (students; parents/families; external stakeholders such as funders/board members, etc.).
* Determine when you will communicate the vision to each set of stakeholders (by end of January).
* Communicate it to other key stakeholders.