

Refining and Connecting Your Vision of Instructional Excellence

Nevada Early Childhood Leadership Series

Session 1



Respond to the following questions:

1. What did you learn from creating a vision of excellence in literacy?
2. How might creating a vision for math support improving instructional quality?

Session Objectives

- Understand the important role a Vision of Excellent Instruction plays in ensuring high quality ECE centers
- Understand the ways excellent literacy instruction connects to excellent math instruction and the importance of cross-cutting concepts (science, play, music, etc.)
- Revise their Vision of Excellent Instruction for their center to include math and other cross-cutting concepts
- Plan for opportunities to introduce updated vision to staff and invest them in it

Agenda

The Importance of a Vision

Connecting Literacy-Math-Science and More in our Visions

Digging In: Creating a Classroom-Level Vision

Next Steps and Closing

KEY IDEA

As an early childhood leader, you have developed a clearly-articulated vision that is **child-centered** and **aligned to a high bar for excellent instruction**.

As you know, a clear vision ensures that you, your teachers and other stakeholders are all **working toward the same goal**. And, having a strong instructional vision is essential for **attracting and retaining effective teachers**.

Your vision today will evolve to include in math and begin to get granular at the classroom level so you know what it looks, sounds, and feels like when your vision for excellence in math is present.



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The Importance of a Vision

Digging In: Creating a Classroom-Level Vision

Next Steps and Closing

When my classroom achieves its ideal state in math instruction, what will it look like?

What do I want for the children in my classroom for math learning?

What does my classroom look like with math when children are on a path to Kindergarten readiness? Or on a path to college and career readiness?



Write: When you think about walking into a classroom in your center, when your vision of excellence in math is being realized, what does it look like, sound like, and feel like? Describe in the present tense the *sights, sounds, behaviors, and feelings of teachers, children and other stakeholders*. Do not describe the *how*, only *what* will exist in your center.



Math is a richly embedded part of each day in my center. When I walk into classrooms, I see children who are counting the scoops of ice cream they are selling in the imaginary play center and some are measuring just the right amount of ingredients in the kitchen center. There's no limit on when math happens. When children are getting ready for snack, they check to see if they have enough snacks and compare which there are more of, snacks or children. The teachers asks questions and uses rich language like "compare" and "if we divide the snacks equally" to foster language development. Children get excited when they make connections to what they learned throughout the day.



Remember: describe the classroom as though *this is the present*. Think about how you might paint a picture for a stranger as to what he/she might see upon entering your room and know that excellence in math is occurring.

Vision-Setting: Feedback

You will have 3 minutes to switch papers with a partner and provide written feedback to push and develop the content of their math vision. Push each other to be clear and compelling. Ask the tough questions, provide critical feedback. Take on the responsibility of helping your cohort members refine their work.

You will then have 4 minutes to revise your vision based on the feedback you received to strengthen it further before you leave today.

Remember, you may still need to do work with your vision after today and before it is in front of teachers—think about who you might reach out to for feedback after today.

A vision for child success defines what your center/school is working toward.

A vision is “a picture of the future with some implicit or explicit commentary on why people should strive to create that future.”

AN EFFECTIVE VISION IS...

All-encompassing

Applies to all children you serve

Clear

Easy to picture when you read it or hear it

Shared

Stakeholders, including children, parents, teachers and community, answer consistently when asked what success looks like for children

Audacious

Bold, inspired, inspiring to people inside and outside the system





Take a minute to reflect individually about the following questions:

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

Vision-Setting: How will you ensure your staff knows what excellence in math looks like and invest them in creating and using a classroom-level vision?

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-  Articulating your vision is only the first step in investing your staff in it and making the vision a driving force in your center/school.
-  In table groups, share other strategies for developing teachers' vision and investing them in it.
 - What did you do to roll out your literacy visions?
 - What worked when you did so?
 - What do you want to use again to share your vision or what do you want to try this time with your evolving vision of excellence in math?



What are you excited about in terms of using a classroom-level vision with your teachers?

What do you think will be challenging?

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