

# Early Learning Model Facilitation Guide

## Welcome!

Thank you for facilitating the *Early Learning Model Overview*. You play an important role in helping people participate in successful presentations, which will have a major impact on district, school, teacher, and student success. We are confident you will have an incredible influence on this success if you prepare well.

Facilitation of the *Early Learning Model Overview* is especially critical because it will

help stakeholders understand why a focus on early childhood education is essential, and it will clearly outline the support topics and timelines that are planned for 2016-17 in preparation for implementation of the Early Learning Model in 2017-18. Engaging and re-engaging participants by utilizing effective delivery skills are key to helping them learn, retain, and apply the concepts.

Your facilitator kit contains the materials, resources, and tools that will help you facilitate an interactive and engaging experience for your participants.

As our partner in facilitation, we value your input tremendously. Please let us know how we can make your job easier and increase the impact of your efforts. Thank you for helping in our mission to exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.

## Preparation Checklist:

### **Two weeks in advance of the session:**

- Familiarize yourself with all the session materials and the accompanying program videos.
- Schedule an appointment with your TEAM Coach to answer outstanding

questions and provide support.

**One week in advance of the session:**

- Coordinate with others (if there will be any co-trainers) who will be involved in this training session to ensure smooth operation and to reduce duplication of effort
- Make sure you have enough training materials.
- Confirm technology and tech support needs.

**The day of the session:**

Test your computer, projector, and sound system.

Distribute materials to each participant.

## Overview of Materials:

Here is a list of materials you and the participants will need for the session. Review this list before you facilitate the session to ensure that you have all the materials you need and to verify that PowerPoint® slides and videos function properly.

-Facilitator guide

-PowerPoint

-Videos

-Sticky Notes




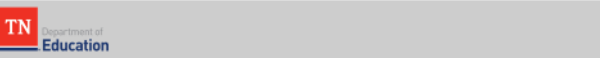


-Chart Paper

-Markers

## Session Timeline

Time	Topic	Minutes
	Establish Need	(4 minutes)
	Welcome, Presentation Agenda/Outcomes	5
	Context Setting-Early Learning Model	5
	Context Setting-Commissioner McQueen's video	5
	Tennessee Succeeds	10
	The State of Pre-K in Tennessee	20
	New Learning	
	TN-VPK Quality Program Standards	6
	Pre-K/K Student Growth Portfolio Models	50
	Kindergarten Entry Inventory (KEI)	15
	ELM in 2016-17	
	Learning Chapters	5
	Development	
	District ELM Team Development	25
	ELM Success Continuum	5
	Next Steps	2
	Reflection on Learning	2

Slide	Notes
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<p>Slide 1</p>   <p>August 2016</p>	<p><i>This training will not provide all of the detail of implementation but help participants understand the need for the work and the forthcoming support.</i></p> <p><b>Talking Points:</b> This training is intended to be a high level view of the Early Learning Model, not an in depth training. More training on the components of the ELM are forthcoming.</p>
<p>Slide 2</p>  <ul style="list-style-type: none"> <li>▪ The Early Learning Model</li> <li>▪ <i>Tennessee Succeeds</i></li> <li>▪ The state of pre-K in Tennessee</li> <li>▪ Pre-K/K student growth portfolio model</li> <li>▪ Kindergarten Entry Inventory</li> <li>▪ Early Learning Model in 2016-17</li> </ul> 	<p><i>Point out that 2016-17 is a time for teachers and leaders to learn about the best practices involved in the ELM, particularly portfolios and KEI.</i></p> <p>.</p>
<p>Slide 3</p>  <p>By the end of today's meeting participants will be equipped to:</p> <ul style="list-style-type: none"> <li>▪ describe the connections between other state initiatives and the Early Learning Model</li> <li>▪ share talking points in home districts about the critical parts of the Early Learning Model</li> <li>▪ name what Early Learning Model success looks like for district leaders, school leaders, teachers, and students</li> </ul> 	<p><i>Review the outcomes of the session.</i></p>

## Slide 4

### Early Learning Model

The **Early Learning Model (ELM)** is a comprehensive plan to improve teaching and learning in pre-k and kindergarten.

The **goal of ELM** is to ensure all students **grow and thrive** academically, socially and emotionally during the pre-K and kindergarten years so that we create a **continuum of learning** that will ensure students' success from **pre-K through third grade**.



### Talking Points:

-There are **4 main components** of the Early Learning Model which are...

-**improving VPK quality** will ensure that districts have high expectations for the instructional planning that occurs within voluntary pre-K programs so that best practices are present within pre-K and K classrooms.

-**The pre-k and K student growth portfolio models** are tools that will capture the highly effective practices occurring within pre-K and K classrooms across the state, and provide a structure in which student work is gathered, analyzed, and celebrated.

-**The Kindergarten Entry Inventory**, also known as the KEI, is a comprehensive child profile that can inform kindergarten instruction while also supporting differentiated needs in students. It will provide kindergarten teachers additional insight into the strengths and areas of need within their students, and provide additional evidence to support the work already being done in the student growth portfolio model.

Slide 5

### Early Learning Model

*Play entire clip (approximately 4 minutes)*



Slide 6

*Tennessee Succeeds is the name of Tennessee's strategic plan for educational growth.*



**Tennessee Succeeds**

Slide 7

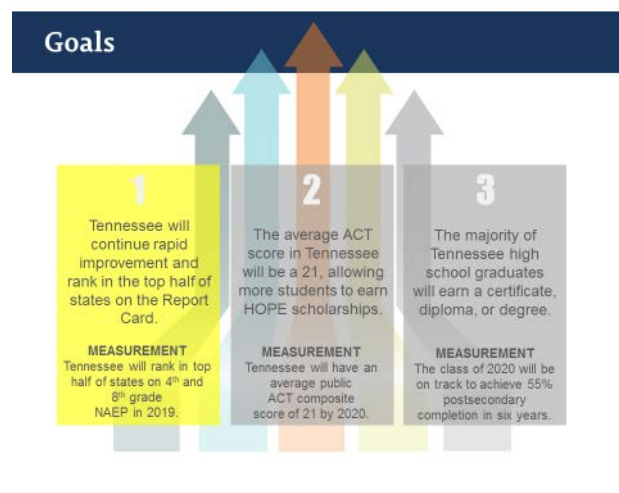
### Vision

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*



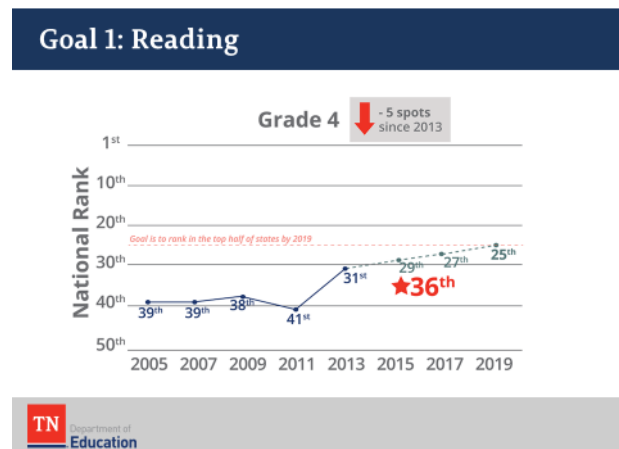
*The state's vision for education*

## Slide 8



Emphasize the **first goal** of TN Succeeds, as it is the most closely tied to the components of the ELM.

## Slide 9



Slides 9-10 provide a graphic that describes the state's goals-where we have been, where we are, where we want to be.

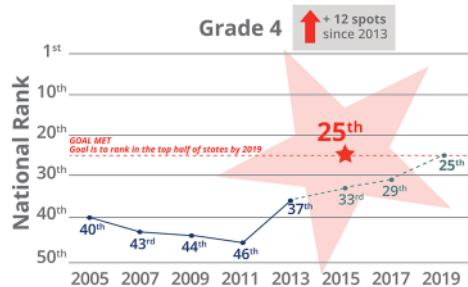
### Talking Points:

- There has been **improvement in reading**
- We still rank in the **bottom half** of all states
- We want to be in the **top half** of all states by 2019
- We want to **increase the percentage** of our students reading proficiently from 44% to 75% by 2025.



## Slide 10

### Goal 1: Math



## Talking Points:

- Great gains** in grade 4
- Math gains** in the early years are linked to literacy gains in later years, so we want to be sure to keep a focus on math in Pre-K and K.

## Slide 11

### Priorities

**Early Foundations & Literacy**  
Building skills in early grades to contribute to future success

**High School & Bridge to Postsecondary**  
Preparing significantly more students for postsecondary completion

**All Means All**  
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

**Educator Support**  
Supporting the preparation and development of an exceptional educator workforce

**District Empowerment**  
Providing districts with the tools and autonomy they need to make the best decisions for students

*The goal of slides 11-13 is to help participants see that the department is focused on supporting teachers, particularly those teaching our youngest learners.*

## Talking Points:

The department has developed **five priority areas of focus** and **all of the work of the department aligns to these priorities.**

The two most relevant to the Early Learning Model include Early Foundations & Literacy (Building skills in early grades to contribute to future success), along with Educator Support (Supporting the preparation and development of an exceptional educator workforce).

## Slide 12

### Early Foundations and Literacy

Building skills in early grades to contribute to future success

- Increase department support and monitoring of programs that serve **birth to age five students** to ensure a solid foundation for learning
- **Rolling out Kindergarten Entry Inventory** with a small set of pilot districts this fall and statewide in 2017
- Creating a **new second grade assessment** to monitor students' progress in early grades
- Increasing the number of educators enrolled in or completing **state reading courses to 3,200 educators**
- Sharing **vision for elementary reading proficiency** developed by Early Literacy Council
- Partnering with over 80 districts on the **Read to be Ready coaching initiative**
- Awarded **20 Read to be Ready Summer Grants**; each region received at least one grant to fund summer instructional programs



*Early Foundations and Literacy: Point out that the work being done to support early foundations and literacy is expansive. The focused work of the Early Learning Model is in red.*

## Slide 13

### Educator Support

Supporting the preparation and development of an exceptional educator workforce

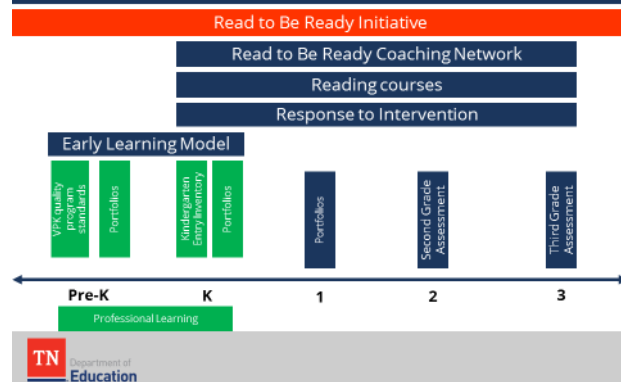
- Provided **additional flexibility for teacher evaluation composite**
- **Expanding portfolio assessment options** to more districts and more subject areas, including pre-K and kindergarten teachers
- Testing incentive programs that differentiate salaries, including the **Tennessee Teacher Leader Network**, throughout the state
- Pairing teachers in an increasing number of schools through the **Instructional Partnership Initiative** to provide data-based opportunities for personalized professional learning
- Launched the **Governor's Academy for School Leadership** for 24 assistant principals and the **Transformational Leadership Council** to guide the state's direction across multiple leadership initiatives



*Educator Support: Point out that the work being done to support educators is expansive. The focused work of the Early Learning Model is in red.*

## Slide 14

### Early Foundations and Literacy Initiatives



*The visual **highlights several of literacy initiatives** presented in the preceding slides. **Highlight the initiatives and their impact at particular grade levels.** The ELM supports the preK and K grades along the continuum from birth to 3<sup>rd</sup> grade...and beyond. Point out that **professional learning** is a priority for the Early Learning Model to be effective.*

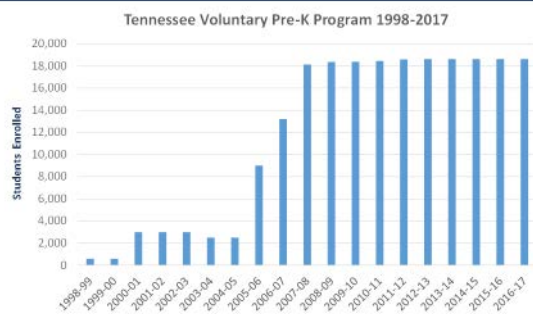
Slide 15

*The next section provides data that demonstrates why the focus on early grades is critical for TN students.*



Slide 16

### Tennessee Voluntary Pre-K (TN-VPK)



*This slide demonstrates the number of TN students served by VPK programs over the last two decades. Have participants look at the graph and share their insights*

#### **Talking Points:**

Currently our state offers 935 VPK classrooms in 147 districts serving 18,000 students. It took years of coordinated and organized advocacy efforts to convince legislators of the importance of preK, especially for underserved children.

**Question:** What comes to mind as you consider the expansion demonstrated in this graph?

## Slide 17

### TN-VPK Evaluation

In 2009, the USDOE funded a joint proposal from Vanderbilt's Peabody Research Institute and the department to study the effects of TN-VPK.

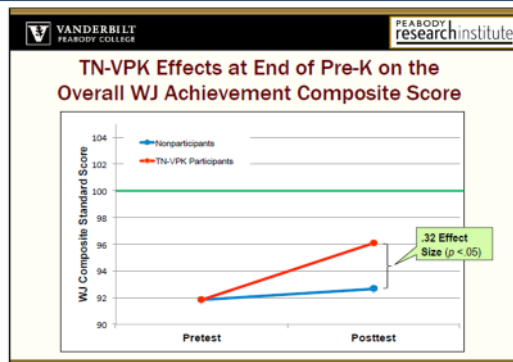
- What are the effects of the current TN-VPK program on the academic and social-emotional skills of participating at-risk children?
- Do their experiences in later grades sustain, or even add to, the gains children made in TN-VPK?
- What enhancements have the greatest potential for improving the effectiveness of TN-VPK?



*This slide lists the questions that drove the research done by Vanderbilt regarding the impact of VPK.*

## Slide 18

### TN-VPK Evaluation Results



*For more information on the study, visit <https://my.vanderbilt.edu/tnprekevaluation/>.*

*Both groups were exactly comparable with respect to demographics and variables that might influence their achievement – both groups were equally economically disadvantaged.*

*This slide demonstrates the effective of VPK on student outcomes throughout the preK year. The blue line represents the nonparticipants in the VPK program vs the red line, who were the VPK participants.*

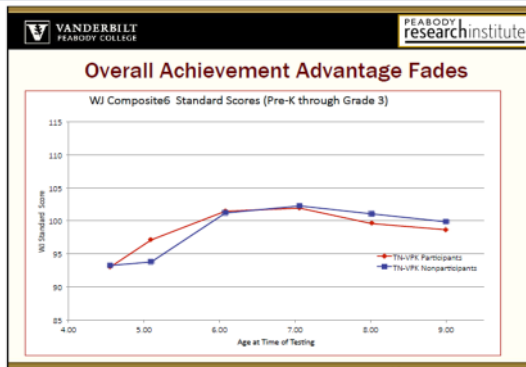
*Have participants look at the graph and share their insights*

### **Talking Points:**

-VPK had a statistically significant impact for the students served in the program

Slide 19

TN-VPK Evaluation Results



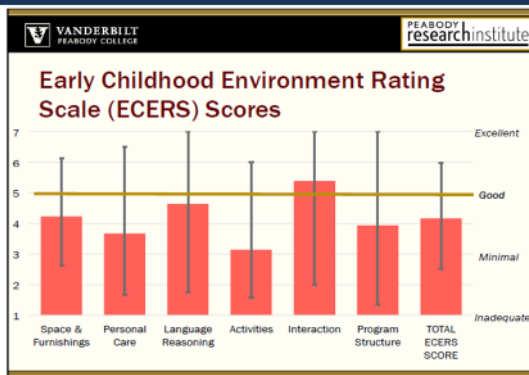
*Have participants look at the graph and share their insights*

**Talking Points:**

- Gains seen at the end of the Pre-K year by the VPK participants were not sustained over time, and in fact, were eventually reversed.
- Both groups declined in 2<sup>nd</sup> and 3<sup>rd</sup> grade.

Slide 20

TN-VPK Evaluation Results



*ECERS is a tool used to assess the quality of early learning environments and practices. This slide shows the variability in quality across VPK classrooms*

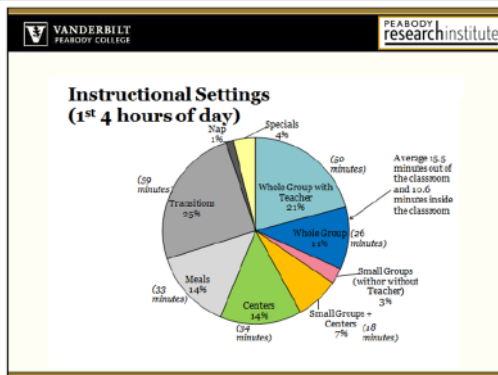
**Talking Points:**

- The range of scores goes from 1 to 7, with 7 being the highest quality – very hard to achieve! Anything below a 5 is considered below expectations– that is the gold line across the graph. The bars represent the average score of the classrooms evaluated and the grey lines represents the highest and lowest scores.

*Have participants look at the graph and share their insights.*

## Slide 21

### TN-VPK Evaluation Results



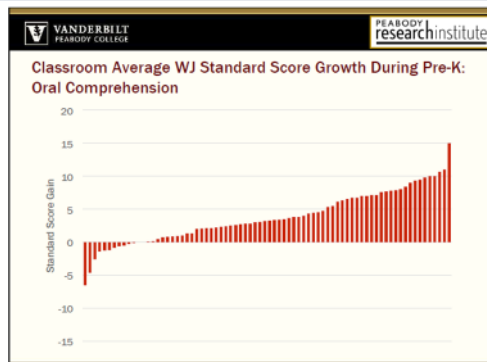
*This graph demonstrates the average time spent in each type of activity across the first four hours of the school day. Have participants look at the graph and share their insights.*

### Talking Points:

-Notice first the significant amount of time spent in transitions – 25%, or almost an entire hour. While some transitions are to be expected, the benchmark of 12-15% is exceeded. Notice next the percentage of time spent in whole group activities, with and without the teacher. Combined it is 34% of the instructional day!

## Slide 22

### TN-VPK Evaluation Results



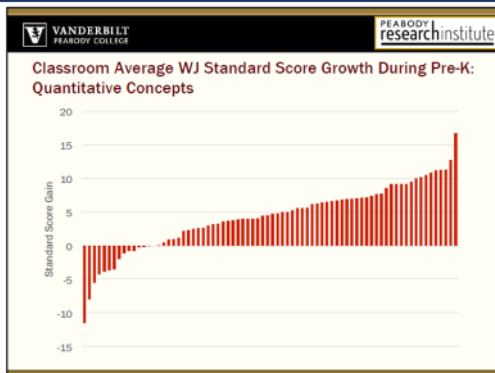
*Point out the variability between the negative growth to the highest point on the positive scale*

### Talking Points:

This further emphasizes the lack of consistency in language and literacy teaching practices, as measured by outcomes for students.

## Slide 23

### TN-VPK Evaluation Results



*This slide demonstrates the same phenomena – extreme variability in outcomes – but this time for the composite math scores.*

## Slide 24

### Key Findings from the TN-VPK Study

- Pre-K had a positive impact for the children who attended the program.
- Pre-K gains are not sustained over time and eventually reversed.
- Wide variability in quality of classrooms, how time is spent in classrooms, and outcomes for children.



*This slide summarizes the findings of the study*

## Slide 25

### What We Know from Other TN-VPK Data

To ensure success for students, districts need:

- **Shared vision** for what defines VPK quality
- Shared definition of **kindergarten readiness**
- **Professional learning** for pre-K teachers
- Professional learning for elementary principals



*This slide lists the ways that education leaders can make a positive change.*

## Slide 26

### TN-VPK Strategic Priorities

- Define quality
- Develop shared definition of kindergarten readiness
- Strengthen pre-K programs and instruction
- Support district efforts to provide meaningful, job-embedded professional development to pre-K teachers
- Provide meaningful professional development for pre-K supervisors and elementary principals



*Through the ELM, the department will support districts in these ways. The ELM training plan for 2016-17 will target all of these areas, and the training will continue to integrate all initiatives between departments so that districts, school leaders, and teachers see the connections between all of this work.*

## Slide 27

### Reflection

With your shoulder partner, discuss what the Early Learning Model is and why it is important.

If questions develop, jot them on the post-it notes found on your tables and we will revisit the questions later.



*At this time, ensure that participants understand why this work is critical for the success of students.*

## Slide 28



### TN-VPK Quality Program Standards

*This slide introduces the standards around which districts should work to improve and assure the quality of their VPK programs.*



Slide 29

### TN-VPK Quality Program Standards

1. **Serve high needs students** as defined by TN-VPK eligibility requirements
2. Focus on **access** for families and **attendance** for students
3. Use **data-driven approach** to improve student outcomes
4. Ensure **curriculum is high quality** and aligned to TN-ELDS
5. Ensure daily schedule reflects **developmentally appropriate practice**
6. Provide **nurturing and responsive care** for every student in every classroom
7. Support pre-K teachers through **effective professional development and evaluation** practices
8. Observe and monitor classrooms to ensure **continuous improvement**
9. Engage and support **families**
10. Engage **community** to develop successful partnerships



*Review standards focusing on bolded key words.*

Slide 30



*This slide introduces the student growth portfolio models.*

**Talking Points:**

-Implementation of the preK and kindergarten portfolios in 2017-18 is a critical component in improving the quality of VPK programs

.

Slide 31

### What is a student growth portfolio model?

- Purposeful collection of student work organized into evidence collections that demonstrate student growth within the state standards
- Uses a scoring guide that includes the levels of performance for various standards
- Contains student work from two points in time
- Contains student work at varying levels (emerging, proficient, advanced)



*Have participants closely notice the elements of a student growth portfolio model. It should be clear that student work is the main focus of portfolios.*

**Talking Points:**

Based on these elements, what is the main focus of the portfolio?

## Slide 32

### The Power of Portfolios

Through the use of portfolios, students can

- develop and understand criteria for good work,
- apply these criteria to their own work efforts and that of other students,
- increase critical thinking and self-reflection,
- examine how they succeeded or failed or improved on a task, and
- set goals for future work.

No longer is the learning just about the final product, evaluation or grade but becomes more focused on **students developing metacognitive skills** that will enable them to **reflect upon** and **make adjustments in their learning** in school and beyond.

<https://dese.mo.gov/sites>



*Description of what students should be doing through the development of portfolios*

## Slide 33

### The Power of Student Work

*Play video that highlights practices included in the development of a student growth portfolio.*

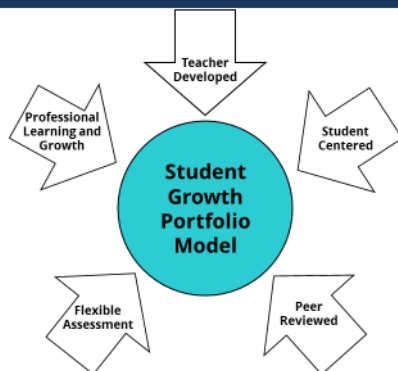
<https://vimeo.com/178026854>

*Give participants a few minutes to reflect on what they saw in the video.*



## Slide 34

### Why student growth portfolio model?







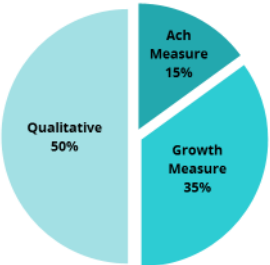

*Review slide*

### Talking Points:

Student growth portfolio models provide a holistic and meaningful picture of the value a teacher adds to his/her students using work that is already happening in the classroom, which keeps it **student centered and flexible**. The **professional learning** that takes place when teachers consistently plan according to standards, collect work that supports the planning, and analyze the student work so that strengths and areas of

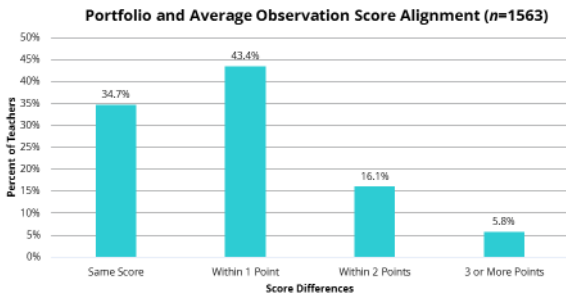
	need are identified is exceptional. Student growth portfolio models are <b>teacher developed</b> and <b>peer reviewed</b> , which is empowering for teachers.
<div>Slide 35</div> <div><div>Student Growth Portfolio Models</div><p>Existing district-specific assessments tools, such as universal screeners and curriculum-based formative assessments, can be used as additional evidence to support the teacher's diagnosis of the student's level at Point A and the student's level at Point B. <b>However, these district-specific tools DO NOT replace the authentic, standards-based student work that drives the portfolio.</b></p><div><div>Student Work Point A</div><div>Student Work Point B</div></div></div>	<div>Talking points:</div> <p>Portfolio scores are generated by determining student growth from two points in time</p>
<div>Slide 36</div> <div><div><div>TN</div><div>Focus on Student Work</div></div></div>	<p><i>This slide sets up the next video. Ask participants to look for evidence of reflection in their discussion.</i></p>

<p>Slide 37</p> <p><b>How does looking at student work improve teacher practice?</b></p> 	<p>Video link:  <a href="https://vimeo.com/178009838">https://vimeo.com/178009838</a></p> <p><b>Talking Points:</b>  <i>Questions following video</i>            What is evidence is there that the use of student work is <b>fostering professional learning</b>? What impact might this have on <b>students</b>?</p> <p><i>Ask participants to share out.</i></p>
<p>Slide 38</p> <p><b>Student Work at the Center</b></p> <ul style="list-style-type: none"> <li>▪ Drives teacher generated assessment (formative)</li> <li>▪ Drives differentiation/small group instruction</li> <li>▪ Builds reflection in teachers AND students</li> <li>▪ Fosters collaboration in PLCs/collaborative teacher groups</li> <li>▪ Connects to students making their own goals, and assessing their growth along the way</li> <li>▪ Fosters student talk about student work</li> <li>▪ Increases effective teacher planning</li> <li>▪ Deepens content knowledge about deconstructing standards</li> <li>▪ Shows authentic strength and areas of need in individual students</li> </ul> 	<p><i>Give participants a few minutes to read through these points.</i></p> <p><i>Remind audience that this is the “<b>portfolio state of mind.</b>” The points on this slide move not only <b>student learning</b>, but the <b>teacher’s learning</b> as well.</i></p>
<p>Slide 39</p> <p><b>Point A and Point B Samples</b></p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>▪ Videotaped segments that demonstrate student actions or talk</li> <li>▪ Photographs of student work</li> <li>▪ Audio of student talk</li> </ul> 	<p><b>Talking Points:</b>            The student growth portfolio model relies on <b>pre work (point A)</b> and the <b>post work (point B)</b> to show growth, but a teacher’s effectiveness in showing evidence of this growth in the portfolio will be improved through the <b>daily focus on student work.</b></p> <p>There are no hard and fast rules regarding the types of evidence that teachers collect. The best way for teachers to prepare for portfolio</p>

	<p>implementation is to <b>collect and use student work on a regular basis.</b></p> <p><b>Transition:</b> Let's take a few minutes to learn how portfolios are connected to evaluation.</p>
<p>Slide 40</p> 	<p><i>Display slide</i></p>
<p>Slide 41</p> <p><b>Where do portfolios fit within evaluation?</b></p> <ul style="list-style-type: none"> <li>Portfolios generate an individual growth measure (individual TVAAS score)</li> <li>Part of the quantitative component of evaluation</li> </ul>  	<p><i>This slide describes the impact of portfolio development on evaluation.</i></p> <p><b>Talking Point:</b> Portfolio implementation <b>does not replace classroom observation but should positively impact the practices observed in the .</b></p>

## Slide 42

### Portfolio Scores and Overall Scores

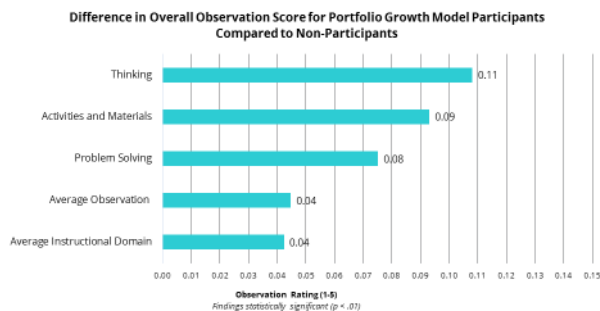


### Talking Points:

During the 2014-2015 school year, 78% of teachers with a portfolio were either **the same** or **within one point** of their classroom observation score.

## Slide 43

### Portfolio vs. Non-Portfolio



### Talking Points:

Compared to peers, teachers who used a portfolio growth model during the 2014-15 school year had **slightly higher scores for three instructional domain indicators**, the average instructional domain score, and the average observation score.

The specific indicators that are associated with student work and portfolios, including **thinking, activities and materials, and problem solving** are the ones that increased.

Slide 44

### Reflection

With your shoulder partner, share the most important thing you heard regarding the development of a student growth portfolio.

If additional questions develop, jot them down on a post-it note. If any previous questions have been answered, please mark them as answered.



*At this time, ensure that participants understand that the **key component of a student growth portfolio is the use of student work.***

Slide 45



## Kindergarten Entry Inventory

*Display slide which introduces the next component of the Early Learning Model.*

Slide 46

### Kindergarten Entry Inventory (KEI) Purpose



Inform kindergarten instruction

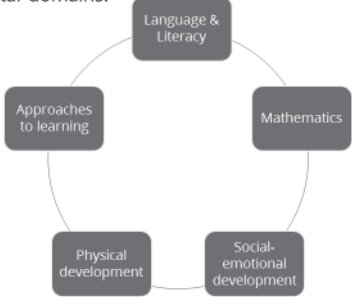


Assess quality of children's preschool experiences



### Talking Points:

The **primary purpose** for a KEI is to inform kindergarten instruction by offering a **comprehensive developmental profile** for every kindergarten student, demonstrating where they are along **critical benchmarks** at the beginning of their kindergarten year. This baseline data will serve as a **starting point** for teachers as they tailor instruction to match the needs of their students. The secondary purpose of a KEI is to **provide important readiness data**

	that will help guide Pre-K program improvements in the future.
<p>Slide 47</p> <div data-bbox="191 373 803 436" data-label="Section-Header"> <h3>What is provided by a KEI?</h3> </div> <p data-bbox="207 447 760 520">The Kindergarten Entry Inventory provides a comprehensive developmental profile for every child, focused on five essential developmental domains.</p>  <pre> graph TD     A[Language &amp; Literacy] --- B[Mathematics]     B --- C[Social-emotional development]     C --- D[Physical development]     D --- E[Approaches to learning]     E --- A </pre>	<p><b>Talking Points:</b></p> <ul style="list-style-type: none"> <li>• <b>Language and literacy-focuses</b> on reading, writing, speaking and listening, and language skills and knowledge</li> <li>• <b>Mathematics</b>-counting and cardinality, operations and algebraic thinking, measurement and data, and geometry skills and knowledge</li> <li>• <b>Social-emotional development</b>-critical social skills such as the ability to resolve conflicts and to recognize the emotions of self and others, as well as foundational social studies knowledge such as understanding rules and responsible behavior</li> <li>• <b>Physical development</b>-gross motor and fine motor skills, as well awareness and understanding of personal health habits and practices</li> <li>• <b>Approaches to learning</b>-traits such as persistence and the ability to solve problems and seek new information</li> </ul>



## Slide 48

### How does the KEI work?

**The KEI is administered by kindergarten teachers during the first eight weeks of school.** The assessment is conducted during the course of regular schools days and schedules. The KEI is designed to ensure the kindergarten teacher has control over when the KEI is administered, based on her/his schedule and planning.

The KEI is comprised of items in three different formats:

1. **Selected response items** – student selects the correct response from three choices provided
2. **Performance tasks** – student engages in an activity with the teacher, often using manipulatives
3. **Observations** – teachers observe students working and interacting in the normal course of a day

*This slide outlines the administration of the KEI*

## Slide 49

### How does the KEI look in practice?

*<https://youtu.be/tBXYREq98mY>  
There must be an internet connection to play this video.*

*Give participants a few minutes to reflect on what they saw in the video.*

## Slide 50

### What are the benefits of a statewide KEI?

- Provides a comprehensive developmental profile for every kindergarten student, to inform kindergarten instruction
- Generates individual student reports for teachers and parents
- Provides quality baseline data for measuring student growth
- Provides aggregate data to inform pre-K program improvements
- Provides a shared definition of kindergarten readiness

*Review the benefits of the KEI*

## Slide 51

### Reflection

With your shoulder partner, discuss how the Kindergarten Entry Inventory can benefit teaching and learning in pre-K and kindergarten.

If questions develop, jot them on the post-it notes found on your tables and we will revisit the questions later.



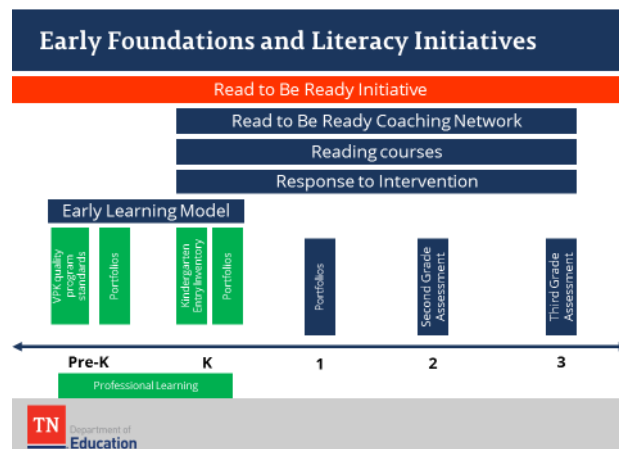
*At this time, ensure that participants recognize the benefits of the KEI.*

## Slide 52



*Display slide*

## Slide 53



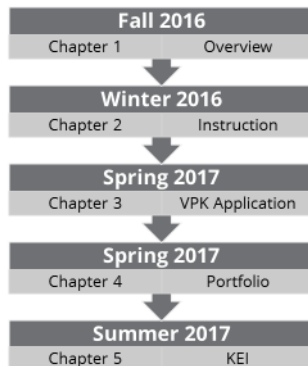
*This is another look at the ELM visual*

### Talking Points:

The ELM is not a combination of disconnected initiatives, but instead is a **comprehensive approach to improving teaching and learning in Pre-K and K** accomplished by districts, with guidance and support from the state.

## Slide 54

### ELM Training Timeline



### Talking Points:

For the 2016-17 year, the ELM will consist of **4 in-person trainings**, including today, plus one webinar. Today's training is focused on the **launch of the ELM**, with important information provided about how the ELM fits with the strategic plan priorities of the state, and what to expect with the Pre-K and K portfolio growth model and the new kindergarten entry inventory. **The next training** will occur in late fall/early winter and will provide district ELM teams training on best practices in instruction in Pre-K and K, including how to capture student learning and assess student's growth, as well as how school leaders can support teachers. **In early spring**, the Office of Early Learning will host a webinar regarding the VPK program standards and how best to plan for program improvements and reflect those plans in the revised VPK application. **Also in spring 2017**, the office of educator effectiveness will bring district ELM teams together to be trained on the portfolio model, focusing on how to administer the model and use it to inform instruction. **Finally, in summer 2017**, the Office of Early Learning will provide training on how to administer the KEI and also how to use it to inform instruction.

Slide 55

### Chapters of Early Learning Model

#### Chapter 1: Fall 2016

<b>Focus</b>	Overview of the Early Learning Model
<b>Follow Up</b>	<ul style="list-style-type: none"><li>• Finalize district ELM district team members</li><li>• ELM district team to provide overview of ELM to elementary school leaders and pre-K/K teachers</li></ul>
<b>Support</b>	Office of Educator Effectiveness



*Slides 55-59 provide more detail around the upcoming, mandatory trainings.*

Slide 56

### Chapters of Early Learning Model

#### Chapter 2: Winter 2016

<b>Focus</b>	Best instructional practices in pre-k/k
<b>Follow Up</b>	<ul style="list-style-type: none"><li>• Deliver leader module to elementary school leaders</li><li>• Deliver teacher module to pre-K and kindergarten teachers</li></ul>
<b>Support</b>	Office of Early Learning



*Review slide*

Slide 57

### Chapters of Early Learning Model

#### Chapter 3: Spring 2017

<b>Focus</b>	Developing a VPK funding application that reflects high-quality VPK program standards
<b>Follow Up</b>	<ul style="list-style-type: none"><li>• Develop a plan that results in a high-quality VPK program</li><li>• Develop and submit a VPK application for funds for 2017-18</li></ul>
<b>Support</b>	Office of Early Learning



*Review slide*

Slide 58

### Chapters of Early Learning Model

#### Chapter 4: Spring 2017

**Focus** Student Growth Portfolio Models

**Follow Up**

- Deliver leader module to elementary school leaders
- Deliver teacher module to pre-k and kindergarten teachers

**Support** Office of Educator Effectiveness



*Review slide*

Slide 59

### Chapters of Early Learning Model

#### Chapter 5: Summer 2017

**Focus** Kindergarten Entry Inventory

**Follow Up**

- Deliver leader module to elementary school leaders
- Deliver teacher module to pre-K teachers
- Deliver teacher module to kindergarten teachers

**Support** Office of Early Learning



*Review slide*

Slide 60

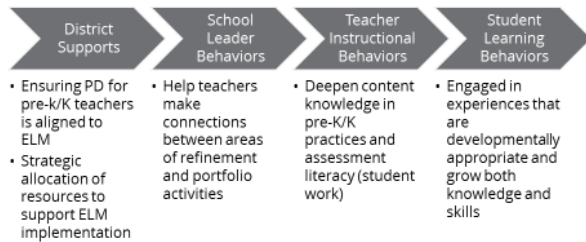


Develop a Vision of  
Success

*The upcoming activity will help participants think about what success would look like.*

## Slide 61

### ELM Success Continuum



*The components of this slide serve as a model for what success might look like at the district, school leader, teacher, and student level if the quality of VPK were improved by through the use of portfolios and the KEI.*

*Read examples*

#### Talking Points:

What are your thoughts about these activities?

What can you add to this?

## Slide 62

### Team Development

#### Suggested roles

- District pre-K supervisor
- Instructional coach
- Administrator
- Evaluator
- Pre-K teacher leader
- Kindergarten teacher leader
- Curriculum specialist

#### Helpful characteristics

- Effective communicators
- Willing to provide support when needed
- Open-minded
- Experienced with early learning

**ELM District Team Responsibility:** Ensure space, time, and support is provided to train district leaders, school leaders, and teachers

*This slide is for presentation to a district team **determining who should be on the ELM District Team** moving forward. Review the suggested roles and helpful characteristics. District team size will depend on the district size but should be between three and six.*

#### Talking Points:

Considering our vision of success, who should be a part of the ELM District Team?

*Engage in discussion to identify members.*

## Slide 63

### Responsibilities for 2016-17

- ELM District Team:** Ensure space, time, and support is provided to train district leaders, school leaders, and teachers
- School Leaders:** Develop capacity to support teachers through observation and feedback in early grades
- Instructional Coach/Teacher Leader:** Sharpen skills that support literacy and numeracy in early grades
- Technology Coordinator:** Provide support with technology-related issues throughout the training
- Teacher:** Deepen content knowledge in pre-K/K practices and assessment literacy (student work)

*This slide is for presentation to a district team determining who should be on the ELM District Team moving forward. Review the suggested roles and helpful characteristics.*

*Review Slide*

## Slide 64

### Next Steps

- Who needs to be on your Early Learning district team?
- What resources exist in your district to leverage for success?
- What challenges exist?
- What are your next steps?



*This slide is for presentation to a district team determining who should be on the ELM District Team moving forward. Review the suggested roles and helpful characteristics.*

### Talking Points:

As we close, let's make sure that we have the members of our **ELM**

### **District TEAM identified.**

Let's also consider the resources that exist that will help us be successful, the challenges we will face, and what next steps might be to ensure that we are overcoming the challenges.

## Slide 65

### Department Contact Information

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