



Department of
Education

LEAD Conference

Early Learning Model Overview

Agenda

- The Early Learning Model
- Tennessee Succeeds
- The state of pre-K in Tennessee
- Pre-K/K student growth portfolio model
- Kindergarten Entry Inventory
- Early Learning Model in 2016-17

Outcome

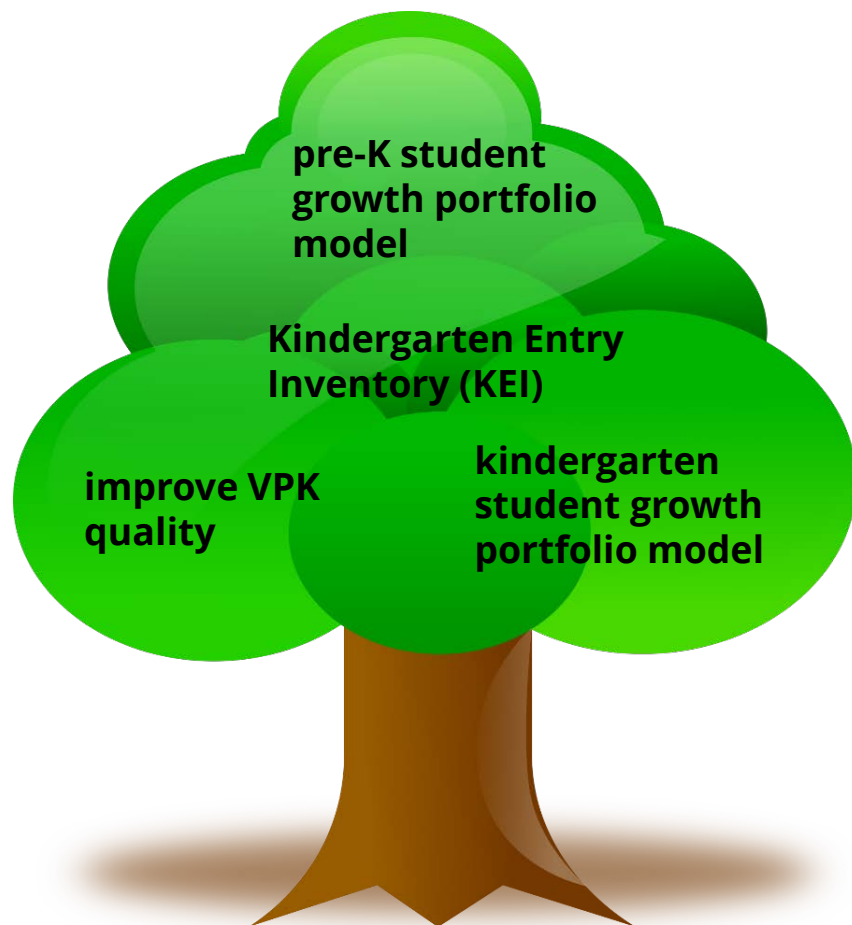
By the end of today's meeting participants will be equipped to:

- Describe the connections between other state initiatives and the Early Learning Model
- Share talking points in home districts about the critical parts of the Early Learning Model
- Describe what Early Learning Model success looks like for district leaders, school leaders, teachers, and students

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**.



Early Learning Model

Tennessee ELM Video



Tennessee Succeeds



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.*

Goals



1

Tennessee will continue rapid improvement and rank in the top half of states on the Report Card.

MEASUREMENT

Tennessee will rank in top half of states on 4th and 8th grade NAEP in 2019.

2

The average ACT score in Tennessee will be a 21, allowing more students to earn HOPE scholarships.

MEASUREMENT

Tennessee will have an average public ACT composite score of 21 by 2020.

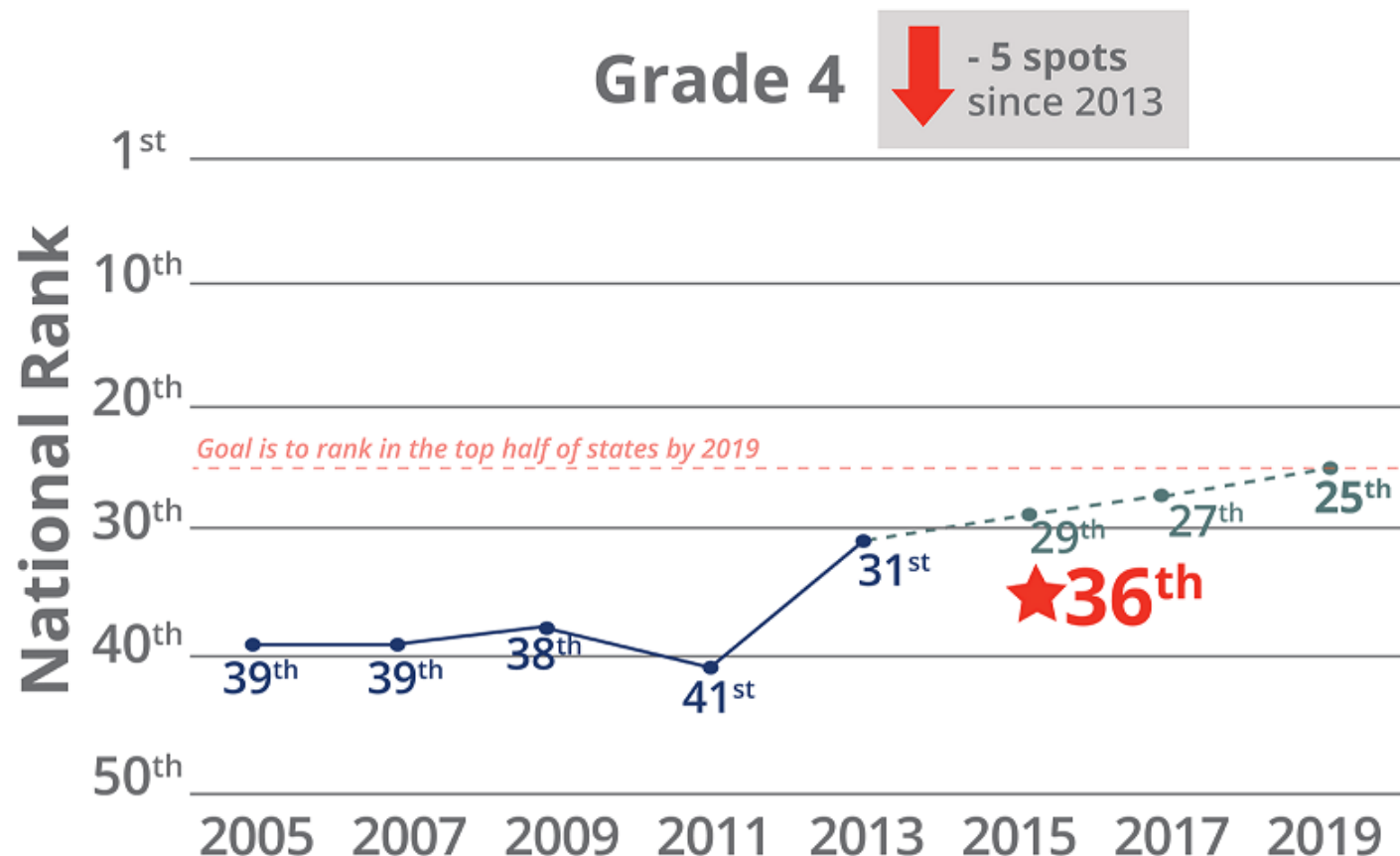
3

The majority of Tennessee high school graduates will earn a certificate, diploma, or degree.

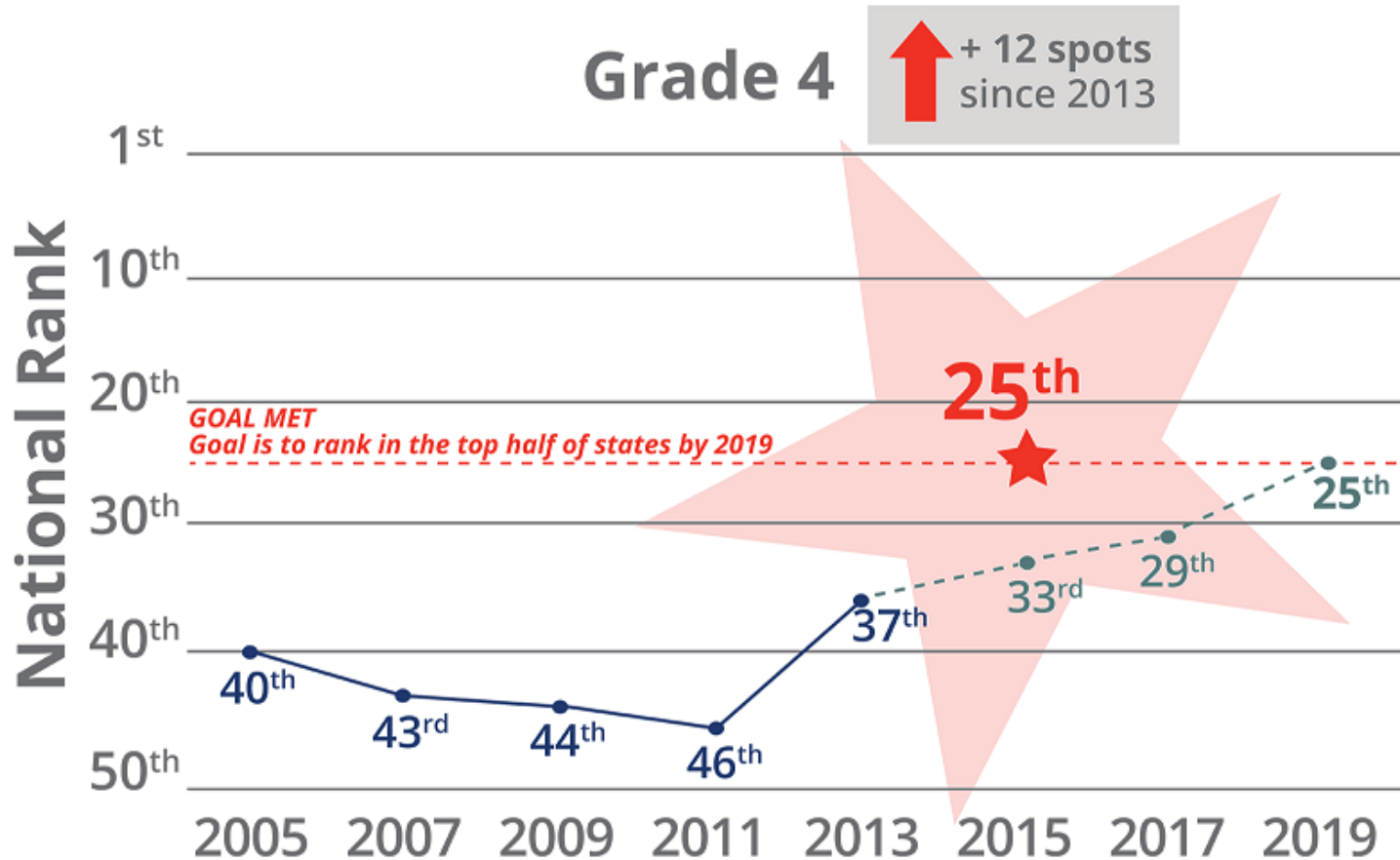
MEASUREMENT

The class of 2020 will be on track to achieve 55% postsecondary completion in six years.

Goal 1: Reading



Goal 1: Math



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

Early Foundations and Literacy Initiatives

Read to Be Ready Initiative

Read to Be Ready Coaching Network

Reading courses

Response to Intervention

Early Learning Model

VPK quality
program standards

Portfolios

Kindergarten Entry
Inventory

Portfolios

Portfolios

Second Grade
Assessment

Third Grade
Assessment

Pre-K

K

1

2

3

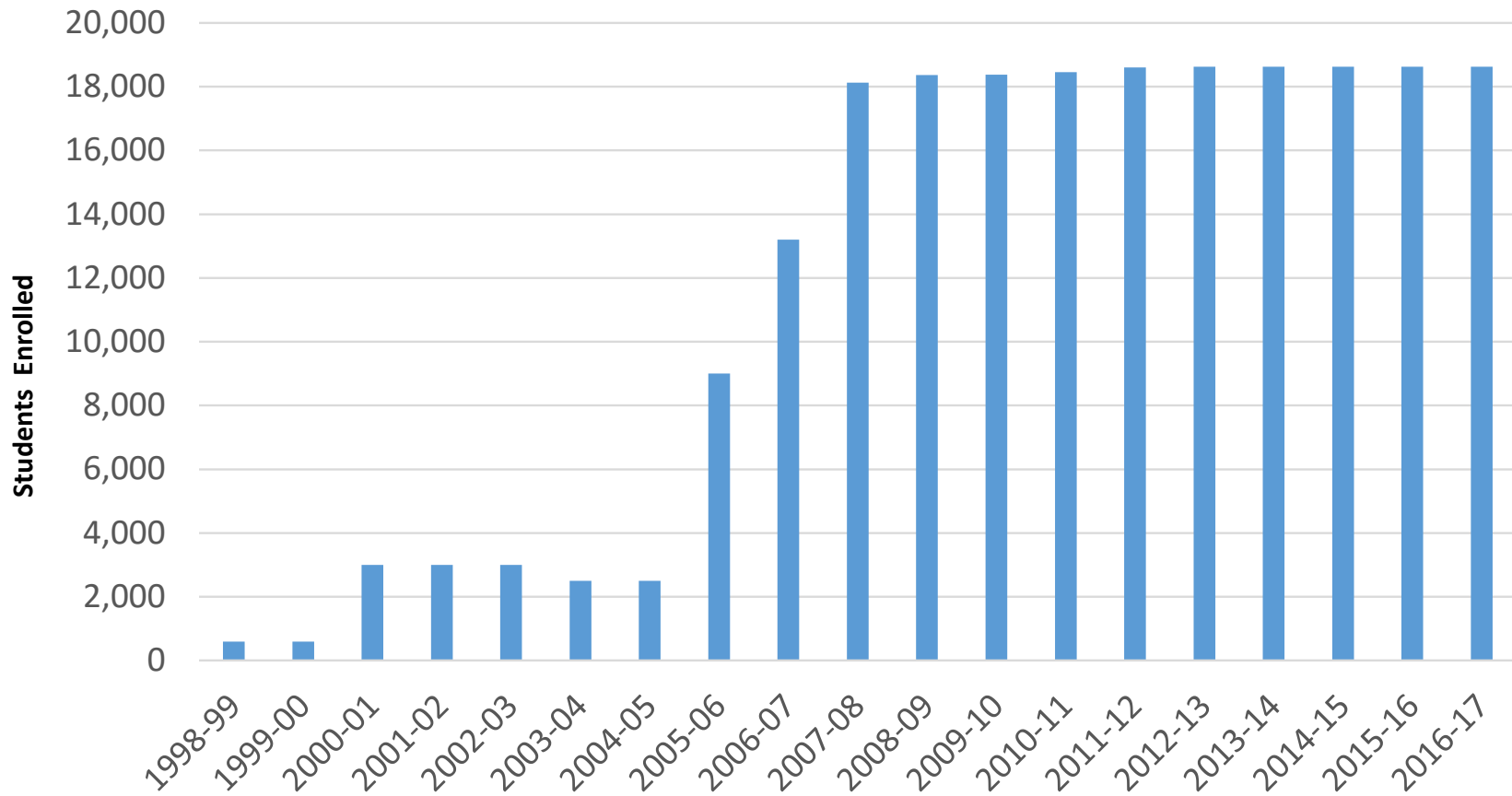
Professional Learning



The State of Pre-K in Tennessee

Tennessee Voluntary Pre-K (TN-VPK)

Tennessee Voluntary Pre-K Program 1998-2017



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?*

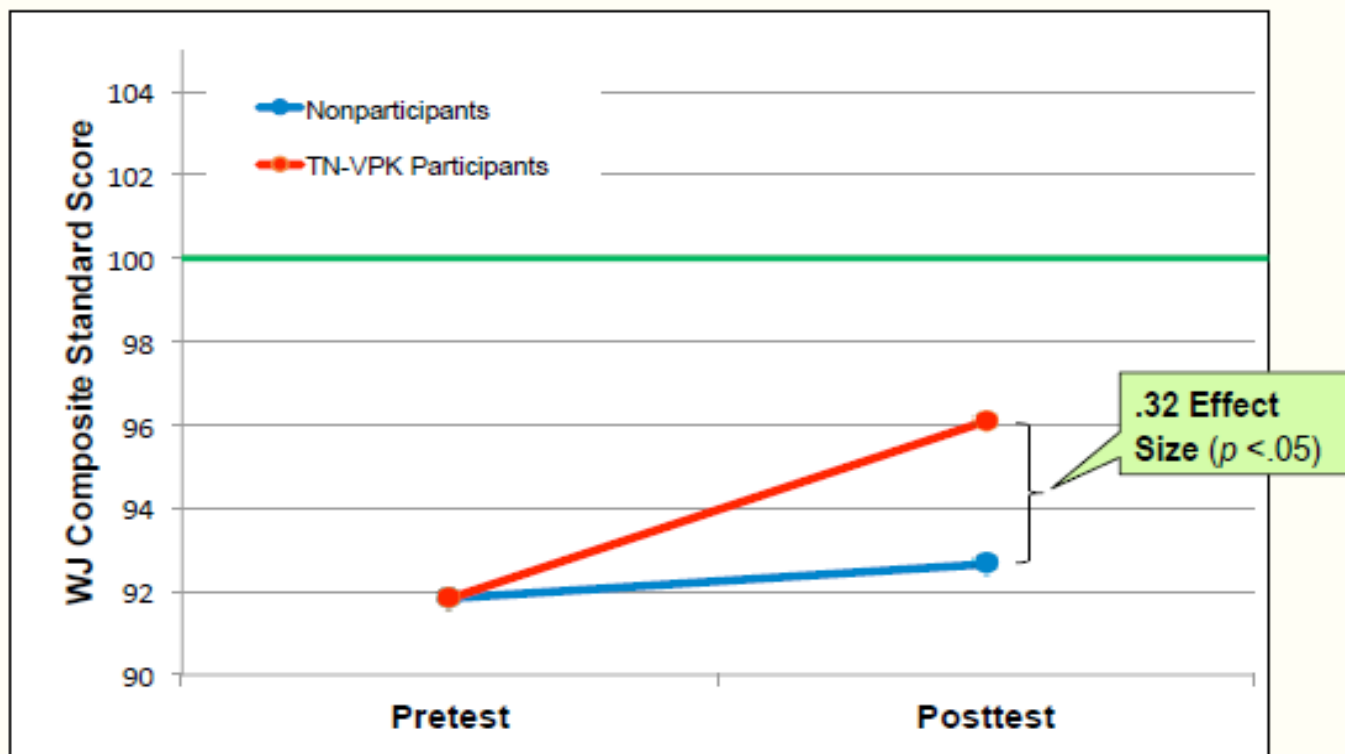
TN-VPK Evaluation Results



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TN-VPK Effects at End of Pre-K on the Overall WJ Achievement Composite Score



TN-VPK Evaluation Results

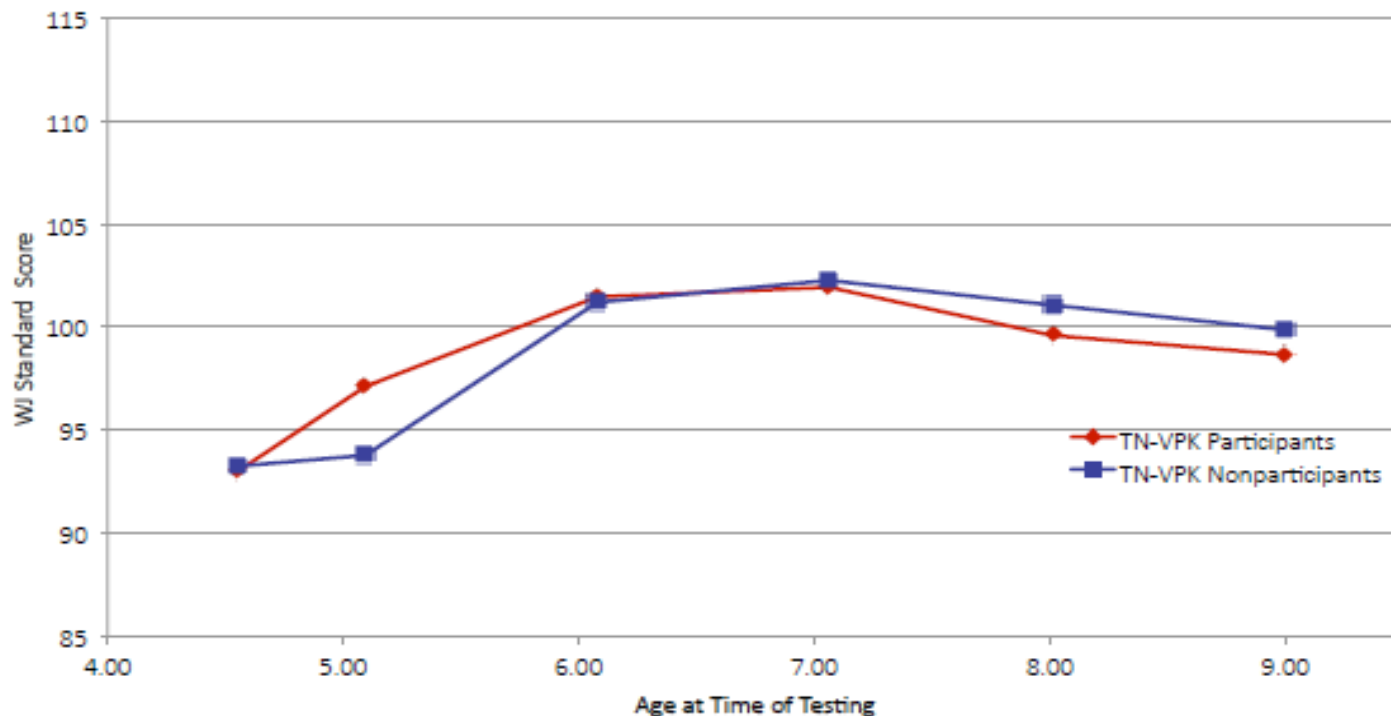


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Overall Achievement Advantage Fades

WJ Composite6 Standard Scores (Pre-K through Grade 3)



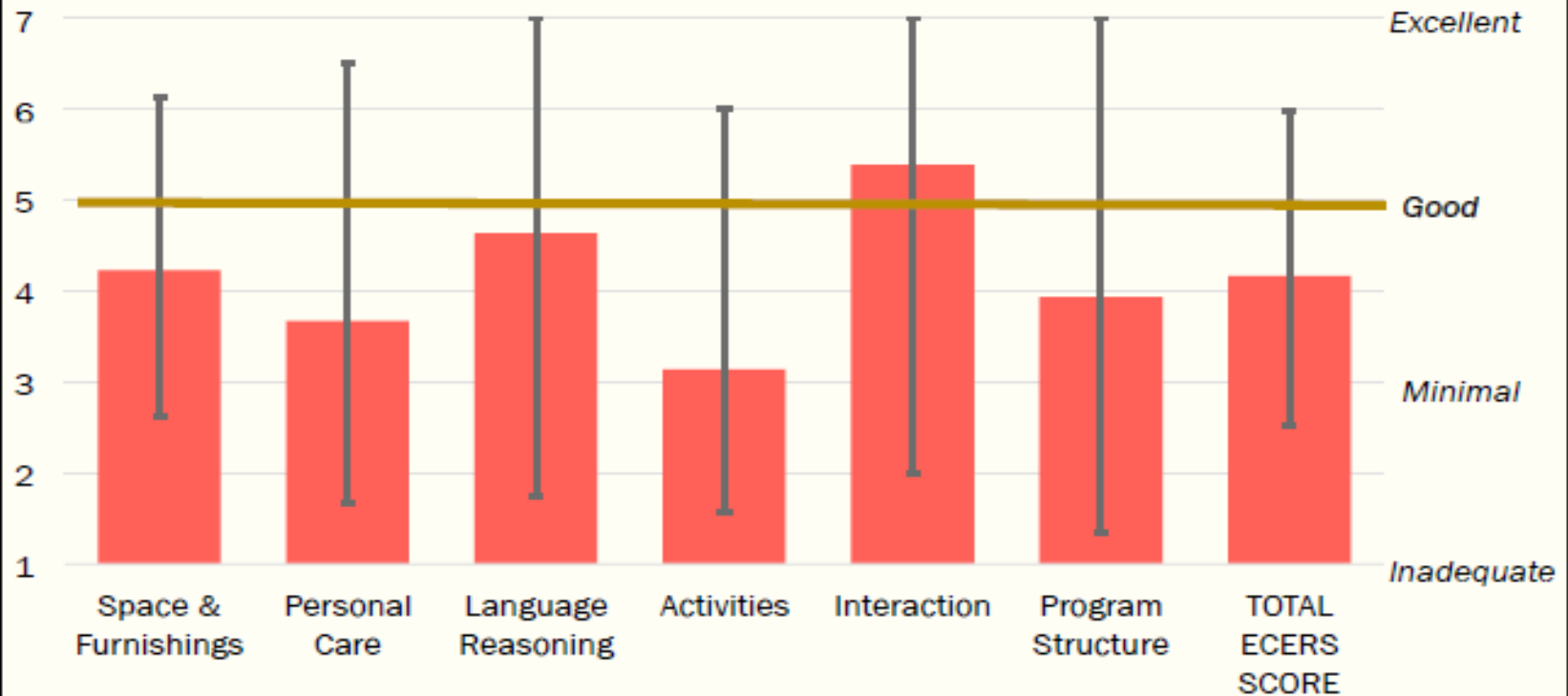
TN-VPK Evaluation Results



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Early Childhood Environment Rating Scale (ECERS) Scores



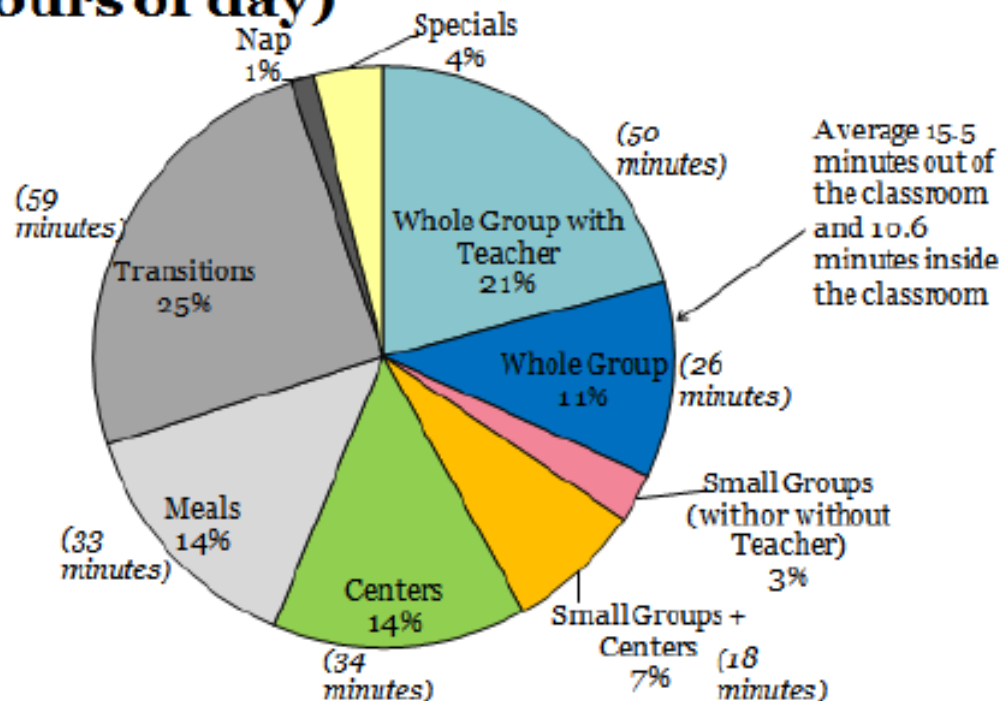
TN-VPK Evaluation Results



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Instructional Settings (1st 4 hours of day)



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.

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

Reflection

What are the key take-aways? What is most relevant for your school/district?

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



TN-VPK Quality Program Standards

Quality VPK program characteristics

1. Serves **high needs students**
2. Focuses on **access for families** and **attendance for students**
3. Uses **data** to drive outcomes
4. Provides **high quality curriculum** aligned to TN-ELDS
5. Reflects **developmentally appropriate practice**
6. Ensures **responsive care** for every student
7. Develops teachers through **professional development** and effective evaluation practices
8. Embeds **continuous improvement** through observations and monitoring
9. Engages and supports families
10. Partners with community



Pre-K/K Student Growth Portfolio Models

Essential Questions

- How can a portfolio benefit teachers and students?
- What is included in the framework of a student growth portfolio?
- What flexibilities exist within portfolio development?
- What processes are needed in the in the development of a portfolio?

Benefits to Teachers and Students

- Student growth portfolio models provide a holistic, meaningful picture of the value a teacher adds to his/her students using work already happening in the classroom.
- The right work
 - Student centered
 - Teacher developed
 - Flexible assessment
 - Professional learning and growth
 - Correlated with state evaluation model

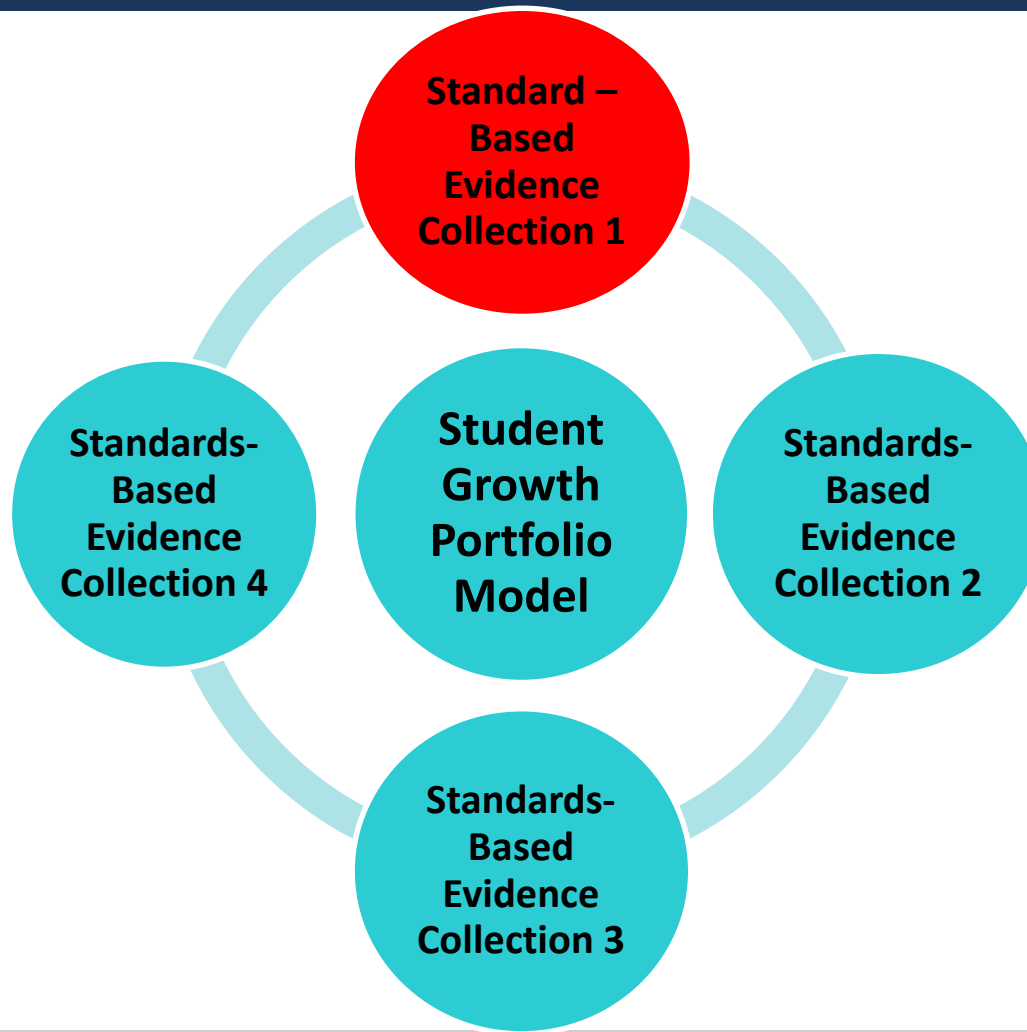
Student Work at the Center

- Drives teacher generated assessment (formative)
- Drives differentiation/small group instruction
- Builds reflection in teachers AND students
- Fosters collaboration in PLCs/collaborative teacher groups
- Connects to students making their own goals and assessing their growth along the way
- Fosters student talk about student work
- Increases effective teacher planning
- Deepens teacher content knowledge
- Shows authentic strength and areas of need in individual students

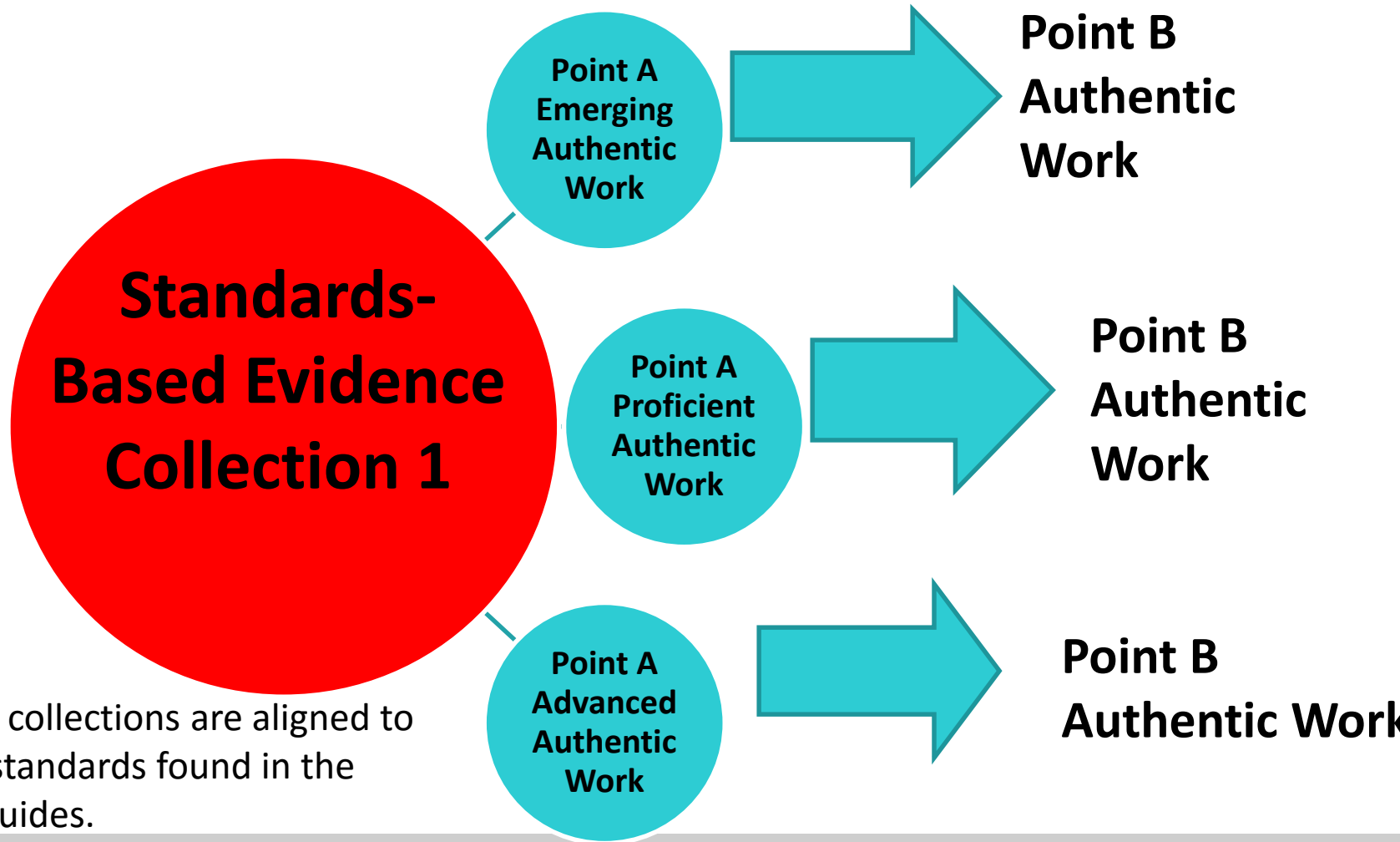
Framework

- It is a purposeful collection of student work organized into evidence collections that demonstrate student growth within the state standards.
- A student growth portfolio model:
 - Contains student work from two points in time aligned to identified standards
 - Contains student work at varying levels (emerging, proficient, advanced)
- A standards-based scoring guide that includes the levels of performance for various standards is provided to assist teachers with identifying proficiency levels

Framework



What's in an evidence collection?



Evidence collections are aligned to content standards found in the scoring guides.

What do the models have in common?

- Framework
- Evidence collection website
- Timeline
 - Teachers begin collecting at the beginning of the course
 - All portfolios are submitted April 15
 - Teachers, with the support of school and district leaders, have the flexibility to determine the timeline and frequency of uploading student work types and supporting evidence.
- Teacher Effectiveness Indicator
- Scored by a consensus review protocol

Online Submissions

The types of media that can be uploaded are the following:

- Images
- PowerPoint
- Word documents
- Excel spreadsheets
- Video
- Audio
- PDF

User feedback suggests that uploading student work and supporting evidence early and often into the “Sandbox” leads to better outcomes.

Consensus Review Protocol

The consensus review protocol is the process through which portfolios are reviewed and scored.

Key Steps:

- Self-score
- Peer Review
- 2nd Peer Review (if necessary)
- Executive Review (if necessary)
- Committee Review (if necessary)

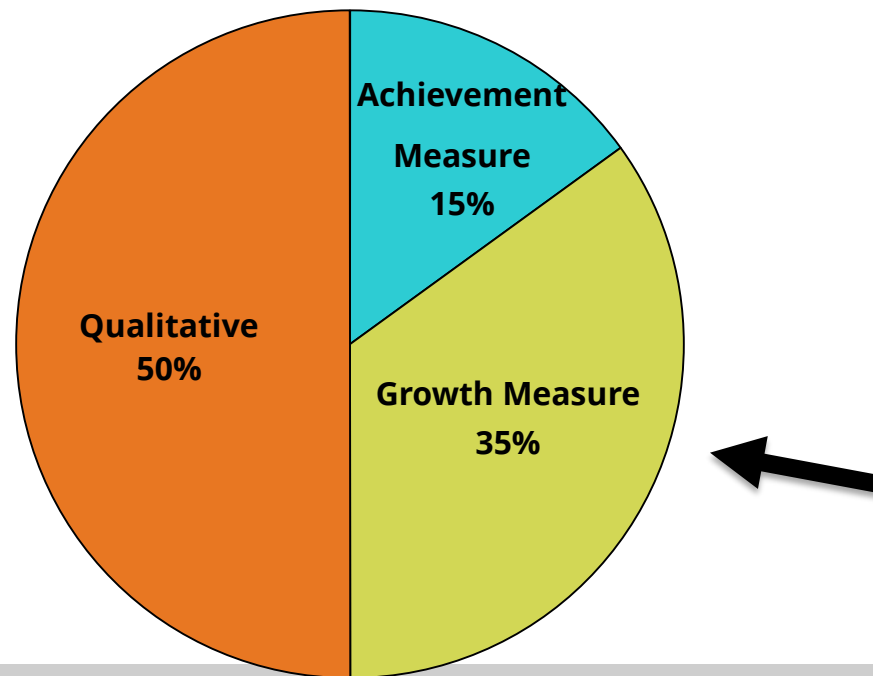
Teacher Effectiveness Indicator

The Teacher Effectiveness Indicator refers to an individual growth score

- based on students' levels of growth in the standards-based evidence collections
- determined by the portfolio scoring guide
- generated through the consensus review protocol

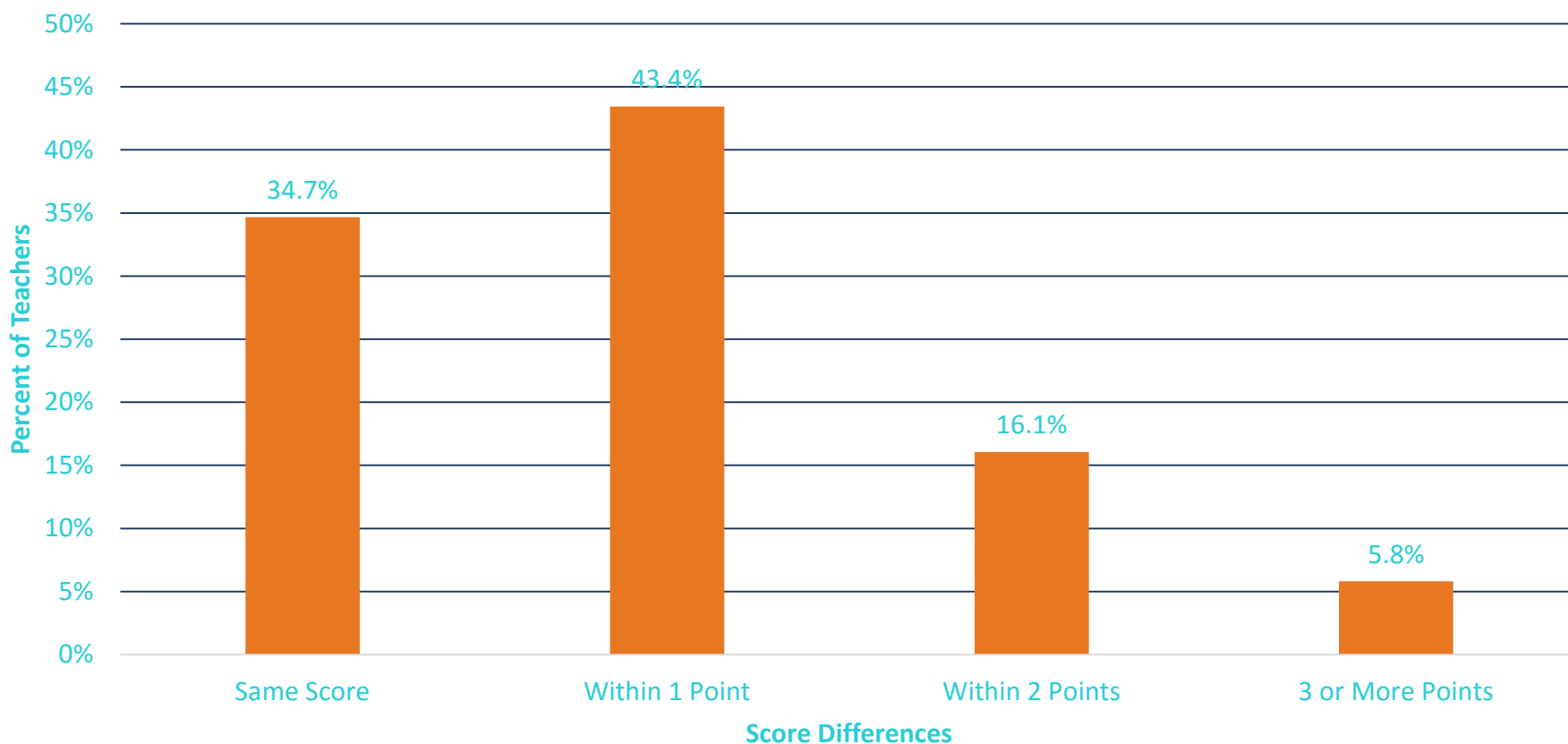
Where do portfolios fit within evaluation?

- Portfolios generate an individual growth measure (individual TVAAS score)
- Part of the quantitative component of evaluation



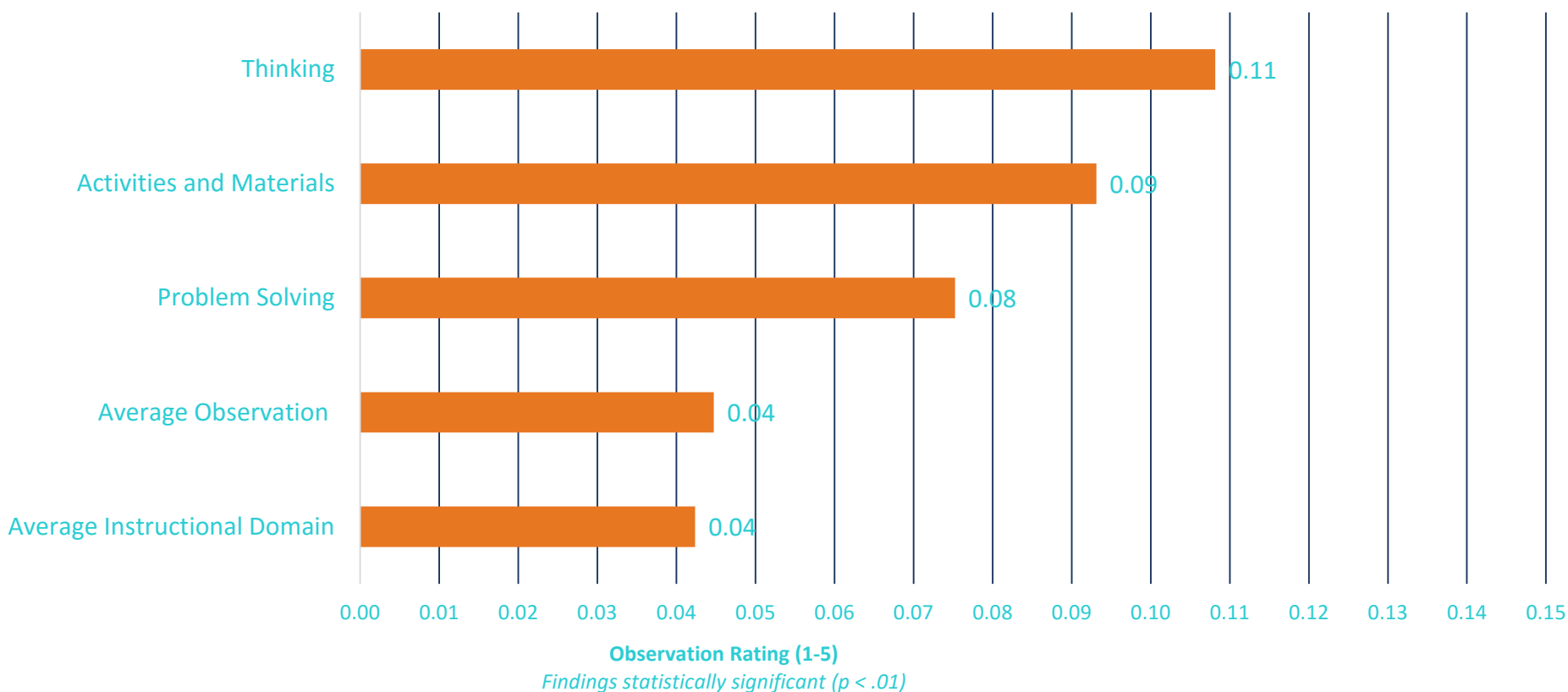
Portfolio Scores and Overall Scores

Portfolio and Average Observation Score Alignment (n=1563)



Portfolio vs. Non-Portfolio

Difference in Overall Observation Score for Portfolio Growth Model Participants Compared to Non-Participants





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The Portfolio Process

Steps to Create a Student Growth Portfolio

- **Step 1. Preview standards** referenced in the model to determine which will be included in the portfolio, while striving to deepen content knowledge around the chosen standards.
- **Step 2. Create timeline** for each standard collection using planning template—see content-specific scoring guides available on the [TEAM website](#).
- **Step 3. Start online portfolio**

Steps to Create a Student Growth Portfolio

- **Step 4. Identify Learning Targets** using the planning template referenced in step 2.
- **Step 5. Collect authentic standards-based student work** from two points in time and determine which student samples best represent growth from various student populations.
- **Step 6. Upload files** early and often.
- **Step 7. Self-score collections and close portfolio.**

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**Pre-Kindergarten/
Kindergarten**

Current Structure

Four total collections:

- Two reading and language arts collections
 - Two math collections
- Pre-Kindergarten
 - Counting and Cardinality
 - Geometry OR Measurement/Data
 - Reading: Foundational Skills
 - Language
 - Kindergarten
 - Counting and Cardinality
 - Operations and Algebraic
 - Reading: Foundational Skills
 - Writing

Resources and Materials

The following guides can be found at TEAM-tn.org in the portfolio section:

- 2016-17 General Teacher Guidebook
 - To be used by all portfolio models along with content-specific scoring guides
- Content-specific guidebooks and templates
 - Fine arts
 - First grade
 - P.E.
 - Pre-K/kindergarten



Kindergarten Entry Inventory

Kindergarten Entry Inventory (KEI): Purpose



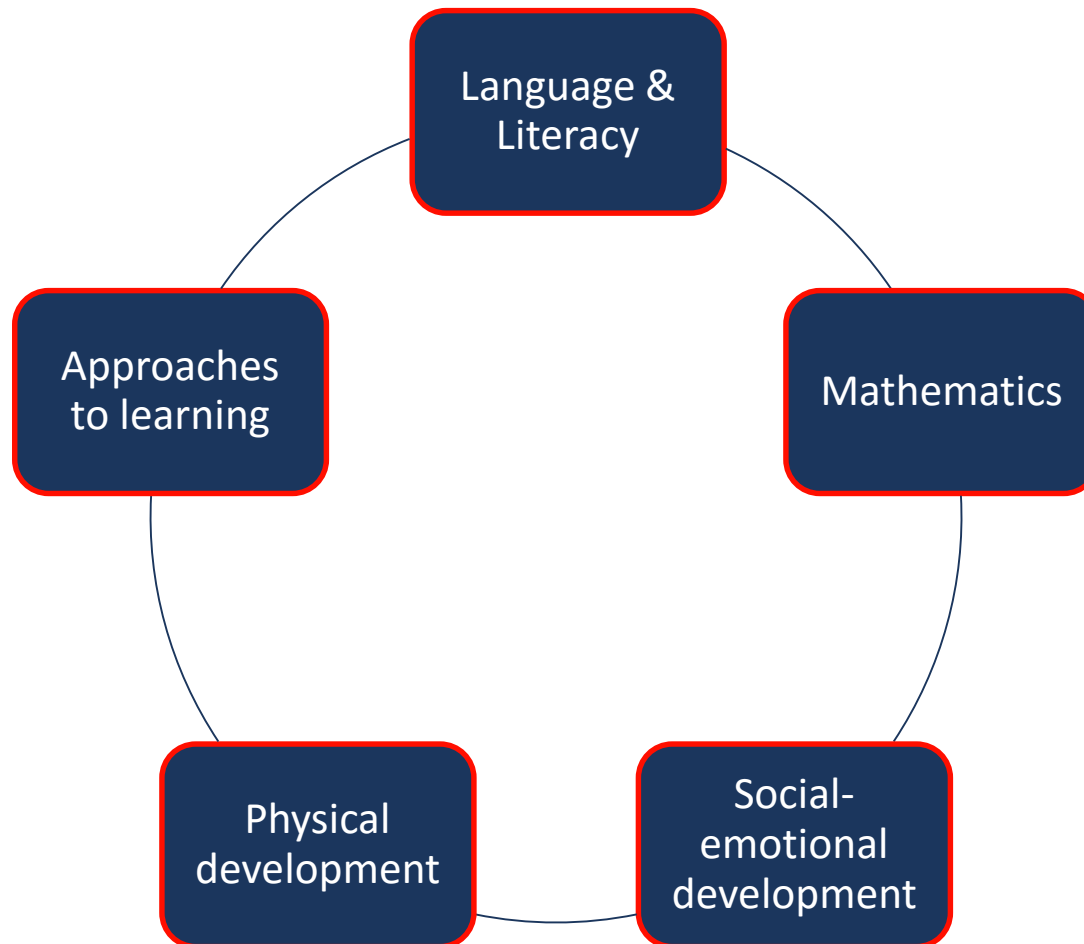
Inform kindergarten
instruction



Assess quality of
children's preschool
experiences

What is provided by a KEI?

The Kindergarten Entry Inventory provides a comprehensive developmental profile for every child, focused on five essential developmental domains.



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

How does the KEI look in practice?

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

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Early Learning Model in 2016-17

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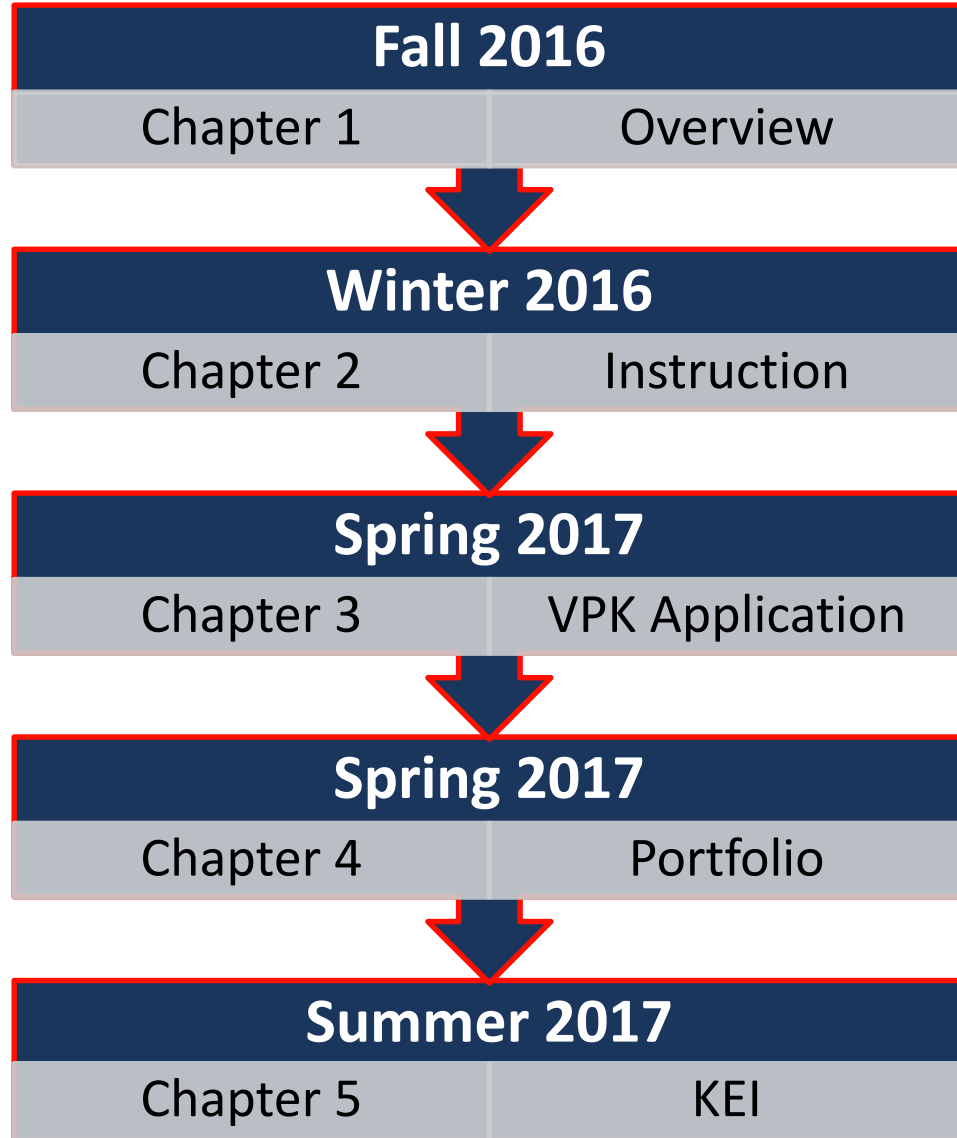
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Professional Learning

ELM Training Timeline



Chapters of Early Learning Model

Chapter 1: Fall 2016

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

Chapters of Early Learning Model

Chapter 2: Winter 2016

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

Chapters of Early Learning Model

Chapter 3: Spring 2017

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

Chapters of Early Learning Model

Chapter 4: Spring 2017

Focus	Student Growth Portfolio Models
Follow Up	<ul style="list-style-type: none">• Deliver leader module to elementary school leaders• Deliver teacher module to pre-k and kindergarten teachers
Support	Office of Educator Effectiveness

Chapters of Early Learning Model

Chapter 5: Summer 2017

Focus	Kindergarten Entry Inventory
Follow Up	<ul style="list-style-type: none">• 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

ELM Success Continuum

District Supports

- Ensuring PD for pre-k/K teachers is aligned to ELM
- Strategic allocation of resources to support ELM implementation

School Leader Behaviors

- Help teachers make connections between areas of refinement and portfolio activities

Teacher Instructional Behaviors

- Deepen content knowledge in pre-K/K practices and assessment literacy (student work)

Student Learning Behaviors

- Engaged in experiences that are developmentally appropriate and grow both knowledge and skills

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

Excellence | Optimism | Judgment | Courage | Teamwork