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
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
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
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.
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.

1

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.

2

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.

3
Goal 1: Reading

Grade 4

- 5 spots since 2013

Goal is to rank in the top half of states by 2019

TN Department of Education
Goal 1: Math

Grade 4

1st

10th

20th

GOAL MET
Goal is to rank in the top half of states by 2019

25th

30th

33rd

29th

25th

National Rank

40th


44th

46th

+ 12 spots since 2013
## Priorities

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Foundations &amp; Literacy</strong></td>
<td>Building skills in early grades to contribute to future success</td>
</tr>
<tr>
<td><strong>High School &amp; Bridge to Postsecondary</strong></td>
<td>Preparing significantly more students for postsecondary completion</td>
</tr>
<tr>
<td><strong>All Means All</strong></td>
<td>Providing individualized support and opportunities for all students with a focus on those who are furthest behind</td>
</tr>
<tr>
<td><strong>Educator Support</strong></td>
<td>Supporting the preparation and development of an exceptional educator workforce</td>
</tr>
<tr>
<td><strong>District Empowerment</strong></td>
<td>Providing districts with the tools and autonomy they need to make the best decisions for students</td>
</tr>
</tbody>
</table>
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

Pre-K

Professional Learning

K

1

Portfolios

2

Second Grade Assessment

3

Third Grade Assessment
The State of Pre-K in Tennessee
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

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

- Nonparticipants
- TN-VPK Participants

.32 Effect Size ($p < .05$)
Overall Achievement Advantage Fades

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

- TN-VPK Participants
- TN-VPK Nonparticipants

Age at Time of Testing

WJ Standard Score

Range: 85 to 115
TN-VPK Evaluation Results

Early Childhood Environment Rating Scale (ECERS) Scores

- Space & Furnishings
- Personal Care
- Language Reasoning
- Activities
- Interaction
- Program Structure
- TOTAL ECERS SCORE

Score Categories:
- Excellent
- Good
- Minimal
- Inadequate
TN-VPK Evaluation Results

**Instructional Settings (1st 4 hours of day)**

- **Whole Group with Teacher**: 21% (26 minutes)
- **Whole Group**: 11% (50 minutes)
- **Meals**: 14% (33 minutes)
- **Transitions**: 25%
- **Centers**: 14% (34 minutes)
- **Specials**: 4%
- **Small Groups (with or without Teacher)**: 3% (18 minutes)
- **Nap**: 1%
- **Average**: 15.5 minutes out of the classroom and 10.6 minutes inside the classroom

**Total Time**: (59 minutes)
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.
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 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
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

- Standard-Based Evidence Collection 1
- Standards-Based Evidence Collection 2
- Standards-Based Evidence Collection 3
- Standards-Based Evidence Collection 4
- Student Growth Portfolio Model
What’s in an evidence collection?

Standards-Based Evidence Collection 1

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
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.
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)
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

![Pie chart showing the distribution of evaluation components: Qualitative 50%, Growth Measure 35%, Achievement Measure 15%]
Portfolio Scores and Overall Scores

Portfolio and Average Observation Score Alignment ($n=1563$)

- **Same Score**: 34.7%
- **Within 1 Point**: 43.4%
- **Within 2 Points**: 16.1%
- **3 or More Points**: 5.8%
Portfolio vs. Non-Portfolio

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

- **Thinking**: 0.11
- **Activities and Materials**: 0.09
- **Problem Solving**: 0.08
- **Average Observation**: 0.04
- **Average Instructional Domain**: 0.04

Observation Rating (1-5)

Findings statistically significant ($p < .01$)
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.**
Pre-Kindergarten/Kindergarten
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
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
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
Early Foundations and Literacy Initiatives

Read to Be Ready Initiative

- Read to Be Ready Coaching Network
- Reading courses
- Response to Intervention

Early Learning Model

- Pre-K: Professional Learning
- VPK quality program standards
- Portfolios
- Kindergarten Entry Inventory

1
- Portfolios

2
- Second Grade Assessment

3
- Third Grade Assessment

Department of Education
ELM Training Timeline

- **Fall 2016**
  - Chapter 1: Overview

- **Winter 2016**
  - Chapter 2: Instruction

- **Spring 2017**
  - Chapter 3: VPK Application

- **Spring 2017**
  - Chapter 4: Portfolio

- **Summer 2017**
  - Chapter 5: KEI
## Chapter 1: Fall 2016

<table>
<thead>
<tr>
<th>Focus</th>
<th>Overview of the Early Learning Model</th>
</tr>
</thead>
</table>
| Follow Up | • 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 |
### Chapter 2: Winter 2016

<table>
<thead>
<tr>
<th>Focus</th>
<th>Best instructional practices in pre-k/k</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follow Up</strong></td>
<td>• Deliver leader module to elementary school leaders</td>
</tr>
<tr>
<td></td>
<td>• Deliver teacher module to pre-K and kindergarten teachers</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Office of Early Learning</td>
</tr>
</tbody>
</table>
# Chapters of Early Learning Model

## Chapter 3: Spring 2017

<table>
<thead>
<tr>
<th>Focus</th>
<th>Developing a VPK funding application that reflects high-quality VPK program standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follow Up</strong></td>
<td>• Develop a plan that results in a high-quality VPK program</td>
</tr>
<tr>
<td></td>
<td>• Develop and submit a VPK application for funds for 2017-18</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Office of Early Learning</td>
</tr>
</tbody>
</table>
### 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
# Chapters of Early Learning Model

## Chapter 5: Summer 2017

<table>
<thead>
<tr>
<th>Focus</th>
<th>Kindergarten Entry Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Up</td>
<td>• Deliver leader module to elementary school leaders</td>
</tr>
<tr>
<td></td>
<td>• Deliver teacher module to pre-K teachers</td>
</tr>
<tr>
<td></td>
<td>• Deliver teacher module to kindergarten teachers</td>
</tr>
<tr>
<td>Support</td>
<td>Office of Early Learning</td>
</tr>
</tbody>
</table>
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
Department Contact Information

Lisa Wiltshire, Executive Director of Early Learning  Lisa.Wiltshire@tn.gov

Rene’ Diamond, Executive Director of Educator Effectiveness  Rene.Diamond@tn.gov
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.