

# CASTL Early Childhood Education Update

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*of* EDUCATION  
Center for Advanced Study  
of Teaching and Learning

# Overview

1. CLASS & PD
2. VKRP
3. STREAMin<sup>3</sup> Curriculum Pilot

# CLASS & PD

## CLASS

All VPI teachers will be observed at least every two years with the Classroom Assessment Scoring System (CLASS<sup>®</sup>), a valid and reliable observation tool that measures the quality of teacher-child interactions.

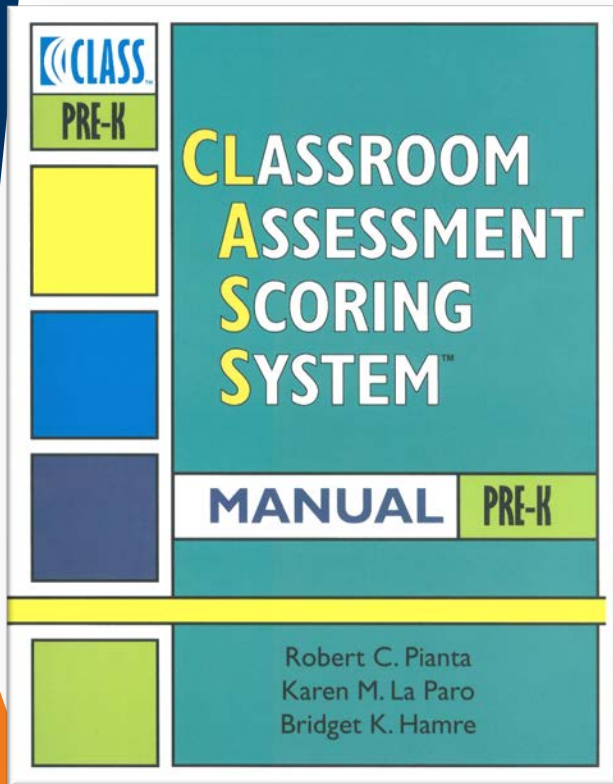
These data will be used to provide targeted feedback to each teacher for ongoing quality improvement purposes, and aggregated to the levels of center, program, and division to gauge the quality of interactions across the state.

## PD

All VPI teachers will receive high-quality professional development (PD) that supports their knowledge, skills, practice to facilitate effective teacher-child interactions.

All PD will be delivered with fidelity at scale with the necessary leadership and the organizational support.

# How CLASS measures high quality teacher-child interactions



# Who can observe using CLASS?

## ▶ Certified CLASS Observers

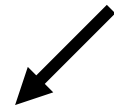
- ▶ Attend all days of an observation training
- ▶ Take and pass reliability test
- ▶ Recertify every year

# Scoring - 20 min obs. cycles

1. Take extensive behavioral notes

2. Read manual

3. Assign a score



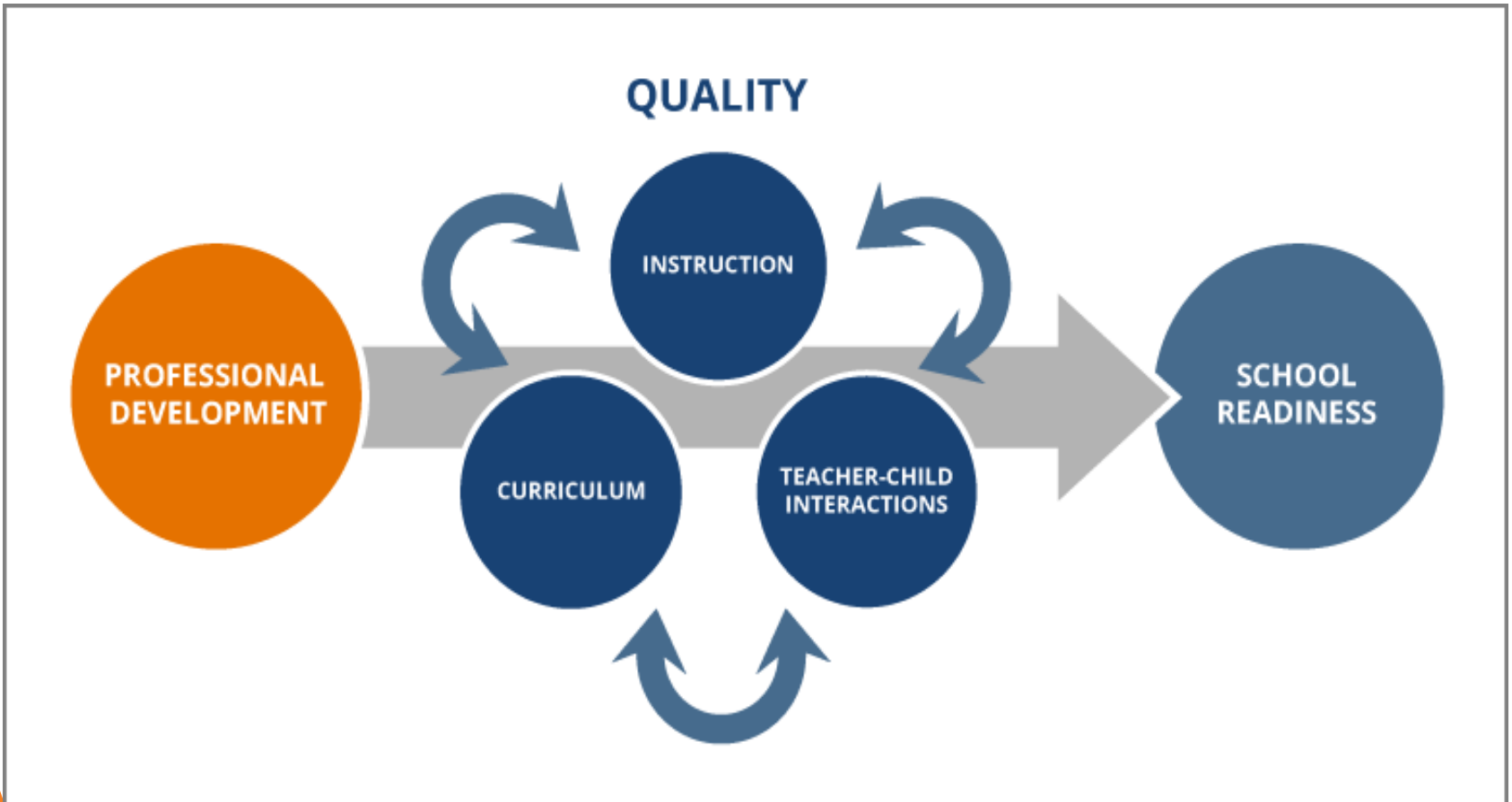
<p><b>Positive Climate</b></p> <p>Teacher smiles occasionally, kids return smile; teacher asks girl about her weekend; kids somewhat flat at beginning; no evidence of peer connections</p>	1	2	3	4	5	6	7
<p><b>Negative Climate</b></p> <p>None observed</p>	1	2	3	4	5	6	7
<p><b>Teacher Sensitivity</b></p> <p>Teacher doesn't notice or respond to child with hand raised; T. helps student having hard time tying shoe; S. seem comfortable – raise hands etc;</p>	1	2	3	4	5	6	7
<p><b>Regard for Student Perspectives</b></p> <p>Very t. directed lesson; teacher gives frequent reminders for s. to sit on squares; T. not flexible when student asks about going outside; few opportunities for children to lead</p>	1	2	3	4	5	6	7

# Plans for CLASS Observations

## Year 1

- ▶ ALL VPI Programs: Gather information on current knowledge, practices and capacity related to CLASS
- ▶ Partner with a set of early adopters
  - ▶ 51 VPI programs, 612 classrooms
  - ▶ All observed by June 14, 2019
- ▶ Lessons learned from Year 1 will inform procedures for observing in the other VPI programs in Year 2 and subsequent years.

# Professional Development (PD)





# Evidence-Based PD Principles

Principle	Description
Specific, articulated objectives	Objectives describe the precise knowledge and skills that a teacher will gain from the experience
Data-driven	Data is used to plan the focus of individualized PD and track intended outcomes.
Dosage	The approach and format map onto the level of intensity, duration, and follow-up needed to ensure that the participants gain knowledge and apply new skills in the classroom.
Practice-focused	An explicit emphasis on linking new knowledge to practice in the classroom.
Feedback-Analysis Loop	Teachers given opportunity to adopt and implement a new practice, receive feedback about this implementation, and reflect/analyze this experience.

# Year 1-Assessing and Building Capacity

December

- Survey to all VPI coordinators
- Initial initiative planning with early adopter divisions

January-  
February

- Meetings with teachers in early adopter divisions to prepare for observations and feedback

March-  
April

- VPI Coordinator training to interpret and use data for PD planning

May

- On-going support to early adopter divisions in acting on data
- PD guide—tiered options of vetted, evidenced-based PD options

Summer

- Leadership academies

VKRP

Virginia Kindergarten Readiness Program



# How VKRP Measures Kindergarten Readiness



Readiness is defined as having foundational skills in all areas



# 40%

## OF VIRGINIA'S KINDERGARTENERS

ARE UNPREPARED  
IN CRITICAL AREAS



**LITERACY**



**SOCIAL  
SKILLS**



**MATH**

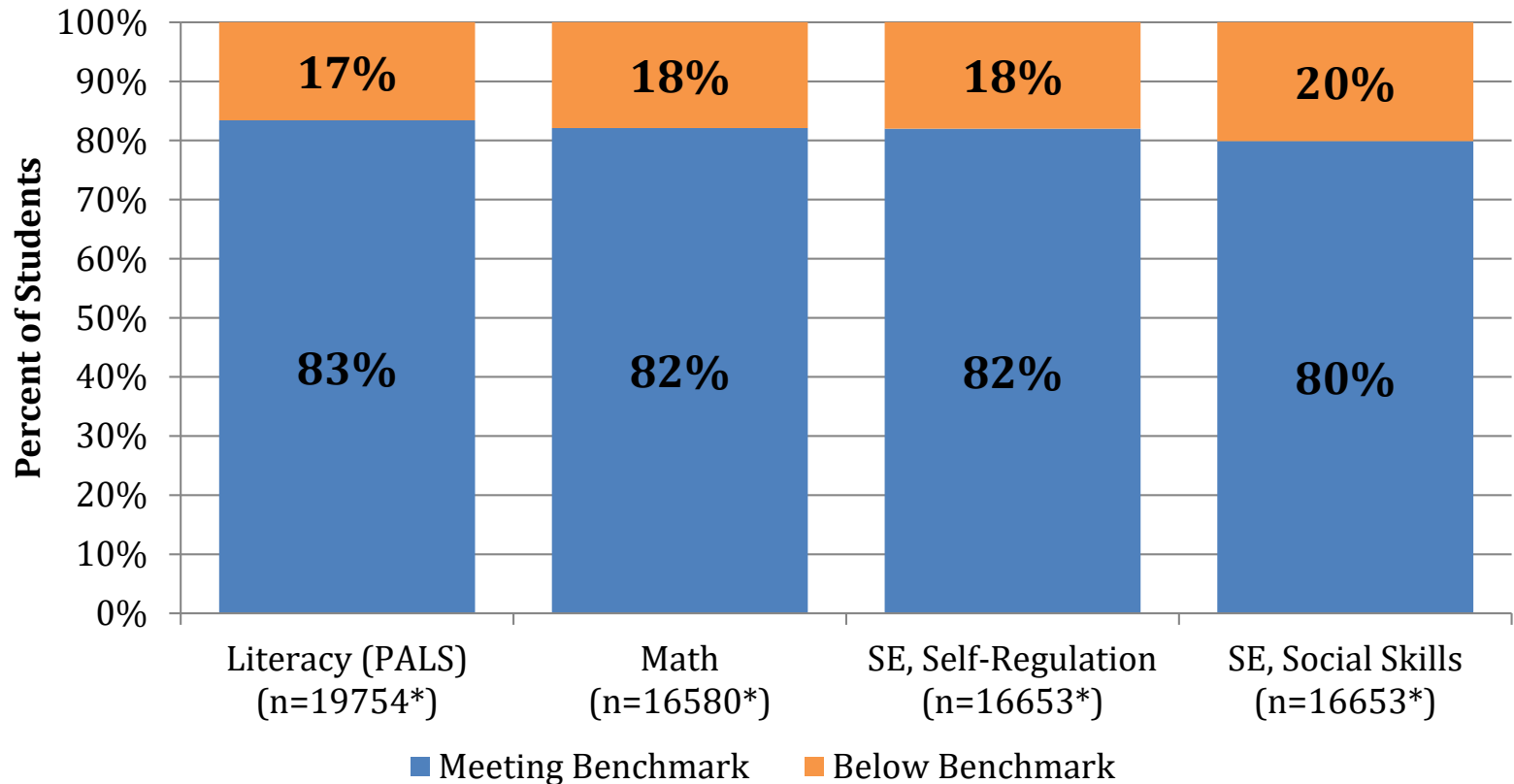


**SELF-  
REGULATION**

*2017 Fall PALS and VKRP Data*

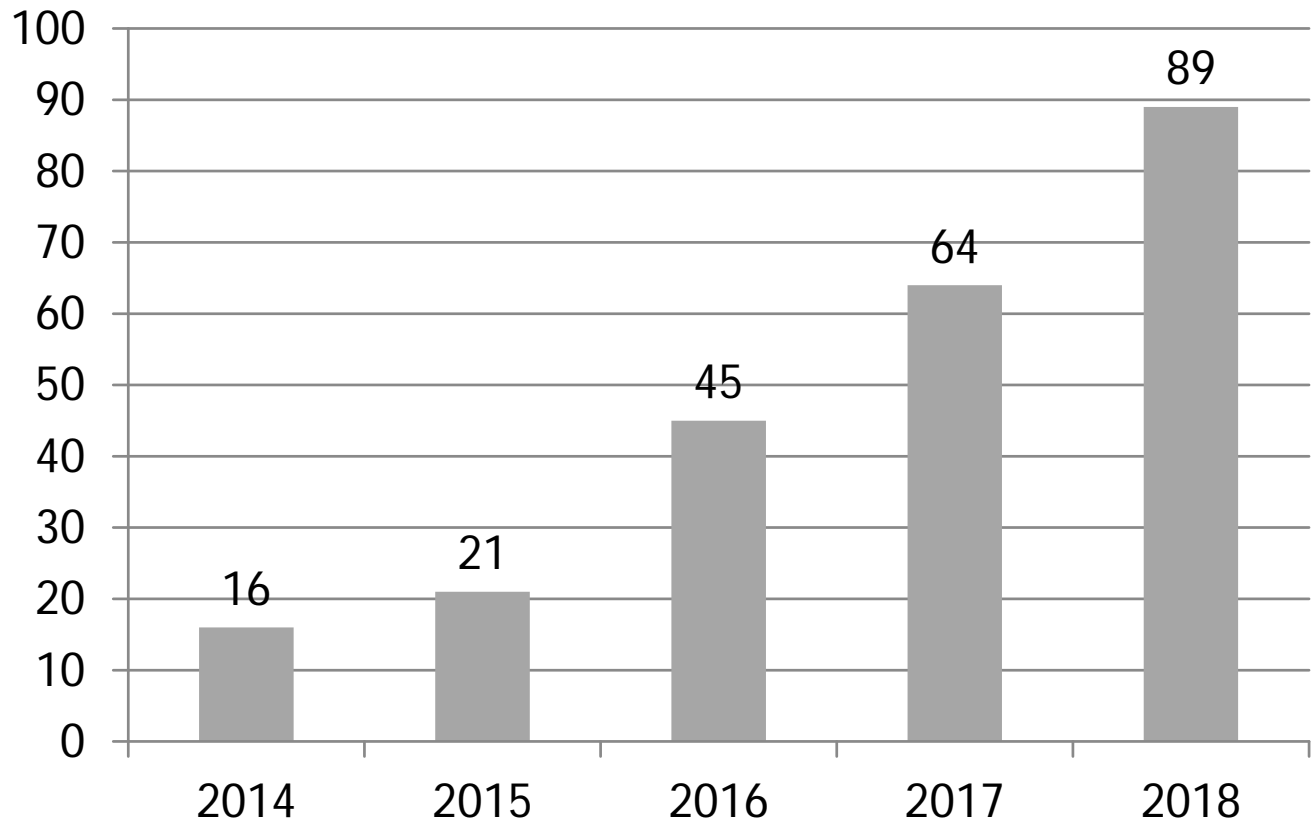
# Readiness Results for 2017-18

Fall 2017



Note. \* = All students who had data on each measure were included to obtain these estimates.

# VKRP Expansion Over Time



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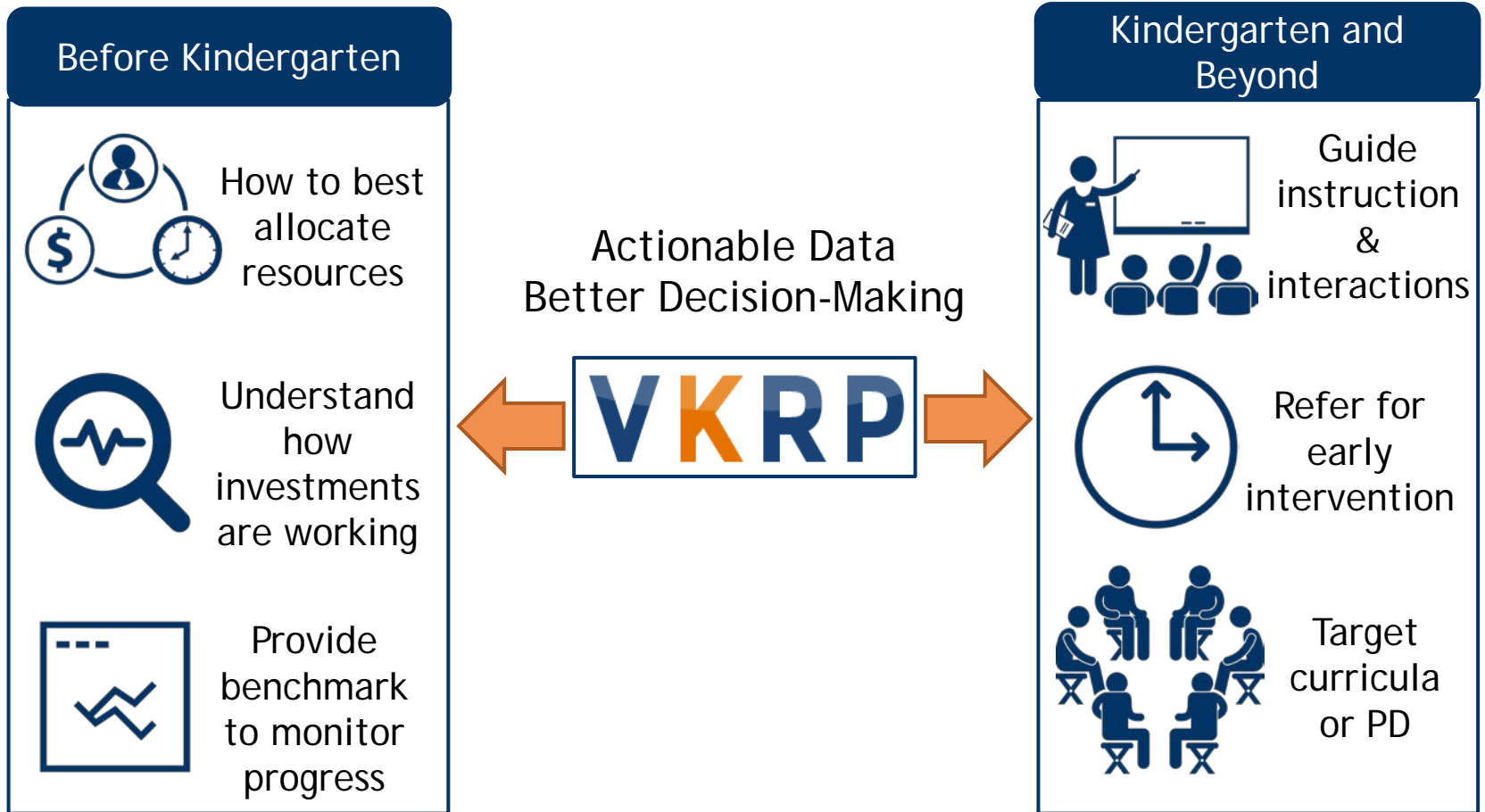




# VKRP in 2018-19

- ▶ Statewide participation in Fall of 2019
- ▶ Measuring growth in math, self-regulation and social skills
  - ▶ Fall and spring of kindergarten
  - ▶ Fall and spring of preschool
  - ▶ Complement PALS which already tracks growth over time in literacy skills
- ▶ Continued collaboration with PALS
- ▶ Refined data reports that are more interactive and show growth across the year in students' skills
- ▶ Expanded resources on how to use data to guide instruction
- ▶ Scalable training

# How Statewide Readiness Data Can be Used in Virginia



# STREAMin<sup>3</sup>

integrated | intentional | interactions



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# STREAMin<sup>3</sup>

integrated | intentional | interactions

The STREAMin3™ Curriculum Model provides:

- ✓ **Daily activities, routines, and games** that maximize the moment-to-moment interactions between children and their teachers and peers and promote connection with families.
- ✓ **Coaching, professional development** designed to support teachers' understanding of child development, and increase their implementation of the curriculum.
- ✓ **Formative assessments and implementation checklists** that guide teachers and directors to use observations to inform teaching and children's development.



# STREAMin<sup>3</sup>

integrated | intentional | interactions

- ▶ Pilot implementation of the curriculum package
  - ▶ Charlottesville, Chesapeake, Covington, Newport News, Norfolk, Portsmouth, Suffolk
  - ▶ 51 classrooms in Virginia (from 12 programs)
    - ▶ 22 faith-based, 28 private
    - ▶ 9 infant, 17 toddler, 25 preschool
  - ▶ ~ 810 children
    - ▶ 90 infants, 270 toddlers, 450 preschoolers
  - ▶ 5 coaches will support these classrooms
  - ▶ Directors begin training in December
  - ▶ Teachers begin working with coaches in February
  - ▶ Implementation evaluation will occur in Year 2
    - ▶ Understand current practices in these ECE programs
    - ▶ How programs uptake the curriculum package
    - ▶ Improvement in quality of teacher-child interactions
    - ▶ Growth in children's readiness skills

# STREAMin<sup>3</sup> Pilot

integrated | intentional | interactions

## Public-private partnership

### ▶ Obici Healthcare Foundation in Suffolk, VA

Made an additional 1M investment after hearing about the State's investment to pilot the curriculum in an additional 50 classrooms and support the other ECE initiatives (i.e., CLASS & PD, VKRP) in Western Tidewater.

▶ Suffolk, Franklin, Surry, Southampton, Isle of Wight VPI programs, Children's Center in Suffolk (Head Start)

▶ 47 preschool, 2 toddler, 1 infant

▶ ~ 860 children

▶ 10 infants, 30 toddlers, 820 preschoolers

▶ 5 additional coaches

### ▶ Opportunity to connect the dots across sectors (Head Start, VPI, faith-based, & private ECE programs) and initiatives in this region of Virginia

