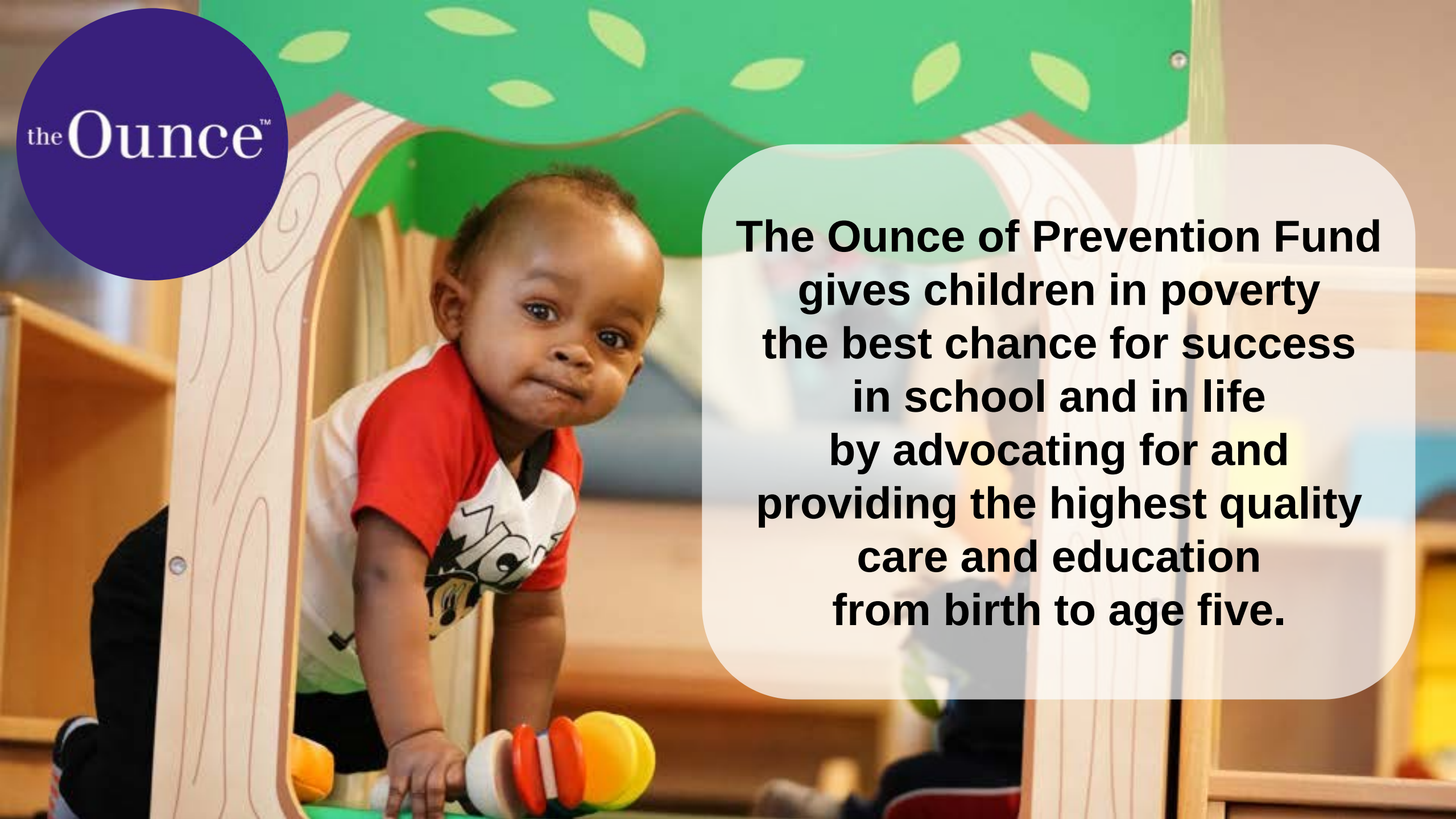

The Ounce of Prevention Fund gives children in poverty the best chance for success in school and in life by advocating for and providing the highest quality care and education from birth to age five.

Effectively Achieving Excellent Practice and Continuous Improvement in all Sectors of Education

Debra Pacchiano, Ph.D.

Vice President, Translational Research, Ounce of Prevention Fund

What We *ALL* Strive For

Socially Significant Outcomes at Scale

The Challenge We *ALL* Share

Policies about curriculum, assessment, teaching, learning, and family engagement, etc. *set the stage* for effective practice.

But.....

The key is coherent alignment and strength in the ***drivers of implementation and practice improvement*** *at the agency and school/center levels.*

Despite Strong Improvements in Two Areas of Teacher-Child Interactions, Instructional Support Remains Low

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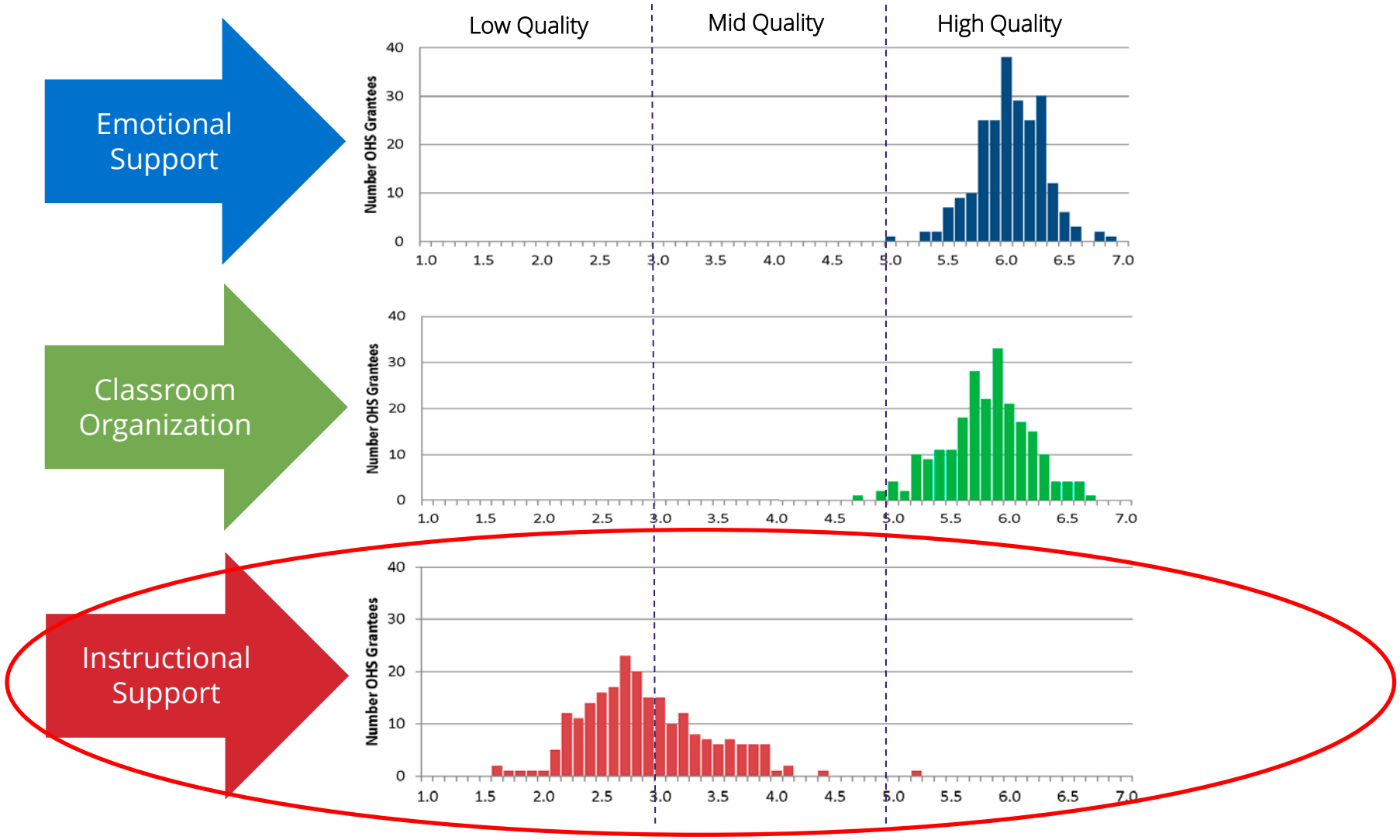
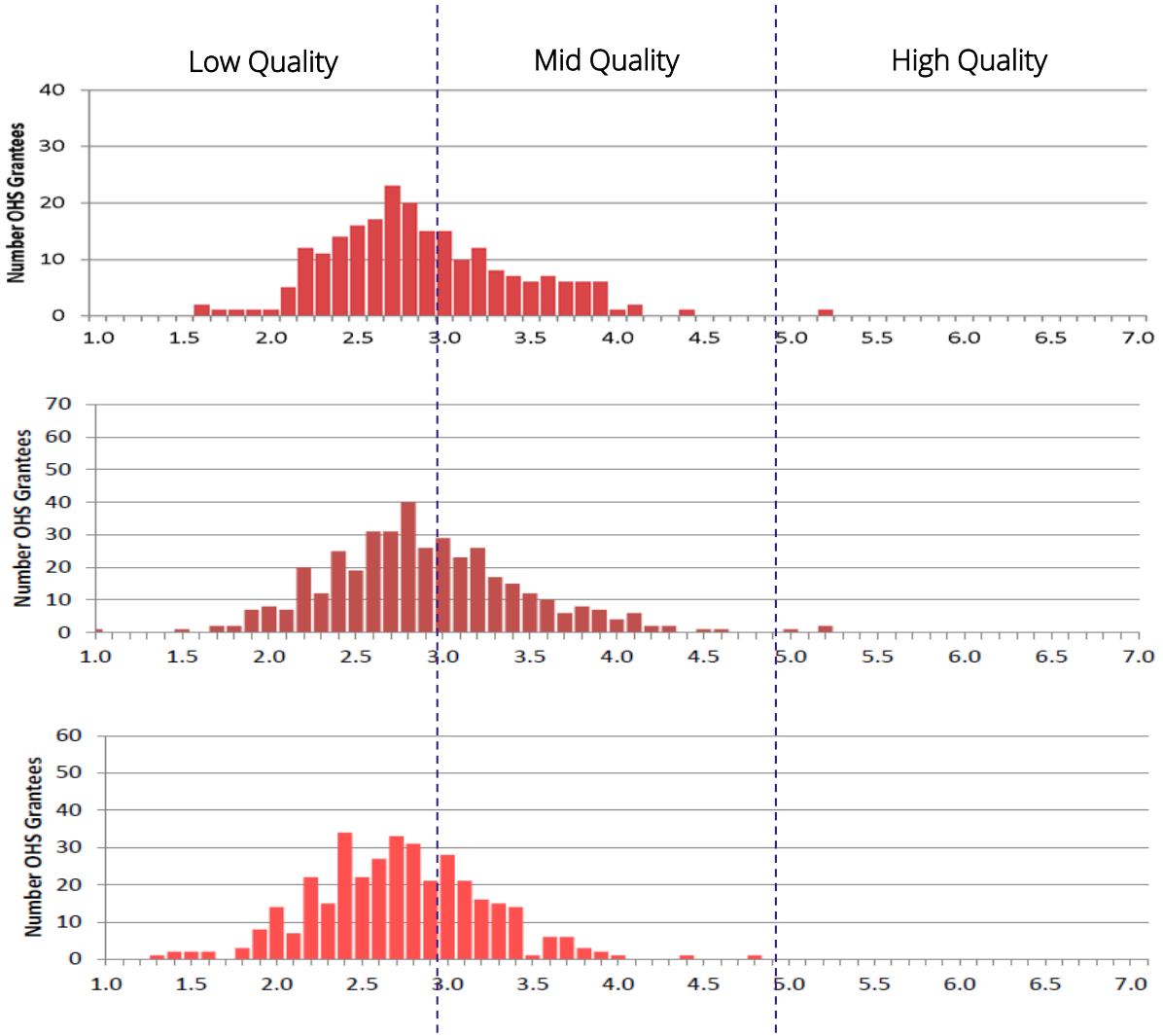


And, Improvement in Instructional Support is Stagnant

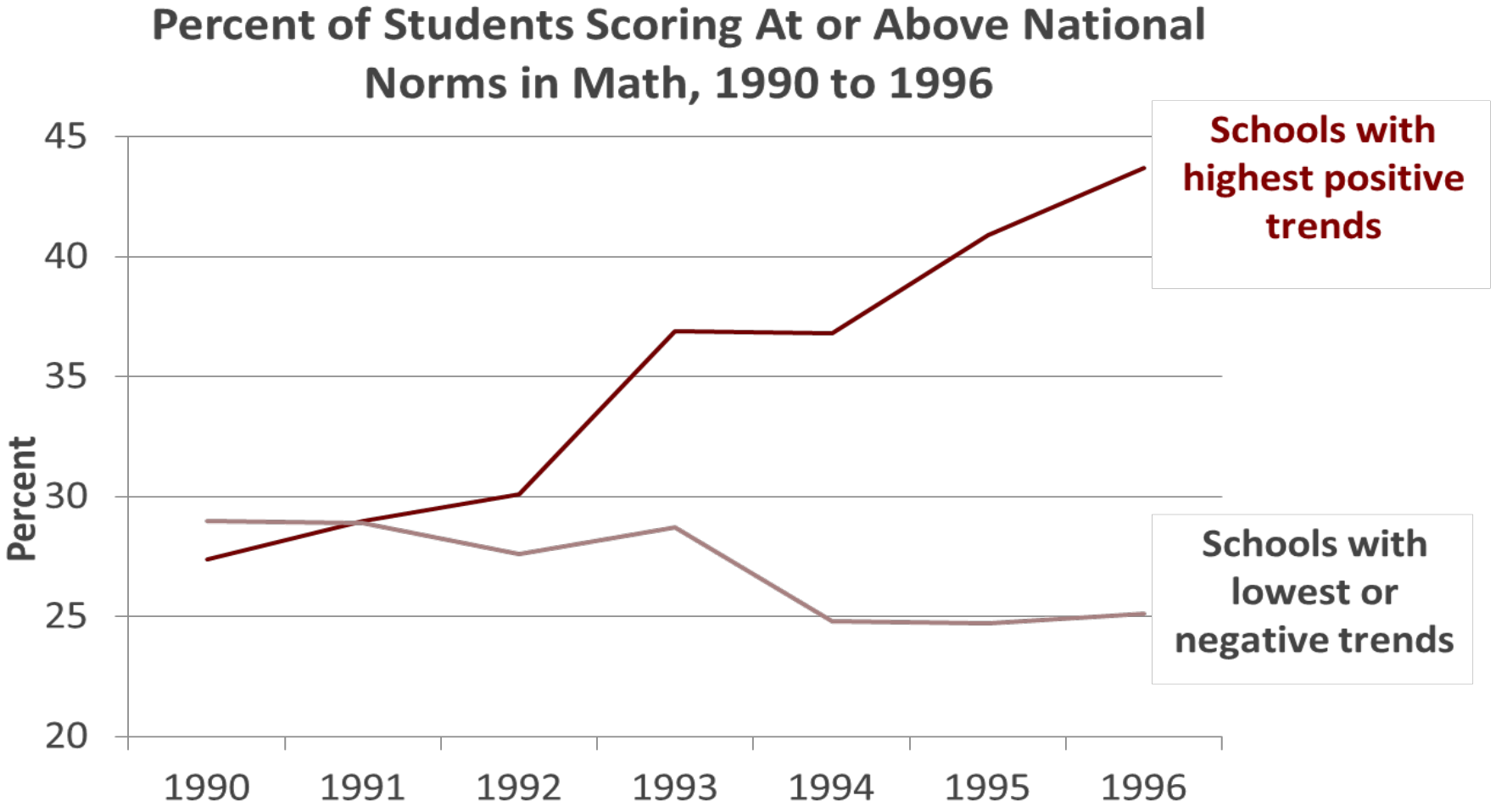
Instructional Support 2015

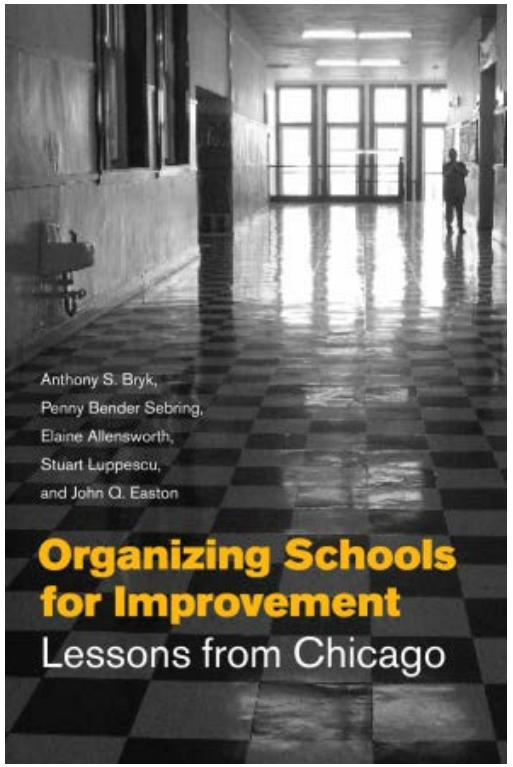
Instructional Support 2014

Instructional Support 2013



What Predicts *Improvement* in School Performance in the United States?





UChicago Consortium
THE UNIVERSITY OF CHICAGO CONSORTIUM ON SCHOOL RESEARCH

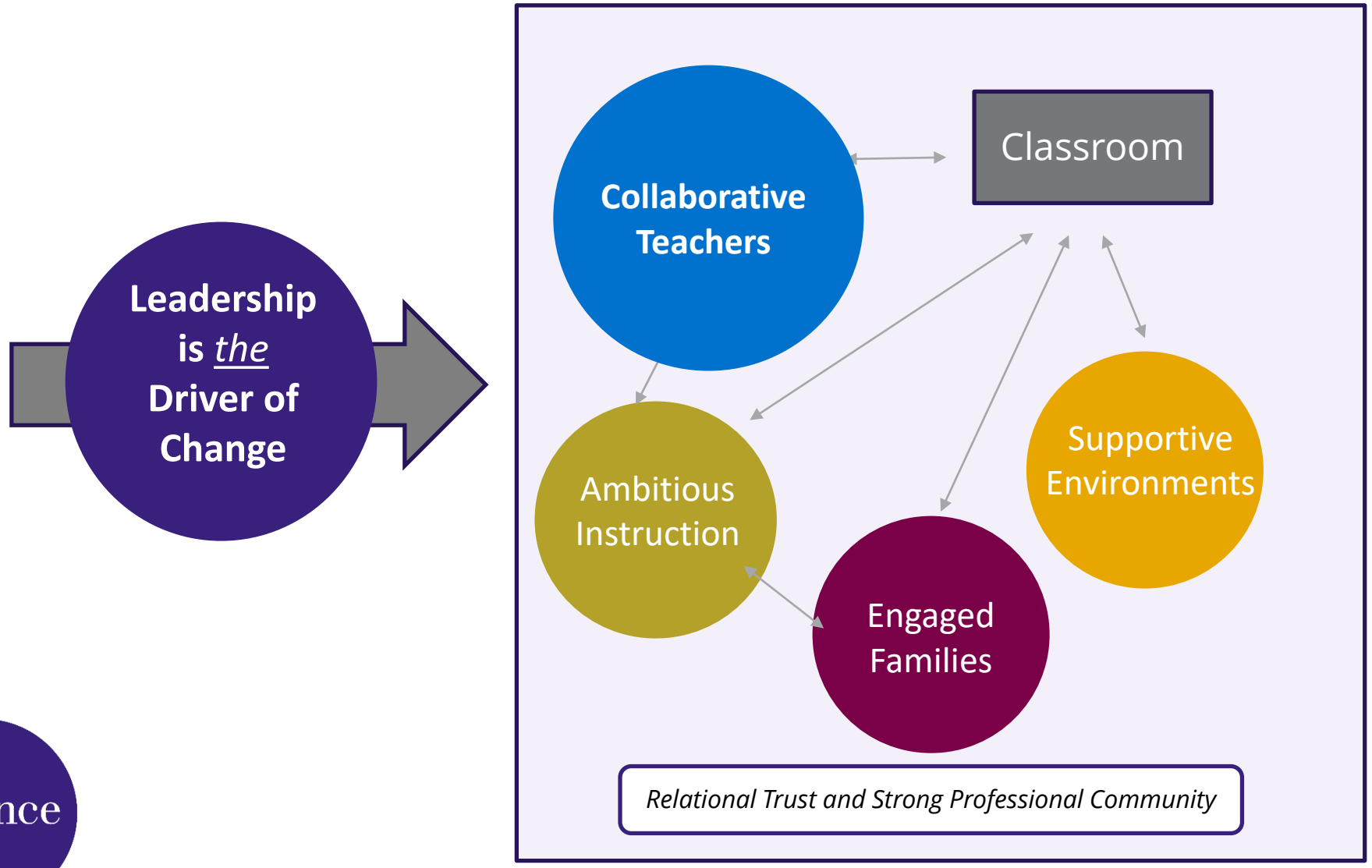
What matters the most in realizing improvement in educational settings?

What do you think differentiated the schools that improved overtime from the schools that stagnated?

Consider the following:

- Leadership vision and focus…
- Staff knowledge, skills, and mindsets…
- Relationships and interactions…
- Learning environment…
- Engagement with families…
- Structures and processes…

The Five Essential Organizational Supports Framework for Improvement



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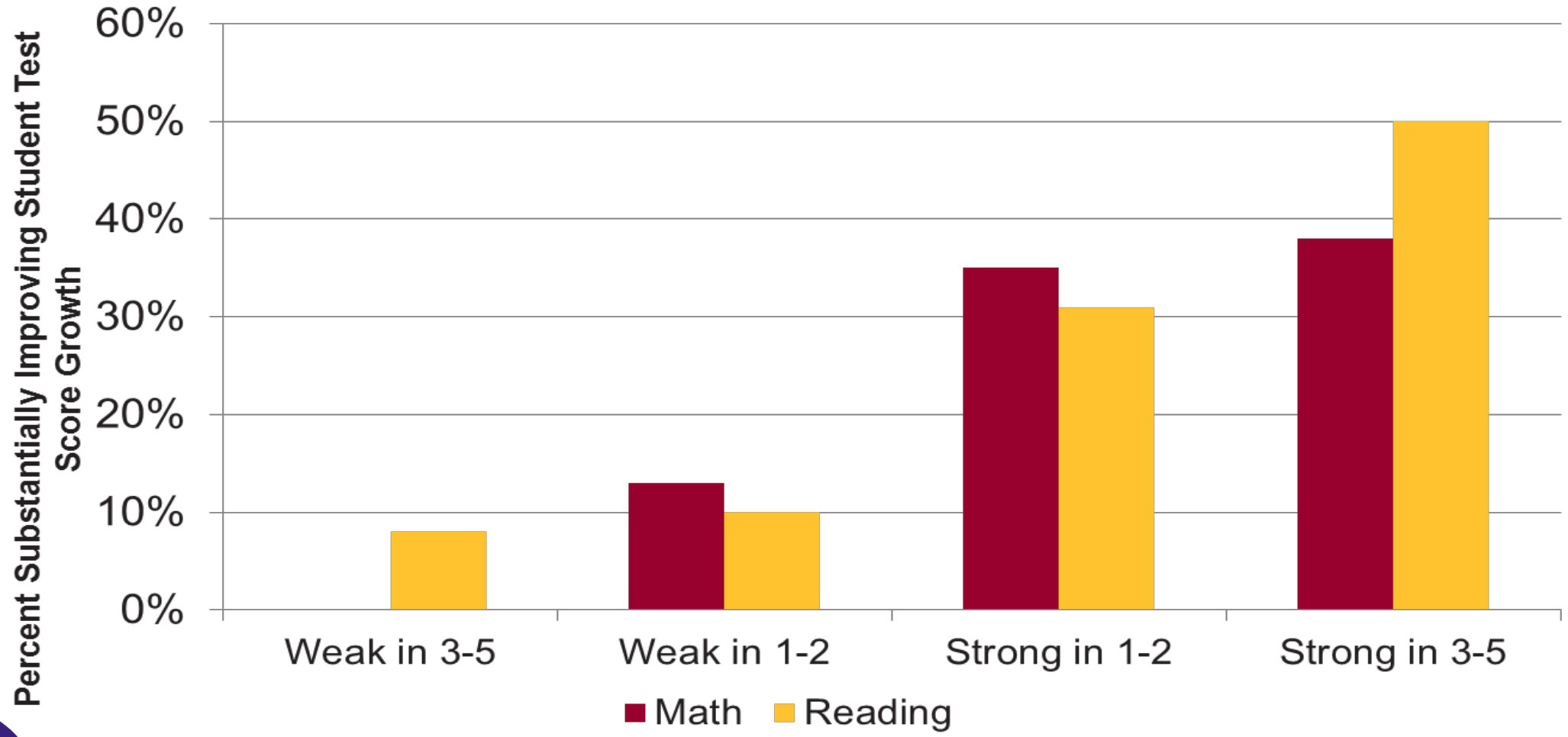
Schools with strong organizational supports were ***10 times more likely to improve*** student achievement



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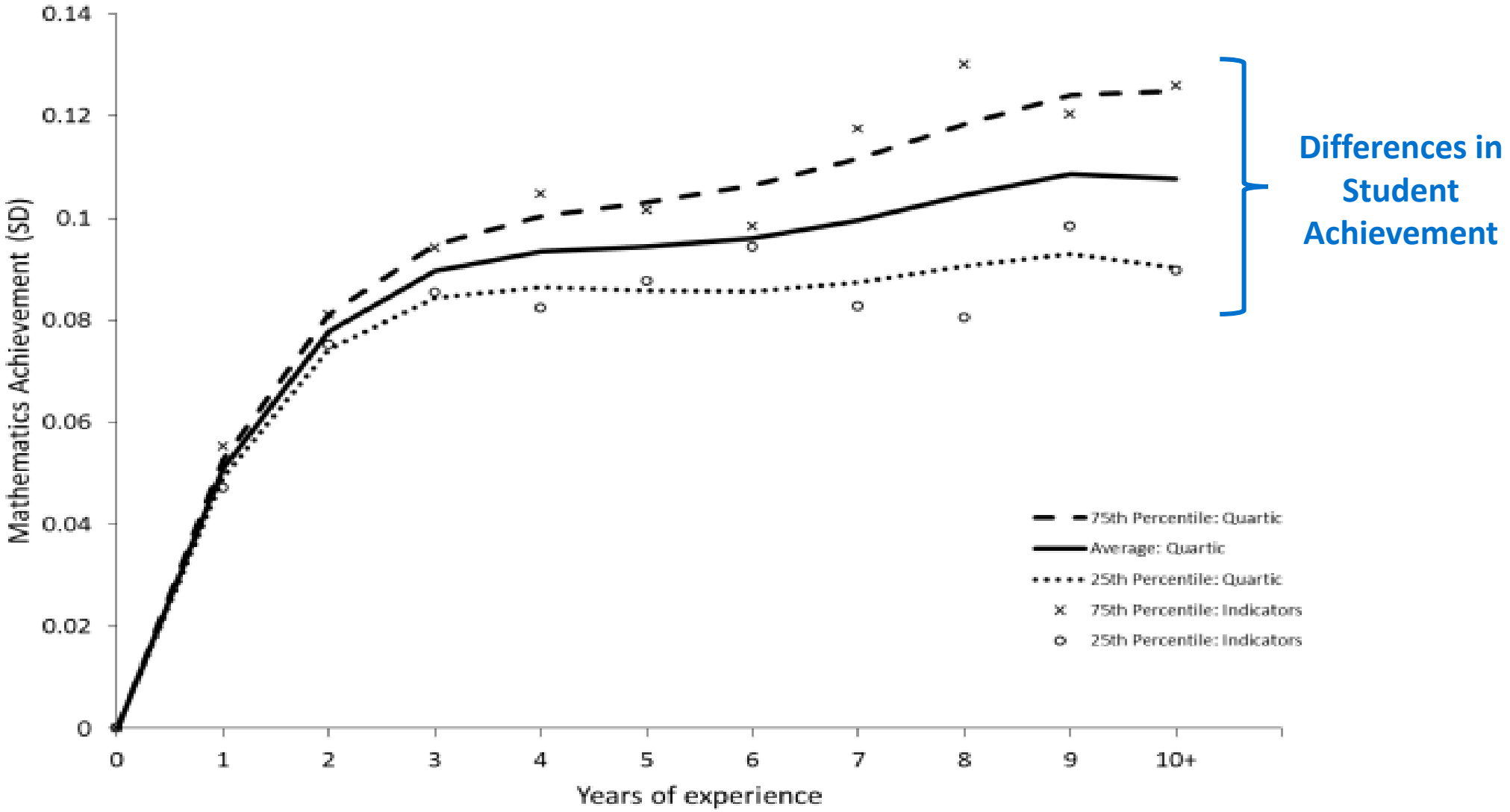
Improvement Flows from Orchestrated Action Across the Supports

- Value of the essential supports is in their *combined* strength.
- Sustained weakness in a *single* Essential undermined improvement efforts
  - Reduced the likelihood of improvement to less than 10%

Teachers *improve capacity 38% more* in settings with strong collaboration



Existing tools in ECCE do not measure organizational conditions essential to instructional practice and improvement

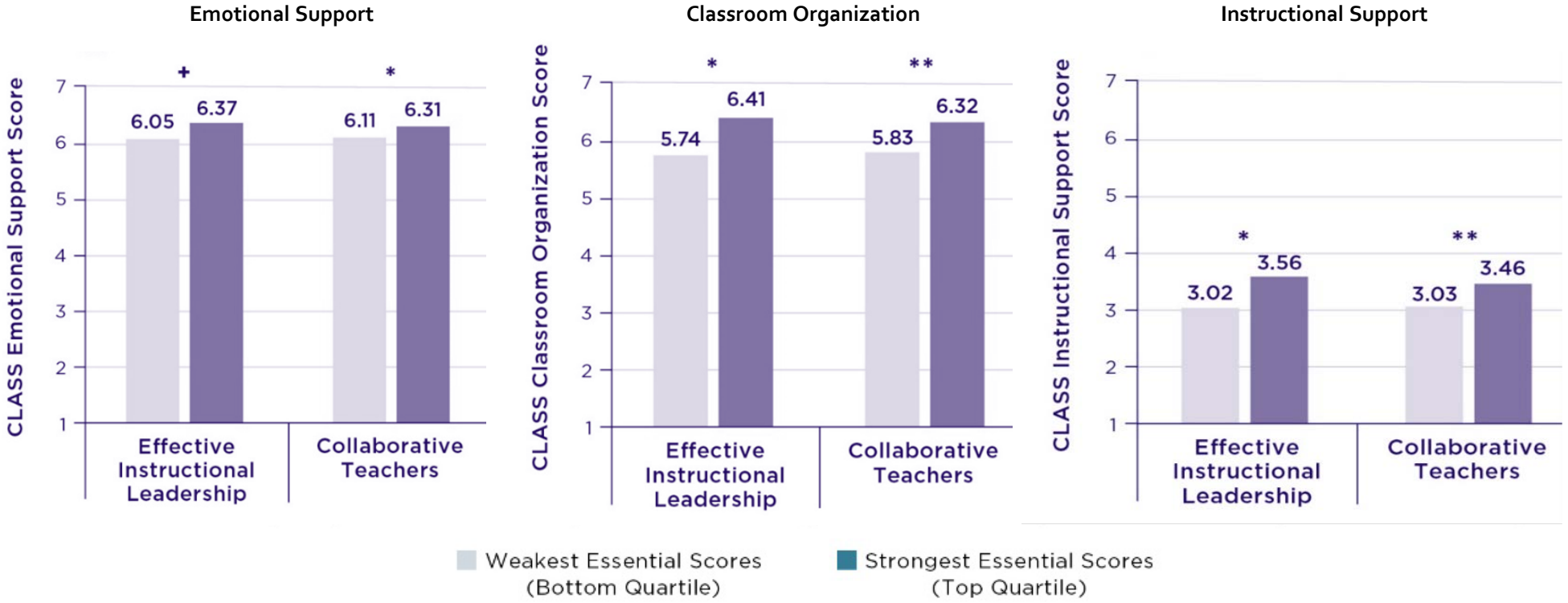
The early education field has reliable and valid tools to measure the quality of:

- ✓ Classroom structure and environments
- ✓ Classroom teacher-child interactions
- ✓ Family-staff interactions
- ✓ Administrative practices
- ✓ Workplace environment

What's needed? Measurement of the specific *organizational practices and structures empirically associated with instructional practice and improvement*.

(Zaslow, Tout, & Martinez-Beck, 2010)

Effective Instructional Leadership and Collaborative Teachers Essential Scores Were Statistically Significantly Related to the Quality of Teacher-Child Interactions



Note: Each pair of bars compares average CLASS scores with essential scores in the bottom vs. top quartiles. Each site's CLASS score was obtained by fitting unconditional 2-level HLM with classroom scores nested within sites; these model-fitted scores were then used to produce the top/bottom quartile average score. * indicates that the relationship between the essential score and the outcome is statistically significant at the $p<0.05$ level; ** indicates significance at the $p<0.01$ level; *** indicates significance at the $p<0.001$ level.

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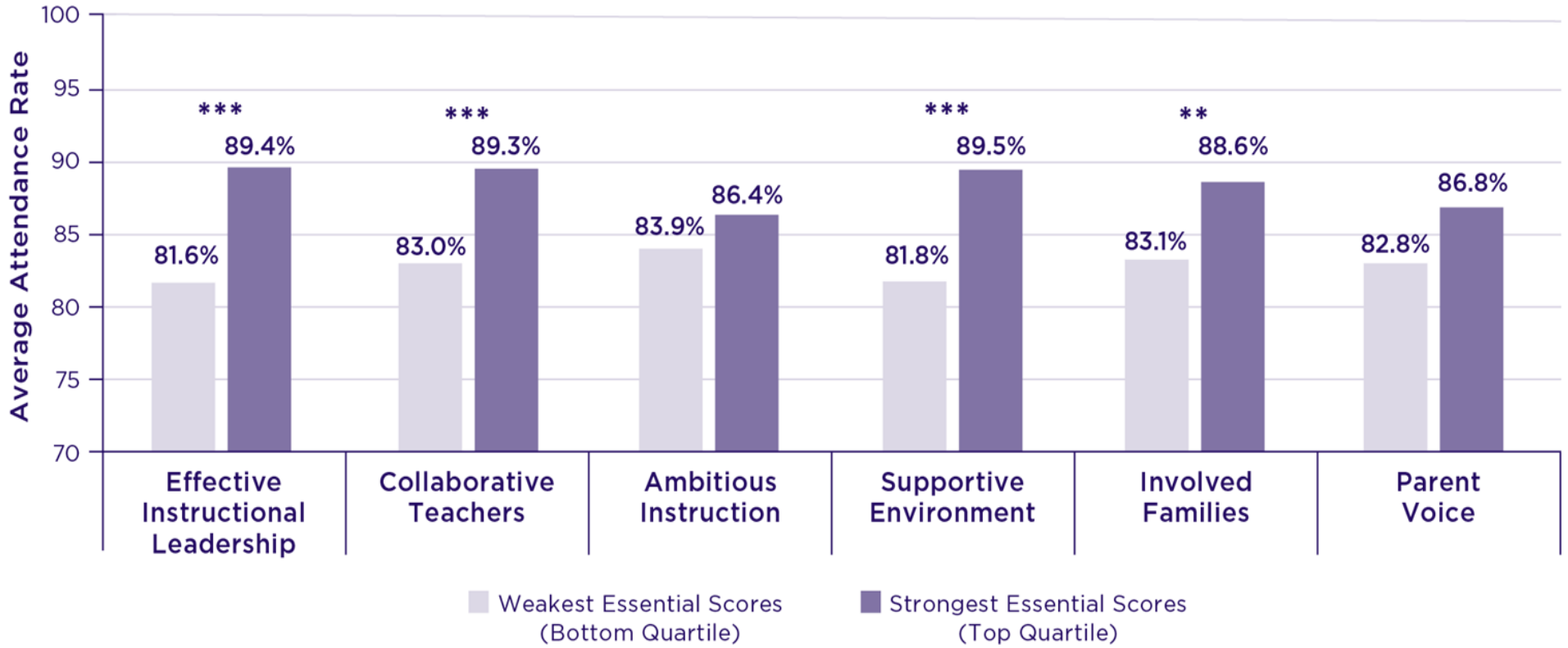
Most essentials were also statistically related to children's attendance



Note: Each pair of bars compares average attendance rates between sites with essential scores in the bottom vs. top quartiles. Each site's average attendance rate was obtained by fitting unconditional 2-level HLM with students nested within sites; these model-fitted scores were then used to produce the top/bottom quartile average score. * indicates that the relationship between the essential score and the outcome is statistically significant at the $p<0.05$ level; ** indicates significance at the $p<0.01$ level; *** indicates significance at the $p<0.001$ level.

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Early Education Essentials Survey Items Capture Experiences with Specific Organizational Practices Associated with Outcomes

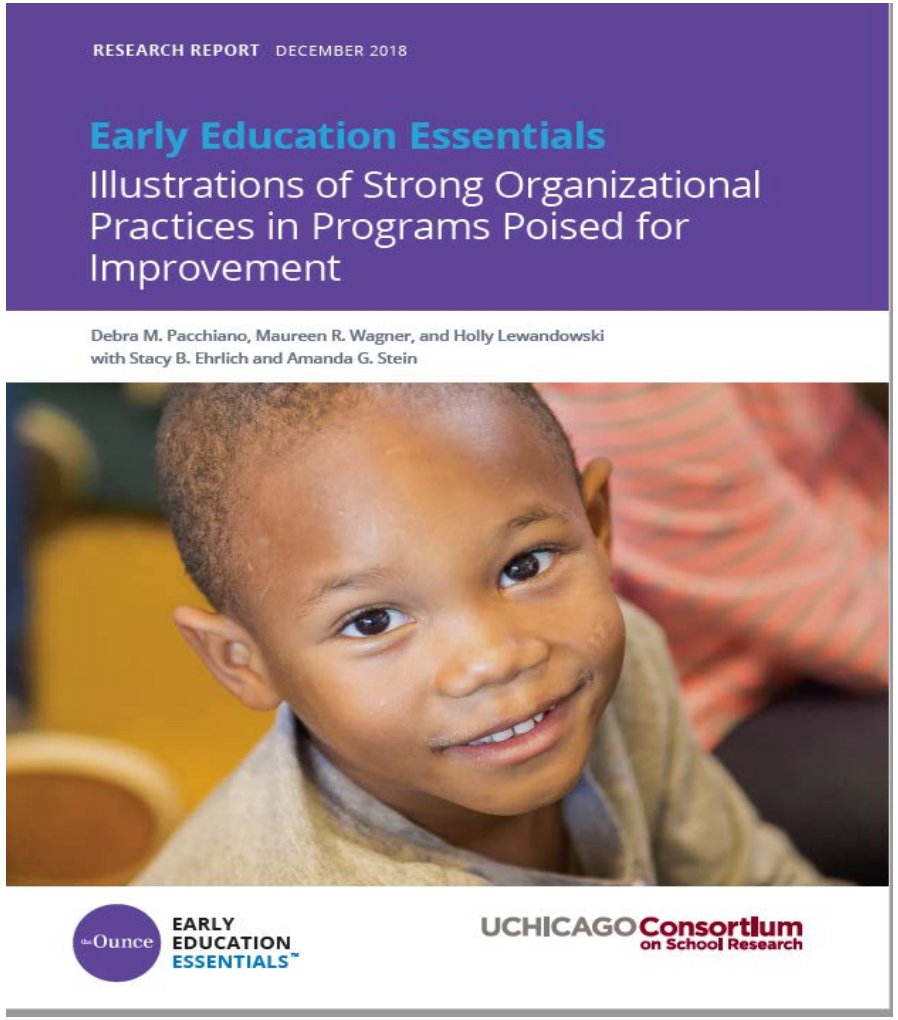

TABLE 1

Comparison of Organizational Structures and Practices of **EFFECTIVE INSTRUCTIONAL LEADERS**

WHEN ESSENTIAL IS STRONG	WHEN ESSENTIAL IS WEAK
1. Leaders **communicate a vision that is purpose driven** and rooted in developmental science and developmentally appropriate practice.	1. Leaders **communicate a vision that is compliance driven** to the myriad program standards and funder requirements.
2. Leaders establish a small number of **actionable goals tied to program standards** and their vision for the program. They problem-solve implementation issues with staff.	2. Leaders pass along written program guidance they receive with the **expectation that staff will figure out how to change their practice** to implement new requirements properly.
3. Leaders **create a warm and professional work environment**, expecting staff to focus on practice and cultivating children's love of learning.	3. Leaders **create a rigid work environment**, expecting staff to comply in highly procedural ways with program standards.
4. Leaders help staff **connect to a moral purpose** and the reasons they became early educators through their purpose-driven vision and actions.	4. Leaders **make it difficult for staff** to prioritize time to focus on practice by overloading them with a compliance-driven vision and actions.
5. Leaders **maintain regular communication with staff**, sending weekly updates to help staff prioritize time and to promote open dialogue about successes and challenges.	5. Leaders **communicate only sporadically with staff**, as needed to ensure staff compliance with standards and requirements.
6. Leaders **use a facilitative and relational leadership style** to build trust, shared understanding, and collective responsibility.	6. Leaders **use micromanagement and a transactional leadership style** to hold individuals accountable for meeting standards.
7. Leaders prioritize their time to **provide teachers with guidance** on teaching and encouragement to critically examine and improve practice and children's learning.	7. Leaders prioritize their time to **monitor compliance with funder requirements** and respond to teacher requests for assistance by referencing program standards.
8. Leaders **create a culture and supportive policies** to welcome family partnerships, supporting staff to ensure that families are involved, included, and influential in the program.	8. Leaders **interact minimally with families** and do not expect staff to reach out to families beyond formal family involvement activities that meet minimum program standards.
9. Leaders observe classroom practice routinely and **provide performance feedback that is strengths based.** Staff all receive regular feedback.	9. Leaders observe classroom practice sporadically and **provide feedback that is compliance focused and often deficit based.** Nonteaching staff may not receive any structured feedback.

Organizational Practices Associated with Stronger Outcomes

- Staff held common understandings of their goals for high-quality teaching, learning, and engagement of families based on leaders purpose-driven vision.
- Leaders built emotionally-supportive relationships with staff and organizational routines that promoted professional collaboration.
- Leaders, teachers, and staff viewed social-emotional development as the foundation for all learning, and emphasized inquiry-based teaching strategies.
- Leaders, teachers, and staff believed partnerships with families were critical to their effectiveness.
- Interactions and conversations among staff and between staff and families was frequent, warm, and encouraging.

Organizational Practices Associated with Weaker Outcomes

- Staff articulated that their main priority was remaining in compliance with the myriad of program standards as emphasized by their leaders.
- Absence of leadership practices and organizational structures that established a pedagogical vision for teaching, learning, and family engagement.
- Teachers, leaders, and staff emphasized rote learning as the primary strategy for achieving program-established kindergarten readiness goals.
- Leaders, teachers, and staff did not believe partnerships with families were critical to their effectiveness.
- Leaders, teachers, and staff kept to individual offices and classrooms, interacting minimally with one another and families

18

Leadership is *the Key* Implementation Driver

Effective leadership teams create organizational conditions essential for implementation *and* improvement.

Effective leaders address mental models, build relationships & connections, shift power dynamics

- Lead with shared vision and moral purpose
- Foster inquiry and improvement vs. compliance mindset
- Maintain strategic focus on precision in practice, outcomes and equity
- Include staff and families in decision making
- Facilitate collaboration
- Build trust, collective responsibility

Collaboration is *the key* Competency Driver

Daily, weekly, and monthly collaboration is essential for implementation and improvement.

Collaboration routines create culture and conditions for change.

- Reflect, support (and challenge) each other, share experience and ideas
- Surface, construct new mental models
- Explore new policies, plan for installation
- Review data and examine practice
- Design and test small changes that add up to positive improvement
- Identify barriers and problem solve
- Innovate to continue to advance positive outcomes for every child

Early Education Essentials Measurement System

- **Teacher/Staff and Parent surveys** that capture valid and reliable data on parents', teachers' and other staff members' perceptions and experiences of these structures
- **Interactive reports** with survey data visualizations, created using a research-based scoring methodology
- **Data-use and rapid-cycle improvement tools**, including:
  - Five tools to guide collaborative leader-staff work sessions
  - Implementation assistance

Interactive Survey Reporting Site

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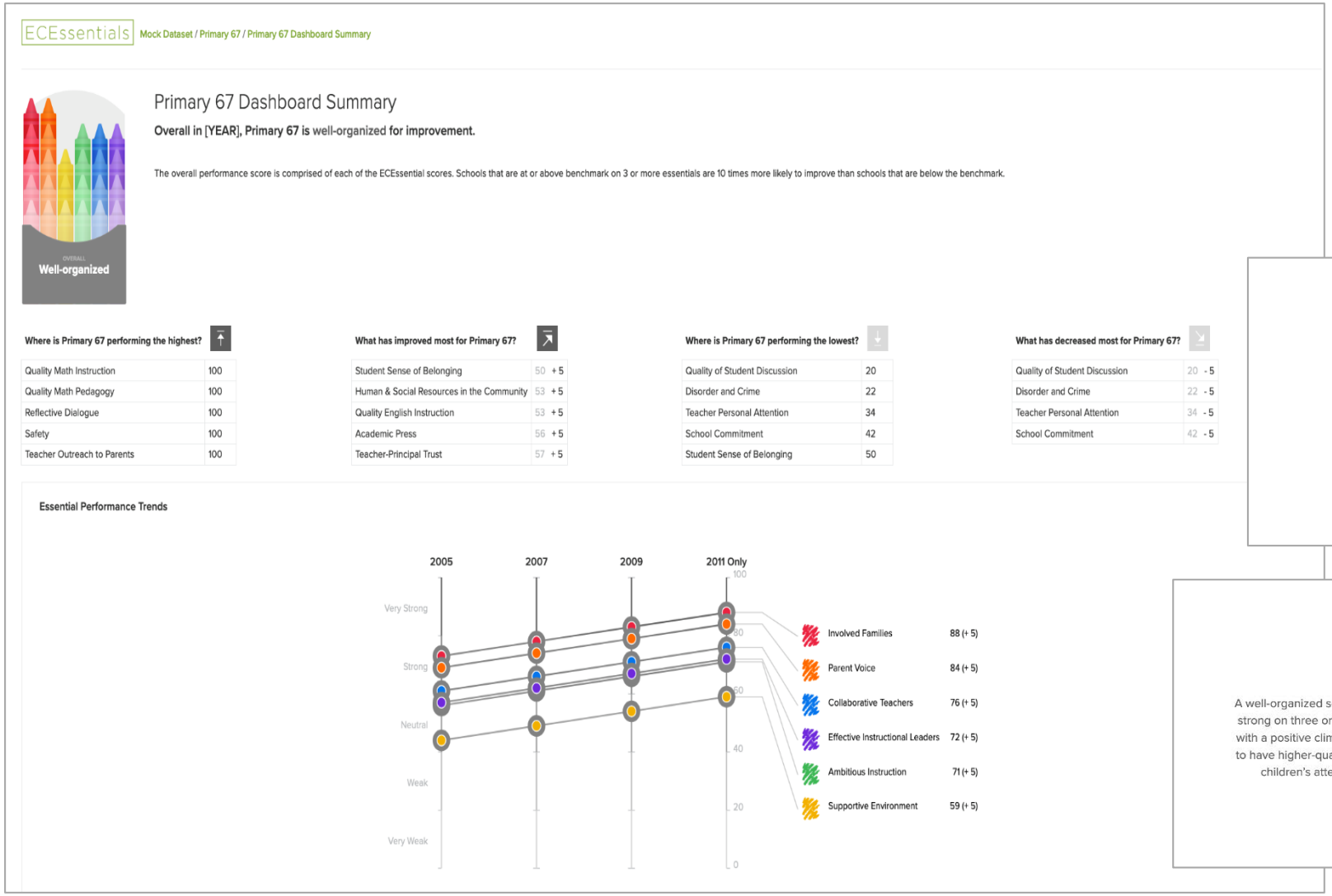


Early Education Essentials
Data Use & Improvement Tools

Maribel Centeno

Director, Practice Development and Improvement, Ounce of Prevention Fund

Early Education Essentials

Data Use and Rapid-Cycle Improvement Tools

Structuring Successful Work Sessions

LEADERSHIP

MODULE 1

Leadership Reflection and Data Dialogue

2.5 hours

This module is designed to help leadership teams build shared knowledge of the essential organizational supports for improvement as applied to early childhood education settings, and collaboratively review Early Education Essentials survey data to understand staff and parent experiences and perceptions of these Essentials for their work and engagement.

STAFF

MODULE 2

Staff Reflection and Data Dialogue*

2.5 hours

Leaders and staff work together to build a shared understanding of each Essential and its importance in early education settings. Staff learn to understand staff and parent survey data at the measure, dimension, and item levels, and how to use the data to develop a shared understanding of root causes of strengths and weaknesses within each Essential. They learn to understand that organizational-conditions data informs actionable school improvement plans for collective action toward improving teaching, learning and family engagement.

STAFF

MODULE 3

Root Cause Analysis and Rapid Improvement Cycle Planning

3 hours

Leaders and staff participate in a collaborative work session to deepen their understanding of root causes using a fishbone diagram analysis to identify an improvement goal. They plan small action steps to test in a rapid improvement cycle by using the Plan-Do-Study-Act (PDSA) method.

STAFF

MODULE 4

30-Day Check-In of the Plan-Do-Study-Act (PDSA) Cycle

45 Min. -1 hour

Prepare for the collaborative 30-day check-ins with early childhood staff to reflect on what we learned from testing our small action step(s). Plan how we will continue our improvement efforts aimed toward our improvement goal(s) and strengthening the essential organizational supports.

STAFF

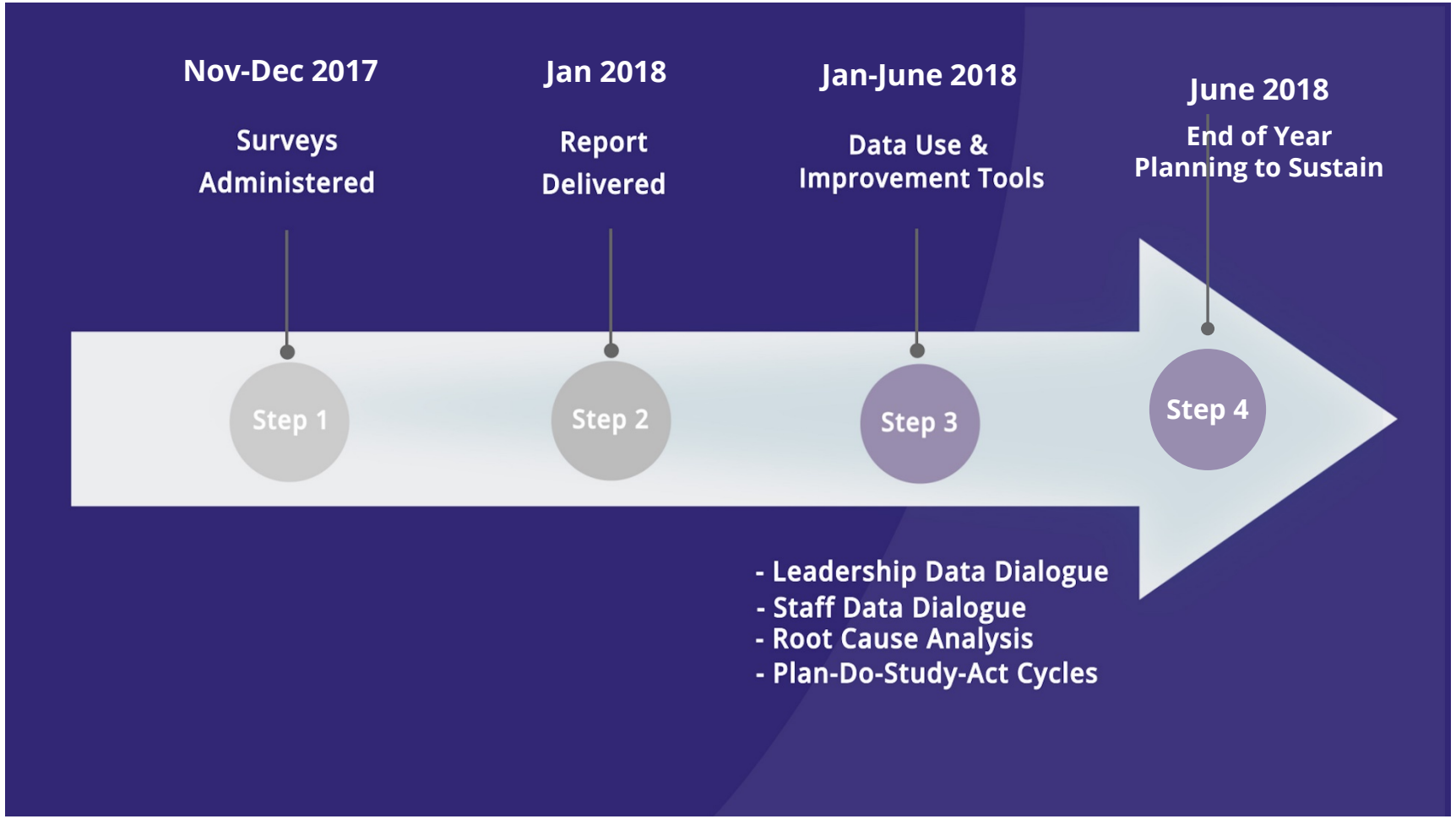
MODULE 5

Year-End Reflection

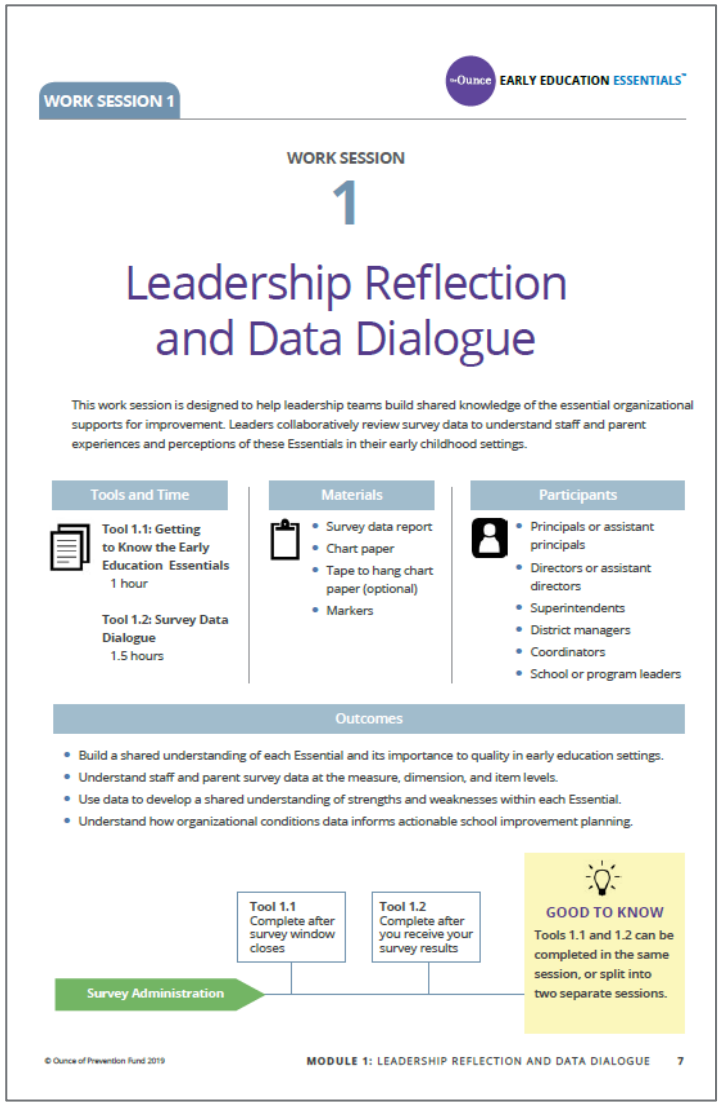
1-1.5 hours

Complete year-end reflections and connect new learning to school or program improvements and broader implications for districts or organizations.

Initial Implementation Study: Data Use & Improvement Processes



Early Education Essentials Data Use and Improvement Tools



WORK SESSION 1

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WORK SESSION

1

Leadership Reflection and Data Dialogue

This work session is designed to help leadership teams build shared knowledge of the essential organizational supports for improvement. Leaders collaboratively review survey data to understand staff and parent experiences and perceptions of these Essentials in their early childhood settings.

Tools and Time

Tool 1.1: Getting to Know the Early Education Essentials
1 hour

Tool 1.2: Survey Data Dialogue
1.5 hours

Materials

- Survey data report
- Chart paper
- Tape to hang chart paper (optional)
- Markers

Participants

- Principals or assistant principals
- Directors or assistant directors
- Superintendents
- District managers
- Coordinators
- School or program leaders

Outcomes

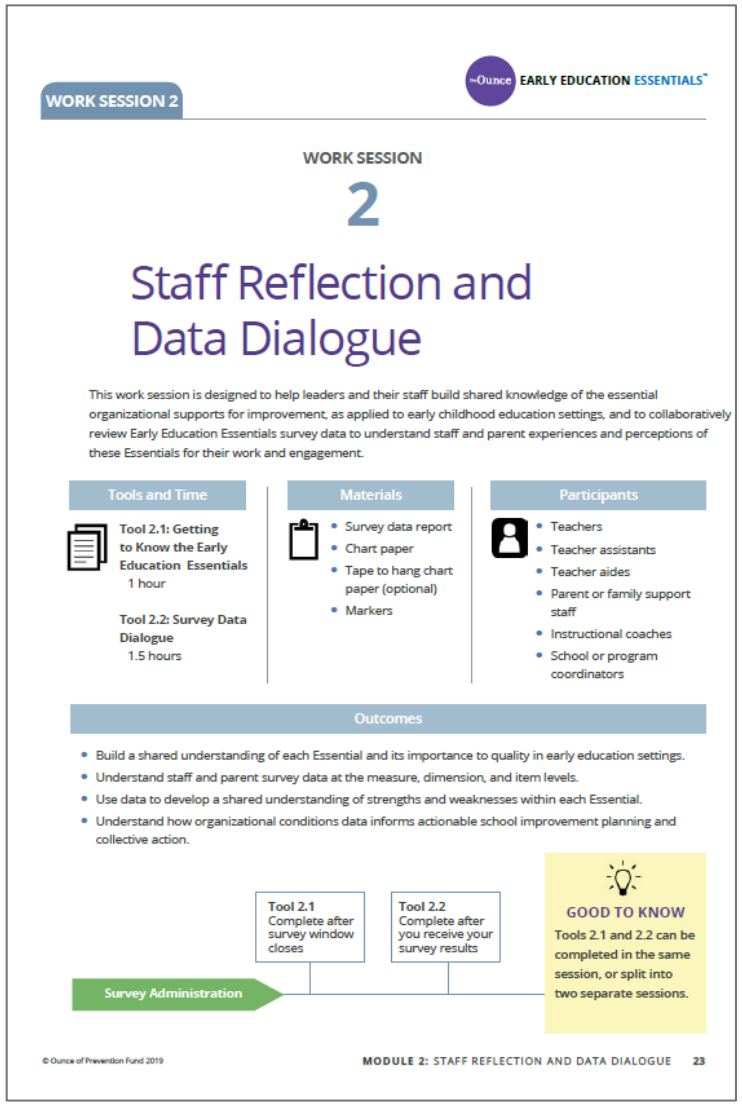
- Build a shared understanding of each Essential and its importance to quality in early education settings.
- Understand staff and parent survey data at the measure, dimension, and item levels.
- Use data to develop a shared understanding of strengths and weaknesses within each Essential.
- Understand how organizational conditions data informs actionable school improvement planning.

Survey Administration

Tool 1.1 Complete after survey window closes

Tool 1.2 Complete after you receive your survey results

GOOD TO KNOW
Tools 1.1 and 1.2 can be completed in the same session, or split into two separate sessions.



WORK SESSION 2

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WORK SESSION

2

Staff Reflection and Data Dialogue

This work session is designed to help leaders and their staff build shared knowledge of the essential organizational supports for improvement, as applied to early childhood education settings, and to collaboratively review Early Education Essentials survey data to understand staff and parent experiences and perceptions of these Essentials for their work and engagement.

Tools and Time

Tool 2.1: Getting to Know the Early Education Essentials
1 hour

Tool 2.2: Survey Data Dialogue
1.5 hours

Materials

- Survey data report
- Chart paper
- Tape to hang chart paper (optional)
- Markers

Participants

- Teachers
- Teacher assistants
- Teacher aides
- Parent or family support staff
- Instructional coaches
- School or program coordinators

Outcomes

- Build a shared understanding of each Essential and its importance to quality in early education settings.
- Understand staff and parent survey data at the measure, dimension, and item levels.
- Use data to develop a shared understanding of strengths and weaknesses within each Essential.
- Understand how organizational conditions data informs actionable school improvement planning and collective action.

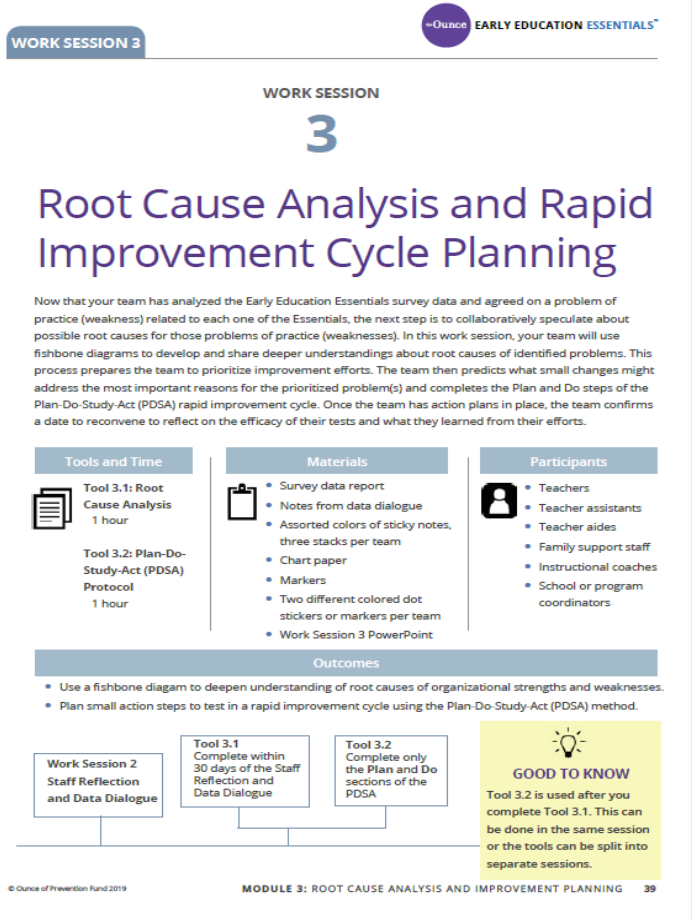
Survey Administration

Tool 2.1 Complete after survey window closes

Tool 2.2 Complete after you receive your survey results

GOOD TO KNOW
Tools 2.1 and 2.2 can be completed in the same session, or split into two separate sessions.

Early Education Essentials Data Use and Improvement Tools



WORK SESSION 3

EARLY EDUCATION ESSENTIALS™

WORK SESSION

3

Root Cause Analysis and Rapid Improvement Cycle Planning

Now that your team has analyzed the Early Education Essentials survey data and agreed on a problem of practice (weakness) related to each one of the Essentials, the next step is to collaboratively speculate about possible root causes for those problems of practice (weaknesses). In this work session, your team will use fishbone diagrams to develop and share deeper understandings about root causes of identified problems. This process prepares the team to prioritize improvement efforts. The team then predicts what small changes might address the most important reasons for the prioritized problem(s) and completes the Plan and Do steps of the Plan-Do-Study-Act (PDSA) rapid improvement cycle. Once the team has action plans in place, the team confirms a date to reconvene to reflect on the efficacy of their tests and what they learned from their efforts.

Tools and Time

Tool 3.1: Root Cause Analysis
1 hour

Tool 3.2: Plan-Do-Study-Act (PDSA) Protocol
1 hour

Materials

- Survey data report
- Notes from data dialogue
- Assorted colors of sticky notes, three stacks per team
- Chart paper
- Markers
- Two different colored dot stickers or markers per team
- Work Session 3 PowerPoint

Participants

- Teachers
- Teacher assistants
- Teacher aides
- Family support staff
- Instructional coaches
- School or program coordinators

Outcomes

- Use a fishbone diagam to deepen understanding of root causes of organizational strengths and weaknesses.
- Plan small action steps to test in a rapid improvement cycle using the Plan-Do-Study-Act (PDSA) method.

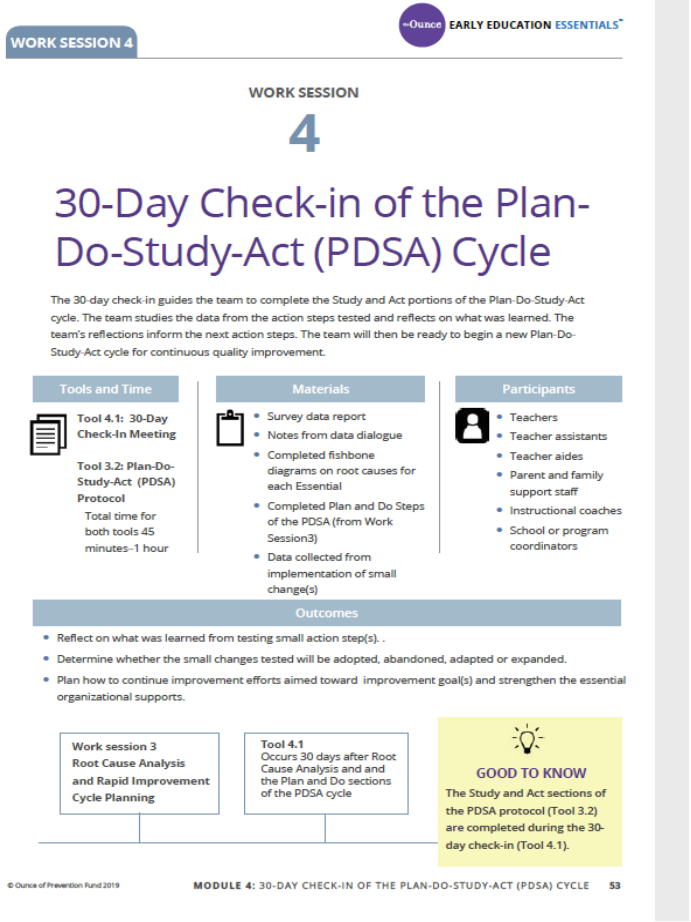
Work Session 2 Staff Reflection and Data Dialogue

Tool 3.1 Complete within 30 days of the Staff Reflection and Data Dialogue

Tool 3.2 Complete only the Plan and Do sections of the PDSA

GOOD TO KNOW

Tool 3.2 is used after you complete Tool 3.1. This can be done in the same session or the tools can be split into separate sessions.



WORK SESSION 4

EARLY EDUCATION ESSENTIALS™

WORK SESSION

4

30-Day Check-in of the Plan-Do-Study-Act (PDSA) Cycle

The 30-day check-in guides the team to complete the Study and Act portions of the Plan-Do-Study-Act cycle. The team studies the data from the action steps tested and reflects on what was learned. The team's reflections inform the next action steps. The team will then be ready to begin a new Plan-Do-Study-Act cycle for continuous quality improvement.

Tools and Time

Tool 4.1: 30-Day Check-In Meeting

Tool 3.2: Plan-Do-Study-Act (PDSA) Protocol
Total time for both tools 45 minutes–1 hour

Materials

- Survey data report
- Notes from data dialogue
- Completed fishbone diagrams on root causes for each Essential
- Completed Plan and Do Steps of the PDSA (from Work Session3)
- Data collected from implementation of small change(s)

Participants

- Teachers
- Teacher assistants
- Teacher aides
- Parent and family support staff
- Instructional coaches
- School or program coordinators

Outcomes

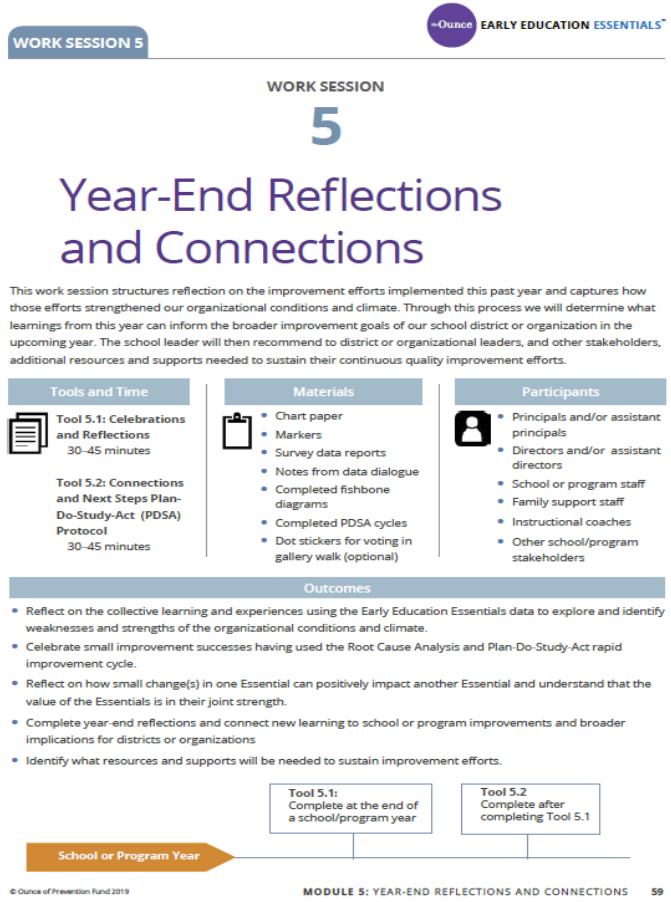
- Reflect on what was learned from testing small action step(s). .
- Determine whether the small changes tested will be adopted, abandoned, adapted or expanded.
- Plan how to continue improvement efforts aimed toward improvement goal(s) and strengthen the essential organizational supports.

Work session 3 Root Cause Analysis and Rapid Improvement Cycle Planning

Tool 4.1 Occurs 30 days after Root Cause Analysis and and the Plan and Do sections of the PDSA cycle

GOOD TO KNOW

The Study and Act sections of the PDSA protocol (Tool 3.2) are completed during the 30-day check-in (Tool 4.1).



WORK SESSION 5

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WORK SESSION

5

Year-End Reflections and Connections

This work session structures reflection on the improvement efforts implemented this past year and captures how those efforts strengthened our organizational conditions and climate. Through this process we will determine what learnings from this year can inform the broader improvement goals of our school district or organization in the upcoming year. The school leader will then recommend to district or organizational leaders, and other stakeholders, additional resources and supports needed to sustain their continuous quality improvement efforts.

Tools and Time

Tool 5.1: Celebrations and Reflections
30–45 minutes

Tool 5.2: Connections and Next Steps Plan-Do-Study-Act (PDSA) Protocol
30–45 minutes

Materials

- Chart paper
- Markers
- Survey data reports
- Notes from data dialogue
- Completed fishbone diagrams
- Completed PDSA cycles
- Dot stickers for voting in gallery walk (optional)

Participants

- Principals and/or assistant principals
- Directors and/or assistant directors
- School or program staff
- Family support staff
- Instructional coaches
- Other school/program stakeholders

Outcomes

- Reflect on the collective learning and experiences using the Early Education Essentials data to explore and identify weaknesses and strengths of the organizational conditions and climate.
- Celebrate small improvement successes having used the Root Cause Analysis and Plan-Do-Study-Act rapid improvement cycle.
- Reflect on how small change(s) in one Essential can positively impact another Essential and understand that the value of the Essentials is in their joint strength.
- Complete year-end reflections and connect new learning to school or program improvements and broader implications for districts or organizations
- Identify what resources and supports will be needed to sustain improvement efforts.

Tool 5.1: Complete at the end of a school/program year

Tool 5.2 Complete after completing Tool 5.1

School or Program Year

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Teacher Testimony:

Power of Small Change & Work Session Structure

https://www.youtube.com/watch?v=SVs2mvubgzk&feature=youtu.be

Root Cause Analysis

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Teacher Testimony:

Benefit of Root Cause Analysis

https://www.youtube.com/watch?v=76WZ8LBrcQU&feature=youtu.b

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Build Your Fish –

Identify Root Causes for Your Problem (2-4 minutes)

Step 1:

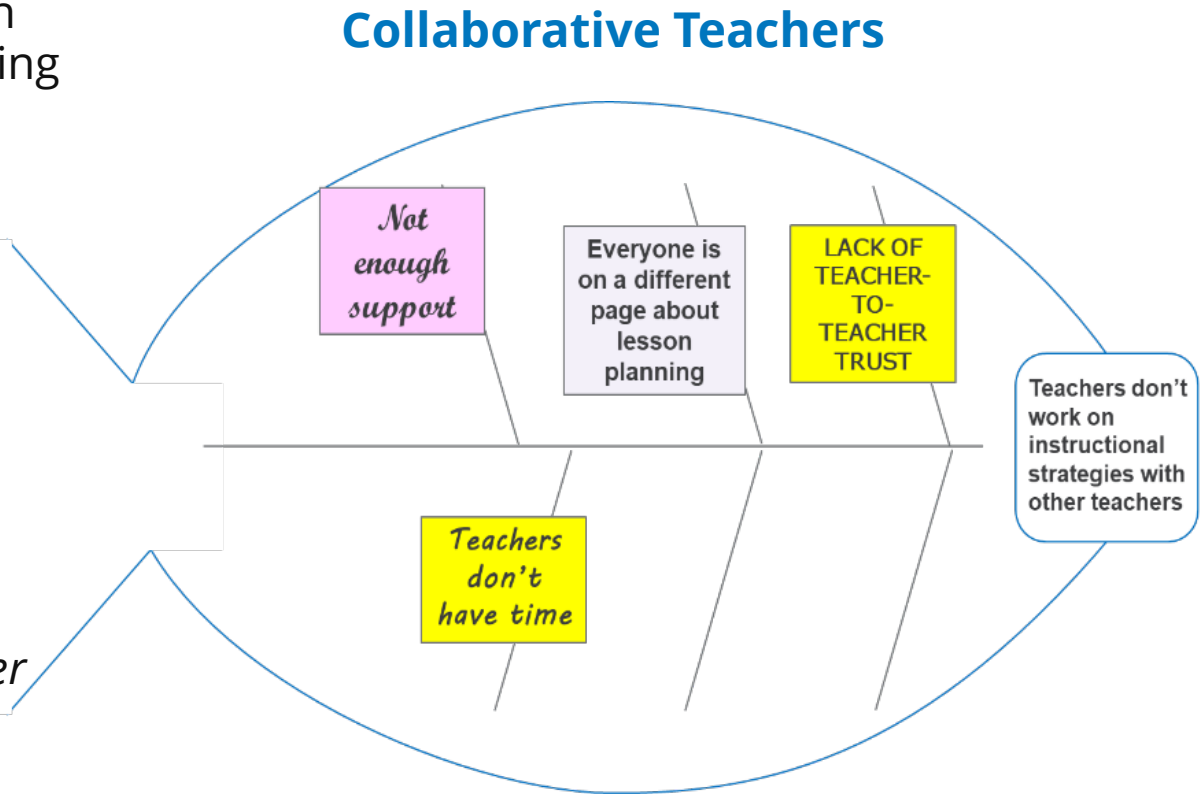
Now that your team has identified one problem for each fish, you will now brainstorm potential causes contributing to that problem.

Individually, or as a team, write down one root cause or contributing factor per sticky note. Try to brainstorm as many root causes or contributing factors as possible.

Step 2:

Put the sticky notes on the bones of the fish.

Remember: *At this time, you are **not** identifying solutions or strategies to address the problem. You are trying to better understand the problem first by identifying what might be some underlying causes contributing to this problem.*



Categorize Root Causes *(3-5 minutes)*

Step 3:

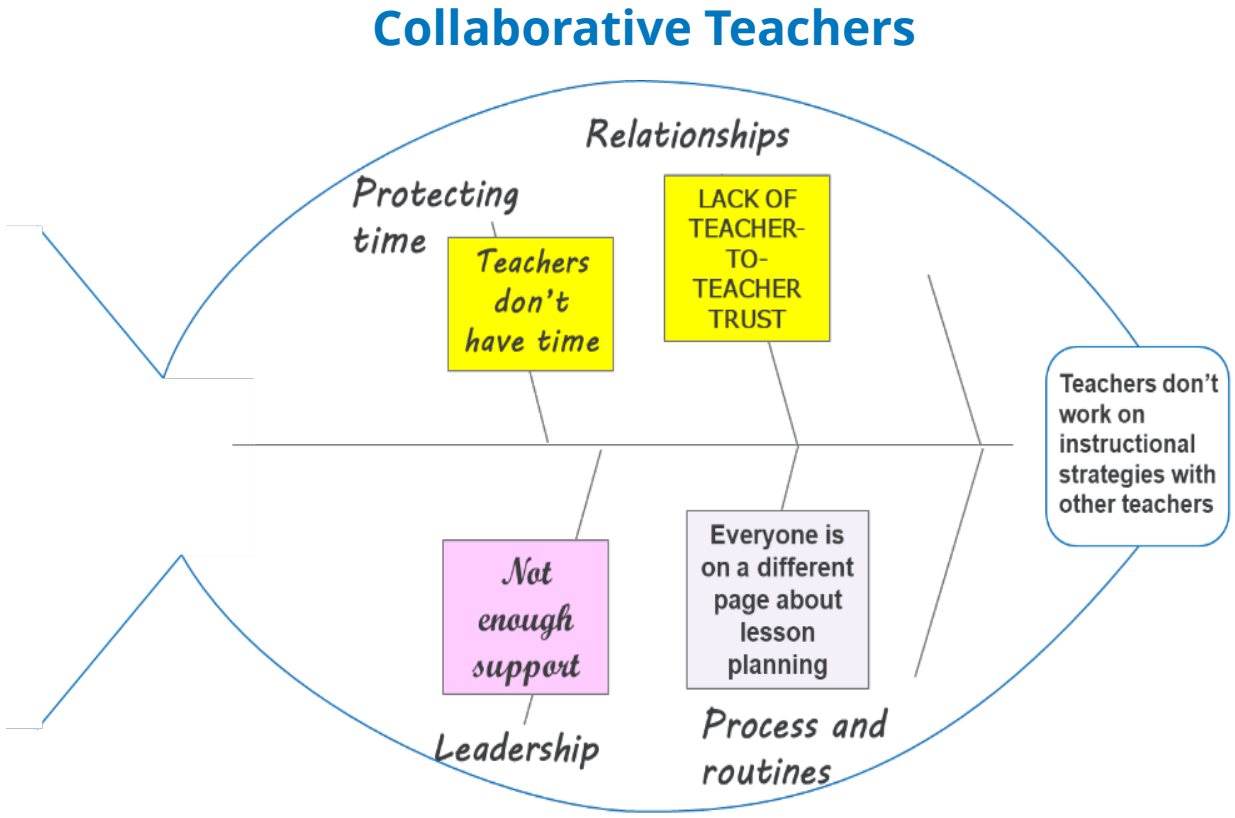
Read all the root causes that were brainstormed by the team.

Step 4:

Sort similar causes into categories. Write each category
at the top of a bone on your fish.

Step 5:

Reorganize the sticky notes, as needed, into the categories where they best fit.



Prioritize Root Causes *(5-8 minutes)*

Step 6:

Each team member receives four color indicators (e.g., dot stickers, markers, etc.), two of each color. Assign the two colors as follows:

- One color ***(green)*** *represents causes that are most directly related to the problem.*
- The other color ***(blue)*** represents *causes that could be positively impacted with minimal effort.*

Step 7:

Each team member then votes with the specified color for the top **two** causes **most directly related to the problem**, and the **top** two causes that **could be positively impacted with minimal effort.** Do not be afraid to put two different-colored indicators on the same cause. A cause could be impacted with minimal effort **and** most directly related to the problem of practice.

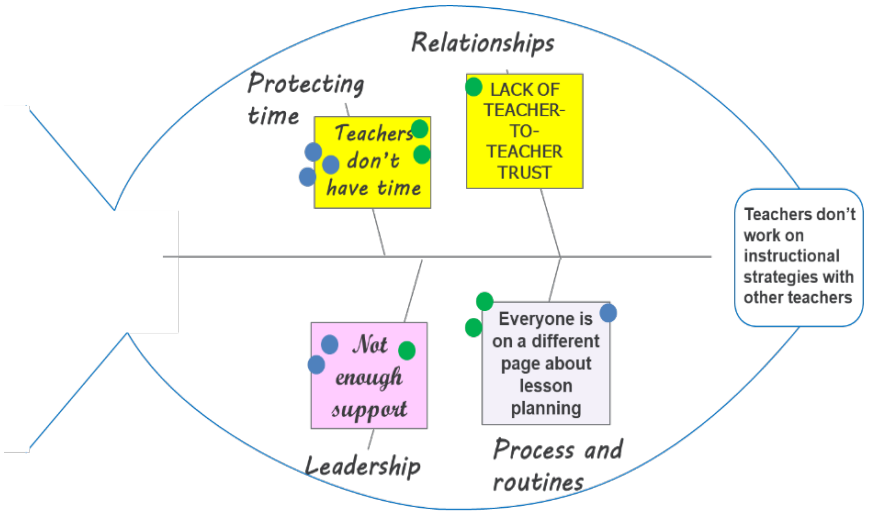
Step 8:

Tally the root causes that have been identified as **both** *most directly connected to the problem* **and** *could be positively impacted with minimal effort.*

Step 9:

Based on the root cause that received the most votes from your team, make a recommendation on one or two small change strategies that we can implement over the next 30 days to address the problem of practice.

Collaborative Teachers



Fishbone Diagram Next Steps & Report Out *(5-8 minutes)*

Then share the following:

- The categories of root causes you identified
- The root causes that received the most votes for being **both** most directly related to the problem **and** positively impacted with minimal effort
- Your small change recommendation(s) to test in the next 30 days

Reflection and Discussion Opportunities

1. How can we strengthen the essential driver of leadership at all levels?
2. How can we strengthen the essential vehicle of professional collaboration and collaborative data use at all levels?
3. How do states, districts, and organizations ensure resource flows to this ‘invisible infrastructure’ of implementation support to schools and centers?

References and Continued Learning

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Coming Soon

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Thank you!

For more information visit: http://theounce.org/eee
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