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# **Early Childhood Professional Development Planning Webinar**

**September 19, 2019**



VIRGINIA DEPARTMENT OF EDUCATION

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# Objectives and Agenda

**Objective:** All participants will understand the purpose and expectations for the Professional Development Consultation Model to be used to improve interactions and instruction in all Virginia Preschool Initiative (VPI) classrooms in 2019-2020.

**Agenda:**

1. Early Childhood in Virginia
  - *Vision and Goals for 2019-2020*
  - *Focus on Professional Development*
2. Planning High Quality Professional Development
  - *Overview of the Consultation Process for 2019-2020*
  - *Six Key Elements of Effective PD*
  - *Next Steps and Timeline*





**Early Childhood in Virginia  
*Vision and Goals for 2019-2020***

# School Readiness in Virginia

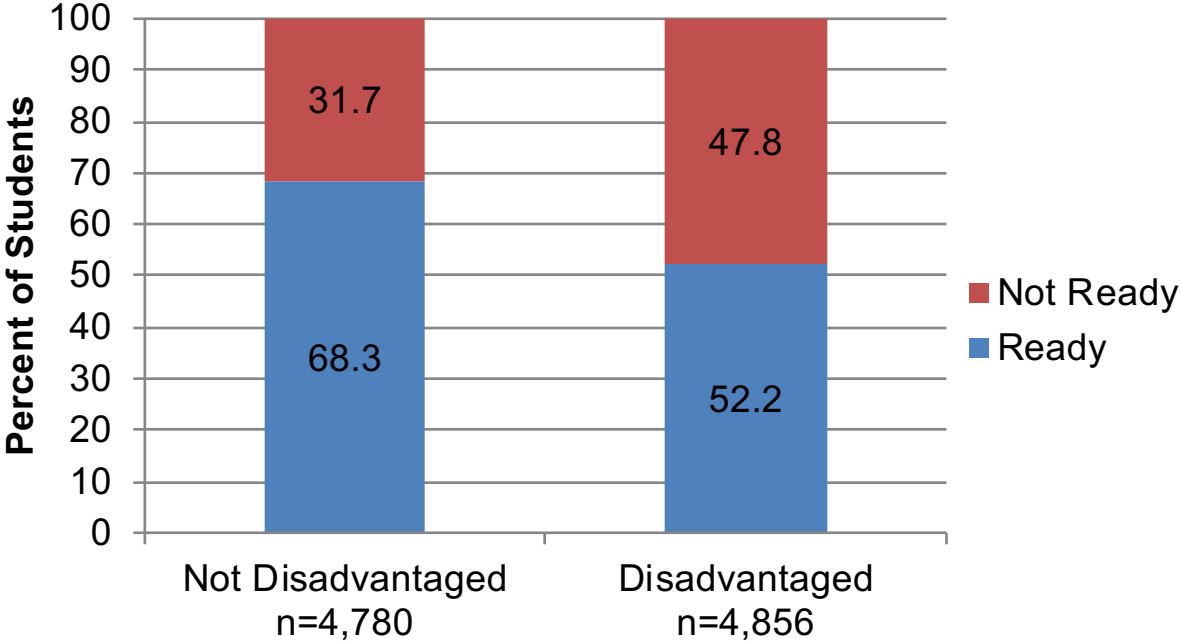
*Virginia is working to improve access to and quality of early childhood.*

Today only 60% of Virginia children enter school fully ready with the literacy, math, self-regulation and social skills needed to thrive in school.

- *70% of disadvantaged children birth to five lack access to an affordable early childhood care and education option.*
- *30% of eligible children are served by publicly-funded programs - PreK, Head Start and Child Care Assistance - but quality varies greatly.*
- *Programs have to navigate different regulations, rating systems and monitoring processes.*
- *Changing demographics mean more vulnerable children – from very low income families, with special needs and Dual Language Learners - who are less likely to access a quality program that prepares them for school.*



# 2017 Virginia Kindergarten Readiness Program Data— Relation between Economic Disadvantage and Readiness



**The achievement gap may be greater at kindergarten.**



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## Vision for the Future

*All Virginia children, regardless of background or zip code, are capable of and deserve to enter kindergarten ready.*

More Virginia families have affordable access to early childhood care and education that supports learning across the birth through 3rd grade continuum and meets their unique needs.

- *With a shared definition of school readiness, Virginia families and early childhood programs work together to ensure children thrive, developing the skills needed for kindergarten and beyond.*
- *Virginia has unified quality standards for all publicly-funded early childhood programs that are indicative of child outcomes. Virginia measures and rewards programs for performance, ensuring leaders and teachers are well compensated for their achievement.*
- *Overall Virginia's early childhood system will be more unified, transparent, data-driven and resource-effective, with no funding "left on the table."*



# Key Goals for 2019-2020

## *Efforts Underway*

*In 2019-2020, the VDOE will work with divisions and partner agencies to increase opportunities for teacher feedback and quality supports.*

### **To achieve this goal, Virginia will:**

- Implement the \$9.9m Preschool Development Grant B-5 with Virginia Early Childhood Foundation, University of Virginia and School Readiness Committee;
- Support quality early childhood education in all pre-K settings by providing feedback through CLASS observations, and focusing on quality professional development and curriculum use.
- Measure school readiness in all kindergarten classrooms through the VKRP; and
- Continue to unify efforts across agencies and programs, charting the path for consolidating the system within one board and agency, measuring quality in a uniform manner and supporting statewide improvement.



# Concurrent Efforts: Executive Directive 4

*In July 2019, Governor Northam signed [Executive Directive Four](#) to identify ways to improve access and quality.*

The Executive Directive requests that the team:

1. Conducts a series of listening sessions around the state
2. Reviews existing funding streams for early childhood and make recommendations on maximizing access for underserved children, starting with all at-risk three and four year olds
3. Propose a strategy to build, pilot, and scale a uniform quality measurement system for all birth to five publicly-funded programs
4. Develop recommendations to consolidate state oversight and administration for early care and education programs





# Focus on Quality

## *Accomplishments to Date*

*Early childhood communities around the state have taken steps to raise the quality of their preschool programs.*

### **In preparation for the 2019-2020 year:**

- All VPI divisions have prepared to receive external CLASS observations.
  - 544 classrooms from 50 divisions have already received detailed feedback
  - 83% of divisions have completed training and preparation
- 93% of VPI divisions have implemented a vetted and comprehensive curriculum
  - All remaining divisions have requested a review of their curricular materials, which will take place this year
- Divisions around the state are preparing to provide local CLASS observations.
  - 14 communities are participating in the EC Quality Grant to support training
  - 11 PDG communities are coordinating local CLASS observations
  - Additional divisions have used existing resources and professional development funds to support increased feedback for teachers



# Critical Areas for 2019-2020

Pre-K classrooms are focusing on three key areas, with some specific requirements for VPI classrooms.

|   | <b>Key Goals for 2019-2020</b>  |
|---|---|
| <b>1. Using High-Quality Curriculum and Assessment to Guide Instruction</b> | <ul style="list-style-type: none"><li>• Implement a vetted and comprehensive curriculum by fall 2020.</li><li>• Use child-assessments (both formative assessments aligned with curriculum and VKRP annual data) to inform instruction.</li></ul>  |
| <b>2. Assessing Teacher-Child Interactions with the CLASS tool.</b>         | <ul style="list-style-type: none"><li>• Participate in external CLASS observations once every two years.</li><li>• Build local capacity to provide internal CLASS observations and use information gained from observations.</li><li>• Provide routine, ongoing feedback based on CLASS observations and other data to support teacher practices.</li></ul> |
| <b>3. Providing Individualized Professional Development</b>                 | <ul style="list-style-type: none"><li>• Create and implement a plan for individualized PD for pre-K teachers and instructional aides that meets principles of high-quality professional learning.</li></ul>   |





**Planning High-Quality Professional Development  
*Consultations for VPI***

# A Need For Understanding

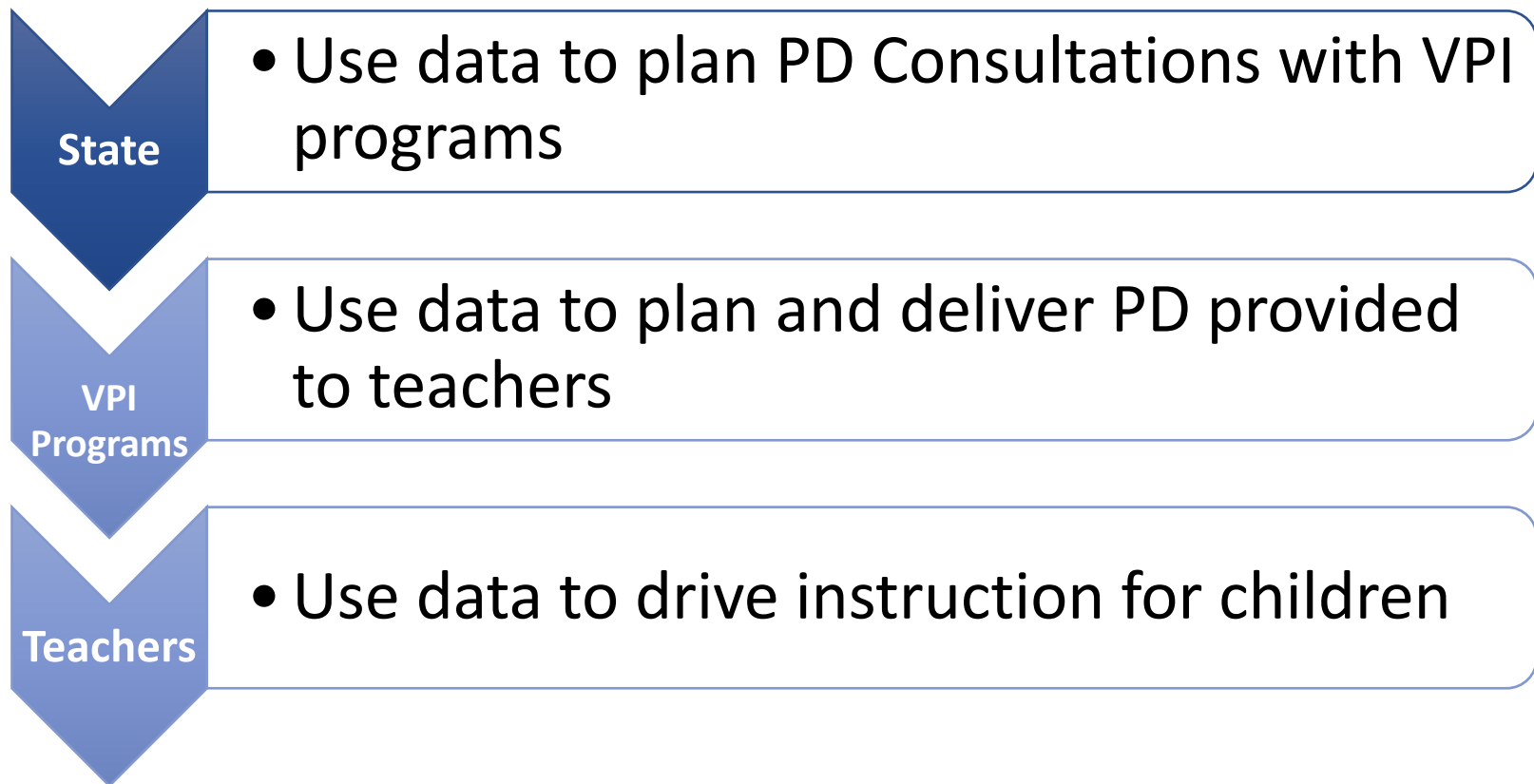
“We cannot improve at scale what we cannot measure.”

- *Carnegie Foundation Core Principle of Improvement*

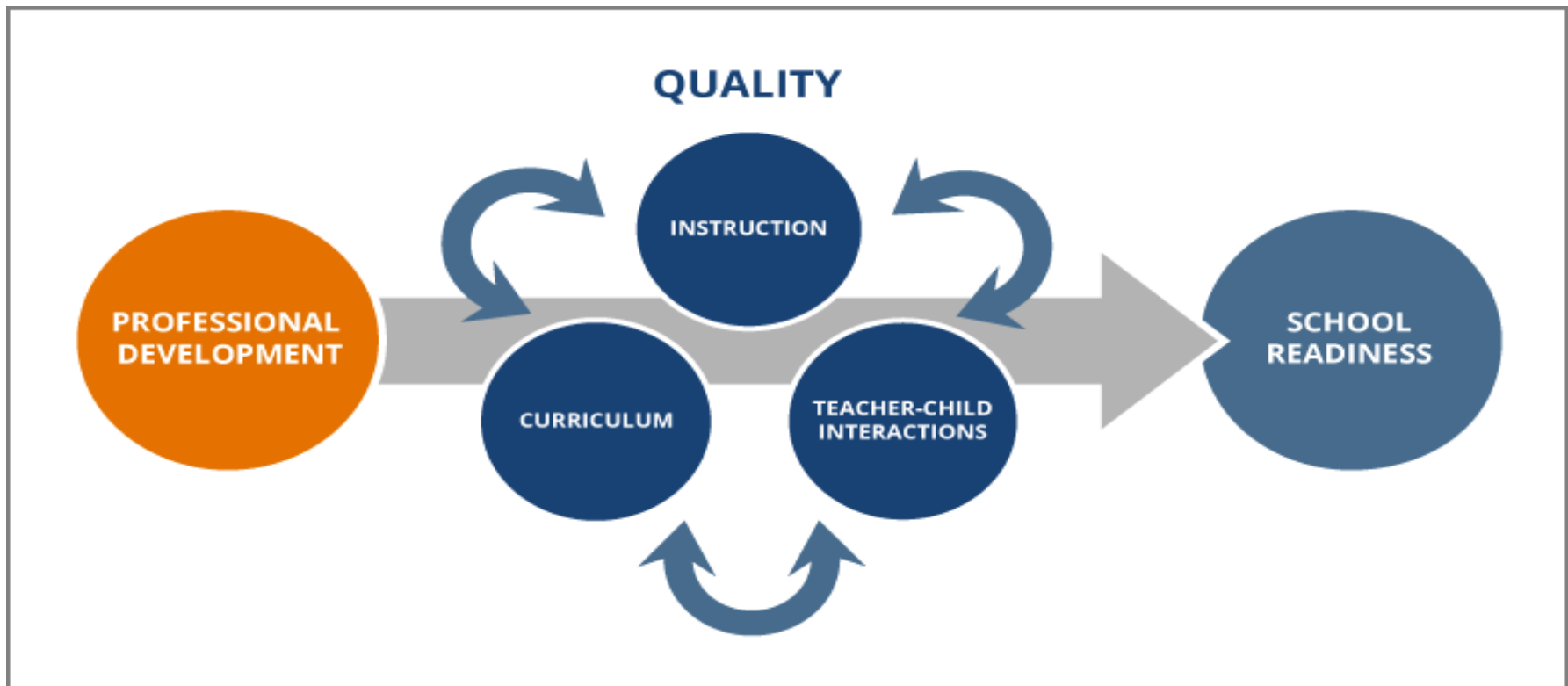
We cannot support divisions without a full understanding of where you are.

- *CASTL*

# Data-driven System



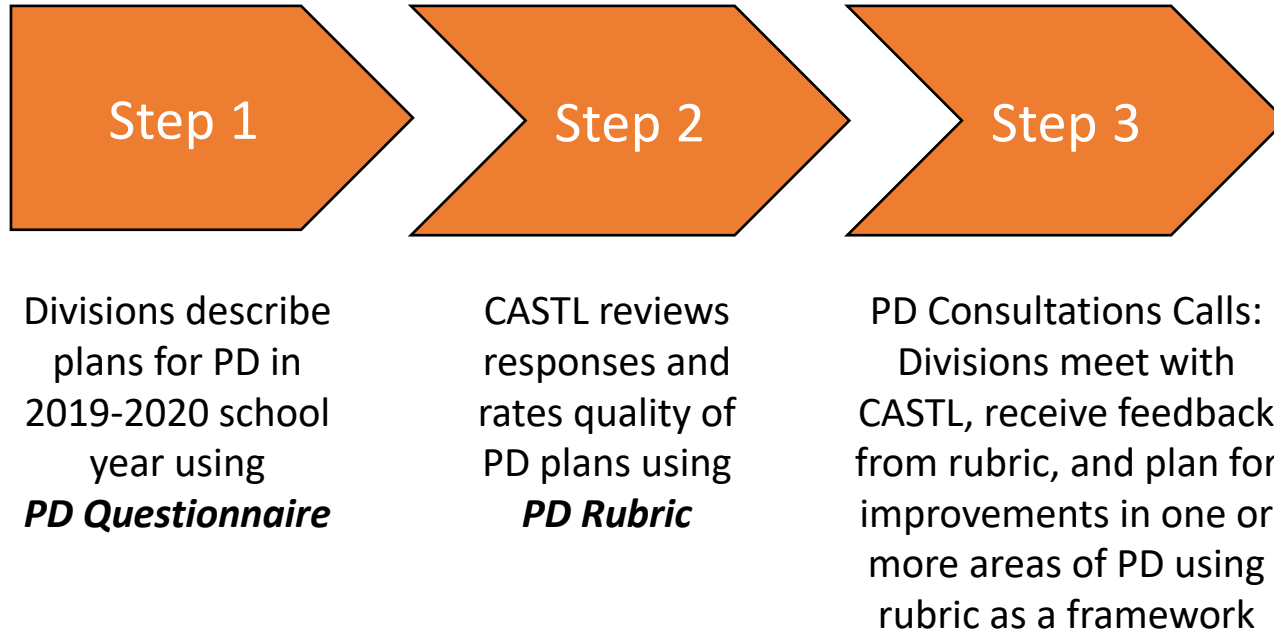
# AELL Initiative Conceptual Model



# Vision for PD Consultation Process

- Uses a research-driven tool designed to promote reflection and improvement
- Focuses on 6 elements of PD that are most impactful for improving children's school readiness
- Generates data that are useful for 2 purposes –
  - CASTL will individualize support to divisions
  - VDOE will understand state-wide strengths and needs related to PD
- Longer term: CASTL and VDOE will continue to support divisions to provide high-quality PD to teachers; report to legislature on progress in PD, teacher-child interaction quality, and children's school readiness

# Overview of PD Consultation Process





# PD Questionnaire and Rubric

## Professional Development Questionnaire

The Virginia Department of Education (VDOE) and the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia are seeking to better understand and support the professional development (PD) that divisions provide to full-time preschool teachers and instructional aides. Please answer the questions below regarding your PD plans for the 2019-2020 school year.




### Instructions:

- Think about all of the PD that full-time teachers will engage in this year, including PD that may have already occurred and PD that may only be provided to some teachers.
- Gather documents that pertain to your division's PD. These may include a scope and sequence of PD for the year, sample materials (e.g., agendas, objectives, activities, coaching protocols), and data reports. You are encouraged to submit these materials to supplement your responses, but this is not required. VDOE and CASTL may request materials to get more detailed information or better understand a response.
- Use your division's PD documents to answer the following questions. You may reference the attached PD rubric which will be used to evaluate responses. Please answer the questions honestly. This is a tool for continuous improvement; it is not meant to be punitive.
- Email your completed questionnaire and supplemental materials (if provided) to [aeil@virginia.edu](mailto:aeil@virginia.edu) by your division's specified deadline.

### What to expect for next steps:

- Once your PD Questionnaire has been submitted to CASTL, it will be checked for completion.
- A team at CASTL will review your responses and supplemental materials (if provided) and complete the rubric.
- CASTL will share the scored rubric with your division's leadership team during PD consultations. Through these consultations, CASTL will support your division to improve one or more areas of PD using the rubric as a framework.

## Elements of Effective Professional Development: Rubric

|  | Not Yet  | Emerging   | Effective  | Exemplary   |
|--|--|--|--|---|
| <b>1. Data-driven</b><br><br><i>A data-driven approach to PD ensures that the content is relevant, dosage is sufficient, and ultimately that the PD is effective.</i>   | <ul style="list-style-type: none"> <li>• Data are not used at all or are only used to plan the broad focus area(s) of PD</li> <li>• No resources exist such that data collection, analysis, and data-driven decision-making are impossible</li> </ul>  | <ul style="list-style-type: none"> <li>• Data are used:                             <ul style="list-style-type: none"> <li>○ to plan the broad focus area(s) of PD and</li> <li>○ to determine appropriate dosage of ongoing PD</li> </ul> </li> <li>• Insufficient resources exist such that data collection, analysis, and data-driven decision-making are limited or inefficient</li> </ul> | <ul style="list-style-type: none"> <li>• Data are ALSO used:                             <ul style="list-style-type: none"> <li>○ to tailor focus and dosage of PD to meet teachers' needs (individual or small groups)</li> </ul> </li> <li>• Sufficient resources exist such that data collection, analysis, and data-driven decision-making are feasible and efficient</li> </ul> | <ul style="list-style-type: none"> <li>• Data are ALSO used:                             <ul style="list-style-type: none"> <li>○ to re-evaluate and adapt focus and dosage of PD as needed and/or</li> <li>○ to determine the effectiveness of PD</li> </ul> </li> <li>• Sophisticated resources exist such that data collection, analysis, and data-driven decision-making are systematic and highly efficient</li> </ul> |
| <b>2. Specific, articulated objectives</b><br><br><i>Specific, articulated objectives clearly delineate what teachers should gain from PD. Objectives should be limited to a few key areas so teachers are repeatedly exposed to PD content and have sufficient time to develop new knowledge and skills.</i> | <ul style="list-style-type: none"> <li>• PD objectives are absent or very vague</li> <li>• Alternatively, PD objectives are not related to early childhood</li> </ul>  | <ul style="list-style-type: none"> <li>• PD objectives suggest some knowledge or skills to be gained but lack precision</li> <li>• Alternatively, PD objectives are precise but are too extensive and/or varied (e.g., 6-10 objectives in 1-2 or more areas) to sustain focus on a few key areas</li> </ul>  | <ul style="list-style-type: none"> <li>• PD objectives delineate the precise knowledge and skills to be gained</li> <li>• PD objectives are a reasonable quantity and sufficiently connected (e.g., 3-5 objectives in 1-2 areas) to sustain focus on a few key areas</li> </ul>  | <ul style="list-style-type: none"> <li>• PD objectives meet "effective" and are ALSO drawn from a framework that clearly defines expectations for quality teaching (e.g., rubric)</li> </ul>  |
| <b>3. Practice-focused</b><br><br><i>Practice-focused PD seeks to intentionally build teachers' skills in order to improve their practice. It can but does not have to include feedback and analysis loops.</i>   | <ul style="list-style-type: none"> <li>• Across all PD, teachers spend 75-100% of their time passively receiving information and/or generally discussing practice and 0-25% of their time intentionally building skills to improve practice</li> </ul> | <ul style="list-style-type: none"> <li>• Across all PD, teachers spend 50-75% of their time passively receiving information and/or generally discussing practice and 25-50% of their time intentionally building skills to improve practice</li> </ul>   | <ul style="list-style-type: none"> <li>• Across all PD, teachers spend 25-50% of their time passively receiving information and/or generally discussing practice and 50-75% of their time intentionally building skills to improve practice</li> </ul>   | <ul style="list-style-type: none"> <li>• Across all PD, teachers spend 0-25% of their time passively receiving information and/or generally discussing practice and 75-100% of their time intentionally building skills to improve practice</li> </ul>  |

**PD Questionnaire: Word doc that you will type responses into and submit to CASTL**

**PD Rubric: PDF that describes elements of effective PD at four levels of quality**

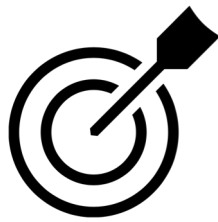
# Completing PD Questionnaire

- Think about **all** of the PD that full-time teachers will engage in this year, including PD that may have already occurred and PD that may only be provided to some teachers.
- Gather documents that pertain to your division's PD.
  - EX: scope and sequence of PD for the year, sample materials (e.g., agendas, objectives, activities, coaching protocols), and data reports
  - You are encouraged to submit these materials to supplement your responses, but this is not required.
- You may reference the PD Rubric which will be used to evaluate responses.
- Please answer the questions honestly. This is a tool for continuous improvement; it is not meant to be punitive.

# 6 Elements of Effective PD



**Data-driven**



**Specific,  
articulated  
objectives  
with a  
sustained  
focus on  
key areas**



**Practice-  
focused**



**Feedback  
and  
analysis  
loops**



**Coherence**



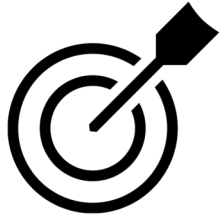
**Access for  
all teachers**



# Data-Driven

*A data-driven approach to PD ensures that the content is relevant, amount is sufficient, and ultimately that the PD is effective.*

| <b>How data are used:</b>  | <b>Data sources</b>  | <b>Describe plans:</b>  |
|--|--|---|
| Plan broad focus area(s) of PD                                     | <i>Fall CLASS® Reports</i>   | <i>Quality of Feedback scores are lower than other IS dimensions; Starting Creative Curriculum so know PD is needed here</i>  |
| Determine appropriate amount of ongoing PD                         | <i>Curriculum fidelity checklists, teacher observations</i>  | <i>All teachers will receive curriculum training but amount of follow-up support will vary by what data show</i>  |
| Tailor the focus and amount of PD to meet teachers' needs          | <i>Curriculum fidelity checklists, teacher observations, child formative assessment</i>                            | <i>Teachers will receive PD on the content that matches their need; highest-need teachers will receive the most PD</i>  |
| Track intended outcomes of PD for formative and summative purposes | <i>Curriculum fidelity checklists, teacher observation data, Spring CLASS® Reports, child formative assessment</i> | <i>Data from curriculum fidelity checklists and teacher observations will be used to track teachers' progress throughout the year and make changes to PD if needed; Spring CLASS® scores will be compared to fall</i> |



## Specific, Articulated Objectives

*Specific, articulated objectives clearly delineate what teachers should gain from PD. Objectives should be limited to a **few key areas** so teachers are repeatedly exposed to PD content and have sufficient time to develop new knowledge and skills.*

| <b>Broad area of focus:</b>                 | <b>Specific PD objectives:</b><br><b>(can list multiple objectives under the broad area of focus)</b>   |
|---|---|
| <i>CLASS® Quality of Feedback dimension</i> | <i>Teachers will be able to follow-up to children's responses by asking them to explain their thinking and provide scaffolding when necessary</i> |
| <i>Curriculum implementation</i>            | <i>Teachers will be able to deliver activities with fidelity to the Creative Curriculum's activity guide</i>                                      |



# Practice-Focused

*Practice-focused PD seeks to intentionally build teachers' skills in order to improve their practice.*

| Common PD Activities<br>(subset of those included on PD Questionnaire for illustration):   | Number of hours in activity<br>(on average, may also list ranges) | What is the Activity?               |
|--|---|-------------------------------------|
| Group workshop/training/seminar in which teachers listen to a presenter and answer/discuss questions to gain new knowledge:  | 16  | <i>Creative Curriculum training</i> |
| Professional learning communities in which teacher share about a practice they implemented and analyze that practice with the group (i.e., no role play, video review, or observation occurs): | 20  | <i>Biweekly team PLC</i>            |
| Observation followed by feedback and analysis loops related to one's own practice (i.e., classroom observation, feedback & analysis loops, coaching):  | 10 on average;<br>ranges 2-20                                     | <i>Coaching sessions</i>            |
| Other (describe):  | 0   |                                     |
| <b>Average total number of hours of PD:</b>  | 46  |                                     |



# Feedback & Analysis Loops

*Feedback and analysis loops provide teachers with the opportunity to implement a new practice, receive feedback on their practice, and analyze their practice with a colleague.*

| <b>Activity:</b>  | <b>Number of times<br/>(on average, may<br/>also list ranges:</b> | <b>Who will be<br/>involved?</b> | <b>Expected time<br/>duration:</b>      |
|---|---|----------------------------------|---|
| <b>Be observed by a colleague</b> (e.g., either live observation or video review):  | 2   | <i>Administrator</i>             | <i>30 minutes each</i>                  |
|   | 2   | <i>Peer Teacher</i>              | <i>30 minutes each</i>                  |
| <b>Receive feedback on and analyze their practice with a colleague</b> (e.g., following an observation, a colleague reflects on a recently-implemented practice, brainstorms solutions to a problem, and/or plans improvements to practice with the teacher): | 2   | <i>Administrator</i>             | <i>1 hour feedback session<br/>each</i> |



# Coherence

*Coherence is defined as an intentional approach to integrating curricula (what teachers teach), assessments (e.g., child outcomes), and classroom observation (e.g., CLASS® scores) with the PD that teachers receive as well as removing miscellaneous or un-related materials.*

|                               | <b>Integration/Alignment with PD:</b>  |
|-------------------------------|--|
| <b>Curricula:</b>             | <i>Teachers receive an initial training on Creative Curriculum at the beginning of the year; implementation will be monitored through ongoing curriculum fidelity checklists and areas of need will be addressed in PD</i> |
| <b>Child Assessments:</b>     | <i>Formative assessments are directly tied to our curriculum; data from these assessments will inform our PD on curriculum implementation in addition to the fidelity checklists</i>                                       |
| <b>Classroom Observation:</b> | <i>CLASS® scores supplement our understanding of teachers' instruction and can point to areas within the curriculum to emphasize or areas in which we need may need to identify resources external to the curriculum</i>   |





# Access for All Teachers

*Access refers to the extent to which PD is provided to all full-time teachers across various types of preschool programming.*

| Does this plan apply to...                            | Yes                                 | No                              | Don't Know | Not Applicable |
|---|-------------------------------------|---------------------------------|------------|----------------|
| VPI-funded lead teachers:                             | ✓                                   |                                 |            |                |
| VPI-funded instructional aides:                       | <i>Creative Curriculum training</i> | <i>Observation and feedback</i> |            |                |
| Head Start and/or Title 1-funded lead teachers:       |                                     |                                 |            | ✓              |
| Head Start and/or Title 1-funded instructional aides: |                                     |                                 |            | ✓              |
| SPED lead teachers:                                   | ✓                                   |                                 |            |                |
| SPED instructional aides:                             |                                     | ✓                               |            |                |

# Next Steps

- **Be on the lookout for an email from CASTL** which will contain the name/email of your PD consultant, the PD Questionnaire and Rubric, and your division's deadline information
- General timeline information: find out which PD group (1, 2, 3, or 4) you are in on the following slides
- Read the Questionnaire instructions carefully, answer questions, and submit to your CASTL PD consultant by your division's specified deadline
- Questions as you're working? Feel free to contact your CASTL PD consultant with any questions that may arise as you're completing the PD Questionnaire

# Timeline: Group 1

| Divisions:  |  | Submit Materials: | PD Consultation with CASTL: |
|---|--|-------------------|-----------------------------|
| Accomack County<br>Amherst County<br>Augusta County<br>Buckingham County<br>Caroline County<br>Chesterfield County<br>Clarke County<br>Colonial Beach<br>Covington City<br>Essex County<br>Fairfax City/County<br>Floyd County<br>Franklin City<br>Gloucester County<br>Goochland County<br>Grayson County<br>Henrico County<br>Henry County<br>Hopewell City<br>Loudoun County | Manassas City<br>Mecklenburg County<br>Montgomery County<br>Newport News City<br>Northumberland County<br>Norton City<br>Nottoway County<br>Orange County<br>Pulaski County<br>Roanoke City<br>Roanoke County<br>Rockingham County<br>Smyth County<br>Southampton County<br>Staunton City<br>Suffolk City<br>Surry County<br>Virginia Beach City<br>Waynesboro City<br>Winchester City | October 14        | November                    |

# Timeline: Group 2

| Divisions:   |   | Submit Materials: | PD Consultation with CASTL: |
|--|---|-------------------|-----------------------------|
| Albemarle County<br>Arlington County<br>Brunswick County<br>Buena Vista City<br>Carroll County<br>Charles City County<br>Chesapeake City<br>Colonial Heights City<br>Cumberland County<br>Danville City<br>Dickenson County<br>Fauquier County<br>Fluvanna County<br>Franklin County<br>Giles County<br>Greensville County | Lancaster County<br>Lynchburg City<br>Norfolk City<br>Patrick County<br>Petersburg City<br>Portsmouth City<br>Prince William County<br>Richmond City<br>Rockbridge County<br>Russell County<br>Salem City<br>Washington County<br>Williamsburg-James City County<br>Wythe County<br>York County | November 25       | December/<br>January        |

# Timeline: Group 3

| Divisions:  |   | Submit Materials: | PD Consultation with CASTL: |
|---|---|-------------------|-----------------------------|
| Alexandria City<br>Appomattox County<br>Bland County<br>Bristol City<br>Buchanan County<br>Campbell County<br>Fredericksburg City<br>Halifax County<br>Hampton City<br>Harrisonburg City<br>King and Queen County<br>King George County<br>Louisa County<br>Martinsville City | Nelson County<br>Northampton County<br>Page County<br>Pittsylvania County<br>Poquoson City<br>Prince Edward County<br>Prince George County<br>Scott County<br>Shenandoah County<br>Spotsylvania County<br>Stafford County<br>Tazewell County<br>Warren County | January 10        | February                    |

# Timeline: Group 4

| Divisions:   |   | Submit Materials: | PD Consultation with CASTL: |
|--|---|-------------------|-----------------------------|
| Alleghany County<br>Amelia County<br>Bedford County<br>Botetourt County<br>Charlotte County<br>Charlottesville City<br>Culpeper County<br>Dinwiddie County<br>Falls Church City<br>Galax City<br>Greene County | Hanover County<br>Highland County<br>Isle of Wight County<br>Lunenburg County<br>Madison County<br>Manassas Park City<br>Powhatan County<br>Radford City<br>Richmond County<br>Westmoreland County<br>Wise County | January 31        | February/March              |

**Thank you!**