

**Instructional Leadership Supports that
Generate Effective Implementation and
Continuous Improvement**





Key Learning Objectives

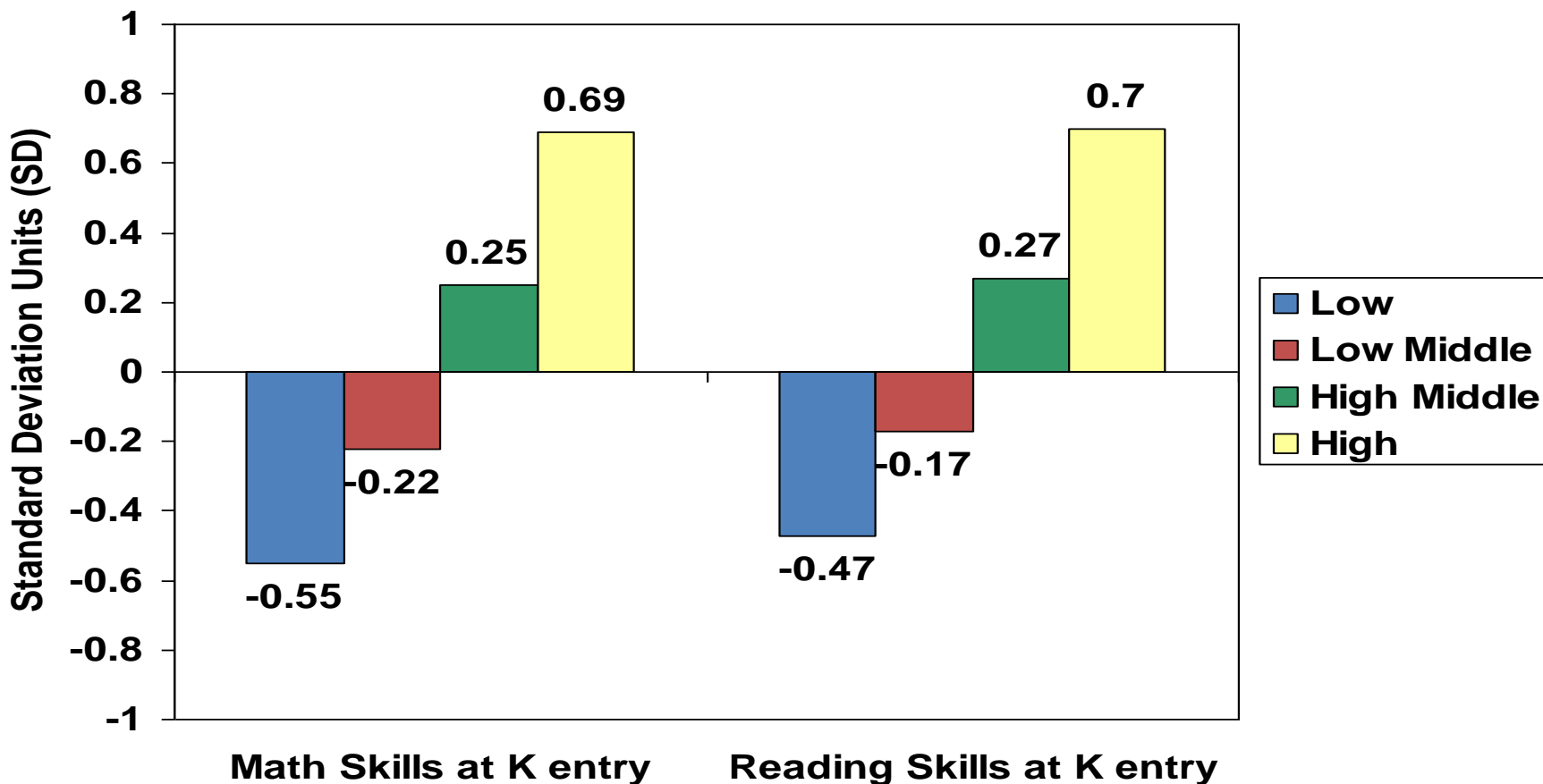
- Explore transformative thinking and innovative frameworks that better generate practice effectiveness and continuous improvement.
- Explore the complexities of teaching and the leadership and organizational supports essential to teaching effectiveness and improvement.
- Highlight instructional leadership activity that better generates effective implementation and improvement.
- Observe and reflect on videos of instructional leadership activity and transformations in leaders mindset, systems, and practices of PD and CQI.



Setting the Stage



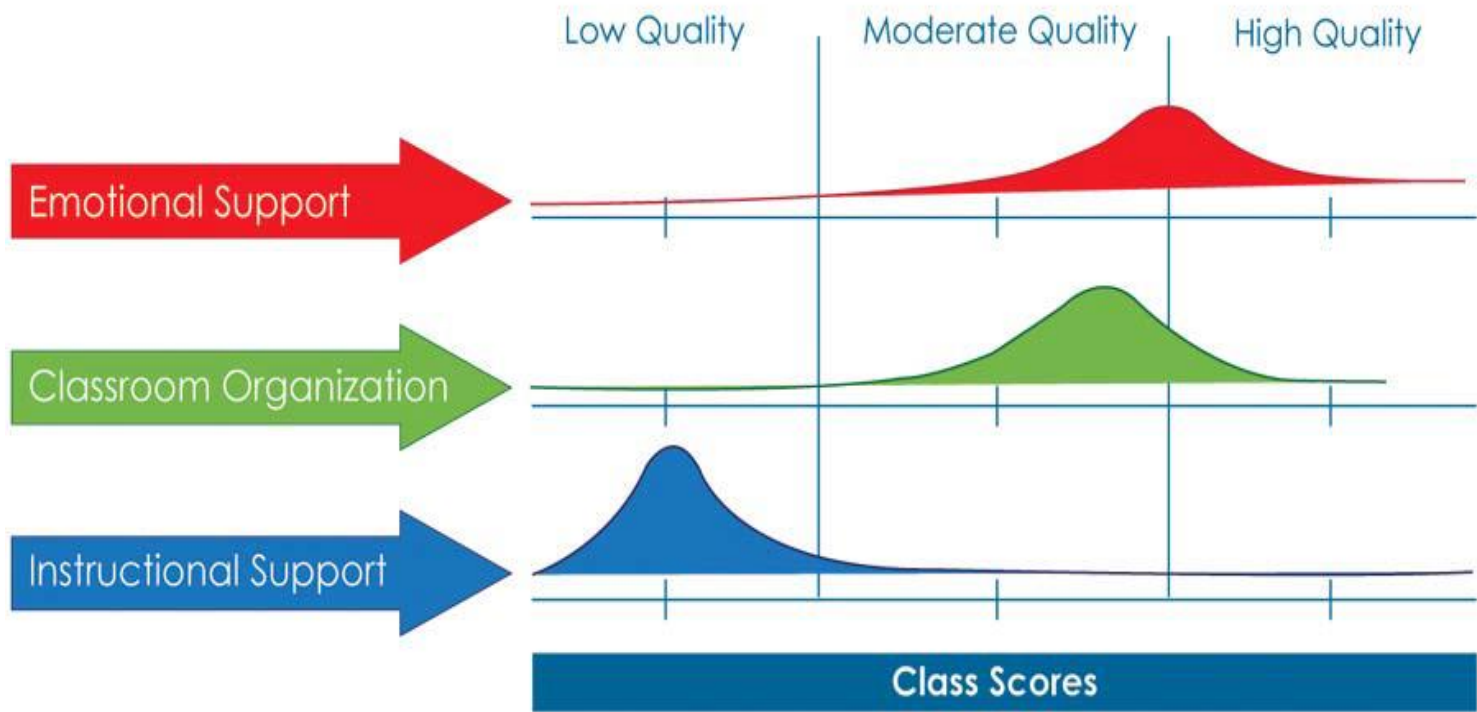
Too Many Vulnerable Children Enter Kindergarten Behind





Instructional Supports Remain Too Low To Impact Learning

Average Ratings of Interactions in Pre-K - 3rd Classrooms





The Complexities of Teaching and How Teachers Actually Learn



Teaching is a Profession. Teaching Effectively is Complex.

“Teaching occurs in particulars—particular students interacting with particular teachers over particular ideas in particular circumstances.”

Teachers must continually be learning how to:

- Size up situations from moment to moment,
- Operate with precision *and* personalization, and
- Use experience and knowledge to improve practice by examining and reflecting on their interactions and instruction *and* those of their peers.



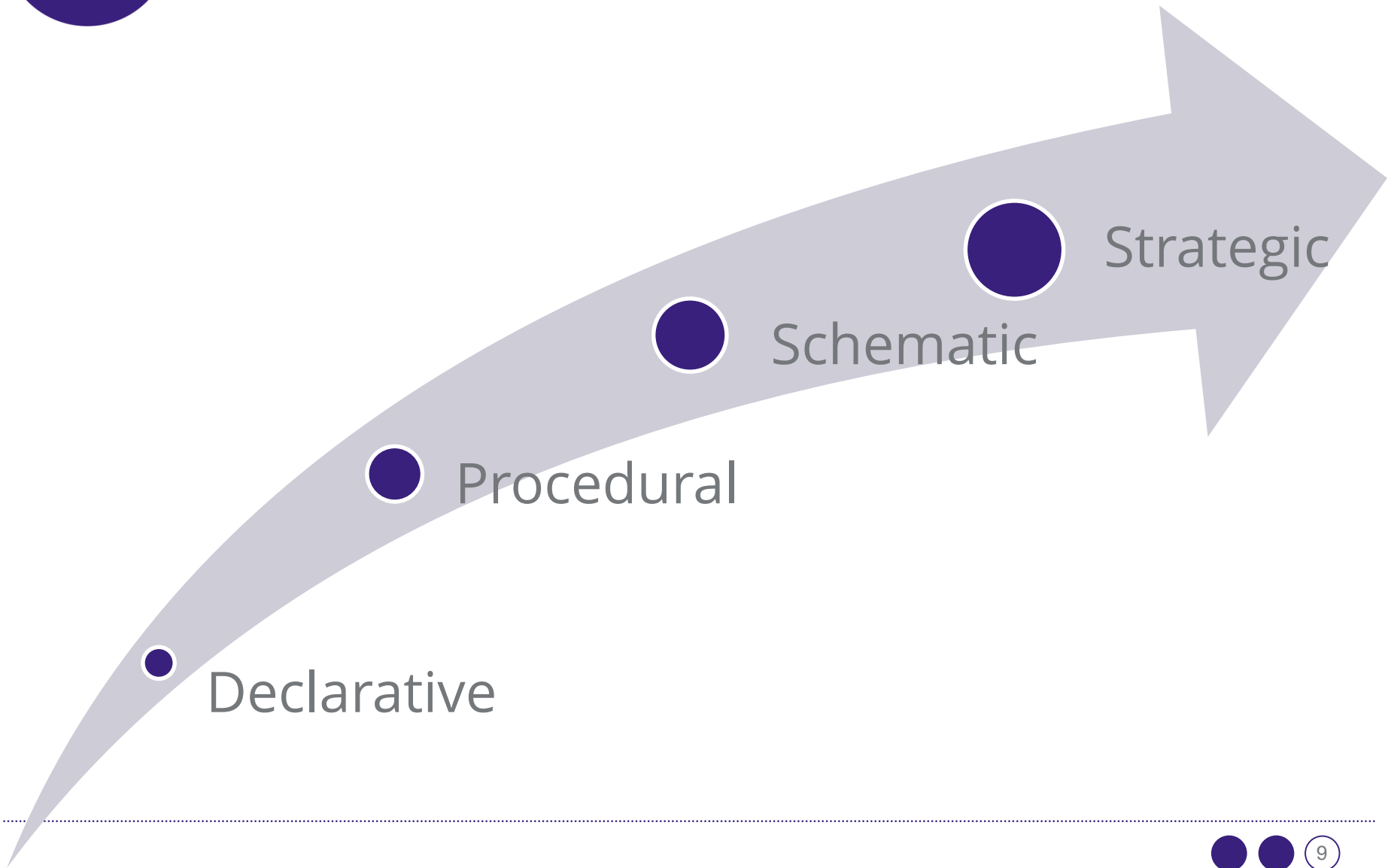
Critical Pedagogical Narratives

Internalized threads of dialogue about ideas, practices, and affiliations with instructors, supervisors, and coaches. They....

- define a teacher's way of being and the teacher's personal commitments to practices.
- are a teacher's "***inner voice***" driving daily sense- and decision-making about implementation.
- used by teachers to "***filter***" discourse on practice and ideas, as well as the uptake of new information.
- are socially constructed and *changed only through discourse within community to co- de- and re-construct knowledge and understanding.*

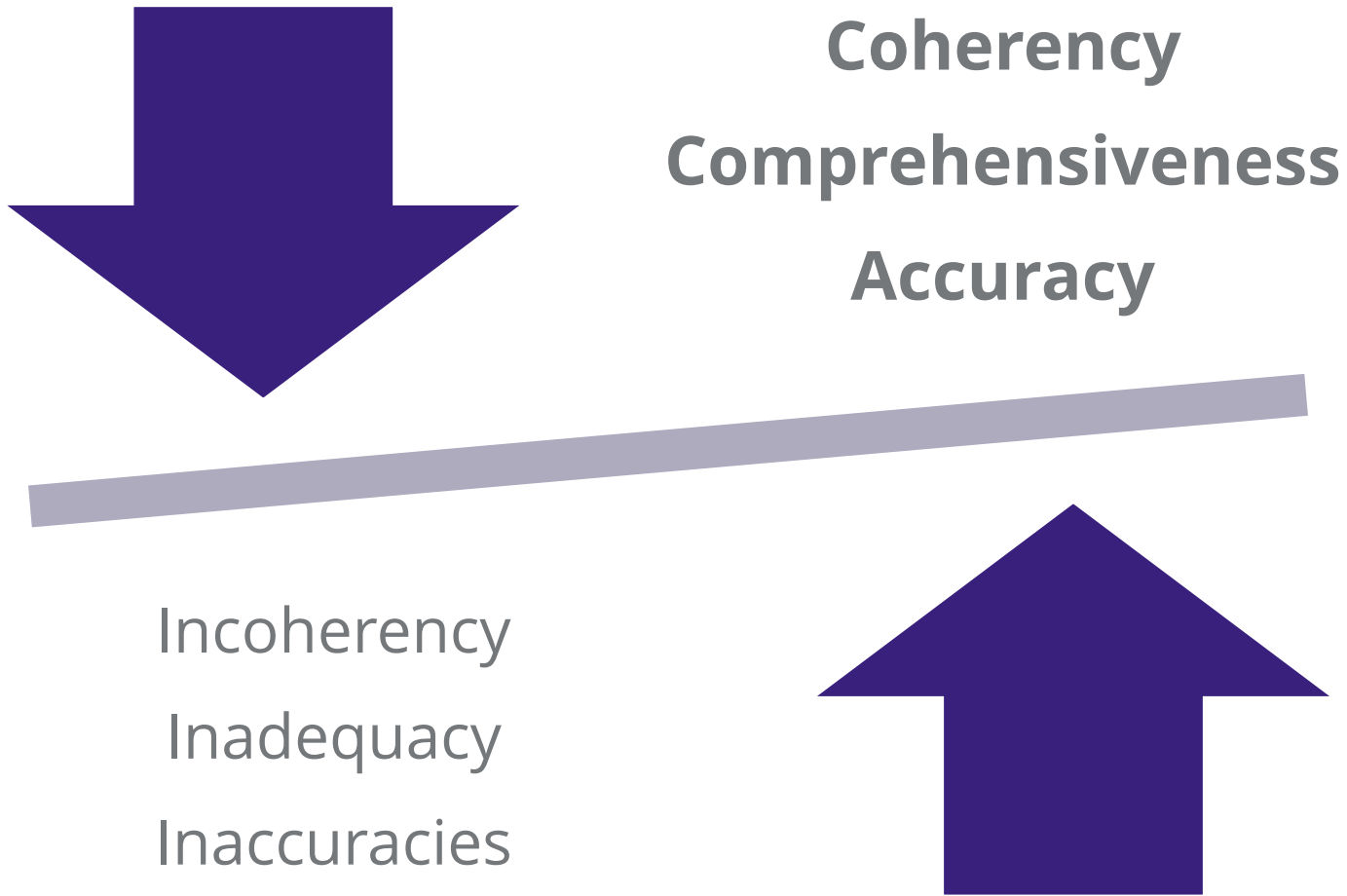


The Development of Knowledge and Sense-Making





Nurturing and Advancing Teachers' Pedagogical Narratives



“Effective practices such as providing feedback to students cannot spread just by describing them or advocating for their use. They have to be seen, observed, experienced, interpreted, inquired into, tried, and so on.”

Hargreaves & Fullan, 2012

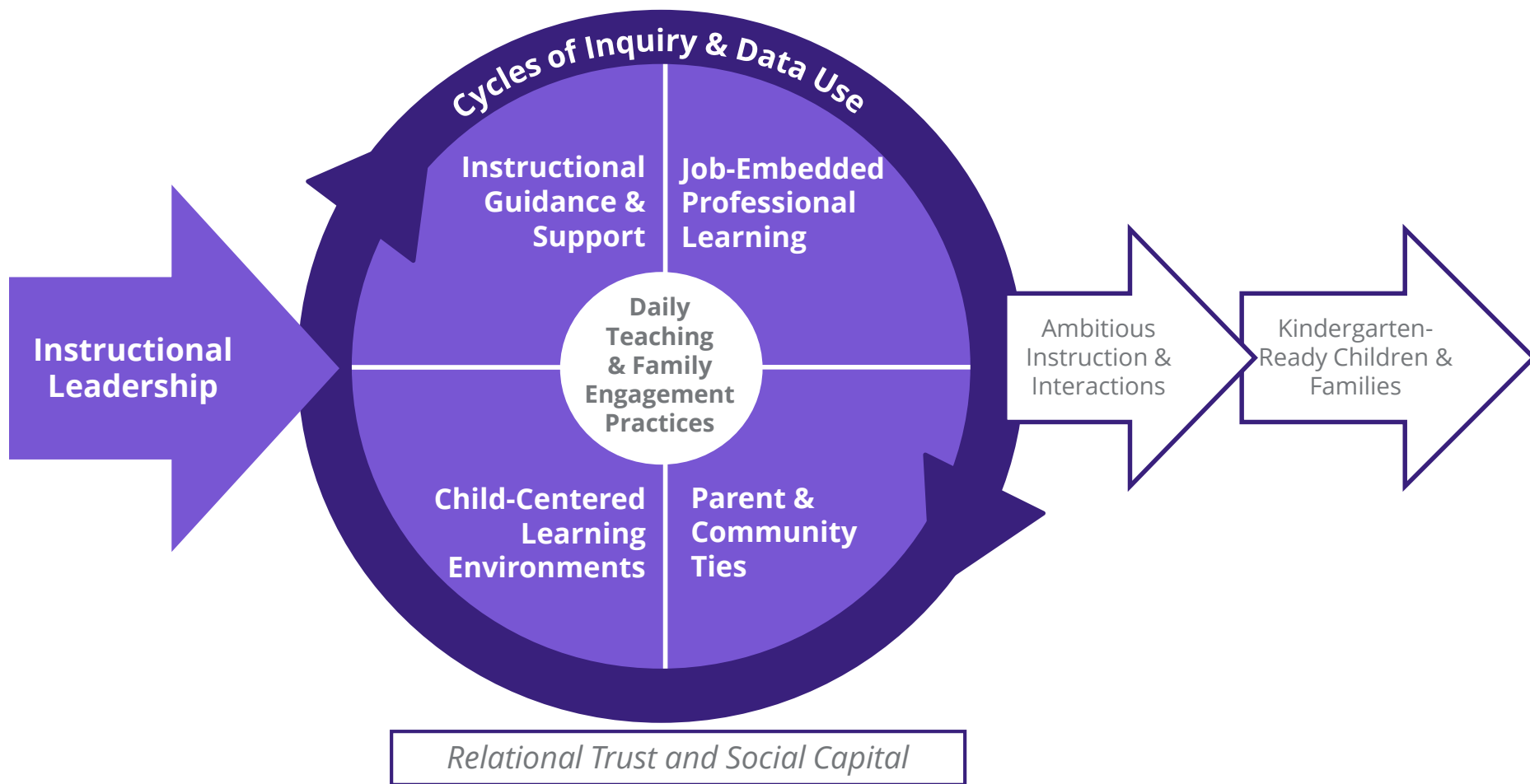


Instructional Leadership *for* Professional Development and Continuous Quality Improvement



Generating Excellent Early Education

Framework for Effective Implementation & Continuous Improvement



The five essentials framework adapted with permission from authors. Bryk, A. Sebring, P., Allensworth, E., Luppescu, S. & Easton, J. (2010). Organizing Schools for Improvement: Lessons from Chicago, University of Chicago Press, Chicago, IL.



Leader and Program Transformations

We need to support early learning leaders to:

Drive improvement as instructional leaders

Leaders transform their role from one focused on individual elements of quality and compliance, to one intentionally focused on advancing instructional quality in pursuit of improved outcomes for children.

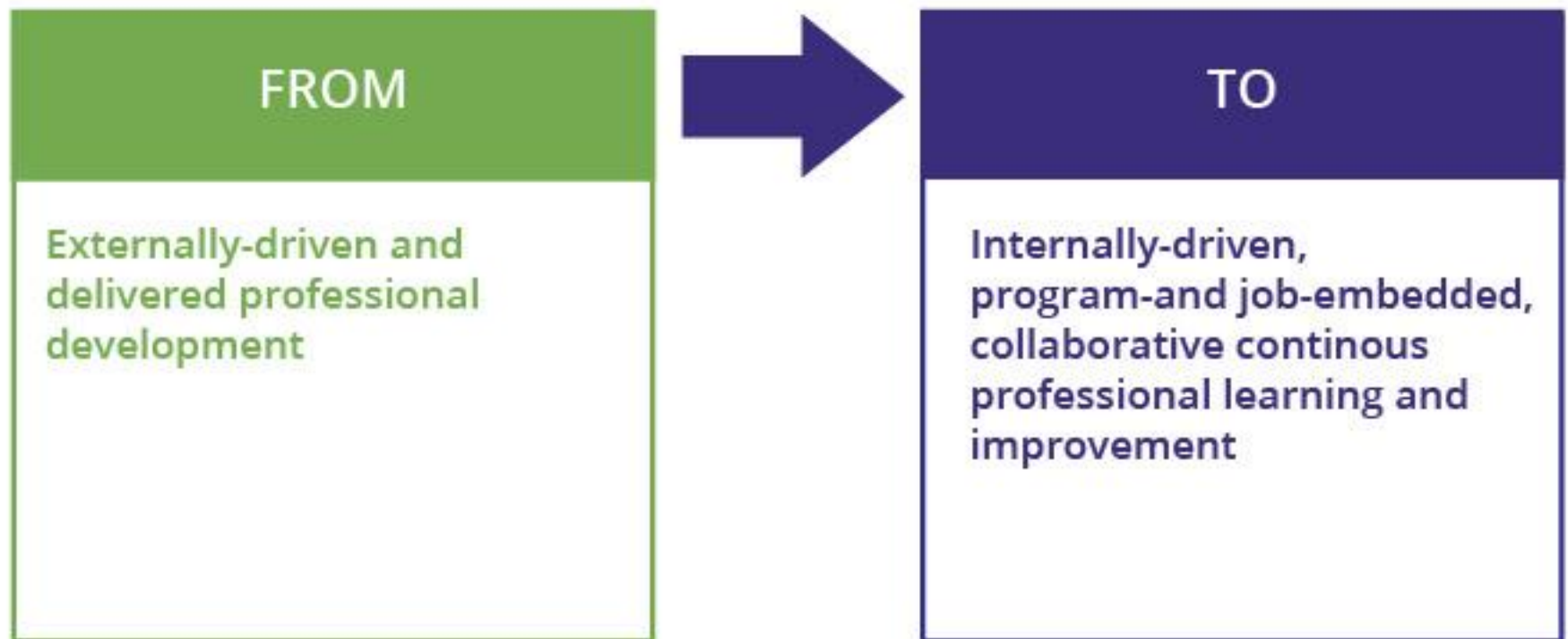
Create learning organizations that continuously support teachers

Learning is embedded within the structure, schedule, and daily work of teachers. Routine contexts for teacher learning support data use and build knowledge, support transfer to practice, and enable collaboration on instructional improvements.

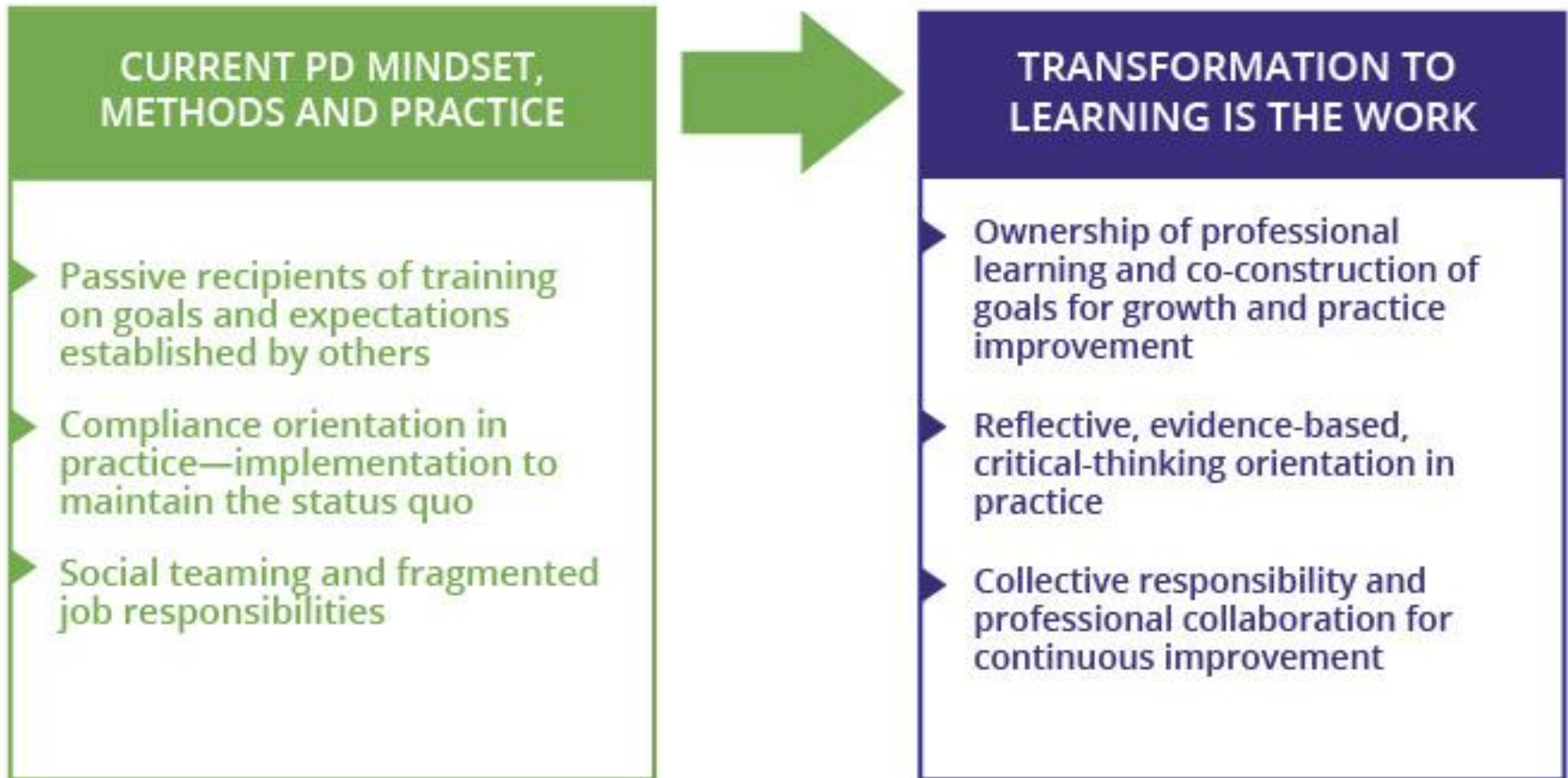
TRANSFORMING PROFESSIONAL DEVELOPMENT

Our Challenge

To support multiple educator groups with transforming their mindset, methods, and practices of professional development



TRANSFORMING PROFESSIONAL DEVELOPMENT Teachers





The Vehicle for Improvement



Job-embedded professional development takes place in the work-setting, routinely and ongoing, to support teachers and practitioners with *acquiring and applying* knowledge, skills, and dispositions to the implementation and improvement of high quality, effective practices with young children and families.



Coherent Instructional Guidance and Supports

Multiple Contexts Support Teachers' Learning and Improvement



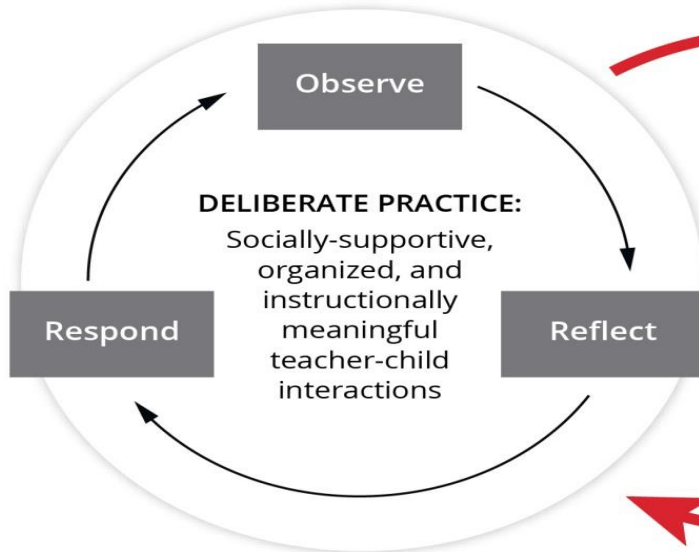


Coherent Instructional Guidance and Supports

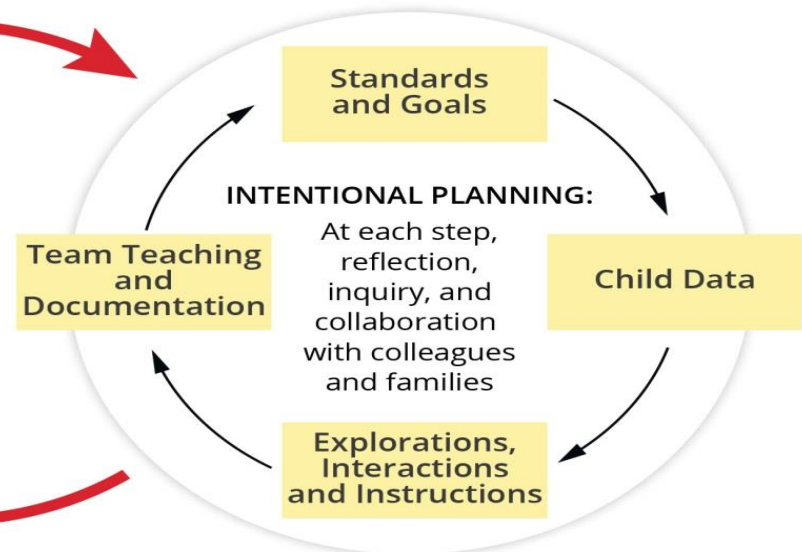
Supporting Teachers Intentional Planning and Deliberate Practice

THE FOCUSED TEACHING CYCLE FOR AMBITIOUS INTERACTIONS AND INSTRUCTION

IN-THE-ACTION TEACHING



OUT-OF-THE-ACTION LESSON PLANNING





Let's Observe a Supervisor Facilitating Lesson Planning

Video of Eyes on the Future

Chicago, IL

Look. Listen.

What were some of the impacts of this supervisor's instructional guidance and support on the team's thinking and potential practice?



Turn and Talk

1. How has this information and these frameworks both supported and challenged my thinking about what teachers actually need to improve practice?
2. To what extent do our systems provide teachers with consistently coherent and effective instructional guidance and job-embedded supports for their effectiveness?



Impacts of Instructional Leadership



Leader Voices on Instructional Leadership

Listen to the leaders in the video.

- How did these leaders change their mindsets about professional development and quality improvement?
- How did they transform their systems and practices to provide teachers with more effective leadership and organizational supports?



Positive Results of this Approach with Leaders

Leaders have changed mindsets and practices...

“As a program leader, this professional development has helped me to clarify my role and understand what the essential supports for program improvement are. Through these efforts, teachers and other staff members have increased their understanding of quality instruction, become more reflective about their practice, and have improved child outcomes.”



Teaching Improvements: Teacher-Child Interactions

Infant CLASS Assessment			
Domains and Dimensions	M (T1; $n = 4$)	M (T2; $n = 4$)	M (T3; $n = 6$)
<i>Responsive Care Giving*</i>	3.2	5.1	TBD
a. Relational Climate	3.9	5.9	TBD
b. Teacher Sensitivity	3.7	6.1	TBD
c. Facilitated Exploration	3.0	4.4	TBD
d. Early Language Support	2.5	3.9	TBD



Teaching Improvements: Teacher-Child Interactions

Toddler CLASS Assessment			
Domains and Dimensions	M (T1; $n = 12$)	M (T2; $n = 12$)	M (T3; $n = 8$)
<i>Emotional & Behavioral Support*</i>	5.1	6.0	6.3
a. Positive Climate	5.3	6.3	6.5
b. Negative Climate	6.5	6.8	7.0
c. Teacher Sensitivity	5.0	5.6	6.1
d. Regard for Child Perspectives	4.9	5.6	5.9
e. Behavior Guidance	4.1	5.4	5.8
<i>Engaged Support for Learning**</i>	2.9	3.8	3.5
f. Facilitation of Learn/Dev	3.2	4.6	4.5
g. Quality of Feedback	2.7	3.5	3.0
h. Language Modeling	2.8	3.3	3.1



Teaching Improvements: Teacher-Child Interactions

Pre-K CLASS Assessment			
Domains and Dimensions	M (T1; <i>n</i> = 8)	M (T2; <i>n</i> = 8)	M (T3; <i>n</i> = 3 of 7)
<i>Emotional Support*</i>	5.7	6.1	6.1
a. Positive Climate	5.7	6.4	6.5
b. Negative Climate	6.9	7.0	7.0
c. Teacher Sensitivity	5.3	5.8	5.4
d. Regard for Student Perspectives	4.9	5.5	5.4
<i>Classroom Organization**</i>	4.6	5.7	5.9
e. Behavior Management	4.9	6.1	5.9
f. Productivity	4.7	5.8	6.3
g. Instructional Learning Formats	4.2	5.3	5.6
<i>Instructional Support***</i>	3.2	3.5	4.4
h. Concept Development	3.0	3.3	4.1
i. Quality of Feedback	3.3	3.8	4.4 ● ● (27)
j. Language Modeling	3.2	3.5	4.7



LEAD LEARN EXCEL: ILLINOIS QRIS PARTNERSHIP



- Lead Learn Excel for instructional leaders of programs and schools at the Silver and Gold Circles of Quality in ExceleRate (QRIS)
- 250 leaders statewide, in geographic cohorts
- Partnerships with the Governor's Office, Illinois State Board of Education, Department of Human Services
- 16-month engagement in comprehensive suite of improvement support services focused on instructional leadership and embedded PD
- Evaluation of Lead. Learn. Excel. by University of Illinois-Chicago



LEAD LEARN EXCEL

SYSTEMS & POLICY TRANSFORMATION

LEADERS

Build capacity of instructional leaders to drive improvement

Leaders transform their role from one focused on individual elements of quality and compliance, to one intentionally focused on instructional quality in pursuit of improved outcomes for children.

SCHOOLS

Create learning organizations that continuously support teachers

Learning is embedded within the structure, schedule, and daily work of teachers. Routine contexts for teacher learning build knowledge, support transfer to practice, and enable collaboration on instructional improvements.

SYSTEMS

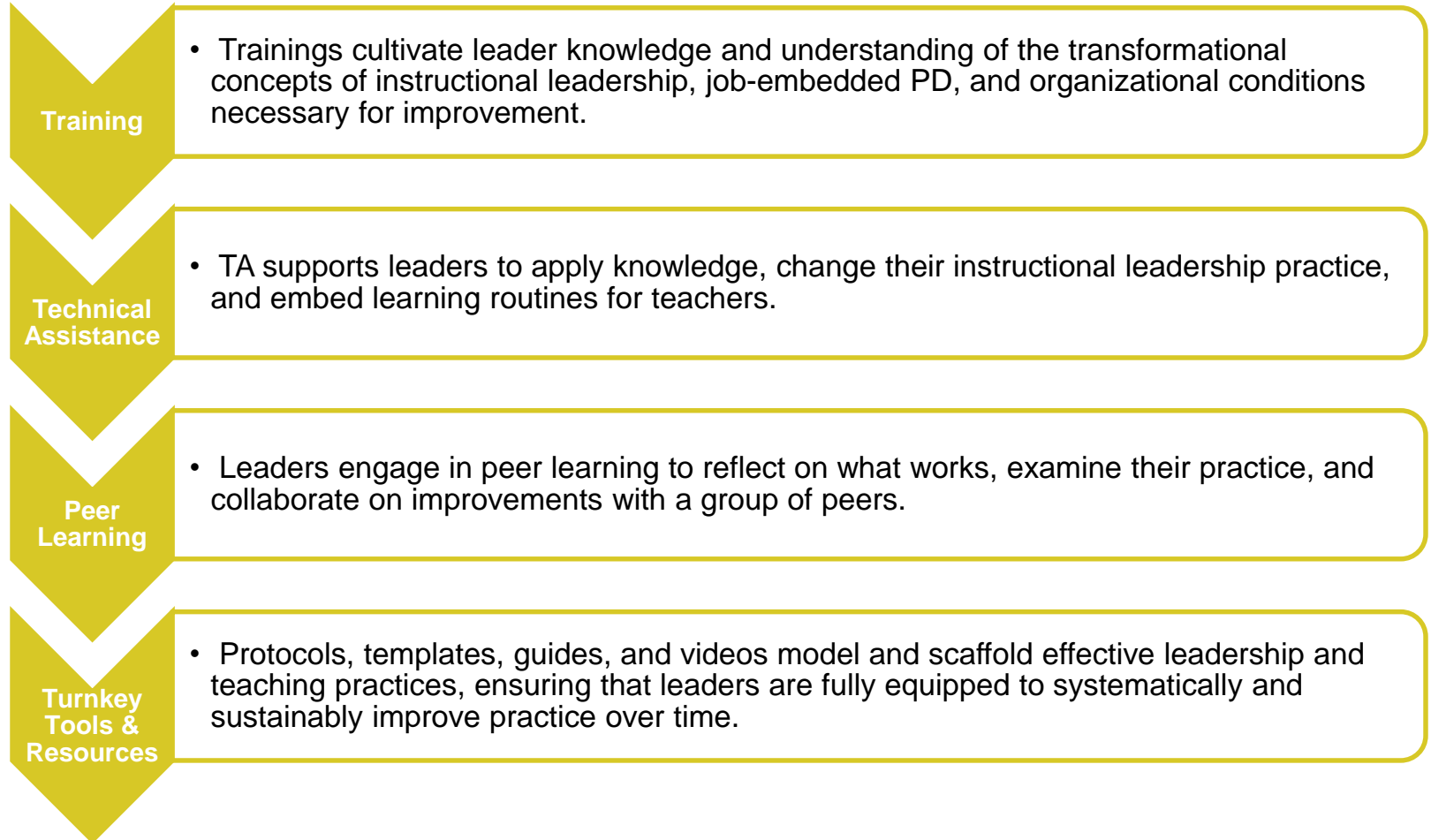
Create systems that support instructional leadership & embedded teacher learning

Local, state, and federal systems are structured and aligned to promote the development of effective instructional leaders who can drive ongoing professional learning within their own schools.



LEAD. LEARN. EXCEL.

A COMPREHENSIVE SUITE OF IMPROVEMENT SUPPORTS





LEAD LEARN EXCEL

Scaling our impact

- A learning year
 - From implementation in Illinois
 - From evaluation data
 - From local, state and national partners in programs, government, philanthropy, and research
- Developing tools and services to share our approach
- Exploring partnerships in additional communities and states
- Stay tuned!



For More Information

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