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

Math Skills at K entry
Reading Skills at K entry

Standard Deviation Units (SD)

Low
Low Middle
High Middle
High

SES Differences: Effect Sizes (compared to middle class)
Instructional Supports Remain Too Low To Impact Learning

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

- Emotional Support
- Classroom Organization
- Instructional Support

Class Scores

Pianta, R. (2009). Effective Teacher-Student Interactions: Measuring and Improving Classroom Practice. CLASS/University of Virginia, Charlottesville, VA.
The Complexities of Teaching and How Teaches Actually Learn
“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.

Ball and Cohen (1999)
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

- Declarative
- Procedural
- Schematic
- Strategic
Nurturing and Advancing Teachers’ Pedagogical Narratives

Coherency
Comprehensiveness
Accuracy

Incoherency
Inadequacy
Inaccuracies
“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

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

FROM
Externally-driven and delivered professional development

TO
Internally-driven, program-and job-embedded, collaborative continuous professional learning and improvement
TRANSFORMING PROFESSIONAL DEVELOPMENT Teachers

CURRENT PD MINDSET, METHODS AND PRACTICE
- Passive recipients of training on goals and expectations established by others
- Compliance orientation in practice—implementation to maintain the status quo
- Social teaming and fragmented job responsibilities

TRANSFORMATION TO LEARNING IS THE WORK
- Ownership of professional learning and co-construction of goals for growth and practice improvement
- Reflective, evidence-based, critical-thinking orientation in practice
- Collective responsibility and professional collaboration for continuous improvement

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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

Knowledge Development

Support for Transfer to Practice

Collaborative, Job-Embedded Professional Learning Routines

Reflective Supervisory Dialogue and Feedback
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

- Observe
- Respond
- Reflect

DELIBERATE PRACTICE:
Socially-supportive, organized, and instructionally meaningful teacher-child interactions

OUT-OF-THE-ACTION LESSON PLANNING

- Standards and Goals
- Intentional Planning:
  - Team Teaching and Documentation
  - At each step, reflection, inquiry, and collaboration with colleagues and families
  - Child Data

- Explorations, Interactions and Instructions

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Coherent Instructional Guidance and Supports

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?
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
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

<table>
<thead>
<tr>
<th>Domains and Dimensions</th>
<th>M (T1; n = 4)</th>
<th>M (T2; n = 4)</th>
<th>M (T3; n = 6)</th>
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<tbody>
<tr>
<td><strong>Responsive Care Giving</strong></td>
<td>3.2</td>
<td>5.1</td>
<td>TBD</td>
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<tr>
<td>a. Relational Climate</td>
<td>3.9</td>
<td>5.9</td>
<td>TBD</td>
</tr>
<tr>
<td>b. Teacher Sensitivity</td>
<td>3.7</td>
<td>6.1</td>
<td>TBD</td>
</tr>
<tr>
<td>c. Facilitated Exploration</td>
<td>3.0</td>
<td>4.4</td>
<td>TBD</td>
</tr>
<tr>
<td>d. Early Language Support</td>
<td>2.5</td>
<td>3.9</td>
<td>TBD</td>
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# Teaching Improvements: Teacher-Child Interactions

## Toddler CLASS Assessment

<table>
<thead>
<tr>
<th>Domains and Dimensions</th>
<th>M (T1; n = 12)</th>
<th>M (T2; n = 12)</th>
<th>M (T3; n = 8)</th>
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<tr>
<td><strong>Emotional &amp; Behavioral Support</strong>*</td>
<td>5.1</td>
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<tr>
<td>a. Positive Climate</td>
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<td>6.5</td>
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<tr>
<td>b. Negative Climate</td>
<td>6.5</td>
<td>6.8</td>
<td>7.0</td>
</tr>
<tr>
<td>c. Teacher Sensitivity</td>
<td>5.0</td>
<td>5.6</td>
<td>6.1</td>
</tr>
<tr>
<td>d. Regard for Child Perspectives</td>
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<td>5.6</td>
<td>5.9</td>
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<tr>
<td>e. Behavior Guidance</td>
<td>4.1</td>
<td>5.4</td>
<td>5.8</td>
</tr>
<tr>
<td><strong>Engaged Support for Learning</strong>*</td>
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<td>3.8</td>
<td>3.5</td>
</tr>
<tr>
<td>f. Facilitation of Learn/Dev</td>
<td>3.2</td>
<td>4.6</td>
<td>4.5</td>
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<tr>
<td>g. Quality of Feedback</td>
<td>2.7</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>h. Language Modeling</td>
<td>2.8</td>
<td>3.3</td>
<td>3.1</td>
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## Teaching Improvements: Teacher-Child Interactions

### Pre-K CLASS Assessment

<table>
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<tr>
<th>Domains and Dimensions</th>
<th>M (T1; n = 8)</th>
<th>M (T2; n = 8)</th>
<th>M (T3; n = 3 of 7)</th>
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<td><strong>Emotional Support</strong></td>
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<tr>
<td>c. Teacher Sensitivity</td>
<td>6.9</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>d. Regard for Student Perspectives</td>
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<td>5.4</td>
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<td>5.9</td>
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<tr>
<td>e. Behavior Management</td>
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<td>6.1</td>
<td>5.9</td>
</tr>
<tr>
<td>f. Productivity</td>
<td>4.7</td>
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<td>6.3</td>
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<tr>
<td>g. Instructional Learning Formats</td>
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<td>5.3</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>Instructional Support</strong></td>
<td>3.2</td>
<td>3.5</td>
<td>4.4</td>
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<tr>
<td>h. Concept Development</td>
<td>3.0</td>
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<td>4.1</td>
</tr>
<tr>
<td>i. Quality of Feedback</td>
<td>3.3</td>
<td>3.8</td>
<td>4.4</td>
</tr>
<tr>
<td>j. Language Modeling</td>
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<td>3.5</td>
<td>4.7</td>
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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 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.

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.

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.
A COMPREHENSIVE SUITE OF IMPROVEMENT SUPPORTS

Training
• Trainings cultivate leader knowledge and understanding of the transformational concepts of instructional leadership, job-embedded PD, and organizational conditions necessary for improvement.

Technical Assistance
• TA supports leaders to apply knowledge, change their instructional leadership practice, and embed learning routines for teachers.

Peer Learning
• Leaders engage in peer learning to reflect on what works, examine their practice, and collaborate on improvements with a group of peers.

Turnkey Tools & Resources
• Protocols, templates, guides, and videos model and scaffold effective leadership and teaching practices, ensuring that leaders are fully equipped to systematically and sustainably improve practice over time.

LEAD. LEARN. EXCEL.
Scaling our impact

• A learning year
  o From implementation in Illinois
  o From evaluation data
  o 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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