Welcome to the Bridge Event

State Early Learning Standards: Lessons from Applying Implementation Research

Wednesday, April 24, 2013

3:00–4:30 p.m. ET

Hosted by:

Regional Educational Laboratory Northeast and Islands (REL-NEI)
Center on Enhancing Early Learning Outcomes (CEELO)

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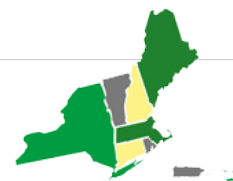
Agenda

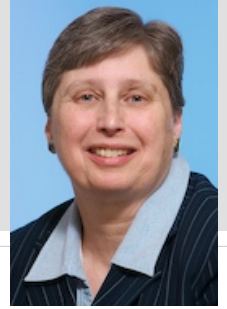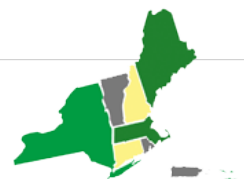|	
Welcome and Overview of REL-NEI & CEELO	Jackie Bourassa, Early Childhood Education Research Alliance Facilitator, REL-NEI Jana Martella, Co-Director, CEELO
Setting the Stage for Implementation: National Trends and Issues for Consideration	Dr. Catherine Scott-Little, University of North Carolina at Greensboro
Q&A	Jana Martella
Best Practices Related to Implementing Statewide Initiatives	Melissa Van Dyke, National Implementation Research Network (NIRN)
Q&A	Jana Martella
Implementing Early Learning and Development Standards: Building on Success and Broadening Outreach in Connecticut	Harriet Feldlaufer and Michelle Levy, Connecticut Department of Education
Q&A and Synthesis	Jana Martella
Wrap-Up and Next Steps	Jackie Bourassa

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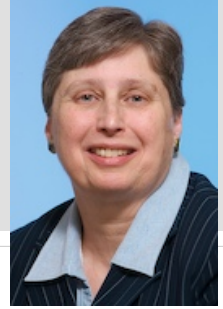Center on Enhancing Early Learning Outcomes
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Bridge Event Goals

1. Describe the research base and activities states are undertaking to implement early learning standards;

2. Describe the best practices around implementation;

3. Provide a state-level perspective on revising and implementing statewide early learning standards that includes the success and challenges of statewide implementation; and

4. Receive and respond to participant questions.

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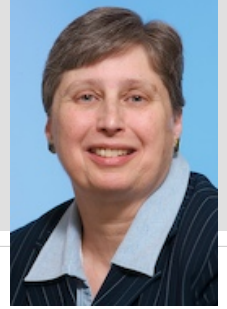Center on Enhancing
Early Learning Outcomes
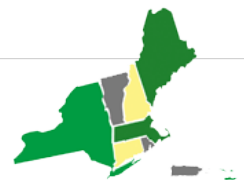www.ceelo.org

Submit Your Questions

- Submit your questions in the chatroom

- Clarifying questions will be directed to the presenter during the presentation

- Substantive questions will be batched for the presenter and raised during Q&A periods
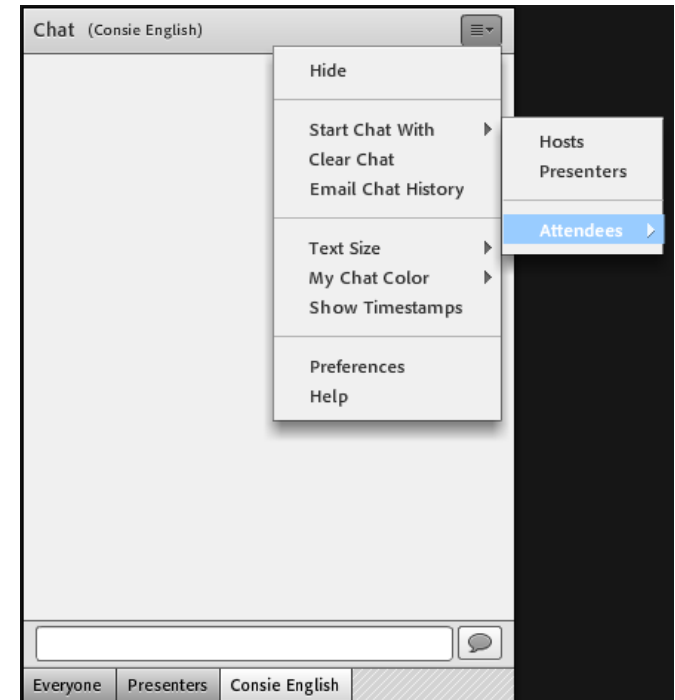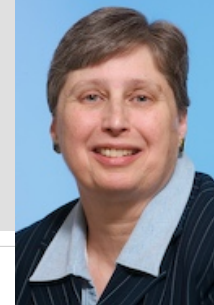
Take the Poll

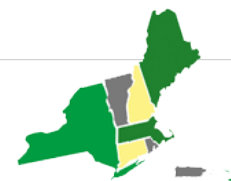- In which state do you work?

- What is your role?

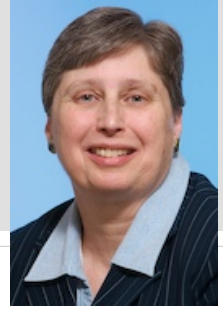# What Is a Regional Educational Laboratory (REL)?

- Network of 10 RELs across the country

- Funded by USED Institute of Education Sciences from 2012 to 2017

- Helping states and districts use research and data to inform policy and practice with the goal of improving student outcomes

- REL Northeast and Islands serves New England, New York, Puerto Rico, and the U.S. Virgin Islands

The Regional Educational Laboratories

les.ed.gov/ncee/edlabs

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Eight REL-NEI Research Alliances

- **Early Childhood Education Research Alliance**
- English Language Learners Alliance
- Northeast College and Career Readiness Research Alliance
- Northeast Educator Effectiveness Research Alliance
- Northeast Rural Districts Research Alliance
- Puerto Rico Research Alliance for Dropout Prevention
- Urban School Improvement Alliance
- US Virgin Islands College and Career Readiness Research Alliance

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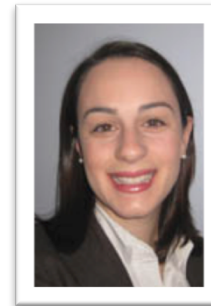Center on Enhancing Early Learning Outcomes
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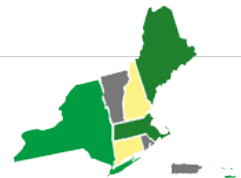
About the Early Childhood Education Research Alliance

Goal: ECEA is bringing together the region's early childhood stakeholders in the united pursuit of improving early childhood programming and children's outcomes through research- and evidence-based practices. The alliance has co-created a research agenda that focuses on standards, assessment, and practice in early childhood education.
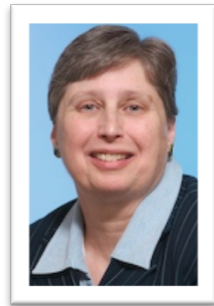
Jacqueline Bourassa
Alliance Facilitator

Kyle DeMeo Cook
Alliance Researcher

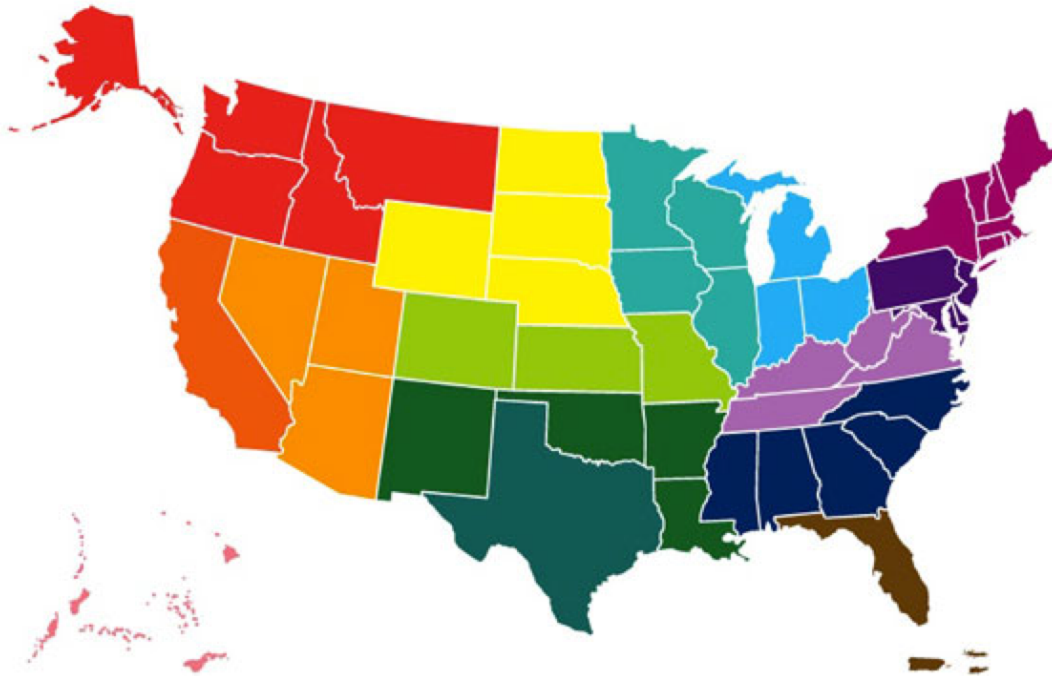# About the Center on Enhancing Early Learning Outcomes

Our Mission

One of 22 Comprehensive Centers funded by the U.S. Department of Education's Office of Elementary and Secondary Education, the Center on Enhancing Early Learning Outcomes (CEELO) will strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes. CEELO will work in partnership with SEAs, state and local early childhood leaders, and other federal and national technical assistance (TA) providers to promote innovation and accountability.

Goals

- Based on the priorities established by the U.S. Department of Education, CEELO staff, partners, and experts will work with SEAs and other decision-makers to achieve the following goals:
- Improve states' knowledge about and use of early childhood comprehensive assessment systems
- Enhance the use of assessment data and other information to improve program quality
- Increase the knowledge and skills of the early learning workforce
- Strengthen the alignment of birth through 3rd grade educational policies and systems
- Increase the coordination of resources and policies across statewide systems

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# About the Comprehensive Centers

The Comprehensive Centers Program is authorized by Title II of the Educational Technical Assistance Act of 2002. The Centers provide technical assistance to State educational agencies (SEAs) that builds their capacity to:

1. Support local educational agencies (LEAs or districts) and schools, especially low-performing districts and schools;
2. Improve educational outcomes for all students;
3. Close achievement gaps; and
4. Improve the quality of instruction.

The Comprehensive Centers are five-year discretionary grants that operate under cooperative agreements. Fifteen Centers are regionally-based and seven provide expertise and services in specific, high-priority areas.
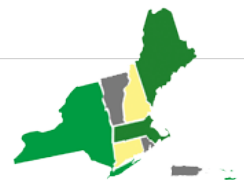
Today's Featured Speakers
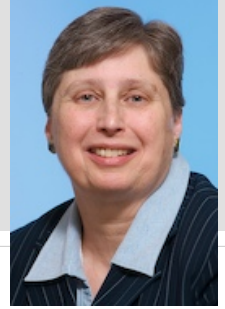
Dr. Catherine Scott-Little
UNC Greensboro

Harriet Feldlaufer
CT DOE

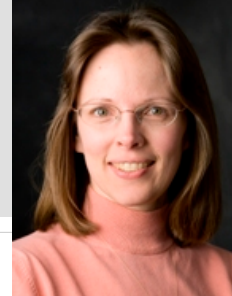**Melissa Van Dyke**
NIRN

Michelle Levy
CT DOE

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Featured Presentation 1

## "Setting the Stage for Implementation: National Trends And Issues for Consideration"

Dr. Catherine Scott-Little

Human Development and Family Studies

University of North Carolina at Greensboro

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Status of State Early Learning Standards

- States and territories with ELS documents
  - Preschool: all states; Washington, DC; and at least 4 territories (as of 9/12)
  - Infant/toddler: well over half of the states; Washington, DC; and at least 3 territories (as of 1/11)
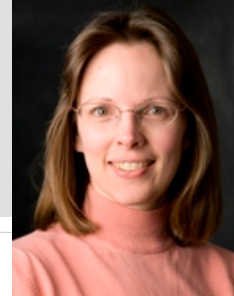- Revision process is underway or near completion in many states
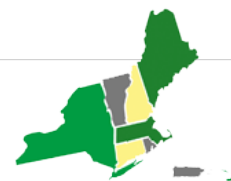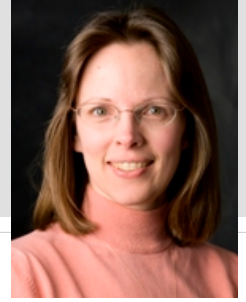
Take the Poll
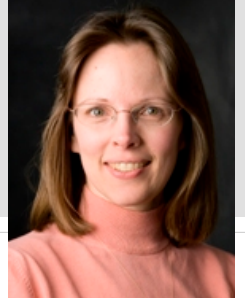
- What is the status of your state's preschool/pre-K early learning standards?

# Increasing Focus on Implementation of Early Learning Standards

- A decade of experience with ELS
  - In 2002, the most common implementation strategy was to send out a mass mailing, post the document on the web, and "hope" that programs use them.
  - In 2012, states were using more sophisticated dissemination strategies, providing more intense professional development, and working to embed ELS into early childhood systems.

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Setting the Stage for Successful Implementation
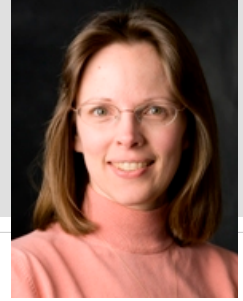
I. High-quality ELS documents

II. Content alignment

III. Embedding ELS in early childhood systems

IV. Professional development

I. High-Quality ELS Documents
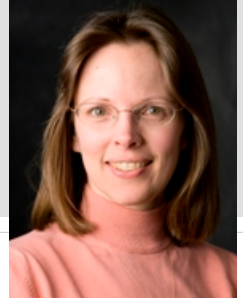
- High-quality ELS documents are essential for successful implementation:
  - Based on research that documents what skills and knowledge are appropriate and developmentally significant for the specified age
  - Sensitive to the cultural and linguistic characteristics of the children they will be used with
 - Aligned with other systems and required documents

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Examples for ELS Content

- California: Use of research
  - California Infant/ Toddler Early Learning and Development Foundations
  - California Preschool Learning Foundations

- Washington: Attention to culture
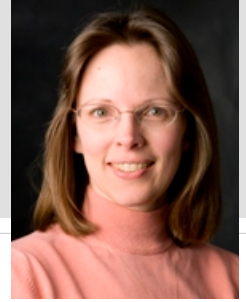 - Washington State Early Learning and Development Guidelines
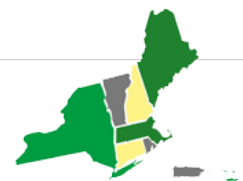
Issues Related to ELS Content
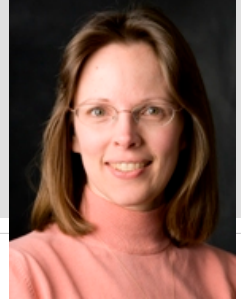
- Limited research for some domains

- Limited experience writing culturally and linguistically sensitive early learning standards

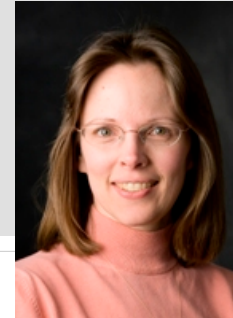- Tension between stakeholder input and guidance from research/experts
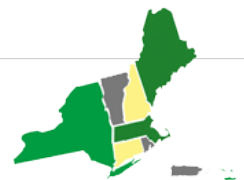
II. Content Alignment

- Types of alignment
  - Horizontal alignment
  - Vertical alignment
- Approaches to evaluating alignment
  - Matrix approach
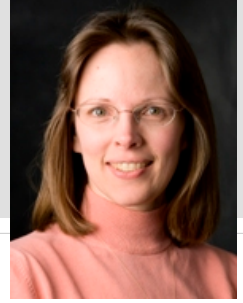 - High complexity approach
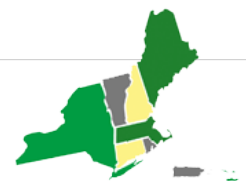
Examples of Content Alignment Analyses

- Matrix approach
  - California: The Alignment of the California Preschool Learning Foundations with Key Early Education Resources

- High Complexity Approach
  - Georgia
  - Massachusetts
  - Pennsylvania
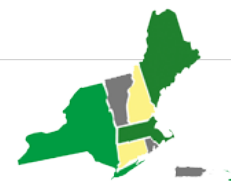
Content Alignment Issues for Consideration

- High-quality alignment is more complex than one-to-one correspondence between items.
  - Documents are structured differently
  - Knowledge of learning trajectories/progressions should guide evaluation of alignment
  - Back-mapping approach to promote alignment can result in poor-quality early learning standards

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III. Embedding ELS in Early Childhood Education Systems
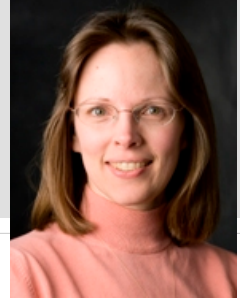
- ELS are a common vision for child outcome goals that are applicable across programs and systems.
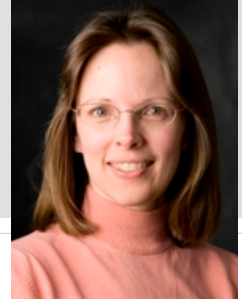
- States are embedding ELS into early childhood systems.
  - Quality Rating and Improvement System (QRIS) and other program standards
    - Environment
    - Training on ELS
    - Aligned curricula and/or assessments
    - Specific practices to promote children's learning (including lesson plans)
    - Classroom measures
  - Professional competencies and teacher licensure requirements
    - Knowledge of ELS
    - Practices that promote children's learning

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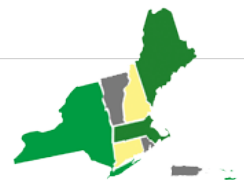
Examples for Embedding ELS in ECE Systems

- QRIS
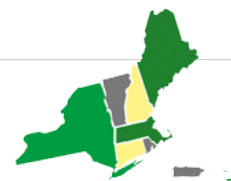 - Aligned curricula and assessments: Minnesota Parent Aware
  - Environment and specific teaching practices: Indiana Paths to Quality
  - Lesson plans: Maryland EXCELS
  - Use of child assessments to guide planning: Ohio Step Up To Quality

- Early Educator Professional Competencies
  - North Carolina Early Childhood Credential
  - Virginia Competencies for Early Childhood Professionals
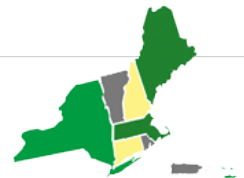
Issues Around Embedding ELS in ECE Systems

- Development and implementation is spread across multiple agencies and programs that are constantly changing

- Moving beyond "have them on the shelf" requirements

- Monitoring/accountability for use of ELS

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IV. Professional Development
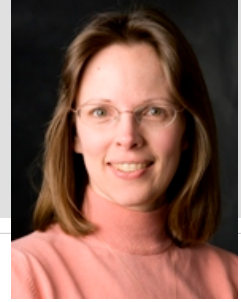
- Type of professional development
  - Pre-service
  - In-service
- "Level" of content
  - Awareness
  - Utilization
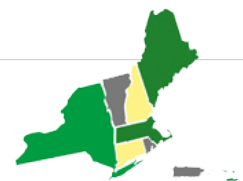
Examples of Professional Development Initiatives

- Pre-service
  - Maine Early Childhood Higher Education Committee
  - South Carolina support for IHE faculty

- In-service
  - California Infant/ Toddler Learning and Development Foundations DVDs
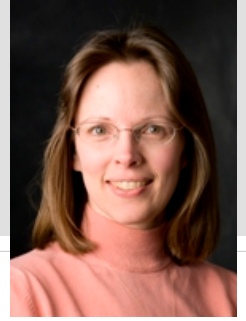 - Kentucky train-the-trainer model and tools to support use of standards
  - Rhode Island levels of training and other support materials

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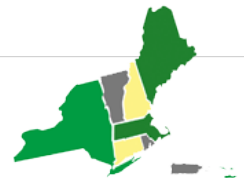
Issues Related to Professional Development
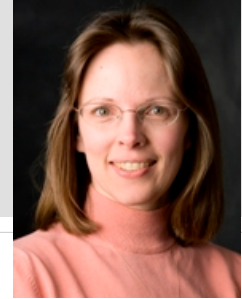
- Practice-level issues
  - Level of knowledge and skill needed to implement ELS successfully
    - Child development
    - Early learning standards
    - Curriculum and assessment
    - Intentional teaching practices
  - Implementing ELS effectively with diverse children
- Issues related to providing professional development
  - Infusion of ELS content into institutions of higher education
  - Coordinated and intentional approach across professional development providers
  - Cross-sector approach that targets all service providers

Conclusions
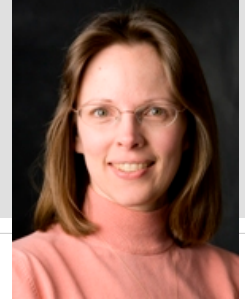
- Potential benefits of early learning standards
  - Provide shared goals that are a framework to bring together the fragmented services and programs
  - Promote recognition of the early childhood field as professional education system
- Implementation of ELS is complex
  - States differ in their political context, culture, size and nature of early childhood programs.
  - Each state should take time to develop and evaluate each of the components of their own system, their own ELS, and their own quality-improvement efforts.
  - The process of developing an aligned and coordinated system to support implementation is important.
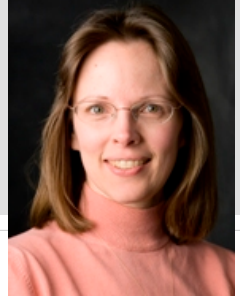
More Information
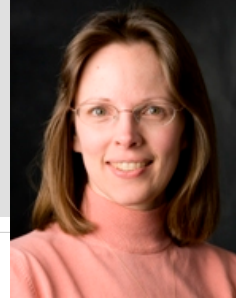
- Websites for state examples: see session handout

- Additional considerations and recommendations for writing, revising, and implementing ELS:

  http://earlylearningguidelines-standards.org/

References and Readings

- Scott-Little, C., Cassidy, D. J., Lower, J., & Ellen, S. (2010). "Early learning standards and program quality-improvements initiatives: A systemic approach to supporting children's learning and development." In P. W. Wesley & V. Buysse (Eds).
  The Quest for Quality: Promising Innovations for Early Childhood Programs. Baltimore, MD: Brookes Publishing.

- Smith, S. Robbins, T., Stagman, S., & Kreader, J. L. (2012). "Practices for promoting young children's learning in QRIS standards." Columbia University: National Center for Children in Poverty.
  www.nccp.org/publications/pdf/text_1070.pdf

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Questions & Comments

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"Best Practices Related to Implementing Statewide Initiatives"

National Implementation Research Network

Melissa Van Dyke, LCSW

Implementation Specialist

National Implementation Research Network

University of North Carolina, Chapel Hill

Research to Practice Gap
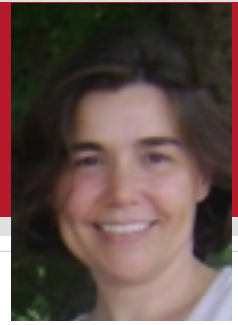
➢ **Implementation Gap**

    ➢ **What is adopted is not used with <u>fidelity</u> and good outcomes**

    ➢ **What is used with fidelity is not <u>sustained</u> for a useful period of time**

    ➢ **What is used with fidelity is not used on a <u>scale</u> sufficient to impact social problems**

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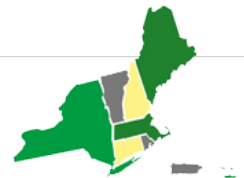
Insufficient Methods
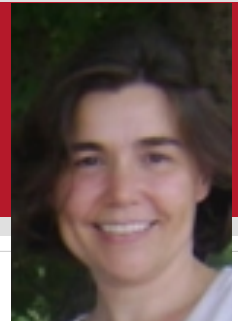
Experimental Data Show These Methods, When Used Alone, <u>Are Insufficient</u>:
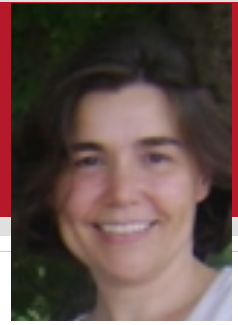
- **Implementation by <u>laws/mandates/regulations</u>**
- **Implementation by providing funding or incentives**
- **Implementation <u>without changing</u> supporting roles**
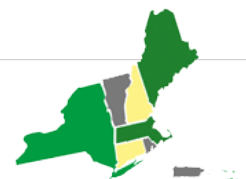- **<u>Diffusion/dissemination</u> of information**
- **<u>Training</u> alone, no matter how well done**

<u>Data: 5% to 15% Realize Intended Outcomes</u>

Fixsen, Naoom, Blase, Friedman, Wallace, 2005

nirn National Implementation Research Network

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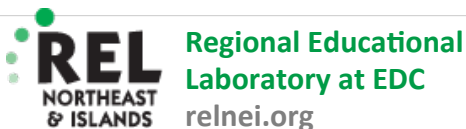
Training and Coaching

OUTCOMES

% of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom

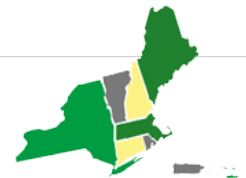| TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
…+ Practice & Feedback in Training	60%	60%	5%
…+ Coaching in Classroom	95%	95%	**95%**

Joyce and Showers, 2002

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Formula for Success

| Usable, Effective Practices | ✖ | Effective Implementation Methods | ✖ | Enabling Contexts |

= Socially Significant Outcomes

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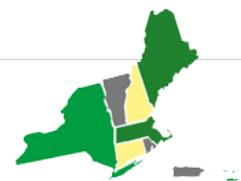
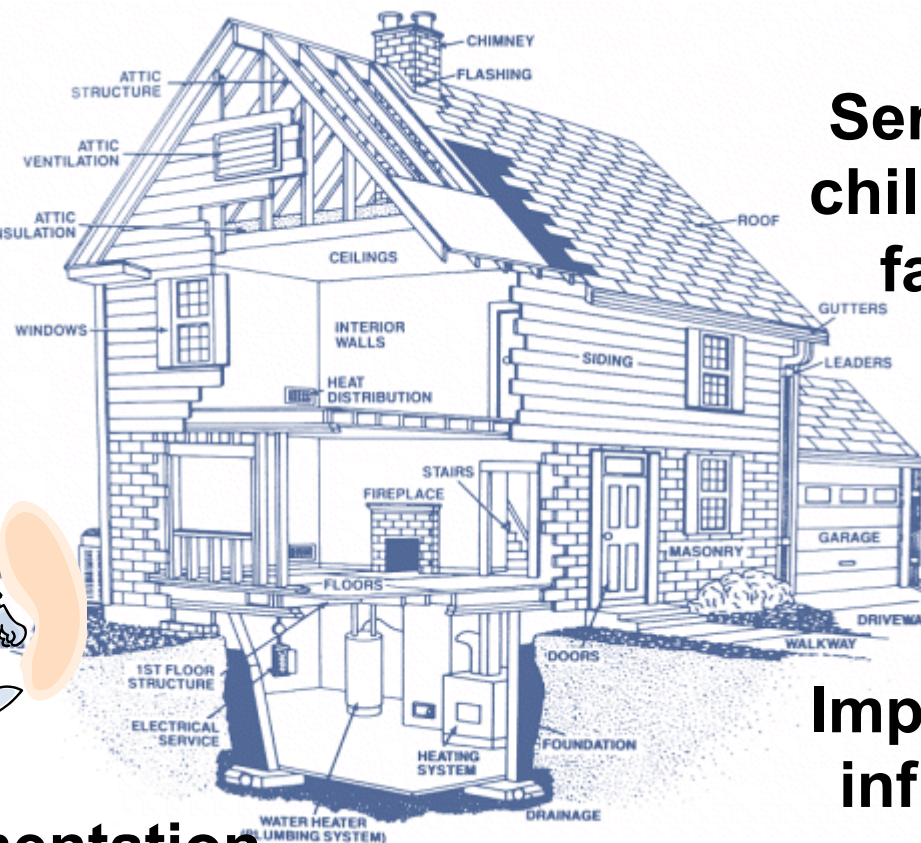# How does active implementation get us to where we want to be?

Implementation planning

Services to children and families
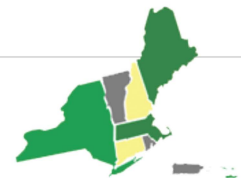
Implementation infrastructure

Implementation teams
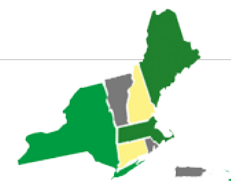
Implementation Gone Wrong

Active Implementation Frameworks

- ## The "What"
  - The effective interventions and approaches that will improve outcomes for children

- ## The "How"
  - Present "**stage-related**" work necessary for successful change
  - Present **Implementation Drivers** that result in competence and sustainability
  - Explore "**improvement cycles**" and how to use them at a number of levels

- ## The "Who"
  - Discuss the **roles and responsibilities** of program developers, purveyors and implementation teams
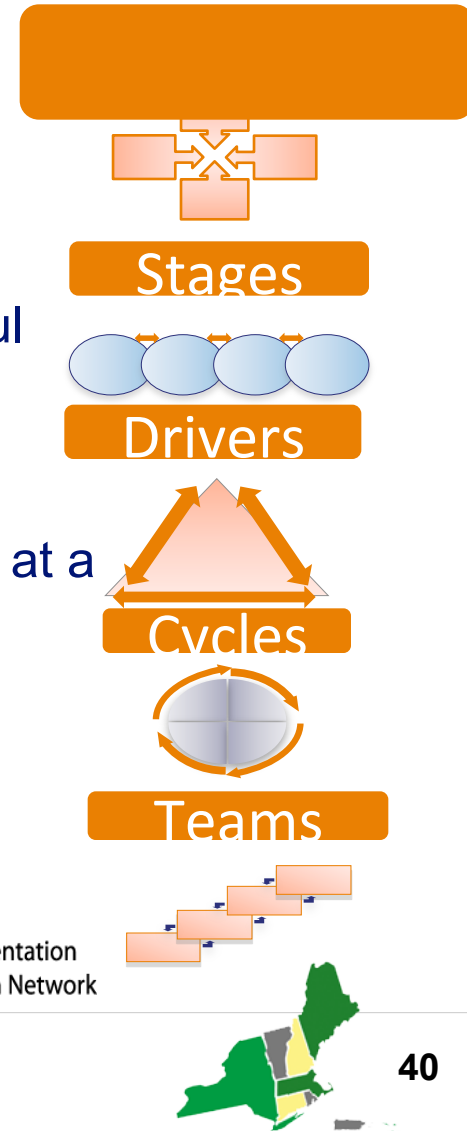
©Copyright Dean Fixsen and Karen Blase

Stages

Drivers

Cycles

Teams

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Summary

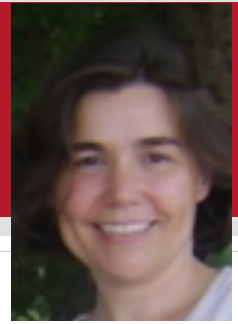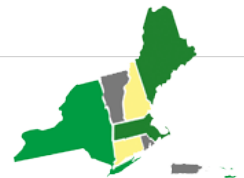*Improving Outcomes through the Active Use of Effective Implementation Strategies:*

- Purposeful selection of a usable, effective, and feasible practice
- Conceptualize a change process **so that** effective interventions for the population of concern can become embedded and sustained in socially complex settings
  - stage-matched activities to guide the process
  - "implementation drivers" to build the infrastructure
- Improvement processes are critical
  - the work is never done because the environment is in motion
- Invest in the development of organized, "expert" implementation support

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Take the Poll
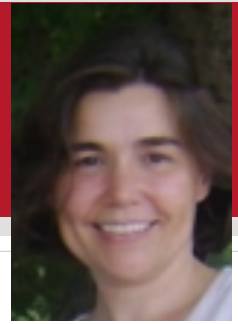
What are specific challenges your state/LEA or program has experienced in implementing early learning standards?

Learn More

August 19-21, 2013
Washington Hilton,
Washington, DC

http://globalimplementation.org/gic

*Implementation
Research:
A Synthesis of
the Literature*

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. &
Wallace, F. (2005). *Implementation Research: A Synthesis
of the Literature*. Tampa, FL: University of South Florida,
Louis de la Parte Florida Mental Health Institute, The
National Implementation Research Network (FMHI
Publication #231).

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Questions & Comments

Featured Presentation 3

"Implementing Early Learning and Development Standards in Connecticut: Building on Success and Broadening Outreach"

Harriet Feldlaufer

Michelle Levy

Connecticut State Department of Education

ALL Children
in ALL settings
EVERY year!

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Cross-Sector Implementation

Families

Community Programs

Consultants

Common Language on Promoting Child Growth and Development

Pediatricians

Public Schools

Home Visitors

Home care providers

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Reaching Teachers

- A training and coaching hybrid designed to help teachers understand and use learning standards and assessment to inform curriculum and individualize instruction

- Work with higher education to integrate content into coursework

Success: Teacher Self-Assessment

Chart comparing Pre Self-Assessment (blue) and Post Self-Assessment (red) across categories: Planning, Implementation, Observation and Documentation, Assessing, Mental Model/Intentionality.

1= Not at all   4=All the Time
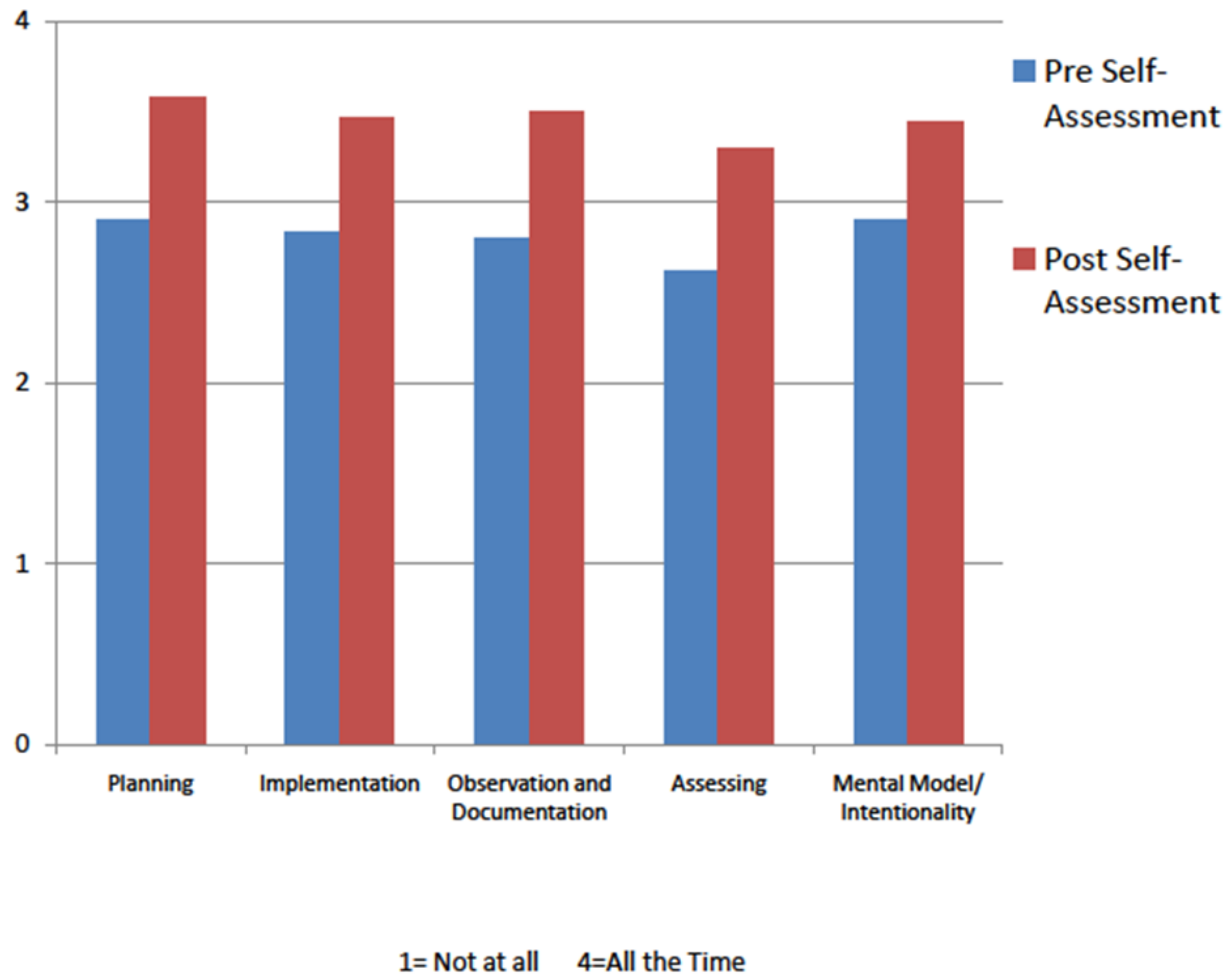
Success: Coach's Observation
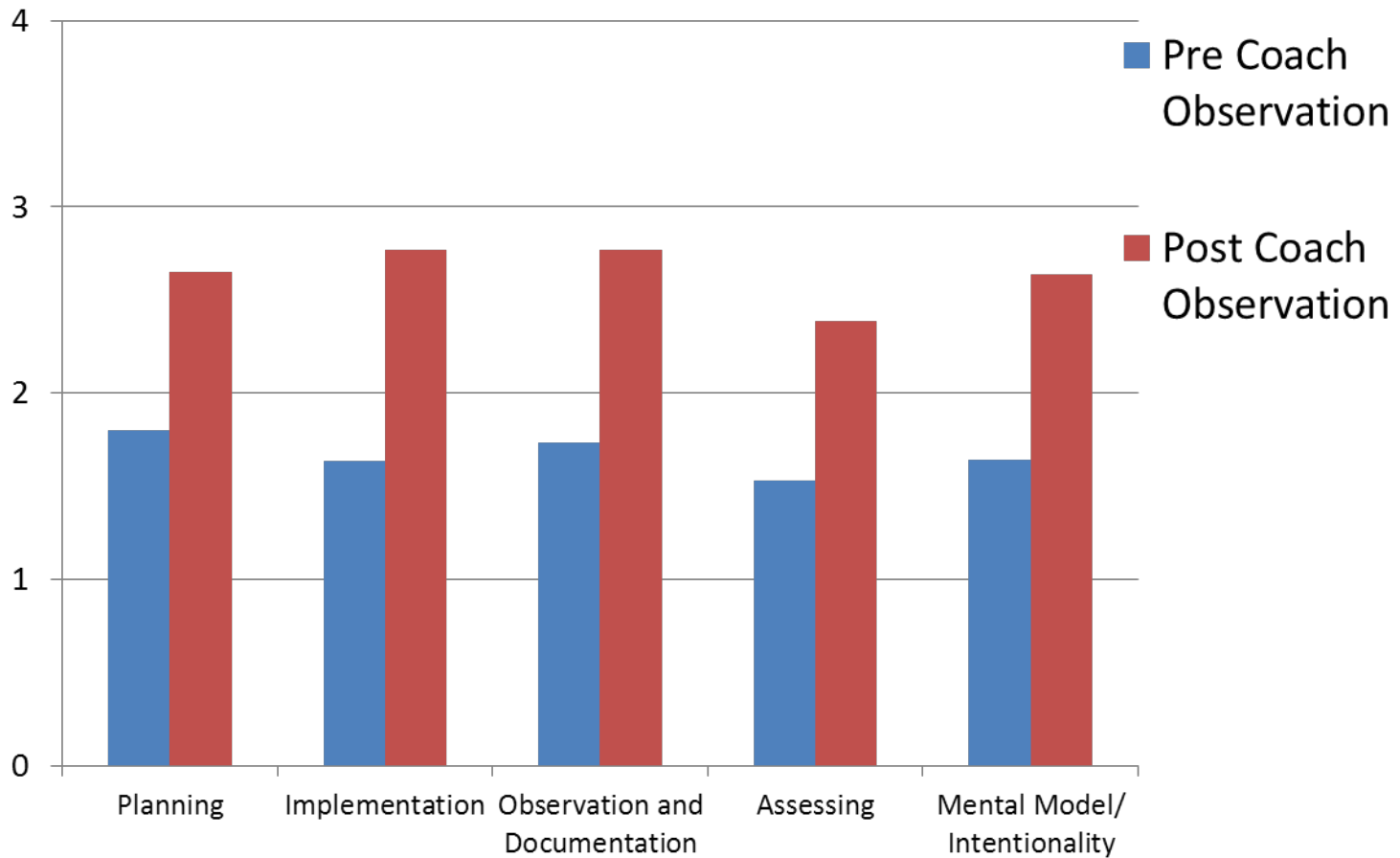
Connecticut Infant and Toddler Guidelines Training and Support

➢ Professional development to support curriculum planning

➢ Technical assistance and support for creating appropriate settings for infants and toddler development

➢ Communicate with families
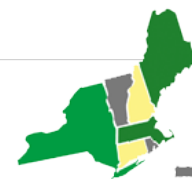
Success: Broadening Implementation

- **Fall 2009**
  - 1.5-hour training with 2 hours of coaching for 441 caregivers

- **Winter 2010 to Fall 2011**
  - Training for 76 consultants and 716 center-based teachers

  - Training for 363 home care providers, 60% of whom also received on-site consultation

  - Translated guidelines into Spanish

Cross-Sector Pre-Implementation Research

- Focus groups
  - Families
  - Home care providers
  - Head Start
  - Early intervention and special education
  - Community groups
- Survey (English and Spanish)

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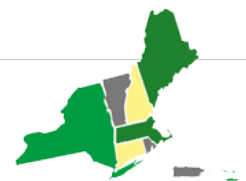
Paving the Way with PD

- Continue to promote use of the cycle of intentional teaching

- Transition guidance for programs already using standards

- Context for using standards for new audiences

- Sneak peek
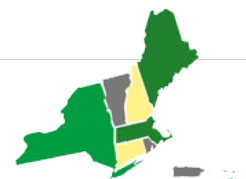
Features That Promote Cross-Sector Implementation

- Birth to age 5

- Ties to Head Start Framework and Common Core State Standards

- Developmental domains that branch out into content areas addressed in K–3

- Plans for creating Social and Emotional, Logic and Reasoning, and Approaches to Learning standards for K–3

- Reviewed for cultural relevancy and appropriateness for use with DLL and special needs populations

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Connecticut's Birth to Five Early Learning and Development Domains with Alignment to K-3 Standards

0-3
3-5
K-3
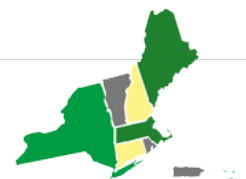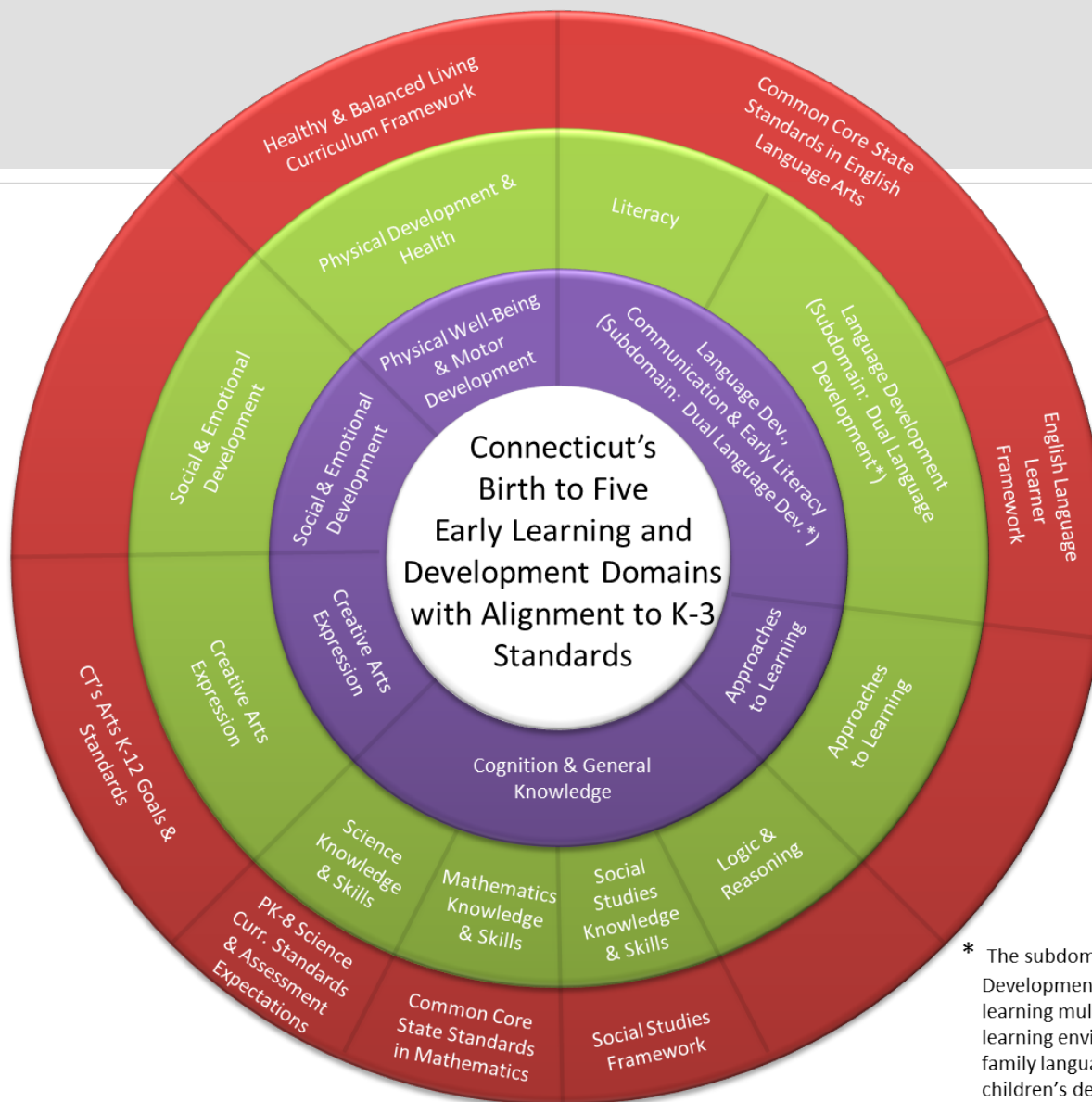
* The subdomain of Dual Language Development applies only to children learning multiple languages. Early learning environments must respect family language preferences and honor children's development in their primary language.

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Integrating into Higher Education

Core Knowledge and Competency Frameworks will integrate

- – knowledge about domains and content areas addressed by the standards
- – the use of standards and assessment

Next Steps in Promoting Implementation

- **Validate Standards:** Research and expert input to ensure quality and promote buy-in
  - NAEYC Content Validation Study
  - Age validation?

- **Develop Supporting Documents:**
  - Guidance on supporting child growth and development
  - Assessment System
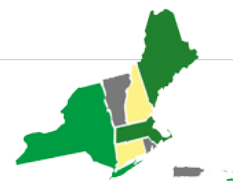
Challenges and Considerations

- Meeting the needs of a diverse audience

- No dedicated funding for professional development

- No magic bullet

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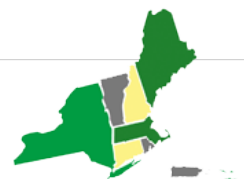
Contact Us

www.ctearlylearning.org
Early Learning Standards
Workgroup

Harriet Feldlaufer
harriet.feldlaufer@ct.gov
Michelle Levy
michelle.levy@ct.gov

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Questions & Comments

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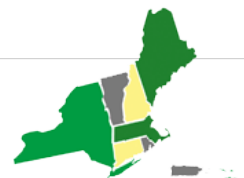Center on Enhancing Early Learning Outcomes
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Synthesis

- We have come along way in a decade:
  - Developing processes for early learning standards
  - Improving alignment strategies
  - Anchoring comprehensive early childhood systems to ELS
  - Imbedding ELS in professional development systems

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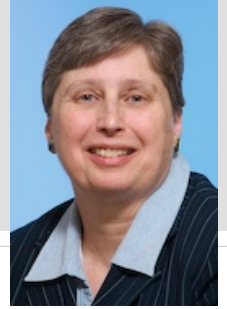Center on Enhancing Early Learning Outcomes
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Synthesis

- Sound implementation practices will allow states to:
  - Attain positive outcomes by sticking to the evidence and plan
  - Sustain those outcomes for the long term
  - Take their systems to scale

- States continue to drive the lessons home
  - Shared definitions and sound evidence
  - Purposeful planning and implementation
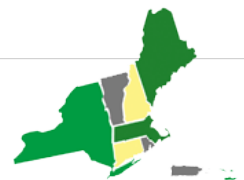 - Continuous improvement cycles

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Take the Participant Survey!

The U.S. Department of Education and REL Northeast and Islands want your feedback about today's Bridge Event.

http://www.surveymonkey.com/s/ECERA04242013

Thank You!

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www.relnei.org

CEELO Moderator:
Jana Martella
jmartella@edc.org
http://ceelo.org/

Visit the relnei.org Events Archive for a webinar archive, summary, and answers to any questions we couldn't respond to today.

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