Designing and Implementing Effective Early Childhood Development Systems

Structure, Process and Outcome Features for Current and Future Well-Being and Happiness

Dr. Ellen Frede
Senior Co-director
efrede@nieer.org
Topics

- A developmental model for building effective ECD systems
- Overview: Critical components of effective ECD systems
- Deeper look at systems to support program practices
  - Curriculum
  - Assessment
  - Professional development
  - Continuous improvement system
Developmental Model for Building Effective ECD Systems

• ENABLING ENVIRONMENT
  Creates the conditions for development of effective programs

• RIGOROUS PROGRAM POLICIES

• COHERENT PROGRAM PRACTICES
  Informed by a continuous improvement system

• EXEMPLAR PROGRAMS
  Produce lasting outcomes

Minervino, J (2014)
https://docs.gatesfoundation.org/documents/lessons%20from%20research%20and%20the%20classroom_September%202014.pdf
Critical components of ECD systems

• Enabling environment
  ✓ Political and public will
  ✓ Strong governmental leadership and infrastructure

• Rigorous program policies and standards
  ✓ Skillful teachers and practitioners
  ✓ Supportive, knowledgeable site-level leaders
  ✓ Strong dosage

• Coherent program practices
  ✓ An integrated system of curriculum, pedagogy, assessment and personalized professional development
  ✓ Continuous improvement system

European Commission [https://www.earlychildhoodworkforce.org/node/214](https://www.earlychildhoodworkforce.org/node/214)
An integrated system of curriculum, pedagogy, assessment and professional development

Form an advisory council of key stakeholders and thought leaders:

• Set development and learning goals
• Adopt or develop a proven, content-rich curriculum designed to meet the learning goals
• Implement with fidelity
• Use an on-going child assessment system aligned with the curriculum to inform teaching and communicate with parents
• Support planned and intentional teaching through comprehensive, connected workshops and individual reflective coaching
• Provide extra supports for special populations
Self-Assessment Rubrics
Coaching
Differentiated, comprehensive PD
Professional learning communities

Integrated, scaffolded curriculum
Aligned, focused assessment

Teacher-child interactions
Parent engagement

Children’s well-being and happiness

Professional Development Supports
Classroom Supports for Teachers
Direct Interventions
The Goal
Curriculum Decision-making Framework*

- Theoretical orientation/coherence
- Comprehensive/integrated domains of learning
- Methods for differentiated instruction
- Coherent assessment system
- Research base
- Professional development model
- Specific materials and space
- Related services

* Frede & Ackerman (2007)
http://nieer.org/policy-issue/policy-brief-preschool-curriculum-decision-making-dimensions-to-consider
Types of child assessment to include in a system of quality

- Screening - to identify children who should be referred for diagnostic testing
- Diagnostic - to diagnose a disability
- Formative, on-going assessment - to document child progress and inform teaching
- Program evaluation – to identify areas for improvement and to inform stakeholders of program effects
Criteria for Selecting Formative Assessment Systems

- The results are meaningful to decision-makers, teachers, parents
- Administration is focused and manageable
- The learning outcomes:
  - Are consistent with early learning goals
  - Can be easily observed and measured by the teacher
  - Develop on a continuum in a clear sequence
  - Are critical to present and future learning
- The system is research derived and validated for your context
If we get these components right:

- Pre-service Preparation
- In-service Training
- Comparable Compensation
- Working Conditions

It enables:

- Improved Recruitment
- Positive Teaching Environment
- Ongoing Professional Growth
- Continuous Improvement
- Increased Retention

Which lead to:

- Beneficial outcomes for children that last
Personalized professional development system

• Comprehensive and connected in-service designed to enhance curriculum implementation and informed by child and teacher data

• Substantive coaching cycle based on individualized professional development plans informed by child and classroom data

• Professional learning communities to support reflection among teachers and leaders
Continuous improvement system: Data-driven decision making at every level

- Child & family
- Teacher/home visitor
- Site/center, school
- Regional
- National

Collect data

Analyze & plan

Implement
<table>
<thead>
<tr>
<th>Standards</th>
<th>Data: Monitoring for Progress</th>
<th>Improvements/Support</th>
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<tbody>
<tr>
<td>Early learning standards</td>
<td>-Formative child assessment</td>
<td>-Strong curriculum</td>
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<td></td>
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<td>-Professional development workshops</td>
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<tr>
<td>Instruction criteria</td>
<td>-Aggregated child data</td>
<td>-Reflective coaching</td>
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<tr>
<td>Program Policies</td>
<td>-Aggregated child and classroom data</td>
<td>-Professional learning communities</td>
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<td></td>
<td>-Systematic classroom quality observations that change as program matures</td>
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<tr>
<td>Program Policies</td>
<td>-Program self assessment &amp; validation rubric</td>
<td>-Coaching seminars with credential</td>
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<tr>
<td>Governing body expectations</td>
<td>-Program evaluation using rigorous design and sampling methods</td>
<td>-Educational leadership seminars</td>
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<td>-Regular technical assistant visits</td>
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Assessment of Classroom Quality

• Curriculum implementation fidelity measures
• Structured observation – e.g. Environment Rating Scales (ECERS-3, ECERS-E), Classroom Assessment Scoring System (CLASS)
• Teacher self assessment rubrics
What is a teacher self-assessment rubric?

A criterion-referenced tool that articulates specific expectations for being a successful teacher.

- To provide teachers with a developmental path to achieve mastery
- To promote teacher self-reflection and ability to identify strengths and areas for improvement
- Validated in conversations with the coach and used to inform coaching
- Aggregated to inform professional development workshops
Assessment of Preschool Program Standards

• Administrative and fiscal practices
• Curriculum implementation
• Support for Dual Language Learners
• Support for inclusion of children with disabilities
• Staff qualifications and professional development
• Comprehensive services/parent involvement
• Communication and articulation 0-8
• Community collaboration
• Program evaluation
Program Self-Assessment and Validation System (SAVS)

- A criterion-referenced tool that articulates specific expectations for meeting the program standards
- At the program level, representatives of all key constituencies (e.g. administrators, coaches, teachers, parents, community partners):
  - Review the items on the SAVS
  - Gather evidence to inform scoring
  - Review the evidence and score
- A team made up of one representative from the governing body and one peer agency validate the scores with the local team by reviewing the relevant evidence
- The local team develops an improvement plan with assistance from the governing agency

https://www.nj.gov/education/ece/savs/
Change in SAVS Scores Over First Year

Number of Cities

Total Mean SAVS Scores

- 1.5-1.9: 10%
- 2.0-2.4: 50%
- 2.5-3.0: 63%

- 10%
- 37%
- 40%
Selected References