Early Learning Leadership Academy
Session One
October 23, 2019

Karen Twain, Ericka Guynes, and Kate Barker
Let’s take a moment to connect

1) Let everyone know: Name and role

2) What emoji have you used most when texting/emailing this summer?
Objectives

- Incorporating Early Learning: Becoming an early learning Principal/Leader
- Understanding the Early Ed Essentials: How to use components and put together a plan with your team
- Connecting with key partnerships and resources
Differences between “Birth to Five” and “Kindergarten to 12”

**Funding source is different:**
- Birth to Five = Early Childhood: Mix of federal/state funding, but mostly parent out-of-pocket
- K-12: School system funded by state government

**Societal perception of what happens there:**
- Birth to Five = Early Childhood: Child care and babysitting
- K-12: Schooling and education

**Societal perception of the role of learning:**
- Birth to Five = Early Childhood: Preparation for learning
- K-12: Real learning

**Differing beliefs of “good practice:”**
- Birth to Five = Early Childhood: Whole-child development
- K-12: Academic rigor
Why is there a division?

The division between birth to five and K-12 is not based on how young children develop and learn.
A shift toward “P-5” education seeks to unite the “best” of early childhood with the “best” of elementary (and special education)

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
<th>Elementary Education</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developmentally Appropriate Practice</td>
<td>• Professional Development</td>
<td>• Unique Needs of Children</td>
</tr>
<tr>
<td>• Family Engagement</td>
<td>• Content Knowledge</td>
<td>• Multi-age groupings</td>
</tr>
<tr>
<td>• Attention to culture and language</td>
<td>• Progress Monitoring</td>
<td>• Multi-year relationships</td>
</tr>
<tr>
<td>• Focus on quality</td>
<td>• Grade Level collaboration-PLC’s</td>
<td></td>
</tr>
<tr>
<td>• Supportive learning environments</td>
<td>• Pay Equity</td>
<td></td>
</tr>
</tbody>
</table>

Resources on Developmentally Appropriate Practice (DAP)

Developmentally Appropriate Practice in Early Childhood Programs is a text published by National Association for Education of Young Children (their best-selling book). A new edition is currently in the publishing process.

Defined by making instructional decisions based on knowledge of child development and child’s background.

Learn more about DAP: https://www.naeyc.org/resources/topics/dap-introduction

DAP is consistent with new research, neural science, on behavioral psychology: https://www.edutopia.org/article/bringing-science-learning-classrooms
(This resource also exemplifies how social and emotional learning is integrated rather than separated from all other learning.)
The Six Early Ed Essentials represent “what works” in high-quality early learning based on valid/reliable large-scale survey data.

Source: The Ounce (2019).
Measures included in six Essentials within *Early Education Essentials*

**ESSENTIALS** | **MEASURES** | **ESSENTIALS** | **MEASURES**
--- | --- | --- | ---
1. Effective Instructional Leaders | • Instructional Leadership*<sup>A</sup> | 4. Ambitious Instruction | • Early Cognitive Development*<sup>*</sup> | • Early Language Development*<sup>*</sup> | • Early Math Development*<sup>*</sup> | • Early Social-Emotional Development*<sup>*</sup> | • Quality of Student Interactions*<sup>*</sup>
2. Collaborative Teachers | • Collective Responsibility*<sup>A</sup> | 5. Involved Families | • Teacher-Parent Trust*<sup>A</sup> | • Parent Involvement | • Teacher Outreach and Collaboration with Parents*<sup>*</sup> | • Parent Influence
3. Supportive Environment | • Teacher Safety*<sup>A</sup> | 6. Parent Voice | • Including Parents as Partners*<sup>P</sup> | • Teacher Communication with Parents*<sup>P</sup> | • Program Orientation towards Early Education*<sup>P</sup> | • Parent Influence on the Program*<sup>P</sup>

**Note:** * New Early Ed measure (not on K-12).  
<sup>A</sup> Slightly adapted from K-12 measure.  
<sup>P</sup> Parent survey measure.
<table>
<thead>
<tr>
<th>At ECE Sites with High Essential Support Scores</th>
<th>At ECE Sites with Low Essential Support Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Staff held common understandings of their goals as an ECE program that were guided by their leader’s strong, purpose-driven vision rooted in child developmental science and developmentally-differentiated practice.</td>
<td><strong>1.</strong> Staff articulated that their primary aim was making sure they complied with the myriad of program regulations consuming the focus of their leaders, including that children achieve program-established kindergarten-readiness goals.</td>
</tr>
<tr>
<td><strong>2.</strong> Leaders built emotionally-encouraging relationships with staff, set up structures that protected time for cross-classroom collaboration, and used these relationships and routine discussions of practice to build a unity of purpose.</td>
<td><strong>2.</strong> There was an absence of leadership practices and organizational structures that advanced a pedagogical vision, coherently guided instruction, or allowed staff time to focus together on the work of teaching and learning.</td>
</tr>
<tr>
<td><strong>3.</strong> Leaders, teachers, and staff emphasized the importance of children’s social-emotional learning as the foundation for all learning. All staff worked diligently to create supportive learning environments for children and their families.</td>
<td><strong>3.</strong> Leaders, teachers, and staff emphasized rote learning as the key strategy for preparing children for kindergarten. Staff described how children’s lack of self-regulation was a barrier to their teaching and children’s learning.</td>
</tr>
<tr>
<td><strong>4.</strong> Leaders, teachers, and staff believed that partnerships with families were critical for effective teaching and children’s success, including the input of families on high-level instructional decisions.</td>
<td><strong>4.</strong> Leaders and teachers believed that family involvement in the program was not critical to teaching and learning. A subset of teachers believed families caused children’s difficulties adjusting to the classroom.</td>
</tr>
<tr>
<td><strong>5.</strong> Interactions and conversations among staff, and between staff and parents, were frequent, warm, and focused on offering one another encouragement around endeavors—both professional and personal.</td>
<td><strong>5.</strong> Teachers and staff kept to individual classrooms, interacting minimally with one another and families in the common areas and through brief, perfunctory exchanges.</td>
</tr>
<tr>
<td>WHEN ESSENTIAL IS STRONG</td>
<td>WHEN ESSENTIAL IS WEAK</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Leaders communicate a vision that is purpose driven and rooted in developmental</td>
<td>1. Leaders communicate a vision that is compliance driven to the myriad program</td>
</tr>
<tr>
<td>2. Leaders establish a small number of actionable goals tied to program standards</td>
<td>standards and funder requirements.</td>
</tr>
<tr>
<td>3. Leaders create a warm and professional work environment, expecting staff to focus</td>
<td>2. Leaders pass along written program guidance they receive with the expectation that</td>
</tr>
<tr>
<td>4. Leaders help staff connect to a moral purpose and the reasons they became early</td>
<td>staff will figure out how to change their practice to implement new requirements</td>
</tr>
<tr>
<td>5. Leaders maintain regular communication with staff, sending weekly updates to help</td>
<td>3. Leaders create a rigid work environment, expecting staff to comply in highly</td>
</tr>
<tr>
<td>6. Leaders use a facilitative and relational leadership style to build trust, shared</td>
<td>procedural ways with program standards.</td>
</tr>
<tr>
<td>7. Leaders prioritize their time to provide teachers with guidance on teaching and</td>
<td>4. Leaders make it difficult for staff to prioritize time to focus on practice by</td>
</tr>
<tr>
<td>8. Leaders create a culture and supportive policies to welcome family partnerships,</td>
<td>overloading them with a compliance-driven vision and actions.</td>
</tr>
<tr>
<td>9. Leaders observe classroom practice routinely and provide performance feedback that</td>
<td>5. Leaders communicate only sporadically with staff, as needed to ensure staff</td>
</tr>
<tr>
<td>10. Leaders observe classroom practice sporadically and provide feedback that is</td>
<td>compliance with standards and requirements.</td>
</tr>
<tr>
<td>11. Leaders observe classroom practice frequently and provide feedback that is</td>
<td>6. Leaders use micromanagement and a transactional leadership style to hold</td>
</tr>
<tr>
<td>12. Leaders observe classroom practice frequently and provide feedback that is</td>
<td>individuals accountable for meeting standards.</td>
</tr>
<tr>
<td>13. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>7. Leaders prioritize their time to monitor compliance with funder requirements and</td>
</tr>
<tr>
<td>14. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>respond to teacher requests for assistance by referencing program standards.</td>
</tr>
<tr>
<td>15. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>8. Leaders interact minimally with families and do not expect staff to reach out to</td>
</tr>
<tr>
<td>16. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>families beyond formal family involvement activities that meet minimum program</td>
</tr>
<tr>
<td>17. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>standards.</td>
</tr>
<tr>
<td>18. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>9. Leaders observe classroom practice sporadically and provide feedback that is</td>
</tr>
<tr>
<td>19. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>compliance focused and often deficit based. Nonteaching staff may not receive any</td>
</tr>
<tr>
<td>20. Leaders observe classroom practice occasionally and provide feedback that is</td>
<td>structured feedback.</td>
</tr>
<tr>
<td>WHEN ESSENTIAL IS STRONG</td>
<td>WHEN ESSENTIAL IS WEAK</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>1.</strong> Leaders view collaboration as the key to building professional capacity and achieving their vision.</td>
<td><strong>1.</strong> Leaders do not view collaboration as key to improving children’s outcomes.</td>
</tr>
<tr>
<td><strong>2.</strong> Leaders cultivate a culture of collaboration, model reflective practice, and discuss teaching and learning regularly with staff.</td>
<td><strong>2.</strong> Leaders cultivate a culture of individual accountability, and remind staff verbally and in writing of what constitutes compliant practice.</td>
</tr>
<tr>
<td><strong>3.</strong> Teachers bring up problems of practice, and are committed to raising the performance of the school/center overall, in their own work and in that of their peers.</td>
<td><strong>3.</strong> Teachers, in response to the culture set by leaders, assume responsibility for their own practice improvement. They seek and receive little to no ongoing performance feedback from leaders.</td>
</tr>
<tr>
<td><strong>4.</strong> Teachers have scheduled and protected time weekly and monthly for peer collaboration and learning, including time weekly for teaching teams to lesson plan together.</td>
<td><strong>4.</strong> Teachers do not engage in routine collaboration and rarely have structured time for practice discussions or peer learning.</td>
</tr>
<tr>
<td><strong>5.</strong> Collaborative time has a clear purpose and is structured by goals, data, and protocols that allow teachers to demonstrate expertise and to learn from each other.</td>
<td><strong>5.</strong> Teachers receive minimal active instructional guidance from leaders; rather, leaders forward memos with program guidance or practice requirements teachers are expected to follow.</td>
</tr>
<tr>
<td><strong>6.</strong> Teachers use collaborative time to address variations in children’s learning and outcomes by focusing on pedagogical issues, using data to examine practice, and designing innovations.</td>
<td><strong>6.</strong> Teachers rarely use children’s data to critically examine instruction. When they do, it is usually done independently and focused only on their own practice.</td>
</tr>
<tr>
<td><strong>7.</strong> Teachers observe each other’s instruction several times a year to learn about creative approaches.</td>
<td><strong>7.</strong> Teachers do not observe each other’s classrooms; rather, they are directed to go to leaders when they are having a problem in their classroom.</td>
</tr>
<tr>
<td><strong>8.</strong> Interactions and conversations among staff and between staff and leaders are frequent, warm, and focused on offering one another encouragement around professional and personal endeavors.</td>
<td><strong>8.</strong> Teachers keep to individual classrooms, interacting minimally in the common areas with colleagues, leaders, or families through brief, perfunctory exchanges.</td>
</tr>
</tbody>
</table>
We will now get into our cohort groups and do an Early Ed Essential Self Assessment on Instructional Leadership and Collaborative Teachers:

1. Who has early learning instructional leadership knowledge and potential in our district/school?

2. Are there untapped people or places who can help us improve our early learning instructional leadership?

3. Where are we in terms of establishing collaborative teachers?

4. Where can we start focusing our change efforts?
Sixteen **Early Learning Hubs** are working to make quality early learning services more available, accessible, and effective for children and families, particularly those who are historically underserved.

The Early Learning Hubs have **three specific goals**.

- Create an aligned, coordinated, and family-centered early learning system.
- Ensure children arrive at kindergarten ready to succeed.
- Ensure children live in families that are healthy, stable, and attached.
Connect With Your Early Learning Hub

Blue Mountain Early Learning Hub
Amy Hoffert
541.966.3165
amy.hoffert@imesd.k12.or.us

Early Learning Multnomah
Molly Day
503.226.9364
mollyd@unitedwaypdx.org

Frontier Early Learning Hub
Donna Schnitker 541.573.6461
schnitkd@harneysd.k12.or.us

South Coast Regional Early Learning Hub
Heather Baumer
541.435.7751
hbaumer.screl@orcca.us

Clackamas Early Learning Hub
Rod Cook
503.650.5677
rodcoo@co.clackamas.or.us

Early Learning Washington County
Adam Freer
503.846.4491
adam.freer@co.washington.or.us

Lane Early Learning Alliance
Bess Day 541.741.6000 ex.162
bday@unitedwaylane.org

South-Central Oregon Early Learning Hub
Gillian Wesenberg
541.440.4771
gillian.wesenberg@douglas.k12.or.us

Early Learning Hub of Central Oregon
Brenda Comini 541.693.5784
brenda.comini@hdesd.org

Eastern Oregon Community Based Services Hub
Kelly Poe
208.230.0648
kelly.poe@malesd.k12.or.us

Marion & Polk Early Learning Hub, Inc.
Lisa Harnisch
503.967.1185
lharnisch@earlylearninghub.org

Southern Oregon Early Learning Services
Rene Brandon 541.858.6731
rene.brandon@soesd.k12.or.us

Early Learning Hub of Linn, Benton & Lincoln Counties
Kristi Collins
541.917.4949
collink@linnbenton.edu

Four Rivers Early Learning Hub
Christa Rude
541.340.0438
christa.rude@cgesd.k12.or.us

Northwest Early Learning Hub
Dorothy Spence
503.614.1682
dspence@nwresd.k12.or.us

Yamhill Early Learning Hub
Jenn Richter
503.376.7421
jrichter@yamhillcco.org

Four Rivers Early Learning Hub
Christa Rude
541.340.0438
christa.rude@cgesd.k12.or.us

Northwest Early Learning Hub
Dorothy Spence
503.614.1682
dspence@nwresd.k12.or.us

Yamhill Early Learning Hub
Jenn Richter
503.376.7421
jrichter@yamhillcco.org
HB 3427-Student Success Act

At least 20% of the Student Success Fund would be allocated to the Early Learning Account (ELA)

Major highlights include:

● Full funding for Early Intervention/Early Childhood Special Education
● Expanding Oregon Pre-kindergarten, Head Start, and Preschool Promise
● Targeted investments in culturally specific early learning programs through an Early Childhood Equity Fund
● Funding for relief nurseries
Know Your People

<table>
<thead>
<tr>
<th>Early Learning Hubs</th>
<th>The Early Learning Hubs are regional partners who are working to create aligned, coordinated, and family-centered local early childhood systems. Their approach differs depending on the region. Partnering with your Hub creates better systems alignment in the region, puts you in contact with other potential early learning partners, and positions you to be more competitive in accessing funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning Division</td>
<td>A division of the ODE, the ELD is responsible for child care licensing, hub governance, Oregon Pre-K (OPK), Head Start collaboration, preschool quality improvement, Child Care Resource &amp; Referrals (CCR&amp;R), quality rating systems, policy and research, and equity.</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>The ODE oversees Oregon’s P-12 education system. ELD and ODE cross-standards and guidelines are still nascent. Your participation will help inform and shape those policies. Contacts in the ODE can help guide you to crafting your early learning strategy by blending and braiding funds (ex: Title I, Head Start, ECSE).</td>
</tr>
<tr>
<td>Education Service Districts</td>
<td>Regional county-wide entities that can provide centralized services (transportation or business operations), support professional development, and access to community partnerships.</td>
</tr>
<tr>
<td>Early Learning Support Organizations</td>
<td>Early learning specialists include consultants, professional development providers, researchers, and service providers. Children’s Institute, for example, provides research and policy implementation guidance. Other organization examples who can partner include Head Start, Lifeworks, OAEYC, and Think:Kids</td>
</tr>
</tbody>
</table>
Considerations:

- Who is my partner in this work?
- Area of focus/Change Idea
- Next step or tasks in November/December
Peer Mentor Protocol

My District:

My Area of Focus/Change idea is ________________________________

1. I plan to______________________________________
2. The next time we meet at the Academy, this is what will be different at my district/school:______________________________________
3. My peer mentor partner district/person is ______________________________
Objectives Met?

- Incorporating Early Learning: Becoming an early learning Principal/Leader
- Understanding the Early Ed Essentials: How to use components and put together a plan with your team
- Connecting with key partnerships and resources
Support and Connections

Who are you going connect with?

- Karen Twain, Director of Programs-Children’s Institute
  Karen.Twain@childinst.org

- Kate Barker, Principal-Cherry Park Elementary School, David Douglas SD
  kate_barker@ddsd40.org

- Ericka Guynes, Principal-Earl Boyles Elementary School, David Douglas SD
  ericka_guynes@ddsd40.org
- Early Cognitive Development
- Early Language Development
- Early Math Development
- Early Social Emotional Development
- Quality Student Interactions
The Child is Thinking Deeply.
The Child is Taking play seriously.
The Child is Absorbing and Marinating in Language.
The Child is making connections.
The Child is constantly growing emotionally, socially, cognitively.
The Child is building relationships.
My language is my homeland.

– Fernando Pessoa
Literacy is how we use our language(s).
celebrate
process
avocate
discover
promote
defend
express
connect
understand
protect
OTHERS
OURSelves
The 7 Strengths

A social-emotional framework for literacy learning
**Daily reading aloud**

*(puts children nearly **one year ahead** of children who do not receive daily read alouds, regardless of parental income, education level or cultural background.)*
Getting to know ourselves as Early Learning Leaders.
Belonging

Identifying as a valued, represented member of a larger community
We thrive when we feel safe and surrounded by a community that values our presence.
Mindful Moment:

How can we create a sense of belonging for all our teachers, colleagues and families in this journey?
Curiosity

Fosters a willingness to explore new territory and test new theories
Curiosity helps us understand ourselves, each other and the world.
Turn & Talk:
What do you want to understand more about in your community to be an effective early childhood leader?
FRIENDSHIP

Having close, trusting relationships and personal connections to others – learning to interact in positive ways
Friendship helps us get to know each other and count on each other.
Stop & Jot:

Name one or two people you can count on for support as you expand your leadership learning.
Kindness

Being compassionate toward others, expressing tenderness that has an impact, near and far
Kindness builds empathy and teaches us how to help others.
Mindful Moment:
What kindness can you receive easily from others?
CONFIDENCE

Thinking independently and expressing ideas with assurance
Confidence drives motivation and helps us grow strong
TURN & TALK:
Tell a neighbor two things you are confident about in your early learning leadership. Speak your truth!
COURAGE

Having the strength to do something that you know is right, even though it may be difficult.
Courage helps us to be fearless about sharing our ideas, opinions and true selves with others.
Stop & Jot

Write down an idea you have that you’ve been hesitant to try or speak up about.
Hope
Thinking optimistically and believing that today's efforts will produce good things in the future for yourself and the world
Hope helps us set goals and dreams of bright tomorrows.
TURN & AFFIRM:
Share a bright hope you have for your early learning community.
When we feel grounded in the Strengths ourselves, we can see them in our students.
Listening to Our Children’s Voices

- Can you say more about...
- I’m wondering about what you said...
- Can you share what you’re thinking...
- I want to add to what you’re saying...
- Tell me more about that...
So long, farewell, good-bye, my friends
So long, farewell, good-bye
We’ll see you soon again, my friends
So, so long, farewell, good-bye