

Sharpening the Focus: State Policy To Promote Effective Teaching and Learning Learning Table Overview: Purpose, Structure, Next Steps

February 5, 2016

Purpose: During our Learning Table we have set forth several objectives. We will work with each state team to:

- Craft a set of achievable goals
- Identify the policies that can be reformed and developed in line with priorities
- Use data to inform plans
- Ensure the right people are at the table to achieve goals
- Leverage the expertise within the group in a highly collaborative and participatory peer learning community

In response to the applications we received, the Learning Table will involve two cohorts based on participating states' policy goals. One cohort will focus on policy related to appropriate instructional tools and one cohort will focus on the development of credentialing and licensure policy. Our plan is to provide the entire group with technical assistance on topics that transcend each policy focus, such as: policies that support culturally, linguistically, and ability diverse children and their families; crafting policy that cultivates a culture of professional learning and nurtures positive teaching conditions; and strategies for engaging diverse perspectives in system-building policy reforms. We will then offer customized technical assistance related to each cohort's specific policy goals. Participants will be invited to attend all of the webinars but will be asked to actively participate and develop plans related to the cohort specific topics.

Cohort Model: The policy recommendations guiding each cohort are described below along with the possible topics the cohort will explore.

Recommendation 3: Instructional Tools Cohort

Participating States: CA, FL, IN, LA, MS, NE, SC

Instructional Tool Webinar dates: Tuesdays – March 29, April 26, May 24, June 28

Time: 3-4:30 EST

Policy Recommendation 3. States embed expectations for the use of developmentally, individually, linguistically, and culturally appropriate instructional tools within QRIS, PreK, and other program standards.

States encourage the use of comprehensive and integrated curricula and formative assessments that support educators as they enact highly intentional, responsive, and developmentally and culturally appropriate practices. State policy should **not** mandate the use of one set of instructional tools or prescribe curricula. Rather, policy should empower instructional leaders and educators to work together to select and implement tools that facilitate individualized and rigorous instruction that helps culturally, linguistically, and ability-diverse children and families to thrive. It is vital that

instructional tools be meaningful and valid; they must build on the experience, content knowledge, and abilities that young children bring to their learning.

Possible Topics include

- Review/refine QRIS and PreK program standards related to instructional tools
- Curriculum Implementation
- Formative Child Assessment
- Program and Classroom Assessment (CLASS, ERS, others)
- Family Engagement to improve child outcomes
- Technical Assistance, coaching and mentoring to improve and aligned with objectives

Recommendation 4: Credentialing Cohort

Participating States: GA, NC, IL, MA, WA

Credentialing Webinar dates: Thursdays – March 31, April 28, May 26, June 30

Time: 3-4:30 EST

Policy Recommendation 4. States amend early childhood educator and leader credentialing and licensure policies to assure the birth-third grade workforce has demonstrated competence specific to early childhood education and culturally responsive teaching.

States review and amend workforce competency standards, credentials and certifications that apply all roles in the birth-third grade workforce. Accordingly, states also examine and strengthen the capacity of early childhood educator preparation programs and support faculty that have the knowledge, skills, and experience to teach candidates about culturally responsive practice. Faculty have the experience and expertise to support educators and leaders through preparatory field experience and coursework to meet new requirements. It is essential that practicing educators and higher education faculty be actively involved in this process.

Possible topics include:

- Workforce standards
- Voluntary and required credentialing for different ECE roles
- Alignment of standards and credentialing
- Higher Ed. Capacity (e.g., accessibility of relevant coursework and articulation)
- Compensation Strategy

Learning Table Structure

- One face-to-face meeting: March 8-9, Chicago
- Four topically oriented webinars for each cohort (eight total)
Instructional tools cohort webinar dates: March 29, April 26, May 24, June 28

- Credentialing cohort webinar dates: March 31, April 28, May 26, June 30
- State team TA conference calls between webinars
 - Final debriefing presentations

Immediate Next Steps

- Review application with the group
- Set up planning calls with the group
- Refine objectives and goals
- As a group, answer the following questions
 - How would you define success at the end of the Learning Table?
 - What is your number one priority for this Learning Table?
 - What are the major obstacles to achieving your goals?
 - What are you hoping to learn from the other states? From the facilitators? From faculty?