

Creating a Vision for Public Pre-K Following TNVPK Results: Data-driven Quality

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**ICEBURG
OF EARLY
CHILDHOOD
COMPETENCIES**



Concrete skills:
Letters
Sounds
Numbers
("School Readiness")

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“School Readiness”

Underlying skills:
Broad vocabulary
Interest in language
Curiosity
Persistence
Attentiveness
Incidental learning
Drive to learn
Predictability
Connectedness



Concrete skills:
Letters
Sounds
Numbers
“School Readiness”

Focus of Pre-K Programs

Teaching approaches:

Whole group Instruction
Teacher directed learning
Rigid control
Little outdoor play/free time

“Fragile”
skills all
children
master

Focus of Economically Secure Families

Extended conversations (adults and children)

Predictable routines

Positive responses Freedom to choose

Enrichment activities

Rewards for creativity Time to focus

Book reading

Adult scaffolding

Support for risk taking

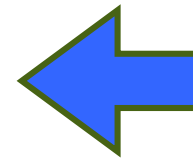


Underlying skills:
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THESE SKILLS SUPPORT LEARNING THROUGHOUT SCHOOL




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The important issue is how to build those underlying skills for children in less economically secure families – in classroom settings

Three “Model” Pre-K Hubs in Metro Nashville Public Schools

- Partnership formed with Vanderbilt (PRI)
 - Goals of the partnership
 1. A data-driven change process to determine markers of classroom quality related to improved child outcomes
 2. Identified markers will lead to a model that can be disseminated and implemented by all pre-k teachers district-wide to improve the pre-k system as a whole.
 - Child assessments
 - Classroom observations
- 
- Information given back in real time

Narrative Record Example Snippet

Start Time	Brief Description (child and teacher)	Activity Type: WGT, WG, SG, SGT, Center, SGCenter, Meal, SGTCenter, NAP Trn, NAP	Content: M LIT Sc SS AIM MIX GM None	Inside or Outside of the Classroom
8:00	All children enter the classroom from the cafeteria and put their things in their cubbies	TRANSITION	NONE	IN
8:10	Children are on carpet and teacher helps them count how many are present today, go over letter of the day, talk about weather, shake hands with neighbors, go over the calendar, etc.	WHOLE GROUP TEACHER	MIX	IN
8:15	Children are on floor and teacher is reading a book	WHOLE GROUP TEACHER	LIT	IN
8:30	Teacher discusses sides of a triangle and has children look for triangles around the room	WHOLE GROUP TEACHER	MATH	IN
8:40	Children line up to go to restroom while teacher fills in the attendance record for the day	TRANSITION	NONE	IN
8:55				

OBSERVATION TOTAL: 55 minutes

- TRANSITION TOTAL: 25 minutes (45%)
- WHOLE GROUP TOTAL: 30 minutes (55%)
- MATH CONTENT TOTAL: 10 minutes (18%)

Preschool Activities Provided 1st Year Average Time in Minutes (Observations 1-3)

	N	Mean	Min	Max
Whole Group	26	61	18	98
Small Group	15	12	0	57
Small Group Centers	13	15	0	66
Centers	26	101	27	206
Specials	18	24	0	87
Indoor Gross Motor	11	9	0	53
Outdoor Gross Motor	10	12	0	61
Transitions	26	67	15	130
Mealtime	26	36	13	67
Nap	26	84	54	136

Specific Content Provided in 1st Year: Average Time in Minutes (390 minute day)

	N	Mean	Min	Max
None	26	181	116	255
Math	2	7	0	24
Reading Readiness	26	34	4	77
Science	21	12	0	71
Social Studies	19	8	0	48
Art	6	5	0	46
Music & Movement	24	14	0	50
Gross Motor	22	25	0	80
Fine Motor	4	2	0	25
Center Content	26	116	28	206
Mixed Content	19	17	0	86

TOP (Teacher Observation in Preschool)

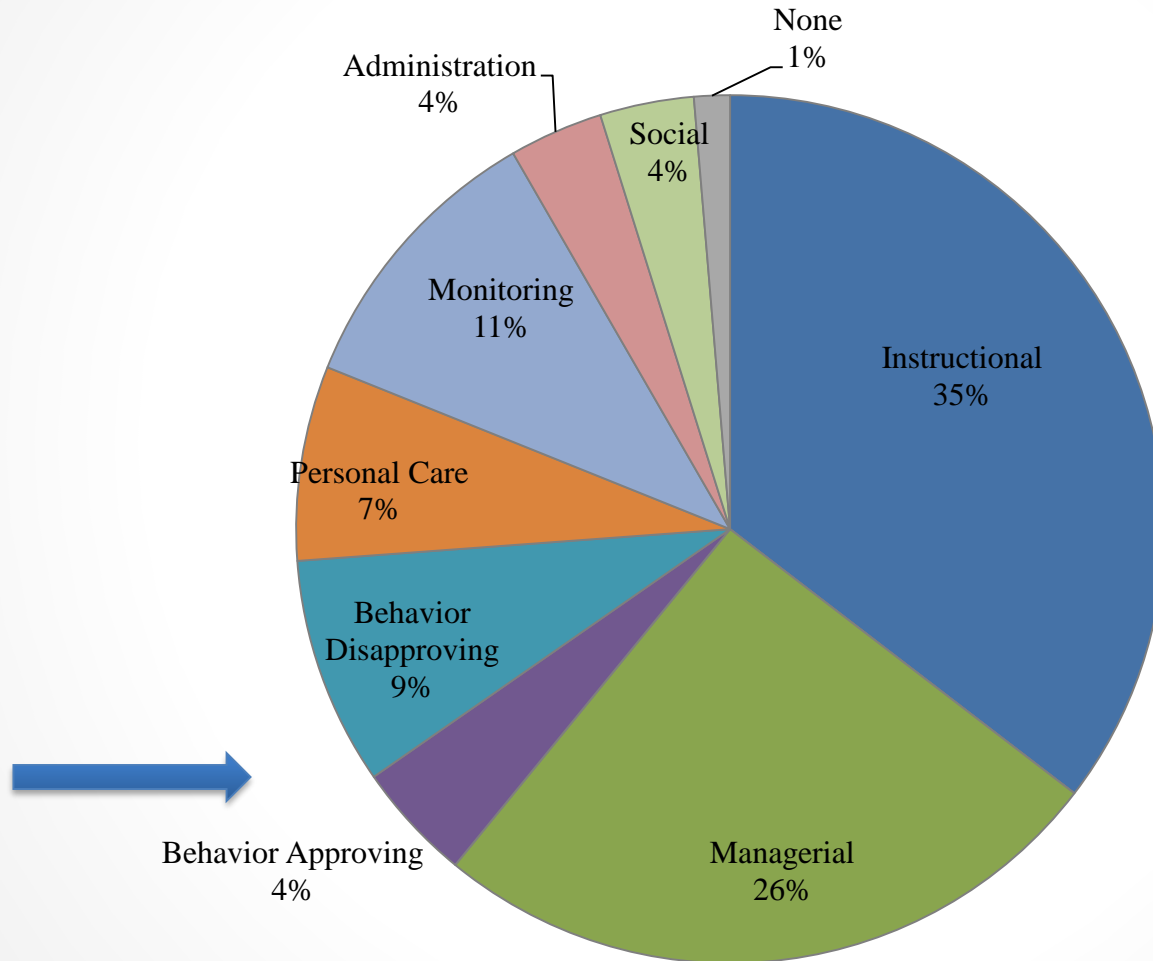
back to list

status report

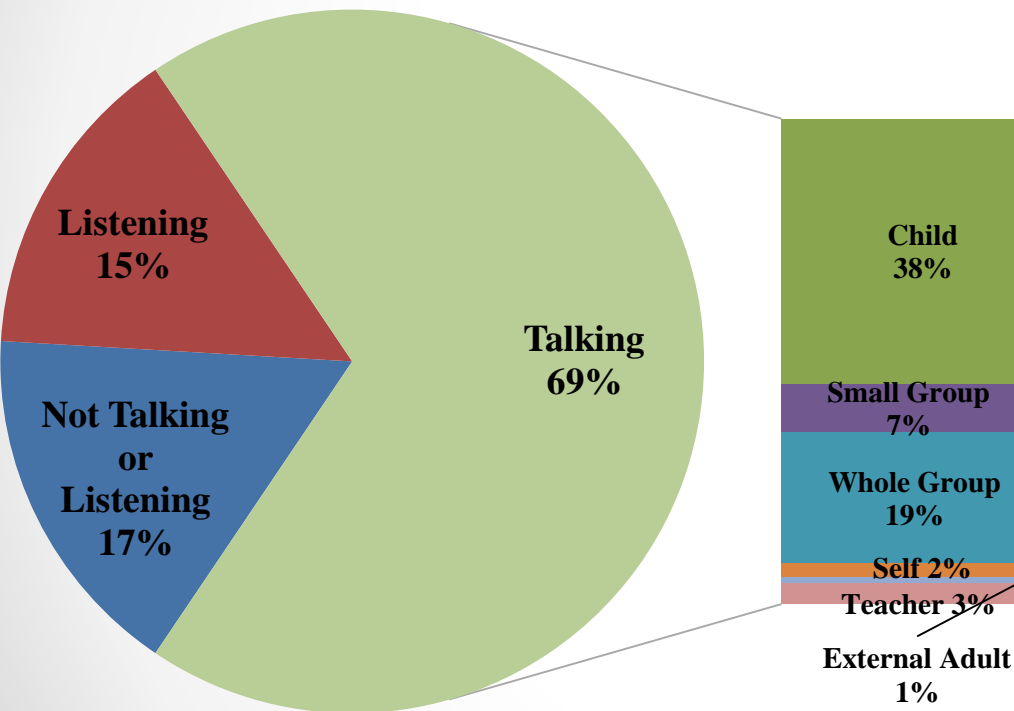
	No Talk	N/A	Instruction		Math	Literacy
	Child	WG	AssessT		Literacy	LangArts
	Sm Grp	SG	MANage	Teacher	SCi	Lit - Writing
	SGT	Centers	Behav App	Child	Soc Stud	LA - Writing
No	Wh Grp	SGC	Behav Dis	SG	Toy	Reading
Talk, Eng	WGT	SPecial	1 none	SGT	Art	Math Nam
Talk, Other	Self	Trans	2 skills	WG	Music/Move	Math Con
Talk, Sounds	Parent	MealTime	3 inf	WGT	Gross Motor	SCi
Listen, Eng	Teacher	Other	4 hi inf	Self	Drama	Soc Stud
Listen, Oth	ExtAdult	Nap	Lev	CT	Worksheet	Gross M
			Lev Inst	None	Media	Drama
			Inst	None	Can't Code	Other
			Desc	None	None	None
			Material	None	None	ExtremeNeg
			Focus			
			Tone			
			Outside			
			Notes			

Time	SW	Verbal	To Whom	P Sched	S Sched	Prox	Task	Inst	Desc	Material	Focus	Tone		Outside Notes
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	next	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	next	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	next	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	next	<input type="text"/>
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Teachers' Task Divisions in 1st Year



Teacher Verbal Behavior (EXCLUSIVE of Meal & Nap)



	Mean	SD	Min	Max
Not Talking or Listening	17%	9.4%	0%	33%
Listening	15%	8.9%	5%	32%
Talking	69%	7.6%	58%	80%
Child	38%	8.2%	17%	47%
Small Group	7%	5.3%	0%	21%
Whole Group	19%	6.1%	8%	29%
Self	2%	4.2%	0%	13%
External Adult	1%	2.4%	0%	6%
Teacher	3%	3.9%	0%	14%

Associations Between ELC Achievement Gains And Classroom Practices

- Variability among the classrooms in gains for children across the year in different domains
- Variability among the classrooms in time spent and interactions observed
- Goal: to examine relationships between gains and observed classroom practices
- Focus on “effect sizes” rather than significance

Shared with coaches and directors, July 2015: Areas in immediate need of coaching and help

“Magic 8”

1. Reducing Transitions
2. Increasing Quality of Instruction
3. Creating More Positive Emotional Climate
4. Helping Teachers Learn to Listen to Children
5. Creating Sequential Activities in Center Time
6. Fostering Associative/Cooperative Interactions
7. Fostering Higher Levels of Involvement by Children
8. Creating More Math Opportunities

Changes after 1st round of data collection, fall 2015

Next Steps

- Year 4 of partnership
 - Working intensively with group of coaches
 - Goal to create ownership
- Creating CQ-REF (Classroom Quality – Real-time, Evidenced-based Feedback)
 - Mobile web-based portal that guides coaches through
 - Collecting classroom observation Magic 8 data on iPad or Surface
 - Interpreting data and comparing it to:
 - Norms
 - Other classrooms the coach observes
 - Previous observations within that specific classroom
 - Using data to choose a coaching strategy for working with teachers on classroom practices that are linked to child gains
- Additional features will allow principals/directors to gauge progress in their school

More information on “Magic 8”
<https://my.vanderbilt.edu/mnpspartnership/>

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Thank you!
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