

Instructional Leadership in School-Based Pre-K

2017 BIRTH-TO-THIRD GRADE CONTINUITY CONFERENCE
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The Right Conditions for Teaching and Learning

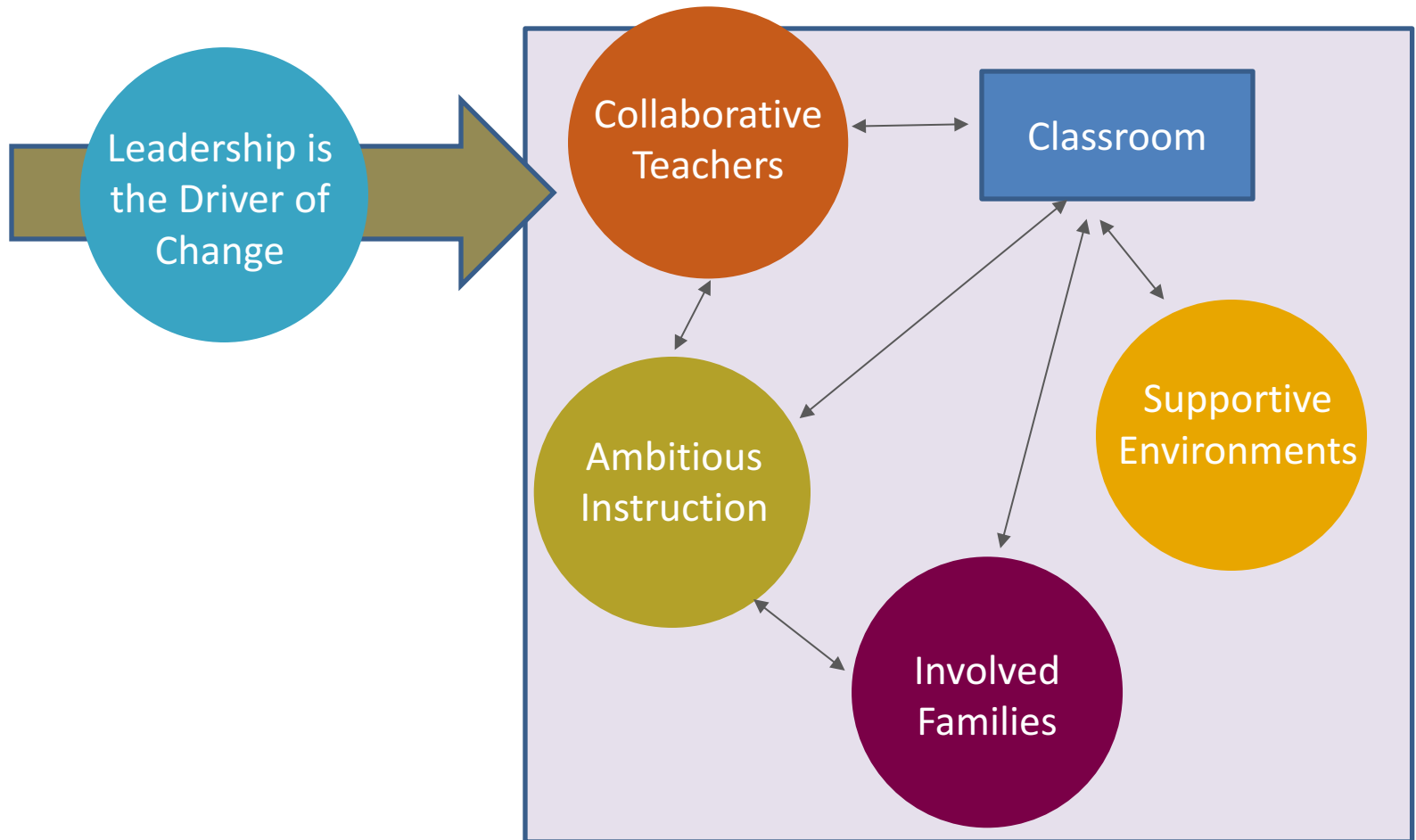
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The Essential Support Framework

The Five Essential Supports Framework



Adapted from Bryk, Sebring, Allensworth, Luppescu, & Easton (2010)

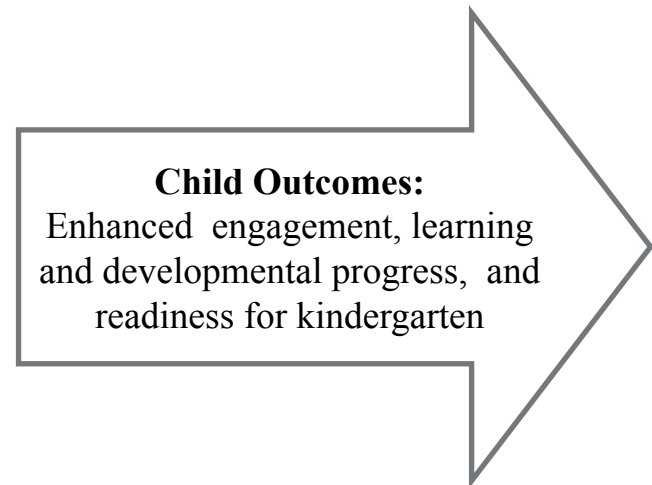


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The Levers for Improvement in Educational Settings: Five Essentials Supports Framework



Relational Trust and Professional Community

Definitions adapted with permission and collaboration from authors: Bryk, A. Sebring, P., Allensworth, E., Luppescu, S. & Easton, J. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. University of Chicago Press, Chicago, IL.



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Two Critical Levers for Continuous Quality Improvement



1. **Instructional leadership is the driver** of improvement, ensuring the effective implementation and continuous improvement of effective practice
2. **Job-embedded professional learning is the vehicle** for improvement, supporting teachers in their continuous development, growth, and effectiveness

What do instructional leaders do?



Instructional Leadership Role Titles

- Principal
- Assistant Principal
- Principal Consultant
- Early Childhood Director
- Site Director/Supervisor
- Teacher Leader
- Education Coordinator
- Curriculum Coordinator
- Special Education Coordinator
- Early Childhood Coordinator
- Literacy Coordinator
- Early Childhood Specialist
- Quality Manager



Instructional Leadership Functions

- Formal teacher evaluation
- Observation, feedback, and support
- Ensuring professional development
- Individual professional development planning
- Fostering collegiality
- Mentor relationships
- Curriculum implementation
- Aligning curriculum to the PreK3 continuum
- Ensuring appropriate child assessment
- Establishing data systems for teaching
- Communities of practice
- Supporting family engagement
- Community partners



QUESTION:

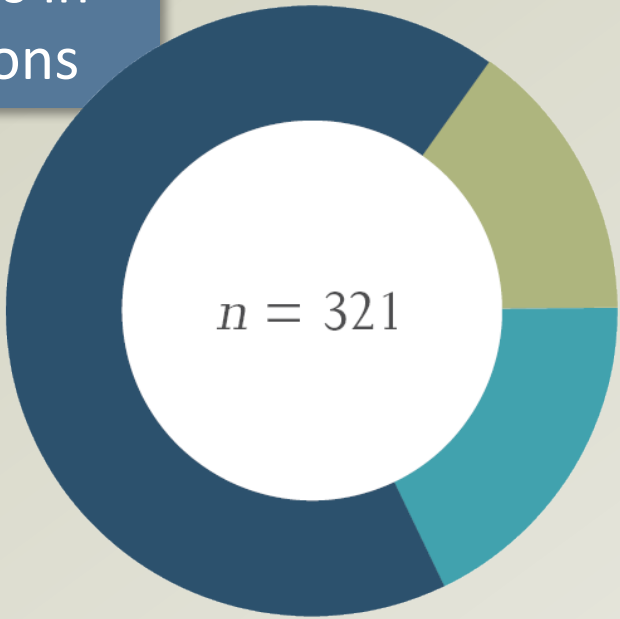
In your school, who has the primary responsibility for fulfilling various instructional leadership functions?



School Type by Grade Level Groups

63% of districts had preK classrooms in multiple locations

67%
PREK TO
8TH GRADE



15%
PREK ONLY

18%
PREK TO
3RD GRADE



Distribution of pre-K Instructional Leadership Functions by Role

n = 321

Instructional Leadership Function	Principal	Early Childhood Director	EC Coordinator (District)	Curriculum Coordinator (District)	Teacher Leader
Formal teacher evaluation	80%				
Observation and support	72%				
Professional development	40%	23%	13%		
Individual PD planning	49%	16%	9%		
Fostering collegiality	81%	7%			
Mentor relationships	53%	11%	8%		
Curriculum implementation	51%	14%	7%		
Curriculum P-3 alignment	34%	12%	9%	29%	
Appropriate child assessment	28%	20%	3%	9%	
Data systems for teaching	7%	16%	8%	9%	
Communities of practice	52%	14%	8%		7%
family engagement	42%	9%			25%
Community partners	49%	12%	7%		12%

Primary Instructional Leadership Roles other than Principals

EARLY CHILDHOOD DIRECTORS

- Ensuring professional development
- Ensuring appropriate child assessment

**> 20% of
respondents**

CURRICULUM COORDINATORS (DISTRICT)

- Aligning curriculum to the Pre-K-3 continuum

TEACHER LEADERS

- Supporting Family Engagement



Administrators and Teachers

QUALITATIVE FINDINGS

- Administrators and pre-K teachers differ in their perceptions about the efficacy of instructional supports.
- Teachers prefer autonomy in schools where the principal lacks pre-K experience and leadership is not distributed to early childhood specialists.
- Distributed leadership, professional learning communities, and relevant pedagogical supports are valued by pre-K teachers.

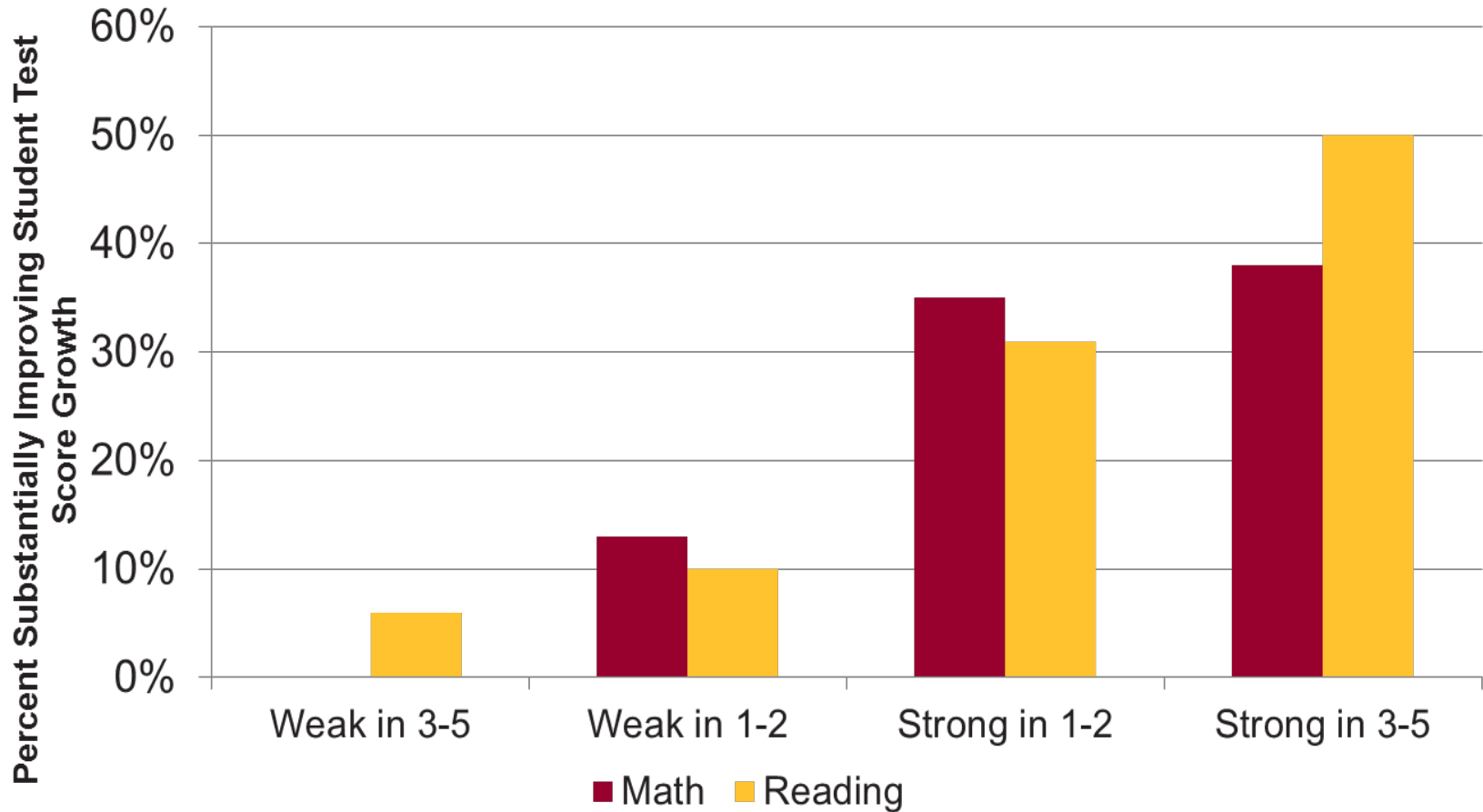




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The Complexities of Teaching:
Why do we have underwhelming
outcomes in teaching and learning?

Research found that Chicago elementary schools strong on the Five Essential Supports were 10 times more likely to improve



Bryk, et al. (2010)



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Core Problem of Practice: Improving Instructional Quality

How did we get here?

- Decades of research on the benefits of high-quality early education
- Corresponding trend of persistently low-instructional quality in Birth-to-Kdg. classrooms
- Current improvement efforts fail to make meaningful improvements

New research and practice

- Research and new PD models advance our understanding of the complexity and dynamics of improvement beyond individual elements of quality or individual classrooms
- Leadership and the conditions they create within schools either inhibit or support the everyday practice of teachers
- Teaching is complex work!



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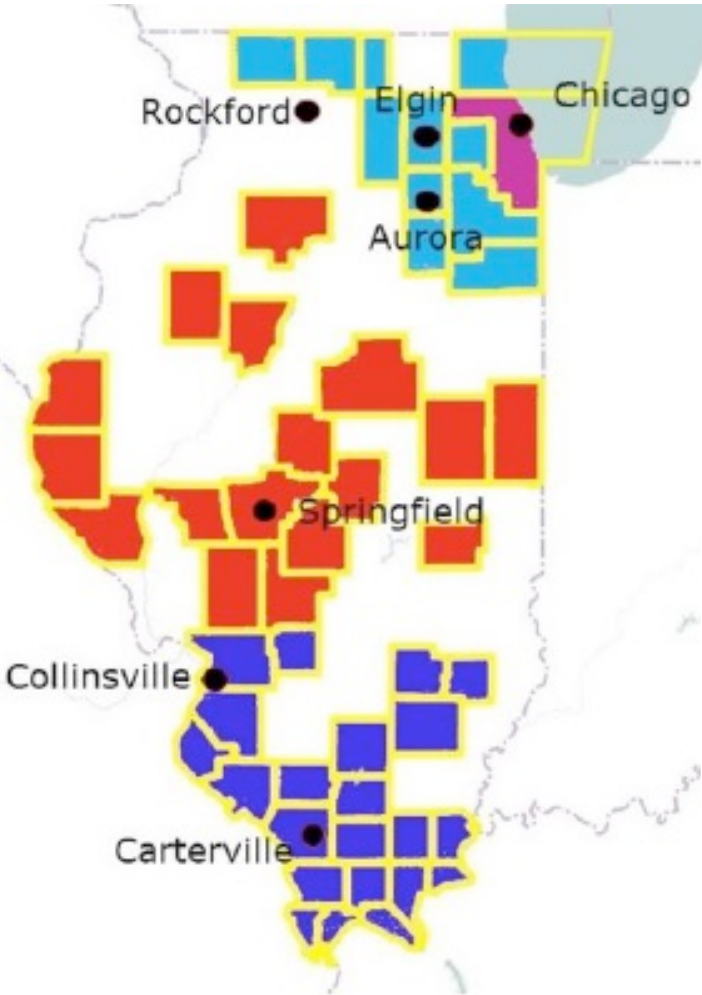
- **Goal:** Build the capacity of early childhood instructional leaders in the State of Illinois
- **Audience:** Leaders in early learning programs and schools at the Silver and Gold Circles of Quality of ExceleRate
- **Comprehensive Reach:** over 300 leaders in 11 geographic cohorts (*Nov. 2014 – June 2017*)
- **State Partners:** McCormick Center for Early Childhood Leadership, ExceleRate Illinois, The Governor's Office of Early Childhood Development, Department of Human Services, Illinois State Board of Education
- **Evaluation:** External implementation, outcome, and impact study by University of Illinois-Chicago

In partnership with





Participants



Training Location	Cohorts	Participants	Systems
Aurora	Cohort I	40	14
Carterville	Cohort B	7	5
Collinsville	Cohort H	47	24
Chicago	Cohort A, E, J, K	131	56
Elgin	Cohort G	25	15
Rockford	Cohort C	11	4
Springfield	Cohort F	22	15
TOTAL		306	133
	<i>Instructional Leaders</i>	246	
	<i>Systems Leaders</i>	18	

Data sources: Salesforce Contact Report

DCFS Regions
Cook **Northern**
Central **Southern**



Preschool Program Systems

System type	% of Systems
School-based	27%
Community-based	65%
Service	8%

Data sources: Salesforce Contact Report, ILP, ExceleRate

Funding source(s)	
Child Care Assistance Program (CCAP)	82%
Early Head Start	13%
Head Start	27%
Preschool for All (PFA)	29%
Prevention Initiative (PI)	21%

Data source: Background Survey as of 12/31/15

System size	
Multi-site system	35%
Single-site system	46%
Unknown	19%

Data sources: Salesforce Contact Report, ILP, ExceleRate



Preschool Program Sites

Participating Leader Teams	% of Sites
1 Instructional Leader in LLE	48%
2-3 Instructional Leaders in LLE	39%
4+ Instructional Leaders in LLE	13%

Data sources: Salesforce Contact Report

ExceleRate Rating	
Gold	65%
Silver	23%
Licensed	9%
Unrated	3%

Data sources: Salesforce Contact Report, ILP, ExceleRate



Participant Demographics

Gender

Female	96%
Male	4%

Race/Ethnicity

White, Non-Hispanic	77%
African American, Non-Hispanic	18%
Hispanic/Latino	8%
Another Race	>1%
Asian or Pacific Islander, Non-Hispanic	>1%
Prefer not to answer	4%

Language

English	83%
Spanish	11%
French	2%
Other	5%

Data sources: Background Survey as of 12/31/15



Participant Demographics

Highest Level of Education

Associate's Degree	7%
Bachelor's Degree	25%
Master's Degree	62%
Doctoral Degree	3%
Unknown	3%

Years as a Leader in School or Center Settings

Never held the position	>1%
1-5 years	26%
6-10 years	29%
11-15 years	15%
16-20 years	11%
21-25 years	10%
26-30 years	3%
30+ years	2%
Unknown	4%

B-3 Leadership for Teaching and Learning



Connecting with Feeder Programs

- How do principals perceive their relationship with feeder programs?

Principals know of the programs	82%
Principals communicate with the programs	72%
School does transition planning with the programs	65%
Principals have relationships with program directors	64%

n = 321



Transition Planning

- 65% had some type of transition planning with feeder programs ($n = 321$)

PreK and Kindergarten teachers plan for transitions	77%
Information is shared about Kindergarten expectations	49%
Incoming kindergarteners visit the school	62%
Curriculum and instruction is formally aligned	43%
Data sharing agreement on incoming kindergarteners	41%

$n = 208$



PreK-3 Continuum

- How do school leadership teams function across the preK-3 continuum?

Vertical professional learning communities	22%
Joint vertical planning across grade levels	9%
Aligning curriculum and standards across grade levels	25%
Assessment inventory	12%
No functions or systems	8%
Other functions or systems	7%

n = 321



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FUTURE THINKING

- **Goal:** Continue to build the capacity of early childhood instructional leaders in the State of Illinois and support other states currently interested in building state systems for instructional quality
- **Audience:** Leaders in early learning programs and schools who identify the desire to grow strong relationships for learning, and to continue to support our cadre of instructional leaders for continuous quality improvement
- **Continue Our Reach:** Building on the interest and success of Lead Learn Excel, provide skills for instructional leaders in school and programs, and sustain the level of quality for current leaders



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Lead Learn Excel is More than Another Initiative!



- Easily integrated with other improvement efforts (e.g. student growth portfolios)
- Complements and strengthens existing professional learning supports (e.g. Early Learning Model training, professional learning communities)
- Increases the effectiveness of early childhood improvement efforts and investments (e.g. use of quality assessment tool and data, research-based curriculum)



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Thinking Questions

- How can school leaders provide meaningful professional learning at the local school and classroom levels that include early childhood?
- How can instructional leadership functions be effectively shared with team members?
- What can administrators do to support transitions across the B-3 continuum?
- What are the ideal components of professional development that support new teachers, continuing teachers, seasoned teachers and teachers who are supports in a classroom?



Perspectives:

- Is leadership distributed by administrators or do educators come together to lead teaching and learning?