



THE NATIONAL CENTER ON
Quality Teaching
and Learning



CALLING ALL EDUCATION MANAGERS: PLANNING AND PRIORITIZING YOUR DAY TO DAY ACTIVITIES



INTRO OBJECTIVES



Participants will:

- Streamline day to day activities in the context of Quality Teaching and Learning
- List and prioritize their role around each element of the Framework for Effective Practice

SCHOOL READINESS IN EARLY/HEAD START

The Office of Head Start (OHS) defines school readiness as **children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.**



HS APPROACH TO SCHOOL READINESS...

- **READY** children
- **READY** families
- **READY** schools
 - (**READY** Staff!)



HOW ARE THE CHILDREN DOING?

HOW ARE OUR TEACHERS/HOME VISITORS DOING?



- How do we know?
- What are we doing about it?
- Is it enough?

HOW DO *WE* MAKE IT HAPPEN?

School Readiness
requires high quality
teaching and learning....

EVERYTHING we do matters!
It's all about being
INTENTIONAL!



FRAMEWORK FOR EFFECTIVE PRACTICE

SUPPORTING SCHOOL READINESS FOR ALL CHILDREN



You are a learning leader!

I'm a
Learning
Leader!



LEARNING LEADERS

THIS IS WHY **YOU** ARE SO IMPORTANT!

Learning Leaders...

- support and strengthen **competence and confidence**
- are a **visible presence**
- are **“teachers”** – they:
 - observe and provide feedback
 - make suggestions
 - demonstrate/model
 - provide targeted PD
- are **data-based decision makers**



LEARNING LEADERS...

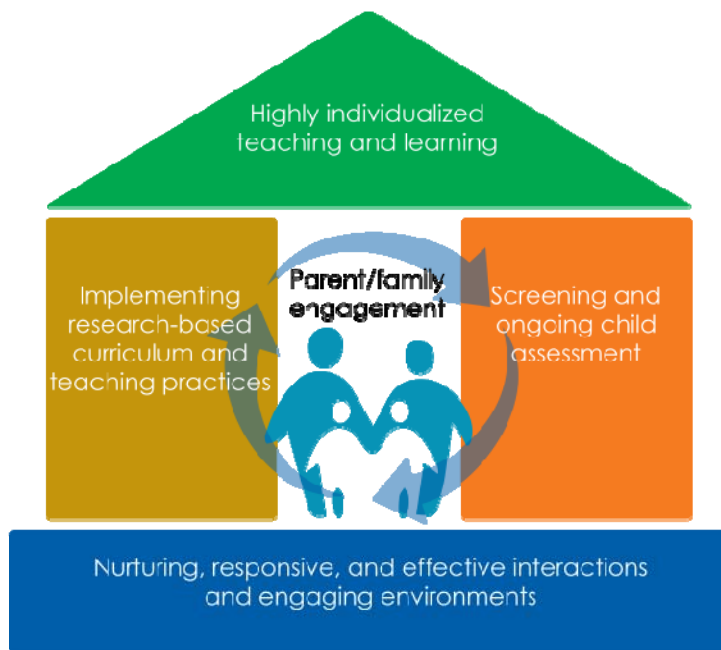
- make **instructional quality** a top priority
- set **high expectations** for performance
- gear content and teaching to goals/standards/guidelines – **something to work towards**
- create a “**safe**” **culture** of continuous learning and improvement
- use **multiple sources of data** to assess learning

KNOWLEDGE NEEDED BY THE LEARNING LEADER

- Research based curriculum
- Effective teaching & learning practices
- Assessments
- Data
- Resources
- Adult learning/training & professional development/coaching
- Leadership skills
- Others?



YOUR ROLE



Ask yourself: What do I need to do to support implementation of elements of effective teaching and learning practices (e.g., house elements)?

FRAMEWORK FOR EFFECTIVE PRACTICE

SUPPORTING SCHOOL READINESS FOR ALL CHILDREN

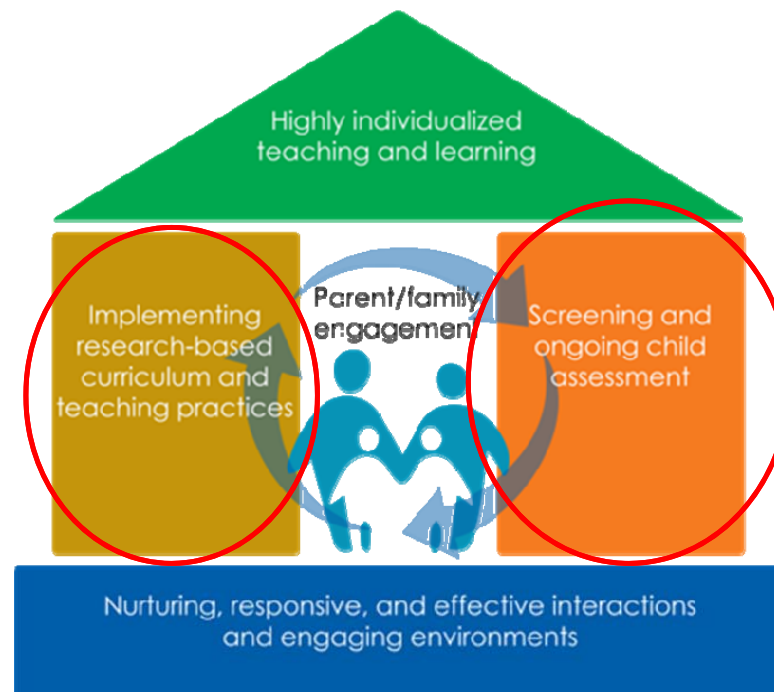


RESEARCH-BASED CURRICULA AND TEACHING PRACTICES/ONGOING ASSESSMENT

What to teach
(content)

How to teach
(learning experiences and teaching strategies)

How do we know it is working?
(assessment)



CURRICULUM

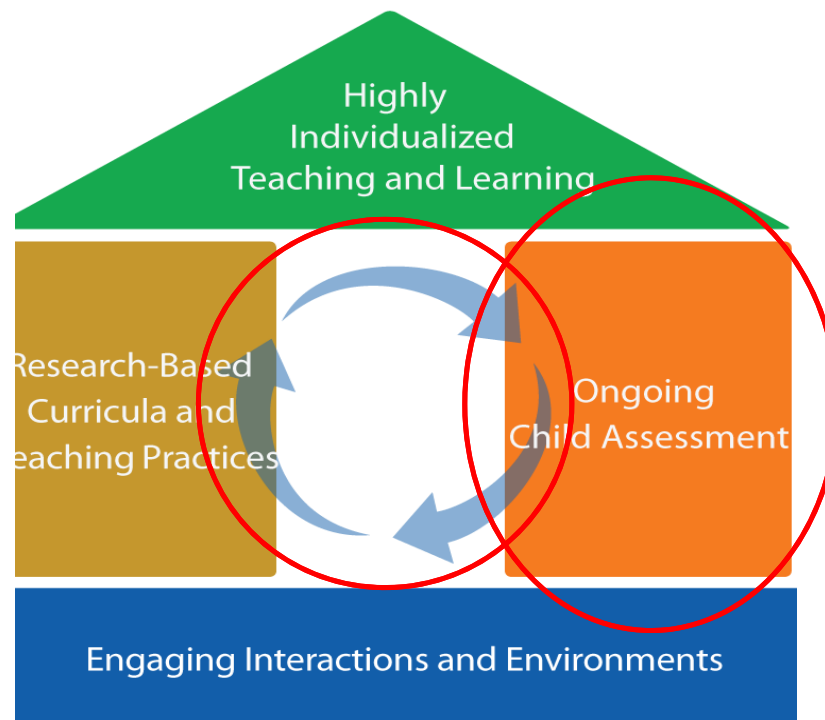
- **Three** critical features to successful **implementation** of a curriculum:
 - Fidelity of implementation
 - Professional development support
 - Ongoing assessment of child learning



This means we **have** to really know our curriculum!

ONGOING CHILD ASSESSMENT

TEACH-ASSESS-ADJUST

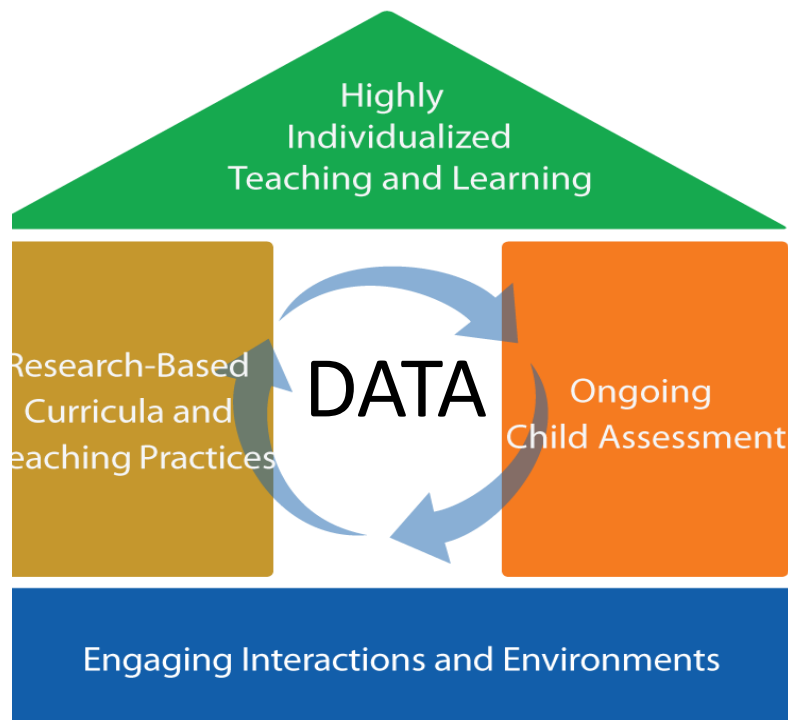




- Ongoing assessment:
 - is integral to curriculum and instruction
 - helps track how children are doing
 - helps monitor progress
 - informs instruction including:
 - Decisions about what to teach
 - Decisions about how to teach
 - Decisions about when to make changes in teaching
 - can tell us how well our curriculum is working for our children/achieving school readiness goals

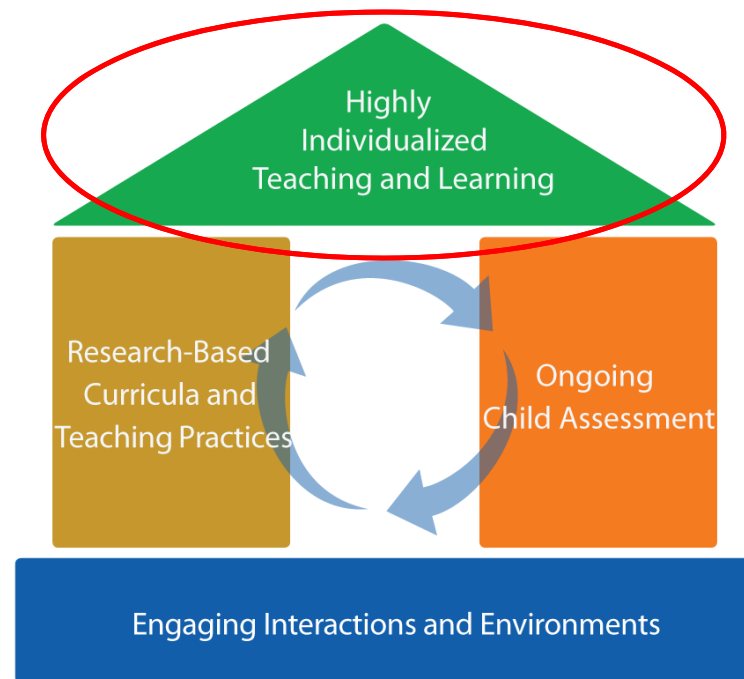
FRAMEWORK FOR EFFECTIVE PRACTICE

TEACH-ASSESS-ADJUST



- Data collection in the absence of good teaching practices won't accomplish much for our children and families.

HIGHLY INDIVIDUALIZED TEACHING AND LEARNING



Individualizing

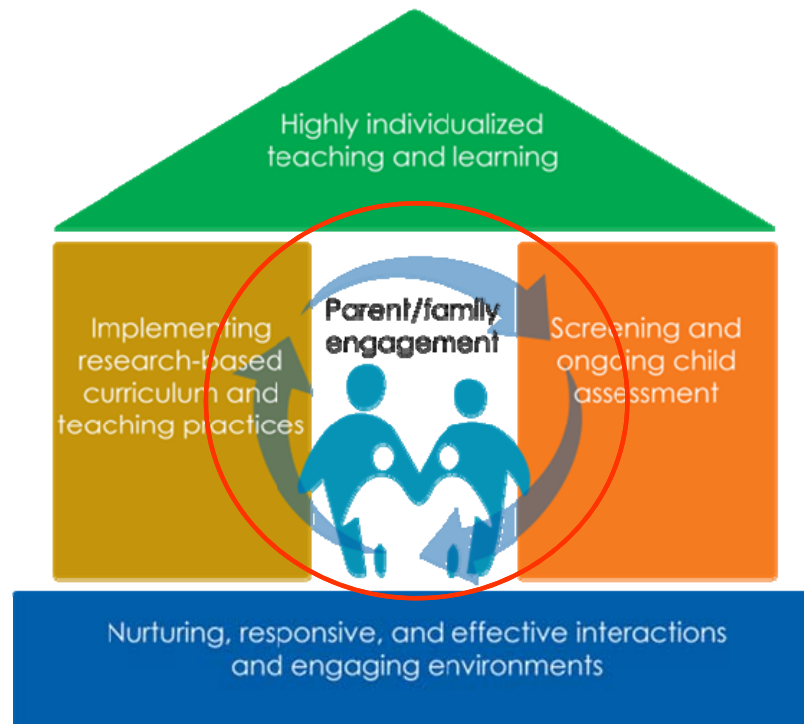
What is your role?



Small Change, **Big Impact**



PF ENGAGEMENT

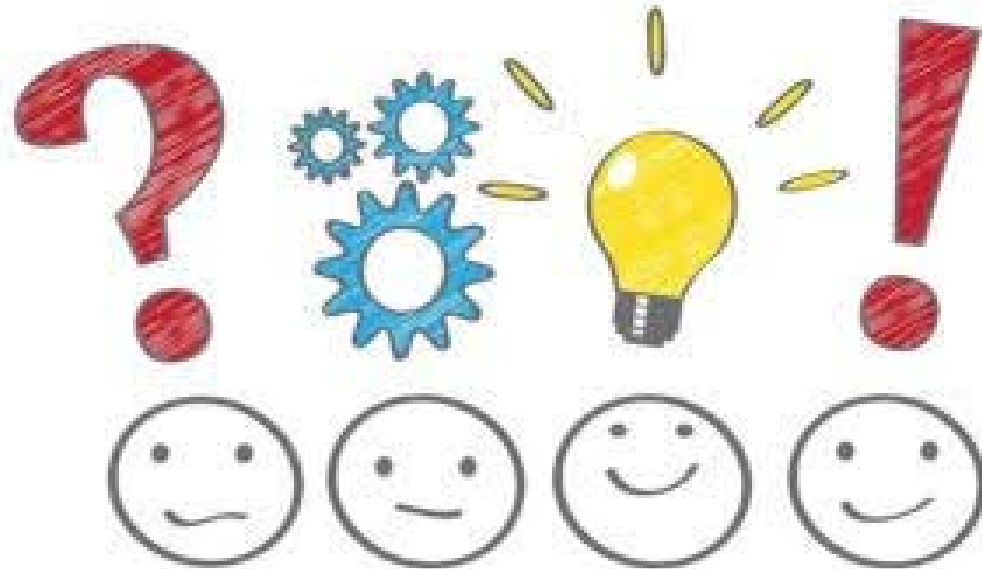


HOW DO YOU DO IT ALL?!?!?!?

- Time Management Video

RESOURCES

- Ed manager calendar
- PFCE Calendar
- **Insert Pictures if available**



Contact:

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And/or
Your Early Childhood Specialist

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