

Improving Instructionally Supportive Interactions through Three Practice-Focused PD Formats

Virtual Early Childhood Coordinators
Collaborative Meeting
April 28, 2020



UNIVERSITY
of VIRGINIA

CURRY SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT







Agenda

- Quick recap of CLASS and PD work with AEI initiative
- Overview of Evidence-based PD Models
- Choose your own adventure: Providing Practice-Focused PD
 - Trainings and Workshops
 - PLCs
 - Coaching






CLASS Observations & PD Planning and Consultation Work

- 94% of divisions have had their external CLASS observations
- 87% of divisions have had their PD Consultation call
- Increased understanding of interactions and PD across VPI programs
- Including how we can support continuous improvement!







6 Elements of Effective PD

Data-driven	Specific, articulated objectives	Practice-focused	Feedback and analysis loops	Coherence	Access for all teachers
<p>A data-driven approach to PD ensures that the content is relevant, amount is sufficient, and ultimately that the PD is effective.</p>	<p>Specific, articulated objectives delineate the precise knowledge and skills teachers will gain, limited to a few key areas of ongoing focus.</p>	<p>Practice-focused PD formats intentionally build teachers' skills (e.g., coaching or professional learning communities with video review).</p>	<p>Feedback and analysis loops provide teachers with the opportunity to implement a new practice, receive feedback on their practice, and analyze their practice with a colleague.</p>	<p>Coherence involves an intentional approach to integrating curricula (what teachers teach), assessments (e.g., child outcomes), and classroom observation (e.g., CLASS® scores) with the PD that teachers receive.</p>	<p>Access refers to the extent to which PD is provided to all full-time teachers (lead teachers and teaching assistants) across early childhood programming (e.g., VPI, ECSE, Title I, and/or Head Start).</p>
					

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Supporting Continuous Improvement through Practice-Focused PD

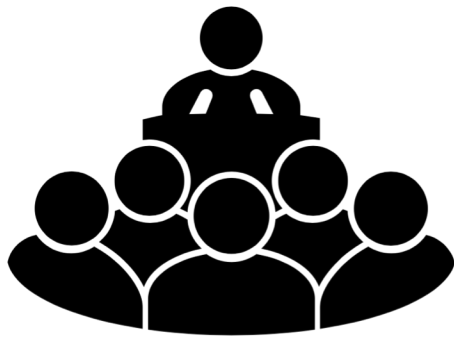
- Across all divisions, Instructional Support is lowest-scoring domain of interactions (measured by CLASS)

The evidence base:

- Present 3 PD Models that are **practice-focused** and have improved the quality of teachers' **Instructional Support**

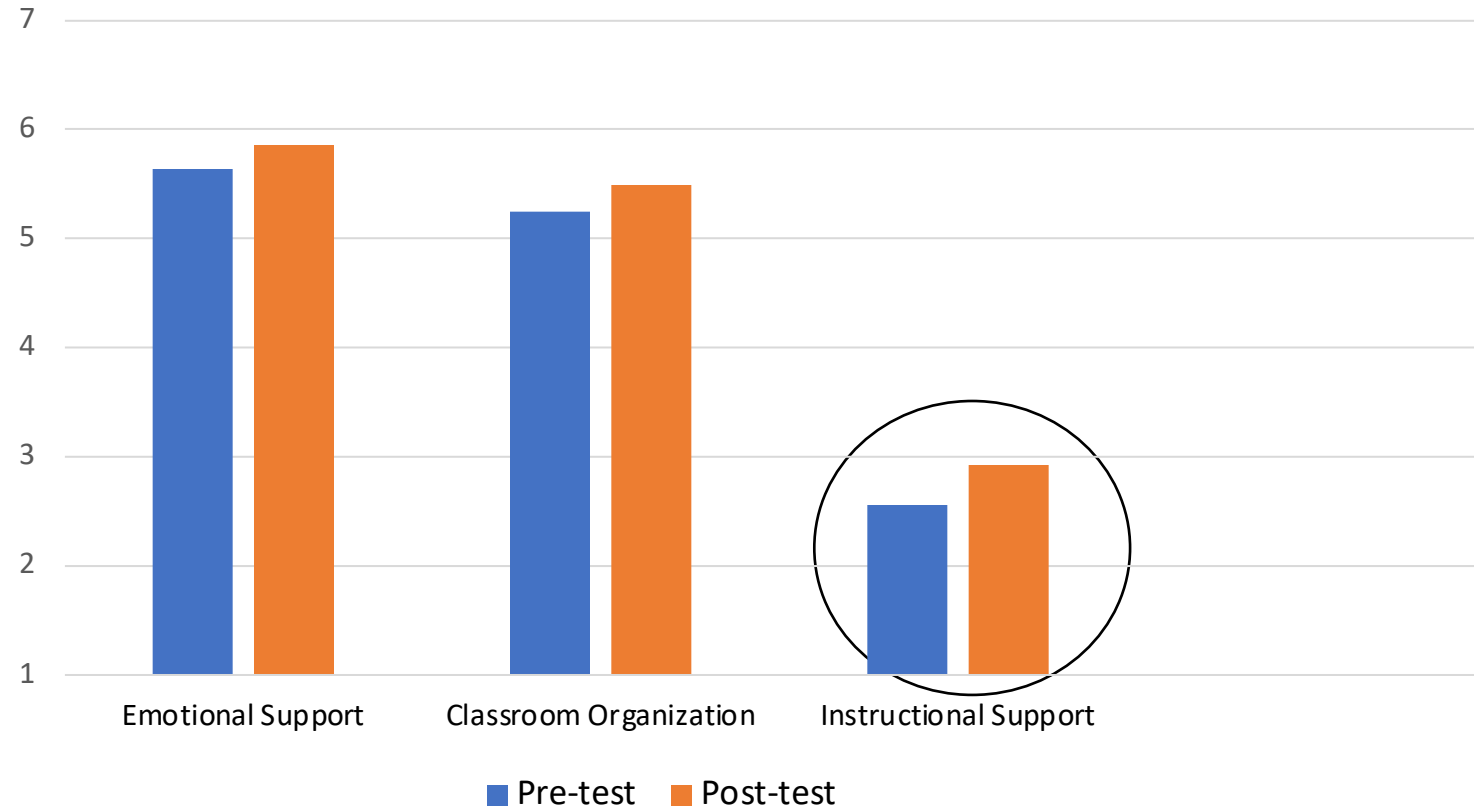
PD Model 1

- Teachers met for 1 full day/month for 5 consecutive months (~25 hours total)
- Group size ranged from 8-20, on average 11 teachers
- Led by trained PreK consultants hired by state



- **Learned to identify and analyze** effective teacher-child interactions
- In between sessions, **watched videos** of effective interactions and **practiced implementing** interactions in their classroom
- Had access to online library of video clips

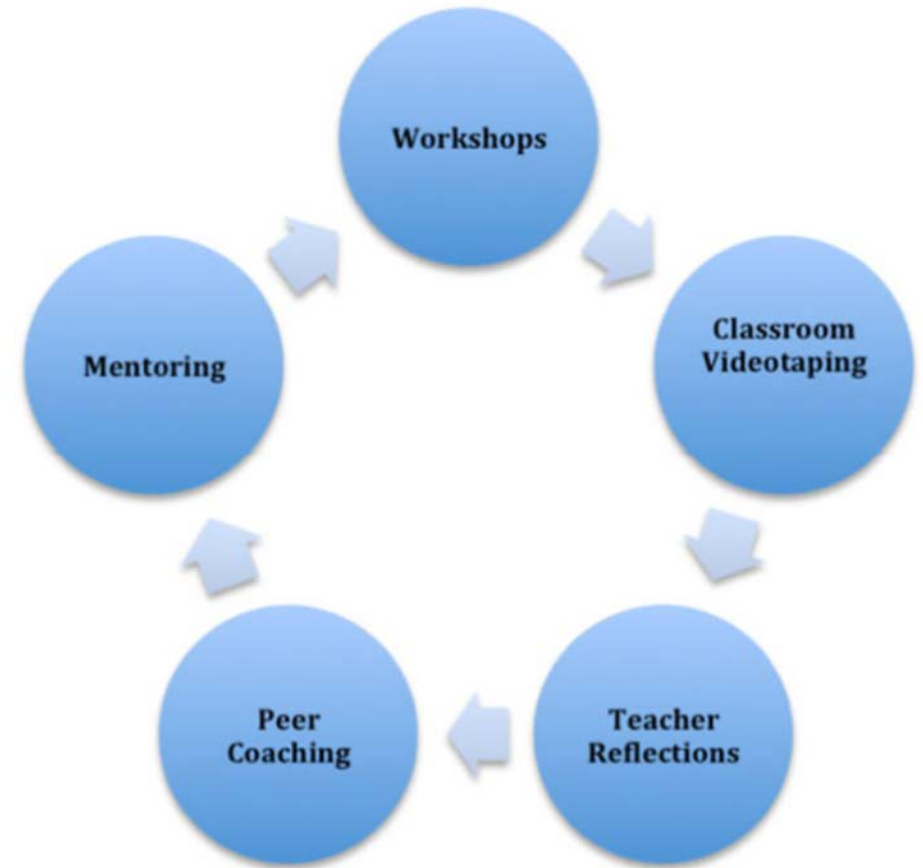
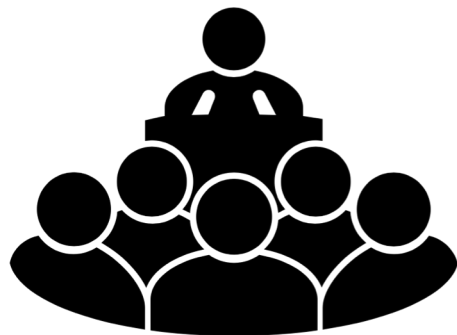
PD Model 1: Gains in Quality of Interactions



Key takeaway: the quality of interactions improved across all domains, and **Instructional Support** showed the greatest gains

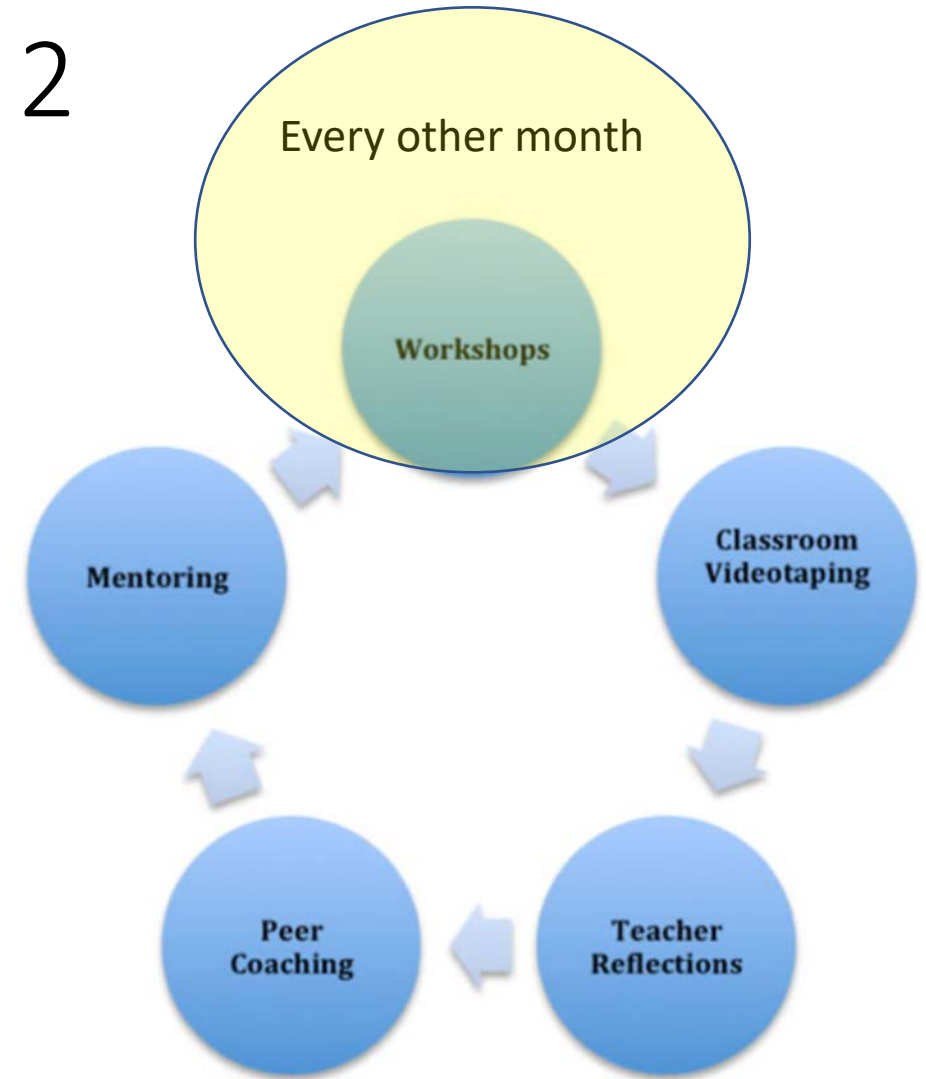
PD Model 2

- PD model comprised of a cycle of **video-based self-reflection, peer coaching**, and mentoring and bimonthly workshops focused on CLASS Instructional Support domain
- Head Start education supervisors served as mentors



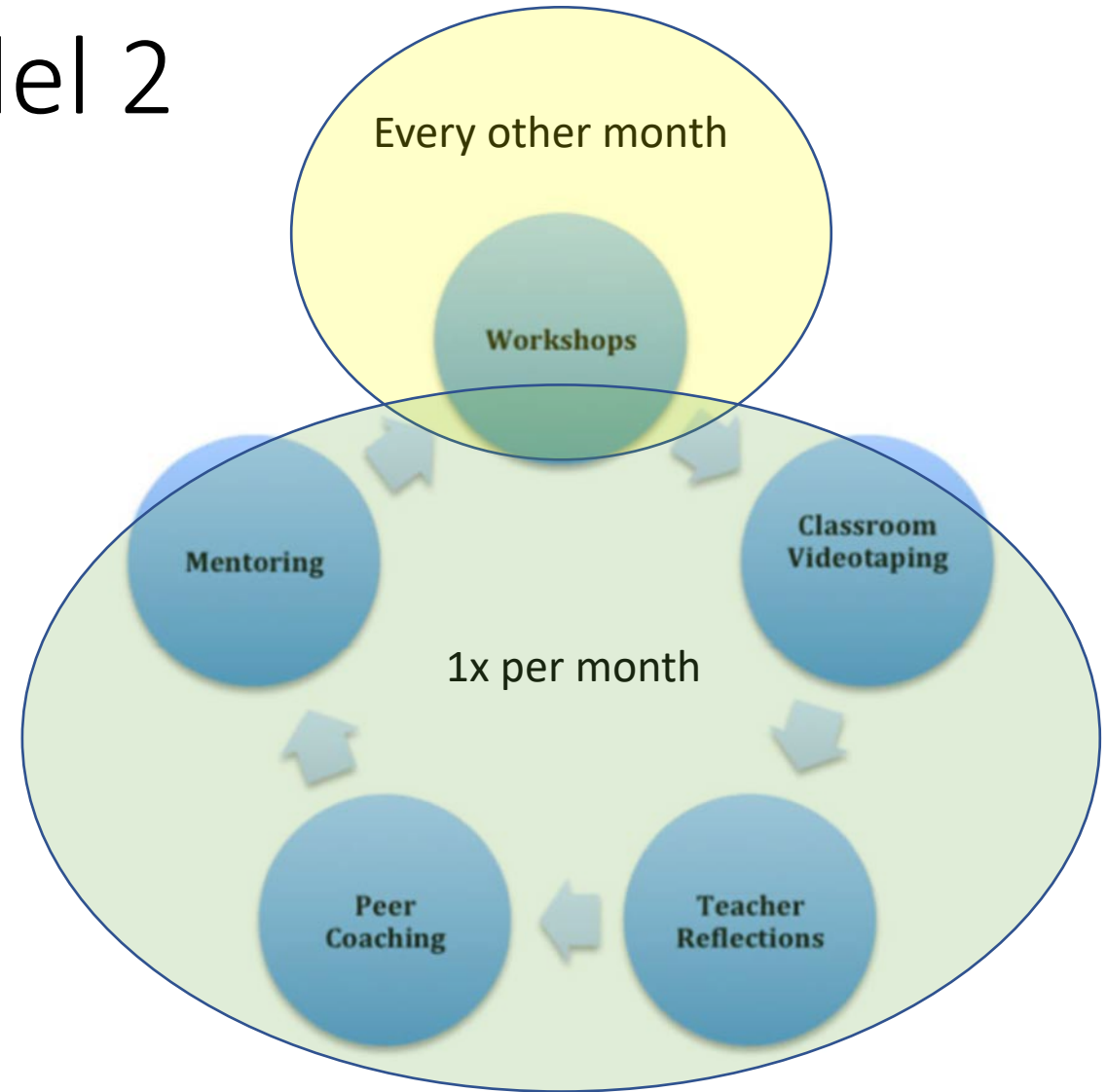
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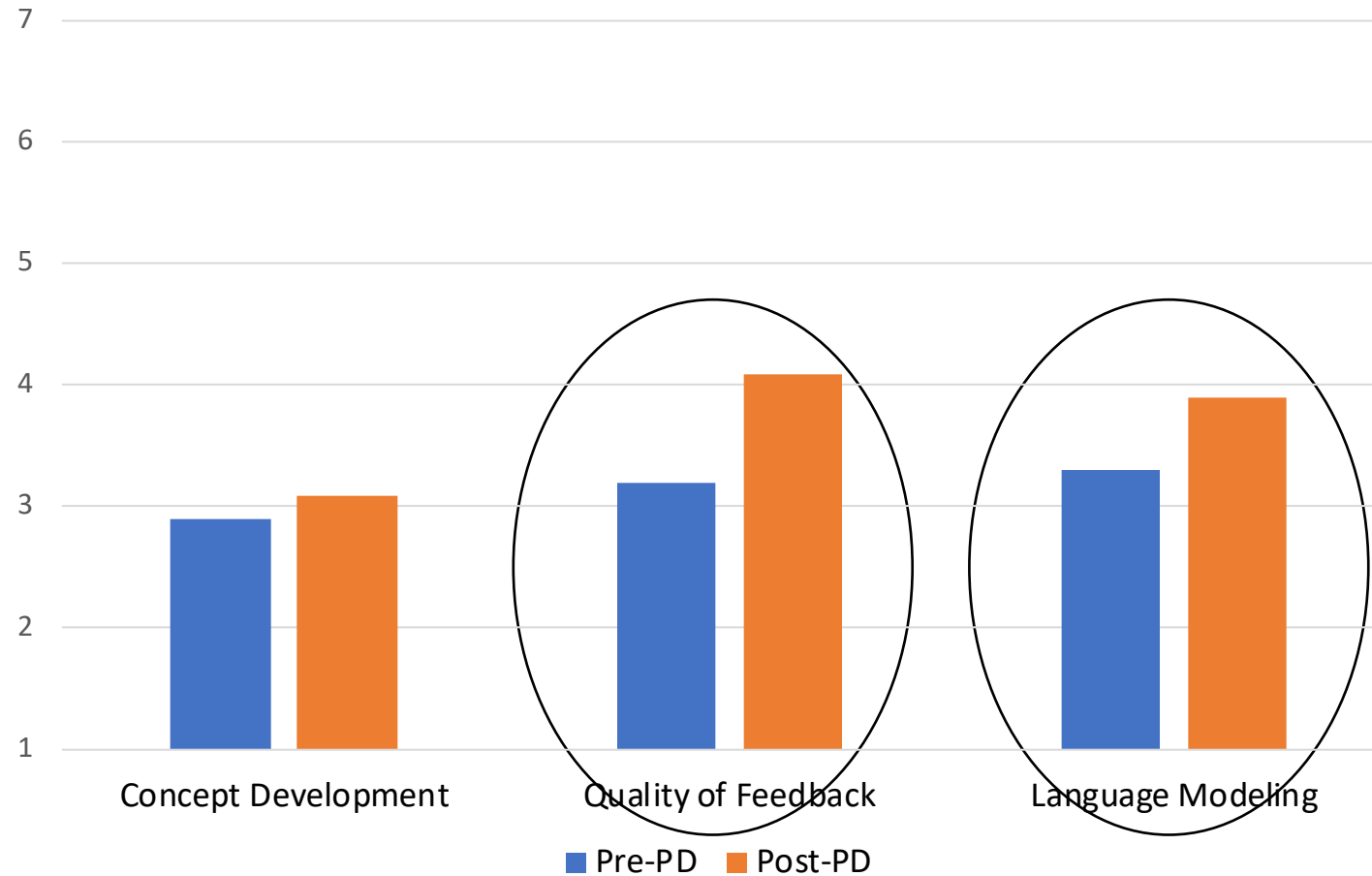


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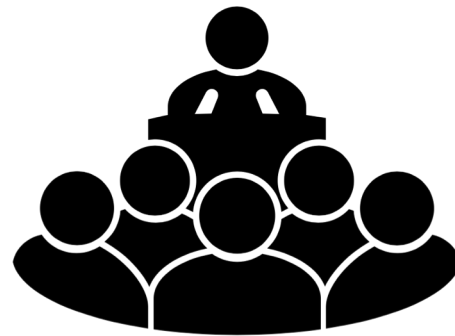
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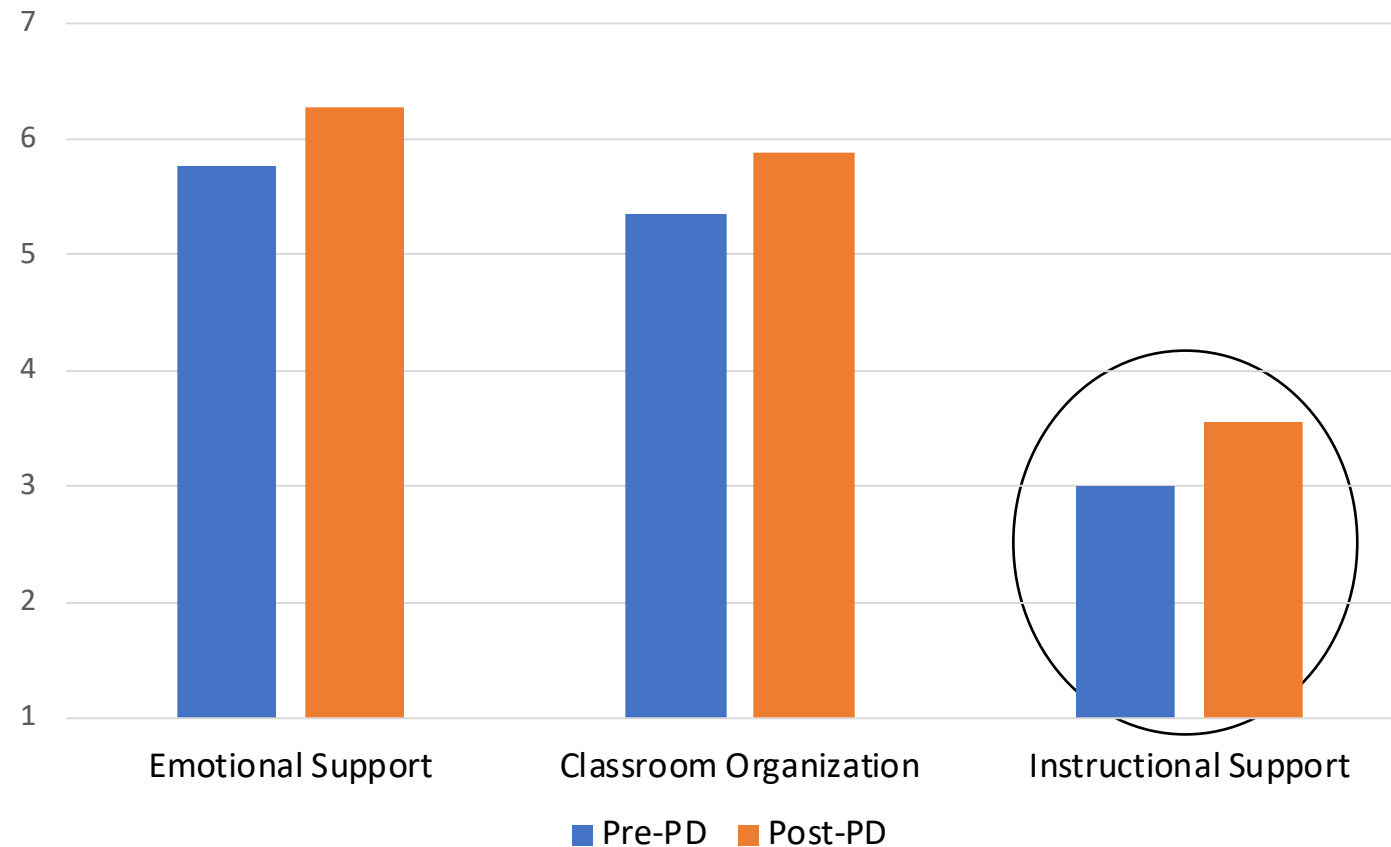
Key takeaway: teachers made improvements to all three dimensions within Instructional Support, and **Quality of Feedback** and **Language Modeling** showed the highest gains

PD Model 3

- Strong emphasis on curriculum implementation, CLASS, and instructional practices (e.g., language and literacy, SEL, math)
- All teachers completed at least 30 hours of PD focused on early learning environments and received **up to 40 hours of coaching**
- Some did **PLCs** that included **video review**, focus on **analyzing practices** that were implemented, and used data to determine what areas of greatest need were



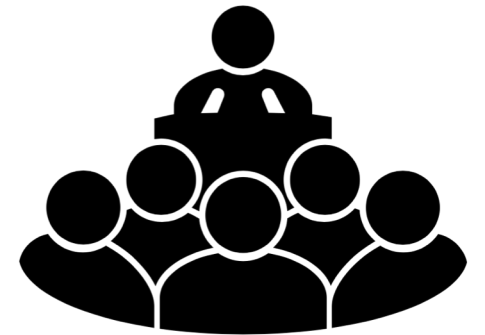
PD Model 3: Gains in Quality of Interactions



Key takeaway: the quality of interactions improved from Year 1 to Year 3, about the same magnitude for all domains

Practice-Focused PD is Possible Across Different PD Formats

- These three PD models used a variety of different formats – PLCs, group training, and coaching
- All 3 formats were practice-focused because they embedded activities that were intentionally designed to *build teachers' skills*
- Making your PD more practice-focused – choose your own adventure
 - **Trainings and Workshops**
 - PLCs
 - Coaching



Practice-Focused PD Formats:



A Closer Look at **TRAININGS & WORKSHOPS**

It's after lunch...
we are aiming for interactive

Using our zoom tools!

- *polling**
- *stamping**
- *chatting**

Poll Time!

Are **Trainings & Workshops** incorporated in your current PD model?

- Yes!
- Not yet, but planning to
- Other









Poll Time!

Who plans/coordinates your current **Trainings & Workshops**?

- VPI Coordinator
- Building/site administrators
- Division
- Teachers
- Other



Six Elements of Effective PD

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What might effective Practice-Focused Trainings & Workshops look like?

Current Practice:

Group meets 3-4 times a year on in-service days for trainings & workshops on curriculum implementation



What might effective Practice-Focused Trainings & Workshops look like?

Current Practice:

Group meets 3-4 times a year on in-service days for trainings & workshops focused on curriculum implementation

Practice Based Add -Ins:

- Close each training & workshop session with 15 min to create and discuss SMART action plan goals.
- Start the following session with 15 minutes sharing out how plan went, what was learned, how to keep moving



What might effective Practice-Focused Trainings & Workshops look like?

Current Practice:

- Group meets for monthly hour-long VPI meetings which include sharing updates, planning, and mini-workshop sessions featuring guest speakers



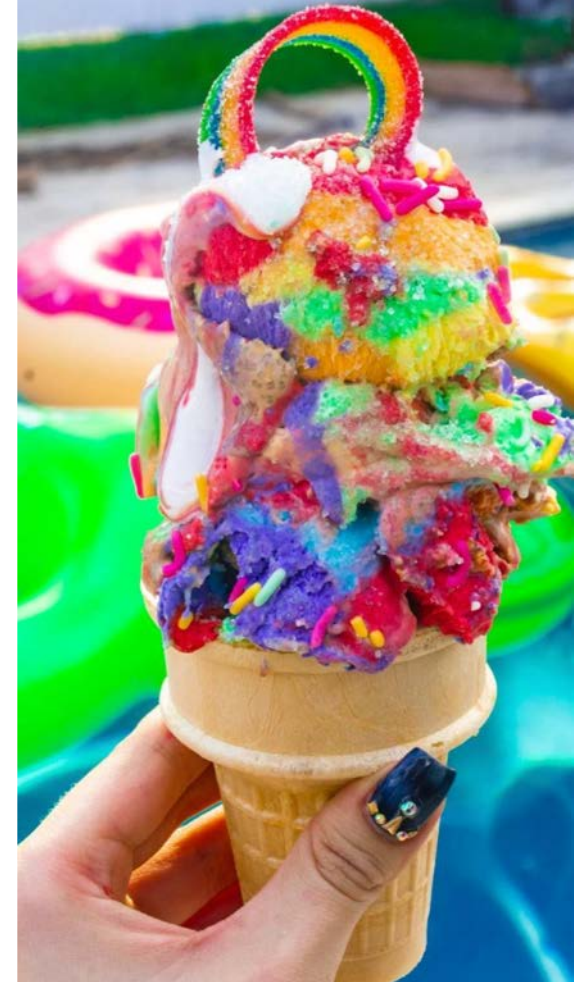
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Current Practice:

- Group meets for monthly hour-long VPI meetings which include sharing updates, planning, and mini-workshop sessions.

Practice Based Add-Ins:

- Build a role play into planning
- Each classroom **records/reviews/reflects** 1 of the co-planned activities before next meeting
- **Share** 3-5 minutes of recording for feedback (using specific “look fors” 😊)



Poll Time!

Are you currently incorporating **practice-focused activities** (*add-ins*) into your **Trainings & Workshops?**

- Yes - many/most
- Yes – some/a few
- Not yet, but planning to
- Other



What kinds of practices? Check all that apply.

Role Plays	Video Review/ Analysis (publicly available or subscription)	Video Review/ Analysis (self)	Video Review/ Analysis (peers)	Live peer observation discussed in trainings/ workshops	Share/ analyze implemented practices	Other	None Yet

How Much of Training & Workshop time is Practice Focused?

Put an check mark to show where your division is now.

Not Yet

Emerging

Effective

Exemplary

Passive = receiving information/ generally discussing practice

Practice focused = intentionally building skills through video review, role plays, action planning...

**More than 75%
passive**

**Less than 24%
intentionally building
skills**

74-50% passive

**25-49% intentionally
building skills**

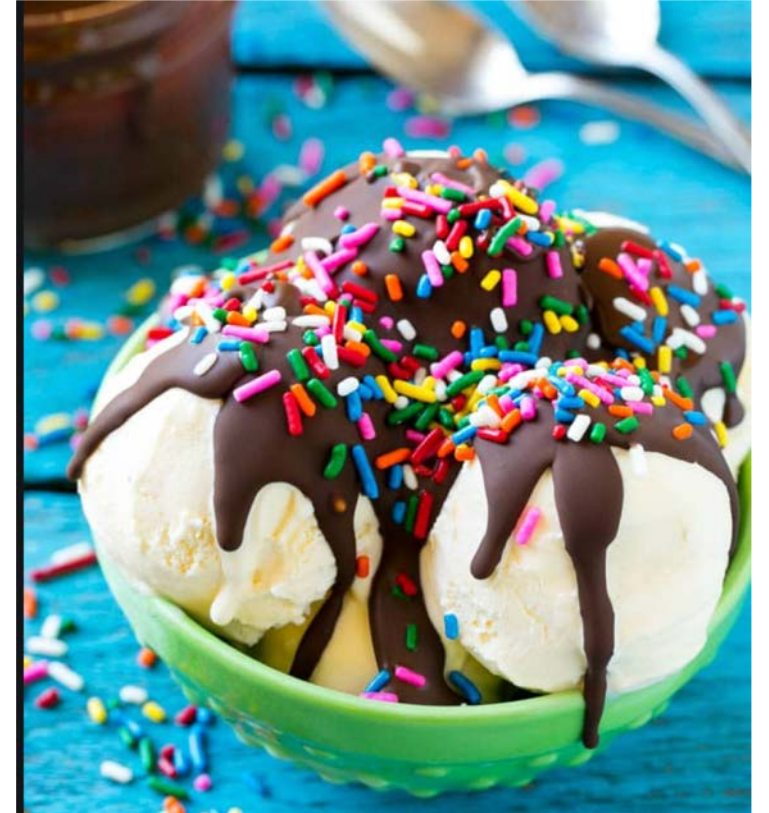
49-25% passive

**50-74% intentionally
building skills**

Less than 24% passive

**More than 75%
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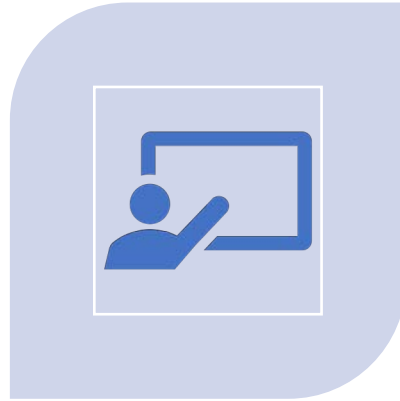
How can we make our Trainings & Workshops more practice-focused?



3 KEY CONSIDERATIONS:



FREQUENT AND
CONNECTED



EFFECTIVE FACILITATION

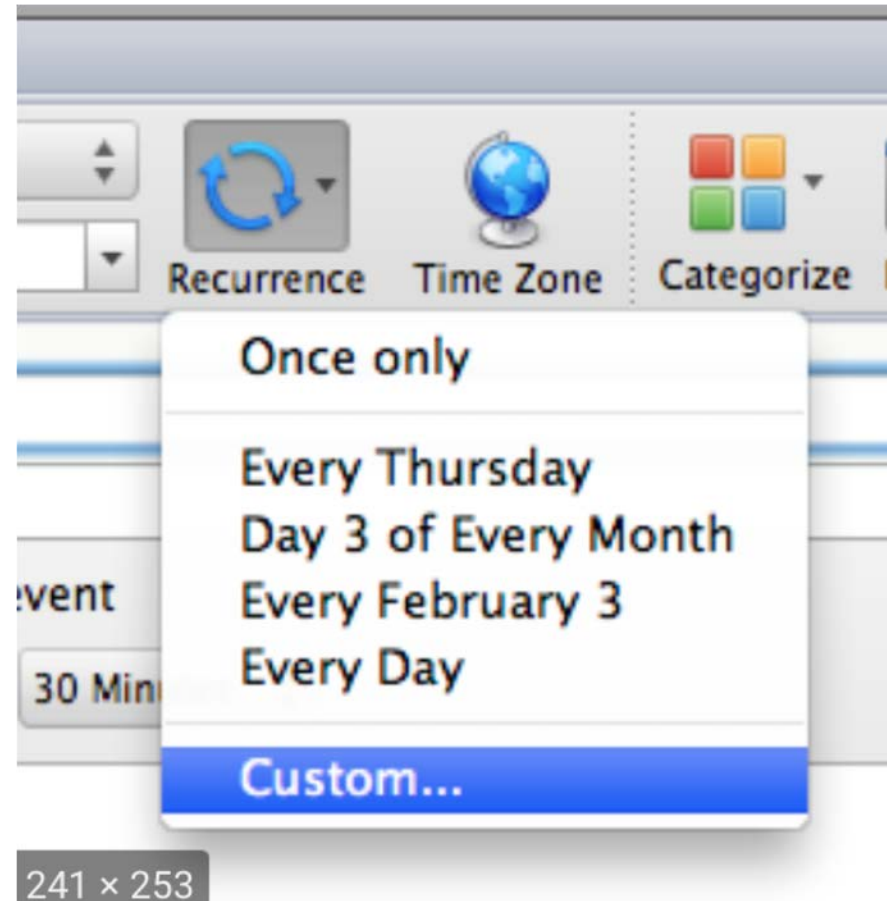


ACTION PLANNING



Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Action Planning		

Frequent +
Connected

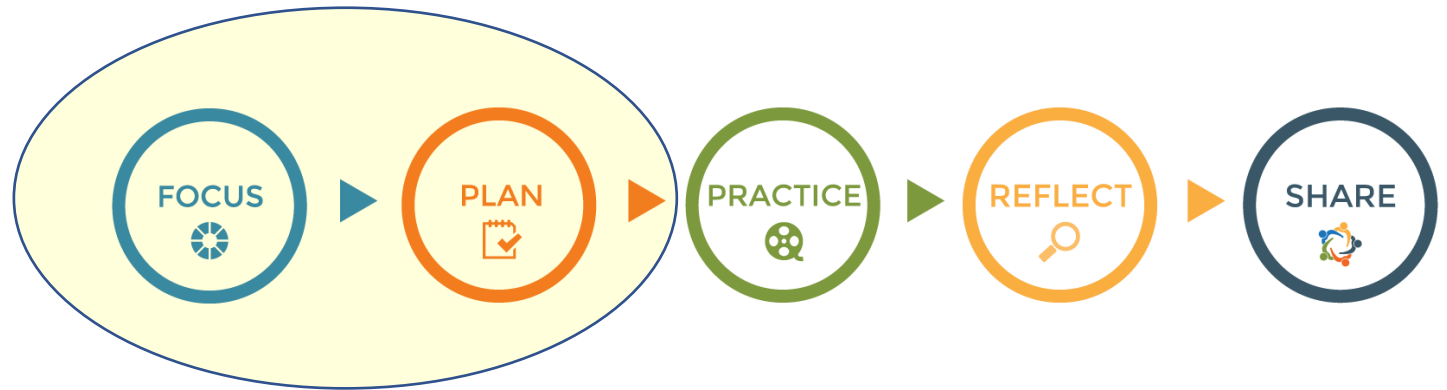


Frequent +
Connected



Frequent +
Connected

week 1



Frequent +
Connected

week 2



Frequent +
Connected



Frequent +
Connected



Poll Time!

Are your current Trainings & Workshops **linked with an ongoing focus over time** in ways that help teachers build skills?

- **Yes!** *They're connected with opportunities for teachers to learn/plan->apply->reflect/share*
- **Sometimes** *we revisit what we learned in previous sessions.*
- **Not yet,** *we tend to shift topics at each training or workshop without revisiting previous topics*
- **I'm not sure**



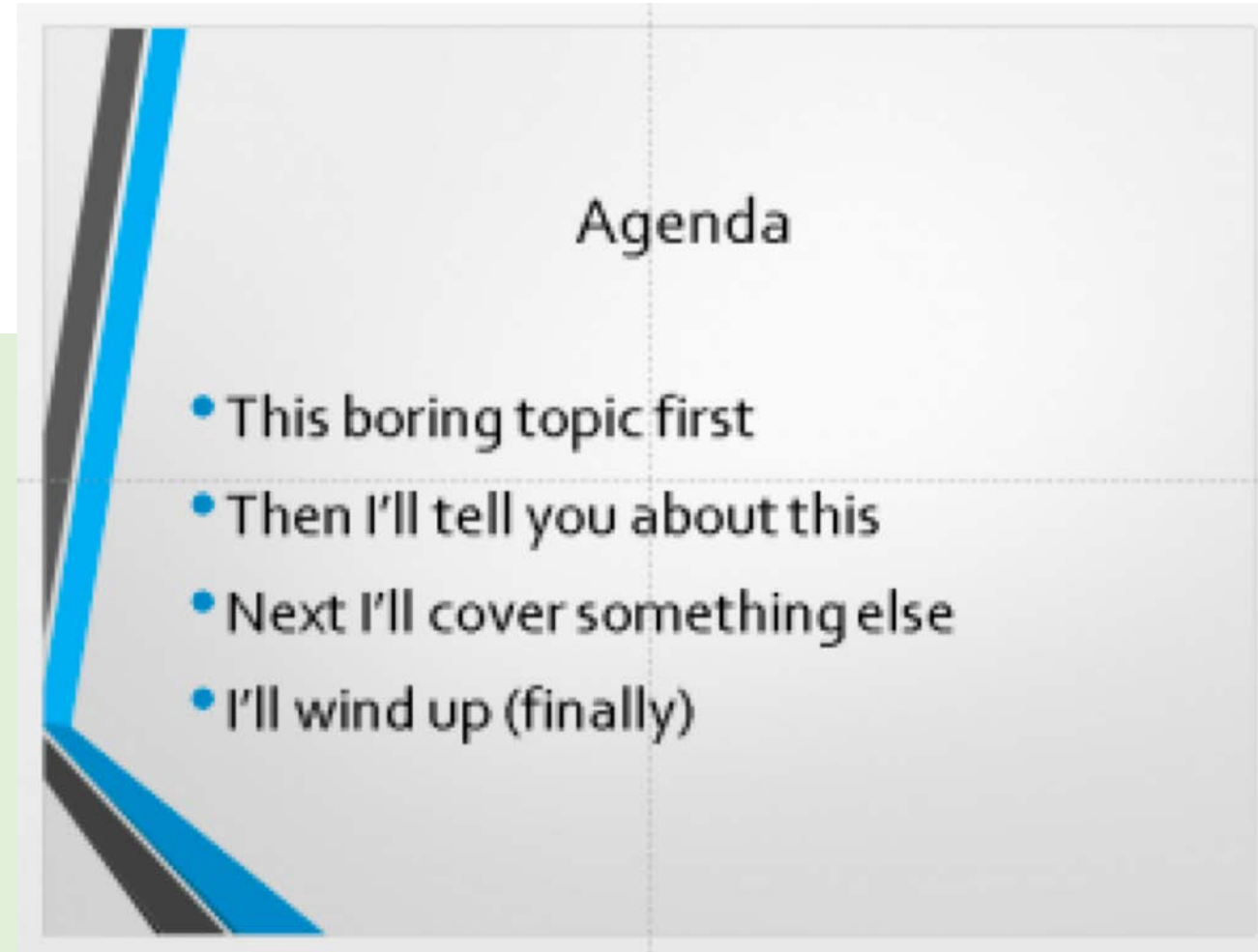
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Action Planning		

Effective Facilitation



Effective Facilitation

Have a standardized structure for trainings & workshops.



Effective Facilitation

(feel free to stamp or chat if you do this)

Have a standardized structure for meetings.
For example:



Use Open-ended Questions to Prompt Teachers' Analysis...

When watching videos

- **Observe** – What did you see/notice related to the goal?
- **Assess** – How did that go... according to plan?
- **Effects** – What effect did the teaching practice have on children? How do you know?
- **Perspective Taking** – How do you think the child was thinking/feeling?
- **Brainstorm** – What would you do differently?

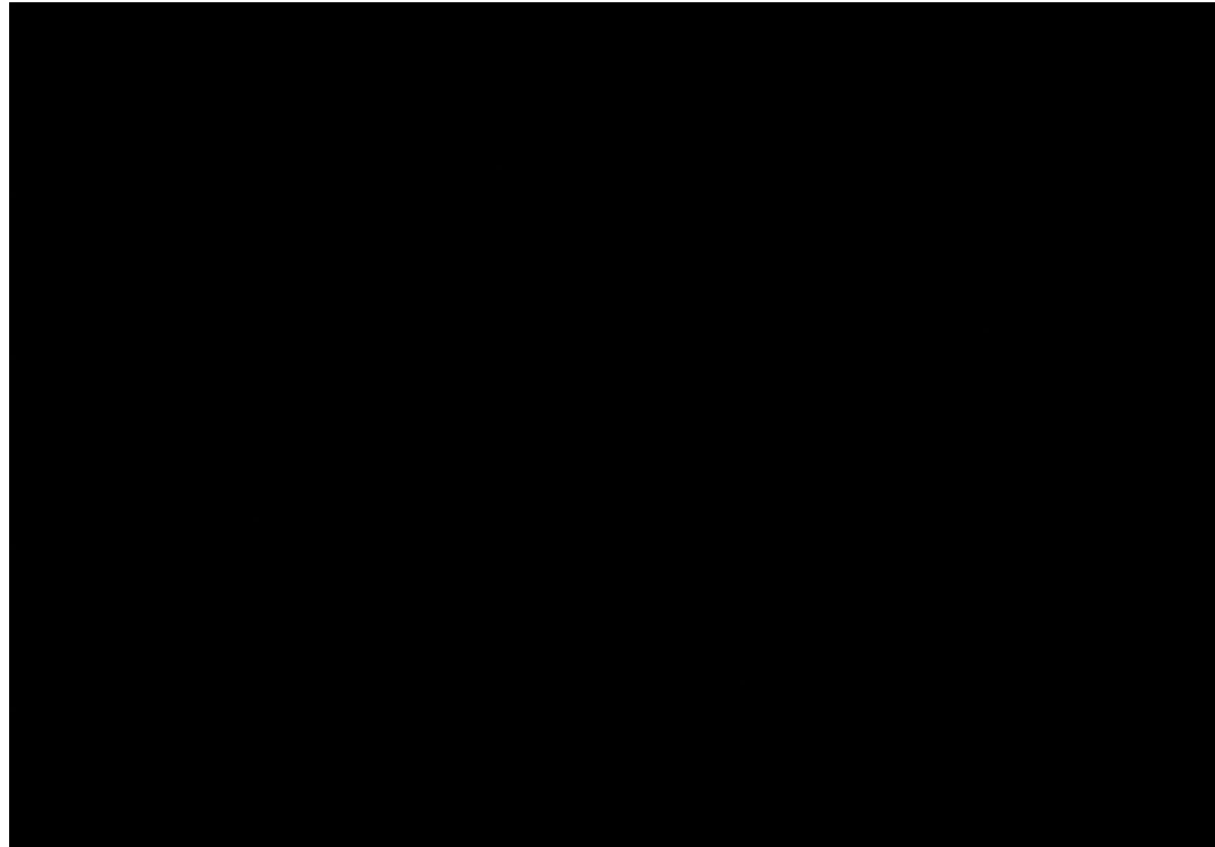


Use Open-ended Questions to Prompt Teachers' Analysis... When watching videos

“What specific interactions did you see related to feedback?”

“What can you take from this to apply to your own teaching? How would you apply it?”

Video as a Reflective Tool



AEII resource for finding free video clips

The screenshot shows the AEII Video Clip Directory website. At the top is a dark blue navigation bar with links: HOME, ABOUT AEII, WHY AEII?, HOW IT WORKS, TOOLS & RESOURCES (with a dropdown arrow), NEWS, and CONTACT US. Below the navigation bar is the "Video Clip Directory" section. It includes a brief description of the resource, a disclaimer, and a search interface. The search interface has a "CLEAR SEARCH" button, a "SEARCH" button, and a search box labeled "Search Keywords" with the placeholder text "Type in a key word". Below the search box are "Search Categories" with two main sections: "Classroom Interactions and Organization" (with a house icon) and "Social/Emotional Topics" (with a speech bubble icon). Under "Classroom Interactions and Organization", there are four checkboxes: "Instructional Interactions" (checked), "Social and Emotional Support", "Prompting Positive Behavior", and "Productive Routines and Transitions". Under "Social/Emotional Topics", there are three checkboxes: "Emotion Regulation", "Friendship Building", and "Problem Solving". Below the search categories is a "Content Specific" section with a book icon. The main content area displays "91 Available Resources" and a pagination bar showing pages 1 through 6. The first row of video thumbnails includes "Taking Away", "All Together", "Shape in a Bag", and "Sorting Shapes". The second row includes "Looking for Shapes", "What Can We Measure?", "Almost Even", and "Measuring Results". Each thumbnail has a play button icon and a source attribution: "Source: ECLKC/NCQTL".

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Video Clip Directory

Included in this video clip directory are a series of video clips that have been carefully vetted and selected by staff from the Center for Advanced Study of Teaching and Learning (CASTL). Video clips on specific topics can be narrowed down using the categories on the left.

Please note: The links below direct you to a website not associated with the Commonwealth of Virginia Department of Education (VDOE). The VDOE does not necessarily endorse the views expressed or the data and facts presented on the external sites.

Search Keywords

Clear Search Search

Type in a key word

Search Categories

Classroom Interactions and Organization

- ☒ Instructional Interactions
- ☐ Social and Emotional Support
- ☐ Prompting Positive Behavior
- ☐ Productive Routines and Transitions
- ☐ The Environment

Social/Emotional Topics

- ☐ Emotion Regulation
- ☐ Friendship Building
- ☐ Problem Solving

Content Specific

91 Available Resources

Page: 1 2 3 4 5 6

Video Clips:

- Taking Away
- All Together
- Shape in a Bag
- Sorting Shapes
- Looking for Shapes
- What Can We Measure?
- Almost Even
- Measuring Results

Source: ECLKC/NCQTL

>100 short PreK classroom video exemplars and in-service videos in a searchable directory.

<https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/instructional-video-library/>

Poll Time!

Are your current Trainings & Workshops **using effective facilitation techniques?**

- Yes!
- Sometimes
- Not yet
- I'm not sure?



Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Action Planning		

Action Planning

Action Plan: _____ (specific area of focus)	
KNOW Week of _____	
SEE Week of _____	
DO Week of _____	SMART Goal: Specific Measurable Achievable Realistic Timely
Follow Up Week of _____	

Action Plan: Explore connections (I&I Strategy)	
KNOW Week of 10/07/19	<p>Learn to make learning meaningful for children by engaging in activities and interactions that support their understanding of the world around them.</p> <p>Resource: Making Learning Meaningful for Children</p> <p>As you are reviewing this resource, think about the ways to connect your teaching to the lives of your students by linking new learning to previous experience; relating concepts to children’s lives; and providing hands-on learning.</p>
SEE Week of 10/07/19	<p>Watch: Winter Weather Conversation during Breakfast</p>
DO Week of 10/14/19	<p>When introducing your next study, start by asking children what they know about this topic already, what experiences they have had the topic, and what they are curious about. Write down children’s ideas in a “KWL” chart and follow up by incorporating ways that they can find the answers to their questions into lessons over the next several weeks.</p>
Follow Up	<p>Feedback provider:</p>

See sample Action Plans in the [Know, See, Do PD Planning Resources](#) resources

← Example to the left comes from “Supporting Children’s Thinking Skills”

Stay SMART to Grow Instructionally Supportive Interactions!



SPECIFIC



MEASURABLE



ACHIEVABLE



REALISTIC



TIMELY

Sample SMART Action Plan goal (“DO”)

Strategy: Provide conversation and feedback that expands, extends, and clarifies



DO: Each day this week, look for 1 child who is struggling to complete a task or answer a question.

- Instead of providing the answer/solving the problem for them or moving on to another child, **give the child a hint or suggestion** that will help them solve the problem/answer the question on their own.
- If they still don't get it, **encourage children to use additional resources**, like looking in a book with you, recalling a previous activity, or getting help from a peer.

Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Action Planning		

Which practices are you interested in adding?

Role Plays	Video Review/ Analysis (publicly available or subscription)	Video Review/ Analysis (self)	Video Review/ Analysis (peers)	Live peer observation discussed in PLC	Share/ analyze implemented practices	SMART planning	Other

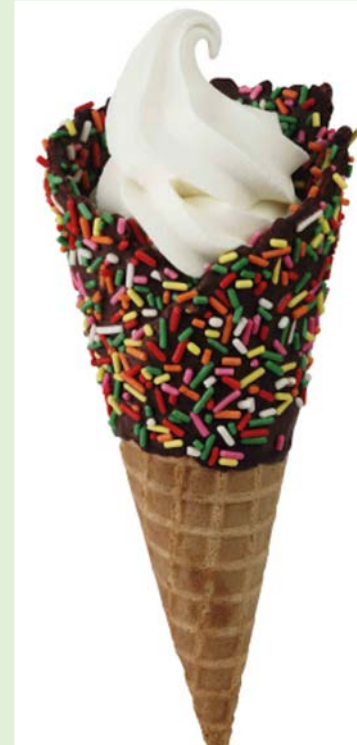
Make a Plan!

What does your trainings & workshops currently look like and what practice focused *add ins* could you try out?







Current Practice:



Add-Ins:



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Sharing Training & Workshop resources

If you have training/support that helps the implementation of practice focused Trainings & Workshops (e.g., facilitation, action planning, etc), please share in the chat box!

(e.g., anyone do Practice-Based Trainings & Workshops?)

Thank you!

- Please reach us at aeii@virginia.edu with any questions!

