

# Improving Instructionally Supportive Interactions through Practice-Focused PLCs 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
- You have chosen your own adventure: Providing Practice-Focused PD  
in PLCs

# 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!

# CLASS Observations

- Area with most room for growth is....

Domain	Dimension	Description
Emotional Support	<b>POSITIVE CLIMATE</b>	Considers the comfort, warmth, and respect displayed in teachers' and students' interactions with one another and the degree to which they display enjoyment during learning activities.
	<b>NEGATIVE CLIMATE</b>	Reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.
	<b>TEACHER SENSITIVITY</b>	Encompasses teachers' awareness of and responsivity to students' individual academic and social-emotional needs.
	<b>REGARD FOR STUDENT PERSPECTIVES</b>	The degree to which teachers' interactions with students emphasize students' interests and ideas and promote child autonomy rather than being very teacher-directed.
Classroom Organization	<b>BEHAVIOR MANAGEMENT</b>	Encompasses teachers' use of effective methods to prevent and redirect misbehavior by communicating clear behavioral expectations and minimizing time spent reacting to behavioral issues.
	<b>PRODUCTIVITY</b>	Considers how well teachers manage instructional time, transitions, and routines so that students have maximal opportunities to learn.
	<b>INSTRUCTIONAL LEARNING FORMATS</b>	The degree to which teachers maximize students' engagement by providing clear learning objectives, interesting materials, and facilitation.
Instructional Support	<b>CONCEPT DEVELOPMENT</b>	The degree to which instructional discussions and activities promote students' higher-order thinking skills versus rote learning.
	<b>QUALITY OF FEEDBACK</b>	Involves how teachers provide feedback focused on expanding children's learning and understanding versus correctness.
	<b>LANGUAGE MODELING</b>	Involves teachers using language-facilitation techniques including: self- and parallel talk, open-ended questions, repetition and extension, and use of advanced vocabulary.







# CLASS Observations

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Instructional Support!

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# 6 Elements of Effective PD

<b>Data-driven</b>	<b>Specific, articulated objectives</b>	<b>Practice-focused</b>	<b>Feedback and analysis loops</b>	<b>Coherence</b>	<b>Access for all teachers</b>
<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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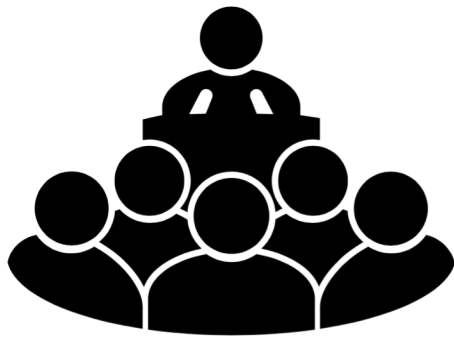


# Supporting Continuous Improvement through Practice-Focused PD

- Using our data to inform our focus, we wanted to spend this time focusing on how **PRACTICE FOCUSED PD** can support **INSTRUCTIONALLY SUPPORTIVE INTERACTIONS**
- Start by sharing 3 PD Models that are **practice-focused** and have improved the quality of teachers' **Instructional Support**

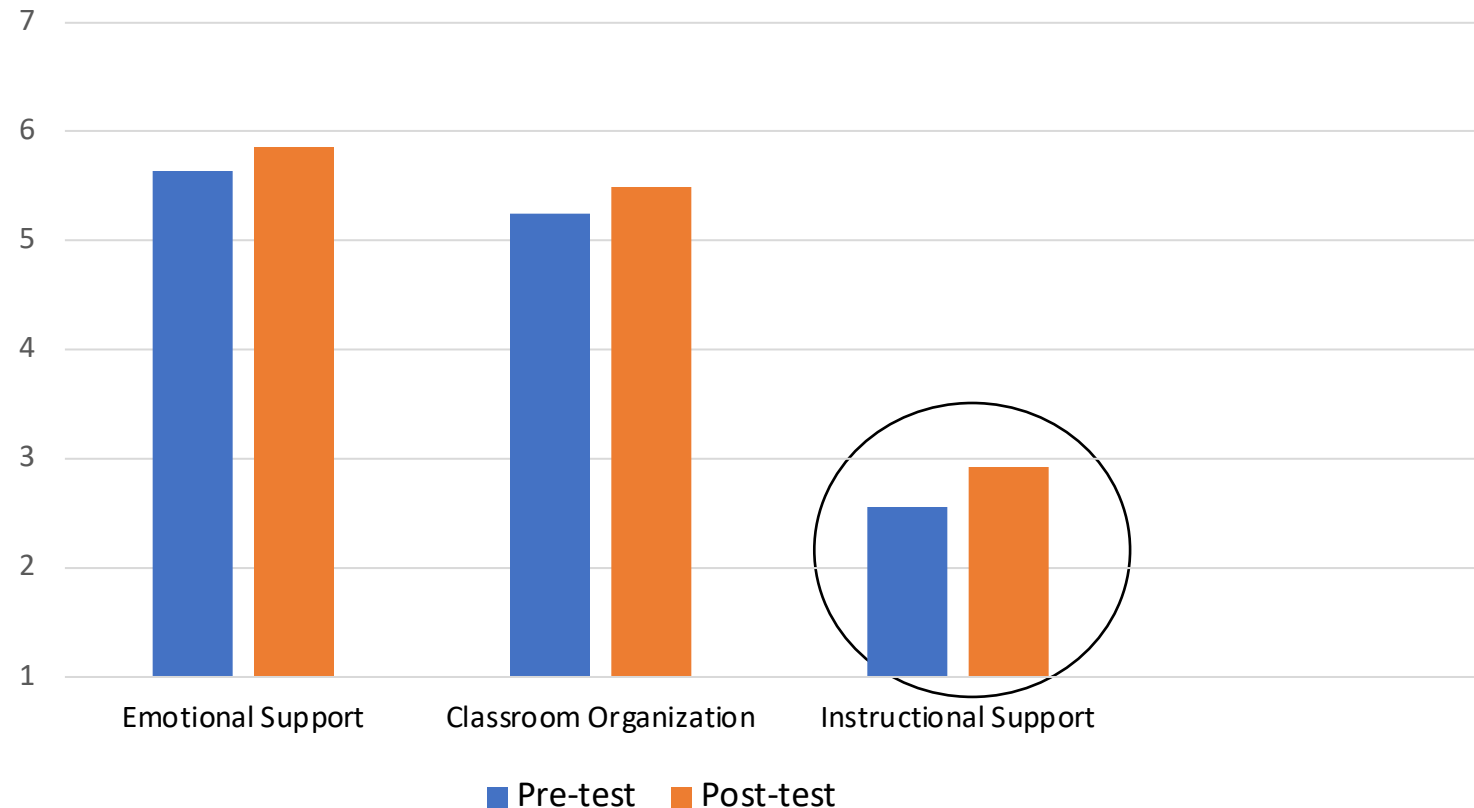
# PD Model 1

- 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

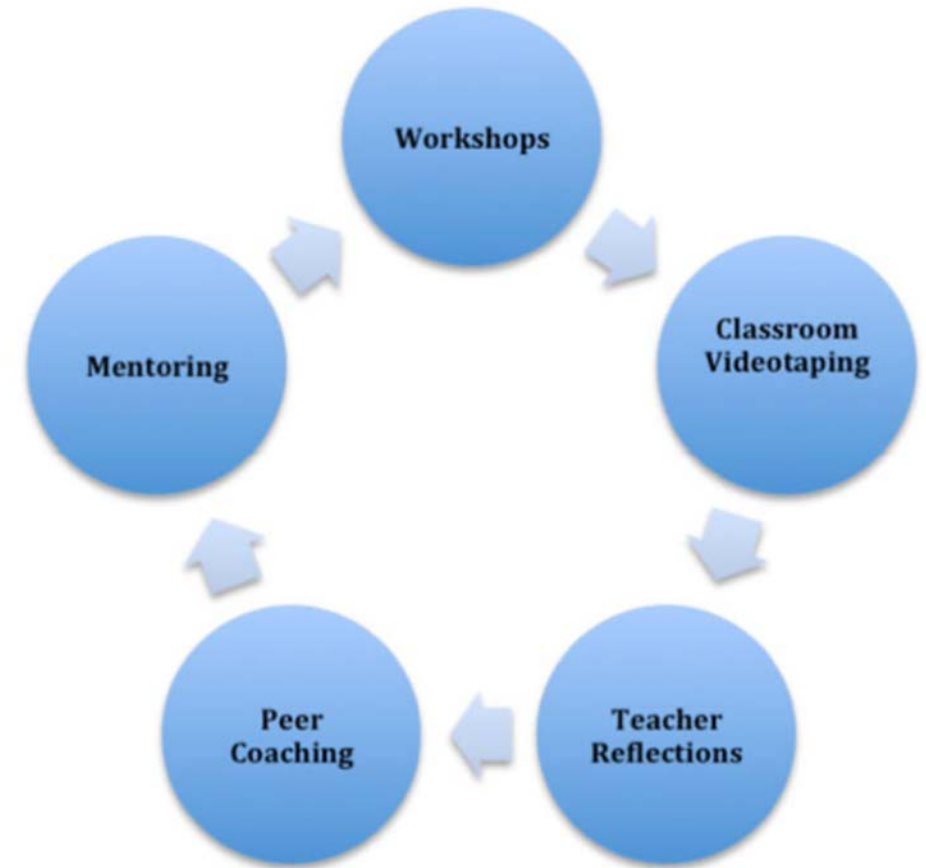
# PD Model 1: Gains in Quality of Interactions



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

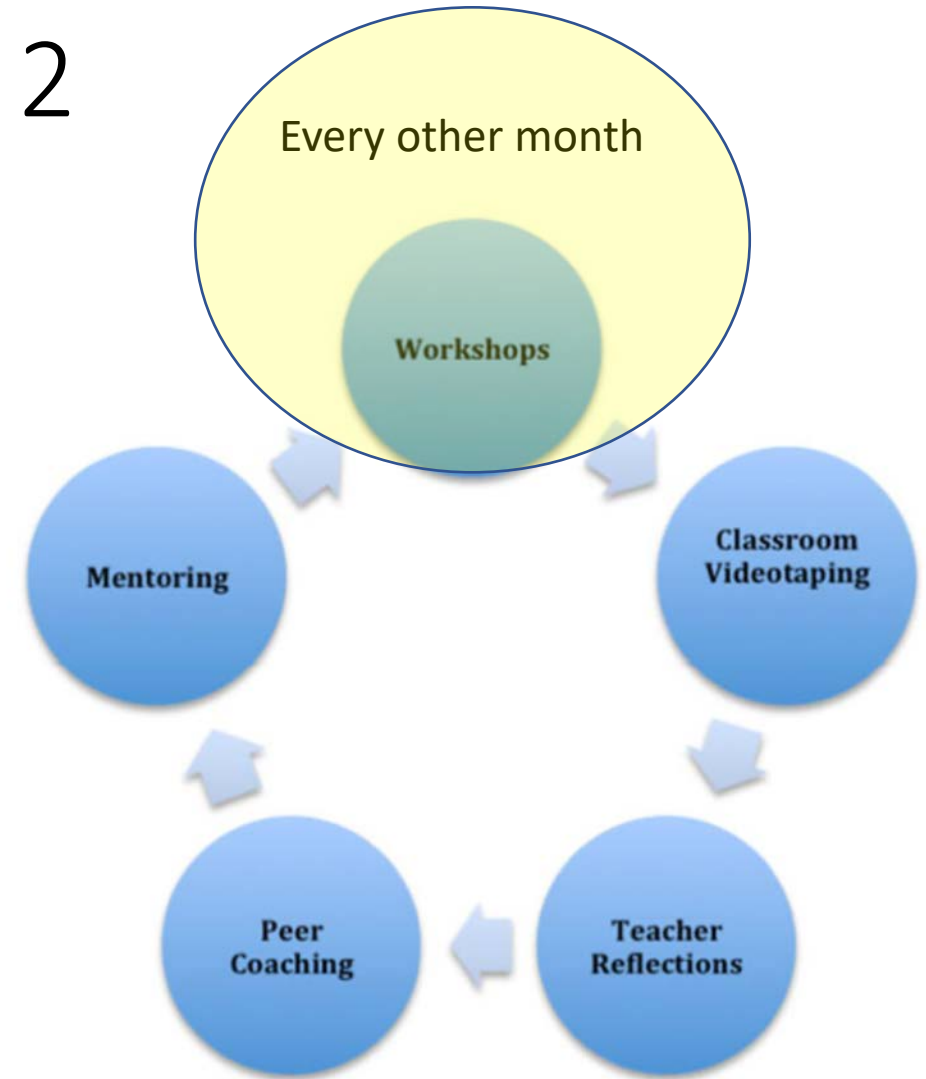
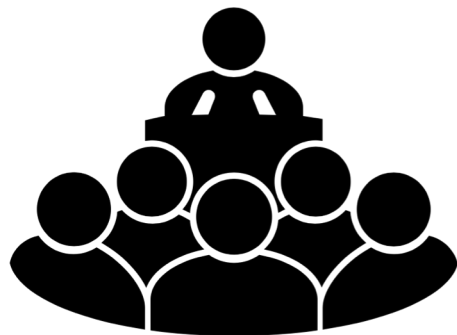
# PD Model 2

- 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



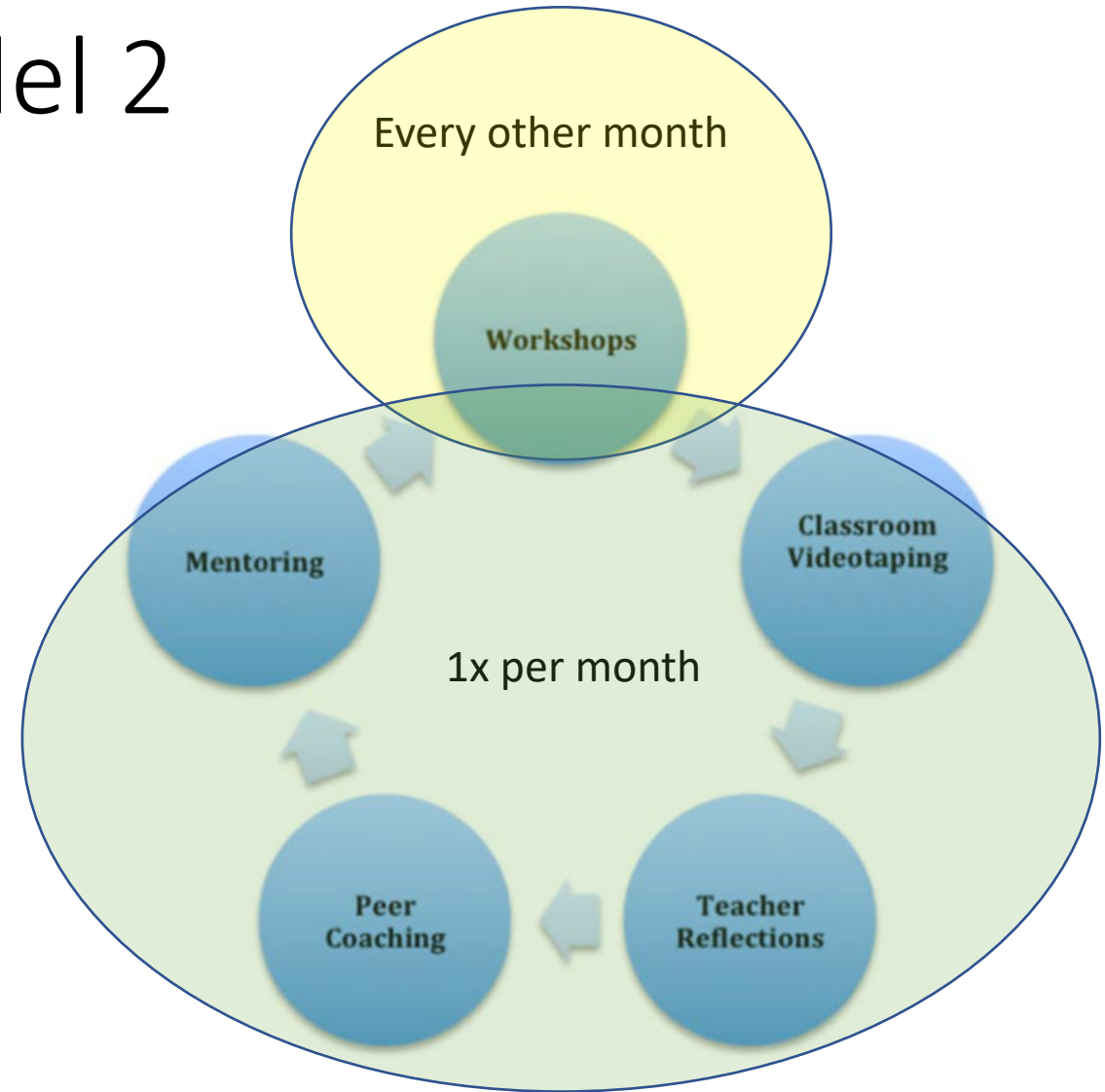
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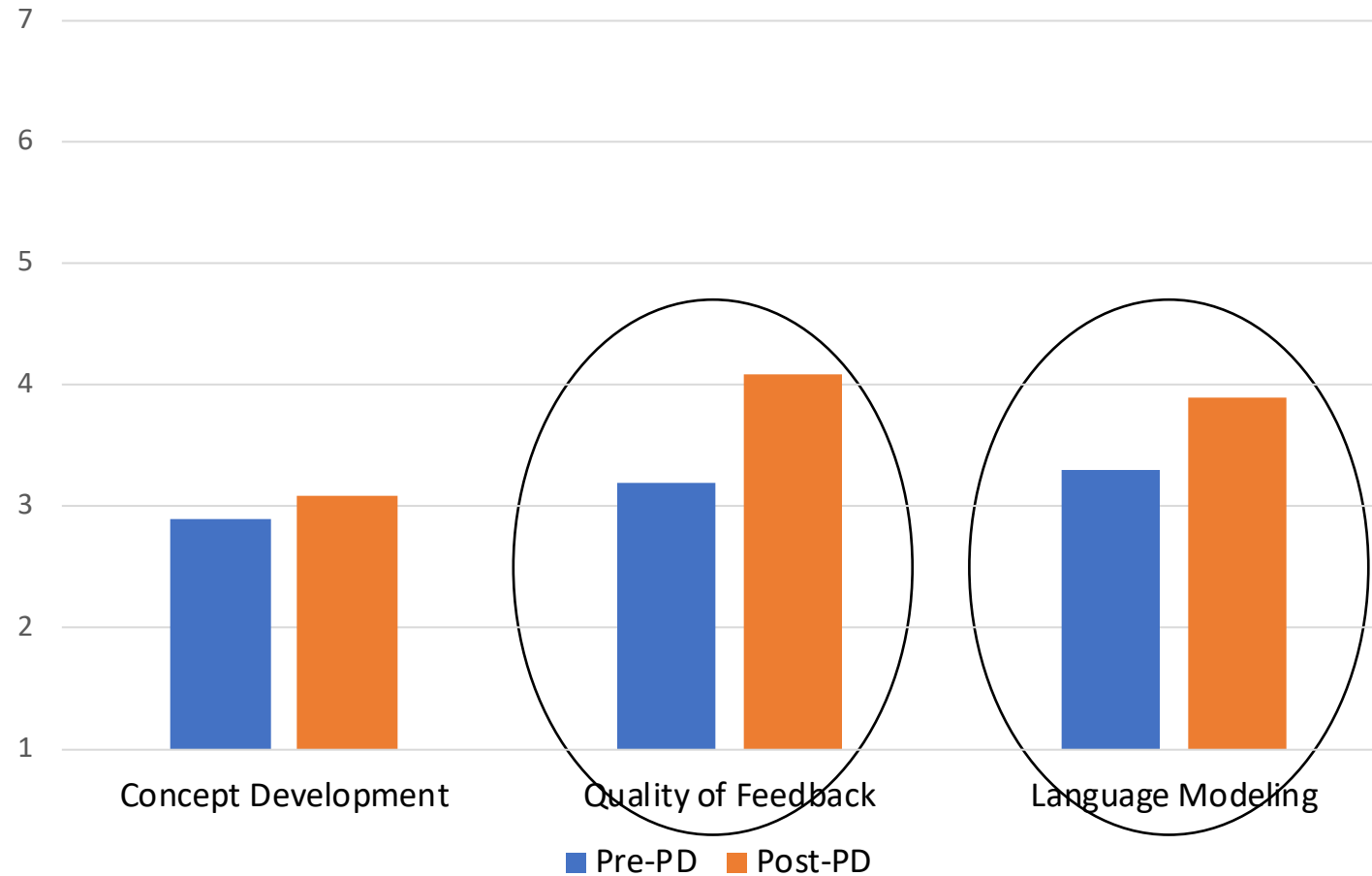


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# PD Model 2: Gains in Quality of Interactions



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

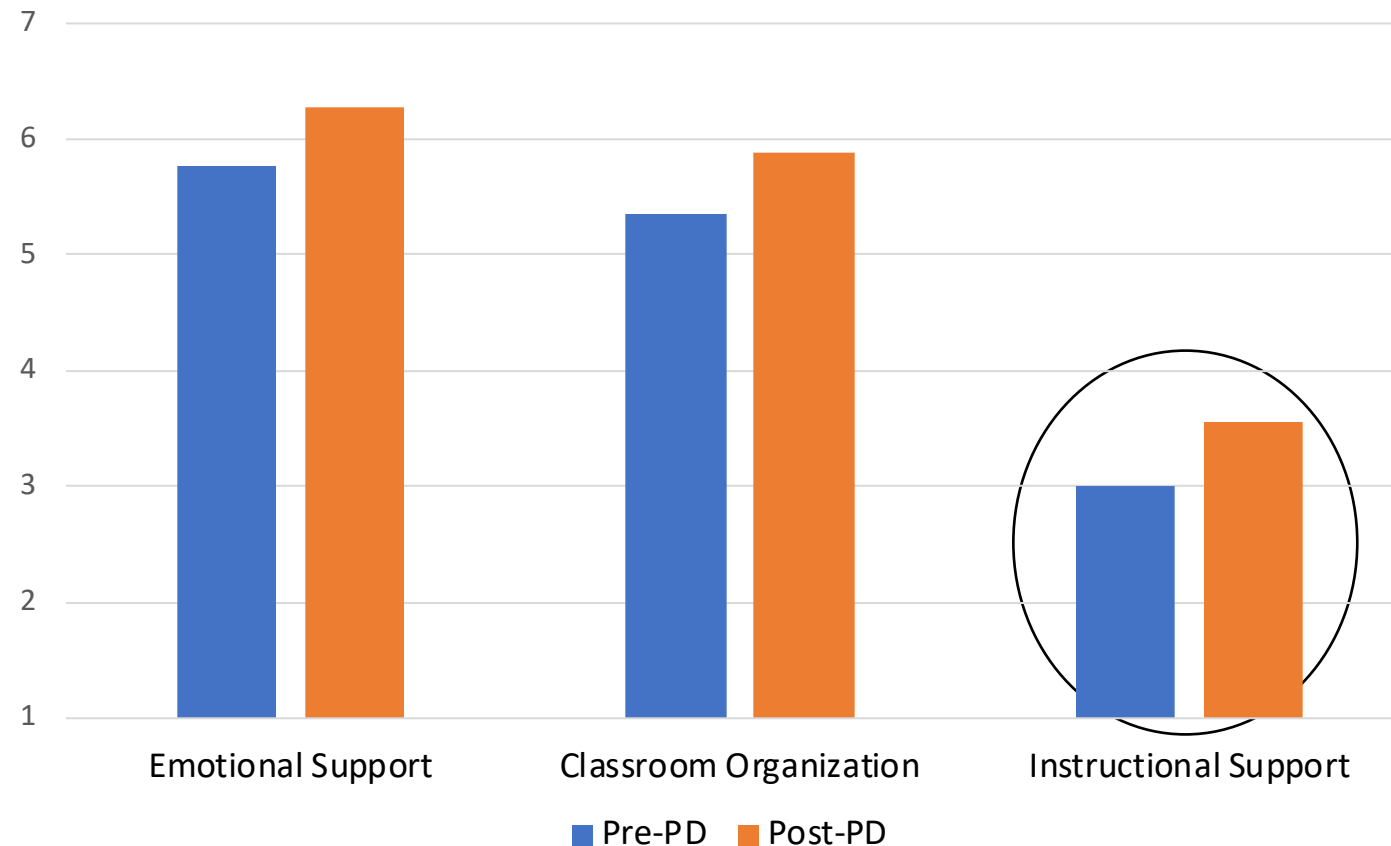
# PD Model 3

- 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
  - Trainings and Workshops
  - **PLCs**
  - Coaching



Its after lunch...



So we are aiming for interactive  
and invigorating!

*Using our zoom tools!*

**\*polling**

**\*stamping**

**\*chatting**

# Poll Time!

Are **PLCs** incorporated in your current PD model?

- Yes!
- Not yet, but planning to
- Other
- I'm not sure









# Poll Time!

Who facilitates PLCs in your division?

- I do!
- A coach
- A lead teacher
- There is no designated facilitator
- Other



# Six Elements of Effective PD

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# What might CURRENT PLCs look like?

## **Current Practice:**

- Group meets monthly for 60 minutes
- Read book chapter(s) between each meeting
- Get together and discuss the reading





# What might a more Practice-Focused PLCs look like?

## **Current Practice:**

- Group meets monthly for 60 minutes
- Read book chapter(s) between each meeting
- Get together and discuss the reading

## *Practice Based Add -Ins:*

- Close each meeting with 15 min to create and discuss (and role play?) SMART implementation plans based on book
- Start each following meeting with 15 minutes sharing out how plan went, what was learned, how to keep moving



# What might CURRENT PLCs look like?

## Current Practice:

- Group meets **weekly** for 60 minutes
- Review curriculum guides and co-plan next week's activities



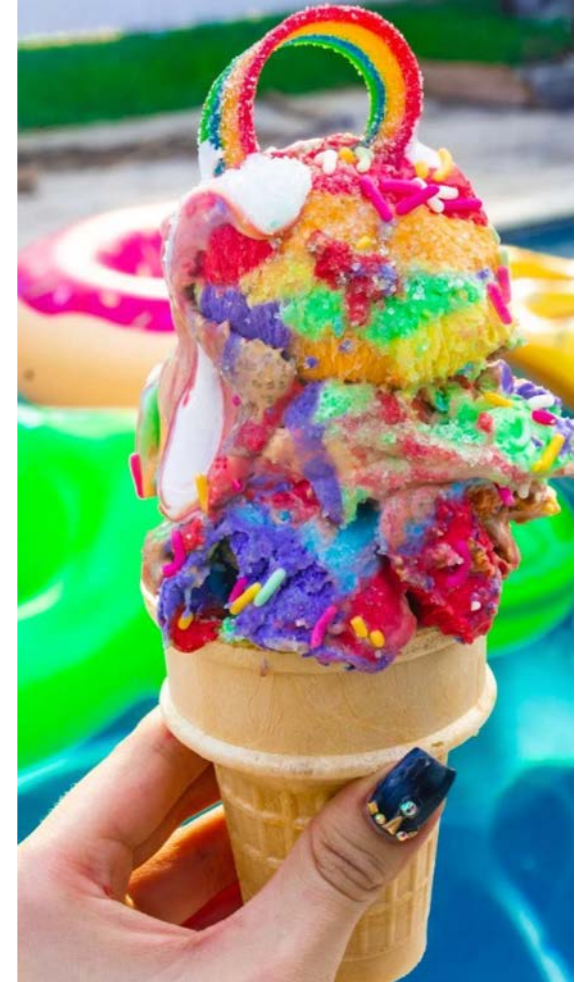
# What might a more Practice-Focused PLC look like?

## Current Practice:

- Group meets **weekly** for 60 minutes
- Review curriculum guides and co-plan next week's activities

## *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 **PLCs**?

- Yes!
- Not yet, but planning to
- Other
- I'm not sure



# What kinds of activities? Stamp 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 PLC	Share/ analyze implemented practices	Other	None Yet

# How Much of PLC time is Practice Focused?

Put a stamp 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**

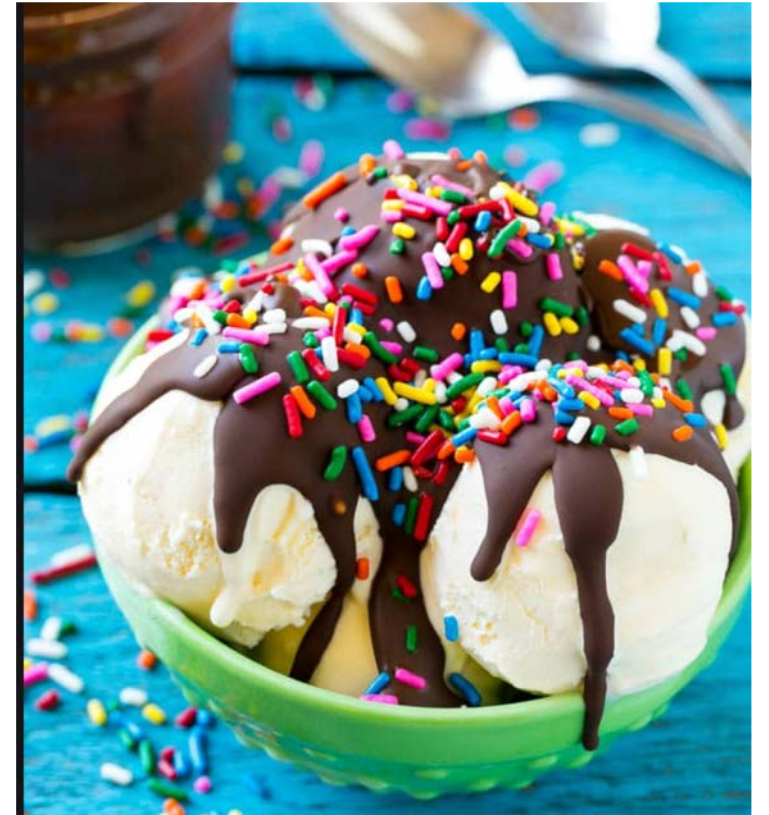
**50-74% intentionally  
building skills**

**Less than 24% passive**

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# How can we make our PLCs more practice-focused?



# 3 Key Considerations for Making PLCs More Practice Focused:

- ✓ Frequent and Connected
- ✓ Effective Facilitation
- ✓ Built in Planning



# Movement Opportunity!

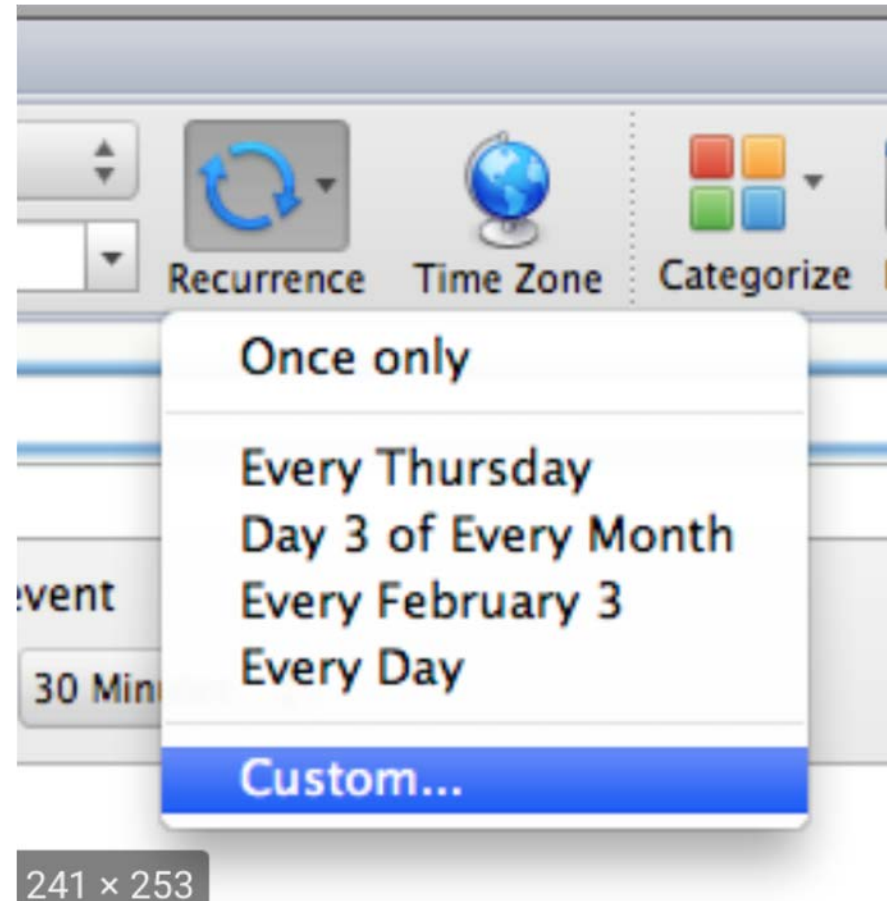
## Scavenger Hunt 😊



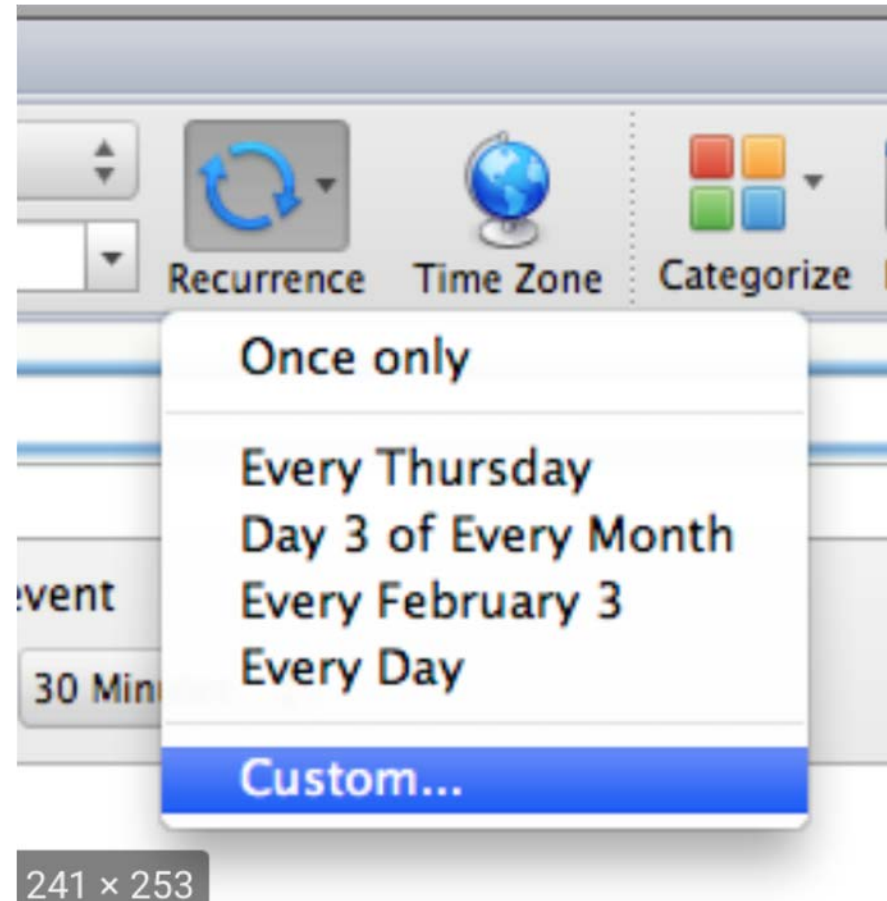
Practice-Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Built in Planning		

Take notes as we discuss each key consideration

Frequent +  
Connected



Frequent +  
Connected



# Poll Time!

Are your current PLCs happening **frequently enough** to help teachers move the needle on practices?

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

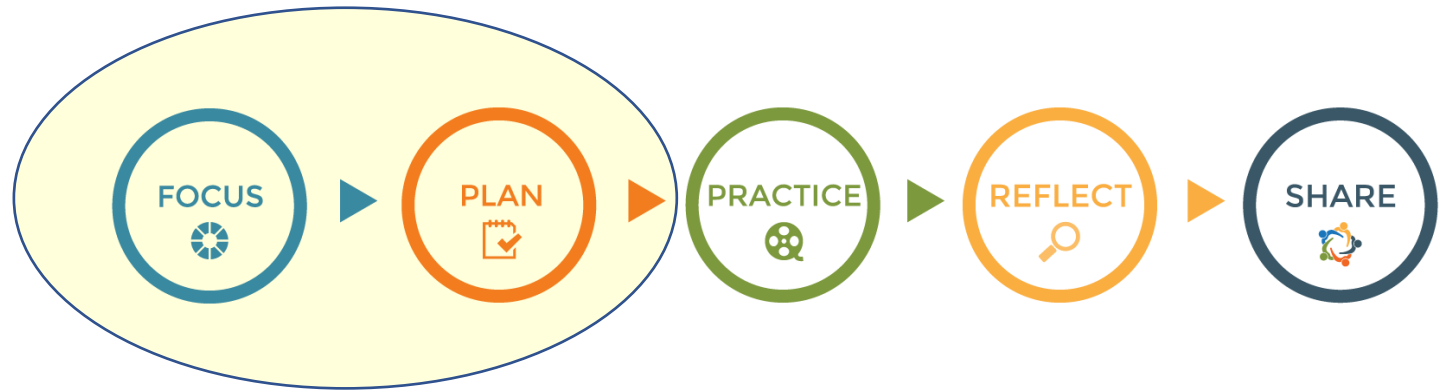


Frequent +  
Connected



Frequent +  
Connected

week 1



Frequent +  
Connected

week 2



Frequent +  
Connected





Frequent +  
Connected



# Poll Time!

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

- **Yes!** *PLC sessions are 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 meeting without revisiting previous topics*
- **I'm not sure**



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

# Effective Facilitation



# Effective Facilitation

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

Have a standardized structure for meetings.  
For example:

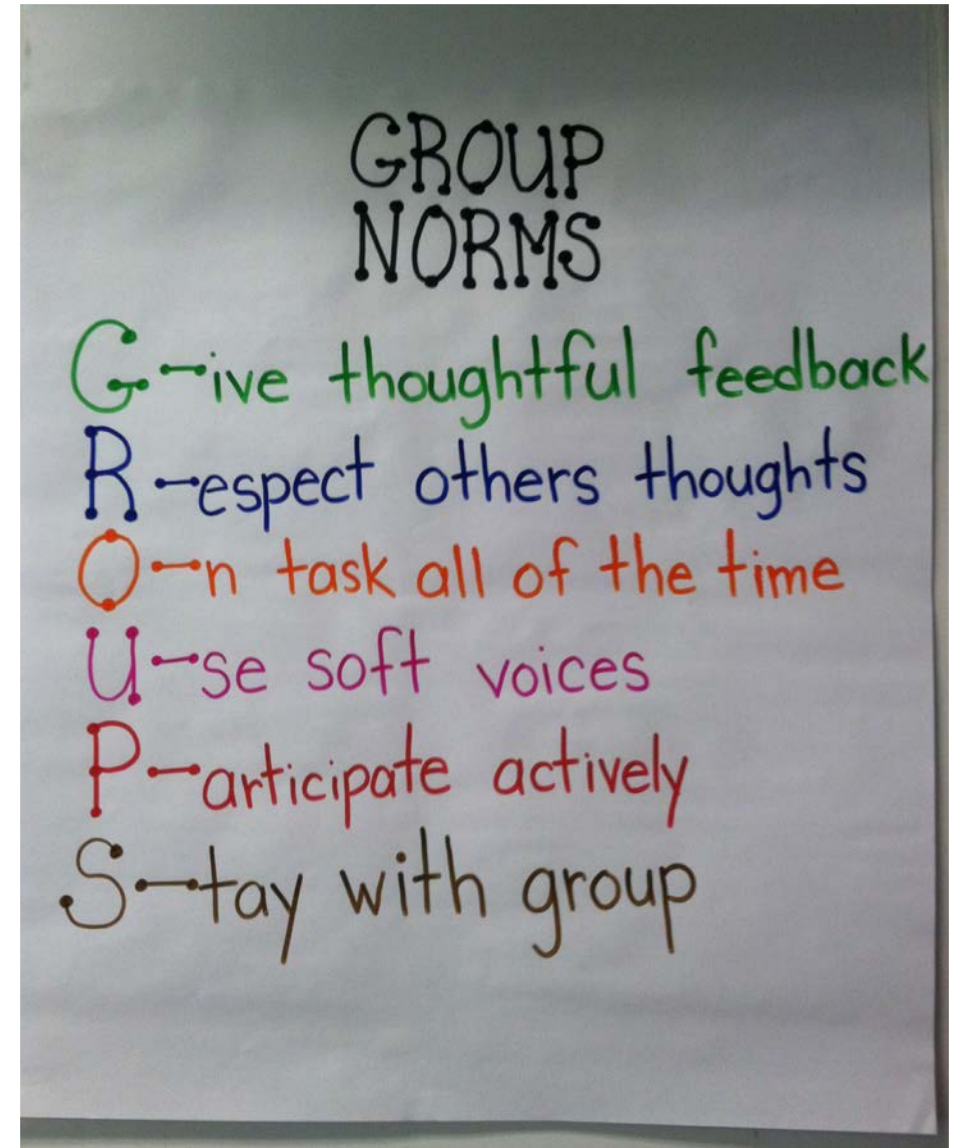


# Effective Facilitation

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

Create a safe space for sharing both successes and challenges.

- Norms
- Structure that reinforces norms
- Check ins to evaluate success at following norms



# Effective Facilitation

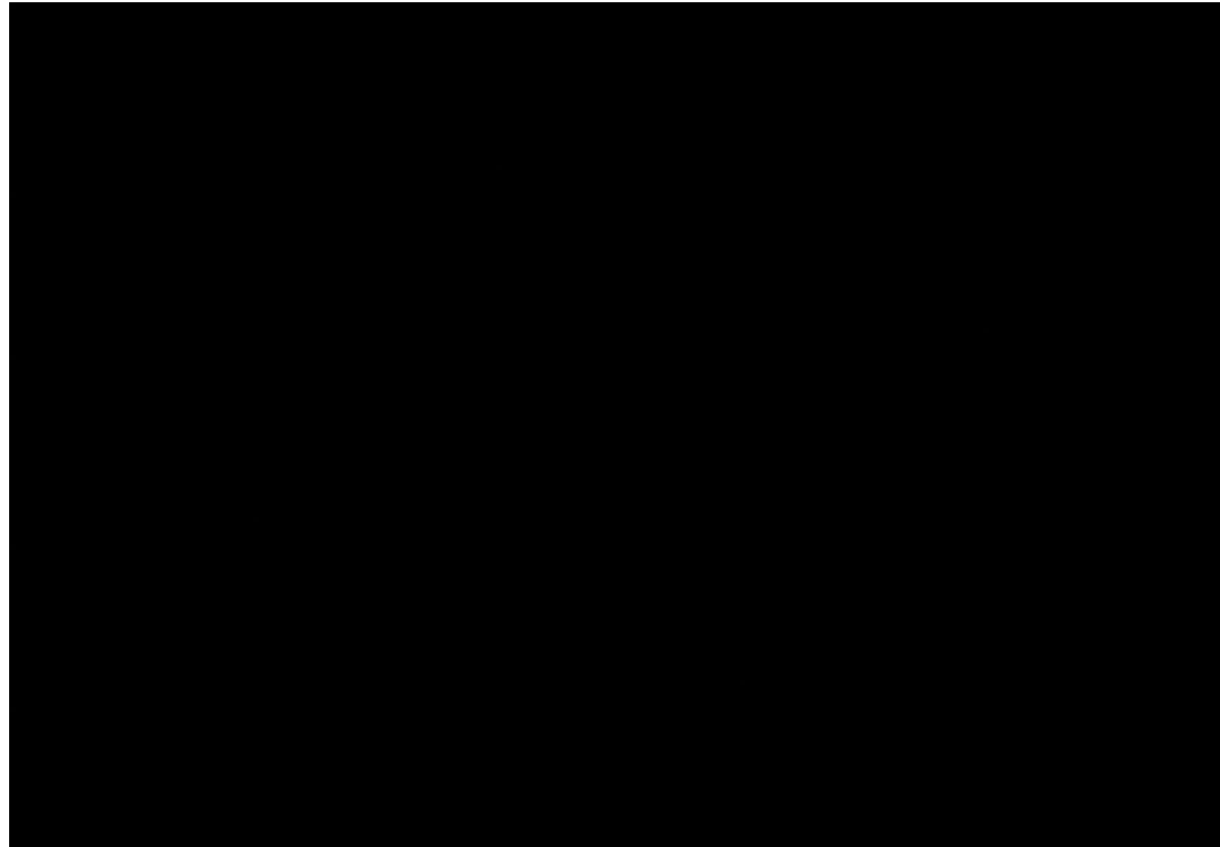
*(feel free to stamp or chat if you do this)*

Use high-impact prompts to jump-start planning ideas.

- videos to analyze



# Video as a Reflective Tool





# Effective Facilitation

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

Maximize productivity of “reflect and share”

- tools to support focused self-reflection
- video vs. memory

**Observe and analyze** - As you watch your recording, please take notes about the following:

## **OBSERVE YOURSELF**

*Describe specific actions that connect to the strategy you chose to implement.*

## **OBSERVE YOUR STUDENTS**

*How do students respond to the strategy?  
Describe specific behaviors.*

## **SUCCESSSES**

*Pinpoint several effective exchanges; describe what was effective and why?*

**An effective exchange was when:**

**This enriched the lesson/activity by:**

## **CHALLENGES**

*Pinpoint a moment you would change if you had the chance.*

**I would change:**

Were your predications correct? Why or why not?

## **NEXT STEPS**

**I would like feedback on:**

**Ideas for moving forward:**

# Effective Facilitation

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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.


[CLEAR SEARCH](#) [SEARCH](#)

**Search Keywords**


**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](#)





Taking Away

 Source: ECLKC/NCQTL





All Together

 Source: ECLKC/NCQTL





Shape in a Bag

 Source: ECLKC/NCQTL





Sorting Shapes

 Source: ECLKC/NCQTL





Looking for Shapes

 Source: ECLKC/NCQTL





What Can We Measure?

 Source: ECLKC/NCQTL




Almost Even

 Source: ECLKC/NCQTL



Measuring Results

 Source: ECLKC/NCQTL

# Effective Facilitation

Use high-impact prompts to jump-start planning ideas.

- scaffolds to structure observation

Look For **Instructional Support** in Teacher/Child Observations

What did you see that supported....	(Note quotes, specific interactions)
Children making links to their lives/real world experiences	
Brainstorming/exploring different perspectives	
Conversation about the 'whys' and 'hows' behind learning	
Children creating their own projects/products	
Staying engaged when concepts/projects were challenging	
Children taking a lead in problem-solving	
Provide conversation and feedback that expands, extends, and clarifies	

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# Effective Facilitation

Use high-impact prompts to jump-start planning ideas.

- discussion prompts

“What specific interactions did you see that were effective for supporting XXX? How could you tell it was effective?”

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

# Poll Time!

Are your current PLCs **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		
Built in Planning		

# Built in Planning

Action Plan: _____ (specific area of focus)	
<b>KNOW</b> Week of _____	
<b>SEE</b> Week of _____	
<b>DO</b> Week of _____	<b>SMART goal: Specific, Measurable, Achievable, Realistic, Timely</b>
<b>Follow Up</b> Week of _____	



# Poll Time!

Are your current **PLCs** **incorporating action planning at the end of each session** to help teachers move the needle on practices?

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









Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
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# 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

*Who needs to be looped in to add some of these practices?*

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