



KENTUCKY DEPARTMENT OF EDUCATION
&
SCHOOL READINESS CONSULTING

PRESCHOOL PARTNERSHIP GRANT - TIER 2

JANUARY 31, 2017

AGENDA

- ▶ An Interview with Margaret Ranny Bledsoe
- ▶ Quality Improvement and STARS (TQRS)
- ▶ Questions and Discussion





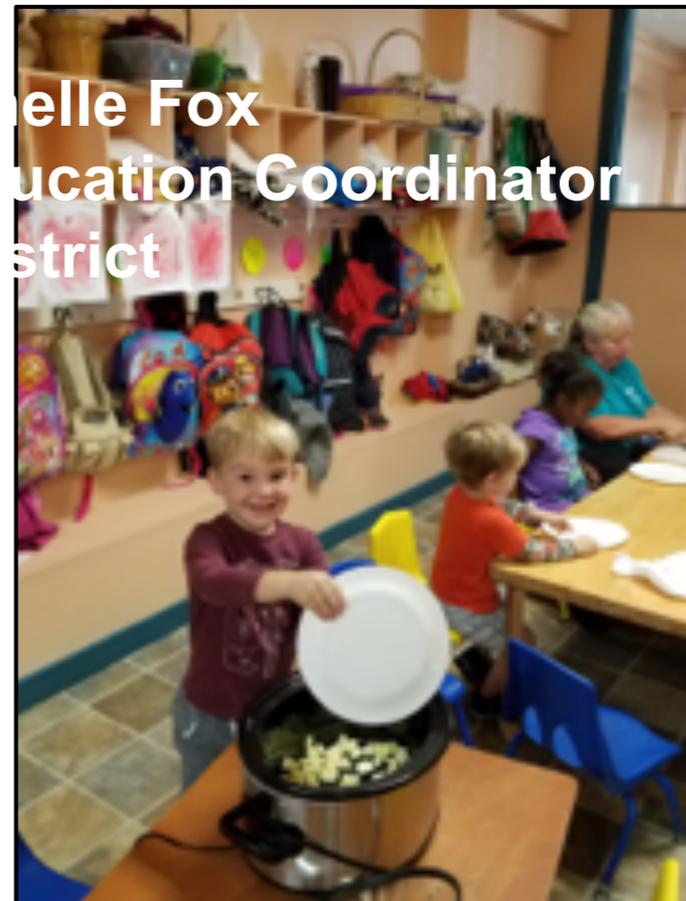
AN INTERVIEW

SUPERINTENDENT,
ST. JOHNSBURY SCHOOL DISTRICT,
ST JOHNSBURY, VERMONT

Margaret Ranny Bledsoe and Michelle Fox

EARLY EDUCATION IN ST. JOHNSBURY

Ranny Bledsoe and Michelle Fox
Superintendent/Early Education Coordinator
St. Johnsbury School District



Michelle Fox
Early Education Coordinator
St. Johnsbury School District

OUR WORK IN EARLY LEARNING AND PRE K

Our Goal: We want to offer the best available educational and social services to the youngest members of our community and their families so that our children meet grade level standards by Grade 3. We will do this by working as a professional community that reaches out to parents, children, and agencies providing support for early education.

Our Strategies:

- Increase access to PreK in our community
- Nurture strong relationships between centers and the School District
- Provide professional development and support to PreK staff
- Provide increased individual supports for students
- Engage families and the community
- Support kindergarten transition
- Work with community partners to provide support for families





QUESTIONS & DISCUSSION



WHAT SHOULD WE
KNOW ABOUT
CONTINUOUS QUALITY
IMPROVEMENT?

“A mixed delivery system strengthens the entire early childhood education system by raising and supporting quality in all settings serving young children.”

NAEYC 2014 Letter to secretaries Duncan and Sebelius re the Preschool Expansion Grants

SCHOOL IMPROVEMENT

- Why use school improvement work to inform your thinking about continuous quality improvement (CQI) and TQRS?
- History of school improvement research has led to important organizing principles that could have bearing on early childhood/P-3 systems and QRIS.

5 Essential Supports & ECE Framework

5 Essential Supports

Early Childhood Education

- Coherent instructional guidance → • Ambitious Instruction
- System professional capacity → • Building Professional Capacity through Routines of Collaboration
- Strong parent community-school ties → • Strong Ties and Partnerships Among Families, Schools & Communities
- Student centered learning climate → • Child Centered Learning Environment
- Leadership drives change → • Inclusive Leadership



WHAT ARE SOME OF THE
CHALLENGES WE MIGHT
EXPECT RELATED TO
QUALITY
IMPROVEMENT?

DIFFERING STRENGTHS:

- Child care and K-12 contexts typically have different areas of strength - (*i.e. social-emotional support and development in child care programs and cognitive/academic support and development in schools*).
- Teacher qualifications (*i.e. more BA teachers in school contexts*).
- Leadership experiences - (*i.e. school leaders in K-12 contexts have less ECE, and child care leaders have less instructional leadership preparation*).



~~Problems~~

Solutions





WHAT ARE THE KEY
INGREDIENTS OF
QUALITY THAT CAN BE
ENHANCED THROUGH
PARTNERSHIPS?

KEY QUALITY CRITERIA

- Highly qualified staff
- Ongoing and relationship-based professional development for staff
- Developmentally appropriate classroom environment and instructional activities
- Attention to children's social-emotional development
- Implementation of evidence-based curriculum that aligns to standards and includes appropriate assessments
- Cultural and linguistic competence among staff and cultural and linguistic relevance
- Evidence-based approaches to family engagement
- Access to comprehensive services including transportation
- Commitment to maintaining health & safety standards, play, physical activity & nutrition
- Appropriate support & inclusion of students with special needs & dual language learners
- Two-way engagement with nearby early elementary programs to promote alignment

WHY IS TQRS IMPORTANT?

STARS for KIDS NOW represents a collaborative effort to ensure that young children in Kentucky are in early care and education settings that are seeking ever-increasing quality.



FROM
IDEA TO
IMPLEMENTATION



STRATEGIES AND ACTIVITIES

GETTING STARTED WITH QUALITY IMPROVEMENT

GETTING STARTED:

Professional Development

- Teachers and administrators (aligned, contextualized)
- Curriculum implementation
- Family engagement and culturally responsive practices
- Coaching support

Leadership Development

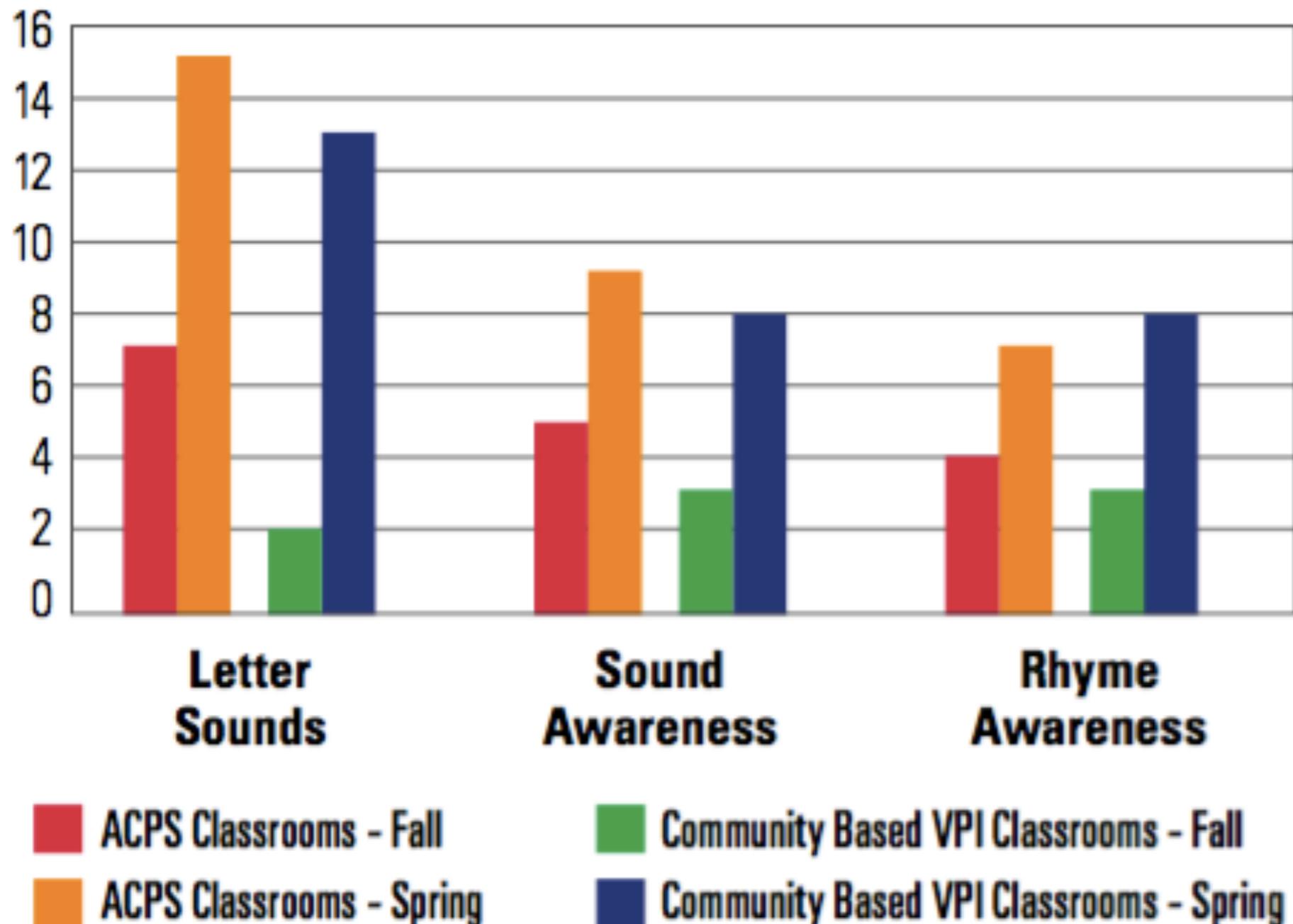
- Principals and Early Childhood Center Directors

System Development

- Shared services
 - Transportation, health, mental health, family supports

Data Points- Getting Good Results

Improvement on PALS Pre-K Early Literacy Screening in Public vs. Community VPI Classrooms





“Over time, that knowledge of and respect for each other’s strengths and assets are essential as the community seeks to expand capacity and improve the quality of services.”



QUESTIONS & DISCUSSION

RESOURCES

- ▶ Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.
- ▶ *Moving to a Mixed Delivery System, Voluntary Preschool for Four-Year Olds: An Approach for MN*. Prek-3 Design Teams, 2016 (MN)
- ▶ *Preschool in Alexandria: A Committed Relationship Takes Work*. Voices for Virginia's Children. 2015.

Thank you for the generous
support by the

*Prichard Committee for
Academic Excellence*

which made this webinar
possible.

