

**Prompting Change from the Start: Year one classroom
assessments & feedback with a new program**

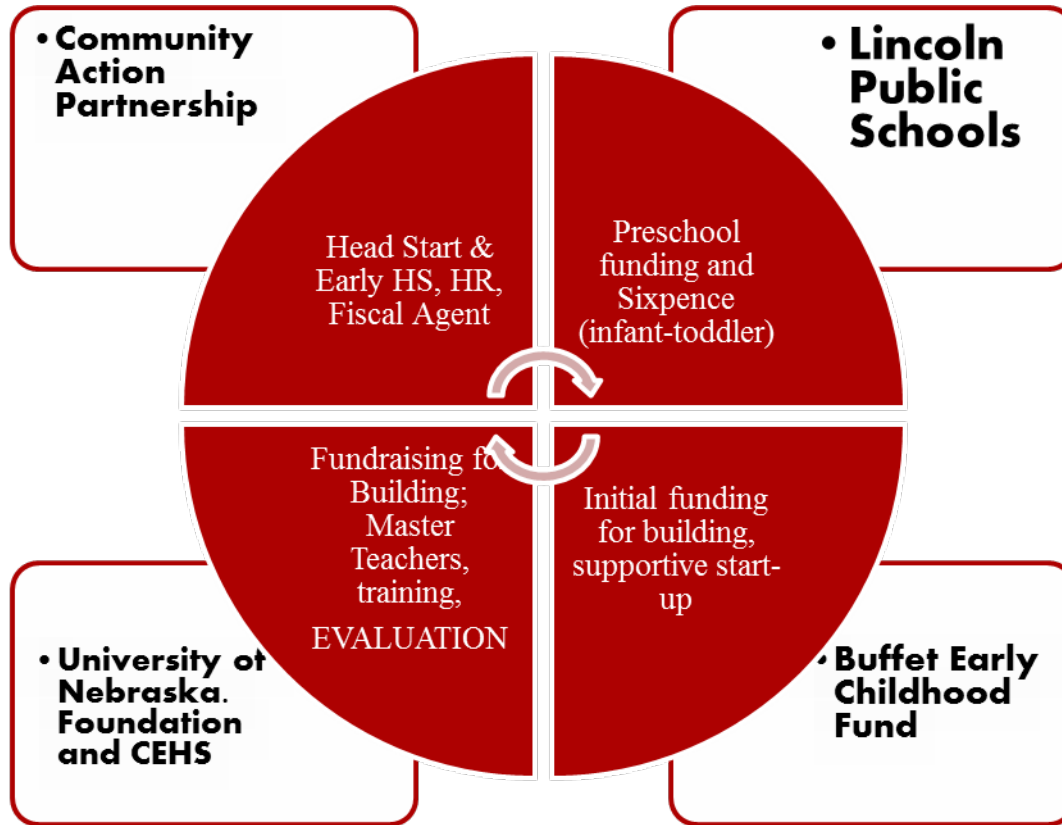
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April 10, 2014

Purposes

- Educare Context
 - Lincoln Educare
 - Educare Network
 - Educare & State Evaluations
- Classroom Assessments-Year 1
- Lessons for Program Improvement and Perspective on Assessment

Educare of Lincoln Structure



Educare Network

Educare is a:

- [Program](#) based on the best of early education practices that ensure the school readiness of children most at risk for academic failure
- [Place](#) of early learning that sends a clear message that we must invest in early childhood education because children are born learning
- [Partnership](#) comprised of philanthropists, Head Start and Early Head Start providers, and school officials dedicated to narrowing the achievement gap for children in their communities
- [Platform](#) for raising awareness of the value and vital importance of learning during a child's first five years of life.

• Operational Schools

- Arizona
- Atlanta
- Central Maine
- Chicago
- DC
- Denver
- Kansas City
- Lincoln
- Miami-Dade
- Milwaukee
- New Orleans
- Oklahoma City
- Omaha (2)
- Seattle
- Tulsa (3)
- West DuPage
- Winnebago, NE

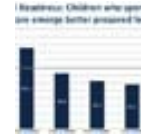
Educare Core Features



Provide full-day, full year services

Use research-based strategies

- Commit to continuous improvement and use of local evaluation partner
- Participate in a national, multi-site evaluation



Implement reflective supervision and practice

Maintain small class size and high staff/child ratios

- Infant-toddler - 3:8 per classroom
- Preschool rooms - 3:17 per classroom



Provide continuity of care

- Primary teachers remain with children for 3 years, from birth to 3
- Second team remains with children from ages 3 to 5
- Support kindergarten transitions

Offer on-site family support

- Staff with master's and bachelor's degrees
- Small caseloads



Implement an interdisciplinary approach

- Build effective partnerships among staff, consultants and families

Maintain high staff qualifications

- Master Teachers with advanced degrees in early childhood supervise 3-4 classrooms



Provide enhanced focus on language and literacy

Provide strong emphasis on social-emotional development



Educare of Lincoln Specifics

- Licensed for **191** children
- Currently can fund services for **158**
- 49 staff
- All low-income families
- 16% speak Arabic
- 18% speak Spanish
- 2% -3% other language and cultural identities
- 16 classrooms with 6 specially suited for infants
- 2 large observation rooms
- On site kitchen
- 2 training rooms and 4 small meeting rooms
- Lead Teachers all have B.A.s in education, some have M.A.s; all have provisional or certificated ECE status
- 3 Master Teachers to support professional and curricular development
- 3 Family Engagement Specialists (Education and Social Work degrees)



Educare Evaluation

- Internal and External Features/RCT
 - Internal: Continuous Program Improvement (Core Feature)
 - External: Represent Educare to wider world
 - RCT: Rigorous Test

Educare Measures

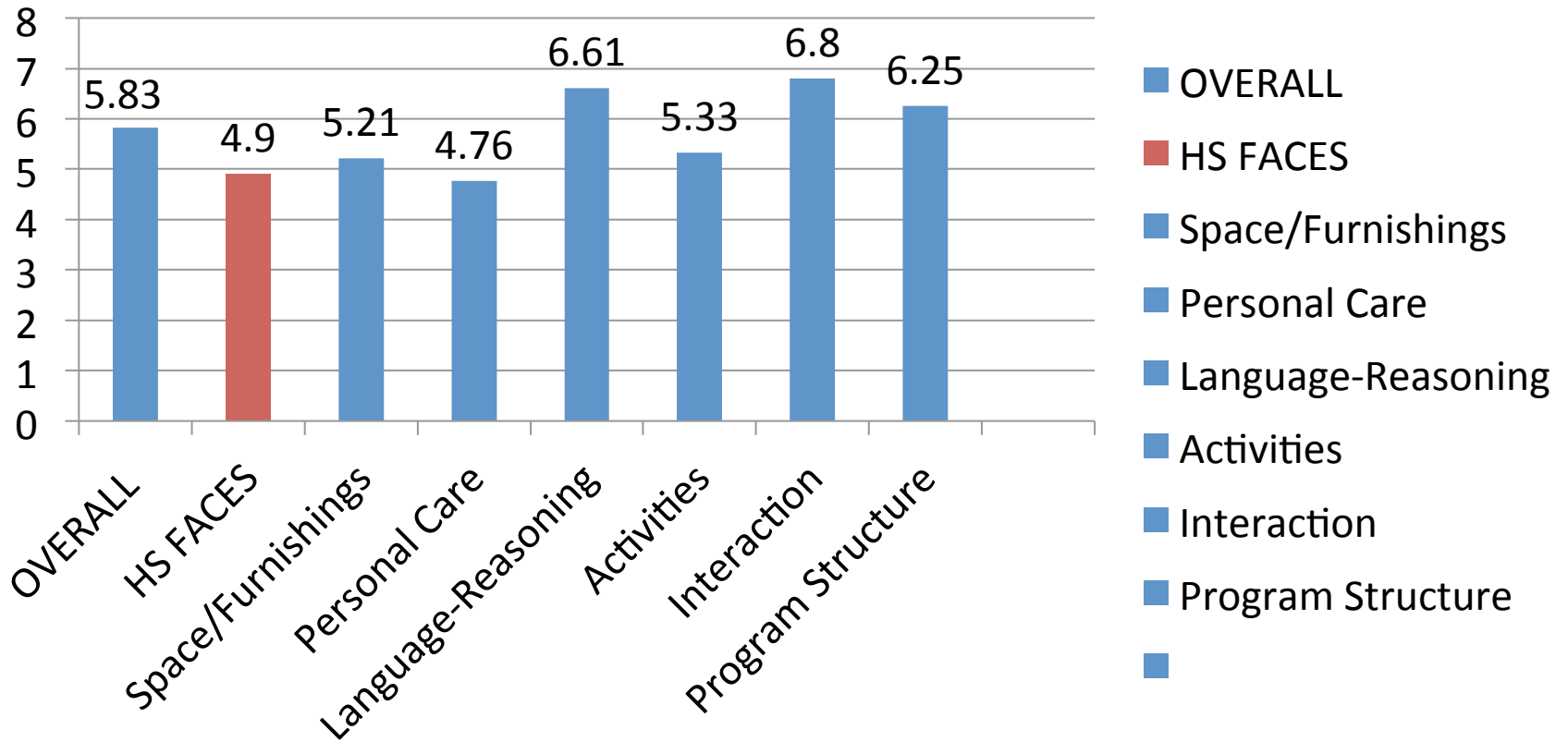
- Classroom Assessments:
- Parent Measures: Mental Health; Basic Needs; Parenting
- Child Assessments:
 - PPVT-4
 - Preschool Language Scale (English and Spanish)
 - Bracken
 - DECA
 - Sixpence: Add McArthur in 2014

Classroom Assessments

- ITERS: Infant Toddler Environment Rating Scale-Revised—November 2013
- ECERS-R Early Childhood Environment Rating Scale-Revised—November 2013
- CLASS: Classroom Assessment Survey System
 - April 2013: labeled 2013
 - November 2013/December 2013/January 2014: labeled 2014

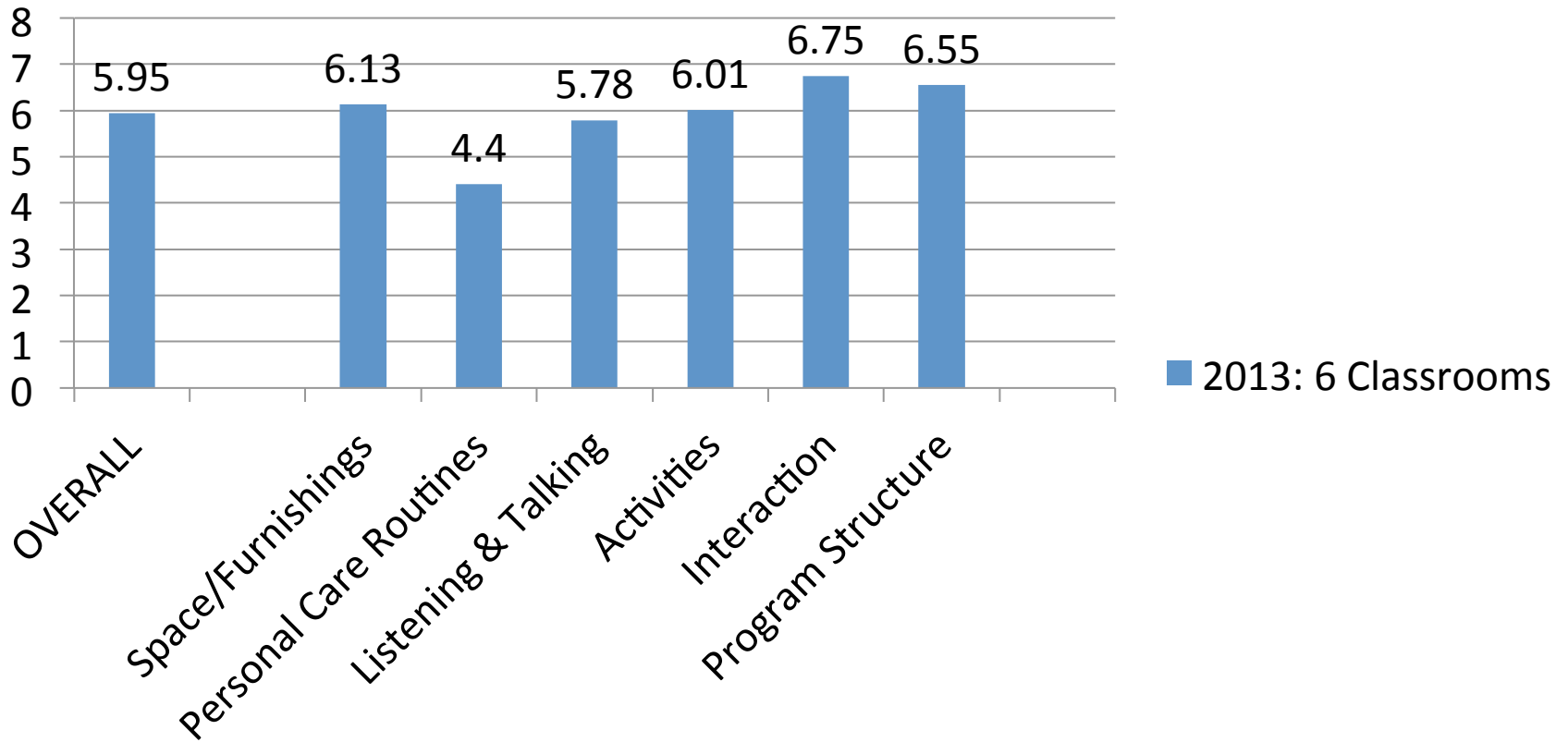
ECERS-R

Fall 2013: 7 Classrooms

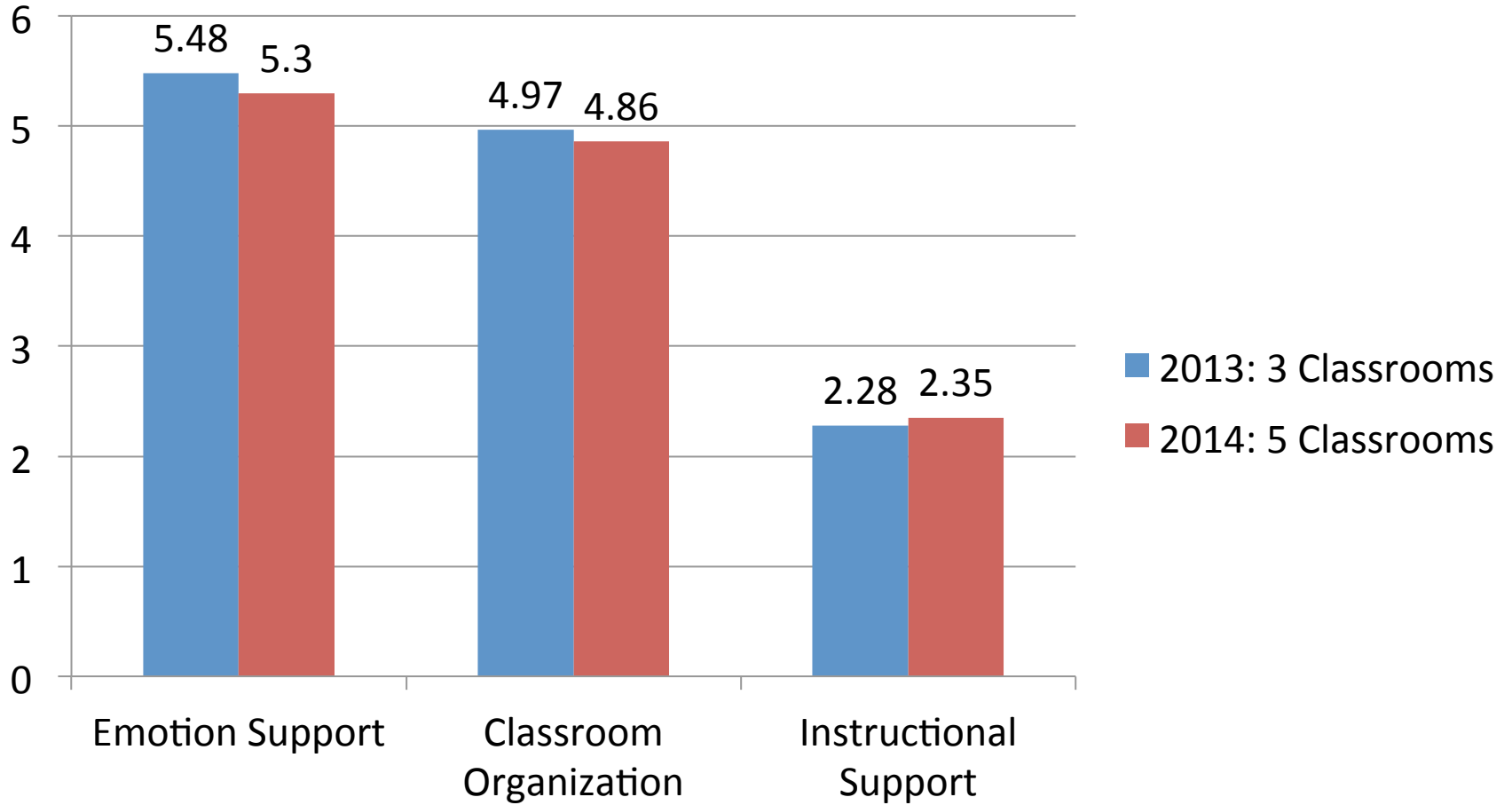


ITERS-R

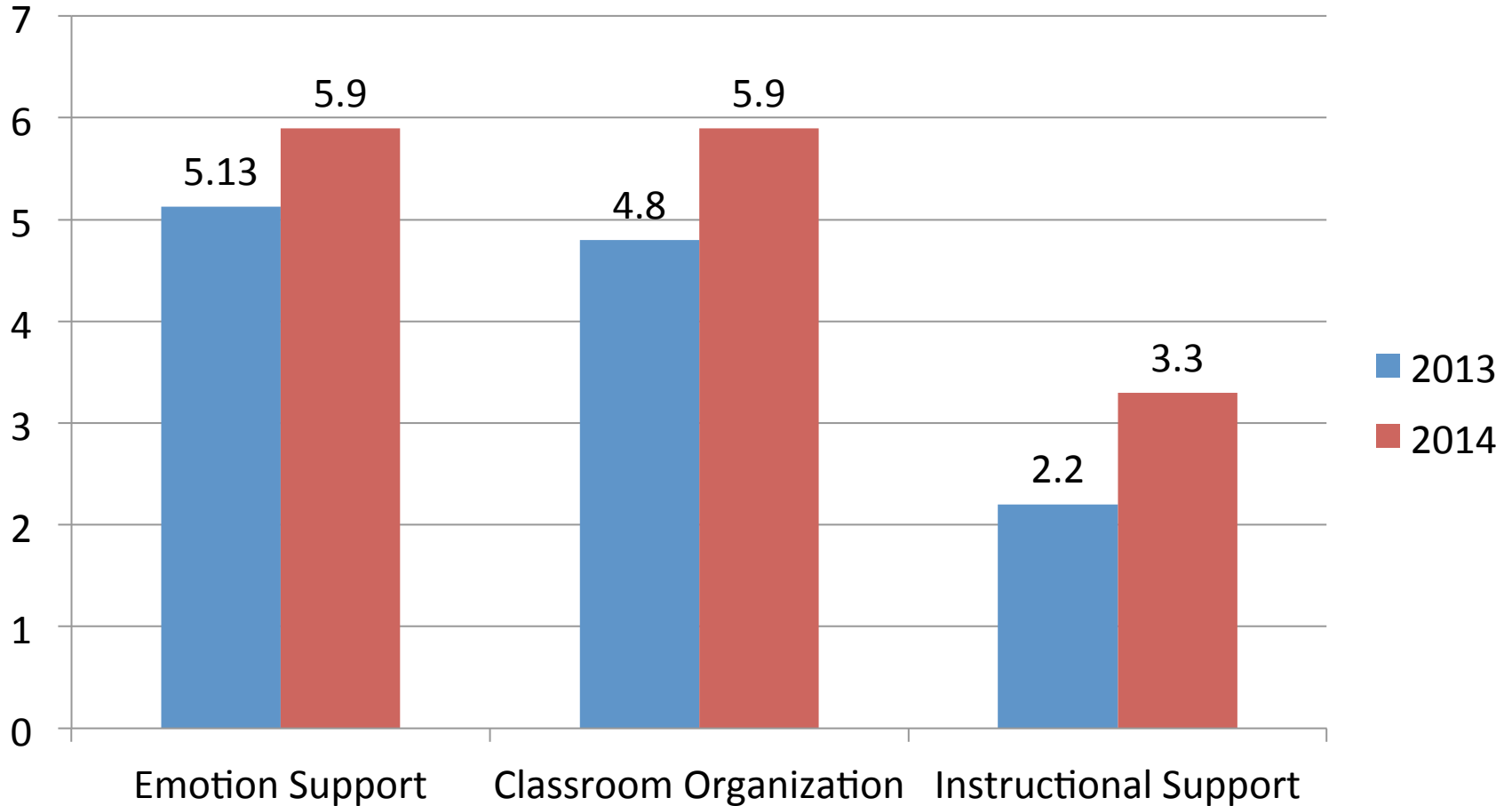
Fall 2013: 6 Classrooms



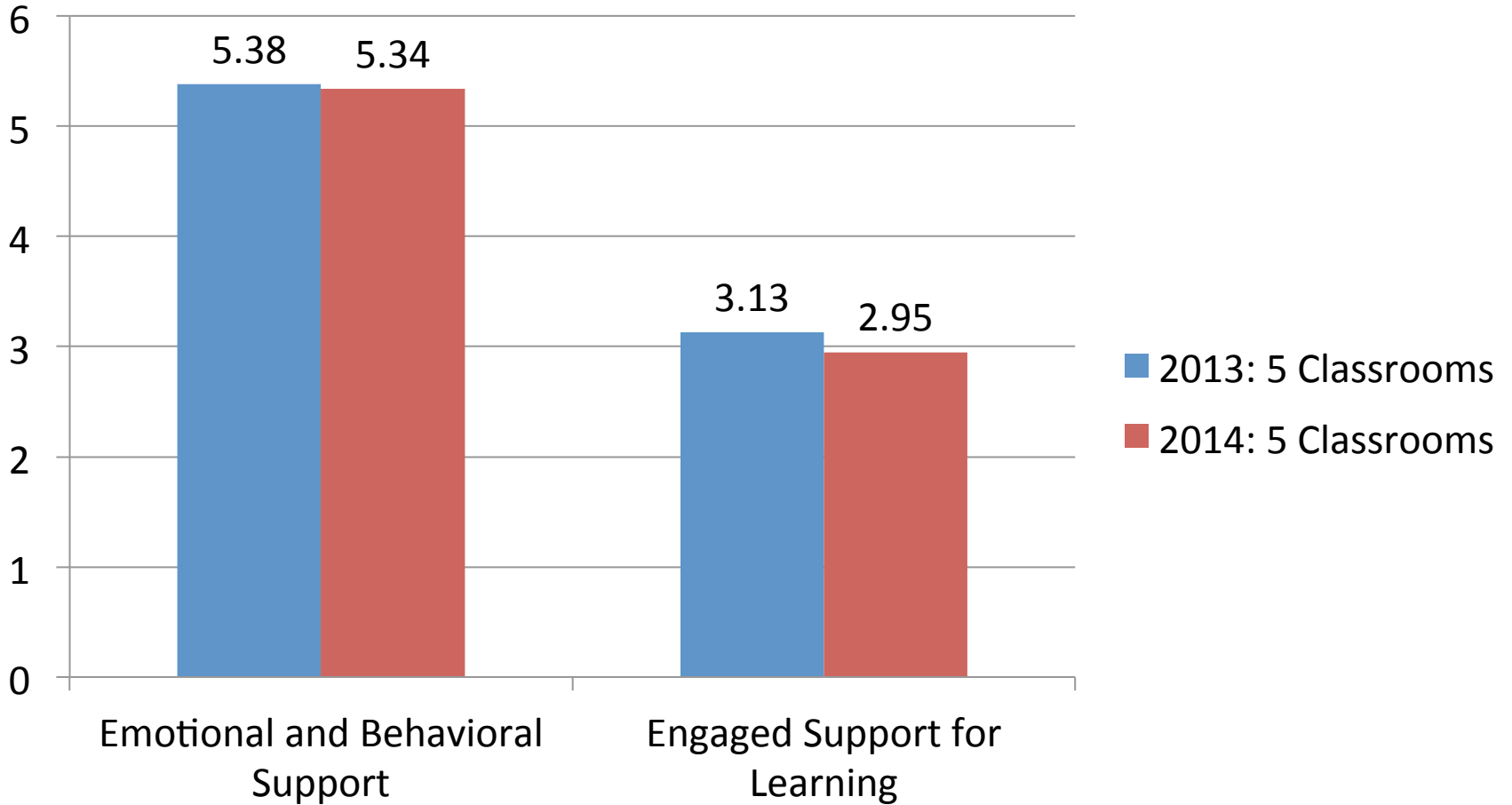
Pre-K CLASS



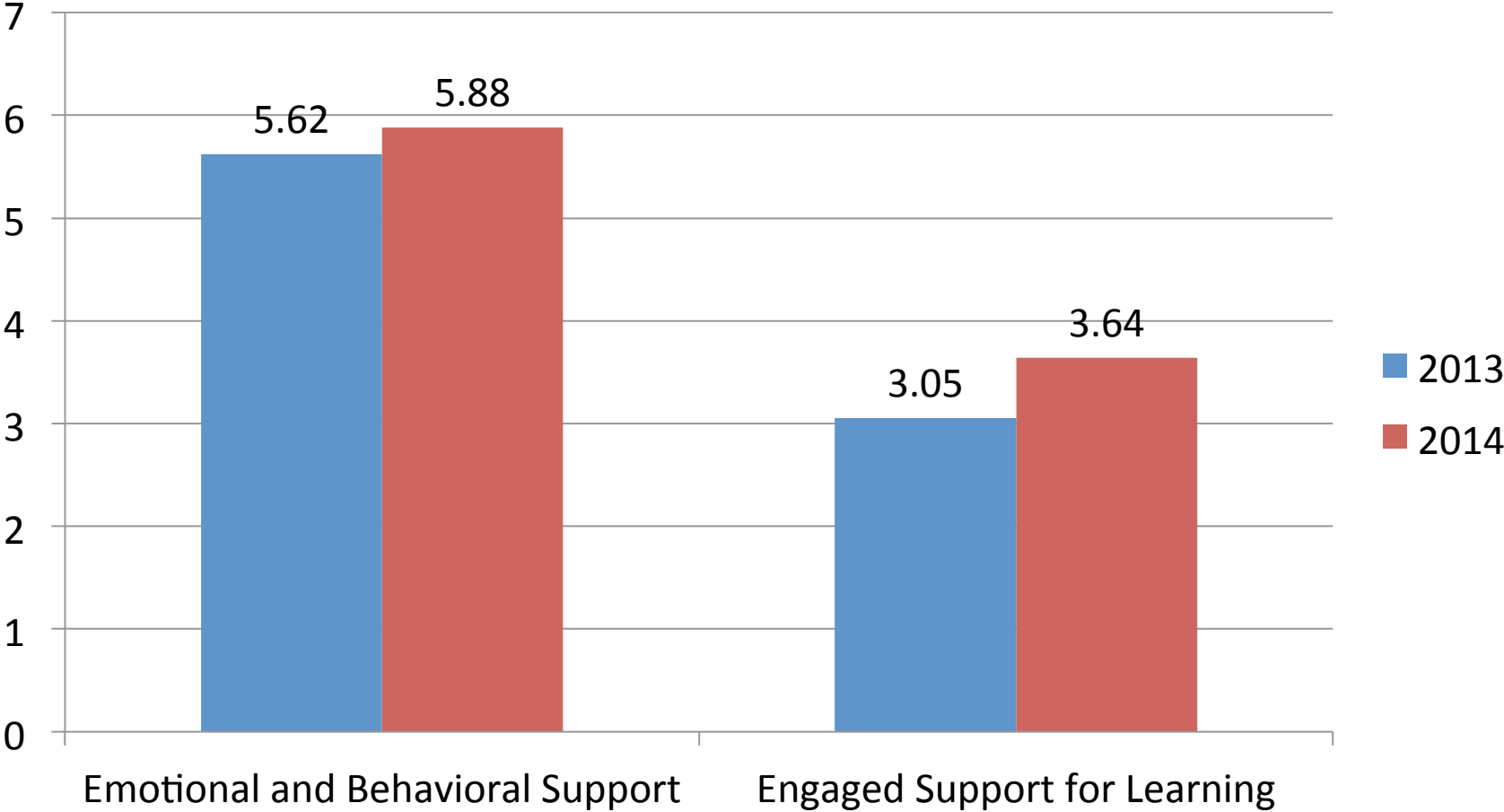
Pre-K CLASS: 2 Classrooms with same Teachers 2013 and 2014



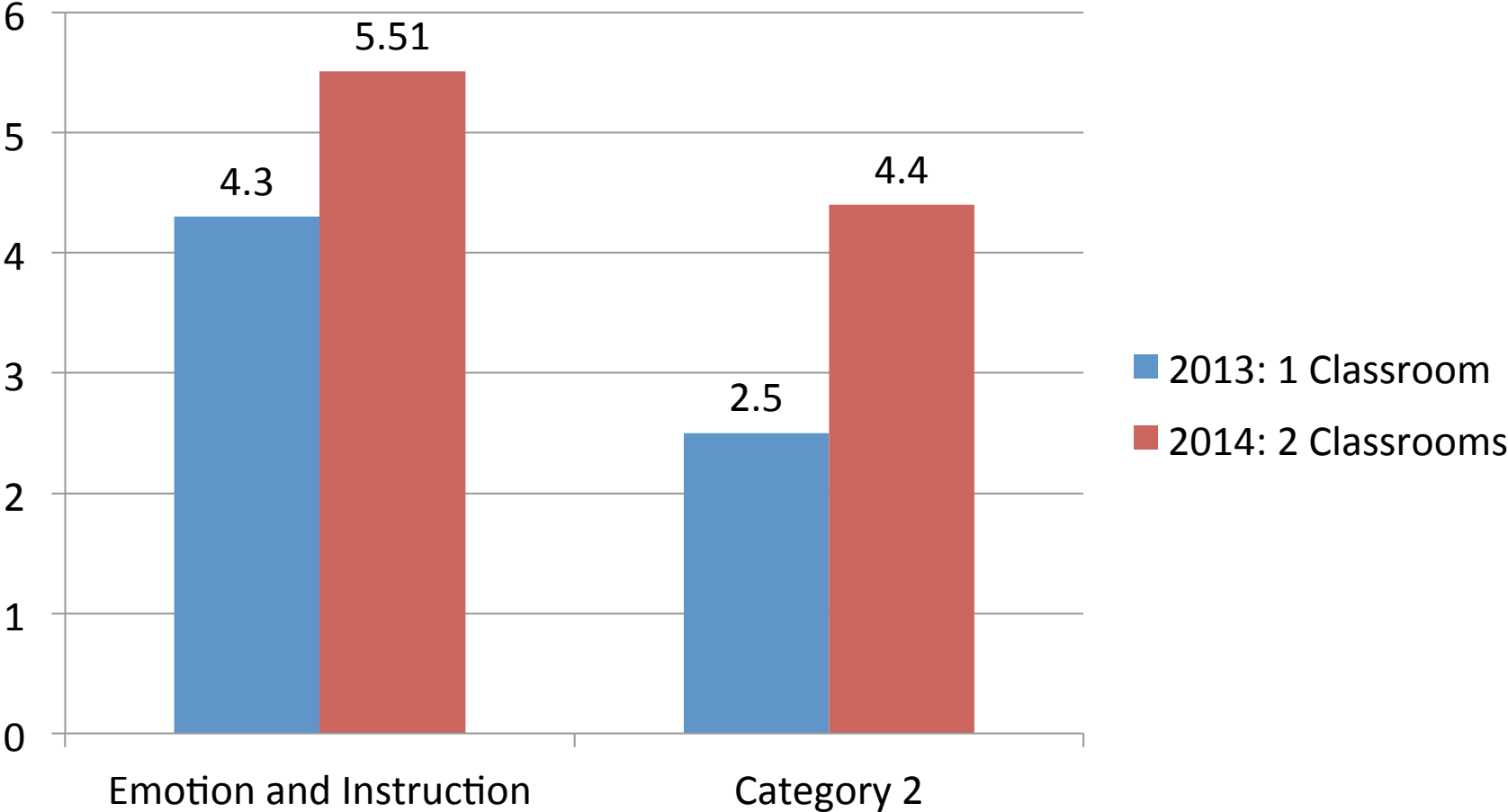
Toddler CLASS



Toddler CLASS: 3 Classrooms with same Teachers 2013 and 2014



Infant CLASS



Stories: Using the Data for Improvement

Classrooms with consistent staff improved following spring feedback:

- Cottonwoods improved on CLASS: 6.4 to 6.7 and 3.58 to 4.58 in Emotional and Behavioral Support and Engaged Support for Learning (little change in main staff)
- Sycamores and Bumblebees also improved on CLASS: 5.1 and 3.33 to 5.55 and 3.42; 5.35 and 2.25 to 5.4 and 2.92.

Classrooms sometimes “instantly” implemented changes in response to feedback

One preschool room left their feedback meeting and rearranged both their room and their schedule in order to increase children’s free access to materials throughout the day

One toddler classroom immediately met to strategize how to increase children’s independent serving at family-style meals

Another older toddler classroom set a plan to increase their conversational approach with young children who may or may not be expressive in their language use



Classroom teams reported

- early exposure to evaluation tools enabled them to build stronger practices more efficiently
- promptly reporting results in a supportive setting enabled them to view the information as guides to practice
- how evaluators approached the rooms and children built rapport with them as teachers, increasing their receptivity
- they would advise other ECE professionals to keep an open mind, allow themselves to be as natural and normal as possible on evaluation days and to realize that there are usually “better ways” to work with children