

**Nevada Ready! B-3
Professional Leadership Program**

Prepared for:

**Office of Early Learning & Development
Nevada Department of Education
9890 S. Maryland Parkway
Las Vegas, NV 89183**

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Contributors to this document from the Nevada Ready B-3 Leadership Team include:

Child and Family Resource Center, University of Nevada, Reno
Sherry Waugh

FirstSchool, University of North Carolina – Chapel Hill
Sharon Ritchie, Ed.D. and Gisele Crawford

National P-3 Center, University of Colorado Denver
Kristie Kauerz, Ed.D.

Nevada Department of Education—Office of Early Learning & Development
Anna Severens

Northern Nevada Regional Professional Development Program
Kirsten Gleissner

Turning Point, Inc.
Joanne Everts, Ph.D. and Deborah Loesch-Griffin, Ph.D.

University of Nevada, Reno
Melissa Burnham, Ph.D.

Washoe County School District
Kacey Edgington

Nevada Ready! B-3

Concept Paper:

Nevada's Professional Leadership Program for B-3 Administrators

June 2019

Background:

Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

-- Nevada Ready! Vision

In 2016, with funding from the federal Preschool Development Grant (PDG)¹, Nevada Department of Education's *Nevada Ready!* launched a three-year project focused on B-3, the continuum of learning from birth through 3rd grade. The overall goal was to clearly articulate a Nevada-specific approach to improving B-3 in communities and school districts across the state. One central aspect of the project was the consideration of a professional leadership program (PLP) that would engage administrators (e.g., elementary school principals, early learning site directors/managers, district central office staff, and others) to build their skills and knowledge to implement B-3 alignment strategies in and across their schools and programs.

To inform this effort, the grant partners² relied on three primary data sources: [1] focus groups held in 2018 across the state of Nevada with a small number of B-3 administrators, specifically those who lead infant/toddler programs and those who lead PreK-5th grade elementary schools; [2] feedback and analysis from a pilot professional learning effort in 2017-19, led by FirstSchool, in three school-community partnerships across the state (another funded component of the overall *Nevada Ready!* B-3 grant); and [3] a review, compiled and maintained by the National P-3 Center, of similar B-3 leadership programs in existence around the country.

The purpose of this document is to provide guidance to the conceptualization and eventual development of a *Nevada B-3 Professional Leadership Program* for administrators in school and community settings. The proposition is to develop a critical mass of administrators across the state of Nevada who are grounded in B-3 conceptual thinking, able to articulate the contributions of a developmental approach to the care and education of young children, and actively implement practices and policies that ensure a comprehensive continuum of high-quality learning opportunities to children, from birth through 3rd grade.

¹ The project was carried out through funding provided by U.S. Department of Education and U.S. Department of Health and Human Services, Preschool Development Grant Award #S419A150004.

² Key partners included: Turning Point Inc.; the National P-3 Center at University of Colorado Denver; FirstSchool at University of North Carolina – Chapel Hill; and the Center for Program Evaluation at University of Nevada, Reno.

Vision:

The *Nevada B-3 Professional Leadership Program* is designed to provide an intensive professional learning opportunity that meets the unique needs of administrators in both the 0-5 and K-12 systems across the state. Intended enrollees include: school district central office administrators, elementary school principals and assistant principals, child care directors, early learning program managers, and others who hold responsibility to supervise teachers and set building/site-level culture for young children’s learning and development.

More than just another “nice, but not necessary” professional learning offering, this B-3 Leadership Program can help practicing K-12 administrators who have explicit responsibilities and/or interests in young learners (B-3) meet Standard 2 in the *Nevada Educator Performance Framework – School Administrator Professional Responsibilities* pertaining to seeking opportunities to increase professional knowledge to remain current on educational research and evidence-based practices and to pursue aligned professional learning opportunities to improve his/her instructional leadership across the school community. To reflect the full range of programs that serve young children in Nevada, the working group recommends focused efforts to engage administrators from elementary schools and the mixed-delivery system of 0-5 programs (including PreK, Head Start/Early Head Start, special education, child care, and other community-based early learning programs).

Program Structure:

Ensuring that the *Nevada B-3 Professional Leadership Program* attracts, retains, and graduates practicing administrators requires careful attention to principles of adult learning³ and creating a program structure that is meaningful, accessible, and rigorous. Informed by other states’ B-3 leadership programs, the following structural guidelines are provided as starting points for Nevada’s effort. The *Nevada B-3 Professional Leadership Program* is proposed to be a formally structured program that:

- Is accessible to administrators across the state of Nevada. This may require a collaboration of host institutions and/or a hybrid delivery model (i.e., both in-person and on-line courses);
- Recruits, enrolls, retains, and graduates a mix of school-based and community-based administrators;
- Encourages, but does not require, administrators to enroll as part of B-3 teams, with a balanced mix of 0-5 and PreK-5th grade administrators represented;

³ The literature on adult learning (see, for example, Knowles, Holton, & Swanson, 2015) cites 5 to 7 key principles that recognize the adult learners’ need to: 1) bring life experience and knowledge into their learning environment; 2) be self-directed in their learning; 3) have their experience and beliefs valued and acknowledged; 4) be practical and have immediate applications; 5) receive ongoing feedback; 6) work with their style of learning; emphasize collaboration and reciprocity; and 7) to recognize the wide variety of motivational factors for engaging in learning—both internal and external.

- Launches with an intensive multi-day retreat in the summer (i.e., July), in order to maximize face-to-face, collective learning;
- Lasts for at least an academic year (e.g., nine months) in order to maximize time to comprehensively address the elements of B-3, share learning, build social capital, and provide opportunity for administrators to apply their learning to their school/program;
- Has an executive-style delivery calendar that prioritizes evening and weekend class sessions, combined with on-line components, thereby making the program accessible to practicing administrators;
- Draws upon expertise within Nevada to deliver the content, while also leveraging national experts, as appropriate, to deepen and extend Nevada's capacity to offer the highest quality program.

To boost enrollment and completion rates, a well-designed program must be coupled with incentives that ensure the program contributes to participants' career pathways. To accomplish this, the working group is coordinating with Extended Studies at the University of Nevada – Reno to further design the content and structure of this Program. The rationale for partnering with an institution of higher education is the ability to offer the program not just for continuing education units, but also for academic credit, should some participants be pursuing degrees and/or increases in pay scale.

Regardless of whether the program is taken for credit or not, it is imperative that the program be affordable to individual participants. While we recognize the importance of each individual paying some amount to ensure buy-in and personal commitment to the program, additional field research and/or negotiation with the host institution will be needed to determine the appropriate price thresholds. Even with participants paying some level of tuition, given the robustness of the proposed program structure, funding from other sources (e.g., government allocations and/or grants from private philanthropy) will be necessary to cover costs. This financial model is common in similar leadership programs around the country. While a cohort size of 30 is desired, financial modeling should account for trade-offs between cohort size, cost to individuals, and quality/intensity of the program's content and structure.

Program Staffing:

Actualizing a Nevada B-3 Professional Leadership Program will not happen on good will alone. Based on other states' experiences, a dedicated, paid staff member who will shepherd the design, launch, and delivery of the Program is a non-negotiable. This person must have expertise about B-3 and extensive expertise about the host institution's policies and procedures. Once the Program has launched, additional staff may be needed to provide coaching and on-going feedback to participants. Again, based on other states' efforts, the program management, teaching, and participant support functions require vastly different skill sets – one person may possess all of them, but this cannot be assumed.

Content Elements:

The eight curriculum elements were designed specifically to meet the unique needs of administrators across the 0-5 and K-12 systems. Importantly, and to provide explicit relevance to participants’ existing professional obligations, the working group conducted an intensive review and cross-walk of key state and national professional standards and competencies. As a result of this exercise, the proposed content elements are aligned with national and state professional standards and competencies for both 0-5 and K-12 leaders (see Table 1). The standards are aligned with the *Nevada Educator Performance Framework (NEPF)* for school administrators and with Nevada’s *Core Knowledge Areas and Core Competencies for Early Care and Education Professionals* state leadership standards for early childhood and elementary administrators. The curriculum is also informed by the work of the National P-3 Center at University of Colorado Denver and FirstSchool at University of North Carolina – Chapel Hill.

Table 1: Nevada State Standards/Competencies Used to Develop Nevada’s B-3 Professional Leadership Program

	Nevada State Standards/ Competencies	National Frameworks and Guidance
0-5 Leadership	Nevada Registry (2014). <i>Nevada’s Core Knowledge Areas and Core Competencies for Early Care and Education Professionals</i> .	
K-12 Leadership	Nevada Department of Education (2017). <i>Nevada Educator Performance Framework: Administrator Professional Responsibilities and Administrator Instructional Leadership</i> .	
P-3 Alignment		Kauerz & Coffman (2013). <i>Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches</i> . Institute of Medicine (IOM) and National Research Council (NRC). (2015). <i>Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation</i> .

Implicit to B-3 approaches is the need to address the interdependence of Birth-to-Age-3 (0-3); PreK, and K-3/early elementary grades. While each age/grade band is vitally important in and of itself, it is the alignment and continuity among them that makes B-3 approaches unique and different from the status quo. Accordingly, the working group carefully considered the relevance of different topics to each of these age/grade bands alone and, more importantly, across the full continuum, birth through 3rd grade.

Based on this analysis, the working group recommends that the curriculum for the Nevada B-3 Professional Leadership Program be based on eight core elements:

1. Child Development
2. Developmental Contexts
3. Relationships Between Schools and 0-5 Programs
4. Engaged Families
5. Equity-Based Decision-Making
6. Culture of Continuous Improvement
7. Teacher Collaboration and Effectiveness
8. Learning Environments and Climate

Each element is presented in greater detail below including recommended sample competencies, lecturers, and readings. Once funding and staff are secured, it will be important to further elaborate each element.

When considering speakers and readings, the working group recommends that consideration be given to ensuring a balanced representation of expertise and perspectives from:

- Birth-to-Age-3 and infant/toddler services;
- PreK (for 3- and 4-year olds) programs, including state-funded preschool programs, Head Start, special education, and community-based child care;
- Elementary education (grades K-3);
- Practitioners who work directly in service/program delivery;
- Researchers who both theorize about and study B-3 approaches;
- Policymakers who are responsible for ensuring the affordability, accessibility, and quality of programs and services at federal, state, and local levels.

Further, it is recommended that all program instructors, guest lecturers, and other stakeholders reflect the ethnic and racial diversity of Nevada's child population.

Core Elements for Effective B-3 Leadership:

Element #1: Child Development	
Element #1: Child Development	<p><i>Overview:</i></p> <p>A current and applied understanding of the developmental continuum, birth through age 8, makes B-3 approaches substantively different from other education reform efforts. To address this element, the curriculum includes topics such as: early brain development; commonly accepted research and human development theories that emphasize multiple domains of children’s learning (i.e., cognitive, social-emotional, language and literacy, physical, approaches to learning); executive function and self-regulation; and the adult’s role in supporting each child’s growth and development.</p>
	<p><i>Sample Competencies – Effective B-3 Administrators:</i></p> <ul style="list-style-type: none">● Communicate an understanding of and appreciation for young children’s growth and development that reflect current research and theory.● Promote curricula, instructional practices, learning environments, and interactions that buttress children socially, emotionally, physically, and cognitively, and through the development of language.● Engage teachers in consistent efforts to adapt interactions to include each child individually, accommodating for his/her temperament, personality, strengths, interests, and development pattern.● Ensure the consistent use of instructional practices and learning environments specifically aimed at children’s development of self-regulation and executive function.● Promote the process of active learning and knowledge acquisition through play with materials, ideas, and other people; and advocate for and support daily opportunities for children to learn through play.● Promote child opportunities to assume responsibility for selecting their own learning activities, and to make choices about how they acquire skills and knowledge.● Establish and support consistent observation, screening, and formative assessment processes that inform multiple domains of children’s development.
	<p><i>Suggested Lecturers:</i></p> <p><i>Nevada Experts</i></p> <ul style="list-style-type: none">● Melissa Burnham, University of Nevada, Reno● Jen Mortenson, University of Nevada, Reno● Jenna Weglarz-Ward, University of Nevada, Las Vegas <p><i>National Experts</i></p> <ul style="list-style-type: none">● Kate Gallagher, Buffet Early Childhood Institute, University of Nebraska● Pat Kuhl, Ph.D., Institute for Learning and Brain Sciences (I-LABS), University of Washington● John Medina, Ph.D., University of Washington School of Medicine● Kenneth Wesson, ScienceMaster

Element #1: Child Development, cont.

Element #1: Child Development

Sample Readings:

- Bardige, B., Baker, M., & Mardell, B. (2018). *Children at the center: Transforming early childhood education in the Boston Public Schools*. Cambridge, MA: Harvard Education Press.
- Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology*, 102(3), 588-600.
- National Scientific Council on the Developing Child. (2007). *The science of early childhood development: Closing the gap between what we know and what we do*. Cambridge, MA: Center on the Developing Child.
- National Research Council. (2001). *Eager to Learn: Educating Our Preschoolers*. Committee on Early Childhood Pedagogy, B.T. Bowman, M.S. Donovan, and M.S. Burns, eds. Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.
- Peisner-Feinberg, E. S., Burchinal, M., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N. (2001). The relation of preschool child care quality to children's cognitive and social developmental trajectories through second grade. *Child Development*, 72(5), 1534-1553.
- Ritchie, S., Bredekamp, S., & Maxwell, K. (2009). Rethinking early schooling: Using developmental science to transform children's early learning experiences. In O. Barbarin & B. Wasik (Eds.). *The handbook of developmental science and early schooling: Translating basic research into practice*. New York: Guilford Press.

Element #2: Developmental Contexts

Overview:

Building from an understanding of child development, B-3 administrators must also respect and hold regard for the different cultural, familial, and socio-economic contexts in which children are born and raised. Administrators who demonstrate knowledge of and appreciation for diversity in class, gender, ability, life experiences, and culture create learning opportunities that support all children. To address this element, the curriculum includes topics such as: Adverse Childhood Experiences (ACEs) and trauma-informed practice; culturally responsive and culturally preserving practices; strengths-based instruction; dual language learners; and children with special needs and disabilities.

Sample Competencies – Effective B-3 Administrators:

- Pursue regular professional learning opportunities, for self and staff, to examine equitable practices.
- Ensure the school or site-level community provides a consistent, visible, and sustained climate that clearly communicates that difference is valued.
- Support the recognition and development of the child’s home language (including Black English, American Sign Language, native languages).
- Ensure that children with special needs and disabilities are included and engaged with their peers in the daily life of the classroom, school, and/or program.
- Demonstrate regard for children’s family, community, and cultural contexts and, as appropriate, connect children and families to community health, human, and social services that are responsive to their strengths and needs.
- Operate with a genuine belief that all children and other members of the school/program can learn, grow, and achieve regardless of race, perceived ability, and socio-economic status.
- Ensure that a coordinated referral system is established and integrates existing Multi-Tiered Systems of Support (MTSS) for all children, from birth through elementary school.
- Actively investigate ways in which the day-to-day needs of children who come from difficult life circumstances (e.g., stress, trauma, poverty) and/or who struggle with developmental delays, disabilities, or neurological impairments can be met in the school /program and in classrooms.
- Engage teachers to provide strengths-based instruction and learning opportunities in the context of children’s age, gender, culture, and ability.

Element #2: Developmental Contexts, cont.

Suggested Lecturers:

Nevada Experts

- Tara Madden-Dent, Nevada Department of Education
- Michelle “Miki” Trujillo, TruEd Consultants, LLC

National Experts

- Eugene Garcia, Ph.D., Professor Emeritus, Arizona State University
- Walter Gilliam, Ph.D., Director, Edward Zigler Center in Child Development and Social Policy, Yale University

Sample Readings:

Durden, T. R. (2015). Cracking the walls of the education matrix: Are you ready to educate culturally and linguistically diverse students? In J. M. Iorio & W. Parnell (Eds.), *Rethinking readiness in early childhood education: Implications for policy and practice* (pp. 77-91). New York: Palgrave Macmillan.

García, E. (2015). *Inequalities at the starting gate: Cognitive and noncognitive skills gaps between 2010-2011 Kindergarten classmates*. Washington, DC: Economic Policy Institute.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). New York: The New Press.

Marietta, G., & Marietta, S. (2013). *The promise of PreK-3rd: Promoting academic excellence for dual language learners in Red Bank Public Schools*. New York: Foundation for Child Development.

Nicholson, J., Perez, L., and Kurtz, J. (2019). *Trauma-informed practices for early childhood educators*. Routledge.

Rashid, N. (2009). From brilliant baby to child placed at risk: The perilous path of African American boys in early childhood education. *The Journal of Negro Education*, 78(3), 347-358.

Spicer, P., LaFramboise, T., Markstrom, C., Niles, M., West, A., Fehringer, K., . . . Sarche, M. (2012). Toward an applied developmental science for Native children, families, and communities. *Child Development Perspectives*, 6(1), 49-54.

Wright, B. L., & Counsell, S. L. (2018). *The brilliance of black boys: Cultivating school success in the early grades*. New York: Teachers College Press.

Element #3: Relationships between Schools and 0-5 Programs

Overview:

B-3 approaches require elementary schools to engage in authentic, genuine, and meaningful coordination with programs that support children’s learning prior to Kindergarten (e.g., PreK, Head Start, child care, family child care, early intervention). Improving the coherence and alignment of learning experiences provided to children, from birth through elementary school, increases children’s academic, social, and emotional learning and decreases achievement gaps. Collaboration between schools and early learning programs that creates change requires intentional, sustained strategies, as well as ongoing monitoring and support for effective transitions and alignment across the B-3 continuum. To address this element, the curriculum includes topics such as: understanding the differences/similarities between the 0-5 and K-12 systems; effective ways to structure collaborative work; effective transition policies and practices; instructional alignment across age/grade levels; and guidance on creating shared strategic plans and collective impact across the B-3 continuum.

Sample Competencies – Effective B-3 Administrators:

- Demonstrate a clear understanding of the different state agencies, policies, categorical programs, and professional membership organizations that have a stake in the B-3 continuum.
- Recognize the systemic divides that exist between 0-5 and K-12 (e.g., teacher/administrator certification requirements; compensation inequities; different standards) and advocate for meaningful efforts to strengthen alignment and continuity across the B-3 continuum.
- Build positive relationships with other school and early learning program personnel, families and the community and collaborate with others in ways that demonstrate a valuing and respect for input from multiple perspectives.
- Identify, describe, and explain the differing roles and responsibilities of other helping professionals working in and with schools; understanding these vary based on the developmental continuum and learning setting (school or community).
- Establish, support, and sustain vertical learning opportunities for teachers, staff, and other stakeholders across 0-5 and K-12 programs to cultivate a shared understanding and common language for effective collaboration, with an explicit goal of creating instructional coherence.
- Develop explicit strategies, mechanisms, and routines (e.g., leadership teams; strategic plans, joint professional learning, common curriculum) that reflect and support shared vision, collaborative relationships, and mutual accountabilities between 0-5 and elementary schools.

Element #3: Relationships between Schools and 0-5 Programs, cont.

Element #3: Relationships Between Schools and 0-5 Programs

Suggested Lecturers:

Nevada Experts

- Pati Falk, Proximal Partnerships LLC
- Laura Malkovich, Literacy Coach, Churchill County School District
- Michael Maxwell, Ed.D., Manager, Youth Development and Social Innovation, City of Las Vegas; President, NevAEYC

National Experts

- Kristie Kauerz, Ed.D., Director, National P-3 Center, University of Colorado Denver

Sample Readings:

Carr, R. C., Mokrova, I. L., Vernon-Feagans, L., & Burchinal, M. R. (2019). Cumulative classroom quality during pre-kindergarten and kindergarten and children's language, literacy, and mathematics skills. *Early Childhood Research Quarterly, 47*, 218-228.

Kauerz, K. (2018). Alignment and coherence as system-level strategies: Bridging policy and practice. In A. J. Mashburn, J. LoCasale-Crouch, & K. C. Pears (Eds.), *Kindergarten transition and readiness: Promoting cognitive, social-emotional, and self-regulatory development*: Springer International Publishing.

Kauerz, K., & Coffman, J. (2013). *Framework for planning, implementing, and evaluating PreK-3rd grade approaches*. Seattle: University of Washington.

Ritchie, S., Clifford, R., Malloy, W., Cobb, C., & Crawford, G. (2010). Ready schools. In S.L. Kagan & K. Tarrant (Eds.), *Transitions for young children: Creating connections across early childhood systems*. Baltimore, MD: Brookes Publishing.

Stipek, D., Clements, D., Coburn, C., Franke, M., & Farran, D. (2017). PK-3: What does it mean for instruction? *Social Policy Report, 30*(2), 1-22.

Sullivan-Dudzic, L., Gearns, D. K., & Leavell, K. (2010). *Making a difference: 10 essential steps to building a PreK-3 system*. Thousand Oaks, CA: Corwin.

Takanishi, R. (2016). *First things first! Creating the new American primary school*. New York: Teachers College Press.

Element #4: Engaged Families

Element #4: Engaged Families

Overview:

Engaging families in their children’s learning, both informally and formally, leads to school success. This element focuses on the value that families play as their child’s first teacher and recognizes that engagement is not about offering activities (e.g., back-to-school night), but about developing meaningful two-way relationships between schools, early learning programs, and families. In B-3 approaches, families are particularly important because young children rely on continuity between their home and learning contexts. Given the changing demographics in Nevada, it is important that B-3 approaches have strategies in place to attend specifically to those families who have historically been marginalized within or excluded from schools and programs, including families of color, families who speak a language other than English in the home, and families that work full time and/or non-traditional hours. To address this element, the curriculum will include topics such as: building authentic relationships with families; valuing families as important sources of knowledge, expertise, and solutions; giving families voice and power in decisions about their children’s learning; family leadership in setting priorities of the learning community.

Sample Competencies – Effective B-3 Administrators:

- Honor and recognize families’ existing knowledge, skills, values, culture, language, and forms of engagement.
- Engage in – and provide to all school and program staff – on-going professional learning focused on building authentic relationships with families.
- Communicate an understanding of and appreciation for meaningful engagement and empowerment of families that reflect current research and theory.
- Recognize and advocate for the importance of families in the earliest years of life (birth to age 3).
- Involve families in crafting, planning for, implementing, and evaluating B-3 approach visions and efforts.
- Create and sustain school and program cultures, policies and practices that welcome, invite, and promote family engagement.
- Develop strategies and systemic initiatives that engage families with their children’s learning and development.
- Invest in regular, accessible, culturally-responsive, multi-modal opportunities for engaging families in understanding and supporting their child’s learning and development.

Element #4: Engaged Families, cont.

Element #4: Engaged Families

Suggested Lecturers:

Nevada Experts

- D'Lisa Crain, Parent Involvement Coordinator, Washoe County School District
- Alberto Quintero, Education Programs Professional, Nevada Department of Education

National Experts

- Ann Ishimaru, Ed.D., Associate Professor and Director, Family Leadership Design Collaborative, University of Washington College of Education
- Karen Mapp, Ed.D., Senior Lecturer on Education, Harvard Graduate School of Education
- Heather Weiss, Global Family Research Network

Sample Readings:

Global Family Research Project. (2018). *Joining together to create a bold vision for next generation family engagement: Engaging families to transform education*. New York: Carnegie Corporation.

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

Ishimaru, A., Lott, J., Fajardo, I., & Salvador, J. (2014). *Towards equitable parent-school collaboration: Developing common parent engagement indicators*. Seattle, WA: Equitable Parent-School Collaboration Research Project, College of Education, University of Washington.

Mapp, K. L., & Kuttner, P. J. (2014). *Partners in education: A dual capacity-building framework for family-school partnerships*. Retrieved from <http://www.sedl.org/pubs/catalog/items/family132.html>

Element #5: Equity-Based Decision-Making

Overview:

Both 0-5 and K-12 systems reflect histories of systemic and structural inequities. Inequities appear in young children’s learning environments in many ways including, but not limited to, lack of access to meaningful and relevant learning opportunities; disparities in achievement rates and levels; and disproportionate suspension/expulsion rates. Recognizing these inequities is only the first step. Effective B-3 administrators must consistently employ an equity lens to make decisions about how to improve schools, programs, classrooms, instruction, professional learning, and other organization- and system-level issues. To accomplish this, the curriculum includes topics such as: individual implicit bias and privilege; structural and institutional inequities; disproportionate effects of race, poverty, and class; strengths-based instruction; data selection, use, and analysis for identification of under- and over-representation of sub-populations.

Sample Competencies – Effective B-3 Administrators:

- Conduct regular, formalized review of the school/program’s vision, data sources, and professional learning to ensure they reflect the cultural composition and values of the community.
- Model and build the capacity of administrators, teachers, and staff to examine their own implicit biases, positions of privilege, and beliefs about different sub-populations of children.
- Ensure that all data sources allow for meaningful disaggregation of data that illuminates disparities and inequities.
- Implement systems and processes to ensure curriculum, instruction, assessments, data sources, disciplinary practices, professional development, and resources are designed and delivered with a focus on equity.
- Pursue and utilize knowledge of strength-based approaches to the education and development of children of color and children from various developmental contexts.
- Intervene to change those policies and practices that lead any group of children (e.g., children of color, boys, children with special needs and disabilities) to be over-represented in the experiences of discipline, referral, Special Education and/or under-represented in the experiences of gifted and talented programs.
- Use a range of evidence (qualitative and quantitative) to determine who is learning and growing and who is not, and explore the effectiveness of various programs, services, teachers, and instructional practices that influence child learning.
- Provide opportunities for extended, constructive discourse between administrators and teachers, as well as among teachers, about data selection, usefulness, and analysis.

Element #5: Equity-Based Decision-Making, cont.

Element #5: Equity-Based Decision-Making

Suggested Lecturers:

Nevada Experts

- Christy McGill, Director, Office for a Safe and Respectful Learning Environment, NDE

National Experts

- Rosemarie Allen, Ed.D., President, Institute for Racial Equity and Excellence
- Victor Cary, Senior Director, National Equity Project
- Nancy Dome, Epoch Education
- Pedro Noguera, Ph.D., Distinguished Professor of Education, University of California at Los Angeles

Sample Readings:

Darling-Hammond, L. (1994). Performance-based assessment and educational equity. *Harvard Educational Review*, 64(1), 5-31.

Gillanders, C., Iruka, I., Ritchie, S., & Cobb, C.T. (2012). Restructuring and aligning early education opportunities for cultural, language, and ethnic minority children. R.C. Pianta, S. Barnett, L. Justice, & S. Sheridan (Eds.), *Handbook of Early Childhood Education*. New York: Guilford Press.

Johnson-Staub, C. (2017). *Equity starts early: Addressing racial inequities in child care and early education policy*. Washington, DC: Center for Law and Social Policy (CLASP).

Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration & Leadership*, 43(2), 269-289.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

Schmidt, W. H., Cogan, L. S., & McKnight, C. C. (2011). Equality of educational opportunity: Myth or reality in U.S. schooling. *American Educator*, Winter 2010-11, 12-19.

Singleton, G., & Linton, C. (2015). *Courageous conversations about race: A field guide for achieving equity in schools* (2nd ed.). Newbury Park, CA: Corwin Press.

TNTP. (2018). *The opportunity myth: What students can show us about how school is letting them down — and how to fix it*. Retrieved from https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

Element #6: Culture of Continuous Improvement

Overview:

B-3 approaches extend over a series of age/grade levels and demand sustained attention to engaging teachers and administrators in an iterative process to understand, evaluate, and improve instruction and children’s learning experiences. Creating a culture of continuous improvement requires a growth mindset and the establishment of a cycle that includes: formative data collection; quality observation and feedback; opportunities for coaching and professional learning; collaborative inquiry and reflection; and monitoring and adjusting for improvement. To address this element, the curriculum includes topics such as: child and teacher observation as a tool for understanding children’s learning experiences; leveraging growth mindset; data as a tool for collaborative inquiry and reflection; and behavioral challenges as opportunities for teaching and developing positive classroom management and school climate.

Sample Competencies – Effective B-3 Administrators:

- Communicate an understanding of and appreciation for the importance of a culture of continuous improvement for the school /program community, inclusive of staff, children, and their families.
- Support a school/program-wide environment where children and adults: are safe to be wrong, view mistakes as opportunities for learning, and know that doing one’s best and trying hard is what is important.
- Implement the structures and supports that guide teachers to provide the same kind of tolerance and patience for the development of child behaviors and dispositions as they do for the development of academic skill.
- Question and abolish policies and practices wherein children are publicly shamed or humiliated, and focus on the development of intrinsic, rather than extrinsic, motivation.
- View data as a source of inquiry rather than evaluation, and effectively use multiple sources of data to motivate change, inform professional learning needs, and monitor progress.
- Support teacher development through the use of observation, feedback, coaching, and professional learning structures.
- Ensure data are provided to schools and early learning programs in a timely manner so that data can be used to inform instruction and make site- and classroom-level decisions.
- Build assessment loops in which data are shared between and among early learning and K-3 teachers, in order to inform continuous improvement *across* age/grade levels.
- Prioritize, seek, and openly discuss evidence on how, and the extent to which, teacher instruction and effectiveness are improving over time.

Element #6: Culture of Continuous Improvement, cont.

Element #6: Culture of Continuous Improvement

Suggested Lecturers:

Nevada Experts

- Pati Falk, Proximal Partnerships LLC

National Experts

- Bonnie Barron, Coordinator, P-3 Early School Success, Marin County Office of Education, CA
- Sharon Ritchie, FirstSchool, University of North Carolina-Chapel Hill

Sample Readings:

Burchinal, M., Howes, C., Pianta, R. C., Bryant, D., Early, D., Clifford, R. M., & Barbarin, O. (2008). Predicting child outcomes at the end of Kindergarten from the quality of pre-kindergarten teacher–child interactions and instruction. *Applied Developmental Science, 12*(3), 140-153.

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Element #7: Teacher Effectiveness and Collaboration

Element #7: Teacher Effectiveness and Collaboration

Overview:

At any single age/grade level, teaching can be an isolating and individualistic endeavor. Research shows that teachers improve their effectiveness and increase their feelings of efficacy when there are ample, intentional, and sustained structures and routines to foster teacher collaboration, both within and across age/grade levels. Teacher collaboration encourages the development of shared vision for young children's learning experiences, as well as shared understandings of developmental instructional practices across 0-5 and K-3. To address this element, the curriculum includes topics such as: grade-level (horizontal) and cross-grade (vertical) teacher teamwork; collaborative inquiry as an intentional routine among teachers and administrators; reflective practice; and recognizing and honoring teacher professionalism.

Sample Competencies – Effective B-3 Administrators:

- Foster collaborative inquiry and reflection upon classroom practice across the school, and in both horizontal and vertical groupings, in order to increase teachers' intellectual curiosity, better understand children across the age span, treat classrooms as places for investigation, and promote openness and a willingness to change.
- Create differentiated professional learning opportunities that reflect the needs of teachers and the diverse populations of children in their classrooms.
- Reinvigorate professionalism through shared decision-making, recognition of competence, and the creation of opportunities to grow teacher leaders.
- Demonstrate innovative efforts to create, standardize, and extend time for common planning and shared professional learning for school- and community-based teachers to work together across 0-5 and K-12 age/grade levels.
- Create environments, structures, and processes that encourage adult learning.
- Support teachers to structure their classrooms and utilize practices that intentionally provide responsive instruction, ongoing assessment of children's needs, differentiated and informative feedback, and a repertoire of strategies that advance learning to ensure positive child outcomes.
- Support teachers to utilize an integrated curriculum, interact with children through active questioning and information gathering, combined with hands-on experiences with materials, ideas, people, and places.
- Provide release time and other supports for teachers to observe each others' classrooms and teaching practices.
- Prioritize, seek, and openly discuss evidence on how, and the extent to which, teacher instruction and effectiveness are improving over time.

Element #7: Teacher Effectiveness and Collaboration, cont.

Element #7: Teacher Effectiveness and Collaboration

Suggested Lecturers:

Nevada Experts

- Pati Falk, Proximal Partnerships LLC
- Silvana Gorton, Ph.D., Nevada Department of Education
- Laura Malkovich, Literacy Coach, Churchill County School District

National Experts

- Cathy Feldman, REACH Associates, NJ
- Sharon Ritchie, FirstSchool, University of North Carolina-Chapel Hill
- Jason Sachs, Ed.D., Executive Director of Early Learning Programs, Boston Public Schools

Sample Readings:

Burchinal, M., Howes, C., Pianta, R. C., Bryant, D., Early, D., Clifford, R. M., & Barbarin, O. (2008). Predicting child outcomes at the end of Kindergarten from the quality of pre-kindergarten teacher-child interactions and instruction. *Applied Developmental Science, 12*(3), 140-153.

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Element #8: Learning Environments and Climate

Overview:

The learning environment, physical space, and social climate in which children engage with others are critical to fostering social, emotional, and academic development (SEAD). The qualities of these environments structure how children interact with one another, as well as with adults; they foster children's engagement in both independent and shared learning; and they reflect children's cultures, languages, and home communities. To address this element, the curriculum includes topics such as: the importance of teacher-child relationships; developing children's voice, competence, and autonomy; the significance of belonging; and the school/program/classroom organization and materials that support children's development and learning.

Sample Competencies – Effective B-3 Administrators:

- Establish a welcoming, respectful, and caring environment that promotes relationships, community, communication, and a shared vision for collective well-being.
- Demonstrate a consistent belief in the competence and contribution of each individual, and the certainty that each individual – child and adult – can grow and learn.
- Support teachers to engage in instructional and social practices that prioritize child voice through an emphasis on oral language development and peer collaboration.
- Ensure that classrooms and outside spaces encourage child choice, collaboration, whole and small group instruction, play-based and experiential learning, and movement.
- Ensure that classrooms and outside spaces provide materials that support children's physical, social, emotional, cognitive and language growth, and that materials provide substantive support for the development of children's knowledge and ability in and across literacy, mathematics, science, social studies and the arts through play, hands-on experiences, and 21st century competencies.
- Use observation and assessment tools, as well as constructs of quality, to determine how learning environments are organized, managed, and supported to provide positive environments for learning.
- Increase availability and use of a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) that reflect diverse language, cultures, and home communities.

Suggested Lecturers:

Nevada Experts

- Kacey Edgington, Washoe County School District

National Experts

- Sharon Ritchie, FirstSchool, University of North Carolina-Chapel Hill

Element #8: Learning Environments and Climate, cont.

Element #8: Learning Environments and Climate

Sample Readings:

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- Moore, R. (1996). Outdoor settings for playing and learning: Designing school grounds to meet the needs of the whole child and the whole curriculum. *The NAMTA Journal, 21*(3).
- Nevada Commission on Educational Technology. (September 2014) *Nevada Ready 21: Igniting economic development through students' 21st century skills*. Nevada Department of Education.
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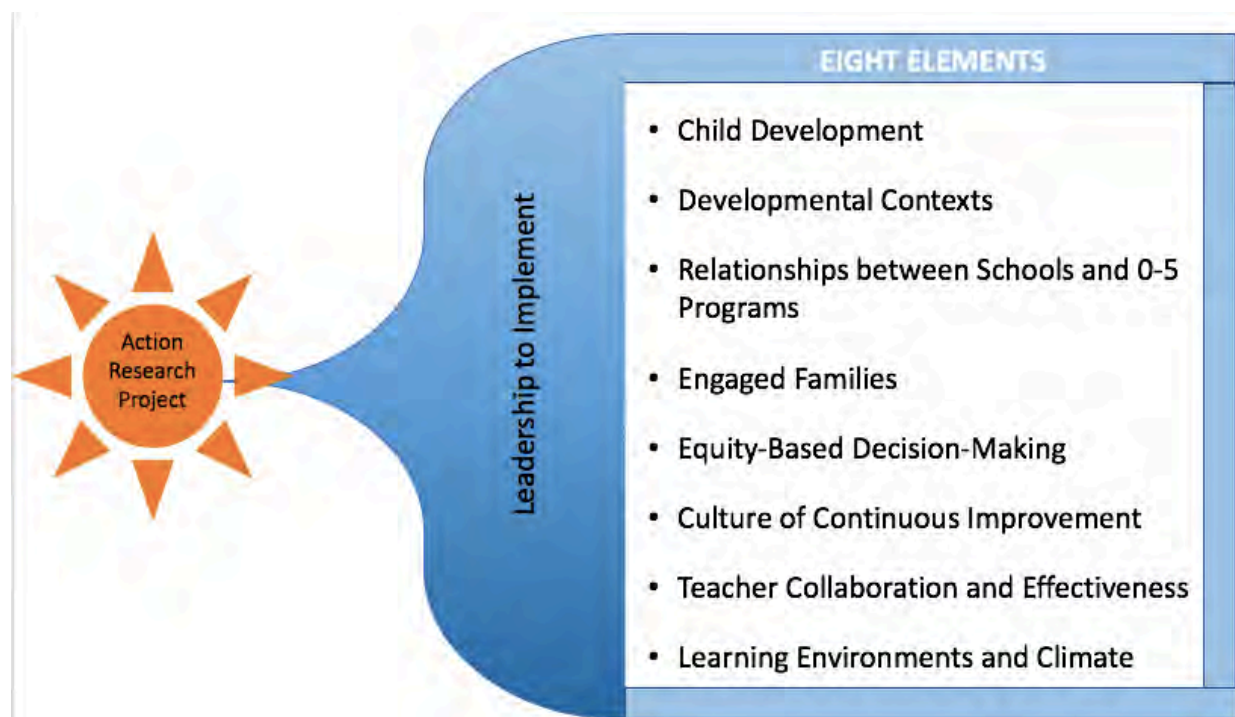
Connecting the Elements – Leadership and Action Research

Although the eight elements are presented here in a sequential, linear fashion, we recognize that there is meaningful overlap and intersections between and among them. Throughout the course of the Program, the intent is to integrate learning across the elements in such a way that discrete knowledge and skills are gained, while also illuminating the complexity of delivering high-quality learning experiences to diverse children over a sequence of years. For example, while Child Development is one element, the understanding of children’s developmental trajectories should inform and be infused throughout decision-making processes, learning environments, and notions of teacher effectiveness.

Leadership:

Further, we recognize that meaningful implementation of B-3 approaches requires explicit leadership knowledge, skills, and behaviors that must be developed and honed. While not an explicit element in the curriculum, we recommend that leadership be woven throughout the course of study, including a self-assessment of personal leadership styles, orientations and capacities (e.g., Myers-Briggs; DISC; Emergenetics; Enneagram) toward the beginning of the program. In addition, there should be opportunities throughout the course of the program for participants to reflect on the content embedded in the eight elements vis-à-vis their own leadership role/stance. In this way, leadership will be seen as the actions one takes to implement the knowledge and skills being developed and refined through program participation (see Figure 1).

Figure 1: Relationship Between Program Content, Leadership, and Action Research



Action Research:

Consistent with practices in adult learning, the working group recommends that Action Research be a central focus of the *Nevada B-3 Professional Learning Program*. The primary goal of such applied research is to support and nurture the administrators to take personal responsibility for applying their new knowledge and skills to directly influence change in their school or program (see Figure 1).

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