Effective Administrative Practices that Support Quality Teaching Practices in Early Learning

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A Matter of Equity

Each year, about 4 million children enter kindergarten in the United States. All parents hope their child will start school ready for success. And many parents turn that hope into action, seeking out supportive and high-quality early learning opportunities. Unfortunately, not every parent finds those opportunities, and access differs based on geography, race and income. As a result, too many children enter kindergarten a year or more behind their classmates in academic and social-emotional skills. For some children, starting out school from behind can trap them in a cycle of continuous catch-up in their learning. As a nation, we must ensure that all children, regardless of income or race have access to high-quality preschool opportunities.

Outcomes

• Consider the role of school leaders in providing high-quality early learning experiences for all children

• Identify effective administrative practices that support quality teaching practices
Agenda

- Welcome/Overview
- Importance of Early Learning
- NTC Standards and Continuum of Early Learning Teaching Practice
- NAESP Competencies
- Effective Administrative Practices
- Closure
Goal of Early Learning

The goal of early learning is to improve the health, socio-emotional, and cognitive outcomes for all children birth to the third grade so that all children, particularly those with high needs, are on track to graduate from high school college- and career- [and life-] ready.

US Department of Education
Importance of Quality Early Learning Video
Five Numbers to Remember

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<tbody>
<tr>
<td>700</td>
<td>700 per second</td>
</tr>
<tr>
<td>18</td>
<td>18 months</td>
</tr>
<tr>
<td>90-100%</td>
<td>90-100%</td>
</tr>
<tr>
<td>3:1</td>
<td>3:1 Odds</td>
</tr>
<tr>
<td>4-9</td>
<td>4-9 Dollars</td>
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Think About It...

What resonates with you about why high-quality early learning is important?
NTC Standards and Continuum of Early Learning Teacher Practice

1. Establishes and Maintains a Culture of Safety, Respect, and Rapport to Ensure the Well-Being of Children

2. Implements Developmentally Appropriate Strategies to Engage and Challenge, Deepen Understanding, and Promote Cognitive Growth Through Quality Interactions With Children

3. Collaborates With Families and Communities to Support Children’s Well-Being and Learning

4. Plans Standards-Based, Developmentally Responsive Play to Learn Environments Based on Observation and Assessment

5. Commits to Developing as a Professional
NAESP Competencies

- PreK-3 Learning Continuum
- Developmentally Appropriate Teaching
- Personalized Blended Learning Environments
- Multiple Measures of Assessment
- Build Professional Capacity
- Families and Communities
NAESP Competencies

1. Review the Competency description
2. Prepare a 30–60 second summary
3. Group share out
Leadership is Key

“Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school.”


“Principals are the key to change. They work with peers as learning partners to build the skills needed to support capacity building at the school level.”

Effective Administrative Practices that Support Quality Teaching Practices

We invite administrators to use this document to identify effective strategies that support teachers to advance their practice and maximize young children’s learning and development. This document is based on the NTC Standards and Continuum of Early Learning Teaching Practice, competencies identified in the National Association of Elementary School Principals (NAESP) Publication Leading Pre-K-3 Learning Communities, rigorous examination of early learning and administrative research and policy, and teaching and leadership experience.

### Competency 1: Embrace the Pre-K-3 Early Learning Continuum

- Develop a school mission that upholds learning from prekindergarten through kindergarten as essential and fundamental to achieving school goals.
- Engage the learning community in understanding the importance of how children develop and learn from ages 3–6.
- Expand the concept of “learning community” to include collaboration among external, as well as internal, stakeholders.
- Align funding resources and governance to support the Pre-K-3 framework.

### NAECEP Competencies for Effective Principal Practice

<table>
<thead>
<tr>
<th>Competency</th>
<th>Corresponding Administrative Practices</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Ensure emotional, social, and physical safety</td>
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<tr>
<td>1.2</td>
<td>Guide and support each child to express her/his feelings in social interactions and to problem-solve situations</td>
</tr>
<tr>
<td>1.3</td>
<td>Build strong relationships with and among children</td>
</tr>
<tr>
<td>1.4</td>
<td>Develop and reinforce classroom routines, procedures, and norms of trust, respect, and inclusiveness</td>
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</tbody>
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While there is no direct language in the NAECEP competencies focusing on these important elements in successful classrooms, in order to achieve Competencies 2 and 3, these elements must be in place to maximize the potential of each child’s learning and development.

### Implementation Strategies

- Maintain a welcoming and positive school climate that is safe, nurturing, and developmentally appropriate.
- Build productive and inclusive relationships with teachers, staff, children, and families.
- Collaborate with teachers to maintain standards for safe, positive, and productive interactions with and among children.

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Implementation Strategies Activity

1. Review your assigned Competency
2. Brainstorm and record effective implementation strategies on chart
3. Be prepared to share ideas
Closure
Outcomes

• Consider the role of school leaders in providing high-quality early learning experiences for all children

• Identify effective administrative practices that support quality teaching practices
Reflection

What is a beginning action you will take based on today's session?
Feedback

• Please complete the session evaluation via the Symposium 2017 Mobile site.

• Session evaluations are located under the Session and Conference Evaluation link and sorted by Track and then Session Number.

• Session evaluations can also be found under the Workshop and Session Information link.

• Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

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