Texas School Ready & CLI Engage

https://cliengage.org

Primary Funders:
• Texas Workforce Commission
• Texas Education Agency
TBGS Professional Development Model

- Structure
- Content
- Process

Professional Development Approach
Content: TBGS Competencies

- **Best Practices (cross-domain)**
  - Classroom Management
  - Social & Emotional Development
  - Centers
  - English Language Learners
  - Student Progress Monitoring, Assessment, & Lesson Planning
  - Effective Use of Technology

- **Language & Literacy**
  - Oral Language
  - Read Alouds
  - Phonological Awareness
  - Letter Knowledge
  - Print Knowledge & Early Reading
  - Writing

- **STEM**
  - Science
  - Mathematics
Content: Teacher Role in Determining Focus

• Who decides what areas of practice to improve?

• Who decides what competencies are evidence-based?

• Who decides how to prioritize within the range of evidence-based practices?
Process: TBGS Improvement Cycles

• Coach or mentor
• Professional Learning Communities
• Independently
Process Step: Analyze

• Child assessment data
• Organization priorities
• Personal priorities and interests
Worksheet: Analyzing Data to Set Goals for Pre-K Instruction

After bringing together all sources of data, place checkmarks in the boxes where data or strong interest indicates an area you could prioritize for additional PD and instructional practice. **See any trends?** Consider these areas when selecting your professional learning sessions. Remember: You may see a lot of checkmarks in rows for academic skills, but a great way to support academic skills is to increase the quality of your interactions with students (e.g., responsive teaching, scaffolding). When you are finished, rank the top three areas you would like to prioritize for your next professional learning session in the far right column.

<table>
<thead>
<tr>
<th>Domain / Areas of Interest</th>
<th>My Students' Needs</th>
<th>My Professional Development Needs</th>
<th>My Campus/ District Needs</th>
<th>Priority Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Monitoring Data</td>
<td>Data-based (evaluations, observations)</td>
<td>Data-based (standardized tests)</td>
<td>Areas of Interest</td>
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<tr>
<td></td>
<td>Whole Group</td>
<td>Tier 1 Small Group</td>
<td>Tier 2 Small Group</td>
<td>Other Data</td>
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<tr>
<td>Classroom Management</td>
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<tr>
<td>Responsive Teaching</td>
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<tr>
<td>Social &amp; Emotional Skills</td>
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<tr>
<td>Language &amp; Communication</td>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>Using Read Alouds</td>
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<tr>
<td>Phonological Awareness</td>
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<tr>
<td>Letter Knowledge</td>
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<tr>
<td>Print Knowledge</td>
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<tr>
<td>Emergent Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Data-based Instruction / RTI</td>
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<tr>
<td>Scaffolding</td>
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<tr>
<td>Supporting English Learners</td>
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<td>Other:</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>
Process Step: Plan

• **Visualize where you want to be** in your practice

• **Identify professional development** content that supports understanding in a learning area

• **Set goals** by identifying instructional strategies to improve your teaching

• **Plan how you will practice** by integrating classroom activities that are well-aligned to your goals
Process: Short-term Goal Report and Action Plan

• Select goals aligned with child PM and teacher observation results (e.g., CLASS)

• Use priority levels to guide goal selection

• Identify PD resources (e.g., lessons, strategy videos)
Process Step: Practice

Continuous Improvement Means Incremental Progress

- Where You Are
  The gap between where you are today and where you want to be is your optimal goal-setting range.

- Where You Visualize Yourself

Practice Continuum
Learn more about the Pre-K COT in our public online course!
Click below to access the COT overview public course. The course can be viewed online through the CL Disrupt website (no login required).

In the course, you will learn...

- About the COT
- Research
- Benefits of using the COT
- How to score the COT
- How to enter the COT into CL Disrupt
- Pre-K scoring must studies

View video exemplars for items in each COT domain below.

**Classroom Management**

**COT Item 190**
Less intentional and efficient methods for transitioning from one activity to the next (e.g., song, group dance, physiological awareness game to transition between centers, etc.).

**Social & Emotional**

**COT Item 34**
Uses specific, open-ended, positive feedback that provides children explicit information regarding what they are doing well (e.g., “You did a great job writing your name!”).

**Centers/Workstations**

**COT Item 261**
Talks about or demonstrates children’s use of theme-related materials (e.g., materials based on curriculum theme). This can be done before going to centers and/or during center time.

**Oral Language**

**COT Item 32**
Promotes a child-friendly vocabulary that explains the movement or activity using (e.g., “Get up and sit up!”). “Get up and sit up!” is a literal for “get up and sit up”.

**Oral Language**

**COT Item 34**
Promotes a child-friendly vocabulary that explains the movement or activity using (e.g., “Get up and sit up!”). “Get up and sit up!” is a literal for “get up and sit up”.

**Oral Language**

**COT Item 34**
Promotes a child-friendly vocabulary that explains the movement or activity using (e.g., “Get up and sit up!”). “Get up and sit up!” is a literal for “get up and sit up”.

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**All by Myself**

Children will identify things they are able to do by themselves and contribute to a class book.

**Setting**

**Vehicle Group:**

**Materials**

- drawing paper
- crayons or pencil
- chart paper
- marker

**Preparation**

Make a book cover with the title “Things I Can Do Myself.” Write this title on a piece of chart paper as well. Create a model copy for the book with something you can do (e.g., cook a favorite meal).

1. **Introduce**

“I am going to make a class book of all the things you can do by yourselves. I want you to think about what you can do when you are by yourself and how you learned it.”

2. **Model and Explain**

“I made this cover for our book. It says “Things I Can Do Myself.” Show children the book cover that you created. “Here’s my drawing for our book.” Talk about your picture and explain how you learned how to do it. Compose the following sentence stem on the chart paper: I can ________ by myself. Include your name at the bottom."

3. **Guide Practice**

“What’s one thing that you can do by yourself? Think about what is, who helped you, and how you learned it.” Can a chart paper have children transmission things they are able to do on their own. Include an illustration for each item that the item mentions. Ask questions to help children elaborate on their responses.
"The power of the reflective cycle seems to rest in its ability to first slow down the teacher’s thinking so that they can attend to what is rather than what they wish were so, and then shift the weight of that thinking from their own teaching to their children learning.
—Carol Rodgers, “Voices Inside Schools”
<table>
<thead>
<tr>
<th>STGR Goal Set Date</th>
<th>Goal Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral Language Use</td>
</tr>
<tr>
<td></td>
<td>Using Effective Language Building Strategies</td>
</tr>
<tr>
<td></td>
<td>Label objects, ideas, and actions by using their specific name during lessons and conversations.</td>
</tr>
<tr>
<td></td>
<td>Describe things and actions by talking about their qualities.</td>
</tr>
<tr>
<td></td>
<td>Model comparing by talking about how items or actions are the same or different than each other.</td>
</tr>
<tr>
<td></td>
<td>Scaffold Oral Language Use</td>
</tr>
<tr>
<td></td>
<td>Downward scaffolds children’s incorrect, ambiguous, or non-response to build their oral language use.</td>
</tr>
<tr>
<td></td>
<td>Upward scaffolds children’s correct responses or child’s new topic to build their oral language use.</td>
</tr>
<tr>
<td></td>
<td>Oral Language Use: Context (the Where/Why)</td>
</tr>
<tr>
<td></td>
<td>Involve children in large group oral language activities.</td>
</tr>
</tbody>
</table>

**Reflection**

What improvement(s) in practice were you trying to achieve?

What did you notice about how your students were engaging with you during the lesson or interaction?
Observe for Growth

Oral Language Use
Texas School Ready (implemented 2003-present)

• Structure:
  • Coach-facilitated
  • 3 years of support

Who we serve: preschool teachers (public school PK, Head Start, and child care)
Texas School Ready (2003-present)

Content: Teacher PD Choice
• PD opportunities across best practices and school readiness areas
• Pre-determined PD schedule

Content: Teacher Goal-Setting
• Goals not directly linked to PD
• Free choice of goals
• Selected in partnership with coach
Teacher and Director Feedback

<table>
<thead>
<tr>
<th>Setting Goals and Skills Development</th>
<th>“Strongly Agree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>My TSR coach helped me set my own goals for improvement.</td>
<td>92%</td>
</tr>
<tr>
<td>My TSR coach considered my interest or opinions when setting goals with me.</td>
<td>91%</td>
</tr>
<tr>
<td>My TSR coach helped me increase my knowledge about child development.</td>
<td>91%</td>
</tr>
<tr>
<td>My TSR coach helped me identify my own strengths regarding teaching skills or interactions with children.</td>
<td>89%</td>
</tr>
<tr>
<td>My TSR coach asked me about my professional interest.</td>
<td>86%</td>
</tr>
</tbody>
</table>

“I am seeing a difference in the classroom—the teacher is clearly using your program with her students and it shows. The teacher is more in control of the teaching, she is more at ease in the classroom, the students are clearly learning and enjoying themselves, and the classroom temperament overall is more enjoyable!”
-Karen N., child care director

“This program has been the support that I needed. After so many years of teaching, my teacher style has changed and my ‘teaching senses’ are so much more engaged!”
--Carolyn A., Early Childhood Teacher
TBGS: Face to Face & Remote Coaching

Structure:
• 50 hours of PD
• 12 coaching sessions

RCT Sample:
• 174 child care teachers:
  • F2F 66; Remote 59; BAU 49
• Children: 952 pre, post

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Comparative Coaching Study (2014-18)

Content: Teacher PD Choice
- PD opportunities across best practices and school readiness areas
- Pre-determined PD schedule

Content: Teacher Goal-Setting
- All goals aligned to PD schedule and content areas
- Teacher choice of goals

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### Outcomes

*Estimates of Mean Differences and Corresponding Effect Sizes on Teacher Assessments: Intervention Groups vs. BAU Group*

<table>
<thead>
<tr>
<th>Teacher Outcomes</th>
<th>Pretest Mean Difference (SE)</th>
<th>Pretest p-value</th>
<th>Pretest Effect Size</th>
<th>Posttest Mean Difference (SE)</th>
<th>Posttest p-value</th>
<th>Posttest Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBRS Total Score</td>
<td>0.22(0.49)</td>
<td>0.65</td>
<td>0.07</td>
<td>4.02(0.51)</td>
<td>&lt;.01</td>
<td>1.00</td>
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<tr>
<td>Classroom community</td>
<td>-0.01(0.06)</td>
<td>0.82</td>
<td>-0.04</td>
<td>0.23(0.06)</td>
<td>&lt;.01</td>
<td>0.55</td>
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<tr>
<td>Teacher sensitivity</td>
<td>0.02(0.05)</td>
<td>0.58</td>
<td>0.09</td>
<td>0.18(0.05)</td>
<td>&lt;.01</td>
<td>0.69</td>
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<tr>
<td>Learning centers</td>
<td>-0.03(0.09)</td>
<td>0.73</td>
<td>-0.05</td>
<td>0.63(0.09)</td>
<td>&lt;.01</td>
<td>0.95</td>
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<tr>
<td>Lesson plans*</td>
<td>-0.04(0.13)</td>
<td>0.75</td>
<td>-0.05</td>
<td>0.25(0.13)</td>
<td>0.06</td>
<td>0.28</td>
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<tr>
<td>Book reading</td>
<td>0.05(0.06)</td>
<td>0.39</td>
<td>0.13</td>
<td>0.42(0.06)</td>
<td>&lt;.01</td>
<td>1.02</td>
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<tr>
<td>Print and letter Knowledge</td>
<td>0.10(0.05)</td>
<td>0.05</td>
<td>0.30</td>
<td>0.44(0.05)</td>
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<td>1.12</td>
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<tr>
<td>Written expression</td>
<td>0.01(0.05)</td>
<td>0.85</td>
<td>0.03</td>
<td>0.40(0.05)</td>
<td>&lt;.01</td>
<td>0.95</td>
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<tr>
<td>Phonics</td>
<td>-0.01(0.07)</td>
<td>0.88</td>
<td>-0.03</td>
<td>0.41(0.07)</td>
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<td>0.78</td>
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<td>Phonological awareness</td>
<td>0.05(0.04)</td>
<td>0.28</td>
<td>0.17</td>
<td>0.39(0.05)</td>
<td>&lt;.01</td>
<td>0.95</td>
</tr>
<tr>
<td>Oral language</td>
<td>0.01(0.06)</td>
<td>0.85</td>
<td>0.03</td>
<td>0.24(0.07)</td>
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<td>ELLCO Total Score</td>
<td>1.44(1.70)</td>
<td>0.40</td>
<td>0.14</td>
<td>10.92(1.63)</td>
<td>&lt;.01</td>
<td>0.94</td>
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</table>

*Estimates of Mean Differences and Corresponding Effect Sizes on Teacher Assessments: Intervention Groups vs. BAU Group*

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<table>
<thead>
<tr>
<th>Group Contrast Variable</th>
<th>Teacher Outcomes</th>
<th>Child Outcomes</th>
<th>Standardized Indirect Effect</th>
<th>SE</th>
<th>p-value</th>
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<tbody>
<tr>
<td>Intervention vs. BAU</td>
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<td>TBRS Total Score</td>
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<td>Book Reading Behaviors</td>
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<td></td>
<td>Phonological Awareness (TOPEL)</td>
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<tr>
<td>Print and Letter Knowledge</td>
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<td>Print Knowledge (TOPEL)</td>
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<td>Phonological Awareness (TOPEL)</td>
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<tr>
<td>Written Expression</td>
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<tr>
<td>ELLCO Total Score</td>
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<td>Print Knowledge (TOPEL)</td>
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<td>0.01</td>
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Continuous Improvement for Teachers (CIT) Study (2018-present)

Goal: TSR-TBGS model replication with varied implementation supports

• Random assignment to PD structure:
  • Remote coaching support
  • Virtual Professional Learning Community
  • Self-Study

• Structure: 10 improvement cycles

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CIT Study (2018-present)

**Teacher PD Choice**
- PD opportunities across best practices and school readiness areas
- No pre-determined topic schedule
- Free choice course selection

**Teacher Goal-Setting**
- Goals are pre-aligned and embedded into PD sessions
- Teachers select goals based on PD course choice

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Understanding Continuous Improvement

Continuous improvement is a professional development model that acknowledges people grow as professionals when they have clear goals in mind, repeated opportunities for practicing those goals, and ways to reflect upon the success of their practice.

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Here are some common biases that trip up every professional at some point:

- **Confirmation Bias:** We tend to think that doing nothing is safer than doing something we think won't improve things. For example: A teacher knows that, despite her current approaches to instruction, students aren’t meeting benchmarks for literacy. When her coach suggests targeted small group instruction, she worries it will be too disruptive to her lesson plans and will get students further off track. So she continues with her normal instructional routine, and students continue to miss benchmarks. Harm caused by doing nothing is often worse than harm caused by doing something. If a new strategy fails, it still provides insight into what works and what doesn’t work for students.

- **Recognition Heuristic:** Data and good reflective practices (in which you spend time describing events before interpreting them) are excellent ways to fight against biases. If you ever catch yourself in a bias above, make a note of it, and congratulate yourself for catching it!
CIT Cycle

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Implementation Challenges

- Learner Characteristics
  - Self-awareness
  - Receptivity to Change

- Contextual Factors
  - Mission and Priorities
  - School Climate

- Technology:
  - Data system
  - Video-related
  - Internet

- Content relevance & Alignment
  - Standards
  - Special programs/products
  - Evidence-based practices