



Monroe County Pre-K/VPK Initiative 2019-20 School Year Meeting
May 6, 2019; 1:00 PM
Via Conference call 786-389-5135, 801#

Board Attendees: Loreen Chant; Alan Eckstein; Jenni Roig; Abilio Rodriguez; Bob Eadie
Heather Carruthers

Staff Attendees: Evelio Torres; Sandra Gonzalez; Jackye Russell; Lidia Clarke; Laurie Dunn;
Mercy Castiglione; Angelo Parrino; Lisa Sanabria

I. Welcome and Introductions

Evelio Torres

- a. E. Torres stated that the goals for the Monroe County VPK Initiative is to:
 - i. Increase percentage of Monroe County's 4 year olds enrolled in the VPK program
 - ii. Every VPK program in Monroe County to receive a passing VPK Provider Kindergarten Readiness Rate
- b. E. Torres stated that last year's campaign did see an increase in VPK enrollment. H. Carruthers was the spokesperson for last year's campaign and has agreed to be once again this year.

II. Components

Evelio Torres

- a. Curriculum:
 - i. Each VPK provider's curriculum must be developmentally appropriate, designed to prepare a student for early literacy, enhance age-appropriate student progress in attaining state-adopted performance standards, and prepare students to be ready for kindergarten based on the statewide kindergarten screening as described in Section 1002.67(2)(b), Florida Statutes. *VPK providers may select or design the curriculum for their classrooms, unless they are on probation as a result of their kindergarten readiness rates falling below the minimum rate.*
 - ii. *The most widely used curriculum in Monroe County's VPK Classrooms is Creative Curriculum for Preschool, it is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Comprised of The Foundation; six knowledge-building volumes that help teachers set up a high-quality learning environment and build a thorough understanding of best practices, so they're ready to support every child, every*



day, and the Daily Resources; which offer step-by-step guidance in the form of Teaching Guides and additional daily teaching tools that help teachers plan and manage their days so they're always supporting children's learning and development and promoting positive outcomes. Using exploration and discovery as a way of learning, *The Creative Curriculum® for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills.

iii. *The Creative Curriculum® for Preschool:*

1. *Is based on 38 objectives for development and learning, which now show the seamless progression of learning and development across the whole of the early childhood years, in every area that's critical to children's future success.*
2. *Presents knowledge-building volumes and daily practice resources in tandem, giving every educator the "what," "why" and "how" of early childhood education.*
3. *Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.*
4. *Addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.*
5. *Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.*
6. *Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers' knowledge about best practices.*
7. *Contains guidance for working with all learners, including advanced learners and children with disabilities.*
8. *Available in English, in Spanish or as a Bilingual Curriculum.*

b. Classroom Assessment:

i. *Why the CLASS™ Measure?*

1. *The Classroom Assessment Scoring System (CLASS)—was developed as a way to continue measuring proximal aspects of teacher-child interactions to better understand what quality is and how it affects learning and growth.*
2. *What is Class?*
 - a. *CLASS™ focus has shifted from "the what" to "the how" of quality—how teachers interact with children, how they use time and materials to get the most out of every moment, and how they ensure that children are engaged and stimulated.*
 - b. *CLASS™ was developed to make teacher-child interactions objective and measurable. The research that the CLASS™ is based on verifies that the interactions measured by the CLASS™ tool make a real difference in children's learning and development*



3. *Organization of the Class Tool*
 - a. *The CLASS™ measure organizes effective classroom interactions into broad categories or domains, which are further subdivided into dimensions. CLASS™ domains and dimensions give us common definitions of effective teaching across grade levels and content areas.*
 - b. *The organization of the CLASS™ tool gives observers the framework to objectively and accurately code teacher-child interactions in the moment. The organization of the tool also gives teachers and those that support them an idea of what areas of improvement teachers need to focus on.*
 4. *Class*
 - a. *Provides programs, schools, and districts with reliable, valid data on teacher effectiveness.*
 - b. *Creates a common language about effective teaching practices across subject areas and grade levels.*
 - c. *Helps teachers better understand how their interactions in the classroom affect student learning.*
 - d. *Documents improvements in the effectiveness of teachers' interactions with students.*
- c. **Child Observational Assessment - Teaching Strategies GOLD®** is an observational assessment measure used by teachers and designed to assess the ongoing development and learning of children from birth through kindergarten. This research-backed assessment tool has 36 objectives organized within the areas of social-emotional, physical, language, cognitive, literacy, and mathematics.
- i. **With Teaching Strategies GOLD, teachers can:**
 1. Use a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children's work can be stored.
 2. Create a developmental profile of each child to answer the questions, "What does this child know? What is he or she able to do?"
 3. Understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child's learning.
 4. Determine if a child is making progress and compare the child's knowledge, skills, and behaviors to those of most children of his or her age or class/group.
 5. Recognize children who might benefit from special help, screening, or further evaluation.
- d. *Professional Development - The Professional Development Institute, a division of the Early Learning Coalition of Miami Dade/Monroe, promotes high quality educational opportunities to early childhood professionals, families and stakeholders thus creating an integrated community responsive and supportive of physical, social, emotional, and*



intellectual growth and development of young children birth through age 5 and their caregivers. Our goals are to identify professional development gaps, design and coordinate high quality training opportunities, and implement services that build capacity within the community through collaboration.

- i. Curriculum Learning Communities - Rapid, breakthrough change cannot happen in the field of early childhood unless people, organizations, and systems learn from each other's successes and failures. This requires a platform for asking and answering questions such as: which interventions work for which populations and why. The Professional Development Institute will facilitate the development of learning communities that provide the means for early childhood educators to set goals, share results, and cultivate not only leaders, but also new ideas. Curriculum learning communities hold members accountable to a common agenda, metrics, and outcomes. These communities enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress.*
- ii. CLASS Group Coaching/ Making the Most of Classroom Interactions*
- iii. This structured group-coaching model immerses teachers in Teachstone developed professional development that has been proven to change teaching behaviors. Teachers will:*
 - 1. Teachers learn alongside their peers in small group coaching sessions*
 - 2. Watch and reflect on real classroom videos of other teachers*
 - 3. Learn to identify and describe effective interactions in the classroom*
 - 4. Build skills, insights, and strategies to apply CLASS concepts to teaching*
- iv. Data Driven/Classroom Focused Professional Development - PDI will use CLASS assessment data to drive monthly professional development in targeted areas for each programs. Strategies will include:*
 - 1. Virtual Coaching: Each center will gain access to two myTeachstone subscriptions so coaches, directors, teachers and trainers may share and reflect on over 1000 videos, white papers, and discussion topics that support the specific needs of each classroom*
 - 2. Instructional Supports: In partnership with our Research and Evaluation team PDI supports teachers in developing inclusive classroom strategies. Arming programs with approaches for appropriate accommodations and resources will build self-efficacy and positive outcomes for children of all abilities*
- v. Peer Leadership- Leading from the Middle*
 - 1. Leadership is the "process of influencing people by providing purpose, direction and motivation to accomplish the mission and improve the organization." With no positional power, peer leaders have the capacity to influence their peers in a way administrators cannot. PDI will develop small groups of peer leaders from diverse backgrounds to serve as chief influencers at their location. These peer leaders will have cross-cultural competence, trust, humility, and credibility, all-important characteristics*



in a peer leadership environment. Peer Leaders will assist in sustaining program quality and provide feedback on the impact of this initiative.

2. *Incentives: Each Peer Leader will earn PDI cash at each learning event, which may be used to “purchase” educational materials and incentives at two (Fall/Spring) provider appreciation events held in Monroe. Additionally each peer leader will be supported in free coursework leading to their Child Development Associate (CDA) in partnership with Quorum.*

- e. *Quality Improvement Plan - The Early Learning Coalition of Miami-Dade/Monroe will identify performance goals and quality improvement strategies to help providers meet quality scores. Programs will be on a Quality Improvement Plan for 12 months and will be reassessed 30 days prior to the end of the plan.*

- i. *Strategies Descriptions:*

1. *Making the Most of Classroom Interactions (MMCI)*
 2. *Early Childhood Training System (ECTS) Course*
 3. *Certified Coaching Visits*
 4. *Learning Language & Loving It*

- f. *Enrollment Drive*

1. *Set Goals*
 2. *Understand Audience*
 3. *Audit Past Efforts*
 4. *Develop and Refine Key Messages*
 5. *Select Spokespersons*
 6. *Select the Right Channels*
 7. *Create Campaign*
 8. *Measure and Report Results*

III. Public Comments

- a. L. Chant suggest that targets are set for participation rates, percentage of providers and parents. Provide incentives to teachers and providers
- b. E. Torres stated that there are looking for a 100% participation from providers that are low performing.
- c. A. Rodriguez stated that it is overly ambitious to think you will have 100% of low performing providers pass immediately these trainings.
- d. L. Chant stated that the readiness rate is a problem in Miami Dade County and we should identify teachers that are performing well to mentor low performing teachers.

IV. Adjourn

Adrian Alfonso