



Teaching, Testing, Learning & Leading

A Policy Roundtable for Massachusetts Elementary School Principals and Early Learning Leaders

Saturday, May 1, 2010

Courtyard Boston – Marlborough
Marlborough, MA
9:30 A. M. – 3:00 P. M.



The CAYL Institute

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May 1, 2010

Dear Colleague:

Welcome to **Teaching, Testing, Learning & Leading**, the CAYL Institute's roundtable for Massachusetts Elementary School Principals and Early Learning Leaders. You will have the opportunity to hear federal and state officials give their perspectives on these issues—and to dialog with each other about your frontline knowledge of these issues.

If you have attended our roundtables before, you know that CAYL tends to focus on issues that are *timely, relevant and actionable*—on the topics you are thinking about.

This roundtable asks you:

- Are young children learning? (Focus on developmentally appropriate practice)
- Are young children learning at a level of proficiency? (Focus on progress and monitoring)
- Are we doing all we can to ensure that children are learning? (Focus on instruction and supervision)
- How can we use data we may already have to inform practice? (Focus on data)

We will hear new ideas, share things you have learned along the way and be able to strengthen the skills you already have. Your active participation in today's discussion is invited and encouraged!

Please join us in thanking our essential partners in making today's roundtable possible. Our collaboration with Boston Public School principals was an essential part of the planning process. We are also grateful to the Nellie Mae Education Foundation, The Schott Foundation for Public Education, The Massachusetts Department of Early Education and Care, and an anonymous donor for their support.

On behalf of everyone at the CAYL Institute, we hope that you enjoy your day with us!

Sincerely,

Valora Washington, Ph.D.
President
The CAYL Institute



Teaching, Testing, Learning & Leading

A Policy Roundtable for Elementary School Principals and Early Learning Leaders

Saturday, May 1, 2010 • 9:30 AM – 3:00 PM
Courtyard Marlborough, 75 Felton Street, Marlborough, MA

Agenda

9:30 – 9:45 a.m.

Registration

9:45 a.m.

Welcome

Dr. Valora Washington, President, CAYL Institute

10:00 a.m.

Keynote Address

“Comprehensive Assessment Systems: Answering the Right Questions.”

Dr. Jacqueline Jones, Senior Advisor to the Secretary for Early Learning
Office of the Secretary, U.S. Department of Education

11:15 a.m. – 12:45 p.m.

Discussion Groups and Workshops

Discussion Group I

Are Young Children Learning?

This conversation will focus on aligning Developmentally Appropriate Practices with what is actually happening in our classrooms. It will include frontline knowledge of the testing experiences of Pre-K through grade 3 children.

CAYL Facilitators: Valerie Gumes, Principal, Haynes Early Education Center (NAEYC Accredited) & Nora Toney, Principal, Ellison Parks Early Education School, (NAEYC Accreditation Candidacy Spring 2010), Boston Public Schools

Discussion Group II

Are Young Children Learning at a Level of Proficiency?

This conversation will examine how to use information you already have to enhance opportunities for children’s development and learning. It will include a discussion of Progress Monitoring and the many ways that we see children learning.

CAYL Facilitators: Suzanne Federspiel, Principal, Kenney Elementary School (NAEYC Accreditation Applicant Spring 2010) & Marice Diakite, Principal, PJ Kennedy Elementary School, Boston Public Schools.
BPS Facilitator: Dr. Jason Sachs, Director Early Childhood Education.

Discussion Group III

Are we all doing everything we can to ensure children are learning?

This conversation will focus on instruction and supervision. It will include discussion of the variety of ways and the range of tools that help us to track children’s learning.

CAYL Facilitators: Sherry Brooks Roberts, Principal, Lyndon Pilot Elementary School & Catherine Constant, Principal, Holmes Elementary School, Boston Public Schools
BPS Facilitator: Ben Russell, Assistant Director, Early Childhood Education.

**Discussion
Group IV**

**Using your schools' data to inform classroom practices:
What you can do starting now!**

This workshop will include a presentation of how principals can act upon available data in your school. It will include discussion of what principals can do to influence policies and practices related to assessment and testing of young children.

CAYL & BPS Assessment Consultant Sky Marietta
CAYL Facilitators: Harolyn Bowden, Principal, Mason Pilot School (NAEYC Accredited, Winter 2010), Nicole Mack, Principal Everett Elementary School, Dr. Robert Martin, Principal, O'Donnell Elementary School

12:45 p.m – 2:30 p.m

Luncheon and Featured Panel Discussion

CAYL Catalyst Award Presentation

Superintendent Dr. Carol R. Johnson, is presented with the CAYL Catalyst Award in recognition of her commitment to ensure that all Boston Public Schools Prek and Kindergarten programs meet high quality standards, through the National Association for the Education of Young Children's Accrediation Program.

Award Presented by Dr. Jerlean Daniel

National Association for the Education of Young Children
Executive Director, Designate

"Leading with Data on How Children Learn-Influencing Policy and Practice"

Featured Panelists will provide multiple perspectives on how to do this in Massachusetts. CAYL President, Dr. Valora Washington will facilitate this panel discussion and the follow up comment and question segment.

Distinguished Panel:

Paul Reville, Secretary of Education, Massachusetts Executive Office of Education
Mitchell Chester, Commissioner, MA Department of Elementary & Secondary Education
Sherri Killins, Commissioner, MA Department of Early Education & Care

An opportunity for comments and questions will be extended to CAYL Principal Fellows and Roundtable guests.

Frontline knowledge will be shared on developmentally appropriate ways to effectively measure young children's development and learning. Practitioner insight regarding how assessment tools and data can be used to individualize instructional practice will be offered. Community understandings on the best ways to acquire useful, valid and reliable data will be suggested.

2:45 p.m – 3:00 p.m

Closing Remarks

Dr. Valora Washington

■ *One graduate credit is being offered for event attendees. To obtain course registration materials, please visit the registration desk.*

■ *Please be aware that CAYL will be photographing various aspects of the event, and videotaping will be in progress during the general conference sessions. Please inform a CAYL staff member at the registration desk, if this poses a concern.*

■ *Please anticipate receiving a short conference evaluation via email on Monday, May 3, 2010. Thank you in advance for taking the time to share your feedback on the event with CAYL.*

Dr. Jacqueline Jones

*Senior Advisor to the Secretary for Early Learning
Office of the Secretary, U.S. Department of Education*



Jacqueline Jones is an accomplished early education researcher and educational assessment expert. In 2009, she joined Arne Duncan's senior leadership team, as the Senior Advisor to the Secretary for Early Learning with the U.S. Department of Education. Prior to this appointment, Dr. Jones led The New Jersey Division of Early Care and Education, the only state-level program of its kind that has explicit responsibility for PreK-3rd programs. In the role, Jones oversaw the development and alignment of state standards, curriculum, and assessment for preschool through grade 3 programs.

Preceding her position in state government, Dr. Jones worked at the Educational Testing Service (ETS) as the Senior Research Scientist and Director of Early Childhood Research and Development. While with ETS, Dr. Jones' research focused on the study of assessment in early childhood, specifically the development of classroom-based strategies to document young children's science and literacy learning.

In addition, Dr. Jones has been a visiting associate professor at Harvard University and a visiting scholar for the National Assessment of Educational Progress at ETS. Dr. Jones has directed numerous federally- and foundation-funded projects on early childhood learning and is particularly interested in the development of effective early childhood assessment systems for school districts and states.

Dr. Jones earned her doctorate and master's degrees in communication science and disorders from Northwestern University and has a Bachelor of Arts in speech pathology from Hunter College.

Jerlean E. Daniel, Ph.D.

*National Association for the Education of Young Children
Executive Director, Designate*



Dr. Jerlean Daniel is Executive Director Designate of the National Association for the Education of Young Children (NAEYC), the nation's largest organization of early childhood education professionals working with and on behalf of children from birth through age eight. NAEYC is a leading voice on program and learning standards, teacher quality and professional development, curriculum and assessment, and other critical issues in the field.

Prior to joining the NAEYC staff, Dr. Daniel served as Chair of Psychology in Education, and Associate Professor in the Applied Developmental Psychology Program, in the School of Education, after serving as

Assistant Professor in the School of Social Work at the University of Pittsburgh. She was On-Air Faculty for "Heads Up! Reading," an early literacy project sponsored by the National Head Start Association and the Council for Professional Recognition.

Dr. Daniel has served on a variety of committees including the U.S. Secretary of Health and Human Services Advisory Committee on Re-Designation of Head Start Grantees, the advisory committee of the New Standards Project on Speaking and Listening for Preschool Through Third Grade, the Early Head Start Advisory Committee, and the Allegheny County Early Childhood Initiative. She currently serves on the board of Family Communications, Inc. and the Advisory Council for PNC bank's initiative, Grow Up Great.

Dr. Daniel has written a series of articles on transitions for infants, toddlers, and children with difficulties in child care. She has also written about African American child rearing practices and children's names. Dr. Daniel has been quoted in numerous national, regional and local newspapers.

Dr. Daniel was a child care center director for 18 years. During that time, she served at various times as a board member, Secretary, and President of the Pennsylvania Association of Child Care Agencies; President of the Pittsburgh AEYC; and Governing Board member and President of NAEYC.

Dr. Daniel holds a B.S. in Political Science, an M.S. in Child Development, and a Ph.D. in Education from the University of Pittsburgh.

Dr. Carol R. Johnson

*Superintendent
Boston Public Schools*



Carol R. Johnson has been Superintendent of the Boston Public Schools since August 2007. As Superintendent of the 56,000 student district, she also serves as a cabinet member for Mayor Thomas M. Menino.

Dr. Johnson has experience in public education as a teacher, principal, and administrator. She previously served as Superintendent of the Memphis City Schools in Memphis, Tennessee, the largest district in the state, with 119,000 students. During her tenure, she successfully removed more than 100 Memphis City Schools from the state's No Child Left Behind "high priority" list, reducing the number of schools on the list

by more than half. In 2007, the Tennessee Parent Teacher Association named Dr. Johnson the Tennessee Superintendent of the Year.

Prior to her appointment in Memphis in 2003, Dr. Johnson had been Superintendent of the Minneapolis Public Schools, where she was named Minnesota Superintendent of the Year. She also had led the St. Louis Park, Minnesota school district located in suburban Minneapolis.

She earned a bachelor's degree in Elementary Education from Fisk University in Nashville, Tennessee, and master's and doctorate degrees from the University of Minnesota.

While in Memphis, Dr. Johnson instituted a "Fresh Start" program for schools on the state's Corrective Action list, reorganized the district administration for cost-efficiency and better service to students, and initiated a new district-wide reading campaign, MCS Reads!, to boost literacy among students, school communities and parents. Under her leadership, the district was selected for the "New Leaders for New Schools" program, the Harvard Business School/Harvard Graduate School of Education Leadership Program and the New Teacher Project. Additionally, the National Middle School Association recognized her middle school reform on Capitol Hill as a model for middle school student engagement.

Nationally, Dr. Johnson serves as Chair of the Board of Directors for the Council of the Great City Schools, and on the Spencer Foundation Board, the Harvard University Urban Superintendents' Advisory Board, and she has served on the College Board.

Paul Reville

*Secretary of Education
Massachusetts Executive Office of Education*



Paul Reville has been the Massachusetts Secretary of Education since July 1, 2008. He has been overseeing the Executive Office of Education. He recently stepped down as the Director of the Education Policy and Management Program at Harvard University's Graduate School of Education, where he continues to teach one course per year.

He is the former president of the Rennie Center for Education Research & Policy, an independent policy organization dedicated to the improvement of PreK-12 public education. Reville is also the former Chairman of the Massachusetts State Board of Education and has served on numerous state task forces and committees

over the years. Additionally, Reville is the former executive director of the Pew Forum on Standards-Based Reform, a Harvard-based, national education policy "think tank" which convened the U.S.'s leading researchers, practitioners, and policymakers to set the national "standards" agenda.

Reville was the founding executive director of the Massachusetts Business Alliance for Education (MBAE), which provided key conceptual and political leadership for the Education Reform Act of 1993. He also served on the Massachusetts State Board of Education, where he chaired the Massachusetts Commission on Time and Learning.

From 1996 to 2003, Reville chaired the Massachusetts Education Reform Review Commission, which provided research and oversight for implementation of education reform. Further, Reville was founding executive director of the Alliance for Education, a multiservice educational improvement organization serving Worcester and central Massachusetts.

Reville began his educational career as a practitioner: first as a VISTA volunteer/youth worker, then as a teacher and principal in two urban, alternative high schools. He is a board member and advisor to a host of organizations, and a frequent writer and speaker on school reform and educational policy issues.

Mitchell D. Chester, Ed.D.

Commissioner

Massachusetts Department of Elementary and Secondary Education



Mitchell Chester began serving as Commissioner of the Massachusetts public schools in May 2008 after being unanimously selected by the Board of Elementary and Secondary Education in January. As Commissioner he is responsible for the public education of the Commonwealth's nearly 1,900 schools and more than one million students.

Dr. Chester began his career as an elementary school teacher in Connecticut where he taught grades 1, 2, 4, and 5. He was a middle school assistant principal and a district curriculum coordinator. He moved to the Connecticut State Department of Education, where, as Chief of the Bureau of Curriculum and Instructional

Programs, he oversaw subject area programs, educational technology, comprehensive health education, and federal entitlement programs, and helped to develop standards and performance assessments for both new and veteran teachers and administrators.

In 1997 Dr. Chester was named the Executive Director for Accountability and Assessment for the School District of Philadelphia. There he headed the offices of Assessment, Research and Evaluation, Student and School Progress, and Pupil Information Services. In 2001 he moved to Ohio, where he served as the Senior Associate Superintendent for Policy and Accountability for the Ohio Department of Education, where he oversaw standards, assessments, accountability, policy development, and strategic planning. In addition he was responsible for the state's implementation of the federal No Child Left Behind Act.

Dr. Chester has presented nationally on accountability, assessment and teacher induction and retention. He has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, and assessment and accountability. Dr. Chester holds a doctorate in Administration, Planning, and Social Policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford. He and his wife Angela live with their son Nicholas in Winchester.

Dr. Sherri Killins

Commissioner

Massachusetts Department of Early Education and Care



Sherri Killins is the Commissioner of Early Education and Care for the Commonwealth of Massachusetts.

Dr. Killins has worked as an advocate for children and families in a variety of ways for more than 20 years, both as a provider of direct care and in leadership roles on issues relating to children and families. From 2006 to 2009, Dr. Killins has worked at the Annie E. Casey Foundation, an organization that promotes “public policies, human-service reforms, and community supports that more effectively meet the needs of today’s vulnerable children and families.” She held several roles in the Foundation. Her final position was serving as Vice President for Human Development and Operations.

Prior to her work with the foundation, she served as the founding President/CEO of the New Haven Empowerment Zone, was a mayoral candidate in New Haven, Connecticut, and led operations and programs for both the Empowerment Zone Corporation and the Family Preservation Initiative of Baltimore. Dr. Killins holds a nursing degree from the University of Pittsburgh, a master's of administrative science from Johns Hopkins University, and a doctorate in counseling psychology from the University of Sarasota. Dr. Killins is the mother of three daughters.

Dr. Valora Washington

President
The CAYL Institute



Valora Washington is the President of the CAYL Institute. She is a recognized authority in early childhood care and education. Valora has organized and developed initiatives targeting policy change in different areas of early care and education, including higher education and local, state or federal government.

Valora Washington directs several leadership programs for practitioners, including the CAYL Schott Fellowship in Early Care and Education, and the CAYL Principals Fellowship for elementary school principals with prekindergarten programs--both Fellowships offer new models for leadership development. She has

co-created several institutions, such as Michigan's Children, a statewide advocacy group, and the Early Childhood Funders Collaborative.

Frequently tapped for senior-level service, she has been Co-Chair of the Massachusetts Governor's School Readiness Commission; Board Chair for Voices for America's Children; Secretary of NAEYC; chair of the Black Caucus of the Society for Research in Child Development; Co-Chair of the National Head Start Association Commission on 2010; and a member of the current governor's Readiness Commission subcommittees. She currently serves as a trustee of the Boston Children's Museum and Wheelock College.

Valora is a former Vice-President of the Kellogg Foundation and has held executive and teaching positions at institutions including Antioch College and the University of North Carolina at Chapel Hill.

She is a co-author or co-editor of over 50 publications, including *Children of 2010*; *Keeping the Promise: a Study of the Massachusetts Child Care Voucher System*; *Ready or Not: Leadership Choices in Early Care and Education* (with Stacie Goffin); and *Children of 2020: Creating a Better Tomorrow* (forthcoming in 2010).

She was educated at both Indiana and Michigan State Universities and holds honorary Doctorate degrees from both the Bennett College and the Meadville Lombard Theological School. She is a Certified Association Executive with the American Society of Association Executives.

The vision of the CAYL Institute, or Community Advocates for Young Learners, is a nation where the right to high quality early care and education is embedded in public policy and professional practice.

Mission: Our purpose is to organize, equip and empower people to create change on behalf of children.

Core Principles:

We are guided and informed by our Core Principles:

- **Representative Leadership:** Involving people in decisions that affect them.
- **Commitment to Diversity:** Ensuring all voices are heard and bridging multiple perspectives.
- **Focused Solutions:** Embracing responsibility to create sustainable change.
- **Impact and Innovation:** Taking action that is timely, relevant and immediately actionable.
- **Building and Sharing Knowledge:** Creating and disseminating strategic information to be understood and used by everyone.

The long term goal of the CAYL Institute is to create positive change for all children in the Commonwealth through our Fellowships through policy change and leadership development.

Teaching, Testing, Learning & Leading,

hosted in partnership by The Cayl Institute and Boston Public Schools was made possible through the support of the Nellie Mae Education Foundation, The Schott Foundation for Public Education, The Massachusetts Department of Early Education and Care, and an anonymous donor.

