The CAYL Institute
Improving Teacher Quality and Higher Order Teaching
Final Report
to
The Massachusetts Department of Higher Education

Report Period: October 1, 2014 –September 30, 2015*
*Activities noted in this report specifically cover the period of May 1- July 31, 2015 and are in addition to earlier activities covered in the Interim Progress Report (please see Appendix A), submitted April 30, 2015.

Submitted by: Brenda Gadson, ITQ Project Manager | The CAYL Institute

This report provides a summary of major activities that The CAYL Institute (CAYL) has engaged in during this period to meet the requirements set forth in the October 1, 2015 Memorandum of Understanding. In addition to the activities noted, it also summarizes challenges, lessons learned, and recommendations that can assist in the planning of future programs.

Activities during this period specifically focused on the following:
1. Assisting project directors with the engagement of principals and others from their districts to participate in both the regional site visits as well as the June Early Learning Symposium;
2. Working collaboratively with The University of Massachusetts’ Donahue Institute (UMDI) in developing evaluation tools;
3. Development and provision of regionally focused professional development activities (site visits), presentations, and related materials and resources for each ITQ grantee;
4. Planning and facilitating the June Early Learning Symposium; and
5. Provision of technical support to ITQ project directors as necessary and required.
1. Assisting project directors with the engagement of principals and others from their districts to participate in both the regional site visits as well as the June symposium.

CAYL staff communicated, using a variety of mediums, on a frequent basis with all ITQ project directors, partners, and HED staff regarding the projects’ direction, progress, and concerns.

With the exception of Lowell, communication efforts have been primarily connected to inviting and registering the individuals identified by ITQ directors as current or potential partners for the June symposium. In the case of Lowell, additional communication efforts were directed toward reaching out to and inviting identified participants to the site visit scheduled for May 20, 2015.

From May 1- July 31, 2015, CAYL continued to work with ITQ directors on the development of a master contact list of invitees for the June symposium and scheduled site visits. As part of CAYL’s internal communication plan, invitees were contacted via email a minimum of three times (initial notification, one week reminder, and one day prior reminders) to invite them to the Early Learning Symposium or site visit(s). In selected instances, individuals were contacted over the phone to ascertain their interest, answer questions, and/or confirm their participation and attendance. ITQ directors were aware of and informed about all interactions with their invitees.

The registration process for the June Early Learning Symposium was opened on Monday, May 18, 2015. Selected individuals on the master list were sent an email containing a save the date flyer (please see Appendix B) and information regarding registration. ITQ directors were informed about the registration process and the number of slots available for each of the six ITQ regions. CAYL also shared instructions regarding waiting list mechanisms that went into effect once all slots in a particular region were filled. Three weeks after the registration process was opened, CAYL provided all ITQ directors with the number and names of participants from their region who had registered. ITQ directors were encouraged to communicate, if necessary, with non-responsive invitees from their region to increase participation. CAYL staff worked with various directors to ascertain the reason, if applicable, for low registration numbers and increased internal outreach efforts to non-responders. In two instances ITQ directors selected and provided CAYL with additional names to reach out to.

Observations

a. While communication efforts relative to the above efforts were helpful and resulted in the achievement of the identified objective and development of the master list, communication relative to other aspects of the project was minimal. Due largely to geographical constraints, impacted further by the weather, scheduling joint meetings between all the ITQ directors and CAYL staff was difficult. Throughout the entirety of the project, CAYL and the project directors met as a group only one time. The
majority of interactions were over the phone, conference calls, or email. There was shared interest and expressed agreement about the value of the two objectives (site visits and symposium) specifically from a regional perspective. However, there did not appear to be any acknowledgement or agreement about how these components of the ITQ project (site visits and the Early Learning Symposium) would or could connect to the ITQ program as a whole.

b. Additional conversations about the utility of this project in helping to shape dialogue about the institutionalization of ITQ principles and best practices, cross sector and system integration, community collaboration and partnerships, program sustainability, and leadership capacity were missing. Consequently, the overall impact of the project was limited in scope and applicable primarily only to the attendees of the various site visit sessions and the symposium.

c. The level of ITQ directors’ involvement in the project varied with regards to how the leadership of their community partner were engaged or invited to be engaged in either the site visits or the symposium. The Lowell region had an active and strong level of involvement with area public schools at both the principal and superintendent level. The Chelsea, Worcester, and Berkshires regions had actively engaged public school and community-based. The Holyoke region’s presence in their local school system was more muted, but their engagement of principals and some community-based partners through their project activities was high. The Boston region’s engagement with their BPS principals appeared to be stronger than with their community partners.

d. The varied regional connections dictated the scope, level, and quantity of participants invited to the site visits and the symposium. CAYL’s direct interaction with participants was limited for the most part to “day of” (site visits/ Early Learning Symposium) activities and/or related to the extension and follow up of invitations sent for each event.

e. During site visits and the Early Learning Symposium, it appeared that the most robust and engaging conversations occurred when participants were grouped with a more diverse cluster that was representative of multiple sectors of the education field and the diverse communities served by each project.

2. Working collaboratively with The University of Massachusetts’ Donahue Institute (UMDI) in developing evaluation tools.

Dr. Washington and ITQ Project Manager Brenda Gadson remained in regular contact with UMDI staff members Jean Supel and Sonia Bouvier throughout the project. UMDI, with input from CAYL, amended the ITQ project evaluation tool to include questions specific to the June
Early Learning Symposium’s purpose, objectives, and intended outcomes. The final survey instrument (attached) was reviewed and approved by CAYL and DHE staff and included in the package of information CAYL made available to the participants at the Early Learning Symposium and online. Currently, UMDI is compiling and analyzing the results to determine if the Early Learning Symposium goals were achieved. UMDI will make results available to DHE as part of their overall evaluation of the ITQ project.

Additionally, CAYL reviewed and summarized the comments (please see Appendix C) of the surveys returned thus far. These results, along with UMDI’s analysis, will be used to help inform the delivery of future CAYL projects. The majority of the comments suggest that participants enjoyed the format of the day, the speakers, discussion topics, and world café (i.e. breakout) sessions. Some participants felt that less interactive discussion and more advanced subject matter, instruction, and case studies or classroom vignettes would have been helpful. Recommendations and next steps ranged from crafting presentations to meet the needs of a more diverse audience (i.e. those new to the principles DAP or people other than K-8 administrators), building in more time for Q & A with panelists, and providing better explanation of the world café method and format to repeating the day in the fall and exposing it to a wider audience or having more similarly designed programs on other topics as part of a series.

Observations

a. Staff members from UMDI were involved in the ITQ project from the beginning: from the first joint meeting with CAYL staff, ITQ directors and DHE participation in the symposium planning meetings, and attendance and observation of the Early Learning Symposium. Their understanding of this aspect (the Early Learning Symposium) of the project and of the Early Learning Symposium goals and intended outcomes was strong. Additionally, UMDI staff’s direct observation and participation in various ITQ meetings provides an evaluative tool in conjunction with the participant surveys.

Because UMDI staff members’ involvement was limited to the Early Learning Symposium, they were not involved in any of the discussions regarding the site visits or the actual site visits. Consequently, they were unable to personally assess or evaluate either success of site visits and their overall connection to the Early Learning Symposium, or the rest of the ITQ projects.

3. Development and provision of regionally focused professional development (site visits) presentations and related materials and resources for each ITQ grantees.

CAYL developed and implemented a multi–step plan for working with ITQ project directors
on this item. It included:

- A series of planning calls beginning in January with each ITQ director to identify the needs of their principals, partner administrators, and communities, agree upon discussion topics; and, initiate planning of the actual session (i.e. design of the site visit format and related professional development activities);
- Identification (ITQ directors) of participants to be invited to the site visits;
- Scheduling of dates and times for each site visit;
- Development (CAYL) of PowerPoint presentations for each visit;
- Research (CAYL) as necessary and required for the development of each presentation/discussion;
- Development (CAYL) of participant binders inclusive of all handouts and related materials;
- Development (CAYL) of pre/post, and in the case of Chelsea and Lowell, between session assignments; and
- Technical assistance (CAYL) and follow-up as necessary.

Site visits were intended to occur between Jan. 31, 2015 and May 31, 2015 in order not to interfere with preparations for the June 30, 2015 symposium.

Site visits were conducted with the Lowell and the Chelsea regions during this period.

- A two-session professional development meeting and presentation (3 hours each/ 6 hours total) on Positive Behavior Intervention and Supports (PBIS) and Executive Functioning was developed for Chelsea. The first session was held on April 27, 2015, during the prior reporting period. The second session was held on May 20, 2015. Both were well attended and included representation from principals, the districts’ assistant superintendent, Head Start, and private EEC programs.

- A two-session professional development meeting and presentation (2 hours each) on Intentional Learning (April 27, 2015/during the prior reporting period) and Kindergarten Readiness (May 19, 2015) was developed for Lowell. The second session was held during this reporting period. This session, like the previous one, was well attended by Lowell principals and central office administrators.

- Folders were developed for participants’ use during each site visit, which contained information, handouts, reading and reference materials and other resources that supported the presentations and discussions.

- Follow-up materials consisting of meeting notes, a copy of the PowerPoint, presentation suggested materials (print, video, online) for extended learning were prepared for dissemination to participants after each session.
• The previously scheduled Holyoke and Berkshire site visits, which were cancelled during the previous report period, were unable to be rescheduled during this time period. The ITQ directors for these sites were provided the PowerPoint presentations and all related materials planned for the visits.

Observations

a. There was no uniform agreement about the site visits’ purposes, goals, and/or outcomes. The initial expectations of CAYL, the ITQ project directors, and in some case their partner agencies, varied greatly. Consequently, the nature of CAYLs’ involvement and the types of presentations developed, along with their scope, format, and participant invitees were relatively varied. Some sessions were covered in six hours over a two-day period while others were planned for one 2–2 ½ hour session. Some projects were interested in professional development instruction sessions on specifically for principals, while others wanted sessions open to community partners where discussions focused on the current state of education in the community and ideas that could help shape additional conversations about that topic in the future.

b. The site visit presentations or topics also did not have a specific tie-in with the Early Learning Symposium or the project as a whole as the regional needs of the six projects were so different. While Developmentally Appropriate Practice (DAP) was deemed a topic of general interest for the symposium, on a regional basis, the site visit topics were much more diverse and specific to the unique needs of the ITQ project or community.

• In both Lowell and Chelsea, the site visit agendas appeared to be connected to a larger community conversation and plan about early childhood education, higher quality learning, and better outcomes for children. This produced a larger number of attendees, all of whom seemed poised to take the information to the next step. Attendance at the Lowell presentations in particular was larger than that of other site visit presentations and in part may be due to the fact that many were principals who had participated in an online survey to identify the professional development topics of most interest to them. The site visit presentations were designed around those interests.

• In Worcester, as a result of work being conducted by an ongoing consortium of EEC experts and community partners, (Public and private schools, institutions of higher learning, community based organizations, Head start, etc.) less need for an independent CAYL site visit was expressed by the ITQ director. The consensus amongst Worcester ITQ leaders was that it would be beneficial for CAYL to tap into and facilitate one of the on-going consortium conversations, which were quickly morphing into an EEC community plan.
Although CAYL was prepared to facilitate such a session, it did not materialize as the project director determined that it would not be necessary given the progress being made by the consortium and the likelihood that participation of WPS principals would be low.

- The Berkshires was the only regional project which expressed interest in using the site visit to generate conversations about institutionalization and/or expansion of their ITQ project components and the sustainability of its’ related programs and progress beyond the grant’s end date. The need to connect their ITQ project outcomes and progress to their future impact on the education system in their region as a whole, especially in programs not affiliated with the public school system, was of primary concern. There was recognition around the need for principals and administrators to become more knowledgeable about DAP, but it wasn’t seen as a major focus for the site visit. Similar to Lowell and Chelsea, the Berkshires focused on a larger community vision and wanted to use the site visits to help structure future conversations about the vision and sustainability.

- Holyoke was interested in providing the site visit presentation as part of their annual full-day ITQ event for teachers, principals, and administrators, held at Holyoke Community College. A special invitation for participation was extended to public school principals and private school administrators. CAYL was asked to provide information on best practices regarding the integration of PreK classrooms into elementary school settings. As previously explained, the site visit had to be cancelled due to unforeseen events that unfolded in the Holyoke Community.

- In the Boston region, CAYL and ITQ project staff members were unable to facilitate the processes necessary to plan and develop the site visit(s). Scheduling the necessary conversations in a timely fashion proved difficult and as a result the visit was unable to be planned and conducted within the allotted time frame. Since the primary people being served by the ITQ project in the region would have been Boston Public Schools (BPS) principals, a third party partner, BPS, was required to be involved with the approval of various aspects of the site visit planning process.

c. Due to the lack of uniformity with regards to purpose, process, format, and project connectivity, an extensive amount of specialized work was required of CAYL. The six separate sites required development of six or more distinctly different and unique site visit professional development activities. The amount of planning, research, program development, preparation of materials and resources, travel, feedback, technical assistance, as well as direct training required expanded the scope of the contract in an unexpected way.
d. Although preparations were built into this contract to evaluate the symposium, evaluation of the various site visits was not. While informal feedback from some sites was received, a more formalized process would have been helpful. This is another instance where the establishment of uniform site visit goals, objectives, and outcomes would have been useful and resulted in a more comprehensive assessment or evaluation of the overall impact of the site visits.

4. Planning and facilitation of the June ITQ Early Learning Symposium

Planning for the June symposium continued during this period, culminating in its successful presentation on June 30, 2015. The symposium was titled “The new face of Developmentally Appropriate Practice”.

Planning activities during this period included:

a. Convening last of three conference call planning meetings;
b. Preparation and dissemination of final conference call notes and related materials;
c. Finalizing the symposium agenda and presentation format
d. Finalizing symposium objectives and outcomes;
e. Finalizing descriptions for each of the World café sessions and the keynote panel presentation;
f. Development of all programmatic materials and resources necessary to implement and support the symposium;
g. Completion of logistical arrangements necessary to implement the symposium, including meetings and venue walk-thru with university staff to finalize “day of” details (meeting and room assignments, AV, lunch, parking, etc.);
h. Preparation and dissemination of information on world cafes for facilitators and participants:
i. Hosting introductory and informational meetings with Keynote panelists and World Café facilitators;
j. Providing feedback to UDMI regarding the final evaluation design,
k. Assisting ITQ directors in reaching out to and following up with invitees;
l. Finalization of communication strategies (inclusive of flyers, invitations, registration, signage, usb, etc.)
m. Completing research on best practices and topic specific information for inclusion in conference bags and on usb drive.
n. Coordinating with MDHE staff, logistics for screening of video presentation on ITQ projects
o. Preparing registration materials and troubleshooting all registration related problems.

The format for the day included a keynote panel, consisting of educators Valerie Gumes, Jeff Wolff and Christine Pruitt, was moderated by CAYL president, Valora Washington and followed by two World Cafes discussions that expanded on the panelists’ presentation. The first café discussion considered DAP from the perspective of school administrators, while the second one considered its’ impact on teachers and learning and the administrators role in supporting the process. In order that all attendees could participate two sessions for each of the cafes were held. The café discussions, utilizing a set of CAYL prepared questions, were facilitated by the three keynote panelists and three ITQ directors: Lisa Van Theil, Carol Donnelly, April Graziano, and two additional educators, Clarence Little and Kay Lisseck. The results or “harvest” from the World café discussions were shared with the whole group at the end of the day.

The incoming Commissioner of the Department of Higher Education, Dr Carlos Santiago, joined Dr. Winifred Hagan and Dr. Valora Washington, in welcoming participants to the symposium. They were followed later in the day by a welcome from the Worcester State University president Dr Barry Maloney were in attendance at the symposium although a larger number had pre-registered. Attendees appeared to be deeply interested in the topic and enthusiastically participated throughout the day. Survey responses indicated that a majority of the attendees agreed or strongly agreed that the symposium was successful.

A sampling of comments provided by attendees on the evaluation survey:

What did you like best about this activity?

- Conversations with educators from different settings and backgrounds.
- The dialogue among colleagues – life experiences shared in context of DAP.
- Hearing panelists’ stories and sharing resources in World Cafés.
- The discussion with other educators about current and successful practices and challenges.
- The morning panel was fantastic!
- I really found Valora’s remarks on the myths of DAP very valuable.
- Cafés – strong interaction and engagement.
- Time for in-depth sharing and conversation.
- The many opportunities to hear from other participants as well as the guidance from experienced DAP focused leaders who are implementing turn around strategies.
- Discussion across program types and geography.

The panelist presentation was particularly well received, leaving some attendees to remark that they would have liked it to be longer or that it should be repeated. Based upon the survey responses received, the World Cafes were also of interest but less well received.

A sampling of comments provided by attendees on the evaluation survey:
What did you like least about this activity?

- Short – should be a series.
- All aspects were valuable.
- Needed more info for those new to DAP.
- That it was ALL discussion based. We talked, and I wanted more DAP learning.
- Café groups too small. Questions not relevant to all positions (seemed geared for K-12 administrators).
- Needed to mix groups a little more from café to café.
- Some World Café groups were too small.
- Not enough new information/content in general – would have liked to hear new research or approaches.
- World Café sessions. Wasn’t really sure of goal/purpose of these.
- Some moments of facilitation felt like looking for a “correct” answer.

Observations

a. Post symposium, CAYL debriefed the facilitators for the World cafes. They provided additional insights into the world café discussions. Of particular note was their observation that:
   - Participants came to the discussions eager to learn more about DAP and looking for solid answers to very real concerns they faced in their communities. They were looking for answers or solutions in a discussion format not set up for that purpose;
   - Although the number of participants in some of the World café sessions was small, the diverse geography (urban vs. rural) and size of the educational systems represented by the participants lead to rich conversation and exchange of ideas; and,
   - Participants felt strongly that a missing voice in the conversation about DAP was that of superintendents and they would like to see them more engaged in the future.

b. While the venue overall was well received with respect to geographic location, parking, food, and general accommodations, there were logistical problems that impacted the delivery and flow of the day and contributed to discontent on the part of some of the participants. They included:
   - Room assignments for the world café sessions.
     - The locations of the sessions in another building proved to be inconvenient and time consuming for some participants.
     - The room setups were not conducive to facilitation of a more authentic world café session environment.
     - Due to construction activities taking place in one of the buildings the condition (dust, noise etc.) of one of the rooms was less than optional and required one of the sessions to be moved.
- # of participants assigned to World café sessions
  - The number and diversity (job title) of participants pre-assigned to each of the cafés had been predetermined by CAYL based upon the master list of individuals who had registered to attend. The process was designed to achieve a measure of professional diversity and cross sector representation within each group and enhance opportunities for sharing and discussion.
  - Due to a number of registrants not showing up the day of the symposium the café sessions ended up with much smaller numbers than anticipated and a minimum of professional diversity.

5. Provision of technical support to ITQ project directors as necessary and required.

CAYL provided multi-layered and varied technical assistance and support to the ITQ directors, their projects, and participants throughout this period.

Assistance and support included:

- Numerous phone calls and emails in combination with written correspondence;
- Sharing of materials (before, during, and after meetings) inclusive of articles, reports, webinars, etc. on subject-specific topics and best practices in response to specialized needs and interests;
- Sharing of references and book bibliographies, information on field specific interest groups and organizations;
- In-person group and individual meetings with the ITQ directors and selected partners.
- Written and as oral information necessary to provide feedback on selected activities, troubleshoot problems, as well as to plan for future events and activities.

In addition to the actions noted above, CAYL spent a lot of time (phone calls, emails, meetings, etc.) with various ITQ directors and/or members of their fiscal departments engaged in discussion regarding submittal and payment of our invoices. As of the date of this report one final payment has still not been received.

CAYL also had regular contact with DHE administrators regarding the ITQ project through the year.
Observations

a. Project directors were very responsive to feedback and technical assistance provided.

b. Project directors remarked that information provided to participants as part of or in conjunction with the site visits was appreciated and found to be helpful.

c. In the few instances where information was provided to be read before or in-between sessions, participants were very good at following through and were able to participate fully in the session(s).

d. Requests from the projects for information and support were appropriate and aligned with the projects intent.
6. Appendices

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Appendix A

Interim Progress Report
The CAYL Institute

Improving Teacher Quality and Higher Order Teaching

Interim Progress Report

to

The Massachusetts Department of Higher Education


Submitted by: Brenda Gadson,
CAYL ITQ Project Manager

This report provides a summary of major activities that CAYL has engaged in, during this period, to meet the requirements set forth in the Oct. 1, 2015 Memorandum of Understanding. Activities specifically focused on the following:

1. Assisting project directors with engagement of principals and others from their districts to participate in both the regional site visits as well as the June symposium;
2. Working collaboratively with UMDI in developing evaluation tools;
3. Development and provision of professional development (site visits) presentations and related materials and resources for each ITQ grantee;
4. Planning for the June ITQ Early Learning Symposium; and
5. Provision of technical support to ITQ project directors as necessary and required.

1. Assisting project directors with engagement of principals and others from their districts to participate in both the regional site visits as well as the June symposium

CAYL has actively worked with the ITQ directors in reaching out to and communicating with the individuals they have identified as current or potential partners. CAYL has compiled a master contact list of invitees for both the regional site visits as well as the June symposium. As part of our internal communication plan, individuals on those lists were contacted a minimum of three times (initial notification, one week and one day prior reminders) via email to invite them to (continued on next page)
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(continued) the scheduled activity or site visit. In selected instances, individuals were contacted via phone to ascertain their interest, answer questions or confirm their attendance. ITQ directors were aware of and informed regarding all interactions with their invitees.

In addition to the above, CAYL staff have communicated, using a variety of mediums, on a frequent basis with all ITQ project directors, partners and HED staff regarding the projects’ direction, progress and concerns.

2. Working collaboratively with UMDI in developing evaluation tools.

Dr. Washington and ITQ Project Manager, Brenda Gadson have been in contact with UMDI staff, Jean Supel and Sonia Bouvier, throughout this engagement. Application of the current evaluation process and tool developed by UMDI for the regional ITQ projects was considered for both the site visits and the June symposium. It was agreed that evaluation of the site visits was not necessary and that the focus of the evaluation would be on the symposium. It was decided that the current evaluation tool would be amended by UMDI to include questions specific to the symposiums’ purpose, objectives, and intended outcomes. CAYL is working with UMDI to review and revise the questions as appropriate to ensure they are ready for dissemination at the June symposium.

3. Development and provision of professional development (site visits) presentations and related materials and resources for each ITQ grantee.

CAYL has developed and implemented a multi-step plan for working with ITQ project directors on this item. It included:

a. A series of planning calls beginning in Jan. with each ITQ director to identify the needs of their principals and communities; identify and agree upon discussion topics; and initiate planning of the actual session (i.e. design of the site visit format and related professional development activities);
b. Identification of participants to be invited to the sessions;
c. Scheduling of dates for each visit;
d. Development of power point presentations for each visit;
e. Research as necessary and required for development of each presentation/discussion;
f. Development of participant binders inclusive of all handouts and related materials;
g. Development of pre/post, and in the case of Chelsea and Lowell, between session assignments; and
h. Technical assistance and follow-up as necessary.

The following outcomes occurred as a result of the activities outlined above:

a. Site visits were planned for Chelsea (2), Lowell (2), Holyoke (1) and the Berkshires (1). Lesley, after several planning calls declined the invitation to hold site visits. Worcester, after several calls and attempts to schedule, ultimately determined that the site visits would probably not be as beneficial to principals as intended as they were not likely to be able to participate given their other duties and responsibilities. At one point it was thought that a “conversation” about future directions with EEC thought leaders would be appropriate but later was determined to be unnecessary due to other similar events taking place in the community.

b. A two session power point presentation (3hrs. each) on PBIS and Executive Functioning was developed for Chelsea. The first session was held on Apr. 27, 2015. The second session will be held on May 20, 2015.

c. A two session power point presentation (2hrs. each) on Intentional Learning was developed for Lowell. The first session was held on Apr. 27, 2015 and the second session will be held on May 19, 2015.

d. A 2hr. Power point presentation exploring DAP was developed for Holyoke. The session was scheduled for April 29, 2015 but was cancelled by the ITQ director based upon the announcement the day before that Holyoke public schools were going into receivership.

e. A 2hr. Power point presentation on the Birth -K3 Early Learning Continuum was developed for the Berkshires. The session was scheduled to be held on Apr. 30th but was cancelled by the ITQ director due to low attendance as indicated by the number of regrets and confirmations received.

f. Folders were developed for participants at each site which contained information, handouts, reading and reference materials and other resources that supported the presentations and discussions.

g. Follow-up materials, consisting of notes, a copy of the Power point, suggested reading and viewing materials and other resources were prepared for dissemination to participants after each session.

4. Planning for the June ITQ Early Learning Symposium; and

Extensive planning for the June symposium was initiated during this period. As a result the symposium is scheduled to take place June 30, 2015. The symposium is entitled “The new faces of Developmentally Appropriate Practice”. The format will include a keynote panel, consisting of principals and educators, moderated by Valora Washington and two Leadership cafes. The first café will consider DAP and the (continued on next page)
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(cont.) challenges and opportunities it presents for administrators, while the second will consider its' impact on Teaching and learning and the administrators role in supporting its’ implementation. Planning activities included:

a. Identification of individuals to participate on the planning committee;
b. Convening a series of three conference call planning meetings to initiate and complete planning of the symposium;
c. Crafting of agendas for each of the conference calls;
d. Development of symposium objectives and outcomes;
e. Development of descriptions for each of the sessions and keynote panel;
f. Design of the symposium format and schedule;
g. Development and finalization of programmatic materials and resources necessary to implement and support the symposium;
h. Logistical arrangements necessary to implement the symposium;
i. Identification of speakers and facilitators;
j. Provision of assistance in development of the evaluation design,
k. Preparation and dissemination of all conference call notes and related materials;
l. Developed a master list of invitees;
m. Developed communication strategies (inclusive of flyers, invitations, etc.) and schedules, and
n. Designed a registration process for the symposium

5. **Provision of technical support to ITQ project directors as necessary and required.**

a. Numerous calls, emails, phone and in-person meetings have been conducted by CAYL staff during this period with the ITQ directors and selected partners. Written as well as oral information has been provided which has assisted efforts necessary to troubleshoot problems as well as to plan for future events and activities.

b. In addition to the actions noted above, CAYL spent an inordinate amount of time (phone calls, emails, meetings, etc.) with the various ITQ directors, engaged in discussion regarding submittal and payment of our first invoice. The initial invoice was sent December 1st. Innumerous conversations over the next five months ensued relative to: the documents required to initiate an agreement with each group to establish a vendor relationship; the process required by each for processing payments; and the actual collection of the payments. As of the date of this report one payment (Holyoke) has still not been received.
Appendix B

Early Learning Symposium Flyer
The 2015 Improving Teacher Quality (ITQ) Symposium

A NEW LOOK AT DEVELOPMENTALLY APPROPRIATE PRACTICE

Objectives:
• Increase understanding of DAP and principles.
• Introduce DAP as a viable administrative tool for improving child outcomes, school, and community programs.
• Illustrate the impact of DAP on administrative requirements and classroom practices.
• Introduce participants to resources, strategies, activities, and materials that can support and enhance the application of DAP.

Outcomes:
• Participants gain new knowledge about DAP.
• Participants are able to identify at least one DAP strategy or principle that they are willing and able to use in their own practice.
• Participants are prepared to review their current practices.

Facilitated by:
Dr. Valora Washington,
The CAYL Institute
Dr. Winifred Hagan,
The Massachusetts Department of Higher Education

Tuesday,
June 30, 2015
10:00 am—4:00 pm
*Doors open at 9:00 am
Lunch provided!

Worcester State University, Sheehan Hall Auditorium
486 Chandler Street, Worcester, MA 01602
Appendix C

ITQ Early Learning Symposium Feedback Survey
**Appendix C | ITQ Early Learning Symposium Feedback Survey**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of time allotted was sufficient.</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>My understanding of DAP increased.</td>
<td>2</td>
<td></td>
<td></td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>This activity employed dialogic learning experiences.</td>
<td>1</td>
<td></td>
<td></td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>This activity employed interactive learning experiences.</td>
<td>2</td>
<td></td>
<td></td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>The materials reflected current and new knowledge of early learning.</td>
<td>2</td>
<td>1</td>
<td></td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>The information was derived from research or core knowledge of DAP.</td>
<td>2</td>
<td>1</td>
<td></td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>The content presented in this activity was relevant to my work.</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>I learned about a strategy or principle that I can use at my home school.</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>I expect to use what I learned in my work over the coming year.</td>
<td>1</td>
<td>1</td>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>I would recommend this activity to others.</td>
<td>1</td>
<td>5</td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

1. **What did you like best about this activity?**
   - Conversations with educators from different settings and backgrounds.
   - The dialogue among colleagues – life experiences shared in context of DAP.
   - Hearing panelists’ stories and sharing resources in World Cafés.
   - Small group interaction.
   - Learning from others. Hearing personal experiences relating to attempting to transform practice towards DAP.
   - Panel discussion.
   - Having group discussions, learning from each other.
   - The discussion with other educators about current and successful practices and challenges.
   - Group discussion and idea sharing. The morning panel was fantastic! More of this.
   - Myths presented in keynote.

*(continued on next page)*
Appendix C | ITQ Early Learning Symposium Feedback Survey

- Time for in-depth sharing and conversation.
- Cafés – strong interaction and engagement.
- Group discussions.
- Good location. Thank you for the free lunch!
- Panel was great. Nice resource bag to take home.
- The many opportunities to hear from other participants as well as the guidance from experienced DAP focused leaders who are implementing turn around strategies.
- Input from others.
- Discussion across program types and geography.
- The two small break-off groups were a great way to get your thoughts heard.

2. What did you like least about this activity?
   - Short – should be a series.
   - All aspects were valuable.
   - Needed more info for those new to DAP.
   - Nothing.
   - That is was ALL discussion based. We talked, and I wanted more DAP learning.
   - Café groups too small. Questions not relevant to all positions (seemed geared for K-12 administrators). Some café facilitators monopolized conversation and seemed “all knowing.” Didn’t listen and seemed not open to other possibilities, which caused some participants to shut down. (But some were great!)
   - Needed to mix groups a little more from café to café.
   - Some World Café groups were too small. Not enough new information/content in general – would have liked to hear new research or approaches.
   - World Café sessions. Wasn’t really sure of goal/purpose of these.
   - Having a couple of the discussion groups in a different building with insufficient signage.
   - Some moments of facilitation felt like looking for a “correct” answer.

3. How could this activity be improved in the future?
   - Excellent – Thanks!
   - If the questions in the World Cafés could be given ahead of time, that would be helpful, or at least written down on the easel paper.
   - Nothing comes to mind. It was very enlightening and I have a lot of tools and new things to research to extend my knowledge.
   - More dialogue with speakers.
   - Perhaps more classroom vignettes to spark discussion.
   - More instruction along with the discussion.
   - If the café groups are small, combine them to form a bigger group. Café facilitators should be objective. Break out groups by roles. Opportunities to ask panel questions. Go (continued on next page)
Appendix C | ITQ Early Learning Symposium Feedback Survey

- (cont.) over more of the materials given out and how to use them. More Chrissy! 😊
- More practical applications than discussions.
- Might have taken a minute to review contents in bags.
- Repeat again late fall.
- This time of year is tough for teachers and administrators.
- The panel discussion was very rich – would have liked Q&A at that time.
- More participants – it really was a missed opportunity for so many.
- More openness to following flow of conversation. Facilitators need more info about public school; or events need more public school representatives to make sure they fully understood differences in experience.

4. Please provide any further comments you have regarding this activity.
- Thanks for the great day!
- Thanks for the resources.
- More focus on what DAP is, means, and looks like; not just assuming attendees know what it is/means.
- Thank you for providing the spark.
- I liked the format.
- Loved lunch options! Portable water would’ve been very helpful.
- Great location. I have more respect for public school educators knowing the struggles they have.
- I really found Valora’s remarks on the myths of DAP very valuable.
- Excellent.
- Very rich discussion in our group – really enjoyed them!
Appendix D

PowerPoint Presentations
INTENTIONALITY in Teaching and Learning
A Conversation with Lowell Public Schools ITQ Project
April 2015

Valora Washington, PhD
Founder and President, The CAYL Institute
So, What’s the Challenge?
The Power of the Early Years

WE KNOW

Our knowledge base is exploding!

YET

Resources and rhetoric do not match
Our work:

- Is more visible than ever
- Faces a pivotal moment
- Is politicized; disruptive change
- Is expected to produce results
- Must have an effective delivery system and a consistent level of quality
Change is Coming at You From All Directions!
Change is not optional
What Works?

WE KNOW Effective Patterns of Action

OFFER Opportunity and a safe place to grow

the cayl institute
Creating Architects of Change
Change is not optional
How you lead everyday:

• Focus on our work as a cohesive whole
• Mutual support
• .....Collective intentionality

• This is a matter of our INTEGRITY
Change is not optional → Yet We must move forward!
YOUR LEADERSHIP RAISES THE STANDARD FOR EARLY EDUCATORS FOR THE 21ST CENTURY
INTENTIONALITY

Powerful Interactions → Explicit teaching → Child Guided and Adult Guided
INTENTIONALITY

Powerful Interactions
Powerful Interactions

• Be present with children

• Connect with children

• Extend learning
INTENTIONALITY

Explicit
Teaching
Explicit Instruction

• Provide a purpose

• Deliver instruction

• Guide practice

• Active, successful participation
INTENTIONALITY

Child Guided and Adult Guided
Child-/Adult-Guided

- What is child guided?
- What is teacher guided?
- Which strategies to use?
You make the difference!
How do you *lead with your head, heart, and mind?*

**Four Questions**
Appendix D: PowerPoint Presentations
Lowell | April 21, 2015

QUESTION # 1

What qualities do I bring to my work?
We begin by strengthening the way we work together:

The Four Agreements
(see Don Miguel Ruiz, 2001)

• Be impeccable with your word
• Don’t make any assumptions
• Don’t take anything personally
• Always do your best
QUESTION # 2

What kind of leader am I?

What kind of leader do I want to be?
“Anyone can be great...
Because anyone can serve.”

-Martin Luther King, Jr.

Each of us has untapped power to lead...
And to serve!
Leadership Can Be Based On (see John Maxwell):

1. Position/rights
2. Permission/relationships
3. Production/results
4. People development
5. Personhood
QUESTION # 3

What’s in my toolkit?

How or where can I get support?
Remember

This is adaptive work:

– Answers don’t preexist

– Entails resolving conflicting values

– Requires making choices

– Usually involves loss
How Do I Lead Intentionally?

• This is adaptive work

• **YOU** are positioned to see gaps

• **YOU** are equipped to lead
- The people with the problem are the problem and the solution

- Purpose is what makes the work worthwhile
QUESTION # 4

What do I want to create?
You create tomorrow
by what you do today
What are our assumptions about the future?

• “..... must be responsive to the dynamic, changing and unpredictable external environment......

• understanding how the environment is changing and will change....

• identify, forecast and respond to the changes in a timely and effective way.”
Your Leadership Challenge:

- “....... let future priorities have an influence on today’s activities.”

- “The goal ..... is not to develop plans but to stimulate action.”

- See John Bryson, Peter Senge, John Carver
What would we have to do in order to create what we want?
Your Leadership Challenge:

Avoid:
- Time on the trivial
- Short term bias
- Reactive stance
- Leaky accountability
- Diffuse authority
- Focus on negatives
Your Leadership 101:
Improve Life for Those We Serve

Your voice matters...
others depend on you!
Improve Life For Those We Serve

The gap between vision and reality is the place where you lead
Your Leadership Matters!

- Dream
- Set goals
- Influence
- Get organized
- Prioritize
- Solve Problems
- Take risks
- Make decisions
- Be creative
- Evaluate
Improve Life For Those We Serve

Ask yourself:

“What would I do if I could not fail?”

(Schuller)
Improve Life For Those We Serve

• Do something you have never done!
• Remember Einstein!

the cayl institute
Lead with your head
with your heart
with your hand
WHAT CAN YOU DO TO MAKE SURE THAT EVERY CHILD... THAT EVERY EDUCATOR SUCCEEDS?
We create tomorrow today
Love it! Work It! Own It! Be Strategic!

Your voice matters... others depend on you!
TO BUILD A STRONGER PROFESSION
...AND MORE EFFECTIVE SERVICES TO CHILDREN AND FAMILIES
...FOR ALL CHILDREN...
Everywhere!
To Learn More about
The CAYL Institute

Visit Us Online
www.cayl.org

Join Our Online Community
Like us on Facebook - www.facebook.com/caylinstitute
Follow us on Twitter - www.twitter.com/caylinstitute
Steps to Kindergarten Excellence

What is it and how do we build it?

Lowell | May 19, 2015

Valora Washington, PhD
The CAYL Institute
www.cayl.org
Today’s Objectives

• What is Kindergarten anyway? Vision and History

• What do we know about Kindergarten?

• A look at Kindergarten in Lowell

• Steps to Kindergarten excellence in Lowell
  – What is our vision to strengthen Kindergarten?
  – What is the gap between our vision and reality?
  – What next steps can we take?

• Synthesis and adjourn

Valora Washington, PhD
The CAYL Institute
www.cayl.org
What is Kindergarten anyway?

Valora Washington, PhD
The CAYL Institute
www.cayl.org
What is Kindergarten Anyway?

- 43 states require districts to offer Kindergarten
- 9 states require full day to be offered
- 7 states do not require districts to offer Kindergarten

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www.cayl.org
Required Attendance

• 14 states require HALF DAY attendance

• 2 states require FULL DAY attendance

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“Kindergarten suffers from the middle child syndrome.”
- Sara Vecchiotti

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The CAYL Institute
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Kindergarten History?

Friedrich Frobel’s
“Children’s Garden”
1840

Valora Washington, PhD
The CAYL Institute
www.cayl.org
Dr. Lilian Katz

Soil?  Forces?

Type of structure?  Get it right the first time!

Valora Washington, PhD
The CAYL Institute
www.cayl.org
What are the principles of Kindergarten excellence?

Valora Washington, PhD
The CAYL Institute
www.cayl.org
National Organizations’ 12 Principles for Kindergarten

1. Partner
2. Transitions
3. All children
4. Staff
5. Standards
6. Class size
7. Curriculum
8. Relationships
9. Right Assessments
10. Families
11. Engagement
12. Individualized

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The CAYL Institute
www.cayl.org
Valora Washington's
Top Four Ideas for Kindergarten

Valora Washington, PhD
The CAYL Institute
www.cayl.org
Valora Washington's Top Four Ideas for Kindergarten

Developmentally Appropriate Practice

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Valora Washington's top four ideas for Kindergarten

Entry criteria is AGE, not MASTERY

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Valora Washington's
Top Four Ideas for Kindergarten

Tests?
Use caution!

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NO Retention!

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Four Primary Needs
of Kindergarten Experiences
(and early childhood in general)

• Think
• Learn
• Solve Problems
• Create

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THINK not just ACT

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THINK not just ACT

LEARN not simply memorize

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THINK not just ACT
LEARN not simply memorize
SOLVE PROBLEMS not fight

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THINK not just ACT
LEARN not simply memorize
SOLVE PROBLEMS not fight
CREATE not just copy

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A look at Kindergarten in Lowell...

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What did you like?

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What feels challenging?

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What meets your needs?

What doesn’t meet your expectations?

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Dialogue

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www.cayl.org
Steps to Kindergarten Excellence in Lowell

– What is our vision to strengthen Kindergarten?

– What is the gap between our vision and reality?

– What next steps can we take?
Synthesis and Next Steps

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The CAYL Institute
www.cayl.org
Your voice matters!

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The CAYL Institute
www.cayl.org
Using Our Voice to Improve Life for Kindergarten Children

Your voice matters... children depend on you!

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The CAYL Institute
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We are positioned to see gaps!

We are equipped to lead!

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Improve Life for Kindergarten Children

The gap between vision and reality is the place where you lead...
We create tomorrow today!

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To Build a Stronger Profession

Children First

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....And More Effective Services to Children and Families...

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...For all children...

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Everywhere!

Your voice matters:
Our children and families need your leadership!

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www.cayl.org
Visit our web site:
the CAYL Institute
Community Advocates for Young Learners
http://www.cayl.org

Valora Washington, PhD
The CAYL Institute
www.cayl.org
Questions and Answers

Today I learned:

• This is how I will use the information for myself...

• This is how I will use the information with my colleagues...

• A question I would like to have answered is...

Valora Washington, PhD
The CAYL Institute
www.cayl.org
Appendix D: PowerPoint Presentations
Chelsea, April 27, 2015
An Exploration of Positive Behavior Interventions and Solutions and Executive Functioning
PART ONE
Chelsea ITQ Presentation

Pathways for Improving Child Outcomes

April 27, 2015

The CAYL Institute
TODAY’S AGENDA

• Welcome/Introduction

• Goals

• A Framework for CHANGE

• PBIS: A Framework

• Let’s Explore: Executive Functioning/PBIS – Is Integration Possible?

• Next Steps
WELCOME

• The CAYL Institute
• The Chelsea ITQ Project
GOALS FOR TODAY

- Provide participants with information that improves their understanding of PBIS.
- Provide participants information about frameworks that can be used to implement system wide, long term sustainable change.
- Explore PBIS related opportunities and challenges.
- Increase participants understanding of the connection between PBIS and Executive Functioning.
THE CAYL INSTITUTE
Architects of Change Leadership Framework

ANALYZE
ADVANCE
ACT
ACCELERATE
“The first step toward change is awareness. The second step is acceptance.”

-Nathaniel Branden
ANALYZE
Let’s Think and Reflect
Current Realities of Your District

What do you know?
– About your Students?
– Their behaviors?
– Impacts on your leadership?
Current Realities of Your District

How do you know?

– Tacit Knowledge
– Empirical data
Current Realities of Your District

What do you want to change? Why?
– Articulate the problem as a challenge you would like to address.
Table Talk

Take a few minutes to review the article (Kate: ARTICLE NAME?) enclosed in your binder and think about what you just read.

Why do you believe PBIS is the solution to your challenge?
PBIS
New Systems and Beginnings

“PBIS is defined as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions (emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of the evidence based behavioral practices) to achieve academically and behaviorally important outcomes for all students.”

(Sugai et al., 2000)
Current Realities of Your District

What are the expected benefits of the “change”?

Schools that establish systems with the capacity to implement SWPBS with integrity and durability have teaching and learning environments that are:

- Less reactive, aversive, dangerous, and exclusionary
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardiness, and antisocial behavior)
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)
- Most importantly, maximize academic engagement and achievement for all students
ADVANCE
Lets’ Plan and Prepare

“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.”

— Niccolo Machiavelli
ADVANCE
Lets’ Plan and Prepare

Table Talk

• What do you want?
• What don’t you know?
• What do you need?
Let's Plan and Prepare

Moving forward –
What's holding you back?
PBIS

Who’s on or should be on the journey with you?
PBIS

- Time
- Resources
- Culture
- Climate
INTEGRATION

- To bring together or incorporate (parts) into a whole
- To unite or combine
INTEGRATION

- Key Factors to consider when attempting to integrate PBIS and Executive Functioning.

- “Cannot” or Failure to Comply vs. “Will Not” or Refusal to Comply

- “Cannot” are the behaviors that are generally NOT within a student’s control usually because the student does not have sufficient knowledge/skills to exhibit the desired behavior(s)
INTEGRATION

“Will not” behaviors are those that the student has control over but invariably still makes unproductive behavior choices.

They know how to perform the desired behavior but refuse to or will not consistently do so.
INTEGRATION

Take a minute to review the list of student behaviors in your binder.

*Can these students benefit from or achieve improved outcomes in a PBIS environment?*
INTEGRATION

- Prevention
- Responsive Intervention
- Support
NEXT STEPS

• Session 11 overview

• Preparing To ACT and ACCELERATE

• Homework
  – Webinar review
  – Observation
  – Questions
CLOSING

• SUMMARY
• THANK YOU
Chelsea ITQ Presentation
May 20, 2015

Brenda M. Gadson
An Exploration of Positive Behavior Interventions and Solutions (PBIS) and Executive Functioning

PART TWO
WELCOME BACK!
TODAYS’ AGENDA

REVIEW ......
  Goals
  Expectations

EXPLORE ......
  CHANGE Framework
  PBIS and Executive Functioning

STIMULATE ......
  Thinking

INITIATE ......
  Planning for the future
GOALS

• Complete framework for change
  • Act
  • Accelerate

• Continue discussion about PBIS and Executive Functioning
Let’s Review

ANALYZE

Facing Reality
and
Respecting our Knowledge
ANALYZE

- Identify the persistent /dominant realities and challenges threatening your ability to serve young children.

- Think through a problem using what you know about it.

- Strengthen your ability to:
  - Decide what is important and noteworthy about a situation; and
  - Make connections between the situation at hand and the broader principles they represent.
ANALYZE

Dominant Realities | Reactions and Behaviors | System Impact
ANALYZE

Dominant Realities
- Mental and physical health issues, Poverty, Homelessness, Language barriers, Literacy, Cultural differences, Trauma backgrounds, DCF involvement, employment related stressors, Limited programs/supports to address needs, and excessive mandates and requirements on teachers.

Behaviors and Impacts
- Children:
  - Limited verbal expression; emotional shut down; defiance; sorrow, fatigue, over stimulated, aggressive, poor self regulation, low self esteem, self defeating language
ANALYZE

- School environments:
  Strained staff resources, increased teacher stress, teachers who are reactive instead of proactive, decreased learning time, higher number of tardy or absent students, increased suspensions, disengaged parents, an increased need for practices and programs that support social, emotional and cognitive learning.
ANALYZE

Knowledge

WE KNOW MORE THAN WE DO!
Appendix D: PowerPoint Presentations
Chelsea | May 20, 2015

**KNOWLEDGE**

**Field wide**
- Empirical data/Research
- Best practices

**Personal**
- Tacit
- Academic

**Institutional**
- Policies/Practices/Procedures
- Decisions
ANALYZE

PBIS and Executive Functioning

- Your needs
- Your interest
- Your knowledge base
- Challenges and opportunities
- Your intent
  - Are you clear about your INTENT?
Let’s Review: ADVANCE

Planning and Preparing before we Act
ADVANCE

- Anticipating conflicts and challenges
- Deciding if and how you will act
- Articulating a clear vision and identity
ANTICIPATE
Conflicts and Challenges  Are any Asymmetrical?
DECIDE

Deciding if and how you will act

- Are you willing?
- Are you READY?
ARTICULATE

Vision and Identity

❖ What is your VISION?
❖ Who do you identify with?
Moving Forward: ACT

- A challenge to taking action is getting started.
- What you don’t start today can never be finished tomorrow!
ACT

Let’s move ahead—and begin to act.

- Establish a Confidential Community and Share Leadership
- Engage your learning community in problem solving and reflection.
- Center your attention on everyday challenges—that matter here and now.
- Align what you know with what you do.
ACT

IMPLEMENTATION

- Assessment Data
- Vision
  - Goals, Objectives, Outcomes
- Written Plan
- Commitment
- Resources
- Leadership
- Time
- Partnerships
ACT

IMPLEMENTATION

- Data based systems (collection, screening, monitoring, analysis)
- Process and Procedures
  - Inclusive
  - Diverse
  - Transparent
- Training
- Opportunity for Reflection
- Communication and engagement strategies
- Fidelity
ACT

People are unlikely to abandon an ill fitting paradigm - even in the face of remarkable struggle - unless and until a better more realistic one is presented.

Thomas Kuhn
(paraphrased)
A conversation about data

- Integrated
- Supports social competence and achievement
- Supports decision making
- Can be used to analyze and guide both staff and children’s behavior
- Input, output, monitoring and evaluation important
  - Reflects what children do, what staff see, what is processed by the office
  - Many variables to consider: i.e. time, location, grade, activity, program, frequency, academic, behaviors, ethnicity, child specific
ACCELERATE

ACCELERATION

• Developing systems, not a constant flow of isolated new initiatives.
• Building a “culture of believers” - investing in people—the staff who care for and educate young children as well as new alliances
• Communicating with the public to educate and generate a willingness to invest more in prevention than remediation.
ACCELERATE

Developing systems

- Focus on what you want – not what you don’t want!
  - Back to purpose/intent
  - Whole school programs
  - Individualized student supports
ACCELERATE

Building a “culture of believers”

- Allies
- Supporters
- Non-supporters
- Beneficiaries
ACCELERATE

Communication

• Documentation
• Identify individuals, communities, systems to communicate impact and share results with
• Learn how to tell your story
• Celebrate
Today I learned:

This is how I will use the information *for myself*:

This is how I will use the information *with my colleagues*:

I need additional information about:
NEXT STEPS

What will you do?
RESOURCES

- Technical Assistance Center on Positive Behavioral Interventions & Supports (PBIS) State Network: Massachusetts
- National School Climate Center: School Climate Policies and Laws Database: Massachusetts
- www.pbis.org
- www.swis.org
- www.directbehavioranarratives.com
- OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports
- http://challengingbehavior.fmhi.usf.edu
- http://www.pyramidmodel.org/
- https://cognitiveconnectionstherapy.com
- http://www.childmind.org
- Educators for Social Responsibility (ESR)
- Madeline Levine, Shawn Connelly, & Mary Ellen Efferen Massachusetts Department of Elementary and Secondary Education Malden, MA.
THANK YOU
and
GOOD LUCK!
Appendix E

Early Learning Symposium Documents
Appendix E: Early Learning Symposium Documents

The 2015 Improving Teacher Quality (ITQ) Symposium
A New Look At Developmentally Appropriate Practice
Worcester State University, Sheehan Hall
486 Chandler St, Worcester, MA 01602
June 30, 2015

**Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am – 10:00am</td>
<td>Registration</td>
</tr>
<tr>
<td>10:00am - 10:10am</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Dr. Valora Washington, The CAYL Institute</td>
</tr>
<tr>
<td></td>
<td>Dr. Winifred Hagan, Massachusetts Department of Higher Education</td>
</tr>
<tr>
<td>10:10am - 11:15am</td>
<td>“A New Look At Developmentally Appropriate Practice”</td>
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<tr>
<td></td>
<td>Overview and Panel Facilitation</td>
</tr>
<tr>
<td></td>
<td>Dr. Valora Washington, President of The CAYL Institute</td>
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Appendix E: Early Learning Symposium Documents

The 2015 Improving Teacher Quality (ITQ) Symposium
A New Look At Developmentally Appropriate Practice
Worcester State University, Sheehan Hall
486 Chandler St, Worcester, MA 01602
June 30, 2015

Objectives and Outcomes

SYMPOSIUM OBJECTIVES

• Increase understanding of developmentally appropriate practice (DAP) and principles.
• Introduce DAP as a viable administrative tool for improving child outcomes school and community-based programs.
• Illustrate the impact of DAP on administrative requirements and classroom practices.
• Introduce participants to resources, strategies, activities, and materials that can support and enhance application of DAP.

SYMPOSIUM OUTCOMES

• Participants gain new knowledge about DAP.
• Participants are able to identify at least one DAP strategy or principle that they are willing/able to use in their own practice.
• Participants are prepared to review their current practices.
Appendix E: Early Learning Symposium Documents

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June 30, 2015

Keynote Panelists and World Café Facilitators List

Keynote Panelists

Gumes, Valerie
Retired Principal
Boston Public Schools/Haynes Early Learning Center

Pruitt, Christine
Superintendent
Rockland Public Schools

Wolff, Jeff
Retired Principal
Former Executive Director of MA Head Start

World Café Facilitators

Donnelly, Carol
Education Department Chair
Worcester State University
Role: Café Facilitator

Graziano, April
Education Department Chair
Holyoke Community College
Appendix E: Early Learning Symposium Documents

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June 30, 2015

OVERVIEW

Dr. Valora Washington, President of The CAYL Institute, will provide an overview and foundational understanding of developmentally appropriate practice (DAP) by reviewing its key components, fundamentals, and the research base. Dr. Washington will also discuss past, current, and future developments related to the implementation of DAP.

KEYNOTE PANEL

Join us in exploring, with panelists Christine Pruitt (Superintendent of Rockland Public Schools), and Valerie Gumes (Retired Principal and Administrator), and Jeff Wolff (Former Executive Director of the Massachusetts Head Start Association and retired Principal), the world of developmentally appropriate practice (DAP) across the birth through age eight continuum.

Panelists will share firsthand knowledge and stories regarding their experiences with implementing DAP in their schools and communities, the challenges they faced, and the outcomes they achieved. Panelists will share strategies that they utilized to ensure that DAP was implemented as intended and empirically supported in their schools and programs.
THE WORLD CAFÉ

These sessions invite you to join in discussion with your peers and take a closer look at DAP related questions and issues of importance that might impact your role as an education leader as well as their impact on teaching and student learning.

WORLD CAFÉ #1
The Administrator Focus

This World Café will explore key opportunities, obstacles, and critical ideas that directly affect early childhood leaders—with special attention paid to the role of administrators—for implementing stronger developmentally appropriate practices in individual programs and throughout districts within a frame provided by DAP, including:
• Debates about rigor and play;
• Adherence to the principles of DAP in a heightened era of standards and accountability;
• Successful strategies for integrating DAP practices and principles across disciplines and throughout the early learning continuum;
• The multiple roles of assessment; and
• Available tools and resources to assess environments, learning trajectories, and outcomes pertinent to the principles of DAP.

WORLD CAFÉ #2
The Teacher and Student Learning Focus

This World Café will explore questions related to teacher and student learning. As you work to strengthen or implement DAP and ensure that your teaching environments, learning trajectories, and outcomes for children are in alignment, questions may arise such as: What does/should a high quality DAP environment and classroom setting look like; How to prepare, support and evaluate my teachers in implementing DAP; How to maximize and assess student learning; How to ensure that students’ individuality, cultural and social needs are being met; and How to engage families in understanding and supporting DAP?

When reflecting on these questions and those raised in the Keynote Panel discussions, it becomes clear that the ability to implement and sustain a high quality DAP environment require lots of work and a holistic approach, inclusive of your teachers, staff, families, and yourself.
Appendix E: Early Learning Symposium Documents

The 2015 Improving Teacher Quality (ITQ) Symposium
A New Look At Developmentally Appropriate Practice
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486 Chandler St, Worcester, MA 01602
June 30, 2015

Panelist Questions

1. What circumstances led you to believe that a more intentional focus on Developmentally Appropriate Practices would be important in your school or program?

2. In order to introduce or strengthen a DAP focus for your school/program, what new knowledge or experiences did you need to acquire?

3. Let’s talk about your DAP vision and how you implemented it in your school or program:
   a. What did you implement that was different for your staff or in the curriculum, school environment, or other areas?
   b. How did your implementation align with common core standards or other mandates?
   c. How did you address, any levels of resistance such as questions about whether DAP is “rigorous” enough to meet today’s expectations?
   d. How did you know or recognize increased acceptance of DAP?

4. What were the results or outcomes of your efforts on teaching and learning?

5. What advice would you give to principals and administrators who want to be more intentional about strengthening DAP in their school and program settings?
Appendix E: Early Learning Symposium Documents

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World Café Questions

Facilitators: Please refer to the following sets of questions in guiding the conversations around each topic with your participant group. Some or all of the questions may be explored, depending upon the pace and interest of the group. Please allow 10 minutes at the end of each café to reflect with the group on the conversations and answer the questions listed at the end of this form (pp. 3 – 4). Responses will be recorded on the Harvest Form and shared with the large group at the end of the day.

CAFÉ #1 | Administrators Focus

- How have or will you meet the challenges of developmentally appropriate practice (DAP) in a heightened era of standards and accountability?
- How has the debate about rigor and play impacted your decisions to implement or strengthen DAP in your K-3 classrooms?
- What other challenges has DAP presented to your school/program policies, practices, and culture, or your leadership?
- What opportunities has/does DAP present for improved teaching and student outcomes that would influence your intentions to enhance DAP within your school or program?
- What tools and/or resources are you using or believe are necessary to help assess whether or not the teaching environment, learning trajectories, and outcomes for children in a DAP environment are in alignment?
- What strategies have you found to be successful in integrating program or curriculum specific, best practices and principles throughout your school environment and across disciplines and grade levels?
Café #2 | A Focus on Teachers and Student Learning

- What is your definition of a high quality DAP environment? How do you know it exists in your school or program?
- What do you look for in a classroom to determine if practices are in place, which respects a child’s individuality, cultural and social needs?
- How do you prepare your teachers to successfully implement DAP and maximize student learning in your school or program? What specific strategies and supports have you used?
- How does teacher evaluation and accountability look in a DAP environment?
- What have you found to be effective strategies for assessing student learning in a DAP environment?
- How have you engaged families in understanding and valuing DAP principles and supporting your school or program’s practices and efforts in their homes?
Appendix E: Early Learning Symposium Documents

The 2015 Improving Teacher Quality (ITQ) Symposium
A New Look At Developmentally Appropriate Practice
Worcester State University, Sheehan Hall
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June 30, 2015

Harvest Report Form

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Appendix F

Early Learning Symposium
Registration and Attendees
### Table 1 | Registered Participants

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**Appendix F | Early Learning Symposium Registration and Attendance**

**Table 2 | Participant Attendance**

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Appendix G

World Café Synthesis
Appendix G: World Café Synthesis

The 2015 Improving teacher Quality (ITQ) Symposium: A New Look At Developmentally Appropriate Practice

WORLD CAFÉ HARVEST REPORT

WORLD CAFÉ #1
Facilitators: Kay Lisseck and Chrissy Pruitt

Pertinent Points/Highlights
1. Empowering parents and engaging families.
2. Leaders as coaches.
3. Keeping vision, mission, and values at the center.

Emerging Themes
1. Working and supporting teachers in a pressurized environment.
2. Importance of communication across transitions.
3. Not enough time spent on solutions.

New Questions Raised
1. How do we create a common language in a world of initiations?
2. How do we utilize external resources to support DAP?
3. How do we shift the mindset from adult centered to child centered?

Conclusions and Recommendations
DAP is 21st Century learning. Shift from negative and pressurized environment to acknowledge and be inspired by great things that are happening.

WORLD CAFÉ #1:
Facilitators: Jeff Wolff and April Graziano

Pertinent Points/Highlights
1. Communication maps – paper with pictures of centers, child circles ones for day, shares with families.
2. Assessment – determining appropriate assessments for DAP classrooms.
Appendix G: World Café Synthesis

3. Engaging families and how to get more involvement for public schools.

Emerging Themes
1. Hiring staff to do home visits, having teachers do home visits – also family service advocates like Head Start model.
2. Assessment tools that can show social emotional growth – Continuum showing progress is important.

New Questions Raised
1. How to influence teacher who is reluctant to implement DAP.
2. Where do I find research on DAP to help convince staff on its importance?

WORLD CAFÉ #2
Facilitators: Kay Lisseck and Chrissy Pruitt

Pertinent Points/Highlights
1. Sharing resources with each other helps build professional library.
2. Authentic learning empowers children.
3. Having meaningful assessments truly measures student learning.

Emerging Themes
1. Importance of having a trusting relationship with teachers.
2. Teaching with DAP can engage students in a technology era. Provide opportunities to build skills.

New Questions Raised
1. How do we get teachers to engage with children during play time?

WORLD CAFÉ #2:
Facilitators: Kay Lisseck and Chrissy Pruitt

Pertinent Points/Highlights
1. DAP should be responsive instruction. Define what it looks like.
2. Targeted professional development that includes planning time and is outcome driven.
3. Families need flexibility in access and programming.
Appendix G: World Café Synthesis

Emerging Themes
1. Cultural impact on DAP and what that looks like.
2. Reflection is good for all teachers on all levels. And group reflection.
3. Develop teachers at a point of tension to use practice in a cultural aspect of the students.

New Questions Raised
1. Instruction from the school on how I can assist in DAP or if it exists.
2. Cultural transition.

WORLD CAFÉ #3
Facilitators: Lisa Van Thiel and Clarence Little

Of all questions during the café, which do you consider the most relevant/actionable?
1. Challenge to finding appropriate assessments. (Teacher/program/student)
2. What is role of formative assessment in informing instruction/observation?

What are the top three concerns or highlights you would like to share with the large group?
1. What learning looks like across the grades as child progress upwards (fade out).

What new or emerging themes came up that you would like to share with the large group?
1. Formative assessment.
2. Practices that make a difference.
3. Define and market play PK-3.

What additional questions of importance were raised that warrant further review or discussion?
1. Early childhood B-8 push up → vs. push back.
2. Teachers push-up → Why! Research!
3. Transition – Use curriculum alignment vertical & horizontal to benefit.

WORLD CAFÉ #4
Facilitators: Valerie Gumes and Carol Donnelly

Pertinent Points/Highlights
Appendix G: World Café Synthesis

1. DAP – responsive instruction/practice define.
2. Family – need flexible access to programs, response to intervention

Emerging Themes
2. Culture – reflection – all levels.
3. Teacher – tension – interaction in families (effective/cultural background/recognize and respond).

New Questions Raised
1. Transition – across and from school.
2. DAP – get rid of trajectories/practice.
3. Looping, innovation family and PD (research).
Appendix H

Early Learning Symposium
Readings and Resources (on USB)
Appendix H: Early Learning Symposium and Resources (on USB)

The 2015 Improving Teacher Quality (ITQ) Symposium
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June 30, 2015

Symposium Readings and Resources (USB)

A New Look at Developmentally Appropriate Practice (Folder)

Building the Foundation for College and Career Success for Children from Birth Through Grade Three, 2015
From the Massachusetts Department of Higher Education, the Massachusetts Department of Early Education and Care, and the Massachusetts Department of Elementary and Secondary Education

2015 “A New Look at Developmentally Appropriate Practice” Agenda

What is a World Café? 2005
By: Juanita Brown with David Isaacs, The World Café Community

Developmentally Appropriate Practice (Folder)

Assessment (sub-folder)

Assessment for Administrators, 2014
By: Patty Persell and Kristen Kerr
The New York State Head Start Collaboration Office, the New York State Association for the Education of Young Children, New York State Head Start, and the New York State Early Childhood Advisory Council

Developmentally Appropriate Practice and the Common Core State Standards: Framing the Issues, 2015
The National Association for the Education of Young Children (NAEYC)

Developmentally Appropriate Practice in the Age of Testing, 2009
The Harvard Education Letter

Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches, 2013
By: Kristie Kauerz and Julia Coffman

General (sub-folder)

A Framework for Strengthening the Early Childhood Field, 2014
By: Valora Washington, PhD
The CAYL Institute: Boston, MA
Curricula for Administrators, 2014
By: Patty Persell and Kristen Kerr
The New York State Head Start Collaboration Office, the New York State Association for the Education of Young Children, New York State Head Start, and the New York State Early Childhood Advisory Council

Environment for Administrators, 2014
By: Patty Persell and Kristen Kerr
The New York State Head Start Collaboration Office, the New York State Association for the Education of Young Children, New York State Head Start, and the New York State Early Childhood Advisory Council

Interactions for Administrators, 2014
By: Patty Persell and Kristen Kerr
The New York State Head Start Collaboration Office and New York State Association for the Education of Young Children, New York State Head Start, and the New York State Early Childhood Advisory Council

NAEYC Position Statement on Developmentally Appropriate Practice, 2009
The National Association for the Education of Young Children (NAEYC)

Revisiting Developmentally Appropriate Practice, 2012
By: Kyle Snow, Ph.D. and Peter J. Pizzolongo, M.S.
The National Association for the Education of Young Children (NAEYC)

Leadership (sub-folder)
Leading Early Childhood Learning Communities, 2005
The National Association for the Education of Young Children (NAEYC)

Leadership for Administrators, 2014
By: Patty Persell and Kristen Kerr
The New York State Head Start Collaboration Office, the New York State Association for the Education of Young Children, New York State Head Start, and the New York State Early Childhood Advisory Council

Play (sub-folder)
Crisis in the Kindergarten: Why Children Need to Play in School, 2009
By: Edward Miller & Joan Almon, Alliance for Childhood

References to Play in NAEYC Position Statements, 2012
The National Association for the Education of Young Children (NAEYC)

Viewpoint: Holding on to Play: Reflecting on Experiences as a Playful K–3 Teacher, 2014

Standards (sub-folder)
Common Core in the Districts: An Early Look at Implementers, 2014
By: Katie Cristol and Brinton S. Ramsey
Foreword and Summary: Amber M. Northern and Michael J. Petrilli

**Common Core State Standards: Caution and Opportunity, 2012**
The National Association for the Education of Young Children (NAEYC)

**Developmentally Appropriate Practice and the Common Core Standards: Framing the Issues, 2015**
The National Association for the Education of Young Children (NAEYC)

**The Common Core State Standards and Developmentally Appropriate Practices: Creating a Relationship, 2014**
By: Susan Carey Biggam and Marilou Carey Hyson, The National Association for the Education of Young Children (NAEYC)

**Technology (sub-folder)**

**Finding the Education in Educational Technology with Early Learners, 2012**

**Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8, 2012**
A joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College.

**Suggested Further Readings**


