

Metro Nashville Public Schools Preschool Development Grant- Expansion (PDG-E)

Lessons Learned: Quality Expansion and Improvement



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Pre-K Department

Holly Stone

Mariana Merritt

Phyllis Phillips

Dana Eckman

MNPS Pre-Kindergarten



- 187 Pre-K classrooms
- 22 PDG-E classrooms
- Capacity to serve 3,352 students
- 80% of students enrolled in 17-18 were economically disadvantaged
- Types of Pre-K programming offered:
 - School based Pre-K classrooms
 - Blended and Self-Contained classrooms
 - Early Learning Centers (all 3 and 4 year old students)
 - Montessori Multi-Age classrooms
 - Community-Based classrooms

PDG-E Grant Goals

- 1. Expand access to high quality preschool programs through access to new classrooms located in high needs communities.**
- 2. Strengthen quality of existing classrooms by upgrading existing preschool seats to include all elements of High-Quality Preschool Programs.**
- 3. Strengthen Alignment of the Birth to Third Grade Continuum.**
- 4. Strengthen the Infrastructure of the preschool program through participation in evaluation of preschool program to ensure program quality.**

Impact of PDG-E Grant

- **2014-2015**
 - Opening of three Early Learning Centers; Davis, Casa Azafrán and Ross ELC.
- **2015-2016**
 - First year of PDG-E grant implementation.
 - Opening of 15 new Pre-K classrooms.
 - Creative Curriculum and GOLD student assessment district-wide.
 - Hiring of Pre-K Coaches, Family Involvement Specialists (FIS) and Central Office staff.
- **2016-2017**
 - Opening of Cambridge Early Learning Center (PDG-E School).
 - Deeper dive into Pre-K Coaching, Comprehensive Services and bridging the gap between Pre-K and K-4.
- **2017-2018**
 - Focus on environments, classrooms materials and supplies
 - Prepare for districtwide Family Style Dinning (FSD)
 - Intentional coaching frameworks, comprehensive services and school based leadership development.

student led inquiry

positive culture

collaboration

academic rigor

differentiated instruction

social emotional

safe

developmentally appropriate learning

teacher

engaging

active learning



Key Internal Partnerships

- Federal Grants Department
- Research and Evaluation Department
- Curriculum and Instruction Department
- Social Emotional Learning Department
- Student Support Services Department
 - Counseling Department
 - Social Work Department
- Administration and Supervision Department



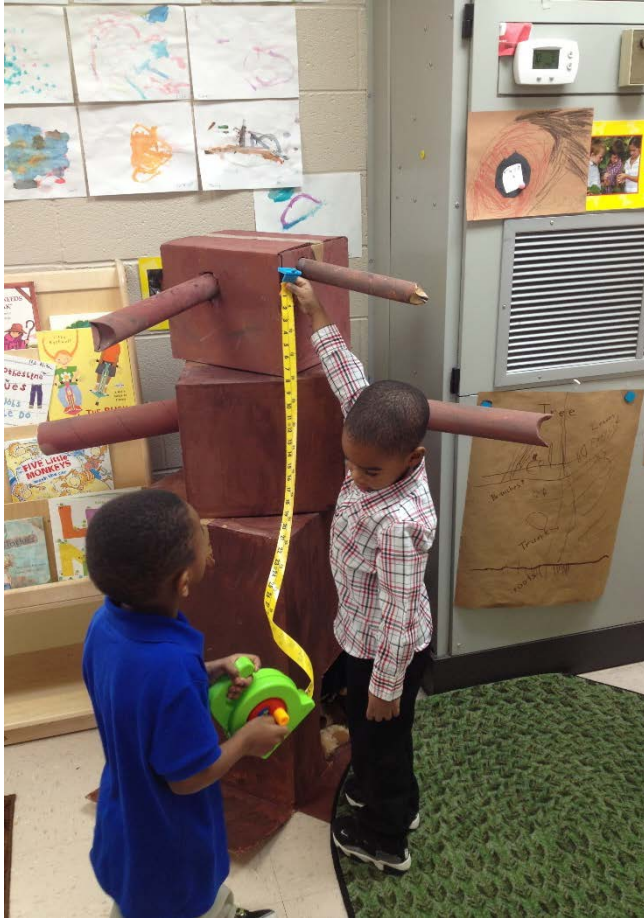
Key External Partnerships

- Plant the Seed
- Global Education
- Well Child
- Pyramid Equity Project (Cambridge ELC)
- Parents as Partners
- Tennessee Department of Education
- Vanderbilt University, Peabody Research Institute



Key Predictors of Student Growth

“Magic 8”



1. Reducing time spent in transitions
2. Improving level of instruction
3. Creating a positive climate
4. Increasing teacher listening to children
5. Planning sequential activities
6. Promoting associative and cooperative interactions
7. Fostering high levels of engagement
8. Providing math opportunities

Building Capacity: Four Key Levers for Change

- Using Data to Drive the Work
- Building Principal and District Leadership Knowledge of Early Learning Environments and Instructional Expectations
- Comprehensive Services and Academic Partnerships Between Teachers and Parents
- Reflective Coaching Frameworks

Instructional Coaching



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2015-2016 Coaching



- 10 Coaches
- Caseload: 12 – 15 teachers
- Varied Coaching methods, lacked standardization
- Professional Development for coaches through monthly Coaches Meetings and trainings (guest speakers, books on coaching)

2016-2017 Coaching

- 10 Coaches
- Caseload: 12 – 15 teachers
- Visited each classroom at least every two weeks
- Met with each teacher one-on-one monthly
- Set goals using a standardized Action Plan
- Professional Development for coaches through monthly Coaches Meetings and trainings (guest speakers, books on coaching)



2017-2018 Coaching

- New assignments
- 11 Coaches
- Caseload: 4 – 6 schools
- 3 different frameworks
 - **My Teaching Partner (MTP)** through Teachstone
 - **Making the Most of Classroom Interactions (MMCI)** through Teachstone
 - **Professional Learning Communities (PLCs)**
- Professional Development for Coaches through Teachstone and Lipscomb University



3 Coaching Frameworks

My Teaching Partner	Making the Most of Classroom Interactions	Professional Learning Communities
• Video reflection with one on one coaching • Based on the CLASS Dimensions	• Mini-professional development sessions on the CLASS Dimensions	• Team meetings to review assessment data and create goals based on the data
• Who: PDGE-funded classrooms (19 teachers)	• Who: Schools with multiple Pre-Ks (10 schools)	• Who: Teachers not doing MTP or MMCI (36 schools)
• Coaches – 4 Coaches	• Coaches – 4 coaches	• All Coaches (3 coaches did PLCs exclusively)
• PD – provided by Teachstone	• PD – provided by Teachstone	• PD – provided by Lipscomb University

3 Coaching Frameworks

My Teaching Partner	Making the Most of Classroom Interactions	Professional Learning Communities
Benefits: • Video reflection is very powerful • Provided rigorous and structured framework for coaches • Built-in support for coaches	Benefits: • Deeper understanding of CLASS dimensions • Collaborative setting • Support for coaches with adult learning/training strategies	Benefits: • Reflection on classroom data and teaching strategies • Empowered teachers to lead • Collaborative setting
Challenges: • Intensive program • Teachers did not “opt-in” • Technology challenges	Challenges: • Fitting into planning time • Teacher travel • Teachers did not “opt-in”	Challenges: • Schools with one Pre-K/Teacher Travel • Learning the process while implementing

2018-2019 Coaching

All schools participating in Professional Learning Communities (PLCs)



Why?

- Uses data to analyze teaching strategies
- Embeds reflective practices
- Encourages collaboration among peers
- Sustainable by empowering teachers

Family Engagement

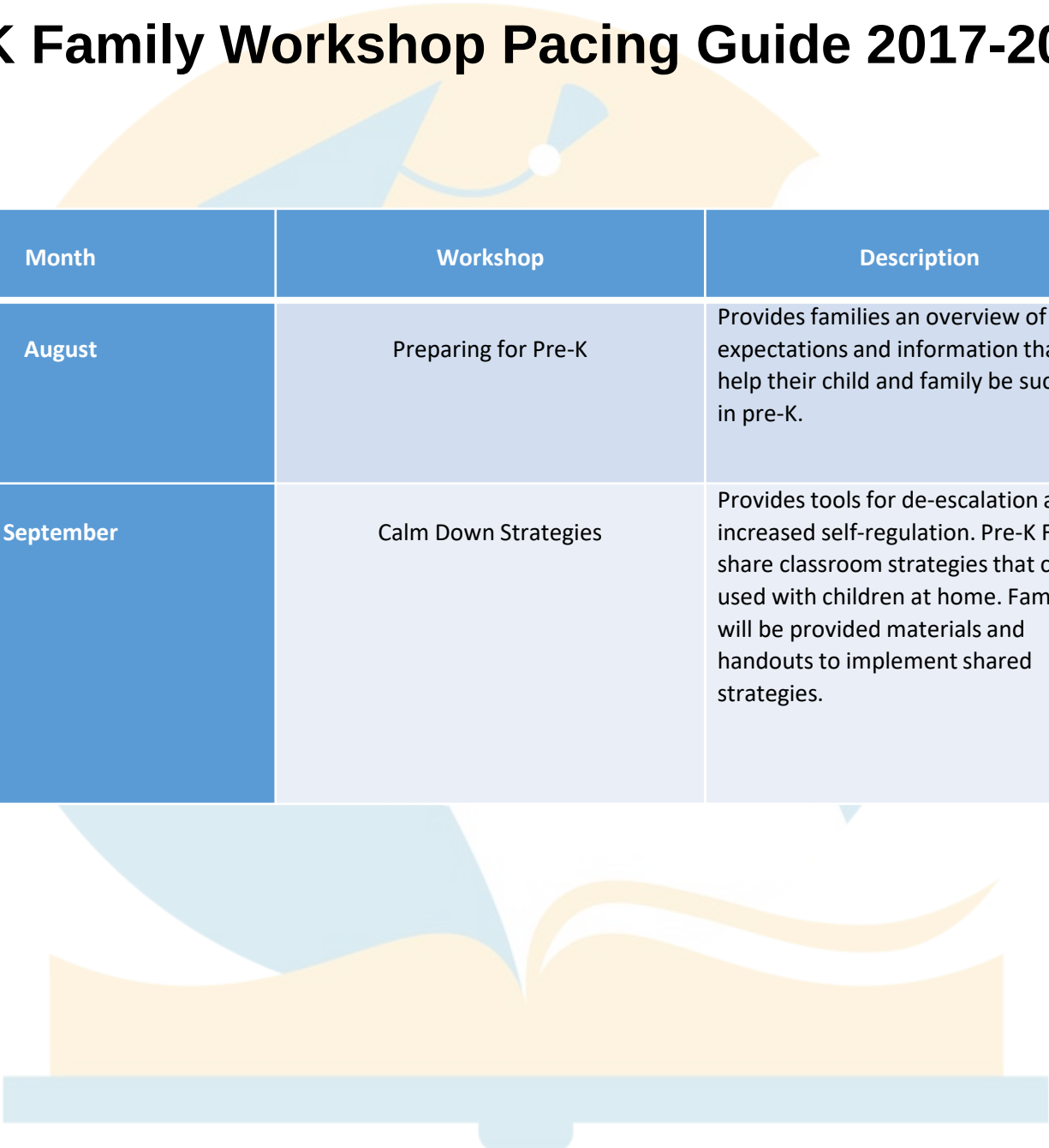


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Our Approach

Tier II (1:7)	Pre-K FIS Assigned Schools by State Classrooms (High Need)			Contact Information
Kathryn Addison	A.Z. Kelley J.E. Moss	Lakeview Maxwell	Thomas Edison	(615) 830-2458 Kathryn.Addison@mnps.org
Traci Bryant	Dan Mills Glengarry Glenview	Paragon Mills Rosebank Ross ELC	Warner	(615) 830-2851 Traci.Bryant@mnps.org
Ashley Vaughns	Carter Lawrence Casa Azafran	Charlotte Park Cockrill	Fall Hamilton Park Avenue	(615) 830-3013 Ashley.brailsford@mnps.org
Meredith McKinney	Dupont Haywood	Napier Norman Binkley	Tulip Grove Tusculum	(615) 513-7228 Meredith.Mckinney@mnps.org
Tiffany Rhodes	Amqui Alex Green Buena Vista	Robert Churchwell Davis ELC	Old Center Stratton	(615) 830-2219 Tiffany.Rhodes@mnps.org
Tamara Thomas	Bellshire Caldwell Chadwell	Goodlettsville Hattie Cotton	Shwab Tom Joy	(615) 830-2286 Tamara.Thomas@mnps.org

Pre-K Family Workshop Pacing Guide 2017-2018



Month	Workshop	Description
August	Preparing for Pre-K	Provides families an overview of expectations and information that will help their child and family be successful in pre-K.
September	Calm Down Strategies	Provides tools for de-escalation and increased self-regulation. Pre-K FIS will share classroom strategies that can be used with children at home. Families will be provided materials and handouts to implement shared strategies.

Calm Down Strategies

- Provided tools for de-escalation and increased self-regulation.
- Pre-K FIS shared classroom strategies that can be used with children at home.
- Families were provided materials and handouts to implement shared strategies.



Reading

- norms of literacy development
 - tools for literacy extension and strategies for integrating literacy practice into everyday routines.
-
- Families received a take-home packet containing a book, materials for an extension activity for that book, and handouts containing other activity ideas.



Writing

A.



B.



C.



D.



Kindergarten Transition



Celebrating and Planning

- Celebrating- strategy, intentionality, and focus

2017-18	2018-19
332 workshops/events	589 workshops/events
5,298 participants	12,696 participants

Definition of Family Engagement



“Collaboration
between families
and educators
that accelerates
student learning.”

Flamboyant Foundation

Family Engagement Fellowship

2018-19 FAMILY ENGAGEMENT FELLOWSHIP COHORT	
Sharonda Watkins	Andrew Jackson
Lara Flora	Andrew Jackson
Mitzi Riley	Buena Vista
Ghariba Babiry	Cambridge
Jasmine Cliff	Cambridge
Olga Encalada	Chadwell
Kimberly Carter	Charlotte Park
Mary Cottingham	Cockrill
Danielle Laterza	Cockrill
Kenya Blackburn	Cole
Shatika Woods	Cole
Lisa Wilson	Dan Mills
Adrienne Hall	Dan Mills
Stephanie Birdwell	Dupont
Mary Brady	Fall Hamilton
Sonja Dale	Glenview
Stephanie Bletcher	Haywood Elem
Erin Spining	Haywood Elem
Melissa Rising	Henry Maxwell
Crystal Cook/ McCrary	Henry Maxwell
Emily Hughes	Hermitage
Stephanie Simons	Hermitage
Jennifer Crosby	Hull Jackson
Chantelle Caruthers	Hull Jackson
Rachel Fink	Inglewood
Akil Miller	Inglewood
Catherine Rhodes	J E Moss
Ana Torres	J E Moss
Patrice Mays	Old Center
Angela Perry	Old Center
Carmen Jones	Rosebank
Amy Key	Ross
Amanda Diferdinando	Ross
Mandy Mann	Ruby Majors
Elizabeth Thouin	Smith Springs
Latoshia Davis	Thomas Edison
Lisa Waynick	Tusculum
Irra Yulianti	Tusculum
Laura Stancil	Una
Joanna Dickerson Bierce	Una
CONGRATULATIONS!	



Pre-K Then/Pre-K Now and Lessons Learned Along our Journey

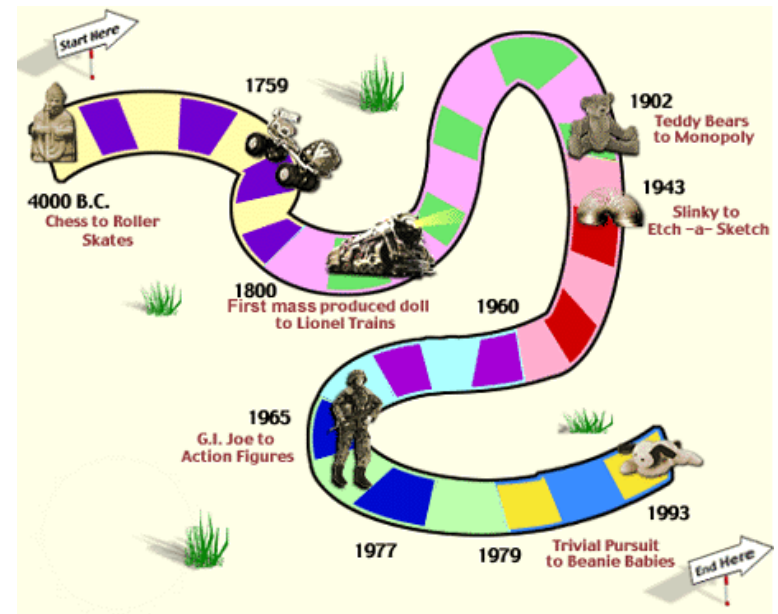


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Appreciating the Past to Celebrate the Present

Comparing Then and Now to Identify the Lessons Learned

- Department Staffing
- Enrollment
- Curriculum
- Environments
- School Supports
- Family Supports
- Professional Development
- Student Assessments
- Program Evaluation



Department Staffing

- **Past – 156 Classrooms**

- 1 Full time Coordinator
- 1 Part time Coordinator
- 1 Shared Secretary

- **Present – 188 Classrooms**

- 2 Directors
- 2 Coordinators (Professional Development and Compliance)
- 1 Program Assistant
- 1 Exceptional Education Specialist
- 1 Family Involvement Specialist
- 1 Community Outreach Specialist
- 1 PDG-E Grant's Manager
- 1 Data Analysis
- 1 Attendance Specialist
- 10 Coaches
- 4 Family Involvement Specialist
- 2 Social Workers

- **Going Forward**

- High Quality Programs



Enrollment

- **Past – 2,500 Students**

- Families applied at each school site
- Documentation copied and provided at multiple sites

- **Present – 3,356 Students**

- On-line application process
- Documentation submitted one time

- **Moving Forward -**

- Collaborative Enrollment Process



Curriculum

- **Past – Doors to Discovery and Growing with Math**
 - VPK Classrooms
- **Present – Creative Curriculum**
 - District-wide Curriculum
- **Moving Forward – Creative Curriculum**
 - District-wide Curriculum
 - Supplemental Curriculum



Environments

- **Past**

- Similarities to a Kindergarten Classroom

- **Present**

- Space Predominately for the Children
 - Interest Centers
 - Children's Work Displayed
 - Labels
 - Social Emotional

- **Moving Forward**

- All new classrooms Pre-K furniture and equipment



School Supports

- **Past**

- 1 full time and part time Coordinator
- Central Office curriculum administrators

- **Present**

- Pre-K Department Staff
- Pre-K Coaches
- Family Involvement Specialist
- Attendance Specialist
- Data Analysis

- **Moving Forward**

- Building capacity of all district staff



Professional Development



- **Past – Minimal Required**

- ECERS/ELLCO Scoring
- Pyramid Model CSEFEL
- Scope of Services

- **Present – Required and Beyond**

- 30 Hours (6 Literacy)
- Compliance
- Curriculum
- TN-Early Learning Developmental Standards
- Various modes of delivery

- **Moving Forward**

- Collaboration model

Student Assessments

- **Past**

- Teacher made assessments

- **Present**

- Teaching Strategies GOLD
- Peabody Research Institute

- **Moving Forward**

- Aligning assessments with TN-ELDS



Program Evaluation

- **Past**

- Walk Through Observations

- **Present**

- ECERS
 - CLASS
 - Peabody Research Institute Classroom Observations
 - Walk-Through

- **Moving Forward**

- Real time Walk-Through App



Lessons Learned

- It Takes a Village
- Plan for Continuum of Learning
- Speak Up and Speak Out
- Keep Growing and Learning



A stylized background illustration featuring a large, light yellow circular shape. Inside this circle, there is a blue lightbulb with a white filament. Below the circle, there is a blue book with yellow pages, shown as if it is open. The entire illustration is centered behind the text.

Time for Questions