Bringing the Five Essential Supports Framework to Early Education to Better Generate Continuous Quality Improvement

Debra Pacchiano, Ph.D.
The Ounce of Prevention Fund

Stacy B. Ehrlich, Ph.D.
University of Chicago Consortium on School Research

BUILD Ready Talk Webinar
October 14, 2015

We appreciate the support for this work by grants from an anonymous funder, the Joyce Foundation, and the Gates Foundation.
What teaching condition *most* needs to be addressed in order for continuous quality improvement to occur?
Motivation for Original Five Essentials Work

Percent of Students Scoring At or Above National Norms in Math, 1990 to 1996

Schools with highest positive trends

Schools with lowest or negative trends
The Five Essential Supports Framework

1. Leadership as the Driver for Change
2. Professional Capacity
3. Parent-Community Ties
4. Student-Centered Learning Climate
5. Instructional Guidance

Bryk, Sebring, Allensworth, Luppescu, & Easton (2010)
Schools Strong in the 5 Essentials are 10 Times More Likely to Improve Substantially
Strength Comes From Multiple Supports

• Value of the essential supports is in their combined strength.

• Sustained weakness in a single Essential undermined improvement efforts
  – Reduced the likelihood of improvement to less than 10%
Bringing the Five Essentials to Early Education: Conceptual Adaptation
What ARE the Five Essentials for Early Education?

- Ambitious Instruction
- Supportive Environments
- Collaborative Teachers
- Involved Families
- Effective Instructional Leaders

Relational Trust Across the Program Community
What ARE the Five Essentials for Early Ed?

• **Effective Instructional Leaders:** The school or program leadership is strategically focused on children’s early achievement and nurtures trust and collective understanding and responsibility for excellence and improvement among staff and parents.
What ARE the Five Essentials for Early Ed?

- **Collaborative Teachers:** Teachers are committed to the school or program, build strong relationships with their colleagues, and work together continuously to improve teaching and learning by engaging in collaborative, data-informed cycles of professional development.
What ARE the Five Essentials for Early Ed?

• **Involved Families:** All staff develop strong relationships with parents and support active parent involvement in children’s learning.
What ARE the Five Essentials for Early Ed?

• **Supportive Environments:** Schools or programs are physically and emotionally safe and engaging environments, wherein staff hold high expectations for children’s social-emotional and academic learning, coupled with nurturing, individualized support for children and families.
What ARE the Five Essentials for Early Ed?

• **Ambitious Instruction:** Teachers and staff provide consistently engaging, effective, and rigorous curriculum and instruction.
POLL

Which of the five essentials do you think programs could use the most support to improve?

– Effective instructional leadership
– Collaborative teachers
– Family involvement
– Supportive environment
– Ambitious instruction
Let’s Talk
Let’s Talk

What are some immediate ideas for how you might apply the five essentials framework to your work on continuous quality improvement in your state?
“We always focus on outcomes for children and families. But this framework tells us we have to focus on staff outcomes to get to the other outcomes. When we focus on the staff we build them up and their happiness and commitment in the work. That tells me we will be much more likely to have those child and family outcomes.”
Bringing the Five Essentials to Early Education: Survey Adaptation and Creation
Developing the *Five Essentials-Early Ed* Surveys

Who are these surveys being designed for?
- Center-based early education settings (e.g., community-based, schools) that serve preschool-aged children
- Settings with at least three preschool-aged classrooms

What is included in the *Five Essentials-Early Ed*?
- Teacher Survey: Preschool lead and assistant teachers
- Parent Survey: Parents of preschool students
Developing the Teacher Survey

Surveys created in English & Spanish

Original 5E Teacher Survey

- Irrelevant Items
  - Removed from Survey

- Appropriate Items
  - Keep Items

- Adaptable Items
  - Adapt Items

Early-Ed Teacher Survey Draft

- Measure Review & Creation

Five Essentials-Early Ed Teacher Survey Draft
Developing the Parent Survey

*Iterative process of design and testing to create the survey*

- Focus Groups
- Cognitive Interviews
- Initial Pilot
- Final Pilot and Analyses

**Surveys created in English & Spanish**
## What Is Measured for Effective Instructional Leadership?

### A sample of measures and items

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Coherence (T)</strong></td>
<td>• To what extent do you agree/disagree?: We have so many different programs in this school/program that I can’t keep track of them all.</td>
</tr>
<tr>
<td><strong>Instructional Leadership (T)</strong></td>
<td>• To what extent do you agree/disagree that your [leader] participates in instructional planning with teams of teachers?</td>
</tr>
<tr>
<td><strong>Teacher Influence (T)</strong></td>
<td>• How much influence do teachers have over school/program policy in establishing the curriculum and instructional program?</td>
</tr>
<tr>
<td><strong>Leader-Parent Relations (P)</strong></td>
<td>• How frequently has the [leader] made changes to the program based on your suggestions?</td>
</tr>
</tbody>
</table>
What Is Measured for Collaborative Teachers?

A sample of measures and items

- **Teacher Collaboration (T)**
  - This program year, how often have you observed another teacher's classroom to get ideas for your own instruction?

- **Collective Responsibility (T)**
  - How many teachers in this program/school take responsibility for improving the program/school?

- **Quality of Professional Development (T)**
  - Overall, your professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.

- **Teacher-Teacher Trust (T)**
  - To what extent do you agree/disagree: Teachers respect other teachers who take the lead in school improvement efforts.
The *Five Essentials-Early Ed* Measurement System: What’s Next?
Future Work on the *Five Essentials-Early Ed*

**Validation Study (2015-16):** Testing whether the surveys measure something about the quality of preschool programs that relates to classroom and child outcomes
- Head Start and CPS preschool programs in Chicago
- Measures
  - Classroom Assessment Scoring System (CLASS Pre-K)
  - Social Skills Improvement System - Teacher Rating (SSIS)

**Creating Survey-Use Tools (2016):** Tools to support survey administration and use of survey findings for improvement.
- Administration and scoring platforms
- Program reports and data dialogue protocols
Five Essentials-Early Ed Impact

• For early education programs
  – Provide actionable information about where to focus improvement efforts that will strengthen leadership and organizational conditions

• For the early education field
  – Transform how quality improvement is defined, tracked, and promoted
  – Encourage leadership at multiple levels to attend to organizational conditions that support teaching and learning

• Alignment between early and elementary grades
  – Create consistent language and measurement between early education programs and elementary grades
Discussion and Questions
Read More About Research on the Five Essentials

http://ccsr.uchicago.edu/publications
Debra M. Pacchiano, Ph.D.
Director Research to Practice
The Ounce of Prevention Fund
dpacchiano@ounceofprevention.org

Stacy B. Ehrlich, Ph.D.
Senior Research Analyst
UChicago Consortium on School Research
sehrlich@uchicago.edu