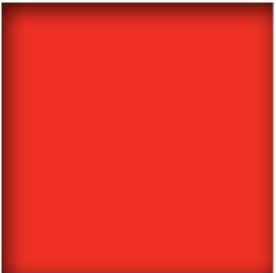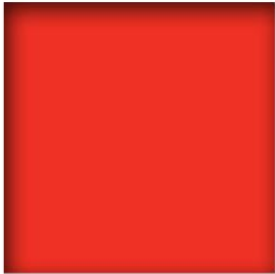# Quality Ratings, Common Core, and DAP:

Do they all play together?

Kyle Snow, Ph.D.

Director, Center for Applied Research
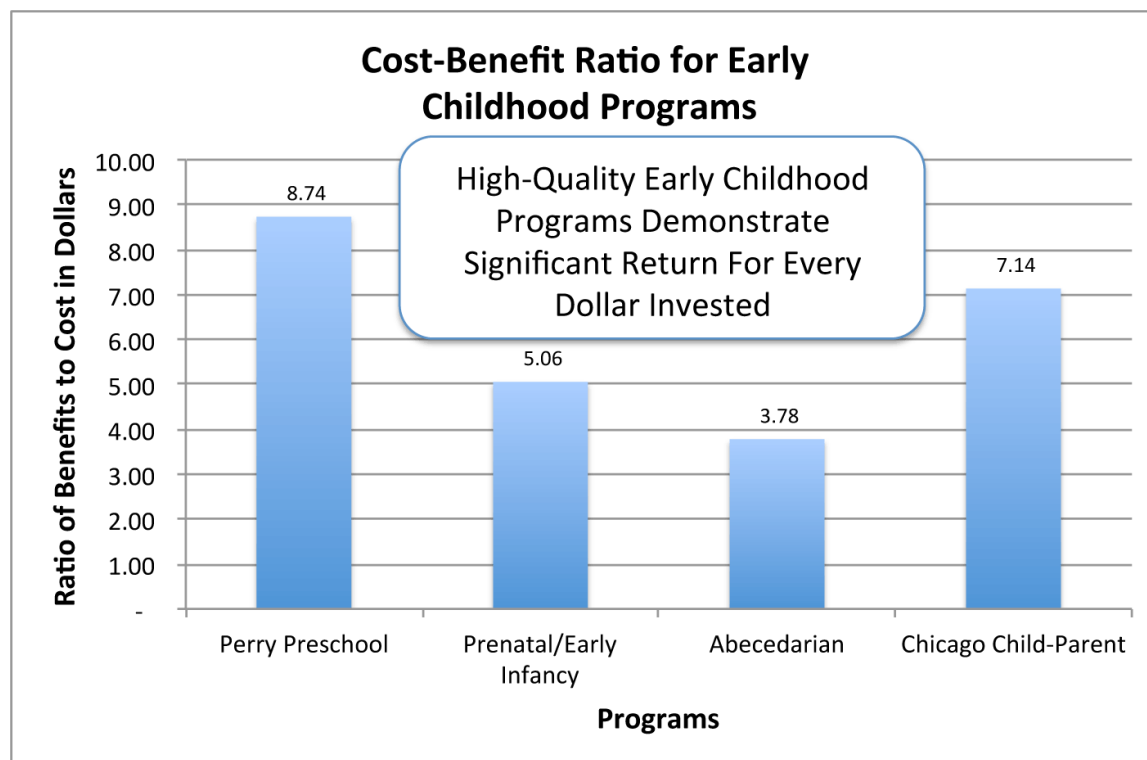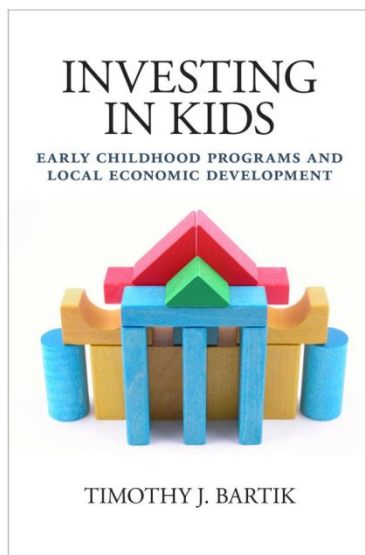
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Overview

POLL

Overview

1. Early Childhood Education – Now is the time

2. Making sense of the ECE Environment

3. How do the pieces fit together to ensure all children thrive?

4. What can I do?

ECE – Now is the time

- Economic rationale
  - Return on investment

INVESTING IN KIDS

EARLY CHILDHOOD PROGRAMS AND LOCAL ECONOMIC DEVELOPMENT

TIMOTHY J. BARTIK

Cost-Benefit Ratio for Early Childhood Programs

High-Quality Early Childhood Programs Demonstrate Significant Return For Every Dollar Invested

Ratio of Benefits to Cost in Dollars

- Perry Preschool: 8.74
- Prenatal/Early Infancy: 5.06
- Abecedarian: 3.78
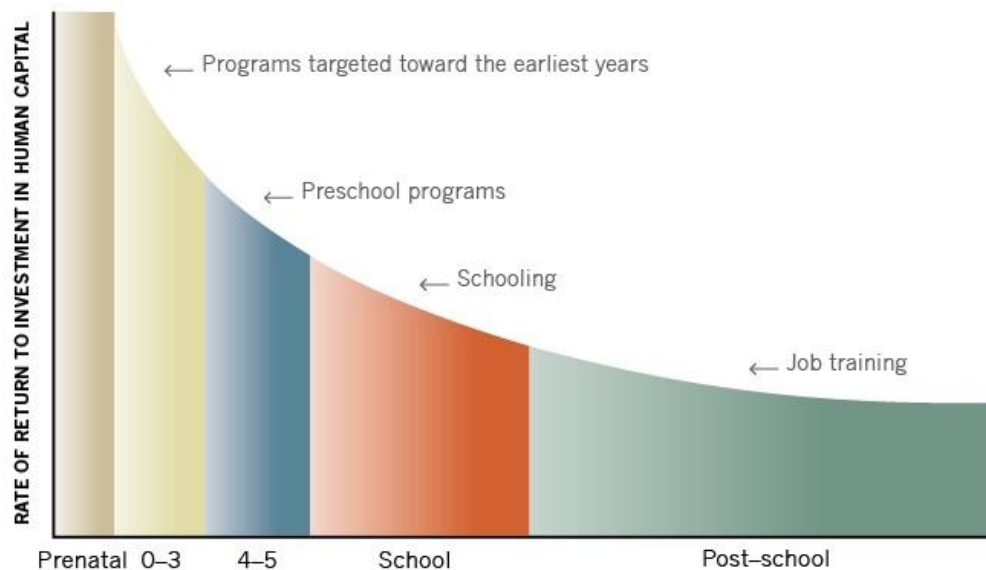- Chicago Child-Parent: 7.14

Programs

ECE – Now is the time

- Economic rationale
  - Heckman Equation

Current funding models increase with age

Returns to a Unit Dollar Invested

RATE OF RETURN TO INVESTMENT IN HUMAN CAPITAL

← Programs targeted toward the earliest years

← Preschool programs

← Schooling

← Job training

Prenatal 0–3 4–5 School Post–school

ECE – Now is the time

- Research base
  - National intervention and effectiveness studies (PCER; ISRC; Head Start Impact Study; Early Head Start Evaluation Study; Multi-state Pre-K Study; follow-ups, etc.)
  - State pre-K evaluation studies (Oklahoma, Georgia, Virginia, etc.)
  - Observational studies (ECLS-K, ECLS-B. etc.)
 - Implementation studies

ECE – Now is the time

- Research base
  - We know a great deal about what works
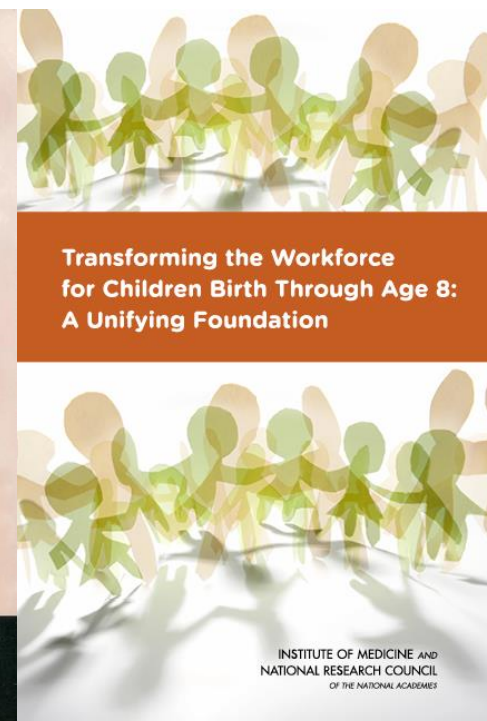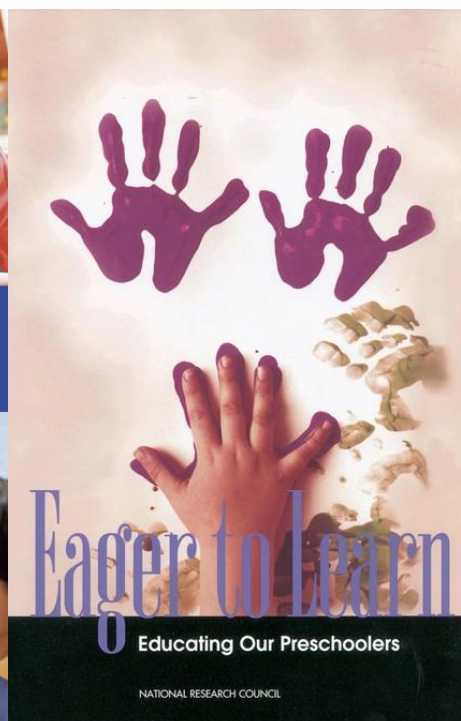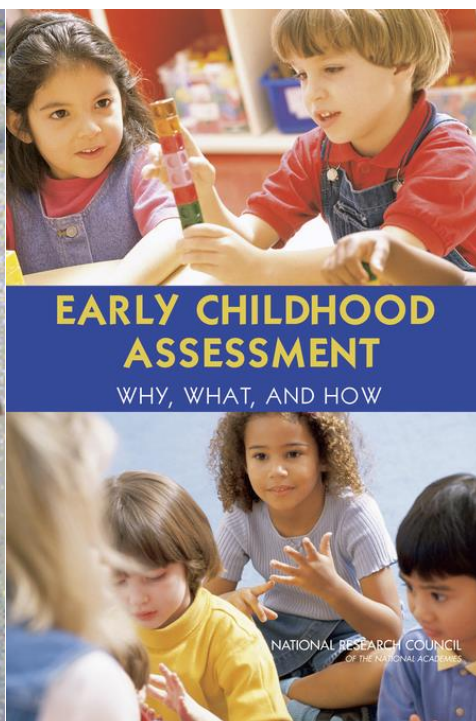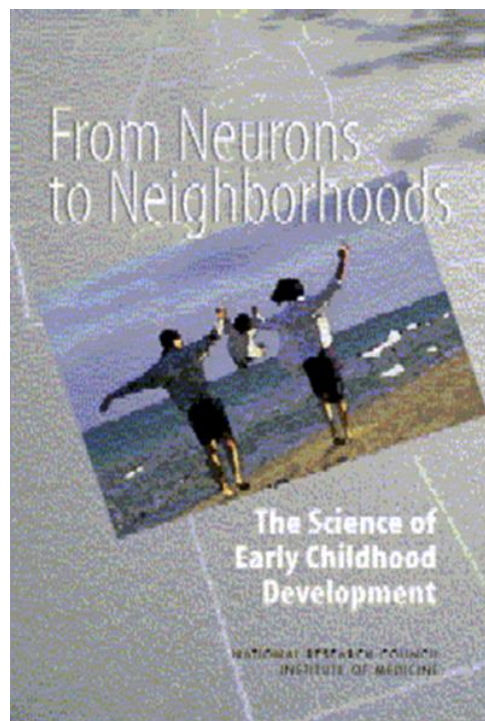
Making Sense of the ECE Landscape

- Race to the Top – Early Learning Challenge
- Administration call for funded pre-K programs
- Head Start recompetition process
- Revised Head Start Performance Standards
- Quality Rating and Improvement Systems
- Child Care Development Block Grant
- Kindergarten Entry Assessment
- Common Core State Standards
- Teacher effectiveness, school/teacher accountability

Pre-K

Head Start

Child Care

K-12
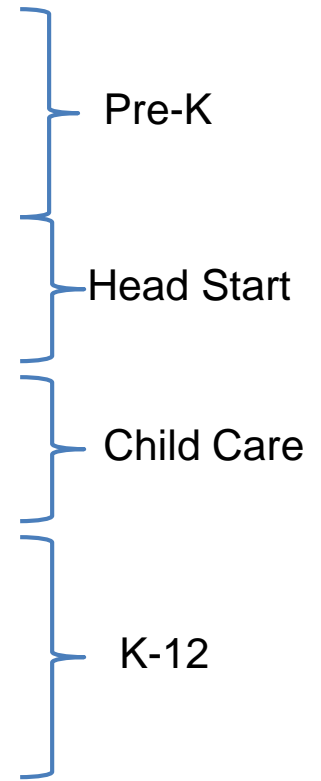
Making Sense of the ECE Landscape

Expectations for Children

- CCSSI
- Early Learning Standards
- Other K-12 standards
- KEA

Expectations for Programs

- Head Start Program Standards
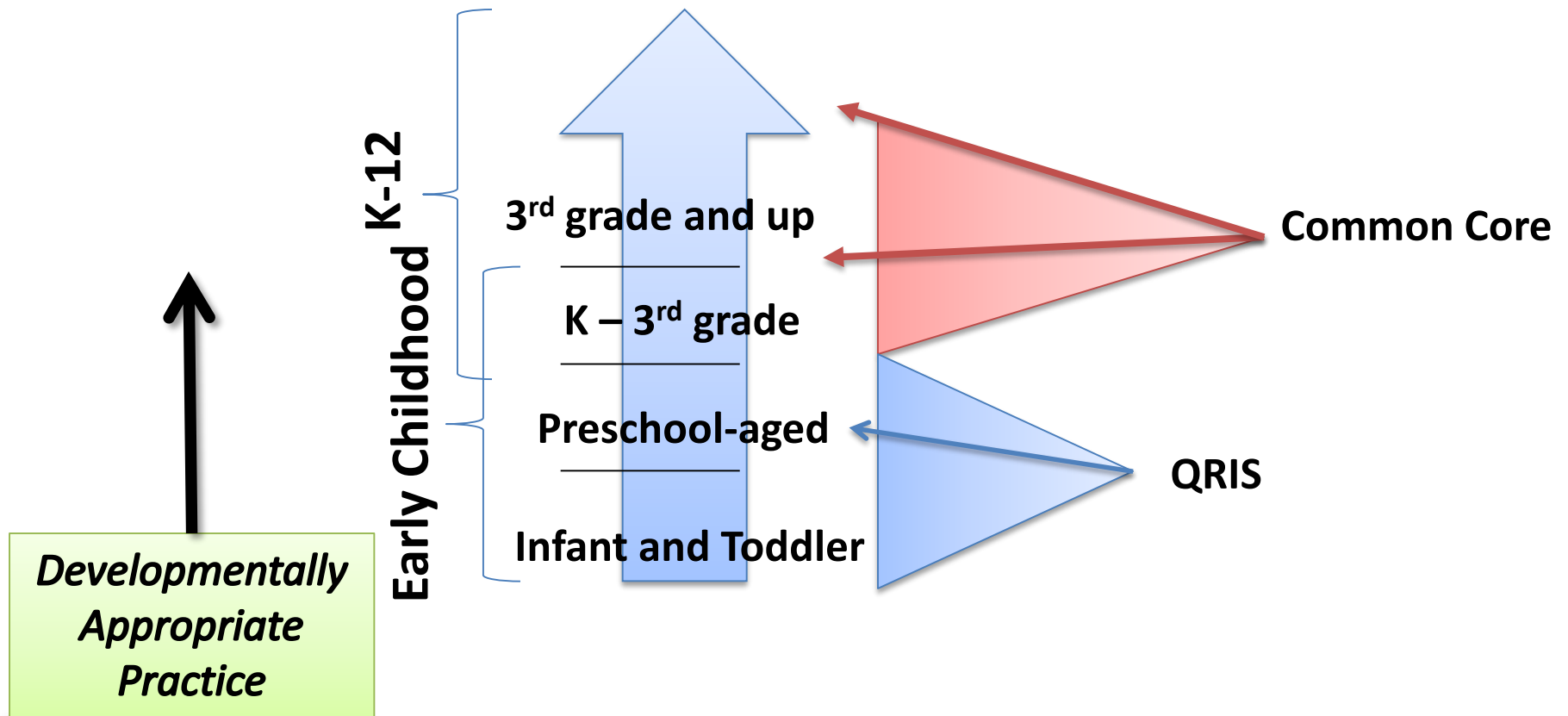- Quality Rating and Improvement Systems
- Licensing
- Accreditation

Expectations for Teachers

- Credentialing
- Accountability systems
- Effective instruction

Making Sense of the ECE Landscape

Fitting the Pieces Together

- Quality Rating and Improvement Systems (QRIS)
  - A method of assessing program quality and communicating that quality to consumers and to identify areas of improvement for programs and states

  R – Rating: Based upon program meeting defined standards that include structural and process characteristics (e.g., ratios, qualifications, environmental ratings, etc.)

  I – Improvement: Targeting resources and supports

Fitting the Pieces Together

- Quality Rating and Improvement Systems (QRIS)

  S - A fully functioning QRIS represents a systemic approach:

  - quality standards for programs and practitioners,
  - supports and infrastructure to meet standards,
  - monitoring and accountability systems to ensure compliance with standards,
  - ongoing financial assistance linked to meeting quality standards
  - engagement and outreach strategies

Quality Rating and Improvement Systems

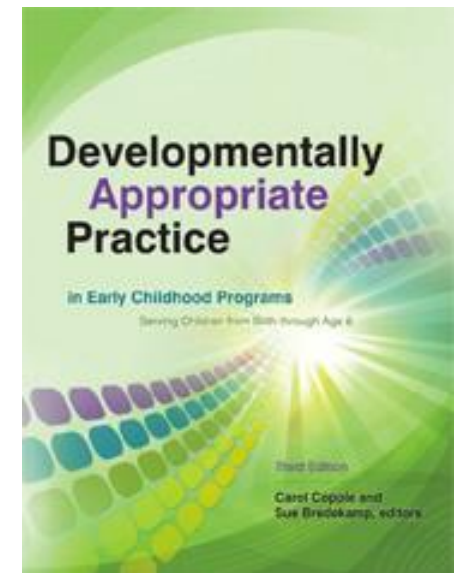

www.qrisnetwork.org

February, 2015
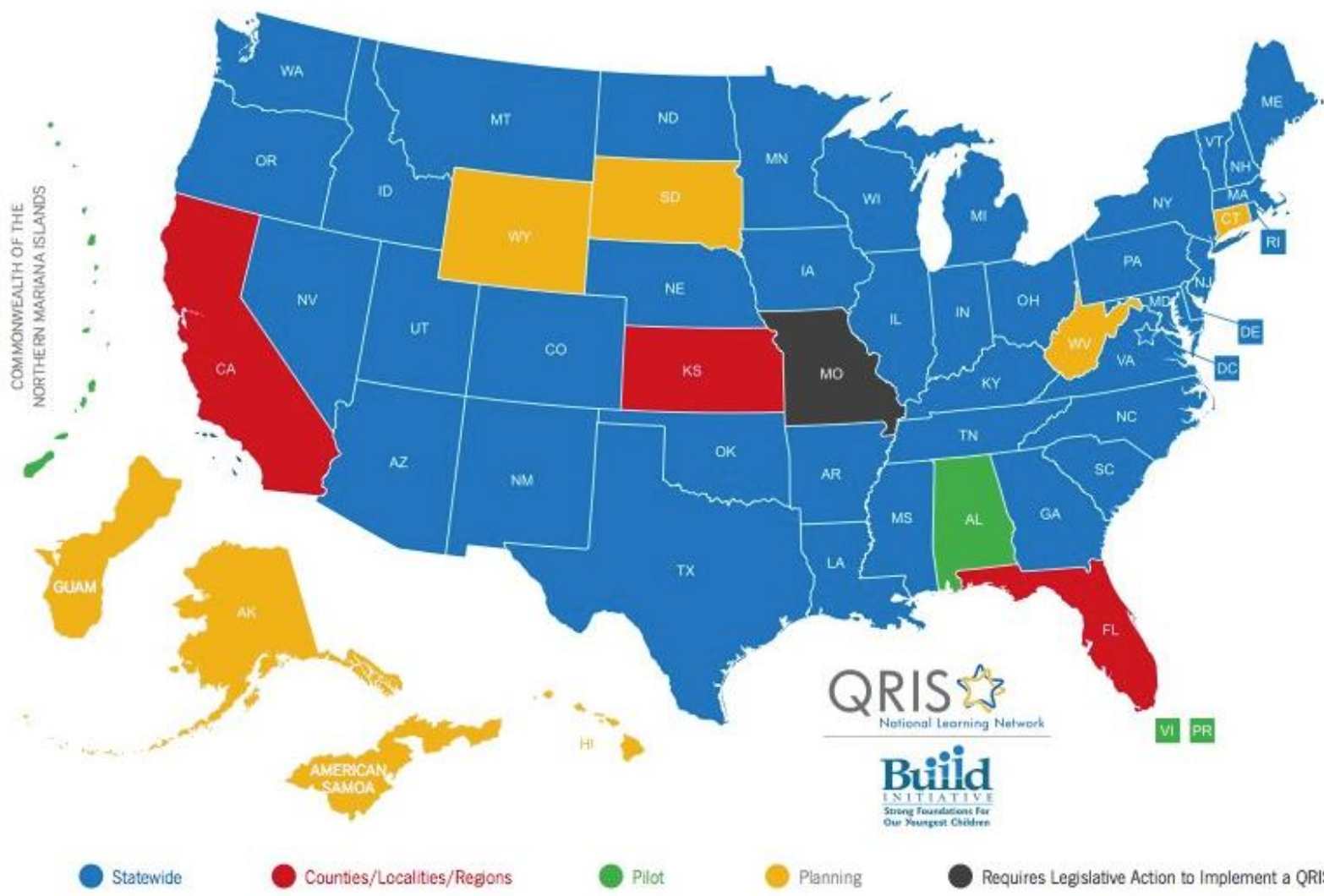
Fitting the Pieces Together

- Common Core State Standards
  - Common Core State Standards have been adopted by most states (43, plus DC, 4 territories & DoD schools), although stage of implementation and commitment varies.
  - Common Core provide learning standards for children K-12 in English Language Arts and Math – they are silent on any other area of development, except for some integration
  - Intended to allow common goals and common assessments across states.
  - Learning Standards, not a curriculum or instructional approach

Fitting the Pieces Together

- Developmentally Appropriate Practice
  - Research-based approach to early childhood education
  - Based upon:
    - What is known about child learning and development
    - What is known about each child as an individual
    - What is known about social and cultural contexts in which children live
  - Whole child (multiple domain)
  - Enhancing family engagement
  - Recognition of cultural and linguistic diversity

Developmentally Appropriate Practice

in Early Childhood Programs

Serving Children from Birth through Age 8

Third Edition

Carol Copple and Sue Bredekamp, editors

Fitting the Pieces Together

- Developmentally Appropriate Practice
  - Teachers use multiple formats (small and large group, individual, child- and teacher selected activities)
  - Teachers use multiple strategies (encourage, demonstrate, model, ask questions, feedback, etc.)
  - Includes play
  - Intentionality
  - Appropriate assessment for young children

Fitting the Pieces Together

Expectations for Children

- Common Core State Standards
- Other K-12 Standards
- Kindergarten Entry Assessment
- Early Learning Standards

Defines the "What"

DAP – defines the "What" and & "How"

Expectations for Programs

- Head Start Program Standards
- Quality Rating and Improvement Systems
- Accreditation
- Licensing

Describes the "Where" & "How"

Fitting the Pieces Together

- Learning Standards in ECE

  Ideally, well conceived standards or learning goals are in place to guide local schools and programs in choosing or developing comprehensive, appropriate curriculum. The curriculum framework is a starting place, then **teachers can use their expertise to make adaptations** as needed to optimize the fit with the children. Further, such curricular guidance gives teachers some direction in providing the materials, learning experiences, and teaching strategies that promote learning goals most effectively, allowing them to **focus on instructional decision making** without having to generate the entire curriculum themselves.

  -NAEYC (2009) position statement on developmentally appropriate practice (pp. 5-6)
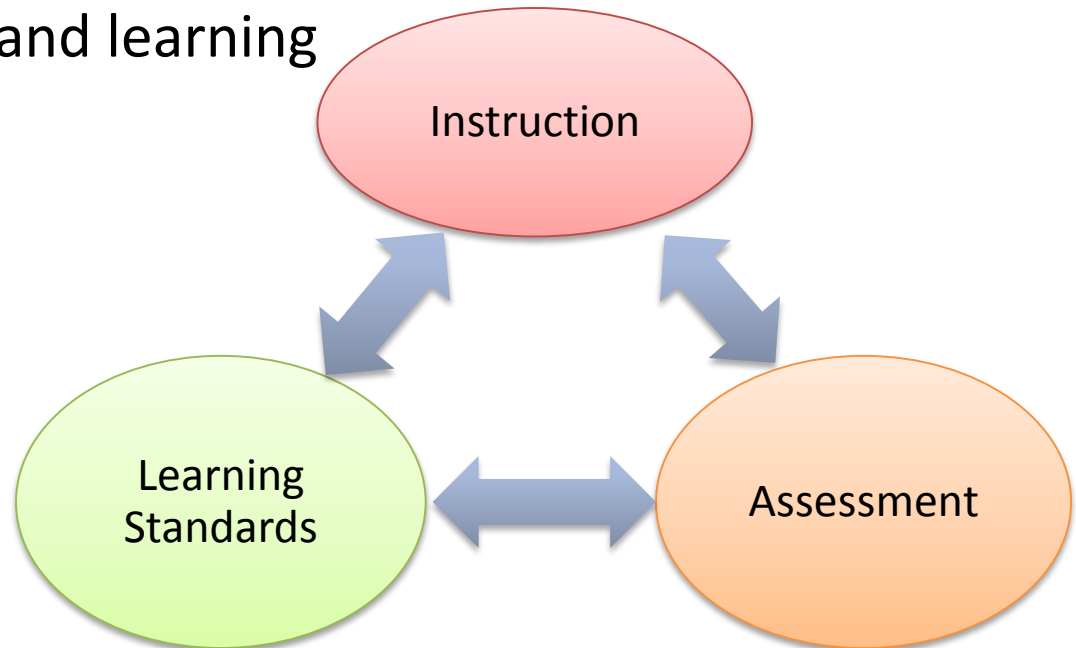
Fitting the Pieces Together

- The role of learning standards in ECE
  - Reflect all domains of child learning and development
  - Standards need validation (content and age-appropriateness)
  - Standards provide a "target" for children at different ages, not bars or barriers

Fitting the Pieces Together

- The role of learning standards in ECE
  - Instruction is informed by standards and assessment
  - Aligning these best supports children's learning and development
  - Not aligning, or any element being inappropriate limits child development and learning

Instruction

Learning Standards

Assessment

Fitting the Pieces Together

- The role of program standards in ECE
  - Capture best research and practice knowledge of high quality early learning environments
  - Intended to be comprehensive
    - Include structural (e.g., ratio, class size) and process measures of quality
    - Process measures generally consistent with DAP
  - Intended to have broad impact
    - Support child learning and development, staff development, family and community, program sustainability

Fitting the Pieces Together

- The role of program standards in ECE
 - Licensing, Head Start program standards, accreditation, and QRIS set different bars for quality

QRIS Ratings →

Highest quality

Quality Improvement

Licensing

(minimum standards, heavily focused on safety)

Head Start Standards
Accreditation

Fitting the Pieces Together

- In what ways might CC and DAP fit?

  1. Writers explicitly say the Common Core does not prescribe instruction, or even specific curricula

  2. Further, they explicitly say that play can be a means to meeting the standards

  3. There is room for children to meet standards alone or with guidance

  4. There is some flexibility in how children can meet standards

Fitting the Pieces Together

- In what ways do CC and DAP possibly not fit?
  - Inappropriate push-down of academic content, or, "The standards are not developmentally appropriate"
    - Question of content validation
  - Standards force a change in teaching practice, or "The standards are a threat to developmentally appropriate practice"
    - Question of implementation – preserving developmentally appropriate practice

Developmentally Appropriate Practice and the Common Core State Standards: Framing the Issues

naeyc

http://www.naeyc.org/files/naeyc/15_Developmentally%20Appropriate%20Practice%20and%20the%20Common%20Core%20State%20Standards.pdf
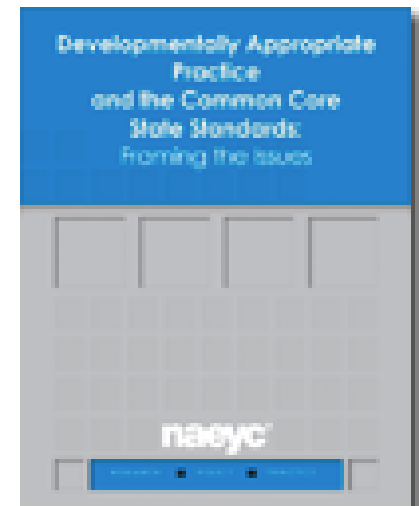
Fitting the Pieces Together

- In what ways may CC and DAP conflict?
  - *Potential* narrowing of instructional focus to math and English language arts
  - *Possible* reliance on specific instructional approaches (e.g., teacher-directed instruction) over others (e.g., play)
  - Changes in emphasis on, and approach to, assessment in early grades

Fitting the Pieces Together

- Conflicts between DAP and CC may arise:
  - Increasing focus on high stakes assessment in education
  - Teacher's limited knowledge of and use of DAP
  - Administrator's limited knowledge of and support for DAP

What can *I* do?

- Clearly identify the challenge(s) you face and are in position to address
  - Administrators – provide for training, mentoring, support for teachers
  - Teachers - find resources and support (books, trainings, peers, etc.) to improve and maintain DAP, especially in the context of competing expectations (real or apparent)
- Strengthen your knowledge about, practice of, and advocacy and support for, DAP
 - Differentiate DAP myth from reality

Resources - QRIS

- QRIS National Learning Network
  http://www.qrisnetwork.org/

- Build Initiative
  http://www.buildinitiative.org/TheIssues/EarlyLearning/QualityQRIS.aspx

- Alliance for Early Childhood Finance
  http://www.earlychildhoodfinance.org/qris

- Relevant state resources

Resources - DAP

- NAEYC DAP web
  http://www.naeyc.org/DAP

- DAP books
  http://www.naeyc.org/dap/recommended-professional-development-library

- DAP training at NAEYC national and state affiliate conferences

- Common Core resources from NAEYC
  http://www.naeyc.org/topics/common-core
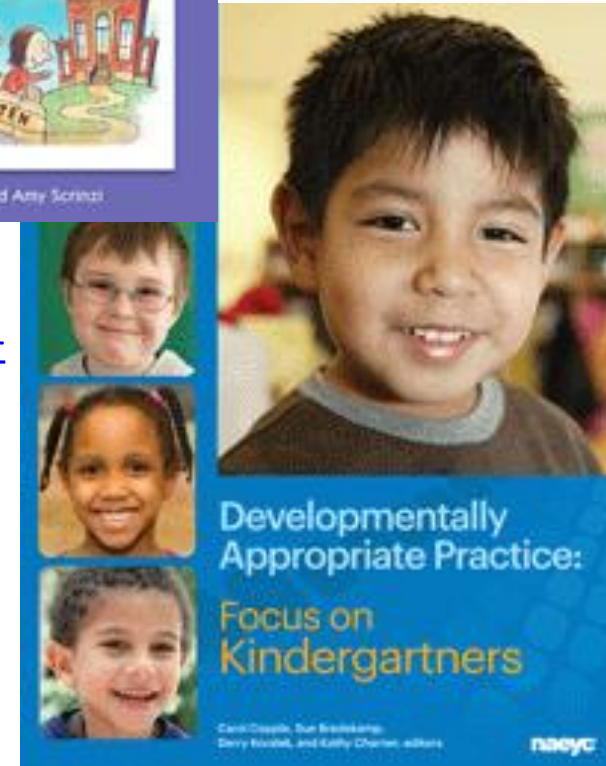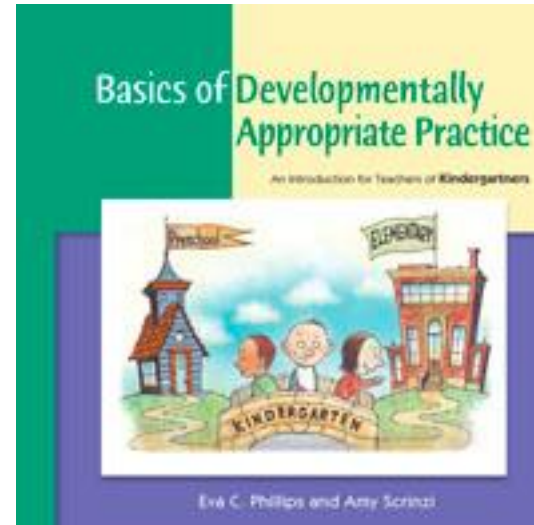
Resources – DAP and Common Core

- For teachers
  - Common Core trainings by and for early educators at national and state or local meetings
  - Community of Learners, peers, teaching teams
  - Lesson sharing sites (e.g., AFT's *Share my Lesson*-http://www.sharemylesson.com/home.aspx)
  - Webinars and other on-line (e.g., *Teaching Channel)*
  - NAEYC's *Teaching Young Children*
    http://www.naeyc.org/tyc/

Resources – Supporting ECE and DAP

- Especially for principals and other school leaders
  - Leading Pre-K-3 Learning Communities: Competencies For Effective Principal Practice

    http://www.naesp.org/llc

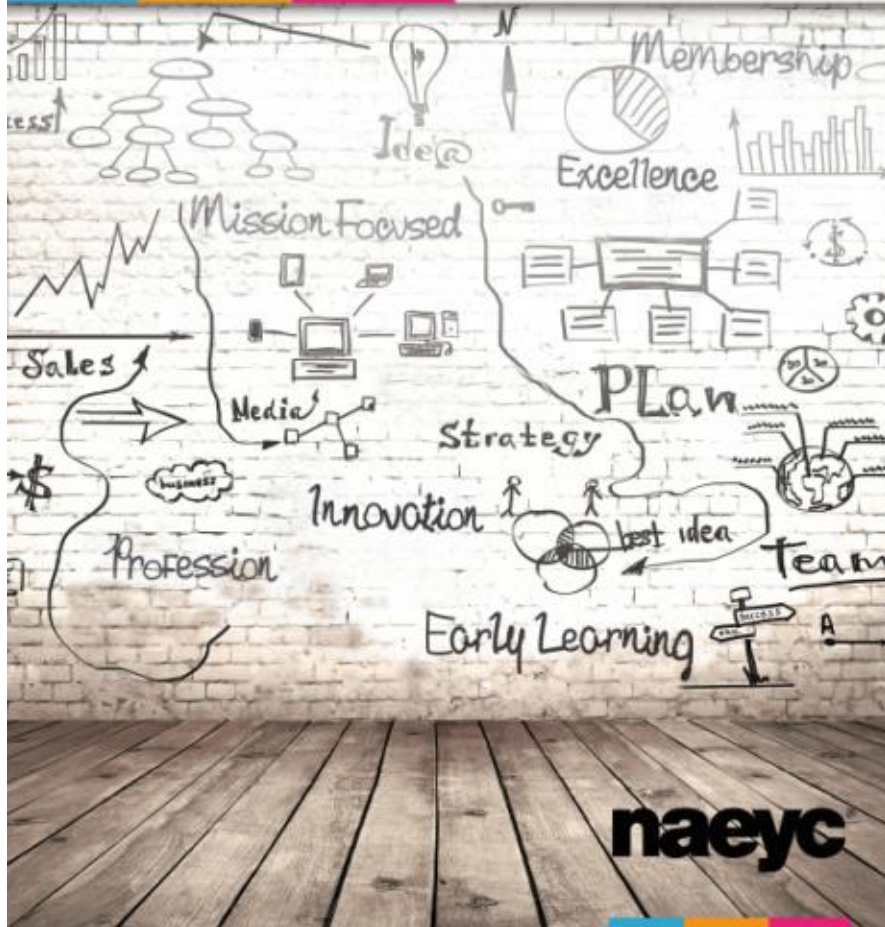 - Confronting the Quiet Crisis: How Chief State School Officers are Advancing Quality Early Childhood Opportunities

    http://www.ccsso.org/Resources/Publications/Confronting_the_Quiet_Crisis_How_Chief_State_School_Officers_are_Advancing_Quality_Early_Childhood_Opportunities.html
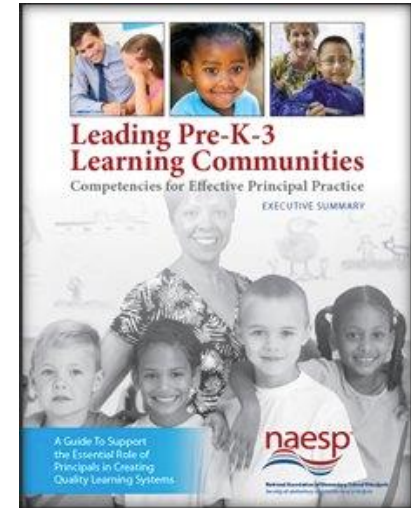
Thank You

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