

A young child with dark skin and hair is crawling on a green mat in a classroom. The child is wearing a red and white t-shirt with a cartoon character on it. They are holding a wooden toy with colorful rings. In the background, there is a large wooden toy tree with a green canopy and a white trunk with brown swirls. The room has wooden shelves and a blue wall.

the Ounce™

**Region 9 Head Start
First 1,000 Days Conference**

August 10, 2020

**Kelly Woodlock
Debra Pacchiano
Ariel Chaidez**



Who is Joining Us Today?

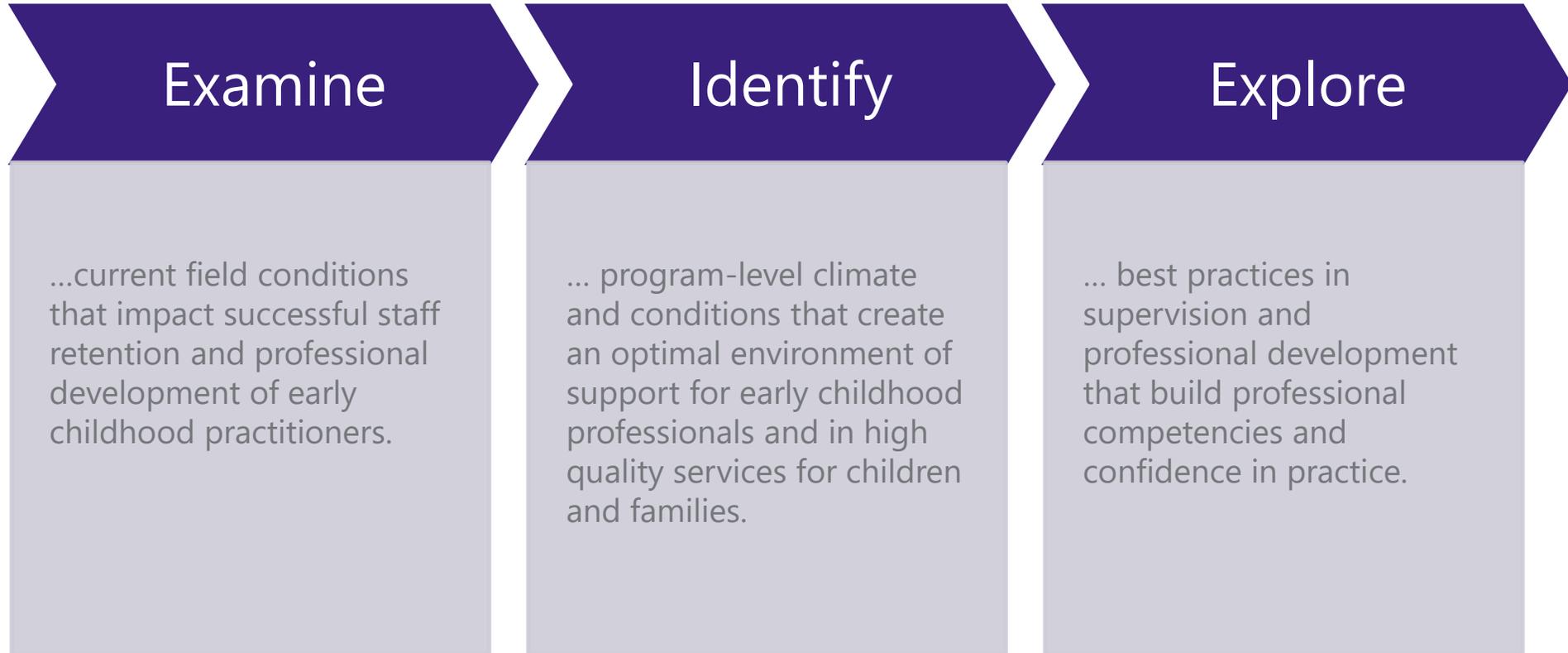
Type in the chat box:

- Name
- Job title
- Location



WELCOME !

Session Objectives





Introductions



Kelly Woodlock, M.S.
VP, National Home Visiting, The Ounce



Debra Pacchiano, Ph.D.
VP, Translational Research, The Ounce



Ariel Chaidez, L.C.S.W.
Sr. Program Manager, The Ounce



Why Are We in this Work?



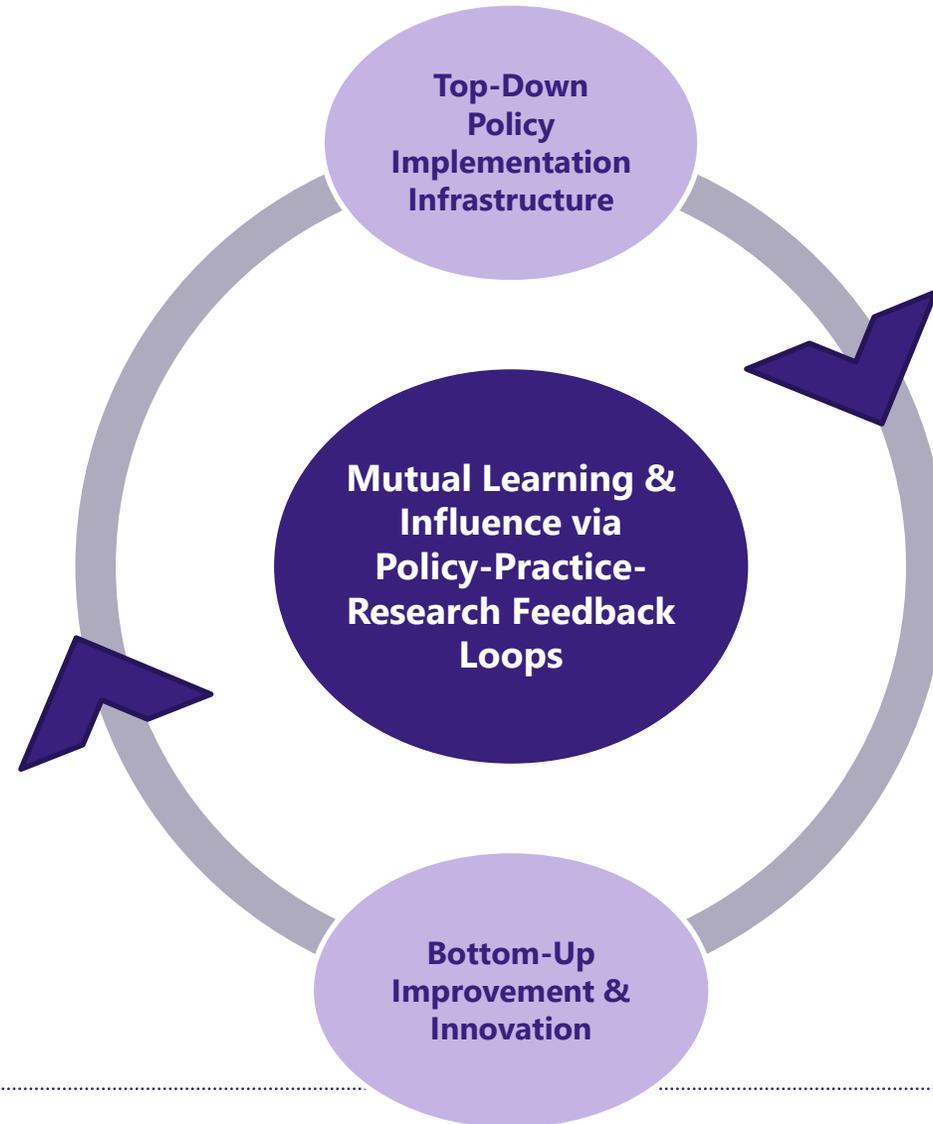
The **Ounce of Prevention Fund** is a nonprofit organization that aims to ensure all children in the United States have **quality early childhood experiences** in the crucial first five years of life.

To achieve our mission, we integrate **program & professional development, policy & advocacy, and research & evaluation** to support early childhood practitioners at all levels in all settings.



Transforming Early Childhood Systems for More Equitable Outcomes

Transforming Systems to ensure every child has a strong foundation that prepares them to grow, learn, and succeed.



Session Objective:

EXAMINE

...current field conditions that impact successful staff retention and professional development of early childhood practitioners.

Which field conditions contribute to practitioner decisions to leave versus to stay in their position?

What are promising strategies to promote workforce retention in early childhood?



Current Field Conditions

- silo-ed funding
- low/inequitable salaries
- scope of job expectations
- high rates of turnover
- increased number of families and children with trauma experiences
- more children with complex needs and suspected developmental delays





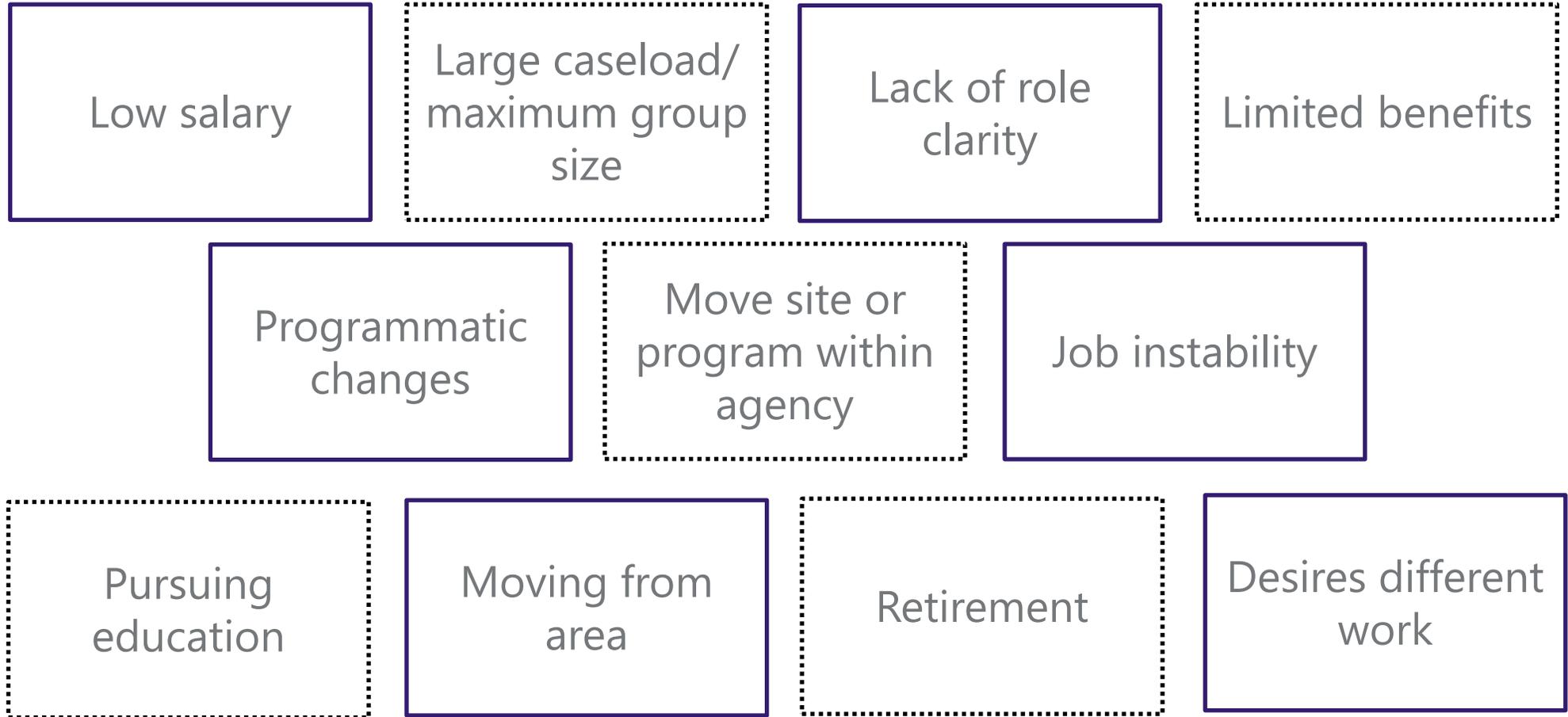
Current Opportunities

- creative collaborations in professional development
- advocacy and policy change
- link professional development to credentials (advancement)
- improve the quality of jobs, respect for required expertise





Understanding Reasons for Turnover





Understanding Reasons for Retention



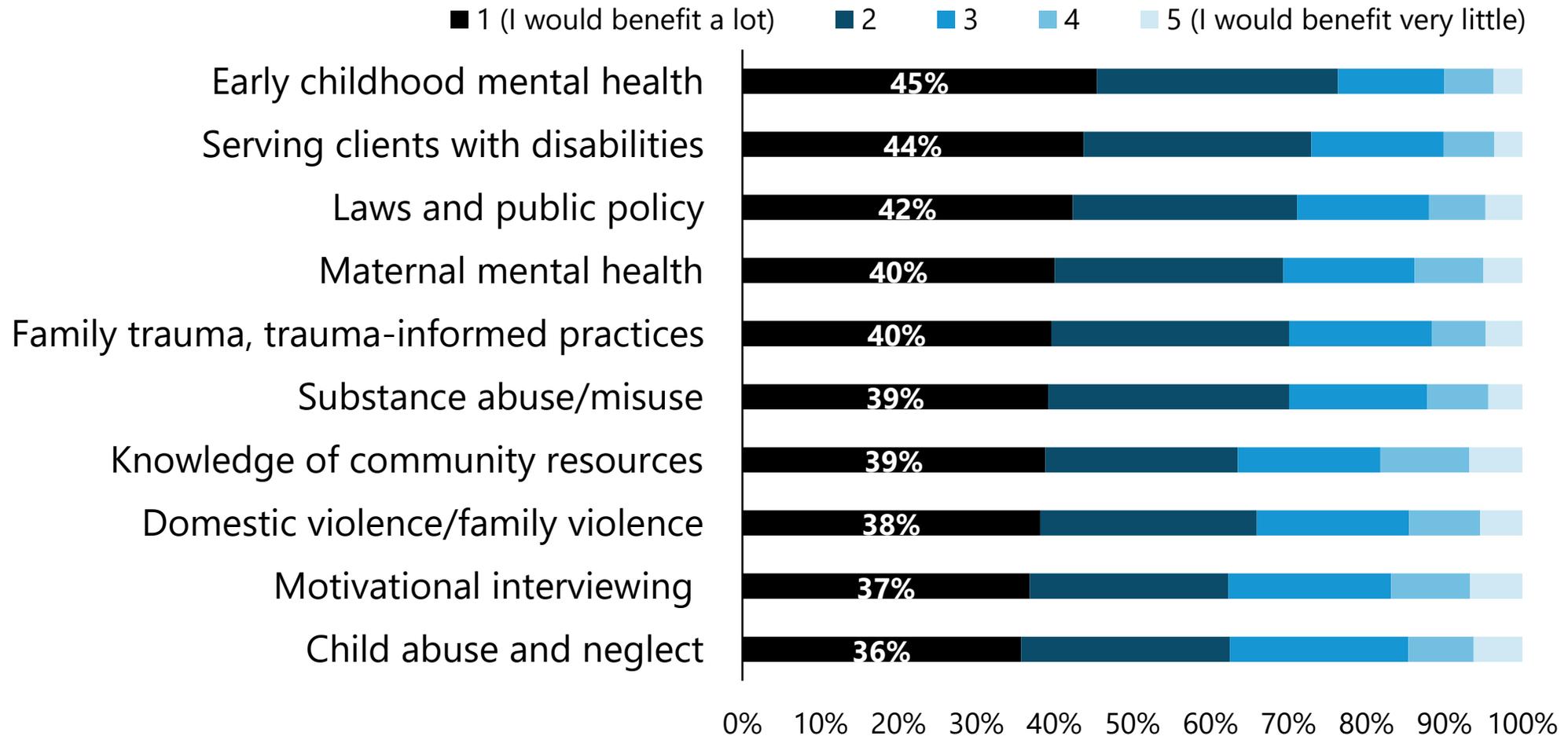


Job Expectations: Role Clarity





Top 10 Training Priorities: Home Visitors and Supervisors





Reflect & Share in Chat

What strategies are effective to close gaps in workforce preparedness, improve recognition of the professional nature of early childhood family services, and mitigate key factors that fuel turnover in the workforce?



Everyone can contribute to advancing professional recognition of the early childhood field and the diverse practitioners.



Levers for Workforce Retention

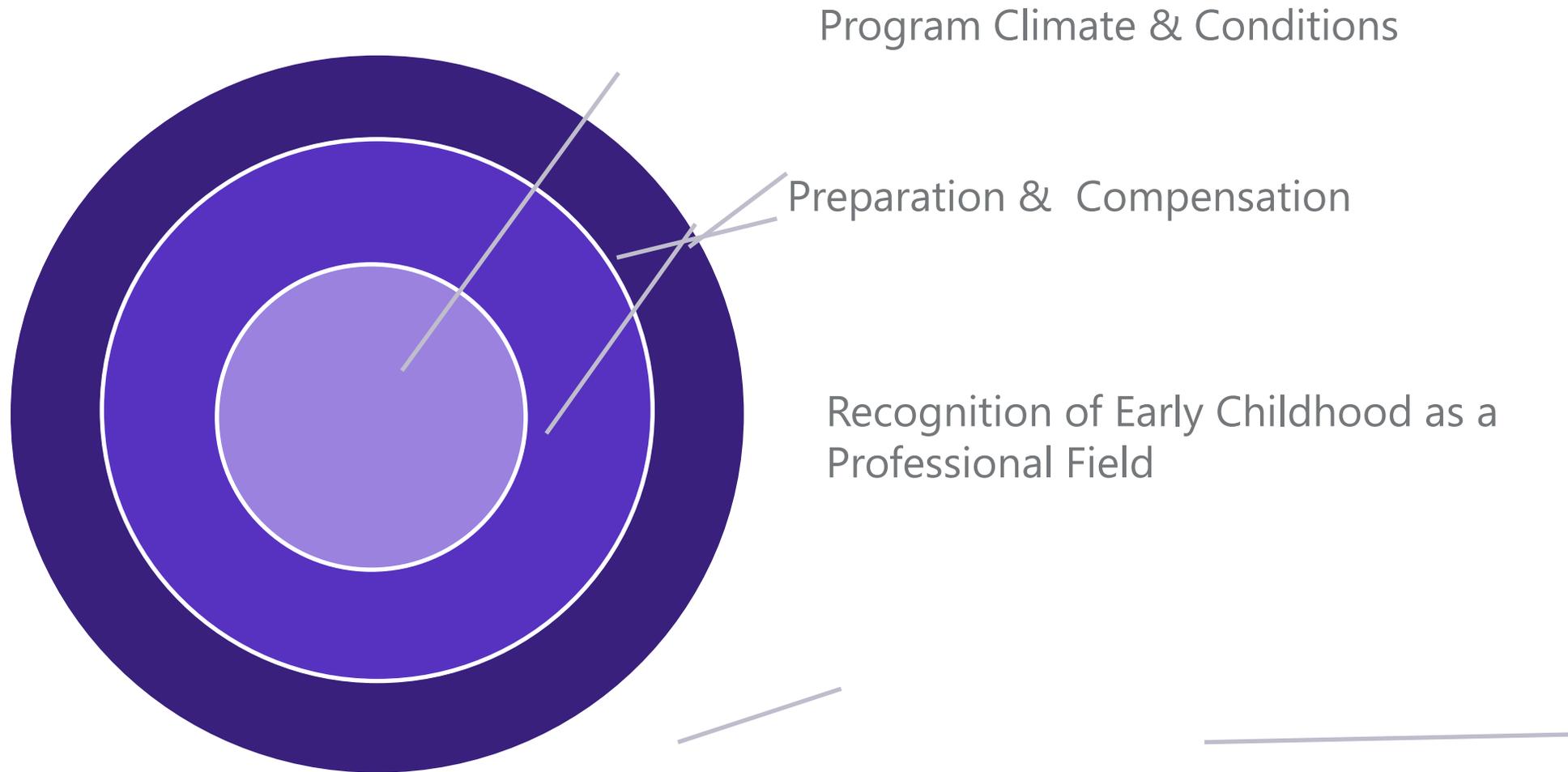
As part of transforming early childhood systems for more equitable access, use, and outcomes for all we must seek compensation and advancement opportunities that are commensurate with adjacent professional fields.

Professional development is a powerful lever in promoting workforce retention by elevating the professional identity, skills, confidence, and effectiveness of early childhood practitioners in their daily work with children and families.





Levers that Promote Workforce Retention





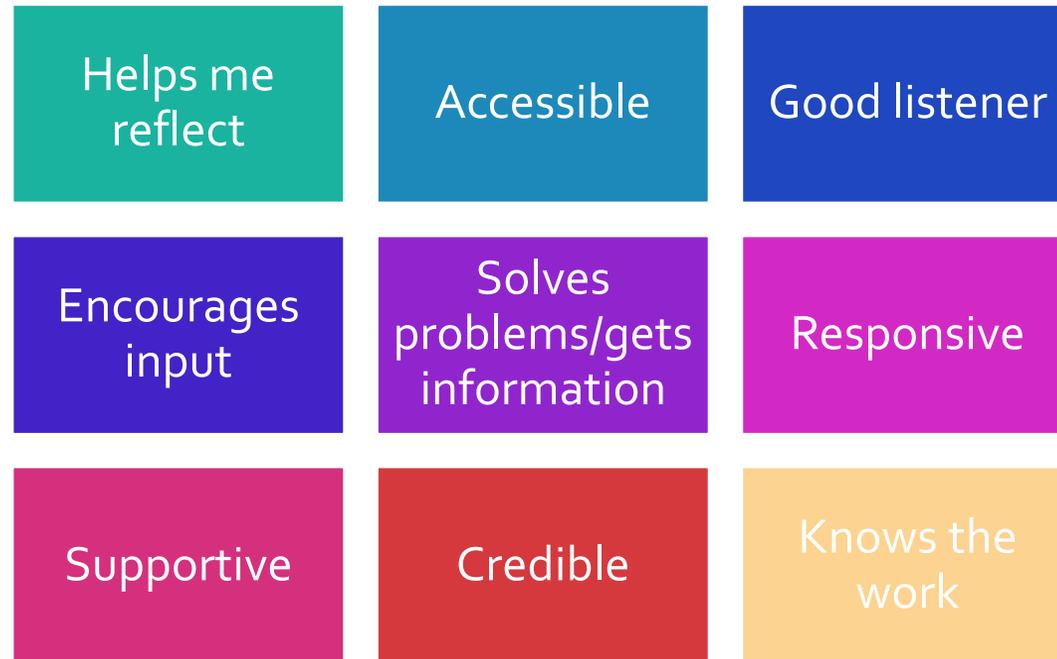
Putting Workforce Retention Levers into Action

- **Establish and use core competency frameworks to structure position postings, performance appraisals, and to create career ladders.**
- **Increase the uptake of credentials and certificates through collaborations and lower-cost, virtual options.**
 - **Consider collaborations for more effective scaling and uptake of evidence-based models and practices, including University-innovator collaborations for college level courses to train home visitors and classroom teachers entering the field.**
 - **Create and conduct training virtually and online to lower costs and increase accessibility for busy home visitors and early care and education teachers**
- **Increase use of program quality and fidelity assessment tools by program managers and supervisors to deepen practitioner competencies with model-specific practices.**



Putting Workforce Retention Levers into Action (Continued)

- Increase the frequency of reflective supervision that embodies these impactful traits



Session Objective:

IDENTIFY

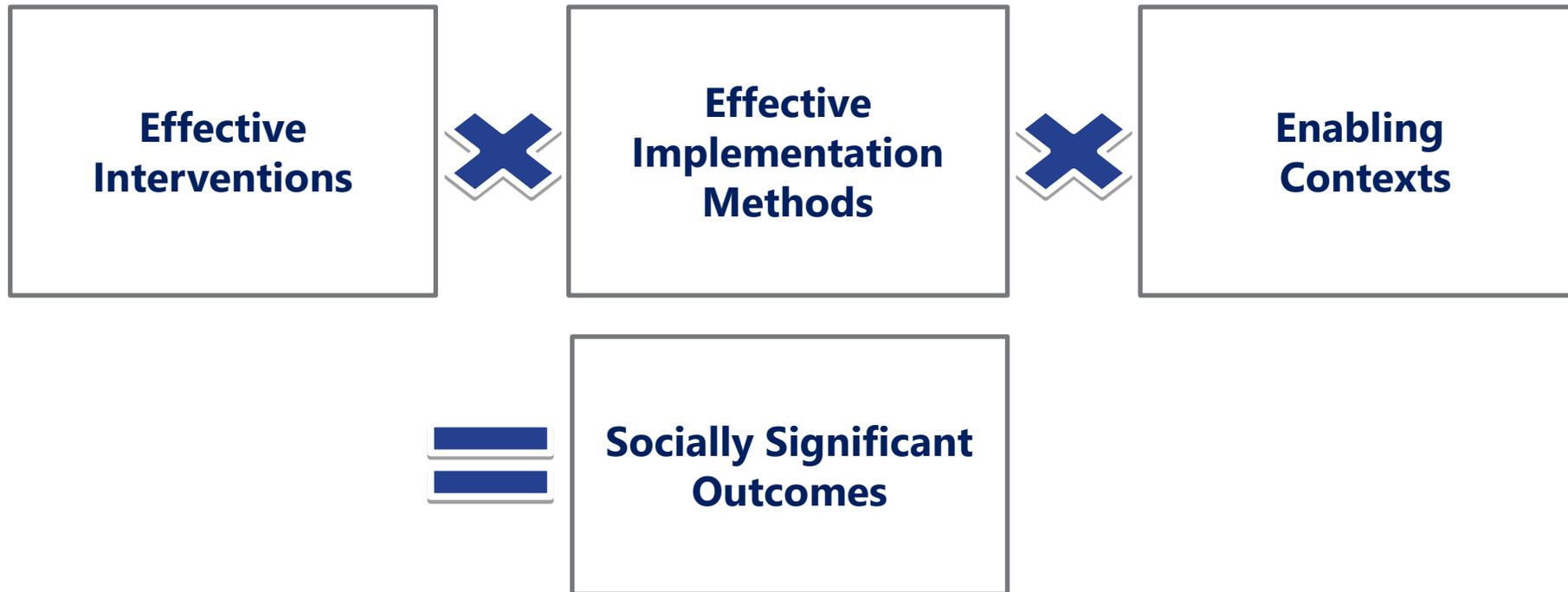
...program-level climate and conditions that create an optimal environment of support for early childhood professionals and in high quality services for children and families.

What are the program-level mindsets, structures, and practices that *matter the most* to supporting practitioner well-being, performance, and commitment?



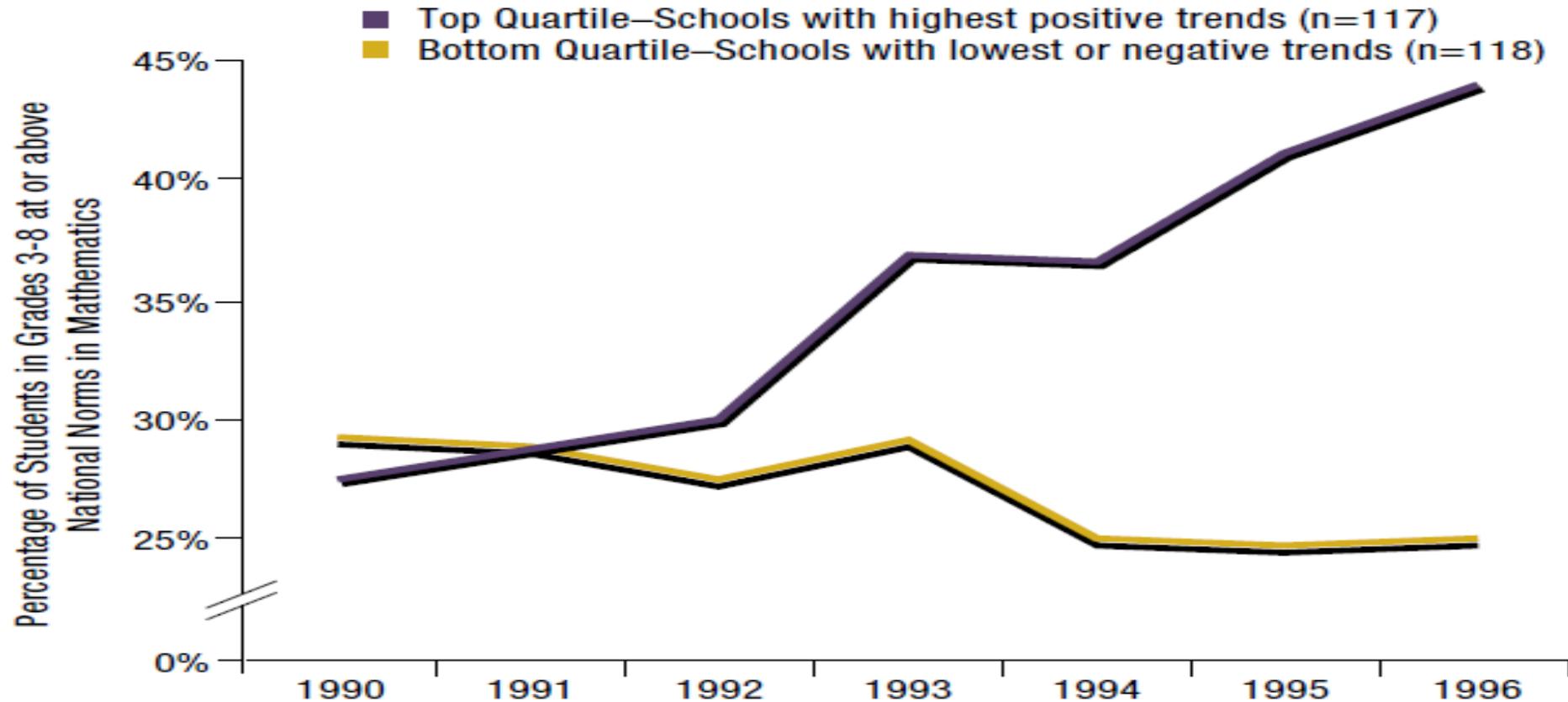
Implementation Science

What Will it Take to Achieve Socially Significant Outcomes from Early Childhood Models & Practices?



Elementary School Research: Enabling Context Matters Greatly

Mathematics Score Trends in Improving versus Stagnating Schools (Iowa Tests of Basic Skills)





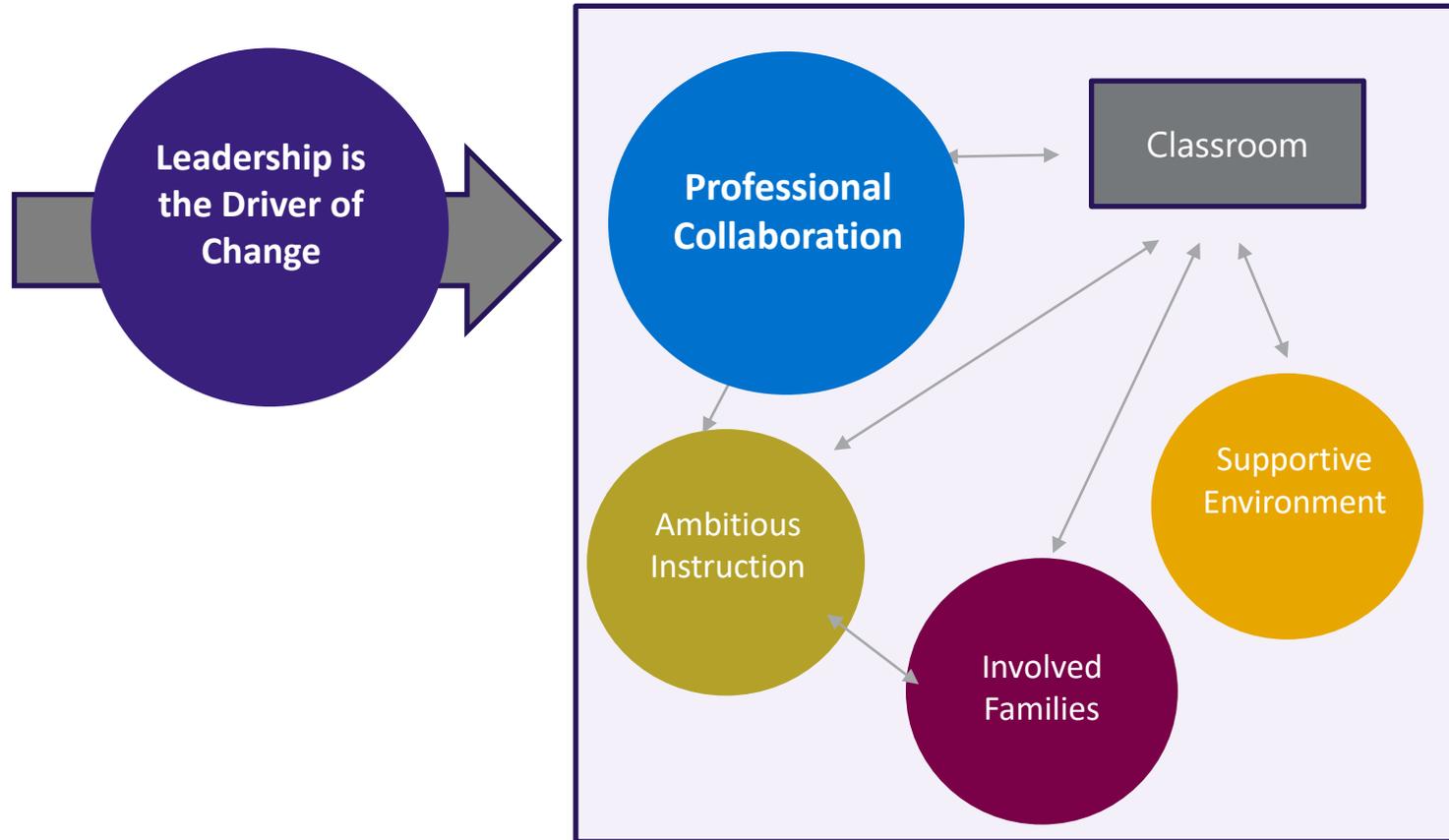
Reflect and Share in Chat

Why did some schools improve while similar schools stagnated?

What do you think was different about the “*enabling context*” (or the climate and conditions) in the elementary schools that successfully improved overtime, from those that stagnated?



The 5Essentials Supports Framework for Improvement



Strong Relational Trust & Professional Community

Key Research Findings

Improvement flows from the combined strength of these essentials

10x

vs.

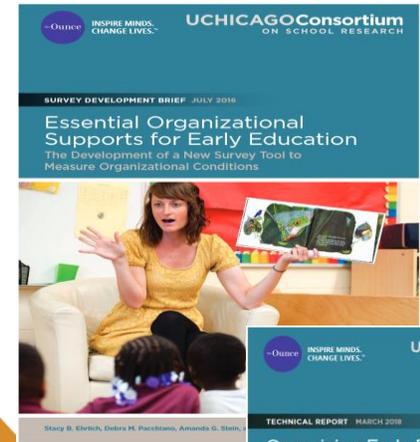
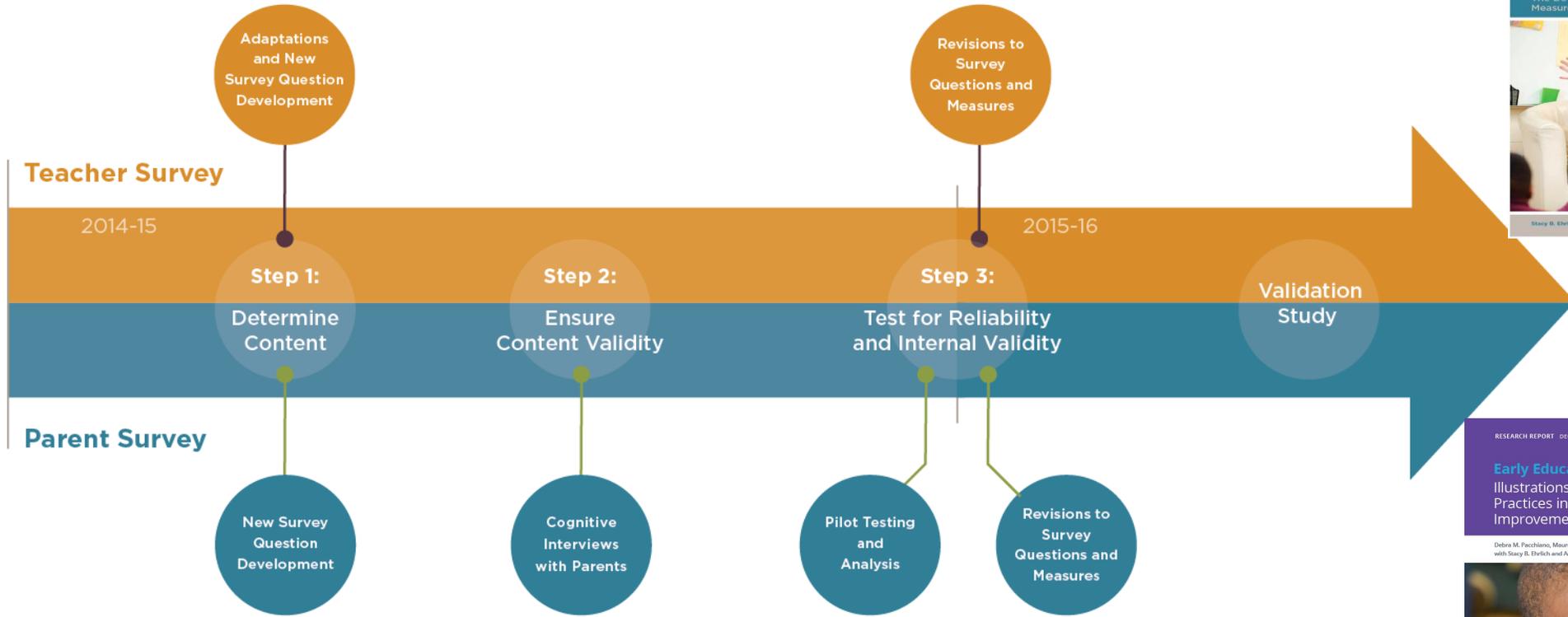
< 10%

Schools were more likely to improve student outcomes when strong on three or more Essentials, than schools weak on three or more

Chance of improving student outcomes over time when a sustained weakness existed in even one Essential



Early Childhood Research: Enabling Context *also* Matters Greatly



The Early Education Essentials Framework

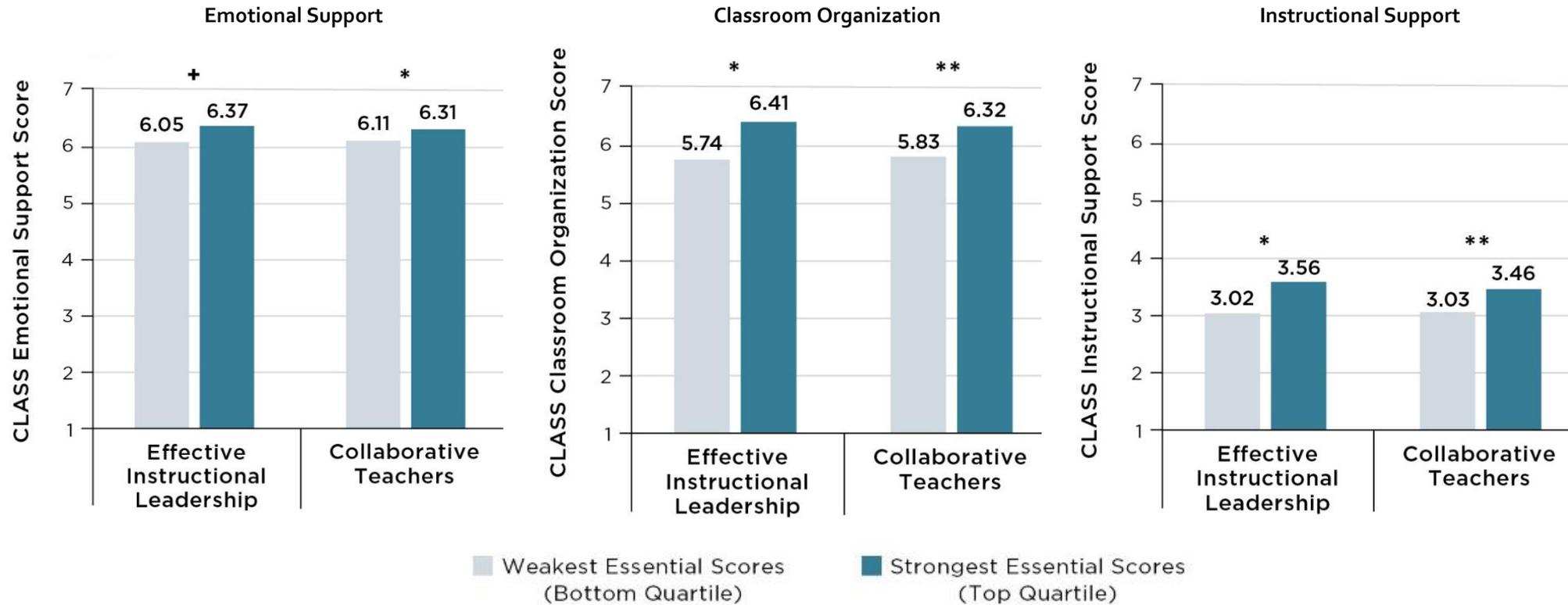


“Simply put, programs strongly organized to these essentials created contexts far more supportive of teaching, learning, and family engagement than the contexts created by weakly organized programs.”

“Programs with strong enabling contexts empowered leaders, teachers, staff, and families to aspire to and realize higher-quality practices and better outcomes for young children.”



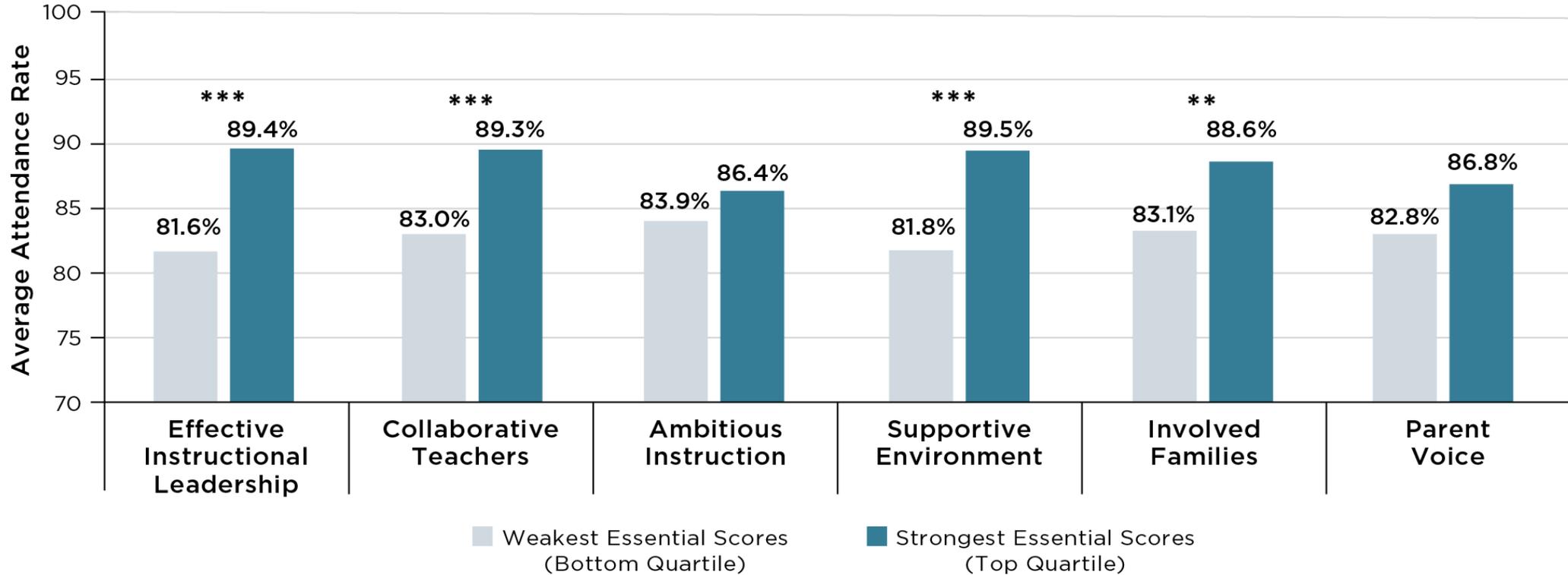
Enabling Context in Early Childhood Related to Teacher-Child Interactions



Note: Each pair of bars compares average CLASS scores with essential scores in the bottom vs. top quartiles. Each site's CLASS score was obtained by fitting unconditional 2-level HLM with classroom scores nested within sites; these model-fitted scores were then used to produce the top/bottom quartile average score. * indicates that the relationship between the essential score and the outcome is statistically significant at the $p < 0.05$ level; ** indicates significance at the $p < 0.01$ level; *** indicates significance at the $p < 0.001$ level.



Enabling Context in Early Childhood Associated with Children's Attendance



Note: Each pair of bars compares average attendance rates between sites with essential scores in the bottom vs. top quartiles. Each site's average attendance rate was obtained by fitting unconditional 2-level HLM with students nested within sites; these model-fitted scores were then used to produce the top/bottom quartile average score. * indicates that the relationship between the essential score and the outcome is statistically significant at the $p < 0.05$ level; ** indicates significance at the $p < 0.01$ level; *** indicates significance at the $p < 0.001$ level.



Strong Enabling Context of Programs Achieving Higher-Quality Outcomes

Staff held common understandings of their goals for high-quality teaching, learning, and engagement of families based on leaders purpose-driven vision.

Leaders built emotionally-supportive relationships with staff and organizational routines that promoted professional collaboration.

Leaders, teachers, and staff viewed social-emotional development as the foundation for all learning, and emphasized inquiry-based teaching strategies.

Leaders, teachers, and staff believed partnerships with families were critical to their effectiveness.

Interactions and conversations among staff and between staff and families was frequent, warm, and encouraging.



Weak Enabling Context of Programs Achieving Lower-Quality Outcomes

Staff articulated that their main priority was remaining in compliance with the myriad of program standards as emphasized by their leaders.

Absence of leadership practices and organizational structures that established a pedagogical vision for teaching, learning, and family engagement.

Teachers, leaders, and staff emphasized rote learning as the primary strategy for achieving program-established kindergarten readiness goals.

Leaders, teachers, and staff did not believe partnerships with families were critical to their effectiveness.

Leaders, teachers, and staff kept to individual offices and classrooms, interacting minimally with one another and families

Strong Enabling Context *Promotes* Staff Well-being, Performance, and Commitment

Teacher Voice:

“I feel like it’s empowering [here]... it’s not just from the top down. We believe in this stuff and I have something to share and it’s valued by your administrator. Then, your co-teachers and your colleagues also buy-in too, and you have that energy and you have that love. **Its about an administrator that pushes you in that way and supports you and guides you and nudges you a bit further.** It’s what we’re expected to do with our young students even now when they are only 3. So, she leads by example for sure.”

RESEARCH REPORT DECEMBER 2018

Early Education Essentials

Illustrations of Strong Organizational Practices in Programs Poised for Improvement

Debra M. Pacchiano, Maureen R. Wagner, and Holly Lewandowski
with Stacy B. Ehrlich and Amanda G. Stein



 EARLY EDUCATION ESSENTIALS™

UCHICAGO Consortium
on School Research

Session Objective:

IDENTIFY

...program-level climate and conditions that create an optimal environment of support for early childhood professionals and in high quality services for children and families.

What are the supervisory conditions and traits that support practitioner success?



Supervisory Conditions that Support Success in the Practitioner

Areas of Focus

- Complexities and Challenges in the Role of Supervisor
- Head Start Relationship Based Competencies and Supervision
- Evolution of the Supervisor/Supervisee Relationship
- Close up: Virtual Reflective Supervision and Support
- Support for Professional Development





Chat Activity: The job responsibilities of a supervisor

The role of supervisor can be a valuable and satisfying position to hold but it can also be complex and challenging.

ACTIVITY: In the chat box, let us brainstorm together a diverse list of supervisory responsibilities.





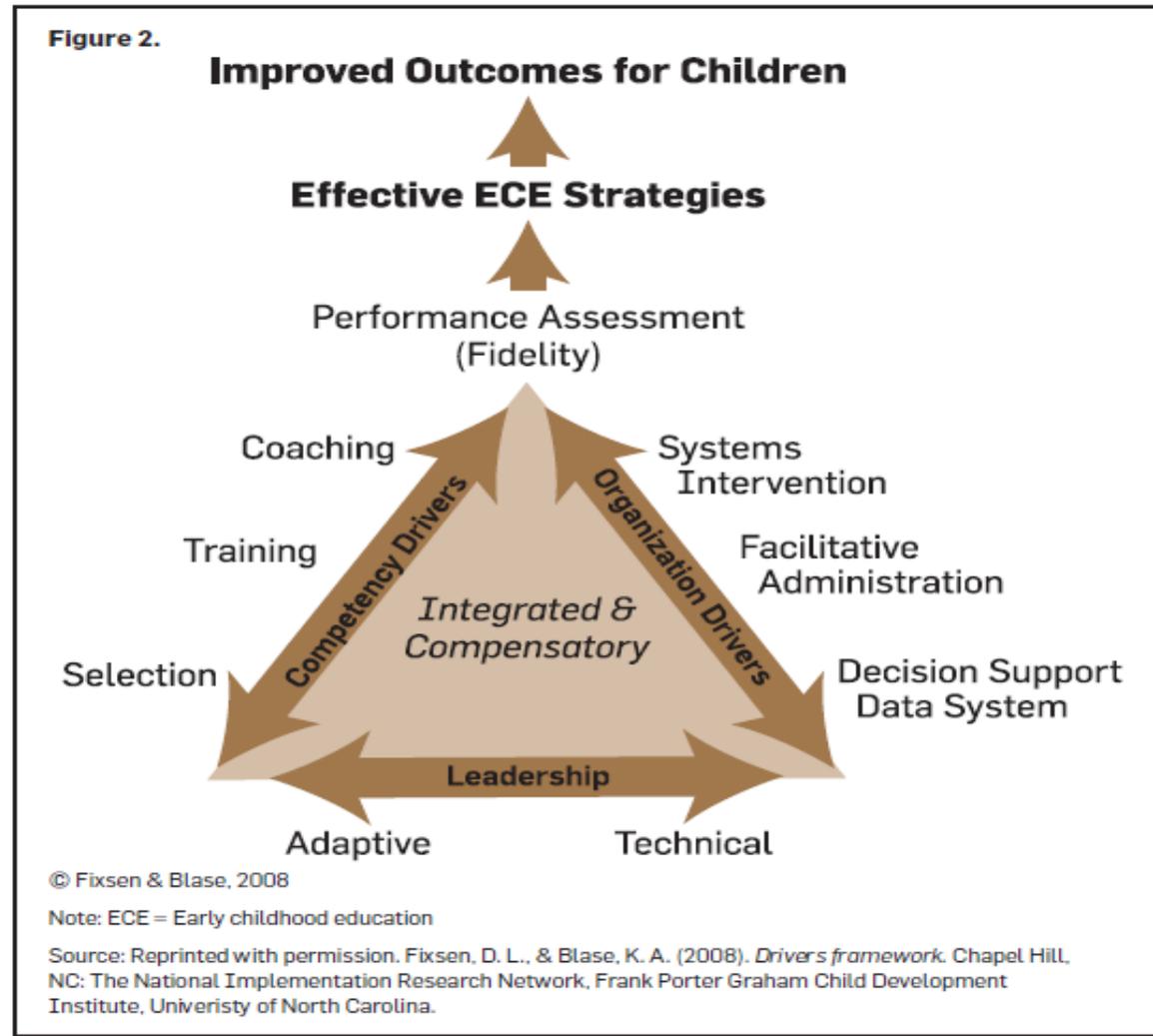
Supervisory Roles

The supervisor position can be broken down into the following roles:

- Advocate
- Listener
- Facilitator
- Trainer
- Leader



Implementation Drivers of Improved Outcomes for Children





Head Start Relationship Based Competencies

Head Start Relationship Based Competencies support:

- Teacher and Child Care Providers
- Supervisors of Teachers and Child Care Providers
- Family Service Professional
- Supervisor of Family Service Professional
- Home Visitor
- Supervisor of Home Visitor





Head Start Relationship Based Competencies

COMPETENCY	PROFESSIONAL PRACTICE
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family
3. Family Well-Being and Families as Learners	Supports families' reflections on and planning for their safety, health, education, well-being, and life goals
4. Parent-Child Relationships and Families as Lifelong Educators	Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children
5. Family Connections to Peers and Community	Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges

COMPETENCY	PROFESSIONAL PRACTICE
6. Family Access to Community Resources	Supports families' use of community resources to make progress toward positive child and family outcomes
7. Leadership and Advocacy	Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community
8. Coordinated, Integrated, and Comprehensive Services	Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system
9. Data-Driven Services and Continuous Improvement	Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities
10. Professional Growth	Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement



Evolution of the Reflective Supervision Helping Relationship

Stage	Practitioner	Supervisor	Goal
Orientation/Discovery	<ul style="list-style-type: none"> ➤ Is unsure of role in reflective supervision ➤ Might be reserved ➤ May question the ability of the supervisor ➤ May question the value of reflective supervision ➤ Might protect self and not disclose ➤ Might need clarification 	<ul style="list-style-type: none"> ➤ Uses active listening ➤ Is calm ➤ Allows practitioner to be unsure ➤ Validate practitioner's emotions ➤ Clearly states expectations ➤ Is authentic ➤ Allows extra time for responses ➤ Allows for discomfort 	<p>Build Trust</p> <p>Clarify Response</p>
Acceptance/Honeymoon	<ul style="list-style-type: none"> ➤ Shows a desire to be present and discuss information ➤ Opens up in the relationship ➤ Share situations from their practice ➤ Shows understanding of their role and value of reflective supervision 	<ul style="list-style-type: none"> ➤ Maintains consistency and reliability ➤ Affirms the practitioner specifically (Points of strengths) ➤ Recognizes the practitioner's desires and goals. ➤ Respects space and perspective 	<p>Maintain Trust</p> <p>Validate Individual</p> <p>Build Mutual Respect</p>
Agreement/Working it out	<ul style="list-style-type: none"> ➤ Shows collaboration in the work together ➤ Seeks support from supervisor ➤ Share more detail about the work and personal reactions ➤ Names emotions that rise from the work ➤ Sets professional goals 	<ul style="list-style-type: none"> ➤ Is fully present for the practitioner ➤ Works collaboratively ➤ Responds to needs/requests of the practitioner ➤ Explores practitioner's perspective ➤ Facilitate professional growth of the practitioner 	<p>Feeling of safety</p> <p>Authenticity</p> <p>Commitment</p> <p>Can manage conflict</p>
Reflection/Discovery	<ul style="list-style-type: none"> ➤ Explores emotions behind the work ➤ Seeks to expand perspective ➤ Shares without reservation or fear of judgement ➤ Sets professional goals 	<ul style="list-style-type: none"> ➤ Challenges the practitioner to expand perspective ➤ Focuses on the competencies of the practitioner ➤ Wonders together 	<p>Compete trust (can be vulnerable)</p> <p>Highest work performance</p>



Virtual Reflective Supervision

Virtual Supervision Tips

Stay in touch. Create a sense of community and empowerment.

Stay connected. Distance doesn't equal disconnected.

Stay aware. Don't just look, watch. Don't just hear, listen.

Stay informed. Knowledge is power.

Stay real. Authentic leadership creates a positive environment, motivated staff, innovative practices and greater risk-taking.



Stay in Touch. Create a sense of community and empowerment.

- Check-in with staff
- Reflective Supervision
- Staff Meetings
- Informal Meetups
- Make your staff a priority



Stay connected. Distance doesn't equal disconnected.

- Virtual connection agreements
- When possible, use video
- Make the experience interactive
- Be ok with silence
- Make it fun



Stay aware. Don't just look, watch. Don't just hear, listen.

- Read cues and respond
- Truly listen
- Express empathy
- Be curious
- Maintain self-awareness



Stay informed. Knowledge is power.

- Be up-to-date with most recent covid information.
- Stay in tune with guidance from Head Start and other Early Childhood entities.
- Listen to feedback from families and staff.
- Communicate regularly



Virtual Reflective Supervision

Stay real. Authentic leadership creates a positive environment, motivated staff, innovative practices

- Lead from the front in confidence and honesty.
- Be open and transparent.
- Check in on yourself
- Take care of yourself



Professional Development

Support Practitioner Professional Development and Learning through:

- Quality Hiring and Onboarding Practices
- Consistent Reflective Supervision
- Collaborative Team Meetings
- Supporting Professional Development Plans
- Community of Practice and Peer Learning Groups
- Trainings, conferences and workshops
- Achieve on Demand National Home Visiting Self Paced Courses and Live Facilitated Webinars





Crosswalk: HS Family Engagement to Achieve on Demand (AOD)

Alignment of Achieve OnDemand Course Objectives to Relationship-Based Competencies to Support Family Engagement (Head Start)

	Self-Paced Course					Webinar				
	Positive, Goal-Oriented Relationships	Self-Aware and Culturally Responsive Relationships	Family Well-Being and Families as Learners	Parent-Child Relationships and Families as Lifelong Educators	Family Connections to Peers and Community	Family Access to Community Resources	Leadership and Advocacy	Coordinated, Integrated, and Comprehensive Services	Data-Driven Services and Continuous Improvement	Professional Growth
Ages and Stages Questionnaire-3 (ASQ-3™) Overview and Best Practices	✓	✓	✓	✓		✓		✓	✓	
Basics of Home Visiting	✓	✓	✓	✓		✓		✓	✓	✓
Being Present with Families	✓	✓	✓	✓						✓
Home Visiting Boundaries	✓	✓	✓	✓						✓
Home Visiting Safety	✓	✓	✓	✓				✓		✓
Promoting Effective Parenting with Motivational Interviewing	✓	✓	✓	✓	✓	✓			✓	



So What and Now What: Reflect and Share in Chat

1. What do you see as the critical roles and functions of early childhood program- and site- leaders in promoting workforce retention and performance in Early Head Start and other infant-toddler settings?
2. What are the implications for your work?
3. Where are the gaps in our understanding?
4. Who else needs to be engaged in this conversation?





Resources

- **Achieve OnDemand** <https://www.theounce.org/achieveondemand>
- **Early Education Essentials Supports Teacher and Parent Surveys** <https://www.theounce.org/early-education-essentials/>
- **Ehrlich, Pacchiano, Stein, Wagner, Luppescu, Park, Frank, Lewandowski, & Young** (2018). *Organizing early education for improvement: Testing a new survey tool*. Chicago, IL: University of Chicago Consortium on School Research and the Ounce of Prevention Fund.
- **Head Start/ECLCK**. (2019) National Center on Parent, Family, and Community Engagement NCPFCE. <https://eclkc.ohs.acf.hhs.gov/about-us/article/national-center-parent-family-community-engagement-ncpfce>
- **Metz, A and Bartley, L.** (2012). *Active Implementation Frameworks for Program Success: How to Use Implementation Science to Improve Outcomes for Children, Zero to Three*, March, pp 11-18.
- **Lead Learn Excel** Professional Development for Early Childhood Leaders, <https://www.theounce.org/lead-learn-excel/>
- **Pacchiano, Wagner, Lewandowski, Ehrlich, & Stein (2018)**. *Early Education Essentials: Illustrations of Strong Organizational Practices in Programs Poised for Improvement*. Chicago, IL: The Ounce of Prevention Fund and the University of Chicago Consortium
- **Parents as Teachers National Center Inc.** (2020) *Model Implementation Training Guide: Evolution of the Reflective Supervision Helping Relationship*, pages 78-79. <https://parentsasteachers.org/>
- **Parents as Teachers National Center Inc.**(2020) *Professional Resource: Apart Together: Virtual Supervision Tips*. <https://parentsasteachers.org/>

Thank you for spending part of your day with us!

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