

Early Childhood Support Organizations—Accelerating Excellence in Center-Based Early Childhood Programs

This program offers professional development and learning, one-on-one coaching, and peer network support to center-based program leaders that will improve program quality and child outcomes. It is based on research showing educators are the key drivers of improvements in educational settings, and additional research showing that leaders who can embed the following practices across their programs are the most successful:

- solving problems of practice in collaborative peer settings
- using data to identify strengths and weaknesses, and experiment with solutions to problems of practice
- supporting effective team lesson planning

PROFESSIONAL DEVELOPMENT IS A PROCESS, NOT A ONE-TIME EVENT

Participants in our program receive intensive individual and group support. Through monthly coaching calls with a skilled coach participants can talk through and problem-solve any challenges arising from their work as they progress through our program.

Participants will also join a professional learning community with other leaders that meets monthly. During facilitated meetings, participants can share their expertise and problems of practice. The professional development and learning that takes place within the professional learning community happens in real time as members share the results of their experiments that solve the problems of practice.

All training and coaching will be delivered virtually via Zoom. Program participants will record their sessions working with teachers and upload it to Torsh, a video learning platform for educators. Our coach will review and assess the ways in which program leaders are implementing what they learn in training, and provide feedback.



SEQUENTIAL TRAINING THAT BUILDS ON NEW LEARNING

Foundations of Effective Instructional Leadership (12 hours)

By the end of this training, you will:

- have a deep understanding of the research around early education program quality improvement and be able to connect that research with current improvement efforts in your program
- be able to link your roles and responsibilities as an effective instructional leader with the characteristics of job-embedded professional learning and the strategies needed to implement them throughout your program
- use data to identify strengths and weaknesses, and experiment with solutions to problems of practice
- support effective team lesson planning

Data Dialogues (10 hours)

By the end of this training, you will be able to:

- use data to identify your program's strengths and weaknesses, identify root causes, and implement experiments to solve problems of practice
- compare how the emotional, organizational, and instructional supports that teachers provide to children parallel the same supports instructional leaders provide to teachers
- understand the mindsets, structures, and practices that are important to quality teaching and learning
- apply facilitation strategies and skills to support routines of job-embedded professional learning

Team Lesson Planning (9 hours)

By the end of this training, you will be able to:

- define the essential elements needed for effective, intentional lesson planning and educator–child interactions
- assess the knowledge and proficiency of your educators when developing lesson planning for children
- revisit best teaching practices as the way to address educational inequities

Collaborative Groups (9 hours)

By the end of this training, you will be able to:

- connect peer learning communities to a system of ongoing educator professional development and job-embedded learning
- compare and contrast a variety of peer learning community formats and protocols
- describe and apply skills, strategies, and supports in the facilitation of effective peer learning communities
- apply tools and strategies and use reflection to plan peer learning communities as a routine to support continuous quality improvement in your program

Survey staff and families, assess results, and implement/iterate new strategies (approximately 10-15 hours)

Several months into our program, two surveys will be administered to assess improvement efforts and develop additional strategies for embedding a culture of continuous quality improvement across your organization. One survey will be for teachers/staffs and one will be for families.

Implement work sessions with staff (approximately 12-15 hours)

In year two you will learn how to work with your teams so they can do the following:

- identify areas for improvement across the entire organization
- make incremental changes using evidence-based tools and processes
- create collaborative cultures of continuous learning



This effort is a key strategy of the Massachusetts Department of Early Education and Care's continuum of supports for program leaders to ensure high-quality services delivered to young children across the Commonwealth. The ECSO initiative is supported through a public-private partnership with New Profit, a national venture philanthropy organization that backs social entrepreneurs who are advancing equity and opportunity in America.

