



NC Early Learning Network

<http://nceln.fpg.unc.edu>

Implementing and Evaluating the NC Preschool Pyramid Project to Support Social and Emotional Development

***2018 Improving Data, Improving Outcomes Conference
Arlington, VA
August 2018***



NC EARLY LEARNING NETWORK IS A JOINT PROJECT OF THE NC DEPARTMENT OF PUBLIC INSTRUCTION, OFFICE OF EARLY LEARNING
AND UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

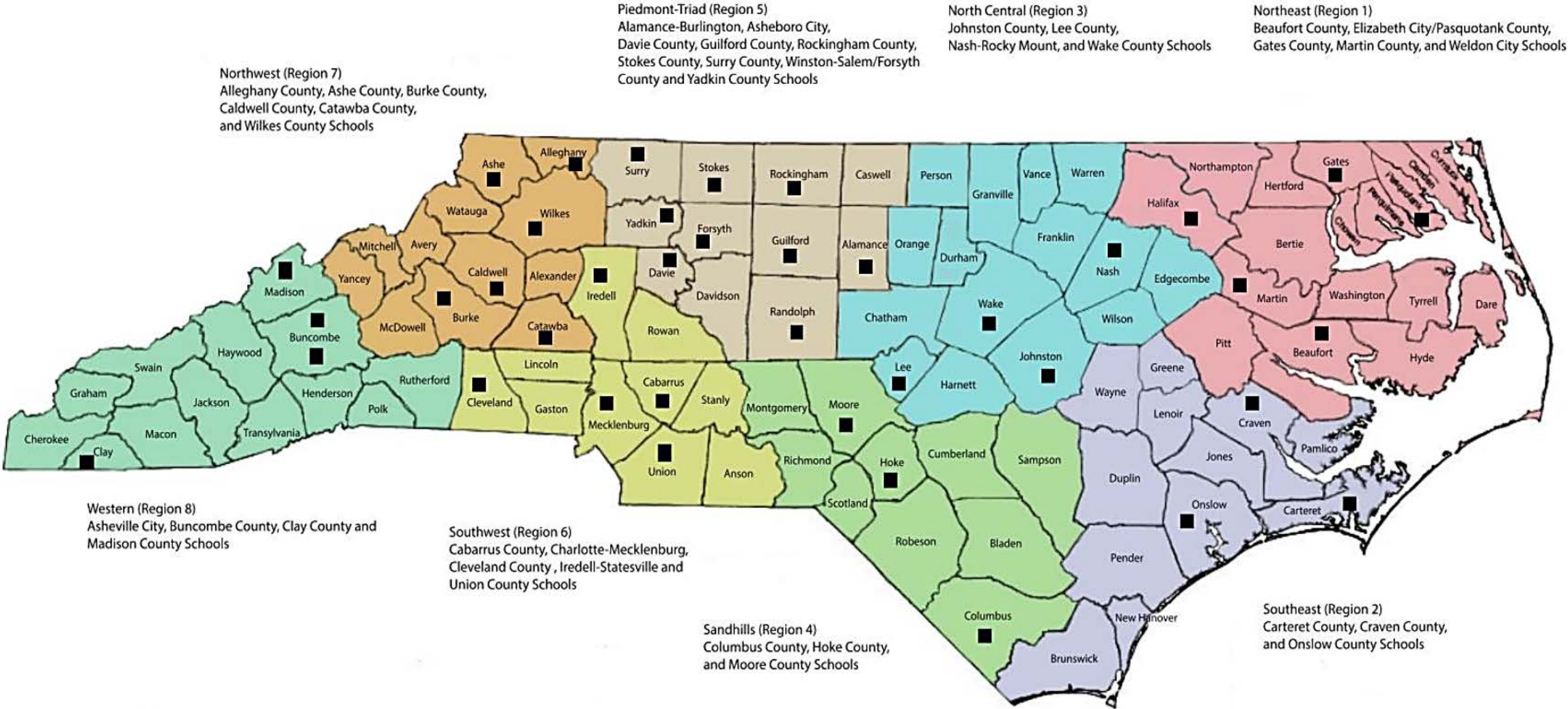


Objectives



- Learn how NC Early Learning Network Project at UNC FPG uses an implementation science framework to provide a professional development support structure for LEAs in NC implementing the NC Preschool Pyramid Model Initiative
- Receive information on how the Evaluation Plan for the project provides useful data to inform implementation and SSIP data reporting
- Receive information on available resources to states to help with implementing the pyramid model

SEFEL Implementation Sites as of January 2018





“Are you currently providing professional development opportunities to help implement and improve strategies and practices to support social and emotional learning?”

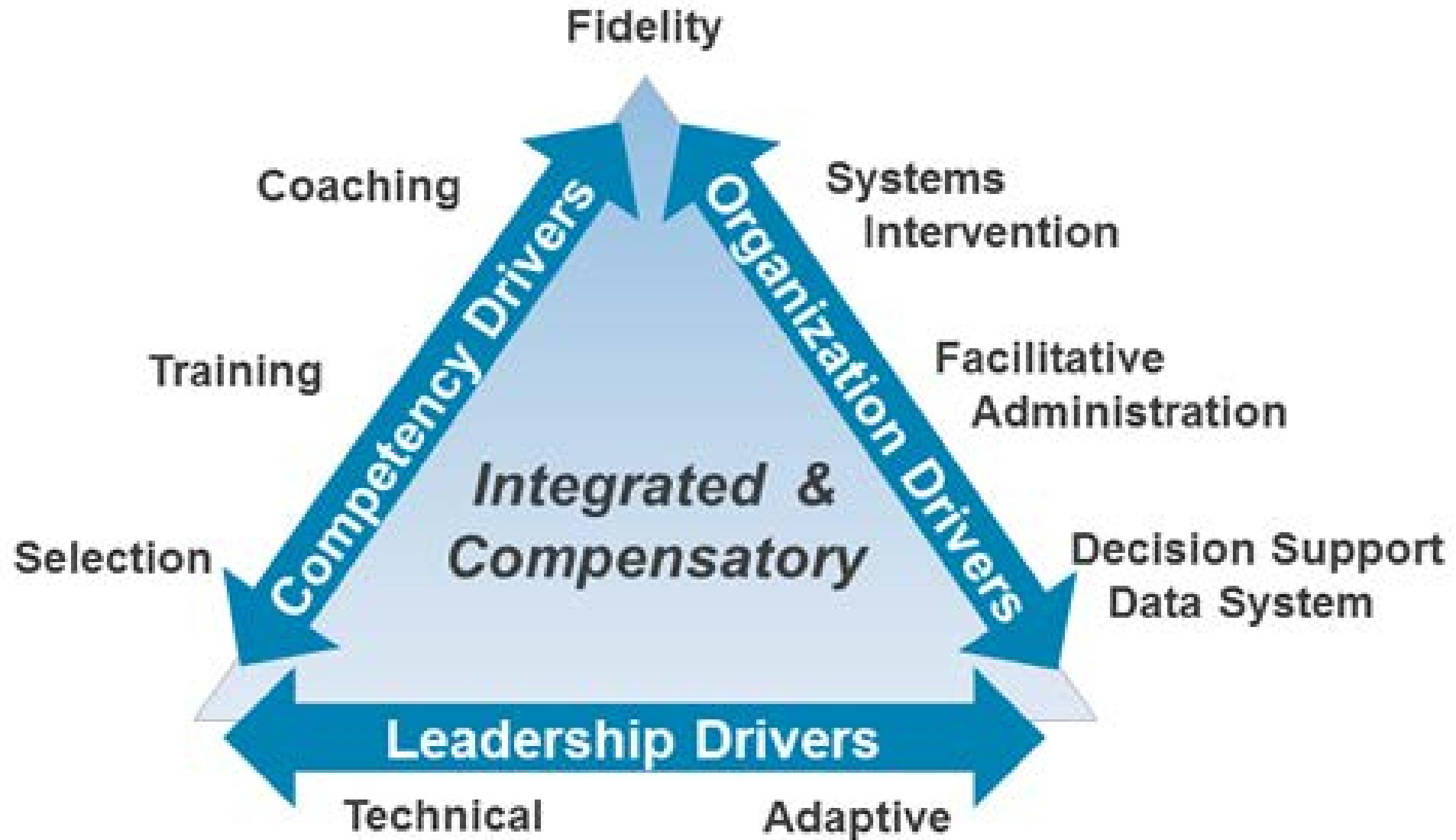


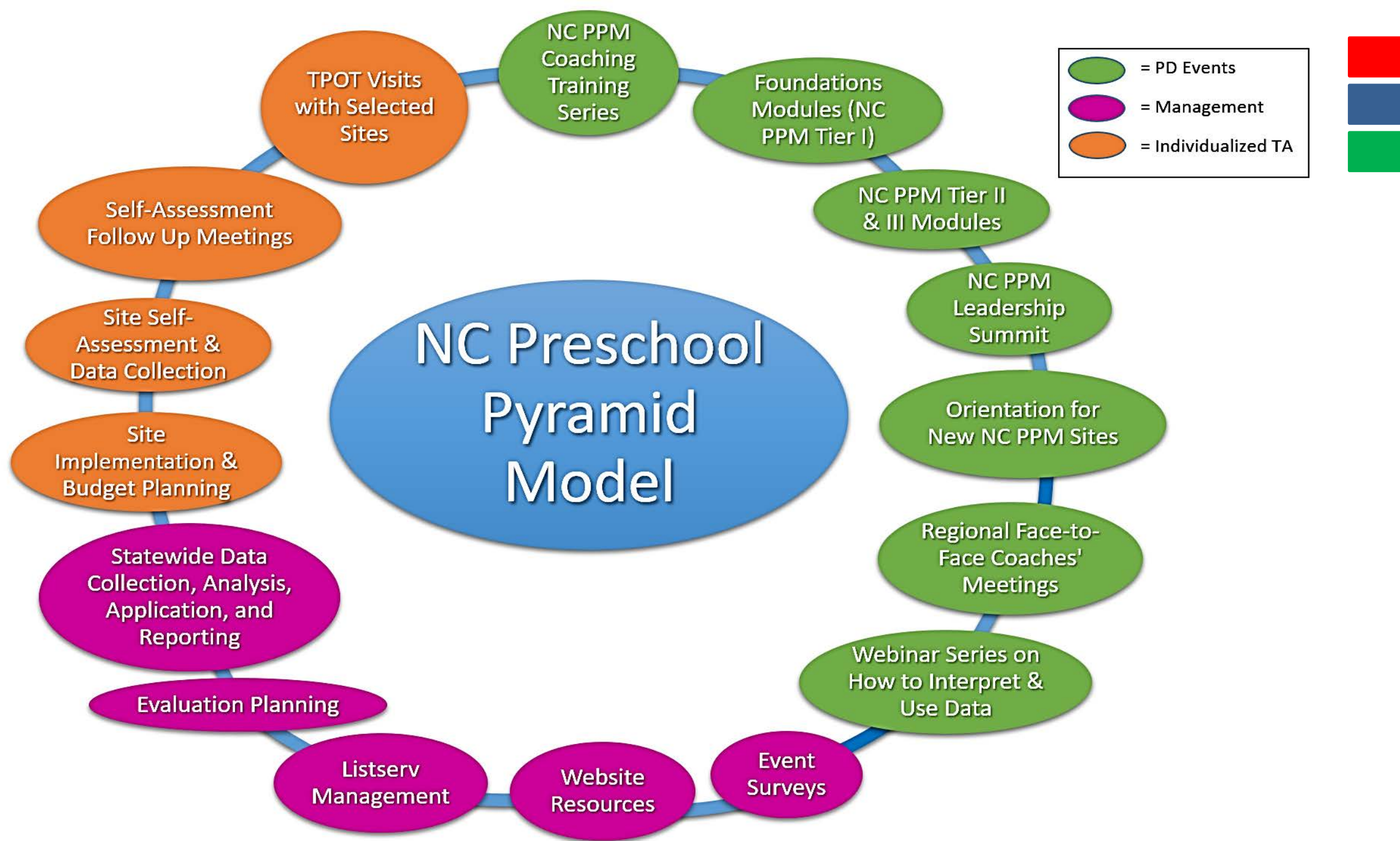
NC Preschool Pyramid Model Initiative



[NC PPM Overview Video](#)

Implementation Drivers

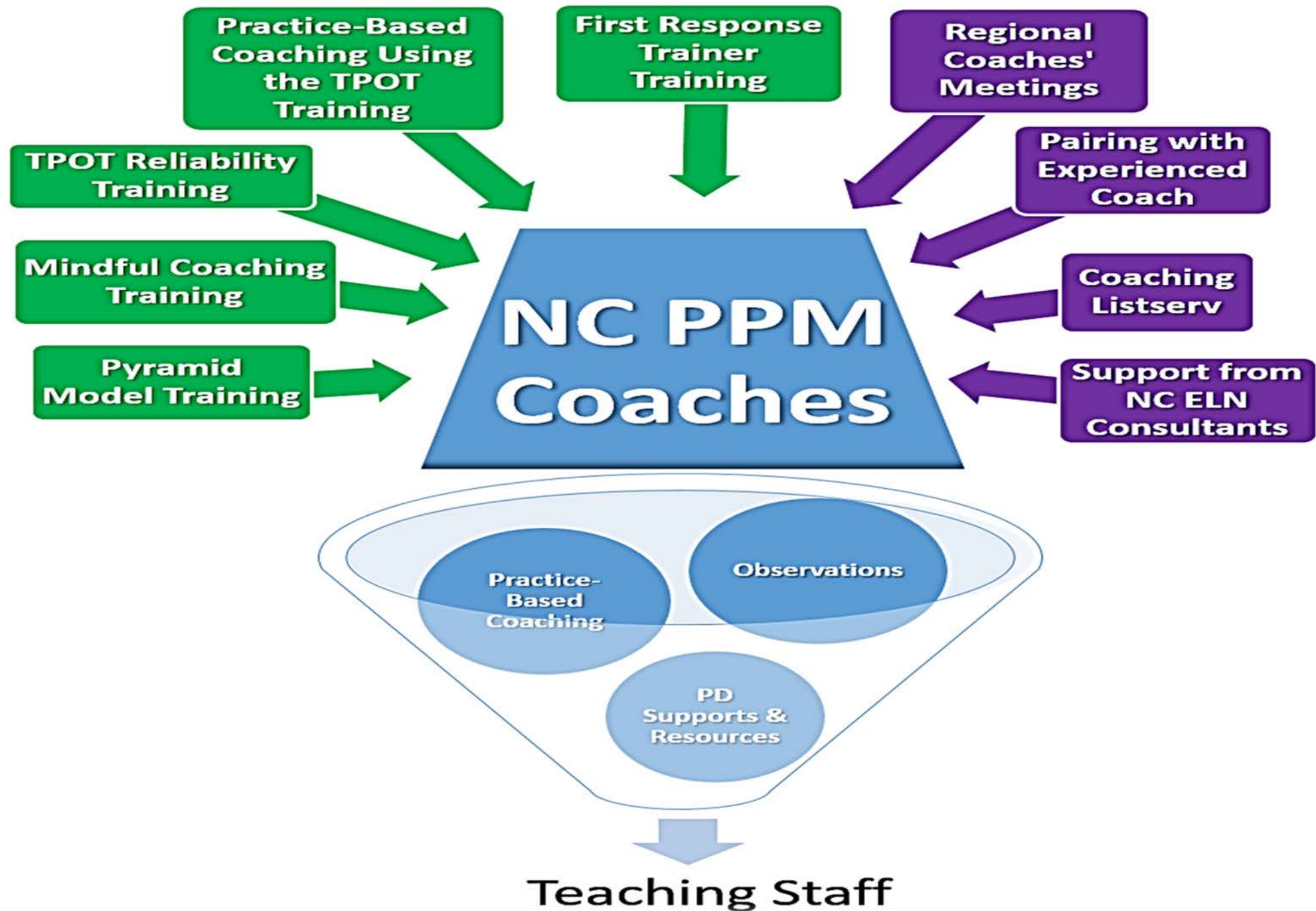






Key Implementation Steps

Establish a leadership team	Establish stakeholder buy-in	Facilitate meaningful family involvement as a means of improving services and results for children
Communicate behavior expectations for preschool classes	Teachers use evidence-based strategies for teaching and acknowledge the implementation expectations for preschool classes	Use established procedures for responding to challenging behaviors
Establish and implement a professional development plan for classroom staff	Establish an implementation and professional development plan for coaches	Establish a plan for monitoring implementation and outcomes



NC Preschool Pyramid Model Coaching *Standard*



Teachers Trained

- Teacher receive raining in (at least) Foundations Modules

Complete Coaching Forms

- Teacher-Coach Agreement
- Teacher Self-Assessment

TPOT

- Initial TPOT
- Debrief TPOT and set goals

Ongoing Coaching (work towards goals)

- End-of-the-year TPOT
- End-of-the-year debrief

NC Pyramid Preschool Model Coaching Database



- Online system built by NC DPI Office of Early Learning in collaboration with UNC-CH FPG NC Early Learning Network
- Data are entered by coaches and administrators in LEAs
- Reports in database are used to look at supports needed in order to enhance professional development and technical assistance supports
- Data can be used to manage and monitor the project at the local, state and project level

NC Pyramid Preschool Model Coaching Database Yearly Program Review

Three overlapping form cards are shown, each representing a different step in the implementation process. The cards are tilted and layered, with the top card being the most prominent. Each card has a light blue header with a question mark icon, a white body with text input fields, and a green footer. The cards are titled 'Key Implementation Step 1: Establish a Leadership Team', 'Key Implementation Step 3: Facilitate Meaningful Family Involvement', and 'Key Implementation Step 6: Use Established Procedures for Responding to Challenging Behaviors'.

Key Implementation Step 1: Establish a Leadership Team

Strategies and/or Targets:

1.1 Total number of planned Leadership Team Meetings (minimum of 4):

6

1.2 Targeted number of team members to attend the annual SEFEL Leadership Summit:

Comments:

Target Date:

05/31/2019

Key Implementation Step 3: Facilitate Meaningful Family Involvement

Strategies and/or Targets:

3.1 Inform families of the initiative and ask them to provide feedback

3.2 Share SEFEL information with families through a variety of formats

Comments:

Target Date:

Key Implementation Step 6: Use Established Procedures for Responding to Challenging Behaviors

Strategies and/or Targets:

See Guidance on Developing Plans for Responding to Challenging Behavior

Comments:

We will develop our program plan for responding to challenging behavior

NC Pyramid Preschool Model Coaching Database

TPOT



ELN-SEFEL Online System

Catasha Williams ▾

Basic Session Information

Teacher: Teacher, Tony ▾

TPOT Session Date: 08/15/2018

Session Type:

☒ Initial ☐ Midyear ☐ End of Year ☐ Maintenance

Length of TPOT observation not including time stopped: 4 Hours 25 Minutes

Length of TPOT Interview: 1 Hours 2 Minutes

TPOT Review Meeting Scheduled for: 08/30/2018

Length of TPOT Review Meeting: 1 Hours 0 Minutes

Are there any red flags? No ▾

If (and only if!) you marked "Yes" for the previous question, please describe the red flags here:

Challenging Behavior: no

NC Pyramid Preschool Model Coaching Database Coaching Session Log



ELN-SEFEL Online System Catasha Williams

Coaching Session Log

Teacher:
Teacher, Tony

Date of Coaching Session:
08/15/2018

Start Time:
8:31 am

End Time:
9:31 am

Type of Coaching Session:
Face-to-Face

If you chose "Other" under "Type of Coaching Session", please explain here:

Classroom Type:
☐ Self-Contained
☒ Regular Childhood Program (RECP)

Primary Goal of Focused Observation:
Providing Directions



**USING UNC FPG NC EARLY LEARNING NETWORK
EVALUATION DATA
FOR THE NC PRESCHOOL PYRAMID MODEL INITIATIVE**



“Are you currently collecting data on implementation of strategies and practices to support social and emotional learning?”

NC Pyramid Preschool Model Coaching Database



Teacher Dashboard

Your Coaching Sessions

Logs from Your Coaching Sessions during this School Year

Logs from Your Coaching Sessions in Previous Years

Upcoming Sessions

Your LEA

Yearly Program Review

Implementation Plans

NC Pyramid Preschool Model Coaching Database



Coach Dashboard

Coaching and TPOTs by Teacher

Your Teachers

Your Coaching Sessions

Coaching Sessions You've Conducted this School Year

Coaching Sessions from Previous School Years

Log a New Coaching Session

Upcoming Sessions

Current Year TPOT Debriefs

TPOT Debriefs from Previous Years

Add a New Teacher to the System

Your LEA

Yearly Program Review

Implementation Plans

Key Implementation Steps Report

NC Pyramid Preschool Model Coaching Database



LEA Staff Dashboard

Coaching Sessions

[LEA Coaching Sessions for This School Year](#)

[LEA Coaching Sessions for Previous Years](#)

[Log a New Coaching Session](#)

[Current Year TPOT Debriefs](#)

[TPOTs from Previous Years](#)

Annual Tools

[Yearly Program Review](#)

[Implementation Plans](#)

[Key Implementation Steps Report](#)

NC Pyramid Preschool Model Coaching Database



ELN-SEFEL Staff Dashboard

System Controls

Traning mode is currently off.

[Toggle Production Mode](#)

[Control System Messages](#)

LEA and User Management

[Search for a User](#)

[Add a Teacher or Coach](#)

[Manage Existing Coaches](#)

Issues that Need Attention

[Users With Missing Email Address](#)

[Coaches Without an Assigned LEA](#)

[Manage Existing Teachers](#)

[Manage All Users](#)

[Add and Manage LEAs](#)

NC Pyramid Preschool Model Coaching Database



Reports

Miscellaneous Reports

Coaching Logs by LEA

TPOT Debriefs by LEA

Implementation Plans by LEA

TPOT Scores

Yearly Program Review Reports

YPR Progress By LEA

Yearly Program Review Reports

Yearly Program Review KIS Summary

Key Implementation Steps by LEA

NC Pyramid Preschool Model Coaching Database



TPOT Results Report by LEA

Number or TPOT sessions at fidelity are listed in parentheses.

LEA	Initial	Mid-Year	End of Year	Maintenance
Alamance	1 (0)	1 (0)	3 (2)	0 (0)
Alleghany	5 (3)	0 (0)	2 (2)	0 (0)
Asheboro City	0 (0)	0 (0)	0 (0)	0 (0)
Asheville City	1 (1)	0 (0)	0 (0)	1 (1)
Beaufort	2 (1)	0 (0)	1 (1)	0 (0)
Burke	1 (0)	0 (0)	0 (0)	0 (0)
Cabarrus	4 (1)	0 (0)	3 (2)	2 (2)
Caldwell	3 (1)	0 (0)	1 (1)	0 (0)
Carteret	1 (0)	1 (0)	0 (0)	0 (0)
Catawba	1 (0)	0 (0)	1 (1)	0 (0)
Charlotte-Mecklenburg	12 (5)	0 (0)	2 (2)	9 (9)

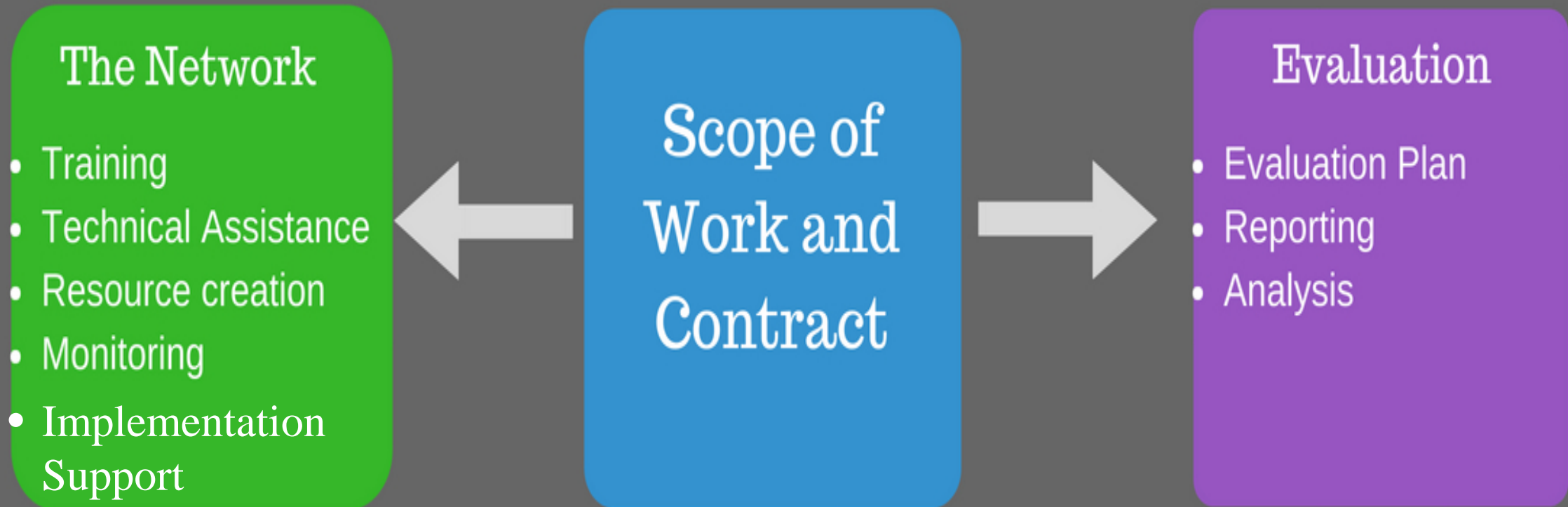
NC Pyramid Preschool Model Coaching Database

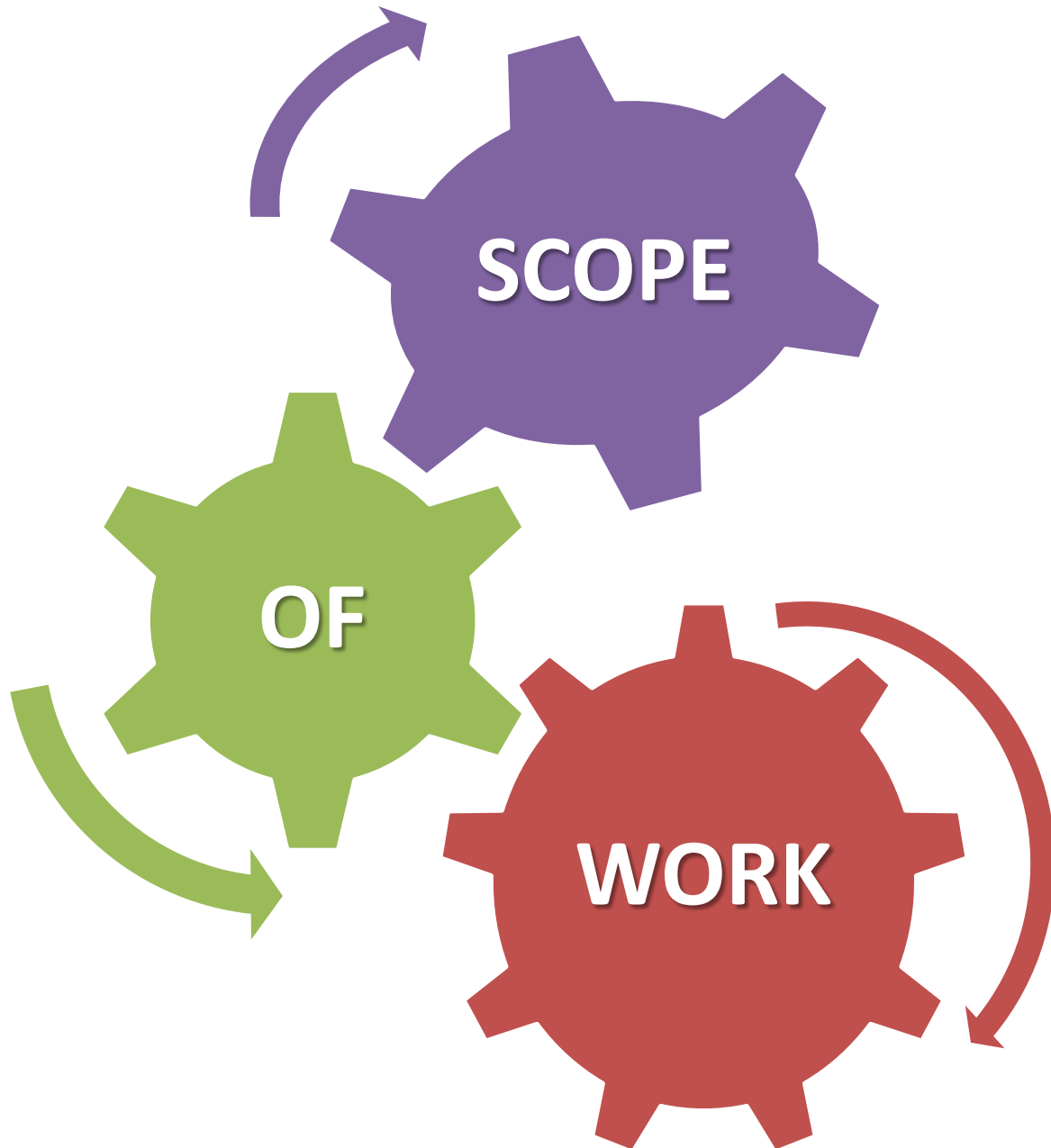


2017-2018 Completion Progress for Yearly Program Reviews

LEA	Info	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Summary
123	0	0	0	0	0	0	0	0	0	0	Incomplete
Alamance	100	100	100	100	100	100	100	100	100	100	View
Alleghany	100	100	100	100	100	100	100	100	100	100	View

ELN Outline





- Specifies the objectives, activities, and deliverables of the ELN
- Includes timelines for activities and deliverables by project year

SCOPE OF WORK
Including Tasks Completed 2013-16

An 'x' indicates the contract year(s) in which activities have taken or will take place. A number before the 'x,' such as '2x,' indicates the number of times the activity occurred or will occur during the contract year. An '*' indicates products, such as online modules, that have been developed and will now be 'maintained.'

Objectives and Activities	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
Objective I: Maintain and enhance the statewide system of professional development and support through the <i>Early Learning Network</i>.						
The Coordinating Office, including a Project Director, TA Specialist, Coordinator, Technical Specialist, and Support Staff, will support the work of up to six Regional Network Consultants in the provision of effective training and technical assistance for LEA Preschool Exceptional Children Program Directors, Coordinators and their staff. In order to do so, the Coordinating Office will:						
8. Oversee and assist Regional Network Consultants with training and technical assistance (TA) activities, including planning, development and adaptation of materials, co-presentation and facilitation as needed, and arrangement of activities for the Consultants' own professional development	X	X	X	X	X	X
9. Maintain Regional Network Consultants' home offices including equipment such as laptop computers, printers, copiers, hand held devices, LCD projectors and speakers for presentations	X	X	X	X	X	X
10. Develop and maintain (maintenance indicated by *) online modules and other materials that use technology, such as informational video presentations about <i>Early Learning Network</i> initiatives and videos of practices to use in professional development, including:						
Developing Functional High-Quality IEPs for preK	X	*	*	*	*	*
SEFEL promo video	X	*	*	*	*	*
TPBA overview	X	*	*	*	*	*
Foundations for Early Learning and Development Emotional-Social		X	X	*	*	*
NC Early Learning and Development Learning Progressions			X	X	X	X
Foundations for Early Learning and Development – Language/Communication				X	X	*
Searchable Learning Progressions for hand-held technology devices			X	X	*	*
11. Maintain project website	X	X	X	X	X	X
12. Develop and maintain online systems and databases (registration, evaluation, and SEFEL data)	X	X	X	X	X	X
13. Develop and produce state and LEA data displays for child find, transition, educational environments, and outcomes	X	X	X	X	X	X
14. Track expenditures and budget	X	X	X	X	X	X

Scope of Work



**Five Main
Objectives**

Scope of Work



1

Maintain and enhance the statewide system of professional development and support through the *NC Early Learning Network*

2

Provide coordination, oversight and management of the *NC Early Learning Network*

3

Provide direct support to the state 619 Preschool Coordinator

Scope of Work



4

Provide logistical support for the work of the *NC Early Learning Network*

5

Program Evaluation

ELN Evaluation Plan



- Outlines the key areas of evaluation of the ELN
- Specifies the evaluation question, performance measures, and data sources
- Recently reformatted and updated to include additional evaluation goals (August 2017)

ELN Evaluation Plan



- Changes/Updates to ELN Evaluation Plan:
 - Reformatted to align with the NC-ELN Scope of Work as well as SSIP Part B outcomes
 - Reorganized headings to correspond to major areas of evaluation:
 - Evaluation of ELN processes
 - Evaluation of ELN consultant processes
 - Impact of ELN
 - Impact of ELN evaluation
 - Examined current sources of data and currently in process of ensuring that data are being collected on a regular and consistent basis

NC Part B SSIP



North Carolina

Indicator 17:

State Systemic Improvement Plan (SSIP)

Phase Three, Year Two

April 2nd, 2018



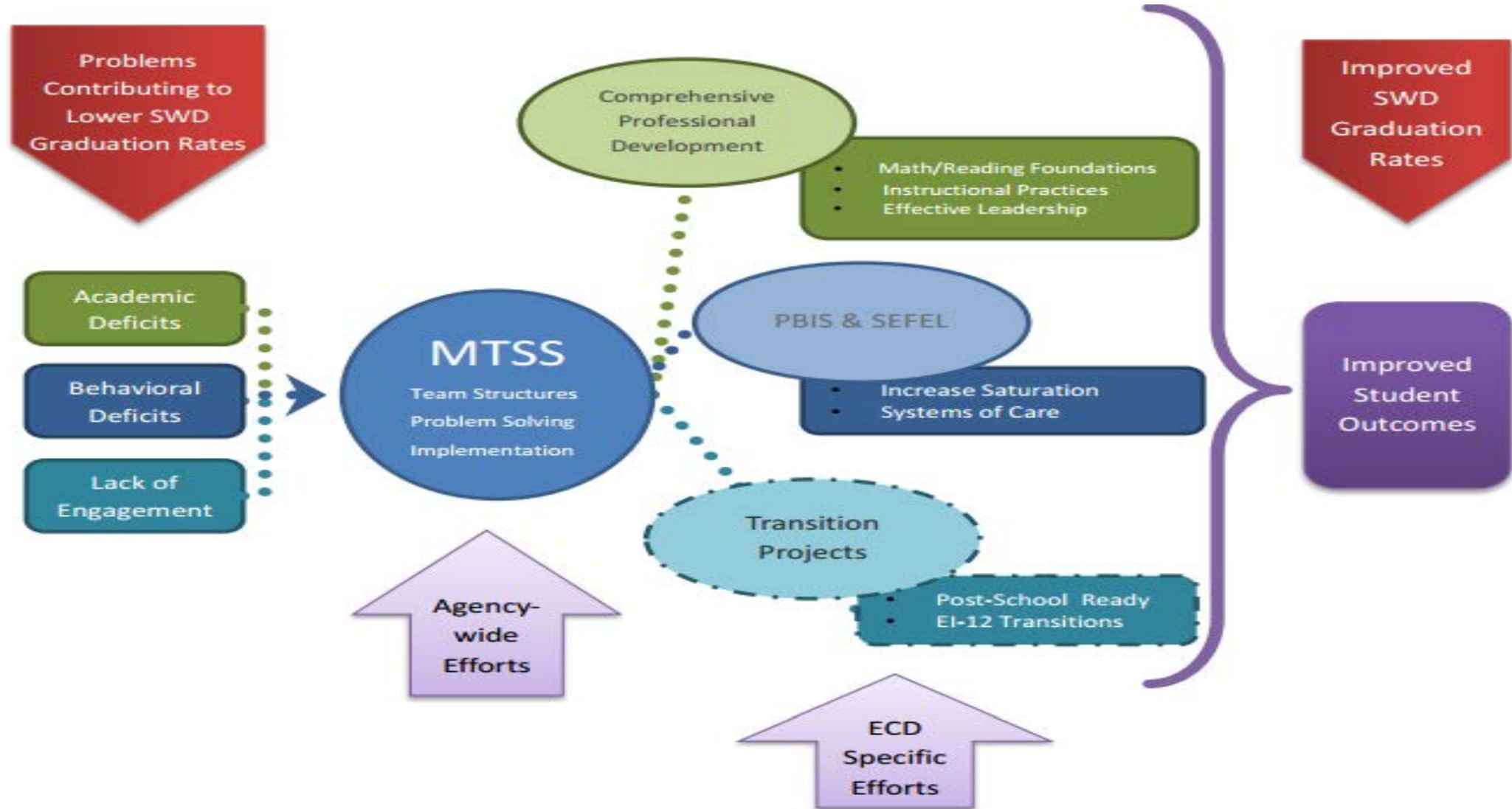
Public Schools of North Carolina
State Board of Education | Department of Public Instruction | EC Division

State Identified Measurable Result (SIMR)



North Carolina will increase the 5-year adjusted cohort graduation rate for students with disabilities.

NC Part B SSIP Alignment with PreK



Evaluation Data Example

- SSIP Data From Evaluation Plan:

Evaluation Question 16, Performance Measure #5:

Percent of teachers in NC PPM district-wide implementation sites that have reached fidelity as measured by TPOT?



Evaluation Data Example

	2015-2016			2016-2017			
	How many teachers are at fidelity?	How many class-rooms does this LEA have?	What percentage of the LEA's classrooms were at fidelity in 2015-16?	How many teachers are at fidelity?	How many class-rooms does this LEA have?	What percentage of the LEA's classrooms were at fidelity in 2016-17?	Installation
LEA NAME							
Alamance County	0	25	0%	0	25	0%	
Alleghany County	3	4	75%	5	5	100%	
Asheboro City	3	8	38%	1	8	13%	
Asheville City	3	6	50%	2	9	22%	
Beaufort County	3	10	30%	3	10	30%	
Burke County				0	22	0%	1



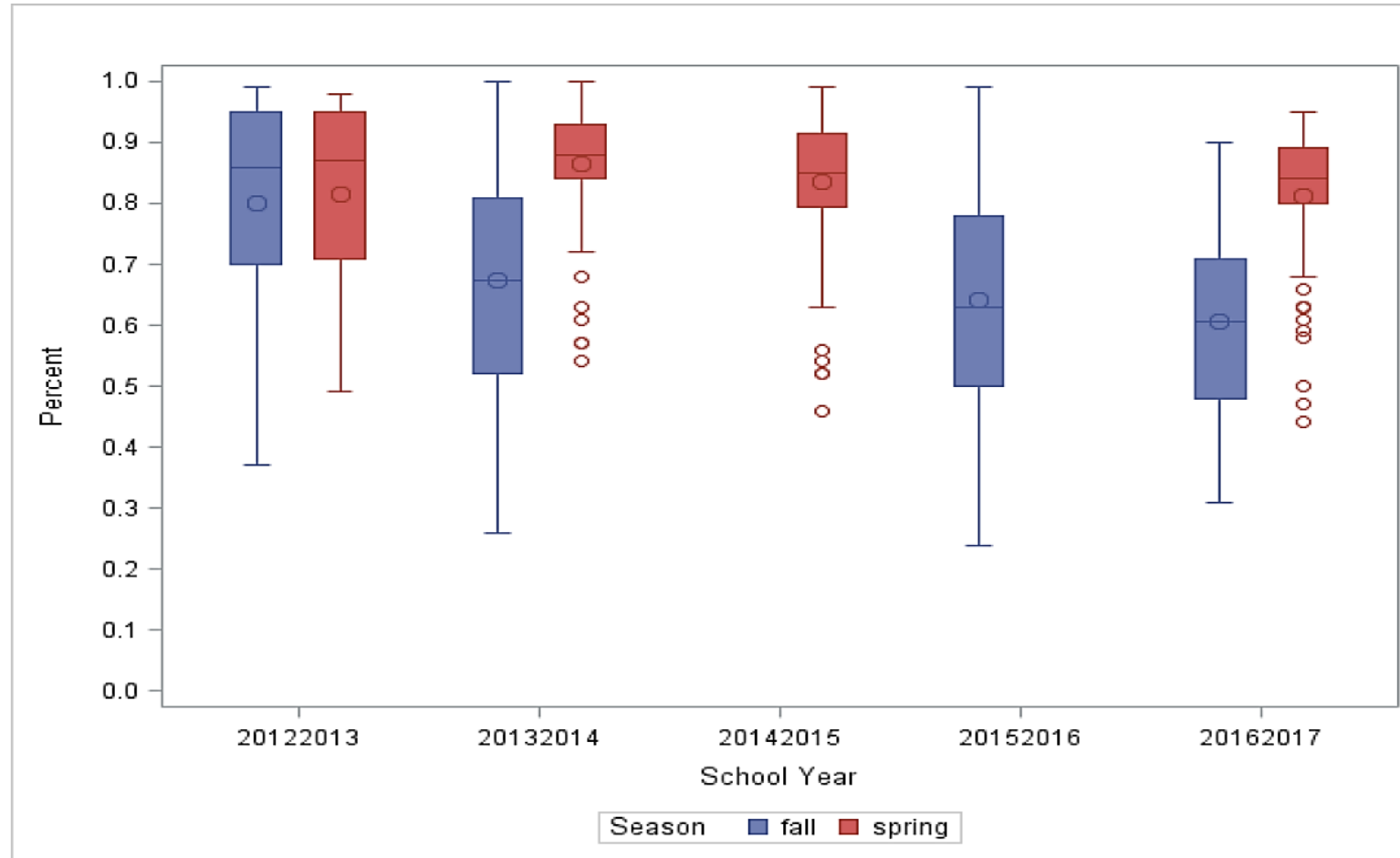
Evaluation Data Example



LEAs	Total # of Classrooms (in the 27 LEAs)	Total # of Teachers at Fidelity in 2016/2017	What percent of teachers in NCPPM district-wide implementation sites have reached fidelity as measured by TPOT?
34	700	203	29%

Evaluation Data - Example

Distribution of Teacher TPOT scores in District-Wide Implementation Sites



ELN Data Displays



- Completed since 2013-2014 School Year
- Automated this year so that LEA data displays auto-populate once updated data is added
- Included in Evaluation Plan and Scope of Work
- <https://nceln.fpg.unc.edu/state-data>

ELN Data Displays

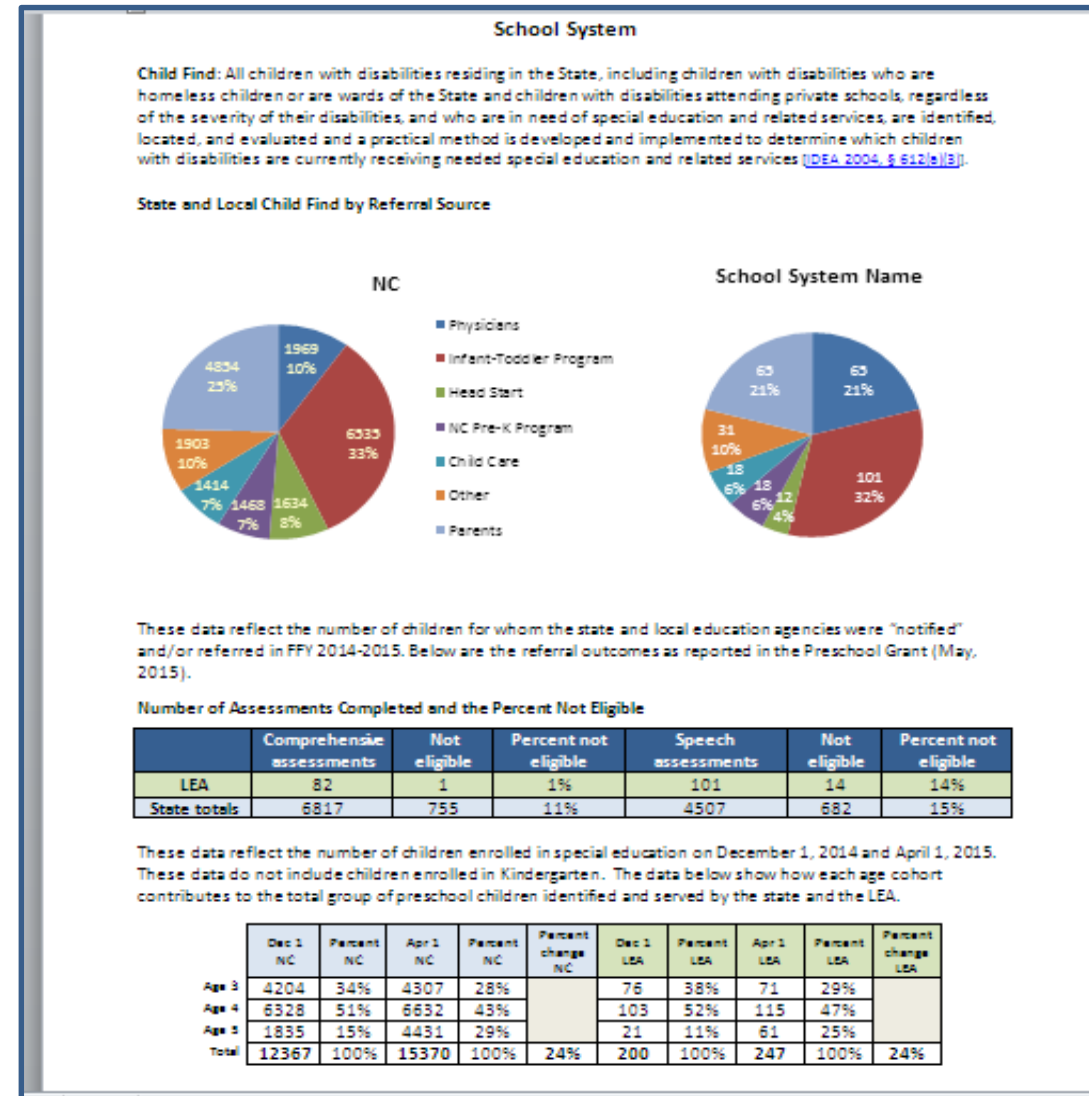


State and LEA Summaries for IDEA Data:

- Child Find
- Least Restrictive Environment
- Transition
- Child Outcomes

North Carolina Early Learning Network

Data Visualization



Activity – Data Displays



- Each table has one LEA example for Child Outcomes and Least Restrictive Environment Data Displays from 2016-2017. Review each of the examples.
- Think about three statements:
 - **I Like** (What do you like about the data display?)
 - **I Wonder** (What questions or suggestions do you have about the design and content? What would you change?)
 - **I Have** (What are tools or resources you have related to the data displays?)

Early Childhood Outcomes, 2016-2017 Wake

The purpose of the early childhood outcomes data collection is to determine if young children with disabilities are making progress toward age level expectations in three outcome areas: 1) social-emotional, 2) knowledge and skills, and 3) getting needs met.

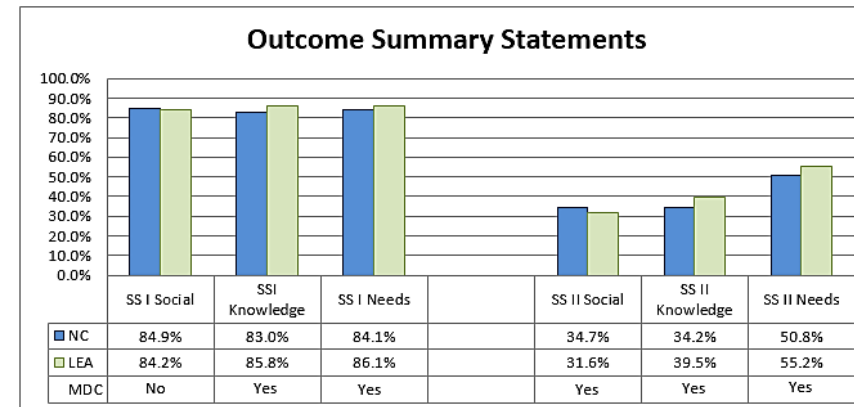
States are required to set performance targets for the early childhood outcomes summary statements. Targets are absolute values set by the state based on previous years' trend data, resulting in yearly incremental goals for improvement for the state and each of its LEAs. The targets address two summary statements:

- **Summary Statement I** - Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program
- **Summary Statement II** - The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

State Targets for Outcomes 1, 2, and 3, Summary Statements I and II – 2014-18

FFY	2014	2015	2016	2017	2018
Target 1-1 ≥	82.34%	82.50%	82.50%	82.50%	82.55%
Target 1-2 ≥	35.08%	35.20%	35.20%	35.20%	35.40%
Target 2-1 ≥	82.52%	82.52%	82.52%	82.52%	82.60%
Target 2-2 ≥	34.24%	34.46%	34.46%	34.46%	34.50%
Target 3-1 ≥	81.81%	82.00%	82.00%	82.00%	82.20%
Target 3-2 ≥	52.05%	52.17%	52.17%	52.17%	52.20%

The following chart compares state and LEA percentages of children who substantially increased their rate of growth (SSI) and who exited the program at age level (SSII). The Meaningful Difference Calculation (MDC) indicates whether the difference between the state and LEA values was statistically significant, based on a 90% confidence interval. 'Yes' means the values were meaningfully different; 'no' means they were not.



Educational Environments, 2016-2017

Wake

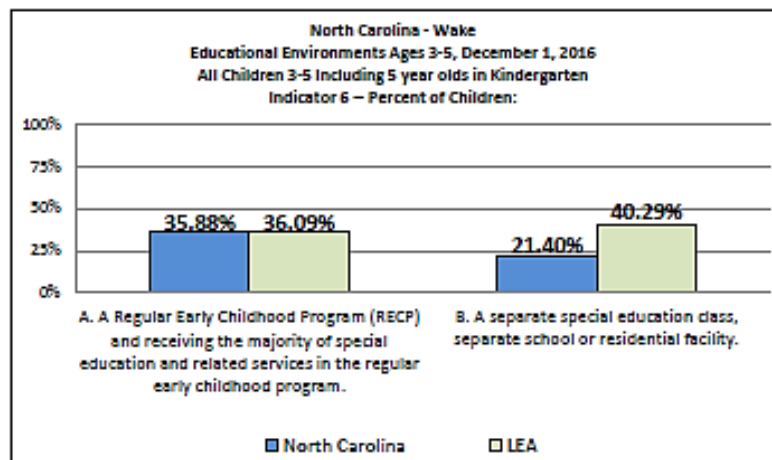
Indicator 6 of the State Performance Plan (SPP) reports the percent of children ages 3-5 (A) attending a Regular Early Childhood Program (RECP) and receiving the majority of special education and related service in the regular early childhood program, and (B) attending a special education class, separate school or residential facility (Educational Environments) (see below for calculation⁶).

The PreK LRE data are taken from the December 1st headcount and include children who are enrolled in Kindergarten but are not yet 6 years of age by December 1st. The summary statements for LRE on this performance indicator (#6) on the State Performance Plan are calculated in two ways:⁶

- Summary Statement A is calculated by combining the data from settings designated as A1 + B1. These are the RECP settings where the majority of the services are provided in the class.
- Summary Statement B is calculated by combining the data from the settings designated as C1+C2+C3. These are three different types of separate settings.

States are required to set performance targets for the above summary statements. Targets are absolute values set by the state based on previous years' trend data and the yearly incremental goals to improve on those performance data. These targets are approved by the State Special Education Advisory Council, and are as follows : (A) 37.30% and (B) 20.00%.

The first chart compares state and LEA performance.



Activity – Group Discussion



- **I Like** (What do you like about the data display?)
- **I Wonder** (What questions or suggestions do you have about the design and content? What would you change?)
- **I Have** (What are tools or resources you have related to the data displays?)

Future Evaluation Directions



- Create timeline of important reporting dates for improved communication between ELN and NC DPI
- Explore use of TPOT and other child progress data to answer complex questions
- Evaluate new NC recommendations/guiding practices on early childhood suspension and expulsion
- Continued enhancement of coaching database (explore areas of coaching and impact on fidelity of practice)
- Publication of NCPPM roll-out and coaching, data



Overview



National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

The Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children (Pyramid Model)



Visit us online at
ChallengingBehavior.org



Our Partners

- National TA Centers



Early Childhood Personnel Center



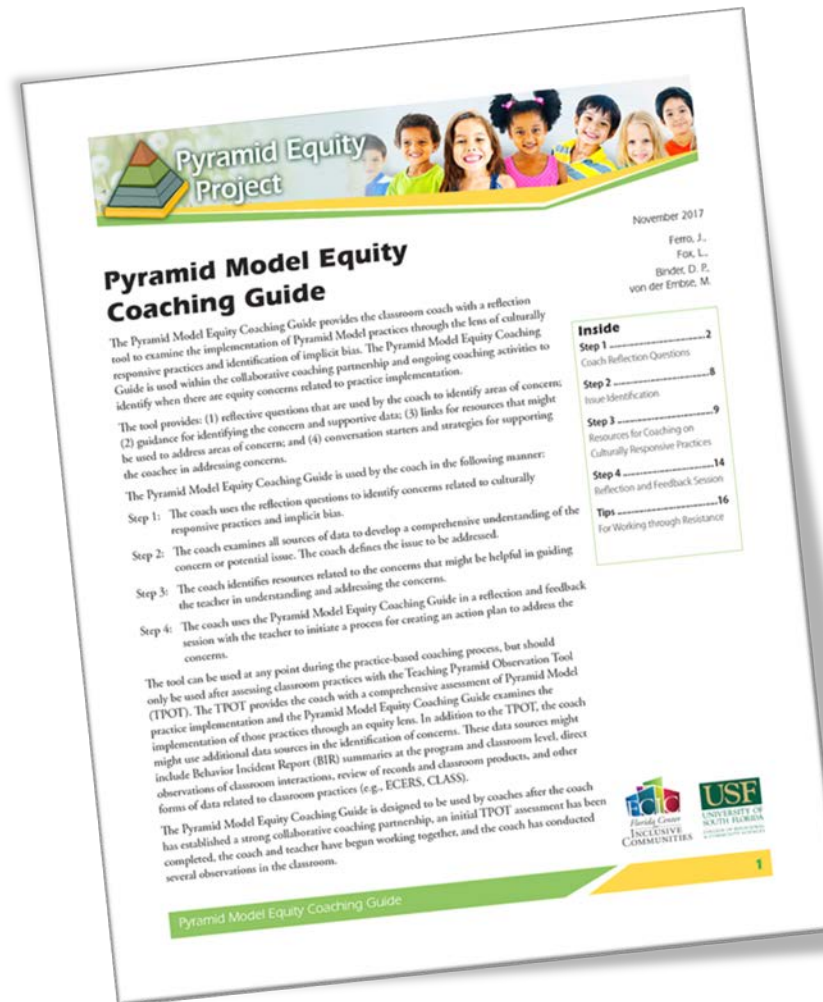
- Dissemination



- National Professional Organizations



Pyramid Model Equity Coaching Guide



- Print and online versions available!

“Let’s Talk!” Webinar Series



- Hosted by Dr. Rosemarie Allen
- Panel discussions on equity, inappropriate discipline practices, and effective strategies.

Making Life Easier



- Bedtime & Naptime
- Diapering
- Doctor/Dentist Visits
- Holiday Strategies
- Running Errands

Backpack Connections



25
factsheets!

- ## Topics:
- Addressing Behavior
 - Emotions
 - Schedules & Routines
 - Social Skills

Program-Wide BoQ

Logistics
 Instructions for completing the SLT
 Information for sample SLTs

Early Childhood Technical Assistance Center

State Leadership Team Benchmarks of Quality: Implementing Evidence-Based Practices Statewide

May 2018

Purpose

The State Benchmarks of Quality is used by a collaborative State Leadership Team (SLT) to assess progress and plan future actions so that selected evidence-based practices (EBP) are available for providers and families statewide. The Benchmarks are grounded in implementation science, which brings the gap between an EBP and the actual high-fidelity implementation of that practice. Implementation has several stages beginning with assessing needs and evaluating which EBPs to track progress on the stages of planning/installation, implementation and scale-up as well as planning for sustainability, which is integrated throughout the stages.

Directions

Benchmarks of Quality is a self-assessment tool that can be completed by the SLT as a whole or in small groups with the results from each group compiled into one consensus document to review at SLT members are in agreement. The SLT should use the data for planning future work and tracking progress. Suggestions for how to use the data are found at the end of this document. Progress can be charted using a spreadsheet.

Critical elements and questions	Benchmarks of Quality	Who (E.C.T.A., SLT, Staff)	Not in place	Emerging, partially implemented	Element in place (ongoing)
"Critical Elements" listed on this document identify the critical components and considerations needed to implement and sustain the use of EBPs statewide.	The matrix under the "Benchmarks of Quality" column describes the functions to be performed in order to implement the state based evidence implementation scale as well as the current function of the SLT matrix activities in the stage of work.	In the "who" column indicate the person or persons who will be responsible for that task.			For each item marked as in place, please provide a brief narrative such as documents, data, descriptions, timelines of meetings etc.

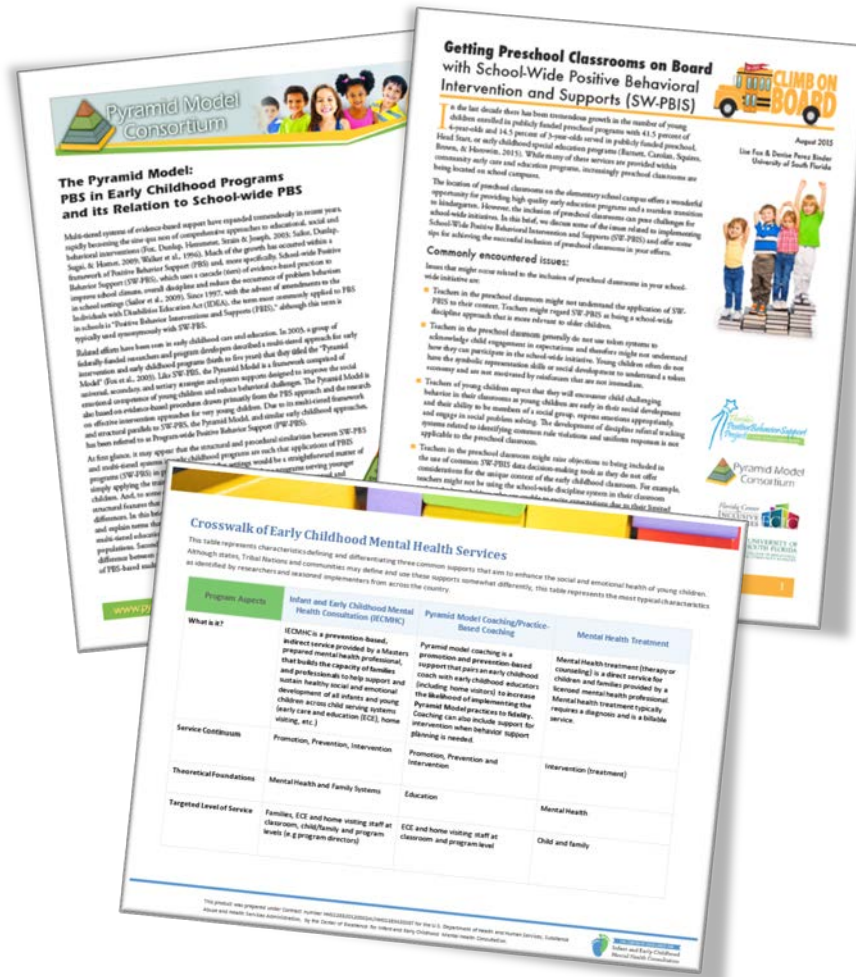
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Data Sharing Infographics



Pyramid Model and PBIS



- Getting Preschool Classrooms on Board with School-Wide PBIS
- Crosswalk of Early Childhood Mental Health Services
- PBS in Early Childhood Programs and its Relation to School-Wide PBS

State Training & Technical Assistance Opportunities

**Pyramid Model
Implementation Innovations
and Systems Building**

*Application available
October 2018.*

**State Pyramid Model Planning,
Readiness and Early
Implementation Activities**

Application available July 2018.

**Implementation of the
Pyramid Model within
Part C Home Visiting**

*Application available
August 2018.*

**Statewide Implementation
and Scale-Up of the
Pyramid Model**

*Application available
October 2018.*

Questions? Contact Lise Fox at lisefox@usf.edu

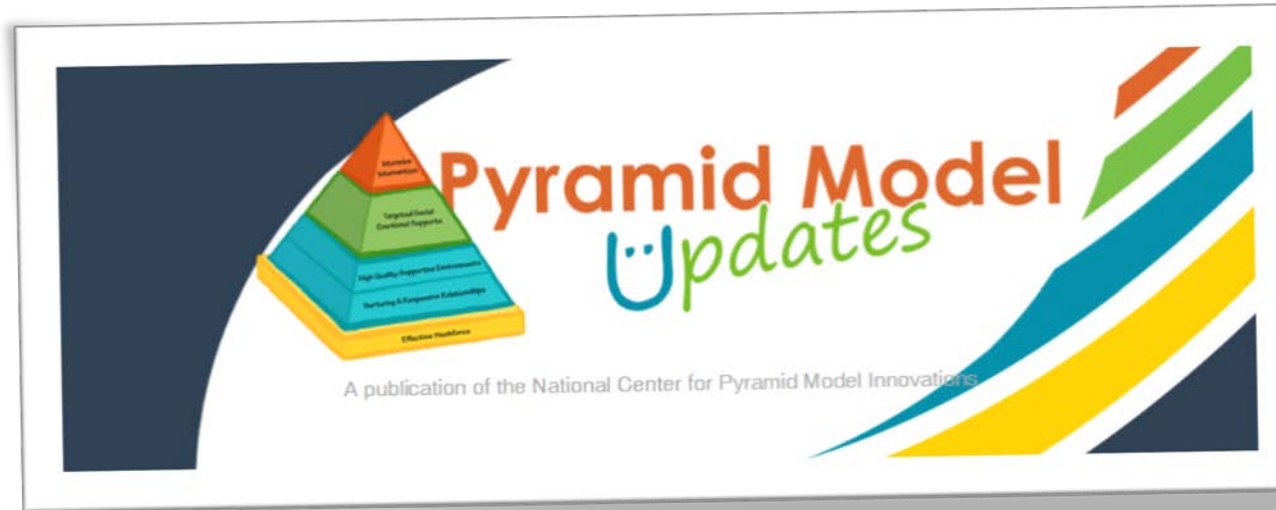
PMI Fellows Opportunities



Available to doctoral students and post docs

Contact Mary Louise Hemmeter,
ml.Hemmeter@vanderbilt.edu

Pyramid Model Updates e-Newsletter



Get updates on...

- new resources
- training & TA opportunities
- the latest research

NTI Conference

- Pre-conference workshops
- In-depth sessions
- Toolkit sessions
- Networking



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