

Evaluation of the New York City Pre-K for All Initiative, 2015–16

An Assessment of Professional Learning, Coaching, and Supports to Sites



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the New York City Department of Education

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New York City Department of Education Pre-K for All 2015-16 Evaluation Response Memo

Pre-K for All is New York City's historic initiative to provide every four-year-old with access to free, full-day, high-quality pre-kindergarten through an expansion that began in the 2014-15 school year. Before Pre-K for All, only 19,287 four-year-olds were enrolled in full-day pre-K in New York City; as of the 2016-17 school year, enrollment was 69,510. The City's comprehensive approach was grounded in creating a sustainable, high-quality, full-day pre-K model. From its inception, the expansion focused not only on ensuring access but also on investing in pre-K quality.

Pre-K for All is currently in Year 4 (2017-18). Recognizing the value of evaluation as a component to support program improvement, the DOE, in partnership with the Mayor's Office for Economic Opportunity, collaborated with Westat, Metis Associates, and Branch Associates, to undertake a study to inform future years of program delivery. After their initial evaluation of [Pre-K for All in Year 1 \(2014-15\)](#), Westat has evaluated the initiative's progress in Year 2 (2015-16). The following memo responds to the Year 2 evaluation, and provides an update on the accomplishments of Year 3 (2016-17).

Year 2 Evaluation Overview

Promising Practices of Sites Meeting the Differentiated Needs of Students

The analysis conducted over the course of the 2015-16 school year was based on surveys, focus groups, and interviews at a small subset of sites. As part of its commitment to continuously improve Pre-K for All, the DOE leveraged the Year 2 evaluation to produce actionable findings to understand the promising practices in high-quality sites that support students of different backgrounds and needs; in particular, which promising practices can serve students with special needs, students whose home language is a language other than English, and students living in poverty.

- In sites with a high proportion of children living in poverty, promising practices were:
 - human and physical resources such as strong program leadership and staffing as well as purposeful and thoughtful physical environment and setting
 - teaching and learning practices such as maximizing student learning experiences as well as valuing and fostering social-emotional learning
 - family engagement practices such as engaging caregivers, building relationships with families, and providing extension activities to try at home
 - wraparound supports that are catered to the holistic needs of children and families as well as working with families to resolve challenges associated with employment, physical and mental health, and education
 - additional support and resources such as applying Division of Early Childhood Education (DECE) professional learning content as soon as possible, maximizing the supports of DECE's Instructional Coordinators and Social Workers, and obtaining additional resources to supplement Pre-K for All funding

- In sites with a high proportion of children with special needs, promising practices were:
 - supporting families through the special education process
 - providing special education services on site

- ensuring teachers, Special Education Itinerant Teachers (SEIT) and other service providers work together to provide a continuum of services
- According to existing research literature and in sites with a high proportion of children whose home language is other than English, promising practices were:
 - practices in the sites that were part of the study were consistent with promising practices cited by research literature
 - using home language in the classroom such as in the classroom structure, activities, and materials
 - teaching techniques and classroom practices such as incorporating opportunities for play, instruction focused on helping children whose home language is other than English learn foundational concepts and ideas, using pictures, objects, and experiences to convey the meaning of words and concepts as well as strategies to teach vocabulary
 - teacher and staff proficiency to teach children whose home language is other than English
 - effectively using language assessments to assess language ability in both the child's home language and English, using language assessments that are culturally and linguistically sensitive, and receiving input from family members about children's language ability.

An Assessment of Professional Learning, Coaching, and Supports to Sites

The DOE also leveraged the evaluation to understand the impact of Pre-K for All's coaching model and professional learning.

- Most site leaders report that the differentiating professional learning provided in 2015-16 was helpful and provided positive feedback about the small-group and hands-on activities from sessions
- Site leaders reported enhancing site practices in many areas aligned to the Program Quality Standards (PQS) as a result of the professional learning
- Feedback on the supports provided by DECE Instructional Coordinators and Social Workers was consistently positive. Site leaders report that support from the DECE Instructional Coordinators and Social Workers led to meaningful changes and enhancements to their practices.
- DECE Instructional Coordinators and Social Workers reported aligning their work with the sites to the PQS.

Year 3 Update

The accomplishments and improvements in the third year of the expansion build on the work done in Years 1 and 2 to develop a high quality Pre-K for All system. They were informed by the results from the Year 1 and Year 2 evaluation of Pre-K for All, feedback from Division of Early Childhood Education (DECE) field staff, ongoing program assessments, and partnerships with early childhood education experts.

Expansion and Policy

The Pre-K for All Quality Snapshot was created in 2017 as a resource for each pre-K site across all settings, similar to the School Quality Snapshot in kindergarten through twelve grade. The Pre-K for All Quality Snapshot provides families with information on pre-K program quality to help them make informed decisions during the pre-K application process and to understand aspects of quality at their child's pre-K program. These reports incorporate multiple measures including the family survey, ECERS-R, and CLASS. The tool supports families in determining which sites meet their needs.

Differentiated Supports

In Year 3, the DOE continued to advance its differentiated supports to all programs, tailoring support to each program's needs in order to meet Pre-K for All's Program Quality Standards. Additional Instructional Coordinators (ICs) and Social Workers (SWs) were hired to provide on-site support to programs, and onboarding trainings for ICs and SWs were conducted during the week prior to the start of school. ICs and SWs began visiting programs during the first weeks of the school year to ensure that teachers received support in a timely manner.

Additionally, the DOE launched its Pre-K for All Instructional Tracks, providing every pre-K site with differentiated professional learning through a series of four teacher sessions and three leader sessions during the school year. The professional learning tracks build capacity at the classroom and program level by continuing to support experienced and new leaders and teachers. In response to earlier feedback, the professional learning sessions aim to meet the needs of teachers, leaders, families, and children from all backgrounds by providing strategies for teachers supporting students with disabilities and children whose home language is other than English.

DECE continued its partnership with the Office of Special Education to develop resources and professional learning opportunities so ICs, SWs, teachers, and leaders could further strengthen their work to ensure that all children are successfully supported in achieving high expectations for their learning and developmental progress.

Based on a variety of factors such as interest, demonstrated need, recommendations from Instructional Coordinators and Social Workers, site quality, and geography, sites were selected to participate in one of the following professional learning tracks:

- ***NYC Pre-K Explore***: Pre-K sites that participated in the Explore track used the evidence-based Building Blocks math curriculum together with the Pre-K for All Interdisciplinary Units of Study. Paired together, these materials provide a comprehensive, developmentally-appropriate approach to learning in pre-K.
- ***NYC Pre-K Thrive***: Pre-K sites in this track advanced ways to support pre-K learners in developing social emotional skills needed to build a positive sense of self, form positive relationships, self-regulate, and adapt to change.
- ***NYC Pre-K Create***: Pre-K sites on the Create track provide leaders and teachers with strategies to incorporate the visual arts, dance, theater, and music into instruction to provide opportunities for children to explore new concepts, express themselves, and make connections across learning domains.
- ***NYC Pre-K Inspire***: Pre-K sites on the Inspire track provide leaders and teachers with strategies that incorporate rigorous and developmentally appropriate instruction and family engagement practices aligned to the Program Quality Standards (PQS) and support children in gaining the knowledge and skills outlined in the New York State Prekindergarten Foundation for the Common Core (PKFCC).

Program Measurement and Use of Data

- Because of its commitment to consistent quality measurement through program assessments, the DOE increased its capacity to provide more frequent program assessments, the Early Childhood Environmental Rating Scale-Revised (ECERS-R) and the Classroom Assessment Scoring System (CLASS). The DOE committed to a three-year cycle for each assessment by the 2016-17 school year for ECERS-R and the 2017-18 school year for CLASS.
- The DOE uses CLASS and ECERS-R as one of many data points to consider when differentiating support and holding programs accountable.

- Analysis of the City’s CLASS and ECERS-R results, along with other data, helps DECE prioritize the supports that are currently provided to pre-K programs and determine what additional supports will be needed in the future.
- Data is collected annually on family preference and enrollment patterns to ensure services are provided appropriately throughout the city.
- Pre-K for All’s NYC School Survey results (August 2017) continue to reflect very high family satisfaction:
 - 98 percent of pre-K parents were satisfied with how teachers helped their children adjust to pre-K
 - 95 percent reported that their child’s pre-K teacher gave them helpful ideas about how they could support their child’s learning.
 - 95 percent of pre-K parents felt their child’s pre-k teacher shares how they can make a difference in their child’s learning

Other Key Initiatives and Partnerships

- The DOE partnered with researchers at New York University to develop a system of differentiated support that utilizes data on program needs and quality levels; the purpose of this system is to make decisions about the supports each program in our system receives across various aspects of the Pre-K Quality Standards. This is part of an ongoing partnership between DECE and NYU focused on the professional learning tracks.
- The DOE launched a Teacher Incentive Program to support New York City Early Childhood Education Centers (NYCEECs) in recruiting and retaining top talent. Through the Pre-K for All Lead Teacher Incentive Program, there are two types of signing incentives for certified lead teachers in Pre-K for All classrooms: the Retention Incentive Program for returning certified lead teachers and the New Hire Incentive Program for newly-hired certified lead teachers.
- An NYU study found that Pre-K for All makes it more likely that a low-income child in New York City is properly diagnosed with asthma or vision problems, and receives screening or treatment for hearing or vision problems.
- In Spring of 2017, Pre-K for All was named by the Harvard University Ash Center as one of the year’s “Top 25 Innovations in American Government” and a finalist for the grand prize. The Innovations in American Government Award is devoted to recognizing and promoting excellence and creativity in the public sector. The program highlights exemplary models of government innovation and advances efforts to address the nation’s most pressing public concerns. The grant award of \$10,000 will give DOE the opportunity to share our knowledge with other organizations to replicate universal pre-kindergarten programs.
- For the 2018-19 school year, DOE will more than double the number of dual language pre-K programs, adding 33 programs for a total of 63 programs at 59 sites. Twenty-six Spanish programs, four Chinese programs, one Bengali program and one Russian program will be added. Currently there are 29 Spanish programs and one Italian program. To select sites for new programs, communities with large numbers of students who would benefit from these programs based on their home language were identified, and Superintendents and Principals collaborated to assess interest and capacity. Eighteen of the new programs are at sites with existing K-5 dual language programs, which will create greater continuity for students, families, and educators.
- DOE will collaborate with NYU on a joint Institute of Education Sciences (IES) grant for the first randomized control study of Pre-K for All that will look at students’ 3rd-grade test scores and grade retention across sites participating in the four different professional learning tracks, both in the short and long term.

GLOSSARY OF TERMS

The following table shows a list of acronyms and corresponding terms used in this report, organized in alphabetical order.

Acronym	Term
ACS	New York City Administration for Children’s Services
BB	Building Blocks
CLASS	Classroom Assessment Scoring System
CLD	Culturally and Linguistically Diverse
CUNY	City University of New York
DECE	New York City Division of Early Childhood Education
DL	Dual Language
DOE	New York City Department of Education
DOHMH	New York City Department of Health and Mental Hygiene
ECERS-R	Early Childhood Environment Rating Scale
ELI	Enhanced Language Instruction
FSV	Foundational Support Visit
IEP	Individualized Education Programs
NYCEEC	New York City Early Education Center
PKFCC	New York State Prekindergarten Foundation for the Common Core
PD	Professional Development
PL	Professional Learning
PQS	Program Quality Standards
SEIT	Special Education Itinerant Teacher

EXECUTIVE SUMMARY

In fall 2014, New York City launched the historic *Pre-K for All* initiative with the goal of providing universal access to free, full-day, high-quality pre-Kindergarten (pre-K) programming for all of New York City’s 4-year-olds.

Demonstrating its commitment to learning and quality improvement, the City¹ engaged the services of three research firms—Westat, Metis Associates, and Branch Associates—to undertake a comprehensive evaluation. The Year 1 (2014–15 school year) evaluation included a study of the effectiveness of the implementation process and a snapshot of student learning. In Year 2 (2015–16 school year), the evaluation addressed the differentiated supports provided to students and the professional learning (PL), coaching, and other supports provided to Pre-K for All center staff in more than 1,800 Pre-K for All sites.

This report focuses on the New York City Department of Education’s (DOE) professional learning (PL), coaching and other supports provided during the 2015–16 school year to ensure that Pre-K for All sites deliver high quality, engaging educational experiences. The DOE’s vision for high quality pre-K is defined in the NYC Pre-K for All Program Quality Standards (PQS), which “describe key practices of family engagement, rigorous and developmentally appropriate instruction, professional collaborations, and leadership that support children in gaining the knowledge and skills outlined in the New York State Prekindergarten Foundation for the Common Core (PKFCC).”² Supports and resources offered to sites included:

- **Program Quality Standards (PQS).** In the fall of 2015, the DOE began introducing the new PQS to site leaders through email communications, during PL sessions, and through site visits and coaching with staff from the DOE’s Division of Early Childhood Education (DECE). These new standards are expected to guide and inform the work of Pre-K for All sites moving forward.
- **Professional Learning.** Pre-K for All sites were assigned to receive PL based on their needs, their interest, and available slots. PL was offered through the NYC Pre-K Explore instructional track and three NYC Pre-K lanes. Sites that participated in NYC Pre-K Explore instructional track used the Building Blocks math curriculum together with Interdisciplinary Units of Study created by the DECE in collaboration with outside experts. Sites that participated in a NYC Pre-K Lane continued to implement a DECE-approved, PKFCC-aligned curriculum of their choice and were provided with content-specific professional development targeted for their particular lane, including Lane A: Advancing Social Emotional Development; Lane B: Using Data to Inform Instruction; or Lane C: Supporting Linguistically and Culturally Diverse Learners.
- **Support from DECE Instructional Coordinators.** DECE Instructional Coordinators provided coaching and instructional support to site leaders and teachers through site visits and ongoing communication.

Research Methods

- Interviews with key DOE staff
- Survey of Pre-K for All site leaders (N=1,314; 73% response rate)
- In-depth interviews & focus groups at 8 sampled sites (8 site leaders, 29 teaching staff, 6 DECE Instructional Coordinators, & 5 Social Workers)
- Documentation & data review

¹ Here “City” refers to the Mayor’s Office for Economic Opportunity and the New York City Department of Education (DOE) through the Division of Early Childhood Education (DECE), in cooperation with the New York City Administration for Children’s Services (ACS), and the New York City Department of Health and Mental Hygiene (DOHMH).

² New York City Department of Education, Pre-K for All Program Quality Standards.

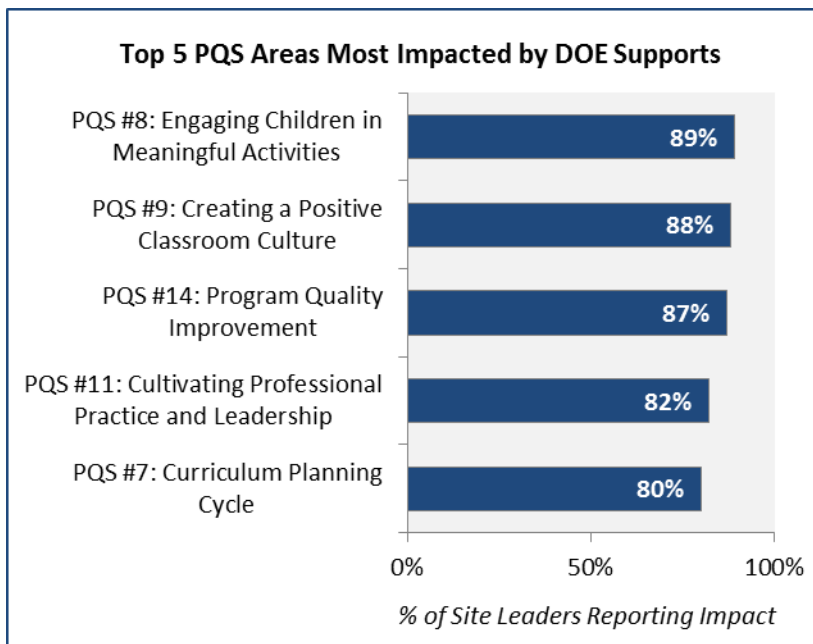
- **Support from DECE Social Workers.** DECE Social Workers provided coaching and supports to site leaders, teachers, families, and children in the areas of social emotional development and family engagement practices.
- **Other supports.** Pre-K for All sites were also offered other supports that included operational support from the DOE’s central and field offices, authentic assessment and screening resources, independent program assessment reports, and peer learning opportunities.

The evaluation of the Year 2 PL, coaching and supports, conducted in the spring of 2016, used a mixed-methods approach, drawing from multiple data sources and respondent groups (see Box on research methods on the previous page).

PERCEIVED HELPFULNESS OF DOE SUPPORTS AND EFFECT ON PRACTICES

Overall, site leaders were satisfied with the DOE supports they received during the 2015–16 school year, and a large majority reported enhancing their site’s practices as a result of these supports. Approximately 80 percent of surveyed site leaders reported that the DOE supports they received were helpful and aligned well to their site’s instructional needs to a *moderate extent* or *large extent*.

Furthermore, many site leaders who responded to the survey reported enhancing their practice in key areas aligned to the PQS as a result of the DOE supports. Nearly all (97 percent) identified impacts in at least one key area aligned to the PQS, including 84 percent that identified six or more key areas). According to site leaders, the areas aligned to the Program Quality Standards (PQS) that were most often affected by the DOE supports were PQS #8: Engaging Children in Meaningful Activities³, PQS #9: Creating a Positive Classroom Culture, PQS #14: Program Quality Improvement, PQS #11: Cultivating Professional Practice and Leadership, and PQS #7: Curriculum Planning Cycle.



Compared to the other types of supports provided by DOE, coaching from Instructional Coordinators was reported by site leaders to have enhanced site practices the most (i.e., it affected the largest number of PQS areas of practice).

All of the site leaders of the eight sampled sites were aware of the PQS; there was some variation in the extent to which they shared the information with their staff (who, by DOE design, were only beginning to be introduced to this information in 2015–16). All of the DECE Instructional Coordinators and Social Workers assigned to these sites

³ According to the PQS, “Engaging Children in Meaningful Activity” is defined as “teaching staff engage children as active learners and interact with children using a range of effective, developmentally appropriate strategies to create connections and extend children’s learning across domains and in a variety of contexts and experiences.”

indicated they had begun integrating these standards into their daily work with sites, thus helping raise awareness among site staff and promoting a consistent, uniform language across sites.

Site leaders who responded to the survey provided suggestions for improving the DOE supports, including focusing on different topics, differentiating support based on how long a program has been in existence, and offering more hours of support. Topic areas of greatest interest to sites included supporting children’s behavior regulation and social-emotional development, serving children with disabilities, serving children whose home language is a language other than English, and using data more effectively. At the sampled sites, most site leaders requested additional supports in the 2016–17 school year on the standards related to Rigorous Instruction.

FEEDBACK ON PROFESSIONAL LEARNING THROUGH TRACK AND LANES

As noted above, Pre-K for All sites received PL through the NYC Pre-K Explore instructional track or one of three NYC Pre-K lanes. Each had its own summer institute, four citywide PL days, and on-site follow-up coaching from the PL vendor to a subset of sites.

NYC Pre-K Explore

Sites that participated in NYC Pre-K Explore used the “Building Blocks math curriculum together with Interdisciplinary Units of Study created by the DECE in collaboration with outside experts. Building Blocks is an evidence-based math curriculum that focuses on teaching concept development and problem solving through developmentally appropriate practices and scaffolded learning.”⁴

- Satisfaction was highest for the on-site coaching; 88 percent of surveyed site leaders who participated in this track rated this aspect of the PL as *moderately helpful to very helpful*.
- As reported by site leaders, the two PQS areas that were most enhanced by the PL were PQS #14: Program Quality Improvement (52 percent of sites) and PQS #11: Cultivating Professional Practice and Leadership (48 percent of sites).

NYC Pre-K Lane A: Advancing Social Emotional Development

The Advancing Social Emotional Development lane was designed to “Support pre-K learners in developing social emotional skills needed to build a positive sense of self, form positive relationships, self-regulate, and adapt to change.”⁵

- At least two-thirds of surveyed site leaders were satisfied with the summer institute for site leaders, the PL sessions for site leaders and teachers, and follow-up coaching from the PL vendor provided through this lane to a subset of sites.

⁴ New York City Department of Education, Pre-K for All Instructional Tracks Overview.

⁵ New York City Department of Education, Pre-K for All Instructional Tracks Overview.

- The two PQS areas most enhanced by the PL, as reported by surveyed site leaders, were PQS #11: Cultivating Professional Practice and Leadership (48 percent of sites) and PQS #9: Creating a Positive Classroom Culture (47 percent of sites).⁶

NYC Pre-K Lane B: Using Data to Inform Instruction

The Using Data to Inform Instruction lane was designed to “Move each child forward by learning new strategies to identify and meet each learner’s needs using authentic assessments and other data points.”⁷

- Overall, site leaders were satisfied with the supports provided, with two-thirds or more of surveyed site leaders describing the following aspects of PL as *moderately helpful* to *very helpful*: summer institute for site leaders (66 percent), PL sessions for site leaders (70 percent), PL sessions for teachers (69 percent), and follow-up support from the PL vendor (69 percent).
- As reported by site leaders, the PQS areas most enhanced by the PL were PQS #6: Developmental Screening and Authentic Assessment (50 percent of sites), PQS #14: Program Quality Improvement (43 percent of sites), and PQS #11: Cultivating Professional Practice and Leadership (43 percent of sites).

NYC Pre-K Lane C: Supporting Linguistically and Culturally Diverse Learners

The Supporting Linguistically and Culturally Diverse Learners lane was designed to “build on the diverse backgrounds and languages children and families bring to the classroom with strategies for developing learning environments where all children can thrive and all families are strong partners.”⁸

- Most surveyed site leaders were satisfied with the DOE supports provided through this lane, including: summer institute for site leaders (66 percent), PL sessions for site leaders (82 percent), PL sessions for teachers (78 percent), and follow-up coaching from the PL vendor (66 percent).
- The PQS areas reported by site leaders as most enhanced by the PL were PQS #11: Cultivating Professional Practice and Leadership (56 percent of sites), PQS #14: Program Quality Improvement (47 percent of sites), and PQS 9: Creating a Positive Classroom Culture (47 percent of sites).

FEEDBACK ON DECE STAFF COACHING AND CAPACITY-BUILDING

In 2015–16, the DECE committed to using data to differentiate the support provided to all Pre-K for All sites. Multiple data sources, including a foundational support visit (FSV) at each site early in the year and data from prior year program assessments (i.e., CLASS and ECERS-R) and student-related escalations, helped DECE staff understand each site’s instructional, social-emotional, and family engagement needs. Based on the data, the DECE allocated Instructional Coordinator and Social Worker support based on sites’ needs and DECE’s staff capacity.

Foundational Support Visits

⁶ In the surveys, site leaders were asked to check any PQS areas that had been impacted by each of the DOE’s supports (i.e., “Has DOE’s citywide professional development, support from DECE Social Workers, and/or support from DECE Instructional Coordinators (ICs) enhanced your site’s practices in the following areas listed in the Program Quality Standards?”).

⁷ New York City Department of Education, Pre-K for All Instructional Tracks Overview.

⁸ New York City Department of Education, Pre-K for All Instructional Tracks Overview.

DECE Instructional Coordinators’ and Social Workers’ feedback on the FSV process was mixed. Some reported that the visits were helpful for providing important information about sites’ practices. Others cited limitations of the FSV process, such as the focus of the visits (e.g., insufficient attention to instruction and to teacher–child interactions, and too much focus on family engagement and classroom environment/organization); the timing of the visits early in the year and the amount of time required for the process, which resulted in delayed delivery of coaching support; the data collection methods (e.g., observations were conducted in a small number of classrooms at each site and data collection reportedly relied on site leaders’ self-reports); and a potentially inconsistent determination of a site’s needs based on the individuals conducting the visits (e.g., Instructional Coordinators and Social Workers have different focuses for their work, possibly affecting the FSV results).

[Because of the Instructional Coordinator] teachers are asking more questions, building more discussions, really thinking about differentiation within their centers.

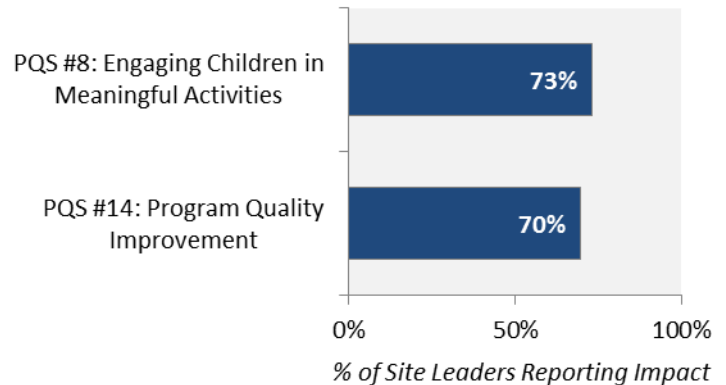
Pre-K for All Site Leader

Support from DECE Instructional Coordinators

The role of the DECE Instructional Coordinator is to build the capacity of Pre-K for All Sites to implement high quality instructional practices aligned to the DOE’s Program Quality Standards.

- DECE Instructional Coordinators were seen as one of the most useful supports the sites received, with more than 80 percent of surveyed site leaders rating their support as *moderately helpful* to *very helpful*.
- Site leaders we interviewed valued the DECE Instructional Coordinators’ collaborative approach, expertise in early childhood, and strong understanding of each site’s needs and strengths.
- Most staff at the sampled sites thought the frequency of the visits was adequate, and several noted that the increased frequency of visits (compared to the previous year) allowed for a greater involvement and deeper understanding of sites’ strengths and needs by the DECE Instructional Coordinators.
- The PQS areas reported by site leaders as most enhanced by the supports provided by DECE Instructional Coordinators were PQS #8: Engaging Children in Meaningful Activities and PQS #14: Program Quality Improvement. Pre-K for All staff at the sampled sites provided several examples of enhanced practices in areas such as open-ended questioning, use of developmentally appropriate activities, differentiated instruction, small-group work, classroom layout, lesson and unit planning, note taking, and more effective interactions with children.

PQS Areas Most Impacted by DECE Instructional Coordinators



... she would give me suggestions. ... And you should see those kids now. You'd never know they were the same children... She was able to give me some really good suggestions. She also reached out to the parents and followed up with resources for me to give to the parents.

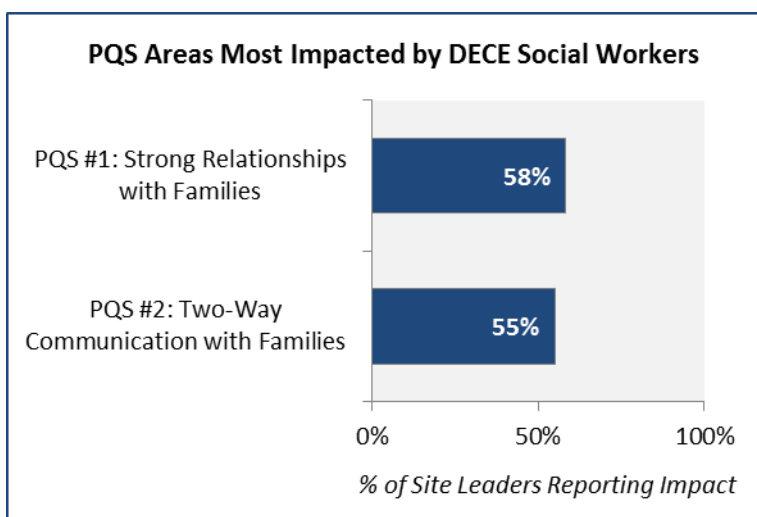
Pre-K for All Teacher

Support from DECE Social Workers

The role of the DECE Social Worker is to build the capacity of Pre-K for All sites to provide a socially and emotionally safe learning environment

for children and to empower families to support their children’s education in pre-K and beyond.

- Approximately 75 percent of surveyed site leaders reported receiving support from a DECE Social Worker and that these supports were helpful to a *moderate extent or large extent*.
- Staff at sampled sites said DECE Social Workers provided valuable assistance to teachers, children, and families, for example, by observing and supporting students with special needs, providing strategies for teachers to use with children experiencing behavioral issues, communicating with parents, and supporting programs and families in preparing their children for the kindergarten transition.
- Reported satisfaction with the frequency of site visits was mixed. Sites that worked with DECE Social Workers during the 2014–15 school year were less satisfied with the frequency of these visits in 2015–16, since it represented a decrease. Sites that had not had DECE Social Worker support in the previous year felt the frequency was adequate. Several of the interviewed DECE Social Workers felt they could be more effective with families and children if they were able to visit sites more often.
- As reported by site leaders, the PQS areas most enhanced by the DECE Social Workers were PQS #1: Strong Relationships with Families and PQS #2: Two-way Communication with Families. Site leaders and teachers from sampled sites provided examples of strategies they have implemented as a result of the DECE Social Worker supports they received, particularly related to working with students with behavioral issues and students with Individualized Education Programs (IEPs), and family engagement.
- Site leaders at the eight sampled sites provided a number of suggestions for improving DECE Social Worker supports including more training and support for pre-K family workers, more frequent visits, and more involvement in providing ongoing workshops for parents



SUMMARY AND RECOMMENDATIONS

According to most site leaders and staff participating in this study, the DOE supports provided during the 2015–16 school year—which included professional learning through track/lanes and coaching/supports from DECE Instructional Coordinators and Social Workers—were helpful and resulted in meaningful changes in sites’ practices aligned to the PQS set forth by the DOE. The following is a synthesis of key findings and recommendations for DOE’s consideration.

Professional Learning through Track and Lane Model

What’s working well:

- The PL provided through the track and lane model was described as *moderately helpful to very helpful* by

most site leaders responding to the survey. Many of the site leaders and teachers at the sampled sites also offered positive feedback regarding the PL. Participants also highlighted the helpfulness of the small-group and/or hands-on activities from specific PL sessions.

- Site leaders reported enhancing site practices in many areas aligned to the PQS as a result of the PL they received. At the eight sampled sites, site leaders and teachers offered concrete examples of these positive changes.

For DOE’s consideration:

- Further differentiate the content of the PL offerings based on sites’ and participants’ years of experience, provide a greater menu of topics for the PL sessions, and find locations that are more convenient for sites.
- Encourage PL facilitators to use small-group activities and hands-on learning experiences for participants and continue to provide on-site follow-up support on topics covered through the PL.
- Continue to provide PL and coaching on the following topics: supporting children’s behavior regulation and social-emotional development, serving children with disabilities, serving children whose home language is a language other than English, and using data more effectively.

Coaching and Support from DECE’s Instructional Coordinators and Social Workers

What’s working well:

- Overall, feedback on the supports provided by the DECE Instructional Coordinators and Social Workers was consistently positive. Over three-quarters of surveyed site leaders rated these supports as *moderately helpful* to *very helpful*. Site leaders responding to the survey reported that these supports led to meaningful changes and enhancements to their practices—findings that were supported by interviewed staff at the sampled sites.
- DECE Instructional Coordinators and Social Workers reported aligning their work with the sites to the PQS and, in doing so, felt they generated more awareness of the standards, particularly among site leaders. In interviews, all site leaders at the eight sampled sites reported familiarity with these standards.

For DOE’s consideration:

- Provide coaching and support from DECE Instructional Coordinators and Social Workers to Pre-K for All sites earlier in the school year.
- Consider expanding the coaching model, in particular the coaching from DECE Social Workers, at sites with the greatest need for this type of support.
- Expand the existing repository of available “vetted” resources that DECE Instructional Coordinators and Social Workers can share with the sites.
- Continue to generate awareness of the PQS through ongoing coaching, PL, and citywide meetings, and provide more guidance to site leaders on how to generate more awareness of these standards among their staff.

INTRODUCTION

In the fall of 2014, New York City launched the historic Pre-K for All initiative with the goal of providing universal access to free, full-day, high-quality programming for all of New York City’s 4-year olds. Demonstrating its commitment to learning and quality improvement, the City—the Mayor’s Office for Economic Opportunity and the New York City Department of Education (DOE) through the Division of Early Childhood Education (DECE), in cooperation with the New York City Administration for Children’s Services (ACS), and the Department of Health and Mental Hygiene (DOHMH)—engaged three research firms—Westat, Metis Associates, and Branch Associates—to conduct a comprehensive evaluation to gain actionable information to inform implementation. During the 2014–15 school year (Year 1), the evaluation team documented successes, challenges, and lessons learned from the expansion efforts and initial implementation and captured a snapshot of student learning. During the 2015–16 school year (Year 2), the evaluation focused on the City’s efforts to improve pre-K services. We addressed two major topics: (a) promising practices provided to students living in poverty, students with disabilities, and students whose home language is other than English and (b) feedback on the professional learning (PL), coaching, and other supports provided to Pre-K for All center staff.

The report presents findings on the perceived helpfulness, adequacy, and effects of the supports provided to assist sites in delivering high-quality, engaging educational experiences to children (see Table 1). The DOE’s vision for high quality is defined in the NYC Pre-K for All Program Quality Standards (PQS), which “describe key practices of family engagement, rigorous and developmentally appropriate instruction, professional collaborations, and leadership that support children in gaining the knowledge and skills outlined in the New York State Pre-Kindergarten Foundation for the Common Core (PKFCC).”⁹

Table 1. Supports Provided to Pre-K for All Sites

DOE Support	Description
Professional Learning	<ul style="list-style-type: none"> Sites were divided into PL track/lanes based on interest, need, and availability: <ul style="list-style-type: none"> NYC Pre-K Explore: Building Blocks and Pre-K for All Interdisciplinary Units of Study NYC Pre-K Lane A: Advancing Social Emotional Development NYC Pre-K Lane B: Using Data to Inform Instruction NYC Pre-K Lane C: Supporting Linguistically and Culturally Diverse Learners PL included a summer institute, four citywide PL days during the school year, and on-site coaching specific to three of the four track/lanes.
Support from DECE Instructional Coordinators	<ul style="list-style-type: none"> DECE Instructional Coordinators provided instructional coaching and supports to site leaders and teachers in designated sites. Their role included one-on-one meetings with site leaders, classroom observations and feedback, modeling of instructional strategies, staff development training, and sharing of materials and resources.
Support from DECE Social Workers	<ul style="list-style-type: none"> DECE Social Workers provided coaching and supports to designated sites on social emotional development and family engagement practices. To support sites in these areas, they conducted observations and consultations, coached teachers, modeled best practices and strategies for engaging students and families, facilitated workshops, built families’ knowledge and skills, connected families to social service resources, and shared materials and resources.
Other Supports	<ul style="list-style-type: none"> Other supports included operational and logistical support from the DOE central and field offices, authentic assessment and screening resources, independent program assessment reports, peer learning opportunities, family engagement resources, other DOE-sponsored PL, in-house PL facilitated by program staff or outside consultants, and coaching and other supports provided by ACS to their sites.

⁹ New York City Department of Education, Pre-K for All Program Quality Standards.

The Year 2 evaluation used multiple methods and data sources, including:

- Interviews with key DOE staff from various offices to obtain background information on the supports provided.
- A survey of all Pre-K for All site leaders (73 percent response rate) to obtain their perceptions of the helpfulness and effectiveness of the DOE supports provided as well as ongoing needs for support. Leaders of sites enrolling children whose home language is a language other than English were also asked about supports being provided to those children.
- In-depth interviews and focus groups with site leaders and teaching staff at a sample of eight sites (two for each PL track/lane) to gather in-depth feedback on the DOE supports they have received.
- Interviews with the DECE Instructional Coordinators and Social Workers assigned to the eight selected sites to collect information on their role and coaching supports provided to sites and changes in site practices, as well as their feedback on the FSVs. When we refer to Instructional Coordinators and Social Workers in this report, we are referring to DECE staff that provided support to sites, and not staff hired by the sites themselves (for example, district schools could have their own social workers).
- Review of DOE documentation and available data, such as materials describing the various supports provided to sites, results of feedback forms completed by participants in the PL, a DOE survey of sites requesting input on their PL preferences and needs, and information about instruction and services for students whose home language is a language other than English and students with disabilities.

[Appendix A](#) provides more detail on the evaluation methodology. It is important to note that, due to the small number of individuals selected for participation in the interviews and focus groups, the findings that come from them cannot be considered representative. Nevertheless, they provide interesting insights into the ways the supports have been perceived by some individuals from these groups.

In the sections that follow, findings about the perceived helpfulness, adequacy, and effects of supports are presented in the following order (Note: Clicking on one of the bullets below will take you to the corresponding section):

- [Overall satisfaction with DOE supports and effect on program quality](#)
- [Provision of PL through track and lanes](#)
- [DECE staff coaching and capacity-building, including foundational support visit and supports from Instructional Coordinators and Social Workers](#)
- [Other supports, including peer learning opportunities, other DOE supports, in-house PL, and supports from the New York City Administration for Children \(ACS\)](#)
- [Summary and recommendations for DOE consideration](#)

PERCEIVED HELPFULNESS, ADEQUACY, AND EFFECTS OF DOE SUPPORTS

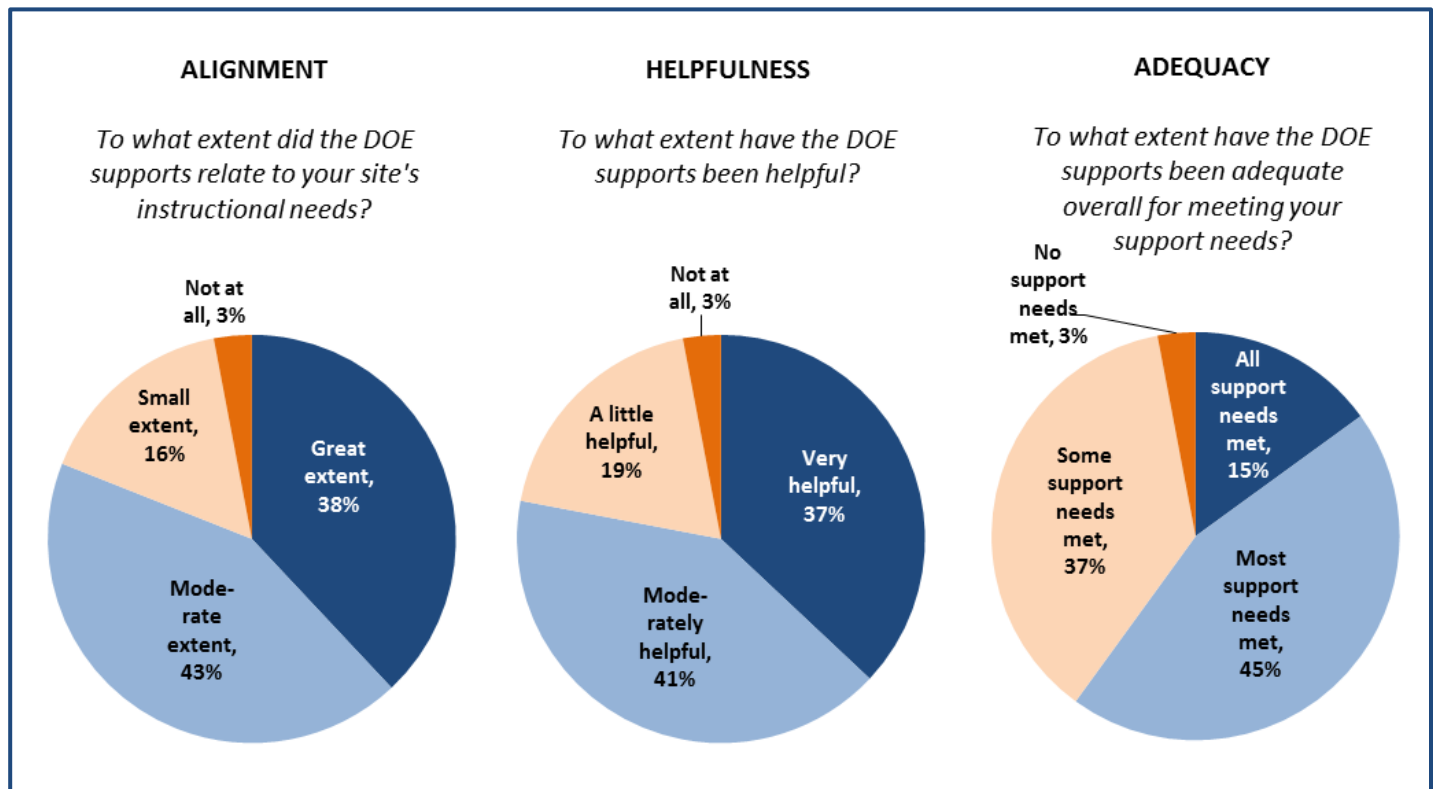
OVERALL SATISFACTION WITH DOE SUPPORTS AND IMPACT ON PROGRAM QUALITY

Overall Satisfaction

Site leaders who responded to the survey were generally satisfied with the various DOE supports they received (see Figure 1). More than three-quarters of surveyed site leaders reported that the DOE supports were aligned to their site’s instructional needs to a *moderate extent* or a *great extent* (81 percent). Most site leaders found these supports to be *moderately helpful* or *very helpful* (78 percent). Results also suggest that sites may benefit from additional supports, as evidenced by smaller percentages of site leaders reporting that *all* or *most* support needs have been met (15 percent and 45 percent, respectively).

Approximately 80 percent of surveyed site leaders reported that the DOE supports were helpful and well aligned to their site’s instructional needs to a *moderate extent* or *large extent*.

Figure 1. Perceived Alignment, Helpfulness, and Adequacy of DOE Supports



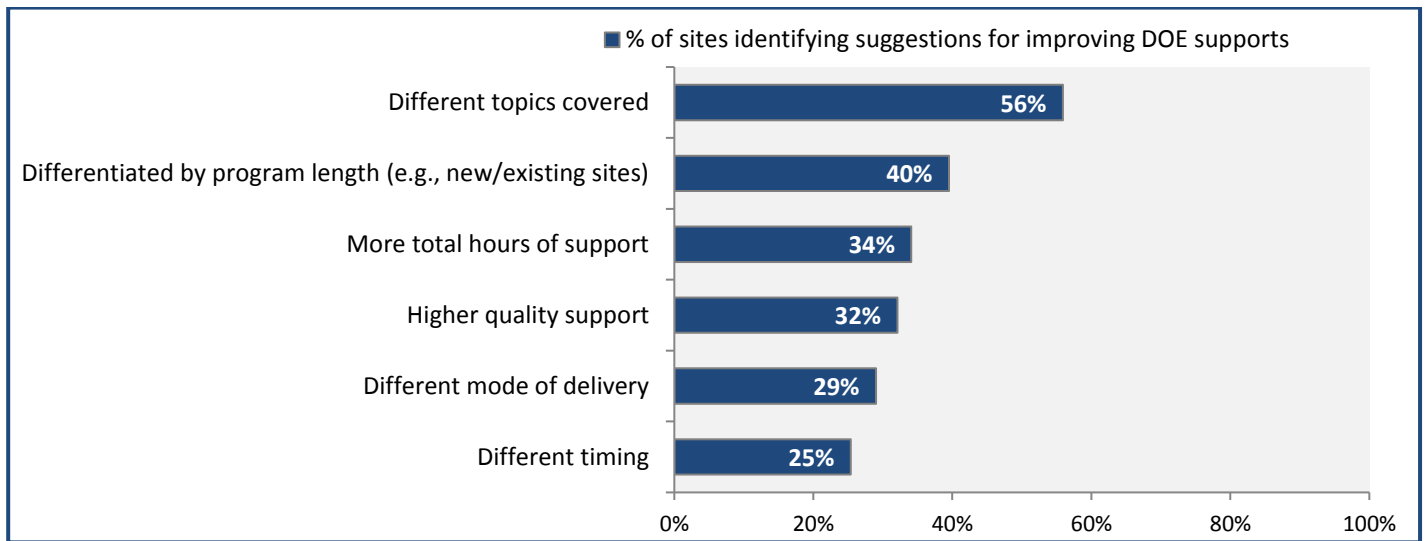
Note: Percentages may not add up to 100 because of rounding.
Source: Site leader survey.

Suggestions for Improving the DOE Supports

Surveyed site leaders provided suggestions for improving the DOE supports and identified their sites' needs for additional supports in key areas. As shown in Figure 2, more than half (56 percent) of the site leaders would like to see different topics addressed through the various DOE supports. More than a third of site leaders also recommended more differentiation of supports according to how long a program has existed (a finding that was consistent with the feedback from site leaders we interviewed), as well as more hours of support.

56% of surveyed site leaders would like the DOE supports to cover additional topics. Addressing students' social-emotional needs and using data to support instruction, which were identified as areas of need in the Year 1 evaluation, continued to be areas in which site leaders wanted more support.

Figure 2. Suggestions for Improving DOE Supports



Source: Site leader survey.

Need for Additional Supports

According to the survey, top-rated areas of need for additional support (see Figure 3, on the next page) included:

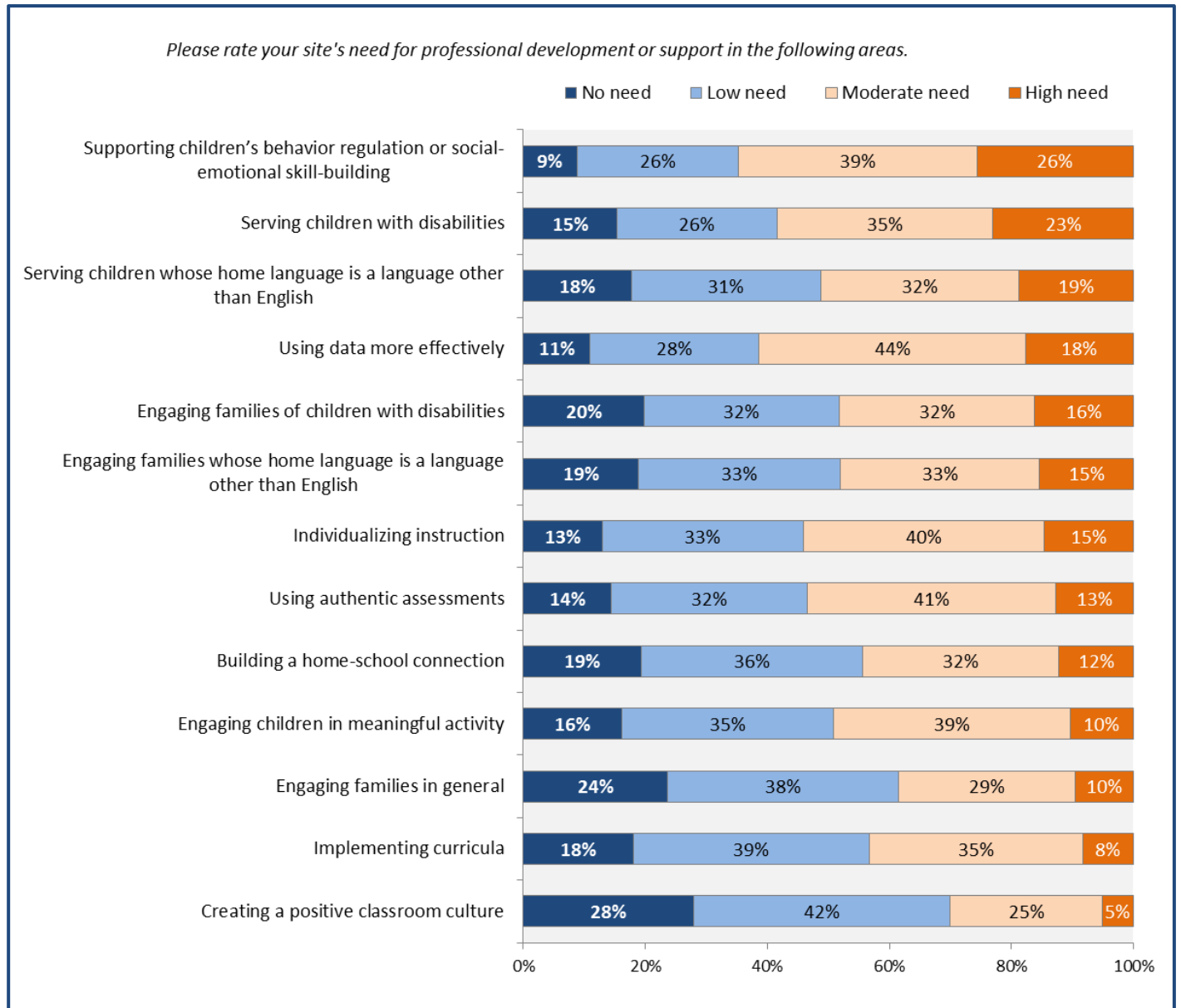
- supporting children's behavior regulation and social-emotional development,
- serving children with disabilities,
- serving children whose home language is a language other than English, and
- using data more effectively.

These areas of need were consistent with our Year 1 evaluation findings¹⁰ and also were the primary focus of the 2015–16 NYC Pre-K lanes (Lane A: Advancing Social Emotional Development; Lane B: Using Data to Inform Instruction; and Lane C: Supporting Linguistically and Culturally Diverse Students).

Staff at the sampled sites were asked to reflect on additional supports needed in each area of the PQS. Their qualitative feedback is summarized following discussion of the PQS.

¹⁰ Westat, Metis Associates, & Branch Associates, *Evaluation of the New York City Pre-K for All Initiative, 2014–15, Implementation Study Report: Program Supports*.

Figure 3. PL and Support Needs of Pre-K for All Sites



Note: Percentages may not add up to 100 because of rounding.
Source: Site leader survey.

Site and DECE Staff Familiarity with the Program Quality Standards

During the 2015–16 school year, the DOE focused its efforts on raising awareness of the PQS among Pre-K for All site leaders, intending to shift the focus to teaching staff during the 2016–17 school year. During interviews and focus groups at the eight sampled sites, we asked Pre-K for All staff about their familiarity with the PQS.

Overall, site leaders at each sampled site reported being familiar with the PQS, although there was some variation in how they first learned about the standards. Some reported learning about the PQS via email; others learned about the standards from their assigned Instructional Coordinator or at one of the citywide DOE PL sessions. One site leader explained:

When we went to the PD, they told us [about the PQS] step-by-step...We got ideas from different groups and we made notes on it...They gave us an example of everything...and then we brought it to the school.

Another site leader, who reported being “*very familiar*” with the PQS, noted, “My first time looking at the PQS was after the first FSV. I wanted to understand why we were rated so poorly in many of the areas. After digging through it, I found evidence for every section.”

Instructional Coordinators and Social Workers reported varying levels of familiarity with the PQS among site leaders and some noted that site leaders of NYC Early Education Centers (NYCEECs)¹¹ typically knew more about the PQS than principals of district schools. **As might be expected, teachers were generally less familiar with the PQS than site leaders, and teachers’ awareness of the standards varied across sites.**

Instructional Coordinators and Social Workers alike reported being familiar with the PQS and using them to inform their everyday work, such as while assessing sites’ strengths and weaknesses and when setting goals for the sites (all goals must be tied to the standard that best aligns with the goal). Instructional Coordinators reported continuously using the language of the standards in work with sites. Two Instructional Coordinators said they used the PQS on their first visit with the site, explaining that the PQS serves as the foundation for goal-setting. Similarly, one Social Worker commented, “I use it every day for work...It’s my guide. It’s my bible.”

Consistent with their specific support roles, Instructional Coordinators and Social Workers tended to focus on different PQS areas in their work with sites. Instructional Coordinators reported focusing most on standards related to Rigorous Instruction and feeling more comfortable or better equipped to address those particular standards. The standards most frequently used by Social Workers included PQS #1: Strong Relationships, PQS #2: Two-Way Communication, and PQS #9: Creating a Positive Classroom Culture.

Need for Additional Supports Related to the Program Quality Standards

At sampled sites, staff were asked to indicate areas for which they would like to receive more support. **Site leaders at six of the eight sampled sites mentioned standards related to Rigorous Instruction as high priority areas for the 2016–17 school year.** Two of these site leaders reported that their sites needed support for PQS #6: Developmental Screening & Authentic Assessment, in particular. As one administrator explained, teachers want data “to really look at instruction and inform [their] instructional next steps.” The other leader wanted support related to authentic assessments and project-based learning. Another desired support for Rigorous Instruction included ensuring that students are ready for kindergarten and making sure that teachers engage in “curriculum planning with the Instructional Coordinator in a small-group setting, with interactive, hands-on work [and] visuals.”

Consistent with site leader reports, all six Instructional Coordinators noted that the area in which their sites needed the most help was Rigorous Instruction. One Instructional Coordinator explained that site leaders often think rigor means more academics versus using developmentally-appropriate practices, and both site staff and families need a better understanding of this distinction. Within the broad area of Rigorous Instruction, five of the six Instructional Coordinators reported that PQS #8: Engaging Children in Meaningful Activity was the area in which sites most needed help because “it encompasses so much...it’s really digging deeper and challenging some of the

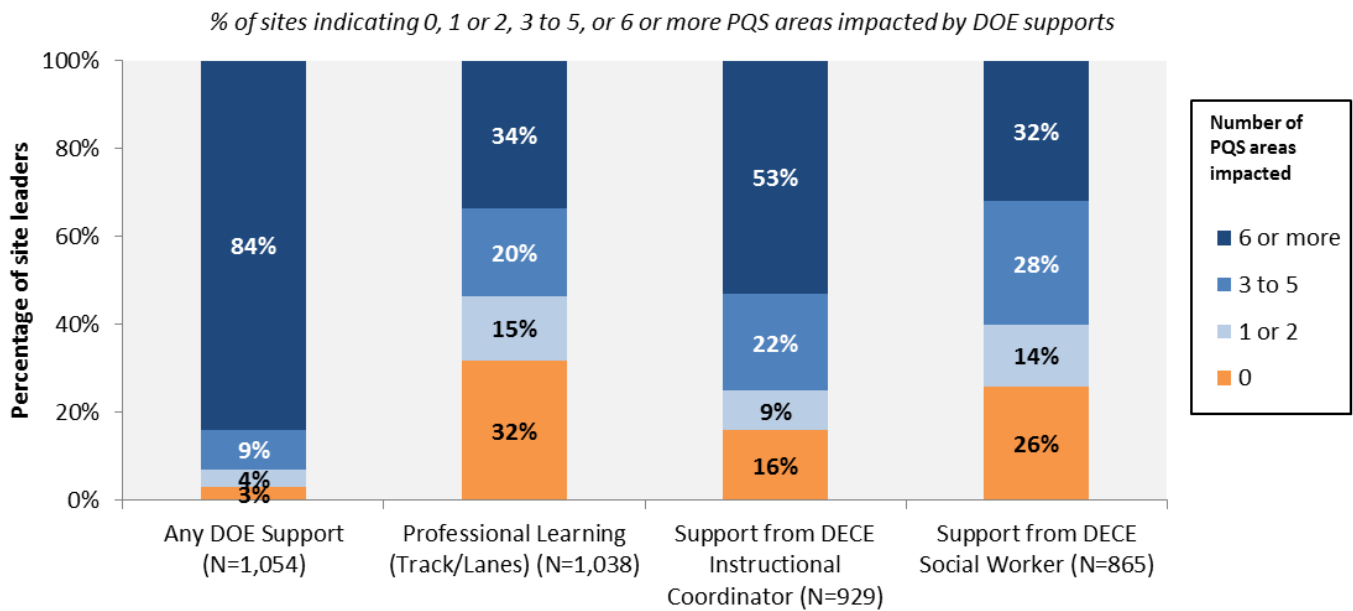
¹¹ Pre-K for All is provided in several different types of settings. New York City Early Education Centers (NYCEECs) are operated by independent organizations under contract to DOE (DOE NYCEECs) or ACS (ACS NYCEECs). Programs are also provided in district schools and charter schools.

children.” Most Social Workers identified the standards on which sites needed the most support as those most relevant to their work, including capacity-building, strong relationships, and two-way communication.

Perceived Effect of the Supports on Site Practices

Many site leaders who responded to the survey reported enhancing their practice in key areas aligned to the PQS as a result of DOE supports during the 2015–16 school year. In fact, ninety seven percent of site leaders reported enhancing their practice in at least one key area, including 84 percent who identified six or more key areas (see Figure 4).

Figure 4. Number of PQS Areas Impacted by DOE Supports, Overall and by Type of DOE Support



Source: Site leader survey.

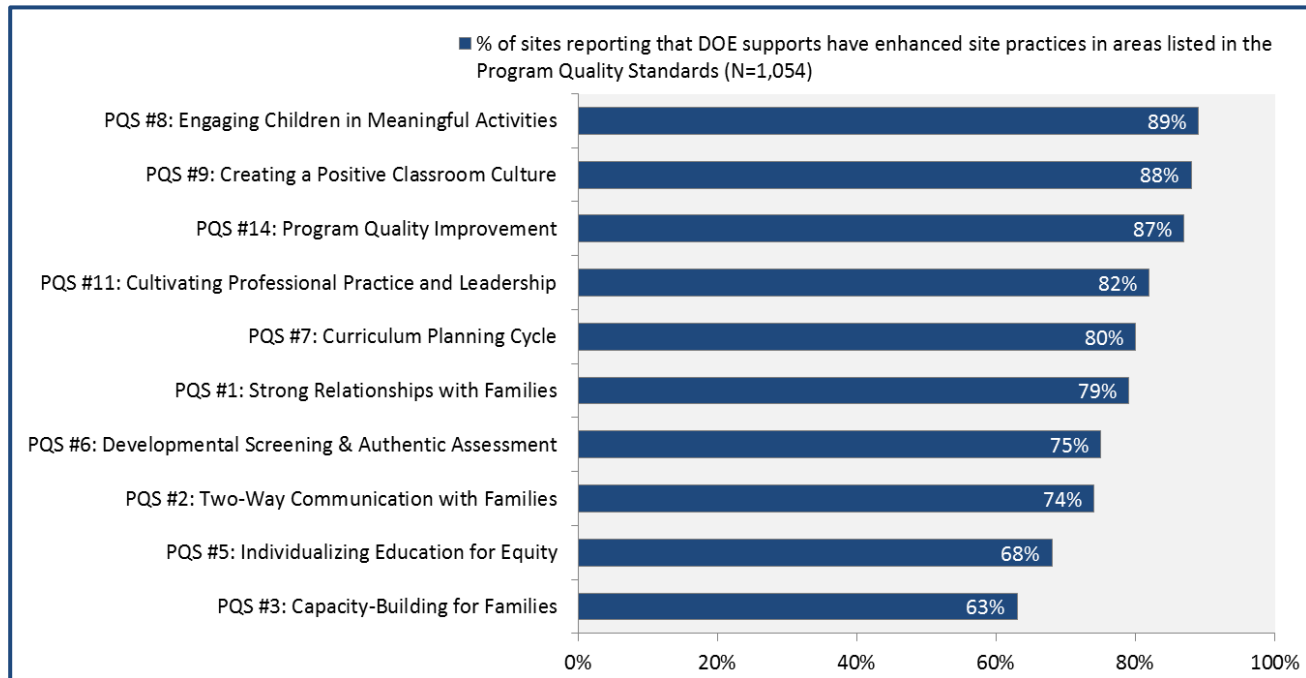
Table B1 in [Appendix B](#) shows these results disaggregated for each of the PL track/lanes. As can be seen in [Figure 4](#), coaching supports, particularly those provided by the Instructional Coordinators, were reported to have the greatest impact on enhancing site practices (i.e., coaching from Instructional Coordinators impacted the most PQS areas). This is consistent with findings from the literature, which emphasize the importance and effectiveness of providing educators with PL experiences, like coaching, that are sustained, intensive, and on-site, and that include opportunities for active learning.^{12,13} Examples of how the DOE PL and the supports from Instructional Coordinators and Social Workers enhanced site practices are described throughout the report. [Figure 5](#) shows the aspects of the pre-K programs that leaders reported to be most affected by the DOE supports.

Between 63 percent and 89 percent of site leaders reported that the DOE supports enhanced their site practices in key areas aligned to the Program Quality Standards.

¹² Garett et al. (2001).

¹³ Dunst & Raab (2010).

Figure 5. Perceived Impact of DOE Supports on Site Practices Related to the PQS



Source: Site leader survey.

In describing how the DOE supports informed site practices with regard to the PQS, site leaders at half of the sampled sites reported feeling most supported in the standards that fall under Rigorous Instruction. One site explained that supports provided by DOE helped in “making sure that we have conversations about what we're going to teach and how we're going to teach it.” In the words of another site leader: “We improved in instruction; [understanding] the materials we need and how to implement them [with] different children, different groupings...center time, and questioning—especially questioning.” A third site leader said she felt the PQS were “already a part of the program...and we just incorporated it into what we are already doing.” She noted they were “aligned with the [PKFCC] standards.”

FEEDBACK ON SUPPORTS PROVIDED

PROVISION OF PROFESSIONAL LEARNING THROUGH TRACK AND LANES

Professional development for teachers has the potential to improve the educational outcomes of students in early childhood settings. Early childhood research has shown that students taught by teachers who received professional development showed significant gains on measures of social-emotional, language, cognitive, literacy, and mathematics learning compared to students of teachers who did not receive professional development.¹⁴

The DOE provided PL through the NYC Pre-K Explore instructional track or three NYC Pre-K lanes—Lane A: Advancing Social Emotional Development, Lane B: Using Data to Inform Instruction, and Lane C: Supporting Linguistically and Culturally Diverse Learners. Each of these track and lanes consisted of a summer institute, three PL days for site leaders, four PL days for teachers, and, for a subset of sites, ongoing coaching by the PL vendor. This model included several components that have been identified in the literature as the most effective aspects of professional development. For example, research has indicated that PD is more likely to lead to improved teacher learning if it is sustained and intensive, focuses on academic content, gives teachers opportunities for hands-on work, and builds on their previous experiences.¹⁵ Collective participation among teachers of the same school, department, or grade—another aspect present in the DOE’s model—has also been found to be particularly beneficial.¹⁶

Track and Lane Methodology

To gain a better understanding of how the DOE made decisions about the PL and support provided to sites, we examined documentation provided by DOE and interviewed DOE staff to learn about the strategies used to assign sites to the track and lanes. We also compared the final track and lane assignments to the results of the DOE survey requesting sites’ preferences for PL assignments. Results of these analyses are briefly described below.

When making assignments to track and lanes, the DOE considered multiple measures of site needs and characteristics:

- the needs of the students at a particular site;
- the number of full-day pre-K classrooms (this pertained mostly to the NYC Explore track);
- feedback from DECE Instructional Coordinators and Social Workers and staff from ACS;
- the number/presence of student-related behavioral escalations;¹⁷
- whether the site was designated as a Dual Language (DL) or Enhanced Language Instruction (ELI) site,¹⁸ and
- sites’ interest as measured by a DOE survey.

¹⁴ Knight, Wiseman, & Cooner, 2000; Whalen et al., 2009.

¹⁵ Garet et al., 2001.

¹⁶ Desimone et al., 2002.

¹⁷ The DOE assigned sites that had a large number of student-related behavioral escalations to Lane A: Advancing Social and Emotional Development.

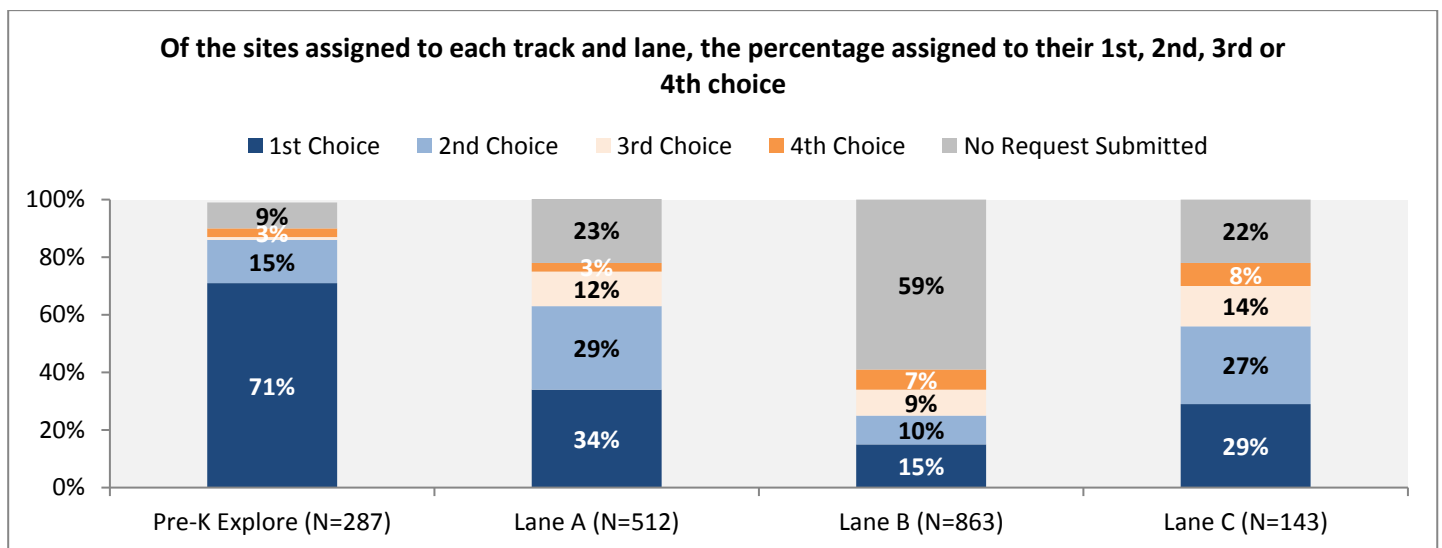
¹⁸ The DOE provides program options to ensure that all children gain foundational language, cognitive, and social emotional skills, including children whose home language is a language other than English. Dual Language (DL) programs provide instruction in two languages (half in English, half in the target language), with the aim of teaching students to read, write, and speak in both English and their home language. Programs with Enhanced Language Instruction (ELI) offer additional supports for children in English and whose home language is a language other than English and their families. The DOE assigned these sites to Lane C: Supporting Linguistically and Culturally Diverse Learners.

Using the DOE criteria, sites were assigned to track/lanes for the 2015–16 school year as follows:¹⁹

- NYC Pre-K Explore = 287
- NYC Pre-K Lane A: Advancing Social Emotional Development = 512
- NYC Pre-K Lane B: Using Data to Improve Instruction = 863
- NYC Pre-K Lane C: Supporting Linguistically and Culturally Diverse Learners = 143

Site preferences played a modest part in these assignments. Sites completed a DOE survey to rate each track and lane on a scale from 1–4 (1=least preferred, 4=most preferred). While DECE tried to accommodate site preference wherever possible, a combination of multiple criteria and capacity did not always result in a site receiving their first choice. For example, 454 sites listed NYC Pre-K Explore as their first choice on the survey; however, because of limited seats (due to funding), only 287 were assigned to that track. (Sites that had previously participated in a pilot for Building Blocks were automatically assigned to this track.) The rest of the sites were assigned to NYC Pre-K lanes A, B, or C based on the criteria set by DOE. **Figure 6** shows the percentage of sites assigned to each track and lane and whether they listed that track or lane as their first, second, third, or fourth choice or did not state a preference in the DOE survey.

Figure 6. Track and Lane Assignment and Sites’ Preferences



Note: Percentages may not add up to 100 because of rounding. Percentages less than 3 percent are not labeled in the graph.
Source: DECE Curriculum survey.

NYC Pre-K Explore was the PL track preferred by the majority of sites (41 percent) that completed the survey. The remaining sites requested NYC Pre-K Lane A (22 percent), Lane B (21 percent) or Lane C (16 percent) as their first choice. Figure B2 in [Appendix B](#) shows the number and percentage of sites that requested and were assigned to each track or lane. It includes sites that completed the track and lane request survey as well as those that did not.

In interviews, site leaders reported that the communication around track and lane assignments was generally clear, with only a few site leaders expressing concerns. For example, one site leader indicated the DOE practice of

¹⁹ These numbers are based on initial assignments and may have changed slightly over the course of the school year. Sites that had half-day and full-day classes were allowed to select two different track/lanes. Of the 1,805 sites, 7 sites were assigned to two tracks or lanes (e.g., one classroom to one and a second classroom to another). To account for both assignments, the 7 sites were counted twice, once under each track or lane assignment.

communicating only with the organization’s executive director meant that information was conveyed second-hand, and often key staff did not receive details about the PL in time to take advantage of the opportunity.

In the next sections we discuss the findings from the survey of all Pre-K for All site leaders, and our interviews and focus group with site leaders, teachers, Instructional Coordinators, and Social Workers from two sites assigned to each of the track/lanes related to the provision of PL and other supports to sites. Tables B3, B4, and B5 in [Appendix B](#) compare the survey results related to the perceived helpfulness of PL and other supports and their effect on site practices by track and lane and by type of support.

NYC Pre-K Explore

Sites that participated in NYC Pre-K Explore were using the “Building Blocks math curriculum together with interdisciplinary Units of Study created by the DECE in collaboration with outside experts. Building Blocks is an evidence-based math curriculum that focuses on teaching concept development and problem solving through developmentally appropriate practices and scaffolded learning.”²⁰

Description of DOE Professional Learning

Pre-K for All sites that participated in NYC Pre-K Explore were given all of the necessary materials and received PL on how to implement the curriculum through the summer institute, citywide PL days, and on-site coaching provided by Bank Street College of Education and the developers of the Building Blocks curriculum.

The stated objectives of the summer institute and the school year citywide PL for NYC Pre-K Explore are included in [Appendix C](#). The summer institute was designed to provide a foundation for site leaders and teachers. Objectives for the site leaders’ summer institute were to:

- learn about the importance of early math in children’s development;
- understand what Building Blocks is and the research behind it;
- learn how Building Blocks addresses the PKFCC, links to Interdisciplinary Units of Study, and contributes to learning/development in other domains; and
- understand what a high-fidelity Building Blocks classroom looks like and learn how to support teachers’ implementation with a focus on the first few months of the year.

Each of the four citywide PL days emphasized the upcoming curriculum teachers were expected to teach during the subsequent weeks, and provided teachers with the opportunity to review new concepts related to observation of children, scaffolding, and intentional planning of lessons. Each teacher had the opportunity to receive eight individual coaching sessions during the school year from Bank Street. It should be noted that sites may also have received instructional coaching from Instructional Coordinators and/or social-emotional development and/or family engagement coaching from Social Workers. These supports are described later in this report.

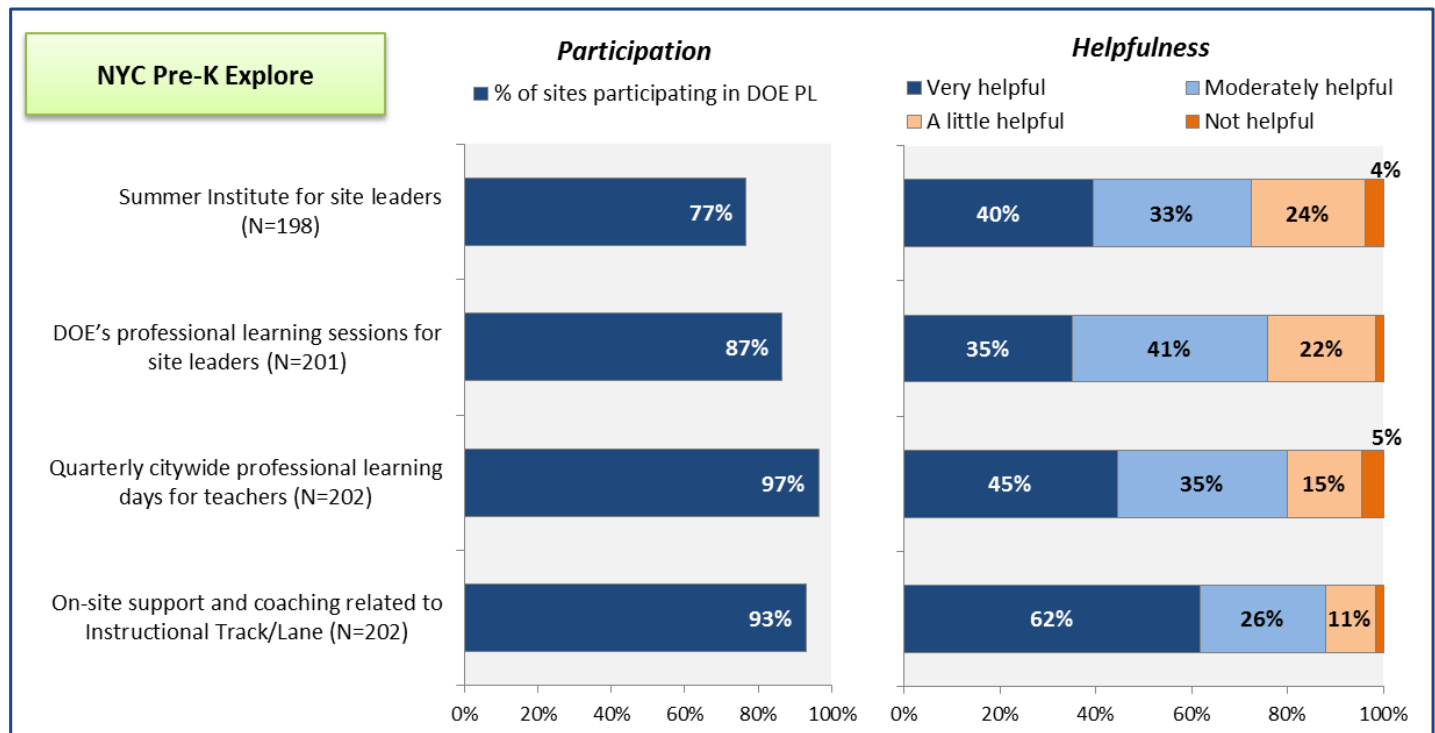
²⁰ New York City Department of Education, Pre-K for All Instructional Tracks Overview.

Participation in and Perceived Helpfulness of DOE Professional Learning

According to the survey, participation in the various types of DOE PL was highest at teachers' citywide PL days (97 percent) and for the on-site support and coaching (93 percent). In addition, 87 percent of the site leaders reported that they personally attended at least one PL session during the school year.²¹

Satisfaction was highest for the on-site coaching from Bank Street, with 88 percent of site leaders rating this aspect of the PL as *moderately helpful* to *very helpful*. Satisfaction was also high for both teachers' and site leaders' citywide PL sessions, with most site leaders rating them *moderately helpful* to *very helpful* (80 percent and 76 percent, respectively). Complete responses to these survey questions are presented in Figure 7.

Figure 7. Participation in and Helpfulness of DOE PL (NYC Pre-K Explore)



Note: Percentages may not add up to 100 because of rounding.
Source: Site leader survey.

From the point of assignment throughout the school year, staff at the two sites we interviewed reported different experiences in NYC Pre-K Explore. One site leader reported that her site was assigned to the track by DOE, and teachers described having received little information about the program's nature. Having participated in a Building Blocks pilot program, the other site's leader and most of its teachers had already received training in the program and the site leader selected this track to continue work in this area. She commented, "We were very impressed with what the kids were learning through that math program over those two years, so it was just a very easy choice for us."

Nearly all site leaders in NYC Pre-K Explore reported that their site received on-site coaching, and they rated this highest of all DOE supports.

Teachers from the first site found the summer institute "very useful" and the instructor "wonderful," citing tips provided for using questions in conjunction with learning centers and information related to assessments as

²¹ Because of a technical difficulty, the survey did not ask site leaders about their teachers' attendance at the summer institute.

particularly helpful. Despite finding the institute useful, the teacher indicated, “it was a lot of information at one time” and she felt “bombarded.” The leader at this site did not attend the summer institute, and neither the site leader nor the teachers reported attending the citywide PL sessions during the school year, citing distance and crowded conditions as deterrents for attending PL sessions.

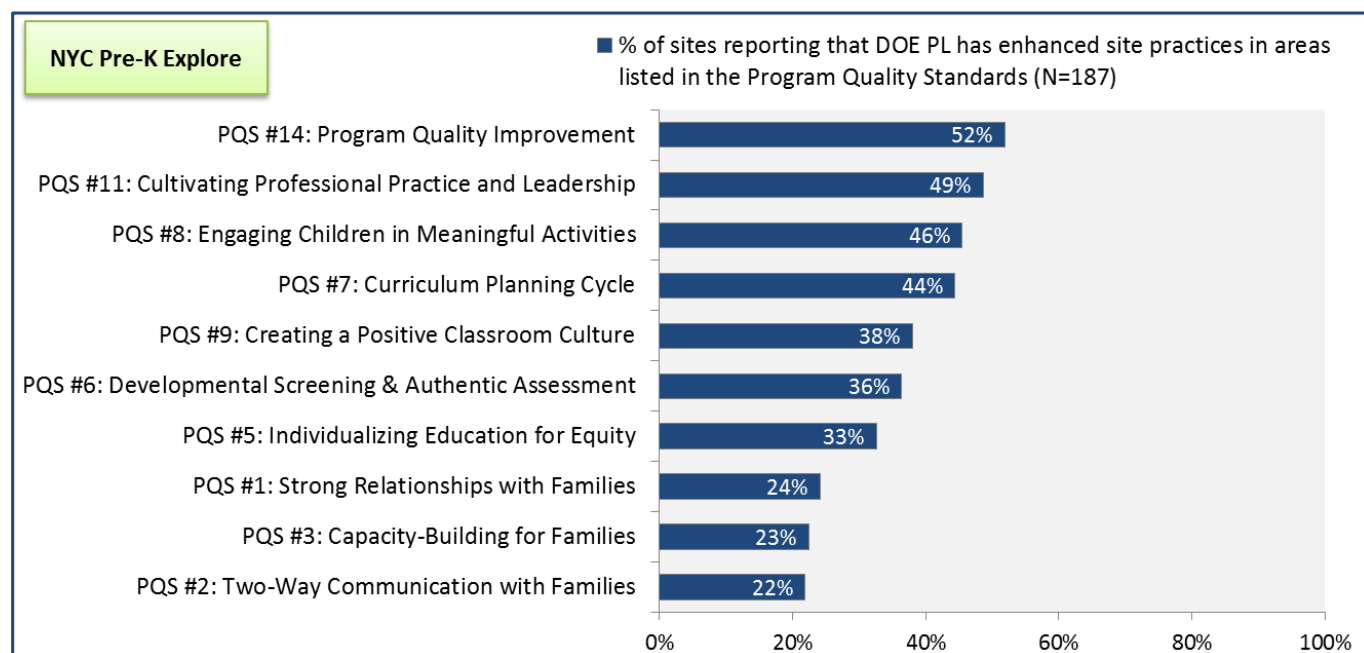
At the second site, prior experience with Building Blocks led the site leader and most teachers to view the PL as repetitive. The site leader described the summer institute as “more or less a review for me;” however, she said the small-group sessions were very helpful for staff “to gain that familiarity with how the lessons were laid out and [learn] how it was supposed to be presented to the kids.”

Each site reported receiving monthly visits from a coach during the school year. Consistent with the survey results, both sites offered praise for the support and coaching provided by Bank Street. Both sites commented that the coach was attuned to their respective needs. As one leader said, “She got a total feel of who was where and who needed what and spent her time accordingly throughout the classrooms.” In praising the coach, a teacher commented, “When she comes into the classroom...she immediately associates with the children. She becomes assimilated to the classroom.”

Reported Changes in Practice

Site leaders were asked to report whether the PL they received enhanced their practices in one or more PQS areas. Among sites participating in this instructional track, 72 percent of site leaders selected at least one PQS, including 32 percent that selected six or more PQS (see Figure 4 and Figure B1 in Appendix B). Specifically, **approximately half of the site leaders reported that the PL enhanced their practices in the area of PQS #14: Program Quality Improvement (52 percent) and PQS #11: Cultivating Professional Practice and Leadership (49 percent).** Enhancing practices related to PQS #8: Engaging Children in Meaningful Activities and PQS #7: Curriculum Planning Cycle were identified by 46 percent and 44 percent of the site leaders, respectively. Complete survey responses are shown in Figure 8.

Figure 8. Perceived Effect of DOE PL on Site Practices (NYC Pre-K Explore)



Source: Site leader survey.

Leaders at the two sampled sites described how their practice changed in the areas of using data and in lesson planning as a result of the PL and onsite coaching provided through this track. One site leader said, “The teachers take a lot of notes through this program [and do] informal assessments daily. So we take a look at where the kids are and what they need to sharpen up and what we need to do better to move them on.” A teacher commented that the Bank Street coach offered “key things for our lessons. She’ll take three lessons and send [feedback] weekly.” Staff also indicated the coach was instrumental in facilitating use of the math manipulatives and other tools provided by the Building Blocks program.

NYC Pre-K Lane A: Advancing Social Emotional Development

The Advancing Social Emotional Development lane was designed to “Support pre-K learners in developing social emotional skills needed to build a positive sense of self, form positive relationships, self-regulate, and adapt to change.”²² In addition to the summer institute and citywide PL sessions, early childhood educators from the Bank Street College of Education provided ongoing coaching for teachers and support for administrators related to this lane in a subset of sites.

Description of DOE Professional Learning

The year-long goals and stated objectives of the summer institute and school year citywide PL for this and the other two lanes are included in [Appendix C](#). Briefly, the summer institute was designed to support leaders’ and teachers’ understanding of the social and emotional characteristics and needs of pre-K children and the role of family engagement in supporting social and emotional development. The institute aimed to promote intentional positive social and emotional learning, add to site leaders’ and teachers’ understanding of their role in promoting positive social emotional development, and identify potential resources and strategies for doing so.

The citywide PL days were designed to help site leaders and teachers use authentic assessment data to develop lessons that build on children’s social-emotional strengths. Site leaders had opportunities to learn coaching strategies to help teachers implement best practices around social emotional learning, and were expected to generate a site-wide outcome and action plan. Teachers were given strategies for developing strengths-based, meaningful, and two-way relationships with families, and were expected to develop a professional learning outcome and action plan.

Participation in and Perceived Helpfulness of DOE Professional Learning

According to the survey, teachers in almost all sites (97 percent) attended at least one citywide PL day.²³ The large majority of site leaders also reported attending at least one professional learning session for site leaders (84 percent) and the summer institute for site leaders (76 percent).²⁴ About half (52 percent) of the site leaders reported receiving follow-up on-site support and coaching related to the Advancing Social Emotional Development lane.

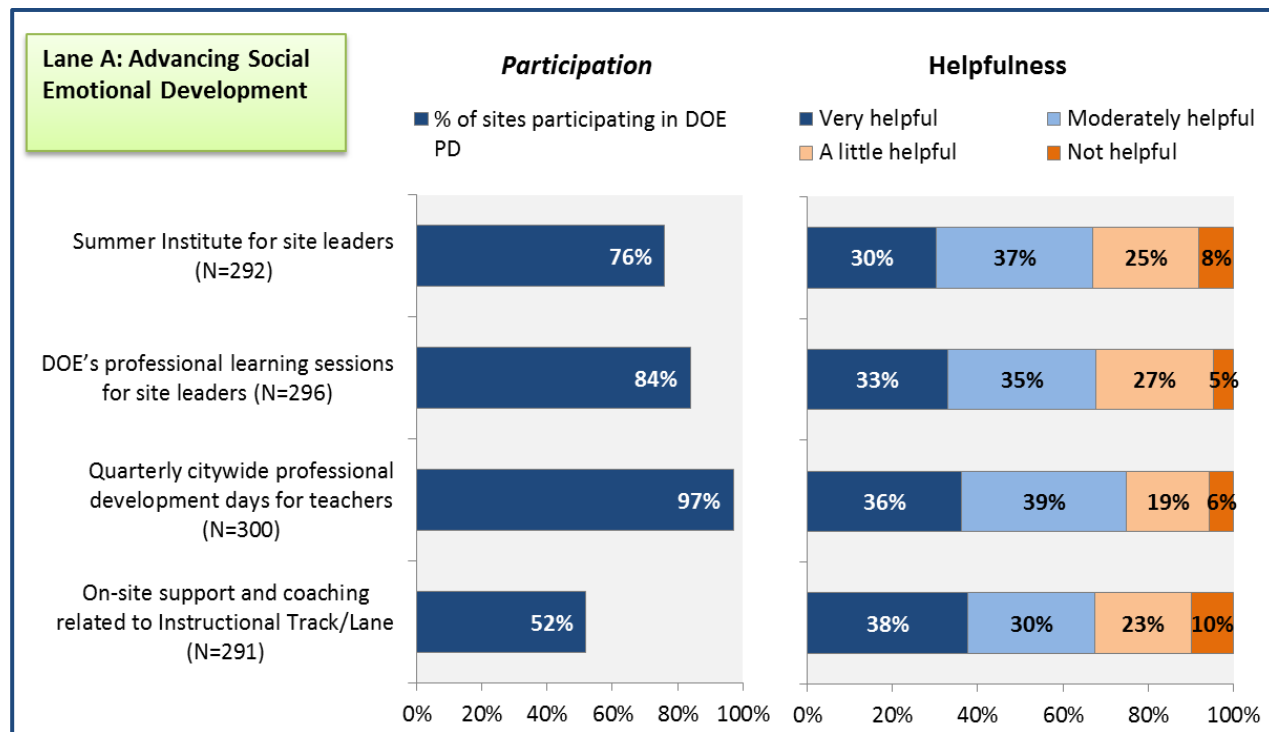
²² New York City Department of Education, Pre-K for All Instructional Tracks Overview.

²³ The survey asked about participation in “at least one session” of the four sessions offered through citywide PL days for teachers and “one session” of the four professional learning sessions offered to site leaders; therefore, actual participation/attendance rates across sessions cannot be calculated (and PL attendance cannot be compared across track/lanes).

²⁴ Because of a technical difficulty, the survey did not ask site leaders about their teachers’ attendance at the summer institute.

The highest level of satisfaction as reported by the site leaders was for the citywide PL for teachers. Of the 97 percent of site leaders who reported that their teachers attended at least one PL session, 75 percent described these sessions as *moderately helpful* or *very helpful*. As shown in Figure 9, site leaders were also generally satisfied with all other supports (summer institute for site leaders, PL sessions for site leaders, and on-site coaching related to the lane), with approximately 67 percent of those who participated rating these as *moderately helpful* or *very helpful*.

Figure 9. Participation in and Helpfulness of DOE PL (Advancing Social Emotional Development)



Note: Percentages may not add up to 100 because of rounding.
Source: Site leader survey.

Both leaders of the sampled sites had selected the Advancing Social-Emotional Development lane as their preferred option because they felt it was the most appropriate for their sites' needs. One site leader explained, "I thought it was a better fit for the population we're serving," that is, with incomes below or just above poverty level, families living in shelters for the homeless or children exposed to domestic violence. "A lot of [students] also may need other supports, where it's maybe counseling. Some of the children are referred for different delays and for services for special education."

Teachers interviewed at these sites saw the relevance of this lane's PL offerings to their work. For example, a teacher commented, "The key to producing a wonderful student is beginning with the social-emotional. Unless you have that foundation they're not going to progress or reach their fullest potential." **Staff from one of the two sampled sites attended the summer institute.** Vacation schedules and hiring dates after the session were cited by staff as reasons for missing it. Neither leader attended the school-year PL sessions, citing schedule conflicts.

Feedback from those who did attend the summer institute was very positive, particularly with respect to the structure and the resources provided. As the site's leader explained,

They gave us different books...[that] were helpful where I can go back and say, 'I remember an activity that we went over,' and I can go back to that activity and then in discussions with my teachers we can go over it

and then develop a strategy or plan for working with a child that may be displaying some challenging behaviors.

Teachers who attended the institute liked interacting with teachers from other sites. “You get to learn about different things that are going on around, not just New York; people [guest speakers] came from different states.” One teacher noted, “We got to enter our small [groups] and we were able to interact.”

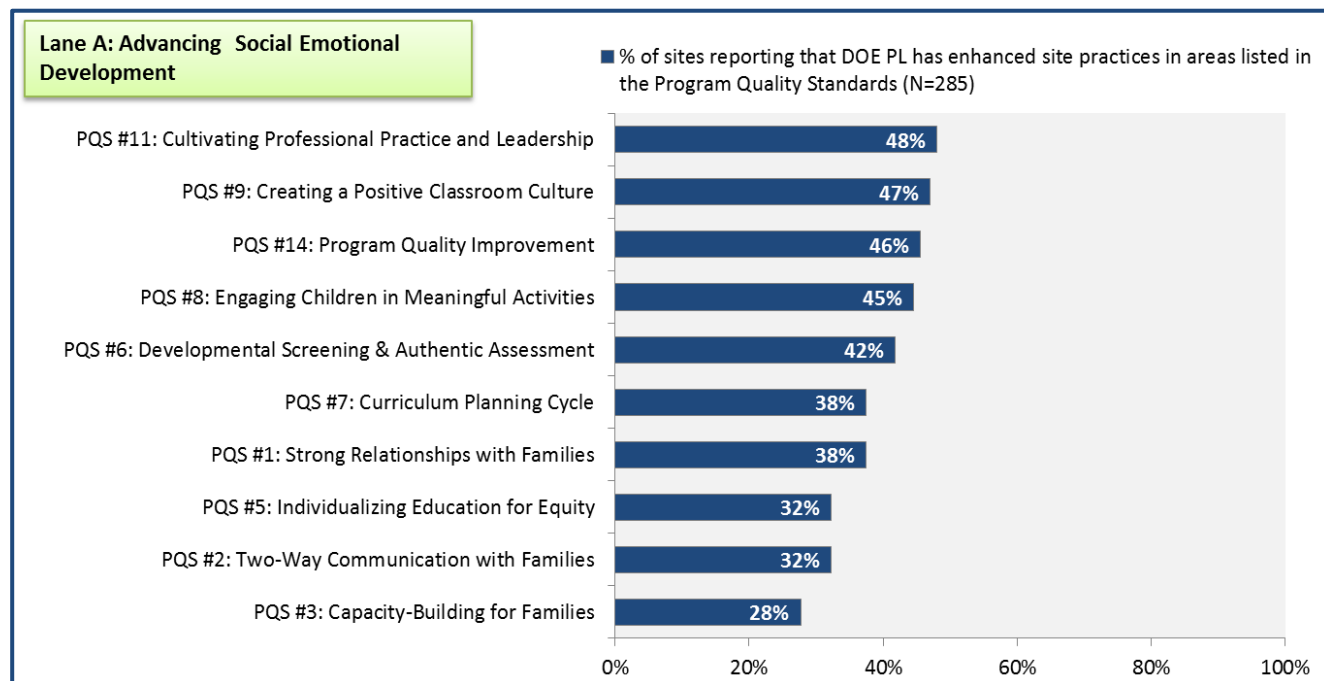
Teachers at both sampled sites offered examples of how the school year PL, particularly incorporating art, helped them. “Even with collage, the artwork, you can get so much out of what a child creates, because then they can dictate what they drew and it shows what they’re feeling.” Teachers liked how one of the sessions provided ideas on incorporating art into literacy and doing hands-on activities, and related concepts to the Common Core.

By design, a subset of *Pre-K for All* sites received on-site support by the PL vendor specific to their lane. Neither of the sampled sites was assigned to this group.

Reported Changes in Practice

Site leaders were asked to report on the impact of the DOE PL on their site’s practices in areas addressed by the PQS. Among sites participating in this lane, 71 percent of site leaders selected at least one PQS area, including 35 percent of site leaders who selected six or more PQS areas (see Figure B2 in Appendix B). As shown in Figure 10, **almost half of the site leaders reported that the PL enhanced their site’s practices aligned to PQS #11: Cultivating Professional Practice and Leadership and PQS #9: Creating a Positive Classroom Culture** (48 percent and 47 percent, respectively). Similar percentages of site leaders identified two other areas in which the DOE PL enhanced site practices: PQS #14: Program Quality Improvement (46 percent) and PQS #8: Engaging Children in Meaningful Activities (45 percent). Complete survey responses are shown in Figure 10.

Figure 10. Perceived Effect of DOE PL on Site Practices (Advancing Social Emotional Development)



Source: Site leader survey.

In interviews and focus groups, staff provided several examples of how teachers applied their learning to their practice. For example, one site leader commented, “[The summer institute] helped the teachers differentiate with their instruction, by going for social-emotional-appropriate practice.” She added that participants learned to “actually meet them where they are and get them to whatever level they’re trying to get them to by supporting them socially.” Teachers also indicated that the PL helped teachers prepare to address challenging student needs such as difficulties at home, and provided strategies on how to talk to and read to students and help them deal with separation anxiety.

NYC Pre-K Lane B: Using Data to Inform Instruction

The Using Data to Inform Instruction lane was described by DOE as designed to “Move each child forward by learning new strategies to identify and meet each learner’s needs using authentic assessments and other data points.”²⁵ In addition to the summer institute and PL sessions offered during the school year, on-site support and coaching from a PL vendor contracted by DOE (City University of New York) was available to selected sites in this lane on the recommendation of Instructional Coordinators.

Description of DOE Professional Learning

The summer institute for the Using Data to Inform Instruction lane was designed to help leaders understand how child development informs data-driven instruction, how and why teachers collect and use data to inform instruction and engage families, and to help them develop strategies to support and guide teachers in this area. For teachers, the summer institute focused on providing a common understanding of child development as the basis for informed instruction; learning techniques for observing and analyzing children’s work; developing their ability to use authentic assessment systems; and learning how to use data to design classroom environments, learning centers, whole-group activities, and individualized instruction.

The citywide PL days were designed to help site leaders and teachers use authentic assessment data to develop lessons that support child development, standards-based instruction, and engage families through a year-long sequence of presentations and activities. The sessions for site leaders included learning coaching strategies to support teachers in best practices around using data to inform instruction and family engagement. Developing culturally and linguistically responsive strategies for collecting and using data was a focus of sessions for site leaders as well as teachers. Sessions for site leaders were expected to generate a site-wide outcome and action plan while teachers were expected to develop a professional learning outcome and action plan. In addition, a subset of sites received supplemental coaching by the PL vendor related to the Using Data lane.

Participation in and Perceived Helpfulness of DOE Professional Learning

Site leaders responding to the survey reported that the citywide PL days for teachers had the best attendance, with teachers in almost all sites (97 percent) attending at least one session (according to site leaders’ reports). The large majority of site leaders also reported attending their own professional learning sessions (85 percent) and summer institute (71 percent).²⁶ More than four out of every ten sites in this lane (43 percent) also reported receiving follow-up on-site support and coaching related to the Using Data lane.

²⁵ New York City Department of Education, Pre-K for All Instructional Tracks Overview.

²⁶ Because of a technical difficulty, the survey did not ask site leaders about their teachers’ attendance at the summer institute.

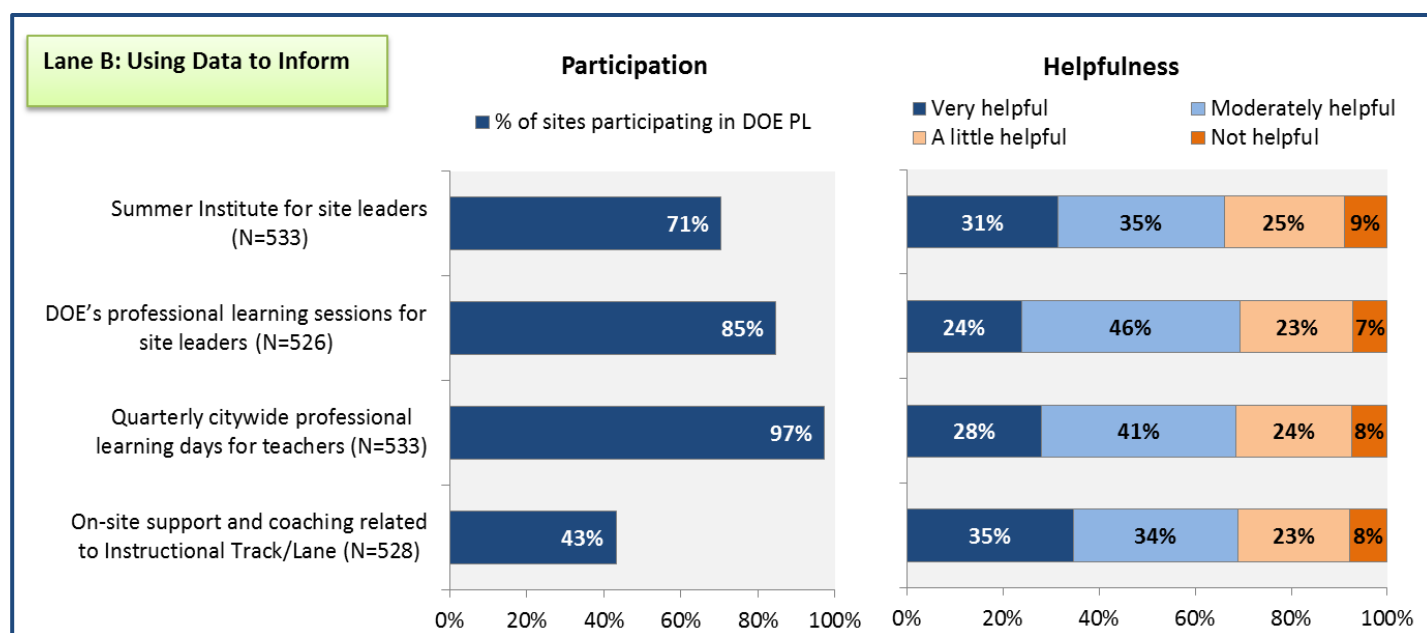
Overall, surveyed site leaders reported satisfaction with the DOE PL provided through the Using Data lane. As shown in Figure 11, on the next page, the various supports were described as being *moderately helpful to very helpful* by two-thirds or more of the site leaders completing the survey.

The site leaders at the two sampled sites differed in their satisfaction with this lane. At one, the site leader explained that they “chose Using Data because we wanted teachers to know more about it.” Because three of her teachers were new, she felt this track aligned well with their needs. The site leader at the second site had wanted, instead, to be part of NYC Pre-K Explore because the school wanted to replace the “outdated” math program it was using.

Neither leader nor any of the staff at the two sampled sites attended the summer institute. Reasons for not attending included schedule challenges (teachers), being in a different position or not yet employed (site leader, teacher), or dissatisfaction with a previous year’s summer institute (site leader).

Satisfaction with the school-year PL depended on how much experience staff had and how applicable they felt the topic was to their site. While both site leaders attended only the first of these sessions, their staff attended most or all of them. The staff at the site that had not selected this lane was, on the whole, an experienced group: teachers had more than 10 years of experience and teacher assistants had at least five years in the classroom (although one was new to pre-K). The site’s leader thought the first school-year PL session was geared more toward other types of [less experienced] sites. “A lot of things that they were talking about were things I’d already implemented,” although she noted the session helped her “see that the things we are doing with data are things that they want us to.” The leader at this site would have liked the content of the sessions to be geared more toward what schools or sites like hers with seasoned teachers need; that is, more differentiated PL “that would really take us to the next level.” Interestingly, this site leader suggested that the training address a topic that was on the agenda for the third session (which she did not attend): “I would have liked to see more around using data to differentiate [learning] centers.”

Figure 11. Participation in and Helpfulness of DOE PL (Using Data)



Note: Percentages may not add up to 100 because of rounding.

Source: Site leader survey.

The PL was said to be particularly helpful for less experienced staff. The site leader at the site with less-experienced staff said the first school-year PL session was “very good—they explained how to do most of the Work Sampling, assess the child, what you should be looking for, different kinds of play.” As this site’s teacher assistant, who was new to pre-K, commented, “So most of the information, I love it. Because this is the first time I go out with them for the PL. We used to stay in the school—this is totally different. So, I love it.”

The PL was seen as most valuable for less experienced teachers, less valuable for sites with seasoned teachers.

Reported interest in and satisfaction with the PL was lower when leaders or teachers felt that the content covered wasn’t useful or applicable. For example, because the second teacher session in the Using Data lane was viewed by one of the site leaders as only “somewhat useful for the materials” and did not cover the Work Sampling System that they used, this site leader planned not to send the teacher assistants to the final session of the year. When asked if the trainings were well-aligned with the Using Data lane, a teacher at this site commented, “I don’t think it really has much about using data...It really is more of like, they give you a slideshow and the print-out of the slideshow, and I felt like it was very repetitive every time.” The teacher also indicated that after two sessions of working with a sample student’s data, the instructor mentioned participants could use their own students’ data

Teachers at sampled sites expressed a desire for PL that builds on their existing knowledge and that offers new ideas, and “books that maybe we haven’t heard about.” One teacher commented, “I hate it when they say, ‘You know how to use the [assessment] system.’ They’re not building on it.” They would also prefer that the sessions break out according to the different assessment tools, “then it would be more specific for you.” Their site leader concurred.

By design, a subset of *Pre-K for All* sites received on-site support by the PL vendor specific to the Using Data lane. Neither of the sampled sites was assigned to this group.

I think what they [DOE] should do is really ask what type of professional development they’re looking for, and then group schools by similar topics so that when we’re sending our teachers out, or we’re going out, it’s really meaningful to the work that we’re doing, and it’s something that we can bring back to the school and try out immediately.

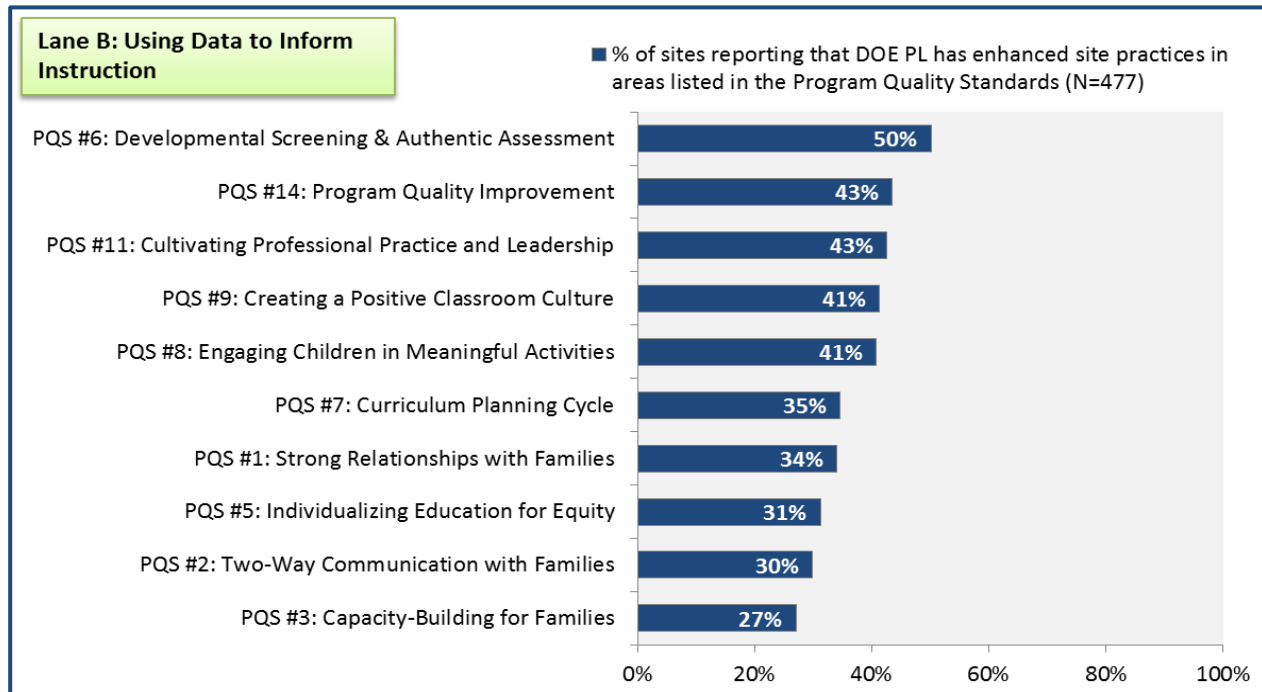
Pre-K for All Site leader

Reported Changes in Practice

Site leaders were asked to report on the impact of the DOE PL on their site’s practices in areas addressed by the PQS. Among sites participating in the Using Data lane, 66 percent of site leaders selected at least one PQS area, including 34 percent of sites that selected five or more PQS (see Figure B1 in Appendix B). Specifically, as shown in Figure 12, **half of the site leaders reported that the PL enhanced their site’s practices aligned to PQS #6: Developmental Screening and Authentic Assessment practices.** For a subset of sites (ranging from 27 percent to 43 percent), changes were also reported in other PQS, including PQS #14: Program Quality Improvement, PQS #11: Cultivating Professional Practice and Leadership, PQS #9: Creating a Positive Classroom Culture, and PQS #8: Engaging Children in Meaningful Activities.²⁷

²⁷ Respondents were allowed to select multiple PQS.

Figure 12. Perceived Effect of DOE PL on Site Practices (Using Data)



Source: Site leader survey.

None of the staff at the sampled sites identified specific changes in practice stemming from the PL sessions.

However, one site leader commented, “It helped me to see that the things that we are doing with data are things that they want us to do. I’m a very data-driven person. I’m using data for inquiry. I guess it made me feel even better about the practices that we have in place here. According to another site leader, the sessions reinforced practices their program was following already: “Well, we do it [assessment] every day. Teachers have notebooks and they write things about the children, continue logs, anecdotes.”

NYC Pre-K Lane C: Supporting Linguistically and Culturally Diverse Learners

The Supporting Linguistically and Culturally Diverse Learners lane was designed to “Build on the diverse backgrounds and languages your children and families bring to the classroom with strategies for developing learning environments where all children can thrive and all families are strong partners.”²⁸

Description of DOE Professional Learning

The summer institute was designed to enhance leaders’ and teachers’ understanding of how to support culturally and linguistically diverse learners, identify strategies for creating developmentally appropriate classrooms, and learn about meaningful ways to engage families in their children’s learning experiences and celebrate the cultural and linguistic diversity of their communities.

The objectives of the citywide PL days included supporting linguistically and culturally diverse children through coaching strategies and formative feedback (site leaders) and developing strengths-based strategies for understanding the cultural and linguistic backgrounds of families (teachers). Sessions for site leaders were expected

²⁸ New York City Department of Education, Pre-K for All Instructional Tracks Overview.

to generate a site-wide outcome and action plan, and teachers were expected to develop a professional learning outcome and action plan.

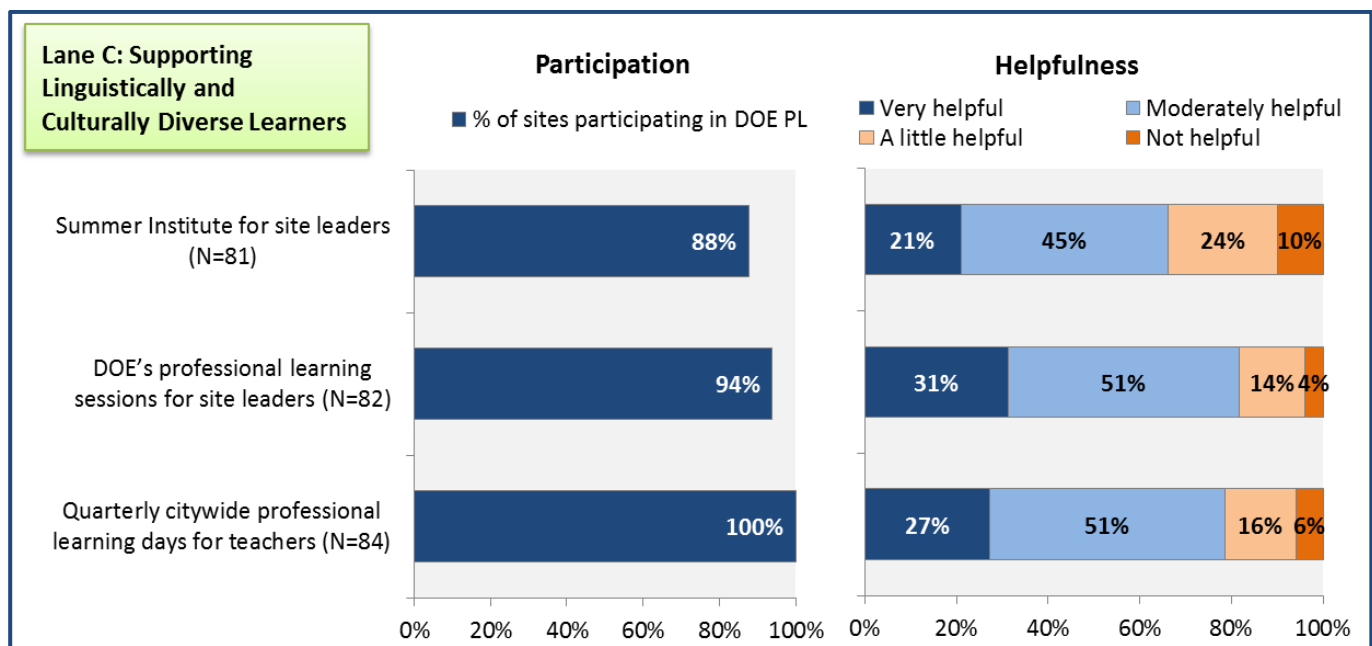
Participation in and Perceived Helpfulness of DOE Professional Learning

Every site assigned to this lane for which the site leader responded to the survey sent teachers to the citywide PL sessions and most site leaders themselves attended at least one of their professional learning sessions (94 percent). More than 8 in 10 site leaders also attended the summer institute (88 percent).²⁹

The highest level of satisfaction as reported by the site leaders was for their own professional learning sessions. Eighty two percent of site leaders who reported attending at least one session identified this support as *moderately helpful to very helpful*. Satisfaction with the citywide PL for teachers also was high, with 78 percent of site leaders whose teachers participated indicating these sessions to be *moderately helpful or very helpful* (see Figure 13 on the next page).

More than 75 percent of surveyed site leaders were satisfied with the citywide PD provided to their teachers and with their own professional learning sessions.

Figure 13. Participation in and Helpfulness of DOE PL (Supporting Linguistically and Culturally Diverse Learners)



Note: Percentages may not add up to 100 because of rounding. On-site support and coaching were not offered to Lane C.
Source: Site leader survey.

The two sampled sites we visited had a lot in common—each served a diverse group of children and families and had experienced staff—but the site leaders had very different perspectives about their lane assignment. One site leader had selected this lane, saying “We applied for the language [lane] because this is very interesting to us, because [there are] a lot of different cultures here, different language.” The other leader would have preferred a different lane. She commented, “As a bilingual teacher, I was a dual language teacher, I have that background...So, a

²⁹ Because of a technical difficulty, the survey did not ask site leaders about their teachers’ attendance at the summer institute.

lot of the stuff, of course, resonated with me, but it wasn't new learning for me. And for my bilingual certified teacher who's in pre-K, it wasn't either." These same sentiments were expressed by teachers at both sites.

Attendance at the summer institute was different for the two sites. Both the teachers and the leader of one site attended, yet only one teacher from the other site attended. Still, staff at both schools offered positive feedback. According to the teachers, "There were great presenters. They spoke about having the home language intact and transitioning the children to English, and incorporating this into each classroom's learning center. The articles were great and having that group work—everyone brought their own experiences with languages and culture." One of the teachers particularly liked the networking, "getting together the teachers from different communities, so we realize, 'Oh, we're not alone.' Somebody else has that problem."

The summer institute was valued by the teachers, who appreciated its "great presenters," the articles that were shared, and the opportunity to network with other teachers.

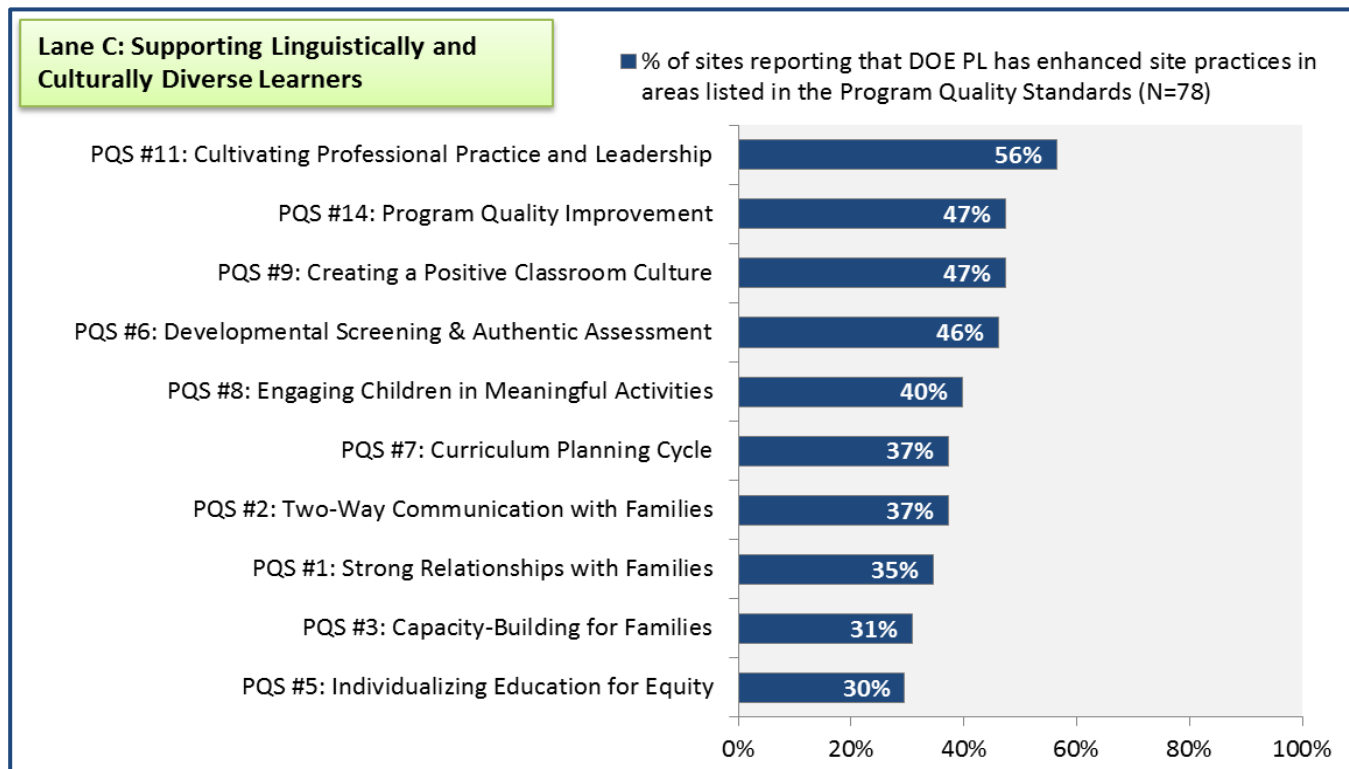
Despite dissatisfaction with the lane assignment, that site leader supported the participation of her staff. As she commented, "It's about supporting the initiative and to interface with other people, and to bring back ideas. You never know when you're going to meet someone and come back with something that's worthwhile."

The school-year sessions were attended by teachers from both sampled sites but by only one site leader; the reaction to these sessions was mixed. One group of teachers viewed the school-year PL as a continuation of the summer institute, but with a different emphasis. "It was overall cultural/linguistic....We were able to gain more from having these additional [PL sessions]" Their site leader also found the series helpful, particularly the case study that was discussed to help teachers identify and understand how to make the child feel comfortable in the classroom. The other site's teachers criticized the presenters for the first two school-year sessions, saying they were not early childhood experts.

Reported Changes in Practice

Site leaders were asked to report on the impact of the DOE PL on their site's practices in areas addressed by the PQS. Among sites participating in this lane, 71 percent of site leaders selected at least one PQS area, including 38 percent of site leaders who selected six or more PQS (see Figure B1 in Appendix B). Among sites participating in this lane, **more than half (56 percent) of the site leaders responding to the survey reported that the PL enhanced their site's practices aligned to PQS #11: Cultivating Professional Practice and Leadership.** Almost half (47 percent) also reported changes in PQS #14: Program Quality Improvement, and PQS #9: Creating a Positive Classroom Culture. Complete survey responses are shown in [Figure 14](#).

Figure 14. Perceived Effect of DOE PL on Site Practices (Supporting Linguistically and Culturally Diverse Learners)



Source: Site leader survey.

Teachers from one of the sampled sites spoke of taking examples back from the citywide sessions and sharing these ideas with their teacher assistants. The leader of that site commented, “The main goal is to make [the children] feel comfortable, make sure we implement all the strategies we learned.” She continued, “I do enjoy the PDs [PLs] because they give you the information, but also they give you examples.” The other site’s teachers focused on other aspects of instruction. Asked how, if at all, they have used information from the PL in their work, a teacher spoke about lesson plans and including key concepts in the vocabulary. Also, the PL helped these teachers in “strengthening parent connections [and being] more sensitive toward [families’] culture. Making sure there’s always [an interpreter] on the floor. [We] brought in clothing and artifacts...using words [the children] already knew to build vocabulary and comprehension.”

DECE STAFF COACHING AND CAPACITY-BUILDING

In the 2015–16 school year, the DOE Instructional Coordinators and Social Workers provided individualized supports and coaching to Pre-K for All sites. At the beginning of the school year, DECE staff conducted a foundational support visit (FSV) at each site to learn about the sites’ strengths and needs, to facilitate two-way collaboration between sites and DECE, and to determine the types of supports that would best meet each site’s specific needs.

In collaboration with researchers from New York University, the DOE developed the FSV tool, based on the 14 Pre-K for All Program Quality Standards, to collect data on aspects related to programmatic quality, instructional support, family engagement, operational time, and leadership. During the visits, FSV observers interviewed the site leader, reviewed documentation, and conducted a walk-through of the site and its classrooms. Sites were then assigned to differing levels and types of coaching support based on multiple measures, including information from the FSV, the

site’s CLASS/ECERS quality rating, the number of escalations, and whether the site participated in the ParentCorps program.³⁰ DECE staff were assigned to work with sites as needed, with the intensity of coaching support depending on the specific site’s needs. DECE Instructional Coordinators focused on instructional aspects of programming, while DECE Social Workers focused on family engagement and behavioral supports. The next section discusses perceptions of the helpfulness of the initial FSV visit and the subsequent supports and coaching provided by the DECE staff.

Perceptions of the Foundational Support Visits

During the interviews at the eight selected sites, we asked site leaders about their perceptions of the FSV process. However, most site leaders did not remember the FSV well enough to offer detailed feedback. For this reason, in this section we limit the discussion to feedback from the six Instructional Coordinators and five Social Workers assigned to the eight sampled sites.

Feedback from DECE Instructional Coordinators

All Instructional Coordinators interviewed for this study reported conducting FSVs in at least eight and as many as 20 sites at the start of the 2015–16 school year. Some of the sites they visited were sites they had worked with during the previous year, but the majority were new to them.

Instructional Coordinators we interviewed generally felt the FSV gave a good idea of the supports sites need, but they also cited a number of limitations, including:

- insufficient attention to instruction and to teacher–child interactions;
- a bias toward focusing on family engagement and classroom environment/organization;
- the amount of time required for the process (both in terms of conducting visits and summarizing the information from the visits), resulting in delayed delivery of coaching support;
- potentially inconsistent determination of a site’s needs based on the individuals conducting the visits (for example, Social Workers conducting these visits brought a different lens to the visit, which may have affected the information collected);
- a lack of prior familiarity with the sites among staff conducting the FSVs; and
- too much focus on site leaders’ self-reports instead of observational data.

Instructional Coordinators felt strongly that, in order to maximize the effectiveness of their coaching, support should begin in September.

In addition, many Instructional Coordinators reported relying on their own observations and meetings with teachers and leaders to guide their work with their sites. As one Instructional Coordinator noted, “I did look through the notes of what my colleagues put down. I did look through their FSVs, but I will say, it didn't play a big part...I couldn't rely upon what someone else had scored or written.”

³⁰ ParentCorps is a family-centered, school-based program to help all young students develop the foundational skills for learning. ParentCorps builds on the strengths of culturally-diverse families and helps schools engage parents as partners in helping children succeed. ParentCorps was developed and run by the Center for Early Childhood Health and Development at NYU Langone Medical Center. See: <http://www.med.nyu.edu/pophealth/divisions/cehd/parentcorps>

Feedback from DECE Social Workers

The Social Workers we interviewed conducted between four and 12 FSVs. **Social Workers also had mixed feelings about whether the FSV accurately identified needs and allocated appropriate coaching resources.** Two Social Workers reported that the use of FSV information to allocate coaching was “appropriate” and provided information that was “very useful and helpful” in seeing site needs. Another Social Worker indicated that the “model worked,” though there were some “growing pains” along the way. However, two other Social Workers were more critical. One reported that the FSV was a “good start” and the “spirit of the document [was] in the right place,” but that the tool was not as effective as it could have been because it placed too much emphasis on operations and not enough focus on the role of Social Workers (or the issues they could address). She also felt that some sites received less Social Worker support than they needed based on the FSV. This Social Worker, however, appreciated the fact that Social Workers’ feedback and recommendations about the support that sites needed was considered in addition to their FSV information and other data sources. Their feedback on site needs was also used throughout the school year to adjust dosage or intensity of coaching. The other Social Worker was concerned that the Social Worker allocations and workloads based on the FSV were not adequate, and indicated the FSV process resulted in delays in providing sites (and the families they serve) with the supports they needed.

Perceptions of Support from DECE Instructional Coordinators

The site leader survey, interviews and focus groups with site leaders and staff at the sampled sites, and interviews with Instructional Coordinators inquired about the nature and quality of the support provided by the Instructional Coordinators. Six of the eight sampled sites were supported by an Instructional Coordinator in 2015–16.

Based out of the DOE field offices in each borough, **Instructional Coordinators provided a wide range of direct supports to sites through ongoing communication and site visits.** According to interviewed site staff and a review of documentation, these supports included:

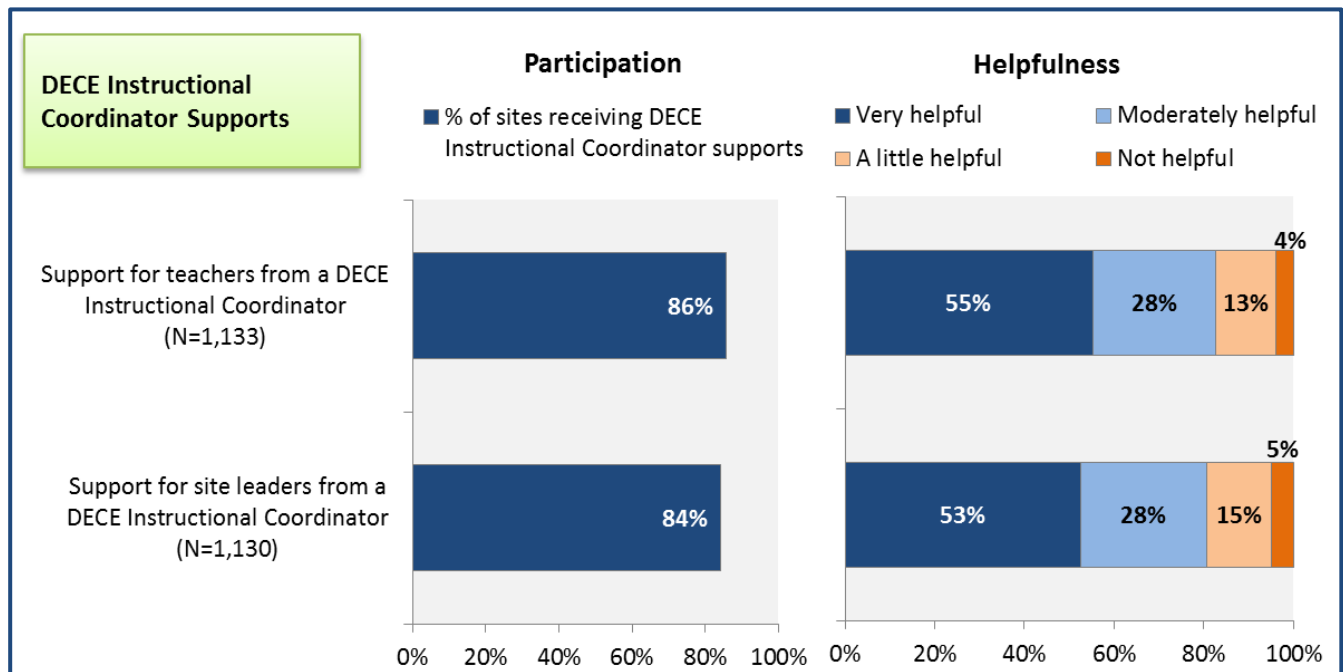
- modeling instructional strategies;
- supporting room arrangement;
- providing articles and templates related to open-ended questioning and purposeful play;
- providing support for data use, including authentic assessments and programmatic assessments; and
- providing training to teachers on the effective implementation of Pre-K for All programming.

Participation in and Perceived Helpfulness of DECE Instructional Coordinator Support

Most site leaders who responded to the survey reported receiving support from Instructional Coordinators, and those site leaders were satisfied with the supports they received. Most surveyed site leaders reported that their teachers received support from Instructional Coordinators (86 percent) and nearly as many were supported in their own role (84 percent). As shown in Figure 15, most site leaders found the supports for teachers to be *moderately helpful* or *very helpful* (83 percent). A similar proportion found the supports for site leaders to be *moderately helpful* or *very helpful* (81 percent).

Approximately 80% of surveyed site leaders reported that the supports they received from a DECE Instructional Coordinator were helpful to a *moderate extent* or *large extent*.

Figure 15. Participation in and Helpfulness of DECE Instructional Coordinator Supports



Source: Site leader survey

Site leaders and teachers from the sampled sites also reported being highly satisfied with the services they received from the Instructional Coordinator. Both groups highlighted ways the Instructional Coordinators supported them in delivering high-quality pre-K instruction, such as providing them with guidance and coaching to support:

- lesson planning, differentiating instruction and grouping students,
- pacing and transitioning,
- deepening content explorations within centers,
- extending learning at home, and
- communicating with students (e.g., asking open-ended questions).

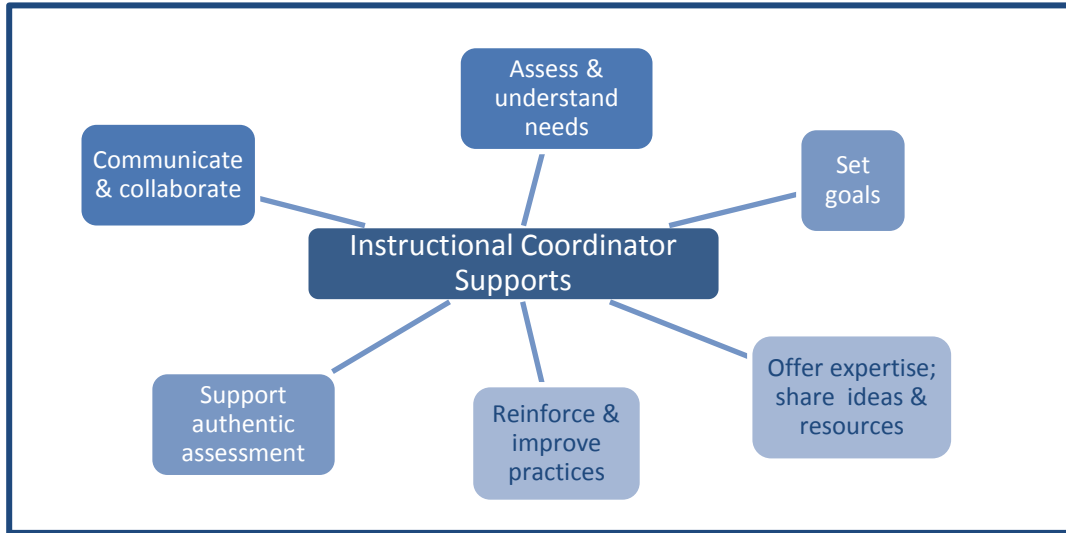
Site leaders we interviewed reported valuing the Instructional Coordinators' collaborative approach, expertise in early childhood, and strong understanding of each site's needs and strengths.

Most respondents from the sampled sites that had received support from an Instructional Coordinator during the 2014–15 school year felt pleased with the increased frequency and quality of support in 2015–16. One of the interviewed Instructional Coordinators echoed this sentiment, noting that due to the increased frequency of visits, she was able to provide more in-depth coaching and modeling.

Figure 16 illustrates how site leaders and teachers we interviewed described the supports Instructional Coordinators provided and Source: Site leader and teacher interviews.

Table 2 offers examples of these supports that were cited by interview participants.

Figure 16. Site Leaders' and Teachers' Descriptions of DECE Instructional Coordinator Supports



Site leaders and teachers liked Instructional Coordinators' **reliability and consistency.**

Source: Site leader and teacher interviews.

Table 2. Examples of Ways DECE Instructional Coordinators Supported Sites

Assess & understand needs	Set goals	Offer expertise and share best practices, ideas & resources	Reinforce & improve practices	Support assessment	Communicate & collaborate
<ul style="list-style-type: none"> Identifying needs by asking questions, observing instruction Reviewing available data 	<ul style="list-style-type: none"> Aligning goals with PQS, particularly around engaging children in meaningful activities, equality & individualization, developmental and authentic assessment, & curriculum planning cycle Adjusting goals as needs change 	<ul style="list-style-type: none"> Offering advice on developmentally appropriate practices Providing samples of unit-aligned lessons, activities, and projects Sharing books, articles and online resources on instruction, assessment, and environment; and resources and information for parents 	<ul style="list-style-type: none"> Observing instruction & providing suggestions for improvement Offering suggestions for improving the classroom setup, display boards, and centers 	<ul style="list-style-type: none"> Providing examples of how to use authentic assessment data; helping prepare for programmatic assessments (CLASS/ECERS) Helping teachers set up authentic assessment accounts & engage in the assessments Addressing specific questions and concerns 	<ul style="list-style-type: none"> Listening, supporting staff in making meaningful improvements Writing down and communicating concerns; engaging in on-going communication; discussing issues with site staff Giving suggestions for communicating with teachers around instruction

Source: Site leader, teacher, and Instructional Coordinator interviews.

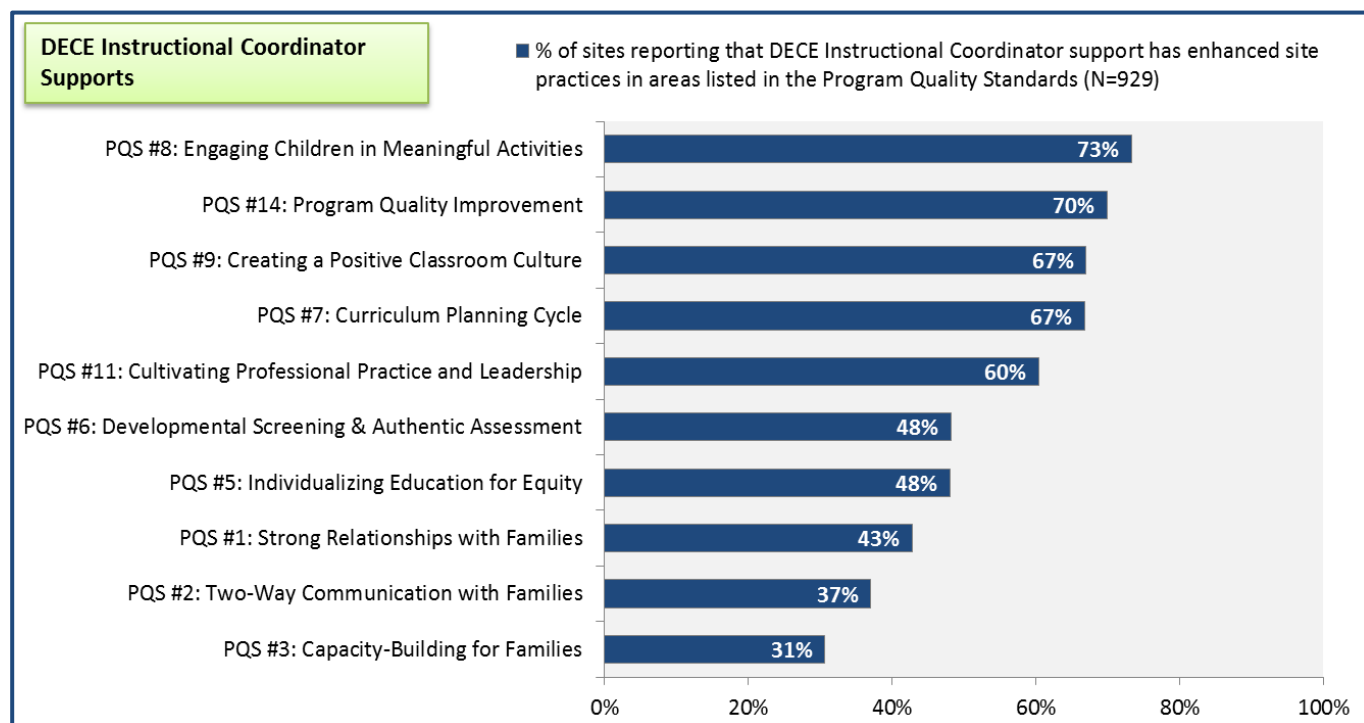
Interview and focus group participants identified some **issues with the supports provided by Instructional Coordinators**. For example, Instructional Coordinators mentioned that **all materials to be shared with sites must be vetted by the central office, which can affect the timely provision of supports**. As one described, “Sometimes vetting takes an awful long time, and sometimes a site needs something rather immediately, and feeling like you can't give it [can be frustrating].” Another issue was **shortage of space and time to meet teachers outside of the classroom**. Instructional Coordinators identified having quality time with the teachers outside of the classroom as an important need, due to difficulties having meaningful conversations during class time. And, another Instructional Coordinator mentioned that her support would have been more effective if the assistant principal attended her meetings with the teachers.

Perceived Effect of DECE Instructional Coordinator Supports on Site Practices

Many site leaders who responded to the survey indicated that their sites enhanced their practices in key areas aligned to the PQS as a result of the various supports they received from Instructional Coordinators in 2015–16. Specifically, 84 percent of site leaders selected at least one PQS area, including 53 percent who selected six or more PQS areas (see Figure 4 earlier in this report). As shown in Figure 17, areas that leaders reported to be most affected by the support of Instructional Coordinators included PQS #8: Engaging Children in Meaningful Activities (73 percent), PQS #14: Program Quality Improvement (70 percent), PQS #9: Creating a Positive Classroom Culture (67 percent), PQS #7: Curriculum Planning Cycle (67 percent), and PQS #11: Cultivating Professional Practice and Leadership (60 percent).

Approximately 70 percent of surveyed site leaders reported that the supports they received from a DECE Instructional Coordinator enhanced their site’s program quality improvement efforts and ability to engage children in meaningful activities.

Figure 17. Perceived Effect of DECE Instructional Coordinator Supports on Site Practices



Source: Site leader survey.

Table 3 outlines some of the ways that the teachers, site leaders, and Instructional Coordinators we interviewed perceived changes in site and instructional practices as a result of the supports provided by Instructional Coordinators.

Table 3. Examples of Ways DECE Instructional Coordinator Supports Influenced Practice, by Respondent Group

Teachers	Site Leaders	Instructional Coordinators
<ul style="list-style-type: none"> • Helping teachers to understand best practices in communicating with students whose home language is a language other than English and modeling effective practices • Improving classroom setup, display boards, and learning centers • Implementing lessons, activities, and projects suggested by the Instructional Coordinator 	<ul style="list-style-type: none"> • Helping to improve consistency in practice across classrooms • Encouraging teachers to: <ul style="list-style-type: none"> ○ ask more questions ○ engage in discussions ○ think about differentiation ○ align instruction to units of study 	<ul style="list-style-type: none"> • Helping teachers enhance practices in; <ul style="list-style-type: none"> ○ open-ended questioning ○ use of developmentally-appropriate activities ○ differentiated instruction ○ small-group work ○ classroom layout ○ lesson and unit planning ○ note taking ○ interactions with children • Improving instruction of units of study through demonstrating use of displays (e.g., display boards, posters) and technology tools (e.g., iPads, digital cameras)

Source: Site leader, teacher, and Instructional Coordinator interviews.

Perceptions of the Frequency of DECE Instructional Coordinator Visits

Site leaders and teachers from four of the sampled sites reported receiving 1 or 2 Instructional Coordinator visits each month. The two other sites received less frequent visits, approximately every other month. **Site staff were generally satisfied with the frequency of these visits and felt the number of visits was appropriate for their needs.** However, there were a few exceptions. Leaders from two sites that received 1 to 2 monthly visits indicated that they would have benefitted from more frequent visits. Another site leader, who received two visits each month, thought the frequency was excessive and felt that monthly visits would have been sufficient. This respondent commented,

It was hard to meet with her. [We] also had the DECE Social Worker twice a month, so then I'm meeting with [both of them] and I still have to meet other early learner obligations, and it was kind of hard...once a month would have been more realistic for me to be able to actually sit with [the Instructional Coordinator] and discuss any concerns we had.

Although not asked directly about this, one site leader and teachers from two sites noted that the Instructional Coordinator was available by email in between visits, which they found useful. According to one of them, the Instructional Coordinator was “available when we needed her [and she was] very good with responding to email.”

In most cases, Instructional Coordinators assigned to the sampled sites also felt that the frequency of their visits was sufficient. For example, one commented that visiting the site twice a month gave her the chance to get to know the teachers and their strengths and weaknesses. Another said the role as Instructional Coordinator had changed substantially from the previous year due to increased frequency of visits, which allowed for a more meaningful coaching role and more modeling in the classroom. Similar to reports from some site leaders, when the frequency was once a month, Instructional Coordinators wished they could visit more often. One Instructional Coordinator explained that between monthly visits teachers might lose focus on the goals they are working on. For the most part, Instructional Coordinators did not deviate from the assigned visit frequency, but several reported being flexible with their visits depending on the sites’ individual circumstances.

Perceptions of Support from DECE Social Workers

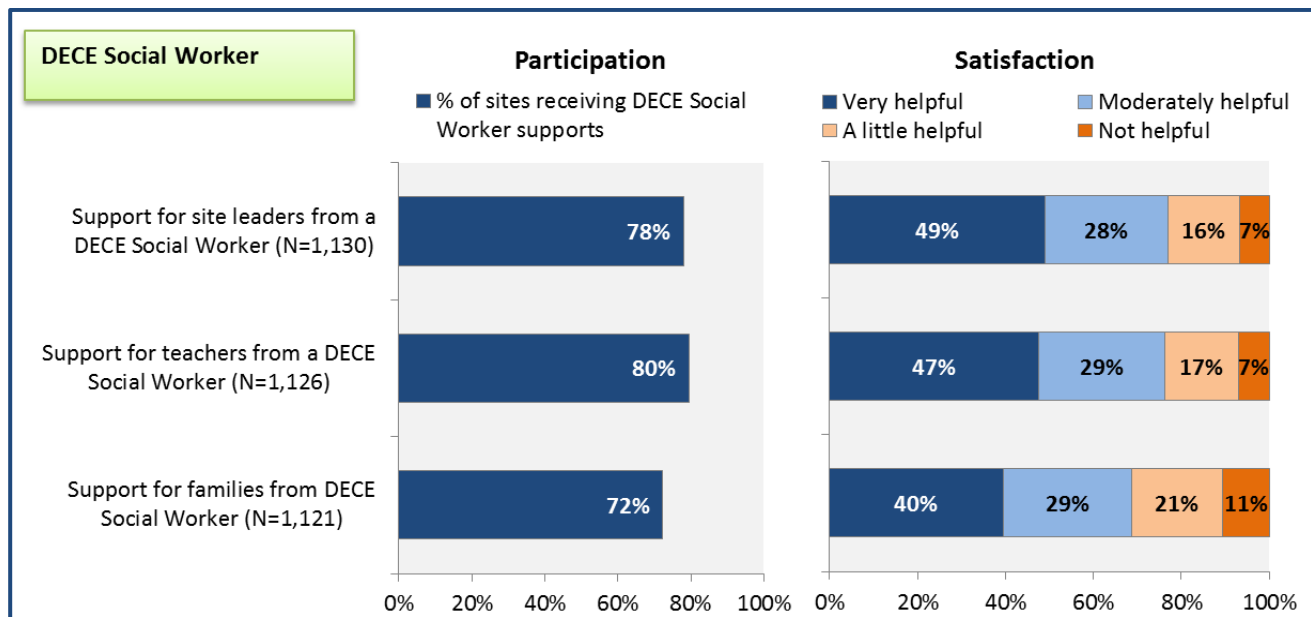
Feedback on the supports provided by Social Workers was obtained from six of the eight sampled sites, as well as through the site leader surveys and interviews with Social Workers assigned to these sites. At the beginning of the 2015–16 school year, five of the eight sampled sites were assigned to have a Social Worker; the other sites were not identified as needing this type of support. Late in the school year, one of the sites that did not have an assigned Social Worker requested and received two visits from a Social Worker.

According to DOE, the role of the Social Worker is to build the capacity of Pre-K for All programs to provide a socially and emotionally responsive learning environment for children and empower families to support their children’s education in pre-K and beyond. **To this end, sites received individualized support from Social Workers on family engagement, social-emotional development, and behavioral management.**³¹

Participation in and Perceived Helpfulness of DECE Social Worker Support

Approximately 75 percent of sites leaders responding to the survey reported receiving support from Social Workers; site leaders were generally satisfied with the supports received (Figure 18). Overall, 80 percent of surveyed site leaders reported that their teachers received supports from a Social Worker, and nearly as many received support for their own role (78 percent) and for families (72 percent). Most site leaders found the supports for themselves and their teachers to be *moderately helpful* or *very helpful* (77 percent and 76 percent, respectively). Additionally, more than two-thirds indicated that supports for families were *moderately helpful* or *very helpful* (69 percent).

Figure 18. Participation in and Helpfulness of DECE Social Worker Supports

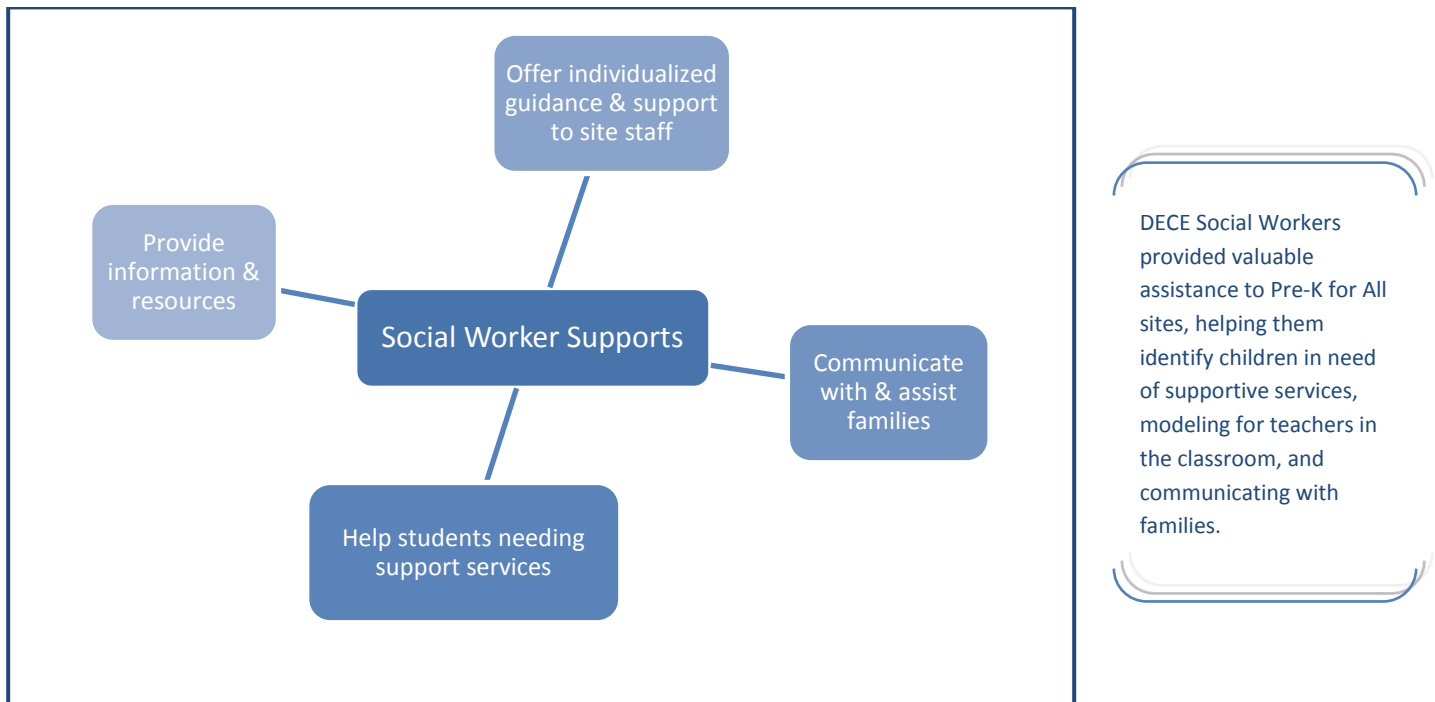


Source: Site leader survey.

³¹ The role of DECE Social Workers changed in the 2015–16 school year. Under the new model, the Social Workers focused on building capacity of site staff rather than providing direct services to students and families, thus promoting longer-term sustainability of enhanced practices and expanding site capacity.

Figure 19 illustrates how the site leaders and teachers we interviewed described the supports that Social Workers provided and Table 4 offers examples of these supports that were cited by interview participants.

Figure 19. Site Leaders' and Teachers' Descriptions of DECE Social Worker Supports



Source: Site leader and teacher interviews.

Table 4. Examples of Ways DECE Social Workers Supported Sites

Help students needing support services	Communicate with & assist families	Offer individualized guidance & support to site staff	Provide information & resources
<ul style="list-style-type: none"> Identifying children with developmental delays or severe behavioral issues Connecting children with the services they need, collaborating with other support services such as mental health consultants Helping sites address behavioral or developmental issues in children 	<ul style="list-style-type: none"> Communicating to parents whose children may be in need of support services, offering one-on-one assistance to discuss a child's behavioral or development issues and providing suggestions on techniques parents can use at home Developing Individualized Education Programs (IEPs) for students with special needs Facilitating the process of referring children for support services, such as a special education itinerant teacher (SEIT) 	<ul style="list-style-type: none"> Communicating & collaborating with site leaders & staff, updating site leaders on work with teachers & families, providing written feedback after visits Conducting classroom observations and providing feedback to teachers, modeling appropriate behaviors for teachers and children in the classroom Working on problem-solving, strategizing, improving the school environment, and facilitating meetings & communication with parents 	<ul style="list-style-type: none"> Offering resources or training to parents to prepare their children for pre-K and for transition to kindergarten, identifying and sharing community resources for families Providing information about DECE policies, providing training for staff, offering resources on addressing behavioral or developmental issues Offering support related to family engagement, social-emotional development, & behavioral management

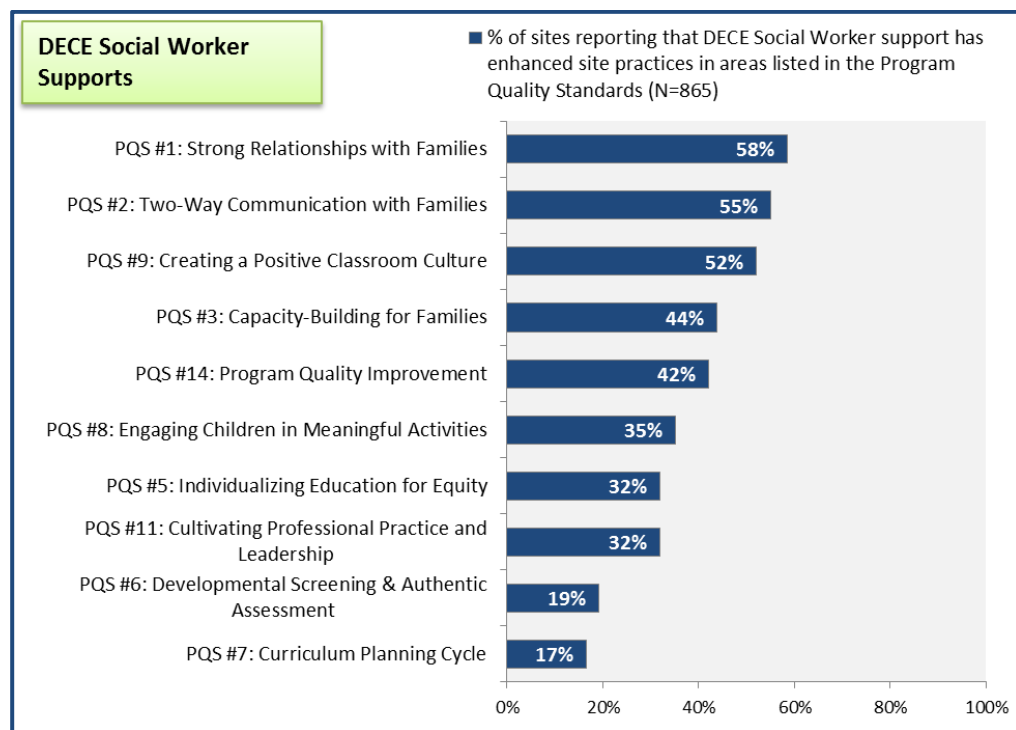
Source: Site leader, teacher, and Social Worker interviews.

Some of the staff we interviewed identified some gaps related to Social Worker assignment and supports. For example, one site leader indicated that the more important need at that site was for an Instructional Coordinator and, in the absence of that type of support, the Social Worker was trying to fill a gap that was outside of her expertise. Two site leaders noted that with the DECE Social Worker coaching model focused primarily on supports for site leaders and teachers in 2015–16, Social Workers did not offer as many parent workshops, something that sites found challenging to provide on their own. A suggestion was to expand the supports provided by Social Workers to additional staff at the site, for example, providing training and supporting pre-K family workers, which some sites have that serve as a liaison to families.

Perceived Effect of DECE Social Worker Supports on Site Practices

Many site leaders who responded to the survey reported site staff enhancing their practices as a result of the various supports they received from Social Workers during the 2015–16 school year. Specifically, 74 percent of site leaders selected at least one PQS area, including 32 percent who selected six or more PQS areas (see Figure 4). And, as shown in Figure 20, areas that site leaders reported to be most impacted by the Social Worker supports included PQS #1: Strong Relationships with Families (58 percent), PQS #2: Two-Way Communication with Families (55 percent), and PQS #9: Creating a Positive Classroom Culture (52 percent).

Figure 20. Perceived Effect of DECE Social Worker Supports on Site Practices



Source: Site leader survey.

I had children who were staying to themselves because of language or insecurity issues. [The DECE Social Worker] was right on it. She knew how to approach them and she would give me suggestions. She would say, 'What you're doing is great, but let's try this.' And you should see those kids now. You'd never know they were the same children

Pre-K for All Teacher

Interview and focus group participants in most sampled sites described how supports from a Social Worker influenced site and instructional practices, providing examples of strategies implemented when working with students with behavioral issues and students with IEPs, and when communicating with families. Table 5, on the next page, summarizes examples of changed practices from different respondent groups.

Table 5. Examples of Ways DECE Social Worker Supports Influenced Practice, by Respondent Group

Teachers	Site Leaders	Social Workers
<ul style="list-style-type: none"> • Helping teachers strengthen awareness of what behavioral or developmental issues to look for in students and understand how to effectively address them • Helping teachers to become more mindful of translating materials into different languages to accommodate the families they serve 	<ul style="list-style-type: none"> • Improving the way teachers communicate and interact with students exhibiting behavioral issues • Helping sites to strengthen their parent communication strategies, by helping them understand effective ways to let parents know their child is struggling • Helping to increase site capacity to carry out the special education referral process for pre-K students 	<ul style="list-style-type: none"> • Improving student interactions (particularly among students exhibiting challenging behaviors) through modeling, providing specific behavioral supports, and teaching problem-solving and communication skills • Improving site staff interactions with children through discussions of positive language and modeling positive interactions • Improving teachers’ awareness of how to keep track of IEP goals

Source: Site leader, teacher, and Social Worker interviews.

Perceptions of the Frequency and Timing of DECE Social Worker Visits

Staff at the three sampled sites that received Social Worker support during the 2014–15 school year were dissatisfied with the frequency of Social Worker support in 2015–16. These staff attributed the reduction in support to the citywide pre-K expansion and the assignment of Social Workers to more sites in 2015–16. According to respondents from two of these sites, the Social Worker visited about twice a month, beginning in November. The teachers and leaders at those sites felt they would have benefited from more frequent visits beginning earlier in the school year—consistent with the level of support they had previously received. A teacher from one site explained, “We didn't get [the Social Worker] until around November and we really needed her right away. I had children with IEPs, I had children evaluated.” The third sampled site was not initially assigned to receive Social Worker supports in 2015–16, but received two visits from a Social Worker in March and April to help the staff deal with a few students exhibiting behavioral issues. At this site, the site leader felt this support was too infrequent and, when services were finally provided, “the Social Worker was in so many different schools and spread out so far all over the place that it became tough to get a schedule.”

Staff at sites that did not have an assigned Social Worker during the 2014–15 school year expressed satisfaction with the frequency of visits they received in 2015–16. Their visits ranged from one to two visits per month, according to site leaders and teachers at three sites. They viewed this support as a helpful addition to their programs.

Although most Social Workers described the frequency of their visits as “sufficient,” several said they could be more effective with families and children if they visited the sites more often. Only one Social Worker was very critical of the frequency, noting that it was not adequate. The decrease in frequency—when compared to the previous year, when some sites received weekly visits—was also of concern to one of the Social Workers, who added that “what is disappointing is that I don’t know the children and families as well as I did the other years.” Finally, another Social Worker also noted that they began working with sites too late in the school year and this delayed diagnoses and services for some children.

In the next section we discuss the additional supports, such as peer learning opportunities, external PL, and in-house PL, that were offered to sites during the 2015–16 school year.

OTHER SUPPORTS

Other types of supports available to Pre-K for All sites included opportunities for peer learning (inter-visitations) and support for operations at NYCEECs from a DOE operations team and at district schools from borough field offices. Sites could also arrange their own PL, and ACS NYCEECs received trainings and support from ACS.

Peer Learning

DECE Instructional Coordinators and Social Workers facilitated inter-visitations to support sharing of best practices across Pre-K for All sites. Although sampled sites did not participate in this type of inter-visitation this year, a teacher had participated in a visit to a nearby model pre-K site, arranged by the site's former Instructional Coordinator, in 2014–15. This teacher described the site as “an example to us,” and expressed a desire to have opportunities to visit other Pre-K for All sites, perhaps in lieu of one of the citywide DOE PL sessions. Several site leaders, teachers, and Instructional Coordinators also indicated they would welcome the opportunity to visit other sites. Teachers and site leaders from other sites indicated that, although they did not participate in inter-visitations, they had attended trainings at other pre-K sites, which provided opportunities to see what some other sites are doing.

When asked about other peer learning opportunities, some of the staff at sampled sites mentioned that their sites had organized their own visits. Staff at one site described a visit this year to the kindergarten classes at a local charter school in an effort to help them prepare their students for the transition to kindergarten. The site leader called the visit “eye-opening” and “very helpful to the teachers,” and teachers at this site also spoke highly about the visit to an “actual [Kindergarten] learning environment.” DOE also offered peer learning opportunities through one pre-K “showcase site”³² and six sites involved in the Pre-K Learning Partner School program (two host sites and four partner sites selected through an application process). None of the sampled sites participated in these.

DOE Logistical Supports

A DOE operations team was available to provide support to DOE NYCEECs on compliance with contractual and policy guidelines. The team also worked with sites on contractual tasks such as reviewing enrollments, processing payments and helping to resolve site-related health and safety issues. Similarly, Pre-K for All programs at district schools could receive support from the DOE borough field support centers. None of the site leaders from the sampled sites eligible to receive these supports recalled receiving them; however interaction with these DOE offices may more typically be with the sites' business administrators rather than with the instructional leaders who were interviewed.

External Professional Learning Sponsored by DOE

When asked about other DOE supports, teachers from two of the sampled sites mentioned participating in trainings sponsored by DOE, which included workshops from CUNY and Studio in a School, an arts education organization. Teachers were appreciative of these opportunities, indicating “It was a lot of hands-on, and they gave books, and they gave all these different art supplies, which was awesome for the school.”

³² Showcase sites are model sites that host three visits throughout the school year, during which any interested NYC DOE educator may attend. For more information, please see:

<http://schools.nyc.gov/Academics/InterschoolCollaboration/showcaseschools/default.htm>

In-house Professional Learning

At many of the sampled sites, site leaders and teachers indicated delivering and/or participating in in-house PL, describing these as good opportunities to focus on specific needs and topics that teachers are struggling with.

According to interviewed staff, these trainings were typically facilitated by site leaders and/or other staff at their sites. In some sites, outside consultants (e.g., mental health practitioner, nurse, nutritionist) were brought in and conducted all-staff trainings on important topics such as dealing with stress, giving medications to children, and addressing children's behavioral issues. At one site, for example, teachers were appreciative of the support they received from the consultant who delivered monthly staff development on an array of topics and the site leader was satisfied with results: "Today I complimented them, and I told them that as I walk around, I'm seeing them finally taking some of the learning that they're receiving and integrating it, and it's wonderful to see."

In addition, pre-K teachers at district schools were invited to participate in school-wide trainings when the topics were relevant, and in some cases they were included in weekly staff development meetings. One site leader described

They [teachers] receive PD from myself and other teachers in the building every Monday, so they've engaged in rigorous inquiry cycles, they've engaged in book studies, they've engaged in a professional learning cycle around engaging students in learning. So you know, they're really immersed in all of the PD that we offer.

Other supports identified by teachers from multiple sites included online instructional courses, Creative Curriculum training, support from their site's umbrella organization on environmental assessments, and outside trainings (for example on how to embed dance and movement into pre-K instruction).

Supports from ACS

Site leaders from the two sampled ACS NYCEECs had divergent opinions about ACS supports. At one site, the site leader was complimentary of the many supports and trainings provided by that agency and singled out the 15-minute in-service training videos as a helpful resource regularly used at her site. According to the site leader, staff watched these videos to get ideas on various topics they were struggling with and the site leader also used the videos to get ideas for PL for teachers. In contrast, the other site leader mentioned that although ACS came regularly to assess the site and identify areas for improvement, agency staff did not provide any direct supports or trainings to her program. The site leader also reported feeling overwhelmed with all the requirements—many of which she said came from ACS—including monthly staff development, monthly parent workshops, binders that need to be kept for monthly record reviews, the ACS site self-assessment, ECERS, and authentic assessments.

SUMMARY AND RECOMMENDATIONS

In 2015–16, the DOE provided a robust menu of PL opportunities through a differentiated track and lane model, and on-site coaching and support from PL vendors and Instructional Coordinators and Social Workers. Results of our evaluation indicate that the DOE supports were effective in promoting high-quality instruction and developmentally appropriate practices among Pre-K for All sites. For example, more than 80 percent of sites responding to our survey reported that, as a result of the DOE supports they received in 2015–16, they enhanced their practices in key areas aligned to the PQS, including: Engaging Children in Meaningful Activities, Creating a Positive Classroom Culture, Program Quality Improvement, and Cultivating Professional Practice and Leadership. Similarly, site leaders and teachers at sampled sites offered several examples of changes or enhancements to their practices. Based on findings from this year’s evaluation, we identified a number of strengths/successes and recommendations for DOE’s consideration, described below.

Professional Learning through Track and Lane Model

What’s working well:

- The PL provided through the track and lane model—which included a summer institute, PL sessions for site leaders and teachers throughout the school year, and onsite follow-up coaching from PL vendors in some track/lanes—were described as *moderately helpful* to *very helpful* by most site leaders responding to the survey.
- Many of the site leaders and teachers at the sampled sites also offered positive feedback regarding the PL. Results indicate that PL was most helpful and relevant for newer sites and less experienced staff. For others, the PL was described as a review of content. In interviews, Participants also highlighted the helpfulness of the small-group and/or hands-on activities from specific PL sessions.
- The on-site follow-up coaching from PL vendors provided through the track and lanes (particularly for NYC Pre-K Explore) was found to be particularly helpful and closely aligned to site needs and circumstances.
- Site leaders reported enhancing site practices in many areas aligned to the PQS as a result of the PL they received. At the eight sampled sites, site leaders and teachers offered several concrete examples of these positive changes.

For DOE’s consideration:

- Further differentiate the content of the PL offerings based on sites’ and participants’ years of experience, provide a greater menu of topics for the PL sessions, and find locations that are more convenient for sites.
- Encourage PL facilitators to use small-group activities and hands-on learning experiences for participants and continue to provide on-site follow-up support on topics covered through the PL.
- Continue to provide PL and coaching on the following topics: supporting children’s behavior regulation and social-emotional development, serving children with disabilities, serving children whose home language is a language other than English, and using data more effectively.

Coaching and Support from DECE Instructional Coordinators and Social Workers

What's working well:

- Overall, feedback on the supports provided by the Instructional Coordinators and Social Workers was consistently positive. Over three-quarters of surveyed site leaders rated these supports as *moderately helpful* to *very helpful*. At the sampled sites, site leaders and teachers described these DECE staff as knowledgeable, approachable, and collaborative and appreciated the fact that their coaching and supports were closely aligned and tailored to their site's specific needs.
- Site leaders responding to the survey reported that these supports led to meaningful changes and enhancements to their practices—findings that were supported by interviewed staff at the sampled sites.
- Of all the DOE supports provided to sites (PL through Track/Lanes, Instructional Coordinators, and Social Workers), Instructional Coordinators received the highest ratings in terms of their effect on practices aligned to the PQS (see [Figure 4](#)).
- Instructional Coordinators and Social Workers reported aligning their work with the sites to the PQS set forth by DOE and, by doing so, felt they generated more awareness around these standards, particularly among site leaders. In interviews, all site leaders at the eight sampled sites reported being familiar with these standards.

For DOE's consideration:

- Continue to seek and use feedback and recommendations from DECE staff (i.e., Instructional Coordinators and Social Workers assigned to sites)—as well as input from site leaders and teachers—when assigning coaches and Social Workers to sites and determining the frequency of site visits.
- Provide coaching and supports from Instructional Coordinators and Social Workers to Pre-K for All sites earlier in the school year.
- Consider expanding the coaching model, and particularly the supports from Social Workers at sites with the greatest need, as coaching supports were highly rated in terms of helpfulness due to their individualized nature.
- Expand the existing repository of available “vetted” resources that Instructional Coordinators and Social Workers can share with the sites.
- Continue to generate awareness of the PQS through ongoing coaching, PL, and citywide meetings, and provide more guidance to site leaders on how to generate more awareness of these standards among their staff.

APPENDIX A: METHODOLOGY

The evaluation used a mixed-methods approach, drawing from multiple data sources and respondent groups, including a survey of all Pre-K for All site leaders, interviews and focus groups with staff at eight sites, review of DOE documentation and data, and interviews with DOE staff. These are briefly described below.

Survey of Pre-K for All Site Leaders

The survey addressed site leaders' perspectives on the supports the DOE provided to Pre-K for All sites as well as ongoing needs for support. Leaders of sites enrolling children whose home language is a language other than English were also asked about supports being provided to those children.

Data collection for the web-based survey was conducted over a six-week period in May and June 2016. DOE staff provided a list of 1,802 centers with the names and email addresses of the site leaders who could be asked to participate in the survey. On May 12, 2016, the study team sent emails to the site leaders. The emails included a brief description of the purpose of the survey and a personalized link to the online instrument. Site leaders were asked to complete the survey within 3 weeks. The study team sent four reminder emails to prompt leaders to complete the survey. DOE staff also sent two reminder emails encouraging site leaders to participate. Site leaders who did not respond after 5 weeks were sent a final email and asked to respond within one week. Once that date had passed, the survey was closed. The field results for the site leader survey are shown in [Table A1](#). Eight site leaders responded to the survey request but did not agree to the consent form and did not complete the survey. These individuals were coded as refusals. The final response rate, excluding refusals, is 73 percent.

Table A1. Response Rate for Site Leader Survey

Response Code	Site Leader Sample
Complete	1,314
Ineligible	3
Refusals	8
Nonresponse	477
Total eligible	1,799

Note: Sites were deemed ineligible if they reported they were no longer part of the Pre-K for All Program.

In-Depth Qualitative Study at Eight Sampled Sites

In addition to the survey of all site leaders, we randomly selected eight sites to be part of a qualitative study designed to gain an in-depth understanding of site leaders and teachers' perceptions around the nature and adequacy of the supports provided to sites through PL and DECE staff supports.

We used a stratification approach to sampling to ensure that sites were diverse in terms of site type (e.g., ACS NYCEEC, DOE NYCEEC, and district schools), PL track and lane, and the dosage of support from DECE Instructional Coordinators and Social Workers.

The resulting sample included:

- 3 district schools, 3 DOE NYCEECs, and 2 ACS NYCEECs
- 2 sites assigned to NYC Pre-K Explore track, 2 sites assigned to Lane A, 2 sites assigned to Lane B, and 2 sites

assigned to Lane C

- 3 sites with an assigned Instructional Coordinator, 2 sites with an assigned Social Worker, and 3 sites with both an assigned Instructional Coordinator and Social Worker

Visits at each site included an interview with the site leader and a focus group with staff (mostly teachers and some teacher assistants). Across sites, a total of nine site leaders and administrators and 29 staff participated in these activities. In addition, we conducted phone interviews with the six Instructional Coordinators and five Social Workers assigned to the eight sampled sites.

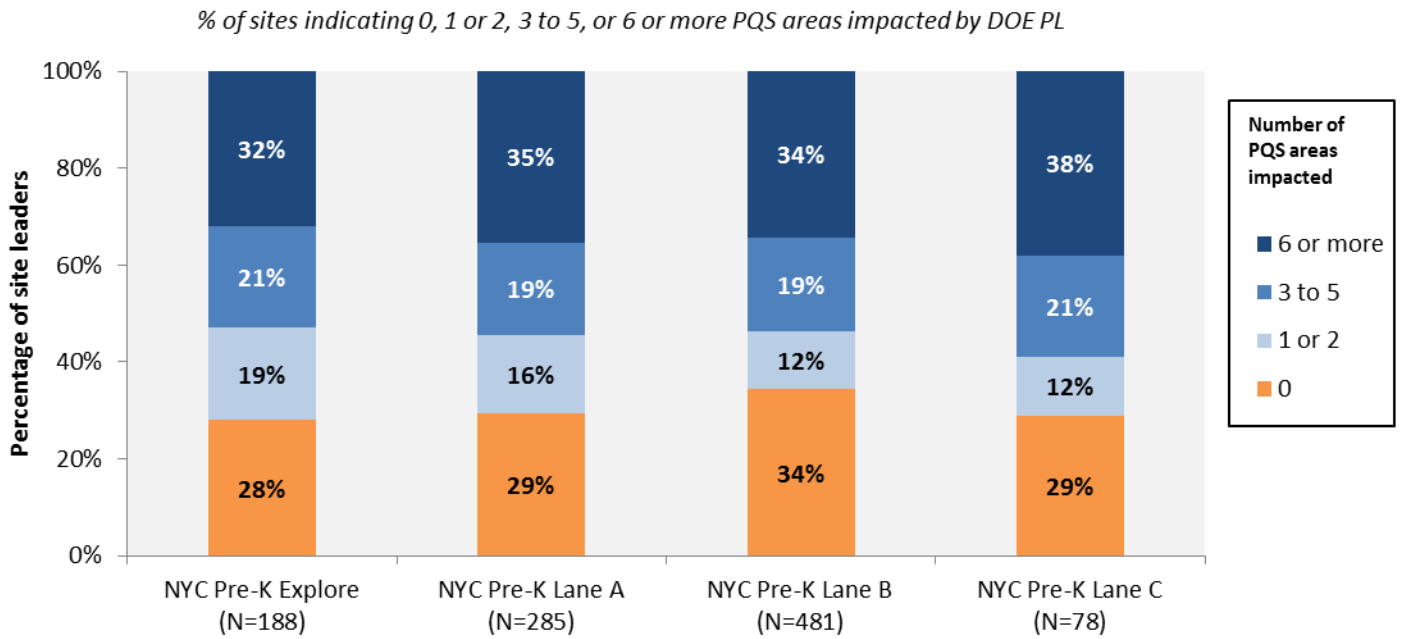
Review of DOE Data and Documentation and Interviews with DOE Staff

We reviewed documentation and data provided by DOE regarding the process of assigning centers to the track and lane groups. This data included the list of track/lane assignments for all sites, as well as site leaders' responses to the DOE Track/Lane Assignment Request survey. The survey responses showed the sites preferences for track/lane assignment, which we then compared to their actual site assignments. We summarized the track/lane assignment methodology description provided by DOE, and used it to inform our analysis of the assignment process. We spoke with a DOE staff member who was familiar with the assignment process to learn more about DOE's approach to assigning sites. Finally, we asked questions during the interviews with site leaders related to their track/lane assignment to learn more about site leaders' perceptions of the process.

We collected and reviewed documentation regarding the FSV methodology, including background materials describing the process and the FSV rating tool. Information was also obtained from DOE staff members who were familiar with the methodology used.

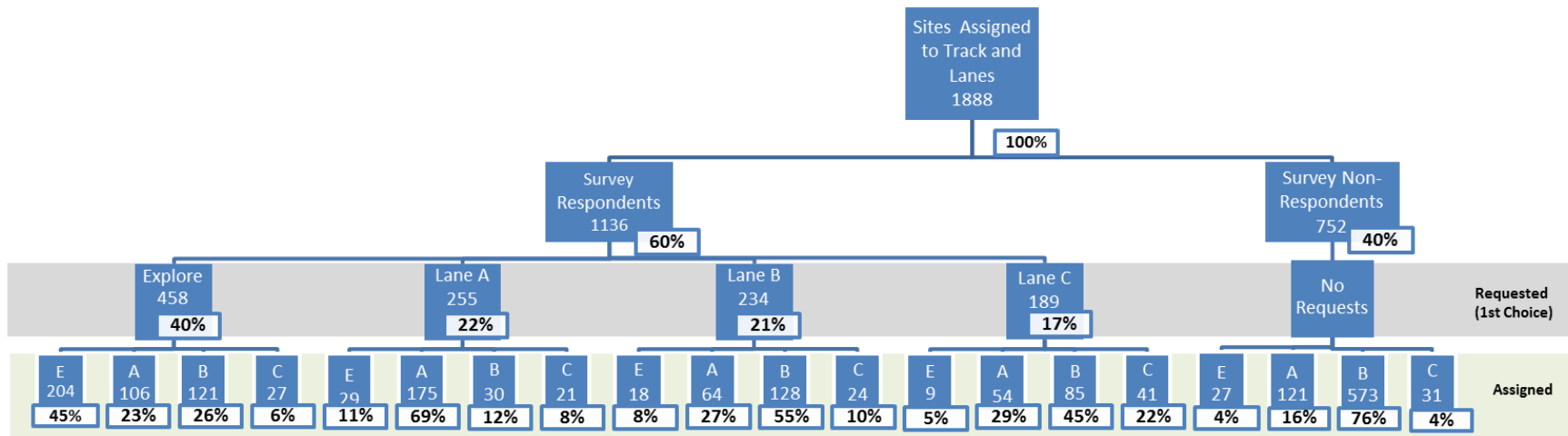
APPENDIX B: ADDITIONAL RESULTS

Figure B1: Number of PQS Areas Impacted, by PL Track/Lane



Source: Site leader survey.

Figure B2: Track and Lane Requests and Final Assignments



Labels: E=NYC Pre-K Explore; A=NYC Pre-K Lane A: Advancing Social Emotional Development; B=NYC Pre-K Lane B: Using Data to Improve Instruction; C=NYC Pre-K Lane C: Supporting Linguistically and Culturally Diverse Learners
 Source: New York City Department of Education.

Table B1: Helpfulness of DOE PL, by Track and Lane*

DOE PL (through Track/Lanes)	% of site leaders rating PL as "moderately helpful" or "very helpful"			
	NYC Pre-K Explore	NYC Pre-K Lane A	NYC Pre-K Lane B	NYC Pre-K Lane C
On-site support and coaching related to Instructional Track/Lane	88 (n=202)	68 (n=291)	69 (n=528)	N/A
Quarterly citywide professional learning days for teachers	80 (n=202)	75 (n=300)	68 (n=533)	79 (n=84)
DOE's professional learning sessions for site leaders	76 (n=201)	68 (n=296)	69 (n=526)	82 (n=82)
Summer institute for site leaders	72 (n=198)	67 (n=292)	66 (n=533)	66 (n=81)

Source: Site leader survey.

*Shaded cells denote the track or lane with the highest percentage of site leaders rating each PL component as *moderately* or *very helpful*.

Table B2: Perceived Effect of PL on Site Practices in PQS Areas, by Track and Lane*

Program Quality Standards By Track/Lane	% of site leaders reporting PL "enhances" or "supports" site practices in PQS			
	NYC Pre-K Explore (N=187)	NYC Pre-K Lane A (N=285)	NYC Pre-K Lane B (N=477)	NYC Pre-K Lane C (N=78)
PQS #1: Strong Relationships with Families	24	38	34	35
PQS #2: Two-Way Communication with Families	22	32	30	37
PQS #3: Capacity-Building for Families	23	28	27	31
PQS #5: Individualizing Education for Equity	33	32	31	30
PQS #6: Developmental Screening & Authentic Assessment	36	42	50	46
PQS #7: Curriculum Planning Cycle	44	38	35	37
PQS #8: Engaging Children in Meaningful Activities	46	45	41	40
PQS #9: Creating a Positive Classroom Culture	38	47	41	47
PQS #11: Cultivating Professional Practice and Leadership	49	48	43	56
PQS #14: Program Quality Improvement	52	46	43	47

Source: Site leader survey.

*For each PQS, the shaded cell identifies the track or lane with the highest percentage of site leaders reporting that the PL "enhanced" or "supported site practices.

Table B3: Perceived Effect of DOE Supports on Site Practices in PQS Areas, by Type of DOE Support*

Program Quality Standards	% of site leaders reporting DOE Support "enhances" or "supports" site practices in PQS		
	PL through Track/Lane (N=1,027)	Instructional Coordinator (N=929)	Social Worker (N=865)
PQS #1: Strong Relationships with Families	33	43	58
PQS #2: Two-Way Communication with Families	30	37	55
PQS #3: Capacity-Building for Families	27	31	44
PQS #5: Individualizing Education for Equity	32	48	32
PQS #6: Developmental Screening & Authentic Assessment	45	48	19
PQS #7: Curriculum Planning Cycle	37	67	17
PQS #8: Engaging Children in Meaningful Activities	43	73	35
PQS #9: Creating a Positive Classroom Culture	43	67	52
PQS #11: Cultivating Professional Practice and Leadership	46	60	32
PQS #14: Program Quality Improvement	46	70	42

Source: Site leader survey.

*For each PQS, the shaded cell identifies the type of DOE support with the highest percentage of site leaders reporting that the DOE support "enhanced" or "supported site practices.

APPENDIX C: DOE PROFESSIONAL LEARNING GOALS AND OBJECTIVES

Table C1. DOE PL Goals and Objectives, NYC Pre-K Explore and NYC Pre-K Lanes A, B, and C

Year Long Goals:	NYC Pre-K Explore	NYC Pre-K Lane A: SEL	NYC Pre-K Lane B: Data	NYC Pre-K Lane C: C+L
Teaching teams will...		<ol style="list-style-type: none"> 1. Use authentic assessment observations of children and student work to identify children’s social emotional strengths and needs. 2. Practice using information about children’s social emotional development gathered through authentic assessments to plan lessons that support all children in developing PKFCC skills in all domains in ways that adhere to PKFCC Guiding Principles. 3. Learn strategies for developing strengths-based, meaningful and reciprocal relationships with families, within teaching teams and with other key partners that support each child’s social emotional development. 4. Develop and refine a professional learning outcome and reflect on progress toward that outcome and how it will positively affect children and families. 	<ol style="list-style-type: none"> 1. Articulate the strengths and needs of individual children, small groups, and the class, using authentic assessments. 2. Use authentic assessment and other data to plan lessons that support all children in developing the standards outlined in the PKFCC in ways that adhere to PKFCC Guiding Principles. 3. Use authentic assessment and other data to collaborate with families and other key partners to support children’s progress, within the context of strengths-based, meaningful and reciprocal relationships. 4. Develop and refine a professional learning outcome and reflect on progress toward that outcome and how it will positively affect children and families. 	<ol style="list-style-type: none"> 1. Develop strengths-based strategies for understanding the cultural and linguistic backgrounds of families. 2. Use information from families, authentic assessment observations, student work and other data in culturally and linguistically responsive ways to identify children’s strengths and needs. 3. Use authentic assessment data to plan lessons that include specific instructional strategies for supporting culturally and linguistically diverse children in developing PKFCC skills in ways that adhere to PKFCC Guiding Principles. 4. Develop and refine a professional learning outcome and reflect on progress toward that outcome and how it will positively affect children and families.
Leaders will...		<ol style="list-style-type: none"> 1. Use class-level and site-level authentic assessment data to learn how to build on children’s social emotional strengths and support their progress on PKFCC Domain 3 skills. 2. Use coaching strategies and formative feedback that support teaching teams in their development of best practices around social emotional learning. 3. Identify key practices that support pre-k children’s development of social emotional skills on a site-wide level that involves families and other key partners. 4. Develop and refine a site-wide outcome and action plan that includes professional learning opportunities and reflect on progress toward that outcome throughout all sessions. 	<ol style="list-style-type: none"> 1. Use authentic assessment and other data on the child, class and site-wide level to help teachers understand the developmental progress of their children, and to develop instruction tailored to the needs of each child. 2. Use coaching strategies and formative feedback that support teaching teams in their development of best practices around using data to inform instruction and family engagement. 3. Develop and refine a site-wide outcome and action plan that includes professional learning opportunities and reflect on progress toward that outcome throughout all sessions. 	<ol style="list-style-type: none"> 1. Use coaching strategies and formative feedback that supports teaching teams in their development of best practices around supporting culturally and linguistically diverse children. 2. Use authentic assessment and other data to inform site-wide instructional and family engagement practices, professional learning opportunities, and site level goals and/or policies that are culturally and linguistically responsive. 3. Establish site-wide strategies for engaging families from all backgrounds in partnership and in two-way communication to share and extend all children’s learning. 4. Develop and refine a site-wide outcome and action plan that includes professional learning opportunities and reflect on progress toward that outcome throughout all sessions.

Summer Objectives:	NYC Pre-K Explore	NYC Pre-K Lane A: SEL	NYC Pre-K Lane B: Data	NYC Pre-K Lane C: C+L
Teaching teams will...	<ol style="list-style-type: none"> Learn about the importance of early math in children’s development. Understand what Building Blocks (BB) is and the research behind it. Learn how BB addresses the Pre-K Foundation for the Common Core (PKFCC), links to interdisciplinary units of curriculum and contributes to learning/development in other domains. Learn how to implement the first ten weeks of BB in the classroom. 	<ol style="list-style-type: none"> Supporting their understanding of the social and emotional characteristics and needs of prekindergarten children and the role of family engagement in supporting social and emotional development Promoting intentional social and emotional learning through positive interactions in the context of teacher-facilitated and child-initiated activities Understanding their roles in fostering and maintaining strong social and emotional learning practices as a classroom team Utilizing resources and developing strategies for networking and collaboration to promote effective social and emotional learning 	<ol style="list-style-type: none"> Use the guiding principles and standards of the Pre-Kindergarten Foundation for the Common Core (PKFCC) to develop a common understanding of child development as the basis for data informed instruction. Strengthen their ability to low-inference observations and analyze child work and other evidence. Develop their ability to accurately use authentic assessment systems for ongoing formative assessment and to inform their work with families. Learn how to use data to carefully design classroom environments, learning centers, small and whole group activities, and individualized supports. 	<ol style="list-style-type: none"> Use the guiding principles and standards of the Prekindergarten Foundation for the Common Core (PKFCC) to develop a common understanding of how to support culturally and linguistically diverse learners. Identify strategies for creating developmentally appropriate classrooms that support culturally and linguistically diverse learners, specifically through carefully designed classroom environments, learning centers, small and whole group activities, and individualized supports. Identify meaningful ways to engage all families in their pre-K child’s learning experiences and celebrate the cultural and linguistic diversity of their communities.
Leaders will...	<ol style="list-style-type: none"> Learn about the importance of early math in children’s development. Understand what <i>Building Blocks (BB)</i> is and the research behind it. Learn how <i>BB</i> addresses the Pre-K Foundation for the Common Core (PKFCC), links to interdisciplinary units of curriculum and contributes to learning/development in other domains. Understand what a high-fidelity <i>BB</i> classroom looks like and learn how to support teachers’ implementation with a focus on the first few months of the year. 	<ol style="list-style-type: none"> Supporting teachers’ and assistant teachers’ understanding of the social and emotional characteristics and needs of prekindergarten children and the role of family engagement in supporting social and emotional development. Promoting intentional positive social and emotional learning within a context that integrates teacher-facilitated and child-initiated activities. Understanding their unique and crucial role as educational leaders in developing and maintaining positive social and emotional learning practices at their sites. Identifying potential resources and strategies for promoting effective social and emotional learning. 	<ol style="list-style-type: none"> Leaders will understand how child development impacts data driven instruction. Leaders will understand how and why pre-K teachers collect and use data to inform instruction and engage families. Leaders will develop strategies to support and guide teacher teams in using data to inform instruction, developing a sustainable data cycle for their program. 	<ol style="list-style-type: none"> Use the guiding principles and standards of the Prekindergarten Foundation for the Common Core (PKFCC) to develop a common understanding of how to support culturally and linguistically diverse learners. Identify strategies to support teachers in creating developmentally appropriate classrooms that support culturally and linguistically diverse learners, specifically through carefully designed classroom environments, learning centers, small and whole group activities, and individualized supports. Identify meaningful ways to engage all families in their pre-K child’s learning experiences and celebrate the cultural and linguistic diversity of their communities.

Session 1 Objectives:	NYC Pre-K Explore	NYC Pre-K Lane A: SEL	NYC Pre-K Lane B: Data	NYC Pre-K Lane C: C+L
Teaching teams will...	<ol style="list-style-type: none"> Learn about the importance of early math in children’s development. Learn how BB addresses the Pre-K Foundation for the Common Core (PKFCC), links to interdisciplinary units of curriculum and contributes to learning/development in other domains. Learn how to implement Weeks 11-15 of BB in the classroom. 	<ol style="list-style-type: none"> Practice observing children’s interactions as a form of communication about their social emotional strengths and needs. Learn and share strategies for creating a positive classroom culture among children in their class. Utilize strengths-based relationship-building approaches to engage and partner with families to support children’s social emotional development. Create a professional learning outcome for the year, including specific strategies for reaching that outcome and how it will positively impact children and families. 	<ol style="list-style-type: none"> Develop their ability to use their Authentic Assessment System’s (AAS) developmental progressions to analyze and rate work samples and observations. Develop a single lesson plan, using child-level, small group level and/or class-level data. Develop and share strategies for collecting data for children who are culturally and linguistically diverse, including partnering with families. Create a professional learning outcome for the year, including specific strategies for reaching that outcome and how it will positively impact children and families. 	<ol style="list-style-type: none"> Examine the role of culture and language in their classroom and how understandings about children, families and their communities impact their practice. Identify multiple ways that all families participate in the classroom and engage in two-way conversations that impact child learning. Identify key practices for scaffolding learning in language and content to reach all learners, using both authentic assessment data and information that families share to create lesson plans that build on children’s background knowledge and strengths. Create a professional learning outcome for the year, including specific strategies for reaching that outcome and how it will positively impact children and families.
Leaders will...	<ol style="list-style-type: none"> Learn about the importance of early math in children’s development. Understand what Building Blocks (BB) is and the research behind it. Learn how BB addresses the Pre-K Foundation for the Common Core (PKFCC), links to interdisciplinary units of curriculum and contributes to learning/development in other domains. Understand what a high-fidelity BB classroom looks like and learn how to support teachers’ implementation. 	<ol style="list-style-type: none"> Practice observing children’s interactions to understand their social emotional strengths and needs. Use coaching strategies and formative feedback that support teachers in creating a positive classroom culture. Use culturally and linguistically responsive approaches to continuously refine practices that build a positive organizational culture and community. Create a site-wide outcome, with specific strategies for reaching that goal and how it will positively impact children and families at their site. 	<ol style="list-style-type: none"> Develop and share culturally and linguistically responsive strategies for using and collecting data about families and children at their site, including families whose home language is not English. Use coaching strategies and formative feedback that support teachers in using data to inform instruction and family engagement. Create a site-wide outcome, with specific strategies for reaching that goal and how it will positively impact children and families at their site. 	<ol style="list-style-type: none"> Examine the role of culture and language in learning and how understandings about children, families and their communities impact teacher practice. Use coaching strategies and formative feedback to support teachers in working with culturally and linguistically diverse learners. Identify multiple ways that families participate in sites, engage in ongoing dialogue, and participate in a welcoming school environment that builds reciprocal relationships. Create a site-wide outcome, with specific strategies for reaching that goal and how it will positively impact children and families at their site.

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Session 2 Objectives:		NYC Pre-K Explore	NYC Pre-K Lane A: SEL	NYC Pre-K Lane B: Data	NYC Pre-K Lane C: C+L
Teaching teams will...	<ol style="list-style-type: none"> Understand the importance of early math in children’s development and the Building Blocks (BB) approach to teaching math in pre-K. Learn how to implement BB weeks 16-21 in the classroom. Effectively use BB Small Group Record Sheets (SGRS); understand that these are a form of data collection that aligns with the PKFCC as well as the three approved authentic assessment systems of the Division of Early Childhood Education. Learn how to use the data collected on Small Group Record Sheets to differentiate support and enhance the math instruction of each individual child in a class. 	<ol style="list-style-type: none"> Build on their understanding of how children’s social emotional development and development in communication, language, and literacy are interrelated and support each other. Learn and share strategies for using intentional language with children around their emotions and social interactions. Learn and share strategies to partner with families around social emotional development and communication, language and literacy. Reflect on and apply new knowledge to their professional learning outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	<ol style="list-style-type: none"> Develop their ability to use data to prepare for two-way conversations with families about building on their child’s strengths and address their areas for growth. Identify strategies for using data to build family capacity in their role as their child’s primary teacher and advocate. Reflect on and apply new knowledge to their professional learning outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	<ol style="list-style-type: none"> Identify strategies for incorporating the cultural and linguistic strengths of the children and families throughout the day. Name ways in which families can use their cultural and linguistic diversity to act as their child’s primary teacher and advocate. Reflect on and apply new knowledge to their professional learning outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	
Leaders will...	<ol style="list-style-type: none"> Learn about the importance of early math in children’s development and understand the BB approach to teaching math in pre-K. Learn about the four components of BB and use effective coaching strategies and formative feedback that supports teaching teams in their implementation of each. Understand that BB SGRS are a form of authentic assessment data collection that can be used to differentiate instruction to meet the mathematical needs of each child. Learn how BB addresses the Pre-K Foundation for the Common Core (PKFCC) and links to interdisciplinary units of curriculum. Understand what a high-fidelity BB classroom looks like. 	<ol style="list-style-type: none"> Build on their understanding of how children’s social emotional development and development in communication, language, and literacy are interrelated and support each other. Use coaching strategies and formative feedback that supports teachers in using intentional language with children around their emotions and social interactions. Learn and share strategies for using intentional language to partner with families, staff and other key partners around social emotional development and communication, language and literacy. Reflect on and apply new knowledge to their site-wide outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	<ol style="list-style-type: none"> Use coaching strategies with teachers around using authentic assessment and other data to prepare for two-way conversations with families. Identify strategies for using classroom data to build family capacity in their role as their child’s primary teacher and advocate. Reflect on and apply new knowledge to their site-wide outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	<ol style="list-style-type: none"> Use coaching strategies and formative feedback to guide teachers in incorporating the cultural and linguistic strengths of the children and families into the curriculum. Identify site-wide strategies for building on families’ cultural and linguistic strengths in their role as their child’s primary teacher and advocate. Reflect on and apply new knowledge to their site-wide outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	

Session 3 Objectives:	NYC Pre-K Explore	NYC Pre-K Lane A: SEL	NYC Pre-K Lane B: Data	NYC Pre-K Lane C: C+L
Teaching teams will...	<ol style="list-style-type: none"> 1. Understand the importance of early math in children’s development and the Building Blocks (BB) approach to teaching math in pre-K. 2. Learn how to implement BB weeks 22-30 in the classroom. 3. Effectively use BB Small Group Record Sheets (SGRS); understand that these are a form of data collection that aligns with the PKFCC as well as our three authentic assessment systems. 4. Learn how to use the data collected on Small Group Record Sheets to differentiate support and enhance the math instruction of each individual child in a class. 	<ol style="list-style-type: none"> 1. Build on their understanding of how children’s social emotional development and cognition and knowledge of the world are interrelated and support each other. 2. Use data to understand children’s skills in social emotional development and cognition and knowledge of the world and plan for differentiation. 3. Explore and exchange strategies for partnering with families about the interrelatedness of science and the arts and social emotional development. 4. Reflect on and apply new knowledge and session content to their professional learning outcome. 	<ol style="list-style-type: none"> 1. Continue to develop their ability to use data to understand children’s interests, strengths and areas for growth. 2. Practice using class-level reports and other data gathered throughout the day to develop differentiated learning experiences during Center Time. 3. Learn and share strategies for partnering with families around learning during Center Time. 4. Reflect on and apply new knowledge to their professional learning outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	<ol style="list-style-type: none"> 1. Develop and refine their ability to use authentic assessment tools to understand Culturally and Linguistically Diverse (CLD) learners’ strengths and areas of growth. 2. Practice using authentic assessment data gathered throughout the day to develop differentiated learning experiences for CLD learners during Center Time. 3. Identify strategies to communicate with CLD families about each child’s progress and ways to extend learning to build families’ capacity to act as their child’s primary teacher and advocate. 4. Reflect on and apply new knowledge to Professional Learning Outcomes, including specific strategies for reaching that outcome and how it will continue to positively impact children and families.
Leaders will...	<ol style="list-style-type: none"> 1. Learn about the importance of early math in children’s development. 2. Understand what Building Blocks (BB) is and the research behind it. 3. Learn how BB addresses the Pre-K Foundation for the Common Core (PKFCC), links to interdisciplinary units of curriculum and contributes to learning/development in other domains. 4. Understand what a high-fidelity BB classroom looks like and learn how to support teachers’ implementation. 	<ol style="list-style-type: none"> 1. Build on their understanding of how children’s social emotional development and cognition and knowledge of the world are interrelated and support each other. 2. Use coaching strategies that build teachers’ understanding in how science and the arts support children’s social emotional development. 3. Learn and share strategies for collaborating with staff, families, and key partners around social emotional development and science and the arts. 4. Reflect on and apply new knowledge to their Site-Wide Outcome and plan for implementation for the remainder of the school year. 	<ol style="list-style-type: none"> 1. Practice using coaching strategies with teachers around using data to create differentiated learning experiences during Center Time. 2. Identify strategies for using class-level and site-wide data with teaching staff and families through the end of the year. 3. Reflect on and apply new knowledge to their Site-Wide Outcome and plan for implementation for the remainder of the school year. 	<ol style="list-style-type: none"> 1. Use coaching strategies to guide teachers’ use of data to differentiate learning experiences for Culturally and Linguistically Diverse (CLD) learners. 2. Identify site-wide strategies for using authentic assessment systems to inform communication with families about their child’s progress and ways to extend their learning in order to build their capacity to act as their child’s primary teacher and advocate. 3. Reflect and apply new knowledge and session content to their Site-Wide Outcome, including specific strategies for reaching that outcome and how it will continue to positively impact children and families.

Session 4 Objectives:	NYC Pre-K Explore	NYC Pre-K Lane A: SEL	NYC Pre-K Lane B: Data	NYC Pre-K Lane C: C+L
Teaching teams will...	<ol style="list-style-type: none"> 1. Understand the importance of early math in children’s development and the Building Blocks (BB) approach to teaching math in pre-K. 2. Effectively use BB Small Group Record Sheets (SGRS); understand that these are a form of data collection that aligns with the PKFCC as well as the three authentic assessment systems used in NYC Pre-K for All. 3. Learn how to use the data collected on Small Group Record Sheets to differentiate support and enhance the math instruction of each individual child in a class. 4. Reflect on BB implementation over the 2015-2016 school year and plan for the 2016-2017 school year. 	<ol style="list-style-type: none"> 1. Build on their understanding of how children’s social emotional development (Domain 3) and their approaches to learning (Domain 1) are interrelated and supportive. 2. Use data to understand how children’s approaches to learning develop and change over time and to support children’s reflection on their growth. 3. Explore and exchange strategies to share information with families about their child in their ongoing role as primary advocate. 4. Reflect on their teaching practice, celebrate successes, and plan to apply new knowledge and session content to their work with children and families or to their professional learning outcome. 	<ol style="list-style-type: none"> 1. Reflect on their use of data to support children’s growth in the PKFCC domains over the course of the course of the 2015-2016 school year. 2. Plan developmentally appropriate, culturally and linguistically responsive transition activities that invite children, families and community members to join in a shared reflection on child data. 3. Share strategies for empowering families to communicate with kindergarten teachers about their children’s strengths, interests, family, culture and areas of growth. 4. Reflect on and apply new knowledge to their professional learning outcome, including specific strategies for reaching that outcome and how it positively impacts children and families. 	<ol style="list-style-type: none"> 1. Reflect on children’s growth in Communication, Language and Literacy and Social Studies. 2. Plan developmentally appropriate, culturally and linguistically responsive transition activities that are differentiated for Culturally and Linguistically Diverse (CLD) learners. 3. Explore and exchange strategies to share information with CLD families about their child in their ongoing role as primary teacher and advocate. 4. Reflect on their teaching practice for CLD learners and identify areas in which they have grown as well as areas in which they would still like to develop.

Source: New York City Department of Education.

APPENDIX D: REFERENCES

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