

 We will begin shortly!

**Welcome to the Education Manager Series!**



**Participation Note:**  
We love Wi-Fi, but for the best webinar experience, please make sure you are hardwired to an Ethernet cable. Using Wi-Fi alone may result in problems with viewing the short videos we plan to share during this webinar.



1

---

---

---


---

---

---


---


---



**Education Manager Series:**  
**Purposeful Lesson Planning:  
Exploring the Focused Teaching  
Cycle Tool**

February 25, 2020  
Presenters:  
Maribel Centeno  
Mary Joyce Robbins  
Roselia Ramirez, NCECDTL

 NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning



2

---

---

---

---


---

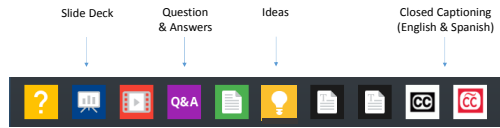
---

---

---


1

 Webinar Features:



Slide Deck    Question & Answers    Ideas    Closed Captioning (English & Spanish)

Help    Media Player    Resource List    Webinar Tips (English & Spanish)



3

---

---

---

---

---

---

---

---

**Session Objectives**

At the end of this presentation, you should be able to:

1. Identify the need for an intentional approach to lesson planning
2. Describe the elements needed for effective, intentional team lesson planning and adult-child interactions
3. Discuss the Focused Teaching Cycle

NCECDTL

---

---

---

---

---

---

---

---

4

Identifying The Need For An Intentional Approach To Lesson Planning

NCECDTL

---

---

---

---

---

---

---

---

2

5




---

---

---

---

---

---

---

---

6

2018 National Statistics by Domain:

OHS CLASS® Descriptive Statistics, 2018  
National Grantee-Level Scores by Domain

Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.08	0.31	4.75	6.89
Classroom Organization	5.80	0.39	4.41	6.83
Instructional Support	2.96	0.55	1.56	4.83

NCECDTL

---

---

---

---

---

---

---


---

---

---

7

Individual Reflection :



What does this mean for implementing an intentional approach to lesson planning?

NCECDTL

---

---

---

---

---

---

---

---

---

---

8

Describe The Elements Needed For Effective Intentional Team Lesson Planning And Adult Child Interactions



NCECDTL

---

---

---

---

---

---

---

---

---

---

9

3

**Key Elements of Job Embedded Professional Learning:**



- Occurs in the workplace
- Is focused on:
  - Current children and their learning needs
  - Current issues of practice and problem-solving
  - Increasing proficiency

10

---

---

---

---

---

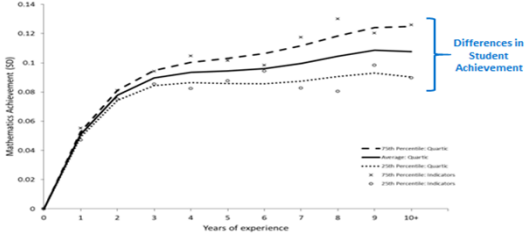
---

---

---

**Teacher Collaboration for Improved Outcomes:**

Teachers *improve capacity 3.8% more over time* in settings with strong professional collaboration



The graph shows that teachers with strong professional collaboration (solid lines) consistently score higher on mathematics achievement than those without (dotted lines). The gap between the two groups widens as years of experience increase, particularly for the 75th and 90th percentiles.

11

---

---

---

---

---

---


---

---

4

**Collaborative, Job Embedded Learning Routines:**

- Data dialogues
- Study groups
- Coaching
- **Facilitated Team lesson planning**
- Interdisciplinary meetings
- Communities of practice



12

---

---

---

---

---

---

---

---

**Insert Poll:**

In your experience, how do education staff plan for intentional, purposeful and engaging learning experiences for children?

- a) Plan alone
- b) Plan together with the education manager or coach
- c) Plan together with other education staff, or parents
- d) Education manager/instructional leader facilitates team lesson planning with the entire education staff team

NECDTL

13

---

---

---

---

---

---

---

---

**Job Embedded Routine – Team Lesson Planning:**

**Lesson planning** is the key to implementing intentional, purposeful, high-quality teaching and home visiting practices for children.



NECDTL

14

---

---

---

---

---

---

---


---

5

**Collaborative Process of Lesson Planning**

**Teams who plan together:**

- Review data
- Ask questions
- Support each other
- Enable each other to serve as a cognitive coach of children's learning
- Enable each other to provide facilitated, inquiry-based learning for all children
- Debunk myths about teaching practices



NECDTL

15

---

---

---

---

---

---

---

---

**Insert Poll:**

When thinking about lesson planning, would you say education staff are primarily designing ...

- 1) learning environments (experiences investigations/activities) for children's explorations
- 2) adult-directed learning experiences/lessons
- 3) learning explorations to include their active role in advancing children's learning
- 4) A mix of #1 and #2

NCECDTL

16

---

---

---

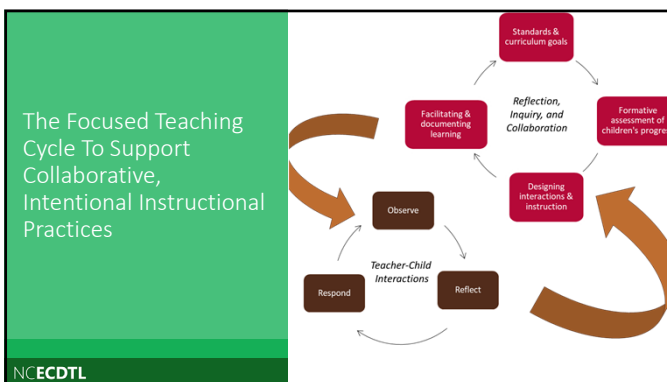
---

---

---

---

---



17

---

---

---

---

---

---

---

---

6

**Classroom Lesson Planning Inquiry**

Imagine it is October in a pre-school classroom...

- What do you see in the classrooms this month?
- What are children experiencing?
- What are children learning?
- Do you wonder; how is the educator focused on children's learning?

NCECDTL

18

---

---

---

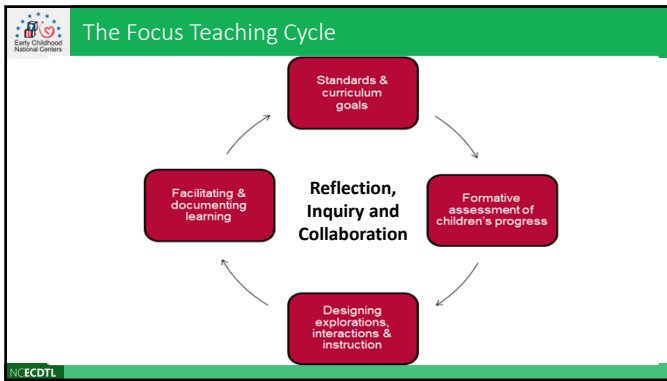
---

---

---

---

---



19

---

---

---

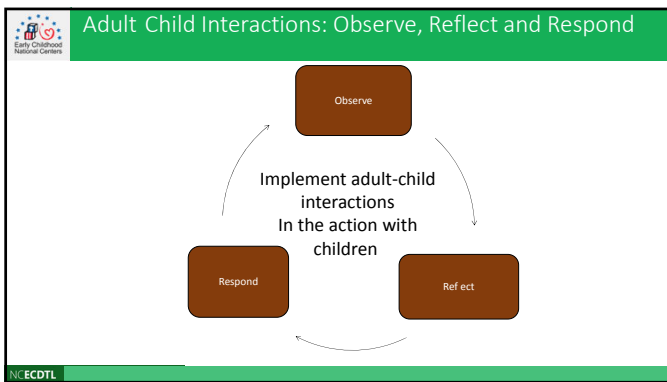
---

---

---

---

---



20

---

---

---

---

---

---

---

---

7

Making Connections

•Relational/Social-Emotional Supports  
•Environmental/Organizational Supports  
•Interactive/ Instructional Supports

21

---

---

---

---

---

---

---

---

**Pulling It All Together**

Standards & curriculum goals

Facilitating & documenting learning

Reflection, Inquiry, and Collaboration

Formative assessment of children's progress

Designing interactions & instruction

Observe

Teacher-Child Interactions

Respond

NECDTL

22

---

---

---

---

---

---

---

---

**Pulling It All Together!**

- Use data to inform lesson planning
- Know the “what” to teach and “how” to teach it in developmentally appropriate sequence
- Design inquiry-based learning experiences that are developmentally appropriate
- Use early learning and development standards

Standards & curriculum goals

Facilitating & documenting learning

Designing interactions, instruction & instruction

Formative assessment of children's progress

NECDTL

23

---

---

---

---

---

---

---

---

8

**Focused Teaching Cycle Worksheet:**

Structures education staff's process for intentional lesson planning and effective adult-child interactions

- Standards & curriculum goals:** At this time, what learning and development goals do we have for the group and for individual children? What do we want young children to know, understand further and be able to do?
- Formative assessment of children's progress:** What do we know about the progress the class as a whole and individual children are making toward these selected standards and goals? What are families noting about children's learning and development?
- Designing interactions & instruction:** Think about the particular standards/goals you have chosen to plan around. Think about the children's interests, temperaments and joys, their progress, and high-quality teaching practices. What meaningful experiences, explorations and activities will facilitate children's learning and development toward the selected standards? What high-impact practices—emotional supports, organizational supports and instructional supports—will we pay special attention to implementing given our planned experiences, explorations and activities?
- Facilitating & documenting learning:** How will we know children are learning? What will we hear and see children saying and doing? What questions will you ask your children based on your hypotheses of what you expect to hear and see them doing?

Standards & curriculum goals

Facilitating & documenting learning

Designing interactions & instruction

Formative assessment of children's progress

NECDTL

24

---

---

---

---

---

---

---

---



Lesson Planning Video:

NECDTL

25

---

---

---

---

---

---

---

---

Insert Poll:

Which parts of the Focused Teaching Cycle did you observe?

- A. Standards & Curriculum Goals
- B. Formative Assessment
- C. Designing Interactions and instructions
- D. Facilitating and documenting learning

NECDTL

26

---

---

---

---

---

---

---

---

9

Forward Thinking

Consider using the concepts of the Focus Teaching Cycle in how you plan for and implement professional learning for your education staff.

NECDTL

27

---

---

---

---

---


---

---

---

**Forward Thinking:**

- Have opportunity for reflection and feedback
- Engage in effective adult-child interactions
- Follow a system to ensure continuous quality improvement



NCECDTL

28

---

---

---

---

---

---

---

---

**Join us at the Ed Managers Institute!**

**SAVE THE DATE**  
OFFICE OF HEAD START EDUCATION MANAGER INSTITUTE | JULY 15-17, 2020



Join us in Columbus Ohio for an exciting leadership event bringing together Head Start Education Managers from all over the United States and territories. Information on how to register for the event will be sent soon via the ECLKC. **WATCH FOR IT!**

NCECDTL

29

---

---

---

---

---

---

---

---

1 0

**Continue the Conversation...**



NCECDTL

30

---

---

---


---


---

---

---

---

 **References/Credits**



Early Education Essentials is a trademark of the Ounce of Prevention Fund.

**NCECDTL**

31

---

---

---

---

---

---

---

---

**Thank You!**

For more information, contact:  
[ecd1@ecetta.info](mailto:ecd1@ecetta.info)  
 or call (toll-free) 1-844-261-3752

Please complete our Survey!

**NCECDTL**

32

---

---

---

---

---

---

---

---

**1 1**