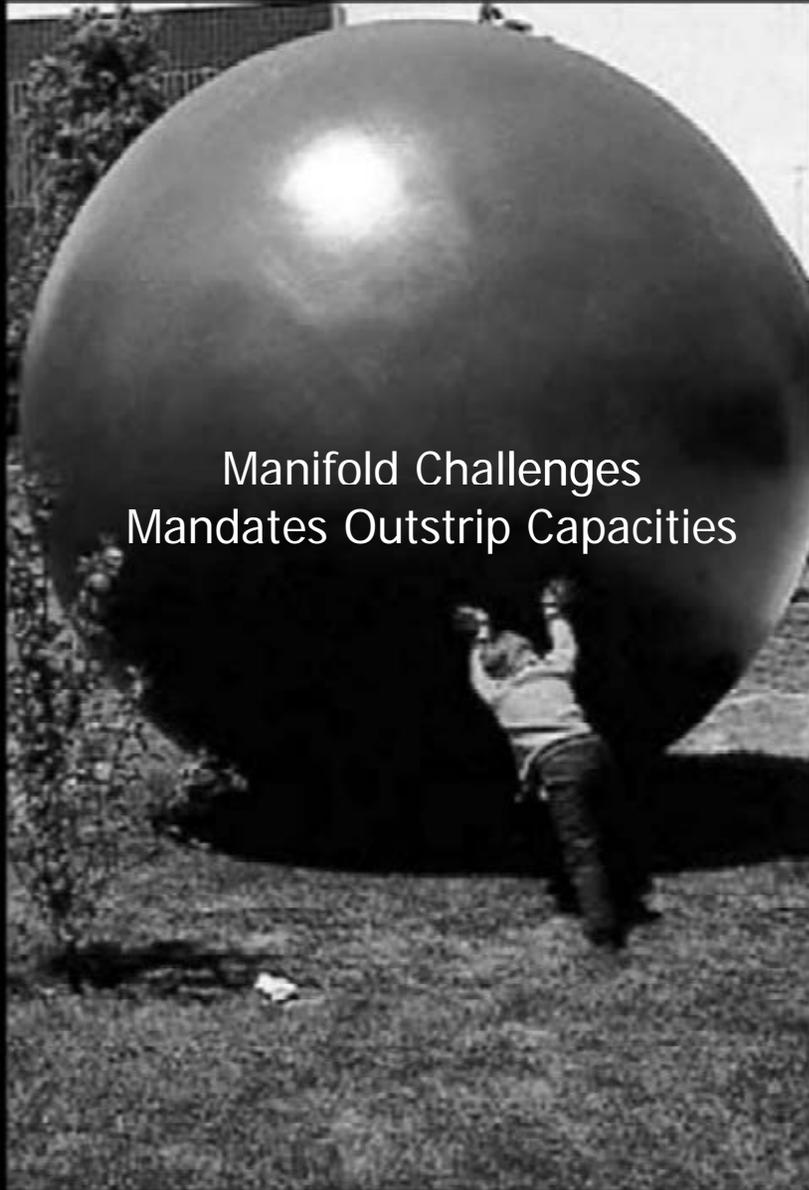


# Achieving a Common Purpose in the Real World of Head Start



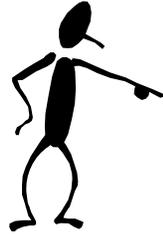
# Success

Mandates, Models, & Methods,

Oh My!

What's a Head Start Administrator,  
Teacher, or Teacher Assistant  
TO DO?

# *National Mandates*



*Know?*

*Do!*

*Know?*

*Do!*

*Know?*



*Use*

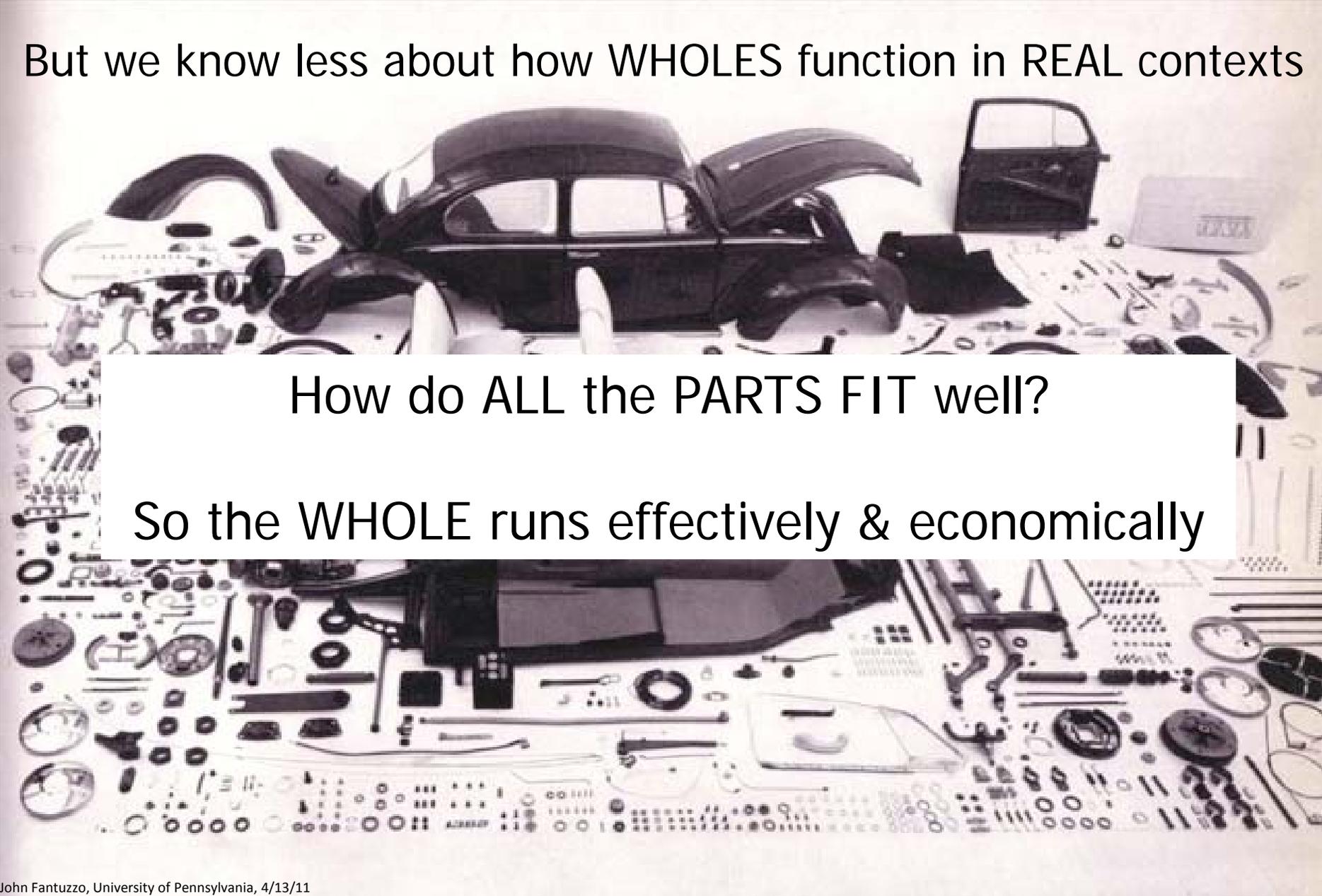
*Evidence-based  
Practice!*

*Show Impact!*

“It is not that we do not know what to do;  
it's that we do not know how to get  
people to do it.” Zigler

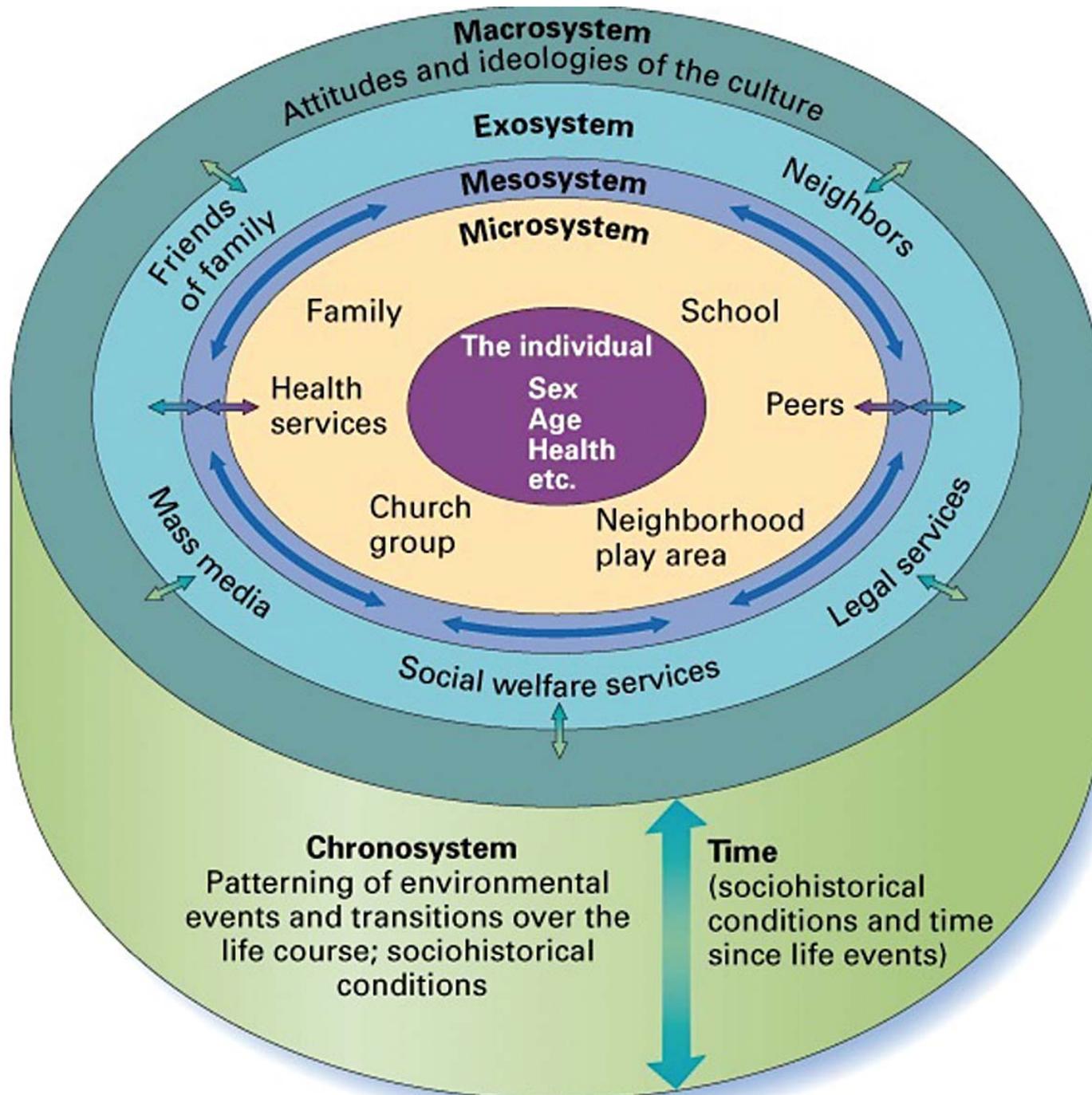
The truth is we know in PART – we know how PARTS function

But we know less about how WHOLES function in REAL contexts



How do ALL the PARTS FIT well?

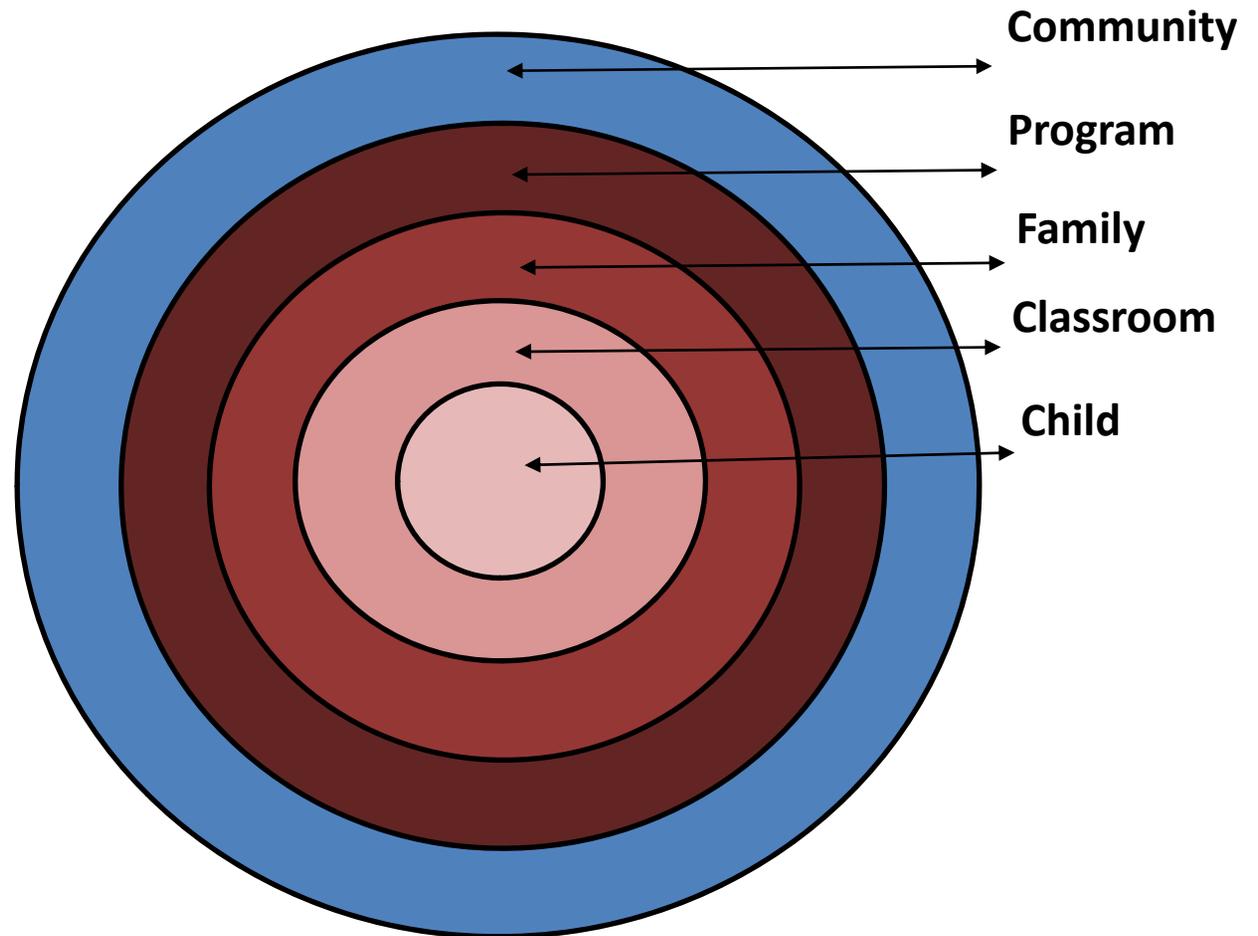
So the WHOLE runs effectively & economically



# Oh My!



Intensive, dynamic **bidirectional** interactions occurring at multisystem levels simultaneously



# We Know Plan Do



## The What, the Who, & the Glue

Dr. Fantuseuss

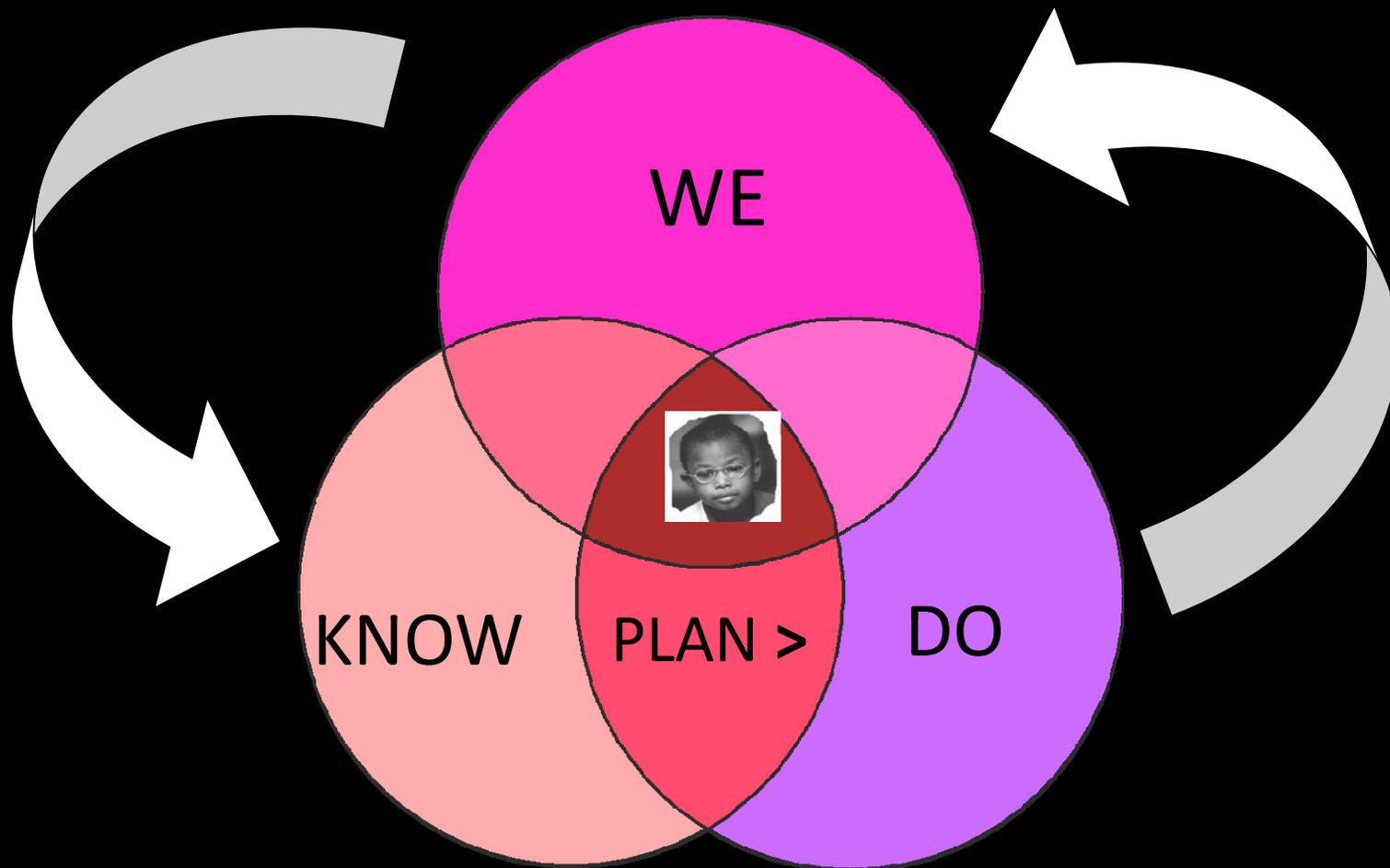
# Intentional Strategic Programming

*We Know? Plan **Do!** Know? **Do!** Know? Know!*

Children



The slide features several stick figure illustrations. At the top center, a stick figure points to the right. On the left side, three stick figures are stacked vertically, with the top one having its arms raised. In the center, a stick figure stands on a stack of papers, holding a box. To the right of this, two stick figures are shown in a running motion. On the far right, there are three small images: a person holding a cup, a stick figure with its head bowed, and a person's face.



## Evidence-based Intervention In Community

# WHAT

Evidence-based PARTS of the comprehensive WHOLE WORK of Head Start

# WHO

ALL the influential adults who contribute important PARTs  
to the WHOLE WORK of Head Start

# GLUE

The WHOLISTIC Programming that holds the WHO's and the WHAT's Together

Realistic, sustainable programming that maximizes the effectiveness of the  
WHAT's and the WHO's within the realities of the existing resources  
to ensure that each Head Start child SUCCEEDS

**The Dynamic Systemic Integration**

# THE GLUE: EPIC Comprehensive Integrated Approach

## Supportive Learning Community

Dynamic, ongoing, collaborative learning to enhance competency, teamwork, & engage families.

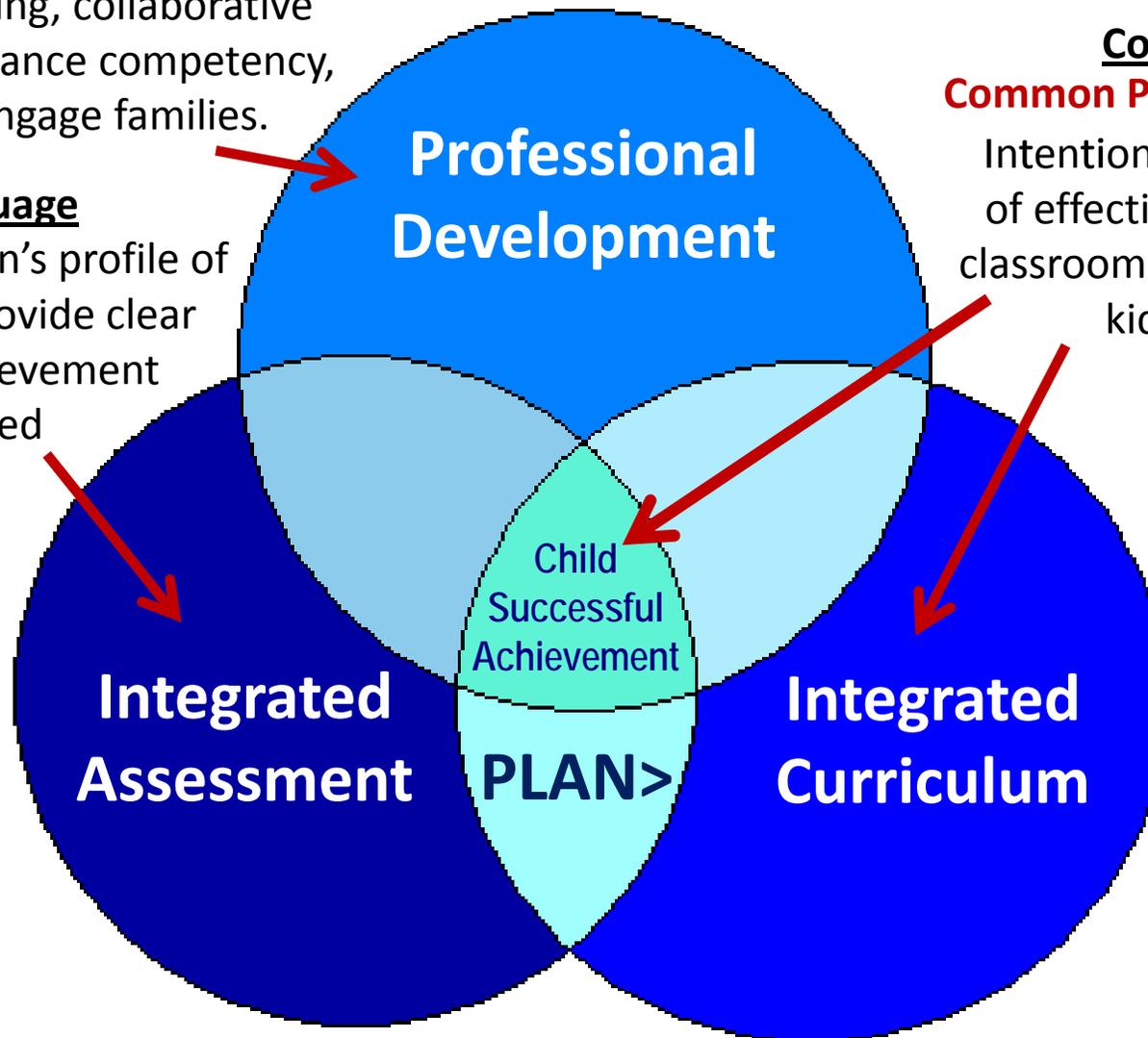
## Common Language

Identify children's profile of skill levels & provide clear targets for achievement that guide shared action

## Common Procedures

### Common Purpose

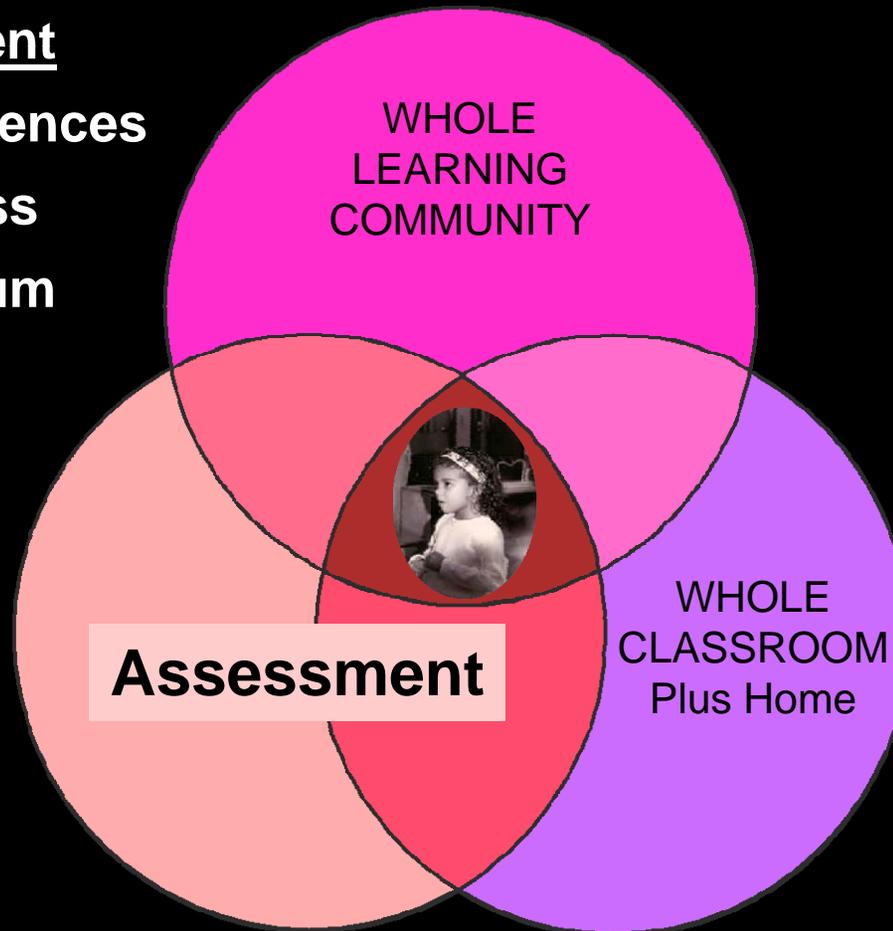
Intentional, systematic uses of effective methods in the classroom & home based on kids actual skill levels



# Evidence-Based Program for Integrated Curricula

## Useful Assessment

- Individual differences
- Monitor progress
- Inform curriculum

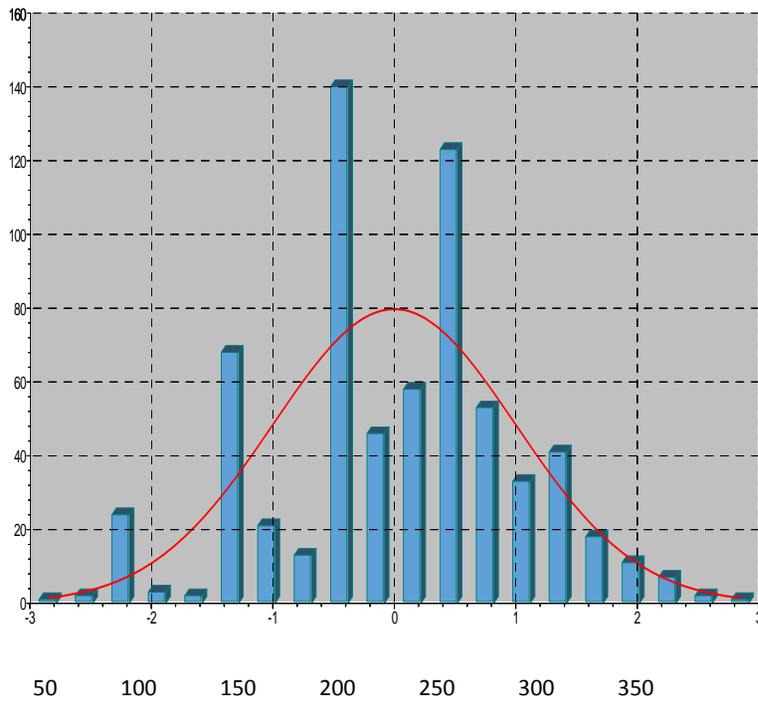


# CAPACITY TO IDENTIFY INDIVIDUAL DIFFERENCES & GUIDE INTENTIONAL CHILD-CENTERED INSTRUCTION

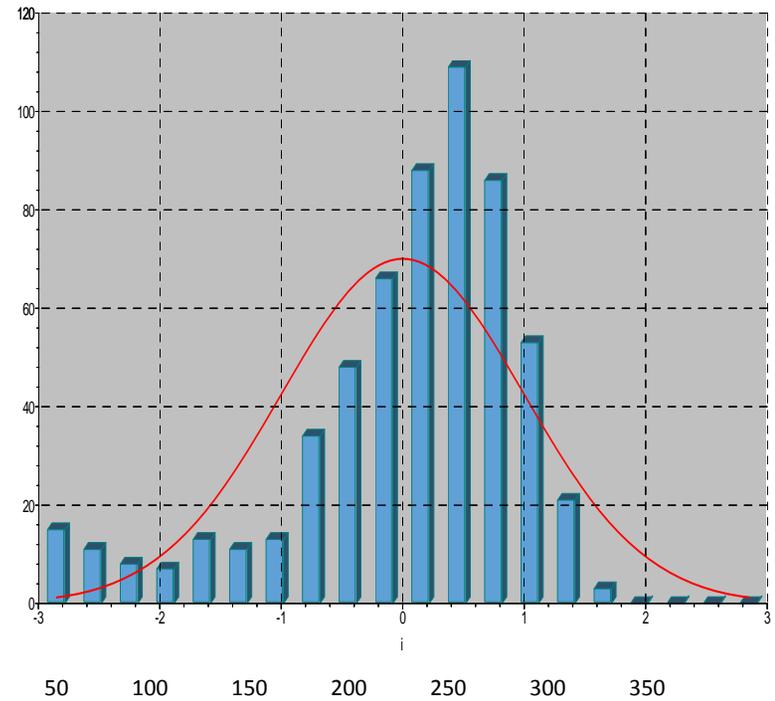


# Observable Growth Across Brief Periods

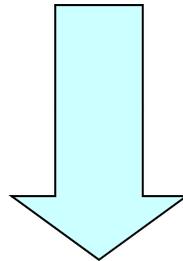
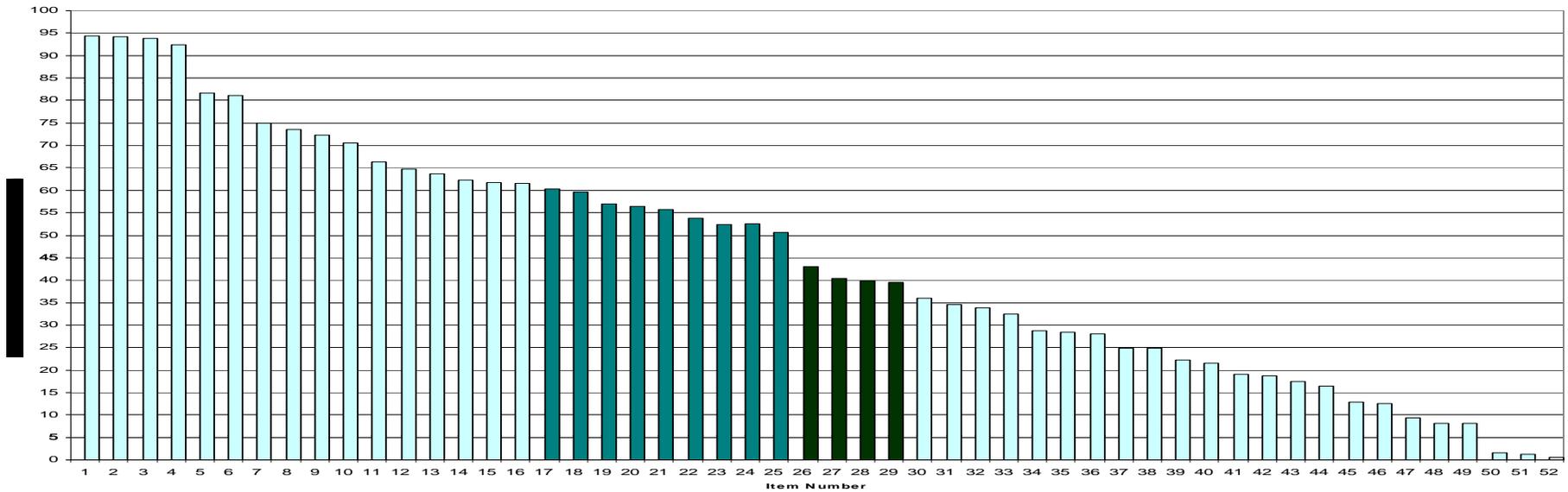
Fall



Winter



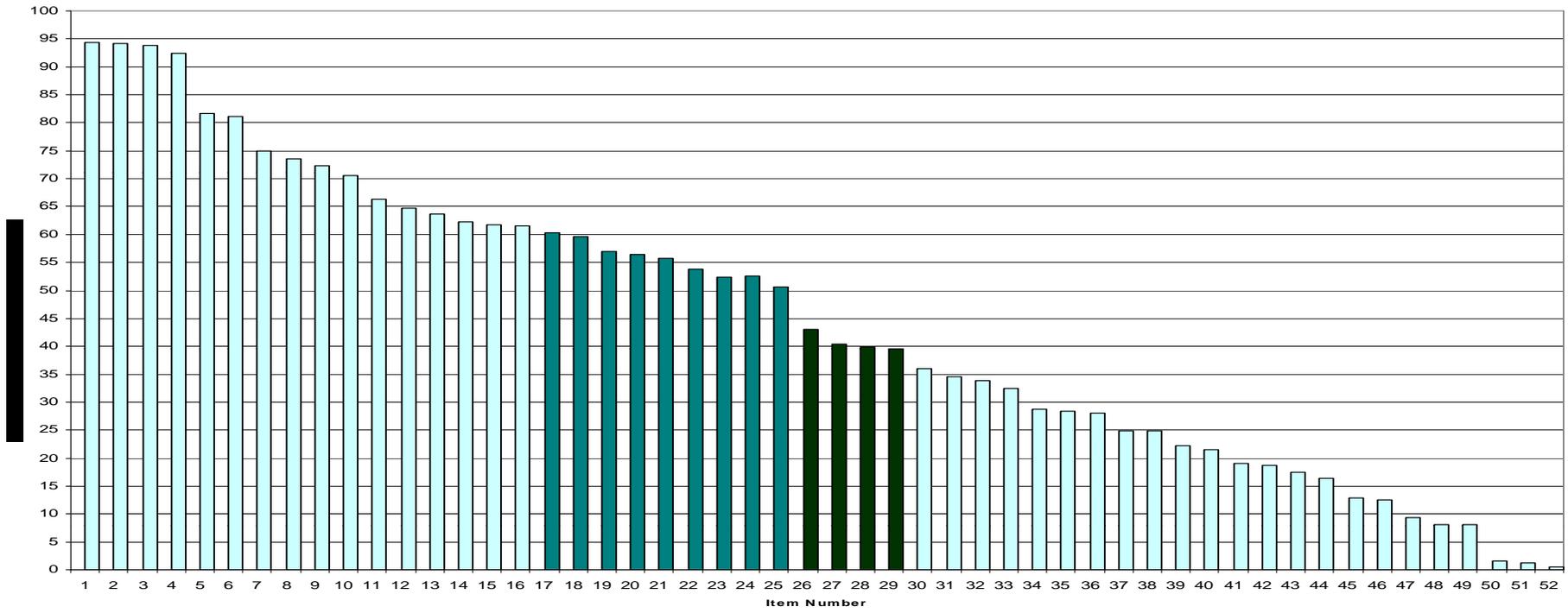
## ALPHABET KNOWLEDGE ITEM ATTAINMENT



Sequence (continuum of skills)

# ALPHABET KNOWLEDGE ITEM ATTAINMENT

*Alphabet Knowledge Form A*  
 Percent of Children who Answered Correctly for Each Item

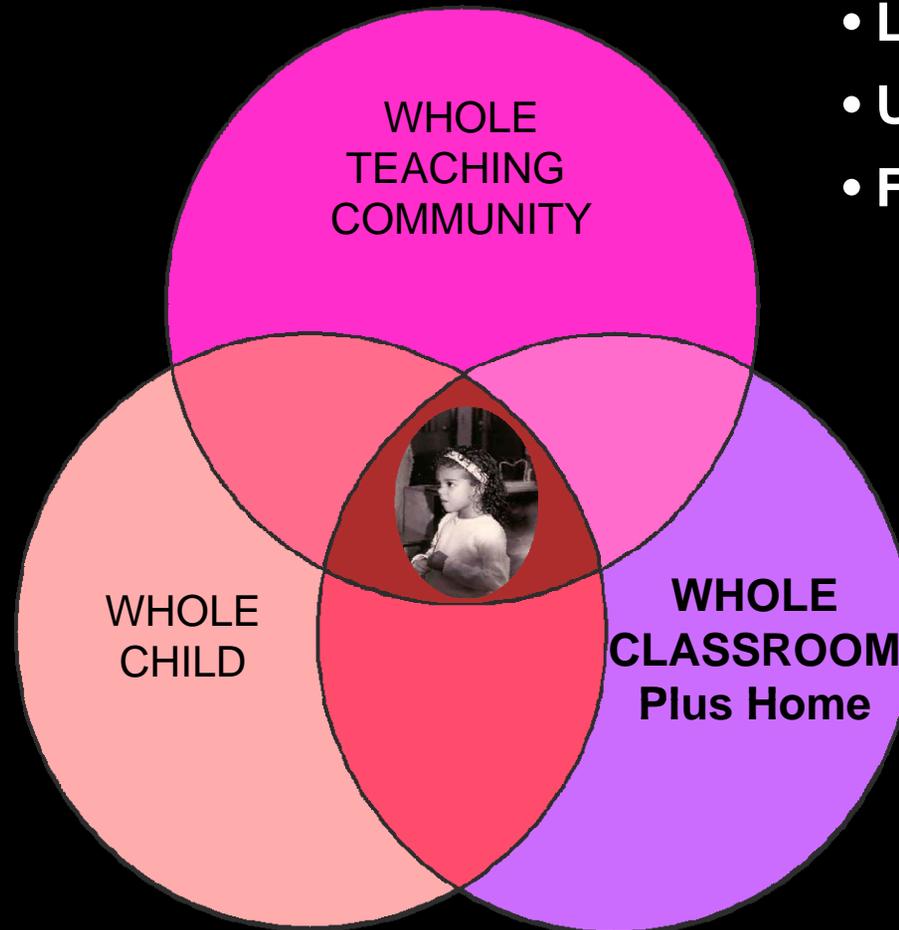


<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
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# Evidence-Based Program for Integrated Curricula

## Integrated Curriculum

- Literacy/Math/Soc-Emo
- Use Best Practices
- Family Engagement

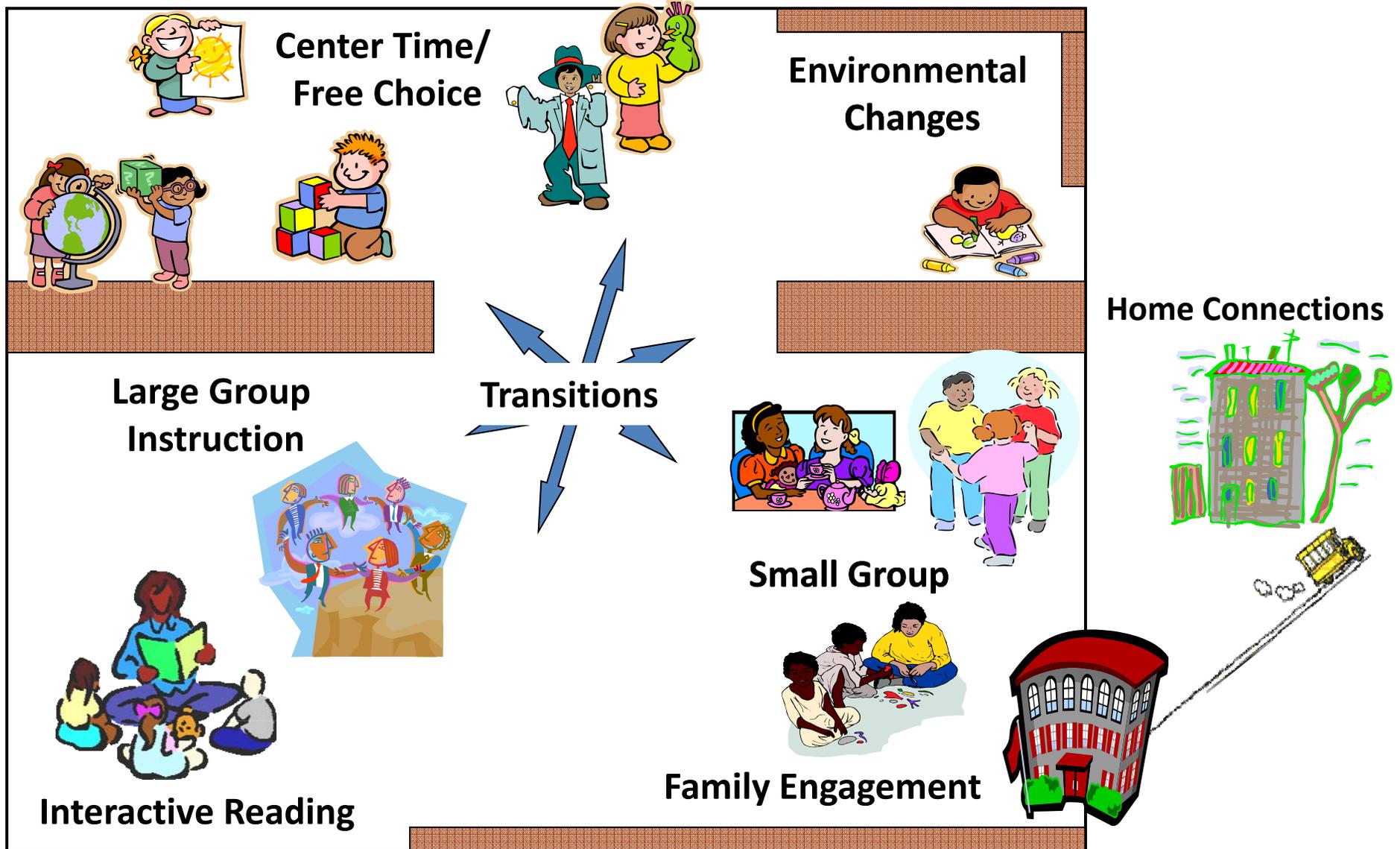


Literacy Skills		Level 1	Level 2	Level 3	Level 4	Level 5
Oral Language						
Listening Comprehension						
Vocabulary						
Alphabet Knowledge						
Print Concepts						
Phonological Awareness						

Mathematics Skills		Level 1	Level 2	Level 3	Level 4	Level 5
Counting						
Cardinality	“How Many” Cardinality					
	Number Constancy					
	“Give Me” Cardinality					
	Estimate Amount Cardinality					
Number Recognition						
Sorting						
Comparison						
Shapes						
Measurement						
Addition / Subtraction						

Soc/Emo Skills		Level 1	Level 2	Level 3	Level 4	Level 5
Frustration Tolerance						
Attention Control						
Group Learning						
Task Approach						

# EMBEDDED Best Practices using the Whole Array of Early Childhood Learning Opportunities

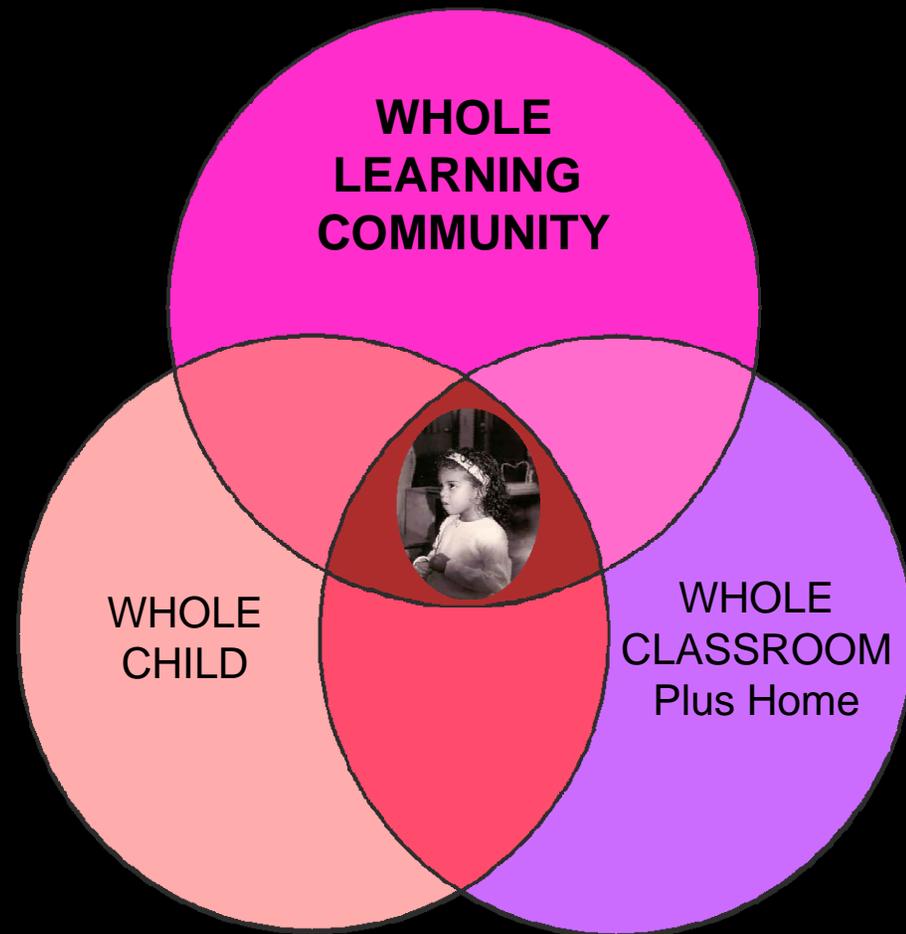


# EPIC Curriculum: Scope, Sequence, & Methods

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8
Literacy	Large group							
	Small group							
	Interactive Read	→						
	Environmental							
	Home Connection							
Math	↓							
SocEm								

## EPIC Learning Community

- Enhance Competency & Self Efficacy
- Team Building & Shared responsibilities
- Promote Leadership



***Many demands***

***Little Support***

***Low Efficacy***

***Isolation***

***No Team work***

***Inadequate Prof Dev***

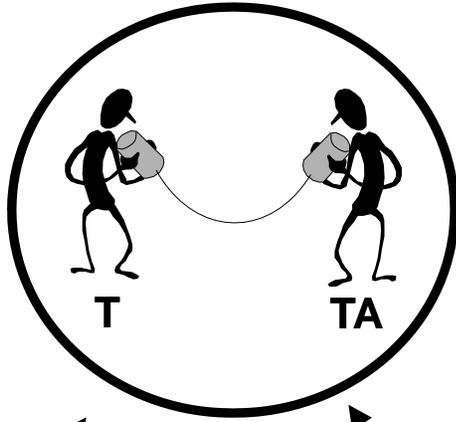
**Quality**

***No Leadership Opportunities***

# Distributive Leadership Principles

1. Instructional leadership is a shared community undertaking.
2. Instructional improvement requires multiple sources of expertise to work in a context around a common goal.
3. Distributive leadership is collective leadership, in which teachers develop expertise by working collaboratively.
4. Leadership practice is in the interaction.

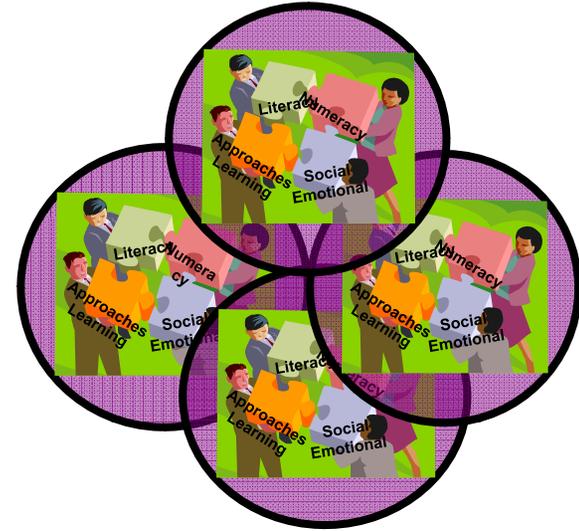
# Teaching Team



# Small Group Learning Community



Mentor Teachers  
Coaches



Integrated  
Curriculum



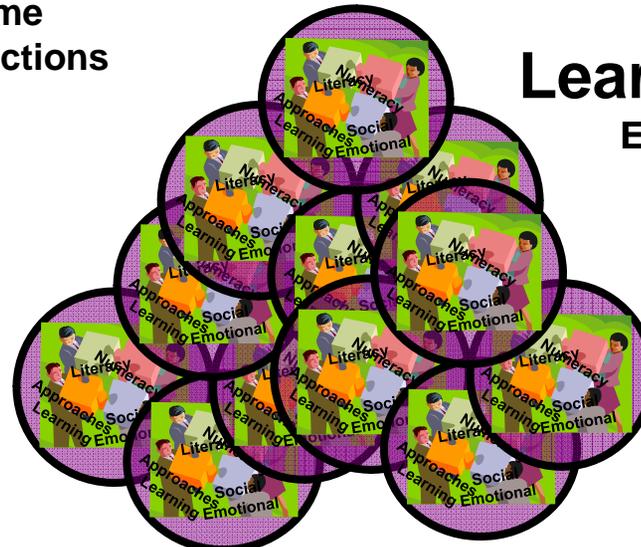
Home  
Connections



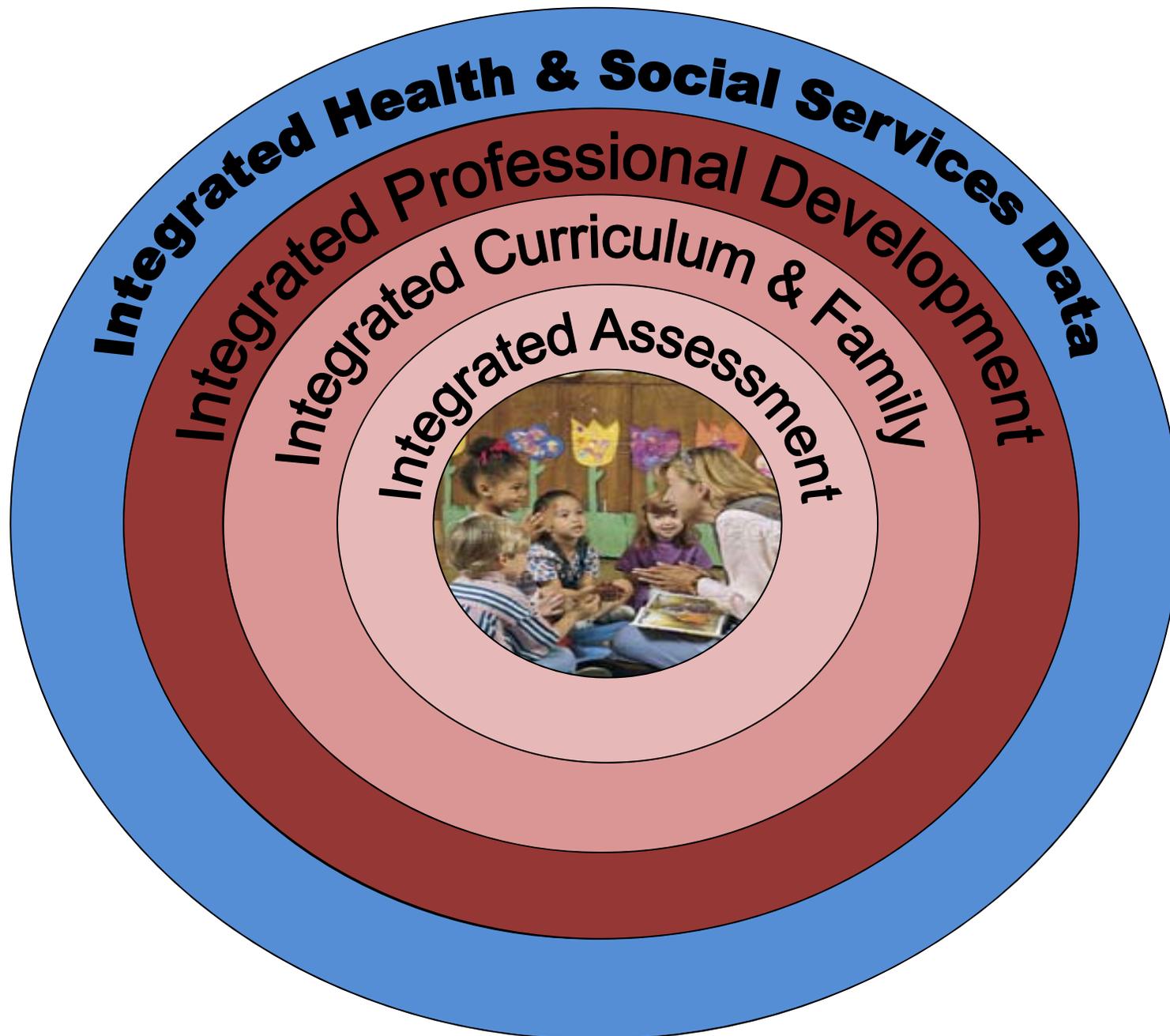
Integrated  
Check-Ins

# Large Group Learning Community

Educational Coordinator



# Comprehensive Multi-Systems Model of Integration







# The Task?

“Thus, the task is not so much to see what no one else has seen, but to think about what everybody sees. Schopenhauer



Thinking about effective  
working WHOLES Now!



“It is not that we do not know what to do;  
it’s that we do not know how to get  
people to do it.” Zigler

“We Know Plan Do!  
The What, the Who, & the Glue!”

Thank you!

