Un Buen Comienzo (A Good Start)

Evolution, results and lessons learned

Andrea Rolla & Marcela Marzolo

OPORTUNIDAD
FUNDACION EDUCACIONAL

HARVARD UNIVERSITY
DAVID ROCKEFELLER CENTER
FOR LATIN AMERICAN STUDIES
REGIONAL OFFICE

Content

1. The **Chilean context** and the intersectorial creation of the **Un Buen Comienzo program**

2. The **evolution of the intervention** and the **evaluation** of the program

3. **Lessons** learned

Share the experiences, results, and lessons learned from the professional development program Un Buen Comienzo

Who we are

Non-profit organization in education aiming to create and increase learning opportunities and outcomes for children from at-risk communities in Chile.

1.
The national and international context and the intersectorial creation of the Un Buen Comienzo (UBC) program

2006: The Government Emphasized Early Childhood Education and Early Childhood in General

International Evidence on the Importance of Early Childhood Education

Why was UBC created?

Need to improve process quality, beyond structural quality and access

How it was created?

Harvard University, Chilean Ministry of Education, and Fundación Educacional Oportunidad lead an Interinstitutional Technical Council (Mesa Técnica Interinstitucional), which defines the characteristics of the intervention

UBC is defined as:

An initiative to improve the quality of early childhood education in Chile through professional development with a focus on classroom coaching

ARTE Y CULTURA

2.
The Evolution of the Intervention and the Evaluation of the Program

UBC Experimental Trial 2008-2011

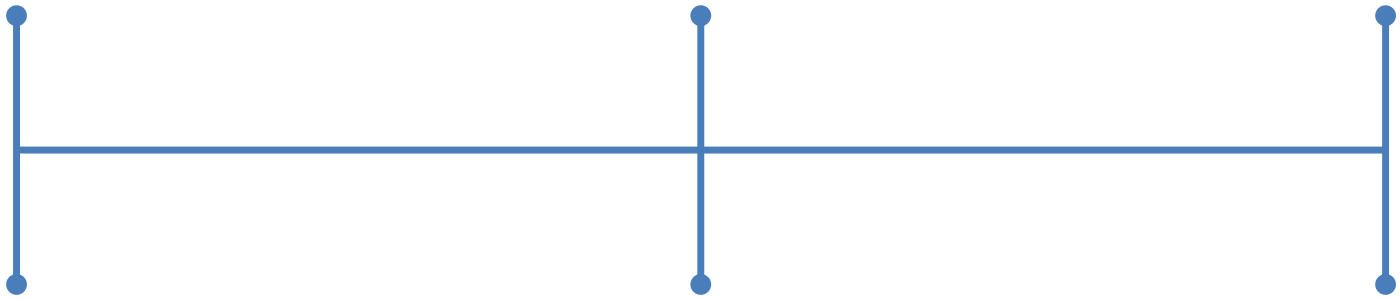
- 6 municipalities in the Metropolitan Region (Santiago)
- 32 schools
- 3,200 children

Quality of Interactions Classroom Observation Instrument

CLASS
Classroom Assessment Scoring System®

The CLASS instrument (Pianta, La Paro, & Hamre, 2012), that measures the quality of teacher-child interactions, was appropriate for the Chilean context.

Quality of Interactions Classroom Observation Instrument



Beginning of PreKindergarten

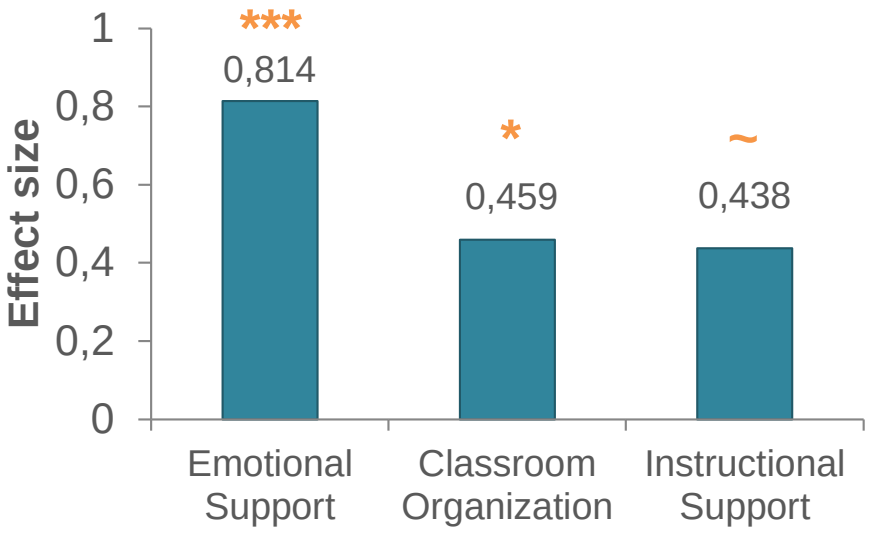
End of PreKindergarten

End of Kindergarten

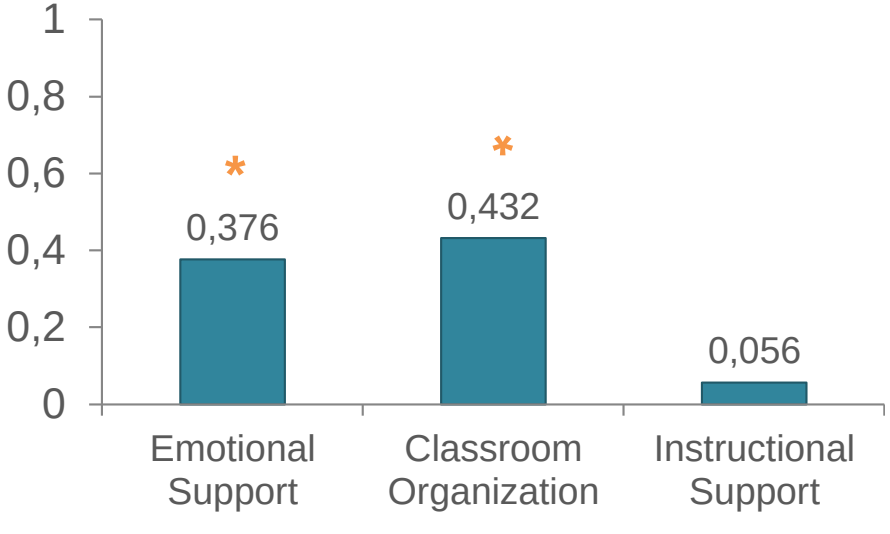
Leyva et. al. (2015)

Results: UBC 2008-2011 Positive Impact on Quality Teacher-Child Interactions

UBC Impact Year 1



UBC Impact Year 2



~p<.10, *p<.05, ***p<.001

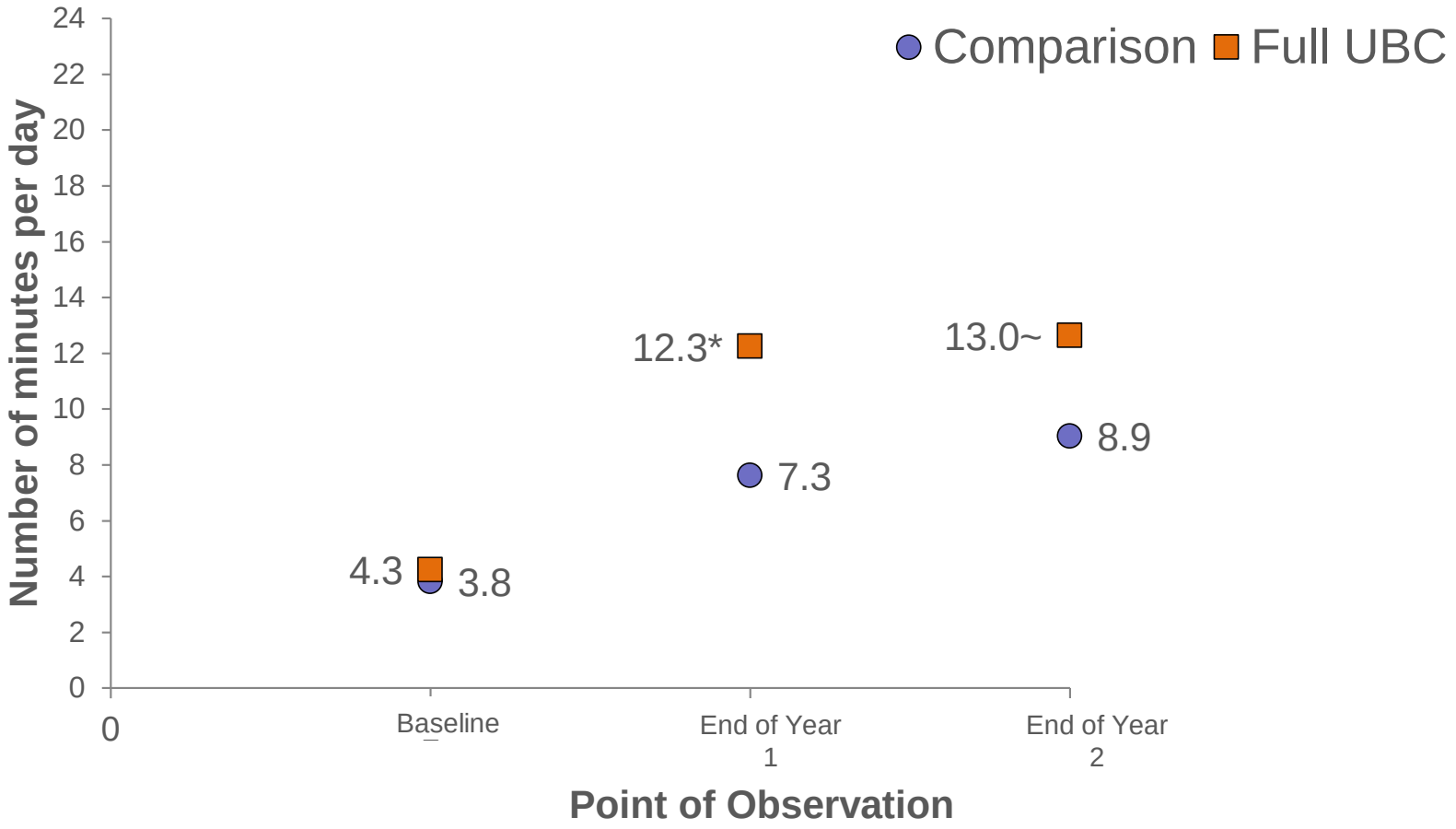
Yoshikawa et al. (2015)

Results: UBC 2008-2011 Positive Impact on Quality Teacher-Child Interactions

UBC Experimental Trial Results

UBC Teachers Taught More Minutes of High Quality Language Instruction, with Small but Significant Impacts on Emergent Literacy at the End of Kindergarten

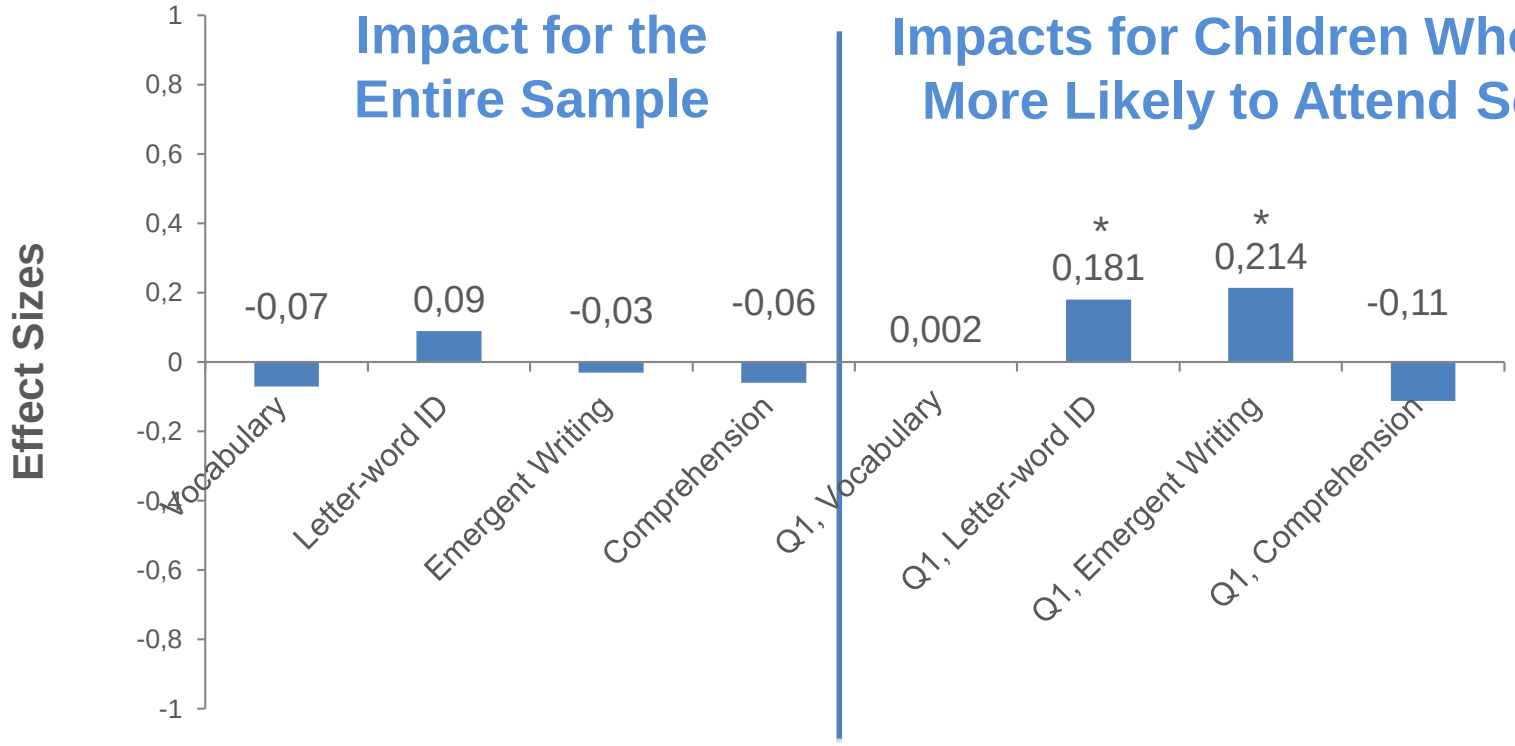
UBC Experimental Trial Results



Statistical significance levels are indicated as ~ = .10, * = 0.05, ** = 0.01, *** = 0.001

Mendive, Weiland, Yoshikawa, & Snow (2015)

UBC Experimental Trial: Small-Moderate Impact on Emergent Literacy in Children Who Attend School More



Statistical significance levels are indicated as ~ = .10, * = 0.05, ** = 0.01, *** = 0.001

Arbour et al. (2015)

Results and Lessons Learned
from UBC Experimental Trial

Impacts

Teachers:

- In quality of teacher-child interactions and quantity and quality of language instruction

Children:

- In attention, impulse control, and reduction of aggressive behavior
- In those who attended school more, better results in emergent literacy

Results and Lessons Learned
from UBC Experimental Trial

Lessons Learned

- High percentage of absenteeism in Prekindergarten and Kindergarten
- Low Instructional Support in classrooms
- Low dosage in terms of language instruction
- Low levels of oral comprehension in children

And much more…

Evolution of Un Buen Comienzo

Evolution of Un Buen Comienzo

2008-2011

+ Language, socioemotional and health
+ Coaching

2011-2013

+ School leadership
+ Continuous quality improvement
+ Attendance

Evolution of Un Buen Comienzo

2008-2011

+ Language, socioemotional and health
+ Coaching

2011-2013

+ School leadership
+ Continuous quality improvement
+ Attendance

2014-2017

+ Instructional time
+ Effective interactions
+ Attendance
+ Coaching + Video feedback

Evolution of Un Buen Comienzo

2008-2011

+ Language, socioemotional and health
+ Coaching

2011-2013

+ School leadership
+ Continuous quality improvement
+ Attendance

2014-2017

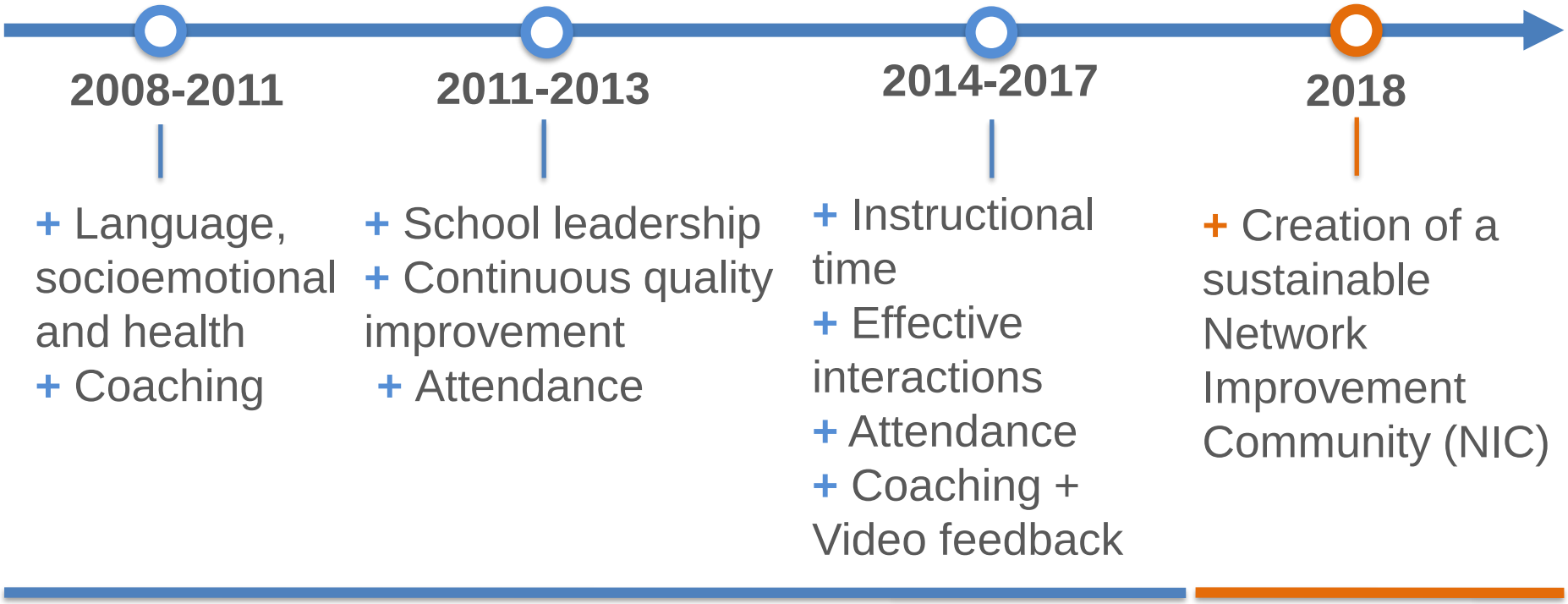
+ Instructional time
+ Effective interactions
+ Attendance
+ Coaching + Video feedback

2018

+ Creation of a sustainable Network Improvement Community (NIC)

13 municipalities
60 schools
150 teachers
120 school leaders

Evolution of Un Buen Comienzo



23 municipalities
153 schools
500 teachers
12.400 students

13 municipalities
60 schools
150 teachers
120 school leaders

What is UBC today?

A professional development program for teachers and municipal and school leadership teams that aims to improve the quality of preschool education through supporting schools to enhance pedagogical and leadership practices for greater language, socioemotional and executive function development in at-risk children.

What is UBC today?

What is UBC today?

Actors

+ Classroom teams
  - Teachers
  - Aids
+ Leadership teams:
  - Principals
  - Pedagogical leaders
+ Families
+ Municipal counterparts

Strategies for capacity development

+ Training/strategies and methodologies
+ Coaching + video feedback = pedagogical reflection
+ Collaborative instances: Learning sessions, municipal meetings, visits among schools.

Content and Methodologies

+ Overall
  - CQI (IHI)
  - DataWise (Harvard)
+ Specifics
  - Effective interactions (CLASS)
  - Instructional time (Stallings)
  - Language and socioemotional instructional strategies

What is UBC today?

Actors

+ Classroom teams
  - Teachers
  - Aids
+ Leadership teams:
  - Principals
  - Pedagogical leaders
+ Families
+ Municipal counterparts

Strategies for capacity development

+ Training/strategies and methodologies
+ Coaching + video feedback = pedagogical reflection
+ Collaborative instances: Learning sessions, municipal meetings, visits among schools.

Content and Methodologies

+ Overall
  - CQI (IHI)
  - DataWise (Harvard)
+ Specifics
  - Effective interactions (CLASS)
  - Instructional time (Stallings)
  - Language and socioemotional instructional strategies

What is UBC today?

Actors

+ Classroom teams
  - Teachers
  - Aids
+ Leadership teams:
  - Principals
  - Pedagogical leaders
+ Families
+ Municipal counterparts

Strategies for capacity development

+ Training/strategies and methodologies
+ Coaching + video feedback = pedagogical reflection
+ Collaborative instances: Learning sessions, municipal meetings, visits among schools.

Content and Methodologies

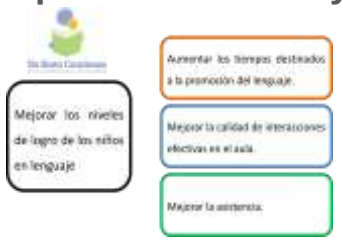
+ Overall
  - CQI (IHI)
  - DataWise (Harvard)
+ Specifics
  - Effective interactions (CLASS)
  - Instructional time (Stallings)
  - Language and socioemotional instructional strategies

Model of Network Sharing

Working as a network promotes improvements in ALL schools

Interested municipalities and schools

Improvement theory



Learning Session 1

Learning Session 2

Learning Session 3

Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

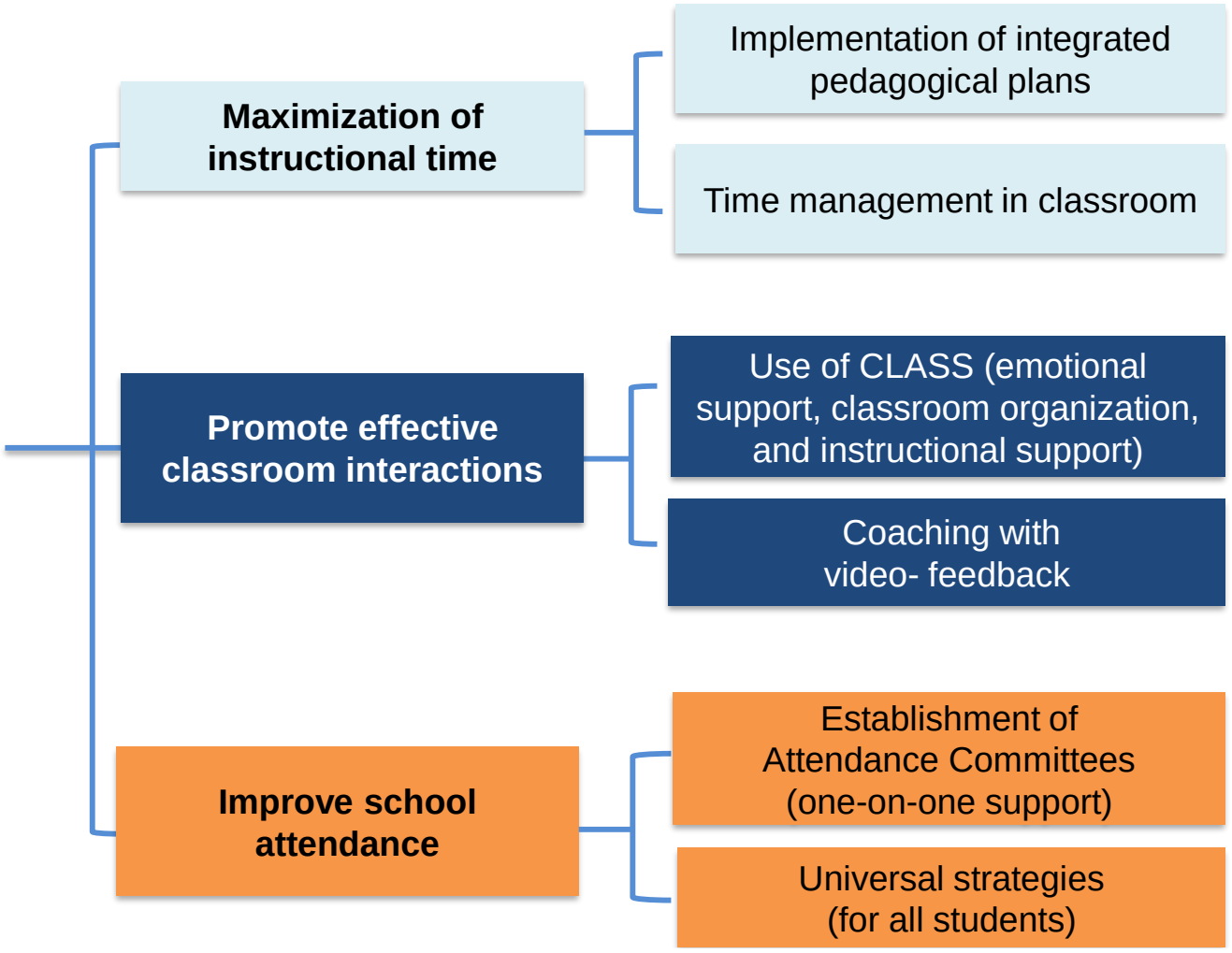
Theory of improvement

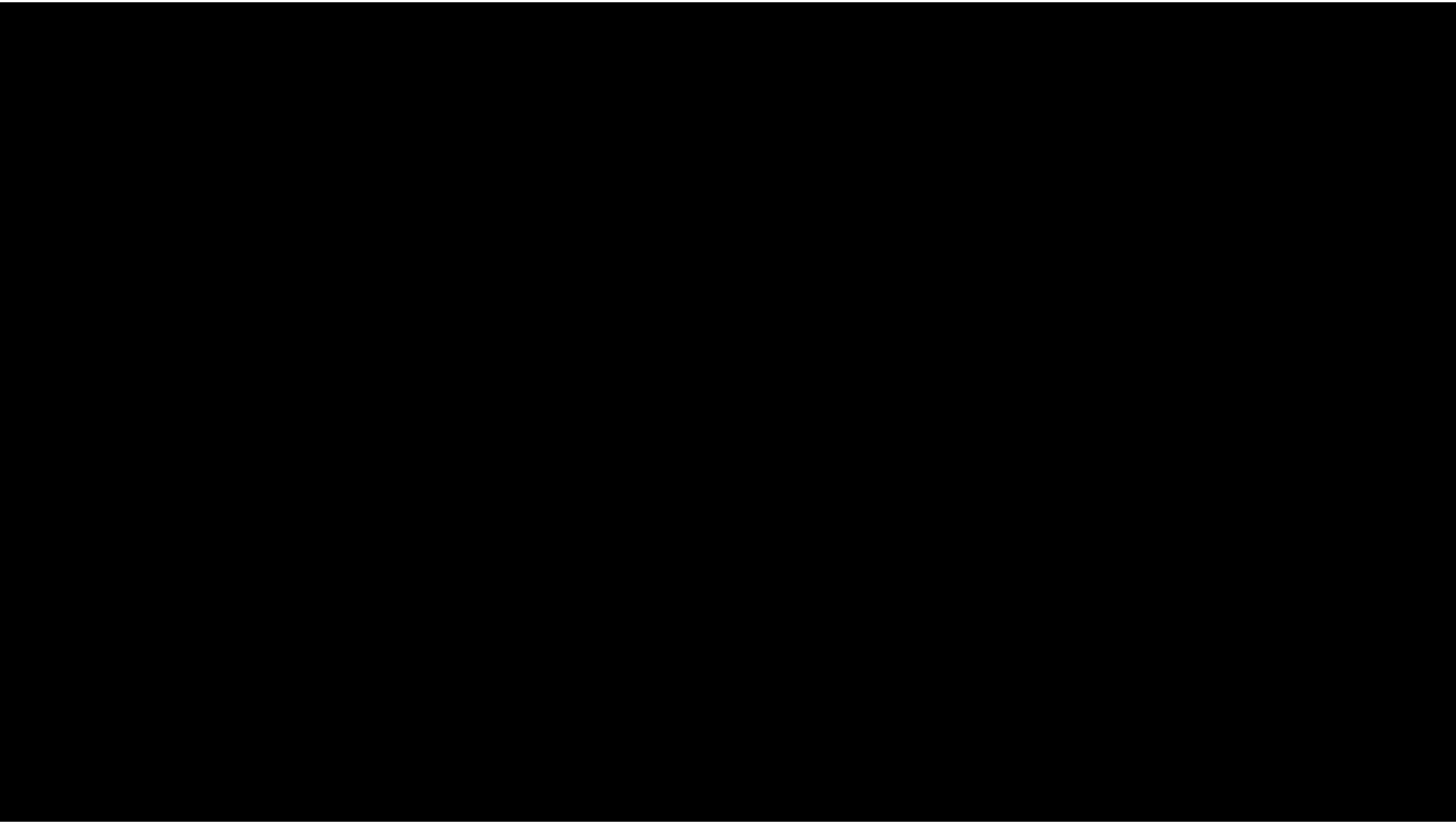
Aim

80% of PK children and 90% of K children reach the "advanced" category in the language evaluation at the end of the year. None are in the "initial" category

Primary Drivers

Secondary Drivers





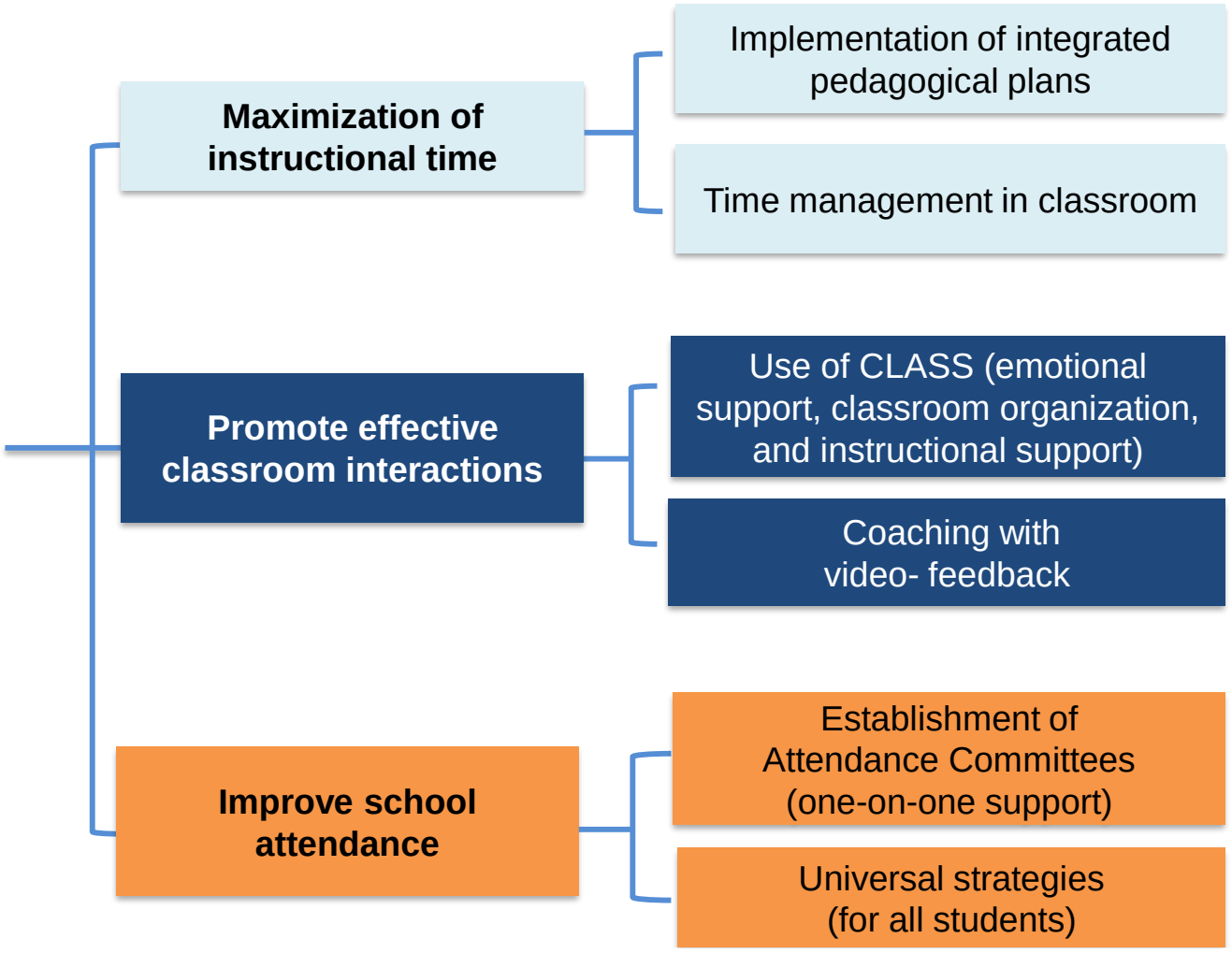
Theory of improvement

Aim

80% of PK children and 90% of K children reach the "advanced" category in the language evaluation at the end of the year. None are in the "initial" category

Primary Drivers

Secondary Drivers

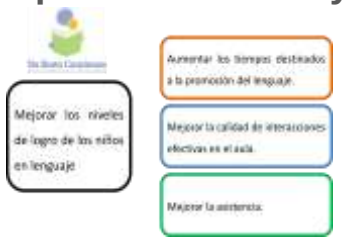


Model of Network Sharing

Working as a network promotes improvements in ALL schools

Interested municipalities and schools

Improvement theory



Learning Session 1

Learning Session 2

Learning Session 3

Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

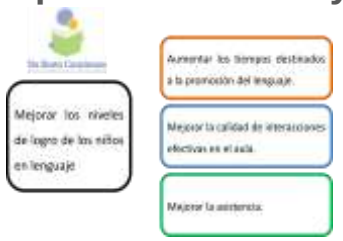
What change can we make that will result in improvement?

Model of Network Sharing

Working as a network promotes improvements in ALL schools

Interested municipalities and schools

Improvement theory



Learning Session 1

Learning Session 2

Learning Session 3

Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

UBC Model- Coaching and meetings with school teams

Coaching session with video feedback focused on improving quality of interactions and instructional time

Session to review and provide feedback on data

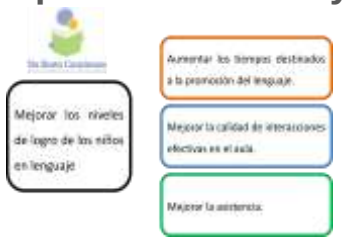
Virtual coaching focused on following the ideas tested

Model of Network Sharing

Working as a network promotes improvements in ALL schools

Interested municipalities and schools

Improvement theory



Learning Session 1

Learning Session 2

Learning Session 3

Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

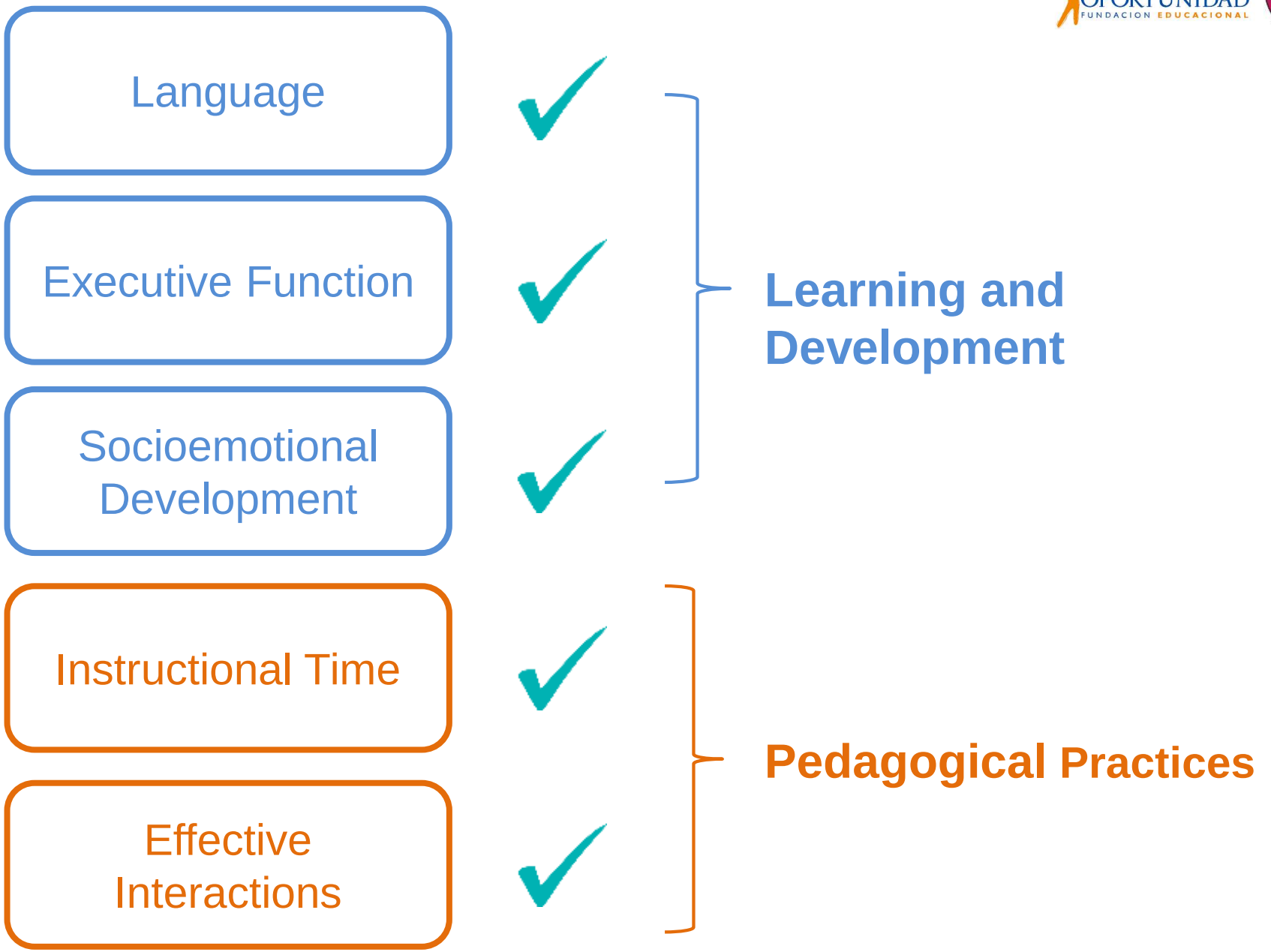
Action periods
+ PDSA cycles
+ Coaching + Video feedback
+ Data analisys
+ Municipal meetings
+ Visits among schools
+ Virtual and onsite training

UBC Network Improvement Community

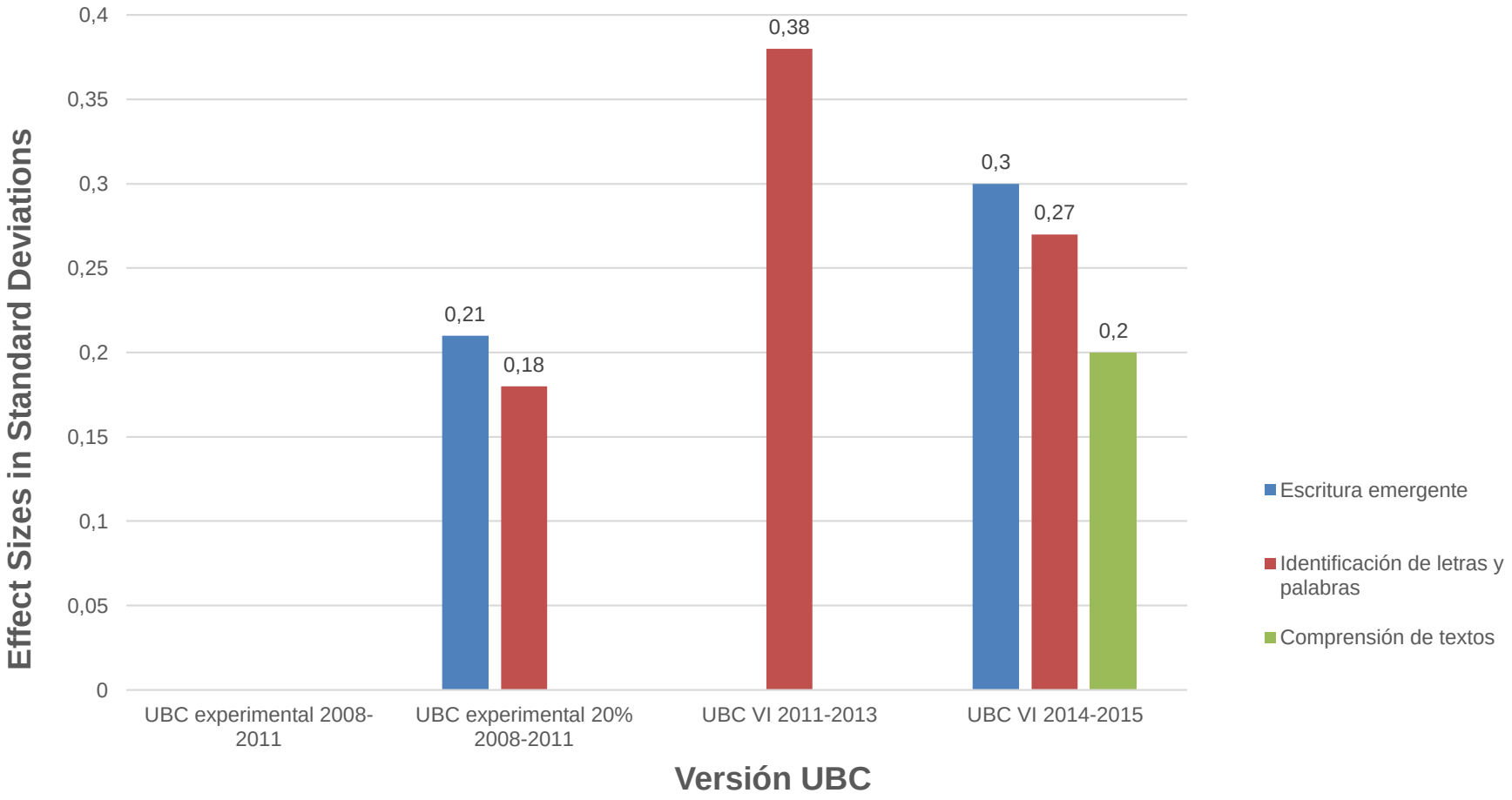
These changes did make a difference

What results have we obtained?

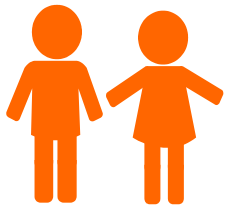
Improvements in pedagogical practices in teachers and in language, literacy and socioemotional development and executive function in children


Language
Executive Function
Socioemotional Development
Instructional Time
Effective Interactions
Learning and Development
Pedagogical Practices

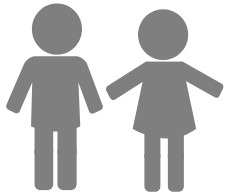
Results Children: Language and Literacy Development (Woodcock-Muñoz)



Differences in Emergent Literacy Development in UBC vs. Comparison Group Children



UBC Children

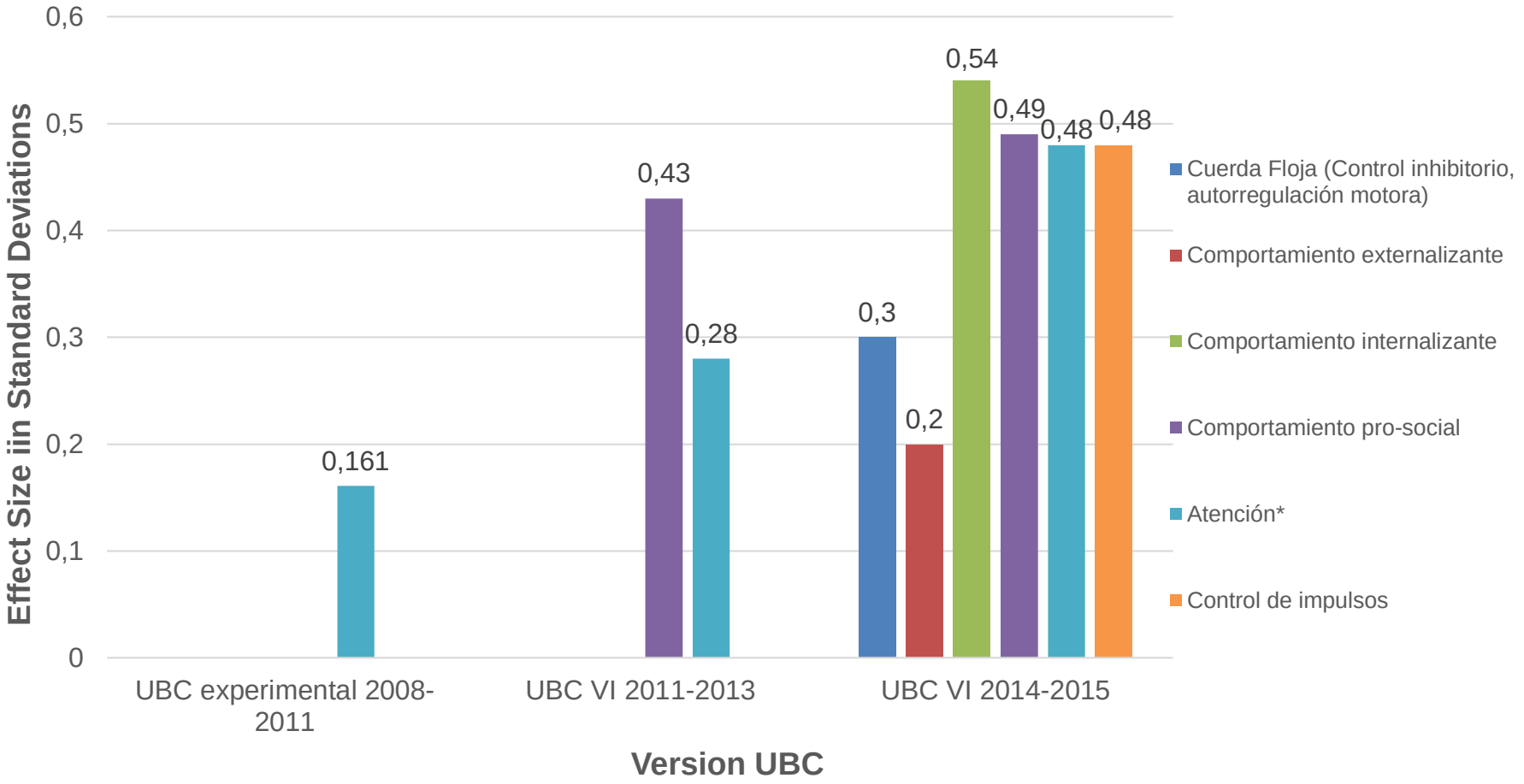


Comparison Group Children

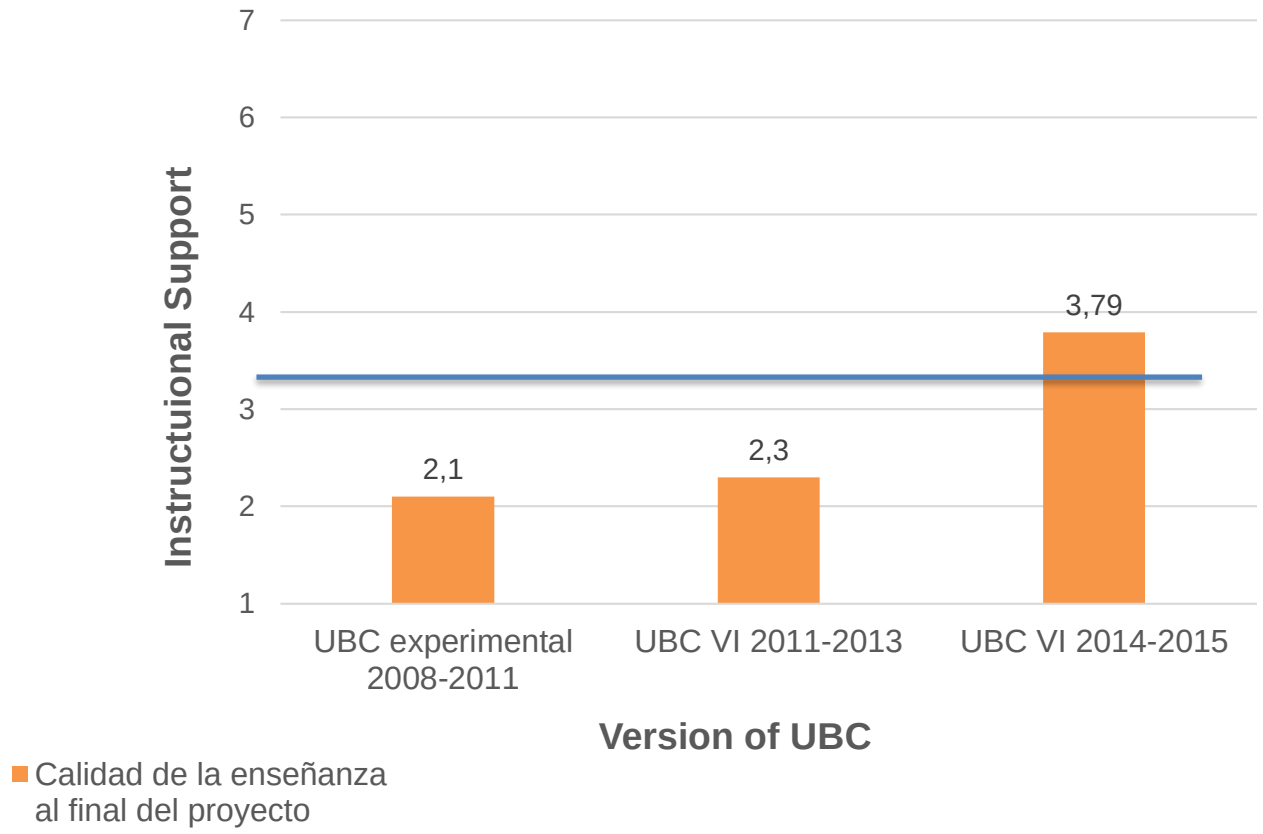
Child Impacts: Executive Function and Socioemotional Development

Executive function consists of the early skills that are important in the integration of cognitive and affective development in children, due to the fact that they test mental abilities that help the brain to organize and act according to the information it receives, permitting it, then, to plan, organize, pay attention, prioritize, etc.

Child Impacts: Executive Function and Socioemotional Development



Improvement in the Quality of Teaching: CLASS, Effective Interactions, Instructional Support



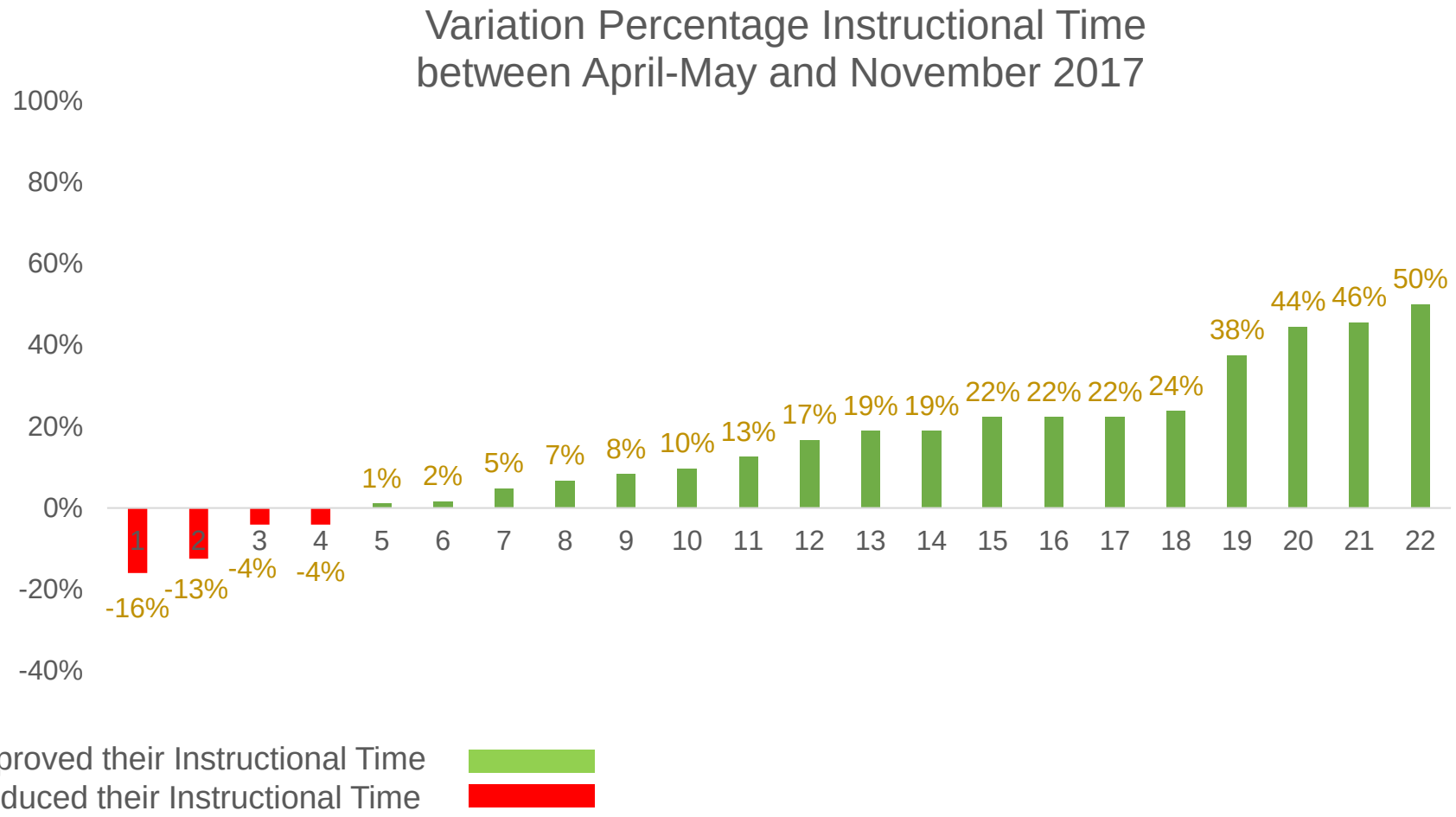
Threshold of teaching quality to produce significant impacts in child development (3.25) (Burchinal et al., 2010)

Example of Effective Interactions: Positive Climate

Un Buen Comienzo
EDUCACIÓN INICIAL DE CALIDAD

OPORTUNIDAD
FUNDACION EDUCACIONAL

81% of UBC teachers improved their percentages of Instructional time



3.
Lessons learned

What elements have been essential?

+ Flexibility
+ Willingness to improve
+ Collaboration with all stakeholders
+ Permanent evaluation
+ Practice based on research and experience on the ground
+ Alignment with public policy

What elements have been essential?

And above all:

+ AUTONOMY

for teachers and leaders to learn, think about, and propose ideas to improve.

+ COLLABORATION

Joint work in search of a common goal.

Thank you!