

ProLEER Agenda

Professional Learning network to advance Early Education Reform

Annual Meeting

At the David Rockefeller Center for Latin American Studies (DRCLAS)
Harvard University
1730 Cambridge Street
Cambridge, Massachusetts, USA

Sept 30-Oct 2, 2019

Monday, September 30: Pre-Meeting Activities

9:45am **OPTIONAL SCHOOL VISIT:** Boston Public School.
(Limited to 20 international first time visitors and facilitators- *confirmation by email*).
Location: **Josiah Quincy Elementary School, 885 Washington St, Boston**
Tel: 617-635-8497.

MEET DIRECTLY AT THE SCHOOL ENTRANCE (corner of Washington St.)
<https://www.bostonpublicschools.org/school/quincy-elementary-school>
Chosen as one of the 100 best schools in Massachusetts (top 5% of 1,854 schools).

10:00-11:30am Classroom observation of pre-k and kinder classrooms, ending with a meeting with school educators.

12:00pm **OPTIONAL – GROUP LUNCH** for those on School Visit:
(Self-organized in coordination with Andrea Rolla, Meeting Co-Chair)

6:00-8:00pm **COCKTAIL**
Come meet and catch up with ProLEER colleagues.
Location: DRCLAS, 1730 Cambridge Street, **Concourse**

Tuesday, Oct 1: Meeting Location: DRCLAS, 1730 Cambridge Street

- 9:30am** **INTRODUCTORY REMARKS**
Catherine Snow, Professor of Education, Harvard Graduate School of Education
Location: DRCLAS, **Room: S030**
- 10:00-12:00pm** **SIMULTANEOUS CASE PANEL SESSIONS** (*Description in Attachment 2.*)
PANEL A: Research to Practice, Participant Case Studies (Traducción disponible)
Location: DRCLAS, **Room S030**
Moderator: Ana María Rodino; **Presenters:** Beatriz Cardoso & Nicole Paulet; Andrea Rolla; Isabel Román & Katherine Barquero; Milagros Nores.

PANEL B: Policy to Practice, Participant Case Studies
Location: DRCLAS, **Room S153**
Moderator: Gilberto Alfaro; **Presenters:** Karin Westerbeek; Kathryn González & Emily Hanno; Silvia Romero
- 12:00-12:50pm** **LUNCH** - **Location:** DRCLAS, **Concourse**
- 12:50-2:10pm** **SPECIAL INTEREST GROUP DISCUSSIONS**
Location: DRCLAS, Concourse, **Room S030; and Room S153**
Curator: Kees Broekhof, Sardes, Netherlands
- 2:15-3:30pm** **SIMULTANEOUS PITCHES: PARTICIPANT CONSULTANCIES** (*Attachment 3.*)
SESSION A: Moderator: Armida Lizarraga, Luminario, Perú (**Traducción**)
Location: DRCLAS, **Room: S030**
Presenters: Andrea Rolla, Doris Suarez, Milagros Hernando & Inés Lagomarsino

SESSION B: Moderator: **Kees Broekhof**, Sardes, Netherlands
Location: DRCLAS, **Room: S-153**
Presenters: Beatriz Cardoso & Nicole Paulet, Eva Villalon & Katherine Miranda, Judith Stoep
- 3:30-4:00pm** **COFFEE BREAK** - **Location:** DRCLAS, **Concourse**
- 4:00-6:00pm** **PLENARY: The Science and Practice of Social and Emotional Learning in Childhood**
Stephanie Jones, Gerald S. Lesser Professor in Early Childhood Development, Harvard Graduate School of Education
Location: DRCLAS, **CGISSouth S010**, Tsai Auditorium
- 6:15pm** **TRANSPORT:** Organize Uber and Lift to Dinner – meet at entrance of DRCLAS
- 7:00-9:00pm** **DINNER:** at the home of **Paola Uccelli**, Professor of Education, Harvard Graduate School of Education.
Location: **8 Hillcrest Road, Belmont.**

Wednesday, Oct 2: Meeting Location: DRCLAS, 1730 Cambridge Street

8:00-9:50am **2020 PLANNING –Limited to Steering Committee & Country Coordinators**
Location: DRCLAS, **Room: S-153**

10:00-12:00am **PLENARY: Language for learning: Reconceptualizing the challenges in ECE**
Catherine Snow, Patricia Albjerg Graham Professor of Education, Harvard Graduate School of Education
Location: DRCLAS, **Room: S030**

12:00-1:00pm **LUNCH - Location:** DRCLAS, **Concourse**

1:00-2:30pm **GROUP PLANNING: Building a Country Agenda.**
Location: DRCLAS, **Room S030**
Moderator: Renata Villers, Amigos del Aprendizaje, Costa Rica
(*Argentina, Brazil, Chile, Colombia, Costa Rica, Peru, Puerto Rico, Netherlands*)

2:30-3:30pm **REPORT BACK, by each country group.**

3:30-4:00pm **COFFEE BREAK - Location:** DRCLAS, **Concourse**

4:30-6:00pm **SPECIAL ACTIVITY: Celebrating 50 years of Sesame Street.**
Conceived in 1969, with support from Academics at Harvard, Sesame Street was the first mass television programming to improve school readiness among low-income preschool children*. Today it serves millions of children in over 130 countries.

Location: **Sanders Theater**, Harvard University (*10 min. walk from DRCLAS*)


Tickets required for entrance: Consult Lorena for reserved tickets.

**For background on educational outcomes and How 'Sesame Street' Started a Musical Revolution, see: <http://www.rmpbs.org/education/new-study-finds-sesame-street-improves-school-readiness/> and <https://nyti.ms/2U37pAt>*

Attachment 1. – Plenary Speaker Bios

Catherine Snow, is the Patricia Albjerg Graham Professor of Education, at the Harvard Graduate School of Education. She is an expert in the language and literacy development of children, focusing on how oral language skills are acquired and how they relate to literacy outcomes. Snow has chaired two national panels: the National Academy of Sciences committee that prepared the report "Preventing Reading Difficulties in Young Children," and the Rand Reading Study Group that prepared "Reading for Understanding: Toward an R&D Program in Reading Comprehension." Her research activities include a longitudinal study of language and literacy skills among low income children who have been followed for 15 years since age three; following the language development of young children participating in the Early Head Start intervention; studying the vocabulary development of first- and second-language learners; and considering aspects of transfer from first to second language in the domains of language and literacy. Her book, *Preparing Our Teachers: Opportunities for Better Reading Instruction*, is one of several efforts she is involved in to develop consensus among teacher-educators about what pre- and in-service elementary teachers need to know about language and literacy. Catherine is the Harvard Faculty Chair of ProLEER.

Stephanie Jones, is the Gerald S. Lesser Professor in Early Childhood Development, at the Harvard Graduate School of Education. Her research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices; as well as new curriculum development, implementation, and testing. Jones is a recipient of the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the *Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning*. Jones' research portfolio emphasizes the importance of conducting rigorous scientific research, including program evaluation, that also results in accessible content for early and middle childhood practitioners and policymakers. Her policy-driven research with colleague Nonie Lesaux focuses on the challenge of simultaneously expanding and improving the quality of early childhood education, at scale (*The Leading Edge of Early Childhood Education*, Harvard Education Press, 2016). Jones serves on numerous national advisory boards related to social-emotional development and child and family anti-poverty policies, including the National Boards of Parents as Teachers and Engaging Schools. Across projects and initiatives, Jones maintains a commitment to supporting the alignment of preK-3 curricula and instructional practices.

Center on the Developing Child  HARVARD UNIVERSITY

Attachment 2. – Simultaneous Case Panel Discussions

TUESDAY, OCT 1, 10:00-12:00 pm

SESSION A: Moderator: **Ana Maria Rodino (Traducción disponible)**

Presenters: Beatriz Cardoso & Nicole Paulet, Andrea Rolla, Isabel Román & Katherine Barquero, Milagros Nores

Location: DRCLAS, **Room: S030**

SESSION B: Moderator: **Gilberto Alfaro**

Presenters: Karin Westerbeek, Kathryn González & Emily Hanno, Silvia Romero Contreras

Location: DRCLAS, **Room: S-153**

.....

PANEL A: Research to Practice. Participant Case Studies.

(Traducción al Español disponible)

Location: DRCLAS, **Room S030**

Moderator:

Ana María Rodino, *Estado de la Educación*, Costa Rica

Presenters:

Beatriz Cardoso and **Nicole Paulet**, *Laboratório de Educação*, Brazil.

Andrea Rolla, *Fundación Educacional Oportunidad*, Chile.

Isabel Román & Katherine Barquero, National Research Report *Estado de la Educación*, Costa Rica.

Milagros Nores, *National Institute for Early Education Reserch NIEER*, USA; *aeioTU*, Colombia.

.....

1. TITLE: *Toda Criança Pode Aprender ("All Children Can Learn")*

PRESENTER: **Beatriz Cardoso** and **Nicole Paulet**, President and Director of Content respectively of the *Laboratório de Educação*, Brazil.

ABSTRACT: Alongside its professional development program for early childhood educators, *Laboratório de Educação* has dedicated the last couple of years to designing and validating a mobilization strategy to engage stakeholders in low-income communities in supporting families with children ages 0 to 6. Through group meetings and home visitations, we prototyped different content pieces to communicate essential ideas about promoting quality interactions with babies and children. We are currently structuring and testing strategies for different social actors (in health, social assistance, education, etc.) to implement action plans in order to put those ideas into practice.

In 2020, we will take this methodology to 6 small municipalities in the state of Maranhão, in the Brazilian northeast.

.....

2. **TITLE:** *Instructional time in the classroom and its impact on children's development*

PRESENTER: **Andrea Rolla**, Director of Early Childhood Education, Fundación Educacional Oportunidad, Chile.

ABSTRACT: The Early Childhood Education Program “Un Buen Comienzo” in Chile has generated work from research to practice, analyzing the use of instructional time in the classroom and its impact on children's development. This presentation will focus on concrete pedagogical strategies and materials the program uses with teachers to increase instructional time.

.....

3. **TITLE:** *Conceptions and practices of elementary school teachers for literacy teaching*

PRESENTERS: **Isabel Román** and **Katherine Barquero**, Coordinator and Researcher respectively of the National Research Report *Estado de la Educación*, Costa Rica.

ABSTRACT: For the 7th edition of the State of Education Report (in Costa Rica), an analysis was made of the practices, concepts and profiles of elementary school teachers that teach the reading and writing process, as part of the current Spanish curricular reform. A survey was carried out with a representative sample of primary school teachers located in the Greater Metropolitan Area of the capital city. Results reveal that only 50% of teachers surveyed have the required profile to implement the Spanish curricular reform. In addition, a logistic model was estimated to identify factors that could increase the probability of successful application of the curriculum. The outcomes show that tertiary education quality, the use of didactic resources available in the classroom (books, newspapers and letters), less emphasis on the traditional approach for language learning, and the age of teachers are key determinants for meaningful implementation of the curriculum.

.....

4. **TITLE:** *Quality of care matters for babies and toddlers: Lessons from aeioTU, Colombia*

PRESENTER: **Milagros Nores**, Co-Director of Research, *National Institute for Early Education Research – NIEER*, USA and “*aeioTU*”, Colombia

ABSTRACT: The study looks at the first eight months of a randomized trial of a high-quality center-based early intervention (aeioTU) for highly disadvantaged infants and toddlers in two communities in Colombia. The relatively high structural quality of aeioTU model and its provision to over 13,300 children in 25 cities throughout the country make studying it highly relevant as an example of large-scale intervention. aeioTU stands out from more typical options available to the disadvantaged for its comprehensive pre- and in-service teacher training, higher qualification requirements for staff, low child-to-teacher ratios, and expert leadership for practice including a pedagogical coordinator and atelier. In addition, it has a Reggio Emilia “inspired” curriculum which emphasizes learning through a combination of child play, exploration and projects. It balances child-initiated activities with teacher-directed activities.

PANEL B: Policy to Practice. Participant Case Studies

Location: DRCLAS, [Room S153](#)

Moderator: **Gilberto Alfaro**, *Educational Consultant*, Costa Rica

Presenters:

Karin Westerbeek, Advisor/Deputy, Dutch Education Council, Netherlands.

Kathryn González and **Emily Hanno**, “*Luminario*” and HGSE, Perú.

Silvia Romero Contreras, Autonomous University of San Luis Potosi, México

.....

1. **TITLE:** *Needed policies to promote reading among Dutch children*

PRESENTER: **Karin Westerbeek**, Advisor/Deputy, Dutch Education Council, Netherlands.

ABSTRACT: Dutch children don’t like reading. A high percentage of them hardly ever reads for pleasure. Dutch youth find themselves at the bottom of PISA and PIRLS rankings for reading pleasure. There has also been a significant drop in reading skills. Research has shown the importance of reading pleasure as a predictor of reading behavior and reading skill (if you like reading, you read more, which will lead to better reading and more reading pleasure,...). Research shows that the availability of appealing books, professionals who support children in choosing and reading books, and a culture of reading in schools are conducive to the development a taste for reading. Yet, it appears to be difficult to create these conditions. Why is this the case, and how can this be changed by policy at the governmental, community and/or school level?

.....

2. **TITLE:** *Quality and its relation to children’s vocabulary*

PRESENTERS: Kathryn Gonzalez and Emily Hanno, Doctoral Candidates at HGSE and “*Luminario*”, Perú.

ABSTRACT: We use data collected in 128 classrooms in 64 public early childhood education centers in Lima, Peru to better understand quality and its relation to children’s vocabulary in an under-explored setting. Specifically, we consider the widely-used Classroom Assessment Scoring System™ (CLASS) in relation to traditional indicators of structural quality, including teacher experience, teacher education, and child-to-teacher ratios, and a locally-derived measure of quality, vitrina (or “model” center) status. Our findings indicate the indicators represented distinct aspects of quality. Furthermore, vitrina status was the most strongly associated with children’s vocabulary.

.....

- 3. TITLE:** *Improving education quality by supporting teacher learning.
Project presentation and preliminary data.*

PRESENTER: Silvia Romero Contreras, School of Psychology, Autonomous University of San Luis Potosi, Mexico

ABSTRACT: The project aims to evaluate the effectiveness of Word Generation (<https://wordgen.serpmedia.org/>), an innovative approach to teaching literacy and critical thinking, in Mexican schools to address the severe disparities in educational achievement and preparation for citizenship. Radically new teacher practices are needed in Mexican classrooms to support student engagement, knowledge building, and reading performance through the evidence-based practice of classroom discussion. We will use systematic classroom observation and student assessment to evaluate novel approaches to supporting teachers to take on these new practices. Starting with a program proven to work in other settings, we will document carefully the adaptations needed in the teacher professional support and in the curricular content for Mexican schools. This work will make available to all Mexican teachers in the middle-grades curricular materials that engage student interest and build literacy and thinking skills, combined with guidance on how to use the materials.

Attachment 3. - Project Pitch Sessions

TUESDAY, OCT 1, 2:15-3:30pm

SESSION A: Moderator: **Armida Lizarraga**, Luminario, Perú (**Traducción disponible**)

Presenters: Andrea Rolla, Doris Andrea Suarez, Milagros Alegre Hernando/ Inés Lagomarsino

Location: DRCLAS, **Room: S030**

SESSION B: Moderator: **Kees Broekhof**, Sardes, Netherlands

Presenters: Beatriz Cardoso & Nicole Paulet, Eva Villalon & Katherine Miranda, Judith Stoep

Location: DRCLAS, **Room: S-153**

SESSION ORGANIZATION:

This session looks to provide feedback to those who have an idea or a proposal, that is almost ready to be launched. The idea or proposal will be pitched in order to receive peer feedback based on the research and practice experience of colleagues in ProLEER.

Three pitches will be made, each lasting **only 8 minutes**, after which the **audience will have 15 minutes to ask questions and provide feedback** or suggestions for improving the idea or proposal.

SESSION A: Moderador – Armida Lizarraga, Luminario, Perú

Andrea Rolla, Fundación Educacional Oportunidad, Chile.

PITCH: Un Buen Comienzo in Chile has created a network of schools and municipalities that have finished two years of professional development and now seek to sustain the practices they have learned. We face the challenge of maintaining the network and creating new innovations.


Doris Andrea Suárez Pérez, Ministry of Education, Colombia

PITCH: Ministry of National Education is promoting pedagogical changes in the early childhood education, there are many difficulties to generate the classroom transformations, teachers empowerment, and family participation in the education process, so it will be great to listen the suggestions and reflections of peers.

.....

Milagros Alegre Hernando/ Inés Lagomarsino, Universidad de San Martín, Argentina

PITCH: At Lean group, we are starting a new project to continue our research on Reading Comprehension. We are working in an analogical and digital program focused on 10 to 12 years old Argentinian students. To develop the program we are associating with Ox group who provides

Center on the Developing Child  HARVARD UNIVERSITY

an adaptive learning platform. The goal of the program is to use comprehension skills as tools to add broad knowledge for a deeper comprehension. The project combines the use of strategies, (such as monitoring, making inferences and text structure), academic language skills and opportunities to debate about significant domains of knowledge that have impact in students' academic life. We seek feedback in different aspects of the program, such as the criteria to select domains of knowledge, how to incorporate academic language skills and how to select efficient ways to assess the program.

.....

SESSION B: Moderador - Kees Broekhof, Sardes, The Netherlands

Beatriz Cardoso and Nicole Paulet, Aprender Linguagem ("Learning Language"), Brazil.

PITCH: From 2017 to 2019, Laboratório de Educação implemented a professional development methodology called "Learning Language – 0 to 5" in three Brazilian cities, reaching 1.714 educators and 26.097 children enrolled in public nurseries and pre-schools. The program offers pedagogical supervisors, principals and district leaders continued opportunities to reflect on their practices and to learn how to use their unique professional roles to support early language development. **After two years of implementation, we face the challenge of scaling up in over 5,000 municipalities, each with a team responsible for teacher-training in their school district. How can we design implementation that reaches as many municipalities as possible, while ensuring fidelity and quality, in a cost-effective way?**

.....

Eva Villalón Soler and Katherine Miranda, Flamboyán Foundation, Puerto Rico

PITCH: Fundación Flamboyán is seeking to build a research-practice partnership between a group of local and international academics and a regional office of the Puerto Rico Department of Education in order to develop, implement and evaluate a comprehensive professional development program on early literacy for K-3 teachers, that could eventually reach all public school K-3 teachers on the island. We would like feedback on specific aspects of the program's design, proposed funding sources, and its evaluation.

.....

Judith Stoep, Radboud University, The Netherlands

PITCH: I would like to receive input on monitoring activities for the WOAN project, which I will describe in more detail during the presentation.