



NC Public Schools Preschool Pyramid Project

Dr. Vivian James
August, 2018



NC Public School Preschool Profile

Licensure Status	Inclusive Classes	Separate Classes	Total
Licensed	1,230 (81%)	181 (35%)	1,411 (69%)
Not Licensed	295* (19%)	336 (65%)	631 (31%)
Total	1,525	517	2,042

Status of Public School Operated Preschool Classes Data Source-619 Preschool Grant, 2017

**Of the 295 unlicensed inclusive classes, 130 have applied for licensure (all in Mecklenburg County)*



Jenine Gatewood



Carla Garrett



Vivian James



Karen McKnight

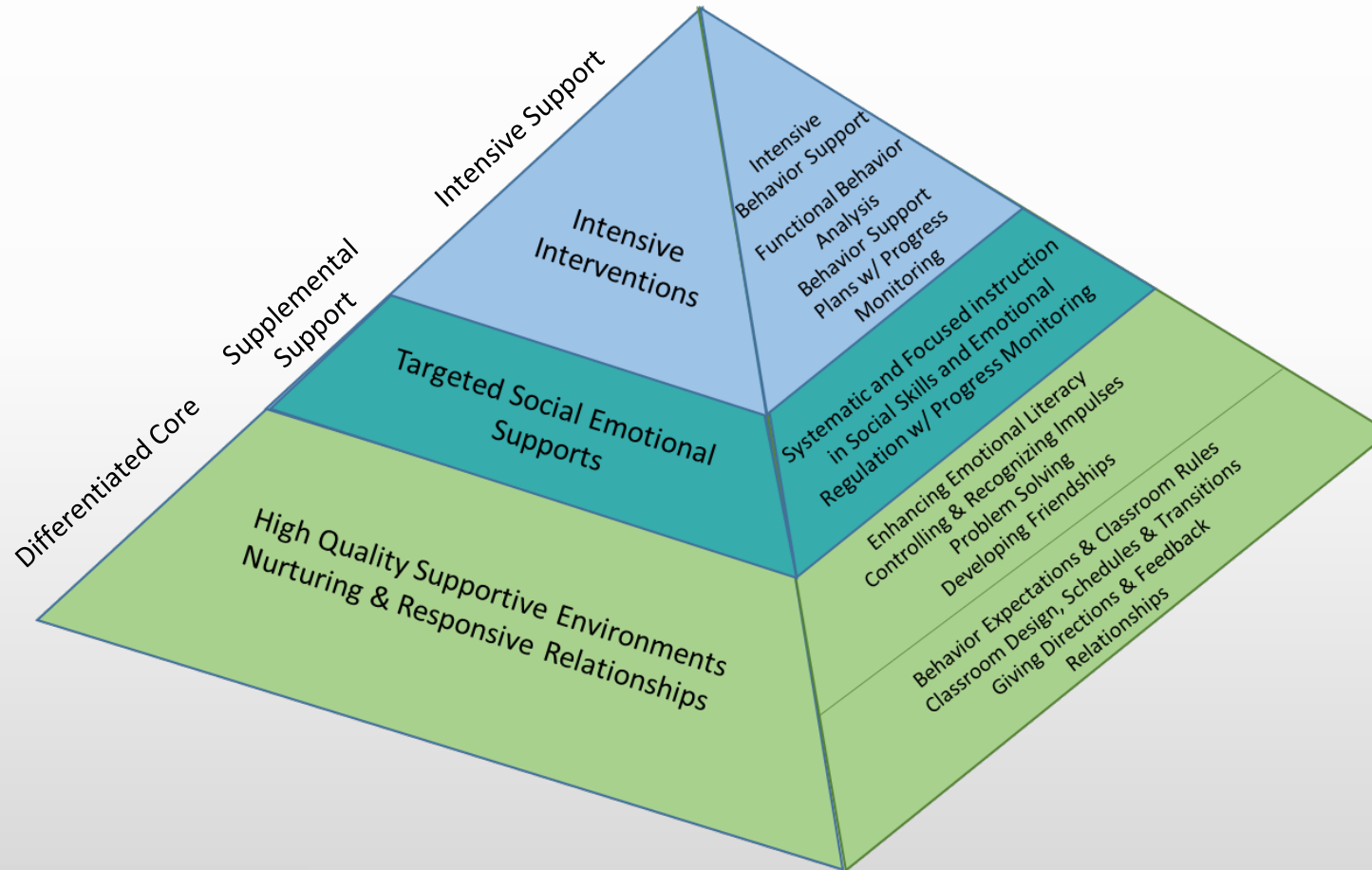


"When our
little people are
overwhelmed
by BIG emotions
it's our job to
share our calm,
not join
their chaos."

L.R. Knost



NC Preschool Pyramid Model



Professional Development for Teachers

HOME	FOUNDATIONS	CHILD OUTCOMES	IEPS FOR PRE-K	TRAINER TIPS	NC-ELN
Trainer Modules	Self-Paced Modules				

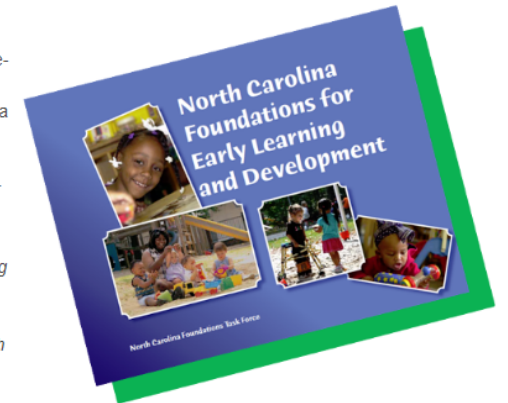
Trainer Modules

NC Foundations - Social-Emotional Foundations for Early Learning (SEFEL) Trainer Modules

Professional development (PD) modules on this page were designed to be delivered in a face-to-face professional development learning community and facilitated by a designated trainer. Designed according to research-based practices for effective PD, the modules each contain: a pre-learning assignment, PowerPoint slides, a script, video clips, handouts, supporting materials, and a post-learning activity. These materials can be used in different ways to support the PD that you provide in your district. [Self-paced Modules](#) have been developed for Modules 1-11 to support independent learning.

The *Effective Teacher Practices Supporting the North Carolina Foundations for Early Learning and Development* is a series of training modules that promote the use of the revised *North Carolina Foundations for Early Learning and Development*. In these modules, the Social-Emotional Foundations for Early Learning (SEFEL) strategies have been linked with the *North Carolina Foundations for Early Learning and Development* as well as *NC Professional Teaching Standards*. The connection between the *NC Foundations for Early Learning and Development* and the *NC Standard Course of Study* for kindergarten (Common Core State Standards and NC Essential Standards) are emphasized in each module.

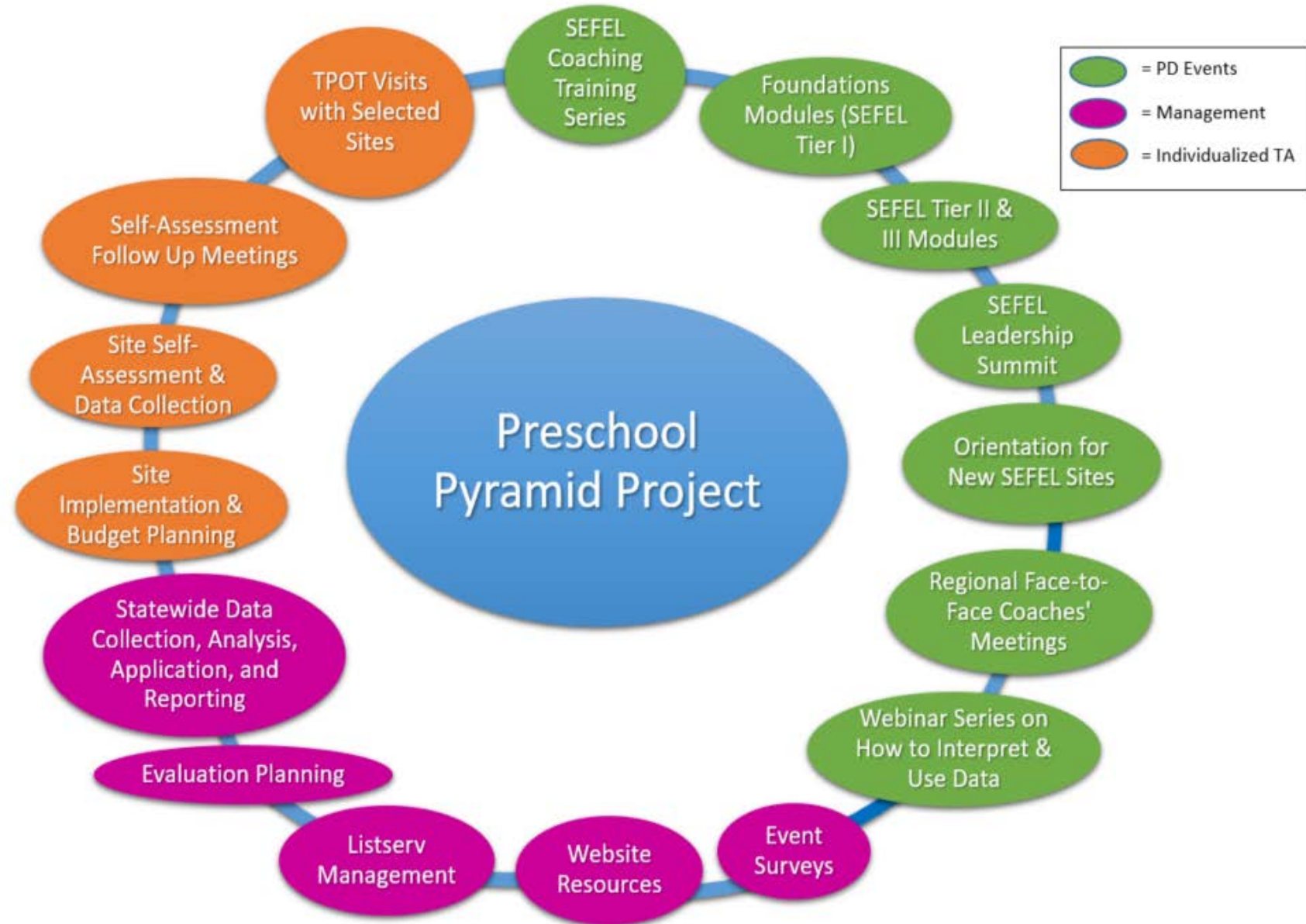
The SEFEL strategies are in a teaching [pyramid framework](#) with three tiers. NC-ELN has also developed an overview of the principles, including Formal Assessment, that support each tier. Tier I consists of universal practices that are needed to support ALL children and promote children's healthy development. Tier II instructional practices are designed to prevent problem behaviors for SOME children who need extra support. Tier III practices provide intervention to young children who experience serious and persistent problem behaviors. Research by the Center on the Social-Emotional Foundations for Early Learning indicates consistent implementation of these practices can prevent challenging behaviors and build social skills. Please use the links below to access the trainings.



<http://modules.nceln.fpg.unc.edu/trainer-modules>

[Foundations Overview](#) | [Tier I](#) | [Tier II](#) | [Tier III](#) | [First Response](#)

State Support Preschool Pyramid Project

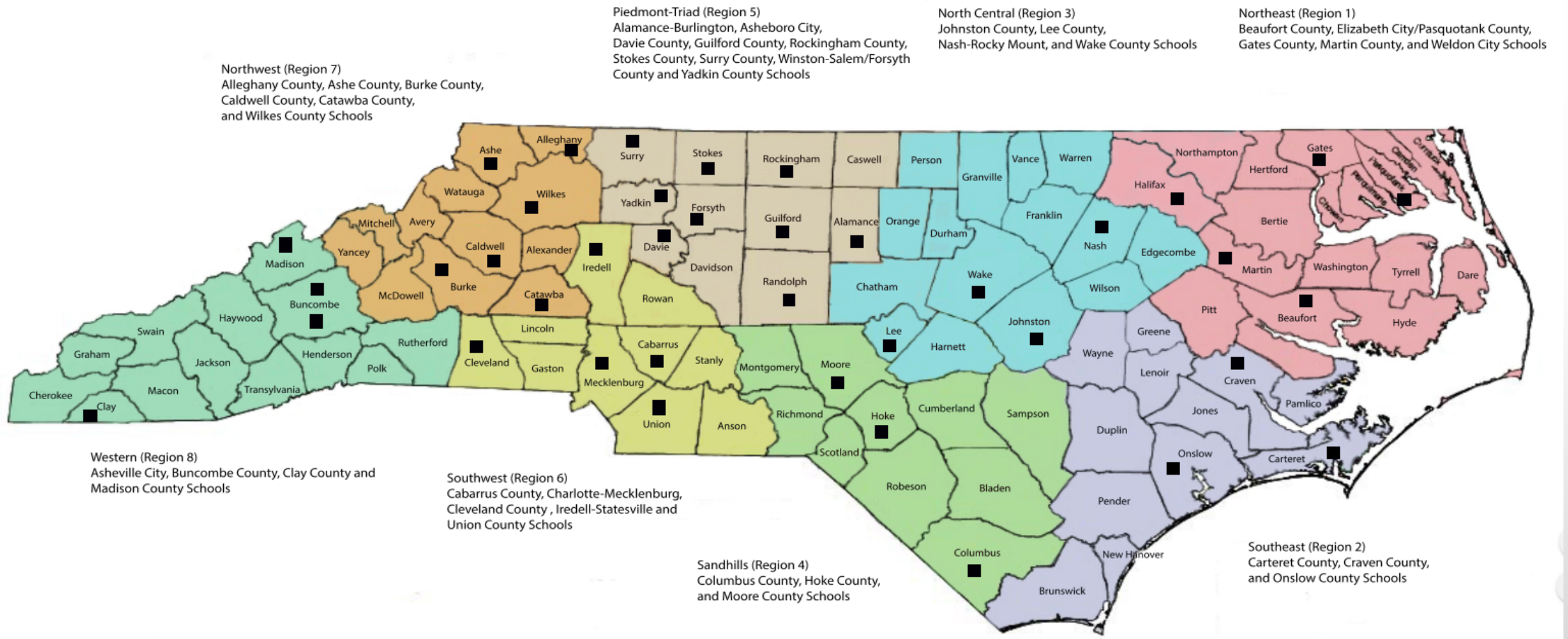


Preschool Pyramid Project




- Provide high quality Tier I, III, and III training and resources to LEA trainers;
- Support LEA preschool implementation team with data for improvement;
- Train LEA coaches to do mindful practice based coaching and measure teacher fidelity (Teaching Pyramid Observation Tool or TPOOT);
- Increase the percentage of teachers who hit fidelity on the TPOOT; and
- Increase child outcomes in social-emotional development.

Social and Emotional Foundations for Early Learning (SEFEL) Implementation Sites

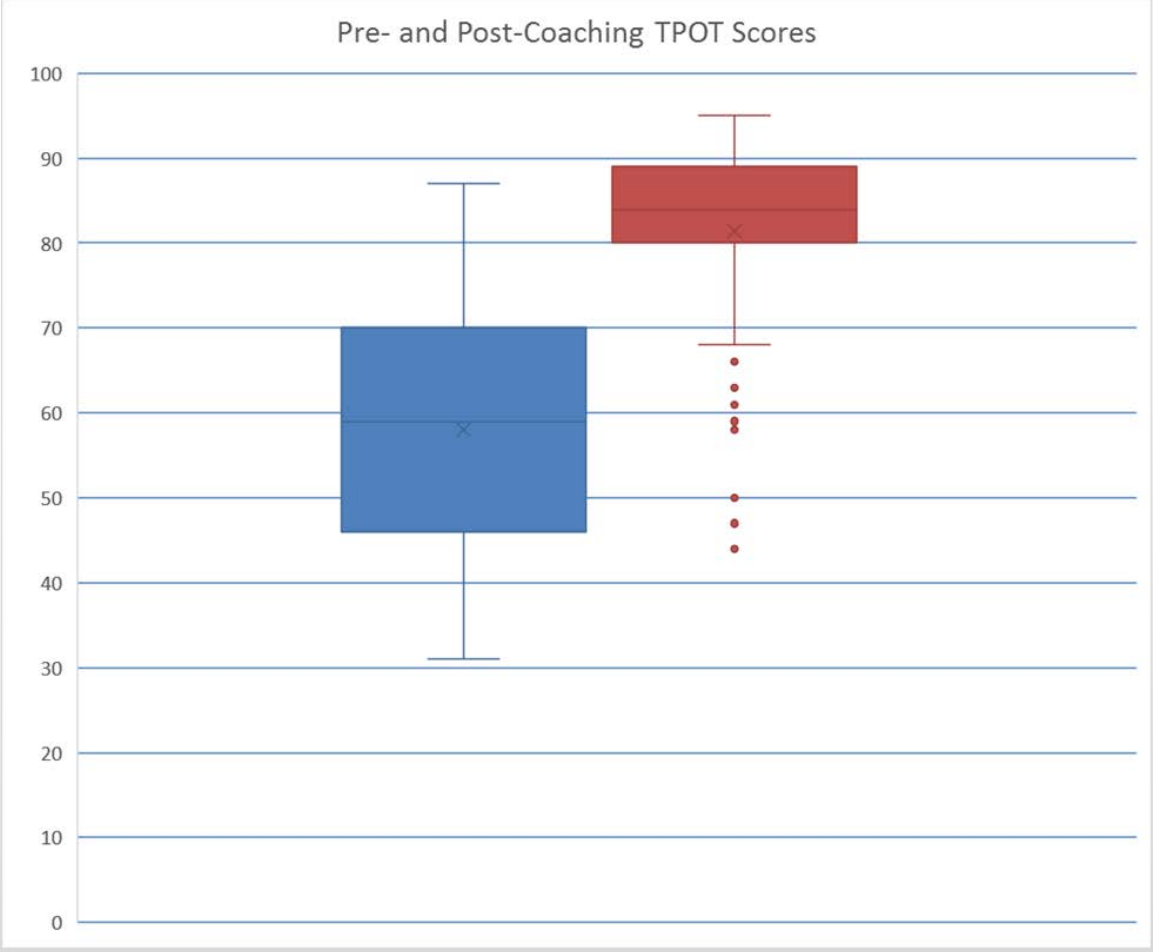




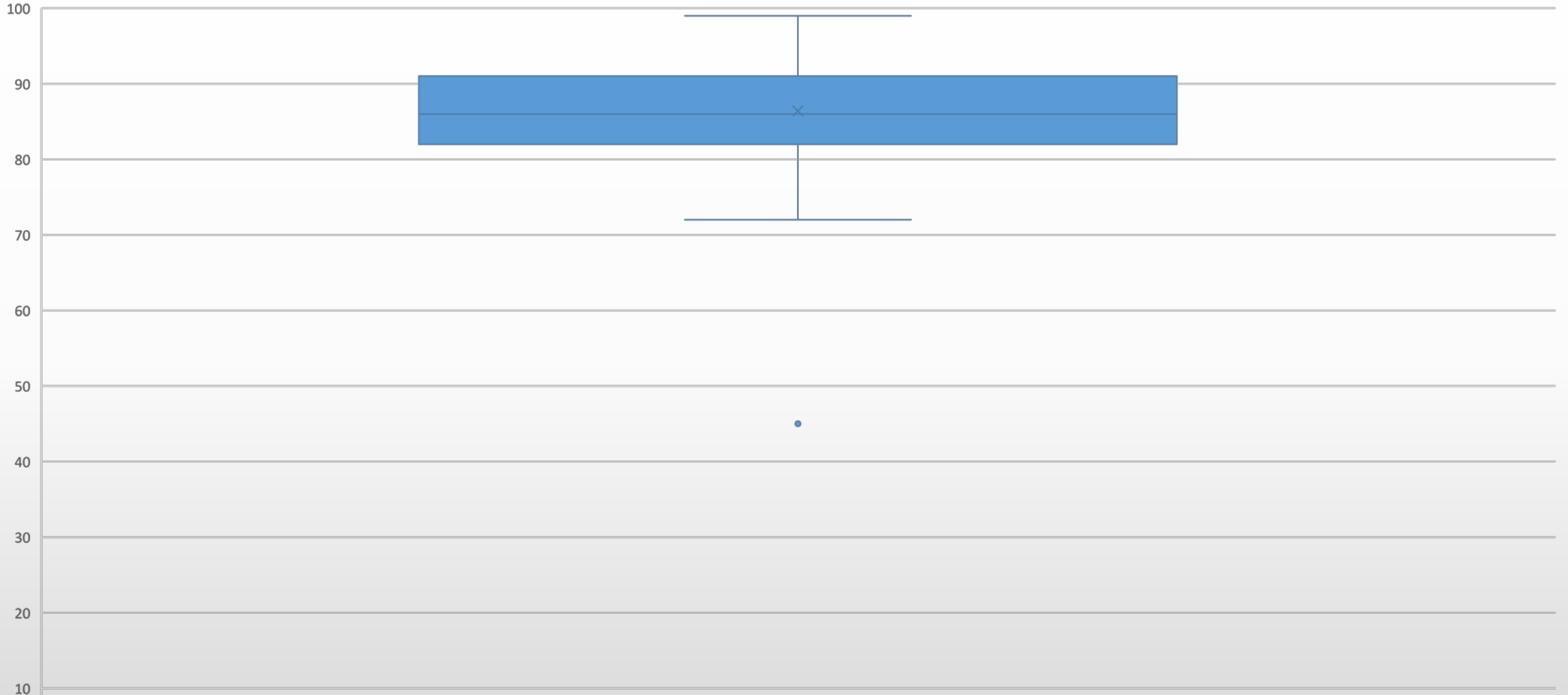
Increase the percentage of teachers that demonstrate fidelity in the implementation of the targeted teaching practices.

	2015-16	2016-17
Total number of classes in LEAs in the Preschool Pyramid Project	688	700
Total number of teachers who have reached fidelity on the TPOT	190	203
Percent of classrooms with teachers who have reached fidelity on the TPOT	28%	29%

Effects of Coaching



Teachers at Maintenance TPOT Scores



Measure the effects in child growth in social-emotional development by class

Children in the NC Targeted Preschool Pyramid Project sample made greater progress over the course of a year (mean Δ score = 18.47) than their counterparts in the national sample (mean Δ score = 14.94).

Comparing the sample to the norm sample via a two-tailed z-test suggests that the NC sample made significantly greater progress ($p < .0001$).

CEMETR-2015-04
NOVEMBER-2015

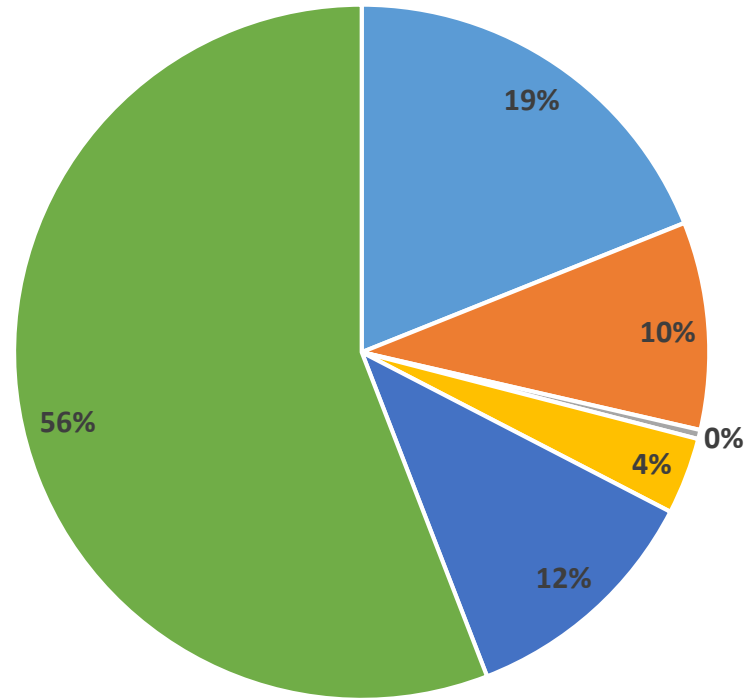
CEME Technical Report

The Center for Educational Measurement and Evaluation

Using Teaching Strategies Gold to Assess
Kindergarten Readiness and Track Growth and
Development

Richard Lambert
Do-Hong Kim
Diane Burts

2016-17: Statewide Training for Foundations -Social-Emotional (percent trained, n-2,350)



■ Exceptional Children ■ Title I ■ Head Start - non public ■ Head Start - public ■ NC Pre-K - public ■ NC Pre-K - non public

Questions?

