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Using Data to Improve Quality: A Bootcamp for Early Education Leaders

December 6, 2019 | Cambridge, MA | \$149 per person | www.gse.harvard.edu/ppe/dboot

Learn about using data to drive sustainable quality improvement in early education systems, settings, and classrooms.

PROGRAM OVERVIEW

Often in many early education settings, data are collected only for compliance purposes—to meet licensing, accreditation requirements, or mandates. But with the right knowledge, strategies, and tools, the effort and time that goes into collecting, analyzing, and reporting these data can be leveraged to drive quality improvement in the setting and classroom. Join us on December 6, 2019 to discover novel ways to create systems and supports for effective data collection and use in school districts, centers, and classrooms.

Using Data to Improve Quality: A Bootcamp for Early Education Leaders is offered as part of the Zaentz Professional Learning Academy and is aligned with the Academy's mission to equip leaders with the cutting-edge knowledge, strategic tactics, and collaborative networks needed to design and implement approaches and policies that improve young children's learning environments.

Participants in this one-day program will gain insights from the latest science, learn from experts, and build their data-use toolkit.

PROGRAM OBJECTIVES

- Explore the landscape of data collection in settings serving young learners.
- Review key types of information to gather in the domains of behavior management, social-emotional learning, and language and literacy.
- Learn effective data analysis & data-use practices for behavior management, social-emotional learning, and language and literacy.
- Explore practices that foster data-use mindsets among educators and improve leadership and learning communities.



PROGRAM DETAILS

Facilitated by Nonie Lesaux and Stephanie Jones, Faculty Directors of the Saul Zaentz Early Education Initiative at the Harvard Graduate School of Education, this program offers a combination of lectures, research discussions, collaboration opportunities, and individual and small-group planning sessions.

Specific activities include:

- Plenary sessions
- Lectures from experts at Harvard, Vanderbilt, and Springfield public schools
- Presentations from guest research- and practice-based professionals
- Small-group discussions and reflections
- Facilitated question-and-answer discussions
- Networking opportunities

WHO SHOULD ATTEND

- Directors of early education centers or programs
- Leaders of early education service organizations across the mixed-delivery system
- Teacher leaders or teachers with an interest in leadership
- Directors, administrators, and coaches in public school preK programs
- Early education professionals who support teachers in their work, such as instructional coaches, supervisors, or teachers who have leadership roles
- Higher education faculty and staff in early education programs

FACULTY CO-CHAIRS



Nonie Lesaux, Academic Dean and the Juliana W. and William Foss Thompson Professor of Education and Society. Her research focuses on promoting the language and literacy skills of children from diverse linguistic, cultural and economic backgrounds. Lesaux currently serves as the chair of the Massachusetts Board of Early Education and Care.



Stephanie Jones, Gerald S. Lesser Professor in Early Childhood Development. Her research focuses on the long-term effects of poverty and exposure to violence on children's social and emotional development, as well as the impact of education interventions focused on promoting social-emotional and academic skills.

FACULTY

Candice Bocala, Lecturer on education at HGSE and senior research associate at WestEd

Mary Louise Hemmeter, Professor of Special Education at Vanderbilt University

Laura Mendes, Director of Literacy, Elementary and Early Childhood Education, Springfield public schools