Learning Table

Evidence-Based Approaches to Building Quality for Diverse Young Learners in State Quality Rating and Improvement Systems (QRIS)

From March to August 2012, BUILD and the QRIS National Learning Network supported a sequence of professional development (PD) and planning related to building quality services and supports for young children who are culturally, linguistically, and ability diverse and their families. Teams of leaders from seven states participated. The sequence was called a **Learning Table**.

The **Learning Table** was organized in six content segments. Each segment included:

- A **Live Session** (webinar) to facilitate learning about and discussion of evidence-based approaches to a specific aspect of supporting young children who are culturally, linguistically, and ability diverse
- Access to an electronic collection of resources related to the topic of each interactive event (known as a **Landing Pad**)
- Access to a discussion area to support exchanges among state team members, Learning Table staff, and invited speakers.

Learning Table resources (**Landing Pads**, **Live Session** PowerPoints and recordings) are all available at http://build.fpg.unc.edu. Individual URLs are listed on the following page for each specific resource.

These resources were developed to assist states, regions, and communities in bringing an intentional emphasis on diversity into their early childhood quality efforts. The materials are also available to help leaders, administrators, professional development providers, and others to use evidence-based methods and models to increase the ways in which their work is reflective of and responsive to the needs of children who are culturally, linguistically, and ability diverse and their families. For additional information about the Learning Table, please contact Camille Catlett at (919) 966-6635 or camille.catlett@unc.edu.

	Learning Table Content Segments	Learning Table Resources
	Session 1: What evidence do you have for how well your state is doing in serving young children who are culturally, linguistically, and ability diverse? This session focused on differences in outcomes that may be achieved for young children through an intentional emphasis on cultural, linguistic, and ability diversity. Resources and examples focused on evidence-based practices and models.	**http://build.fpg.unc.edu/ session-1-why-do-it** • Landing Pad • PowerPoints
	Session 2: How are you measuring quality in outcomes for young children who are culturally, linguistically, and ability diverse? This session focused on the methods states are using to measure quality in the settings serving young children who are culturally, linguistically and ability diverse. Attention was focused on what we can (and can't) learn from those instruments. New ways of looking at child outcomes and early childhood environments were presented, including options for using current measures in new ways to achieve a more intentional emphasis on issues related to diversity.	**http://build.fpg.unc.edu/ session-2-measuring-quality** • Landing Pad • PowerPoints • Live Session Recording
	Session 3: How are you improving experiences for young children who are culturally, linguistically, and ability diverse? This session offered examples of how states can use their data to discover whether they are achieving the desired outcomes of their quality rating and improvement system. One segment explored effective approaches for engaging families. A second segment focused on improvements to the experiences of young children. The focus on environments, curricula, and classroom practices included an example of how one state used data to evaluate and redirect their QRIS to more effectively support each young child.	**http://build.fpg.unc.edu/ session-3-improving-experiences** • Landing Pad on Family Engagement • Landing Pad on Improving Experiences • PowerPoints • Live Session Recording
	Session 4: How are you improving experiences for young dual language learners (DLLs)? This session highlighted evidence-based practices for supporting young DLLs in early childhood settings. The importance of all early childhood personnel being grounded in evidence-based practices related to language acquisition was emphasized. Examples of system components (e.g., competencies) and effective models for supporting young DLLs were shared.	**http://build.fpg.unc.edu/ session-4-dual-language-learners** • Landing Pad • PowerPoints • Live Session Recording
	Session 5: How are you growing the capacity of your work force to support young children who are culturally, linguistically, and ability diverse? This session examined current approaches to shaping what teachers know and are able to do. Evidence-based professional development (PD) practices were highlighted, as well as strategies for developing teachers who reflect, respect, and understand the families and communities they serve. State examples for increasing staff capability to support diverse young learners were shared, along with effective PD methods and sequences.	**http://build.fpg.unc.edu/ session-5-growing-capacity** • Landing Pad • PowerPoints • Live Session Recording
	Session 6: How are you growing the capacity of your PD providers to support people who work directly with young children who are culturally, linguistically, and ability diverse? This session addressed the importance of intentionally growing the capacity of PD providers to be knowledgeable about cultural, linguistic, and ability diversity. In the pre-service context, recent evidence of the lack of preparation of faculty to support diverse young learners was presented, followed by examples of effective practices for addressing this challenge. The session also high-lighted evidence-based practices and strategies for increasing the ways in which PD professionals are both reflective of and knowledgeable about diversity.	**http://build.fpg.unc.edu/ session-6-professional-development-providers** • Landing Pad • PowerPoints • Live Session Recording