


## Look how far we've come...

Pyramid Model Implementation in Wisconsin



## State leadership meeting: April 25th



Meeting goals:

- \* Review
- \* Rejuvenate
- \* Re-organize (if needed)
- \* Re-commit




## A quick look back...

- \* A competitive application completed by a group of professionals from various systems submitted to CSEFEL in 2009
- \* Wisconsin selected to become a CSEFEL state
- \* Cross-disciplined state leadership team is formed
- \* 3 demonstration sites selected through a competitive application process
- \* Vision for the Pyramid Model in Wisconsin collaboratively developed by the state team

## WI Pyramid Model Vision:

**The State of Wisconsin will have comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families**

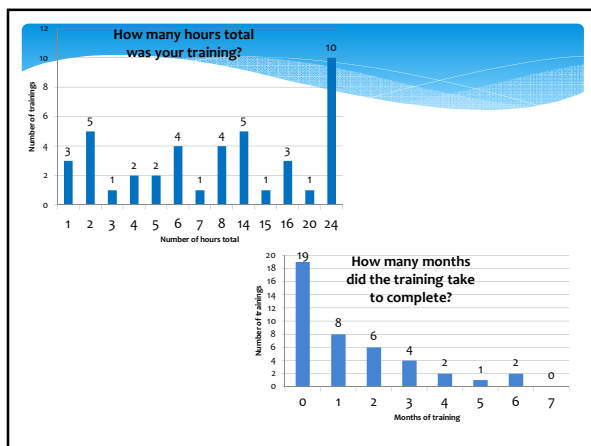
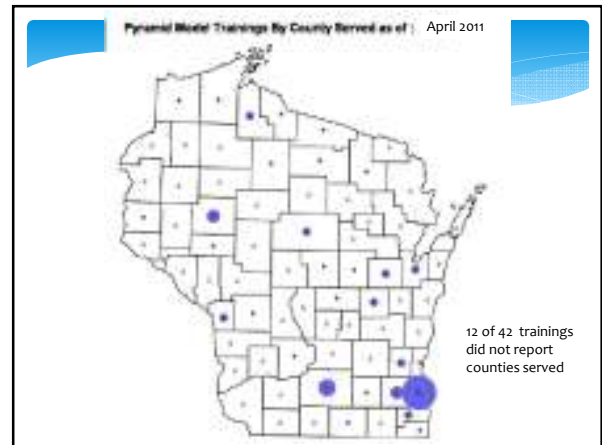
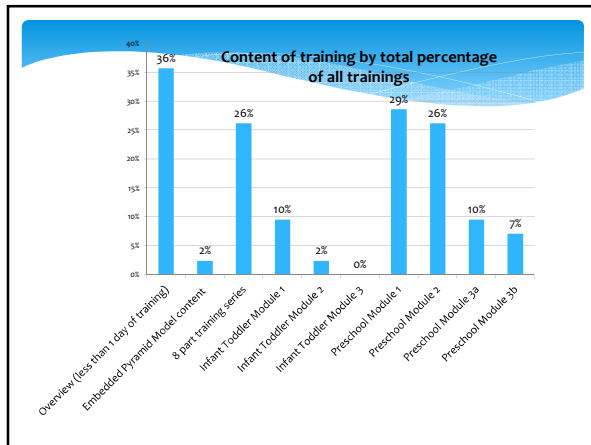
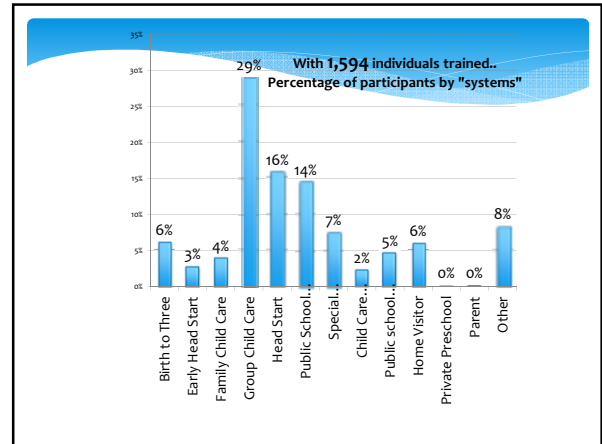
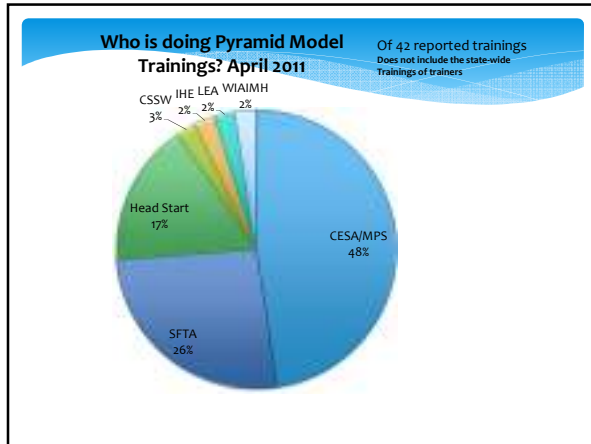


## Making the vision happen...

Pyramid Model Training Report  
Prepared by: Julie Betchkal

## State wide training events

- \* Infant-Toddler modules training of trainers: April 2010
- \* Preschool modules training of trainers: May 2010
- \* Coaches training: June 2010
- \* Behavior Specialist training: October 2010
- \* Parenting modules (infant/toddler & preschool): November 2010
- \* Pyramid Model training series for early interventionists and home visitors: January, March, May 2011



### What does Implementing the Pyramid Model mean to you... notes from the demonstration sites

- \* It forces me to set goals and be responsible to try to meet them. I am much more intentional in my teaching.
- \* To have someone to brainstorm and think of ideas to help with those students at the top of the pyramid.
- \* It's great to have someone else's input/suggestions on how to work better with your classroom/students.
- \* She helped me utilize space and room arrangement in the classroom that would best benefit student learning.
- \* It's great to see children solving their own problems.



What does Implementing the Pyramid Model mean to you... notes from the demonstration sites

- \* Having a coach is great to be able to self-evaluate my teaching while having someone to bounce ideas off of.
- \* Having a mentor who listens and supports me in my daily work.
- \* I have learned to teach students how to get along with other students.
- \* SEFEL has given me more self awareness of how much time I spend teaching social skills and having more ideas for a successful classroom.

Parents Interacting with Infants (PIWI)

Reflections...

What does Implementing the Pyramid Model mean to you... notes from the demonstration sites

- \* SEFEL has given me time to reflect on what my classroom looks like and advice from an outside source.
- \* We now have consistent rules throughout the school.
- \* I'm a firm believer in CSEFEL practices and excited it has been implemented across 4PK sites. Well done coaches!!
- \* I have really enjoyed implementing the SEFEL program into my classroom. The children have benefitted from it a great deal.
- \* I love seeing CSEFEL practices implemented across classrooms and 4PK sites!

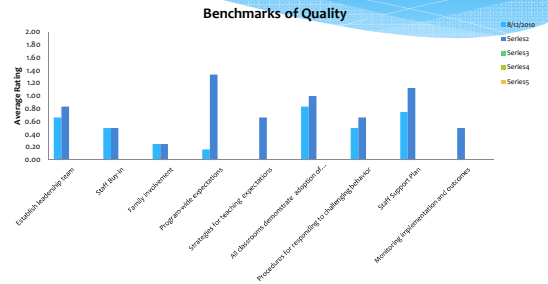
Collaboration at work!

Community resources  
School support  
Birth to 3

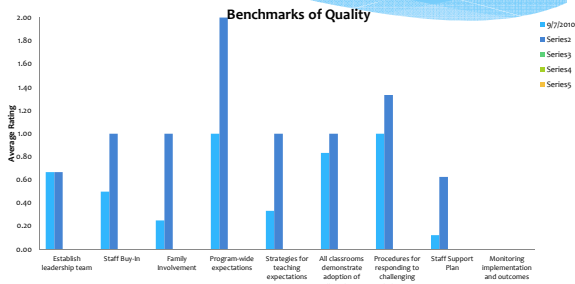
## Testimonials from Birth to 3

- \* The information is critical in supporting and coaching families. This should have been a training we ( B-3) were offered prior to any primary provider training. This training was very detailed and provided valuable examples on how to best coach families
- \* Pyramid Model Parent training should be a mandated B-3 training
- \* The Parents Interacting with Infants training was the first training that I have been to in a long time that can easily be applied to Birth to 3 work. This was inspiring information.

## Data from the demonstration site



## Data from the demonstration site



## WI Team at the National Training Institute, April 2011

- \* Julie Betchkal –state leadership team
- \* Lilly Irvin Vitela--state leadership team
- \* Lana Nenide--state leadership team
- \* Sam Dettman - Wausau Demonstration site
- \* Julie Zinda – Wausau Demonstration site
- \* Esther Hager - Chippewa Demonstration site
- \* Claudia Cooper-Slam - Chippewa Demonstration site
- \* Sue Smalley – Chippewa Demonstration site
- \* Patricia Woods – Kenosha Demonstration site



## Conference highlights

- \* Networking with people from other programs and hearing that they had some of the same successes and struggles
- \* Everyone else is feeling a little lost about implementation as well - it is not just us! ☺
- \* The workshop on cultural competence and the Pyramid Model is perhaps one of the best workshops I've ever attended hands down.
- \* Being in that large conference room and seeing all of the people that are working with the Pyramid Model. It was really impressive to be part of this group.
- \* Hearing about the many, many success stories from programs that use the pyramid model

## Action plan/Sustainability

- \* I received permission to integrate some of the research, references, and materials from the cultural competence training into training we're offering to consultants and trainers for YoungStar.
- \* We will be doing the T-POT reliability training for the rest of our coaches in our district/area.
- \* I work with 8 Head start classrooms and as we have a training plan to train all of our staff using the training series, I will be able to add the information from the sessions I attended. The session on Routines within Routines was also excellent and had many strategies that will help our 3-5 year olds succeed.

## Spring demonstration sites visits



- \* Chippewa: May 17<sup>th</sup>
- \* Wausau: May 26<sup>th</sup>
- \* Kenosha: still planning



## Pyramid Model Expansion Sites

- \* Application process
- \* Applications due May 2<sup>nd</sup>
- \* Review team
- \* Decisions made by May 16<sup>th</sup>



## Pyramid Model Summer Camp June 27-30<sup>th</sup>, 2011



- \* Day 1: Pioneer Roundup- demonstration and pilot sites summit
- \* Day 2 (part 1): Coaches Refresher
- \* Day 2 (part 2) & Days 3 & 4: Program wide implementation for the expansion sites




## Workgroup updates:

- \* Training Support --- Dana
- \* Sustainability --- Lilly
- \* Information sharing --- Andrea

Update structure:

- \* Topics covered
- \* Decisions made
- \* Future considerations/remaining questions



## Sustainability/Infrastructure Update

February-April 2011

Julie Betchkal, Erin Erango-Escalante, Lilly Irvin-Vitela, Kath McGurk, Lana Nenide Suzy Rodriguez, Staci Sontoski

## Topic Discussed

- \* Sustainability Report- Leadership Team, Demonstration and Pilot Sites
- \* Data and Sustainability-Expulsion Study Pre and Post
- \* Consistent/collaborative training- same baselines expectations; Infant & Toddler and Pre-School Modules 1&2; different modes to meet different audiences

## Decisions Made- Sustainability Report

- \* The team reviewed the draft report at the 3/14 meeting.
- \* The deadline was extended and 3 additional people responded to the survey
  - 61% part of state leadership team
  - 17% from a demonstration site
  - 28% from a pilot site
  - 28% said Pyramid Model is part of their job description
  - 72% identified the Pyramid model as part of their agencies' 2010 and 2011 work plans

The final draft was sent to the workgroup on 4/4/11 for final comments.

## Sustainability Report-Results

- \* Narrative 2010 and 2011 re: build systems to support SED in EC settings; build awareness of the Pyramid Model; Build training and coaching capacity; improve child outcomes in specific EC settings
- \* 2010- 67% of respondent agencies spent 50 hours or less per month on Pyramid model activities and 34% spent 50 hours or more
- \* 2010- 62% had \$0-10,000 allocated for Pyramid Model efforts
- \* 94% had allocated resources to training time
- \* 50% allocated resources for coaching

## Sustainability Report-Results

- \* 2011- 67% of respondent agencies spent 50 hours or less per month on Pyramid model activities and 34% spent 50 hours or more
- \* 2011- 44% reported no funding; 31% up to \$10,000 in funding; 25% between \$76,000-150,000
- \* Multi-pronged approach to training/professional development
  - 75% developmental screening
  - 69% Wisconsin Model Early Learning Standards
  - 43.8% Reflective Supervision
  - 43.8% Positive Behavioral supports

## Decisions Made- Expulsion Study

- Additions were made to the expulsion study based on comments from Dana, Anne, and Jill
- CCR&Rs were asked to use the expulsion study as a pre-evaluation sometime within the 8 week series in February
- The study links and electronic version were shared with other Pyramid model training partners
- Julie sent the links and directions to all Pyramid model trainers in March
  - SFTA is hosting the Pre and Post Surveys
    - SFTA will conduct follow-up with respondents between 9 and 12 months after they've completed the survey
    - SFTA will share the data with the trainer as soon as it is entered
    - SFTA will share aggregate data with the leadership team at least twice per year
    - It's too early to have results to share yet for 2011

## Decisions Made- Consistent Training

- \* Discussion and review of training agreements from 2010
- \* Discussion of impact of inconsistent standards on data and sustainability efforts
- \* Recognition that standards should be consistent but mode of training could be flexible to meet the needs of different sectors

## Next Steps

- \* Sustainability Report- review recommendations and prioritize next steps
- \* Expulsion Study- Encourage all trainers from all funding sources to have participants complete the survey if participants are doing early learning and share results when more data is available
- \* Consistent Training- Communicate, communicate, communicate
- \* Discuss and analyze sustainability strategies from other CSEFEL states

## Leadership Team Advisory Questions

Where do we go from here?

## State Leadership Team

- \* What is the current purpose of the Pyramid Model State Leadership team?
- \* How does the current State Leadership team move Pyramid Model vision forward?
- \* What are the responsibilities of being a member of the state leadership team?
- \* Are there additional potential partners who should be invited to join?
  - \* If so, who?

## Workgroup structure

- \* How should the workgroups inform on their progress/ activities?
- \* Are there any other areas that should be addressed by workgroups?
- \* Are there members you would recommend for certain workgroups?
  - \* They do not need to be members of the state leadership team

## Report Back

- \* Where do we go from here:
- \* Recommendations & directions
  - \* State leadership team structure
  - \* Workgroup structure

Recommitment to the WI Pyramid Model

