Work Environments Matter

Improving Organizational Climate, Culture, and Conditions within QRIS

July 16, 2020
We Are On Indigenous Land.
20 Webinars in 20 Days

THANK YOU
to our generous 20 in 20 sponsors.
We truly appreciate your support!

⭐⭐⭐⭐ Sponsors
Branagh Group
TCC

⭐⭐⭐ Sponsors
ZERO TO THREE
NEW WORLD
Cognia

⭐ Sponsors
LENA
PRO SOLUTIONS
Kaplan

⭐ Sponsors
QRIS
Build
Connecting Potential
How to Make the Most of This Webinar

• Choose Your View.

• Nonverbal Feedback.

• Chat With Us.

• Participate in Polls.
Presenters

Teri Talan
McCormick Center for Early Childhood Leadership, NLU

Marsha Hawley
Ounce of Prevention Fund

Andi Bales
Molnar Early Learning, Oregon Department of Education

Jill Bella
McCormick Center for Early Childhood Leadership, NLU

Tom Layman
QRIS Policy Director
Illinois Governor's Office of Early Childhood Development

Expanding reach. Enhancing impact. Advancing equity.
Work Environments Matter—Research

• Positive relationship between the quality of work environment and the quality of classroom environment. (Lower & Cassidy, 2007)

• Higher-rated programs in Georgia’s QRIS have better work environments and staff outcomes in terms of turnover, wages, and benefits. (Child Trends, Quality Rated Validation Study Report #4, 2019)
Early Education Essentials: Organizational Supports Framework

Expanding reach. Enhancing impact. Advancing equity.
Lead Learn Excel Instructional Leadership Standards*

• Standard 1 – Visionary Leadership.
• Standard 2 – Improving Teaching & Learning.
• Standard 3 – Ambitious Instruction.
• Standard 4 – Family Engagement.
• Standard 5 – Supportive Learning Environment.
• Standard 6 – Effective Management.
• Standard 7 – Ethical Leadership.

Polls

Expanding reach. Enhancing impact. Advancing equity.
Poll: In what instructional leadership standard do you feel the strongest?
**Poll:** What instructional leadership standard do you feel you need to strengthen?
Lead Learn Excel Learning Formats
Support Transfer to Practice

• Increase instructional leadership competencies – aligned with the Essential Survey framework.

• Establish a system of embedded job-embedded learning routines to shape and guide practice.

• Increase teachers’ knowledge, skills, and dispositions with intentionally planning and deliberately implementing higher-quality interactions and instruction.
Learn more!

**Early Education Essentials**
Program quality measurement and improvement system focused on organizational conditions.

**Lead Learn Excel**
12-month fellowship for instructional leadership to support their growth and development as leaders.

**Educare Best Practices Training**
Module-based training program for center-based settings, birth to five.

**Achieve OnDemand**
Online learning experiences for home visitors, supervisors, and family support staff.

Learn More: [www.theounce.org/professional-development-offerings](http://www.theounce.org/professional-development-offerings)
Contact: Abigail Sylvester, Director
ASylvester@theounce.org

Expanding reach. Enhancing impact. Advancing equity.
Oregon Quality Improvement Efforts

Andi Bales Molnar, M.A.
Early Learning Programs Collaboration Manager
Oregon Department of Education-Early Learning Division
Early Learning Overview

Oregon Pre-Kindergarten
- Head Start/Early Head Start Collaboration Grant

Preschool Promise
- State funded up to 200 percent of Federal Poverty Level

Spark- Quality Improvement Rating System
- 5 Star, portfolio-based system

Child Care Resource and Referral Agencies
- Focused Child Care Networks, supports for Spark advancement, required trainings

Early Learning Hubs
- Coordinated Enrollment

Oregon Online Registry
- Tracking training hours and Professional Qualification Steps

Expanding reach. Enhancing impact. Advancing equity.
Quality Investments

**Lead Learn Excel**
- Two complete cohorts.
- Third cohort in process.
- Train the Trainer model being planned.

**Early Education Essentials**
- Ambitious Instruction Professional Development cohort and study.
- Professional Development for school districts.
- Early Education Essentials survey- centers funded solely by Oregon Pre-Kindergarten.

**Early Learning Quality Standards**
Building up Professional Learning System

• Connecting directly to publicly funded programs.
• Training and technical assistance to move towards job-embedded professional development.
• Early Learning Coaching for Preschool Promise.
• Integration of Parent Voice.
• Culture of Continuous Quality Improvement.
Early Childhood Work Environment Survey (ECWES)

Measuring Ten Dimensions of Organizational Climate

- Collegiality.
- Professional Growth.
- Supervisor Support.
- Clarity.
- Reward System.
- Decision-making.
- Goal Consensus.
- Task Orientation.
- Physical Setting.
- Innovativeness.
Poll: Have you ever been impacted by a negative organizational climate?
Tell Us In the Chat Box:
List specific examples of how a negative work climate has impacted you or staff in programs you have observed.
Benefits of Assessing Work Attitudes

- Identify program strengths
- Empower staff to be active participants in identifying and solving problems
- Pinpoint areas of concern
- Understand differences in perceptions
- Help set priorities
- Monitor the impact of change efforts
Work Environment Profile

Code: 1982DDBB  Date: August 15, 2015
Center Name: Anywhere Child Care  Phone: (847) 555-1111
Contact: Mary Moffett  E-mail: moffett@anywhere.org
Street Address: 1000 Main Street  City, State, Zip: Anywhere, IL 60000

Total administrative, teaching, and support staff: 15
Number of staff completing survey: 15

Employment pattern of respondents:

- 10 employed full-time (35 hours per week or more)
- 5 employed part-time (10 - 34 hours per week)

PART A. STAFF’S RATINGS OF THE ORGANIZATIONAL CLIMATE (N = 15)

The vertical line for each dimension represents the range of scores for subjects in this sample. The symbol on the vertical line represents the average score for this dimension for subjects included in this sample.
PART B. STAFF’S RATINGS OF THE IMPORTANCE OF EACH DIMENSION (N = 15)

Number of employees who indicated each dimension as being one of the three most important to them.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Dimension</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Collegiality, co-worker relations</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Opportunities for professional growth</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Support and feedback from supervisor</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Clarity in policies and procedures</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Equitable pay, benefits, and promotions</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Involvement in decision making</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Consensus on program goals and objectives</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Accomplishing work in an efficient manner</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Physical setting, sufficient materials</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Innovativeness and creative expression</td>
<td>2</td>
</tr>
</tbody>
</table>

PART C. OVERALL COMMITMENT TO THE ORGANIZATION (N = 15)

[Bar chart showing commitment levels]

PART D. HOW THE CURRENT WORK ENVIRONMENT RESEMBLES THE IDEAL (N = 15)

[Graph showing the comparison between current and ideal work environment]
PART E. RANKING OF EDUCATIONAL GOALS AND OBJECTIVES (N = 15)

<table>
<thead>
<tr>
<th>In our program, it is important to promote children’s...</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>language and literacy skills</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>social-emotional well-being, friendships, and positive self-esteem</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>concepts and skills needed for math, science, and technology</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>self-help skills and independence in caring for themselves</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>health, wellness, and physical development</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>creativity, critical thinking, and problem solving skills</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

PART F. TEACHERS' DECISION-MAKING INFLUENCE (N = 15)

![Bar chart showing perceived vs. desired degree of decision-making influence for various tasks.](chart)

PART G. STAFF’S SUMMARY OF THE CENTER AS A PLACE TO WORK (N = 15)

<table>
<thead>
<tr>
<th></th>
<th>Caring (4)</th>
<th>Collaborative (2)</th>
<th>Competitive (2)</th>
<th>Fair (8)</th>
<th>Goal-oriented (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fast-paced (5)</td>
<td>Flexible (4)</td>
<td>Friendly (8)</td>
<td>Professional (6)</td>
<td>Stimulating (1)</td>
</tr>
</tbody>
</table>
Options for Improving Organizational Climate and Outcomes for Children

- One-on-One Administrator Coaching
- Program Consultation
- Dimension Specific Professional Development
- Administrator Community of Practice (Leadership Academy)
- Quality Improvement Plan
- Resources (e.g., books, articles, assessment tools)
Where We Are

- Quality Counts: Quality Rating System to ExceleRate Illinois, Quality Recognition and Improvement System.
- Our Experience.
- Provider Experience.
Where We Are Going

- Evaluation Study Conducted.
- Committee Formed to Address Findings.
- Pilot New Standards.
What We Are Piloting

Emphasis on Continuous Quality Improvement (CQI)

• Leadership Development.
• Strengthen Staff Commitment to CQI.
• Enhance Climate, Culture, and Work Conditions.
• Improve Staff and Program Outcomes.
What We Are Piloting

Assessments for CQI

- Leadership: Administrator Role Perception Survey (ARPS).
- Classroom Environment: ERS.
- Work Environment: Early Childhood Workforce Environment Survey (ECWES).

Processes for CQI

- CoP.
- Coaching.
- Job-Embedded PD.
What Next?

• Develop Questions.
• Review Results.
• Shape the Next Iteration of ExceleRate Illinois.
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.