CQI Component Categories

This is a one-page summary of the document: Components of Site-Based CQI Leadership

What does a program leader do?

1. **Lead by example to build organizational climate**
   - Demonstrate commitment and energy for continuous improvement
   - Model caring & learning
   - Welcome people of every race, culture & ability
   - Value and build on family and staff members’ strengths
   - Develop trust & collegiality
   - Be the chief learner

2. **Establish regular, protected time for communication, reflection & planning**
   - Choose preferred means of communication (such as classroom visits by leader, reflection/planning team meetings, reflective supervisory meetings, family engagement sessions)
   - Schedule protected time
   - Raise funds and develop budgets that support communication

3. **Develop teams & share leadership**
   - Define team purposes, including: (a) collaborative reflection based on child observations & assessments, or (b) collaborative reflection based on program quality goals & assessments
   - Discuss overall team goals and how the team(s) will operate
   - Use consistent meeting routines and protocols
   - Build on strengths within teams
   - Build diversity in teams and address implicit bias
   - Share leadership with staff and families to develop a stronger organization & future leaders

4. **Build professional learning into program improvement work**
   - Structure job-embedded learning such as Peer Learning Teams, Coaching (Practice-Based Coaching, Pyramid Model, Early CHOICES Inclusive Practices), and Reflective Supervision
   - Provide staff access to & support for professional learning opportunities, such as external Communities of Practice, Reflective Practice Groups (IL Assoc. for Infant Mental Health), college cohorts, paid release time for PD, and tuition reimbursement
   - Structure pay increases or bonuses for credentials; facilitate applications for Great Start wage supplements and Gateways scholarships

5. **Engage families, community and staff to shape the program’s mission and values**
   - Develop an authentic mission and values statement
   - Engage stakeholders including families in program self-assessment and follow through with their recommendations

6. **Know program standards and assessment systems**
   - Technical assistance providers and coaches can help, but the leader must know and “own” the standards, including curriculum and state standards for early learning
   - Join an external Community of Practice or cohort for program leaders

7. **Facilitate annual goal setting using data**
   - Make child and program quality data available to teams and train on its use
   - Facilitate team discussion of data to determine general areas for improvement over the year
   - Make available training and technical assistance directly relevant to the improvement plans

8. **Lead weekly or monthly Improvement cycles using data** (i.e., make improvement continuous)
   - Using regular protocol, help teams generate and try ideas for small, short-term improvements
   - Ensure that planning aligns with the mission of the program and the values of enrolled families