Continuous Quality Improvement in Quality Rating and Improvement Systems (QRIS)

Engaging Directors/Practitioners in a CQI Approach

April 30, 2014
• Welcome
  – Debi Mathias and Meghan Robinson
• Setting the Stage
  – Lindsey Allard Agnamba
• Readiness for Change
  – Debi Mathias
• Program Level CQI Plans
  – Teri Talan and Colleen Bandy
• Telling Stories and Discussion
  – Arizona, Illinois and Oklahoma state teams
• Closing
  – Debi Mathias
Welcome!

• Welcome to the first of four webinars designed to extend learning from the face-to-face and discuss CQI at the various levels of QRIS.

• Who is here?

• Tips for participating in this webinar.
“One major purpose of a QRIS is to recognize quality and promote a culture of continuous improvement among providers. The rating is not a destination; it is a set of benchmarks along a pathway of ongoing improvement.”

Change, Continuous Learning and Development

Commitment to evolving growth and change in themselves, their programs and staff, just as their commitment to children’s changing development and growth.
DIRECTORS
Knowing WHO THEY ARE, AND THEIR STAFF IS Essential

As adult learners is the first consideration of themselves and of their staff - as with DAP, individual/group assets/knowledge and needs.
It is WE, NOT Us and Them

Strength based approach to building and sustaining respectful, collaborative relationships and interactions with and among director/providers, staff and children and with TA colleagues, agencies.
Experts: Director and Teaching Staff

- About their programs
- About the children and families in their classrooms
- About what they do everyday
- About their work environment
We need to translate in the language that directors and practitioners, TA Support Agencies understand and can relate to in their daily work.
Our translating needs to be focused on...

- What the results mean to the daily teaching and learning of young children in a classroom and staff

- How this influences professional development and learning opportunities for continuous improvement and professional growth
CQI is more that a plan on paper, it is a culture is created, embraced and guided by a collective vision and willingness to work to on moving forward with actions that benefit children and families.
Revisiting Stages of Change: Program Leaders and Directors
Why is Readiness to Change Important?

“A one-size-fits-all approach that ignores differences in readiness to change may result in a waste of resources, lower program retention, and worse outcomes for educators and children.”

What Are the Stages of Change?

- Stage 1: Precontemplation
- Stage 2: Contemplation
- Stage 3: Preparation
- Stage 4: Action
- Stage 5: Maintenance

Program Level CQI Planning

Teri Talan, Ed.D, J.D.
Director of Policy Initiatives
McCormick Center for Early Childhood Leadership
THE COMPONENTS OF EXEMPLARY ORGANIZATIONS

BUILDING A CENTER OF QUALITY

CONTINUOUS IMPROVEMENT

OUTCOME FOCUSED
HIGH EXPECTATIONS
IN卷VOLMENT
ASSESSMENT & FEEDBACK

DATA-DRIVEN DECISION MAKING

TRUST

SHARED VALUES AND GOALS

Adapted from the Center for Instructional Effectiveness/Datatel

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THE DIRECTOR AS CHANGE AGENT

- Building a vision of program excellence
- Serving as a catalyst for change
- Creating a CQI culture
- Providing resources, support, and encouragement for staff
- Managing and protecting time
CQI COMPETENCIES

The ability to...

- Listen attentively and respectfully
- Ask questions that expand another’s understanding of an issue
- Provide and receive feedback in a respectful and supportive manner
- Make decisions based on data and consider the consequences of those decisions for different stakeholders
- Value and protect time for CQI work
TWO SIDES OF ORGANIZATIONAL CHANGE

The hard side of change

... is about measurement, timelines, procedures, and securing resources

MANAGEMENT

The soft side of change

... is about vision, attitude, buy-in, commitment, creativity, and overcoming resistance

LEADERSHIP

THE COMPONENTS OF EXEMPLARY ORGANIZATIONS
BUILDING A CENTER OF QUALITY

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McCormick Center for Early Childhood Leadership | National Louis University
Putting Leadership into Action

An Interview with Colleen Bandy
Telling Stories...

• Each of our states (AZ, IL, OK) will tell a story of one way that their QRIS is promoting a culture of CQI at the program level.

• As you listen, think about how this story helps you to understand the importance of supporting CQI at the program level.
Creating a Professional Learning Community

Developmental Supervision

Individual Learning Plans

Teacher Induction

Competence

Commitment

Collaboration

360-Degree Feedback

Peer Learning Teams

Continuous Quality Improvement

Christopher House Peer Teams: COLLABORATIVE PLANNING

Weekly: Teachers meet as a planning/documentation team
- Bi-weekly these teams meet using the planning protocol to discuss children’s work and plan explorations and studies based on children’s interests and developmental levels.
- Teachers meet with planning/documentation to work on GOLD implementation and documentation panels.

Bi-weekly: Documentation is input into Assessment System
Questions to ask when looking at documentation
- How do I know this child has mastered this developmental milestone?
- How do I know that this work sample or documentation accurately reflects each individual child?
  - There is a clear, objective observation written,
  - This sample only includes one child (there is only one child’s work, thinking, dictation in this work sample)
  - I have observed this child’s ability or mastery in other contexts (I have seen this example multiple times in the classroom)

Monthly: Teams review profile report in Assessment System
- Master teachers run profile in GOLD reports monthly to review and organize documentation In GOLD
- Site Directors/Infant Toddler specialists review profile reports with teachers during monthly supervision meetings to support teachers
Questions to consider when reviewing:
- What do we see in terms of growth and change?
- What environmentally/contextually is occurring to support this change?
- What should we plan and implement in our class to support continued growth?
- What do I wonder about? What do I want to learn more about?
Christopher House: Our Story

Why we have chosen to approach collaborative planning in this way?

• We discuss our direction with other agencies in a “community of practice”
• We view our teachers as researchers
• We believe that teachers’ collaborative planning provides multiple perspectives. We value careful objective observation of each child and then based on the observations, teachers plan intentional explorations and studies to support both children’s interests and developmental growth and learning
• As we look to document growth we use GOLD (child assessment system) for work samples, videos, and dictation of children’s dialogue to both plan and implement developmentally appropriate curriculum
Continuous Quality Improvement

YESTERDAY – TODAY – AND TOMORROW

A LOOK AT
Participants were overwhelmed, unengaged and unsure of the process they were getting themselves into...difficult to take ownership and understand the implementation.

Coaches/TA professionals carrying the heaviest load – the Implementation Guide was an exhaustive notebook of policies, procedures and implementation...
TODAY – ATTAINING QUALITY

Coaches/TA professionals beginning to help providers focus on self-reflection and practices that will help sustain quality. The Implementation Guide is being changed to a Participant Guide focusing on the responsibility of the program vs. the coach/TA.

Participants beginning to step up to higher levels of quality; viewing themselves as professionals and collaborating with their Coach/TA: Videotape observations, Powerful Interactions, Communities of Practice.
TOMORROW – CONTINUOUS QUALITY IMPROVEMENT

We are working toward a more participant focused approach where the coach will be a facilitator in quality improvement efforts – working with greater numbers of providers, less intensive efforts with higher quality programs, collaborative & regional focus.

Participants will be required to write a Letter of Intent that documents past improvements, goals and plans for the upcoming year, and a statement of commitment to ongoing efforts.
Oklahoma’s Program Evaluation Timeline of Change

1998-1999
- 2 & 3 stars (2 highest levels) annually complete
  - ERS
  - Staff & Parents Survey
  - Program Goals

2000-2002
- 1+ and higher complete every 2 years
  - ERS
  - Staff & Parents Survey
  - Program Goals

2003
- 2 & 3 Stars (2 highest levels)
  - Attend Program Evaluation Training
  - Complete Self Assessment
  - ERS every 2 years
  - Staff & Parents Surveys
  - Program Goals established for next 2 years

2004
- 2 & 3 Stars (2 highest levels)
  - Complete all of Program Evaluation process within 1st 6 months of status
  - Attend Program Evaluation Training
  - Complete Self Assessment
  - ERS every 2 years
  - Staff & Parents Survey, every 2 years
  - Program Goals established for next 2 years

2005-2006
- 2 & 3 Stars (2 highest levels)
  - Complete all of Program Evaluation process within 1st 6 months of status
  - Attend Program Evaluation Training
  - Complete Self Assessment every 2 years
  - ERS every 4 years
  - Staff & Parents Survey, every 2 years
  - Program Goals established for next 2 years
Oklahoma’s Program Evaluation Timeline of Change continued...

2007

1+ and higher
- Staff & Parents Survey, every 2 years
- Complete Health & Safety Checklist
2 star and higher
Complete all of Program Evaluation process with in 1st 12 months of status
- Complete Self Assessment every 2 years
- ERS every 4 years
- Program Goals established for next 2 years with a written plan to accomplish goals

2008-2011

1+ and higher
- Staff & Parents Surveyed every 2 years
- Complete Health & Safety Checklist
2 star and higher
- Complete all of Program Evaluation process with in 1st 12 months of status
- Complete Self Assessment every 2 years
- ERS every 3 years (3 stars are exempt)
- Program Goals established for next 2 years with a written plan to accomplish goals

2012-present

1+ and higher annually
- Complete Staff & Parents Surveys
- Complete Health & Safety Checklist
- Centers complete an equipment inventory
2 star and higher
Complete all of Program Evaluation process with in 1st 12 months of status
- ERS every 3 years (3 stars are exempt)
- Program Goals established annually
- Staff participate in program evaluation including establishing goals
- Written plan to accomplish goals and shared with staff
The Story of Jacque

Rural Family Child Care Home Provider

Jan. 2001
Became a 1+ star

Nov. 2001
Became a 2 star

Nov. 2003
Became a 3 star

Also obtained an
• A.S. Early Childhood
  Western Oklahoma State College
• B.S. Liberal Studies/Natural Science
  The University of Oklahoma
• M.Ed. Curriculum and Instruction/Children's Literature
  The Pennsylvania State University
Discussion
Homework for Next Session

Posted on the Landing Pad:

- Session 3 on May 28, 2014: **Engaging Partners and Contractors in a CQI Approach**. READING and QUESTIONS to consider – send to Meghan at mrobinson@buildinitiative.org 48 hours prior to webinar (posted on the Landing Pad under Session 3, Pre-Session Assignments).

Meet with your team between sessions to complete **Work Plan Template - 2014 CQI in QRIS Learning Table** (posted on the Landing Pad under Session 1, Pre-Session Assignments) and work together on activities.
Thank You

Landing Pad:

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