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

Session 3: Engaging Partners and Contractors in a CQI Approach

Agenda

• Welcome
• State Roll Call
  DE, GA, IN, MD, NM, NY, OH, OR, WA, WI
• Pre-Session Assignment
• The Ounce of Prevention Fund
• Susan O’Connor
• State Examples – DE and NC
• Wrap Up
Pre-session Assignment

Pre-Session Assignments:

• Micheal Fullan article “Change the terms for teacher learning” (National Staff Development Council, Vol. 28, No.3 Summer 2007)

• What are the implications for your state team of Fullan’s call to re-conceptualize “professional development” as “professional learning” that must be embedded within the daily work of teachers?

Themes from the Assignment: TERMINOLOGY

• Terms are not as important as practices.
• Learning is always a developmental process, both for children and for teachers.
• The emphasis on terminology is less important than a renewed focus on research-based practices of adult learning.
Themes from the Assignment:
CHANGING THE SYSTEM and WORKING THROUGH IMPLEMENTING PARTNERS

- Scan models implementing partners use for PD/TA; determine strategies to create consistent, CQI focused interventions
- Couple ongoing professional learning with TA, peer-to-peer observation, non-threatening mutual assessment and feedback
- Base of core knowledge critical for both providers and implementing partners
- Set standards for knowledge as well as HOW the knowledge is facilitated
- Determine systemic process for programs to support a change in culture and connect with larger learning community

Themes from the Assignment:
DEPRIVATIZATION

- Knowing that you have a continuum that everyone is working from that allows for observation, communication, feedback and continuous performance improvement based on those interactions.
- Creates an atmosphere of respect, collaboration and transparency, which is at the heart of providing “technical” assistance.
- The concept of deprivatizing may also be scary for owner and directors... what would happen if teachers started working together? Would less work get done, would gossip increase, would teachers ban together about injustices?
Themes from the Assignment: POLICY

- Creating a common message distinguishing “professional learning” from “professional development” and convey to the public. CQI platform seems to be a good place to start using the term professional learning.
- Communication about our value system at the front end- do we have value statements that communicate about professional development and CQI?
- When engaging partners and regulatory agencies in the conversation of CQI reference this term to help others understand what’s effective.
- Bring this back to program level learning communities so they can begin to have this conversation about their own professional development.

Rethinking and Redesigning Professional Development:
Building Organizational and Professional Capacity for Continuous Learning and Improvement

BUILD CQI Learning Table Webinar
July 18, 2013
Organizational and Professional Capacity Building Needs

- Teachers must become more ambitious and effective in promoting the learning, development, and kindergarten readiness of young high-needs children and their families.

- Leaders must focus strategically on children’s achievement and with supporting teachers to be effective by cultivating organizational conditions supportive of teachers’ ambitious pedagogical practice and their ongoing learning and development towards it.

- Professional development models must advance the program’s capacity to support embedded routines for teacher collaboration, learning and improvement overtime, while raising baseline teaching competencies with ambitious practice.

Challenge To State Level Systems
Supporting simultaneous transformations in the professional development mindset, methodologies, and practices of multiple educator groups.

From Externally Driven and Delivered Professional Development
To

Internally Driven and Embedded
Continuous Professional Learning and Improvement
Designing PD that Builds Organizational and Professional Capacity for Continuous Learning and Improvement

• Led, supported, and sustained by program administrators and supervisors for continuous learning and improvement

• Focused simultaneously on knowledge acquisition and change

• Embedded within the program and the daily work

• Routine – frequent and sustained

• Within Community and Collaborative to facilitate individual capacity and galvanize collective responsibility

Designing PD that Builds Organizational and Professional Capacity for Continuous Learning and Improvement

• Relationship-based to build trust, openness to change, respect

• Structured by content, evidence, and protocols to ensure focused, informed, and targeted discourse and examination of practice, and collaborative planning for changes

• Inquiry-based for the co-de- and re-construction of knowledge, and for evoking and strengthening motivation and self-efficacy for change

• Iterative to the content-focus and learning experiences based on knowledge acquisition, practice changes, and collective capacity
Models Designed to Build Organizational and Professional Capacity for Continuous Learning and Improvement

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<tr>
<th>Model Purveyors</th>
<th>Current PD Mindset, Methods, and Practices</th>
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<tbody>
<tr>
<td>Programs’ organizational conditions managed to ensure individuals’ participation</td>
<td>PD providers independently operate and make decisions about fidelity in isolation</td>
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| Models | Routines of the model are fit to the program to ensure feasibility, effectiveness, and sustainability by leaders | PD providers are placed in a community of practice to support their fidelity, effectiveness, & continuous learning. | Learning and change is assessed formatively and used to iterate the content and design of learning opportunities |

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<thead>
<tr>
<th>Coaches</th>
<th>Current PD Mindset, Methods, and Practices</th>
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<tbody>
<tr>
<td>Providing or delivering professional development to build the capacity of an individual</td>
<td>One time or series trainings or short duration strategies to support change in practice</td>
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<tr>
<th>Coaches</th>
<th>Transformation to Facilitating Professional Learning and Organizational Capacity for Continuous Learning and Improvement</th>
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<tbody>
<tr>
<td>Facilitate learning and build organizational capacity for effective teaching</td>
<td>Learning opportunities are embedded in the work, collaborative, structured, and iterated overtime</td>
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## Coaches’ Transformation

<table>
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<tr>
<th>FROM</th>
<th>TO</th>
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<tr>
<td>Designing training for declarative or procedural knowledge development</td>
<td>Designing instruction and learning opportunities to advance a mental model</td>
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<tr>
<td>Learning objectives focus on transmitting and entraining of concepts</td>
<td>Learning objectives tee up concepts as a prelude to enactment and examination to promote conceptualization over time</td>
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<tr>
<td>Using interactive activities to explore the content/practice/procedures at single points in time</td>
<td>Facilitating observation, reflection, analysis and ownership of learning and improvement through embedded cycles of inquiry</td>
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<tr>
<td>Training is evaluated for satisfaction and to refine the content and presentation for the next cohort</td>
<td>Learning is assessed and reflected on to determine the coherence of knowledge being acquired, then used to iterate the next learning opportunity for this group.</td>
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<tr>
<td>Relationship, trust, and rapport are primary supports</td>
<td>Relationship supports AND instructional supports (i.e. scaffolding) are necessary</td>
</tr>
<tr>
<td>Implementation Fidelity = procedural alignment or compliance to the methods</td>
<td>Design Fidelity = procedural alignment or compliance to the methods AND collective conceptualization and iteration</td>
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## Supports for PD Provider Fidelity and Effectiveness

**Induction Phase:** Understanding the rationale, mindset, methods, and practices of the PD model

- Theories of challenge and change
- Frameworks for leader and teacher practice
- Tools and strategies for assessing knowledge and practice and tracking learning and change over time
- Coach Practice protocols
- Coach Reflection protocols

**Exploration and Relationship Building Phase:** Learning about and getting to know the organizations and their communities of learners
Supports for PD Provider Fidelity and Effectiveness

Ongoing Support: Ensuring coach fidelity, effectiveness, and continuous learning and improvement

- Continuing knowledge acquisition on “emerging topics”
- Examination of practice using “reflective practice group”
- Examination of evidence of organizational and professional learning and change
- Co-construction and iteration of learning objectives, content, and experiences based on data and coaches’ discourse
- Field observation and reflective supervision

Ounce PDI: Teacher Learning Cycle

Engagement in Four Learning Contexts

- Knowledge development towards coherent conceptualization of practice
- Systematic transfer of knowledge into practice
- Support to transition to lesson planning for Ambitious Interactions and Instruction
- Reflection, examination of practice, and collaborative planning for improvement

- Includes a 2nd Coaching Cycle and Lesson Planning Meeting following the RPG,
- Occurs in a compressed timeframe (approximately 60 Days) and is repeated,
- Prepares the Supervisor to take over facilitation of the routines and practices – supervisors first observe, then co-facilitate, then facilitates and sustains overtime
**Ounce PDI: Leader Learning Cycle**

**Engagement in Four Learning Contexts**

- **Knowledge development towards coherent conceptualization of practice**
  - Training

- **Systematic transfer of knowledge into center systems and practices**
  - Leadership Team Consultation

- **Reflection on and planning for Teacher Learning Cycle and systematic transfer of knowledge into supervisory practices**
  - Direct Supervisor Consultation

- **Reflection, examination of practice, and collaborative planning for improvement**
  - Reflective Practice Group
The Five Essentials Support Organizational Framework for Continuous Learning and Improvement


Leadership Interactions that Support Organizational and Professional Capacity Building

Analyze Data

Frame/Reframe Key Issues and Questions

Inclusive, Exploration, Inquiry, and Decision-Making Cycle

Carry Out Strategies, Collect Data, Recycle

Develop and Tune Action Plan

Investigate Literature, field Expertise and Reframe Questions
Leader Voices:
Problem-Solving Inclusively
to Make Time for Collaboration

“We are challenged. How do we gain time for teacher learning? Now we know we must solve that together with the staff.”

Leader Voices:
Relationship-Based and Inquiry-Based

“I’ve learned new phrases that help me start a dialogue with staff about issues that arise... Now, we understand why the Coaches use the specific language they use and we can see the benefits of that language. It creates an atmosphere of respect, collaboration, and learning for all that are involved.”
Leader Voices: Relationship-Based and Inquiry-Based

“I know that it will take some time before I fully apply (what I learned) to my supervisory dialogue and feedback. I know I don’t use it all the time but when I do, it works. The Teachers open up and talk about what is happening and how it can be better.”

Leader Voices: Within Community and Collaborative

“They handle themselves and each other more professionally and respectfully. They are accepting of new knowledge and change. Teachers can get entrenched sometimes and I was apprehensive at the start about that, but I see them changing and growing and looking forward to meeting with the coaches and with each other and asking for materials and information.”
BUILD A LEARNING ORGANIZATION

“The organizations that will truly excel in the future will be the organizations that discover how to tap people’s commitment and capacity to learn at all levels in an organization.”

CONTINUOUS QUALITY IMPROVEMENT (CQI) AS A PARALLEL PROCESS

CQI AT ALL LEVELS OF TECHNICAL ASSISTANCE (TA) SYSTEMS
- Direct service practitioners
- Programs and program leaders
- TA supervisors
- Partners, contractors and TA organizations
- State TA system

LEARNING ORGANIZATIONS
- Support personal mastery
- Build a shared vision
- Question mental models
- Build a strong team
- Engage in systems thinking

WHAT ARE YOUR CQI GUIDING PRINCIPLES?
- Our Quality Rating and Improvement System (QRIS) provides relationship-based supports.
- Our QRIS uses research-based practices.
- Our TA professionals use a strengths-based approach.
- We encourage programs to involve key stakeholders in CQI.
- We ensure that programs start with a self-assessment and focus on their experiences prior to sharing external assessments.
- What other CQI guiding principles do you have?
TA PROFESSIONALS ARE STANDARD BEARERS FOR CQI

HOW IS READINESS TO CHANGE RELATED TO IMPLEMENTATION?

- Individual’s readiness to change interacts with the willingness and capacity for organizations or systems.
- To be successful, individuals, programs and systems must ALL be ready to change.
- Proceeding with implementation before there is readiness to change at all levels can be ineffective and expensive.
THE STAGE OF CHANGE APPROACH

• Precontemplation
• Contemplation
• Preparation
• Action
• Maintenance


FIT AND FEASIBILITY CHECKLIST

☑ Direct Service Practitioners
☑ TA Professionals
☑ TA Organizations and TA Supervisors
☑ State TA Systems
FIT AND FEASIBILITY CHECKLIST
FOR DIRECT SERVICE PRACTITIONERS

<table>
<thead>
<tr>
<th>Have your practitioners ...</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
<th>Comments</th>
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<tr>
<td>Been involved in planning the TA system?</td>
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<td>Indicated that they are motivated to receive TA, at both the leadership and line staff levels?</td>
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<tr>
<td>Identified a liaison to work with the TA professional(s)?</td>
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<td>Identified how they will have time to follow-up on new approaches presented by the TA professional(s)?</td>
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<tr>
<td>Created, or are willing to create, a program improvement plan?</td>
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<tr>
<td>Created, or are willing to create, individual professional development plans that incorporate TA suggestions?</td>
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<tr>
<td>Received training in use of the assessment tools that will be used (e.g., Classroom)</td>
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INDICATORS OF AN EFFECTIVE TA ORGANIZATION

AN EFFECTIVE TA ORGANIZATION ...

• Uses common terminology and evidence-based practices and models.
• Identifies measurable goals and desired outcomes.
• Matches TA strategies to goals and desired outcomes.
• Identifies sequences for TA.
• Provides its TA professionals with training and ongoing support.
• Contributes to an aligned, cross-sector system by participating in efforts to:
  – Map TA initiatives;
  – Examine TA accessibility; and
  – Develop a coordinated data system that informs CQI.
CHECKLIST FOR EFFECTIVE TA SUPERVISION

An effective TA supervisor ...

- Supports TA professionals in fidelity to TA model.
- Offers a variety of opportunities for support (e.g., phone calls, emails, or meetings).
- Provides observations and feedback.
- Provides opportunities for ongoing reflection (e.g., peer consultation and Communities of Practice).
- Uses technology to supplement training/support.
- Provides time for self-reflection and identification of professional growth strategies.

Delaware Technical Assistance

Eligibility and Access for QRIS:

- Stars General TA
- Star Plus Intensive TA
- Specialty TA
Delaware Technical Assistance

- Staffing across three organizations – University of Delaware, Easter Seals and Children & Families First
- Qualifications – minimum of BA in early care and education and 3-5 years experience in early care and education
- Caseloads – 30 programs for Generalists; 10-14 for Stars Plus; and none for Specialists

Delaware Technical Assistance

- Professional Development required to complete an initial 25 hour Relationship-Based Adult Learning; agency orientation; orientation to the early childhood system in Delaware; and Building on Quality
Delaware Technical Assistance

• TA Assignments are made based on:
  – Program enrollment
  – Type of program
  – Program size
  – Population served
  – Geography
  – Star level
  – Strength of TA
  – Screening for Conflict of Interest

Delaware Technical Assistance

• TA Process
  – On-boarding
  – Letter of Expectations
  – Quality Improvement Plan
  – Action Plan
  – On-site Visits
  – Communities of Practice for Stars Plus Programs
  – Data Collection
Delaware Technical Assistance

- Progress Evaluation:
  - Standards met
  - Work plan
  - Set Goals and send follow up report after each visit
  - Quality Improvement Plan revisions
  - Interim Communication via email or phone

Delaware Technical Assistance

- CQI:
  - Assessor feedback to TA
  - Professional Development Instructor is quality assured, meeting specific competencies
  - State partnership between DE Stars and the Office of Child Care Licensing, CACFP, POC and ECMH
  - Community Partnership between DE Stars and Nemours Health & Prevention Services, DAEYC, Easter Seals and Children and Families First
Delaware Technical Assistance

• Assessment – Environment Rating Scales
  – Utilize CQI strategy
  – Conduct Practice Assessment
  – Monitor progress and prepare for verification
  – Repeat practice assessment as move up each Star level
  – Create a plan from assessor feedback based on items not met
  – STRENGTH-BASED APPROACH

Delaware Technical Assistance

• Future CQI Plans:
  – Create a culture and value system around CQI
  – Convene an All Staff Meeting in September to begin the culture shift among TAs and Assessors
North Carolina
Engaging Programs in Continuous Quality Improvement

North Carolina’s Technical Assistance System

- Who is eligible?
  - All regulated child care sites
    - Child Care Centers
    - Family Child Care Homes
    - Pre-K Programs
    - Head Start Programs
    - After-school Programs
    - Religious Sponsored
Who Provides Technical Assistance in North Carolina?

TA System Staffing

- **Qualifications** –
  - Basic expectations are Bachelors in ECE/CD or related field
  - Experience in early childhood
- **Specialized Qualifications for Some**–
  - PITC
  - CSEFEL
- **On the Horizon**
  - Certification
  - Endorsement
How Do Programs Access TA?

- How programs access depends upon need:
  - Low scores on ERS
  - Non-compliance or observations during a licensing visit
  - Self identified
  - As part of a grant program

Examples:
- Center struggling with low scores related to hand washing might contact a health consultant for TA
- During a visit a licensing staff might suggest a call to a local infant/toddler specialist based on interactions observed
- Mailing related to grant may go to all programs of a specific type such as all 1 and 2 star programs

Ongoing Process for TA

- Typically for R&R TA there is a contract in place
- Number of visits will vary based on identified needs
- Strengths and weaknesses identified using various tools
  - ERS, POEMS, CLASS, ELLCO, IOP, Self-assessment, TA Observations
  - Tool that is used helps shape the process, but isn’t the end product
- Progress is evaluated based on the Quality Improvement Plan (QUIP) that is developed
What Kinds of TA are Provided?

• Short-term incident specific - Non compliance identified by the state
• Long-term with specific goal in mind – accreditation, improved literacy strategies, initial licensing, achieving or maintaining a rated license.
• Any TA must be based on an agreement between the TA specialist and the provider that outlines what each is committed to doing.

Example of Typical TA Process

• Teacher overwhelmed by a child with challenging behaviors. Director contacts R and R agency and describes the issue
• Based on this identified issue, center assigned to Healthy Social Behavior Specialist (HSB)
• Initial visit made – HSB observes in the classroom, talks with teacher and talks with director separately
• Various tools could be used during the visit (Inventory of Practices typically for HSB)
• QUIP developed with the staff and HSB collaboratively based on observations and strengths and weaknesses identified
• Work on pieces, not all at once
• Can be weekly or bi-monthly visits that include observing, modeling, training, intervening, providing resources
• Regular review with staff to see if progress has been made, changes needed, items accomplished and all noted on IOP tool
• TA is closed in a variety of ways –
  – All items targeted for change have been accomplished (based on self-assessment, observation by specialist, or post-assessment)
  – Goal is reached (i.e. certain star level earned or maintained)
  – At provider’s request
  – Lack of forward movement/cooperation
How is Success Defined?

- **Data:**
  - # of children in higher quality as measured by stars
  - # of teachers with increased education
  - # of programs that earn higher stars
  - Post TA scores on assessment tools (not necessarily tied to a rated license)

- **Surveys:**
  - Of teachers
  - Of directors

North Carolina’s TQRIS is mandatory and market driven – but more highly educated staff means that the TQRIS is driven by knowledge of quality. ‘Quality for a Day’ can’t be maintained for years. Because CQI isn’t mandated in QRIS, providers access it because of self-motivation, not because required.

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**Wrap Up**
Plan of Action

Continuous Quality Improvement - Learning Table Work Plan Template

Present work (as invited) on one of the following topics:
- how to make strategic use of your fiscal resources to support CQI,
- how to develop a strategy to ensure research is informing your CQI practice,
- how to collect data and measure the CQI portion of your work with programs,
- what your plan is to incorporate CQI into your work.

Review your Continuous Quality Improvement – Learning Table Work Plan Template to reflect on the work of your state team.
Follow up Technical Assistance is available by contacting your state’s Technical Assistance Specialist.

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Thank You

NCCCOI does not endorse any non-Federal organization, publication, or resource.

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