



Building Internal Capacity

Targeting Site Leadership to Promote
Reflective Continuous Quality Improvement

BUILD QRIS National Meeting
San Diego CA,
July 17, 2018



Panel Presenters

Hannah Goble, Early Learning Coalition of Hillsborough County, Tampa, FL

Krista Murphy, QualityStart OC, Orange County Department of Education (CA)

Robyn Lopez Melton, Spark, Center on Early Learning, Western Oregon University

Schellee Rocher, Child 360, Los Angeles, CA

Sloane Burt, Ventura County Rising Stars, Ventura County Office of Education (CA)

Stacey Francois, Early Learning Coalition of Hillsborough County, Tampa, FL



Agenda

10:30 - 11:20

Panel Presentations

11:20- 11:40

Panelist Breakouts: Interactive Dialogue Round One

11:40 - 12:00

Panelist Breakouts: Interactive Dialogue Round Two

Reflective Practice

- A process of reflecting on one's own knowledge, skills and beliefs
- Identifying your strengths and enhancing what you are already doing
- Closer look at your professional practice
- Concerned with self development
 - Future goals for professional development
 - How you think and feel about your practice in the present
 - How you think and feel about your practice from the past

Changing Beliefs & Attitudes

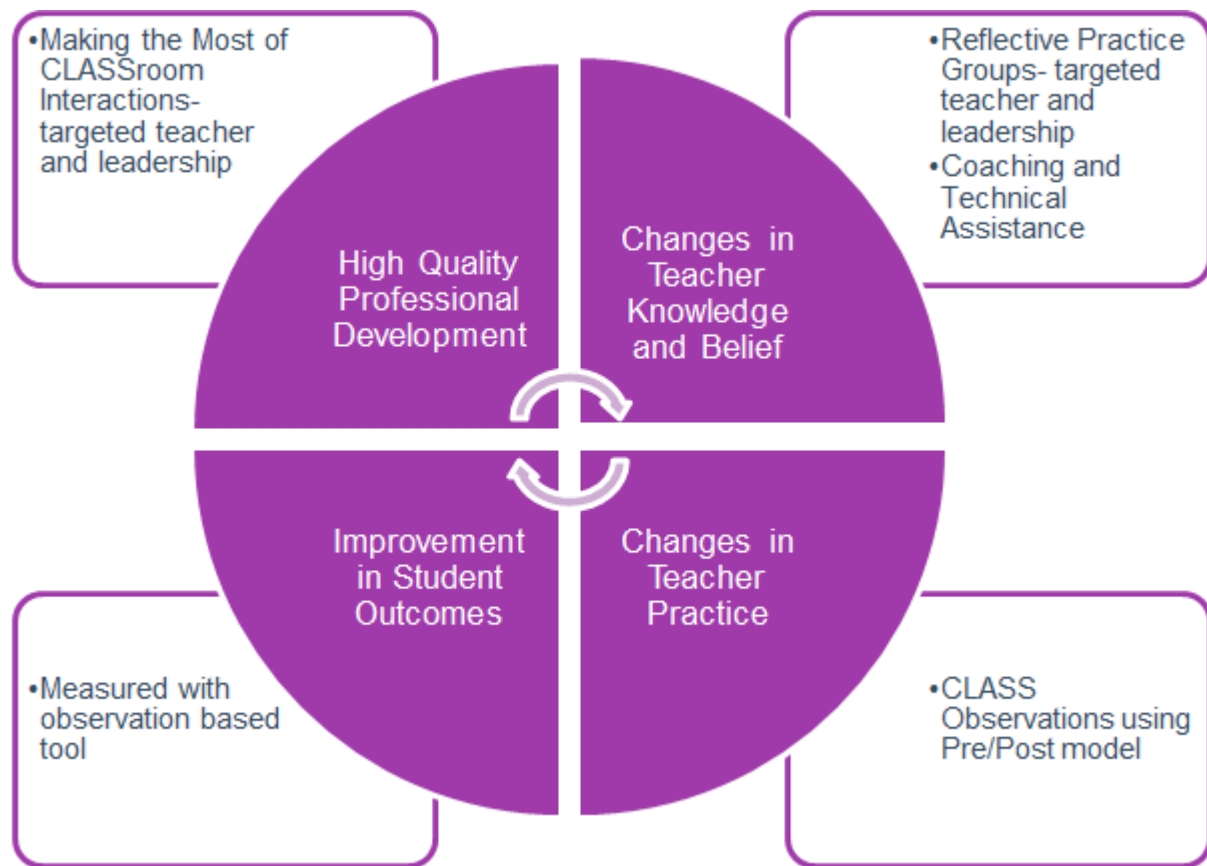
Identify
What

To answer, “So
what?”

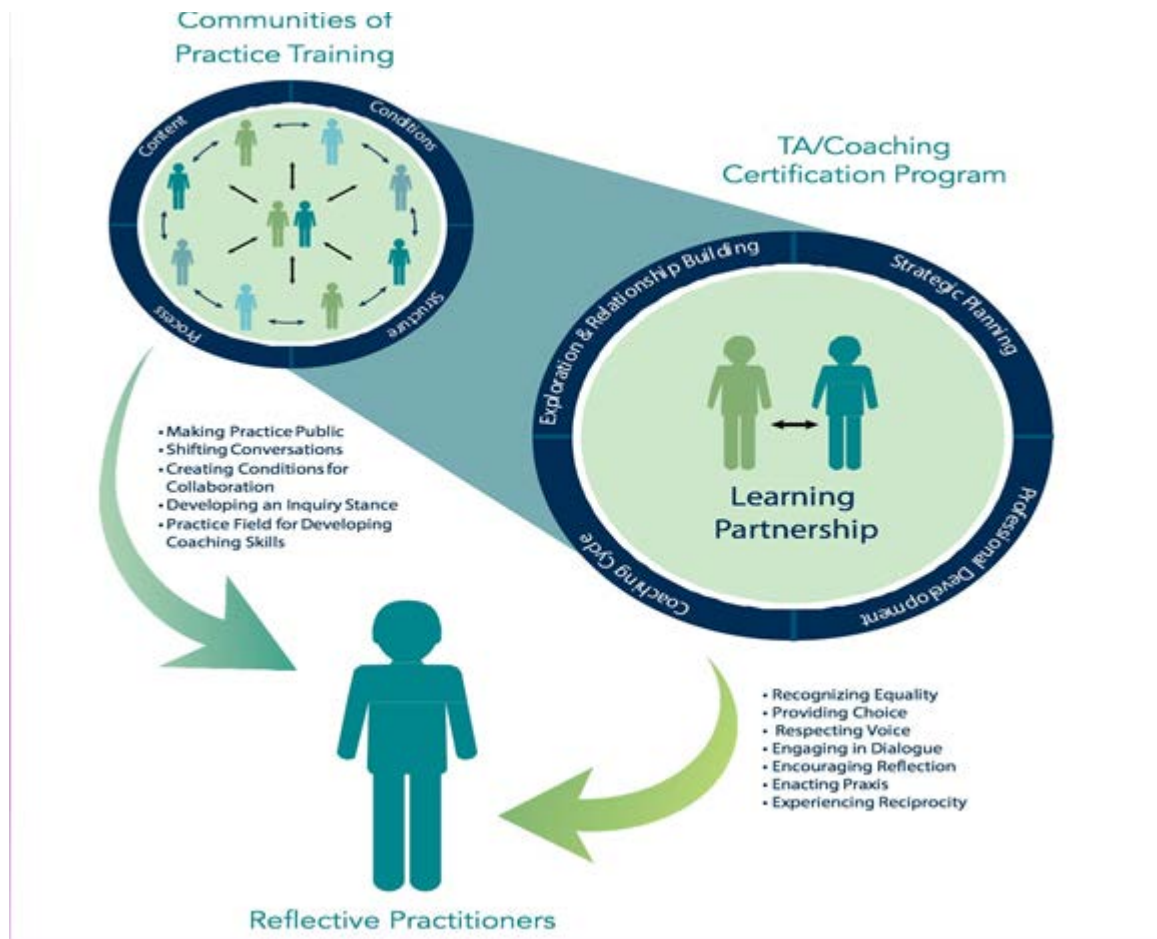
To develop, “Now
what?”



Adopted from
Lastinger Center
for Learning
Professional
Development
Model



UF Lastinger Center Job-Embedded PD Model for Early Learning Florida





SEFEL Site-wide Implementation: A Crowd -Sourcing Approach

About Orange County

225,000 children aged 0-5

360 early learning sites in QRIS, which includes state preschool, Head Start, family child care, and private programs

QRIS is operated by Orange County Department of Education (OCDE)

SEFEL Teaching Pyramid trainings are offered through OCDE



The SEFEL Dilemma: High Interest, Limited Funding



Cadillac

The Cadillac model: Race to the Top Early Learning Challenge funded one demonstration site: Staff training for teachers and assistants, leadership team included mental health professional, SEFEL certified coach assigned to every classroom. The Cadillac budget did not last long.



The Lyft model: What you need, when you need it. SEFEL modules group trainings offered to free to community, and fee-for-service for site-specific. SEFEL “Going Deeper” trainings offered focused on resources. SEFEL Leadership series and Community of Practice launched to support site-wide implementation



Our Approach

- SEFEL Teaching pyramid modules trainings are open to individuals
- Teams are encouraged but not required to attend together
- Leadership Series/CoP open to directors, administrators, and also teacher -leaders



This series covers the Social and Emotional Foundations for Early Learning (SEFEL) Pyramid Model. This model provides a systematic framework that focuses on promoting social and emotional competence, preventing challenging behaviors and teaching young children the appropriate skills to manage their emotions in social situations.

In this three part module series, participants will gain strategies to support the key elements of the Pyramid Model.

In addition to attending the three part module series, we encourage at least one representative from your agency to participate in our leadership meetings. These meetings are designed to support the implementation and sustainability of the Pyramid Model in your program. Representatives can include directors, coaches and teacher leaders who are concurrently attending the SEFEL Modules or have completed the modules and are committed to social-emotional development.



SEFEL Modules

Module 1a

- Nurturing and Responsive Relationships
- Brain Development
- Impact of Trauma

Module 1b

- High Quality Supportive Environments

Module 2

- Friendship Skills
- Emotional Literacy
- Managing Strong Emotions
- Conflict Resolution

Module 3

- "Challenging Behavior" and the Tier 3 child
- Data Collection
- Intensive Individualized Intervention

Who attends?

Teachers
Instructional Assistants
Support Staff
Administrators

Leadership Meetings

Meeting 1

- Shifting Team Mindset
- Staff Buy-in and Family Involvement

Meeting 2

- Monitoring Implementation and Outcomes
- Inventory of Practice

Meeting 3

- Supporting Intensive Individualized Interventions
- Including your Child Study Team

Meeting 4

- Planning for Sustainability
- Professional Development

Who attends?

Directors, Coaches and Teacher leaders attending the SEFEL Modules, or have previously completed the modules





Outcomes: Participant Testimonials

Video Link Here





Next Steps: SEFEL Leadership CoP





Focused Child Care Networks

Strategy for increasing quality in family child care in Oregon





Focused Networks

- Strategy to support programs serving children furthest from opportunity
- Spark participation required
- .5 FTE Coordinator/Quality Improvement Specialist, usually at CCR&R
- Cohorts -- recommended 12 provider, average closer to 20
- Networks in multiple languages
- 15 funded networks in Oregon
- Operate for 1 year, many extended





Individualized Network Strategies

- CCR&R identifies and recruits participants
- Participants sign agreement
- Coordinator designs participation requirements
- Meetings, trainings and sometimes college classwork in participants language





Benefits to Programs

- Programs receive enhanced supports and incentive dollars
- Programs have more intensive TA than other Spark participants
- Cohort/community of practice benefits
- Access to training and college coursework
- Designed specifically for family child care, not a director/teacher model
Local benefits like gas cards, curriculum purchases





Benefits to System

- Local identification of programs serving families furthest from opportunity
- Training and education opportunities designed to meet specific needs of providers
- Targeted funding tied to targeted gains and improvement
- Increase in overall system participation including licensing





Supporting Sites at the Director Level

Child360 (formerly LAUP) is a non-profit organization committed to supporting quality from every angle. After over a decade of providing both access and quality, we realized the key to success at the site level was to *support leadership*.





Why support leadership?

- Quality goes beyond the classroom and extends to the site level
- Teacher turnover - when they leave, the quality goes with them
- Classroom quality hits a ceiling without Director support
- Lack of training, support and experience at the leadership level



Build a Program Based on a Solid Foundation



Support Directors from Multiple Angles



Develop the Best Team

- Recruit from within
- Look for seasoned professionals; former Directors
- Continually train them
- Shadow them 2-3 times per year



Work *WITH* the Director

- Utilize a strengths-based approach
- Develop a Quality Improvement Plan (QIP) together
- Co-create specific goals
- Offer continual training - ex: Director's Institute



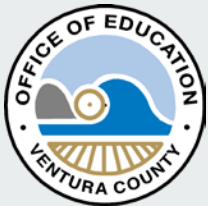


Our Results: A Case Study

- Observed relationships between Coach and Director were positive, reciprocal, and focused on quality improvement
- Sites with the greatest coordination among the Coaching team showed the greatest impact on support to the site, providers, and families
- None of the barriers to change or improvements at the sites appeared to be related to the level of coordination of the Coaching team



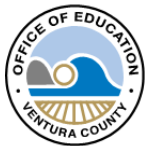
Supporting Private ECE Program Directors New to QRIS with a Professional Learning Community





Acclimating Private Program Directors to QRIS

- Professional Learning Community (PLC) designed to:
 - Familiarize Directors to the QRIS Matrix in a collaborative learning environment
 - Streamline coaching and technical assistance efforts
 - Tailor support to the unique needs of Private ECE Programs as they integrate elements of QRIS into their programs
 - Create a sense of efficacy - Director's role and responsibility with their staff





Implementation of the PLC – Year 1

- Built on the School Reform Initiative – Community Agreements to set norms and build relationships
- Introduction and familiarization to QRIS tools and the rating process:
 - Training on tools such as DRDP, CLASS, ASQ, and ERS
 - Discussion of process and procedures for utilizing the tools
 - Planning to support their teachers in becoming familiar with QRIS and receive training
 - Site visits
- Directors shared and processed their successes and challenges





Implementation of the PLC – Year 2

- Focus on the rating process
 - Review Matrix
 - Discuss assessments and file review process
 - Create timeline – Backwards mapping
 - Encourage director (and their staff) to obtain 21 hours of Professional Development
- Site visits woven in to support PLC meetings
 - Provide onsite support to director and staff
 - Observations for CLASS



Benefits of the PLC



“It has been a great opportunity to be part of a group of private providers to meet and discuss quality improvement tools that [our] staff hasn’t had much access to before.”

“The QRIS PLC has supported my center in giving the administration and staff a guideline on how a quality program should be performing and running.”

“A nice forum for conversation.”

“The QRIS PLC has helped me learn how to make [my preschool] even better... The changes in our program have made a positive impact on myself as a director and lead teacher. I have been more than happy with the results of being part of the QRIS PLC. I highly recommend the QRIS program to any director who desires to work with a knowledgeable and professional community...”



Future Supports for QRIS Directors/Site Supervisors

- Community of Practice Model for Directors/Site Supervisors of programs rated a 4 or 5
 - Goals: Continue to provide targeted supports; Empower Directors/Site Supervisors to share the information to their staff and support implementation
 - Communities of Practice grouped based on areas of focus per the Quality Improvement Plan or topics of interest





Panelist Breakouts: Interactive Dialogue Round One

Each Panelist will host a discussion to go deeper into their topic.

This is not a presentation, but an opportunity for dialogue:

What questions do you have?

Are you doing something similar in your state?

After hearing the presentations, what next steps are you considering?



Panelist Breakouts: Interactive Dialogue Round Two

Each Panelist will host a discussion to go deeper into their topic.

This is not a presentation, but an opportunity for dialogue:

What questions do you have?

Are you doing something similar in your state?

After hearing the presentations, what next steps are you considering?



Thank you! Contact Us at:

Hannah Goble - hgoble@elchc.org

Krista Murphy - kmurphy@ocde.us

Robyn Lopez Melton - meltonr@wou.edu

Schellee Rocher - srocher@child360.org

Sloane Burt - sburt@vcoe.org

Stacey Francois - sfrancois@elchc.org