

## CQI Component Categories

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

### What does a program leader do?

Leadership Essentials

----- Administrative Leadership -----

----- Pedagogical Leadership -----

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