

What are some elements of a quality program?

Write ideas on the chart paper provided.



Keystone STARS 102

Elements of Assessing and Building Quality

Course Objectives

Identify and implement:

- Continuous Quality Improvement
- The Pennsylvania Core Knowledge and Competencies/Pennsylvania Big Ideas Framework
- PA Early Learning Standards
- Caring for Our Children Basics
- Assessment Tools that Support Program Quality
- Interactions with Children and Families

Principle Elements of Quality

- Highly skilled providers
- Age-appropriate curricula and stimulating materials in a safe physical setting
- A language-rich environment
- Warm, responsive interactions
- High and consistent levels of child participation



Continuous Quality Improvement (CQI)

**“Change that lasts is slow
and gradual.”**

Kaizen

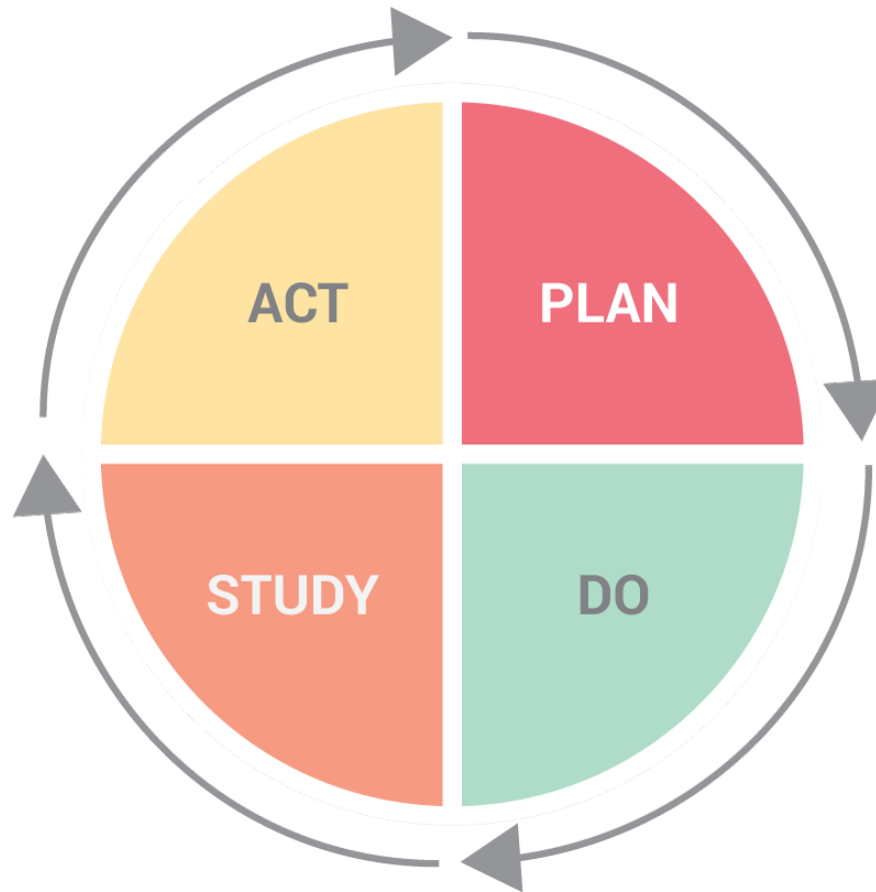
Continuous Quality Improvement (CQI)

Process to ensure your program is systematically and intentionally improving services and increasing positive outcomes for children and families

CQI

- Internal “owning” of a process
- Meeting externally applied regulations and standards via internal change
- Participant driven & data-driven
- Proactive
- Ongoing process
- A cyclical, process.
- Plan, Do, Study, Act

Continuous Quality Improvement Cycle



Continuous Quality Improvement Cycle PLAN

What is working well?

Can it be improved?

What are the challenges?

What are the data and other sources of evidence telling us could be improved?

Continuous Quality Improvement Cycle

PLAN

What does the research say about new innovations that might be important to consider?

What do we want to change?

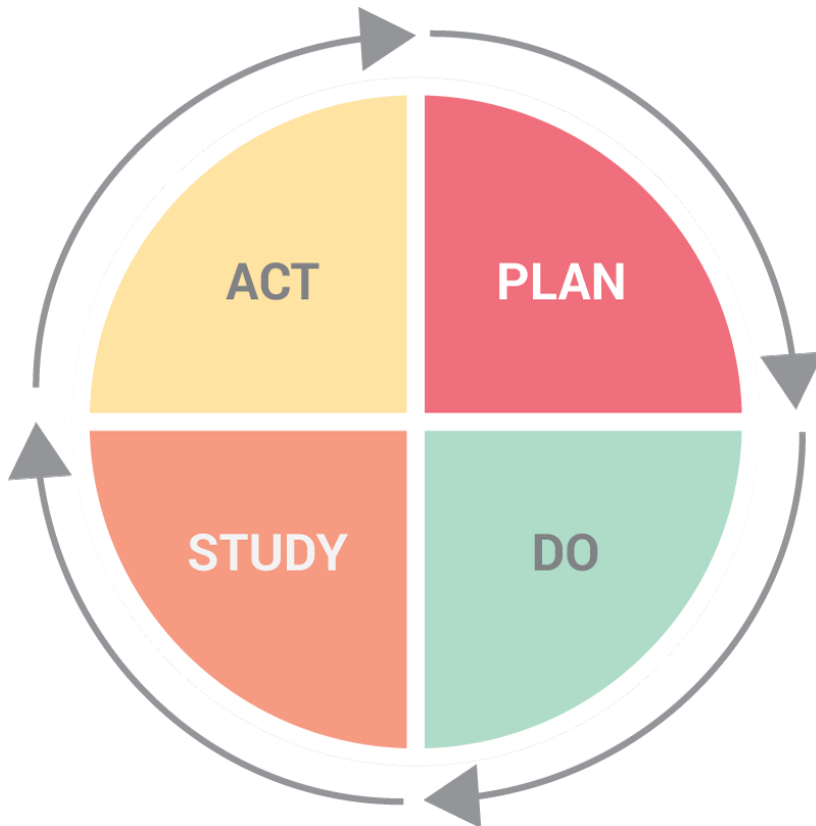
What is the current process for improving our results?

How will we know if our plan is successful?

Essential Elements of CQI Plan

- Goal statement
- Defined and measurable objectives
- Sources of evidence
- Alignment of objectives with a quality standard
- Action steps including who is responsible
- Resources and supports needed
- Time period for goal completion

Continuous Quality Improvement Cycle



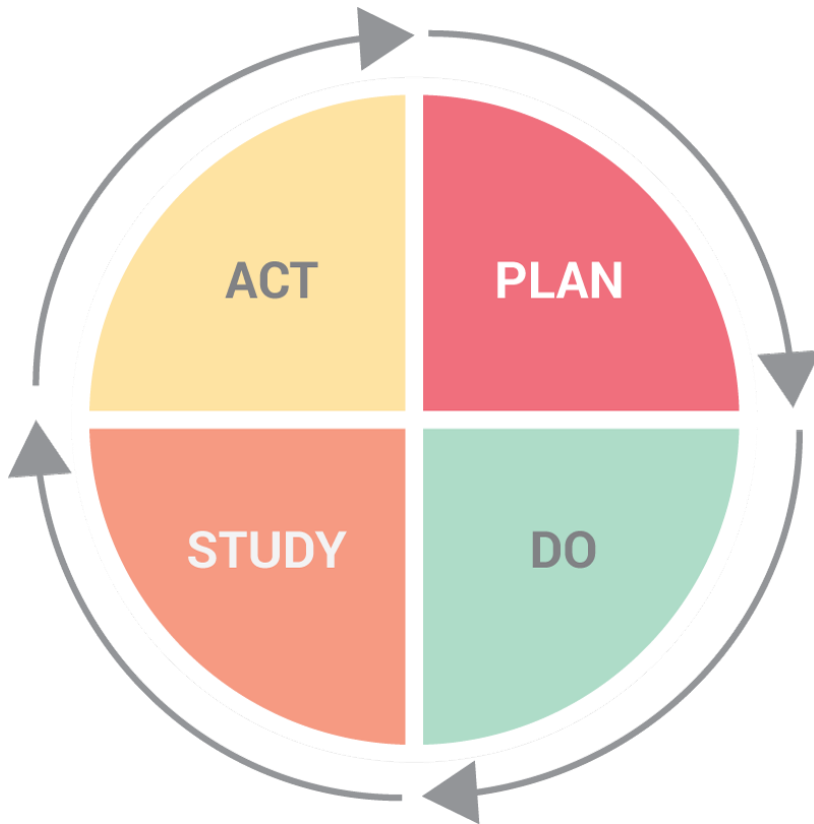
Do

What do we want to have happen?

What changes need to be made?

How will we know if our plan was successful?

Continuous Quality Improvement Cycle



Study

How is the process working?

Was our plan successful?

What still needs improvement?

Are there mid course adjustments needed?

Continuous Quality Improvement Cycle



Act

Incorporate changes, improvements and adjustments

Write/revise policies and procedures that support the changes

Develop strategies to embed the improvements into operations

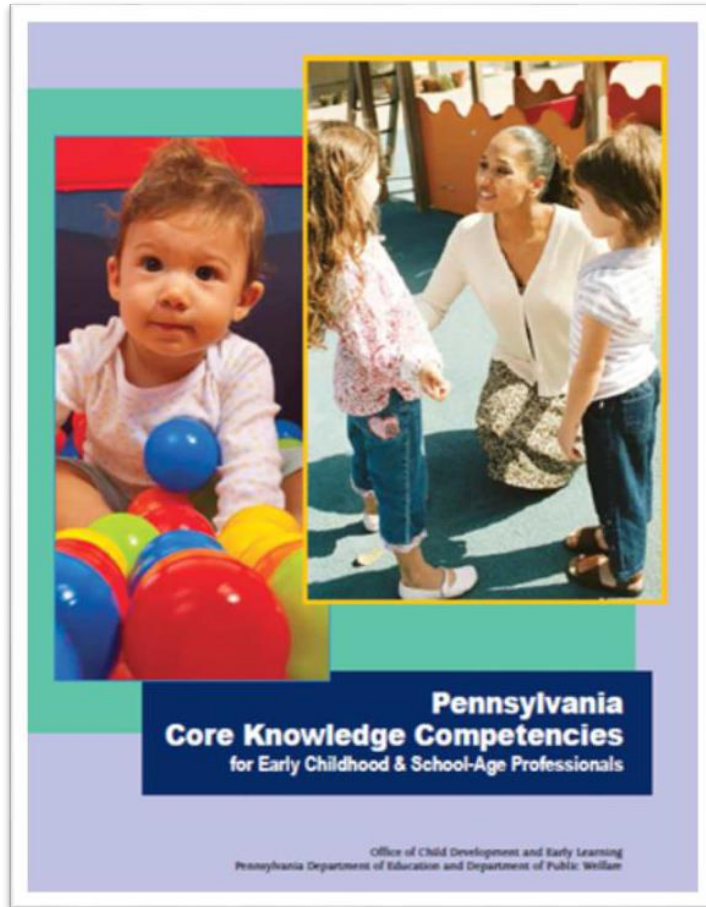
Celebrate successes and begin again

Reflection Activity

- What do you want to achieve in your program?
- Write down some key words which describe your vision
- How do you share this across the team?
- How do you put plans into action?



The Pennsylvania Core Knowledge Competencies (CKC)



Pennsylvania Core Knowledge Competencies for Early Care and School Age Professionals

January 2014
Updated August, 2016

CKC Overview

CKC has two purposes

- Create language to describe what EC and SAC field should know and be able to do
- Guide the development of Professional Development to support ECE and SAC Field

CKC Overview

For all ECE & SAC professionals

- Teachers
- Directors/Administrators
- Family Child Care Providers



8 Knowledge Areas

1. Child Growth & Development
2. Curriculum and Learning Experiences
3. Families, Schools and Community Collaboration and Partnerships
4. Assessment
5. Communication
6. Professionalism and Leadership
7. Health, Safety & Nutrition
8. Program Organization and Administration

Competency Groups

Child Growth & Development (K1)

Curriculum and Learning Experiences (K2)

Learning Environment
Curriculum
Instruction

Families, Schools and Community Collaboration and Partnerships (K3)

Assessment (K4)

Comprehensive Assessment system
Child Assessment
Observation, Reporting, and
Documentation

Communication (K5)

Professionalism and Leadership (K6)

Professionalism
Ethics
Advocacy and Leadership

Health, Safety and Nutrition (K7)

Health
Safety,
Nutrition

Program Organization and Administration (K8)

Program Organization and
Administration
Personnel
Technology and Marketing

Other Important CKC Components

- Practitioner and Administrator Competencies
 - Center, FCC, Group Professionals
- Knowledge Area 8 Competencies apply to Staff

CKC Benefits Reflection

What are the benefits of the CKC/BIF for you as a Teacher/Director?

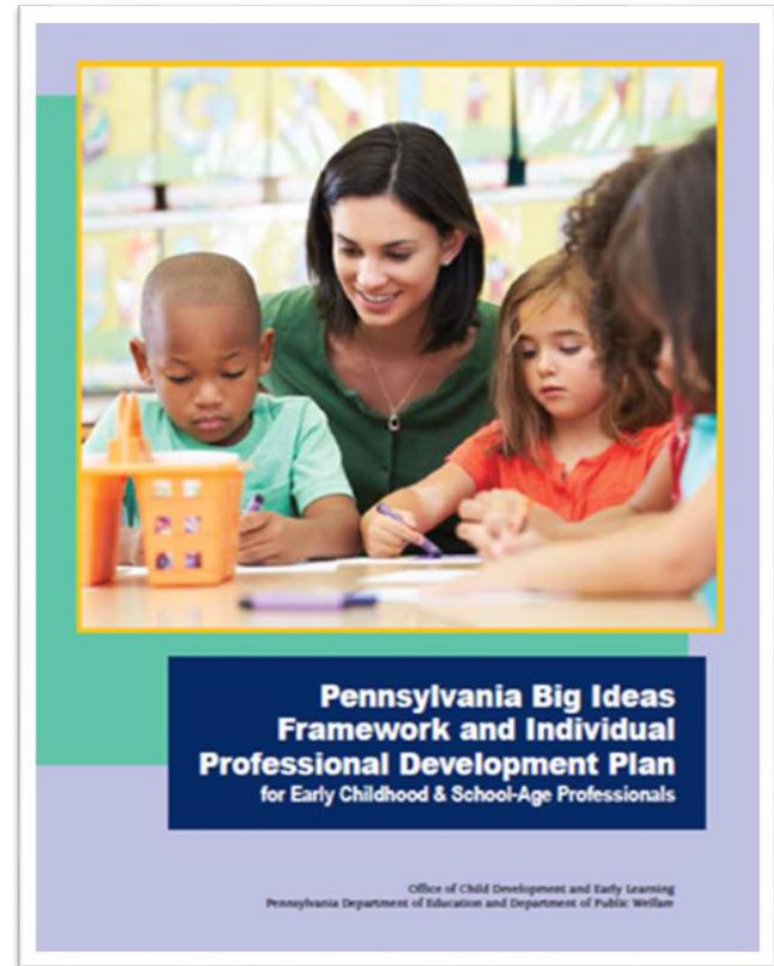


Pennsylvania Big Ideas Framework

Tom Wolf, Governor
Pedro Rivera, Secretary of Education | Teresa D. Miller, Acting Secretary of Human Services



Big Ideas Framework and Individual Professional Development Plan



Big Ideas

Describe the content within each Knowledge Area and categorizes information into key concepts.

Big Ideas

Child Growth and Development (K1)



Big Idea: *“Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences.”*

Beginning Knowledge

Implements Knowledge/Content

Analyzes/Evaluates Content

Teaches/Instructs Others on Content

Identified Professional Development Need

In the first row enter the assessment date and check (✓) each Essential Question for which you wish to seek professional development.

Essential Questions

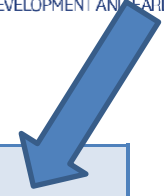
- Linked to Big Ideas
- Starting Point
- Levels of Understanding
- Competency Statements
- Assess Knowledge
- Priority

Essential Questions

ESSENTIAL QUESTIONS FOR DISCUSSION:

1. To what degree can I name, describe, and compare the theories and domains of child development and the importance of brain development in young children?
2. What is my knowledge of how children develop in constantly changing environments?
3. What is my awareness of the role that home culture has on children's behavior and development?

Big Ideas Competency Crosswalk



Knowledge Area	Big Idea	Question #	Competency
Curriculum and Learning Experiences (K2)	<i>“Learning environments should be designed and modified to support children’s individual needs and interests.”</i>	1	K2.1, K2.2, K2.3, K2.4
		2	K2.1, K2.2, K2.3, K2.4, K2.9, K2.10, K2.12
		3	K2.4, K2.9, K2.10, K2.11, K2.15
		4	D2.1, D2.2, D2.4
		5	D2.3
	<i>“PA Learning Standards and its guiding principles are the foundation for teachers’ development of curriculum and instruction that is developmentally, culturally, and linguistically appropriate.”</i>	1	K2.5, K2.6, K2.15
		2	K2.7, K2.9, K2.12
		3	K2.10, K2.11
		4	K2.3, K2.13, K2.15
		5	K2.8, K2.12
		6	K2.14
		7	K2.16
		8	D2.5, D2.6, D2.14, D2.15, D2.16
		9	D.2.8, D2.10, D2.11, D2.13
		10	D2.7, D2.9, D2.10, D2.12, D2.14

Self-Assessment and Individual Professional Development Plan

- Identifies professional development priorities
- Summarizes the decisions made related to professional development goals
- Based on Big Ideas and Essential Questions
- Annual professional development plan

Self-Assessment and Individual Professional Development Plan

- Answer questions
- Dynamic
- Identify needed PD

Self-Assessment and Individual Professional Development Plan

Individual Professional Development Plan and Reflection

FIRST NAME:

LAST NAME:

DATE PLAN CREATED:

CORE KNOWLEDGE COMPETENCIES			
Knowledge Area	Essential Question	Level	Credit hours

PROGRAM CORE AND SUPPORT COURSE CATALOG		
Selected courses for professional development	Type	Credit hours

OTHER PROFESSIONAL DEVELOPMENT				
Professional Development Activity		Institution	Type	Credit hours
Knowledge Area(s)	Title (Start Date - End Date)	Institution/Organization	Type of Activity	<hh>mm> hours (Type of Credit)

Director Signature:

Staff Signature(s):

Name

Date

Name

Date

Reflection:

As a result of the professional development taken, describe what new knowledge and/or skills you have acquired that have influenced a change in your practice (e.g. new strategies used, changes to classroom, etc.). What was meaningful enough to you to make a difference in your practice? Describe what else you would like to know.



My Courses Are Not Available In PD Registry. Now What?

Director or Regional Key

- Course offered in another region
- Community setting
- Offered soon



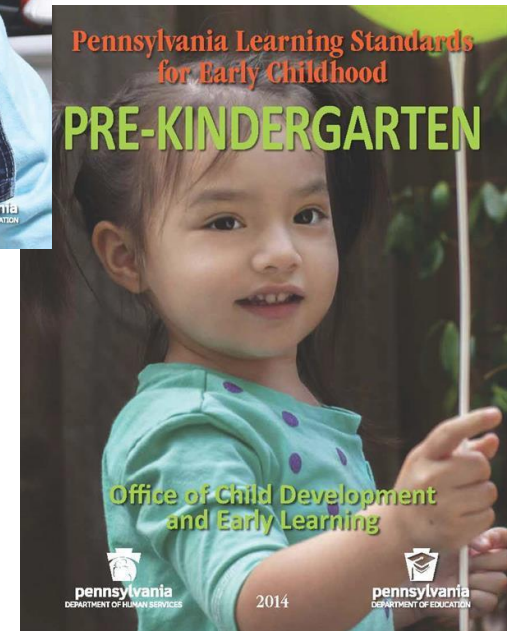
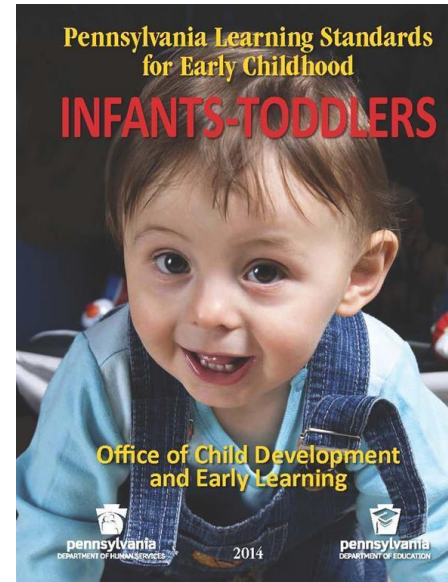


PA Early Learning Standards



Learning Standards

- A marker of high quality program implementation
- Consistency of information across program settings



Learning Standards

- A resource for developmentally appropriate expectations for all children
- A framework from which to develop intentionality of lesson/activity/experience planning

Learning Standards

- A common ground to measure outcomes, both programmatic and child-focused
- Validation and professionalism of early childhood professional's work

Learning Standards

- Support teachers' and parents' successful understanding of child development and classroom practice

Why Standards

- Standards guide the intentional instruction of ALL young children in ALL learning settings
- Standards inform teachers and administrators about curriculum and assessment and guide the selection of materials and design of instruction

Age Groupings

- Infant Birth – 12 months
- Young Toddler 9 – 27 months
- Older Toddler 24 – 36 months
- Pre-Kindergarten 3 - 5 years (60 months)
- Kindergarten 5 years of age (by Sept. 1)

Key Learning Area Names

- Approaches to Learning through Play
- Language & Literacy Development
- Mathematical Thinking & Expression
- Scientific Thinking & Technology
- Social Studies Thinking
- Creative Thinking & General Knowledge
- Health, Wellness & Physical Development
- Social & Emotional Development
- Partnerships for Learning

Tag Lines

Approaches To Learning

~ Constructing, Organizing & Applying Knowledge

Language & Literacy Development

~ English Language Arts

Mathematical Thinking & Expression

~ Exploring, Processing & Problem Solving

Scientific Thinking & Technology

~ Exploring, Scientific Inquiry and Discovery

Social Studies Thinking

~ Connecting to Communities

Creative Thinking & Expression

~ Communicating through the Arts

Health, Wellness & Physical Development

~ Learning About my Body

Social and Emotional Development

~ Student Interpersonal Skills

Partnerships for Learning

~ Families, Early Care and Education Programs and Communities

Approaches to Learning Through Play (Key Area)

Constructing, Organizing and Applying Knowledge (Tag Line)




AL.1 Constructing and Gathering Knowledge		
<p>Big Ideas: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.</p> <p>Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?</p>		
Standard	Concepts and Competencies	Supportive Practices
<p>AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</p> <p>A. Curiosity and Initiative</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Utilize senses to explore and learn from the environment Show interest and interact with others about their work or actions Demonstrate interest in new materials and experiences that are introduced into the classroom Ask questions to understand something (e.g. "How does that work?") Watch others play and ask to join in 	<p>The adult will:</p> <ul style="list-style-type: none"> Stimulate children's curiosity through use of "provocation" strategies when introducing new topics or ideas (e.g. ask children to guess what might be inside a box or bag, place new materials in sensory table and encourage exploration, ask "I wonder" questions) Provide real objects that can be manipulated or explored to understand a concept Respond to children's questions with explanations that help them to understand Encourage children to research answers to questions through books and other media Regularly rotate classroom materials and formally introduce new objects and activities into the classroom by showing excitement (e.g. "Look what I brought for us to do today!")

Glossary

- Key terminology linked to the standards, big ideas, concepts and competencies in a specific content area and grade level
- Placed at **end** of the key learning area section

Resources

- Placed at end of each Standards book
- Categorized by Key Learning Area
- Selectively chosen



**Using Caring for Our Children
Basics (CFOCB) to Support
Practice**

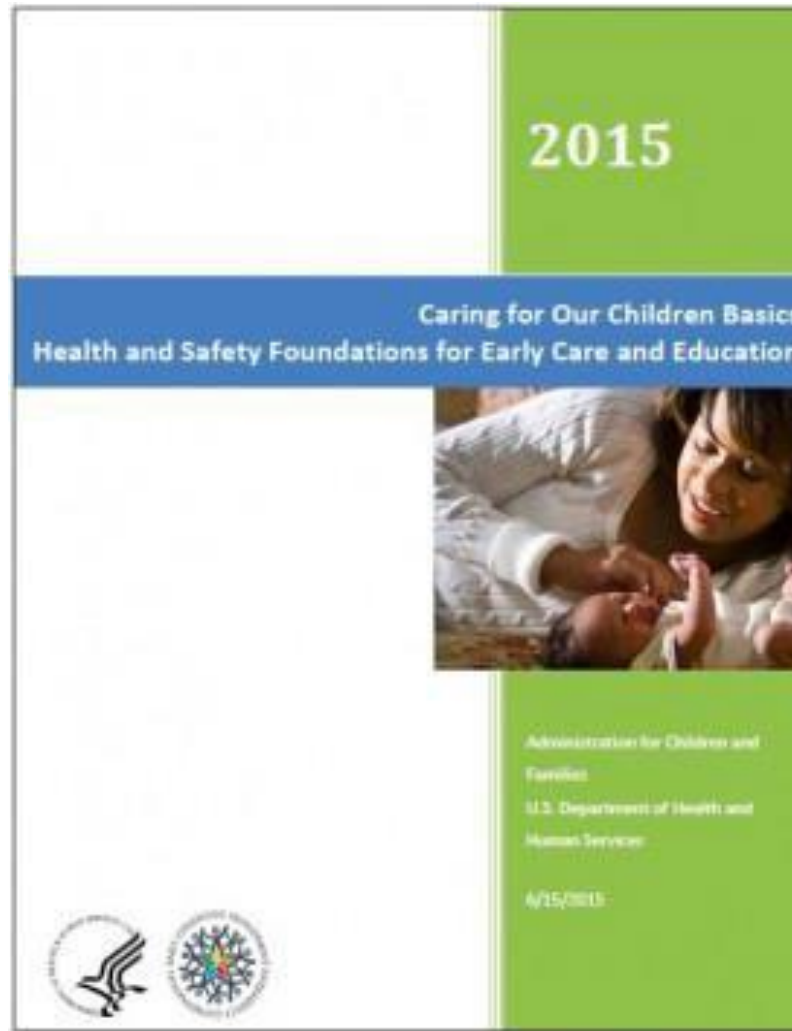
Caring for Our Children Basics

- Provide guidance on **voluntary**, basic, minimum health and safety standards for early care and education programs
- Reduce conflicts and redundancies found in federal program standards that impact early childhood settings

Caring for Our Children Basics

- Enhance state child care licensing practices and Quality Rating Improvement Systems
- Improve efficiencies in monitoring systems
- Create consistent **floor** across Head Start, child care, and pre-K from which programs would aspire/move to higher quality and upon which parents can rely

CFOCB



Domains

- Staffing
- Program Activities for Healthy Development
- Health Promotion and Protection
- Nutrition and Food Service
- Facilities, Supplies, Equipment, Environmental Health
- Play Areas/Playgrounds and Transportation
- Infectious Disease
- Policies

Sample: Infectious Disease

7.2.0.1 Immunization Documentation

- Programs should require that all parents/guardians of enrolled children provide written documentation of receipt of immunizations appropriate for each child's age. Infants, children, and adolescents should be immunized as specified in the “Recommended Immunization Schedules for Persons Aged 0 Through 18 Years,” developed by the Advisory Committee on Immunization Practices of the CDC, American Academy of Pediatrics, and American Academy of Family Physicians.
- Children whose immunizations are not up-to-date or have not been administered according to the recommended schedule should receive the required immunizations, unless contraindicated or for legal exemptions.

Application for Program Improvement

- Program Assessment
- Policy Development
- Parent and Staff Education



Assessment Tools that Support Program Quality

Assessment

What assessment practices
are you currently using
within your programs?

Program Assessment

- A process of clearly articulating the goals and outcomes of a program.
- Information tied to the program's goals serves to document the quality and effectiveness of the program over time.

Program Assessment

- Program assessment can include many methods of data collection, such as:
 - child assessment
 - observations of practice
 - measures of the environment
 - surveys or interviews of teachers or families

Types of Assessment

- Summative
- Formative
- Benchmark
- Screening
- Program

Types of Screenings and Assessment

Summative

- **Makes an overall judgment of progress at the end of a defined period of instruction.**

Formative

- **Used during instruction to provide feedback and adjust ongoing teaching and learning.**

Benchmark

- **Used periodically throughout the year to provide feedback about progression to proficiency.**

Screening

- **Used to determine knowledge, strengths & potential disabilities or special needs of children.**

Observation Tools to Support Assessment

- Program Observation Instruments (POI) are evidence-based, reliable tools used to measure early and school-age care program quality.
- POI can be used to inform decision-making on all or part of a program's services and support program evaluation efforts.

POI - STAR 3 & 4 Center Based Programs

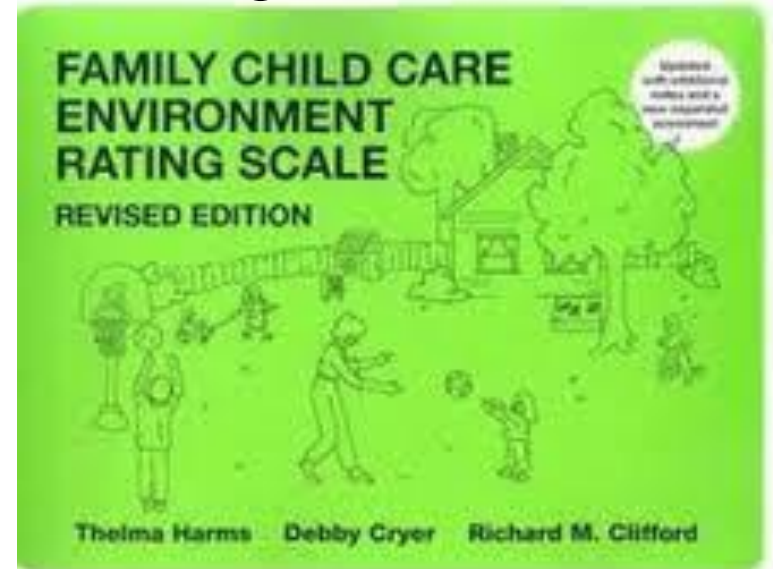
- Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)
- Early Childhood Environment Rating Scale – Third Edition (ECERS-3)
- Infant/Toddler Environment Rating Scale – Revised Edition (ITERS-R)

POI - STAR 3 & 4 Center Based Programs

- Classroom Assessment Scoring System (CLASS)
- Classroom Assessment Scoring System: Toddler Version (CLASS Toddler)

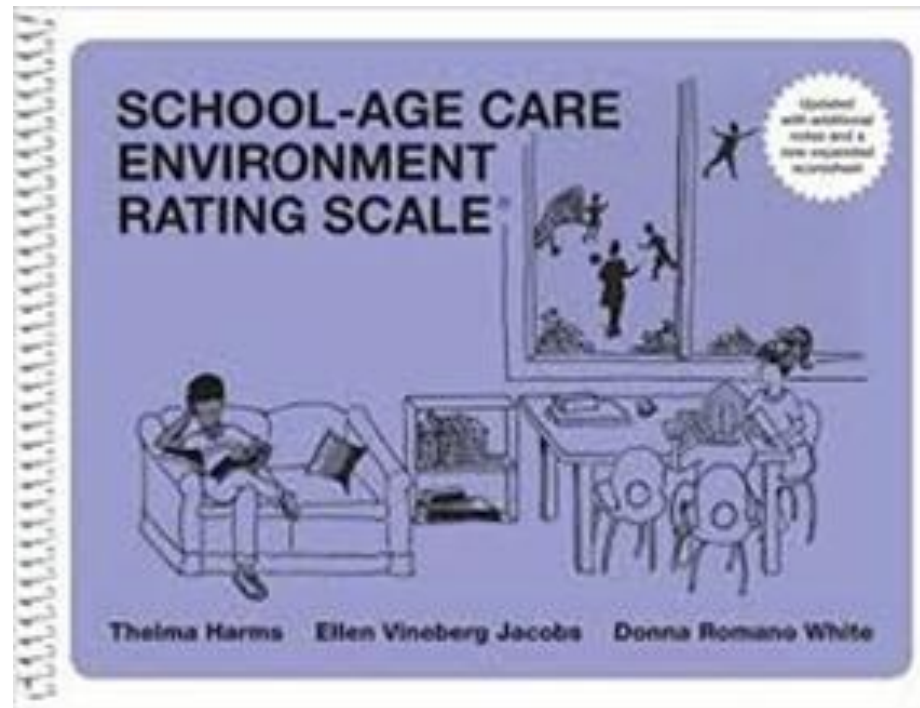
POI - STAR 3 & 4 Family and Group Care Homes

Family Child Care Environment Rating Scale – Revised Edition (FCCERS-R)



POI – Star 3 & 4 School Age Care

School-Age Care Environment Rating Scale (SACERS -U)



POI For CQI Purposes

- Center-Based
 - Program for Infant/Toddler Care Program Assessment (PITC PARS)
- Family and Group Child Care Homes
 - Parenting Interactions with Children: Checklist of Observations linked to Outcomes (Piccolo)
- Program Administration
 - Program Administration Scale (PAS)



Supporting Interactions with Children and Families

Tom Wolf, Governor
Pedro Rivera, Secretary of Education | Teresa D. Miller, Acting Secretary of Human Services



Building Relationships with Families

- Family-centered practice
- Foster strong relationships
- Begin when the family enrolls
 - Learn about their goals for their child
 - Learn about their child rearing practices
 - Learn about their expectations for the program

Tools for Communication

- Active listening
- I-messages
- Share ideas with respect
- Provide explanation
- Daily communication
- Written communication
- Family conferences

Engaging Families in Programs

What are the Benefits of Family Participation?

- For children?
- For family members?
- For teachers?

Ways to Engage Families

- Invite all families to participate in decision-making and to offer ideas and suggestions
- Ask families to describe ways in which they want to be involved
- Provide a variety of opportunities at a variety of times/locations

Reflection

Think about an early childhood program that you have observed or worked in.

- What kinds of family participation did you observe?
- What appeared to be the attitudes of the school staff toward family involvement?
- How do you think families felt about their participation?

Questions



Thank You!

