

AGENDA - INNOVATIONS IN MONITORING FOR QUALITY IMPROVEMENT PDG PEER EXCHANGE – MARCH 14-15, 2017 DOUBLETREE SUITES BY HILTON HOTEL BOSTON - CAMBRIDGE

Purpose and Goals: This Peer Exchange will dig deeply into innovative and effective strategies to drive continuous quality improvement, while balancing economies of resources - including limited staff - and placing a greater focus on efforts to improve instructional practice. The meeting builds on the <u>2015 Peer Exchange on Quality Improvement</u>, and provides participants an opportunity to learn from state and local grantee "sparks" on their monitoring practices, successes and challenges.

DESIRED RESULT: Each state team develops or advances an effective, comprehensive plan for preschool monitoring, evaluation and continuous improvement.

OUTCOMES – As a result of this meeting participants will:

- Review previous work on monitoring in their state.
- Increase awareness of research, peer state and best practices, building stronger relationships and sharing among states to support continuous improvement of preschool program quality.
- Identify specific actions each state will address in the coming year to support continuous improvement of preschool program quality.

DAY ONE	E: TUESDAY – MARCH 14, 2017
12:00	NETWORKING LUNCH – 1) INTRODUCTION OF STATE TEAMS; 2) AGENDA AND OBJECTIVES REVIEW; 3) GALLERY WALK – DIGGING INTO CURRENT STATE PRACTICES AND RESULTS
1:00	PRESENTATION – BOSTON PUBLIC SCHOOLS: MONITORING PREK CLASSROOMS
2:00	CT - STATE SPARK FOLLOWED BY STATE TEAM TIME
3:00	BREAK
3:15	AR - STATE SPARK FOLLOWED BY STATE TEAM TIME
4:30	STATE REPORT OUT – REFLECTIONS - ANNOUNCEMENTS
5:30	ADJOURN
DAY TWO	D: WEDNESDAY – MARCH 15, 2017
8:00	REFLECTIONS ON DAY ONE AGENDA OVERVIEW
8:30	COST-TO-QUALITY MODEL: DEMO
9:30	2 - STATE BY STATE - PROBLEM OF PRACTICE
10:15	BREAK – CHECK OUT
10:45	CROSS-STATE GROUP TIME
12:00	LUNCH – STATE TEAM TIME
1:30	MD - STATE SPARK – FOLLOWED BY FULL GROUP DISCUSSION
3:00	REFLECTIONS – ASSEMBLING THE PIECES
	GALLERY WALK ROUND 2 – STATE BY STATE REVIEW OF PLANS – THEORIES OF CHANGE
4:00	WRAP-UP AND ADJOURN

Innovations in Monitoring for Quality Improvement Peer Exchange - Participant List



Preschool Development Expansion Grantee Peer Exchange Innovations in Monitoring for Quality Improvement March 14-15, 2017

MEETING PARTICIPANTS

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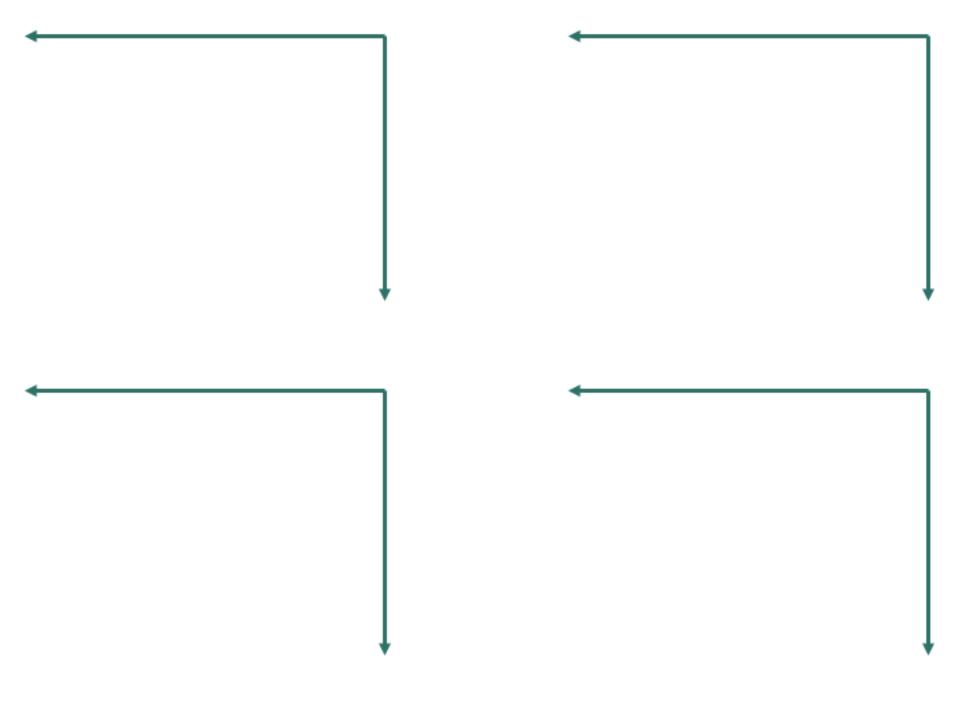
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NOTES – GALLERY WALK #1



PRACTICE WIH BEHAVIOR OVER TIME GRAPHING OF YOUR MONITORING SYSTEM

CAUSE AND EFFECT GRAPHING OF YOUR MONITORING SYSTEM

MONITORING FOR QUALITY IMPROVEMENT PEER EXCHANGE | STATE STRATEGIC PLANNING TOOL

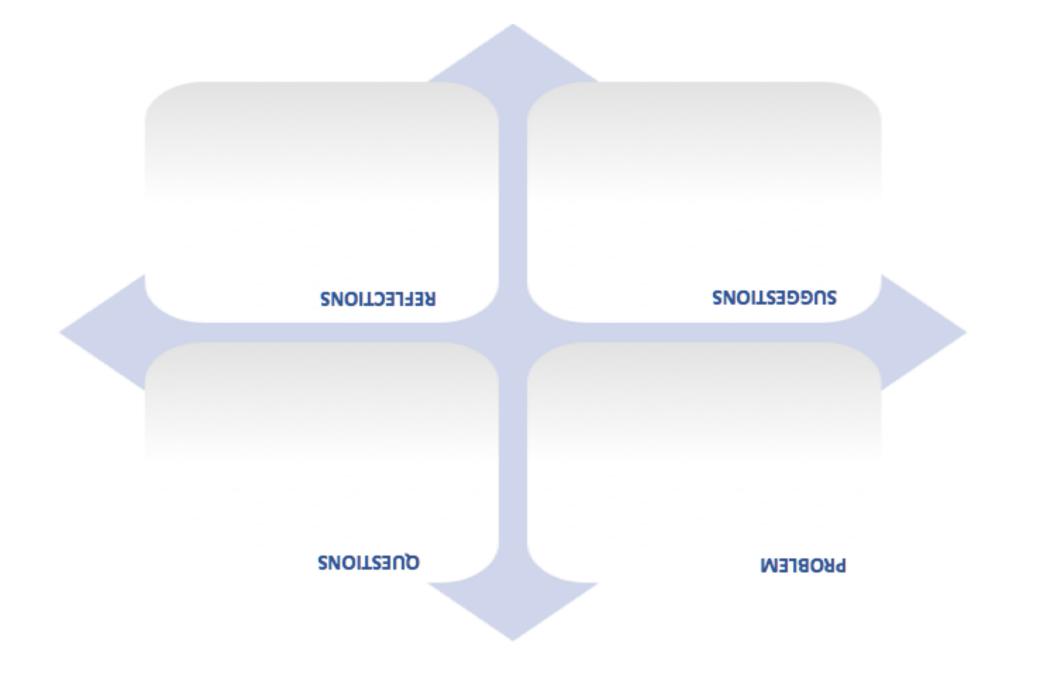
PURPOSE: This tool is designed to help state teams set objectives and timeline for strengthening the monitoring system for their state preschool program). The tool allows state team members to identify technical needs and assistance in meeting goals. State:

Overall Goal(s):

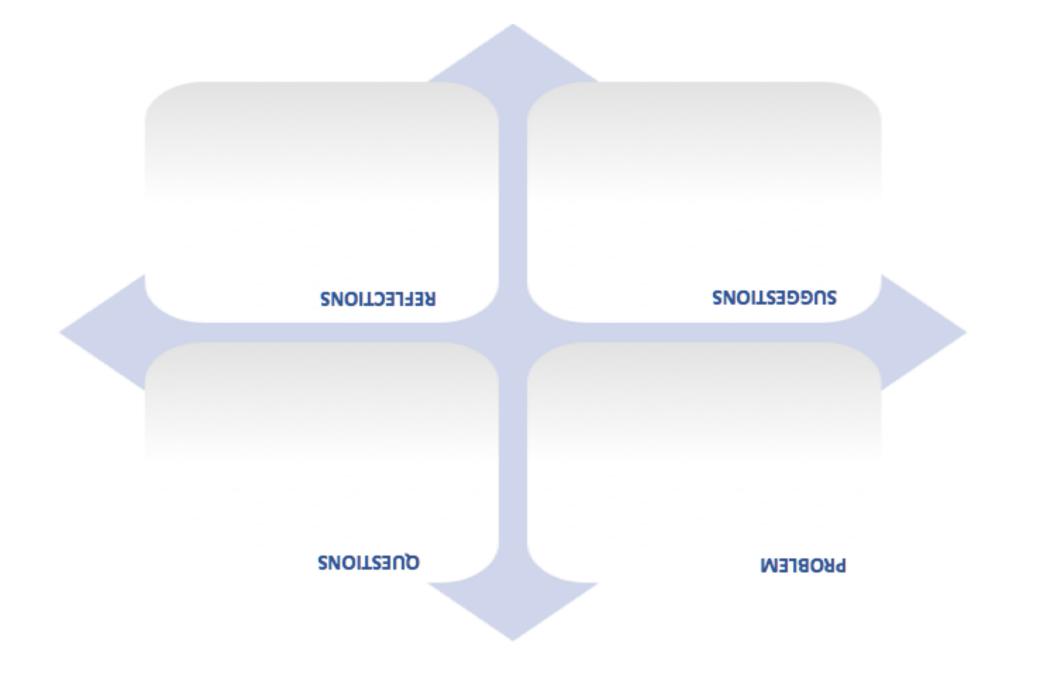
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NOTES - PROBLEMS OF PRACTICE



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VIDIES – GALLERY WALK #2

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Questions or suggestions I have for this state	Interesting information about this state	

ТНЕОКҮ ОF СНАИGE GRAPHING

PDG GRANT YEAR 1 APR REVIEW - and additional Information on State Pre-K from NIEER Yearbook (in italics) PROGRAM MONITORING/PSSESSMENT/EVALUATION/CONTINUOUS IMPROVEMENT PROVISIONS

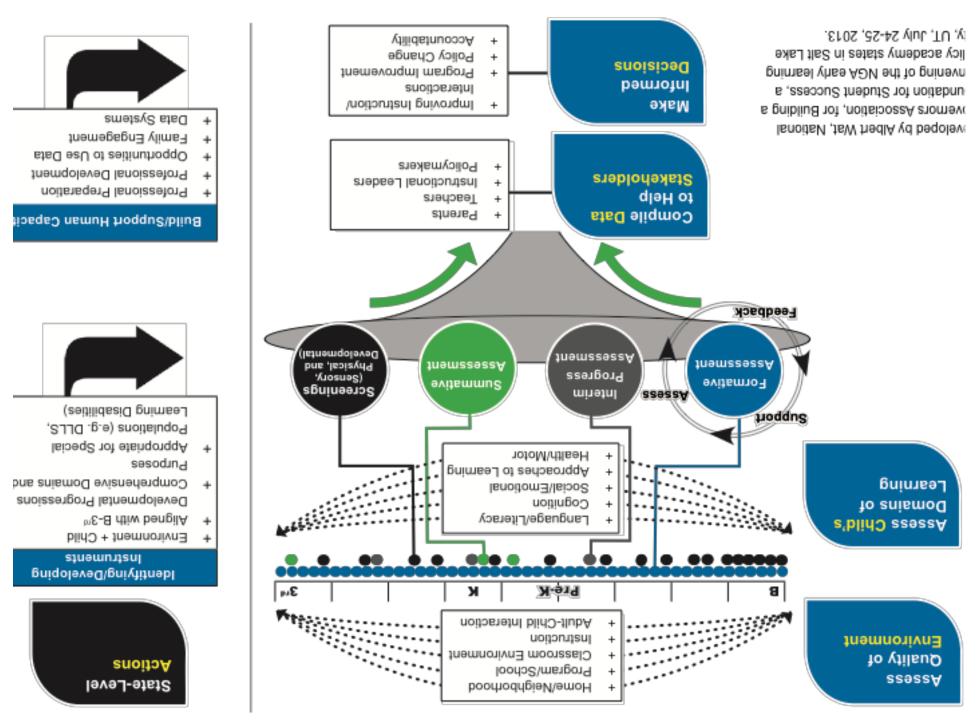
Evaluation NOTES	ίνοπίο το	Local Monitoring ABC program staff	ECERS Assessment Tools	Licensing/QRIS / accreditation Licensing 3x/year	Other Program Support	Teacher/ Classroom Professional Development / coaching / nteroctions	Curriculum Models Standards for curriculum choice	Pre-K Pre-K Work Sampling	K Entry Kindergarten Entry	ЯА
	Анопиа Биігиәсі Хиропииа Харопии Каропииа	pəɔunouueun	protocol ABC	ABC program monitoring TQRIS (Better Beginnings) annually		30 hours/year	tnetnoo bne		Screener (KES) (new)	
UCONN: PPVT, Woodcock- Johnson, BASC-2 consulting conducting n of Professional fice. PDG fice. PDG Professional Professional Learning Collaborative) Collaborative)	Monitoring protocols including monthly enrollment forms, interim reports and developed for use across state and PDG funded sites to funded sites to begin in FY 18.	School Readiness Liaisons or contracted monitors	2CLASS ECERS PAS may be introduced in years 3 and 4 abd 4	MAEYC accreditation or in process; ECERS in approval sinnually TQRIS TQRIS	Local Local Localiness Licensing Licensing Licensing	Three layers on Professional Learning: Learning: Learning: Support via one-on-one Support via coaches one PDG specific specific specific specific coaches meetings and PDG specific specific coaches frainings and PDG specific coaches specific coaches specific specif	Creative Curriculum, High Scope, Tools of the May others use a mains Approach. Reggio Emilia Approach and spproach and signed with CT eLDS. ELDS.	Screening: hearin g, vision, dental, general health and emotional, ASQ, ASQ-SE, BDI-2, Erigance, DIAL-4, ESI-R, DECA ESI-R, DECA experience plans	ВРЗС-2 васезатента иопастее уу исоии вруг Солаистее вруг Солагоск- вруг Солагоск- солагоск- вруг Солагоск- вруг Солагоск- солагоск- солагоск- вруг Солагоск- сола сола сола сола сола сола сола сола	CT

Amendment s have been made in most of the columns.	Overall PDG evaluation being conducted by University of MD. Qualitative & Qualitative research.	4 FTE program specialists 2 x/year on- site monitoring of fidelity of implementatio n and program quality quality	Principal, Director or Early Learning Supervisor observation/feedbac k	ECERS ECERS tool & monitoring fools fools fr	Public school standards & Office of Child Care Center ficensing regulations school certification certification certification ficensing school certification ficensing school certification ficensing school ficensing ficensi	Quality Assurance Specialists with Maryland EXCELS Training though based based through credential credential	Requirement for teacher certification in ECE Prek program specialist monitor Classroom & provide feedback to feedback to help guide PD	Frog Street PreK(4) Frog Street Threes -Frog Street Inc Express(3&4) McGraw - Hill MacMilan/McGra w Hill w Hill Uust for Threes Learning System, PreK with STEAM,	Early Learning Assessment (ELA) developed in MD—optional aligned to curriculum—TS Gold 5.551-R, Brigance, 3, ES1-R, Brigance, 3, ES1-R, Brigance, DIAL-4 or Best	Maryland Keadiness Assessment KAA=Ready d K	N
	zəteioozzA TBA	Regional teams feams program records	gnirotinom ob zAEJ ztiziv	part of QRIS ECERS and CLASS as CLASS as	QRIS Level 3-4 MAEYC accreditation required licensing renewal once/ 3 years		Soaching staff—not required but gnigngme		GUDB	GOLD (a few districts use Work District choice of GOLD, Work GOLD, Work COR	A
		By Wational Louis Univ. (MCECL) Program checklist of quality items Reliability plan Reliability plan Proce/3 yeors)		Years) (once/3 Program Program Program Program Self- every 3 Years) Program ECERS-R or ECERS-R or	ExcelRate Illinois (QRIS)	Program level Support; TA and staff training, esp. for comprehensiv e services) coaching: 1 Teacher instructional leader/ 10 classrooms classrooms zyears with specialist		Reviews of child portolious, once/3 years	KIDS observation of K of K	71
NOTES	noitsulsv3	ləvəl-ətst2 gnirotinoM	gnirotinoM IsooJ	mergora fnomereort slooT	Licensing/QRIS noitstibstock	Other Program tropport	Teacher/ Classroom Professional Development / coaching	Curriculum Models	Child Assessment Pre-K	K Entry Arsesserent	

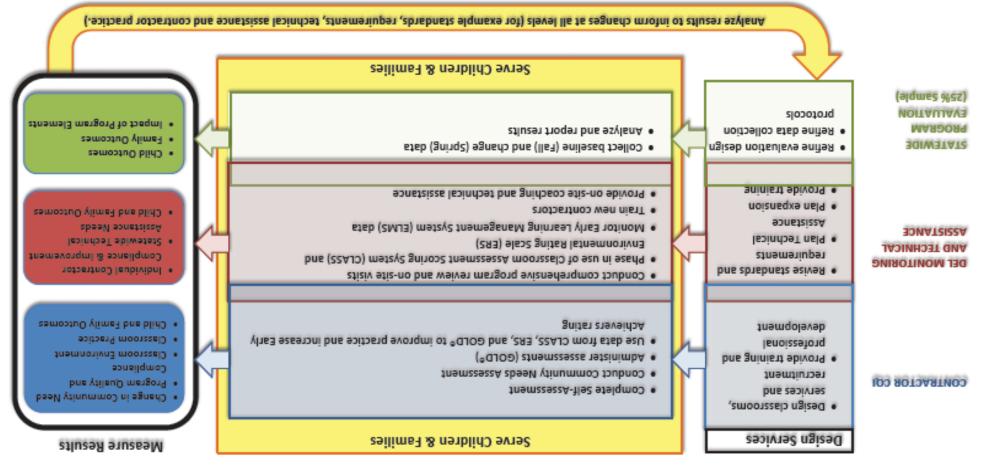
וקפק ער וגא וגא ער	Annual resear conducted by NIEER using t ECERS-3 to measure quai improvement across all grar across all grar across all grar	Bi-monthly on- site TA visits and activities tracking. On- site coaching and PD as needed by individual districts. (expansion districts)	Grow NJ Kids self- assessment (Preschool Teachers) Feethers) Referral Team-PIRT) Referral Team-PIRT)	specific +Curriculum- PRIS SELA ECERS	TQRIS (Grow NJ Kids) sssessed ECERS sssessed ECERS sssessed ECERS strengthening framilies self- families self- sssessment framilies self- sssessment framilies self- sssessment sssessment framilies self- sssessment sssessment framilies self- sssessment framilies self- sssessment framilies self- sssessment framilies self- sssessment framilies self- sssessment framilies self- framilies self- sssessment framilies self- sssessment framilies self- sssessment framilies self- framilies self- frami	Professional development in the Pyramid Model for Social Emotional Emotional Competence and Teaching Pyramid Pyramid Tool (TPOT).	Master Teachers والال Early Learning Training Academy Academy Academy and staff and staff	Connect 4 Learning (4yr olds) -Kaplan World of Learning (2014) -Pearson High Scope Tools of the Mind Tools of the Mind Creative Curriculum	 COR ESI-R) ESI-R) ESI-R) ESI-R) ESI-R) include: 	GOLD LOR, ELAS, local choice	ſN
					State or nat. accreditation		LEA PD in local jurisdictions Gommunity for PD support with LEA LEA Lutors for tutors for in Baltimore in Baltimore	Kindergarten Investigations with STEAM -Robert Leslie Curriosity for All Preschool(3,4,), Preschool(3,4,), Preschool(3,5, and Preschool(3,5, and Only)- Creative Only)- Creative Curriculum Teaching Strategies	Developmental		a
ou NOTES	oiteulev3	ləvəl-ətst2 gnirotinoM	gnirotinoM IsooJ	Program Program Tools	Licensing/QRIS / accreditation	Other Program Support	Teacher/ Classroom Professional Development Coaching	Curriculum Models	Tre-K Pre-K	K Entry Assessment	

	SRI: PALS, Woodcock – Johnson, TCRSS, HTKS, motor instrument TBD instrument TBD	Subgrantees are monitored quarterly and may include onsite visits, virtual virtual phone/desk- review gninotinom		ECERS CLASS	QRIS Documentation ey program- level outcomes	Virginia Early Childhood Foundation provides training and QRIS. CASTL assists with creation of Continuous Improvement Plans	IPDP for each teacher; UVa (CASTL)	<u>Creative</u> Curriculum	GOLD PALS-Pre-K 3 times Per year	Virginia has a Virginia Readiness Program Prog	ΑΛ
	Contracting with Child Trends to do a child level and In previous years Department contracted with MIEER to conduct an evaluation	State level Department of Education monitoring at the licensing, Bright Stars, and CECE level with an added layer of State Pre-K Monitoring	Grantee level responsitiidisnoqsər	Assessment Program Self- Changes) Teacher Lead Once/year CLASS ECERS &	Quality Continuum includes DCYF licensing, the QRIS (Bright Pre-K programs must meet CECE Standards Mhich is the CECE Standards CECE Standards Stare S	QRIS Navigator State Agency Staff scilities Fund support	20 hours of required PD Fund EDC "Center for Brofessionals to Provide to Provide PD/TA"	Curriculum Alignment Guidance Require programs to submit and have approved Curriculum Frameworks	bloð ð2T	TSG GOLD Prioting K Formative fn9mss928A	IN
			Child data – TS GOLD preschool and Kindergarten				Professional Development Plan required Vearly by districts				ſN
NOTES	noiteulev∃	ləvəl-əfst2 gnitotinoM	Bonitoring	msıgor9 fnəmszəszA slooT	Licensing/QRIS noitstibsרcreditation	Other Program Support	Teacher/ Classroom Perofessional Development / coaching	Curriculum Models	Pre-K	K Entry fn9m22922A	

Comprehensive & Aligned B-3rd Grade Assessment System – A Working Draft



CEAP Continuous Improvement, Monitoring and Evaluation



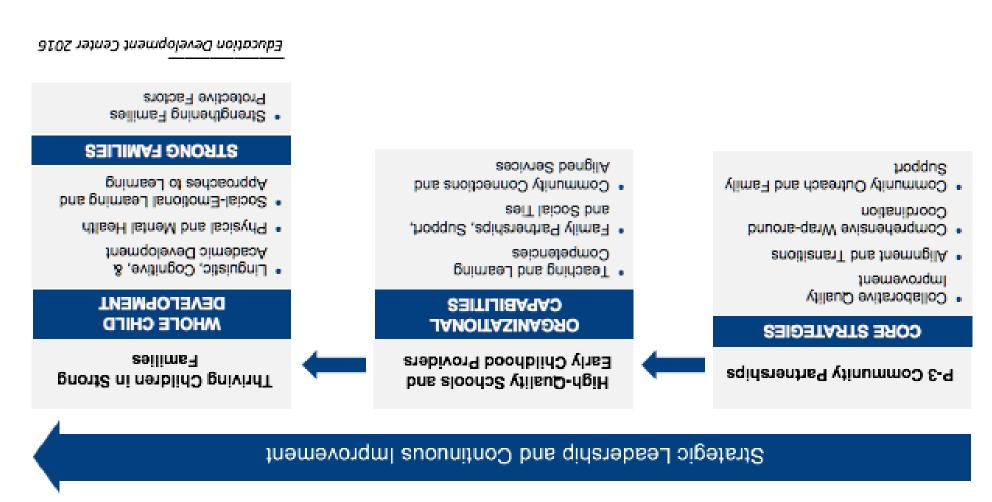
Together the independent evaluation, State monitoring and technical assistance and contractor continuous quality improvement processes provides data and insight so that:

 ECEAP providers implement the high-quality preschool services described in the ECEAP Performance Standards, which ensures that children and families receive the comprehensive services shown to generate results.

 Children experience cognitive, social, emotional and physical development and learning as described in the Early Learning Guidelines and as measured by Teaching Strategies GOLD®

From Washington State's PreK Expansion Plan: <u>http://www.del.wa.gov/publications/research/docs/EAEP_expansion_plan</u> exec_and_f

P-3 Community Partnership Theory of Action





EVALUATION - INNOVATIONS IN MONITORING FOR QUALITY IMPROVEMENT

1. Please rate the peer exchange (Check a box for each row)

	Very low quality	Low quality	Satisfactory Quality	High quality	Very high quality
Quality					
Relevance					
Usefulness to work					

2. Please share your reflections on the meeting.

What worked best at the meeting for you?	What would have made it even better?	What did you find most informative to your state work?

3. What are some next steps for you and/or your team?