EQuIPS: Early Childhood Quality Improvement Pathway System

2015 Annual Meeting of the Child Care Policy Research Consortium

December, 2015

University Consortium

University of North Carolina Greensboro
- Deborah Cassidy, Danielle Crosby, Linda Hestenes, Karen La Paro, Jiayao Li, Sharon Mims, Beka Pierro, Lia Rucker, Rhonda Sawyer, Yudan Wang

University of Delaware
- Rena Hallam, Martha Buell, Kaitlin Bargreen, Alison Hooper, Christine Skrobot

University of Kentucky
- Beth Rous

Division of Child Development and Early Education
- Mary Lee Porterfield

Intent of EQuIPS

A review **system** of early childhood program performance and quality that provides a **program portrait** based on information from observations, document review, and interviews. This portrait can be used in varying ways within a QRIS and help identify **pathways** for programs to **improve experiences** for children and families.

Conceptual Framework

- Child Experiences as the Central Focus
  - Where I spend my time
  - How I spend my time
  - How this relates to the rest of my life

- Factors that Affect Child Experiences
  - Environmental Settings
  - Relationships & Continuity
  - Teaching Practices

- Program Administration & Organizational Climate
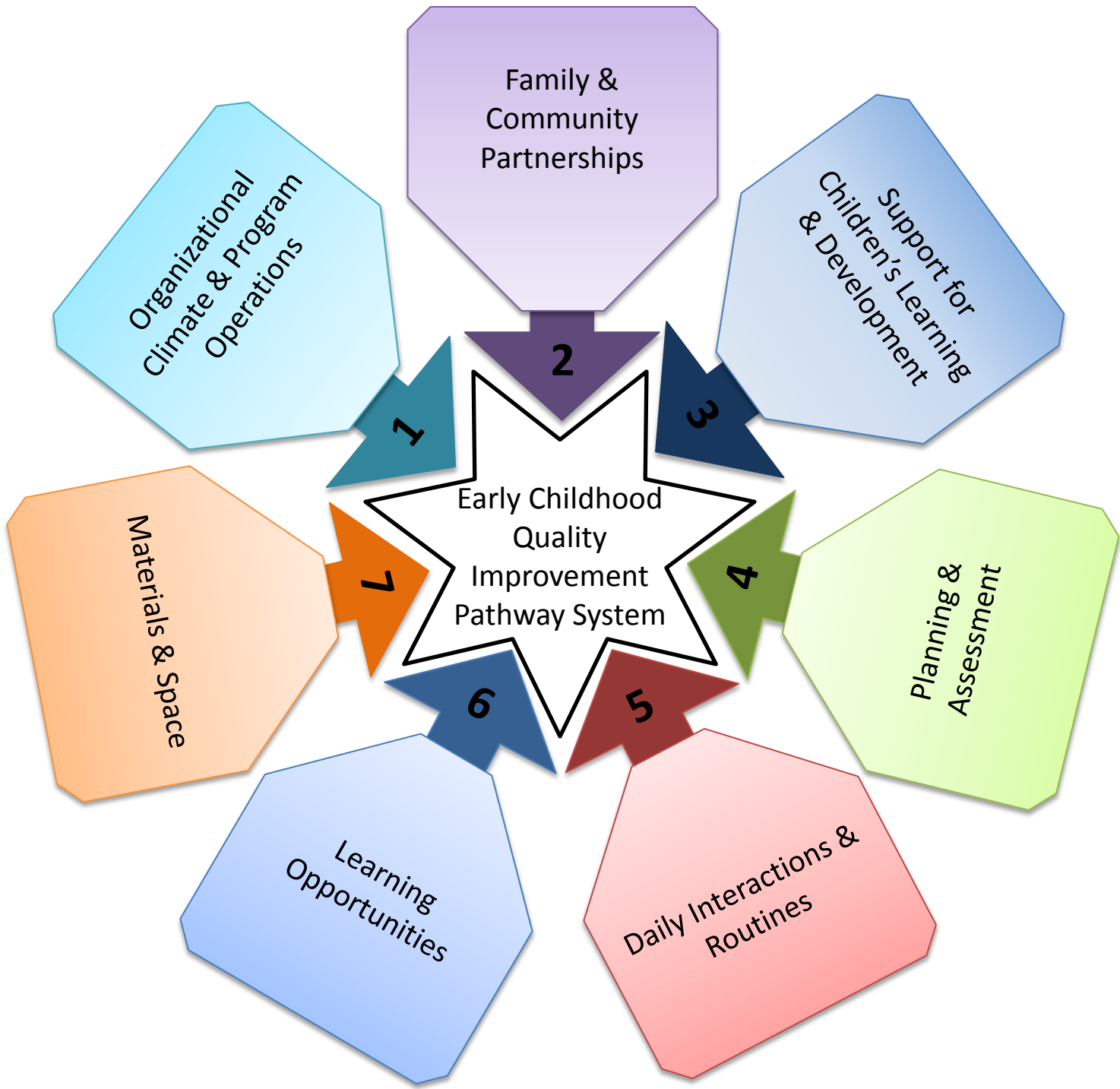
Sources of Evidence

Document Review

- Content
  - Administrative Practices
    - Staffing, Supervision, & Support
    - Family Engagement
    - Support for Teaching & Learning
  - Classroom Practices
    - Daily Schedule
    - Lesson/Activity Planning
    - Assessment
- Process
  - Documents evaluated using rubrics
  - Constructs rated as exceptional, expected, emerging, or not here yet

Interview

- Content: Includes aspects of a program that cannot be observed and verification of select program practices
  - Directors
    - Staff Support
    - Program Resources
    - Families and Communities
  - Teachers
    - Supervision
    - Professional Development
    - Communication with Families
    - Individualization
- Process
  - 30-45 minute interview
  - Responses evaluated using Likert scale
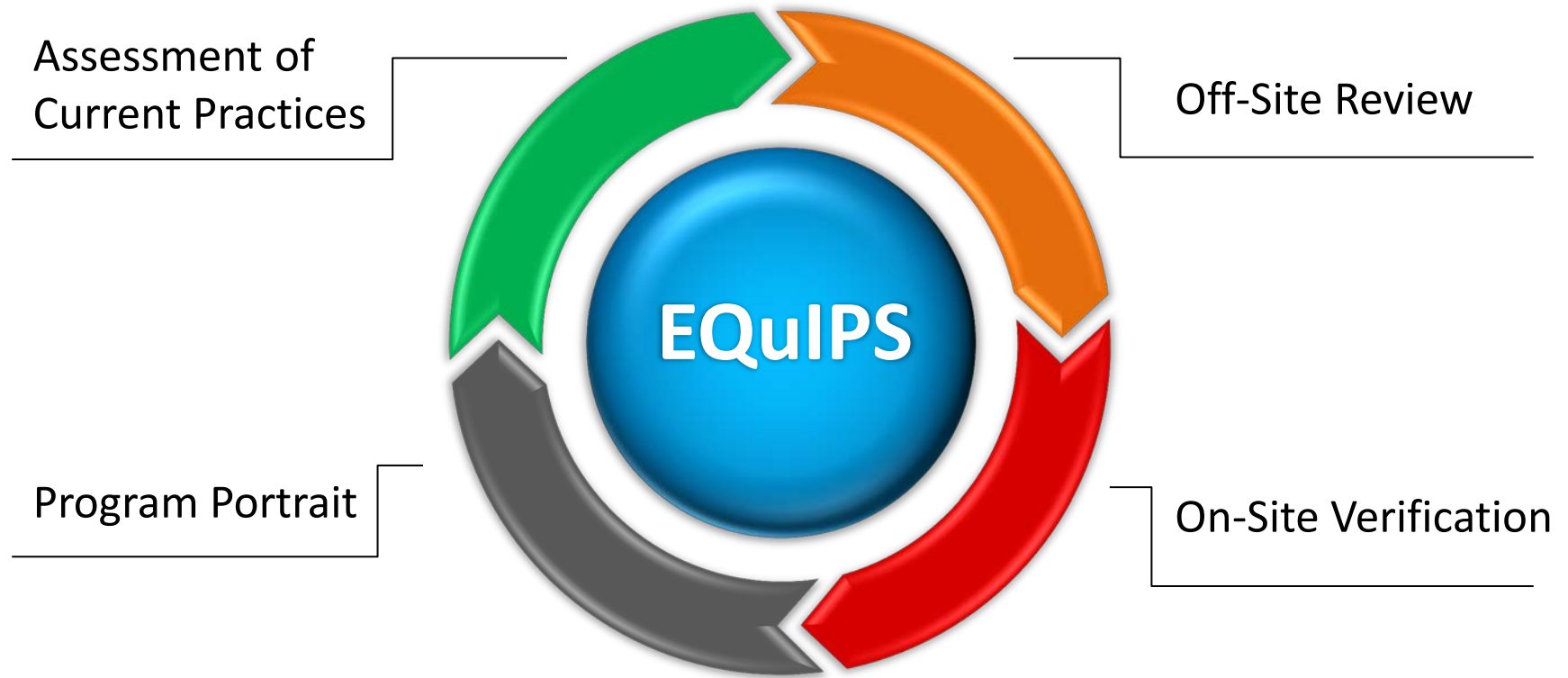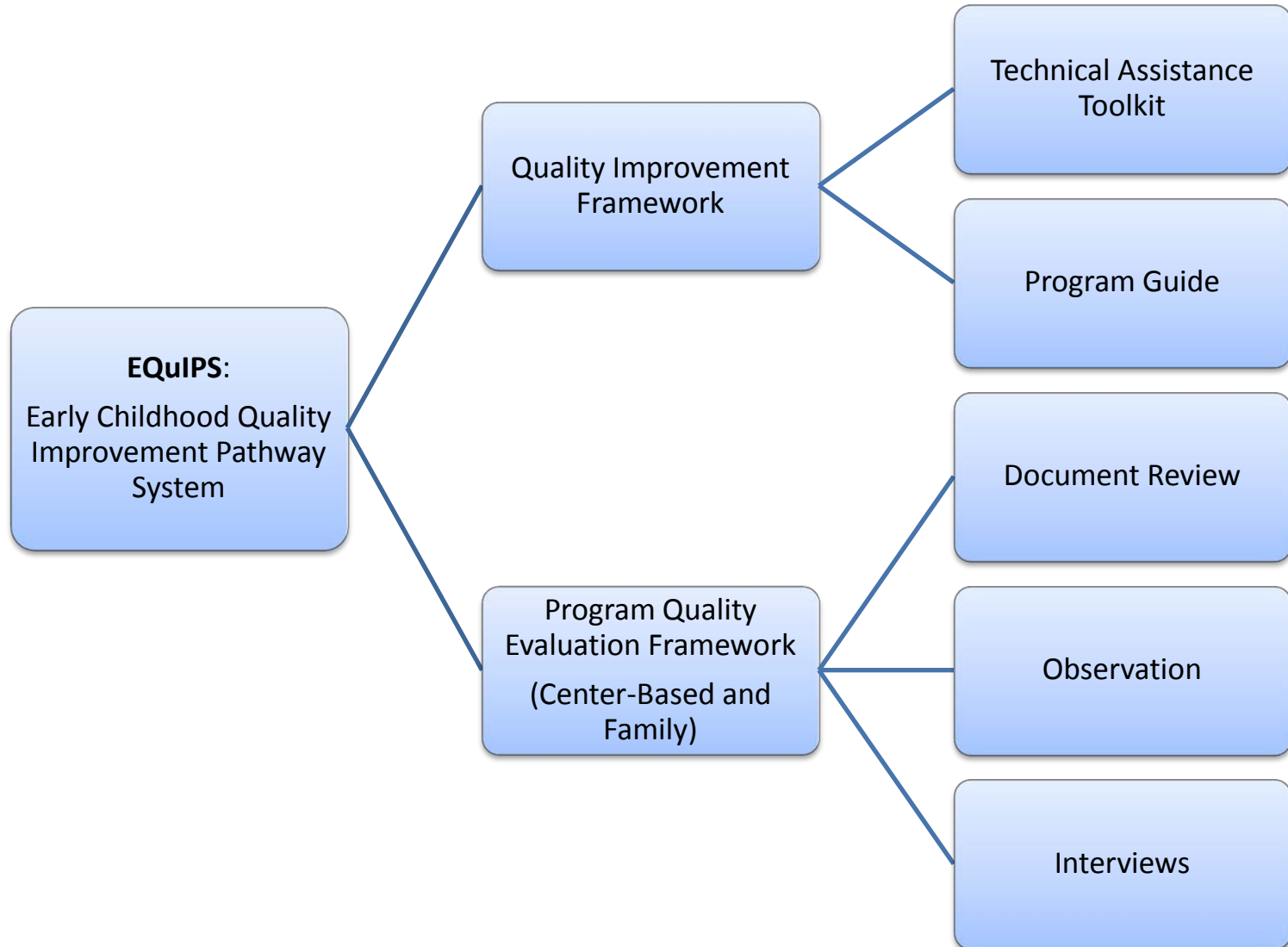
Observation

- Content
  - Teachers and Children
    - Affective Interactions
    - Conversations
    - Supporting Persistence and Learning
    - Peer Interactions
  - Classroom/FCCH
    - Materials Access, Usability, and Organization Process
    - Availability of Space
    - Outside space and materials
- Process
  - Time Sampling (presence/absence)
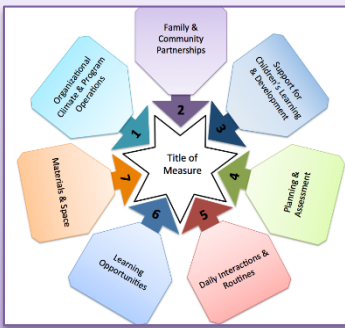 - Global Ratings
  - Red Flag Items

Four-Phase Assessment Process

Assessment of Current Practices

Off-Site Review

EQuIPS

Program Portrait

On-Site Verification

Quality Improvement and Evaluation Frameworks

EQuIPS:
Early Childhood Quality Improvement Pathway System

Quality Improvement Framework

- Technical Assistance Toolkit
- Program Guide

Program Quality Evaluation Framework (Center-Based and Family)

- Document Review
- Observation
- Interviews

Key Practice Area 2:
Family and Community Partnerships

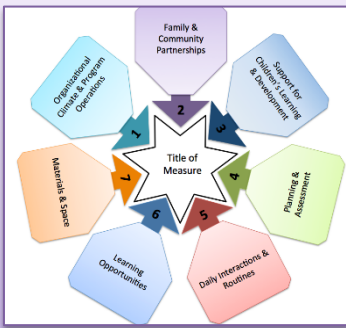| Focal Areas	Sources of Evidence
• Communication with families • Building relationships with families • Connecting families to community resources • Community partnerships	• Administrative Documents • Director Interview • Teacher Interview

Family and Community Partnerships

daily sheets, conferences, enrollment forms, policies, procedures, or programs regarding communication with families

Director
- How do staff in your program communicate with families?
- What opportunities do families have to communicate with teachers and other staff?
- Tell me about a time you used family input for something in your program.
- If program holds conferences: Tell me about what happens during your conferences with families.

Area	Not Here Yet	Emerging	Expected	Exceptional
Family Input	No opportunities provided for families to share input and feedback about the program.	Program encourages families to share input and feedback about the program.	There is a formal process in place for families to provide feedback to the program.	There are multiple methods that encourage all families to provide feedback and input into the program throughout the year.
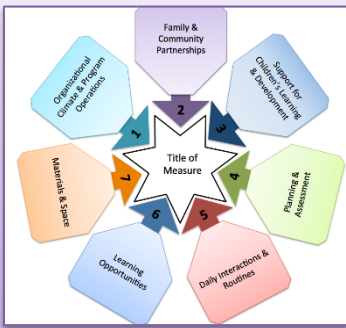
Family and Community Partnerships

Policies, procedures, or programs designed to connect families to other needed or relevant community resources

Director:
•Tell me about a time you connected a family to a community resource.
•What types of relationships does your program have with other community agencies?
•(If this question is not already answered above): What partnerships do you have with community agencies to support children with documented disabilities and their families?

Area	Not Here Yet	Emerging	Expected	Exceptional
Connecting families with community resources	Little or no evidence of connecting families with community resources	Program makes written materials available to parents (lobby or resource room) about local resources	A system is in place to provide each family with individualized information about a variety of community resources and to help families connect to these resources.	The program uses multiple strategies to learn about family needs and to link families to available resources (such as those related to housing, education, employment, parenting, child development, etc.)

Key Practice Area 5:
Daily Interactions and Routines

Focus Areas

- Teacher-child Interactions
- Behavior Guidance
- Routines and Transitions

Sources of Evidence

- Teacher Interview

- Observation

Teacher-Child Interactions **Supporting persistence and learning**

Are almost all children engaged in classroom activities and/or routines?		
Is a teacher providing general encouragement?		
Is a teacher providing specific and authentic feedback?		
Is a teacher actively participating with child(ren) in their play?		
Is a teacher providing physical support or environmental facilitation?		

Teacher:

What is a skill or learning goal you are currently working on with a child/children in your class?

How are you helping children learn this skill or meet this learning goal?

Quality of Conversation/Language

Does a teacher give a directive or instruction to a child or children?		
Does a teacher comment or talk to a child about his or her activity/experience?		
Does a teacher provide a reason or explanation for something that is happening?		
Does a teacher ask a relevant question regarding what children are doing or showing interest in?		
Is at least one open ended question asked to support children's thinking, problem solving, or understanding?		
Is at least one term or phrase defined?		
Is an instance of a teacher actively listening to a child's communication observed?		

Key Practice Area 4:
Planning and Assessment

Focus Areas

- Curriculum

- Assessment

- Developmental Screening

Sources of Evidence

- Classroom Documents
  - Assessment Documents
  - Daily Schedule
  - Lesson Plans

- Teacher Interview

- Observation

Assessment

Topic Area	Not here yet	Emerging	Expected	Exceptional
Curriculum-Based Assessment	No evidence of child assessment processes in place in the program.	An inconsistent set of assessment practices are in place where some classrooms conduct curriculum-based assessments.	A child assessment system is in place that ensures all children are assessed at least twice a year or an on-going basis with an appropriate assessment tool. Procedures for conducting child assessments include: 1) assessments are conducted by someone familiar to the child, 2) assessments occur in child's natural environment, and 3) decisions regarding assessments consider children's home language.	A child assessment system is in place that includes multiple data sources (e.g. teacher observations, portfolios, family observations, checklists, etc). Program procedures for conducting child include: 1) integrating assessments into planned activities with minimal disruptions to the children's typical daily routines and experiences, and 2) accommodations are made regarding children's primary language or ability level

Teacher: Tell me how you gather information about your children's learning and development. What do you do with the information you collect? How do you share this information with families?

Planning and Assessment

- Policies, procedures, and other evidence of curriculum selection and use
- Classroom activity/lesson plans
- Professional development or other evidence regarding professional development in curriculum

Teacher: Tell me about how you plan for children's individual interests and needs in your classroom.
- Can you provide an example of this from the last month?
- Have you made decisions about arranging the environment or using materials based on the individual needs of a child? Can you give an example?

	Emerging	Expected	Exceptional	Current Level
Lesson plans are individualized	No evidence of individualizing reflected on lesson plans	Plans show evidence of individualization based on groups of children.	Plans show evidence of individualized goals/experiences for some children.	Plans show individualized goals/experiences for most children in the classroom.

Curriculum

Math

The environment affords rich, developmentally appropriate math experiences

Literacy

The environment affords rich, developmentally appropriate literature experiences

Science

The environment affords rich, developmentally appropriate science experiences

Pretend play

The environment affords rich, developmentally appropriate pretend play experiences

Physical activity

The environment affords opportunities for rich, developmentally appropriate gross motor experiences

Music

The environment affords rich, developmentally appropriate music experiences

Discussion Questions

- How can mixed methodologies (interview, document review, and observation) contribute to our assessment of quality features?

- How can the field balance the measurement of program infrastructure with provider burden?

- What are the implications of this type of measurement strategy for small child care centers and/or family child care homes?

- What are suggestions/considerations from the group for EQuIPS and ECE-ICHQ?