Continuous Quality Improvement Phase

Module 7

New Quality Improvement Specialist Training

Welcome

- Final session!
- Please type your name in the chat



Module Series

1. Introduction to Spark: Oregon's QRIS
2. Engaging Early Learning Programs in Spark
3. Spark Quality Improvement Phase, part 1
4. Spark Quality Improvement Phase, part 2: Spark Standards
5. Spark Quality Improvement Phase, part 3: The Portfolio
6. Spark Quality Rating Phase
7. Spark Continuous Quality Improvement Phase

Module 7 Objectives

- Participants will examine supporting early educators in planning their next steps
- Participants will examine the use of the ERS, CLASS, and PAS/BAS tools for continuous quality improvement

Reflection

How do you see yourself supporting early educators after they have submitted or resubmitted their portfolio?



Spark Oregon's Quality Rating and Improvement System Participation Phases

	Commitment to Quality Phase	Quality Improvement Phase	Quality Rating Phase	Continuous Quality Improvement Phase
Enter this phase when:	· Licensed program · Interested in Spark · Meet C2Q compliance requirements	· Achieved C2Q · Program uses QIP/SA to identify areas for CQI · Need Spark resources to improve program	· Achieved C2Q · Best practices implemented	· Have submitted a complete portfolio · Received initial rating and feedback
Steps and materials:	· Attend Spark Orientation · Apply for C2Q by submitting: ▪ Application ▪ MOU · Receive C2Q rating and Welcome Kit · Use Quality Improvement Plan (QIP) and Self Assessment (SA) to decide next steps in Spark	· Complete personalized action plan using the QIP · Request financial supports by submitting: ▪ Request for Supports form ▪ WOU W-9 form · Work individually or with Quality Improvement Specialist · Implement quality improvements in programs using QIP as a guide	· Document evidence in Spark portfolio · Clearly label evidence and place in appropriate section of portfolio · Use score sheet and other Spark resources to make sure evidence is well documented and complete · Apply for 3-4-5 star quality rating by submitting complete Spark portfolio for review	· Receive financial incentive at 3-4-5 star levels · Create an action plan using the QIP to address any standards not initially met at desired level · Document updated evidence in portfolio as needed · Resubmit Spark portfolio as needed · Maintain Spark quality and compliance requirements

The Continuous Quality Improvement Phase



"Continuous quality improvement" (CQI) is a mindset to cultivate.

At this stage, providers/programs can consider their next steps in their CQI journey, such as:

- Working towards a higher star rating
- Working towards a higher ORO step
- Focusing on specific program goals
- Using an evaluation tool to continue quality improvement efforts

Why is CQI important?

- Continuing to grow professionally creates high quality experiences for children and families
- Intangible and tangible rewards support meaningful work



Role of the QIS in the Continuous Quality Improvement Phase

- Encourage providers to celebrate their accomplishments and build on their strengths!
- Support providers in cultivating a CQI mindset.
- Support providers in creating and implementing a CQI plan.

Implementing a Continuous Quality Improvement Plan



Tools to Support CQI

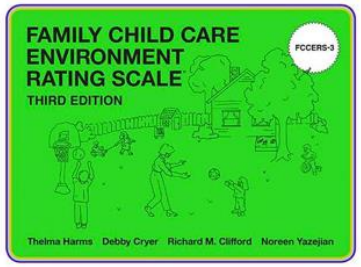
- **Environment Rating Scales (ERS)**
- **CLASS, Business Administration Scale (BAS)**
- **Program Administration Scale (PAS)**

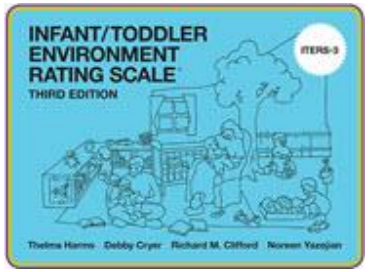
Overview of the Environment Rating Scales (ERS)

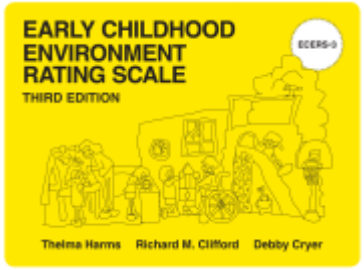
- The ERS scales are designed to assess “process quality”-- what the children directly experience, through on-site observation
- ERS uses a holistic view of child development
- ERS considers 3 basic needs of children:
  - Protection of their health and safety
  - Supporting and guiding social/emotional development
  - Appropriate learning activities

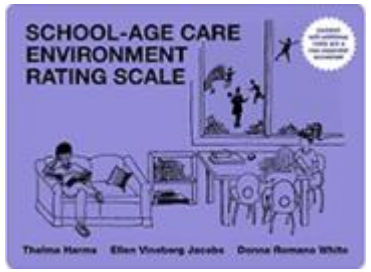
The Environment Rating Scales (ERS)

- FCCERS-3 (Family Child Care Environment Rating Scale – 3rd Edition)
- ITERS-3 (Infant/Toddler Environment Rating Scale – 3rd Edition)
- ECERS-3 (Early Childhood Environment Rating Scale – 3rd Edition)
- SACERS-U (School-Age Care Environment Rating Scale – Updated)









Using ERS Assessments as a CQI Tool

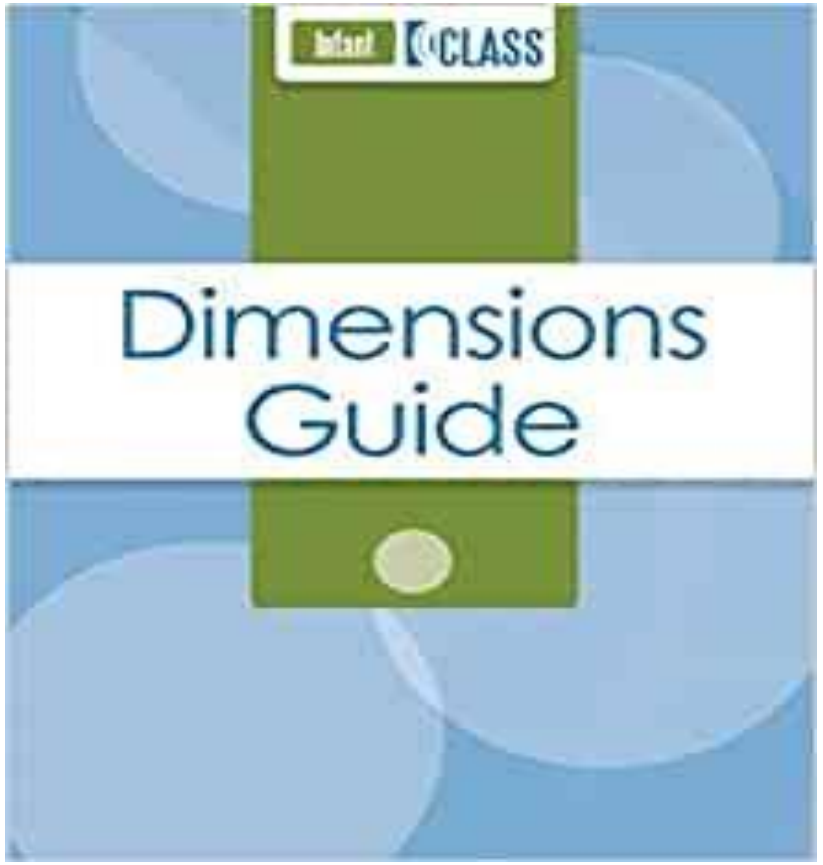
- Programs will receive CQI assessments from TRI Assessors as directed by the ELD
- Programs can prepare for CQI assessments:
  - Take *Introduction to the Environment Rating Scales* training (Set 1)
  - Take *ERS Implementation Module trainings* based on the six subscales (Set 2)

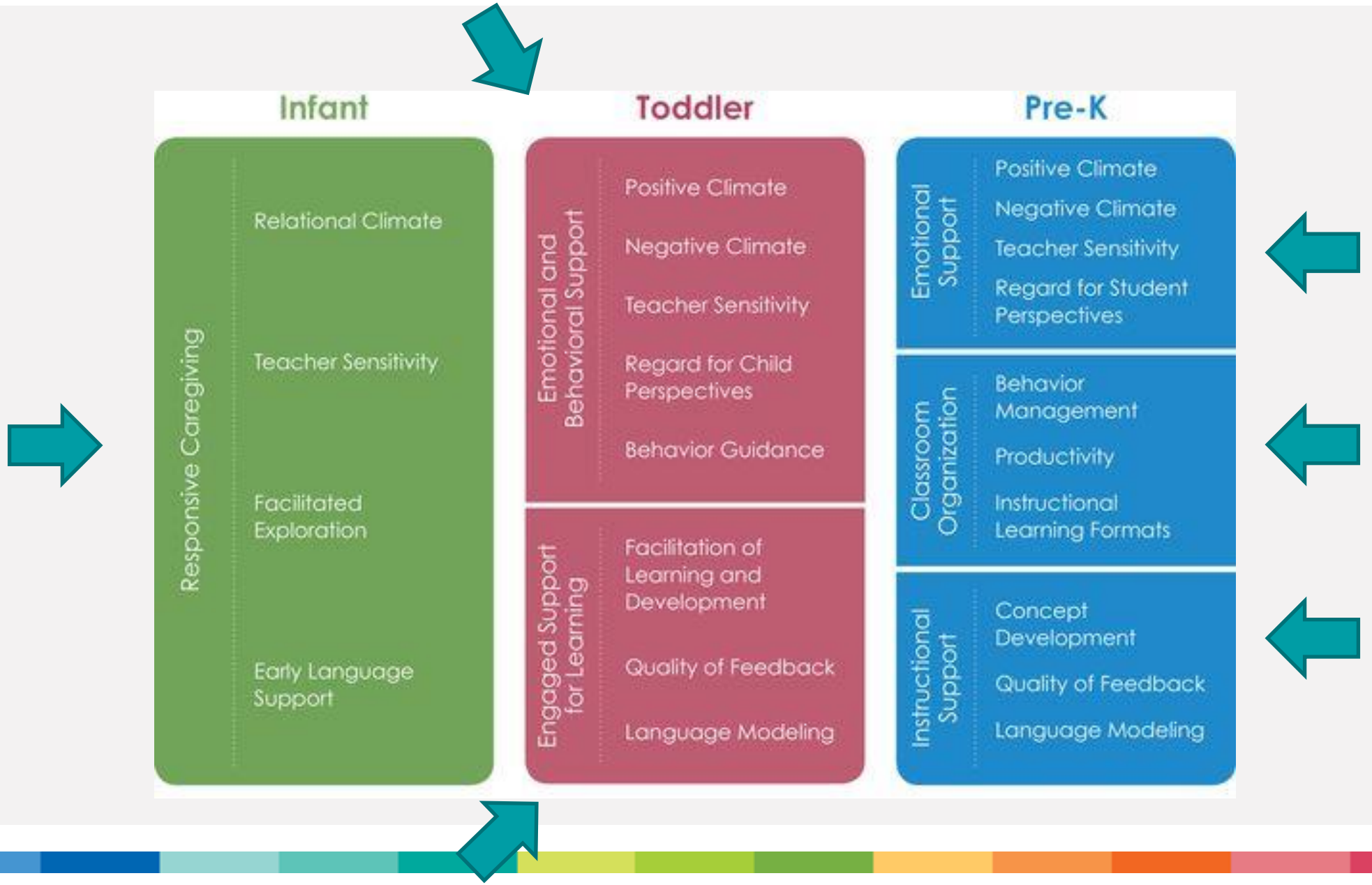
How else can QISs support early educators with ERS?

- Early educators can complete *ERS Self-Assessments* (Space & Furnishings, Materials, Interactions, and Promoting Diversity)
- Early educators decide if or what they wish to change based on ERS self-evaluations or self-assessment results; goals, if any, are determined by provider
- After a CQI assessment has been conducted and the *ERS Assessment Summary Report* received, QISs can provide individual support for planning/attaining goals:
    - *ERS Assessment Reflection Guide*

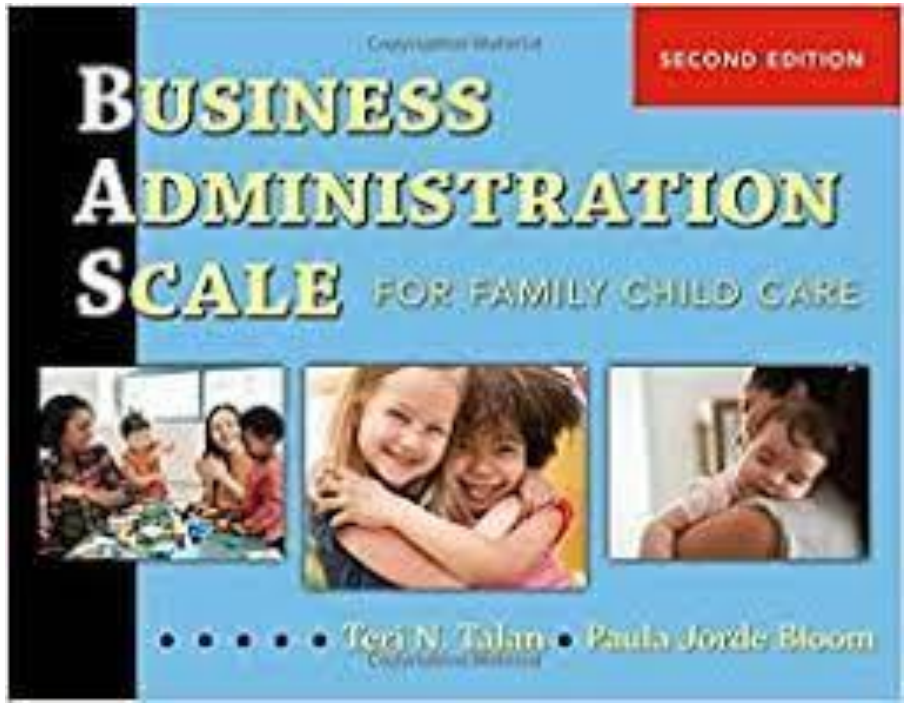
CLASS Observation Tool
(CLassroom Assessment Scoring System)

- Observation tool used to measure adult-child interactions
- Tools available in:
  - Infant
  - Toddler
  - Pre-K and more
- Can be used at the 5-Star level in LD 11 and 12

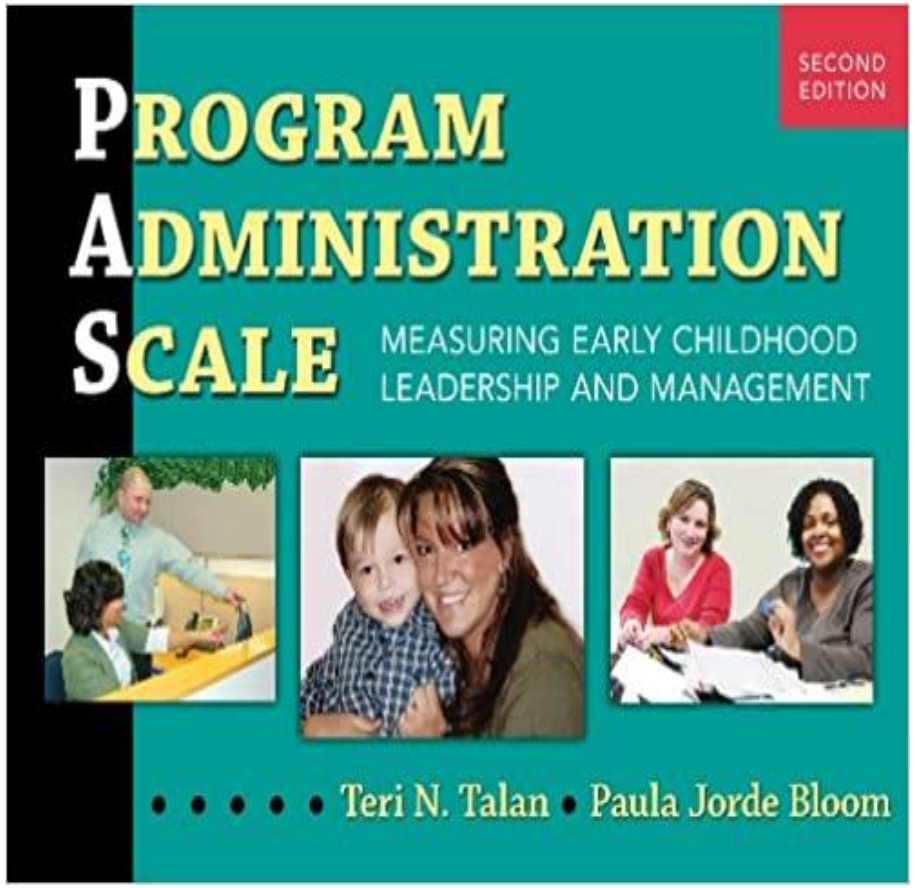



Infant
Toddler
Pre-K
Responsive Caregiving
Relational Climate
Teacher Sensitivity
Facilitated Exploration
Early Language Support
Emotional and Behavioral Support
Positive Climate
Negative Climate
Teacher Sensitivity
Regard for Child Perspectives
Behavior Guidance
Engaged Support for Learning
Facilitation of Learning and Development
Quality of Feedback
Language Modeling
Emotional Support
Positive Climate
Negative Climate
Teacher Sensitivity
Regard for Student Perspectives
Classroom Organization
Behavior Management
Productivity
Instructional Learning Formats
Instructional Support
Concept Development
Quality of Feedback
Language Modeling

Business Administration Scale for Family Child Care (BAS)



Program Administration Scale (PAS)



Questions and Comments



Break



Small group discussion

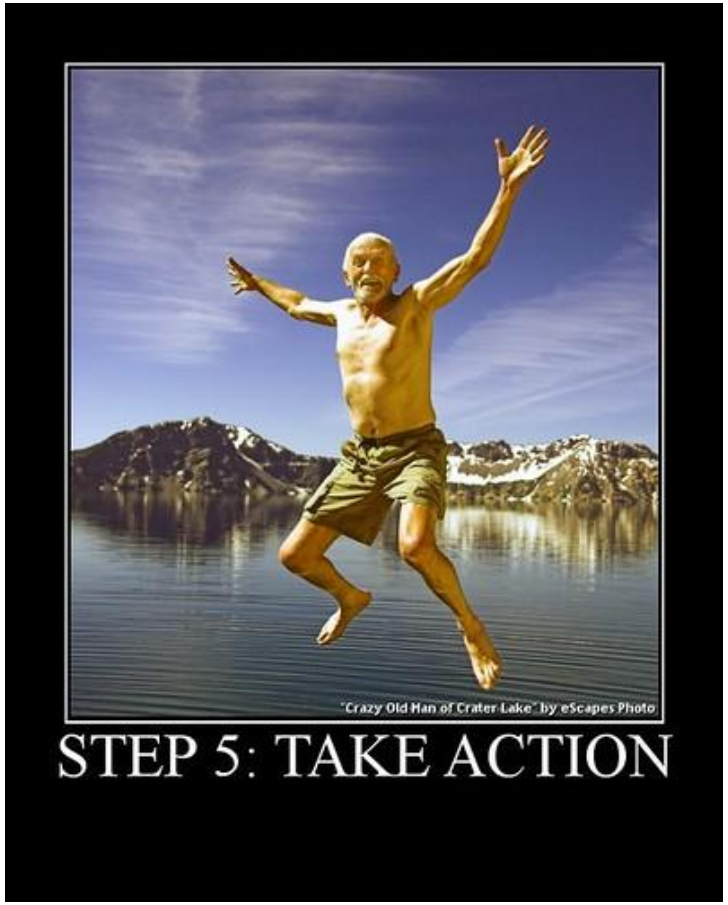
- What are some of your take-aways from participating in these New QIS modules?
- In what ways do you feel better equipped to support providers/programs participating in Spark?
- What do you want to continue to learn more about?

Final Thoughts

- How are you feeling going forward?
- Any final thoughts, reflections, or questions
- We are here for you!

Professional Action

- Investigate one of the CQI tools discussed in this module.
- Strategize how this tool might be used with a program you are working with.



Closing

- Evaluation
- Please type your name in the chat
- This Thursday Spark Webinar 10 – 11:30 am

