The Quest for Quality in Early Childhood

Inclusion Institute
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Virginia Buysse   Kelly Maxwell
Elena Soukakou   Pam Winton
Deb Cassidy   Beth Rous

What We Already Know......

- Substantial evidence shows causal link between program quality & developmental outcomes

- This has spawned a quality improvement movement in the U.S.

But, What Do We Mean By Quality?

Intentional Teaching & Intervening

Emerging Questions About Program Quality

What Do We Mean By High Quality Inclusion?

What Practices Define High Quality for Children from Diverse Cultural & Linguistic Backgrounds?

Do Quality Frameworks Reflect Needs of Diverse Young Learners & Their Families?

licensing

DAP

program standards

QRIS

accreditation criteria

The Evolving Definition of Program Quality

A case in point NAEYC's position statements on DAP from 1987-2009

Quest for Quality **Panelists**

- QRIS – Kelly Maxwell

- Measuring inclusion quality – Elena Soukakou

- Professional Development – Pam Winton

Quest for Quality **Reactants**

- Beth Rous

- Deb Cassidy

What is a QRIS?

- Common Elements
  - Quality standards
  - Process for assessing/monitoring standards
  - Outreach and support to programs
  - Financial incentives
  - Consumer awareness

QRIS Across the U.S.

- Operating Statewide QRIS
- Developing QRIS or Other Quality Improvement Initiative

Source: Data compiled by the National Child Care Information and Technical Assistance Center as of March 2010.

Special Needs

- 8 of 26 states address for centers

- 6 of 26 states address for family child care homes
  - Specialized training
  - Screening procedures
  - Planning for children with special needs
  - Documentation of plans & activities
  - Integration of children with peers
  - Environmental accommodations

Cultural and Linguistic Diversity

- 5 of 26 states address for centers

- 3 of 26 address for family child care homes
  - Communication in families' home languages
  - Staff training (Louisiana)
  - Environment and materials reflect each child's family and culture (Indiana)

Future Directions

- QRIS as a framework

- "Universal Design"
  - Broaden the stakeholders
  - Common definitions

Resource

- http://www.acf.hhs.gov/programs/opre
  - Compendium of Quality Rating Systems and Evaluations
  - State Profiles

Three Issues in Measuring Dimensions of Quality in Inclusive Programs

Elena P. Soukakou, D. Phil.

- Challenges in measuring quality in inclusive classrooms

Challenges

- High quality inclusion reflects a broad, complex system of practices

- Lack of consensus on dimensions of high quality inclusive practices

- Inadequacy of existing quality standards and measures

"Young children with disabilities can experience low quality in classes that are otherwise rated as being of high quality"
(Wolery et al., 2000)

The Inclusive Classroom Profile (ICP)

- Structured observation

- 1-7 pt Likert-type scale

- 11 items

- Observation focus→ Inclusive classroom

ICP Items

1. Adaptation of space and materials

2. Adult involvement in peer interactions

3. Adult guidance of children's play

4. Conflict resolution

5. Membership

6. Adult-child social interactions

7. Support for social communication

8. Adaptation of group activities

9. Transitions between activities

10. Feedback

11. Planning and monitoring children's individual needs and goals

Development of the ICP

1. Exploratory research

2. Conceptualization

3. Item generation

4. Expert review

5. Piloting

6. Validation

4^{rth} Challenge

Inclusion ⟷ Individualization

"Inclusive adaptations"

"Practices which **deliberately** *adapt* the classroom's environment, activities and instruction in ways that encourage **participation** and **active engagement** in the group, through **adjustments** that might differ from child to child"

Example Indicator 1

- *Adults **monitor children's involvement** in play and **when needed, help individual children to become involved** (E.g. adults help children find toys that are appropriate for their age and level; suggest games and activities; redirect child from self stimulatory behaviors to more purposeful play). **(O)***

Example Indicator 2

- *Adults **deliberately** organize the physical space (including materials/ equipment) during the day **to encourage peer interaction** (E.g. teacher adds a chair to computer area for child who is standing and watching a peer playing; adult sets-up circle area to encourage children to read together; adult takes out more puppets to encourage other children to join the puppet area; adult repositions child on wheelchair so that she can face her peers). (O)*

Example Indicator 3

- *Children's **engagement in group activities** is most of the time **active and intentional** (E.g. child finger-paints showing interest and motivation; child actively follows song rhymes in group; child actively traces name on paper).*

3 Issues in Measuring Inclusive Classroom Quality

- 1. Balance of indicators of general and specific relevance

- 2. Consideration of outcomes that inform practices

- 3. Differentiated use of quality indicators for program quality assessment and professional development

http://community.fpg.unc.edu/discussions/blog-speaking-of-inclusion/measuring-the-quality-of-inclusion

Quality Initiatives

Professional Development

Inclusion

Presented by Pam Winton

Rising Stars
with Parallel or Intertwined Destinies?

Purpose: To Share

- Traditional recommendations for linking quality, professional development, and inclusion

- A disruptive innovation

PD Challenges

Emphasis on
across the board
implementation
across sectors

Lack of
agreed upon
definition

Lack of rigorous
research on
effective PD

Lack of practic
focus to PD
content

Issues Related to PD

NPDCI Definition of Professional Development

"**Professional development is facilitated teaching and learning experiences that are** **transactional** **and designed to support the** **acquisition** **of professional knowledge, skills, and dispositions as well as the** **application** **of this knowledge in practice …**"

Definition (continued)

The key components of professional development include:

a) **characteristics and contexts of the learners (i.e., the "who");**

b) **content (i.e., the "what" of professional development); and**

c) **organization and facilitation of learning experiences (i.e., the "how")."**

National Professional Development Center on Inclusion (NPDCI) PD Framework
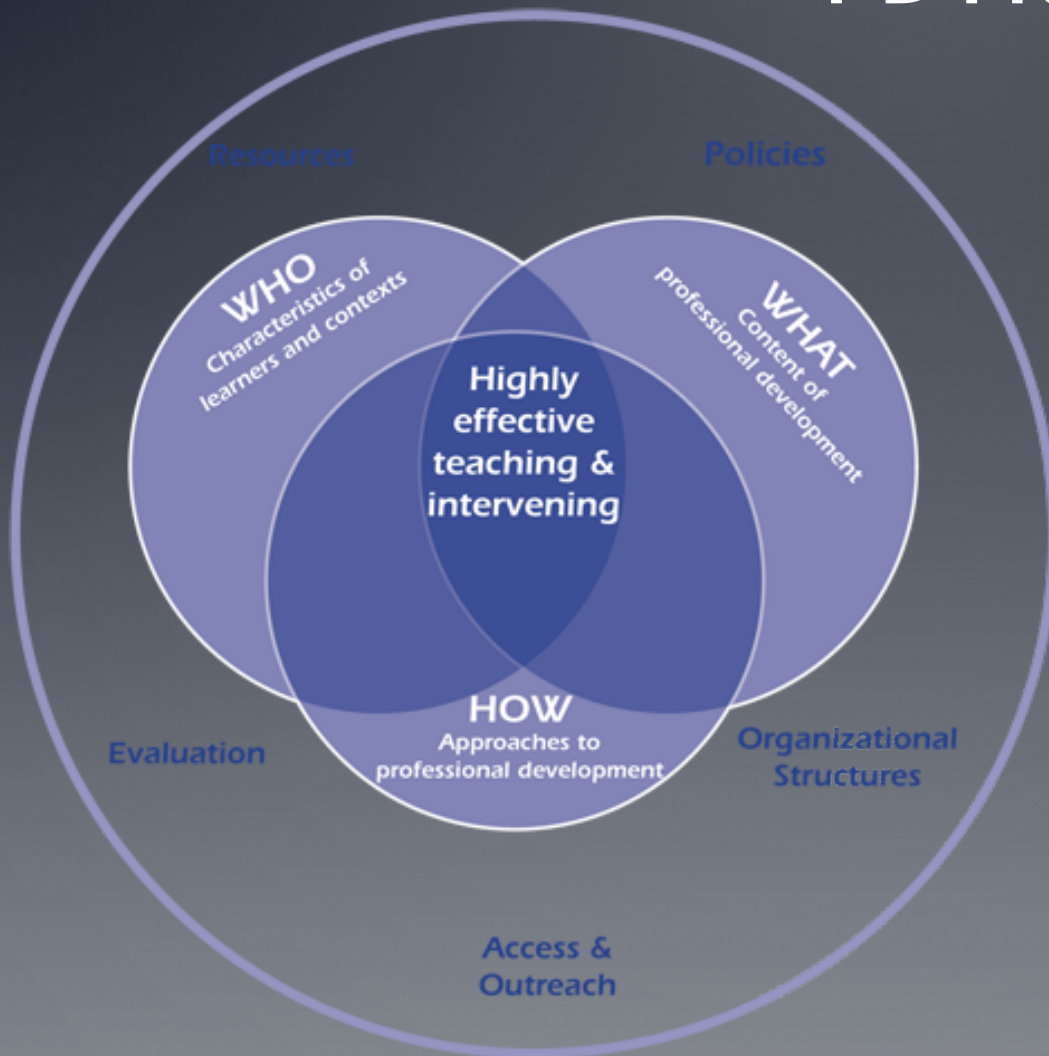
Quality initiatives have potential to:

- Motivate learners (the WHO) to participate in PD

- Shape the focus of PD content (the WHAT)

- Undergird the quality of the PD experiences available to learners (the HOW)

Example: Two Components of QRIS Focused on PD

- TA available to promote program quality ....what is the content &quality of TA & TA providers, etc?

- Education/training requirements ...but what is the content & quality of IHE preparation, training, etc?

Traditional recommendations requiring slow incremental changes to existing structures

Recommendations to states for integrating quality, PD and inclusion:

- Create structures for developing cross-sector integrated quality and PD systems based upon an agreed upon definition of PD

- Identify evidence-based practices that promote the development and learning of every child within a quality inclusive environment and make these the centerpiece of the PD system

- Ensure the quality of PD provided and that PD providers are supported in implementing effective PD methods to teach about quality improvements and evidence-based practices.

Disruptive Innovation

An EBP Approach to PD

Focus on young children in inclusive environments

- Help build early childhood practitioners' abilities to make evidence-based decisions

For faculty and PD providers

CONNECT Modules

Online Instructional Resources

Emphasis on Customizing Teaching

Step 1 Dilemma	Step 2 Question	Step 3 Evidence	Step 4 Decision	Step 5 Evaluation

Research-based practices
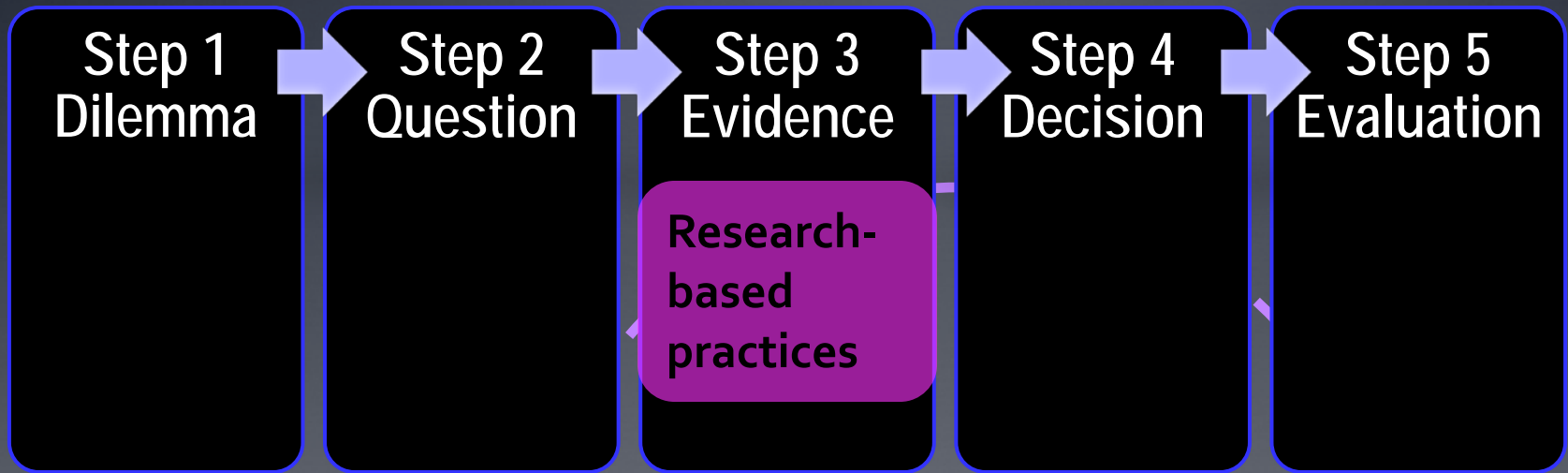
5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions

Modularity

Family-Professional Partnership

Diversity

Transition

Assistive Technology

Assessment

Socioemotional development

Challenging behaviors

Collaboration

Teacher-child interaction

Family support
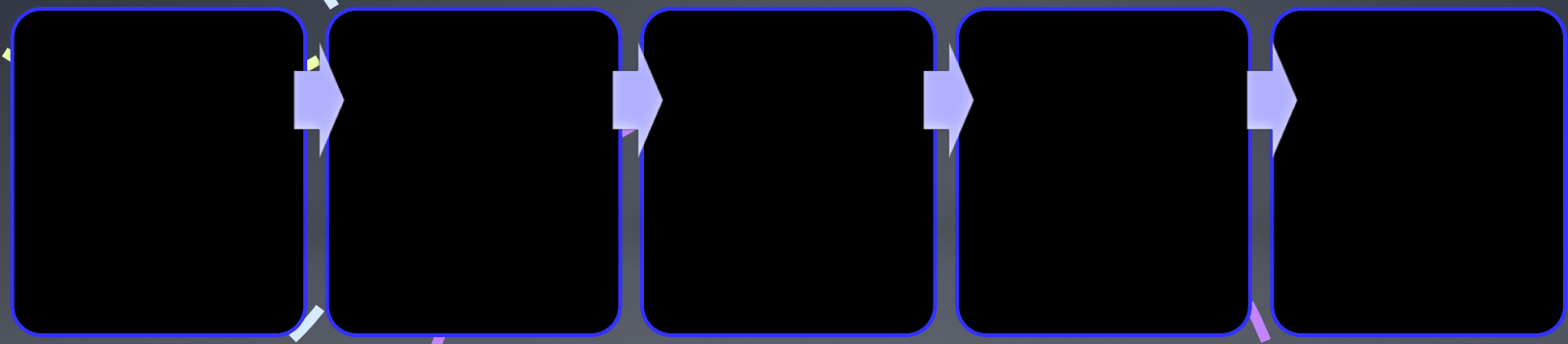
Variety of PD Contexts

- Coursework
- Practice
- Seminars
- Workshops
- Consultation
- Supervision

Caring for
Children with
Challenging
Behaviors

Use of Social Media: Available 24/7,online discussion, YOUTUBE

💬 Comment on additional guideline

Posted by Johnna Darragh at Feb 05, 2009

Thanks for the opportunity to review--I found the guidelines very comprehensive and well-developed. The only add on suggestion that I had pertained to demonstrating diversity in professional roles...there is a broad range of target audiences listed, and an overt inclusion of this as a guideline could ensure that the modules "speak to" the broad array of professionals who could benefit from the materials.

⊹ Reply ⊹ Remove

💬 Comment on additional guideline

Posted by Pam Winton at Feb 06, 2009

So true Johnna...we are striving to incorporate ways to engage a variety of learners at different levels (and we hope you all can help with this) and guidelines need to make that explicit. Thanks

⊹ Reply ⊹ Remove

💬 Feedback

Posted by Christine Myers at Feb 06, 2009

I think this is very comprehensive, I just had a couple comments. First, under E-learning/Accessibility, you might add "at a vareity of font sizes" to "Materials and module components are readable on the screen". I have had this be an issue when I teach online. Also, I see learner reflection mentioned in Family-Centered practices and collaboration, but not under Instructional Design. Perhaps you could be a little more specific and add something about "Opportunities for learners to relect on application of the practice" instead of just addressing feedback. This may help to close the loop for practitioners. Christine

Planning for Adoption: Pilot Participants
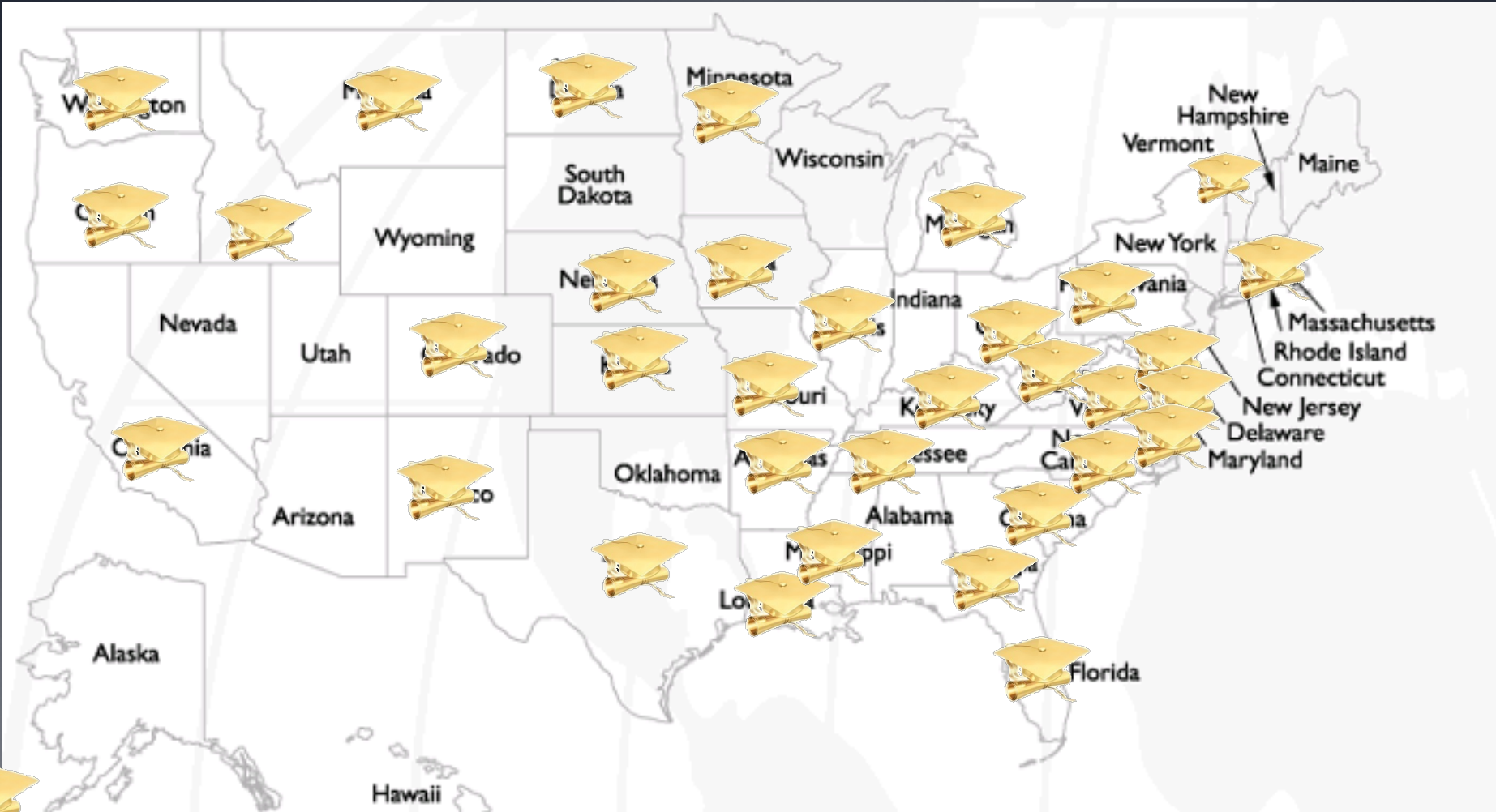
Visit our community website
http://community.fpg.unc.edu

CONNECT

Pam Winton, Virginia Buysse, Maggie Connolly, Chih Ing Lim, Jonathan Green, Christine Lindauer, Heidi Hollingsworth

UNC FPG CHILD DEVELOPMENT INSTITUTE

Ann Turnbull

KU THE UNIVERSITY OF KANSAS

IDEAs that Work

Beth Rous & Patti Singleton

UNIVERSITY OF KENTUCKY

NPDCI

Pam Winton, Virginia Buysse, Camille Catlett, Shelley deFosset, Tracey West, Jonathan Green Heidi Hollingsworth

UNC FPG CHILD DEVELOPMENT INSTITUTE

IDEAs that Work

Turning around program quality through innovation …

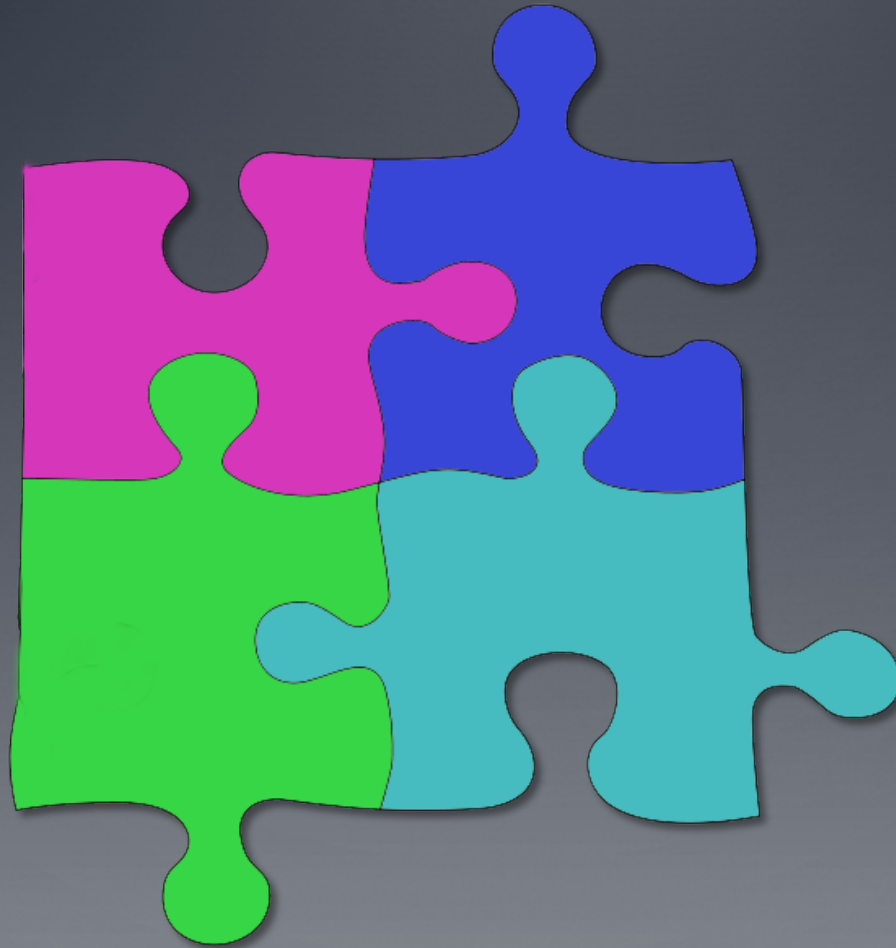# Customized early education & intervention

New technologies & skills to manage innovations in intentional teaching

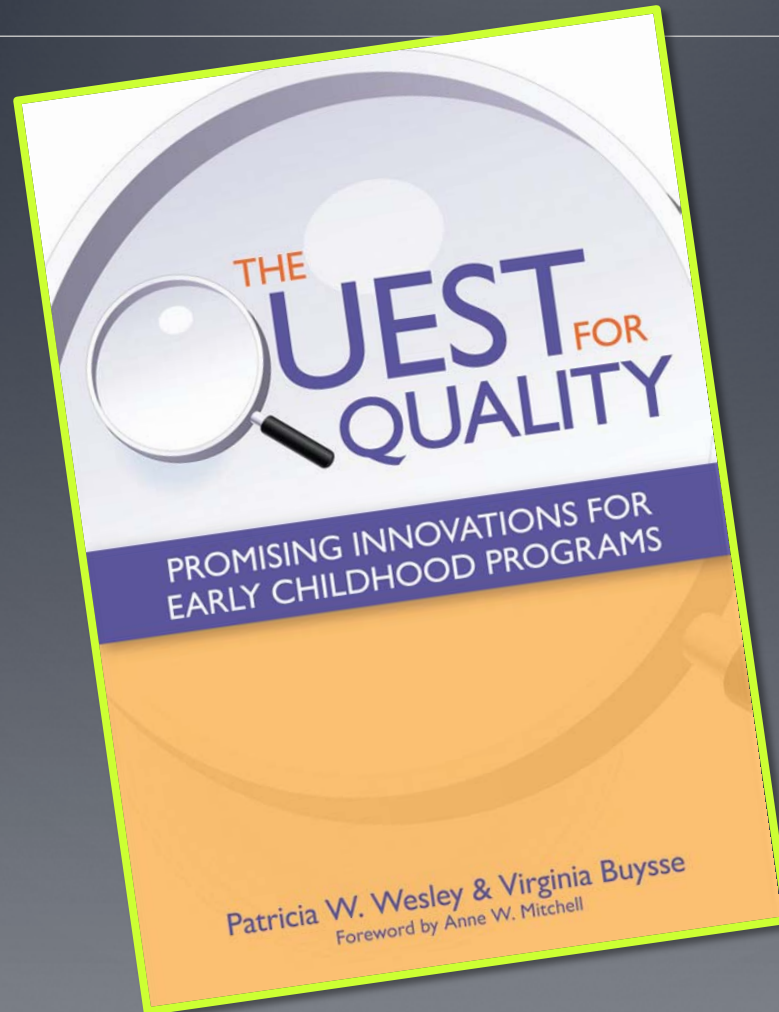# A modular, cross-sector system of standards, accountability, resources, and supports

Where is the most fertile ground for future innovations?

- In places where practitioners work and children learn .

Hot Off the Press

Quality Rating & Improvement System
Resource Guide

Home	About QRIS	QRIS Resource Guide	State Information	Resour

Initial Design Process	Approaches to Implementation	Standards and Criteria	Accountability and Monitoring	Provider Incentives and Support	Data Collection and Evaluation	Cost Proje Finan

Initial Design Process

Planning a QRIS requires many considerations, and the process must be handled thoughtfully and with great deliberation because it lays the groundwork for everything that follows. If done well, the process can unify a wide range of constituencies and lead to greater understanding and support for early childhood care and education. This section includes information on setting the vision and goals, beginning the design process, determining which programs will participate, and gathering information on the current workforce and the licensing program.

Establishing the QRIS Vision and Goals

Compendium of Quality Rating Systems and Evaluations

April 2010

Quality Indicators of Inclusive Early Childhood Programs/Practices

A Compilation of Selected Resources

- Cate, D., Diefendorf, M., & Whaley, K. (Eds.). (2010). Quality Indicators of Inclusive Early Childhood Programs/Practices: A Compilation of Selected Resources. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.